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The Role of Context in Translating
Polysemy
Case Study: First Year Master

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Abstract

The present study is a linguistic investigation of equivalence at word level. This study is surely concerned with the word as a translation unit which is not translated in vacuum and it is argued that the choice of a suitable equivalent depends on several factors. Some of these may be strictly linguistic; others may be non-linguistic or situational. In connection to this, I have chosen to examine how the four polysemous words: break, sound, fair, and hold which have several meanings, would be translated into Arabic. More explicitly, the study attempts to examine whether the English polysemous words cited above are translated according to the words themselves or to the linguistic and non-linguistic context in which they occur. All the linguistic and situational features have been established to make sure that the students understand the meaning of these words before translating them into Arabic. The study also focuses on the analysis of the procedures that are adopted by students to achieve the equivalence. The data for the study are collected by applying a test to a sample of 30 First Year Master students. The results of the study show that there are potential problems in the process of translation from English into Arabic, thus translators or students should acquire knowledge of the lexical, syntactic, semantic, pragmatic, stylistic aspects of both languages. Furthermore, the results show that the English polysemous words are far from being translated into their Arabic equivalents depending on the words themselves without taking into consideration the other linguistic and situational features of their contexts.

Dedication

To my mother Fatima, who has emphasized the importance of education and helped me with my lessons throughout her life. To my father, Amar, who has been my role-model for hard work, persistence and personal, scarifies, and who instilled in me the inspiration to set high goals and Housseem who have been my emotional anchors through not only the vagaries of graduate school, but my entire life. And to all friends, especially Khalil who have made all of this possible, for their endless encouragement and patience.

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List of Abbreviations

SL: Source Language.

TL: Target Language.

SC: Situational Context

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Introduction

1. Statement of the Problem

Students encounter a number of different kinds of translation problems from English into Arabic that demand suitable and possible solutions. These problems of translation are caused by grammar, words, style and sounds of the English language when translated into Arabic which has a different grammar, different words, style, and sounds. The lexical problem are posed when a word or an experience is not understood clearly and directly or not known at all by students such as polysemy, synonymy, collocations, idioms, and so on.

Polysemy is a word which has more than one meaning and raises many problems in translation because it is mistaken for a monosemic word when given one meaning in all contexts, or it raises ambiguity by virtue of having multiple meanings and this leads inevitably to multiple possible translations. Hence, what are the procedures used by students to find the Arabic equivalent meaning of English polysemous word in a certain context ?

2. Hypothesis:

To answer this question one hypothesis is elaborated: the more students depend on the two types of context i.e., the linguistic context and the situational context, the more their translation will be equivalent.

3. Aim of the Study

The study aims at examining how we achieve equivalence between the two different languages English and Arabic; or in other words, to examine th

Different procedures that are used to find the exact Arabic equivalent of the English polysemous word in a certain context.

1.4. Method

The choice of the method is determined by the topic of your research and the aim of your study. In this study I want to determine the procedure used to translate the polysemous words into Arabic or the way of finding the equivalent of English polysemous words taking into consideration the role of linguistic and situational context. To conduct this study I select the case study as a research strategy which is the appropriate to examine the practice of students in a real context. And to collect the data I select the test which is adopted to a sample of thirty (30) students. This sample is selected randomly from First Year MASTER students of Applied Languages Studies because they have studied polysemy, as well as translation for three years. The test is applied in English Department of Mentouri University in Constantine.

1.5. Structure of the Study

This dissertation starts with the introduction that discusses the statement of the problem, the hypothesis, the aim of the study and the method to conduct it. It is then divided into three chapters:

The first chapter is devoted to define the study of semantics, sense-relation, and also polysemy. In addition, it discusses the issues of distinguishing between polysemy and homonymy and the ambiguity of polysemy.

The second chapter treats translation as a process, translation equivalence

and the different cultural and linguistic theories that are elaborated to discuss this issue, and the problem of translating polysemy which is the heart of this study. In addition, this chapter is devoted to the role of context, either linguistic or situational, in translating polysemy.

The chapter three is concerned with the research strategy adopted to conduct this study, the means of collecting data, and the framework of analyzing them, in addition to the process of describing, analyzing and synthesizing the translations of polysemous words break, sound, fair, and hold.

Chapter One

Semantics and Polysemy

Introduction

Since meaning is communicated through the use of language, each word, phrase, or sentence has a meaning. The field most closely associated with meaning is semantics. In this chapter, we focus on what semantics studies, and what sense-relations are, and most importantly on polysemy because it is the heart of this study. Polysemy is a complicated kind of sense-relations because it is so difficult to distinguish between it and homonymy, as well as it creates ambiguity in language.

1.1.Semantics

Linguistics is the scientific study of language, and it includes many levels or components as phonology, grammar, and semantics. Semantics as a part of linguistics is defined by Yule (1995: 100) as:

Semantics is the study of the meaning of words, phrases and sentences....This technical approach is concerned with objective or general meaning and avoids trying to account for subjective or local meaning. Linguistic semantics deals with the conventional meaning conveyed by the use of words; phrases, and sentences of languages.

Crystal (1990) states that although the subject of semantics is very old, this term does not reveal until 17th century. For him, the aim of semantics is to study the properties of meaning in language systematically and objectively, hence it is broader than philosophy and logic. He adds that it also studies the way of conveying the meaning of words and sentences in every day situation of speech and writing. In

The past the discussions of this approach are concerned with meaning itself, but in modern semantics they are more about the use of meaning in a certain way. Therefore, it studies the meaning by analyzing the way in which words and sentences are used in a certain context.

According to Jaszczolt (2002), semantics is concerned with the meaning of words, and the contextual clues have to be used as in pragmatics to clear up the meaning of these words and the grammatical constructions. He clarifies that the interest of semantics is the relation between the world where we live and the words, sentences, or other linguistic units of our language, or in other words the way sentences reflect reality. Propositions which are the description of states of affairs are the units of analysis in semantics. Jaszczolt distinguishes two types of semantics: linguistic semantics is the study of the output of grammar and philosophical semantics studies the proposition conveyed by the speaker of the utterance.

1.3. Sense-relations

Ulman (1963) states that, in a language, the lexemes are subject to some of the lexical systems as the semantic structure which can be defined as paradigmatic and syntagmatic sense-relations. He claims that these relations are between the lexical items and not between senses which are determined independently. One of the rational principles of structuralism is that any linguistic item has a particular function which comes from its relation with other items, hence items may be explained dependently identical with other items in the lexical system.

Crystal (1990) states that the lexemes of a language need to be arranged, but not alphabetically because this destroys the semantic structure. Therefore, these

Lexemes need to be connected in terms of sense. He adds that these lexemes are in syntagmatic relationship (in sequence) and in paradigmatic relationship (in substitution) and in paradigmatic relationship (in substitution). For instance,

1) It has a very auspicious...

The English speaker knows surely that the omitted word in sentence (1) is 'occasion' or 'event'; hence there is a syntagmatic relationship.

2) a. Is this a new radio?

b. No, it is an old radio.

In statement (2) the substitution of the word 'old' in sentence (b) by its opposition 'new' in sentence (a) means that there is a paradigmatic relationship between the two lexemes.

Lyons (1995) also suggests two kinds of sense-relations: substitution and combination. If there is a relation in which members of the same category substitute with each other, this is called substitution such as the relation between 'bachelor' and 'spinster'. But if the items of the different grammatical categories are combined together in a grammatical and well-formed combination, they are called combinational as the relation between 'unmarried' and 'man' or 'unmarried' and 'women'.

Jaszczoly (2002) stresses also that structural linguistics is concerned with the relation between senses of words which is called sense-relations. According to this approach, the meaning of a word is revealed from its relation with the sentence and the language system in which it occurs. For example, 'dog' relates with 'cat',

'cow' in a paradigmatic relationship and it relates with 'the', 'little', and 'back' in a syntagmatic relationship.

Lyons writes that the sense of an expression may be defined as the set or the network of sense-relations that hold between it and other expressions of the same language (1995: 80).

1.3. Polysemy

Polysemy is considered as one of the lexemes which is debated by linguists and creates a challenge for lexicographers. It is defined by Crystal (1990) as a lexeme which has more than one meaning, such as the word 'chip' means a piece of wood, food, or electronic circuit.

Thrnbury (2002) states that although many English words have various meanings, their meanings are related. For example, the lexemes 'fair' have six different senses: reasonable, quite large, pale, beautiful, dry and pleasant; but at least some of these meanings are related. In addition, he stresses that polysemy creates a challenge to lexicographers and confusion for learners because there is ambiguity about which is the basic meaning and which are the shades of meanings.

According to Balinder (1975: 14), 'The same acoustic image can be the symbol for different realities; that is, it can have different contexts or significations'. For example, the Spanish word 'corona' which has the meaning of 'a ring of flowers which are put on the head of a king or a queen; it has also other twenty different meanings as old coin, several coins, top of hill, halo, top of hill, the forward part of a fortifications and so on.

1.3.1. Polysemy and Homonymy

According to Leech (1965), historical and synchronic approaches converge to provide a problem of how students make a distinction between homonymy (two or more words have the same form) and polysemy (one word with two or more meanings). If polysemy has two or more meanings which are related historically i.e., have the same etymology or one is derived from the other, they are not related psychologically. On the contrary, historically unrelated words are felt to be related psychologically. For example, “ear” (organ of hearing) and ear (of corn) are of the same etymology (Latin); nevertheless, people see a metaphorical connection between them. What is historically homonymy; it is polysemy in the context of consciousness of the speaker.

If words are similar in the phonological structure during their historical development, we call them homonymy. But if a homonymy has two meanings, for example the word ‘gat’ which means ‘cook’ and ‘cat’, it is synchronically polysemy. In the linguistic feeling of the speaker, on the other hand, if a word has two unrelated meanings, it is considered as two words. In addition, one word may refer to two different words which are related or can be felt as one word, but they are of different historical sources. On the contrary, when words are from the same origin, but the relationship between them is lost from the linguistic feeling of the speakers, so they are homonyms. For example, the French verb ‘voler’ refers to two words ‘to fly’ and ‘to role’ which comes from Latin. Hence, synchronically “two words can be felt as one word with two meanings, and one word with two meanings can be felt as two words”(Balinder, 1975: 32-24).

1.3.2. Ambiguity of Polysemy

Ambiguity is a vexing problem of natural language processing studies, and it is defined by Quing-Liang (2007) as one word or a sentence that has many senses. If ambiguity is a sentence or a clause, it is called structural ambiguity. If it is a word, it is called lexical ambiguity (Quiroga-Clare, 2003). Polysemy is a form of ambiguity, but Kurdevatykh and Juinn-Bing Tan (2008) do not consider it as that. According to them, lexical ambiguity means one word with different senses, and this is contrasted to polysemy whose senses are related. Vealar (2004), on the other hand, points to lexical ambiguity as having both good form and bad form. He stresses that polysemy is a good form of lexical ambiguity because it results in the linguistic economy by having many related meanings with one form.

According to Jackson and Zé Amvea (2007), polysemy may result in ambiguity in the following sentences:

- 2) Look at that bat under tree.
- 3) Susan may go to the bat today.

It is observed in the two sentences that the word 'bat' may have the meaning of 'flying mammal' or 'implement used to hit the ball in cricket'. The word 'bank' may also have the meaning of 'river bank' or the 'the 'place that deals with money''. Pustejovsky (1993) shows also that polysemy is a more common type of lexical ambiguity where the variations between meanings are often small, subtle, and difficult to distinguish. For example, the polysemic word 'support' with its several meanings. Another example is the verb 'yield' in the following sentences:

- 5) Two molecules of H₂ and one molecule of O₂ yield two molecules of H₂O.
- 6) Vehicles approaching from the entrance ramp must yield to incoming traffic.

Conclusion

Semantics is the subfield that is devoted to the study of meaning at the level of words, phrases, sentences, and larger units of discourse. Its basic area of study is the meaning of signs and the study of relations between different linguistic units which are called sense-relations such as homonymy, synonymy, hyponymy, polysemy and so on. Polysemy is the focus of this study, and it is distinguished from homonymy in which the several meanings of polysemy are related in the linguistic feeling of the speaker, but those of homonymy are related historically. Likewise, polysemy is ambiguous and it has different meanings depending on the context in which it occurs. Therefore, it causes difficulty for students while translating i.e., they encounter the problem of determining the equivalent of a polysemic word in a particular context.

