Chapter one

Introduction

1-0 Background:-

In English language there is have a group of words established by usage and having a meaning not deducible from those of the individual words, as in (over the moon) which cannot be translated word by word, these are commonly known as "Idioms", we also have idiomatic phrases consisting of a verb and adverb(e.g. break down), or a verb and a preposition (e.g. see to), or a combination of both(e.g. look down on), these are actually known as "phrasal verbs".

The simplest way of describing idioms is to say that they are sometimes used to make someone out of the conversation. It is useful to learn phrasal verbs and idioms because they are important for the naturalization of one's scope for expression.

The researcher wants to elaborate the study of translating phrasal verbs and idioms through analyzing the errors which are made by the learners on using them and identifying their functions and meaning, for it is extremely difficult to use them randomly unless learners know their meaning and functions.

This guides the researcher to ask question that:

Are all learners able to translate phrasal verbs and idiomatic expressions?

So that the researcher will carry out a certain procedure in order to accomplish her aim and reach to an outcome.

1-1 The statement of the problem:-

The researcher deals with one of the concepts which is called "phrasal verbs and idiomatic expressions" and how learners use them in order to help students to overcome mistakes, mainly in translation. The researcher wants to study more about the meaning of phrasal verbs and idiomatic expressions and the way in which they are translated.

1-2 Objectives of the research:-

- To make second year students familiar with "phrasal verbs and idiomatic expressions" and the appropriate meaning of them.

- To give second year students the correct translations of them.

- To differentiate between phrasal verbs and idioms.

1-3 The questions of the research:-

- To what extent do 2nd year Sudan University students use phrasal verbs and idiomatic expressions appropriately?

- To what extent are they well familiar with phrasal verbs and their translation?

- To what extent are they able to put them in their right position?

1-4 The hypothesis of the research:-

- 2nd year Sudan University students do not use phrasal verbs and idiomatic expressions appropriately.

- They are not familiar with phrasal verbs and their translation.

- They are not able to put them in their right position.

1-5 The methodology of the research:-

The researcher will follow the experimental approach. Firstly; he will come up with a quiz in order to test EFL learners' knowledge concerning "phrasal verbs and idiomatic expressions". The group being tested will consist of 20 candidates. Secondly, 10 of them will be taught and retested so as the researcher be able to judge whether the group being taught get benefit of the lectures or not. Thirdly a comparison between a group of students who are able to translate phrasal verbs and idiomatic expressions appropriately and the other one who have no idea about them will be made. The statistical package for social studies will also be followed in this research.

1-6 Tools of data collection:-

A test, as a tool of data collection will be administered to 2nd year Sudan University Students. This test is excluded to phrasal verbs and idioms. It has a certain formula, rather the recognition question which consists of 10 items in which the question requires to fill the gaps with the correct word from the box given, and the other one which requires giving the appropriate translation of the given sentences that involve   phrasal verbs and idioms.

1-7 The significance of the research:-

This study will be a useful aid for students who are not familiar with phrasal verbs and idioms, besides it will help learners to translate them in the appropriate way.

1-8 The limits of the research:-

This research is limited to investigate two groups of students of the faculty of Arts at Sudan University for Science and Technology, basically 2nd year students in the year 2015-2016

Chapter Two

Literature Review and Previous Studies

2-0 Introduction:-

This study provides a summary of the most important definitions of the terms translation, phrasal verbs and idioms. This chapter actually studies these terms in details. It also includes a review of some similar studies in the field of phrasal verbs and idioms.

2-1 Background:-

The nature of translation is a topic that leads to extreme points of view. There is a tendency on the one hand to emphasize the role of language to the excluding of everything else, and on the other hand, there are views that neglect the role of linguistic elements and concentrate on the conceptual content. The most popular one of these tendencies among non-specialists is the one that maintains that translation amounts to the mere replacement of words, one language with equivalent words in another language. Yet, if translation had been confined to such as activity alone, a bilingual dictionary would have been enough guarantee to obtain perfect translations by providing the translators with a list of individual words.

2-2 Epistemology of Translation:-

It is not an easy task to acquaint the reader with what the term "translation" denotes by giving only what dictionaries offer in definition.

The procedure entails going much deeper to review the significance, types, methods and theories of translation, in an attempt to provide information that can help in the verification of the set objectives.

Definitions vary in dealing with the term: some being implicit while others are explicit when highlighting the role played by translation as an activity. However; theories adopt different trends in this stance.

Catford (1965) defines the term as an "operation performed on languages as a process of substituting a text in one language for a text in anther". In his opinion, translation is a uni-directional process performed in a given direction. He concludes that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another (TL)" (Catford 1965:20).

Nida and Taber (1969) think of translation as a reproduction process that is mainly concerned with the semantic and stylistic levels of the two languages and seeks to convey the nearest equivalent.

