Lexical Translation Problems:

The Problem of Translating Phrasal Verbs

The Case of Third Year LMD Learners of English

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Dedication

  -To all people that pushed and helped me to make this work.

  -To my parents for having always being by my side.

  -To my dear brothers and sisters for their continuous moral support.

-To my cousins and friends for their great help and support: Leila, Fadila, Nadjma,

   Houda, Madjda, Fouzia, Manel, Meriem, Amina, Selma, Widad, and Asma.

Thank you all.

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ABSTRACT

This research is a qualitative and a quantitative study made to present one of learners real problems in translation. That is, the translation of phrasal verbs. It attempts to find out the reason why learners of English are unable to find the right/ appropriate equivalents of the English phrasal verbs into Arabic. The quantitative research data is collected using a test of two exercises. The first is to collect information on the learners' knowledge and their familiarity with these typical English linguistic items. The qualitative research data is collected by means of the second exercise which aims at having a picture on learners' ability to translate the English phrasal verbs into Arabic. The results of the analysis show the learners' inability to translate phrasal verbs into their exact Arabic equivalents, because of their total ignorance and insufficient exposure to them. They also show that the learners tend to rely on the context which is not always helpful as they translate them literally, and this makes their translation unacceptable.

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Introduction

1. Aim of the study

The main objective of this research is to find out why third year LMD learners of English are unable to translate the English phrasal verbs into Arabic and what are the problems they face in the process of their translation.

2. Statement of the problem

Most learners face problems in translating phrasal verbs. Learners of English, when translating from English into Arabic are not able to give the right, or the appropriate or even a closer equivalent for phrasal verbs. Since phrasal verbs are difficult to be understood from the context (unlike simple words), learners tend to translate them inappropriately. One possible explanation to this is that learners are unaware of the meaning of phrasal verbs in the source language that is English. In other words, second language learners of English do not know the meaning of phrasal verbs because of their insufficient practice. Here, we are concerned with the reasons that lie behind the learners' wrong translation.

3. Hypothesis

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We hypothesize that if the English language learners master the English phrasal verbs and know their exact meanings in the source language (English), they would not totally and rely only on the context thus, they would not provide wrong Arabic equivalents.

4. Research question

Why third year students of English are unable to give the right/ appropriate equivalents for the English phrasal verbs when translating them into Arabic?

5. Tools of research

Concerning data collection, we would direct two main exercises to third year LMD learners of English (Mentouri University of Constantine).The first exercise will be about asking them to give the meaning (a synonym; either in one word or in more than one word equivalent) of a list of randomly chosen phrasal verbs in English. The second exercise is a set of English sentences that contain the phrasal verbs listed in the first exercise. Learners are asked to translate them into Arabic. After collecting the required data, we would analyze them to see whether learners know the right meaning of phrasal verbs and to check learners' ability to translate the English phrasal verbs into Arabic.

6. Structure of the study

This research is made up of two chapters. The first chapter is a theoretical part. It is about translation, its definition and problems confronted generally by learners. As it deals with a translating problem at a lexical level, that is, the problem of translating phrasal verbs. This part covers phrasal verbs, their definition, types, and learners' problems with this particular linguistic aspect. The second chapter is a practical part. It is concerned with the analysis of the results of the test oriented to the learners. The test targets third year students of English to test their ability to translate phrasal verbs. Thus, this chapter is concerned with the findings of the test.

Chapter One

Phrasal Verbs; A Translation Problem

Introduction

This chapter is concerned with phrasal verbs as being a very specific characteristic trait of the English language. The target is to deal with phrasal verbs within the field of translation. This chapter will firstly present various definitions of translation given by many theoreticians. Secondly, problems of translation will be presented in general.

In addition to this, this chapter will be about phrasal verbs; their definition, types, their relation to Metaphor and their importance in the English language. In addition to that, learners' problems with phrasal verbs as far as their use and their translation are concerned will be presented. A more focus will be on the problem of translating them from English into Arabic.

I.1 DEFINITION OF TRANSLATION

Translation is a mental activity in which a meaning of a given linguistic discourse is rendered from one language to another. It is the act of transferring the linguistic entities from one language into their equivalents into another language. Translation is an act through which the content of a text is transferred from the source language into the target language (Foster, 1958). The language to be translated is called the source language (SL), whereas the language to be translated into or arrived at is called the target language (TL). The translator needs to have good knowledge of both the source

and the target language, in addition to a high linguistic sensitivity as he should transmit the writers' intentions, original thoughts and opinions in the translated version as precisely and as faithfully as possible.

Due to its prominence, translation has been viewed differently. According to Ghazala (1995),"translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language" (P.1). Ghazala's definition focuses on the notion of meaning as an essential element in translation. That is, when translating, understanding the meaning of the source text is vital to have the appropriate equivalent in the target text. Thus, it is meaning that is translated in relation to grammar, style and sounds (Ghazala, 1995).

Translation is a process and a product. According to Catford (1965),"translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". (P.20). This definition shows that translation is a process in the sense that is an activity performed by people through time, when expressions are translated into simpler ones in the same language (rewording and paraphrasing).It can be done also from one language into another different language. Translation is, on the other hand, a product since it provides us with others different cultures, customs and traditions in addition to ancient societies and civilization life when translated texts reaches us (Yowell & Muftah, 1999).

I. 2 Translation problems

During the translation process, translators may encounter many problems. According to Ghazala, these problems are due to either sound and lexis (word) or grammar and style (1995).

Phonological problems

These problems are concerned with sounds. They occur when the translator ignores how to transmit a particular sound, keeping the same meaning, into an appropriate equivalent in the target language. They are strictly encountered in literature and advertising

Lexical problems

These problems are due to the misunderstanding or the total ignorance of the words meaning. Lexical problems which may be encountered when translating can be classified as follows:

1- Literal meaning.

2- Synonyms.

3- Polysemy and monosemy.

4- Collocations

5-Idioms

6-Proverbs

7-Metaphors

8-Technical terms

9- Proper names, titles, political establishments, geographical terms and UN acronyms (Ghazala, 1995:20-21).

Grammatical problems

The English and the Arabic languages have different etymological origins, as they belong to different families. This difference in origins causes a difference in grammar

and creates wide gaps for learners when translating (ibid).

Stylistic problems

These problems are concerned with style, as it is a part of meaning, and its effect on words and grammar. The degree of formality and informality is a problem in translation; since it affects strongly the meaning. The scale of formality of the English language is suggested by Joos (1962) as follows:

1- Frozen formal   (فصيح جدا/ متصلب / قح)

2- Formal   (فصيح)

3- Informal   (غيرفصيح/شبه فصيح)

4-Colloquial   (عامي)

5- Vulgar (or slang)   (سوقي)

(Ghazala, 1995:203)

To illustrate this scale, Ghazala gives the following examples:

1-"be seated"   (عليك بالجلوس)

2-"have a seat"   (تفضل بالجلوس)

3-"sit down, please"   (اجلس لوسمحت)

4-"feel at home"   (خد راحتك / استرح / ارتاح)

5-"Sit bloody down"   (انقبر / انضرب على قلبك)

(ibid)

Learners' ignorance of these differences between the English and the Arabic scales creates problems for students when translating (Ghazala, 1995).

