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Semantic Ambiguity

The Problem of Translating Polysemous Words

in English – Arabic Translation

The Case of Second Year LMD Students of English – University of Ouargla

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<u>*Dedication*</u>

« In the name of Allah, the beneficent the most Merciful. »

- I dedicate this modest work to my dear parents who were patient with me since all study years, without forget all my brothers and sisters.

*- To whom I will never forget our supervisor Mr. **BELARBI Ahmed** for his help.*

*- To all teachers in department of English Language specially Madam **SAYAH LEMBAREK Samira.***

- I dedicate this work also to All my dearest friends Imad, Rida, Kamal, Chokri, Ali, M^{ed} Tayeb, Mekki, Hassen, Oussama and Rabeh.

*- I do not forget my binomial **Azzedine** for his help.*

<u>*Abdessamad;*</u>

<u>Dedication</u>

I would like to dedicate this modest work to those who gave me their spirits and devoted their life to make me reach this position my mother and my father, thank you for unconditional and never-ending love, for the support that you always give me. Thank you for everything. I do love you!

To my grandmother, my dear brother Salah, and my dear sisters

To all my family members, and relatives.

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Introduction

The present study investigates the phenomenon of « polysemy » a single lexical form with two or multiple related senses. While polysemy is largely unproblematic from the perspective of communication, it poses a range of theoretical and descriptive problems. Basically, every word has one first meaning and other secondary meanings which are, in a way or another, related together on the one hand and to the first meaning on the other. Students have to understand the meaning of words in their context to produce a coherent target text, becuase although there are many students have a good mastery of English vocabulry, grammar….etc but they find difficulties in trnslating polysemous words.

Statement of Purpose

The major aim of this study is to shed light on polysemy as a difficult task when it comes to English Arabic translation. The students should understand the meaning of words in source text clearly so that they are translated successfully. We have mainly chosen second year English students the ones dealing with translation at the Department of English language at Kasdi Merbah University of Ouargla. The students need to understand the meaning of words in their context to produce a coherent target text, in other words; sometimes students fail in rendering the message from Arabic into English that is because they do not get the right meaning of the words or in fact the key words and the difficuties of some words in English when they take other contexts.

Statement of the Problem

This research aims at checking the difficulties of English words, in general, and polysemous words, in particular, which prevent students during the process of translation. It also attempts to find out what might help them in translating English polysemous words successfully.

Research Questions

The main questions to be asked in this destertation are the following:

Why do 2nd year LMD students of English at University of Kasdi Merbah Ouargla face difficulties in translating English polysemous words into Arabic?

Does the context of the sentence help students in translating polysemous words successfully?

Hypothesis

This research may confirm or may cancel the following hypothesis:

If 2nd year LMD students of English at University of Kasdi Merbah Ouargla put the different contexts of the polysemous words into consideration, they will translate them successfully.

Tools of Research

In the present study, we designed a questionnaire for gaining insights, from the subjects, about their points of view towards translation and their ways used during translating their handouts. The test contains six samples, each sample contains three exmples to be translated and then to be analysed.

Structure of the Dissertation

The present dissertation will be divided into two main sections: theoretical part and practical part. The first part deals with an overview about polysemy and the problem of definition, Semantics within a context as well as an overview about some problems of translation, then in the end the context. The second part is devoted to the empirical study to testing the hypothesis, it deals with the collection and analysis of data, besides; discussion of the results obtained, the findings and the recommendtions we shall present at the end.

Chapter One
Translation and Polysemy

Introduction

The main questions to be asked for the study of lexical semantics is whether, and to which degree, the paths of sense developments are predictable, given a certain lexical source. Translation theorists agree that translation is understood as a transfer process from a foreign language—or a second language—to the mother tongue. This transfer included some particular problems in the translation process such as the problems of ambiguity, problems that originate from structural and lexical differences between languages, in the sense that it is not clear how they should be represented, or what rules should be used to describe them. Such lexical features were a great motive for this study to investigate and decide on the degree of their difficulty so as to be able to identify the sources of difficulty involved in them and suggest some solutions for them.

The first chapter deals with translation and polysemy begins with casting light on translation, its definition, its types, and mainly semantic and communicative translation. Then we shall move to Semantics and its definition. The main focus in this chapter will be on polysemy and some traditional views of it. The chapter deals also with some scholars' points of view concerning the ambiguity and vagueness. Finally the chapter ends up with polysemy and lexical pragmatics.

I.1. Lexical Translation Problems

The definition adopted in this study could be that a lexical translation problem is *whatever presents obstacles in transferring the content of one piece of language into another whether the latter are an element (word), or a string of elements (clause or a phrase).* Of course, the degree of obstacle varies in intensity, leading one to the assumption that translation problems fall under different ranks in terms of challenge.

As a lexical problem, Ghazala (1995: 91) claimed: *"the main problem for students is that in most cases they understand all synonymous words as absolute synonyms only".* Although students are aware that in almost all languages there's no total sameness between words, they face problems when translating these words. Baker (1992: 20) argued that translation problems at word level arise for translators because there is no equivalence at word level between different languages. But what is important in Baker's discussion is lexical

meaning. Baker said, "*Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text*."

I.1.1. Lexical Structure in Semantics

There are various lexical problems in translation expected to be encountered students. This study will be deal with the lexical problems of using polysemy. Within the field of lexical semantics, polysemy is of main concern.

I.1.2. What is Polysemy?

I.1.2.1. The Concept of Polysemy in English

"Polysemy" or "multiplicity" of meaning is considered a common feature of English and Arabic, since it exists in both languages. The existence of this linguistic phenomenon creates lexical problems in many cases, especially when they are dealt with as monosemous words or even when the translator is indifferent to the linguistic context and the relations that hold among the constituents of a linguistic stretch.

Many definitions have been given to the concept of polysemy. Ullman (1967: 159) defines polysemy as a "*situation*" in which the same word has two or more different meanings. He adds that polysemy is a fundamental feature of human speech which can arise in a multiplicity of ways. Nida (1969: 63), on the other hand, does not consider polysemy to be a crucial problem for the translator, since the different meanings of a single word are rarely in competition, for they do not only have relatively well defined markers which help to differentiate the meanings, but so often they are so diverse as not to compete with one another for the same semantic domain. Kharma & Hajjaj (1989: 64) believe that polysemy is closely connected to homonymy and it occurs when a word has more than one meaning. Ghazala (1995: 98) regards polysemy as one of the major distinguishing characteristics of both English and Arabic, and it may be English more than Arabic. As for Finch (2000: 173), polysemy is a sense relation in which a lexeme has acquired more than one meaning. He adds that a word which is capable of more than one meaning is polysemic. From this, one can define polysemy as a case in which a single word has multiple meanings; each of these meanings has to be learnt separately in order to be understood. The following example illustrates our notion: the term flight, for example, can mean all of the following: (1) the power of flying; (2) an air journey; (3) a series of steps; (4) a digression; (5) a unit of air force, (Finch: 2000: 173).

I.1.2.2. The Concept of Polysemy in Arabic

Arab linguists, on the other hand, referred to the concept of polysemy as "istirak lafzi". For Al-Jürjani (1954: 365), polysemous words tend to be unrelated and no clear relation

among them can be realized. As-Suyüti (1971: 384) argues that polysemy would enrich the language and make it more capable of representing the physical world around us. But he denies that "istirak" is based on the idea that one word has different meanings. On the contrary, he argues that all kinds of "istirak" of one single expression had one general meaning. So, many meanings will be attached to the original meaning of a particular word and they will develop in the course of time of that expression (ibid). In contrast, Ibn Darstwini (1974: 538) denies the existence of polysemous words in Arabic and he affirms that if the polysemous words exist, this would be due to two reasons: first, if they occur between two different languages and the second reason is the omission or the economy of speech. According to Al-Munjid (1999: 15) polysemy is one of the most common linguistic phenomena in all languages. He defines polysemy as multiplicity of meaning; a case in which one word has different meanings.

Polysemy carries different meanings across English and Arabic language. This is apparent through the text below that illustrates the use of polysemous words in both English and Arabic;

I visited my uncle in his office last week. He was busy doing a lot of things. I made my decision to leave but he made me wait so I made some coffee and stayed.

Text:

The word "*make*" has more than one interpretation. However, these interpretations seem to have related meanings. In contrast, the same word "*make*" cannot be used in Arabic to carry more than one meaning even if their meanings are related. There are different interpretations for every use of "*make*" in Arabic that give specific meanings. In the sentence, "I *made my decision to leave*" different equivalents can be used for translating "*made*" into إتخذت قراري. The other translation by using one word for both the verb "*made*" and the noun "*decision*" is قررت. On the other hand there are other translations for the same words which are inappropriate counterparts كان قراري أو جعلت قراري and then this kind of translation is incorrect translation صنعت قراري أو عملت قراري. In the second sentence accurate. Many students suppose that the verb "*forced*" refers to the implied meaning of the verb "*made*" in this context. They may translate it into أجبرني while few students may give acceptable answers by translating it into اضطرني. And who have not background on translation may use inappropriate counterparts such as جعلني or incorrect equivalents. As for the third sentence in the above text most of students may use the correct counterpart as it is well known to them. They may translate it into جهزت *to prepare* whereas may be few of students could use acceptable translation as صنعت or may give inappropriate translation by choosing عملت.

I.1.2.3. Background

The fact that a word may be associated with several meanings was addressed at least as early as the writings of Aristotle (Barnes 1984). In the opening of *Categories*, Aristotle distinguishes between *synonymy* ('univocity') and *homonymy* ('multivocity', 'being spoken of in many ways'). Two things, *a* and *b*, are synonymous or univocal if they are both called by the same name *F*, and the definition of *F* is the same for both of them, whereas *a* and *b* are homonymous if they are called by the same name *F*, but the definition of *F* for *a* does not completely overlap with the definition of *F* for *b* (Shields 2009).[2] An example of synonymy is the occurrences of *human* in 'Socrates is a *human*' and 'Plato is a *human*', where the things named by the word *human* are the same in both cases.[3] An example of homonymy is the occurrences of *bank* in 'John went to the *bank* to open a savings account' and 'Plato and Socrates had a picnic on the *bank*', where the things that are named by *bank* ('financial institution', 'riverbank') have distinct definitions.[4] Furthermore, as the definition above states, homonymy also includes those instances of things called by the same name that have partially overlapping definitions. Consider the occurrences of *healthy* below:

(1) a. Socrates is *healthy*.

b. Socrates' exercise regimen is *healthy*.

c. Socrates' complexion is *healthy*.

These three predications of *healthy* are non-univocal. In (1)a the meaning of the predicate is roughly 'is physically fit', in (1)b. it means 'promotes health', and in (1)c. it means 'is indicative of health'. As Aristotle observed, the meanings of *healthy* in (1)b. and (1)c. are both dependent on the meaning of *healthy* in (1)a, which is contained as part of their definitions. This is referred to as a kind of *core-dependent homonymy* (Shields 1999; Owen 1960 termed this 'focal meaning'), that is, an intermediate case between univocity and full homonymy.

Until relatively recently, almost all theories of linguistic semantics were based on these classical ideas about necessary and sufficient application conditions for concepts, as manifested most notably by Katz's semantic theory (1972; Katz and Fodor 1963; Katz and Postal 1964). Katz's approach takes word meanings to be constituted by definitions, and lists as many meanings for a word as there are sets of necessary and sufficient conditions for its application. In contemporary linguistic theory this view is still held by a number of scholars, most notably by those working within Anna Wierzbicka's (1996) theory of Natural Semantic Metalanguage (NSM).

Another early mention of the issue of lexical meaning variation in the history of Western philosophy is Locke's (1975 [1689]) discussion of the English connective *but* and Leibniz's (1996 [1765]) subsequent critique of it (cf. Fieke Van der Gucht and De Cuypere 2007). Locke saw *but* as being associated with a number of different meanings (e.g. it may express opposition, coordination, etc.), and expressed doubts about the possibility that they could all be instantiations of a single more abstract meaning.

Leibniz, on the other hand, took issue with Locke's claim that *but* has several different meanings and argued that instead, we should try to reduce all the uses of a word to "a determinate number of significations" (Leibniz 1996 [1765]: III, §4), by searching for a 'paraphrase' that is able to cover as much of the semantic variation of the word as possible.

Interestingly, this short discussion between Locke and Leibniz sums up the broad lines of the traditional debate over polysemy. As (Ingrid Lossius Falkum), argued that '*theories of polysemy representation are often divided into 'sense enumeration lexicons' and 'core meaning approaches'. Sense enumeration lexicons, which take the representation of a polysemous lexical item to consist in a listing of all its uses*'', bear a clear resemblance to Locke's position above, while core meaning approaches, which see polysemous lexical items as being represented in terms of a highly abstract 'core meaning', which remains constant across all its uses, strongly resembles Leibniz's approach.

In general linguistics, Bréal (1924 [1897]) was the first to introduce the term 'polysemy' ('polysémie') to describe single word forms with several different meanings (cf. Nerlich 2003). For Bréal, polysemy was primarily a diachronic phenomenon, arising as a consequence of semantic change. Words acquire new meanings through use, but these do not automatically eliminate the old ones. Polysemy, then, is the result of the parallel existence of new and old meanings in the language; it is the 'synchronic side' of lexical semantic change. However, Bréal also observed that, at the synchronic level, polysemy is not really an issue, since the context of discourse determines the sense of a polysemous word and eliminates its other possible meanings (Bréal 1924: 157).

These early insights of Bréal also underlie much contemporary research in lexical semantics and pragmatics.

