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Translating the Ten Arabic Verb Patterns into English: A Morpho-Semantic Study

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Abstract:

This study aimed to investigate the difficulties encountered by translation students when translating the ten Arabic verb patterns into English. To achieve this objective, the descriptive quantitative and qualitative method was followed. A translation test consisting of 16 sentences which included the ten Arabic verb patterns was administered to a sample of 112 participants who were randomly selected from five Yemeni universities. The findings revealed that the additions associated with the Arabic verb root can create multiple semantic changes which are fraught with difficulties for student translators. The difficulties may lie in the fact that student translators lack basic knowledge and understanding of the multiple functions of the morpho-semantic features which might be due to the translators' unfamiliarity of the multiple and underlying meanings of the morphemes affixed to the root form. The findings revealed that the more features the patterns takes, the more difficult it is for student translators. Furthermore, the pattern with infixed morphemes were more difficult to be recognized than the ones with prefixed morphemes. The findings also provide further insights on the importance of integrating the Arabic verb patterns into the translation modules with a focus on the link between form and functions of each morpho-semantic feature affixed to each pattern.

Keywords: affixes, morpho-semantic features, root, translation, verb patterns.

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ترجمة الأوزان العشرة للفعل في اللغة العربية إلى الإنجليزية – دراسة صرفية دلالية

الملخص:

هدفت هذه الدراسة إلى استكشاف الصعوبات التي يواجها طلاب الترجمة عند ترجمة الأوزان العشرة للفعل في اللغة العربية إلى الإنجليزية. ولتحقيق ذلك، تم اتباع المنهج الوصفي الكمي والنوعي من خلال استخدام اختبار مكون من 16 جملة تحتوي على الأوزان العشرة وتطبيقها على 112 طالبا وطالبة تم اختيارهم عشوائياً من خمس جامعات يمنية. وقد أظهرت نتائج الدراسة أن المقاطع الملحقة بالفعل يمكن أن تحدث تغييراً ذات دلالة متعددة يصعب على الطلبة ترجمتها، حيث تُعزى هذه الصعوبات إلى افتقار الطلبة للمعرفة والفهم الأساسيين لمعاني هذه المقاطع الدالة وما يتبعها من تغيير دلالي مما يؤدي إلى عدم قدرة الطلبة على إدراك وظائفها المتعددة. كذلك، أظهرت نتائج الدراسة أنه كلما زاد عدد المقاطع الدلالية المضافة للفعل زادت صعوبة ترجمتها. وتوصلت الدراسة أيضاً إلى نتائج مهمة، منها أن المقاطع المضافة الى وسط الفعل تشكل تحديا أكثر من تلك المقاطع المضافة في بداية الفعل. وأوصت الدراسة بضرورة إضافة الأوزان العشرة للفعل في اللغة العربية إلى المقررات الدراسية لطلبة الترجمة مع التركيز على العلاقة بين تركيب الأفعال ووظائفها المختلفة.

الكلمات المفتاحية : اللواحق، خصائص المقاطع الدلالية، الجذر، الترجمة، أوزان الأفعال.

Introduction:

Arabic verb patterns seem to be a difficult area not only for non-native speakers but also for Arabic native speakers themselves. As Ryding (2005) stated, Arabic verbs have the most complex structure which makes Arabic language different from English and other Indo-European languages. This complex structure compensates for the limited number of tenses in Arabic, compared to English (Wightwick & Gaatar, 2008). The complexity lies in the fact that Arabic has a rich root-and-pattern derivational system. This system conveys a basic concept which can project various forms of verbs. Derivation in Arabic is a discipline which creates various patterns by adding certain affixes (suffixes, prefixes, or infixes) to the root of the verbs (Igaab & Kareem, 2018). The pattern can change the meaning of the root through certain morphemes added to the root form. The root with these morphemes can form various forms of patterns which produce different meanings. To comprehend Arabic verbs, there is a need to understand the root-pattern system because the formation of the verbs along with their morphemes are based on the root concept. Semantic studies on Arabic verb patterns appear to be overlooked. Yaghi and Yagi (2004) indicated that stem derivation of Arabic verb has received little attention. In the same line, Hawwari, Zaghouani, O'Gorman, Badran, & Diab (2013) reported that little research has investigated the semantic features of the morphological system of Arabic verbs.

It has been reported that grasping the morpho-semantic features associated with the patterns of Arabic verbs is considered to be a challenging problem for non-native speakers of Arabic, in general, and translators, in particular (Abdel Jawad & Al-Hadhrami, 2016). In order for translators to be familiar with the new derivative forms found in the written text, they must keep the semantic features of the original text (Hamidi, 2009). Similarly, Al-Ghazalli (2012) pointed out that the translation of the verb derivatives has been inadequate either due to the absence of appropriate grammatical structures or lexical choices.

Literature Review:

Arabic is a Semitic language which is characterized by having what is called root-and-pattern morphology system. The root and pattern system is the basic morphological characteristics of Arabic verbs, as the verb in Arabic has a stem consisting of three consonantal roots. The root with certain morphemes can form various forms of patterns which produce different

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meanings (Neme,2011). The pattern is defined by El-Sadany and Hashish (1989) as a general mold composed of an ordered sequence of characters.

