

**UNIVERSITY KASDI MERBAH OUARGLA**

**Faculty of Letters and Languages**

**Department of English Language and Literature**



**Dissertation:**

**Academic Master**

Domain: English Language and Literature

Field: Translation and Translation Studies

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Title:

**Problems of Translating Phrasal Verbs From English into Arabic**

**The Case of First Year Master Students of English**

Publically defended

On: .././....

Before the Jury

President: UKM-Ouargla

Supervisor: UKM-Ouargla

Examiner: UKM-Ouargla

**Academic year: 2013-2014**

جامعة قاصدي مرباح ورقلة

كلية الآداب واللغات

قسم اللغة الانجليزية وآدابها



مذكرة:

ماستر أكاديمي

ميدان: الآداب واللغات الأجنبية

مجال: الترجمة والترجمولوجيا

من إعداد: مليزي أميرة

العنوان:

مشاكل ترجمة الأفعال المركبة من الإنجليزية الى العربية  
دراسة حالة: "طلبة سنة أولى ماستر إنجليزية – جامعة قاصدي مرباح ورقلة"

نوقشت علنيا

يوم: .. / .. / ..

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ج-ق-م/ورقلة

مؤطر:

ج-ق-م/ورقلة

ممتحن:

السنة الدراسية: 2014/2013

## **Dedication:**

I dedicate this modest work to:

My mother and my father with gratitude and love.

My beautiful sisters: Sabrina, Khalida, Samia, Aida, Manel, and Darine  
for their encouragement and support.

To my new family Chahra, khelifa, Khaled, Amira, Ali, Didine  
Mekhnane for their care and love.

My nieces and nephews: Hiba, Nada, Basma; Ahmed Amine and the  
lovely Adam.

My brother and his wife: Rafik and Rokaya

To my friends who take care of me when I needed them : Asma,  
Nour, Hadjer, Kawthar, Ibtissam, Zakzak.

Special thanks are due to my fiancée Okba Mekhnane for his patience  
and care.



Melizi Amira

## ACKNOWLEDGEMENTS

A profound debt of gratitude is owed to my supervisor *Mr. Belarbi Ahmed* for his continuous encouragement, guidance and support.

I am also indebted to all my master teachers – including my supervisor, for their interesting lectures, documents and advice. I would thank *Mr. Jalal Soltani* for providing me with several books and information.

I would also thank Bakar. At the end, I owe much to my fiancé Okba for his understanding, patience and help.

A special thank to my college Abderrazak Lanez who helps me in concluding this modest work.



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## List of Abbreviations

**SL** : Source language.

**ST** : Source text.

**TL** : Target language.

**TT** : Target text.



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## List of tables

<b>Table n<sup>o</sup></b>	<b>Content</b>	<b>Page</b>
01	Differences between phrasal verbs and prepositional verbs	07
02	The combination of the same particle with different verbs.	11
03	The same combination of particle and a verb.	12
04	The same meaning expressed by different combinations.	12

## List of Graphics

graphic n <sup>o</sup>	Content	Page
01	Student Percentage of explaining the phrasal verb "account for".	24
02	Student Percentage of explaining the phrasal verb "act up".	24
03	Student Percentage of explaining the phrasal verb "bang up".	25
04	Student Percentage of explaining the phrasal verb "be off".	25
05	Student Percentage of explaining the phrasal verb "blurt out".	26
06	Student Percentage of explaining the phrasal verb "catch on".	26
07	Student Percentage of explaining the phrasal verb "die down".	27
08	Student Percentage of explaining the phrasal verb "explain away".	27
09	Student Percentage of explaining the phrasal verb "get on with".	28
10	Student Percentage of explaining the phrasal verb "have back"	28
11	Students' translation of the phrasal verb "account for" from English into Arabic.	29
12	Students' translation of the phrasal verb "act up" from English into Arabic.	30
13	Students' translation of the phrasal verb "bang up" from English into Arabic.	31
14	Students' translation of the phrasal verb "be off" from English into Arabic.	31
15	Students' translation of the phrasal verb "blurt out" from English into Arabic	32
16	Students' translation of the phrasal verb "catch on" from English into Arabic	32
17	Students' translation of the phrasal verb "die down" from English into Arabic.	33
18	Students' translation of the phrasal verb "explain away" from English into Arabic	33
19	Students' translation of the phrasal verb "get on with" from English into Arabic	34
20	Students' translation of the phrasal verb "have back" from English into Arabic.	34



Content	Page
Dedication .....	I
Acknowledgements .....	II
List of Abbreviations .....	III
List of tables .....	IV
List of graphics .....	V
Content .....	
General Introduction .....	
<b>Chapter one : Understanding Phrasal Verbs</b>	<b>03</b>
Introduction .....	03
I.1. Historical rise of the English form of phrasal verbs .....	03
I.2. Definition of phrasal verbs .....	04
I.2.1 Types of phrasal verbs .....	04
I.3. The importance of phrasal verbs .....	06
I.4. Idioms and phrasal verbs .....	06
I.5. Differences between Phrasal verbs and prepositional verbs .....	07
I.6. Phrasal verbs in Arabic .....	08
I.7. Translation problems .....	09
I. 7.1 Problems of translating phrasal verbs .....	09
Conclusion .....	14
<b>Chapter Two: Strategies Used to Translate Phrasal Verbs</b>	<b>15</b>
Introduction .....	15
II.1. Contrastive analysis and its hypothesis .....	15
II.2. Error Analysis .....	15
II.3. Transfer .....	16
II.3.1. Types of transfer .....	17
II.4. Definition of translation .....	18
II.5. Translation strategies .....	18
II.5.1. Global translation strategies/ translation methods .....	19

strategies/ translation procedures .....	19
to translate phrasal verbs .....	20
Conclusion .....	22
<b>Chapter Three: Data Analysis</b>	23
Introduction .....	23
III.1.1 The sample .....	23
III.1.2 Tools and procedures .....	23
III.1.3 Data analysis .....	23
Findings .....	35
General conclusion .....	36
Bibliography .....	37
Appendix .....	39
Abstract .....	41

Most of students find difficulties in translating phrasal verbs, since they are not easy to understand even when relying on the context; they are unable to translate phrasal verbs or even to find a closer equivalent to them in Arabic.

### **Aims of the study**

The main objective of this research; is to investigate the problems confronted by students of first years master, when translating phrasal verbs from the source language “English” into the target language “Arabic”.

### **Hypothesis**

We hypothesized that poor background of English language phrasal verbs lead to inappropriate translation in Arabic.

### **Research questions**

1. What strategy do students use to translate phrasal verbs?
2. Why student fail in translating English phrasal verbs into Arabic?
3. What can be done to enhance the student's ability to translate phrasal verbs?

### **Tools of research**

In order to collect data, we would suggest a questionnaire consist, of two exercises; the first one is about to check the appropriate equivalent of ten phrasal verbs in one or more than one word. The second exercise is about translating sentences including the same ten phrasal verbs. Test is prepared for first year master learners of English (kasdi Merbah University of Ouargla ).

Thirty learners were chosen randomly to answer this questionnaire. After collecting data, we would analyze them to see if learners know the right answer in hence, we will evaluate the level of learners translation of phrasal verbs.

### **Structure of the study**

The present research is basically divided into two main parts: theoretical part which includes two chapters, and a practical one which includes one chapter.

The first chapter, provides definition of phrasal verbs, idioms and prepositional verbs in addition to Arabic phrasal verbs and problems confronted by student of English during the process of translating phrasal verbs from English to Arabic.

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explanation of error analysis, transfer and strategies used in

The last chapter is concerned with the data analysis of the questionnaire which has been answered by students of first year master of English in which we test their ability in translating phrasal verbs from Arabic to English, and hence, this chapter is concerned with testing the hypothesis of this research.

### **Methodology**

In order to analyze the data collected in the practical part, both quantitative and qualitative methods were used in addition to analytic method. Students percentage of explaining and translating phrasal verbs were calculated using the quantitative methods furthermore, the quality of their explanations and translations were analyzed using the qualitative methods in addition to analytic method which was applied to analyze the strategies used by students when translating phrasal verbs.

# Chapter one :

# Understanding Phrasal Verbs

duce phrasal verbs, idioms, prepositional verbs and what can be called "phrasal verbs in Arabic language". In addition to, the problems of translating phrasal verbs from English to Arabic.

### **I.1. Historical rise of the English form of phrasal verbs**

Phrasal verbs in present-day English refer to the combination of verb and preposition or adverbs, to result a new meaning. The notion of phrasal verbs changed during history in addition to the form; starting with the ancestors of phrasal verbs in old English; within this period of time phrasal verbs were generally inseparable prefix verbs. According to Wikipedia old English generally did not possess phrasal verbs as they are found in present-day English. They did exist, although they were rare. Millwards states that "the inseparable prefix verb was attached to the beginning of the verbs". Olteanu and Nicolae give in their book *a holistic approach to phrasal verb* examples of comparison between current phrasal verbs forms and the old English prefixed verbs:

In present day English there is verb (to burn) and then phrasal verb (to burn up), however, old English had baernan (to burn) and the phrasal verb fbrabaernan (to burn up). Later than, different forms of phrasal verbs occur in Middle English; in this period of time, the form of phrasal verbs changed to become closer to current phrasal verbs.

According to Denison (1986) "the formation of prefixes verbs in old English was no longer productive in middle English, and the loss of productivity was already evident, certain authors added a post-verbal particle to prefixed verbs, possibly because the prefix was losing meaning" (p.47).

The form of English prefixed verbs became post positions adverbial particles. Following that, in early modern English, phrasal verbs continued extending to become more popular, according to Hiltuten (1999) "phrasal verbs were used extensively in early modern English dramatic texts, because of their variable shades of meaning and productive capacity to be expanded to form new idioms" (p.161). Lastly, in present day English, new phrasal verbs have been created this notion became more complex and varied. According to Wikipedia Phrasal verbs are still currently productive, and there has been the rise of a more complex form, the three-part phrasal-prepositional verb, which includes a verb, a post-positioned particle, and a complementary prepositional phrase.

concept in English language; they have been defined in many different ways; according to McArthur and Atkins (1974): "phrasal verbs are a combination of simple, monosyllabic verbs and members of a set of particles" (p.05). Moreover, according to Dixon (1991): "phrasal verbs are combination of verb plus preposition(s) that has meaning not inferable from the individual meanings of verb and preposition, so that it must be regarded as an independent lexical item, and accorded a dictionary entry of its own" (p.274). An additional definition mentioned by Thrush (2001): "phrasal verb is adverb and a preposition (or two). The meaning is often idiomatic that is the meaning of the phrasal verb cannot be derived by looking up the verb and preposition separately in a dictionary" (p.292). These definitions give you a general idea about phrasal verbs; these verbs are the combination of verbs and prepositions or adverbs which results a new meaning which is not related to both verbs and particles. According to McArthur and Atkins (1974): "phrasal verbs formed by combining simple verb and particle. The result is called 'phrasal' because it looks like phrase rather than single word. Although it looks like a phrase, it functions as a single word. It is a unit." (p.09).

### 1.2.1 Types of phrasal verbs

There are many types of phrasal verbs in English language, According to Wikipedia One can determine at least three main types of phrasal verbs depending upon whether the verb combines with a preposition, an adverb, or both.

1- Verb + preposition (prepositional phrasal verbs) such as:

Who is **looking after** the kids?

2- Verb + particle (particle phrasal verbs) such as:

They **brought that up** twice.

3- Verb + particle + preposition (particle-prepositional phrasal verbs) such as:

Who can **put up with** that?

In another hand, according to Wyatt (2006) three types of phrasal verb are distinguished depending upon grammar:

1. Intransitive phrasal verbs; which are phrasal verbs that do not need an object. For example: You're driving too fast. You ought to slow down.

2. Transitive phrasal verbs; which are phrasal verbs that must have an object, the object can come in one of two positions:

2.1. Between the verb and the particle(s).For example: I think I'll put my jacket on.

e: I think I'll put on my jacket.

oun (he, she, it, etc), it must usually come between the verb and the particle. For example: I think I'll put it on. (NOT I think I'll put on it.).

3. Transitive phrasal verbs with two objects; one after the verb and one after the particle. For example: They put their success down to good planning. (Wyatt, 2006, 05).

According to Algaddari in his article entitled *some difficulties in translating English phrasal verbs into Arabic*; phrasal verbs can also be classified into three types depending on how much change of meaning takes place with the particle(s). These types are:

1- The Transparent Type: the meaning of these phrasal verbs are easy to understand; such as meaning of 'come in' is clear if you know the words come and in. Here, the meaning of the phrasal verb is the whole meaning of its parts.

2- The Semi-Transparent (or semi-opaque) Type: The meaning of the phrasal verbs is not exactly the total meaning of their components, but it can be understood or guessed correctly in most cases, for instance:

See (somebody) off (at the station) يودع

Come about يحدث

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

For instance

See to (something) يولى الأمر عناية / يهتم بالأمر

Send up

يرسل في طلب شخص

(p.05)

### I.3. The importance of phrasal verbs

There is no doubt that phrasal verbs are an exceptional notion in English language. It is often said that phrasal verbs are largely informal or spoken in register. For this reason, if learners need to be familiar with English registers they need to know phrasal verbs. Although, many phrasal verbs are informal, it is misleading to emphasize this as one of their most distinctive features. It is not the case in fact, a phrasal verb is very often the normal of expressing something, some examples are given; the phrasal verbs break in (as in, someone broke into the house), put away (as in, put all your toys away), infill up (as in, fill the bucket



marked in terms of formality. It may be the case that there are phrasal verbs. The verb 'rise' could be employed in place of the phrasal verb 'get up', or 'extract' in place of 'pull out', but this does not mean that those phrasal verbs are informal.(Cornell.1985,269). They are a normal part of the English language and therefore of great importance to the students. It is also frequently stated that phrasal verbs can be replaced by a one-word equivalent. Sometimes, this is not the case at all. For example, there is no one-word equivalent for the phrasal verbs 'knock out' (make unconscious) or 'wear out '(make unusable). As a result, we cannot always replace phrasal verbs with one word. Learners of English must believe that phrasal verbs are an important feature of the English language (Cowie. 1993,38).

