Syntactic and Semantic Problems in Translating English Phrasal Verbs into Arabic

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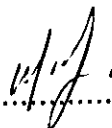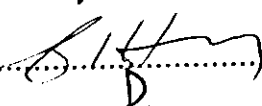
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April 2002

Dedication

To The Memory Of My Late Parents,

To My Wife, And To My Children I Dedicate This Humble Thesis.

Acknowledgement

I would like to record my deepest and profound gratitude and appreciation to my supervisor Professor Mohammed Al-Shorafat whom I extremely revere and appreciate for his endless patience, wise guidance, fruitful suggestions and useful comments.

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Abstract

Syntactic and Semantic Problems in Translating English Phrasal Verbs into Arabic

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Phrasal verbs cause serious problems for student translators in translating from English into Arabic. The exact meanings of some of them are sometimes very difficult to specify by the student translator.

This study is designed to investigate the difficulties concerning phrasal verbs which student translators may face when translating from English into Arabic. A test was designed and distributed to students of translation at Yarmouk University and at the University of Jordan. The results of this study were analysed and studied, and recommendations were offered to overcome the difficulties of phrasal verbs.

The present study consists of five chapters. The first chapter is a general introduction which explains the problem of phrasal verb in translation and identifies the method and procedures of this study.

Chapter two reviews the related studies concerning phrasal verbs whether from grammatical perspective or from translational point of view.

Chapter three is a grammatical analysis of phrasal verbs concerning their syntactic and semantic criteria. It also sheds light on different aspects regarding this phenomenon and offers more information regarding it.

Chapter four constitutes the basic part of the study in which the results of this study are examined and analysed. The results showed that the students' competence concerning this important area of English, i.e., the phrasal verbs was low. The results also showed that the percentage of correct answers of the whole test was only 42.48% while 57.52% went for the incorrect answers. This low performance indicated that the subjects of this study were not able to deal with this sort of English verbs, i.e., the phrasal verbs accurately. This chapter also focuses on the role of context in determining the meaning of phrasal verbs.

The final chapter presents conclusions and recommendations. The most important finding of this study is that this linguistic phenomenon; i.e., the phrasal verb should be given more attention in all stages of learning including that of higher education. Bilingual dictionaries should be designed, and more strategies of teaching phrasal verbs should be developed.

Chapter One
General Introduction

1.1. Preview

There is no doubt that translation plays a significant role as a means of communication among nations and cultures all over the world. In this regard, Hatim and Mason (1990: 1) write, "translation is a useful test case for examining the whole issue of the role of language in social life." They consider translation as a communicative process which takes place within a social context. They also state that, "translation is a process which involves the negotiation of meaning between producers and receivers of texts." (ibid: 3).

Newmark (1988:5) defines translation as "rendering the meaning of a text into another language in the way that the author intended the text." The final intention of translation is to transfer as many source language (sl) words to the target language (tl) as possible. He considers translation as a means of communication, an instrument of transmitting culture, a technique for learning foreign languages, and a source of personal pleasure.

Translation is a form of interlingual communication that involves a source language and a target language. And the main concern of translators is to capture the meaning in interlingual communication.

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Meaning is divided by linguists into two types: denotative meaning; that is, the lexical meaning of words, and connotative meaning, that is, what is suggested beyond the lexical meaning. Since the concept of meaning is a complex one, some experts of translation talk about translation as a project for transferring texts from one language to another.

According to the definitions cited above, translation is simply an art which aims basically at transferring the meaning of a certain text from a source language to a target language without distorting the meaning of the original text. Hence, it is an international means of communication between two different nations or more all over the globe.

Like other kinds of translation, English-Arabic translation causes serious problems encountered by student translators because of the linguistic differences between the two languages regarding their phonology, morphology, syntax and semantics. So, the student translator should have a good knowledge of both English and Arabic regarding such branches of linguistics. Moreover, he has the take into consideration the culture-specific terms, the collocational restrictions which bind the relationship between the verb and its second element, and the fixed and highly idiomatic expressions which may have no equivalents in Arabic. Furthermore, he should be aware of strategies which may help him/her to overcome these obstacles in translating process in order to achieve his/her task accurately. Otherwise, his/her mission will be in vain.

The difficulties that may encounter the student translator are numerous, but this study specifically deals with verb-particle combination, i.e., phrasal verbs as a problem in English- Arabic translation. English phrasal verbs as lexical units, may, in one way or another, cause major

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problems in translating English texts into Arabic (as Arabic lacks this type of verb- particle combination) (Heliel 1994).

What is a phrasal verb? Many grammarians (Courtney, 1983; Turton & Manser, 1985; Celce & Larsen, 1983; among others) define a phrasal verb as a combination which consists of a verb as a root and an adverbial particle or a preposition or a combination of the two which together have an idiomatic or a figurative meaning that cannot be deduced from its individual constituents. As idiomatic items, many phrasal verbs cannot be understood by nonnative speakers of English, specially student translators who will find them difficult to translate.

Syntactically, Courtney (1983: v) identifies three types of phrasal verbs: (a) a phrasal verb made of verb plus adverb, as in "The old lady was **taken in** by the salesman". ('deceived'); (b) a phrasal verb made of verb plus preposition, as in "She **set about** making a new dress". ('started');(c) a phrasal prepositional verb made of verb plus adverbial particle plus preposition, as in "I cannot **put up with** him, he is always complaining". ('tolerate').

In a sense, these combinations may be considered as "set expressions" of two or more words integrated into a unit which often has a specialized meaning as a whole. Unlike free combinations, they are fairly stable, fixed, and ready made. (Heliel, 1994: 143; cited in Beaugrande, 1994).

As syntactic types, phrasal verbs have the same function in sentences as single-word verbs, except that the adverbial particle may be separated from the verb. (ibid: 143). Heliel also states that the prepositional verb resists the separation of the particle, e.g., "She **looked**

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after her child/ him", but not "She looked her child/ him after". The latter sentence is not acceptable in English.

The distinction between phrasal verbs and prepositional verbs is shown by syntactic patterning, quite apart from semantics (see chapter 3). All three types of verb-particle combinations are considered multi-word verbs within a single semantic unit, and may have a one-word equivalent which is usually more formal in usage. e.g., ('surrender') for ('give in').

Semantically, phrasal verbs can be divided into three types: (a) a phrasal verb with non-idiomatic or literal meaning resulting from the individual lexical meanings. e.g., **come in, go out, stand up,**...etc; (b) a phrasal verb with a metaphorical extension opposed to a literal one, e.g., "The matter is **hedged in** with difficulties". The preceding phrasal verb means ('associated with'). The same phrasal verb used in a different context has another meaning. Consider the following sentence: "The field was completely **hedged in**". The phrasal verb used here means ('enclosed with a hedge'); (c) a phrasal verb whose parts tell us little or nothing about the idiomatic meaning of the whole, e.g., **sign off** ('in broadcast'), (to stop transmission). **catch on** ('understand') (ibid: 143-44) .

Arnold (1977: 145) suggests that the verb plus the particle form an integral whole if the meaning is not readily derived from that of the components, yielding a "set expression", e.g., "**fall out**" for ('quarrel').

Combinations with no idiomatic meaning may be referred to as "free combinations" where in: (1) the particle may retain its properties, e.g., "come/ comeback" (indicating direction); (2) the particle may mark a completive, e.g., "eat/eat up", inchoative, e.g., "run/run off", or durative, "talk/ talk away"; (3) the particle may be intensive, e.g., "sing/sing out". (ibid: 144).

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1.2. Statement of the Problem

To understand and use the idioms of a language correctly requires a degree of proficiency that is hard for the non- native speaker to acquire. An area of the English language which presents the student with particular difficulty is the idiomatic phrasal verb (Turton & Manser, 1985:iv). They also state that the separate parts of an idiomatic phrasal verb tell us little or nothing about the meaning of the whole. For example, the student may be fully familiar with the meaning of **pick** and **up** as individual words, but this knowledge does not help him when he wants to know the idiomatic meaning of **pick up** in "Business is **picking up**" (ibid:iv) .

In addition, Celce and Larsen (1983: 265) point out that there are very few non-Germanic languages that have phrasal verbs. Thus most ESL/EFL students will find such verbs strange and difficult. Yet they are such an important part of colloquial and standard English that no one can speak or understand conversational or informal English easily without a knowledge of phrasal verbs.

According to what has been mentioned above, phrasal verbs are common and used in everyday spoken English. They are very difficult to understand and translate into Arabic. The problem of such lexical items is due to the degree of their idiomaticity. The student translator should take into account the context in which such combinations occur.

The first and the second type of phrasal verbs, i.e., the literal and the completive ones would not cause problems for the student translator because their meanings can be easily understood from their individual

parts. For instance, the student translator can easily understand and translate the phrasal verbs **sit down** and **tear up** as يجلس and يمزّق

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respectively because these verbs and their particles retain their literal adverbial meanings. So, there is no problem when translating this type of phrasal verb. (Celce & Larsen, 1983: 274).

However, the third type of phrasal verbs, i.e., the idiomatic one, is the most difficult to understand and to translate into Arabic as their meanings cannot be inferred from their individual constituents. (ibid: 274)

For example, the student translator may not be able to understand and to translate an idiomatic phrasal verb such as **give out** into Arabic accurately because he will not be able to get the real meaning of such a combination from its separate components. This verb-combination has several meanings when it is used in different contexts. Consider the following sentences (Khalaili, 1979: 63):

1. "Our food suplies were about to "give out" when the search party found us"; (تنفد)

2. "For no apparent reason, the car engine suddenly "gave out"; (تعطلت)

3. "A boy standing in the street is "giving out" leaflets to people passing by";(يوزع)

4. "The news caster "gave out" the news of the air disaster in a grave voice"; (أعلن)

5. "Burning rubber "gives out" an unpleasant smell". (ينتج/يخرج)

The syntactic problem that the student translator may face in translating idiomatic phrasal verbs is, sometimes, due to some lexical features such as transitivity, word order, and the object used. Some phrasal

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verbs have completely different meanings when they are used transitively or intransitively, consider the following sentences:

6.   a- "Harold **turned on** the radio."   (vt)

      b- "Harold **turned on** to punk rock."   (vi)

7.   a- "Bibi **came across** a new recipe for fudge."   (vt)

      b- "Bibi really **came across** well."   (vi)

(Celce & Larsen: 1983: 266)

The preceding examples show that the same phrasal verb can be used transitively and intransitively with completely different meanings. The idiomatic phrasal verb used in sentence (6a) means "allowed the electric current to flow", but it means "was strongly attracted by" in (6b). The previous sentences can be tﺮ_ﻨslated into Arabic as أدار هارولد المذياع and تأثر هارولد بشدة بموسيقى الروك, respectively. In sentences (7a) and (7b), the phrasal verb came across means "met by chance" in the first and "made a good impression" in the second. These sentences can be translated into Arabic as عثر بيبي مصادفة على وصفة لصنع الفج and ترك بيبي انطباعاً جيداً , respectively. Because this sort of phrasal verbs can be used transitively or intransitively with completely different meanings, the student translator may be puzzled by them. His task will be fruitless, if he doesn't focus on the context and see hints, if any, in order to guess the meaning of such combinations.

Moreover, word order, may cause another problem for the student translator who may find himself stuck when he attempts to translate sentences like the following:

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8. a- "I saw the plan **through**."

    b- "I saw **through** the plan." (Seidl & Mcmordie, 1989:102)

The meaning of sentence (8a) is completely different from that of sentence (8b). The former means "I persevered until the plan was completed", and the latter means "I recognized the deception of the plan". The sentences cited above can be translated into Arabic as ثابرت على متابعة الخطة حتى نهايتها and أدركت الحيلة التي تنطوي عليها الخطة, respectively.(ibid: 102)

Furthermore, the sort of object the phrasal verb has causes another problem for the student translator. When the object used is a person, the meaning of the phrasal verb utilized differs from that when the object used is a thing. Consider the following sentences:

9. a- "I listened to the speech carefully, but still I couldn't **take it all in**."

    b- "The salesman finds it easy to **take in** old ladies and persuade them to give him their money." (Courtney, 1983:648)

The phrasal verb **take in** used in the preceding sentences has two completely different meanings. It means "understand" in the first and 'deceive' in the second. Therefore, the student translator should pay more attention to the object used in the context with which he is dealing.

In addition, many idiomatic usages are peculiar to a single language where they may sound natural to native speakers but strange to non-native speakers. This applies to verb-particle combinations in which the verb by itself would have a radically separate interpretation. Consider these sentences:

10. a- "The audience **cracked up** at every joke."

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b- "The vendor **cracked** the coconut with a machete." (Heliel, 1994: 147)

The phrasal verb used in (10a) means "burst into laughter", and the ordinary verb **cracked** used in (10b) means "broke up". These two verbs can be translated into Arabic as انفجروا ضاحكين and كسّر, respectively.

Also, combinations in which a normally intransitive verb takes a direct object puzzle the student translator who finds nothing similar in Arabic. Consider the following sentences:

11. a- "The students **laughed**." ضحك الطلاب

b- "The students **laughed off** their failing grades."

The phrasal verb used in (11b) means "to get rid of bad feelings by laughing." يتخلص من الشعور السيئ بالضحك (ibid: 147)

The Arabic equivalents of some English phrasal verbs vary according to the collocations. Consider these sentences:

12. a- "The Fiancé **broke** the betrothal **off**."

b- "Greece **broke off** relations with Turkey."(Courtney, 1983: 48)

The phrasal verb **break off** used in (12a) means "to end the engagement", يفسخ الخطوبة in Arabic, but in (12b) it means يقطع العلاقات الدبلوماسية.

It can be said that the problem of phrasal verbs in translation is a serious one. Some phrasal verbs used in literary texts raise problems even for professional translators, and the meanings of such combinations may be distorted if they are misunderstood. Consider the following sentences:

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13.   "I had better come ashore and be hanged there at once, and
       not to **put** it **off**." (Dickens, 1993:13)

This sentence has been translated into Arabic as:

أفعل حسنا لو ذهبت إليها وشنقت نفسي لأنتهي من هذا الأمر (دار اسامة ، ١٩٩١ : ٢٣)

The phrasal verb **put off** used in the preceding sentence means
"postpone". So, the most appropriate translation of this sentence may be:

أفضّل أن أذهب إلى الشاطئ وأشنق نفسي في الحال على أن أوجّل هذا الأمر.

14.   "He **left off** to take some of the liquor". (Dickens, 1993:15)

This sentence has been translated into Arabic as:

ثم قاطع نفسه ليبتلع بعض المشروب (دار اسامة ، ١٩٩١ : ٢٥)

The phrasal verb **left off** means "stopped". So, the most appropriate
translation of this sentence may be:

ثم توقف عن الطعام ليتناول بعض المشروب

1.3. Purpose of the Study

Phrasal verbs, as explained above, may, in most cases, hinder the
translating process when the student translator attempts to translate texts
containing such verb-combinations. The problem of translating English
phrasal verbs into Arabic arises from the fact that such lexical items have
idiomatic meanings which cannot be guessed from their separate parts. In
addition, the same verb- combination may have several meanings when it
is used in different contexts.

