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Journal of the faculty of arts

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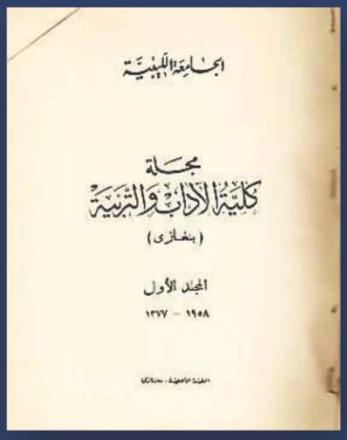
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مجلة علمية محكمة
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صدر العدد الأول من المجلة
العام 1958
تحت اسم
مجلة كلية الآداب والتربية



الرقم الدولي الموحد للنسخة الإلكترونية للمجلة الصادرة عن
الوكالة الدولية للترقيم الدولي

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Difficulties Encountered by Second Semester Students in Translating English Phrasal Verbs into Arabic

A Case Study of Translation Department, Faculty of Languages, University of Benghazi

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Abstract

The current study has shed light on the translation of English phrasal verbs into Arabic which is considered to be one of the most challenging areas for learners. Phrasal verbs play a crucial role in comprehending and interacting with native speakers since they are commonly utilized in both written and spoken language. Therefore, the objectives of this study is to investigate the difficulties encountered by second semester students at the Faculty of Languages (Translation Department), University of Benghazi, in translating English phrasal verbs into Arabic. The study was carried out in order to find out why the students are unable to translate English phrasal verbs into Arabic correctly. Moreover, it attempted to reveal how does this difficulty affect their quality of translation. Thus, a test consists of twenty sentences that contain phrasal verbs was distributed to the 45 participants to be translated from English into Arabic. Then, participants were interviewed to ascertain the reason beyond the challenges of translating phrasal verbs. The results were analyzed after the data had been acquired; they are represented as scores and percentages. The findings have shown that second semester students are not able to translate English phrasal verbs into Arabic properly, using the wrong translation techinque; the literal one, or due to their reliance on the context which could be a helpful or a misleading means in achieving the correct translation. They also show that learners tend to rely on the context which is not always helpful as they translate them literally, and this makes their translation unacceptable. The study suggested that students should learn phrasal verbs in context and memorize the most common ones by heart.

Key words: English phrasal verbs, second semester, Faculty of Languages, University of Benghazi, literal translation, context.

الصعوبات التي يواجهها طلاب الفصل الدراسي الثاني في ترجمة الأفعال المركبة من اللغة الإنجليزية إلى اللغة العربية

(دراسة حالة: قسم الترجمة، كلية اللغات، جامعة بنغازي)

أ. فوزية محسن الإسكندراني
محاضر مساعد
قسم الترجمة، كلية اللغات، جامعة بنغازي

الملخص

تعد ترجمة الأفعال المركبة من اللغة الإنجليزية إلى اللغة العربية واحدة من أكثر المجالات صعوبة للمتعلمين، وقد سلطت الدراسة الحالية الضوء على هذا المجال، حيث تلعب الأفعال المركبة دورًا هاما في الفهم والتفاعل مع المتحدثين الأصليين نظرًا لاستخدامها بشكل شائع في كل من اللغة المكتوبة والمنطوقة، وتهدف هذه الدراسة إلى إيجاد الصعوبات التي يواجهها طلاب الفصل الدراسي الثاني بكلية اللغات جامعة بنغازي في ترجمة الأفعال الإنجليزية المركبة إلى اللغة العربية، وذلك لمعرفة سبب عدم قدرتهم على ترجمة الأفعال الإنجليزية المركبة إلى اللغة العربية بشكل صحيح، بالإضافة إلى معرفة مدى تأثير هذا على جودة الترجمة، وقد تم إجراء اختبار ل 45 طالبا، وتكون الاختبار من عشرين جملة تحتوي على الأفعال المركبة لترجمتها من اللغة الإنجليزية إلى العربية، وكذلك إجراء المقابلة مع الطلاب لمعرفة أسباب صعوبات الترجمة للأفعال المركبة، وتم تحليل النتائج وتمثيلها كنسب مئوية، وأظهرت النتائج أن طلاب الفصل الدراسي الثاني غير قادرين على ترجمة الأفعال الفعلية المركبة من اللغة

الإنجليزية إلى اللغة العربية بشكل جيد؛ وذلك لاستخدامهم طريقة الترجمة الخاطئة وهي الحرفية، أو لاعتمادهم على السياق مما قد يكون وسيلة مفيدة أو مضللة في تحقيق الترجمة الصحيحة، كما أنها تظهر أن المتعلمين يميلون إلى الاعتماد على السياق الذي لا يكون مفيدًا دائمًا لأنهم يترجمون حرفيًا، وهذا ما يجعل ترجمتهم غير مقبولة، واقترحت الدراسة أنه يجب على الطلاب تعلم الأفعال المركبة في السياق وحفظ الأفعال الأكثر شيوعا عن ظهر قلب.

