The Effect of Using Electronic Dictionaries on the Quality of Students' Translation

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Abstract:

This study aims to explore the advantages of electronic dictionaries towards EFL learners together with the difficulties faced when using electronic dictionaries, the frequency of dictionary use, and the disadvantages such dictionaries have when they are used in translation tasks. Two data-collection instruments were employed in this study, namely a Likert scale questionnaire and an English–Arabic translation test; a sum of (40) students at Misurata University in Libya was chosen randomly to be the research community. The findings revealed that although electronic dictionaries provide some benefits that make the act of translation easier and faster, they also have several limitations that seriously and negatively affect the translation since the act of translation is not accompanied by human translation. These limitations include: lexical ambiguity, syntactic ambiguity, grammatical limitations, inability to find a target language equivalent and lack of awareness of pragmatic and semantic characteristics of the given text.
Key words: Electronic Dictionaries**,** Machine Translation (MT), Google Translate, Dictionary Use.

أثر استخدام القواميس الإلكترونية على جودة ترجمة الطلاب

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الملخص:

تهدف هذه الدراسة إلى استكشاف مزايا القواميس الإلكترونية تجاه متعلمي اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى الصعوبات التي تواجههم عند استخدام القواميس الإلكترونية وعيوب هذه القواميس عند استخدامها في عملية الترجمة. استُخدمت أداتان لجمع البيانات في هذه الدراسة؛ وهما استبيان (مقياس

Likert) واختبار ترجمة من اللغة الإنجليزية إلى اللغة العربية، وتكونت عينة الدراسة من (40) طالبًا في جامعة مصراتة اختيرت عشوائياً. وكشفت النتائج أنه على الرغم من أن القواميس الإلكترونية لها بعض المميزات التي تجعل عملية الترجمة أسهل وأسرع إلا أن لها العديد من القيود التي تؤثر تأثيرا سلبيًا على الترجمة، لأن عملية الترجمة لا يصاحبها ترجمة بشرية، ومن هذه القيود هي الغموض المعجمي، والغموض النحوي، وعدم القدرة على إيجاد مكافئ للغة الهدف (اللغة العربية)، ونقص في الوعي بالخصائص الدلالية والذرائعية للنص.

الكلمات المفتاحية: القواميس الإلكترونية، الترجمة الآلية (MT)، ترجمة جوجل، استخدام القاموس.

1. Introduction

By the expansion of dictionaries, students' preference of using these dictionaries in translation tasks becomes more obvious and that decreases the process of manual translation, which is "the translation manually done by human" (Ulfah, 2015, p. 12). Therefore, the translation product would be significantly affected by these new orientations because the use of these new innovations may lead to a good translation or a successful translation and sometimes not. Hence, the good translation is characterized by clarity, accuracy and it is the one that is natural and culturally appropriate. Therefore, in order to achieve a good translation, 'the players in the translation game' should perform well; i.e. the players of which is the dictionary itself, and dictionary user (Jiménez-Crespo, 2013).

The use of electronic dictionaries seems to be convenient for language learners because they offer the ease of use and some other benefits such as being portable and flexible that learners can use them anywhere and at any time either in their phones or their computers, inside or outside the classroom, being online or offline.

In spite of the advantages of electronic dictionaries and their importance for EFL learners, they would have some other factors that could have an impact on the students' outcomes. When students totally rely on dictionaries in looking up the meanings of unknown words, they will lose the skill of guessing the meaning from the context as well as wasting their time in translating words that they may know, or translating words that do not need to be translated literally or its translation would be just a redundancy. Moreover, some electronic dictionaries may not give accurate and natural

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translations especially when translating long phrases or long sentences as they follow word-for-word translation process that may negatively affect the consistency and the sense of the text, and may pose punctuation mistakes. Therefore, total relying on electronic dictionaries to perform the task of translation may create weak translation with vague meaning and unclear tone especially when there are idiomatic expressions or it is a literary text. It is for this reason the researchers intended to shed light on the relationship between students' translations and their use of electronic dictionaries to determine if such dictionaries facilitate the act of translation.

