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Investigating the Role of Specialized Electronic Dictionary in Facilitating the Process of Translating Idioms Case Study of Third Year LMD Students of English at Mohamed Kheider University of Biskra

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Declaration

I, Mouna BOUREDJI, do hereby declare that the work that I presented in this dissertation is my own, and has not been submitted before for any academic institution or a university for a degree.

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Dedication

I dedicate this work to my beloved

Grandmother who has never been to school but

always valued my education and kept me

motivated with her precious words .

Jedda, I graduated.

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Abstract

The mastery of idiomatic competence is deemed to be the foundation for successful language learning. Apparently, the majority of EFL students face some difficulties in translating and understanding the figurative meaning of the English idiomatic expression. Hence, the purpose of the present study is to investigate the role of the specialized electronic dictionary in facilitating the process of translating idioms. Moreover, it seeks to examine both students' and teachers' perceptions and attitudes towards the use of the specialized electronic dictionary as an assistant application to improve EFL students' ability of translating idioms. In this study, it is hypothesized that the use of SED by EFL students may help them improve their ability of translating English idioms. A mixed method research approach was adopted in this study. In relevance to this approach, three different data gathering tools were selected for this investigation. These tools included a quasi-experiment, a questionnaire distributed to a sample of third year LMD students of English at Mohamed Kheider University of Biskra, and an interview for teachers of English in the same department and university. The findings of this study revealed that SED application could help third year LMD students of English at Biskra University to translate idiomatic expressions more easily and accurately. On the other hand, teachers and students expressed their valuable attitudes towards the SED application. Moreover, the findings indicated that both EFL students and teachers share positive reactions towards the use of SED as an assistant tool in translating idioms. Thus, the previous alternative hypothesis was confirmed and the results were positive.

Key Words: Translation, Idioms, Specialized electronic dictionary.

List of Abbreviations and Acronyms

ED: **E**lectronic **D**ictionary

EFL: **E**nglish as **F**oreign **L**anguage

EFLT: **E**nglish as **F**oreign **L**anguage **T**eaching

et al.: **et alia** - and others

H: **H**ypothesis

Ibid: **Ibidem** (Latin) - the same previous source

ICT : **I**nformation **C**ommunication **T**echnology

LMD: License, Master, Doctorat

(n.d): **No Date**

P: **P**age

Q: **Q**uestion

SC : **S**ource **C**ulture

SD: **S**tandard **D**eviation

SED: **S**pecialized **E**lectronic **D**ictionary

SL : **S**ource **L**anguage

TC: **T**arget **C**ulture

TL: **T**arget **L**anguage

Vs: **V**ersus

&: and

%: **P**ercent

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Introduction

Language represents the vehicle that makes human beings interact. Since people belong to different societies and have different backgrounds, they speak different languages which make them in need of being able to understand themselves by setting a new discipline concerned with expressing words in another language which is mostly known as translation. This activity covers every aspect of language. Thus, English language is one of the most popular languages around the globe. Moreover, since idioms are important items of the English language, translating idioms is not an easy task; especially, when translation occurs between two distinctive languages like English and Arabic, which are linguistically and culturally different.

Therefore, EFL learners must possess a decent amount of knowledge in both languages and deep insight of cultures. Due to the fact that idioms are culturally bound expressions, their comprehension and translation represent a real challenge to EFL students. Many students seem to face difficulties in learning and translating English idioms. Thus, In order to achieve accurate translation students should use helpful tools and techniques such as dictionaries. Therefore, within the context of learning English as a foreign language (LEFL), the dictionaries that have been used are evolved through a trail from printed dictionaries to electronic ones.

Furthermore, with the development of the artificial intelligence and the digital tools, electronic dictionaries have varied according to each specific field that students are dealing with and those kinds of dictionaries are labeled as specialized electronic dictionaries (SEDs). Hence, since English idiomatic expressions are included in some of English courses, it becomes necessary to provide the specialized electronic dictionary (SED) for EFL students to help them in the translation. The SED is digital dictionary that includes detailed explanation concerning specific items or expressions which are related to particular field illustrated with

simple examples. In this case, SED is considered as an assistant tool that facilitates the understanding of the idioms in order to improve learners' ability of translating idioms. Therefore, the present work intends to investigate the role of SED in facilitating students' ability of translating English idioms.

1. Statement of the Problem

Idioms are indeed considered as one of the most important elements of English language. Many EFL learners in Mohamed Kheider University of Biskra face some difficulties in understanding and translating these idiomatic expressions. These difficulties can be due to several reasons such as: the lack of exposure to the English culture, the wrong use of strategies needed for translating idioms, unawareness of the pragmatic, formal and semantic characteristics of idiomatic expressions, and the misuse of dictionaries. This may prevent learners from making a proper translation of English idiomatic expressions.

The digital world has expanded rapidly recently and it has provided EFL learners with sufficient educational tools, which facilitate the learning process. Among all types of educational instruments, the specialized electronic dictionary (SED) is always prominent and very common to EFL learners. It becomes available to many learners. The purpose of using such electronic application is to enhance learning outcomes in general, and particularly (in this study) to help EFL learners to better understand idioms in order to translate them correctly. Therefore, it is worthy to investigate the role of specialized electronic dictionary in facilitating the process of translating idioms and to examine how this electronic device provides a comprehensible explanation of idioms to pave the way for EFL learners to develop their idiomatic competence.

2. Research Questions

This study seeks to answer the following three questions

Q1: Would the use of the specialized electronic dictionary facilitate EFL students' translation of idioms?

Q2: What would be the learners' perceptions towards the use of the SED in translating English idioms?

Q3: What are the English teachers' attitudes towards the use of the SED in translating English idioms?

3. Research Hypotheses

In this study, we propose the following hypotheses:

H₁: If EFL students use SED in translating idioms, their ability of translation will be improved.

H₀: The use of SED in translating English idioms will not have any significant effect on EFL students' ability of translating English idioms.

4. Research Objectives

Certain purposes will be undertaken through this research. The main objective of the study is to investigate the role of the specialized electronic dictionary in facilitating the process of translating idioms by third year English students. Moreover, this research aims at unveiling students' perceptions towards the use of SED in translating idioms. Finally, this study seeks to explore teachers' attitudes towards the use of SED in translating English idioms.

5. Research Methodology

5.1 The Research Approach

The research method that has been used in this study is the mixed method approach, which seems to be the more appropriate for our research and for the subject we are dealing with. In order to test our hypotheses and to achieve the purposes of this study, quantitative and qualitative approaches will be applied as an attempt to examine the role of the SED in facilitating learners' translation of English idioms.

5.2 Population and Sample

Third year LMD students of English at Mohamed Kheider University Biskra have been selected because they are dealing with the course of theme and version (Translation) and they are expected to have a good command of English language and considerable knowledge about the English idioms. From a total population of four hundred 400 students, fifteen (15) students are chosen randomly to represent our sample. Moreover, a number of five (05) teachers from the same setting will be selected in accordance to the modules they teach which have a relationship with translation and idioms in order to give their opinions about the subject which is the of SED in translating English idioms.

5.3 Data Collection Tools

In order to collect data and test hypotheses, the researcher used three main data collection methods. For the needs of the present study, a quasi- experimental design has been carried out to investigate the role of SED in facilitating the process of translating idioms. The participants were tested before and after the treatment. One group pre-test and post-test design was implemented which is considered as one of the effective types of a quasi- experiment. A pre-test and a post-test were conducted, then the results of the two tests were compared to test

the formulated hypotheses. The second tool was a students' questionnaire which has been handed to the sample of the study to collect their opinions, attitudes and reactions about the treatment. Finally, an interview has been conducted with some teachers of English (of different modules) to gather their opinions and attitudes about the use of the SED. Their answers had been recorded, analyzed and interpreted.

6. Delimitations

This study is limited to examining the role of SED in facilitating the process of translating English idiomatic expressions. The researcher chose translation course, in particular, because it is considered as an important task for EFL learners. The translation of idioms, particularly, has been proved to be problematic issue to many EFL students who are enrolled in master studies. However, the researcher did not carry out this study with master students, although they are exposed more to idioms rather than third year students, because third year students are dealing with the course of translation and this meets the research requirements of this study. From a wide range of learning tools, the researcher limited the scope to one learning tool which is SED as it is flexible and easy to access. The researcher did not conduct this study through a descriptive method because it will not cover the intended objectives of the current research. The researcher did not opt for other data gathering tools because this may make the study too vague. Moreover, the research questions were not more than three because they have to be related to the research objectives. Additionally, the number of the selective sample was limited to fifteen (15) participants because this number is regarded to be appropriate to fulfill the requirements of the present study. Eventually, the results of this study cannot be generalized because of the delimitations mentioned above.

7. Significance of the Study

This study is an attempt to show the role of using specialized electronic dictionary in facilitating translation of idiomatic expressions in particular, i.e., having idiomatic

competence. Moreover, it can be beneficial to the selective population, because it will give them general overview about the interpretation of idioms, since they are supposed to deal with idiomatic expressions in their next academic year (master one) in two modules: discourse analysis and mastery of the language. Finally, as the domain of translating idioms needs more research in Algeria, this current work may motivate other researchers to carry out further studies on the same subject.

8. Definition of Key Terms

8.1 Translation: is a process that includes understanding then transferring the SL text to its equivalent TL text with keeping the intended meaning.

8.2 Idioms: are figurative expressions whose meaning cannot be inferred from its structure.

8.3 Specialized electronic dictionary: it is an electronic device that covers specialized aspects of language. It contains a short explanation of terms that are related to a specific field. Additionally, it provides the reader with some examples.

9. Structure of the Dissertation

This dissertation is divided into three chapters. The first chapter is divided into two sections. The first section is about the process of translation; while, the second section includes a general overview of English idioms as well as some challenges that EFL students may encounter while translating idioms. The second chapter is devoted to the discussion of using ICT in EFL classes in general and the implementation of SED in particular. Chapter Three was dedicated to the research methodology which details the population and the sample of the study, the instruments used as well as the data gathering and the analysis procedures.

CHAPTER ONE:
ICT AND PODCASTING

Chapter One: Translation and Idioms

Introduction

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1.1 Definition of Translation.

1.2 Equivalence and Translation

1.3 Methods of Translation

1.3.1 Imitative Translation

1.3.2 Functional Translation

1.3.3 Literal Translation

1.3.4 Borrowing

1.3.5 Transposition

1.3.6 Modulation

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2.5.2 Baker's Strategies

2.5.2.1 Using an Idiom of Similar Meaning and Form

2.5.2.2 Using an Idiom of Similar Meaning but Dissimilar Form

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Conclusion

Introduction

The field of translation has been recently given a significant concern in applied linguistics. Therefore, many researchers and scholars become interested in the translation of different aspects of language such as English idiomatic expressions. The process of translating idioms from English to Arabic is a hard task that represents a challengeable issue for the majority of EFL learners. Thus, the following chapter attempts to provide a theoretical overview of translating English idioms. On that account, it is divided into two sections, in which the first section is devoted to translation, its definition, methods, problems, and its relation to language and culture. On the other hand, the second section discusses idioms where we provide their different definitions in addition to their different types, and characteristics. Finally, this chapter ends up with some challenges encountered by EFL learners while translating idioms and some suggested strategies to overcome such difficulties with mentioning the idiomatic competence.

1. Translation

1.1 Definition of Translation

Catford (1965) stated that translation is the attempt to replace a textual material in one language by its equivalent in other language in another language. He differentiates between two kinds of translation. The first one is the replacement of source language (SL) grammar and lexis by equivalent target language (TL) grammar and lexis at one or more levels of language. However, the second kind is simple transference of SL textual material into TL textual material at only one level of language. According to McGuire (1980), translation is a process of transferring the meaning of the source language to the target language, in which the sense of the source text is alike the target text. Furthermore, the structures of the source

language will be conserved in a way that does not really interpolate the structures of the target language.

Newmark (1981) stated that translation is an art in which a written statement is substituted by its equivalent statement in another language. According to Nida and Taber (1982, p.12), "Translation consists in reproducing in the receptor language the closest natural equivalence of the source language (SL) message firstly, in terms of meaning and secondly, in terms of style". Hence, the primary concern of their definition was the fundamentals of translation which includes two languages such as the source language and the target language in a written or oral form. Wherefore, we can deduce that translation is extremely relying on the context and equivalence which are the crucial elements of the process of translation. However, Bell (1991) believed that translation is the commutation of an expression in one language by an utterance in another language with preserving semantic and stylistic equivalences.

Over the last few years, Ghazala has contributed in the field of translation by conducting many researches and studies concerning this particular issue. Ghazala (1995) defined translation as the processes and methods of substituting the source language text by equivalent target language text with preserving the meaning and the content of the source language text as closely and accurately as possible. He asserts that we only translate the meaning since meaning is the collection of language components consisted of: grammar, vocabulary, style and phonology.

In fact, there is common point among all the above mentioned definitions of translation which suggested by different researchers and scholars that is translation is a process of transferring messages and thoughts of the source language into the target language, respecting the intended meaning of the source language whether in written or spoken form.

1.2 Equivalence and Translation

Nida (1964) argued that the concept of equivalence is the principal object of translation process that means the relationship between the source text and the target text. He outlined two different types of equivalence: formal equivalence and dynamic equivalence. He states that the formal equivalence:

Focuses attention on the message itself in both form and content. Its purpose is being as faithful as possible to the source culture and it lets the reader know as much as he can of the customs, manner of thought and means of expression (p. 8).

However, He added that the dynamic equivalence is based on the effect of the message. Catford (1965), on the other hand, mentions distinctive sorts of equivalence which are: formal equivalence (approximate), semantic equivalence which is theoretically impossible and situational equivalence which is the basis for translation. Moreover, Koller (1979) believed that there are five primary kinds of equivalence, namely: denotative, connotative, text-normative, pragmatic and formal equivalence.

- Denotative equivalence: deals with non-linguistic content of a text (content invariance).

- Connotative equivalence: deals with a feeling or idea that is suggested by a particular word although it is not necessarily a part of that word's meaning (stylistic equivalence).

- Text-normative equivalence: is related to different text types in which different types of texts behave in different ways.

- Pragmatic equivalence: this deals with the influence of the text on the target language audience.

- Formal equivalence: concentrates on the form and aesthetics of the text and meaning.

1.3 Methods of Translation

Many EFL learners face some difficulties when they translate a source text to a target text; therefore, they tend to use different methods to overcome those problems. Translation method is a process or strategy used to solve some difficulties that hinder EFL learners when they translating. In this respect, Lorsch (1991) mentioned that translation strategy is “a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language to another” (p.76).

On the other hand, Newmark (1981) defined the term method as a procedure used whether to translate literally or freely, words or meanings, the form or the content, in context or out of context. He proposed two types of translation methods: imitative translation and functional translation. He defined them as follows:

1.3.1 Imitative Translation

This method of translation aims to preserve as much as the purely formal aspect of the source text. Its main focus is to keep the source language as it is, through following what is mentioned in the source text regardless to the structure and style of the target language (Newmark, 1981).

1.3.2 Functional Translation

It is the opposite of imitative translation; this category focuses more on the target text, and tends to keep the structure and the style of the target language (Newmark, 1981).

Moreover, Vinay and Derbelnet (1995) introduced other sort of translation methods that are considered as one of the best known translation strategies. Accordingly, they explain each strategy as it illustrated in the followings:

1.3.3 Literal Translation

In this particular sort of translation method, the translator should translate each SL word into its equivalent TL word with preserving the order of the word, regardless of variations in linguistic rules or context (Vinay, Derbelnet, Ghazala, 1995).

1.3.4 Borrowing

Harding and Riley (1986) asserted that this strategy used to transfer terms from the SL directly without translating the term into its equivalence in the SL.

1.3.5 Transposition

Vinay and Darbelent (1995) stated that “probably the most common structural change undertaken by translators”(p.94). In other words, it is the change of one part of speech by another without changing the sense.

1.3.5 Modulation

It is the use of phrase that is different in the source and target languages to convey the same intended meaning (Bosco, 2010).

1.3.6 Adaptation

Vinay and Darbelent (1995) believed that adaptation occurs a specific item of one language culture is expressed in totally distinctive way that is appropriate to another language culture. In simplified words, adaptation embraces changing the cultural reference when a situation in source culture (SC) does not exist in the target culture (TC).

1.4 Translation Problems

During the translation process learners may encounter many problems. Ghazala (1995) claimed that the translation problem is any challenge we may face while translating, which oblige us to stop translating whether to review or reconsider what we have written. Furthermore, it is the case when we are in a need to use dictionary or any sort of aid to overcome such problems. In other words, it is any difficulty in the source language text that prevents us from completing the process of translation. In fact, this difficulty is mainly due to grammatical, lexical, stylistic and phonological problems (Ghazala,1995).

1.4.1 Grammatical Problems

Due to the fact that English and Arabic are two different languages with completely distinctive grammatical rules, Ghazala (1995) asserted that this considerable difference between these two languages poses a serious problem to the EFL learners which can be noticed at the level of complicated source grammar, different target language grammar and different target language word order. Ghazala (ibid) mentioned some of the most frequent grammatical problems in translation which he illustrated as follows:

- The translation of verbs ‘be’, ‘have’ and ‘modals’.
- The translation of tenses and articles.
- The translation of adjectives and personal pronouns.
- The translation of nominal, verbal and conditional sentences.
- The translation of questions and negations.

1.4.2 Lexical Problems

This particular kind of translation problems is mainly concerned with the misunderstanding of a word or expression or when a word is unknown to the learner. Similarly, Ivar (1981) stated that” languages are differently equipped to express real world

relations, and they certainly do not express all aspects of life with the same equal ease; finding a notional category which is regularly expressed in all languages is difficult”(p.56). He pointed out some lexical problems: Synonymy, polysemy, monosemy, collocations, metaphors and idioms.

1.4.3 Stylistic Problems

The style is a crucial aspect of language that learners should pay attention while they translate. It goes hand in hand with meaning; thus any change occurs in the learner’s style can directly affect the intended meaning. In this regard, Ghazala (1995) stated that:

In the past, style was not considered as a part of meaning, but outside meaning. However, nowadays, it is rightly and properly seen as a part and parcel of meaning. The latter view is adopted here in this textbook. The style of the source language text may pose problems for the translator. They are important and strongly relevant to meaning, and can sometimes affect it heavily. Among these problems are the following: fronting, parallelism, ambiguity, redundancy, and nominalization versus verbalization (p. 20).