Being a Semitic language, Arabic has rich derivational verb patterns which extend or modify the meaning of the root form of the verb (Haywood & Nahmad, 1965). The Arabic verb formation reveals specific logical rules which undergo changes on the form and meaning of the derived forms of the verbs. Verbs in Arabic are classified according to their meter (Al-Shujairi, Muhammed & Almahammed, 2015). Each pattern can express certain meaning such as trying to do something or doing something together (Wightwick & Gaatar, 2008).

According to Alshdaifat (2014), derivation in Arabic can have two stages: the first derivation is from the root whereas the other derivation is from Pattern I. Each derivation signifies some semantic variations over the original form (Abdul-Baquee & Atwell, 2009; Habash, 2007). According to Belkredim, El Sebai and Bouali (2009), all verbs have a pattern which not only provides morphological information, but also provides, in many cases, semantic and contextual knowledge. These forms follow systematic derivational processes which allow a wide range of verb morphological variations. The meaning of Arabic verb patterns is strongly determined by the morphemes that are attached to the verb which requires semantic interpretation. In this regard, Dorais (2010) stated that morpho-semantics is viewed as an approach that can be used to analyze the words through their constituent morphemes which is a useful tool for getting an access to the underlying functions that go beyond the surface meaning of the lexeme.

Derivations of the Ten Verb Patterns:

Arabic language has a Semitic morphology system known as the root-and-pattern morphology system (Kiraz, 2001). Unlike English, Arabic verb patterns are characterized by having certain morpho-semantic affixes added to the root verb to generate various forms of patterns. These morphemes can convey multiple underlying semantic functions. As Dorais (2010) states, morpho-semantics are viewed as an approach that can be used to analyze the words through their constituent morphemes. This approach is useful for getting an access to the underlying functions that go beyond the surface meaning of the lexeme. Thus, Arabic verb patterns reveal logical rules which undergo changes on the form and meaning of the derived patterns (Watson, 2002). These patterns follow a systematic derivational process which

allows a wide range of verb morphological variations. The following section outlines how Arabic ten verb patterns are influenced by certain semantic properties of the morphemes added to the verbs.

In the Arabic ten verb patterns, pattern I is the base form from which the other nine patterns (Patterns II–X) are derived. Pattern II is characterized by the doubling of the second root letter which is derived from Pattern 1 (Watson, 2006). This Pattern conveys two main functions i.e. causative and intensive (Ford, 2009; González, 2013). Pattern III is formed by adding 'alif' to Pattern I which conveys two main functions: 'reciprocity' and 'continuity' (Danks, 2011) whilst Pattern IV is formed by adding one letter /ʔa/ before the first radical of the root. This prefixed morpheme changes Pattern I into Pattern IV which means 'to cause someone to do something'. Pattern V is reflexive of pattern II because of the addition 'ta' (Wright,1955). Pattern VI is derived from Pattern III by adding the prefix 'ta-'. It conveys two semantic functions: 'mutuality' and 'gradual occurrence' (Danks, 2011). Patten VII is made by adding a prefixed morpheme 'in-' to the root. It conveys 'passive' function (Wightwick & Gaafar, 2008). Pattern VIII is derived from Pattern I by infixation of '-t-' after its first root consonant (Alshdaifat, 2014). This pattern conveys 'reflexive function. Pattern IX is used for colors and defects which is not commonly used in Arabic (Amayra, 2012). Pattern X is formed by adding an 'ista' in front of the root letters and putting a sukuun over the first root letter (Wightwick & Gaafar, 2008). This pattern conveys three multiple meanings: 'request', 'transformation', and 'reflexivity' (Abdel Jawad & Al-Hadhrami, 2016; Bielický & Smrz, 2008).

Previous studies:

After a thorough survey of the literature of the translation of Arabic verb patterns to English, it is clear that previous research on translating the morpho-semantic functions of the derived verbs has not received enough heed by researchers, which justifies the limited number of previous studies reviewed below. Very few studies have attempted to examine only the functions of some morpho-semantic features from theoretical perspective. To the best knowledge of the researchers, no study of applied nature has been found on the translation of the morpho-semantic features associated with the ten verb patterns. Therefore, this study is motivated by bridging the gap found in the body of literature. The following section outlines the previous studies on the functions of some of morpho-semantic features of the Arabic verb patterns.

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Ford (2009) conducted a study on only three patterns of Arabic causative verbs. In his study, Pattern I, II and IV were investigated to examine their semantic and syntactic functions, using the content analysis approach. The findings revealed that causative forms were derived from the root with the same meaning. Patterns II and IV can be either transitive or intransitive verbs.

