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B

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C

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 •There must be a clear definition of the limits of the research and its population that the researcher is working on in his research.

D

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  •The researcher should take into consideration the choice of references or sources of information on which the research depends, and choose what is appropriate for his research taking into account the modernity in it, and the accuracy in documenting , quoting form these sources.

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Editor-in-chief

CONTENTS

F

G

TRANSLATING ENGLISH LEXICAL VERBS VS. MULTIWORD VERBS INTO ARABIC

Zahraa Ahmed Othman∗

Abstract

This paper tackles an important topic in English language teaching and translation which is multi word verbs. Multi word verbs can be classified into three types, phrasal, prepositional and phrasal + prepositional verbs. Multi word verbs form an obstacle for the students in translation, because these structures are unfamiliar for them and they also belong to idiomatic expressions within spoken English. The test in this paper is conducted on (10) students, Department of translation. The test consists of (20) sentences, (10) of them consist of multi word verbs, while the other sentences consist of (10) lexical verbs, within the same context. The results show that the students are weak to some extent in translating multi word verbs.

Key words ; IDIOMATIC , TRANSITIVE , INTRANSITIVE ,PARTICLE.

1. Introduction

A multi word verb is the most important element in the structure of the English sentence, that both learners and translators suffer a great deal. Such verbs belong to idiomatic expressions within spoken English. The combination of verb together with preposition and particle to produce a new meaning makes this idiomatic meaning difficult to be understood especially in spoken English. The test in this paper is conducted on 10 students of translation with (20) sentences, 10 of them with lexical verbs, and the other with multiword verbs. The results of the test show that rendering lexical verbs is easier to students than rendering multiword verbs, as the later involves additional idiomatic interpretations, and the students see that lexical verbs are more familiar than multiword verbs, except

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in specific conditions, when the context of situation plays a major role in understanding and translating multiword verbs.

2. Aim of the paper

The aim of this paper is to investigate the ability of translators to translate into Arabic :-

    1. Sentences containing :- multiword verbs.

2. Sentences with lexical verbs within the same context. Then, to compare between the two translations to know the similarities and the difference between the two structures..

3. Hypothesis of the study

It is assumed that those translators might face difficulties in rendering lexical verbs much better than those sentences containing multi word verbs as the latter involves additional idiomatic interpretation.

4. Classification of Multi word verbs

Multi word verbs can be classified into

1. Phrasal verbs   ⟶   verb + adverb

2. Prepositional verbs   ⟶ verb + preposition

3. Phrasal + prepositional verbs   ⟶   verb + adverb + preposition (Biber etal , 1999 : 1002)

Consider the following examples : -

1. I am going <u>to try</u> this new brand of detergent <u>out</u> (test)

2. I have to <u>look after</u> my sick grandmother (take care of)

3. He can't <u>put up with</u> a lot of teasing. (tolerate)

The examples below show that phrasal verbs can be classified into transitive phrasal verb and intransitive phrasal verb (Grean baum and Quirk 1990, 337). It is worth mentioning that transitive phrasal verb might have additional literal meanings) (praninskas: 1963 : 277 _

Consider: -

- The boy is playing football <u>around</u>.
- She <u>took in</u> her parents (deceived)   transitive
- We will <u>set up</u> a new unit (build)

- The plane has now <u>taken off</u>.
- The prisoner finally <u>broke down</u>.   intransitive
- He is <u>playing a round</u>.

190

It is worth mentioning that transitive phrasal verb and intransitive phrasal verb can be distinguished from free combination. If the transitive phrasal verb is fully idiomatic, the particle can't be separated from the lexical verb except the object. (Green baum and Quirk , 1990 : 338)

For example, the verb (take in)

1. She took in the box   (brought inside) (free combination)
2. She took in her parents   (deceived)   (phrasal verb)

Prepositional verb is also an idiomatic expression that combines a transitive verb and a preposition (Quirk etal , 1985 : 1155) .

- He stared at the girl

The verb must be transitive verb. Unlike transitive phrasal verb , prepositional verbs don't take particle movement role.

• In transitive phrasal verbs , the particle is movable , but the preposition in a prepositional verb is not . (praninskas , 1963 : 218)

- He put on the light.
- He put the light on.

• The NP is the object of the verb in phrasal verbs rather than of the preposition.

• In both transitive and intransitive phrasal verbs , the particle carries stress as in

- <u>She took the cap ' off</u>   or   <u>The plane took off '</u> , while prepositions are unstressed as in

- <u>We knocked on the door</u>.

