

Polysemes and Synonym Language Stock: Linguistic Evidence from English to Arabic Translation

Dr. Mohammad Awad Al-Dawoody Abdulaal

Lecturer of Linguistics, Department of English,
Faculty of Arts, Port Said University

Abstract

This research study aims at investigating the reason lying behind EFL learners' inability to construe polysemes to output a coherent text while translating from English into Arabic. The researcher, therefore, hypothesizes that there is a rapport between the learners' inability to translate polysemous words and their poor synonym language stock. To test this hypothesis, two groups – experimental and control – were formed; the former consisted of 82 senior EFL learners (51 females and 32 males) in the Department of English, the Faculty of Arts, Port Said University; and the latter was made up of 67 senior learners belonging to the same educational institution. The experimental group was given two pre-tests: translation and synonym, followed by a treatment which in turn followed by two post-tests. The control group, given no treatment, conducted two post-tests. The basic research finding was the positive co-efficient correlation between the ability to construe polysemous words and the synonym language stock. To set an account for this rapport, the researcher postulated that the polysemous words are processed on layers on the semantic level. That is, a lexical item with a sole meaning is processed at layer 1, whereas lexical items with two or more meanings go up to the next layer and then goes to a third providing it still has further semantic contexts.

Keywords:

Polysemes, Synonym Language Stock, Semantic Layers, Solo-Semantic Items.

الكلمات المتعددة المعاني والمخزون اللغوي من المترادفات:

دليل لغوي من الترجمة الانجليزية إلى العربية

المخلص

تَرْمِي هَذِهِ الدِّرَاسَةُ إِلَى فَحْصِ الأَسْبَابِ الكَامِنَةِ وَرَاءِ عَدَمِ قُدْرَةِ مُتَعَلِّمِي اللُّغَةِ الانجليزية كَلْعَةٍ ثَانِيَةٍ عَلَي تَرْجَمَةِ الكَلِمَاتِ مُتَعَدِّدَةِ المَعَانِي، مِمَّا يُحَوِّلُ دُونَ إِنتَاجِ نَصِّ لُغَوِيٍّ مُتَجَانِسِ الأَرْكَانِ عِنْدَ التَّرْجَمَةِ مِنَ الإنجليزية إِلَى العَرَبِيَّةِ، وَبَعْدَ قِرَاءَاتِ نَقْدِيَّةٍ لِلدِّرَاسَاتِ السَّابِقَةِ، افْتَرَضَ البَّاحِثُ أَنَّ هُنَاكَ عِلَاقَةً بَيْنَ عَدَمِ القُدْرَةِ عَلَي تَرْجَمَةِ الكَلِمَاتِ المُتَعَدِّدَةِ المَعَانِي، وَالمَخْرُوفِ المُفْقِرِ مِنَ المُتَرَادِفَاتِ اللُّغَوِيَّةِ، وَلِفَحْصِ هَذِهِ الفُرْصِيَّةِ، تَمَّ تَكْوِينُ مَجْمُوعَتَيْنِ: تَجْرِبِيَّةٍ وَصَابِغَةٍ، حَيْثُ تَتَكَوَّنُ المَجْمُوعَةُ الأُولَى مِنْ 82 وَالمَجْمُوعَةُ الثَّانِيَةُ مِنْ 67 طَالِبٍ وَطَالِبَةٍ مِنَ طُلَّابِ الفِرْقَةِ الرَّابِعَةِ بِقِسْمِ اللُّغَةِ الانجليزية، بِكُلِّيَّةِ الأَدَابِ بِجَامِعَةِ بُوْرَسَعِيدِ، وَتَمَّ إِعْطَاءُ المَجْمُوعَةِ التَّجْرِبِيَّةِ إِخْتِبَارِيَّيْنِ قَبْلِيَّيْنِ، أَحَدَهُم تَرْجَمَةَ جُمْلٍ بِهَا كَلِمَاتٌ مُتَعَدِّدَةٌ المَعَانِي، وَالأُخْرُ لِقِيَاسِ قُدْرَةِ الطَّالِبِ عَلَي إِنتَاجِ مُتَرَادِفَاتٍ لُغَوِيَّةٍ لِبَعْضِ الكَلِمَاتِ الإنجليزية، ثُمَّ تَمَّ إِعْطَاءُ المَجْمُوعَةِ التَّجْرِبِيَّةِ مَجْمُوعَةً نُصُوصٍ للقِرَاءَةِ بِهَا كَمِ كَبِيرٍ مِنَ الكَلِمَاتِ دَاثِ المَعَانِي المُتَعَدِّدَةِ وَكَلِمَاتٍ مُعَقَّدَةٍ، وَقَامَ الطُّلَّابُ بِدِرَاسَةِ وَحْفُظِ كَمِ كَبِيرٍ مِنَ المُتَرَادِفَاتِ اللُّغَوِيَّةِ، وَأَعَقَّبَ ذَلِكَ إِخْتِبَارِيْنِ بَعْدِيْنِ، أَحَدَهُمَا فِي التَّرْجَمَةِ مِنَ الإنجليزية لِلعَرَبِيَّةِ، وَالثَّانِي لِإِنْتِاجِ المُتَرَادِفَاتِ اللُّغَوِيَّةِ، أَمَّا عَنِ المَجْمُوعَةِ الصَّابِغَةِ فَلَمْ تَحْضُلْ عَلَي البَرْنَامِجِ، وَتَمَّ عَمَلٌ لَّهُم إِخْتِبَارِيْنِ بَعْدِيْنِ، وَكَانَتِ النَّبِيْجَةُ فِي صَالِحِ الإخْتِبَارِ البَعْدِيِّ لِلْمَجْمُوعَةِ التَّجْرِبِيَّةِ، كَمَا كَشَفَتِ النَّتَائِجُ عَن وُجُودِ مُعَامِلِ إِرتِبَاطٍ قُوِيٍّ ($r=0.641$; $p<0.5$) بَيْنَ حَصِيْلَةُ المُتَرَادِفَاتِ اللُّغَوِيَّةِ وَالقُدْرَةَ عَلَي تَرْجَمَةِ الكَلِمَاتِ مُتَعَدِّدَةِ المَعَانِي، وَلِتَفْسِيرِ هَذِهِ النَّتَائِجِ أَوْضَحَ البَّاحِثُ أَنَّ مُعَالَجَةَ الكَلِمَاتِ مُتَعَدِّدَةِ المَعَانِي تَتَمُّ عَلَي أَكْثَرِ مَنْ مُسْتَوَى مِنْ مُسْتَوِيَاتِ الدَّلَالَةِ، فَكُلَّمَا دَاثَتْ أَعْدَادُ المَعَانِي الخَاصَّةِ بِالكَلِمَةِ كَلَّمَا صَعِدَتْ إِلَى مُسْتَوَى أَعْلَى مِنْ مُسْتَوِيَاتِ الدَّلَالَةِ.

