

Ain Shams University
Faculty of Education
Department of Curriculum and Instruction



The Effectiveness of A Suggested Program Based on Pragmatics in Developing Some Translation Skills of Palestinian English Majors at Al-Aqsa University

PhD dissertation Submitted in Fulfillment of the Requirements for
the degree Doctor of Philosophy at Ain Shams University
in Curriculum and English Methodology

Submitted by

Ayman Hassan Ahmad Abu Elenein

Teacher of English at Al-Najjar Secondary
School in Gaza and part-time lecturer at the
English Department - Al-Aqsa university

Supervised by

Dr. Magdy Mahdi Aly

Professor of Curriculum and
English Instruction at Ain
Shams - University

Dr. Dalia Ibrahim Yehia

lecturer of Curriculum and
English Instruction at Ain
Shams - University

Dr. Mohamed Abdel Fatah Hamdan

Dean of the Faculty of Arts at Islamic
University in Gaza

2015

Abstract

Name of the Researcher: Ayman Hassan Ahmad Abu Elenein

Title of the Research: The Effectiveness of A Suggested Program Based on Pragmatics in Developing Some Translation skills of Palestinian English Majors at Al-Aqsa University.

The present study aimed at developing some translation skills for English majors at Al-Aqsa university in Gaza, through using a suggested program based on pragmatics. The study adopted the experimental pre-post test control and experimental group design. The study sample consisted of (200) English students from the English department at Al-Aqsa university in Gaza, and the sample was divided into two groups: an experimental group and control one. English majors of the experimental received training through the proposed program based on pragmatics while English students in the control group received regular instruction. The researcher used many instruments that include: a checklist of translation skills, interview, pre-post test of translation skills and satisfactory questionnaire. The study results revealed the suggested program based pragmatics was effective in developing the identified translation skills. Moreover, that there were statistically significant differences at 0.01 level between the mean scores of the control and the experimental groups on the post test in favor of the experimental group in the identified translation skills. Also there were statistically significant differences at 0.01 level between the mean scores of the experimental groups on the pre-post test in favor of the post test in the identified translation skills. The results of the study also showed there were statistically significant differences at 0.01 level between the mean scores of female English majors and males in favor of females in the post test. Furthermore, the study indicated that English majors and professors were satisfied towards the scores of the post test in particular and the whole suggested program in general.

Keywords: pragmatics, translation skills, satisfactory questionnaire, suggested program, checklist, results.

Dedication

To the candle that still enlightens my way towards success,

To the meaning and hope of my life,

To the reason of my happiness and joy,

To the origin of kindness and good-heartedness,

To my real paradise in this life,

To my kind, beloved and good-hearted mother,

Umm Ayman, Haleema Hussein Abu El Enein

who deserves my great love, respect and my whole life for her long encouragement and sacrifice at every stage.

To my father and my acute sisters, Nahed, Hayam and Eman who motivated and encouraged me to finish this work.

To the souls of martyrs, who sacrificed their lives for Al-Aqsa Mosque and Palestine.

Acknowledgments

I would like to express my sincere thanks and gratitude to my supervisor: **Professor Dr. Magdy Mahdy Aly** Professor of Curricula and English Instruction in Faculty of Education at Ain Sham University for his continuous support, guidance and encouragement. He generously gave me much of his time, thoughtful guidance, stimulating ideas throughout the implementation of this study. This work would not have been possible without his support. Really, limitless regards and thanks go to him.

I am also indebted to my supervisor **Dr. Dalia Ibrahim Yehia** Lecturer of Curricula and English Instruction in Faculty of Education at Ain Sham University for her insightful comments, sincere efforts and cooperation.

I am also very grateful to **Professor Dr. Zeinab Ali El-Naggat** Professor of Curricula and English Instruction in Faculty of Education at Ain Sham University for his wonderful feedback, support, guidance and encouragement. Really, she is very helpful, humble and cooperative.

I would like also to extend my regards and gratitude to **Professor Dr. Ahmad Hassan Seif-Eldeen** Professor of Curricula and English Instruction in Faculty of Education at Munufeyya University for his useful feedback, support, guidance and additions. Really, his amendments enriched the dissertation.

I am also indebted to **Professor Dr. Walid Mohammad Amer** Professor of linguistics at the Islamic university of Gaza for his wonderful ideas and professional feedback. He was really very helpful and cooperative.

I am indebted to **Dr. Rafat Abu Ghali**, who supported and helped me to bring this work to light. His amazing support has been a blessing to me. His encouragement and professional insight has inspired both my personal and professional development.

I am deeply grateful to **Dr. Ahmad Youssef**, the Palestinian and Islamic intellectual who motivated me to finish this research. He encourages me to be a real academic man.

My limitless appreciation and gratitude are extended to the jury of the program and study instruments who provided me their support, assistance and efforts.

