

# **CHAPTER ONE**

## **Introduction**

### **1.1 Context of the Research Problem**

English language is taught at different levels of the Sudanese educational system as a foreign language. According to the British Council website (2008) “During the last twenty years Sudan has been going through a process of arabicization of all public education starting from primary and secondary schools until 1990, when the a governmental decree made Arabic the medium of instruction in higher education. The English language was no longer a medium of instruction. Students’ standards in English have been deteriorating particularly after 1990. To underline the factors that led to the deterioration. There was general agreement that the arabicization policy adopted by many Arab countries including Sudan was the major reason behind the problem. Before that time English used to be the medium of instruction, particularly at the University level, and it was taught at the pre-university levels (primary and secondary education) in a very fruitful way. In this regard, Yassin, (1999:38) says, “The change from English-medium to Arabic-medium at tertiary education seems to have settled the ambiguous status of English in the Sudan”.

Indeed, the change in syllabuses added insult to injury. The previous syllabuses (NILE Course) that was used at school levels, which was constructed by English native experts, replaced by local Sudanese syllabuses (SPINE) that were lacking in the basic skills that were required

for raising students' levels. What aggravated the situation was the incompetence of the teaching staff.

Training teachers is no longer available, at least, for the majority of the staff outside Khartoum state. In addition, there was a big shortage in English teaching staff in the different educational levels in Sudan. For all these reasons, the standard of the Sudanese learners of English language is going from bad to worse. This deterioration in English language was reflected in many linguistic fields, including pragmatics.

### **1.1.1 Pragmatics**

Yule (1996:4) defines pragmatics as “the study of the relationship between linguistic forms and the users of these forms”. According to Stalnaker, (1975, p:383) “Pragmatics is the study of the purposes for which sentences are used of the real world conditions under which a sentence may be appropriately used as an utterance”. On the other hand, Crystal, believes that pragmatics is not a particular area of study; it has something to do with the study of the reasons which govern our choices of language for instance our social awareness, our culture and our sense of etiquette. How do we know how to address different people and different circumstances?

Similarly, translation as one of the fields that closely related to the pragmatics, is defined by Catford, (1965: 20) as “the replacement of textual material in one language (SL) by equivalent textual material in another language” (TL)”. Likewise, B.F. Skinner (1974:95) thinks that “translation can best be defined as a verbal stimulus that has the same effect as the original (or as much of the same effect as possible) on a different verbal

community”. In Stalnaker’s words, pragmatics is "the study of linguistic acts and the contexts in which they are performed" (1972, p. 383).

The aims of pragmatic translation are to convey the intended meaning of the speaker or the writer. El Sakran (1995) has pointed out that communication fails when the hearers only decode the linguistic meaning of an utterance, but it succeeds when they consider the speaker’s meaning. The sociocultural dimension of the language is an indispensable part for identifying the exact message performed since it plays a fundamental role in understanding people’s speech.

For providing a suitable pragmatic equivalence the translator may have to do something implicit in the source language explicit in the target language. However, sometimes he goes beyond the utterances to call his pragmatic knowledge and provides his own conclusions rendering the meaning of the speakers of the utterance behind what it says. Ghazala (2003) has pointed out this type of translation that distorts its direct SL context completely.

Therefore, it can be assumed that pragmatics is important to the process of translation. Translators should consider the pragmatic equivalence for sentences that cannot be fully understood without looking at the surrounding sentences and their social context.

### **1.1.2 The Meaning**

It is of no doubt that languages are used to express meaning. But in some cases it is a very difficult task to define meaning. Part of the problem is that meaning has various types which are complicated and cannot be

easily understood. According to Portner (2006: 138) there are two different meanings for utterances. The first is the literal meaning of what is said. Whereas the second is the intended meaning of the speaker. For instance, If someone asks you the following question: can you give me a hand? If you take the literal meaning of this question then your answer would, definitely, be ‘no I can’t’ because the question literally seems to be about the possibility of giving a hand. If you consider the question as a request made by the speaker to get help and assistance, then you will get the meaning that is intended by the speaker.

### **1.1.3 Translation**

Translation is one of the most complicated branches of linguistics. One of its difficulties is the fact that understanding the linguistic components is not enough to translate conveniently. That is to say, the grammatical rules would be of no help and may be useless if the particular rules of use are not taken into consideration. Some learners, in particular, beginner translators, overlook the fact that translation is an act of communication which necessitates calling upon both the correct use of language and correct usage in order to achieve an acceptable communication.

According to Fasold and linton (2006:9), translation is “a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs”. So the main purpose of the language is to achieve a communicative task. This hold true also for the linguistic phenomenon of translation. Hatim and Munday (2004:3) contend that translation can be understood from points of view: that of a ‘process’ that related to the activity of changing a ST into a TT in

another language, and that of ‘product’, i.e. a translated text. They (1991: 1) define translating as “an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purposes and different readers/hearers”. Al-Ukany (2011:7))

Newmark (1981) defines translation as “ a craft consisting in the attempt to replace a written message and/ or statement in one language by the same message and/or statement in another language”.

This is to say that conveying a natural message necessitates shifting the same effect of the (SL) utterances into the target language (TL). Translation from English into Arabic involves cultural and pragmatic problems which result from the fact that the two languages belong to completely different language families and their cultures. Some writers including (Nida and Reymann 1981; Bochner (1982) ; Hall and Freedle (1975) ) believe that communication across cultures involves problems of meaning that mostly arise from differences of culture . In most cases, translators find it difficult if not impossible to bridge the cultural gap in rendering some English utterances that include implicature naturally into Arabic without distorting the meaning and giving less effect in the target language.

#### **1.1.4 Semantics**

Semantics is closely related to pragmatics, for its main focus is on the study of meaning. It is a wide subject within the general study of language. An understanding of semantics is essential to the study of language acquisition (how language users acquire a sense of meaning, as speakers

and writers, listeners and readers) and of language change (how meanings alter over time).

It is important for understanding language in social contexts, as these are likely to affect meaning, and for understanding varieties of English and effects of style. It is thus one of the most fundamental concepts in linguistics. The study of semantics includes the study of how meaning is constructed, interpreted, clarified, obscured, illustrated, simplified negotiated, contradicted and paraphrased(KSU Faculty Member websites).

The relation between pragmatics and semantics has been explained by DEMIREZEN (1991:p. 281), who believes that in the domain of language, teaching pragmatics has not to be confused with semantics, “Semantics is a study of meaning which directly depends on the meaning of words and linguistic constructions themselves, whereas pragmatics handles the meaning of utterances that come from the context themselves”. Accordingly, he thinks that pragmatics is a step that comes after semantics. The two branches complete each other; the function of pragmatics begins at the point where semantics ends up.

## **1.2 Statement of the Problem**

Translation and pragmatics are intertwined in terms of their contribution to the communication process. Learners are expected to consider the relation between the two branches. More important, to what extent they are knowledgeable in both, and whether they put their knowledge into practice in their translation performance as well. This study, therefore, investigates the learners’ performance in communication when translating from English into Arabic, it attempts to find out whether the learners are aware of the pragmatic aspects of context which deeply

influence communication with reference to translation, with special reference to discourse and culture, implicature, presupposition and entailment, speech act and events, deixis and politeness. The study also attempts to underline the importance of including pragmatics in the syllabuses because of the role it plays in conveying the typical message when translating from English into Arabic.

### **1.3 Objectives of the Research**

1-The aim of the present study is to shed some light on the importance of pragmatics in translation and the indispensable role it plays, particularly when translating from English to Arabic, and to see to what extent including pragmatics in the syllabuses, helps students decode pragmatic aspects and contribute to the process of translation from English to Arabic. Similarly it investigates the negative effects of excluding pragmatics from the higher education syllabuses.

2- Another aim is to raise the student's awareness of the importance of taking pragmatic aspects into consideration in the translation process.

### **1.4 Significance of the Research**

This research is considered to be extremely important as it attempts to diagnose the proposed pragmatic problems that actually face the beginner translators, in particular, the M.A. students of translation when they translate from English to Arabic. Due to the weakness in English in the previous stages, the majority of students are only able to deal with the literal and direct meaning of words and sentences (semantics) rather than the intended meaning which is represented in pragmatic aspects (implicature, culture differences, speech acts, politeness, presupposition and deixis). This

study tries to give possible solution to the difficulties previously mentioned. It can also help in designing new syllabuses which include pragmatics into consideration at bachelor and M.A. levels at Sudanese universities.

### **1.5 Hypotheses**

In this study the following hypotheses have been postulated:

1. M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic.
2. Understanding the pragmatic aspects contributes to the cohesion of target texts.
3. Pragmatic aspects cause problems for English-Arabic translators.
- 4- Pragmatics is not adequately included in syllabuses.

### **1.6 Research Questions**

The key questions of the study:

1. To what extent are the M.A. students of translation able to employ pragmatic aspects when translating from English into Arabic?
2. To what extent do understanding pragmatic aspects contribute to the cohesion of the target texts?
3. To what extent do the pragmatic aspects constitute a problem in translation from English into Arabic?
- 4- To what extent is pragmatics included in the English language syllabuses?



## **1.7 Methodology**

In this research the descriptive and analytic method is used to achieve the set objectives, which is believed to be suitable to a quantitative research.

Two research tools will be used to test the hypotheses: The first is a questionnaire for the teachers in to investigate the students' knowledge and awareness of pragmatics in translation.. In this part students are given a test of multiple choices (a, b, c, and d.) with one correct answer (model answer). This test will help the researcher to specify the main difficulties that face the beginner translators' performance when dealing with English texts that include pragmatic aspects. Adopting this sort of test as a research tool in this study is imposed by the nature of the study itself, i.e. the evaluation of the learners' ability to deal with the pragmatic aspects in translation necessitates an appropriate test to locate and analyze this ability/ inability in action.

The samples of this study are limited to the M.A. students of translation. They are Arabic native speakers and they all hold a B.A degree in English language and literature. It is therefore, assumed that they have a good command of both languages. The test will be distributed to the students in class.

The questionnaire will be given to the staff members at many universities individually, including the previously mentioned ones as well as some other universities.

## **1.8 Organization of the Thesis:**

The study will be divided into five chapters. The first one is an introduction; this chapter provides a theoretical framework of the study:

stating the research problems, questions, hypotheses and methodology of the research. It's to lay good grounding for readers to fully understand the core or the objective of this study. The second chapter provides a survey of the literature review; it will review the previous studies done on the related areas. Chapter three will outline the methodology followed in the present work and give a detailed analysis of the data collected. It also will discuss the problems encountered by the M.A. students of translation when dealing with the above mentioned pragmatic aspects in translation. Chapter four will focus on data analysis, results, and discussions. Chapter five will focus on summary, conclusion, recommendations and suggestions for further researches.

### **1.9 The Limits of the Study**

The staff of the targeted universities will be asked to respond to a questionnaire which is intended to investigate the hypotheses of this study, the sample of the study questionnaire will be limited to the staff members whom are at least assistant professors with experience in teaching translation. The sample of the staff members will be limited to representative universities, including: Sudan University of Science and Technology, Khartoum University, Bahri University, Omdurman Islamic University, Neelain University, and International University of Africa.

The samples of the study test will be limited to the M.A. students of translation, in the representative universities that consist of Sudan University of Science and Technology, Khartoum University and Bahri University . Those students will be given only a test to see how they deal with the pragmatic aspects. The test will be restricted to some of the

pragmatic aspects, therefore it will only focus on implicature, culture differences, politeness, and speech act..

### **1.10 Definition of the Terms Used in the Research**

***Pragmatics***: the study of speaker meaning as distinct from word or sentence meaning.

***Semantics***: the study of how words literary connect to things.

***Context***: the physical environment in which a word is used.

***Presupposition***: something the speaker assume to be the case.

***Conversational implicature***: an additional unstated meaning that has to be assumed in order to maintain the cooperative principle.

***Implicature***: a short version of conversational implicature.

***Cooperative principle***: a basic assumption in conversation that each participant will attempt to contribute appropriately, at the required time, to the current exchange of talk.

***Cross cultural pragmatics***: the study of different expectations among different communities regarding how meaning is constructed.

***Cultural schemata***: pre-existing knowledge structures based on experience in a particular culture.

***Deixis***: pointing , via language using a deictic expression, e.g. this, here.

***Discourse analysis***: the study of language use with reference to the social and psychological factors that influence communication.

***Entailment***: something that logically follows from what is asserted.

***Locutionary act***: the basic act of uttering a meaningful linguistic form.

***Illocutionary force***: the communicative force of an utterance.

***Perlocutionary force***: the affect of an utterance used to perform a speech act.

***Inference***: the listeners' use of additional knowledge to make sense of what is not explicit in an utterance.

***Interlanguage pragmatics***: the study of how non-native speakers communicate in a second language.

***Politeness***: showing awareness of another persons' public self-image face wants.

***Speech act***: an action performed by the use of an utterance to communicate.

***Sociopragmatics***: the social perceptions underlying participants' performance and interpretation of linguistic action.

***Pragmalinguistics***: is the study of "particular resources which a given language provides for conveying illocutions" (linguistic actions).

***Connotation***: an idea suggested by a word in addition to its main meaning

***Denotation***: the act of naming something with a word

***Arabicization*** : the policy of using Arabic instead of English as a medium of instruction.

***Material:*** written or spoken English in forms of textbooks, handouts or tapes.

***Variable:*** a factor of measuring something in an instrument.

***Likert Scale:*** an instrument that associates qualitative constructs with quantitative metric units.

***Validity:*** an instrument is valid if it measures what it is supposed to measure.

***Reliability:*** consistency of results.

***Population:*** subjects to whom results can be generalized.

***Sample:*** subjects who actually participate in a study.

***Quantitative Research:*** one based on numerical data.

***Qualitative Research:*** one based on non-numerical data.

***Domain:*** specific area in a study.

***Stratum / Strata:*** group / groups of subjects.

***Pre-coding:*** giving options in a questionnaire values before distribution.

***Alpha:*** a statistical measurement used to estimate reliability. It indicates high standard in academic work.

***Coefficient:*** the number which we use to calculate all quantities.

***Cases:*** participants of a study

# **Chapter Two**

## **Literature Review**

### **2.1 Introduction**

Translators in general and beginner translators in particular face many obstacles when they translate from English to their native language (Arabic). These difficulties are caused by the different aspects and features of languages. Such as the obstacles that are of syntactic and semantic nature. This research focuses mainly on the problems resulting from misunderstanding of the pragmatic aspects. This chapter deals with these aspects where students are expected to fail to deal with. These aspects include: presupposition, implicature, politeness, culture differences, and speech acts. The chapter reviews the literature related to these aspects so as to lay a good grounding for readers to fully understand the aspects to be researched in this study. A very important point to be mentioned in this connection is that, the field of pragmatics is relatively recent, and the number of the researches that were done on this area are quite limited.

