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**Investigating Problems in Translating English Idiomatic
Phrasal Verbs into Arabic:
The Case of Third Year English Language Students**

Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Applied Language Sciences

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DEDICATION

In the Name of God, Most Merciful, Most Compassionate, I dedicate this

modest work to:

My Parents

My Sisters

Aziza, Malika, Loubna, Salima and najwa

My Brothers

Nabil and Saleh

And to all my Family.

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Abstract

The present research examines the difficulties of finding an equivalent in translating English idiomatic phrasal verbs into Arabic. These expressions have different combinations and unpredictable meanings, that is to say, their meanings cannot be understood from the verb and the particle. This study explores how the students' linguistic competence influences their translation process.

The results obtained from this study have shown that the students confront problems when translating idiomatic phrasal verbs from English into Arabic. The main causes of the students' mistakes are related to their restricted linguistic competence, the literal meaning and their background knowledge.

These results can be expanded to explain and suggest useful pedagogical implications to enhance the students' translation competence.

LIST OF ABBREVIATIONS

S: Source

SL: Source language

SLT: Source language text

ST: Source text

T: Target

TL: Target language

TLT: Target language text

TT: Target text

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General Introduction

This piece of research is divided into two main parts; the first part is a theoretical part about the review of the related literature and it consists of two chapters: the first is devoted to translation, its definition, its types, its problems and its strategies.

The second one provides different definitions of idiom, its types, and categories. Also, different difficulties in translating idioms and idiomatic phrasal verbs are discussed.

The second part is practical; it deals with data analysis: it contains the detailed analysis of a test given to third year students to test their capacities to translating English idiomatic phrasal verbs and the findings of this test.

Statement of the problem

The majority of English as well as translation students have problems with translation, especially in translating idiomatic phrasal verbs that constitute one of the major difficulties in translation.

Students often fail in finding the phrasal verb appropriate meaning in the target language because of their complex syntactic combination and idiomatic meaning.

This study is based on investigating the problems; if any; second year students of English face while translating English idiomatic phrasal verbs into Arabic and the reasons behind these problems.

These problematic phrases, that have a complex syntactic combination, are of a great importance in the English language but it is not in the Arabic language as they may not have the same form, this issue causes problems to third year students.

Aims of Study

The present research aims at investigating the pitfalls that third year students confront while translating English idiomatic phrasal verbs into Arabic. The other aim is to try to find out the reason behind these difficulties and how they influence meaning.

In addition, I choose translation as an area of investigation because it is important in that it reflects variation between two languages belonging to different origins.

Research Questions

Our piece of research aims at addressing the following questions:

- 1-What are the difficulties that third year students may encounter, if any, while translating English idiomatic phrasal verbs into Arabic?
- 2-what are the causes of the students' mistakes?
- 3- Are the students aware of phrasal verbs' idiomatic meanings?

Hypothesis

In attempting to answer these questions, I formulated the following hypothesis:

If third year students are given more practice and are submitted to extensive deciphering programs, their translation competence will be enhanced.

Means of Research

In order to examine our hypothesis and get the necessary information from our subjects in the present research, one material is intended to be used; a test is given to the students to know their capabilities in translating idiomatic meanings of phrasal verbs. This tool will be analysed to know the causes that lead students to

mistranslation.

Participants

25 participants from the total number of third year students reading for the BA degree in English are selected as a population for this study. They are chosen because they have been studying translation for four semesters.

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Chapter One: Translation: An Overview

Introduction

Translation is a broad notion. It is an operation that happens between two languages; a source language (SL) and a target one (TL) in order to render the meaning of the source language into the target language. Bolinger defines translation generally as “the rendition of a text from one language to another” (1966, quoted in Ferghal, 1998). In other words, translation typically has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts. This chapter is about translation; it provides a definition of translation, its types and different problems of translation and strategies for dealing with these problems.

1. Definition of Translation

Translation is a human activity in which a text in one language is replaced by an equivalent text in another language. Thus the process of translation involves two languages; the first one is called the original or the source language (SL) whereas the second is called the target language (TL). Several studies have carried out the notion of translation, providing readers with different useful definitions.

Translation is both a process and a product; as a process, it involves the translation of an expression or an utterance into another one in the same language, i.e, rewording, or translating it into another language. Words can also be translated into music or into actions. As a human product, it provides readers with essential information about life of ancient societies and civilizations, as the Babylonian and the Assyrian, when readers have reached the translated texts. (Yowell & Muftah,2000).

According to Catford (1965:20), “translation: is the replacement of textual material in one language (SL) by equivalent textual material in another language

(TL)”. This definition involves two considerations.

First, a text, as a linguistic unit, consists of one sentence or more. Its translation depends on the context in which it is used. Second, the translation proper that requires the presence of two languages, that is to say, it takes place between two languages like Arabic and English, English and French and so on.

In their turn, Nida and Taber emphasized on the effect of the original text on translation by reproducing the appropriate and natural equivalent of the source-language message in the receptor language in terms of style and meaning (cited in Shuttleworth & Cowie, 1997).

Along similar lines, Ghazala (1995:1) defines translation as “the processes and methods used to convey the meaning of the source language into the target language”. Therefore, meaning is the basis of translation as it is the product of different elements of languages. It should be understood and conveyed in the same way in the target language.

Georges Mounin perceives translation as a series of operations of which the starting point and the end product are *significations* and function within a given culture. (Cited in Bassnett, 1980).

2-Types of Translation

Most theorists of translation agree that translation is divided into literal and free translation.

2.1-Literal versus Free

Dictionary of Translation Studies defines literal translation as a method made on a level lower than is sufficient to convey the content unchanged while observing TL norms. It also entails, as it is stated by Nabokov, the rendering of the exact

contextual meaning of the original as the associative and syntactic capacities of the TL allow. (Cited in Shuttleworth & Cowie. 1997). In other words, this method entails precise fidelity to the wording of the SL, i.e; each word in the SL is translated into an equivalent word in the TL in the same word order.

e.g. He gets up late.

هو إستيقظ متأخرا

Venuti (2000:86) also defines literal translation as “the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators’ task is limited to observing the adherence to the linguistic servitudes of the TL”.

Free translation is a method of translation in which the translator focuses on producing a naturally reading T text without regard to SL grammar. Barthudarov describes it as a “translation made on a level higher than is necessary to convey the content unchanged while observing TL norms. It emphasizes the transfer of the meaning of a ST over accurate reproduction of the original wording, i.e., producing a text which conforms to the linguistic and textual norms of TL and culture, so that it doesn’t sound foreign. (Cited in Shuttleworth & Cowie, 1997). So, free translation seeks to produce the same meaning in the T text. Hatim & Munday(2004:11) see free translation as a process “seeks to preserve the general style and force of the SLT in the TLT”. In other words, the TT should have an impact on the target readers as that produced on the source readers.

e.g. -A true friend does not stab in the back.

