Lexical Translation Problems of the Yemeni EFL Learners Translating Multi-Word Verbs

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Abstract

The present study investigates one of the learners' real problems in such complicated grammatical area that is the translation of multi-word verbs into their Arabic equivalents. It is an attempt to analyze the lexical translation problems of Yemeni learners of English as a foreign language. It sheds light on the errors made by the learners when they translate multi - word verbs into Arabic and vice-versa. It discusses the difficulties the learners face when they deal with this grammatical category. It aims at having a picture of Yemeni learners' ability to translate English multi-word verbs into their Arabic equivalents and vice versa. It attempts to identify the reasons behind the misconception and misuse of phrasal verbs and to recognize the reasons behind committing these problems when translating them from English into Arabic and vice versa. The research data was collected from a translation test, given to 315 undergraduate students, studying in three Yemeni public and four private universities. The test was corrected and the learners' responses were analyzed and interpreted accordingly. The prime findings reveal that Yemeni EFL learners couldn't translate the phrasal verbs into their Arabic equivalents accurately. They find it more difficult to translate Arabic expressions into their English equivalents, and not the vice versa, especially in the area of multi – word verbs The reasons behind that inaccurate translation lies on the learners' insufficient practice, dependence on literal translation, their total ignorance of the words meaning, unfamiliarity of this grammatical category and insufficient exposure to them.

Key Words: multi-word verbs, lexical translation, Yemeni EFL learners

Introduction

Translation is a more merely an inter-linguistic process. It is more complex than replacing a source   language text with a target language text. It includes linguistic, educational and cultural nuances that can shape the options and attitudes of recipients. It means transferring the message and meaning from one language to another.

Translation becomes an important field at the present time, and therefore it is important to give it more attention especially in the Arab world where English is used as a foreign language. The attention should be increased in Yemen where there are no many competent translators to answer the need of the market for sufficient translators who are able to translate various categories of documents. From the researcher's long experience of teaching, it becomes clear that Yemeni learners of English face a lot of difficulties in getting the meaning of some English words. Therefore, they sometimes fail in transmitting the message clearly because of the difficulty of some English words such as phrasal verbs which seem to be foreign, so they sometimes create a kind of ambiguity for students which results in

misunderstanding of the sentence while translation from English into Arabic and vice versa. Thus, the researcher attempts to investigate type and nature of difficulties they face during translating such kind of expressions. It is also advisable to identify why they make these errors when translating phrasal verbs into their L1. The main concern of the present study is to investigate lexical translation errors and problems occur when translating phrasal verb.

Phrasal verbs are an interesting linguistic phenomenon. They are found in Middle English. They were also common in Shakespeare's writings and often used to define verbs of Latin origin. They are very specific linguistic features in English. "Very few languages have phrasal verbs like English (Macmillan, 2009: 6). The English language is characterized by the existence of numerous phrasal verbs.

Phrasal verbs are important in English language and for learners to be learnt and mastered. Using phrasal verbs both in spoken and written language makes them around natural and native alike, because they are used in natives' both speech and writing. They are more expressive than single word verbs as they are indisputably important for the learners of English language. They can be used in both situations, formal and informal. "phrasal verbs are used across all types of texts, even where the writer or the speaker has the option of choosing a single word alternative" (Macmillan, 2009: 14).

Translating phrasal verbs from English into Arabic is one of the main difficulties that some Arab translators and Yemeni learners of English face in their daily life. So, it is very important to devote some

time to investigate this real problem. Thus, this study attempts to discuss and find out the problem of the learners misconception of translating English phrasal verbs. it also attempts to suggest some solutions for this problem. It is concerned with phrasal verbs as being a very specific characteristic trait of English semantics. It sheds light on phrasal verbs as being an important linguistic component in English and problematic issue in lexical translation. The target is to deal with phrasal verbs and their importance in the English sentence. A more focus is on the lexical translation problems while translating them from English into Arabic. Yemeni EFL learners find difficulties when translating them; they are a real problem and a difficult translation task due to their misleading unpredictable nature, in addition to learners' unfamiliarity and limited exposure to them.

Background

Placing prepositions and adverbs after some verbs in English, in order to obtain different and various meanings, is a very frequent trend in Modern English. These verbs are called phrasal verbs. (Thomson & Martinet, 2009).

> " phrasal verbs are made up of a verb and a particle. A particle can be an adverb such as (**'out',** or **'away'**) for example, **'go out', 'put away'**, or it can be a preposition such as (**'with'** or **'from'**) for example, **'deal with'**, or **'shrink from'**.

