The Impact of English Proficiency on University Students' Use of One-word or Phrasal Verbs

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Second language learners encounter some challenges and difficulties in learning and using English phrasal verbs. This study examines whether the subjects' English proficiency levels influence their use of phrasal verbs. For this purpose, 480 male and female students enrolled in the departments of English Language and Translation at three Jordanian private universities were asked to translate 15 Arabic sentences into English. Using an English Proficiency Test, the subjects were categorised into three levels; advanced, upper-intermediate, and intermediate. The findings show the relatively high use of phrasal verbs when translating Arabic verbs into English among the advanced group (42%), followed by the upper intermediate (27.4%) and intermediate groups (21.9 %). The study concludes with the suggestion that more attention should be paid to idiomatic language use by second language learners to render their translations idiomatic and correct.

Key words: *College students, Arabic and English, One-word verbs, Phrasal verbs, Translation.*

Introduction

Native and non-native speakers of English interchangeably opt for the use of either phrasal verbs (hereafter PhVs) or one-word verbs in different contexts for self-expression. Native speakers seem to master phrasal verbs more than non-native speakers of English. Siyanova and Schmitt (2007) indicated that one of the most problematic areas that non-native speakers of English face in acquiring English vocabulary is the faultless use of phrasal verbs in speech

as well as writing, as native speakers of English tend to use phrasal verbs more regularly and fluently in normal conversation. It has been documented that EFL learners rarely recognise or produce phrasal verbs, especially idiomatic ones. For non-native speakers of English to sound like native English speakers, they have to develop their overall language skills and use phrasal verbs in their daily communication. This will simply open up a whole new world of mastering English language and vocabulary, and allow them to elevate their level to as close to native as possible.

Inability to understand native speakers may sometimes arise from their recurrent use of phrasal verbs in conversation. Being able to use these phrasal verbs fluently is what will set apart advanced foreign language learners from non-advanced ones. There are one-word verbs that can take the place of phrasal verbs, but a native speaker rarely chooses those other "conventional" verbs except perhaps in formal settings. EFL learners' mastery and use of phrasal verbs can serve a twofold function; first, it will render their informal speech more natural, and enable them to easily process the frequently used phrasal verbs in native speakers' conversations. Second, the register of phrasal verbs could be a challenge as well to ESL/EFL learners (Siyanova & Schmitt, 2007).

Another factor responsible for the avoidance of the use of the complex structures of phrasal verbs is due to their polysemous component (Siyanova & Schmitt, 2007). Students thus are believed to encounter difficulties not only in acquiring but also producing these structures due to the different meanings that a form may have. The meaning of the phrasal verb *check out* is a good example; when you *check out* of a hotel or clinic, you pay the bill and leave. However, if you *check out* something or someone, you find out information about them and make sure they are correct or satisfactory, and when you *check out* books from the library you borrow them.

In translating Arabic verbs into English, it is not known whether EFL university students will opt for phrasal verbs or single-word verbs. This study attempts to answer the following two research questions:

1. How is the translation of Arabic verbs into English influenced by the subjects' English proficiency levels?
2. How are the Arabic verbs used in the study translated into English? What Arabic verbs were translated highest as phrasal verbs?

Review of Related Literature

It is a commonly held belief that second language learners when speaking or writing avoid using difficult words or unfamiliar structures and use the ones which are familiar to them

instead. This avoidance phenomenon was first introduced by Schachter (1974) who conducted a study on some native speakers of different nationality backgrounds, namely Japanese, Chinese, Arabic, and Persian students learning English as a foreign language. The results revealed that the Arab and Persian learners committed errors related to relative clauses in greater numbers than those produced by Chinese and Japanese learners. The study concludes that if a certain construction is unfamiliar or not easy to understand, the EFL learner in all likelihood will attempt to ignore it or cut it out.

Kleinmann (1977) investigated the avoidance pattern of four structures, namely passive, present progressive, infinitive complement and direct-object pronoun used by three groups of English as second language intermediate level learners namely Arabic, Spanish and Portuguese. The findings show error predictions made by contrastive analysis are directly proportional to avoidance patterns; thus Kleinmann, who subscribes to the contrastive analysis hypothesis is partially in agreement with the point of view of Schachter (1974) that avoidance can be motivated by structural differences between the first and the second/foreign language. He added that there may be more avoidance triggering factors such as inter-language interferences, and others within the second language.