Similarly, Lafi (2010) used the content analysis approach to investigate the meaning of added verbs by hypothesizing that the strain in (*infa3ala* انفعل) is different from the strain in (*ifta3ala* افتعل). In order to test his hypothesis, different examples were taken from various Arabic grammar books. The researcher proved his hypothesis that the strain in (*infa3la* انفعل) refers to duality nature while no one can expect the naturality of the strain in (*ifta3la* افتعل) before action happening.

In a similar vein, Hawwari et al. (2013) conducted a pilot study on 'building a lexical semantic resource' for Arabic morphological patterns. The investigation was on whether there is a direct relationship between morphological patterns and verbal semantics. A limited number of Arabic patterns were selected in order to analyze the structure and behavior of such patterns. The results revealed that possible frames for each pattern could be considered an infrastructure for Arabic Lexicon. The results obtained also showed that there is a possibility for a more comprehensive study to build a full-sized resource for Arabic morphological pattern which covers verbs and derivational lexicon.

On the other hand, Abdulrahim (2013) investigated two Arabic verbs 'go' and 'come', for which he used a corpus-based approach. The features of these two verbs were quantitatively and qualitatively analyzed. The study offered a comprehensive and empirically grounded treatment of these verbs. The results obtained from both quantitative and qualitative analyses highlighted the idiosyncratic constructional properties that characterize the use of each verb in various physical and figurative motion. The availability of multiple 'go' and 'come' verbs in Arabic is not a reflection of extravagance in the lexical system of Modern Standard Arabic. Rather, each verb appears to indicate a particular aspect of the conceptually complex deictic motion event.

A translation-related study on Arabic verbs was conducted by Al-Ghazalli (2012), whose focus was on the English translations of the Qur'anic verb phrase. The author explored the accuracy of the English translations of the Arabic triliteral verb derivatives in Qur'anic texts. Some verses containing such derivatives were randomly chosen from the Holy Qur'an. The selected

verses translated by four English translators were compared. The findings of the comparison revealed that the meanings of the derivatives of the tri-literal verbs were, generally, not precisely translated and some verb derivatives were alternatively used to express the same meanings.

In the context of verbs meaning in the translation of Quranic meanings, Abdel Jawad and Al-Hadhrami (2016) investigated the accuracy of translating the Qur'anic triliteral verbs affixed with one radical. A content analysis of Qur'anic triliteral verbs affixed with one radical was used. The sample of their study was 24 verbs which were collected randomly from the Holy Quran in which affixes were added to the radical form. Three Qur'an translations produced by Yusuf Ali, Shakir and Pickthall were compared with a focus on the selected verbs. The results revealed that the translators often managed to render the semantic senses of the verbs accurately but failed to convey the underlying function. In addition, Alasmari, Watson, and Atwell (2018) also analyzed verb tense and aspect in both Arabic and English. They explored the Arabic and English verb systems using the Quranic Arabic Corpus. The study focused on the similarities and differences in tense and aspect as expressed by verb structures and their morphology. The Arabic verbs and their English translations were then compared and analyzed in terms of syntactic and morphological features. The analysis revealed a considerable difference between the Arabic verb tense and aspect, and their translations. This suggests that translating Arabic verbs into English is fraught with difficulties.

In light of the above literature, it seems that research into the translation of the morho-semantics of the verb patterns has been overlooked despite their paramount importance to the communication and delivery of meaning (Abdel Jawad & Al-Hadhrami, 2016; Hawwari et al., 2013; Yaghi & Yagi, 2004). As Al-Ghazalli (2012) pointed out, translation of the verb derivatives has been inadequate either due to the absence of appropriate grammatical structures or lexical choices. It is obvious that the studies reviewed above have either examined the meanings of only small number of lexical derivative forms (Abdulrahim, 2013; Ford, 2009; Hawwari et al., 2013), or compared selected verbs in relation to their rendition by different translators (Abdel Jawad & Al-Hadhrami, 2016; Al-Ghazalli, 2012; Hawwari et al., 2013). Therefore, the scarcity of studies on Arabic verb patterns and their translation into English makes it imperative to conduct more research studies.

Additionally, the difficulty of translating the morpho-semantic features lies in the fact that these features can project multiple functions which pose

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challenges for the translators. As a result, the translators are not aware of their forms and underlying functions owing to their invisibility. As Abdel Jawad and Al-Hadhrami (2016) state, translators may fail to render the functions of the Arabic verb patterns due to the lack of their awareness of both form and meaning. The meaning of Arabic verb patterns is strongly determined by the morphemes that are attached to the verb which requires semantic interpretation (Dorais, 2010).

Since morpho-semantic features have not received attention in translation studies, the purpose of the current study is to investigate the challenges of translating morpho-semantic features from Arabic into English encountered by the translation students, which can be considered a significant contribution to translation studies in the area of the morpho-semantics of Arabic verb system and its translation into English. The study might also be a way of awareness-raising on the part of novice and professional translators about the importance of the morpho-semantic features of Arabic verbs in terms of their forms and underlying functions while rendering them to English. Keeping this in mind, the present study, therefore, aims to fill this gap by exploring and investigating the difficulties that translation students may encounter in translating the morpho-semantic features associated with the Arabic verb patterns into English.

