

Avoidance of Using English Phrasal Verbs for Arab Learners

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I. ABSTRACT:

It is too difficult to master Phrasal verbs (PVs), because they are great in number and sometimes ,they have multiple meanings. Therefore, some scholars described them in their studies as "a recurring nightmare for the learner in English language" (Keall et al., 2006) and in other studies, the phrase was described as "not enjoying a good reputation." Therefore, research studies have worked to avoid English language learners from these difficulties that lie in the actual phrases in English

language, and previous experimental studies have instructed to avoid using phrases that include grammatical differences between (the Arabic mother tongue - L1 - and secondary English - L2 - Avoidance leads to semantic difficulty(Laufer & Eliasson, 1993). Since new studies on avoidance give many reasons, however, they show the differences between the mother tongue and the target language (L1-L2), in addition to the nature of the two languages in terms of

the multiple meanings of the English phrase, and this is reflected in the behavior of Arab learners of the English language in taking avoidance as an excuse to solve the problem of the difficulties they face in this topic, which is related to the English phrasal verb: We will conduct an experiment from some Arab learners to measure:

1. The level of proficiency of the learners,

2. The studied language, i.e. the target language, requires a reasonable

period of time to study it and learn about its aspects and secrets.

3. Types of the phrasal verbs discussed in this research, and then the results will be recorded in practice in this same research to determine the degree of avoidance.

Key words: Phrasal Verbs(PVs) , Verbal phrase(VPs) , Prepositions, The use of Arabic , avoidance

تجنب استخدام الأفعال المركبة الإنجليزية من المتعلمين العرب

وعلى هذا الأساس فإن الدراسة الحالية اعتمدت على عينة من المتعلمين العرب لقياس مايلي:

١- مستوى كفاءة المتعلمين

٢- انواع الافعال المركبة

٣- الوقت المثالي المستغرق لتعلم تلك الافعال

وفي ضوء ذلك سجلت النتائج ونوقشت لتحديد مستوى ودرجة عملية التجنب من قبل الطلبة.

الكلمات المفتاحية : الأفعال المركبة ، عبارة فعلية ، حروف الجر ، استخدام العربية ،

تجنب

المخلص:

من الصعب جدا السيطرة على الافعال المركبة من ناحية الاستخدام لأنها كثيرة عدديا ولها معاني مختلفة احيانا. لذلك السبب فان متعلمي اللغة الانكليزية من العرب يتجنبون استخدامها نتيجة لكمية الصعوبات التي تكتنف ذلك الاستخدام. وقد اتجهت الدراسات الحديثة الى معرفة اسباب عملية التجنب والابتعاد عن استخدام الافعال المذكورة . واثبتت الدراسات ان من اهم تلك الاسباب هو مجموعة الاختلافات بين اللغة الام واللغة الاجنبية .

II. INTRODUCTION

Previous studies proved that avoidance behavior is going with the structural differences in the meaning of both languages (the mother and the target), and the similar subjects insisted on the semantic ambiguity to be the specific cause for the whole ambiguity in the matter, so it became a necessity for researchers to stand for a long time on this problem to ease the difficulties and pave the way to Arab learners and lead them to its solution. It is known to students of English that its verbs form with its prepositions a strong correlation to the extent that the meaning of the preposition dissolves into the meaning of the verb and forms term used in the daily communication. Generally, teachers of English feel, therefore, whether they are foreign learners of English or

native speakers, they should change in the settings of ESL/EFL subjects as a second or foreign language, and intensify lessons to grapple with the problem of grammar such as in the target language. English language learners (ELLs) sense this difficulty and face it, so their control over it became a kind of mastery until it became a challenge in their good mastery of it, as (Gandorah, 2015) believes that this problem (phrasal verbs (PVs)) is considered the right place for errors of the English learners whether they native or foreign..

The researcher (MacArthur) expresses that the verbal phrase, according to him, is "biggest headache" (McArthur & Resko, 1975) and (Redzka) expresses that it "does not have a good reputation" (Rudzka-Ostyn,

2003)" But it is known to every student that it is very common that the most difficult aspect of the English language is the verbal phrase PVs as is touched by (Tessar) who says that it constitutes a "well-known challenge", (Tesar et al.,2007) and the verb phrase takes its reputation from the transgression in the meanings lurking within it. This adds another characteristic that its structure includes two components from two different sources:

- Structural Privacy (Dagut, 1985).
- and ambiguity of signification (Hulstijn & Marchena, 1989)

When there is difficulty and ambiguity in the language, linguists resort to rephrasing, so this case appeared as a phenomenon in the study of language, and this issue will be discussed due to its importance in

the phrase (Darwin & Gray, 1999).

