

أنواع الملاحظات التوضيحية للطلاب تحت التدريب في الترجمة البصرية

Forms of Annotations by Sight Translation Under-training Students

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¹Department of Translation/ College of Arts/ Al Mustansiriyah University, Iraq.**Abstract**

This study aims to investigate the forms of annotations utilised by translation students who are under training during sight translation and to identify which forms are the most common ones. Mixed methods were utilised to answer the research questions. The qualitative method analysed 60 papers for two exams, while the quantitative one in a survey consisted of 11 questions.

The findings reveal that six main forms of annotations were identified: underlining words, translating words, translating and underlining words, translating the first/second sentences, annotating the first/second sentences, and mixed forms of annotation. According to the tutor's observations, underlining words was the most prevalent form, while translating words form was the most frequent one based on the

survey results. A mixed annotation form was only recognised when analysing students' papers; interestingly, the survey findings lacked this form.

It is concluded that annotations in sight translation are mainly restricted to underlining, circling, and sometimes translating, drawing arrows and usually for subject, verb, or key words that are essential to constitute the sense for a phrase/sentence. Highlighting, summarising, and writing in the margins were excluded from annotation's forms. More attention should be paid to teaching annotations to translation students.

Keywords: Annotations, sight translation, underlining, under-training students.

المستخلص

تهدف هذه الدراسة إلى دراسة أنواع التعليقات التوضيحية التي يستخدمها طلاب الترجمة الذين يخضعون للتدريب أثناء الترجمة البصرية وتحديد الأنواع الأكثر شيوعاً. تم استخدام طرق مختلطة للإجابة على أسئلة البحث. حلت الطريقة النوعية ٦٠ ورقة لامتحانين، بينما تألفت الطريقة الكمية في استطلاع من ١١ سؤالاً.

تكشف النتائج عن تحديد ستة أنواع رئيسية من التعليقات التوضيحية:

تسطير الكلمات، ترجمة الكلمات وتسطيرها، ترجمة الكلمات، ترجمة الجملتين الأولى / الثانية، كتابة تعليقات توضيحية للجملتين الأولى / الثانية، وأنواع التعليقات التوضيحية المختلطة. وفقاً لملاحظات الاستاذ، كان تسطير الكلمات هو النوع الأكثر انتشاراً، في حين كان نوع ترجمة الكلمات هو النوع الأكثر شيوعاً بناءً على نتائج الاستطلاع. لم يتم التعرف على نوع التعليقات التوضيحية المختلطة إلا عند تحليل أوراق الطلاب؛ ومن المثير للاهتمام أن نتائج الاستطلاع تفنقر إلى هذا النوع.

وقد خلصت الدراسة إلى أن الحواشي في الترجمة البصرية تقتصر بشكل أساسي على التسطير، ورسم دائرة حول الكلمات المراد ترجمتها، وفي بعض الأحيان الترجمة، وعادة ما تكون للموضوع، أو الفعل، أو الكلمات الأساسية التي تعد ضرورية لتكوين المعنى لعبارة/جملة. وقد تم استبعاد تمييز العبارات بلون معين، والتلخيص، والكتابة في

الهوامش كأحد أنواع التعليقات التوضيحية. وينبغي إيلاء المزيد من الاهتمام لتدريس تقنية التعليقات التوضيحية لطلاب الترجمة.

الكلمات الأساسية: التعليقات التوضيحية، الترجمة البصرية، التسطير، طلاب تحت التدريب.

1. Introduction

Sight translation, also recognised as sight interpreting, is a mode that intends to understand and transform a written text in the SL into a verbal one in the TL simultaneously (Fraidoon, 2021). The task of sight translation (henceforth ST) interpreters is challenging as they deal with formal written language that includes more complex sentences and have to be involved in various areas of appropriate expressions and grammatical conditions (Stansfield, 2008). The interpreters have to exert efforts to deal with long and complex sentences, manage the syntactic differences between two languages, and coordinate between reading the original and producing the target (Lee, 2012). (Krapivkina, 2018) states that the ST interpreters deal with visual written input that must be processed to generate the oral target output. In order to reformulate the target text, ST involves gathering “some information in short-term memory” while reading the original (Lee, 2012, p. 695).