Methodology:

Participants:

Since the population size was relatively small, the entire population was taken as a sample for this study. The sample consisted of 112 level-four undergraduate students enrolled in five translation programs at five Yemeni universities. This procedure was adopted because smaller samples produce less accurate and reliable results and thus are likely to be less representative of the population.

Data Collection and Procedures:

This study aims to explore and investigate the difficulties that translation students may encounter in translating the morpho-semantic features associated with the Arabic verb patterns into English. To achieve this objective, a translation test consisting of 16 sentences was developed; it covered the ten verb patterns. These verb patterns are included in the beginning of the following sentences:

1 - وصلَ الوفدُ الى الاجتماع. 2 - وصَّلَ المدرسُ الفكرةَ للطلاب. 3 - كسَّرَ الولدُ الزجاجَ. 4 - دارسَ الطالبُ زميلَهُ. 5 - راسَلَ المسافرُ أهلَهُ. 6 - /خرجَ التلميذ الكتابَ من الحقيبةِ. 7 - تكسَّرتِ النوافذ نتيجةَ الانفجار. 8 - تقاتلَ الرجلان. 9 - تزايدَ انتاجُ المحصول الزراعي نسبياً. 10 - /انقطعَ الحبلُ. 11 - /شتَّد المطرُ. 12 - /خضَّرتِ المَدرجاتُ بالأشجار. 13 - /ختَّلَ الوضعُ في البلادِ. 14 - /استعلمَ المسافرُ عن الطريقِ. 15 - استحجر الطين. 16 - استعد الطالب للامتحان.

The test was handed to a jury of four experts to ascertain its face and content validity. The standard translation of the sentences into English was also validated by the jury. Data were collected and the scripts were given to three raters for evaluation. The total score of the test was 16 marks based on a rating scale prepared by the researchers which was divided into three categories: one 'full mark' was given for a 'correct' answer; 'half a mark' was given for an 'acceptable' answer and 'zero mark' was given for a 'wrong' answer. Table (1) includes the rating scale and scores of the test.

Table (1): Rating Scale and Scores of the Test

			Evaluation Scale		
			Correct Answer	**Acceptable Answer**	**Wrong Answer**
			Perfect rendering for both the equivalent and function of the SL verb and accurate expression in the TL verb.	Considerable successful in rendering the equivalent but failure in rendering the function of the SL verb.	Failure in rendering both the equivalent and the function of the SL verb.
			Scores per pattern		
Pattern	**Sentence**	**Function**	**1 Mark**	**0.5 Mark**	**Zero**
			Frequency **%**	**Frequency** **%**	**Frequency** **%**
I	1	Basic root			
II	2	Causative			
	3	Intensive			
III	4	Reciprocity			
	5	Continuing			
IV	6	Causative			
V	7	Reflexive of Pattern II			
VI	8	Reciprocity			

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Table (1): Continued

Pattern	Sentence	Function	Scores per pattern					
			1 Mark		0.5 Mark		Zero	
			Frequency	%	Frequency	%	Frequency	%
	9	Gradual Action						
VII	10	Passive and Reflexive of Pattern I						
VIII	11	Reflexive of Pattern I (Exaggeration)						
IX	12	Verbs of colors						
	13	Verbs defects						
X	14	Requesting						
	15	Transformation Process						
	16	Reflexive of Pattern IV						

The standard translation shown in Table (2) was given to the raters in order to use it as a reference while marking participants' translations.

Table (2): Standard Translation of the Arabic Sentences into English

Translation	Arabic Sentences	No.	Pattern
The delegation **arrived** at the meeting.	**وصل** الوفد الى الاجتماع.	1	I
The teacher **got** the point to the students.	**وصَّل** المدرس الفكرة للطلاب.	2	II
The boy **smashed** the glass. **Or** The boy **broke** the glass again and again. The boy broke the glass **in pieces.**	**كَسَّر** الولد الزجاج.	3	
The boy **studied together with** his classmate.	**دارس** الطالب زميله.	4	III
The traveler **(was sending/ got in touch/ got in contact with/ contacted with)** his family.	**راسل** المسافر أهله.	5	
The student **took/brought/got** the book **out** of the bag.	**اخرج** التلميذ الكتاب من الحقيبة.	6	IV
The windows **broke** due to the blast.	**تكسَّرت** النوافذ نتيجة الانفجار.	7	V

Table (2): Continued

Translation	Arabic Sentences	No.	Pattern
The two men **fought with each other.**	**تقاتل** الرجلان.	8	VI
The crops production **(has gradually increased/ increased gradually).**	**تزايد** انتاج المحصول الزراعي نسبياً.	9	
The rope **(was cut off/ torn apart).**	**انقطع** الحبل.	10	VII
It **rained heavily.**	**اشتدَّ** المطر.	11	VIII
The terraces **became green.**	**اخضرَّت** المدرجات بالأشجار.	12	IX
The situation in the country **has become unstable.**	**اختلَّ** الوضع في البلاد.	13	
The traveler **asked for information** about the road.	**استعلم** المسافر عن الطريق.	14	X
The mud **turned into** stones.	**استحجر** الطين.	15	
The student got ready for his exam.	**استعد** الطالب للامتحان.	16	

Data Analysis:

After collecting the participants' answers of the translation test, data were analyzed quantitatively and qualitatively. The SPSS program was used to produce frequencies and percentages for each verb pattern in the translation test.

