الاشتراك اللفظي (تعدد المعاني) كمشكلة في الترجمة

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خُلاَصَة الدراسة

تهدف هذه الدراسة إلى تسليط الضوء على إحدى المشكلات المعجمية التي تؤثر على أداء طلاب السنة الرابعة ــ شعبة الترجمة بكلية اللغات والترجمة بجامعة الزاوية أثناء محاولتهم الترجمة من الإنجليزية إلى العربية وبالعكس. تكمن هذه المشكلة في الطبيعة الغامضة للكلمات الإنجليزية، وخاصة الكلمات متعددة المعاني. من أجل التحقيق في هذه المشكلة، نفترض أنه إذا استفاد طلاب السنة الرابعة من السياق اللغوي فسوف ينجحون في ترجمة الكلمات متعددة المعاني. وللتحقق من هذه الفرضية وتحقيق أهداف هذا البحث تم إجراء اختبار واستبانة على عينة من طلاب السنة الرابعة. إحدى النقاط التي يركز عليها هذا البحث هي كيف يساعد السياق ويمكن تعزيزه في ترجمة الكلمات متعددة المعاني. بمعنى آخر، يعتمد طلاب السنة الرابعة على السياق اللغوي عند محاولة ترجمة الكلمات متعددة المعاني. كما يتم أيضًا فحص إمكانات نجاح الطلاب في اختيار المقابل المناسب في اللغة الهدف (TL). وبشكل عام، أظهرت نتائج الدراسة أنه بسبب عدم وعي الطلاب بتعدد المعاني كميزة مشتركة بين اللغتين العربية والإنجليزية، واعتمادهم على المعاني المشتركة للكلمات متعددة المعاني في الجمل والنصوص، فإنهم يواجهون صعوبات كبيرة عند القيام بمهام الترجمة.

Issues of Polysemous Words in Translation
A case study of Fourth Year Students – Translation Sectionat Faculty of Languages & Translation in Zawia University - May, 2023

Abstract

This study is carried out to shed light on one of the lexical problems affecting the performance of Fourth Year Students – Translation sectionat Faculty of Languages & Translation in Zawia University, while attempting to translate

from English into Arabic and vice versa. This problem is the ambiguous nature of English words, particularlypolysemic words. In order to investigate this problem, we hypothesize that if 4th 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 Fourth 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 word,4th Year students rely on the linguistic context when attempting translation of polysemous words.Also, students' potential of success in choosing the appropriate equivalent in the Target Language (**TL**) is examined. Overall, the findings of the study show that because of students' lack of awareness of polysemy as a common feature of Arabic and English, and their dependence on the common meanings of polysemous words in sentences and texts, they encounter serious difficulties when carrying out translation tasks.

Keywords: polysemous words, context, Arabic-speaking EFL Learners, core meaning, translation

Rationale

Palmer (1996) indicates that "polysemy is a case in which the same word may have a set of different meanings." (p. 100).According toQuiroga-Clare (2003) (Cited in Ali et. al. (2014, p. 38) "Something is ambiguouswhen it can be understood in two or morepossible senses or ways. If the ambiguity isin a single word, it is called lexicalambiguity. In a sentence or clause, it isstructural ambiguity."

1.1 Introduction

Translation plays a significant role in communication between different communities. Occasionally, it isa difficult task to find the equivalent words in the target language to produce a clear message. This is not theonly challenge that students experience but they also face many other problems in translating texts fromEnglish into Arabic and vice versa. Lexical or grammatical aspects may cause these problems. One of theseproblems is the lexical problems that need to be investigated in order to find appropriate

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solutions. TranslatingEnglish polysemous words into Arabic is one of the lexical problems faced by students. Translation of *Polysemy* is an important skill in translation and interpretation of words, meaning in sentences and texts. *Polysemy* is the existence of multiple but related meanings for a single form. It is also an effect of relevance of the human ability to select the interpretation which maximizes useful information while minimizing processing cost.Students sometimes find difficulties in recognizing the appropriate meanings of the Englishpolysemous words, particularly the key words, to produce a clear Arabic text. Therefore, they usually fail intransferring the message of the ST. This problem is often serious when the students involve in translating textsfrom English into Arabic.

1.2 Statement of Problem

There are some of Libyan students who face problems of translation polysemy when they translate from English to Arabic and Arabic to English. Many of students have difficulty with some sentences and texts. For example, "*stage*" has two meanings: (1)"**step**" (خطوة-مرحلة) ; (2) "**a platform in the theatre**" (خشبة المسرح). So some of the students take the familiar meaning of word; this gives rise to problems in translation of those students.

1.3 Statement of purpose

The purpose of this study is to shed some light on difficulties of polysemous words in sentences and texts for Libyan students of Fourth Year Students – Translation sectionat Faculty of Languages & Translation in Zawia University.

1.4 Research questions

1. Why do students rely on common meaning of the words?
2. Are students familiar with polysemous words?
3. Is there any difference of word meaning among sentences and texts?
4. What are the difficulties that 4^{th}year students may face when translating polysemous words?

1.5 Research Hypothesis

To discover some problems that face some students in translation of polysemy, we formulate the following hypotheses

1) **Hypothesis 1:**

The 4th year students at department of English Zawia University consider the meaning of sentences and texts as depending on the common meaning of polysemous words when they translate sentences and texts.

2) Hypothesis 2:

The 4th year students at the Department of English are not familiar with polysemous words. Therefore, they do not succeed in choosing the appropriate equivalent of target language.

3) Hypothesis 3:

These big differences of meaning in sentences and texts cause translation problems for these students.

4) Hypothesis 4:

Those students have more problems in translation from Arabic to English than from English to Arabic.

1.6 Scope of study

In this study, the specific area of research is translation of Polysemous word in sentences and texts by 4th year students at department of English– Translation sectionat Faculty of Languages & Translation in Zawia University.

1.7 Justification

The importance of this study is justified on the grounds that problems and difficultieswith polysemous words and how students deal with those words and select meaning, can help in revealing strategies students use in translation tasks.

Review of Related Literature

2.1 What is Translation?

"Translation is the transference of meaning from one language into another" (Ray, 1962). Also, "Translation is a process by which thought and idea are translated from one language into another" (Buzelli, 1969). "Translation is the transformation of an original text in one language into another equivalent text in a different language, as far as possible the content of the message and features and functional roles of original text are retained." (Bell, 1991). "Translation is concerned with the reproduction of closest equivalent of the source language text (for textual material) in target language."(Nida, 1974).

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According to Nida and Taber, translation consists in producing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style (1969, p.12).

2.2 Definition of the polysemy

Ghazala claims that polysemy is when a word has more than one meaning. Also, he says that many polysemous words have a common meaning which is two or more popular and known than other meanings. It is called "core" or "central meaning". Also "The Polysemy is a lexeme which has number of sense" (1995, p.99). According to Finch (2000, p.173), "Polysemy is a sense relation in which a lexeme has acquired more than one meaning. As for Al-munjd (1999, p.15),"Polysemy is the one of most common linguistic phenomena in all languages, and it is known as multiplicity of meaning".

Mainly, polysemy is the case of a single lexical item having multiple meaning. For instance, the word "fix" has many meanings, such as, ***arrange***, ***get ready*** (food and drinks) and ***repair***. Yule (1987, p.97) also points out that polysemy is a case in which one form (written or spoken) has meanings which are related by extension. Taylor (1995, p.99), states that polyseme means the association of two or more related senses with single linguistic form. Penam(1982, p.108) argues that polysemy is the phenomenon where two or more identical forms have different but related meanings.

