



Students' Difficulties in Translating Phrasal Verbs: A Case Study in Private Institution

ID No. 1080

(PP 279 -286)

<https://doi.org/10.21271/zjhs.27.6.17>

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Received: 19/03/2023

Accepted: 11/05/2023

Published: 15/12/2023

Abstract

It is important to recognize that the role of translation is constantly increasing at present, and because of the growing process of globalization that is taking place around the globe. Furthermore, a blend of verb with adverbial like *pick up*, *throw away* or with preposition as *try on*, *woke up* are commonly known as phrasal verbs that are difficult for the students. Moreover, this paper aims to explore the difficulties that students face while translating phrasal verbs from English to Kurdish, and identifying the phrasal verbs that the majority of students find it challenging while translation.

This paper tries to find out an answer to the following question: What are students' difficulties while translating phrasal verbs from English to Kurdish? Moreover, what are the phrasal verbs that majority of students find it hard while translation? Furthermore, the paper has been limited to 2nd year students of English Department, Paytaxt Technical Institution_ Erbil for the academic year 2022-2023. The population was (30) undergraduate students. The data has been conducted by providing a test to the participants. Although, normally phrasal verbs are coincides that carry difficulties for English learners. Diverse factors have been pointed up which involve the way that phrasal verbs constructed and some other reasons like *non-native surrounding environment*, *semantic and syntactic problems*. The results revealed that there are lots of difficulties faced by the students while translating from English to Kurdish. The most important aspect in the difficulties is the failure to find the correct meaning for the same phrasal verbs in different context. Thus, the same percentages of students have difficulties in translating separable transitive verb along with intransitive phrasal verbs. However, difficulties in translating non-separable transitive phrasal verb were seen as less problematic for the students. The major phrasal verbs in which students find it hard while translation were '*came across and passed out*'.

Keywords: Translation, phrasal verb, intransitive phrasal verb, transitive phrasal verb, semantic problem

1. Introduction

Phrasal verbs are an interesting group of words in English language. They are spoken or written. English language has a lot of phrasal verbs which are used in different contexts. Generally, they come from the combination of verb with preposition that may change the meaning of the word for example (*count+ on*) in a sentence means 'trust' or 'believe'. When the object is a personal pronoun, it comes between the verb and the particle for example '*knocked it over*'. Some phrasal verbs are highly polysemous like (*make up, pick up*). Mairs (2015) says that multiword blend of verb + adverb, verb + preposition, or verb + adverb and preposition that function like one-word verbs are known as phrasal verbs. They can be transitive or intransitive. Phrasal verbs have an influence on informal language of English, where knowing the meaning is essential in order to make the speech be comprehended by the speakers. Linguists assumed that to be fluent with English language, knowing phrasal verbs are important. In linguistics, phrasal verbs (henceforth PVs) represent one of the most challenging problems for students due to their syntactic structure, idiomatic and non-idiomatic usage, and complex idioms Fauzi (2021).



2. Literature Review

2.1 What is a case study?

According to Samuel & Charlie (2023) it is defined as a research approach, a case study is used to provide readers with a multidimensional understanding of a complex issue in the context of its real-life setting. This is an established method of research that is used widely across a broad range of disciplines, particularly in the social sciences.

2.2 On Defining 'Translation'

Translation is an activity adopted by people it consists of the changing of the meaning of a text between languages. Furthermore, it has been described by (Hatim, 2013 and Mundy, 2001) as remodeling something or text from prototype language to target language between the two languages. Furthermore, another definition of translation has been given by Bassnett (2000) to mean a message between two cultures of both languages not a boundary of linguistic transfer. Meanwhile, according to Newmark (1988, p. 5) translation is "rendering the meaning of a text into another language in the way that the author intended the text". However, translation in the perspective of Gentzler (2008) is believed to be something basically composed of the two cultures, not something that occurs between them.

2.3 The Importance of Translation

The translation process helps in developing the knowledge and skills of learners by providing them with an understanding of the passions of different social groups and we are able to improve their strength and awareness of the world. As a result, authors are able to convey their ideas effectively to a broad audience (Grossman, 2010). Furthermore, It is important to note that there are different types of texts and style contexts available to show learners how language is used in everyday life for communication (Guerra, 2014). Moreover, Translating provides students with the ability to increase their cultural awareness, self-autonomy, and linguistic awareness. In addition, it is also essential to note that translation develops three essential qualities essential to the learning of any language: accuracy, clarity, and flexibility. It also provides the learner with the opportunity to discuss and negotiate meaning, language form, and use ÖGEYİK & ENGİN (2022).