Results and Discussion:

Table 3: Descriptive statistics of students' translation on verb patterns

Pattern	Sentence	Correct Answer		Acceptable Answer		Wrong Answer	
		1 Mark		0.5 Mark		Zero	
		Frequency	%	Frequency	%	Frequency	%
I	1	5	4.2%	82	73.2%	25	22.6%
II	2	1	.9%	38	33.9%	73	65.2%
	3	1	.9%	33	29.5%	78	69.6%
III	4	13	11.6%	41	36.6%	58	51.8%
	5	3	2.7%	61	54.5%	48	42.9%
IV	6	19	17.0%	58	51.8%	35	31.3%
V	7	25	22.6%	58	51.8%	29	25.6%
VI	8	11	9.8%	59	52.7%	42	37.5%

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Table (3): Continued

Pattern	Sentence	Correct Answer		Acceptable Answer		Wrong Answer	
		1 Mark		0.5 Mark		Zero	
		Frequency	%	Frequency	%	Frequency	%
I	1	5	4.2%	82	73.2%	25	22.6%
II	2	1	.9%	38	33.9%	73	65.2%
	3	1	.9%	33	29.5%	78	69.6%
III	4	13	11.6%	41	36.6%	58	51.8%
	5	3	2.7%	61	54.5%	48	42.9%
IV	6	19	17.0%	58	51.8%	35	31.3%
V	7	25	22.6%	58	51.8%	29	25.6%
VI	8	11	9.8%	59	52.7%	42	37.5%
	9	5	4.5%	54	48.2%	53	47.3%
VII	10	0	0%	67	59.8%	45	40.2%
VIII	11	1	.9%	57	50.9%	54	48.2%
IX	12	0	0%	44	39.3%	68	60.7%
	13	4	3.6%	44	39.3%	64	57.1%
X	14	19	17.0%	62	55.4%	31	27.7%
	15	2	1.8%	34	30.4%	76	67.9%
	16	7	6.3%	52	46.4%	53	47.3%

Table 4: Illustration of difficulty rank as encountered by the translation students

Pattern	Percentage of Difficulty	Difficulties Level	
II	فَعَّلَ */fa33ala/*	67.4%	Most difficult
IX	اِفعَلَّ */?ifa3alla/*	58.9%	
VIII	اِفتَعَلَ */?ifta3ala/*	48.2%	
X	اِستَفعَلَ */?istaf3ala/*	47.63%	
III	فَاعَلَ */faa3ala/*	47.35%	
VI	تَفَاعَلَ */tafaa3ala/*	42.4%	
VII	اِنفَعَلَ */?infa3ala/*	40.2%	
IV	أَفعَلَ */?af3ala/*	31.3%	Less difficult
V	تَفَعَّلَ */tafa33ala/*	25.6%	
I	فَعَلَ */fa3ala/*	22.6%	

Pattern I:

As Table (4) shows, pattern I in sentence 1 reveals that students successfully rendered the verb (وصل) waSala 'arrived' in the sentence وَصَلَ الوفدُ الى الاجتماع *'waSala alwafdu ?ilaa li ?ijtima3ai.' 'The delegation arrived to attend the meeting.'* The verb (وصل) 'arrived' holds basic meaning. As Haywood and Nahmad (1965) state, pattern I is the basic root that is used frequently in the daily life. The results revealed that 5 (4.2%) of the students rendered the equivalent meaning (وصل) 'arrived' of the verb correctly while 82 (73.2%) of the participants' answers were acceptable which means students rendered the verb with slight mistakes. These mistakes lie in the fact that the verb(وَصَل) has multiple meanings such as *'came', 'attended', 'reached', and 'turned up'*. However, 25 (22.6%) failed to render the verb pattern correctly where most of students' wrong answers were *'went', and 'left'*.

Pattern II:

Pattern II (فَعَّلَ) *fa33ala* was represented by two sentences in the test to convey two functions. According to grammarians, pattern II has underlying functions projected by the doubled middle letter (González, 2013; Haywood & Nahmad, 1965). One of the functions is the 'causative' marker which is represented by the verb (وَصَّلَ) *waSSala* in sentence 2. Thus, the standard translation of this verb is 'got *something to someone*'. The other underlying function of pattern II is the 'intensive' meaning which appears in the double second letter meaning 'to do' the action repeatedly. The verb (كَسَّر) *kassara* in sentence 3 is another verb conveyed by pattern II (فَعَّلَ) *fa33ala* which is used to covey the 'intensive' function. The standard translation of the verb(كَسَّر) *kassara* is '*smashed/broke again and again/ broke in pieces*'. As Table (4) shows, only one of the participants (0.9%) rendered both 'causative' and 'intensive' functions of pattern II correctly. It can be noted that the correct answer of the 'causative' was paraphrased differently but with almost the same meaning as in *'The students got the idea from the teacher.'*Since this pattern has multiple functions, translators seem to have difficulty owing to its overlapping meanings. The findings showed that 38 (33.9%) of the students' answers were somehow 'acceptable'. Regarding the 'intensive' marker', 33 (29.5%) of the participants captured the basic meaning of the verb as '*broke*' without providing the exact underlying function of the 'intensive' marker (i.e. into pieces). However, 'causative' and 'intensive' markers of the verbs in sentences 2 and 3 seem to be difficult for students. The findings also