I.3 Definition of phrasal verbs

Placing prepositions and adverbs after some verbs in English, in order to obtain different and various meanings, is a very frequent trend in modern English. These verbs

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are called phrasal verbs" (Thomson & Martinet, 2009). According to Potter:

"phrasal verbs are made up of a verb and a particle. A particle can be an adverb (such as "*out*" or "*away*") for example: "*go out*", "*put away*", or it can be a preposition (such as "*with*" or "*from*") for example: "*deal with*", "*shrink from*". Some phrasal verbs have two particles; both an adverb and a preposition for example: "*get on with*", "*stand up for*" " (cited in McMillan, 2005:2).

They are one type of the English verbs that operates like a phrase, more than a word. This means that phrasal verbs are unlike single and simple verbs in the sense that they are a set of words (verb+ adverb/preposition). It has been noted that this type of verbs has been called differently such as: discontinuous verbs, compound verbs, verb and adverb combination, verb particle construction, two part word verb and three part word verb (McArthur, 1992). Other grammarians like Parrott and Crystal call them multiword verbs. Parrott (2000) defines multiword verbs as being "made of a verb (e.g. *come, get, give, look, take*) and one or more particles. Particles are words that we use as adverbs and /or prepositions in other contexts (e.g. *away, back, off, on, out*)" (P.108).To illustrate his definition, Parrott has given the following examples:

1- I didn't come to until several hours after the operation.
2- I couldn't put up with the noise any longer.

According to some grammarians, multiword verb is the best name for this linguistic phenomenon to refer to all the forms phrasal verbs can take (verb+ adverb verb+ preposition/ Verb+adverb+preposition). These possible combinations are distinguished by two different names for some other grammarians. When the particle is a preposition, the combination is called a prepositional phrase. When the particle is an

adverb and a preposition, the combination is called a phrasal prepositional phrase. The name multiword verbs seems the best name since it covers all these forms. Phrasal verbs are best described as a lexeme; that is a unit of meaning that may be greater than a word (Crystal, 1995). They may be obtained from combining the same verb with different particles. Therefore, different meanings are obtained (e.g. *break away, break in, break out*).The same multiword verb may have more than one meaning (e.g. I broke the chapter down into small units, or the car broke down just outside London). Other verbs are combined only with one particle, and generally have only one meaning (e.g. log on) (Parrott, 2000). Jepersen (1928) defines phrasal verbs as:

> "(short) verbs are frequently used in connection with adverbs and prepositions in a way that the meaning of the combination can be in no way deduced from the meaning of the meaning of each word separately, for instance *put in, put off, put out, put up, make out, make for, make up, set down, set in, set out, set on, set up…*"
> (Cited in Fraser, 1976:64).

This definition indicates the fact that the meaning of phrasal verbs cannot be obtained by knowing the meaning of the simple verbs separated from the meaning of the particles. The meaning of simple verbs differs from their meaning when they are related to any particle (Parrott, 2000).As far as meaning is concerned, phrasal verbs can be classified into three types depending on how much change of meaning takes place with the particle(s). These types are:

1- The transparent type:

Here, the meaning of the phrasal verb is the whole meaning of its parts.

    e.g. Come in   يدخل

                 Go out   يخرج

Play with (something)	يلعب بـ (الشيء)
Get away	يهرب
Get out of	يتهرب من/ يتملص من
Get up (from bed)	ينهض من فراشه

According to Eastwood (2006):"some phrasal verbs are easy to understand. The meaning of Come in, turn around is clear if you know the words come, in, turn, round"(P.308).

2- The semi-transparent (or semi-opaque) type:

The phrasal verbs meaning is not exactly the total meaning of its components, but it can be understood or guessed correct in most cases.

e.g. See (somebody) off (at the station)	يودع
Come about	يحدث
Get away with	يفلت (من عقاب على إساءة أو إهمال)
Come to	يفيق (من إغماءه)
Get over	يشفى من / يتغلب على

3- The opaque type:

The meaning of the phrasal verb is not the total meaning of its components, and it is usually very difficult to be guessed unless the context makes it clear.

e.g. See to (something)	يهتم بالأمر / يولي الأمر عناية
Send up	1- يرسل في طلب شخص
	2- يشهّر بشيء أو يتهكم عليه

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Send down	يُطرد أو يُفصل (من جامعة)
Put up at	يقيم أو ينزل بمكان لمدّة مؤقتة
Put up with	يتحمل
Get at (somebody)	يؤثر على (بقصد الإقناع)
Get on with (somebody)	يصادق / ينسجم مع

<div align="center">(Kharma, 1997)</div>

Grammatically speaking, phrasal verbs can be divided into four types:

1-Intransitive phrasal verbs:

In this case, phrasal verbs do not have objects. The verb   and the particle stay always together.

    e.g. 1- We got up early.

      2- The plane took off.

Other examples of intransitive phrasal verbs are: set out, come along, roll up, slow down, get in, go off, double back, come down.

2- Transitive and inseparable phrasal verbs:

Here, the phrasal verb needs a direct object and cannot be between the verb and the particle.

    e.g. She never asks me to look after her children.

    * She never asks me to look her after children.

Other examples of phrasal verbs of this type are: head towards, look for.

3- Transitive separable phrasal verbs:

This type of phrasal verbs includes the phrasal verbs that need an object. The object can go in between the verb and the particle mainly if it is a pronoun.

e.g. 1- Will you turn the television off, please?

2- Will you turn off the television, please?

Some examples of this type are: put up, bring up.

4- Transitive phrasal verbs with two particles (the particles are inseparable):

The first particle is an adverb and the second one is a preposition. The verb and its particles cannot be separated; even the two particles cannot be separated.

e.g. You should look up to teachers.

* You should look up teachers to.

Some examples of this type are: go through with, make up for, and put up with.

(Parrott, 2000) & (Potter cited in McMillan, 2005).Potter mentions that phrasal verbs are like other verbs. The same phrasal verbs can be transitive as they can be intransitive:

e.g. 1- I'm not very good at <u>adding up</u> in my head.

2- I don't like children who <u>answer back</u>.

These underlined phrasal verbs are intransitive ones. The following example shows the same phrasal verbs as transitive ones:

e.g. 1- Now, <u>add up</u> the number of calories you have eaten.

2- We did not <u>answer</u> the teacher <u>back.</u>   (cited in McMillan, 2005).

It is noteworthy that the object position is a confusing matter, whether to put it before or after the particle, look first at its nature:

- If the object is a pronoun, it comes between the verb and the particle.

e.g. I put <u>it</u> away so that they cannot reach it.

Sometimes, pronoun objects are placed at the end of phrasal verbs.

e.g. I am looking for <u>them</u>.

- If the object is more than one word, that is, three or four words, it usually goes after the particle rather than between the verb and the particle. To exemplify, Potter has given the following examples:

e.g. Officials are trying to pin down <u>the cause of wide spread power cut in the</u>

<u>western countries</u>.

- If the object contains information that is already known by the speaker or the listener, it is more likely to be put between the verb and the particle. But, if it presents new information, it is more likely to come after the particle. Potter says that this is done so because there is a tendency to give more emphasis to new information rather than to already known ones. By putting the object after the particle; a little more emphasis is given to it. Consider this example:

e.g. 1- Ann slipped the jacket on to see what it looked like.

2- She slipped on some sandals and made her way downstairs.

In the first example, the object "jacket" comes between the verb and the particle since it has previously mentioned "some sandals" that is, the object in the second example comes after the particle because it refers to something that has not been mentioned before. In other words, from the first example we knew that Ann slipped on a jacket. Then, the second example presents another information, that is, Ann slipped on

something else, not the one mentioned in the first example (that is the jacket), it is (some sandals) (Cited in McMillan, 2005).

