Effectiveness of Utilizing the Task-Based Approach in Improving Sight Translation Skills among Saudi Students of Translation at King Khalid University

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ABSTRACT

The Task-Based Approach (TBA) has become more popular in the domain of teaching translation in the last few years of the current century. This study aimed to investigate the effective role played by utilizing the Task-Based Approach in improving sight translation skills among Saudi students of translation at King Khalid University. It is hypothesized that there is no statistically significant difference between the mean scores of the undergraduate students of sight translation who are taught sight translation utilizing the Task-Based Approach and that the students of sight translation who are taught sight translation utilizing the traditional methods. The study results revealed that the Task-Based Approach (TBA) is effective in improving sight translation skills among Saudi students of translation. Also, undergraduate students of sight translation should be trained to develop their competency in translation by reaping great benefits from the Task-Based Approach (TBA). Instructors of sight translation and experts should supply plenty of drills in sight translation by using the Task-Based Approach (TBA) in teaching. Additionally, instructors of sight translation should be fully aware of the importance of using the Task-Based Approach (TBA) to increase the undergraduate translation students' sight translating rate and comprehension skills.

1. Introduction

In the last few years, translation and interpreting courses have comparatively become more familiar at many international universities and colleges of the world in general and Saudi universities and faculties of languages and translation in particular. One conception playing a significant role in this progress may be related to the perspective of concerning translation as the "fifth skill" (Newmark 1991; Chang, 2016), which goes with the English four skills. In these universities and colleges of languages of translation, sight translation, the proposed introductory course for learning interpreting (Lambert, 2004) is not commonly provided as a segregated course but an involved module in both courses of translation and interpretation

Sight translation is one of the most daunting tasks and difficult challenges that the translators, students of translation had ever encountered because it implies an effort to attain painstaking conveying of meaning while replicating the message of the source language (SL) in a target language (TL) simultaneously. A translator's trial in accomplishing form usually makes achieving content more onerous (Abdelaal et al, 2015), and thusly, a translator of sight translation mainly demands to either sacrifice form or content. In another word, a translator can hardly go well in maintaining both form and content insight translation in particular. Such a problem is related to the question of what is the role played by instructors of translation in improving sight translation skills among Saudi students of translation.

Over the last few years, one of the rapid progress in improving sight translation skills among students of translation at the tertiary education because some teachers of translation utilized a Task-Based Approach to teaching the courses of sight translation and interpreting. This moving set down a

new time in which new translation teaching techniques, namely, the Task-Based Approach would provide the opportunity for students of translation to come by appropriate sight translation method when translating far-ranging genres.

The current study focuses on the Task-Based Approach applied to the Saudi students of translation in translation course (2), namely," Sight Translating " in a college context. (Zainudin and Awal, 2012). This Task-Based Approach is utilized by the researchers in teaching the course of translation (2) provided by the selfsame college to students of translation as a required translation course. Markedly, the Task-Based Approach was achieved and arranged in teaching the sight translation to students of translation at King Khalid University.

1.1 Aims of the Study

The current research paper aspires to accomplish the following aims:

a. To explore the effectiveness of utilizing a Task-Based Approach (TBA) in enhancing sight translation skills among Saudi students of translation.

b. To evaluate the use of a Task-Based Approach (TBA) for teaching sight translation in the authentic classroom of translation setting.

c. To examine how the Task-Based Approach (TBA) played an efficacious role in improving translation students' sight translation skills both in form and content.

d. To investigate the impact of employing Task-Based Approach (TBA) to boosting Saudi translation students' sight translation skills both quality and quantity

1.2 Research Questions

The study attempts to seek the answers to the following research questions-
RQ1.To what extent is the utilization of the TBT approach boosting the performance of Saudi University students' sight translation skills?

RQ2. Does the application of the TBT approach in teaching translation have any consequential impact on improving the performance of Saudi translation students' sight translation skills both quality and quantity?

The researchers hope the results of the study will offer teachers of sight translation and interpretation more valuable, and comprehensive classroom activities.

