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A

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D

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Editor-in-chief

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Phrasal Verbs in Sight Translation: Problems and Solutions
Maher Sami Hasan ∗

Abstract

Phrasal verbs prevail in the everyday use of the English language. They are highly productive and commonly used by native speakers of English. This phenomenon runs through the English language so much so that no piece of natural spoken or written language is free of it. Due to the significant role phrasal verbs play in fortifying a text's cohesive elements, such a phenomenon requires linguistic skill to provide appropriate equivalences; otherwise, the outcome would be unnatural sounding elements .

Despite their significance, these multi-word units have received painfully little attention in oral translation. These semantic units that have been extensively investigated on a lexical or syntactic level can be problematic either at the source text comprehension stage or the target text production stage .

Hence, the present paper aims at investigating the rendering of phrasal verbs in Sight Translation for sophomore translation students. The study concludes that phrasal verbs can be considered a source of distraction for translation students during the process of translating because they tackle these constructions as separate words. This rendering of SL phrasal verbs violates their very idiomatic nature and results in an inaccurate or inconvenient interpretation of the source text. The study also concludes that some phrasal verbs encompass multiple synonyms, which entails that such constructions cannot be restricted to one type of translation procedure. Accordingly, the study recommends that translation students acquire more adaptability in selecting the appropriate translation procedure in interpreting phrasal verbs.

Keywords: phenomenon, disagreement, texts.

∗Lect/ Dept. of Translation/ College of Arts / University of Mosul.

Introduction:

Phrasal verbs are substantially significant as they preserve naturalness in language, whether written or spoken. They constitute a problem for non-natives during the process of translation. Phrasal verbs are very common in the English language and are even seen to occupy a higher level in terms of productivity in the English language. Despite some views that perceive them as colloquial and informal settings and even see them as more appropriate for spoken language than written, they are pervasive and present in all language registers (Ramisch, 2013: 2, Carmen, 2002: 97). This phenomenon may pose a severe obstacle for students in Sight Translation since they perceive and tackle these multi-word structures based on the word for word rendering, which violates their very idiomatic nature. The outcome would, consequently, be marked as an unmeaningful interpretation of the source text. Such perception would defiantly hinder the interpreter's primary concern, which is to convey the meaning of what is said in the source text in such a way that matches the target text receiver's expectations.

Hence, the present study investigates the rendering of phrasal verbs in Sight Translation for second-year students at the Translation Department. The correct rendering of phrasal verbs does not occur at ease. What justifies such hypotheses is their intricate nature and the way they are structured. Their combination encompasses, for example, prepositions whose meaning is already hard to be detected in the first place as they do not comply with specific grammatical rules. Only natives can intuitively come to terms with such idiomatic expressions. Phrasal verbs are considered a crucial factor in gaining fluency that should mark the translator's performance. In the meantime, the most critical question is: why choose Sight Translation in particular? In the realm of interpreting, things have to be tackled instantly on the spot, meaning that the outcome is required to be delivered fluently and consistently. Lecuona maintains that fluency is a prerequisite in interpreting. His justification is based on the analogy that such activity is a one-person show, i.e., only his voice is heard during the interpreting process, which leaves no space for monotony (1994 cited in Bartolome and Cabrera, 2006: 95).

Furthermore, it is generally accepted that acquiring decontextualized sets of vocabularies is destined to no avail. Translation, on the other hand, teaches students how to find equivalent words in contexts. Macias et al. (2006: 3) put it best when they proposed that: "Sight Translation develops the ability to quickly decode a meaning and express it using the exact term." Eventually, phrasal verbs are no exception in this respect. If the interpreter can decode their exact meaning and assign the appropriate rendering, the outcome would sound natural and fluent. Sight translation enhances fluency. This mode prepares students to gain the potential to produce a fluid oral rendition in the target language (ibid: 8).