Following the advent of transformational-generative grammar in the late 1950s, with its main focus on syntax, polysemy received little attention for several years (some exceptions are Weinreich 1964, 1966; Anderson and Ortony 1975; Apresjan 1974; Caramazza and Grober 1976). However, with the development of cognitive grammar during the 1980s, polysemy reappeared on the research agenda as a central topic in lexical semantics, in particular as a

result of the pioneering studies of prepositional polysemy conducted by Brugman (1988) and Lakoff (1987).

A central claim of these studies was that polysemy is not so much a linguistic phenomenon as a cognitive one, resulting from the way in which our conceptual categories are structured.

Today, there are broadly two main trends in the research on polysemy. One is the well of polysemy research conducted within the cognitive linguistics framework, which has grown out of the work by Brugman and Lakoff, as mentioned above, as well as Langacker's (1987) foundational work in cognitive grammar (e.g. Geeraerts 1993; Tuggy 1993; Cuyckens and Zawada 1997; Dunbar 2001; Nerlich et al. 2003; Tyler and Evans 2003). The other is the polysemy research conducted within computational semantic frameworks, which includes most notably the generative lexicon account maintained by Pustejovsky (1995a), as well as several others (e.g. Copestake and Briscoe 1996; Kilgarriff 1992, 1995; Kilgarriff and Gazdar 1995; Asher and Lascarides 2003; Asher forthcoming). In contrast to the cognitive linguistic approaches, such computational approaches see polysemy as primarily a linguistic phenomenon, arising from lexicon-internal computational processes.

I.1.2.4. The Problem of Definition

A standard textbook definition of polysemy is "*the association of two or more related senses with a single linguistic form*" (Taylor 1989/2003: 144). In this section, three issues which have a bearing on the definition and delimitation of polysemy will be considered, including

(1) The distinction between polysemy and homonymy,

(2) The distinction between ambiguity and vagueness, and

(3) The connection between polysemy and contextual modulation of lexical meaning.

I.1.2.4.1. Polysemy and Homonymy

Weinreich's (1964) distinction traditionally, polysemy is distinguished from homonymy. In polysemy, the different senses of a single lexical item are seen as being related in some non-trivial way, whereas in homonymy, the multiple encoding is a matter of historical accident. An example of homonymy is the lexical form *coach* = مدرب أو حافلة, which encodes the entirely unrelated meanings 'bus' and 'sports instructor'. It is standard to see these as being represented as two different lexemes (COACH1 and COACH2) in the mental lexicon.

However, drawing the distinction between related and unrelated senses of a lexical form is often far from a straightforward matter. The question is: What does it mean for two

senses to be related? « The criteria that have been suggested include etymology and speaker intuitions about unrelatedness vs. relatedness of meaning. »(Lyons 1977b). According to the etymological criterion, two senses are homonymous if they are historically unrelated. On this approach, the linguistic form *fil*e would be an instance of homonymy, as the sense '*folder or box for holding loose papers*' originates from the French word *fil* and the sense 'tool with roughened surface' comes from the old English word *féol*. That these two senses came to be associated with the same lexical form in contemporary English is thus a matter of historical accident. According to the same criterion, the noun *position*, which has the senses 'a particular way in which someone or something is placed or arranged' and 'a person's particular view or attitude toward something', would be polysemous as a result of the shared etymological origin of its senses.

However, this way of distinguishing between polysemy and homonymy is problematic if we are concerned with characterising the linguistic knowledge of speakers and hearers. To illustrate, consider the English word *cardinal*. This word encodes the meanings 'leader of the Roman Catholic Church' or 'North American songbird of the bunting family'. The two senses are historically related; the male cardinals are mostly red in colour and so this bird was named *cardinal* by virtue of its resemblance in colour to the red cassocks worn by cardinals. According to the etymological criterion, then, *cardinal* would be polysemous. However, many speakers of English may not be aware of this historical connection, and to them the two senses may seem entirely unrelated (i.e. homonymous). So, distinguishing between polysemy and homonymy on the basis of etymology does not, in many cases, capture differences in speakers' intuitions of semantic relatedness, and, although such etymological considerations are no doubt useful to lexicographers in the making of dictionaries, it is doubtful whether they are relevant to a synchronic analysis of polysemy.

Another criterion that has been suggested as a way to distinguish between polysemy and homonymy is speaker intuitions about related and unrelated senses.

According to this criterion, two senses are polysemous if they are judged by native speakers to be related, and homonymous if they are judged to be unrelated (or at least their meanings are considered to be further apart than polysemous senses as in, e.g., *cardinal*). Distinguishing polysemy from homonymy would thus depend on a sort of 'folk etymology'. A problem that arises in connection with this criterion is that sense relatedness appears to be a matter of degree, and, moreover, judgements about the relatedness of the senses of a given word are likely to be subjective (Lyons 1977b).

I.1.2.4.2. Ambiguity and Vagueness

Many scholars discussed distinction in semantic theory is that between ambiguity and vagueness (e.g. Kempson 1977; Cruse 1986; Atlas 1989; Geeraerts 1993; Tuggy 1993; Williamson 1994). Traditionally, lexical ambiguity is seen as involving two or multiple lexemes with distinct senses (and may, as we saw above, include both homonymy and polysemy), and vagueness a single lexeme with a non-specific meaning (monosemy), which is contextually specified. Different kinds of vagueness are discussed in the literature, including '*indeterminacy of meaning*', that is, cases in which the meaning of the lexical item appears to be quite intangible, and '*lack of specification*', that is, cases in which the meaning of the lexical item is in principle quite clear but is very general (Kempson 1977: 125). The adjective *good* has been mentioned as an example of indeterminacy of meaning, due to the range of different senses it may express in describing different things (e.g. *good knife/football player/student/weather*, etc.), as well as in describing the same thing (e.g. a *good job* could be one that's well paid, offers interesting tasks, has an inclusive social environment, gives a certain social status, etc.).

Examples of vagueness due to lack of specification are terms such as *teacher, cousin*, *neighbour*, etc., all of which are unspecified with regard to gender.

Several tests have been proposed for distinguishing between ambiguity and vagueness. These can be divided into the following types:

(1) Logical tests.

(2) Linguistic tests, and

(3) Definitional tests (Geeraerts 1993, 1994).

An example of a *logical test* is the one proposed by Quine (1960: 129), according to which a lexical item is ambiguous if it can at once be clearly true and clearly false of the same thing. For instance, an assertion of 'Rachida is wearing a *light* skirt' would be true of a situation where Rachida is wearing a black skirt made of a thin fabric of little weight, if *light* is taken to denote the property 'of little weight', and false if *light* is taken to denote the property 'pale'. Thus, the adjective *light* is ambiguous according to the logical test.

Linguistic tests involve semantic restrictions on sentences that contain two occurrences of the lexical item under consideration. If a grammatical construction requires semantic identity between the two occurrences, ambiguous expressions will give rise to several readings for the construction. For instance, Kempson's (1977: 129) anaphora-based test involves the use of the expression *do so too* (or *so did Choukri, Choukri did/has/will/is too*), which demands identity of meaning of two verb phrases.7proposed by Zwicky and Sadock

(1975). A verb phrase, then, is two-ways ambiguous if conjoining a *do so too* phrase to it renders the whole sentence two-ways ambiguous, as in (2) and (3):

(2) Rachida wore a *light* skirt and Djamila did so too.

(3) Kamel went to the *bank* and his mother did so too.

Both sentences above have two readings because the same senses of *light* and *bank* must be selected in each of the conjuncts, indicating that the expressions are ambiguous.

Compare with (4) and (5), where the expressions *neighbour* and *good* may be distinctly specified in the two conjuncts (that is, so-called 'crossed' readings are allowable):

(4) Hassen is my *neighbour* and Mekki is too.

(5) The book is *good* and the cake is too.

According to Kempson's test, then, *neighbour* and *good* are not ambiguous but vague, and should thus be represented as single lexemes.

Another type of linguistic test is 'co-predication', which is taken as a diagnostic of ambiguity if it gives rise to 'zeugma', that is, the oddity that results when two or more.

I.2. Semantics

I.2.1. Definition of Semantics

Semantics is the study of meaning. A word can have two sorts of meaning. First, it may have *'reference'* to the word for instance « red » describes the colour of blood; « chair » refers to a piece of furniture, with legs and a back, on which a human being may comfortably sit. Secondly, a word has 'sense', which determines its semantic relation to other words, e.g., *''narrow''* is the opposite of *''wide''* and « crimson » refers to a colour that is a special sort of « red » (we say that crimson is a hyponym of red). Every morpheme has a meaning. The ending -er, added to a verb, derives a noun which refers either to the agent (e.g., *writer, player*) or else to an instrument intended for the activity (e.g., *cooker*). Some morphemes have different meanings with different kinds of words: *un-* indicates an opposite quality with an adjective (e.g., *kind, unkind*), but a reverse action with a verb (e.g., *tie, untie*).

Meaning is also associated with the way in which words are combined to make phrases, clauses and sentences. Compare *the dog bite the postman* and *the postman bite the dog* عض الولد الكلب، عض الولد الكلب which involve the same word meaning but quite different sentence meanings because of the different syntactic arrangements.

As language is used, meaning is both the beginning and the end point. A speaker has some message in mind. He chooses words with suitable meanings and puts them together in appropriate grammatical constructions; all these have established phonetic forms, which

motivate how he speaks. A listener will receive the sound waves, decode them and if the act of communication is successful-understand the speaker's message.

The study of language must pay close attention to meaning. We consider the meanings of words, and their grammatical properties, and see how these interrelate. When a speaker of a language encounters a new word he may first of all learn its meaning, and will then have a fair idea of the morphological and syntactic possibilities; or he may first of all learn something of how to use the word grammatically, and will help him to work out its meaning.

I.2.2. Semantic Translation Problems at Word Level

Many researches dealt and studied translation problems that undergraduate students face in the translation process from the source language to the target language. Translation problems are allocated various titles in according to many scholars, such as 'challenges' and 'pitfalls' (Clark 2000: 20 9) others alternate between 'difficulties' and 'problems' (Pontiero 1992; Mauriello 1992). Newmark (1980) also uses problems and difficulties together, without differentiating between the two labels. Ghazala (1995: 17) argued that a translation problem is "*any difficulty which makes us stop translating to think about it.*"

According to Ghazala, these problems are due to either sound and lexis (word) or grammar and style (1995). Newmark (1993: 2) characterized a translation problem as "*a stretch of text of any length which is not readily amenable to literal or word for word translation*".

I.3. Translation

There are various definitions of translation; Catford defines it as "*an operation performed on languages, a process of substituting a text in one language for a text in another*", it is the replacement of textual material in one language (SL) by equivalent material in another language (TL).

Ghazal (1995:1-2), for example defines it as follows:

As a subject, translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language. That is, the use of:

(1) Words which already have an equivalent in Arabic language; (2) new words for which no equivalent was available in Arabic before; (3) foreign words written in Arabic letters; and (4) foreign words changed to suit Arabic pronunciation, spelling and grammar.

Here are examples to illustrate these four types respectively:

1. "speak"	(يتكلم)
2. "satellite"	(قمر صناعي)
3. "aspirin"	(أسبيرين)
4. "democracy"	(ديمقراطية)

One of the most prominent definitions of translation is stated by Newmark (1988:5) who defines translation as "*rendering the meaning of a text into another language in the way that the author intended the text*". This definition emphasise on rendering meaning of the source language text into the target language text as what is intended by the author.

Nida and Taber (1982:12), on the other hand stated that "*translating consists in reproducing in the receptor language the closest natural equivalent of the source message*". This definition is more comprehensive than the previous ones. Nida and Taber explicitly stated that translation is closely related to the problems of languages, meaning and equivalence.

I.3.1. Translation Methods

According to Newmark, translation methods related to the whole text; while translation procedures are used for sentences. There are many different methods of translation, semantic translations is one of them.

I.3.1.1. Semantic Translation

It attempts to produce the precise contextual meaning of the original respecting the target language grammatical structure taking more account of the aesthetic value of the source text.

I.3.1.1.1. Literal Translation Meaning

According to this point of view, words do possess a literal meaning, all other meanings are merely derived and figurative. For example, the literal meaning of *mouse* is the rodent; a derived meaning is the computer mouse. A bed is "a peice of furniture that you lay on" (literal); it is something flat at the bottom of something eles "a river bed" or a place where something can be found in abundance "a shellfish bed, a bed of roses" in a figurative way. But literal meanings are not always so easy to spot. For instance, a *position* can be a physical position "a crouched position", a psychological position, a stand, a point, of view, " a Soviet position on German unity", or social position, a job (his position as a Speaker). Which one is the literal meaning? We may be inclined to think it is the physical sense, but we are clearly not as sure as with *mouse* or *bed*. (Pierre Frath)

Another problem is the link between literal and derived meanings? What does it consist of? Let us consider the word *knocker*, which can mean *door knocker*, *someone who*

knocks, or (not very nicely) women's *breasts*. I asked my native English-speaking informants if they felt these meanings were somehow linked and if they could formulate these links. All informants felt that they were indeed linked. The *person* meaning was definitely considered as the literal meaning. The *door-knocker* meaning was explained in terms of metonymy (the object used to knock is named after the person who is doing the knocking). As for the *breast* meaning, a wealth of links were offered:

- metaphorical links to the *door-knocker* meaning
  - Breasts resemble some door knockers
  - Breasts protrude like door knockers
- a metonymical link to the *door-knocker* meaning
  - Breasts are something one grabs (or feels like grabbing) like a door-knocker
- metaphorical links to senses of *to knock*
  - The sexual impact of breasts may knock you over
  - When women run, breasts may move up and down, which resembles the act of knocking on doors
  - Breasts knock together

Thus the linear theory fails on two counts: i) there is no definite way of deciding which is the literal meaning; and ii), the link between literal and derived meanings cannot always be specified with certainty, even when it is established.