2.3 Problems of Translation of Polysemous words

According to Ghazala (1995, p.99),"Many Polysemous words have a common meaning which is more popular and know than other meanings". For example, "*sound*" has the core meaning of the noise from the mouth made by the vocal cords. Other less popular meanings of "*sound*" are: "***firm***", "***solid***", "***valid***", "***a narrow channel***", "***an inlet of sea***" and other several meanings. The most popular meaning of " sound " is(صوت). Here are these examples:

   a. "I like the sound of birds": as (أحب صوت الطيور).

   b. "The vocal cords produce the sound": as (تنتج الحبال الصوتية الصوت).

In these examples, "*sound*" is used common meaning (صوت). Students do not have a problem here. However, their problems start when "*sound*" is used in its less common, or unknown meanings on the part of the students. Here are some examples of the "sound" as polysemous word.

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1. "Your suggestion *sounds* reasonable.":(يبدو اقتراحك معقولا)
2. "Thank you for your *sound* advice.":(أشكرك على نصيحتك الحكيمة)
3. "Children sleep a *sound* sleep.":(ينام الأطفال نوما عميقا)
4. The *sound* is quite narrow.":(ذاك البرزخ ضيق جدا).

Explanation of examples of "sound":

The grammatical class of the word, i.e. (verb, noun, adjective, etc…)can be a guide to its polysemous word "sound". For instance, it is known to students as a noun; also when it is used as verb or an adjective, it can have different meanings. In the example given earlier, *"sound"* is used as a verb in this example "Your suggestion *sounds* reasonable". The students must suspect that it can have another meaning; its meaning is equivalent to "seem". Also, when used as an adjective, it has different meanings such as, "*sound* advice" (نصيحة حكيمة)and "*sound* basis"(أساس صلب), also "*sound* beliefs" (معتقدات راسخة)etc.

The type of the text is another good guide to students. For example, in a text about birds, "*sound*" has the common meaning (صوت). Also, in a passage about phonetics, "*sound*" also has the common meaning (صوت). However, in a geographical text talking about rivers, sea and inlets, a "*sound*" is not expected to the have meaning of (صوت), but rather something geographical i.e. "water passage" (ممر مائي /برزخ).

Another example of polysemous words is "*break*". The students know the common meaning of "break" as(كسر) when used as a verb and noun, (تكسير - كسر), e.g.

a. "The boy broke the window." : (كسر الولد النافذة)
b. "We expected the break of the lock.":(توقعنا كسر القفل)

The meaning of (كسر) is not the only one meaning for "*break*", but there are many other meanings for it such as:

a. "You may have a *break*.": (استراحة /فرصة)(يمكنكم أخد راحة)
b. "Some people *break* the law." : (يخرق بعض الناس القانون)
c. "Please, do not *break* your promise.": (من فضلك، لا تخلف وعدك)
d. "The dawn *breaks* at 5o'clock today." : (يبزغ الفجر عند الساعة 5 اليوم)

Explanation of examples of "break"

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The students know of the common meaning of "***break***" as (كسر), but the word "***break***" as a polysemous word, has more than one meaning. For instance, in "You may have a break.", "***break***" means(راحة), whereas in "break the law", "***break***" means(يخرق). Here are more examples:

a. "The storming weather has broken at last."(انكسر جو العاصفة أخيرا)
b. "She will break the news soon."(سوف تكسر الأخبار أخيرا)
c. "This medicine will break you of smoking." (سوف يكسرك هذا الدواء من التدخين)

All these translations do not make sense in Arabic يكسر. So, some of students do not know other meanings of "***break***". Therefore, they cannot expect them in such uses: neither a medicine can break someone, nor the weather breaks down, nor someone can break the news down. However, a medicine can make someone dispose of smoking; the summer weather, for instance, comes to an end; and the news can be reported. Therefore, the sensible translations of "break" are: (1) (انتهى);(2) (تفشى); (3) (يخلصك) respectively.

Moreover, one can define polysemy as a case in which a single word has multiple meanings; each of these meaning has to be learnt separately in order to be understood. For example, the term ***flight*** has more than one meaning as (the power of flying), (an air journey), (a series of steps) and (a unit of air force) (Finch, 2000: p.173). However, some students do not know other meanings of this term. Therefore, translating this word into its central or core meaning may cause translation problems.

According to Ullman, polyseme "means that one word can more than one sense" (1957,p.117). Consequently,polyseme is the capacity of a word to have multiple but related meanings. For example, "***foot***" has core meaning which is "a body part" and a peripheral meaning which is "bottom part of something such as foot of table". (Beretta, A. Et al. 2005, p.14).Also, "head" means "the object on the top of the human body or of a person on the top of department". (Yule, 2000:p.107).

2.4 Difference between Polysemy and Monosemy

Gahzala writes: (1995, p.99) "The polysemy is when a word has more than one meaning whereasthe **monosemy** which is described as a word with one single meaning only. For instance, "**sleep**" has one meaning only (ينام/نوم)."
Polysemy is the association of one word with two or more distinct meanings. In contrast, a one- to-one match between a word and meaning called monosemy. According to Croft (2000), monosemy is probably most clearly found in specialized vocabulary; it has one meaning. Also, according to some estimates, more than 40% of English words have more than one meaning, confirming the fact that so many words are polysemous words.

2.5 Some words as examples of polysemy in translation

1. *Table*: a piece of furniture, dining table, facts /numbers.
2. *Accept*: take willingly, receive as suitable, agree, admit responsibility, to believe that something is true, etc.
3. *Count*: to say the numbers in the right order, to calculate, include, consider(n), saying numbers, measurement.
4. *Funny*: amusing, strange, suspicious / illegal, crazy, entertainment, witty, humorous, comic, hilarious.
5. *Love*: affection, romantic(fall in love with someone), enjoyment.
6. *Play*: something done for pleasure, a drama, a game, etc.

2.6 Review of previous study

Polysemy as a lexical Problem in Translation

Mohammed (2009) assumes that, polysemous words give rise to problems in translation when they appear in sentences. He also defines polysemy in English and in Arabic. In English, polysemy is multicity of meaning and is considered a common feature of English and Arabic. However, in Arabic, according to Al Munjied (1999: p.15),polysemy is one of the most common linguistic phenomenon in all languages and defines polysemy as the multiplicity of meaning. The purpose of the study is to shed light on polysemous words as problems in translation: how they are dealt with by fourth year students at the Department of Translation University of Mosel while attempting to translate some words chosen from English to English dictionaries. Mainly, Mohammed (2009) hypothesizes that fourth year students do not know whether to focus on core or central meanings of

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polysemous words. To test this hypothesis and to accomplish the aims of this paper, a test for the sample from fourth year is administered. It is found out that the four year students depend on common meanings of polysemous words.

Ambiguity of polysemous English words in translation

Hamlaoui (2010-2009), has attempted to shed light on 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. The problem is particularly polysemic words. In order to investigate this problem, he hypothesizes that if second year students make use of linguistic context they will succeed in translating polysemous words. To check this hypothesis and to achieve the aims of this study, a test and questionnaire are administered to a sample of second year students. Hamlaoui(2010-2009) concludes that students rely on the linguistic context when attempting translation of polysemous words.

Investigating problems of translating polysemous words encountered by fourth year students at Dept. of English – Translation section at Faculty of Languages & Translation in Zawia University.

The aim of this study is to investigate the hypothesis whether the 4th year of English succeed in translating polysemous words when they translate from English to Arabic and vice versa.