2. Statement of the Problem

Students rely heavily on electronic translation tools to perform the translation tasks, especially when they translate texts from English into Arabic which could affect the quality of students' translation. Therefore, the researchers have decided to investigate the impact of using electronic translation tools on the quality of students' translation. The study aims to find out the advantages and disadvantages of such tools in EFL learning settings. It examines whether the use of electronic translation tools like pocket electronic dictionaries, or online translation engines affects negatively or positively students' translation.

3. Review of Related Literature

According to Nida and Taber in The Theory and Practice of Translation, "Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (as cited in Ran, 2009, p. 44). Moreover, Newmark (1988) pointed out that translation is "rendering the meaning of a text into another language in the way that the author intended the text" (p. 5).

The Rise and Use of Electronic Translation Tools

In translation process, many translators tend to use some tools that ensure their accurate and high-quality translation production, and dictionaries seem to be the most popular. Ezza and Saadeh (2011) pointed out that "The dictionary is a reliable resource for all types of lexical information that learners may look up" (p. 64).

Electronic translation tools include tools such as electronic pocket dictionaries, the CAT tools (Computer-Assisted Translation) and Machine Translation System in addition to online dictionaries such as Google and Altavista search engines. According to Zarei and Gujjar (2012), despite the fact that electronic dictionaries have not been released for very long time, they could get their popularity very quickly, because of their special facilities and distinctive abilities. Another common type of electronic translation tools is the Machine Translation (MT). Chéragui (2012) defined Machine Translation (MT) as ''Translation from one natural language (source language (SL)) to another language (target language (TL)) using computerized system, and with or without human assistance'' (p.160). Sharda (2013) claimed that Machine Translator or Computer Aided Translation is a device uses a software to change texts into other languages.

Correspondingly, machine translation was practically introduced in the 20th century and it has become an invaluable tool for people because it is the one that could offer special services for them. According to Hutchins (2001), the start of machine translation was in the 1940s and up to present day it has been having number of developments. However, in 1966 ALPAC (The Automatic Language Processing Advisory Committee) reported that they are not satisfied with the quality of machine translation comparing it to human translation. During 1980s, most of the computer companies in Japan like Hitachi, Sharp and Toshiba developed software for computer-aided translation. In 1990 there was a development on machine translation with the provision of network-based translation.

Recently in this era, the use of internet in education has become a real emergency. Among the different education fields touched by the Internet is online translation which includes a number of search engines such as Google translate. Daubariene and Ziezyte (2013) maintained that in 1997 Sergey Brin and Larry Page created Google search engine. According to Groves and Mundt (2015), Google translate is a website offers free translations for unlimited number of languages through applications on electronic devices.

Furthermore, Akeel and Mishra (2013) maintained that machine translation produces structural divergences which includes word order divergence, tense divergence and agreement divergence, as well as lexical ambiguity which is the case where a word has more than one translation, and syntactic ambiguity which is the case when there is more than one way of analysing the underlying structure of a sentence according to the grammar used in the

system. They added that the lexical types of ambiguity caused by machine translation include category ambiguity which occurs when a given word could be assigned to more than one grammatical or syntactic category according to the context, homograph ambiguity which is the case when a word can have two or more different meanings, transfer or translational ambiguity which occurs when a single source language word can potentially be translated into a number of different target language words or expressions, pronoun reference ambiguity which occurs when a pronoun refers to unclear noun. Gender and number ambiguity occurs because Arabic nouns are either marked for masculine or feminine which is also relevant to pronouns, verbs and adjectives, whereas in English, nouns are marked for masculine, feminine or neuter and the verb and adjective forms are neutral..

The Qualities of a Translated Text

According to Abdellah (2002), the good translation carries all the ideas of the source text as well as its structural and cultural features. Therefore, the translated materials produced by translators require judgment and editing to determine whether the finished product is clear, accurate and in a good quality or not. De Beaugrande and Dressler (1981) defined the seven standards of textuality; cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality (as cited in Jiménez-Crespo, 2013, p 45). Therefore, the translated text characterized by these standards can be considered as a good text or even a text that is communicative and understandable by the receiver, otherwise it would be non-text.

In order to assert whether the translation product is well translated, it is important to assure that the exact meaning and ideas of the source text are conveyed by means of grammatically-correct structures (Massoud 1988 as cited in Abdellah, 2002). A good translation is easily understood by the receiver as it is fluent and smooth. Moreover, it is the one that conveys as much as possible the meaning of the original text.