I.4 Metaphor and phrasal verbs

Phrasal verbs can have a literal meaning that represents a physical action as they can have a metaphorical one that represents an action that is similar in some way to the literal meaning. To illustrate, Moon has given the following examples:

e.g. 1- The dog dug up an old bone. (Literal meaning)

We dug up some interesting facts. (Metaphorical meaning)

2- Two planes were shot down. (Literal meaning)

Each proposal was shot down. (Metaphorical meaning)

3- Burglars had broken into while they were away. (Literal meaning)

She broke into his conversation. (Metaphorical meaning)

In each pair of these examples, the first phrasal verbs have a literal meaning that represents a physical action (done by the dog in the first example) whereas; the second phrasal verbs have a metaphorical meaning (the second phrasal verb in the first pair has a metaphorical meaning in the sense that these people have discovered interesting facts and the process seems similar to the way in which dogs find buried bones). According to McArthur (1992), phrasal verbs," cover both literal and figurative/idiomatic uses" (P.773).

e.g. Pick up that book. (To take it by hand)

Please, pick up our room. (To tidy up)

Some phrasal verbs have only a metaphorical meaning. Moon gives the following examples: to breeze in, to rope in. The first example means to enter a place confidently

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without seeming to care what other people think. The action may remind us of the movement of a breeze that is a light soft   wind. The second example means to convince someone to do something he does not   really want to do. This may remind us of the way in which people use ropes to catch animals (Cited in McMillan, 2005).

Some grammarians such as Kolln believe that" phrasal verbs define only those combinations that form an idiom, a phrase whose meaning cannot be predicted from the meaning of its parts"(P.35). To elaborate this   point, she gives the following example:

e.g. The balloon went up into the sky.

The verb "went up" that is the past form of "go up" is not an example of a phrasal verb because the sentence can be rephrased as: up the balloon went into the sky. "up", here, is designated by Kolln to be an adverb that modifies the verb "went". Parrott (2000) also has tackled this point; believing that there is a difference between multiword verbs and other verbs followed by an adverb or a preposition. He argues that: "In multiword verbs the verb and the particles function as inseparable parts of a single unit, in the case of (he made up a story) it would be nonsense to ask and answer questions about the individual components of the multiword verb"(P.111).

What did he do?	He made
In which direction?	up
Up what?	a story

Asking and answering these questions can be meaningful and acceptable with this example: He ran up the stairs.

| What did he do? | He ran |

In which direction?   up

Up what?   the stairs

This example is done to illustrate that the first example is a phrasal verb since each part of it functions inseparably; while in the second example the preposition "up" modifies the verb "ran" so, and completes its meaning. In this case they are both functioning separately. While the first part functions as a verb; the second part functions as a modifier (an adverb). Parrott added that sometimes the same combination of two words can be a phrasal verb and sometimes cannot. In this case, it is a verb+ an adverb.

e.g. Look up the meaning in the dictionary. (look up is a phrasal verb)

He looked up and saw her smiling at him. (up is a modifier)

(Parrott, 2000).

I.5 The importance of phrasal verbs

Phrasal verbs are an interesting linguistic phenomenon. They were found in Middle English. They were also common in Shakespeare writings and often used to define verbs of Latin origins. In the eighteenth century, the famous lexicographer Samuel Johnson was among the first to consider these formations. According to Fraser (1976), they are: "one of the most characteristic traits of the English language"(P.64).phrasal verbs are a very specific linguistic feature in the English language; Moon stated: "very few languages have phrasal verbs like English"(cited in McMillan, 2005:6). The English language is characterized by the existence of numerous and various phrasal verbs. Bolinger (1971) answered the question of why there are so many phrasal verbs in English, he said:

"they are words the every day inventor is not required to reach for elements such as roots and affixes that have no reality for him, it takes only a rough familiarity with of other cases of *head* and *off* to make them available for *head off*. Virtually self suggestion when the occasion for them comes up which is not true for learnt notions like *intercept*"(P.xii).

This statement indicates that phrasal verbs are easy to be formed and invented. Besides, it has been noted that phrasal verbs are more expressive than the synonyms they replace. The following are contrasted; insult with *to jump on*, assault with to jump at. Insult and assault are less expressive than the two phrasal verbs they replace; whereas the two phrasal verbs: to jump on and to jump at are more expressive and stronger versions of the single word verbs they can be replaced by. Another aspect which is not often taken into consideration is the number of new nouns derived from phrasal verbs. They are possibly the source of most new nouns in English. Here are some examples of some nouns derived from phrasal verbs:

Runaway → run away

Made-up → made up

Layout → lay out

Checkup → check up

Upkeep → keep up

Drop out → drop out

Phrasal verbs are important in the English language and for learners to be learnt and mastered. Using phrasal verbs both in spoken and written language makes them sound natural and native alike; because they are used in natives both speech and writing.

They are more expressive than single word verbs as they are indisputably important for learners of the English language. They can be used in both situations; formal and informal. Fletcher says: "phrasal verbs are used across all types of texts, even where the writer or the speaker has the option of choosing a single word alternative. Although phrasal verbs tend to enter the language through casual speech, in most cases, they progressively become accepted across a wide range of texts until they reach even the most technical or conservative of text types"(cited in McMillan, 2005:14).

I.6 Learners and phrasal verbs

Phrasal verbs are a challenging area in learning the English language. Undoubtedly learners face different problems in trying to use them in their speech and writing as well as in translating them.

I.6.1 learners' misuse of phrasal verbs

De cock has presented learners' main problems concerning their use of phrasal verbs in the following points:

• Learners' avoidance of phrasal verbs; they avoid using them because their mother tongue Lacks them.

• Learners' use of wrong combinations thinking that they are right. For instance, they use the right verb but the wrong particle. In the following examples, the right phrasal verbs are in brackets:

e.g. 1- They fill up (fill in) many forms.

2- It is a task which must be carried on (carried out) using the brain.

Sometimes the right particle is used with the wrong verbs.

     e.g. 1- We tried to come back to (go back to) Los angles.

       2- He had power to shut off (turn off) the heat in millions of homes.

• Learners' confusion between phrasal verbs and single word verbs whose meanings are related. Correct or more appropriate verbs are shown in brackets:

     e.g.1- He has to find out (discover) new means to fight against them.

       2- He will find out (find) that the number of conventional families decreases.

       3- Procedures must be taken in order not to let the disease spread out (spread).

• Learners' lack of collocational awareness, that is, they are unaware of the preferred relation that exists between some words. Some words occur together in a natural way, others do not.

     e.g. * Scientists made an experiment.

       Scientists conducted/ carried out an experiment.

• Learners' use of idiosyncratic phrasal verbs, that is, they sometimes use phrasal verbs that do not exist in English at all. This is possibly done because of the need to cover a gap in the language. Here are some examples; the right verbs are in brackets:

     e.g. 1- These differences need to be leveled down (ironed out).

       2- People who decide to marry are usually more responsible and they can

          trust each other more because they know that in case of problems they

          do not just split apart (split up).

• Learners' syntactic errors: these errors involve the use of transitive phrasal verbs intransitively and vice versa (cited in McMillan, 2005).