Although verb groups and components, also known as phrasal verbs (PVs), are often used in English, they can be challenging for English speakers to master. So the subject in this paper showing the difficulties in phrasal verb (PVs) to the Arab students of in English Language. PVs are a linguistic phenomenon. They are unique to Germanic languages and rank behind objects as well as predicates in terms of difficulty. The general picture in SLA research involves learners' avoidance behavior, and a lot of researches have been conducted to address this kind of linguistic phenomenon of speech structure, vocabulary, and target language reading.

Even when speakers of the target language are not conversing about unfamiliar subjects in the foreign

language (English), this linguistic phenomena is present in their conversations. Reprasing is another type of summarization-based communicative method. When it comes to a specific linguistic feature, Kleinman (1977) questioned if this linguistic ambiguity is a certain manner brought on by utter illiteracy in the target language. The infinitive complement, the negative present, the progressive present, and the direct object were the four *gra* constructions that were looked at in this study on the compulsive behavior of English language learners from Arabic, Spanish, and Portuguese backgrounds. Different L1 backgrounds have been found to have a consistent avoidance tendency. The study's goal was to shed light on Arab students' perspectives towards EPVs and explain the reasons behind this behavior. Previous studies

attributed avoidance behavior to syntactic differences between L1 and L2, while other studies considered semantic complexity to be the main reason for the research questions:

When L2 learners communicate about ideas in a target language that is foreign to them, they avoid using the avoidance method of communication. Briefing is a type of communication approach that also includes paraphrasing. (Kleinman, 1977) asked whether avoidance behavior of a particular linguistic form is due to an absolute misunderstanding of the structure of the target language. English learners' avoidance patterns of Arabic were examined in this study using the grammatical structures of verb complement, passive, present progressive, and direct object. It has been discovered that different L1 backgrounds appear to follow a certain avoidance pattern. The

aim of our paper was to distinguish the attitudes of Arab students towards the actual phrase and to discuss the reasons for these attitudes. Studies in the past have attributed avoidance behavior to grammatical differences

Some question raised in this respect:

1. Why do Arab learners dislike using English phrasal verbs?(The problem of research)
2. Comparing scores for two levels, which group prefers to use the verbal phrase over the single verb word?(The causes of the problem)
3. If the answer is positive, means a challenge due to grammatical or signification causes connected to the (PVs) form? (The way for solution).

It is very important to consider the semantics of grammar in both languages (L1 & L2) Arabic and English languages, since this study focuses on the attitudes of Arab learners towards a specific aspect of the linguistic features of the English language, such as phrasal verbs (PVs), the consideration of variables that may directly and indirectly affect on the findings. That will help teachers of English as a second language to identify the root of common errors, in addition to focusing specifically on the type and point of assessment to identify similarities and differences between the two languages.

METHODOLOGY AND DATA COLLECTION:

The problem is that the Arab learner of the English language

applies the grammatical similarity in their language to English language and proceeds from it. As long as the prepositions in the Arabic language differ in their uses in both languages, this will create a problem between the two languages (L1&L2). Difficulty, the learner of English faces, is the need to use the strategy of avoidance as a solution to this dilemma, and the reason for that problem lies in the preposition and its use in Arabic language in a spatial manner independent of use. Studies on avoidance behavior of phrasal verbs in English, (EPV) tests were conducted on specific groups of students who speak the same target language (English).The reason English users from Arabs would not like to address using English verb phrases (PVs) lies in the lack of a grammatical category for English verb phrases (EPVs . One of the co-authors'

research with Swedish speakers, whose language shares the concept of PV verb phrase with English, demonstrated that "the existence of the structural category in the native language creates a difference in favor of the learner". (Dagut, 1985).