In addition, I am deeply grateful to English department staff whether professors or students at Al- Aqsa University of Gaza for all the facilities, help, cooperation and advice they offered and my gratitude and thanks go to all the teachers staff at Al-hajj Mohammad el-Najjar Secondary school who motivated me and helped me to finish this dissertation.

Thanks to all my friends, and colleagues, who have shown interest and encouragement in my work, especially to my best brother Mr. **Mohammad Adel El-S'eidny**.

Table of Contents

Abstract	I
Dedication	II
Acknowledgments	III
Table of contents	V
List of tables	X

Chapter I : Background and Problem

1.1 Introduction	1
1.2. Context of problem	5
1.3. Statement of problem	6
1.4. Questions of study	7
1.5. Significance of study	7
1.6. Purpose of study	8
1.7. Delimitations of study	8
1.8. Hypotheses of study	8
1.9. Definition of terms	9
1.10. Abbreviations of study	10
1.11. Organization of study	11

Chapter II : Review of Literature and Related Studies

2.1 Introduction	12
2.2. Pragmatics	12
2.2.1 Pragmatic philosophy and theory.....	13
2.2.2. Definition of pragmatics	14
2.2.3. Components of pragmatics	15
2.2.4. Pragmatic competence	18

2.2.5. Interlanguage pragmatics	20
2.2.6. Fields of pragmatics	20
2.2.7. Areas of study in pragmatics	21
2.2.8. Pragmatics assessment	23
2.3. Definition of translation	26
2.4. Types of translation	28
2.5. Equivalence	34
2.6. Context	35
2.7. Experience	36
2.8. Translation: process and product.....	37
2.9. Requirements for a theory of translation	37
2.10. Approaches of translation	38
2.11. Translation skills	39
2.12. Teaching methods of translation	52
2.13. Levels of translation	61
2.14. Translation strategies	64
2.15. Using dictionaries.....	66
2.16. Teaching translation	67
2.17. Translation as a teaching resource	72
2.18. Objectives of teaching translation	74
2.19. Benefits of training in translation skills	75
2.20. Translation pedagogy	75
2.21. Pedagogical techniques in translation classes.....	76
2.22. Techniques of teaching translation.....	77
2.23. Translation activities	78

2.24. Teaching translation strategies	80
2.25. Translation assessment	82
2.26. Techniques of testing and evaluating translation.....	82
2.27. Previous studies related to teaching translation	85
2.28. Translation activities in previous studies.....	89
2.29. Review of related studies concerning translation skills.....	90
2.30. Review of related studies concerning translation strategies.....	93
2.31. Commentary.....	97
2.32. Conclusion	97

Chapter III : Methodology of Study

3.1. Introduction	98
3.2. Design of study	98
3.3. Participants	98
3.4. Instruments of study	99
3.4.1. The checklist of translation skills	99
1. Validity of the checklist	99
2. Reliability of the checklist	102
3.4.2 The interview	103
1. Validity of the interview	103
3.4.3. The satisfactory questionnaire	104
1. Validity of the satisfactory questionnaire	104
2. Reliability of the satisfactory questionnaire	108
3.4.4 The translation skills test	110
1. Validity of the pre-post test	110
2. Reliability of the pre-post test	111

3.5. Determining the equivalence between the control and experimental prior to implementation of the suggested program	113
3.6. Statistical treatment and analysis	115
3.7. Conclusion	115

Chapter IV: Data Analysis, Results and Discussion

4.1. Introduction	116
4.2. The Results of the study	116
4.2.1. The discussion of the first question	116
4.2.2. The discussion of the second question	121
4.2.3. The discussion of the third question	123
4.2.4. The discussion of the fourth question	124
4.3. Verification of study hypotheses	126
4.3.1. Verifying the first hypothesis	126
4.3.2. Verifying the second hypothesis	128
4.3.3. Verifying the third hypothesis	130
4.4. Conclusion	132

Chapter V: Summary, Findings, Conclusions and Recommendations

5.1. Introduction	133
5.2. Summary	133
5.3. The results of the study	139
5.4. Findings of study	140
5.5. Conclusions of study	141
5.6. Pedagogical Implications for Teaching	143
5.7. Recommendations of study	144
5.8. Suggestions for further studies	147

References	149
Appendices	164
Appendix 1: The checklist for English majors	165
Appendix 2: The checklist for English professors	173
Appendix 3: The interviews English professors	180
Appendix 4: The interviews English majors	183
Appendix 5: The list of Referees	186
Appendix 6: Pre – post Test of translation skills	188
Appendix 7: Satisfactory questionnaire for English professors and majors	194
Appendix 8: The suggested program	198
Appendix 9: Photos of English majors during the program	316
Appendix 10: The Abstract of study in Arabic.....	322

