**Students’** **Difficulties in Translating Phrasal Verbs: A case Study in Private Institution**

**Abstract**

 It is important to recognize that the role of translation is constantly increasing at present, and that one of the reasons has to do with 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. Therefore, 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 verb 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, it normally coincides that phrasal verbs 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

**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, which 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 On Defining ‘Translation’**

 Translation is an activity adopted by people. That 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 massage 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 composes the two cultures, not something that occurs between them.

 **2.2 The Importance of Translation**

Translation helps in developing learner's capacity by knowing the passion of different social and increasing learners strengthen and awareness of the world. It helps authors to transfer their ideas to different readers (Grossman, 2010). Different sort of texts, style context represent how language is used in life to communicate to be shown to learners by the use of Translation (Guerra, 2014). Moreover, Translation practice “can raise students’ awareness on the fact that, as a rule, there is not a perfect one-to-one correspondence between the languages involved” (Guerra, 2014, p.155). On the other hand, translation leads students to use source language to review target language Guerra (2014, p.156). However, it is assumed that learners’ analytical skill and problem-solving can be enriched by the import of translation. (Guerra, 2014).

 **2.3 What is ‘Phrasal Verb’?**

 A 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* Kamarudin (2013). Moreover, according to Fernanda, Noryatin, Sinaga, & Surista (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”.

 **2.4 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].

 **2.5 The Difficulties of Translating Phrasal Verb**

One of the problems that happen to the students’ while translating phrasal verbs from one language to another generally refers to some difficulties that they face. Two types of problems have been proposed 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.

1. **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.

Other researchers have mentioned about some other difficulties like Mundy (2001) points out that finding equivalent of the phrasal verb in the target language is one of the difficulties. In addition , one more factor that has been clarified by chang (2016) is the students’ non-native surroundings in which phrasal verbs are leaser to be habituated *for example Kurdish learners’ do not use a lot of English phrasal verb daily because of living in a Kurdish society .*

**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 conducted 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 first part 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 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 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.



 Figure (1) Difficulties in Translating Phrasal Verbs

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&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.

**Conclusions**

The concluded points are primarily intended to serve as a link between the previous theoretical background of the paper and the practice part of it, the outcome of the analyzed data.

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.

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

**الملخص**

تهدف النقاط التي تم التوصل إليها في المقام الأول إلى أن تكون بمثابة حلقة وصل بين الخلفية النظرية السابقة للبحث والجزء العملي منها ، وهي نتيجة البيانات التي تم تحليلها.

بعد الانتهاء من الورقة ومن تفسير البيانات التي تم جمعها ، استنتج أن غالبية الطلاب يكافحون في فهم وترجمة أشباه الجمل الفعلية التي تنقل معاني مختلفة وفقا للسياق. علاوة على ذلك ، تواجه نفس نسب الطلاب صعوبات نحوية في أشباه الجمل الفعلية المتعدية وغير المتعدية القابلة للفصل ، تليها أشباه الجمل الفعلية غير القابلة للفصل. من تحليل النتائج ، استنتج أن "أغمي عليه وصادف" هي أشباه الجمل الفعلية التي يجدها غالبية الطلاب صعبة أثناء الترجمة من الإنجليزية إلى الكردية.

الترجمة ، أشباه الجمل الفعلية ، أشباه الجمل الفعلية غير المتعدية ، أشباه الجمل الفعلية المتعدية ، المشكلة الدلالية

**الكلمات الرئيسيه**

**زەحمەتی قوتابیان لە وەرگێڕانی فرمانەکانی فیراساڵ: دیراسەی حاڵەتێک لە پەیمانگای تایبەت**

**پوخته**

خاڵە تەواوکراوەکان بە شێوەیەکی سەرەکی بەنیازن وەک لینکێک لە نێوان باکگراوندی تیۆری پێشووی توێژینەوە و بەشی پراکتیکی ئەو، دەرەنجامی داتا شیکراوەکان خزمەت بکەن.