Second Language Acquisition (SLA) leads its learner to understand Phrasal Verbs (PVs) in a simpler way, due to the similarity between the two languages (L1 & L2) in the linguistic characteristics that relate to Phrasal V Phrasal Verbs (PVs) and this similarity is found in Swedish and other similar languages, whereas the grammatical aspect of the matter which gets implications for ELLs, (Hulstijn) considered that German learners of English avoid EPVs, because of the originated ambiguity of studying ELLs and not because of grammatical

differences, though, Students exhibit "a propensity to enjoy playing it safely with EPVs or 'very cautiously'" in a Dutch language class on PVs. This assertion is supported by (Schachter, 1974).

The researcher established the purpose of this research and chose to start with Arabic, which is a member of the Semitic family of languages, in order to examine and explore the Arab language native speakers (ELLs) in this study. (Ryding, 2005) in which the aspects of the sentence of Arabic Language is / Verb-Subject-object / (VSO), along with other variations by literary style (Jackson et al., 1980) stated, "English is an analytical language, whereas Arabic is a synthetic language," Accordingly, the former "shows the relationships between words by means of its frequent and regular use of reflexive forms," whereas

the latter demonstrates grammatical relationships based on the placement of sentence components and functional terms. The Arabic language is a synthetic language and English language is an analytical language. The vast differences between the two languages' grammars, for instance, make interface failures quite likely. / Muhammad saw the battle / is the English word order SVO; However, the Arabic present tense must be / Muhammad watches the battle /, VSO word order. Therefore, it's improbable that the way in which the grammatical elements of sentences are ordered in the two languages (L1&L2) has altered to meet certain contexts. Precisely what (PVs) are in the target is up for debate; some scholars reject them in (L2) language, while others refuse to accept them.

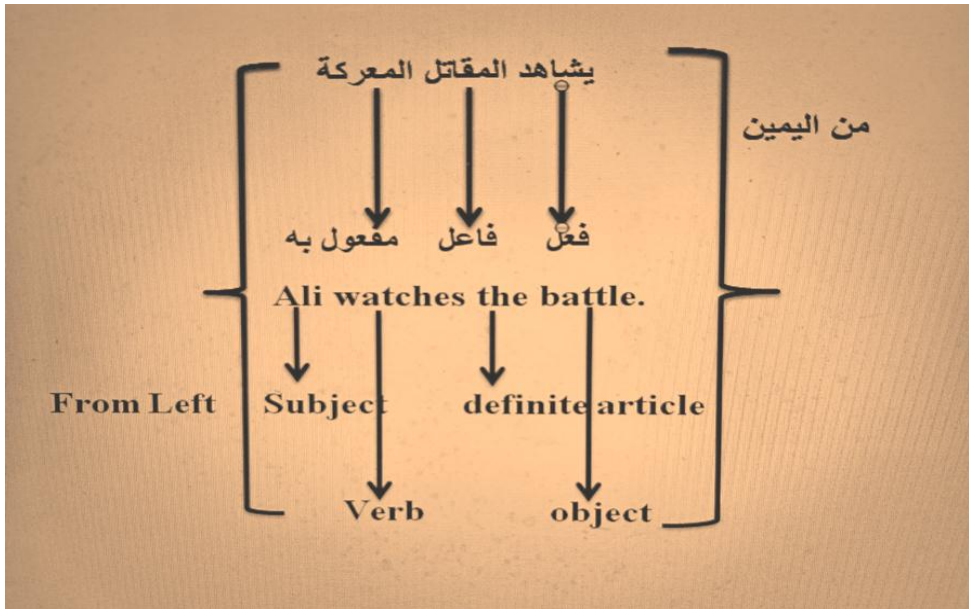
The Verb and preposition and their relationship to the difference between L1&L2 (Arabic and English)

Before getting into the discussion, it is important to talk about Arabic language in the list of prepositions and verbs, because the two languages are components of the Phenomenal Phenomenology (PVs) system. which is a significant distinction from English (Seamon, 1982) (Ross et al., 1999). Additionally, Arabic has 28 letters with 31 sounds concealed beneath them (28 consonants and only three vowels), and is written and read the opposite way with English. (Jiyad, 2006). Additionally, the

researcher translated the statement that "Speech consists of nouns, verbs, and other dependent grammatical components" from the main Arabic language sources. Nouns are used to identify things, and verbs offer information that helps other words and phrases make sense. Consequently, the category "nouns and