Some phrasal verbs have two particles: both an adverb and a preposition for example: " **get on with**", " **stand up for**" (Macmillan, 2009: 2). Parrot and Crystal call them multiword verbs. Parrott (2000) defines multiword verbs as being "made

up of a verb, e.g. (**come, get, give, look, take**) and or more particles. Particles are words that we use as adverbs and/or prepositions in other contexts (e.g. **away, back, off, on, out**) (P. 108). To illustrate his definition, Parrott (2000) has given the following examples:

1. I don't **come to** until several hours after the operation.

2. I couldn't **put up with** the noise any longer.

According to some grammarians, multiword verbs are the best name for this linguistic phenomenon to refer to all the forms. Phrasal verbs can take (verb+ adverb/ verb + preposition/ verb + adverb + preposition). These possible combinations are distinguished by two different names for some other grammarians. When the particle is a preposition, the combination is called a prepositional phrase. When the particle is an adverb and a preposition, the combination is called a phrasal prepositional phrase. The name multiword verbs seems the best name since it covers all these forms. Phrasal verbs are best described as a lexeme that is a unit of meaning that may be greater than a word (Crystal, 1995). They perhaps obtained from combining the same verb with different particles. Therefore, different meanings are obtained (e.g. **break away, break down**, **break in**, **break out**). The same multiword verb may have more than one meaning (e, g. I **broke** the chapter **down** into small units, or the car **broke down** just outside London). Other verbs are combined only with one particle, and generally have only one meaning (e. g. **Log on**) (Parrott, 2000). Jesperson (1968) defines phrasal verbs as: "short" verbs are

frequently used in connection with adverbs and prepositions in a way that the meaning of the combination can be in no way deduced from the meaning of each word separately, for instance, **'put in', 'put off', 'put out', 'put up', 'make out', 'make for', 'make up', 'set down', 'set in', 'set out', 'set on', ' set up'** (Fraser, 1976: 64).

This definition indicates the fact that the meaning of phrasal verbs cannot be obtained by knowing the meaning of the simple verbs separated from the meaning of the particles. The meaning of the simple verbs differ from their meaning when they are related to any particle (Parrott, 2000). **Problems of translating phrasal verbs**

"One of the biggest problems for students is the translation of special fixed phrase" (Ghasala, 1995: 131). Special phrases are phrases with a special meaning which cannot be understood from the direct meaning of their words nor from their total meaning when taken together. Phrasal verbs are one type of special fixed phrases, learners of English find problems when translating them. They are unable to either translate them or give correct or appropriate equivalents for them in the target language (TL) that is Arabic. Since learners of English face problems in understanding and using phrasal verbs, there will be a mistranslation or incapacity of translating them.

According to Ghasala (1995), phrasal verbs are difficult for learners to be translated from English into Arabic because they are "misleading" and are usually confused with prepositional verbs which are not idiomatic and retain their

direct meaning. Ghasala says that what makes the translation of phrasal verbs difficult is the fact that they are mostly unpredictable. They are difficult to be guessed (of course not in all cases).

These problems are due to the misunderstanding or the total ignorance of the words meaning. Lexical problems which may be encountered when translating can be classified as various categories such as:

1. Lexical meaning 2. Phrasal 3. Synonyms   4, polysymy and monosymy 5. Collocations   6. Idioms 7. Proverbs   8. Metaphors 9. Technicals   10. Proper names, titles, political establishments, geographical terms and UN acronyms (Ghasala, 1995: 20 – 21).

"It is well known that phrasal verbs are challenging area of English language learning and teaching" (MacMillan, 2009: 271). Therefore, the present study attempts to identify some of these challenges and difficulties that face Yemeni learners of English while translating them into their L1 (Arabic). It offers some solutions for the main problems that learners experience when they try to use phrasal verbs in their own speech and writing. The translation test given to the learners focuses on combinations of high frequency verbs, with which learners ought to be familiar (such as **go, take, put, and give**), with:

Adverbial particles such as **up, in, out, off, to,** and **with**.

Prepositional particles such as **at**, **for**, **to**, and **with** (MacMillan, 2009).

MacMillan (2009) also points out that there are two types of evidence that help with understanding the kinds of problem that learners have when they use phrasal verbs. These problems are:

- Experimental   data,   such   as translation tests or multiple-choice tests in which learners have to select the most appropriate verb (phrasal verb or single-word verb) to fill in a gap in a sentence.

- Computer learner corpora, which are electronic collocations of spoken or written texts produced by learners (such as essays or transcribed conversations). On the basis of this evidence, we can identify a number of issues that seem to cause problems for Yemeni learners of English.

MacMillan (2009: 271) highlights six main problems in relation to phrasal verbs formed with   adverbial particles:

1. **Avoidance**: he suggests that learners who lack phrasal verbs in their mother tongue tend to avoid using phrasal verbs in English. This doesn't mean that they do not use phrasal verbs at all, rather that they use fewer phrasal verbs and more single-word verbs than native speakers. This problem occurs more frequently when Yemeni learners translate different kinds of texts from English into their L1 (Arabic) according to the researcher's experience of teaching English to different levels of EFL learners.

2. **Style deficiency**: research has shown that EFL learners tend to be stylistically deficient; that is, they

appear to be largely unaware of the differences between informal speech and formal writing. They have tendency to use more phrasal verbs in formal writing than in informal speech.