1.3 Hypotheses of the Study

The null hypotheses of the study state that:

There will be no statistically significantly difference between the undergraduate female translation students' achievement who are taught sight translation using TBA and that of the students who are taught sight translation using the traditional lecture

2. Review of the Related Literature
2.1 Concept of Sight Translation

The most main characteristic of sight translation that differentiates it from other techniques of oral translation is that "the interpreter's target-text production is simultaneous not with the delivery of the source text but with the interpreter's real-time (visual) reception of the written source text" (Pöchhacker, 2016, Yamada, 2020).

Sight translation has been regarded by spectra of translation scholars and linguists as a helpful model for both contemporaneous and consecutive interpretation. There is a line of demarcation which separates them will be noticeably and markedly, seen, for example in the former, the translator reads out an oral text, whereas in the latter, the interpreter, listens to a talker Moreover, sight translation is a distinct mode of application that needs capability and competency in both rendition and oral rendering, for instance, the potentiality to focus, have a systematic recall, grip the quintessence and purpose of the text, make the right morphosemantic, morphosyntactic and stylistic alternatives, adjust to time limitation or restriction and audience demand and want. (Agrifoglio, 2004, Pelin, 2014).

The demand of carrying out sight translation from English into Arabic and verse versa by students of translation relies on the fact there are required morphosemantic and morphosemantic replacements that should be performed by the translators during the conversion from the source text (ST) into the target text (TT).

Most rendition strategies utilized in skillful rendition, for example, sight translation are considered to be efficacious learning producers and interesting and engrossing for students of translation because they realize that they are attaining real tasks. Hereof, rendition tasks can be successfully utilized in language learning (Davies, 2006).

To conclude, sight translation may play a pivotal role in improving some capability in consecutive interpreting namely, grasping of morphosemantic and morphosemantic structures in source oral

text and elegance of utterances. (Yamada, 2020).

2.2 Concept of Task-Based Approach

The task-based approach was first suggested recently (1970) in India by a British scholar named N. S. Prabhu who planned several true learning procedures for students to achieve in the classroom in South India and claimed that "it's not English for communication but English through communication" (Prabhu, 1987). Since the 1990s, this approach has been put in intensively in foreign tongue teaching, spotlighting the utilization of genuine language and asking students to do relevant tasks utilizing the target text

The Task-based approach is a prime method to implement communicative language teaching and can find its theoretical base in constructivism. Constructivism as a philosophy of learning (Piaget & Inhelder, 1969) proposes that learning is a functioning procedure and people raise understanding and grasp of the globe by living through and undergoing matters and throwing back such experiences.

Going even further, social constructivists perceive learning as a synergetic procedure. Students build knowledge through interconnection with their fellows, the instructor as well as the assignment. It is in the true situation thoughtful of the real context that students find notion, concept, and actualities for themselves and as a consequence of such a concentration on learning that students are motivated and ready to shoulder responsibility for their learning (Lantolf, 2000). In the task-based approach (TBA), the concentration is assigned to the students, the procedure of learning, the thoughtful practice of learning, and the utilization of real context original piece of work.

2.3 Task-based Teaching of Sight Translation

Task-based teaching is initially utilized in language teaching. It is the demand to make some acclimatization when applying it to sight translation teaching as a consequence of the special divergence in language teaching and sight translation teaching.

Some types of task-based approaches were progressed but the most frequently utilized type was launched by Willis (1996) which comprised of three phases, that is, pre-task, task, and post-task. (Willis, 1987).

In sight translation teaching, it is proposed that the task-based type should comprise six phases: pre-task, task, reviewing, analysis, revising, and reflection. (Kiraly, 2000),

In the phase of "task", it is accepted that a task utilized in sight translation teaching should be afforded to construct an authentic world situation for students of sight translation to boost their sight translation performance. Sight Translation lecturer room activities planned to smooth learning could be tasked formerly carried out by the instructor of sight translation (Vienne, 1994), resembled rendition tasks (Kiraly, 2000), or real rendition projects (Kiraly, 2005; Li, 2000; Lee-Jahnke, 2011).

