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A final project submitted in partial fulfillment of the requirements for the degree of bachelor in the English language with a focus on translation studies.

**PROBLEMS AND DIFFICULTIES ENCOUNTERING STUDENTS
OF ENGLISH LANGUAGE WHEN TRANSLATING CERTAIN
PRAGMATIC MEANINGS FROM ARABIC INTO ENGLIS**

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بسم الله الرحمن الرحيم

(يرفع الله الذين ءامنوا منكم والذين أتوا العلم درجات والله بما تعملون خبير (11))
صدق الله العظيم

In the name of Allah, the beneficent the most merciful

{Allah will raise up, to(suitable) ranks (and degrees), those of you who believe and who have been granted knowledge. And Allah is well acquainted with all ye }

do {11}

True are the words of Allah

سورة المجادلة، الآية (11)

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DEDICATION

This study is wholeheartedly to our loving families, for their endless encouraging and supporting and our sisters and brothers who continually provide their moral. emotional supports. Above all, thanks to Allah who always give us strength, determination and wisdom in everything us do.

ABSTRACT

This study aims to find out the problems and difficulties that English language students face in translating certain pragmatic meanings from Arabic into English. To achieve the objectives of this study, the researchers used a qualitative tool to collect data. This is the test and interview the test sample consisted of 10 translation students, 10 linguist's student The results showed that some of the students relied on the literal translation, while others relied on a somewhat correct translation The translation faces problems in conveying the equivalent between the two languages and the students' lack of familiarity with the other culture.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the topic by giving some definitions of pragmatics and pragmatic competence and highlights the research problem, the aims and the significance of the study, also states the research questions and gives brief information about the context of the current study. The English language has emerged as a means of communication between speakers who have different linguistic backgrounds, which has led to an increase in the importance of teaching English in countries that do not speak it, and learners try to learn the words and grammar of the target language. But language learners are still unable to use what they have learnt appropriately and effectively in social interactions (Cohen 1996). Learners may have mastered the structures of the language but cannot express their intention and emotion appropriately as they desire. Therefore, a considerable amount attention has been recently given to the field of pragmatics which concentrates on the use of language in social interaction (Thomas 1995) So, before talk about some translation difficulties and problems that know as the great problem for most of translator, we have to know the basic knowledge about what is pragmatic first. Pragmatic is process of conveying the meaning of a text from one language to another.

Yule, (1996), defines pragmatics as the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Pragmatic is a kind of knowledge that is not used to report events in the world .it is used also to reveals the interaction between culture, speech act in order to solve misunderstanding in social environments.

If you have interesting book but you do not understand its context this book will loses its interest and we get bored. Similarly, if there is not pragmatism in the translation, we not will de understand it and misjudge the author's work and lose interest in his work. So, the translator attempts to understand the author's intent in creating the source text for original audience and then recreates to the possible extent, that intent for the target audience by using the target language, so the importance of pragmatic is very importance in translation and reality.

Since pragmatics is that has a big role in someone's life Especially in guessing the meaning. As a result, it is necessary for us translator to know some of the problems that me occur while translating another language.

One of the main challenges in translating certain pragmatic meaning from Arabic into English is the difference in culture context.

Arabic is a language that is deeply rooted in its culture, and many words and expressions have specific culture connotations that are difficult to translate. For example, the word "inshallah" is commonly used in Arabic to express hope or intention, but it also has a religious connotation that is difficult to convey in English.

1.2 Research problem.

Main the problems that face students in translating certain pragmatic meanings from Arabic into English is culture, context, linguistic, structures and ambiguity.

Most universities always focus on learning grammar, learning vocabulary and pronunciation in addition to encouraging students to learn the language, but not how to use the language that is socially appropriate in the situations they may encounter. Therefore, learners of English as a foreign language may face some pragmatic difficulties when using the target language in social situations, not from It is easy for learners to surround themselves with large amounts of target language input. As a result, this may affect the pragmatic ability of ESL learners.

These research discussion difficulties that student's face in translating pragmatic meanings and finding solution.