3. **Semantic confusion**: the most common errors made by learners when using phrasal verbs are semantic errors, reflecting an incomplete understanding of the meaning of phrasal verbs. Learners confuse phrasal verbs and single-word verbs whose meanings are related. E.g.

- He has to **find out** (discover) new means to fight against them.

- Students couldn't **put on** (wear) a scarf in winter.

- He will **find out** (find) that the number of conventional families decreases.

4. **Lack of collocational awareness:** studies have shown that learners lack 'collocational awareness'; that is, they tend to be unaware of preferred relationships that exist between some words, some words belong together with other words and occur more naturally with these words rather than with that of other words with the same meaning. For example, if you are using a camera, you do not **make a picture** but you **take a picture**. You do not say that 'scientists **made an experiment'**, but 'they **conducted or carried out an experiment'**. Learners tend not to be an aware of these special relationships, which means that they often combine words that do not

normally occur in each other's company.

5. **Using idiosyncratic phrasal verbs:** learners sometimes use phrasal verbs that do not actually exist in English, either because they mix up verbs, because they use the wrong verb or particle, or possibly also because they feel the need to create a new phrasal verb by combining a verb and a particle to cover a gap in the language.

e.g. These differences need to be **levelled down** (ironed out).

6. **Syntactic errors**: the learners sometimes make syntactic errors involving transitive phrasal verbs being used intransitively, and vice versa.

There are some other errors learners make when they use phrasal verbs. perhaps the source of these errors is the learners L1, or it is perhaps due to intralingual confusion. Sometimes English verb can take more than one prepositional particle (with different meanings), and the learner confuses the two. E.g. The group ... consists in (consists of) five students (= is made up of five students).

Another cause which makes the translation of phrasal verbs difficult is learners' unfamiliarity and limited exposure to them. Learners of English whose mother tongue does not contain these formations are likely not to use" therefore they will be unable to translate them. Arabic has similar formations to the English phrasal verbs (Kharma, 1997). In Arabic, the particle that comes after

the verb is more frequently a preposition rather than an adverb.

E, g.1. 'yahtam be' يهتم ب (to take care of)

2. 'yandor ela' ينظر الي (to look at).

   3.   'Yanam ala' ينام علي (to sleep on).

   4.   'Yath hab bishai ela' يدهب بالشي الي (to take away).

   5.   'yatala am maa' يتلاءم مع (to cope with).

   6.   'Yataharrab min' يتهرب من) to get out of).

   7.   'yansajem maa' ينسجم مع (to get on with)

   8.   Yufeeg min eghma ah يفيق من إغماءه (to come to).

   9.   'yata wagaf ann' يتوقف عن (to give up). (Kharma, 1997) .

Since Arabic language contains these formations, learners should be familiar with them, unfortunately, it is not the case. Familiarity is not having phrasal verbs in the learners' mother tongue only. It is also a matter of being exposed to them. Learners' unfamiliarity with phrasal verbs may be linked to their limited exposure to them in classrooms may be because of teachers' insufficient focus and use of phrasal verbs or insufficient practice (ALJazairee, 2009). The wide range of phrasal verbs and their various meanings also make it difficult to the learners to memorize them.

Statement of the problem

 Some translation problems arise at the word level; especially when it comes to translation from English to Arabic. Thus, for students to understand the message of the English text clearly which is in this case the source text, they need to understand the meaning of words especially key words so to translate them successfully to produce a coherent target text in Arabic. Yemeni learners of English make many mistakes while translating such texts from English to Arabic especially lexical items which are not available in their L1 such as multiword verbs. This study focuses on identifying the nature of the problems they encounter when translating from English to Arabic. It investigates and finds out the reasons behind committing these problems.

Rationale of the study

 This study makes people aware of the fact that translation is affected by some factors such as lexical, educational and cultural. It highlights the semantic problems Yemeni EFL learners face when translating lexical items. Besides, it serves to come up with some practical solutions to overcome these problems.

   The researcher hypothesized that if Yemeni EFL learners master English phrasal verbs and know their exact meanings in the source language (English), they would not totally deviate from the behaviour and rely on the context thus, they would not provide wrong Arabic equivalents.

Significance of the Study

The present study sheds light on phrasal verbs as being an important linguistic component in English and problematic issue in translation.

   There is no doubt that any researcher is obliged to confront them (when translating from English into Arabic) or to use them (when translating from Arabic or any other

language into English). Yemeni Learners of English find difficulties when translating them; they are a real problem and a difficult translation task due to their misleading unpredictable nature, in addition to learners' unfamiliarity and limited exposure to them. So this study will figure out problems that Yemeni learners of English meet in translating phrasal verbs from English into Arabic and present some solutions for the problems of the learners' misconception of translating English phrasal verbs.

This study sheds light on the nature of lexical translation difficulties Yemeni learners face when translating important English grammatical items such as phrasal verbs into their Arabic equivalents, it figures out Yemeni learners' problems during the translation from L2 to their L1 and proposes some practical solutions to these problems.