2.4 Previous Studies

Alenezi (2020) conducted a study entitled" Task-based Approach in Teaching Translation: A Case Study in Jouf University" and found that there is a noticeable improvement in translation students' performance as well as bilingual proficiency.

Zheng (2019) carried out a study entitled " Task-Based Approach in Teaching Scientific Translation - The Case of English for Electrical Engineering". The paper explores how the task-based approach can be integrated into lecturer room activity in translator training. The researchers found that task-based teaching can beneficially accord to the improvement of translation students' translation competency.

Chmiel and Mazur (2013) explored the role of different factors in sight translation success. They observed the performance of interpreting learners during training and realized that readability of the intended text is much more effective in sight translation success than simplicity or complexity of text structure. Despite the wide plethora of literature on sight translation, a few studies addressed the effectiveness of utilizing a Task-Based Approach in improving sight Translation skills among Saudi Students of Translation, for example, some related studies have been given in the Discussion section for supporting the findings of the current study.

3. Methodology

3.1 Research Design

In this research paper, the researchers utilized a quantitative study method for exploring the effectiveness of using a task-based approach in improving sight translation skills among Saudi students of translation. Moreover, the quasi-experimental method is used following both pre-and post-test groups for assessing sight

translation skills of the students of translation.

3.2 Study Variables

The independent variable used in this study was the Task-Based Approach in teaching sight translation and traditional lectures, whilst the dependent variable in this study is comprised of sight translation skills of female undergraduate students of translation.

Table 1: The Experimental Design

Groups	Independent variable	Test
Experimental	Task-Based Approach	Post-test
Group Control	Traditional lecture	Post-test

All independent variables and condition of the study were controlled. Independent variables included the Task-Based Approach, factors related to the subjects, and sight translating passages. Factors related to the subjects such as language background, final grade obtained in translation course 1, and amount of exposure to EFL instructions were controlled. Factors related to the sight translating passage, such time, seating arrangement, environment, room temperature, etc., were also controlled and adjusted.

3.3 Purposive Sampling of the Study

The purposive sample of the current study consisted of 43 undergraduate female students at the Department of English, in the College of Arts and Science Dhahran Aljanoub, King Khalid University during the academic year 2019-2020. The 43 subjects were already alphabetized into two groups. Group A is a control group consisted of 22 subjects, while group B is an experimental group consisted of 22 subjects. The subjects in both groups were distributed randomly by the researchers. Two undergraduate female students from list A and two from List B are also removed because they were denied and withdrawn from the course of sight translation. They were not allowed to take the post-test. Fittingly, the net final purposive sample hits 46 students with 24 students in group A and 22 students in group B, See Table 2.

Table 2: Purposive Sampling Selection

Group	Section	No.	Denied and withdrawn	Final No
Experimental	A	22	2	24
Control	B	20	2	22
Total		42	4	46

3.4 Instrument

The research instruments of this study were a pre-test and a post-test. A sight translation test was utilized by the researchers as the research tool for collecting data. The test was given to the subjects to assess their performance in sight translation in both the experimental and control group.

3.5 Procedure

The subjects were assigned randomly as mentioned before to two groups, i.e., experimental and control groups. A pre-test was administered to measure the means of gross and effective rates of both the experimental and the control groups.

The implementation of the assessment began on the 17th of December 2019 and continued for 12 weeks to end on the 17th of March 2020. The researchers themselves had shouldered the responsibility of teaching both experimental and control group of the subjects of the study who were the undergraduate female students of translation, to get rid of any bias or strand that may influence the results of the experiment, at the number of lectures per week within the course of sight translation.

Both pre-test and post-test. The pre-test and post-test were intended to assess the translation students' sight translation skills. These skills included semantic, grammatical, and stylistic accuracy. Accuracy consists of using syntax, semantics, stylistics, through some sight translation activities and tasks; while fluency takes into consideration the capabilities to keep going at an acceptable level when sight translating simultaneously produces the translation in the target language. (Albahiri, et al,2020)

3.6 The Instructional Material

Both experimental and control groups have been taught 10 texts (5 texts of L1and 5 texts of L2) taken from translation students' translation course, namely, Text Linguistics and Translation. The topics are (Stereo Radio Cassette Recorder (The Radio), Gastritis, Preparing food in iron pans, Bird flu, etc. Each text has presented by the researchers per lecture.