#### **1.4. Idioms and phrasal verbs**

According to Fraser (1976) "an idiom is a single constituent or series of constituent whose semantic interpretation is independent of the formatives which compose it" (p.V) . An added definition was given by Daud, Dollah and Zubir (2003) "it is an expression which functions as a single unit where its meaning cannot be derived from the meaning of the individual elements" (p.100). This shows that an idiom is a combination of words which have different meaning than the definition of the individual words, such as: 'bite off more than one can chew'; which means to take on more responsibility than one can managed, or 'do not have a cow' means do not overreact. Ghazala (2003) classified five types of idioms which are: direct idioms such as: he killed his neighbor in cold blood/ قتل جاره ببرودة دم , indirect idioms such as: my car is a second hand/ سيارتي مستعملة , phrasal verbs such as: yesterday, two criminals broke out of prison/ البارحة هرب مجرمين من السجن , proverbs such as: as you sow, as will you reap/ كما تزرع تحصد and metaphor such as: please, give us a piece of your mind/ من فضلك أعطنا رأيك . In addition to the different definitions of idioms This classifications conforms that phrasal verbs are part of idioms .

#### **1.5. Differences between Phrasal verbs and prepositional verbs**

The English language has two types of verbs that are combinations of verbs and prepositions; the first type is prepositional verb; according to Estwood (1992) "A prepositional verb is a verb + preposition. The preposition always goes before the object"(p.303). It has been mentioned that prepositional verbs are defined intransitive verbs

by a prepositional phrase; which function as a verb phrase  
ment is defined as a word or phrase that directly follows and  
completes the meaning of the verb. Prepositional verbs do not and cannot take direct object.  
Example: the patient is asking for pain medication. The meaning of a prepositional verb is  
literal, such as; 'look at' the meaning of this prepositional verb refer to 'direct sight'.

The second type is phrasal verbs; according to (Ansell.2000) "phrasal verb is an idiom  
which consists of a verb followed by a preposition, a verb followed by an adverb, or a verb  
followed by preposition and an adverb" (p.426). As it is mentioned before, phrasal verbs can  
be transitive or intransitive, in addition, it may be separable or not separable; means the  
particles sometimes must follow the verb, other time it not necessary. Phrasal verbs have an  
idiomatic meaning; we cannot understand their meaning by understanding both verb and  
particle. The table below shows the differences between phrasal verbs and prepositional  
verbs:

Phrasal verbs	Prepositional verbs
Verb + preposition Verb + adverb Verb + preposition+ adverb.	Verb + preposition.
Intransitive / transitive	Intransitive
Separable / not separable	Not separable
Idiomatic meaning	Literal meaning

**Table (01): differences between phrasal verbs and prepositional verbs**

### I.6. Phrasal verbs in Arabic

The terminology of (الأفعال الاصطلاحية) , idiomatic verbs, and (الأفعال المركبة) ,phrasal  
verbs, do not exist in the Arabic language as a distinct grammatical category ; these  
expressions are translated literally in order to make them available as equivalent in Arabic  
language. According to Aldahesh (2008) "different terms have been given to English phrasal  
verbs in Arabic such as: الأفعال العبارية. / الأفعال المذيلة/ الأفعال الفعلية"(p. 70). In his dissertation  
entitled *Translating Idiomatic English Phrasal Verbs into Arabic* he states: "Their exist many  
constructions in which verbs are followed by prepositions such as: يأكل من (to eat from), ينظر

ent on) etc. these constructions are fairly common, frequent and spoken Arabic. However unlike English grammarians

Arabic grammarians do not group such construction under a specific heading."(p.70).

It is difficult to know if these constructions can be considered as phrasal verbs. Several researchers investigate this issue; each one dealt with it in a different way; Abboud and McCarus (1968) who give attention to the verbs mentions that: "There exist two kinds of verb preposition constructions in Arabic; idiomatic and non idiomatic. The first one being the construction of verb preposition in which the verb changes its basic meaning, for example the meaning of the verb بحث which basically means (to discuss) became (to look for) when combining with the preposition عن . in such combination a verb preposition idiom constitutes a single unit of meaning distinct from the verb alone or from other verb preposition idioms. (p.352).

This shows that التركيب الفعلي have an idiomatic meaning just like English phrasal verbs. Abboud and McCarus also illustrate the construction of verb preposition in which the meaning is not idiomatic; "the verb ساعد (to help someone) and the combination ساعد على (to help someone in doing something)" (p.353). In another hand Lentzner who pays more attention to preposition mentions in his dissertation entitled *Semantic and Syntactic Aspects of Arabic prepositions*: "the only true Arabic prepositions حروف الجر are able to combine semantically with verb roots and to act as integral parts of verb preposition structures" (p.19). According to Aldahesh (2008) "Lentzner consider Arabic construction of verb+ preposition have characteristics of both phrasal verbs and prepositional verb in English, furthermore he label all Arabic verb preposition constructions as verb preposition idioms" (p.86).

Another researcher Heliel (1994) who claims in his article entitled *Verb-Particle Combinations in English and Arabic: Problems for Arab Lexicographers and Translators* according to Aldahesh (2008) that "this Arabic combination syntactically prepositional verbs but not phrasal verbs"(p.87). Although this issue was seen in many different point of view but the major of research approves that phrasal verbs do exist in the Arabic language although grammarians did not pay them consideration.

## **I.7. Translation problems**

Translation is a challengeable process, it is not easy to render a text from one language into another, because of the large differences between languages; translators may face

process of translation. According to Ghazala (1995) these types; they can be grammatical problems which accrued due to different reasons such as: complicated SL grammar and different TL word order. Another type of problems is lexical one; which occurs because of several causes such as polysemy and monosemy, idioms and technical translation. Further problems which are concerning the style of the text which affect the meaning, these problems are stylistic one. Finally, phonological problems; which are defined as problems concerned with sounds and their relation to an effect on meaning. (Ghazala.1995.18.23)

### I. 7.1 Problems of translating phrasal verbs

Different problems are confronted by student when translating phrasal verbs. One of these problems is polysemy which means a word that has more than one meaning. Ghazala mentioned: "the use of phrasal verbs is an indication of its polysemic nature , as phrasal verbs have completely new meaning , therefore, students must be extremely careful at translating a verb followed by an adverb or preposition " (p.104).

Examples:

- 1- She broke away from her friends  
انفصلت عن صديقها.
- 2- The thief broke away from the police  
افلت/ فر اللص من الشرطة .
- 3- The machine has broken off .  
توقفت الآلة فجأة.

There are lots of phrasal verbs in English language and one verb may provide different phrasal verbs; each one has its own meaning. It is so difficult for learners to distinguish between them; even the context cannot be useful in all cases.

A further problem of translating phrasal verbs is the translation of a special fixed phrases which means according to Ghazala(1995): "A phrase with a special meaning that cannot be understood from the direct, surface meaning of its words nor from their total meaning when taken together. A fixed phrase on the other hand, is a phrase which always has one single grammatical and lexical form and word order that cannot be changed, interrupted or reversed." (p.128).

cial idiomatic meaning that cannot be understood from the  
adverb/ preposition together. Since learners have lots of  
difficulties in understanding and using phrasal verbs; there is no doubt that they will face  
difficulties in translating them into Arabic because they cannot find the appropriate equivalent  
meaning of phrasal verbs. The students also may face a big problem at translating English  
phrasal verbs into Arabic, because they are confused with prepositional verbs (a verb + a  
preposition) which are not idiomatic and keep hold of their direct meaning.

To distinguish between the two types of verbs Ghazala suggests applying direct translation to  
both of phrasal verb and prepositional verb to find out if the meaning changed.

Ghazala illustrated this in the following examples:

1- Please, put the book on the table.

من فضلك ضع الكتاب على الطاولة.

2- Please, put your coat on.

من فضلك ضع معطفك على.

The first one is meaningful and complete while the second one is not complete,  
because it is missing something after the preposition 'on' 'على'. In addition the first one is a  
prepositional verb and the second one is a phrasal verb because it has a special, idiomatic  
different meaning ( dress/ يلبس ) which is different from ( put/ ضع ).

Phrasal verbs are not easy to understand because they do not have the same meaning  
of the verb or the particles, although Ghazala said: "the meanings of phrasal verbs are mostly  
unpredictable and unfamiliar to students it has been noticed that some propositions have  
general meaning when combining to some verbs"(p.135). Ghazala illustrated some of these  
cases in the following examples:

1- The proposition On implies the idea of doing something over a period of time continually  
when it combines with verbs as ' go on ' means continue, 'carry on ' means also continue, and  
'drive on' means continue driving .

2 - The adverb off give the idea of finishing, leaving or disposing of something as 'get off  
'means leave, 'call off' means cancel and 'take off' means undressed.

3- The adverb away which usually means dispose, or take something / somebody far from  
something / somebody as ' go away ' means leave, 'throw away ' means dispose of, and wipe  
away means remove.

general meaning of doing or finishing something quickly and  
drink completely and at one time , and 'eat up' means finish

eating .(Ghazala.1995,135)

Although phrasal verbs in some cases can be understood, if the verb is combined with the  
previous particles according to Ghazala; because of three reasons we cannot say that the same  
adverbs and prepositions have fixed meanings when combining with any verb:

- 1- The combination of the same preposition / adverb with different verbs may result in  
different meanings; the table below present some examples:

Preposition	Phrasal verb	meaning	Translation
On	Go on	continue	يستمر
	Put on	Wear	يلبس
	Hang on	Wait	ينتظر
Of	Get of	Leave	يغادر
	Take of	Fly/underress	يطير/ يخلع
	Write of	Dismiss/ignore/ exclude	يطرد/ يتجاهل/ يستثني
Up	Eat up	Finish eating	ينهي الاكل
	Give up	Stope	يتوقف / يقلع عن
	Speak up	Raise one's voice	يرفع صوته

**Table (02): The combination of the same particle with different verbs.**

- 2- The same combination of a preposition / adverb and a verb can have different meaning;  
as it is shown in the table below:

Phrasal verb	Meaning	Translation
Come of	Leave a place	يغادر المكان
	Succeed	ينجح
	To have a result	يتحصل على نتيجة
	To sufferr a result	يعاني من نتيجة

**Table 03: The same combination of particle and a verb.**

- 3- The same meaning can be expressed by different combinations, some example  
are presented in the table below:

	Meaning	Translation
	Leave	يغادر
Go out		
Buz of		
Ask in	Invite	يدعو
Ask over		
Ask to		
Call att	Visit	يزور
Call by		
Call in		

**Table 04: The same meaning expressed by different combinations.**

An other problem of translating phrasal verbs is the fact that students how's mother tongue is Arabic, can not provide an appropriat translation because they do not know this notion, althought kharma (1997) states: "Arabic also has the same phenomenon ( phrasal verb ) on a large scale " (p.41 )

Here are some examples :

رغب عن	dislike
نظر في	consider- examine
نظر بين (متقاضين )	judge - rule
نظر لـ ( شخص )	take care of
نام عن	neglect

Although many researchers such as Lentzner (1977), kharma and Hajjaj (1977) and Aldahesh (2008) approved that phrasal verbs do exist in Arabic language, learners are unfamiliar to this notion. Algaddari mentions in his article entitled *some difficulties in translating English phrasal verbs into Arabic*: "familiarity is not about having phrasal verbs in the translator's mother tongue. It is also a matter of being exposed to them." He also

y to translate English phrasal verbs into Arabic equivalents  
sufficient exposure to the source language environment." An

additional reason; which makes phrasal verbs difficult to translate is the fact that if you do not know its meaning most of times you cannot understand it from the context. Although sometimes it is helpful; according to Kharma (1997, 41), "in many cases, if the translator is not familiar with the phrasal verbs, the context helps, if not he has to consult a dictionary".

Examples:

Please, stand aside the lady would like to enter.

من فضلك أفسح الطريق، فالسيدة تود أن تدخل.

.Try to bring the others around your opinion

حاول أن تقنع الآخرين برأيك.

Do not stop talking, go on please.

لا تتوقف عن الكلام، تابع من فضلك.

Ghazala (1995) states: "it is by no means possible for students to know the meaning of all English phrasal verbs." (p.137).It was notice that verb ' take ' has over three hundred meaning and 'come to ' has forty five entries of main meaning. The possible solution of this problem is to memorize the most important combination of the common widely used phrasal verbs. Moreover, students can concentrate on the main, core combinations of each of these common phrasal verbs. (Ghazala.1995.137).

## Conclusion

English phrasal verbs are unpredictable and confusing; which make their translation into Arabic difficult. Phrasal verbs are type of idiomatic expressions. They are combinations of verbs and particles; these constructions do not have the same meaning as the definition of the individual words. Students whose mother tongue Arabic language; may face several problems when translating English phrasal verbs into Arabic, because this notion is unfamiliar to them although, many researchers claim that phrasal verbs do exist in Arabic language. In addition, students may fail in finding the appropriate equivalent to them in Arabic, because phrasal verbs can have more than one meaning. Moreover, students can be confused between phrasal verbs and prepositional verbs. Although some phrasal verbs can be easy to understand



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context cannot be helpful in all cases. Some solutions were  
e problems. Scholars recommended students to learn most  
common phrasal verbs by heart. This solution may help, but language is productive and  
phrasal verbs are infinite. Students have to pay more attention to this notion; even more  
exposure to English language culture and environment may help in solving these problems.  
The next chapter will deal with the notion of error analyses and negative transfer  
'interference', in addition to, the strategies used in translating phrasal verbs.