(Chen, 2015) has asserted that the success of a sight translator relies on two key factors: understanding the original text and effectively conveying the same message in the target language. Additionally, (Nilsen, 2015) believe that speed, accuracy, and adequate comprehension are good standards for reading. On the other hand, Aritonang et al. (Aritonang, 2018) demonstrate that the word-by-word reading process causes students to struggle with reading skills related to comprehending and understanding the text, as well as focusing on the details.

For this, (Ersozlu, 2005) suggested exercises to enhance fast reading and develop reading comprehension. Similarly, (Mohammed, 2020) proposes tips and techniques to develop students' interpreting skills.

(Lee, 2012) identifies several essential skills that successful sight interpreters must possess. These include strong reading comprehension, the ability to distinguish between primary and secondary ideas, avoiding the influence of the source language, rapid reading, and source text analysis, prompt response, avoiding unnecessary translation, developing effective chunking strategies, and condensing source information. She also observes that students in ST often concentrate on single words or phrases and emphasize unfamiliar words, which can result in their reading speed being slowed down. Nilsen & Monsrud (Nilsen, 2015) contend that fast reading and accurate decoding of the original message into the target determine the flow of text interpretation in ST.

They also emphasize that inadequate reading skills influence the performance and development of ST techniques (ibid.).

(Mohammed H. G., Rendering collocations in arabic/english simultaneous interpreting, 2015) emphasizes the importance of understanding the source speech and maintaining fluency for undertrained interpreting students. (Harmer, 2007) argues that ST students need to have two main reading skills: scanning and skimming the text. We practice the former to extract specific information rather than reading every word and line, while we practice the latter to understand the text's main idea and identify its general concept (ibid.).

(Mohammed H. G., 2019) asserts that interpreting students must master two key elements: linguistic and non-linguistic.

(Krapivkina, 2018) concludes that quickly scanning and understanding the key points of the original, avoiding long pauses, and familiarizing terminologies are among the main requirements for ST interpreters. For this, sight translation interpreters may try to annotate while skimming or scanning a text.

Most studies focus on interpreting and interpreting-related topics. However, only some scientific research studies discuss or examine the relationship between interpreting, text annotation, and annotating text, primarily when annotation is related to sight translation. Again, there is a rich literature on annotating texts and on annotating translated texts. However, there needs to be research regarding interpreting-related texts and their annotating—focusing on the annotators' annotation tasks, considering both input and output typology. Only transcribing is the approach that tackles interpreting. Thus, this research highlights a pedagogical need that has not been addressed yet. Thus, this paper aims to answer these questions:

What are the forms of annotations utilised by translation students while interpreting sight translation? And what are the most common ones?

2. Annotations: Definition, Purpose & Forms

Annotation is a practice that assists interpreters to understand the reading material and builds up concept map elements without affecting the reading flow (Garmendia, 2022). (Pearson, 2009) Pearson et al. show that annotation enables users to process, examine, and manage information freely by marking assignments or adding document notes. They concentrate on the location where annotators can add their notes, either by using margins or by annotating directly on the document (ibid.).

Any additional writing added by the reader is a variety of annotations that take different forms: a) implicit or explicit, b) formal or informal, and c) permanent or

transient (Kawase, 2009). They may also have different functions, such as aiding memory, signaling for future attention, or interpreting information (ibid).

They concentrate on the location where annotators can add their notes, either by using margins or by annotating directly on the document (ibid.).

(Marshall, 1997, p. 135) confirms that annotation presents a multitude of functions that disciplinary expectations and textbook genres can frame. She states, “annotations are procedural signals” where students use them to determine future attention and to know and reread the desired information.

(Castellano, 2024) illuminates the importance of annotation in enhancing students’ comprehension. According to The Learning Center\University of North Carolina at Chapel Hill, annotation can help determine fundamental ideas, arrange significant content, track progress while reading, and optimise and expedite exam preparation; in addition, it is more time-saving than generating individual reading notes.