Let us have a look on the following diagram showing the difference between both target languages (L1 & L 2) Arabic and English. This diagram shows the main difference between both languages in semiotic way and the direction of each one; Arabic from right to left and English from left to right in writing and reading:

(diagram1 some difference between L1 & L2)



The use of the Prepositions by Arabs:

“When Lentzner got to the chapter on prepositions, he only listed seven actual prepositions that could be connected to the verb bases to operate as a vital component of the verbal structures.” According to some Arabic language learning materials, the real phrase must be formed by the preposition and the verb to be considered "correct" (p. 159). The most crucial positional (spatial) ideas are embodied by prepositions that "refer to

prepositions that embody the most important concepts of prepositional (spatial)”.

A total of (39) prepositions are included in three basic groups, but only eight of them appear together frequently, according to (Thatcher) (Thatcher et al., 2003). Thatcher noted that some prepositions have a specific function that they perform in sentences while classifying Arabic prepositions, e. g , the preposition (**كـ**) meaning "like or as "is one that cannot be used

with verbs to make Phrasal Verb, because it doesn't work as a complete preposition structurally " true prepositions," which are used to show similarities between two things..") (جمعان، ٢٠١٩). There are:

- There are five prepositions that cannot be separated.
- 9 different prepositions,
- the use of seventeen nouns in prediction, and
- The three types of Arabic prepositions used by

Thatcher contain eight prepositions in all.

Prepositions are categorised in current research of contemporary standard Arabic grammar as actual prepositions and a Ryding diagram of the preposition Both languages (L1 & L2) English and Arabic Languages:

Diagram 2 shows some phrasal verb:

English Preposition One Word Prepositions	Arabic Preposition
about	حَوْل – hawl
above	فَوْق – fawq
across	عَبْر – ‘abr
after	بَعْد – ba’d
against	ضد – thed
among	بَيْن – baeen
around	حَوْل – hawl
as	كَمَا – kamaa
at	فِي – feee
before	قَبْل – qabl
behind	وَرَاء – waraa’
below	أَقْل مِنْ – aaqol men
beneath	تَحْتَ – taht
beside	بِجَانِب – bejaaneb
between	بَيْن – baeen
beyond	وَرَاء – waraa’
but	لَكِنْ – laken
by	مِنْ قَبْل – men qabl

The Usage of the Verb in Arabic:

The perfect tense, which indicates a final verb, and the incomplete tense, which indicates an incomplete verb, are the two different types of tenses in Arabic verbs, according to (Thatcher et

al., 2003). And the third addition to the Arabic language that the Arabs added to their language, is the phrase known as the imperative form, (p. 62), according to (Ross et al., 1999) , placing a great deal of emphasis on the concept of time (p.51).

However, separate conjunctions (p. 291) and prefixes (p. 282(Aldahesh, 2008)) are used to indicate future and continuous verb concepts and express them in distinct ways. as translated by Aldahesh, p. 95. Since there are "defective" The second category of verbs, which provide meaning without tenses, should be referred to as modes rather than tenses.

Although this paper concentrates on the (PVs) in particular, talking should be about them with a quick introduction along with the classification of Arabic verbs. The past and present tenses are referred to as the perfect and imperfect tenses, respectively. (Riding) also mentioned that "The past

tense and the present tense are called the perfect/imperfect tenses respectively , and this term has been used by many Arab grammarians, although the past and the present tenses refer to the perfect and the incomplete tense and refer to another linguistic factor. that there are tenses that inhabited the Arabic language, such as the future tense, the past perfect tense, and the future perfect, and the past continuous tense. They are some of the additional tenses that exist in the Arabic language, and Riding added too; however, They are auxiliary verbs and other grammatical structures used in compound tenses. The linguistic elements of Arabic grammar, as he

previously stated, indicate a part of speech that contains the specification in the language and a more secondary part than the noun and the verb” (Ryding, 2005).

In contrast to the English infinitive, where the conjugation process involves applying forms that change verbs according to gender and subject number (singular, dual, or plural), as well as the gerund, Arabic verbs never occur in the infinitive case. Instead, each word originates from a three-letter root, which typically consists of three consonants, another root. These roots can form "contextual constructions with special semantic content" which are prepositions, to a limited extent when paired with the phrasal.