Questions of the study

This research addresses the following questions:

1. What lexical translation problems Yemeni undergraduate learners face while translating multi-word verbs from English into Arabic and vice versa?

2. What are the reasons behind committing such problems?

3. To what extent lexical translation problems influence the translation process?

4. Does the linguistic context help students in translating multi-word verbs successfully?

Objectives of the Study

The present study aims at:

1. Investigating and analysing lexical translation problems made by Yemeni undergraduate learners while translating multi-word verbs from English into Arabic and vice versa.

2. Identifying the nature of these problems and recognizing the reasons behind committing them.

3. Suggesting some solutions and recommendations to elucidate these problems.

Scope and Limitation

The present study is limited in that it is restricted to a group of undergraduate learners (level four) studying English in the faculties of education and languages affiliated to seven Yemeni universities. The findings of the study could have been more generalizable. Setting its context, this research will study a group of EFL learners in an Arabic environment in an attempt to providing rich empirical data to investigate the learners' problems and difficulties while translating such limited grammatical area (phrasal verbs). In addition, the study is confined to the analysis of some specific and particular semantic deviations within the lexical level.

However, it is important to mention that the pedagogical significance of this study lies in its implications for giving remedial suggestions and recommendations in such a way as to address the problems and difficulties that face Yemeni learners while translating such complicated grammatical category.

Methodology

The present study is made up of two parts. The first part is a theoretical part. It is

about phrasal verbs, their definition, types, and learners' problems with this particular linguistic part. In this case, the researcher uses some books, essays journals, and researcher papers related to the problem being studied to have references and guidance in explaining and analyzing the data. The second part is empirical. The researcher uses field research in order to get a lot of information and data that are relevant with this study. It is concerned with the analysis of the results of the test given to the learners. The test targets are senior level students (level 4). Thus, this part is concerned with the findings of the test. Translation test including phrasal verbs was distributed to the target respondents in the classroom. The researcher collected the data from one resource. The test consists of five sections according to the lexical problems the study investigates. The first two exercises are a test of the learners' knowledge made up of phrasal verbs chosen according to Macmillan's scale of most common phrasal verbs in English. This section consists of multiple choice questions. In this part, he gives one five items of phrasal verbs. There are four choices for each item to be selected by the respondents. One of these choices is the correct translation. The third exercise is to see whether they are able to translate them even if they are given in context. The fourth exercise is to measure the learners' ability to translate phrasal verbs from Arabic (the learners L1) into English (their L2). The fifth exercise includes Arabic phrasal verbs in context to see whether they are able to translate them if they are given in context.

This study is applied to senior levels of Yemeni undergraduate learners studying English as a foreign language. The target population of the study consists of a group of 315 undergraduate students enrolled in the fourth year in the department of English at nine colleges in three public universities, namely college of education, college of languages, Amran university, college of Education, Arhab, college of education, Mahweet, Sana'a university, college of education, ALBaiydha university, in addition to four private universities, college of languages, Modern Sciences university, college of Humanities, Yemen university, college of Humanities, ALNasser university and college of Education, university of Science & Technology, Yemen. The subjects selected were a mixture of male and female students. They have undergone six years of English instruction in the public schools and nearly four years in English at the university level. They have studied many different courses including translation ones.

Review of the related literature

Mohammed Khatib (2011) investigated the effectiveness of interventionist and non-interventionist approaches to learning (both recognition and production) of phrasal verbs. To this end, 63 Iranian EFL learners in three groups, with equal number of participants, participated in the study. The results revealed the superiority of interventionist groups over the non-interventionist groups in both recognition and production of phrasal verbs. In addition, the interventional explicit group greatly outperformed the interventional implicit group both recognition and production. This effect of interventionist learning implies the necessity of a more balanced approach involving both implicit and explicit practice and instruction in

order to enhance the acquisition of phrasal verbs.

Khoury (2008) investigated whether morphological awareness of the main word formation process of root and patterns in L2 Arabic facilitated learners' ability to infer meaning of unknown words, coin new words, and retain words. Results showed that students who received explicit instruction and training on roots and patterns significantly out – performed those who did not in referring and coining unfamiliar items. Morphological awareness greatly enhanced students' lexical inferencing and coining abilities.

Abbadi (2007) studied real life translation problems. The study was based on the analysis of lexical and grammatical errors at textual levels. The underlying problems were then interpreted in the light of the inherent difficult nature of some categories as outlined by available literature and translators' competence.

Deeb (2005) analyzed lexical translation problems when translating from English to Arabic. Her study provides a ranked taxonomy of problems in translation from English into Arabic that was developed through two empirical studies. The taxonomy consisted of four levels: supra, main, sub, and sub sub categories. She studied translation problems in the field of vocabulary, grammar and text.