1.4.4 Phonological Problems

Nida(1964) argued that these problems focus on the sounds and their relation to, and effect on meaning. Moreover, they concern with aesthetic function of language. The effect of the sound is more important than meaning; therefore, it could be realized in literary language in general, and in poetry in particular (Nida, 1964).

1.5 Language, Culture and Translation

In general, the process of translation from source language into target language is indeed a fine work. Basically people use language as means of communication. They exchange ideas and knowledge, and they express their feelings, attitudes and beliefs. Consequently, language is influenced by people’s culture whether consciously or unconsciously. In this regard, Nida (1964) claimed that the function of translator is to make

the transfer of the message, meaning, and cultural elements easier from one language into another with preserving the equivalent response to receivers. Likewise, in his attempt to define culture, Nida (ibid) stated that culture is a set of beliefs or habits acquired by man as member of society. The differences between the source culture and the target culture certainly cause difficulties not only in learning foreign languages, but also in the process of translation.

2. Idioms

In fact, one of the most challenging issues in the field of translation is the process of translating idioms from the source language into the target language. Idioms are linguistic expressions which are typical for a language and specific to single culture; therefore, they tend to be the basis of learning the English language.

The field of idioms is considered as an important area of linguistics by many researchers. Many scholars believe that mastering idioms is a sign of proficiency among EFL learners, thus they were interested in this particular issue and they conducted many studies about the translation of idiomatic expressions.

2.1 Definition of Idioms

Langacher (1968) claimed that the idiom is a sort of intricate linguistic expression. It is a phrase whose sense cannot be expected from the meanings of the consisted words. This definition sheds light on two essential characteristics of idioms: they are complicated items, and their meaning cannot be easily understood from the individual words comprising them. On the other hand, Ball (1968) mentioned a very simple definition of the idiom in which he said it is “the use of familiar words in an unfamiliar sense” (Ball, 1968, p. 1 as cited in Mezmaz 2010, p .11). Moreover, Larson (1984) believed that idiom is a series of items whose meaning is totally distinctive from the meaning carried out by its component words.

Carter (1997), in turn, stated that idioms are special summations with limited forms and meanings. According to him the meaning of idiom is difficult to derive literally and which functions semantically as one unit. Nevertheless, Newmark (1988) had a different perspective towards the idioms in which he regarded them as extended metaphors that have two great functions namely: pragmatic and referential. Accordingly, the pragmatic function (cognitive) is related to the sense, to interest, to surprise and to delight. However, the referential function (aesthetic) presents a mental process, state, idea, object, person and action more exhaustively and briefly than is possible in literal language (as cited in Shojaei, 2012, p. 2). Likewise, Baker (1992, p. 63) stated that “idioms are frozen patterns of language which allow little or no variation in form and they often carry meaning which cannot be deduced from their individual components” (as cited in Alhaysony, 2017, p. 71).

2.2 Types of Idioms

Dastjerdi (2011) proposed five types of idioms in which he illustrated as follows:

2.2.1 Colloquialism

Colloquialism is a term used in informal speech or interlocution, colloquial language is often related to limited geographical area. It is used in every day conversation (Dastjerdi, 2011).

2.2.2 Proverbs

Proverb is a common short expression which describes facts and truth to give more sense to our speech, and to make it more concrete. In other words, it is way of saying wisdom, truth, morals and traditional views in metaphorical form in gently and smooth manner, it is used usually to attract the audiences (Mieder, 1994). E.g. no pain no gain.

2.2.3 Slang

Dumas and Lighter (1978) claimed that slang is the specialized language of a social group. It uses informal words and expressions which are considered somehow taboo, yet it can be used to add humor and fun to one's speech. E.g. bird in hand is worth two in a bush.

2.2.4 Allusions

Allusion is a figurative expression and reference to a place, work of art, event or something which is well known in implicates way (Abrams, 1971).E.g. Bring coal to the Newcastle.

2.2.5 Phrasal Verbs

Dastjerdi (2011) pointed out that phrasal verb is a combination of a verb and preposition or an adverb or a verb with both an adverb and a preposition. This type of idioms cannot be understood from the individual meaning of the verb or preposition or adverb and it is more used in informal situations (Dastjerdi, 2011).

2.3 Characteristics of Idioms

In general, idioms are linguistic expressions whose meaning is completely different from the individual composed words. Therefore, they have certain features which distinguish them. According to El-Batal (2000), there are four features of idioms which are as follows:

2.3.1 Compositeness

Idioms are special expressions not always grammatical; however, they are accepted and used by native speakers with fixed structures which comprise of phrases of two or more words (El-Batal, 2000).

2.3.2 Institutionalization

Idioms are conventionalizes expressions which are almost known by all the members of a particular community and they represent people's culture (El-Batal, 2000).

2.3.3 Semantic Capacity

Idioms have figurative meaning which is completely different from the meaning of the whole expression (El-Batal, 2000).

2.3.4 Idioms are fixed frozen in form and order

Baker (1992, p.63) stated that “one cannot add a word to the idiom”. Accordingly, idioms cannot change or vary in the way literal expressions are normally varied whether in speech or writing, Baker (ibid) asserted that one cannot add, change or delete word from the idiom.

2.4 Problems of Translating Idioms

Since idioms are figurative expressions which usually do not mean what is literally stated and they are so frequent in spoken and written discourse, understanding and being able to produce them present a real challenge to EFL learners. Based on Baker’s view (1992) there are two kinds of difficulties regarding the translation of idioms:

- Difficulties in the process of interpretation of idioms.
- Difficulties in the process of translation of idioms.

2.4.1 Difficulties in the process of interpretation of idioms

The main problem that many EFL learners may face while interpreting a certain idiomatic expression is that they are not aware whether they are dealing with idiomatic expression or not. Baker (1992) believed that idioms differ at the level of idiomacity so that some of them are more easily recognizable than others (as cited in Shojaei, 2012, p.6). Accordingly, she (ibid) argued that when the translator is not familiar with an idiom, he/she may not be able to interpret the idiom properly.

Furthermore, McPartland (2000) argues that EFL learners can easily learn the English idioms in case those idioms have their equivalent expressions in the mother tongue. However, the most difficult idioms are those that have no counterparts in the learners’ native language.

Moreover, Mantyla (2004) claimed that there is a difficulty which EFL learners come across while interpreting idiomatic expression which is their unfamiliarity with them (as cited in Alhaysony, 2017, p . 72).

Additionally, Hussein, Khanji, & Makhzoomy (2011) asserted that learning idioms is not an easy task due to the fact that idioms are arbitrary and they have a figurative meaning. Thus, they cannot be taught systematically and this leads to some challenges that harsh the process of interpreting and comprehending idioms from the part of EFL learners.

Accordingly, Buckingham (2006, p. 35) mentioned that “idioms arbitrary language-specific nature makes them difficult for learners to understand and acquire, resistant to translation” (as cited in Alhaysony, 2017, p. 72). Nevertheless, Pimenova (2011) believed that learning idioms is a challengeable issue for EFL learners. she pointed out five difficulties namely:

- a) Unknown terms and unfamiliar idioms.
- b) Some idioms have no equivalent in the native language.
- c) Cultural differences.
- d) Lack of proficiency dealing with idioms.
- d) Lack of context which contains idiomatic expression.

Eventually problems of interpreting idioms could be summarized as follows: the lack of exposure to idioms, the shortage of exercises designed to teach idioms, linguistic or pragmatic differences between the source language and the target language.

2.4.2 Difficulties in The Process of Translating Idioms

Translating idioms is the most difficult task for EFL learners who may face some problems of translation. Furthermore, the differences between the SL and the TL can be the main source of these translation difficulties. In fact, translation of idioms is not only a process of replacing lexical and grammatical items between the SL and the TL, but also the

appropriate transfer of the equivalent meaning. Here are some kinds of obstacles that EFL learners may encounter while translating idioms:

2.4.2.1 Linguistic and Cultural Differences between Languages

The differences between the SL and the TL as well as the variation in their cultures make the process of translating idioms really a hard task. In this respect, Baker (1992) mentioned some difficulties that EFL learners encounter in translating idioms (cited in Al-Samarraie, 2014, p. 18) as follows:

- An idiom may have no equivalent in the target language, and Idioms may be culture specific such as "yours faithfully" and "yours sincerely" in English. These terms have no equivalents in Arabic.
- An idiom or fixed expression may have a similar counterpart in the target language, but its context of use may be different.
- An idiom may be used in the source text in both its literal and idiomatic senses at the same time.
- The very convention of using idioms in written discourse, the contexts in which they can be used, and their frequency of use may be different in the source and target languages.

Moreover, Balfaqqeh (2009) mentioned that translating idioms is hard task which required the translator to have a solid cultural background. Furthermore, he adds that in case the translator had not a good source cultural knowledge, this may affect his translation; because he cannot find the right equivalent for a single word without finding equivalence for a sequence of words that convey one specific meaning(as cited in Shojaei, 2012, p. 6).

2.4.2.2 Semantic Difficulties

According to Nida & Taber (1969), idioms can be exposed to a great deal of semantic adjustment in translation. Idioms in the SL may not have the same function and meaning in

the TL. They (ibid) argued that all languages have idioms; however, it is not easy to find an equivalent in the target language that corresponds to the idiom in the source language in both form and meaning.

2.4.2.3 Religious Differences between Languages

English and Arabic are two different languages which belong to distinctive cultures and religious backgrounds. Therefore, EFL learners encounter problems during the process of translating idioms, since language affected by the nature of its culture and religion. Additionally, Larson (1984) stated that:

Terms which deal with the religious aspects of culture are usually the most difficult, both in analysis of the source vocabulary and in finding the best receptor language equivalence. The reason in that these words are intangible and many of the practices are so automatic that the speakers of the language are not as conscious of the various aspects of meaning involved (p. 180).

2.4.2.4 Social Differences between Languages

Many EFL learners have insufficient knowledge of English socio-cultural patterns. This may result in wrong translation of English idioms. Accordingly, the social norms associated with a particular language may affect the way this language is learned and used among its non-native speakers. Since idioms are affected by its socio-cultural patterns, some idioms are not clearly understood from the part of EFL learners. Consequently, the translation of the English idioms would not be appropriate (Arar & Gherbal, 2016).

It is obvious that many EFL learners encounter many different obstacles, which may prevent them from comprehending as well as translating English idioms correctly and appropriately. Furthermore, the major challenge for learners while translating idioms is their inability to find a TL equivalent constitute. However, some EFL learners do not know how to deal with idiomatic expressions; they depend much more on literal translation of idioms. The big gap between the SL culture and the TL culture affects negatively the process of

translation, yet other learners have a poor linguistic level of proficiency in the SL and the TL. As a result, EFL learners understand the meaning of English idioms but they cannot express it in their mother language. Therefore, translating idioms needs a sufficient knowledge about all the cultural, linguistic and pragmatic aspects of the two languages.

2.5 Strategies of Translating Idioms

EFL learners apply different strategies while translating idioms which can help them to overcome the above mentioned difficulties. According to learners' competence and their own learning style, theorists have suggested different strategies of translating idioms. In this regard, we will take Nida and Taber's taxonomy in addition to Baker's procedures as an example to illustrate some strategies of translating idiomatic expressions.

2.5.1 Nida & Taber's Strategies

Nida & Taber (1982) proposed three types of strategies they illustrate as follows:

2.5.1.1 Translating Idioms with Non-Idioms

In this case, the translator uses a non idiomatic equivalent of the original language to the target language (Nida & Taber, 1982).

2.5.1.2 Translating Idioms with Idioms

This strategy required the translator to translate the given idiom of the SL by its equivalent one in the TL (Nida & Taber, 1982).

2.5.1.3 Translating Non-Idioms with Idioms

The main goal of this strategy is to find a TL idiom which has the same meaning as the original SL idiom (Nida & Taber, 1982).

2.5.2 Baker's Strategies

Baker (1992) suggested a group of strategies which can be presented as follows:

2.5.2.1 Using an Idiom of Similar Meaning and Form

The function of this strategy is to find an idiom in the TL, which is equivalent to that one of the SL both in term of meaning and lexical items. This strategy is not easily achieved, since languages differ in the way of expressing a single concept (Baker, 1992).

2.5.2.2 Using an idiom of Similar Meaning but Dissimilar Form

In this case the meaning of the target idiom is the same as that of the original idiom, but the lexical items are different (Baker, 1992).

2.5.2.3 Translation by Paraphrasing

This strategy is the most common used one among EFL learners in the process of translating idioms. Such strategy used in case there is no equivalent idiom in the TL, because of the differences in stylistic elements in the SL and the TL (Baker, 1992).

2.5.2.4 Translation by Omission

This strategy is used when a word has no equivalent in the TL. It does not harm to omit translating a word or an expression in some context(Baker, 1992).

Some other researchers proposed different procedures concerning the process of translating idioms. Those suggested procedures are widely used among EFL learners. Mollanazar (2004) proposed two ways to translate an idiom:

- a) An appropriate idiom is found in the target language as its equivalent.
- b) When there is no proper idiom in the TL meaning should be used.

2.6 Idiomatic Competence

The English language is rich in idioms and native speakers use daily diverse set of idiomatic expressions. Thus, idiom learning has recently attracted a greater level of interest in English learning contexts. This trend represents the need for idioms in the teaching method of English as a foreign language (EFL). Similarly, Cooper (1998) stated that “since idiomatic expressions are so frequently encountered in both spoken and written discourse, they require special attention in language programs and should not be relegated to a position of secondary

importance in the curriculum” (p. 259). Moreover, Moreno (2011) argued that since idioms are an essential part of oral interaction and pave the path for efficient interaction, careful focus should be paid to teaching.

Since idioms are one of the significant aspects in English language, EFL students should have an efficient level of understanding them in order to be able to translate them appropriately that is why students should have idiomatic competences. In this regard, Lontas (1999) pointed out that idiomatic competence is viewed as the capacity to understand and use idioms correctly and appropriately in their various socio-cultural environments without any emotional attempt and in the manner they are used by natives. Additionally, idiomatic competence is the ability to interact properly with idioms in the positions of both an addressor and an addressee (Buckingham, 2006 ; Burke, 1988).

Conclusion

Translating idioms is the most complex and problematic issues for most of EFL learners. Therefore, the main problems faced by the learners are failure to find the appropriate equivalence and failure to use the proper techniques in translation. Moreover, some difficulties are related to the nature of the idiom itself and others are concerned with the cultural differences between languages. Additionally, EFL learners are in need of improving their communicative skills through idiom- based learning. This chapter tackles some related points of the process of translation. Furthermore, it presents a general overview concerning the English idioms, and suggests some strategies to help EFL learners to overcome such challenges in translation and idiomatic competence.

CHAPTER TWO:
ICT AND THE SPECIALIZED ELECTRONIC
DICTIONARY

Chapter Two: ICT and the Specialized Electronic Dictionary

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Introduction

The current chapter is divided into the two parts. The first part provides a clear general overview about ICT in education highlighting its usefulness in foreign language learning and teaching. Moreover, we have introduced its benefits and drawbacks in education. In the second part we have spot the light on dictionaries focussing on the distinction between the electronic dictionary and the printed one. In addition, we will mention the specialized electronic version of the dictionary and its contribution to the process of translation.

2.1 Definition of ICT

Recently, it becomes very interesting to talk about the development of Information and Communication technologies (ICTs) in education. ICT is widely used in the domain of teaching and learning, especially in EFL classes. It helps learners to develop their skills. Many researchers believe that ICT tools play a significant role in improving EFL learners' communicative competence. Therefore, it is necessary to shed light on this issue and its impact on EFL learners' level.

Broadly speaking, ICT is a various set of technological tools used to communicate, store, create, share and exchange information. Bindu (2016) stated that ICT is the use of any sort of communication device or application such as computer, network and mobile phone in all different domains of life. Blurton (1999) mentioned that ICT is all the different technological means and resources which are highly used in the field of education.

Moreover, Toomey (2002) claimed that ICT is associated with those technologies that are mainly needed in communicating information. According to Bomodo (2010) "ICT is simply defined as the discipline which deals with the use of technologies to communicate and

to process information” (p. 05). To sum up, ICT is the use of a wide range of technological materials including computer, internet and mobile phones that allow learners to store and share information, and contribute in the development of the process of teaching and learning.

2.2 Types of ICT Tools

Basically, ICT refers to the set of technological instruments used to create, store and exchange information, to enhance the educational level. There are many sorts of ICT tools that can be used by both the teacher and the learner. In this respect, Lim & Tay (2003) stated that there are four categories of ICT tools that have been classified as follows:

2.2.1 Informative tools: information tools are set of applications that supply considerable quantities of information and knowledge in the form of format such as text, video, graphics and different digital resources available on the internet (Lim & Tay, 2003).

2.2.2 Situating Tools: situating tools are systems that help learners to try and have real life experiences through electronic devices, like: games, virtual reality and simulation (Lim & Tay, 2003).

2.2.3 Constructive tools: they are general purpose tools that can be used for manipulating information, constructing knowledge or visualize understanding for example, micro soft word or PowerPoint that are widely used in education. Moreover, web authoring applications allow learners to create their own web pages and communicate their ideas to the world (Lim & Tay, 2003).

2.2.4 Communicative tools: it refers to systems that make communication between the teacher and the learner easier such as email, chat, and social media (Lim& Tay, 2003).

On the other hand, Benmeddah (2017) mentioned other types of ICT tools. She believed that ICT consist of different set of tools and categories that are used by the teacher or the learner to ameliorate teaching and learning process. Here is a list of major ICT tools:

2.2.5 Computer: computer is an electronic means that had many different functions. It is an instrument which enables the user to store, retrieve and process data. Moreover, it used to send email, play games and type document. There are several kinds of computers composed of many components namely; software and hardware (Benmeddah, 2017).

2.2.5.1 Software: computer software is “a general term that describes computer programs. Related terms such as software programs, applications, scripts, and instruction sets all fall under the category of computer software” (Christensson, 2006, p.21). It is coded programs that control how the computer works and tells the hardware what to do and how to do it (ibid, 2006).

2.2.5.2 Hardware: computer hardware refers to any physical part of a computer; it includes all the computer’s internal devices (Christensson, 2006).

2.2.6 Internet: the internet is considered as a means of communication which had been spreading all over the world in different fields. The internet serves the people in many different aspects of life, especially in the educational field. It offers the learner a plenty of various sources that assist him, such as newspapers and services information for the world's major languages (Ward, 2003).

