

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohammed Seddik Ben Yahia University-Jijel**  
**Faculty of Letters and Languages**  
**Department of English**



**Difficulties Encountered By EFL Learners in  
Translating the English Phrasal Verbs into  
Arabic**

**Dissertation submitted in Partial Fulfilment of the Requirements for the Master  
Degree in Didactics of English**

**Submitted by:**

Sarra SAGHIR

Ratia MECHARBET

**Supervised by:**

Mrs. Sara **MEZERREG**

**Board examiners**

**Supervisor:** Mrs. Sara MEZERREG

**Chairperson:** Mrs. Messaouda ARZIM

**Examiner:** Miss Ilham MELLIT

Mohammed Seddik BenYahia University-Jijel

Mohammed Seddik BenYahia University-Jijel

Mohammed Seddik BenYahia University-Jijel

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### **Dedication**

- I dedicate my work to my wonderful parents for having always being by my side, helping me to succeed. God bless them.
- To my dear brother and my lovely sisters for their support.
- To my dear best friends for their encouragement and sympathy.
- To all people who pushed me to make this work.

Thank you all

*Ratia*

## **Dedication**

**To Leila**

*Sarra*

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### **Abstract**

The present research was made to present the students' problems in translating the English phrasal verbs into Arabic. It seeks to figure out the reasons behind students' inability to provide the appropriate translation for these linguistic items. A test of two parts was directed to 90 second year LMD students at the English department Mohammed Saddik Ben Yahia University-Jijel, enrolled for the academic year 2019/2020 to explore their knowledge and ability to translate the English phrasal verbs into Arabic properly. The outcomes of the analysis show the failure of the majority of the students in translating the English phrasal verb into Arabic. This is mainly due to the misuse of translation methods, and the use of the context which sometimes mislead them. these factors affect the students' quality of translation and lead to wrong interpretation.

**LIST OF ABBREVIATIONS**

**PV:** Phrasal Verb.

**EFL:** English as a Foreign Language.

**EPV:** English Phrasal Verbs.

**IEPV:** Idiomatic English Phrasal Verbs.

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ملخص

## **GENERAL INTRODUCTION**

### **1. Background of the Study:**

Phrasal verbs represent an essential part in the everyday English; if you want to speak English, you must have enough knowledge about phrasal verbs; McArthur (1992) states. The term refers to the combination of a verb, usually monosyllabic, and a particle that function as a single unit semantically as well as syntactically. Hence, it is very important for non-native speakers of English, who want to sound native like or want to start a conversation, to be familiar with these expressions and to know them by heart. English language learners who are interested in learning this type of verbs generally rely on translation as a strategy for learning them. As a result, phrasal verb translation has attracted so many scholars and researchers to work on especially those within the field of EFL and translation.

Concerning the acquisition and the use of the English phrasal verbs, Bensaha (2015) at the University of Oum El Bouaghi, investigates the role of translation from English into Arabic as a learning strategy that may help EFL students using this multiword expressions properly. The main objective of her study is to find out how much students recognize the importance of phrasal verbs and to know also how translation affects their understanding and use of the English phrasal verbs. For this purpose, two questionnaires are administered one for students and the other for teachers; to see whether translation from English into Arabic is helpful for students to learn the use of phrasal verbs or not. The results of the study show that students recognize the importance of such multi-word expressions in learning English, yet not all of them adopt translation as a learning strategy especially advanced level students and teachers.

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Besides, she found out that translation has a negative effect on learning the use of phrasal verbs.

Ghandorah's (2015) study, considers the avoidance attitude towards the use of phrasal verbs. For that, an experimental test was held to investigate the Arabic English language learners avoidance attitude towards these verbs and the reasons behind it. Practically, participants were divided into two groups: intermediate and advanced group. The test explores three factors that have direct effects on the avoidance behaviour of English phrasal verbs: the proficiency level of the learners, the length of stay in L2 environment, and the type of phrasal verbs. The findings indicate that the intermediate group avoid more PVs than the advanced group. Similarly, Liao and Fukuya (2002) in China investigate the avoidance behaviour of English phrasal verbs by Chinese learners. To test their hypothesis, three tests (multiple choice, translation, recall) were applied in relation to the proficiency levels of students (advanced, intermediate) and PV types (figurative, literal). The scholars worked with a sample that consisted of six groups of Chinese learners; each group took one of the three tests. The results of the study show that the intermediate learners tend to avoid using PVs, while the advanced learners do not. Also, both advanced and intermediate learners tend to produce less figurative than literal PVs.

Aldahesh (2008) in his paper translating idiomatic English Phrasal verbs into Arabic, explores the difficulties posed to Arabic professional translators and Arabic translation students when translating the idiomatic category of English phrasal verbs into Arabic. Alternatively, Translation tests were conducted to identify types of errors and translation pitfalls made by the target population when dealing with the most

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problematic and challenging multi-word verbs the idiomatic English phrasal verbs. The results revealed that there are lots of difficulties encountered when translating phrasal verbs into Arabic such as: literal translation, mistranslating, reducing idioms to sense, and violation of the Arabic language, along with enormous errors in translation.

In Iran, Ganji (2011), in his paper “The Best Way to Teach Phrasal Verbs: Translation, Sentential Contextualization or Metaphorical Conceptualization” Explores the metaphor’s central position in the memorization, retention and prediction of the meaning of phrasal verbs. For that, 45 Iranian EFL learners from Chabahar Maritime University are divided into three groups. In control group, the phrasal verbs are presented with their Farsi (students' mother tongue) equivalents and students are asked to memorize them. Experimental group I receives the phrasal verbs in the context of a sentence, and students are asked to make new sentences with them in the class. And the experimental group II receives the orientational metaphors underlying the meaning of the particles of phrasal verbs. The results reveal that the difference between the groups’ performances is not statistically significant, while the efficiency of metaphoric conceptualization, and sentence contextualization are considerable. There is a slight difference between the two experimental groups, but it is not statistically significant. The study ends with some suggestions for the teaching of phrasal verbs and the possible factors contributing to their difficulty.

Saleh (2011) investigates the semantic and syntactic problems that hinder student from comprehending the English phrasal verbs. For this sake, a test is applied on the fourth year students of English language at Tikrit University, to test their knowledge of the phrasal verbs and find out the problems that they may encounter in realizing and



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understanding their exact meaning. The results show that students face a wide range of difficulties and the most common ones are the idiomaticity; that is their unpredictable nature, and transitivity; that is the word order of phrasal verbs can change in relation to the object. Similarly, Sangoor (2012) investigates the syntactic and semantic features of the English phrasal verbs. He explores their literal and idiomatic usage, their types; mainly transitive/ intransitive; separable/ inseparable, the difference between PVs and propositional verbs, and he shed some lights on the importance of PVs in English.

Basically, all the above studies contribute to the English phrasal verbs as an important issue in EFL. Earlier studies dealt with its important role in English, and its semantic and syntactic features. Which constitute an obstacle for EFL learners, understanding, learning, and thus using them. Recent studies consider PVs idiomaticity which may hold back the translation into other languages. The present study, however, is concerns itself with learners' difficulties in translating PV into Arabic the case of second year students at Mohamed Sedik University Jijel.

### **2. Statement of the Problem**

Most EFL learners do not find translation as an easy task. Second year students of English; therefore, find it difficult to translate the English phrasal verbs especially into Arabic. They often face some difficulties related to the unpredictable nature and the complex structure of these expressions. Sometimes, students are unable to understand them in English due their lack of knowledge and vocabulary. While others, rely on the literal translation which may not be right in most cases.

### **3. Aim of the Study**

The present study attempts to find out the difficulties encountered by EFL learners in translating the English PVs into Arabic, the reasons behind students' inability to translate the English phrasal verbs into Arabic, and how the issue results on the quality of their translation.

### **4. Research Questions**

1. What are the reasons behind students' inability to translate the English phrasal verbs into Arabic correctly?
2. What are the factors learners rely on in translating EPVs into Arabic?
3. Does the context affect translation negatively or positively?

### **1. Hypothesise**

We hypothesise that:

- If students understand the meaning of the EPVs in English they will probably find its equivalent meaning in Arabic.
- If students do not rely on the context to translate the EPVs into Arabic, they will produce a literal meaning.
- If students use the appropriate strategy to translate the English phrasal verbs into Arabic, they would probably generate a good translation.

## **6. Methodology**

In order to collect data and test the hypothesis, a test is directed to 90 students of the population of second year LMD students at the department of English, Mohammed Seddik Ben Yehia University- Jijel, enrolled for the academic year 2019/2020. The test, upon which our study is based, consists of two parts; the first part is about translating a list of 20 EPVs in isolation. The second part is a set of 20 English sentences which contain the previously listed PVs, and students are asked to translate them into Arabic. After collecting the required data, the results will be analysed to know on which factors students rely on in translating EPVs and the difficulties they face.

## **7. Structure of the dissertation**

The present research consists of two main chapters, a theoretical and a practical one. The theoretical part is divided into two sections. The first section deals with PVs, the definition, the types; including their structure, as well as the transitive and the intransitive phrasal verbs. We will deal with the idiomatic side of this phenomenon, their nature and their existence in the Arabic language. The second section is about translation, its definition, strategies, and difficulties of translation. The second chapter is concerned with the description of the methodology, data analysis, and the interpretation of the results obtained from the test.

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## **Section One: Phrasal Verbs**

### **Introduction**

This chapter is concerned with one of the most problematic features for EFL learners; that is, phrasal verbs. It tackles first, their definition, the types, including their structure, transitivity, their idiomaticity, the difficult nature of phrasal verbs and their existence in the Arabic language.

### **1.1. Definition of Phrasal Verbs**

Phrasal verb is a construction of a verb and a particle. When combined together, they create one meaning. The particle can be a preposition like *get in* or an adverb like *get away* or it can be a combination of the two such as *get on with*.

