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كلية الآداب والعلوم الإيبيار
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The Difficulties of Translating English Phrasal Verbs into Arabic,”The Case of Libyan EFL Graduate Translation Students at the Libyan Academy”

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Abstract:

Translating English phrasal verbs into Arabic represents a challenging task for Arabic EFL graduate translation students as it triggers a large number of difficulties. Consequently, this study seeks to explore the difficulties encountering Libyan EFL graduate translation students at the Libyan Academy while translating such verbs into Arabic. As research tools for collecting data, the researchers used a questionnaire, a translation test and multiple-choice questions in order to investigate students' background knowledge of English phrasal verbs, the reasons behind the difficulties of translating these phrasal verbs into Arabic, the difficulties that they face while translating these verbs into Arabic and their possible solutions. The results revealed that the majority of the participants had no difficulties in translating English phrasal verbs into Arabic, particularly the idiomatic ones since the context mostly provided hints about their meanings. However, some students were not familiar with the two of the four used semi-idiomatic phrasal verbs and dealt with them idiomatically. Therefore, they provided irrelevant translations to the source phrasal verbs. In addition, most students committed a large number of grammatical errors in their Arabic translations. Consequently, it is recommended to include Arabic as a compulsory course for MA translation students at the Libyan Academy for Postgraduate Studies. Moreover, since these grammatical errors were committed by most of the participants, it is recommended for Arabic MA translation students who are going to write their dissertations to discuss Arabic grammatical errors and their effects in Translation .

Keywords: : Translating, Phrasal Verbs, Idiomatic, Semi Idiomatic.

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صعوبات ترجمة الأفعال الفعلية من الإنجليزية إلى اللغة العربية، "حالة طلاب الترجمة الليبيين المتخرجين من اللغة الإنجليزية كلغة أجنبية في الأكاديمية الليبية"

أ. الزهراء عبد الحميد رافع،² د. عبد السلام عبد الرحمن الرقاص.

1. معيدة بقسم اللغة الإنجليزية، كلية الآداب والعلوم سلوك.

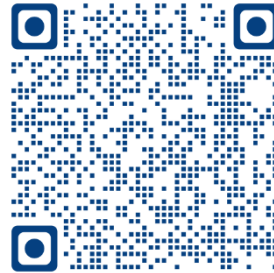
2. أستاذ مساعد بقسم اللغة الإنجليزية كلية الآداب والعلوم سلوك.

المخلص

تمثل ترجمة الأفعال المركبة من اللغة الانجليزية إلى اللغة العربية مهمة صعبة لطلاب الماجستير العرب بشعبة الترجمة-والذين يدرسون اللغة الانجليزية كلغة أجنبية لأنها تسبب عددا كبيرا من الصعوبات. وبناءً على ذلك، فإن هذه الدراسة تسعى إلى استكشاف الصعوبات التي تواجه طلاب الماجستير الليبيين بشعبة الترجمة أثناء ترجمة هذه الأفعال إلى اللغة العربية. ولعل من المهم الإشارة إلى أن هؤلاء الطلاب يدرسون اللغة الانجليزية كلغة أجنبية بالأكاديمية الليبية للدراسات العليا. وقد استخدم الباحثون الاستبيان واختبار الترجمة وأسئلة الاختيار من متعدد كأدوات لجمع البيانات، وذلك لتحديد معرفة الطلاب الأساسية بالأفعال الانجليزية المركبة إلى جانب الصعوبات التي يواجهونها أثناء ترجمة هذه الأفعال إلى اللغة العربية والأسباب الكامنة وراء هذه الصعوبات وحلولها الممكنة. وقد كشفت النتائج أن غالبية المشاركين لم يجدوا أي صعوبات في ترجمة الأفعال المركبة من اللغة الانجليزية إلى العربية وخاصةً الاصطلاحية منها، حيث أن السياق قدم في الغالب تلميحات حول معانيها. ومع ذلك لم يكن بعض الطلاب على دراية باثنين من الأفعال المركبة الأربعة شبه الاصطلاحية المستخدمة وتعاملوا معها على أنها أفعال اصطلاحية، ولذلك فقد تمت ترجمتها إلى معانٍ أخرى لا تمت للنص الأصلي بصلة. بالإضافة إلى ذلك، فقد ارتكب معظم الطلاب عددا كبيرا من الأخطاء النحوية في ترجماتهم العربية. وبالتالي، فإنه يوصى بإدراج اللغة العربية كمادة إجبارية لطلاب الماجستير بشعبة الترجمة بالأكاديمية الليبية للدراسات العليا. وبما أن هذه الأخطاء النحوية قد ارتكبت من قبل معظم المشاركين، فإننا أيضا نوصي طلاب الماجستير بشعبة الترجمة عامةً والذين على وشك الشروع في كتابة أطروحاتهم أن يناقشوا الأخطاء النحوية العربية في الترجمة.

الكلمات المفتاحية: الترجمة، الأفعال الفعلية، الاصطلاحية، شبه الاصطلاحية.

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1. Introduction

Translation is a vital tool of communication between people all over the world. Generally, it refers to the process of transferring a text from one language into another. As it represents an important and independent field of study, it has been defined by many scholars.

One example is Ghazala, who stated that "translation generally refers to all the processes and methods used to render and/or transfer the meaning of the source language text into the target language as closely, completely and accurately as possible." (1995, p7).

Similarly, Newmark (1988) defined translation as the process of "rendering the meaning of a text into another language in the way that the author intended the text". (p5).

According to the above definitions, we can infer that translation process is concerned with transferring the meaning of a text from one language into another. However, translators may face serious problems when transferring the meanings of some texts into other languages as a result of sev-

eral determinants in translation. According to Ghazala (1995), "Problems of translation are caused by grammar, words, style and sounds of the source language". (p7).

Therefore, grammar is one of the major difficulties in translation. Its difficulty lies in distorting the meaning of the source text when translating the grammatical aspects included in the source language inaccurately to the target language... One of these aspects is English phrasal verbs when translating into Arabic.

According to Cambridge dictionary, the term phrasal verb is defined as "a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts". Such verbs represent a challenge for translation students since their meanings cannot be deduced from their single components and using inaccurate Arabic translation for these verbs will certainly distort the meaning. Hence, this study will seek to investigate the difficulties that encounter Libyan EFL graduate translation students while translating these verbs into Arabic



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2.Literature.Review

Translating English phrasal verbs into a target language is a laborious task. A large and growing body of literature has investigated this issue.

One example is...the study conducted by Handayani. (2019), which examined the obstacles that pose to students when translating English phrasal verbs and collocations into Bahasa Indonesia. Based on the interview, the researcher found out that there was a problem in conveying the meaning into the target language. This was mainly due to the difference between English phrasal verbs and collocations and their Indonesian equivalent words.