1.3 Objective of the study.

This current study is intended to achieve the following objectives:

Is to investigate the level of pragmatic proficiency of the 8th semester students in English as a foreign language. In particular, it aims to examine the understanding and production of aspects of pragmatism; Namely, implicit (implied meaning) and speech verbs. In other words, it aims to examine students' ability to understand implicit meanings in social situations, their ability to use appropriate practical procedures in situations and their ability to use various verbs of speech appropriately and effectively in social contexts. This study also aims to find out if there is any influence of Arab culture on the production and understanding of these pragmatic aspects.

1.4 Question of the study.

This research was designed to answer the following questions;

- 1- What are difficulties and problems face student's 8th semester when translating pragmatic meaning from Arabic into English?
- 2- What are effect's the translation on pragmatic meaning?

3-Does cultural background have any significant impact on their pragmatic ability?

1.5 Hypotheses

The study assumes that students face difficulties in translating pragmatics meaning due to their lack of experience in this field. cultural difficulties are likely to be more problematic than linguistic difficulties.

1.6 Significance of the study

This research is explained the difficulties faced student's 8th semester at university of Sabha when they are translating pragmatic meaning from Arabic into English, this study will be helpful for students in translation. process and give a direction to choose suitable pragmatic adaptations in translation.

1.7 Outline of study

This study consists of five chapters. Chapter one is this introduction. Chapter two discusses the previous studies in this field. Chapter three presents the methods used to collect data and how to analyses them. Chapter four allocated for data analysis and discussion. Finally, chapter five is the conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter discusses previous studies and the concept of pragmatics, pragmatic translation theories, problems and difficulties translating pragmatic meaning.

Translation, being a communicative event, can draw immensely from the three related speech acts of locutionary act, illocutionary force and perlocutionary effect. Every translation passes through the first two phases as meaningful sentences and underlying intentions are translated. However, since speech acts do not have universal cross-cultural application, there may be pragmatic problems of translation for the translator

2.2. Historical background

Pragmatics as a field of linguistic inquiry was initiated in the 1930s by the philosopher Charles Morris, Carnap, and Peirce. They cited that addressed the formal relations of signs to one of another, semantics the relation of signs to what they denote, and pragmatics the relation of sign to their users and interpreters (Morris in Horn and Ward, 2007). Pragmatics is still a relatively young branch of linguistics. It was only in the early 1970s that more and more linguists started to devote their attention to this field. The International Pragmatics Association (IPTA) was founded in 1985. The introduction of term Pragmatics is generally attributed to Charles Sanders Peirce (1839-1914) and to Charles Morris (1901-1979), but the field only constituted itself as such in the 1970s.

2.1.1. Concept of pragmatics

According to Crystal (1985) pragmatics is the study of the aspect of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance. Pragmatics is the study of linguistics meaning in relation to a specific speech event (Leech, 1983). Pragmatics which is to be the study of the effects of sign on interpreters, and therefore concerned with all the psychological biological, and sociological phenomena which occur in the functioning of sign (Morris, 1938). Leech (1983) has defined as "the study of how utterances have meaning in situations", Pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of language. (Levinson, 1983). According to George Yule (1996), pragmatics is the study of speaker meaning and also studies how people comprehend and produce a communicative act in a concrete situation in conversation analysis. In this concern, Stalnaker's definition is more explicit (as cited in Mason and Hatim 1997, p. 9), "Pragmatic is the study of purposes for which sentences are used, of the real-world condition under which a sentence may be appropriately used as an utterance" it is important in pragmatics to talk about the implied and intended meaning, assumptions, purposes, and goals of people in communication and various types of action. Morris (1960) says that pragmatic is the scientific discipline that studies the use of the sign, which specifically refers to the way people use sign language and how it is interpreted.

According to Dann (1987) is the pragmatic is the rules of usage of language, i.e., the selection of language form and determination of its meaning with respect to the intent of the speaker in accordance with the context and style. From the views of Kasper, and Ross (2003), pragmatics is a type of

knowledge that makes people detect the intercultural interaction structures and speech act strategies in order to resolve problems of misunderstanding encountered in the international social setting. Translators should be developing their pragmatic expertise to be able to understand the interpretations of language from different cultures and to get used to their diverse customs.