Chapter Two

Translation Equivalence

Introduction

Since translation is means of communicating, it has become a central issue in Applied Linguistics. This chapter is devoted to the definition of the process of translation, since it varies from linguist to another. In addition, it discusses the notion of equivalence and the different views about it, and the difficulty of finding the equivalence of polysemous words. Since the context has a role in disambiguating the meaning of these words, this chapter is concerned with the role of context, either linguistic or situational, in addition on general and in the translation of these polysemic words in particular.

2.1. Definition of Translation

As has been shown by Aziz and Lataiwish (1990), translation is a process of substituting a text in one language by another text in another language, and it is always performed in one direction from the SL to TL. According to Catford (1965), it is the converting of the source textual material by its equivalent in the TL. In addition, Ghazala (2006) refers to this process of transferring the meaning of the SL into the TL as translation, and considers it as an operation in which the translator uses the words of the SL to convey the meaning to the TL.

According to Nida (1964), it is a complex procedure in which the translator analyses the source text, transfers its meaning into the target text by reconstructing it in the rules of TL.

Lefevere (1992) considers translation as a process of making the original text fit into the readers of different beliefs and writing systems, and it is a kind of writing that has an influence on representing and spreading the image of the origin writers to other cultures, or in other words it always contains attempts to naturalize the different culture to make it fit more to what the reader of the translation is used to.

According to Jakobson (1966) translation is the interpretation of verbal signs by some means of some other languages (cited in Kelly, 1979: 1). For Bolinger, it is a procedure of changing the deep structure (cited in Kelly, 1979:3), but Zagy (2000) considers its aim as transferring the meaning to the TL rather converting the words and grammatical forms of the original language.

Lotfollah Karimi (2006) clarifies it as an operation of decoding the original language and encoding the TL, and adds that it is a branch of applied linguistics in which the translator making a comparison and contrast between the two languages and trying to find the equivalence.

2.2. Translation Equivalence

Equivalence is defined as generally being correspondent according to different degrees of languages and ranks of languages, and it is considered as the central problem of translation and the central task of translation theory. Hence, the main objective of translation studies is the explication of translation equivalence, defining its nature, and its conditions. Generally, there are two approaches to study it and which are explained below; one is the linguistic approach and the other one is the cultural approach. But, there is another approach which mixes between the two

linguistic and cultural approaches.

2.2.1. Linguistic Approaches to Translation Equivalence

2.2.1.1. Jakobson

Roman Jakobson is considered to be one of the earliest theorists who are occupied by the study of equivalence in meaning. When Jakobson introduces the notion of 'equivalence in difference', he gives new stimulus to the theoretical analysis of translation. He also suggests three kinds of translation: intralingual, interlingual and intersemiotic translation. According to his theory, translation is the two equivalent messages of two different systems. Jakobson goes on to say that languages may vary from one another in grammar, but this does not mean that a translation is impossible (Leonardi, 2000), as Jakobson writes (1959: 234) 'whenever there is deficiency, neologisms or semantic shifts, and finally, by circumlocutions'.

Bassnet insists (2002) that Jakobson goes on immediately to point to the principal problem in all types of translation that there is usually no complete equivalence through translation. He strengthens his idea by giving the example of 'cheese' which is not the equivalent of the Russian 'syr' because this term does not have the concept 'cottage cheese', so it may be translated 'tvarok' not 'syr' (Zakhir,2009).

2.2.1.2. Catford:

Leonardi states (2000) that the approach of Catford to translation equivalence is different from that of Nida. Catford follows the linguistic model of

Firth and Halliday. He also contributes in the field of translation by suggesting many types of translation. Formal correspondence and textual equivalence are the two kinds which are relevant to the concept of equivalence.

The former is any element of TL should occupy the same role in the system of TL as the SL element does in its language system (Munday, Hatim: 2004). For instance, the French noun 'chaise' should occupy the same place in French system as the English noun 'chair' does in the English system.

The latter is the textual equivalence which is clearly defined by Catford(1965: 27) as 'any TL text or portion of text which is observed on a particular occasion...to be the equivalent of a given SL text or portion of text. So, it concentrates on the relation between elements in a particular source text and target text pair (Hatim and Monday,:2004).

The two kinds of equivalence (i.e., formal and textual equivalence) converge to provide translation shifts which are the changes of linguistic elements that may occur between the two languages (Hatim and Munday:2004),or as in Catford 's own words 'departures from formal correspondence in the process of going from the SL to the TL'(1965: 73). Catford distinguishes two types of translation shifts: shift of level and category shifts (structural, class unit, and intra-system shifts).

4.3.1.3. Nida:

The central unit for Nida in translation equivalence is the reaction of audience. He gives a paramount significance to audience and message. In addition, He insists that the total translation is never possible to find, therefore the translator

should strive for finding the nearest possible equivalent. (Malinkdjaer, 2005).

Leonardi (2000) that Nida distinguishes two types of equivalence: formal correspondence and dynamic equivalence.

Formal equivalence is when the various units of the receptor language are equivalent to those of the original language (morpheme, word, clause, sentence ...). He asserts that it changes the grammatical and stylistic structure of the target text, thus it alerts the message and causes the misunderstanding of the message .

Dynamic equivalence which knows also as functional equivalence aims to reproduce the intention of the original text rather than reproducing the actual words of th original. Nida also defines it as ‘the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message’ (Nida: 1964, 159). Therefore, in dynamic equivalence the impact of the TL message should be considerably the same as that of the SL message (Malinkjaer: 2005).

Leonardi (2002) observes that Nida prefers the dynamic equivalence which is the most successful operation of translation .Therefore, Nida focuses more on the message of the text, and tries to remain its clarity in the target text.

2.2.2. Cultural approach to translation equivalence:

2.2.2.1. Vinay and Darbelnet:

Vinay and Darbelnet consider equivalence as converting the same situation by using different stylistic structures (Schaffer and Wiseman: 2001). They also claim that this procedure can retain the stylistic effect of the SL text in the TL

text. Hence, equivalence is the best method when the translator has to translate proverbs, idioms, clichés, nominal or adjectival phrases and animal sounds. They argue also that equivalence results from the situation, and that translators have to look in the situation of the SL text for a solution. To prove their theory, they provide a number of examples, for example, the following expression:

1) 'Take one'

1) is a fixed expression which would have 'Prenez-en un' as an French equivalent translation. However, if this expression emerged in a large store as a notice next to a basket of free samples, the translator will have to use 'Échantillon gratuit' as an equivalent term in a similar situation (Leonardi :2000). Munday gives also the example of the expression

2) 'comme en chien dans un jeu de quilles'

The sentence (2) is not translated as 'like a dog in a set of skittles', but the equivalent translation is 'like a bull in a china shop'.

2.2.3.1. Mix of the linguistic and cultural approach:

2.2.3.1. House:

House prefers the semantic and pragmatic equivalence, and proves that ST and TT should have the same function. She proposes that the situational dimensions of the ST are possible to identify the function of a text., and she emphasised that if the ST and the TT differ noticeably on situational features, then they are not functionally equivalent, and the translation is not of a high quality (Leonardi :2000). House discusses the concept of overt and covert translations.

Overt translation is a kind of translation in which the translator does not address the audience of the target text immediately, thus he does not need to create a second original since an overt translation 'must overtly be a translation'. She stressed also that overt translation understandably concentrates on the source text to make the socio-cultural function fit to the audience of target text (Leonardi: 2000, 6)

Covert translation, on the other hand, is meant the creation of a text which is functionally equivalent to the source text. House argues that in this type of the translator does not specifically address the audience of target (Leonardi:2000), and it is a kind of translation that is perceived to be an original source text in the target culture. In a covert translation, ST and TT are pragmatically of equal concern for SL and TL addressees (Kariminia and Heidary: 2009).

2.2.3.2. Baker

Leonardi (2000) states that Baker appears the linguistic and functional oriented approach to translation, and looks at the notion of equivalence at a series of levels taking into account the problems that translators may be faced with during the translation process.

She first acknowledges that when translating from one language into another, the translator should take in consideration the word level, i.e. he analyses the ST' words as single units in terms of seeking a direct 'equivalent' term in the TL by paying attention to the number, gender and tense of this word. Gradually, she notes that grammatical rules as number, tense, voice, person and gender may vary across languages and this may lead the translator either to add or to omit information in the TT because of the lack of particular grammatical devices in the TL itself, thus it cause changes in conveying the message. Exceeding the above

linguistic components, Baker noticed also the textual equivalence which means finding contextual correspondence and cohesion between SL and TL texts. She also stressed on maintaining cohesive ties and coherence of the TL text as well as of the SL text. Finally, she raised pragmatic equivalence in which the translator should present clearly the implied meanings of the source message to make it comprehensible to the TL audience (Leonardi: 2000).

2.3. Translation of Polysemy

Homonymy and polysemy are of an exceptional group of nouns that causes special difficulty in finding out their referential meanings. As both Homonymy and polysemy have several meanings which are related or unrelated, the translator is encountered with the immediate trouble of identifying the correct reference within the context.

Ghazala (2006) states that the students consider polysemic word as monosemic because they know only its common meaning. Thus, they make mistakes while translating an English polysemic word into Arabic because they translate it in its common meaning and neglect its other peripheral meanings.

Since polysemy is one word that gets different senses, it creates difficulty especially in translating from English to other languages and vice versa. For example, the word 'plain' can have different senses depending on the context in which it occurs.

- 3) A woman is plain .(her looks are not above the ordinary)
- 4) Plain English.(simple, everyday usage of English)

5) The Great Plains. (a level area of land)

In sentence (3) 'plain' means 'not above the ordinary', in sentence (4) refers to 'simple and every day usage, but in sentence (5) points to 'a level area of land' (Riquier: 2009)

2.4. Context in Transaltion Equivalence

2.4.1. Linguistic Context in Translation Equivalence

The translation of a word in the source text depends firstly on understanding its meaning because one word may have several meanings. Each of these meanings is used in certain contexts. As a word emerges in a sentences , it combines with other words. Translators should pay attention to the way of using words since they have more than one meaning. The best way to find the particular equivalent of a word is to look into its context. The key to the meaning of a lexical unit is frequently to be found in its grammatical category. For example, the word "break" may have one set of meanings when used as a noun, but quite a different set of meanings when used as a verb. Even if the part of speech of a word is the same, it may also have a set of different meanings. To find the correct meaning of such a word in a particular sentence, a translator has to look into its collocation which may serve usually to discriminate its meanings.

When a lexical unit with different meanings occurs with one cluster of words, it may have a different meaning from that it appears with another cluster of words. Thus the cluster of words with which a word occur may clear up its meaning. For instance, the English word "bank" has several meanings quite different from each other. If it occurs with such words as "river" and "water", it can

have the meaning “land along the side of a river”. If a translator isolates a word, phrase, clause, sentence or paragraph from its context, then he can easily misinterpret its meaning. The linguistic context is quite complicated and translators should be fully aware of the context in which a lexical unit appears, in order to correctly transfer the meaning from the SL into the TL (Zhu, 2006).

2.4.1.1. Semantic feature analysis:

Semantic feature analysis permits us to break down words into group of features. These Semantic features can be used to identify differences between antonyms, superordinates and their hyponyms, and near synonyms, and they are considered to be the smallest semantic units to describe linguistic expressions and their semantic relations. For example,

- 6) “walk” [+motion,+ on ground, +upright]
- 7) “stroll” [+slooly, +portly].