4. Research design and methodology

In order to achieve the goals of this empirical study, and to provide a better understanding of the research problem, mixed methods research design was mainly used to collect and summarize data about the effect of using electronic dictionaries on the quality of students' translation.

The participants of the research were the Faculty of Education and the Faculty of Arts (Misurata University) students who are enrolled in the second course of translation in the English departments at their faculties in the Spring Semester of the academic year 2019. 40 students responded to the survey questionnaire. 20 students were from the Faculty of Education and the other 20 were from the Faculty of Arts. Regarding the translation test, 10 students were chosen randomley to respond to the test. 5 students were from the Faculty of Education and the other 5 were from the Faculty of Arts.

The study combined qualitative and quantitative approaches for collecting and analyzing the required data, and in presenting the outcomes of the research. Two instruments were used for the purpose of collecting data.

a. Questionnaire

A 5-point Likert scale questionnaire containing 12 statements was adopted to gather the quantitative data of the research. The statements' focus was on the importance of electronic dictionaries as well as the effects they may have on the students' translations and extent of using and trusting these dictionaries. This Likert scale questionnaire asks the participants to choose one of these options; (1) strongly agree, (2) agree, (3) not sure, (4) disagree, (5) strongly disagree.

The questionnaire statements were chosen precisely to examine if students see electronic dictionaries important and beneficial for English learning and translation and to identify the extent of students' use of electronic dictionary in translation tasks from English into Arabic. The questionnaire was a prerequisite for the translation test.

b. Translation Test

The researchers designed a test to investigate the weaknesses that electronic dictionaries cause on the translated text. The test consisted of 6 English texts taken from academic books and articles. The translation test was used to test (10) voluntary students. Five of these respondent-students were from the Faculty of Education and the other five were from the Faculty of Arts. The respondents were required to finish the translation test in one hour at most.

The questionnaire and the test were designed to assure the validity and to check the test items and their relation to the questions and objectives of the study.

5. Data Analysis

The results of the questionnaire were analysed using statistical analysis and SPSS software. The data obtained were converted into frequency and later into percentage. The mean was elicited to judge the level of response and to determine the degree of approval on each statement. The computed data were represented and illustrated in tables followed by discussions.

The translation results of the students were analyzed linguistically to find students' mistakes. The percentages and frequencies of incorrect answers were presented in tables followed by explanations and the final results were illustrated by a bar chart and a discussion.

6. Results and Discussion

a. Questionnaire Analysis

The Likert scale was used to measure the participants' responses to the questionnaire statements as shown below.

Table (1)

Likert scale scores

Response	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Degree	5	4	3	2	1

Statistical Methods Used:

1. The Mean was used in order to discover how high or low were the responses for each statement. Moreover, it was adopted in the study as a criterion for measuring and assessing the obtained degree of the sample participants, through arranging their phrases according to the highest arithmetic mean**.**

2. The SPSS program was used to conduct the statistical analysis and make the following decisions:

- If the level of significance value {P-value} is greater than 0.05, this indicates the acceptance of the null hypothesis which means that the significant differences do not exist between the rate of approval and disapproval regarding the phrase.

- If the level of significance value {P-value} is lower than or equals 0.05, this indicates the refusal of the null hypothesis and the acceptance of the alternative hypothesis, illustrating that the significant differences do exist between the rate of approval regarding the phrase. Therefore, the mean value is required in order to determine towards which degree of agreement the general direction moves.

In order to specify the range adopted in the study, the length of the cells in the five-dimensional Likert scale was determined by calculating the range between the degrees of the scale (5-1 = 4) and then dividing it by the largest value in the scale, in order to obtain the cell length (4/5 = 1.666). After that, this value was added to the lowest value in the scale (the scale starts with the integer number one) to specify the upper limit for this cell according to the following table:

Table (2)

The range adopted in the study

Length of the cell	Degree of agreement
Greater than 4.2 – 5	Strongly agree
Greater than 3.4 – 4.2	Agree
Greater than 2.6 – 3.4	Not sure
Greater than 1.8 – 2.6	Disagree
From 1 – 1.8	Strongly disagree

In order to interpret the results and judge the level of response, the dependence was on the arithmetic mean at the level of items, and on this basis, the degree of approval was determined.