Pragmatics as a science is predicated on some other sciences, also study the language and the factors associated with the use of the language of science is philosophy of language, sociolinguistics, anthropology and linguistics especially the analysis of discourse Dann (1987). Pragmatics is speech in action, with society or interlocutors dictating the action, when society determines the activity, it is more or less sociolinguistics, but when it is more about intended meaning, it is more semantics (bariki,2013). Levinson (1997) as a branch of linguistics that deals with language from three perspectives: " the interlocutors, the social relationship between them, the choices they make and the constraints they make in using a language for communicative acts". Therefore, pragmatics is concerned with examining the meaning of an utterance, taking into consideration the different contributions of the interlocutors, as well as their utterances, context and culture. Producing meaning is a dynamic and interactive process, covering the association of meaning between speakers and hearers as well as the linguistic, social and cultural contexts of utterances (Spencer-Oatey, 2000). According to David Crystal (1987) pragmatics studies the factors that govern our choice of language in social interaction and the effect of our choices on others. Pragmatic factors affect our choice of vocabulary and sounds in producing the meaning we want to convey. Therefore, pragmatics is related to studying the meaning of words that

people use in social situation. A pragmatics – based approach to language has major advantages over one that views pragmatics as merely another component of the language system, when this approach is used to the field of language translation, it has been demonstrated that it can provide reasons for the several different translations for the same text (Gholizadeh, 2004)

2.1.2. Pragmatics Theories

With the deepening of pragmatics research, linguists have put forward some pragmatic theories, such as speech act theory, indirect speech act theory, and relevance theory, the comparative theory and so on. In these theories, language scholars closely link context to pragmatic meaning and the context being regarded as important variable element in the complex process of language communication (Huang, 2000). According Loewen (2015) " aims to understand how the systematic manipulation of the mechanisms of learning and the conditions under which they occur enable or facilitate the development and acquisition of a language other than one's first ". acquisition processing (Anderson, 1993) and Input Processing (VanPatten 1996) theories to describe and better understand the cognitive mechanisms underlying the acquisition and processing of pragmatic rules.

2.1.1.1. Speech act theory

Speech act studies primarily on the work of Austin (1962) and Searle (1969) who are credited with developing speech act theory to provide a clearer understanding of what is required for effective and appropriate communication, Austin views are regarded as an important contribution to the field of pragmatics. Bach and Harnish (1979) believe that speech acts should be studied in terms of communicative purposes. They think that a speaker conveying something to a hearer ha a certain intention and that an

act of communication cannot be said felicitously or successfully unless this intention is identified by the hearer.

Austin (1962) posited that when producing utterances, a speaker actually performs three classification acts:

- 1- Locutionary act: the utterances themselves (What is said?)
- 2- illocutionary acts: the speaker's intention behind the words (What is meant?)
- 3- perlocutionary act: the effect of the utterance on the hearer (feelings and attitudes, or actions of hearer).

E.G the locutionary act of the utterance, "*it is cold*" that a speaker complains or states something about the temperature, at the same time, it has an illocutionary act with force of a request or an offer for "*closing windows*". It also becomes a perlocutionary act when the listener is persuaded to go and "*close the window*".

But Searle's (1969) is based on functional characteristics and incorporates five major group: representative (e.g., assertions), directives (e.g., requests), expressive (e.g., apologies), commissive (e.g., promises) and declarations (e.g., vows).

2.1.1.2. Conversational Implicature

The concept of implicature is a theoretical construct which was first introduced by Grice in the William James lectures more than thirty years ago (Grice 1967, 1989). Grice used the concept to deal with examples in communication where what speaker means goes beyond the meaning literally expressed by a particular utterance, Grice (1975) introduced the cooperative principle to distinguish between sentence meaning and speaker

meaning. To illustrate, he explained the difference between "What is said" and "What is meant" in the conversations and the social interaction, for example, if I'm with a friend who's eating ice cream and she asks something like, "What's the flavor?", my friend might respond by offering me a bite of her ice cream. By offering me some of the ice cream, my friend has shown that she thinks I mean that I would like to taste it. I did not actually say I wanted to taste the ice cream, and thus I can deny that I indicated that, either quite directly as in "Oh, I didn't mean I want to have a bite", or indirectly as in "Oh, I'm not hungry in present time."