I.3.1.2. Communicative Translation

No one can deny the important role of translation in the communication process as it was and still an effective means that can be used to help anyone to communicate with people out of his/her own speech community; that is why translation is considered as a remedy for a lot of communicational problems. Translation has played a great role in spreading and developing language cultures. It has also been the focal point of nowadays studies as it attempts to narrow the gaps that occur between languages especially cultural and linguistic ones. "*A communicative process which takes place within a social context*" (Hatim & Mason, 1990 quoted in Shuttleworth & Cowie, 1999:21).

I.4. Context

I.4.1. The Concept of Context

Many linguists defined context from different points of view according to their own fields in order to support their own ideas, and theories.

Widdowson focused his study on language meaning. Widdowson (2000: 126) defines context as "those aspects of the circumstance of actual language use which are taken as relevant to meaning." He further pointed out, "in other word, context is a schematic construct the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context."

Guy Cook as well took the 'context' into consideration when he studied the relationship between discourse and literature. In his definition, context is just a form of knowledge the word. Cook (1999: 24) stated that "the term 'context' can be used in a broad and narrow sense. In the narrow sense, context refers to factors outside the text under consideration. In the broad sense, context refers to knowledge of these factors and to knowledge of other parts of the text under consideration, sometimes referred to as 'co-text'."

I.4.2. Types of Context

Context has been understood in various ways. It may be linguistic context, situational context, and cultural context.

I.4.2.1. Linguistic Context

Linguistic context refers to the context within the discourse, that is to say, the relationship between the words, phrases, sentences and even paragraphs. Take the word 'bachelor'. We cannot understand the exact meaning of the sentence 'He is bachelor' without the linguistic context to make clear the exact meaning of this word. In other words linguistic context is often alternatively termed as co-text, which refers to the linguistic unit in a text.

I.4.2.2. Situational Context

Situational context always refers to the relevant features of the situation in which a text has meaning, the environment, time and place, etc. in which, the discourse occurs, and also the relationship between the participants.

I.4.2.3. Cultural Context

Cultural context or socio-cultural context refers to the history, culture, customs, and values of a speech community. It is helpful to the reasoning process of the participants in a speech event. For example: when you say "you have lost weight" in America and China, it will have different implications. In America, people will think it kind of favorable because many of the Americans are over-weighted. But in China, people think it as a warning and an advice to go to the doctor.

Conclusion

The following points are concluded:

1- Most of the subjects did not give an attention to the co-text in their attempt to translate the polysemic words and since polysemous words are co-text dependant, the subjects failed to translate them correctly.

2- The majority of the subjects resorted to the "central or core" meanings of the polysemous words regardless of other associated meanings or "meaning variants".

3- Most of the subjects treated the polysemous words has a monosemic ones, consequently, they committed serious mistakes.

Although collocational relations are of a great assistance in guessing the meaning of polysemous words, most of the subjects did not depend on them in their renderings.

<center>**Chapter Two**</center>

<center>**Data Analysis**</center>

Introduction

The research main concern is to investigate the hypothesis whether the students of 2nd year English LMD at University of Kasdi Merbah Ouargla succeed in translating some English polysemous words when they put the different contexts in their consideration or not. In addition, this chapter is concerned with the description of the tools used, the subjects, the sample, and the analysis of the data obtained from the test and the questionnaire. This will be followed by a summary of the findings.

II.1. The Sample

The subjects of the present study are twenty 2nd year LMD students from English department faculty of letters and languages University of Kasdi Merbah Ouargla. The subjects have been chosen randomly, the choice has fallen on those subjects based on the following criteria: translation starts to be studied at this level (2nd year LMD) that is to say, they are beginners in translation since they deal with sentences. Moreover, it is an appropriate population for investigating how they deal with English words, especially key words, they do not understand.

II.2. Research Tools

Two main tools have been used to collect data and test the hypothesis; a test and a questionnaire. The subjects have been asked first to translate the sentences in the test, and then answer the questions in the questionnaire.

II.3. The Test
II.3.1. Description of the Test

The test consists of six samples; each sample contains three English sentences containing polysemous word with three different meanings. The suggested polysemous words are supposed to be familiar to the subjects, which have been carefully chosen from the 2010 Oxford Dictionary, Cambridge Advanced Learner's Dictionary 3rd Edition. The six polysemous words are: involve, break, take, make, sound, and run. The subjects were asked to

translate them into Arabic, we chose this direction because English is a foreign language and the subjects may not be familiar with its lexis in all contexts, we used sentences to be translated since the subjects are beginners and cannot deal with texts.

The test aims at extracting whether subjects can provide an appropriate equivalent translation to the suggested polysemous words or not.

II.4. Analysis

II.4.1. Sample One

In sample number one, the subjects were asked to translate three English sentences containing the word "involve" as a polysemous word. The English sentences are:

1. His friendship with the accused involved him into the scandal.

2. The job offered involves my living in Ouargla.

3. The matter involves my honour.

Their equivalents in Arabic are:

1. ورطته صداقته بالمتهم في الفضيحة.

2. تتطلب الوظيفة المعروضة عليّ أن أعيش في ورقلة.

3. تتعلق المسألة بشرفي.

In the first English sentence, the word "involve" is used as a verb which means "to say or to do something to show that somebody took part in something, especially a crime."(Oxford Dictionary, 2010: 823). The equivalent of the verb "involve" in this sentence in Arabic is "ورّطت", the subjects' translation of this word has differed as shown in Table 01 below.

The results show that, fourteen subjects, out of twenty, have translated the verb "involve" accurately using different Arabic words like: سبّبت، أقحمت، أوقعت. Which are considered as synonyms of ورّطت. This means that, the subjects have relied on the context and have understood the meaning of the sentence.

Four subjects, out of twenty, have rendered the verb "involve" inaccurately, they have used two Arabic words such as: تُرشّحه، جعلت. This means they have not translated the meaning of the sentence, because, they have not relied on the context.

Whereas, two subjects, out of twenty, have not translated the sentence, may be, because they did not understand it.

Translation	Number	Percentages
Accurate/ acceptable	14	70%
Inaccurate	04	20%
No translation	02	10%
Total	20	100%

Table 01: First Translation of the Word "involve"

In the second English sentence, the word "involve" is used as a verb, which means, "if a situation, an event, or an activity involves something, that thing is an important or necessary part or result of it" synonym of entail. (Oxford Dictionary, 2010: 822).

The table 02 below shows that, twelve subjects, out of twenty, have succeed in getting the required equivalence, which is "تتطلّب". These students have relied on the sentence context that helped them in selecting the appropriate equivalence. Four subjects, out of twenty, failed in giving the right translation, they have used words like: تحفزني، تجبرني، تساعدني, because, they have understood the word "involve" inaccurately. While, four subjects, out of the twenty, have not attempted translation at all, perhaps they have not understood the sentence meaning.

Translation	Number	Percentages
Accurate/acceptable	12	60%
Inaccurate	4	20%
No Translation	4	20%
Total	20	100%

Table 2: Second Translation of the Word "involve"

In the third English sentence, the word "involve" is used as a verb, which means, "if a situation, an event or an activity involves somebody/ something, they take part in or are affected by it". (Oxford Dictionary, 2010: 823). It is another meaning of the same word "involve", its equivalence in Arabic is تتعلّق in this sentence.

The results in table 03 below show that, eight subjects, out of twenty, have succeeded in rendering this sentence and getting the needed equivalence of the verb "involve", the eight subjects have used different words which are synonyms of تتعلّق like: تهم، تخصّ. Those subjects

have understood the sentence correctly, since they relied on its context well. While only two subjects, out of twenty, have not rendered the acceptable translation of the verb ""involve" when they have used the word تتطلّب, which is more suitable for the previous sentence and not for this one. Ten subjects, out of twenty, have not translated this sentence, perhaps, because it seems to be more difficult than the previous ones.

Translation	Number	Percentages
Accurate/acceptable	08	40%
Inaccurate	02	10%
No Translation	10	50%
Total	20	100%

Table 03: Third Translation of the Word "involve"

II.4.2. Sample Two

In sample number two, the subjects were asked to translate three English sentences containing the word "break" as a polysemous word. The English sentences are:

1. The boy broke the window.

2. This medicine will break you of smoking.

3. The crowd broke when the match had ended.

Their equivalents in Arabic are:

1. كسر الولد النافذة.

2. سوف يخلصك هذا الدواء من التدخين.

3. تفرق الجمهور عند انتهاء المباراة.

In the first English sentence the word, "broke" is used as a verb, which means "to be damaged and separated into two or more parts, as a result of force". (Oxford Dictionary, 2010: 176). The appropriate equivalent of the verb "break" in Arabic is كسر in this sentence.

Here, in this sentence, as shown in table 04 below that, the twenty subjects have succeeded in their attempts of translation the first English sentence using two different words, seventeen subjects, out of twenty, have rendered the Arabic equivalent كسر, and three subjects, out of twenty, have used the word حطم in their translation, which is considered as a synonym of the Arabic word كسر. The subjects have succeeded in giving the appropriate translation of this sentence, since they relied on the context.

Translation	Number	Percentages
Accurate/acceptable	20	100%
Inaccurate	00	00%
No translation	00	00
Total	20	100%

Table 04: First Translation of the Word "break"

In the second English sentence, the word "break" is used as a verb; which means "often followed by of to cause a person to give up a habit" (The Collins English Dictionary, 1986: 76).

Table 05 below shows that, the majority of the subjects have succeeded in giving the needed translation. Eighteen subjects, out of twenty, have rendered the word "break" correctly, using different words like: يخلص، يوقف or the Arabic clauses like : سيجعلك تتوقف، سيساعدك في الإقلاع، سيجعلك تقلع. All those subjects have relied on the context rather than word itself. While, only two subjects, out of the twenty, have used the word سيحول, which make no sense in this sentence, and do not lead to the appropriate translation.

Translation	Number	Percentages
Accurate/ acceptable	18	90%
Inaccurate	02	10%
Not translation	00	00%
Total	20	100%

Table 05: Second Translation of the Word "break"

In the third sentence, the word "break" is used as a verb, it means "to stop something for continuing" (Longman English Dictionary Online). The equivalent of the verb "break" in this sentence in Arabic is "تفرق", the subjects' translation of this word has differed as shown in Table 06 below.

The results show that, ten subjects, out of twenty, have given the suitable equivalent to the word "break" and got the correct translation. Here, the students have used different words that is considered as synonyms of the verb تفرق for example: انتشر، افترق انفض، انصرف. It can be

said that the context played a great role in helping the students to select the appropriate equivalents.

Four subjects, out of twenty, have not understood the meaning of the word "break" in this sentence; some have translated it literally like: كـسر, while others have rendered the verb "break" to صـاح، خـرّب، انقشع, which are not accurate in this context. Whereas, six subjects, out of twenty, have not attempted translation of this sentence in order to avoid falling in mistakes, that's why they neglected it.

Translation	Number	Percentages
Accurate/acceptable	10	50%
Inaccurate	04	20%
No translation	06	30%
Total	20	100%

Table 06: Third Translation of the Word "break"

II.4.3. Sample Three

In sample number three, the subjects were asked to translate three English sentences containing the word "take" as a polysemous word. The English sentences are:

1. We found that all the seats were taken.

2. She took the 10.30 flight to England.

3. I hope you are all taking notes.

Their equivalents in Arabic are:

1. وجدنا كل المقاعد محجوزة.

2. استقلت رحلة 10.30 الى انكلترا.

3. آمل أنكم كلكم تدونون ملاحظاتكم.

In the first English sentence, the word "take" is used as a verb, which means, "to sit down in or use a chair" (Oxford Dictionary, 2010: 1576). Hence, the appropriate equivalent in this case in Arabic is محــجوزة.

Table 07 below shows that, the majority of the population have rendered the appropriate equivalent of the word "taken" which is محــجوزة, sixteen subjects, out of twenty, have translated the meaning of the sentence accurately, because they have understood its meaning from the context. Whereas, four subjects, out of twenty, failed in rendering the

needed translation since they used أَخَذت as an equivalent of the word "take", those subjects have translated this sentence literally focusing on the common meaning of the word "take".

Translation	Number	Percentages
Accurate/ acceptable	16	80%
Inaccurate	04	20%
No translation	00	00%
Total	20	100%

Table 07: First Translation of the Word "take"

In the second English sentence, the word "take" is used as a verb, which means, "to use a form of transport" (Oxford Dictionary, 2010: 1576). Its accurate equivalent in Arabic is استقلت.

The results are shown in table 08 below, only eight subjects, out of twenty, have translated this sentence accurately and we have accepted their translation, since they have understood the sentence meaning according to its context. These subjects have used the word استقلت in addition to ركـبت، سافرت، أقلعت which is considered as synonyms to the word استقلت.

While, nine subjects have failed in rendering the acceptable equivalent of the word "take" in this sentence, since they have used the core meaning of the word "take" which is أخـذت, that's why the sentence meaning has lost. Those subjects have neglected the context of the word "take" in this sentence. Whereas, three subjects out of twenty have not attempted translation.

Translation	Number	Percentages
Accurate/ acceptable	08	40%
Inaccurate	09	45%
No translation	03	15%
Total	20	100%

Table 08: Second Translation of the Word "take"

In the third English sentence, the word "take" is used as a verb, which means "to find out and record something, to write something down" (Oxford Dictionary, 2010: 1576). In Arabic, we say دوّن.

Table 09 below reveals that, only six subjects, out of twenty, have rendered the word successfully, and they have provided the needed translation, using words as: كتب، دوّن، سجّل those subjects supported our hypothesis, because they relied on the sentence context rather than translate literally, and they have understood the word "take" from its context in this sentence, not understanding words in isolation.