- الصديق الحقيقي لا يطعن في الظهر.

However, modern theorists of translation have developed the free/ literal dichotomy. Several writers have redefined the contrast in different terms without altering the underlying concepts. (cited in Shuttleworth & Cowie. 1997).

2.2-Overt versus Covert Translation

House, for instance, suggest the terms overt and covert translation; the former method refers to one contrasting mode of translation in which the target addressees are quite overtly not being directly addressed. The latter type aims at producing a T text which is directly relevant to TL addressees as it is for the SL audience. It is concerned with the production of a T text which is functionally equivalent to the S text. House argues that this latter approach is appropriate for S texts which have no related status with the traditions or history of the S culture. (cited in Shuttleworth & Cowie. 1997).

In addition, Catford (1965) suggested different types of translation in terms of three criteria; the extent, level and ranks of translation.

2.3-Full versus Partial Translation

Concerning the extent of translation, Catford (1965) distinguishes between full translation in which every part of the SL text is replaced by TL text material, and partial translation where some lexical items of the S text are left untranslated, they are transferred to in the TL text in order to introduce local color into it.

2.4-Total versus Restricted Translation

The distinction between total and restricted translation is related to the level of language. Catford (1965:22) states that total translation is: “the replacement of SL grammar and lexis by equivalent TL grammar and lexis with consequential replacement of SL phonology/ graphology by TL phonology/ graphology”. Restricted translation, on the other hand, is a translation performed at only one level, For instance, lexis or grammar, it involves the replacement of S textual material by equivalent T textual material.

2.5-Rank-bound versus Unbound Translation

These types of translation may be determined by the grammatical categories. The translator may select TL equivalents at the same rank in the hierarchy of grammatical units (e.g. words, sentence). This is called rank-bound translation. Unbounded translation, on the contrary, is considered as free translation in which SL and TL equivalences are set up at whatever rank is appropriate. In other words, equivalences are not related to a specific rank, they tend to be at a higher or a lower rank, for example texts, sentences, clauses, phrases, words and (though rarely) morphemes. This last distinction between rank-bound and unbounded translation correlates with the popular terms free and literal translation.

2.6-Formal Correspondence versus Dynamic equivalence

Nida suggested two different terms for types of translation, namely formal correspondence and dynamic equivalence. He claims that formal correspondence “focuses attention on the message itself, in both the form and content” (cited in Hatim & Munday, 2004). In such a translation, the translator is concerned with producing a literal meaningful TT as similar in form, content and message as the original. Shuttleworth and Cowie (1997:61) state that formal correspondence is “the quality of a translation in which the features of the form of the S text have been mechanically reproduced in the receptor language”. Therefore, formal correspondence involves the formal replacement of one word or phrase in the SL by another equivalent in the TL. This method aims at bringing the T readers nearer to the cultural preferences of the ST.

Dynamic equivalence, on the other hand, is based on the communication of the message of the original text with the same impact on the target audience in the T text. (Shuttleworth & Cowie. 1997). In such a dynamic translation, the translator focuses

on the equivalent effect of the target text on target reader as that of the original text on the S audience. It is most useful in translating cultural items.

3-Translation Problems

Problematic issues in translation were widely dealt with by linguists and theorists of translation, these problems pose a big difficulty in translation, so that to make translators stop translating. Some of the main problems confronted by English and Arab translators dealt mainly with issues related to grammar and word.

3.1-Grammatical Problems

Most languages differ in their grammar rules that's why translators face several difficulties in translation. Grammatical problems are posed by grammatical features that make translators stop translating; these features include word order, tenses, verbs and so on. A main grammatical problem appears in the sentence structure. English and Arabic differ in their word order; the former starts with the subject followed by the verb whereas the latter may start with the verb or the subject. Also, the adjective in English precedes the noun, while in Arabic it follows it.

Another grammatical problem in translation arises from the fact that English has more grammatical categories of tenses. For example, the past perfect tense is difficult to translate unless by adding the particle "لقد" to convey the appropriate meaning.

In addition, verbs also pose a difficulty in translation, for instance, when the verb "to be" is the main verb in the sentence and is translated literally, this results in a poor translation. (Ghazala, 1995)

3.2-Lexical Problems

Words rarely occur on their own, they are usually combined with other words

to form stretches of language. The meaning of these words should not be deduced from their individual words but from the total sum of the combined words. These words can pose a problem if they are misunderstood or not known at all. These include the translation of collocations, and idioms.

3.2.1-Collocations

Collocations refer to some kind of syntagmatic relation of word. Sinclair defines collocations as "the occurrence of two or more words within a short space of each other in a text" (1991, quoted in Nesselhauf, 1996). They are also semantically arbitrary restrictions which do not follow logically from propositional meaning of a word. (Baker, 1992). In other words, collocation is the arbitrary occurrences of two or more words, they have independent meanings in any language, for example, the English verb "break" collocates with a number of nouns such as "a window, an arm, a journey" and so on. English collocations pose a lot of problems when translating them in Arabic. Differences in collocational patterning among languages pose pitfalls because each language has its specific ways of describing an event. Some English verbs collocate with certain nouns whereas Arabic combines these same nouns with different verbs. For example, the English collocation "deliver a verdict" is translated in Arabic into « يصدر حكماً ». Unlike English, Arabic uses a different verb "يصدر" that is acceptable to collocate with "حكم" rather than "يسلم". The second problem is related to differences in cultures between languages. Some collocations are used differently in another culture. For instance, the English collocation "law and order" is translated into Arabic as "القانون والتقاليد". The English collocation reflects the high value that English speakers place on order whereas the Arabic one reflects the high respect accorded by Arabs to the concept of tradition.

3.2.2-Idioms

Idioms are like proverbs a part of figurative language (i.e., they have metaphorical meanings). Ghazala (2004:21) defines idioms as “a fixed phrase whose form is unchangeable, and whose meaning is always the same, inflexible, metaphorical and indirect”. In other words, idioms have specific grammatical and lexical forms and specific meanings. Idioms also pose problems in translation because of their figurative meanings which cannot be inferred from the direct meaning of its words, nor from their total meaning. Chapter two will provide a deep discussion about idioms and idiomatic phrasal verbs.

4- Translation Strategies

The problems of translation frequently arise between languages (especially those who belong to different origins), they occur due to the strangeness and misunderstanding of an expression and hence obstruct translation. Baker (1992) deals with various problems of translation; she suggests several strategies used by professional translators to solve them. Baker’s strategies are stated as follows.

4.1-Translation by a more General Word (Superordinate)

It is the most workable strategy in all languages because the hierarchical structure of semantic fields is not language-specific. It is mainly carried out in the area of propositional meaning.

4.2- Translation by a more Neutral / less Expressive Word

This strategy is concerned with differences in the expressive meaning. The translator can use less expressive and formal lexical item in order to overcome the difficulty. However, it is sometimes possible to retain the expressive meaning by adding a modifier. .