Besides, Yulianto et al. (2019) investigated the translation quality of the English intransitive phrasal verbs into Indonesian in the book of Principle of language Learning and Teaching, which was written by Brown.

A questionnaire for a group of teachers and students studying English was conducted to achieve the aim of the study. This questionnaire was used to rate the accuracy level and the readability level of the Indonesian t

ranslation.... The accuracy level showed that most English sentences which include intransitive phrasal verbs in this book were less accurate... when translated into Indonesian, whereas the other remaining sentences were divided into inaccurate and accurate groups. In the readability level, similarly, most translated sentences were less readable while the unreadable sentences represented only a small number. As a result, there was no readable sentences.

Furthermore, Chansopha (2023) attempted to scrutinize translation methods used by 62 second year students majoring in English at Naresuan University regarding English phrasal verbs by incorporating literal and semantic meanings. To collect data, the researcher used a specific test based on Becker (2014). This test required the participants to translate thirty English sentences that include thirty phrasal verbs into Thai in one hour. Moreover, this research utilized the classification of translation methods adopted by Larson (1998), Newmark (1988), Molina (1998) and Albir (1994) for the data analysis... The findings sho



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wed.that.most.students.employed.the .semantic.translation.strategy.more.th an.its.literal.counterpart,.indicating.t heir.understanding.of.the.semantic.an d.syntactic.characteristics.of.phrasal. verbs..In.the.same.vein,.Salehipour. &.Karimnia.(2015).explored.the.trans lational.methods.used.by.Iranian.M A.translation.students.when.renderin g.phrasal.verbs.from.English.to.Persi an..An.online.quiz.to.check.the.partic ipants'.background.knowledge.of.phr asal.verbs.and.a.translation.task.whic h.required.them.to.translate.sixty.phr asal.verbs.from.English.to.Persian.in. thirty.minutes.were.applied.to.thirty.I ranian.MA.translation.students.as.ins truments.for.the.study..To.analyze.th e.data.of.the.translation.test,.the.rese archer.used.the.model.of.compound. verb.translation.strategies.adopted.by .Sadeghi.(2009).which.includes.litera l.translation,.approximate.equivalent,. explanation.and.free.translation...Ha ving.considered.the.grades.of.the.qui z,.students.were.divided.into.level.A. which.represented.the.grades.6.to.10. out.of.10.and.level.B.which.represent ed.the.grades.0.to.5.out.of.10....Whe n.the.students.of.the.two.levels.comp

leted.the.task.of.translating.phrasal.v erbs,.it.was.found.that.level.A.used.e xplanation.and.free.translation.more.t han.literal.translation.and.approximat e.equivalent,.whereas.level.B.used.lit eral.translation.and.approximate.equi valent.more.than.the.other.two.transl ation.methods.

Totally,.the.reason.behind.stu dents'.inability.to.translate.English.p hrasal.verbs.accurately.was.mainly.re ferred.to.cultural.ambiguity..Similarl y,.Kurniadi.(2018).endeavoured.to.e xplore.the.predominant.translation.te chniques.used.by.six.EFL.students.w hen.translating.English.phrasal.verbs. into.Indonesian..The.research.emplo yed.Mona.Baker's.proposed.strategie s..That.is,.similar.meaning.and.form,. dissimilar.meaning.and.form,.paraphr ase.and.omission.to.serve.the.aim.of .the.study..Two.research.tools.were.u sed,.namely.an.Indonesian.translatio n.of.political.news.from.an.English.a rticle.consisting.of.nine.phrasal.verbs .and.a.retrospective.interview..The.fi ndings.proved.that.similar.meaning.a nd.form.was.the.most.predominant.tr anslation.technique.employed.by.stu dents.followed.by.paraphrasing.as.th



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e.second...The.nonexistence.of.other. techniques.suggests.that.students.lac k.creativity.in.producing.natural.mea nings..

Regarding.Arabic.,Hasan.(20 22).discussed.translating.phrasal.ver bs.in.sight.translation.by.second.year .students.studying.translation..As.a.m ethod.of.collecting.data,.the.students. were.asked.to.interpret.58.phrasal.ve rbs.using.sight.translation.into.Arabi c..The.researcher.ended.up.with.the.r esults.that.phrasal.verbs.perplex.stu dents.when.interpreting.since.they.dea l.with.these.components.as.single.wo rds..This.translation.strategy,.in.turn,. breaches.the.idiomatic.nature.of.these verbs.and.produces.an.inadequate.or.inappropriate.interpretation.of.the.s ource.text..Also,.it.was.found.that.som e.of.these.verbs.include.synonyms. which.lead.to.various.translation.tech niques..Additionally,.Amira.(2014).e nquired.the.reasons.behind.students' i nability.to.provide.appropriate.Arabi c.equivalents.for.English.phrasal.ver bs..paying.no.attention,.lacking.enou gh.exposure.to.phrasal.verbs.and.per manent.relying.on.the.context.were.t he.main.findings.of.the.questionnaire

..In.addition,.Algazoly.(2021) .carried.out.a.research.focusing.on.S udanese.secondary.students'.difficulti es.in.translating.English.phrasal.ver b.s.into.Arabic.along.with.the.difficulti es.of.forming.English.sentences.usin g.them..

The.findings.of.the.questionn aire.as.well.as.the.test.for.teachers.an d.students.in.Zalingei.town.revealed. students'.inability.to.translate.such.E nglish.verbs.into.Arabic..Likewise,.E nglish.Multi.word.verbs.and.their.Ar abic.translation.problems.were.discu ssed.by.(Othman,.2021)..Students'.lo w.level.to.some.extent.in.the.process. of.rendering.multi.word.verbs.rather. than.lexical.verbs.was.the.result.of.th e.conducted.test...