This construction has been given different names; Celce-Murcia & Larsen-Freeman (1999), call them *two word verbs* because they generally consist of a verb plus a second word which is known as *the particle*. Parrott (2000), in his *Grammar for English Language Teachers*, refers to the phenomenon as polyword. According to MacArthur (1992), on the other hand, in the case where the particle is an adverb such as *get away*, the combination is named verb-adverb combination, and when the particle is a preposition the combination is called verb-particle construction. Other grammarians gave it different names with different descriptions such as verb phrase, phrasal prepositional verb (Quirk, 1982), two part and three part verbs (MacMillan, 2005; MacArthur, 1992), compound verb (shovel, 1992; MacArthur, 1992), particle verbs (Dehé, 2002) and multiword verbs (quirk, 1982; Greenbaum, 1996; Parrott, 2000; crystal, 1995)

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It is important to note here that, among the various terms listed above, the term phrasal verb is the most frequent name used by specialists and grammarians to describe the verb particle combination. This has been defined from different perspectives.

For Payne (2011), Phrasal Verb is a very common type of verbs usually having all the properties of English verbs; occurring in different syntactic structures, and expressing different semantic situations, the only difference between other types of verbs and phrasal verbs, Payne states, is that phrasal verbs consist of two (or three) parts: the verb and a particle or two.

MacArthur, in the same way, defines the phenomenon as a type of verb that function” more like a phrase than a word”, consisting of a monosyllabic verb of movement and an” adverbial particle of direction and location” such as the example of: go up, put off, take down...etc.

Such a definition is also applied by Sangoor (2012) who, similarly, defines the term as a “monosyllabic verb of action or movement” and one particle or more.

Apparently, Quirk, Greenbaum, Leech, and Svartvik (1985), give a more detailed definition describing the term from the syntactic perspective, on one hand, as “a verb proper that is followed by a morphologically invariable particle”, which together operate as an individual grammatical unit. From the lexical perspective, on the other hand, phrasal verb is defined as a combination of one verb and one or more particles when combined together create one single meaning which cannot be inferred from the meaning of the two constituents. Consequently, one may understand the meaning of both parts in isolation while together, a completely new meaning occurs, different, to some degree, from the meaning of the parts.

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Likewise, Dixon( 2005) adds that the meaning of a phrasal verb cannot be predicted from the meaning of its constituent root and that it must be regarded as an independent lexical item, and accorded a dictionary entry of its own.

Thus, the most important thing to note about the term is that, concerning the form, PVs, generally, consist of two words; a main verb and a particle, the particle may be an adverb as it may be a preposition. As far as the meaning is concerned, the verb and particle in the English PVs, usually, hold a figurative meaning which cannot be expressed through looking at the meaning of the verb and the particle separately, the fact that holds non-native speakers back from understanding them.

### 1.2. Types of Phrasal Verbs

#### 1.2. 1. Syntactic Structure of Phrasal Verbs

According to Celce-Murcia and Larcen-Freeman(1999), the English phrasal verbs is grammatically divided into three main types:

##### 1.2.1. 1. Verb-adverb combination

Verb -adverb combination consists of a simple verb + an adverbial particle, as in:

- ✓ He had to **do** his homework **over**.
- ✓ I **cut** an interesting story **out** of the newspaper.
- ✓ The airplane **took off**.
- ✓ She **ripped up** the paper.
- ✓ Sally **fell apart** when she heard the tragic news.
- ✓ Don't **let** the dog **out**. (W. Hart, 2017)

### 1.2.1. 2. Verb-preposition combination

Verb - preposition combination consists of a simple verb + a prepositional particle, as in:

- ✓ Peter **came into** a fortune when his father died.
- ✓ It took me an hour to **fill** the form **in**.
- ✓ I **mistook** a piece of old rope **for** a dangerous snake.
- ✓ Striped trousers **go with** a striped jacket.
- ✓ She **looks after** the baby.
- ✓ The dog **went for** Joe and hurt his arm. (Shovel, 1992)

### 1.2.1. 3. Verb-adverb-preposition combination

Some phrasal verbs consist of a simple verb followed by two particles:

Verb + adverb + preposition. As in:

- ✓ His father has persuaded him to finish college so he would have something to **fall back on**.
- ✓ Sue has **come up with** a good idea.
- ✓ I am afraid your suggestion does not **fit in with** my plans.
- ✓ The school decided to **do away with** uniform.
- ✓ Mark has **put in for** the post of assistant director.
- ✓ After a while the noise became so loud that Brian couldn't **put up with** it any longer ( Vince ,2012)



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It is worth noting that this type of multi-word verbs can only be separated by an adverb as in:

- ❖ I haven't **kept up** fully **with** the work.
- ❖ Mort has **cut down** almost completely **on** his smoking (Celce-Murcia & Larcen - Freeman, 1999).

### 1.2. 2. Transitive and Intransitive Phrasal Verb:

Many verbs in English can be used either with an object (transitively) or without any object (intransitively). According to Quirk (1982), the English Phrasal Verbs (henceforth EPV) can be transitive as it can be intransitive. A phrasal verb is transitive when it does require a direct object to complete the meaning. The object may or may not occur between the verb and its particle. That is, the EPV can either be separable or inseparable.

#### 1.2.2. 1. Inseparable Phrasal Verbs:

The verb and its particle, in this case, cannot be separated by the object, such as:

- ❖ We must **get over** this stigma. ( not \* We must **get** this stigma **over**)
- ❖ The mother **takes after** her child. ( not \*T he mother **takes** her child **after**)

#### 1.2.2.2. Separable Phrasal Verbs:

The verb and its particle, in this category, may be separated by the object without changing the meaning. Payne (2011) illustrates the following examples:

- ❖ I haven't **filled out** the form.
- ❖ I haven't **filled** the form **out**.
- ❖ **Hang** your coat **up**.
- ❖ **Hang up** your coat.

Note that the separation becomes obligatory when the object is a pronoun ( Celce-Murcia & Larcen-Freeman,1999; Payne, 2011) as in:

❖ Did you **use up** your seventy thousand?

Did you **use it up**?

\*Did you **use up** it? (Payne, 2011)

❖ Mark **threw away** the ball.

Mark **threw it away**

\*Mark **threw away** it. ( Celce-Murcia & Larcen -Freeman, 1999)

❖ But then Salford **turned on** the heat.

But then Salford **turned it on**.

\*But then Salford **turned on** it.( Payne, 2011)

An intransitive phrasal verb, however, does not require a complement because the action is complete in its own and is not transmitted to an object. Therefore, without an object, nothing can go between the verb and its particle.

And in order to explain this, Quirk et al (1982) illustrate the following examples:

✓ The children were **sitting down**.

✓ He is **playing around**.

✓ **Drink up** quickly.

✓ **Get up** at once.

✓ The plane has now **taken off**.

✓ When will they **give in**?

✓ He **turned up** unexpectedly.

### 1.2.3. Idiomaticity of Phrasal Verbs

Celce-Murcia and Larsen-Freeman (1999) have classified the English phrasal verbs (EPV) on the ground of meaning. That is, phrasal verbs are, semantically, distinguished into three main types. Literal, aspectual, and idiomatic phrasal verbs. Literal PVs category is where both the verb and particle express their lexical meaning, for example: in the sentence **pass through** the river. The meanings of **pass** and **through** are recoverable. The aspectual category, on the other hand, is when the meaning of one component is retained and the other is changed, so as to form a neither literal nor idiomatic meaning. For example: she **read through** the lines, he **drunk** the milk **up**, he **found out** why they were missing. Whereas in the idiomatic category, both components are figurative. That is, if we look them up separately in a dictionary won't reveal the appropriate meaning of the expression. For Quirk (1982), in the following examples: **give in** ('surrender'), **catch on** ('understand') and **turn up** ('appear'); the meaning of the construction is not expressed or inferred from the meanings of its constituents in isolation.

### 1.2.4. The Difficult Nature of Phrasal Verbs

Phrasal verbs are one of the most difficult aspects for EFL learners, to put it in Macarthur's words; "There is another kind of composition more frequent in our language than perhaps in any other, from which arises to foreigners the greatest difficulty". There are three main reasons for this.

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The first is their idiomaticity and unpredictable nature (Hook; 1981 as cited in Saleh). Greenbaum (1996) states that there are combinations where the meaning of the whole cannot be deduced from the meaning of the parts. Idiomaticity, with this thought in mind, is the trickiest aspect of the EPVs. The fact that these expressions hold a figurative meaning is seen as the greatest difficulty for most EFL learners. Yet a huge number is characterised as such. Celce-Murcia and Larsen- Freeman gives the example of *run out* to illustrate how the general meaning of the combination, which is to exhaust, is totally different from the meaning of run and out separately.

Another reason, aside from the idiomaticity, is that they are frequently polysemous, i.e. one word having multiple meanings. Thus, one pv may have more than one specific meaning, and this may confuse EFL learners which meaning is the appropriate for which context. Learners, as a result, may know one or two meanings of a certain case, and apply it where it does not fit. Side (1990) gives the example of *makeup*, the expression according to the English dictionary has more than five meanings; it can have the meaning of: form, comprise, constitute, add up to, make, be, cosmetics, face-paint...etc. Polysemy, as a consequence, may lead learners to the ambiguity of meaning.

One other striking feature of phrasal verbs is that there are so many of them in English, and new ones are being brought every day (McArthur). This fact, oftentimes, makes learners unable to learn them all by heart.

Beside Idiomaticity, polysymy, and the sheer number of the English PV, Side lists six other points illustrated as follows:

1. There are a huge number of combinations with short verbs and particles that is confusing.

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2. Students instead of using the expression as it is, they generally opt for its one word definition, for the Latinate word is easier to learn.
3. The combination of the verb and particle seems random in many cases and there is no way of knowing in advance exactly which verb will join with which particle.
4. Confusion of transitivity and reparability.
5. Register/ appropriacy.
6. First language interference.

### 1.2.5. Phrasal Verbs in Arabic

PVs' existence in the Arabic language has been intensively debated among various researchers and scholars. Some reject its presences, while others confirm it. Adahesh( 2008), is one among the various scholars who confirm the presence of such a construction on the Arabic grammar and refers to as “الأفعال المركبة”. In his paper “TRANSLATING IDIOMATIC ENGLISH PHRASAL VERBS INTO ARABIC ” Adahesh claims that PVs do exist and he goes on to say that the Arabic verb-preposition constructions such as *قضى على، لحق ب.* represents the phrasal verbs equivalent in Arabic. It is, certainly, less or more similar to the EPVs, as he claims, and the Arabic phrasal verbs are not distinguished, however, as a significant phenomenon nor is classified under a specific heading such as phrasal verbs in the English language. Obviously, not all Arabic Phrasal Verbs have the syntactic and semantic characteristics of the EPVs. They may share some similarities and differ in many areas. Adahish illustrates nine points as to cover the similarities and differences between the APVs and the EPVs. The following points tackle the main and important features of the APVs summarised in relation to their counterparts in English:

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1. While the EPVs are of three types (as mentioned in the types section), the APVs are of just one type which is the verb preposition and the adverbial particle ( as in type 2of the EPVs ) are not included in the Arabic version.
2. Semantically, the case of EPVs, APVs can hold a figurative meaning, can be polysemous, can collocate with certain words and expressions, and it can be replaced by one word synonym.
3. The particle of both constructions brings, to a certain degree, change to the meaning of the combination as a whole.
4. Unlike EPVs, APVs requires a complement to be meaningful, and the particle cannot separate from its verb.