4.3- Translation by Paraphrase Using a Related Word

This strategy is used when a concept in the source item is lexicalized in the target language but in a different form. It is also used when the frequency with which a form in the source text is used higher than in the target language.

4.4- Translation by Paraphrase Using Unrelated Words

The paraphrase strategy tends to be used when the concept of the source item is not lexicalized at all in the target language. It is used in the sense of modifying a Superordinate or unpacking the meaning of the source item especially if it is semantically complex.

4.5-Translation by Omission

This strategy is used when the meaning of a particular item or expression is not vital, this expression or item is simply omitted to avoid any lengthy explanation for readers.

Conclusion

This chapter has explicitly demonstrated the issue of translation; it has provided a working definition of it and its types. It has also examined some problems encountered by students while translating from English into Arabic. The main objective in translation is to achieve meaning through finding the appropriate equivalents.

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Chapter Two: Idioms and Phrasal Verbs

Introduction

As it has been mentioned in the previous chapter, every language consists of literal and figurative meaning. The literal meaning is what the words in a sentence refer to entities in the world. The figurative meaning adds a specific unclear sense to an expression. Such a meaning is signaled in expressions like metaphors, proverbs and idioms. Idioms play a great role in increasing our language skills if they can be understood and used correctly. However, one of the main problems students have with idioms is that it is often difficult to guess their meanings from their constituent words, especially when translating them. In order to explore this problem, this chapter provides a deep discussion about idioms. It elaborates the notion of idiom, its types, and categories. Also, different difficulties in translating idioms and idiomatic phrasal verbs are discussed.

1-Definition of Idioms

The English language is rich in idioms. Idioms add color to the language, helping us to emphasize and communicating a great deal of meaning in just few words. Any student with a superficial knowledge of English idioms will find himself at a serious difficulty especially in the process of translation. An idiom is “a sequence of words which have a different meaning as a group from the meaning it would have if you understood each word separately” (American idioms dictionary, 1999: x). Idioms meanings cannot be inferred from their constituent words.

Crystal defines idioms as “a term used in grammar and lexicology to refer to a sequence of words which is semantically and often syntactically restricted, so that they function as a single unit. From a semantic viewpoint, the meaning of the

individual words cannot be summed to produce the meaning of the idiomatic expression as a whole. From a syntactic viewpoint, the words often do not permit the usual variability they display in context". (1980, quoted in Awwad, 1990). Therefore, an idiom is an expression that has a special complex syntactic combination, that is to say, it doesn't accept any linguistic changes such as dropping or adding words, or changing the order of word. It has also a specific meaning that is not related to their individual items. For instance, the idiom "to run oneself out" means "to be completely exhausted", which is not the sum of the meaning of the verb "to run" and the adverbial particle "out".

According to Mahmoud (2000:1) an idiom is a group of words which has a different meaning from the meaning of the individual words it contains. So, the meaning of the idiomatic expression is not the sum total of the words taken individually.

Along similar lines, Ghazala (1995:21) defines idioms as "phrases which have special meanings and cannot be known from the direct meaning of their words. They include phrasal verbs like "get on", "get off" and so on. They can be quite problematic for students". Hence, idioms are very difficult to understand.

As Baker (1992:63) writes, idioms are "frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components. In other words, idioms are fixed and unchanged phrases which are not meaningful.

In his turn, Palmer (1976:98) states that "an idiom is semantically like a single word, it doesn't function like one.". For example, the idiom "to put up with" means "to tolerate", which is not the total meaning of the verb "to put" and the particles "up and with".

2-Types of Idioms

Idioms are culture-specific terms used for stylistic purposes in speech and writing. McCarthy & O'Dell explains their types in the following table.

Form	Example	Meaning
Verb+object/compliment (and/or adverbial)	Kill two birds with one stone	Produce two useful results by just doing one action
Prepositional phrase	In the blink of an eye	In an extremely short time
Compounds	A bone of contention	Something which people argue and disagree over
Simile/(as+adjective+as, Or like+ noun)	As dry as a bone	Very dry indeed
Binomial (word+and+word)	Rough and ready	Crude and lacking sophistication
Trinomial (word+word+and+word)	Cool, calm and collected	Relaxed, in control, not nervous
Whole clause or sentence	To cut a long story short	To tell the main points, but not the fine details

Table 1: Types of Idioms (McCarthy, M & O'Dell, F (2002).English idioms in use)

Another common type of idioms in English is phrasal verb. It is the combination of an ordinary verb plus an adverb or preposition like “put, take, come, and go” and particles like “in, out, on, and off”. The meaning of these combinations cannot be predicted from the individual verb and adverb. For example “hold up” can mean “to cause a delay” or “to try to rob someone”, but the original meaning of hold

(for example, to hold something in your hands) no longer applies. So, they function together as a single unit of meaning. However, these sequences may have both an idiomatic and non idiomatic meaning as in the following examples: (Workman, Graham, (1993). Phrasal verbs and idioms).

1-He looked up and saw a plane.

2-He looked up all the new words in the dictionary.

In the first example, the meaning of the verb and the particle have not changed (He looked + up (in the direction of the sky) but in the second, the meaning is idiomatic (look up = to find information in a reference book).

In addition, there are degrees of idiomaticity within the phrasal verb, for instance, make up a fire, make up a story and make up one's face. (Palmer, 1976).

Moreover, Makkai classifies idioms into two major types; those of decoding and those of encoding (1972, cited in Fernando, 1996). Idioms of decoding include expressions like "take the bull by the horns", "red herring", etc. They are more organized into lexemic idioms and sememic idioms with focus on lexemic variety. Lexemic idioms are of six types: (Fernando,C. (1996). Idioms and idiomaticity)

-Phrasal verbs: e.g: " put up with", " bring up "

-Tournures: e.g: " fly off the handle", " rain cats and dogs"

-Irreversible Binomials: e.g: " salt and pepper", " bag and baggage"

-Phrasal compounds: e.g: " black-mail", " high-handed"

-Incorporating Verbs: e.g " eavesdrop", " man handle"

-Pseudo-idioms: e.g: " spick and span", "kit and kin"

Sememic idioms transmit institutionalized culturally pragmatic meaning. They contain:

- Proverbs: e.g "don't count your chickens before they are hatched".

-Familiar quotations: e.g: " not a mouse stirring"

-Idioms of institutionalized politeness: e.g: "May I ... X" with interrogative intonation for " I want to ... X "

-Idioms of institutionalized understatement: e.g. "I wasn't too crazy about him" ; "he wouldn't even lift a finger". This type of idioms contains ambiguous meanings.

Idioms of encoding represent particular lexico-grammatical formations of a given language. They have a literal meaning in addition to the idiomatic one in another context.