Learners' problems concerning the use of phrasal verbs may be a sign of mislearnin and/or teacher's non focus or non-enough focus and practice on this linguistic aspect. This results in learners' miscontrol and inability to master phrasal verbs, and therefore inability to translate them.

I.6.2 Learners' problem of translating phrasal verbs

Ghazala (1995) states: "one of the biggest problems for students is the translation of special fixed phrases"(P.131). Special phrases are phrases with a special meaning which cannot be understood from the direct meaning of their words, nor from their total meaning when taken together (ibid). Phrasal verbs are one type of special fixed phrases; learners of English find problems when translating them. They are unable to either to translate them or to give correct or appropriate equivalents for them in the target language (TL) that is Arabic. Since learners of English face problems in understanding and using phrasal verbs, there will be a mistranslation or incapacity of translating them. According to Ghazala, phrasal verbs are difficult for learners to be translated from English into Arabic because they are "misleading and are usually confused with prepositional verbs (i.e. a verb+ preposition) which are not idiomatic and retain their direct meaning"(P.138). To find out whether the meaning of both verbs is different, possible or not, Ghazala has applied direct translation for both verbs in the following example:

1- "Please, put the book on the table".

من فضلك ضع الكتاب على الطاولة.

2- "Please, put your coat on".

من فضلك ضع معطفك على.

The first example is clearly understood and possible, whereas the second one is ungrammatical and incomplete; something that should come after the preposition (على) is missed. The former is a prepositional verb while the latter is a phrasal verb that has a special different meaning. The verb" wear" has no relation with "put on" in the first example, yet; both could have the same meaning. Ghazala says that what makes the translation of phrasal verbs difficult is the fact that they are mostly unpredictable. They are difficult to be guessed from the context in most cases, unlike simple words which can be guessed (of course not in all the cases). Ghazala has given some examples of the most common particles that are combined with verbs in English.

• On: indicates doing something over a period of time continuously when it is combined with verbs such as: carry on, go on = continue, drive on = continue driving, etc

• Off: indicates the notion of finishing, leaving or disposing of something (e.g. get off = leave, call off = cancel, take off= undress, etc).

• Away: usually means dispose or take someone or something away from somebody or Something (e.g. go away = leave, through away = dispose of, wipe away = remove, etc).

• Up: can have a general meaning of doing or finishing something quickly and completely   (e.g. drink up = drink completely and at once, eat up = finish eating, etc).

These examples of these particles' meanings may help in guessing the meaning of some phrasal verbs when they are combined with them; yet, it is impossible to conclude

or to generalize that some prepositions and adverbs have fixed meanings. When they are combined with any verb. This may be due to one of the following reasons:

• The combination of the same preposition/ adverb with different verbs may result in different meanings

e.g. On: 1- Go on = continue (يستمر)

    2- Put on = wear (يلبس)

    3- Hang on = wait (ينتظر)

Off: 1- Get off = leave (يغادر)

    2 - Take off = fly/ undress (يخلع/يطير)

    3 - Write off = dismiss/ ignore/ exclude (يطرد/ يتجاهل/ يستثني)

Up: 1- Eat up = finish eating (ينهي الأكل)

    2- Give up = stop (يتوقف/ يقلع عن)

    3- Speak up = raise one's voice (يرفع صوته)

· The same combination of preposition/ adverb and a verb can have different meanings:

e.g. "Come of

    1- "Leave a place" (يغادر مكانا ما)

    2- "Succeed" (ينجح)

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3- "Take place as planned"   (يحدث كما هو مخطط له)

4- "To have a result"   (يصل إلى نتيجة)

5- "To suffer a result"   (يعاني من نتيجة)

6- "To fall from something high"   (يسقط من عل)

7- "To be able to be removed"   (يمكن إزالته)

8- "To stop being joined to something"   (ينفصل عن شيء ما)

9- "To stop public performance (of a play)"   (يوقف عرضا عاما (لمسرحية))

• The same meaning can be expressed by different combinations:

    e.g. Leave: - go away

           - get off/ out

           - go out

           - push off   =   (يغادر/غادر)

           - buzz off،etc

        Invite: - ask in

          - ask over

          - ask to   =   (يدعو)

          - ask over

- ask up

Visit: - call at

    - call by

    - call in   =   (يزور)

    - call into

    - call on

    - call upon

Still another cause which makes the translation of phrasal verbs difficult is learners' unfamiliarity and limited exposure to them. Learners of English whose mother tongue does not contain these formations are likely not to use; therefore they will be unable to translate them. The Arabic language has similar formations to the English phrasal verbs. Kharma (1997) states: "Arabic also has the same phenomenon (phrasal verb) on a large scale"(P.41). In Arabic, the particle that comes after the verb is more frequently a preposition rather than an adverb. Here are some examples:

e.g.   رغب في (الشيء)   desire, want

رغب عن (الشيء)   dislike

نظر إلى   look at

نظر في (الشيء)   consider, examine

نظر بين (متقاضيين)   judge, rule

take care of (someone)   نظر لـ (شخص)

go to   ذهب إلى

take (something) away   ذهب بـ (الشيء)

sleep on   نام على

neglect   نام عن

(Kharma،1997).

Since the Arabic language contains these formations, learners should be familiar with them, unfortunately, it is not the case. Familiarity is not about having phrasal verbs in learner's mother tongue only. It is also a matter of being exposed to them. Learners' unfamiliarity with phrasal verbs may be linked to their limited exposure to them in classrooms may be because of teachers non-enough focus and use of phrasal verbs or insufficient practice. According to Ghazala (1995),"it is by no means possible for students to know the meanings of all English phrasal verbs not even all the combinations like "*come*", "*do*"," *drink*", "*go*", "*see*", "*take*", etc… Nevertheless, they are able to know and to memorize the common widely used phrasal verbs"(P.141-142). This statement implies that phrasal verbs are impossible to be all learnt by learners of English because of their various and numerous numbers. Phrasal verbs are similar to irregular verbs. Learners have to learn by heart only the most common and the most important ones. That is, they have to concentrate on the main core combinations of each of these common phrasal verbs. For example, "come" has about sixty phrasal verbs combinations. The common ones are six only:

- Come in   (يدخل)

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- Come across	(يصادف)
- Come on	(تقدم/ يتقدم /هيّا)
- Come off	(يسقط)
- Come out	(يبرز)
- Come through	(يخرج سالماً)

Each of the combinations mentioned above has more than one meaning; simultaneously they have a common essential and basic meaning (that is the one given in the examples above). Learners can confine themselves learning these common phrasal combinations of "come" and other common phrasal combinations of common verbs in English with their core meanings. In this way, it would be possible for them to translate phrasal verbs. Still another possible solution for the problem of translating phrasal verbs is to depend on the context; but this does not work all the time and in all the cases. According to Kharma (1997),"in many cases, if the translator is not familiar with the phrase, the context helps, if not he has to consult a dictionary"(P.41). Kharma suggested first to pay a careful attention to the context because it may help as in the following examples given by Ghazala:

1- "Please, stand aside the lady would like to enter".

(من فضلك افسح الطريق، فالسيدة تود أن تدخل) .

2- "Try to bring the others around your opinion".

(حاول أن تقنع الأخرين برأيك) .

3- "Do not stop talking, go on please".

(لاتتوقف عن الكلام ، تابع من فضلك) .

4- "No body spoke against the suggestion".

(لم يعارض أحد الإقتراح) .

