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Ambiguity of Polysemous English Words in Translation: The Case of Second Year Students at the University of Constantine

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Dissertation Submitted for Partial Fulfillment of the Requirements for the Master Degree in Applied Language Studies

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Dedications

I wish to dedicate this dissertation to:

-My dear parents

-My brothers and sister Maroua

-My cousin Hawa

-My Grandparents, my aunts, my uncles, my cousins

-My two dear friends Hourya, Hassiba and everyone who knows me.

Acknowledgments

Abstract

This study is carried out to shed light on one of the lexical problems affecting the performance of second year students of English, at the Department of English, University of Constantine, while attempting to translate from English into Arabic. This problem is the ambiguous nature of English words, particularly polysemic words. In order to investigate this problem, we hypothesize that if second year students make use of the linguistic context they will succeed in translating polysemous words. To check this hypothesis and to achieve the aims of this research, a test and a questionnaire are administered to a sample of second year students. One of the points of focus of this research is how context helps and may be reinforced in translating polysemous words. In other words, second year students rely on the linguistic context when attempting translation of polysemous words.

List of Symbols

The following tables include the phonetic symbols that will be used in this study. Those tables adapted from Al-Qahtani (2004 10-13) with certain modifications to make them readable even to non-specialists.

Arabic Alphabet	Symbols	Arabic Alphabet	Symbols
ء	ʔ	ض	ḍ
ب	b	ط	ṭ
ت	t	ظ	ð̣
ث	θ	ع	ʕ
ج	ʒ	غ	ĝ
ح	ḥ	ف	f
خ	χ	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	ʃ	و	w
ص	ṣ	ي	j

Table 1: Consonants Transcription Symbols

vowels		symbols
short	َ	a
	ُ	u
	ِ	i
long	ا	a:
	و	u:
	ي	i:

Table 2: Vowels Transcription Symbols

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General Introduction

1. Statement of the Problem

Some translation problems arise at the word level; especially when it comes to translation from English into Arabic. Thus, for students to understand the message of the English text clearly which is in this case the source text, they need to understand the meaning of words especially key words so to translate them successfully to produce a coherent target text in Arabic. In other words, students sometimes find difficulty in getting the meaning of some English words. Therefore, they fail most of the time in transmitting the message clearly because of the difficulty of the English words because it is a foreign language.

Most English words are foreign so they create a kind of ambiguity for students which results in misunderstanding of the sentence. Polysemous words are a special type of English words that create ambiguity at two levels: At the sentence level when students cannot get the exact meaning and at the translation level when students are not sure of the meaning to translate.

1. Aims of the Study

This research aims at finding out about the difficulties English words, in general, and polysemous words, in particular, create for students. It also attempts to find out what might help them in translating them successfully.

2. Research Questions

This research addresses the following questions:

a) How important are the ST-words to get the message of the ST clearly?

b) How do students deal with ambiguous words, in general and polysemes in particular?

c) Does the linguistic context help students in translating polysemous words successfully?

d) Why words are more problematic for students?

4. Hypothesis

In attempting to investigate the problem of this research we make the following hypothesis:

If 2nd year students, at the Department of English, Mentouri University of Constantine; rely on the linguistic context, they will understand polysemous words and translate them successfully.

5. Means of Research

In order to test this hypothesis, we will rely on two main tools: A test and a questionnaire. Both of them are administered to a sample of second year students, at the Department of English. The test consists of a number of sentences containing polysemous words to translate from English into Arabic. The questionnaire is submitted to see mainly how second year students deal with the English words and how they affect their translation especially the translation of polysemous words

6. Structure of the Study

This research is divided into two parts: a theoretical part which provides a brief literature review of the issues related to this topic and a practical one devoted to an empirical study for testing the hypothesis. The theoretical part consists of one chapter and the practical part as well. The first chapter is divided into two sections. In the first section the problems related to translation at word level is discussed, and in the second one the problem of polysemous words is tackled. The second chapter deals with the collection and the analysis of the data as well as the discussion of the results that are obtained and some recommendations as to how to improve teaching and learning translation at word level.

Chapter One

Translation at Word Level and the Case of Polysemy

Introduction

This chapter will be divided into two sections. In the first section, we will discuss the different views about words in translation. Second, we will discuss specific problems related to translation at word level. Here we will rely on the outline made by Ghazala (1995) for discussing lexical problems facing students. The second section will be devoted for polysemy, the main concern of this research. First, we will provide an overview about polysemy. Then, we will discuss its effect on meaning as a source of ambiguity.

I.1. Translation at Word Level

Before reviewing the different views about words and translation, we believe that it will be better to deal with the different issues in translation. Abdallah (2002) claimed: "Translation problems can be divided into linguistic problems and cultural problems: the linguistic problems include grammatical differences, lexical ambiguity and meaning ambiguity; the cultural problems refer to different situational features." Our main concern here is lexical ambiguity because this research is dealing with words; particularly polysemes as being a type of those words that create ambiguity in meaning. This point will be discussed with more details in section two.

Now, we will review some translators' views about words in translation. They generally dealt with words as being linguistic units as well as parts of larger combinations. They also stressed the importance of these units are for translation and the problems they create for translators.

I.1.1. Views about Words in Translation

I.1.1.1. Newmark's View

Newmark (1991) discussed the relation between words and the context in which they occur, whether a linguistic context or a situational one. According to him, words have their linguistic meaning or core meaning that a word denotes. In addition, some words are context-dependent. These words differ in their degree of dependency on the context in both source language and target language. In other words, he claimed that these words lose their denotative meaning in favour of their connotative meaning. Newmark wrote:

> Finally, there are words of thought, feeling, imagination and morality whose core meaning may be derived from a sum of examples in a linguistic as well as a situational context where the connotations may even have replaced the denotations but which nevertheless have autonomous, extracontextual translatable meanings. (1991: 87)

So translators need to be aware that words do not have only core meaning but also a contextual meaning, i.e. words gain new meanings from the context where they are used. Yet, Newmark (1991) argued that words can be translated in isolation, even those which are dependent on context, linguistic or situational. Then, he discussed how words are translated independently from context. For instance, technical words are independent from context but dependent on the topic in which they are used. However, the aim of this chapter is to focus on common words as what is meant is translation at word level in general not a specific type of words.

Common words, Newmark said, are dependent on formality, subject, personality of speaker and situation i.e. how speakers use them in different situations. For example, 'bet' in 'I bet he won't come' is used for prediction. Newmark (1991: 91) wrote: "Now, I think that the words for most common object are normally fairly independent of the various types of context…" Common words pose problems for translators although they can be

translated independently. As mentioned above, these words have their basic or core meaning which is always there despite their different uses in different situational context. This tends to cause problems for translators.

> The problem is worst for translators who have to ask themselves what kind of chair (fauteuil or chaise?) … this is usually a matter of culture or international context, … all these words have perfect translation equivalence in many languages they are virtually context free. (Newmark, 1991:91-92)

I.1.1.2. Baker's View

Baker (1992) argued that translation problems at word level arise for translators because there is no equivalence at word level between different languages. But what is important in Baker's discussion is lexical meaning. She defined lexical meaning as follows:

> Every word (lexical unit) has… something that is individual that makes it different from another word. And it is just lexical meaning which is most outstanding individual property of the word (Baker, 1992: 12).

Relating this definition to our current study, we see that polysemous words are related by one central meaning and each one carries its meaning which makes it individual. Baker (1992) used the word 'personality' as a feature which, we think, is very strong for portraying what characterizes each word.

Baker said, "Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text." (1992:20). She further argued that the nature of non-equivalence shapes the different problems encountering translators as it controls the type and level of difficulty.

Baker (1992) suggested strategies to overcome some problems she outlined. Most problems are related to culture; others to source language and target language. For

instance, culture specific concepts, lexicalization of concepts in source language but not in target language, the use of loan words in the source text, and many others.

I.1.1.3. Malmkjaer's View

Malmkjaer (2005) dealt with the classical views about word in classical translation. She mentioned those who addressed sense-for-sense translation as opposed to word-for-word one. Malmkjaer talked about Cicero and Jerome. She claimed that:

> Cicero advises against attempting to render original word for word translation wherein Jerome [Saint Jerome father of translation] likes the creative form sense- for-sense, but for Holy Scriptures; he prefers word-for-word translation because this method is associated with literalness and accuracy. (2005:87)

For practice, Malmkjaer (2005) argued that words when combined contribute to the meaning of the text. Therefore, she claimed that translators should deal with the relationships between words in texts; "these relationships are exploited in the creation of text whether first written or translated."(2005: 90)

I.1.1.4. Neurbert's View

Neurbert (1999:120) discussed the translation of words semantically or communicatively saying: "Thus, it appears as if the right or adequate choice of words determines the success of translation". Consequently, he argued that although words have their meaning, translators should not rely just on them because words are related in the text and may carry other meanings; this is why Neurbert wondered: "What is their 'matter'? What is the 'matter' behind the words, what do they stand for?" (1999:120)

Answering these questions, Neurbert claimed that "words are unique vehicles of meaning, [yet; they are sometimes put together to convey thoughts which] can shed the meaning neatly into new containers which the translator has located in [the target language]" (1999: 120)

Moreover, and as discussed in Newmark's view, Neurbert (1999) also claimed that words, their lexical meaning, gain other meanings while used in larger units. Then, he stated "Therefore, we should no longer speak of translating words but of translated texts or rather words in texts" (1999:124)

Finally, we see it worthy to note that Armstrong (2005), when discussing the issue of words and translation, mentioned the importance of morphemes as the smallest meaningful units. He mainly wrote about derivational morphemes as a means for creating new words and how important to consider them while translating. He asserted:

> ….The examples '-ise','re-'and '-ing' show that bound morphemes convey abstract information: something like: 'make into', 'again', 'continuous action', in these examples. The morphemes we have been discussing are of the type referred to as derivational... (50)