3- Categories of Idioms

3.1-Transparent / Opaque Idioms

The figurative sense of an idiom is the criterion by which different types of idioms are said to organize from easily interpretable to definitely opaque. There is a relation between transparent and opaque in which idioms are classified. This is known as the "spectrum of idiomaticity" (Lewis, 1998). It has a crucial role in the intelligibility of idioms. This spectrum could be divided into four categories: transparent, semi-transparent, semi-opaque and opaque) (Fernando and Flavell (1981), cited in Hatch and Brown, 2004).

3.1.1-Transparent idioms

Transparent idioms are easily understood. The idiomatic meaning is very close to the literal one, that is to say it can be deduced from the parts of the idiom.

e.g.: "Think nothing of it": forget about it. (Flower, John. (1993). Phrasal verbs organizer)

3.1.2-Semi-transparent idioms

Semi-transparent idioms are partially obvious. They are usually a metaphorical

expression whose meaning is stated in an indirect way.

E.g.: "Skate on this ice": take a risk. (Flower, John. (1993). Phrasal verbs organizer)

3.1.3- Semi-opaque idioms

This category of idioms is partially difficult. The figurative idioms' meaning becomes more separated from the meaning of the constituent items of the idioms.

E.g.: "Tarred with the same brush": having the same faults. (Flower, John. (1993). Phrasal verbs organizer)

3.1.4-Opaque idioms

Opaque idioms are difficult to understand. Their meanings cannot be worked out from the meaning of the individual words of the expression.

e.g.: "Kick the bucket" : die (Palmer, (1976). Semantics)

This opacity of an idiom often increases by the presence of items having a cultural reference. This culture load is an important affecting factor of the comprehensibility of idiomatic expressions.

3.2- Culture-free / Culture-loaded Idioms

The concise Oxford dictionary defines an idiom as "a form of expression peculiar to a language ". The idea of "peculiar" implies that such a form of expression has only one meaning in one language. Accordingly, any possibility that such an idiom could be found in another language is not possible. However, many idioms contain more or less direct equivalent or can be directly translated into other languages.

For example, the idiomatic expression "Kick the bucket" " is equivalent in meaning to the standard Arabic "قضى نحبه" (to spend one's time) with " time " referring to what

one is destined to live. However, while, "قضى نحبه" is easily interpretable (transparent). "Kick the bucket" is definitely opaque (its meaning cannot be derived from its constituents) and thus it is culture free.

Understanding idioms needs knowledge of their historical or cultural references as well as their context of use as they are appropriate communicative expressions. As it is stated by Ponterotto (1994:3) that "it is necessary to understand metaphoricity and its culture-specific connotations in order to correctly interpret even simple texts".

4-Translation of Idioms

The translation of idioms constitutes a major difficulty in translation. The main problems that idiomatic expressions pose in translation are related to two main areas; the ability to recognize and interpret an idiom correctly and the difficulties associated with rendering the various aspects of meanings that an idiom conveys in the TL. An obvious difficulty that is encountered in translating idioms is the ability to recognize the idiomatic expression. This ability depends on the types of idioms, some are easier than others. Those that are easily recognizable include expressions which violate truth condition (e.g. it's raining cats and dogs), and also ill-formed expressions (e.g. put paid to). These idioms make a less sense in a given context especially if interpreted literally. Idioms, on the other hand, can be simply misinterpreted because of their transparency, they carry both a literal and idiomatic meaning (.e.g. go out with). Thus, such idioms mislead translators who may accept the literal and miss the idiomatic meaning. Furthermore, a chief difficulty in translating idioms is found in their use, for instance, an idiom may have a similar equivalent in the TL, but its context of use is different. That is to say two similar idioms with totally different connotations. (Baker, 1992).

Furthermore, Awwad explains that the important area of difficulty with regard to translating idioms is the misinterpretation of the writer or speaker's original intention. Some idioms have both a literal and idiomatic meaning, for example, the Arabic sentence "فتح الباب" may have both a literal and idiomatic sense. Literally, it is translated into "he opened the door" and idiomatically into "he established a precedent. (Awwad, 1990).

5-The Translation of Idiomatic Phrasal Verbs

One of the important problems faced by students of translation is lexical problems. The majority of the students' mistakes seem to be superficial; they understand translation as the translation of only individual words.

Phrasal verbs are well established, extremely popular idioms. They have a special idiomatic meaning, that is, even if one knows all the words in the phrase and understands the grammar of the phrase, the meaning may still not be clear.

Ghazala explains (1995) that students face a big problem in translating English idiomatic phrasal verbs because they are misleading and confused with prepositional verbs which retain their normal direct meaning, as in the following example:

- Please, put the book on the table. → Prepositional verb.
- Please, put your coat on. → Phrasal verbs. (Ghazala, H. (1995). Translation as problems and solutions: A course-book for university students and trainee translators).

The first example is easy to understand, whereas the second is a phrasal verb with a special and idiomatic meaning. (i.e. "to wear").

In addition, the meanings of the majority of phrasal verbs are unpredictable and uncommon to students. They often confuse between their numerous combinations. For instance, the adverb "off" implies the idea of finishing, leaving or disposing of

something, when it is combined with verbs result in different meanings. (e.g. “get off” = leave, “call off”= cancel). (Ghazala, H. (1995). Translation as problems and solutions: A course-book for university students and trainee translators).

Moreover, the same combination of a preposition/ adverb and a verb can have different meanings such as the verb” come off” which may mean:

-Succeed → ينجح

-To have a result → يصل إلى نتيجة

-Leave a place → يغادر مكان ما. (Ghazala, H. (1995). Translation as problems and solutions: A course-book for university students and trainee translators).

Different phrasal verbs combinations can express the same meaning. For example, all of these verbs “ask in, ask over and ask up” have the same meaning. (“to invite”, يدعو).

Conclusion

In conclusion, this chapter provides a deep discussion about the content of research. Its main purpose is to explain the concept of idioms and idiomatic phrasal verbs. These verbs have complex syntactic combinations and specific meanings that are not related to their combinations. This creates difficulty for non-native speakers.

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Chapter Three: Data collection, Analysis, and Results

Introduction

This chapter consists of a detailed discussion of the data' analysis obtained from the test, in addition to an explanation on the selection of population.

This chapter is a concrete evidence to confirm or refute the research hypothesis which runs as follows: problems encountered by third year students of English in translating idiomatic phrasal verbs into Arabic could be mainly attributed to the lack of practice.

3.1. The Choice of Population

The Choice of this population is primarily based on the fact that the students at this level, 3rd year, are influenced by Arabic in their learning of English. In addition, they should not have problems in translating idiomatic phrasal verbs into Arabic because they have been studying translation for four semesters. In this research, about 25 students of the total population were taken randomly as a representative sample for this research.

3.2. The Corpus

In this study, twenty five (25) students of English at Mentouri University in Constantine were chosen to answer a written translation test.