### **Conclusion**

This section supplied the necessary information needed to have a clear view about the English phrasal verbs, as being one of the most important aspects of the English grammar. It highlights the most important types in addition to its syntactic and semantic structure. Moreover, it dealt with the basic challenges phrasal verbs represent for learners. And it ended up neglecting the view that rejects its presence in the Arabic grammar.

## **Section Two: Translation**

### **Introduction**

Translation has mainly been used to render written or spoken SL texts to their equivalents in TL texts. The need for translation arises due to the fact that human communities around the world speak thousands of varied, different languages. In general, translation is used to produce various kinds of texts including religious, literary, scientific, and philosophical texts in another language. Furthermore, translation is a readily available process for different language communities to comprehend one on another and facilitate exchange of information regardless of apparent language barriers. This chapter is devoted to introduce the definition of translation, its methods, problems of translation and the difficulties the students may face when translating phrasal verbs into Arabic.

### **2.1. Definition of Translation**

Translation is a process of rendering meaning, messages, or ideas of a text from one language to another. This process is followed by some considerations, which are typically linked with the accuracy, clarity and naturalness of the meaning, messages or ideas of the translation. It is an important thing to see whether the readers of the target language accept equivalent information as the readers of the source language do. These considerations are crystallized in some definitions of translation stated by some scholars.

Newmark (1988) states that translation is "rendering the meaning of a text into another language in the way that the author intended the text" (p. 05). This definition

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focuses on rendering meaning of the source language text into the target text regarding the intention of the SL author.

On one side, Hatim and Munday (2004) defined translation as “the process of transferring a written text from source language (SL) to target language (TL)” (p. 06). Here they emphasis on translation as a process rather than a product. Nida and Taber (1982), on the other side pointed out that “ translating consists of reproducing in the receptor language of the closest natural equivalent of the source language message ” (p. 12). This definition is more comprehensive than the previous one. Nida and Taber explicitly point out that translation is closely related to the problems of language, meaning and equivalence. They give priority to meaning preservation as much as possible then focusing on the style.

### **2.2. Methods of Translation**

Newmark in his Book entitled “ A Textbook of translation” defines method of translation as “ the way we translate, whether we translate literally or freely, the words or the meaning, the form or the content, the letter or the spirit, the manner or the matter, the form or the message, the direct meaning or the implied meaning, in context or out of context”. (Cited in Ghazala, 2008, p. 03). Therefore translators depend on the two major methods, LITERAL and FREE in their translation.

#### **2.2.1. Word for Word Translation**

Newmark (1988) states that “word for word translation” is an interlinear translation. The SL word-order is maintained and the words translated by their most common meaning out of context. (p. 45).translators can use this kind of translation as a preliminary translation step but they should not apply it in real translation tasks.



### **2.2.2. Literal Translation**

This method preserves the grammatical structures of the SL where they are translated into their nearest TL equivalents however the lexical words are translated out of context.

### **2.2.3. Faithful Translation**

This type of translation attempts to reproduce more precise contextual meaning of the SL text by making a balance between the literal meaning of the SL word and the TL syntactic structures. It attempts to be completely faithful to the intentions and the text-realization of the SL writer.

### **2.2.4. Semantic Translation**

Semantic translation attempts to render the semantic and syntactic structures of the second language as closely as possible, the exact contextual meaning of the original.

This method differs from faithful translation only in, as far as it must take more account of the aesthetic value.

### **2.2.5. Adaptation**

This strategy is considered as the freest form of translation. It is commonly used for plays (comedies) and poetry, the themes, characters and plots are usually preserved, the SL culture is converted to the TL culture and text is rewritten.

### **2.2.6. Free Translation**

This method preserves the meaning of the original but uses natural forms of the TL, including normal word order and syntax, so that the translation can be naturally understood. Usually it provides a longer paraphrase, and it reproduces the content without the form of the original.

### **2.2.7. Idiomatic Translation**

This method reproduces the message of the original; however, tends to deform nuances of meaning using colloquialism and idioms that do not exist in the original.

### **2.2.8. Communicative Translation**

This type of translation attempts to render the exact contextual meaning of the original text to be readily acceptable and comprehensible to the reader. Although this method is not as accurate as semantic translation, it is preferred by many translators because it resorts to the concepts that are more familiar to the TL readers on cultural and social level.

## **2.3. Translation Problems**

All translators; either novice translators or professional ones, may encounter many problems during the process of translation. Ghazala (1995) states that a translation problem is any difficulties we face when we translate and make us stop translating to think and search about it. This may result from either sound and lexis (word) or grammar and style (p.17).

### **2.3.1 Grammatical Problems**

English and Arabic are two different languages as they belong to different families. Arabic is a Semitic and English is a Germanic one. This variation in origins causes a difference in grammar and creates problems to students when translating.

### **2.3.2. Lexical Problems**

These problems occur when the translator or the student does not understand a word, a phrase or an expression clearly and directly, or does not find its equivalent in the target language. There are many lexical problems which may be encountered when translating such as literal translation (of meaning), synonyms, polysemy, monosemy,

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collocation, idioms, proverbs, metaphors, technical translation, proper names, titles, political establishments, geographical terms and UN acronyms, translation and cultural translation (Ghazala, 1995: 19-20).

### **2.3.3. Stylistic Problems**

Nowadays, style is considered to be an essential part of meaning and sometimes can affect it strongly. Because of this importance, it may cause problems for translators in some points such as formality vs. Informality, complex vs. Simple style, ambiguity, passive vs. Active style, style of short vs. Long sentences. This non-equivalence may create problems for students when translating.

### **2.3.4. Phonological Problems**

This type of problems connected to sounds and their effect on meaning. They arise when the translator neglects how to transmit certain sounds into a suitable equivalent in the target language keeping the same meaning. These problems are limited to some types of texts like advertising, literature, especially poetry.

## **2.4. Problems Facing Learners When Translating Phrasal Verbs**

Understanding phrasal verbs is very important to comprehend and communicate with native speakers. However, they are considered to be one of the problematic areas for learners when they try to use them in their speech and writing as well as in translating them. Sinclair (1989) states that phrasal verbs hold unpredictability both syntactically and semantically. Thus, they are challenging for EFL students.

According to Ghazala (1995) "phrasal verbs are difficult for learners to be translated from English into Arabic because they are misleading and are usually confused with prepositional verbs" (p. 138). To figure out whether the meaning of both

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verbs is different Ghazala has used direct translation for both verbs in the following example:

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

من فضلك ضع الكتاب على الطاولة

1- "Please, put your coat on" .

من فضلك ضع معطفك على

The first example is clear and possible while the second one is confusing and ungrammatical; something should be missing after the proposition 'on' (على). The former is a prepositional verb whereas the latter is a phrasal verb that has a special different meaning. In the first example 'put on' has no relation with the verb wear/dress. Yet, both may have the same meaning. Here are some examples of the phrasal verbs translation:

1- "Please, do not break in while I am talking".

(من فضلك لا تقاطعني أثناء كلامي).

2- You are welcome anytime you call in".

( أهلا بك في أي وقت تزورني) .

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

(الآخرين برأيك حاول أن تقنع) .

4- "We are obliged to carry out our promise".

(نحن ملزمون بتنفيذ وعدنا).

Ghazala (1995) says that what makes the translation of the phrasal verbs difficult for the students is the fact that they are mostly unpredictable and unfamiliar to them. Thus, students avoid using phrasal verbs and prefer to use one word verb instead. The following examples are of the most common particles that can be combined with verbs in English given by Ghazala.

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

- Off: indicates the notion of finishing, leaving or disposing something as: get off = leave, call off = cancel, take off = undress, etc.

- Away: this adverb is similar to “off“. It 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 such as: drink up = drink completely and at once, eat up = finish eating, etc.

The meaning of these particles can help the students to guess the meaning of some phrasal verbs; however, some prepositions and adverbs cannot be generalized to have a fixed meaning when they are combined with any verb as a consequence of one of the three following reasons:

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

- The same combination of preposition/adverb and a verb can have different meanings, e.g. " COME OFF" :

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/من عاقبة)
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 شيء ما)
9- "To stop public performance (of a play)"	(يتوقف عرضا عاما/لمسرحية)

•The same meaning can be expressed by different combinations:

e.g. "Leave": - go away

- Get off/out

- Go out = (يغادر/غادر)

- Push off

- Buzz off

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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

Another difficulty that confronts students when translating phrasal verbs is that the phrasal verbs are unfamiliar to them. The Arabic language has the same formations as the English phrasal verbs. Kharma (1997) mentions " Arabic also has the same



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phenomenon (phrasal verbs) on a large scale”(p. 41). The particle that comes after the verb in Arabic is a preposition rather than an adverb as the following 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
(نظر لشخص)	Take care of(someone)
ذهب إلى	Go to
نام على	Sleep on
نام عن	Neglect

(Kharma, 1997).

According to Ghazala(1995), “ it is by no means possible for students to know the meaning of all English phrasal verbs not even all the combinations like “ come”, “do”, “drink”, “see”, “take”, etc.. Nevertheless, they are able to know and to memorise the most important combinations of the common, widely used phrasal verbs”

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(p. 137). It is impossible for learners to learn all the phrasal verbs because of their varied and great numbers. Learners should learn by rote the most common and the most important ones. Such as: "bring", "come", "go", "run", etc. Besides, students have to concentrate on the main, core combinations of each one of these common phrasal verbs. For example, "come" has about sixty eight phrasal verbs combination. The most common ones are seven only:

- Come to ( يصل إلى )
- Come off ( يسقط )
- Come in ( يدخل )
- Come on ( تقدّم/يتقدّم/هيا )
- Come through ( يخرج سالما )
- Come across ( يصادف )
- Come out ( يبرز )

Each of the combinations mentioned above has a lot of meanings. At that same instant, they have a center, commonly used meaning (the one given in the example above). Learners can satisfy themselves with these common combinations of "come"

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with their essential meanings; thus, it would be possible for them to translate phrasal verbs using the appropriate dictionaries.