2.2.7 Projector: Projector is an electronic tool that works with lenses system to project image or film in form of screen. It is commonly used in formal situations such as conference room presentation. Projector has three main types namely: CRT (Cathode Ray Tube), LCD (Liquid Cristal Display) and DLP (Digital Light Processing) (Benmeddah, 2017).

2.3 The Use of ICT in English Foreign language Teaching and Learning

The Educational environment has changed dramatically over the past several decades in terms of the types of subjects and materials taught. With the spread and development of technology, the educational learning process has been affected. Thus, educational systems are invited to adopt an ICT integration strategy in order to improve the pedagogical practice. It is widely recognized that ICTs facilitate and enhance learning, especially English foreign language learning. In the teaching of English Language, tape recorders, videos, televisions, radios and projectors are the most common technologies at the disposal of the teachers of English language.

ICTs are utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the EFL learners. ICTs enable the teacher to modify teaching and learning strategies in order to create student centered learning environment instead of the traditional teacher centered which persisted for long. According to Zounek (2005), the main aim of using technology in teaching classes is to promote academic achievement. Moreover, Kumar and Tammelin (2008) stated that blended language learning relies on using mixed methods by combining face to face sessions with online activities which indeed need the application of ICT materials. On the other hand, Gulbaher and Guven (2008) claimed that the appropriate use of ICT tools in EFL teaching would enhance educational outcomes.

Afriyasanti (2011) believed that there are four stages of using ICT in teaching and learning. According to him, in the first stage, the EFL learner should discover ICT tools. In the following stage, they are supposed to know and understand the way ICT tools function. In the next stage, EFL learners are supposed to get some training on when and how to use ICT tools. In the final stage, teachers are supposed to control the teaching and the learning as language class rather than information technology class. He also added that the application of ICT devices in language classes gives the learner an opportunity to practice both language and

technology (as cited in Kolbakova, 2014). According to the study carried out by Wikan and Molster (2011), most EFL teachers depend on ICT applications to prepare their courses and to create quizzes. They also asserted that teachers tend to ask and motivate EFL learners to use ICT tools to search information, write reports and collaborate on computer project.

Additionally, Chahabra (2012) pointed out that the internet presents a merely source of authentic material in English, besides to the huge amount of knowledge and information sources that it offers. From the above mentioned perspectives concerning the use of ICT in EFL teaching and learning, it is strongly believed that the implementation of ICT tools into EFL context provides flexible and diverse teaching and learning methods.

2.4 Benefits of using ICT

Many studies have shown that the use of ICT in education has a positive effect on student learning outcomes, and on helping the teacher to work more comfortably and efficiently. Therefore, ICT can provide a considerable benefit in supporting learning. ICT facilitates sharing information and resources. For instance, teachers who use the computer inside the class will motivate students to continue using it even outside the classroom to achieve certain academic purposes. Furthermore, the teacher can support the pair and group work using ICT that facilitates the operation such as recording role-play and investigating using the internet. Consequently, Learners will become more active during the lessons; they use and apply what they already know about ICT in their studies.

In fact, many researchers supported the idea of using ICT in education. they believed that ICT can highly contribute to the development of educational level. Therefore, Flecknoe (2000) asserted that the main function of ICT is to facilitate the different forms of online conferencing and create a virtual discussion with classmates or teachers online. As result, teachers and learners can easily share and exchange information wherever they are. Accordingly, the application of ICT in teaching classes will for sure provide opportunities for

learners to raise their usage of language (Flecknoe, 2000). On the other hand, Grab (2005) argued that ICT has many helpful usages in education. According to his words, ICT is a powerful medium in presenting information in various methods through texts, pictures, tables and multimedia. Besides, ICT can also play distinctive instructional roles such as make the learners feel more relaxed to learn the manifold topics and task, and also make the learners active.

Furthermore, Becata (2004) stated that ICT is considered as an interactive and collaborative tool. That gives learners the chance to practice the different learning activities, like sharing knowledge, accessing information, and gathering data. Similarly, several studies have proved that using ICT in EFL classes has a very positive effect. It provides easy, practical and authentic resources to improve associated language skills (Genc, 2009; Mujtaba, 2013). Moreover, Mollaei (2013) emphasized that the implementation of ICT in teaching classes has become a crucial change of learning process, for the sake of enhancement of atmosphere. ICT also gives more opportunities for learners to manage their own learning program, thus the classroom becomes more learner-centred (Mollaei, 2013).

Eventually, it is widely believed that ICT has a positive effect on educational performance, particularly in English. ICT has a crucial role in improving learners' skills, and assisting them to learn more effectively. Moreover, ICT offers the possibility of structuring and delivering learning resources and opportunities that learners need. It is evident that the range and coverage of ICT is broad, and very relevant in knowledge acquisition.

2.5 Challenges of Using ICT

In spite the fact that ICT application has many benefits in improving teaching, it has many challenges existing in the practical. This is because of the difference in learning styles, perceptions and attitudes of both teacher and learner. Several studies on barriers of ICT in

education have been conducted by many researchers to identify those challenges. Dudeney and Hockley (2007) argued that teachers did not have enough experience and training in the use of ICT in the classroom. Consequently, they will spend time in learning new technologies, they also believed that many teachers do not use technology in the classroom because of the lack of technical support at schools.

According to studies carried out by George (2013) and Gholaminia (2014), among the factors that impede an effective application of technology in EFL teaching are teachers' poor ICT competence, limited access to ICT in schools and the lack of teacher training. However, Mollaei (2013) stated another reason which is "a lack of vision of technologies potential for improving teaching and learning and a lack of time to experiment" (p. 19). Additionally, Mollaei (ibid) believed that a lot of time and energy need to be spent on learning how to use ICT successfully by the learners. As a result, teachers tend to train learners how to use ICT when they are teaching English; consequently, they lose the time devoted to English. However, Imad (2015) pointed out that the insufficient knowledge about the pedagogical uses of technology may cause a serious challenge that discourages training teachers.

Recently, Benmeddah (2017) conducted a study that includes some difficulties encountered by teachers and learners when using ICT in the classroom. In her study, she investigated the factors that prevent the application of ICT. For instance, the unlimited access to internet makes learners who depend much more on ICT lose their performance and lack motivation from both teacher and learner. Although the use of ICT has several limitations, it is still considered as a powerful material with its various benefits that provide an enormous collaboration in teaching field and learning process.

2.6 Teacher's and Learner's Attitudes Towards the Use of ICT

The application of ICT provides us with new insights in teaching-learning processes and evolved as a part and parcel of education program. The use of ICT helps in the improvement

of the quality of education to make teaching-learning process more effective. With the wide spread of ICT, teachers and learners are more exposed to the use of ICT in the classroom. Therefore, a number of studies have been identified the different attitudes of both teachers and learners towards the implementation of ICT in teaching-learning process. Russell et al., (2003) asserted that experienced teachers use ICT more than teachers with less experience. According to Teo (2008) teachers support the use of computer in their classes since they believe that the computer is a useful device that helps learners in their learning process. These studies revealed that teachers have a positive attitude towards the use of technology in the classroom. Moreover, Totimeh (2012) claimed that teachers with more years of teaching experience depend on the application of ICT to introduce their lecture, unlike novice teachers who did not use it (as cited in Ndibalema, 2014). From the mentioned point of view of some researches, it is remarkable that along with the level of knowledge and practice, attitudes change.

On the other hand, Kubiato (2010) conducted a study about learners' attitudes towards the use of ICT in university. According to his words, the efficient use of ICT could have extra benefits of ameliorating attitudes and computer skills. Moreover, Sarfoet (2011) carried out a research on learner's attitudes towards ICT in order to provide a comparison between rural learners to urban learners. He claimed that urban learners possess a positive perception than the rural learners. Moreover, Ahmed et al (2007) asserted that learners in colleges have positive perception towards using mobile phones. Furthermore, Duran (2013) argued that learners depend on computers in their different learning activities as they may use it as an entertainment tool. Results reveal that learners' attitudes are positive regarding the use of ICT. Erguvan (2014) mentioned that the effective implementation of ICT into education depends highly on learners' attitudes that ultimately identify the way learners use ICT in the classroom.

2.7 E-learning

E-learning is concerned with the intended use of communications technology and networked information in teaching and learning. Several terms are used to describe this mode of teaching or learning such as virtual learning, distributed learning, online learning, networked or web-based learning. In fact, they all refer to the educational processes that depend on the implementation of information and communication technology inside and outside the classroom (Naidu 2006, as cited in Benchaabane, 2017, p. 55). Moreover, the term E-learning refers to anything supplied, enabled or mediated by electronic technology for the purposes of explicit learning (Fitzpatrick, 2012; Keith, 1996). On the other hand, according to Li and Masters (2009), ““e” in e-learning should not stand for electronic; it should be an abbreviation for evolving, enhanced, everywhere, every time and everybody” (as cited in EL-Seoud et al, 2014, p.20).

2.8 Definition of Dictionary

Dictionaries are very useful and simple tools that help language learners to check the meaning of unknown terms. More importantly, they provide learners with the pronunciation and spelling of difficult words, and they give information about how to use such words in simple sentences. According to Zgusta (1984), a dictionary is a combined list of linguistic items that identify the meaning of vocabulary which belongs to a given speech community. Moreover, Crystal (1986) suggested another definition concerning the term dictionary which is a reference book that contains words in alphabetical order. On the other hand, Decarrico (2001) asserted that learning vocabulary is the first step towards learning foreign language. Therefore, the use of dictionary is very crucial strategy that foreign language learners may depend on to acquire the different related vocabulary.

2.9 Foreign Language Learners and the Use of Dictionaries

The dictionary is among the first and the most popular tools foreign that language learners may use in learning any foreign language. It is considered as a pedagogical device that provides a great help for learners simply because it constitutes a valuable resources for both the teacher and the learner. It is widely believed that the use of dictionaries contributes to the effectiveness of foreign language learning. Honeyfield (1977) believed that words should not be learnt in isolation. Therefore, dictionary is seen as a necessary tool that can meet the needs of learners and reinforces learners' tendency to learn new terms. Moreover, Baxter (1980) pointed out that EFL learners depend highly on bilingual dictionaries. He added that this kind of dictionaries may affect learners' communication strategies. According to a study carried out by Béjoint (1981) to examine the use of monolingual dictionaries by EFL learners at French university, learners use dictionaries in their different learning activities. However, Laufer (1990) believed that foreign language learners may come across some difficult terms that they do not understand their meanings. Therefore, they consult a dictionary to find the intended meaning of such vocabulary. Additionally, Nation (2001) mentioned that dictionaries are a necessary device for language learners because dictionary helps learners to learn a new language through enhancing their comprehension and production of language. On the other hand, Steel (2012) claimed that mobile dictionaries are effective medium that assistants foreign language learners to enhance their background knowledge of related vocabularies.

2.10 Importance of Dictionaries

Dictionaries play a significant role for different users. The main role is in educational learning and teaching process. Generally, learners rely on dictionaries as an accurate source of information. The dictionaries ensure the successful access to information. Dakun (2001)

conducted a study on the usage and role of dictionaries, he identified that the best role of dictionaries is to aid learners, teachers and researchers in translation. This role is mainly related to the explanation of meaning and vocabulary involved in terms and words or phrases.

2.11 Types of Dictionary

2.11.1 Bilingual Dictionaries

Baxter (1980) pointed out that bilingual dictionaries are commonly used among foreign language learners. This kind of dictionary used for both reading comprehension and vocabulary learning. Learners may use the bilingual dictionary whether to look up totally unfamiliar words or to confirm their understanding of partially known L2 lexical term (Hulstijn 1993; Knight 1994). On the other hand, the bilingual dictionary has two object languages. It provides equivalents in the associated cultural environment in the target language for each word and expression in the source language (Hartmann, 2001; Tarp, 2002, as cited in Wai 2003,p24).

2.11.2 Monolingual Dictionaries

Underhill (1985) believed that this kind of dictionaries assist the learners to think in the target language and get out of the translation rut. Hartman (1991) claimed that the very fact of using a monolingual dictionary is a useful search experience that might yield more learning fruit than the learners had originally intended. Moreover, Monolingual learner's dictionaries are constantly being improved because they are based upon regularly updated corpus data that provide an empirically-based description of the language (Rundell, 1998).

On the other hand, Samuel (2006) mentioned other categories of dictionaries. He asserted that dictionaries are divided into various sorts depending upon their nature, scope, function, purpose, usefulness or applicability and language.

2.11.3 General Language Dictionaries

According to Samuel (2006), general dictionaries are the most popular and readily used dictionaries. They contain common words of a language pertaining to all fields of knowledge. e.g. Oxford English Dictionary and Webster's Third new International Dictionary. The general dictionary covers the total language. The dictionary of any size may be a general dictionary. It involves words from all spheres of human activities and all areas of the life of the speakers of the language.

2.11.4 Subject Dictionaries

Samual (2006) pointed out that dictionaries that deal with vocabulary of a particular subject field are known as subject dictionaries. It is devoted completely to specific subject fields and it includes highly specialized technical terms of a particular subject. Such as: McGraw-Hill Dictionary of Scientific & Technical Terms (McGraw- HillProfessional 6th edition 2002) and Dictionary of computing (Oxford University Press.2008).

2.11.5 Translating Dictionaries

Samual (2006) claimed that translating dictionary includes words of two or more languages. It gives equivalent words in many different languages. It is also called inter-lingual dictionary. There are three kinds of translating dictionaries which are classified according to the different equivalent terms given in distinctive language. Bilingual Dictionaries translates words into two languages; however, dictionaries which give equivalent words in three languages are known as trilingual Dictionaries. Additionally, the dictionaries providing equivalent words in four or more languages are Multi-lingual dictionaries or polyglot dictionaries (Samual, 2006).

2.11.6 Special Dictionaries

Special dictionaries deal with special purpose and aspects of language. They are much more comprehensively than the general dictionaries. According to Samual (2006) special dictionaries are categorized into three groups according to their scope and content. The first group of special dictionaries covers specific linguistic aspect of words (e.g. dictionary of pronunciation, punctuation, spelling, synonyms, acronyms and antonyms, usage, etymological, abbreviations and historical). The next ones deals with a special type or class of words (dictionary of slang words, new words, difficult words, abbreviations, dialect words, obsolete words, names, cross word puzzles, signs, Terminologies and symbols, anagrams). The last category is related to literary aspects and catering to special group of persons (rhymic words, idioms, proverb, quotations, and phrases).

2.12 Formats of Dictionaries

Generally, dictionaries are available in a number of formats depending on learner's needs. They can be in the form of printed dictionary or electronic dictionary (Samual, 2006).

2.12.1 Printed dictionaries

They range from small pocket-sized editions to large comprehensive multi-volume works (Samual, 2006). However, electronic dictionaries are completely different from the printed one.

2.12.2 Electronic Dictionary

The electronic dictionary (ED) is among the first tools a foreign language learner uses. Students also highlighted that they use the mobile dictionary mostly for tasks related to pronunciation, spelling, writing, and most importantly in finding the meaning of new vocabulary. Therefore, the use of electronic dictionary is becoming increasingly widespread in which a variety of electronic dictionaries such as such as: monolingual, bilingual,

collocational and others do exist in one device. Learners become more aware about which type of dictionary they need to take to a particular class or use for a given task.

In common sense, ED refers to the use of any reference material saved in electronic arrangement. ED provides information on spelling, meaning, and word usage; moreover, it scans, interprets and translates written words. Nesi (1999) claimed that language learners have used electronic dictionaries in improving pedagogical skills. She added that learners would like the electronic dictionary to be comprehensible and easy to use. As Bax (2003) argued that language learners are increasingly using new technologies to write, search, and communicate with the help of the web. Hence, among all these technologies, ED is a particularly popular device for EFL learners.

Dashtestani (2013) pointed out that the role ED in language learning has become increasingly interesting. Accordingly, the use of ED for EFL purpose by learners has increased. “An electronic dictionary is a “hyper-reference” means that it offers instant access to the looked up word and any related information, with clear and direct return path to the target word” (Aust et al., 1993, p. 64). Hartmann and James (1998) defined the term as being a language tool that makes use of technological tools to display information on-screen.

Eventually, ED is a portable electronic tool that serves as the digital form of any sort of dictionary. It has many forms such as: application on mobile, online products and dedicated handheld device. ED has different features it is equipped with text-to-speech and speech-to-text capabilities, interactive vocabulary games and internet access. ED is faster in search speed, lighter in weight and smaller in size that includes a huge number of vocabularies.

2.13 Electronic Dictionaries Vs Printed Dictionaries

It is well argued that foreign language learning has always been a process carried out with the assistance of dictionaries. Consequently, the use of dictionaries in EFL learning is common and has been widely discussed. Further, with rapidly developing technology the

choice of available dictionaries is expanding. Since most EFL learners own mobile phones, they tend to use this technological tool for educational purposes. Therefore, they depend on the application of electronic dictionaries that aid them in their learning process. However, there is still a large number of learners who use paper dictionaries. In fact there are some differences exist between the electronic dictionaries and the paper ones.

According to a study carried out by Koga (1995), the electronic dictionary is more helpful compared to the printed one for those learners with higher reading scores. Moreover, Nesi (1999) claimed that learners may prefer to use electronic dictionary rather than printed version due to its benefits. Accordingly, electronic dictionary provides multiple methods for looking up words, and allows learners to get much information required simply by typing the word on a small keyboard and immediately get the results; consequently, the process of searching for a word is less time-consuming. In addition, the learner may have access to an audio sample instead of pronunciation symbol (Nesi, *ibid*)

However, Laufer and Hill (2000) stated that learners get used to printed dictionary that is why they cannot be familiarized with electronic dictionaries easily as they get frequent updates. Additionally, Stirling (2003) pointed out that speed and ease of using electronic dictionaries can be disadvantageous for vocabulary learning even though it is believed that “looking up more words might be beneficial to vocabulary learning” (Komuro et al., 2006, p. 133 as cited in Zheng & Wang 2016).

Nevertheless, by comparing the use of electronic dictionary to the printed one, some researchers found that the use of paper dictionary may cause some drawbacks. Hence, Arnold (2009) noted that the process of searching for vocabularies takes too much time. Time is wasted in repetitive actions such as stopping, flipping pages, searching for the right entry, and finally determining the correct translation in light of the context (as cited in Filer, 2016). In addition to the physical form that shapes printed dictionary which takes space; further, the

added words to English language that may not be included in the printed version since this version does not get updates.

