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**Problems of Using the Bilingual Dictionary in
Translating the English Polysemous Words:
The case of 2nd year students of English**

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

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Dedication

To my great parents "Ferhat "and "Debbeh Akila" who hold
all my admiration and love.

To my beautiful sisters: 'Sara'
'Amina'.

To my brothers: 'Abed Elali' and his wife 'Mounira',
'Abed Elrahim',
'Abed Eldjalil'
The little angel 'Mehdi'

To my aunts: 'Nekhla', 'Rabiha', 'Hafiza', 'Arjouna',
'Zakia', 'Nadia', 'Siham'

To my cousins: 'Amel', 'Dounia',
'Zizou'
My beloved butterfly 'ZAHRA',
'Ratiba', her husband, her children 'Ahmed Elchrief',
'Ritadj' and 'Ranime'.

To my second family "Chkired"; my husband "AMINE", my father in
law 'Kamel', my mother in law 'Fatima', my sisters and my brothers in
law.

To my intimate friends 'Ibtissem', her husband and her son 'Aymen'.
'Bounaas Housna' and 'Khiri Chahrazed'. Also to 'Fellahi Houda' and
'Boumaaza Souad'

To the Sunlight of my family
The little wonderfull hero
ADED ELWADOUD 'Dido'

I dedicate this work

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Abstract

The present dissertation is about the problems encountered by second year students while using bilingual dictionaries in translating the English polysemous words. It aims at showing the problems and the difficulties that may face students when they use the bilingual dictionary in translating the polysemous words from English into Arabic and providing them with solutions besides the analysis of the students' strategies in translating polysemous words. This study is divided into two chapters. The first chapter deals with the theoretical part which includes an overview on translation, polysemy and the bilingual dictionary. The second chapter is the practical part which deals with a questionnaire and a test in order to test the hypothesis of this study. Through a questionnaire administered to second year students at the Department of English, Mentouri University, Constantine, we tend to know if the students benefit from using bilingual dictionary. In fact, the results show that the students do not use the dictionary adequately and they fail in their translation.

List of Abbreviations

SL: Source Language.

TL: Target Language.

ST: Source Text.

TT: Target Text.

Vs: Versus.

e.g: Example.

Q: Question.

Para: Paragraph.

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General Introduction

1. Statement of the Problem

Translation has a vital role in communication between different cultures and different communities. It is not an easy task because finding the equivalent words in the target language does not mean necessarily that it is a successful translation especially when students use the bilingual dictionary as a helpful tool to their translation. Although bilingual dictionaries give most equivalents to source language words, sometimes they mislead the students in selecting the appropriate equivalent to polysemous words, because they give various equivalents to words without giving any explanation or specific use in context.

2. Aim of the Research

This research addresses the difficulties and problems which may face second year students of English while using bilingual dictionaries in translating polysemous words from English into Arabic. It aims also to shed light on whether bilingual dictionaries are helpful in selecting the appropriate meaning of polysemous words, and if there are other conditions that must be accompanied with the use of bilingual dictionary. In addition, it aims at guiding the students to the appropriate way of using a bilingual dictionary and pushing them to pay more attention to the translation of polysemous words.

3. Research Questions

This research aims at addressing the following questions:

- What are the difficulties that 2nd year students may face when translating polysemous words?
- Why do students rely on bilingual dictionaries in translating polysemous words?

- Are students familiar with polysemous words?
- What are the problems that may face students when they use bilingual dictionaries in translation?

4. Hypothesis

As a major step in the present research, we put forward the following hypotheses:

If the students consider the context in the translation of polysemous words, then they use the bilingual dictionary adequately.

If the students are familiar with polysemous words they succeed in selecting the appropriate equivalent from the bilingual dictionary.

5. Methodology

The tools which will be used in this research in order to test the hypotheses and to gather the information required from the subjects and serve the objectives of the study are both a questionnaire and a test given to the subjects. A questionnaire is given to 2nd year students of English at Mentouri University, Constantine to know whether they know polysemous words, and also which type of dictionaries they use. A test is also given to the same subjects to know their abilities in translating polysemous words and if the use of a bilingual dictionary helps them in selecting the appropriate equivalent. The questionnaire and the test are analyzed in order to know the difficulties and problems that students face.

6. Structure of the Study

This piece of research consists of two main chapters: a descriptive chapter which includes three parts about the literature review, and an empirical chapter which includes two main sections.

Chapter one is divided into three sections. Section one is a literature review of translation. Section two provides an overview of polysemous words, and the last section in this chapter deals with bilingual dictionaries.

The second chapter deals with data analysis; the first section includes the analysis of the students' questionnaire, and the second one the analysis of the test.

Chapter One

Translation, Polysemy and the Bilingual Dictionary

Introduction

This chapter is divided into three major sections. The first section is devoted to translation. It deals with the various definitions of translation and its types. In presenting types of translation, we focus on literal and free translations which are the main types of translation. In addition, this section deals with the problems of translation. The second section is a short review on semantics with a brief discussion about core semantics. Moreover, this section presents the definition of polysemy and homonymy, and it focuses on the distinction between polysemy and homonymy. In fact, the main point of this section is the problems of translating polysemous words and how these problems would be solved. The last section is about the advantages of the bilingual dictionary and its impact on translation especially the translation of polysemous words.

1.1. Translation

1.1.1. Definition

Translation is defined by scholars in many ways. Yowelly and Lataiwish consider it as a process and a product (2000: 11). Translation as a process is the way and methods of translating a text, and as a product is how the translated text must be and what the translator produces. Catford (1965) also regards translation as a process which is derived from one direction, from the source to the target language. For him, translation is “the replacement of textual material in one language (SL) by equivalent textual material in one language (TL).” (ibid: 20). The textual material in this definition means that the source text is not entirely

translated but it is substituted by the TL equivalent. This definition shows that Catford focuses on the translation of text. He says that translation is an operation of replacing a text in one language by another language (ibid.). In the same way, Yowelly and Lataiwish describe translation as a term of replacing a text with another text in two different languages (2000). So, both scholars concentrate on the translation of text. There are other scholars who focus on the translation of meaning, such as Lawendowski (1978: 267) who defines translation as “the transfer of ‘meaning’ from one set of language signs to another set of language signs.” (Cited in Shuttleworth and Cowie, 1999: 182). According to Nida and Taber (1969), translation is to keep the meaning and style of the source text by providing the nearest equivalent of the target text (cited in Shuttleworth and Cowie, 1999).

1.1.2. Types of Translation

Different methods of translation have been suggested by scholars such as literal vs. free translation, semantic vs. communicative translation, formal vs. dynamic translation, non-pragmatic vs. pragmatic translation, and non-creative vs. creative translation. In fact, literal vs. free translation is the most exhaustive one.

1.1.2.1. Literal Translation

According to Yowelly and Lataiwish, literal translation is described as a faithful translation; it can be used to show the grammatical structures of the source language and to compare them with those of the target language (2000). Catford also adds that literal translation is the use of word-for-word translation in addition to some changes with TL grammar (1965). Literal translation is understood in various ways (Ghazala, 1995: 6) which are as follows:

1.1.2.1.1. Literal Translation of Words: Word-for-Word Translation

In this type of translation, each word of ST is replaced by its equivalent in the TT and the TT words are arranged in the same order of the ST. This method takes the meaning of words in isolation without paying attention to “grammar, word order and special usages. Moreover the whole concentration is on the source language; the target language should follow [...] it blindly, perfectly and precisely.” (Ghazala, 2005: 6-7). Mehdi Ali (2007: 165) also says: “One way of translation is to translate the ST words by the nearest equivalent TT words as if they are out of context.” (Translated by the researcher of this work).

(a) I know this information.

a

(Ghazala, 2005: 7)

(b) He went home.

a a

(Mehdi Ali, 2007: 165)

The Arabic version of the above examples seems meaningless; that is to say, this method cannot be appropriate in translation because it does not consider the target language. This type ignores a lot of things that have to be taken into consideration such as the differences between the grammars and word order of both languages. This method also neglects the real meaning of any sentence. In addition, “it dismisses the possibility of any special indirect and metaphorical use of words which is an essential part of any language in the world” (Ghazala, 1995: 7). In fact, this method cannot provide any solution to the SL words if there are no TL equivalents. Consequently, the above examples can be corrected as:

(a) a

(b) a

1.1.2.1.2. One-to-One Literal Translation

This type looks like the previous one in preserving the order of the SL words in the TL and focusing on having the same type and number of words. However, it differs from the first type in saving the context and finding metaphorical equivalents in the TL for metaphorical SL words (Ghazala, 1995: 8). For instance:

(c) My neighbours are good.

(d)

(ibid.)

Hence, this method is more acceptable than word-for-word translation. Nevertheless, it is not appropriate enough. So, the translation of example (c) should be as follows:

(ibid: 9-10)

1.1.2.1.3. Literal Translation of Meaning: “Direct Translation”

Ghazala (1995: 11) describes this type as “full translation of meaning” because it focuses on translating meaning in context. Moreover, it considers the grammar, the word order of TL, the metaphorical words and the special uses of language. This type is useful in translating words that have various meanings according to the context and combinations, such as ‘run’; its common meaning is ‘run’, however we cannot consider it as a literal meaning because it does not mean ‘run’ in all contexts. In fact, each meaning is considered as literal meaning and not more because it has only one meaning according to a certain context and combination (ibid.).

The same thing applies on metaphorical phrases and idioms. The literal translation deals with the available meanings, hence it is “committed to the real meaning [...] available in language” (ibid: 12).

As a result, literal translation is the most appropriate type. It focuses on the real meanings of words or phrases in their linguistic context (Ghazala, 1995:10-13).

1.1.2.2. Free Translation

This type of translation allows the translator to translate freely without any limitation. The translator translates according to his/her understanding. So, he/she concentrates on understanding the meaning and translates in the way he/she likes (Ghazala, 1995). Ghazala divides free translation into subtypes which are:

1.1.2.2.1. Bound Free Translation

Ghazala says that this type of free translation “is derived from the context” directly, but it may exceed from it “in the form of exaggeration, expressivity and strong language” (1995:14). Although this type seems without limitation, it is derived from the original. Hence, this method is not acceptable because of its strangeness to the context. The following examples may clarify that:

- He got nothing at the end..... (the translation is derived from the holy Quran).
- Swearing is a bad habit..... [the translation is derived from the prophet’s saying (i.e. from Suna)]

(Ghazala, 1995: 14)

There are other examples which are derived from popular religious expressions, proverbs, collocations, poetry and strong expressions (ibid.).