The present study is an attempt to shed light on the difficulties and
problems encountered by student translators who deal with texts having

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such combinations. It showed the competency or lack of it of M.A. level students of translation in the English Departments at Yarmouk University and at the University of Jordan to understand and to translate English phrasal verbs into Arabic, and how they solve this problem when translating such combinations.

This study offers some strategies suggested by (Baker 1994: 72-77) which may help the student translator to solve this difficulty in translating processes. These strategies can be summarized as follows :

1. The translator can use an idiom of similar meaning and form in the target language .

2. The translator can use an idiom of similar meaning but of different form in the target language.

3. The translator can use paraphrasing if the first two strategies can't be applied . This strategy is a common one in the translation of idioms.

4. The translator can omit the idiom in the target language if it cannot be paraphrased . But in this case the omission should not affect the meaning in the target language .

1.4. Significance of the Study

Grammarians, so far, have been explaining and discussing English phrasal verbs from a linguistic perspective. Most of the prior studies have tackled this verb - particle combination in grammar books and have treated them linguistically and pedagogically (Fraser, 1976; Celce & Larsen 1983; Palmer 1988; Seidl & Memordie,1989 among others). What necessitates the need for this study is the lack of works done on phrasal verbs from a

transnational point of view, and the importance of this area of English Language in English- Arabic translation. This study is based upon the findings which are derived from the material translated by the students of translation themselves.

1.5. Method and Procedures

The present study investigated the competency of M.A level students of translation at Yarmouk University and at the University of Jordan to understand and to translate English phrasal verbs into Arabic. To achieve the goal of this study, a test was prepared by the researcher and distributed to students in the M.A Program of translation in the English Departments at Yarmouk University and at the University of Jordan . The students were asked to translate the phrasal verbs given without consulting any dictionary or reference in order to make sure that their translation is based on their personal knowledge. The only clarification provided was the sentences which served as a context for the phrasal verbs used .

1.5.1 Population and Sample

The population of this study was the M.A level students of translation at Yarmouk University and at the University of Jordan. The subjects were students of translation in the English Departments at Yarmouk University and at the university of Jordan. The sample of this study included fourty students from the two universities who have taken at least twelve credit hours in the translation program to ensure that they have got some practice in translation and its theories enabling them to provide the data required for the purpose of this study. The only important parameter in the choice of the sample is the fact that all the subjects have passed at least twelve credit hours in translation.

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1.5.2 Data Collection

The Instrument

The researcher used a test consisting of two sections . The first section included two questions designed to obtain information about the number of credit hours and courses the students have already taken. This information was necessary to help the researcher to select a sample of only those students who have taken at least twelve credit hours in translation.

The second section contained four tasks .Task one involved (50) sentences containing phrasal verbs, and the subjects were asked to translate each phrasal verb into Arabic without consulting any dictionary or reference book. Task two consisted of (18) sentences involving phrasal verbs, but the second element was removed and the subjects were asked to complete those sentences by choosing the appropriate particle which was given in terms of multiple choice. The third task consisted of (22) sentences containing single-word verbs, and the subjects were asked to replace them by appropriate phrasal verbs which were given in terms of multiple choice too. The fourth task contained (25) sentences having phrasal verbs translated into Arabic, and the subjects were asked to choose the best translation that may give the best meaning of the sentences provided .

The test was given to the subjects in class, and they were not allowed to use any dictionary or reference to make sure that their translations and answers were based on their personal knowledge.

Specialists in the field of translation and linguistics were consulted to check the test for content validity and accuracy.

1.5.3 Data Analysis

The errors marking the problem areas the students face when translating English phrasal verbs into Arabic were identified. The strategies the students adopted in translating phrasal verbs given were classified. Moreover, the numbers of correct and incorrect translations and answers were calculated and converted into percentages and means, and the degree of ease or difficulty posed by different types of phrasal verbs given was figured out. Table 5 which summarizes the results of the whole test showed that the percentage of correct answers of the whole test was only (42.48%), while (57.52%) went for incorrect answers. The results showed that the highly idiomatic expressions and the culture-specific terms were the most difficult for the subjects in question. The most frequent strategies used by the subjects were literal translation and paraphrasing.

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Chapter Two
Review of Related Literature

2.1. Introduction

Prior studies have mainly treated phrasal verbs from a grammatical point of view (Crowell, 1964; Heaton, 1965; Bolinger, 1971; Taha, 1975; Meyer, 1975; Fraser, 1976; Hook, 1981; Palmer, 1988; among others). But what has been written about this phenomenon from a translational standpoint is rare. A few scholars have tackled this phenomenon from a translational perspective (Baker, 1992; Heliel, 1994, Anani, 1994, among others).

2.2 Phrasal Verbs From A Historical Perspective

Phrasal verbs are the most active and creative pattern of word formation in the American Language. New forms are established to express new concepts in some fields such as science, technology, art, human relations, ...etc (Meyer, 1975: 3). He also states:

> While new terminology in the sciences continues to be developed
> by using Greek and Latin word elements to describe events,
> processes, and relationships, the folk mentality takes more readily
> to the creation of the new vocabulary through the use of Anglo-
> Saxon and Early English elements to meet the need for new
> vocabulary in new fields of knowledge. (p. 3)

Meyer also adds that a phrasal verb consists of a verb and a second element which produces a verbal concept that the verb alone does not have. Using the verb **to shoot**, one can produce a great variety of differing verbal concepts by changing the second element. For instance, **shoot up** ('to rise quickly'), **shoot off** ('to remove with gunfire'), **shoot out** ('to dismiss quickly').

These concepts are complicated for non-native speakers of English, but the subtleties of meaning, word order, and intonation are all second nature to the native speaker, and they follow definite patterns (ibid: 4).

The meaning added by the second element to form the total concept may be one of the primitive, literal meanings of the element, as in **mount up, lead out, ride through,** but much of the time it is an extended meaning that has developed during the thousand year period since the element came into common use, as in **shut up,** ('be quiet'), **fall out** ('break friendship'), **get through** ('finish').

The most productive second elements used to form phrasal verbs are **about, across, along, around, away, back, by, down, in, off, on, out, over, through, under, up.** (ibid: 4)

Meyer points out that the phrasal verb pattern developed from two sources: The Old Anglo-Saxon intransitive verbs of motion such as **go, come, ride, walk, fly,** and from the old Anglo Saxon transitive verbs of actions that involved movement in space such as **strike, cut, dig, send, bring, bear.** The intransitive verbs could have certain elements as prefixes which showed the direction of movement in space made by the subject of the verb. In the 9th and 10th centuries the elements **in, off, on, out, through,** and **up,** were commonly used in this way. The transitive verbs

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could be prefixed with the same elements that were used on the intransitive verbs of motion.

In addition, Meyer indicates that the prefixes added to intransitive verbs indicated originally the position in space of the subject of the verb while moving or after having moved. Added to transitive verbs, they indicated the position in space of the object of the verb which the action of the verb is aimed to bring about.

By the 11th century these prefixes began to be shifted to a position of loose suffixation after the verb, so that one did not say **He has out gone**, but **He has gone out**.

This change came about as English gradually developed what is called logical word order, for narrative and expository prose. That order became in brief: Subject, verb, predicate. The prefixed elements denoting the direction in space of the action were felt to be secondary in importance to the action itself, and therefore, were placed after the verb. In the same way predicate nouns and adjectives came to follow intransitive verbs, while adverbs and noun objects came generally to follow transitive verbs.

This word order was well established in English by the time of Chaucer, the English language versions of the Bible, and Shakespeare, and by this time the phrasal verb was a fixed pattern for the creation of new verbal concepts.

Meyer reveals that from the 9th century to the 16th century various other particles came to be used as a second element in forming phrasal verbs. He claims that **in, on, out,** and **up** were produced during the 9th century; **away, by** and **off** during the 10th century; **over** and **through** during the 11th century; **down, under** and **about**, during the 12th century,

along and **aside** during the 13th century, **back,** during the 15th century, and **across** and **around** during the 16th century. (ibid: 5)

2.3 Phrasal Verbs in Colloquial English

Meyer (1975: 8) denotes that about forty percent of the English vocabulary is of Germanic origin. Common everyday spoken English is made up of words and expressions drawn from this source which is called by him the folk vocabulary. About sixty percent of the English vocabulary comes from Latin sources, through French, and by direct borrowing from Latin. This part of the vocabulary was gradually added to the basic Germanic stock of words, first through the influence of the church, later by the Norman conquest, and still later by the Renaissance, and the development of literature, philosophy, and science. The portion of the word stock is called by Meyer "the learned-literary vocabulary." He claims that many of those words found their way into common everyday speech so that a great number of doublets is found in colloquial English. The verb **enter** for example, is learned- literary and its folk equivalent is **come in, go in. Exit** is learned-literary and its folk equivalent is **go out, come out.**

The formal written language chooses the learned-literary form, but informal conversational English usually chooses the folk form. It is important therefore, that people who wish to communicate easily and naturally in English should spend a great deal of time becoming familiar with the phrasal verb and how to use it.

2.4. Difficulties of Phrasal Verbs

Phrasal verbs are so difficult to understand by non-native speakers of English because of their idiomaticity , (Turton and Manser 1985: iv). The student translator may find them difficult to understand and then to

serious problems for student translators because these combinations are so difficult to understand and then to translate. Their difficulty is due to the fact that their meanings cannot be guessed from their individual components. He shows that these combinations are considered as special characteristics of English Language since it has a large number of such combinations, whereas they are rare in Arabic.

Anani also argues that some English verbs may have several meanings when they are followed by different particles in different contexts. According to him, the context in which the phrasal verb occurs is an essential element that may help the translator to guess the meaning of such combinations and to translate them accurately. In addition, he indicates that the student translator should have a deep knowledge of different contexts in order to improve his competency to discover different meanings, and he has to translate idiomatic phrasal verbs according to the context in which they are used.

Furthermore, some phrasal verbs are used idiomatically, so they can be considered as pure idioms, and can be treated accordingly. In this respect Baker (1992: 62) writes:

> Idioms are frozen patterns of language which allow little or no variation in form and, in the case of idioms, often carry meaning which cannot be deduced from their individual components.

Some idiomatic phrasal verbs can be easily misinterpreted if the translator is not already familiar with them. In this sense, Baker (p. 62) adds:

> Some idioms are misleading; they seem transparent because they offer a reasonable literal interpretation and their idiomatic meanings are not necessarily signaled in the surrounding text. A large number of idioms in English, and probably all languages,

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have both a literal and an idiomatic meaning; for example, **go out with** ('have a romantic or sexual relationship with someone') and **take someone for a ride** ('deceive or cheat someone in someway'). Such idioms lend themselves easily to manipulation by speakers and writers who will sometimes play on both their literal and idiomatic meaning. In this case, a translator who is not familiar with the idiom in question may easily accept the literal interpretation and miss the play of idiom..

According to what has been stated above, the student translator should have some knowledge about idiomatic expressions and their meanings, and he has to be familiar with such combinations. Otherwise his task will be distorted and his translation will be misunderstood by the receptors.

In addition, Khalaili (1979: 5) indicates that the structure of English is very different from that of Arabic. Although in many ways grammatically simple English causes serious problems for non-native speakers particularly in its colloquial use of verbs followed by prepositions or particles; i.e., the phrasal verbs. He claims that everyday spoken English has always relied heavily on such basic verbs as **put, take, make, bring, let** and can form many combinations of these verbs with one or more prepositions or particles. He adds that these combinations look deceptively easy to non-native speakers at first sight, but their meanings can be radically different from what might be expected. So, no one can guess the meaning of such a phrasal-prepositional verb as **put up with,** ('tolerate') purely from its individual parts. Therefore, such combinations may bring about serious difficulties for student translators.

Besides, Turton and Manser (1985: 3-4) point out that if someone wants to speak English fluently, he has to be able to use phrasal verbs whose meanings and use are very difficult for non-native speakers. They add that understanding and using the idioms of a language correctly requires a good knowledge and a degree of proficiency which hardly be acquired by non-native speakers.

Phrasal verbs are considered as instruments or tools when someone wants to speak English natively. In this regard, Hook (1981: 5) argues that phrasal verbs are an essential tool to speaking English natively. The difficulties of such combinations arise from the fact that their meanings cannot be predicted or expected. So, the student translator may find himself in loss when he attempts to translate texts involving idiomatic phrasal verbs.

For her part Alexandra (2001: 2574) states that phrasal verbs as lexical items, are undoubtedly one of the most difficult tasks in learning a second language. The meaning of one single-word, if unknown or unclear, can make a whole, perfectly grammatical sentence incomprehensible. Phrasal verbs are elements of the English lexicon that are especially problematic for non-native speakers learning English as a foreign language, mainly because the meaning of already known verbs changes drastically when combined with different particles.

Furthermore, Heaton (1965: v) points out that prepositions and adverbial particles cause more difficulty to many overseas students than any other aspect of the English Language. The choice of a preposition or a particle following a certain verb, noun, adjective, or adverb can be determined only after constant practice. An important aspect of the subject is illustrated by the phrasal verb in which an adverbial particle combines

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with a verb to form a collocation possessing a new meaning. The phrasal verb must be considered as a unit, for its meaning can rarely be inferred from a knowledge of the verb and the particle separately.

Taha (1972: v) indicates that the subject of idioms (those expressions whose meaning and use is unpredictable from a knowledge of their parts) is an ever- present and very troublesome difficulty for the foreign learner of the language. For one who knows the meaning of **plumber** and **friend**, it is certainly still impossible to predict that the meaning of plumber's friend is **a suction cup on a handle**, to be used in clearing drains.

He also states that verbs and adverbs, as separate parts of speech, have received the attention of many English grammarians. Combinations of these parts of speech in verb- adverb constructions such as **boil down, carry on, get along, make out, show off**, etc, which are called phrasal verbs have, however, received the attention of only a few scholars.

He adds that differences exist among scholars regarding the name of these constructions, the identity of their second elements, and the approach to the problem. As for the name, various designations are used, such as "two-word verbs", "verb-adverb combinations", 'compound verbs', 'verb compounds', 'verbal phrases', 'group verbs', 'phrasal verbs', ...etc. Grammarians are also in disagreement concerning the identity of the second element of a phrasal verb. Among the names used are a preposition, an adverb, a prepositional adverb, a particle, an adverbial particle, and a function word. Taha prefers to call the second element of a phrasal verb "adverb-preposition" or ad-prep". As regards the difference of approach, it should be pointed out that most of the previous treatments of phrasal verbs have generally been on the basis of semantic similarity.