### **2.2 Definition of Pragmatics**

Stalnaker (1975:383) defines pragmatics as “the study of linguistic acts and the contexts in which they are performed”. Pragmatics is also defined as “the study of speaker meaning as a distinct from word or sentence meaning” Yule (1996, :133). Accordingly, pragmatics as a branch of linguistics concentrates on speakers’ intended meaning. That is, what is

said is sent within a specific social context that helps a lot in recognizing and understanding what is unsaid and still communicated. It goes beyond the semantic meanings and does not consider words separately. That is to say, words by themselves are not enough for the study of pragmatics.

Many researchers have seen pragmatics as an ambiguous field, and does not deserve to be one of the major branches of linguistics.

Thomason,(1973:162). , "The status of pragmatics is much less clear, if such a discipline exists at all, it is very under-developed".

Many pragmaticians believe that pragmatics is basically represented in several aspects that concerned with connotative meaning of words, such as presupposition, implicature, politeness, discourse and culture, speech act,...etc.

To give the intended meaning of a speech, the translator may have to use his pragmatic knowledge to make something implicit in the SL explicit in the TL because it might not otherwise be clear if not clarified. However, he would go to an extreme and provide his own conclusions rendering the meaning of the speakers of the utterance behind what is said.

It is important to make mention of what is called interlanguage pragmatics. Kasper, (1992:203) describes it as "The branch of second language research which studies how nonnative speakers understand and carry out linguistic action in a target language, and how they acquire L2 pragmatic knowledge" He also underlines the dichotomy between *pragmalinguistics* and *sociopragmatics*. To him the former conveys illocutionary force and politeness value. According to Leech, (1983:11), pragmalinguistics is the

study of "particular resources which a given language provides for conveying illocutions" (linguistic actions) while the latter conveys socially appropriate linguistic behavior. Leech, (1983:10) says that sociopragmatics investigates "the social perceptions underlying participants' performance and interpretation of linguistic action" (. For example, if someone said: "he forgot the date", the receiver of the message will get two interpretations: a kind of fruit and a calendar time. Context determines which meaning to take because the social context in which the word is used includes geographical information about the person. Pragmatics focuses on the indirect more than the direct meaning since it is context bound. The translation of puns depends on the implicit meaning rather than the explicit one.

Translator majoring in English are unable to translate puns, basically, because they are incompetent at two levels, the sociopragmatics and pragmalinguistics as well, (Kasper 1992:209). Thomas (1983) elaborated on the pragmatic failure, the failure to comprehend the intended meaning of the particular utterance. She also, explained that a speaker's linguistic ability would be composed of grammatical competence that includes the branches of ( intonation, phonology, syntax, semantics, etc.) as well as pragmatic competence (the ability to use language effectively in order to achieve a specific purpose and to understand language in context.

### **2.3.1 The Differences Between Semantics and Pragmatics.**

It is not easy job for foreign language speakers and beginner translators in particular, to differentiate between semantics and pragmatics in the process of translation from English to Arabic, which result in poor interpretation and lots of misunderstandings. Leech ( in Thomas,1983:92) makes a clear-



cut distinction between pragmatics and semantics by naming the first one as "intended meaning" and the second as "sentence meaning". If we compare that to Hatch (1992:260) we notice that he restricted pragmatic meaning to what is drawn from context instead of syntax and semantics. According to Poole (2000:11) The difference between the intended meaning and the utterance is central to pragmatics. While Leech (in Jung, 2001:3) sees pragmatics as dealing with what semantics overlooks and views such a perspective as a consensus one. All these four definitions focus on the distinction between the meaning of individual words and the intended meaning of the speaker that determined by many factors including the social context, the surrounding environment, culture differences, background information and so on. That is to say one short sentence can be translated into many different versions because of the above mentioned factors.

### **2.3.2 Semantics-Pragmatics Distinction**

The semantic-pragmatic distinction seems to undermine any theoretical role for the notion of presupposition, whether construed as semantic or pragmatic. A *semantic* presupposition is a precondition for truth or falsity. But, as argued long ago by Stalnaker (1974) and by Bo"r & Lycan (1976), there is no such thing: it is either entailment or pragmatic. And so-called *pragmatic* presuppositions come to nothing more than preconditions for performing a speech act successfully and felicitously, together with mutual contextual beliefs taken into account by speakers in forming communicative intentions and by hearers in recognizing them. In some cases they may seem to be conventionally tied to particular expressions or constructions, e.g., to definite descriptions or to clefts, but they are not really. Rather,

given the semantic function of a certain expression or construction, there are certain constraints on its reasonable or appropriate use. As Stalnaker puts it, a "pragmatic account makes it possible to explain some particular facts about presuppositions in terms of general maxims of rational communication rather than in terms of complicated and ad hoc hypotheses about the semantics of particular words and particular kinds of constructions" (1974/1999, p. 48).

## **2.4 Types of Meanings**

It is a common fact that languages are used to express meaning. But in some cases it is a very difficult task to define meaning. Part of the problem is that meaning has various types which are complicated and cannot be easily understood. According to Portner in Al-Ukaily, (2011) there are two different meanings for utterances. The first one is literal meaning of what is said. Whereas the second is the intended meaning of the speaker. For instance, If someone asks you the following question: can you give me a hand? If you consider the literal and direct meaning of this question then your reply would, definitely, be 'no I can't' because the question literally seem to be about the possibility of giving a hand which is impossible thing to do. If you take the question as a form of polite request made by the speaker to be helped and given assistance, then the meaning that you reached to is what the speaker wanted to say.

Yule in( Kehal, 2009-2010) makes a clear cut line between two types of meaning: the first one is denotative meaning, this is lexical meaning of a word, is the one which is related to the literal and direct meaning of a word. This type of meaning is used to donate to specific things. The best way to show the difference is to give the same example the two writers used, "The

word needle denotes the property of being a needle, i.e., its common physical features which are shared between peoples. The second type is called connotative meaning which is purely associated with the non-literal senses of a word. That is, a word can convey more than its literal meaning. To take the same example, the various shades of meaning that the word „needle“ may acquire are “pain” , “illness” , “knitting” or even “hard to find””. These connotations, actually, increase and decrease according to the language used and the culture as well.

## **2.5. Translation**

Translation is as old as human history. It has been widely used in the course of human interests of different nations. At the present time, the common interests of different nations and cultures basically depend on translation. The activities of translation provide a great deal of information about the ancient cultures as well as the different present day cultures, Azziz & Lataiwish, (1999-2000) and help in widening intercultural exchanges. In Bassnett,s words (Bassnett, 2007:16), translation, can be seen as “the portal through which the past can be accessed”. It opens up greater opportunities to remind contemporary readers about lost civilization.

Translation is one of the most complicated areas in comparison to other branches of linguistics. One of its difficulties is the fact that understanding the linguistic components is not enough to translate conveniently. That is to say, the grammatical rules would be of no help and may be useless if the particular rules of use are not taken into consideration. Some learners, in particular, beginner translators, overlook the fact that translation is an act of communication which necessitates calling upon both the correct use of

language and correct usage in order to achieve an acceptable communication.

Here are some of the most academically acknowledged definitions of “translation” that have been stated by scholars. According to Fasold and linton (in Bashar Maarich Mizaal Al-Ukaily(2011:7), translation is “a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs”. Specific regulations of elements +principles = communication process. Hatim and Munday (2004:3) said that translation can be understood from points of view: that of a ‘process’ that related to the activity of changing a ST into a TT in another language, and that of ‘product’, i.e. a translated text. They (1991: 1) define translating as “an act of communication which attempts to relay, across cultural and linguistic boundaries, another act of communication (which may have been intended for different purposes and different readers/hearers)”. (Coated from Al-Ukany (2011:7)). Catford (1965:20)., for example, believes that translation is an act of replacing linguistic units from a source to a target language. He said, “translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)” He focuses on maintaining the "equivalence" between the source text (ST) and the target text (TT).

### **2.5.1 Types of Translation**

In the view of its argumentative nature, translation has been divided into many branches by different scholars who were in concern . One of them is “literal Vs. Free translation”, “formal Vs. dynamic”, “non- pragmatic Vs. pragmatic” , “non-creative Vs. creative” (Ghazala, 1995: 5), and even “word-for-word Vs. sense-for- sense translation” (Shuttle worth & cowie,

1995 : 151-152)” , “Domesticating Vs. foreignizing translation” (Shuttleworth and Cowie , 1997:43-44).The last but not the least pair is that of “The second VS. the first choice of translation” which is established by Schleiermacher (Shuttleworth and Cowie, 1997: 44-59). This dichotomy reflects, more or less, the forenamed ones which are based on the equivalence principle between the source and the target texts. This essentially related notion which is the most debated point about translation will be clearly stated and explained in the forthcoming points. Hence, the core of each mentioned dichotomy will be automatically established Atamna, (2009-2010).

### **2.5.2 Overlaps between Translation and Pragmatics**

It is important to remember that the informed translator has to escort the extra-linguistic dimensions (culture differences, surrounding environment, social context, and background information) that is to recontextualize the situation in which the original text is embedded as an attempt to convey and aid target readers in best understanding of the original meaning. Accordingly, he may achieve a corresponding effect on his new readership (F.Ehrman, 2010:167). This may happen if and only if the translator himself is familiar with the surrounding extra-linguistic dimensions of the original text as a communicative event. The illocutionary function or act of a given utterance which has been already introduced is closely tied to what is called speech acts. Speech acts as an important aspect of pragmatics are basically categorized into locutionary act, illocutionary force and finally perlocutionary effect. The locutionary act is associated with the literal meaning of the linguistic material; the illocutionary force, however, is concerned with the non-literal meaning or the speaker intention. The third

and the last aspect of speech acts, i.e., the perlocutionary effect is related to the reaction of the recipient to a given contribution which is composed of the two former acts.

In other words, an angry mother may rebuke her child and says „I,ll kill you today if you don’t obey me immediately” (Bariki, n.d. Speech Acts, para.2). In this example, the communicative purpose of the mother,s utterance goes beyond the literal sense that is born by the lexical items. Another important example is given by Lyons (1981:189): If „A” tells his friend that “The door is open”, “A,s” utterance in this case has the illocutionary meaning of describing the state of the door. The illocutionary meaning or function of “The door is open” may be a request or an order to close the door and if the utterance leads to the action of closing the door by A,s friend that is the request or the order is not ignored the perlocutionary force of the utterance would certainly performed. Again, the illocutionary and perlocutionary acts are to be the core that the translator has to focus on and transfer it during the translation process without neglecting, of course, the literal side in order to capture success at the pragmatic level of translation. In order to clarify the socio-cultural context of the original message, the translator has to be familiar with both speech acts and speech events that the source text includes. This familiarity enables him to remove the potential and may be the total ambiguity that may face the target readers.

The clarification of these non-linguistic components of the original contextual meaning has no label but pragmatics, adoption as an effective approach to translation. Since the realization of both speech acts and speech events differs from one society to another or rather from one culture to

another, the translator has to adopt himself to those changes to avoid a „naïve“ translation. A translator or ,may be, an informed translator should bear in mind that: Man himself is programmed by his culture in a very redundant way. If it were not so, he would not be able to talk or act as these activities would be too demanding. Each time a man talks, he only enunciates a part of the message. The remaining part is completed by the hearer. A great part of what is not said is understood implicitly ... (Hall in Cordounier, (1995:13) cited in Bariki, n.d. Speech Acts, para.9).

In other words, the translator should be equipped with both a bilingual ability and also a bi-cultural vision. One then may say that pragmatics enables translators to access target readers“ minds and create an equivalent impact on them and hence helps translators to achieve a similar effect/response generated by the source language.

In a word, acquiring the knowledge of pragmatics enriches and enhances the translation process.

## **2.6 Pragmatic Equivalence**

Pragmatics is the study of the speaker’s/writer’s intentions. Pragmatics can be defined as the general relationship between language and its user, or to the use of sentences in actual situations (Mey, 1993). The emergence of pragmatic equivalence can be attributed to the current development in linguistic analysis from the micro-level analysis to the macro-level one. Language is discourse where many things are analyzed, such as coherence, cohesion, closure, intentionality and above all meaning. Thus, the semantic equivalence which in earlier paradigms dealt with structures and levels, is now broadening its scope to become something more complex and aspiring

called 'pragmatic equivalence' or 'textual equivalence' (Alcaraz 1996:107)

Therefore, pragmatic equivalence has much wider scope than semantic equivalence. It includes not only the analysis and comparison of the textual meaning of the same message in two different languages, but of all other textual categories that might affect their final perception by the receivers of the two languages.

A pragmatic translation is the translation that aims to convey the meaning intended by the speaker or the writer. El Sakran (1995) has indicated that communication is successful not when the hearers recognize the linguistic meaning of an utterance, but when they infer the speaker's meaning from it. The sociocultural dimension of language is indispensable ingredient for identifying the exact message performed since it plays a fundamental role in understanding people's speech.

To provide a pragmatic equivalence, the translator may need to make something implicit in the SL explicit in the TL because it might not be clear if not clarified. However, sometimes he would go to an extreme and provide his own conclusions rendering the meaning of the speakers of the utterance behind what it says. Ghazala (2003) has pointed out that this type of translation distorts its direct, SL contexts completely.

In sum, a pragmatic approach is necessary in the process of translating. Translators should consider pragmatic equivalence for sentences that cannot be understood completely without looking at the surrounding sentences and their social context.