# Chapter Two :

# Strategies Used to

# Translat Phrasal Verbs

This dissertation aims at investigating translation of phrasal verbs, because it formalizes one of the most criteria to treat. So that; this chapter will investigate the different strategies which produce the perfect end product. Consequently, the first step aims at diagnosing the notion of contrastive analysis by investigating its hypothesis which is somehow ignored by scholars. Secondly, approaching to the adopted field of studying error, which is “Error analysis” by investigations, giving its importance and giving the significant factors which lead to those errors? Furthermore, crossing the area of strategies and its categorizations, and try to explicit the differences between the area procedures, equivalences and methods. Finally, strategies of translating phrasal verbs.

### **II.1. Contrastive analysis and its hypothesis**

As known, contrastive analysis is a branch of linguistics, this branch as its theorists believe, try to predict the errors before any students/translator commit them. The mentioned speech is proved by Banathy, Trager and Waddle (1966) have mentioned that:

“The task of the writer of a foreign language teaching program is to develop materials which will be based on a statement of these differences; the task of the foreign language teacher is to be aware of these differences and to be prepared to teach them; the task of the student is to learn them” (p.37).

As an inference, teacher should analyze the differences between the original and the taught language by investigating the different level which contains “linguistic and culture” to predict the errors which may committed by the students. Generally speaking, the notion of contrastive analysis was neglected by scholars and theorists by suggesting the notion of error analysis.

### **II.2. Error Analysis**

In contrast and concerning the idea of committing errors, the notion of error analysis is derived from the notion of contrastive analysis. According to the failure of the latter and the growth of criticism, the investigations turn over to the notion of error analysis.

The significant method of error analysis is to deal and focus on the committed errors by identifying errors’ sources and causes, and trying to put a limit to them by stimulating students and translators about those committed errors. More specifically, those errors are due to the lack of comprehension of source text. This lack is derived from the littleness of linguistic and extra linguistic factors. Moreover, the inadequacy of communicative competence performance leads learners and translators to commit the error as well. On the

...ates the theoretical and practical part of the learning process  
...ergeneralization of rules of grammar in language teaching at  
one hand and over-generalizing the choice of equivalence without putting in account that  
words may have more than one equivalent. So that finding the appropriate equivalence may  
go through predicting the meaning from the context and making the context as a reference.  
Generally speaking, the notion of error analysis neglects predicting errors which is adopted by  
contrastive analysis, but it tries to identify the practical framework and leaves an appropriate  
method to avoid errors.

Through comparison between contrastive analysis and error analysis, and according to  
the failure of contrastive analysis, this part shall shed light on the importance of error analysis  
which leads this notion to be adopted by scholars and theorists. Firstly, its purpose is to put a  
framework on these errors at different levels such as morphology, syntax, semantic, and  
phonology, and culture which is due to the differences between languages (English-Arabic in  
our case). Furthermore, putting a framework makes teachers recognize the appropriate plan in  
which they apply it in the classroom. In addition, the studies which are made on negative  
transfer can stimulate the translator/student about the mistranslation and errors respectively  
(Richards, 1947)

Generally speaking, as mentioned above and as an inference, the errors are committed by the  
non-native speakers/users of language. In other words, students/translators who are not  
dealing with their mother tongue produce errors. In contrast, mistakes are produced by native  
speakers

### **II.3. Transfer**

This part will continue the investigation until reaching the significant part of this  
chapter by searching an area which was taken in consideration by Error Analysis. In some  
cases, this notion will clarify the area of mistranslating phrasal verbs.

As part of investigation in linguistics and applied linguistics, the term transfer and its  
definitions are controversial one which leads to the emergence of problems in languages  
teaching especially foreign one. But recently, the notions of transfer take a controversial  
background. Firstly, debates emerge between constructivists and behaviorists. Behaviorists'  
notion on transfer is quite different from the notion of native language influence they said  
“transfer often implies the extinction of earlier habits, whereas the acquisition of a second  
language need not (and normally does not) lead to any replacement of the learners primary  
language” (Odlin, 1989, p.24). According to their views, behaviorists focus on the behaviors

es their learning, this notion exists not only in language  
in the field of linguistics as scientific study of language.

Moreover, they did not see transfer as influence by any other language, but they are seeing it as traditional habits which affect the actual knowledge. In addition of the previous notion, another notion of transfer which focuses, not only, on the influence of mother tongue, in case of three learned and acquired languages, but also mother tongue could be influenced by another acquired language as well. From another side, Terence Odlin (1989) in his book “Language Transfer: “Cross Linguistic Influence in Language Learning” has defined transfer as “transfer is the influence resulting from similarities and differences between the TL and any other language that has been previously acquired” (p.27).

### **II.3.1. Types of transfer**

Concerning the area which shows the different types of transfer, the first purpose of this part is to clarify it as much possible. As an inference, the term similarities can refer to the case when translating/learning can be easy. Whereas, in case of differences; things are more complicated than the first category. More specifically, Ellis (1994) has said:

“Transfer is to be seen as a general cover term for a number of different kinds of influence from languages other than the L2. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms and their over-use” (p.341).

As mentioned, the first type, positive transfer, can facilitate the learning process, and the operation of translation can be very easy. On the other hand, Weinreich (1953), negative transfer is referred to as interference. He also explains the occurrence of this phenomenon by contrasting it to positive transfer. He states that:

“When a process of second language learning takes place, those linguistics phenomena which are similar in form, meaning and distribution are regarded as facilitating the process, and the transfer is seen as positive, if they are dissimilar, the transfer is considered negative and acquisition is viewed as distorted because the two structures differ. The phenomenon involved in these difficulties was called interference” (p.01)

As mentioned before, the negative transfer can present interference which can be shown that translating idiomatic phrasal verbs because they are showing a special meaning which is presented by another way in the target language.

### **II.4. Definition of translation**

ough history, translation has been seen in many different  
i) "translation is the replacement of a textual material in one  
language SL by equivalent textual material in another language TL" (p.20). Furthermore,  
another theorist has defined translation as:

"the process of translation between two different written languages involves  
the translator changing an original written text ( the source text or ST ) in  
the original verbal language ( the source language or the S1 )into a written  
text ( the target text or TT) in a different verbal language (the target  
language or TL)" (Munday, 2001.05).

In another hand it was said that translation is a mental activity in which a meaning of a  
given linguistic discourse is rendered from one language to another; it is the act of transferring  
the linguistic entities from one languages into their equivalents into another language,  
translation is an act through which the content of a text is transferred from the source  
language into the target language. (Foster, 1958). These definitions shows that the main focus  
in the act of translation is to deliver the suitable equivalent meaning of the source text which  
is written in a source language to the target text which is written in a target language.

## II.5. Translation strategies

The process of translation would be easy if each word in the source language has its  
direct equivalent in the target language; but it is not the case. Culler (1976) believes that  
"languages are not nomenclatures and the concepts of one language may differ radically from  
those of another, since each language articulates or organizes the world differently, and  
languages do not simply name categories; they articulate their own" (p.21). The differences  
between languages create problems in conveying the exact meaning of the source text using  
the target language. In order to avoid these problems several strategies were suggested by  
different scholars and theorists; kring (1986) defines this strategies as "translator's potentially  
conscious plans for solving concrete translation problems in the framework of a concrete  
translation task» (p.18). Moreover Bell(1998) differentiates between global (those dealing  
with whole text) and local (those dealing with text segments) strategies and conform that this  
distinction results from various kinds of translation problems. Furthermore, Jaaskelain (2005)  
classified strategies of translation into two types; global strategies which refer to general  
principles and modes of action, and local strategies which refer to specific activities in  
relation to the translator's problem solving and decision making.(p.16). Another view was  
declared by Newmark (1988) who mentioned that "translation methods are related to whole

sed for sentences and the small units of language" (p.81). In can notice that global translation strategies are methods of translation and local translation strategies are procedures of translation.

### **II.5.1. Global translation strategies/ translation methods**

In order to facilitate the process of translation, to avoid errors and to solve some translation problems Newmark (1988) listed the following translation methods:

Word for word translation, in which the SL word order is preserved and words translated singly by their most common meaning, out of context.

Literal translation: in which the SI grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical stricter.

Semantic translation: which differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.

Adaptation: which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.

Free translation: it reproduces the TL text without the style form or content of the original meaning.

Idiomatic translation: it reproduce "the message" of the original but tend to distort nuances of meaning by preferring colloquialism and idioms where this do not exist in the original

Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the relationship. (1988:45-47)

### **II.5.2. Local translation strategies/ translation procedures**

The process of translation is a challengeable practice. Since language is productive, new words are created every day and new thoughts are expressed every second. Translation methods are not suffusion to obtain the aim of all translators when rendering a text, which is transferring the exact meaning of the source text and having the same reaction; hence local translation strategies (procedures) were recommended by different scholars; Nida (1964) present the following procedures:

1- Technical procedures:

a- Analysis of the source and target languages

source language text before making attempts translate it  
semantic and syntactic approximations (p.241.45).

These procedures concerned with the steps that should be follows before rendering the ST in order to facilitate the process of translation.

#### 2- Organizational procedures:

Constant reevaluation of the attempt made, contrasting it with the existing available translation of the same text done by other translators and checking the texts 's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions (p.246.247). It is clear that these procedures are designed to help translators in conveying the equivalent meaning of the source text into the target language, as well as having the same reaction when reading the target text as the reaction of readers when reading the original (source) text.

Other procedures were suggested by Vinay and Darbelnet, (1984) they distinguish two types of procedures direct and oblique the first one is used when it is possible to transpose the SL message element by element into the TL. These procedures are; borrowing, calque and literal translation. The second one is used when translators find structural or metalinguistic differences between the ST and the TT, the procedures used in this case are The transposition, modulation, equivalents and adaptation; these procedures can permit translators to control over the reliability of their work.

The main purpose of these translation methods and procedures is to achieve an equivalent effect which can be according to Nida formal (focuses on the message itself, form and content) or dynamic (having the same quality as the ST). The expression equivalent effect refers to the effect of the target text on the target text readers having the same as the source text on the source text readers.

#### II.5.3. Strategies used to translate phrasal verbs

There exist many phrasal verbs in English language each has its own meaning. It was found that some of them have a literal meaning, which means that the meaning can be guessed from the words themselves. Some other phrasal verbs have a non-literal meaning, which means that it is much more difficult to guess the meaning, unless the context is very clear. (Nery.2008). Examples:

He **looked up** ( نظر الى الاعلى ) and saw the plane overhead. (Here the meanings of the verb and 'up' have not changed – the meaning of the phrasal verb is literal).



Direct/ literal procedures are used in order to translate this type of phrasal verbs. The meaning of the whole contraction is the same as the meaning of the individual words which make it easy to be translated.

He **looked up** ( بحث ) all the words he didn't know in his new dictionary. (Here the meaning has changed. 'Look up' means to seek information in a reference book the meaning of the phrasal verb is non-literal instead the meaning in of this phrasal verb is idiomatic).

In this case it is difficult to guess the meaning of this phrasal verb; we cannot use direct procedures to translate this construction because the meaning of phrasal verb is different than the meaning of the individual words. As an alternative, because of the differences in metalinguistic of the SL English and TL Arabic, indirect (oblique) procedures are used to translate this type of phrasal verbs.

In another hand according to (Eastwood.1999 )" some phrasal verbs have the same meaning as one word verb" (p.307)

-They are going to bring in a new law against drinking and driving . (Introduce/ تقدم) .

-How did the argument **come about**. (Happened/ تحدث).

-We have **fixed up** a meeting for next Tuesday. (Arranged/ حددنا) .

-Trevor gave up playing football years ago. (Stopped/ تخلى).

-I Had a pain in my arm, but it s **gone away**. (Disappeared/ اختفى).

-We heard the bomb **go off** jive miles away. (Explode/ تنفجر).

As it is shown in the preceded examples; the meaning of the phrasal verbs are completely different and cannot by no means to be understand from understanding the meaning of the verbs and the particles. Such verbs required using indirect procedures to translate them into Arabic. Because of the idiomatic meaning of phrasal verbs, in most of the cases indirect strategies are used to translate this notion of phrasal verbs.

## Conclusion

As conclusion in what was mentioned in this chapter, far from the idea of contrastive analysis, error analysis attempts to identify errors made by students and investigate its reasons. The differences between two languages –Arabic and English- creates problems

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the meaning of the ST into the target language smoothly, in sfer which refer to the interference, because of the special idiomatic meaning of phrasal verbs, interference may occur when translating them from English to Arabic. Many strategies; methods and procedures were presented by several theorists and scholars to avoid errors and to get an equivalent effect. Although these procedures and methods are applied even professional translators cannot agree on one equivalent to these verbs.

The following chapter will represent the practical part of this dissertation; in which knowledge and abilities of student concerning translating phrasal verbs will be analyzed in addition to, the strategies used during the process of translation.

# Chapter Three :

# Data Analysis

The current chapter will be mainly concerned with the investigation of the problems confronted by the students of first year master when translating phrasal verbs from the source language ' English ' into the target language 'Arabic'. In addition to that, the theories mentioned in the first chapter will be discussed on the basis of the collected data. This chapter also deals with the description of the sample, 'tools and procedures', data analysis, and the summary of the finding.

### **III.1.1 The sample**

The sample was taken randomly from English students at Kasdy Merbah University, Ouargla from the department of foreign language. Some of these students have been studying English for three years and translation for one year. The test was given to thirty students.

### **III.1.2 Tools and procedures**

In order to obtain data concerning student's ability of translating English phrasal verbs; a test made up of two exercises has been given to the sample. The first exercise is a test of the background of English phrasal verbs; students were asked to explain; using synonyms (one word equivalent or more) ten phrasal verbs chosen randomly. In the second exercise, the same phrasal verbs were given within sentences; students were asked to translate them into Arabic in order to analyze their level of translating phrasal verbs.