Ghazala warns that direct translation is dangerous here; that is in translating phrasal verbs. Learners should look "carefully at the context and check a good English-English dictionary and/ or English-Arabic dictionary. The teacher can also be a good guide"(P.142). Both of Kharma and Ghazala have focused no a careful reliance on the context and the use of good dictionaries. In addition to this, Ghazala focuses on teacher's role as a great factor to help learners master phrasal verbs, thus, being able to translate them in the right way. Teachers have to give a more focus and intensive practice on phrasal verbs, their possible meanings and possible collocational patterns. In short, learners need a lot of exposure to phrasal verbs with more focus and sufficient practice. The use of good dictionaries also will help learning, memorizing, thus producing a right translation. Phrasal verbs are used in natives both spoken and written language, any translator can come across these formations so learning them by heart that is; memorizing them is a good first step for achieving a good translation

Conclusion

To sum up, this chapter sheds light on phrasal verbs as being an important linguistic component in the English language and a problematic issue in translation namely lexical translation. In other words, phrasal verbs are so important in the English language. There is no doubt that any translator is obliged to confront them (when translating from English into another language) or to use them (when translating from another language into English). Learners of English find difficulties when translating them; they are a real problem and a difficult translation task due to their misleading unpredictable nature, in addition to learners' unfamiliarity and limited exposure to them. Phrasal verbs should be learnt by heart as it is the case with the English irregular verbs, a lot of exposure to and practice on them, using good dictionaries can help overcoming the problem of translating them.

Chapter Two

The Test

Introduction

The research main concern is to investigate the problem confronted by students of English when translating fixed expressions; such as: phrasal verbs. This chapter, more particularly, sheds light on the problems of translating the English phrasal verbs into Arabic. It provides the theoretical part of the work with the methodology applied in the research. Through this test, data will be collected and analyzed in order to understand learners' inability to translate the English phrasal verbs into Arabic in the right way and to locate the reasons lying behind their mistranslation.

II.1 The test

II.1.1 The sample

The test is given to thirty third year applied languages students. They have been randomly chosen from the department of foreign languages. Mentouri University, Constantine. These students have been studying English for three years and translation for two years.

II.1.2 Description of the test

The test consists of two exercises. The first exercise is a test of knowledge made up of ten English phrasal verbs chosen according to the scale of most common phrasal verbs in English. Learners are asked to define them by explaining them using synonyms

(one word equivalent or more). The second exercise is made up of ten English sentences which include the same English phrasal verbs given in the first exercise. Learners are asked to translate them into Arabic not because we are interested in their level of translating into Arabic but rather in their level of translating from English an interesting linguistic component of the English language that should be mastered by any learner of English that is, phrasal verbs.

II.1.3 Results

In the first exercise of the test, students are asked to define a number of English phrasal verbs which are ordered alphabetically. The tables below show the number and the percentage of the right and wrong answers, in addition to the number and the percentage of the blanks.

The phrasal verb	Students' answers	N	%
To argue back	To return again to a previous argument/ to go back on his opinion/ to give argument again/ to reargue/ to discuss back/ to explain.	18	60
	To refuse/to disagree/ to object	3	10
	Blank	9	30
	Total	30	100

Table 01: Students' explanations of the phrasal verb "to argue back".

The first table shows that the majority of the students, that is 60%, have given wrong answers; being misled by the adverb "back" which holds the idea of return to a previous state or repetition of the same action. Most of the students' definitions of the phrasal verb "To argue back" were: to go back on one's own opinion, to return back to a previous argument, reargue, to give arguments again. Only 10% of the students have answered correctly, and 30% have had no idea about the meaning of this phrasal verb. The high percentage of the wrong answers given by the third year students shows that this phrasal verb is unknown to the majority; the percentage of the blanks confirms this point.

The phrasal verb	Students' answers	N	%
To buy off	To stop buying	3	10
	To bribe/ to pay someone to do something for you.	2	6.66
	Blank	25	83.33
	Total	30	100

Table 02: Students' explanations of the phrasal verb "to buy off".

The second table shows that 83.33% of the students have not answered. This indicates their total ignorance of this phrasal verb. This phrasal verb cannot be guessed from its individual components. 10% of the students used (to stop buying). However 6.66% have given the right meaning and apparently; they have come across it before

The phrasal verb	Students' answers	N	%
To call in	To call somebody/ speaking using the phone/ to phone someone/ to make phone ring.	7	40
	To revise/ to remember	2	
	To ask someone to come urgently.	2	
	To bring someone to your house.	1	
	Blank	18	60
	Total	30	100

Table 03: Students' explanations of the phrasal verb "to call in".

As can be seen in table (03), 60% of the students have left the phrasal verb without being defined. It seems that they had no idea about it. Different answers have been given by different students such as: "To revise, to remember" and "to bring someone to your house, to ask someone to come urgently". The first type supposes that there was a confusion between the verb "to call" and "to recall" that is to remember. The second, however, supposes that the students tried to obtain the total meaning by gathering the meanings of the two parts; the meaning of "call" and "in".

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The phrasal verb	Students' answers	N	%
To dig at	To investigate/ to try to find the truth/ to search/ to look for	8	36.33
	To step on/ to go down	2	
	To script	1	
	Blank	19	63.66
	Total	30	100

Table 04: Students' explanations of the phrasal verb "to dig at".

The fourth table shows that this phrasal verb is an opaque one. It is not a well-known phrasal verb as it rarely occurs. 63.66% of third year students have not answered. They left blanks.36.66% of them have provided wrong answers. They seem to be just intuitional attempts because there is, at least, no minor relation between the phrasal verb meaning and the meanings given (to investigate, to step on, to script, etc…)

The phrasal verb	Students' answers	N	%
To fall out	To fail	7	
	Not to have enough of something.	1	33.33
	To drop something.	1	
	To make something less precious.	1	
	Blank	20	66.66
	Total	30	100

Table 05: Students' explanations of the phrasal verb "to fall out".

The table above shows that 6.66% have given no anwswers.33.33% have given different answers. Most of them are obtained from the meaning of the verb "to fall" alone. Apparently, the students thought that the meaning of the verb "to fall" can be used metaphorically when "out" is added to it. That is why they have presented the following explanations: to fail, to make something less precious. There is confusion between the meaning of the verb "to fall "that is a non-conscious action(for e.g. in winter, the leaves fall down)and the verb "to drop" that is an action done deliberately(for e.g. I drop it in the basket).no right answer has been given.

The phrasal verb	Student's answers	N	%
To find out	To research/to make researches/to look for something	5	23.33
	To put results	2	
	To discover	21	70
	Blank	2	6.66
	Total	2	100

Table 06: Student's explanations of the phrasal verb "to find out".

As can be seen in the sixth table, 70% of the students have found the right answer and presented the right meaning. It is a well-known English phrasal verb. Yet, 6.66% have not answered, and 23.33% have presented wrong answers. Among these answers "to research" and "to put results". There is no relation between the meaning of the verb alone "to find" and the meanings given.

The phrasal verb	Students' answers	N	%
To give up	To do your best until the end.	1	
	to stop thinking of something.	1	
	To release the efforts.	1	16.66
	To let a work without finishing it.	1	
	Do not stop.	1	
	To stop doing something/ to abandon/ to surrender/ to be unable to carry on	22	73.33
	Blank	3	10
	Total	30	100

Table 07: Students' explanations of the phrasal verb "to give up".