Table (3) and Table (4) below show the following statistical methods: the Mean, the Sign Test and the order for each statement. These statistical methods were used to determine the degree of approval on the questionnaire statements. The degree of approval was derived from the opinions of the 40 students questioned.

Table (3)

Are electronic dictionaries important for translation?

N	Statement	Frequency	Percentage of approval	The weighted mean	Level of significance	The order	The degree of approval
11	Electronic dictionaries are very important to language learning.	22	55%	4.2500	.000	1	Strongly agree
2	Electronic dictionaries are the best tools for translation tasks.	17	42.5%	3.5750	.000	3	Agree
3	Electronic dictionaries have some advantages for translation.	23	57.5%	4.2500	.000	1	Strongly agree
4	Electronic dictionaries provide students with sufficient input	13	32.5%	2.7000	.007	6	Not sure
5	Electronic dictionaries are limited in some aspects.	15	37.5%	3.7000	.000	--	Agree
6	Electronic dictionaries fail in translating some structures.	15	37.5%	4.0250	.000	1	Agree

Table (4)

To what extent do students use electronic dictionaries in translation tasks?

N	Statement	Frequency	Percentage of approval	The weighted mean	Level of significance	The order	The degree of approval
1	In some respects, translating with no dictionary is better than translating using electronic dictionaries such as Google translate.	14	35.0%	3.5500	.000	4	Agree
2	It would be better to use electronic dictionaries only for translating new words.	16	40.0%	3.9250	.000	3	Agree
3	It would be better to guess the meaning of new words before consulting your electronic dictionary.	21	52.5%	4.2750	.000	1	Strongly agree
4	Students at university level should use electronic dictionaries to translate long sentences.	13	32.5%	2.7000	.007	6	Not sure
5	Students should always use electronic dictionaries when doing translation activities inside the classroom.	14	35.0%	3.0750	.000	5	Not sure
6	A university student can make good translations without much use of electronic dictionaries.	14	35.0%	3.7250	.000	2	Agree

Based on the results reviewed in Table (3) and Table (4), it can be concluded that the general direction moves towards the agreement that electronic dictionaries are very important to language learning and they are the best tools for translation tasks because they have some advantages for translation. The participants also agreed that when doing translation tasks, electronic

dictionaries should be used only with new words. Before consultingd the electronic dictionary, it would be better to guess the meaning of the new words from context because they approved that (a university student can make good translations without much use of electronic dictionaries).

However, students were not sure about electronic dictionaries' ability in providing them with sufficient input because they agreed that electronic dictionaries are insufficient in some aspects when translating some structures. Moreover, students had neutral opinion towards the idea: (university level students should use electronic dictionaries to translate long sentences), and the statement: (students should always use electronic dictionaries when doing translation activities inside the classroom).

b. The Analysis of the Translation Test

In order to determine the quality of the translations produced by students using their electronic dictionaries and to investigate the linguistic weakness such dictionaries may cause on the translation products, students were asked to answer an English–Arabic translation test using their electronic dictionaries. The following is a discussion and analysis of some sentences taken from the students' translations of the test.

a. He had gone eighty-four days without taking a fish.

وقد مضى عليه أربعة وثمانون يوما دون أن يصطاد سمكة واحدة. (✓)

وقد ذهب أربع وثمانون يوما من دون أن يحصل على سمكة واحدة. (×)

Table (5)

Type of error	Frequency	Total percentage of error
Transfer ambiguity	7	70%
Gender and number ambiguity	6	60%

Most of English words have more than one translation in Arabic language. The source text itself is not ambiguous but the target text students produced is ambiguous. When the electronic dictionary is used to translate a verb such as (had gone) in a sentence like the previous one, the possibility of not selecting the appropriate Arabic translation which is compatible with the

context is high because (had gone) has different forms of the similar meaning depending on the context. Some of the students' translations which were done under the use of the electronic dictionary implied interpretations for the verb (had gone) as (ذهب) by 70% which poses ambiguity in the target text. This ambiguity occurs because the use of such an Arabic verb provides clumsy formulation. Such an ambiguity can be overcome by the use of more accurate equivalent to describe the going of days such as the verb (مضى).