3. How & What to Annotate?

(Marshall, 1997, p. 135) describes annotations as “placemarks and aids of memory” by resorting to highlighters, underlines or circles as a step of remembering and memorising, and shows that jotting and marginal notes are regarded as records of interpretive activity by which these notes may relate to a single word, phrase or structure in interpreting foreign languages (ibid). She portrays marking “as a visible trace of a reader’s attention, a focus on the passing words, and a marker of all that has already been read” (Marshall, 1997, p. 135). Annotating a text includes several methods, such as highlighting and underlining as well as writing comments in the margin, to stimulate critical thinking in active reading (Kawase, 2009) .

(Kalir, 2020) states that students tend to highlight and annotate main terms and other important information. The Learning Center of the University of North Carolina at Chapel Hill suggests the following:

- Focus on the key points and summarise them

This can be done by identifying key concepts, arguments, and supporting evidence, using headings and bold text to provide clear direction, and observing the text's style.

- Make a circle around the main words
- Use highlighting or underlining techniques, but do so with careful consideration.
- Utilise abbreviations and symbols.
- Provide concise annotations and inquiries in the side margins.

4. Methods

4.1 Data Collection

Mixed methods were used to address the research questions Qualitative data took the form of 60 papers for two exams. The first exam was in December 2023, and the second was in February 2024. The second author, the tutor for the sight translation module, instructed the students to perform sight translation on the given text, allowing them to annotate anything they desired on the slips containing the texts.

Five minutes were given to the students to apply any strategies that facilitate fast reading skills, such as skimming and scanning, and to finish the translation. The authors neglected the blank slips, and only slips containing annotations were collected as raw material.

Regarding the quantitative data, in March 2024, a survey was distributed to 48 students who attended the sight translation lectures; ethical approval was considered. Only 32 students participated voluntarily and answered all the survey questions.

4.2 Participants

The participants are second-year evening study students from the Department of Translation/College of Arts/Mustansiriyah University who attended lectures on the sight translation module throughout the academic year 2023–2024. Most students have not yet gained enough experience in sight translation, particularly; they are undertraining interpreting students. The total number of students is 79; however, only 32 students have annotated in the sight translation exams, with just four students annotating in the second exam.

4.3 Materials

The chosen materials were text exams taken from authentic media websites (BBC, CNN, Fox News, the Guardian); 16 political texts were used for the first exam, and 16 technological texts were chosen for the second exam. The reason for choosing political and technical topics is that the students were trained during the first semester on how to deal with them, and the same applies to the second semester, where the focus was on technological texts. After finishing the exams, the tutor collected the paper slips from 79 students.

5. Results & Discussion

The data were analyzed on two levels: slips from the sight translation exams that contained all annotations written by the under-trained students and a related survey.

5.1 Slips of paper exams

After analysing the slips of the two paper exams in which the students annotated them, it is noted that annotations take six forms:

5.1.1 Underlining Key Words

33.6% of the students underlined keywords on their exam slips.

As illustrated in Fig. 1, the underlining typically consisted of an underword, two words, or in some cases, nearly a whole phrase, as shown in Fig. 2.

Almost the underlining includes subjects, verbs, and objects.

Fig. (1) Annotation by underlining one or two words

Technology has made it easier for people to travel and connect with people from other cultures all over the world. Individuals who are geographically separated can visit each other and interact. Those who cannot physically meet each other can communicate with the help of telephones and the Internet. This communication helps them strengthen friendships and family relations. Now, people have made new friends and met life partners through the Internet.

Fig. (2) Annotation by underlining a phrase

The only certain answer to how technology has improved our lives is, it has dramatically changed the way we communicated with each other. It has led to the birth of several modes of electronic communication such as smartphone communication and social media. We have reached a certain point in civilization where instant communication is easily available. Speed is no doubt the significant improvement that technology has brought forth for communication.

fundamental verbs such as "added," "people," and "from," as shown in Fig (3). The same applies to other slips in which students translated fundamental words like "coffee," "lives," and "technology."