3.1 Methodology

3.1.1 Subjects

The subjects of this sample are chosen from the 4th year students of English Dept. – Translation section at Faculty of Languages & Translation in Zawia University.The underlying assumption for choosing participants from the fourthgrade is that they have received formal instruction in translation as an independent section for two successive years. Therefore, the goal is to see how these students deal with English words in translation and to see whether they rely on central or multiple meanings of polysemic words in sentences and texts.The total number of the sample is 47: 30 subjects participate in the questionnaire, whereas 17 take the test.

3.1.2 Data collection methods

Data is collected through two methods. These are a test and a questionnaire to test the hypothesis and to achieve the aims of this research.

3.1.3.1 Questionnaire The questionnaire consists of ten questions that are general information about translation and how to deal with it.**3.1.3.2 Test**In this paper, another data collection method is used: a test consisting of two texts and sentences that are to be translated from English to Arabic and vice versa.

3.1.3 Data analysis

**3.1.3.1   Questionnaire analysis**

1) **Question 1**: "*Do you like translation*?"
   a. YES   b. NO

This question assumes that when students like translation, they may do their best to understand it. According to **Table 1** below, most of the students (93%) like translation and (07%) do not like it.

Student's answer	Number of students	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

Table1: Analysis of participants' answers to Q1 on the questionnaire

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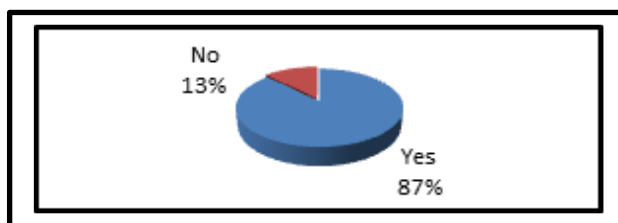
Graph 1: Percentage of participants' answers to Q1 on the questionnaire

2) Question 2: "***Are translation rules easy to acquire for you?***"
a. YES   b. NO

60%of students (18) answer ***YES***. Those students have the ability to find translation rules easy to acquire. Those students like translation. However, other students 14(40%) answer ***No***. Those students have difficulties of translation when they translate. See **Table 2** below.

Student' s answer	Number of student	Percentage
Yes	18	60%
No	14	40%
Total	30	100%

Table 2: Analysis of participants' answers to Q2 on the questionnaire
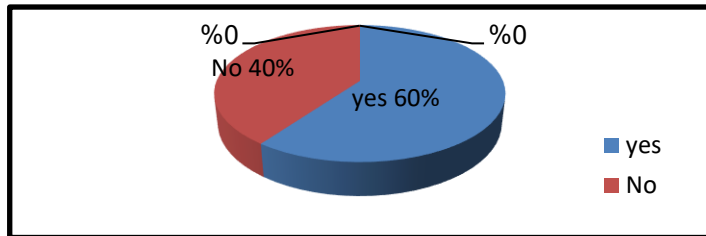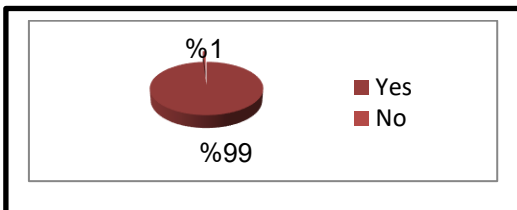

Graph 2: Percentage of participants' answers to Q2 on the questionnaire

3)Question 3:"***Do you use the dictionary when you translate?***"
a. YES   b. NO

The greatest number of students31(99%) answer ***Yes***. For them the use of the dictionary in translation tasks is the common method, especially with foreign language. Only 1(1%) student answers ***No***. See **Table 3** below.

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Student's answer	Number of students	Percentage
Yes	31	99%
No	1	1%
Total	30	100%

Table 3: Analysis of participants' answers to Q3 on the questionnaire
Graph 3: Percentage of participants' answers to Q3 on the questionnaire

4) **Question 4:** "***Do you know polysemous words?***"

         a. Yes   b. No

This question assumes whether being familiar with polysemous words helps students succeed in their translation tasks. 16 (50%) students answer ***YES***, whereas the other 16 students (50%) answer ***NO***. See **Table 4** below.

Student's answer	Number of students	Percentage
Yes	16	50%
No	16	50%

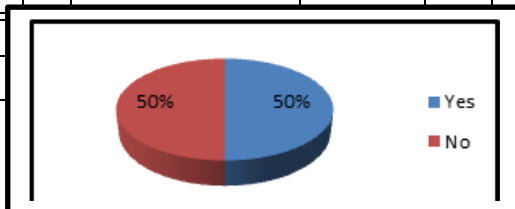| Student's answer	Number of students	Percentage	
Yes	25 32	83%	100%
No			
Total			

Table 4: Analysis of participants' answers to Q4 on the questionnaire

Graph 4: Percentage of participants' answers to Q4 on the questionnaire

5) **Question 5:** "*Do you find problems in translating polysemous words?*"

     a. YES   b. NO

The majority of students, 25 (83%) answer **YES**. They say they particularly face many problems with selecting the appropriate meaning of polysemous words in their translation. The other 7 students (17%) do not know that.See **Table 5** below.
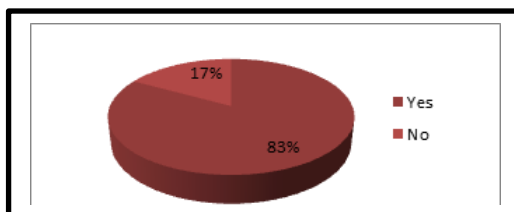

Table 5: Analysis of participants' answers to Q5 on the questionnaire

Graph 5: Percentage of participants' answers to Q5 on the questionnaire

6)**Question 6:** "*Which dictionary do you use when you translate?*"

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a. English to English and Arabic   b. Arabic to English

This question reveals which dictionaries students use in their translation. Most of students (20) (66%) say they use the Arabic dictionary to translate English. 12 students (34%) say they use English dictionary.See **Table 6** below.

Student's answer	Number of students	Percentage
English to English and Arabic	12	34%
Arabic to English	20	66%
Total	30	100%

Table 6: Analysis of participants' answers to Q6 on the questionnaire
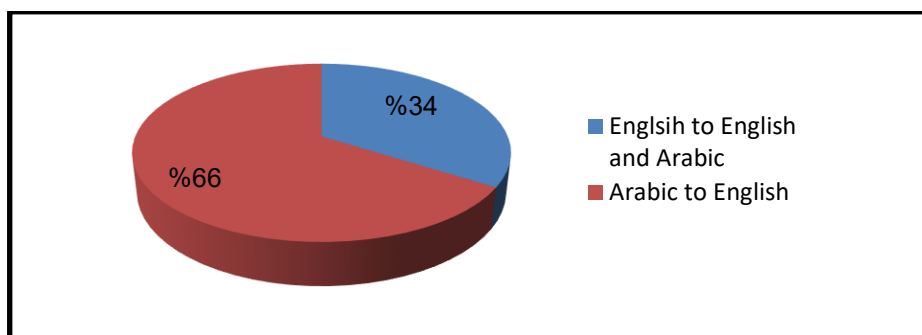
Graph 6: Percentage of participants' answers to Q6 on the questionnaire

7) Question 7: "*Which translation do you find it difficult?*"

a. From Arabic to English   b. From English to Arabic

This question attempts to identify student's problems with translating polysemous words. Most of students, 20 (66%)have difficulties in translation from Arabic to English, while 12 students (43%) have problems in translation from English to Arabic.See **Table 7** below.