Furthermore, Arabic language has opposite gender of singular nouns from (3 to 9). Since the cardinal numbers from (3 to 9) are adjectives, the adjective number is feminine whenever the singular of the counted noun is masculine and vice versa. This is known as reverse agreement principle, such a reverse occurs for cardinal numbers either when they are used alone to modify the intended noun or when combined with tens (dozens) which have no feminine form. Therefore, (يوم) which is a masculine noun and the cardinal number (4) which is used to modify the plural (أيام) must be feminine. Consequently, 60% of the students' translations implied an interpretation for the adjective number (eighty-four) as (أربع وثمانون). Although the translation of the tens-unit in the combination (eighty-four) was correct by 100%, the translations of the whole combination were ambiguous because of the misinterpretation of the cardinal number unit (four) that should be translated as (أربعة) rather than (أربع) and the unit (eighty-four) must be translated as (أربعة وثمانون) by virtue of the previous explanation.

b. Scientists still had not determined that DNA, and the protein, was the

hereditary material.

لم يحسم العلماء أمرهم في أن الحمض النووي هو مادة الوراثة وليس البروتين.(✓)

العلماء لم يحددون أن الحمض النووي وليس البروتين هو مادة الوراثة. (×)

Table (6)

Type of error	Frequency	Total percentage of error
Tense and aspect divergence	7	70%
Transfer ambiguity	5	50%
Word order divergence	9	90%

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In Arabic language, when the verb in the present tense ends with one of the suffixes (ون، ان، ين) and it is preceded by one of the jussive case markers "حروف الجزم" (El-Dahdah, 1988) such as (لم), the final (ن) must be deleted. 70% of the students have provided ambiguous interpretation for the phrase (had not determined) as (لم يحددون). This ambiguity occurs because of the divergence of tense and aspect between English and Arabic languages. The negative form of the English verb (had not determined) takes a jussive case when it is translated into the Arabic language "Jussive case comes when the present tense verb is preceded by one of the two particles: لم = 'did not' used to negate the past tense. لا = 'do not' expresses prohibition" (Aziza, 2009, para. 1).

Moreover, when the verb is in the jussive case and it follows the pattern of the Five Verbs, its marker is the removal of the final (ن). Therefore, the grammatical accurate interpretation of (had not determined) would be (لم يحددوا) rather than (لم يحددون) if we considered the verb (يحدد) as a reasonable interpretation for the verb (determine). However, in the sentence (2) above, the verb (determine) denotes the meaning (decide about something) that can be accurately interpreted as (يحسم أمره) rather than (يحدد) to avoid the transfer ambiguity which occurred in the students' translations by 50%.

Within the same sentence, it is notable that the verb (had not determined) describes the action of the Arabic plural noun (العلماء). Therefore, ("Scientists still had not determined…") can be translated into (العلماء لم يحسموا أمرهم). However, such an interpretation still has another type of ambiguity which is (word order divergence). This divergence occurred in the students' translations by 90% because of the structural differences between English and Arabic languages. Although Arabic sentences can be structured under one of the combinations of SVO, VSO, VOS and OVS, the most common structure is VSO. When this structure is applied on ("Scientists still had not determined…") it would be more accurate if translated into لم يحسم العلماء (أمرهم).

Furthermore, it is noticeable in this interpretation that (يحسموا) changed into (يحسم) when it preceded the noun that it describes. This happened according to the grammatical rule in Arabic language which maintains that when a verb precedes the plural noun that it describes, it should be in its singular form,

and this would keep the translation product away from the tense and aspect divergence.

c. She felt sad about losing her watch because she had had it for twenty years.

شعرت بالحزن لضياع ساعتها التي احتفظت بها عشرين عاما. (✓)

هي شعرت بالأسف لخسارة ساعتها التي احتفظت بها منذ عشرين عاما. (×)

Table (7)

Type of error	Frequency	Total percentage of error
Pronoun redundancy	4	40%
Transfer ambiguity	4	40%

Among the problems occurred in students' translation by 40%, is the case when the same meaning or information is expressed more than once. Such a problem is known as redundancy. The translation of the pronoun (she) into (هي) is considered as redundant in Arabic language, because the gender of the subject is obvious from the verb (شعرت) that contains the suffix (ت) which represents the feminine form. In addition, 40% of the participants misinterpreted the words (sad) and (losing). By interpreting sadness as (الأسف) instead of (الحزن), and losing as (خسارة) rather than (ضياع). Therefore the transfer ambiguity error has become clear in the sentence.

d. The prisoners who were in charge of the young officer.