2.1.2. Culture and pragmatics

Culturally speaking, pragmatics is concerned with examining how speech act more appropriately, efficiently and satisfactorily understood within and between cultural communicates (Ting- Toomey, 2012). It focuses on interpreting concepts, ideas, and assumptions based on a model to understand the culture related to the participants intention. According to Celce - Murcia and Olshtain (2000), "pragmatics deals very explicitly with the study of relationships holding between linguistic forms and the human beings who use these forms". One of the most complex considerations in teaching pragmatism is that sociocultural and contextual (or inappropriate) communication can take a number of forms. As has been discussed earlier, some pragmatic aspects such as speech acts and implicature, are claimed to be universal in that they exist in almost all. Thomas (1983) believes the main reason behind any pragmatic failure is the differences between the 'cultures' of the interlocutor. Trosborg (2010) states that what can be appropriate in one culture might be inappropriate in the other cultures. For example, there are some cultural differences between Arabic culture and English culture Sometimes misinterpretation occurs in cross cultural

communication which then results in miscommunication, false assumption will automatically lead to false higher - level explicators which then causes intercultural misunderstanding. Among many other researchers, Hymes (1996) emphasizes that the learning of culture needs to be an integral part of language learning education because culture crucially influences the values of the community, everyday interaction, the norms of speaking and behaving, and the socio – cultural expectations of an individual's roles. The number of students using English as a second language is increasing exponentially all over the world, but they cannot always benefit from their educational and professional opportunities if they are not familiar with the basic concepts and cultural structure of the language. Most importantly, an ability to recognize and employ culturally appropriate ways of communicating in speech or writing allows learner to make choices with regard to their linguistic, pragmatic, and other behaviors (Byram and Morgan,1994; Hinkel, 1999). Scollon (2001) state that the culturally-determined concepts of what is acceptable, appropriate, and expected behavior is acquired in the process of socialization and, hence, becomes inseparable from an individual's identity. Thomas (1983) explains that violations of pragmatic and cultural norms of appropriateness I interactions often lead to socio pragmatic failure, uncomfortable breakdowns in communication, and the stereotyping of non- native speakers. It is notes that when many second language display inappropriate language behaviors, they are often not even aware that they have done so. Therefore, culture and pragmatics should be teaching in the second language to develop the learner's awareness to enable them to understand the sociolinguistic norms that are reflected in the ways of speaking in the target community. Wiezrbicka (1991) notes that:

" In different societies and different communities, people speak differently; this differences in ways of speaking are profound and systematic, they reflect different culture values, or at least different ways of speaking different communicative styles, can be explained and made sense of in terms of independently established different cultural values and cultural priorities (p.69)

2.1.3. Contextual and pragmatics

Pragmatics studies how language is used and how it is integrated in a specific context in such way meaning can be changed from one context to another (Wierzbicka, 1985) for example, an utterance like "*If I were in your shoes*" used when you want to tell someone what you would do in their situation, but in the Arabic culture and Libyan, this seems confusing and strange in absence of the equivalent idiom in, and therefore the role of the context is very important in determining the meaning. Parret (1981) ascertains that context is regarded as a fundamental element to produce linguistic expression as well as its analytic way. Context is a necessary condition for inferring meaning in communicate, so linguistics called pragmatics contextualism and sometimes called it pragmatics. Grundy holds that" context is very important in determining the meaning of an utterance". Ullman (1973) says that the meaning of word is still ambiguous unless putting it in specified context, so the study of words meanings requires an analysis of the contexts, then the meaning will be clear to understand. Leech (1983) states that pragmatics was named contextualism. According chojimah (2015) context is indeed a determinant factor contributing to the utterance interpretation. Context is the background knowledge that should be shared by the speaker and listener, it determines

what the speaker means and influences the meaning of certain saying. Pragmatics alone cannot determine what can be do.