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showed that 73 (65.2%) and 78 (69.6%) of participants failed to render the two functions respectively. For example, the verb *waSSala* in sentence 2 '*The teacher explained the thought/idea to the student*,' was replaced by (شَرَحَ) *sharaHa* which is not the same meaning and, similarly, the verb *kassara* which means 'to break something into pieces' was translated as 'to break' which is not almost the same meaning.

Pattern III:

Pattern III (فَاعَلَ) faa3ala is represented in the test by sentences four and five to convey two main functions 'reciprocity' and 'continuity'. Grammarians argue that pattern III holds invisible functions represented by the vowel '*?alif*' (Danks, 2011). One of the functions is the 'reciprocity' as in(دَارَسَ) *daarasa* in sentence 4 which means 'to *study together with someone*.' The other function of pattern III is 'continuity (رَاسَلَ) *rasala* in sentence 5 which means '*to be in contact with someone*'.

As shown in Table (4), 13 (11.6%) of the students translated the 'reciprocity' function correctly and only 3 (2.7%) of the participants translated the 'continuity' correctly as well. The results of the correct answers showed that the feature marking 'reciprocity' appears to be somehow manageable than the 'continuity' feature. Moreover, 41 (36,6%) of the participants rendered the 'reciprocity' function acceptably as in '*The student studied with his partner/ classmate*'. The word 'together' is not recognized by the participants. As for the 'continuity' function, 61 (54.5%) of the participants captured the function in sentence 5 acceptably as in '*The traveler sent letters to his family,' 'The passenger sent his family,'and'The traveler wrote/corresponded his family.*'

On the other hand, 58 (51.8%) of the participants translated the 'reciprocity'function wrongly such as '*taught*', '*sat with*', and ' *remembered*'. These verbs do not convey the 'reciprocity' function of pattern III. While 48 (42.9%) of the students failed to render the equivalence of the verb *raasala* because they confused both patterns I and III.

Pattern IV:

Pattern IV (اَفعَلَ) *?af3ala* is represented in the test by only one sentence to convey the 'causative' function. The use of pattern IV is common in Arabic language. Thus, grammarians argue that pattern IV has many different uses in the daily usage. The function denoting 'causative' is used more than other

functions. Sentence 6 in the test 'اخرجَ التلميذُ الكتابَ من الحقيبة' *?**akhraja** atlmuTHu alkitaaba min alHaqiyibati* has a verb to convey the '*causative*' function. The correct translation for this verb is '*The student t**ook/brought/got*** the book ***out*** the bag.' As Table (4) shows, 19 (17.0%) of the participants translated the function of the pattern marking 'causativity'in sentence 6 correctly, which indicates that only few participants seem to be familiar with the translation of the verb *?akhraja* and its functions. However, the results showed that 58 (51.8%) of the participants translated the 'causative' function acceptably. For 'wrong' answers, 35 (31.3%) of the participants did not translate the pattern correctly. They used another verb which does not denote the correct equivalent function of pattern IV as in '*The student put out the book from the bag,'and'The student take off the book from the bag*.'

Pattern V:

Pattern V (تَفَعَّلَ) *tafa33ala* is used in sentence 7 in the test 'تكسَّرتِ النوافذُ نتيجةَ الانفجارِ' ***takassarati** alnawafiTHu natijata al?infijari 'The windows **broke** due to the blast*.' Pattern V denotes 'reflexive' function. Wright (1955) states that pattern V is reflexive of pattern II because of the addition '*ta*'. Therefore, the standard translation of this verb is '***broke***': As Table (4) shows, 25 (22.6%) of the participants rendered the exact equivalent of the 'reflexive- intensive' function of pattern V; whereas, 58 (51.8%) translated it acceptably by using other tense as in '*The windows have broken because of the bomb*.' Yet, 29 (25.6%) of the participants did not render the feature marking reflexivity correctly. The participants tend to the passive mode (i.e. the windows were broken…) which is not correct. The reflexive mode is the correct translation as in 'The windows broke….' The overlap between reflexivity and passivity seems to be difficult for students to recognize.

Pattern VI:

In the test, there are two sentences, 8 and 9 in which pattern VI (تَفَاعَلَ) tafaa3ala is used to convey the two main semantic functions: 'mutuality' and 'gradual occurrence'. Examples below illustrate sentence 8, and 9 in which pattern VI is used.