Procedures of Data Analysis
Regarding data collection, the researcher used translation test. The test consists of five main exercises given to the subjects (senior level of Yemeni EFL learners). The first exercise is a multiple choice It instructs students to select the Arabic equivalent meaning for each underlined English phrasal verbs in context. The

second exercise instructs students to translate some English phrasal verbs given in context into their L1 (Arabic). The third exercise is a group of English sentences contain phrasal verbs and the learners were asked to translate them from English into Arabic. The fourth one is a group of Arabic sentences to be translated into English. The fifth one instructs students to translate some Arabic sentences include phrasal verbs into English (the learners' L2). The test was given to the students in the classrooms, in the second semester of the academic year 2014/2015. After collecting the required data, the learners' translation activities were analyzed.

The researcher presented data (2015) from the department of English students' responses concerning the translation of phrasal verbs. This data is designed by the researcher to elicit feedback exclusively from students who studied English for four years in the university. The analysis of this study was consisted with the analysis of the learners' responses to the given test. The five major activities were analyzed by using the SPSS program, version 11. The researcher identified the learners' responses which uncover their knowledge and competence in the important grammatical area, phrasal verbs.

The main concern of the study is to investigate the lexical translation problems faced by Yemeni EFL learners when translating fixed expressions; such as phrasal verbs. The major aim of the present study is to analyze the nature of errors and problems in the performance of a group of Yemeni learners studying English in the faculties of education and languages affiliated to seven Yemeni universities. The analysis of the deviations offers a significant insight into the nature

of difficulties that face the learners when they translate phrasal verbs. the given test focuses on the problems of the learners' misconception of translating English phrasal verbs into Arabic and vice-versa. Through this test, data will be collected and analyzed in order to understand the learners' inability to translate the English phrasal verbs into Arabic in the right way and to discover the reason lying behind their mistranslation.

Keeping in mind the problems under investigation, the researcher began analyzing the learners' responses considering the semantic deviations while translating the given tasks in this grammatical category. First, each script was scrutinized for identifying the semantic deviations when translating phrasal verbs. The second procedure adopted in evaluating deviances at the lexical level.

The following procedures are followed in reporting the results of the study:

- Presenting tables of the frequency and percentage of correct and incorrect translations.
- -identifying the learners' translation problems.
- Explaining deviations in terms of their sources hypothesized by the researcher (the misconception of meaning, inappropriate translation).

Since phrasal verbs are difficult to be understood from the context (unlike simple verbs), learners tend to translate them inappropriately. Results in tables (1-5) show that Yemeni EFL learners are not able to give the right, or appropriate or even the closer equivalent for phrasal verbs. One possible explanation to this is that learners are unaware of the meaning of phrasal verbs. In other words, Yemeni EFL learners do not know the meaning of phrasal verbs well due to their insufficient practice.

Discussion of the Results

Phrasal verbs in context	The translation	The students' correct translation	
		frequency	Percent
1. Can we _**rely on**_ him to support us?	يعتمد علي	245	78%
2. The teacher _**gave out**_ the test papers in total silence	يوزع	233	74%
3. Ali had forgotten to _**put**_ his watch _**on.**_	يرتدي	189	60%
4. In looks she _**takes after**_ her father.	تشبه	127	40%
5. He _**made out**_ that he'd won the lottery.	يزعم	162	51%

Table (1): Frequency and percentage of the learners' responses of exercise one

In the first exercise of the test, learners were asked to choose the right translation of English phrasal verbs into their L1 (Arabic). Table (1) shows the number and the percentage of the right and wrong translation of phrasal verbs. Results uncovered that 78% of the respondents (n=245) have translated "_**rely   on**_" correctly. This means that the learners are aware of the meaning of this phrasal verb.

They have selected its basic meaning. Yet 22% have selected wrong translation. This revealed their knowledge of its right meaning. Similarly, the majority of the respondents have translated the phrasal verbs, _"**gave out**"_ and _**put on**_ " correctly. The percentages of their correct translation are 74% and 60% respectively.. The results also unveiled that the learners are to some extent unaware of the meaning of the

phrasal verb "*take after*". This shows their confusion of its right meaning, despite the meaning of this combination is not difficult. The meaning can be guessed or understood from the context. Finally, table (1) shows that 49 % of learners have not selected the right translation of the phrasal verb "*made out*". This indicates that many

respondents (n=153) have ignored the meaning of this phrasal verb. They have selected the wrong translation of this phrasal verb, because they are not familiar with this combination. So they need more exposure with it, and sufficient practice must be given.