He indicates that the treatment of these verb-combinations should be based on their stress characteristics, word order and other syntactic characteristics.

He also displays that the reason for the adoption of the term "adverb- preposition" or "ad-prep" is that the only distinction between a so-called preposition and a so-called adverb is one of stress and juncture. Thus in the sentence "she was **called/down** the stairs", **down** which receives a tertiary stress and which immediately follows a terminal juncture, is called a preposition. But in "she was **called down**", down which receives secondary stress and which is not immediately preceded by a terminal juncture, is called an adverb. And he mentions a number of "ad-prep" elements such as **about, across, after, ahead, along, apart, around, aside, at, away, back, by, down, for, forth, in, into, off, on, out, over, through, to, under and with**, and claims that these elements can be used as either adverbs or as prepositions. (p. 2)

Doushaq and Sawaf (1988: 380) argue that a large number of Arab students learning English as a second language encounter different types of difficulties because of the wide differences between English and Arabic, regarding their phonology, morphology, and syntax. They add that English phrasal verbs represent one of the most difficult areas of learning English for Arab students .And this is due to the fact that this verb combination is more common in English than in Arabic. Moreover, they state that the Arab student tends to avoid using phrasal verbs in his speech and writing, and he normally opts for the use of the main verb only excluding the particle that should go with it.

Furthermore, they indicate that the Arab student should know that phrasal verbs are very common in Modern English speech and writing. "It

is probably true that the children of English –speaking people learn phrasal verbs earlier than any other kind of verb" (McArthur, et al, 1974:5). The Arab student should be familiar with phrasal verbs because they are essential to the mastery of the English language, and the competency to use them appropriately in context is a distinguishing feature of a native like performance in English . They also reveal that student translators may find these verb-particle combinations too difficult to understand and then to translate because they, i.e., the students may not be familiar with such combinations and their idiomatic meanings in context. The difficulty of such combinations are due to their idiomaticity and the students' unfamiliarity with them. The student translators have to focus on the context in which such combinations occur.

Chapter Three
Grammatical Analysis of Phrasal Verbs

3.1. Introduction

As seen in the previous chapters, a phrasal verb plays a significant role in the English language especially in spoken English and in informal situations. This area of English language should be paid more attention by grammarians all over the world. The English speaker usually tends to use this combination in informal rather than in formal situations, and s/he prefers it to single-word verb which may not be appropriate in certain contexts.

3.2. Types of Phrasal Verbs and Their Lexical Features

Courtney (1983) identifies syntactically three types of phrasal verbs or verb-particle combinations:

1. Phrasal verb consists of verb plus adverb;

    e.g., She was **taken in** by the salesman.　　('deceived')

2. Prepositional verb consists of verb plus preposition;

    e.g., She **set about** making a new dress.　　('started')

3. Phrasal-prepositional verb consists of verb plus adverb plus preposition.

    e.g., I can't **put up with** him.　('tolerate')　(ibid: v)

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3.3 Transitivity, Separability and Passivization of Phrasal Verbs

Palmer (1988: 222) states that the phrasal verb is a combination which consists of a verb and a preposition that is clearly to be treated as an adverb. He also indicates that there are two groups; transitive, and intransitive phrasal verbs. As a single- word transitive verb, a phrasal verb has to be considered as transitive, i.e., it takes an object, and intransitive, i.e., it doesn't take an object. Consider the following sentences:

1.   The plane **flew in .**   ('landed'). (iv.)

2.   The pilot **flew** the plane **in**. ('landed'). (tv.)

3.   The opposition **gave up.** ('surrendered'). (iv.)

4.   The opposition **gave up** their gains. ('abandoned)(tv.)
      (Palmer,1988: 222)

As seen above, the phrasal verb (flew in) in the first sentence is intransitive, and in the second sentence is transitive. The phrasal verb (gave up) used in the third sentence is intransitive and it is transitive in the last one.

Taha (1972: 4) states that there are two classes of phrasal verbs in English: those which are always invariant, either transitive or intransitive, and those which vary in type and meaning from transitive to intransitive or the reverse, and which consequently also vary in stress.

Transitive phrasal verbs take an object which may be a noun, a pronoun, or a noun phrase. Consider the following sentences:

1.   The waitress **cleared off** the table. ('to take plates, knives, etc. from a table').

2.   The waitress **cleared** the table **off**.

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3. The waitress **cleared** it **off.**

4. John **bent down** the brim of his hat. ('fold or lean downwards')

5. John **bent** the brim of his hat **down.**

6. John **bent** it **down.** (ibid: 4)

It is shown that when used with such an object transitive phrasal verbs occur in the separable-inseparable word order with a noun or a noun phrase, and only in the separable order when the object is a pronoun. But when the object is a long noun-phrase, the inseparable order is usually used, as in the following sentences:

1. He **yanked down** the whole shelf of books that Mary bought. ('pulled down sharply')

2. He **plunked down** the half dollar with a hole in it. ('paid readily') (ibid: 5)

Other characteristics of the transitive phrasal verbs mentioned above are:

a. They can be transformed into the passive voice as in:

   1. The table was **cleared off** by the waitress.

   2. The brim of the hat was **bent down.**

b. They can occur with complements as in:

   1. We **gave over** our first meeting to talking business. ('gave time to')

   2. He **yielded** the key **over** to the desk-clerk.   ('gave')

   3. Let's see if we can **match up** a tie with this suit.   ('fit')

c. They can occur with an adjunct as in:

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1. We saw Mary **off** last night. ('stayed with her before she had departed')

2. I **sent** the letter **in** yesterday.(posted)

3. **Call out** your name, please.(" to speak loudly") (ibid: 6)

3.4 Pseudo-transitive Phrasal Verbs

These are combinations which have all the features of transitive phrasal verbs except that they cannot be changed into the passive voice. Pseudo-transitive phrasal verbs are usually used figuratively in fixed idiomatic expressions which allow little or no change in word order. The following examples are illustrative:

1. He's **bitten off** more than he can chew. ('tried to do too much')

2. He became ill and **gave up** the ghost. ('died')

3. He's always **shooting off** his mouth.('talking too freely') (ibid: 6)

3.5 Intransitive Phrasal Verbs

Intransitive phrasal verbs, in contrast to the transitive ones, mentioned above, never take an object and they cannot be changed into passive voice, Consider the following examples:

1. **come in.** ('enter')

2. **Go ahead.** ('continue')

3. Why don't you **grow up?**(" to develop beyond childish thoughts and ways ")

4. My watch has **run down.** ("stopped working")

They may, however, occur with a complement, as in:

5.   He **took up** for me. ('supported')

6.   I hope your examination **turned out** well. ('resulted')

7.   Stay away from that place, or you're going to **wind up** in trouble, ('be involved') and they may also occur with an adjunct, as in:

8.   The gun **went off** unexpectedly. ("exploded")

9.   The plant **blossomed out** in April. ("to come into flower")

10.   I'll have to **push off** now.(to leave) (Taha, 1972: 7)

3.6 Variable Phrasal Verbs

This class includes phrasal verbs which vary in type and meaning from transitive to intransitive or the reverse. For instance in a sentence like:

1.   "Don't **let** the captain **down**", ('disappoint') the phrasal verb **let down** is transitive because it takes an object, it can be changed into the passive voice, and the first element of the combination receives a secondary stress in a normal, non-contrastive situation. But in a sentence like :

2.   "The captain **let down**," **let down** is intransitive because it takes no object, it cannot be changed into the passive voice, and the verbal element of the combination receives a tertiary stress in a non-contrastive and normal sentence.

Beside this variation in type, the transitive and the intransitive use of the phrasal verb discussed above vary also in meaning; thus in the former use **let down** means "to disappoint or to lower", whereas in the latter it means "to become despondent".

On the same base , **ran down** in the sentence:

3. "He **ran down** that man with his car", is a transitive phrasal verb which means "hit", but in the sentence:

4. "He **ran down** and got the books", **ran down** is an intransitive phrasal verb which means "descended quickly". (ibid: 8)

Palmer (1988:215-16) states that the English language has a large number of combinations of verb and particle such as **give in, look after, carry on, put up with** ...etc. These lexical units are extremely common, especially in spoken English, and they have some characteristics which are:

a. The number of particles which can be used in the combination is limited. Some of them are **down, in, off, on, out, up,**...etc.

b. The constructions cannot be combined freely because there are severe collocational restrictions. For instance, one can **look after** someone, but he cannot **look before** him, one can **put up with** something or someone, but he cannot **put down with** it or him or **put up without,** or **put down without** it.

c. All of these constructions can be replaced, with no change of meaning, by single-word verbs, e.g., **given in** by **(yield)**, **look after** by **(tend)**, **carry on** by **(continue)**, **put up with** by **(tolerate)**.

d. Most of transitive constructions have passive forms, e.g. :

1. His father was **looked after** by the nurse. ("was tended")

2. The family tradition was **carried on** by the son. ("continued")

3. She's a person who simply can't be **put up with.** ("be tolerated")

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The idiomaticity of phrasal verbs is closely tied up with "transparency" or "literalness". The meaning of a combination can be transparent or literal if it can be deduced from the meaning of the individual parts. If it cannot, it is opaque.

3.7 Preposition and Adverb

The term "particle" is used here as a cover term for a preposition and an adverb because it can function as either of them. Consider the following sentences:

1.   John **sat in** the chair.   (preposition)

2.   John **came in.**   (adverb)

3.   He **climbed up** the tree. (preposition)

4.   He **got up** early.   (adverb)

But there are a few particles that can function only as prepositions. Consider the following examples:

5.   He **looked at** the picture. (preposition)

   but not-*he looked at.

6.   He **looked for** his glasses. (preposition)

   but not-*he looked for.

And there are a few particles that function as adverbs and as parts of complex prepositions, but not as prepositions alone. Consider the following examples:

7.   He **walked away.**   (adverb)

   but not *he **walked away** the crowd.

8.   He **walked away from** the crowd   (complex preposition)

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The most significant type is the one that has both prepositional and adverbial function. (ibid: 218)

Palmer (1988: 218) also states that the English language doesn't have two word classes adverb and preposition, but a single class 'particle' or 'prepositional-adverb'. And the adverb can be replaced by the preposition plus a noun phrase without changing the meaning . The following examples are illustrative:

9.   He **got across**   (adverb)

10.   He **got across** the river   (preposition)

11.   He **came down**   (adverb)

12.   He **came down** the hill   (preposition) (ibid: 218)

If the relevant noun phrase is mentioned, it will be semantically redundant and therefore normally omitted. Consider the following examples:

13.   He walked to the hill and **ran up.** (the hill)

14.   He ran to the fence and **crawled under.**(the fence)

Also, when the relevant noun phrase is not mentioned,it can be guessed as in:

15.   She **took** the sheets **off.**   (the bed)

16.   He **put** his clothes **on.**   (himself)

Now, let's consider the following sentences :

17.   The canvassers **handed out** leaflets. (" distributed")

18.   The secretary **gave in** her notice.(" delivered")

19.   They **set up** a temporary office.("built / prepared")

In these sentences there is some implication of motion towards some object. The leaflets are **handed out** from the point at which the canvassers are standing, the secretary **gives** her notice into the central office, the temporary office is set upon some site or other.

However, there is not any implication of direction in the following examples :

20. The enemy **gave in.**   ('surrendered')

21. The contestant **gave in.** ('retired')

22. The old car **gave out.**   ('stopped working')

Now, consider the following sentences:

23. She **took** the washing **in.**(" into her house")

24. She **took** the homeless children **in.** (" into somewhere inside her home")

25. The conjuror **took** the whole audience **in.**(" deceived")

The preposition (in) in sentence (23) means into the house; in (24) its meaning is a little vaguer- it is more 'into her home' with all that home implies; **in** in (25) is idiomatic though there is some direction; in (26) the meaning is wholly idiomatic and no direction can be inferred. It is clear that, with non-idiomatic forms, the notion of direction is part of the essential characteristic of the phrasal verb at least, and that with even idiomatic forms, a sense of direction in a metaphorical sense, can be inferred. (Palmer, 1988: 219)

Palmer (1988: 219) also points out that despite the similarity of the function of adverb and preposition, in any one sentence they can be formally distinguished. Consider the following sentences:

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26. He ran up the hill.("moved in an upward direction")

27. He ran up the flag.("raised")

In sentence (26) the particle up is a preposition and it is an adverb in (27) . There are four grammatical differences between the adverb and the preposition which are:

a. The adverb can occur after the noun phrase:

28. He ran the flag up.

But not *he ran the hill up.

There are some constructions of verb plus adverb which are idiomatic, where the adverb never occurs after the noun phrase. Consider the following sentences:

29. The car picked up speed. ("began to go faster")

But not *the car picked speed up.

30. She gave up hope.("lost")

But not *she gave hope up.

However, the adverb may occur after the noun phrase in the same combination, but with a different meaning:

31. The car picked the hitchhikers up.("collected")

32. She gave her boy friend up.("stop having a relationship with")

b. If the object is a pronoun, the adverb occurs after the pronoun and the preposition before it. Consider the following sentences:

33. He ran the flag up.

34. He ran it up.

35. He ran up the hill.

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36.   He **ran up** it.

c.   The adverb never occurs before relatives or interrogative forms, whereas the preposition can. The following sentences are illustrative:

37.   He **ran** the flag **up**.

38.   He **ran up** the hill.

39.   The hill **up** which he **ran**.

40.   The hill (which) he **ran up**.

41.   **Up** which hill did he **run**?

42.   Which hill did he **run up**?

43.   *Up which flag did he **run**?

44.   *The flag **up** which he **ran**.

It is obviously shown that the last two sentences are unacceptable in English.

d.   If the particle occurs in final position in the sentence, the adverb will normally be stressed, but the preposition may or may not be.

45.   This is the flag he **ran ˋup**.

46.   This is the hill he **ˋran up**.

47.   This is the hill be **ran** (ˋ) **up**.   (ibid: 220)

Palmer (1988: 220) continues that this is complicated by at least three things. First, there may be contrastive stress:

48.   This is the hill he ran ˋup, not ˋdown.

Secondly, two-syllable particles such as **over, under** are likely to be stressed even when they are prepositions.

Thirdly, the variation with prepositions applies only to these with prepositional verbs. Free prepositions that merely indicate location will not normally be stressed.

The differences can be illustrated by comparing **over** as a preposition and as an adverb in **look over**. If the meaning is that of a spectator looking over someone's shoulder in order to see more clearly, **over** will be a preposition, but if the meaning is that of 'examine' by a doctor, for example, **over** is an adverb. Consider the following sentences:

49. The spectator `looked over my shoulder.

50. The doctor **looked** `over my shoulder.

51. The doctor **looked** my shoulder **over.**

52. The spectator `looked over it.

53. The doctor **looked** it `over.

54. `Over which shoulder did the spectator `look?