2.4 What is 'Phrasal Verb'?

As the name implies a phrasal verb is a combination of two lexical elements, namely a verb and an adverbial particle - for example get up, sit down, or use prepositions, for example decide on, wait to see how the day goes Kamarudin (2013). Moreover, according to Fernanda et al. (2022) phrasal verbs consist of two words, including a verb followed by a preposition or a verb followed by an adverb that has a distinct meaning for example *set off*, *look after*, *send out*. Therefore, Deep (2005 p: 103) pointed out that phrasal verbs "are composed of a verb and a preposition".

2.5 Types of Phrasal Verb

English language contains different types of phrasal verb. Therefore, three types of them have been identified by Wild (2010) as the followings:

1. Intransitive phrasal verb

- a. Things are looking up.
- b. I give up!
- c. The plane took off.

2. A transitive phrasal verb with a nominal direct object

- a. I looked the word up in the dictionary/I looked up the word in the dictionary.
- b. They gave their baby up for adoption/ they gave up their baby for adoption.
- c. Isaac took his socks off/ Isaac took off his socks.



3. A transitive phrasal verb with a pronominal direct object

- a. I looked it up in the dictionary [I looked up it in the dictionary].
- b. They gave her up [They gave up her].

2.6 The Difficulties of Translating Phrasal Verb

Generally, the difficulties students encounter when translating phrasal verbs from one language to another can be attributed to some problems that they face. There are two types of problems that are addressed by Asadu (2016).

1. Semantic problems

This refers to the change in the meaning of phrasal verbs which is affected by context and the environment. An example is provided by Koltai (2013) the phrasal verb *Turn around* has two different meanings. *First*, is stop being unsuccessful: get to be successful. *Second*, reverse the direction of something or someone. However, the concept of semantic change according to Sadiq (2008) is related to historical change that happens to the word connected with people's way of thinking and behavior in various ages.

2. Syntactic problems

Known as the difference of place of particles in a phrasal verb. For example:

- a) The student **put her** bad grade **down** to tiredness.
- b) The student **put down** her bad grade to tiredness.

In the first sentence the meaning shows how the student referred the reason of her low grade to tiredness. While, the second sentence indicates that because of the bad grade the student is feeling tired. There have also been other difficulties discussed by other researchers, for instance Mundy (2001) indicates that finding equivalents for phrasal verbs in the target language can be difficult. Another factor that Chang (2016) has clarified is that students in non-native environments are less likely to become habituated to phrasal verbs, for example Kurdish learners live in a Kurdish society, so they do not use phrasal verbs often in English.

3. Methodology and Data Collection

3.1 Population and Sample

The paper has been limited to (30) students of Paytaxt Technical Institution -Erbil for the academic year 2022-2023.

3.2 Data Collection

The data has been collected by providing a test to the participants. The test included 10 items, containing 10 sentences to be translated by the sample of the paper from English to Kurdish language. The test was divided into two parts. The first part was devoted to general information about the participants. While, the second one to the sentences for translation.

3.3 Reliability & Validity

The test has been given to the sample again after 10 days. In order to check the answers', so that the result of the findings to be more reliable. Furthermore, the test paper has been checked by experienced jury members to know whether the items were suitable for achieving the purpose of the paper or not, and also to check the grammatical mistakes of the items, if there is any, before handing them over to the participants.