Kleinmann (1977) partially agreed with Schachter's explanation of avoidance as endorsed by Liao and Fukuya (2004), who also criticised Schachter (1974) because of some unnecessary shortcomings. First, neither the learners' proficiency levels nor the frequency of relative clauses in the text was under the researcher's control (Liao & Fukuya, 2004). Second, as Seliger (1989) also pointed out, there is no evidence of the learners' ability to use relative clauses. Therefore, the so-called avoidance of producing English relative clauses (RCs) by Chinese and Japanese learners may not "be due to conscious avoidance but rather their ignorance of the structure" (Liao & Fukuya, 2004, p. 194). Seliger stated that the Japanese learners might have demonstrated partial or incomplete acquisition because there were some occurrences of RCs in their composition.

Dagut and Laufer (1985) conducted a study on Hebrew learners' avoidance of phrasal verbs. Three groups of EFL learners of English were asked to take different types of tests. The major findings showed that Hebrew learners had problems in producing English phrasal verbs that were missing in their language and chose to use single words instead, and within the three types of phrasal verbs (literal, figurative and aspectual); the figurative phrasal verbs were found to be the most avoided forms. Finally, the researchers concluded that the structural differences between Hebrew and English are apparently responsible for the avoidance phenomenon.

However, the hypothesis put forward by Dagut and Laufer (1985) that avoidance of phrasal verbs would be performed by only L2 learners whose mother tongue had no similar structure

was rejected because avoidance was evidenced among Germanic L2 learners of English who had a similar structure in their L1, and despite this, they tended to avoid using phrasal verbs in the process of expressing themselves. So Dutch ESL learners avoid phrasal verbs as stated by Hulstijn and Marchena (1989), who showed that Dutch ESL learners tend to misunderstand or avoid phrasal verbs despite the fact that their native language has similar constructions. They perceived them as too Dutch-like, and so showed a preference for one-word verbs.

Gandorah (2015) investigated the attitudes of English Language learning students towards avoidance of phrasal verbs and the reasons behind it. For this purpose, two groups (advanced and intermediate) consisting of nine participants each took part in this study. The results showed that the avoidance of the use of phrasal verbs was due to three factors, namely the learner's proficiency level, the period of stay in a second language locale or milieu, and the phrasal verb type. It was shown that the advanced group selected and used more phrasal verbs than the intermediate group, and the number of phrasal verbs used was positively correlated with the learner's length of stay in the target language environment, and finally, phrasal verbs that bear literal meaning are avoided less than the ones that carry idiomatic meaning.

El-Dakhs (2016) conducted a study on Egyptian undergraduates' avoidance of phrasal verbs. The non-English major sample was selected from three colleges in a private university, namely, Engineering, Computer Sciences and Business Administration. The participants, totalling 407 Egyptian undergraduates, were asked to complete a paraphrase task, two gap-filling tasks and a survey. The results showed that while both groups did poorly on the phrasal verbs test and both employed the avoidance strategy, nevertheless the fourth and fifth-year participants outperformed the first and second-year participants in the production of phrasal verbs, but with the fourth and fifth-year participants employing it less and thus producing more phrasal verbs. El-Dakhs (2016, p. 132) confirms "that the under-representation of phrasal verbs in the participants' production can be interpreted in terms of cross-linguistic differences, passive learning or comprehension and limited language exposure".

Aldukhayel (2014) examined how the target language exposure can have an effect on the avoidance of phrasal verbs by Arab learners of English. Eighty-one graduate and undergraduate learners of English as a second language took part in this study and their responses were analysed. The major findings showed that Arab ESL learners' preferences for phrasal verbs were largely affected by the phrasal verb type and learners' long exposure to the target language. The results also showed an overwhelming use of phrasal verbs by the participants compared to single verb use.

In brief, single-word verbs seem to be more formal and therefore more appropriate for academic writing than their phrasal verb equivalents; therefore, EFL learners can be encouraged to use forms such as *maintain*, *organise*, *constitute*, *propose*, and *discover*, and use their respective informal phrasal verb equivalents *keep up*, *set up*, *make up*, *put forward*, and *find out* in informal settings. This ties in well with the argument put forward by Trimble and Trimble (1978) who maintained that, unlike lexical equivalents, some phrasal verbs can cause comprehension problems for non-native speakers. Thus they affirm that "these short, fused compounds cause little trouble as most of them yield to literal translation and to turning into simple phrases" (Trimble & Trimble, 1978, p. 94).