Student's answer	Number of students	Percentage

14

From Arabic to English	20	66%
From English to Arabic	12	34%
Total	32	100%

Table 7: Analysis of participants' answers to Q7 on the questionnaire
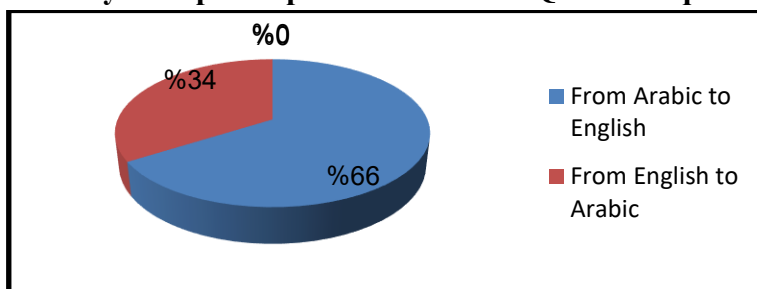
Graph 7: Percentage of participants' answers to Q7 on the questionnaire

8) Question 8: "*Where do you find difficulties of meaning?*"

        a. Grammatical   b. Lexical

This question points out which issues of polysemous words in translation that are more problematic, grammatical or/and lexical to be checked. Great number of the students (18) (62%) choose the lexical meaning. 11 students (38%) have problems with grammatical aspects such as tenses and conjunctions. See table 8.

Student's answer	Number of students	Percentage
Lexical	18	62%
Grammatical	11	38%
total	32	100%

Table 8: Analysis of participants' answers to Q8 on the questionnaire

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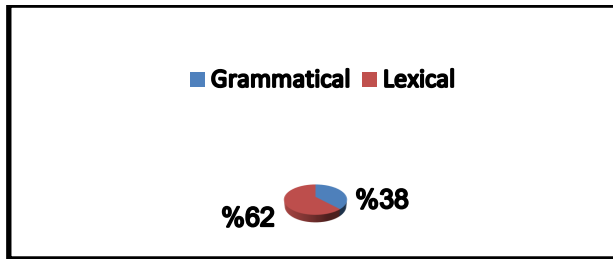
Graph 8: Percentage of participants' answers to Q8 on the questionnaire

**9) Question 9:** "*The Polysemous words...*"

   a. Word has the same meaning.   b. Word has more than one meaning.
c. No answer.

   That question explains the definition of polysemy and indicates the extent to which students are familiar with polysemous words.16students (53%) are not familiar with polysemous words and pick the ***No Answers*** choice and only 4(7%) of the students answer that polysemous words have same the meaning. 12(40%) students answer thata polysemous word has more than one meaning. See**Table 9**below.

Student's answers	Number of students	Percentage
Word has same meaning.	4	7%
Word has more than one meaning.	12	40%
No answer.	16	53%
Total	32	100

Table9: Analysis of participants' answers to Q9 on the questionnaire
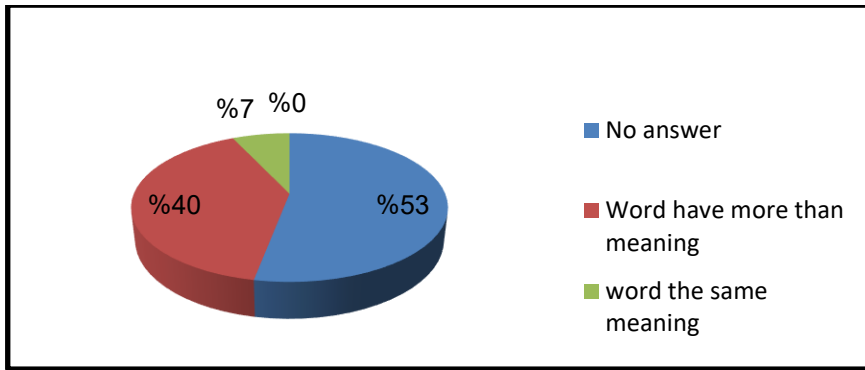
Graph 9: Percentage of participants' answers to Q9 on the questionnaire

10) Question 10: "*How do you evaluate yourself in translation?*"

a. Excellent   b. Average   c. Bad

This question is about the levels of the students in translation. Majority of the students (27) (90%) evaluate themselves as *Average*and3(6%) of them evaluate themselves as *Bad* at translation and only 2(4%) of students are excellent at translation. See **Table 10**below.

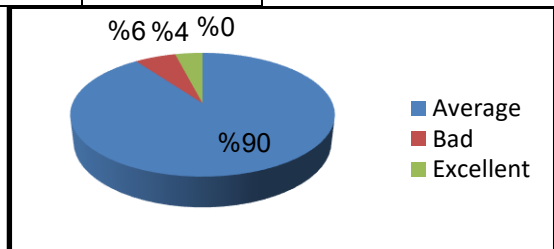| Student's answers	Number of students	Percentage
Excellent	2	4%
Average	27	90%
Bad	3	6%
Total	32	100%

Table10: Analysis of participants' answers to Q10 on the questionnaire
Graph 10: percentage of participants' answers to Q10 on the

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questionnaire

3.1.3.2 Analysis of Test Results 3.1.3.2.1 Sentences from English into Arabic3.1.3.2.1.1 Stimuli

1. **"Sound"**
   a) **"Sound"/"حكيمة"**

1. "**Thank you for your sound advice**."   (Gazalah, 1995: p.102)
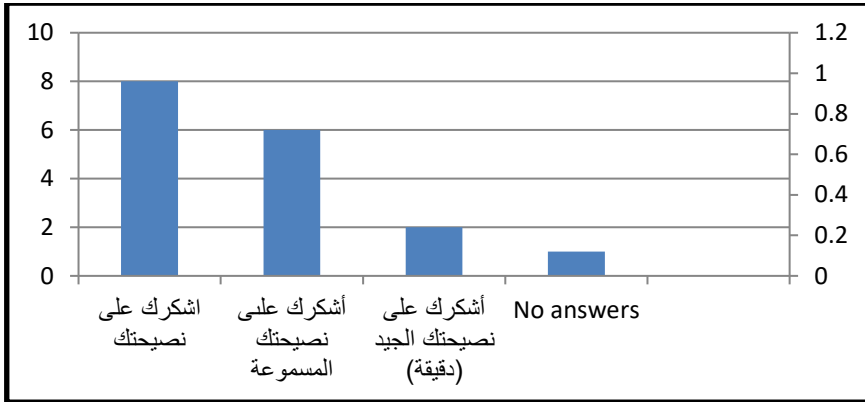
In this sentence, the word **'sound'** is used as a polysemous word, which is translated as (نصيحتك الحكيمة). The subjects translate this word with different meanings in TL. All the subjects produce incorrect translations, except for three subjects whose translations are very near to Gazalah's standard translation (أشكرك على نصيحتك القيمة), as follows:

a) أشكرك علي نصيحتك   b. أشكرك على نصيحتك المسموعة   c. أشكرك على
نصيحتك الجيدة (دقيقة)

Table 11 below shows the statistical analysis for the results of the stimulus **"Sound"/"حكيمة"**:

Translation	Number of students	Percentage
أشكرك على نصيحتك	8	53%
أشكرك على نصيحتك المسموعة	6	40%
أشكرك على نصيحتك الجيدة(دقيقة)	3	7%
Total	17	1oo%

Table 11: Statistical analysis for the results of the stimulus "Sound"/
"حكيمة"

Graph 11a: Percentage of participants' performance on the stimulus *"Sound"/*"حكيمة"

    b) **"Sound"/"صَوْت"**

2. "*I like the sound of birds.*" (ibid, 101).

