Contronymy and Equivalence: a Case Study on German 'aufgeben' (upgive)[1]
Anlam Karşıtlığı ve Eşdeğerlilik: Almanca'daki 'aufgeben' Sözcüğü Üzerine Bir Çalışma

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Abstract: Contronymy, a phenomenon which has received much attention in recent years, is often described as sense opposition at the micro-level. By extending current theories on paradigmatic sense relations of exclusion and opposition, five different types of contronymy can be distinguished namely contronymy of incompatibility, of antonymy, of complementarity, of conversivity and of reversivity. This article provides a structural description of the German polysemous lexeme aufgeben and deals with potential equivalency problems. In order to demonstrate the semantic scope which the lexeme aufgeben covers, an attempt to produce a semantic analysis has been made.

The article also demonstrates that the senses of *aufgeben* vary in the extent to which they represent the same concepts in English. These variations can be seen as forming a continuum in terms of the different degrees of equivalence, ranging from exact equivalence in meaning through inexact equivalence to non-equivalence.

Keywords: Lexicology, Bilingual Lexicography, Lexical Semantics, Lexical Ambiguity, Polysemy, Contronymy, Equivalence.

Özet: Son yıllarda oldukça ilgi toplayan anlam karşıtlığı olgusu çoğu zaman mikro düzeyde anlam zıtlığı diye de betimlenmektedir. Zıt anlam ilişkilerinin ele alındığı kapsam dışı ve zıt anlam ilişkileri ile ilgili kuramlar genişletilecek olursa beş çeşit anlam karşıtlığı ortaya çıkar. Bunlar uyuşmazlıksal anlam karşıtlığı, zıt anlam karşıtlığı, tümleyici anlam karşıtlığı, ters anlam karşıtlığı ve tersine dönüşebilen anlam karşıtlığıdır. Bu makalede, Almanca'da *aufgeben* sözcüğünün yapısal tanıtımı verilmekte ve olası eşdeğerlilik sorunları ele alınmaktadır. Ayrıca, *aufgeben* biriminin içerdiği anlam kapsamını açımlamak amacıyla, bir anlamsal çözümleme üretilmeye çalışılmıştır.

Makale aynı zamanda *aufgeben* sözcüğünün İngilizce'de simgelendiği kavramlarda sapmalar gösterebileceğini ortaya koyuyor. Bu sapmalar, tam örtüşen ya da tam örtüşmeyen anlamsal eşdeğerlikten, eşdeğersizliğe varan farklı derecelerde geçişlerin oluştuğu bir kuşak şeklinde gözlemlenebilir.

Anahtar Sözcükler: Sözcükbilimi, Çift-dilli Sözlükbilimi, Sözcüksel Anlambilimi, Sözcüksel Belirsizlik, Çokanlamlılık, Anlam Karşıtlığı, Eşdeğerlilik.

1. Introduction

Parallel to paradigmatic sense-relations of opposition and exclusion (horizontal relations) at the macro-level, such as incompatibility, antonymy, complementarity, conversivity and reversivity, there are five different types of paradigmatic sense-relations of opposition and exclusion (horizontal relations) at the micro-level. These are referred to as contronymy (cf. Karaman, 2008: 174) of which there are five different types: contronymy of incompatibility, of antonymy, of complementarity, of conversivity and of reversivity (cf. Lutzeier 1996, 1997, 1999, 2001, 2002a, 2002b & Karaman 2004 and 2008). A polysemous lexical item can be referred to as a contronym when a minimum of two of its senses contradict each other within one aspect (A). So for instance, the lexical unit *seed* denotes S1 (Sense 1): 'to put seeds in(to) something' on the one hand and on the other, S2 (Sense 2): 'to take seeds out of something' within the domain D: 'Action' as in:

> (1) S1: to *seed* a field
> (2) S2: to *seed* a watermelon

In the above two syntagmas (1) and (2) the lexical unit *seed* denotes two opposite ideas. A thorough investigation into the different types of contronyms would reveal that *seed* contains two incompatible ideas. That is, as can be seen from the examples (1) and (2), the lexical unit *seed* can be used in either way since the directional properties in S1 and S2 are bipartite.

It is crucial to note that the aforementioned different types of contronyms are, essentially, all of the incompatible type. Thus, a contronym may constitute further characteristics to being incompatible, if it bears additional features such as "gradability as in antonymy, binarity as in complementarity, directional opposition as in conversivity, and expresses the beginning and end stages of an event as in reversivity" (Karaman, 2008: 182). Therefore, there is a clear reason for investigating a contronymous lexeme of incompatible type, since results can be generalized to one of the other four types of contronyms, i.e. contronymy of antonymy, of complementarity, of conversivity and of reversivity.