Following Nida and Taber, some translators view translation as a form of message that needs to be conveyed, linguistically, in order to be apprehended by the target language reader. Implicitly, they are pointing to the concept of meaning. So far, translation is conceived as a process of conveying and reproducing a SL message into a TL message.

It is worthy to reflect upon translation definitions in the dictionaries of language and linguistic. Translation is defined in Miriam-Webster Online Dictionary (2007) as follows: "Tranz-lation is a noun which means removal from one place or state to another; rendering from one language into another". Moreover, in Oxford Advanced Learners Dictionary (1999), Translation is defined as an activity of giving the meaning of something said or written in another language.

According to Collier Encyclopedia (1979:452), translation is "… the art of converting written or spoken communication from one language into another". It is important to say that translation, in this source, is an activity focusing on either one of the two levels of language performance, i.e. oral or written form. This concept is explicitly shown in most dictionaries and what mentioned above are few examples.

Translation is shown in Routledge Dictionary of Language and linguistics (1996) as a "process" or "result" that enables the conversion of information from one language or language

variety into another, when compared with the view of Collier's Encyclopedia (1997), i.e.as an "art".

Since Arabic language represents one of the two concerned languages and English language is the second, it is worthy to consider some definitions offered by some Arabic linguists to highlight the issue.

Al-Jauhari (1975) put it clear that when (somebody) says /*targama kalaamahu*/ it means that somebody has transmitted his (own) words / speech into another form. He adds that the noun of this word /*Targama*/ is Targaman or Torgoman, i.e. translator. However, the plural of this term known as /taraajim/.

Significantly, lexicographers adopt different views when they try to trace back the source of the word "translation". They say that it is either an Arabic word or an Arabicized word from Latin roots, for the riddle is not yet solved. Al-Zubaydi (1965), however, refers the term back to the Ancient Simians who offer the term /Dragoman/ to mean translator; and then the word passed to European languages (the English and French). Hence, this led to the emergence of the terms "Translation" and "Traduction" in English and French, Newmark (1988).

Riazi and Govindraj adopt two different views, that while the first considers the process as "a selection" of language units, the later views it as a text "creation" process. What Riazi (2005) seems to refer to, is "literal" translation, for he favors to select

the nearest equivalent. What matters is "unit" not the whole text or the message.

2-3 Significance of Translation:-

It is important to trace back the history of translation to help the people who are interested in translation, literature, and cultural studies in order to realize the contribution of translation to cultural civilization. Translation is closely related to progress so that all awakening periods in the history of nations have started with translation.

In ancient times, ideas and insights were transferred through travelers and tradesmen. Gradually, translation began to play, and continuous to play a key role in the development of culture. As it is earlier shown, translation played a major part in the movement of knowledge from Ancient Greece to Persia, from India to Arab nations into Christianity, and from Europe to China and Japan. Translators made great efforts in the movement of ideas, forms and cultures. They invented alphabets, helped in building languages and compiling dictionaries.

Moreover, they made clear contributions in the emergence of national literatures, the disseminations of knowledge and the spread of religions. Thus, translation played a great role in the acquaintance of Muslim and non-Muslim generations with the teachings and issues introduced in the Noble Qur'an.

The importance of translation stems from its inevitability in today's global setting in which, the whole world with its innumerable languages is, as commonly said, too small and interdependent. Its significance derives from the universal need for mediation between speakers and writers of different languages. Some linguists claim that translation not the only means by which the language barriers can be crossed, but it is to a large extent, the most effective way of breaking the language barriers and promoting better communication, especially when all attempts to evolve a simplified artificial or natural language like Esperanto or basic English have failed.

Catford (1965) also states that translation is an activity of enormous importance in the modern world and a subject of interest to every many people in almost all literary, scientific and professional specializations. Kelly (1979) goes on to say that Europe owes its civilization to translation. However, this statement is significant because translation "became a significant factor in the West in 300 B.C, when the Romans took wholesale many elements of Greek culture, including the whole religious apparatus"(Newmark, 1995, p:3).

Following the same idea of apprehending translation as an aid to expose culture, Peter Newmark (1995) sees translation as an opened channel through which foreign influence can operate the native culture, challenge it and even contribute to subverting it.

However Bassnett (1980) is convinced that translation, despite its importance, never granted the dignity of original work. Rather, it was overlooked and seen as a subsidiary art and derivative. This led to understanding translation value and consequently, to lowering the standard demanded.

Newmark (1991) proposes five wider aspects of translation. The first aspect is to contribute to understanding and peace between nations, groups and individuals; while the second aspect is to transmit knowledge in plain, appropriate and accessible language. The third and fourth translation aspects, however, are to explain and mediate between cultures based on common humanity, respecting their strengths, implicitly exposing their weakness; and to translate the worlds' great books and the universal works in which the human spirit enriches and lives, such as: poetry, drama, fiction, religion, and philosophy. However, the final aspect set by Newmark is to consider translation as a general aid or kill required in the acquisition of a foreign language.