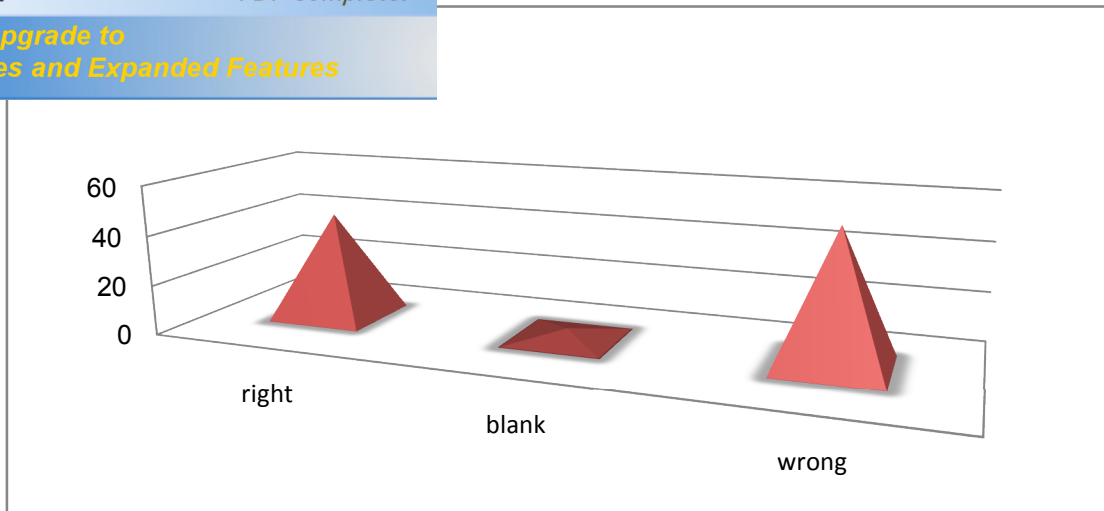
In this study, both qualitative and quantitative methods have been used. Translation mistakes have been analyzed from a qualitative perspective while their frequency and accuracy have been calculated quantitatively. The obtain results have been given in the form of graphic.

English phrasal verb translated into Arabic dictionary has been used as the informants responses have been evaluated (Arafa)

### **III.1.3 Data analysis**

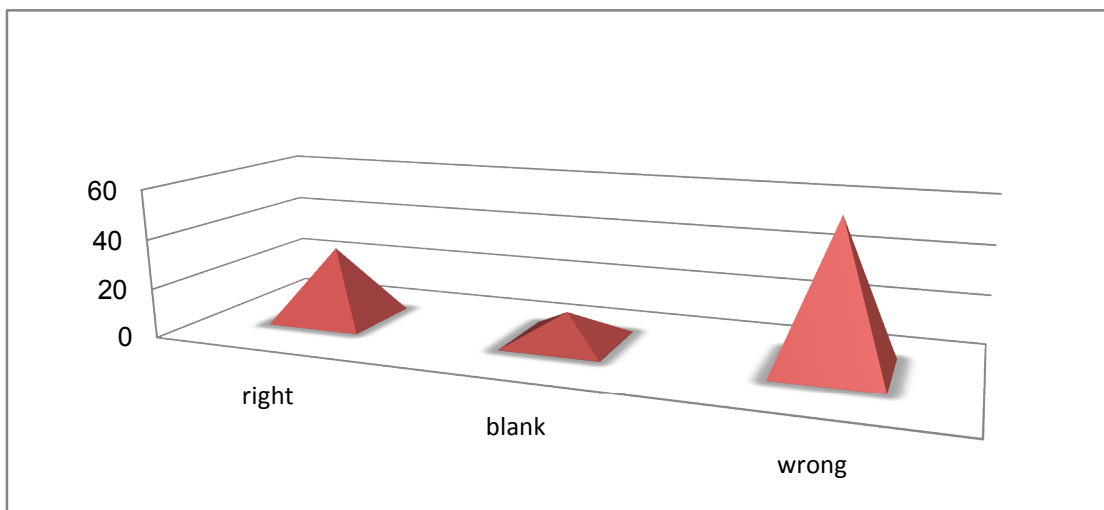
In the first exercise students were asked to explain or give synonyms to ten phrasal verbs.

The graphic below present the percentage of the right and wrong explanation of the phrasal verb «account for " in addition, the percentage of the blanks.



**Graphic (01): Student Percentage of explaining the phrasal verb "account for".**

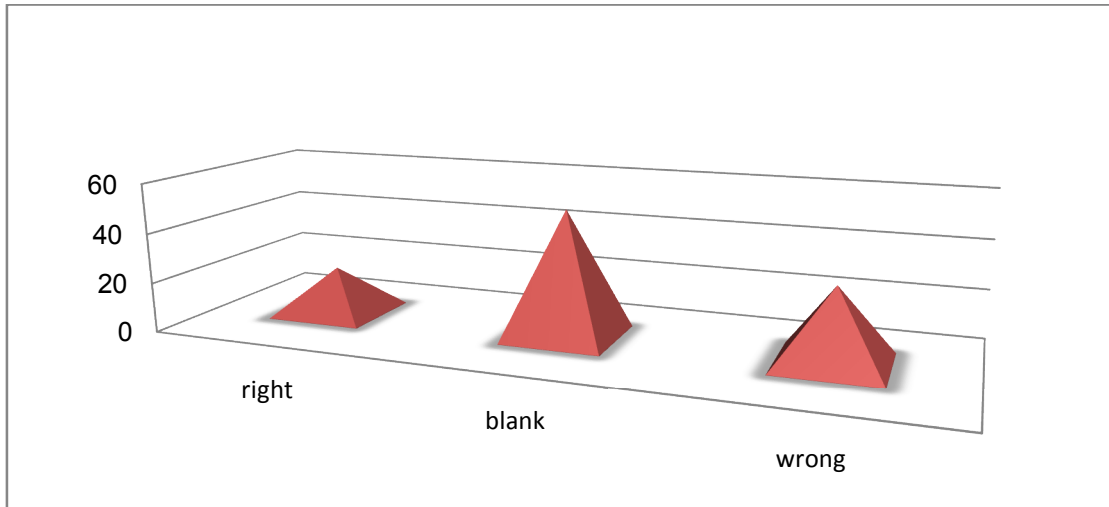
This graphic shows that the majority of the students that is, 53% have given wrong answers, most of them were confused by the meaning of the verb "account» alone. Students explained the phrasal verb 'account for' as calculating or counting. Thus, 43% of the students have answered correctly, their answers were; explaining or justifying and 4% have had no idea about the meaning of this phrasal verb. The high percentage of the wrong answers given by students shows that this phrasal verb is unknown to the majority of them.



**Graphic (02): Student Percentage of explaining the phrasal verb "act up".**

The second phrasal verb is "act up". 58% of the students have given wrong answers; students were misled by the verb act which means do something they gave different explanation such as: do something or work. 30% of the students have given right answers which is the idea of

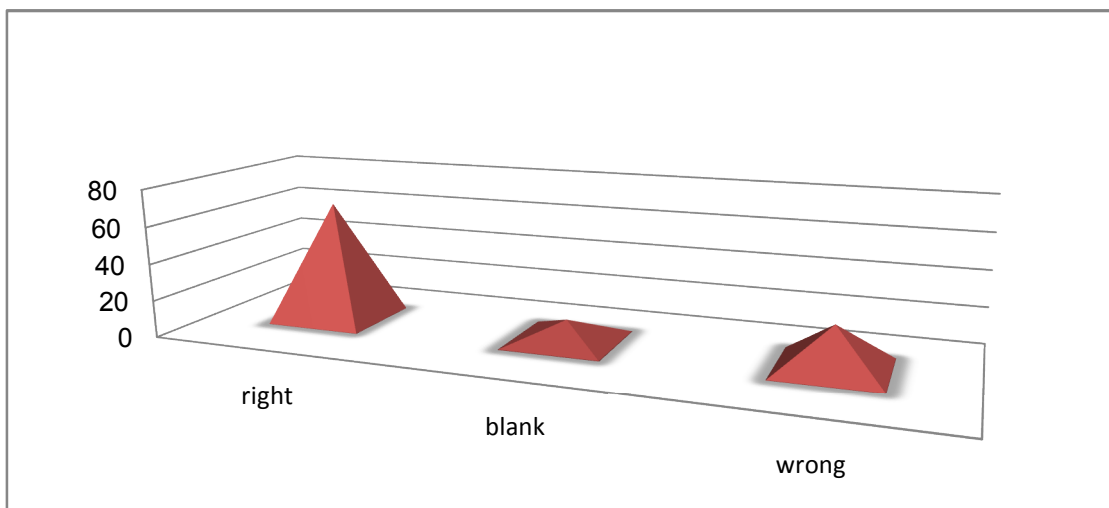
these students could not give any explanation to the phrasal



**Graphic (03): Student Percentage of explaining the phrasal verb "bang up".**

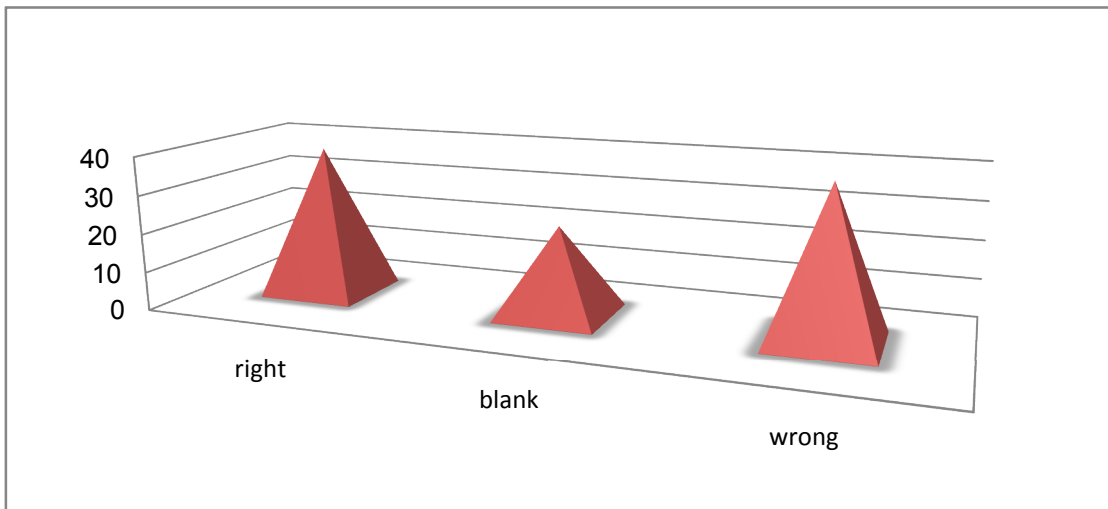
As can be seen in the graphic, 51% from 30 students of first year master English have left the phrasal verb without being explained. Students could not find the appropriate synonym or explanation of the phrasal verb 'bang up'.

It seems that they do not have any idea about it also, 30% from the students gave the wrong answers; there definitions were: making noise or to play a musical instrument. Only 19% from these students gave the right answer of this phrasal verb which means being arrested.



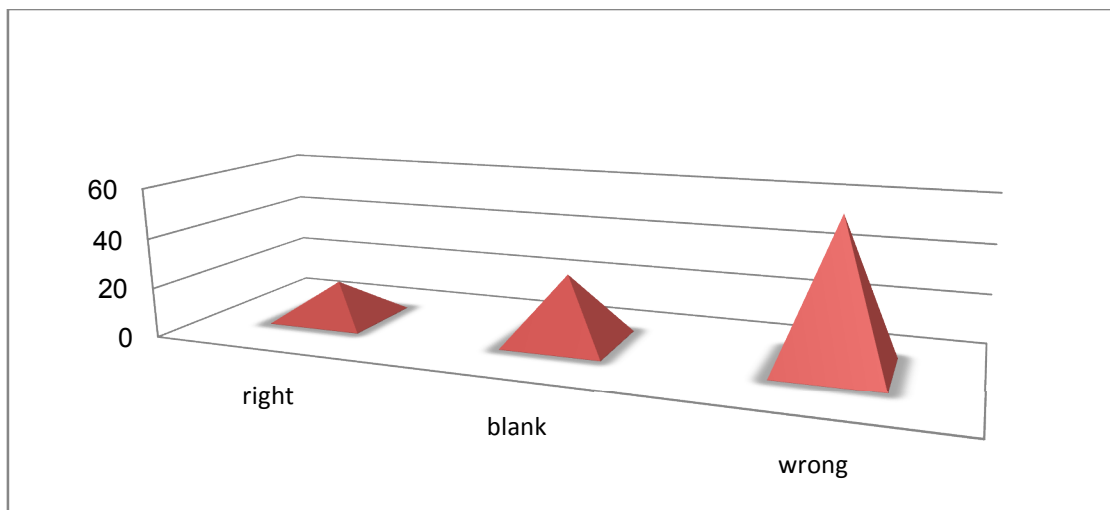
**Graphic (04): Student Percentage of explaining the phrasal verb "be off".**

fourth graphic, 65.48% of the students have found the right meaning of the phrasal verb 'be off'. They have given its basic meaning and the peripheral ones (expired, disconnected, leave and cancel.). It is a well-known English phrasal verb. Yet, 23.06% have presented wrong answers the students consider the preposition 'off', which in most of the cases holds the idea of stopping or finishing something. 11.54% have not answered.