In this paper we will be concerned with a contronym of incompatible type, the German polysemous lexeme *aufgeben* (= *upgive*), with the main focus on the possibility of whether this type of contronym could constitute a problem vis-à-vis equivalence amongst foreign language learners/speakers and translators. Firstly, we will investigate the nature of *aufgeben* and construct a field diagram so as to compare its senses in German with its corresponding senses in English. In order to create the field diagram, two monolingual dictionaries, Duden - Deutsches Universal Wörterbuch and the Oxford Advanced Learner's Dictionary, will be consulted. Secondly, we will draw a sense identification map so as to provide a general overview of the nature of *aufgeben*. Thirdly, there will be a brief discussion on contronymy in *aufgeben* together with a

componental analysis. And finally, the issue of equivalency will be touched upon. Here, potential difficulties in the translation of the contronymous lexeme *aufgeben* into English will be observed. Dictionaries, such as Duden - Deutsches Universal Wörterbuch, Collins German-English Dictionary, the Oxford Advanced Learner's Dictionary, LEO Online German-English Dictionary and the Online linguistic tool WebCorp will be used in establishing the equivalent forms of the lexeme *aufgeben* and for finding relevant examples of collocations. The study reveals that in the translation of the lexeme under scrutiny, its varying senses constitute a continuum in terms of the different degrees of equivalence which range from total equivalence, through partial equivalence, to non-equivalence.

2. The Nature of the Contronymous Lexeme 'aufgeben'

This section covers the sense identification process of the lexeme *aufgeben* and will provide an overall view of the two opposing groups of senses (Sense 1 = S1 and Sense 2 = S2). In relation to the sense identification process, a comparison of the polysemous lexeme *aufgeben* will be presented with its corresponding senses in English, that is, in relation to the sense identification process, the different senses of the polysemous lexeme *aufgeben* will be presented in comparison with their corresponding senses in English.

For the process of comparing *aufgeben* with its English senses, monolingual dictionaries (in each language) were used as primary sources for the retrieval process of the senses of each relevant entry; for German: Duden - Deutsches Universal Wörterbuch (1996), abbreviated as DUDU, and for English: The Oxford Advanced Learner's Dictionary (1995), abbreviated as OXF. Relevant examples for each entry were also extracted from these dictionaries.[2]
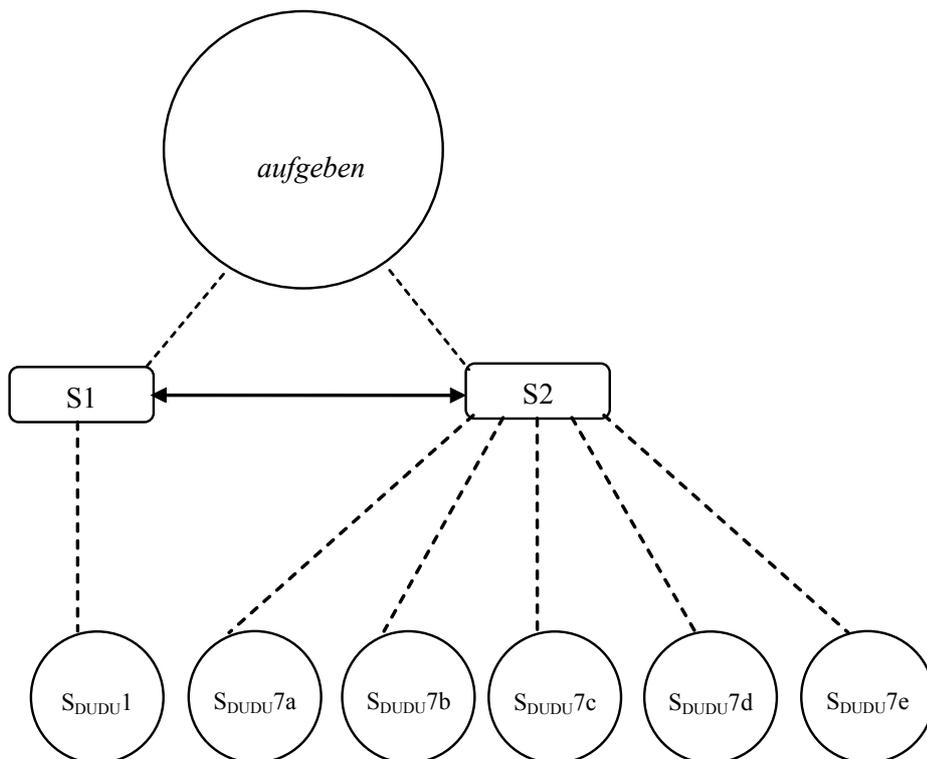
For precise definitions of each of the senses of the polysemous lexeme *aufgeben*, we look at the entry in the monolingual German dictionary DUDU. Here, for instance, we can clearly see that the lexeme has seven separate senses (i.e. (1) 'to give something up to somebody', (2) 'to hand something in to somebody', (3) 'to send something to somebody', (4) 'to place something', (5) 'to give up', (6) 'to give something up', (7) 'to give somebody up' and 'to give up on somebody'), some of which are subdivided; as in S_{DUDU}7a, 7b, 7c, 7d, 7e (cf. Field Diagram 1). Thus, S1 corresponds to (1), (2), (3) and (4), and S2 corresponds to (5), (6) and (7).