On the other hand, Chen (2010) conducted a study in which he investigated the effect of printed or electronic dictionary on vocabulary learning. The findings revealed that there were not statistically significant differences in participants' comprehending, producing and remembering vocabulary items searched through printed or electronic dictionary. Dziemianko (2010) argued that electronic dictionary is more swayful in adding learners through receptive and productive tasks as well as recalling the searched words and collocations.

Lew (2010) stated that EDs offer interactive ways of finding the meanings of word in comparison to printed dictionaries. In comparison to printed dictionaries, searching for word meanings is only a simple click of the mouse on the online interface and scrolling up and down the pages on the screen. Lou and Li (2012) conducted a research about learners' preference of using printed dictionary and electronic dictionary. They found that the use of printed dictionaries was more dominant when learners were in school. However, as they become more mature, they opt to use electronic dictionaries.

2.14 Types of Electronic Dictionaries

The employment of the dictionary has become a necessary part of successful language learning. The digital era we live in makes dictionaries, particularly the electronic ones easily available to the vast majority of EFL learners. Electronic dictionaries are classified into several types, and a number of researchers have proposed different typologies of EDs using different criteria. According to Ingels (2006), a good explanatory dictionary includes noteful and valuable information; it does not provide only definition of entries. However, it also supplies its users with information on grammatical, lexical, and pronunciation particulars.

Moreover, Zykova (2008) believed that all linguistic dictionaries belong to two groups according to the information they provide explanatory, dictionaries and specialized (special

purpose) dictionaries. Additionally, he stated that specialized dictionaries are concerned with the lexical unit only in relation to some of their features, such as etymology, usage, frequency, or pronunciation. On the other hand, Carter (2012) mentioned that learners should be aware of the difference between monolingual dictionaries for native speakers like: Merriam Webster's Collegiate Dictionary (2003) or Concise Oxford English Dictionary (2011) and monolingual dictionaries for second or foreign language learners such as Collins COBUILD Advanced Learner's Dictionary (2014) or Oxford Advanced Learner's Dictionary (2015).

Nesi (1999) suggested another classification concerning types of access to EDs. She mentioned that EDs can be stored and accessed in a number of ways. They are also available as applications on mobile phones or through the Internet as online dictionaries. They can also be stored on a CD-ROM that can be installed on a computer hard disk for use with a desktop or a laptop computer. Almost all PDs have been converted into CD-ROMs, or/and have become widely available online.

2.15 The Benefits of Electronic Dictionaries

Nesi (2003) stated that various types of electronic dictionaries offer audio and visual information and exercises in multimedia format. She also added that the rich information offered by EDs is that it makes them a reference tool which not only provides information on various aspects of vocabulary knowledge, but also serves as a language learning device. Laufer and Hill (2000) pointed out that the high speed and the ease of access to electronic dictionaries encourage language learners to make frequent use of them in the process of vocabulary learning. They go on to make a significant point that using ED increases the chance of acquiring the look-up words.

Al-Jarf (2001) illustrated that those learners who enjoyed vocabulary learning through the use of electronic dictionaries had the highest gains in vocabulary. Thus, audio aids stimulate learners' vocabulary acquisition in ED. According to Wood (2001, p. 182) "Devices

that allow users to click on words to hear them pronounced, and sometimes defined, can enhance understandings about new words”. Lew (2010) asserted that the use of ED offers an interactive alternative in searching for word meanings of which printed dictionary could not. Moreover, Learners can bring it along to almost everywhere and anywhere as it is stored in their mobile phones and is proven to be more convenient to use, speeds up access to a particular word in search.

Al-Seghayer (2001) argued that audio aids have the additional advantage of increasing vocabulary recall and retention due to their combination of sounds and text image. He pointed out that ED has many functions and he explained that by using an electronic dictionary, learners can click on the words and listen to the correct pronunciation and stress of the new words and hear the sample sentences that exemplify them in context.

Golonka at al., (2012) asserted that electronic dictionaries provide a wide range of benefits for EFL learners including possibility to conducting quick searches, improving the input provided for learners, and recognizing of different learning styles and strategies. Furthermore, learners who use electronic dictionaries are reported to complete reading activities more quickly than those who use paper dictionaries (koyama & Takeuch, 2007). Other significant advantages of using electronic dictionaries for learning EFL are easy application, speed, small size and improvement in learners’ autonomy (Stirling, 2003).

2.16 The Role of Specialized Electronic Dictionaries in Translation

Dictionaries have always been prominent and common to EFL learners among all types of translation tools. Since dictionary types vary from printed versions to electronic ones, EFL learners depend much more on the electronic dictionaries whether the general or the specialized kind. “In the process of translation, reference needs arise, both factual and linguistic, which the translator attempts to meet mainly by consulting dictionaries and other reference works” (Hartmann and James 2000, p. 146). Furthermore, EFL learners still use

specialized electronic dictionaries more often than general dictionaries (Abu-Ssaydeh, 1991). Tarp (2009) asserted that the use of specialized electronic dictionaries designed to assist learners to solve problems in the process of translation. Pastor and Alcina (2010) stated that the implementation of specialized electronic dictionaries is mainly for the purpose of translation; additionally, L'Homme (2010) claimed that specialized electronic dictionaries have an effective impact on EFL learners' translation in which they provide the learners with accurate and appropriate interpretations of the different aspects of English language. Thus, specialized electronic dictionaries are available to many language learners and their advantages in size and search speed make them extremely popular among EFL learners. Finally, the use of this particular type of dictionaries has proven its success in improving learners' translation ability.

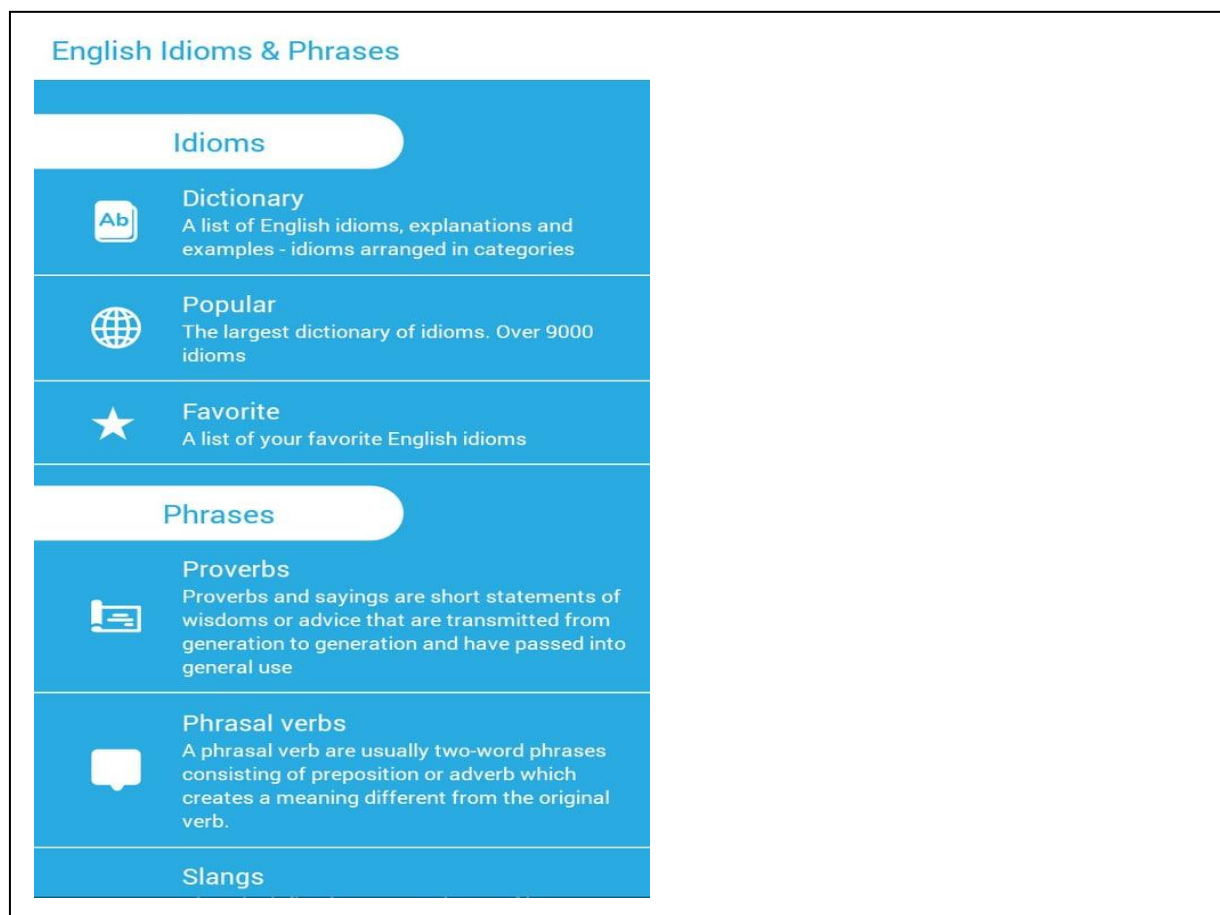


Figure 01 Specialized Electronic Dictionary Screenshot Application



Figure 02 Specialized Electronic Dictionary: Idioms and Meaning

Conclusion

Technology has proven its significant role in enhancing language learning and teaching and the implementation of ICT is not a new concept or practice for EFL teachers and learners. Therefore, this chapter was divided into two main parts; the gist of the first part was turning around a general overview about TCT by highlighting its types, benefits and its relation to e-learning. The second part have discussed one of the most effective learning tools that assist EFL learners in their learning tasks that has been passed through a significant development from printed to specialized electronic dictionaries. Thus, this part spotlights some types of electronic dictionaries and their important role in facilitating the process of translation.

CHAPTER THREE:
FIELD WORK AND DATA ANALYSIS

Chapter Three: Fieldwork and Data Analysis

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Conclusion

Introduction

The current study seeks to investigate the role of specialized electronic dictionaries in facilitating the process of translating idioms. Basically, the present chapter of this research demonstrates the field work which is regarded to be the most significant part of the entire study to which the results and hypothesis testing will be ascribed. In this respect, the chapter provides the description of each data collection methods, data analysis and the interpretation of the results. In addition, it provides the statistical procedures included in this chapter which are used to examine the hypothesis under investigation. Finally, a detailed description and discussion of the results will be introduced as an attempt to confirm the hypothesis suggested in this study.

3.1 Rational for Research Approach

This study has been conducted through a mixed method research approach. The quantitative method is adopted through the use of quasi experimental research that aimed to evaluate the effectiveness of specialized electronic dictionaries and to answer the first research question which is "would the use of the specialized electronic dictionary improve EFL learners' ability to translate idioms?". Furthermore, a questionnaire for students aimed to collect numerical and descriptive data in order to answer the second research question which stated "what are the perceptions of students towards the use of specialized electronic dictionary for the translation of English idioms?". Eventually, the qualitative method is adopted through the use of teachers' interview aimed to gather teachers' attitudes towards the use of specialized electronic dictionaries and to answer the last research question of this study which stated "what are the attitudes of teachers towards the use of specialized electronic dictionary for translating English idioms?"

3.2 The Quasi-experimental Study

The purpose of the quasi-experimental study was to explore the role of specialized electronic dictionary in facilitating the process of translating English idioms. This chapter describes the methods and procedures used in the quasi-experiment, including the selection of the sample the description of quasi-experiment, the construction of tests and the data collection producers.

3.2.1 Sample and Population

The population of this study was Third-Year LMD students of English as a Foreign Language at Mohamed Kheider University in Biskra. Based on a simple random sampling technique, fifteen (15) EFL learners have been chosen and volunteered to participate in the present study from a total number of four-hundred (400) EFL learners. Fourteen (14) females and one (1) male participant were chosen simply because they are dealing with the module of theme and version (translation) and they had been expected to have a good command of English language and a considerable knowledge of English idioms.

3.2.2 The Description of the Quasi-experiment

The aim of the quasi-experiment is to investigate the effectiveness of SED in facilitating the process of translating English idioms. Moreover, according to Moore, (2008 as cited in Meddour, 2014) quasi-experiment has specific designs that can provide helpful discussions of cause and effect relationship between the variables of the study. Thus the quasi-experimental research design is considered to be as the most feasible method to conduct this research study rather than the true experiments because we are dealing with humans in social sciences.

The present study adopts the quasi-experimental method for one main reason which is to examine the effect of SED on facilitating EFL learners' translation of idioms. Thus, the one group pretest-posttest design has been chosen to examine the resulted outcomes from the integration of SED in EFL classroom. The quasi- experiment was carried out in seven (7)

sessions on three stages: the pre-test, the quasi- experimental treatment and the post-test. Those different stages aimed at gathering the necessary data from the experimental group before and after the treatment and gathering information about the sample learners' ability of translating idioms. The treatment level which takes place during a period of time allowed the researcher to measure the potential effect caused during the experiment and helped in measuring the difference between means in the pretest and posttest.

Furthermore, the present study with the whole one-group pretest-posttest design has been conducted in five weeks. The one-group pretest-posttest design sessions have been administratively divided as follows: a session for the pretest (at the first week), five sessions for the treatment (during the second, third, fourth and the fifth week), and a session for the post-test (in the last week), each session took one hour and a half . During the treatment level, the one-group study participants were exposed to the use of SED during the tasks of translation, particularly, the task of translating English idioms.

3.2.3 Quasi experiment procedure

This quasi experiment was carried out into three main stages:

3.2.3.1 Pre-test:

Translation test was about one hour and half. It was administrated to participants one day before the experimental treatment. It comprised of two main tasks. In this test the participants were asked to interpret, then translate twenty (20) English idioms from English into Arabic. This task was chosen on purpose as it was intended to evaluate participants' ability of translation and to examine their idiomatic competence.

3.2.3.2 The Quasi-Experimental Treatment

The treatment was carried out in five sessions; participants were taught under the application of SED to check its effectiveness on learners' ability to translate English idioms. At the beginning, we have explained the educational application of SED and the purpose

behind the application of this material in order to make the participants familiar with it. Moreover, the sample of the study received a particular instruction about idioms. They have been taught some definitions of the idiom in addition to its different types, categories, classification and some general points concerning the translation process. In each session, participants were asked to translate some English idioms depending on their own cultural background. In some cases, participants were encountered with some difficulties due to different factors. Consequently, their translation was inappropriate; therefore, they were asked to translate them again with the use of SED. In each session, a set of idiomatic expressions were written on the board and participants were asked to think about the possible idioms meaning, then to give the appropriate equivalent in the TL with the aid of SED. Next, the researcher checked their answers and provided corrective feedback on their interpretations and translation. Following the completion of treatments, students were asked to take the post-test with the aim to measure their idiomatic competence at this stage and evaluate their ability in translating English idioms.

3.2.3.3 The Post-test

It is a test administered after the treatment to participants; it contains three different activities to examine the learners' translation of idioms and to discover whether the use of SED has affected positively the learners' translation of idioms or not. In the first included activity, learners were asked to put each given idiom in the suitable example. Whereas, in the next activity, participants were instructed to choose the appropriate expression which refers to its correspondent idiom. The last activity was about translating ten idioms from English into Arabic.

3.2.4 Analysis and Interpretation of the Scores

At the end of the treatment, participants scores in both tests (pre-test and post-test) were, collected, interpreted and analysed statistically and represented graphically using the

experimental research conventional quantitative descriptions, namely the frequency distribution of scores in both tests, the mean, standard deviation, T-test and hypothesis testing because these statistics "are the most widely used measures in research reports and papers" (Calder & Sapsfords, 2006, p.214 as cited in Meddour 2015).

3.2.4.1 Statistical Consideration

In order to attain the difference between the pre-test and post-test results statistically, we need to compute the mean, the variance, and the standard deviation. However, we decided to calculate the standard deviation using the frequency distribution of scores. The researcher decided to calculate the standard deviation using the frequency distribution of scores.

- **The Mean:** it is symbolized in writing as, which represents the average of scores. The formula of mean is as follows:

$$\bar{x} = \frac{\Sigma Fx}{N}$$

- **The Standard Deviation (SD):** is used to calculate to what extent a set of scores varies in relation to the mean. The formula of SD is as follows:

$$SD \text{ pre} = \sqrt{\frac{\Sigma x^2 - \bar{x}^2}{N}}$$

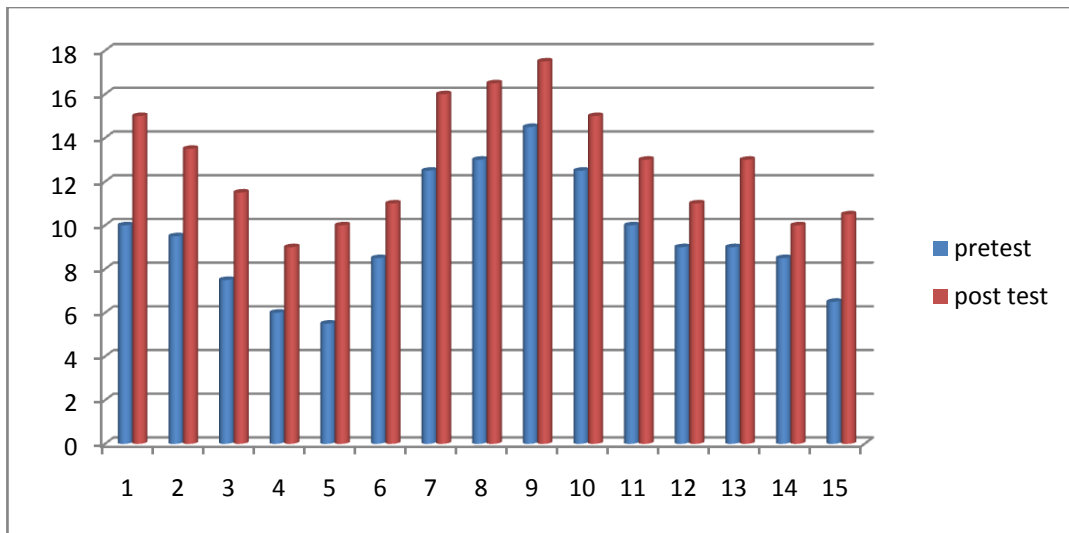
3.2.4.2 Students' Scores

The table below indicates the obtained scores in the pre-test and post-test respectively. We have considered students' initials which are ordered alphabetically in accordance to their last names as pseudo names.

