Context Sensitivity and Language Specificity of Arabic Verb-Preposition Structure: The Case of English Learners of Arabic

Ali Yunis Aldahesh

School of Languages and Cultures, Department of Arabic and Islamic Studies,

The University of Sydney, NSW 2006, Australia

Tel: 612-9351-3699   E-mail: alialdahesh@hotmail.com

Abstract

Prepositions, in any given language, are context sensitive, i.e. their meaning cannot be determined from their lexical individual and decontextualised meanings. It is rather determined by taking into account the surrounding textual and contextual factors. Prepositions are language-specific items as well. That is, each language has its distinct and special manner of using them which may or may not overlap with their usage in other language(s). This study sheds some light on the two crucial issues of context sensitivity and language specificity by analysing and contrasting the collocational and colligational phenomena of verb-preposition structure in English and Arabic languages. The purpose is to perceive the extent to which the dissimilarities can affect the process of understanding the overall message of Arabic press texts, and to propose a number of theoretically and empirically-based recommendations for English learners of Arabic. A Multiple-choice test and a translation test were conducted by twenty five English learners of Arabic. The results revealed that there were many difficulties encountered by English learners of Arabic when dealing with the Arabic verb-preposition structure. Yet, the issues of context sensitivity and language specificity were the main two reasons behind these difficulties.

Keywords: Verb-preposition structure, Context sensitivity, Language specificity, Collocation, Colligation, Phrasal verbs

1. Introduction

Several studies have dealt with the Arabic verbal system and Arabic prepositional phrases (although separately). Nevertheless, no study, to date, has been devoted to tackling the question of the context sensitivity and language-specificity of Arabic verb-preposition structure per se. The lack of such studies was the principle motivation for undertaking this study. Additionally, being a teacher of Arabic language and literature for many years in different universities (The University of Sydney, The Australian National University and The University of Western Sydney), I noticed the enormous struggle of English learners of Arabic when tackling the phenomenon of verb-preposition structure. Due to the lack of awareness of the context sensitivity and language-specificity of such structures, students quite often confuse the usage of Arabic prepositions with that of English. Hence, the finding and recommendations of this study will be of great benefit and interest to English learners of Arabic since it will raise their awareness of the issues at hand, and, in turn, help them avoid getting the wrong message of Arabic texts owing to misinterpreting the Arabic prepositions which collocate/colligate with verbs.

2. Verb-Preposition Structure in English

Prepositions in English are particles which express "a relation between two entities, one being that represented by a prepositional complement, the other by another part of the sentence. The prepositional complement is characteristically a noun phrase, a nominal *wh*-clause, or a nominal *ing* clause" (Quirk et al. 1985, p. 657). English prepositions are of five types, they are: 1) time, as in: *during the exam*; 2) place, as in: *against the wall*; 3) manner, as in: *with ease*; 4) agency, as in: *by the mechanic*; and 5) recipience, as in: *to a friend* (Collins, 1998, p. 32). It is worth noting that a number of English prepositions may play the role of adverbs in some contexts especially when combining with verbs to form what is known as English phrasal verbs (Bolinger, 1971; Cowie and Mackin, 1993 and Aldahesh, 2009a). Bolinger (1971) labels such particles of dual functions as 'Adpreps', which "form the most typical phrasal verbs […and] function now as adverbs, now as prepositions" (p. 23). The English prepositions used to form phrasal verbs are listed by Cowie and Mackin (1993) as follows:

> Aboard, about, above, across, after, against, ahead of, along, alongside, among, around, as, as far as, astride, at, before, behind, below, beneath, beside, between, beyond, by, down, for, from, in, in front of, inside, into, like, near, of, off, on, onto, on top of, out of, outside, over, past, round, through, to, toward(s), under, underneath, up, upon, with, within, without (p. vii).

Generally, there are three types of verb-particle structures in English, being: (a) verb-adverb structure; (b) verb-preposition structure; and (c) verb-adverb-preposition structure. Verb-adverb structure consists of a simple verb and an adverbial particle as in: *People should give up smoking*. Verb-preposition structure, however, consists of a simple verb and prepositional particle followed by a prepositional object as in: *He stepped into my room*. Finally, verb-adverb-preposition structure consists of a simple verb, adverbial particle, and prepositional particle followed by a prepositional object as in: *She cannot put up with her*

husband (Bolinger, 1971; Fraser, 1976; Heliel, 1994; McArthur, 1975, 1979, 1989 and Aldahesh, 2009a). It is worth mentioning that English grammarians label the above structures "English Phrasal Verbs" since they are idiomatic (cf. Courtney, 1983). Yet, some of them, like Quirk et al. (1985), consider the first type only as a Phrasal Verb (Aldahesh, 2009a).

3. Verb-Preposition Structure in Arabic

Prepositions in Arabic are called *ḥurūf al-jarr*, which literally means "the particles that put nouns, which come after them, into the genitive *majrūr*. Such a noun is called the genitive noun *al-ism al-majrūr*" (Aldahesh, 2009b). The classical Arabic grammarians from Kufa named prepositions *ḥurūf al-iḍāfa*, which means: the genitive particles that add the meaning of verbs, which come before them to the meaning of nouns, which come after them. (Haywood, 1965, p412; Ghalāyīnī, 1986, pp. 167-168; Al-Samarrā ī, 1979, p. 12; Aldahesh, 2009b). Arabic prepositions are twenty in number, as follows:

> *bi* (at), *min* (from), *ilā* (to), *an* (about), *alā* (on), *fī* (in), *ka* (as), *li* (for), *wāw al-qasam* (by), *tā al-qasam* (by), *mudh* (for), *mundhu* (since), *wāw rubba* (many a), *ḥattā* (until), *khalā* (except), *ḥāshā* (except), *addā* (except), *kay* (in order to), *matā* (when) (in the ancient *hudhayl* language), *la alla* (perhaps) (in the ancient *uqayl* language) (Aldahesh, 2009b).

Arabic prepositions are classified as one member of the so-called "closed class of words" as opposed to the "open class of word" (Abdul-Raof, 2001, pp. 25-26). The closed class of words is defined as "morphemes which represent the minimal unit of grammatical function and which do not have any referential meaning, i.e. they do not refer to an object or to an abstract concept" (Abdul-Raof, 2001, p. 25). Thus, this class of words "performs a grammatical function but to which we cannot add any prefixes or suffixes, and of which we cannot derive any other forms" (Abdul-Raof, 2001, p. 25).

As far as combining verbs with prepositions in Arabic, unlike English, Arabic has only one structure, that is, verb-preposition structure in which verbs are followed by prepositions such as: *al-rajulu yataḥaddathu an nafsihi* (the man is <u>talking about</u> himself). In spite of the fact that this structure is commonly used in both written and spoken Arabic, Arabic grammarians do not label it under a specific heading (Aldahesh, 2009a; Lentzner, 1977; Kharama & Hajjaj 1989; Bataineh & Bataineh 2002). Lentzner (1977) asserts that Arabic verb-preposition structure has characteristics of both English phrasal verbs and English prepositional verbs. I accept as true that the Arabic verb-preposition structure is syntactically a prepositional verb but semantically a phrasal verb. This is owing to the fact that, like the English verb-preposition structure, such a structure may well be used idiomatically. That is to say, in some contexts the Arabic verb-preposition structure may constitute a single unit of meaning which has nothing to do with the individual meanings of its components. Further, like the particle in English phrasal verbs, in Arabic verb-preposition structure the preposition modifies the meaning of the verb it combines with. Thus, changing the preposition entails altering the meaning of the whole structure (Aldahesh, 2009a). A good example is the widely used Arabic phrases: *raghiba fī* (to desire) and *raghiba an* (to turn away from). Having known that it is the preposition which plays the vital role in determining the overall meaning

of the Arabic verb-preposition structure, let us closely look into the relationship between the verb and the preposition in such a structure.