Findings have been presented in a field diagram with entries in each language. Our focus will be on the senses S_{DUDU}1, and S_{DUDU}7a,b,c,d,e of the lexeme *aufgeben* (cf. Field Diagram 1) since these oppose each other semantically.

When observed synchronically (cf. Lutzeier, 1997: 383), as in Figure 1, *aufgeben* represents the lexeme which comprises the atomic concepts S_{DUDU}1, S_{DUDU}7a, S_{DUDU}7b, S_{DUDU}7c, S_{DUDU}7d and S_{DUDU}7e grouped under S1 and S2 accordingly. To indicate that

there is sense opposition at the micro-level, more specifically contronymy, an arrow has been placed in Figure 1, which points out to two opposite directions towards S1 and S2 (cf. Figure 1).

Figure 1. *Contronymy of Incompatibility in aufgeben.*

Each of these senses corresponds to one or more entries in the target language, English. For $S_{DUDU}1$, for instance, there are alternatives in the English language, such as 'to give sth up to sb', 'hand sth in (to sb)', 'send sth/sb (to sb/sth)' and 'to place (an order)'. In order to show the correspondence between specific senses, the relevant cells in Field Diagram 1 have been divided into sections as can be seen on the following pages. In the left-hand column, Sense 1 and Sense 2 are abbreviated as S1 and S2. This column merely indicates which of the senses of *aufgeben* simultaneously belong to both of the two opposing groups of senses.

Field Diagram 1. Senses of the Lexeme aufgeben in Contrast with its Senses in English.

Vn: verb + noun phrase, **Vnn:** verb + two objects, **Vnp:** verb + noun phrase + particle, **Vnpr:** verb + noun phrase + prepositional phrase.

	German	English
S1	S_{DUDU}1: 'aufgeben' 1) zur Weiterleitung, Beförderung, Bearbeitung übergeben: *Pakete a.; ein Telegramm am Schalter, bei/auf der Post a.; eine Annonce a. (in die Zeitung setzen); der Gast gab beim Ober seine Bestellung auf.*	S_{OXF}give1: 'give sth. up (to sb.)' to hand sth. over to sb. else: *We had to give our passports up to the authorities.*
		S_{OXF}hand2: 'hand sth in (to sb)' to give a piece of work, a document, etc to a person in authority: *She handed in her resignation.* • *A petition containing 50 000 signatures was handed in at the mayor's office.* • *Luckily, somebody found my keys and handed them in to the police.*
		SOXFsend 1(a): 'send sth/sb (to sb/sth)' to make sth/sb go or to be taken somewhere without going or taking them oneself: *send a letter/telegram/message* [Vnpr] *send goods / documents / information by courier.* • *I've sent the children to bed.* • *His mother sent him to the bakery to get some bread.* [Vnp] *Send out the invitations to the party.* • *I'll send somebody round to collect it.* [Vnn, Vnpr] *We sent him a letter/We sent a letter to him.* [Vnn] *My parents send you theirlove/best wishes.* [Vn.that] *She sent word that she wouldn't be able to come.*
		S_{OXF}place1 6): to issue an instruction or request, esp to order goods or make a bet: [Vnpr] *They have placed an order with us for three new aircraft.* • *I'd like to place an advertisement in your newspaper.* [Vn] *Place your bets now!*

S2	S$_{DUDU}$7a): 'aufgeben' mit einer Sache aufhören: *das Rauchen a.; seinen Widerstand a.; ich habe es aufgegeben, darüber nachzudenken; gibs auf!* (ugs.; bemühe dich nicht, es ist doch zwecklos); *den Kampf, ein Rennen a.* (Sport; abbrechen, vorzeitig beenden);	S$_{OXF}$give1: 'give up' to abandon an attempt to do sth: *They gave up without a fight. • She doesn't give up easily. • I give up - tell me what the answer is.*
		S$_{OXF}$give1: 'give sth up' to stop doing or having sth: *You ought to give up smoking. • She didn't give up her job when she got married.*
S2	S$_{DUDU}$7b): 'aufgeben' sich von etw. trennen; auf etw. verzichten: *wegen finanzieller Schwierigkeiten sein Geschäft a.* (schließen); *wir mussten unsere Zweitwohnung a.; seinetwegen hat sie ihren Beruf aufgegeben* (nicht weiter ausgeübt)*; ein Amt a. niederlegen); Ansprüche, Gewohnheiten a.; die, alle Hoffnung a.;*	
S2	S$_{DUDU}$7c): 'aufgeben' als verloren od. tot ansehen, keine Hoffnung mehr auf jmdn. setzen: *die Ärzte hatten den Patienten schon aufgegeben (*hatten mit seinem Tod gerechnet); *sie hatten ihren missratenen Sohn längst aufgegeben; du darfst dich nicht a.;*	S$_{OXF}$give1: 'give sb up' 1) to stop hoping for or expecting sb to arrive or get better after illness: *There you are at last! We'd given you up. • The doctors had given her up but she made a remarkable recovery.* S$_{OXF}$give1: 'give up on sb' (infml) to stop trying to support or help sb.
S2	S$_{DUDU}$7d): 'aufgeben' nicht weitermachen; aufhören: *trotz aller Schwierigkeiten nicht a.; er gibt nicht so leicht auf* (lässt sich nicht entmutigen);	S$_{OXF}$give1: 'give up' to abandon an attempt to do sth: *They gave up without a fight. • She doesn't give up easily. • I give up - tell me what the answer is.*
S2	S$_{DUDU}$7e): 'aufgeben' (Sport) ein Spiel, einen Wettkampf vorzeitig abbrechen: *der Europameister musste in der 7.Runde a.; der vorjährige Schachjugendmeister gab auf.*	