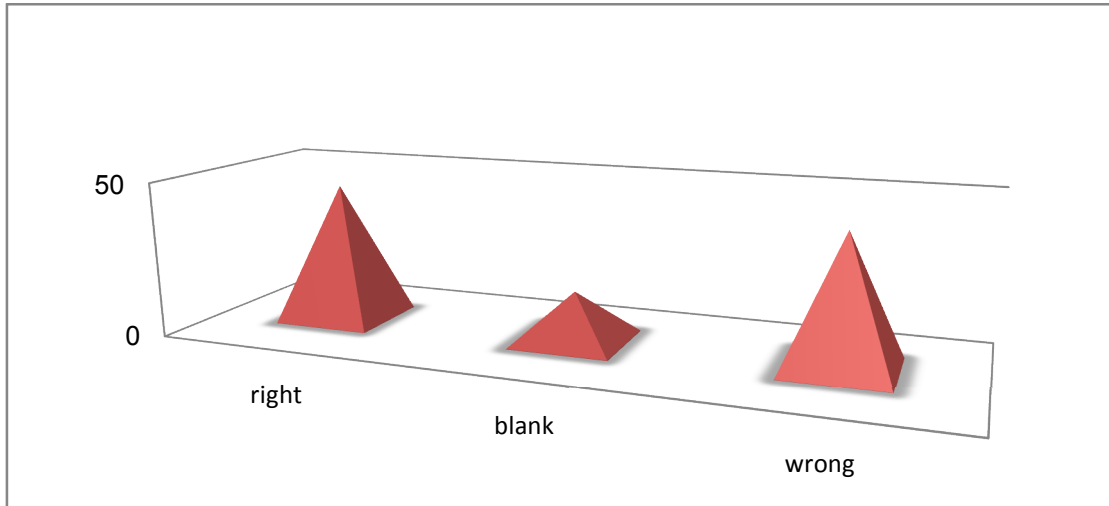
**Graphic (05): Student Percentage of explaining the phrasal verb "blurt out".**

As it shows in the graphic 05; 39% have given the right definition of the phrasal verb "blurt out" which is saying something without thinking. Furthermore 39% have given wrong answers as stop speaking or doing something randomly. 23% from 30 students did not answer at all.



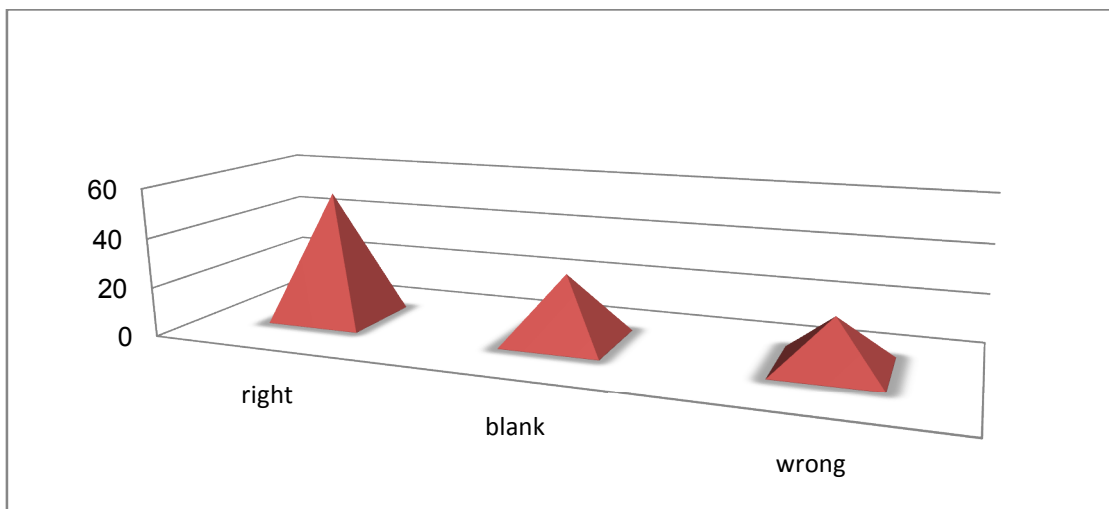
**Graphic (06): Student Percentage of explaining the phrasal verb "catch on".**

The majority of the students, that is 58%, have given wrong answers to "catch" which holds the idea of grabbing something. Most of students explanation of the phrasal verb "catch on" were: to grab something, to understand something or to keep doing something. Only 15% of the students have answered correctly, and 27% have had no idea about the meaning of this phrasal verb. The high percentage of the wrong answers given by the first year master students shows that this phrasal verb is unknown to the majority of them ; the percentage of the blanks also confirms this point.



**Graphic (07): Student Percentage of explaining the phrasal verb "die down".**

As can be seen in the seventh table, 45% of the students have found the right answer and presented the right meaning which is become less strong or quieter; this shows that students are familiar to this phrasal verb. However, 39% have presented wrong answers such as: give up. 16% have not answered at all.

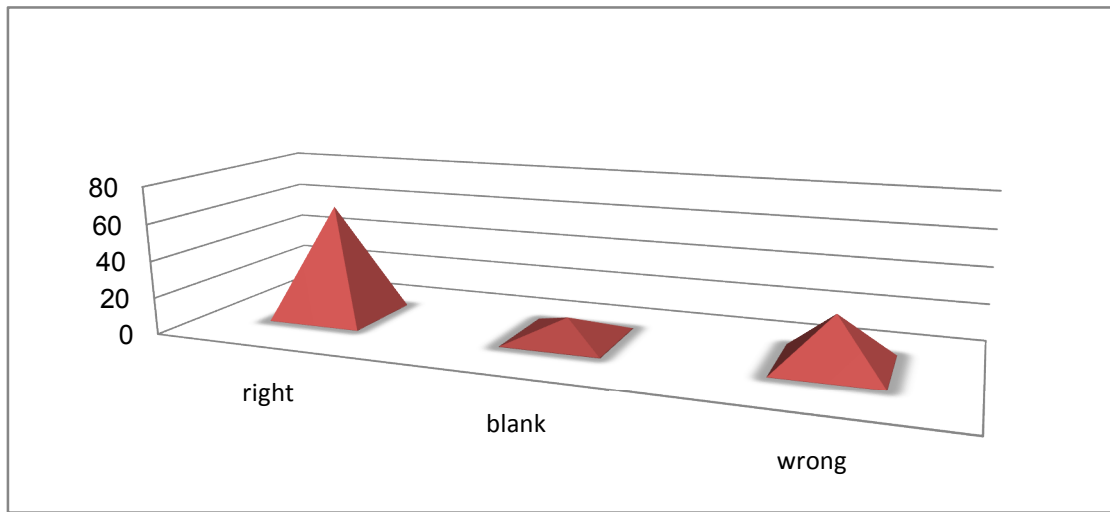


**Graphic (08): Student Percentage of explaining the phrasal verb "explain away".**



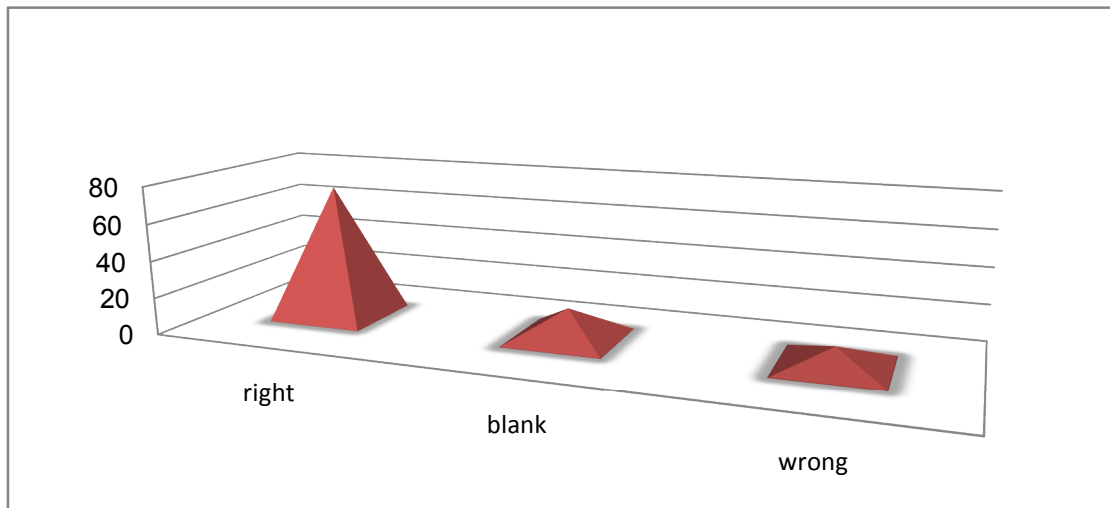
...e answered correctly. It is a common verb in English. They ...ng something. Even though, 20% have given wrong answer.

And 27% of the students did not any explanation.



**Graphic (09): Student Percentage of explaining the phrasal verb "get on with".**

In this graphic, we can notice that 62 of the students give the right answer which is having a good relationship with someone. Even so, 26.9 have given the wrong answer they define the phrasal verb 'get on with': to carry on'. 11.1 could not define this phrasal verb.

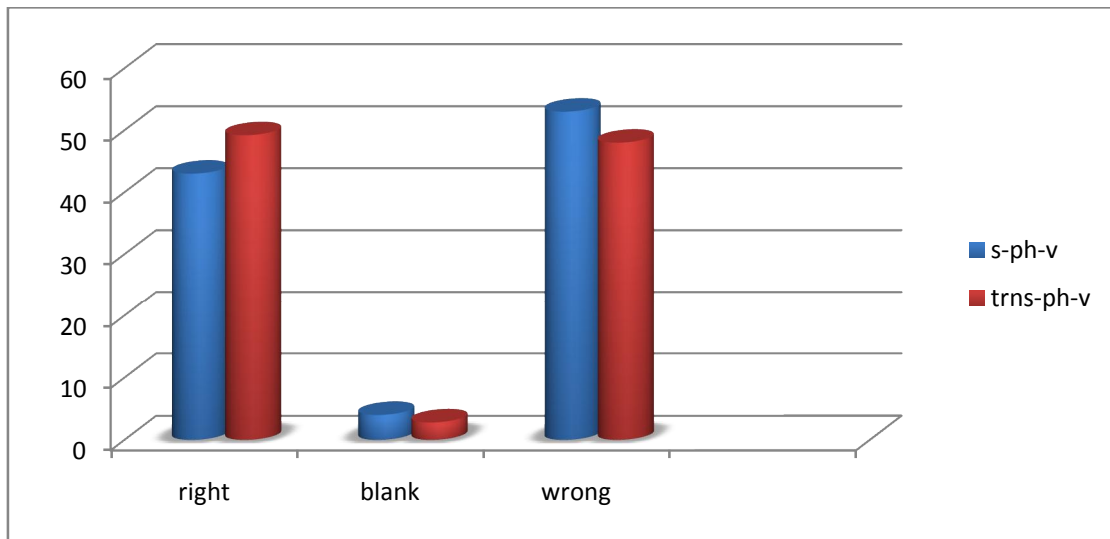


**Graphic (10): Student Percentage of explaining the phrasal verb "have back".**

73.1% of the students give the correct answers which is to bring something or someone back, this phrasal verb is familiar to students; this is way the majority of student gave the correct

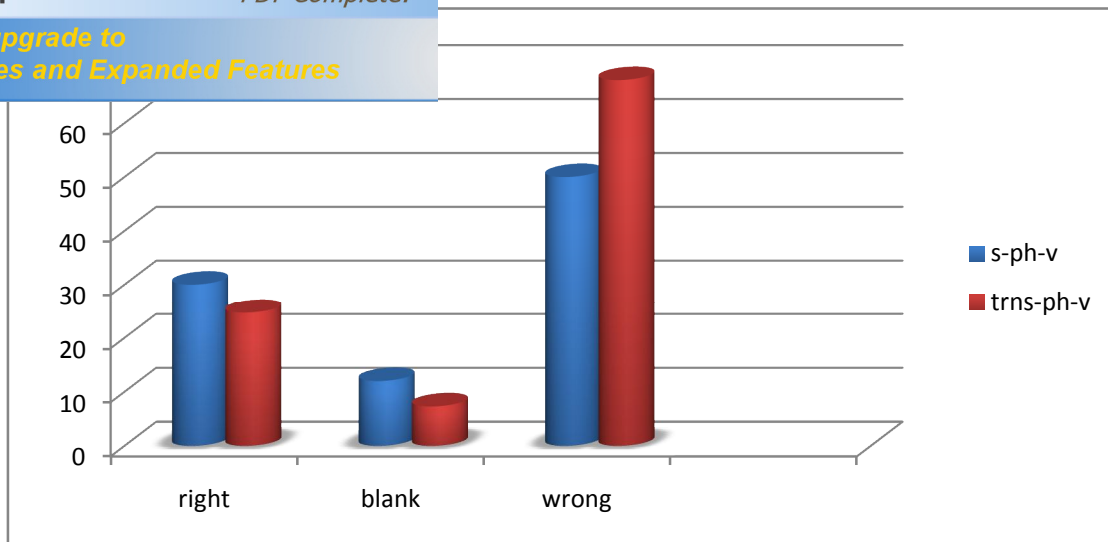
of the student give the wrong answers and, 10.5 did not give

In the second exercise of the questionnaire, students were asked to translate The same phrasal verbs but in sentences from English into Arabic. The graphics below present, the percentage of the acceptable translation, the non acceptable translation, in addition to the percentage of the blanks. The percentage of the results of the first exercise is also presented in order to compare the percentages of the two exercises, then to analyze them. The red color present the percentage of student’s translation of phrasal verbs and the blue one present the percentage of student’s explanation of phrasal verbs.



**Graphic 11: Students' translation of the phrasal verb "account for" from English into Arabic.**

Most of the students have translated the phrasal verb "account for» into Arabic as *ستفسر/تشرح/ توضح*. 49.2% of students have translated the phrasal verb correctly. This percentage is greater than the percentage of the correct explanations given to the same phrasal verb "account for". 48% of students gave the wrong answer the majority of them translate this phrasal verb into Arabic as: *تحسب* the percentage of the wrong answers decrease as well as the percentage of the blank. 4% did not give an explanation of the phrasal verb in the first exercise yet only 2.8% could not translate the phrasal verb "account for" into Arabic. One explanation can be given in this case; which is, the context may have helped the learners to translate the phrasal verb.