1.1.2.2.2. Loose Free Translation

This kind of translation is not derived from the original. The translator concludes it according to his/her personal reasons. The translator understands the pragmatic meaning of ST and translates it. That is to say, this translation is “indirect, pragmatic [...], rendering the meanings intended by speakers behind what they say” (Ghazala, 1995: 15-16).

e.g. Thank you, Mr. Wilson. Next please.

(ibid: 15)

This example has an intended meaning which is telling the guest to leave. So, the translator concludes that the speaker used ‘thank you’ in order to be polite in asking the guest to leave. Hence, this example is understood as: “Will you leave, the interview is over”

(Ghazala, 1995: 16).

This type of translation does not rely on direct context. So, it is a loose translation. It differs from one translator to the other because each one has his/her personal conclusion. As a result, this type of translation is not reliable because it is very far from the original.

1.1.3. Theory of Equivalence

As Yowelly and Lataiwish claim, translation is based on equivalence between the ST and TT (2000). So, the common principle of translation is that the translated text should be equivalent to the ST (ibid.). According to Shuttleworth and Cowie, equivalence is used “to describe the nature and the extent of the relationships which exist between the SL and TL

texts” , and it is the key word of translation because translation is a matter of substituting each SL word by the most appropriate TL equivalent (1999: 49-50). Hence, the theory of equivalence is the essential issue in translation that caused heated controversies (Ibrahim Ahmed, para 1).

A lot of scholars dealt with the theory of equivalence. There are those who focus on the linguistic approach to translation without paying attention to the SL and TL cultures. The second group of scholars focuses on the pragmatic and semantic level, and they consider translation as a tool of conveying the message of the ST culture to the TT culture (Leonardi, 2000).

The last group, such as Baker, used equivalence in order to achieve an appropriate translation. Baker explains the notion of equivalence at different levels which are: word level, grammatical level, textual level and pragmatic level (ibid.).

- Equivalence at word level and above word level: Baker says that when the translator looks for equivalence of a single word, he should be aware of a number of factors like number, gender and tense (Leonardi, 2000).
- Equivalence at the level of grammar: The translator may face difficulties in finding the appropriate equivalence because of the differences between the grammatical categories of language. At this level, Baker sheds light on the grammatical devices that cause problems which are number, tense and aspects, voice, person and gender (1992).
- Textual equivalence: It refers to the equivalence between a source text and a target text concerning information and cohesion (Leonardi, 2000).
- Pragmatic equivalence: It is based on achieving the ST message, i.e., we concentrate on the hidden meaning in translation. The reason behind this type is to make the reader understand the source culture (Baker, 1992).

Baker's point of view on equivalence seems the most exhaustive theory because she covers all sides that lead to an effective and faithful translation.

1.1.4. Translation Problems

While translating a piece of writing, translators may face some difficulties that lead them to stop translating. They start searching for the needed equivalent by thinking and rethinking and even using dictionaries to solve these problems. Ghazala (1995) says that translation problems are due to grammatical, lexical, stylistic, and phonological problems.

1.1.4.1. Lexical Problems

When translators do not understand a word or an expression, or do not know it at all, they will face problems in finding the appropriate equivalent (Ghazala, 1995). Hence, the main lexical problems that may face translators are:

a- Synonymy: Translators may not differentiate between words that have similar meanings but they are not the same.

b- Polysemy and monosemy: Translators do not distinguish between the two and they give one meaning in all cases.

(ibid.)

Other problems may occur in the translation of collocations, idioms, proverbs, metaphors and technical translation. In addition, translators may face problems in translating proper names, titles, political establishments, geographical terms and acronyms (Ghazala, 1995).

1.1.4.2. Grammatical Problems

Because of differences between languages, grammar also differs from one language to another. This causes serious problems for translators (Ghazala, 1995), as in translating tenses because “most English tenses [...] do not exist in Arabic grammar.” (ibid: 19). For example, the present perfect does not have an exact equivalent in Arabic.

1.1.4.3. Stylistic Problems

Style is an important part of meaning which may cause problems in translation if it is not taken into consideration (Ghazala, 1995). The stylistic problems that may face translators are at the level of:

- a- Formality: Since each language has its degrees of formality, the translator may face problems because of lack of awareness about formal and informal language.
- b- Ambiguity: It poses a great problem in translation. The translator cannot get the intended meanings because of the style of ambiguity. This leads to the disturbance of the real message of the source text (ibid: 23).

1.1.4.4. Phonological Problems

This problem has not a great effect on translation. It deals with sounds and their effects on meaning. This kind of problems can be found only in advertising and literature (Ghazala, 1995).

1.2. Polysemy

1.2.1. Definition of Semantics

According to Ullman, “Semantics [is] the study of meaning” (1957: 1). Jaszczolt said that semantics focuses on the semantic words which are called lexemes and not on their grammatical forms. For example, *go*, *goes* and *went* are the grammatical form of the lexeme “*go*” (2002: 11). Leech also adds: “[...] Semantics (as the study of meaning) is central to the study of communication [...]. It is also at the centre of the study of human mind-thought processes, cognition, conceptualization” (1974: x). Hence, semantics concentrates on the ordinary meaning of words and not on the hidden meaning of what people want to say in a specific occasion which means that it deals with conventional meaning and neglects the specific and subjective meaning (Yule, 2000). Moore (2000, para 2) claims that semantics deals with “how language users acquire a sense of meaning [...] and how meanings alter over time.”

1.2.2. Core Semantics

1.2.2.1. Core Meaning vs. Peripheral Meaning

Some semantists called them conceptual meaning and associative meaning. According to Ghazala, core meaning is “the common meaning which is more popular and known than other meanings” (1995:99). It is the meaning that comes first in our minds when we hear a word. For instance, the core meaning of the word “break” is that of breaking something or concrete object like “breaking a cup”. Leech states that conceptual meaning is the logical meaning of words (1974:10). Sometimes we may give a meaning of a word by its components and it will be included in the conceptual meaning. In fact, people may use this word by other meanings; they do not focus on its conceptual meaning but they use the associative meaning

which differs from one individual to another. They treat it as what they think, in which context and with which words it associates with (Yule, 2000). The associations are not parts of conceptual meanings. For example, “foot” has a core meaning which is “a body part” and a peripheral meaning which is “bottom part of something such as foot of table”.

1.2.3. Polysemy

It is not necessarily that different meanings are derived from different words; in fact, there is a set of different meanings which belongs to the same word and that what is called polysemy (Jaszczolt, 2002). Polysemy concerns words that have the same shape and related meanings such as the word “head”: it may mean the object on the top of the human body or of a person on the top of department (Yule, 2000:107).

According to Ullman, polysemy “means that one word can have more than one sense” (1957:117). Consequently, polysemy is the capacity of a word to have multiple but related meanings. For example, the word “break” has at least thirty meanings such as:

- To separate or cause to separate into pieces.
- Fail to observe (a law, regulation, or agreement).
- (Of a weather) change suddenly, especially after a fine spell.

(Pearsall, 2001:171)

Jaszczolt says: “Polysemy occurs when one phonological word has many related senses. It frequently arises as a result of metaphorical extension, for example, ‘foot’ gives rise to ‘foot of the mountain’.” (2002:15).

1.2.4. Homonymy

There is another form which looks like polysemy and difficult to distinguish from polysemy; it is called homonymy (Palmer, 1976). Homonyms are words that have the same shape and have no obvious commonality in meanings (Saeed, 2003). According to Moore (2000, para 4), “Homonyms are different lexemes with the same form (written, spoken or both).” Homonymy has two types:

- **Homography:** Words that have the same spelling and different pronunciation such as lead (metal or dog’s lead).
- **Homophony:** Words that have different spelling and the same pronunciation like: site and sight, right and wright.

(Palmer, 1976: 68)

1.2.5. Polysemy vs. Homonymy

The problem is raised between polysemy and homonymy. When there is a written form with two meanings, how is it treated? Is it considered polysemy (one word with different meanings) or homonymy (two different words with the same shape)? Dictionaries can distinguish between them on etymological grounds; if the word has one origin, it is a polysemous word and it appears in one entry, but if it has a different origin, it is a homonym and it appears in the dictionary in separate entries (Palmer, 1976).

However, we should not always rely on this basis because there are some words that are derived from the same origin but they are treated as homonyms because they are not related in their meanings, such as face of clock, foot of a bed, ear of a corn; they are metaphors and polysemous, but etymologists treated them as homonyms because, historically,

there is no commonality between the meanings, i.e., there is no relation between the ear of the corn and ear of the body. But we cannot rely on the historical basis because there are some homonyms that have the same original form, such as 'flour' and 'flower'. Etymologists consider words that are spelt in different ways as the same word and this is impossible. This means that dictionary makers should rely on the difference of spelling rather than single origin (ibid.).

Palmer said that polysemous words have a variety of synonyms, each corresponding to one of its meanings. It will also have a set of antonyms. "Thus fair may be used with (1) hair, (2) skin, (3) weather, (4) sky, (5) judgment, (6) tackle. The obvious antonyms would seem to be (1) dark, (2) dark, (3) foul, (4) cloudy, (5) unfair, (6) foul."(1976:70). He said that where there is the same antonym is polysemy and where there are different antonyms is homonymy. Nevertheless, polysemous words have related meanings and in the above example we find that fair with weather is more like fair with tackle than fair with sky. "Intuitively, sky is more closely related to weather." (ibid: 70). Hence, this way is not always appropriate for recognizing polysemy.

Yule also claims that in order to distinguish between homonymy and polysemy, we rely on the dictionary. "If the word has multiple meanings [...] it's a polysemous, then there will be a single entry with numbered list of different meanings of that word. If two words are treated as homonyms they will typically have two separate entries." (2000: 107). According to Hurford, Heasley, and Smith (2007: 130), the distinction between polysemy and homonymy is based on "the closeness, or relatedness of senses of the ambiguous words." They add that "a native speaker of a language has clear intuitions that the different senses are related to each other in some way" (ibid.). Consequently, dictionary makers identify polysemy by its

commonality of meanings and by relying on “speakers’ intuitions and [...] the historical development of items” (Saeed, 2003: 64).