## **2.7 Cooperative Principles**

So as to know how a particular language or a conversational structure is constructed, it is very important to consider Grice's four maxims. Grice (1975) differentiates between the direct literal meaning (semantic meaning) and the intended meaning (pragmatic meaning). He believed that “there is no one- to- one correspondence or mapping between the linguistic form and the utterance meaning.” ( Cited in Atlas,1989:146). As Grice says, people communication necessitates some sort of cooperation. That is, the two sides of conversation (speaker and the hearer) are expected to cooperate to come into an effective communication which is built on, what Grice calls “Joint effort”. Grice suggests the notion of “cooperative principle” within which he discusses the four maxims that senders and receivers should respect when interacting with each others. These maxims are as the following:

- Quality – speakers should be truthful. They should say they believe to be true and should not say what they think is false, or make statements for which they have no evidence.
- Quantity – (the suitable amount of information) a contribution should be as informative as is required for the conversation to proceed. It should be neither too little, nor too much. (It is not clear how one can decide what quantity of information satisfies the maxim in a given case.)
- Relevance – speakers’ contributions should relate clearly to the purpose of the exchange.
- Manner – speakers’ contributions should be perspicuous: clear, orderly and brief, avoiding obscurity and ambiguity.

Receivers are expected to accompany their knowledge of these four maxims with their experience to change literal meaning to what is meant by a given utterance (Cook, 1989). For example, the semantic meaning of “It is raining” (Fasold & Conner-Linton, 2006:159) is to describe the weather.

This utterance may be understood from another point of view to say that if a mother addresses her child using this utterance, she may want him to open the umbrella or to come inside.

This way, the mother communicates what she does not say. However, she assumes that her child will decode what she means. This example in fact raises the question of why and how can someone overlook one of the four maxims, or may be more, and still be understood?

### **2.8.1 Implicature**

Talking about implicature necessitates considering the previously mentioned Gricean maxims which are also called the cooperative principles. Grice (1975, cited in Thomas 1995: 61-63) focuses on these four conversational maxims and the Cooperative Principle (CP) to outline the mechanisms through which people interpret and recognize implicature. It is important to understand these maxims which are unsaid in speaking, but we assume that speakers are expected to give a suitable amount of information, say the truth, become relevant and avoid ambiguity. (Yule 1996: 37).

According to Paul Grice, in ordinary talking, the two parties (speaker and the hearer) who participate in a conversation have a common cooperative principles. Addressors select their words precisely and form their utterances in a way that can easily be recognized by addressees. The principle can be

made clear by the above mentioned four rules or maxims. (David Crystal names these four rules conversational maxims. They are also sometimes called Grice's or Grecian maxims.).

Generally, speakers do not say what they want in a direct way. In other words, they flout one of the previously mentioned Grecian maxims, yet they expect their intended meanings to be understood by the other parts. Senders trust the ability of their receivers of decoding the implied or the extra-linguistic-meaning which goes beyond the semantic meaning of their utterances. Violating one of the maxims brings an implicature into play. That is, addressors are not flouting the maxims randomly, but they intently, do so to convey a particular meaning to their listeners depending on the "joint effort" that controls their conversations. Otherwise, the communication will fail. Deliberate implicature or what is referred to as conversational implicature (Brown & Yule, 1983) is regarded as "a pragmatic aspect of meaning" which has to do with cooperative principle particularly and with discourse analysis generally. For more, the following exchange (Brown and Yule, 1983: 32) is to be examined:

A: "I am out of petrol."

B: "There is a garage round the corner."

As far as the four maxims are concerned, the relation rule is infringed by "B". That is to say, as far as the linguistic meaning is concerned, "B" is not relevant to the topic "A" is speaking about. However, "B" assumes "A" to cooperate and not stick to what words can literally mean. "B" also, expects "A" to interpret his utterance in a pragmatic way to access "B,s" mind and achieve the intended inference, namely the garage is round the corner and it

is opened to sell petrol. It can be said that “B” reacts to A’s utterance in this way because of two other reasons: The first is that he is able to deduce that “A” is asking for help or is performing a request rather than giving information. The second is that he knows that “garages sell petrol” and that the place (round the corner) is not far, i.e., he also relies on his experience of the world.(Yule, 2006).

The same thing can apply to the following exchange with, may be, a small but a crucial difference that is the context is to be provided for its important contribution to the interpretation process, or rather to the inference of the implicature. There are three students in the class: Marry, Bob and Jill.

A: “Which students passed the exam?”

B: “Marry and Bob.”(Fasold & Conner-Linton.2006: 160)

The implicature in this example is that Jill failed the exam.

### **2.8.1 Pragmatic Implicature and Entailment**

Implicature, as defined earlier, is the process through which speakers include meaning beyond the literal message in an utterance. The following is a common example for implicature; Bob: *Are you coming to the party?* Jane: *You know, I’m really busy.* Jane’s response pragmatically implicates her intention (that she won’t come to the party), which Bob can infer via his past experience from countless other conversations. Pragmatic implicatures are characterized by the fact that usually several alternative interpretations are possible. For example, the dialogue above could also go like this: Bob: *Are you coming to the party?* Jane: *You know, I’m really busy, but I’ll*

*come*. With the remark *but I'll come* Jane effectively cancels the implicature that she won't come to the party.

Entailment: is a related but distinct phenomenon and it belongs into the realm of semantics, because it is not affected by the context. If one proposition entails another, this works in the same way as a logical condition of the form IF X THEN Y. For example: *The president was assassinated* entails *The president is dead* If the first utterance is true, the second one is automatically also true – one proposition logically entails the other one.

### **2.9.1 Pragmatic Failure of Culture Differences.**

The varieties between English and Arabic cultures represent a decisive point that plays an indispensable role in the production of suitable equivalence. No translation that tries to bridge a wide cultural gap can hope to eliminate all traces of foreign setting. It is inevitable that the SL and the TL represent very different cultures. There will be basic themes and accounts that cannot be naturalized (Nida, 2000). Thus, if cultures are not closely related, there will be more cultural gaps and hence more adjustments and modifications.

According to Riley, (1989:234) "Pragmatic errors are the result of an interactant imposing the social rules of one culture on his communicative behaviour in a situation where the social rules of another culture would be more appropriate".

The problems that occur , when two speakers engage in conversation, due to cross-cultural failure is indicated to as pragmalinguistic failure while those

of non-cultural basis due to the social relationships and positions between individuals is referred to as sociolinguistic failure (Thomas, 1983,:99) If the two speakers are of the same culture(s), for example, pragmatic failure would likely fall within the sociolinguistic category.

The following exchange is considered as a model of the culture differences where people from other cultures are expected to lose the track:

Bert: “Do you like ice-cream?”

Ernie: “Is the pop Catholic?”(Yule, 1996:43).

A violation of the relevance maxim comes in mind of someone who reads this exchange, particularly if the reader is from different culture and not very familiar with such utterances, that is why many beginner translators fail to interpret the intended meaning. The reader in this case has to remember that language is not only a matter of vocabulary, it also involves culture and background knowledge in order to make the relation between A,s question and B,s answer. That is why children and foreign language learners may consider such kind of answers incorrect (Brown and Yule, 1983). As a matter of fact, there is a close relationship between the two elements of this exchange. That is B,s implied “yes” obviously, since the pop can never be Orthodox; he can be just Catholic. This kind of implicature is defined as a conventional implicature which requires a cultural specific knowledge to be identified. That is, much unsaid and still communicated.

### **2.9.2 Cultural Equivalence:**

Culture is ‘the way of life and its manifestations that are peculiar to a community that uses a particular language and its means of expression’ Newmark (1988:94). It represents a major part of language and translation. But in fact, it represents one of the main obstacles facing translators. Lots of scholars in the concerned field believe that no matter how complicated and difficult the cultural problem is, it can be translated. In fact this is not the common sense of all scholars in other words there is no consensus about this point. Some scholars definitely, believe that culture is only but a part of language and therefore, it is translatable (see Newmark 1988:95, Ghazala 2003:194). Some other scholars shed lights on culture, claiming that language is overall cultural and culture is untranslatable. On his part, Ghazala (2003:194) has refused the claim that Robinson (1997) had said: that cultural untranslatability for it implies the impossibility of translation. While some scholars think that translation is an act of cultural information, such as Snell-Hornby (1988:82), Karamanian (2002:5), etc, claiming that translators are required to be not only bilingual but also bicultural. They have adopted a biased-cultural approach to translation by making culture familiar to readers by means of changing the SL culture into the TL culture.

### **2.10 Politeness**

Scholars have made great efforts to highlight and find out the universality of language, one of those efforts was made by Leech (1983), cited in Oatey 2000: 39), who formulated six politeness maxims as follows:

#### **1. TACT MAXIM**

a. minimize cost to other   b. maximize benefit to other

## 2. GENEROSITY MAXIM

a. minimize benefit to self   b. maximize cost to self

## 3. APPROBATION MAXIM

a. minimize dispraise of other   b. maximize praise of other

## 4. MODESTY MAXIM

a. minimize praise of self   b. maximize dispraise of self

## 5. AGREEMENT MAXIM

a. minimize disagreement between self and other

b. maximize agreement between self and other

## 6. SYMPATHY MAXIM

a. minimize antipathy between self and other

b. maximize sympathy between self and other.

According to Leech (1983, cited in Bond, Zegarac & Spencer Oatey 2000: 56) these maxims of politeness intertwine with Grice's four conversational maxims, above, but that is not to deny that they may differ in value from one culture to another. For instance, in Japanese society, the context of responding to compliments, the Modesty Maxim clearly outweighs the Agreement Maxim, whereas in English-speaking countries it is customarily more polite to accept a compliment "graciously", i.e. to find a compromise



between violating the Modesty Maxim and violating the Agreement Maxim (Leech, 1983:137).

## **2.11 Speech Acts**

When utterances are released by human beings in real-life situations, there are generally intended meanings associated with every word or sentence. Speakers express their emotions, ask questions, make requests, commit themselves to actions – they *do things* with words. In linguistic pragmatics, we use the term speech act to describe such language actions. A wide range of utterances can qualify as speech acts. (Yule 2006).

### **2.11.1 Common Speech Acts**

<b>Speech act</b>	<b>Function</b>
Assertion	conveys information
Question	elicits information
Request	(politely) elicits action
Order	demand action
Promise	commits the speaker to an action
Threat	intimidates the hearer

There exist several special syntactic structures (sentence forms) which are typically used to mark some speech acts.

<b>Sentence form</b>	<b>Example</b>
Declarative	<i>He is cooking the chicken</i>
Interrogative	<i>Is he cooking the chicken?</i>
Imperative	<i>Cook the chicken!</i>

Consequently there are typical association between Sentence Form and Speech Act.

<b>Sentence Form</b>	<b>Speech Act</b>
Declarative	Assertion
Interrogative	Question
Imperative	Order or Request

Note that the above association are typical, but do not always hold.

### **2.11.2 Performative Speech Acts and Performative Verbs**

Performative speech acts are in many ways the most prototypical speech acts, because they make it evident that we are ‘doing something’ verbally when we perform them. They make explicit that language can be used to perform actions – something underlined by the following examples. *I declare the session closed I pronounce you husband and wife We hereby sentence you to 10 years in prison*

*We herewith declare war on the French.* Many rituals (in the widest sense of the words) include performatives of some shape and many performative speech acts require the speaker to fulfill certain criteria (be a sworn judge, member of parliament, university professor...) in order to work.

Performative verbs are used in performative speech acts to make explicit what kind of action is performed. Verbs like *declare* and *pronounce*, which semantically describe the act of speaking, are often performative verbs.

*I order you to shut up*

A convenient way of testing the status of a speech act verb is by inserting *hereby* before the verb.

*I hereby order you to shut up*

Note that this does not work in the examples below. Apparently certain conditions need to be met in order for a speech act to function.

*#I am hereby very happy*

*#He hereby declares you husband and wife*

(I've used the pound sign here to indicate pragmatic anomaly, in the same way that a star indicates syntactic malformedness.)

The first example is strange because making an observation about a state usually does not qualify as a performative speech act. The second example is strange because a performative must be performed by the speaker himself – reporting someone else's action does not work.

### 2.11.3 Direct and Indirect Speech Acts

In everyday situations, we often do not directly express what we intend, but instead formulate our utterances in ways which appear more polite to hearers. Compare the examples below

*Pass me the salt!*

*Could you pass me the salt?*

Both examples are in effect requests, but the first one, which is phrased as an imperative, has a different connotation than the second, which uses the form of a question. It is obvious to us from experience that *Could you pass me the salt* is not actually a question about the ability of the addressee to pass the salt, but a prompt to action, and responding to this prompt simply by saying *Yes, I could* and not acting would not be a polite reaction.

Therefore *Could you pass me the salt?* has two pragmatic levels. On the surface level it is a question, but underlying this is a request. It therefore qualifies as an indirect speech act, whereas *Pass me the salt!* is a direct speech act.

### 2.12 Presupposition

The term presupposition is defined by Yule (1996: 25) as “Something speaker assumes to be the case prior to making an utterance”. He says that it is a connection that links between what the speaker has in mind, and the hearer’s interpretation of what is said. The awareness of the parties involved in the discussion of the context of situation is the only ensure of this supposition. i.e., the addressor refers to a specific entity by making use of

variety of methods believing that the addressee is competent to find out the intended referent depending on the notion of „regularity in language use“ which guarantees an appropriate reaction to the speaker’s utterance. That is, if "A" says, “My uncle’s coming home from Canada.” As a supposition of the speaker, the listener is expected, to presuppose that "A" has an uncle and has been living in a specific country and he is still there (Brown and Yule, 1983: 29). This natural presupposition is understood without being said as follows: "I have an uncle. My uncle’s coming home. He was living in here. He went to Canada. He is still there". If these unnecessary utterances appear it could be thought of as a familiar way of giving speech. This again emphasizes the fact that what is communicated is more than what is said.

### 2.13 Substitution and Ellipsis

Unlike reference, which is of a semantic nature, substitution is said to be of a grammatical relationship. [it] is a relation in the wording rather than in the meaning” Halliday & Hasan, (1976:88). In substitution, linguistic element(s) is/are replaced by other linguistic element(s). As far as substitution is concerned, “do”, “one” and “the same” are the commonly used items in English. Such items are used to make sentences or utterances more precise but still useful as the following examples show (ibid.: 89-105).

- *You think Joan already knows? I think everybody does* (“does” is a substitute for “knows”).
- *My axe is too blunt. I must get a sharper one.* (‘One’ is a substitute for “axe”).

- *A: I'll have two poached eggs on toast, please.*

B: *I'll have the same* („*the same*’ is a substitute for “two poached eggs on Toast”).

like substitution, ellipsis is regarded as a pure grammatical relation that exists between linguistic forms as such rather than between linguistic forms and their meanings. It comes as a complete elimination of particular linguistic item(s) by which cohesion is achieved. Ellipsis can also thought of as “zero” tie since it does not appear as an overt surface relation of cohesion. In other words, it is said in an implicit way but understood.