الكلمات المفتاحية:

الكلمات متعددة المعاني - الكلمات وحيدة المعني - المستوى الدلالي - المخزون اللغوي من المترادفات.

1. Introduction

Admittedly, it is not a facile task to find the words which are tantamount to those in the target language to generate a tenacious message when kicking off the translation process. This is, in reality, not the only predicament encountered by EFL learners, but they also come up against some different kinds of problems when translating messages from English into Arabic. These translation problems may be attributed to lexical or grammatical aspects. One of these lexical problems is translating English polysemous words (Enany, 1994; Brenda, 2014; Robinson, 2014).

A polysemy is a word with multiple different meanings, related in location, structure or function. A polyseme is opposed to solo-semantic items, sometimes called ‘monosemy’ which describes a word with a single meaning (Hatim & Mason, 1990; Ghazala, 2008; Hornby, 2008). The problem arisen on translating polysemous words is basically of a pragmatic nature, and many EFL learners have difficulty in picking up the set meaning. Hence, the contextual environment (i.e. the historical and cultural aspects of the message and the intended audiences) plays a pivotal role in picking up the most appropriate meanings for such words (Newmark, 1981; Palmer, 1981; Baker, 1992; Byrne, 2006; Hornby, 2008; Glynn, 2014). This study, hence, is an endeavor to look for a linguistic aspect closely correlated to the contextual environment and has the capacity to accelerate the process of translating polysemous words from English to Arabic. To achieve this aim, some linguistic literatures are reviewed in the upcoming section with the attempt to get close to the nature of polysemous words and how translators deal with them.

2. Theoretical Framework

Most of the linguistic literature dealing with polysemy kicks off with its concept and the distinction between polysemy and other semantic terminologies. Polysemy, sometimes called radiation,

takes place when a lexical item gets more than a single semantic content (Palmer, 1976; Newmark, 1991; Nida, 1998). Used in a text, polysemy often leads to ambiguity and causes problems for EFL learners. There is a substantial distinction between polysemy and homonymy that should be addressed before investigating the ambiguity effect of polysemy on EFL learners when attempting to construe a text. A polysemous word, on one hand, is a single lexical item with miscellaneous different but functionally or structurally related meanings, for instance, the word 'foot' may refer to the lowest part of the leg or the lowest part of the mountain. The two meanings are different, but they are related in terms of location rather than function or structure. Homonyms, on the other hand, are lexical items with multiple meanings with either the same pronunciation or spelling; for example, the words 'knight' (i.e. a cavalier) and 'night' (i.e. the night time). Unlike homonyms, polysemes are lexical items that have one focal meaning and some peripheral senses; one of these senses always takes over and becomes the key meaning (Baldinger, 1980; Bell, 1987; Bell, 1991; Armstrong, 2005; Tyler, 2012; Ardila, 2017)

Ghazala (1995) pointed out that the translators may be familiar with the common sense of a polyseme and often translate it into Arabic using its sole sense. It indicates that the translators grasp it as a monosemic word, having a sole sense merely; therefore, they may make perilous bloopers. For example, the translators always render the word 'break' as كسر /kasara /; however, it has different renderings in the following contexts: (1) 'You intentionally break the law' and (2) 'The dawn breaks at 5:20'. Armstrong (2005), depending on the results of Ghazala (1995), discussed the synonyms which are polysemes as well, pointing out the role played by word limitation to translate these words properly. His study illustrates how convoluted it is to render polysemes from the source language to the target one as these types of words have various collocations, differing from one language to another, which define their senses. Armstrong (2005) concluded that whether two polysemous words are regarded as near synonyms or not, the translator has to refer to the linguistic context which determines

what he called ‘the selectional restrictions’ (i.e. which sense imposed by the context to output a coherent message). Armstrong relied vastly on the results reported by Mason (1978) who investigated the effects of polysemous words on sentence comprehension. Mason mainly intended to reveal polysemy impact reading for learners at sixth grade, and then comparing their polysemy comprehension to that of adults. Mason concluded that without context these polysemous words can be dubbed by more than a single sense and that only via context it will get a given meaning.

Some Arab linguists referred to the concept of polysemy as “verbal sharing” (Al-Jürjani, 1954, p.365). As-Suyüti (1971), on the one hand, pointed out that polysemous words not only enrich the language but also make it capable of portraying the physical world around us. However he went against the premise saying that sharing is grounded on the idea that one lexical item has various meanings. Rather, he argued that all sorts of sharing of one expression have a single general semantic content. Ibn Darstwīni (1974), on the other hand, rejected the existence of polysemes in Modern Standard Arabic and asserted that if the polysemes existed, they would take place between two languages and because of what linguists call speech economy. According to Al-Munjid (1999), unlike Ibn Darstwīni (1974), polysemy is one of the linguistic commonalities in all languages. He regarded polysemy as a type of semantic multiplicity.

3. Problem Statement

Particularly on translating from English to Arabic, most of translation predicaments are noticed at the word level. EFL learners often come up against difficulties in finding the appropriate meaning for a polyseme to form an Arabic coherent target. Consequently, they often go awry to transfer the message. This study attempts to answer the following question: What is the major reason that lies behind the EFL learners’ inability to construe polysemous words from English to Arabic?

4. Research Questions

Depending on the research problem stated above, this research study endeavors to approach the following questions:

1. Is there a rapport between the learners' inability to translate polysemous words and their poor synonym language stock?
2. Is the mean of the scores of the translation post-test different from that of the scores of the translation pre-test in the experimental group?
3. Is the mean of the scores of the synonym post-test different from that of the scores of the synonym pre-test in the experimental group?
4. Are there any noticeable differences between the scores of the experimental group and those of the control group on the translation and synonym tests?

5. Research Hypotheses

Depending on the research questions raised above, the researcher formulates the following arguments:

1. There is a significant correlation between the participants' scores on the translation pre-test and the synonym pre-test in the experimental group.
2. There are statistically significant differences between the mean of the participants' scores on the translation post-test and the translation pre-test in the experimental group.
3. There are statistically significant differences between the mean of the participants' scores on the synonym post-test and the synonym pre-test.
4. There are statistically significant differences between the means of the participants' scores on the translation and synonym post-tests in the experimental group and the control group.