In Field Diagram 1 it is possible to observe that $S_{DUDU}1$ embraces the corresponding senses in English 'to give sth. up to sb.', 'to hand in a letter/parcel', 'to send a telegram', and 'to place (an order)'[3]. These, I regard as semantic markers which are marked with the value '+' (positive) (as opposed to the value '-' (negative)) in the sense identification map[4] (cf. Table 1, Section A), in order to indicate whether each component (i.e. sense) exhibits $S_{DUDU}1$'s characteristics. Thus, components which are not part of $S_{DUDU}1$ would have to have the value '-' (negative), based on the information provided in DUDU, as these are semantic markers which are not part of $S_{DUDU}1$'s characteristics (cf. Table 1, Section B).

In Table 1, concepts 'to give sth (to sb)', 'to hand sth in (to sb)', 'to send sth (to sb)', 'to place sth', 'to give up', 'to give sth up', 'to give sb up' and 'to give up on sb' have been placed under the column D (Domain): 'Action' and A(1) (Aspect 1): ' to initiate an event and to maintain its existence' and A(2) (Aspect 2): ' to terminate an event'[5] which is divided into two columns, i.e. S1 and S2 which comprise sections A, B, C and D. The vertical and horizontal bold lines indicate a conflict[6] between these sections. Note that, where there is the value '+' (positive) under S1 (cf. Table 1, Section A) there will predominantly be a '-' (negative) under S2 (Table 1, Section B) and vice versa (cf. Table 1, Sections C and D). These indicate an opposition at the intensional level. It is interesting to see that in Section D, senses $S_{DUDU}7a$-e have '+' (plus) as well as '-' (minus) values as markers unlike in Sections A, B and C of Table 1. This is because senses $S_{DUDU}7a$-e share common features, but at the same time, have distinguishing characteristics[7]. This is further reason why $S_{DUDU}7$, unlike $S_{DUDU}1$, has been divided into sub-categories. Thus, in incompatibility, the sections A and B, A and C have opposite values (such as '+' for A and '-' for B and C).

Such examples can be extended to $S_{DUDU}7a$, $S_{DUDU}7b$, $S_{DUDU}7c$, $S_{DUDU}7d$ and $S_{DUDU}7e$: $S_{DUDU}7a$ corresponds to 'to give (sth) up' in English. It involves the 'termination of an event or action', such as 'smoking', 'running', a 'fight' etc. In $S_{DUDU}7b$ the fundamental idea involves the 'giving up of a possession, profession, habit or hope'. $S_{DUDU}7c$ embraces the meaning of 'losing hope for somebody' or 'regarding someone as dead'. $S_{DUDU}7d$ implies the 'abandonment of an attempt or the termination of an on-going process'. Finally, $S_{DUDU}7e$ indicates the 'withdrawal from an action' or the 'abandonment of an event', especially 'before it is finished'.

For sense S1 we can say that it concerns initiation, therefore: S1: 'to initiate an event and to maintain its existence', and for sense S2 we can tell that it involves termination, hence: S2: 'to terminate an event'. From the above information, we deduce, that *aufgeben* is a contronym of incompatibility (cf. Lutzeier 1997: 389, Lutzeier 2001: 75&78); the componential analysis in Table 2 demonstrates this.

As can be seen, there are differences in terms of associations made with the use of the lexeme *aufgeben*, which have a significant effect on collocational preferences. The fact that in German numerous associations exist for *aufgeben*, has also an impact on

Table 1. *Sense Identification Map of the Lexeme aufgeben*

	aufgeben	D: 'Action', A(1): ' to initiate an event and to maintain its existence' and A(2): ' to terminate an event'							
		S1: 'to begin an act'					S2: 'to stop an act'		
		to give sth up (to sb)	to hand sth in (to sb)	to send sth (to sb)	to place sth	to give up	to give sth up	to give sb up	to give up on sb
S1	S_{DUDU}1	+	+	+	+	-	-	-	-
S2	S_{DUDU}7a	-	-	-	-	+	+	-	-
	S_{DUDU}7b	-	-	-	-	-	+	-	-
	S_{DUDU}7c	-	-	-	-	-	-	+	+
	S_{DUDU}7d	-	-	-	-	+	-	-	-
	S_{DUDU}7e	-	-	-	-	+	-	-	-

the diverse collocational patterns in English. In English, depending on the context, the linguistic label for the lexeme changes and is determined by the collocational pattern it takes on.