On.the.other.hand,.Aldahesh. (2008).contributed.a.study.concernin g.the.obstacles.encountering.Arabic. professional.translators.and.Arabic.tr anslation.students.when.rendering.th e.phenomenon.of.idiomatic.English.p hrasal.verbs.into.Arabic..The.finding s.of.the.translation.tests.showed.that. dealing.with.the.phenomenon.of.idio matic.English.phrasal.verbs.represent s.a.number.of.challenges.for.both.pro



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professional. Arabic translators. and. Arab
ic. translation. students. . The. failure. to.
achieve. functional. pragmatic. equival
ents. of. such. verbs. s. the. most. signific
ant. aspect. of. such. issues. . The. failure.
to. provide. the. appropriate. functiona.
pragmatic. equivalents. for. the. idiomat
ic. English. phrasal. verbs. was. primaril
y. due. to. overt. errors. like. literal. transl
ation, mistranslation, reducing. idiom
s. to. sense. and. breaching. the. Arabic. l
anguage. system. as. well. as. covert. err
ors. like. incorrect. Arabic. collocation,
shift. of. register, incorrect. delivery. of.
speech. acts, use. of. paraphrasing. and.
Arabic. colloquial. and. regional. dialec
ts. . In. the. same. way, , examining. the. pr
oblems. of. finding. Arabic. counterpart
s. for. English. idiomatic. phrasal. verbs.
along. with. the. reflection. of. linguistic
. perception. on. students' . translations. a
re. the. major. investigations. of. the. stu
dy. conducted. by. (Kohil, 2009) . The. r
esults. of. the. translation. test. revealed.
that. there. were. many. errors. in. the. par
ticipants` . translations. as. well. as. the. e
xistence. of. translation. difficulties. in.
English. idiomatic. phrasal. verbs. . The
se. difficulties. lie. in. the. students' . limit
ed. linguistic. perception, . the. straightf

orward. meaning. and. their. insufficien
t. background. knowledge. . .

Nevertheless, Bannur. et. al. . (2
022). examined. the. ability. of. the. Liby
an. undergraduate. students. to. underst
and. and. translate. English. phrasal. ver
bs. and. collocations. into. Arabic. . Besi
des, . they. aimed. to. highlight. the. types
. of. translation. difficulties. related. to. E
nglish. collocations. and. phrasal. verbs.
when. rendered. by. these. students. into
. Arabic. . 62. female. undergraduates. at
. the. English. department, . Faculty. of. E
ducation, . University. of. Tripoli. compl
eted. a. translation. task. of. two. parts. . T
he. translation. production. identified. l
exical, . cultural. and. grammatical. prob
lems. which. were. caused. by. Arabic. la
nguage. interference, . lack. of. relevant.
vocabulary, . problems. of. comprehend
ing. vocabulary. use, . lack. of. training. o
n. translation. and. the. inappropriate. us
e. of. literal. translation. as. well. as. trans
lation. teaching. strategies. .

3. Research. Question.

The. study. attempts. to. answer. the.
following. research. question.

- What. are. the. difficulties. that.
encounter. Libyan. EFL. graduate. trans



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lation.students.while.translating.Engl
ish.phrasal.verbs.into.Arabic?.

4..Aims.of.the.Study.

This.study.aims.at.

1. Identifying.the.difficulties.en
countering.Libyan.EFL.graduate.tran
slation.students.while.translating.Eng
lish.phrasal.verbs.into.Arabic..

2. Identifying.the.triggers.behin
d.such.difficulties..

3. Proposing.some.solutions.bas
ed.on.the.findings.of.the.study..

5.Objective.of.the.Study.

This.study.investigates.the.dif
ficulties.encountering.Libyan.EFL.gr
aduate.translation.students.while.tran
slating.English.phrasal.verbs.into.Ar
abic..

6..Hypothesis.of.the.Study.

There.is.no.doubt.that.student
s'.insufficient.background.of.the.synt
actic.and.semantic.nature.of.English.
phrasal.verbs.may.produce.inappropri
ate.Arabic.translations..

7..Significance.of.the.Study.

This.study.is.not.only.signific
ant.for.Arabic.translators,.Arabic.tran
slation.students.and.anyone.who.is.i
nterested.in.the.field.of.translation,.b
ut.also.for.Libyan.EFL.graduate.tran

slation.students.at.the.Libyan.Acade
my.as.it.will.help.them.to.improve.th
eir.levels.in.translation.in.order.to.re
duce.the.difficulties.of.translating.En
glish.phrasal.verbs.into.Arabic..It.is.a
lso.significant.for.translation.instruct
ors.in.the.Arab.World,.particularly.at
.the.Libyan.Academy.for.Postgraduat
e.Studies.as.it.will.enable.them.to.int
ensively.highlight.such.difficulties.d
uring.translation.courses.by.training
students.to.produce.more.accurate.tran
slations..Additionally,.having.consi
dered.such.difficulties,.grammar.teac
hers.in.Libya.and.generally.in.the.Ar
ab.World.will.be.able.to.adopt.new.i
ntensive.teaching.methods.and.vario
us.activities.for.teaching.English.phr
asal.verbs..

8..Methodology.

This.research.employs.the.qu
alitative.and.quantitative.methods.for
.the.purpose.of.collecting.data...Acco
rding.to.Johnson.et.al..(2007).. "Mixe
d.methods.research.is.an.intellectual
and.practical.synthesis.based.on.qual
itative.and.quantitative.research..It.re
cognizes.the.importance.of.traditiona
l.quantitative.and.qualitative.research
.but.also.offers.a.powerful.third.para



digm.choice.that.often.will.provide.t
he.most.informative.,.complete.,.balan
ced.,.and.useful.research.results.". (p1
29).

8.1.Participants.

The.participants.of.the.study.r
epresent.a.group.of.ten.graduate.tran
slation.students.who.study.at.the.Lib
yan.Academy.for.Postgraduate.Studi
es...All.the.participants.are.EFL.stu
dents..This.means.that.they.have.been
taught.English.in.Libyan.educational
institutions...

8.2.Instruments.of.Data.Collection.

This.study.implements.three.i
nstruments.for.collecting.data.,.namel
y.a.questionnaire.,.a.translation.test.a
nd.multiple
choice.questions.via.google.forms.

8.2.1.The.Questionnaire....

In.this.part.,.the.participants.w
ere.given.a.questionnaire.consisting
of.a.closed.question.,.an.open
ended.question.and.two.semi
closed.questions..When.answering.th
e.semi.closed.questions.,.the.participa
nts.were.free.to.choose.one.option.,.t
wo.options.,.one.option.with.expressi
ng.their.own.opinions.,.two.options.al
ong.with.their.own.opinions.or.only.

providing.their.own.opinions..These.
opinions.are.represented.in.offering.e
xtra.difficulties.and.solutions.by.the
participants.about.translating.English
.phrasal.verbs.into.Arabic...All.These
.types.of.questions.were.utilized.to.vi
ew.their.background.knowledge.of.E
nglish.phrasal.verbs.,.the.reasons.behi
nd.the.difficulties.of.translating.Engli
sh.phrasal.verbs.into.Arabic.and.the.s
olutions.to.such.difficulties..

8.2.2.Translation.Test.

In.this.research.tool.,.the.parti
cipants.are.asks.to.translate.ten.Eng
lish.sentences.that.include.ten.phrasa
l.verbs.into.Arabic...The.main.aim.of
.this.test.is.to.identify.the.difficulties
facing.these.students.when.translatin
g.these.verbs.into.Arabic..