Ghazala reminds that direct translation is dangerous in translating phrasal verbs. He additionally advises the learners to look carefully at the context and check a good English- English dictionary and/ or English- Arabic dictionary. The teacher can be also a good guide. Phrasal verbs are frequently used in both spoken and written language. Many learners users of phrasal verbs are unaware of what they mean or do through speech and that may have influence language interpretation negatively; thus learning them by heart is a good first step for achieving a good translation

### **Conclusion**

In conclusion, this chapter provides a deep discussion about the content of the research; it sheds light on phrasal verbs as being an important linguistic component in the English language and a problematic issue in translation. Phrasal verbs are very common in the English language that is why it is important for learners to know them in order to be expressive. Learner of English, when it comes to translation, find it very difficult to render phrasal verbs into its adequate equivalents in Arabic. The reason is their unfamiliarity with these verbs which is accorded with their poor background knowledge. This chapter, furthermore, presented various definitions of translation according to many famous scholars, Moreover, it dealt with the main methods of translation that can be used, including different problems encountered by translators and students during the process of translation. This chapter also shed light on the problems of translating the English phrasal verbs into Arabic which are one of the most difficult areas for learners and teachers alike and some possible solutions to overcome these problems.

## **Chapter Two**

## **Introduction:**

The research main concern is to investigate the problems confronted by students of English when translating phrasal verbs from English into Arabic. This chapter 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' difficulties in translating the English phrasal verbs into Arabic in the right way and to locate the reasons lying behind their mistranslation.

### **3.1. Research Methodology**

This section presents a detailed methodology of how the research was conducted; it provides a full description of the objectives of the study, research design and research population sampling, data collection tool being used in addition to the analysis procedures and findings of the study.

#### **3.1.1. Objectives of the Study**

The present study intends to find out the most challenging problems second year students may encounter when translating the English phrasal verb into Arabic. Hence, the study attempts to examine students' use of the literal translation when they had no relevant idea about the meaning of the phrasal verb under question. Moreover, the paper investigates students' knowledge of the EPVs in addition to their abilities of rendering these linguistic components into Arabic. Besides, the work looks at students' reliance on the situation within which the phrasal verb is embedded, and how the issue results on the quality of their translation

### **3.1.2. Research Population**

This inquiry addresses second year License Students at Mohammed Sedik Ben Yahia University Jijel, enrolled for the academic year 2019/2020. The Choice of this population is primarily based on the fact that the students at this level are premised to be beginner translators since they are studying g translation for their first year. For that reason, they should have problems and difficulties in translating different linguistic components such as phrasal verbs; therefore, they represent a good area of research. In addition to that, second year students are expected to be more enthusiastic about translating from one language to another; thus, they would show interest to participate in the study. Last, we wanted to check students' familiarity of PVs at this level.

### **3.1.3. Sampling**

The target population that is chosen for the research is the second year LMD students of English, at Mohammed Sedik Ben Yahia University, The total number of that population is about 250 students; they are divided into 8 groups. It is practically impossible to put the entire population under scrutiny. Therefore, we have dealt with a sample which consists of 90 students studying translation for their first year, we have selected the participants randomly from different classes.

### **3.1.4. The Research Design**

In line with the review of literature, the difficulties faced by second year students at the department of Mohamed Sedik Ben Yahia University were examined using a test.

### **3.1.4.1. Data Collection Tool**

To confirm or reject the research hypothesis, we have explored student's translation of phrasal verbs through a test administered to second year LMD students at the University of Jijel.

#### **3.1.4.1.1. Description of the Test**

The test consists of two tasks. The first task is a test of knowledge composed of twenty English phrasal verbs chosen randomly. Learners are asked to give their equivalent translation in Arabic. The second task is made up of twenty English sentences which include the same English phrasal verbs given in the first task. Learners are asked to translate them into Arabic not because we are interested in knowing their level in translating long sentences into Arabic but rather in finding out the difficulties they may face in translating phrasal verbs that are embedded within the context.

## **3.2. Data Analysis Procedures**

### **3.2.1. Task One:**

In the first task of the test students are asked to translate a number of the English phrasal verbs into Arabic. The tables below show the number and the percentage of the right, wrong and the acceptable answers, in addition to the number and the percentage of the blanks.

**Table 01:** Students' translations of the phrasal verb "get behind"

	Students answer	N°	%
Correct answers	يتأخر / يتخلف / يدعم	29	32,22%
Acceptable answers	يتهاون/يتخادل	03	3,33%
Wrong answers	يتراجع/خلف/يذهب للوراء	49	54,44%
No answer		09	10%
Total		90	100%

The first table shows that 54,44% of the second year students have given wrong answers . they have translated the English phrasal verb "get behind" into Arabic as : خلف/يتراجع/يذهب للوراء: .being confused by the adverb "behind " which means at the back of, positioned with something else in front of . 32,22% of them have answered correctly and found the right equivalent . i.e. they have understood its meaning in the target language. Moreover, 3, 33% have provided acceptable answers such as: يتهاون/يتخادل that holds a close meaning to the Arabic equivalent. Yet, 10% have not given any answer mainly because they have had no idea about it.



**Table 02:** Students' translations of the phrasal verb "see out".

	Students answer	N°	%
Correct answers	يرافق/يقود	17	18,88%
Acceptable answers	يرشد/يودع	08	8,88%
Wrong answers	ينظر للخارج/يرى في الخارج	60	66,66%
No answer		05	5,55%
Total		90	100%

The table above shows that most of the students, that is 66, 66% , have given wrong answers. They have rendered this phrasal verb as: ينظر للخارج/يرى في الخارج . Using literal translation, that is to say, both sets of the phrasal verb have been interpreted separately into their Arabic equivalents. Furthermore, 18, 88% of them have translated "see out" into Arabic in a correct way as: يرافق/يقود. which seems to be familiar to them. 8, 88% of the students' answers were acceptable. They have rendered it into: يرشد/يودع. However, 5, 55% have provided no answer.

**Table 03:** Students' translations of the phrasal verb "come round"

	Students answer	N°	%
Correct answers	يستعيد وعيه/يستفيق/يفيق من اغمائه	19	21,11%
Acceptable answers	يستيقظ	04	4,44%
Wrong answers	يأتي/يعود/يدور	57	63,33%
No answer		10	11,11%
Total		90	100%

As it can be seen in table (03), the majority of the students (63, 33%) have provided a wrong translation. Most of the answers have been obtained from the meaning of the verb "to come" (يأتي) alone. In other words, they have provided one single verb translation. 21,11% of them have translated this phrasal verb correctly into : يستعيد وعيه/يستفيق/يفيق ; they probably came across it before, besides 4, 44% have presented an acceptable answer such as : يستيقظ which can be considered as an appropriate equivalent. Nevertheless, 11,11% had no idea about this phrasal verb.

**Table 04:** Students' translations of the phrasal verb "flick through"

	Students answer	N°	%
Correct answers	يتصفح/يلقي نظرة	25	27,77%
Acceptable answers	يقالب/يتفقد	12	12,33%
Wrong answers	خلال/يرمي	27	30%
No answer		26	28,88%
Total		90	100%

As it can be seen in table (04) 30% of the learners have provided wrong answer. They have translated the phrasal verb "flick through" into: يرمي/خلال. Some students have only interpreted the second set of this phrasal verb (through) while others have given the equivalent of the verb "threw" (يرمي) which has no relation to the right meaning. Moreover, 28, 88% have left empty spaces because of their ignorance of its meaning. 27, 77% have presented correct answers as: يتصفح/يلقي نظرة. this indicates their familiarity to this combination. 12, 33% have provided an acceptable translation (يقالب/يتفقد).

**Table 05:** Students' translations of the phrasal verb "rule out".

	Students answer	N°	%
Correct answers	يستبعد/يلغي/يستثنى شيء	23	25,55%
Acceptable answers		00	0%
Wrong answers	يحكم/يسيطر على/يهيمن	60	66,66%
No answer		07	7,77%
Total		90	100%

Table (5) shows that 66, 66% of the students have translated the English phrasal verb "rule out" in a wrong way . Most of the equivalents given were: يسيطر على/يهيمن/يحكم. This phrasal verb cannot be guessed from its individual component. Only 25, 55% have presented correct translation (يستبعد/يلغي/يستثنى) and 7, 77% have not answered. No acceptable answer has been given. This means that this phrasal verb is unknown to the majority of the students.

**Table 06:** Students' translations of the phrasal verb "catch up"

	Students answer	N°	%
Correct answers	يلتحق/يلتقي/يدرك	50	55,55%
Acceptable answers		00	0%
Wrong answers	يمسك/يلتقط	35	38,88%
No answer		05	5,55%
Total		90	100%

The sixth table shows that 55,55% of the learners have answered correctly by *يلتحق/يلتقي*. It seems that most of them are aware of this combination. Nevertheless, 38,88% have translated this phrasal verb in a wrong way as : *يمسك/يلتقط* despite the fact that the majority have found its Arabic equivalent. Moreover, 5,55% have not translated it. No acceptable answers have been provided.

**Table 07:** Students' translations of the phrasal verb "stand for".

	Students answer	N°	%
Correct answers	يرمز الى/يشير/يساند/يؤيد	21	23,33%
Acceptable answers	يرجع الى/يدل على/يعود على	18	20%
Wrong answers	يقف /ينهض/الوقوف	49	54,44%
No answer		02	2,22%
Total		90	100%

The seventh table indicates that 54,44% have given wrong answers. The phrasal verb "stand for" have been translated into Arabic as : ينهض/يقف ; being confounded between the meaning of the verb alone, that is " stand " and the word particle combination "stand for " . This proves the students' total ignorance of its meaning. 23,33% have found the right Arabic equivalent that carries two possible meanings ( يرمز الى/يساند ). Besides, 20% have presented acceptable answers, among them : يرجع الى/ يدل على . Only 2,22% of them did not translate.