6. Significance of the Study

Monosemic words do not generate problems in meaning, whereas polysemous words do. Consequently, this research study

attempts to reveal reasons lying behind such a problem via investigating the linguistic aspect closely related to a polyseme, and which in turn can accelerate the translation process. Further, it seeks to set an account for the way the polysemous words are processed at the semantic level on contrary to solo-semantic items.

7. Methodology

7.1 Research tools

In this study, two research tools are used for data collection:

[1] A written test, designed by the researcher, with many polysemous words in which 4th year EFL participants in the Department of English at the Faculty of Arts, Port Said University were requested to answer by construing from English to Arabic (See 1 below).

[2] A written test, designed by the researcher, was performed by the participants to reveal their synonym language stock (See Appendix B).

In test 1, the participants were requested to translate 30 sentences (See [1] below) which encompass 15 polysemous words (i.e. plant, opaque, scourge, catch on, conceive, pen, shed, convoluted, hit, spoil, alight, buck, avocation, sloppy, and immaculate). Each polysemous word was displayed in two sentences with different contexts as table (1) shows. It was designed to measure the participants' abilities to elicit the appropriate meaning from different contexts.

(1)

1. They intend to spend \$700 million on an engine plant.
2. Kindly, don't forget to water our plants.
3. It is a shower with a highly opaque glass door.
4. His style of writing is totally opaque.
5. The scourge of unemployment should be encountered.
6. He used a scourge to punish his servant.
7. The learners can't catch on what the teacher says.

8. The idea caught on fast.
9. The scientists conceived the notion of the atom in the 1940s.
10. Many women have difficulty in conceiving.
11. Please fill out the form in pen.
12. The farmer erected a sheep pen.
13. She goes on a diet to shed some pounds.
14. They used to keep their ladders in the tool shed.
15. Your style is marked by the use of convoluted sentences.
16. The tube is tightly-coiled and convoluted.
17. He raised the hammer and hit the bell.
18. His song scored the biggest hit in 1930s.
19. The looters in France carried all their spoils away.
20. There are a lot of spoil heaps in the street corners.
21. She alighted from the train at 74th Street.
22. The car was set alight and pushed over a hill.
23. It costs me thirty bucks.
24. South Africans are interested in breeding bucks.
25. She has no full- time avocation.
26. Drawing is one of my avocations.
27. Wendy was dressed in a sloppy blue sweater.
28. His written reports are considerably sloppy.
29. He is dressed in an immaculate black suit.
30. Your performance has been immaculate.

Table (1) Polysemes in different contexts

Polyseme	1st sentence meaning	2nd sentence meaning
1. Plant	Factory	Flora or vegetation
2. Opaque	Non-translucent	Fuzzy and vague
3. Scourge	Crisis	Whip
4. Catch on	Understand	Become popular
5. Conceive	Think of	Become pregnant
6. Pen	Biro	Corral
7. Shed	Get rid of	Hideout
8. Convoluted	Sophisticated	Having twists and bends
9. Hit	Pummel	Success
10. Spoil	Booty	Tailings
11. Alight	Get off	Blazing
12. Buck	American dollar	Male deer
13. Avocation	Profession	Hobby

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

14. Sloppy	Filthy	Careless
15. Immaculate	Clean	Perfect

In the second test, the participants were given 10 Arabic words (صادم, هام, يدعم, يسرق, يفهم, كفاء, بشع, واضح مجتهد, غامض, صعب, سهل) and requested to set three synonyms for each. This test is designed to explore the learners' synonym stock (See Appendix B).

7.2 Participants

The study sample consists of two groups: experimental and control. The experimental group consists of 82 senior EFL learners (51 females and 32 males) in the Department of English, the Faculty of Arts, Port Said University in the academic year 2017/2018. Steven K. Thompson's equation is used to calculate the sample size (see 2 below). Seeking the external validity and representativeness, the researcher randomly selected the participants out of 105 – student class. The participants were approximately aged the same and included males and females with different achievement records. Precisely, they were 26 A and 25 B female learners in addition to 16 A and 17 B male learners. As regards the internal validity of the research instruments used in this study, both the translation tests were submitted to some experts who are PhD holders and instructors of literature and linguistics in the Departments of English at the Faculties of Arts in Port Said, Suez Canal, Suez, and Sattam Bin Abdul-Aziz Universities. After consulting these juries and taking their comments and suggestions, some modifications were conducted on the two tests to make them suitable and valid to be administered.

(2)

$$n = \frac{N p(1 - p)}{(N - 1)(d^2/z^2) + p(1 - p)}$$

Where n = sample size (82); N= Population size (105); z = confidence level at 0.95% (1.96); d= error proportion (0.05); p= probability (50%)

8. Research Procedures

1. The participants in the experimental group were given the translation and synonym pre-tests and were asked to answer the two tests in 90 minutes. To check the reliability of the two pre-tests, the participants were retested after a span of three days and the co-efficient correlation was calculated ($r = 0.6841$ and $p < 0.5$). To avoid the participant error, the pre-tests were conducted on an open – schedule day chosen by the participants. To avoid the participant bias, the researcher informed the participants not to write their names on the two tests.

2. The participants underwent a comprehensive synonym-based course. The researcher selected some advanced reading passages full of new vocabulary (See in Appendix [A]examples of the synonyms extracted from the reading passages taught to the participants) these reading passages were intended to bolster the participants' synonym stock. The treatment has lasted for three successive weeks (two-classes per week).

3. The participants underwent 90-minute translation and synonym post-tests to check the effect of the treatment given. To check the reliability of the post test, the researcher retested the participants after a span of 6 days and the co-efficient correlation was calculated ($r = 0.752$ and $p < 0.5$).

4. The control group, a sample of 67 senior learners belonging to the same educational institution and with the same age as the experimental group, was selected out of 80 learners and asked to carry out translation and synonym post-tests with no prior intervention.

5. The normality test was conducted to check the normal distribution in the two tasks. A Shapiro-Wilk's test ($p > .05$; Pre-Test (T) = 21% and Pre-Test (S) = 32.1.9%) and a visual inspection of their histograms, normal Q-Q plots and box plots showed that the scores were normally distributed for the two tasks with a skewness of approximately 0.1 and 0.2 for Pre-Test (T) and Pre-Test (S) respectively; and a kurtosis of 2.945 for the translation test and 2.952 for the synonym test (See Table 2& Appendix C).