The great majority of the subjects did not get the suitable translation. Where fourteen subjects, out of twenty, have used the word أخذ to render the verb "take" in this sentence, because they have not understood the meaning of "take" in this context, although this sentence is useful in their daily courses and lectures. Here the subjects preferred literal translation, which did not lead them to get the appropriate equivalent of the word "take" in this sentence.

Translation	Number	Percentages
Accurate/acceptable	06	30%
Inaccurate	14	70%
No translation	00	00%
Total	20	100%

Table 09: Third Translation of the Word "take"

II.4.4. Sample Four

In sample number four, the subjects were asked to translate three English sentences containing the word "make" as a polysemous word. The English sentences are:

1. Lionel Messi makes 40 millions of dollars a year!
2. Lucy makes lunch for Francis.
3. She made it to the airport just in time to catch her plane.

Their equivalents in Arabic are:

1. يتحصل ليونيل ميسي على 40 مليون دولار سنويا.

2. تحضر لوسي الغذاء لفرانسيس.

3. وصلت الى المطار في الوقت المحدد للحاق بطائرتها.

The word "make" in the first English sentence is used as a verb, which means, "to earn or gain money" (Oxford Dictionary, 2010: 931). It is one of the common senses of the word "make", which means يتحصل in Arabic. The subjects' translation of this word has differed as shown in Table 10 below.

Most of the subjects have succeeded in getting the needed equivalent of the word "make" in this sentence, the accurate translation have differed; sixteen subjects, out of twenty, have used different words which are considered synonyms of the word "make" in this context, such as: إيرادات، يكسب، يجني، يتحصل، يحصل على، يتقاضى، . While, four subjects, out of twenty, have not attempted translation; perhaps, they did not understand the sentence meaning.

Translation	Number	Percentages
Accurate/ acceptable	16	80%
Inaccurate	00	00%
No translation	04	20%
Total	20	100%

Table 10: First Translation of the Word "make"

In the second English sentence, the word "make" is used as a verb, which means "to prepare something, especially something artistic or something to eat" (Oxford Dictionary, 2010: 930). The Arabic equivalent of this word in this context is تــحضّر.

The results in table 11below show that, fourteen subjects, out of twenty, have rendered an accurate translation, they have used words like: تُعِـدُّ، تحـضّر, to refer to the word "make" in the second sentence, those subjects have succeeded in their attempts, because they have understood the sentence meaning from its context and they have avoided literal translation.

Whereas two subjects, out of twenty, have failed in giving the appropriate translation of the word "make", since they have relied on literal translation, which gave no sense. The first subject has used the word تصنع to refer to the word "make" in this sentence, while the second one has used the word تأخـذ. whereas, four subjects, out of twenty, have not tried translation.

Translation	Number	Percentages
Accurate/ acceptable	14	70%
Inaccurate	02	10%
No translation	04	20%
Total	20	100%

Table 11: Second Translation of the Word "make"

In the third English sentence, the word "make" is used as a verb, which means, "manage to arrive at a place within specified time or catch a train or other forms of transport" (Oxford Online Dictionary). The appropriate translation of "make" in this context is وصـــل .

Table 12 below shows that, eight subjects, out of twenty, have translated this sentence successfully, they have provided two different words to get the appropriate equivalent of "make" in this sentence, such as: وصلـت، لِحقـت , those subjects have rendered the acceptable translation, because they have understood the context of sentence, and this result supported our hypothesis.

However, five subjects, out of twenty, have not succeeded in their translation, they have used words like: فعلت، صنعت، أخذت , because the ambiguity of the word "make" in this sentence, their translation make no sense in this case. While, seven subjects, out of twenty have provided no translation, may be, because they have not understood the word meaning of "make" in this sentence.

Translation	Number	Percentages
Accurate/ acceptable	08	40%
Inaccurate	05	25%
No translation	07	35%
Total	20	100%

Table 12: Third Translation of the Word "make"

II.4.5. Sample Five

In sample number five, the subjects were asked to translate three English sentences containing the word "sound" as a polysemous word. The English sentences are:

1. Can you hear that sound?

2. Thank you for your sound advice.

3. Children sleep a sound sleep.

Their equivalents in Arabic are:

<div dir="rtl">

1. هل تستطيع سماع ذاك الصوت؟

2. شكرا على نصيحتك القيمة.

3. ينام الأطفال نوما عميقا.

</div>

In the first English sentence, the word "sound" is used as a noun, which means "something you can hear" (Oxford Dictionary, 2010: 1473). In Arabic we say صـوت .

The results in table 13 below show that, twenty subjects, out of twenty, have been able to understand the word meaning and they have provided the word صـوت, they have understood the core meaning of the word "sound" in this sentence.

Translation	Number	Percentages
Accurate/ acceptable	20	100%
Inaccurate	00	00%
No translation	00	00%
Total	20	100%

Table 13: First Translation of the Word "sound"

In the second English sentence, the word "sound" is used as an adjective, which means "sensible; that you can rely on and that will probably give good results" (Oxford Dictionary, 2010: 1474). Its equivalent in Arabic is قـيّم.

Table 14 below shows that, the majority of the subjects have not succeeded in getting the needed translation, except four subjects, out of twenty, have rendered the appropriate equivalent of the word "sound" in this sentence, they have used words like الحكيـمة، المفيدة، القيمة، الجـيدة. Those four subjects have understood the word meaning from it context in this sentence and have gave an accurate translation.

While, twelve subjects, out of twenty, have neglected translating the word "sound" in this sentence, they have rendered the sentence as شكرا على نصيحتك, the omission of translating the word "sound" in this sentence reduced its meaning, because I do not thank you for an advice but for a perfect one. Two subject, out of twenty, have misunderstood this sentence,

where they failed to get an acceptable translation, since they have used words like: الرّنّانة, العلنية as equivalents of the adjective "sound" in this sentence. While two subjects, out of twenty, have no attempt in order to avoid any strange translation, may be, because they have not understood the sentence.

Translation	Number	Percentages
Accurate/ acceptable	04	20%
Inaccurate	14	70%
No translation	02	10%
Total	20	100%

Table 14: Second Translation of the Word "sound"

In the third English sentence, the word "sound" is used as an adjective, which means "deep and peaceful sleep" (Oxford Dictionary, 2010: 1474). The accurate equivalent in this context, in Arabic is بِـعُمْق.

The results in table 15 below show that, the majority of the subjects have not translated this sentence successfully, only two subjects, out of twenty, have rendered the exact equivalent of the word "sound" in this sentence, and they have succeeded in their translation since; they have chosen the word بعـمق, to refer to the word "sound" in this context.

Whereas, eleven subjects, out of twenty, have provided another Arabic equivalents of the word "sound" in their translation like: أنـغام، موسيقى، الغنـاء، هادئ، الهدوء، إيقاع، صوت. This depends on each interpretation. While, seven subjects, out of twenty, have provided no attempt, this is perhaps, because they have not understood the word of "sound" in this context.

Translation	Number	Percentages
Accurate / acceptable	02	10%
Inaccurate	11	55%
No translation	07	35%
Total	20	100%

Table 15: Third Translation of the Word "sound"

II.4.6. Sample Six

In sample number six, the subjects were asked to translate three English sentences containing the word "run" as a polysemous word. The English sentences are:

1. I can run a mile in five minutes.

2. Do you know how to run this machinery?

3. He was arrested for running drugs across the border into Algeria.

Their equivalents in Arabic are:

1. بإمكاني أن أركض ميلاً في خمس دقائق.

2. هل تعلم كيفية تشغيل هذه الماكينة؟

3. اعتقل بسبب تهريبه للمخدرات عبر الحدود إلى الجزائر.

The word "run" in the first English sentence is used as a verb, which means, "to move using your legs, going faster than when you walk" (Oxford Dictionary, 2010: 1342), which means أركـض in Arabic.

As shown in table 16, nineteen subjects, out of twenty, have understood the word and have translated it successfully; those subjects have used different Arabic versions as: أجـري، أقطـع، أجتـاز، which is considered as synonyms of the word "run" in this sentence, all the words that mentioned above, are suitable in this context, and give the acceptable translation. One subject, only, out of twenty, has not attempted translation, which may lead to a strange translation, since he/she has not understood the meaning of the word "run" in this sentence.

Translation	Number	Percentages
Accurate/ acceptable	19	95%
Inaccurate	00	00%
No translation	01	05%
Total	20	100%

Table 16: First Translation of the Word "run"

In the second English sentence, the word "run" is used as a verb, which means " if a machine or engine runs, it operates" (Longman English Dictionary Online).

The equivalent of the verb "run" in this sentence in Arabic is "تشـتغل", the subjects' translation of this word has differed as shown in Table 17 below.

The results below show that, the majority of subjects, twenty out of twenty, have translated this sentence accurately, because they have got the right meaning of the word "run" in this sentence, and they have used different words to refer to "run" like تشتغــل، تشغيــل، ،تعمـــل, which is considered as synonyms of the word "run". Those subjects have relied on the context, and they have not selected the common meaning of the word "run" for this sentence.

Translation	Number	Percentages
Accurate/ acceptable	20	100%
Inaccurate	00	00%
No translation	00	00%
Total	20	100%

Table 17: Second Translation of the Word "run"

In the third English sentence, the word "run" is used as a noun, which means, "to bring take something, especially guns or drugs, into a country illegally and secretly, synonym of smuggle" (Oxford Dictionary, 2010: 1342).

The equivalent of the word "run" in this sentence in Arabic is "تــهريب", the subjects' translation of this word has differed as shown in Table 18 below.

The results show that, The great number of the subjects, fifteen out of twenty, have translated the sentence successfully, while they have rendered the word "run" into تهــريب, because they have understood the word meaning from the context. Whereas five subjects, out of twenty, have provided no translation, may be, because they have not understood the sentence meaning, and to avoid any strange translation that may occur if they tried translation.

Translation	Number	Percentages
Accurate/ acceptable	15	75%
Inaccurate	00	00%
Not translation	05	25%
Total	20	100%

Table 18: Third Translation of the Word "run"

II.5. The Questionnaire

II.5.1 Description of the Questionnaire

The questionnaire consists of eleven questions; it has been divided into three sections. There are five questions in the first section, which is considered about translation in general, and there are four questions in the second section about polysemous words. Moreover, the last two questions, in the third section are about the given test.

II.5.2 Analysis

Question One: Do you like translation?

Yes [ ]   No [ ]

The objective of this question is to see if the subjects like translation or not, because if the students like the subject, they will do their best to answer the questions seriously.

Answers	Number	Percentages
Yes	20	100%
No	00	00%
Total	20	100%

Table 19: Students' Views toward Translation

The table 19 above shows that, the great majority of subjects like translation, as expected by (100%), that is to say the majority of students enjoyed translating the sentences in the test.

Question Two: How do you evaluate yourself in translation?

Excellent [ ]   Average [ ]

Very good [ ]   Bad [ ]

Good [ ]   Very bad [ ]

This question helps in determining whether the students' level influences their translation, their answers in the test, or not. As shown in table 20 below, only (05%) of the

subjects considered their level excellent, also (05%) of the subjects said that they are very good in translation, while (40%) of the population claimed that, they had a very good level in translation. Moreover, the lion's share is to be the average level, with (50%) of the students. Finally, no one of the subjects stated that, s/he has a bad or very bad level in translation. The subjects used to evaluate their level according to their marks in translation module, or in their ability to translate the sentences, that given in the test.

Answers	Number	Percentages
Excellent	01	05%
Very good	01	05%
Good	08	40%
Average	10	50%
Bad	00	00%
Very bad	00	00%
Total	20	100%

Table 20: Students' Level in Translation

Question Three: Which version of translation do you find more difficult?

From Arabic into English

From English into Arabic

As shown in table 21 below, the majority of the population (75%) stated that, they find difficulties in translation from Arabic into English. Whereas, (25%) of them find difficulties in translation from English into Arabic.

Students, who found difficulties in translating from Arabic into English, perhaps, because of the lack in English vocabulary, since the English language is considered as a foreign language for them, and they do not have enough vocabulary to render the message. Whereas students, who faced difficulties in translation from English into Arabic, may be they have difficulties in learning English language.

Answers	Number	Percentages
From Arabic into English	15	75%
From English into Arabic	05	25%
Total	20	100%

Table 21: The Students' Difficult Version of Translation

Question Four: Where do you find difficulties?

Tenses ☐   Lexical items ☐

Conjunctions ☐   Prepositions ☐

The table 22 reveals that, (45%) find difficulties with lexical items, (20%) with lexical items and tenses, where (10%) find difficulties with lexical items and prepositions, (10%) for tenses, (05%) who find difficulties with tenses and prepositions, (05%) with prepositions, and (05%) for conjunctions.

The great majority of the subjects find difficulties with lexical items, that's why they did not give an appropriate translation while translating some sentence in the test concerning polysemous words.

Answers	Number	Percentages
Tenses	02	10%
Lexical items	09	45%
Conjunctions	01	05%
Prepositions	01	05%
Lexical items + tenses	04	20%
Lexical items + prepositions	02	10%
Tenses + prepositions	01	05%
Total	20	100%

Table 22: Students' Difficulties in Translation

Question Five: Which is more important for you, understanding words in isolation, or getting their meanings from the sentence (from the contexts)?

The objective of this question is to find out how students deal with words while attempting translation, and how they dealt with the polysemous words while translating the sentences in the test.

The results in table 23 show that, (70%) stated that, getting the word meaning from the sentence (from its context) is more important, which helps them in providing an appropriate sense of the word. Whereas (20%) claimed that, understanding words in isolation is more important, especially key words that enable them to get a successfully translation. While (10%) did not provide any answer.