Rovira Diaz (2017) conducted a study on EFL learners' preferences for the use of one-word verbs or phrasal verbs. The results showed that subjects used phrasal verbs 41.9% of the time and one-word verbs 58.09 % and this seems to suggest that subjects opt for the phrasal verb avoidance strategy in translating English sentences into Catalan.

Methodology
Subjects

Five hundred and sixty students enrolled in the Department of English Language and Translation at three Private Universities took part in this study. Eighty participants were excluded from the study because they either left some questions unanswered or adopted the same pattern of response throughout the whole test. Consequently, only 420 female students and 60 male students took part in the study, which neatly reflects the proportionally greater ratio of female-male distribution in the departments. Each of the respondents had taken a minimum of three translation courses from Arabic into English and vice versa. Based on the results of the proficiency test, the subjects were categorised into three different levels; advanced (136), upper-intermediate (152), and intermediate (192).

It is worth noting that during the administration of the test, paper and electronic bilingual dictionaries were not allowed.

Research Instruments

To achieve the goals of the study, two instruments were developed, namely, an English language proficiency test, and a translation test. The language test was a multiple-choice test aiming to measure the students' proficiency in English and subsequently categorise them into different groups. It was mainly based on the TOEFL Test and consisted of three sections: reading comprehension, 20 items; vocabulary and structure, 15 items each. Each item was followed by four options, and subjects were asked to select the correct answer. The total

language proficiency score was 100, distributed as follows, reading comprehension 40 points, vocabulary 30 points and structure 30 points.

The translation test consisted of 15 short Arabic sentences where subjects were asked to translate them into English (see appendix 1). The selected sentences were designed to elicit use or lack of use of phrasal verbs. The tests were administered in the Computer Centre and the proficiency test was computerised to obtain the test scores automatically and the translation test was marked manually to find out the use of single words or phrasal verbs in the translation process. The subjects were given one hour to answer the multiple-choice proficiency test, and one hour to do the translation test. Below is an example from the translation test:

Ɂindalaʕat Ɂalħarbu Ɂalʕalamiyyatu Ɂalθa:niyatu fi: ʕa:m 1939.

This sentence can be translated as "World War II **broke out** in 1939" or "World War II **began** in 1939". It is worth noting that the subjects were not informed about the test objectives or the target expressions in the sentences.

Rationale behind the Selection of Phrasal Verbs

The researchers examined the 100 most frequently used phrasal verbs in the British National Corpus (BNC) and Corpus of Contemporary American English (COCA). Fifteen phrasal verbs were selected to be included in the Translation Test. 12 of them were shared in BNC and COCA. The phrasal verbs *put on* and *break out* were only present in the BNC list whereas *wake up* was only observed in COCA.

Table 1: *Arabic Verbs and their Potential Translations in the Translation Test*

No.	Arabic Verb	Phrasal Verb	One-word Verb
1.	*turabbi:*	Bring up	Raise
2.	*naffaða*	Carry out	Execute
3.	*yaxtaliq*	Make up	Create; fabricate
4.	*naʕu:d*	Come back, Get back	Return
5.	*Ɂistayqaðˤa*	Wake up	Wake; arouse; waken
6.	*Ɂindalaʕa*	Break out	Started
7.	*taʕatˤˤala*	Break down	Stop (working)
8.	*marartu*	Go through	Experienced
9.	*tantaðˤir*	Hold on	Wait
10.	*tazdari*	Look down	despise
11.	*tabħaθ*	Look up	Search
12.	*Ɂintˤalaqa*	Set off	Start (a journey)

13.	*nantaqil*	Move on	Move
14.	*axlaʕ*	Take off	Remove
15.	*yalbas*	Put on	Wear

Table 1 above shows the selected Arabic verbs used in the translation test along with their potential translations as phrasal verbs or one-word verbs.

Data Analysis

This part of the analysis examines whether the three investigated groups of students, namely advanced, upper-intermediate, and intermediate tended to use one-word verbs or phrasal verbs when translating the Arabic sentences into English. The researchers divided the Arabic verbs into two groups based on the frequency of the use of phrasal verbs in the subject's translations (Tables 2 and 3). Table 2 shows the frequencies and percentages of the Arabic verbs which were rendered mostly as phrasal verbs.