**Table 08:** Students' translations of the phrasal verb "bite back".

	Students answer	N°	%
Correct answers	ينتقم/يرد بالمثل	29	32,22%
Acceptable answers	يرد الهجوم	03	3,33%
Wrong answers	يعض/يرد العضة/يلدغ	37	41,11%
No answer		21	23,33%
Total		90	100%

Table (08) shows that 41,11% have given wrong answers. Among these answers: يعض/يلدغ. The students tend to translate only the first set of the phrasal verb thinking that it would be related to the given meaning and others have rendered it using literal translation as : يرد العضة. 32,22% have translated this compound correctly as : ينتقم/يرد بالمثل due to the fact that they are familiar to its meaning and 3,33% have given acceptable answer such as : يرد الهجوم. Yet, 23,33% have not translated this phrasal.

**Table 09:** Students' translations of the phrasal verb "dry up".

	Students answer	N°	%
Correct answers	ينفد/يجف	64	71,11%
Acceptable answers	يختفي/يزول/يتلاشى	03	3,33%
Wrong answers	يفلس/يهدر	12	13,33%
No answer		11	12,22%
Total		90	100%

The ninth table shows that 71,11% of the students have found the right answer as : *ينفد/يجف*. It sounds like it is a well-known phrasal verb in which most of the learners have presented the right Arabic equivalent. 13,33% of them had wrong idea about its meaning. It has been translated into : *يفلس/يهدر*. 12,22 have left the phrasal verb without translation and 3,33% have provided some acceptable answers such as : *يتلاشى/يزول/يختفي*.



**Table 10:** Students' translations of the phrasal verb "down fall"

	Students answer	N°	%
Correct answers	يفشل/ينهار/يسقط	59	65,55%
Acceptable answers	يتدهور	02	2,22%
Wrong answers	يسقط للأسفل/يسقط أرضاً/أسفل الخريف	17	18,88%
No answer		12	13,33%
Total		90	100%

The tenth table indicates that 65,55% of the students have translated "down fall" in a correct way. It has multiple correct equivalents: ينهار/يسقط/يفشل. This phrasal verb seems to be common and knowledgeable to them. 18,88% have given inappropriate answer as : يسقط للأسفل/أسفل الخريف. Some students have interpreted it literally while others were confused between the meaning of the verb "to fall" (يسقط) and the noun "fall" (the autumn) which is one of the four seasons. 2.22% have presented acceptable answer: يتدهور and 13,33% did not answered.

**Table 11:** Students' translations of the phrasal verb "head off"

Students answer		N°	%
Correct answers	غادر, خرج	20	22,22%
Acceptable answers	انطلق	15	16,66%
Wrong answers	ترأس, خارج عن الوعي, قطع, أعلى	39	43,33%
No answer		16	17,77%
total		90	100%

The table shows that most of the subjects do not know that the equivalent of the English phrasal verb "head off" is *غادر* or *خرج*. The proof is that only 22,22% of the overall number of subjects translated it correctly. 16,66% of students translated it into *انطلق* which is acceptable. However, the remaining part of the subject could not find an acceptable equivalent in Arabic. The proof is that 43,33% of participants used various translations that has nothing to do with the English phrasal verbs "head on", such as *ترأس*, *خارج عن الوعي*, *قطع*, *أعلى*, it is clear from their answers that they were misled by the word "head" to provide a word to word translation, and that their vocabulary is poor. 17,77% of subjects, on the other hand, did not find an acceptable equivalent so they left it blank. The results proved that most students are unfamiliar with this phrasal verb.

**Table 12:** Students' translations of the phrasal verb "wear off"

	Students answer	N°	%
Correct answers	زال, اختفى	22	24,44%
Acceptable answers	انتهى, تلاشى	6	6,66%
Wrong answers	لبس, خلع	54	60%
No answer		9	10%
Total		90	100%

As the above table proves, 60% of students adopted a word for word translation -because of their unfamiliarity with the English phrasal verb "wear off"- and understood it as لبس, others could not find the equivalent of "wear" thus they translated it as خلع due to their lack of knowledge and vocabulary. 10% of students, on the other hand, did not find an appropriate translation for the phrasal verb so they left it blank. Finally, 6,66% of subjects gave acceptable answers and translated it into , انتهى and تلاشى , while 24,44% of students translated the expression into its proper form in Arabic which is زال or اختفى but that is an unsatisfying result in relation to the overall number of subjects.

**Table 13:** Students' translations of the phrasal verb "stamp out"

Students answer		N°	%
Correct answers	كافح, تصدى	21	23,3%
Acceptable answers	منع, اوقف	23	25,5%
Wrong answers	خسر, ختم, خرج	21	23,3%
No answer		25	27,7%
Total		90	100%

Concerning the phrasal verb "to stamp out", 23,3% of subjects translated it into كافح, تصدى which is considered correct. But the number is very few in comparison to the whole number of subjects. Similarly, 25,5% of subjects understood it: اوقف and منع as acceptable answers. 23,3% of subjects; however, translated it into خرج, ختم, خسرو which cannot be considered right. Finally, 27,7%, the highest number of participants, left it blank. This indicates that, apparently, most of the subjects do not know the English phrasal verb to stamp out and are not familiar with it. It is clear from the answers shown in the table that this phrasal verb is neither common nor frequent enough among second year students of English at Mohammad Sedik Ben Yehia University.

**Table 14:** Students' translations of the phrasal verb "talk out"

Students answer		N°	%
Correct answers	يقنع بالتراجع عن قرار	18	20%
Acceptable answers	ناقش	14	15,5%
Wrong answers	منع, تكلم خارجا, صارح	45	50%
No answer		13	14,5%
Total		90	100%

The phrasal verb talk out is very common in everyday English, therefore, second year students are supposed to understand its meaning and thus to provide its appropriate translation into Arabic. In fact, only 20% from 90 participants, as the table shows, did find an equivalent translation in Arabic which is يقنع بالتراجع عن قرار. Likewise, 15,5% of subjects provided an acceptable answer as ناقش. However, 50%, half of the sample, did not translate the word accurately because they adopted the literal translation and transferred the word talk into تكلم and out into خارجا so as to build the meaning of talk out as خارجا تكلم, others translated it into منع and صارح which are not right. 14,4% of subjects did not find the equivalent meaning so they left it blank. The result is that learners do not have enough knowledge in the English phrasal although it is very common; in addition to that they do not have a rich vocabulary. Yet, second year students are supposed to be familiar with this type of verbs especially the frequent ones.

**Table 15:** Students' translations of the phrasal verb "fall behind"

Students answer		N°	%
Correct answers	تخلف	14	15,5%
Acceptable answers	تراجع, تاخر	13	14,4%
Wrong answers	فشل, سقط	54	60%
No answer		9	10%
Total		90	100%

The results are not satisfying to some degree because 60% of subjects failed to find its proper translation and translated the phrasal verb "fall behind" literally into *فشل*, and *سقط* which is totally wrong. 10% of subjects left it blank due to their poor knowledge. Alternatively, 15,5% of subjects translated the phrasal verb into its appropriate equivalent which is *تخلف*. 14,4% of subjects gave acceptable answers as *تراجع* and *تاخر*. The result, as the above table shows, is that subjects are not familiar with the English phrasal verb fall behind this maybe due to their poor vocabulary and lack of knowledge in the English phrasal verbs in addition to that students main problem is that they adopted the literal translation as their main method in translation, therefore, they destroyed the meaning of the phrasal verb.

**Table 16:** Students' translations of the phrasal verb "squeeze in"

	Students answer	N°	%
Correct answers	انحشر	11	12,2%
Acceptable answers	رافق, انظم	18	20%
Wrong answers	تناول, تنافس, خرج	20	22,2%
No answer		41	45,5%
Total		90	100%

The table shows that the lower percentage which is 12,2% was for the correct answers; the very small number of subject understood that the meaning of "squeeze in" is to manage how to put something into a small space translating it into انحشر. 20% of subjects translated it into, رافق and انظم as acceptable answers. 22,2% mistranslated the expression into تناول, تنافس, خرج, while 41, the highest score of subjects, left it blank. The result show that this PV is not common since more than half of the participants did not find its proper equivalent in the source language.

**Table 17:** Students' translations of the phrasal verb "scribble down"

Students answer		N°	%
Correct answers	خرش	13	14,4%
Acceptable answers	دون بسرعة, كتب, سجل	31	34,4%
Wrong answers	سمع, تذكر, بحث, فهم	15	16,6%
No answer		31	34,4%
Total		90	100%

"Scribble down" is an English phrasal verb which equivalent is خرش in Arabic. This expression is known just to 14,4% of students. 51,1% of subjects are not familiar with its meaning; 34,4% of students left it blank with no answers, and 16,6% of subjects gave irrelevant translations like, سمع, فهم, and تذكر that cannot be accepted. While 34,4% of participants did understand the expression ,to some extent, and find, not the exact but the acceptable equivalent in Arabic, such as سجل, كتب, and دون بسرعة.



**Table 18:** Students' translations of the phrasal verb "back out"

Students answer		N°	%
Correct answers	غير رأيه, تراجع عن قرار	51	56,6%
Acceptable answers	انسحب	10	11,1%
Wrong answers	عاد, خرج, وراء	19	21,1%
No answer		10	11,1%
total		90	100%

Although subjects used word for word translation, 56,6% of participants translated the phrasal verb "back out" into its proper form in Arabic which is تراجع عن قرار. 11,1% of students translated it as انسحب which is acceptable. 21,1% of subjects transferred it into عاد, خرج, وراء, which are totally wrong translations. 11,1% of participants left it blank because they could not find the appropriate equivalent in Arabic or because the expression is not very well known for them. The result is that the phrasal verb "back out" is very frequent in English and that most of the participants are familiar with it, that's why the highest number of subjects did translate it into its adequate equivalent in Arabic.