Mutuality:

تقاتلَ الرجلانِ.

***taqaatala** alrujulaani.*

The two men **fought *with each other*.**

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Gradual occurrence:

تزايدَ انتاجُ المحصولِ الزراعي نسبياً.

tazaayada *?intaaju almaHSuwuli aziraa3i nisbiyian.*

The crops ***increased gradually***.

The crops ***have gradually increased.***

As can be seen in Table (4), 11 (9.8%) of the participants translated this pattern correctly and the concept of 'mutuality' function was captured easily. However, 5 (4.5%) of the participants hardly captured the meaning of the 'gradual occurrence' performed by the verb. This means that the second semantic function (i.e. gradual occurrence) displayed by the verb was difficult for students to identify. Concerning the acceptable answers, 59 (52.7%) of the participants' answers were acceptable. In their answers, the verb 'fought' (تقاتل) was used correctly but the morpho-semantic */ta/* '***with each other***' was not captured as in '*The two men were fighting', 'The two men fought.*' Similarly, the participants' answers for the second function i.e. 'gradual occurrence' were acceptable 54 (48.2%) as in 'The agriculture products almost increased', 'The agriculture became somehow increased.' In their answers, the verb 'increased' تزايد was used correctly but the morpho-semantic */ta/* denoting the 'gradual occurrence' function was not precisely captured.

On the other hand, 42 (37.5%) of the participants did not translate the 'mutuality' function correctly; and 53 (47.3%) of them failed to translate the function of 'gradual occurrence'. This means students have difficulties in capturing the morpho-semantic features performed by the verb. This result is consistent with Amayra (2012), who stressed that pattern VI is less common particularly the 'gradual function.' This is quite obvious in the participants' translations of pattern VI in which they seem to be more familiar with the 'mutuality' function' than 'the gradual occurrence.'

Pattern VII:

Sentence 10 of the test is 'انقطعَ الحبلُ' ***?inqaTa3a*** *alHablu.*' The verb (انقطعَ) ***?inqaTa3a*** is used to denote pattern VII(اِنفَعَلَ) *?infa3ala* which conveys 'passive' function. The standard translation of the pattern is '… *was cut off/ was torn apart*'. It is clear from Table (4) that none of the participants (0%) translated the verb (انقطعَ) ***?inqaTa3a*** correctly whereas 67 (59.8%) of them produced ‹acceptable' translations for the verb, as '*The rope was cut*,' and 45

(40.2%) of the participants provided 'wrong' translations for the verb (انقطعَ) ?***inqaTa3a*** , as '*The rope cut down.*'

Pattern VIII:

Sentence 11 in the test is 'اشتدَّ المطرُ' ?***ishtadda*** *almaTaru ?**ishtadda*** (اشتد) is the verb (افتَعَلَ) ?*ifta3ala* which conveys the 'exaggeration' function. The standard translation of is '***rained heavily***.' As Table (4) shows only one of the participants (0.9%) produced 'correct' translations of this pattern, and 57 (50.9%) of the participants provided 'acceptable' translations for the verb as '*The rain became heavy/so heavy/heavier.*' However, 54 (48.2%) of the participants produced 'wrong' translations for the verb ishtadda by using incorrect equivalents such as '*The rain come more heavily.*'

Pattern IX:

As stated by Haywood and Nahmad (1965), pattern IX is used for colors and defects. Sentence 12 has a verb which denotes 'color' while sentence 13 includes a verb which denotes 'defect'. Sentence 12 is 'اخضرَّتِ المدرجاتُ بالأشجارِ' ?***ikhDarrati*** *almudarjaatu bil ?ashjaari*. The verb denoting pattern IX (افعَلَّ) ?ifa3alla conveys the 'color' function. The standard translation of this verb is ' ... ***became green***'. As for sentence 13 'اختلَّ الوضع في البلاد' ?***ikhtalla*** *alwaDa3u fil bilaadi*, the verb denotes the 'defect' function. The standard translation of this verb is '... ***has become unstable***' . Table (4) shows that none of the participants were able to render the function of the verb marking 'color', whereas 4 (3.6%) of them produced 'correct' translations for the verb marking 'defect'. It was clear that the participants were able to convey the function denoting 'defect'. However, 44 (39.3%) of them captured both functions 'color' and 'defect', whereas 68 (60.7%) of the participants provided 'wrong' translations for the verb marking 'color' such as '*The stairs is green trees.*', '*The stairs were the green color.*' Similarly, 64 (57.1%) of the participants produced 'wrong' translations for the 'defect' feature as 'The situation/condition has changed in the country.', '*The situation is not ok in the country.', 'There is no peace in the country.*' Apparently, the function of 'defect' embedded in the verb was difficult for students to recognize. This is supported by Amayra's (2012) findings which emphasize that pattern IX could be the least common pattern in terms of its common use in Arabic as it has an underlying function which makes it difficult to recognize even for native speakers.