As a result, the coexistence of several meanings in one word leads to an ambiguity in determining whether a word is polysemy or homonymy. Hence, it is noticeable that homonymy and polysemy are very similar, so, in order to make a distinction between them it is useful to look into the historical origin and look if the meanings of the words are related to each other, it is a polysemy, and if it is not, it is a homonymy.

1.2.6. Problems of Translating Polysemous Words

A lot of problems rise while translating and the lexical problems are the most difficult ones because the first thing that the translator focuses on is words. Hence, most students, especially beginners, rely on the literal translation without paying attention to the context or knowing that words have special combinations (Ghazala, 1995).

Students make some mistakes in translating polysemous words when they treat them as words that have only one meaning. They fail in translating polysemous words because they may know only the core meaning of the word and translate it by this meaning in all contexts. For example, the core meaning of the word ‘break’ in Arabic language is ‘كسر’; when students find the word ‘break’, they translate it as ‘كسر’ in all contexts. But, they sometimes succeed when the word ‘break’ means ‘فصل’ in that context (ibid: 99), such as:

1. The boy broke the window.....
2. The tennis player had a break of serve.....

(Ghazala ,1995 :100)

The meaning 'break' can be kept by providing its synonyms as follows /

3. The runner tried to break the world record.....

4. Why did you break his face?..... a

(ibid.)

However, this does not mean that 'break' always serves the context. 'Break' has several meanings as in:

5. You may have a break.....

6. The storming weather has broken at last.....

(ibid.)

The two last examples show that 'break' has more than one meaning, and we have to pay attention when we translate it. So, if students are aware of polysemous words, they will not fail in their translations (ibid.).

Ghazala (1995) suggests a number of solutions to solve this problem. He said that students must bear in mind that there are words which have several meanings when they translate them. They must be careful especially when they find that the translated words are strange if they are translated by their core meanings. That is to say, students try translating by the common meaning and when they find that the translated piece is meaningless, they have to look for another meaning which serves the context. In this case, they may use the dictionary to find the appropriate equivalence. Ghazala adds that there are signs that help students in determining the appropriate equivalence of polysemy. They are:

- “The type of the text” which plays the role of a guide to translators. If the students know about what a text speaks, they can guess the needed meaning. For instance, if a text speaks about birds, we can recognize that the word ‘sound’ means ‘صوت’.
- “The context” also helps in achieving an appropriate translation. If a polysemous word is in context, it helps us in determining its meaning and that by looking on what precedes and follows it. (ibid: 103)

Ghazala (1995) said that students may translate a polysemous word into its core meaning and look whether it is appropriate or not. This means that if students find that the Arabic translation is strange, they look for the correct one.

Another solution is the grammatical class. Students have to know that sometimes words change their meanings according to their grammatical classes. For example, the word ‘break’ is known as a verb, however, if it appears as a noun its meaning will change as in the following sentence: “You may have a break.” The word ‘break’ in this sentence is used as a noun and it has the meaning of ‘فتره’ which is not like the known meaning ‘كسر’ (ibid: 105).

“The combination of a polysemous word with other words is also helpful in guessing its meaning” (Ghazala, 2005:106). For example, if students do not find that the word ‘break’ collocates with physical objects, they may assume that it has another meaning like “break the law”, ‘break’ means ‘انتهاك’. Students must also be more careful when they find verbs followed by an adverb or a preposition because their meanings will change completely, as:

- She broke away from her friends.....
- The machine has broken off.....

(Ghazala1995: 106)

In order to solve the problem of polysemous words ambiguity, McCarthy (2006) says that translators have to know that the first meaning that they catch from hearing a word at the first time may change its meaning in other contexts. He adds that translators have to learn most meanings that a word may have. McCarthy claims that context helps in determining the intended meaning of a word and says: “What, for example, would the noun drill probably mean in (a) a dental context, (b) an army context, (c) a road-building context.” (2006:14).

1.3. Bilingual Dictionaries

Bilingual dictionaries are dictionaries whose entries are in one language and their definitions are in another. They are an essential tool for speakers and learners of foreign language. “The basic purpose of a bilingual dictionary, according to Zgusta (1971:294), is to coordinate with the lexical units of another language which are equivalent in their meaning” (Cited in Elkasimi, 1983:3).

According to Redman, a bilingual dictionary helps the users to understand quickly and easily (1997). It is used to translate words from one language into another and understanding a foreign language text. Moreover, it plays an essential role in translation because it helps translators with the needed information (Sanchez Rums, 2005). According to Hartmann (2003: 71-72),

Bilingual dictionary is more advantageous. First, it brings a greater number of people into contact with the cultural patterns represented in the foreign language in question, and thus it increases the number of people for whose activities the development of a national standard form is necessary. Secondly, such a bilingual dictionary can more effectively to remove any [...] gaps (in most cases caused by lacking terminology). [For example] an engineer or a teacher who knows the technical terms of his field of interest very well in, say, English or French, and tries to write on such subject on his own language, will easily find the necessary expressions in the bilingual dictionary.

Although bilingual dictionaries are useful and helpful for users, lexicographers may face problems while writing them because lexemes may have more than one meaning as is the case with polysemy. Also, these multiple meanings may have more than one equivalent in the target language. Consequently, we may find a word of the source language that corresponds to more than word in the target language.

Indeed, the bilingual dictionary users face a big problem in the selection of equivalence. For instance, “Moedjem-Al-Tolab” English-Arabic dictionary (2004) presents the following equivalents of the polysemous word ‘break’:

- , , , , ,

(Baydoun, 2004:49)

We notice that “Moedjem-Al-Tolab” does not present the Arabic equivalents of the verb ‘break’ adequately. It does not contain examples of how and where to use each equivalent of the verb ‘to break’.

As a result, bilingual dictionaries offer limited information because we find that one word may have various equivalents in the target language without any explanation; that is to say, the bilingual dictionary does not give the context to each equivalent, this leads to a lot of difficulties in selecting the appropriate one.

Consequently, although bilingual dictionaries are tools for translation, the appropriate use needs more than just looking up a word in one language and picking the first equivalent we see. Because there are many words, especially polysemous words, that have more than one equivalent in the target language. Moreover, we cannot talk about the meaning of a word out of context because the meaning of words is determined by the context.

Furthermore, translators should rely on both versions when they use the bilingual dictionary, i.e, they should use a reverse look up. For example, if the user uses a bilingual dictionary from English to Arabic and he finds an ambiguity, he can look up in the Arabic-English dictionary in order to choose the appropriate word and ,hence, he would take the right decision in his selection.

Translators benefit from using bilingual dictionaries in their translation if they rely on other factors such as the context and the awareness about the words they are looking for. In addition, the bilingual dictionaries' makers should make the dictionaries useful for translators, especially beginners, by making extended dictionaries in order to include more information about the lexical items.

Conclusion

Translation is a very interesting area for exchanging knowledge between different languages and cultures. So, the translator should convey the source text message in order to be faithful in his translation and make the target audience get the needed point without feeling that there is something wrong or ambiguous. However, he may face difficulties and problems in his translation especially with words that have multiple meanings like the case of polysemous words. Hence, the translator needs a rich vocabulary in order to solve this problem. He may look for tools that help him in solving these obstacles such as the use of bilingual dictionaries. Consequently, the translator may use a bilingual dictionary in order to solve the ambiguity of polysemous words. Nevertheless, most translators face problems when they use a bilingual dictionary while translating because the dictionaries contain limited information and the entries do not adequately identify the differences between the suggested equivalents of a given word. As a solution, translators will succeed in selecting the appropriate equivalent if they are aware about polysemous words and rely on the points raised

in the above discussion about the problem of translating polysemous words, in addition to the use of bilingual dictionary but by taking the context into consideration.

Chapter Two

Data Analysis

Introduction

The purpose of this chapter is to investigate the hypothesis whether the 2nd year students of English succeed in the translation of English polysemous words by using the bilingual dictionary or not. Moreover, this chapter aims at knowing whether bilingual dictionaries are helpful in finding the appropriate equivalent or not. In addition, a questionnaire and a test are designed to investigate whether students translate word by word or they rely on context. Hence, this chapter deals with information about the sample, the research tools, and description and analysis of the questionnaire and the test.

2.1. The Sample

The population chosen for this study is thirty 2nd year students of English from the English Department at Mentouri University, Constantine. They are selected randomly, and have been chosen on the basis of the following criteria: translation starts to be studied in the second year, which means, they are beginners in translation. That is to say, students may rely on the bilingual dictionary most of the time.

We have chosen only thirty students because of the time constraints and the high number of students, but the result may be generalized to the whole population.

2.2. Research Tools

In this part, data are collected through two means: a questionnaire and a test. The questionnaire is designed to know the students' knowledge about polysemy, whether they know polysemous words and can translate them or not. In addition, this questionnaire seeks to

know if the students rely on bilingual dictionaries while translating. The data obtained from the analysis of the questionnaire shows the reasons behind the failure or success of students in their translations. However, the aim of the test is to investigate the students' abilities in translating polysemous words, and if the bilingual dictionary helps them in reaching the appropriate translation. In addition, the test helps in determining the strategies followed by students in their translation, whether they use word-for-word translation or rely on context when they translate.

2.3. The Questionnaire

2.3.1. Description

The questionnaire consists of twelve closed questions. It is divided into three sections; the first section is general information about translation. The second section is about polysemous words and their translation. The last section is about bilingual dictionaries.

2.3.2. Analysis

- **Question One:** Do you like translation?

Yes

No

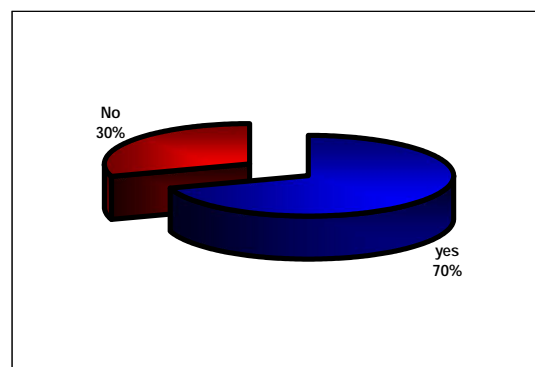
This question helps in the analysis of the test because when students like a subject, they may do their best to understand and succeed in it. Hence, an appropriate translation is expected from them.