The Importance of Phrasal Verbs:
Countless studies have addressed the phenomenon of phrasal verbs in English from different perspectives. Amina (2010: 27) carried out a qualitative and quantitative analysis to investigate such a thorny area in a case study of third-year LMD learners of English. She concluded that learners of English encounter massive difficulties when attempting to translate phrasal verbs due to their hazy and unpredictable nature. On the other hand, Saha et al. (2004) opted for an example-based technique for disambiguating phrasal verbs in machine translation. They utilized generalized examples instead of raw ones containing phrasal verbs. In the same stream, both Thiruumeni et al. (2011: 36) incorporated a technique to handle phrasal verbs and idioms for English to Tamil machine translation. They suggested that in the translation of phrasal verbs and idiomatic expressions from English to Tamil, more chances of rendering in the wrong sense can be detected.
As far as the structure of phrasal verbs is concerned, Side (1990: 144) investigated the combination of such multi-word units suggesting that their patterns are not so random after all. He proposed that employing a flexible approach to the relationships that bind phrasal verbs would lead to the outline of a system to establish itself.
 In an attempt to alleviate the pressure on students amid courses teaching English as a foreign language, Helmy (1996: 1) developed

an English-Arabic phrasal verb dictionary for Arab trainee translators. His endeavor does not attempt to come up with a bilingual dictionary but a translation one that demands special lexicographical treatment regarding the selection of headwords, and structure of phrasal verbs, to name a few. Considering the lexicographical potential of corpus equivalent, Perdek (2009: 376) aimed to investigate Polish equivalents of English phrasal verbs as found in an English-Polish parallel corpus. In the light of the semantic idiosyncrasy exhibited by phrasal verbs, he assumed that the matches would often differ from those found in English-Polish dictionaries.

Despite the studies mentioned above and many more, no investigation has ever investigated the rendering of phrasal verbs in Sight or visual Translation to the best knowledge of the researcher.

Recent studies made on translation have proved that words are essential lexical items in translation. Words that are frequently used both in written and oral languages have many variant combinations and functions. These functions appear to be an obstacle in the translation task because combinations of words in a language can be ranged from simple to fixed and idiomatic (Sarikas, 2006: 33). Phrasal verbs, by nature, are everyday and condensed structures that convey a specific meaning that can't be deduced or inferred from the sum of words constituting them. Saha et al. (2004: 20) put it best: "Phrasal verbs produce specialized context-specific meanings that may not be derived from the meanings of constituents. There is always an ambiguity during word-to-word translation". Due to the significance of such a phenomenon, it should be noted that some of these multi-word units can sometimes be separated while others cannot. Furthermore, when separated, the new sentence may carry a very different meaning as in the following examples:

1. I saw the plan through.
2. I saw through the plan (Mohammed: 91-92).

 Simply put, a phrasal verb consists of a verb combined with one or more particles (Trask, 1993 cited in Mart, 2012: 114). It is more appropriate to perceive these multi-word units as individual items as they are often translated into one word only. Phrasal verbs seep through the English language in countless situations. Some of them

have multiple meanings, some of which are literal and some metaphorical (McCarthy and O'Dell, 2007: 6).

 However, such a phenomenon constitutes a significant problem due to its idiomaticity. Khir maintains that phrasal verbs can range from transparent to opaque, of which the latter are stigmatized as pure idiomatic expressions (2012: 97-100). Mostly, phrasal verbs have multiple meanings, which are different from the meanings of the individual verbs constituting them. They play, instead, an indispensable role in communication, particularly in oral settings. They are very important components in effectively spoken discourse. The importance of phrasal verbs stems from the fact that they do crop up constantly since they do not belong to a closed system. They are one of the most creative resources of the English language. New combinations are easily created by attaching particles to verbs that were not previously attached, and in this way, they express some new concepts (see Wyatt, 2006: 4; Chen, 2007: 348-349; Ubillo, 2002: 97). Encountering phrasal verbs during Sight Translation is inevitable. Acklam points out that in an evasive attempt on the students when facing phrasal verbs, they usually resort to substituting them with Latinate equivalents, for example, **tolerate** instead of **putting up with**. However, such an attempt is not meant to be successful as the students sound unnatural and pompous (1992: 6).

The Translation of Phrasal Verbs:

The English language is vibrant with phrasal verbs, which have shown growth at a rapid pace. Most of these constructions possess several meanings which must be determined within the context. Phrasal verbs have several semantic, syntactic, structural, stylistic, and pragmatic peculiarities that might turn the process of their translation into a problematic and painful task (Yarahmadzehi et al., 2013: 60). It is generally accepted that for the sake of providing translations that can be considered appropriate and adequate, translators' consciousness of the nuances of the semantic aspects that exist both in the SL text and the TL text is deemed to be a must. English phrasal verbs are of great significance due to their unique semantic, grammatical, and stylistic characteristics. They express not only actions but also other aspects of spatiality and temporality.