Table (07) shows that 73.33% have answered correctly. It is a common verb in English. It is used more than its basic single synonym that is "to stop". The students are aware of the meaning of this phrasal verb. They have given its basic meaning and the peripheral ones (to surrender, to be unable to carry on).16.66% have given wrong answers. Most of them are due to confusion. They are just the opposite of "to give up"

(to do your best till the end, to let a work without finishing it, do not stop).10% of the students have not answered.

The phrasal verb	Students' answers	N	%
To go on	To start on something	2	
	Let's go, let's move	2	16.66
	To happen	1	
	To continue/to carry on doing something	22	73.33
	Blank	3	10
	Total	30	100

Table 08: Students' explanations of the phrasal verb "to go on".

Table eight (08) shows that 73.33% have provided right answers. It is a common English phrasal verb. The students are familiar with this combination.16.66% have provided wrong answers (to start on, to happen, let's move).10% have left empty spaces despite the fact that this phrasal verb is a well-known one. It is used much more than the other verbs with the same meaning, mainly in speech.

The phrasal verb	Student's answers	N	%
To take for	To use something to do something else.	1	
	To have something for certain reasons.	1	
	To give	1	16.66
	To accept	1	
	To start or begin something.	1	
	Blank	25	83.33
	Total	100	100

Table 09: Student's explanations of the phrasal verb "to take for ".

Table nine (09) shows that 83.33% have not defined it. 16.66% have given wrong answers; among them there is a definition which seems to be a literal one which is; "to use something to do something else". Other definitions have no possible explanations like: "to accept", "to give" except that they are attempts based on intuition to find the right meanings. No correct answer has been given.

The phrasal verb	Students' answers	N	%
To take off	To make something close or to remove something.	3	
	To stop taking/ to finish taking	2	
	To pull off	2	33.33
	To start a journey.	1	
	To pass a car by another car.	1	
	To get rid of something.	1	
	To fly/ to start rising from the ground.	12	46.66
	To undress/ to put off	2	
	Blank	6	20
	Total	30	100

Table 10: Students' explanations of the phrasal verb "to take off".

The tenth phrasal verb is "to take off". 46.66% of the students have given right answers, the basic meaning (to fly), and the peripheral one (to undress).33.33% have given wrong answers. There is a definition which seems to be a literal one. The students consider the preposition "off", which in most of the cases holds the idea of finishing, and define the phrasal verb "to take off" as to stop taking, to finish taking. Other definitions are so odd and bear no reasonable explanations (to start a journey, to pass a car by another car, to make something close or to remove something). Another

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definition is "to pull off" that has a completely different meaning. The students have just confused between the verbs "to put off" and "to pull off". 20% of the students have not given any answer. In the second exercise of the test, the students were asked to translate ten English sentences into Arabic. The tables below present in the following order, the number and the percentage of the acceptable/right translation, the non acceptable/wrong translation, in addition to the number and the percentage of the blanks. The percentage of the results of the first exercise is also presented in order to compare the percentages of the two exercises, then to analyze them.

The sentence	Students' translation	N	%	Students' answers %
You always argue back when I say something.	تتضايق/ تتذمر	8	70	60
	تتدخل	6		
	تعلّق	5		
	تناقش	2		
	تحتج /تعارض	7	23.33	10
	Blank	2	6.66	30
	Total	30	100	100

Table 11: Students' translation of the phrasal verb "to argue back" from English into Arabic.

Most of the students have translated the phrasal verb "to argue back" into Arabic as: تناقش/تعلّق/تتدخل/ تتضايق /تتذمر. Compared to the results of the first exercise, 60% of the students have given wrong explanations, and 70% of them have translated the same phrasal verb wrongly. This can be explained by the fact that the students have relied on

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the context (though their attempts to give the right equivalents (using the context) were unsuccessful.23.33% of the students have translated the English phrasal verb correctly. They have given its acceptable and correct equivalent, that is, تحتج/تعارض Only 10% of the students have explained the phrasal verb correctly and have given its right meaning. In translation, 23.33 have understood the phrasal verb using the context; thus, they were able to translate it correctly.6.66% have not translated the sentence at all. The blanks percentage in the first exercise was 30%; it has decreased in the second exercise because the phrasal verb was contextualized. The context has helped in understanding the meaning of the phrasal verb, and then it has contributed to achieving an acceptable translation, nevertheless, contextualization it is not always helpful. It can be misleading as in the second sentence.

The sentence	Students' translation	N	%	Students' answers %
He can be easily bought off.	لايستطيع الدّفع	5		
	يستطيع التوقف عن البيع	4		
	يمكنه شراء أي شيء	3	60	10
	من السهل إرضاؤه	3		
	يمكن تغييررأيه	2		
	يمكن التخلص منه	1		
	من السهل رشوته	2	10	6.66
	يمكن شراؤه بسهولة	1		
	Blank	9	30	83.33
	Total	30	100	100

Table 12: Students' translation of the phrasal verb "to buy off" from English into Arabic.

60% of the students have translated the English phrasal verb "to buy off" wrongly. Most probably they have been misled by the preposition "off" that implies the meaning of finishing and disposing. Most of the equivalents given are: عن البيع/ يمكنه شراء أي شيء. لايستطيع الدّفع / يستطيع التوقف Other attempts to translate this phrasal verb are just unsuccessful guesses, since they have no relation to the context at all like: يمكن التخلص منه من السهل إرضاؤه/ يمكن تغيير رأيه/. In the first exercise, 10% were unable to explain what does "to buy off" truly mean. 83.33% had no faintest idea about its meaning, while in the second exercise the percentage of the blanks is only 30%. This indicates the students have used and relied on the context but still has not enable them to give the right meaning, and eventually the right translation. The right meaning of the item in the source language does not always lead to a right translation [equivalent] in the target language (problem of equivalence). 10% have translated this phrasal verb into its right Arabic equivalent as: من السهل رشوته / يمكن شراؤه بسهولة. 6.66% of the students have given its right synonym in the first exercise. This indicated that the students who have translated the English phrasal verb "to buy off", correctly using the word, "رشوة" are already aware of the meaning of this phrasal verb. They have learnt it by heart because it is difficult and even impossible to predict its meaning from the context. Another possible translation has been given is يمكن شراؤه بسهولة. It can be explained as a kind of literal translation, a half literal translation if it is possible to say so, only the verb has been translated. The preposition "off" has not been taken into consideration.

The sentence	students' translation	N	%	Students' answers %
You are welcome anytime you call in.	تهاتفني/ تكلّمني/ تناديني /تتصل	21	70	40
	تزورني / تأتي	4	13.33	0
	Blank	5	16.66	60
	Total	30	100	100

Table 13: Students' translation of the phrasal verb "to call in" from English into Arabic.

70% of the students have translated the English phrasal verb "to call in" incorrectly into: تتصل/ تهاتفني/ تكلّمني/ تنادينيThe students have confused between the meanings of the verb alone that is "to call" and the word particle combination "to call in". The percentage has been increased after being 40% of students' wrong answer (explanations). The context has misled the students, in addition to the confusion between "to call" and "to call in". So, the phrasal verb itself was misleading.0% of the students have presented right explanations to this phrasal verb in the first exercise, yet,13.33% have translated it correctly as:تزورني / تأتي. This implies that the students who have successfully translated the phrasal verb "to call in" are aware of its meaning in advance; because the most possible meaning that can be deduced from the context by someone who does not know this combination at all is (to call, to phone). The possible meaning that can be deduced could be (to visit). The percentage of the blanks is decreasing each time because of the context which gives the students a supporting means to translate; yet, it is not always so.60% of the students have left empty spaces in the first exercise, and have given no

explanations to the phrasal verb "to call in". Only 16.66% have left empty spaces in the

second exercise.