3.7 The Experimental Group

The undergraduate female students of translation of the experimental group were taught sight translation utilizing through Task-Based Approach. Subjects in the experimental group were then exposed to the task-based approach for two lectures of 45 minutes weekly for a total period of 12 weeks. The control group, however, did not receive any such training. The post-test was

administered to both groups to determine the mean sight translating speed of all the subjects. Finally, the t.test was applied to determine whether these differences in the means were statistically significant.

3.8 The Control Group

The undergraduate female students of translation of the control group were taught sight translation utilizing the traditional method of teaching sight translation, and then the researchers asked the students to sight translate the given texts

3.9 Pre-test

The research instruments of this study were a pre-test and a post-test. Both tests interned at evaluating the undergraduate female students' sight translation performance results. The researchers prepared the pre-test. It was handed to both experimental and control groups before starting the Task-Based Approach experiment. In the Pre-Task Stage, the researchers divided the students of translation into seven groups, each group contained (6) students, and then the researchers proposed an invigilator for each group and offered some directives and guidance about the task. After that, the researchers gave each text to the students and motivated them to sight translate it simultaneously producing the translation in the target language.

3.10 Post-test

To make sure and certain of face validity of the post-test was given to a jury of experts in translation from the Faculty of Translation at King Khalid University. The experts validated each item, and to give their agreement, amendments, and suggestions.

The experts of translation give consent that the sight translation test has face validity and that its items are fitting and appropriate for the undergraduate female students of translation. For evaluating the reliability of the sight translation test, the Alpha-Cranach Formula is utilized since the test contained objective items, which gives a reliability coefficient of 0.94 this indicates that the sight translation test is reliable.

4. Data Analysis

The researchers has administered the test twice, with the help of some instructors of translation in the English department as well as the head department of English and English unit coordinators, to the participants (the experimental group and the control group) totaling 42 undergraduate female students of translation on the 17th of March 2020.

4.1 Statistical Analysis

Descriptive statistics were obtained by applying the frequency program of the Statistical Package for Social Sciences (SPSS) to the research variables. T-test was used to test the null hypotheses concerning the differences in the means between the excremental and control groups at the .05 level of significance.

5. Discussion of the Results

The pretest was administered to all study subjects to control for any initial differences between the experimental and control groups. A t-test for independent samples was used to compare the mean scores of undergraduate female students of translation in the two groups on the pre-test using SPSS. Table 3 shows the difference between the mean scores of the experiment and control groups on the pre-test.

Table 3: Difference between the mean scores of the experiment and control groups on the pre-test

Group	No.	M	SD	t-Value		DF
Experimental Group	22	31.024	10.600	Calculated	Tabulated	
Control Group	20	28.400	7.350	1.364	1.120	43

5.1 Validation of the Hypothesis

The data in table 3 show that the t. value is significant at the 0.5 level for 43 df. This indicates that there was a statistically significant difference between the achievement sight translation of the experimental group and that of the control group in favor of the experimental group and the null hypothesis is rejected.

6. Conclusion

This study tried to explore the effectiveness of utilizing a Task-Based Approach in improving sight translation skills among Saudi students of translation at King Khalid University. The findings revealed that students of translation significantly improved their sight translation skills when they were taught through a Task-Based Approach. Sight translation training programs are flourishing and prospering in universities all around the globe, but the translation market is still encountering and undergoing an awful scarcity of well-qualified translators. It is top-priority to have innovative sight translation curricular to provide more efficacious sight translator training in congruence with the new movement of shifting translation class from a teacher-centered one to a task-based approach under the umbrella of social constructivism can accurately rise translation students' attentiveness in the

sight translation course and put mind to the sight translation process.

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