Phrasal verbs in context	The translation	The students' correct translation	
		frequency	Percent
1. Have you ever *come across* such a horrible person in all your life?	يلتقي بالصدفة	135	43%
2.Edward *called on* them last night**.**	يزور	31	10%
3.My foot hit the chair and it *fell over***.**	**سقطت**	159	50%
4. You can *pick out* liars by the nervous way they act.	تعرف	78	25%
5. Several of his colleagues were *calling for* his resignation**.**	يطالبون	110	35%
6. They returned home from South Africa when their money **ran out**	نفدت	181	57%
7. We *run up against* a few problems finding enough money.	نواجه	88	28%

Table 2: Frequency and percentage of the learners' responses of exercise two

In the second exercise of the test, students were asked to translate seven English phrasal verbs given in context into their Arabic equivalent meanings. Table (2) shows the number and percentage of the right and wrong translation. As can be seen in table (2) 90% of the respondents have translated the phrasal verb "*called on*" wrongly. Only 10% of them have given the right translation. It seems that they had understood it literally. They used its basic single synonym "to give a telephone call". It seems that the learners are familiar with the meaning of the main combination" **called**" before its connection with the particle "*on*". The majority of the respondents have translated it (to give a telephone call).

The results revealed that 50 % of the respondents have translated the phrasal verb "*fell over*" correctly, because it is somehow used more frequently by the learners, and It is a common verb in English. The learners are to some extent aware of the meaning of this phrasal verb. They have produced its basic meaning.

Table (2) also shows that 57 % of the learners have presented the right translation of the phrasal verb "**ran out**" because they are familiar with the meaning of this combination. It is also used commonly by the speakers. On contrary, only 43% of them have given the correct translation of the phrasal verb"*come across*" because they are to some extent unaware of the meaning of this combination. In the same time, the phrasal verbs "*pick out*", " *run up against*", "*call for*" have been translated correctly by the learners in rates" 25%, 28%, 35% respectively, because they don't know the meanings of these phrasal verbs in the main language. In addition, the meaning of these phrasal verbs cannot be guessed or understood from their individual components. They also did not have enough exposure with them before, so they tended to translate them literally by giving the meaning of the basic combinations "*come*", "*call*", "**pick**".

Phrasal verbs in context	The translation	The students' correct translation	
		frequency	Percent.
1. Don't worry too much. I think that everything will *work out* well in the end.	لا تقلق كثيرا. أظن كل شي سيكون علي يرام في النهاية	232	74%
2. I will *call on* the professor to inaugurate the seminar.	سأنادي البروفيسور ليفتتح المناقشة	125	40%
3. Let's *put aside* our differences and make a new beginning.	لندع خلافاتنا جانبا و نبدأ بداية جديدة	247	78%
4. one day in my village, I *fell in with* a fat wolf.	في احدي الأيام في قريتي التقيت بالصدفة بذئب سمين	41	13%
5. He *looks back* on the sufferings of his early childhood.	هو يتذكر معاناة طفولته المبكرة	119	38%
6. The wind *died down* during the night.	لقد هدأت الريح في الليل	156	50%

Table (3): Frequency and percentage of the learners' responses of exercise three

In the third exercise of the test, the learners were asked to translate six sentences including phrasal verbs into their L1 (Arabic) to be sure if they are able to recognize the meanings of phrasal verbs from their context. Table (3) presents the frequency and the percentage of the right translation.

Table (3) shows that 74% (n= 232) , 78% (n= 247) of the respondents have translated the phrasal verbs "*work out*" and "*put aside*" correctly because they have understood the meanings of these two phrasal verbs from their context. In addition, they are familiar with them because they are used frequently in English. However, only 13 % (n= 41) of the respondents have translated the phrasal verb "*fall in with*" correctly because they don't know the meaning of this phrasal verb in advance. They also aren't familiar with this phrasal verb. This phrasal verb has also complicated structure (phrasal prepositional verb). It has also been illustrated in table (3) that 62% of respondents have given the wrong translation of the phrasal verb "*look back*" and this indicates the total ignorance of this phrasal verb. While only38% of them

have given the right translation of it because they have known the main component of this phrasal verb "*look*" before its connection with the particle "*back*". Similarly, only 40% of the respondents have given the correct translation of the phrasal verb "*call on*", because they don't have known its various uses and synonyms in the source language. Finally, having a look at table (3), it becomes clear that only 50% of the respondents were able to elicit the contextual meaning of the phrasal verb "*die out*" because they have translated this phrasal verb from its total meaning of its components, However, 50% of them have translated this phrasal verb wrongly because they weren't able to guess the total meaning of its components from the context.

To sum up, the learners have confused between the meanings of the verbs alone and the word particle combination. This implies that the learners who have successfully translated the phrasal verbs are aware of their meanings in advance; before deducing them from the context, whereas those who didn't translate them at

all   have   no   knowledge   of   these   combinations.

Arabic phrasal verbs	Translation into English	The students' correct translation	
		frequency	percent
يهتم ب	Take care of	175	56%
ينظر الي	Look at	149	47%
3. يذهب بالشي الي	Take away	48	15%
يتلاءم مع	Cope with	89	28%
5 يتهرب من	Get out of	4	1%
6. ينسجم مع	Get on with	37	12%

Table (4) frequency and percentage of the learners' responses of exercise four

In the fourth exercise of the test, the learners were asked to translate six phrasal verbs from their L1 (Arabic) into English (the learners' L2) to be sure if they are able to recognize their equivalents in English or not.