These are the five purposes of translation as visualized by Newmark and refers to, successively, as, the political (or the humanistic), the technological, the cultural, the artistic, and the pedagogical purposes. However, these five purposes make it essential to undertake the Noble Book through translation of its

meanings, since this process transcends the scope and limitations of time and space.

2-4 Translation procedures, strategies, and methods:-

The translating procedures, as depicted by Nida (1964) are as follows:-

2-5 Technical procedures:

a. Analysis of the source and target languages.
b. A through study of the source and target language text before making attempts to translate it.
c. Making judgments of the semantic and syntactic approximations. (pp. 241-45).

2-6 Organizational procedures:-

Constant reevaluation of the attempt made; contrasting it with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effective and studying their reactions (pp . 264-47).

Moreover, Loescher (1991) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text or any segment of it." As it is stated in this definition, the notion of consciousness is significant in distinguishing strategies which are used by the learners or translators. In this regard, Cohen (1998:4) asserts that "the

element of consciousness is what distinguishes strategies from these processes that are not strategic."

Krings (1986:18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task," and Seguinot (1989) believers that there are at least three global strategies employed by the translators:

(i) Translating without interruption for as long as possible.

(ii) Correcting surface errors immediately.

(iii) Leaving the monitoring for qualitative or stylistic errors in the text to the revision stage.

Newmark (1988) mentions the difference between translation methods and translation procedures. He writes that, "while translation methodsrelate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). He goes on to refer to the following methods of translation:

Word-for-word translation: in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.

Literal translation: in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.

Faithful translation: it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.

Semantic translation: which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.

Adaptation: which is the freest form of translation, and it is used mainly for plays (comedies) and poetry, the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is written.

Free translation: it produces the TL text without the style, form, or content of the original.

Idiomatic translation: it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988b:45-47*).*

2-7 Definitions of Phrasal Verbs in English:

Phrasal verbs are idiomatic expressions, combining verbs and prepositions to make new verbs whose meaning is often not

obvious from the dictionary definitions of the individual words. They are widely used in both written and spoken English, and new ones are formed all the time as they are a flexible way of creating new terms.

A phrasal verb consists of a verb and a preposition or adverb that modifies or changes the meaning; 'give up' is a phrasal verb that means 'stop doing' something, which is very different from 'give'. The word or words that modify a verb in this manner can also go under the name particle.

There are five types of phrasal verbs, they are:

1. *Intransitive phrasal verbs (*phrasal verbs which do not need an object).

Example: You are driving too fast. You need to ***slow down****.*

2. *Transitive phrasal verbs (*phrasal verbs which must have an object) where the object can come in one or two positions:*
   A. *Between the verb and the particle(s).*
      Example: I think I will ***put*** my jacket ***on.***
   B. *After the particle.*

      Example: I think I will put ***on*** myjacket.

However, if a pronoun was (he, she, it, etc) it must usually come between the verb and the particle.

Example: I think I will **put** it **on.** (NOT I *t*hink I will **put on** <u>it).</u>

3. *Transitive phrasal verbs where the object must come between the verb and the particle.*

    Example: Our latest designs **set** <u>our company</u> **apart** from our rivals.

4. *Transitive phrasal verbs where the object must come after the particle.*

    Example*:* John **looks after** <u>his mother.</u>

    Why do you **put up with** <u>the way she treats you?</u>

5. *Transitive phrasal verbs with two objects, one after the verb and one after the particle.*

    Example: They **put** their success **down to** <u>good planning</u>.

The term *phrasal verb* is defined by scholars, lexicographers, and linguists; the following are some definitions concerning it.

PV according to Bolinger (1971), is "a lexical unit in the sense of non additive compound or derivative, one that has a set of meaning which is not the sum of the meaning of its parts".(p. xxi). Sroka (1972) maintains that "[…] the verb and particle, or the verb and a group of particles, are said to constitute in this case a kind of integral functional unit" (p.14).Furthermore, the phenomenon has been defined in the

Dictionary of English Phrasal Verbs and their Idioms by Mc Arthur and Atkins (1974) as "a combination of simple

monosyllabic (put, take, get, etc.) and members of a set of particles (on, up, out, etc.).

Mc Arthur (1975) points out that "[a] phrasal verb is formed by combining a simple verb and one of a number of particles. The result is called 'phrasal' because it looks like a phrase rather than a single word. Although it looks like a phrase, it functions as a single word. It is a unit". (p.9). Similarly, in The Student's Dictionary of Phrasal Verbs, Turton and Manser (1985) define PV as a "verb which consists of two or three separate parts: come in, run away, look forward to etc. With an idiomatic phrasal verb, the meanings of the separate parts tell us little or nothing about the meaning of the whole" (p. iv). By the same token, Dixon(1995) defines a PV as " a combination of verb plus preposition(s) that has a meaning not inferable from the individual meanings of verb and preposition(s), so that it must be regarded as an independent lexical item, and accorded a dictionary entry of its own"(p. 272).