In this sentence, the word *'sound'*is used in its common meaning as أحب صوت (الطيور).6 subjects succeed in their translations (common meaning), 8 subjects translate it as (أحب صوت العصافير) and one of the subjects translates it as أحب (صوت زقزقة العصافير). See **Table 12** below:

Translation	Number of students	Percentage
Correct	**14**	**82%**
Incorrect	**3**	**17%**
Total	**17**	**100%**

Table 12: Statistical analysis for the results of the stimulus "Sound"/ "صَوْت"

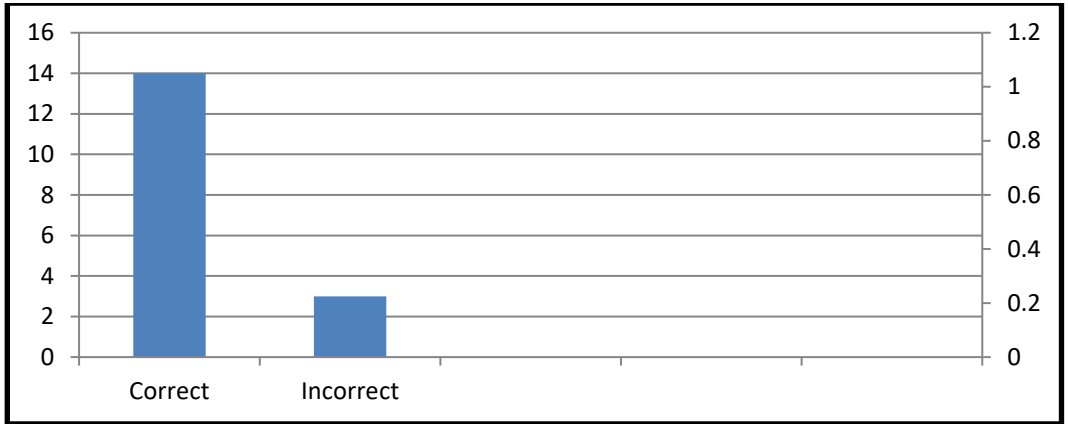***Graph 11b: Percentage of participants' performance on the stimulus "Sound"/ "صَوْت "***

2.*"Near"*

a) *"Near"/ "القريب العاجل"*
   *"**The problems will not be solved in the future.**"* (Oxford, 2007, as cited in Hamlaui, 2010)

This word is used in its common meaning "*short time away in the future*", and which is translated as into Arabic as (المستقبل القريب / القريب العاجل /الأيام المقبلة.المستقبل القريب)لن The majority of subjects (10) produce the translation (القريب) with different wordorders; three of them translate it as (يتم حل المشاكل في العاجل) and one subject translates it as (في أي وقت), whereas 3 subjects give no answers. See **Table 13** below:

Translation	Number of students	Percentage
مستقبل القريب	10	10%
القريب العاجل	3	17%
في أي وقت	1	6%
No answers	3	18%
Total	17	100%

Table 13: Statistical analysis for the results of the stimulus "Near"/ "القريب العاجل"

20

Graph 12 a: Percentage of participants' performance on the stimulus
"Near"/ "القريب العاجل"

   b) **"Near"/ "الأقربون"**

     "Only nearest relatives were present at funeral."   (ibid)

In this sentence, the word is used in its core meaning which refers to near relatives (الأقارب/ الأقرباء) (المقربون/المقربون). Most of subjects produce correct translations of this sentence into TL, follows:

a) **الأقرباء المقربون**   **b)** **الأهل الأقربون**   **c)**
قريبي الأقرب

Only three subjects give no answers. See the **Table 14** below:

Translation	Number of students	Percentage
الأقرباء المقربون	6	35%
الأهل الأقربون	5	29%
الأقارب	4	23%
No answers	2	11%
Total	**17**	**100%**

Table 14: Statistical analysis for the results of the stimulus "Near"/
"الأقربون"

21

Graph 12 b: Percentage of participants' performance on the stimulus "الأقربون"/ "Near"

3. "Break"

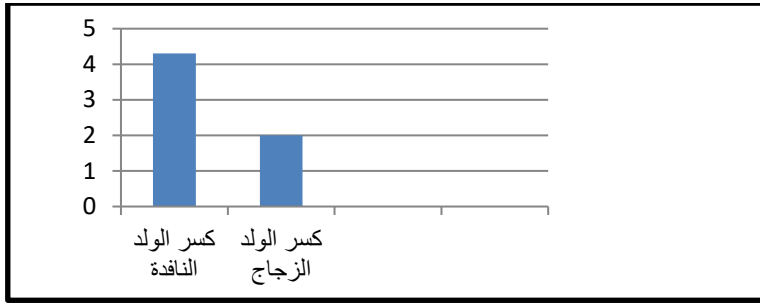### a) "Break"/ "يُكْسِرُ"

"***The boy broke the window.***" (Gazahala, 1995: p.99)

The word in this sentence is used in its core meaning, thus producing the translation (كسر الولد النافدة). All the subjects produce correct translations of this sentence into TL, because it is used in its familiar meaning (يكسر).

Translation	Number of students	Percentage
كسر الولد النافدة	**15**	**88%**
كسر الولد الزجاج	**2**	**12%**
Total	**17**	**100%**

Table 15: Statistical analysis for the results of the stimulus "Break"/ "يُكْسِرُ"

22

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Graph 13 a: Percentage of participants' performance on the stimulus "يَكْسِرْ" /"Break"

b) **"Break" /حَظّاً طَيِباً**

   "Go break a leg."   (ibid)

The whole sentence refers to "good luck". The majority participants (15) fail in translating this word. Only two subjects produce correct translations. Here are the incorrect translations produced by the majority of subjects:

a. **أذهب وأكسر ساقا**   c. **أفعل ما تريد**

b. **حظ موفق**   d. **لا تقلق**

Being unfamiliar with the different meanings of this polysemous expression, most of the subjects tend to translate it into its core meaning, thus producing incorrect translations. See **Table 16** below.

Translation	Number of student	Percentage
أذهبوأكسر ساق	**6**	**33%**
أفعل ما تريد	**4**	**22%**
حظ موفق	**2**	**11%**
لا تقلق	**1**	**5%**
No answers	**5**	**29**
Total	**17**	**100%**

Table 16: Statistical analysis for the results of the stimulus "Break"/ حَظّاً طَيِباً

23

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| 10 | 33% | 22% | **11%** | %5 | %29 |

