

Sudan University of Science and Technology

College of Post Graduate

**Investigating The Role Of Translation In
Enhancing The Communicative Competence Of
Sudanese Military Learners**

**تقصى دور الترجمة فى تعزيز الكفاءة التواصلية
لدارسين العسكرين السودانين**

**Thesis Submitted in Fulfillment of the
Requirements for the Degree of PhD in English
Language (Applied Linguistics)**

Submitted by:

Ebtihal Ahmed Abdel Hameed

Supervised by

Prof. Dr. Mahmmoud Ali Ahmed

2018 AD.

Dedication

To my dear mother, to the soul of my deceased father, to all my family members and to my virtuous husband who always has been the source of assistance and light of guidance.

Acknowledgements

Huge scale of thanks is due to Allah the Almighty.

Appreciation and gratitude are due to supervisor Prof. Dr Mahmoud Ali Ahmed for his constant encouragement and fruitful help he offered to me in order to achieve this thesis.

Special thanks and appreciation are extended to the staff of Joint Training, Joint Operation Directorate and Joint Command and Staff College for allowing me to join this opportunity for PhD degree.

Special thanks to the British Council for the invaluable inspiration that has been provided me during teaching CELTA classes.

Abstract

This study aimed at investigating the role of translation in enhancing communicative competence of Sudanese military students through excessive work on translation and the four skills; and the productive skills have to be taken together in an integrated manner and through explicit teaching. The research adopted the descriptive and analytical method. The data of this study were collected by means of questionnaire distributed to 104 respondents who represent groups of students from Higher Military Academy, National Defence College and from the British Council classes' in the Academy. Also the 113 Junior Command and Staff students taking English language as a basic subject at Joint Command and Staff College (various courses) are given pre and post-test. The data were analyzed by using (SPSS). The study found out that there are certain factors which can be used to maximize the levels of interlanguage amongst the military students through the use of translation and they are: Communicative competence of military students can be improved through excessive explicit teaching, as well as the careful treatment of productive skills is enough for improving communicative competence; also the preparation of a teaching environment can guarantee or account for successful handling of communicative competence. Based on the findings of the test and questionnaire; the study points out some recommendations in addition to some suggestions for further studies.

المستخلص

(Arabic Version)

هدفت هذه الدراسة إلى تقصى دور الترجمة فى تعزيز الكفاءة التواصلية للدارسين العسكريين السودانيين من خلال تكثيف العمل على الترجمة والمهارات الأربعة، ويجب أن تؤخذ المهارات الإنتاجية معا بطريقة متكاملة ومن خلال التدريس الواضح. وقد استخدم الباحث المنهج الوصفي والتحليلي فى طريقة البحث. وقد جمعت بيانات هذه الدراسة من خلال اداة الاستبيان ، وزعت على ١٠٤ مشارك يمثلون مجموعة دارسين بالأكاديمية العسكرية العليا - كلية الدفاع الوطني ومن فصول المجلس الثقافي البريطاني بالاكاديمية. أيضا زود الدارسين باختبارات قبلية وبعديّة بعدد ١١٣ دارس. وكانت الاختبارات للدارسين بدورة القيادة الأركان الصغرى (بالدورات المختلفة) الذين يدرسون اللغة الإنجليزية باعتبارها واحدة من موادهم الأساسية فى كلية القيادة والأركان المشتركة. كما تم تحليل البيانات باستخدام برنامج SPSS . كما توصلت الدراسة الى أن هناك بعض العوامل التي يمكن استخدامها لزيادة مستويات التداخل بين الطلاب العسكريين من خلال استخدام الترجمة وهي: الكفاءة التواصلية للطلاب العسكريين يمكن تطويرها من خلال زيادة التعليم الواضح. فضلا عن المعالجة الدقيقة للمهارات الإنتاجية والذي يكفي لتحسين الكفاءة التواصلية؛ كما أن إعداد بيئة تعليمية يمكن أن يضمن النجاح فى التعامل مع الكفاءة التواصلية. واستنادا على نتائج الاختبار والاستبيان، أشارت الدراسة لبعض التوصيات والأقتراحات لدراسات لاحقة.