N	Students' names	Pre-test	Post-test
01	A.F	10	15
02	A.G	9.5	13.5
03	A.K	7.5	11.5
04	A.I	6	9
05	A.O	5.5	10
06	A.R	8.5	11
07	D.M	12.5	16
08	F.A	13	16.5
09	G.F	14.5	17.5
10	G.I	12.5	15
11	G.S	10	13
12	K.M	9	11
13	T.A	9	13
14	T.N	8.5	10
15	T.W	6.5	10.5
Sum of scores Σ		142.5	192.5
Mean of scores		9.5	12.83

Table 1. Pre-test and Post-test Students' Scores

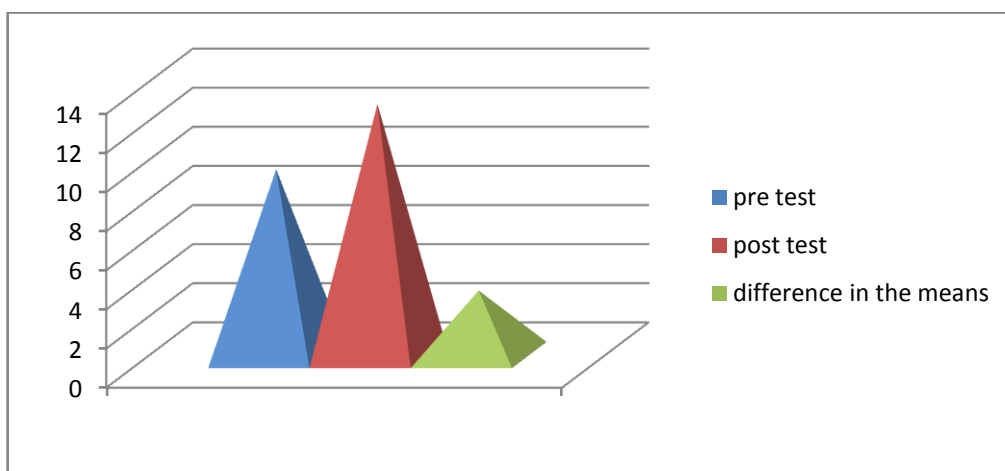
The table 1 and the graph 1 indicate that there is remarkable improvement in participants' scores from pre-test to post-test, which is presented in the sum of scores (142.5 vs. 192.5) and the difference in means (9.5 vs.12.83). The table below demonstrates how participants achieved in both tests by comparing statistically the means of scores.



Graph1. Pre-test and Post-test Students' Scores

Tests	Pre-test	Post-test	The difference in the means
Means	9.5	12.83	3.3

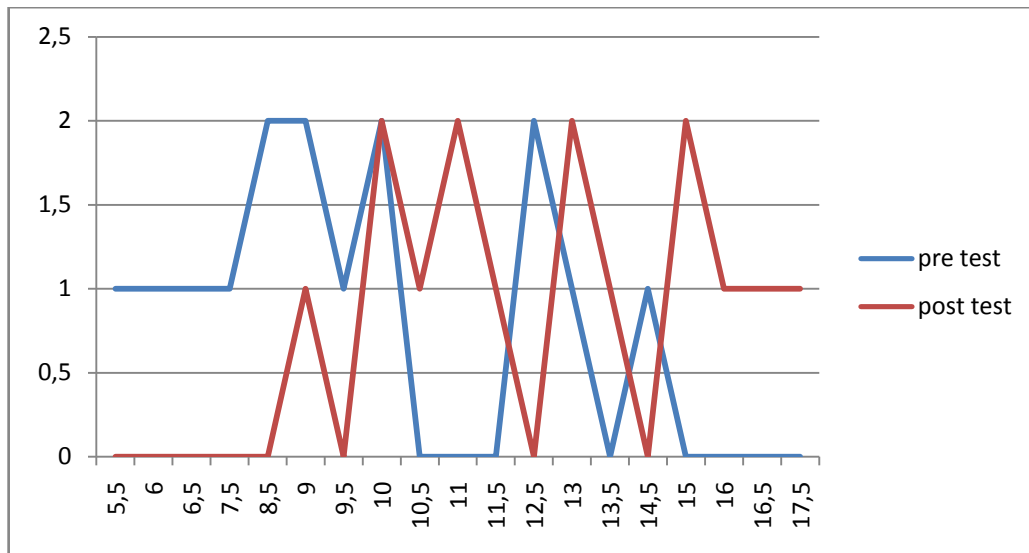
Table 2. Pre-test and Post-test Means of Scores



Graph2. Pre-test and Post-test Means of Scores

Pre-test		Post-test	
Score "Xpre"	Frequency "F"	Score "Xpost"	Frequency "F"
5.5	1	9	1
6	1	10	2
6.5	1	10.5	1
7.5	1	11	2
8.5	2	11.5	1
9	2	13	2
9.5	1	13.5	1
10	2	15	2
12.5	2	16	1
13	1	16.5	1
14.5	1	17.5	1
Sum of "F"	15	Sum of "F"	15

Table 3. Frequency Distribution of Score Values



Graph 3. Frequency Distribution of Score Values

From the table 3 and graph 2 displayed results, we notice the considerable difference in participants' scores from pre-test to post-test, which is indicated by the difference in the score means (3.3) that initially indicates improvement in the test performance by the participants. Therefore, we can make preliminary inferences on the participants' better performance to the claim that is due to the use of SED which is proposed as assistant tool in sessions' treatment that participants have gone during the quasi-experiment.

The table 3 and the graph 3 above indicate the frequency distribution of score values in both pretest and post-test. The researcher determined the range of scores in both tests, the scores above and below the average, and the lowest and the highest scores in order to assort the required statistical procedures for the above frequency distribution score values. Starting with the pretest, the researcher notices that:

- The scores values in pretest range from 5.5 to 14.5 with the supremacy of the score with the supremacy of the score (8.5), (9), (10) and (12.5).
- 7 scores are less than the average 10 and 4 are scores more than the average 10.
- The scores (8.5), (9), (10) and (12.5) being the highest score frequency.

As far as the posttest is concerned too, we observe the following:

- The score values in posttest range from 9 to 17.5 with supremacy of the score (10), (11), (13) and (15).
- 1 scores is below the average 10 and 10 scores are above the average 10.
- The scores (10), (11), (13) and (15) being the highest score frequency.

As it can be seen, we notice that in the pretest 7 participants' scores are less than the average 10 and 4 participants' scores are more than the average 10. This indicates that the students' ability of translating idioms was poor. Meanwhile, in the posttest, all the participants' scores are above the average 10 except one score which is less than the average. As a result, this indicates that participants' ability of translating idioms is improved through the use of SED which facilitates the process of translation.

Pretest			
Score "Xpre"	Frequency "F"	Frequency Score Fx	Square of Frequency Score Fx ²
5.5	1	5.5	30.25
6	1	6	36
6.5	1	6.5	42.25
7.5	1	7.5	56.25
8.5	2	17	289
9	2	18	324
9.5	1	9.5	90.25
10	2	20	400
12.5	2	25	625
13	1	13	169

14.5	1	14.5	210.25
Sum of "F"	N=15	$\Sigma Fx = 142.5$	$\Sigma Fx^2 = 2272.25$

Table 4. The Frequency of Scores, the Mean, and the Standard Deviation of the Pre-test Scores.

$$\text{Mean } \bar{X}_{\text{pre}} = \bar{x} = \frac{\Sigma Fx}{N} = \frac{142.5}{15} = 9.5$$

$$\bar{X}_{\text{pre}} = 9.5$$

$$\text{Standard Deviation } SD_{\text{pre}} = \sqrt{\frac{\Sigma x^2 - \bar{x}^2}{N}} = \sqrt{\frac{2272.25 - 90.25}{15}} = \sqrt{145.46} = 12.06$$

$$SD_{\text{pre}} = 12.06$$

Post-test			
Score "Xpost"	Frequency "F"	Frequency Score Fx	Square of Frequency Score Fx ²
9	1	9	81
10	2	20	400
10.5	1	10.5	110.25
11	2	22	484
11.5	1	11.5	132.25
13	2	26	676
13.5	1	13.5	182.25
15	2	30	900
16	1	16	256
16.5	1	16.5	272.25
17.5	1	17.5	306.25
Sum of "F"	N=15	ΣFx= 192.5	ΣFx ² =3800.25

Table 5. The Frequency of Scores, the Mean, and the Standard Deviation of the Post-test Scores.

$$\text{Mean } \bar{X}_{\text{post}} = \bar{x} = \frac{\Sigma Fx}{N} = \frac{192.5}{15} = 12,83$$

$$\bar{X}_{\text{post}} = 12,83$$

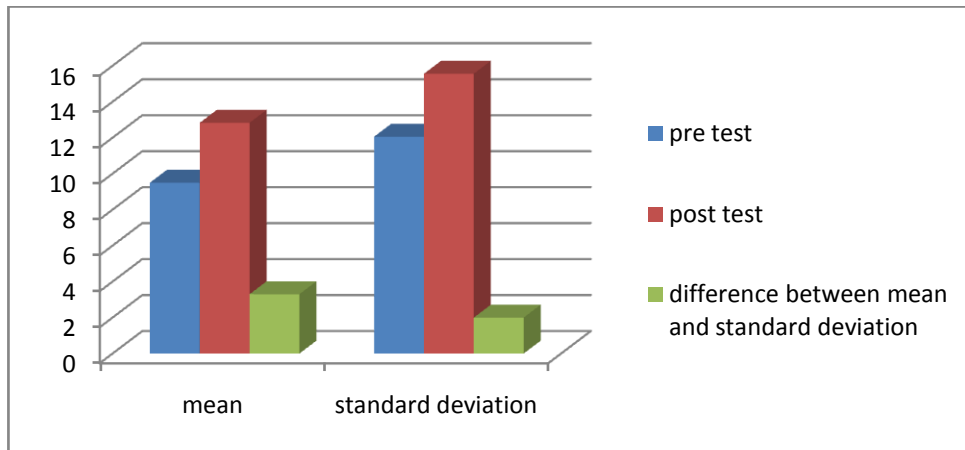
$$\text{Standard Deviation } SD_{\text{post}} = \sqrt{\frac{\Sigma x^2 - \bar{x}^2}{N}} = \sqrt{\frac{3800.25 - 165.89}{15}} = \sqrt{242.29} = 15.56$$

$$SD_{\text{post}} = 15.56$$

Descriptive statistics	Pre-test	Post-test	The difference
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Mean	9.5	12.83	3.3
Standard Deviation	12.06	15.56	3.5

Table 6. Comparison of the Pretest and Posttest's Mean and Standard Deviation



Graph 4. Comparison of the Pre-test and Post-test's Mean and Standard Deviation

According to the results displayed in the table 4 and 5, the specialized electronic dictionary application that participants have used in the experimental treatment has slightly increased the participants' scores in the posttest. However, the difference between the Mean and the Standard Deviation are not highly noticeable to the extent to claim that the application has greatly improved students' ability of translation. Otherwise, the application has left great impact participants' better scoring that is indicated in the noticeable progress of the majority of the participants. Thus, in order to confirm this slight difference statistically, one needs to obtain extra descriptive statistics for better consolidation of the results which is the calculation the T-test.

3.2.4.3 Inferential Statistics

3.2.4.3.1 T-test Calculation

The t-test seeks to compare between two means in order to discover whether there are statistically significant differences between two tests or two groups.

Cohen, Manion, and Morrison (2007, p.543, as cited in Meddour, 2014), suggested the following formula which is used to calculate the **t** value:

$$t = \frac{\text{sample(or test)one mean} - \text{sample (or test)two mean}}{\text{standard error of the difference in means (SE)}}$$

To calculate the Standard Error (SE), the following formula needs to be applied:

$$SE = \frac{SD}{\sqrt{N}}$$

SD: Standard Deviation **N:** The number of the sample, which is N=20

In addition, we need to consider these statistics:

$$\bar{X}_{\text{pre}} = 9.5$$

$$\bar{X}_{\text{post}} = 12.83$$

$$SD_{\text{pre}} = 12.06$$

$$SD_{\text{post}} = 15.56$$

$$SE = \frac{SD}{\sqrt{N}} = \frac{12.83-9.5}{\sqrt{15}} = \frac{3.3}{3.87} = 1.38$$

$$SE = 0.86$$

Standard Error of the difference in means is **0.86**

By applying the above t-test formula, we obtain the following:

$$t - test = \frac{\bar{x}_{\text{post}} - \bar{x}_{\text{pre}}}{SE} = \frac{12.83 - 9.5}{0.86} = \frac{3.33}{0.86} = 2.47 \quad t = 2.47$$

3.2.4.3.2 Hypothesis Testing and Interpretations

The null hypothesis **H0** indicates that there is no difference between the pre-test and post-test means. However, the alternative hypothesis **H1** proposes that there is a statistical significance between the means of the pre-test and the post-test.

H0 = we hypothesize that the use of SED will not facilitate EFL learners' translation of idioms.

H1 = we hypothesize that the use of SED will facilitate EFL learners' translation of idioms.

Hypotheses Testing: H0 : $\bar{x}_{\text{post}} = \bar{x}_{\text{pre}}$

H1 : post > pre

The null hypothesis H0 means that there is no statistically significant difference between the means of the group in the pretest and posttest. Meanwhile, the alternative hypothesis H1 suggests that there is statistically significant difference between the means in the pretest and posttest.

Alpha level: α **0.05**, one tailed (directional) decision.

Observed statistics: $t_{\text{obs}} = 2.47$

Critical statistics: $t_{\text{crit}} = 1.76$

Degree of freedom: $df = 14$

N	Tests	Mean	Std deviation	P-value	Critical value	T-test value
20	Pre-test	9.5	12.06	0.05	1.76	2.47
	Post-test	12,83	15.56			
	Difference	3.3	3.5			

Table 7. The Final Obtained Results

The alternative hypothesis **H1** is accepted and the null hypothesis **H0** is rejected because the T test value (2.47) is greater than the critical value for fourteen degrees of freedom (1.76). All in all, the participants had been exposed to the application during the period of the SED application treatment in order to confirm the effect of such treatment on EFL learners' idiomatic competence. Since the null hypothesis was rejected, this means that we are 95 % sure that the relationship between the dependent variable 'D' (the post-test scores) and the independent variable 'ID' (the use of SED) did not occur by chance. The remarkable progress of the participants in the post-test has statistically proved the powerful benefits of specialized electronic dictionary in improving EFL learners' ability of translating idioms. Confirming the alternative hypothesis supports the substantial claim that the specialized electronic dictionary (SED) application as an innovative teaching tool in facilitating EFL learners' ability of translating English idioms.

3.3 Students' Questionnaire

3.3.1 Aim of the Questionnaire

Students' questionnaire seeks to collect the necessary data in order to explore the role of the SED in facilitating the process of translating English idioms. Also, it aims at revealing students' opinions and attitudes towards the use of SED.

3.3.2 Description of the Questionnaire

The questionnaire (see appendix E) has been administered to the same sample (third year LMD students at the division of English) in order to obtain the participants' valuable feedback about the effective use of SED in facilitating the process of translating English idioms. The distribution of the questionnaire took place after three weeks from the session of the posttest because of the political situation of the country. This questionnaire consisted of nineteen (19) questions which are organized in a logical order and managed in form of closed ended and opened ended questions, and it is subdivided into three parts.

The first part one is about the background of the participants where the researcher aims at collecting information (general information). It contains two questions (Q1 and Q2) which presented learners' gender and their level of proficiency in English. Part two (regarding translation of idioms) contains four questions (from Q3 to Q6) which states learner's ability in translation, whether they have been asked to translate English idioms in some courses or not, if they have faced difficulties in translating idioms and what strategies they use to cope with these difficulties of translation.

Moreover, part three (ICT and SED) includes fourteen questions (from Q7 to Q19) concerning the use of technology in learning English. Students were asked to identify the kind of ICT devices they use, type of dictionaries they have, if they use the electronic dictionary in translation, and where they often use it. We asked them if their teachers encourage them to use Electronic dictionaries inside classroom. Also, they were supposed to give their opinions about the usefulness of electronic dictionaries in translation. They were asked if they used to use SED in translation. They were asked to report their opinions about the use of SED (after the treatment) in terms of the improvement of their ability of translating idioms.

Moreover, they were asked to opt for the response that indicates in what way SED helps them after getting experienced to the use of SED. In addition, we asked them to choose which aspect of English language they tend to improve by using SED, and if learning idioms through the SED helps them in other courses. Finally, the last question was about their learning interest and motivation after using SED.

3.3.3 Analysis and Interpretation of the Results

Part One: General Information

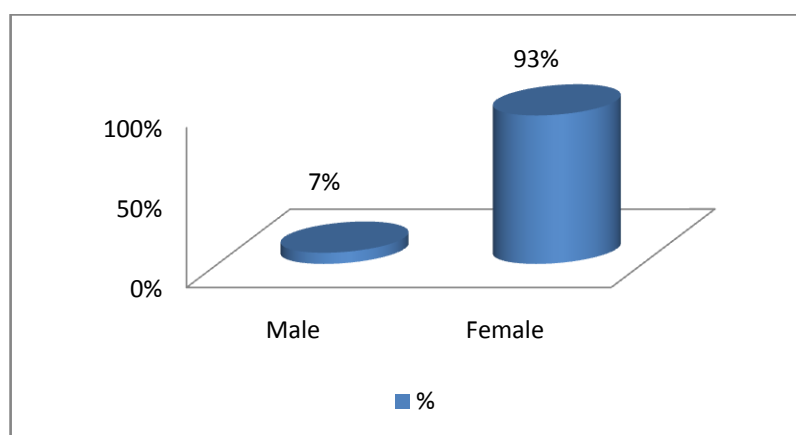
Q1. What is your gender?

Option	Number	%
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Male	1	7%
Female	14	93%
Total	15	100%

Table 8. Students' Gender Distribution

This question aims to know if gender affects the use of SED. The table 1 and the graph 5 indicate that out of 15 participants, 14 (93%) students are females and one (7%) student is male. These results reveal that girls are more interested in studying English language than boys who are more interested in the scientific branches or they prefer to work in an early age.

