



กลวิธีการแปลคำกริยาลีของนิสิตปริญญาตรีปี 2 สาขาวิชาภาษาอังกฤษ

Translation Strategies of Phrasal Verbs : A case study of the 2nd year English

Major Students

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษากลวิธีในการแปลคำกริยาลีของนิสิตชั้นปีที่ 2 สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยนเรศวร จำนวน 62 คน เพื่อศึกษากลวิธีการแปลคำกริยาลีที่ต้องใช้ความเข้าใจในความหมายจาก การรวมคำให้มีความหมายใหม่ของนิสิต การวิจัยนี้เป็นการวิจัยเชิงผสมโดยใช้เครื่องมือในการวิจัยคือ แบบทดสอบการแปลคำกริยาลี จำนวน 30 คำ อ้างอิงและปรับมาจากการวิจัยของ Becker (2014) ทฤษฎีที่ใช้ ในการวิเคราะห์กลวิธีในการแปลคำกริยาลีในการศึกษานี้คือทฤษฎีของ Larson (1998), Newmark (1988), Molina (1998) และ Albir (1994) จากการศึกษาวิจัยครั้งนี้ผลการวิจัยพบว่า นิสิตชั้นปีที่ 2 สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยนเรศวรใช้กลวิธีการแปลคำกริยาลีแบบการรวมคำเป็นความหมายใหม่ (Semantic translation) และการแปลแบบตรงตัว (Literal translation) นิสิตใช้กลวิธีการแปลแบบการรวมคำเป็นความหมายใหม่มาก ที่สุดคิดเป็นร้อยละ 80.9 ในขณะเดียวกันมีการใช้การแปลแบบตรงตัวคิดเป็นร้อยละ 17.8 และ การไม่ได้รับการ แปลร้อยละ 1.3 ผลการวิจัยทำให้ทราบว่า นิสิตชั้นปีที่ 2 สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยนเรศวรรับรู้ว่ากริยาลี มีโครงสร้างอย่างไรและมีความหมายอย่างไร ถึงแม้ว่ามีนิสิตส่วนน้อยจำนวนหนึ่งอาจจะไม่ทราบความหมายของ กริยาลีบางตัวก็ตาม ผลการวิจัยนี้จะเป็นแนวทางในการจัดการเรียนการสอนสำหรับรายวิชาการแปล และเป็น ประโยชน์สำหรับผู้เรียนและผู้สอนในการศึกษาการแปลคำกริยาลี

คำสำคัญ : การแปล / กลวิธีการแปล / กริยาลี

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ABSTRACT

This research endeavors to examine the translation strategies employed by 62 second-year English major students with respect to phrasal verbs. Specifically, the study aims to explore the translation strategies adopted by students by combining both literal and semantic meanings. A hybrid study design is utilized to analyze students' translation strategies based on a specialized test adapted from Becker (2014). The research draws upon the categorization of translation techniques proposed by Larson (1998), Newmark (1988), Molina (1998), and Albir (1994) for the purpose of analysis. The findings of the study indicate that the students' predominant translation strategy for phrasal verbs was semantic translation, accounting for 80.9% of the cases. On the other hand, literal translation was found to be used in only 17.8% of the cases, while 1.3% of the cases were left untranslated. These results suggest that sophomore English majors at Naresuan University possess an understanding of the semantic and syntactic features of phrasal verbs, albeit with some exceptions where a few students did not translate certain phrasal verbs. The implications of the findings of this study are twofold. First, the results could serve as a guide for teachers and students in teaching translation, particularly in the area of phrasal verb translation. Second, this study contributes to the broader body of research on phrasal verb acquisition and could inform the development of more effective pedagogical practices for teaching phrasal verbs.