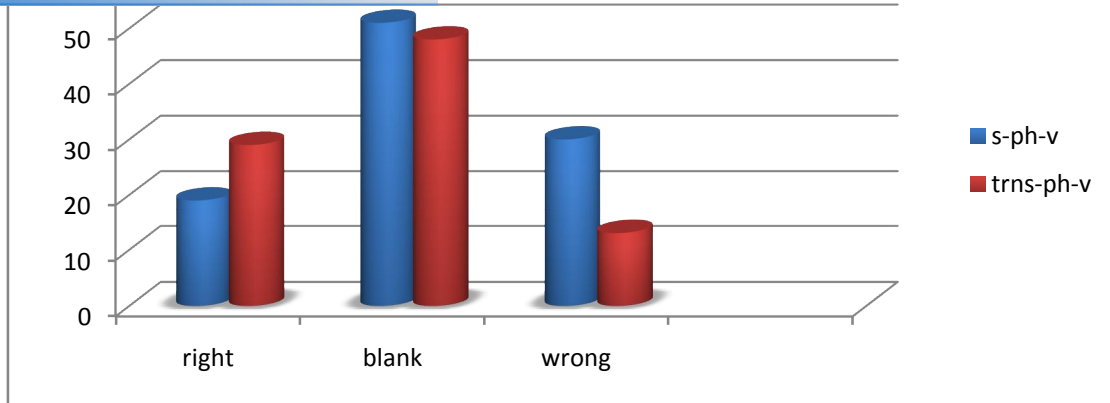


**Graphic 12: Students' translation of the phrasal verb «acts up" from English into Arabic.**

Most of the students have translated the phrasal verb "act up" into Arabic as: *يشغل / يعمل* .

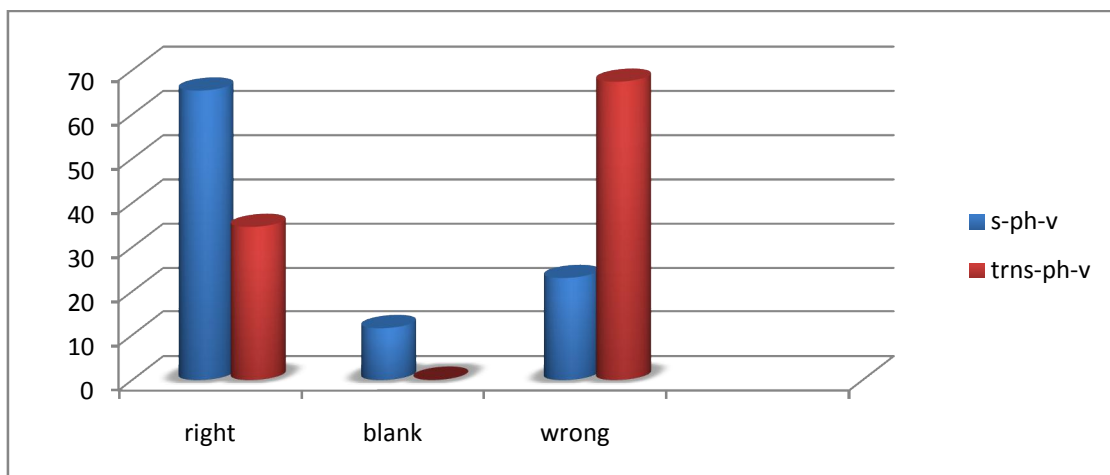
Compared to the results of the first exercise, 58% of the students have given wrong explanations, and 68% of them have translated the same phrasal verb wrongly. This can be explained by the fact that the students have relied on the context; their seek to give the right equivalents using the context was unsuccessful. 24.4% of the students have translated the English phrasal verb correctly. They have given its acceptable and correct equivalent, that is, *لا يعمل / تعطل*.

7.3% have not translated the sentence at all. The blanks percentage in the first exercise was 12%; it has decreased in the second exercise because the phrasal verb was contextualized. In this sentence the context did not help in understanding the meaning of the phrasal verb, contextualization is not always helpful. It can be misleading.



**Graphic 13: Students' translation of the phrasal verb «bangs up" from English into Arabic.**

The percentage of the blanks decrease after being 51% in the first exercise it became 48% in this exercise. This change in the blanks percentage in the first and the second exercise is due to the context which helps the learners to have an idea about the meaning of the phrasal verb. Yet, 29% have given acceptable Arabic equivalent such as سجن/اعتقل. 13% of the students have translated the English phrasal verb "bang up" wrongly. Learners' unawareness of the meaning of the phrasal verb leads to inability to translate it.

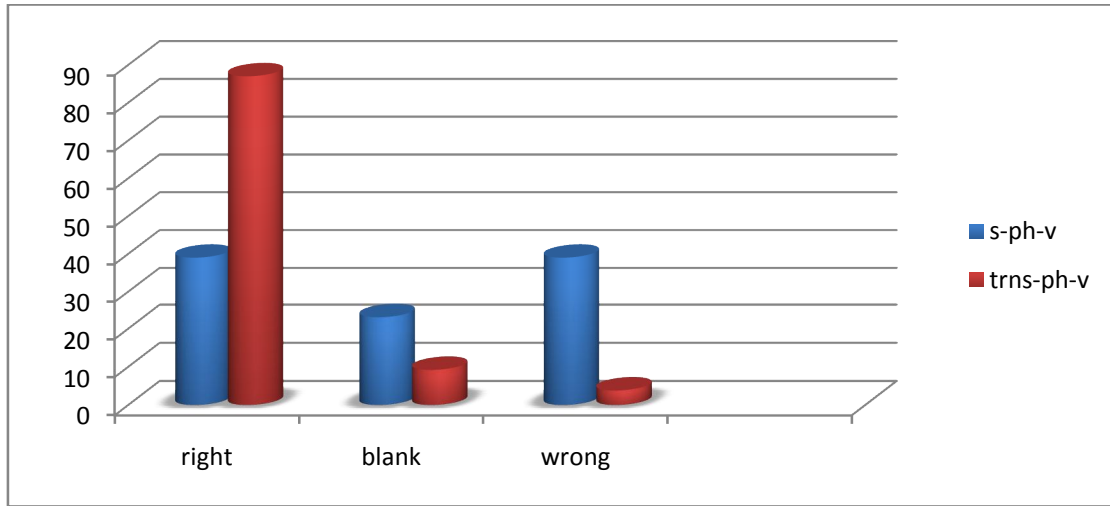


**Graphic 14: Students' translation of the phrasal verb "be off" from English into Arabic.**

Although 34.6 of the students gave incorrect answer such as غير موجود, 65.4% have translated the phrasal verb correctly, compared with the percentage of the students who have given right explanations which are 65.4%. This may be due to the fact that the context has helped the learners or because it is a very common and a well-known phrasal verb in English. The

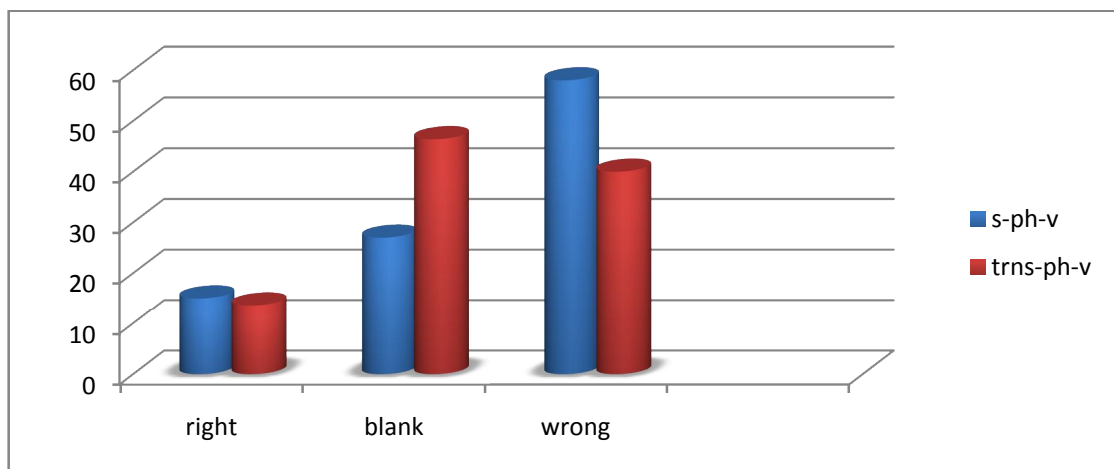
انتھت صلا . the percentage of the balks was 0 all the students

translate this phrasal although , many of them did not gave an acceptable equivalent to this phrasal verb, this conform that the context cannot be helpful in all the situations.



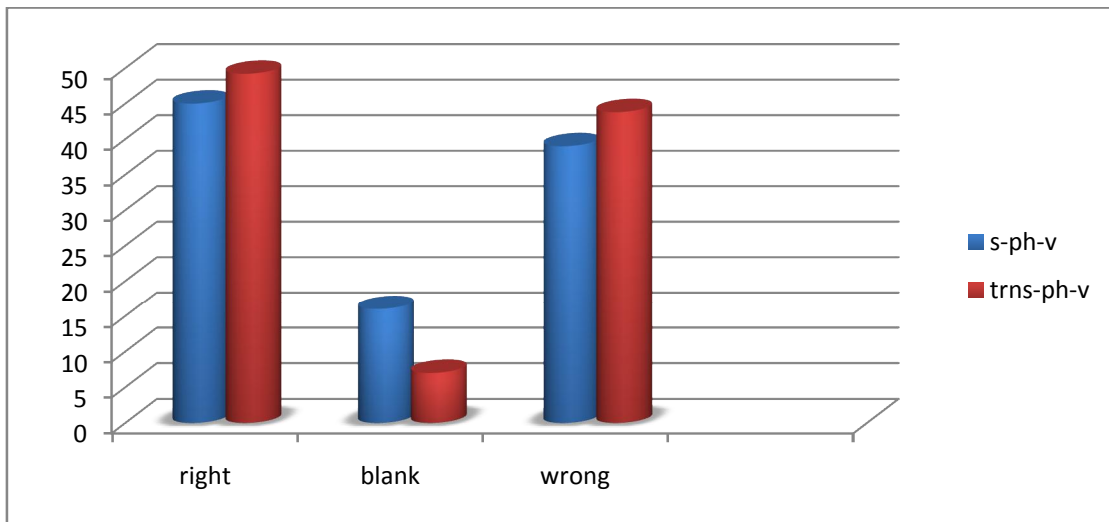
**Graphic 15: Students' translation of the phrasal verb "blurt out" from English into Arabic**

87%, of the students have translated the phrasal verb "blurt out» correctly mostly into: تكلم بدون ( تفكير ). This phrasal verb has been translated in the right way by the major of students even though 3.8% of the students have provided wrong translation and 9.2 % have had no idea. The increase in the percentage of the right answers in the second exercise shows that understanding the context help the students in understanding the phrasal verb 'blurt out'. Even so, we cannot say that we can understand all phrasal verbs from the context as it is shown in the graphic below.



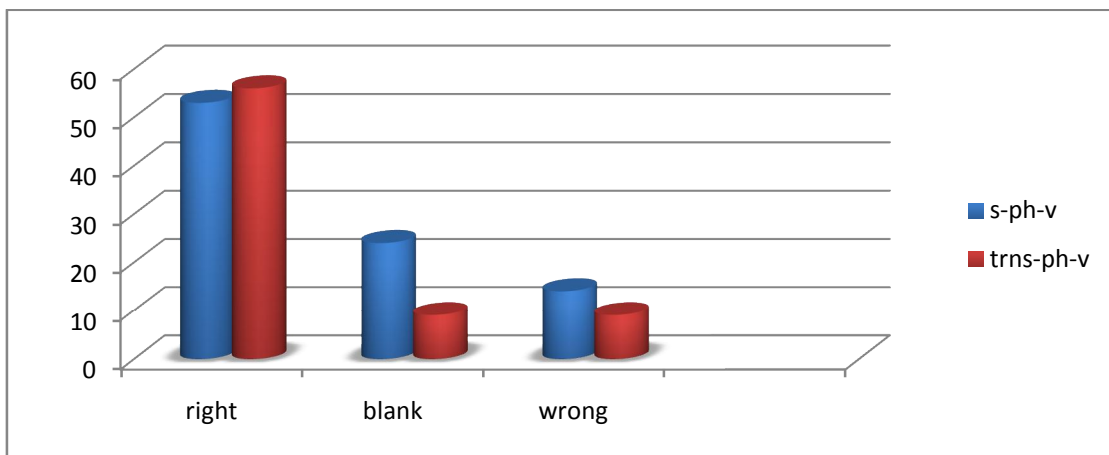
**Graphic 16: Students' translation of the phrasal verb «catches on" from English into Arabic**

no ideas about the meaning of this phrasal verb in the first... gain the phrasal verb (catch on); this can be explained with students inability to understand the meaning of the phrasal verb. In addition the context did not help them in understanding the meaning. 40% have had a wrong idea about the meaning of the phrasal verb. It is impossible for this phrasal verb meaning to be guessed from the Context, yet; 13.6% have had acceptable translation.