Table (2) : Normality Distribution of Pre-tests

Pre-tests	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test [T]	.160	82	.085	.948	82	.210
Pre-Test [S]	.173	82	.145	.840	82	.321

6. After the treatment had been given, the normality test was conducted again to check the normal distribution in the two post-tests (i.e. translation and synonym). A Shapiro-Wilk's test ($p > .05$; Post-Test (T) = 12.5% and Post-Test (S) = 41.1%) and a visual inspection of their histograms, normal Q-Q plots and box plots showed that the scores were normally distributed for the two tasks with a skewness of approximately 0.22 and 0.014 for Post-Test(T) and Post Test (S) respectively; and a kurtosis of 2.895 for the translation test and 2.981 for the synonym test (See Table 3& Appendix D).

Table (3) Normality Distribution of Post-Tests

Post-tests	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test [T]	.143	81	.074	.889	81	.125
Post-Test [S]	.141	81	.231	.947	81	.411

8. Results

Eighty – two learners were surveyed about their ability to translate polysemous words ($M = 15.71$, $SD = 2.338$) and their ability to generate synonyms for some Arabic words ($M=16.81$, $SD= 4.106$). A Pearson's r analysis revealed a strong positive correlation, $r = 0.641$ ($p < 0.5$). It means that the learners who have the ability to translate polysemous words can generate many English synonyms for Arabic words. The Pearson's r analysis also

revealed that those participants with low scores in translation test have also obtained low scores in the synonym test (See Table 4).

Table (4) : Correlations

Pre-Test [T]	Pearson Correlation	1	.641
	Sig. (2-tailed)		.000
	N	82	82
Pre-test [S]	Pearson Correlation	.641	1
	Sig. (2-tailed)	.000	
	N	82	82

To test the effectiveness of the treatment given, a paired sample t-test was performed between pre-test [T] ($M=14.68$; $SD=2.303$) and post-test [T] ($M =25.62$; $SD=2.809$). Prior to conducting the analysis, the assumption of normally distributed scores was examined, and the assumption was considered satisfied (See tables 1 &2) as the skewness and kurtosis are less than the maximum allowable values for a t-test (i.e. skewness = 0; kurtosis =3). It is also noted that the correlation between Pre-Test [T] and Post –Test [T] was estimated ($r = .105$, $p < .001$) suggesting that the t-test is appropriate in this case (see table 6). The null hypothesis ($H_0: \mu_1=\mu_2$) was rejected as table (5) shows. Thus, the alternative hypothesis ($H_1: \mu_1\neq\mu_2$) was accepted; it showed that the treatment given was highly effective. Since $\mu_2 > \mu_1$, (as the difference between the two means is 10.94) the treatment given bolstered the subject's capacities to translate polysemous words (see table 5).

To test the effectiveness of the synonyms given to the subjects, another paired sample t-test was performed between pre-test [S] ($M=15.15$; $SD=4.104$) and post-test [S] ($M =24.90$; $SD=2.307$). Before conducting the analysis, the normality test was performed to make sure that the data were normally distributed, and the assumption was regarded satisfied (See tables 1 &2) as the skewness and kurtosis are less than the maximum allowable values for a t-test (i.e. skewness = 0; kurtosis =3). It is also noted that the correlation between Pre-Test [S] and Post –Test [S] was evaluated ($r = .085$, $p < .001$) suggesting that the t-test is appropriate in this

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

case (see table 6). The null hypothesis ($H_0: \mu_1 = \mu_2$) was turned down as table (5) illustrates. Thence, the alternative hypothesis ($H_1: \mu_1 \neq \mu_2$) was assented; it indicated that the synonym treatment given was highly effective. Since $\mu_2 > \mu_1$, (as the difference between the two means is 9.756) the treatment given underpinned the participants' capacities to generate synonyms.

Table (5) Paired Samples Statistics

Pairs 1&2		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test [T]	14.68	82	2.303	.254
	Post-Test [T]	25.62	82	2.809	.310
Pair 2	Pre-test [S]	15.15	82	4.104	.453
	Post-Test [S]	24.90	82	2.307	.255

Table (6) Paired Samples Correlations

Pairs 1&2		N	Correlation	Sig.
Pair 1	Pre-Test [T] & Post-Test [T]	82	-.105-	.350
Pair 2	Pre-test [S] & Post-Test [S]	82	.085	.448

The T-test for two independent groups was conducted to validate the hypothesis that there is a statistically significant difference between the participants' scores on the translation test in the experimental group and the scores of the control group on the same test. Table (8) presents the results of Levene's test which confirmed homogeneity between the two groups since $p > 0.05$ (%9.6). In other words, the null hypothesis (H_0) was accepted and the alternative (H_1) one was turned down. The second part of the test shows that $p < 0.05$, thus the null hypothesis indicating that $\mu_1 = \mu_2$ was rejected and the alternative one stating that $\mu_1 \neq \mu_2$ was assented. Table (7) shows how effective the treatment was as the mean of the scores of experimental group has doubled the mean of those of the control group.

(7) Group Statistics

Post-Test [T]	Codes	N	Mean	Std. Deviation	Std. Error Mean
	Exp.Post T		82	25.65	2.804
	Control T	67	12.96	2.107	.257

(8) Independent Samples Test

Post-Test [T]	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.807	.096	30.709	147	.000	12.695	.413	11.878	13.512
Equal variances not assumed			31.642	147.289	.000	12.695	.401	11.902	13.488

To validate the hypothesis that there is a statistically significant difference between the participants' scores on the synonym test in the experimental group and the scores of the control group on the same test, the T-test for two independent groups was conducted. Table (10) presents the results of Levene's test which confirmed homogeneity between the two groups since $p > 0.05$ (%7.8). In other words, the null hypothesis (H_0), stating the existence of homogeneity, was accepted and the alternative (H_1), stating the opposite, one was rejected. The second part of the test, the equality of means, shows that $p < 0.05$, thus the null hypothesis, stating that $\mu_1 = \mu_2$, was rejected and the alternative one stating that $\mu_1 \neq \mu_2$ was accepted. Table (9) shows how effective the treatment was as the mean of the scores of experimental group (i.e. 24.90) surpassed the mean of the scores of the control group.