4. Collocational/Colligational Dimensions of Arabic Verb-Preposition Structure

Generally speaking, collocation (*al-muṣāḥaba* or *al-taḍām*) refers to the frequent co-occurrence of words that have developed an idiomatic semantic relation. *Perform*, for instance, collocates with *operation*, *dog* collocates with *bark*, and *rancid* collocates with *butter* (Daud et al. 2003).

Colligation (*intiẓām*), however, refers to the grammatical conditions for combining a set of words. The English verb *prefer*, for example, colligates with *to* + infinitive as in *I prefer to go*. It does not colligate with the *–ing* form (Daud et al. 2003).

It may well be useful to say that the notion of collocation has been studied since the middle of the 20th century (Drábková, 2011). It was first introduced by Firth (1957-1968) and has been developed by neo-Firthians such as Halliday and Sinclair (Yamasaki, 2008; Koopman & Kimmes 2010; Bahumaid, 2006 and Brashi, 2005). Firth (1957) was the first to identify that "words combine not only according to grammatical rules but that they display collocational properties; he coined the term 'collocation' for the 'habitual or customary places' of a word" (Fellbaum, 2007, p. 8).

Similarly, the term 'colligation' was also introduced by Firth (1968), who described it as "the interrelation of grammatical categories in syntactical structure" (p.183, cited in Yamasaki, 2008, p.94). Following Hoey (2005), Yamasaki (2008) indicates that colligation nowadays refers to "the relation holding between a word and a grammatical pattern, thus creating a midway relation between grammar and collocation" (p. 94).

Along these lines, Bartsch (2004) maintains that collocation was used, as a linguistic term, "in the 18th century when it was used to refer to the meaning that is now commonly covered by the closely related term 'colligation', i.e., grammatical juxtaposition of words in sentences" (cited in Drábková, 2011, p. 33).

Nonetheless, collocation constitutes an enormous difficulty not only to language learners but also to translators. Newmark (1988) asserts that "Translation is sometimes a continual struggle to find appropriate collocations" (p. 213). He further indicates that "If grammar is the bones of a text, collocations are the nerves, more subtle and multiple and specific in denoting meaning, and lexis is the flesh" (p. 213).

Like English, Arabic has some verbs that entail particular prepositions to follow them. The relationship between Arabic verbs and prepositions has been considered in two dimensions. Firstly, it has been considered as a collocational phenomenon by such scholars as Ghazala (1993) and Hafiz (2002), secondly, as a colligational phenomenon by Hussein (2001). Ghazala (1993) classifies collocations in Arabic, according to their grammatical patterns, into twenty patterns one of which is the verb+preposition+noun pattern. He gives the following example: *ajhasha bi-l-bukā* (burst into tears) (cited in Brashi, 2005).

Hafiz (2002), however, classifies collocations in Arabic, according to their grammatical patterns, into twelve types two of which are the verb+prepositional noun phrase, where the noun is the indirect object, and the verb+ prepositional noun phrase, where the phrase acts as an adverb. He exemplifies the former by: *astaqāla min al- amali* (he resigned from work), and the later by: *naffadha bi-shadda* (he precisely implemented) (cited in Brashi, 2005).

Abdul-Raof (2001) calls colligation *al-muṣāḥaba al-naḥwiyya* and makes the point that colligation is language-specific. In his attempt to prove the language specificity of colligation he provides the following example:

Arabic verb set that colligates with the preposition *alā* is: *i tamada* (to depend), *iḥtajja* (to protest), and *kadhiba* (to lie). These verbs cannot form a set of colligates in English because they need different prepositions (on, against, to) respectively.

5. Context Sensitivity of Arabic Verb-Preposition Structure

Prepositions, in any given language, are context sensitive, i.e. their meaning cannot be determined from their lexical individual and decontextualised meanings. It is, rather, determined by taking into account the surrounding textual and contextual factors. Hence, they acquire their specific meanings from the context in which they are used. A given preposition may have a number of meanings in a number of different contexts. Therefore, to be able to determine the intended meaning of a given preposition, one needs to appreciate the context in which that preposition is used. The Arabic preposition *fī* for instance, has the meanings of *at* (denoting place), *at* (denoting time), *in* (denoting place), and *on* (denoting time) (Alosh, 2000). Let me illustrate this issue by means of examples:

yadrusu al-ṭālibu fī al-jāmi ati (the student studies <u>at</u> the university) (*At*, denoting place)
qābaltuhu fī al-sā ati al-thāminati (I met him <u>at</u> eight o'clock) (*At*, denoting time)
nāmat fī ghurfatihā (she slept <u>in</u> her room) (*In*, denoting place)
sa arāhu fī al-yawmi al-jum ati (I will see him <u>on</u> Friday) (*On*, denoting time)

At this point, it might be insightful to say that the context also determines the idiomaticity of the whole Arabic verb-preposition structure. That is, in order to understand whether a given Arabic verb-preposition structure is used literally or metaphorically, one needs to consider the surrounding context of that preposition. To give you just two examples:

atat al-bintu alā ḥīni ghaflatin (The girl came suddenly).
atat al-bintu alā al-ḥalībi (The girl drunk the milk up / The girl fully consumed the milk).

In these examples the Arabic verb-preposition structure *atat alā* has been used literally in the first example where the two components of it retained their direct meanings, and metaphorically in the second example where the two components of it sacrificed their direct meanings to produce a new idiomatic one, which is entirely different to their literal meanings.

6. Language Specificity of Arabic Verb-Preposition Structure

Prepositions are language specific items as well. That is, each language has its distinct and special manner of using them which may or may not overlap with their usage in other

language(s). By comparing the English and Arabic languages from this perspective, one can come up with the following points:

- In some structures a given Arabic verb may take a preposition while its English equivalent does not need a preposition and vice versa. For example, the English verb *to obtain* takes a direct object with no need for a preposition, whereas its Arabic equivalent *ḥaṣala* requires the preposition *ʿalā*. Another example is the Arabic verb *intaẓara*, which does not take a preposition, whereas its English equivalent *to wait* typically takes the preposition *for*. Another example is the English verb *to reach*, which does not need a preposition, while its Arabic equivalent *waṣala* typically colligates with the preposition *ilā* (to).