اذهب و أكسر ساقك   أفعل ما تريد   حظ موفق   لا تقلق   No answers
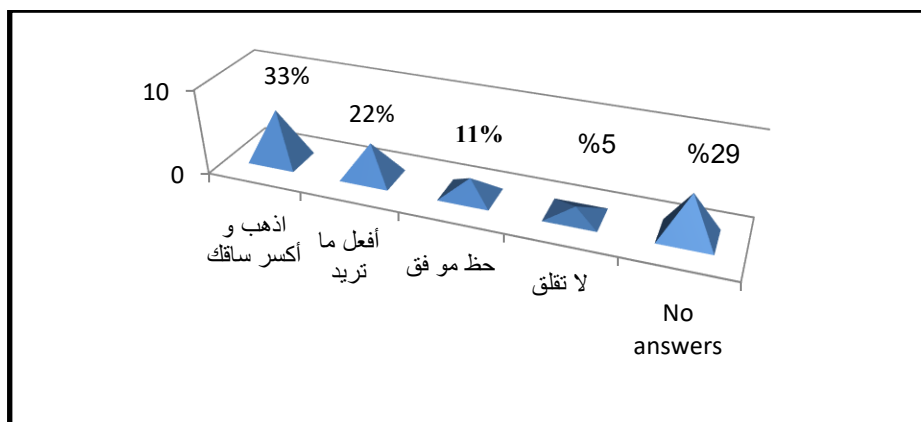
Graph 13 b: Percentage of participants' performance on the stimulus حظاً طَيِّباً / "Break"
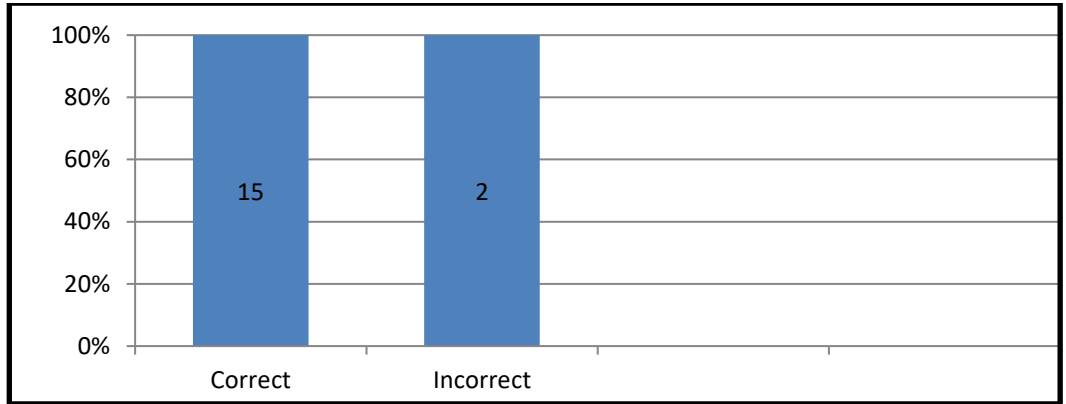
c) **"Break"/ "يُصيبُ بِكَسرٍ"**

"*The runner fell down in the race; he broke his leg so he was immediately taken to hospital.*"

(ibid,103)

Many of the subjects give correct translations to the word "***break***" because they can infer the meaning from the context as the common or "core" meaning. 15 subjects give correct translations of the word "break" as being كسرand 2 of them give no answers.

Translation	Number of students	Percentage
Correct	**15**	**89%**
Incorrect	**2**	**11%**
Total	**17**	**100%**

Table 17: Statistical analysis for the results of the stimulus "Break"/ " يُصيبُ بِكَسرٍ"

24

Graph 13 c: Percentage of participants' performance on the stimulus
"Break" / " يُصِيبُ بِكَسْرٍ "

d) **" حَظًّا طَيِّبًا "/ "Break"**

   "Are you nervous because the exam? Do not worry, go break a leg."
The word "break" as a polysomic word another meaning that is based on context. 24% students fail in their translations; only four subjects succeed in doing this. See **Table 18** below:

Translation	Number of students	Percentage
Correct	**4**	**76%**
Incorrect	**13**	**24%**
Total	**17**	**100%**

Table 18: Statistical analysis for the results of the stimulus "Break"/ حَظًّا
"طَيِّبًا"
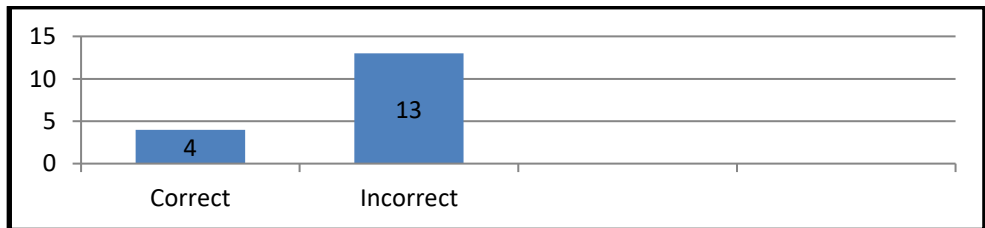
Graph 13 d: Percentage of participants' performance on the stimulus
"Break"/ " حَظًّا طَيِّبًا "

25

4. **"Get"**

a) **"Get" / "يَذْهَبُ لِلْمَنْزِلِ""**

"We need to get home."   (Hosni, 2010)

This sentence presents "Get" as a polysomic word meaning "***to arrive home***". Only two students produce a correct translation. Here are the translations given by the participants, with the correct translation rated as No. 1. See **Table 19** below.

1. نريد أن نذهب إلى البيت
2. نحن نحتاج منزل
3. نحتاج الحصول على منزل
4. نحتاج للعودة إلى البيت
5. نريد أن نصل إلى البيت

Translation	Number of students	Percentage
نحتاج للعودة إلى البيت.	6	31%
نحتاج الحصول على منزل.	3	19%
نريد أن نذهب إلى البيت.	3	19%
نريد أن نصل إلى المنزل.	2	12%
نحن نحتاج منزل.	3	19%
Total	**17**	**100%**

Table 19: Statistical analysis for the results of the stimulus "Get"/ يَذْهَبُ
لِلْمَنْزِلِ""
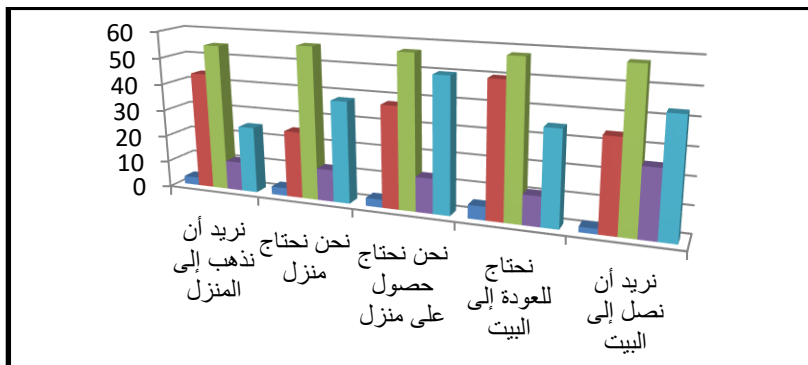
Graph 14 a: Percentage of participants' performance on the stimulus
يَذْهَبُ لِلْمَنْزِلِ"" /"Get"

26

b) **"*Get*"/ "يفهم"**

"*I get the idea*."   (ibid)

The word "***Get***" refers to "***understand***". Different translations are given by the subjects. However, all of them are considered as incorrect. Here are the translations:

١. لَدَيَّ فكرة.   .3 تحصلتُ على فكرة.

٢. وجدتُّ فكرة.   .4 عندي فكرة.