Keywords : Translation / Translation Strategies / Phrasal Verbs

Introduction

Phrasal verbs are often applied in grammatical structures both in written and oral expressions. They provide an important role to express clearly conversational points that typically use slangs, help to understand jokes or metaphoric relations in English, and they are often used to form deep idioms sentences (McArthur & Atkins, 1975 as cited in Santika, Putri, & Suastini, 2018). In translation, conveying the meaning of phrasal verbs into a target language can be more problematic especially for foreign language learners. According to the translation pedagogy experiences, the researchers found that many Thai students are struggling on interpretation of phrasal verbs. Sometimes they completely ignore or miss-translate the translation and the meaning of phrasal verbs. Due to multi-word construction, they are confused to translate. This is the reason why Kartal & Uner (2017) mentioned that the

translation of phrasal verbs is vital for translating a complete sentence. As a researcher has always noticed when teaching Translation course, students tend to get lower scores when translating phrasal verbs. Therefore, this brings my interest to investigate in students' strategies in translating phrasal verbs in order to plan to improve teaching techniques. As we could possibly see, many researchers generally focused on the translations of phrasal verbs in different aspects. For instance, Santika, Putri, and Suastini (2018) studied translation of phrasal verbs in Indonesian, Kartal and Uner (2017) studied the effects of conceptual metaphors on Turkish EFL learners' acquisition of phrasal verbs, even Amina (2010) studied the problem of translating phrasal verbs on the third year LMD learners of English. However, the translation strategies of phrasal verbs have not been yet studied clearly, particularly in Thailand. Consequently, the focus of this study would be placed on the translation of phrasal verbs at Naresuan University in hope of that this study will potentially benefit instructors, students, and readers who are interested in linguistic translation of phrasal verbs. Furthermore, this study is advantageous for other studies that related to the translation of phrasal verbs, and it also contributes to the field of English-Thai translation.

Statement of the problem

From my experience as a translation teacher, it has become apparent that students often struggle to use phrasal verbs in English, particularly in spoken language. This may be due to the complex syntactic structures and literal and figurative meanings of phrasal verbs. Indeed, phrasal verbs are commonly used in colloquial English, as noted by Santika, Putri, and Suastini (2018). However, in many countries, including Thailand, students are expected to memorize phrasal verbs without being taught how to use them effectively. This approach can lead to confusion and frustration for learners, resulting in their reluctance to use phrasal verbs in speaking and writing. Moreover, learners may attempt to translate phrasal verbs word-for-word, which can be problematic given that phrasal verbs often function as idioms or slang expressions (Khumbangly, 2005, as cited in Saiya, 2011). Larson (1998) suggests that translation involves transferring the meaning of the source language into the target language while preserving the original idea or meaning. Therefore, translating phrasal verbs can be challenging, and it is essential for students to develop the necessary skills to avoid potential barriers in learning English. As such, this study of phrasal verb translation is critical for Naresuan students.

Research Objectives

The main objective of this research is to study translation strategies used in phrasal verbs translating created by 62 second-year English major students enrolling in Introduction to Translation course in the second term of the academic year, 2021 at Naresuan University.

Research Questions

What translation strategies used in phrasal verbs translating created by 62 second-year English major students?

Research Methodology

Participants

This study involved the 62 English major sophomore students at Naresuan University. They were those who had already taken two translation courses: Thai – English and English – Thai translation.

Instruments

The phrasal verb tests were provided to the participants in order to investigate their knowledge concerning phrasal verb translation strategies. They were adapted from Becker (2014)'s journal and divided into two parts. The first part was the personal information and the other part was a list of 30 phrasal verbs with contest in sentences which needed to be translated into Thai. These phrasal verbs were purposefully selected as they represented the 30 most frequently - used phrasal verbs in casual conversations determined by their high rates of occurrence in spoken corpora from the LSWE2 Corpus (Biber, Johansson, Leech, Conrad, & Finegan, 1999, pp. 403–427 as cited in Becker, 2014). Newmark's theory (1988) was employed to analyzed and categorized the collected data. Examples are shown in Table 1.

Table 1 Sample of phrasal verbs in sentences

1. You always argue back when I say something.
2. He can be easily bought off .
3. You are welcome anytime you call in .
4. The boy does not like his sister, she always digs at him.