These verbs are highly dependent on the contexts in which they are used. Consequently, any appropriate translation of such verbs must be context-bound. Phrasal verbs can be highly idiomatic, and their meaning cannot be deduced from their broad constituents (Gumiler, 2001: 204-205).

The last point concerning the idiomaticity of phrasal verbs is the sum of all fears for both translators and interpreters. Olteanu maintains that ordinary verbs like make, get, take, and prepositions like in, on, up, etc., do not pose any problems regarding their comprehension before the non-natives during the English language acquisition. However, when they are formed in fixed combinations, called phrasal verbs, they become an obstacle due to the various semantic aspects they propose in different contexts. What complicates things is that such a phenomenon does not have only two but sometimes three components, each of which does not cause isolation as a problem for the learner, but in combination, they do not make any sense at all (2012: 82-83). In the same stream, Iatcu points out that phrasal verbs constitute a difficulty for non-natives difficult for at least two reasons. First, they should be acquired as vocabulary items, memorized, and then utilized in various contexts. Secondly, the order of its combination is not always flexible. Their meaning will be altered if you change that order (2013: 6).

The Concept of Sight Translation:

The role of interpreters has always been conceived as indispensable not only for bridging the communication void among individuals belonging to different multilingual backgrounds but also in brokering the social differences among them (Angelelli, 2004: 8). Ersozlu (2005) points out that Sight translation has been perceived as belonging to the fold of both Simultaneous and Consecutive interpreting. However, due to the developments that affected business, finance, international trade, science, and technology and changing market demands, sight translation has gained an extra position beyond simultaneous and Consecutive interpreting. Sight translation has various labels and designations. Some call it on-sight or at-sight translation. Sight interpreting is a combination or a hybrid that involves an oral output and a written one, i.e., it entails the rendition of printed English materials orally in the translator's

native tongue. Many scholars view sight translation as a pedagogical tool or a preliminary stage for preparing interpreters to work on consecutive or simultaneous modes, whereby they can learn how to enhance their reaction and improve their oral skills (Spilka, 1960; Curvers et al. 1986; Weber, 1990; Falbo, 1995; Viaggio, 1995 cited in Agrifoglio, 2004: 43; Biela, 2007; Stansfield, 2008: 3; Gorszczynska, 2010).

What makes the mode of sight translation worthy of investigation and exploration is that it straddles both translations and interpreting in some aspects. Hence, Viaggio maintains that sight translation intertwines translating and the spontaneity of oral speech. He adds that this mode does not require the utilization of sophisticated equipment. It can be performed in a room with the presence of a large number of students (1992: 34).

It is worth noting that sight translation has several constraints as a demanding profession as an oral activity. Sight translation emerges as a complex and unique technique whose cognitive demands on the interpreter are definitely, not less than those imposed on those working on the other two modes of interpreting. Brady maintains that sight translators do not have close at hand the prosodic features of the oral language (tone, hesitations, and pauses). They need more time and effort to comprehend the various structures of the sentences in the source text. Moreover, SL interference suggests that sight translation is more hazardous than simultaneous and consecutive interpreting. This suggestion is based on the assumption that it is much harder to retain the meaning of the intended message when the text is in front of your eyes (1989: 182 cited in Agrifoglio, 2004: 46). In sight translation, the principal cause of translation problems is a poor linguistic understanding of the source text, leading to difficulty promptly finding the appropriate equivalent (Ivars, 2007: 12).

The main reason for focusing on the mode of sight translation in the present paper is the mechanisms involved in this mode which might be different from those employed in both Consecutive and Simultaneous interpreting. Sampaio supports such a claim as he points out that: "in sight translation, the listening and analysis effort becomes a reading effort, and the production effort remains, but

there does not seem to be a memory effort similar to the one in simultaneous and consecutive interpreting, since the information is available at any time on paper" (2004 cited in Gile, 1995: 183).

Data Analysis:

In this section, a detailed description of the strategies utilized by the students for rendering phrasal verbs from English into Arabic is provided. A corpus of about **(58)** phrasal verbs was given to sophomore students to interpret them via Sight Translation. Furthermore, judging the appropriate and inappropriate renditions rests on the four criteria provided by Nida. He argues that any survey of opinions on translation confirms that deterministic rules do not serve descriptions of solving; instead, they depend on probabilistic rules. Hence, there will always be various valid answers to the question: Is this a good translation? (1964: 164). Nida maintains that a translation must make sense; it must preserve the equivalent, sounds natural, and results in a similar effect (ibid: 164).