The verb phrase swings between appearing and disappearing in Arabic

Without providing any evidence or reason, (Slack-Smith & Brearley, 1987) claimed that “there are no PV systems in Arabic and this whole case presents a great difficulty to Arabic learners of English,” he also added: “The mechanism of Defenses may include choosing other options for avoidance and include regular verbs and using them to avoid PVs altogether,” which directly addresses the Arab English learners’ tendency to avoid (PVs p. 207). The issue of the phrasal verb in English and its lack of presence in Arabic was discussed, (NIR et al., 1994), and they claimed that Arabic structures combines between the verb and the preposition "to form the actual prepositional phrase” and not the “phrasal verbs". This view would build the boundary between free and definite expressions between English and

Arabic,". Hillel used the terms "free phrases" and "group" of expressions "interchangeably, as noted (Darwin & Gray, 1999) later in the following two points:

- The First Point: The preposition in the Arabic language retained a degree of its material meaning, while preserving the meanings of the verbs, and the meaning of the verb. They do not dissolve in on specific meaning or be expanded

or terminated when it is combined with a preposition and its component in groups of the real prepositional phrase, however, there is no extent to which components can take on new meanings or lose their original meanings, as examples are provided in the following table to illustrate this idea. Compare and contrast these two examples: (Chart 3 compares the L1 and L2 states)

Arabic Form	المشكلة	في	دخل
Arabic Pronunciation	/almushkila/	/fi/	/dakhala/
Vocabulary	The problem	into	He entered/ masculine/subject/
Translation	He entered the problem.		
Arabic form	الغرفة	في	دخل
Arabic pronunciation	/alghirfa/	/fi/	/dakhala/
Vocabulary	The room	into	He entered(masculine subject)
English sentence	He entered into the room		

-The Second Point: The importance of Arabic verbs is (according to Hillel's argument), takes place when he claims that even without the use of prepositions, sentence structure can convey the meaning of Arabic verbs. For example: The Arabic preposition /bi/ acts as a prefix for the noun of the object that follows it. This object is considered the object of the preposition

“bi,” and it is not intended to enlarge upon or finish the literal meaning of the verb that is connected as shown in the table below. Both definitions are used for the same purpose “to catch someone.” They are equivalent, and a resumption of what was said that /" In the case of EPV, the preposition /bi/ is utilized to deepen the literal significance of the verb without modifying it.

+	Arabic Form	لحق
	Arabic Pronunciation	/lahiga/
	Gloss	Caught
	English Translation	He caught.'
	Arabic Form	لحقه
	Arabic Pronunciation	/lahiqahu/
	Gloss	implied (he) caught him.
	English Translation	He caught him.'
	Arabic Form	لحق به
	Arabic Pronunciation	/bibi lahiga/
	Gloss	him implied (he) caught.
	English Translation	'He caught him.'

Using Arabs to the Phrasal Verb in their Mother Language

The claim of (Alkhuli, n.d.1999) that there is only one type of (PV) in the Arabic language, that works with the verbs associated with the preposition to be a verb phrase, differs from the claim made by (Heliel, 1994) and (Han, 2013) in the style of "Sitting in a chair and sailing through the storm" as an example of this claim, and examples are provided in the phrases to show that there are verbs that form phrasal verbs in Arabic that are similar to English verbs, but this case needs a subordinate framework that requires certain prepositions to make these verbs work in Arabic sentences. Once the Arabic construction of the verb in addition to the preposition is classified under a special

heading, however, Arab grammarians do not do so, because they are not convinced of it.

The existence of (PVs) in Arabic has been confirmed by a recent translation function in addition to previous assertions, according to (Najieb, n.d.2005 p.74), although PVs are used in Arabic, their ability to express the meaning corresponding to English seems to be weak and restricted by the preposition that follows the verb. This change will occur in the preposition associated with the meaning of the verb which is an English PV. This is shown in the following table with some Arabic examples that Naguib used to prove the existence of PVs in Arabic Language.