Another definition is given by Thrush (2001). He notes that a PV is "a verb and a preposition (or two). The meaning is often idiomatic; that is, the meaning of the phrasal cannot be derived by looking up the verb and the preposition separately in a dictionary (p. 292).What is more, in Making Sense of Phrasal Verbs, Shovel (1992) defines PV as:

[…] a compound verb formed by one of the following combinations: (1) verb and adverb; or (2) verb and preposition; (3) or verb with both adverb and preposition […] simple combinations like *sit down and stand* up *cause* the learner fewer problems . The difficulties being when the combinations is 'Idiomatic': that is when the, when the meaning of combination as a whole (i.e. the phrasal verb) is different from the meanings of its parts (p.5).

The array of definitions outlined above have five points in common, being: 1) an EPV is basically formed of two words: a simple, monosyllabic verb and one of particles; 2) the particle could be an adverbial or a preposition; 3) semantically speaking, there are two types of PVs :

Literal (non-idiomatic) and metaphorical (idiomatic).The meaning of PV, in the former, can be easily deduced from the individual meanings of verb and particle. In the latter, however, the meaning is not inferable and utterly different from the total sum of the meanings of the separate parts; 4) a PV constitutes one lexical unit and functions as a single word of one unit of meaning; and 5) a PV can be paraphrased by one single word.

The following is a list of phrasal verb, their meaning and translation:-

Phrasal verb	Meaning	Translation
see (somebody)off	to say farewell or good-bye to someone	يودع شخص ما
Put one's hand to the plow	to begin doing a very important task , or to exert a great effort	يشرع فى القيام بعمل هام يبذل فيه جهدا كبيرا
drop off	to visit someone suddenly	يزور فجأة بدون سابق موعد
to get in , to get on	To enter or to board a vehicle, to get in is used for cars , to get on is used for all forms of transportation	يدخل او يركب و خاصة وسيله المواصلات
to get out , to get off	to leave or to descend from a vehicle , to get out is used for cars, to get out is used all forms of transportation	يخرج من او ينزل و خاصة من وسائل المواصلات
to put on	to place oneself (usually said of clothes)	يرتدي ملابسة
to call up	to telephone someone a call	يتصل بشخص ما
to put up	to tolerate, to accept unwillingly	يغفر – يسامح
to catch up	to work with the purpose of fulfilling a requirement or being equal to others	يلحق ب
to tell apart	to distinguish between	يميز بين أمرين
to pass out	to distribute(also , to handout; to lose consciousness	يوزع – يفقد الوعى
to go around	to be sufficient or adequate for	يحيط بشيْ ما

	everyone present, to circulate	
to be in one's way	to block or obstruct; not to be helpful	يعيق شيء ما
to tear down	to destroy by making flat, to demolish	يدمر شيْ ما
to tear up	to rip into small pieces	يمزق الى قطع صغيره
to go over	to be appreciated or accepted	يتم قبوله
to run out of	to exhaust the supply of , not to have more of	ينفد
to try out	To test, to use during a trial period	يختبر - يجرب
to break in	gradually to prepare something for use that is new and stiff, to interrupt, also to cut in	يقتحم
to turn down	to reduce in brightness or volume, to reject or to refuse	يقلل من لمعان او من علو صوت – يرفض
to keep up with	to maintain the same speed or rate as	يحافظ على
to do without	Survive or exist without something	يستغنى عن
to blow out	to explode, to go flat (for tires)	يفجر
to cut off	to shorten by cutting the ends; to disconnect or stop suddenly	يقصر شيْ ما
to cut out	to remove by cutting	يبتر ـيتخلص من شيْ ما بالبتر
to grow out of	to outgrow, to become too old for	يكبر او ينمو جد
to make the best of	to do the best one can in a poor	يبذل قصارى جهده

	situation	
to go off	to explode	ينفجر
to have in mind	to be considered	يأخذه فى عين الاعتبار
to keep in mind	to remember; not to forget, also (to bear in mind)	يتذكر
to get along	to make progress, to manage to live in certain state or health	يتقدم فى أمر ما
to tire out	to make very weary due to difficult conditions or hard effort	يرهق – يتعب
to look for	to try to find, to search for	يبحث عن شيْ ما
to find out	get information about	يكشف أمرا ما
to look at	give one's attention to, to watch	ينظر او يتطلع الى شيْ ما
to dress up	to wear formal clothes, to dress very nicely	يلبس زيا معينا او يلبس لبسا أنيقا
to pick up	to lift from the floor, table, etc. , with (one's fingers)	يلتقط شيْ ما من الأرض
to get up	to arise, to rise from , to make someone arise	ينهض من الفراش او يساعد شخص ما على النهوض
to bite off	to accept as a responsibility or task	يقبل مسؤوليه أمر ما
give up	to stop doing something	يستسلم