Table 2: *Frequencies and Percentages of the Most Frequently Translated Verbs as Phrasal Verbs*

Arabic Verb	Phrasal Verb	Advanced		Upper-Intermediate		Intermediate		Overall Use
		Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	
ʔistayqaðˤa	Wake up	136	100%	152	100%	192	100 %	100 %
axlaʕ	Take off	132	97%	140	92%	136	68.7%	85%
taʕatˤtˤala	Break down	112	82%	92	60.5%	112	58.3%	66%
naʕu:d	Go back	96	70.5%	76	50%	56	29%	47.5
yaxtaliq	Make up	92	67.6%	48	31.6%	16	8.3%	32.5
ʔindalaʕa	Broke out	36	26.5%	32	21%	48	25%	24%
ʔintˤalaqa	set off	40	29.4%	16	10.5%	20	10.4%	16%

As Table 2 shows, the Arabic verb *ʔistayqaðˤa* was translated as a phrasal verb, namely *wake up* with a percentage of 100 % among the advanced, upper-intermediate and intermediate groups. The verb *axlaʕ* was translated as a phrasal verb 408 times and with an overall percentage of 85% among the three groups. As to the Arabic verb *taʕatˤtˤala*, it ranked 3rd in terms of the overall rendering as a phrasal verb with a percentage of 66% among the three groups. It was translated as *break down* 112 (82 %); 92 (60.5 %); 112 (58.3 %) among the advanced, upper-intermediate, and intermediate groups respectively. The Arabic verb *naʕu:d* was translated as a phrasal verb *go back* with a percentage of 47.5 % among the three groups. The Arabic verb *yaxtaliq* was translated as a phrasal verb *make up* with a percentage of 32.5 % among the three groups. The last two Arabic verbs, namely *ʔindalaʕa* and *ʔintˤalaqa* were translated differently by the three groups with overall percentages of 24% and 16 %

respectively, and they were ranked 6th and 7th. The last Arabic verb in this group *ʔintˤalaqa* was translated as *set off* 76 times and in the remaining instances "404" times, one-word verb, misuse, or no response was evident among the three groups as shown in Table 2.

Frequencies and percentages of the remaining Arabic verbs which were rendered as phrasal verb least are shown in Table 3 below.

Table 3: *Frequencies and Percentages of the Least Frequently Translated Verbs as Phrasal Verbs*

Arabic Verb	Phrasal Verb	Advanced		Upper-Intermediate		Intermediate		Overall Use
		Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	
tabħaθ	Look up	52	38.2%	12	7.9 %	0	0%	13.3%
tazdari:	Look down	40	29.4%	8	5.2%	4	2%	10.8%
turabbi:	Bring up	4	2.9%	16	10.5%	20	10.4%	7.9%
nantaqil	Move on	24	17.6%	8	5.2%	4	2%	7.5%
yalbas	Put on	36	26.5%	0	0%	0	0%	7.5%
naffaða	Carried out	16	11.8%	0	0%	20	10.4%	7.5%
tantaðˤir	Hold on	28	20.6%	8	5.2%	0	0%	7.5%
marra	Go through	12	8.8%	16	10.5%	4	2%	6.7%

The verbs in Table 3 include *tabħaθ*; *tazdari*; *nantaqil*; *yalbas*; *naffaða*; *turabbi:*; *tantaðˤir*; and *marra*. The Arabic verb *tabħaθ* was translated as a phrasal verb *look up* 64 times. The advanced group used a phrasal verb 52 times (38.2 %), upper-intermediate used it 12 times (7.9%), and finally, the intermediate group used no phrasal verbs at all. The Arabic verbs *tazdari*; and *nantaqil* ranked 9th and 11th out of the 15 Arabic verbs under study; the former was rendered as a phrasal verb 40 times (29.4 %) by the advanced group, and the latter was translated as a phrasal verb by the same group 24 times (17.6 %). The ratio of rendering the verbs *tazdari*; and *nantaqil* as phrasal verbs were the same among the upper intermediate group for 8 times for each, and a percentage of 5.2 % for both as well. The same is applicable for the translation of the same two verbs among the intermediate group, where they were rendered as a phrasal verb only four times each. The percentages of the overall use of the two verbs were 10.8% and 7.5% respectively. The verb *turabbi:* was translated as a phrasal verb, namely, *bring up* 40 times with a percentage of 8.3% among the three groups. As to the Arabic verb *turabbi:*, it was translated as *bring up* four times (2.9 %); 16 (10.5 %); and 20 (10.4%) among the advanced, upper-intermediate, and intermediate groups respectively. As to the Arabic verb *yalbas*, it was translated as *put on* only 36 times with a percentage of (26.5%) among the advanced group. However, it was not translated as a phrasal verb and rendered as a one-word verb; misuses or no response at all among the two remaining groups. The use of the phrasal verb *put on* was exclusive to the advanced group as no one single incidence of its use was evident among the other two groups. The Arabic verbs *naffaða:* and