3.3. Description of the Test

The data of this study was collected by means of a test at the end of the second semester during the academic year 2009/2010. The test consists of fifteen English simple sentences not thematically related, i.e., each sentence has a separate meaning which is not associated with the meaning of the other sentences. These sentences were

chosen randomly following the purpose of research, they are taken from "Fundamental Idioms in English" written by "Qahtan F El-Khatib".

This test was given to third year undergraduate students of English in the Department of English at Mentouri University Constantine. The students were aware of the aspects of language being studied in this research.

Moreover, no dictionaries were consulted and no vocabulary items were provided, so as to make the students translate according to their knowledge.

3.4. Administration of the Test

The students were informed that this test is for master degree research tool. They have done the work in class in one hour and a half, the same place and amount of time given for normal sessions and evaluated written works. The test was done with twenty five students at the end of the year.

3.5- Analysis Procedure

The aim of this test is to examine the students' knowledge or skills when dealing with English idiomatic phrasal verbs. The findings obtained from this research will help to determine third year students' difficulties in translating idiomatic phrasal verbs and the causes that lead to these difficulties.

In order to analyze the students mistakes made in translating idiomatic phrasal verbs from English into Arabic in the test, the following procedures were followed:

- The original structures or items and their translations, the percentage of translating each structure or item and the total number of mistakes made in each is presented in tables.
- The statistics are given in tabular formats

Mistakes in translating English idiomatic phrasal verbs into Arabic were underlined

and the standard translations of mistakes are given. These standard translations were taken from the book "Fundamental Idioms in English" written by "Qahtan F El-Khatib".

3.6. The Analysis of the Results

3.6.1. Description of Mistakes

The total number of mistakes in the students' written production of this test is 212 mistakes from a total of 400 translations. These represent 53% of the whole population; in addition, 5.75% of the population did not translate the sentences. However, some other students succeeded in translating idiomatic phrasal verbs with a percentage of 41.25%. These rates are stated in details in the tables below.

3.6.2. Description of the Test

All the students answered this test, but not all of them translated the sentences. The following tables illustrate the students' translations, their frequency of occurrences, the number of the students who participated in the translation, and the total number of mistakes made.

- Sentence One

I wish I could think up a good excuse to give the teacher for not having prepared my homework.

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
I wish I could think up a good excuse to give the teacher for not having prepared my homework	1-أمل أن أجد	16	64	16	
	2-أتمنى أن يكون لدي	02	08	02	
	3-تمنيت لو أنني فكرت	02	08	02	
	4-أن أختلق	05	20	00	
Total		25	100	20	00

Table2: The First Sentence

The table below shows that all the participants (100%) translated this sentence. There are four different translations of this idiomatic phrasal verb within this sentence. The first one was 64%, the second 08 %, the third 08%, and the fourth 20%.

The standard Arabic translation of the English phrasal verb “think up” is "أختلق".

The total number of mistakes made in translating phrasal verbs in this sentence amounts to 20 with a percentage of 80%. Five students only (20%) succeeded in their translation of phrasal verbs and the other 20 students failed with a proportion of 80%.

- Sentence Two

I refuse to put up with his actions any longer.

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
I refuse to put up with his actions any longer	- أرفض التستر	02	08	02	
	-أرفض السماح	06	24	06	
	-لم أزد الاستمرار	01	04	01	
	- أرفض أن أتفق	03	12	03	
	-أرفض تصرفاته	02	08	02	
	-أرفض أن أتحمل	09	36	00	
	-أرفض الرضوخ	02	08	00	
Total		25	100	14	00

Table 3: The Second Sentence

The percentage of participation in translating this sentence is 100% (the whole population). There are 07 suggested translations; the first occurred 02 times with a percentage of 08 %, the second occurred six times with a percentage of 24 %, the third occurred only 1 with a percentage of 04%, the fourth 3 times (12%), the fifth 2 times (08%), the sixth 9 times (36%) whereas the seventh occurred 2 times with a percentage of 8%.

The Arabic equivalent of the idiomatic phrasal verb “put up with” in the second sentence is "أتحمل". Eleven students succeeded in translating the phrasal verb into “أن أتحمل” or “الرضوخ” with a percentage of 36% and 08% respectively, whereas, the other fourteen students failed in doing so. Thus, mistakes committed by students in translating the phrasal verb in this sentence are fourteen which represents 56% of the whole population.

- Sentence Three

I am going to the airport to see him off

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
I am going to the airport to see him off	لرؤيته	02	08	02	
	لأراه يغادر	04	16	04	
	لرؤية طائرته تحط	01	04	01	
	لرؤيته يهبط	01	04	01	
	لرؤيته يرحل	01	04	01	
	لوداعه	16	64	00	
Total		25	100	09	00

Table 4: The Third Sentence

All the participants (100%) translated this sentence. There were six suggested translations of the phrasal verb “see off”. The first one was 08%, the second 16%, the third 04%, the fourth 04%, the fifth 04% and the sixth 64%.

There is only one equivalent of the English phrasal verb “see him off” into Arabic in this sentence which is “لوداعه”.

The total number of mistakes made in translating the phrasal verb in this sentence was 09 mistakes made by 09 students. That is, 36% of the population who translated this sentence failed in their translation of the phrasal verb and 64% succeeded to get the exact meaning.

- Sentence Four

If you don't stand up for your rights, no one will do it for you

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
If you don't stand up for your rights, no one will do it for you	لم يحرص	02	08	02	
	لم تطالب	05	20	05	
	لم تحارب	01	04	01	
	لم تنتظر				
	لم تقف	01	04	01	
	لم تدافع	02	08	02	
		14	56	00	
Total		25	100	11	00

Table 5: The Fourth Sentence

All the participants (100%) in this study translated the sentence “If you don't stand up for your rights, no one will do it for you”. The translations given by the participants can be classified into six categories. The first one was 08%, the second 20%, the third 04%, the fourth 04%, the fifth 08% and the sixth 56%.

The standard Arabic translation of the English verb “don't stand up for” is "لم تدافع." The total number of mistakes made in translating the English phrasal verb into Arabic in this sentence was eleven (11) mistakes with a percentage of 44%. That is to say, 56% of the population succeeded in their translation of the phrasal verb.

- Sentence Five

I told him not to play tricks on anybody, but he never listened

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
I told him not to play tricks on anybody, but he never listened	<u>-أن يصنع مقالب</u>	01	04	01	
	<u>-أن يمازح</u>	02	08	02	
	<u>-أن لا يخدع</u>	08	32	08	
	<u>-بعدم التلاعب مع</u>	02	08	02	
	<u>-بعدم اللعب مع</u>	02	08	02	
	<u>-أن لا يمارس</u>	02	08	02	
	<u>-خدعة السحرية</u>				
	<u>-أن لا يسخر</u>	02	08	02	
	<u>-أن لا يعيثر</u>				
		01	04	00	
		05	20	00	
Total		23	92	17	02

Table 6: The Fifth Sentence

Concerning the fifth sentence, the percentage of participation is only 92%. Compared to the previous sentences, there are eight different suggested translations. The first translation has a ratio of 04%, the second 08, the third 32 %, the fourth and the fifth 08%, the seventh 04 and finally the eight 20%.