According to Table 1 below, the majority of students (70%) like translation, and (30%) do not. When asked orally why they like translation, students said that it helped them to improve their abilities in learning by acquiring new words. Hence, translation can be used as a tool to learn and to improve the knowledge of another language. However, those who do

not like translation said they had difficulties in translation and they are not motivated to learn this subject because of many factors one of them is the bad achievement (such as bad marks).

Students' Answer	Number of Students	Percentage
Yes	21	70%
No	09	30%
Students' total number	30	100%

Table 1: Students' attitudes toward translation



Graph 1: Students' attitudes towards translation

- **Question Two:** How do you evaluate yourself in translation?

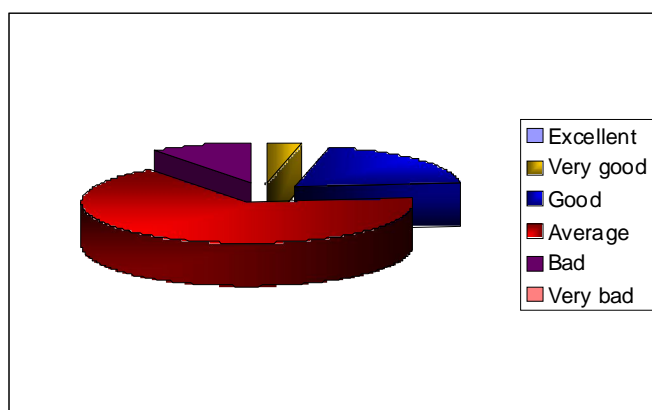
Excellent	<input type="text"/>	Average	<input type="text"/>
Very good	<input type="text"/>	Bad	<input type="text"/>
Good	<input type="text"/>	Very bad	<input type="text"/>

This question helps in determining whether the students' level influences their translation or not. Only 3% of the sample considered their level in translation to be very good. 20% of the population stated that they had a good level in translation. However, the average level takes the lion's share (67%). 10% of the examined students said they were bad in translation, and no one claimed that he/she is excellent or very bad in translation.

Hence, students can judge their levels through their marks obtained in tests and exams, their positive or negative participation in translation session, the evaluation of the teacher and through a consideration of how well or how bad they can practice translation.

Students' Answer	Students' Number	Percentage
Excellent	0	0%
Very good	1	3%
Good	6	20%
Average	20	67%
Bad	3	10%
Very bad	0	0%
Total number of students	30	100%

Table 2: Students' level in translation



Graph 2: Students' level in translation

- **Question Three:** Which translation do you find difficult?

From English into Arabic

From Arabic into English

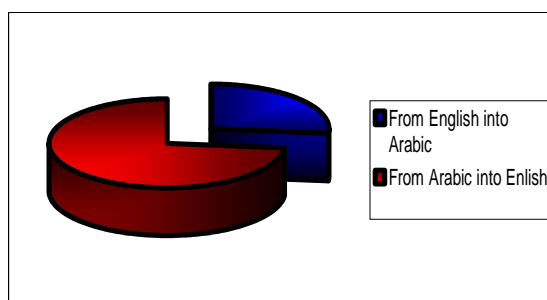
The great majority of the sample (73%) said that translation from Arabic into English is difficult, and the rest (27%) found that the difficult translation is from English into

Arabic. Students who find difficulties in translating from English into Arabic (the low ratio) may have difficulties in the learning of English, and the other group (73%) finds difficulties in translating from Arabic into English because they may have a lack of knowledge concerning the standard Arabic, especially with vocabulary and structure.

Since the test consists of English sentences that would be translated into Arabic, an appropriate translation is expected from the students because most of them said that the translation from English into Arabic is not difficult.

Students' Answer	Students' Number	Percentage
From English into Arabic	8	27%
From Arabic into English	22	73%
Students' total number	30	100%

Table 3: The translation direction which is found difficult by students



Graph 3: The translation direction which is found difficult by students

• **Question Four:** Where do you find difficulties?

Tenses	<input type="text"/>	Lexical items	<input type="text"/>
Conjunctions	<input type="text"/>	Prepositions	<input type="text"/>

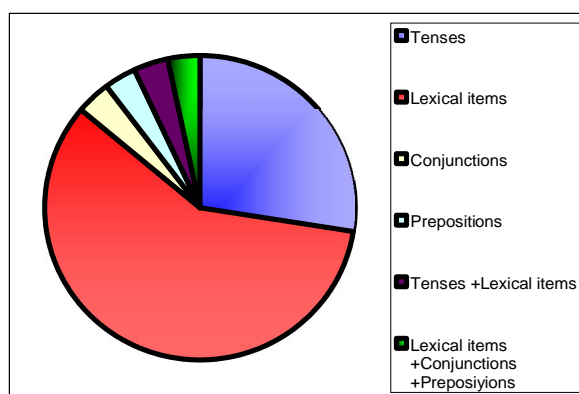
As Table 4 shows, students find difficulties with lexical items (58%), followed by tenses (27%), and 3% for conjunctions and prepositions. Also, there are students who find

difficulties in more than one aspect, such as tenses and lexical items (6%), lexical items and conjunctions and prepositions (3%). These difficulties are due to differences between languages.

This question shows us that students may not reach an appropriate translation of polysemous words of the next test because most of them have difficulties in translating lexical items. Hence, we think that students will confront some problems in translating polysemous words.

Students' Answer	Students' Number	Percentage
Tenses	8	27%
Lexical items	17	58%
Conjunctions	1	3%
Prepositions	1	3%
Tenses + Lexical items	1	3%
Lexical items+ Conjunctions+ Prepositions	1	3%
Students' total number	30	100%

Table 4: Students' difficulties in translation



Graph 4: Students' difficulties in translation

• **Question Five:** Are translation rules easy to acquire?

Yes

No

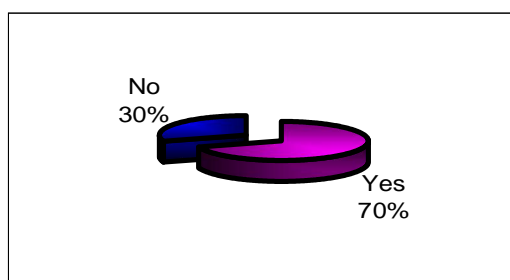
The low ratio (30%) concerns those who find translation rules difficult to acquire and the high ratio (70%) those who find translation rules easy to acquire. This is due to students' ability in acquiring the rules and their level of understanding.

Consequently, those who find translation rules easy to acquire are those who like translation. Because when students like a subject, they are motivated to be excellent, and hence, they try to do their best in understanding all things concerning this subject. That is to say, those students do not find difficulties in understanding and acquiring the rules. However, the students who face difficulties in acquiring the translation rules are those who are not motivated to study the translation module, and maybe they do not make any efforts to acquire the rules. What confirms these results is the compatibility between the results obtained in the first question 'do you like translation' and the results of this question. We notice that the students who like translation are the same students who said that they did not find difficulty in acquiring the translation rules. The same remark for those who dislike translation; they said that translation rules were not easy to acquire.

We can conclude that students who like translation do not find difficulties in acquiring translation rules unlike the students who dislike translation.

Students' Answer	Students' Number	Percentage
Yes	21	70%
No	9	30%
Students' total number	30	100%

Table 5: The degree of easiness of acquiring translation rules



Graph 5: The degree of easiness of acquiring translation rules

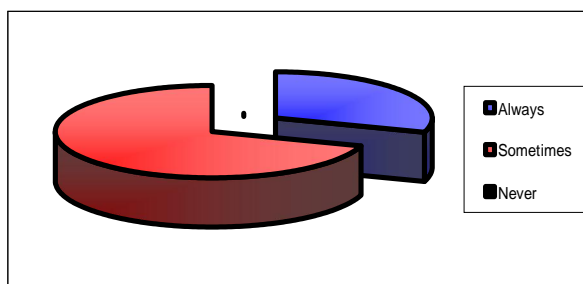
- **Question Six:** Do translation rules help you in reaching an appropriate translation?

Always Sometimes Never

70% of students questioned said that translation rules are ‘sometimes’ helpful in reaching an appropriate translation, because, mainly, they fail in applying some rules when they translate, or they misuse the rules in the appropriate place. The students who find translation rules ‘always’ helpful in their translation are about 30% of the questioned students. Mainly, this group reaches an appropriate translation when they apply the translation rules. What confirms that translation rules are helpful in reaching an appropriate translation is the ratio 0% which is to ‘never’, though there are 30% of students, in question number 5, who said that translation rules were not easy to acquire, as it is shown in the table below:

Students’ Answer	Students’ Number	Percentage
Always	9	30%
Sometimes	21	70%
Never	0	0%
Students’ total number	30	100%

Table 6: The degree of helpfulness of translation rules



Graph 6: The degree of helpfulness of translation rules

• **Question Seven:** Do you know polysemous words?

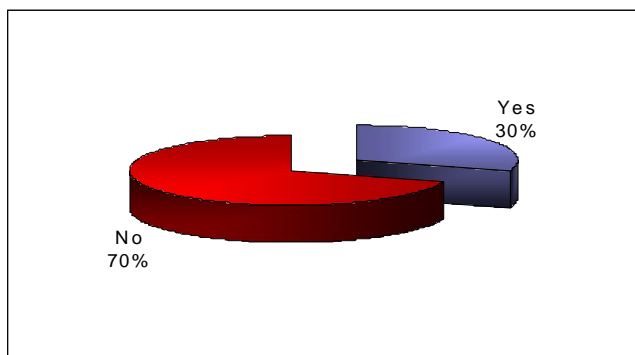
Yes

No

This question helps in recognizing whether being familiar with polysemy leads to a successful translation. As Table 7 shows, 70% of the students do not know polysemous words, and 30% know them. Those who said that they knew polysemous words, they had already had a lecture polysemy in the first year. Since the notion of polysemy is presented to students even if it not explained in a whole section, polysemy is not a new term for them. In fact, those who said that they did not know it, they forgot it because they did not had a whole lecture about it, but just an explanation from their teachers.

Students' answer	Students' number	Percentage (%)
Yes	9	30%
No	21	70%
Students' total number	30	100%

Table 7: Students' knowledge about polysemous words



Graph 7: Students' knowledge about polysemy

- **Question Eight:** If yes, are they?