Halliday and Hasan suggest that ellipsis is usually anaphoric in English, but may also be cataphoric. Here are some examples:

- *Joan brought some carnations, and Catherine some sweet peas* (“bought” in the second clause is the item left out).
- *Here are the thirteen cards. Take any. Now give me any three.* (“card” after “any” in the second clause and “cards” after “any three” in the third clause are the items left out).
- *Have you been swimming? –Yes, I have* (“been swimming” in the second clause is the item left out) (1976:143;158;167) None of the three examples above are considered as cataphoric; all are anaphoric.

Hence, they serve as a proof to Halliday and Hassan’s assumption.

# **Chapter Three**

## **Research Methodology**

### **Introduction**

Having reviewed, in Chapter two, some literature on some key concepts pertaining to the core of the study, the methodology in the present research will then be pinpointed. This will be conducted in the manner that will help achieve the set aims and objectives. The chapter, will also highlight, the subjects, research tools and procedures that have been used.

The descriptive and analytical methods is used, for the study attempts to analyze the existed phenomena via finding out and getting information about the issue in question. The study is quantitative because all the data collected were turned into numerical data prior to the process of analysis.

In this section, data analysis for the study and test of its hypotheses will be explained. In order to do that, firstly, let us consider the instruments used in applied studies. That necessarily contains a description of the study population and its sample, method of collection data, reliability and validity of the study tool, and the statistical treatments.

### **3.1: Research Subjects:**

The population of this study is divided into two categories. The first one comprises the teachers of English and Translation of the selected six universities. (Sudan University of Science and Technology, University of Khartoum, Neelain University, Omdurman Islamic University, International university of Africa and Bahri University).

The second group consists of students who are currently taking their first course of M.A. in Translation. These are the students of Sudan University of Science and Technology, college of languages, M.A. in translation programme, University of Khartoum, Translation and Arabization Unit, and Bahri University (previously Juba University) M.A. in translation.

The sample of the study consisted of thirty teachers from the first category of the population, and seventy subjects from the sample universities of the second group. The following table and figures show the number of received respondents with full-required information and the responses percentage.



**Table 3.1: Sample of Teachers:**

<b>University</b>	<b>Teacher Frequency</b>	<b>percentage</b>
Sudan University of Sc.& Tech	10	33.3
University of Khartoum	7	23.3
Bahri University	5	16.7
Neelain University	3	10.0
Omdurman Islamic University	2	6.7
International University of Africa	3	10.0
Total	30	100.0

Table 3.1 above shows that the teachers who participated in the study are from six different universities.

**Table 3.2: Sample of Students:**

University	Department	Number	Percentage
Sudan University of Science and Technology	M.A. in translation programme	30	42.9
University of Khartoum	Arabicization and translation Unit	12	17.1
Bahri University	M.A. in translation programme	28	40.0
	<b>Total</b>	70	70.0

The table shows the universities, colleges and fields of specializations of the students who participated in this study. They come from the three specified universities and are all specialized in translation.

### **3. 2: Research Tools:**

The researcher has used two different tools to provide information for the research. The first is a questionnaire given to the members of the English language staff with experience in teaching translation at the above mentioned Universities. The second tool is a test for the students of

M.A. in Translation at Sudan University of Science and Technology, Khartoum University and Bahri University.

The questionnaire, as a data collecting tool, was basically intended to furnish the thesis with factual information of the kind: the number of years of experience, university and the Job, among others.

### **3.2. 1: Teachers' Questionnaire:**

This questionnaire consists of two parts: Part A is meant to collect factual information about teachers. It comprises three questions. The first question asks teachers to write down the names of their universities; question two asks them to name their academic job, in question three teachers are asked about their years of experience.

In Part B, the participant teachers are asked to give their response to twenty statements by ticking the right box in front of each one. The Likert Scale is used, which gives five options ranging from "strongly agree" to "strongly disagree". The statements have been divided into four domains as shown in Table 3.3 below:

**Table 3.3: Teachers' Questionnaire Matrix:**

<b>Statement</b>	<b>Variable Measured</b>
Statements 1, 2, 3, 4 and 5	Students awareness of pragmatics.
Statements 6, 7, 8, 9, and 10	Contribution of pragmatic aspects to the cohesion of the target text.
Statements 11, 12, 13, 14, and 15	Problems of pragmatics.
Statements 16, 17, 18, 19, and 20	Inclusion of pragmatics in the syllabuses.

In scales, researchers must make sure that all the statements in a domain are inter-related and that they have one direction which is necessary to assign unified values to the options of the scales. This is what Trochim (2006) asserts by saying that the Likert scaling is a one-dimensional method. This means that the statements in a domain must have one dimension. For instance, "strongly agree" must have the value 1 or 5 throughout the statements of the same domain. (See Appendix).

### **3.2. 2: Students' Test Statistical Analysis:**

The students' test is divided into two parts. Part (A) is all about students' universities, colleges and specialization. Part(B) consists of fifteen multiple-choice questions with model answers that are intended to find out whether the students are able to deal with the pragmatic aspects. This test has been designed with the intention of arranging at a practical fact about students' ability/disability to deal with the aspects of pragmatics( entailment, implicature. Speech act, culture differences and politeness). These parts are randomly included in the test. A percentage will be calculated to show the correct and incorrect answers for each question as well as the total percentage for the entire test.

### **3.3 Reliability and Validity of the Questionnaire**

#### **Apparent Reliability and Validity:**

In order to check the apparent validity of the tools of the present study and validation of its statements according to the formulation and explanation, the researcher showed the two tools to the (5) of the Ph.D. holding referees whom are specialists in the study field. Some of the referees make some suggestions, and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions, and some corrections on his questionnaire and the test have been done. The following table is showing the referees and their jobs and places of work.

**Table (3-4): The questionnaire's referees, their status and places of work**

No.	Name	job	Title
1	Mahmood Ali Ahmad	Associate professor	SUST
2	Muhammad Atteib	Assistant professor	SUST
3	Makki muhammadani	Assistant professor	SUST
4	Abdulkareem Kakoum	Assistant professor	SUST
5	Hasan mahil	Assistant professor	SUST

**Source: The researcher from applied study, 2014**

### **Statistical Reliability and Validity:**

The reliability of any test, is meant to obtain the same results if the same measurement is used more than one time under the same conditions. This is to say that when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied at another time on the same group would give the same marks. Hence the description of the test is reliable. Also, reliability is defined as

the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity that uses the square root of the (reliability coefficient). The value of the reliability and the validity is in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the tools by using (split-half) method. This method is based on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability

coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed about (10) and (15) for the test and questionnaire to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method. The results are shown in the following table:

**Table (3-5): The statistical reliability and validity of the pre-test sample about the study questionnaire and the test.**

Hypotheses	Reliability	Validity
First	0.67	0.82
Second	0.60	0.77
Third	0.57	0.75
fourth	0.68	0.82
Overall questionnaire	0.86	0.93
Test	0.68	0.82

**Source: The researcher from applied study, 2014**



It is to be observed from the results of this table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are higher than (50%), and some of them are nearest to one. This indicates the high degree of validity and reliability of the answers. Therefore, the study questionnaire is valid and reliable, and that will lead to correct and acceptable statistical analysis.

### **3.10: Summary of the Chapter:**

This chapter gives a detailed description of the tools, techniques and the methods which have been used in the study. It also shows that this study is descriptive and analytical and it is also considered quantitative. Then the chapter describes the population and sample of the study. These are the teachers with experience in teaching translation, and students of M.A. in translation. Then, it discusses the two tools of the study and their instruments. (Teachers' questionnaire, and students' test). Finally, it explains the procedures which have been followed by the researcher to confirm the validity and reliability of his tools and how he collected and analyzed the data of the study.

## **Chapter Four**

### **Data Analysis, Results and Discussion**

#### **Application of the Study's Tool:**

After the step of checking the questionnaire reliability and validity, the researcher distributed the questionnaire to the selected study sample (30) university teachers with experience in teaching translation to M.A. students. The researcher constructed the required tables for collected data.

#### **4.1: Teachers' Questionnaire:**

##### **4.1.1: Personal Information:**

The study Sample Respondents are different in terms of the following:

- The respondents from different gender (Male, Female).
- The respondents holding different titles (Assistant, Associate .).
- The respondents from different years of experience (less than 10 years, 10-15 years, 16-20 years, above 20 years).

The following is a detailed description for study sample individuals according to the above variables (respondents' characteristics):

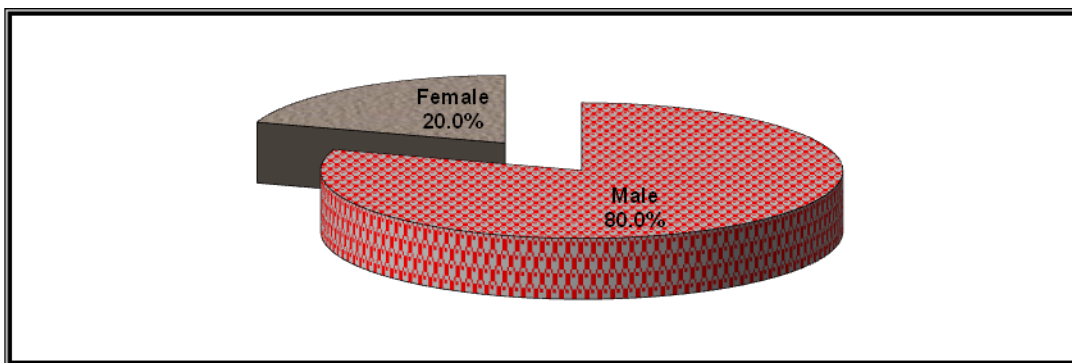
#### 4.1.1.1: The Gender:

**Table 4.1: the frequency distribution for the study respondents according to the gender**

Gender	Number	Percent
Male	24	80.0
Female	6	20.0
Total	30	100.0

**Source: The researcher from applied study, 2014**

**Figure 4.1: The frequency distribution for the study respondents according to the sex.**



**Source: The researcher from applied study, Excel Package, 2011**

From above table and figure, it is shown that most of the study's respondents were Male, the number of those was (24) persons with percentage (80.0%). The female respondents were (6) represent (20.0%).

#### **4.1.1.2: The Job**

**Table 4.2: The frequency distribution for the study respondents according to the job.**

Job	Number	Percent
professors	2	6.7
Associate professors	9	30.0
Assistant professors	19	63.3
Total	30	100.0

**Source: The researcher from applied study, 2014**

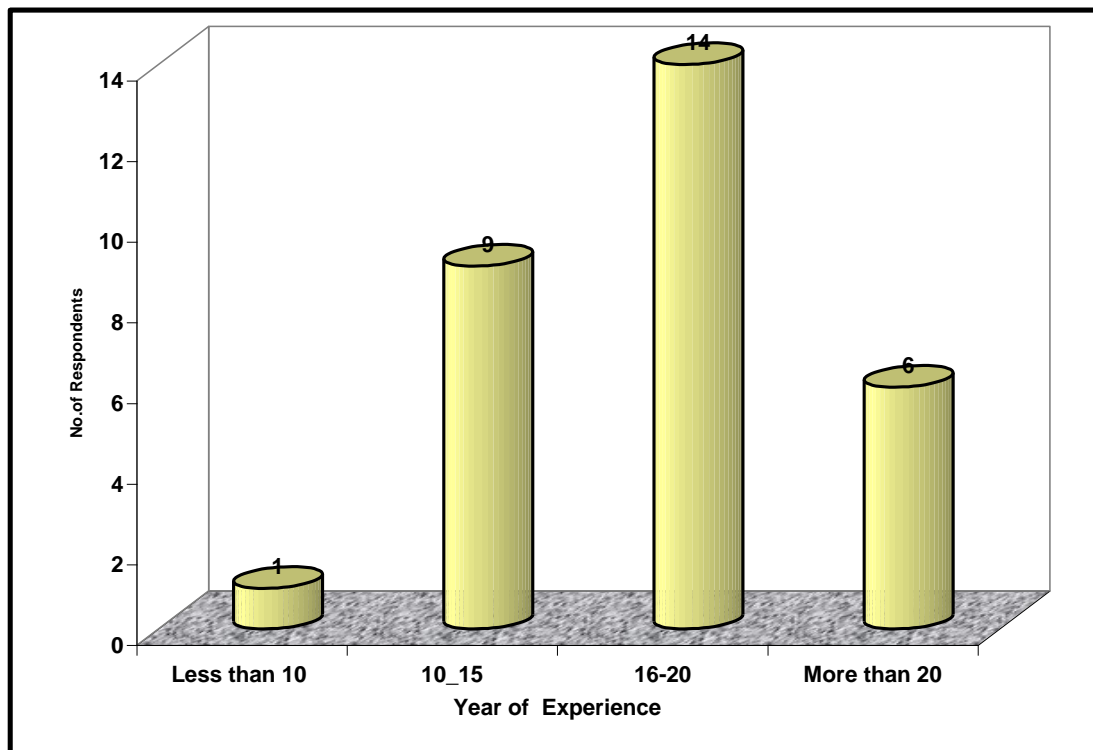
#### **4.1.1.3 Years of Experience:**

**Table 4.3: The frequency distribution for the study respondents according to the experience.**

Experience	number	Percent
Less than 10	1	3.3
10-15	9	30.0
16-20	14	46.7
More than 20	6	20.0
Total	30	100.0

**Source: The researcher from applied study, 2014**

**Figure 4.2: the frequency distribution for the study respondents according to the experience.**



**Source: The researcher from applied study, Excel Package, 2014**

We note from the table no.(3-3) and the figure no.(3-3) that, most of the sample's respondents have experience between (16) and (20) years, their number was (14) persons with percentage (46.7%). The number of sample's respondents whom have experience less than 10 years was only one person with percentage (3.3%), The number of sample's respondents whom have experience between (10) and (15) years was (9) persons with percentage (30.0%), The number of sample's respondents who have

experience between (15) and (20) years was (5) persons with percentage (10.9%)..

This step implies the transformation of the qualitative (nominal) variables (strongly agree, Agree , Neutral, disagree, strongly disagree) to quantitative variables (5, 4, 3,2,1) respectively.