tantaðˤir were translated as phrasal verbs; namely, *carried out* and *hold on* 36 times each with an overall percentage of 7.5%. The Arabic verb *naffaða:* was not rendered as a phrasal verb by the upper intermediate group. As for the verb *tantaðˤir*, it was only rendered as a phrasal verb by only the advanced and upper-intermediate groups, where the former group used it 28 times (20.6%), and the latter eight times (5.2%). However, it was not translated as a phrasal verb and rendered as a one-word verb, misuse, or no response among the intermediate group. The last Arabic verb in this group *marra* was translated as *go through* 32 times and in the remaining instances "448" times, one-word verb, misuse, or no response was evident among the three groups. It was translated as a phrasal verb 12 times (8.8 %); 16 times (10.5 %), and four times (2 %) among the advanced, upper-intermediate, and intermediate groups respectively.

Discussion

The Data Analysis Section investigated whether the subjects' English proficiency levels influenced the translation of Arabic verbs into English phrasal verbs or one-word words. Table 4 below shows the frequency and percentage of total phrasal verbs and actual phrasal verbs used by the different proficiency groups.

Table 4: *Number and Percentage of Phrasal Verbs Used by the Different Proficiency Groups*

Group	Number of Subjects	Potential number of Phrasal verbs	Number of Phrasal verbs used	Percentage
Advanced	136	2040	856	42%
Upper Intermediate	152	2280	624	27.4%
Intermediate	192	2880	632	21.9%

Table 4 shows that the frequency of the Arabic verbs translated as phrasal verbs varied among the three groups, it was 856 out of the total number which is 2040 among the advanced group, so the percentage of the use of the phrasal verbs to the total number of occurrences of the one-word form and other forms is 42%. The frequency of Arabic verbs translated as phrasal verbs among the upper intermediate group was 624 with a percentage of 27.4%. This means that Arabic verbs translated as a one-word verb, misuses or other forms accounted for 1656 or 72.6% of the total number of occurrences among the upper intermediate group. Finally, Table 4 clearly shows that the frequency of Arabic verbs translated as phrasal verbs was 632 compared to the total number of the possible/ potential uses of phrasal verbs which is 2880 with a percentage of 21.9 % among the intermediate group. This means that 78.1 % of the Arabic verbs were translated as one-word verbs, misuses, or other forms among the intermediate group. This shows a relatively high use of phrasal verbs when translating Arabic verbs into English among the advanced group (42%), and it also shows a lower use of phrasal verbs among the upper intermediate group (27.4%).

Finally, it reveals the least use of phrasal verbs when translating the Arabic verbs among the intermediate group (21.9 %), compared to both the advanced and upper-intermediate groups. This is in agreement with Gandorah (2015) who showed that the intermediate group selected and used fewer phrasal verbs than the advanced group.

The results reported here showed that there is a general tendency among the three groups to use single verbs more than phrasal verbs. This ties in well with El-Dakhs (2016) who showed that the advanced group, as well as the intermediate group, did poorly on the phrasal verbs test but with the fourth and fifth-year participants producing more PhVs than the first and second-year participants. Likewise, Dagut and Laufer (1985) concluded that Hebrew learners had difficulties in producing English phrasal verbs that were not found in the L1 and thus opted more for the use of one-word verbs. In the same vein, Abdul Rahman and Abid (2014) showed that phrasal verbs were rare or non-existent in Omani students' writing.

The question posed here is why participants tended to use single verbs more than PhVs. A possible answer is that PhVs present a wide range of variability both in terms of syntax and semantics. Thus, they are challenging for students learning English as a second language (Sinclair, 1989); second, the difficulty associated with PhVs where the same verb can be attached to different prepositions or adverbs and can thus mean different things such as *carry out*, *carry on*, *carry away* (become overly excited or involved and to take things too far), and *carry over* (when something is carried over, it is postponed, or extended to a later time or account); third, the informality of PhVs and the belief that they are more fit in informal registers such as personalemails, phone texts, friendly letters, blogs and diaries and journals (McWhorter, 2001; Nattinger & DeCarrico, 1990). McWhorter (2001) argued that the presence of phrasal verb construction is indicative of both spoken and less formal discourse. Similarly, Nattinger and DeCarrico (1990) stated that phrasal verbs are conversational and function as one of the markers of informal register.