I.1.2. Problems Related to Specific Words

We now move to discuss some lexical problems which are related to specific lexemes. Ghazala (1995: 84) discussed these problems in a clear way. He provided a clear explanation for each problem along with suggestions for solving these problems. He claimed that lexical problems arise when students face words that they do not know because they give importance to words in isolation. He wrote:

> The central lexical problem faced and displayed by the students is their direct, literal translation of almost all words. They commit themselves to it wholeheartedly and in an unusual way in all texts and contexts, in regard to all words, phrases and expressions. (1995: 84)

He thinks that the relation between words and how they are combined in a text should be given importance. But still, words even as a part of a larger unit keep their "direct, literal meaning." (1995: 85)

I.1.2.1. Synonymy

Ghazala claimed: "the main problem for students is that in most cases they understand all synonymous words as absolute synonyms only" (1995: 91). Although students are aware that in almost all languages there's no total sameness between words, they face problems when translating these words. The example Ghazala (1995: 91) uses to illustrate his point is the word 'angry':

He is angry غاضب/ɣa:ḍib/

He is annoyed متضايق/mutaḍa:yiq/

He is agitated ساخط /sa:χit/

He is furious مغتاظ /muɣta:ð/

He is enraged مشتاط غضبا/muʃta:tun ɣaḍban/

We have selected these among the fifteen he used because these are rather related to anger. Others, he stated, are *disturbed*, *inconvenient*, *worried*, *impatient*...etc. The words above can be translated as غاضب /ɣa:ḍib/ in Arabic but not *bothered* and *nervous*.

Ghazala (1995: 91) suggested three solutions for students to overcome this problem:

1. To distinguish the precise equivalent in Arabic.

2. To distinguish the general level of the meaning of the word and translate it into it.

3. To translate any word in the same lexical set into the general name of this set.

I.1.2.2. Collocations

Baker (1992: 47) said that we should think of collocation as "the tendency of words to co-occur together regularly in a given language." For instance: 'rancid' and 'addled' even thought they refer to the same thing, "addled butter and rancid eggs are unacceptable…"

Collocation meaning should be understood as one word. Although word's meaning denotes what a word is, as mentioned above, when a word collocates with another its meaning depends largely on its pattern of collocation. It is no more in isolation. This is

what translators should consider while translating collocations. And that is what Baker meant when she wrote:

> Taking account of collocational meaning rather than substituting individual words with their dictionary equivalents is therefore crucial at first stage of translation that is when the translator is interpreting the [source text]. (1992:53)

Ghazala (1995) listed the different types of collocations in English and the various problems of each type; he also suggested solutions for students of translation. He, however, insisted that the problems posed by the different collocations are not too difficult to overcome.

I.1.2.3 Fixed Expressions

a. Idioms

Baker (1992: 63) defined idioms as "frozen patterns of language which allow little or no variation in form, and in the case of idioms, often carry meanings which cannot be deduced from their individual componenents." Because these are very special and have no direct equivalences in Arabic, they pose many problems. Ghazala (1995) classified idioms in three categories. For each category, he provided a solution after stating the problem.

- Direct Idioms

According to Ghazala (1995), these are metaphoric meanings translated directly, but should be understood indirectly. They are easy to translate; their literal meaning helps in getting their message. For example: 'A true friend doesn't stub in the back'

- Indirect Idioms

These cannot be translated literally as the first type. For example, 'Break a leg' is used to wish luck for someone. Hence, it cannot be translated as (اكسر رجلا /ʔiksir rijlan/ but (حظ سعيد / ḥaðˤun saçi:d/)

- Phrasal Verbs

These are confusing and misleading, as Ghazala (1995) stated. They are translated as verbs into Arabic with the right proposition. But some of them are combined with preposition to refer indirectly to something. For example: 'Put the book on the table' and 'Put your coat on'. While the first is used to mean 'put' literally, the second taken as a whole 'put on' means 'wear'. So, the first is translated as: ضع /ḍaʕ/ and the second as البس /ʔilbas/

b. Proverbs

Ghazala (1995: 142) claimed that these expressions are just like idioms:

> A proverb cannot be translated or understood as a collocation of the individual meanings of its words. Moreover, proverbs are metaphors…culture specific. Therefore, they should not be translated or understood directly.

To discuss this issue clearly Ghazala (1995: 143) classified proverbs into three categories.

a. Direct proverbs: these can be translated literally. For instance: 'Like father like son'

"كما الأب كما ابنه" /kama: ʔalʔabi kama: ibnihi/ or

"من شابه أباه فما ظلم" /man ʃa:baha aba:hu fama:ðạlam/

b. Similar Equivalence: these proverbs have equivalences in Arabic. Their literal translation also is appropriate and conveys the meaning. As an example: "Charity starts at home" this is translated into Arabic as:

"الأقربون أولى بالمعروف" /ʔalʔakrabuna ʔawla: bilmaʕru:f/

c. Different equivalence: the proverbs under this category need to be translated by equivalence; even the relation between the proverbs seems different. For instance, "A leopard never changes its spots", if we translate it literally "لا يغيّر الفهد بقعه" /la: juɣajiru ʔalfahdu buqaʕahu/ it makes no sense. But "الطّبع يغلب التّطبّع" /ʔaṭabʕu jaɣlibu ʔ ataṭabuʕ/ conveys the original message clearly.

c. Metaphor

This concerns mainly the figurative language and when words are used figuratively, not in their real sense. Ghazala (1995:150) illustrated this through the word 'fox' in the sentence: "He is a fox". 'Fox' is used here not to say that a person is the animal but to refer to its attitude i.e. he is con like a fox. Therefore, we translate it as: "هو ماكر"/huwa ma:kir/. Ghazala (1995) described figurative language and focused on three characteristics which are quite important for translators and students to bear in mind while translating. Hence, figurative language may be metaphorical, indirect, and, sometimes, unclear.

I.1.2.4. Technical Translation

The issue of this special translation rises from the fact that the texts translated are special and the words used are specific to a particular register; mainly scientific terms. Byrne (2006) deals with the aim of this type of translation, and how getting to this aim is full of difficulties. According to Byrne:

> …the aim of technical translation is to transmit technical information, this would be just half of the story… and are intended to serve a relatively finite purpose namely to clearly present information to the target language readers…the challenge for technical communicators is to ensure that all of the relevant information is indeed conveyed but…conveyed in such a way that the readers can use the information easily, properly and effectively. (2006:10)

Therefore, technical translation is not easy; it is not just about terminology and it is accurate translation. Byrne wrote:

> "Indeed, this aim is precisely the same as that of technical writing, which rather unsurprisingly, forms the basis for technical translation in that it supplies the raw material for translations activities" (Ibid, 10)

She further argued that technical translation, just like any other sort of translation, is not reproducing a text but it communicates something for a new audience as the original text did for the original audience.

Ghazala (1995) however, dealt with the methods for translating the scientific terms; it is mainly Arabization as a process used for translating scientific terms from English into Arabic. Under this method, Ghazala (1995) listed two common methods (transcription and naturalization) under which he lists a lot of different methods.

I.1.2.5.Proper Nouns

Proper nouns are words of a special kind and that is why they are not easy to translate. Pour (2009) discusses Newmark's view about this issue. She claims that

Newmark (1988b) holds that people's names should, as a rule, not be translated when their names have no connotation in the text. He adds some exceptions such as names of known saints, monarchs, and popes, which are known in the translated form in the [target language]. Newmark (1988a) also recommends that, in communicative translation, a personal name, along with its connotation, should be translated where proper nouns are treated connotatively (p.151). In spite of that, the PNs must be transferred in semantic translation (p.151). (Pour: 2009)

Ghazala (1995) suggested some methods for translating proper nouns:

a. Transcription: Amanda (/ʔama:nda:/ أماندا)   Bill (بيل /bi:l/)

The problem with this method is that some letters do not have equivalents in Arabic, such as; "G, P, V, CH".

b. Naturalization: "Names of famous poets, scientists, philosophers, leaders, and mythological heroes in history are naturalized." (Ghazala, 1995: 182) For example:

Homer (a poet) (هوميروس /hu:mi:ru:s/), Plato (a philosopher)

(أفلاطون /ʔaflaṭu:n/)

c.   Transcription/ Naturalization: when students come across names that are common between English and Arabic, both methods can be used. For instance: Aaron (هارون/ha:ru:n/), Moses (موسى/mu:sa:/) …

I.2. Case of Polysemes

I.2.1. Definition of Polysemy

"Polysemy (or polysemia) is a compound noun for basic feature. The name comes from Greek poly (many) and semy (to do with meaning as in semantics). Polysemy is also called radiation or multiplication. This happens when a word acquires a wider range of meanings" (Quiroge –Clare: 2003). For example: 'note' is "a musical tone" or "a short written record". "Not only do different words have different meanings; it is also the case that the same word may have a set of different meanings. This is polysemy; such a word is polysemic." (Palmer, 1976: 100) For example: flight means: 'passing through the air', 'power of flying', 'air journey', 'unit of air force', and many others. So a polysemic word is a word with different meanings and, therefore, problems rise and ambiguity becomes the first issue whenever these words are used. But before discussing this issue, we have to make a very important distinction between polysemes and homonyms.

Homonymy refers to the case of words that are spelled and pronounced alike but have different meanings. For instance: 'bank' means the side of the river or 'bank' the financial institution. Palmer (1976: 101) defined homonymy as 'that there are several words with the same shape.' He suggested a way to differentiate between polysemes and homonyms is consulting a dictionary. According to Palmer (1976) a polysemic word is treated as one entry while homonyms are treated as different entries. Another problem to which palmer pointed is the overlap of meanings between words. Palmer (1976: 101) uses the example of 'eat' to illustrate this point. He claims that eat has a literal meaning which is taking food and two other derived meanings: 'use up' and 'corrode'. But 'eat' may

overlap with 'drink' as in 'eating soup'. Therefore, does this mean that drink is one of the meanings of 'eat'?