2-8 Definitions of idioms in English:-

An idiom is broadly defined as "[a] fixed expression whose meaning is not guessable from the meaning of its parts" (Trask, 2000, p. 65) or it is "[a]n expression which functions as a single unit [where its] meaning cannot be derived from the meaning of the individual elements" (Daud, Dollah and Zubair, 2003, p.100). Fraser (1967) considers an idiom as "a single constituent or series of constituents, whose semantic interpretation is in dependent of the formations which compose it" (p. v). Idioms, according to Bolinger (1975), are "groups of words with set of meanings that cannot be calculated by adding up the separate meanings of the parts" (Lattey, 1986, p. 219). Further, Baker (1992) rightly points out that idioms "are frozen patterns of language which allow little or no variation in form and […] often carry meanings which cannot be deduced from their individual components" (p. 63). Thus, with idioms a user cannot normally change the order of the words in them, delete a word from them, and replace a word with another, or change their grammatical structures unless he or she is intentionally making a joke trying a play on words (Baker, 1992).

Therefore, Lattey (1986) points out that "as far as the form of idioms is concerned, we have groups of words, and in terms of meanings, we can say that we are dealing with new, not readily apparent meanings when we confront idioms"(p. 219).

Some of the fairly common examples include: *let the cat out of the bag (*meaning*: reveal, a fish out of water (*meaning: a *person st*ruggling in an unfamiliar environment) and *kick the bu*cket (meaning: *die)* (Trask, 2000).

In his attempt to coin a comprehensive definition, Ghazala (2003) defines idioms as "special, metaphorical, mixed phrases whose meanings and forms are not negotiable" (p. 204).

- Idioms are all in all metaphorical and cannot be understood directly.
- They should not be taken literally; in the sense that their meanings are not the outcome of the individual meanings of their constituent words taken collectively.
- Their syntactic form is usually fixed and cannot be changed or described as ungrammatical […]

The following is a list of common idioms, their meaning and translation as well:-

Idiom	Meaning	Translation
break the ice	to pave the way for a certain matter	مهد الأمور او مهد الطريق لأمر ما
look blue	an awfully sad person	يبدو حزينا
white elephant	something that is not useful or useless	شيءْ عديم الفائدة

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when the time is ripe	when we come exact time	حينما يحين الوقت
when the hell freezes	to express something that is impossible	حين يتجمد الجحيم
wheel and deal	To take apart cleverly in some matter but dishonest dealing specially in business	يشارك بفعاليه في عمليه نصب (خاصه فى الأعمال التجاريه)
on one's toes	cautious, this idiom is usually used with the verbs(stay and keep)	متنبه – متيقظ
sooner or later	eventually, after a period of time	عاجلا أم اجلا
this is a hot air	nonsense talking	هذا كلام لا فائدة منه
of no avail	Useless	بلا جدوى – بلا طائل
on edge	to be very furious	عصبي أو متوتر
to lead a dog's life	to live a distributed life	يحي حياة مليئه بالقلق
in cold blood	on purpose	مع سبق الاصرار و الترصد
out of date	something that is old	شيٰ قديم بطلت موضته
up to date	something that is very modern	حديث جدا او مواكب للعصر
a piece of cake	something which is very easy to be done	أمر سهل جدا
to be in the clouds	to be out of one's mind	يصبح شارد الذهن
to go banana	to drive somebody crazy	سوف يفقد صوابه

it rains cats anddogs	it rains heavily	تمطر بغزاره
able to breath easily again	able to relax after busy stressful time	يتنفس الصعداء وخاصه بعد عمل او عصيب
your guess is as good as mine	I have no idea	ليس لدي أدنى فكره
cat got one's tongue	cannot talk	لا يستطيع التحدث
hold on your horses	do not be in hurry	على رسلك – لا تعجل
shake a leg	Hurry	أسرع
drive a hard bargain	to work hard to negotiate prices or agreements	يفاوض بشده على أمر ما
dressed to the nines	dressed very well	يلبس لبسا أنيقا للغايه
not to have a leg to stand on	to have no good defense for one's opinions or actions	لا دليل ولا برهان له او لما يفعل
somebody cannot find a shoe in a shoe box	When somebody is completely confused	للتعبير عن الحيرة وقله الحيلة
take it on the lamb	flee in hurry	يهرب مهرولا او بسرعه
horse of a different color	quite a different matter	أمر مختلف تماما
let the cat out of the bag	To tell a secret that should not be told	مصلح بمعنى نر سر من المفروض ان لا ينشر
from the horse mouth	to take something from its original source	مصطلح بمعنى أخذ الشيْ من مصدره الأصلى
at heart	basically, fundamentally	فى الصميم
money talks	this idiom is used to show	مصطلح يشير الى تأثير النقود

	the influence of money	وقوتها
a lost case	a hopeless case, a person or situation having no positive change	قضيه ميؤوس منها
costs an arm and a leg	something which is very expensive	مصطلح يقال عن شيْ غالي جدا
on the other hand	however, in contrast	من جانب اخر
hard of hearing	partially deaf, not able to hear well	ذو سمع ثقيل
cool as cucumber	ultimately quite	هادئ تماما