The sentence	students' translation	N	%	Students' answers %
The boy does not like his sister, she always digs at him.	تصرخ في وجه/تقسواعليه	7	80	36.33
	تستفزه / تزعجه/تضايقه	3		
	تلاحقه	3		
	تسخر منه / تتهكم عليه	3		
	تنتقده	2		
	تضربه	2		
	تتدخل في أموره	2		
	تعضه	1		
	تسأله	1		
	Blank	6	20	63.66
	Total	30	100	100

Table 14: Students' translation of the phrasal verb "to dig at" from English into Arabic.

80% of the students have translated the English phrasal verb "to dig at" wrongly. They have given unacceptable Arabic equivalents such as: تزعجه/ تلاحقه / تسخر منه / تصرخ في وجه. They all have negative meanings deduced from the context namely the clause "does not like…". The percentage of the wrong explanations given to this phrasal verb in the first exercise was 36.33%. It has been increased in the second exercise of translation because the phrasal verb is contextualized. The context has helped in no way the learners to translate the combination correctly. None of the students has presented

right explanations or translation to this phrasal verb. Learners' unawareness of the meaning of the phrasal verb leads to inability to translate it. The percentage of the blanks has decreased; after being 63.33% in the first exercise, it becomes 20%. This change in the blanks percentage in the first and the second exercise is due to the context which provides the learners with some clues yet; these clues have been so far unhelpful.

The sentence	Students' translation	N	%	students' answers %
We fell out but we are friends.	افترقنا / تباعدنا / تهاجرنا	16	53.33	33.33
	اختلفنا / تجادلنا	3	10	0
	Blank	11	36.66	66.66
	Total	30	100	100

Table 15: Students' translation of the phrasal verb "to fall out" from English into Arabic.

53.33% of third year learners have translated the English phrasal verb "to fall out" into Arabic as: افترقنا / تباعدنا / تهاجرنا. These two first equivalents are closer, yet; they are not the exact ones. The appropriate equivalents are: اختلفنا / تجادلنا. They have been given by 10% of the students. This percentage is greater than the percentage of the right explanations given to the same phrasal verb in the first exercise. This can be explained by two things. First, the context may have helped the learners to translate the phrasal verb correctly that is why, they had no idea about the phrasal verb's meaning before it is contextualized. Second, the learners are incompetent, that is unable to express themselves in English. 66.66% had no idea about the meaning of "to fall out" in the first exercise, 36.66% have not translated it in the second exercise. The percentage has decreased because of the context.

The sentence	Students' translation	N	%	Students' answers %
My uncle found out that his illness was serious.	وجد	1	3.33	23.33
	اكتشف / عرف	28	93.33	70
	Blank	1	3.33	6.66
	Total	30	100	100

Table 16: Students' translation of the phrasal verb "to find out" from English into Arabic.

93.33% have translated the phrasal verb correctly, compared with the percentage of the students who have given right explanations. This may be due not to the fact that the context has helped the learners but rather because it is a very common and a well-known phrasal verb in English. The majority has translated it into: اكتشف / عرف. Also 33.33% have not translated this phrasal verb knowing that the percentage of the ones who do not know its meaning at all and have provided no answers in the first exercise is 6.66%. This confirms the fact that some students know the meaning of the phrasal verb but they do not know how to explain it in English.

The sentence	Students' translation	N	%	Students' answers %
My friend always says that he will give up smoking.	Wrong translation	0	0	16.66
	سيتخلص/ سيقلع/سيتوقف	30	100	73.33
	Blank	0	0	10
	Total	30	0	100

Table 17: Students' translation of the phrasal verb "to give up" from English into Arabic.

100%, that is all the students have translated the phrasal verb "to give up" correctly into: سيتخلص / سيقلع /سيتوقف. It is a well-known English phrasal verb that is used more than the synonyms that can replace it. It is frequently used in general and mainly with this habit (to give up smoking). This phrasal verb has been translated in the right way despite the fact that 16.66% of the students have provided wrong explanations and 10% have had no idea. The former (the percentage) may be due to the fact of misimpression of ideas, and the latter may be due to the lack of vocabulary and inability to express oneself in English.

The sentence	Students' translation	N	%	Students' answers %
Do not stop talking, go on, please.	أخرج	6	20	16.66
	أكمل /واصل/تابع/ استمر	22	73.33	73.33
	Blank	2	6.66	10
	Total	30	100	100

Table 18: Students' translation of the phrasal verb "to go on" from English into Arabic.

16.66% of the students have given wrong explanations to the phrasal verb "to go on". 20% have translated it into Arabic as:أخرج. It seems that the students do not know what does "to go on" mean and have been misled by the context; as if they had understood "Do not stop talking…"as "you do not stop talking, go out, please". There was a misunderstanding (Do not stop…) and (You do not stop…), in addition to confusion between (go on) and (go out). 73.33 % have given right explanations and acceptable translation. "to go on" is a common English phrasal verb that is used much

more than its synonym "to continue" mainly in speech. The students are familiar with this phrasal verb because of its frequent use. Only 6.66% have not translated it.

The sentence	Students' translation	N	%	Students' answers %
The teacher took you for an English man.	أخذتك	3	33.33	16.66
	عرّفتك / قدّمتك	3		
	تعاملك	2		
	حوّلتك	2		
	حسبتك / اعتقدت / ظنت	9	30	0
	Blank	11	36.66	83.33
	Total	30	100	100

Table 19: Students' translation of the phrasal verb "to take for" from English into Arabic.

16.66% of the students have had wrong ideas about the meaning of this phrasal verb in the first exercise.33.33% have translated it wrongly because of the reliance on the context and literal translation as in: أخذتك / عرّفتك / قدّمتك . No correct explanation for this phrasal verb has been presented; yet, 30% have translated it into the right equivalents: حسبتك / اعتقدت / ظنت. This indicates the students' awareness of the phrasal verb meaning in advance because it is impossible for its meaning to be guessed from the context. 36.33% have not translated it despite its contextualization.

The sentence	Students' translation	N	%	Students' answers %
The plane takes off at 9 O'clock a.m.	حطّت الطّائرة	3	16.66	33.33
	تنفذ الخطّة	2		
	تقلع	25	83.33	46.66
	Blank	0	0	20
	Total	30	100	100

Table 20: Students' translation of the phrasal verb "to take off" from English into Arabic.

16.66% have translated the phrasal verb "to take off" in a wrong way as: تنفذ الخطّة / حطّت الطّائرة.There was a confusion between "to take off" and "to arrive" in the former translation, while in the latter there was a confusion between "the plan" and "the plane" which makes the phrasal verb "to take off" means "to execute", "to apply". 83.33% have successfully translated it into:تقلع ." to take off" is a very common and a well-known English phrasal verb. There were no blanks; all the students have translated this phrasal verb. As it has been noted, the percentage of learners who do not translate the phrasal verbs: to argue back, to buy off, to dig at, to fall out, to take for correctly and who do not translate them at all, is greater than the percentage of the learners who do not translate the following phrasal verbs: to find out, to give up, to go on, to take off correctly. This refers to learners' total ignorance to the meanings of the first set of the phrasal verbs mentioned above in advance, and extreme reliance on the context; which has misled them. The students also tend to translate these combinations literally. The second set has been explained correctly, and therefore translated by a great deal number of learners successfully.