السجناء الذين كانوا مسؤولين من الضابط الصغير.(✓)

السجناء الذين كانوا مسؤولين عن الشاب الضابط . (×)

Table (8)

Type of error	Frequency	Total percentage of error
Syntactic ambiguity	8	80%
Word order divergence	7	70%
Transfer ambiguity	9	90%

The meaning of the sentence is mainly affected by the way its words are arranged. Therefore, when there is more than one way to analyse the underlying structure of the sentence, the syntactic ambiguity may appear. The sentence (4) is an ambiguous one. The ambiguity lies in whether the prisoner is the one who is responsible for the officer or the officer is responsible for the prisoner. Based on the participants' translations, electronic dictionaries failed in translating this form by 80%. Accordingly, the correct translation of (were in charge of) would be (مسؤولين من) instead of (مسؤولين عن). Moreover, the accuracy of the sentence has been affected negatively by the divergence in word order. It arises by 70% of the total sum of students' translation. The transfer ambiguity in this sentence reached 90%.

Based on the findings of students' performance in the English translation test, errors found in students' translations are numbered in Table (9) with their frequency, percentage and in which test these errors occurred.

Table (9)

Error Number	Type of Error	Frequency	Error Percentage
1	Transfer ambiguity	$6 = \dfrac{5+7}{2}$ 5 4 9	60%
2	Gender and number ambiguity	6	60%
3	Tense and aspect divergence	7	70%
4	Word order divergence	8	80%
5	Pronoun redundancy	4	40%
6	Agreement divergence	2	20%
7	Preposition misinterpretation	9	90%
8	Homograph ambiguity	5	50%
9	Pronoun reference ambiguity	5	50%
10	Punctuation misinterpretation	9	90%

11	Syntactic ambiguity	8	80%

The average of wrong answers =

$$\frac{6 + 5 + 4 + 9 + 6 + 7 + 9 + 7 + 4 + 2 + 9 + 5 + 5 + 9 + 8}{11} \approx 8.64$$

The average of error percentage $= \frac{8.64}{10} \times 100\% \approx 86\%$
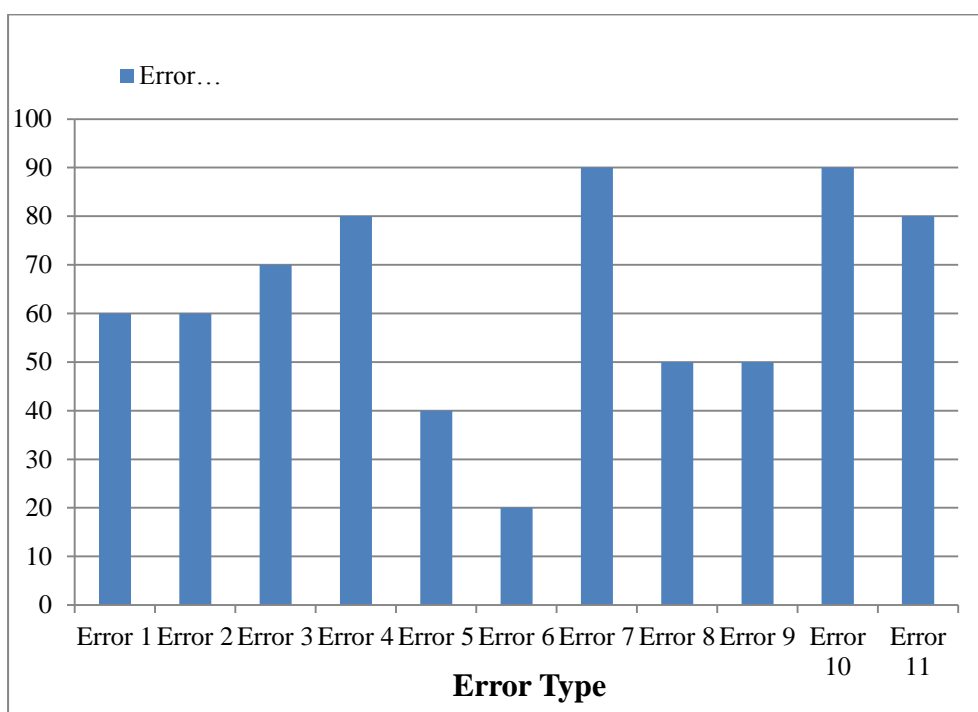
The bar chart illustrates the percentage of errors obtained from students' translations which were produced under the use of electronic dictionaries.