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Pattern X:

Pattern X *istaf3ala* is represented in the test by three sentences 14, 15, and 16. The pattern used in sentence 14 conveys the meaning of 'request' (Abdel Jawad & Al-Hadhrami, 2016) while this pattern in sentences 15 and 16 conveys 'transformation' and 'reflexivity' respectively (Bielický & Smrz, 2008; Ryding, 2005; Wightwick & Gaatar, 2008). As shown in Table (4), 19 (17.0%) of the participants produced 'correct' translations for the 'request' function in sentence 14 and only 2 (1.8%) of them provided 'correct' translations for the 'transformative' function in sentence 15. In sentence 16, only 7 (6.3%) of the participants were able to produce 'correct' translations of the 'reflexive' function. For the sake of illustration, the following examples were taken from the students' scripts:

Sentence 14 (Requestive):

اِستَعلَمَ المسافرُ عنِ الطريقِ.

*?**ista3lama** almusafiru 3ani aTariyiqi.*

The traveler **asked information** about the road.

Sentence 15 (Transformative):

استحجر الطين.

Istahjara atteen..

The mud **turned into** stones.

Sentence 16 (Causative):

استعد الطالب للامتحان.

Istd' ada attalibu lilimtiaan.

The student got ready for his exam.

As shown in Table (4), 62 (55.4%) of the participants provided 'acceptable' translations for the 'request' function, as in '*The traveller was asking about the road*.' However, the feature marking 'transformative' appeared to be more difficult for students to be recognized. This is clear in that 34 (30.4%) of the participants were able to produce 'acceptable' translation for the 'transformative' function, as in '*The mud became stone*.' The feature marking 'reflexive' appeared to be somehow more manageable than the previous feature i.e. transformative. The results showed that 52 (46.4%) of the participants provided 'acceptable' translations for the causative function,

as in '*The student prepared himself for the exam*'. It can also be noted that 31 (27.7%) of the participants provided 'wrong' translations answers for the feature marking the 'request' function, while 76 (67.9%) of them produced 'wrong' translations for the 'transformative' function which obviously appeared to be more difficult than the other two features. The feature marking 'reflexive' was also rendered wrongly by 53 (47.3%) of the participants which may indicate that they have difficulty in capturing the concept of 'reflexivity' embedded in the verb.

Conclusion:

This study attempted to identify the difficulties that translation students encountered when translating the verb patterns from Arabic into English. The findings revealed that pattern II was the most difficult for translation students to capture the 'intensive' and 'causative' functions and that is probably due to the multiple functions of the morpho-semantic features associated with it. Following pattern II, pattern IX appears to be in the second rank of difficulty. The difficulty lies in the fact that this pattern has two underlying functions (i.e. color and defect). The function denoting color seems to be more difficult than the function denoting defect. In its third rank, pattern VIII appears to be difficult as it has two morpho-semantic features marked by a prefix and an infix which both convey 'exaggerative' and 'reflexive' functions. Pattern X appears to be in the fourth rank of difficulty. The prefixed morpho-semantic feature projects multiple meanings in three main categories: request, transformation and reflexivity. The participants seem to encounter difficulties particularly in rendering the functions of 'transformative' and 'reflexive' conveyed by the verb. Following pattern X, pattern III comes in the fifth rank of difficulties, where results reveal that students have difficulties in capturing the meaning of the infixed morpho-semantic features denoting 'reciprocity' and 'continuity'. Pattern VI comes in the sixth rank of difficulties in that the prefixed and infixed morpho-semantic features have two underlying functions: 'mutuality' and 'gradual occurrence' which are difficult for students to identify and express. Pattern VII comes in the seventh rank of difficulties that students encountered. The two prefixed morpho-semantic features attached to the verb express the reflexive function of 'passivity'. The participants encountered difficulties in capturing the ‹passivity' and thus rendered the pattern wrongly. Pattern IV, which is in the eighth rank of difficulties, is somehow manageable to be rendered. This pattern consists of a morpho-semantic feature in form of a

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prefix. The semantic role of the marker denotes that the action is characterized by being 'causative'. Pattern V seems to be in the ninth rank of difficulty as it has a prefix which denotes a reflexive function and an infix germination which denotes an 'intensive' function. Finally, pattern I appears to be the easiest verb pattern for students. The pattern consists of three letters which hold the basic meaning. Since the verb does not have morpho-semantic features, students can easily recognize its form and meaning.

The difficulty in translating Arabic verb patterns into English may be due to lack of basic knowledge and understanding of the morpho-semantic features in form of prefixes, infixes and suffixes which project different meanings of individual forms. Furthermore, the more features the pattern takes, the more difficult it is for translators. Since there is no much literature on the morho-semantic properties and translation of the Arabic verbal system, it is recommended that future research is needed to clarify how such morphological and semantic properties of the Arabic verbs are treated when translating them into English.

Authors' contributions:

MYA and ASA designed the study, analyzed and interpreted the collected data. MYA reviewed the related studies, the 'Introduction' and 'Literature Review'. AAA contributed to the theoretical framework of the study and provided semantic interpretation in the discussion of the paper.

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