Translation	Number of students	Percentage
لدي فكرة	3	30%
وجدتُ فكرة	2	20%
تحصلت على فكرة	4	40%
عندي فكرة	1	10%
Total	**17**	**100%**

Table 20: Statistical analysis for the results of the stimulus "Get"/ "يفهم"
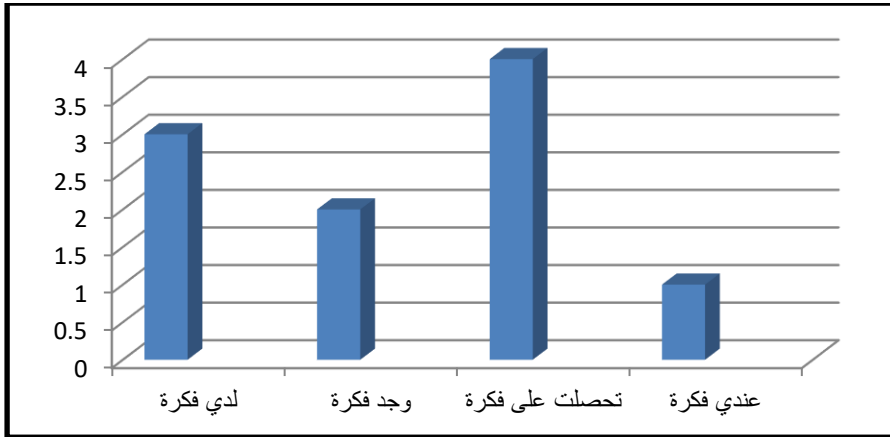
Graph 14 b: Percentage of participants' performance on the stimulus "يفهم" /"Get"

3.1.3.2.2 Sentences from Arabic to English
3.1.3.2.3 Stimuli

1.   " يجب "/"has to"

1). **يجب عليها** أن تتحدث بلغتين. (Gahzala (1995,p.40

27

The meaning of this sentence is "***She has to speak two languages***". The high percentage of the students fails to give the appropriate equivalent in TL. The table below shows that the majority of participants produce incorrect translations of this word.On other hand,four subjects succeed in guessing the equivalent meaning. They produce the first two translations (a &b).

a. *She should to speak with two languages.*

b.I have to speak two languages.

c.She due to speak two languages.

d. *It must to speak two languages.*

e. She has to speak two languages.

Translation	Number of students	Percentage
She should to speak with two languages.	**2**	**11%**
I have to speak two languages.	**2**	**11%**
It must to speak two languages.	**9**	**52%**
She due to speak two languages.	**1**	**11%**
She has to speak two languages.	**3**	**17%**
Total	**17**	**100%**

Table 21: Statistical analysis for the results of the stimulus "يجب "/ "“has to”*
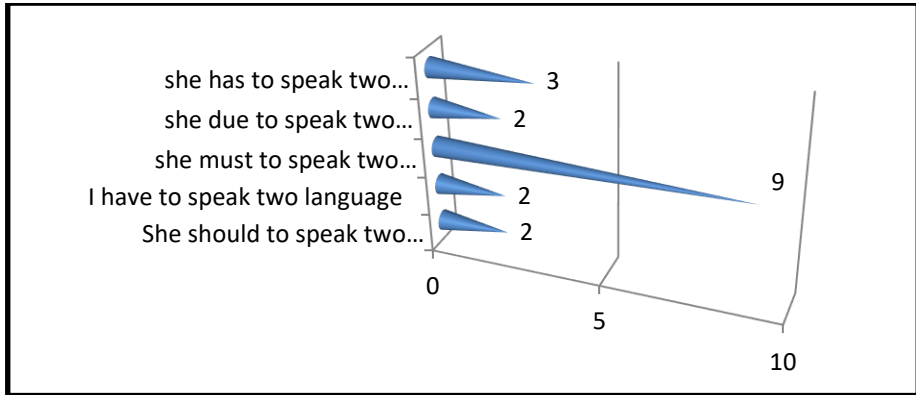
Graph 15: Percentage of participants' performance on the stimulus "/
"يجب "has to"

2. **"حل" / "find a solution"**

في نهاية القرن 20 بعض العلماء حاولوا أن يكتشفوا **حل** لمعالجة الإيدز ولكنهم فشلوا.

Gahzala (1995, p.40)

The above sentences refer to "some of the scientists tried to ___*discover*___ a key…"

The table below shows that the great majority of participants render the sentence into its correct meaning. Only few subjects have low-ability translations. Here are the suggested translations:

a.At the end of 20 century some scientists tried to find cure to…

b. At the end of 20 century some scientists tried to solving…

Translation	Number of students	Percentage
To find…	1	6%
Solving…	1	6%
Solution…	15	88%
Total	**17**	**100%**

Table 22: Statistical analysis for the results of the stimulus   "حل" /
"find a solution"

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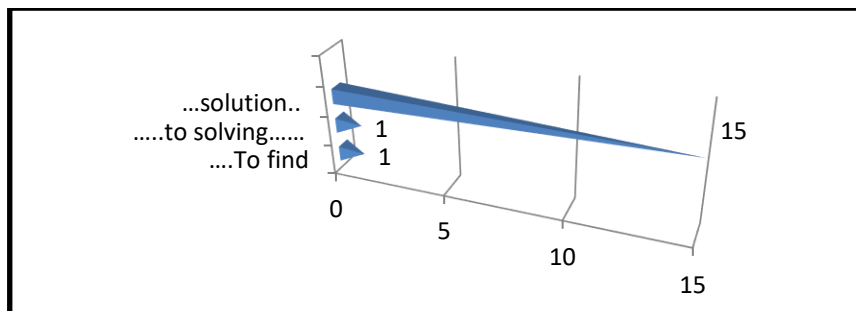
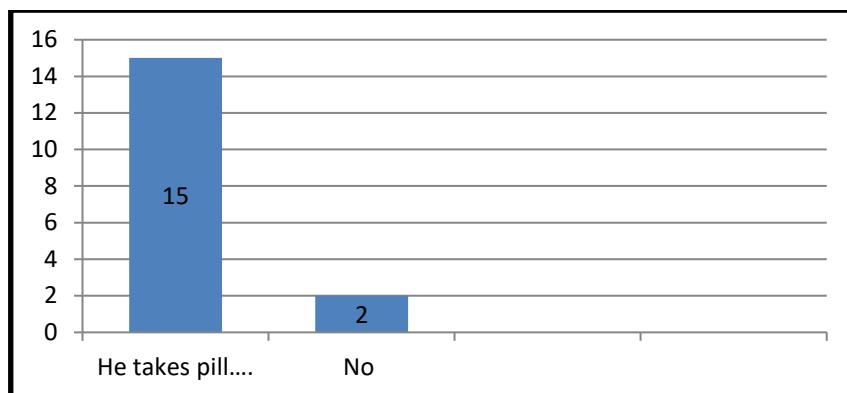*Graph 16: Percentage of participants' performance on the stimulus* **"حل"** / *"find a solution"*

3. **"يأخذ"** / *"have"*

يأخذ الحبوب في الوقت المحدد.**Gahzala (1995,p.40)**

The sentence above refers to "*he <u>has</u> tablets on the time*". Nobody translated it correctly. This means all of subjects have problems with producing the suitable meaning in the TL. Most of the subjects (88%) give inappropriate translations, while only two subjects give no answers. He takes pill.

Translation	Number of sentence	Percentage
He takes pill…..	15	88%
No answers….	2	12%
Total	17	100%

Table 23: *Statistical analysis for the results of the stimulus* **"يأخذ"** / *"have"*

Graph 17: Percentage of participants' performance on the stimulus **"يأخذ"** / **"have"**

3.1.3.3 Texts

Two texts are to betranslated into Arabic by the subjects. The aim is to see how the participants choose the appropriate equivalent with preserving meaning and style in TL. Also,their ability to deal with polysemous words is examined.

3.1.3.3.1 Text One

"When she was a little child, she dreamt of a *brilliant* bright future. She spent years dreaming of blossoms and roses blooming her flowery future. To translate this dream into reality,she dedicated herself to story-writing to become a great novelist. But, to her surprise, she suffered utter failure at the very first attempt to publish her stories; she was shocked at realizing that all her painful efforts came to nothing". Gzalah(1995)

52% of the participants guess the meaning of the text, while 47% of the participants fail in retaining the meaning of it in TL. The text above reveals that there are many problems in translation especially with students' performance for to learn second language. See Table 24 below.