- In some structures a given Arabic verb may take a preposition while a similar English verb takes different preposition. For example: the Arabic verb *attahama* typically colligates with the preposition *bi*, whereas its English equivalent *to accuse* takes a different preposition, which is *with*. Another example is in denoting time in English the preposition *at* is used as in: *I woke up at seven o'clock*, while the Arabic preposition *fī* (in) is used in the same context. Another good example is the English verb *to arrive*, which takes different prepositions in different contexts, as in: *I arrived <u>at</u> Sydney airport yesterday*; *I arrived <u>in</u> Australia in 1994*; and *I arrived <u>on</u> Elizabeth Street this morning*. Whereas the Arabic preposition *ilā* (to) is used in all of the abovementioned contexts.

- In some structures a given Arabic verb may have the possibility to colligate with more than one preposition while a similar English verb takes one preposition and vice versa. For example: the English verb *to speak* has the possibility to colligate with the preposition *to* and the preposition *with*, while the Arabic equivalent verb *takallama* takes one preposition, which is *maʿa* (with).

- The English language distinguishes between the usage of the prepositions *among* and *between*, and the usage of *since* and *for* unlike Arabic, which does not have such a distinction. In Arabic *bayna* is used for both *among* and *between*, and *mundhu* is used for *since* and *for*.

7. Methodology

7.1 Data Collection

Multiple-choice and translation tests were conducted by twenty five English learners of Arabic. The multiple-choice test comprises fifty sentences selected from Arabic press. In each sentence, the preposition was left blank. The participants were asked to fill in the blank with one of the four words presented below the item: two prepositions (one of them is the correct answer) and two distracters. The participants were given thirty minutes to complete the test. The multiple-choice test is designed to assess the subjects' ability to choose the appropriate preposition for the given verb in the given context (See Appendix 1 below). The translation test, however, is a text of 300 words, also selected from the Arabic press. It contains nine verb-preposition structures. The subjects were given thirty minutes to translate it into English. The translation test is designed to evaluate the subjects' ability to convey the

intended overall message of that text (See Appendix 2 below). It is worth mentioning that, when conducting both the multiple-choice test and the translation test, the subjects were allowed to consult both English-Arabic and Arabic-English dictionaries.

7.2 Participants

The subjects of this study are twenty five advanced Arabic learners studying Arabic at the Department of Arabic and Islamic Studies at the University of Sydney. Nine of them are males and sixteen are females. Their age varies between twenty and thirty one years. Although some of the subjects are from non-English speaking background (3 Arabic, 1 French, 1 Chinese and 1 Persian), English is the first language of all of them. Seventeen subjects are doing a Bachelor Degree in different fields (Arts, languages, Science, music, International and Global studies …etc.); two are doing Honours in Arabic and Islamic Studies, and one is doing PhD in Islamic studies.

7.3 Data Analysis

The data collected from the subjects is described, compared and analyzed by utilizing Excel (for quantitative analysis) and QSR NVivo 9 (for qualitative analysis) in order to generate percentage-based calculations and provide deeper analysis of the material. The data analysis is conducted to address the following research questions:

1) To what extent were English learners of Arabic successful in providing the appropriate Arabic verb-preposition structures? (Quantitative analysis)

2) What are the types of errors made by English learners of Arabic when tackling the question of Arabic verb-preposition structures? (Context-sensitivity related errors, and language-specificity related errors). (Qualitative analysis)

3) To what extent the subjects correctly understood the intended overall message of the provided text? (Qualitative analysis).

8. Results of the Multiple-Choice Test

Table 1 below displays the incorrect answers, and the types of errors made in the multiple-choice test.

Table 1. General Overview of Multiple Choice Test Results and Error Types

Item Number	Verb-Preposition Structure	Context-Sensitivity Related Errors	Language-Specificity Related Errors	Percentage Context-Sensitivity Errors	Percentage Language-Specificity Errors
1	يتطلع إلى	-	13	-	52%
2	يتعين على	-	12	-	48%
3	يعاني من	-	11	-	44%
4	أعرب عن	-	8	-	32%
5	تحتاج إلى	-	9	-	36%
6	يقع في	17	-	68%	-
7	يسعى إلى	-	11	-	44%
8	ترفع إلى	-	11	-	44%
9	فرّوا من	-	11	-	44%

10	يتقاتلون على	-	14	-	56%
11	أشارت إلى	18	-	72%	-
12	أسدل الستار على	13	-	52%	-
13	كشفت المصادر عن	-	16	-	64%
14	أشادَ بِ	-	13	-	52%
15	عرض على	-	16	-	64%
16	يحذر من	-	19	-	76%
17	شدَّدَ على	-	24	-	96%
18	يتطلَّع إلى	-	12	-	48%
19	صدرت عن	-	17	-	68%
20	أقلع عن	14	-	56%	-
21	أتى الحريق على	16	-	64%	-
22	هدَّدَ بِ	-	16	-	64%
23	قام بزيارة	12	-	48%	-
24	تتجه إلى	12	-	48%	-
25	تسهر على	18	-	72%	-
26	انفصل عن	-	12	-	48%
27	تقوم بِ	13	-	52%	-
28	تتمتَّع بِ	-	18	-	72%
29	اعترفت بِ	-	11	-	44%
30	اقترب من	-	12	-	48%
31	عبَّرَ عن	-	15	-	60%
32	تقع المسؤولية على	-	15	-	60%
33	يسهر على	13	-	52%	-
34	انسحب الأمر على	17	-	68%	-
35	انصرفت إلى	-	5	-	20%
36	وقف في وجه	-	11	-	44%
37	وقع في قبضة	15	-	60%	-
38	تسعى إلى	-	16	-	64%
39	تمكَّن من	-	17	-	68%
40	أشار إلى	15	-	60%	-
41	انتقل إلى	-	8	-	32%
42	أعلن عن	-	16	-	64%
43	شدَّدَ على	-	13	-	52%
44	كشف عن	11	-	44%	-
45	يأتي بِ	-	14	-	56%
46	تأمل في	-	23	-	92%
47	أدلى بِ	-	18	-	72%
48	مرَّت بِ	-	16	-	64%
49	يتوقَّف عن	-	17	-	68%
50	يعملون على	-	13	-	52%
Totals		204	503	58.3% (Average)	55.9% (Average)

As outlined in the Table above, the results of the multiple-choice test show that the total average of incorrect answers, slightly more than half (56.6%), is, to a certain extent high. This obviously indicates the fact that the verb-preposition structures listed in the multiple-choice test posed numerous difficulties to the subjects involved in this study, in that they failed to score a higher average percentage of correct answers.

The results also show that the average of the context-sensitivity related errors (58.3% of the listed 14 items) is slightly higher than the language-specificity related errors (55.9% of the listed 36 items).

9. Discussion of the Multiple Choice Test Results

14 or 28% of the 50 questions in the multiple-choice test are idiomatic Arabic verb-preposition structures, i.e. the meanings of both the verbs and the prepositions which collocate with them cannot be taken literally. They rather sacrifice their direct meanings and fuse together to produce new metaphorical meanings which greatly differ from their basic meanings. Such an idiomatic tendency of this type of verb-preposition structure complicates the task of appreciating the intended meanings of them in different contexts. Two examples from the data collected from the subjects of the present study must suffice:

The literal meaning of the Arabic idiomatic verb-preposition structure *tashar ʿalā* is (to stay awake at night… on), which has nothing to do with the intended meaning of it in the context given in question 25 of the multiple-choice test. It reads:

nashkur Allāha subḥānahu wa-taʿālā an hayyʾa lanā qiyādatan ḥakīmatan tasharuʿ ʿalā rāḥati abnāʾihā (We thank God Almighty as he gave us a wise leadership that <u>looks after</u> its citizens' comfort).