**Table 4.4: the frequency distribution for the respondents' answers for first hypothesis.**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.	7 23.3%	14 46.7%	5 10.7%	4 13.3	0 0.0
2	M.A students of translation do not have the slightest idea about using pragmatics.	1 3.3%	10 33.3%	9 30.0%	9 30.0%	1 3.3%
3	M.A students of translation translate the literal meaning of the words.	2 6.7%	19 63.3%	6 20.0%	3 10.0%	0 0.0%
4	M.A students of translation are unable to differentiate between semantics and pragmatics.	1 3.3%	11 36.7%	7 23.3%	9 30.0%	2 6.7%
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.	10 33.3%	10 33.3%	3 10.0%	3 10.0%	4 13.3%

**Source: The researcher from applied study, 2014**



**Table 4.5: The frequency distribution for the respondents' answers for second hypothesis**

N o.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly diagree
1	Understanding pragmatic aspects contributes to the cohesion of the target text.	14 46.7%	15 50.0%	1 3.3%	0 0.0%	0 0.0%
2	Understanding pragmatic aspects assists students in translation process.	3 10.0%	2 6.7%	9 30.0%	16 53.3%	0 0.0%
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.	18 60.0	12 40.0%	0 0.0%	0 0.0%	0 0.0%
4	Understanding pragmatic aspects adds to providing the exact meaning.	18 60.0%	11 36.7%	1 3.3%	0 0.0%	0 0.0%
5	Understanding pragmatic aspects helps learners to avoid literal translation.	4 13.3%	1 3.3%	11 36.7%	14 46.7%	0 0.0%

**Source: The researcher from applied study, 2014**

**Table 4.6: the frequency distribution for the respondents' answers for the third hypothesis**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Pragmatic aspects constitute a problem when translating from English into Arabic.	3 10.0%	14 46.7%	1 3.3%	7 23.3%	5 16.7%
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.	4 13.3%	4 13.3%	3 10.0%	16 53.3%	3 10.0%
3	Pragmatic aspects affect the process of translation.	1 3.3%	4 13.3%	3 10.0%	12 40.0%	10 33.3%
4	Pragmatic aspects constitute a secondary problem for the translators.	11 36.7%	5 16.7%	10 33.3%	4 13.3%	0 0.0%
5	Reasonable mastery of pragmatic aspects equated to standard translation.	6 20.0%	12 40.0%	5 16.7%	6 20.0%	1 3.3%

**Source: The researcher from applied study, 2014**

**Table 4.7: the frequency distribution for the respondents' answers for four hypothesis**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Pragmatics as a discipline is included in the English language syllabuses.	1 3.3%	9 30.0%	3 10.0%	15 50.0%	2 6.7%
2	Pragmatics is partially included in the English language syllabuses.	5 16.7%	16 53.3%	15 16.7%	5 16.7%	4 13.3%
3	Pragmatics should be included at the Bachelor and M.A. levels.	13 43.3%	6 20.0%	2 6.7%	5 16.7%	4 13.3%
4	Pragmatics should be taught as a separate course.	13 43.3%	6 20.0%	2 6.7%	5 16.7%	4 13.3%
5	Pragmatics should be taught within other courses.	4 13.3%	11 36.7%	4 13.3%	9 30.0%	2 6.7%

**Source: The researcher from applied study, 2014**

## **4.2 Test of the Study's Hypotheses:**

### **4.2.1 Teachers' Questionnaire**

Based on the responses to the statements, the hypotheses will be examined. The median will be computed for each of the questions or statements that are contained in the questionnaire. from the questionnaire that shows the opinions of the study respondents about the statements. To do that, we will gives five degrees for each answer with "strongly agree", four degrees for each answer with "agree", three degrees for each answer with " Neutral", two degrees with each answer with "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers to the hypotheses statements.

#### **4.2.1.1 Results of the First Hypothesis:**

The first hypothesis in the study states the following:

" . M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic."

The aim of this hypothesis is to show that M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic.

To test this hypothesis, it is a must know the trend of the respondents' opinions about each question from the hypothesis's statements, and for all statements. We compute the median, which is one of the central tendency measures, is computed to describe the phenomena, and it represents the centred answer for all respondents' answers after ascending or descending order for the answers.

**Table 4.8: the median of respondents' answers about the questions of the first hypothesis.**

N o	Question	Media n	Result
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.	4	Agree
2	M.A students of translation do not have the slightest idea about using pragmatics.	4	Agree
3	M.A students of translation translate the literal meaning of the words.	4	Agree
4	M.A students of translation are unable to differentiate between semantics and pragmatics.	4	Agree
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2014**

**Table (4-8) shows that:**

- 1- The calculated value of the median for the respondents' answers of the 1st statement is (4). This value means that, most of the respondents agree that "M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic".
- 2- The calculated value of the median for the respondents' answers of the 2nd statement is (4). This value means that, most of the respondents' agree that "M.A students of translation do not have the slightest idea about using pragmatics".
- 3- The calculated value of the median for the respondents' answers of the 3rd statement is (4). This value means that, most of the respondents' agree that "M.A students of translation translate the literal meaning of the words".
- 4- The calculated value of the median for the respondents' answers of the 4th is (4). This value means that, most of the respondents' agree that "M.A students of translation are unable to differentiate between semantics and pragmatics".
- 5- The calculated value of the median for the respondents' answers of the 5th is (4). This value means that, most of the respondents' agree that "M.A students of translation are unable to deal with the cultural gap between the source language and the target language".
- 6- The calculated value of the median for the respondents' answers about all statements related to the first hypothesis is (4). This value,

in general, means that most of the respondents' agree to that is mentioned about the first hypothesis

The results above do not mean that all the respondents in the sample have agreed with the statements because as mentioned in the tables there are some respondents who disagreed to the statement. So, to test the statistical significance of the differences among the answers of the respondents to the first hypothesis, the chi-square test was used to indicate the differences for each statement of the first hypothesis. Table no.(4.8) displays the results of the test for the questions as shown in the following tables:

**Table no.4.9: chi-square test results for respondents' answers about the questions of the first hypothesis.**

N o	Questions	Degree of freedom	Chi- square value
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.	3	17.40
2	M.A students of translation do not have the slightest idea about using pragmatics.	4	16.00
3	M.A students of translation translate the literal meaning of the words.	3	33.20
4	M.A students of translation are unable to differentiate between semantics and pragmatics.	4	15.33
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.	4	18.33

**Source: The researcher from applied study, 2014**



**According to the table 4.9, it is clear that:**

- 1- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> statement was (17.39) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what is mentioned in table no.3. this indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agreed that "M.A students of translation are able to employ pragmatic aspects when translating from English to Arabic".
- 2- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> statement was (16.04) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(3) this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agreed that "M.A students of translation do not have the slightest idea about using pragmatics".
- 3- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> statement was (33.20) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what is mentioned in table no.(4.9) this

indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agreed that M.A students of translation translate the literal meaning of the words”.

- 4- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> statement was (15.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(4.9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agreed that “M.A students of translation are unable to differentiate between semantics and pragmatics”.
- 5- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>th</sup> statement was (18.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(3-13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that “M.A students of translation are unable to deal with the cultural gap between the source language and the target language”.

From the above results, it is noted that the first hypothesis that states "M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic". is fulfilled.

#### **4.2.1.2 Results of the Second Hypothesis:**

The second hypothesis in this study states the following: "Understanding pragmatic aspects contributes to the cohesion of target texts".

The aim of this hypothesis is to show that. "Understanding pragmatic aspects contribute to the cohesion of target texts".

To test this hypothesis, it is important know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the cantered answer for all respondents' answers after ascending or descending order for the answers.

**Table 4.10:the median of respondents' answers about the questions of the second hypothesis.**

N o	Question	Media n	Result
1	Understanding pragmatic aspects contributes to the cohesion of the target text.	5	Strongly agree
2	Understanding pragmatic aspects assists students in translation process.	1	Disagree
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.	5	Strongly agree
4	Understanding pragmatic aspects adds to providing the exact meaning.	5	Strongly agree
5	Understanding pragmatic aspects helps learners to avoid literal translation.	1	Strongly disagree
	Overall	5	Strongly agree

**Source: The researcher from applied study, 2014**

**Table 4.10 shows that:**

- 1- The calculated value of the median for the respondents' answers of the 1<sup>st</sup> statement is (5). This value means that, most of the respondents' strongly agreed with that "Understanding pragmatic aspects contributes to the cohesion of the target text".
- 2- The calculated value of the median for the respondents' answers of the 2nd statement is (1). This value means that, most of the respondents' disagreed with that "Understanding pragmatic aspects gives no addition to translation process".
- 3- The calculated value of the median for the respondents' answers of the 3rd statement is (5). This value means that, most of the respondents' strongly agreed with that "Understanding pragmatic aspects enables students to go beyond denotations to connotations".
- 4- The calculated value of the median for the respondents' answers of the 4th statement is (5). This value means that, most of the respondents' strongly agreed with that "Understanding pragmatic aspects adds to providing the exact meaning".
- 5- The calculated value of the median for the respondents' answers of the 5th statement is (1). This value means that, most of the respondents' strongly disagreed with that "feel confident to participate in drama lessons".
- 6- The calculated value of the median for the respondents' answers about the all questions that related to the second hypothesis is (5). This value, in general, means that most of the respondents' strongly

agreed with what is mentioned about the second hypothesis

The above results do not mean that all the respondents in the sample agreed with the statements because as mentioned in the tables no.(4-10) there are some respondents who disagreed with the questions. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test will be used to indicate the differences for each question of the second hypothesis. Table no.(4-10) explains the results of the test for the questions as follows:

**Table 4.11:Chi-square Test Results for Respondents' Answers about the Questions of the Second Hypothesis:" . Understanding Pragmatic Aspects Contributes to the Cohesion of Target Texts".**

N O	Questions	Degree of freedom	Chi- square value
1	Understanding pragmatic aspects contributes to the cohesion of the target text.	2	18.00
2	Understanding pragmatic aspects assists students in translation process.	3	19.96
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.	1	15.90
4	Understanding pragmatic aspects adds to providing the exact meaning.	2	18.13
5	Understanding pragmatic aspects helps learners to avoid literal translation.	3	17.04

**Source: The Researcher from Applied Study, 2014**

According to the table, we can demonstrate the results as follows:

- 1- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> statement was (18.00) which is greater than the tabulated value of chi-square at

the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what is mentioned in table no.(4.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agreed with that “Understanding pragmatic aspects contributes to the cohesion of the target text”.

2- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2<sup>nd</sup> statement was (19.96) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what is mentioned in table no.(4.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly disagreed with that “Understanding pragmatic aspects gives no addition to translation process”.

3- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3<sup>rd</sup> statements was (15.90) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which was (5.44). According to what mentioned in table no.(3-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agreed with that use the Understanding pragmatic aspects enables students to go beyond denotations to connotations.”.



- 4- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> statement was (18.13) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what is mentioned in table no.(3-7), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agreed with that "Understanding pragmatic aspects adds to providing the exact meaning".
- 5- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>th</sup> statement was (17.04) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (11.34). According to what mentioned in table no.(4.11), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agreed with that "Understanding pragmatic aspects contributes to the cohesion of target texts".

From the above results, we see that the second hypothesis that states "Understanding pragmatic aspects contributes to the cohesion of target texts" is fulfilled.

#### **4.2.1.3 Results of the Third Hypothesis:**

The third hypothesis in this study states the following: " Pragmatic aspects cause problems for English-Arabic translators."

The aim of this hypothesis is to show that " Pragmatic aspects cause problems for English-Arabic translators ".

To test the hypothesis, it is important to know the trend of respondents' opinions about each statement from the hypothesis's statements, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the centred answer for all respondents' answers after ascending or descending order for the answers.

**Table 4.12: the median of respondents' answers about the questions of the third hypothesis.**

N o	Question	Median	Result
1	Pragmatic aspects constitute a problem when translating from English into Arabic.	4	Agree
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.	2	Disagree
3	Pragmatic aspects affect the process of translation.	4	Agree
4	Pragmatic aspects constitute a secondary problem for the translators.	4	Agree
5	Reasonable mastery of pragmatic aspects equated to standard translation.	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2014**

**Table (4- 12), shows that:**

- 1- The calculated value of the median for the respondents' answers of the 1st statement is (4). This value means that, most of the respondents' agree that "Pragmatic aspects constitute a problem when translating from English into Arabic".

- 2- The calculated value of the median for the respondents' answers of the 2nd statement is (2). This value means that, most of the respondents' disagree that "Pragmatic aspects don't cause a real problem when translating from English into Arabic".
- 3- The calculated value of the median for the respondents' answers of the 3rd statement is (4). This value means that, most of the respondents' are agree with that "Pragmatic aspects do not affect the process of translation at all".
- 4- The calculated value of the median for the respondents' answers of the 4th statement is (4). This value means that, most of the respondents' agree that "Pragmatic aspects constitute a secondary problem for the translators.".
- 5- The calculated value of the median for the respondents' answers of the 5th statement is (4). This value means that, most of the respondents' agree that "Reasonable mastery of pragmatic aspects equated to standard translation".
- 6- The calculated value of the median for the respondents' answers about the all statement that related to the second hypothesis is (4). This value, in general, means that most of the respondents' agree to that was mentioned about the second hypothesis.

above results do not mean that all the respondents in the sample agree the statement because as mentioned in the tables no.(4,12) there are some respondents who disagree to the statements. So, to test the statistical significance of the differences among the answers of the respondents for the second hypothesis, the chi-square test was used to

indicate the differences for each statement of the second hypothesis.  
Table no.(4,12) explains the results of the test for the questions as follows:

**Table 4.13 chi-square test results for respondents' answers about the questions of the third hypothesis.**

N o	Questions	Degree of freedom	Chi-square value
1	Pragmatic aspects constitute a problem when translating from English into Arabic.	4	19.06
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.	4	15.44
3	Pragmatic aspects affect the process of translation at all.	4	18.00
4	Pragmatic aspects constitute a secondary problem for the translators.	4	17.35
5	Pragmatic aspects constitute a problem when translating from English into Arabic.	3	18.57

**Source: The researcher from applied study, 2014**

**According to the table no (4.13), we can demonstrate the results as follows:**

- 1- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> statement was

(19.06) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(4.13) this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that Pragmatic aspects constitute a problem when translating from English into Arabic”.