3.4 Ethics

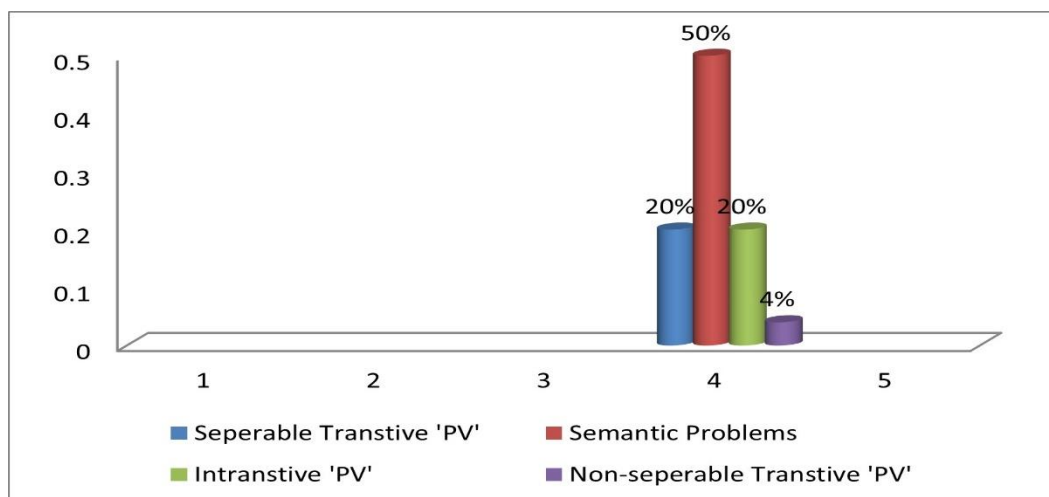
In this study, the first section of the test included information and a consent letter which maintains information about the title, aim, information on the result of the study and the contact information of the researcher.



4. Data Analysis and Discussion

Introductory Notes

This part is devoted to present the process of data analysis of the current study. The data are collected by namely, a test. The sample responses have been calculated, and then the results transformed to percentage in the Bar chart below.



In the response to the items of “1, 2, 3” 22% of the sample has syntactic difficulties; this means that they have problem in translating separable transitive phrasal verbs.

Concerning items “4, 5, 9, 10” one can notice that half of the sample 50% faces semantic problems in translating from English to Kurdish: which signifies that they have difficulties in translating the same phrasal verb with different meaning in context. The reason behind this refers to non-native environment of the sample.

As far as items ‘6 and 7’ 20% of the sample experiences difficulties in translating intransitive phrasal verbs; which indicate that the students face syntactic problems while translating intransitive English phrasal verbs.

The students’ answer to item ‘8’ reveals that they have difficulties in translating non-separable phrasal verbs; the percentage is 4% which indicates that students face less problems in translating non-separable transitive phrasal verbs than separable once in sentences.

The Phrasal Verbs where most of the students find them hard while translating from English to Kurdish are ‘*passed out, came across*’. They are examples of intransitive phrasal verbs.

5. Conclusions

Having completed the paper and from interpreting the data collected, it is concluded that the majority of the students’ struggle in understanding and translating the phrasal verbs that convey different meaning according to context. Moreover, the same proportions of students face syntactic difficulties in separable transitive and intransitive phrasal verbs, followed by non-separable phrasal verbs. From analyzing the results, it is concluded that ‘*Passed out & came across*’ are the phrasal verbs that the majority of students find them hard while translation from English to Kurdish.



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Appendix

Consent Form

Dear Respondent,

The researcher is currently carrying out a study entitled "**Students' Difficulties in Translating Phrasal Verbs :A case study in private institution** "The study aims at exploring the difficulties that the students face while translating phrasal verbs and identifying the phrasal verbs that the majority of students find hard while translating them. Your identity and individual responses will be kept confidential and will be used only for research purposes.

Phrasal verb: Is a blend of two lexical items a verb and an adverbial particle like (get up, sit down) or with prepositions for example (decide on, wait for).

Thanks for your cooperation.

- I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- I understand that my participation is voluntary and I can phase out any time without giving any reason.
- I understand that any information given by me maybe used in future reports, articles or presentations by the research team.
- I understand that my name will not be appearing in any presentation, report or Articles.
- I agree to take part in the above study

Part One : Background Information

Please, put a **tick** in the appropriate box and write your answer in the spaces provided.

1. Gender

Male Female

2. Age

19-21 22-24 25-30

Part Two:

Q/ Translate the following sentences in to Kurdish Language:

1. Where is the shirt I lent you? I need to **take it back**.

2. Could you help me with this math problem? I can't **figure it out**.

3. Could you tell me your e-mail address again? I didn't **write it down**.

4. He **came across** as shy because he spoke so quietly.

5. My grandfather **passed out** last year.

6. Get a relative to **look after** the children.

7. He is **going back** to Russia next month.



8. **Check out** that website_ it is really great.