Semantic features as maleness or animacy, are greatly significant in understanding and translating among many languages. In addition, these features can help to determine lexical preferences, for instance; to show that the subject of a verb should have an animate feature. Munday (2001) insists that there are sequences of methods which introduced to help the translator in finding the meaning of different lexical items. These methods which are to find referential and emotive meaning, concentrate on analyzing the form of words and distinguishing similar words in related lexical fields, such as the technique of Componential analysis. This latter attempts to describe a chain of related words and distinguish their particular features, and these features can aid in making an entire comparison. For example, the

relationship terms (grandmother, mother, cousin, etc.) is according to the values of sex (male, female), generation (the same, one, two or more apart) and lineality (direct ancestor descendant or not). Such results are helpful for a translator working with languages that have very different kinship terms.(2001)

Semantic analysis can resolve the problem of lexical ambiguity, for example; to determine a particular occurrence of 'light' whether is a noun, a verb, or an adjective. Semantic analysis can also decide whether the homograph adjective "light" is being used 'not heavy' or 'not dark'. Likewise semantic analysis is needed to resolve structural ambiguity. e.g., they distinguish the two meanings of French word "voler" to point that in its 'flying' sense its subject (grammatical or logical) can be a 'bird' or a 'plane' and in its 'stealing' sense it may be a 'man'. Besides, semantic features can resolve problems of structural ambiguity e.g., to avoid mistranslating the "pregnant woman and children" into French femmes and enfants enceintes, the features for pregnant might restrict its use to the modification of 'female' nouns and might exclude its attachment to 'young' man. (Mitkov:2005)

2.4.1.2. Grammatical class of word

According to Ghazala (2006), the grammatical class of the word i.e. verb, noun, adjective, etc can guide the translator to its meaning. For example, the word "sound" is a noun, but when it is used as a verb, or as an adjective, it can have a different meaning. In the following sentence "sound" is used as a verb:

8) "Your suggestion sounds reasonable "

The meaning of "sound" is equivalent to "seem" here. When the word "sound" is used as an adjective, it has also a different meaning e.g. "sound basis" (أساس صلب);

”sound advice” (نصيحة حكيمة); ”sound beliefs” (معتقدات راسخة), etc.

“Break” is usually used as a verb. But when it is used as a noun; it can bear a new meaning: e.g.

9) “You may have a break”

“Break” means here (فرصة استراح راحة) which is evidently different from its common, well-known meaning as a verb (i.e. يكسر). (Ghazala: 2006)

Prior, Anat, MacWhinney, Brian, Kroll (2007) argue also that the grammatical class disambiguates the word and results in several translations. The English word “cook” may have the meaning of action if it is used as a verb, thus it is translated into the Spanish “cocinar”. It can mean also the person if it is used as a noun, so it is translated to the Spanish cocinero”.

When a word is used as a noun, it can have one sum of meanings. But when it is used as a verb, it can have very different sums of meanings. For instance, “stone” is a noun in the sentence “He picked up a stone”, referring to an object; but by contrast, it is a verb in “They will stone him”, serving as an action; but it is an adverb in “He was stone deaf,” representing an abstract description. (Zhu: 2006).

2.4.1.3. Collocation as a contextual clue

In order to find the correct meaning of any a word in a particular sentence, a translator has to look into its collocation. Any word or phrase which gives enough contexts in which a polysemous word is usually used may serve to discriminate its meanings. For instance, the subject or object of a sentence may discriminate the meanings of a predicate verb; the noun may serve as a contextual

word to discriminate the adjective which qualifies it; and in turn the adjective may serve as a contextual word to discriminate the noun.(Zhu: 2006)

Ghazala (2006) states that the expected combination of the polysemous word with other words is also helpful in guessing its meaning. “Break”, for example is to combine with physical objects like: “window, door, hand, leg, head, car, wood, etc’. So when it occurs together with abstract, unphysical words like: promise, law, lunch, dawn, weather, etc”, it has different meanings.

She gives another example of “Sound” which if it is likely to collocate with physical words (i.e. bird, a machine, an animal, etc), it will have a set of meanings. However, when it collocates with abstract words like (argument, basis, belief, examination, etc), it must have other set of meanings which are different from its common physical meaning of (صوت).

The meaning of a word cannot only be identified by its sense relationships with other words within the same field, but also by relations it has with other words occurring in the same sentence or text. This syntagmatic sense-relationship which is based on the co-occurrence of words is called collocation and it allows to identify the meaning of a word and to predict the occurrence of certain words within the presence of another (Anke Schröler: 2004).

2.4.2.Situational Context in Transaltion

The meaning of an xpression is interpreted not merely in relation to the linguistic context, but also in relation to the non- linguistic or situational context in which it occurs . And it is known that the same expression or statement which may have rather different meanings is used in different situations. The practical situational

context has often great significance to understand a conversation. For example,
10) “Do you think this is bringing rain?”

This statement only makes sense when the speaker is referring to a dark cloud in the sky. Hence, a lot of background knowledge can sometimes contribute to understand the meaning of certain expressions and translators must draw upon non-linguistic knowledge to make correct translation. Thus, if languages vary in relation to lexical and syntactic usage, some knowledge of the external context is apparently really essential for translation. Situational context may be more difficult to recognize and evaluate than linguistic context, but it plays an equally important role in translation (Zhu: 2006).

Davaninezhad insists that translator should take the context of situation in consideration in order to be able to find the acceptable equivalence in target text. Hatim and Mason assume that translators are wise of the function of the factors of context of situation (cited in the book of Lonsdale: 1996), any real translator should take into account the meaning and context of entire situations.

The context of situation can be crucial to expect the more appropriate meaning of a polysemous word. For example;

11) “Go break a leg”.

Is it translated into (اذهب وكسر ساقا). No, it is not, because it is ambiguous, strange and unacceptable. However, putting it into a situation makes it clearer.

12) a. “Are you nervous because of the exam? Do not worry, go break a leg!”

b. “هل أنت متوتر بسبب الامتحان لا تقلق ()”

(يكسر) is the common sense of break, so it has no sense in this context. Students are invited to think over for a very short time to guess its meaning, taking into consideration the previous context of the examination and its atmosphere, and what people wish to one another in the exam. Everybody wishes everybody else “good luck”, so (go back) is translated into (حضا سعيدا.) (Ghazala: 2006).

5.4. Conclusion:

To conclude this chapter, the definition of translation is different from linguist to another, depending on his approach: linguistic, semiotic, semantic, or cultural. As well as, there have been many approaches to the issue of rendering equivalence from one language to another: both linguistic and cultural. The linguistic theorists are Jakobson, Catford, and Nida, whereas the cultural ones are Vinay and Darbelnet. House and Baker use the two approaches. But concerning finding the equivalent of polysemous word is difficult because of its ambiguity. Context plays a very crucial role in guessing the meanings of these words and translating them. Context either linguistic (the semantic features, the grammatical category, the collocations) or situational, has the effect of removing certain ambiguities. Translators indeed have to be aware of all the context rather on the isolated words. Translators do not translate isolated words, but words whose meanings are more or less linguistically or situationally influenced. Context consciousness is one of the most fundamental requisites for a translator.

Chapter Two

Research methods and Methodology

Introduction

This chapter provides details about the research strategy adopted to check the hypothesis, together with the means used to collect data for analysis, including site and sample selection, and the analysis approach adapted. In addition, The reader will be directed towards the thorny issue of describing, analyzing and synthesing the collection data.

3.1. Methodology

3.1.1. Research strategy

As the objective of this study is how students of First Master translate polysemy ; case study is the appropriate to study the practice of students in real context and collecting the suitable data to analyze them. Thus, case study is the research strategy that will be adopted in this study.

3.1.2. Data collection

The empirical research for translating polysemy and context is based on a case study of English Department students from which a number of students are to be sample randomly to meet the objective of our research study. This case study is not implemented to be exhaustive study of all students of English Department Such a study would, in order to produce meaningful results, be enormously time-consuming and perhaps never ending (to move from first year students, to second

year and to Third Year students). Instead, the First Year Master students are the focus of our study, especially because they have studied the subject of translation for three years, they are specialized in Applied linguistics, and they have studied polysemy. Thus, the study will focus on First Year Master students of the English Department, Faculty of Letters and Languages, Mentouri University, Constantine. Thirty (30) students are selected randomly from all students of First Master students. In order to collect a qualitative data that can aid in answering the research question and justifying the hypothesis, making a test for the selected students is the appropriate technique to be adopted. The test includes four English polysemous words (break, sound, fair, and hold). Each word is used in six different contexts.

3.1.3. Framework for Data Analysis

To analyze these collected data, each polysemic word will be described and analyzed on its own since it is used in six different situations. The translations of each sentence is described and analyzed to know if it is correct or not, and to know the way polysemic word is translated.

3.2. Findings:

3.2.1. Description, Analysis and Synthesis

3.2.1.1.break

Situational context one

English context

1.The runner fell down in the race. He broke his leg. So; he was immediately taken

to hospital.

Subjects' answers	N°	%
كسر	24	%80
أصاب	6	%20
Total	30	%100

Table1 : Arabic translation of **break** in SC one

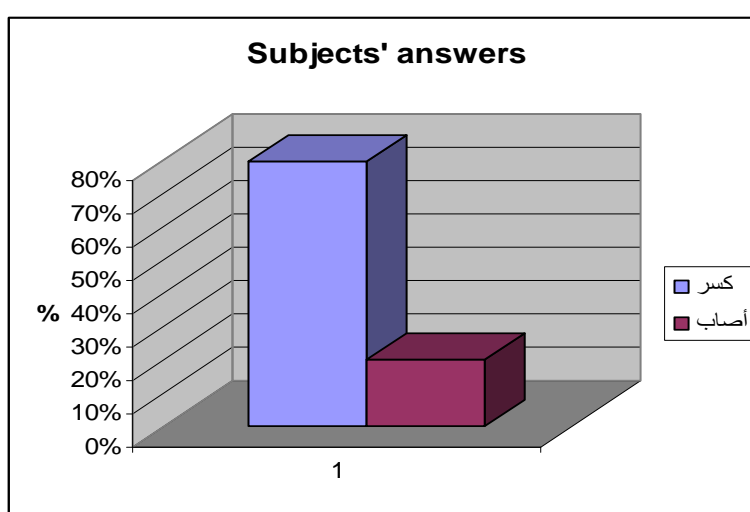


Figure1: Arabic translation of **break** in SC one.

It is observed from the translation of most students (%80) that the equivalent of **break** is **كسر** which is The core meaning of **break**, whereas the other students (%20) prefer **أصاب**.

It can be argued that the verb **break** incorporates the grammatical feature (+verb) as element in its grammatical meaning, so its grammatical function is a verb in this sentence. The preceding and the following words should be a noun or a pronoun. The semantic features of **break** denotes that if it combines with physical

objects (window, door, head , leg...), it will have its core meaning .The verb **break** collocates with the physical object “leg”, thus its meaning is “fracture”. The function of **break** as a verb and its collocation with the word “leg” helps in indicating its meaning, The situation of felling down in race and taking to hospital clarifies also that **break** means “fracture”. Hence, it is translated into كسر in Arabic, and not to أصاب.

Situational context two

English context

1. While I was driving my car very fast , a policeman stopped me and told me that I was breaking the law.

Subjects' answers	N°	%
كسر	3	%10
جاوز	5	%16,67
خالف	22	%73,33
Total	30	%100

Table 2: Arabic translation of **break** in SC two

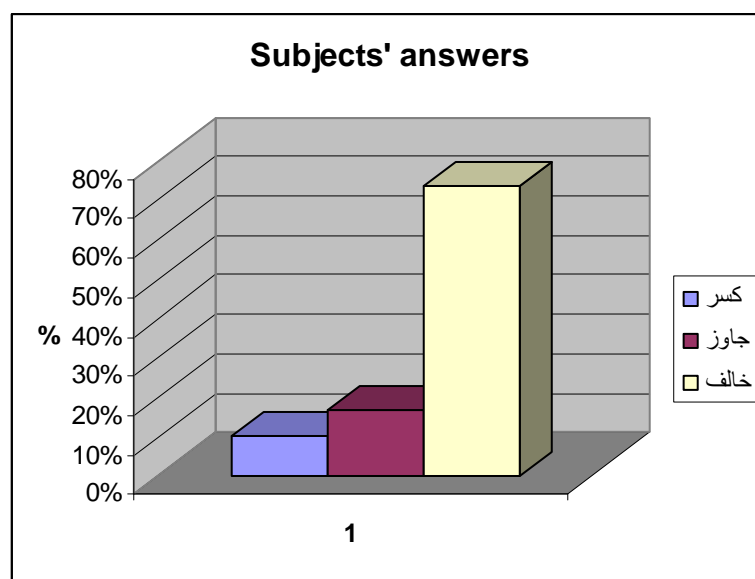


Figure2 : Arabic translation of **break** in SC two

Twenty two (%73,33) students translate the word **break** into **خالف** , five students (% 16,67) translate it into **جاوز** and three (%10) of them into **كسر**.