- 2- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 2<sup>nd</sup> statement was (15.44) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(4.13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who disagree that “Pragmatic aspects don’t cause a real problem when translating from English into Arabic”.
- 3- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the 3<sup>rd</sup> statement was (18.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4.13) this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that Pragmatic aspects do not affect the process of translation at all”.

- 4- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> statement was (17.35) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(4.13), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "Pragmatic aspects constitute a secondary problem for the translators".
- 5- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>th</sup> statement was (18.57) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what is mentioned in table no.(3-8), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents agree that "Pragmatic aspects constitute a problem when translating from English into Arabic".

From above results, we see that the second hypothesis that states "Pragmatic aspects cause problems for English-Arabic translators" is confirmed.

#### **4.2.1.4 Results of the Fourth Hypothesis:**

The four hypothesis in this study states the following: "Pragmatics is not included adequately in syllabuses".

The aim of this hypothesis is to show that "Pragmatics is not included adequately in syllabuses".

To test this hypothesis, we must know the trend of respondents' opinions about each question from the hypothesis's questions, and for all questions. We compute the median, which is one of the central tendency measures, that uses to describe the phenomena, and it represents the cantered answer for all respondents' answers after ascending or descending order for the answers.



**Table 4.14: the median of respondents' answers about the questions of the four hypothesis.**

N o	Question	Median	Result
1	Pragmatics as a discipline is included in the English language syllabuses.	2	Disagree
2	Pragmatics is partially included in the English language syllabuses.	4	Agree
3	Pragmatics should be included at the Bachelor and M.A. levels.	5	Strongly agree
4	Pragmatics should be taught as a separate course.	5	Strongly agree
5	Pragmatics should be taught within other courses.	5	Strongly agree
	Overall	5	Strongly agree

**Source: The researcher from applied study, 2014**

**Table (4-14), shows that:**

- 1- The calculated value of the median for the respondents' answers of the 1st statement is (2). This value means that, most of the

respondents' disagree that "Pragmatics as a discipline is included in the English language syllabuses".

- 2- The calculated value of the median for the respondents' answers of the 2nd statement is (4). This value means that, most of the respondents' agree that "Pragmatics is partially included in the English language syllabuses".
- 3- The calculated value of the median for the respondents' answers of the 3rd statement is (4). This value means that, most of the respondents' agree that "Pragmatic aspects do not affect the process of translation at all".
- 4- The calculated value of the median for the respondents' answers of the 4th statement is (5). This value means that, most of the respondents' strongly agree that "Pragmatics should be included at the Bachelor and M.A. levels."
- 5- The calculated value of the median for the respondents' answers of the 5th statement is (4). This value means that, most of the respondents' strongly agree that "Pragmatics should be taught as a separate course".
- 6- The calculated value of the median for the respondents' answers about the all statements that related to the hypothesis is (5). This value, in general, means that most of the respondents' have strongly agree to that is mentioned about the t hypothesis.

The results above do not mean that all the respondents in the sample agree with the statement because as mentioned in the tables no.(4.14) there are some respondents who disagree with the statements. So, to test

the statistical significance of the differences among the answers of the respondents for the hypothesis, the chi-square test was used to indicate the differences for each statement of the hypothesis. Table no.(4.14) displays the results of the test for the statement as follows:

**Table 4.15:chi-square test results for respondents' answers about the questions of the forth hypothesis.**

N O	Questions	Degree of freedom	Chi- square value
1	Pragmatics as a discipline is included in the English language syllabuses.	4	20.10
2	Pragmatics is partially included in the English language syllabuses.	3	18.33
3	Pragmatics should be included at the Bachelor and M.A. levels.	3	19.27
4	Pragmatics should be taught as a separate course.	4	19.33
5	Pragmatics should be taught within other courses.	4	16.52

**Source: The researcher from applied study, 2014**

**According to the table, it is clear that:**

- 1- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 1<sup>st</sup> statement was (20.10) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(4.15), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who disagree that Pragmatics as a discipline is included in the English language syllabuses".
- 2- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 2<sup>nd</sup> statement was (18.33) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what is mentioned in table no.(3), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who agree that "Pragmatics is partially included in the English language syllabuses".
- 3- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 3<sup>rd</sup> statement was (19.27) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to what is mentioned in table no.(4.15), this indicates that, there are statistically significant differences at the

level (1%) among the answers of the respondents, which support the respondents who strongly agree Pragmatics should be included at the Bachelor and M.A. levels”.

4- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 4<sup>th</sup> statement was (19.33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what is mentioned in table no.(3-9), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that “Pragmatics should be taught as a separate course”.

5- The calculated value of chi-square for the significance of the differences for the respondents' answers in the 5<sup>th</sup> statement was (18.57) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to what mentioned in table no.(4.15), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who strongly agree that “Pragmatics should be taught within other courses”.

From above results, we see that the hypothesis that states “Pragmatics is not included adequately in syllabuses” is confirmed.

#### **4.2.2 Students' Test:**

The test was given to a group of students to validate or refute the initial stated hypotheses and to serve the purpose of the whole study. The initial concern was to focus on the learners, recognition of the pragmatic aspects of (implicature, culture differences, entailment, speech act and politeness in English and their ability to comprehend these aspects appropriately. The aims of this test is also to see whether M.A. students of translation are able to go beyond denotation to connotation or not in order to reach into the intended meaning of the speaker or the writer.

**Table 4.16: The Frequency Distribution for the Respondents' Answers**

Questions	Answer				total
	a	b	c	d	
Q1	28	24	18	0	
Q2	6	37	25	2	
Q3	12	32	20	6	
Q4	16	32	21	1	
Q5	13	34	8	15	
Q6	33	25	11	1	
Q7	28	20	15	7	
Q8	12	35	6	17	
Q9	39	12	13	6	
Q10	23	33	12	11	
Q11	9	24	9	28	
Q12	3	40	11	16	
Q13	35	32	3	-	
Q14	4	8	41	18	
Q15	9	40	12	9	

**Source: The researcher from applied study, 2014**

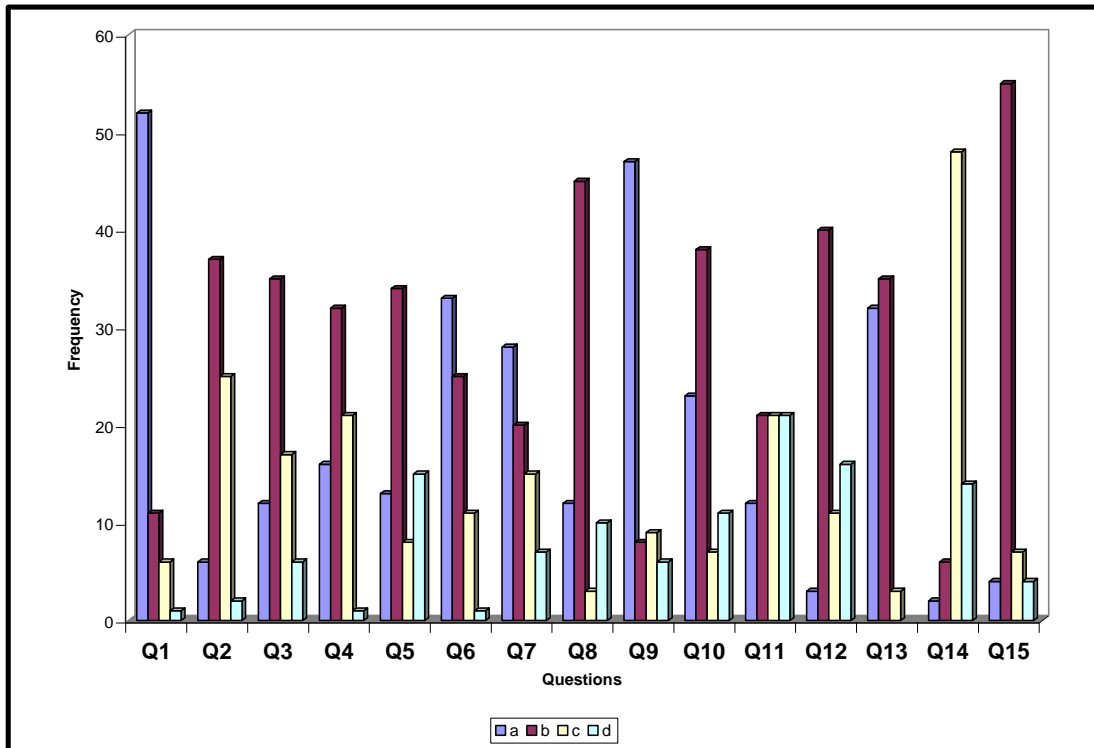
**Table 17: the Correct and Incorrect Answers.**

Questions	Model answers	total	percentage	distracters	Total	percentage
Q1	A	28	40.0	B,C and D	42	60.0
Q2	C	25	35.8	A,B, and D	45	64.2
Q3	B	32	45.7	A,C and D	38	54.3
Q4	B	32	45.7	A,C and D	38	54.3
Q5	D	15	21.4	A,B, and C	55	78.6
Q6	A	33	47.1	B,C and D	37	52.9
Q7	A	28	40.0	B,C and D	42	60.0
Q8	B	35	50.0	A,C and D	35	50.0
Q9	A	39	55.7	B,C and D	31	44.3
Q10	B	33	47.1	A,C and D	37	52.9
Q11	B	24	34.3	A,C and D	46	65.7
Q12	B	40	57.1	A,C and D	30	42.9
Q13	B	32	45.7	A,C and D	38	54.3
Q14	C	41	58.6	A,B and D	29	41.4
Q15	b	40	57.1	A,C and D	30	42.9
Overall percentage		491	47.0			53.0

**Source: The researcher from applied study, 2014**



**Figure 4.3: the Frequency Distribution of the Respondents' Answers**



## Students' Test

**Table 18: Shows the Aspects of Pragmatics and the Percentage of the Errors**

	<b>The statements of the questions</b>	<b>The aspects of pragmatics</b>	<b>Students' errors</b>
Q1	(1) A: Will you come out on a dinner date with me? B: Hasn't the weather been lovely recently? B's reply implies .....	Conversational implicature	60.0
Q2	A sign in a children's shop window "Baby sale lots of bargains" (it means)	Contextual knowledge	64.2
Q3	Could you pass me the salt please? The suitable answer for this statement could be...	Polite request	54.3
Q4	When somebody says: "Have you got any cash on you?" he in fact likes to say.....	Polite request	54.3
Q5	When your guest says to you "These days the weather is very hot?" He may ask you to..	Polite request	78.6

Q6	Two men meet for the first time at a cross road, one of them says “I am out of petrol”. He probably would like to say:	Conversational implicature	52.9
Q7	The other man replies: “There is a garage round the corner”. He means...	Conversational implicature	60.0
Q8	Ahmad: Do vegetarians eat hamburgers? Ali: Do chickens have lips? This answer means.....	Cultural implicature	50.0
Q9	Ali isn’t here yet. ... this utterance indicate that he is.....	Conventional implicature	44.3
Q10	When someone says: “Are you busy?” he actually wants to say.....	Polite request	52.9
Q11	John: Do you like ice-cream? Jane: Is the pop catholic? This answer means:	Cultural implicature	65.7
Q12	Hasan, even, took part in the battle	Conventional culture	42.9
Q13	) by heavens, heaven knows.	Cultural implicature	54.3

	"Heavens" in this utterance means		
Q1 4	) "I now pronounce you man and wife".  This statement means:	Speech act	41.4
Q1 5	) Ali: I hope you brought the bread and cheese.  Adam: I brought the bread.  This answer means.....	Generalized conversational implicature	42.9

### Results of the Students' Test

Besides the questionnaire, the researcher uses a test to give more direct evidence to prove or disprove the hypotheses of the current study. The test consists of 15 questions designed to test the students' abilities in pragmatics. The test includes the most important aspects that compose what is so called pragmatics, namely implicature, culture differences, politeness and speech act. The test is of multiple choices nature (A. B. C. And D.) with model answers. The questions of this test is divided into four parts, which represent four major areas in pragmatics. The components of each part will be evaluated individually before they are given a percentage all together. A final percentage for the whole test's answers which consists of fifteen questions  $\times$  70 participants = 1050, will be calculated.

The researcher will evaluate the performance of students in this test according to their scores in every single question, if 50% of the participant students failed to identify the correct answers, then the question is evaluated as positive, because it supports the hypotheses that presupposed the disability of students in understanding the pragmatic aspects. It also considered negative if the opposite is true.

Questions 1, 6, 7, 9, and 15 were all testing students abilities in understanding implicature with its different branches. The incorrect answers percentage according to the frequency distribution of the respondents' answers were 60%, 52%, 60%, 44,3% and 42% respectively. The median of the incorrect answers was 51.6% that is to say more than fifty per cent failed to pass the test. Therefore, the result is so far positive and supports the study hypotheses.

The questions 2, 8, 11, 13, were all examining students performance in terms of their abilities in bridging the cultural gaps between the source language of the test and their own language (the target language). The incorrect answers percentage according to the frequency distribution of the respondents' answers were: 64.2%, 50%, 65.7%, and 54.3% respectively. The median of the incorrect answers was 58.5%. that is even more apparent evidence for the fact that students are unable to decode the intended meaning of the speakers that hidden in the cultural expressions. This part of the test is also gave additional positive result towards proving the hypotheses of the study.

Questions 3,4,5, and 10, were all testing the participants awareness in recognizing polite expressions which are widely differ from one culture to another. The incorrect answers percentage according to the frequency distribution of the respondents' answers were: 64.2%, 54.3%, 78.6%, and 52.9% respectively. The median of the incorrect answers was 60%. So this part is so far is the strongest in terms of proving the hypotheses, since it gave a clear cut evidence of the students' disabilities in recognizing indirect polite request which are parts and parcel of pragmatic.

Question 14, was designed to see whether students are able to know speech act, where action or decision is made through words, or not. It is obvious

#### **4.3: Summary of the Chapter:**

This chapter analyzes the data, displays the results and critically discusses them.

Concerning the teachers' questionnaire, the findings reveal that most of the teachers who participated in this questionnaire are male assistant professors ,and over 96% of them have experience, of more than 10years old, in teaching translation. The majority of those teachers are from Sudan University of Science and Technology.

the findings of the questionnaire show that most of the teachers believe that students of M.A. in translation are not aware of the pragmatic aspects. they also believe that those aspects contribute to the cohesion of the target text, and cause problems for English-Arabic translators.