The accurate equivalent of the idiomatic phrasal verb “play tricks on” is “يسخر”. The total number of mistakes made in translating the phrasal verb in this sentence was 17 mistakes made by 68% of the entire population. In contrast, only six students reached the exact equivalent with a percentage of 24%.

- Sentence Six

When the firemen arrived, the fire had gone out.

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
When the firemen arrived, the fire had gone out.	<u>-همدت</u>	01	04	01	
	<u>-أفل</u>	01	04	01	
	<u>-كان كل شيء على ما يرام</u>	01	04	01	
	<u>-ذهب</u>	01	04	01	
	<u>-انطفأت</u>	01	04	01	
	<u>-خدمت</u>	4	16	00	
		17	68	00	
Total		25	100	04	00

Table 4: The Sixth Sentence

The whole population (100%) participated in the translation of the sixth sentence. There were six proposed translations, the first one was 04%, the second was 04%, the third was 04%, the fourth was 04%, the fifth was 16% and the last was 68 %.

The English phrasal verb used in this sentence is translated into “انطفأت” in Arabic. A large number of the population succeeded in translating the phrasal verb “gone out” in this sentence into “انطفأت” and “خدمت” with a percentage of 16% and 68% respectively. Only four students (4) from the whole population did not achieve the exact equivalent with a percentage of 16%, these students translate the phrasal verb using different expressions and the literal meaning of the verb in isolation of the particle.

- Sentence Seven

Before going to any college, make up your mind what to study

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
Before going to any college, make up your mind what to study	-عليك أن تضمن -كن على	01	04	01	
	دراية/يقين	02	08	02	
	-حضر نفسك	02	08	02	
	حضر عقلك				
	-يجب معرفة	01	04	01	
	-كون فكرة	01	04	01	
	قم باختيار	06	24	06	
	-اتخذ قرار	03	12	03	
		08	32	00	
Total		24	96	16	01

Table 5: The Seventh Sentence

96% of the total population translated the sentence “Before going to any college, make up your mind what to study”. There were eight suggested translations. The first has a ratio of 04%, the second 08%, and the third 08%, the fourth was 04%, the fifth was 04%, the sixth was 24%, the seventh was 12% and the last was 32%.

The standard Arabic translation of the English phrasal verb “make up” is “اتخذ قرار”. The majority of the population did not get the appropriate translation of the phrasal verb with a percentage of 64 %, they utilized a totally different expressions. In contrast, 32% of them succeeded in its translation.

- Sentence Eight

The enemy will get even with them for their crime

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
The enemy will get even with them for their crime	<u>سيتعاون</u>	02	08	02	
	<u>-سيقف</u>	01	04	01	
	<u>-سيواطأ</u>	02	08	02	
	<u>-سيشارك</u>	02	08	02	
	<u>-سيورط</u>	01	04	01	
	<u>سيناصرهم</u>	01	04	01	
	<u>-سينضم</u>	01	04	01	
	<u>-سيصبح في صفهم</u>	01	04	01	
	<u>يساند لهم</u>	01	04	01	
	<u>يتعادل</u>	01	04	01	
	<u>-سيبتقم</u>	01	04	01	
	<u>-سوف يقتص</u>	04	16	00	
Total		18	72	13	07

Table 6: The Eighth Sentence

The eighth sentence has the lowest participation rate that reached 72%. There are twelve different suggested translations. The first, the third, and the fourth translations have a ratio of 08% for each, whereas, the second, the fifth, the sixth, the seventh, the eighth, the ninth, the tenth and the eleventh have a similar percentage of 04% and finally the twelfth has a rate of 16%.

The Arabic equivalent of the idiomatic phrasal verb “get even with” in the above sentence is “يثأر”. The total number of mistakes made in translating the idiomatic phrasal verb in this sentence was 13 mistakes made by 52% of the

population, they provide completely different meanings (i.e they translated the phrasal verb using its antonyms). There were only 5 students (20%) who succeeded in the translation of the idiomatic phrasal verb.

- Sentence Nine

It is easy to find fault with the work of others

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
It is easy to find fault with the work of others	-إيجاد أخطاء	19	76	19	
	-رؤية أخطاء	01	04	01	
	-أن تجد خطأك	01	04	01	
	-العثور على أخطاء				
	-أن تكتشف أخطاءك	01	04	01	
	-من السهل انتقاد	02	08	02	
		01	04	00	
Total		25	100	24	00

Table 7: The Ninth Sentence

The above table shows that the entire population (100%) participated in translating the tenth sentence. The participants came out with six different translations. The first has a percentage of 76%, the second, the third, the fourth and the sixth 04% and the fifth has a ratio of 08%.

The Arabic equivalent of the English idiomatic phrasal verb “find fault with” is “ينتقد”. Unfortunately, there was only one student who translated the phrasal verb correctly. That is, there were twenty four (24) mistakes in the translation of this sentence. In other words, 96% of the population failed in the translation of this phrasal verb in this sentence and only 04 % succeeded.

-Sentence Ten

The doctor told me to cut back on exercise until my back injury heals

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
The doctor told me to cut back on exercise until my back injury heals	-أن أتوقف	13	52	13	
	-أن أترك	01	04	01	
	-أن أمتنع	01	04	01	
	-أن أكف				
	-أن أؤجل				
	-أن أواظب	02	08	02	
	-أن أواصل	01	04	01	
	-أن أداوم على	01	04	01	
	-أن أقلل	02	08	02	
		02	08	02	
		01	04	00	
Total		24	96	23	01

Table 8: The Tenth Sentence

The tenth sentence is translated by 96% of the total population. There are nine different suggested translations. The first translations has a rate of 52%, the second, the third, the fifth, the sixth, and ninth have a similar percentage of 04%, the fourth, the seventh and the eight have a rate of 08 %.

The majority of the population failed in translating the idiomatic phrasal verb in this sentence with a rate of 92 % by using different meanings (i.e. "أوقف" or "أواصل" and so on instead of "أقلل"). That is mistakes committed by students in translating this phrasal verb are 23. In contrast, only one student succeeded in translating it with a percentage of 04%.

-Sentence Eleven

Small children should always watch out for strangers offering candy

The Sentence	English	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
Small children should always watch out for strangers offering candy		-لا يقبلوا	01	04	01	
		-أن يحترسوا	01	04	00	
		الانتباه	03	12	00	
		-أن يحذروا	20	80	00	
Total			25	100	01	00

Table 9: The Eleventh Sentence

All the participants (100%) translated this sentence. There are six diverse translations of the phrasal verbs within this sentence. The first one was only 04%, the second 04%, the third 12% and the fourth 80%.