3. Paradigmatic Sense-Relations of Opposition and Exclusion at the Micro-Level (Contronymy) with the Lexeme 'aufgeben'

As previously mentioned, there are five different types of contronymy, namely, of incompatibility, of antonymy, of complementarity, of conversivity, and of reversivity. The most fundamental form of contronymy is considered to be incompatibility, that is, all other types of contronymous lexemes are essentially incompatible, however, they bear further characteristics which distinguish them from merely being incompatible. In this paper, focus will be placed on the German lexeme *aufgeben*, because it is a contronymous lexeme of incompatible kind, and, therefore, results from the analysis of this lexeme can be applied to other types of contronyms.

A lexical unit represents a case for contronymy of incompatibility, if it has two senses which contradict each other (Lutzeier, 1997: 389). So, for instance:

(3) S1: der Gast *gab* beim Ober seine Bestellung *auf*
(4) S2: du weißt, daß du dringend das Rauchen *aufgeben* solltest

In the syntagmas (3) and (4) the senses of the lexeme *aufgeben* under the domain D: 'Action' and aspects A(1): 'to initiate an event or a series of events and to maintain its/their existence' and A(2): 'to terminate an event' are incompatible since, on the one hand, *aufgeben* denotes S1: 'to begin an act' and, on the other, it denotes S2: 'to stop an act' (cf. Table 2).

Table 2. *Lexical Decomposition of the Lexeme aufgeben.*

D	:'Action'	
A(1)	:'to initiate an event or a series of events and to maintain its/their existence'	
S1	: 'to begin an act'	
$S_{DUDU}1$	=	<[ACTION]> [GIVE] [LETTER/PARCEL/TELEGRAM] [UP] [TO] [PERSON/ AUTHORITY]
D	:'Action'	
A(2)	:'to terminate an event'	
S2	:'to stop an act'	
SDUDU7a.d.e.	=	<[ACTION]> [STOP] [INTENDED ACTION / HABIT]
SDUDU7b.	=	<[ACTION]> [STOP] [PROFESSION / HOPE / HABIT]
SDUDU7c.	=	<[ACTION]> [STOP] [HAVING] [HOPE] [FOR] [A(N)] [(FATALLY) (ILL)] [PERSON]

In Table 2, the selectional restrictions *letter*, *parcel*, *telegram* versus *habit*, *profession* and *hope* etc. determine whether *aufgeben* denotes 'to begin an act' or 'to stop an act'. This means that each formulation in Table 2 predicts the sense of *aufgeben* as a lexical unit. Furthermore, the lexeme *aufgeben* within the domain D: 'Action' and aspects A(1): 'to initiate an event and to maintain its existence' and A(2): ' to terminate an event' has the elements $S_{DUDU}1$, $S_{DUDU}7a$, $S_{DUDU}7b$, $S_{DUDU}7c$, $S_{DUDU}7d$ and $S_{DUDU}7e$. This would correctly predict that $S_{DUDU}1$ is incompatible with $S_{DUDU}7a$, $S_{DUDU}7b$, $S_{DUDU}7c$, $S_{DUDU}7d$ and/or $S_{DUDU}7e$ since from the existence of $S_{DUDU}1$, the non-existence of $S_{DUDU}7a$, $S_{DUDU}7b$, $S_{DUDU}7c$, $S_{DUDU}7d$ and/or $S_{DUDU}7e$ can be concluded and vice versa (cf. Lutzeier, 1997: 389, Cruse, 2000: 250 ff.). This is because with $S_{DUDU}1$ an action is started or an event is caused, whereas with $S_{DUDU}7a$-e an action is stopped; hence, S1: 'to begin an act' and S2: 'to stop an act' (cf. also Figure 1). Where the lexeme *aufgeben* is viewed in an isolated instance we may also deduce the following: when an action begins, another stops, and correspondingly, when one action stops, it allows a new action to begin. In this sense, 'to begin an act' and 'to stop an act' are opposite sides of the same coin (cf. Lutzeier, 2002a).

As mentioned above, it is possible to interpret the two contradictory senses of *aufgeben* as having a common underlying sense which comprises two perspectives: "initiation (of a new state)" and "termination (of the old state)". This double-meaning can be resolved in either way, as reflected by the two senses in the following examples (5) and (6):

(5) *einen Brief aufgeben* (= to send a letter)

A(1): to initiate an event   A(2): to terminate an event
S1: to begin an act   S2: to stop an act

In example (5), the focus is on the initiation of the action. The subject (e.g. the sender) lets go of the direct object (e.g. letter) and thereby initiates the action of sending. This action, however, also terminates the state in which the letter and sender are at the same location, however, this perspective is not in the focus of the verb meaning. Neither is the reception at the place of the indirect object (e.g. the recipient). In (5), both aspects, "to initiate" and "to terminate" are available simultaneously, in this case, however, only one, "to initiate", is explicit, whereas the other, "to terminate", remains implicit.