Words that have the same meanings

Words that have different meanings

Words with the same shape and several meanings

Words with the same spelling or pronunciation and different meanings

Table 8 includes students who said that they knew polysemy in the previous question. In this question, they were asked to give the definition of polysemy. Although they said that they knew polysemy, only two students got the right answer which is “words with the same shape and several meanings”. Five students gave the last definition which is “words with the same spelling or pronunciation and different meanings” to polysemy; in fact, this definition is that of homonymy. One student said that polysemous words were words that had the same meaning, and the last student suggested that polysemous words were words that had different meanings. However, these two last definitions are synonymy and antonymy respectively.

The analogy between polysemy and homonymy confuse the students in detecting the right definition of polysemy; for that reason the students who said that they knew polysemy did not give the right definition. But, those who gave the right answer they made a distinction between polysemy and homonymy.

Suggested Definition	Students' Number
Words that have the same meanings	1
Words that have different meanings	1
Words with the same shape and several meanings	2
Words with the same spelling or pronunciation and different meanings	5
Students' total number	9

Table 8: The suggested definition of polysemous words

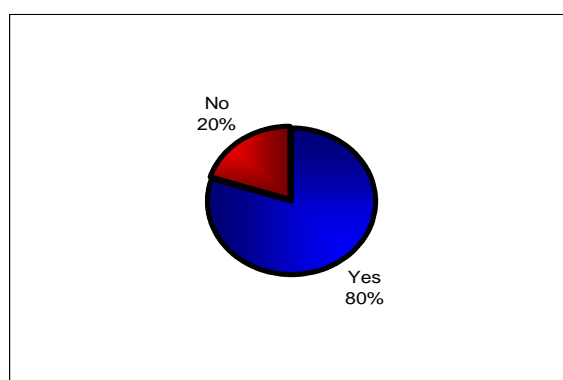
- **Question Nine:** Do find problems and difficulties in translating polysemous words?

Yes

No

Students' Answer	Students' Number	Percentage
Yes	24	80%
No	6	20%
Students' total number	30	100%

Table 9: Difficulties in translating polysemous words



Graph 8: Difficulties in translating polysemous words

According to the result of table 9, 80% of the sample find difficulties and problems in translating polysemous words and 20% do not. Although most of them did not give a

justification about why they find problems, we think that those who do not know polysemous words in (Q 7) may face problems because if someone does not know a word, he/she will fail in translating it.

• **Question Ten:** Whatever your answer says why?

Only nine students provide justifications. Some of them said that they do not know how to translate polysemous words because they do not know them at all. Others said that the mistranslation of polysemous words is due to the ambiguity of polysemy, the difficulty of finding a suitable equivalent for some contexts and the difficulty of determining the appropriate meaning of polysemous words.

Consequently, the ambiguity of polysemous words poses different problems in translation. The difficulty is also due to the lack of awareness about polysemy because the students can guess the appropriate equivalence, if they know that polysemous words have different meanings which depend on the context.

• **Question Eleven:** Do you use the dictionary when you translate?

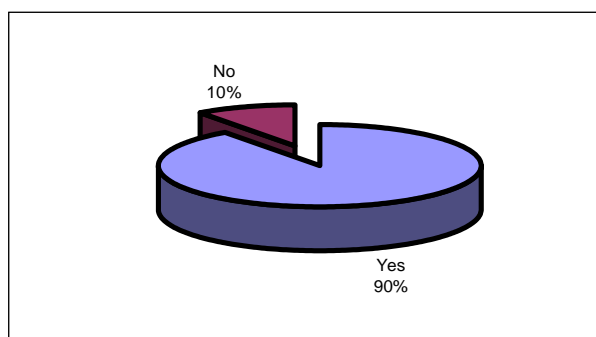
Yes

No

The great majority of the subjects declare that they use dictionaries in their translation. This is a normal phenomenon especially with foreign languages because dictionaries help in decoding the strange and difficult words, and since bilingual dictionaries are considered as tools of translation. In fact, 10% of students say that they do not use dictionaries; they may rely on their mental abilities, use their own capacities in translation, and try to guess the meaning from context.

Students' Answer	Students' Number	Percentage
Yes	27	90%
No	3	10%
Students' total number	30	100%

Table 10: Use of the bilingual dictionary



Graph 9: Use of the bilingual dictionary

- **Question Twelve:** Which type of dictionary do you use?

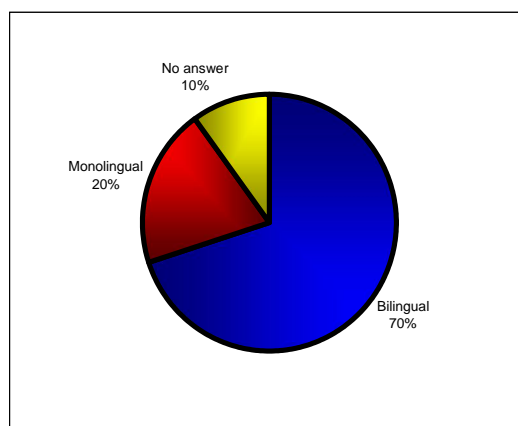
Bilingual

Monolingual

As table 11 shows, 70% of students use bilingual dictionaries because dictionaries give the target equivalent quickly and easily. Also, bilingual dictionaries are used a lot by beginners because of lack of vocabulary. The low ratio (20%) refers to the use of monolingual dictionaries. Students use a monolingual dictionary because it may help them to improve their abilities of understanding English by acquiring new words and to minimize thinking in Arabic. Moreover, 10% of students did not answer this question; they are those who said that they did not use the dictionary in question 10.

Students' answer	Students' number	Percentage
Bilingual	21	70%
Monolingual	6	20%
No answer	3	10%
Students' total number	30	100%

Table 11: Types of dictionaries used



Graph 10: Types of dictionaries used

- **Question Thirteen:** Does the bilingual dictionary help you in selecting the appropriate equivalent of polysemous words?

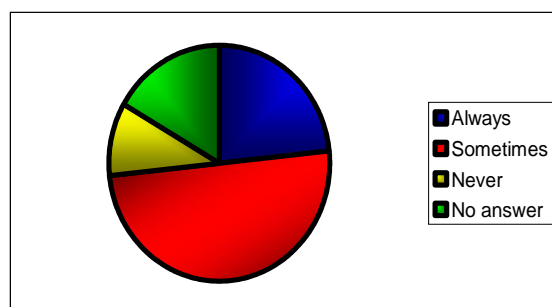
Always Sometimes Never

There were about 50% of students who claimed that the bilingual dictionary was not helpful all the time but sometimes, this is mainly when the students do not check the appropriate equivalent of a given polysemous word which is due to the misuse of the bilingual dictionary. In fact, 23% of the population said that they were always benefited from using bilingual dictionary. This means that the bilingual dictionary helps them most of the time in selecting the suitable equivalent. Moreover these students may use the dictionary adequately because of that they benefit from using it. Although bilingual dictionaries are designed as

helpful tools for translators, 10% of the subjects said that the bilingual dictionary never helped them in the choice of the appropriate equivalent. Furthermore, 17% of students did not give any answer. That is to say, these two last groups are those who said that they did not use dictionaries at all (10% in Q10) and those who used only the monolingual dictionary (20% in Q 11).

Students' Answer	Students' Number	Percentage
Always	7	23%
Sometimes	15	50%
Never	3	10%
No answer	5	17%
Students' total number	30	100%

Table 12: The frequency of using bilingual dictionary



Graph 11: The frequency of using bilingual dictionary

2.4. The Test

2.4.1. Description

The students were asked to translate fifteen English sentences into Arabic. The test is used to elicit whether the students can provide an appropriate equivalent to polysemous words or not and if the bilingual dictionary helps them in reaching a suitable translation. This test reveals how 2nd year students of English translate, whether they translate word by word or

they rely on context, and if the bilingual dictionary helps them in selecting the appropriate equivalent.

The test consists of separate sentences because translating sentences is the first level of teaching translation, and second year students deal only with sentences. In addition, the students are beginners in translation and cannot deal with texts.

2.4.2. Analysis

1. I need to get some bread.....

In this sentence, the verb ‘to get’ means ‘to buy’. This word is translated to several meanings, as it is shown in Table 13.

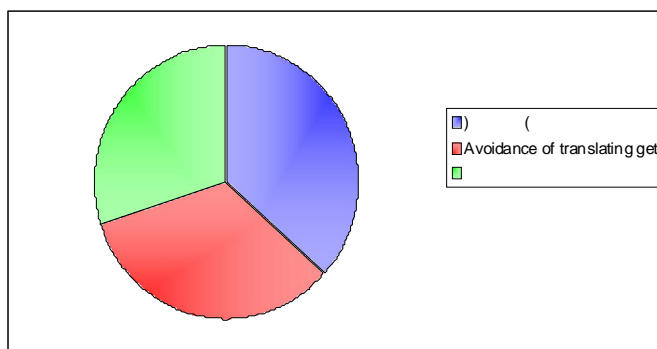
37% of students render the verb ‘to get’ by the Arabic verb ‘ ’, and 30% translate it by ‘ ’. Both groups rely on one to one literal translation as the following: “

” or “ ”. This means that they do not translate the meaning of the sentence, i.e., they do not rely on context. Hence, despite the use of a bilingual dictionary, the students did not reach the appropriate meaning. 33% of students avoid translating the verb ‘get’ and they use only ‘ ’ as in “ ”. That is to say, they did not get the right equivalent which leads them to avoid any strange translation.

So, we can notice that the students adopt a literal translation, although their translations seem acceptable but no one gets the appropriate one.

Students' Translation	Number of Students	Percentage
()	11	37%
Avoidance of translating 'get'	10	33%
	9	30%
Students' total number	30	100%

Table 13: Translation of 'get' in "to get some bread"



Graph 12: Translation of 'get' in "to get some bread"

2. I get the idea.....

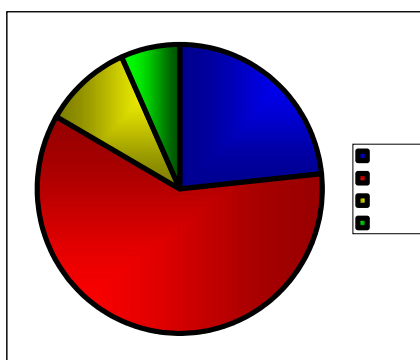
The meaning of 'get' in this sentence is 'understand'. The high ratio of students has succeeded in getting the appropriate equivalence which is ' '. This word can be also translated as ' '.