List of Tables

Table (3.1) The distribution of the sample of English majors according to gender in light of the checklist.....	99
Table (3.2) Correlation coefficient of the items in the checklist.....	100
Table (3.3) Correlation coefficient between the checklist items in the reliability before and after modification.....	102
Table (3.4) Alpha Correlation coefficient of the checklist reliability.....	103
Table (3.5) The distribution of English majors and professors in light of the interview.....	104
Table (3.6) Correlation coefficient of the items in the first domain of satisfactory questionnaire.....	105
Table (3.7) Correlation coefficient of the items in the second domain of satisfactory questionnaire.....	106
Table (3.8) Correlation between the two domains with the total score of the satisfactory questionnaire.....	108
Table (3.9) Correlation coefficient between the two domains in the satisfactory questionnaire reliability before and after modification.....	109
Table (3.10) Alpha Correlation Coefficient of the questionnaire Reliability..	109
Table (3.11) Correlation coefficient of the items in the pre-post test.....	111
Table (3.12) Correlation coefficient between the items in pre-post test reliability before and after modification.....	112
Table (3.13) Alpha Correlation coefficient of the pre-post translation test of reliability.....	112
Table (3.14) Determining the equivalence between the control and experimental group prior to implementation of the program.....	113

Table (4.1) The responses of English students, means, std. deviation, and the % weight and rank of each item of the translation skills.....116

Table (4.2) The responses of English professors, means, std. deviation, and the % weight and rank of each item of the translation skills.....119

Table (4.3) The students responses, means, std. deviation, and the % weight and rank of each domain of the majors' perspectives after implementing the suggested program.....122

Table (4.4) The professors responses, means, std. deviation, and the % weight and rank of each domain of the professors' perspectives after implementing the suggested program.....123

Table (4.5) Measuring the effectiveness of the suggested program.....124

Table (4.6) The statistically significant differences between the mean scores of the posttest between the experimental group and control group in favor of the experimental group.....126

Table (4.7) The significant differences between the mean scores of the pre- posttest of the experimental group in favor of the post test.....128

Table (4.8) The significant differences between males and females English students in the posttest in favor of females.....130

Chapter one

Background and Problem

1.1 Introduction

The English language is considered the world language and it is the only foreign language that is being taught to all students in the UNRWA and the governmental schools and also at the Gaza universities. Since English is an instrument of communication, so its teaching should aim at developing the learner's language skills. This development can be achieved through providing the learners with communicative learning activities to practice the different skills in a meaningful and natural way.

Keshta (2000:1) states that "English is a universal language: the language of communication among countries in the international world of trade, business, communications, air transportation and technology."

Abu Elenein (2011: 4) affirms that "English as a language has become an essential demand for all levels and fields. That is why, Palestine is one of the countries which paid attention to teaching English as a second or foreign language to secure the interest and benefit of its people." One of the important strategies to develop English skills of students in schools and universities is to develop their translation skills.

Translation is ultimately a human activity which enables human beings to exchange ideas and thoughts regardless of the different tongues used. As translation plays a global role in sustaining communication and interaction among peoples all over the world, it also plays an important role for language learners and learning. Translation is an important tool for improving student's linguistic ability.

El-Tantawi (2011: 5) mentions that translation is a very important art and science because it transfers the cultures of the others to the native countries. Without translation we cannot know any information about our ancestors. The researcher adds that translation plays an important role in transferring science and technology from the developed countries to the developing countries.

Duff (1989: 4) denotes that translation can be employed to enhance the foreign language skills and develop three qualities essential to all language learning. These qualities include reading, writing and speaking.

Despite the great importance that translation has and its valuable role to the whole world, translation has been neglected and underestimated by scholars and this may be due to the nature of translation which is assumed to be ambiguous field of study. (Hewson and Martin, 1991: 43)

Dahroug (2007: 3) clarifies that translation is neglected in schools and university levels because of the previous history of translation in language teaching. she added that grammar – translation method played a dominant role in teaching the foreign language.

Translation is neglected in university level though it is often taught as a compulsory course for English majors because of the multi-skills that the majors and students should have for translating and absence of a systematic written books for both the students and instructors. Furthermore, the majority of lecturers lack teaching strategies which are important for teaching translation courses properly.

Beeby (1993:16) explains that existing approaches to teaching translation are few and inadequate. The so-called strategies are really taxonomies and descriptions of results. Stodart (2000:12) assures that one of the drawbacks of teaching translation in the classrooms is that it is usually product focused with emphasis on the final versions. This gives students no scope for discussing meanings, especially if translation is set for homework. Students see it as a mechanical dull activity because they are not aware of the benefits of translation as a process.

In fact, most translation theorists agree that translation is understood as a process. It is a transfer process from a foreign language or a second language to the mother tongue (Gerding, Salas 2000: 23)

Stodart (2000:13) points out that teachers should tackle translation as a process-based activity and they should also try to provide students with learner-