8.2.3.Multiple.Choice.Questions.

In.this.part.,.the.participants.ar
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asal.verbs.in.order.to.complete.ten.E
nglish.sentences..This.method.is.ado
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utinized.the.teachers'.realization.of.te
aching.and.involving.English.phrasal



.verbs.in.the.currently.used.textbooks
..The.multiple.choice.questions.used.
in.that.research.paper.provided.the.p
articipants.with.two.phrasal.verbs.an
d.two.single.verbs.in.order.to.see.wh
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phrasal.verbs..In.this.research,.Howe
ver,.we.used.two.phrasal.verbs.in.ord
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seek.to.identify.further.difficulties.of
.translating.English.phrasal.verbs.int
o.Arabic...

9..Data.Analysis.

.The.above.research.tools.whi
ch.are.used.for.collecting.data.are.an
alysed.as.follows:.

.Analysing.the.Questionnaire.

1.Do.you.know.English.Phrasal.Verb
s?.

a)Yes..

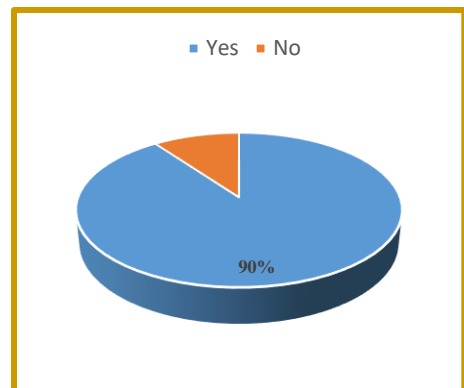
b)No..

Having.considered.the.first.q
uestion.in.the.questionnaire,.nine.par
ticipants.picked.yes..These.participan
ts.recognized.phrasal.verbs.because.o
f.three.reasons:

The.first.is.that.some.of.them.
studied.these.verbs.in.Business.Trans
lation,.which.is.one.of.the.main.cour

sework.in.master.degree.Secondly,.p
hrasal.verbs.are.included.in.the.Engli
sh.language.syllabi.in.the.preparatory
,.secondary.and.university.stages.in.
Libya..However,.some.of.the.particip
ants.majored.in.English.at.the.second
ary.stage..As.a.result,.they.accurately
.studied.these.verbs..Finally,.some.of
.them.work.as.teachers.and.teaching.
assistants..Therefore,.they.used.to.tea
ch.phrasal.verbs.On.the.other.hand,.o
nly.one.participant.in.figure.1.picked
.no..This.is.referred.to.the.low.level.a
nd.the.little.attention.paid.to.phrasal.
verbs...

Figure (1) shows responses about knowledge of English phrasal verbs



1. If.you.selected.yes.in.the.abo
ve.question,.can.you.define.phrasal.v
erbs?



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Moving to the second question, only one participant was able to define phrasal verbs semantically and syntactically, revealing a sufficient background knowledge of these verbs. On the other hand, most answers revealed a partial background knowledge of English phrasal verbs in which six students fully understand that phrasal verbs are semantic combinations which create new meanings different from that of their single components... Nevertheless, they do not accurately understand the syntactic structure of phrasal verbs since four of them believe that phrasal verbs are only combined with prepositions, another participant confuses between particles and prepositions and the last participants think that phrasal verbs are combinations of verbs plus prepositions or nouns plus prepositions. Nonetheless, one participant has a little syntactic background knowledge of phrasal verbs. However, this participant has no background knowledge of their semantic nature. Conversely, two students have no semantic or syntactic background knowledge of such verbs..

2. Libyan.EFL.graduate.translating.on.students.at.the.Libyan.Academy.face.difficulties.in.translating.English.phrasal.verbs.into.Arabic.because..

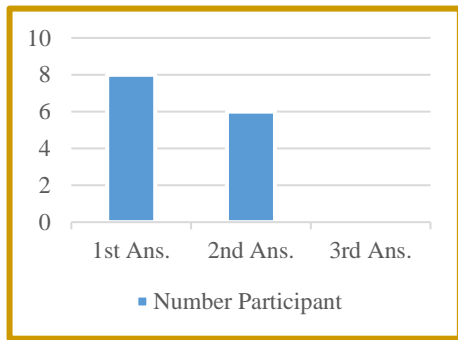
a) Phrasal.verbs.produce.new.meanings.which.are.not.understandable.from.their.single.components..

b) Students.did.not.study.these.verbs.appropriately.in.Libyan.educational.institutions..

c) Other.

Regarding the third question, the first option was selected by eight participants and the second was selected by six participants, whereas no student provided other reasons. This indicates that the semantic complexity of phrasal verbs is the most common reason that may cause difficulties for most Libyan.EFL.graduate.translating.students.at.the.Libyan.Academy while translating English phrasal verbs into Arabic. On the other hand, the average percentage of the participants selected the second option..

Figure (2) shows the responses regarding the reasons of difficulties in translating phrasal verbs.

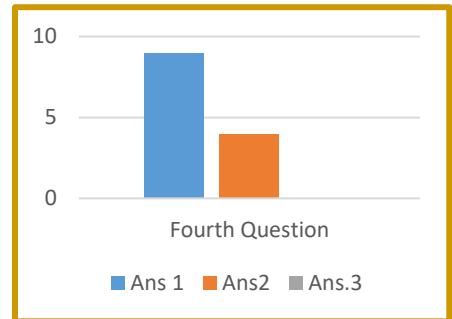


3. Students will overcome these difficulties by:

- a. Using these verbs and practicing the process of translating them into Arabic as much as possible.
- b. Trying to learn some of them by heart.
- c. Other.

For the fourth question, nine participants selected the first option while only four selected the second. This means that the majority of the participants realized the importance of using phrasal verbs in general and the practice of translating them into Arabic in particular. In addition, their first selection reveals that this solution is the prior to overcome the difficulties of translating English phrasal verbs into Arabic. On the other hand, no one provided extra solutions.

Figure (3) Possible Solutions to overcome the difficulties



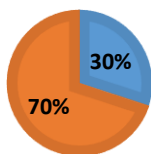
Analysing Translation Test.

Regarding the first sentence, (Joanne and Karen don't get on. They are always arguing), three translations were unacceptable. This was mainly referred to the typographical errors such as.. يتشاحرون.. حون.. and.. كان.. instead of.. يتشاحنون.. جوان.. and.. كارين.. These errors distorted the meaning of the target sentence.