55. Which shoulder did the spectator `look over?

56. Which shoulder did the doctor look `over?

57. This is the shoulder the spectator `looked over.

58. This is the shoulder the doctor `looked over.

Furthermore, when the particle is an adverb, the sentence can be changed into passive voice :

59. The flag was **run up.**

60. *The hill was **run up.**

In spite of that, it is possible to say:

61. I don't like my shoulder being **looked over** at football matches. (preposition)

It is also possible to have passives such as

62. He is being **looked over**.

63. I'm being **stared at**.

But this depends, in part at least, on idiomaticity. (Palmer 1988: 221)

Palmer (ibid: 222) also states that the only serious issue is whether a phrasal verb can be distinguished from other combinations of verb and adverb.

In fact the only test, and it is not an absolute one, is that with a phrasal verb the adverbial particle may precede the noun phrase, whereas with adverbs it may not. Consider the following sentences:

64. He **pulled** the rope **up**.

65. He **pulled up** the rope.

66. He **pulled** the rope **upwards.**

67. *He **pulled upwards** the rope.

As seen above, the last sentence is not acceptable in English. This test will only work with a simple definite noun phrase, with no modifiers. It is possible to say:

68. He **pulled downwards** the larger of the two ropes.

69. He **pulled down** the blind.

70. *He **pulled downwards** the blind.

71. He **pulled downwards** all the blinds there were. (ibid: 223)

The definite noun phrase test works only for transitive phrasal verbs. But there are many verb plus particle combinations that are

intransitive, seem to belong to the class of phrasal verbs. Consider the following sentences:

72. The plane **flew in**. ('landed')

73. The enemy finally **gave in**.   ('surrendered')

74. Term **breaks up** next Wednesday. ('ends')

75. She **broke down** when she heard the news.('collapsed') (ibid: 224)

3.8 Semantic Criteria

Fraser (1976) and Celce and Larsen (1983) divide phrasal verbs semantically into three types:

3.8.1 Literal Phrasal Verbs

Literal phrasal verbs are those items where the particle retains its literal adverbial meaning as the particle **up** does in the following sentences:

1. I **hung up** the pictures on the wall.

2. I **hung** the pictures **up** on the wall.

3. I **hung** them **up** on the wall.

The previous phrasal verbs used in the preceding examples, are simple and easy to understand and then to translate. Other examples of literal phrasal verbs are **sit down, dish out, hand out, take down,** etc.(Celce and Larsen 1983: 274)

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3.8.2. Completive Phrasal Verbs

Completive phrasal verbs are those where the particle indicates completed action. The particles **up, out, off, and down** all seem to be used this way; however, **up** is the one most frequently used in this function:

1.   I **tore up** the piece of paper.

2.   I **tore** the piece of paper **up**.

3.   I **tore** it **up**.

Other examples of completive phrasal verbs are **mix up, wind up, wear up, fade out, run down**, etc. Heliel (1994) adds other groups of completive phrasal which are **inchoative**; e.g., **run/ run off, durative**; e.g., **talk/ talk away**, and **intensive**; e.g., **sing/ sing out**.

3.8.3 Figurative Phrasal Verbs

Phrasal verbs are considered "figurative" when there is no systematic way of semantically associating the verb and the particle. Consider the following examples:

1-   She **looked up** the information. ("search for")

2-   She **looked** the information **up**.

3-   She **looked** it **up**.

Some other examples of figurative phrasal verbs are **turn up**, (arrive, appear), **catch on** (understand), **give in** (surrender) **look over** (review) etc. Such phrasal verbs are the most difficult for non-native speakers. (ibid :274)

Celce and Larsen (1983: 274) also point out that in literal and completive uses of phrasal verbs, the particle may often be deleted without affecting the acceptability of the sentence, where as in figurative uses the

result is usually an unacceptable sentence. Consider the following sentences:

Literal: 1. I **hung** the picture **up** on the wall.

2. I **hung** the picture on the wall.

Completive: 3. I **tore** the piece of paper **up.**

4. I **tore** the piece of paper.

Figurative: 5. She **looked** the information **up.**

6. *She **looked** the information.   (ibid: 274)

It is obviously clear that the last sentence is not acceptable in English.

Palmer (1988: 224) states that in all phrasal verbs with a literal meaning there is a verb of motion and the particle indicates the direction of the motion. There is another semantic feature of the phrasal verb as a whole, that of indicating a final position. Consider the following sentences:

7.   He **ran** the flag **up.**

8.   The pilot **flew** the plane **in.**

As seen above, the operations were completed; the flag was up (up the pole), and the plane was in (in the airport). Now consider the following examples:

9.   He **pulled up** the rope.

10.   *He **pulled upwards** the rope.

To "pull up" in the first sentence means "to pull to final position"; to "pull upwards" does not. Hence, the first is semantically a phrasal verb, but the second is not. (ibid: 228)

3.9. Idiomaticity of Phrasal Verbs

Palmer (1988: 226) states that literal phrasal verbs cannot be clearly distinguished from idiomatic ones. And that because there is a range of meaning from the most literal combination to the most idiomatic associated with most of the particles. He also adds that the term "idiomatic" is not clear, and he mentions three ways in which this term may be used with phrasal verbs.

First, the combinations are usually ruled by collocational restrictions, but we cannot give general rules regarding these restrictions. We cannot know in advance what particles may occur with what verbs. Consider the follwing sentences:

1. I **helped** him **out**. ("supported")

2. *I **aided** him **out**.

3. He **yielded up** all his property. ("gave possession")

4. *He **abandoned up** all his property.

5. Can you **fit out** this expedition. ("supply")

6. *Can you **equip out** this expedition.

Secondly, when the meaning of certain phrasal verbs can be guessed form their individual components, the phrasal verbs in this case are literal.

Thirdly, when the meaning of the combination cannot be guessed form its individual constituents, it is idiomatic. Some example of idiomatic phrasal verbs are **give up, give out, break up, break down** (ibid: 227)

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Palmer also indicates that when the verb and its particle are closely related semantically, they cannot be separated, and he mentions three different syntactic patterns to explain his point.

a- If the phrasal verb is literal i. e. not idiomatic, it is possible to put the particle in initial position as in:

1. **Down** he sat = He sat **down.**   **603651**

2. **In** he went = He went **in.**

3. ****down** he broke. = He broke **down.**

4. * **In** he gave. = He gave **in.**

b. If the phrasal verb is not idiomatic, separation of the second element is possible when ordinary adverb is used as in :

5. The money he **gave** happily **away.**

6. *The subject he **brought** angrily **up.**

7. The troops **marched** briskly **in.**

8. *The troops **fell** briskly **in.**

c. If the verb- particle combination is idiomatic and transitive, the second element may precede the noun phrase and follow it if the verb combination is not idiomatic as in:

9. They **covered up** the crime.   (idiomatic)

10. They **covered** the body **up.**   (non-idiomatic)

There are some idiomatic forms that permit no separation at all (or very rarely) as in :

11. He **put up** a good fight.

12. *He **put** a good fight **up.**

13. They **found out** the truth.("discovered")

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14.   *They found the truth out.

However, the non-idiomatic leave up allows only position after the noun phrase:

15.   **Leave the flag up.**

16.   *Leave up the flag.

But there is no strict rule. Consider the following examples:

17.   The car **picked up** speed.

18.   She **gave up** hope.

19.   The car **picked** the hitchhikers **up.**

20.   She **gave** her boy friend **up.**

In (17) and (18) , the particle always appears before the noun phrase, while in (19) and (20) the particle position is optional. Moreover, with **cried** her eyes **out, laughed** his head **off,** the particle can occur only in final position.

The particle **to** occurs as part of the phrasal verb only in **come to** ("return to consciousness") in an intransitive and a transitive sense. **To,** moreover, in **bring to** can occur only after the noun phrase:

21.   The doctor **brought** the unconscious man **to.**

At, by contrast, never occurs as an adverb.   (Palmer 1988: 222-28)

3.10. Prepositional Verbs

Prepositional verbs form much closer combinations and are often paralleled by phrasal verbs, e.g.,

1.   He **came down.**

2.   He **came down** the stairs.

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3.   He ran the flag **up**.

4.   He ran the flag **up** the flagpole. (ibid: 229)

Moreover, with the prepositional verbs, as with phrasal verbs, there is usually a sense of direction, and often a terminal point.

It is possible to find sentences illustrating a phrasal verb, a prepositional verb, and a sequence of verb plus prepositional phrase. Consider the following sentences:

5.   The pilot **flew in** the plane.

6.   The sparrow **flew in** the plane.

7.   The passenger **flew in** the plane.

It is clear that sentence (7) is a sequence of verb and preposition, indicating where it was that the passenger did his flying. It is not different in kind from "The passenger slept in the plane". In sentence (6), the prepositional verb would more naturally contain **into** "The sparrow **flew into** the plane", but there are other possible contrasts with other prepositions. Consider the following example.

8.   We **walked under** the trees.

This sentence can either mean that we walked to a place under the trees (prepositional verb) or that we did our walking under the trees (verb plus preposition). The following sentence, for example, has three meanings:

9.   He **ran down** the road.

This sentence can mean he "disparaged" the road (phrasal verb), "descended the road in a run" (prepositional verb), or "did his running somewhere down the road" (verb plus preposition).

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There is a potential difference between prepositional verb and verb plus preposition in terms of final accent e.g.:

10. This is the plane the pilot **flew `in**.

11. This is the plane the passenger **`flew in**.

12. This is the plane the sparrow **`flew in**.

13. This is the plane the pilot **flew `in**.

14. These are the trees we **`walked under** (took a walk).

15. These are the trees we **`walked under** (walked to a point under).

With the verb plus preposition, the preposition, if it occurs in final position, will not have an accent. But with the prepositional verb the accent may fall on either verb or preposition. Moreover, the particle of the prepositional verb can always appear in final position, but the independent preposition would be unusual there:

16. ? This is the road he **ran down**. (did his running).

17. This is the road he **ran down**. (descended at a run).

3.11 Semantic Criteria

All the prepositional verbs have two characteristics. First, the verb is a verb of motion, and secondly, the preposition has a meaning similar to that of the adverbs of the phrasal verbs, motion plus terminus. Consider the following sentences:

1. He **walked across** the bridge.

2. He **ran up** the hill.

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In these sentences there is the motion- act of walking or running in relation to the bridge or the hill, and the terminus position, **across the bridge, up the hill**.

Bolinger (1971: 28) suggests that prepositions in such cases are "ad-preps) since they combine the functions of prepositions and adverb. They can be compared both with the prepositional complexes and with sequence of adverb and preposition. Consider the following sentences:

3. He **walked through** the door.("passed through")

4. He **walked into** the house.("entered")

5. He **walked down across** the street.("descended")

In sentence (3), preposition and adverb are fused to a single form; in (4), they make a complex preposition, in (5), they remain apart.

3.12. Intransitive Prepositional Verbs

There are many combinations that are semantically and syntactically more restricted, and since the semantics and syntax are inter-related, issues of grammar and idiomaticity will be considered. Palmer (1974: 231) distinguishes a number of different types:

a. There are some combinations that have both a literal and a non-literal meaning, e.g.:

1. He **came across** the road. (literal) ("passed")

2. He **came across** the missing papers. (non-literal) ("found by chance")

3. He **ran into** the house. (literal) ("entered")

4. He **ran into** an old friend. (non-literal) ("met by chance")

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b.   There are some combinations where the non- literal meaning is an extension of the literal one:

5.   You can't **see through** the glass.(literal) ("direct your eyes through")

6.   You can't **see through** the deception. (non-literal) ("discover")

7.   They **went into** the house. (literal) ("entered")

8.   They **went into** the affair. (non-literal) ("discussed")

c.   There are some combinations with several meanings in varying degrees of transparency:

9.   The thieves **broke into** the shop. ("entered by force")

10.   The children **broke into** a rash. ("started suddenly")

11.   The athlete **broke into** a trot. ("began suddenly")

d.   There are some combinations that are as common as prepositional verbs, but could be interpreted literally e.g.:

12.   I'm **looking for** John. ("searching")

13.   He **looked after** his father. ("tended")

14.   She **went for** him . ("attacked")

e.   There are some combinations that occur only as prepositional verbs, e.g.:

15.   I can **do without** all the money. ("dispense with")

16.   I didn't **take to** that young man. ("like")

Literal meaning would be possible here only for transitive **do** and **take** followed by a free preposition "do the work without help", "take a book to John".

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3. They **deprived** the children of their rights. ("debarred")

4. You should **confine** yourself **to** the issue in question. ("bind")

c. There is a number of sequences of verb, preposition and object noun phrase that are collocationally closely linked, e.g.: **make a mess of, set fire to, give way to**, most of these are fairly transparent:

5. He **made a mess of** his speech. ("spoiled carelessly")

6. They **set fire to** the house. ("start burning")

7. You should **give way to** oncoming traffic.("to give the right way")

The test of separation does not show any of these as very idiomatic except **take for** which normally has an indefinite noun phrase following:

8. *The man **for** whom he **took** me.

   (The man he **took** me **for**).

The test of passivization is more interesting. Sentences in (a) and (b) above can be passivized as follows:

9. I was **taken for** a man he knew.

10. The children were **deprived of** their rights.

But there are various possibilities with the sentences in (c) above. Some have two possible passives, either making the object noun phrase or the noun phrase after the preposition the subject of the passive verb:

11. **A mess** was **made of** his speech.

12. His speech was **made a mess of.**

Other examples are **provided by, take care of, take advantage of, pay attention to**:

13. **Care** should be **taken of** the matter.

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14. The matter should be **taken care of.**

15. **Advantage** should be **taken of** his offer.

16. His offer should be **taken advantage of.**

17. **Attention** should be **paid to** his remarks.

18. His remarks should be **paid attention to.** (Plamer 1988: 236)

Other combinations have one passive only, with the noun phrase following the preposition as the subject of the passive, e.g.: **set fire to, catch sight of:**

19. The house was **set fire to.**

20. ***Fire** was **set to** the house.

21. The boys were **caught sight of.**

22. ***Sight** was **caught of** the boys.