Table (9) Group Statistics

Post-Test [S]	Codes2	N	Mean	Std. Deviation	Std. Error Mean
	Exp.Post-Test [S]		82	24.90	2.307
	Control [S]	67	13.58	3.513	.429

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

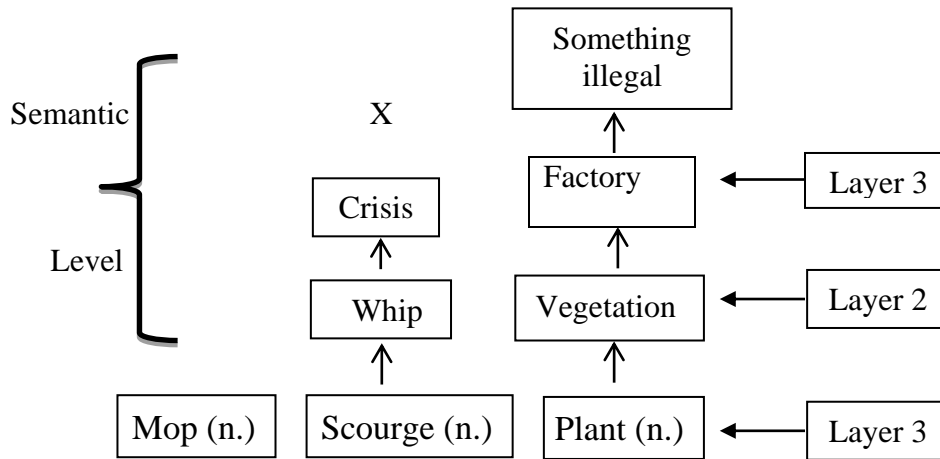
Table (10) Independent Samples Test

Post-Test [S]	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.154	.078	23.615	147	.000	11.320	.479	10.373	12.268
Equal variances not assumed			22.683	109.6	.000	11.320	.499	10.331	12.309

Discussion

The results presented in the previous section and precisely the scores of the participants in the translation and the synonym pre-tests clearly showed that 4th-year EFL learners at the Faculty of Arts, Port Said University were not familiar with polysemous words. Over and above, the results displayed the robust rapport between the learners' inability to translate polysemous words and their poor synonym language stock. The correlation between the participant's ability to render a polysemous word and his or her synonym language stock turned out to be substantially positive. That is to say, the participant's ability to render polysemous words recedes or rises with the paucity or the abundance of the participant's synonym stock; this research finding validated the first hypothesis and underpinned the study's basic argument which postulates that one's ability to render words with multiple semantic contexts is fostered by a synonym faculty. As the given treatment showed, the synonym faculty is multilayered and formed via

extensive reading texts of an advanced level. This study, depending on the way by which the treatment was given, showed that the words with sole semantic context remained in layer 1(e.g. mop), but polysemous words jump up to the second layer to be attached with its lexemes as the graph below shows (e.g. scourge); but if the word has a third different meaning, the lexeme will go up to layer 3 (e.g. plant). This argument goes in accordance with Alnamer (2017), Mason, Kniseley, and Kendall (1979) who postulated that words with multiple semantic contexts cannot be processed at a single layer at the semantic level.



The second research question addresses the relationship between the mean of the scores of the translation post-test and that of the scores of the translation pre-test. The results showed that there were statistically significant differences between the mean of the participants' scores on the translation post-test and the translation pre-test. The mean of the scores of the translation post-test was higher than that of the pre-test; the matter that reflected the efficiency of the treatment given. It was attributed to the comprehensive nature of the treatment given. The vocabulary, the participants dealt with, has been not only convoluted but also sometimes with multiple different meanings. Thus, the high mean of the scores of the post-test was attributed to the amelioration of the kind of the vocabulary given to the participants, who have

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

rarely been exposed to vocabulary with multiple semantic contexts. This research result goes in accordance with Yurchenko, Lopukhina, and Dragoy (2018) who concluded that the type of Russian vocabulary given to the subjects affected their ability to construe polysemous words.

The third hypothesis was validated as the results showed that there were statistically significant differences between the mean of the participants' scores on the synonym post-test and the synonym pre-test. It was reflected in the scores of the participants' translation post-test. When the participants had brushed up their synonym language stock, the translation faculty in turn was ameliorated. It manifested the close rapport between the close rapport between the participants' ability to translate polysemous words and their rich synonym language stock. Thence, the third and fourth hypotheses bolstered the mutual influence between the synonym stock and the ability to construe polysemous words. The third hypothesis was on the same line with Partridge (2015) who showed the effect of synonym acquisition on dealing with polysemous words.

The fourth hypothesis was validated as the results showed the noticeable differences between the scores of the experimental group and those of the control group on the translation and synonym tests in favor of the experimental group. The control group failed to construe most of the polysemous words and at the same time failed to give more than one synonym for the items given in the synonym test. It was attributed to the fact the translation faculty was disrupted because of the poor synonym supply provided by the synonym stock faculty.

Conclusion

The 4th-year EFL learners at the Faculty of Arts, Port Said University, were proved not to be familiar with polysemous words, lexical items with multiple meanings. This problem was manifested when the participants were asked to render some English polysemous words into Arabic and to give some synonyms

to some lexical items. This problem appeared not only at the word level but also at the sentence level. To sort out this problem, depending on the positive co-efficient correlation between the ability to construe polysemous words and the synonym language stock, the treatment given focused on enhancing the participants' synonym stock. To set an account for this rapport, the researcher postulated that the polysemous words are processed on layers on the semantic level. That is, a lexical item with a sole meaning is processed at layer 1, whereas lexical items with two or more meanings go up to the next layer and then goes to a third if it still has further semantic contexts.

Acknowledgements

I'd like to express my sincere appreciation to everyone who boosted me throughout the course of writing this paper: Dr. Mohammad Tohammy, my mentor, Dr. Naglaa Abuslema, a psychologist; Mr. Emad Ali, the principal of Nile School for hosting the participants for two sessions; Dr. Shaker Rizk, a professor of linguistics; Dr. Waleed Rabee, a statistician; Mr. Mohammad Farag, who lent me a hand in data insertion; Dr. Eyaad Abass, an editor; and dear subjects for their patience, understanding, and support.

References

- Alnamer, S. A. (2017). On the Awareness of English Polysemous Words by Arabic-Speaking EFL Learners. *Advances in Language and Literary Studies*, 8(2), 112. doi:10.7575/aiac.all.v.8n.2p.112
- Ardila, A. (2017). Language disorders, interpreting, and translation. *The Routledge Handbook of Translation Studies and Linguistics*, 267-280. doi:10.4324/9781315692845-18
- Armstrong, N. (2005). *Translation, Linguistics, Culture: A French English Handbook*. Clevedon: Multilingual Matters LTD.
- Baldinger, K. (1980). *Semantic Theory*. Oxford: Basil Blackwell.
- Baker, M. (1992). In *Other Words: a Course Book on Translation*. London: Routledge.