الكلمات المفتاحية: الأفعال المركبة باللغة الإنجليزية، الفصل الدراسي الثاني، كلية اللغات، جامعة بنغازي، الترجمة الحرفية، السياق.

1. Introduction

The need for interaction as well as understanding among speakers of various languages led to the establishment of translation one hundred years ago. Between two languages and cultures, translation serves as a bridge that fills the gaps. Furthermore, it is a communicative process which transfers the message of a source language text to a target language. In this respect, translation should not be viewed from a single perspective since it requires more than just rendering words and sentence patterns from one language to another. It also involves a network of ideas, meanings, and most importantly, sociocultural norms and traditions. Nida (1969, p. 12) defines translation as "an attempt to produce on its readers an effect as close as possible to that obtained on the readers of the original". It is clear from the definition that translation is not just abstract words to be transferred into another language, but the ways in which languages are used and the transposition of a culture into another. Therefore, the resulting text will inevitably carry some meanings and values which do not pertain only to the language. Due to the vast number of languages' variations in word count and syntax, it is difficult to translate something exactly. Additionally, the variations across cultures might affect the process and outcome of translation. In this case, the translator's job is not easy; the translator is skilled to identify, replicate, and display the works of other artists. In other words, language to language translation is an art.

Phrasal verbs are crucial to English language and should be learned and mastered by learners. Because phrasal verbs are employed in natives' speech and writing, using them in spoken and written language makes learners seem natural and native like. Furthermore, phrasal verbs are unquestionably essential for English language learners, making them more expressive than single-word verbs.

Phrasal verbs are a challenging area in translation. They constitute major difficulties for translators. Undoubtedly, translators encounter different problems while rendering this type of expressions into their native languages. These issues arise when the translator either is unable to find the target

language's equivalent of the phrasal verb or fails to understand it clearly and immediately. This study is carried out to investigate the difficulties of translating English phrasal verbs that novice translators encounter at Translation Department, University of Benghazi.

2. Literature Review

Phrasal verbs have been given many names by grammarians, linguists and lexicographers. Aldahesh (2008) pointed out that Smith (1925) was the first who used the term phrasal verbs in his essay, the same term was employed by Jowett (1951), Quirk and Greenbaum (1973) and others. However, Other names were given to label the co-occurrence of verb with particle are 'Particle verbs' (Crutchley, 2007), 'Two-word verbs' (Taha, 1960), 'Discontinuous verbs' as Live called them (1965), 'Verb-preposition constructions' which was given by Aarts (1989) and 'compound verbs' (Palmer, 1974). On the other hand, Spears (1993, p. 7) considered the term phrasal verb as a generic term and indicates that "verb + particle collocation is more accurate". Phrasal verbs have a variety of definitions produced by linguists and grammarians. According to Heaton (1965, preface), a phrasal verb is "an adverbial particle combines with a verb to form a collocation possessing a new meaning. [Each] phrasal verb must be considered as a unit". Meanwhile, Sroka (1972, p. 14) maintained that "[…] the verb and particle, or the verb and a group of particles, are said to constitute in this case a kind of integral functional unit".

In addition, Greenbaum & Leech (1985, p. 1150) defined phrasal verbs as " any two-part verbs consisting of a lexical verb followed (continuously or discontinuously) by an adverbial particle, which behaves to some extent either lexically or syntactically as a single verb". However, according to the American Heritage Dictionary of the English Language (2022) “Phrasal verb is an English verb complex consisting of a verb and one or more following particles and acting as a complete syntactic and semantic unit”. From the previous definitions, it can be said that the term "phrasal verb" is frequently used to refer to two or three different but related components in English where a verb co-occurs with an adverb and/or a preposition with the whole structure forming a single semantic unit. In other words, the phrasal verb consists of a verb, usually a monosyllabic verb of action or movement such

as ‘go’, ‘call’, ‘make’, and one or more particles like go on and go down with. The particle can be an adverb, a preposition, or both adverb and preposition. The particle is crucial in modifying the meaning of the verb as Umarova (2021, p. 682) stated "in the sense that they fuse together and sacrifice their basic meanings to produce a new semantic unit". The meaning of this semantic unit is non-compositional and hence unpredictable, and it cannot be understood by examining the meaning of its individual components. Instead, the unit must be understood as a whole.