The greater part of the participants (24) succeeded in translating the idiomatic phrasal verb using different synonyms with a ratio of 96%. Thus, the total number of mistakes is only one (04%).

-Sentence Twelve

He fell behind in his studies and finally had to leave school

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
He fell behind in his studies and finally had to leave school	لقد وجد نفسه غير قادر على	01	04	01	
	بالرغم من أنه كان يدرس	01	04	01	
	سقط في	01	04	01	
	رسب	10	40	00	
	فشل	08	32	00	
	تراجع	01	04	00	
	تأخر	01	04	00	
	لقد أخفق	02	08	00	
Total		25	100	03	00

Table 10: The Twelfth Sentence

The percentage of the population who attempted the translation of sentence number twelve “He fell behind in his studies and finally had to leave school” is 100%. There were eight different translations of the phrasal verb in this sentence. The first , the second , the third, the sixth and the seventh , as shown in the above table, was suggested by 04 % of the participants, the fourth 40 % , the fifth 32% and the eight 08%.

The Arabic exact equivalent of the phrasal verb “fell behind” is “تخلف عن غيره”. The total number of mistakes made in translating the phrasal verb in the above sentence is only three (3) mistakes made by three (3) students. In other words 88% of the population succeeded in their translation of the phrasal verb of this sentence and 12% failed in doing so.

-Sentence Thirteen

He is certainly not cut out for to be a doctor

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non- answered sentence
He is certainly not cut out for to be a doctor	<u>يفقد أمله</u>	02	08	02	
	<u>يقطع أمله</u>	03	12	03	
	<u>ليس مقدر له</u>	02	08	02	
	<u>لم يجرم</u>				
	<u>لم ييأس</u>	02	08	02	
	<u>من غير المعقول</u>	01	04	01	
	<u>لم يستسلم</u>				
	<u>لم يتخلى عن حلمه</u>	01	04	01	
	<u>لم يخلق</u>	01	04	01	
	<u>-لا يجدر</u>	01	04	01	
	<u>-لا يصلح</u>	01	04	01	
	<u>-لا يليق</u>	03	12	03	
	<u>-غير مؤهل</u>	04	16	00	
		01	04	00	
		02	08	00	
Total		24	96	17	01

Table 11: The Thirteenth Sentence

The fifteenth sentence was translated by 24 students that represent 96% of the whole population. There were 13 suggested translations. The first, the third, the fourth and the last have a ratio of 08%, the second 12%, the fifth, the sixth, the seventh, the eighth, the ninth and the twelfth 04%, the tenth 12% and the eleventh has a rate of 16%.

The total number of mistakes identified in translating this phrasal verb in this

sentence was seventeen (17) mistakes made by seventeen students. In other words, 68% of the population failed in their translation of the phrasal verb in this sentence and 28% succeeded to do so.

-Sentence Fourteen

The child beat about the bush so much that no one knows exactly what he wants

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
The child beat about the bush so much that no one knows exactly what he wants	<u>طاف حول</u>	01	04	01	
	<u>الشجرة</u>	01	04	01	
	<u>لم يتوقف من</u>				
	<u>الدوران</u>				
	<u>يضرب نفسه عند</u>	01	04	01	
	<u>جدع شجرة</u>				
	<u>-أخذ يذهب و</u>	01	04	01	
	<u>يجيء</u>	01	04	01	
	<u>يريد شيئاً ما يلف</u>	01	04	01	
	<u>و يدور</u>				
	<u>-حام الطفل</u>				
	<u>بالموضوع</u>	07	28	07	
	<u>لم يتوقف الطفل</u>				
	<u>عن اللف و الدوران</u>	01	04	01	
<u>-أن الطفل يلف و</u>					
<u>يدور</u>	01	04	00		
<u>يلف و يدور حول</u>	03	12	00		
<u>الموضوع</u>					
<u>لم يدخل الطفل في</u>					
<u>صلب الموضوع</u>					
Total		18	72	14	07

Table 12: The Fourteenth Sentence

The percentage of participation in translating the English sentence “The child beat about the bush so much that no one knows exactly what he wants” was 100%. Ten different translations are suggested. The first, the second, the third, the fourth, the fifth, the sixth, the eighth and the ninth was 04%, the seventh was 28 % and the last 12 %.

The standard Arabic equivalent of the idiomatic English phrasal verb “beat about” is “يلف و يدور حول الموضوع”.

The total number of mistakes made in translating the phrasal verb in this sentence amounts to 14 mistakes with a percentage of 56%. Four students only (16%) succeeded in their translation of the phrasal verb and the other 14 students failed with a percentage of 56%. This is mainly because of the use of literal meaning which is far from the accurate equivalent.

-Sentence Fifteen

It took me over a month to get over my cold, but I'm finally well now

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
It <u>took</u> me <u>over</u> a month to get over my cold, but I'm finally well now	<u>مكثت</u>	01	04	01	
	<u>لزمني</u>	02	08	02	
	<u>لقد اتخذت</u>	01	04	01	
	<u>تطلب مني الأمر</u>	03	12	03	
	<u>لقد أخذ</u>	01	04	01	
	<u>أمضيت</u>	02	08	00	
	<u>لقد دام</u>	01	04	00	
	<u>استغرقت</u>	07	28	00	
	<u>لقد استمر</u>	02	08	00	
	<u>بعد مرور شهر</u>	03	12	00	
Total		23	92	08	02

Table 13: The Fifteenth Sentence

Of the population participating in this study, 92% translated the fifteenth sentence. There were ten suggested translations of the phrasal verb. The first one, the third, the fifth and the seventh have the same percentage of 04 %, the second , the sixth, and the ninth have a ratio of 08%, the fourth and the tenth 12% and the eighth 28 %.

The Arabic equivalent of the phrasal verb “took...over” in the last sentence is “استغرق”. Fifteen students succeeded in translating the phrasal verb into different correct translations “أمضيت”, “لقد دام”, “استغرقت”, “لقد استمر”, “or” “بعد مرور شهر” with a percentage of 8% , 4 %, 28%, 8 % and 12% respectively, whereas, the other eight students failed in doing so. Thus, mistakes committed by students in translating the

phrasal verb in this sentence are eight which represents 56% of the whole population.