Moreover, polysemes are words that have one central meaning and peripheral meanings one of which may take over and become the core meaning. Andrew Radford and others (1999) dealt with this issue when discussing the changes in lexical meaning of words. According to these authors, polysemy is one of the reasons for this change; they claimed:

> Most words are polysemic. They have a range of meanings. And over time marginal meanings may take over from central meanings. … An example illustrating the takeover of central is the word *sloth*, which once has a central of 'lacking in speed'. This central meaning was taken by the word slowness and so the central meaning of sloth shifted to what was formerly a more peripheral meaning, namely 'laziness' (Radford, 1999: 263)

I.2.2. Polysemy and Ambiguity in Meaning

Here, we will discuss the ambiguity that results from using polysemes in sentences. According to Cecilia Quiroge-clare (2003), "Something is ambiguous when it can be understood in two or more possible senses or ways. If the ambiguity is in a single word, it is called lexical ambiguity. In a sentence or clause, it is structural ambiguity."

When providing examples about lexical ambiguity, Quiroge-clare (2003) refers to polysemy as being one of the most common types of words causing ambiguity. This ambiguity results when we cannot decide which meaning among many is used. This ambiguity, then, causes problems at two levels. First, it is at the sentence level when not getting the right meaning, and, second, it is at the translation level.

"Polysemy is one of the major problems encountered by semantists who prefer to refer to it as 'ambiguity'" (Paulin, Bejoint, 2008: 7) The authors argued further that polysemy is given much importance in lexical semantics because it has a major role in language

comprehension as well as it is a key notion to translation. Therefore the problem with polysemy is that the ambiguity it creates makes it hard to get the meaning of a sentence at first i.e. automatically. Despite the contributions made, polysemy is still problematic. The following points show why polysemes are a source of ambiguity. These points are all agreed upon in cognitive semantics, corpus linguistics and lexicography.

> -Ambiguity rarely occurs in discourse, for human beings, who are nearly always in a position, thanks to contextual elements, to disambiguate the comprehension of the informative content, but it remains a source of problems for automatic comprehension;
>
> -There is no simple means to identify the different senses of a word;
>
> -The difference between homonymy, on the one hand, and polysemy, on the other, is to be thought of in terms of a *continuum* rather than a dichotomy. (Paulin, Bejoint, 2008: 7)

We will first deal with the first level, which is ambiguity at the sentence level. Mason (1978) carried a study about the effects of polysemes on sentence comprehension. It is mainly carried to see how these words affect reading for pupils at the fourth, fifth and sixth grade, along with comparing their comprehension to adults' comprehension of polysemes. According to Mason:

> Adults realize that many words are polysemous, that without context words can be characterized by more than one meaning, and that only through context is a particular meaning obtainable. (1978: 4)

This quote refers to the role of the linguistic context in deciding on the meaning used in the sentence. Actually, this is the common thing between the two levels. This means that the linguistic context helps in translating as it helps in disambiguating the lexical meaning. Moreover, Mason referred to a very important point that is taken from the work of Hogabovan and Perfetti (1975, cited in Mason, 1978: 4-5) who pointed that:

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Adult subjects appear to access a primary meaning before a secondary one. This suggests that a secondary meaning is accessed only when a primary sense is not supported by context.

This again stresses the importance of the linguistic context in disambiguating polysemes when reading a sentence. Because learning a second language is all the time referred to as being like the language of children, when acquiring their first language as asserted by McLaughlin (1984) when discussing different views about comparing second language learning in adults and first language learning in children:

Thus there seems to be little evidence from studies comparing language learning in children and second language learning in adults that the two groups go through radically different processes. What evidence there is points to the conclusion that the processes involved are the same. (1984: 66)

Therefore, we may point to the findings of Mason (1978) about pupils in the primary grades. This can be summarized as follows: children in the fourth, fifth and the sixth grades cannot get the secondary meaning; hence, they cannot disambiguate polysemes even with the help of the linguistic context. This is due to the fact that these children do not know the secondary meaning of words. And that's what we wish to prove wrong for second language learners.

I.2.3. Polysemy and Translation

Both Ghazala (1995) and Armstrong (2005) focused mainly on polysemic words in combination, particularly how the linguistic context helps in understanding the meaning of the polysemous word intended in that context.

I.2.3.1. Ghazala's view

According to Ghazala:

The students may know the common meaning of the polysemic word only and always translate it into Arabic in this meaning. This means that they

understand it as monosemic word having one meaning only. Consequently, they may commit serious mistakes. (1995: 99)

From this we can infer that Ghazala claimed that the problem with this type of words rises because students do not know the other meanings of the polysemic word. This was pointed to earlier, when we dealt with Mason's study. Through using the famous example of the polysemic word 'break', Ghazala (1995: 99-100) discussed and illustrated the different issues students face while translating polysemes. In his example, 'the boy broke the window', 'break' is used in its core sense i.e. that is causing something to be damaged (Oxford: 2007). Ghazala argued further that 'break' also keeps in some special expressions its core sense. For instance, 'the tennis player had a break of serve'. Hence, in both cases it is translated in Arabic as: (كسر / kasara /)

However, in other situations, it keeps its basic sense but it is translated into Arabic as one of break's synonyms. For instance, 'you are breaking the law' (أنت تخرق القانون /ʔanta taχriku ʔalkanu:n/) or 'why did you break his face?' that is translated as (لماذا هشّمت وجهه؟ /lima:da: haʃamta wajhahu/). Another example is 'the manager's policy broke the bank' (دمّرت سياسة المدير البنك /damarat sija:satu ʔalmudi:ri ʔalbanka/)

There are other meanings of 'break' which pose problems for students. These peripheral meanings cannot be translated as (كسر /kasara/). For instance, 'you may have a break. In this example break means 'a pause' or 'a rest'. Hence, it is translated as: (استراحة /ʔistiraḥa/)

So, the problem that the students face with these words is that they ignore the other meanings and know, or just remember, the core meaning.

Ghazala, then, suggested some methods for students to deal with such a problem. One of the methods is direct translation of the polysemic word. This means that students

translate the word in its common meaning and see whether it sounds right or odd. For example, if 'the dawn breaks at 5 o'clock today' is translated as

"يكسر الفجر اليوم في الساعة الخامسة" /jaksiru ʔalfajru ʔaljawma fi ʔasa:ça ʔalχa:misa/

This sounds odd or wrong. In this sentence, 'break' refers to 'the moment in the early hours of the morning when it begins to get light (Oxford Dictionary, 2007: 179). It is more of an idiomatic expression. Consequently, students need to look for an appropriate word since the literal equivalence does not transmit the meaning accurately. So, an appropriate translation would be something like:

"يبزغ الفجر في الساعة الخامسة اليوم" /jabzuĝu ʔalfaʒru ʔaljawma fi ʔasa:ça ʔalχa:misa/

Ghazala argued further claiming that the grammatical class is important in order to know which meaning of the polysemic word is used in a given context. To illustrate this, he used the word 'sound' as an example, differentiating between its uses as an adjective, as a verb and as a noun. This shows how the grammatical shift changes meaning. For instance, in 'your suggestion sounds reasonable' the word 'sound' is used as a verb (giving a certain impression or seem). As an adjective, 'sound' reveals different meanings. According to Ghazala among the various possibilities are 'sound beliefs'

(/muçtaqada:tun ra:siχa/ معتقدات راسخة), 'sound advice' (/nasiḥa ʒajida/ نصيحة جيّدة), and 'sound basis' (/asa:sun ṣulbun/ أساس صلب)

The most important helping method, which Ghazala (1995) stressed, is the role of the context in determining the meaning of the polysemous word. Even though Ghazala discussed this point in two different cases, we believe they are related. The context helps very much in solving such a problem because it helps in understanding the exact meaning and translate it appropriately. At first, Ghazala (1995) referred to the general context when he wrote:

> ….Also in a passage about phonetics, 'sound' is expected to be used in the meaning of ([/sawt/ صوت). Yet, in a geographical text talking about rivers,

seas, straits and inlets, sound is not expected to mean ([/sawt/] صوت) but rather something geographical (i.e. a water passage ممر مائي,برزخ [/barzaχun, mamarun ma:ʕijun)] (1995:103)

So, in this sense the context refers to the text where the word is used and to what it what it refers. Then, Ghazala (1995: 103) specified the term 'context' to refer to the words which collocate with the polysemic word. For example, 'The runner fell down in the race. He broke his leg. So he was immediately taken to the hospital' can be translated as

"سقط العدّاء أرضا في السّباق. ؟ ساقه لذا أخذ مباشرة الى المشفى"

/saqaṭa ʔalçada :ʔu ʔardan fi: ʔasibaqi ʔ sa:qahu liða: ʔuχida muba:ʃaratan ʔila: ʔalmaʃfa:/

Looking at the expressions 'fell down', 'his leg' and 'hospital', we find them quite helping in determining the meaning of 'break'. Hence, 'break' in this context is used in its basic meaning. Then, it is translated as "كسر" /kasara/.

In conclusion, Ghazala (1995) provided a good overview about the problem of polysemy. Yet, using just the example of 'break' makes his view somehow weak. We think that it would have been better to use different words so as to give more credit to his argument.

I.2.3.2.Armstrong's View

Under the title "words in combination", Armstrong tackled the issue of polysemy as related to paradigms (referring to the set of substitution relationships a linguistic unit has with other units in a specific context). The main problem posed by polysemy for Armstrong (2005: 85) is that "the obvious translation issue here is the need for close attention to the accurate sense of the word of interest; the sense is to be deduced from the unit of syntax in which it is found". He provided the following examples:

(1) *enfant mâle*: 'Ils ont trois filles et un garçon' = 'boy'

(2) *homme célibataire*: 'A cinquante ans il est toujours garçon' = 'bachelor'

(3) *jeune ouvrier travaillant chez un patron artisan*: 'garçon épicier', etc = 'boy', 'apprentice'

(4) *[jeune] homme* 'Il est sympa, ce garçon' = 'lad', 'bloke', 'chap' …

*(*Armstrong, 2005: 85)

 In these examples, Armstrong showed the different meanings of the French word 'garçon' and their different equivalences in English. Therefore, before attempting translation of any polysemous word, translators or students need to make sure that they get the meaning intended in the sentence.