Phrasal verbs are considered to be challenging for translators, thus numerous studies have been conducted to investigate the difficulty of translating phrasal verbs, here are some of these studies.

Aldelsh (2008), conducted a study to determine the sorts of mistakes and translational problems produced by Arabic professional translators and Arabic translation students while coping with the most difficult and troublesome idiomatic English phrasal verbs. In order to provide a yardstick by which the translation quality of these idiomatic phrases can be analyzed, compared, evaluated, and assessed, a linguistic contrastive analysis model for the analysis and translation of idiomatic English phrasal verbs into Arabic is established. The study found out that Arabic professional translators and Arabic translation students face a variety of challenges while translating idiomatic English phrasal verbs into Arabic.

Meziani (2018) examined the students' challenges in translating English Phrasal verbs into Arabic. A test with 98 students from the English department's third-year group, University of 08 mai 1945 Guelmam, was selected. The results of the study revealed that most of the students were unable to produce accurate translations, which were mostly caused by inappropriate translation procedures, the importance of context, and a lack of cultural knowledge of the original language.

Researchers Saghir and Mecharbet (2019–2020) did an analytical study on students' difficulties translating English phrasal verbs into Arabic with the intention of presenting the students' difficulties. It aimed to identify the factors that contribute to students' inability to offer the correct translation for these linguistic objects. At the English department University of Mohammed

Saddik Ben Yahia in Jijel, 90 second-year LMD students took a two-part test to translate sentences containing phrasal verbs into Arabic. According to the results of the investigation, the majority of students struggled with translation. This is mostly because these students have been misled, which affected the quality of their translation and resulted in inaccurate interpretations.

In (2021) Algazoly investigated the problems of translating English phrasal verbs into Arabic and attempted to provide solutions to these difficulties. The sample consists of twenty students from the third level of the secondary school and ten teachers in Zalingei Town. In order to achieve the objectives of the study, the researcher conducted a questionnaire and a test to collect the data. The results revealed that learners encounter difficulties to translate the English phrasal verbs into Arabic. The study also recommended that students should be provided with various activities that contain phrasal verbs in different contexts in order to practice them.

3. Objectives of the Study

The objective of this study is to identify challenges that undergraduate students mainly second semester at the University of Benghazi (Translation Department, Faculty of Languages) encounter while translating English phrasal verbs into Arabic and to provide solutions.

4. Questions of the Study

The study will attempt to answer the following fundamental inquiries:

1. Do second semester learners, at Translation Department University of Benghazi, find it challenging to translate English phrasal verbs into Arabic?

2. What are the most effective solutions to overcome these difficulties?

5. Structure of the Phrasal Verbs

The only distinction between phrasal verbs and other types of verbs, according to Payne (2011) is that phrasal verbs consist of two or three components: the verb and one or more particles. Phrasal verbs are a very common type of verb that typically have all the properties of English verbs,

occurring in different syntactic structures, and express different semantic situations. English phrasal verbs, like other ordinary verbs, can be either transitive or intransitive, however, some English phrasal verbs can be used both as transitive and intransitive verbs. Quirk and Greenbaum (1973, pp. 347-348) illustrated examples of these types of verbs as follows:

Drink up quickly. (Intransitive phrasal verb)

Drink your milk. (Transitive phrasal verb)

In addition, it is important to note that there are two main categories of transitive English phrasal verbs: separable and non-separable English phrasal verbs or fused and separable as were termed by McArthur and Atkins (1974). This distinction mainly depends upon the position of the particle in the sentence as Fraser (1976, p. 16) mentioned "occur on either side of the direct object noun phrase as one of its defining characteristics". To make it clear, in separable English phrasal verbs the particle follows the object noun as in: Can you switch the TV off? Whereas, in non-separable English phrasal verbs the particle precedes the object noun as I gave up playing football after my serious injury.

1.5 Classification of English Phrasal Verbs according to Meaning

Phrasal verbs are specific linguistic feature of the English language; Moon (2005, p. 6) stated "very few languages have phrasal verbs like English". Indeed, English language is characterized by the existence of numerous and various phrasal verbs; this causes problem to language learners to memorize them as well as translators encounter difficulties in translation. The meaning of these verb tenses is frequently idiomatic and cannot be understood by knowing the meanings of the pieces that make up the phrase. In other words, phrasal verbs have the property of polysemy, whereby a single idiomatic phrasal word may have alternative meanings depending on the context in which it is employed, for example, she broke away from her family. The murder broke away from the police.