72% of the subjects of the present study answered this question incorrectly. A closer look at their answers reveals that instead of perceiving the metaphorical usage of the structure and taking the context in which it was employed into consideration, they took it literally, hence their erroneous answers.

Another example illustrating this type of error is the Arabic idiomatic verb-preposition structure *insaḥaba ʿalā* (literally: to withdraw, to retreat … on) which appeared in question 34 of the multiple-choice test which reads:

wa-idhā mā insaḥaba al-amru ʿalā ghayrihim aw ʿalā madākhīl ukhrā fa-in al-ḥāl sayatakarrar ayḍān (This situation will happen again as well if the matter is <u>applied to</u> other people or to other incomes).

68% of the subjects of the present study answered this question incorrectly. As noticed from the provided translation, the intended meaning of this structure in the given context is non-transparent, and it does not lend itself to being understood without appreciating the overall context of the situation in which it is employed.

Moving on to the second type of errors, i.e. language-specificity related errors, 36, or 72% of the 50 questions in the multiple-choice test are non-idiomatic Arabic verb-preposition structures, that is, the meanings of both the verbs and the prepositions that colligate with them can be taken literally. Even though, the subjects of the present study failed to score a higher average of correct answers. This is due to the fact that these structures are language-specific. Thus, the subjects were confused about which preposition colligated with the given verb, or if a preposition was needed at all. The following two examples highlight this. They contained the highest percentage of subject errors from the entire multiple choice test.

shaddada ʿalā 96%

Akkada wakīl wizārat al-iʿlām Salmān al-Ṣabāḥ annahu sayastamiʿu ilā jamīʿ

al-iqtirāḥāt wa-l-malāḥaẓāt li-taṭwīr al- amal wa-l-irtiqā bi-l-mu assasati al-i lāmiyyati, wa-shaddada fī taṣrīḥ li-((al-ra i)) alā anna dhalika lan yataḥaqqiq illā bi-taḍāfir al-juhūd wa-l- amal al-jamā ī.

(Sheikh Salman Al-Sabah, Deputy Information Minister, confirmed that he will listen to all suggestions and notes in order to develop the work and improving the media institution. In a statement to "al-Rra'i" <u>he confirmed</u> that this will not be achieved without concerted efforts and working as a team).

Another example is the structure *ta mulu fī* 92%

Al-ṣīn ta malu fī an tashhada lībiyā marḥalatan intiqāliyyatan siyāsiyyatan min dūni ṣadāmāt (China <u>hopes</u> that Libya witnesses a transitional political stage without clashes).

Being native English speakers, the subjects, in their attempt to provide the appropriate prepositions to the abovementioned verbs, were heavily influenced by their mother tongue. In English both the verbs (*to confirm* and *to hope*) do not require prepositions to follow them. Hence, the confusion took place.

10. Results of the Translation Test

The translation test comprises a 300 word news article, which, for the purposes of this study, includes nine verb-preposition structures within the body of the text that are the focus of analysis. Two of these structures are employed idiomatically, with the remaining seven structures being employed non-idiomatically.

It is worth mentioning at this point that there are likely multiple factors affecting the subject's ability to understand the overall message in the Arabic text; correct understanding of verb-preposition structures is only one of these, and is the focus of this study.

Table 2. General Overview of Translation Test Results and Error Types

Item Number	Verb-Preposition Structure	Context Sensitivity Related Errors	Language-Specificity Related Errors	Percentage Context-Sensitivity Errors	Percentage Language-Specificity Errors
1	تفوّق في التنظيم	-	13	-	52%
2	تفوّق في إدارة حملته	-	18	-	72%
3	وصلت شعبيته إلى	-	6	-	24%
4	عجز عن	-	10	-	40%
5	انسحب الأمر على	24	-	96%	-
6	ينجح في	-	6	-	24%
7	قارن بـ	-	7	-	28%
8	ساعد الأخير في	-	16	-	64%
9	التصقت بـ	18	-	72%	-
Totals		42	76	84% (Average)	43.2% (Average)
				Overall Average: 52.4%	

As shown in Table 2, the overall error rate (52.4%) is considerably high, meaning that over half of the structures were understood and translated incorrectly. As found in the multiple-choice test results, the errors in context-sensitive and idiomatic structures are considerably higher, with an average of 84%.

11. Discussion of Translation Test Results

All of the subjects made errors throughout their translations of the test article; this means that overall, they did not accurately appreciate and translate the message of the text. This was due to a number of reasons, the most important for the aims of this study include: some subjects completely avoided translating the structure; others translated the verb-preposition structure incorrectly or inaccurately; others did not use the correct preposition when required; and, perhaps most importantly of all, the subjects may have understood the verb-preposition structure correctly (especially the non-idiomatic ones), however, they completely misunderstood the surrounding context thus rendering the entire sentence incorrectly. The following examples illustrate the above-mentioned cases:

The Arabic verb-preposition structure *iltaṣaqat bi* is a typical example to illustrate the avoidance case. It is indeed the most avoided structure as 16 out of the 25 (64%) subjects skipped translating this structure. The context in which this structure was employed reads:

bi-l-ṭab sā ada al-akhīra fī ḥamalatihi muwājihat al-iqtiṣādi al-amīrkī liḥalāti rukūdin shadīdatin iltaṣaqat salbiyyātihā bi-l-ra īs al-qābi fī al-bayt al-abyaḍ.

(What helped the latter in his campaign, of course, was the severe recession that the American economy faced. The negative aspects of that crisis were <u>attributed to</u> the President of the White House).

Most of the subjects found this structure difficult to translate, hence, they avoided it. The reason behind this difficulty, in my view, is the idiomatic usage of the structure. It is quite evident from the context that this structure has been used metaphorically in that taking the literal meanings of both the verb *iltaṣaqat* (Lit. to stick) and the preposition *bi* (Lit. in) will not convey the intended meaning of the structure in the given context. Therefore, the metaphorical/idiomatic meanings of both components of the structure need to be appreciated.

The second point to be illustrated is the incorrect or inaccurate translation of the given verb-preposition structure. The incorrectness or inaccuracy of translating the structures manifested themselves in several ways, they include: providing correct translation of the preposition but incorrect translation of the verb. For example, in their attempt to translate *yunjiḥu fī* in the following context:

bi-l-ṭab mā ja ala awbāmā yunjiḥu fī al-intikhābāti al-ru āsiyyati huwa wa duhu bi-l-taghyīri (Actually, what made Obama to win the presidential election was his promise of change), one of the subjects gave the following incorrect translation of the verb *yunjiḥu: Of course, what makes Obama <u>work in</u> the presidential election is his promise of change.*

Another aspect of mistranslating is providing a correct translation of the verb but an incorrect translation of the preposition. For example, translating the preposition *fī* in the previous

sentence literally, becomes "*to win in the*".