Answers	Numbers	Percentages
Understanding words in isolation	04	20%
Getting their meaning from the sentence	14	70%
No answer	02	10%
Total	20	100%

Table 23: Students' Preference

Question Six: Do you know polysemous words?

Yes [ ]   No [ ]

The objective of this question is to check out, if students have a good knowledge about polysemous words or not, and to explain why they have not succeeded in translating some sentences in the test. The table 24 reveals that, only (20%) know the polysemous words, while, (80%) have no idea about them at all.

Answers	Number	Percentages
Yes	04	20%
No	16	80%
Total	20	100%

Table 24: Students' Knowledge about Polysemous Words

Question Seven: If yes, are they?

Words that have the same meanings

☐

Words that have the same spelling (orthography) and several meanings

☐

Words with the same spelling and pronunciation and different meanings

☐

       This question is devoted to four students only, those who have answered with yes in the previous question, and stated that, they know polysemous words. Table 25 below shows that, there are only 04 students who were asked to give a definition of polysemous words. Despite they claimed that they knew the polysemous words, we found one student only gave the correct answer, which is "Words that have the same spelling (orthography) and several meanings". While 03 students said that polysemous words are "Words with the same spelling and pronunciation and different meanings" but, they define Homonymy in this case.

Students' Answer	Students' Number
Words that have the same meanings	00
Words that have the same spelling (orthography) and several meanings	01
Words with the same spelling and pronunciation and different meanings	03

Table 25: Suggested Definition of Polysemous Words

Question Eight: Do you find difficulties in translating polysemous words?

Yes ☐   No ☐

       The table 26 reveals that, (60%) find difficulties in translating polysemous words, (10%) do not find difficulties, and (30%) did not answer this question. The students who found difficulties in translating polysemous words, perhaps, because they look at them as ambiguous words, that is why they failed in translating them.

Answers	Number	Percentages
Yes	12	60%
No	02	10%
No answer	06	30%
Total	20	100%

Table 26: Difficulties in Translating Polysemous Words

Question Nine: If yes, why?

Only, seven students answered this question, justifying why they find difficulties in translating polysemous words. The justifications has differed, some said that, they do not know the polysemous words at all, and its theirs first time to heard about that new words. Some stated that, they find difficulties in translating polysemous words, because they must rely on context to get their appropriate meanings. Whereas, others said that, polysemous words have more than one meaning, and it is difficult to get their real meaning.

Question Ten: Did you find difficulties in translating the sentences in the test?

Yes   [ ]   No   [ ]

As shown in table 27 below, (50%) found difficulties while translating the sentences of the test, (30%) did not find difficulties in the test. and (20%) did not answer this question.

Answers	Number	Percentages
Yes	10	50%
No	06	30%
No answer	04	20%
Total	20	100%

Table 27: Difficulties in Translating Sentences of the Test

Question Eleven: If yes, which item posed difficulties for you?

This question devoted to the ten students, who answered with yes in the previous question, we expected ten answers but only two students have answered this question,

someone said that, s/he found difficulties in translating phrasal verbs. Whereas the other one claimed that, s/he found difficulties in translating tenses, but our main concern (our subject) is polysemous words.

II.6. Summary of the Findings

To sum up, the results gained from the analysis of both research tools, the test and the questionnaire, that used, we may say:

- The great majority of the 2nd year students of English like translation.
- The majority of students are still beginner in translation.
- Most of the subjects find difficulties in translating from Arabic into English.
- Most of the subjects succeeded in translating the sentences that are given in the test.
- A big number of the students do not know polysemy as a term.
- Most of the students understand the common meaning of the polysemous words, but sometimes they failed in getting its other meanings.
- Some subjects did not make any effort, while translating the sentences of the test and leave too gaps.
- Sometimes, the subjects prefer literal translation, which did not give the appropriate translation always (sample six "sound").
- A great number of the students rely on the context as a tool to understand ambiguous words, especially polysemous words.

Conclusion

This chapter is tackled through two main research tools, the test and the questionnaire, after analysing data, the conclusion that one can draw is that:

2nd year LMD students of English have succeeded in translating the six samples of the test, whcich contain polysemous words, because they relied on the context, expect some sentences where they failed in getting the appropriate translation , when they translated them literally, and because the ambiguity of polysemous words.

The subjects master the common meaning of the polysemous words, but sometimes they find difficulties in guessing its extra meanings. Hence, misunderstanding of the words meaning leads to unsuccessful translation.

The questionnaire reveals that, 2nd year English students do not know the polysemous words, and they faced difficulties with lexical items, and tenses in translation.

Also, lack in English vocabularies creates more problems to the 2nd year LMD students of English whether these words are polysemous or not.

The bottom line is that, most problems of 2nd year LMD students of English in translation are due to ambiguity of English words, but if they put the word context in their consideration, they will render an acceptable translation.

General Conclusion

A translation problem is any difficult that may affect the process of translation, and calls us to halt translating in order to check, recheck, use dictionary and rewrite, to provide a successful translation. Students encounter many problems while translating any document; which may be grammatical, lexical, stylistic, and phonological problems.

The present research seeks to investigate the errors committed by 2nd year LMD students of English at University of Kasdi Merbah Ouargla when dealing with ambiguous words in general, and the polysemous words in particular.

The main focus in this study is the lexical problems, problems at word level, the case of polysemous words. We hypothesised that the context helps 2nd year LMD English students to overcome the problems created by the ambiguity of polysemous words, and provide a successful translation. In order to test the hypothesis, two main research tools have been used, the students have been asked first to translate six samples; each sample contains three English sentences containing polysemic word with three different meanings. Then to answer the questionnaire that consists of eleven questions concerning translation, polysemy, and the sentences of the test.

After the analysis of the results obtained in the test and the questionnaire we may say that, most of the students understood the polysemous words, and they translated them successfully; only if they put the context of the polysemous words into consideration. So the results confirmed our hypothesis.

Finally, to conclude this research, some recommendations are suggested in order to deal well with the polysemous words:

- 2nd year LMD students of English must learn vocabulary as much as possible, because lack in vocabulary represents a serious problems to the students in translation.
- 2nd year LMD students of English have to know that, the English word may have more than one meaning in addition to its common meaning.
- Students are required to bear in mind that, the context plays a great role in understanding the sentence meaning.
- Teachers have to make the students aware about the translation strategies, and pay more attention to the different contexts, because it is the key of any translation.

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Appendix

KASDI MERBAH UNIVERSITY OUARGLA   ENGLISH STUDENTS

FACULTY OF LETTERS AND LANGUAGES   2NDYEAR LMD

ENGLISH DEPARTMENT

QUESTIONNAIRE

The following questions are of two types: Yes or No questions and WH questions. So please put (x) in type one, and answer in few words in type two.

1. Do you like translation?

Yes ☐   No ☐

2. How do you evaluate yourself in translation?

Excellent ☐   Average ☐

Very good ☐   Bad ☐

Good ☐   Very bad ☐

3. Which version of translation do you find more difficult?

From Arabic into English ☐

From English into Arabic ☐

4. Where do you find difficulties?

Tenses ☐   Lexical items ☐

Conjunctions ☐   Prepositions ☐

5. Which is more important for you, understanding words in isolation, or getting their meanings from the sentence (from the contexts)?

……

……

6. Do you know polysemous words?

Yes [　　　]   No [　　　]

7. If yes, are they?

Words that have the same meanings   [　　　]

Words that have the same spelling (orthography) and several meanings   [　　　]

Words with the same spelling and pronunciation and different meanings   [　　　]

8. Do you find difficulties in translating polysemous words?

Yes [　　　]   No [　　　]

9. If yes, why?

……

……

10. Did you find difficulties in translating the sentences in the test?

Yes [　　　]   No [　　　]

11. If yes, which item posed difficulties for you?

……

……

TEST

Dear students;

This test and questionnaire are a part of research work, which is intended to see whether polysemous words represent serious problems to 2nd year LMD English students in English – Arabic translation.

Your contribution will be highly appreciated; your information will be kept strictly confidential, and please DO NOT WRITE YOUR NAMES.

Translate the following sentences into Arabic:

Sample One:

1. His friendship with the accused involved him into the scandal.

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

2. The job offered involves my living in Ouargla.

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

3. The matter involves my honour.

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

Sample Two:

1. The boy broke the window.

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

2. This medicine will break you of smoking.

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

3. The crowd broke when the match had ended.

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

Sample Three:

1. We found that all the seats were taken.

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

2. She took the 10.30 flight to England.

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

3. I hope you are all taking notes.

…………………………………………………………………………………………………

Sample Four:

1. Lionel Messi makes 40 millions of dollars a year!

…………………………………………………………………………………………………

2. Lucy makes lunch for Francis.

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

3. She made it to the airport just in time to catch her plane.

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

Sample Five:

1. Can you hear that sound?

…………………………………………………………………………………………………

2. Thank you for your sound advice.

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

3. Children sleep a sound sleep.

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

Sample Six:

1. I can run a mile in five minutes.

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

2. Do you know how to run this machinery?

…………………………………………………………………………………………………

3. He was arrested for running drugs across the border into Algeria.

…………………………………………………………………………………………………

TEST ANSWERS

Dear students;

This test and questionnaire are a part of research work, which is intended to see whether polysemous words represent serious problems to 2nd year LMD English students in English – Arabic translation.

Your contribution will be highly appreciated; your information will be kept strictly confidential, and please DO NOT WRITE YOUR NAMES.

Translate the following sentences into Arabic:

Sample One:

1. His friendship with the accused involved him into the scandal.

ـ ورطته صداقته بالمتهم في الفضيحة.

2. The job offered involves my living in Ouargla.

ـ تتطلب الوظيفة المعروضة علي أن أعيش في ورقلة.

3. The matter involves my honour.

ـ تتعلق المسألة بشرفي.

Sample Two:

1. The boy broke the window.

ـ كسر الولد النافذة.

2. This medicine will break you of smoking.

ـ سوف يخلصك هذا الدواء من التدخين.

3. The crowd broke when the match had ended.

ـ انصرف الجمهور عند انتهاء المباراة.

Sample Three:

1. We found that all the seats were taken.

- وجدنا كل المقاعد محجوزة.

2. She took the 10.30 flight to England.

- استقلت رحلة 10.30 الى انكلترا.

3. I hope you are all taking notes.

- آمل أنكم كلكم تدونون ملاحظاتكم.

Sample Four:

1. Lionel Messi makes 40 millions of dollars a year!

- يتحصل ليونيل ميسي على 40 مليون دولار سنويا.

2. Lucy makes lunch for Francis.

- تحضر لوسي الغذاء لفرانسيس.

3. She made it to the airport just in time to catch her plane.

- وصلت الى المطار في الوقت المحدد للحاق بطائرتها.

Sample Five:

1. Can you hear that sound?

- هل تستطيع سماع ذاك الصوت؟

2. Thank you for your sound advice.

- شكرا على نصيحتك القيمة.

3. Children sleep a sound sleep.

- ينام الأطفال نوما عميقا.

Sample Six:

1. I can run a mile in five minutes.

- بإمكاني الركض ميلاً في خمس دقائق.

2. Do you know how to run this machinery?

- هل تعلم كيفية تشغيل هذه الماكنة؟

3. He was arrested for running drugs across the border into Algeria.

- اعتقل بسبب تهريبه للمخدرات عبر الحدود الى الجزائر.

Abstract

The present research is studying the semantic ambiguity of lexical forms. Many, if not most, words have multiple meanings that pose a problems to students, mainly the second year students at Kasdi Merbah university Ouargla while translating from English into Arabic. The first part is theoretical which includes an overview on translation, semantics and polysemy. The second part which is the practical one and in order to investigate this problem, we hypothesis that, If 2nd year LMD students of English at University of Kasdi Merbah Ouargla put the different contexts of the polysemous words into consideration, they will translate them successfully. To check this hypothesis and to achieve the aims of this research, a test and a questionnaire are administered to a sample of second year students. One of the points of focus on this research is how context helps and may be reinforced in translating polysemous words. In other words, second year students rely on the context when attempting translation of polysemous words.

Key words: polysemy, polysemous words, semantic, lexical, context, ambiguity.

ملخص

تهدف هذه الدراسة إلى البحث في غموض المعنى الدلالي للكلمات. حيث هنالك عدة كلمات إذا لم نقل أغلبها متعدد المعاني و التي بدورها تطرح مشكلات للطلبة، خصوصا طلبة سنة ثانية انجليزية ل م د بجامعة قاصدي مرباح ورقلة و ذلك أثناء قيامهم بالترجمة من اللغة الانجليزية إلى اللغة العربية. في الفصل الأول من هذا البحث ركزنا على الجانب النظري حيث تطرقنا فيه إلى نظرة عامة حول الترجمة و علاقتها بالمعنى الدلالي و تعدد المعاني كذلك. في حين خصصنا الفصل الثاني للجانب التطبيقي قصد التحقق من الإشكالية المطروحة، حيث أننا وضعنا الفرضية التالية إذا وضع طلبة سنة ثانية انجليزية ل م د بجامعة قاصدي مرباح ورقلة في حسبانهم مختلف سياقات الكلمات المتعددة المعاني في حسبانهم سيمكنهم ذلك من ترجمتها بنجاح. للتحقق من هذه الفرضية و لغرض الوصول لأهداف هذا البحث، قمنا بوضع اختبار و نموذج استطلاع لعينة من طلبة سنة ثانية ل م د. ومن بين أهم النقاط التي ركزنا عليها في هذا البحث هي أهمية السياق اللغوي الذي يساعد في عملية ترجمة الكلمات المتعددة المعاني. بمعنى آخر أن طلبة السنة الثانية يعتمدون على السياق لترجمة الكلمات المتعددة المعاني.