Celce-Murcia and Larcen-Freeman (1999) have classified English phrasal verbs according to the meaning into three main types: Literal, aspectual, and idiomatic phrasal verbs. The verb and particle both communicate their lexical meaning when they fall under the category of literal phrasal verbs, as in the sentence "sit down"; where "sit" and "down" both have recoverable meanings. The aspectual category, on the other hand, refers to situations in which one component's meaning is preserved while the other is altered to provide a meaning that is neither literal nor idiomatic. As an illustration, she found out why they were absent. In contrast, both elements in an idiom are metaphorical. That is, if we look them up individually in a dictionary, the proper meaning of the term will not be revealed. According to Quirk (1982), the meaning of the construction is not conveyed or deduced from the meanings of its constituent parts in isolation as the following examples: give in (surrender), catch on (understand), and turn up (appear). Moreover, Aldahesh (2008) claimed that the lack of understanding of phrasal verbs often causes foreign language users to misunderstand the message and avoid using them or misinterpret them, resulting in unnatural language and lack of fluency. This leads us to the next section of this research.

2.5Difficulty of Translating English Phrasal Verbs

Due to the fact that English language and Arabic language originate from separate linguistic families, they are two distinct languages; English is a Germanic language, however, Arabic is a Semitic one. Students face difficulties in translation owing to the difference in grammar caused by the origins of these languages. Translators whether novice or professional ones encounter problems during the process of translation, in this case, Ghazala (1995, p. 17) claimed that a translation problem is "any difficulties we face when we translate and make us stop translating to think and search about it. This may result from either sound and lexis (word) or grammar and style". These problems occur when the translator does not understand the message clearly or does not find its equivalent in the target language. One of these problems is the translation of the English phrasal verbs into Arabic. A phrasal verb is made up of either a verb and an adverb, a verb and a preposition, or a verb with both an adverb and a preposition. When a phrasal verb is employed

idiomatically, it is often difficult to infer its meaning from its constituent parts. To make it clear, the meaning of the phrasal verb as a whole cannot be deduced from the meanings of its individual components. Oluchukwu (2016) argued that a learner may know the meaning of "kick off" is to make a checkmark and may have difficulty in understanding the sentence "the teacher kicked off the students for being late". The phrasal verb "kick off" is used to rebuke or show displeasure in this context; hence, in order to interpret this phrasal verb "kick off", which does not imply to start, a translator must first comprehend the meaning in its context. The translator will search for the closest Arabic verb to describe the action of reprimanding, which is وبخ المعلم الطلاب الذين تأخروا, in addition to the challenge of knowing what the term "kick off" means in this context. The translator may occasionally encounter major difficulties when attempting to translate the meaning of a phrasal verb. The problem is further complicated as some of the phrasal verbs do not exist as phrasal verb in the target language or they are translated by different word, for instance, go by "the days go by quickly" تمضي, or even a different parts of speech from the original “We are obliged to *carry out* our promise” نحن ملزمون بتنفيذ وعدنا comes as noun not a verb, so it is a different part of speech. "تنفيذ "

Moreover, unlike simple words, some phrasal verbs are difficult to understand from context, and students often interpret them inaccurately. The majority of Arabic students and translators do not consider translating English phrasal verbs to be an easy task due to the unpredictability and intricate structure of these expressions. Learners and novice translators frequently experience certain challenges, this is because of their limited vocabulary and comprehension; they may struggle to comprehend them in English. Others, however, depend only on the literal translation, which is frequently inaccurate. Yatskovich (1999, p. 2) stated that "it seems almost impossible to create a consistent rigid system of lexical correspondences between SL and TL without encountering numerous debatable problems", he explained that one of these contentious issues is the polysemic character of phrasal verbs, which the translator must constantly keep in mind while interpreting phrasal verbs. Overall, he drew the conclusion that "understanding of semantic correspondences in English and TL verbal systems can be quite a powerful tool in the translator's arsenal" (ibid, p. 3).