Summary and Conclusion

This study examined college students' preferences to use one-word or phrasal verbs when translating sentences from Arabic into English and investigated whether the subjects' English proficiency levels influenced their use of phrasal verbs. For these purposes, an English language proficiency test and translation test were developed. The former was designed to measure the students' proficiency in English and subsequently categorise them into different groups, while the latter was used to elicit the use or the lack of use of phrasal verbs. 480 male and female students enrolled in departments of English Language and Translation at three private universities in Jordan took part in this study.

The study has two main findings; first, some Arabic verbs were translated as phrasal verbs with high percentages among the advanced, upper-intermediate and intermediate groups. Other verbs were least translated as phrasal verbs and rendered as one-word verbs. One way to explain this is that some actions in English are expressed by using phrasal verbs rather than one-word verbs; for example "to cease sleeping: to become awake" is expressed on using *wake up* more frequently than *wake, awake, arouse,* and *waken*. Second, the subjects' English proficiency levels influence their use of phrasal verbs, where there was a relatively high use of phrasal verbs when translating Arabic verbs into English among the advanced group (42%), followed by the upper-intermediate group (27.4 %), and the intermediate group (21.9 %).

This study used a limited number of phrasal verbs (15), within a geographical context (Jordanian private universities) to answer two research questions. Therefore, there are bound to be limitations. As this study only looked at 15 phrasal verbs, and two languages, it is recommended for future research to increase the number of phrasal verbs. This may be accompanied by selecting some countries and institutes other than the ones investigated in this study. For example, examining the phenomenon at a school level can also provide a broader view of the investigated phenomenon and how age can affect the subjects' use of phrasal verbs. Another interesting way to broaden the analysis would be examining the use, underuse, and overuse of phrasal verbs by native speakers of English or other European languages. This would give the researchers the opportunity to check the influence of the type of L1 on the use of phrasal verbs. The study concludes with the suggestion that more attention should be paid to idiomatic language by second language learners so that they can better master the two languages.

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Appendix 1 (Translation Test)

tarjim (tarjimi) ʔalʕiba:ra:ti ʔalta:liyata min ʔalʕarabiyyah ʔila: ʔalingli:ziyyah.

1. *turabbi: ʔalzawjatu ʔabna:ʔaha liyaku:nu: muwatˤini:n sˤa:liħi:n.*
2. *naffaða ʔaldʒundiyu taʕli:ma:t ʔalqaʔid bideqqah.*
3. *yaxtaliqu baʕdˤu ʔalʔtˤfa:l qisˤasˤan xaya:liyyah.*
4. *qarrarna: ʔan naʕu:da lilbayt bisabab ʔaldʒaw ʔalma:tˤir.*
5. *ʔistayqaðˤtu mutaʔaxiran ha:ða: ʔalsˤaba:ħ falam ʔatana:wal fatˤu:ri:.*
6. *ʔindalaʕat ʔalħarbu ʔalʕalamiyyatu ʔalθa:niyatu fi: ʕa:m 1939.*
7. *taʕatˤtˤalat sayya:rati: fi: tˤari:qi: lildʒamiʕah.*
8. *Marartu bilkaθi:r min ʔalsˤuʕu:ba:t muʔaxaran.*
9. *hal tastatˤi:ʕu ʔan tantaðˤira daqi:qatan liʔanna mudi:ri: maʃɣu:l bimuka:lamatin ʔuxra:.*
10. *la: tazdari: man hum ʔaqallu minka malan.*
11. *Yumkinuka ʔan tabħaθa ʕan ha:ðihi: ʔalkalimati fi qamu:si ʔuksfo:rd.*
12. *ʔintˤalaqna: ʔila: ʔalbaħri ʔalmayyiti mubakkiran sˤabaħa ʔaldʒumʕah.*
13. *laqad ʔamdˤayna: waqtan tˤawi:lan fi: munaqaʃati ha:ðihi: ʔalnuqtˤa, daʕu:na nantaqilu lilbandi ʔaltali:.*
14. *ʔidˤtˤaratu: ʔan ʔaxlaʕa miˤtˤafi: bisababi ʔalħarri ʔaʃʃadi:d.*
15. *yalbasu zaydun badlata ʔalriyadˤati qabla ʔalmubarat.*