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

- Brenda, M. (2014). *Cognitive perspective on the polysemy of the English spatial preposition over*. Newcastle upon Tyne: Cambridge Scholars Press.
- Byrne, J. (2006). *Technical Translation: Usability Strategies for Translating Technical Documentation*. Dordrecht: Springer
- Bell, R.T. (1991). *Translation and Translating: Theory and Practice*. London: Longman Group Ltd.
- Bell, J. (1987). *Doing Your Research Project*. Oxford: Oxford University Press
- Ghazala, H. (1995). *Translation as Problems and Solutions*. Valeta (Malta): Elga Publication.
- (2008). *Translation As Problems and Solutions*. Beirut: Dar El-IimLilmalayin.
- Glynn, D. (2014). Polysemy and synonymy. *Human Cognitive Processing Corpus Methods for Semantics*, 7-38. doi:10.1075/hcp.43.01gly
- Hatim, B. & Mason, I. (1990). *Discourse and the Translator*. London And New York: Longman.
- Hornby, A. (2008). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.
- Mason, J. (1978). *Effects onnf Polysemous Words on Reading Comprehension*. Illinois: University of Illinois.
- Mason, J. M., Kniseley, E., & Kendall, J. (1979). *Effects of Polysemous Words on Sentence Comprehension*. *Reading Research Quarterly*, 15(1), 49. doi:10.2307/747431
- Newmark, P. (1981). *A Text Book of Translation*. New York, London: Prentice Hall.
- (1991). *Approaches to Translation*. Oxford: Pergamon Press.
- Nida, E. (1964). *Toward a Science of Translating with Special Reference to Principles and Procedures Involved in Bible Translation*. Leiden: E.J. Brill.

- Palmer, F. (1981). Semantics. Cambridge: Cambridge University Press.
- Partridge, E. (2015). Words, Words Words! doi:10.4324/9781315690216
- Robinson, J. A. (2014). Quantifying polysemy in Cognitive Sociolinguistics. Human Cognitive Processing Corpus Methods for Semantics, 87-115. doi:10.1075/hcp.43.04rob
- Thompson, S. K. (2012). *Sampling*. Hoboken: John Wiley & Sons.
- Tyler, A. (2012). Spatial Language, Polysemy, and Cross-Linguistic Semantic Mismatches: Cognitive Linguistics Insights into Challenges for Second Language Learners. *Spatial Cognition & Computation*, 12(4), 305-335. doi:10.1080/13875868. 2012. 698670
- Yurchenko, A., Lopukhina, A., & Dragoy, O. (2018). Meaning Relatedness in Polysemous and Homonymous Words: An Erp Study in Russian. *SSRN Electronic Journal*. doi: 10.2139/ ssrn. 3291173

الجرجاني، عبد القاهر (1954). أسرار البلاغة. دار المعارف للنشر.

السيوطي، عبد الرحمن (1971). المزدهر في علوم اللغة (الطبعة الثالثة). القاهرة: دار إحياء الكتب العربية.

المنجد، محمد (1999). الإشتراك اللفظي في القرآن الكريم بين النظرية والتطبيق. (الطبعة الأولى) دمشق: دار الفكر.

دار ستويه، عبد الله (1974). تصحيح الفصح وشرحه القاهرة، تحقيق محمد بدوي المختون. مطابع الأهرام.

عناي، محمد (1994). فن الترجمة، الشركة المصرية العالمية للنشر - لونجمان، القاهرة.

عناي، محمد (1997). الترجمة الأدبية بين النظرية و التطبيق. مكتبة لبنان/الشركة المصرية العالمية للنشر - لونجمان، القاهرة.

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

Appendix [A] Sheet 1

Vocabulary	Synonym	Translation
1. Ill-bred (adj.)	Uncouth	
e.g. He is a loud-mouthed uncouth child.		
2. Affable	Friendly	
e.g. The bride is very affable.		
3. Attachment	Appendage	
e.g. This center is an appendage to the embassy.		
4. Voracious	Hungry /Eager for sth	
e.g. He's a voracious reader of historical novels.		
5. Sagacity	Wisdom	
e.g. My dad is marked by sagacity.		
6. Salacious	Indecent	
e.g. It is a salacious book.		
7. Paradigm	Model	
e.g. I hate the economic American paradigm.		
8. Ménage	Household	
e.g. He works hard to protect his ménage.		
9. Malaise	Sickness / annoyance	
e.g. Because of some malaise, he will stay home.		
10. Defamation	Slander = libel	
e.g. Holt sued the newspaper for libel.		
11. Urbane	Polite / polished	
e.g. Herschel was an urbane, kindly, and generous man.		
12. Tyranny	Cruelty	
e.g. It was a war against tyranny.		
13. Smear	Mark	
e.g. He smeared his t-shirt with orange juice.		
14. Bizarre	Strange	
e.g. It was a bizarre movie.		
15. Harass	Annoy	
e.g. Stop harassing me.		
16. Innate	Inborn	
e.g. He has innate courage.		
17. Ersatz	Imitation	
e.g. It is not genuine statue; it is an ersatz one.		

Appendix [A] Sheet 2

Vocabulary	Synonym	Translation
1. Go-between	Mediator	
e.g. I do not need a go-between to talk to my dad.		
2. Pound on the door	Knock at the door	
e.g. Stop pounding on the door		
3.Scuttle	Run quickly	
e.g. I saw the rat scuttling in the field.		
4. Reluctant	Unwilling	
e.g. I asked me for help, but I was reluctant.		
5. Cozy = cosy	Warm	
e.g. I feel cozy, so I will not go out now.		
6. Glistening	Sparkling	
e.g. Your dress was glistening.		
7. Nasty	Very bad	
e.g. There's a nasty smell in here.		
9. Disruption	Nuisance	
I hate to be a nuisance, but I came for a matter of urgency.		
10. Refined	Polite	
e.g. He is a refined person.		
11. Unseemly	Uncomely	
e.g. Your proposal is uncomely.		
12. Consent	Approval	
e.g. Without your consent, we cannot travel abroad.		
13. Abruptly	Suddenly	
e.g. The accident took place abruptly.		
14. Startle	Surprise	
e.g. Your answer startles me.		
15. Preposterous	Unreasonable/ absurd	
e.g. Your request was preposterous.		
16. In the snap of my fingers	Quickly	
e.g. I can solve the problem in the snap of my fingers.		
17. Reminisce	Remember past events	
e.g. My grandfather used to reminisce about his years in the navy.		
18. Anecdote	Tale / Story	
e.g. I hate your silly anecdotes.		