According to Panova and Hana (2011) pragmatics is the study how language is used and of the effect of context on language several types of contexts are:

1- Physical context – objects surrounding the communication, place and time of the communication, what is going on around, etc.

2- Linguistic context – what has been said before in the conversation.

3- Social context – the social relationship of the people involved in communication.

4- Epistemic context – what is known by both speaker and hearer.

Context is important in determining the meaning, and failure to define the context leads to not taking important facts into account when determining the meaning of speech.

2.1.4. Relationship between pragmatics and translation.

The primary purpose of translation is the successful transmission of the message from source language using the medium of various language forms. The translator often encounters problems of contextual meaning, in the process of reproducing the message and its resulting nuances from one linguistic to another. Newmark (1981), translation is a discipline that enjoys interesting links with a wide variety of disciplines such as linguistics, comparative study of cultures, comparative ethnology, computer science, comparative sociology. But pragmatics is the way we convey the meaning through context of the communication. (Kitis, 2009) considered the various levels of analysis of language from a pragmatic

viewpoint, and showed how they contributed in distinct ways that need to be taken into another language.

2.1.5. Pragmatic competence

Chomsky identifies competence as grammatical "knowledge of language" while performance is the appropriateness of performed speech (Canale and Swain, 1980). Chomsky's distinction has been famously reformulated into communicative competence, but in the same way of Chomsky's definition, as the speaker's knowledge and his\ her ability to use it. Interlanguage pragmatics research, thus, has been influenced by Hymes's (1966 and 1972) view which promoted the concept of communicative competence which set of developments away from second language pedagogy towards the communicative approach of learning a second language. This in turn led to more interest in pragmatic studies. Thus, pragmatic competence is the speaker's ability to perform social functions which have been recognized as a central part of the second language competence (Cohen, 1996; Kasper and Rose, 2002).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This dissertation deals with challenges facing English language students in translating pragmatic meaning from Arabic to English. This chapter discusses the research design, methods used to collect and analyses the data, as well as the possesses implemented to conducting the current study.

3.2 Research design

The objective of the present study is to find out the obstacles facing English language students in translating pragmatic meaning from Arabic to English. The study applied qualitative approach because the researchers aim to find out the problems cause misunderstanding when students try to translate pragmatic meaning from Arabic to English.

3.3 Sample technique

For the purpose of the study, the research's used snowball technique where research participants recruit other members for the study. The study designed to target twenty students. Ten students study from translation division and ten from linguistics division in English department for University of Sabha

3.4 Instruments

For the purpose of the study, the research's used test and interviews find out the courses and problem that face students when translate pragmatics meaning to English.

3.5 translation test

The test consists of five, see appendix 1, problematic pragmatic meaning. All of them belongs to general conversation belong to cultural background. According to the research design, the students are required to translate five

pragmatic meaning that later on to be analyzed by the researchers, then the students of the pragmatics meaning would be presented to specializes of English language to examine if the students could produce the messages of the test or not.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, we will discuss the details of the current study, from the arrangement and analysis of data to the description of the steps taken in the analysis process