(6) *das Rauchen aufgeben* (= to give up smoking)

A(1): to initiate an event   **A(2): to terminate an event**
S1: to begin an act   **S2: to stop an act**

In (6), the focus is on the termination of the state, e.g. giving up smoking. The subject lets go of the state/or action of smoking, similar to sending away the letter in (5). This letting go of smoking semantically implies or has as its necessary consequence that the previous state has terminated. This is the dominant perspective. The other perspective, the "initiation" of the action, is also potentially available, in the sense that, for the subject, this is the beginning of a new state, freedom from smoking, or initiating the abandonment of smoking. Since this perspective is not in focus, (5) is only potentially, rather than actually available[8].

4. Syntagmatic Sense-Relations with the Lexeme 'aufgeben'

4.1 Equivalence

It is important that contronymous entries in mono-lingual as well as bilingual general-purpose dictionaries are marked with a label, in particular for foreign language (L2) learners/speakers and translators who translate from the mother tongue (L1) into the target language (L2), because, when observed syntagmatically (e.g. collocations), contronyms present difficulty for the L2 learner/speaker and translator in finding the correct equivalent forms in L2 due to the distinctive characteristics of each language. Furthermore, the marking of certain usage labels (such as synonymy, antonymy, contronymy) is important for the effective and accuarate use of dictionaries.

In the case of total/exact equivalence, L1 characteristics are transfered into L2, leading to appropriate collocational patterns with *aufgeben*. However, it is also common to find L1 elements in L2, which lead to unusual word combinations since, naturally, mother tongue transfer occurs especially in partial equivalence (i.e. morphological equivalence, such as differences in register), semantic equivalence, (i.e. morphosyntactical differences), and non-equivalence (i.e. when a lexeme corresponds to a new simple expression or to a new complex expression). The issue of equivalence will be discussed in detail and exemplified in the following sections.

4.1.1 Total Equivalence / Exact Equivalence

Total or exact equivalence occurs when there is an exact match of a German and an English lexeme both on the morphological and on the semantic levels (Reder, 2004: 189ff.)

This occurs when the Target Language (TL) has a lexeme which is both:
   a) identical in meaning and scope to the lexeme in the source language (SL); and
   b) capable of functioning as a preferred indexing lexeme in the TL.
   These lexemes can be described as equivalent (ISO 5964: 1985).

Based on the above information, the collocations *einen/den Patienten aufgeben* and *to give up a/the patient* both represent perfect examples of total equivalence, i.e. exact equivalence (cf. Table 3). The collocations *den Geist aufgeben* and *give up the ghost*, both in the informal register, are also examples of total equivalence. Similarly, the lexeme *aufgeben* as it occurs in the collocation *Kontakt aufgeben* corresponds to the collocation *give up contact* (with someone). These examples operate under S2: 'to terminate an event or a series of events'. Examples for S1: 'to initiate an event or a series of events and to maintain its/their existence' could be found neither in the dictionaries consulted nor through the linguistic analysis tool WebCorp.

Table 3: *Examples for total equivalence, i.e. exact equivalence.*

SL (German)	TL (English)
S1: ---	**S1:** ---
S2: **(i) einen/den Patienten *aufgeben*** • die Ärzte hatten *den Patienten schon aufgegeben* (Duden 1996: 155) **(ii) den Geist *aufgeben* (infml)** (veraltet, noch ironisch; sterben;) (ugs. scherzh.; kaputtgehen, nicht mehr funktionieren) • die Maschine hat *den Geist aufgegeben*. (cf. Terrell 1991: 281, cf. also Duden 1996: 579) **(iii) Kontakt (*zu* jdm.) *aufgeben*** • sie hat *Kontakt zu* ihrem Sohn *aufgegeben*	**S2:** **(i) to *give up* a/the patient** • the doctors had already *given the patient up* **(ii) *give up* the ghost (infml)** (Terrell 1991: 281) • the engine has *given up* the ghost **(iii) to *give up* contact (*with someone*)** • she says that she will see if we can make things work but refuses *to give up contact* with him (WebCorp, http://www.webcorp.org.uk/, visited on 07.08.2009)

4.1.2 Partial Equivalence

Partial equivalence occurs when equivalence is achieved either at the morphological or semantic level, but not at both. In other words, equivalence is only partially achieved where the SL lexeme is equivalent to the TL lexeme (or vice versa) solely at one, (and not both) of the two levels (mentioned) (cf. Reder 2004: 191–192).

4.1.2.1 Morphological Equivalence / Equivalence at the Morphological Level

Morphological equivalence is a type of partial equivalence and occurs when SL and TL lexemes are partially equivalent at the morphological level but not equivalent at the semantic level (e.g. *gift* (de) ≠ *gift* (en) or *art* (de) ≠ *art* (en)).