Literal Rendering Strategy:

The students extensively resorted to this strategy for rendering phrasal verbs. However, the test shows that such a choice is not successful in providing overall appropriate renditions in this respect. Phrasal verbs are idiomatic expressions that do not admit to literal rendering. However, it is unwise to generalize such a view as to include all phrasal verbs. Some of these multi-word units accept literal rendering due to their linguistic constituents. Hence, it is worth noting that the student's success in utilizing such a strategy for rendering some of these phrasal verbs are not attributed to their sufficient background knowledge but to the linguistic nature of these multi-word units.

 Subject **(1)** scores the maximum number of usages, totaling **(22)**. Only **(4)** of these renditions can be labeled as appropriate in compliance with the criteria proposed by Nida. The rest of the renditions are entirely inappropriate. Examples of appropriate renditions are *come up with, woke up, cleaned up,* and *calmed*

down which are rendered respectively into يأتي, استيقظ, نظف and هدأت.

Such renditions can be deemed appropriate since they meet the four criteria. It is crystal clear that they make sense, the SL message is conveyed, and the renditions fit the context and modern standard Arabic audience. examples of inappropriate renditions, on the other hand, are *laid off, stand up, bring in, looking for* and *looking at*

which are rendered into طرحت, يقفوا, يجلب, ينظر الى and ينظر على respectively.

The subject was obviously seeking correctness at the word level rather than appropriateness at the level of the phrasal verb itself. The test subject completely ignored the idiomatic nature of these constructions, which resulted in renditions that do not make any sense, do not convey the message, or match the context and the TL receptor expectations. An appropriate rendition for each one of the

above mentioned phrasal verbs would be فصلوا, يدافعوا, يطبق, يبحث عن and

نلقي نظرة respectively.

Subject (2) ranked the second regarding the utilization of this strategy, totaling **(20)**. The same phrasal verbs, considered appropriate and translated by subject **(1)**, are also translated literally by subject **(2)** in addition to the phrasal verb *won over* rendered into

فاز. It is worth mentioning that the test subject could provide appropriate renditions due to the lexical nature of such phrasal verbs that admit to literal rendition. Inappropriate renditions, on the other hand, are represented by examples like *taken over, take on, get away with, blew up, look down,* and *told off*, rendered respectively

into أخذت, يأخذ, يذهب بعيدا, ينظر, انفجر and أخبر. None of these renditions comply with any of the four criteria mentioned above to be considered appropriate. Hence, appropriate renditions would sound,

respectively, like استحوذ عليها, يتولى, يفلت, تعطل, يزدري and وبخ. It is worth noting that the last two phrasal verbs are pure idiomatic, meaning that the translator cannot infer the intended meaning through decoding their constituents in any possible way. The context is the reference that could assist the translator in providing an appropriate

rendition of the phrasal verbs in question. However, it is an element the students, unfortunately, did not make use of. Consequently, literal rendition proved to be to no avail in this regard.

Subjects **(3), (4),** and **(5)** are no exception at all. They share a common ground with subjects (1) and (2) regarding the phrasal verbs rendered appropriately with their number differences. Providing appropriate literal renderings come as a natural consequence of the fact that these phrasal verbs do not go as far as pure idiomatic ones. In order to avoid monotony, on the other hand, examples of inappropriate renditions other than the ones stated above are provided, for example, "*talked into, went back on, cover it up, falling apart, looked up, go by, caught on, run for, look out for, makeup, acting up, looked over* and *makeup time* rendered

respectively into ويصنع ،ينظر ،يدير ،والتمسك بها ،يذهبون ،نظر ،سقط ،تغطيتها ،ويرجعون ،تحدث

والعمل ،"نظرنا فوق" and "عمل الوقت". Needless to say, none of these renditions make any sense whatsoever in their contexts. All the test subjects scored a complete failure in providing appropriate renditions for the aforementioned phrasal verbs due to their insufficient background knowledge of such a phenomenon. They tend to tackle such constructions as separate words, concentrating on the verb and completely ignoring the prepositions attached, which are lexically inbuilt in this respect. Hence, an appropriate rendition for the above

phrasal verbs would respectively sound like وانهارت ،والتكتم عليها ،يخلفون ،وأقنع

وبحث ،ينخدعون ،وتنجح ،ويترشح ،ويتجنب ،والتصالح ،والمشاغبة ،وتحقق and تعوض الوقت.