**Table 19:** Students' translations of the phrasal verb "break down"

Students answer		N°	%
Correct answers	انهار	30	33,3%
Acceptable answers	كسر, سقط	27	30%
Wrong answers	جرح, توقف	18	20%
No answer		15	16,6%
total		90	100%

As the table shows, the phrasal verb break down, which meaning is to collapse physically or mentally, is very frequent in everyday English; therefore, most of the subject did translate it in the right way as انهار (33,3% of subjects). 30% of subjects understood it as كسر, سقط which is considered as an acceptable equivalent in Arabic. 20% of students did not find the adequate translation; thus, they transferred "break down" into , جرح and توقف, and that is wrong. However, 16,6% of subjects left it blank because of their inability to find the suitable translation for this expression, or even to understand it in the right way.

**Table 20:** Students' translations of the phrasal verb "run down"

Students answer		N°	%
Correct answers	دمر	13	14,4%
Acceptable answers	فوضى	01	1,1%
Wrong answers	مطر, ركض للأسفل, يمشي	46	51,1%
No answer		30	33,3%
total		90	100%

It is clear from the above table that merely all the subjects insist on the literal translation as a method for their answers. Only 14,4% of students translated the English phrasal verb run down correctly as دمر. One single subject translated it as فوضى which is acceptable. On the other hand, 51,1% of subjects do not know its meaning that is why they, literally, translated into ركض للأسفل, يمشي, and مطر which cannot be considered correct. Similarly, 33,3% of participants, due to their lack of knowledge on the English phrasal verbs left it blank.

### 3.2.1. Discussion of Task One Results

from the previous results, we can notice that second year students at Mohammad Sedik Ben Yahya University still face many problems in translating the English phrasal verbs into Arabic. The problem is that if the phrasal verbs are very well known by students, they would not commit themselves wholly to the literal translation which is, in most cases, misleading and usually it destroys the meaning of the phrasal verb since these verbs are constructions of more than one word and cannot be translated nor understood using the word for word translation. Students do know that a word meaning changes when it is combined with another word whether it was grammatical or lexical; but it seems that they have no other choice apart from the literal translation

In addition to that, students understand the meaning of some phrasal verbs yet they couldn't find the appropriate equivalent in Arabic; this problem is related to their knowledge and vocabulary. Students who are familiar with the English phrasal verb, when it comes to translation, they successfully render it into its appropriate form in Arabic. While those who do know the phrasal verb's meaning in English cannot find the accurate translation in Arabic; it is clear that they are unaware of their first language and that if they do have a rather rich vocabulary and enough knowledge in the first language, they would easily find its exact equivalent.

The first task proved that what is known for students is successfully translated, and what is unknown is wrongly translated.

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3.2.2. **Task Two**

Students are asked to translate a number of English sentences which contain the same previous phrasal verbs. The following tables show student's translations of these English phrasal verbs into Arabic. The results are represented by scores and percentage classified as correct, acceptable, wrong, and no answers.

**Sentence 01:** - I must get on with my work. I got behind because i spent too much time on the Internet.

**Table 21:** Students' translations of the sentence number 01.

	Students answer	N°	%
Correct answers	تأخرت/تخلفت	37	41,11%
Acceptable answers	تخادلت/تهاونت	03	3,33%
Wrong answers	ابتعدت عن العمل/تركت عملي	40	44,44%
No answer		10	11,11%
Total		90	100%

The table above shows that 44,44% of the students have translated the sentence incorrectly ; Most of them have rendered the phrasal verb " get behind" into : ابتعدت عن العمل/تركت عملي. This means that the participants have had no idea about its meaning and their attempts to achieving the accurate meaning using the context were unsuccessful. on the other hand, 41,11% have transferred it correctly into : تأخرت/تخلفت.this can be

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explained as the students are aware of its meaning in advance or they have understood the meaning through the context , Also 3,33% of them have provided acceptable interpretations as : تهاونت/تخادلت. Yet, 11,11% have left blanks. I.e. they have found difficulty to recognize the right equivalent in Arabic.

**Sentence 02:-** Are you leaving now? I will come with you to see you out because our new office building is a bit complicated.

**Table 22:** Students' translations of the sentence number 02.

	Students answer	N°	%
Correct answers	أراففك /أفودك للخارج	25	27,77%
Acceptable answers	أرشدك/أوصلك للخارج	05	5,55%
Wrong answers	أراك في الخارج	52	57,77%
No answer		08	8,88%
Total		90	100%

In the second exercise 57,77% of the students have translated the English phrasal verb "see out" in the sentence above wrongly into : أراك في الخارج. They have used literal translation to deal with phrasal verb. This is wrong and this method is risky as it may disrupt meaning. 27,77% have rendered it correctly into Arabic as : أرافق للخارج . This is may be due to the fact that the context have helped them to provide the right translation and 5,55% have presented acceptable answers such as : أوصلك للخارج. However, 8,88%

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have not written any answer mainly because of the students' ignorance of this phrasal verb.

**Sentence 03:** - The nurse was with me when I came round after the operation.

**Table 23:** Students' translations of the sentence number 03.

	Students answer	N°	%
Correct answers	استفقت	22	27,77%
Acceptable answers	استيقظت	09	10%
Wrong answers	خرجت/انتهيت/تعافيت	49	54,44%
No answer		07	7,77%
Total		90	100%

54,44% of the participants have rendered the phrasal verb "come round" in a wrong way as : تعافيت/خرجت/انتهيت. These interpretations do not suit the intended context of the sentence as they are irrelevant to its meaning. 27,77% of them have translated it correctly. This result means that they have understood the meaning in English so that they were able to find its equivalent in Arabic, moreover, 10% have answered by يستيقظ which is not the exact equivalent but it can be seen as an acceptable one. Nevertheless, 7,77% of the students have not translated the sentence being unfamiliar to this combination.

**Sentence 04:** - I usually flick through a magazine before buying it.

**Table 24:** Students' translations of the sentence number 04.

	Students answer	N°	%
Correct answers	أتصفح/القي نظرة سريعة	38	42,22%
Acceptable answers	أقلب	18	20%
Wrong answers	أتجول في/أتحقق من	20	22,22%
No answer		14	15,55%
Total		90	100%

42,22% of the students have translated this phrasal verb correctly into أتصفح/القي. 22,22% have failed to deal with it. They have given unacceptable equivalents such as : أتجول في/أتحقق من المجلة : , this is mainly because of their lack of vocabulary in the target language. 20% of them have given acceptable answers using the context which helped to comprehend the meaning of the phrasal verb and determine the right translation. Yet, 15,55% have not translated the sentence at all.



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**Sentence 05:** - The doctor hasn't ruled out the possibility that he might have cancer.

**Table 25:** Students' translations of the sentence number 05.

Students answer		N°	%
Correct answers	يستبعد/يلغي/يستثني شيء	25	27,77%
Acceptable answers		00	0%
Wrong answers	ينتبه/يحدد/يتوقع	53	58,88%
No answer		12	13,33%
Total		90	100%

58,88% of the students have rendered the English phrasal verb " rule out" wrongly into ينتبه/يتوقع/يحدد. They have relied on the context which is not always beneficial and also due to their lack of knowledge about the target language. 27,77% have understood this phrasal verb thus they have provided appropriate translation as : يستبعد/يستثني. 13,33 have found difficulty to present the idea in Arabic as it is unclear combination to them hence they have left blanks. No acceptable answer has been provided.

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**Sentence 06:** - I hope to catch up with Freda when I am in Berlin; I haven't seen her for years.

**Table 26:** Students' translations of the sentence number 06.

Students answer	N°	%
Correct answers	التقي 65	72,22%
Acceptable answers	00	0%
Wrong answers	أصاف/أتسكع 18	20%
No answers	07	7,77%
Total	90	100%

The majority of the students (72,22) have interpreted the phrasal verb in a correct way as التقي. This is either due to the fact that the context has helped them in finding the accurate meaning in the target language or because of their familiarity with the phrasal verb. Nevertheless, 20% of the participants have provided irrelevant equivalents such as : يصادف/يتسكع ; they have probably used the context in a wrong manner to reveal the exact Arabic meaning. Moreover, 7,77% have had no idea about this phrasal verb. No acceptable answers have been presented.

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**Sentence 07:** - The abbreviation CV stands for curriculum vitae.

**Table 27:** Students' translations of the sentence number 07.

	Students answer	N°	%
Correct answers	يرمز الى/يشير/يساند/يؤيد	10	11,11%
Acceptable answers	يرجع الى/يدل على/يعود على	26	28,88%
Wrong answers	يعني/تحل محل	25	27,77%
No answer		29	32,22%
Total		90	100%

32,22% of the students have left empty spaces. This is mainly because of the lack of comprehending the context and their ignorance to the phrasal verb meaning in the target language. 28,88% have provided acceptable translations such as : *يعود على/يرجع الى* : which are close to the exact meaning but not proper ones. They had difficulties to opt the suitable words to transfer the intended idea in Arabic. 27,77% have given wrong answer. They have rendered it into *تحل محل*. It seems that they have failed to find its accurate equivalent. However, Only 11,11% have provided correct answer and presented the exact meaning.

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**Sentence 08:** - When Emma is criticized she doesn't hesitate to bite back.

**Table 28:** Students' translations of the sentence number 08.

	Students answer	N°	%
Correct answers	ينتقم/يرد بالمثل	34	37,77%
Acceptable answers		00	0%
Wrong answers	ترد العضة/ تحارب	31	34,44%
No answer		25	27,77%
Total		90	100%

The phrasal verb "bite back" has been translated correctly into Arabic as : ترد : by 37,77% of the participants. They have understood the phrasal verb and succeeded in achieving the accurate meaning in the target language.

Nevertheless, 34,44% have rendered it incorrectly into تحارب/ترد العضة. Some students have used literal translation regardless of the context where the phrasal verb occurs while others have given unacceptable equivalent in that context. Furthermore, 27,77% have had no idea about its meaning ; thus they have left unfilled space. No acceptable answers have been presented.

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**Sentence 09:** - He knew the money was going to dry up, this is why he was not prepared to continue the project.

**Table 29:** Students' translations of the sentence number 09.

	Students answer	N <sup>o</sup>	%
Correct answers	ينفذ/ينتهي	41	45,55%
Acceptable answers		00	0%
Wrong answers	يذهب سدا أو هدرا/تصبح مجففة	27	30%
No answer		22	24,44%
Total		90	100%

The table above shows that 45,55% of the students have rendered the English phrasal verb "dry up" in a correct way as : *ينفذ/ينتهي*. This successful translation is due to their awareness of the context or maybe they have already known its meaning, still 30% have given inappropriate translation to this phrasal verb as : *يذهب سدا أو هدرا*. This is because of their lack of knowledge and vocabulary in the target language, also their unawareness of the context. Furthermore, 24,44% of them have left blanks. It is basically due to the fact that they have encountered difficulty to understand this phrasal verb and translate it into its Arabic equivalent. No one has given acceptable answer.