 Armstrong (2005) then moved to discuss the issue imposed by near synonyms that are polysemes at the same time, referring to the role of 'selectional restrictions' (words' limitation) to translate these words correctly. This discussion shows how difficult is translating polysemes to the target language with respect to the fact that words have different collocations which determine their meanings. And because these collocations differ from one language to another, this makes it difficult most of the time to translate polysemous words correctly.

 Armstrong uses the example of 'Pas' and 'Marche' used in Lodge et al (1997). These two words are near synonyms and at the same time they are polysemes.

'Pas'= marche; étape; enjambée; démarche ; danse…

'Marche'= pas ; chanson militaire ; moyen ; fonctionnement…

 Armstrong (2005: 86) claimed that these two words are dependent on the surrounding words. In the following example, they are considered as near-synonyms: 'Elle s'avançait d'une marche/ d'un pas hésitant (e)". Then, he comments "Near-synonymy occurs therefore when the sense of two words which are polysemic overlap in one semantic area." But because they are polysemous words, they are not synonyms all the time. The following example illustrates this: La music jouait d'une marche/ *un pas militaire. (Armstrong, 2005: 86). Hence, we can see the relation between near synonymy and the

linguistic context, in the case of polysemy. To determine that two polysemes are near synonyms or not, we need to refer to the linguistic context which defines the selectional restrictions.

This triple relation shows that polysemous words are considered near synonyms or not depending on the linguistic context, which defines the selectional restriction.

The overlap between polysemous words that result in near-synonymy is restricted by the linguistic context i.e. the words with which the polysemes collocate. Therefore, the selectional restrictions may serve as alerts for translators while trying to translate. And that's what Armstrong referred to when he claimed "The translator's problem is clearly that selectional restrictions differ across languages, on account of the polysemic combinations that are specific to each." (2005:86)

In conclusion, Armstrong pointed out that because selectional restrictions differ from one language to another, and because polysemous words depend on the linguistic context to determine their meaning. This makes polysemous words 'trouble-makers' more than other words.

Conclusion

In this chapter, we have moved from the general to the specific. We discussed first some views about words and translation. We tried to give an overview of the most important views and the problems that words create for translators. Then, we moved to deal with specific problems related to words; these are lexical problems which rise because of special lexemes. For example; technical translation which is very specific because of the nature of words used in technical texts. In section two, we narrowed our discussion to polysemy and its effects on first sentence comprehension and second on translation. We defined polysemy and discussed some of its aspects. Then we tackled its main problem which is the ambiguity it creates. And finally we shed some light on polysemy in translation.

Chapter Two

Analysis and Discussion

Introduction

We devote this chapter to the practical part. It is concerned with the descriptions of the tools used and the sample and analysis of the data obtained from the test and the questionnaire. This will be followed by a discussion of the results.

II.1. Subjects

The subjects of the sample are chosen from the 2nd year students of English at Mentouri University, Constantine. Initially, 60 subjects have been given a test and a questionnaire. Then, they have been reduced to 30 subjects only. They have been chosen on the basis of the homogeneity of their answers. This means that the papers analyzed have been those of the subjects who translated almost all the sentences and answered most of the questions.

We chose our subjects from the second year students because at this level students start studying translation; they start with sentences. Therefore, it is an appropriate population for investigating how they deal with English words they do not understand, in addition to the case of polysemy. Because at the sentence level, words are what students rely on when attempting translation, especially key words.

II.2. Research Tools

Two main tools have been used to test the hypothesis: a test and a questionnaire. They have been both submitted simultaneously, but the subjects have been asked to, first, translate and, then, answer the questions. It has been for the sake of distracting the attention from the polysemous words.

II.2.1. Test

10 polysemous words that most of the students know and use have been carefully chosen from the 2007 Oxford Dictionary. Each word has been used in two sentences with two different meanings. The subjects have been asked then to translate the 20 sentences from English into Arabic. We chose this direction because English is a foreign language and most of its words are not known by the learners and cannot be understood straight away. Another important aspect about the test is that the subjects have not been informed that the words are polysemes to deal with them just as ambiguous words. Finally, the students have been strictly asked not to use dictionaries.

II.2.2 Questionnaire

The questionnaire consists of 12 questions. Its aim is to see how students deal with English words while attempting translation and whether they rely on their linguistic context. Therefore, it has been divided abstractly into two sections. The first section is constituted of 7 questions, and it is concerned with words in general, and the second section is devoted to the test. Hence, the 5 last questions are about the way the subjects have dealt with the text.

II.3. Analysis

II.3.1. Test Analysis

We have analyzed each word in both sentences, providing each time the meaning of the polysemous word used. Here are the analyzed words, the sentences in which they are illustrated and the findings of the analysis:

II.3.1.1. Alien

      a. I felt like an *alien* when I first came to London.

In this sentence, 'alien' is used in one of its common senses, which is "A person who is not a citizen of the country in which they live or work." (Oxford Dictionary, 2007: 37)

The subjects' translation of this word has differed but most of them have translated it accurately.

Translation	Number	Percentages
Accurate/ Acceptable	25	83.33%
Inaccurate	5	16.66%
Total	30	100%

Table 1: First Translation of the Word 'Alien'

As the table reveals, 25 out of 30 subjects have succeeded in translating this first sentence. This means that they have understood the meaning of the word 'alien' and have translated it into Arabic using different words. Most of the subjects have used the word (/ɡari:bun/غريب) or the Arabic clause (/ʃaçartu bil ̂ɡurba/شعرت بالغربة)

 2 subjects out of the successful 25 have provide a literal translation:
(kaʔin faḍaʔi:/كائن فضائي) , and since 'alien' at first place refers to "an outer coming from space or another world" (Ibid, 2007, 37), this Arabic word conveys the meaning here. Only one subject has used the word (/ʔaʒnabi:/أجنبي) We have considered this word right because it is an equivalent of the word 'foreign'.

The subjects, who have translated this sentence inaccurately, have interpreted the word 'alien' inaccurately. They have used two Arabic words which are equivalent to the English word 'idiot' and these are (/ʔaḥmaqun/أحمق) and (ɡabijun/غبي)

b. You sound like an *alien* with thoughts like that.

'Alien' in this sentence is used in a near sense to the first with a slight different. Here, it refers to "not usual or accepted" (Ibid, 37). Therefore, the Arabic versions of the word are likely to be as the first.

Translation	Number	Percentages
Accurate/ Acceptable	14	46.66%
Inaccurate	7	23.33%
No translation	9	30%
Total	30	100%

Table 2: Second Translation of the Word 'Alien'

This table illustrates that most subjects have also succeeded in translating this word, as well. It also shows that 30% is the percentage of the subjects who have not attempted translation at all. These have perhaps thought that the translation of this peripheral meaning resembles the first. The 14 students, who have succeeded in translating this word, have provided the following Arabic words:

1) غريب /ˆg ari:bun/

2) كائن فضائي /ka:ʔin feḍʔi:/

3) أجنبي /ʔaʒnabi:/

Indeed, (/ʔaʒnabi:/أجنبي) may sound more appropriate in this context because of the word 'thoughts'. Because, we believe, 'thoughts' can be unaccepted or sound unusual and this marks them as 'foreign'. Only 3 subjects have been able to come up with this word. The other two words are also accepted, the word (/ʃg ari:bun/غريب) again is more used. The literal translation can be considered appropriate, if we think of these 'thoughts' as coming from another world. Hence, 4 subjects have used the Arabic word

(/kaʔin faḍaʔi:/كائن فضائي) .   Those who have translated this sentence inaccurately, once again have used (/ʔaḥmaqun/أحمق) and (/ʃabijun/غبي)

II.3.1.2. Alive

　　　　a. This project keeps the old customs *alive*.

This is also a common word across which students may come very often. And in this sentence, it means "continuing to exist" (Ibid, 37). And because of the verb 'keeps', we interpret that the project helps in prolonging the existence of the old customs. And this is what we have expected students to understand. Furthermore, 'alive' is used in a near sense to its core meaning which is "living not dead" (Ibid, 37).

Translation	Number	Percentages
Accurate/ Acceptable	23	76.66%
Inaccurate	2	6.66%
No translation	5	16.66
Total	30	100%

Table 3: First Translation of the Word 'Alive'

Only 2 subjects have not been able to translate this sentence because they have understood 'alive' inaccurately. 5 of them have not attempted translation at all because, perhaps, they have not understood the sentence meaning. But most of them have translated it successfully (76.66%). The Arabic versions of this word, the students have provided; have differed a lot because they have been expressed in one sentence. The majority of the successful subjects have written (/haja/ حيّة) , for 'alive' but they have also used

(/jubqi:/ يبقي) to convey the real meaning of the sentence.

" يبقي هذا المشروع على العادات الفديمة حيّة"

/yubqi: haða: ʔalmaʃru:ç çala: ʔalçada:ti ʔlqadi:ma ḥaya/

The remaining subjects have used (/jaḥfaðu/يحفظ) which we think is better because it expresses the marginal meaning of 'alive' as used here.