الكلمات المفتاحية: تعدد المعنى، الكلمات المتعددة المعنى، دلالات الألفاظ، المفردات، السياق، الغموض.

المقدمة

يدور هذا البحث حول غموض المعنى الدلالي في الجملة الإنجليزية أثناء عملية الترجمة إلى اللغة العربية، أو بمعنى آخر مشكلة تعدد المعنى للكلمة في اللغة أثناء عملية الترجمة من اللغة الإنجليزية للغة العربية، كما أننا أخذنا عينة من طلبة السنة الثانية أل أم دي بجامعة قاصدي مرباح ورقلة لدراسة حالة.

يعتبر العديد من علماء اللغة أنه على متلقن اللغة فهم الكلمة أو تعلم الكلمات في سياقها و غيره يفيده كثيرا في استيعاب الجمل ، لأنه غالبا ما نجد أن للكلمة الواحد عدة معاني في اللغة و نستعملها في سياقات دلالية مختلفة. بالرغم من أن بعض الطلبة الذين يدرسون اللغة الإنجليزية بإمكانهم التحكم في قواعد اللغة و مفرداتها و التراكيب إلا أنهم في بعض الأحيان يجدون صعوبة في فهم بعض النصوص الأكاديمية و التي تتعلق بتخصصهم، إلا أنه يمكن للطلبة تعلم الكلمات على حسب السياق حتى يكون فهمهم أوسع و أشمل.

الهدف الأساسي من هذا البحث هو تسليط الضوء على تعدد المعنى كمهمة صعبة عندما يتعلق الأمر بالترجمة من اللغة الإنجليزية الى اللغة العربية. فيجب على الطلبة فهم معنى النص الأصلي جيدا قبل عملية الترجمة للتحصل على ترجمة صحيحة إن لم نقل جيدة، و لقد اخترنا أساسا طلبة السنة الثانية أل أم دي بجامعة قاصدي مرباح ورقلة، ذلك لأنهم يدرسون الترجمة لأول مرة، فكما قلنا آنفا على الطالب فهم المعنى جيدا للتحصل على ترجمة صحيحة مؤدية غرضها، أو بمعنى   آخر، أحيانا يفشل الطلبة في إيصال المعنى عند عملية الترجمة ذلك لأنهم لم يفهموا المعنى الصحيح للمفردات في اللغة الإنجليزية.

إشكالية البحث

كما يهدف هذا البحث لمعاينة الصعوبات التي تطرحها الكلمات المتعددة المعنى و التي يواجها الطلبة أثناء عملية الترجمة، و ذلك لمحاولة إيجاد بعض الحلول التي قد تساعدهم في أداء عملية الترجمة بطريقة صحيحة. فكان طرح الإشكالين التاليين:

- لماذا يجد طلبة السنة الثانية أل أم دي بجامعة قاصدي مرباح ورقلة صعوبات في ترجمة   الكلمات المتعددة المعنى من اللغة الإنجليزية الى اللغة العربية؟

- هل سياق الجملة يساعد الطلبة في ترجمة الكلمات المتعددة المعنى بنجاح؟

فرضية البحث

وُضعت الفرضية التالية والتي يمكن أن تُأكد الإشكالية وهي.

لو يضع طلبة سنة ثانية أل أم دي بجامعة قاصدي مرباح ورقلة سياق الجملة في الحسبان، ستتم عملية ترجمة الكلمات المتعددة المعنى بنجاح.

منهجية البحث

اعتمد في هذا البحث على نموذج إختبار للتحصل على نتائج من الطلبة، وذلك بأخذ أر اوهم في الترجمة وكيفية تعاملهم مع هذا المقياس و كذا عملية الترجمة في حد ذاتها، إذ يحتوى هذا الإختبار على ستة مجموعات حيث تتضمن كل مجموعة ثلاثة أمثلة للترجمة من طرف الطلبة ثم بعد ذلك تحليل للمعطيات.

خطة البحث

قُسم البحث الى قسمين أساسيين، قسم نظري وآخر تطبيقي. ففي القسم الأول قُدمت نظرة عامة حول الترجمة وذلك بتعريفها و ذكر بعض نظرياتها التي تساهم في ضبط و الحفاظ على المعنى الأصلي، ثم يليها مفهوم المعنى الدلالي و دوره في السياق، كذلك نظرة عامة حول تعدد المعنى، كيف عرّفها بعض العلماء في اللغتين الإنجليزية و العربية، و كذا نظرة عامة على خلفية بعض العلماء لتعدد المعنى في اللغة. أما في القسم الثاني، أي القسم النظري كان الإهتمام منصباعلى إثبات الفرضية و الإشكال المطروح و ذلك بجمع المعلومات ثم تحليلها بالإضافة إلى مناقشة النتائج المتحصل عليها.

الفصل الأول الترجمة و التعدد في المعنى

مقدمة

إتفق عدة علماء على أن الترجمة هي عبارة عن عملية تحويل المعنى من اللغة الأجنبية الى اللغة الأم، كما تتضمن عملية تحويل المعنى من لغة إلى أخرى عوائق تواجه المترجم، ومن بين هذه العوائق نجد الإلتباس في المعنى، و يرجع هذا المشكل الى اختلاف البناء اللغوي و المفرداتي بين اللغات ذلك أنه لكل لغة أسلوبها الخاص أو قواعدها في بناء السياق. و بهذا الصدد نستطيع من خلال هذا البحث التحقيق في العوائق و الصعوبات التي يطرحها التباس المفردات في السياق اللغوي واقتراح بعض الحلول لذلك.

يدور القسم الأول حول الترجمة و تعدد المعنى حيث ذُكرت بعض تعريفات الترجمة و أنواعها و بالتحديد الترجمة الدلالية و الترجمة التواصلية، ثم المعنى الدلالي و تعريفه و كذا تعريف السياق و أنواعه نظرا للدور المهم الذي يلعبه في الترجمة ، كما كان التركيز في هذا القسم منصبا على تعدد المعاني لأنه المشكل في عدم تحصيل ترجمة صحيحة، أوعدم الفهم، أيضا تم التطرق إلى مفهوم تعدد المعنى والذي ذكره بعض العلماء في اللغتين الإنجليزية والعربية، و تم التطرق أيضا إلى خلفية حول تعدد المعنى عند الباحثين و في الأخير وُضّحت بعض المفاهيم التي تعبر قريبة من تعدد المعنى.

مشكلة المفردات في عملية الترجمة

يمكن تكييف تعريف مشكلة المفردات في عملية الترجمة على أنها أي مفردة أو عبارة قد تطرح مشكلا أثنا تحويل المحتوى من لغة إلى أخرى، بالتأكيد يختلف نوع العائق في الدرجة، و هكذا تختلف الترجمة في تحديد صعوبات الكلمات التي تطرح مشكلة في الترجمة من ناحية المعنى.

يرى غزالة في هذا الموضوع أن معظم الطلبة يعتقدون أن المترادفات اللفظية دائما تبقى كما هي. و بالرغم من أن الطلبة يدركون أنه لا يوجد تشابه بين الكلمات في مختلف اللغات   إلا أنهم يواجهون صعوبات في ترجمة هذه المفردات. تقول منى بايكر   Baker في ذلك ، تظهر للمترجم مشكلات الترجمة على مستوى الكلمة لأنه لا يوجد مكافآت مطلقة على مستوى الألفاظ بين مختلف اللغات، لكن الأهم في طرح بايكرBaker أنه حين لا توجد مكافآت، معناه أن اللغة الهدف لا تملك مفردة مكافئة لما يقابلها في النص الأصلي.

1.1.I تعدد المعاني

1.1.1.I مفهومه

يعتبر ظاهرة شائعة في اللغتين العربية و الإنجليزية، ذلك لأنه موجود في اللغتين، و وجود هذه الظاهرة اللغوية تسببت في عدة مشكلات لفظية في حالات عدة خاصة عندما يقع المترجم في سياقات لفظية لها علاقة بالتعدد اللفظي.

هناك عدة تعريفات لتعدد المعنى في اللغتين فهناك عدة علماء نظّروا في ذلك منهم أولمان Ullman الذي عرفها على أنها حالة حيث يكون للكلمة الواحدة عدة معاني مختلفة، أما نايدا Nida فيرى أن تعدد المعنى في اللغة لا يسبب مشكل هام للمترجم لأنه نادرا ما يكون للكلمة الواحدة معنيان. وكذا عدة علماء عرفوا تعدد المعنى كل حسب نظريته.

أما في اللغة العربية فيرا اها البعض استراق لفظي فالجريني قال ان تعدد معنى الكلمات يميل   إلى لا علاقة أو وضوح متعلق بالكلمات نفسها ممكن أن نعرفه ، أما السويطي يرى أن تعدد المعنى يمكن أن يثري اللغة و يجعلها قادرة على إظهار العالم البنيوي حولنا. لكنه أنكر أنه "استراق" و اعتمد على فكرة أنه لكل كلمة أكثر من معنى. و من جهة أخرى يرى أن كل   أنواع الاستراق للكلمة الواحدة عندها معنى عام.

2.1.1.I مشكل المفاهيم

هناك كتاب يمكننا أخذه كمعيار لتعريف تعدد المعاني يقول تايلر Tylor في ذلك أنها مجموعة من من المعاني ترتبط بكلمة لغوية واحدة. في هذا الصدد هناك ثلاثة مسائل متعلقة ببعضها و التي ممكن تصنيفها الى جانب تعدد المعنى وهي

- الفرق بين تعدد المعنى و التجانس.
- الفرق بين الالتباس و الغموض.

العلاقة ين المعنى السياقي و المعنى المعجمي.

2.I. علم دلالات الألفاظ

1.2.I تعريفه

هو علم يهتم بدراسة المعنى الدلالي للألفظ، فقد يكون للكلمة الواحدة عدة معان، أولا ممكن أن نجد مرجع لهذا المعنى مثل (red) الذي يعبر على لون الدم أحمر، (chair) يعبر على أثاث بأرجل و ظهر أين يستطيع الإنسان الجلوس للإستراحة. ثانيا المعنى الحسي الذي يحدد العلاقة الدلالبة بكلمات اخرى و مثال ذلك كلمة narrow هي عكس كلمة wide و crimson التي تشير للون أحمر خاص ، حتى بعض الحروف التي نظيفها لنهاية بعض الأفعال قد تعطينا أسماء مثل er عند إضافتها للفعل write تعطينا الفاعل writer و كذا الفعل play الذي يصبح player. كذلك قد نضيف حروف في البداية لنتحصل على كلمات جديدة مثال ذلك إضافة un لـ kind نتحصل على الصفة unkind.

كذلك نجد أن المعنى مرتبط ببعض الكلمات حين تكون مجتمعة، بعضها لبعض في جملة أو عبارة ما، لنقارن الجملتين the postman bite the dog /the dog bite the postman فنجد أن الجملتين تحتويان على نفس الكلمات لكن معنى الجملتين في حد ذاتها ليس مماثلا و ذلك يرجع إلى موضع الكلمات أو ترتيبها.

فالمتكلم يستعمل كلمات خاصة لإيصال الفكرة المرادة ، و ذلك باستعمال هاته الكلمات بالترتيب اللازم لتُكوّن جملة صحيحة من الناحية البنيوية و كذا القواعد النحوية، و هذا يضبط للمتكلم طريقة الكلام كما يسهل على المستمع تلقي الفكرة.

يجب أن نهتم بالمعنى عند دراسة اللغة و ذلك بتصنيف معنى المفردات على حسب القواعد النحوية الخاصة ببناء الجملة المتعلقة بها، فعندما يواجه المتعلم كلمات جديدة في اللغة يجب عليه أن يعرفها و يعرف معناها كذلك أولا، ثم بعد ذلك يوظفها على حسب القواعد المعمول بها في اللغة.

2.2.I المشكل المطروح للدلالة الفظية على مستوى الكلمة في الترجمة

نجد كثيرا من البحوث التي اعتنت بمشاكل الترجمة التي يواجهها الطلبة خلال عملية الترجمة من النص الأصلي إلى النص الهدف. حيث شكلت مشكلات الترجمة إشكاليات عدة و متنوعة للباحثين، كل منظر على حساب وجهة نظره مثل كلارك " Clark" درس "مزالق الترجمة" كما تناوب آخرون بين الصعوبات التي تواجه عملية الترجمة و المشكلات التي تواجهها الترجمة كـ بونتيرو Pontiro، موريولا Mauriello، و نيومارك Newmark، كما أنهم في بعض الأحيان زاوجوا بين صعوبات و مشكلات عملية الترجمة، و يرى غزالة Ghazala أن مشكل الترجمة هي أي صعوبة تعترضنا و تجعلنا نتوقف عن عملية الترجمة و التفكير بها.

بالنسبة لغزالة Ghazala فيرى أن سبب مشكلات الترجمة يعود إلى الصوت و الكلمات (المفردات) أو أسلوب القواعد النحوية. كما وصف نيومارك Newmark أن مشكل الترجمة في امتداد أي نص غير قابل للتعديل بسهولة الى الترجمة الحرفية.

4

3.I. تعريف الترجمة

للترجمة عدة تعريفات، حيث عرفها كل عالم أو باحث على حساب فهمه، فنأخذ على سبيل المثال كاتفورد (Catford) الذي يرى بِأن الترجمة هي عملية توظيف عتاد لغة ما بما يكافؤه في لغة أخرى، أما غزالة فيرى أن الترجمة بصفة عامة تشير إلى كل العمليات و النظريات التي تستخدم لتحويل المعنى من اللغة المصدر الى اللغة الهدف و هذا باستخدام: 1 الكلمات التي عندها مكافئ في اللغة العربية. 2 الكلمات الجديدة في اللغة و التي كانت لديها مكافئات في اللغة العربية من قبل. 3 الكلمات الأجنبية التي تكتب بنفس الشكل في اللغة العربية. ثم 4 الكلمات العربية التي تتغير بما يناسبها في اللغة العربية من نطق و تهجئة. و أمثلة ذلك " يتكلم" = " Speak" ، " قمر صناعي" = "Satellite" ، " أسبرين" = "Aspirin" ، " ديمقراطية" = " Democracy".