Others have no passives at all, e.g.: **give way to, keep pace with:**

23. ***On** coming traffic should be **given way to.**

24. ***Way** should be **given to on coming traffic.**

25. ***He** can't be **kept pace with.**

26. **Pace** can't be **kept with** him. (ibid: 237)

3.14. Phrasal-prepositional Verbs

There are some combinations of verb plus two particles, one an adverb, the second a preposition e.g: **get away with, do away with, put up with:**

1. I can't **put up with** her. ("tolerate")

2. He **did away with** his wife. ("murdered")

3. Some people can **get away with** murder.("not to be punished") (ibid : 238)

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These may be called "phrasal-prepositional verbs and they must be distinguished from sequences of phrasal verbs plus free prepositions. Thus **put up** in the sense of "lodge" is often followed by **with** as in:

4.   You can **put up** with Mrs. Brown when you visit Bristol.("stay with")

Here the phrasal verb **put up** is idiomatic. It could be non-idiomatic. e.g.: walk up:

5.   I **walked up with** my friends. ("went")

Get away with, can be treated as either a phrasal verb plus preposition or as a phrasal prepositional verb with sense of "carry out without punishment" as in:

6.   The thief **got away with** her purse.

7.   He can **get away with** anything. ("not to be punished")

The separation test shows the unity of the phrasal-prepositional verbs. We can say:

8.   The woman **with** whom I cannot **put up.**

9.   The wife **with** whom he **did away.**

10.   That is something **with** which he cannot **get away.**

Passivization can be applied to the following sentences:

11.   I can't **put up with** her. (active)

12.   She can't be **put up with.** (passive)

13.   He **did away with** his wife. (active)

14.   His wife was **done away with** by him. (passive)

15.   Some people can **get away with** murder.(active)

16.   It can't be **got away with.** (passive)

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The phrasal verb plus prepositional sequences cannot be passivized:

17.   *My friends were **walked up with**.

18.   *The purse was **got away with** by the thief.

In addition to combinations like **set fire to**, etc, there are other combinations of three elements that do not fit the description of phrasal verb, prepositional verb, or phrasal-prepositional verb, but share many of their idiomatic characteristics, e.g.: **get rid of, put paid to, have done with, make do with**. The first two combinations allow passivization:

19.   They soon **get rid of** the property.   (active) ("discarded")

20.   The property was soon **got rid of**.   (passive)

21.   I soon **put paid to** that nonsense.   (active) ("destroyed")

22.   The nonsense was soon **put paid to**.   (passive)

But the last two i.e., **have done with** and **make do with** cannot be passivized. (ibid: 237-40)

Chapter four

Analysis of Results and Discussion

Having examined the results of the test achieved for this study, I observed that students made a large number of errors relating to their misunderstanding of the phrasal verbs given. The results showed that most subjects haven't a sufficient knowledge regarding these verb-particle combinations, and some of them haven't exploited the hints or clues given in the context provided.

It is shown from the results that the percentage of correct or appropriate answers of the total test was only 42.48% (see Table 5). The test was divided into four tasks. Task one was designed to show the competency of student translators to understand and to translate English phrasal verbs into Arabic. This task consisted of 50 sentences, and each sentence contained a phrasal verb, and the subjects were asked to translate that phrasal verb into Arabic. By examining the students' translations of this task, I saw that the percentage of correct or appropriate translations was only 40.90%, which means that most students have not enough knowledge of phrasal verbs. Some of them didn't understand the phrasal verb given and they resorted to translate this combination literally. Others left some phrasal verbs without translation.

Now let's have a look at students' errors committed when translating phrasal verbs used in the following sentences.[*]

(*)   The researcher chooses only 27 sentences which are the most difficult for students to translate accurately.

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1.   " I <u>saw</u> the plan <u>**through.**</u>" (Seidl & McMordie 1988:102)

The underlined phrasal verb means "I persevered the plan until it was finished." (ibid:102)

A large number of students translated this phrasal verb literally as :

فكرت في الخطة ، اطلعت على الخطة ، رأيت الخطة، يمكن أن تنفذ الخطة، أمعنت النظر في الخطة ، دققت النظر في الخطة.

The percentage of correct or appropriate translations of this sentence was only 25% The appropriate translation of it could be:

تابعت الخطة حتى النهاية

2.   "Things are <u>**looking up**</u>". (Courtney, 1983:372)

The underlined phrasal verb means "improving" .(ibid:372) .

Most students translated this phrasal verb as :

تزداد الأسعار ، تتشابه الأمور، تتضح الأمور .

And some of them didn't translate this sentence at all .

The appropriate translation of this sentence could be :

بدأت الأمور تتحسن

The percentage of correct translation of this sentence was only 27.5%

3.   "I have said I'm sorry, there is no need to **bite** my head **off".** (ibid:38)

The meaning of the preceding phrasal verb is " to be angry with" يغضب من (ibid:38) . Some students translated this phrasal verb literally as :

لا تقطع رأسي others translated it as لا توبخني، لا تلمني

And a number of them left it without translation . The appropriate translation of this sentence could be : لقد قلت بأنني آسف فلا داعي لان تغضب مني

The percentage of appropriate translations of this phrasal verb was only 10%.

4.   "Two of the committee members chose to **take issue with** the chairman on the question of voting rights" (ibid:658)

The underlined phrasal verb means " to disagree with"(ibid:658).

يعارض أو يتخذ موقفا مغايرا

The students' translations of this verb- combination was يناقش"to discuss", and most students translated it as that. But the appropriate translation of this sentence could be :

اختار اثنان من أعضاء اللجنة أن يتخذا موقفا معارضا ضد الرئيس بشأن مسألة حقوق التصويت.

The percentage of correct translations of this combination was only 15% .

5.   " I **saw through** the plan" . (Seidl & McMordie, 1988:102) .

The underlined phrasal verb here means " I recognized the deception of the plan" . (ibid:102) .

A large number of students translated this phrasal verb literally as

رأيت من خلال الخطة، رأيت الخطة .

Others didn't translate it at all. The appropriate translation of this sentence could be:

فهمت الحيلة التي تنطوي عليها الخطة

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The percentage of appropriate translation of this phrasal verb was only 25% .

6.   "Bibi really **came across** well" . (Celce & larsen 1983:266)

The underlined phrasal verb used in the preceding sentence means here "made a good impression" (ibid:266). None of the students translated this sentence appropriately . All of them translated it as :

حضر ، بدأ ، جاء صدفة، تحسنت حالته الصحية .

The appropriate translation of this sentence could be :

ترك بيبي انطباعا جيدا .

The percentage of the correct translation of this sentence was unfortunately)0% .

7.   " Most families **went through** quite a lot during the war." (Seidl & McMordie 1988:125)

The underlined phrasal verb used in the preceding sentence means "to suffer (something)" (ibid:125). Most students translated it inappropriately as نجت، هربت ، ذهبت، جاءت، دمرت

However, the appropriate translation of this sentence could be :

لقد ذاق الكثير من العائلات الأمرين خلال الحرب

The percentage of appropriate translation of this combination was only 30%

8.   "The magistrate asked the witness to **stand down**" (Khalaili 1979:140)

The underlined phrasal verb in this sentence means " to leave the witness box in a court of law".

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A large number of students translated this combination as :

يدلي بشهادته يعترف، يقف، يجلس .

But the appropriate translation of it could be :

طلب القاضي من الشاهد مغادرة منصة الشهود.

The percentage of the appropriate translation of this combination was only 20% .

9.   "We can't afford to **let up**, now that we've nearly accomplished our **task.**" (ibid: 96).

The underlined phrasal verb used in the preceding sentence means "to slacken one's efforts" يتقاعس."(ibid : 96)

Most students' translated this phrasal verb as:

يتراجع، يتحرك ، يقف، يترك ، يدع

Some of them left it without translation. The appropriate translation of this phrasal verb could be:

لا يمكن أن نتقاعس الآن، لقد أوشكنا على الانتهاء من العمل .

The percentage of appropriate translation was 17.5% .

10.   "You must **get home to** John what the difficulty is". (Courtney 1983:216)

The underlined phrasal verb means " to explain something to be understood by someone". A large number of students misunderstood this verb combination and translated it literally as:

يطلع، يرجع إلى ، يوصل، تذهب إلى منزل جون .

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But the appropriate translation of this sentence could be:

"ينبغي أن تشرح لجون ما هي الصعوبة في ذلك"

The percentage of appropriate translation of this combination was only 35% .

11. "Some of the Jokes were rather rude, but luckily they **went over** the children heads". (Courtney 1983:256) .

The underlined phrasal verb used in this sentence means " to be too difficult for someone to understand". Most students translated it as :

يتغلب على ، ضحكوا عليها كثيرا ، مرت، أخذت عقول.

However, the appropriate translation of this combination could be:

فهمها الأطفال بصعوبة بالغة ، أو كان من الصعب على الأطفال فهمها .

The percentage of appropriate translation was only 27.5% .

12. "I don't like big rooms with crowds of people **coming in on** me." (ibid:92)

The underlined phrasal verb used in this sentence means "surrounding me uncomfortably". A large number of students translated this combination as:

يتدافعون، يتهافتون نحوي، تقضي علي، يزورونني

But the appropriate translation of this combination could be:

يزاحمونني بشكل متعب

The percentage of appropriate translation was only 40% .

13. " Oh, **get away with you**! Do you think I'd believe a story like that?" (ibid:212) .

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Most students translated this combination literally as :

اخرج منها، كف عن ذلك ، خذها معك، اغرب عن وجهي.

The underlined phrasal verb used in the preceding sentence means "I' don't believe you." (ibid:212) .

However, the appropriate translation of this combination could be:

لا اصدق ما تقول ، لا تكذب، لا أصدقك .

The percentage of correct translation of this combination was only 5%.

14. "What is the matter with that man? He looks as if he is **zonked out**" (ibid:734).

The underlined phrasal verb used in this sentence means" drunk, or to be unconscious or under influence of a drug." Many students misunderstood this phrasal verb and they translated it inappropriately as :

مرتبك ، متعب، محرج.

50% of students didn't translate it at all. The appropriate translation of this phrasal verb could be :   أنه يبدو مخمورا ، أو مخدرا

The percentage of appropriate translation was only 5% .

15. "**Come along**, Jane, you can do better than that." (Courtney 1983:88)

The underlined phrasal verb used here means " to make more effort or work harder" (ibid:88) .

Many students translated this phrasal verb literally as :

حاولي، استمري، هيا.

But the appropriate translation of this verb – combination could be :

<div dir="rtl">

ابذلي جهدا اكبر
</div>

The percentage of the correct translation was only 5%.

16.　" Every child need someone to **look up to** copy" .(ibid:373)

The underlined phrasal verb means " to respect or admire" (ibid:373).

Unfortunately, most student misunderstood this phrasal verb and translated it as يعني بـ ، يراقب، يتطلع إلى ، يحذو حذو، يقلد

But the appropriate translation of this phrasal verb could be :

<div dir="rtl">

يحترم، أو يقدر
</div>

The percentage of correct translation was only 7.5%.

17.　**"He chased in his chips."** (ibid:68)

The underlined fixed expression means "died" Unfortunately most students didn't understand this idiomatic expression, and translated it as something related to money. Some of their translations were :

<div dir="rtl">

قبض نقودا، ربح، سخر مَن ، استغل .
</div>

Some of them left it without any translation. The correct translation of this expression is "مات". The percentage of the correct translation of this fixed expression was only 5% .

18.　**"Get out of it**! You can't expect me to believe you" . (ibid:226) .

The underlined fixed expression means "don't talk nonsense." (ibid: 226).

Most students translated this expression as :

لا تكذب ، اطلع منها، اخرج من هنا ، دعك من ذلك ، اخرج منها .

But the appropriate translation of this expression could be :

لا تهذي أو لا تقل كلاما ليس بذي معنى

The percentage of correct translation of this expression was only 35%.

19. "Some one, like Jim, who has **come up the hard way**, understands reality better than a person who always had money". (ibid:99)

The underlined idiomatic expression means " to learn from experience" (ibid:99). Most students translated it literally as :

تعمق في التفكير، تبنى الطريق الصعب ، اختار الطريق الصعب، سار في الطريق الصعب .

However, the appropriate translation of this expression could be :

تعلم من تجارب الحياة

The percentage of correct translation was only 32% .

20. "Did your horse **come up**?" (Courtney 1983:98)

The underlined phrasal verb used in this sentence means "win" , (ibid:98). Many students translated it literally as   كبر، نما ، هرب، بان، ظهر

Some of them left it without translation. The appropriate translation of this phrasal verb could be   فاز، كسب . The percentage of correct translation was only 12.5% .

21. "I'm certainly not going to **stick** my **neck out** on his account." (Taha 1975:35) .

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The underlined combination here means "to risk, or to take risks." (ibid: 35). Many students translated this phrasal verb wrongly as :

يتدخل في ، لأن اظهر على حسابه، يلتزم بـ ، يخسر ، يبرز .

But the appropriate translation of this combination could be يخاطر، او يجازف,and the appropriate translation of the preceding sentence could be

من المؤكد أنني لن أجازف من اجله .

The percentage of appropriate translation was only 12.5% .

22.   "Feeling the gun in his back, he **broke off** and slowly raised his hands above his head". (Turton & Manser 1982 :12)

The underlined phrasal verb here means" "stopped talking". (ibid:12). A large number of students translated it as :

سقط في يديه ، وقف ، استسلم، انهار

However, the appropriate translation of this sentence could be :

ما أن شعر بالبندقية في ظهره ، حتى قطع حديثه ورفع يديه ببطء فوق رأسه .

The percentage of correct translation was only 17.5% .

23.   "After a long delay, he **got round to** writing a letter." (Countrey 1983:228)

The underlined phrasal verb used in this sentence means " to find time for doing something esp. after delay".(ibid:228). Unfortunately, all students misunderstood this combination and translated it as :

كتب، تلطف، قرر، بدأ ، شرع، اخذ، استدار

But the appropriate translation of this sentence could be:

لقد سنحت له الفرصة بعد طول تأجيل أن يكتب رسالة .

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The percentage of appropriate translations was 0% .

24.   " The door **came to.**" (Meyer 1975:14)

The underlined phrasal verb here means "closed completely", (ibid:14).Most students translated it as :   انفتح الباب وتحطم .

Some of them left it without translation .The correct translation of this sentence is . أغلق الباب تماما . The percentage of correct translation of it was only 22.5% .

25-   "He **took** me **for** a man he knew". (Courtney 1983:646)

The underlined phrasal verb means " to suppose someone or something wrongly to be someone else" . (ibid:646) .Many students translated this combination literally as :   عرفني على ...، أخذني إلى

But the appropriate translation of this sentence could be :

ظنني رجلا كان يعرفه .

The percentage of correct translation of this sentence was only 42.5%

26.   "As the wind dropped, the boat **came to.**" (ibid :96) .

The underlined phrasal verb here means " to stop moving". (ibid:96). Unfortunately, all students except one misunderstood this combination and translated it inappropriately as تحطم، غرق ، غادر ، ابتعد The appropriate translation of this combination could be :

توقف عن الحركة

The percentage of correct translation of this combination was only 2.5% .

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27-   "She'll believe any thing, she's too easy **to take for a ride**" . (ibid :646) .

The underlined phrasal verb here means " to deceive" . (ibid :646). Many students translated this combination as :

تصدق كل شيء ، سهلة الانقياد، تذهب في نزهة ، تصطحب في رحلة .

But the appropriate translation of this combination could be :

من السهل خداعها

The percentage of correct translation of this combination was only 22.5% .

The preceding examples could be enough to shed light on the difficulties the students faced and errors they made.