5. We fell out but we are friends.

Procedures

The participants in this study were purposively selected from a pool of second-year English major students at Naresuan University who had completed two translation courses, namely Thai-English and English-Thai translation courses, as these courses were believed to have equipped them with the necessary knowledge and skills to translate phrasal verbs. To collect data, a phrasal verb test was developed, checked, rechecked, and evaluated by three experts in the field of translation. The test was administered during regular class hours and graded in the same way as other tests to ensure participants were motivated to perform to the best of their abilities. Prior to taking the test, the researcher provided clear instructions to prevent any misunderstandings. Participants were given one hour to complete the test, after which the data was analyzed and categorized using the principles and theories mentioned above. The analysis involved a careful examination of participants' translation strategies with respect to the use of semantic and literal meanings, as well as the frequency of non-translation. The results of the study were then discussed in relation to previous research on phrasal verb translation to identify similarities, differences, and implications for teaching and learning.

Data analysis

To analyze students' tests, researcher created an Excel table to fill in data. Students' strategies in translating each phrasal verb in sentences were counted as shown in Table 2.

Table 2 Sample of data analysis

Sentences with Phrasal verbs	Translated Sentences	Literal Translation	Semantic Translation	Not Translated
You always argue back when I say something.	คุณจะเดือดผันเสมอเมื่อฉันพูดบางอย่าง		✓	
	คุณมักจะโต้กลับเสมอเมื่อฉันพูดบางสิ่งบางอย่าง	✓		

	คณมักจะขัดเสมอเลยเวลา ฉันพูดอะไร		✓	
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Findings and Discussions

After students had done the test, data were analyzed and categorized by using Newmark's theory (1988) as examples shown in Table 3 below.

Table 3 Percentage of Phrasal Verbs Translation Technique explanations of students

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
	Semantic Translation	Literal Translation	Semantic Translation	Literal Translation	Not Translated
1. You always argue back when I say something.	โกรธ, มีปาก เสียง, ขัด, ทะเลาะ, หงุดหงิด	โต้แย้งกลับ, ເຄີຍງກລັບ	11 (17.7%)	51 (82.3%)	-
2. He can be easily bought off.	ติดสินบน, ถูก ปิดปาก, ซัก จุ่ง, ยัดเงิน	ซื้อ	53 (85.4%)	8 (12.9%)	1 (1.6%)
3. You are welcome anytime you call in.	แวงมาหา, เข้า มาหา, เยี่ยม	ໂທຮ່າມາ	26 (41.9%)	36 (58.1%)	-

4. The boy does not like his sister, she always digs at him.	พูดไม่ดี, ดูถูก, ถากถาง, แฉ, แก้ลัง, ขี้บ่น	ขุดเรื่อง, ขุดคุย	59 (95.2%)	2 (3.2%)	1 (1.6%)
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Table 3 (continued)

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
	Semantic Translation	Literal Translation	Semantic Translation	Literal Translation	Not Translated
5. We fell out but we are friends.	ทะเลาะ, แตกต่าง, ห่าง หาย, เลิกกัน	-	60 (96.8%)	-	2 (3.2%)
6. She should just learn to stand up to him sometimes.	เผชิญหน้า, เลี้ยง, โต้แย้ง, ช่วยเหลือ	ยืนข้าง, ลุกขึ้น, ยืนเคียงข้าง	11 (17.7%)	51 (82.3%)	-
7. Her parents took away the car because she was caught driving after she was drinking.	ยึด, ริบ, ขับ ออกไป,ไม่ให้ใช้	นำออกไป	50 (80.6%)	12 (19.4%)	-

8. We need to buy a garbage can, because the neighbors don't like to pick up our trash.	ส่งกลิ้นเหม็น, ทิ้ง, มีกลิ้นตุ	หยิบ, เก็บ	17 (27.4%)	45 (72.6%)	-
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Table 3 (continued)

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
	Semantic Translation	Literal Translation	Semantic Translation	Literal Translation	Not Translated
9. Would you please come on!	เร็วๆ หน่อย, ไม่ เอาหน่า	มา今, เข้ามา	16 (25.8%)	45 (72.6%)	1 (1.6%)
10. The trip to Las Vegas came off as scheduled.	เป็นไปตามกำหนด, เสร็จ สิ้น, สำเร็จ	หลุดออกมานะ	59 (95.2%)	1 (1.6%)	2 (3.2%)
11. My uncle found out that his illness was serious.	ตรวจพบ, รู้ว่า, ทราบว่า	พบว่า	55 (88.7%)	7 (11.3%)	-