Teachers also strongly believe that pragmatics should be included in the syllabuses of the Bachelor and M.A. programme.

On the other hand the findings of the test show that most of students are unable to go beyond denotation to connotation and they are mainly concentrate on literal meanings of the words and utterance rather than the intended meanings of the speakers and writers, in other words, they are unable to bridge the gap between the source language and the target language when they translate from English into Arabic.

Finally, according to the results of the questionnaire and the test the chapter approved that the four hypotheses of the study were confirmed.

## **Chapter Five**

### **Summary, Recommendations and Suggestions for Further Studies**

The chapter a summary of the study, conclusions, recommendations based on the findings and suggestions for further studies.

#### **5.1: Summary and Conclusions:**

This study is entitled "Investigating Pragmatic Problems of communication in English-Arabic Translation into difficulties facing teaching English as a university requirement in Sudan. In this study the following four hypotheses were postulated:

1. M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic.
2. Understanding pragmatic aspects contribute to the cohesion of target texts.
3. Pragmatic aspects cause problems for English-Arabic translators.
- 4- Pragmatics is not included adequately in syllabuses.

The researcher used two tools to investigate the above-mentioned hypotheses,. one them was questionnaire; one was for teachers with



experience in teaching translation and the other was for students of M.A. in translation.

The sample of the first tools consisted of 30 teachers from six universities, and 70 students from three universities.

Most the participants teachers believe that M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic. The teachers also believe that M.A students of translation do not have the slightest idea about using pragmatics when translating foreign texts into their own language. The majority of the participants think that M.A students of translation translate the literal meaning of the words and unable to differentiate between semantics the literal meaning of the words and sentences and pragmatics the intended meaning of the speakers. The teachers also strongly believe that M.A students of translation are unable to deal with the cultural gap between the source language and the target language.

The participants in the questionnaire think, understanding pragmatic aspects is important because it contributes to the cohesion of the target text, assists students in translation process, enables them to go beyond denotations to connotations, and adds to providing the exact meaning. Understanding pragmatic aspects also helps students to avoid literal translation.

Pragmatic aspects in the view of the participant teachers constitute a problem when shifting meanings from English (SL) into Arabic, but they don't believe that pragmatic aspects cause only a simple problem when

translating from English into Arabic. Most of the teachers who participated in answering the questionnaire confirm that Pragmatic aspects affect the process of translation, that is to say pragmatic aspects don't only constitute a secondary problem for the translators, but the majority of them believe that reasonable mastery of pragmatic aspects equated to standard translation.

According to their experience in teaching English besides translation the teachers think that: pragmatics as a discipline is not included in the English language syllabuses, although, they believe that it is partially included in the English language syllabuses. The great majority of the participants agrees that pragmatics should be included at the Bachelor and M.A. levels. It also, deserves to be taught as a separate course, and not to be shuttered within other courses.

The result of the test shows that students of M.A. in translation face many obstacles to decode pragmatic aspects used the in English texts. It also shows that the students lack of pragmatic knowledge which enable them to translate pragmatic aspects, particularly, implicature, culture differences, polite request, which included in different questions but they shows reasonable ability in translating speech act. Generally, it could be said; the majority of the participant students fails to pass the test.

When the above mentioned result is compared to the hypotheses of the study, it would be clear that the four hypotheses are confirmed. Firstly, the findings shows that M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic. Secondly,

Understanding pragmatic aspects contributes to the cohesion of target texts. Thirdly, Pragmatic aspects cause problems for English-Arabic translators. Finally, Pragmatics is not included adequately in syllabuses.

## **5.2: Recommendations:**

According to the findings of this study, the following recommendations are suggested:

- 1- Students should be trained to translate the different aspects of pragmatics.
- 2- Students should be provided with a background information of what pragmatics is and how it works.
- 3- Students should be taught how to differentiate between the literal meaning of the words and the intended meanings of the speakers or writers.
- 4- Teachers are advised to focus on the cultural gaps between the source language and the target one.
- 5- Teachers are advised to encourage students to pay special attention to the idiomatic expressions that are considered as cultural containers.
- 6- Head departments of English language department at bachelor levels are strongly advised to include pragmatics in the syllabuses.
- 7- Pragmatics should be taught as a separate course.
- 8- The suggested syllabus of pragmatics should include: implicature, intercultural pragmatics, presupposition, politeness, and speech act.

### **5.3: Suggestions for Further Studies:**

- 1- Further research is needed to help design a systematic and integrated syllabuses that cover the different aspects of the field of the pragmatics.
- 2- Culture differences is one of the most problematic area therefore, more researches are needed to compare different fields in both Arabic and English languages, to shed some lights on the major culture differences. The same samples could be used to run the study.
- 3- Each of the implicature, presupposition, intercultural pragmatics, is very important areas, for this reason, they need to be investigated separately.

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## Appendices

### Teachers' questionnaire

Dear teacher:

This questionnaire concerns a Ph.D. research seeks your opinion about Pragmatic Problems of Communication in English-Arabic Translation. It would be highly appreciated if you could give help by sparing time to complete this questionnaire. Please be as objective as possible. Kindly tick (✓). All information you give will be confidential. Many thanks.

#### Personal information:

Gender: Male ( ) Female ( )      Job: ( )

Years of Experience: ( )

University .....



**1. M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic.**

		Strongly agree	agree	neutral	disagree	Strongly disagree
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.					
2	M.A students of translation do not have the slightest idea about using pragmatics.					
3	M.A students of translation translate the literal meaning of the words.					
4	M.A students of translation are unable to differentiate between semantics and pragmatics.					
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.					

**2. Understanding pragmatic aspects contributes to the cohesion of target texts.**

		Strongly agree	agree	neutral	disagree	Strongly disagree
1	Understanding pragmatic aspects contributes to the cohesion of the target text.					
2	Understanding pragmatic aspects assists students in translation process.					
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.					
4	Understanding pragmatic aspects adds to providing the exact meaning.					
5	Understanding pragmatic aspects helps students to avoid literal translation.					

**3. Pragmatic aspects cause problems for English-Arabic translators.**

		Strongly agree	agree	neutral	disagree	Strongly disagree
1	Pragmatic aspects constitute a problem when translating from English into Arabic.					
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.					
3	Pragmatic aspects affect the process of translation .					
4	Pragmatic aspects constitute a secondary problem for the translators.					
5	Reasonable mastery of pragmatic aspects equated to standard translation.					

#### **4- Pragmatics is not included adequately in syllabuses.**

		<b>Strongly agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Strongly disagree</b>
1	<b>Pragmatics as a discipline is included in the English language syllabuses.</b>					
2	<b>Pragmatics is partially included in the English language syllabuses.</b>					
3	<b>Pragmatics should be included at the Bachelor and M.A. levels.</b>					
4	<b>Pragmatics should be taught as a separate course.</b>					
5	<b>Pragmatics should be taught within other courses.</b>					

## **Students' Test**

### **Dear Student:**

This questionnaire concerns a Ph.D. research seeks to know your opinion about Pragmatic Problems of Communication in English-Arabic Translation. It would be highly appreciated if you could give help by sparing time to complete this test. Please be as objective as possible by ticking the best choice. All information will be confidential.

### **Circle the Correct Answer of the Following chices.**

(1) A: Will you come out on a dinner date with me?

B: Hasn't the weather been lovely recently?

- a. Agreed.                      b. B didn't understand A's utterance.
- c. refused.                      d. Started different topic.

(2) A sign in a children's shop window "Baby sale lots of bargains" (it means)

- a- There are babies for sale                      b- There are items used for babies.
- c. There are items in babies' shop.                      d. There are items used for gentlemen.

(3) Could you pass me the salt please? The suitable answer for this statement could be.....

- a. Yes I could, does nothing.                      b. Here it is.
- c. Do you perhaps?                      d. What do you mean?

(4) When somebody says: "Have you got any cash on you?" he in fact likes to say.....

- a. Do you need money?                      b. Can you lend me some money?

c. Do you take enough money with you?    d. Money is not important.

(5) When your guest says to you “These days the weather is very hot?” He may ask you to.....

a. Give him something to drink                      b. Comment on the weather.

c. Travel somewhere else.                              d. Switch on the fan.

(6) Two men meet for the first time at a cross road, one of them says “I am out of petrol”. He probably would like to say:

a. I am looking for fuel station                      b. Can you give me some fuel?

c. I don’t use petrol.                                      d. Petrol is very important.

7. The other man replies: “There is a garage round the corner”. He means.....

a. That garage sells petrol.                              b. The garage can tell where to find petrol.

c. The garage can lend you some petrol.              d. The garage can give you another car.

(8) Ahmad: Do vegetarians eat hamburgers?

Ali: Do chickens have lips? This answer means.....

a. Of course, yes                      b. Of course, no

c. Nobody knows                      d. It’s a very difficult question.

(9) Ali isn’t here yet. ... this utterance indicate that he is.....

a. Expected to be here later.              b. Not expected to be here later.

c. Coming tomorrow.                      d. doing something else.

(10) When someone says: “Are you busy?” he actually wants to say.....

a. Do you need any help?              b. Can you help me?

c. What do you do?                      d. I don't need any help.

(11) John: Do you like ice-cream?

Jane: Is the pop catholic?

This answer means:

- a. No I don't                      b. Yes of course  
c. I don't know                      d. What do you mean?

(12) Hasan, even, took part in the battle.

This statement implies.....

- a. Hasan participates in all battles.    b. Hasan is a leader.  
c. Hasan is brave.                      d. Hasan is coward.

(13) by heavens, heaven knows.

"Heavens" in this utterance means

- a. Skies                                      b. The God  
c. Space                                      d. Clouds

(14) "I now pronounce you man and wife".

This statement means:

- a. The man and wife became independent    b. became different  
c. got married                                      d. got divorced

(15) Ali: I hope you brought the bread and cheese.

Adam: I brought the bread.

This answer means.....

- a. I didn't bring any.
- b. I didn't bring the cheese
- c. I brought both of them.
- d. I brought nothing

## List of the Tables

**Table 3.1: sample of teachers:**

<b>University</b>	<b>Teacher Frequency</b>	<b>percentage</b>
Sudan University of Sc.& Tech	10	33.3
University of Khartoum	7	23.3
Bahri University	5	16.7
Neelain University	3	10.0
Omdurman Islamic University	2	6.7
International University of Africa	3	10.0
Total	30	100.0

Table 3.1 above shows that the teachers who participated in the study are from six different universities.



**Table 3.2: sample of students:**

University	Department	Number	Percentage
Sudan University of Science and Technology	M.A. in translation programme	30	42.9
University of Khartoum	Arabicization and translation Unit	12	17.1
Bahri University	M.A. in translation programme	28	40.0
	<b>Total</b>	70	70.0

Table 3.2 above shows the universities, colleges and fields of specializations of the students who participated in this study. It also shows that they come from three universities and they are all specialized in translation. This means that the sample meets the need of the study.

**Table 3.3: teachers' questionnaire matrix:**

<b>Statement</b>	<b>Variable Measured</b>
Statements 1, 2, 3, 4 and 5	Students awareness of pragmatics.
Statements 6, 7, 8, 9, and 10	Contribution of pragmatic aspects to the cohesion of the target text.
Statements 11, 12, 13, 14, and 15	Problems of pragmatics.
Statements 16, 17, 18, 19, and 20	Inclusion of pragmatics in the syllabuses.

**Table (3-4): The questionnaire's referees and their jobs and places of work**

No.	Name	job	Title
1	Mahmoud Ali Ahmad	Associate professor	SUST
2	Muhammad Atteib	Assistant professor	SUST
3	Makki muhammadani	Assistant professor	SUST
4	Abdulkareem Kakoum	Assistant professor	SUST
5	Salaheddin Adam Ahmad	Assistant professor	SUST

**Source: The researcher from applied study, 2014**

**Table (3-5): the statistical reliability and validity of the pre-test sample about the study questionnaire and the test**

Hypotheses	Reliability	Validity
First	0.67	0.82
Second	0.60	0.77
Third	0.57	0.75
fourth	0.68	0.82
Overall questionnaire	0.86	0.93
Test	0.68	0.82

**Source: The researcher from applied study, 2014**

**Table 4.1: the frequency distribution for the study respondents according to the gender**

Gender	Number	Percent
Male	24	80.0
Female	6	20.0
Total	30	100.0

**Source: The researcher from applied study, 2014**

**Table 4.2: the frequency distribution for the study respondents according to the job.**

Job	Number	Percent
professors	2	6.7
Associate professors	9	30.0
Assistant professors	19	63.3
Total	30	100.0

**Source: The researcher from applied study, 2014**

**Table 4.3: the frequency distribution for the study respondents according to the experience.**

Experience	number	Percent
Less than 10	1	3.3
10-15	9	30.0
16-20	14	46.7
More than 20	6	20.0
Total	30	100.0

**Source: The researcher from applied study, 2014**

**Table 4.4: the frequency distribution for the respondents' answers for first hypothesis.**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.	7 23.3%	14 46.7%	5 10.7%	4 13.3	0 0.0
2	M.A students of translation do not have the slightest idea about using pragmatics.	1 3.3%	10 33.3%	9 30.0%	9 30.0%	1 3.3%
3	M.A students of translation translate the literal meaning of the words.	2 6.7%	19 63.3%	6 20.0%	3 10.0%	0 0.0%
4	M.A students of translation are unable to differentiate between semantics and pragmatics.	1 3.3%	11 36.7%	7 23.3%	9 30.0%	2 6.7%
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.	10 33.3%	10 33.3%	3 10.0%	3 10.0%	4 13.3%

**Source: The researcher from applied study, 2014**

**Table 4.5: the frequency distribution for the respondents' answers for second hypothesis**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Understanding pragmatic aspects contributes to the cohesion of the target text.	14 46.7%	15 50.0%	1 3.3%	0 0.0%	0 0.0%
2	Understanding pragmatic aspects assists students in translation process.	3 10.0%	2 6.7%	9 30.0%	16 53.3%	0 0.0%
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.	18 60.0	12 40.0%	0 0.0%	0 0.0%	0 0.0%
4	Understanding pragmatic aspects adds to providing the exact meaning.	18 60.0%	11 36.7%	1 3.3%	0 0.0%	0 0.0%
5	Understanding pragmatic aspects helps learners to avoid literal translation.	4 13.3%	1 3.3%	11 36.7%	14 46.7%	0 0.0%