The table below shows that 60% of students succeed in getting the needed equivalence which is ' ' and 10% used ' ' which is also suitable in this context. These students rely on context which helps them in selecting the appropriate word from the bilingual dictionary. However, other words are used in the translation of 'get'; they are ' ' and ' '. The students, here, use the strategy of literal translation and they give ' ' which is

the core meaning and ‘ ’ which is a peripheral meaning. This result clarifies that using bilingual dictionaries requires some conditions such as context.

The translation	Number of students	Percentage
	7	23%
	18	60%
	3	10%
	2	7%
Students’ total number	30	100%

Table 14: The translation of ‘get’ in “I get the idea”



Graph 13: The translation of ‘get’ in ‘I get the idea’

3. We need to get home.....

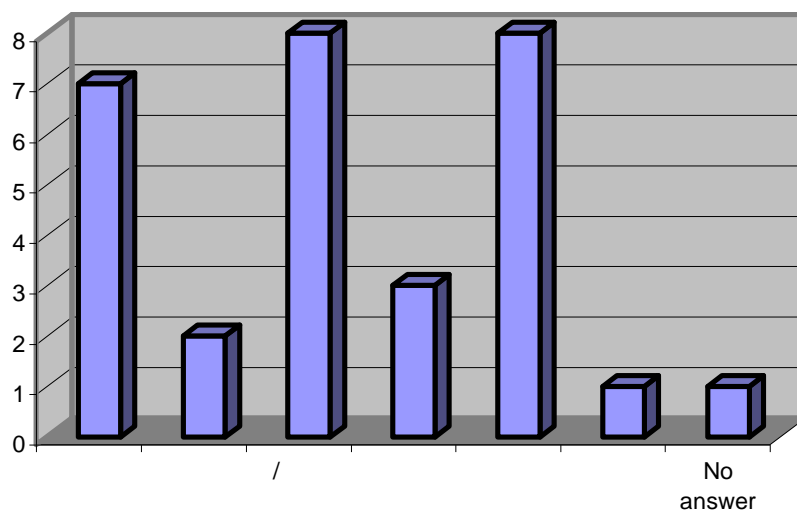
The meaning of this sentence is “to arrive home”; in Arabic it is ‘ ’, but it can be also rendered by other equivalents such as ‘ ’, ‘ ’ and ‘ ’.

27% of students translated it as ‘ ’ or ‘ ’, and the same percentage for ‘ ’. However, only one student renders it as ‘ ’. Hence, we notice that the students benefit from using bilingual dictionary and reach the appropriate meaning of the sentence. The verb ‘to get’ is translated literally as ‘ ’ by 23% of students. 10% of the population render it by ‘ ’, however, 7% neglect it in their translation as in “ ”. Only one student

did not translate this sentence. So, these two last groups use the strategy of avoidance in order to prevent any strange translation.

Translation	Students' Number	Percentage
	7	23%
	2	7%
/	8	27%
	3	10%
a	8	27%
	1	3%
No answer	1	3%
Students' total number	30	100%

Table 15: The translation of 'get' in 'to get home'



Graph 14: The translation of 'get' in 'to get home'

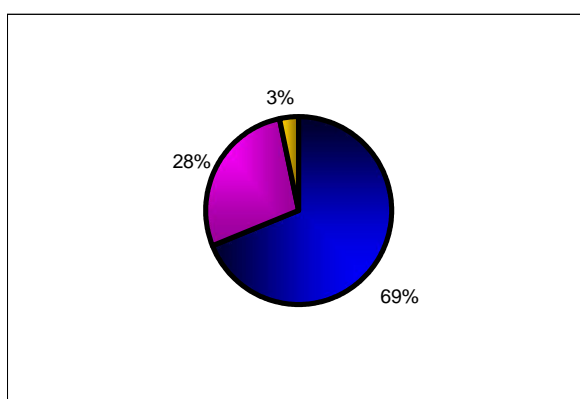
4. They did not eat the dry bread.....

This sentence has been translated in different ways as it is shown in Table 16.

Translation	Students' Number	Percentage
	20	69%
	8	28%
	1	3%
Students' total number	30	100%

Table 16: Strategies of translating “dry bread”

The great majority of students (20) render the word ‘dry’ into the Arabic word ‘ ’; this word is the core meaning of the polysemous word ‘dry’; that is to say, students did not rely on context and did not select the needed equivalent successfully from the bilingual dictionary. Eight students use the word ‘ ’; they may have found that the core meaning ‘ ’ does not suit the context, so they look for another equivalent which seems more suitable than ‘ ’, but this translation is not appropriate. Only one student has translated ‘dry’ by ‘ ’; he may have tried to elicit what the context means. However, ‘ ’ is not an equivalent to ‘dry’. In fact, the translation of this sentence is “they did not eat just bread (with no cheese or butter or something else)”.



Graph 15: Strategies of translating ‘dry bread’

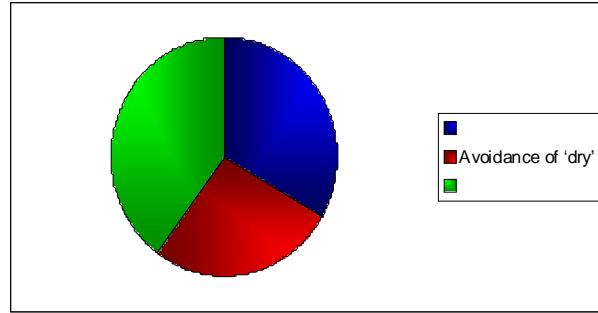
5. The farmer bought a dry cow.....

The appropriate translation of ‘dry’ in this context is ‘*gaw*’ or ‘*gaw*’ (cow that does not give milk). If the word ‘dry’ is translated by its core meaning ‘*gaw*’, the sentence would be strange because there is no “*gaw*”. However, 12 students translate it literally by using the core meaning. This means that they translate the words out of context. In addition, bilingual dictionaries do not help them in reaching an appropriate translation because most of the dictionaries do not provide any explanation or specification to each equivalent. In fact, 10 students reach the appropriate translation. That is to say, they take the context into consideration which shows them that ‘*gaw*’ does not suit the context. In fact, the context helps them selecting the appropriate equivalent from the suggested equivalents of the bilingual dictionary. Only eight students neglect the word ‘dry’ in their translation, such as in “

” without mentioning the adjective ‘dry’ in order to avoid any strange translation, but this method has changed the real meaning of the sentence since the farmer does not buy any cow but the one which does not produce milk. Hence the avoidance of ‘dry’ in the target language is not an efficient strategy.

Translation	Students’ number	Percentage
	10	33%
Avoidance of ‘dry’	8	27%
	12	40%
Students’ total number	30	100%

Table 17: The translation of dry in ‘dry cow’



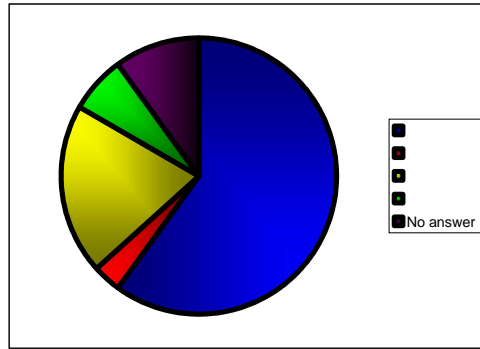
Graph 16: The translation of dry in 'dry cow'

6. The driver broke the law traffic.....

The meaning of 'break' in this context is that the driver did not respect the traffic law, so 'break' does not mean ' ' and the possible equivalents are ' ', ' ', ' ', and ' '. Hence, 18 students use ' ', 6 ' ', 2 ' ' and one ' '. Only three students give no answer. It can be said, here, that the context plays a great role in helping the students in selecting the suitable equivalents, so they succeed in using the bilingual dictionary positively. However, those who do not translate this sentence they do not understand the meaning, hence they prefer to avoid translating it at all.

Translation	Students' Number	Percentage
	18	60%
	1	3%
	6	20%
	2	7%
No answer	3	10%
Students' total number	30	100%

Table 18: The translation of 'break' in "break the law traffic"



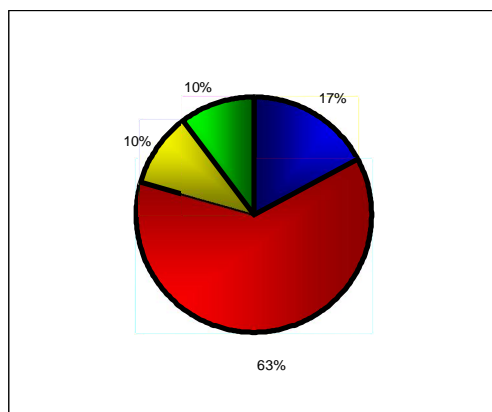
Graph 17: The translation of 'break' in 'break the law traffic'

7. The runner broke the world record.....

If the word 'break' is taken in context, the students can guess the appropriate equivalents from the suggested set of words in the dictionary. The word 'break' in this context has a known use which is ' '. For that reason, 63% of students succeed in their translation. The context is rendered into three different verbs ' ', ' ' and ' ', but they are not suitable. Consequently, the appropriate equivalents in this translation are chosen according to the context because it follows when we speak about a person who achieves a new world record the verb 'break', so the verb which best renders the meaning in Arabic is ' '.

Translation	Students' Number	Percentage
	5	17%
	18	63%
	3	10%
	3	10%
Students' total number	30	100%

Table 19: The suggested equivalents of 'break' in 'break the world record'



Graph 18: The suggested equivalents of 'break' in 'break the world record'

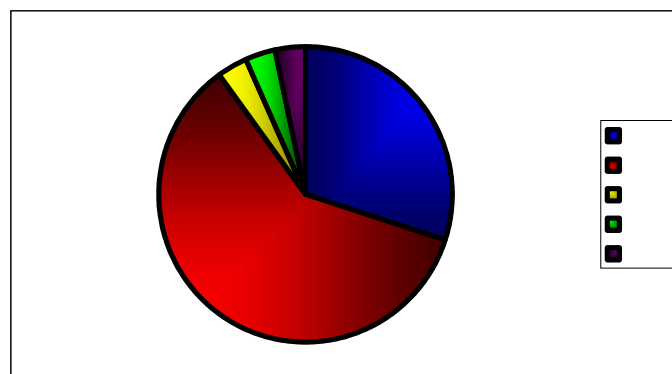
8. Why did you break his face?..... a

As Table 20 shows, students render 'break' by 'a', 'a', 'a', 'a' and 'a'. 'a', 'a' and 'a' seem suitable, but 'a' is the most appropriate. In fact, (18) students regard 'a' as a suitable translation to 'break', and (9) students use 'a' in their translation. It is clearly shown that the students succeed in translating the verb 'break' in this context which means that they used bilingual dictionaries successfully.