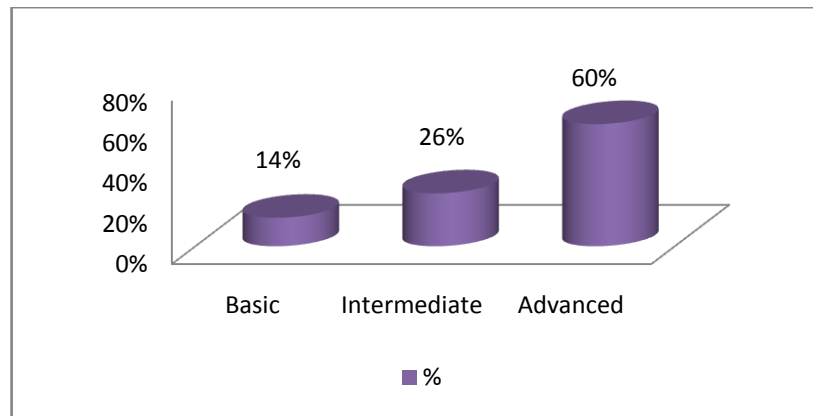


Graph 5. Students' Gender Distribution

Q2. How do you evaluate your level in English?

Option	Number	%
Basic	2	14%
Intermediate	4	26%
Advanced	9	60%
Total	15	100%

Table 9. Students' Proficiency Level



Graph 6. Students' Proficiency Level

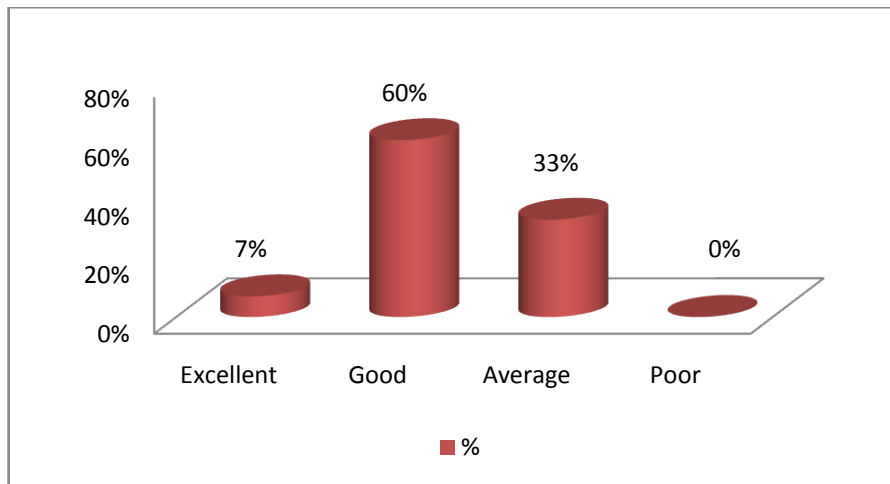
Table 9 and graph 6 demonstrate that the vast majority of participants (60%) evaluated their English language proficiency level as advanced; however, 4 participants (26%) evaluated their English language proficiency as intermediate. Finally, the remained 2 participants (14%) claimed that their English language proficiency level is basic. The results show that the participants have different learning experiences.

Part Two: Regarding the Translation of Idioms

Q3. How do you evaluate your ability in translation?

Option	Number	%
Excellent	1	7%
Good	9	60%
Average	5	33%
Poor	0	0%
Total	15	100%

Table 10. Students' Ability in Translation



Graph 7. Students' Ability in Translation

Out of 15 participants, 9 participants (60%) reported that their ability in translation is good. However, 5 participants (33%) evaluated their ability in translation as average. Only 1 participant (7%) evaluated his/ her ability in translation as excellent. The results reveal that participants' ability in translation differs from one to another according to their interest to this to the task of translation.

Q4. Have you been asked to translate English idioms in some of the courses you are taking?

Option	Number	%
Yes	13	86%
No	2	14%
Total	15	100%

Table 11. Translating English Idioms in Different Courses

The table 11 demonstrates that most of participants (86%) reported that they were asked to translate English idioms in some of their courses. However, only 2 participants (14%) reported that they never been asked to translate English idioms in other courses. The results

show that English idioms are very important that is why they should be included in some of the English courses.

Q5. Have you faced difficulties in translating idioms?

Option	Number	%
Yes	14	93%
No	1	7%
Total	15	100%

Table 12. Difficulties of Translating Idioms

Out of 15 participants, 14 participants (93%) claimed that they had faced difficulties in translating idioms. However, only 1 participant (7%) reported that s/he has not faced any difficulty in translating idioms. The results show that the majority of the participants encounter problems in translating English idioms.

If “yes” do you think that these difficulties are due to?

Option	Number	%
a- linguistic and/or socio-cultural differences between English and Arabic	6	40%
b- Poor linguistic and/or pragmatic competence in the English language	1	6.65%
c- Unfamiliarity with English idiomatic expressions	1	6.65%
d- Unawareness of the strategies involved in the process of translating English idiomatic expressions	0	0%
a+b	1	6.65%
a+b+c	1	6.65%
a+d	3	20%
a+b+c+d	1	6.65%

No answer	1	6.65%
Total	15	100%

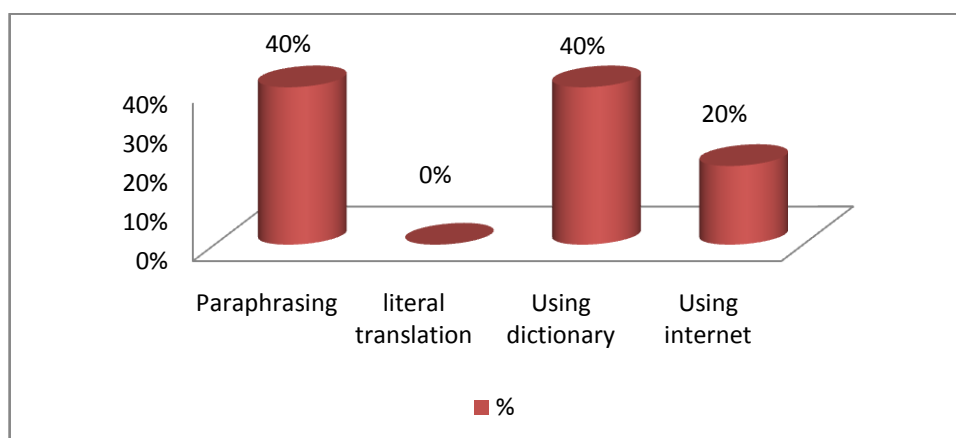
Table13. Reasons for Difficulties of Translation Idioms

Out of 14 participants who reported that they have faced difficulties in translating idioms, 6 students (40%) have claimed that their difficulties are due to linguistic and/or socio-cultural differences between English and Arabic. Moreover, one participant (6.65%) believed that poor linguistic and/or pragmatic competence in English is the reason behind his/her difficulties of translating idioms. Furthermore, one other student (6.65%) claimed that his/her obstacles in translating idioms are related to his/ her unfamiliarity with English idiomatic expressions. Additionally, one more participant (6.65%) claimed that both linguistics and social cultural differences between English and Arabic besides the lack of linguistic and/or pragmatic competence in English are the main reasons for his/ her deficiency. Another participant (6.65%) has chosen the above mentioned reasons as causes of their translation problems of idioms. Other three participants (20%) claimed that the reasons behind their deficiency are the linguistic and social cultural differences between English and Arabic in addition to their unawareness of the strategies involved in the process of translating English idiomatic expressions. Finally, one participant (6.65%) has reported that all the mentioned reasons are affecting negatively his/ her translation of idioms.

Q6. What are the strategies do you usually use to translate idioms?

Option	Number	%
Paraphrasing	6	40%
literal translation	0	0%
Using dictionary	6	40%
Using internet	3	20%

Total	15	100%
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Table 14. Strategies of Translating Idioms**Graph 8. Strategies of Translating Idioms**

From the participants' answers, we observed that out of 15 participants, 6 participants (40%) answered that they use paraphrasing strategy to translate English idioms. However, the six (6) others (40%) use dictionary to translate idioms. The remained 3 participants (20%) reported that they use internet to translate idioms. Thus, the translation of English idioms depends mainly on the use of different strategies related to learners' styles.

Part Three: ICT and Specialized Electronic Dictionaries (SED)

Q7. Do you rely on technology to learn English?

Option	Number	%
Yes	14	93%
No	1	7%
Total	15	100%

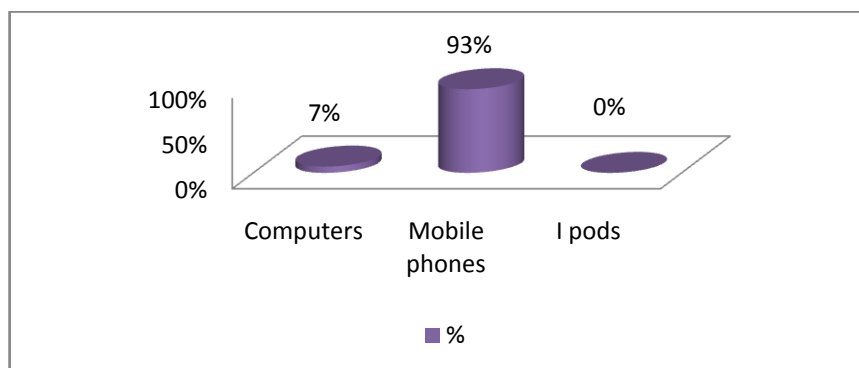
Table 15. Students' Use of Technology to Learn English

As the table 15 shows, 14 participants (93%) declared that they rely on technology to learn English. However, 1 participant (7%) reported that s/he did never rely on technology to learn English. These results reveal that EFL learners are highly depending on technology in their English language learning.

Q8. What kind of ICT devices do you use to learn English?

Option	Number	%
Computers	1	7%
Mobile phones	14	93%
I pods	0	0%
Total	15	100%

Table 16. Students Ownership of ICT Devices



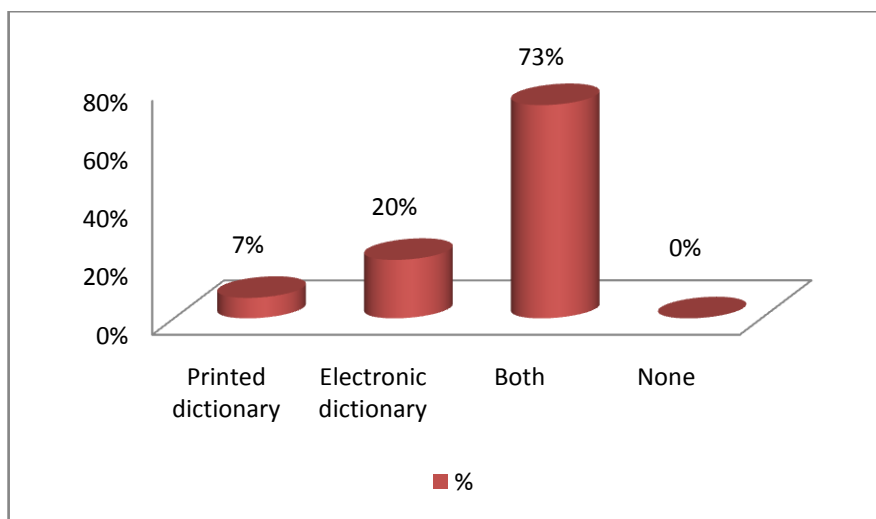
Graph 9. Students Ownership of ICT Devices

Table 16 and graph 9 indicate that the most used ICT devices among third year EFL students are mobile phones with percentage of (93%), computers come at the second place (7%). The results reveal that mobile phones are widely used among students. Hence, learners are familiar with mobile technology; thus, each participant owns a mobile device. Therefore, mobile phones have become a necessity in learners' lives.

Q9. Which type of dictionaries do you have?

Option	Number	%
Printed dictionary	1	7%
Electronic dictionary	3	20%
Both	11	73%
None	0	0%
Total	15	100%

Table 17. The Type of Dictionaries that Learners Have.



Graph 10. The Type of Dictionaries that Learners Have

Obviously, most of the participants (73%) have both types of dictionaries; however, only 3 participants (20%) have electronic dictionary. One participant (7%) owns printed dictionary. From the obtained results, we observe that learners have both types of dictionaries which they use them according to their needs.

Q10. Do you use the electronic dictionary in translation?

Option	Number	%
Yes	15	100%

No	0	0%
Total	15	100%

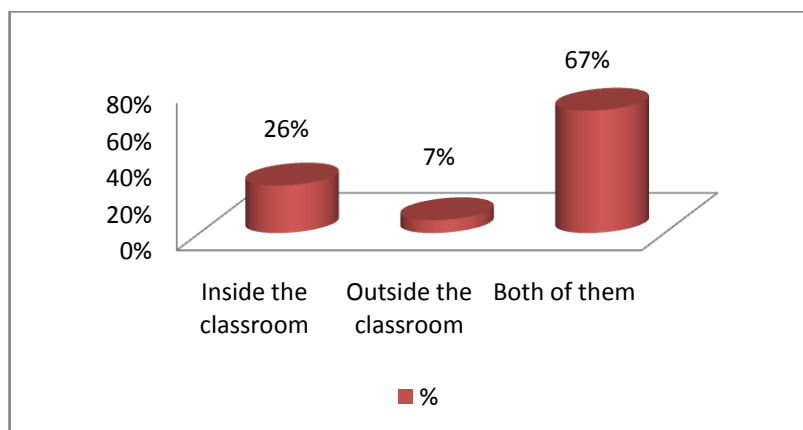
Table 18. Learners' Use of Electronic Dictionary in Translating

As the table 18 reveals, all the participants (100%) use the electronic dictionary in translation. The results reveal that all the learners use electronic dictionaries in the translation process as they are the most popular tools because they are available and easy to access.

Q11. Where do you often use the electronic dictionary in translation?

Option	Number	%
Inside the classroom	4	26%
Outside the classroom	1	7%
Both of them	10	67%
Total	15	100%

Table 19. Places of Using the Electronic Dictionary in Translation



Graph 11. Places of Using the Electronic Dictionary in Translation

Table 19 and graph 11 present that most of participants (67%) claimed that they use the electronic dictionary in translation inside and outside classroom. However, 4 participants (26%) reported that they use the electronic dictionary in translation inside the classroom. 1

participant claimed that s/he uses the electronic dictionary in translation outside the classroom. The results proved that the majority of the participants use SED in informal settings and in unplanned way and in no specific location.

Q12. Do your teachers encourage you to use electronic dictionaries inside the classroom?

Option	Number	%
Yes	12	80%
No	3	20%
Total	15	100%

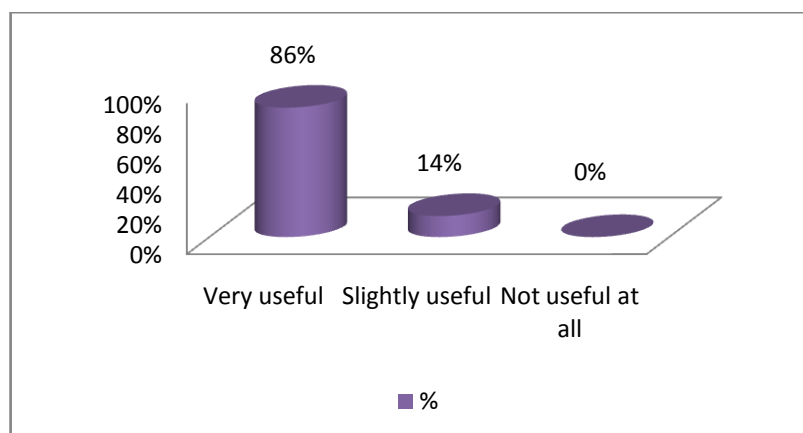
Table 20. Teachers Encourage Learners to Use Electronic Dictionaries inside the Classroom

As the table 20 shows, the majority of participants (80%) indicate that their teachers encourage them to use electronic dictionaries inside the classroom. However, only 3 participants (20%) claimed that their teachers do not support them to use electronic dictionaries inside the classroom. It is clear that teachers do encourage their learners to use electronic dictionaries inside the classroom since it is a needed tool that assist EFL learners in their learning process.

Q13. To what extent do you think that electronic dictionaries are useful for translation?

Option	Number	%
Very useful	13	86%
Slightly useful	2	14%
Not useful at all	0	0%
Total	15	100%

Table 21. The Degree of Usefulness of Electronic Dictionary for Translation



Graph 12. The Degree of Usefulness of Electronic Dictionary for Translation

Out of 15 participants, 13 participants (86%) admitted their responses that electronic dictionaries are very useful. However, 2 participants (14%) claimed that electronic dictionaries are slightly useful. The results denote that the majority of participants find that they get a great help from the use of the electronic dictionary in translation; therefore, they reported that this application is very useful.

Justifications:

Not surprisingly, most of participants who reported that electronic dictionaries are very useful, claimed that this kind of dictionaries provide them with great help. Others said that electronic dictionaries are time saving and they give you direct meaning. One of them said that they facilitate the process of translating idioms while another participant declared that “the electronic dictionary is helpful and by using it you can improve your level in idioms”. Otherwise, the remained two participants expressed their opinions regarding this application saying that it is slightly useful because sometimes they do not find what they are looking for exactly. Finally, only one participant did not justify his/her answer.

Q14. Did you use to use specialized electronic dictionaries (dictionaries for specific aspect of English language) in translation?

Option	Number	%
Yes	2	14%
No	13	86%
Total	15	100%

Table 22. Learners' Using of Specialized Electronic Dictionaries in Translation

This question sought to know if participants use the SED in translation. It is clear from the table 21 that majority of participants (86%) did not use the SED in translation. Moreover, 2 participants (14%) claimed that they use the SED in translation. The findings show that most learners did not depend on SED in translation course because they are not familiar with it and they had no idea about this kind of dictionaries before the treatment.

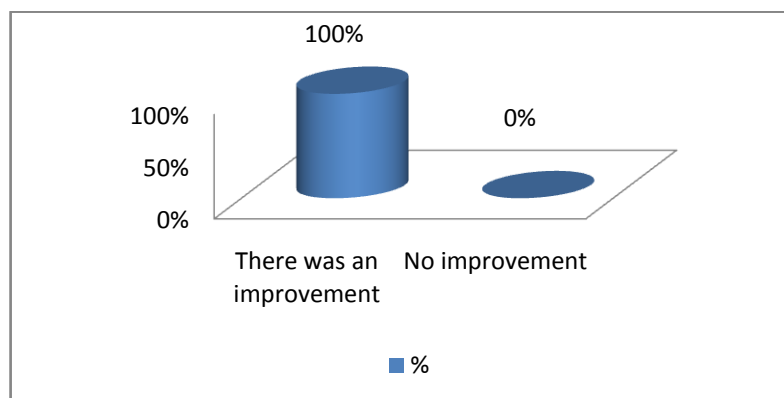
Out of 13 participants who answered with no claimed that they do not use SED since they have not dealt with specific items in some of their subjects and they used to use only general dictionaries. However, 2 participants reported that they do use SED in translation because they find it very useful; they can refer to it whenever they need. From the above answers of participants, we notice that they are not aware of SED, they tend to translate for the sake of answering a given task in translation process regardless of the core of this task in relation to the use of SED which provides them with valuable help. Finally, as we notice there is only 1 participant who did not justify his/ her answer.