Paraphrasing Strategy:

Newmark (1988) views paraphrasing as amplification or an extensive explanation of the meaning of a segment of the text. It stands to reason that the test subject relied on this strategy not because they are not acquainted with the phrasal verbs utilized, otherwise they may haven to resort to another method. Here, they either do not know the exact equivalent. As a result, they paraphrase the phrasal verb in question, making an extension for the sake of providing an appropriate equivalent, or they feel that the context requires such an extension.

Subject **(1)** turns to this strategy **(15)** times. According to the criteria proposed previously, the number of renditions can be regarded as appropriate **(٦)**. Examples are "*wore on, get taken in, looks down, crackdown* and *makeup*" which are respectively

rendered into يتخذ اجراءات ,وينظر بعين الاستخفاف ,ويتحولون الى لقمة سائغة ,مرت ساعات ودقائق

and صارمة وحازمة أصابتها الحيرة في الاختيار. These renditions convey complete and natural messages that fit in within the context. As stated above, the student's reliance on this strategy comes as a natural consequence for not providing the exact equivalent instantly on the spot. The student utilizes the current strategy to gain some time in a medium that inevitably poses time constraints. However, such a choice is not entirely justifiable for some of the phrasal verbs concerned, as the total equivalents contradict the lexical nature of phrasal verbs that requires the outcome to be as condensed as possible. It is worth noting that some phrasal verbs admit of paraphrasing, like *crackdown*. Hence, more appropriate renditions

for the above mentioned phrasal verbs would sound like يخدعون ,وانقضى

and ضبط ويزدري تقرر. Inappropriate renditions, on the other hand, are represented for example, by *coming up with, worn out, talk into, see-through, caught on* and *looked after* which were rendered into

لم يسبق لها ,وينظر وراء الكواليس ,ويحاولون التلاعب بمقدرات ,وهرب والخوف يملأ قلبه ,راودت طيات ذهنه

and قادر على دفع الثمن وشراءها مثيل،. These renditions do not make any sense at all. Consequently, the equivalent is not preserved and maintained in a way that matches the TL receptor's expectations. Furthermore, some of the proposed renditions do not have a natural and easy form of expression that can be judged as compatible with Modern Standard Arabic. Hence, an appropriate rendition would

respectively be like ينكر ,اقناع ,منهكا ,يحكم ,تنجح and يعني. Subject **(2)** and **(3)** reliance on this strategy is equal. The number of appropriate renditions proposed by each is only **(4)** out of **(12)**. Examples are *going down with, get taken in, make it out, worn out, went back*

on, and ***blew up*** which are respectively rendered **into** لاقت نجاحا باهرا

,أصابه التعب والارهاق ,قراءة التفاصيل المذكورة فيها ,ويتعرضون لكل اصناف الاحتيال ,منقطع النظير

،أصابه خطب ما and يضربون بوعودهم عرض الحائط. Again, one can say that these

renditions comply with Nida's criteria. They guarantee that the intended message is completely conveyed to the TL receptor and triggered the same effect as the one on the SL one. However, such renditions are exaggerated. In a medium like a sight translation, receptors usually expect to receive messages that are concise, simple, and to the point. At the same time, such renditions seem to be highly stylized in an unjustifiable approach. Based on that, more

simple renditions would be like راقت, يخدعون, قراءتها, منهكا, يخلفون and تعطل.

Examples of inappropriate renditions**, o**n the other hand, are ***caught on, won over, looked up to, came across, makeup, came up with, worn out, go by, crackdown*** and ***looked into*** which are rendered

into تحدث بأدق التفاصيل, تعقد ,واعتبرته على الدوام قدوة لي ,وفاز في الانتخابات ,ولم تلق رواجا واسعا

انصرف and يضيق الخناق حول، يعرف الناس من اول نظرة، ,ولم يأخذ مفعوله الطبي ,لمعت في ذهنه ,عزمها

نظرنا الى. These renditions are regarded as redundant and irrelevant since they do not convey the exact equivalent for the SL phrasal verbs concerned. More appropriate renditions would respectively

sound like تنجح, استقطب, لجأت, تطرق, تصالح, يأتي, وانتهى, ينخدع, يعاقب and ناقشنا.