Figure (4) shows the analysis of the translation test. (Typographical Errors) First sentence, (Joanne and Karen don't get along. They always argue)

TYPOGRAPHICAL ERRORS

■ Per Error



On the other hand, only one participant avoided translating this phrasal verb and used the omission strategy in the target sentence. (جوان وكارين). (في جدال دائم).

Figure (5) Avoided Translating

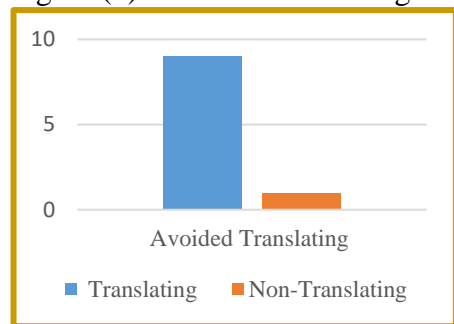
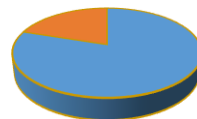


Figure (6) shows Grammatical and Spelling Errors

Grammatical and Spelling Errors



■ Error ■ Correct

Nevertheless, eight translations involved grammatical errors, particularly in the use of dual such as mixing between dual and plural pronouns in one sentence as in (..هما.. ليسوا), and using the plural form in the words يتجادلوا and ينسجموا rather than the dual يتجادلان and ينسجمان. Additionally, it is worth mentioning that eight participants committed spelling errors such as يبتقاشان and يبتقان rather than (يتناقشان.. دائما يبتقان)..

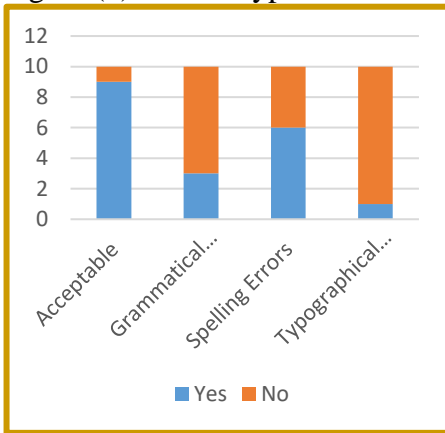
For the second sentence (I need to set up a meeting with my boss to discuss my performance), nine participants provided acceptable translations while only one participant left this sentence without a translation... This shows the participant's low English level and the inability to translate this phrasal verb even though the context is transparent. On the other hand, t



three participants committed grammatical errors like substituting the preposition *إلى* with the causative *لام* in the words *لتسيق* and *لتحديد*.

Moreover, six participants committed spelling mistakes such as *أبرم* and *أبرم* rather than *أداني* while only one participant committed a typographical error which was found in the word *لي* which means *إلى*.

Figure (7) Shows Types of Errors

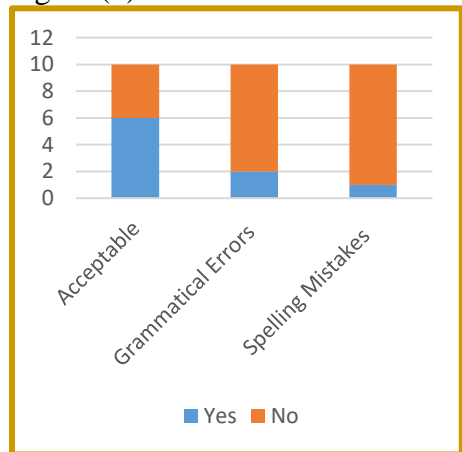


For the third sentence (We can count on him), it has been noticed that the context did not provide hints about the meaning of the phrasal verb. Therefore, four translations were unacceptable where the participants provided irrelevant translations to this verb such as

لا يمكننا محاسبته... يمكننا... الوثوق به.. (بإيم) نستطيع أن نحكم على... and... كأننا الضغط عليه.. (تصرفاته).

On the other hand, one student translated the beginning of the sentence, but could not translate the phrasal verb. This reveals that (count on) is a challenging task for the participants when translating into Arabic... Regarding grammar, two errors were found where the positive sentence was changed to negative in the target language and the third person singular pronoun (him) was changed to the second person singular *عليك* in Arabic. For spelling mistakes, only one student misspelled the words *بإمكاننا* and *أن* and wrote them as *بامكاننا* and *ان*.

Figure (8) Shows the Errors





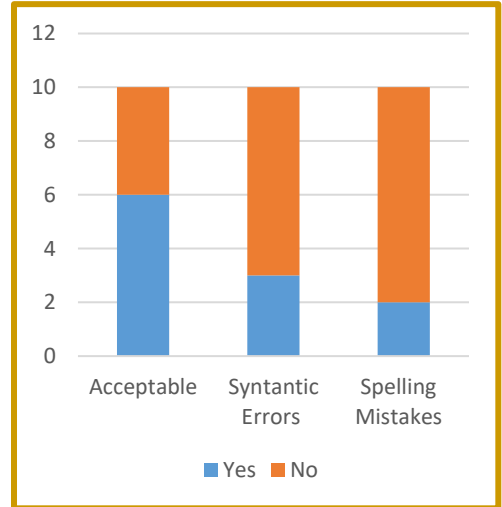
By analysing the fourth sentence. (He looked..at the mirror), it has been noted that four translations were unacceptable.. The reasons lie in providing irrelevant and inaccurate Arabic equivalents for the phrasal verb. (look at) as in... **كانه هو**.. and **القي نظرة**.. along with omitting the particle at in the Arabic translation in **نظرنا المرأة**.. This indicates the participants' low level in both English and Arabic.. Grammatical errors also contributed in these unacceptable translations where the third person singular pronoun (he) was changed to the first person plural.. (**نا**) in the word (**نظرنا**)..

Most importantly, spelling mistakes played the major role for producing these unacceptable translations in which the participants misspelled the words **المرأة** and **ألقي** and alternatively wrote **المراه**, **المراءة**, **الق** and **ي**. These mistakes distorted the meaning and affected the grammatical structure of the target sentence in which the verb **ألقي**... was changed from past to imperative mood **القي** and the implied third person singular pronoun (he) in the same word was changed to th

e. implied second person singular (أنت) in Arabic..

Albeit, one translation was incomplete, indicating the low level in translation and the lack of vocabulary possessed by that participant.. Syntactically, three syntactic errors were found where the participants alternatively started with the subject (**هو**) rather than the verb **نظر**. Concerning spelling mistakes, we found two mistakes recurred in the word (**المرأة**) as it was written as **المراه**.. and one mistake in the word... (**في**) which was incorrectly written as.. (**فى**)..

Figure (9) shows Acceptable Translations and Types of Errors.