Now, let's move to task two. This task was designed to show the competency of students of translation to understand phrasal verbs and how they treat them when the second element is missed. This task was, to some extent, more difficult than the first one. It consisted of eighteen sentences and every sentence has an incomplete phrasal verb. The students were asked to complete these sentences by choosing the second element which was given in terms of multiple choice.

Having examined the answers of this task, I saw that the percentage of correct answers was approximately similar to the first one and it was 40.83% (see Table 2). But I think that this percentage could not be true because students ,in this type of tasks, resort to answer or complete sentences by choosing the second element accidentally , but not because they understood the phrasal verb given. Most correct answers ,I think,

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were achieved by chance , and because of this the percentage I obtained could be false.

Now let's see the errors the students committed in task two by examining the following sentences:

1. "The doctor will **be** ___ any minute now."

(Courtney, 1983: 19)

a- away   b- after   c- **along**   d- over

The meaning of this phrasal verb is " arrive" .

The correct particle the students have to choose was " along". But most students chose the wrong particles. The percentage of correct answers was only 32.5% .

2. "The workers" leader has **called** all the men ___for more pay"

(ibid :64).

a- up   b- in   c- **out**   d- for

The meaning of this phrasal verb is " to cause workers to strike" .

The correct element which should be chosen was " out". But most student misunderstood this combination and chose the wrong ones. The percentage of correct answers was only 15% .

3. " The attempt did not **come** ___as well as we had hoped" .(ibid :93)

a- in   b- for   c- **off**   d- out

The phrasal verb means "succeeded" . Most students didn't understand this phrasal verb and they filled in the space with the wrong choice. The percentage of correct answers was only 25% .

4.	"That cupboard has not been **done_____for** months". (Khaliah 1979:46).

a-up	b-in	**c- out**	d-on

The meaning of this phrasal verbs is ("cleaned"), and the correct element was (**out**). Only 15% of students chose the correct particle.

5.	"It **got_____** that she was having an affair with the postman."

(ibid : 54)

a- across	b- a head	c-over	**d- about**

The meaning of this phrasal verb is " spread".

The percentage of correct element was only 25% . The correct particle is (about) .

6.	"He **fell_____**wondering what to do with himself" (ibid :52)

a- on	**b- to**	c- down	d-at

The meaning of this phrasal verb is "began" . The correct element was (to). But most students chose the inappropriate ones. The percentage of correct answers was only 12.5% .

7.	"**I came_____**that old photograph in the back of the drawer" .

(ibid : 118)

a- in	**b- on**	c- over	d-out

The meaning of this phrasal verb is "to find",. and the suitable element was (on). But a large number of students chose the wrong elements ,and they misunderstood the collocational restriction which governs the relationship between the main verb and its second element.

The percentage of correct choices was 22.5% .

8. "Let's **cut**_____the usual committee stage and get the plan approved faster" . (ibid : 121)

a-in   **b- through**   c-on   d- out

The meaning of this phrasal verb is " to shorten" or " to work faster with something"

The appropriate element was " through" . The percentage of correct answers was 47.5% .

9. " I hope this small cheque will **see** you _____ ."

(Khalili 1979:131)

a- through   b- out   c- over   d- off

The meaning of this phrasal verb is "to help" So , the appropriate element was (through). A large number of students misunderstood it and filled in the space with the inappropriate element. The percentage of correct choices was only 27.5% .

10. "She has **been**_____him ever since he complained about her to the boss."

a- down over   b-down out   **c - down on**   d-down at

The meaning of this phrasal verb is "attacked". So , the appropriate elements were (down on). The percentage of correct answers was 32.5%.

11. "The head master **came**_____me like a ton of bricks ."

(ibid :37)

a- down at   b- down over   c-down in   **d- down on**

The meaning of this phrasal verb is " scolded" . So, the most suitable elements were (down on) . The percentage of correct answers was only 17.5% .

12. " When I finally **got**_____buying tickets for the show , they were all sold out" .(ibid : 59)

    a- round to   b-round over   c-round at   d-round on

The phrasal verb used here means "to find time for doing something" . So, the correct elements were (round to) . The percentage of correct answers was 27.5% .

Now let's move to task three. This task was designed to check the students' comprehension of single-word verbs given in contexts and their verb-combination equivalencies which were given to the students in terms of multiple choice. The students were asked to choose the correct combination which may stand for the single-word verbs given.

Unfortunately, the results of this task showed that the percentage of correct answers was only 44.66%. (see Table 3). The errors committed were due to the students misunderstanding of combinations given. Consider the following sentences :

1.   "They have **erected** tower-blocks all over the town." (ibid :122)

    a. put on   **b- put up**   c- put out   d-put over

The underlined word means " to put up" .But most students never understood it correctly, and they chose the inappropriate combination. The percentage of correct answers was only 47.5% .

2.   " My friend Hill will **confirm** everything I have told you".

    (ibid:18)

    a. bear up   **b. bear out**   c. Bear on   d. Bear with

the underlined word means " to bear out". But only 32% of students answered it correctly.

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3. " Their dog went mad and **attacked** his own master."

    a. turned into   **b. turned on**   c. turned to   d. turned down

The appropriate phrasal verb, which can stand for this single- word verb, is " turned on". However, only 30% of students chose the correct one.

4. "The teacher **scolded** me for arriving late this morning"

    a. blew in   b. **blew up**   c. blew on   d. blew over

The appropriate equivalence of the underlined word is " blew up", but unfortunately, a large number of students chose the wrong ones. The percentage of correct answers was only 40%.

5. "The enterprise was **accomplished** in spite of all setbacks." (ibid: 32).

    a. carried on   b. carried over

    c. carried through   d. carried away

The appropriate equivalence of the underlined word is " carried through". Only 17.5% of students chose the correct equivalence.

6. " When does the wedding **take place**?" (ibid: 37)

    a. come by   b. come at   **c. come off**   d. come into

The correct equivalence of the underlined word is " come off". Many students misunderstood it and chose the wrong answers. The percentage of correct answers was only 5%.

7. "Can the government **keep** its promise to reduce taxes?" (Courtney 1983: 605)

    a. stand by   b. stand for   c. stand with   d. stand on

The appropriate equivalence of the underlined word is "stand by". A large number of students misunderstood it and chose the wrong answers. The percentage of correct answers was only 15%.

8. "The comedian **mimicked** several well- known politicians during his act." (ibid: 147).

   a. took up   b. took on   c. took out   **d. took off**

The appropriate equivalence of the underlined word is "took off", but only 15% of students chose the correct answer.

9. "The child kept **inflating** the balloon till it burst." (ibid: 18)

   a. blowing in   b. blowing on   **c. blowing up**   d. blowing over

The appropriate equivalence of the underlined word is "blowing up". However, most students misunderstood this word, and they chose the incorrect equivalence. The percentage of correct answers was only 47.5%.

10. " I won't **tolerate** his impudence any longer".(ibid: 140)

   a. stand out   b. stand by   **c. stand for**   d. stand off

The appropriate equivalence of the underlined word is "stand for". But a large number of students chose the incorrect answer. The percentage of correct answers was only 25%.

11. "She **uttered** a long story to explain why she didn't turn up for work".(ibid: 14)

   a. came down with   b. came up with

   c. came out with   d. came up to

The most appropriate equivalence of the underlined word is " came out with". Many students chose the incorrect answers. The percentage of correct answers was only 20%.

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12. "Most countries in Europe have **abolished** capital punishment". (ibid: 45).

a. done up with   b. done for with

c. done away with   d. done out of

The most appropriate equivalence of the underlined word is " done away with". But most students chose the inappropriate answers. The percentage of correct answers was only 32%.

Having examined the fourth task, I observed that the percentage of correct answers was approximately the same as that of task three, i.e., it was 44.90%, which means that this task also caused a problem for students of translation(see Table 4).

This task was designed to show the ability of students of translation to treat this phenomenon when they face a translated phrasal verb, and how they can choose the appropriate translation of the phrasal verb given. It is designed to check the student's deep understanding of such verb particle combinations.

This task consisted of twenty five sentences, and every sentence has an underlined phrasal verb translated into Arabic, and the students were asked to choose the appropriate translation which was given in terms of multiple choice.

Now, let's move to this task to see what errors the students committed in the following sentences:

1. Recently, I have **taken to** getting up earlier in the morning." (Courtney 1983: 655).

The choices are:

1. اضطر   2. بدأ   3. رفض   4. استمر

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The correct translation here is "بدأ". However, a large number of students chose the inappropriate translations. The percentage of correct translations was only 45%.

2.   " The rain seems to have <u>set in</u> for the night." (Khalaili 1979: 134)

   The choices are :

   يتوقف 1.   2. يخف   3. يبدأ   4. يشتد

   The appropriate translation of this phrasal is "يبدأ" to begin". Most students chose the incorrect translations. The percentage of correct answers was only 30%.

3.   "A man like that deserves to be <u>put away</u> for life." (ibid: 116)

   The translated alternatives are:

   1. يسجن   2. يقتل   3. يبعد   4. يجلد

   The appropriate translation is " يسجن". However, many students chose the incorrect translations. The percentage of correct answers was only 40%.

4.   "The shopkeeper <u>did</u> me <u>out of</u> 50 pence."(ibid: 46)

   The translated choices are:

   باع 1.   2. خصم   3. غبن   4. اختلس

   The appropriate translation is " غبن". Unfortunately, most students chose the incorrect translations. The percentage of correct translations was only 17.5%.

5.   " I don't know what to <u>make of</u> the boys' behavior." (Courtney 1983: 379)

   The alternatives are:

   1. يضبط   2. يفهم   3. يسبب   4. يعاقب

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The appropriate translation is " يفهم". But a large number of students misunderstood the phrasal verb given, and chose the incorrect translations. The percentage of correct choices was only 22.5%.

6.   "We have had an awful lot of trouble **running** her **down**." (Khalaili 1979: 125).

The alternatives are :

4. لحاق   **3. إيجاد**   2. دهس   ا . ذم

The appropriate translation of this phrasal verb is " إيجاد". Most students chose the incorrect answer. The percentage of correct answers was only 15%.

7.   "She **put away** a huge breakfast before she left."(ibid: 123)

The translated alternatives are :

4. وزعت   3. حضرت   **2. أكلت**   ا . وضعت جانبا

The appropriate translation of this phrasal verb is " أكلت". A large number of students were confused and chose the other alternatives in spite of the hint given in the sentence, that is, the word "huge". The percentage of correct choice was only 37.5%.

8.   "I'm glad to hear that Arthur has **come through**".

The alternatives are

2. نجا من الحادث   ا . حضر فجأة

4. عاد من السفر   **3. تعافى من المرض**

The appropriate translation here is تعافى من المرض. The percentage of correct answers was only 40%.

9.   "He is always **shooting** his mouth **off.** "(Taha 1975 : 35).

The alternatives are :

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2. يتكلم كثيرا ‏1. يذم الآخرين باستمرار

4. يتكلم بصوت مرتفع ‏3. يقلد الآخرين

The appropriate choice is يتكلم كثيرا. The percentage of correct answer was only 17.5%.

10. " Mary **backed** John **down**." (Turton & Mansor 1985:18).

The choices are :

2أنزلته إلى الطابق الأرضي ‏1. أعادته إلى البيت

4. عاملته معاملة سيئة ‏3.أجبرته على تغيير رأيه

The appropriate choice here is " أجبرته على تغيير رأيه"

The percentage of correct choices was only 32.5%.

11. " I want to **brush off** that detective following me."

(Taha 1975: 32).

The choices are:

4. يتعامل بلباقة ‏3. يواجه بشجاعة ‏2. **يختفي عن** ‏1. يخدع

The appropriate choice is " يختفي عن". The percentage of correct answers was only 42.5%.

12. " I can **stick** it **out** all summer, if I have to."(ibid: 36)

The choices are :

4. يبقى مع ‏3. يلتزم بالمواعيد ‏2. يصبر على ‏1. يسافر

The appropriate translation of this phrasal verb is " يصبر على".

The percentage of correct answers was only 40%.

13. "I didn't take that money." **What do you take me for**?

(Courtney 1983: 646)

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(Courtney 1983: 646)

The alternatives are :

1. إلى أين تأخذني   2. ماذا تريد مني؟

3. ماذا ستفعل بي؟   **4. أتراني مغفلا؟**

The appropriate choice is " أتراني مغفلا؟"

The percentage of correct choice was only 35%/

14.   " These children really **take after** their mother"

The choices are :

1. يزعج   2. يرافق   3. يقلد   **4. يشبه**

The appropriate choice should be " يشبه".

Only 35% of students chose the correct answer.

15.   " He has **cashed in on** his opponents mistakes." (ibid: 75)

The choices are :

1. تعلم من أخطاء خصمه   2. سخر من أخطاء خصمه

3. غفر أخطاء خصمه   4. ارتكب أخطاء مشابهة

The correct choice is " تعلم من أخطاء خصمه". The percentage of correct choice was only 5%.

16.   "He soon **made away with** the fortune which he had gained of his father's death."(ibid: 377).

The choices are :

1. استغل   2. أضاع   3. ألغى   4. رفض

The appropriate choice is " أضاع". The percentage of correct answer was only 45%.

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The results of this test showed that the students of translation who participated in this test have a little knowledge concerning this area of English language, i.e. the verb- particle combinations. As seen from Table 5 which summarizes the results of four tasks, only 1954 cases (42.28%) out of 4600 cases(the total number of items answered by all students in all tasks) were correct. This means that 2646 cases(57.52%) were either incorrect or left with no answers.

Table (1), which summarizes the results of task one concerning understanding and translating phrasal verbs, shows that the student translators demonstrated a low performance in translating English phrasal verbs into Arabic. The percentage of adequate renderings was only (40.90%), while (59.10%) went for inadequate renderings and no translations. A large number of student translators resorted to literal translation or paraphrasing when they faced idiomatic phrasal verbs, culture-specific terms, or idiomatic expressions involving phrasal verbs. For instance, the student translators rendered the phrasal verb "See through" in "I saw through the plan" and "I saw the plan through" literally as رأيت الخطة because they believed that this phrasal verb has the same meaning in both cases. But it can be translated into Arabic as فهمت الحيلة التي انطوي عليها الخطة in the former, and تابعت الخطة حتى نهايتها in the latter. The results of this task revealed that the student translators have a low standard of competence in interlingual communication.

Similarly, Table 2 reveals the low performance of student translators in understanding and using the second element in context. The percentage of correct answers was only (40.83%), while (59.17%) went for incorrect answers. The subjects were not able to use the appropriate particles which go with their main verbs. They could not realize the fact that the relationship between the main verb and its second element is ruled by

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Table 4 reveals the subjects' weakness in understanding phrasal verbs and their Arabic equivalents in context. The percentage of appropriate answers was only 44.90% (which is similar to that of task 3), whereas, 55.10% went for inappropriate answers. For example, the phrasal verb "put away" has different meanings and then different renderings when it is used in different contexts. It means "to kill" in "we decided to **put away** that dog because it was suffering too much." And "to confine in a mental home" in "A man like that deserves to be **put away** for life." The percentage of the correct choices was only 40%, while 60% went for the incorrect choices. The result of this task indicates that there is a lack of competence regarding interlingual communication.