Finally, subject **(4)** and **(5)** dependence on such a strategy is ata minimum. Unlike the other subjects, all the renditions they scored can be regarded as appropriate and relevant to the context, yet they were redundant and admitted to downsizing without affecting the intended meaning. The renditions they proposed are ***see-through, take in, told off, crackdown,*** and ***looked up to*** which were rendered

respectively into يضرب بيد من حديد، ,صب جام غضبه عليه ,ولدغ من جحره ,يدرك حقيقة نوايا

and نظرت اليه بعين الاجلال. One more time, these renditions are also capable of conveying the intended meaning in the TL. It is obvious that the

message is completely conveyed and considered contextually appropriate.

Synonymy Strategy:

It goes without saying that each and every phrasal verb is assumed to have a specific equivalent. However, there are some phrasal verbs that have multiple synonyms that can be applied in different contexts, as the test shows. Some of the test subjects were incapable of providing the exact appropriate equivalents for the various phrasal verbs in the present study, so they considered this strategy the best solution to solve the problem. Using synonymy presupposes that the translator knows the phrasal verb concerned, but under the pressure of such a profession, memorizing the exact equivalent becomes a difficult task to undertake. The rest misused the synonym they resorted to, i.e., they were aware of the multiplicity of synonyms for some of the phrasal verbs, but they utilized them in the wrong context.

Subjects (1), (2), and (3) turn to this strategy (11) times. As the test shows, the subjects demonstrated background knowledge of some of the synonyms pertaining to a number of phrasal verbs tackled in the present study; still, they utilized them in the wrong context. Examples of inappropriate utilization of synonyms which led consequently to inappropriate renditions are *laid off, broke into, take off, came into, take in, run for, face-up, make up, taken over, talked into, cover-up, made out, made up, get away with, wore on, worn off, bring in, won over, hung up, held up* and *made for*

which are rendered respectively into يواجهوا ,يعمل ,يفهم ,تملك ,هرب ,تسلل ,تجنب

and ,توقفت ,علقت ,تغلب ,يعود ,تناقص ,أنهك ,يفر ,رتبوا ,أثبتت ,تحجبها ,ناقش ,تسلطت ,يرتب

ذهبت. Each of these renditions represents one of the synonyms the

phrasal verbs above could have. Despite the fact, that they actually make sense and have an easy and natural form of expression, the intended equivalent is not preserved. Hence, appropriate renditions

would sound respectively like ,ينهظوا ,يترشح ,تم خداعه ,ورث ,الإقلاع ,اقتحم ,تسريح

and أعاقها ,أنهت ,ظفر ,يرفع ,زال ,انقضى ,يفلت ,تصالحا ,ادعت ,تنستر ,أقنع ,استولت عليها ,تختلق

وصلت الى.   Examples of appropriate renditions, on the other hand, proposed by the above test subjects are *wearing on, handing over, making them out, turning up, blowing over, coming up with, and logging onto* rendered respectively into توصل الى ,اتهت ,برز, تفهمها ,تسليمهم ,مر

and شغل. Subjects (4) and (5) utilization of this strategy is at a minimum. The total number of inappropriate renditions for both is only three; they are **"went down with, crackdown** and **went back on"** which are rendered into يتخلون, يحطم, انسجمت and. Again, these renditions do not fit within the context. The exact equivalent is not maintained in a way that conveys the intended message embedded in the phrasal verb concerned.

Skipping Strategy:
Throughout this strategy, the subjects ignored the phrasal verb. The test demonstrates that the translator's resort to such a strategy is completely limited. However, the inconsiderable percentage of utilization and success in this regard can be justified by the fact that the skipped phrasal verbs can be avoided since they do not affect the mutual intelligibility between the speaker and the listener. Only two subjects turn to this strategy, and only two phrasal verbs are skipped: *looked up* and *make it out* rendered into وهكذا اتصل على هاتفي

and لايستطيع هو الاخر.

Conclusions:

Building on the data analysis and the several discussions, the study concludes the following:

1. The test brought forth four strategies utilized by the students for rendering phrasal verbs.

2. The rate of failure in rendering phrasal verbs from English into Arabic is high. Such failure is attributed to the translators' inadequate and insufficient background knowledge of such multi-word units.