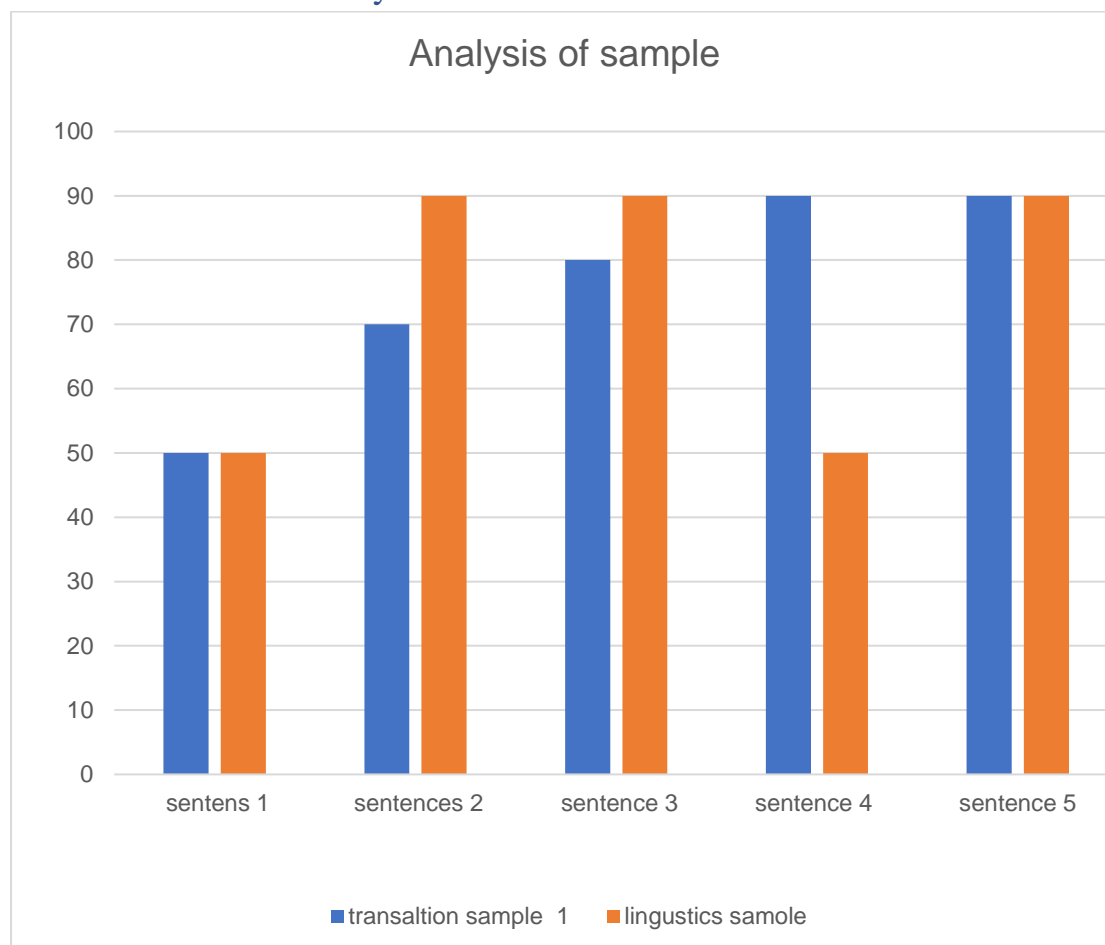
4.2 Data Analysis and discussion

This section used the analysis of the current study to discover the problems and difficulties that students face when translating certain pragmatics meanings from Arabic into English language

4.3 Finding of the analysis

From data analysis, the following findings were obtained.

4.4 Test results and analysis



The analyses presented in appendix (1)indicated that the test and interview for **the analysis of first sentences** shows that 50% of translation students were translated the word “الحاكم” to **governor** while 50 % were translated to “**the ruler**” so when we came to their understanding between semantic meaning and pragmatic meaning we can comprehend that most of **translation** students have translated the sentences **semantically** correct ,whereas they have misunderstanding in **pragmatics meaning** which is clearly appear in their translation , they translate the sentence” **السنته في المدينة** “to different phrase such as { **posted spies in the city – control the city –spread spice – posted the guards – addressing the governor**) that shows 40%of the students who come nearly to exact meaning of **pragmatic** which is **spread spices in the city** . 60% of them they go far

away from pragmatic meaning because they have not equivalence in English language. However, 70% of **linguistic** students were translate the word “الحاكم” to **the ruler**. So, when we come to their understanding of pragmatic meaning and semantic meaning they have been experienced those fields during their study, they translate the sentence to correct translate the meaning whether is semantic meaning or pragmatic meaning, even if they use different vocabularies, but still the goal of translations is conveyed.