2-9 Classification of idioms:-

The main features that differentiate between the different kinds of idioms as easily understandable or totally opaque is the degree of idiomatic that an idiom carries. Idioms can be divided into two broad categories: two types are included in this category:-

2-10 Transparent idioms: in this category, idiomatic expressions have a very close meaning to that of the literal one. Hence, transparent idioms are usually not difficult to understand and translate because their meaning can be easily inferred from the meanings of their constructions, Fernando (1996). Example:

1. Fight a losing battle.

2. Stand firm.

3. Back and forth.

2-11 Semi-transparent idioms: the idiom usually carries a metaphorical sense that could be known only through common use. i.e. the meaning of its parts has a little role to play in understanding the entire meaning. For example*: (break the ice*) which means*, relieve the tension.*

2-12 Semi-opaque idioms: this type refers to those idioms in which the figurative meaning is not joined to that of the constituent words, the expression is separated into two parts; a part of the phrase has a literal meaning, while the other part has a figurative sense. For example, *to know the ropes* means *to know how a particular job should be done.*

2-13 Opaque idioms:

Opaque idioms are the most difficult type of idioms, because the meaning of the idiom is near that of the same literal meaning of the idiom from the meaning of its parts. In other words, it would be impossible to infer the actual meaning of the idiom from the meaning of its component. This is mainly because of the presence of times having a cultural reference. These cultural specific times have a great influence on the comprehensibility of idiomatic expression.

Examples:

1. *To burn ones' boat* (to make retreat impossible).

2. *Kick the bucket (*die).

3. *Spill the beans (*reveal a secret).

2-14 Difficulties in learning and teaching idioms:-

Irujo (1986 p: 236-238) has listed some reasons why idioms so difficult for second language learners. Fist of all, the non-literalness of idioms is tricky since most idioms have literal counterparts. It is demanding for second language learners to discover which meaning is meant. The literal or the idiomatic.

In comparison, native speakers usually know immediately which meaning is intended. Another problem is the lack of exposure to idioms. According to Irujo (1986 b: 237) native speakers use simplified language avoiding idioms when talking to language learners.

Furthermore, learners often try to resort to their native language when using idioms and it often leads to incorrect and comical expressions. Finally Irujo (186 b: 236) lists the lack of sufficient teaching materials. Idioms in second language teaching material are often ignored or treated as "other expressions" without an explanation of their character or usage. Irujo (1986 p: 237) think that teachers should offer exercises on idioms since material often support the teaching of them.

2-15 The difference between phrasal verbs and idioms: -

According to Cambridge dictionary, a phrasal verb is: A phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its parts While an idiom is: -

A group of words in a fixed order that have a particular meaning that is different from the meanings of each word understood on its own. To "have bitten off more than you can chew" is an idiom that means you have tried to do something which is too difficult for you.

Part (2)

2-16 Previous study (1):-

Reem Osman conducted a M.A study entitled "Investigating the Difficulties Encountered by Sudanese EFL learners in Using and Understanding the Idiomatic expressions"; it investigates the performance of fourth year students at Sudan University of Science and Technology. The researcher used a questionnaire to collect data. She came up with the following results:-

a. Mastering the knowledge of idioms helps a lot in enhancing and developing the process of learning and teaching English as foreign language.

b. Learning idioms helps EFL learners in improving their communication skills.

c. Idiomatic expression is more effective in language learning, it facilitates the interactions with others.

This study is similar to the researcher's study in that it deals with using and understanding the idiomatic expressions by EFL learners, yet the researcher's study dealt with idioms as well as phrasal verbs.

2-17 Previous study (2):-

Mutuakill Gar-Elzain conducted a M.A study entitled "An investigation into the university EFL students' use of phrasal verbs". It investigates the performance of third year EFL university students at Sudan University of Science and Technology. The researcher used a test and a questionnaire to collect data. The descriptive analytical method was adopted in this study. The researcher came up with these findings:-

1. Students need to know the meanings of phrasal verbs and prepositional verbs and the use of great number of them.

2. Students of the university are not motivated towards using of phrasal verbs and prepositional verbs.

This study cognate to the researcher's study in that it uses the descriptive analytical method yet it concerns with phrasal verbs' usage only, while the researcher's study deals with the way such phenomenon is translated

Chapter Three

Methodology

3-0 Introduction:-

This chapter focuses on the method which the researcher will follow in order to get the final results, the population of the study, tools of data collection and tools of data analysis.

3-1 Population of the study:-

The target population of this study is second year students at Sudan University of Science and Technology - Faculty of languages – Department of English language (2015-2016).