English phrasal verbs have semantic and structural features which make their translation into other languages, mainly Arabic in this context, a difficult task. According to Ghazala (1995, p. 138) "phrasal verbs are difficult for learners to be translated from English into Arabic because they are misleading and are usually confused with prepositional verbs", Ghazala has used direct translation for both verbs in the following examples: Please, put the book on the table. من فضلك ضع الكتاب علي الطاولة Please, put your coat on . من فضلك ضع معطفك علي. The first example is clear and possible while the second one is confusing and ungrammatical; something should be missing after the proposition on " على"the former is a prepositional verb whereas the letter is a phrasal verb that has a special different meaning. In the first example "put on" has no relation with the verb wear/dress. Yet, both may have the same meaning. Ghazala (ibid) also added " it is by no means possible for students to know the meaning of all English phrasal verbs not even all the combinations like " come, do, drink, see, take, etc.." . This is another problem of the phrasal verbs, due to the variety and quantity of phrasal verbs, it is difficult for learners to master all of them. However, they are able to recognize and memorize the most significant combinations of the typical and often used phrasal verbs such as "go on, get up, give up, etc..".

Furthermore, there are no standard rules to be applied for all kinds neither idiomatic nor non- idiomatic ones. In this respect, Aldahesh (2008) claimed the complexity of English phrasal verbs, which results from their abundance and the thousands of distinct interpretations that may be assigned to each of them.

6. Methodology

The Population of the study is students at University of Benghazi, Faculty of Languages. They study at the Translation Department and they are enrolled for the academic year 2022/2023. Since these students are in their second semester of studying translation, it is assumed that they are novice translators, which is this sample was chosen. The total population is 50; however, 45 students have been selected randomly according to Morgan Sampling Table (1970). Therefore, they represent a good area of research

mainly because it is considered that they struggle with translating various language elements, such as phrasal verbs. This has been observed during teaching that students were having difficulty in translating such language elements.

A test was given to the students to examine their translation of phrasal verbs. The test consists of twenty English sentences which include English phrasal verbs. Learners are asked to translate them into Arabic. The purpose of asking students to translate them into Arabic is not to evaluate their proficiency, but rather to identify any potential translation challenges learners may encounter when trying to translate phrasal verbs that are incorporated in the context. The results were examined after the data had been gathered; they are shown as scores and percentages labeled as correct, not correct, and no answers. Then a description was provided under each table.

In addition, an interview was conducted with the participants to find out the reason beyond the difficulties of translating phrasal verbs. After the test, 45 participants, who were previously mentioned, were divided into three equal groups of fifteen students. Then, they were interviewed over three days. To obtain precise responses, the interview was conducted with each student individually. The interview contained a number of questions to investigate the difficulties.

6.1 Results

Table 1: The students' Translations of the EPV 'to zero in on' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
Scientists are hoping to zero in on a cure.				
Students' numbers	4	22	19	45
Percentages	8.89%	48.89%	42.22%	100%

The table above shows that the majority of the students translated the phrasal verb 'zero in on' incorrectly. Those students represent the highest sample by 48.89%. Most of them rendered this phrasal verb as التجميدwhich is irrelevant to convey the same original idea. Therefore, it is considered to be inaccurate translation. Moreover, some students gave the literal translation for this phrasal verb as الصفر which is inappropriate mainly because these interpretations do not suit the intended context. However, the number of the

blanks is 42.22%and this means that this PV is unknown for the learners to the point that they did not leave any considerable answer. Only four students succeeded to provide the accurate interpretation.

Table 2: The students' Translations of the EPV 'come across' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
If you come across my keys while you are in the living room, please bring them to me.				
Students' numbers	10	29	6	45
Percentages	22.22%	64.44%	13.33%	100%

The table above indicates that the vast majority of the students' transformation are incorrect. In other words, 64.44% employed literal translation in rendering the PV "come across" into Arabic and they provided the following translation "مررت بجانب". Therefore, the literal translation does not work in this context. However, 13.33% are left blanks. Just 22.22%of the students provided the correct equivalent for the phrasal verb as وجدت.

Table 3: The students' Translations of the EPV 'to fall apart' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
My new dress fell apart in the washing machine.				
Students' numbers	21	16	8	45
Percentages	46.67%	35.56%	17.78%	100%

Concerning the phrasal verb 'to fall apart' is idiomatic in this context and it means to separate into pieces. 46.67% of the students' answers were تمزق; which is considered as the appropriate translation in this context. Nevertheless, 35.56%gave other irrelevant answer which is فسد , these interpretations do not fit the context of the sentence even they are somehow synonymous for the verb فسد. In addition, 17.78%% did not translate the sentence at all.