In extreme cases morphological equivalence may result in 'false friends', where SL and TL lexemes are morphologically identical but diverge semantically (cf. Reder 2004: 192–193). Morphological equivalence also occurs when SL and TL lexemes are equivalent at the morphological level but differ in register.

4.1.2.1.1 Differences in Register

In an ideal situation, total equivalence is achieved when there is simultaneous morphological and semantic equivalence. However, where there is difference in register between the SL and TL lexemes, it is regarded as a case of partial equivalence (Reder 2004: 193). Thus, for instance, *jemanden aufgeben* (SL) appears to be equivalent both at morphological as well as semantic levels with *to give up on somebody* (TL). Nevertheless, the TL phrase is marked as 'informal', which indicates a restriction on its usage (cf. Table 4). Thus, the difference in register between the SL and TL lexemes shows that they are only partially equivalent at the register level.

Table 4. *Examples for differences in register.*

SL (German)	TL (English)
S1: ---	**S1:** ---
S2: **(i) jmd.** *aufgeben* • sie hatten ihren Sohn längst *aufgegeben* (WebCorp http://www.webcorp. org.uk/, visited on 02.04.2008)	**S2:** **(i)** *give up on* **sb. (infml)** • they have already *given up on* their son (OALD 1995: 500)

4.1.2.2 Semantic Equivalence / Equivalence at the Semantic Level

Semantic equivalence is a type of partial equivalence and occurs when the SL and TL lexemes are equivalent at the semantic rather than morphological level (Reder 2004: 194).

4.1.2.2.1 Morpho-Syntactical Differences

Collocations whose constituent parts show morpho-syntactical differences in the SL and TL belong to the category of partial equivalence (Reder 2004: 194ff.). So, for instance, the verb *aufgeben* in German is expressed by the phrasal verb *give up* in English. Moreover, the act of smoking is expressed in the SL with the definite article *das* which converts the verb into a noun, whereas the definite article *the* is missing in the TL (cf. Table 5). Thus, for the German collocation 'das Rauchen aufgeben' ('the smoking upgive'). rather than 'give up the smoking' we say 'give up smoking' in English.

Table 5. *Examples for morpho-syntactical differences.*

SL (German)	TL (English)
S1: ---	**S1:** ---
S2: **(i) das Rauchen *aufgeben*** • du mußt *das Rauchen aufgeben* (WebCorp http://www.webcorp.org.uk/, visited on 02.04.2008)	**S2:** **(i) *give up* smoking** • you ought to *give up smoking* (OALD 1995: 500)

4.1.3 *Non-Equivalence*

If the SL collocation does not equal to a TL collocation, either morphologically and/or semantically, we can speak of non-equivalence (Reder 2004: 190–191).

4.1.3.1 Lexeme Corresponds to a New Simple Expression

The lexeme *aufgeben* as in the collocation *eine Anzeige aufgeben* corresponds to the simple expression (cf. Lyons, 1995: 51ff.), i.e. the lexeme, *place* as in the collocation *place an advertisement* (cf. Table 6). In this example, the lexeme *aufgeben* in the SL has been replaced with a new simple expression, such as *place* in the TL. This shows that the SL lexeme *aufgeben* morphologically diverges from the TL lexeme in that the morphologically close lexeme *give up* is replaced with a new simple expression (e.g. the lexeme *place* in this case).

Table 6. *Examples for when a lexeme corresponds to a new simple expression.*

SL (German)	TL (English)
S1: **(i) eine Anzeige *aufgeben*** ●　　ich möchte in Ihrer Zeitung *eine Anzeige aufgeben*	**S1:** **(i) *place* an advertisement** ●　　I'd like to *place an advertisement* in your newspaper (OALD 1995: 880)

4.1.3.2 Lexeme Corresponds to a New Complex Expression

The lexeme *aufgeben* as in the collocation *den Geist aufgeben* corresponds to complex expressions (cf. Lyons, 1995: 51ff.), in other words to the phrases *conk out* and *pack up,* as in *the engine has conked out* and *the engine has packed up* (cf. Table 7). The collocations *den Geist aufgeben*, and *conk out* and *pack up* all belong to the informal register.

Table 7. *Examples for when a lexeme corresponds to a new complex expression.*

SL (German)	TL (English)
S1: ---	**S1:** ---
S2: **(i)　den Geist *aufgeben* (infml)** (veraltet, noch ironisch; sterben;) (ugs. scherzh.; kaputtgehen, nicht mehr funktionieren) (cf.Terrell 1991: 281, Duden 1996: 579) •　　die Maschine hat *den Geist aufgegeben*	**S2:** **(i)　a) *conk out* (infml)** (LEO Online Dictionary http://dict.leo.org/ visited on 02.04.2008) (of a machine) to stop working (OALD 1995: 243) •　　the engine has *conked out* **b) *pack up* (infml esp Brit)** (LEO Online Dictionary http://dict.leo.org/ visited on 02.04.2008) (of a machine, an engine, etc) to stop working or operating; to break down (OALD 1995: 833) •　　the engine has *packed up*

In this section we have discussed the issue of equivalence in detail with relevant examples from German and English. As we have seen, in the case of total equivalence, foreign language learners/speakers and translators would have no difficulty producing a correct equivalent in the TL. However, problems may be experienced in partial equivalence and non-equivalence because each language has, for instance, its own collocational preferences, and morphological and/or semantic differences. There is always the risk of the occurrence of mother tongue transfer leading to unusual collocational patterns.

