

The Republic of Iraq
Ministry of Higher Education and Scientific Research
Mosul University / College of Arts
Adab Al-Rafidayn Journal



Adab Al-Rafidayn Journal

**A refereed quarterly scientific journal
Issued by the College of Arts - University of Mosul**

Vol. Eighty- Six / year Fifty- one

Muharram- 1443 AH / September 5/9/2021 AD

**The journal's deposit number in the National
Library in Baghdad: 14 of 1992**

ISSN 0378- 2867

E ISSN 2664-2506

To communicate:

radab.mosuljournals@gmail.com

URL: <https://radab.mosuljournals.com>

Adab Al-Rafidayn Journal

**A refereed journal concerned with the publishing of scientific researches
in the field of arts and humanities both in Arabic and English**

Vol. Eighty- Six / year Fifty- one / Muharram - 1443 AH / September 2021 AD

Editor-in-Chief: Professor Dr. Ammar Abd Al-Latif Abd Al-Ali (**Information and Libraries**), College of Arts / University of Mosul / Iraq

managing editor: Asst.Prof. Dr. Shaiban Adeb Ramadan Al-Shaibani (**Arabic Language**)
College of Arts / University of Mosul / Iraq

Editorial Board Members:

Prof. Dr.Hareth Hazem Ayoub (**Sociology**) College of Arts / University of Mosul / Iraq

Prof. Dr.Hamid Kurdi Al-Falahi (**Sociology**) College of Arts / Anbar University / Iraq

Prof. Dr. Abdul Rahman Ahmed Abdul Rahman (**translation**) College of Arts / University of Mosul / Iraq

Prof. Dr. Alaa Al-Din Ahmad Al-Gharaibeh (**Arabic Language**) College of Arts / Al-Zaytoonah University / Jordan

Prof. Dr. Qais Hatem Hani (**History**) College of Education / University of Babylon / Iraq

Prof. Dr. Claude Vincents (**French Language and Literature**) University of Chernobyl Alps / France

Prof. Dr.Mustafa Ali Al-Dowidar (**History**) College of Arts and Sciences / Taibah University / Saudi Arabia

Prof. Dr. Nayef Muhammad Shabib (**History**) College of Arts / University of Mosul / Iraq

Prof. Dr. Suzan Youssef Ahmed (**media**) Faculty of Arts / Ain Shams University / Egypt

Prof. Dr. Aisha Kul Jalaboglu (**Turkish Language and Literature**) College of Education / University of Hajet Tabah / Turkey

Prof. Dr. Ghada Abdel-Moneim Mohamed Moussa (**Information and Libraries**) Faculty of Arts / University of Alexandria

Prof. Dr. Wafa Abdul Latif Abdul Aali (**English Language**) College of Arts / University of Mosul / Iraq

Asst .Prof. Dr. Arthur James Rose (**English Literature**) University of Durham / UK

Asst.Prof. Dr. Asmaa Saud Edham (**Arabic Language**) College of Arts / University of Mosul / Iraq

Lest. Dr. Hijran Abdulelah Ahmad (**Philosophy**) College of Arts / University of Mosul / Iraq

Linguistic Revision and Follow-up:

Linguistic Revision : Lect. Dr. Khaled Hazem Aidan

Asst.Lect. Ammar Ahmed Mahmood

Follow-up: Translator Iman Gerges Amin

Translator Naglaa Ahmed Hussein

- Arabic Reviser

- English Reviser

- Follow-up .

- Follow-up .

Publishing instructions rules

1. A researcher who wants to publish in Adab Al-Rafidayn journal should enter the platform of the journal and register by an official or personal activated email via the following link:

https://radab.mosuljournals.com/contacts?_action=signup

2. After registration, the platform will send to your mail that you registered on the site and a password will be sent for use in entering the journal by writing your email with the password on the following link:

https://radab.mosuljournals.com/contacts?_action=login

3- The platform (the site) will grant the status of the researcher to those who registered to be able in this capacity to submit their research with a set of steps that begin by filling out data related to them and their research and they can view it when downloading their research.

4-File formats for submission to peer review are as follows:

- Fonts: a “standard” type size is as follows: (Title: at 16point / content : at 14point / Margins: at 10 point), and the number of lines per page: (27) lines under the page heading line with the title, writer name, journal name, number and year of publishing, in that the number of pages does not exceed 25 in the latest edition in the journal free of illustrations, maps, tables, translation work, and text verification, and (30) pages for research containing the things referred to.

- Margins are arranged in numbers for each page. The source and reference are defined in the margin glossary at the first mentioned word. List of references is canceled, and only the reference is mentioned in the first mentioning place, in case the source is repeated use (ibid.)

- The research is referred to the test of similarity report to determine the percentage of originality then if it pass the test it is referred to two referees who nominate it for publication after checking its scientific sobriety, and confirming its safety from

plagiarism , and if the two experts disagree –it is referred to a third referee for the last peer review and to decide on the acceptance or rejection of the research .