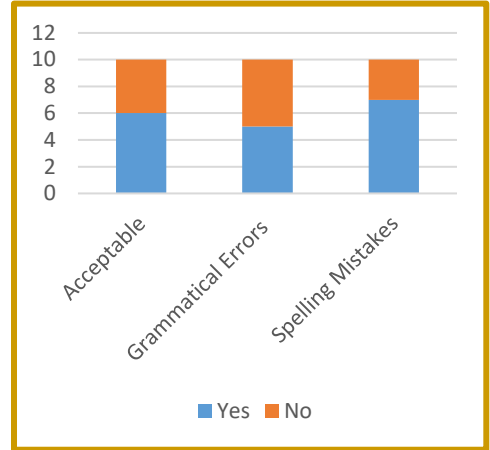


The fifth sentence. (She tried to explain away the situation, but the police know she was guilty). there were four unacceptable translations. This unacceptability refers to the irrelevant equivalents to the phrasal verb (explain away) as in (..حاولت أن تتحايل.., ..حاولت إخفاء الحقيقة.., ..حاولت تزييف الحقيقة.., and..حاولت المراوغة..).

It can be inferred that these participants do not commonly use this phrasal verb. As a result, they might think that it is an idiomatic phrasal verb. For this reason, they provided these irrelevant equivalents. With respect to grammar, it has been noted that there were five grammatical errors such as changing the verb (تعرف) to the past (عرفت) and adding كان which indicates the past. On the level of syntax, two errors were documented where the subject (هي) was used before the verb (حاولت).

On the other hand, having considered spelling, seven translations involved spelling mistakes such as الشرطه and. الشرطه.. rather than. مذنبه and. شرطه.. مذنبه..

Figure (10) shows Acceptable Translations and Types of Errors



The sixth sentence. (I couldn't drive here this morning because someone had blocked me in). was unacceptable. translated by eight participants. These participants provided misleading and irrelevant translations to the source sentence. Some of them were translated as follows:

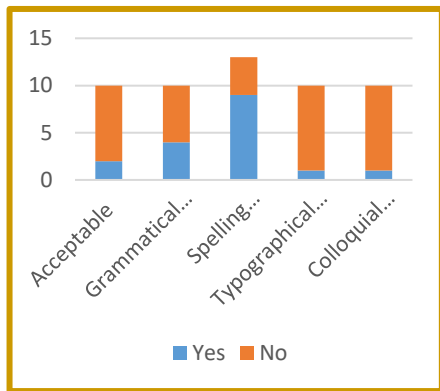
لم أتمكن من القيادة هنا هذا الصباح لأن أحدهم منعتني من الدخول.
لم يكن بمقدوري ان اذهب بالسائره فاحد اغلق على سيارتي.
لا استطيع ايصالها هذا الصباح لأن شخص ما قد منعتني.

As it has been clearly noted, the participants were also not familiar with this phrasal verb. Consequently, they dealt with it idiomatically. Concerning grammar, four participants c



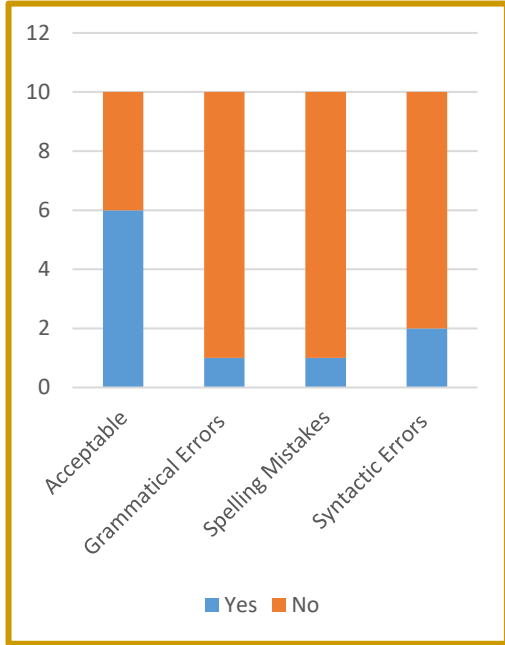
ommitted.grammatical.errors.which.i
nvolved.adding.the.preposition..(إلى)t
o.the.Arabic.translation.while.the.En
glish.equivalent.of.such.a.preposition
.was.not.found.in.the.source.sentence
..Moreover,.the.modal.verb.(couldn't
)..was.translated.to.استطيع.which.is.a.v
erb.in.the.present.tense.in.Arabic..Co
nversely,.only.one.participant.was.af
fected.by.the.colloquial.accent.and.u
sed.the.word..(هذا)..rather.than.(هذا)..F
or.spelling,.nine.spelling.mistakes.w
ere.noted.such.as(حاصرني...and...عليا)
(حاصرني...عليا)which.were.alternatively.used.with.علي
(.and...حاصرني)..Besides,.we.found.o
ne.typographical.error.represented.in.
the.word..(السيارة).which.meansالسيارة
(.)

Figure (11) shows Acceptable Translated sentences and Types of Errors.



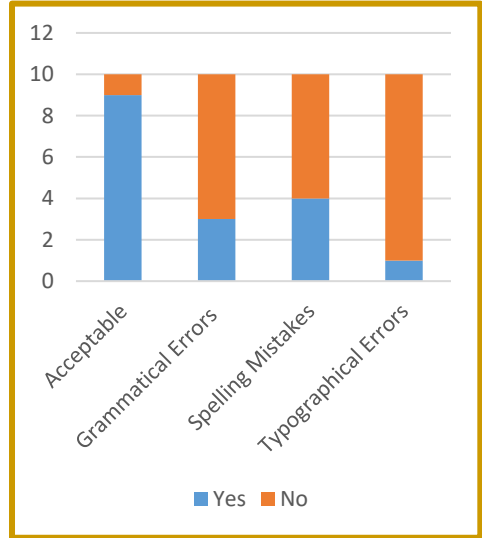
Regarding.the.seventh.senten
ce.(The.anger.boiled.up.in.me.when.I
.saw.what.they.had.done),.four.transl
ations.were.unacceptable..This.refers
.to.the.literal.translation.used.by.one.
participant.which.shows.the.inability.
to.provide.Arabic.cultural.equivalent.
for.this.phrasal.verb.since.the.partici
pant.used..(الغضب.يعني.في.داخلي).while.
it.should.be.substituted.by.the.Arabic
.cultural.appropriate.equivalent.(غلى)
(الغضب.يعني.في.داخلي)..The.other.reasons.of.u
nacceptability.refer.to.grammatical.e
rrors.committed.by.the.other.particip
ants.like.changing.the.plural..(فعلوا).t
o.the.dual..(فعلا).and.spelling.mistake
s...such.as
.الغاضب. rather.than.الغضب..which.dis
torted.the.meaning..Considering.synt
actic.errors,.we.found.only.two.whic
h.were.represented.in.starting.with.th
e.subject..الغضب.rather.than.the.verb.
غلى..or.one.of.the.other.acceptable.ve
rbs.used.by.the.other.participants.like
..بدأ.and.انفجرت..