5. Conclusion

This paper has considered the polysemous lexeme *aufgeben* (=upgive) in German, which, according to the analysis carried out, is a contronym of incompatible type (cf. Table 1, Table 2 and Figure 1). Moreover, the issue of equivalence in relation to contronymy has been touched upon. Results show that a sense identification map in itself is not an entirely sufficient tool in the representation of the different contronymy types because it is only possible to represent one type of contronymy, that of incompatibility, and not the remaining four types, i.e. contronymy of antonymy, of complementarity, of conversivity and of reversivity. This means that while the sense identification map reflects opposition between the different senses of a polyseme in its most basic form (i.e. incompatibility), it does not allow the determination of the type of contronymy a particular polyseme can be ascribed to other than incompatibility.

In the case of total equivalence, language users such as foreign language learners/speakers and translators would succeed in establishing correct patterns of collocations were they to look up the English equivalent of the German lexeme *aufgeben* and, therefore, produce a correct match, at both lexical and collocational levels. For other degrees of equivalence, the SL (i.e. German) may impact on the TL (i.e. English) since transfer of mother tongue characteristics is frequently seen in foreign language (L2) learners/speakers and translators (in particular those who translate from the mother tongue into a foreign language). Thus, when translating into the TL without the aid of a dictionary, foreign language learners/speakers and translators may experience difficulty, in particular in the case of partial equivalence and non-equivalence.

The results of the individual analyses in this paper can be generalised to contronymies of antonymy, complementarity, conversivity and reversivity since incompatibility is fundamentally the most basic form of sense-opposition and the other types are all essentially incompatible (cf. Karaman, 2008: 178ff. & 182). Furthermore, it is crucial that contronymous entries in mono-lingual as well as bilingual general-purpose dictionaries are labelled according to the type of contronymy the entry can be ascribed to.

Finally, it is important to notice that contronymy in one language does not necessarily result in contronymy in another when a contronymous lexeme is translated. In fact, as we have seen from the various examples in Section 4, in many cases the equivalents of the contronymous lexeme *aufgeben* in German are not contronymous at all.

Notes

[1] This article is a much extended and revised version of a case study which was presented at the IVACS (Inter-varietal Applied Corpus Studies) 2006: Language at the Interface in Nottingham (UK), and is part of the unpublished doctoral thesis "Polysemy in Natural Language: Case Studies on the Structural Description of Polysemous Lexemes in English, German and Turkish" Guildford: University of Surrey, 2003.

[2] Please note that, in Field Diagram 1, the definitions and their examples for the German and English entries have been extracted from the aforementioned two dictionaries for contrastive reasons. These are not translations as such, however, correspond semantically when compared.

[3] In German, associations such as 'letter', 'parcel' and 'telegram' involving postal services or 'ordering of food' are often connected with the verb *aufgeben*, whereas in English these require different verbs; we do not 'place' but rather 'hand in' a letter/parcel, neither do we 'give an advertisement up in a newspaper' but 'we place an advertisement in a newspaper'.

[4] A sense identification map exposes each of the components which make up a concept. It is similar to lexical decomposition or componential analysis, where there is a precise representation of whether components comprise a lexeme through the use of '+' and '-' values (cf. Cruse, 2000: 240 ff., Jackson & Zé Amvela, 2000: 107ff. and Ungerer & Schmid, 1996: 24).

[5] Cf. Lutzeier, 2001: 81 for a discussion on 'domain' and 'aspect'.

[6] In other words, sections A with B and C with D, sections A with C and B with D are incompatible with each other. Intersecting horizontal and vertical bold lines in Table 1 show the opposition between these sections.

[7] Cf. Ludwig Wittgenstein's discussion on the principle of overlapping similarities in categories which he called family resemblances (1958: 66f). In his much quoted passage he discusses the concept 'game' as an example. His explanation was later supported by Rosch & Mervis (1975: 575) who defined the principle of family resemblances as "a set of items of the form AB, BC, CD, DE. That is, each item has at least one, and probably several, elements in common with one or more other items, but no, or few, elements are common to all items". In analogy, senses $S_{DUDU}7$a-e have elements in common as well as those not shared. Interestingly, this feature is also typical of polysemy. This shows that senses of the lexeme *aufgeben* under scrutiny are polysemous both amongst each other (e.g. $S_{DUDU}1$ in Section A) and within themselves (e.g. $S_{DUDU}7$a-e in Section D).

[8] I would like to thank the anonymous reviewer who suggested the addition of the final two paragraphs of this section.

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