**Source: The researcher from applied study, 2014**

**Table 4.6: the frequency distribution for the respondents' answers for the third hypothesis**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Pragmatic aspects constitute a problem when translating from English into Arabic.	3 10.0%	14 46.7%	1 3.3%	7 23.3%	5 16.7%
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.	4 13.3%	4 13.3%	3 10.0%	16 53.3%	3 10.0%
3	Pragmatic aspects affect the process of translation.	1 3.3%	4 13.3%	3 10.0%	12 40.0%	10 33.3%
4	Pragmatic aspects constitute a secondary problem for the translators.	11 36.7%	5 16.7%	10 33.3%	4 13.3%	0 0.0%
5	Reasonable mastery of pragmatic aspects equated to standard translation.	6 20.0%	12 40.0%	5 16.7%	6 20.0%	1 3.3%

**Source: The researcher from applied study, 2014**



**Table 4.7:the frequency distribution for the respondents' answers for four hypothesis**

No.	Question	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Pragmatics as a discipline is included in the English language syllabuses.	1 3.3%	9 30.0%	3 10.0%	15 50.0%	2 6.7%
2	Pragmatics is partially included in the English language syllabuses.	5 16.7%	16 53.3%	15 16.7%	5 16.7%	4 13.3%
3	Pragmatics should be included at the Bachelor and M.A. levels.	13 43.3%	6 20.0%	2 6.7%	5 16.7%	4 13.3%
4	Pragmatics should be taught as a separate course.	13 43.3%	6 20.0%	2 6.7%	5 16.7%	4 13.3%
5	Pragmatics should be taught within other courses.	4 13.3%	11 36.7%	4 13.3%	9 30.0%	2 6.7%

**Source: The researcher from applied study, 2014**

**Table 4.8: the median of respondents' answers about the questions of the first hypothesis.**

No	Question	Median	Result
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.	4	Agree
2	M.A students of translation do not have the slightest idea about using pragmatics.	4	Agree
3	M.A students of translation translate the literal meaning of the words.	4	Agree
4	M.A students of translation are unable to differentiate between semantics and pragmatics.	4	Agree
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2014**

**Table .4.9: chi-square test results for respondents' answers about the questions of the first hypothesis: "M.A. students of translation are not fully aware of the pragmatic aspects when translating from English to Arabic".**

N o	Questions	Degree of freedom	Chi-square value
1	M.A students of translation are unable to employ pragmatic aspects when translating from English to Arabic.	3	17.40
2	M.A students of translation do not have the slightest idea about using pragmatics.	4	16.00
3	M.A students of translation translate the literal meaning of the words.	3	33.20
4	M.A students of translation are unable to differentiate between semantics and pragmatics.	4	15.33
5	M.A students of translation are unable to deal with the cultural gap between the source language and the target language.	4	18.33

**Source: The researcher from applied study, 2014**

**Table 4.10: the median of understanding respondents' answers about the questions of the second hypothesis: " pragmatic aspects contributes to the cohesion of target texts".**

N o	Question	Media n	Result
1	Understanding pragmatic aspects contributes to the cohesion of the target text.	5	Strongly agree
2	Understanding pragmatic aspects assists students in translation process.	1	Disagree
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.	5	Strongly agree
4	Understanding pragmatic aspects adds to providing the exact meaning.	5	Strongly agree
5	Understanding pragmatic aspects helps learners to avoid literal translation.	1	Strongly disagree
	Overall	5	Strongly agree

**Source: The researcher from applied study, 2014**

**Table 4.11: chi-square test results for respondents' answers about the questions of the second hypothesis:" . understanding pragmatic aspects contributes to the cohesion of target texts".**

N o	Questions	Degree of freedom	Chi- square value
1	Understanding pragmatic aspects contributes to the cohesion of the target text.	2	18.00
2	Understanding pragmatic aspects assists students in translation process.	3	19.96
3	Understanding pragmatic aspects enables students to go beyond denotations to connotations.	1	15.90
4	Understanding pragmatic aspects adds to providing the exact meaning.	2	18.13
5	Understanding pragmatic aspects helps learners to avoid literal translation.	3	17.04

**Table 4.12: the median of respondents' answers about the questions of the third hypothesis: " pragmatic aspects cause problems for English-Arabic translators"**

N o	Question	Media n	Result
1	Pragmatic aspects constitute a problem when translating from English into Arabic.	4	Agree
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.	2	Disagree
3	Pragmatic aspects affect the process of translation.	4	Agree
4	Pragmatic aspects constitute a secondary problem for the translators.	4	Agree
5	Reasonable mastery of pragmatic aspects equated to standard translation.	4	Agree
	Overall	4	Agree

**Source: The researcher from applied study, 2014**

**Table 4.13 chi-square test results for respondents' answers about the questions of the third hypothesis: " pragmatic aspects cause problems for English-Arabic translators ".**

N O	Questions	Degree of freedom	Chi- square value
1	Pragmatic aspects constitute a problem when translating from English into Arabic.	4	19.06
2	Pragmatic aspects cause a simple problem when translating from English into Arabic.	4	15.44
3	Pragmatic aspects affect the process of translation at all.	4	18.00
4	Pragmatic aspects constitute a secondary problem for the translators.	4	17.35
5	Pragmatic aspects constitute a problem when translating from English into Arabic.	3	18.57

**Source: The researcher from applied study, 2014**

**Table 4.14: the median of respondents' answers about the questions of the four hypothesis: "pragmatics is not included adequately in syllabuses".**

N o	Question	Media n	Result
1	Pragmatics as a discipline is included in the English language syllabuses.	2	Disagree
2	Pragmatics is partially included in the English language syllabuses.	4	Agree
3	Pragmatics should be included at the Bachelor and M.A. levels.	5	Strongly agree
4	Pragmatics should be taught as a separate course.	5	Strongly agree
5	Pragmatics should be taught within other courses.	5	Strongly agree
	Overall	5	Strongly agree

**Source: The researcher from applied study, 2014**



**Table 4.15: chi-square test results for respondents' answers about the questions of the fourth hypothesis: "pragmatics is not included adequately in syllabuses".**

N o	Questions	Degree of freedom	Chi- square value
1	Pragmatics as a discipline is included in the English language syllabuses.	4	20.10
2	Pragmatics is partially included in the English language syllabuses.	3	18.33
3	Pragmatics should be included at the Bachelor and M.A. levels.	3	19.27
4	Pragmatics should be taught as a separate course.	4	19.33
5	Pragmatics should be taught within other courses.	4	16.52

**Source: The researcher from applied study, 2014**

## Students' test

**Table 4.16: the frequency distribution for the respondents' answers**

Questions	Options				total
	a	b	c	d	
Q1	28	24	18	0	
Q2	6	37	25	2	
Q3	12	32	20	6	
Q4	16	32	21	1	
Q5	13	34	8	15	
Q6	33	25	11	1	
Q7	28	20	15	7	
Q8	12	35	6	17	
Q9	39	12	13	6	
Q10	23	33	12	11	
Q11	9	24	9	28	
Q12	3	40	11	16	
Q13	35	32	3	-	
Q14	4	8	41	18	
Q15	9	40	12	9	

**Source: The researcher from applied study, 2014**

## Students' Test

**Table 4.17: the correct and incorrect answers.**

Questions	Model answers	total	percentage	distracters	Total	percentage
Q1	A	28	40.0	B,C and D	42	60.0
Q2	C	25	35.8	A,B, and D	45	64.2
Q3	B	32	45.7	A,C and D	38	54.3
Q4	B	32	45.7	A,C and D	38	54.3
Q5	D	15	21.4	A,B, and C	55	78.6
Q6	A	33	47.1	B,C and D	37	52.9
Q7	A	28	40.0	B,C and D	42	60.0
Q8	B	35	50.0	A,C and D	35	50.0
Q9	A	39	55.7	B,C and D	31	44.3
Q10	B	33	47.1	A,C and D	37	52.9
Q11	B	24	34.3	A,C and D	46	65.7
Q12	B	40	57.1	A,C and D	30	42.9
Q13	B	32	45.7	A,C and D	38	54.3
Q14	C	41	58.6	A,B and D	29	41.4
Q15	b	40	57.1	A,C and D	30	42.9
Overall percentage		491	47.0			53.0

**Source: The researcher from applied study, 2014**

## Students' Test

**Table 17: shows the aspects of pragmatics and the percentage of the errors**

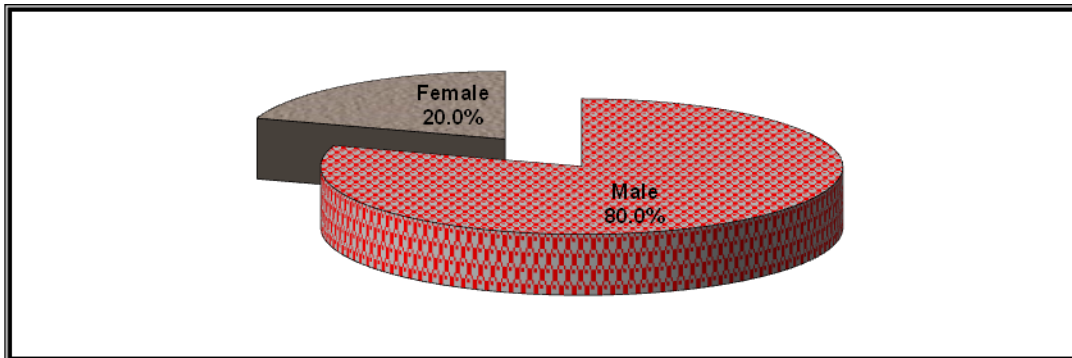
	<b>The statements of the questions</b>	<b>The aspects of pragmatics</b>	<b>Students' errors</b>
Q1	(1) A: Will you come out on a dinner date with me? B: Hasn't the weather been lovely recently? B's reply implies .....	Conversational implicature	60.0
Q2	A sign in a children's shop window "Baby sale lots of bargains" (it means)	Contextual knowledge	64.2
Q3	Could you pass me the salt please? The suitable answer for this statement could be...	Polite request	54.3
Q4	When somebody says: "Have you got any cash on you?" he in fact likes to say.....	Polite request	54.3
Q5	When your guest says to you "These days the weather is very hot?" He may ask you to..	Polite request	78.6
Q6	Two men meet for the first time at a cross road, one of them says "I am out	Conversational	52.9

	of petrol". He probably would like to say:	implicature	
Q7	The other man replies: "There is a garage round the corner". He means...	Conversational implicature	60.0
Q8	Ahmad: Do vegetarians eat hamburgers? Ali: Do chickens have lips? This answer means.....	Cultural implicature	50.0
Q9	Ali isn't here yet. ... this utterance indicate that he is.....	Conventional implicature	44.3
Q10	When someone says: "Are you busy?" he actually wants to say.....	Polite request	52.9
Q11	John: Do you like ice-cream?  Jane: Is the pop catholic?  This answer means:	Cultural implicature	65.7
Q12	Hasan, even, took part in the battle	Conventional culture	42.9
Q13	) by heavens, heaven knows.  "Heavens" in this utterance means	Cultural implicature	54.3
Q14	) "I now pronounce you man and wife".	Speech act	41.4

	This statement means:		
Q15	<p>) Ali: I hope you brought the bread and cheese.</p> <p>Adam: I brought the bread.</p> <p>This answer means.....</p>	Generalized conversational implicature	42.9

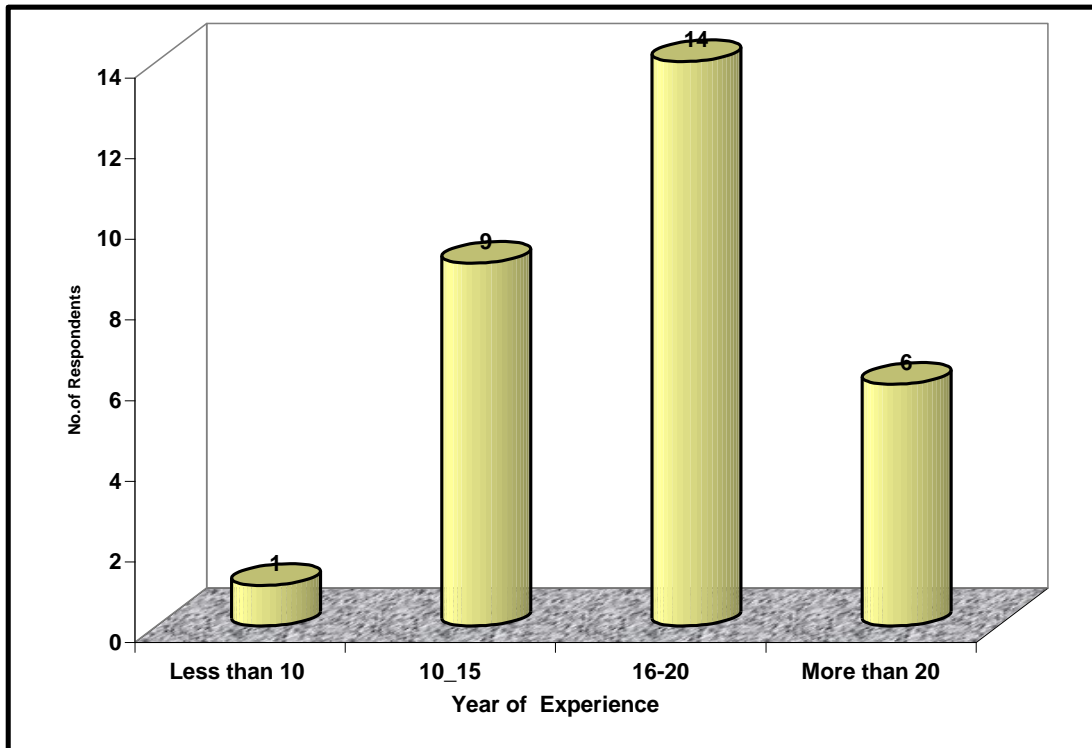
## Figures

**Figure 4.1: the frequency distribution for the study respondents according to the sex.**



**Source: The researcher from applied study, Excel Package, 2011**

**Figure 4.2: the frequency distribution for the study respondents according to the experience.**



**Source: The researcher from applied study, Excel Package, 2014**



**Figure 4.3: the frequency distribution for the respondents' answers**