" يحفظ هذا المشروع العادات القديمة. "

/jaḥfaðu ḥaða ʔalmaʃru:çu ʔalçadati ʔalqadi:ma/

The inaccurate interpretation of the word 'alive' has led most of the subjects to translate it as (يحيي) i.e. 'bring to life', which is not the case here. Other subjects have completely misunderstood the sentence as a whole, and their translation has been as follows:

1)"هذا المشروع يجعل الحكومة تستمر" /haða: ʔalmaʃru:çu jaʒçalu ʔalhuku:ma tastamiru/

2)"يبقي هذا المشروع على تجدد العادات القديمة" /jubqi haða: ʔalmaʃru:çu çala tajadudi ʔalça:a:t ʔalquadi:ma/

b. Before doing anything, you need to be *alive* of the consequences.

In this context, 'alive' refers to 'to be aware of something' (Ibid, 37). Therefore, we can consider it as a synonym of 'aware'.

Translation	Number	Percentages
Accurate/ Acceptable	10	33.33%
Inaccurate	20	66.66%
Total	30	100%

Table 4: Second Translation of the Word 'Alive'

We can see from the table that, unlike the first sentence, most subjects have not succeeded in translating this sentence. The Arabic versions provided, as we will see, are very different   especially by those who have misunderstood the sentence. The 10 subjects who have succeeded in translating the sentence have also used different words to translate 'alive'. We have listed below the correct Arabic versions that the subjects have used from the most to the least used:

1) واعيا /waçijan/

2) مدركا /mudrikan/

3) دارسا /da:risan/

As we can see, some subjects have found the right equivalents which are 1 and 2, actually 5 of them have written the word (واعي/waçiji:/) . The last word is an acceptable translation because we can say that when a person studies the thing s/he is doing, s/he will be aware of the consequences.

Those who have misunderstood the word 'alive' wrote:

(أن تعلم- تكون على علم- موْمنا-   تواجه...)

/ʔan taçlama, taku:na çala çilmin, muʔminan, tuwaʒiha/; respectively

This entails that they have not been able to figure the real meaning nor have they been able to translate the surrounding words successfully. Unfortunately, most students (66.66%) have not succeeded.

II.3.1.3. Rough

    a. Your guess was *rough.*

'Rough', here, refers to 'something not exact' (Ibid, 1323), and the word 'guess' is very helpful to get this sense of 'rough'.

Translation	Number	Percentages
Accurate/ Acceptable	17	56.66%
Inaccurate	13	43.33%
Total	30	100%

Table 5: First Translation of the Word 'Rough'

This table reveals that more than half of the subjects (56.66%) have translated the word 'rough' correctly. Their translations have differed, as listed below.

1) خاطئا /χa:tiʔan/

2) في محله /fi: maḥalihi/

3) صائبا /sa:ʔiban/

4) غير صحيح /gajru ṣaḥi:ḥ/

It seems clear that most students have translated 'rough' correctly using word number 1. It has been used by 9 subjects. The last word has been used only by one subject. The Inaccurate versions have been many. (ساذج/saðazun/) and (قاس/qa:sin/) have been the most used. This latter is the literal equivalent of 'rough' in most of its cases. And this may be the reason behind its use in this context.

    b. Don't be *rough* with him.

This is a very common meaning of 'rough' which is "not gentle or careful" (Ibid, 1323)

Translation	Number	Percentages
Accurate/ Acceptable	15	50%
Inaccurate	13	43.33%
No translation	2	6.66%
Total	30	100%

Table 6: Second Translation of the Word 'Rough'

50% means that half of the subjects have been able to understand the word and they have used the word (/qa:sin/قاس) . This Arabic word is considered to be the direct equivalent of 'rough' in this context. The other Arabic word is (/mutaCa0siban/متعصّبا) and it has been used by 5 subjects.

The Inaccurate interpretation of the sentence revealed different translations; as the table shows, almost half of the learners have misunderstood the word in this context. (43.33%) of the subjects have used different Arabic versions. They are listed below from the most used to the least one:

1) فظا /faðan/

2) جادا /ʒa:dan/

3) خاطئا /χa:tiʔan/

4) وقحا /waqiḥan/

We can see that some subjects have used (/χa:tiʔan/خاطئا) as in the previous sentence. Others have interpreted it as rude.

II.3.1.4. Make

a. Cristiano Ronaldo *makes* thirteen million Euros a year.

'Make' in this context is used with money i.e. 'make money' so it refers to 'earn/ gain', (Ibid, 929). This is one of the common senses of 'make'. The sum of money written illustrates this.

Translation	Number	Percentages
Accurate/ Acceptable	25	83.33%
Inaccurate	5	16.66
Total	30	100%

Table 7: First Translation of the Word 'Make'

The statistics show that most students have understood the meaning intended. The successful translations have differed; the subjects have used different Arabic words that are considered synonyms.

1) يتحصّل /jataḥaṣalu/

2) يجني /jaʒni:/

3) يتقاضى /yataka:ḍa:/

4) يكسب /jaksibu/

5) دخل /daχlu/

As the list above illustrates, the subjects have used (/jataḥasalu/يتحصّل) or (/jaʒni:/يجني)Actually, 10 of them have used the first word and 7 have used the second one. The third word in the list has been used by 5 subjects. (/jaksibu/يكسب) has been used by 3 subjects as well just like the last word.

The students who have failed in translating 'make' successfully have used (/jarbḥu/ يربح) and (/jaḥṣudu/ يحصد) In this context, we mean the salary not making a fortune or earning money through a competition.

b. Can you imagine?! He *made* his will just a day before he died.

This is one of the problematic sentences because it contains two polysemous words: 'make' and 'will'. Our concern is 'make', but it is related to 'will'. In this context, it refers to:

1- "Write something" (Ibid, 928).

2- "Reach, achieve, or realize" (Ibid, 929).

These two meanings are realised if 'will' respectively means:

1- "Legal document saying what is to happen to somebody's property and money after they die." (Ibid, 1747)

2- "What somebody wants to do", 'a wish'. (Ibid, 1746)

Translation	Number	Percentages
Accurate/ Acceptable	**26**	**86.66%**
Sense1	**13**	**43.33%**
Sense 2	**13**	**43.33%**
Inaccurate	1	3.33%
No translation	3	10%
Total	30	100%

Table 8: Second Translation of the Word 'Make'

The results in the table, those in bold; show that the successful students have understood the two meanings. (86.66%) is divided between first sense and the second one. If we consider the first sense, the students have used to Arabic versions:

1)   لقد كتب وصيّته /laqad kataba waṣiyatahu/

2)   ترك وصيته /taraqa waṣijatahu/

Most students have used the first version, 9 subjects. This leaves us with 5 subjects who have used the second versions. Those, who have understood it differently, have written: (حقّق أمنيته/ḥaqaqa ʔumnijatahu/)

The one student, who has translated this sentence inaccurately, have not understood the sentence and written:

"بذل كلّ مجهوداته يوما قبل من وفاته" /baðala kula maʒhu:da:tihi yawman qabla wafa:tihi/

(10%) is the percentage of those who have not attempted translation.

II.3.1.5. Near

a. The problem will not be solved in the *near* future.

In this context, 'near' is used as an adjective and it refers to "a short time away in the future." (Ibid, 1017) This word is one of the common words students know as a preposition.

Translation	Number	Percentages
Accurate/ Acceptable	28	93.33%
Inaccurate	2	6.66%
No translation	30	100%

Table 9: First Translation of the Word 'Near'

The table reveals that almost all subjects have understood the word and translated it successfully. The subjects, hence, have used different Arabic versions as listed below

1) الأيام المقبلة /ʔalaʔaya:mu ʔalmuqbila/

2) القريب العاجل /ʔalqari:bu ʔalҫa:ʒilu/

3) قريبا /qari:ban/

4) المستقبل القريب /ʔalmustaqbalu ʔalquari:bu/

5) أقرب الآجال /ʔaqrabu ʔalʔa:ʒa:l/

8 subjects have used the first word and 7 have used the second one. The third and the fourth have been provided each by 5 subjects and the last has been used by 3 subjects. The two who have misinterpreted the sentence wrote: (الوقت الحاضر/ʔalwaqtu ʔalḥa:diru/)

b. Only the *nearest* relatives were present at the funeral.

'Near' refers to "near relatives/ relation: used to describe a close family connection. (Ibid, 1017)

Translation	Number	Percentages
Accurate/ Acceptable	12	40%
Inaccurate	16	53.33%
No translation	2	6.66%
Total	30	100%

Table 10: Second Translation of the Word 'Near'

As the table shows, most students have not succeeded in translating the sentence and these are 16 i.e. (53.33%). These students have ignored 'the nearest' and translated only relatives. They all have used the Arabic equivalent of 'relatives' which is

(الأقارب /ʔalʔaqaribu/) . Concerning the two who have not translated this, we believe, they may have thought of 'nearest' as 'near' in the first sentence.

The successful 12, who have translated this sentence, have used 2 different Arabic versions; these are listed below:

1) الأهل/ الأقرباء المقرّبون /ʔalʔahlu/ ʔlʔaqriba:ʔu ʔalmuqarabu:n/

2) الأقربون /ʔalʔaqrabu:n/

The second word expresses best the English phrase "the nearest relatives" and it has been provided by 3 subjects. Wherein the first word, which has been used by 9 subjects; we can consider it as a literal translation for the phrase.

II.3.1.6. Redeem

a. The next time, we hang out I will *redeem* myself.

'Redeem' may be not very common for students. In this context, it refers to "to do something to improve the opinion that people have of you especially after you have done something bad." (Ibid, 1267)

Translation	Number	Percentages
Accurate/ Acceptable	6	20%
Inaccurate	4	13.33%
No translation	20	66.66%
Total	30	100%

Table 11: First Translation of the Word 'Redeem'

The table shows that this word is not very common for students. Because students could not interpret the sentence, most of them have not translated it, as expressed by (66.66%). Only 6 subjects (20%), out of the 10 who have translated the sentence; have written:

- سأكون أحسن/أفضل /saʔaqu:nu ʔaḥsan/ ʔafḍal/

- سأحسّن نفسي /sa ʔuḥasinu nafsi:/

The 4 (13.33%) who translated it incorrectly wrote:

- سأهيّئ نفسي /saʔuhajiʔu nafsi:/

- سأثبت نفسي /saʔuθbitu nafsi:/

b. You need to *redeem* your debt, before they take away your properties.