3-2 Sample of the study:-

The sample of this study will be selected randomly from the totality of the target population. 30 students will respond to the test.

3-3 Tools of data collection:-

The data of the study is obtained by using a test for EFL students; the test contains two questions in which the first requires to fill the blanks with the correct phrasal verb, while the second one requires translating sentences which involve phrasal verbs and idioms in the appropriate way.

3-4 Tools of data analysis:-

The researcher will follow the statistical package for social science (*SPSS*) to analyze the data and show the results that she is going to obtain from the test.

Chapter four
Data analysis and discussion of the results

4-0 Introduction:-

In this chapter the researcher presents the data analysis and the tables that show the mean and range before and after teaching, the statistical procedure for social sciences (*SPSS*) is adopted in this chapter.

Figure (4.1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	2	20.0	20.0	20.0
	10	1	10.0	10.0	30.0
	11	2	20.0	20.0	50.0
	16	1	10.0	10.0	60.0
	17	1	10.0	10.0	70.0
	20	2	20.0	20.0	90.0
	24	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

before
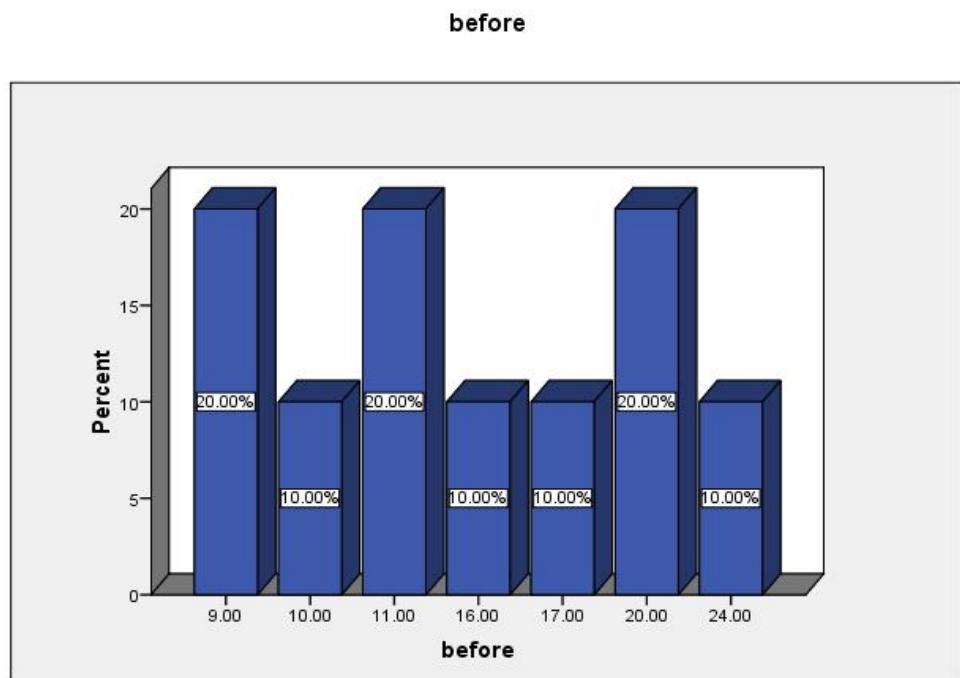
Figure (4.1)

Figure (4.2)

After

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	10.0	10.0	10.0
	12	1	10.0	10.0	20.0
	13	1	10.0	10.0	30.0
	18	1	10.0	10.0	40.0
	21	1	10.0	10.0	50.0
	26	2	20.0	20.0	70.0
	27	2	20.0	20.0	90.0
	29	1	10.0	10.0	100.0
	Total	10	100.0	100.0	
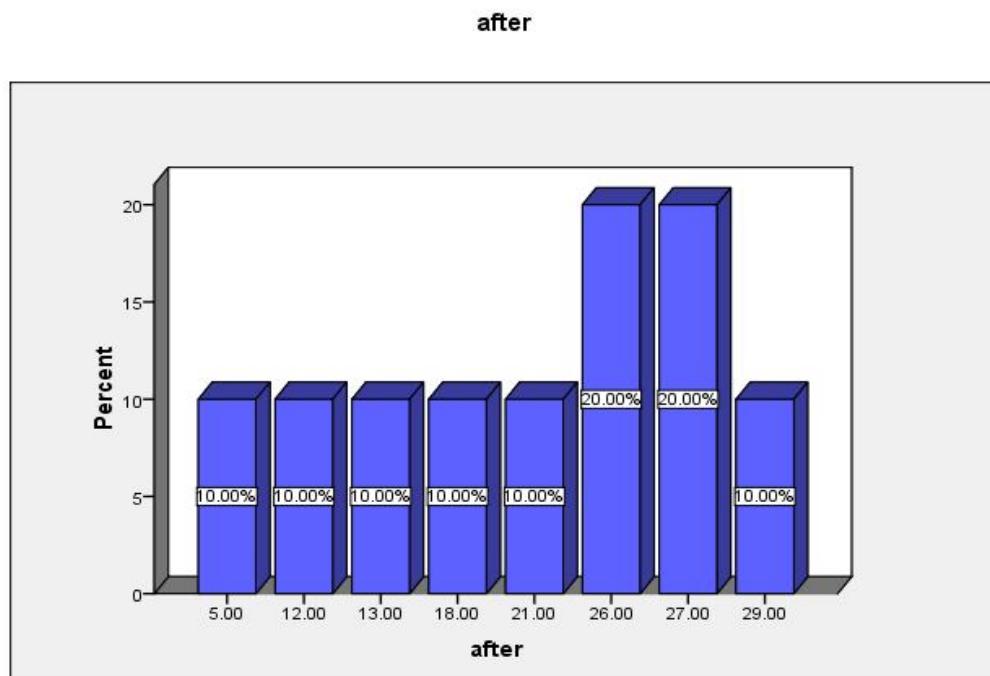
Figure (4.2)