Figure (12) shows Acceptable Translated sentences and Types of Errors.



In the eighth sentence. (Sorry. I'm late. The car broke down), only one translation was unacceptable due to the typographical error. **اتأخري** meaning (لتأخري) which distorted the meaning. Grammatical errors, on the contrary, were only three involving the lack of using the pronoun **هو** and the base form of the verb **تعطلت**... which is **تعطّل**. Finally, we found four spelling mistakes such as (اعتذر) and (أسف) which refer to (أعتذر) and (أسف).

Figure (13) shows Acceptable Translation and Types of Errors

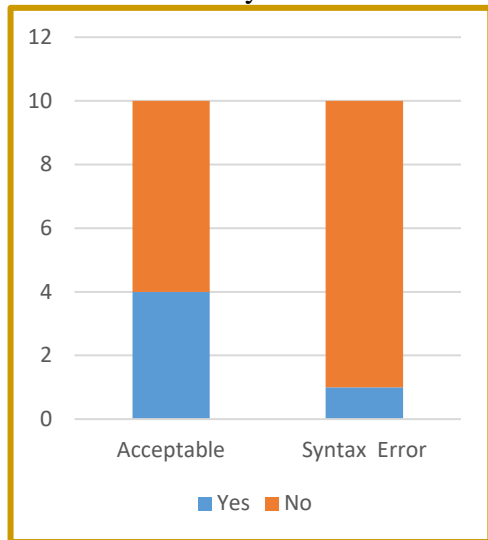


The ninth sentence. (We knocked on the door) included two unacceptable translations. Although (knock on) is a literal phrasal verb and its translation represents an easy task, one participant confused between literal and idiomatic phrasal verbs. **(طرقنا ال)** (باب لقد اصبنا الهدف) while the other provided irrelevant Arabic translation **(لعينا بالطابة أو الكرة على الباب)**...

Considering grammar, no grammatical errors were found. With respect to syntax, we found only one error where the participant started with the subject pronoun (نحن) rather than the verb (طرقنا). For spelling, we found only one mistake in the word (اص)

(while.the.correct.form.of.this.word.should.be.أصبنا).

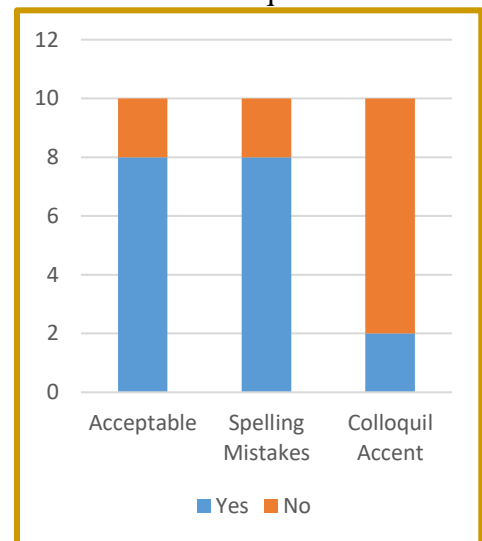
Figure (14) shows Acceptable Translations and Syntactic Errors.



The.tenth.sentence.(You.can.take.my.umbrella,.but.please.bring.it.back).included.two.unacceptable.translations..The.typographical.error.as.well.as.spelling.mistakes.found.in.th.e.words.(فضلتك)..and..(استرجعها).which.should.be.replaced.by.(فضلك)..and..(استرجاعها) were.the.main.reasons.behind.this.unacceptability..These.mistakes.distorted.the.meaning.and.the.grammatical.structure.of.the.target.sentence..No.grammatical.mistakes.were.found..However,.three.participants.we

re.affected.by.the.colloquial.accent.in.the.words.(أخذ..and..تأخذ)..These.words.refer.to..(أخذ..and..تأخذ).To.conclude,.eight.spelling.mistakes.were.not.ed.including.إعارتك.and.بامكانك..which.should.be.substituted.by..(إعارتك..and..بإمكانك).

Figure.(15).shows.Acceptable.Translated.sentences,.Spelling mistakes and Colloquial Accent.



Analysing.Multiple.Choice.Questions.

In.the.following.sentences,.which.are.the.first,.second,.sixth.and.seventh.sentences,.all.participants.picked.the.correct.phrasal.verbs,.namely.(



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ran.into., taken.up., come.in.and.get.back). These sentences are as follows:

1. A: Have you seen Jerry lately?

B: Yes, actually, I.....him at the supermarket yesterday.

a). Broke out..

b). Ran into..

2. A: You look fantastic! Have you been exercising?

B: Yes, actually, I've.....karate and swimming classes. I began two months ago and I've been really enjoying them..

a). Taken up..

b). Got off..

6. A: Good morning, Mr. Harley, may I.....? I want to discuss the project with you..

B: Yes please, have a seat..

a). Come in..

b). Run up..

7. A:.. Oh, finally you are home, what took you so long to arrive?

B: There was a problem with the train, that's why we didn't.....home until midnight..

a). Get back..

b). Pull off..

These correct selections indicate the participants' familiarity with

such phrasal verbs and the major role played by the contexts in the process of understanding them..

On the other hand, the correct phrasal verb (*got over*) in the third sentence below was selected by nine participants, whereas (*came across*) was chosen by only one..

3. A: How is Mary doing now?

B: She still hasn't.....the death of her grandmother.. She is so depressed..

a). Got over..

b). Came across..

Nonetheless, the correct phrasal verb (*came across*) in the fourth sentence below was preferred by eight participants, while (*called off*) was preferred by only two..

4. A: Oh! These photos are so old. Where did you get them from?

B: I.....them when I was cleaning my room yesterday..

a). Called off..

b). Came across..

Similarly, in the fifth sentence, eight students opted for the appropriate phrasal verb (*comes up with*), but the other two opted for (*hangs on*).

5. A: What is wrong with your employer Jack?



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B: Every time I ask him to do something, he always.....a list of excuses for why he can't do it..

a). Hangs on..

b). Comes up with..

In the same vein, eight students correctly selected (*pick out*) in the ninth sentence below, whereas only one participant selected the inappropriate phrasal verb (*get up*).

9..A: What types of books did you find from the bookstore?

B: I got two classic novels..

a). Pick out..

b). Get up..