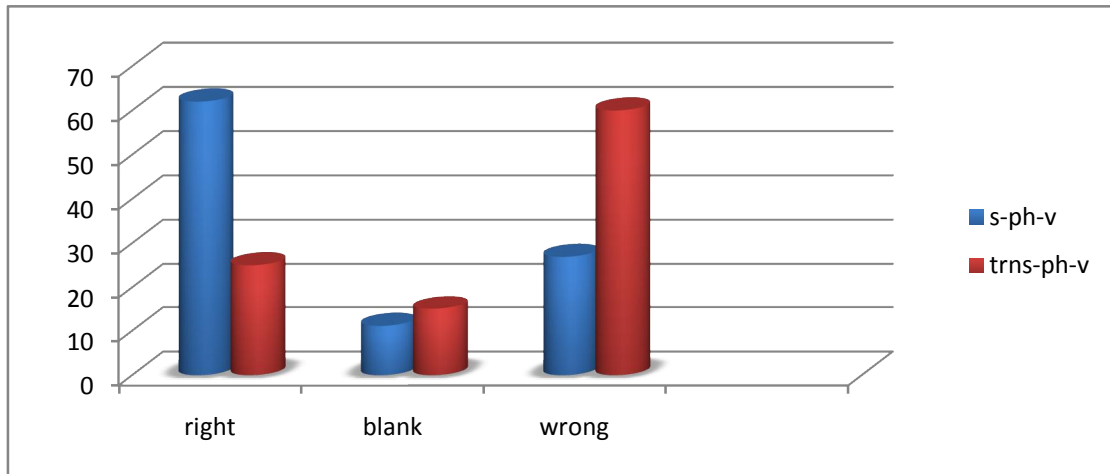
**Graphic 17: Students' translation of the phrasal verb «dies down" from English into Arabic.**

39% of the students have given wrong explanations to the phrasal verb "die down". 43.8% have translated it into Arabic as *تنتهي/تسقط* which is unacceptable translation .It seems that the students have been misled by the context. 45% have given right explanations. Yet, .49.2 give correct equivalent to the phrasal verb (die down) and 7% did not answer the question.



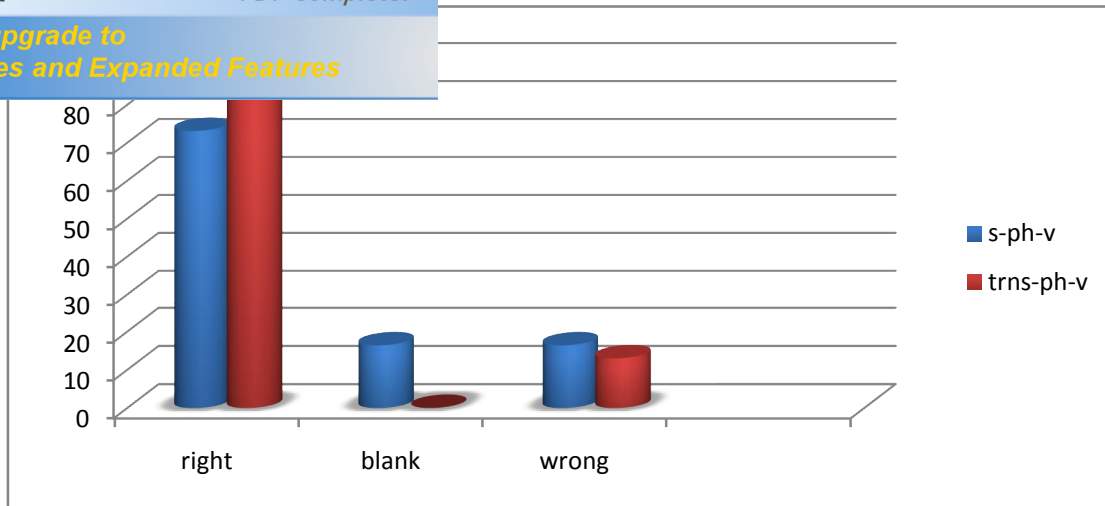
**Graphic 18: Students' translation of the phrasal verb "explain away" from English into Arabic**

Students give a correct explanation to the phrasal verb 'explain' : phrasal verb correctly; the increase in the percentage shows that students were able to translate the phrasal verb because they understand its meaning from the context. 9% of the students have given unacceptable translation such as: إظهار الحقيقة/ تظليل . The percentage of students who did not answer increase after being 24% in the first exercise, it became 35% in the second one.



**Graphic 19: Students' translation of the phrasal verb «gets on with" from English into Arabic**

60% of the students have given unacceptable translation to the phrasal verb 'get on with' they have translated it into: تتعامل/ تستمر/ تتراضى. There was confusion between the phrasal verb 'go on' and 'get on with'. It seems that students do not know what does the phrasal verb 'get on with' mean and they have been misled by the context, only 25% have given a correct translation and 15% did not answer at all.



**Graphic 20: Students' translation of the phrasal verb "have back" from English into Arabic.**

87% have translated the phrasal verb ' have back ' in a correct way such as: استرجاع/ إعادة . This phrasal verb is familiar to most of students; they know its meaning. Yet, 13% have translated this phrasal verb in a wrong way.

### Findings

It was hypothesized that students cannot provide an appropriate translation, if they do not know the exact meaning of the phrasal verb in English. In addition, they will rely on the context in order to translate phrasal verbs. The result of the test shows that most of students are not able to translate phrasal verbs which proved that; in most cases, if student do not know the meaning of phrasal verb, it is not possible to translate it. Yet, in some cases the context was helpful. Other students succeed in giving an appropriate equivalent to English phrasal verbs in Arabic; this shows that it is not impossible to learn this notion. Furthermore, major students translate these phrasal verbs literally; this strategy is not valuable in all cases instead most phrasal verbs cannot be translated using this strategy because of their idiomatic meanings.





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# General Conclusion

has been of great importance and interest in the field of their idiomatic meaning. This study which involves two theoretical chapters and one practical chapter was conducted in order to explain the reasons behind the difficulties of translating phrasal verbs from Arabic to English. The research work was based on the analysis of the translation level of English master students of Kasdi Merbah Ouargla. We hypothesized that poor background of English language lead to inappropriate translation in Arabic; if learners know the exact meaning of the phrasal verbs in English, they will provide an appropriate translation. Consequently, the analysis of the given test confirms this hypothesis.

The expression 'phrasal verbs' refer to the combinations of verbs and particles. These combinations result an idiomatic meanings; which is not related to definition of the individual words. Translators cannot guess their meanings by understanding each word in this construction. This is the reason why phrasal verbs are difficult to be translated. The results of analyzing collected data shows that English student, whose mother tongue is Arabic, are unable to render the meaning of English phrasal verbs into Arabic, because they are unfamiliar with this notion. Although many researchers believe that this notion "phrasal verbs" do exists in Arabic language; phrasal verbs are not categorized in Arabic grammar. The differences between Arabic and English language produce different difficulties in transferring the meaning of phrasal verbs from English to Arabic (interference) which make student commit errors when translating them into Arabic as it is confirmed by the results of the questionnaire., besides, the results confirmed that most of the student translate phrasal verbs literally which make them give inappropriate translation to them in Arabic

To conclude, translators would face many problems when translating phrasal verbs, scholars as Ghazala hasan recommended in his book translation as problems as solutions student to learn these verbs by heart, although it is not possible to memorize all of them since language is creative phrasal verbs are infinite. It would be useful if students enhance their exposure to these verbs by exposing to English language environment, in order to get used to them and memorized them.



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## Appendix

Dear students

Thank you for practicing in answering this questionnaire , which is carried out for the purpose of research. This questionnaire attempts to investigate and collect some data regarding student aware about how to translate phrasal verbs effectively from English to Arabic. The test will not be marked and is unidentified. Please, you should translate them by your own and individually in order to have reliable results. we do believe you to be sincere and objective.

Thank you in advance

Exercise1:

Try to explain or give synonyms to the following phrasal verbs.

- 1-Account for.....
- 2-Act up.....
- 3-Bang up.....
- 4-Be off.....
- 5-Blurt out.....
- 6-Catch on.....
- 7-Die down.....
- 8-Explain away.....
- 9-Get on with.....
- 10-Have back .....

Exercise2

Translate the following sentences into Arabic paying special attention to the phrasal verbs within :

- 1-How will you account for the money you spent ?  
 .....
- 2-This computer is acting up again.  
 .....
- 3-He was banged up for drug dealing .  
 .....
- 4-I think this milk is off  
 .....
- 5-Do not blurt out answers without thinking.



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.....  
nd became all the rage by the 1980s.

.....  
7-The rumors will soon die down.

.....  
8-She tried to explain away the situation , but the police know she was guilty.

.....  
9-Do you get on with your neighbor ?

.....  
10-It is nice to have you back in my live.

## Abstract

This research aims at highlight some problems concerning translating English phrasal verbs into Arabic. It investigates the reasons why students cannot find the right equivalence of English phrasal verbs into Arabic. A phrasal verb is made of verb and particles which can be an adverb or preposition in some cases both of them. This combination result a new meaning, idiomatic meaning, that is not related to both verb and particle.

The results of the research show that students are unable to translate English phrasal verbs into Arabic; because of their ignorance and insufficient exposure to them. Some students intend to rely on the context to understand the meaning of phrasal verbs but it is not helpful in all cases sometimes context can be misleading and confusing.

### الملخص

يتناول هذا البحث بعض المشاكل المتعلقة بترجمة الأفعال المركبة من اللغة الانجليزية إلى اللغة العربية، إذ انه يسعى للتحقق من أسباب فشل الطلبة في إيجاد المكافئ المناسب لهذه لأفعال باللغة العربية. يتكون الفعل المركب من فعل + أداة قد تكون هذه الأداة أداة جر أو حال، في بعض الأحيان قد تكون كليهما ينتج عن هذا معنى جديد حيث أن هذا المعنى لا يمت بصلة لكل من الفعل و الأداة معنى اصطلاحى.

أظهرت نتائج هذا البحث عدم قدرة الطلبة على ترجمة الأفعال المركبة من اللغة الانجليزية إلى العربية بسبب عدم الاهتمام الكافى. و بالرغم من أن بعض الطلبة يحاولون الاعتماد على السياق لفهم معنى الفعل المركب إلا انه ليس بالضرورة نافع حيث انه يكون في بعض الأحيان مضلل و مربك.



مشاكل ترجمة الأفعال المركبة - دراسة حالة سنة أولى ماستر لغة انجليزية. جامعة قاصدي مرباح - ورقلة.

## المقدمة

يواجه الطلاب بعض المشاكل المتعلقة بترجمة الأفعال المركبة، وذلك يرجع إلى صعوبة فهمها من خلال المعنى العام

للجملة.

قد يعجز الطلبة حتى عن إيجاد أقرب مكافئ للأفعال المركبة باللغة العربية، وهذا ما جعلنا نطرح التساؤلات التالية :

- ما هي أسباب هذا العجز في ترجمة الأفعال المركبة؟

- ما هي الاستراتيجيات المتبعة خلال ترجمة الأفعال المركبة؟

- ما الذي يمكن فعله لتعزيز إمكانية الطالب في ترجمة الأفعال المركبة؟

للإجابة عن هذا التساؤل، نقوم بطرح الفرضية التالية :

" إن ضعف القدرات المعرفية للغة الانجليزية لدى الطلبة يؤدي إلى ترجمة غير مقبولة إلى اللغة العربية. إذ أن عدم معرفة

الطالب لمعنى الأفعال المركبة يؤدي إلى عدم القدرة على ترجمتها، ولذلك فإن الطالب يلجأ إلى فهم معنى الفعل

المركب من خلال الجملة."

تعد مشكلة ترجمة الأفعال المركبة من أهم ما يعترض سبيل المترجم باعتبار أن الأفعال المركبة صعبة الفهم و غير متوقعة .

تشكل هذه الدراسة من جزأين ، الأول نظري و الثاني تطبيقي، فالجزء الأول يحتوي على فصلين و الجزء الثاني يحتوي

على فصل واحد ، حيث سنتطرق في الفصل الأول إلى ماهية الأفعال المركبة والمشاكل المتعلقة بترجمتها، و سنبداً هذا الفصل

بتقديم نبذة عن تطور الأفعال المركبة لنصل إلى مناقشة الأفعال المركبة، أهميتها ومشاكل ترجمتها. كما سنتطرق في الفصل الثاني إلى

الاستراتيجيات المستعملة خلال ترجمة الأفعال المركبة. وفي الأخير سيتناول الفصل الثالث إثبات الفرضية المطروحة أو نفيها، عن

طريق تحليل المعلومات المحصل عليها من إجابات الطلاب

عرف مكارثلي ( 2004 )، الأفعال المركبة على الآ : " أفعال تتكون من فعل و إضافة، قد تكون هذه الإضافة أداة جر، او

حال. ( ص 06 ) ."

ومن جهته، عرف نيكولا، الأفعال المركبة كما يلي :

"هي عبارة عن أفعال تستعمل عادة مع أداة جر أو حال، لتشكيل معنى جديد لا يمكن استنتاجه من فهم كل كلمة على حدى ."

انطلاقاً من هذه التعاريف، نجد أن إضافة حرف الجر أو الحال يؤدي إلى تغيير كلي في معنى الفعل ، لتشكيل معنى جديد.

إن الأفعال المركبة لا تشبه الأفعال العادية، إذ لا تنقسم إلى عدة أنواع :

1- من ناحية النحو والتركيب اللغوي، تنقسم هذه الأفعال إلى ثلاث ( 03 ) أنواع، وهي :

1-1 أفعال مركبة غير متعدية : وهي أفعال لا تحتاج إلى مفعول به لاكتمال المعنى؛

2-1 أفعال مركبة متعدية : وهي أفعال تحتاج إلى مفعول به لاكتمال المعنى، في هذه الحالة المفعول به قد يكون بين الفعل

والإضافة، أو بعد الإضافة؛

3-1 أفعال مركبة متعدية : حيث تحتاج إلى مفعولين لاكتمال المعنى، واحد بعد الفعل والآخر بعد الإضافة.

2- يمكننا أيضاً تصنيف الأفعال المركبة بحسب تغيير المعنى، إذ انه يمكن أن تكون :

1-2 واضحة : في هذه الحالة يكون المعنى مفهوم؛ وواضح؛

2-2 نصف واضحة : حيث أن المعنى ليس بالضرورة مفهوم كلياً، لكنه قد يفهم من خلال المعنى؛

3-2 غير مفهوم (مبهم) : في هذا النوع من الأفعال، المعنى مجهول ولا علاقة له بمعنى كل من الفعل و الإضافة.

لا يوجد شك أن الأفعال المركبة ذات أهمية كبيرة في اللغة الإنجليزية . يقال أن هذه الأفعال تستعمل في اللهجات

الانجليزية كما لا ليست أكاديمية وهنا بتحديد تكمن أهميتها فإذا أراد الطالب أن يجعل استعماله للغة وكذا ترجمتها تبدو طبيعية

عليه معرفة هذه الأفعال.