Hence, a different reasons helps the students selecting the appropriate translation of the polysemous words, they are the context and the obvious meaning of the sentence.

Translation	Students' Number	Percentage
a	9	30%
	18	61%
a	1	3%
	1	3%
a	1	3%
Students' total number	30	100%

Table 20: Translation of 'break' in "break the face"



Graph 19: Translation of 'break' in "break the face"

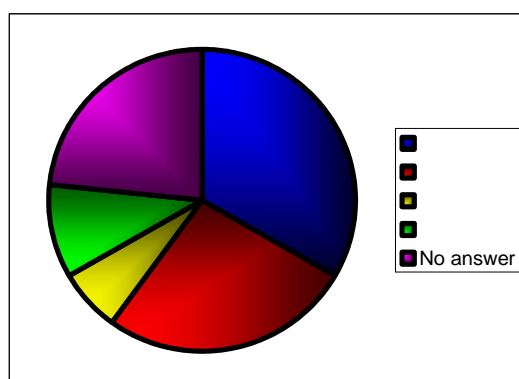
9. The manager's policy broke the bank.....

33% of the sample use ' ' which is the core meaning of 'break', but it is not appropriate in this context, hence we would consider this translation as mistranslation which is due to the misunderstanding of the verb 'to break' in this context . 27% use ' ' which seems a possible equivalent in this context, but the suitable one is ' ' which is used by 7% only. However, 10% of the students use ' ' which is not appropriate, i.e, the students misunderstand the context. In addition, 23% of the population avoid translating this sentence in order to prevent falling in mistakes. Moreover, this last group does not understand the real meaning of the verb 'break' which leads them to neglect it. That is to say, the success in

selecting the appropriate equivalents depends on the degree of understanding of the sentence which makes the bilingual dictionaries useful in choosing the right translation.

Translation	Students' Number	Percentage
	10	33%
	8	27%
	2	7%
	3	10%
No answer	7	23%
Students' total number	30	100%

Table 21: Equivalents to the word 'break' in "policy breaks the bank"



Graph 20: Equivalents to the word 'break' in "policy breaks the bank"

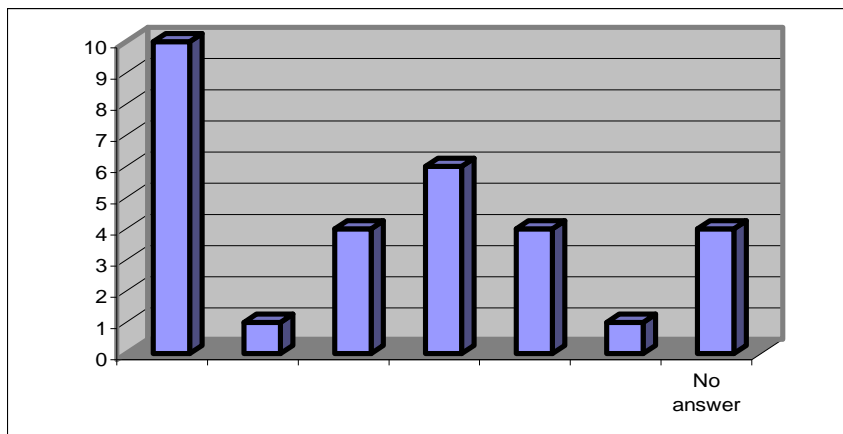
10. The storming weather has broken at last

This sentence means that the storming is over, so the verb 'break' can be translated as ' '. The same context is rendered into other possibilities; they are ' a' (used by 10 students), ' ' (one student), ' ' (6 students), ' ' (4 students) and ' ' (one student). All these equivalents can suit the context because they carry the meaning of 'finish' and in Arabic ' '. However, this does not mean that all students get the appropriate equivalent; four students used the word ' ' which is not suitable in this context and it is

considered as a literal translation. Moreover, four students did not give any answer in order to avoid any strange translation.

Translation	Students' Number	Percentage
a	10	34%
	1	3%
	4	13
	6	21%
	4	13%
	1	3%
No answer	4	13%
Students' total number	30	100%

Table 22: Students' translation of 'break' in Sentence 8



Graph 21: Students' translation of 'break' in Sentence 8

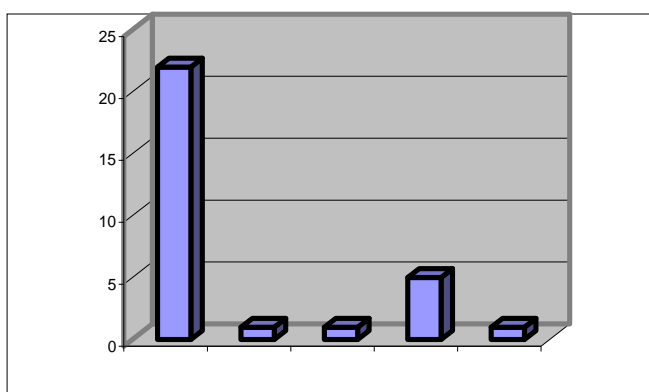
11. The boy took a beating from the teacher.....

In this sentence 'Took' does not mean taking a concrete thing, but it means to receive an action. Hence, the appropriate equivalent in this case is ' ' (which is selected by five students), and not " " (Which is selected by 22 students). Those who used ' ' as an equivalent, they translate the meaning, and those who translate 'took' as ' ' they translate the sentence literally. The later translation is not appropriate, though it seems acceptable,

because the meaning here is to a concrete object and the beating can not be taken as an object, but it is received as a result of doing something wrong. In addition, there are other equivalents which are suggested by students but they are not appropriate, such as “ ”, “ ”, and “ ”. All these translations are acceptable but not appropriate because it seems that the meaning of the selected verbs are used to receive something good and not for punishment, hence, the students understand the sentence and get its meaning, and they try to translate the sentence appropriately. For that, we can elicit from their translation that they have understood the real meaning of the sentence. Consequently, when the context of a sentence is clear and has an obvious meaning, the students can reach an acceptable translation.

Translation	Students' number	Percentage
	22	74%
	1	3%
	1	3%
	5	17%
	1	3%
Students' total number	30	100%

Table 23: Translation of 'took' in Sentence 9



Graph 22: Translation of 'took' in Sentence 9

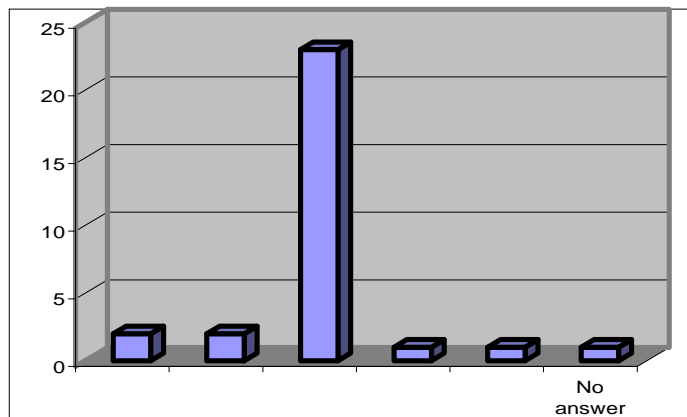
12. It takes time to reach town.....

The context of this sentence is obvious, and it means “it needs a period of time to reach town”. Because of this, most of the students select an appropriate equivalent to ‘takes time’ as follow: 7% of students use “ ”, 7% “ ”, and 77% “ ”. Moreover, only one student renders it by “ ”, and another one uses “ ”. But, one student does not give any answer.

Despite the fact that the suggested equivalents are not synonyms, they can substitute each other in this context. That is to say, when there is an obvious context, the students can select the appropriate equivalent. As a result, if the students understand the meaning, they will succeed in their translations and use bilingual dictionaries adequately.

Translation	Students’ number	Percentage
	2	7%
	2	7%
	23	77%
	1	3%
	1	3%
No answer	1	3%
Students’ total number	30	100%

Table 24: Translation of ‘it takes time’



Graph 23: Translation of 'it takes time'

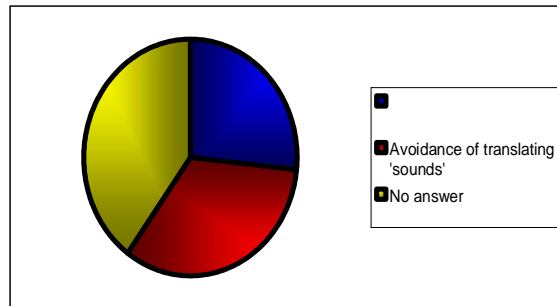
13. Your suggestion sounds reasonable.....

Translation	Students' number	Percentage
	8	27%
Avoidance of translating 'sound'	10	33%
No answer	12	40%
Students' total number	30	100%

Table 25: Translation of the verb 'sounds' in Sentence 11

As the table above shows, the majority of students do not get the suitable translation and 10 avoid translating the word 'sound' and they translate the sentence as “ ”. Apart from this, the students do not understand the meaning of 'sound' in this context and they do not get the needed equivalent in spite of using the bilingual dictionary. Whereas 12 students understand the meaning of the sentence and render the verb 'sound' by ‘ ’ which is the appropriate translation. So, the meaning of this sentence is far from the core meaning of 'sound' which is ‘ ’, so that, the context helps in selecting the appropriate equivalents. That is to say, if we translate this sentence literally, we get a meaningless sentence. Because if we take the core meaning ‘ ’ means that the suggestion has a voice and this is not normal.

Thus, if we rely on the context, we can reach an appropriate translation. Hence, ‘sound’ in this context means ‘seem’.