It seems that the grammatical feature of the word **break** (+verb) indicates that its grammatical function is a verb in this sentence. Even if the part of speech of a word is the same, it may also have a set of different meanings. Thus, **break** has not the same meaning of the previous situation. It is noted that the verb **break** needs to collocate with a noun to clear up its meaning . But it has a core meaning if it collocates with physical objects as it is seen in the first sentence, and it has also other peripheral meanings if it collocates with other abstract objects (law, lunch, promise...). In this situation **break** occurs with the abstract word “law”, so it has a peripheral meaning. In addition, The collocation “break law” means “violate the law”. As the linguistic context indicates the meaning of **break** , the situation plays also an important role to clarify it . If a policeman stops a driver while he is driving his car very fast , it means surely that he violates the law. Therefore , the meaning of **break** is “violate” and not “divide into pieces’ which is an ambiguous

meaning and may lead into mistranslation, and its Arabic equivalent is تجاوز or خالف and not كسر which is a literal translation.

Situation context three

English context

1. He was from the worst managers because his policy broke the bank.

Subjects' answers	N°	%
أفلس	20	%66,67
دمر	6	%20
كسر	4	%13,33
Total	30	%100

Table3: Arabic Transaltion of **break** in SC three

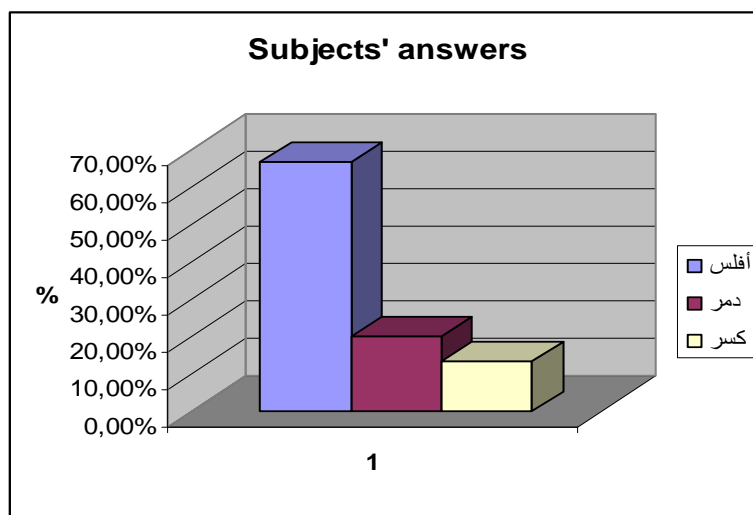


Figure3: Arabic Translation of **break** in Sc three.

In this situation break is translated into افلس by twenty (%66,67) students , into دمر by six (%20) students and into حطم by four of them (%13,33).

(+ verb) is the grammatical feature of the word **break** , so its grammatical category in this sentence is a verb . In addition, it has an other meaning not as the previous ones even it is a verb. In this context **break** combines also with the abstract object "bank", so it has an other peripheral meaning. The collocation "break the bank" can mean "bankrupt the bank" and not "divide the bank into species" which is a strange meaning according to this context . Thus, the linguistic context (the grammatical feature (+verb) , the grammatical function (a verb) , and the collocation " break the bank ") points outs the meaning of **break** . The situational context helps also in making the meaning more clear. Since if the policy of the bank's manager is bad , it will affect negatively and make it bankrupted . Hence, the meaning of **break** in this situation is "bankrupt" and its equivalent is أفلس in Arabic and not دمر or حطم or كسر which is a mistranslation .

Situational context four

English Context

1. When she shared in Olympics, she broke the word record for the 100 meters.

Subjects' answers	N°	%
حطم	21	%70
حلق	6	%20
حقق	3	%10
Total	30	%100

Table four: Arabic translation of **break** in SC four

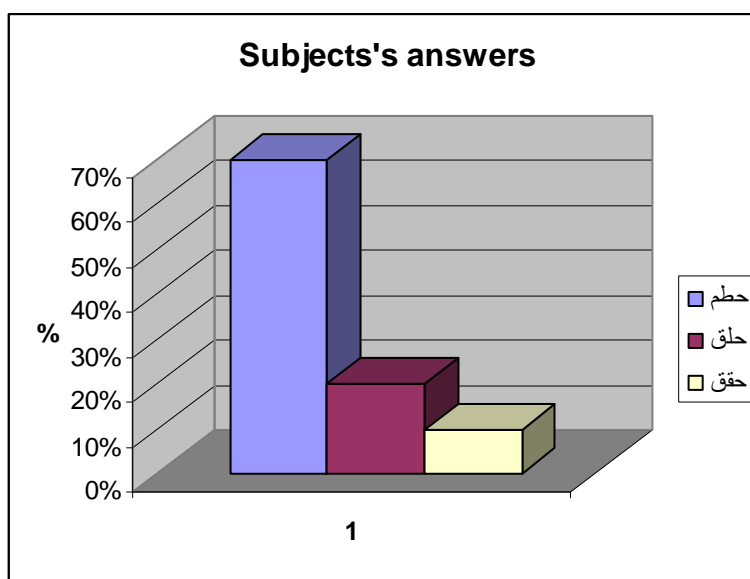


Figure 4: Arabic Translation of **break** in SC four

Most of students (% 70) prefer **حطم** as an equivalent for **break** in this situation , six (%20) of them prefer **حلق** , and merely three of them (%10) choose the literal equivalent **كسر**.

The grammatical feature (+ verb) points out that the grammatical function of **break** in this sentence is a verb . Nevertheless it has a different meaning from the previous ones even it is a verb. Since it is a verb, it occurs with a noun to clarify its meaning. But the noun that it collocates with is an abstract one, so it has an other peripheral meaning. The situation of taking parts in the Olympics shows that the meaning of **break** is “ to win or to loose”. But the English collocation “break a record ” means to destroy a previously set high record by setting a new one and is equivalent to **حطم الرقم القياسي** in Arabic .Thus, the Arabic equivalent of “ break ”in this situation is **حطم** an not **حقق** or **كسر**.

Situational context five

English context

1. Because of the continuous problems with her husband , she decided to make a break.

Subjects' answers	N°	%
الانفصال	17	%56,67
الطلاق	5	% 16,67
قطع العلاقة	6	% 20
كسرا العلاقة	2	% 6,67
Total	30	% 100

Table5 : Arabic translation of **break** in SC five.

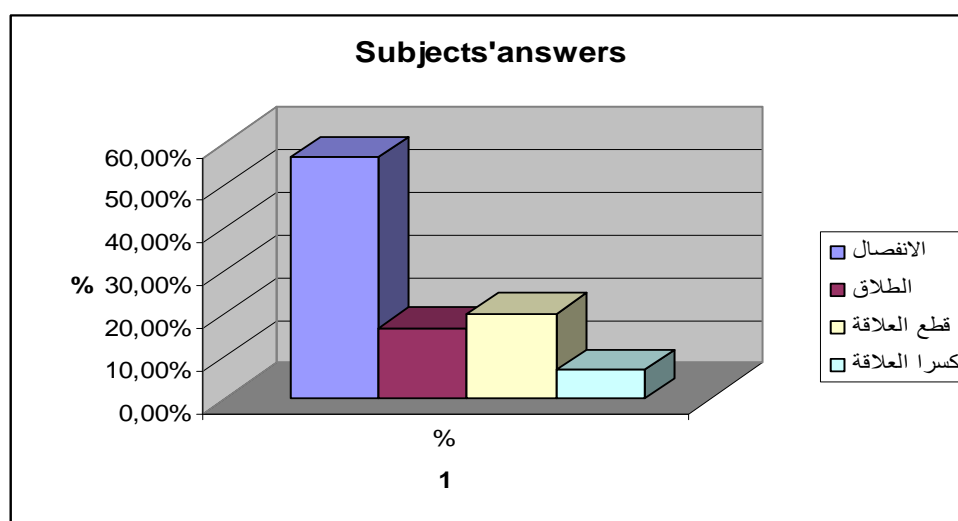


Figure5: Arabic translation of **break** in SC five

Seventeen (% 56,67) students translate **break** into الانفصال , five students (%16,67) into الطلاق , and six (%20) students into قطع العلاقة , but just two (% 6,67) of them translate it into كسرا العلاقة .

It is noticed that the grammatical feature of **break** is (+noun) , so its

grammatical function is a noun in this sentence. When word is used as a verb, it can have a sum of meanings , but when it is used as a noun, it can have very different sum of meanings. Thus, the meaning of **break** is different in this sentence. It is observed from its occurrence in this sentence that it is preceded by the word “make” which does not clarify its meaning. But, The situation helps in guessing its meaning, since the continuous problems between wife and husband may lead to a decision of ending the relation between them. Therefore, this situation denotes that **break** means “divorce, end the relation, or disengagement”, and is translated into Arabic as كسرا العلاقة , الانفصال , العلاقة قطع , الطلاق .

Situational context six

English context

1. We have worked very hard from the morning; let us take a break now.

Subjects' answers	N°	%
استراحة	21	%70
وقت الراحة	9	% 30
Total	30	%100

Table 6: Arabic translation of **break** SC sic

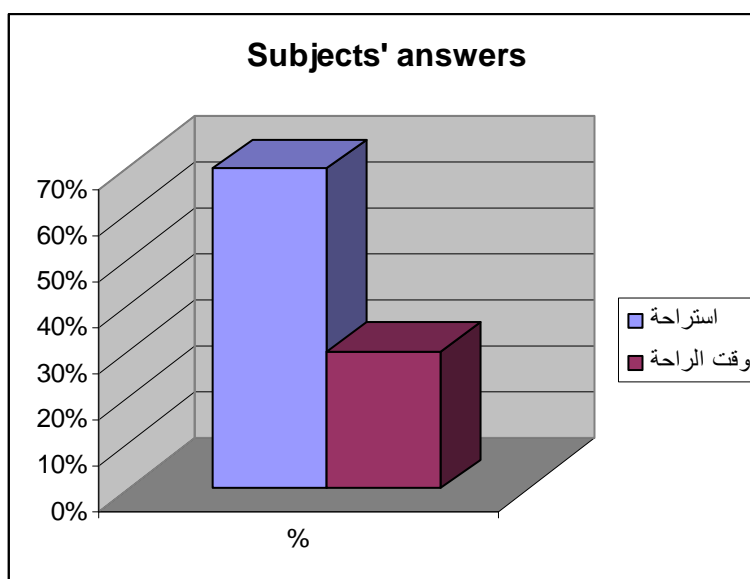


Figure 6: Arabic translation of break in SC six

Twenty one (% 70) of students translate **break** in this situation into استراحة , and nine of them (30%) translate it into وقت راحة .

Break is a noun in this sentence as the grammatical feature (+noun) denotes , But it has a different meaning from the preceding one. Likewise, its function is an object which is preceded by the verb “take” which makes its meaning clear. The collocation “take a break” has the meaning of “take a rest’ , so it denotes that break means “a rest” . The situation also clears up more its meaning . Since anyone works very hard for a long time, he needs a rest . Hence, the meaning of **break** here is “rest” and its Arabic equivalence is استراحة, وقت راحة.

It is observed from the analysis and tables 1, 2, 3, 4, 5, 6 above that some students translate the English polysemous word **break** into كسر in context two, three, four and five which is a literal translation , but it is a strange and ambiguous translation according to the context in which it occurs. In contrast, the literal translation of break into كسر in context one is correct because it is appropriate to

the context.

It is noted also in all six contexts that the grammatical features of words (+noun) and (+verb) can help in clearing up their meanings, since they can identify their parts of speech. It is also clear that in all contexts the part of speech of **break** indicates its meaning by identifying the word that it occurs with. In the context one, two, three, four and six **break** I translated كسر , خالف or تجاوز , أفس , حطم , راحة depending on the word it collocates with (break the leg, break the law, break the bank, break the record, take a break).

Since the linguistic context in which **break** occurs has a great significance in indicating its equivalents in all the six contexts, The six situational contexts in which **break** occurs provides enough information that may help to disambiguate its meaning and translate it into its appropriate equivalent. (e.g. in context two, the situation of driving the car very fast points out that the equivalent of **break** is خالف).