Incorrect translation of the given structures is also manifested in giving completely erroneous translation of both verb and preposition. For example, translating *ajaza an* in: al-ḥizb al-jumhūrī *ajaza an muwājihati al-uzmati al-māliyyati* (the Republican Party failed in confronting the financial crisis) as: "*surpassed*". Another example to illustrate this point is translating *waṣalat shu biyyatuhu ilā al-ḥaḍīḍ* (become increasingly unpopular) as: "*increased his popularity from the lowest level*"

The most common aspect of incorrect translation among the participants was literally translating an idiomatic structure. For example, translating *insaḥaba al-amru alā al-murashshaḥi al-jumhūrī* (This matter applied to the Republican candidate) as: *the issue was withdrawn on the Republican candidate*, or as: *the matter was withdrawn by the Republican candidate*, or even as: *the concern was dragged out of the Republican Party's candidate*.

It should be clear by now that most of the subjects made serious errors in understanding the most important verb-preposition structures in the article, both idiomatic and non-idiomatic. This indicates that their ability to accurately understand and translate the article was impaired by their lack of understanding and appreciation of these structures. As seen above, if 72% of subjects misunderstood the context of *tafawwaqa awbāmā fī* (Obama excelled in) and instead, think that McCain excelled over Obama in his election campaign, then they have clearly misunderstood the central message of the entire article, which is discussing Obama's victory in the elections. Therefore, the subjects who made this error and misunderstood this central point, even if they translated the remainder of the article correctly, contradict themselves.

In a nutshell, one can safely say that the subjects may appreciate the main points of the text but with different levels of accuracy in translation; this depends upon the types and numbers of errors they made overall.

12. Conclusion and Recommendations

The main argument of this paper is that context sensitivity and language specificity of Arabic verb-preposition structure are the main two reasons behind the difficulty of learning and translating them. This paper explores these two essential issues by analysing and contrasting the collocational and colligational phenomena of verb-preposition structure in the English and Arabic languages. A close examination of the subjects' responses to the multiple choice and translation tests conducted in this study reveals that the subjects overall performance was well below the average. It must be stressed that the dissimilarities between the Arabic and English languages in terms of using prepositions and the ways by which they collocate and colligate with verbs affect, to a great degree, the process of understanding them, and in turn appreciating the overall message of a given text.

To conclude, the following recommendations for English learners of Arabic can be proposed in light of the findings of this study: 1) English learners of Arabic must be fully aware of the main two reasons behind the difficulty of mastering Arabic verb-preposition structure, i.e. context sensitivity and language specificity. 2) To overcome difficulties caused by context

sensitivity, students need to avoid taking Arabic verb-preposition structures literally. They rather ought to look at each structure as one unit of meaning and appreciate its subtle semantic properties, that is, its metaphorical/idiomatic usage. This can be done by accounting for the context in which these structures are used. 3) To overcome difficulties caused by language specificity, students need to think in Arabic not in English when encountering Arabic verb-preposition structures, taking into consideration the nuances of these structures between the two languages, in terms of both nature and usage. 4) English learners of Arabic are best advised to make their own list of Arabic verb-preposition structures in their vocabulary notebooks. This technique was suggested by a number of English pedagogues to non-native learners of English as a way to mastering English phrasal verbs (cf. Side, 1990; Flower, 2000, Aldahesh, 2009a) and it can be well employed as a technique to master Arabic verb-preposition structures. 5) These structures must have a prominent place in the textbooks used when teaching/learning Arabic, and teachers ought to pay more attention to these problematic structures by putting more focus on them in their class activities. 6) These structures must be introduced to students in different contexts and through a variety of text types in order to allow them to appreciate the subtle nuances of the structure usages and, most importantly, 7) There is a real need for a comprehensive contextual bilingual Arabic-English dictionary specialising in this particular area. To the best of my knowledge and research, there is no such a comprehensive dictionary dedicated to this complicated Arabic phenomenon, while there are scores of English dictionaries devoted to its counterpart phenomenon in the English language, i.e., English phrasal verbs.

Acknowledgement

References

Abdul-Raof, H. (2001), *Arabic Stylistics: A Coursebook*. Wiesbaden: Harrassowitz Verlog.

Aldahesh. A. Y. (2009a). *Translating Idiomatic English Phrasal Verbs into Arabic*. UK. VDM Verlag Dr. Muller.

Aldahesh, A. Y. (2009b). *Notes on Western Scholars' Classification of Arabic Prepositions*. Proceedings of the Conference "Arabic Language on Perspective of Social and Culture". October 12-14, 2009. North Sumatra University, Indonesia, Medan.

Alosh, M. (2000). *Ahlan wa Sahlan*. London. Yale University Press.

Al-Samarrā ī, I. (1979). *Muqaddimatun fī tārīkh al- arabiyyati (in Arabic)*. Baghdad: Dār al-Ḥurriyya

Bahumaid, S. (2006). Collocation in English-Arabic Translation. *Babel*, *52*(2), 133-152. http://dx.doi.org/10.1075/babel.52.2.03bah

Bataineh, R. F., & Bataineh, R. F. (2002). The Difficulties Jordanian Graduate Learners of

English as a Second language Face When Translating English Idioms into Arabic. *RASK, 16*, 33-83.

Bolinger, D. (1971). *The Phrasal Verb in English*. Cambridge and Massachusetts: Harvard University Press.

Brashi, A. S. (2005). *Arabic Collocations: Implications for Translation.* Unpublished doctoral dissertation, University of Western Sydney, Australia.

Courtney, R. (1983). *Longman Dictionary of Phrasal Verbs*. England: Longman Group Limited.

Cowie, A. P., & Mackin, R. (1993). *Oxford Dictionary of Phrasal Verbs* (Second ed.). Oxford: Oxford University Press.

Croitoru, E., & Dumitrascu, A. (2006). *Collocations and Colligations in Translation and Interpreting*. Retrieved from www.uab.ro/reviste_recunoscute/philologica/philologica_2006.../43.doc (26/09/2012)

Daud, N., Dollah, N., & Zubir, B. (2003). *Linguistics Dictionary: English-Arabic Arabic-English*. Kuala Lampur: A. S. Noordeen.

Drábková, L. (2011). Collocations in English and Czech from a Historical Perspective. In R. Trušník, K. Nemčoková & G. Jason Bell (Eds.) *Theories and Practice*. Proceedings of the Second International Conference on English and American Studies. September 7–8, 2010.Tomas Bata University in Zlín, Czech Republic.

Emery, P. G. (1991). Collocation in Modern Standard Arabic. *Journal of Arabic Linguistics,* (23), 56-65.

Fellbaum, C. (2007). *Idioms and Collocations: Corpus-based Linguistic and Lexicography Studies*. Continuum. London and New York.

Flower, J. (2000). *Phrasal Verb Organiser* (Seventh ed.). London: Language Teaching Publications (LTP).

Fraser, B. (1976). *The Verb-Particle Combination in English*. New York, San Francisco and London: Academic Press.

Ghalāyīnī, M. (1986). *Jāmi al-durūs al- arabiyyati (in Arabic)*. Beirut: Al-Maktabat al- Aṣriyya

Haywood, J. A., & Nahmad, H. M. (1965). *A New Arabic Grammar of the Written Language*. London: Lund Humphries.