To summarize, the results of this study, show that the subjects have a low standard of competence and performance regarding understanding and translating phrasal verbs into Arabic which may be due to their lack of knowledge concerning intralingual as well as interlingual interference. It can be added that culture specific terms, idiomatic expressions, with which they were not familiar, as well as some syntactic and semantic features such as transitivity, separability, objects used, and degree of idiomaticity might hinder the students' performance in this study. Moreover, the length of the test used, the difficulty of items used in the test, and students' lack of seriousness might be possible reasons for the students' low performance in this study.

The strategies that the translators adopted were literal translation, paraphrasing and no translation.

The most frequent equivalence used was the formal equivalence because most students could not understand the connotative meanings of

most phrasal verbs given, so they didn't use the other types of equivalents, i. e., the functional and ideational.

Table 1: Students' competence to understand and translate phrasal verbs into Arabic

	No	Percentage
1. Correct translations	818	40.90
2.Incorrect translations	1182	59.10
Total number	2000	100

Table 2: Students' comprehension of phrasal verbs in context and their appropriate second elements

	No	Percentage
1. Correct translations	294	40.83
2. Incorrect translations	426	59.17
Total number	720	100

Table 3: Students' understanding of phrasal verbs and their equivalents in context

	No	Percentage
1. Correct translations	393	44.66
2.Incorrect translations	487	55.34
Total number	880	100

Table 4: Students' competence to understand translated phrasal verbs in context

	No	Percentage
1. Correct translations	449	44.90
2.Incorrect translations	551	55.10
Total number	1000	100

Table 5: A summary of results

	No	Percentage
1. Correct translations	1954	42.48
2.Incorrect translations	2646	57.52
Total number	4600	100

Table 6: Total analysis of results.

Variable	Mean	No.	%
Task.1	20.45	2000	40.90
Task.2	7.35	720	40.83
Task.3	9.82	880	44.66
Task.4	11.23	1000	44.90
Total	48.85	4600	42.48

Chapter five
Conclusions and Recommendations

5.1 Conclusions

The primary concern of this study is to investigate the competency of student translators at Jordanian universities to understand and to translate English phrasal verbs into Arabic. By examining the results of this study it has been shown that the lack of knowledge concerning phrasal verbs given has led to a large number of errors committed by many students who participated in the study. It has been argued that mistranslating English verb-particle combinations into Arabic reflects misunderstanding of the phrasal verbs given. Also, it has been shown that student translators' unfamiliarity with many English phrasal verbs has led to many inappropriate renderings.

In addition, fixed expressions used in certain contexts are the most difficult for student translators because their meanings cannot be understood or guessed from their individual components. Many student translators couldn't realize the difference between idiomatic and non-idiomatic phrasal verbs .

Furthermore, the analysis has indicated that student translators often adopt or resort to literal translation, as a solution when they encounter difficulty in translating any verb particle combination.

It is shown from the results that student translators have a little knowledge concerning phrasal verbs although they are graduate students and all of them have B.A's in English and literature, and they are working for M.A degree in translation .

It was expected that these students have or should have a good knowledge regarding phrasal verbs since most of them are teachers who are expected to tackle this phenomenon in schools properly .

This study has shown that this verb-particle combination had been ignored and not been taught properly at schools and at universities .

When students attempted to translate English phrasal verbs given in the test designed for the purpose of this study, they misunderstood the combination when the particles were separated from their main verbs. The students didn't realize that the separation of particles from their main verbs may change the meaning of many phrasal verbs. For instance, the phrasal verb **come across,** has two different meanings when it is used separably or inseparably . In a sentence like " I **saw** the plan **through** ; the phrasal verb means تابعت الخطة حتى النهاية.But in " I **saw through** the plan" The meaning is. فهمت الحيلة التي تنطوي عليها الخطة

The student translators couldn't understand the role of word order in changing the meaning of phrasal verbs, and they resorted to translate both sentences above literally as رأيت الخطة and they believed that both phrasal verbs have the same meanings. Moreover, the student translators couldn't understand the fact that transitivity or intransitivity of phrasal verbs may change the meaning of such a verb–combination. Many students believed that the same phrasal verb has the same meaning when it is used transitively or intransitively in different contexts, and they couldn't understand the meanings in both uses. The phrasal verb **come across,** for

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example, has two different meanings when it is used transitively and intransitively in different contexts. This combination means "to meet by chance" in "He **came across** his old friend yesterday ". But it means "made a good impression" in "Bibi really **came across** well".

In addition, some student translators couldn't realize the fact that some phrasal verbs have particles which don't indicate any direction. For example, the phrasal verb "**stand down**" in "The magistrate asked the witness to "**stand down**" . Most students understood this phrasal verb according to its second element, and they believed that the particle "down" indicates direction and they translated this combination as يجلس ، يقف ، يدلي بشهادته...etc. But in fact, this second element doesn't indicate any direction, and it means " to leave the witness box in the court".

Also the results showed that many students didn't attempt to exploit or to take benefits from the hints or clues implied in the context in which such combinations occur. Therefore, their translations were distorted and inappropriate, and some of their translations were irrelevant.

This study indicated that student translators, in particular, and learners of English as a second language, in general, encounter serious problems with English phrasal verbs. This study also showed that student translators translated these combinations literally, or left them untranslated.

The reason for such a lack of knowledge regarding such combinations, is due to their idiomaticity and their difficulty . This reason reflects the fact that such combinations are ignored and not taught at schools and at universities properly. Many students are not exposed long enough to these items in English speech and writing . The education system is responsible for this weakness concerning this significant area of

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English language taught in Arab schools and universities. The importance of phrasal verbs as lexical items is not realized by many students . Also, the influence of Arabic language, which has a complete different system of prepositional verbs with different emphasis on their value and frequency, cannot be ignored. The emphasis on interlingual as well as intralingual interference should be taken into consideration.

5.2 Recommendations

Since the students weakness in this area of English reflects their little knowledge of it, I would like to recommend that phrasal verbs should be given more attention in schools, colleges and universities in order to offer to students a wider exposure to their spontaneous idiomatic use. It is also recommended that such combinations should be introduced in classes with special emphasis on their idiomatic meanings and uses. The introduction of some tasks similar to those given in the Appendix would be of great help to students learning English as a foreign language. Furthermore, syllabus designers, textbooks writers and teachers should be aware of the problem facing students of English in this area. They should capture every opportunity to introduce them in context of meaningful and real-life situations like using recorded conversations by native speakers, plays , and, if possible, films , magazines, and then drawing the students attention to the phrasal verb used . It can be said that such a method would ensure the students' comprehension and absorption of the most common phrasal verbs .

Teachers should also warn students of the dangers of literal translation of these items and that the meaning of each of the verb and particle, which, is what many student translators tend to think, due to the interference of the mother tongue.

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Some practical suggestions, which can be, used in teaching phrasal verbs whether in schools or in universities can be summarized as follows:

1. Dialogue drills or short narratives focusing on a common idea can be used. For instance, combinations such as **put on, take off, wear out, try on,** ...etc., can be used when the conversation is about clothes. And **call up** some one, **pick up** the receiver, **hang up** the receiver, can be used when the theme is about telephoning.

2. The teacher can use certain sentences involving single- word verbs and ask the students to replace them by appropriate phrasal verbs.

3. The teacher has to develop the sense of separable and inseparable phrasal verbs by using a special notation and flash cards as learning aids. He can use simple sentences containing short noun phrase objects or pronoun objects and ask them to split where possible or necessary.

4. The feeling for the particle movement rule should be developed:

    a. when it can apply and when it must apply:

    e.g.(1) I **put** the dishes **away.**

    The same meaning

    (2) I **put away** the dishes.

    b. When it is better not to move the particle:

    When the object noun phrase is very long, the particle cannot be moved, and it must remain next to the verb as in "**I put away** the dishes we used for the picnic we had last week." But not " *I **put** the dishes we used for the picnic we had last week **away.**"

In (1) and (2) above separation is optional, that is, the adverbial particle can be used either before or after the object noun phrase.

And when the object is a pronoun, and the particle is an adverb, separation is obligatory. e.g:,

(3)   a.   He **put** his coat **on**.

       b.   He **put** it **on**.

       However, when the particle is a preposition, and the object is a pronoun, there is no separation. e.g:

(4)   a.   He **ran up** the hill

       b.   He **ran up** it.

5.   The teacher can use phrasal verbs with the same particle achieving the same function. e.g., **up** can be used to refer to total consumption in the following phrasal verbs: **eat up, drink up, buy up, burn up, use up**, etc.

6.   The teacher can expose his students to the use of phrasal verbs and similar types of lexical items in highly colloquial, slang expressions. And he can present some of these phrasal verbs in a way which facilitates understanding: e.g: the positive meaning of the preposition **on** and the negative meaning of the preposition **off** in expressions such as the following:

on = **Turn** someone **on** = "excite".

The music **turned** John **on**.

Off = **Turn** someone **off** = " repulse".

To use these phrasal verbs in narrative dialogues to bring out the meanings in contexts is very helpful. e.g. "when we have interesting discussions in class, Marvin asks questions that **are** really **off** the

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track. He **turns** me **off**. If I were the teacher, I would tell him to **buzz off** because we would have a better class without him".

7. Bilingual dictionaries on phrasal verbs (English-Arabic) should be designed; approaches to describe them, and strategies to teach them should be developed. It is hoped that this study achieved its ultimate goal successfully.

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Appendix

The following test has two sections. Section one consists of two questions designed to get information about the number of credit hours and courses the students have already taken.

Section two consists of four tasks designed to show the ability of students of translation to understand and to translate English phrasal verbs into Arabic, and how they treat this problem.

Section One:

1-How many credit hours have you taken so far?

....

....

....

....

2-What courses in the translation program have you already taken?

....

....

....

....

Section Two:

This section consists of four tasks designed to show the ability of students of translation to understand and to translate English phrasal verbs into Arabic:

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Task One:

Translate the underlined phrasal verbs into Arabic without consulting any dictionary or reference. You have to focus on the context in which such combinations occur:

1-I <u>saw</u> the plan <u>through</u>   (seidl & McMordie, 1988: 102)

....

2-What did he mean; there would be no money? He is <u>talking through his hat</u>, we all knew there is a special allowance for this plan.

(Courtney 1983: 659)

....

3-Things are <u>looking up</u>.   (ibid: 372)

....

4-She's always <u>running down</u> her son's wife to her face.   (ibid: 523)

....

5-Did his speech <u>come across</u>?   (ibid: 87)

....

6-<u>Call off</u> your dog, he is biting my leg!   (ibid: 64)

....

7-The salesman finds it easy to <u>take in</u> old ladies and persuade them to give him their money.   (ibid: 648)

....

8-Here I've been <u>talking</u> my head <u>off</u>, and not giving you a chance to tell your news.   (ibid: 659)

....

9-I have said I'm sorry, there is no need to <u>bite</u> my head off.

<div align="right">(ibid: 38)</div>

....

10-Two of the committee members chose to <u>take issue with</u> the chairman

on the question of voting rights. <div align="right">(ibid: 658)</div>

....

11-The agency said that a representative would <u>call on</u> us next week.

<div align="right">(ibid: 64)</div>

....

12-Don't laugh when I'm playing the piano, it <u>puts me off my stroke</u>.

<div align="right">(ibid: 470)</div>

....

13-I <u>saw through</u> the plan. (Seidle & McMordie 1988: 102)

....

14-Bibi really <u>came across</u> well. (Celce & Larsen 1983: 266)

....

15A good job that you enjoy doing is hard to <u>come by</u>.

<div align="right">(Courtney 1983: 89)</div>

....

16-Most families <u>went through</u> quite a lot during the war.

<div align="right">(Seidl & McMordie 1988: 125)</div>

....

17-The Magistrate asked the witness to <u>stand down</u>. (Khalaili 1979: 140)

....

18-We can't afford to <u>let up</u>, now that we've nearly accomplished our

task. <div align="right">(ibid: 96)</div>

....

19-You must <u>get home to</u> John what the difficulty is. (ibid: 216)

....

20-Some of the Jokes were rather rude but luckily they <u>went over</u> the children's heads. (ibid: 256)

....

21-Her wonderful performance has <u>taken</u> the public <u>by storm</u>.

(ibid: 645)

....

22-We shall have to <u>write</u> your suggestion <u>off as</u> a useless idea.

(ibid: 731)

....

23-I don't like big rooms with crowds of people <u>coming in on</u> me.

(ibid: 92)

....

24-The criminals <u>did away with</u> the old man. (ibid: 41)

....

25-Oh, <u>get away with</u> you! Do you think I'd believe a story like that?

(ibid: 212)

....

26-When you are writing the story, don't let your imagination <u>run away</u> <u>with</u> you. (ibid: 522)

....

27-What is the matter with that man? He looks as if he is <u>zonked out</u>.

(ibid: 734)

....

28-The house <u>looks out on</u> to the race course. (Heaton 1985: 75)

....

29-<u>Come along</u>, Jane, you can do better than that. (ibid: 88)

....

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30-Why don't you <u>look in on</u> Mrs Johnson on your way back?

....

31Every child needs someone to <u>look up to</u> and copy.

<div align="right">(Courtney 1983: 373)</div>

....

32-She was snobbish and <u>looked down on</u> all her neighbours.

<div align="right">(Heaton 1985: 75)</div>

....

33-Many politicians started by being <u>caught up</u> in the party when they were very young. (ibid: 71)

....

34- The young singer just <u>walked off with</u> the show, the crowed weren't interested in any one else. (ibid: 703)

....

35- He <u>cashed in his chips</u>. (Courtney 1983: 68)

....

36- <u>Get out of it</u>! You can't expect me to believe you. (ibid: 226)

....

37- All my family <u>came through</u> the war. (ibid: 96)

....

38- See if you <u>can draw</u> out the witness. (Fraser, 1979: 79)

....

39- Someone, like Jim, who has <u>come up the hard way</u>, understands reality better than a person who always had money.

<div align="right">(Courtney, 1983: 99)</div>

....

40- Did your horse <u>come up</u>? (ibid: 98)

....

41- I'm certainly not going to <u>stick</u> my neck <u>out</u> on his account.

(Taha, 1975: 35)

....

42- Always insist upon seeing your room before <u>booking in.</u>

(Turton & Manser, 1985:9)

....

43- Feeling the gun in his back, he <u>broke off</u> and slowly raised his hands above his head. (ibid: 12)

....

44- After a long delay, he <u>got round to</u> writing a letter.