Q15. After the treatment in the quasi experiment, was there any improvement in your ability of translating idioms after learning through the specialized electronic dictionary?

Option	Number	%
There was an improvement	15	100%
No improvement	0	0%

Total	15	100%
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Table 23. Learners' Ability of Translating Idioms after learning Idioms Via SED



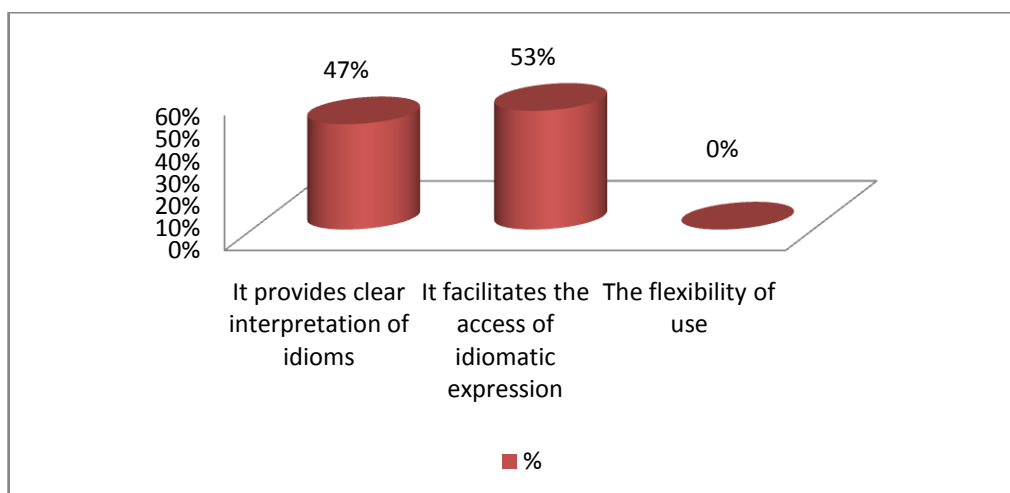
Graph 13. Learners' ability of Translating Idioms after Learning Idioms via SED

Table 23 and graph 13 above indicate that all participants (100%) reported that their ability of translating idioms is improved after learning through SED. The results reveal that all participants reported that their ability of translating idioms has been improved after assisting their idiomatic knowledge through SED. Therefore, the use of SED has contributed to positive and valuable feedback.

Q16. In what way did the specialized electronic dictionary help you in the translation of English idioms?

Option	Number	%
It provides clear interpretation of idioms	7	47%
It facilitates the access of idiomatic expression	8	53%
The flexibility of use	0	0%
Total	15	100%

Table 24. Opinions Regarding the Use of SED in Translating Idioms



Graph 14. Opinions Regarding the Use of SED in Translating Idioms

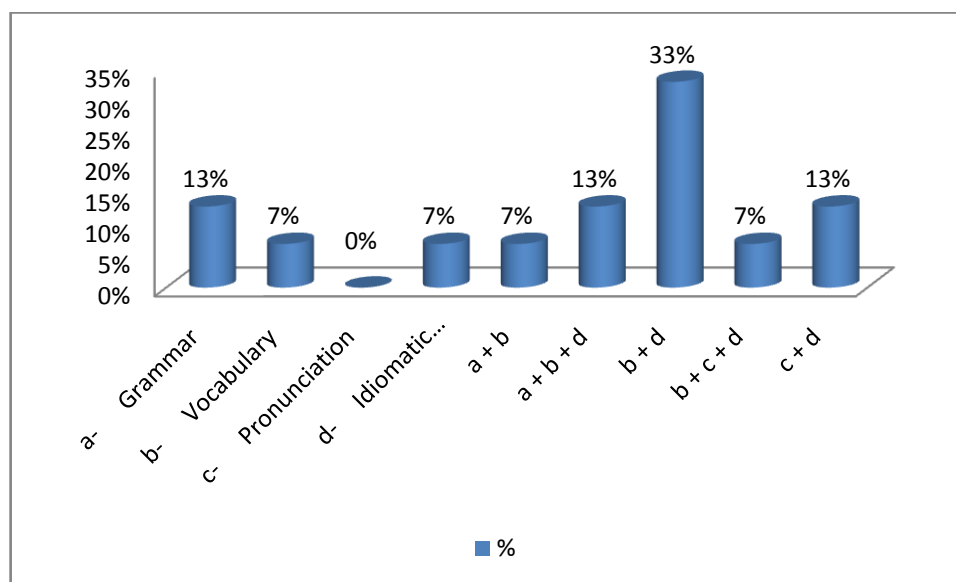
The table 24 and the graph 14 above indicate that out of 15 participants, 7 participants (47 %) picked up that SED helps them in translating idioms by providing a clear interpretation of idioms. On the other hand, 8 participants (53%) reported that SED assists them in facilitating the access to idiomatic expressions. The results show that providing an interpretation to the idiom is very necessary in its translation.

Q17. What are the aspects of English Language that has been improved after using specialized electronic dictionary? (You may choose more than one option).

Option	Number	%
Grammar	2	14%
Vocabulary	1	7%
Pronunciation	0	0%
Idiomatic competence	1	7%
a + b	1	7%
a + b + d	2	14%
b + d	5	30%

b + c + d	1	7%
c + d	2	14%
Total	15	100%

Table 25. The Improved English Language Aspects with SED



Graph 15. The Improved English Language Aspects with SED

Table 25 and graph 15 reveal that there is a slight difference between the percentages of the aspects of English language that participants intend to improve. Some participants claimed that they use SED to improve their grammar (14%), their vocabulary (7%), their idiomatic competence (7%), both grammar and vocabulary (7%), the all mentioned aspects of English language except pronunciation (14%), and both vocabulary and idiomatic competence (30%). 7% has chosen to improve all the mentioned aspects of English language except grammar, and 14% had picked up both pronunciation and idiomatic competence .The results indicate that participants tend to use the SED to improve different aspect of English language.

Other participants claimed that they tend to improve their writing, reading and comprehension skills.

Q18. Did learning idioms with the specialized electronic dictionary help you in your courses?

Option	Number	%
Yes	15	100%
No	0	0%
Total	15	100%

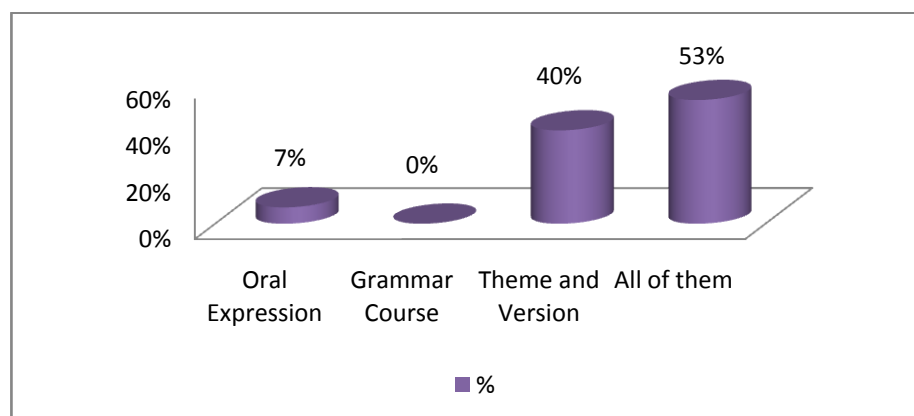
Table 26. Degree of Assistance that SED Provides in Learning Idioms

Table 26 shows that all of the participants (100%) who said "yes" to the use of SED to learn idioms reported their positive attitudes towards the use of SED.

If yes, in which course?

Option	Number	%
Oral Expression	1	7%
Grammar Course	0	0%
Theme and Version	6	40%
All of them	8	53%
Total	15	100%

Table 27. Students' Use of SED in Different Courses



Graph 16. Students' Use of SED in Different Courses

Obviously, out of 15 participants, 8 participants (53%) reported that SED helps them in all the proposed courses, 6 participants (40%) reported that SED helps them in theme and version course. However, only 1 participant (7%) claimed that SED helps him/ her in oral expression. The results show that the participants claimed that the use of SED helps them to learn idioms in all the mentioned courses.

Some other participants added that the use of SED to learn idioms help them in other courses such as: civilisation and culture and written expression.

Q19. Did the use of the specialized electronic dictionary make you feel more motivated and interested in learning idioms?

Option	Number	%
Yes	14	93%
No	1	7%
Total	15	100%

Table 28. Degree of Motivation and Interesting of Using the SED to Learn Idioms

Table 28 shows that 14 participants (93%) reported their positive attitude towards the use of SED by stating the answer “yes” they feel motivated and interested. However, only 1 participant reported the opposite.

Justifications:

According to the participants’ justifications it is remarkable that each one of them claimed that the use of SED in learning idioms make them more motivated and interested in different ways.

3.4 Teachers' Interview

As mentioned before, the third data-gathering tool is the teachers' interview. This interview was carried out orally in order to collect teachers' distinctive attitudes towards the use of the specialized electronic dictionary in facilitating the process of translating idioms.

3.4.1 The Sample

The five (05) interviewees were all teachers of English language at Mohamed kheider Biskra University. Interviewees teach modules that are related to teaching and translating English idioms such as theme and version, oral expression, mastery of language, and culture of the language. The sample (5 teachers) was chosen systematically from the whole population because they are supposed to have a close contact with their learners and know their learning difficulties and learning needs.

3.4.2 Description of the Interview

The conducted interview is semi-structured interview in which the same seven (07) open-ended questions are asked to all interviewees. The interview questions cover and discuss the main points that will help the researcher reach to better understanding of the topic under investigation. These questions involve the overall of modules that teachers deal with, the use of technological tools inside the classroom, their personal views about the importance of idioms. Additionally, teachers were also asked about the challenges encountered by EFL learners in the process of translating idioms, the most used strategies to facilitate this process, the kind of dictionaries used by this sample and finally investigating teachers' opinions towards the use of the specialized electronic dictionary to facilitate the translation of idioms. The data gathered from this interview is based on the teachers' personal responses of the questions.

3.4.3 Analysis and Interpretation of the Results

Item 1. Which modules did you teach?

This question intends to know the different modules that the teachers deal with.

Interviewee A: “teaches mastery of language, methodology, and literature”.

Interviewee B: “teaches learning theories, written expression, ESP and mastery of language”.

Interviewee C: “teaches grammar, applied linguistics and linguistics”.

Interviewee D: “teaches oral expression, culture of language and translation”.

Interviewee E: “teaches grammar, theme and version”.

As it can be seen, all the interviewees teach modules that are related to English idioms where the learners’ ability of translating idioms can be evaluated such as in Oral expression and theme and version modules.

Item 2. Have you used or do you use technological tools in the classroom? If yes, please which type(s) do you use?

The main aim of this question is to examine whether EFL teachers are aware of the use of the technological tools in teaching and the types of technological tools they use.

Interviewee A: “I am not using any technological means except for the mobile phone.”

Interviewee B: “yes, I sometimes do”. the example like, data shows”.

Interviewee C: “no, because the availability of such tools in our condition, sometimes it is difficult to bring such means to class, but if I find that taking them into the class is easy why not I will use them in the classroom”.

Interviewee D: “I do use technological tools, from time to time, as video projectors, mobile phones, and laptops, each depending on the nature of the module and the amount and quality of the lesson”.

Interviewee E: “yes, I sometimes use electronic dictionaries”.

Among these five teachers, only one teacher who does not use any means of technology. As it can be noticed, most of the teachers are familiar with the use of technological tools in the class mainly the use of data show and mobile phone. The findings indicate that the use of such technological means depending on the availability of the technological devices in the various pedagogical settings, namely, the classroom, the amphitheatre and the auditorium (in case it is occasionally needed).

Item 3. To what extent do you think English idioms are important in EFLT?

By asking this question, we seek to identify to what extent the English idioms are important in EFL teaching?

Interviewee A: “I think idiom is a window to the culture of the community. A learner who does not develop his/her idiomatic competence cannot communicate successfully”.

Interviewee B: “I believe that idioms are a part of native’s culture and language as well. So for EFL learner to master the language and to sound natural, it is very necessary for them to learn idioms and to know their meanings”.

Interviewee C: “I think that idioms are one way to facilitate the understanding of some concepts, ideas and specially those which have to do with the foreign culture, and concerning the course in which they are supposed to be observed to be used like literature, here teacher may rely on idioms to teach many aspect of language”.

Interviewee D: “idioms are very important and raise the EFL learners’ level. They carry a big amount of wisdom”.

Interviewee E: “Very important, especially in everyday spoken language and informal/neutral types of writings”.

The five interviewees reported to which extent the English idioms are greatly important in EFLT. The teachers declared the significance of idioms as the real common language for a sound and meaningful communication. Teachers demonstrated its value to the extent that without knowing the meaning of an idiom, the learner is unable to communicate and the learner's level is judged through his/ her mastery of the English idioms.

Item2. What are the challenges that EFL learners may encounter while interpreting and translating English idioms?

This question seeks to explore EFL teachers’ opinions towards the challenges encountered by EFL learners in both processes of interpreting and translating English idioms.

Interviewee A: “The only challenge that I can think about it is the cultural context”.

Interviewee B: “The problem with idioms is that cannot be understood literally. I mean some idioms have metaphorical meaning”.

Interviewee C: “When it comes to translation of idioms from English into Arabic, EFL learners face problem of cultural competence, because EFL learners are not used to foreign culture. They do not have that big large knowledge of it, so they find problem in understanding English idioms”.

Interviewee D: “Challenges are manifold, some students do not have a background knowledge of the language they are learning besides a feedback of the history of that language”.

Interviewee E: “Some idioms are almost impossible to understand without knowing them already or checking their meanings in a good dictionary (or nowadays search/ask on the internet)”.

Remarkably, each interviewee has a different responds towards this question. The majority of the teachers claimed that the problem with idioms is misunderstanding of the idiom itself. Out of five teachers, two teachers are agreed that the main obstacle that EFL learners face is the lack of cultural background. The findings reveal that translating idioms does not occur systematically unless learners are systematically learning idioms out of texts/contexts or directly in dictionaries.

Item5. Could you please tell us about the kind of teaching strategies you use to facilitate the translation of idioms for your students?

The teachers are requested to identify the different strategies they use to facilitate the process of translating idioms.

Interviewee A: “Actually I encourage learners to not think in Arabic and write in English, because an English idiom is related to English culture. The learners have to depend much more on the context rather than the literal meaning of a given idiom, also they preferred to use dictionaries, read about the English culture and look for useful resource to gain more knowledge concerning the idiom itself”.

Interviewee B: “I opt for explaining the idiom itself, I give its meaning then I provide students with some examples in which the idiom can occur or could be used. So via exemplification I ask students to do similar things”.

Interviewee C:” The best strategy is to start with idioms which are found in both cultures, I mean it is better to start with shared idioms between cultures and to move to higher level”.

Interviewee D: “I submit a list of statements with lexical items, with literal meaning, in a column, and in the other column a list of equivalent idiomatic items in a scrambled way, to match them in accordance with other items of the statements through their overall meaning”.

Interviewee E: “I ask students to look up the meaning of the idiom in a dictionary or on the internet; therefore, the translation will be easy. So understanding the idiom, then translation”.

The five interviewees pointed out that they are depending on various strategies concerning the issue of interpreting and translating idioms. For example, the interviewee B supposed that the exemplification of idioms made them more clear and easy to understand. Moreover, the interviewee C claimed that the most effective strategy is to learn first idioms that have equivalent in the target language starting from simple idioms to more complex ones. Additionally out of five teachers, one teacher supported the use of internet and electronic dictionaries to facilitate the processes of interpreting and translating idioms. The results show that each teacher has his/ her own technique to teach idioms and to facilitate the interpretation and translation of idioms.

Item 6. What kind of dictionaries do you use more often and why?

This question aims to discover the most common used dictionaries among EFL teachers and for what reason they prefer to use specific types.

Interviewee A: "I used to have Oxford dictionary the small pocket one, now I have electronic dictionaries namely English idioms dictionary also I have one for collocation for pragmatic purpose. I find that electronic dictionaries do not take place, time and they do not get dirty; moreover, they are very useful".

Interviewee B: "I used to use my printed dictionary. I no longer use it because I have my electronic dictionary in my smart phone. I prefer to use electronic dictionary since it is very useful and functional, I can use it everywhere inside classes or outside classroom".

Interviewee C: "If I speak about the course of linguistics, I can say to you that I prefer to use what we call specialized electronic dictionaries (dictionaries which are really required to be used in given course). I find that electronic dictionary is easier to use compare to printed one".

Interviewee D: " Actually, I use many: the Webster's, Collins, Harrap's, and particularly the Oxford dictionary: this latter is my favorite. This is because it is clear in its entries, simple and varied in its explanation and exemplification, and comes under suitable handy formats".

Interviewee E: " I used monolingual ones, search the internet. Because monolingual dictionaries give definitions of words and in many cases include explanations of idioms containing some of these words. Searching the internet, asking questions in language forums etc, can also be effective.

The five teachers claimed that they use different types of dictionaries according to their needs. Out of five teachers, one teacher support the use of printed dictionary which is highly common used among EFL teachers and learners namely the Oxford dictionary. However, most of teachers use electronic dictionaries since they are easy to access and time and energy saving.

Item 7. In your opinion, how it is important to use specialised electronic dictionary (SED) as an assistant tool to facilitate EFL learners' translation of idiomatic expressions?

This question intends to explore how EFL teachers consider the significance of SED as a language learning application in facilitating the process of translating idioms.

Interviewee A:” They are very useful pragmatically speaking, as I told you it does not take space, it is time and energy saving, can be used anywhere, everywhere. Small space with plenty of information, but also I like the word (specialized) so you have dictionary of idioms, you have another one of grammar. I am all with what is technology”.

Interviewee B:”There are two parts in this question, the first one is there is no doubt that SED is very important and by the adventure of technology they are accessible, they are very helpful for learners. Probably, this dictionary is helpful as first step to know the meaning of an idiom then to look for the equivalent idiom in another language”.