TABLE OF CONTENTS

S/NO	Item/s	Page/s
	Dedication	I
	Acknowledgements	II
	Abstract	III
	Abstract (Arabic Version)	IV
	Table of contents	V
	List of tables	VIII
	List of Abbreviations	XI
	Chapter One Introduction	1
1.0	Overview	2
1.1	Background	2
1.2	Statement of the Study Problem	5
1.3	Objectives of the Study	6
1.4	Significance of the Study	6
1.5	Questions of the Study	7
1.6	Hypotheses of the Study	8
1.7	Research Methodology	8
1.8	Limits of the Study	9
	CHAPTER TWO LITERATURE REVIEW AND PREVIOUS STUDIES	10
2.0	Introduction	11
2.1	Part One: Conceptual Framework	11
2.1.1	Review	11
2.1.2	Interaction	12
2.1.3	Routines	13
2.1.4	Negotiation skills	16
2.1.5	Management of Interaction	16
2.1.6	Negotiations of Meaning	17
2.1.7	Pragmatic Competence	18
2.1.8	Intercultural Pragmatics and Discourse Markers	19

2.1. 9	Position of Translation in Linguistics	19
2.1. 10	Translation and Learning	19
2.1.11	Pros and Cons of Translation as a Learning Tool	20
2.1.12	Role of Translation in Enhancing Learning	21
2.1.13	History of Translation	22
2.1.14	Translation is both as an art and science	24
2.1.15	Acquiring Pragmatic Competence by L2 learners	26
2.1.16	Second Language Acquisition and Communicative Competence	29
2.1.17	SLA and Pragmatic Competence	30
2.1.18	Pedagogical Implications	32
2.1.19	Translation as a Teaching Tool	33
2.1.20	Language and Culture	35
2.1.21	Translation, Culture and Context	37
2.1.22	Literary Language vs. Non-Literary	39
1.2.23	Introducing Morphemes	41
2.1.24	Lexical Meaning	42
2.1.25	Evoked Meaning	43
2.1.26	Formal equivalence vs. dynamic equivalence	44
2.1.27	Translation Methods	45
2.1.28	Word-for-word translation	46
2.1.29	Literal translation	46
2.1.30	Faithful translation	46
2.1.31	Semantic translation	46
2.1.32	Adaptation	47
2.1.33	Communicative Translation	47
2.1.34	Contact between Cultural Studies and Translation	48
2.1.35	Translation of Metaphors	55
2.2	Part Two: Previous Studies	64
2.2.1	Summary of the Chapter	
	CHAPTER THREE RESEARCH METHODOLOGY	67
3.0	Introduction	68
3.1	The Study Methodology	68

3.2	Population and Sampling of the Study	68
3.3	Data Collection Instruments	69
3.4	Reliability and Validity of the Questionnaire	73
۳,۵	Statistical Instruments	
3.6	Application of the Study's Tool	76
	CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSION	77
4.0	Introduction	78
4.1	Analysis of the Experiment	78
4.2	Test of the Study Hypotheses	78
4. 2.1	Considering Questions in Detail	81
4.3	Analysis of the Questionnaire	89
4.4	Statistical Instruments	92
4.5	Questionnaire: Part Two: The Importance of English Language for Job Performance, Promotion and Personal Life	125
4.6	Experience with English	119
4.7	Experience and Training in Translation	127
4.8	Verification of the Study's Hypotheses	134
4.9	Summary of the Chapter	146
	CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	147
5.1	Summary	148
5.2	The Main Findings	149
5.3	Recommendations	153
5.4	suggestions for further studies	154