3. Phrasal verbs cannot be restricted to one rendition only as each of which sometimes has multiple synonyms, the utilization of which depends on the context.

4. It stands to reason that some of the investigated phrasal verbs are pure idiomatic, which requires providing the exact equivalent in this regard.

5. Extended phrasal verbs constituted yet another source of distraction during the process of translation.

6. Context can be regarded as a vital element via which one can infer the intended meaning of the phrasal verb in question.

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Index

1. "Uncle Henry never liked politicians. He said they were always making promises, but they always went back on their word eventually. The big problem was corruption. All politicians are corrupt, according to Uncle Henry. And whenever there was a scandal, the government always tried to cover it up. No more! The people needed to stand up for their rights. But the worst problem, worse than corruption, was young people! Uncle Henry looks down on young people. All young people are juvenile delinquents, in his opinion. They need to face up to their responsibilities. So one day, he decided to run for mayor. He put forward his proposals. He said he would crack down on lazy students. He would bring in a new law that made not doing homework a capital offense! So he mounted an election campaign, and he made speeches everywhere. And he won over a lot of voters. The opinion polls said he was neck and neck with the presiding mayor. Could he win? Could he do it! Unfortunately, at the last minute, a reporter came across Uncle Henry's old school report. It turned out Uncle Henry had been a terrible student. He had been expelled from school for corruption. He had been appointed milk monitor but was caught trying to sell the milk down the local market. That was the end of Uncle Henry's political career."

2. "There are a lot of people who get taken in by conmen every year. These conmen go around talking people into handing over their life savings. According to Uncle Bob, the reason they get away with it is that people go by appearances. You should never judge a book by its cover, according to Uncle Bob. If you go by appearances, you will get taken in sooner or later. But not Uncle Bob; he can see through people. He says he is a fine judge of character. Anyway, Uncle Bob recently came into some money. His great-great Grandmother Hilder had died, leaving him a few thousand pounds. The next day a traveling salesman man turned up at his door. He soon talked Uncle Bob into investing in his company. So Uncle Bob happily handed over his money. That was the last he ever saw of the salesman or his money. Uncle Bob couldn't believe he had been taken in. But he came across as such a nice young man. Uncle Bob told me to be clean-shaven and wore a smart suit. So, Uncle Bob, what was he

selling? I eventually asked him if it was a wonderful business opportunity. He wanted me to invest in his company which produced edible mobile phones. If you ever get lost in the mountains, you can call for help and then eat the phone to give you energy until help arrives. Uncle Bob did actually make some strawberry-flavored mobile phones himself, but strangely the idea never caught on. Maybe he should have tried vanilla?"

3. "Aunt Agather phoned my Uncle. She said she wanted to stay for a few days. He said he could make up the spare bed or make up the futon in the sitting room. She couldn't make up her mind which she preferred, the futon or the spare bed. After an hour, he got a bit annoyed. They had an argument, and she hung up. But she likes Uncle Bob, so she decided to make up. She drove to see him, but she got held up in a traffic jam. So she drove fast to try to make up time. Then she realized she was being followed. The car had some letters on it, but she couldn't make them out. Pol...Poli... what was it. The police car stopped her. Aunt Agather panicked; she decided to make up a story to explain why she had been speeding. She made out she was a doctor. (I'm a doctor) She explained, (I was going to the hospital. It's an emergency). She showed the policeman her license, but it was a very bad photocopy. He couldn't make it out. (Bill, can you make this out, what does it say?) His partner couldn't make it out either. (What do you make of her and her story?) They eventually decide to let her go. She made for the first pub to have a big drink. She met Uncle Bob. They soon made up. He offered to buy her a drink. (What would you like, beer or wine?) (Oh, beer or wine, I don't know, beer or wine, hmmm, I can't make up my mind). They were there for a long time."

4. "Uncle Henry worked for a computer company. He was trying to come up with a new invention, but it was difficult. Then his company was taken over by a big multinational, and as a result, he was forced to take on more work. Then he came up with a brilliant idea. An amazing labor-saving device. The idea went down very well with the management. Unfortunately, it saved too much labor. A month later, they laid off half the workforce, including Uncle Henry! So he decided to steal the plans for his invention. I said he would never get away with it. But he was adamant. So the next day he went

down to the factory and waited in the car park. He saw four guards and three dogs. Too many. So he waited and waited. The day slowly wore on, and finally, as he was about to give up, 3 of the guards went home, leaving one guard and the three dogs. He climbed over the wall and got out a bone that he had drugged. He looked for the dogs but could only find 2, so he gave them to them. They immediately fell asleep. Then he broke into the building. He found the plans and escaped. Suddenly he heard a noise, dogs! The effect of the drugs had worn off! The two dogs chased him around the building for an hour! He was worn out. Then he saw a helicopter. He jumped in and was just about to take off when he heard a strange noise behind him. It was the third dog!"