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

Appendix [A] Sheet 3

Vocabulary	Synonym	Translation
1. Verbatim	Word for word	
e.g. He writes the president's speech verbatim.		
2. Stubborn	Obstinate	
e.g. I hate stubborn students.		
3. Symbiosis	Close association	
e.g. There is a strong symbiosis between France and USA.		
4. Turbulence	Commotion	
e.g. The era was characterized by political and cultural turbulence.		
5. Precarious	Uncertain ; Unstable	
e.g. She leads a precarious livelihood. / e.g. It is a precarious conclusion.		
6. Mercenary	Serving for pay	
e.g. He hired mercenary troops to invade France.		
7. Obscene	Indecent	
e.g. Obscene scenes should be omitted from movies.		
8. Exacerbate	Aggravate	
e.g. The treatment exacerbates the pain.		
9. Concert	Agreement = unison	
e.g. There is no concert between the two families.		
10. Filch	Steal	
e.g. He filched my orange juice.		
11. Watchfulness	Vigil	
e.g. His parents kept vigil beside his bed for weeks before he died.		
12. Fascinate	Captivate	
e.g. Her story fascinates the audience.		
13. Elicit	Extract	
e.g. I can't elicit a noun from this passage.		
14. Discomfit	Embarrass	
e.g. Your remarks discomfited me		
15. Spectacle	Pageant	
e.g. It was a strange spectacle to see the two enemies shaking hands.		
16. Mendacious	Untruthful	
e.g. It was a mendacious statement.		
17. Ponderous	Heavy ; Boring	
e.g. It is a ponderous load. / The lecture is ponderous.		

Appendix [A] Sheet 4

Vocabulary	Synonym	Translation
1. Asymmetric	Different	
e.g. There are asymmetric views concerning this problem.		
2. Frantically	Hurriedly and worriedly	
e.g. I've been working frantically all week to get it finished on time.		
3. Retail	Opposite of wholesale	
e.g. Their products are retailed all over Britain.		
4. Purchase	Buy	
e.g. We purchases a great gift.		
5. Engender	Cause	
e.g. Her latest book has engendered a lot of controversy.		
6. Ambivalent	Conflicted	
e.g. He has ambivalent feelings towards his father.		
7. Relish	Enjoy	
e.g. I relish a challenge.		
8. Bond	Relationships	
e.g. In societies with strong family bonds, people tend to live longer.		
9. Dread	Fear	
e.g. He dreads the exam.		
10. Set out	Start	
e.g. We set out to study hard.		
11. Equate	to consider two things are similar	
e.g. Most people equate wealth with success.		
12. Unfounded	Incorrect	
e.g. Your conclusion is unfounded.		
13. Magnitude	Size; Importance	
They don't seem to grasp the magnitude of the problem.		
14. Convey	Communicate	
e.g. Your gift conveys thoughtfulness.		
15. Construe	Explain	
e.g. Any changes to the plan would be construed as indecision.		
16. Ritual	Rites	
e.g. Coffee and the newspaper are part of my morning ritual.		
17. Puzzling	Vague ; confusing	
e.g. Her reaction is puzzling.		

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

Appendix [A] Sheet 5

Vocabulary	Synonym	Translation
1. Superficial	Shallow	
e.g. I have only a superficial knowledge of the subject.		
2. Coterie	Clique = group	
e.g. A coterie of writers met the president.		
3. Adversity	Misfortune	
e.g. The road to happiness is paved with adversities.		
4. Foresee	Expect	
e.g. I don't foresee any difficulties so long as we keep within budget.		
5. Nemesis	Enemy ; Punishment	
e.g. The tax increases proved to be the president's political nemesis. e.g. He received the just nemesis.		
6. Assess	Measure	
e.g. They couldn't agree the best way to assess their students.		
7. Egression	Departure	
e.g. The egression of enemies from Egypt was a historical event.		
8. Amnesty	Pardon	
e.g. The government refused to declare an amnesty for the criminals.		
9. Facet	Aspect	
e.g. He has travelled extensively in China, recording every facet of life.		
10. Annex	Take or add by force	
e.g. The United States annexed parts of Texas.		
11. Pilfer	Steal	
e.g. He was caught pilfering (sweets) from the shop.		
12. Suffice	To be adequate	
e.g. I'm taking \$400 - I think that should suffice.		
13. Baffle	Frustrate	
e.g. Her answer baffled me.		
14. Gadfly	Annoying person	
e.g. This political party is full of gadflies.		
15. Uniformity	Consistency	
e.g. There seems to be no uniformity among the various systems.		
16. Deify	Worship	
e.g. The Romans used to deify their emperors.		
17. Niggardly	Penurious	

Appendix [A] Sheet 6

Vocabulary	Synonym	Translation
1. Vendetta	Feud	
e.g. There is a ten-year-old feud between the two countries		
2. Vindictive	Revengeful	
e.g. He has vindictive attitudes towards her.		
3. Erudite	Having a lot of knowledge	
e.g. He's the author of an erudite book on Scottish history.		
4. Condone	Forgive	
e.g. The government should not condone violence.		
5. Humdrum	Commonplace	
e.g. Most of the work is fairly humdrum.		
6. Wise	Judicious	
e.g. It was a judicious decision.		
7. Impeccable	Flawless = perfect	
e.g. His English is impeccable.		
8. Object	Disapprove	
e.g. we objected to the new taxes.		
9. Delectable	Delightful	
e.g. Delectable smells rose from the kitchen.		
10. Redeem	Recover	
e.g. He finally redeemed his watch from the pawnbroker.		
11. Delegate	Representative	
e.g. The delegates walked out of the conference.		
12. Abnegation	Self-denial	
e.g. It is a heart-warming tale of courage and abnegation.		
13. Egregious	Shocking	
e.g. It was an egregious error.		
14. Echelon	Rank	
e.g. Their clients are from the highest echelons of society.		
15. Dilemma	Confusion / problem	
e.g. I do not know how to get out of this dilemma		
16. Attenuate	Weaken / make thin	
e.g. Radiation from the sun is attenuated by the earth's atmosphere.		
17. Defer	Postpone	
e.g. Can we defer making a decision until next week?		
18. Miserable	Abject	
e.g. She leads a miserable life.		