LIST OF TABLES

S/NO	Item/s	Page/s
(3-1)	The frequency distribution for the study respondents according to Gender	70
(3-2)	Frequency distribution for the study respondents according to the qualification.	71
(3-3)	The frequency distribution for the study respondents according to the experience.	72
(3-4)	The questionnaire's referees and their jobs and places of work	73
(3-5)	the statistical reliability and validity of the pre-test sample about the study questionnaire	75
(4-1)	the frequency distribution of the answers of the respondents in all questions	80
(4-2)	show the frequency distribution to the students in question number (2)	81
(4-3)	show the frequency distribution to the students in question number (3)	82
(4-4)	show the frequency distribution to the students in question number (4)	82
(4-5)	show the frequency distribution to the students in question number (5)	83
(4-6)	show the frequency distribution to the students in question number (6)	84
(4-7)	on to the students in question number (7)	84
(4-8)	show the frequency distribution to the students in question number (8)	85
(4-9)	show the frequency distribution to the students in question number (9)	86
(4-10)	show the frequency distribution to the students in question number (10)	87
(4-11)	show the frequency distribution to the students over all test	88
(4-12)	calculate the reliability coefficient	91
(4-13)	The Frequency Distribution for the Respondents' Answers of Question No.(1)	92

(4-14)	The Frequency Distribution for the Respondents’ Answers of Question No. (2)	94
(4-15)	The Frequency Distribution for the Respondents’ Answers of Question No.(3)	96
(4-16)	The Frequency Distribution for the Respondents’ Answers of Question No. (4)	98
(4-17)	The Frequency Distribution for the Respondents’ Answers of Question No.(5)	100
(4-18)	The Frequency Distribution for the Respondents’ Answers of Question No.(6)	101
(4-19)	The Frequency Distribution for the Respondents’ Answers of Question No.(7)	103
(4-20)	The Frequency Distribution for the Respondents’ Answers of Question No. (8)	104
(4-21)	The Frequency Distribution for the Respondents’ Answers of Question No. (9)	106
(4-22)	The Frequency Distribution for the Respondents’ Answers of Question No.(10)	107
(4-23)	The Frequency Distribution for the Respondents’ Answers of Question No.(11)	109
(4-24)	The Frequency Distribution for the Respondents’ Answers of Question No.(12)	110
(4-25)	The Frequency Distribution for the Respondents’ Answers of Question No.(13	111
(4-26)	The Frequency Distribution for the Respondents’ Answers of Question No.(14)	113
(4-27)	The Frequency Distribution for the Respondents’ Answers of Question No.(15)	114
(4-28)	The Frequency Distribution for the Respondents’ Answers of Question No. (16)	115
(4-29)	The frequency distribution for the respondents’ answers of question No.(17)	117
(4-30)	The Frequency Distribution for the Respondents’ Answers of Question No.(2)	118
(4-31)	The Frequency Distribution for the Respondents’ Answers of Question No.(3)	119
(4-32)	The Frequency Distribution for the Respondents’ Answers of Question No. (4)	121

(4-33)	The Frequency Distribution for the Respondents' Answers of Question No.(5)	122
(4-34)	The Frequency Distribution for the Respondents' Answers of Question No. (6)	123
(4-35)	The Frequency Distribution for the Respondent's Answers to statement 2	125
(4- 36)	The Frequency Distribution for the Respondent's Answers to statement no3	126
(4-37)	Respondents' answers statement 5	127
(4-38)	Respondents' answers statement 6	128
(4-39)	Respondents' answers statement 3	129
(4-40)	Respondents' answers statement 3	130
(4-41)	The frequency distribution for over all statements or variables	131
(4-42)	Respondents' answers	132
(4-43)	The Frequency Distribution for over all Statements or Variables	133
(4-44)	Chi-square test for Hypothesis NO (1)	134
(4-45)	Chi –square test for The importance of English language for job performance, promotion and personal life	143

LIST OF ABBREVIATIONS

S/NO	The Word/s	Abbreviation/s
1	First Language	L1
2	Second Language	L2
3	English as a Foreign Language	EFL
4	Discourse Completion Task	DCT
5	Second Language Acquisition	SLA
6	Source Language Text	SLT
7	Translated Text	TT
8	Source Language	SL
9	Target Language	TL
10	Source Language Text	SLT
11	English as a Second Language	ESL