**Sentence 10:** - This project may down fall because of the lack of funds.

**Table 30:** Students' translations of the sentence number 10.

	Students answer	N°	%
Correct answers	يفشل/ينهار/يسقط	59	68,88%
Acceptable answers		00	0%
Wrong answers	يضيع/يتوقف	07	7,77%
No answer		21	23,33%
Total		90	100%

The majority of the students have translated the phrasal verb "down fall" properly into يفشل/ينهار/يسقط. This is mainly due to the fact that it is common and knowledgeable for them, also because of their awareness to the target language vocabulary. Yet, 23,33% have provided irrelevant equivalents such as : يضيع/يتوقف ; being misled by the context which has helped in no way the participants to find the right meaning and 23,33% have not answered as a result of their unfamiliarity to this phrasal verb. No acceptable interpretation has been presented.

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**Sentence 11:** we head off at 7 a.m. and didn't return until after dark.

**Table 31:** Students' translations of the sentence number 11.

	Students answer	N°	%
Correct answers	على الساعة السابعة صباحا <u>خرجنا</u> /غادرنا-	41	45,5%
Acceptable answers	على الساعة السابعة صباحا <u>انطلقنا</u> -	20	22,2%
Wrong answers	استيقظنا / وصلنا/ ترأسنا على الساعة السابعة صباحا-	14	15,5%
No answer		15	16,6%
total		90	100%

The table shows that the majority of students translated the above sentence correctly; 45,5% of subjects transferred it into خرجنا and غادرنا. Yet, 22,2% of participants provide acceptable answers, most of them transferred it into انطلقنا. However, 15,5% gave unacceptable answers translating it literally as ترأسنا, others did rely on the context but still could not find the appropriate equivalent so that they translated it into استيقظنا and وصلنا, which is not considered right. 16,6%, on the other hand, left it blank even though the expression is clarified by the context. The result is that the majority of students are familiar with this phrasal verb and if not they understood the meaning through the context of the sentence.

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**Sentence 12:** I didn't feel too good for the first few weeks but that's all worn off now.

**Table 32:** Students' translations of the sentence number 12.

	Students answer	N°	%
Correct answers	كل شيء زال/ اختفى الآن-	15	16,6%
Acceptable answers	كل شيء تلاشى/انتهى الآن -	47	52,2%
Wrong answers	كل شيء أحسن الآن	18	20%
No answer		10	11,1%
Total		90	100%

It is observed from the translation of most students (52,5%) that the equivalent of wear off is تلاشى though it is not the exact meaning. The adequate equivalent given by students is كل شيء زال or اختفى الآن translated by a score of only 15 students of the whole number of subjects. 20% of students ignored the meaning of the expression isolated and relied on the sentence to translate it as كل شيء أحسن الآن; while the meaning is correct in this context, it is not the appropriate equivalent of wear off. 11,1% of subjects, due to their poor knowledge and vocabulary, could not understand the meaning of the sentence nor the expression, so they left it blank.



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**Sentence 13:** The government says that it is doing all it can to stamp out the problem of drugs.

**Table 33:** Students' translations of the sentence number 13.

	Students answer	N°	%
Correct answers	تفعل الحكومة كل ما بوسعها لمكافحة/ للتصدي/ للحد من مشكلة المخدرات	40	44,4%
Acceptable answers	تفعل الحكومة كل ما بوسعها لمنع/ لحل/ للقضاء على مشكلة - المخدرات	27	30%
Wrong answers	تفعل الحكومة كل ما بوسعها لختم/ لإطفاء مشكلة المخدرات-	13	14,4%
No answer		10	11,1%
Total		90	100%

As the table shows, the situation has a great significant to remove ambiguity in each context, the proof is that 44,4% of students translated the sentence correctly into *تفعل الحكومة كل ما بوسعها لمكافحة/ للتصدي/ للحد من مشكلة المخدرات* 30%, similarly, gave acceptable answers and transfer it into *تفعل الحكومة كل ما بوسعها لمنع/ لحل/ للقضاء على مشكلة المخدرات*. Yet the rest of the sample 25,5% could not understand the right meaning of the expression despite contextualisation; including 14,4% totally wrong answers (*تفعل الحكومة - (كل ما بوسعها لختم/ لإطفاء مشكلة المخدرات*) and 11,1% blanks.

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**Sentence 14:** My sister wants to leave college but my parents are trying to talk her out of it.

**Table 34:** Students' translations of the sentence number 14.

	Students answer	N°	%
Correct answers	والدادي يحاولان اقناعها بالعدول عن رايها-	50	55,5%
Acceptable answers	والدادي يحاولان مناقشتها حول هذا الموضوع-	09	10%
Wrong answers	والدادي يحاولان منعها من هذا الموضوع-	20	22,2%
No answer		11	12,2%
Total		90	100%

The situation is the most important key to translate talk out into its proper form in Arabic. 55,5%, more than half of the sample, translated it the right way into والدادي يحاولان اقناعها بالعدول عن رايها. 10% understood it as والدادي يحاولان مناقشتها حول هذا الموضوع, the answer is not completely right but still acceptable. 22,2% did not get the meaning or maybe they are unfamiliar with it so that they transferred the sentence into والدادي يحاولان يمنعها من هذا الموضوع, and that is totally wrong and cannot be accepted as an equivalent of talk out. Finally, 12,2%, the remaining subjects of the sample, gave no answer as a proof of their ignorance in English.

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**Sentence 15:** Tamara was ill for a month, so she fell behind with her schoolwork.

**Table 35:** Students' translations of the sentence number 15.

	Students answer	N°	%
Correct answers	لهذا تخلفت عن أداء واجباتها المدرسية.	07	7,7%
Acceptable answers	لهذا تراجع/تراجعت/ تاخرت عن واجباتها المدرسية.	29	32,2%
Wrong answers	لهذا سقطت/ رسبت/ فشلت في واجباتها المدرسية.	33	36,6%
No answer		11	12,2%
Total		90	100%

As can be seen in the table above, the right meaning was known to the minority of students, only 7 subjects from 90 understood the expression correctly; they translated the expression into *لهذا تخلفت عن واجباتها المدرسية*. 32,3% of students translated it as *لهذا تراجع/تراجعت/ تاخرت عن واجباتها المدرسية* these two Arabic equivalents are closer, yet, they are not the exact ones. 36,6% of participants gave wrong answers, it is clear that they do not know that fall behind means to not do something at the right time, therefore; they transferred it into *سقطت* and *فشلت*, *رسبت*; they were misled by the context as if they understood it as to fail, other translated it literally as *سقطت*. 12,2% have not translate it despite contextualisation and left it blank.

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**Sentence16:** Do you think you could squeeze in lunch with me sometime?

**Table 36:** Students' translations of the sentence number 16.

	Students answer	N°	%
Correct answers	هل يمكن ان تنحشر من وقتك للغداء معي يوما-	11	12,2%
Acceptable answers	هل يمكن ان ترافقني/تنظم للغداء معي يوما-	27	30%
Wrong answers	هل يمكن ان تلتقي/ تتناول للغداء معي يوما-	36	40%
No answer		17	18,8%
Total		90	100%

As it is shown in the preceding table, the majority of students, that is 40%, have given wrong answers being misled by the context; some translated squeeze in into تلتقي but the greater score was for those who understood it as هل يمكن ان تتناول الغداء معي يوما. Only 12,2% have understood that the meaning of to squeeze in is to manage to get in a small space, and translated it into تنحشر. 30% have given acceptable answers this shows that they do have an idea about the expression but not exactly. Finally, 18,8% left it blank. The result is that this phrasal verb is unknown to the majority of students and the context did not help subjects so much; the scores confirm this point.

**Sentence17:** The lecturer spoke so fast that I could only scribble down a few notes.

**Table 37:** Students' translations of the sentence number 17.

	Students answer	N°	%
Correct answers	تمكنت من خربشة بعض الملاحظات فقط.	12	13,3%
Acceptable answers	تمكنت من كتابة/ تدوين بعض الملاحظات فقط.	49	54,4%
Wrong answers	تمكنت من فهم/ سماع/ تذكر بعض الملاحظات فقط.	19	21,1%
No answer		10	11,1%
Total		90	100%

The table shows that only 13,3% of students have understood the sentence correctly and given its adequate translation which is *تمكنت من خربشة بعض الملاحظات فقط*. Relying on the situation, 54,4% understood its closer meaning and transferred into *تمكنت من كتابة/ تدوين بعض الملاحظات فقط*. However, the context is not always helping, sometimes it may be misleading; students who are unfamiliar with such expressions misunderstood its meaning. They thought the meaning of scribble down was to hear to remember to understand...etc therefore, many (21,1% of subjects) has transferred it into *تمكنت من فهم/ سماع/ تذكر بعض الملاحظات فقط* which is completely wrong. From the other hand, 11,1% of participants did not translate the sentence at all.

**sentence18:** Jill had agreed to come with us tomorrow, but she has backed out by the last minute.

**Table 38:** Students' translations of the sentence number 18.

	Students answer	N°	%
Correct answers	وافقت جيل على المجيء لكنها تراجعته/غيرت رأيها في الدقائق الاخيرة	66	73,3%
Acceptable answers	وافقت جيل على المجيء لكنها انسحبت في الدقائق الاخيرة-	02	2,2%
Wrong answers	وافقت جيل على المجيء لكنها عادت / ذهبت / خرجت في - الدقائق الاخيرة	12	13,3%
No answer		10	11,1%
total		90	100%

It is clear from the above table that most students are familiar with the English phrasal verb back out ;therefore, 73,3% have correctly translated the sentence into وافقت جيل على المجيء لكنها عادت / ذهبت / خرجت في الدقائق الاخيرة. Yet only 02 students have understood the meaning but cannot give the accurate equivalent in Arabic so they translated it into انسحبت. However, 13,3% were not able to translate it the right way, so that they transferred into وافقت جيل على المجيء لكنها عادت / ذهبت / خرجت في الدقائق الاخيرة; these three suggestion indicate that students have relied on the literal translation of back (عادت)

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and out (خرجت), while ذهبت is totally wrong. The rest of the sample representing 11,1% did not answer.