It is clearly shown that the first error which denotes transfer ambiguity and the second error which refers to gender and number ambiguity were made by 60% each, while the third error that indicates tense and aspect divergence increased to 70%. The rate of errors in students' translations remained increasing and reached equally 80% for both; word order divergence and

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syntactic ambiguity. However, the figure dropped dramatically by 40% for pronoun redundancy and by 20% for agreement divergence which is considered the lowest rate. On the other hand, increment to peak to approximately 90% was obviously shown in both the preposition and punctuation errors which are (Error 7 and Error 10). The percentage of homograph ambiguity and pronoun reference ambiguity was 50% which are (Error 8 and Error 9).

To sum up, findings reveal that translating using electronic dictionaries cause different weaknesses on the students' translation product when they are used by the students to translate from English into Arabic. The most obvious weaknesses that have an adverse impact on the translated text are preposition and punctuation misinterpretations. Moreover, transfer ambiguity, gender and number ambiguity, tense and aspect divergence, word order divergence, homograph ambiguity, pronoun reference ambiguity and syntactic ambiguity are other types of errors that have a negative effect on the quality of the translated texts because of their high proportion existence in the texts translated by electronic dictionaries. However, electronic dictionaries do not find it difficult to overcome the problem of agreement divergence when translating from English into Arabic.

6. Conclusion and recommendations

This study has focused on identifying the advantages and disadvantages of using electronic translation tools in EFL learning settings. It aimed to assess the impact of such tools on the quality of students' translation.

The current research revealed that the benefits of electronic translation tools include the ease of use and access to a large amount of data, the advantage of portability and time efficiency. However, the data obtained by means of questionnaire indicate that although students are of the view that electronic dictionaries are the best tools for language learning and translation, students are content that the use of electronic dictionaries should be only for translating new words. Students believe that consulting the dictionary should be after trying to guess the meaning of the new words from the context. They are also of the view that a university student can make good translations without much use of electronic dictionaries. Moreover, the results gained from the test proved the questionnaire responses that indicate the limitation of electronic dictionaries and their inability to translate some structures since

the test findings revealed that the sense, the clarity and the meaning of the translations provided by the students are adversely affected by the use of the electronic dictionaries because of some problems that left the students' translation lack the accuracy, smoothness or the seven standards of textuality generally. These problems include: preposition and punctuation misinterpretations, transfer ambiguity, gender and number ambiguity, tense and aspect divergence, word order divergence, homograph ambiguity, pronoun reference ambiguity, syntactic ambiguity, inability to find a target language equivalent and lack of awareness of pragmatic and semantic characteristics of the given text.

Recommendations

This study sheds light on electronic dictionaries' advantages and disadvantages, students' attitude towards electronic dictionary, some of the challenges that university students encounter while translating from English into Arabic using electronic dictionaries. Based on the findings of the study, the following are recommended:

1. Students should not use the electronic dictionaries as a primary translation tool, but as a translation aid. Because the mistakes that electronic dictionaries make are too serious. The translation product must be accompanied by human translator, who should edit the post-translation result.
2. Students who wish to be professional translators should be competent in both source and target languages.
3. Students should be careful in bringing the target equivalent of the same meaning and considering the context as much as possible.
4. Standard Arabic should be emphasized and taught simultaneously with translation courses.
5. Students should avoid literal translation which results, in most cases, in non-sense.
6. Students should be taught when and how to use electronic dictionaries and in what cases they can be trusted in translation tasks.
7. Further studies could also be conducted to further investigate the effectiveness of using electronic dictionaries in translating from Arabic into English, especially in college-level classes in EFL context.

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