Table (4) shows that The suitable equivalents of Arabic phrasal verbs were not given by the learners except the first two phrasal verbs "*yahtam bi*" meaning in English (take care of or care of) and "*yandor ela*" (look at) where their correct translations were given in rates 56% and 47% respectively, because they have willingly known their English equivalents. Moreover, the learners have enough exposure with these phrasal verbs. Their English equivalents are common phrasal verbs (care of, look at), and this helped them to give right translation. On contrary, Most of the learners have translated the four Arabic phrasal verb "*yathab bi shai ela*" (take away), "*yatala'am ma'a*" (cope with), "*yataharab min*" (get out of) and "*yansajim ma'a*" (get on with) wrongly. The percentage of their correct translation are 15%, 28%, 1%, and 12%) respectively, because the learners were more focused on the

meaning of their individual components . The learners have used different forms to translate the Arabic phrasal verb *yataharab min*" (get out of) as "escape from" (26%.). 39 subjects have used " run away, run away from, 39 subjects have used "go away, go away from". The learners have also used "go out, get out (35 subjects), "run of, run from" (34 subjects), "avoid of" (14 subjects), "run out" (24 subjects), "far from" (4 subjects),'stay away, far away" (7 subjects), "far from" (4 subjects) and "skull" (7 subjects). 21 respondents didn't give any translation at all, and this reveals their total confusion of the synonyms of this verb. Moreover, this points out that they have no idea about its lexical meaning and/or contextual meaning. They have also translated "*yansajim ma'a*" (get on with) as (cope with and suit with).

In the fifth exercise of the test, six Arabic sentences including phrasal verbs were given, and the learners were asked to translate them into English (their L2) to be sure if the learners are able to recognize the phrasal verbs and give their correct equivalent meanings or not. Table (5) below illustrates the learners' responses. It

reveals the learners' total ignorance of Arabic phrasal verbs. Results unveiled their inability to give the correct translation of Arabic phrasal verbs into English (learners' L2). Although the English phrasal verb "gave up" is a common verb, but the learners didn't use it to translate its Arabic counterpart "*yatruk*". Only 6% of the respondents have translated the Arabic phrasal verb "*yatruk*" into "gave up". 79% of them have translated it "stopped", and 6 subjects have translated it "quit". 16 subjects didn't give any translation. However, this reflects their misconception of the right meaning. 21% (n=65) of the learners have given the appropriate translation of Arabic phrasal verb "*ta'atalat*" (broke down). Although its English equivalent "broke down" is common phrasal verb, it was not used by the learners frequently when they translate the Arabic version. Instead, the learners have used "stopped" (124 subjects) to translate it into English. Similarly, only 11% (n=34) of the learners have given the appropriate translation of the Arabic phrasal verb "*tabe'a*" (go on) although its equivalent is a common English phrasal verb and it is used commonly and mainly used in speech, but the learners didn't use it frequently. Also, the meaning of this phrasal verb is easy to be guessed or understood.30% of them have translated it (follow, follow on, complete) and 34% of them have translated it (continue), because these equivalents are more nearer, yet they are not the exact ones. 8% (n=25) of the respondents have translated Arabic phrasal verb "*yatakhalas min*" (get rid of) correctly. They have given various forms to translate this verb such as (end from, remove, ran away of, release, run of, drop, throw off, delete, overcome, finish, leave, get out). This is because this phrasal verb

is not commonly used and its English equivalent is a complicated phrasal verb (idiomatic phrasal verb). Consequently, the learners became unaware of its meaning because most of them have no idea of its meaning in advance, and the context misled them. Table (5) also shows that the learners are totally unaware of the meaning of Arabic phrasal verb "*elltaga bis sudfah*" (came across). Although the meaning of this phrasal verb can be elicited and can be understood easily within the context, only 3% (n=9) of the respondents have presented its appropriate translation (came across). the learners have translated it (to meet by chance, by accident, meet eventually, meet surprisingly), and some of them didn't translate it at all. This reflects their total confusion of its meaning. The translation of Arabic phrasal verb "*yugna'a*" (to bring around) seems to be the most difficult phrasal verb to be translated by the learners into English. According to the results, 1% of the respondents have presented the appropriate translation of Arabic verb "*yugna'a*" (bring around). Instead, 48% of the learners have used (convince, persuade, convey). 7 subjects have used "agree with", and 4 subjects have used "believe" On the other hand, 16% of them didn't translate it at all. Most of the learners are unable at least to try to translate it even wrongly, therefore they have left it without translation. This reflects their total ignorance of the meaning of this phrasal verb. The learners are totally unfamiliar with this phrasal verb.