و من أبر ز تعريفات الترجمة، تعريف نيو مارك (Newmark) الذي عرف الترجمة بـ " أنها تحويل معنى النص الى لغة أخرى بنفس المعنى النص الأصلي." فهذا التعريف يؤكد على تحويل المعنى من النص الأصلي (المصدر) الى النص الهدف كما يقصده الكاتب. كذلك رايس (Reiss) عرف الترجمة بأنها عملية تواصل بو اسطة لغتين، و التي تهدف إلى إنتاج نص مترجم (اللغة الهدف) و يكون عمليا مكافئا للنص الأصلي.

أما حاتم و مانداي (Hatim and Munday) فقد عرفا الترجمة على أنها عملية تحويل نص مكتوب من اللغة المصدر الى اللغة الهدف. حين أَّكدا على أن الترجمة تكون عملية، و لم يعبرا على الشيء المترجم هل هو المعنى أم الرسالة.

من جهة أخرى يرى كل من نايدا و تابر (Nida and Taber) أن الترجمة هي إعادة إنتاج المعنى الأقرب للغة الأصل(المصدر) في اللغة الهدف (المستقبل) فهذا التعريف هو الأقرب و الأوضح كما يرى كل من نايد ا و تابر Nida and Tabber أن الترجمة لها علاقة بمشكلات اللغة، والمعنى و التكافؤ.

1.3.I أساليب الترجمة

أما عن أساليب الترجمة فهناك أكثر من منهجيتين أو ثلاثة، فبالنسبة لنيومارك (Newmark) فيرى أن مناهج الترجمة تتعلق بالنص كاملا، أما أسلوب الترجمة فيتعلق بالجمل، إذ توجد عدة مناهج للترجمة و الترجمة الدلالية واحدة منها.

1.1.3.I.الترجمة الدلالية

تعمل الترجمة الدلالية إنتاج المعنى السياقي الدقيق للنص الأصلي في اللغة الهدف، مع احترام التركيب القواعدي للنص الهدف، مع التركيز على الناحية الجمالية للغة المصدر.

1.1.3.I الترجمة الحرفية

نجد في الترجمة الحرفية كل الكلمات تحتوي على معنى حرفي و كل المعاني الأخرى هي مجرد معاني مشتقة و تصويرية. على سبيل المثال، عندما نقول فأر نجد أنه حيوان قارض و معناه المشتق هو فأرة الحاسوب، كذلك كلمة bed فمعناها الأصلي هو أثاث (فراش) معناها المشتق هو باطن ال شيء و أسفله مثل ما نقول (a river bed) و نعني بها قاع النهر. أو نجد معنى تصويري مثل (سرير من الورد). لكن المعاني الحرفية ليست دائما سهلة الإستخراج، فنجد مثلا المعنى الفيزيائي لكلمة position هو المكان couched position بمعنى موقف جاثم، أو كذلك نجد معن ى خاص بالتحليل النفسي مثل وجهة نظر a Soviet position on German unity أي و جهة نظر السوفيات للوحدة الألمانية. أو منصب إجتماعي مثل His position as a Speaker بمعنى أن منصبه كخطيب. أي منهما المعنى الحرفي. نستطيع أن ننسب المعنى الحرفي للفيزيائي لكن لسنا متأكدين كما في الأمثلة السابقة كـ فأرة و سرير.

هناك مشكل آخر و هو الصلة بين المعنى الحرفي و المعنى المشتق؟ و مما يتكون؟ فمثلا كلمة knocker و التي تعني الشخص الذي يطرق الباب أو معنى آخر ليس بأكاديمي و يقصد به "صدر المرأة"

باختصار يمكن القول أنه لا توجد طريقة واضحة للتعرف على المعنى الحرفي للكلمات المتعددة المعنى في سياقات مختلفة، كذلك لا نستطيع جزم التفرقة بين المعنى الحرفي و المعنى المشتق مهما بدت الجملة واضحة.

2.1.3.I الترجمة التواصلية

في الحقيقة لا يستطيع أحد إنكار الدور الهام للترجمة في عملية التواصل، حيث تساعد الترجمة في عملية التواصل بين الأشخاص ذوي لغات مختلفة. فمنذ ذلك الحين إلى الآن تبقى الترجمة وسيلة للتواصل بين الناس الذين لا يتكلمون نفس اللغة، لذلك تعتبر الترجمة حلاً لكل مشكلات التواصل، كما أن للترجمة دورا هاما في انتشار الثقافات بين مختلف المجتمعات بلغات مختلفة، إذ تعتبر في يومنا هذا شيئا أساسيا في بعض الدراسات الأكاديمية ل تضييق الفجوات بين مختلف اللغات خاصة من الناحية الثقافية منها، و قد عبر كل من حاتم و ماييون (Hatim & Mason) عن ذلك بقولهما أنها عملية تواصلية تكون في سياق المجتمع.

4.I.السياق

1.4.I.مفهوم السياق

لقد عرف عدة علماء السياق كل حسب وجهة نظره و على حسب ميدانه كذلك، و ذلك لدعم أفكاره و نظرياته. فنجد ويدوسون Widdowson ركز في دراسته على المعنى اللغوي فعرف السياق على أنه هو تلك الجوانب التي تمثل الشرط الحقيقي في استخدام اللغة و الذي يكون له صلة بالمعنى.

أما كاي كوك Guy Cook أخذ السياق بعين الاعتبار حين درس العلاقة بين الأدب و الخطاب، فعرف السياق على أنه شكل من أشكال إدراك المفردات. حيث يرى أنه يمكن استعمال السياق بمعنى حسي واسع أو ضيق، فمن الناحية الضيقة نجد أن السياق يرمز للعوامل خارج النص التي هي قيد البحث. أما من الناحية الأوسع فيشير الى إدراك كل تلك العوامل و إدراك كل الأجزاء الأخرى للنص قيد البحث.

I.4.2 أنواع السياق

يُفهم السياق من عدة نواحي، بحيث يكون إما: سياقا لغويا، أو سياقا ظرفيا، أو سياقا ثقافيا.

I.4.2.1 السياق اللغوي

و هي تشير للسياق في الحديث و العلاقة بين الكلمات و العبارات و الجمل و حتى الفقرات. فمثلا إذا أخذنا الكلمة "bachelor"، لا نستطيع فهم المقصود بها إلا إذا ركزنا على السياق اللغوي للجملة التي ترد فيه كـ He is bachlor و ذلك لتوضيح المعنى الدقيق للكلمة.

I.4.2.2 السياق الظرفي

دائما ما نجد هذا النوع من السياق يشير إلى الميزات أو الخصوصيات المتعلقة بالظرف أين يكون للنص معنى، خصائص الظرف تكون متعلقة بالمحيط أو المكان أو الزمان...الخ، والمكان الذي يصدر فيه الخطاب والعلاقة بين المشاركين فيه.

I.4.2.3 السياق الثقافي

أما هذا النوع من السياق فيرتبط بالتاريخ، الثقافة، العادات وقيم الكلام في المجتمع، فهو يساعد في عملية فهم المشاركين في الحديث و مثال ذلك عند ما نقول " You lost weight" في أمريكا و الصين نجد اختلاف في الفهم، فالأمريكيون يجدونها خبرا حسنا لأن معظم الأمريكيين يعانون من الوزن الزائد، في حين يفهمها الصينيون على أنها تحذير ونصيحة على وجوب زيارة الطبيب.

الفصل الثاني تحليل المعطيات

يسعى هذا البحث إلى التحقق من الفرضية التالية هل ينجح طلبة السنة الثانية أل أم دي لغة إنجليزية بجامعة قاصدي مرباح ورقلة في ترجمة الكلمات المتعددة المعنى عندما يضعون السياق اللغوي في حسبانهم أم لا، نقدم أيضا في هذا الفصل شرحا عن أدوات البحث المستخدمة، كالعينة المختارة وأفرادها، ويتبع بتحليل للمعطيات المتحصل عليها من الاختبار والاستطلاع، وفي الأخير نعرض ملخص عن النتائج المستقاة من البحث.

II.1. العينة (مجتمع البحث)

أفراد العينة المنتقاة في هذا البحث هم 20 طالبا من السنة الثانية أل أم دي لغة إنجليزية بجامعة قاصدي مرباح ورقلة، حيث قمنا باختيارهم عشوائيا، ويعود سبب اختيارنا لهذه العينة لأن الدروس في مقياس الترجمة تنطلق في مستوى السنة الثانية، مما يعني أنهم مبتدئون لذلك يمارسون الترجمة على مستوى الكلمات والجمل على الأكثر، لذلك تعتبر عينة مثالية لدراسة كيفية تعاملهم مع الكلمات المفتاحية التي لم يفهموها.

II.2. أدوات البحث

استعمل في هذا البحث اختبار بالإضافة إلى استطلاع للتحقق من الفرضية المطروحة، حيث قُدمت للطلبة جمل قصد ترجمتها من الإنجليزية إلى العربية في الاختبار، ثم طلب منهم الإجابة عن الأسئلة المطروحة في الاستطلاع.

II.3. الاختبار

II.3.1. وصف الاختبار

يتكون الاختبار من 06 عينات، كل عينة تحتوي على 03 جمل بها كلمة متعددة المعنى مستعملة في 03 سياقات مختلفة وتختلف في المعنى. تعتبر الكلمات المتعددة في المعنى والمقترحة في هذا الاختبار مألوفةً ومعروفة لدى الطلبة. وقد تم اختيارها بعناية من قاموس كامبريدج للمتعلمين المتقدمين الطبعة الثالثة، وقاموس أوكسفورد 2010 الطبعة الثامنة. الكلمات المقترحة هي: involve, break, take, make, sound and run.

II.4. التحليل

II.4.1. المجموعة الأولى

في المجموعة الأولى، طلب من أفراد المجتمع ترجمة ثلاث جمل انجليزية تحتوي على كلمة متعددة المعنى وهي involve.

1. His friendship with the accused involved him into the scandal.

2. The job offered involves my living in Ouargla.

3. The matter involves my honour.

مكافئاتها في اللغة العربية هي:
1. ورطته صداقته بالمتهم في الفضيحة.
2. تتطلب الوظيفة المعروضة علي أن أعيش في ورقلة.
3. تتعلق المسألة بشرفي.
استعملت كلمة involve في 03 جمل مختلفة حيث وردت:

- بمعنى ورطت في الجملة الأولى، حيث ترجمها 14 طالب بدقة، و04 أخطأوا فيها، بينما لم يحاول طالبان الترجمة أصلا.

- بمعنى تتطلب في الجملة الثانية. 12 طالبا قدموا ترجمات مقبولة، في حين لم يتمكن 04 طلبة من ترجمة الجملة بدقة، ولم يترجم الجملة 04 طلبة.

- بمعنى تتعلق في الجملة الثالثة، نجح في ترجمة هذه الجملة 08 طلبة فقط، وأخطأها طالبان، في حين لم يترجم الجملة 10 طلبة.

II.4.2. المجموعة الثانية

في المجموعة الثانية، طلب من أفراد المجتمع ترجمة ثلاث جمل انجليزية تحتوي على كلمة متعددة المعنى وهي break.

1. The boy broke the window.

2. This medicine will break you of smoking.

3. The crowd broke when the match had ended.

مكافئاتها في اللغة العربية هي:

1. كسر الولد النافذة.

2. سوف يخلصك هذا الدواء من التدخين.

3. تفرق الجمهور عند انتهاء المباراة.

استعملت كلمة break في ثلاث جمل مختلفة، حيث وردت:

- بمعنى كسر في الجملة الأولى، حيث تمكن جميع الطلبة من ترجمتها بدقة.

- بمعنى يخلصك في الجملة الثانية، حيث ترجمها 18 طالبا بدقة، و ترجمة طالبين لم تكن صحيحة.

- بمعنى تفرق في الجملة الثالثة. ترجمة 10 طلبة كانت مقبولة، في حين لم يوفق 04 طلبة في محاولاتهم، وامتنع 06 عن المحاولة.

II.4.3. المجموعة الثالثة

في المجموعة الثالثة، طلب من أفراد المجتمع ترجمة ثلاث جمل انجليزية تحتوي على كلمة متعددة المعنى وهي take.

1. We found that all the seats were taken.

2. She took the 10.30 flight to England.

3. I hope you are all taking notes.

مكافئاتها في اللغة العربية هي:

1. وجدنا كل المقاعد محجوزة.

2. استقلت رحلة 10.30 الى انكلترا.

3. آمل أنكم كلكم تدونون ملاحظاتكم.

استعملت كلمة take في ثلاث جمل مختلفة، حيث وردت:

- بمعنى محجوزة في الجملة الأولى، حيث ترجمها بدقة   16 طالبا، و 04 طلبة لم تكن ترجماتهم صحيحة.

- بمعنى استقلت في الجملة الثانية، وتمكن من ترجمتها بدقة   08 طلبة فقط، وأخطأ في ترجمة هذه الجملة 09 طلبة، في حين امتنع عن الإجابة 03 طلبة.

- بمعنى يُدوّن في الجملة الثالثة، ترجمات 08 طلبة فقط كانت صحيحة، وأخطأ في الترجمة 16 طالبا.