تەواوکردنی توێژینەوەکە و لە لێکدانەوەی داتا کۆکراوەکانەوە، بەو ئەنجامە گەیشتووە کە زۆرینەی خەباتی قوتابیان لە تێگەیشتن و وەرگێڕانی ئەو کردارە فەرايسانەی کە بەپێی دەق مانای جیاواز دەگوازنەوە سەرەڕای ئەوەش، هەمان ئەو ڕێژەیەی کە قوتابیەکان تووشی گرفتێکی تاکتیکی دەبنەوە لە کرداری پەڕینەوە و ناتەواوەیی و بە دوایدا کرداری هەراسانی نەبڕدراو. لە شیکردنەوەی ئەنجامەکان، ئەوە دەردەکەویت کە 'دەرچوون و هاتنە دەرەوە' ئەو کردارە پەرش و بڵاوانەن کە زۆربەی خوێندکارەکان بە سەختی دەیاندۆزنەوە لە کاتی وەرگێڕان لە ئینگلیزییەوە بۆ کوردی .

وەرگێڕان، فرمانی پەڕەسەل، فرمانی هەراسانی ناتەواندنەوە، فرمانی پەڕەسەلی رەوش، کێشەی رەسمی

**وشەسەرەکیەکان:**

**References**

Asadu, F. O., 2016. *TRANSLATION CHALLENGES WITH PHRASAL VERBS..* [Online]
Available at: https://www.researchgate.net/publication/302589131\_TRANSLATION\_CHALLENGES\_WITH\_PHRASAL\_VERBS[Accessed 9 August 2022].

Bassent, s., 2000. *Constructingculture-Essay on literary Translation.* Shanghai: Shanghai Forign Language Education Press.

chang, K., 2016. On the Syntactic Alternation of English Transitive Phrasal Verbs. *Studies in Modern Grammar,* 88(1), pp. 1-18.

Deep, A.Z. (2005)*A Taxonomy in Translation problems in Translating from English to Arabic.* PhD thesis, University of New Castle.

Fauzi, A. R., 2021. THE STUDENTS’ FAMILIARITY TOWARD ENGLISH PHRASAL VERBS: A CORPUS-BASED STUDY. *Epigram,* 18(2), pp. 133-145.

Fernanda, R. M., Noryatin, Y., Sinaga, I. M. & Surista, A., 2022. TRANSLATION STRATEGY OF ENGLISH PHRASAL VERB IN NOVEL “THE DEVIL ALL THE TIME” BY POLLOCK. *Jurnal Bahasa Asing,* 15(2), pp. 25-34.

Gentzler, E., 2008. *Translation and Identity in America.* London: Routledge.

Grossman, E., 2010. *Why Translation Matters?,* New Haven: Yale University Press.

Guerra, A. F., 2014. *he Usefulness of Translation in Foreign Language Learning: Students’ Attitudes.* [Online] Available at: https://www.researchgate.net/publication/261641087\_The\_Usefulness\_of\_Translation\_in\_Foreign\_Language\_Learning\_Students'\_Attitudes
[Accessed 15 July 2022].

Hatim, B., 2013. *Teaching and Researching Translation.* United Kingdom: Pearson Education Limited.

Koltai, A., 2013. *10 Commonly Used Multiple Meaning Phrasal Verbs in English.* [Online]
Available at: https://www.myenglishteacher.eu/blog/most-commonly-used-multiple-meanings-phrasal-verbs-in-english/[Accessed 2 June 2022].

Maris, J., 2015. *Phrasal Verbs.* [Online]
Available at: www.learnersdictionary.com/qa/Phrasal-verbs-hang-out-pass-out-put-up-with-etc
[Accessed 9 May 2022].

Mundy, J., 2001. *Introducing Translation studies.* USA: Routledge.

Newmark, P., 1998. *A Textbook of Translation.* Tokyo: Shanghai Forign Language Education Press.

Sabricha, U., 2013. *Strategies in Translating Idiomatic Expressions of phrasal verb in Terence Blank a’s Bilingual Novel.for the degree of sarjana sastra,* Indonesia: Faculty of Humanities Dlan Nusw Antoro University.

Sadiq, S., 2008. Some Semantic, Stylistic and CulturalProblems of TranslationWith Special Reference to Translating the Glorious Qur'ân. *Sayyab Translation Journal ,* 1(2), pp. 37-59.

Wild, C., 2010. *Attitude Towards English Usage in the late Modern Period: The case of Phrasal Verb.* Glasgow: Glasgow University.