Table 4: The students' Translations of the EPV 'to run into' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
I ran into her at the mall.				
Students' numbers	4	39	2	45

Percentages	8.89%	86.67%	4.44%	100%

As seen in the table above, the majority of the students 86.67% have translated the phrasal verb ‘to run into’ improperly as ركضت /جريتwhich means that they do not understand the phrasal verb and they utilized literal translation of the verb "run" and ignoring to translate the particle . Despite of this there were other relevant translation such as اصطدمت, as the table above presents. Moreover, the number of blanks is 4.44% which indicates that some learners are not aware of this aspect of language.

Table 5: The students’ Translations of the EPV ‘to put up with’ into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
I cannot put up with this noise any more.				
Students' numbers	33	10	2	45
Percentages	73.33%	22.22%	4.44%	100%

It is clear from the table that most of the students 73.33%have translated the phrasal verb ‘to put up with’ properly as يتحملwhich means that they have understood the context and achieved the equivalent meaning of this phrasal verb. However, 22.22% of the students rendered this phrasal verb as التعامل مع, which is inaccurate translation. Furthermore, the number of blanks is 4.44% which reveals that some learners are not able to guess the meaning of the phrasal verb from the context.

Table 6: The students’ Translations of the EPV ‘to get in’ into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
The train gets in at midnight.				
Students' numbers	21	13	1	45
Percentages	46.67%	28.89%	2.22%	100%

The table above shows that the phrasal verb "get in" seems easy to be understood and the majority of the students are at ease with this PV. The best evidence is the percentage of the correct answers 46.67% %. In addition, this proper interpretation is mainly due to wide use of the phrasal verb in English. In contrast, 28.89% failed to transform this phrasal verb accurately; they rendered it as "ينطلق". Nevertheless, only 2.22%of the students did not

provide an answer for the reason that they did not have an idea or inability to state its counterpart in the Arabic language.

Table 7: The students' Translations of the EPV 'to throw over' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
When she became rich, she threw over all her friends.				
Students' numbers	14	26	5	45
Percentages	31.11%	57.78%	11.11%	100%

The table indicates that the phrasal verb "throw over" was translated by most of the students 57.78% as تركت/ and using the colloquial Libyan accent استغنت. This inappropriate translation reveals that students are using literal translation to render the phrasal verb and they do not translate the particle. However, 31.11% succeeded to provide the appropriate translation. In Addition, 11.11% of the students left unfilled gaps.

Table 8: The students' Translations of the EPV 'to break in' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
He knows how to break in a horse.				
Students' numbers	8	21	16	45
Percentages	17.78%	46.67%	35.56%	100%

As seen in the table above, many students failed to render the phrasal verb "to break in" properly. The best evidence is the percentage of the incorrect answers 46.67%. They transformed the verb "break" literally and they neglect the particle "in", however, some students attempted to guess the meaning from the context and they rendered the phrasal verb as يمتطي /يركب (ride), due to the word "horse". Furthermore, 35.56% are left blanks. Just very few students 17.78% were able to find the correct equivalent يروض.

Table 9: The students' Translations of the EPV 'to call in' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
Please, call in a doctor.				
Students' numbers	1	40	4	45
Percentages	2.22%	88.89%	8.89%	100%

The percentage of students who did not translate the phrasal verb accurately implies a greater percentage, as seen in the table above, which is 88.89%. Without considering the particle, the students translated the verb literally. The literal translation was seen as both inacceptable and inaccurate, they

translated the verb as follows يتصل instead of يستدعي. This can mean that the students did not fully understand the phrasal verb and they rendered it literally. Moreover, the number of the blanks is 8.89%. Just one student who had translated the phrasal verb correctly with يستدعي.

Table 10: The students' Translations of the EPV 'to grow apart' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
My best friend and I grew apart after she changed school.				
Students' numbers	2	27	16	45
Percentages	4.44%	60.00%	35.56%	100%

60.00% of the students respond with كبرنا بعيدا, this means that they transferred the phrasal verb literally. They rendered the verb "grow" as كبرنا and the particle "apart" بعيدا. It can be said that students were not able to guess the meaning of the phrasal verb from the context. Furthermore, 35.56% did not answer; they did not translate this phrasal verb. Just two students provided the correct translation.

Table 11: The students' Translations of the EPV 'to get back at' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
My sister got back at me for stealing her shoes, she stole my favorite hat.				
Students' numbers	9	16	20	45
Percentages	20.00%	35.56%	44.44%	100%

The table above shows that 35.56% ignored to render the phrasal verb, instead they provided a transformation of the verb "steal". Students may be unfamiliar with this phrasal verb. Moreover, 44.44% are left untranslated. Just 20.00% transformed the phrasal verb correctly.

