

Sudan University of Science and Technology  
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# **Investigating Pragmatic Problems of Communication in English-Arabic Translation**

تقصي المشكلات التداولية في التخاطب عند الترجمة من الإنجليزية إلى  
العربية

A Thesis Submitted in Fulfilment of the Requirements for Ph.D. Degree in  
English (Applied Linguistics)

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September, 2015

# **Dedication**

To my father.

To the soul of my mother.

To my beloved wife.

## **Acknowledgements**

I would like to thank Dr. Mahmoud Ali Ahmad, my supervisor to whom I feel greatly indebted. Thank you for your valuable advices, on-going guidance, insightful criticism and patient encouragement.

I would also like to convey my gratitude and appreciation to the staff members of the English Department at the College of Languages for their continuous encouragement.

## **Abstract**

The aim of this study is to investigate the pragmatic problems of communication in English-Arabic Translation. M. A. Students of translation tend to translate the direct and literal meaning of words and utterances rather than translating the intended meaning of the speakers or writers which necessitates understanding the way that pragmatic aspects of the source language in particular are processed. This study also attempts to investigate the importance of including pragmatics as a discipline on the bachelor and M. A. Levels for the problems it represents when it comes to translating English text into Arabic.

The researcher used a questionnaire and a test to confirm the hypotheses of this study. The samples of this study questionnaire were 30 teachers with experience in teaching translation for M.A. students. They are staff members at six Sudanese universities. The samples of this study test were the M.A. students in translation. In this study the statistic programme for social studies (SPSS) was used to analyze the data.

The results of this study show that students of M.A. in translation are unable to translate pragmatic aspects when they translate from English into Arabic which results in poor translation. They also tend to translate the literal meanings. The study also reached into results that proved the necessity of including pragmatics in English language syllabuses in both bachelor and M.A. levels. Based on the results of this study, the researcher recommends the following: the administrations at the concerned colleges and departments are strongly recommended to include pragmatics with its different aspects as a separate course. Teachers are also advised to make sure that their students are able to go beyond denotation to connotation, and they should also be taught the principles of using pragmatics, training them on related expressions, as well as showing them the areas where beginner translators are expected to fail in providing the appropriate meanings.

## مستخلص البحث

تهدف هذه الدراسة إلى بحث المشكلات التداولية عند الترجمة من الإنجليزية إلى العربية، إذ تتمثل مشكلة البحث في أن طلاب ماجستير الترجمة يجنحون إلى ترجمة المعنى الحرفي المباشر للمتحدث، أو الكاتب بدلاً عن ترجمة المعنى المقصود الذي يتطلب الإلمام بكيفية معالجة الأوجه التداولية، لاسيما في لغة المصدر. كما تهدف الدراسة إلى بحث أهمية إدراج التداولية ضمن مقررات البكالوريوس والماجستير، وذلك نظراً لما تمثله التداولية من إشكالات عند الترجمة من الإنجليزية إلى العربية.

استخدم الباحث في هذه الدراسة الاستبانة والاختبار لتأكيد فرضياتها. تتكون عينة الدراسة من 30 أستاذًا ممن لهم خبرة في تدريس الترجمة لطلاب الماجستير، ينتمون إلى ست جامعات سودانية. و70 من طلاب ماجستير الترجمة حيث تم توزيع الاستبانة على الأساتذة بينما وزع الاختبار على الطلاب. استخدم الباحث البرنامج الإحصائي للدراسات الاجتماعية (SPSS) لتحليل نتائج الدراسة.

أظهرت نتائج الدراسة أن الطلاب لا يستطيعون معالجة الأوجه التداولية في الترجمة من الإنجليزية إلى العربية مما يضعف الترجمة، كما أن ترجمتهم يغلب عليها الطابع الحرفي للمعنى. كما أثبتت النتائج ضرورة إدراج التداولية ضمن مقررات البكالوريوس والماجستير، بناءً عليها يوصي الباحث الكليات والأقسام المعنية بإدراج التداولية في منهج منفصل يشتمل على جميع مكوناتها، كما يوصي الباحث أساتذة الترجمة بالتأكد من مقدرة طلابهم على التفريق بين المعنى الحرفي والمعنى الدلالي، ويوصي الباحث أيضاً بتدريس الطلاب الأسس التي بموجبها يتسنى للطلاب فهم معاني التداولية وتدريبهم على ترجمة بعض التعبيرات ذات الصلة وإطلاعهم على المواضع التي يتوقع أن يخفق الطلاب في إيجاد المعاني المناسبة لها.

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## **List of Abbreviations**

- 1- SL. Source Language
- 2- TL. Target Language
- 3- ST. Source Text
- 4- TT. Target Tests
- 5- CP. Cooperative Principle