9. The teacher **passed out** the test to the students.

10. I **came across** my old school reports when I was clearing up my desk.

کيشه‌ی خویندکاران له وه‌رگيرانی فرماني رسته‌ی حاله‌تیکي خویندن له دامه‌زراوه‌ی تايهت

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پوخته

گرنگه‌ ئه‌وه بزاینه که پۆلی وه‌رگيران له ئیستادا به‌رده‌وام له زیادبووندا به‌ و له ئه‌نجامی گه‌شه‌کردنی پرۆسه‌ی جيهانگيری له سه‌رانسه‌ری جيهاندا پووه‌دات. له‌گه‌ڵ ئه‌وه‌شدا، تیکه‌له‌ی (فه‌رمان و ئه‌دقیرب) وه‌ک هه‌لگرتن یان فریادن یان له‌گه‌ڵ (پریپۆزیشن) وه‌ک هه‌ولدان و هه‌ستانه‌وه به‌ گشتی به‌ ده‌سته‌واژه‌ی فاراسال ناسراوه که بۆ قوتاییان قورسه. بۆیه ئامانجی ئه‌م توێژینه‌وه‌یه ده‌زینه‌وه‌ی ئه‌و کيشانه‌یه که پووبه‌رووی خویندکاران ده‌بنه‌وه له کاتی وه‌رگيرانی ده‌سته‌واژه‌کان له ئینگلیزییه‌وه بۆ کوردی، هه‌روه‌ها دیاریکردنی ده‌سته‌واژه‌کان که زۆربه‌ی خویندکاران له کاتی وه‌رگيراندا به‌ زه‌حمه‌ت ده‌زانن. ئه‌م توێژینه‌وه‌یه هه‌ولده‌دات وه‌لامیک بدۆزیته‌وه بۆ ئه‌م پرسیره‌ی خواره‌وه: خویندکاره‌کان پووبه‌رووی چ کيشه‌یه‌ک ده‌بنه‌وه له کاتی وه‌رگيرانی ده‌سته‌واژه‌کان له ئینگلیزییه‌وه بۆ کوردی؟ زیاتر ئه‌و فه‌رمانانه چين که زۆربه‌ی خویندکاران له کاتی وه‌رگيراندا زه‌حمه‌ت ده‌بینن؟ سه‌ره‌پای ئه‌وه‌ش، توێژینه‌وه‌که سنووردار بوو بۆ خویندکارانی قونای دووه‌می به‌شی زمانی ئینگلیزی له په‌یمانگای ته‌کنیکی به‌یتاخ‌ت - هه‌ولێر بۆ سالی خویندن 2022-2023، و نموونه‌ی توێژینه‌وه‌که (30) خویندکاری تیدابوو. به‌ ئه‌نجامدانی تاقیکردنه‌وه‌یه‌ک بۆ به‌شداربووان کۆکرايه‌وه هه‌رچه‌نده ده‌سته‌واژه‌کان به‌زۆری کيشه‌یان هه‌یه بۆ فیرخووانی زمانی ئینگلیزی، به‌لام هۆکاری جۆراوجۆر ئاماره‌یان پیکراوه، له‌وانه چۆنه‌تی دروستکردنی کرداری رسته‌ی، هه‌ندیک هۆکاری تر که په‌یوه‌ندیان هه‌یه به‌ ژینگه‌ی قسه‌کردنی په‌سه‌نه‌وه، و کيشه‌کانی په‌یوه‌ست به‌ واتاناسی و ریزمان ئه‌نجامه‌کان ئه‌وه‌یان ده‌رخست که زۆر کيشه‌ هه‌یه که قوتاییان پووبه‌رووی ده‌بنه‌وه له کاتی وه‌رگيران له ئینگلیزییه‌وه بۆ کوردی. گرنگترین لایه‌نی زه‌حمه‌ته‌کان ئه‌وه‌یه که شکست به‌یته‌ت له دۆزینه‌وه‌ی مانای دروستی هه‌مان فه‌رماني رسته له چوارچێوه‌یه‌کی جیاوازا، بۆیه ریزه‌ی سه‌دی په‌کسان هه‌یه له ژماره‌ی ئه‌و خویندکارانه‌ی که پووبه‌رووی کيشه‌ ده‌بنه‌وه له وه‌رگيرانی نيمچه رسته‌کان به‌ کرداری گواسته‌وه‌ی جیاواز و نیوه رسته‌کان به‌ کرداری پێویست. له‌گه‌ڵ ئه‌وه‌شدا، وه‌رگيرانی نيمچه رسته‌کان له‌گه‌ڵ کرداری پێویسته‌کان به‌ کاتی گواسته‌وه‌ که‌متر به‌ زانیاری بۆ قوتاییان داده‌نرێت. یه‌کیک له‌و رسته‌ زاره‌کیانه‌ی که قوتاییان به‌ زه‌حمه‌ت وه‌ری ده‌گيرن ئه‌وه‌یه (ئو هات و بیهۆش بوو)