3.2.1.2. Sound

Situational context one

English context

1. The speed of sound through the air is 1,220 km per hour.

Subjects' answers	N°	%
الصوت	30	100%
Total	30	100%

Table7 : Arabic translation of **sound** in SC one

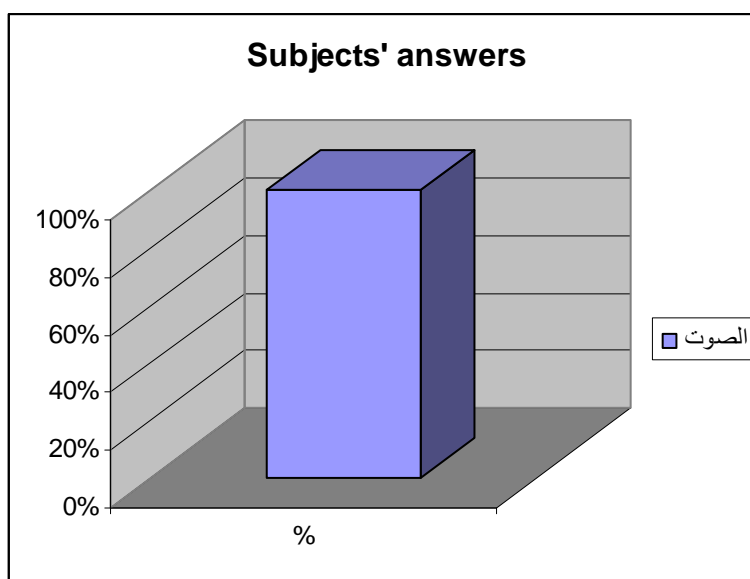


Figure 7: Arabic translation of **sound** in SC one

All students (%100) find that the equivalent of **sound** is الصوت .

It is denoted that the grammatical feature of **break** (+ noun) points to the grammatical function of **break** in this sentence. Since it is a noun, it needs to a noun, an adjective or a verb to clarify its meaning. In this sentence that **break** collocates with a noun. It is known in the theoretical part that if **sound** collocates with a physical object such as “bird, machine, animal, air...”, it will have its core meaning, However if it collocates with an abstract noun, it will have other peripheral meanings. As **sound** occurs with the physical word “air”, it has its core meaning “something can be heard”. Hence, its equivalent in Arabic is الصوت .

Situational context two

English context

1. After his work in the farmer all the day, he had a sound sleep.

Subjects' answers	N°	%
عميق	19	%63,33
هاديء	7	%23,33
طويل	2	%6,67
صوتي	2	%6,67
Total	30	%100

Table 8: Arabic translation of sound in SC two

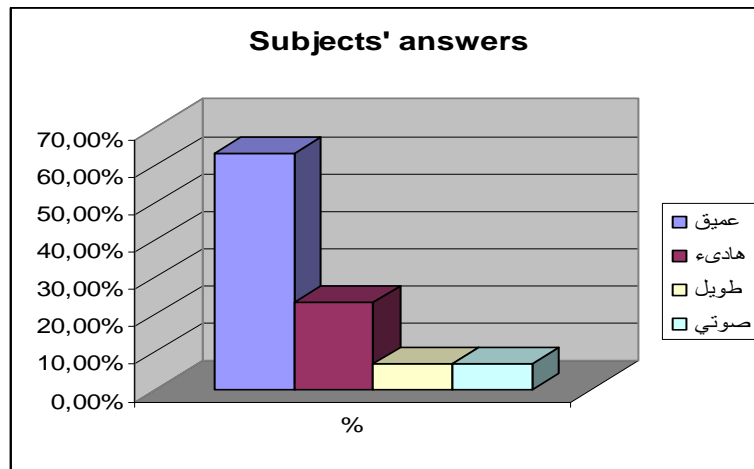


Figure8: Arabic translation of sound in SC two

Nineteen (%63) students translate **sound** as **عميق** , but seven (%23,33) as **هاديء** , two as **طويل** (%6,67), other two students as **صوتي** (%6,67) .

It observed from the grammatical feature (+ adjective) that sound has another grammatical function because it is not a noun, but it is an adjective. So, it will have another different meaning. Since it is an adjective, it involves a noun to elucidate its meaning. It collocates with the noun “sleep” which is not a physical object, but it is an abstract one. Thus, sound has another peripheral meaning. In addition, “sound sleep” is a collocation which has the meaning of sleeping deeply.

The situation can also make its meaning more clear because if someone works for a long time on a farmer, he will naturally sleep deeply. Thus, the equivalent of sound is عميق, and not هادئ, طويل or صوتي which is not an appropriate literal translation .

Situation context three

English context

1. I have now a sound knowledge about semantics after I have read many books and articles.

Subjects' answers	N°	%
شامل	20	%66,67
صوتي	3	%10
واسعة	7	%23,33
Total	30	%100

Table 9: Arabic translation of **sound** in SC three

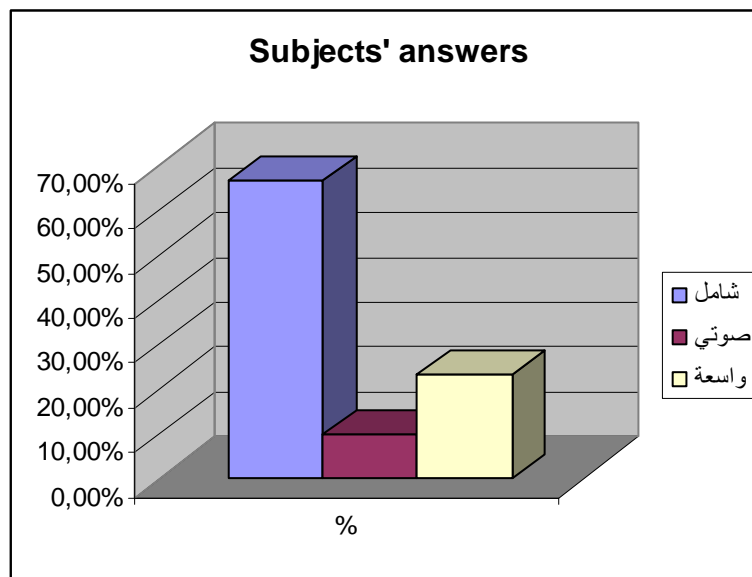


Table9: Arabic translation of **sound** in SC three.

Seven (%23, 33) students are in a favor to translate **sound** into **واسعة**, and twenty (% 66,67) of them prefer to see **شاملة** . But, three students render it into **صوتية** which is a literal translation.

It seems also that **sound** is an adjective as the grammatical feature (+adjective) indicates. But, it has a different meaning not as the previous one even it is an adjective. Besides, **sound** collocates with the abstract noun “knowledge”, so it has a peripheral meaning. The collocation “sound knowledge” can mean “معرفة جيدة”. But, the situation points to another meaning. Since anyone who reads many books or articles about semantics, he will have an exhaustive, thorough, or wide knowledge. Hence, the appropriate meaning of **sound** in this situation is “thorough or wide”, and the Arabic equivalent is **شاملة** or **واسعة** and not **صوتية** which is an ambiguous translation and not suitable for this context.

Situational context four

English context

1. I will go to the doctor to sound my eyes because I do not see well.

Subjects' answers	N°	%
أفحص	13	%43,33
أكشف عن	5	%16,67
أتفقد	10	%33,33
أعالج	2	%6,67
Total	30	%100

Table10 : Arabic translation of **sound** in SC four .

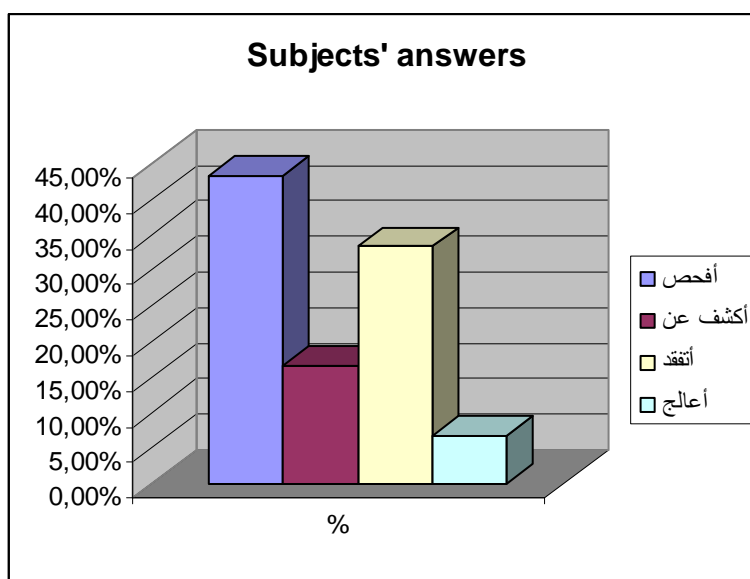


Figure10: Arabic translation of **sound** in SC four.

The word **sound** is rendered to **يفحص** by thirteen (%43,33) students, to **يكشف عن** by five (%16,67) students, to **ينتقد** by ten students (%33,33) and to **يعالج** by two of them.(%6,67).

The grammatical feature of **sound** in this situation is different (+verb) , so its grammatical function is a verb. When word is used as a noun, it has a set of different meanings: but when it is used as a verb , it has another different set of meanings . Since **sound** is a verb in this sentence, it has a different meaning.. In addition, it collocates with the abstract object “eyes”, thus its meaning is a peripheral one. The collocation “ to sound my eyes ’means “ to examine my eyes ”. Furthermore, the situation plays an important role in identifying its meaning. Since anyone who does not see well, he will go to the doctor to examine his eyes firstly and then give him a treatment. But he does not give the treatment immediately. Hence, **sound** means “to examine”, and its Arabic equivalent is **يفحص** , **يكشف عن**,**ينتقد** ,and not **يعالج**.

Situational Context Five

English Context

1. In the pronunciation of English consonants, you do not sound the letter "p" in 'psychic' because it is a silent.

Subjects' answers	N°	%
أنطق	21	%70
أصوت	9	%30
Total	30	%100

Table11 : Arabic translation of **sound** in SC five .

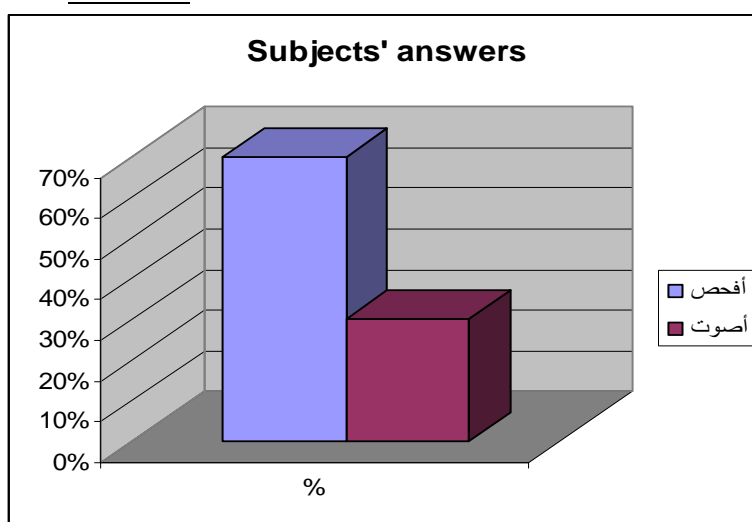


Figure11 : Arabic translation of **sound** in SC five.

Sound is translated into Arabic as أنطق by twenty one students (%70) and to أصوت by nine students (%30) .

Sound is a verb as the grammatical feature (+verb) indicates. But its meaning is different even it is a verb. Since the word sound is a verb, it is in need to

collocate with a noun to clarify its meaning. The semantic feature of sound denotes that it collocates with an abstract object “letter” which helps in pointing to its meaning. The collocation “sound the letter” can mean “pronounce the letter”. Moreover, the situation refers more to its meaning. Since pronouncing consonants points out that its meaning is “pronounce” and not to make a sound’, and its Arabic equivalent **أنطق**, and not **صوت** which is a literal translation.

Situational context six

English context

1. I like your suggestion to build a hospital in this city, it sounds reasonable.

Subjects' answers	N°	%
أبدو	30	%100
Total	30	%100

Table12: Arabic translation of **sound** in SC six.