Heliel, M. H. (1994). Verb-Particle Combinations in English and Arabic: Problems for Arab Lexicographers and Translators. In R. De Beaugrand, A. Shunnaq & M. H. Heliel (Eds.), *Language, Discourse and Translation in the West and Middle East*. Amsterdam/Philadelphia: John Benjamins Publishing Company.

Kharma, N., & Hajjaj, A. (1989). *Errors in English Among Arabic Speakers: Analysis and*

Remedy. London: Longman

Koopman, H. And Kimmes, A. (2010). Collocation Analyzer: An Electronic Tool for Collocation Retrieved and Verification. *T21N-Translation in Transition*. Retrieved on 26/09/2012 from www.t21n.co

Lentzner, K. R. (1977). *Semantic and Syntactic Aspects of Arabic Prepositions.* Unpublished doctoral dissertation, Georgetown University, Washington, D. C.

McArthur, T. (1975). *Using Phrasal Verbs* (Second ed.). London and Glasgow: Collins.

McArthur, T. (1979). The strange cases of the English phrasal verb. *Zielsprache Englisch, 9*(3), 24-26.

McArthur, T. (1989). The long-neglected phrasal verbs. *English Today, 5*(2), 38-44. http://dx.doi.org/10.1017/S026607840000393X

Newmark, P. (1988). *A Textbook of Translation*. Prentice Hall. New York, London, Toronto, Sydney and Tokyo.

Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London and New York: Longman.

Ryding, K. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press. UK. http://dx.doi.org/10.1017/CBO9780511486975

Side, R. (1990). Phrasal verbs: sorting them out. *ELT Journal, 44*(2), 144-152. http://dx.doi.org/10.1093/elt/44.2.144

Yamasaki, N. (2008). Collocation and colligation associated with discourse function of unspecific anaphoric nouns. *International Journal of Corpus Linguistics*, *13*(1), 75-98. http://dx.doi.org/10.1075/ijcl.13.1.05yam

Appendices

Appendix 1. Multiple-Choice Test

Read the following news items carefully and fill in the blanks with the appropriate words. Please circle one word only for each item.

1. نائب الرئيس الصيني يتطلع .... دعم التنمية المشتركة بين الصين وامريكا اللاتينية.[1]

    على   نادى   إلى   قالَ

2. وفي واشنطن، أعلن المتحدث باسم الخارجية مارك تونر أن لقاء بالي كان "بناء"، لكن يتعين .... النظام الكوري الشمالي أن يقوم بالمزيد.[2]

    في   تغيير   على   جعل

3. المعبر ما زال يعاني .... قلة المسموح لهم بالعبور، وعدم وجود تلك التيسيرات، فضلا عن بطء وتيرة عمله.[3]

    من   جرى   على   بعض

4. وكان رئيس الوزراء التركي رجب طيب أردوغان أعرب .... نيته في زيارة قطاع غزة.[4]

---

[1] http://arabic.news.cn/big/2011-06/11/c_13923316.htm (10/09/2011)

[2] http://www.aljazeera.net/NR/exeres/95B5813D-0423-40A0-B70D-5A6F4EBEA3E4.htm?GoogleStatID=9 (29/07/2011)

[3] http://www.aljazeera.net/NR/exeres/52753F77-C856-4B50-AE32-D944F377F600.htm?GoogleStatID=9 (29/07/2011)

<div dir="rtl">

على   يقول   عن   كل

5. تحتاج وزارة الخزانة الأميركية .... رفع سقف الدين حتى تتمكن من مواصلة الاقتراض من أسواق المال للوفاء بالتزامات الدولة المالية.[5]

الكثير   في   تقترض   إلى

6. يقع الكتاب .... 250 صفحة من القطع المتوسط.[6]

على   يقرأ   في   كله

7. ويسعى الجمهوريون والديمقراطيون .... الجمع بين خطة زعيم الكتلة الجمهورية في مجلس النواب جون بونر وخطة زعيم الكتلة الديمقراطية في مجلس الشيوخ هاري ريد.[7]

في   قام   إلى   حشد

8. قال وزير التخطيط العراقي الإثنين الماضي إن الحكومة سترفع ميزانية الاستثمار للعام المقبل .... 51 مليار دولار لتمويل مشروعات جديدة.[8]

على   نزل   إلى   هبط

9. في هذه الأثناء تتفاقم معاناة آلاف النازحين الصوماليين الذين فرّوا .... مناطق الجنوب صوب العاصمة هربا من المجاعة.[9]

ركضوا   من   جرى   على

10. وأضافت المفوضية أن النازحين الذين يعيشون في مخيمات بدائية يتقاتلون .... الطعام الذي توزعه المنظمات الخيرية المحلية.[10]

من   يحاربون   على   يأكلون

11. أشارت الرسالة .... أن الهدف من الثورة الشبابية «تحريرهم من ظلم واستبداد النظام وأن معاناتهم جزء من ضريبة الثورة.[11]

على   قرأت   إلى   كتب

12. أخيراً أسدل الستار .... مكان محاكمة الرئيس المخلوع حسني مبارك.[12]

على   نام   من   انتهى

13. كشفت المصادر .... أن الوزير دعا إلى أهمية احترام الأعراف والاتفاقات الدولية.[13]

على   أسفرت   عن   أوضحت

14. أشاد الدكتور أحمد الطيب .... تماسك المصريين مسلمين وأقباطا ومن مختلف القوى والتوجهات السياسية خلال ثورة يناير.[14]

عن   امتدح   بـ   صباحاً

15. عرض الدكتور عصام شرف رئيس مجلس الوزراء أمس .... المشير محمد حسين طنطاوي رئيس المجلس الأعلى العسكري حركة التطهير الأولى، التي من المتوقع إعلانها خلال ساعات.[15]

أشار   على   قائلاً   عن

16. ويحذر المراقبون في دمشق .... أن يؤدي تشدد البعث في مواجهة تشدد الشارع إلى طريق مسدود.[16]

عن   ينبه   من   يشكو

17. أكّدَ وكيل وزارة الإعلام الشيخ سلمان الصباح أنه سيستمع إلى جميع الاقتراحات والملاحظات لتطوير العمل والارتقاء بالمؤسسة الاعلامية، وشدد في تصريح لـ ((الرأي)) .... أن ذلك لن يتحقق إلا بتضافر الجهود والعمل الجماعي.[17]

كرَّر   إلى   قال   على

</div>

---

[4] http://www.aljazeera.net/NR/exeres/52753F77-C856-4B50-AE32-D944F377F600.htm?GoogleStatID=9 (29/07/2011)

[5] http://www.aljazeera.net/NR/exeres/AC057D68-BA58-4A5E-8647-69C6572D4196.htm?GoogleStatID=9 (29/07/2011)

[6] http://www.alriyadh.com/2011/05/24/article635177.html (19/08/2011)

[7] http://www.aljazeera.net/NR/exeres/AC057D68-BA58-4A5E-8647-69C6572D4196.htm?GoogleStatID=9 (29/07/2011)

[8] http://www.aljazeera.net/NR/exeres/B29B095F-81D0-4AA2-9CCB-028A34C8FF93.htm?GoogleStatID=9 (29/07/2011)