To conclude, Yemeni EFL learners have translated Arabic phrasal verbs wrongly, most probably because the learners were more focused on the meaning of its individual components. Moreover, the

context may have not helped the learners to translate Arabic phrasal verbs into their English counterparts correctly, that is why, they had no idea about the phrasal verbs meaning before they are contextualized. Second, the learners are incompetent and unable to express themselves in English, especially when they are requested to use

phrasal verbs. It is also important to point out that Yemeni EFL learners find it more difficult to translate Arabic expressions into their English equivalents, and not the vice versa, especially in the area of multi – word verbs as illustrated in tables (4). And (5).

Arabic phrasal verbs in context	The translation	The students' correct translation	
		frequency	percent
1.يوسف **توقف عن** التدخين مؤخرا	Yusuf gave up smoking recently.	19	6%
2.سيارة أخي **تعطلت** في منتصف الطريق الأسبوع الماضي	My brother's car broke down in the middle of the road last week.	65	21%
3.لا تتوقف عن الكلام, **تابع** من فضلك	Don't stop talking. Go on please.	34	11%
لا أستطيع **التخلص منه** بسهوله	I can't get rid of him easily.	25	8%
5. **التقيت** أحمد **بالصفة** الجمعة الماضية	I came across Ahmed last Friday.	9	3%
6. حاول أن **تقنع** الآخرين برأيك	Try to bring the others around your opinion.	2	1%

Table (5): Frequency and percentage of the learners responses of exercise five

Conclusion

The test is made up of five exercises. The first three exercises investigate the learners' knowledge of meaning of English phrasal verbs. The last two exercises are to see whether they are able to translate from Arabic (the learners' L1) even if they do not know their English equivalents. The results of the test show that in most cases, when there is an ignorance of the meaning of the phrasal verb, there is inability to translate. These results have agreed with the research hypothesis. Through this test, Yemeni EFL learners have proved that when phrasal verbs are unknown and totally new for them, they cannot translate them in a right way. When the phrasal verbs are known to them, they translate them correctly.

In brief, Yemeni EFL learners are unable to translate from Arabic into English

sufficiently because they don't know the meaning in the source language and they are not familiar with English phrasal verbs. In addition, this grammatical category is not given adequate discussion in Arabic. For instance, Arabic doesn't distinguish between prepositional and phrasal verbs. Arabic exposes verbs connection with prepositions, not adverbs Furthermore, the learners have not received sufficient practice to use multi-word verbs. How could a translator transmit the meaning of what is unknown, unfamiliar, unclear and not understood for him?

After discussing essential problems that Yemeni undergraduate learners face while translating lexical expressions, it becomes clear that the learners make these problems due to the poor knowledge of lexical items they have. It is assumed that the problems pertaining to the teaching of English in Yemen differ in terms of size and nature

from one area to another and from one situation to another. However, the main problems pertaining to the teaching scenario remain more or less the same (ALZubeiry, 2004). It is worth mentioning here that learners are given poor and old courses which are taught from 1970s till present. Some of these are large classes, lack of parental motivation, untrained teachers, in addition to unsuitable materials. The study also discovers that the learners lack sufficient knowledge of the similarities and differences between English and Arabic phrasal verbs which causes misunderstanding the meaning while translating from English to Arabic and vice versa. And therefore, it becomes necessary that the learners need sufficient knowledge of lexical expressions which occur in English but not in Arabic and vice versa. The learners also must be provided with sufficient knowledge of translation strategies from L2 to L1 and vice versa.

The results uncover that in most cases, Yemeni EFL learners lack sufficient knowledge of phrasal verbs that enable them to master this complex grammatical area. The study reveals that when there is an ignorance of the meaning of phrasal verbs, there is an inability to translate. When phrasal verbs are unknown and totally new for them, they cannot translate them in a right way. When the phrasal verbs are known to them, they can translate them correctly.

Recommendations

After achieving this brief study, it is advisable to propose the following recommendations:

1. Before translating any lexical item the learners should know the linguistic and

lexical differences between English and Arabic in phrasal verbs.

2. They should be familiar with translation strategies that help them overcoming lexical translation problems.

3. The teacher should also be a good guide for his/her learners. The teacher's role is a great factor to help learners master phrasal verbs, their possible meanings and possible collocation patterns, thus being able to translate them in the right way (Ghasala, 1995).

4. The focus on a careful reliance on context and the use of good dictionaries. The use of good dictionaries helps learning, memorizing, thus producing a right translation.

5. Learners should avoid direct translation. They should look carefully at the context and check a good English – English dictionary and/or English – Arabic dictionary.

6. In short, learners need a lot of exposure to phrasal verbs with more focus and sufficient practice.

7. To iron out the problems of their translation; the effective solutions are to have a lot of exposure to these formations by providing the learners with various activities which contain most frequent English phrasal verbs in different contexts in order to practice and to master them.

8. English curriculum in Yemen also needs development, reactivization, and the teaching strategies of translation courses need a lot of improvements and refinements.

As this study deals only with lexical translation problems from English to Arabic and vice versa. Therefore, the researcher recommends further research

concerning the translation of other   expressions and larger grammatical items.

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