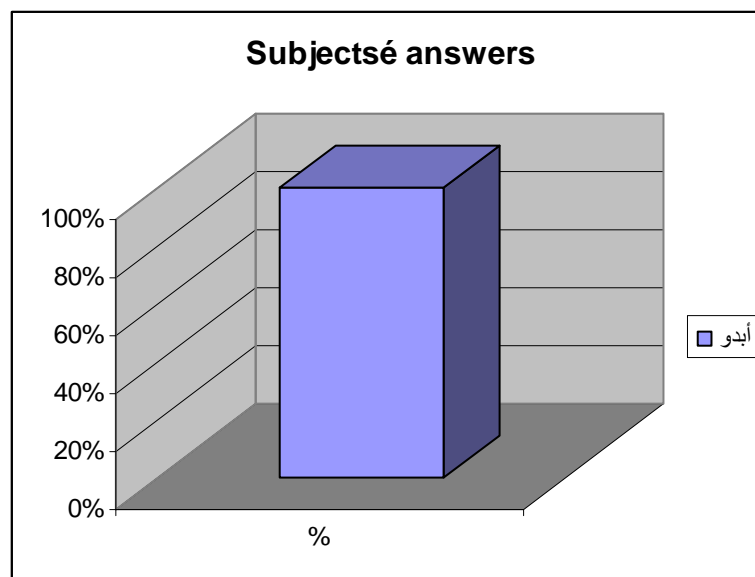


Table12: Arabic translation of **sound** in SC six

All students (%100) choose **أبدو** as an equivalent for **sound** in this situation.

It is obvious that the grammatical feature of **sound** in this sentence is a verb as its grammatical feature (+verb) indicates. But, its meaning is different from the preceding situation even it is a verb. In addition, this verb needs a noun or an adjective to elucidate its meaning. It collocates with an abstract adjective, so its meaning is peripheral. Moreover, the verb **sound** seems a state verb comes to describe the state of the subject that is preceded “suggestion”; how it seems. Thus, its meaning is “seem or appear”. Furthermore, the collocation “sound reasonable” can refer to “appear or seem reasonable”. The situation also denotes that someone tries to appear its admiration about the suggestion and how this suggestion seems good and reasonable. Hence, the meaning which is fit to this situation is “seem” and the appropriate equivalence is **يبدو**.

The analysis and table two above shows that the equivalent of **sound** is different according to each context. Its translation in the first context (the speed of sound = سرعة الصوت) is literal translation and it is appropriate to the context. On the contrary, its literal translations in context three and five (sound knowledge = معرفة صوتية , sound the letter = صوت الحرف) are unacceptable to the context. (+ noun), (+ adjective) and (+ verb) are grammatical features help in determining the grammatical category of **sound** in all contexts.

In addition, the grammatical category helps in turn identifying the words that **sound** can collocate with. As well as it aids in determining its meaning in context six (sound reasonable). The collocations (sound sleep = نوم عميق , sound knowledge = معرفة شاملة ...) plays an important role to determine the equivalent of “sound” in each context.

The situation has a great significance to remove ambiguity in each context and translate **sound** depending on the suitable context (e. g. in context two the situation of working in the farmer all the day refers to the fact that **sound** is translated into عميق.

3.2.1.3.Fair

Situational context one

English context

1.He has finally taken a fair decision to marry her, she is a wonderful lady.

Subjects' answers	N°	%
واضحا	10	% 33,33
صائبا	18	%30
عادلا	2	%6,67
Total	30	%100

Table14 : Arabic translation of **fair** in SC two.

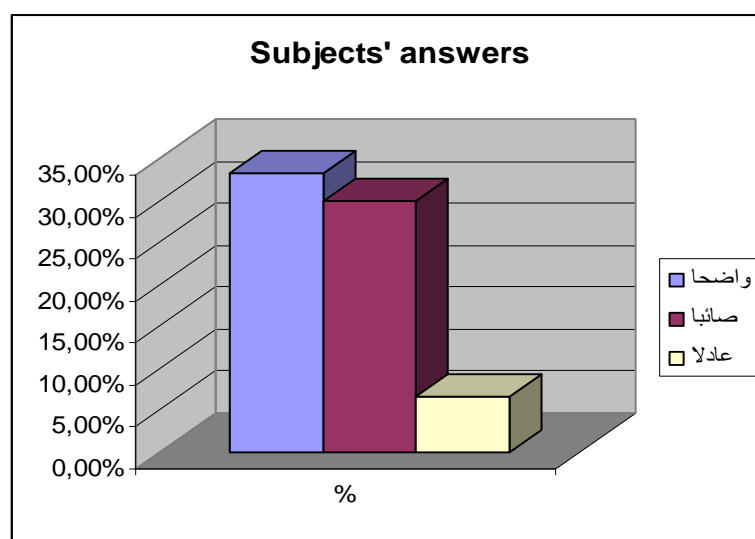


Figure13: Arabic translation of **fair** in SC one

Fair is translated into واضحاً by ten (33,33%) students , into صائبا by eighteen (%60), but into عادلا by only two (%6,67) of them.

Fair is an adjective as the grammatical feature (+ adjective) denotes, so it needs to collocate with a noun which may clear up its meaning. In this sentence it collocates with the word “decision” which is an abstract noun and not a physical one as “skin, hair...”, consequently, its meaning is peripheral. In addition, the meaning of fair “right or wise” is guessing depending on the word “decision”. But, depending on the situation the meaning will be more clear . If someone wants to marry a wonderful lady, he will surely take a right decision to marry her. Hence, “fair” means “right “ in this context and it is rendered into Arabic as صائبا ,and not عادلا or واضحاً.

Situational context two

English context

1.When they have worked in America for fifteen year, they make a fair amount of money.

Subjects' answers	N°	%
كافية	16	% 53,33
معتبرة	4	%13,33
كبيرة	10	%33,33
Total	30	%100

Table 14 : Arabic Translation of **fair** in SC two.

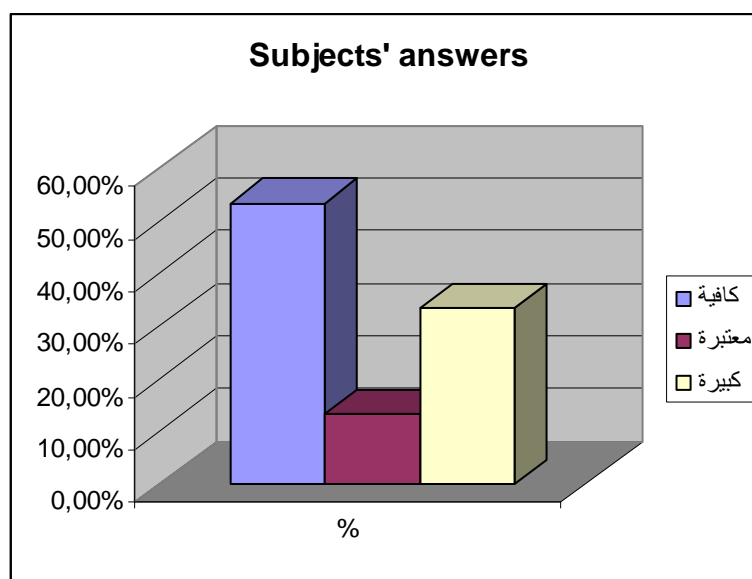


Figure14: Arabic translation of **fair** in SC two

كافية is preferred as an Arabic equivalent for **fair** in this context by sixteen (% 53,33) students, ten (% 33,33) of students choose **كبيرة** as the suitable equivalent. But, **معتبرة** is preferred by only four (% 13,33) students.

The grammatical feature (+adjective) indicates that **fair** is an adjective, so it has another meaning even it is an adjective. As it is an adjective, it involves to collocate with a noun which may clear up its meaning. The meaning of **fair** here is a peripheral and not core one., because the noun “amount” is an abstract and not physical. Moreover, the collocation “fair amount” may mean “large amount , sufficient amount , small amount, or considered amount. But, the situation plays a paramount significance to make the meaning more clear .Since anyone goes to work in America for fifteen years , he will certainly make a large amount of money .Thus, **fair** in this situation means “large”, and translated into Arabic as **كبيرة** and not into **كافية** or **معتبرة** .

Situational context three

English context

1.The national fair of Algerian traditions will be open this month.

Subjects' answers	N°	%
المتحف	4	% 13,33
المعرض	26	%86,67
Total	30	% 100

Table 15: Arabic translation of **fair** in SC three.

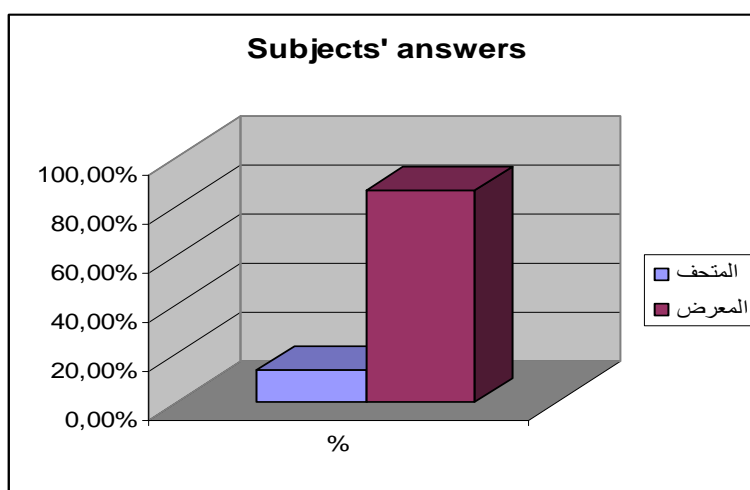


Figure15: Arabic translation of **fair** in SC three.

المعرض is the preferred equivalent of fair by most students (%86,67) in this context, but merely four of them (% 13,33) prefer **المتحف**.

The grammatical features of **fair** (+noun) indicates that it is a noun, so its meaning is different from the above (when word is used an adjective, it has a sum of meanings, but when it is used as a noun, it has a sum of different meanings).

As it is a noun, it needs an adjective to collocate with and to clarify its meaning. So, its collocation with “national” means “ a national gathering held at a specified time and place for the buying and selling of goods or a national market”. The situation of opening a national fair of Algerian traditions this month indicates that **fair** means “ an exhibition for Algerian traditions”, and translated into Arabic as **معرض**

Situational context four

English context

1. I took my son to the fair and he was very happy with those games.

Subjects' answers	N°	%
مدينة الملاهي	15	%50
المنتزه	4	%13,33
الحديقة	7	%23,33
المصوت	4	%13,33
Total	30	%100

Table 16: Arabic translation of **fair** in SC four.

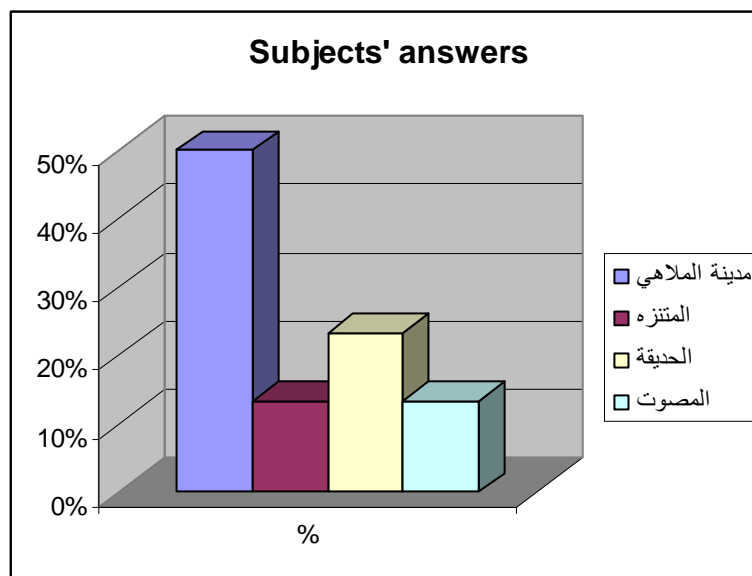


Figure16: Arabic translation of **fair** in SC four

Fifty (%50) students translate fair into **المعرض** , four (%13,33) into **المصوت** , seven (%23,33) students into **المنتزه** and four of them (%13,33) into **الحديقة**.