Figure (4.3)

		Statistics	
		Before	**after**
N	Valid	10	10
	Missing	0	0
Mean		14.7000	20.4000
Median		13.5000	23.5000
Range		15.00	24.00
Maximum		24.00	29.00

From the table above, it is clear that the mean before teaching is 14.7, yet it is 20.4 after the students being taught and this actually denotes that 2nd year Sudan University Students get vantage from the lectures being given to them, and as a result they score higher degrees in the post test.

Chapter Five

Conclusion, Recommendations, and Suggestions for Further Studies

5-0 Introduction:-

This chapter provides he results of the study. The researcher clarifies the findings and recommendation for this study.

5-1 conclusion:-

Throughout conducting this investigation the results have shown the following list of findings:-

- 2nd year Sudan University students translate phrasal verbs and idioms literally.
- Translating phrasal verbs and idioms is a difficult task for 2nd year students.
- 2nd year Sudan University students are not familiar with phrasal verbs and idiomatic expressions.
- Negligence of phrasal verbs and idiomatic expressions in syllabuses makes teachers avoid teaching them.
- Using phrasal verbs and idioms in speech makes the conversation goes on and speech becomes more interesting.
- 2nd year students are ignorant of the equivalent meaning of phrasal verbs and idioms.

5-2 Recommendation:-

In the light of the obtained results the researcher makes the following recommendation:

Students should master the knowledge of phrasal verbs and idioms so as to develop their speaking skill as well as their translation. Syllabus designers should allocate at least one chapter concerning translating phrasal verbs and idioms in addition to their meaning in English.

5-3 suggestions for further studies:-

The researcher suggests that, syllabus designers should allocate a material which translates phrasal verbs and idioms to be considered as one of the contents of the syllabus, because if students know how to translate them, they will be able to interact and exchange ideas and culture.

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Appendices

Test

Question 1:-

Fill in the blanks with the correct phrasal verb from the box bellow:

tear down - shut (something) up - to tear (something) up - see (somebody) off - to do without - cut off - pass out run out of - turn down - put up with

1. I will ………… Ahmed ……..tomorrow.
2. He told the lawyer to …………..the contract ………… .
3. It is dangerous to ………………………………… water if you are in isolated area.
4. The construction company had to ……………………… the old hotel in order to build a new office.
5. The rope was two feet longer than we needed, so we ………………… the extra length.
6. With prices so high now, I will have …………………………. a new suit this year.
7. During the hurricane, all the store owners ………………. their shops …………….. .
8. Please help me …………… …………….these test papers; there must be a hundred of them.
9. The employee was fired because his boss could not …………. ………… his mistakes any longer.
10. Please ………………… the radio for me; it is too loud while I am studying.

Question 2:-

The following sentences involve phrasal verbs and idioms; give the *APPROPRIATE* translation of the underlined ones:

1. What a hasty man you are! <u>Hold on your horses</u>.
   ……………………………………………………………
2. We <u>dropped him off</u> at 3 o'clock
   ……………………………………………………………
3. He was <u>dressed to the nines</u> in yesterday's concert.
   …………………………………………………………
4. Mohammed <u>picked up</u> the newspaper that was on the front doorstep.
   ……………………………………………………………
5. Tourism is <u>a part and parcel</u> of our national income.
   ……………………………………………………………
6. I will <u>see Ahmed off</u> tomorrow.
   ……………………………………………………………
7. The criminal killed the man <u>in cold blood</u>
   ……………………………………………………………
8. He <u>took off</u> his jacket as he entered the office.
   ……………………………………………………………
9. The exam was just <u>a piece of cake</u>.
   …………………………………………………………………….
10. The hot weather <u>tired out</u> the runners in the race.
    ……………………………………………………………