• Adverbials can't intervene between the verb and the particle, whereas they can between the verb and the preposition.

- *He <u>looked</u> quickly <u>up</u> the information but
- She <u>looked</u> quickly <u>into the oven</u>.

Phrasal – prepositional verb

Some multi – word verbs consist of a verb followed by two particles (Quirk and Green baum , 1973 : 351)

- I am <u>looking forward to</u> the Christmas break.
- He <u>puts up with</u> a lot of teasing.
- She thinks she can <u>get away</u> with everything.

Unlike phrasal verb and prepositional verb, this type of construction constitutes a grammatical problem as they vary in their idiomaticity and they have additional figurative meaning.

A sentence like

- - He <u>checks up on</u> his record (investigate)

- - He <u>puts up with</u> can also mean " stay with "

This additional meaning might think translator that <u>put</u> translate in isolation a lexical verb and up with a different rendering.

Similar to those multi – word verbs , vary in their idiomaticity. Some like ' stay away from ' (avoid) , are easily understood from their individual elements though often with figurative meaning ,

e.g :- "stand up for " (support) . others are fused combinations , and it is difficult or impossible to assign meaning to any of the parts. (Quirk and Green Baum , 1973 : 351)

and (Praninskas , 1975 : 216) . consider the example below "put up with " (tolerate) .

Data Analysis and Procedures

The test is conducted on (10) students , Department of translation. The test consists of (20) sentences , (10) of them consist of multi word verbs , while the other sentences consist of (10) lexical verbs , which are semantically identical with those multi – word verbs. (see the appendix). See table (1) : -

1. Sentence (1) shows that (10) % 100 students succeeded in translating sentences with multi word verbs , this is because the context of meaning plays an important role in understanding and translating such a sentence. The whole sentence , on the other hand with lexical verb , the students could easily render the verb from the context of meaning , therefore sentence No. (10) scored (100 %) as well.

2. As for sentence No. (2) , the majority of students scored the highest percentage , whether both lexical or multi word verbs , since the students could translate correctly. This is because , the students were able to translate both lexical and multi word verbs from the context of meaning.

3. Sentences No. (3) the majority of students could predict the multi word verb (get up) from (get) easily. Therefore they could translate (get up) as ينهض consequently , it is easy for students to predict the meaning of the verb.

4. The table shows that sentences No. (4) scored the highest percentage in both multi word and lexical verbs , as the students were familiar with the multi word verb much better than the expression (grows up) , therefore it is easily for them to render sentence No. (4) correctly.

5. Sentence No. (5) as the students were familiar with such verbs , they succeeded in rendering the two verbs easily whether in multi word verb or lexical one.

6. Sentence No. (6) scored the lowest percentage in multi word verb , because this kind of verb is exotic and the context of meaning could not be predicted (30 %) , on the contrary , those students were able to translate the same sentence with lexical verb (help) .

7. Sentence No. (7) the multi word verb (cheer up) is a separable verb , so the students didn't pay attention to the particle (up) that followed the object (you) , therefore only 3 % scored the correct answer. Moreover, the context doesn't indicate meaning as well. One the other hand, the lexical verb plus SVOOC pattern makes the students easily in rendering the sentence correctly (100%)

8. Sentences No. (8)

In sentence No. (8) the situation is different , the multi word verb (check out) was understood easily by the students, because they could easily predict the meaning of the verb even in Arabic. So it scored the highest percentage if compared with the lexical verb 'look at'. See the table below.

9. Sentence No. (9)

Multi word verb (clean up) could be understood even if the particle (up) is omitted , as the verb (clean) is familiar to the students while the lexical verb (tidy) seems confusing , therefore , it is scored 70% percentage , if compared with the multi word verb.

10. Sentence No. (10)

Both the lexical verb (be + excited) seems to have multi meaning , some of the students (50 %) couldn't translate this verb accurately if compared with the multi word verb (look forward to) . The students also were accustomed to this multi word verb in writing composition and personal letters.