5- The researcher (author) is committed to provide the following information about the research:

- The research submitted for evaluation to the journal must not include the name of the researcher, i.e. sent without a name.

- A clear and complete title for the research in Arabic and English should be installed on the body of the research, with a brief title for the research in both languages: Arabic and English.

- The full address of the researcher must be confirmed in two languages: Arabic and English, indicating: (the scientific department / college or institute / university / country) with the inclusion of an effective email of the researcher.

- The researcher must formulate two scientific abstracts for the research in two languages: Arabic and English, not less than (150) and not more than (250) words.

- presenting at least three key words that are more likely to be repeated and differentiated in the research.

6-The researcher must observe the following scientific conditions in writing his research, as it is the basis for evaluation, otherwise the referees will hold him responsible. The scientific conditions are shown in the following:

- There should be a clear definition of the research problem in a special paragraph entitled: (research problem) or (problem of research).

- The researcher must take into account the formulation of research questions or hypotheses that express the problem of research and work to achieve and solve or scientifically refute it in the body of the research.

- The researcher works to determine the importance of his research and the goals that he seeks to achieve, and to determine the purpose of its application.

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

•The researcher must consider choosing the correct methodology that is appropriate to the subject of his research, and must also consider the data collection tools that are appropriate for his research and the approach followed in it.

- Consideration should be given to the design of the research, its final output, and the logical sequence of its ideas and paragraphs.

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

•The researcher should consider taking note of the results that the researcher reached, and make sure of their topics and their rate of correlation with research questions or hypotheses that the researcher has put in his research.

7- The researcher should be aware that the judgment on the research will be according to a peer review form that includes the above details, then it will be sent to the referee and on the basis of which the research will be judged and weights will be given to its paragraphs and according to what is decided by those weights the research will be accepted or rejected. Therefore; the researcher must take that into account in preparing his research.

Editor-in-chief

CONTENTS

Title	Page
Functions and Effects of Particles in English and Arabic Muhammed Amer Ahmed Sultan Hala khalid Najim	1 - 22
A Comparative Study of Modulation in English and Arabic Hisham Saleh Rmadan Hasan Hala khalid Najim	23 - 36
A Cognitive-Pragmatic Account of Mosuli Arabic Proverbs with Special Reference to English Muhammad Idriss Al-Tai Ismael Fathy Al-Bajari	37 - 58
L'interférence syntaxique de la langue maternelle sur l'apprentissage du FLE Tawfik Aziz Abdullah Jumaah Jassim Musstaf	59 - 66
An Acoustic Study of the Production of Iraqi Arabic Stop Consonants saif mohammed Al-Tai Ziyad Rakan Kasim	67 - 98
Iraqi EFL learners' Command of Sociocultural Norms of English Conversation Alaa Siddiq Al-Naser Omar Ali Al-Hadeedy	99 - 120
The Impact of Language Games in Teaching English as a Foreign Language Paiman Hama Saleh Sabir	121 - 146
L'image de l'albatros dans « The Rime of the Ancient Mariner » de S.T. Coleridge et « L'Albatros » de Charles Baudelaire Mohammed Noman Al-Haidari	147 - 162

Investigation of the Distribution of Unique Items in the Translated Texts Varteen Hanna Shaba	163 - 188
TRANSLATING ENGLISH LEXICAL VERBS VS. MULTIWORD VERBS INTO ARABIC Zahraa Ahmed Othman	189 - 196
Rôle d'un cours de traduction dans une classe de FLE. Cas de département de français/université de Mossoul Ihsan Shukr Mula Hamo	197 - 220

**TRANSLATING ENGLISH LEXICAL VERBS
VS. MULTIWORD VERBS INTO ARABIC**

*Zahraa Ahmed Othman**

تأريخ القبول: ٢٠٢٠/١١/٢٣

تأريخ التقديم: ٢٠٢٠/١٠/٢٦

Abstract

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

**Key words ; IDIOMATIC , TRANSITIVE ,
INTRANSITIVE , PARTICLE.**

1. Introduction

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

Asst.Lect/ Dept. of English Language / College of Arts / University of Mosul .

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

2. Aim of the paper

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

1. Sentences containing :- multiword verbs.
2. Sentences with lexical verbs within the same context are used. Then, to compare between the two translations to know the similarities and the difference between the two structures..

3. Hypothesis of the study

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

4. Classification of Multi word verbs

Multi word verbs can be classified into

1. Phrasal verbs \longrightarrow verb + adverb
2. Prepositional verbs \longrightarrow verb + preposition
3. Phrasal + prepositional verbs \longrightarrow verb + adverb + preposition (Biber etal , 1999 : 1002)

Consider the following examples : -

1. I am going to try this new brand of detergent out (test)
2. I have to look after my sick grandmother (take care of)
3. He can't put up with a lot of teasing. (tolerate)

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

Consider: -

- | | | |
|---|---|--------------|
| - The boy is playing football <u>around</u> . | } | transitive |
| - She <u>took in</u> her parents (deceived) | | |
| - We will <u>set up</u> a new unit (build) | | |
| | | |
| - The plane has now <u>taken off</u> . | } | intransitive |
| - The prisoner finally <u>broke down</u> . | | |
| - He is <u>playing a round</u> . | | |

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

For example, the verb (take in)

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

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

- He stared at the girl

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

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

- He put on the light.