Translation	Number of students	Percentage
Correct	9	53%
No answers	8	47%
Total	17	100%

Table 24: Analysis of participants' performance on Text One

31
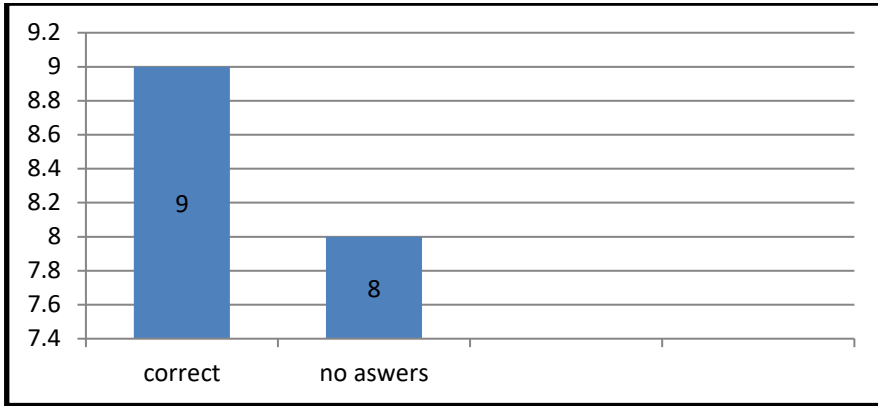
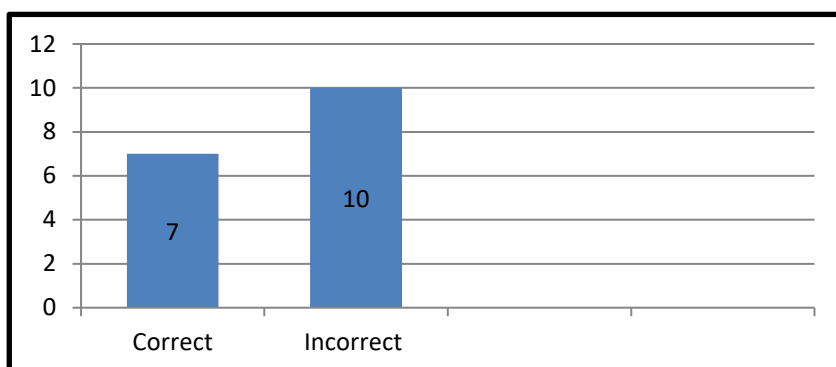*Graph 17: Percentage of participants' performance on Text One*

3.1.3.3.2 Text Two

يُعمَلُ الفريق من المهندسين والعمال الصينيين من شريكة الواحة النفطية، ولوثت بقع من الزيت في بدلاتهم البرتقال، وبالتعاون مع نظائرهم الليبيين تحت الشمس الحارقة من أجل تحضير الأرض الجرداء في شرقي ليبيا اللازمة لاستخلاص و نقل السائل اللزجالذي يقبع فيه مستقبل ليبيا Gzalah. (1995)

The text above shows that the majority of participants (59%) face many problems in translation, but 41% of them infer the meanings ofpolysemous words from the context. Therefore, it can be concluded that translation problems arise from both in English and Arabic. The word "يعمل" is used as a polysemous word in the text above which Allmunjedrefers to as an Arabic polyseme, and the meaning here is" **work**". It has other meaning as "*do*", "*apply*".

Translation	Number of students	Percentage
Correct	**7**	**41%**
Incorrect	**10**	**59%**
Total	**17**	**100%**

Table 25: Analysis of participants' performance on Text Two

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Graph 18: Percentage of participants' performance on Text Two

3.2 Discussion of the results of the questionnaire and the test
3.2.1 Questionnaire
The results gained by this method reveal many problems encountered by 4th year students in translating polysemic words. However, much to the researcher's surprise, the majority of subjects express their liking of translation as a subject. Also, the results indicate the great extent to which translation rules are easy to acquire for the subjects. In addition, most of the subjects stress the importance of using bilingual dictionaries. In particular, they express greater preference for Arabic-English dictionaries than English-Arabic dictionaries. In addition, translation of polysemic words poses the most serious translation problems. 25 subjects of the total sample find it particularly difficult to translate polysemic lexical items Arabic into English.
3.2.2 Test
The test really reveals more serious translation problems. In particular, students have difficulties with polysemic words. This is clear when they choose the core senses of polysemic words in contexts where other meanings are expected to be used. Actually, this is the case with both translations from English into Arabic and vice versa. This difficulty results in many incorrect translations. However, it is worth mentioning that students tend to produce correct translations as far as core meanings are concerned.
3.3 Conclusion
From the previous discussion, the following conclusions can be drawn:

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1. English words are problematic for Four^th Year Students.
2. Four^th Year Students do not know polysemy.
3. Because they do not know polysemy, Four^th Year Students 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 ambiguitypolysemous words create.
5. The linguistic context may be of some help for Four^th Year Students in getting themeaning of some words.
6. The results obtained also answer the questions asked in the beginning of this research. English words pose more problems Four^th Year Students. We cannot tell reallyhow 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.

3.4 Recommendations

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

1. Four^th Year Students need to know about polysemy to recognize that words can havemore than one meaning.
2. They need to learn vocabulary as much as possible.
3. Words are not very important in all situations.
4. Four^th Year Students should rely on the linguistic context. The focus can be on the overall meaning of the sentences.
5. Further research in this area may include:
   a. The use of a sample that knows polysemy in order to get a precise picture of howthey deal with it.
   b. Teaching the sample about polysemy will be useful to get this kind of picture.
   c. The focus can be on one type of polysemic words, such us verbs or nouns or otherword classes.

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Appendices
Appendix I Questionnaire used in the study

Fourth Year Students – Translation department at Faculty of Languages & Translation in Zawia University

Questionnaire

 Name: ……………………………   Age: ………

Gender: ………….

The purpose of this questionnaire is to explore your opinion concerning some translation issues. Your responses will be anonymous and will never be linked to you personally. Thank you for participation.

Please, answer these questions by circling one answer.

1. **Do you like translation?   a. Yes   b. No**
2. **Are translation rules easy to acquire for you/   a. Yes   b. No**
3. **Do you use the dictionary when you translate?   a. Yes   b. No**
4. **Do you know the polysemous word?   a. Yes   b. No**
5. **Do you find problems or difficulties in translating polysemous word?   a. yes   b. No**
6. **Which the dictionary do you use when you translate?a. English to Arabic   b. Arabic to English**
7. **Which translation do you find difficulties?   a. from Arabic to English   b. From English to Arabic**
8. **Where do you find the difficulties of meaning?   a. Lexical grammatical**
9. **The polysemous words are………………………………….. a. Word has the same meaning   b. word has more than one meaning   c. No answer**
10. **How do you evaluate yourself I the translation?a. excellent   b. Average   c. Bad**

*Appendix II   Test used in the study*Fourth Year Students –
**Translation department at Faculty of Languages & Translation in
Zawia University**

**TestName: ……………………………   Age: ………
Gender: ………….**

The following test is administered for research purposes; your contribution
will be greatly appreciated. The tested students will be kept strictly
confidential.

Translate the following sentences into Arabic:

1. **Thank you for your sounds advice.**
    ………………………………………………………
2. **I like sound of
    birds………………………………………………………**
3. **The problem will not be solved in the near
    future………………………………………………………**
4. **Only nearest relatives were present at
    funeral………………………………………………………**
5. **The boy broke the
    window………………………………………………………**
6. **Go break a leg………………………………………………………**
7. **The runner fell down in the race; he broke his leg so he was
    immediately taken to hospital……………**
8. **Are you nervous because the exam? Do not worry, go break a leg.**
9. **We need to get
    home………………………………………………………**
10. **I get the idea………………………………………………………**