Fig (3) Translating words

A journalist in the Kurdish city of Irbil, Blesa Shaways, told the BBC a fire broke out during a wedding celebration in Iraq's biggest Christian town on Tuesday night. There had not been sufficient "logistical tools to rescue the people" from the fire and that Mosul did not have enough ambulances, healthcare staff and medical equipment to treat the injured, he also

5.1.3 Translating, Underlining Words and Drawing arrows

It is observed that 16 out of 60 (equal 26.6%) paper slips include annotations that took the shape of writing the translation of certain words chosen by the students and underlining them. Looking deeper into underlined words, we recognize that they are subjects, verbs, abbreviations, and nouns. Moreover, the annotations took two forms: underlining and writing their translation.

Fig. (4) Annotation by translating and underlining words

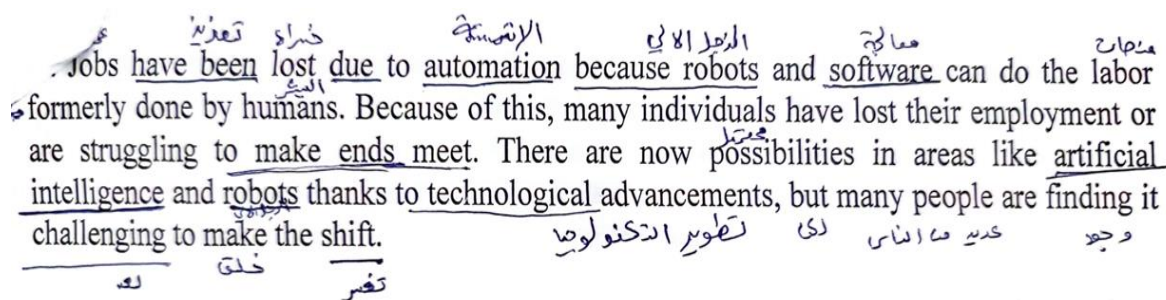
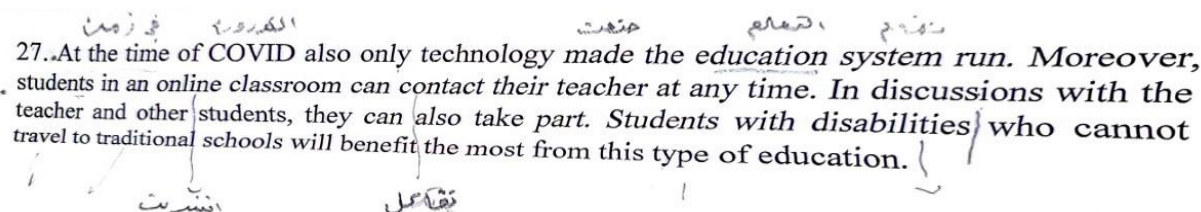


Fig. (5) Annotation by translating and drawing arrow before translating



5.1.4 Translating the first/second sentences

Like translating words, seven students (11.6%) translated one or two sentences from the text without utilizing any other forms of annotations, such as underlining or even translating them. So, these students rendered the text into written form first and into oral speech, later as clarified in Fig. (5), a student translated the first sentence of the text.

Fig (5) Annotation by translating sentences

During the 7 October attacks, Hamas took about 240 hostages saying that the hostages were hidden in "safe places" within Gaza. Israel said more than 30 of the hostages were children, and that at least 10 were aged over 60. It also said about half of the hostages had foreign passports from 25 different countries. The Israeli military carried out air and artillery strikes and killed more than 14.000 Palestinians.

في ٧ أكتوبر، حماس أخذت حوالي ٢٤٠ رهينة، قائلةً أن الرهائن مخبئون في أماكن آمنة داخل غزة. إسرائيل قالت أن أكثر من ٣٠ من الرهائن هم أطفال، وأن على الأقل ١٠ هم فوق ٦٠ سنة. وأضافت أن حوالي نصف الرهائن هم من جنسيات مختلفة من ٢٥ دولة. الجيش الإسرائيلي نفذ ضربات جوية وأртиلرية وقتل أكثر من ١٤.٠٠٠ فلسطيني.