12. My friend always says that he will give up smoking.	เลิก	-	62 (100%)	-	-
13. Do not stop talking, go on , please.	ทำอะไรต่อไป, อย่าหยุด, ลงมือ ทำ	ไปต่อ	60 (96.8%)	2 (3.2%)	-

Table 3 (continued)

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
	Semantic Translation	Literal Translation	Semantic Translation	Literal Translation	Not Translated
14. The teacher took you for an Englishman.	เข้าใจว่า, เข้าใจ ผิด, สอน, ดู เหมือน, แต่งตั้ง	นำพา, ทำให้ เป็น	28 (45.2%)	33 (53.2%)	1 (1.6%)
15. The plane takes off at 9 O'clock a.m.	ขึ้น, ออกร, บิน ขึ้น	-	62 (100%)	-	-
16. He didn't care about losing the money. He just	ต้องการคืน	-	62 (100%)	-	-

wanted to get back his credit cards.					
17. She was shy, so she wouldn't take off her clothes in front of the doctor.	ถอน, เปลี่อย กาย	-	62 (100%)	-	-

Table 3 (continued)

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
	Semantic Translation	Literal Translation	Semantic Translation	Literal Translation	Not Translated
18. I thought I told you to get out of here!	ออกไปจาก, รับ	-	62 (100%)	-	-
19. Did you put on some weight recently?	น้ำหนักขึ้น, อ้วนขึ้น	วาง	61 (98.4%)	1 (1.6%)	-

20. The alarm went off sometime after midnight.	เสียงดัง, ปลุก, ส่งเสียง	-	62 (100%)	-	-
21. He would get up at noon every day.	ตื่น, ลุก	-	62 (100%)	-	-
22. My student always makes up excuses for not attending class.	อ้างเหตุผล, หาเรื่องแก้ตัว, กุเรื่อง, ชดเชย, แสร้ง, แต่งหน้า, สำนึกผิด, ทำงานชดเชย	สร้างขึ้น, ทำขึ้น	60 (96.8%)	2 (3.2%)	-

Table 3 (continued)

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
			Semantic Translation	Literal Translation	Not Translated
	Semantic Translation	Literal Translation	Not Translated		
23. Why didn't you come over last night?	กลับ, เข้าร่วม, สาย, กลับดีก	มา, มาหา	8 (12.9%)	53 (85.5%)	1 (1.6%)

24. Don't take the first girl that comes along either.	อกมา, ตามมา, ผ่านมา, เข้ามา, เจอ, บังเอิญ, เดินเข้ามา, โผล่มา	มาด้วย, มาพร้อมกัน	12 (19.4)	44 (71%)	6 (9.7%)
25. We got in the car just before it started raining.	อยู่ใน, ขึ้น, เข้าไป, ถึง, เข้ามา, เก็บ	-	61 (98.4%)	-	1 (1.6%)
26. My subscription ran out last month.	หมด, หมดสัญญา หมดอายุ, เป็นสมาชิกแล้ว, หมดเขต, ลดลง, หายไป, หมดเขต, สิ้นสุด	วิ่งออกหายไป	57 (91.9%)	1 (1.6%)	4 (6.5%)
27. The drunken man wouldn't get off the bus.	ออกจากการเดินทาง, ลงจาก, ยอมลง, ไม่ลง	ปิดกัน	59 (95.2%)	1 (1.6%)	2 (3.2%)

Table 3 (continued)

Phrasal Verbs Test	Students' Answers (Examples)		Number of Students' Translating / Percentage		
			Semantic Translation	Literal Translation	Not Translated
	Semantic Translation	Literal Translation			
28. I can't believe what's	เกิดขึ้น, เกิดเหตุการณ์นี้	-	61 (98.4%)	-	1 (1.6%)

going on at that place.					
29. They gave up the idea to travel to Beijing this summer.	ยอมแพ้, เลิกคิด, ล้มเลิก, เลิกความคิด	-	61 (98.4%)	-	1 (1.6%)
30. Let's not tell him now. I don't want him to find out the terrible news just yet.	รู้, ทราบ, เผชิญ	พบ, หา, เจอ	51 (82.3)	10 (16.1)	1 (1.6%)