The   results of the text

Sentence	multi	Lexical
No. 1	10 students 100%	10 students 100%
No. 2	10 students 100	10 students 100%
No. 3	10 students 100	10 students 100%
No. 4	10 students 100%	10 students 100%
No. 5	10 students 100%	10 students 100%
No. 6	3 students 30 %	10 students 100%
No. 7	5 students 50 %	10 students 100%
No. 8	10 students 100%	7 students 70 %
No. 9	10 students 100%	7 students 70 %
No. 10	8 students 80 %	
		5 students 50 %

Table (1) the results

Conclusions

1. The results of the test show that there is no difference in translating between lexical verbs and multi word verbs, since the students are able to translate lexical verbs and multi word verbs to some extent . The context of meaning can help the students to translate both multi word verbs and lexical verbs almost equally. The context of meaning plays an important role in understanding and translating the sentence with a multi word verb or lexical verb.

2. The table shows that the performance of the students is adequate to some extent, because almost students can able to translate both multi word verb and lexical verb.

3. Students of translation to some extent have the ability to render sentences with multi - word verb equally to lexical verb , because such students can be able to translate multi word verb by means of deducing the verb from the contextual meaning of the sentences.

4. Separable / inseparable multi word verbs represent grammatical problem to the students (e.g. cheer up) in sentence (No. 7).

5. multi word verbs such as (chip in) which is restricted in spoken English and conversation from an obstacle to the students of translation as English as a foreign language.

6. it is worth mentioning that the majority of the students were asked whether sentences with lexical verbs are easier or sentences with multiword verbs, they said that translating multiword verbs, as the latter involve additional idiomatic interpretation, unlike that lexical verbs are more familiar to the students, except in specific conditions, when the context plays a major role in rendering sentences with multiword verbs.

Recommendations

1. It is recommended that students should pay attention to , during the courses of translation the structure of multi word verbs and their meanings.

2. English programmers should be enriched with multi word verbs to enable the students with both phrasal verbs and prepositional verbs and their meanings.

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Appendix (1)

Sentences with lexical verbs

1. My maths homework was too difficult so I <u>stopped trying</u>.
2. Please <u>proceed</u> and eat before the food gets cold.
3. You should <u>stand</u> and give the elderly man your seat.
4. When Jack <u>becomes</u> an adult , he wants to be a fireman.
5. We don't know where he lives , how can we <u>discover</u>?
6. If every one <u>helps</u> , we can get the kitchen painted by noon.
7. I brought you some flowers to <u>make</u> you happier.
8. The company <u>looks at</u> all new employees carefully.
9. Please <u>tidy</u> your bedroom before you go outside.
1o. I <u>was excited</u> to the Christmas break.

Appendix (2)

Sentences with multi word verbs

1. My maths homework was too difficult , so I <u>give up</u>.
2. Please <u>go ahead</u> and eat before the food gets cold.

3. You should <u>get up</u> and give the elderly man your seat.
4. When Jack <u>grows up</u>, he wants to be a fireman.
5. We don't know where he lives how can we <u>find out</u>?
6. If evey one <u>chips in</u> , we can get to kitchen painted by noon.
7. I brought you some flowers to <u>cheer</u> you <u>up</u>.
8. The company <u>checks out</u> all new employees.
9. Please <u>clean up</u> your bedroom before you go outside.
10. I am <u>looking forward to</u> the Christmas break.

ترجمة الأفعال الإنكليزيَّة المعجميَّة مقابل الأَفعال متعددة الكلمات إلى العربية

زهراء أحمد عثمان*

المستخلص

يتناول هذا البحث موضوعًا مميزًا في تعلُّم اللغة الإنكليزيَّة والترجمة وهو الأَفعال متعددة الكلمات، وهذه الأَفعال يمكن أن تُصنَّف إلى الأَفعال phrasal, prepositional, phrasal prepositional verbs. إذ تشكِّل عائقًا للطلبة في الترجمة؛ لأَنَّ هذه التراكيب غير مألوفة لديهم؛ لأَنَّها تعود إلى التعابير الاصطلاحيَّة ضمن اللغة المسموعة، وأُجريت الاختبارات لـ (١٠) طلاب في قسم الترجمة؛ إذ يتألَّف الاختبار من (٢٠) جملة، (١٠) جمل منها أَفعال متعددة الكلمات، و(١٠) جمل أُخرى فيها أفعال معجميَّة ضمن السياق نفسه، وتظهر النتائج أَنَّ الطلبة يواجهون صعوبة في ترجمة الأَفعال متعددة الكلمات.

الكلمات المفتاحية: اصطلاحي ، متعدٍ ، لازم ، جزء.

مدرس مساعد/ قسم اللغة الإنكليزيَّة/كلية الآداب/جامعة الموصل.