The grammatical feature (+ noun) refers to **Fair** as a noun in this sentence, but it does not have the meaning of the previous one (a word may have different meanings even its part of speech is the same) . The situation has a significant function to make its meaning clear. The situation of taking the son to a place where he will be happy with the games denotes that **fair** means “ the city of games ” , and translated into Arabic as **مدينة الملاهي** and not to **الحديقة** or **المنتزه** , or **المصوت** which is a literal translation.

Situational context five

English context

1. I ordered him to hit fair in the centre of the board, but his hit was not directed immediately to the center.

Subjects' answers	N°	%
مباشرة	19	%63.33
بدقة	11	%36,67
Total	30	%100

Table17: Arabic translation of **fair** in SC five.

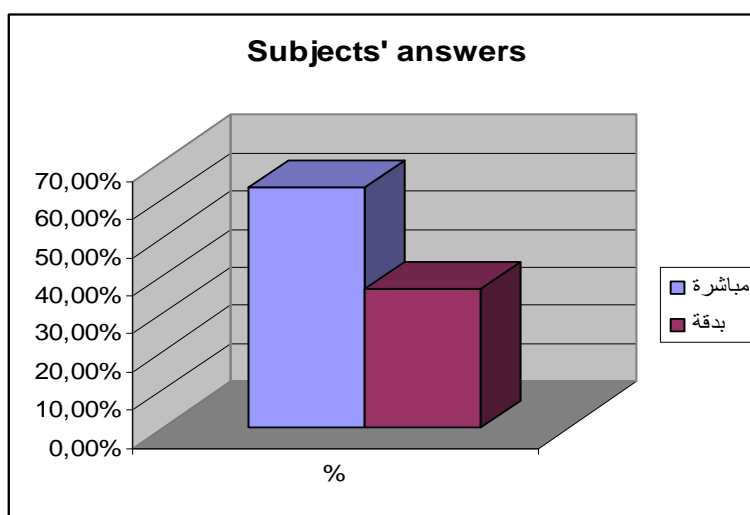


Figure17: Arabic translation of **fair** in SC five.

Nineteen (%63, 33) students translate **fair** into مباشرة , and eleven (%36,67) into بدقة .

The grammatical feature (+adverb) of **fair** points to its grammatical feature as an adverb. But , even it is an adverb, it has a different meaning from the previous context. Since **fair** is an adverb, it comes to express the state of the noun or the verb that it occurs with. In addition, the noun or the verb that it occurs with may clarify its meaning. **Fair** is preceded by “hit” which means that the hit may be immediately, carefully or precisely. But the situation of that the hit was not directed immediately to the centre points out that **fair** means “immediately”. Thus, it is rendered into مباشرة and not into بدقة.

Situational context six

English context

1.My friend is honest person ,he always plays fair with me.

Subjects' answers	N°	%
بنزاهة	15	%50
بصدق	10	%33,33
بأنصاف	5	%67,16
Total	30	%100

Table 18: Arabic translation of **fair** in SC six.

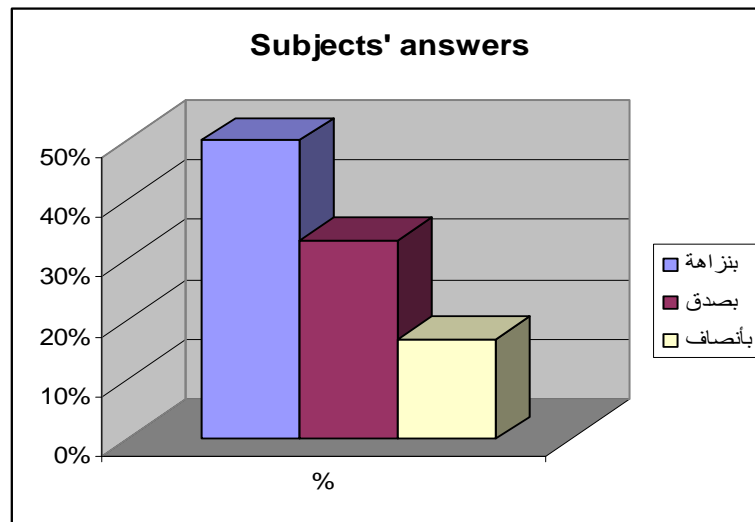


Table18: Arabic translation of fair in SC six.

بنزاهة is chosen as an Arabic equivalent for fair by fifteen (%50) students ,and بصدق by ten (%33,33) students and بأنصاف by five (%16,67) students.

The grammatical feature (+adverb) of **fair** indicates that it is an adverb, so it has another meaning. The adverb **fair** is in need to a noun or a verb to make its meaning clear. It is preceded by a verb ‘ play’ which helps in indicating its meaning since anyone who plays, can play well, badly, honestly. But, the situations clarifies the meaning in this context. Since any honest person, he will play honestly .According to this situation, **fair** means “honestly”. So, it is translated into “بنزاهة”, and

not to **بصدق** or **بإتصاف** .

It is shown in the analysis and the table 1, 2, 3, 4, 5, 6 above that the Arabic equivalents of the English polysemous word **fair** are different from context to another. It is noted also the choice of the appropriate equivalent of **fair** depends on the context i.e., the linguistic and situational .

It sounds, for example, that the grammatical features of **fair** (+noun), (+adjective) and (+adverb) work to clear its meaning in all six contexts in which they determine its grammatical function. The grammatical function of **fair** in each context has in turn a role in disambiguating its meaning. (For example, fair as an adverb comes to express the state of the verb “play”, so its meaning may be “honestly”, and its Arabic equivalent may be **بنزاهة** .)

The words that **fair** collocates with are as well the keys to its equivalent as it is observed above. For example, Fair decision, fair amount, national fair and play fair can help to translate **fair** into **بنزاهة, معرض, كبيرة, صائب**.

The situation is the more important key to translate **fair** in all six contexts. In context two, for instance, anyone who worked in America for fifteen years , he would surely have a large amount of money. This situation shows that “large” is the suitable meaning of **fair** , and **كبيرة** is its Arabic equivalent.

3.2.1.4. Hold

Situational context one

English context

1. He was holding a knife in one hand.

Subjects' answers	N°	%
يمسك	23	%76,67
يحمل	7	%23,33
Total	30	%100

Table19: Arabic translation of **hold** in SC one.

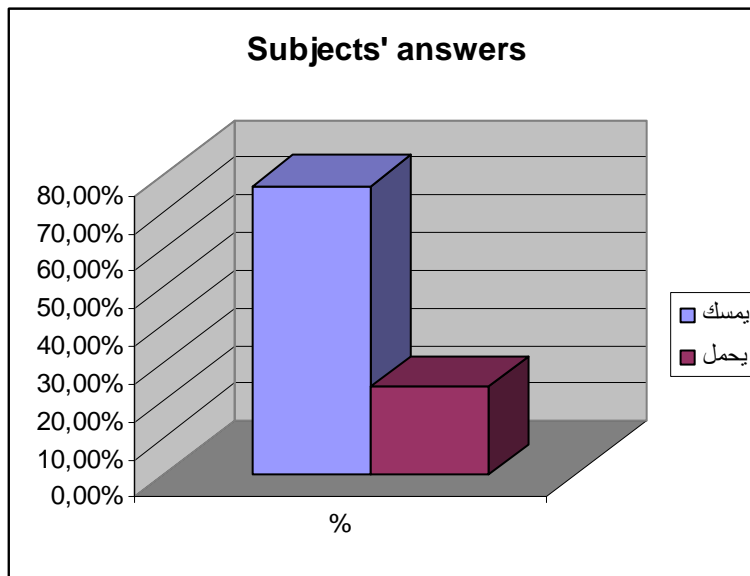


Figure19: Arabic translation of **hold** in SC one.

Hold is translated literally into its core meaning **يمسك** by twenty three (%76,67) students, and to **يحمل** by seven (%23,33) students.

The grammatical feature (+verb) of **hold** indicates that it is a verb, so it needs to collocates with a noun that may clear up its meaning. **Hold** in this context,

collocates with the physical noun “knife”, thus it has its core meaning which is ‘to take knife and keep it in your hand’. The collocation “hold a knife” can be interpreted to keep the knife in the hand. In addition, the word “hand” helps to refer to that meaning. Therefore, it is translated into **يمسك**.

Situational context two

English context

1. The managers get together in Hilton hotel because they will held the conference there .

Subjects' answers	N°	%
يعقد	22	%73,33
يقام	3	%10
يصوت	5	%16,67
Total	30	%100

Table21: Arabic translation of **hold** in SC two

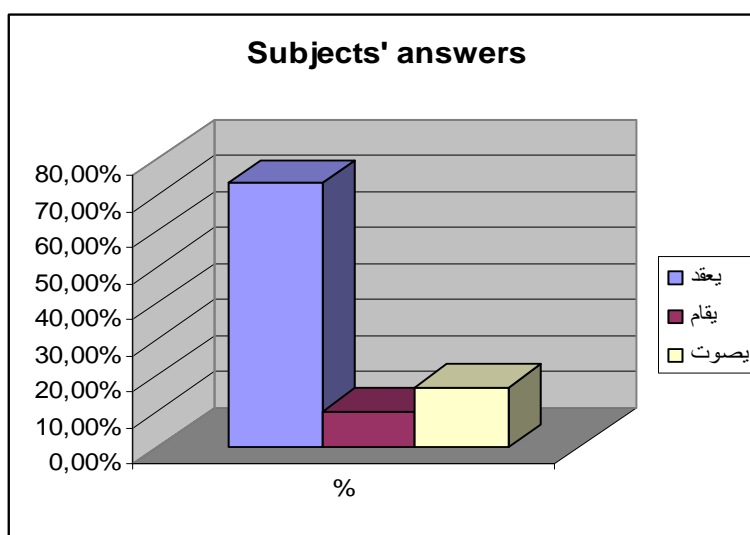


Figure20: Arabci translation of **hold** in SC two

Twenty five (%73, 33) students translate **hold** in this context into **يعقد**

five (%16,67) students to **يقام** , and two (%10) to **يصوت**.

Hold is a verb as its grammatical feature (+verb) indicates. Nevertheless, its meaning is different from the above context even it is a verb (word may have different meaning even its part of the speech is the same). “Hold” involves the occurrence of a noun to make its meaning more clear. It collocates with an abstract noun “conference”, hence it has a peripheral meaning. In addition, The collocation “hold the conference” may mean “to convene the conference”. Furthermore, the situation of meeting the managers in the hotel of Hilton indicates that they will convene the conference. So, “hold” means “convene” in this context ,and translated into “يعقد” and not to “يقام” .

Situational context three

English context

1. The governor has held the post since 1989.

Subjects' answers	N°	%
تولى	12	%40
تقلد	18	%60
Total	30	%100

Table 21: Arabic translation of **hold** in SC three.

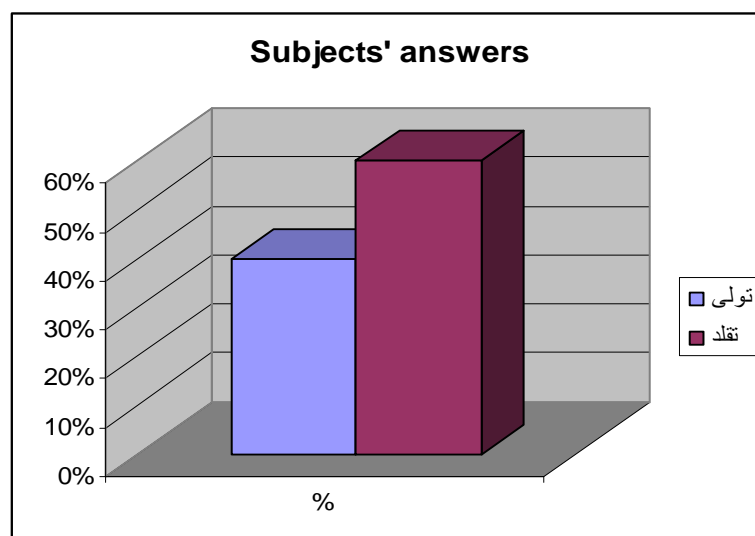


Figure21: Arabic translation of **hold** in SC three.

Hold is interpreted into Arabic as **تولى** by fourteen students , and into **تقلد** by eighteen students.