[9] http://www.aljazeera.net/NR/exeres/58A0932A-C16D-48CC-B9D4-0201FB8FEDF1.htm?GoogleStatID=24 (29/07/2011)

[10] http://www.aljazeera.net/NR/exeres/58A0932A-C16D-48CC-B9D4-0201FB8FEDF1.htm?GoogleStatID=24 (29/07/2011)

[11] http://international.daralhayat.com/internationalarticle/292589 (29/07/2011)

[12] http://www.ahram.org.eg/The-First/News/92136.aspx (29/07/2011)

[13] http://www.ahram.org.eg/The-First/News/92175.aspx (29/07/2011)

[14] http://www.ahram.org.eg/The-First/News/92174.aspx (29/07/2011)

[15] http://www.ahram.org.eg/The-First/News/92172.aspx (29/07/2011)

[16] http://www.aawsat.com/details.asp?section=4&article=633236&issueno=11931 (29/07/2011)

[17] http://www.alraimedia.com/Alrai/ (18/08/2011)

18. ومن المهم أن تكون للشعب العراقي حرية التعبير عن رأيه وأن يتطلَّع .... مصلحته.[18]

على   دائماً   إلى   بازدهار

19. أشاد رئيس المفوضية الأوروبية جوزيه مانويل باروزو أمس، بالقرارات «المهمة» التي صدرت .... قمة باريس بين المستشارة الألمانية انغيلا مركل والرئيس الفرنسي نيكولا ساركوزي.[19]

على   نشرت   عن   أمس

20. أعلنت وكالة حماية الطفل في إندونيسيا أن طفلا إندونيسيا في سن العامين أقلع .... التدخين بعد شهر من تلقيه العلاج.[20]

فوق   إلى   أصبح   عن

21. أفادت أنباء غير مؤكدة بأن عامل نفط صيني تسبب في نشوب حريق مستمر منذ ثلاثة أيام، أتى **.........** عشر قرى في محيط قضاء دوكان بمحافظة السليمانية، لم تتم السيطرة عليه لحد الآن.[21]

جاء   من   زحف   على

22. هدَّدَ أساتذة في جامعة الكويت مجدداً .... الإضراب احتجاجا على القرارات العشوائية وعدم الأخذ بآرائهم في القضايا الأكاديمية.[22]

قاموا   لِ   انتفضوا   بِ

23. قام سمو أمير البلاد مساء أمس الأول يرافقه سمو ولي العهد الشيخ نواف الأحمد ونائب رئيس الحرس الوطني الشيخ مشعل الأحمد .... زيارة رمضانية إلى ديوانية الرعيل الأول وكبار السن.[23]

أجرى   لِ   بسرعة   بِ

24. تتجه الأمم المتحدة .... تكثيف ضغوطها على السلطات السورية، في إطار المساعي الهادفة إلى دفعها لإيقاف العمليات العسكرية التي ينفذها الجيش السوري في عدد من المدن.[24]

باتجاه   إلى   دعت   على

25. نشكر الله سبحانه وتعالى أن هيَّأ لنا قيادة حكيمة تسهر .... راحة أبنائها.[25]

فوق   على   تنام   في

26. في التاسع من الشهر الماضي انفصل جنوب السودان .... موطنه الأصلي، تاركاً سكان الشمال يعايشون أزمات متعددة، بعضها سياسي والآخر اقتصادي.[26]

على   انعزل   عن   لدى

---

[18] http://www.alraimedia.com/Alrai/Article.aspx?id=293109&date=18082011 (18/08/2011)

[19] http://international.daralhayat.com (18/08/2011)

[20] http://www.alarabiya.net/articles/2010/09/02/118323.html (18/08/2011)

[21] http://www.babil.info/thesis.php?mid=32885&name=axbar (18/08/2011)

[22] http://www.alqabas.com.kw/ (18/08/2011)

[23] http://www.alqabas.com.kw/Sections.aspx?id=488& (18/08/2011)

[24] http://www.al-akhbar.com/arab-news (18/08/2011)

[25] http://www.al-madina.com/node/296880 (19/08/2011)

[26] http://www.al-akhbar.com/arab-news (18/08/2011)

27. اكتشفت بعثة التنقيب العراقية التي تقوم .... أعمال التنقيب في موقع تل الذهب بمناطق الأهوار جنوب الناصرية رقما طينية مكتوبة بالخط المسماري.[27]

سوى   بِ   تكتب   على

28. أكد رئيس مجلس النواب أسامة النجيفي أن العراق دولة اتحادية تتمتع مجالس المحافظات فيها .... صلاحيات واسعة كفلها الدستور.[28]

أنواع   تنال   بِ   على

29. اعترفت القوات الأميركية أمس الأربعاء .... تنفيذ ضربتين جويتين خلال حزيران الماضي ضد مسلحين، من دون مشاركة قوات عراقية، في انتهاك واضح لبنود الاتفاقية الأمنية الموقعة مع العراق.[29]

ضرب   تمكنت   بِ   على

30. كشف وزير النفط عبد الكريم لعيبي أن الإنتاج اليومي من النفط الخام اقترب .... ثلاثة ملايين برميل.[30]

قريب   من   أقل   عن

31. عبَّر صالح بن محمد الغامدي .... شكره لخادم الحرمين الشريفين واعتزازه بالثقة الملكية الكريمة بتعيينه سفيراً للمملكة لدى جمهورية إيطاليا.[31]

قالَ   أعربَ   عن   على

32. وتقع المسؤولية .... جميع أعضاء مجلس الإدارة إذا نشأ الخطأ عن قرار صدر بإجماعهم.[32]

تضع   على   فوق   من

33. نحمد الله تعالى على توفيقه بعودة ملك القلوب والإنسانية والد الجميع الذي يسهر .... راحة ابناء الوطن.[33]

يريح   ينام   على   عن

34. وإذا ما انسحب الأمر .... غيرهم أو على مداخيل أخرى فإن الحال سيتكرر أيضاً.[34]

انبسط   على   هكذا   عن

35. طوت الأحزاب والكتل والتيارات السياسية صفحة الانتخابات البلدية والاختيارية في منطقة البقاع اللبناني، وما سبقها ورافقها من شعارات وحملات واتهامات متبادلة، وانصرفت .... مراجعة نتائجها في ميدان الربح والخسارة السياسية والشعبية.[35]

[27] http://www.alsabaah.com/ (18/08/2011)

[28] http://www.alsabaah.com/ArticlesBrowse.aspx?CatID=4 (18/08/2011)

[29] http://www.alsabaah.com/ArticlesBrowse.aspx?CatID=4 (18/08/2011)

[30] http://www.alsabaah.com/ArticlesBrowse.aspx?CatID=4 (18/08/2011)

[31] http://www.alriyadh.com/section.local.html (18/08/2011)

[32] http://www.alriyadh.com/2011/04/22/article625903.print (19/08/2011)

[33] http://www.alriyadh.com/2011/02/25/article607931.print (19/08/2011)

[34] http://www.alwasatnews.com/3213/news/read/569333/1.html (19/08/2011)

[35] http://www.aawsat.com/details.asp?section=4&issueno=11487&article=569057&feature= (19/08/2011)