Conclusion

The test is made up of two exercises. The first exercise is to investigate the students' knowledge of the meaning of the English phrasal verbs. The second is to see whether they are able to translate them even if they do not know their meanings. It was hypothesized that if they do not know their meanings, they will not be able to translate them even when relying on the context. The results of the test show that in most cases, when there is an ignorance of the meaning of the phrasal verb, there is an inability to translate.

Through this test, learners of English have proved that when phrasal verbs are unknown and totally new for them, they cannot translate them in a right way like. When the phrasal verbs are known to them and they have been, they translate them correctly. The context can be a saving and a helping factor to produce a right and an appropriate translation but this is not true for all the types of phrasal verbs.

Through this test, a worth-mentioning point that has been noted is learners' inability to express their thoughts and ideas in English. Some common phrasal verbs were easy to be defined, have been correctly translated; yet, the learners have not defined them in the first exercise.

To conclude, learners of English are unable to translate the English phrasal verbs into Arabic because they do not know their meanings in the source language. How could a translator transmit the meaning of what is unknown, unfamiliar, unclear and not understood for him?

General conclusion

This research has shed light on one essential issue in English Arabic translation it is the translation of phrasal verbs. They are a very important element in the English language and are found in almost all natives' speech and writing. This indicates that phrasal verbs are used so much in the English language and any translator can meet them very frequently.

The main purpose of this study is to investigate why 3rd year learners of English are unable to translate the phrasal verbs conveniently. The findings show that the learners truly confront considerable difficulties in their process of translating phrasal verbs.

Through these findings, it has been shown that 3rd year learners of English are unable to translate the English phrasal verbs correctly into Arabic because of their total ignorance leading to confusing them with similar simple verbs; to translate them literally, or to depend on the context which is not always helpful.

Phrasal verbs are unpredictable and misleading. To iron out the problem of their translation; the effective solutions are to have a lot of exposure to these formations by providing the learners with various activities which contain most frequent English phrasal verbs in different contexts in order to practise and to master them. In addition to this, learners have to learn the most common phrasal verbs in English. Phrasal verbs are a special case of lexical items; knowing their meanings in advance is a guaranteed way for a better translation for them. The context without a previous knowledge is not always helpful; it may help in translating them, mainly when they are of a transparent type.

In general, phrasal verbs should be learnt by heart mainly the idiomatic and even the semi-idiomatic ones so that the students will avoid their mistranslation. They are similar to irregular verbs. They should be memorized and practised as often as possible. Of course, it would be impossible to learn by heart all these English formations, but at least the most common ones, for example, to learn by heart the possible combinations of the most common verbs in English such as: to look and its possible combinations: to look after, to look for, to look forward to, to look into, to look out, to look up.

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Appendix

Dear students

Thank you for accepting to undertake the present test, which is carried out for the purpose of research. The test will not be marked and is anonymous. Nevertheless, you have to work individually in order to have reliable results. Your contribution is very important for the present research that is why we are accepting you to be sincere and objective. Thank you in advance.

Exercise1:

Explain or give synonyms to the following phrasal verbs.

To argue back:……………………………………………………………………………

To buy off:……………………………………………………………………………

To call in:……………………………………………………………………………

To dig at:……………………………………………………………………………

To fall out:……………………………………………………………………………

To find out:……………………………………………………………………………..

To give up:……………………………………………………………………………

To go on:……………………………………………………………………………

To take for: …………………………………………………………………………….

To take off:……………………………………………………………………………

Exercise2:

Translate the following sentences into Arabic.

1. You always argue back when I say something.

……………………………………………………………………………………………

2. He can be easily bought off.

…………………………………………………55…………………………………………………..

3. You are welcome anytime you call in.

…………………………………………………………………………………………………..

4. The boy does not like his sister, she always digs at him.

…………………………………………………………………………………………….......

5. We fell out but we are friends.

………………………………………………………………………………………………….

6. My uncle found out that his illness was serious.

…………………………………………………………………………………………………..

7. My friend always says that he will give up smoking.

……………………………………………………………………………………………………

8. Do not stop talking, go on, please.

……………………………………………………………………………………………………

9. The teacher took you for an Englishman.

………………………………………………………………………………………………….

10. The plane takes off at 9 O'clock a.m.

……………………………………………………………………………………………………

Suggested answers

Exercise1:

Explain or give synonyms to the following phrasal verbs.

To argue back: to object.

To buy off: to pay someone to do something for you/ to bribe.

To call in: to visit.

To dig at: to forbid/ to order someone not to do something.

To fall out: to have disagreement with somebody.

To find out: to discover.

To give up: to stop doing something (e.g. a habit)

To go on: to continue/ to carry on.

To take for: to believe something wrong to be true when it is not.

To take off: to fly/ to undress.

Exercise2:

Translate the following sentences into Arabic.

1. You always argue back when I say something.

أنت دائما تعارضني كلما أقول شيأ .

2. He can be easily bought off.

يمكن رشوته بسهولة .

3. You are welcome anytime you call in.

أهلا بك في أي وقت تزورني .

4. The boy does not like his sister, she always digs at him.

لا يحب الولد أخته ، إنها تنهره دائما .

5. We fell out but we are friends.

اختلفنا لكننا أصدقاء .

6. My uncle found out that his illness was serious.

اكتشف عمي أن مرضه خطير.

7. My friend always says that he will give up smoking.

يقول صديقي دائما أنه سوف يقلع عن التدخين .

8. Do not stop talking, go on, please.

لا تتوقف عن الكلام، تابع لو سمحت .

9. The teacher took you for an Englishman.

اعتقد(ت) الأستاذ(ة) أنك إنجليزي .

10. The plane takes off at 9 O'clock a.m.

تقلع الطائرة عند الساعة التاسعة صباحا .

ملخص

هذا البحث هو عبارة عن بحث نوعي وكمي تمّ لإبراز واحد من أهم المشاكل التي يواجهها الطلبة خلال الترجمة ، ألا وهو مشكل ترجمة الأفعال المركبة. يهدف هذا البحث إيجاد السبب وراء عدم مقدرة الطلبة على إيجاد مكافئات مناسبة للأفعال المركبة الإنجليزية عند ترجمتها إلى اللغة العربية. يتم البحث الكمي لهذه الدراسة بالإعتماد على إختبارمن تمرينين أما الأول فلجمع معلومات عن مدى معرفة الطلبة بهذه الأفعال وإلى أي مدى هي مألوفة لديهم ،وأما البحث النوعي فيتم من خلال التمرين الثاني الذي يهدف إلى معرفة قدرة الطلبة على ترجمة الأفعال المركبة من الإنجليزية إلى العربية. تشير نتائج هذا البحث إلى وجود صعوبة وعدم مقدرة الطلبة على ترجمة هذه الأفعال إلى العربية ،بسبب جهلهم التام وعدم معرفتهم بمعانيها إطلاقا بالإضافة إلى تعرضهم غير الكافي لها. كما أظهرت النتائج أن الطلبة يميلون إلى الإعتماد على النص الذي عادة لا يخدم ترجمة هذه الأفعال وأنهم يترجمونها ترجمة حرفية، وهذا ما يجعل ترجمتهم غير مقبولة .