This is a very different marginal meaning from the first. In this sentence, redeem means "to pay the full sum of money that you owe somebody." (Ibid, 1267)

The word 'debt' is a key word to understand 'redeem' as well as 'properties'.

Translation	Number	Percentages
Accurate/ Acceptable	18	60%
Inaccurate	5	16.66%
No translation	7	23.33%
Total	30	100%

Table 12: Second Translation of the Word 'Redeem'

Unlike the first sentence, we can see obviously that most students have understood this peripheral meaning of 'redeem'. 7 of the subjects have not provided any translation.

(60%) is the percentage of those who have translated the sentence successfully using the following Arabic versions.

1) تسدّد /tusadida/

2) تدفع /tadfaça/

3) تقضي /taqḍi:/

The 5 subjects, who have not succeed, have mixed the word 'debt' with the word 'doubt' because this illustrates their translation:

" يجب أن تتحقق من/ تثبت شكك قبل أن يأخذوا ممتلكاتك "

/jaʒibu ʔan tataḥaqaqa min/ tuθbita ʃaqaqa qabla ʔan jaʔχuðu: mumtalakatika/

II.3.1.7. Roast

a. She could feel her skin beginning to *roast*.

'Roast', here, refers to "To become or to make something very hot in the sun or by fire."

(Ibid, 1315)

The word 'skin' is a key word to interpret the polysemic word correctly.

Translation	Number	Percentages
Accurate/ Acceptable	20	66.66%
Inaccurate	6	20%
No translation	4	13.33%
Total	30	100%

Table 13: First Translation of the Word 'Roast'

(66.66%) is the percentage of successful translation and it shows that more than half of the subjects succeeded in interpreting 'roast' correctly. They have translated this polysemous word as:

1) تحترق /taḥtariqu/

2) تلتهب /taltahibu/

3) تشوى /tuʃwa:/

10 subjects used the first word and 7 used the second. Wherein, the literal equivalent has been provided by three students. The subjects who have mistranslated this word have written (/jaqʃaçiru/يقشعر)   and they are 6 subjects. The others have not attempted translation (13.33%).

b. Are you invited to Peter's roast?

"A party that takes place in somebody's garden yard; at which food is cooked over an open fire." (Ibid, 1315) The verb 'invite' is one of the key words that helps in

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understanding 'roast correctly. This marginal meaning of 'roast' is much related to the basic meaning that is "cook food, especially meat, without liquids in an oven or over fire." (Ibid, 1315)

Translation	Number	Percentages
Accurate/ Acceptable	15	50%
Inaccurate	13	43.33%
No translation	2	6.66%
Total	30	100%

Table 14: Second Translation of the Word 'Roast'

The statistics show that half of the subjects have translated 'roast' successfully; as expressed by (50%). These students have translated this word as:

(حفل شواء /ħaflu ʃiwa:ʔ/)

The students who have mistranslated the word have written only (/0haflun/حفل) and these are 13; almost the half. But this is a special kind of parties and it is expressed in Arabic by adding the word (/ʃiwa:ʔ/ شواء) And 2 subjects have not attempted translation.

II.3.1.8. Site

a. This is the *site* where Bill was shot.

This is a much known word and it is used in one of its common senses which is "A place where something happened." (Ibid, 1427)

Translation	Number	Percentages
Accurate/ Acceptable	23	76.66%
No translation	7	23.33%
Total	30	100%

Table 15: First Translation of the Word 'Site'

The table reveals that almost all subjects have translated the word successfully; (76.66%). And (23.33%) is the percentage expressing those who have attempted translation. The 23, who have succeeded, have used two Arabic words:

1)   الموقع /ʔlmawqiç/

2)   المكان /ʔalmaka:n/

The first word has been used by 10 students while the second has been used by 8 students. The other 5 students have used (/huna: qutila bi:l/هنا قتل بيل) This Arabic word (هنا) not only interprets the meaning of 'site' clearly, but can also be considered as an equivalent for the clause "this is the site where…"

   b. El-chorouks *site* was pirated a month ago.

   In this sentence, the meaning of 'site' changes only because of the register which is 'computing'. Therefore, it refers to "A place on the internet where a company, a university… puts information." (Ibid, 1427) The verb "pirate" is a key word to the correct interpretation of 'site' in this context. This is true because it is used in the same register.

Translation	Number	Percentages
Accurate/ Acceptable	24	80%
No translation	6	20%
Total	30	100%

Table 16: Second Translation of the Word 'Site'

The case of this sentence is like the previous one, more than half of the subjects have translated words successfully (80%). And (20%) expresses the number of students who did not attempt translation at all. They may have thought that it would be the same translation as the first. The successful 24 have translated site as (/mawqiç/موقع) but 10 of them have added (/ʔiliktru:ni:/الكتروني) to distinguish which kind of 'site'.

II.3.1.9. Move

   a. Our neighbors are *moving*; do you want to rent their house?

   'Move' is also a very common word and used in its most common sense, that students come across very often. This sense is "change the place where you live, or have work." (Ibid, 999)

Translation	Number	Percentages
Accurate/ Acceptable	22	73.33%
Inaccurate	6	20%
No translation	2	6.66%
Total	30	100%

Table 17: First Translation of the Word 'Move'

As we can see, there are those who have translated the sentence correctly, and others did not translate it successfully because they have failed in getting the right meaning of 'move'. (26.66%) is the percentage of those who have mistranslated this sentence. While almost all subjects have attempted translation and it has been successful. The 22 who have succeeded used (/sajantaqilu/سينتقل) or (/muntaqilu:na/منتقلون) and few of them have written (/jar0halu/يرحل). Those who have misinterpreted 'move' have written:

(/muĝa/diru:na/مغادرون)

b. Peter *moved* a serious topic for discussion.

This is a very formal context in which 'move' means "suggest something seriously to be discussed and decided on." (Ibid, 999) We have intended to use this marginal meaning after the first to check whether the students can interpret it correctly.

Translation	Number	Percentages
Accurate/ Acceptable	19	63.33%
Inaccurate	9	30%
No translation	2	6.66
Total	30	100%

Table 18: Second Translation of the Word 'Move'

Once again the subjects are split into two categories. More than half of them succeeded in translating the sentence. And 11 of them have not translated it correctly. The 19 subjects who have succeeded used different Arabic versions which are listed below:

R) طرح /ṭaraḥa/

2) اقترح /ʔiqtaraḥa/

3) أثار /ʔaθa:ra/

4) عرض /çaraḍa/

8 subjects have used the first version and 5 used the second. The third and the fourth have been provided each by 3 students. Those who have misinterpreted 'move' wrote:

(عالج، اختار، وجد) /ça:laja, ʔiχta:ra, wajada/, respectively.

II.3.1.10. Ease

a. He felt at *ease* with Mary.

This is also a known word for students. 'Ease' in this context means "comfortable and relaxed" (Ibid, 368)

Translation	Number	Percentages
Accurate/ Acceptable	29	96.66%
Inaccurate	1	3.33%
Total	30	100%

Table 19: First Translation of the Word 'Ease'

Only one student has mistranslated this sentence and written:

(شعر بالحلاوة مع ماري /ʃaçara bilḥala:wa maça ma:ri:/)

Almost all the subjects translated the sentence successfully because they interpreted 'ease' correctly. These subjects, 29; provided different Arabic versions.

1) أحسّ بالرّاحة مع ماري /ʔaḥasa bira:ḥa maça ma:ri:/

2) كان مرتاحا مع ماري /kana murtaˌan maça ma:ri:/

3) ارتاح مع ماري /ʔirtaḥa maça ma:ri:/

15 students have used the first version and 10 of them have used the second and only 9 have used the last one.

b. I answered the questions with *ease*.

Because of the preceding preposition, the meaning of 'ease' differed. In this sentence, it is used to refer to "luck difficulty." (Ibid, 368)

Translation	Number	Percentages
Accurate/ Acceptable	29	96.66%
Inaccurate	1	3.33%
Total	30	100%

Table 20: Second Translation of the Word 'Ease'

Almost like the first sentence, most of the students have translated the sentence correctly with a successful interpretation of 'ease'. (93.33%) is the percentage of those who succeeded. They have translated 'ease' as:

1)   بسهولة /bisuhu:la/

2)   بكل سهولة /bikuli suhu:la/

20 subjects have used the first version and 8 provided the second one.

II.3.2. Discussion of the Test Results

From the above results, we can say that most of the subjects have succeeded in translating almost all polysemous words. Students have dealt with these words as ambiguous words no more. Hence, this entails that students do use linguistic context when translating English words.

Some words are common for the students, yet they have failed in translating most of them. This leads us to say because the subjects ignore that such words have a secondary meaning. For instance; move (in 9.b), and alive (in 2.b), although that these two are common for students, they failed in translating them. The subjects also have failed in translating some words, such as: redeem, roast, because they do not know these words.

In the second translation of 'Make', we see clearly that the subjects rely on the surrounding words. Because two polysemes words are used in that sentence, the subjects' translations of this word have been dependent on the word 'Will'. Furthermore, the second translation of the word 'Redeem' also confirms this. The subjects who have failed in translating the sentence have understood 'debt' as 'doubt'. It also entails that the subjects when misunderstanding one word in a sentence, they have failed in translating it, especially when this word is a key word.

II.3.3. Questionnaire Analysis

As mentioned earlier, we tried to ask students about their general problems, with the focus on words.

Question 1: Do you like translation?

          Yes   **No**

The objective of this question is to see if students enjoy translation because this entails that they enjoyed the test. This also shows that they will answer the following questions seriously, especially those concerning their problems with translation.