- He put the light on.

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

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

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

- We knocked on the door.

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

- *He looked quickly up the information but

- She looked quickly into the oven.

Phrasal – prepositional verb

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

- I am looking forward to the Christmas break.

- He puts up with a lot of teasing.

- She thinks she can get away with everything.

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

A sentence like

- - He checks up on his record (investigate)
- - He puts up with can also mean “ stay with “

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

Similar to those multi – word verbs , vary in their idiomaticity. Some like ‘ stay away from ‘ (avoid) , are easily understood from their individual elements though often with figurative meaning , e.g :- “stand up for “ (support) . others are fused combinations , and it is difficult or impossible to assign meaning to any of the parts. (Quirk and Green Baum , 1973 : 351) and (Praninskas , 1975 : 216) . consider the example below “put up with “ (tolerate) .

Data Analysis and Procedures

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

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

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

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

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

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

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

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

8. Sentences No. (8)

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

9. Sentence No. (9)

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

10. Sentence No. (10)

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

The results of the text

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

Table (1) the results

Conclusions

1. The results of the test show that there is no difference in translating between lexical verbs and multi word verbs, since the students are able to translate lexical verbs and multi word verbs to some extent . The context of meaning can help the students to translate both multi word verbs and lexical verbs almost equally. The context of meaning plays an important role in understanding and translating the sentence with a multi word verb or lexical verb.
2. The table shows that the performance of the students is adequate to some extent, because students are able to translate both multi word verb and lexical verb.
3. Students of translation to some extent have the ability to render sentences with multi - word verb equally to lexical verb , because such students can be able to translate multi word verb by means of deducing the verb from the contextual meaning of the sentences.
4. Separable / inseparable multi word verbs represent grammatical problem to the students (e.g. cheer up) in sentence (No. 7).
5. multi word verbs such as (chip in) which is restricted to spoken English and conversation from an obstacle to the students of translation as English is a foreign language.
6. it is worth mentioning that the majority of the students were asked whether sentences with lexical verbs are easier or sentences with multiword verbs, they said that translating multiword verbs, as the latter involves additional idiomatic interpretation, unlike that lexical verbs are more familiar to the students, except in specific conditions, when the context plays a major role in rendering sentences with multiword verbs.

Recommendations

1. It is recommended that students should pay attention to , during the courses of translation the structure of multi word verbs and their meanings.
2. English programmers should be enriched with multi word verbs to enable the students with both phrasal verbs and prepositional verbs and their meanings.

References

- Biber , D . ; conard , S. and Leech , G . (1999) Longman Grammar of spoken and written English. London : Longman Pearson Education.
- Downing A . and Locke , P . (2003) . A university course in English Grammar. London : Routledge.
- Green baum , S . and Quirk , R . (1990) A student’s Grammar of English Language. London : Longman.
- praninskas , J . (1975) . Rapid review of English Grammar . New Jersey : Prentice – Hall , INC . , Engle wood Cliffs.
- Quirk , R . ; Green baum , S . , Leech . G. and Svartvik , J . (1985) . A comprehensive Grammar of the English Language. London : Long man Group Ltd.
- Quirk , R . and Green baum , S . (1973) : A university Grammar of English . London : Longman.

Appendix (1)

Sentences with lexical verbs

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

Appendix (2)

Sentences with multi word verbs

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

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

ترجمة الأفعال الإنكليزية المعجمية مقابل الأفعال متعددة الكلمات إلى العربية

زهراء أحمد عثمان*

المستخلص

يتناول هذا البحث موضوعاً مميزاً في تعلم اللغة الإنكليزية والترجمة وهو الأفعال متعددة الكلمات، وهذه الأفعال يمكن أن تُصنّف إلى الأفعال phrasal, prepositional, phrasal prepositional verbs. إذ تشكّل عائقاً للطلبة في الترجمة؛ لأنّ هذه التراكيب غير مألوفة لديهم؛ لأنّها تعود إلى التعابير الاصطلاحية ضمن اللغة المسموعة، وأجريت الاختبارات لـ (١٠) طلاب في قسم الترجمة؛ إذ يتألّف الاختبار من (٢٠) جملة، (١٠) جملة منها أفعال متعددة الكلمات، و(١٠) جملة أخرى فيها أفعال معجمية ضمن السياق نفسه، وتظهر النتائج أنّ الطلبة يواجهون صعوبة في ترجمة الأفعال متعددة الكلمات.

الكلمات المفتاحية: اصطلاحي ، متعدّد ، لازم ، جزء.