5.1.5 Mixed Forms: Translating Words and Sentences & Underlining

Only five out of 32 students (8.3%) combined many forms of annotation at the same time: they

5.1.5 Annotating the first sentence/second

As shown in Figs (7) and (8), the student annotated the first and second sentences by underlining, translating words or a few, circling keywords, or all of them, while leaving the third and fourth sentences unannotated.

Fig. (7) Annotating the two sentences only

58. Technology is one of the primary factors that has contributed to the rapid growth of globalization in recent years. It has enabled greater collaboration and communication between people from different parts of the world and has facilitated the exchange of goods, services, and ideas on a global scale. Technology has made it possible for individuals and businesses to connect with each other instantly and efficiently.

التكنولوجيا هي واحدة من العوامل الأساسية التي تساهم في النمو السريع للاندماج العالمي في السنوات الأخيرة. لقد مكنت من مزيد من التعاون والتواصل بين أشخاص من أجزاء مختلفة من العالم، وقد سهلت تبادل البضائع والخدمات والأفكار على نطاق عالمي. التكنولوجيا جعلت من الممكن للأفراد والشركات الاتصال ببعضهم البعض فوراً وبكفاءة.

Fig.(8) Annotating the first sentence by underlining, circling, and translating words

73. The metaverse is a virtual interconnected digital universe where users can interact with each other and digital environments in real-time. It combines augmented reality (AR), virtual reality (VR), and various technologies to create immersive, shared experiences. Companies are exploring metaverse applications in gaming, social networking, education, healthcare, and beyond. This trend represents a convergence of digital and physical worlds and is expected to have far-reaching impacts on communication.

5.1.6 Mixed Forms of Annotations

Underlined, translated words, and then rendered the text in written form. As shown in Fig (9), the underlining was under the verbs "postponed, stay," object "trip," proper name "Biden," and complement as in "for national security meetings, possibility."

Fig. (9) Annotation by underlining, translating words and sentences.

U.S. President Joe Biden postponed a trip to Colorado on Monday to stay at the White House for national security meetings, the White House said. U.S. and Israelis officials are discussing the possibility of a visit to Israel soon by Biden at the invitation of Israeli Prime Minister Benjamin Netanyahu, a source familiar with the matter said on Sunday.

كان الرئيس الأمريكي و مسؤولون
اسرائيلي تخططوا لزيارة
باراك أوباما
مذكرة رسمية من مكتب
رئيس الوزراء
يوم الاحد

Five students (8.3%) annotated only the first or second sentences of the text exams,

5.2 Survey

Quantitative data was collected from 32 participants, and the survey contained 11 questions grouped into two sections. The first section included four questions that focused on participants' experience, their preference for annotating, and its usefulness. The survey reveals that 27 (81.2%) participants lack experience in both general and specific sight translation, while 90.6% have annotated in sight translation exams, and 68.7% prefer to annotate in sight translation assignments.

When they were asked about the annotation's usefulness, 78.2% considered it very useful and helpful, 15.6% neither useful nor not, and 6.2% thought it was useless and very useless.

The second section included seven questions that revealed the forms of annotations utilised by undertraining students and their points of view in selecting specific forms.

The students were asked to select any parts of speech they thought should be annotated; they were free to choose multiple options. Annotating subjects was the highest at 21.4 %, while verbs ranked second at 19.7%, followed by numbers and country or city names at 17.4%. Annotating dates occupied 15.8% and objects 7.1%. Only one student (1.2%) selected the "other elements" option, and s/he specified that annotation could be done for words that may be easily forgotten.

To determine which annotating forms students prefer, "translating words" was the most common, with 38.4%. Translating words and underlining form ranked second with 28.3%, and "underlining words" ranked third with 20.1%. Only four students chose to "annotate the first/second sentence of a paragraph," so they annotated the first or second sentence only and left the other sentences blank with 6.6%. Again,

6.6% of the students unitised "translating the first/second sentence". No votes were recognised for the "Mixed forms of annotation".