Question n°1	Answers	Number	Percentage
Do you like	Yes	28	93.33%
Translation ?	No	2	6.66%
Total		30	100%

Table 21: Enjoying Translation

The table shows that most students like translation, as expressed by (93.33%). Only 2 subjects have answered with no. Therefore, we can say that most students have enjoyed translating the sentences.

Question 2: Which kind of problems do you face in translation? List them

The question entails its purpose that is finding out the different problems encounter students while attempting translation. Moreover, we want to know the type of problems posed more for students

Question n° 2	Answers	Number	Percentage
Which kind of problems do you face in translation? Please, list them.	Answer	28	93.33%
	No Answer	2	6.66%
Total		30	100%

Table 22: Translation Problems Facing Students

The table reveals the same results as those of the previous question. 2 subjects have not answered this question. But almost all students have answered providing the different problems they face. We list the problems below. We have ordered them from the most listed to the least one. We have also categorized them, and under each category we listed a number of problems:

1) Lexical Problems

- Luck of vocabulary

- Difficulty of understanding words

- Difficulty in translating words appropriately

2) Grammatical Problems

- Tenses

-Sentence structure

-Difficulty of English structure.

3) Other Problems

- Translation of proverbs

- Problems with English

- Dependency on literal translation

So as revealed by the list above, Lexical problems are most common among students. These problems are the focus of this study. It is obvious that this type of problems rise because of the foreign words of the English language.

Question 3: Do you think that understanding words in isolation is important for translation or do you think that getting their meaning from the sentence is more important?

The objective of this question is to find out how students deal with words while attempting translation, whether they know the word or not. It also aims at discovering the reasons for choosing one of the two ways

Question n°3	Answers	Number	Percentage
Do you think that understanding words in isolation is important for translation or do you think that getting their meaning from the sentence is more important?	Answer	26	86.66%
	No Answer	4	13.33%
Total		30	100%

Table 23: Getting the Meaning of Words

26 subjects, (86.66%) have answered the question and their answers differed. 4 subjects have not provided an answer. The following table shows what the 26 subjects have preferred

Preference	Number	Percentage
Understanding Words in isolation	6	23.07%
Getting their meaning from the sentence	20	76.92%
Total	26	100%

Table 24: The Subjects' Preferences

The table shows that almost all subjects are in favor of the second choice, 20 (76.92%). These have claimed that the sentence gives a good translation because this unit helps them in getting the appropriate or the right sense of the word. The others which have preferred the first choice are 6 subjects (23.07%). This minority has claimed that they rely on words because words enable them to get the meaning of the sentence. In other words, words help the students in understanding the sentence accurately, especially key words; hence, they will translate it successfully.

Question 4: Do you rely more on words while attempting translation?

The objective of this question is to see the importance students give to words in translation.

Question n°4	Answers	Number	Percentage
Do you rely more on words while attempting translation?	Yes	16	53.33%
	No	11	36.66%
	No answer	3	10%
Total		30	100%

Table 25: Importance of Words in Translation

16 subjects have given a positive answer, (53.33%). (36.66%) expresses the 11 subjects who have chosen no. And only 3 subjects have provided no answer, (10%). We believe that the positive answer to this question illustrates why most students face lexical problems, because they rely on words more.

Question 5: Do you think that words pose more problems while translating?

If yes, explain why?

This question is related to the previous one. And it is asked to confirm that students' problems rise mostly from words especially at the sentence level.

Question n°5	Answers	Number	Percentage
Do you think that words pose more problems while translating?	Yes	24	80%
	No	6	20%
Total		30	100%

Table 26: Words are most Problematic in Translation

The table shows that most subjects think that words pose more problems for them. These are 24 subjects (80%). (20%) expresses the 6 subjects who have answered with no. The subjects who have answered positively have been asked to say why they believe so. All the subjects have agreed that understanding words is the key to a good translation. Hence, they have claimed that if they cannot figure the meaning of words, they cannot understand the sentence correctly; therefore, they would translate it inaccurately. Some of them have agreed to a certain extent. These have written that not all words cause problems. They also have mentioned the importance of the linguistic context in understanding the meaning of the sentence as one structure.

Question 6: Do you translate words literally?

Yes   **No**

The objective of this question is to find out if literal translation is more reliable at this level. This question is related to the previous two; 4 and 5. This question will decide whether literal translation of words is the reason behind the problems that rise at word level.

Question n°6	Answers	Number	Percentages
Do you translate words literally?	Yes	13	43.33%
	No	17	56.66%
Total		30	100%

Table 27: Dependency on Literal Translation.

The table reveals that more than half of the subjects have answered negatively, 17 subjects (56.66%). 13 subjects have answered with yes. Therefore, we may say that not because of literal translation that most problems are lexical. It may be one of the causes.

Question 7: How do you deal with words that you do not understand?

The question entails its aim which is the strategy or strategies students use whenever they come across words they do not understand.

Question n°7	Answers	Number	Percentage
How do you deal with words that you Do not understand ?	Answer	22	73.33%
	No Answer	8	26.66%
Total		30	100%

Table 28: Students' Treatment of Difficult Words

8 (26.66%) subjects have preferred not to answer. The 22 subjects, who have answered, have listed their strategies. 3 strategies are most used by students; they are listed below. We ordered them according to the students' answers i.e. from the most used to the least one.

1) Guessing the general meaning from the sentence, and then try to get the real meaning of the word.

2) Rephrasing the sentence relying on other words, so to avoid the difficult word.

3) Checking the dictionary.

The following five questions are related to the test. These are set to see how students dealt with the sentences, especially the polysemous words.

Question 8: While translating the sentences of the test, what did you notice?

The objective of this sentence is to see if students could see the objective of the test which is translating polysemous words with the help of the linguistic context.

Question n°8	Answers	Number	Percentage
While translating the sentences of the test, what did you notice?	Answer	20	66.67%
	No Answer	10	33.35%
Total		30	100%

Table 29: Students Views on the Test

More than half of the subjects answered the question, 20 subjects (66.67%). (33.35%) expresses the 10 who did not answer. The 20 subjects have agreed on the following notes

-Difficulty of words, mainly key words and these made translation hard.

-Each key word has two meanings.

-The key words depend on the linguistic context to be translated correctly.

Question 9: Did you find difficulty in translating the sentences of the test?

        Yes   **No**

This questions aims at finding out how many subjects find the test difficult, especially if they noticed that words have two meanings.

Question n°9	Answers	Number	Percentage
Did you find difficulty in translating the sentences of the test?	Yes	21	70%
	No	9	30%
Total		30	100%

Table 30: Difficulty of the Test

The table reveals that more than half of the students have faced problems while translating the 20 sentences and these are 21 subjects (70%). Only 9 (30%) subjects have answered negatively.

Question 10: Why do you think you faced problems in the test? (What items posed problems for you?)

By specifying the question asking only about the problematic items, this question aims at discovering once again how words can be more problematic as in question 4. But this question addresses specific words which are polysemes. It also stresses the objective of this study which is ambiguity created by polysemy.

Question n°10	Answers	Number	Percentage
Why do you think faced problems in the test? (What items posed problems for you?)	Answer	16	53.33%
	No Answer	14	46.66%
Total		30	100%

Table 31: Justifications for Problems of the Test

Not all students have provided reasons for facing difficulty in the test. As the table shows 14 (46.66%) students have not answered. The 16 (53.33%) subjects who have answered agree that the key words are most problematic. These, we believe, are the polysemous words. Others said that because they luck vocabulary, they could not understand some words. Most of the subjects also agreed that redeem, roast, and rough in 4.b have been difficult.

Question 11: Did the surrounding words help you in translating the 10 words?

        Yes   **No**

We have used 'the surrounding words' for that we have been afraid that students would not understand 'the linguistic context'. The purpose of this question is once again to confirm the objective of the study which is the use of the co-text in translating polysemes.

Question n°11	Answers	Number	Percentage
Did the surrounding words help you in translating the 10 words?	Yes	24	80%
	No	6	20%
Total		30	100%

Table 32: Dependency on the Linguistic Context in Translating the ten Words

The results in the table reveal that almost all students have relied on the linguistic context. These are 24 subjects (80%). Only 6 of them have not found it useful.

Question 12: Do you know about polysemy?

        Yes   **No**

*If yes, what do you know?

The objective of this question is to know whether students who noticed that each word of the ten is called polysemy. We have intended to leave it last because students have not been informed about the type of these words. They have dealt with them as a type of ambiguous words

Question n°12	Answers	Number	Percentage
Do you know about polysemy?	Yes	7	23.33%
	No	23	76.66%
Total		30	100%

Table 33: Knowledge about polysemy

As expected, almost all students are ignorant of polysemy. 23 subjects have answered negatively. Only 7 (23.33%) subjects answered yes. These who have provided what they know turned to be as well ignorant of polysemy. They have defined it as "Words with the same spelling but have different meanings." and this is hyponymy.

II.3.4. Discussion of the Questionnaire Results

The test results reveal that some problems encountering 2nd year students in translation rise at word level, mainly English words. This is so, because English is still a foreign language for 2nd year students. The following problems are all agreed up on by the subjects:

- The ambiguity of words: this means that students face situations in which they cannot understand English words.

- This ambiguity results in misunderstanding the sentence. In other words, some words are crucial to understand the sentence clearly so to be translated accurately.

- Luck of vocabulary is a main reason more than it is a problem. Because students do not know many vocabularies, they face new words that create problems for them.

Concerning the questions about the test, one obvious fact is that the subjects do not know about polysemy. They are ignorant that most of English words may have more than one meaning. And this is what they figured from the test. In this case, they can face polysemic words and may translate it inaccurately, because they ignore their secondary meaning.

However, the results obtained also entail that the subjects try to disambiguate unclear words or guess their. Attempting to do so, the subjects make use of the linguistic context. Almost all subjects have agreed that the co-text plays a crucial role in their translation. They have claimed using it as one of their ways to get the meaning of difficult words. They also have relied on it in the test.