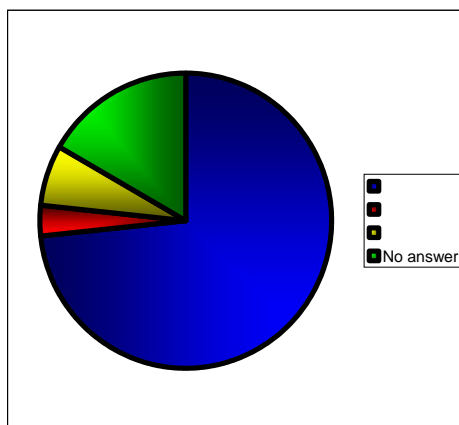
Graph 24: Translation of the verb ‘sounds’ in Sentence 11

14. It is a sound basis.....

A literal translation has been applied in the translation of this sentence by most of students, but it is not appropriate in this context because it disambiguates the real meaning. What is more is no one gets the appropriate translation which is ‘seem’. The majority of them translate it by its core meaning ‘sound’ as in “.....” or “.....”. The other students use other words as ‘.....’ and ‘.....’. The students are not familiar with the peripheral meanings of the word ‘sound’; they mainly know it only as ‘sound’. Therefore, they are confused. Furthermore, 16% of students do not translate this sentence because they do not understand the meaning of the sentence, and they do not prefer to answer in order to avoid any strange translation. In that case the students can not catch the meaning of ‘sound’ in this context because they do not know that the word ‘sound’ carries other meanings which depend on the context. As a result, the word ‘sound’ has different meanings depending on whether it is used as a verb or an adjective.

Translation	Students' number	Percentage
	22	73%
	1	7%
	2	3%
No answer	5	17%
Students' total number	30	100%

Table 26: Translation of 'sound' in Sentence 12



Graph 25: Translation of 'sound' in Sentence 12

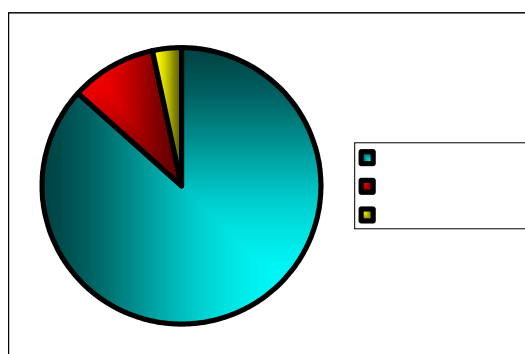
15. Thank you for your sound advice.....

The appropriate translation of 'sound' in this context is ' '. As the table below shows, the big majority of students (26) omit the word 'sound' in their translation; they translate it as " ", those students use the avoidance strategy in order to avoid any possibility of being wrong, however, the omission of the adjective 'sound' reduce the real meaning of the sentence because I do not thank you for just an advice but for a perfect one. Although the rest of the students try to translate the word 'sound', they do not succeed in selecting the appropriate equivalents. They use the word ' ' as in " " (used by 3 students) which is a literal translation, and ' ' as in " "

”. Both of the two translations are not appropriate, that is to say, the misunderstanding of the meaning leads to a mistranslation of the sentence.

Translation	Students' number	Percentage
	26	87%
	3	10%
	1	3%
Total	30	100%

Table 27: Translation of ‘sound’ in ‘sound advice’



Graph 26: Translation of ‘sound’ in ‘sound advice’

2.5. Summary of Findings

To sum up, the results gained from the analysis of the test and the questionnaire show the following findings:

- The majority of students like translation.
- Most students find difficulties in the translation from Arabic into English.
- Many students face difficulties in translating lexical items and tenses.
- The great majority of the sample said that translation rules are easy to acquire but do not help them in all cases.
- Most students do not know polysemous words and find difficulties in translating them.

- A big number of students use bilingual dictionaries, but they think that they are not helpful in all cases.
- Most of the time, the students use the literal translation and sometimes avoid translating the polysemous words, and sometimes do not translate the whole sentence.
- Translation depends on the context, and the translation method that has been chosen by the translator.
- It seems that English uses the same verb in different situations and Arabic uses other verbs which are derived from the verb which shares the same core meaning with the English verb or another verb which is completely different.
- It is not necessary for English and Arabic lexical items to have the same core meaning to be equivalent in all contexts in which the English lexical items may be used.
- Despite the use of bilingual dictionaries, students do not succeed in the translation of polysemous words.
- In order to benefit from bilingual dictionaries, various conditions should be provided such as context.

Conclusion

Throughout the analysis of the test and the questionnaire, the findings serve the hypothesis of this research. Although students use bilingual dictionaries, they do not achieve an appropriate translation. Hence, it is concluded that if students are familiar with a polysemous word and the context of a sentence is obvious they translate it correctly. However, when they find polysemous words with which they are not familiar, they fail in translating them. Moreover, when they face an ambiguous sentence, they translate it incorrectly. Hence, the misunderstanding of a sentence leads to a mistranslation. Although students use bilingual dictionaries, they do not succeed in selecting the appropriate

equivalents of the polysemous words. As a result, in order to benefit from using bilingual dictionaries in translating polysemous words, students should take the context into consideration. In addition, without considering both linguistic and extra-linguistic aspects, dictionaries will always remain deficient.

General Conclusion

This research was conducted to gain more insights in students' use of bilingual dictionaries in translating polysemous words with a focus on the problems that may face them.

The findings serve the hypothesis and show that the students do not succeed in selecting the needed equivalent from the dictionary. That is to say, bilingual dictionary does not help students in selecting the appropriate equivalent of polysemous words.

In conclusion, the bilingual dictionary is a tool that helps in translation. It gives the target equivalent easily and quickly but it offers limited information because we may find one word with a series of equivalent in the other language without giving the context or the pragmatic use of each equivalent. This may confuse students in the choice of the appropriate equivalent; hence, students should take context into consideration. Moreover, the students can benefit from the use of bilingual dictionary and select the appropriate equivalent if they are aware about polysemy and know that each meaning depends on the context where it is used. All in all, without an account of the non-linguistic phenomena involved in translation, bilingual dictionaries will always remain deficient.

This research is designed in order to contribute effectively in showing the way of using bilingual dictionaries without falling in mistakes. Moreover, the results obtained help the students to pay more attention to their mistakes, and the comments also help them in improving their abilities in translating polysemous words by using the bilingual dictionary.

Finally, teachers should make students aware about the strategies of translation and pay more attention to the context, because it is the key of any translation. Furthermore,

teachers should advise the students on the way and procedures of using the bilingual dictionary.

Limitation of the study

Due to many reasons, this study contains potential limitations. The first limitation is that it was impossible to deal with all second year students, because of the huge number of students and limited time. The second limitation is that during the test there were not enough bilingual dictionaries used by students.

Implications for further study

This study has attempted to highlight some points concerning the translation of polysemous words and the use of the bilingual dictionary in translating them. More research can reveal very important points about the translation of synonymy, collocations, idioms, and phrasal verbs through the use of the bilingual dictionary. Furthermore, future studies may replicate the study in other ways and involve a large sample.

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Appendix One: The Questionnaire

Dear Students

This questionnaire is a part of a research work which is intended to see whether bilingual dictionaries affect the translation of polysemous words. It aims also at testing students' awareness about polysemous words.

I would be very grateful if you could answer the following questionnaire by putting (x) in the appropriate box.

Thank you in advance.

1. Do you like translation?

Yes

No

2. How do evaluate yourself in translation?

Excellent

Average

Very good

Bad

Good

Very bad

3. Which translation do you find difficult?

From English into Arabic

From Arabic into English

4. Where do you find difficulties?

Tenses Lexical items

Conjunctions Prepositions

5. Are translation rules easy to acquire?

Yes No

6. Do translation rules help you in reaching an appropriate translation?

Always Sometimes Never

7. Do you know polysemous words?

Yes No

8. If yes, are they?

Words that have the same meanings

Words that have different meanings

Words with the same shape and several meanings

Words with the same spelling or pronunciation and different meanings

9. Do you find problems and difficulties in translating polysemous Words?

Yes No

10. Whatever the answer say why?

.....

11. Do you use the dictionary when you translate?

Yes

No

12. Which type of dictionary do you use?

Bilingual

Monolingual

13. Does bilingual dictionary help you in selecting the appropriate equivalent of polysemous words?

Always

Sometimes

Never

Appendix Two: The Test

Translate the sentences into Arabic by using bilingual dictionary.

1. I need to get some bread.

.....

2. I get the idea.

.....

3. We need to get home.

.....

4. They did not eat the dry bread.

.....

5. The farmer bought a dry cow.

.....

6. The driver broke the traffic law.

.....

7. The runner broke the world record.

.....

8. Why did you break his face?

.....

9. The manager's policy broke the bank.

.....

10. The storming weather has broken at last.

.....

11. The boy took a beating from the teacher.

.....

12. It takes time to reach town.

.....
13. Your suggestion sounds reasonable.

.....
14. It is a sound basis.

.....
15. Thank you for your sound advice.
.....

Résumé

La présente thèse porte sur les problèmes de l'utilisation de dictionnaires bilingue pour traduire les mots anglais polysémiques par les étudiants de deuxième année d'anglais. Elle vise à vérifier si le dictionnaire bilingue entraîne des problèmes lors de la traduction des mots anglais polysémiques ou non et analyser les stratégies des étudiants dans la traduction des mots polysémiques. En outre, la principale préoccupation de cet article est de savoir dans quelle mesure les étudiants bénéficient de l'aide de dictionnaire bilingue. Ce travail est divisé en deux grands chapitres. Le premier chapitre traite la partie théorique qui comprend un aperçu sur traduction, la polysémie et les dictionnaires bilingues. Le deuxième chapitre traite la partie pratique qui contient un questionnaire et un essai afin de tester l'hypothèse de cette étude. Grâce à une série de questionnaires administrés à des étudiants de deuxième année au département d'anglais à l'université Mentouri-Constantine, pour connaître si les étudiants bénéficient de l'aide du dictionnaire bilingue. Le résultat montre que les étudiants n'utilisent pas le dictionnaire de manière adéquate et qu'ils échouent dans leurs traductions. Ainsi, cette thèse focalise à montrer les problèmes rencontrés par les étudiants quand ils utilisent le dictionnaire bilingue dans leurs choix des mots équivalents aux mots polysémiques et à leur fournir des solutions et des conseils afin de bien bénéficier de l'utilisation du dictionnaire bilingue.