The analysis of second sentence (وهل يفرط الرجل بدمه؟) the translation of this sentence was translated by **GOOGEL (Does a man waste his blood)** where 70 % sample of translation student were translated to semantic meaning (**does a man waste his blood**) where as one translation was different (**does the man surrender his blood relatives**). **in pragmatics meaning** the translation students translated to different translation such as (**he does not betray his tribe**) (**Does a man sacrifice himself?**), (**Does a man give his blood?**) , here we can noticed that the translation student had translated the sentence **semantical** absolutely correct which is closely to **GOOGEL** translation , but when they came to the **pragmatics meaning** they faced some deficiency that is due them to write some words which is fare away to the hidden or **pragmatic meaning** , this lead us to understand that they know the **pragmatic meaning**, but their translation was week, that is way they translate some words to different vocabularies which is not belongs to the actual sentence **for example**, they translate the (**يفرط بدمه**) to (**betray his tribe**) **which** is completely unrelated to pragmatic meaning.

The 90 % sample of linguistic student translated the sentence to semantic meaning (**Does a man west his blood?**) accept one he\she translated to (**Does one give up his blood?**) when they come to pragmatic meaning,

they give us different translation, (Does **a man sacrifice his blood?**) we can noticed here that linguistic student have derive the word (يفرط بدمه) in **semantic meaning** their translation was completely accurate , because they have a good background of the field of semantic which is related to their specialization . however, when we come to pragmatic meaning, they translate the word (يفرط بدمه) to (sacrifice **his blood**) which is closely to pragmatic meaning.

The analysis of third sentence (و هل يخفى القمر) the translation of this sentence was translated by Google (**Does a moon hide?**) where 80% sample of translation student were translated to semantic meaning (**does a moon hide?**) whereas **pragmatic translation** was translated to (**what a famous cannot be hidden?**) here, the translation is not that much accurate specially in word (**moon**) was actually translated to (**famous**) which is not exactly related the pragmatic meaning (**beauty**). However ,90% of linguistic student translated the sentence to semantic meaning (**Does a moon hide?**) when they come to **pragmatic meaning** (Is a beautiful thing can be hidden?).

The analysis of forth sentence (لكي تفر عينه) the translation of this sentence was translated by Google (**To see his eye**) where 90 % sample of translation student were translated to semantic meaning (**To see her eye**) where as one translation was different (**eye sore his seen**). **in pragmatics meaning** the translation students translated to three different translations such as (**Give him what he deserves**) (**To full his eye**), (**Pleased to see you**), here we can **notice that** there is misunderstanding to the Arabic words, that is why they had inaccurate pragmatic translation accepts the last translation (pleased to see you) which so closely to pragmatic meaning. However ,50% of linguistic student translated the

sentence to semantic meaning (**To see his eye**), (**To make his eye open**) when they come to **pragmatic meaning** (**To give him wide hop**) (to release his heart) which is closely related (to **actually pragmatic meaning** (**To make him happy**)).

The analysis of fifth sentence (يحمل في جعبته الكثير) the translation of this sentence was translated by Google (**he carries a lot up his self**) were 90 % sample of translation student were translated to semantic meaning (**he carries a lot**) where as in **pragmatic translation** was translated to (**I can say more**) , (**he carries a lot in his chest**) here, the translation is not that much accurate specially in word (**his self**) was actually translated to (**chest**) which is not exactly related the pragmatic meaning (**chest**). However ,90% of linguistic student translated to semantic meaning (**he carries a lot in his self**) where as one translation was different (**he carry a lot**) when they come to **pragmatic meaning** (**he holds a lot of facts**) (**he keeps in mind**) which is closely related (to **actually pragmatic meaning** (**he carries a lot in his self**)).

Table 4.5. The responses of the questionnaires are present in numbers and percentages.