Similarly, in the following tenth sentence, eight participants selected the correct option (*got off*). On the contrary, two participants selected (*broke out*).

10..A: You were a bit late of the class this morning..

B: Because the weather was great, so I...the bus and walked to the school.

a). Got off..

b). Broke out..

Having considered the eighth sentence below, However, nine participants picked the correct phrasal verb

b. (moved away), while only one participant preferred (pick up)..

8..A: Are you still living in New York?

B:..No, I.....when I lost my job..

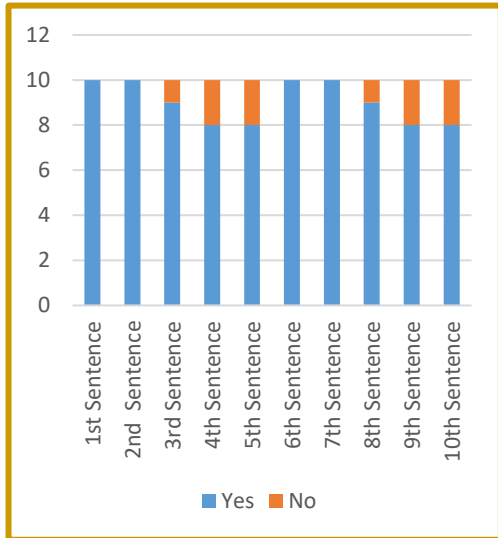
a). Moved away..

b). Picked up..

These incorrect answers reveal the participants' low level and the little attention paid to such phrasal verbs.

Finally, it was noticed that most of the correct phrasal verbs were idiomatic. Nevertheless, most students were able to determine them. As previously mentioned, this refers to the context which enabled them to decipher the semantic complexity of these phrasal verbs.

Figure (16) show all Sentences from the first sentence to the tenth sentence.



10. Results and Conclusion.

Generally speaking, most of the participants had no difficulties while translating English phrasal verbs into Arabic. However, some of them encountered the following difficulties:

- They had no ability to understand the syntactic structure of phrasal verbs, believing that these verbs are only combined with prepositions.

- When the context in the third sentence (we can count on him) provided no information about the meaning of the phrasal verb, some of the participants could not guess the meaning of this phrasal verb. This means that they permanently rely on the context.

ext. while they should also depend on their use and practice of such a verb.

- Some students were not familiar with the two of the four used semi-idiomatic phrasal verbs and translated them idiomatically.

Furthermore, it was noticed that most of the participants committed a large number of grammatical errors in their native language (Arabic). Therefore, it is recommended to include Arabic Grammar as a compulsory course for MA translation students at the Libyan Academy for Postgraduate Studies. Moreover, since most students committed grammatical errors in their native language, we recommend graduate translation students who are going to write their dissertations to investigate Arabic grammatical errors and their effects in the translation.

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Appendix A

Part One: Questionnaire.

This questionnaire represents a tool of research study which is devoted to investigate the difficulties encountered by Libyan EFL graduate translation students when translating English phrasal verbs into Arabic..

Please answer the following questions.. Thank you in advance...

1 Do you know English Phrasal Verbs?.

○ Yes..



○No..

○If...yes,..can.you.define.them?

Note..

In.the.following.two.question
s.,.you.can.choose.either.A.,B.,.C.or.al
l.the.options.

The.option.C.requires.you.to.writ
e.extra.information.According.to.you
r.point.of.view.

2 Libyan.EFL.graduate.translati
on.students.at.the.Libyan.Academy.f
ace.difficulties.in.translating.English.
phrasal.verbs.into.Arabic.because..

○Phrasal.verbs.produce.new.m
eanings.which.are.not.understandabl
e.from.their.single.components..

○Students.did.not.study.these.v
erbs.appropriately.in.Libyan.educatio
nal.institutions..

○Other.

3 Students.will.overcome.these.
difficulties.by.

○Using.these.verbs.and.practisi
ng.the.process.of.translating.them.int
o.Arabic.as.much.as.possible..

○Trying.to.learn.some.of.them.
by.heart...

○Other.

Appendix.B

Part.Two:.Translation.Test.Tra
nslate.the.following.sentences.into.A
rabic..

1 Joanne.and.Karen.don't.get.o
n..They.are.always.arguing...

.....

2 I.need.to.set.up.a.meeting.wit
h.my.boss.to.discuss.my.performanc
e..

.....

3 We.can.count.on.him..

.....

4 He.looked.at.the.mirror.

.....

5 She.tried.to.explain.away.the.
situation,.but.the.police.know.she.wa
s.guilty..

.....

6 I.couldn't.drive.here.this.mor
ning.because.someone.had.blocked
me.in..

.....

7 The.anger.boiled.up.in.me.wh
en.I.saw.what.they.had.done..

.....

8 Sorry.I'm.late..The.car.broke.
down..

.....

9 We.knocked.on.the.door..



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.....
10 You can take my umbrella, but please bring it back.
.....

Appendix.C

Part. Three: Multiple Choice Questions.

Dear students, CHOOSE only ONE answer to complete each of the following dialogues..

1..A.: Have you seen Jerry lately?

B.: Yes, actually, I.....him at the supermarket yesterday..

1. Broke out..

2. Ran into..

2..A.: You look fantastic! Have you been exercising?

B.: Yes, actually, I've.....karate and swimming classes..I began two months ago, and I've been really enjoying them.

1. Taken up..

2. Got off..

3..A.: How is Mary doing now?

B.: She still hasn't.....the death of her grandmother..She is so depressed..

1. Got over..

2. Came across..

4..A.: Oh! These photos are so old.. Where did you get them from?

B.: I.....them when I was cleaning my room yesterday..

1. Called off..

2. Came across..

5..A.: What is wrong with your employer Jack?

B.: Every time I ask him to do something, he always.....a list of excuses for why he can't do it..

1. Hangs on..

2. Comes up with..

6..A.: Good morning, Mr. Harley, may I.....? I want to discuss the project with you..

B.: Yes please, have a seat..

1. Come in..

2. Run up..

7..A.: Oh, finally you are home, what took you so long to arrive?

B.: There was a problem with the train, that's why we didn't.....home until midnight..

1. Get back..

2. Pull off..

8..A.: Are you still living in New York?

B.: No, I.....when I lost my job..

1. Moved away..

2. Picked up..



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9..A.: What types of books did you . . .
...from the bookstore?.

B.: I got two classic novels..

1 Pick.out..

2 Get.up..

10..A.: You were a bit late of the clas
s.this morning..

.B.: Because the weather was great, s
o.I...the bus and walked to the schoo
l..

a).Got.off..

b).Broke.out..

Make sure that you answered
the whole test..

May Allah reward you.