Table 3 shows the test of phrasal verbs translation consisting of 30 items. Students translation's strategies were examined and displayed in the table. The first three phrasal verbs which are literally translated are as followed: 'to come over', 'to argue back', and 'to stand up to' that is 85.5%, 82.3%, and 82.3% respectively. Whilst, the first three phrasal verbs which are semantically translated are as followed: 'to go on', 'to make up', and 'to dig at' that is 98.4%, 98.4%, and 95.2 % respectively. Some of the phrasal verbs were not even translated as students did not write answers. Those mentioned phrasal verbs are as followed: 'to run out, get off, find out, give up, go on, get in, dig at, come along, come over, take for, come off, come on, fall out, and to buy off'. It was found out that the phrasal verb, 'to come along' was not translated at the highest of all, that is at 9.7% while 'to run out' comes the second at 6.5%.

Semantic translation had been found the highest frequency of occurrence in students' translation. It is 80.9% or 1,498 from the total of 1,860 phrasal verbs translated by using semantic translation strategy. Meanwhile, 17.8% or 329 phrasal verbs from students' translation were done literally, and the rest 1.3% or 25 sentences were not translated as shown in Table 4.

Table 4 Percentage of Translation Strategies

Number of Students' Phrasal Verbs Translation	Translation Strategies	Percentage
1,860 Phrasal Verbs Translation created by 62 students	Semantic Translation	80.90
	Literal Translation	17.80
	Not Translated	1.30
Total		100

The present study aimed to investigate the strategies used by students at Naresuan University to translate phrasal verbs from English into Thai. Participants were purposively selected on the basis of having completed two translation courses: Thai-English and English-Thai translation. A phrasal verb test was administered to collect data, which was checked, rechecked, and evaluated by three translation experts. Participants were given an hour to complete the test, and after completion, the data was analyzed and categorized based on previously established principles and theories. The findings of this study revealed that the majority of the students recognized phrasal verbs as a combination of verbs and particles that generate new meaning and need to be translated as an integral unit of lexical item. The results suggest that the students had a good understanding of the structure of phrasal verbs and how they are formed, as well as how to translate them into Thai correctly. Palmer's (1988) assertion that phrasal verbs always contain a preposition or an adverb or both that functions as a verb whose meaning is different from the combined meanings of the individual words supports this conclusion. However, while the statistics showed that the most commonly used strategy was semantic translation, the translation accuracy varied among students. Thus, it cannot be generalized that semantic translation was of good quality. The present finding is consistent with previous studies on phrasal verb translation, which found that learners were aware of the existence of phrasal verbs and their meaning from the combination of verb and particle(s), and that semantic translation was the most commonly used strategy (Amina, 2010; Kartal, et al., 2017; Juniardi et al., 2016). However, some students failed to translate certain phrasal verbs. This finding is consistent with Khumbangly's (2005) suggestion that students may avoid using phrasal verbs or not even know their meaning and structure. Amina (2010) also found that learners' inability to translate phrasal verbs into their

exact Arabic equivalents was due to total ignorance and insufficient exposure to them. They tended to rely on context and translated phrasal verbs literally, resulting in unacceptable translations. Moreover, Becker (2014) found that the avoidance of using English phrasal verbs when translating into the receptor language was linked to the learners' proficiency, learning context, and task type.

Conclusion and Suggestion

Based on the results of the study, which involved administering phrasal verb tests to 62 students to investigate their translation strategies, it can be concluded that students used two strategies in translating phrasal verbs, namely semantic and literal translation. The dominant strategy employed was semantic translation, which suggests that the majority of students have an understanding of phrasal verbs as lexical items comprising a verb and particle(s) that generate new meanings. However, some students also employed literal translation, and a few students were unable to translate some phrasal verbs. It is important to note that this study has certain limitations, such as the relatively small sample size, limited range of phrasal verbs tested, time constraints, and the use of only a few translation principles. Therefore, it is recommended that future research investigates different target groups to determine whether education levels play a significant role in translation. This will enable a more comprehensive understanding of the strategies and techniques used in translating phrasal verbs, and the factors that may influence translation quality.

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