Other five questions were tested to check the reasons for students' point of view in picking a specific form of annotation rather than others. Regarding the "*translating words*" form, 23 students, equal to 71.9%, chose to write Arabic words over or around English to help them understand the overall sense of the text. 12.5% of respondents said this form of annotation helps them save time when practicing skimming and scanning techniques, while 9.4% said it aids in identifying the crucial elements that require translation. Just two participants (6.2%) revealed different reasons for choosing this form by saying, "translating words helps me, so I will not forget words later," and "Translating words helps in guessing difficult ones."

Regarding the "*translating and underlining*" form of annotation, 30 (93.8%) out of 32 students stated that they utilised this form as it helped them focus more on the main elements that should be translated. However, only one participant (3.1%) adopted this form subconsciously; again, one student specified that this form helped remember the main terminologies.

The third adopted form of annotation is "*underlining words*," in which 68.8% of the participants assumed that they first underlined critical parts of the speech and, because they had enough time before the exam run, translated the required text; thus, the translation may sound more accurate than translating directly without annotation. A quarter of the students (25%) said they used this form without thinking about it. 6.2% of those who considered this form assisted them in understanding the whole text.

Strangely, 68.8% voted for "*translate the first/second chunk without thinking*" as an annotation form; while they did sight translation exam text, 15.6% thought they did

not need to annotate; they commenced translation directly. Similarly, 15.6% of the students gave varied reasons for selecting this form, such as "I do not have enough time to underline; thus, I went directly to translate the exam text into written form", "I feel I am confident if I translate the text, and I read my translation later."

The fifth and last form is "*annotating the first line or sentence*." Twenty-five students (78.1%) clarified that they did not have enough time to annotate the second sentence; thus, one of the first sentences was annotated. 12.5% unveiled the reason for choosing this form by saying "I was terrified not to finish the translation with the limited give time," "I was worried about the left time," "I was anxious for forgetting the equivalents of some terminologies," and "I frightened not to remember the meaning of some English words". Three students (9.4%) felt they needed to annotate only the first line to put them in the right direction, and there was no need to annotate any more lines Table 1 identifies all survey questions and results.

Table (1) Survey questions and results

No.	Survey Questions	Answer's options	Percentages
1	Do you have any previous experience in sight translation?	Yes No	81.2% 18.8%
2	Did you annotate in the sight translation exams?	Yes No	90.6% 9.4%
3	Do you prefer to annotate while doing sight translation	Yes No	68.7% 31.3%

	assignments?		
4	In your point of view, is an annotation	very useful in sight translation Useful Neither useful nor not Useless Very useless	37.6% 40.6% 15.6% 3.1% 3.1%
5	I annotate (you can choose more than one option)	Subject Verb Object Numbers Dates Country/City name Other elements (specify)	21.4% 19.7% 7.1% 17.4% 15.8% 17.4% 1.2%
6	If you decided to annotate, which forms would you prefer? (you can choose more than one option)	Translating words Underlining words Translating& Underlining Words Annotating the first sentence Translating the first sentence Mixed forms of annotations	38.4% 20.1% 28.3% 6.6% 6.6% 0%
7	If your choice was to "Translate words," this is because (select one)	Save time while skimming and scanning Helping in understanding the sense of the chunk Helping in knowing the elements and parts that should be translated Not mentioned above (clarify)	12.5% 71.9% 9.4% 6.2%
8	If your choice was "Translating words"	Focus more on the main elements that should be rendered	93.8%

	and underlining," this is because (select one)	I did it without thinking Not mentioned above (clarify)	3.1% 3.1%
9	If your choice was "Underlining words" this is because (select one)	I first underlined the main parts, and then I had enough time to translate the whole chunks so that my translation would be accurate. I did it without thinking. None of these reasons (specify)	68.8% 25% 6.2%
10	If your choice was "Translating the first /second sentences" this is because (select one)	I do not need to annotate; I started translation directly; why? I did it without thinking None of these reasons (specify)	15.6% 68.8% 15.6%
11	If your choice was "Annotating the first /second sentences" This is because (select one)	I needed to annotate only the first part to help me, so there was no need to annotate more. I did not have enough time to annotate the second sentence None of these reasons (specify)	9.4% 78.1% 12.5%