Table 12: The students' Translations of the EPV 'to called on' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
We called on you last night, but you were not home.				
Students' numbers	1	39	5	
Percentages	2.22%	86.67%	11.11%	

This table indicates that the highest percentage is the wrong answer where the students render the phrasal verb improperly; they translated it literally as اتصلنا. This can be due to the inability to express the idea or did not comprehend the concept even in English language. In addition, 11.11% are

left unfilled spaces and only one student succeeded to transform the verb accurately.

Table 13: The students' Translations of the EPV 'to make up' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
We were enrage last night, but we made up at breakfast.				
Students' numbers	20	2	23	45
Percentages	44.44%	4.44%	51.11%	100%

51.11 % of the respondents did not submit a translation for the phrasal verb as seen from the table above. On the other hand, 44.44% correctly rendered the phrasal verb as تصالحنا; this is a result of the context and their familiarity with the word. Only 4.44% of the participants mistranslated the phrasal verb.

Table 14: The students' Translations of the EPV 'to cut back on' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
My doctor wants me to cut back on sweets.				
Students' numbers	6	31	8	45
Percentages	13.33%	68.89%	17.78%	100%

The table indicates that more than half of the students failed to transform the phrasal verb properly. They relied on the literal translation of the verb "cut" يقطع and neglecting the second part of the verb; the particle "back". Therefore, the literal translation is not accurate in this context. Moreover, the number of the blanks are 17.78%. In contrast, very few participants rendered the phrasal verb accurately.

Table 15: The students' Translations of the EPV 'to work out' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
Our plan worked out fine.				
Students' numbers	20	19	6	45
Percentages	44.44%	42.22%	13.33%	100%

The table clearly shows that there are not many differences in the amount of correct and incorrect responses. Concerning the percentages provided, nearly half of the students succeeded to provide the correct translation and they represent 44.44%. However, 42.22% rendered the verb literally as عملت. Although, the verb seems not to be difficult to guess from the context, but some participants did not give any answers.

Table 16: The students' Translations of the EPV 'to get up' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
She got up early today.				
Students' numbers	41	4	0	45
Percentages	91.11%	8.89%	0.00%	100%

Nearly all of the students translated the phrasal verb 'to get up' correctly as 91.11% because it is common and widely used by the students. Only four students rendered it as نهضت wake up. In addition, the percentage of no answer is 0.00%.

Table 17: The students' Translations of the EPV 'to go by' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
The days go by very quickly.				
Students' numbers	36	9	0	45
Percentages	80.00%	20.00%	0.00%	100%

The table demonstrates that more than half of the participants transformed the phrasal verb properly. "Go by" seems easy to be understood and the students are at ease with this phrasal verb; the best evidence is the percentage of the correct answers 80.00% . This proper interpretation is mainly due to the wide use of the phrasal verb in English. Furthermore, 0.00% represents no answer. Nevertheless, 20.00% of the participants translated the verb literally as تمشي.

Table 18: The students' Translations of the EPV 'to Speak up' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
Speak up! I cannot hear you.				
Students' numbers	37	7	1	45
Percentages	82.22%	15.56%	2.22%	100%

AS seen in the table, the number of the students who translated the phrasal verb 'to Speak up' is very high because of the students' familiarity with the verb as well as the usage. In contrary, very few students provided wrong translation and they represent 15.56%. They rendered the verb as تحدث. Only one student did not provide any answer.

Table 19: The students' Translations of the EPV 'to bring back' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
You must bring back the book.				
Students' numbers	40	2	3	45
Percentages	88.89%	4.44%	6.67%	100%

The table shows that the highest percentage is 88.89%, which represents the number of the participants who provided accurate translation. On the other hand, very few students left the sentence unanswered. Moreover, just two students rendered the verb incorrectly as جلب.

Table 20: The students' Translations of the EPV 'to look after' into Arabic

Sentence One	Correct Answer	Wrong Answer	No Answer	Total
I have to look after my sick son.				
Students' numbers	28	7	10	45
Percentages	62.22%	15.56%	22.22%	100%

Concerning the percentages in the table above, 62.22% succeeded to translate the phrasal verb properly. On the contrast, 15.56% failed to provide the right translation. They transformed the verb as احجز. Furthermore, 22.22% are left unfilled.