5. "I really admire my Uncle Bob, and I've always looked up to him as someone I can go for advice what is nice that now and then he comes to me. My Uncle Bob is looking for a new flat. He spent the weekend looking through the newspapers, trying to find something in his price range. He decided he needed some advice, so he looked up my phone number in his address book and gave me a ring. The next day we spent the afternoon looking at some possibilities on the outskirts of San Sebastian, in a suburb called Renteria. He was looking for a bargain, but I told him to look out for flats which needed a lot of work. In every flat, we looked over the electrics and the plumbing. All the flats we saw were quite pricey, so we looked into the possibility of getting a mortgage from the bank. In the end, we managed to find the perfect flat and Uncle Bob is really looking forward to moving in. It was pricey, but I think Uncle Bob will look after it well."

6. "When Scott woke up this morning, he discovered that his toddler had thrown up in her crib last night. He, therefore, cleaned her bedding up before he chowed down on breakfast. While he was tucking into his food, however, his daughter started acting up. She just suddenly broke down and threw a tantrum on the kitchen floor. After falling apart for only a few minutes, the tantrum blew over, and his daughter calmed down. Scott then finished eating and logged onto his computer. But, before he could access the Internet, the computer blew up. Scott looked the phone number up, called for

technical help, and told the IT technician off. He only eased up when the tech threatened to put him on hold."

أَشباه الجمل الفعليَّة في الترجمة البصريَّة: المشاكل والحلول

*ماهر سامي حسن

المستخلص:

تسود أشباه الجمل الفعليَّة في الاستعمال اليومي للغة الإنجليزية؛ لذا فهي شائعة الاستعمال من المتحدثين الأصليين للغة الإنكليزيَّة، وهذه الظاهرة تمرُّ لدرجة أَنَّه لا تكاد تخلو لغة طبيعية منطوقة أو مكتوبة منها، ونظرًا للدور المميَّز الذي تؤدِّيه أشباه الجمل الفعلية في تقوية عناصر النص المتماسكة، تتطلب هذه الظاهرة مهارة لغوية لتوفير التكافؤ المناسب؛ خلاف ذلك ستكون النتيجة عناصر سبر غير طبيعية.

وعلى الرغم من أهميتها، فلم تحظ هذه الوحدات متعددة الكلمات بعناية كبيرة في الترجمة الشفوية، ويمكن أن تكون هذه الوحدات الدلالية التي تم التحقيق فيها على نطاق واسع على المستوى المعجمي أو النحوي مشكلة إمَّا في مرحلة فهم النص المصدر أو مرحلة إنتاج النص الهدف.

ويهدف البحث إلى التحقيق في ترجمة أشباه الجمل الفعلية في الترجمة البصر لطلاب السنة الثانية من الترجمة؛ إذ خلصت الدراسة إلى أنَّ الأفعال الجمليَّة يمكن عدَّها مصدرًا لإشغال طلبة الترجمة في عملية الترجمة؛ لأنَّها تتناول هذه التراكيب على أنَّها كلمات منفصلة، وهذا التقديم لأفعال الجمل الفعلية في لغة المصدر يخالف طبيعتها الاصطلاحية وينتج عنه تفسير غير دقيق أو غير ملائم للنص المصدر، وخلصت الدراسة أيضًا إلى أن بعض أشباه الجمل الفعلية تشمل مرادفات متعددة، ممَّا يعني أنَّ مثل هذه التركيبات لا يمكن حصرها في نوع واحد من إجراءات الترجمة، وفقًا لذلك، أوصت الدراسة بأَن يكتسب طلاب الترجمة قدرة أكبر على التكيف في اختيار إجراء الترجمة المناسب في تفسير أشباه الجمل الفعلية.

الكلمات المفتاحيَّة: ظاهرة، خلاف، نصوص.

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*مدرس/قسم الترجمة/كلية الآداب/جامعة الموصل.