وو شه کليلة‌کان: وه‌رگيران، فرماني په‌رسه‌ل، فرماني هه‌راسانی ناته‌واندنه‌وه، فرماني په‌رسه‌لی ره‌وش، کيشه‌ی ره‌سمی

صعوبات الطلاب في ترجمة أشباه الجمل الفعلية: دراسة حالة في مؤسسة خاصة

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ملخص

من المهم أن ندرك أن دور الترجمة يتزايد باستمرار في الوقت الحاضر ، ونتيجة لعملية العولمة المتنامية التي تحدث في جميع أنحاء العالم. علاوة على ذلك ، فإن الجمع بين (الفعل والظرف) مثل التقاط أو التخلص أو مع (حرف الجر) مثل يحاول على والاستيقاظ يُعرف عمومًا باسم أشباه الجمل الفعلية الذي يصعب على الطلاب. لذلك ، يهدف هذا البحث إلى استكشاف الصعوبات التي يواجهها الطلاب أثناء ترجمة أشباه الجمل الفعلية من اللغة الإنكليزية إلى الكردية ، والتعرف على أشباه الجمل الفعلية التي يجدها غالبية الطلبة صعبة أثناء الترجمة. يحاول هذا البحث إيجاد إجابة على السؤال التالي: ما هي الصعوبات التي يواجهها الطلاب أثناء ترجمة أشباه الجمل الفعلية من الإنكليزية إلى الكردية؟ علاوة على ذلك ، ما هي أشباه الجمل الفعلية التي يجدها غالبية الطلاب صعبة أثناء الترجمة ؟

وبالإضافة إلى ذلك ، اقتصر البحث على طلاب المرحلة الثانية من قسم اللغة الإنكليزية في معهد بايتخت التقني - أربيل للعام الدراسي 2022-2023 وكانت عينة البحث تتضمن (30) طالباً. تم جمع البيانات من خلال إجراء اختبار للمشاركين. وعلى الرغم من أن أشباه الجمل الفعلية عادة ما تحمل صعوبات لتعلمي اللغة الإنكليزية حيث تمت الإشارة إلى عوامل متنوعة تتضمن الطريقة التي يتم بها إنشاء أشباه الجمل الفعلية وبعض الأسباب الأخرى المتعلقة بالبيئة المحيطة الناطقة غير الأصلية والمشاكل المتعلقة بالدلالات اللفظية والنحو.

أظهرت النتائج أن هناك الكثير من الصعوبات التي يواجهها الطلاب أثناء الترجمة من اللغة الإنكليزية إلى الكردية. أهم جانب في الصعوبات هو الفشل في إيجاد المعنى الصحيح لنفس أشباه الجمل الفعلية في سياق مختلف، وبالتالي فإن هنالك نسب مئوية متساوية في اعداد الطلبة الذين يواجهون صعوبات في ترجمة اشباه الجمل ذات الفعل المتعدي المنفصل واشباه الجمل ذات الفعل اللازم. ومع ذلك فإن ترجمة أشباه الجمل ذات الفعل المتعدي المتصل كانت تعتبر اقل أشكالا للطلبة. ومن أكثر الجمل الفعلية التي يجد الطلاب صعوبة في ترجمتها هي (جاء عبرواغمي عليه).

الكلمات الدالة: الترجمة ، أشباه الجمل الفعلية ، أشباه الجمل الفعلية غير المتعدية ، أشباه الجمل الفعلية المتعدية ، المشكلة الدلالية