6.2 Discussion

The results of the study have revealed that second semester translation students at the University of Benghazi's Faculty of Languages struggled to translate phrasal verbs. Some of them fail to translate the phrasal verb, while others depend solely on the verb's literal translation and ignore the particle. According to the interview with the students, this is because certain verbs are difficult and there is not enough practice using them. Certain verbs are challenging to understand in context, which might lead to misunderstandings, for example the phrasal verb "break in a horse", the majority of the students rendered this verb as يركب الحصان ride a horse instead of يروض this is due to the word horse. The students were unable to infer the meaning from the context; therefore, they either gave a poor translation or gave no response at all.

According to the results above and the interview that was conducted with the participants, some phrasal verbs, such as "get up" and "speak up," are simple for the students to interpret since they are familiar with these verbs and they frequently use them. Although certain phrasal verbs are both challenging and not, the context allowed the students to infer the meaning. Finally, some of the phrasal verbs like "break in" are challenging for students since they are not used to them.

The majority of students have problems in translating phrasal verbs. When they rend phrasal verbs from English to Arabic, English language learners are unable to provide the correct, suitable, or even a closer counterpart. Phrasal verbs are more difficult to deduce from context than simple words this is due to the polyesmic nature of the phrasal verbs. Thus, students frequently interpret them incorrectly. This could be due to learners not understanding the meaning of phrasal verbs in the English language, which is the source language, as one reason. In other words, due to a lack of experience, English language second-language learners do not understand the meaning of phrasal verbs. The study suggested that in order to overcome these challenges, students should master the most common phrasal verbs in context, as it is believed to be a difficult endeavour to memorize them all. Instead of deriving meaning of phrasal verbs' individual parts, students have to deal with them as a single unit. In addition, students should be provided with various activities that contain phrasal verbs in different contexts to practice them. However, some phrasal verbs can have several meanings, it can be useful to be familiar with their lexical equivalents as synonyms so that students can be taught to memorize them through various activities. Overall, students need to memorize several phrasal verbs and practice them in context.

6.3 Recommendations

Ghazala (2003) attempted to provide a resolution for the problem of translating English phrasal verbs. Ghazala claimed that in order to overcome the difficulties of the translation of the phrasal verbs, students should learn the English phrasal verbs by heart, especially the most common and crucial ones because it would be impossible to learn by heart all the combinations. Furthermore, phrasal verbs are misleading because they are unpredictable and cannot be predicted. Phrasal verbs are also comparable to irregular verbs.

They ought to be repeatedly practiced and memorized. If the context is used properly, it may also be helpful. In other words, before translating a message into another language, the translator need to initially understand it. The translator needs to consider the phrasal verbs as a single unit and seek for their equivalents in the target language. In this case, he or she should also pay attention to the words employed in the surrounding sentences as well as the context because the phrasal verb is not compositional and cannot be analyzed. Thus, phrasal verbs cannot be translated word for word. However, in some circumstances the context may not be helpful.

7. Conclusion

Learners need to understand and be proficient with phrasal verbs since they are essential in English. The use of phrasal verbs in spoken and written language helps it appear natural and native since they are used in natives' speech and writing. They are more expressive than single-word verbs, which makes them definitely important for English language learners.

The translation of phrasal verbs is a challenge. They pose significant challenges for translators. Undoubtedly, while translating these terms into their mother tongues, translators run across a variety of issues. These problems occur when the translator is either unable to identify the phrasal verb's translation in the target language or is unable to comprehend it effectively.

The phrase "phrasal verb" is widely used to refer to two or three distinct but connected parts of an English unit when a verb occurs together with an adverb and/or a preposition constituting a single semantic unit. This semantic unit's meaning is non-compositional and it cannot be comprehended by analyzing the meaning of each of its constituent parts. Instead, it should be considered the as a whole unit.

It is often impossible to figure out the meaning of these verb tenses without first understanding the meanings of the individual parts that make up the phrase. To put it another way, phrasal verbs have the quality of polysemy, which allows a single idiomatic phrasal word to have many meanings

depending on the context in which it is used. This is the main reason behind the challenges of translating these verbs into Arabic.

The results of this study have shown that some phrasal verbs, in contrast to simple words, are challenging to interpret from context, and students frequently interpret them incorrectly due to unpredictable nature and complex structure of such verbs. Most of the participants do not view translating English phrasal verbs as an easy task because of their limited vocabulary and comprehension. Some learners usually run into difficulties; they may find it difficult to understand them in English. Others, on the other hand, just rely on the literal translation, which is usually inaccurate.

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