The English Sentence	The Suggested Translations	Total Number of Occurrences	Percentage of Translation (%)	Total Number of mistakes	Number of non-answered sentence
It took me over a month <u>to get over</u> my cold, but I'm finally well now	<u>التغلب على</u>	04	16	04	
	<u>لتخفيف</u>	01			
	<u>أصارع</u>	01	04	01	
	<u>لتحدي</u>	01	04	01	
	<u>لأتلخص</u>	01	04	01	
		01	04	01	
	<u>لأتجاوز</u>	02	04	01	
	<u>كي عدت</u>	01			
	<u>حاولت إززال الحمى</u>	01	08	02	
	<u>استغرق علاجي</u>	01	04	01	
	<u>شهرًا كاملاً و لكني</u>		04	01	
	<u>الآن بخير</u>	06			
	<u>لأشفي</u>	05	24	06	
			20	00	
Total		23	92	18	02

Table 14: The Fifteenth Sentence

The fifteenth sentence was translated by twenty three students that is 92% of the entire population. As it is mentioned in the above table, there were ten suggested translations. The first has a proportion of 16 %, the second, the third, the fourth, the fifth, the seventh, and the eight have a similar rate of 04 %, the sixth 8%, the ninth 24 % and the tenth 20 %.

The English idiomatic phrasal verb “get over” is translated as “يشفي” in Arabic. Most of the participant failed in finding its accurate equivalent, they sometimes apply different verbs meanings and long expressions. That is, the total

number of mistakes made in translating the phrasal verb in this sentence was 18 with a percentage of 72%. However, the other participants 20% succeeded to achieve the exact equivalent.

3.7. General Results

Students' Translations	Score	Percentage
Students' Mistakes	212	53
Student' Correct Answers	165	41.25
Students' non- Answered Sentences	23	5.75

Table 15: General Results

Concerning the general results of the students' translations, this above table illustrates that there are 212 mistakes, 165 correct answers and 22 non-answered sentences from the sum of 400 translations. That is, the percentage of the students' mistakes is higher than their correct answers with a percentage of 53% and 41.25% respectively. Moreover, 23 participants of the population did not translate the sentences with a rate of 5.75 %. This fact strongly confirms that several students face serious difficulties in translating idiomatic phrasal verbs.

3.8. Causes of Mistranslations

Following the above tables, the participants made 212 mistakes. These mistakes were classified according to their causes. Therefore, there are three categories of causes; mistakes due to the linguistic competence, the literal meaning and background knowledge. The following table demonstrates the frequency of occurrences and the percentage of each type.

Mistake Category	Occurrence of Mistake	Percentage (%)
Restricted linguistic competence	102	48.11
Literal meaning	59	27.83
Background knowledge	51	24.05
Total	212	100

Table 16: Causes of Mistranslations

As it is shown in the above table, there were 102 mistakes related to restricted linguistic competence category. This proves that the main cause of the students' mistakes is restricted linguistic competence with a percentage of 48.11%.

Concerning the literal meaning, there were 59 mistakes with a rate of 27.83%. The lowest percentage 24.05% of the students' mistakes is attributed to background knowledge with 51 mistakes.

The findings obtained in the above table confirm that third year students face serious difficulties in translating English idiomatic phrasal verbs into Arabic. This fact generally comes out owing to their restricted linguistic competence.

The analysis of these results confirms that the main causes of the students' mistakes are essentially related to their restricted linguistic competence, they have an average linguistic level because of the lack of written practice. This can be seen in cases where the participants used definitely other verbs, the phrasal verbs' antonyms or they omitted it at all, for instance, translating "to put up with" and "to stand up for" as "التستر" and "تحارب" respectively.

Concerning the literal meaning, it also leads to mistakes; it distorts the

meaning of the whole sentence because the phrasal verbs meanings are idiomatic and cannot be understood directly. These mistakes can be observed in using “لرؤيته يهبط” , “أن لا يمارس خدعة السحرية” and “ذهب” for the idiomatic English phrasal verbs “to see off”, “to play tricks on” and “Gone out” respectively.

Also, background knowledge may be a serious cause in translating idiomatic phrasal verbs because understanding them entails an extensive knowledge of their historical references. Some cases of background knowledge are seen where the participants utilized these expressions “يضرب نفسه عند جدع شجرة” or “طاف حول الشجرة” for the idiomatic phrase “beat about the bush”.

Therefore, the students must be conscious of the occurrences of idiomatic discourse in both the source and the target languages.

In conclusion, students must be equipped with a perfect linguistic competence to get accurate and successful translations and to achieve the correct grammatical English.

Conclusion

This chapter provided an in depth analysis of mistakes made in translating English idiomatic phrasal verbs into Arabic.

The results of this analysis presented evidence to those idiomatic phrasal verbs do constitute a considerable difficulty for third year students of English in their process of translation. They also demonstrated that the major causes of these mistakes are restricted linguistic competence, literal meaning and background knowledge.

General Conclusion

This dissertation is intended to investigate the students' difficulties in translating English idiomatic phrasal verbs into Arabic and the reason behind these problems. This is achieved through analyzing the students' mistakes to detect the causes of these mistranslations.

The analysis of these findings illustrated that third year students do face pitfalls in their process of translation. This fact is due to several causes, as it is hypothesized, the students' restricted linguistic competence, the use of literal meaning and their background knowledge.

Throughout this chapter some further pedagogical implications are suggested for a better decoding of meaning of these idiomatic expressions in the target language.

As it is mentioned before, the mistakes made by students are more than their correct answers. That is, the percentage of Students' Mistakes in translation (53%) is higher than their Correct Answers (41.25). These findings explicitly demonstrated that third year English students really face various pitfalls while re-encoding idiomatic phrasal verbs in the target language.

In the light of these findings, some pedagogical suggestions are provided for translators as well as foreign language learners.

The results of this study showed that idiomatic phrasal verbs are considered to be a major challenge in the translation process, since it is not just a matter of rendering words, but rather a transforming of other's culture. Therefore, students should be exposed to the significance of translating those items and attaining the accurate meaning. The translator of the idiomatic phrasal verbs should have a great mastery of both languages Arabic and English, moreover, he/she should have well background and broad knowledge of the source language. The translation of those

items should convey the equivalent effect of the source text in the target text to reach a natural and readable translation. The academic learning of translation should contain the theoretical study of translation and extensive courses and practice concerning the translation of idiomatic phrasal verbs, so that, the students will be able to master their combinations and occurrences, grasp and acquire their different meanings as they are useful for daily communication. So whenever they come across this task they would have no problems in handling it appropriately.

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APPENDIX

Translate the following sentences into Arabic.

1-I wish I could think up a good excuse to give the teacher for not having prepared my homework.

2-I refuse to put up with his actions any longer.

3-I am going to the airport to see him off.

4-If you don't stand up for your rights, no one will do it for you.

5-I told him not to play tricks on anybody, but he never listened.

6-When the firemen arrived, the fire had gone out.

7-Before going to any college, make up your mind what to study.

8-The enemy will get even with them for their crime.

9-It is easy to find fault with the work of others.

10- The doctor told me to cut back on exercise until my back injury heals.

11-Small children should always watch out for strangers offering candy.

12-He fell behind in his studies and finally had to leave school.

13-He is certainly not cut out for to be a doctor.

14-The child beat about the bush so much that no one knows exactly what he wants.

15- It took me over a month to get over my cold, but I'm finally well now.