كما يذكر أن الأفعال المركبة قابلة للاستبدال بكلمة واحدة مكافئة وهذا ليس بالضرورة صحيحاً إذ أن بعض الأفعال ليس لها

أي كلمة مكافئة.

لا يتواجد كل من مصطلحي الأفعال المركبة و الأفعال الاصطلاحية كصنف في قواعد اللغة العربية، فقد تم ترجمة هذين

المصطلحين ترجمة حرفية بغية إيجاد مكافئ لهذه الأصناف في اللغة العربية

لقد أطلقت على هذه الأفعال عدة أسماء نذكر منها : التركيب الفعلي، الأفعال المذ

من الدراسات حول هذه الظاهرة، حيث أجمعت هذه الدراسات على وجود الأفعال المركبة في اللغة العربية نذكر منها، دراسة

عبدو و مكران اللذان صنفا نوعين من هذه الأفعال باللغة العربية: أفعال مركبة اصطلاحية، و أفعال مركبة غير اصطلاحية.

من جهة أخرى وافق الأستاذ **الدهاش** على هذه الأصناف ، و من جهته ادعى خليل (1994) وجود أفعال الجر ونفى وجود

أفعال مركبة في اللغة العربية.

لقد تعددت الآراء حول هذه الظاهرة (الأفعال المركبة) و لكن أجمع العديد من الباحثين على صحة وجود هذه الأفعال باللغة

العربية .

اقتباسا عن **غزالة** يمكن تصنيف هذه المشاكل إلى أربع ( 04 ) أقسام رئيسية :

- مشاكل الألفاظ والمفردات؛

- مشاكل النحو؛

- مشاكل الأسلوب؛

- مشاكل النص.

إن الأفعال المركبة جزء مميز في النحو و الصرف الانجليزي و عادة ما تكون هذه الأفعال مبهمة و مضللة وبذلك فإنها

تخلق مشاكل علي مستوي المصطلحات و المفردات خلال عملية ترجمتها من الانجليزية إلى العربية.

قد تكون هذه المشاكل بسبب تعدد المعاني إذ إننا قد نجد ا فعل مركب واحد يدل علي أكثر من معني واحد و هو ما يسبب

مشكلة في اختيار المعني المقصود -المناسب- فان تعدد المعاني يضلل الطالب و يصعب عملية ترجمتها إلى اللغة العربية حتى

السياق قد لا ينفع في بعض الحالات.

سبب آخر قد يؤدي إلى هذه المشاكل و هو أن هذه الأفعال تتمثل في " جمل ثابتة و خاصة " و هذا يعني أن جمل ذات معني

خاص لا يمكن فهمه مباشرة او عن طريق فهم كل كلمة علي حدى أو المعنى العام لكل الكلمات.

لدى الأفعال المركبة معني اصطلاحي لا يمكن فهمه عن طريق فهم كل من الفعل و اداة الجر او الحال. مما يؤكد أن جمل

ثابتة خاصة.

إن عجز الطلاب على فهم معنى الفعل المركب يؤدي بطبيعة الحال إلى عجز في ترجم  
الانجليزية.

كما أن عجز الطلبة عن التمييز بين الأفعال المركبة و أفعال الجر سبب آخر في عدم قدرتهم على ترجمتها إذ أن أفعال الجر ليست  
أفعال اصطلاحية و تحافظ على المعنى المباشر. لتمييز بين كليهما يجب أن نطبق الترجمة المباشرة لكليهما .  
إن الأفعال المركبة صعبة الفهم بسبب اختلاف معناها عن معنى الكلمات التي تحتويها. و برغم من ذلك لقد ذكر غزالة أن بعض  
الأدوات لها معنى عام عند ارتباطها بالفعل كأداة الجر " on " التي تعطي فكرة الاستمرارية عند ارتباطها بأفعال ك :  
" go, carry, drive " . مع أن بعض الأفعال أحيانا تصبح مفهومة، إلا أنه من غير الصحيح تعميم هذه الفكرة نظرا لثلاثة  
أسباب :

- ارتباط نفس الأداة بأفعال مختلفة ينتج معان مختلفة؛

- نفس الأداة مع نفس الفعل قد ينتج معان مختلفة؛

- معنى واحد قد يعبر عنه بمختلف الارتباطات بين الفعل والأدوات.

سبب آخر من أسباب مشاكل ترجمة الأفعال المركبة ، وهو عدم معرفة المترجمين هذه الأفعال بالرغم من أن معظم الباحثين أثبتوا  
وجود هذه الظاهرة كما ذكر في السابق، لكن عدم إدراجها تحت فئة معينة من أفعال اللغة العربية أدى إلى عدم الاهتمام بها وعدم  
معرفتها وبالتالي الوقوع في صعوبات أثناء عملية ترجمتها.

قدمت بعض الحلول لتجنب هذه المشاكل نذكر منها حفظ الأفعال المركبة الأكثر استعمالا عن ظهر قلب إلا أن هذا قد يكون  
صعبا بسبب كثرتها وتعدد معانيها.

بعد مناقشة ظاهرة الأفعال المركبة وتعريفها وذكر مشاكل ترجمتها ننتقل إلى الإستراتيجيات المستعملة خلال عملية ترجمة

الأفعال المركبة.

لقد وجدت هذه الاستراتيجيات بغية تجنب الأخطاء خلال عملية الترجمة، كما أنها تهدف إلى تحقيق التأثير المكافئ والحصول على  
نفس ردة فعل القارئ عند قراءة النص الأصلي وعند قراءة النص المترجم.

لكن قبل ذلك نذكر بعض استراتيجيات تحليل الغلطات ؛ سابقا استعمل الباحثون " مقارنة تحليلية "، وهي إستراتيجية يقوم فيها

الباحثون بإجراء مقارنة بين لغتين بغية التحقق من التباين الثقافي والاختلافات التي قد تسبب مشاكل وثغرات في عملية الانتقال

من لغة إلى أخرى ليتم بعد ذلك توقع الغلط التي قد يقع فيها المترجم أو الطالب

ترحيبا من قبل العلماء، لتقترح إستراتيجية تحليل الغلط .

ويعكس المقارنة تحليلية تستخرج غلطات الطلبة والمترجمين بعد الوقوع فيها ليتم تحليلها وتفسيرها لمعرفة أسبابها الهدف التخفيض من

هذه الغلطات وإيجاد حلول لها .

إن النقل هو التأثير الناتج عن التشابهات و الاختلافات بين اللغة المصدر و الهدف و أي لغة اكتسبت من قبل إن دراسة "

النقل " تحتوي على دراسة الغلطات ( النقل السليبي )، حيث أن هذا الانتقال يحدث بسبب الاختلاف بين اللغتين المصدر

والهدف، وقد يظهر الانتقال السليبي خاصة في ترجمة الأفعال المركبة نظرا لمعناها الاصطلاحي .

و نظرا لأهميتها، قدمت العديد من التعاريف للترجمة، نذكر منها :

- التعريف الذي قدمه ماندي (2001) : " إن عملية الترجمة المكتوبة بين لغتين مختلفتين تتطلب تغيير المترجم

للنص المكتوب الأصلي ( النص المصدر )، باللغة الأصلية ( اللغة المصدر )، إلى نص مكتوب

( النص الهدف ) باستعمال لغة مختلفة ( اللغة الهدف ) . ( ص 05 ) "

ونظرا لصعوبة عملية الترجمة اقترحت عدة استراتيجيات لتسهيل هذه العملية ولتجنب الانتقال السليبي و حدوث الغلطات في عملية

الترجمة، حيث ان هذه الاستراتيجيات تصنف الى نوعين :

1- إستراتيجيات الترجمة العامة و هي مناهج الترجمة ، وقد صنفت هذه الاستراتيجيات إلى ثمانية ( 08 ) أنواع حسب

نيومارك :

- الترجمة الحرفية:

وهي الترجمة التي يلتزم المترجم فيها بالنص الأصلي، ويتقيد فيها بالمعنى الحرفي للكلمات، وهي أسوأ أنواع الترجمة، حيث

لا تترك للمترجم فرصة للتصرف بمرونة للوصول إلى أحسن صياغة؛

- الترجمة بالتصرف:

وفيها يمكن للمترجم أن يبدل، ويؤخر، ويقدم العبارات بغرض حسن الصياغة، وهذا النوع شائع في ترجمة الكتب

والدوريات والـقالات وغيرها؛

## - الترجمة التفسيرية:

وفيها يتدخل المترجم بتفسير وشرح بعض الألفاظ الغامضة والعبارات التي ترد في النص الأصلي، ويفضل أن يكون ذلك في الهوامش؛

## - الترجمة التلخيصية:

وفيها يختصر المترجم الموضوع الذي يترجمه ويقدمه بأسلوبه هو؛

## - الترجمة الفورية:

وهي ترجمة مباشرة للقاءات، والاجتماعات والمؤتمرات الصحفية، والمقابلات والأحداث الهامة. وهي تتطلب من المترجم أن يكون على درجة عالية جدا من إجادة اللغتين، وسرعة البديهة وحسن التصرف، وقبل كل ذلك لابد له من الإطلاع على الموضوعات التي سيتم التحدث عنها - إذا سنحت ظروف المؤتمر أو اللقاء بذلك - حتى يكون ذهنه حاضرا للترجمة الفورية في هذا المجال؛

## - التعريب:

والتعريب لا يصلح - بالطبع - إلا في ترجمة القصص والروايات والأعمال الأدبية بصفة عامة، وهو لا يتم بمجرد تعبير الكلمات والمصطلحات، ولكن تعريب المواقف والشخصيات والبيئة أيضا؛

## - الأقلمة:

والأقلمة هي جعل النص يناسب الإقليم الذي سينشر فيها، وهي تتم أيضا في الأعمال الأدبية بمختلف أنواعها، ومثال ذلك تمصير القصة ( جعلها قصة مصرية ) أو ( سعودية البيئة )، أي جعل بيئة الموضوع تمثل المجتمع السعودي؛

## - الاقتباس:

وفي الاقتباس يأخذ المترجم فكرة رئيسية من عمل فني أو أدبي ويخرجها في صورة جديدة تناسب أهل شعب ودولة بعينها.

ان الهدف الأساسي لهذه الاستراتيجيات هو نقل المعنى الأصلي للغة الأصلية إلى اللغة الهدف.

2- توجد إستراتيجيات الترجمة الخاصة و هي إجراءات الترجمة ، وقد قسمت هذه الاستراتيجيات إلى سبعة

( 07 ) أنواع منها ثلاثة أنواع ( 03 ) مباشرة، و أربعة ( 04 ) غير مباشرة.

تنقسم معاني الأفعال المركبة إلى نوعين، معنى حرِّي ومعنى غير حرِّي:

- المعنى الحرِّي : حيث يعني أن المعنى العام للفعل المركب يتمثل في معنى كل من الفعل والأداة. إن هذه الأفعال تترجم باستعمال إجراءات مباشرة حيث إن ترجمتها ليست صعبة نظرا لان فهمها ليس صعبا؛
- معنى غير حرِّي : إذ أن المعنى العام للفعل المركب لا يمت بصلة بمعنى كل من الفعل والأداة، وفي هذه الحالة على المترجم استعمال استراتيجيات غير مباشرة.

من جهة أخرى بعض الأفعال المركبة لديها نفس معنى الفعل " كلمة واحدة " مثل " تحدث " /come about " تخلى " . stopped

إن معنى أغلب الأفعال المركبة مختلفة تماما عن معنى الفعل والأداة، إذ أنه ليس بإمكاننا ترجمتها مباشرة، نظرا لكون المعنى مبهم، هذه الأفعال تتطلب استعمال إجراءات غير مباشرة.

□ هدف إثبات الفرضية المطروحة سابقا، قمنا بإجراء استفسار لمعرفة مدى فهم طلبة السنة الأولى ماستر - شعبة اللغة الإنجليزية، لمعنى الأفعال المركبة وكذا معرفة مستوى قدرتهم في ترجمتها.

يتشكل هذا الاستفسار من تمرينين ، التمرين الأول قدمت فيه عشرة ( 10 ) أفعال مركبة وكان على الطلاب تفسيرها، وقد بينت النتائج أن أغلب الطلاب لم يستطيعوا تقديم تعريف مناسب لهذه الأفعال. من جهة أخرى بعض الطلاب لم يقدموا أي تعريف وهذا يدل على أنهم لا يملكون أدنى فكرة عن الأفعال المركبة.

بالرغم من ذلك استطاع بعض الطلبة تقديم التفسير المناسب لبعض الأفعال المركبة.

كما تمثل التمرين الثاني من هذا الاستفسار في ترجمة الطلاب للأفعال المركبة مع العلم أنهم قدموا لهم في سياق جمل. وقد أثبتت النتائج أن بعض الطلبة استطاعوا فهم معنى الأفعال المركبة من خلال فهم السياق، وذلك نظرا لأن بعض النسب التي تمثل الطلبة الذين استطاعوا ترجمة الأفعال المركبة / ومع ذلك هناك بعض الطلبة تشتت انتباههم ولم يستطيعوا فهم الأفعال المركبة حتى من خلال السياق.

ولقد لاحظنا من خلال هذه النتائج أن أغلب الطلبة يلجئون إلى ترجمة الأفعال المركبة ترجمة حرفية، وهو ما يجعلهم

يقدمون ترجمة مغلوطة وخاطئة. إذ أنهم يستعملون استراتيجيات مباشرة خلال عملية الترجمة.

وكما ذكرنا سابقا، بان الأفعال المركبة تمتاز بمعنى اصطلاحي لا يمكن فهمه من خلال فهم كل كلمة على حدى.



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اقتراح الأستاذ حسن الغزالة حفظ هذه الأفعال عن ظهر قلب لكن هذا م