II.4. Summary of the Findings

From both research tools used, we can say that even the subjects are ignorant of polysemy; most of them succeeded in understanding most of the words and translated them successfully, because of the linguistic context. Most of the subjects have failed in translating some words, such as: redeem, roast and alive because they don't know these words.

The tools also reveal many problems the students face. Lexical problems are the most common among 2nd students, followed by grammatical problems. The test results show that some students could not understand some words and translated them inaccurately. According to the questionnaire, the students also claim that most of their problems emerge from difficult words. These words, we believe, are what we called earlier foreign i.e. words that students do not come across very often. This problem is justified by the luck of English vocabulary.

The following points summarize for us the results:

1) Problems in translation, for 2nd year students, emerge from words.

2) Because most of English words are still foreign, at this stage, they create ambiguity for 2nd year students.

3) 2nd year students make use of the linguistic context to understand difficult words.

4) 2nd year students do not know polysemy, but they define it as hyponymy.

5) Because 2nd year students do not know polysemy, this may create more problems for them.

6) Because 2nd year students luck English vocabularies, they fail in translation; whether these words are polysemes or not.

Finally, we can say that the linguistic context does help 2nd year students in disambiguating words they do not understand or know among these words are polysemous words. It also helps in translating such words successfully. Furthermore, because students are ignorant of polysemy and deal with words as ambiguous or difficult. Then, we can say that the linguistic context is one of the very reliable strategies students rely on to achieve an accurate translation, if not successful. Therefore, we may say that our hypothesis is not entirely confirmed because the subjects are aware that some English words may have more than one meaning, yet they ignore that this is called polysemy. Hence, when translating such words in the test, they have dealt with them as ambiguous words.

Conclusion

This chapter is devoted to the test of the hypothesis. We have used it to report our work on the hypothesis. We first have introduced our sample, and then we have moved to identify our research tool. A test and a questionnaire seemed most appropriate for investigating our hypothesis. The results of the test have revealed that 2nd year students have succeeded in translating the 10 polysemic words because of the linguistic context. This has been also confirmed by the questionnaire which has revealed further that most problems of 2nd year students in translation are due to ambiguity of English words.

General Conclusion

Translation problems are many at all levels and that is what makes it a difficult enterprise. There are linguistic problems and cultural problems. The linguistic problems can be lexical or structural. Lexical problems seem to be the main ones encountered by 2nd year students. These problems arise because of the ambiguity English polysemous words create in the sentence and because 2nd year students lack vocabulary. Furthermore, students may come across words they know and cannot get their meaning because it is not the one to which they are used.

Translation at word level or lexical translation has been the focus of this study; the problem of polysemy has been tackled because of the major ambiguity it creates for 2nd year students. We have hypothesised that the linguistic context helps 2nd year students to overcome ambiguity made by polysemy. This means that 2nd year students make use of the linguistic context to disambiguate polysemic words so as to translate them successfully. In order to test this hypothesis, a test and a questionnaire have been used. The subjects have been asked to translate 20 sentences from English into Arabic. Then, they have answered questions related to translation and words and others related to the test.

The results of obtained by both tools have revealed that 2nd year students do really use the linguistic context in understanding the meaning of the polysemous words and that enables them to translate such words successfully. Most of them have succeeded in translating the sentences. And when answering some questions, the linguistic context turned to be one of the strategies 2nd year students use to get the meaning of most ambiguous words.

The following points summarize these results:

1. English words are problematic for 2nd year students.

2. 2nd year students do not know polysemy.

3. Because they do not know polysemy, they fail in translating some words they know, because they are used to only the most common meanings.

4. The lack of English vocabulary seems to be the main reason behind the ambiguity polysemous words create.

5. The linguistic context may be of some help for the 2nd year students in getting the meaning of some words.

The results obtained also answer the questions asked in the beginning of this research. English words pose more problems for 2nd year students. We cannot tell really how students deal with polysemes since they do not seem to know what polysemy is, and the test shows that students deal with polysemes as ambiguous words no more. However, they manage somehow to make use of the linguistic context to get the right meaning of words and to translate them successfully.

Considering the results, we may recommend the following to deal with the ambiguity of polysemes and English words in general.

1. 2nd year students need to know about polysemy to recognize that words can have more than one meaning.

2. They need to learn vocabulary as much as possible.

3. Words are not very important in all situations. 2nd year students should rely on the linguistic context. The focus can be on the overall meaning of the sentences.

4. The focus on lexical problems may improve students' translation, in addition to stylistic problems.

   Further research in this area may include:

1. The use of a sample that knows polysemy in order to get a precise picture of how they deal with it.

2. Teaching the sample about polysemy will be useful to get this kind of picture.

3. The focus can be on one type of polysemic words, such us verbs or nouns or other word classes.

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TEST

The following test and questionnaire are administered for research purposes; your contribution will be greatly appreciated. As the tested students will be kept strictly confidential, please DO NOT WRITE YOUR NAME.

Translate the following sentences into Arabic:

1. Alien

   a) I felt like an alien when I first arrived to London.

   ……………………………………………………………………………………….

   b) You sound like an alien with thoughts like that.

   ……………………………………………………………………………………

2. Alive

   a) This project keeps the old customs alive.

   …………………………………………………………………………………………...

   b) Before doing anything, you need to be alive of the consequences.

   ……………………………………………………………………………….…………

3. Rough

   a) Your guess was rough.

   ....

   b) Don't be rough with him.

   ……………………………………………………………………………………….

4. Make

   a) Christiano Ronaldo makes thirteen millions Euros, a year.

   …………………………………………………………………………………………

   b) Can you imagine?! He made his will just one day before he died.

5. Near

a) The problem won't be solved in the near future.

……………………………………………………………………………………………………

b) Only the nearest relatives were present at the funeral.

……………………………………………………………………………………………………

6. Redeem

a) The next time, we hung out I will redeem myself.

……………………………………………………………………………………….....

b) You need to redeem your debt, before they take away your properties.

…………………………………………………………………………………………….

7. Roast

a) She could feel her skin beginning to roast.

……………………………………………………………………………………………..

b) Are you invited to Peter's roast?

……………………………………………………………………………………………………

8. Site

a) This is the site where bill was shot.

……………………………………………………………………………………………………

b) El-chorouk's site was pirated a month ago.

……………………………………………………………………………………………………

9. Move

a) Our neighbours are moving, do you want to rent their house?

……………………………………………………………………………………………..

b) Peter moved a serious topic for discussion.

…………………………………………………………………………………………….....

10. Ease

a) He felt at ease with Mary.

……………………………………………………………………………………………..

b) I answered the questions with ease.

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MENTOURI UNIVERSITY (CONSTANTINE)   ENGLISH STUDENTS

FACULTY OF LETTERS AND LANGUAGES   2ND YEAR LMD

DEPARTEMENT OF FOREIGN LANGUAGES

<u>QUESTIONNAIRE</u>

The following questions are of two types: Yes or No questions and WH questions. So please, circle the right answer, in type one and answer in few words, in type two.

1. Do you like translation?

      Yes   No

2. Which kind of problems you face in translation? List them please.

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3. Do you think that understanding words in isolation is important for translation or do you think that getting their meaning from the sentence is more important?

      Yes   No

4. Do you rely more on words while attempting translation?

      Yes   No

5. Do you think that words pose more problems while translating?

      Yes   No

* If yes, explain why?

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6. Do you translate words literally?

        Yes   No

7. How do you deal with words that you do not understand?

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8. While translating the sentences in the test, what did you notice?

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9. Did you find difficulty in translating the sentences in the test?

        Yes   No

10. Why do you think you faced problems in the test? (What item posed problems for you?)

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11. Did the surrounding words help you in translating the 10 words?

        Yes   No

12. Do you know polysemy?

        Yes   No

  * If yes, what do you know?

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الملخص

أجريت هذه الدراسة لإلقاء الضوء على واحدة من المشاكل التي تؤثر على أداء المفردات من طلاب السنة الثانية في اللغة الإنجليزية ، في قسم اللغة الإنجليزية ، جامعة قسنطينة ، عند محاولتهم الترجمة من الانكليزية إلى العربية. هذه المشكلة هي غموض الكلمات الإنجليزية ، تحديدا الكلمات متعددة المعاني. من أجل البحث في هذه المشكلة ، نفترض أن طلبة السنة الثانية في حالة الاستعانة بالسّياق اللغوي ينجحوا في ترجمة الكلمات متعدد المعاني. للتأكد من هذه الفرضية ، وتحقيق أهداف هذا البحث ،اختبار واستبيان تدار على عينة من طلاب السنة الثانية. واحدة من النقاط التي يركز عليها هذا البحث هي الطريقة التي تساعد على السياق ويمكن أن يتعزز في ترجمة الكلمات متعدد المعاني. وبعبارة أخرى ، طلبة السنة الثانية يعتمدون على السياق اللغوي عند محاولة ترجمة الكلمات متعدد المعاني.

Résumé

Cette étude est menée pour faire la lumière sur l'un des problèmes lexicaux qui affectent la performance des étudiants de deuxième année de l'anglais, au Département d'anglais, Université de Constantine, tout en essayant de traduire de l'anglais vers l'arabe. Ce problème est le caractère ambigu des mots anglais, des mots particulièrement des mots polysémique. Afin d'étudier ce problème, nous faisons l'hypothèse si les étudiants de deuxième année font de l'utilisation du contexte linguistique qu'ils vont réussir à traduire des mots polysémiques. Pour vérifier cette hypothèse et pour atteindre les objectifs de cette recherche, un test et un questionnaire sont administrés à un échantillon d'élèves de deuxième année. L'un des points d'intérêt de cette recherche est de savoir comment le contexte aide et peut être renforcée dans la traduction de mots polysémiques. En d'autres termes, étudiants de deuxième année se fonder sur le contexte linguistique lors de la tentative de traduction de mots polysémiques.