6. Discussion

After combining mixed methods approaches and analysing the students' exam paper and the survey answered by the same students, different results and numbers were gained, as shown in Table (2):

Table (2) Comparison between the results of students' paper exam and survey

Forms of annotations	Students' paper exams	Survey
Underlining words	30%	20.1%
Translating and underling words	26.6 %	28.3%
Translating words	11.6%	38.4%
Translating the first sentence	11.6%	6.6%
Annotating the first sentence	8.3%	6.6%
Mixed forms of annotations	8.3%	0%

As can be seen, the results obtained from the student's paper exams differ from those gained from the survey. Six forms were observed from the practical side, whereas five were gained from the survey answers. Underlining words achieved a high rate of 30% while translating words hit the top of the survey at 38.4%. Conversely, translating word form was third in the students' paper exam, 11.6%, whereas underlining word form scored third in the survey's results, 20.1%.

Both results agree that translating and underlining word forms record the second common form with 26.6% and 28.3% respectively.

When it comes to translating the first sentence and annotating the first sentence forms, they both ranked the fourth and fifth forms of annotation, with 11.6% and 8.3% for the results of students' paper exams and 6.6% for both results of the survey, respectively.

Surprisingly, the final form of annotation was noticed from the results of the students' exam with 8.3%, while no one chose or recommended this form for annotation in the survey's results.

Referring to Table (1), the data reveals that 48.2% of students typically annotate subjects, verbs, and objects.

This means that they annotate the parts that constitute the primary sense, which lately helps them in rendering into the second language. This goes in line with (Čeňková, 2010) when she emphasises the importance of chunking skills in sight interpretation. These skills include quickly identifying the source text's verbs, keywords, and numbers.

Using the survey questions 7, 8, and 9, students were asked why they annotated with three different forms of words: underlining, translating, and underlining and translating words. The most common reason given was to help students focus on the most important parts of the text, as 71, 93.8, and 68.8 percent of students said that annotations helped them understand what the chunk meant.

The percentage of the students who translated the first/second chunk or sentence was 68.8, while 78.1% annotated only the first/second sentence and left the other as they did not have enough time to annotate the second sentence. This means annotation is essential, and the students tended to do annotation for the second sentence, but they did not because of the time limit, which is different from translating the first sentence form; thus, they translated the first sentence without thinking. This may prove the necessity of improving their fast reading skills, as the students stated that there was a lack of time; thus, they could not annotate the second sentence. This is in line with what (Nilsen, 2015, p. 18) call for, which is the importance of

having "a clear need exists for specific training in reading skills among many interpreters".

Conclusion

The current paper investigates the forms of annotations used by undergraduate translation students.

Upon conducting a quantitative and qualitative analysis of the data, we identified six distinct forms of annotations that differ from those commonly found in text annotation: underlining words, translating and underlining words, translating words, translating the first and second sentences, annotating the first and second sentences, and mixed forms of annotations.

According to the tutor's observation, underlining words was the most common form, while translating words form was the most frequent one based on the survey results. Both results ranked translating and underlying words as the second most common form. The third form for the students' paper results was translating words and underlining word forms for the survey's results. Translating the first/second sentence and annotating the first/second sentence ranked the fourth and fifth rank equally in both results. Finally, a mixed annotation form was only recognised when analysing students' papers; interestingly, surveys' findings lacked this form.

We also conclude that sight translation annotation primarily consists of underlining, circling, and occasionally translating key words such as subject, verb, and object, which are crucial for forming the meaning of a phrase or sentence.

Highlighting, summarising, and writing on the margins were excluded from the forms of annotations among sight translation under-training students. More attention should be paid to teaching annotation to students due to its importance in facilitating sight

translation assignments and may help them enhance their comprehension; this encourages other researchers to investigate this. In addition, this study is concerned with forms of annotations in sight translation only; this may pave the way for others to study annotation in consecutive interpreting.

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