The analyses presented in **Appendix2** indicated the questions for samples of translation students and linguistic students' The aim of the questions is to investigate whether the sample have experiences in translation from Arabic to English. and also, to explore if they had a clear understanding to translate the slentems semantically and pragmatically sides. By having a

Questionnaires	Yes	No
Do you translate pragmatic terms before?		
Do you face problems when translating those terms?		
Do you think that equivalent have role in translation pragmatic terms?		
Do you think that English culture effect on translation of pragmatic problem?		
Pragmatics helps translators convey the intended message of the SL properly?		
Pragmatics helps translators produce a good and sound translation		

look at all the samples responses, it can be clearly noticed that most of them share the idea that translating certain pragmatic meanings are controlled by specific conditions which guide the translator to the suitable meaning of the certain pragmatic meanings. Additionally, the sample answers showed that they mostly agreed that translator needs to have a deep background knowledge about the language, culture, and local vocabulary of the both languages. This is what we observed in linguistics students when they answered the questions, simply they answered the questions and also they give a clear translation from semantic as well as in pragmatic meaning,

this due us to understand that they had not difficulties in translation the Arabic sentences to semantic or pragmatic meaning , because they used to face those two terms a lot in their specialization , we can comprehend that when they come to translate in pragmatic meaning , they used different vocabulary which is all sever the pragmatic meaning . this leads us to understand that linguistics students have wide background of both semantics and pragmatics field according to their academic background. In comparing with the sample of translation we can observed that they have a good practice in translation since seven semesters. and they have practiced many texts in their translation subject, we have also noticed that they used literal translation to translated from Arabic sentences to English. as well as they repeated in semantic meaning translation, and have some difficulties to understand pragmatic meaning, so most their pragmatic translation was very far to actual meaning. However, this led us to understand that translation student has not wide knowledge about semantic and pragmatic fields, and also, they did not practice before this research which is courses all their misunderstanding of translation.

CHAPTER FIVE

CONCLUSION

5.1. Result

This study attempts to explore the difficulties that facing students' English language when translating certain pragmatic meanings to English. The researchers used tests and questionnaire for collecting the data. From the data analysis and the results and assisted by students' English language, From the analysis of the data and the results, it was found that the participants in this study face difficulties in the practical knowledge and cultural information associated with the target language and that the level of pragmatic competence of the students of the participants is somewhat low and needs to be developed. The data provides an explanation for the types of pragmatic errors that they frequently commit, so their knowledge must be expanded Practical, because building pragmatic knowledge is a key component of being able to produce language appropriate in social contexts and they should have basic knowledge about the Arabic culture of the source language of terms and synonyms between two languages. To get an actual translation of the target language.

5.2. Recommends

- 1- Pragmatics should be taught and practiced in a broader way to improve students' level of pragmatic competence.
- 2- Students must make greater efforts in detecting cross-cultural differences and lexical and semantic barriers between the target language and the source language.

3- Students should avoid using literal translation when translating pragmatic meanings.

5.3. Suggestion

research Future research can investigate the impact of the current learning environment on the acquisition of pragmatics, such as curricula, courses, and teacher beliefs and practices. Further, factors contributing to the learning process can also be investigated, such as the influence of different educational styles and individual variables in order to determine how to enhance Pragmatic competence.

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Appendix1

Appendix.1 (Test)

The purpose of this questionnaire is to explore the problems that translation students face in translating pragmatic meaning from Arabic into English.

Gender Female Male

Age

Semester 8th

Specialization

Could you please kindly translate these words carefully; all answers are confidential.

Q1- Translate those pragmatic meaning terms below into English:

1 " بث الحاكم ألسنته في المدينة "

Semantically meaning

.....

Pragmatics meaning

.....

2- "هل يفرط الرجل بدمه "

Semantic meaning

.....

pragmatic meaning

.....

3- "هل يخفي القمر "

pragmatic meaning

.....

Semantic meaning

.....

4- "لكي تفر عينه"

Semantic meaning

.....

Pragmatic meaning

.....

5- ويحمل في جعبته الكثير "

Semantic meaning

.....

Pragmatic meaning

.....

Appendix.2

Questionnaire

Q1- Do you translate pragmatic terms before?

Yes\ No

Q2- A Do you face problems when translating those terms?

Yes\ No

Q4- Do you think that equivalent have role in translation pragmatic terms?

Yes\ No

Q5- Do you think that English culture effect on translation of pragmatic problems?

Yes\ No

Q7- Pragmatics helps translators convey the intended message of the SL properly?

Yes\ No

Q8- Pragmatics helps translators produce a good and sound translation?

Yes\ No