4.4.II. المجموعة الرابعة

في المجموعة الرابعة، طلب من أفراد المجتمع ترجمة ثلاث جمل انجليزية تحتوي على كلمة متعددة المعنى وهي make.

1. Lionel Messi makes 40 millions of dollars a year!

2. Lucy makes lunch for Francis.

3. She made it to the airport just in time to catch her plane.

مكافئاتها في اللغة العربية هي:

1. يتحصل ليونيل ميسي على 40 مليون دولار سنويا.

2. تحضر لوسي الغذاء لفرانسيس.

3. وصلت الى المطار في الوقت المحدد للحاق بطائرتها.

استعملت كلمة make في ثلاث جمل مختلفة، حيث وردت:

- بمعنى يتحصل في الجملة الأولى، 16 طالبا ترجموا الجملة بدقة، و لم يترجمها 04 طلبة.

- بمعنى تُحضّر في الجملة الثانية. ترجم الجملة بدقة   14 طالبا، و طالبين لم يوفقا في محاولتهما، في حين لم يقم بالترجمة 04 طلبة.

- بمعنى وصلت في الجملة الثالثة، ترجمات   08 طلبة كانت صحيحة، و 05 طلبة أخطأوا في الترجمة، في حين لم يقم 07 طلبة بأي محاولة لترجمة الجملة.

5.4.II. المجموعة الخامسة

في المجموعة الخامسة، طلب من أفراد المجتمع ترجمة ثلاث جمل انجليزية تحتوي على كلمة متعددة المعنى وهي sound.

1. Can you hear that sound?

2. Thank you for your sound advice.

3. Children sleep a sound sleep.

مكافئاتها في اللغة العربية هي:

1. هل تستطيع سماع ذاك الصوت؟

2. شكرا على نصيحتك القيمة.

3. ينام الأطفال نوما عميقا.

استعملت كلمة sound في ثلاث جمل مختلفة، حيث وردت:

- بمعنى صوت في الجملة الأولى، و تمكن 20 طالبا من ترجمتها بدقة.

- بمعنى قيّمة في الجملة الثانية. ترجم الجملة بدقة 04 طلبة، و 14 طالبا لم يوفقوا في محاولاتهم، في حين لم يترجم الجملة طالبان.

- بمعنى بعمق في الجملة الثالثة، حيث تمكن من ترجمة الجملة طالبان فقط، في حين لم تكن ترجمات 11 طالبا صحيحة، و لم يترجم هذه الجملة 07 طلبة.

II.4.6. المجموعة السادسة

في المجموعة السادسة، طلب من أفراد المجتمع ترجمة ثلاث جمل انجليزية تحتوي على كلمة متعددة المعنى وهي run.

1. I can run a mile in five minutes.

2. Do you know how to run this machinery?

3. He was arrested for running drugs across the border into Algeria.

مكافئاتها في اللغة العربية هي:

1. بإمكاني أن أركض ميلاً في خمس دقائق.

2. هل تعلم كيفية تشغيل هذه الماكينة؟

3. اعتقل بسبب تهريبه للمخدرات عبر الحدود إلى الجزائر

استعملت كلمة run في ثلاث جمل مختلفة، حيث وردت:

- بمعنى أركض في الجملة الأولى، حيث تمكن 19 طالبا من ترجمتها، في حين لم يترجمها طالب واحد.

- بمعنى تشغيل في الجملة الثانية، وقد تمكن جميع الطلبة من ترجمتها ترجمة مقبولة.

- بمعنى تهريب في الجملة الثالثة، وُفِّق 15 طالبا في ترجماتهم، في حين لم يترجم الجملة 05 طلبة.

II.5. الاستطلاع

يتألف الاستطلاع من 11 سؤالا، هذه الأسئلة مقسمة إلى ثلاث أقسام، خمسة أسئلة في القسم الأول متعلقة بالترجمة عموما، وأربعة منها في القسم الثاني متعلقة بالكلمات ذات المعنى المتعدد، و سؤالين في القسم الأخير متعلقة بالاختبار و الأسئلة الواردة فيه.

II.5.2. التحليل

السؤال الأول: هل تحب الترجمة؟

نعم ☐   لا ☐

الهدف من هذا السؤال هو تبيان مدى حب الطلبة للترجمة، لأنه إذا أحب الطلبة الموضوع المطروح للاستطلاع فسيجيبون على الأسئلة بجدية.

توضح النتائج المتحصل عليها أن جميع أفراد المجتمع (العينة المختارة) يحبون الترجمة.

السؤال الثاني: كيف تقيم مستواك في الترجمة؟

ممتاز ☐   متوسط ☐

جيد جدا ☐   ضعيف ☐

جيد ☐   ضعيف جدا ☐

هذا السؤال يهدف إلى الربط بين مستوى الطلبة وإجاباتهم على أسئلة الاختبار. حسب النتائج المستقاة، فَإنّ 50%

صرحوا بأن مستواهم متوسط في الترجمة، و 40% مستواهم جيد، و 05% بمستوى جيد، كذلك 05% ذو مستوى ممتاز في الترجمة.

السؤال الثالث: أي اتجاه للترجمة تراه أصعب؟

من العربية إلى الإنجليزية ☐

من الإنجليزية إلى العربية ☐

يرى 75% من الطلبة أن الترجمة من العربية إلى الإنجليزية، في حين 25% من الطلبة يجدون صعوبة في الترجمة من الإنجليزية إلى العربية.

الطلبة الذين يجدون صعوبة في الترجمة من العربية إلى الإنجليزية ربما يعود ذلك إلى نقص في المرادفات الإنجليزية، باعتبار الإنجليزية لغة أجنبية. في حين يجد الطلبة صعوبة في الترجمة من الإنجليزية إلى العربية بسبب المشاكل التي تواجههم في تعلم الإنجليزية.

السؤال الرابع: أين تجد الصعوبات في الترجمة؟

الأزمنة ☐   الألفاظ المعجمية ☐

الروابط ☐   الأظرفة ☐

توزيع نسب الطلبة والصعوبات التي يجدونها أثناء عملية الترجمة:

- 45% في ترجمة الألفاظ المعجمية.
- 20% في ترجمة الأزمنة + الألفاظ المعجمية.
- 10% في ترجمة الأزمنة.
- 10% في ترجمة الألفاظ المعجمية + الأظرفة.
- 05% في ترجمة الأظرفة.
- 05% في ترجمة الروابط.

05% في ترجمة الأزمنة + الأظرفة.

السؤال الخامس: أيهما أهم بالنسبة لك، فهم الكلمات كل على حدا، أو فهم معانيها حسب السياق؟

70% من الطلبة يعتمدون على الجملة و سياقها لفهم الكلمات، في حين 20% يعتمدون على الكلمات بحد ذاتها لفهم الجمل. و 10% لم يقدموا إجابات.

السؤال السادس: هل تعرف معنى polysemous words ؟

نعم ☐   لا ☐

80% أجابوا بـ لا ، و20% أجابوا بنعم.

السؤال السابع: إذا كانت إجابتك نعم، فما هي؟

كلمات لها نفس المعنى ☐

كلمات لها نفس التهجئة و متعددة المعنى ☐

كلمات لها نفس التهجئة و النطق، ومختلفة في المعنى ☐

هذا السؤال تمت الإجابة عنه من طرف 04 طلبة، ممن أجابوا بنعم في السؤال السابق.

03 طلبة قالوا بأن polysemous words هي كلمات لها نفس التهجئة و النطق، ومختلفة في المعنى. في حين طالب واحد أجاب بـ كلمات لها نفس التهجئة و متعددة المعنى. وهي الإجابة الصحيحة.

السؤال الثامن: هل تجد صعوبة في ترجمة الكلمات المتعددة المعنى؟

نعم ☐   لا ☐

60% من الطلبة يجدون صعوبات في ترجمة الكلمات المتعددة المعنى، و 10% لا يجدون صعوبات تذكر، في حين 30% لم يجيبوا على هذا السؤال.

السؤال التاسع: إذا كانت إجابتك نعم، فلماذا؟

أجاب على هذا السؤال وقدم تبريرات 07 طلبة فقط، منهم من قال بأنه لا يعرف معنى polysemous words أصلا،أيضا هناك من قال بأن ال polysemous words كلمات متعددة المعنى

ويصعب التكهن بمعناها الدقيق، في حين قال طلبة بأن فهم الكلمات المتعددة المعنى يتطلب فهم السياق الذي ترد فيه جيدا.

السؤال العاشر: هل وجدت صعوبات في ترجمة جمل الاختبار؟

نعم ☐ لا ☐

50% من الطلبة أجابوا بنعم، و 30% أجابوا بلا، في حين 20% لم يجيبوا على السؤال.

السؤال الحادي عشر: إذا كانت إجابتك بنعم، فأي جملة وجدت صعوبة في ترجمتها؟

هذا السؤال موجه لـ 10 طلبة فقط، والذين أجابوا بنعم في السؤال السابق. لكم طالبان فقط من قدم تبريرات، أحدهما قال بأنه(ها) وجد(ت) صعوبات في ترجمة الأفعال المركبة، والآخر قال(ت) بأنه(ها) وجد(ت) صعوبات في ترجمة الأزمنة. لكن موضوعنا كان متعلقا بـ الكلمات المتعددة المعنى.

6.II. ملخص النتائج:

بعد تحليل نتائج الاختبار و الاستطلاع يمكن القول بأن:

✓ الأغلبية الساحقة لطلبة السنة الثانية أل أم دي لغة إنجليزية يحبون الترجمة.

✓ يواجه معظم الطلبة مشاكل في الترجمة من العربية إلى الإنجليزية.

✓ نجح معظم الطلبة في ترجمة جمل الاختبار ترجمة مقبولة.

✓ يجهل أغلبية الطلبة معنى the polysemous words كمصطلح.

✓ أغلبية الطلبة على دراية بالمعنى الشائع للكلمة المتعددة المعنى، لكنهم أحيانا يجهلون معانيها الإضافية.

✓ اعتماد بعض الطلبة على الترجمة الحرفية في بعض الأحيان لم يمكنهم من الترجمة الصحيحة.

✓ يعتمد أغلب الطلبة على السياق الذي ترده فيه الكلمة كإستراتيجية لفهم الكلمات الغامضة عموما، و الكلمات المتعددة المعنى خصوصا.

الخاتمة

يواجه الطلبة صعوبات جمة في مقياس الترجمة، صعوبات تؤدي بالطلبة إلى إيقاف عملية الترجمة بغية التأكد من المصطلحات، واستعمال القواميس، أو طلبة المساعدة. هذه الصعوبات قد تكون في مجال القواعد، المصطلحات و المفردات، والأسلوب.

يهدف هذا البحث إلى استكشاف الأخطاء المرتكبة من قبل طلبة السنة الثانية أل أم دي لغة إنجليزية بجامعة قاصدي مرباح ورقلة، في ترجمتهم للكلمات الغامضة عموما و الكلمات ذات التعدد في المعنى خصوصا. الاهتمام كان منصبا على المشاكل المعجمية في هذه الدراسة، والمشاكل على مستوى الكلمة، وعلى الكلمات ذات التعدد في المعنى. الفرضية المطروحة في هذه الدراسة هي أن السياق يساعد الطلبة في فهم وترجمة الكلمات ذات التعدد في المعنى ترجمة صحيحة، قُدِّم للطلبة اختبار واستطلاع قصد التحقق من الفرضية. وبعد تحليل المعطيات، يمكن القول بأن أغلب الطلبة نجحوا في ترجمة الكلمات ذات التعدد في المعنى بسبب اعتمادهم على السياق الذي ترد فيه. وهذا ما يثبت الفرضية المطروحة في هذه الدراسة.

في الأخير نقدم توصيات للتعامل الأفضل مع الكلمات الغامضة، والكلمات ذات التعدد في المعنى:

- يجب على طلبة السنة الثانية أل أم دي لغة إنجليزية تعلم المفردات قدر الإمكان، لأن نقص المفردات يشكل صعوبات بالغة للطلبة في عملية الترجمة.

- لابد لطلبة السنة الثانية أل أم دي لغة إنجليزية أن يضعوا في حسبانهم بأن الكلمات في اللغة الإنجليزية قد تكون لها معاني أخرى بالإضافة إلى معناها الشائع.

- لابد من معرفة أن السياق يلعب دورا هاما في فهم معني الجمل والكلمات.

- يجب على الأساتذة تعليم الطلبة استراتيجيات الترجمة، وعلى الدور الهام الذي يلعبه السياق في فهم معاني الكلمات وترجمتها.

جامـــعة قاصــدي مــرباح ورقلـــــة

كليـــــة الآداب واللغـــــات

قسم اللغـــة الإنجليـزية

مذكـــــرة

ماستـــــــر أكاديمي

ميــدان الآداب واللغـــات الأجنبيـــة

حقــــل الترجمـــة وعلـــوم الترجمـــة

إعـــداد الطـــالبين: بن ساسية عبد الصمد

الجون عزالدين

تحت عنوان:

الغموض في المعنى
إشكالية ترجمة الكلمات المتعددة المعاني من الإنجليزية إلى العربية
دراسة حالة طلبة سنة ثانية إنجليزية ل م د جامعة قاصدي مرباح ورقلة

نوقشت في ورقلة

بتاريخ 05 / 06 / 2014

أمـــام اللجـــنة العلمـية المكونة من:

الأستـاذة: السايح لمبارك سميرة	من جامعة قاصدي مرباح – ورقلـة	رئيـــسًا
الأستـاذ: بلعربي أحمد	من جامعة قاصدي مرباح – ورقلـة	مشـــرفًا
الأستـاذ: كوداد محمد	من جامعة قاصدي مرباح – ورقلـة	مناقشًـا

السنـة الجـامعيـة: 2013- 2014