**sentence19:** She broke down when she was told the bad news.

**Table 39:** Students' translations of the sentence number 19.

	Students answer	N°	%
Correct answers	انهارت عند سماعها الاخبار السيئة	45	50%
Acceptable answers	سقطت عند سماعها الاخبار السيئة	23	25,5%
Wrong answers	جرحت/ توقفت/ بكت عند سماعها الاخبار السيئة	12	13,3%
No answer		10	11,1%
total		90	100%

As the table illustrates, the English phrasal verb to break down is very well known to second year learners of English, since half of the sample translated the sentence correctly into انهارت عند سماعها الاخبار السيئة. 25,5% of participants, it seems, do have an idea about it or they have passed through ; therefore they understood its close meaning yet could hardly find its proper equivalent in Arabic and that is why most of them transferred it into سقطت عند سماعها الاخبار السيئة, which is acceptable to some degree. However, 13,3% as the table shows, are not familiar with this expression they have relied most on the situation and translated at into جرحت/ توقفت/ بكت عند سماعها الاخبار السيئة;

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the tree suggestion have nothing to do with the appropriate meaning of break down.

Finally 11,1% did not answer.

**Sentence20:** When we arrived in town, we were surprised to see how run down it looked.

**Table 40:** Students' translations of the sentence number 20.

	Students answer	N°	%
Correct answers	تفاجأنا كيف تبدو مدمرة/ منهارة-	21	23,3%
Acceptable answers	تفاجأنا لرؤية الفوضى هناك -	01	1,1%
Wrong answers	تفاجأنا لرؤية المطر/التطور/ الازدحام -	38	42,2%
No answer		30	33,3%
total		90	100%

It is clear from the table 40 that the above expression is not well known to most of the subjects. Despite the context, only 23,3% were able to translate the sentence into its appropriate form in Arabic (تفاجأنا كيف تبدو مدمرة/ منهارة). One single person translated it as تفاجأنا لرؤية الفوضى هناك which is acceptable in this context since it gives the meaning of rundown. 42,2% wrongly translated it into تفاجأنا لرؤية المطر/التطور/ الازدحام; within these translations some adopted the literal translation, yet they were confused between run and rain that is why they translated the sentence into تفاجأنا لرؤية المطر. Others committed



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themselves to the context in which the phrasal verb was embedded, that is why they translated into التطور/ الازدحام. Finally, the remaining subjects neither correctly nor wrongly answered the sentence.

### 3.2.2.1. Discussion of Task Two Results

The results of the second task reveal that EFL students at Mohammad Sedik Ben Yahya University confront some challenges when translating the English phrasal verbs into Arabic. Though the phrasal verbs are contextualised, learners still adopt the word for word translation as a method for their interpretation of meaning. The literal translation therefore is representing the key problem of unsuccessful translation. The second problem is that, in the case of unknown phrasal verbs, students try to guess the meaning from the context. It is very well known that the context and the situation have an essential role in determining the meaning of words and expressions that hold a degree of ambiguity and uncertainty for learners. Yet this option is not always successful; the context may be confusing and may hold students back from getting the right answer. It is concluded that students who are familiar with the English phrasal verbs often succeed in their translations, while those who are not, despite the context, fail in providing a correct translation.

### **Conclusion:**

The test, upon which the present study is built, is made up of two tasks. The first task is a test of knowledge; we have tested students knowledge of the English phrasal verbs and their ability to translate them into Arabic in order to reject or confirm our

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hypothesis. The second task is made up to find students' difficulties when translating phrasal verbs that are embedded within a linguistic context. It was hypothesised that if students understand the meaning of the EPVs in English they will probably find their equivalent meaning in Arabic. The results show that when students are familiar with the English phrasal verb they translate it correctly; and when they are not they fail.

It is concluded that some students' translation of phrasal verbs is correct because they have already passed through, i.e., they are very well known for them. And that the others fail to translate them properly because of their ignorance and unfamiliarity.

Moreover, the results proved that the context can help getting the adequate translation when there is some ambiguity; however, this is not a good option when there is a total ignorance of the English phrasal verbs. It is important to note that, through the test, we have noticed that a small number of students are familiar with some phrasal verbs but they were unable to find the correct translation in Arabic. That is due to their ignorance in their first language that is Arabic.

To sum up, second year students of English fail when translating the English phrasal verbs into Arabic, and the most important problem that lies behind that is their reliance on the literal translation and their poor background knowledge in the English phrasal verbs.

## **General Conclusion**

The present study has shed light on one of the most difficult fields for learners that is the translation of the English phrasal verbs into Arabic. They are a very important component, contributing in understanding and communicating with native speakers as they are frequently used in written and spoken language. In the first chapter, this study has dealt with some theoretical frameworks about translation and the English Arabic phrasal verbs. Then, in the second chapter, it has provided the practical part including the analysis of the results of the test given to EFL students. The main objectives of this study is to investigate the difficulties encountered by EFL learners in translating the English phrasal verbs into Arabic, to find out why they are unable to translate the English phrasal verbs into Arabic correctly, and how does this failure effect their quality of translation. The results have shown that second year students of English are not able to translate the English phrasal verbs into Arabic properly, being misled and confused with simple verbs, using the wrong translation method; the literal one, or due to their reliance on the context which could be a helpful or a misleading means in achieving the correct translation. Phrasal verbs are misleading as they are unpredictable and cannot be guessed, thus, In order to resolve the problems of their translation, students should learn the English phrasal verbs by heart particularly the most common and the most important ones since it would be impossible to learn by heart all the combinations. Besides, phrasal verbs are similar to irregular verbs. They should be memorized and practiced as often as possible. The context can also be useful if it is used in a correct manner.

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## **Appendix**



### Translation Test for Second Year Students

The test takes one hour and a half.

**Task one:**

Translate the following phrasal verbs into Arabic.

1. Get behind: .....
2. See out: .....
3. Come round: .....
4. Flick through: .....
5. Rule out: .....
6. Catch up: .....
7. Stand for: .....
8. Bite back: .....
9. Dry up: .....
10. Down fall: .....
11. Head off: .....

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12. Wear off: .....

13. Stamp out: .....

14. Talk out: .....

15. Fall behind: .....

16. Squeeze in: .....

17. Scribble down: .....

18. Back out: .....

19. Break down: .....

20. Run down: .....

**Task two:**

Translate the following sentences into Arabic.

1. I must get on with my work. I got behind because I spent too much time on the Internet.

.....

2. Are you leaving now? I will come with you to see you out because our new office building is a bit complicated.

.....

3. The nurse was with me when I came round after the operation.

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.....

4. I usually flick through a magazine before buying it.

.....

5. The doctor hasn't ruled out the possibility that he might have cancer.

.....

6. I hope to catch up with Freda when I am in Berlin; I haven't seen her for years.

.....

7. The abbreviation CV stands for curriculum vitae.

.....

8. When Emma is criticised she doesn't hesitate to bite back.

.....

9. He knew the money was going to dry up, this is why he was not prepared to continue the project.

.....

10. This project may down fall because of the lack of funds.

.....

11. We head off at 7 a.m. and didn't return until after dark.

.....

12. I didn't feel too good for the first few weeks but that's all worn off now.

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.....

13. The government says that it is doing all it can to stamp out the problem of drugs.

.....

14. My sister wants to leave college but my parents are trying to talk her out of it.

.....

15. Tamara was ill for a month, so she fell behind with her schoolwork.

.....

16. Do you think you could squeeze in lunch with me sometime?

.....

17. The lecturer spoke so fast that I could only scribble down a few notes.

.....

18. Jill had agreed to come with us tomorrow, but she has backed out by the last minute.

.....

19. She broke down when she was told the bad news.

.....

20. When we arrived in town, we were surprised to see how run down it looked.

.....

## ملخص

هذا البحث هو عبارة عن بحث نوعي وكمي يهدف الى تسليط الضوء على أهم المشاكل والصعوبات التي يواجهها طلاب السنة الثانية للغة الانجليزية بجامعة محمد الصديق بن يحيى -جيجل- عند ترجمة الأفعال المركبة من اللغة الانجليزية إلى اللغة العربية. وتكمن أهمية الدراسة في إبراز أهم الأسباب والعراقيل التي تشكل حاجزا لوصول هؤلاء الطلاب لترجمتها بشكل صحيح. وللإجابة على الإشكالية المطروحة قمنا ببناء بحثنا على الفرضية التي مفادها أن الطلاب سيقومون الأفعال المركبة بشكل صحيح فقط في حال معرفتهم للمعنى الخاص بها أو اعتمادهم على الطريقة الصحيحة لترجمة هذه الأفعال المركبة. وقد تم جمع البيانات عن طريق اختبار مكون من تمرينين حيث يحتوي التمرين الاول على مجموعة من الأفعال المركبة باللغة الانجليزية وطلبنا منهم ترجمتها الى اللغة العربية بغية جمع معلومات حول مدى معرفة الطلبة بهذه الأفعال المركبة وكم هي مألوفة بالنسبة إليهم. أما في التمرين الثاني فقد تم دعوة الطلبة إلى ترجمة مجموعة من الجمل باللغة الإنجليزية، والتي تحتوي على نفس الأفعال المركبة المدرجة في التمرين الأول. وتشير نتائج الدراسة إلى وجود صعوبة في فهم الأفعال المركبة باللغة الانجليزية لدى الطلبة، وبالتالي عدم القدرة على ترجمتها بشكل صحيح إلى اللغة العربية؛ ذلك أن الطلبة اعتمدوا عموما على المعنى الأساسي لأجزاء الأفعال المركبة منفصلة عن بعضها البعض، وفي بعض الأحيان اعتمدوا على السياق مما أدى إلى ظهور ترجمات تحمل معنى خاطئ وذلك بسبب جهلهم التام بمعانيها. كما أثبتت النتائج أن الطلبة يميلون إلى الاعتماد المطلق على الترجمة الحرفية التي لا تكون مناسبة في اغلب الاحيان وهذا ما يجعل إجاباتهم خاطئة.

**الكلمات المفتاحية :** الأفعال المركبة، الصعوبات ، المعنى الأساسي، السياق، الترجمة الحرفية.