Diagram 5 showing more the meaning of (PVs):
examples between L1 and L2 in

Arabic Form	في	رغب
Arabic Pronunciation	/fi/	/raghaba/
Vocabulary	To a thing or do a thing	He desired
English Translation	He desired.	
Arabic Form	عن	رغب
Arabic Pronunciation	/ʔan/	/raghaba/
Vocabulary	To a thing or do a thing	
English Translation	He hated.	
Arabic Form	الى	مال
Arabic Pronunciation	/ʔilaa/	/mal/
Vocabulary	To a thing or do a thing	
English Translation		
Arabic Form	عن	مال
Arabic Pronunciation	/ʔan/	/mal/
Vocabulary	To a thing or do a thing	He avoided
English Translation	He avoided.	

III. RESULTS AND DISCUSSION:

After the intensive debate about the origin of English phrasal verb (PVs) and their actual expressions between a number of researchers and specialists, they did not touch

an actual existence of this kind this phrase in Arabic language, I mean (PVs), because all the discussions are not based on strong evidences to prove that the Arabic language contains what English language really and completely contains...

Linguistic experiments proved that the child perceives the voice of his mother, while he is in her womb since the sixth month of her pregnancy. Therefore, the experiments progressed in following up the perception until they concluded that the crying of the German child is not similar to the crying of the French child, but the crying follows the same tone of the language in which his family has lived in ,I mean ,the same language from which the child was born , before this child understood and recognize the speech. We conclude from this experiment and what came from the discussion of the scholars, whom I mention some of them below:

Keal , Laufer , Gaudorah , Rudzka-Ostijin , Tesar , Hulstijn, Marchena , Darwain , Dagut , Schacher , Ryding , Jackson ,Al-Rubaie, Ross , Jiyad , Engstrom , Lentzner ,

Thatcher , Aldahesh , Heliel , Han , and Al- Khouli

This discussion resulted in the following differences between L1 & L2:

1. The Arabic and English languages differ in the direction of reading and writing. Arabic takes the right to the left and English takes the left to the right.
2. Semiotic Approach takes its share from English in a wide way, giving it (26) letters and (44) sounds, and this case enlarge the distances between English language and other languages and melt away the process of similarity with other languages. .
3. Arabic sentence generally begins with the verb (VSO) and the English sentence begins with the noun (SVO)...

Semiotic Approach does not touch Arabic language except for a little bit, because all its sounds lie under the letters, so it has (31) letters and (31) sounds, i.e. (28) letters mixed with its sounds, in addition to three letters or vowels (damma, fatha, and kasra)...

5. The adjective precedes the noun in English and the adjective follows the noun in Arabic....

This is part of the differences between Arabic and English that make the Arabic learner of English find it difficult to learn. We come to the actual phrase (PVs), as these phrases become semi-sentences in Arabic and in English they become terms if the verb follows the preposition. Therefore, in Arabic, the preposition after

the verb determines the place, time or the aspect, either in the actual phrase in English, it dissolves with the verb and its meaning does not appear, but the verb prevails over it with its meaning. Therefore, we see in any dictionary for every verb in English, we find terms for it, and this case distinguishes English language from other languages. Examples:

Go out إذهب

خارجا.....Go

in.....إذهب نحو الداخل

We see from this example that the Arabic meaning determines the meaning of the preposition, while the English meaning is unified within the phrase, so the two components of the(PVs) cannot be unified in their meanings and they continue separate

idiomatically.. And so on for all actual terms or actual phrases in English language, and this point formed a disagreement between the speakers and researchers who are looking for the actual phrase and its existence and non-existence in Arabic language.

The discussants were divided into two parts, the first section acknowledges the existence of the actual phrase in the Arabic language at the same level that determines its existence in the English language, and this section did not come with strong evidences to prove that, while the second section denies its existence in Arabic language and brings stronger proofs than the first section, and the researcher in this research adheres to the second section, because it is specialized in the

English language and transgresses this issue in a normal way, so he does not need discussion because English language is a universal language that has its elements and components that it is proud of.

IV. CONCLUSION:

Often, learners of English, as a secondary language, encounter difficulty with phrasal verbs, losing control over the interpretation and understanding of the idea that lies in those phrases. They also find themselves needing to search for these phrases to understand their intended meaning. The phrase, but the completion of the verb remains ambiguous and does not correspond to the objects that make up the phrase and are related to the context surrounding the phrase, so it becomes

meaningless, and sometimes there is a component object in the phrase, such as a preposition, that

is associated with the verb and makes it more ambiguous .

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