The grammatical feature (+verb) works to refer to **hold** as a verb in this sentence. In addition, it collocates with an abstract noun “post”, so it has a peripheral meaning. The collocation “hold the post ” which means “officiate the position ” helps in guessing the meaning of **hold** in this context. Hence, hold is translated into **تولى** or **تقلد** .

Situational context four

English context

1.Let us go to dance in this hotel ,it holds a party every Friday night.

Subjects' answers	N°	%
يقدم	16	%53,33
يحيي	14	%46,67
Total	30	%100

Table 22: Arabic translation of **hold** in SC four.

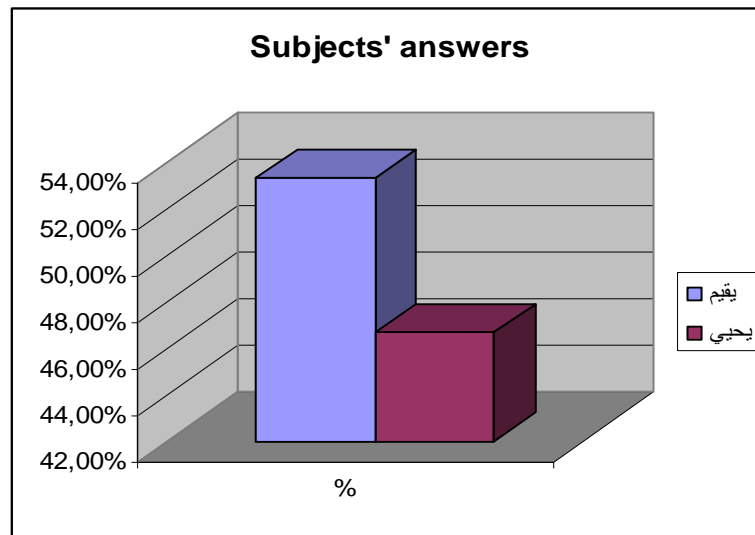


Figure22: Arabic translation of **hold** in SC four.

Sixteen (%30) students translate **hold** into **يقيم** and fourteen (14) of them into **يحيي**.

The grammatical feature(+ verb) shows that **hold** is a verb in this sentence. Hence, its meaning differs from the previous even it is a verb. Furthermore, it needs to a noun to indicate its meaning. The noun “party” that it occurs with is an abstract and not physical, so its meaning is peripheral. Its collocation with the word “party” points to the meaning “organize a party”. The situation of going to dance in the hotel means that it organizes or stays a party . Therefore, **يقيم** or **يحيي** is the equivalent of **hold** in this context.

Situational context five

English context

1.We should put the weapons in the hold of the ship.

Subjects' answers	N°	%
عنبر	9	%53,33
مخزن	21	%46,67
Total	30	%100

Figure23 : Arabic translation of **hold** in SC five.

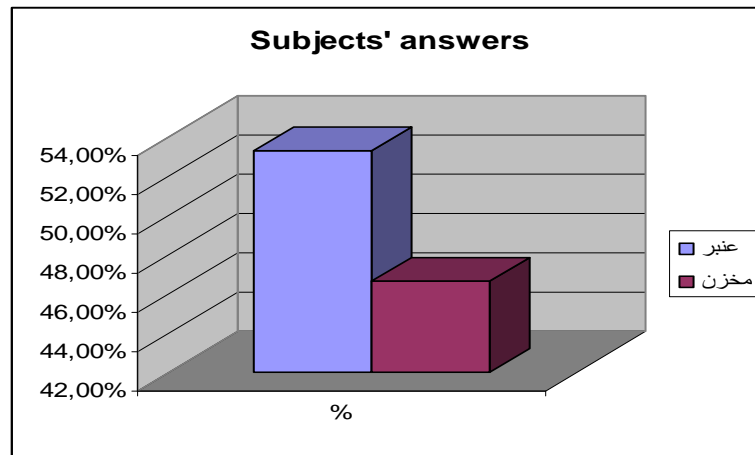


Figure23: Arabic translation of **hold** in SC five.

Nine students (%30) render **hold** into عنبر , and to مخزن by twenty one (%70) students.

The grammatical feature (+noun) shows that it is a noun ,so it has a different meaning from the previous one .Its collocation with the word ‘ship’ indicates that it has the meaning of “a part in the ship where goods , weapons are carried” .The situation of putting the weapons in the ship points out that **hold** is really “a part in the ship where weapons are carried”, its Arabic equivalent is عنبر or مخزن .

Situational context six

English context

1.The new country has strengthened its hold on the country.

Subjects' answers	N°	%
سيطرة	17	%56,67
قوة	13	%43,33
Total	30	%100

Table 24 : Arabic translation of **hold** in SC six.

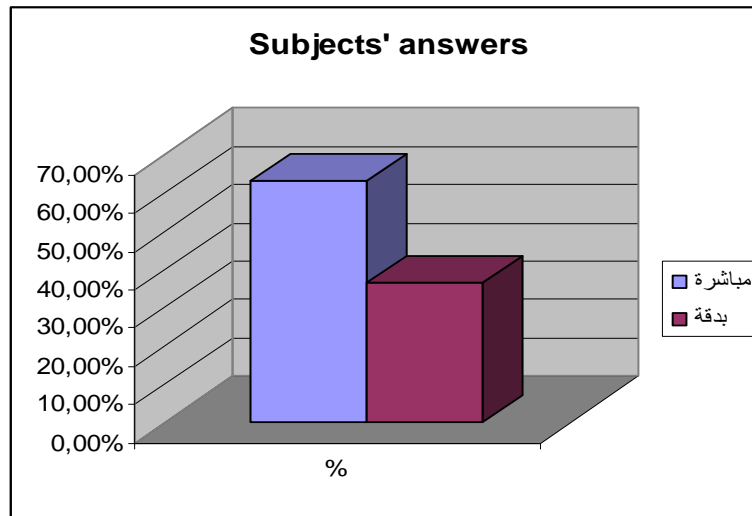


Figure24: Arabic translation of **hold** in SC six.

In this context , **hold** is translated by seventeen students into **سيطرة** and by thirteen (%43,33) into **قوة** .

Hold is a noun as the grammatical feature (+noun) indicates. Since it is a noun, it involves a noun or a verb to clear up its meaning . In this sentence, it collocates with the verb “strengthen”, so it means “power, dominance”. Thus , its Arabic equivalent is **سيطرتها** or **“قوتها”**.

I t is observed also in the analysis and the tables above that the English word **hold** is translated into its Arabic equivalence depending on the linguistic context i.e., its grammatical feature, its grammatical category, and its collocation and the

situational context.

It seems, for example, that the grammatical features (+noun) and (+verb) play a role to remove the ambiguity of **hold** in all contexts by identifying its grammatical categories. In addition, the parts of speech (verb, noun) of **hold** work in each context to point out its meaning and translate it by determining its collocation.

The collocations of **hold** also aid in clearing up its meaning (hold a knife = keep the knife with the hand, hold the conference = convene the conference, hold the post = officiate the position, hold a party = organize a party, hold of the ship = warehouse of the ship and strengthen hold = strengthen power) and translating into (سلطة, مخزن, أقام, تولى, يمسك).

The situation is also essential to translate “hold” in all contexts, since it disambiguates its meaning. For instance, in context three the situation of meeting the managers in the hotel to convene the conference refers to **يعقد**. As its Arabic equivalent.

Conclusion

After describing and analyzing the data that are collected by applying a test to First Year Master students, it is concluded that some students' translations of polysemous words (break, sound, fair, and hold) are correct because they depend in their translation on the context of these words i.e., the linguistic context (its grammatical feature, its grammatical category, and its collections with other words) and the situational context. On the contrary, the translation of other students are false because they translate these words literally i.e., depending on translating at word level without taking into consideration the context in which these words occur.

Conclusion

The objective of this study is to examine how students find the equivalent of polysemous words or the role of context in translating these words. This study helps in achieving this aim after adopting an empirical study that gives accurate results. The results show that the context has really a crucial role in translation in general and in translating polysemy in particular. So, the translator should be conscious of its role, because when he translates, he does not translate isolated words. On the contrary, he translates words influenced linguistically and situationally. Moreover, polysemous words have multiple meanings and they are ambiguous. Thus, the context has the effect of removing their ambiguities and translating them.

Consequently, this study investigates the procedures used by students to find the equivalents of polysemous words. It, then, suggests ways to achieve an accurate translation of these words. Students should not look at the word itself. They should look at the linguistic context in which they occur i.e, their semantic and grammatical features which are very essential in determining their meanings, their grammatical categories and their occurrences. Their grammatical categories also have an effect because when a word is used as a noun, it has a sum of meanings; but when it is used as a verb, it has a different sum of meanings. In addition, their collections in a sentence play a significant role in disambiguating their meanings and translating them.

Moreover, students should take the situation into consideration. Languages may differ at different levels (grammar, style, words, and so on.), hence students or translators should pay attention to the situation because it is apparently important to make a correct translation.

Furthermore, this study confirms the hypothesis that the more students depend on the two kinds of context i.e., linguistic and non-linguistic, the more their translation is correct and equivalent.

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المخلص

دراستنا هذه عبارة ع بحث لغوي حول التكافؤ على مستوى الكلمة كوحدة لغوية وأخرى لا يمكن ترجمتها منفصلة عن سياقها اللغوي و أن ايجاد المكافئ المناسب يقوم على عدة عوامل لغوية وأخرى ظرفية. قمنا في بحثنا هذا بدراسة كيفية ترجمة أربعة كلمات انجليزية متعددة المعاني إلى اللغة العربية. وحاولنا من خلال هذه الدراسة معرفة مدى إمكانية ترجمة هذه الكلمات بالإعتماد عليها أم لا بد من الاعتماد على سياقها اللغوي والظرفي. وقد قمنا بجمع كل الخصائص اللغوية و الغير لغوية المتعلقة بهذه الكلمات الأربعة لتمكين فهمها قبل ترجمتها، كما ركزنا في هذه الدراسة على تحليل مختلف الخطوات التي يمر بها الطالب أثناء ترجمة هذه الكلمات والوصول إلى مكافئها المناسب، أما المعطيات المعتمدة في التحليل فقد تحصلنا عليها من خلال اختبار أجري لثلاثين طالب في السنة أولى مستر. وخلال التحليل أظهرت لنا النتائج الصعوبات المحتملة خلال عملية الترجمة من الإنجليزية إلى العربية والتي تدور أساسا حول الجهل بخصائص اللغتين العربية والإنجليزية سواع ما يتعلق بالمفردات و تركيب الجمل ودلالة الألفاظ و الأسلوب, ولهذا لا بد على الطلبة امتلاك معرفة شاملة باللغتين لمواجهة المصاعب و كما أظهرت النتائج أيضا بأن الكلمات الإنجليزية المتعددة المعاني لا تترجم إلا في سياقها اللغوي و الظرفي و لا يمكن ترجمتها منفصلة عنه.

Résumé

Cette étude est une recherche sur la parité linguistique sur le niveau d'un mot, comme le mot est une unité linguistique qui n'est pas dissocié du contexte de la langue et aussi de trouver un équivalent approprié fonder sur des facteurs nombreux, y compris les facteurs d'ordre linguistique et d'autres circonstancielle. Nous avons étudiés la manière de traduire quatre mots à plusieurs significations en Arabe en s'appuyant sur ces mots ou bien doit s'appuyer sur le contexte linguistique et circonstancielle liées à ces quatre mots pour permettre aux étudiants de comprendre avant de traduire, et nous avons rencontrés sur l'analyse des différentes étapes à suivre par l'étudiant lors de la traduction de ces mots et l'accès à des équivalents appropriés. Les données utilisées dans cette ont été obtenue après un test effectué par trente étudiants de Master 1, et lors de l'analyse, les résultats ont montrés que les étudiants ont rencontrés d'éventuelles difficultés au cours du procédure de traduction de l'anglais vers l'arabe, aussi bien en ce qui concerne le vocabulaire et la structure des phrases et des mots importants et de style. Pour cela, il faut qu'un étudiant soit compétent an arabe et en anglais pour faire face aux difficultés, nous a aussi montré les résultats de cette étude que les significations multiple des mots anglais ne sont pas traduites seulement dans le contexte linguistique et situationnel ne peuvent être traduits séparément.