**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

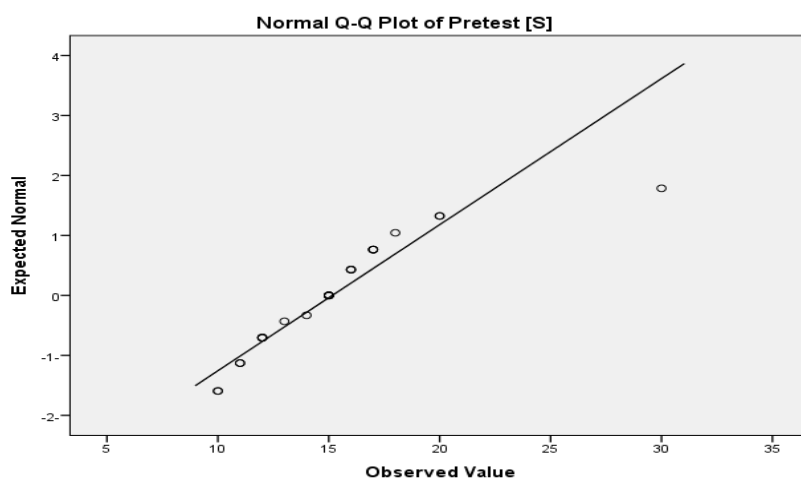
مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

Appendix (B)

Lexical Items	S1	S2	S3
سهل			
صعب			
غامض			
واضح			
مجتهد			
بشع			
كفاء			
يفهم			
يسرق			
يدعم			
هام			
صادم			
هام			
اجتماعي			
يسرق			
ضخم			
أخرق			

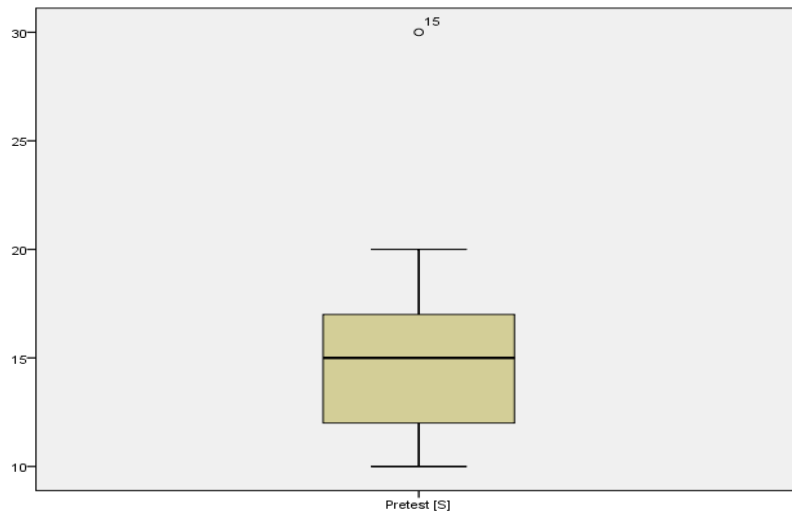
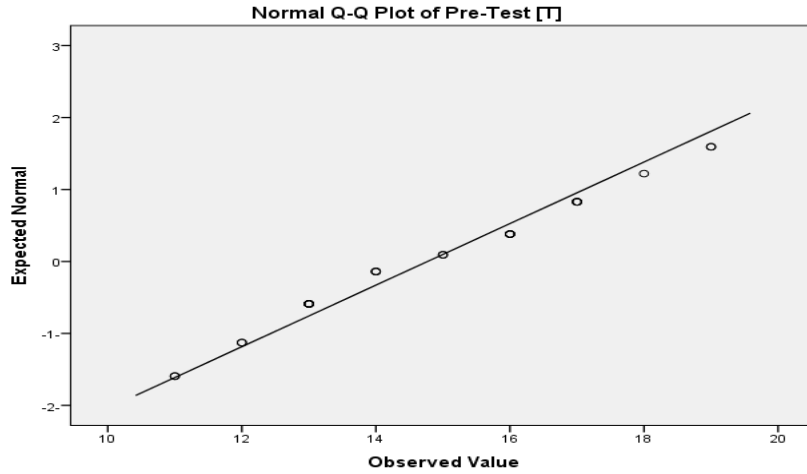
Appendix (C)

Descriptives		Pre-Test [T]		Pre-Test [S]	
		Statistic	Std. Error	Statistic	Std. Error
95% Confidence Interval for Mean	Lower Bound	13.83	13.50	13.8	13.0
	Upper Bound	15.71	16.81	15.7	16.8
5% Trimmed Mean		14.74		14.74	
Median		14.50		15.00	
Variance		5.465		16.855	
Std. Deviation		2.338		4.106	
Minimum		11		10	
Maximum		19		30	
Range		8		20	
Interquartile Range		4		5	
Skewness		0.129	.456	0.232	.456
Kurtosis		.945 2	.887	.952	.887



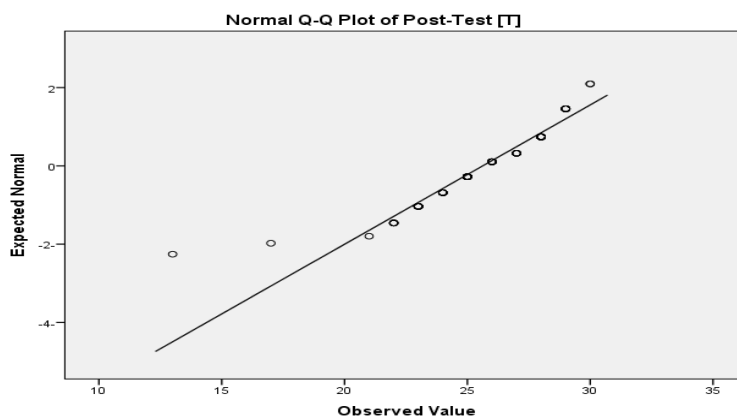
**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)



Appendix (D)

Descriptives		Post-Test [T]		Post-Test [S]	
		Statistic	Std. Error	Statistic	Std. Error
Confidence Interval %95 for Mean	Lower Bound	23.14	21.52	13.1	23.0
	Upper Bound	26.24	25.41	615.5	16.8
5% Trimmed Mean		25.81		24.86	
Median		26.00		25.00	
Variance		7.892		5.324	
Std. Deviation		2.809		2.307	
Minimum		13		21	
Maximum		30		30	
Range		17		9	
Interquartile Range		4		2	
Skewness		0.2206	.266	.014	.266
Kurtosis		.8952	.526	.981	.526



**Polysemes and Synonym Language Stock:
Linguistic Evidence from English to Arabic Translation
Dr. Mohammad Awad Al-Dawoody Abdulaal**

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