(Courtney, 1983: 228)

....

45- They <u>fell to</u> at their leader's command. (Meyer, 1975: 14)

....

46- The door <u>came to</u>. (ibid: 14)

....

47- He <u>took</u> me <u>for</u> a man he knew. (Courtney, 1983: 646)

....

48- As the wind dropped, the boat <u>came to</u>. (ibid: 96)

....

49- She'll believe anything, she's too easy to <u>take for a ride</u>. (ibid: 646)

....

50- It is easy to <u>drink away</u> a whole night. (ibid: 152)

....

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Task Two:

Fill in the blank spaces with the prepositions or adverbial particles given in a, b, c, or d that best complete the following sentences:

1- The doctor will be.....................any minute now. (Courtney: 1983: 19)

a- away   b- after   c- along   d- over

2- The workers' leader has called all men ....for more pay. ((ibid: 64)

a-up   b- in   c- out   d- for

3- Oh, come ....! I know better than that.   (ibid: 93)

a- in   b- on   c- out   d- at

4- The attempt did not come ....as well as we had hoped. (ibid: 93)

a- in   b- for   c- off   d- out

5- That cupboard has not been done...........for months. (Khalaili: 1979: 46)

a- up   b- in   c- out   d- on

6- It got...........that she was having an affair with the postman. (ibid: 54)

a- across   b- ahead   c- over   d- about

7- He fell............wondering what to do with himself. (Khalaili: 1979: 52)

a- on   b- to   c- down   d- at

8- I came..........that old photograph in the back of the drawer. (Courtney: 1983: 93)

a- in   b- on   c- over   d- out

9- What has that girl done............the urgent papters?

a- on   b- with   c- by   d- in

10- Let's cut............the usual committee stage and get the plan approved faster.   (ibid: 121)

a- in   b- through   c- on   d- out

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11- The prisoner made...........the guard with a knife.   (ibid: 377)

a- on   b- over   c- out   d- at

12- I hope this small cheque will see you........   (Khalaili: 1979: 131)

a- through   b- out   c- over   d- off

13- The shop backs............a railway station.   (ibid: 16)

a- at to   b- on to   c- into   d- out to

14- She has been.........him ever since he complained about her to the
    boss.   (ibid: 12)

a- down over   b- down out   c- down on   d- down at

15- The headmaster came.........me like a ton of bricks.   (ibid: 37)

a- down at   b- down over   c- down in   d- down on

16- Do you always stand........your rights?   (ibid: 142)

a- up for   b- up over   c- up to   d- up on

17- When I finally got........buying tickets for the show, they were all
    sold out.   (ibid: 59)

a- round to   b- round over   c- round out   d- round on

18- You must cut...........rich food if you want to lose weight. (ibid:
    42)

a-down in   b- down at   c- down up   d- down on

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Task Three:

Circle the correct phrasal verb that may stand for the underlined
words in the following sentences:

1- The teacher did not seem to be able to <u>convey</u> the new material to his
   students.

(Khalaili 1979: 61)

a- get about   b- get along   c- get across   d- get ahead

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2- There was so much noise that I could not <u>understand</u> what the speaker was saying. (ibid: 106)

a- make over b- make out c- make up d- make off

3- They have <u>erected</u> tower-blocks all over the town. (ibid: 122)

a-out on b- put up c- put out d- put over

4- The comedian <u>mimicked</u> several well-known politicians during his act. (ibid: 147)

a- took up b- took on c- took out d- took off

5- I'm sorry, I can't keep the appointment with you, I'<u>m leaving</u> to Paris tomorrow. (ibid: 12)

a- being at b- being for c- being off d- being over

6- My friend Hill will <u>confirm</u> everything I have told you. (ibid: 16)

a- bear up b- bear out c- bear on d- bear with

7- The child kept <u>inflating</u> the balloon till it burst. (ibid: 18)

a- blowing in b- blowing out c- blowing up d- blowing over

8-I won't <u>tolerate</u> his impudence any longer. (ibid: 104)

a- stand out b- stand by c- stand for d- stand off

9- The dog went mad and <u>attacked</u> his own master. (Courtney 1983: 696)

a- turned into b- turned on c- turned to d- turned down

10- The teacher <u>scolded</u> me for arriving late this morning. (Khalaili 1979: 18)

a- blew in b- blew up c- blew out d- blew over

11- Three men <u>escaped</u> form this prison last week. (ibid: 21)

a- broke up b- broke through c- broke out d- broke off

12- I wonder what the future will <u>produce</u>. (ibid: 24)

a- bring round b- bring up c- bring forth d- bring over

13- The good news <u>requires</u> a celebration. (ibid: 28)

a- calls in   b- calls for   c- calls off   d- calls up

14- The enterprise was <u>accomplished</u> in spite of all the setbacks. (ibid: 32)

a- carried on   b- carried over   c- carried through   d- carried away

15- When does the wedding <u>take place</u>? (ibid: 37)

a- come by   b- come at   c- come off   d- come into

16- We must <u>find</u> some plan to get out of this place. (ibid: 152)

a- think on   b- think at   c- think of   d- think over

17- Can the government <u>keep</u> its promise to reduce taxes? (Courtney 1983: 605)

a- stand by   b- stand for   c- stand with   d- stand on

18- I wanted to make address but I didn't know how to <u>deal with</u> it.

(ibid: 551)

a- set for   b- set on   c- set about   d- set across

19- He <u>killed</u> his wife by poisoning her food. (Khalaili 1979: 103)

a- made away with   b- came down on   c- did out of   d- blew in to

20- She <u>uttered</u> a long story to explain why didn't turn up for work.

(ibid: 14)

a- came down with   b- came up with   c- came out with   d- came up to

21- Most countries in Europe have <u>abolished</u> capital punishment. (ibid: 45)

a- done up with   b- done for with   c- done away with   d- done out of

22- They have finally <u>accepted</u> our proposals. (ibid: 51)

a- fallen in with   b- fallen out on   c- fallen for at   d- fallen back on

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Task Four:

Choose the best translation of the underlined phrasal verbs that may give the best meaning of the following sentences:

1- Recently, I have <u>taken to</u> getting up earlier in the morning. (Courtney 1983: 655)

The underlined phrasal verb means:

<div dir="rtl">

1. اضطر
2. بدأ
3. رفض
4. استمر

</div>

2- It's difficult to avoid <u>stepping on</u> her sensitive feelings   (ibid: 618)

The underlined phrasal verb means:

<div dir="rtl">

1. إقناع
2. إيذاء
3. اجتناب
4. تجاوز

</div>

3- The rain seems to have <u>set in</u> for the night.   (Khalaili 1979: 134)

The underlined phrasal verb means:

<div dir="rtl">

1. يتوقف
2. يخف
3. يبدأ
4. يشتد

</div>

4- These big cars <u>run away with</u> a lot of petrol.   (ibid: 124)

The underlined phrasal verb means:

<div dir="rtl">

1. تسير بسرعة كبيرة
2. تستهلك وقودا أكثر
3. تستوعب بترولا أكثر
4. تهرب بترولا أكثر

</div>

5- Please, <u>put</u> the drinks <u>down</u> to my account.   (ibid: 117)

The underlined phrasal verb means:

<div dir="rtl">

1. أحضر
2. دون
3. إملا
4. ضع جانبا

</div>

6- A man like that deserves to be <u>put away</u> for life.　　　　(ibid: 116)

The underlined phrasal verb means:

1. يسجن
2. يقتل
3. يبعد
4. يجلد

7- Some people can <u>get away with murder</u>.

The underlined phrasal verb means:

1. يهرب من مكان الجريمة
2. لا يترك أثرا للجريمة
3. يتخلص من الجثة بسهولة
4. ينجو من العقاب

8- He said that he is not a foreigner, but his accent <u>gave</u> him <u>away</u>.

The underlined phrasal verb means:　　　　(Khalaili 1979: 62)

1. أعطى
2. فضح
3. خان
4. أدرك

9- The shopkeeper <u>did</u> me <u>out of</u> 50 pence.　　　　(ibid: 46)

The underlined phrasal verb means:

1. باع
2. خصم
3. غبن
4. اختلس

10- I don't know what to <u>make of</u> the boys' behaviour. (Courtney 1983: 379)

The underlined phrasal verb means:

1. يضبط
2. يفهم
3. يسبب
4. يعاقب

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11- We have had an awful lot of trouble <u>running</u> her <u>down</u>. (Khalaili 1979: 125)

The underlined phrasal verb means:

1. ذمّ

2. دهس

3. إيجاد

4. لحاق

12- She <u>put away</u> a huge breakfast before she left. (ibid: 116)

The underlined phrasal verb means:

1. وضعت جانبا

2. أكلت

3. حضرت

4. وزّعت

13- The police <u>made after</u> the thief. (ibid: 102)

The underlined phrasal verb means:

1. اعتقل

2. طارد

3. أصاب

4. قتل

14- I'm glad to hear that Arthur has <u>come through</u>. (ibid: 40)

The underlined phrasal verb means:

1. عاد من السفر

2. تعاني من المرض

3. نجا من الحادث

4. حضر فجأة

15-   These children really <u>take after</u> their mother.   (ibid: 143)

The underlined phrasal verb means:

1.   يرافق

2.   يشبه

3.   يزعج

4.   يقلد

16-   He is always <u>shooting</u> his mouth <u>off</u>.   (Taha, 1975: 35)

The underlined phrasal verb means:

1.   يذم الآخرين باستمرار

2.   يتكلم بصوت عال

3.   يقلد أصوات الآخرين

4.   يتكلم بصوت مرتفع

17-   Mary <u>backed</u> John <u>down</u>.   (Turton & Manser, 1985: 18)

The underlined phrasal verb means:

1.   أعادته إلى البيت

2.   أنزلته إلى الطابق الأرضي

3.   أجبرته على تغيير رأيه

4.   عاملته معاملة سيئة

18-   I want to <u>brush off</u> that detective following me.   (Taha, 1975: 23)

The underlined phrasal verb means:

1.   يخدع

2.   يختفي عن

3.   يواجه بشجاعة

4.   يتعامل بلباقة مع

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19- I can <u>stick</u> it <u>out</u> all summer, if I have to. (ibid: 36)

The underlined phrasal verb means:

1. يسافر

2. يصبر على

3. يلتزم بالمواعيد

4. يبقى مع

20- I didn't take that money, <u>What do you take me for</u>? (Courtney, 1983: 646)

The underlined fixed expression means:

1. إلى أين تأخذني؟

2. ماذا تريد مني؟

3. ماذا ستفعل بي؟

4. أتراني رجلا مغفلا؟

21- One shouldn't <u>booze up</u> before an examination. (Fraser, 1976: 73)

The underlined phrasal verb means:

1. يسهر طويلا

2. ينام قليلا

3. يفرط في الشراب

4. يأكل بنهم

22- He has <u>cashed in on</u> his opponent's mistakes. (ibid: 75)

The underlined phrasal verb means:

1. تعلم من أخطاء خصمه

2. سخر من أخطاء خصمه

3. غفر أخطاء خصمه

4. ارتكب أخطاء مشابهة

106

23-   Look who is just <u>dropped in</u>!   (Courtney, 1983: 155)

The underlined phrasal verb means:

1.   أخفق في الامتحان

2.   سقط عن فرسه

3.   صرخ بأعلى صوته

4.   قام بزيارة مفاجئة

24-   He soon <u>made away   with</u> the fortune which he had gained on his

father's death.   (ibid: 377)

The underlined phrasal verb means:

1.   استغل

2.   أضاع

3.   ألغى

4.   رفض

25-   The man <u>reeled in</u> the street.   (Fraser 1976: 1)

The underlined phrasal verb means:

1.   غنى

2.   ركض

3.   زحف

4.   ترنح

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ملخص الرسالة

مشكلات التركيب والمعنى في ترجمة الأفعال الإنجليزية المركبة (الإصطلاحية) إلى اللغة العربية

إعداد

قاسم ذيب عودة الله حوراني

المشرف

الأستاذ الدكتور محمد عودة الشرفات

تسبب الأفعال المركبة (الاصطلاحية) مشكلة حقيقية لطلاب الترجمة عند الترجمة من اللغة الإنجليزية إلى اللغة العربية، حيث يواجهون أحياناً صعوبة بالغة في تحديد معانيها الدقيقة.

تهدف هذه الدراسة إلى إلقاء الضوء على المشكلات والصعوبات الخاصة بالأفعال المركبة التي يواجهها طلاب الترجمة في أثناء قيامهم بعملية الترجمة من الإنجليزية إلى العربية. فقد قام الباحث بتصميم اختبار لهذه الغاية ووزعه على طلاب الترجمة في جامعتي اليرموك والأردنية، ثم قام بتحليل النتائج ودراستها وقدّم بعض التوصيات الضرورية للتغلب على هذه المشكلة.

تتكون هذه الدراسة من خمسة فصول: الفصل الأول مقدمة عامة، يشرح فيها الباحث أهم المشكلات الخاصة بترجمة الأفعال المركبة. كما يحدد المنهجية التي اتبعها في دراسته.

ويعرض الباحث في الفصل الثاني أهم الدراسات السابقة المتعلقة بالأفعال المركبة سواء من الناحية الصرفية والنحوية أم من وجهة نظر الترجمة.

أمّا الفصل الثالث من الدراسة فهو تحليل عام للأفعال المركبة من حيث التركيب والمعنى، كما يلقي الباحث مزيداً من الضوء على جوانب مختلفة تتعلق بهذه الظاهرة، ويقدم مزيداً من المعلومات الهامة عنها.

ويشكل الفصل الرابع الجزء الأساسي من الدراسة، حيث قام الباحث بتحليل النتائج وتفسيرها، والتي بينت أن قدرة طلاب الترجمة على التعامل مع هذا الجزء الهام من اللغة الإنجليزية أي الأفعال الاصطلاحية كانت متدنية. وأظهرت النتائج أن نسبة الطلاب الذين قاموا بالترجمة الصحيحة لجميع فقرات الاختبار كانت (٤٢,٤٨%)، بينما كانت نسبة الذين ترجموا ترجمات غير صحيحة أو تركوا بعض الفقرات بدون ترجمة (٥٧,٥٢%)، وأشار هذا الأداء الضعيف إلى ضعف قدرات الطلبة على التعامل مع هذا النوع من الأفعال. كما يركز هذا الفصل على دور السياق في تحديد معاني الأفعال المركبة.

ويقدم الباحث في الفصل الأخير من الدراسة النتائج والتوصيات، حيث ينبغي أن تحظى هذه الظاهرة اللغوية باهتمام أكبر في جميع مراحل التعليم، بما فيها المرحلة الجامعية، كما يجب أن تُصمم معاجم ثنائية اللغة تتناول هذه الظاهرة وأن يتم تطوير الاستراتيجيات والطرق المعتمدة في تدريسها.