على   إلى   ذهبت   راجعت

36. مونتسكيو رائد الفلسفة السياسية الحديثة وقف .... وجه التعصب المسيحي السائد في عصره ودعا إلى الانفتاح والتسامح.[36]

على   قامَ   في   نحوَ

37. وقد وقع .... قبضة محكمة الجزاء الدولية عدد من كبار المجرمين من شركاء "ميلوسوفيتش" في جرائم الإبادة العرقية.[37]

على   نزل   في   كتبَ

38. وتسعى كتلة التنمية والإصلاح .... إقناع النواب بأن يستمر دور الانعقاد الطارئ ممتداً لحين انجاز تقارير القوانين المتعلقة بمكافحة الفساد.[38]

عن   إلى   تتمنى   تحاول

39. تمكن العقيد .... الفرار عبر أحد الأنفاق تحت الحصن، والتي بينها ما يوصل إلى المطار، وآخر إلى البحر، وثالث إلى الصحراء.[39]

عن   استطاع   من   يسعى

40. أشار الثوار .... انتشار للقناصة على أسطح المباني.[40]

من   إلى   تقدُّم   ازدياد

41. انتقل وفد من المجلس الانتقالي جواً .... طرابلس.[41]

فوق   إلى   عن   طارَ

42. أعلن مصدر مطلع في وزارة الأوقاف والشؤون الإسلامـــــيـــــة .... «الرأي» عدم قدرة الوزارة على الوفاء بالتزامها.[42]

عن   لِ   يرى   قال

43. شدَّدَ رئيس مجلس بغداد كامل الزيدي .... أهمية التعامل الانساني مع ملف المهجرين.[43]

من   على   أكَّدَ   قلَّلَ

44. كشف عضو في لجنة الأمن والدفاع البرلمانية .... حاجة البلاد إلى الدعم الجوي الأميركي لحين اكتمال جاهزية القوة الجوية العراقية وانتهاء تدريب الطيارين.[44]

على   عن   تحتاج   أسفرَ

45. أعلن الثوار الليبيون أمس عن مكافأة مالية قدرها 1.7 مليون دولار لمن يأتي .... العقيد معمر القذافي حياً أو ميتا.[45]

---

[36] http://www.aawsat.com/details.asp?section=19&article=612280&issueno=11793 (25/08/2011)
[37] http://www.aawsat.com/leader.asp?section=3&article=48271&issueno=8269 (25/08/2011)
[38] http://www.alqabas.com.kw/ (25/08/2011)
[39] http://www.alqabas.com.kw/ (25/08/2011)
[40] http://www.alqabas.com.kw/ (25/08/2011)
[41] http://www.alqabas.com.kw/ (25/08/2011)
[42] http://www.alraimedia.com/Alrai/ (25/08/2011)
[43] http://www.alsabaah.com (25/08/2011)
[44] http://www.alsabaah.com (25/08/2011)
[45] http://www.aawsat.com (25/08/2011)

يقول	بِـ	يحضر	في

46. الصين تأمل .... أن تشهد ليبيا مرحلة انتقالية سياسية من دون صدامات.[46]

لعلَّ	تتمنى	في	على

47. وكشفت موسكو عن موقفها الرسمي تجاه آخر تطورات الأحداث في ليبيا في تصريحات أدلى ....ها الرئيس الروسي.[47]

صرَّحَ	لدى	بِـ	في

48. وتقدم الثوّار من مدينة صبراتة باتجاه العاصمة حيث مرَّت التعزيزات .... مدن صرمان والزاوية وجدايم والماية والصياد وجندور.[48]

سافرت	بِـ	تحت	إلى

49. إن العمليّات العسكرية ستتوقف عندما يتوقف القذافي .... تشكيل تهديد للشعب الليبي.[49]

أفادَ	لغرض	عن	من

50. قال مصدر دبلوماسي اليوم إن فرنسا وشركاءها الأمميين يعملون .... صياغة مشروع قرار يتيح الإفراج عن الأرصدة الليبية ورفع العقوبات.[50]

لدى	يشتغلون	على	في

Appendix 2. Translation Test

Translate the following text into English:

هل يستطيع أوباما تجديد انتخابه رئيساً للولايات المتحدة؟ جواب معظم الخبراء والمحللين في العاصمة الأميركية هو بالإيجاب. فلقد جرت العادة أن يتم فوز الرؤساء الأميركيين بدورة ثانية ولم يشهد التاريخ الحديث للولايات المتحدة سوى فشل ثلاثة رؤساء فقط في تجديد ولايتهم خلال أكثر من 80 عاماً وهم كارتر وبوش الأب وهربرت هوفر.

ومع ذلك يعتقد بعض المحللين والمراقبين أن أوباما يواجه وضعاً مماثلاً لكل من كارتر وهوفر وبوش الأب من حيث الثغرات والسلبيات التي يشهدها حكمه.

بالطبع فقد فاز أوباما فوزاً باهراً في عام 2008 واستطاع تجاوز الانقسامات والتجاذبات التي شهدها الحزب الديمقراطي وكذلك تفوَّق في التنظيم والإدارة لحملته الانتخابية قياساً بمنافسته هيلاري كلينتون.

وفي المنافسة العامة مع مرشح الحزب الجمهوري السيناتور ماكين تفوَّق أوباما في إدارة حملته وساعده ضعف أداء ماكين المثقّل بسلبيات إرث رئيس جمهوري (بوش الابن) وصلت شعبيته إلى الحضيض. ولكن ما يوجب التذكير هنا أن استطلاعات الرأي العام قبل 6 أسابيع من موعد الانتخابات العامة كانت تمنح ماكين الأفضلية على أوباما. ويعزو البعض استمرار تداعيات الأزمة المالية وانهيار المؤسَّسات الأميركية الكبرى مثل مؤسَّسة "ليمان براذرز" بأنها الدفعة الأخيرة التي عززت حظوظ أوباما لسيادة الانطباع لدى الناخبين بأن الحزب الجمهوري عجز عن مواجهة الأزمة المالية التي انفجرت خلال حكم رئيس ينتمي للحزب الجمهوري وانسحب الأمر على المرشح الجمهوري ماكين كذلك.

بالطبع ما جعل أوباما ينجح في الانتخابات الرئاسية هو وعده بالتغيير مقروناً بمواصفاته الشخصية الجاذبة وقدرته على تحريك قطاعات واسعة من الشباب والمستقلين إلى جانبه. وقارن البعض تجربة أوباما بما جرى في انتخابات عام 1840 في التاريخ الأميركي عندما فاز مرشح حزب الويغ وليام هنري هاريسون مقابل الرئيس مارتن فان بورن. ويستذكر البعض الأساليب الانتخابية التي اعتمدها المرشح هاريسون وبراعته في تنظيم الحشود الجماهيرية الكبيرة وفي تصويره

للرئيس فان بورن بأنه صديق النخبة الثرية مقابل هاريسون القريب من المواطن العادي وهمومه. بالطبع ساعد الأخير في حملته مواجهة الاقتصاد الأميركي لحالة ركود شديدة التصقت سلبياتها بالرئيس القابع في البيت الأبيض.[51]

Copyright Disclaimer

---

[51] http://www.alarabalyawm.net/pages.php?news_id=299744 (31/08/2011)