Interviewee C:” Today people have moved into the SED more than they used to do with printed dictionary. They are very important and even for those who are developing dissertation and thesis, I advice them to go directly and check on the net, use and download what they find as dictionary. They are very crucial and helpful; I do support the idea of using the net in this sense”.

Interviewee D:” The SED may help, but it remains an electronic source, so it is not yet perfect in eliciting the appropriate meaning that adheres to the history, the culture and the context of the item; that is why human involvement is sine qua non for the idiomatic equation. Translation through electronic device and language may help gaining in time, for instance, but

it lacks precision and reflection in the process. Using electronic translation to learn idioms remains pure assistance based on the human insight and effort”.

Interviewee E:” I am still not sure what a SED is like I am afraid, but I think, as its name indicates, that it probably deals with specialised/technical vocabulary, and if that is the case, I do not think they can be of any help when it comes to translating idiomatic expressions”.

Most of teachers agreed that the SED is beneficial and useful educational technology tool that may afford learners with opportunities to develop their idiomatic competence in first place, then their ability to translate correctly. Out of five teachers, one teacher does not think that such application can assist learners in their translation of idioms. However, the other teachers reported their agreement about adopting SED as an application in education; especially, in EFL teaching and learning. The findings reveal that SED is an effective supportive technology to improve learners’ ability of translating idioms.

3.5 Discussion of the Results

The main aim of the present study is to investigate the role of the specialized electronic dictionary (SED) application in facilitating EFL learners’ ability of translating idioms. It seeks to find out how SED can help learners enhance their idiomatic competence to make accurate and appropriate translation of idiomatic expressions. Furthermore, the study sought to overcome the difficulty faced by EFL learners in the process of translating idioms through suggesting the SED as a supportive pedagogical application. Therefore, this study tends to support the implementation of ICT mainly electronic dictionaries as new and creative way in teaching practices to improve learners’ ability of translating idioms.

The results obtained in this study revealed a remarkable impact of SED on learners’ ability of translating idioms. Additionally, the study’s findings denoted interesting insights

into the use of electronic dictionaries by students and teachers. The findings of the current study are presented and discussed, in the form of answers to the questions of this study as follows:

3.5.1 The Role of SED in Facilitating Learners' Ability of Translating Idioms

A comparison between learners' pre-test and post-test scores had done through carrying out a quasi-experimental study. After calculating the statistics, it was so obvious that the observed statistics value is higher than the critical one which makes the alternative hypothesis acceptable. Consequently, noticeable progress was noticed and statistically confirmed in learners' post-test scores which indicate the benefits of SED application in facilitating learners' ability of translating idioms.

SED has positively affected third year EFL learners' performance in the post-test as it provided a thorough interpretation of the given idioms and illustrated with simple examples. Therefore, learners can easily guess the translation of the idiom through the explanations provided by the SED. Indeed, the accessibility of the SED in ICT devices contributes in enhancing the process of translating idioms among EFL students.

3.5.2 Students' Perceptions Towards the Use of SED

Moreover, findings attained from students' questionnaire denoted that many EFL learners face difficulties in translating idioms; therefore, they tend to use different strategies to overcome such problems. Since EFL learners are highly depending on technological tools in their learning process, electronic dictionaries are considered as the most common used application among learners to assist them in their translation tasks.

Moreover, results revealed that EFL learners were not aware of the usefulness of SED before the treatment. However, they advocated its usefulness after being exposed to it in the

treatment. Additionally, the findings revealed that most of the participants reported their positive attitudes towards the application of SED as an assistant tool which facilitates their ability of translating idioms by providing them with a clear interpretation of idioms. Hence, from their own experience with SED, students reported that SED application improved and raised their idiomatic competence. To conclude, the study denotes that SED application offers a great help to learners in terms facilitating learners' translation of idioms.

3.5.5 Teachers' Attitudes Towards the Use of SED

Eventually, the results gathered by the analysis of teachers' interview indicated that teachers had positive attitudes which they expressed in valuable feedback concerning the use of SED in translating idioms. The findings demonstrated that teachers do rely on technological tools in their classes. It is worth noting that EFL teachers claimed that English idioms are very important to sound natives and to achieve communicative competence. Also most of the interviewees stated that they depend in their teaching process on dictionaries mainly the electronic ones since they are easy to access. Additionally, results denoted that most of teachers expressed their positive attitudes and high agreements towards the use of SED application as an assistant tool that improve learners' ability of translating idioms.

To sum up, the study findings clearly proved that SED application fits both teachers' teaching style and learners' process of learning. Thus, the study denoted that SED is an effective application to be implemented in learning tasks. This provides answers to the previous research questions and confirms the research hypotheses.

Conclusion

The current chapter provided with a detailed description of analysis and interpretation of the different research methods from the different Steps of the research undertaken to carry out

the present study. The collected data were by means of a quasi-experiment, students' questionnaire, and teacher's interview. The data gathered from the analysis of the quasi-experiment and students' questionnaires was calculated and presented in form of tables and graphs ending by providing a detailed discussion of the obtained findings. Additionally, in order to investigate teachers' attitudes regarding the current research study, the researcher interviewed five teachers in person and discussed the issue with them. The attained results from teachers' interview were descriptively analysed and interpreted. Finally, the chapter ends up with a thorough discussion of the study results in order to answer the research questions and to test the research hypotheses. Therefore, the research hypothesis is accepted and; consequently, results proved that SED application is an effective tool in facilitating learners' ability of translating English idioms.

**GENERAL CONCLUSION, LIMITATIONS,
AND RECOMMENDATIONS**

General Conclusion

The current dissertation is an attempt to shed light on the role of the specialized electronic dictionary in facilitating the Process of Translating Idioms. Consequently, the present study held much promise for a number of pedagogical implications that can be invested to help students effectively develop their translation ability and idiomatic competence. Primarily, this research aimed at investigating the usefulness of the specialized electronic dictionary as an assistant instrument in facilitating the process of translating English idioms. Additionally, we sought to examine both teachers' and students' attitudes at Biskra University towards the use of specialized electronic dictionary. For these reasons, the present study investigated the effectiveness of SED in translating idioms as an instruction that is greatly implemented in academic settings and international institutions. Thus, this dissertation is conducted to confirm or reject the hypothesis stating that SED application can improve EFL learners' ability of translating idioms.

This dissertation was divided into three chapters. The first two chapters are devoted to the theoretical background of this study while the last chapter represents the fieldwork. The first chapter consisted of two sections. The first section tackled the basic definitions, concepts and elements related to the process of translation. The second section, on the other hand was an attempt to highlight the most important aspects of English idioms, including its types, characteristics and some difficulties of translating idioms. The second chapter focused on the use of ICT in EFL learning and SED in translating idioms. In order to achieve the intended purposes, we adopted the mixed method research approach. Three data collection tools were employed, namely a quasi-experiment, students' questionnaire, and teachers' interview. The findings of this study were stated, analyzed and discussed throughout chapter three.

A quasi- experimental design used in this research in order to test the proposed hypothesis. The participants were tested before and after the treatment. One group pre-test and post-test design has been implemented which is considered as one of the effective types of quasi- experiments. A pre-test and a post-test were administered and the results of the two tests were compared. The findings of the quasi-experimental study we conducted showed that the participants' post-test scores were higher than the pre-test ones. Since the statistical tests and results revealed a considerable progress in the participants' ability of translating idioms, the alternative hypothesis was accepted and the null hypothesis was rejected. This means that the treatment realized through the application of SED had positive effects on the Participants' performance.

Additionally, students' questionnaire was submitted to third year LMD students of English at Mohamed kheider University of Biskra for the sake of exploring students' perceptions about the use of SED. The students reported their positive attitudes towards the use of SED as an assistant tool in facilitating the process of translating idioms. Moreover, EFL teachers were interviewed in order to investigate their views and attitudes towards the use of SED during presenting lectures which are related to translating idioms. The obtained results from the teachers' interview revealed that teachers reported their positive attitudes towards the application of SED to assist EFL students to improve their ability of translating idioms.

On the basis of discussing and interpreting the results of the current investigation, it is argued now that the research hypothesis is logically and practically confirmed. Consequently, it is proved that the use of SED has a positive effect in facilitating the process of translating idioms as well as improving students' idiomatic competence. Finally, we supported this conclusion with several implications that can help both teachers and students improve ability

of translating idioms, hoping that the results of this research will be a rich reference for further studies and of a good use for teachers and students.

Limitation of the Study

A brief reference to the limitations identified in this study will be presented in this part. The most important reason is that this quasi-experiment was carried out in a very short duration because of the political situation that Algeria is passing through. In fact, it was not a longitudinal study and it did not allow the researcher to have the maximum of the sessions to provide participants with further practices. Since the study was confined to only one group of students from the Department of Foreign Languages, Section of English at Biskra University, the findings of the study may not be generalized to represent all the Algerian universities or elsewhere. Moreover, the lack of references; especially, references concerned with the specialized electronic dictionary was an obstacle.

Recommendations

The researcher of this study suggests the following recommendations:

- Idiomatic expressions should be included in dialogues, reading comprehension and passages.
- Teacher should expose students to source language idiomatic expressions through introducing English culture in texts books and through participating in extensive English culture courses.
- Students should read more books, newspapers and magazines, watching English series and films.
- Students should know the differences between the two languages and cultures (English and Arabic) that enable them to become familiar with idioms.

General Conclusion, Limitation of the Study and Recommendations

- Strategies adopted in translating idiomatic expressions should be emphasized in teaching English as a foreign language.
- Students should deal with idiomatic expressions as one unit, not as every single word.
- Teachers and students should be encouraged and motivated enough to implement the various ICT tools.
- Since learning tasks can hardly be accomplished without the directions of the teacher, teachers should guide their students to choose the appropriate and effective learning materials.
- Teachers should train their students to use specialized electronic dictionaries.

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Appendix B: Pre-test

Pre-test

27/01/2019

Dear participants you are asked gently to do the following task:

➤ Interpret then translate the following idioms from English into Arabic.

1. Forbidden fruit is sweet.

Interpretation.....

Translation.....

2. Like a bull in china shop.

Interpretation.....

Translation.....

3. Let your freak flag fly.

Interpretation.....

Translation.....

4. As quick as flash.

Interpretation.....

Translation.....

5. As steady as a rock.

Interpretation.....

Translation.....

6. As clear as day.

Interpretation.....

Translation.....

7. Through and through.

Interpretation.....

Translation.....

8. A fox is not taken twice in the same snare.

Interpretation.....

Translation.....

9. Never too old to learn.

Interpretation.....

Translation.....

10. First things first.

Interpretation.....

Translation.....

11. You mark my word.

Interpretation.....

Translation.....

12. Keep head above water.

Interpretation.....

Translation.....

13. Better to be safe than sorry.

Interpretation.....

Translation.....

14. Still finding my feet.

Interpretation.....

Translation.....

15. As red as beetroot

Interpretation.....

Translation.....

16. Sleep like a log.

Interpretation.....

Translation.....

17. Cry wolf.

Interpretation.....

Translation.....

18. Go belly up.

Interpretation.....

Translation.....

19. When pigs fly.

Interpretation.....

Translation.....

20. Watch your mouth.

Interpretation.....

Translation.....

Thank you

Appendix C: Treatment Stage

First Session: 28/ 01/2019

Translation

- **Definition of Translation**

According to Nida and Taber (1982) “translation consists in reproducing in the receptor language the closest natural equivalence of the source language(SL) message firstly, in terms of meaning and secondly ,in terms of style”.(p.12)..

Second Session: 30/01/2019

Idioms

- 1. Definition of idioms**

- 2. Types of idioms**

- 1. Definition of idioms**

The term idiom is generally used in variety of different sense and they have been defined in various ways by linguists, grammarians and others.

- The word “idiom” and “idiomatic” come from Greek and mean peculiar or individual idiomatic expression conform to no basic principles in their formation and are indeed laws into themselves (Shaw, 1975).

- Idioms are a fixed group of words with a special meaning which is different from the meanings of the individual words
- An idiom is “an expression which functions as a single unit and whose meaning cannot be worked out from its separate parts” (Richard & Schmidt, 2002, p.246).
- Idioms are frozen patterns of language which allow little or no variation in form and they often carry meaning which cannot be deduced from their individual components

Examples:

To rain cats and dogs	مطر كأفواه القرب
To smell a rat	يستشعر مكروها
To pay through the nose	يدفع مبالغ طائلة
Charity begins at home	الأقربون أولى بالمعروف
To have no stomach	ليست لديه رغب

2. Types of idioms

2.1 Idioms which Violate Truth Conditions

Such as: trip the light fantastic, blow someone to kingdom come, put paid to, the power that be, by and large and the word and his friend.

2.2 Simile –Idioms

for example like a bat out of a hell and like water off a duck’s back.

2.3 Metaphorical Idioms

Like : dog’s life (describes hard times in someone’s life).

2.4 Phrasal Verbs

For example, an idiomatic expressions such as : put on can have a literal meaning rather than an idiomatic one as in a sentence like put on the book on the table.

Third Session: 10/02/2019

Training on how to use the specialized electronic dictionary

Forth Session: 17/02/2019

Practice activities of translating different idiomatic expressions taken from different resources of idioms dictionaries.

Fifth Session: 24/02/2019

Quizzes: taken from specialized electronic dictionary : ENGLISH IDIOMS AND PHRASES
WITH QUIZZES

Idioms Quizzes

Phrasal Verb Quizzes

Appendix D: Post-test

26/02/2019

Task One: Put the correspondent idioms in the suitable example.

Idioms:

- Be on cloud nine
- Save the day
- Skin someone alive
- Have bigger fish to fry
- Have money to burn
- In bad shape

Examples:

- My mother will..... for being late.
- Peter by lending me his suit for the interview.
- Fred had a little accident, and he is.....
- He after he passed the exam.
- I do not know what Sarah's job is but she certainly seems to
- I want Chris to help me with this project, but he claims he
.....right now.

Task Two: Circle the correct answer.

- 1) Chicken feed means: **A.** a lot of food. **B.** a small amount of money. **C.** group of people gathering together.
- 2) To "hook up" with means to: **A.** lose **B.** fight **C.** connect

3) A “pain in the neck” means something is: **A.** unusual **B.** bothersome **C.** difficult to see.

4) To “zip your lip “ is to: **A.** shut up **B.** be loud **C.** talk about things you do not know

Task Three: translate the following idiomatic expressions into Arabic

Charity begins at home.....

Sink or swim.....

Birds of feather flock together.....

Bite off more than you can chew.....

A bird in hand is worth two in abash.....

As poor as church mouse.....

Like a bull in china shop.....

By hook or by crook.....

Nothing ventured nothing gained.....

Go against the grain.....

THANK YOU

Appendix E: Students' Questionnaire

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Division

Students' Questionnaire

Dear students,

You are kindly requested to express your opinions about the use of specialized electronic dictionary as an assistant tool in facilitating the process of translating English idioms. Please give your answers sincerely as only this will guarantee the success of this investigation.

Part One: General Information

Q1. What is your gender?

a- Male b- Female

Q2. How do you evaluate your level in English?

a- Basic

b- Intermediate

c- Advanced

Part Two: Regarding Translation of Idioms

Q3. How do you evaluate your ability in translation?

a- Excellent b- Good

c- Average d- Bad

Q4. Have you been asked to translate English idioms in some of the courses you are taking?

- a- Yes b- No

Q5. Have you faced difficulties in translating idioms?

- a- Yes b- No

If “yes” do you think that these difficulties are due to?

- a- linguistic and/or socio-cultural differences between English and Arabic
- b- Poor linguistic and/or pragmatic competence in the English language
- c- Unfamiliarity with English idiomatic expressions
- d- Unawareness of the strategies involved in the process of translating English idiomatic expressions

Q6. What are the strategies do you usually use to translate idioms?

- a- Paraphrasing b- literal translation
- b- Using dictionary d- Using internet

Please justify your choice.....

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Part Three: ICT and Specialized Electronic Dictionaries (SED)

Q7. Do you rely on technology to learn English?

- a- Yes b- No

Q8. What kind of ICT devices do you use to learn English?

- a- Computers
- b- Mobile phones
- c- I pods
- d- Others.....

Q9. Which type of dictionaries do you have?

- a- Printed dictionary c- Both
b- Electronic dictionary d- None

Q10. Do you use the electronic dictionary in translation?

- a- Yes b- No

If yes, what type of electronic dictionaries do you use?

- a- General electronic dictionaries
b- Specialized electronic dictionary
c- Both

Q11. Where do you often use the electronic dictionary in translation?

- a- Inside the classroom b- Outside the classroom
c- Both

Q12. Do your teachers encourage you to use electronic dictionaries inside the classroom?

- a- Yes b- No

Q13. To what extent do you think that electronic dictionaries are useful for translation?

- a- Very useful b- Slightly useful c- Not useful at all

Please justify your choice.....

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Q14. Did you use to use specialized electronic dictionaries (dictionaries for specific aspect of English language) in translation?

- a- Yes b- No

Please justify your choice.....

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Q15. After the treatment in the quasi experiment, was there any improvement in your ability of translating idioms after learning through the specialized electronic dictionary?

- a- There was an improvement b- No improvement

Q16. In what way did the specialized electronic dictionary help you in the translation of English idioms?

- a- It provides clear interpretation of idioms
b- It facilitates the access of idiomatic expression
c- The flexibility of use
c- Others.....

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Q17. What are the aspects of English Language that has been improved after using specialized electronic dictionary? (You may choose more than one option).

- a- Grammar b- Vocabulary c- Pronunciation
d- Idiomatic competence

Others.....

Q18. Did learning idioms with the specialized electronic dictionary help you in your courses?

- a- Yes b- No

If yes, in which course?

- a- Oral Expression b- Grammar Course c- Theme and Version

Others.....

Q19. Did the use of the specialized electronic dictionary make you feel more motivated and interested in learning idioms?

a- Yes

b- No

please justify your choice.....

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Thank you for your collaboration

Appendix F: Teachers' Interview

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Division

Teachers' Interview

Dear teachers,

You are kindly requested to answer the following questions concerning the interview which aims at exploring your attitudes towards the role of specialised electronic dictionary in facilitating the ability of translating English idioms.

Q1: which module do you teach?

Q2: have you used or do you use technology in classroom? If yes, please provide us with examples of technology materials.

Q3: to what extent do you think English idioms are important in ELT?

Q4: what are the challenges that EFL learners may encounter while interpreting and translating English idioms?

Q5: could you please tell me what kind of strategies you use to facilitate the translation of English idioms for your learners?

Q6: what kind of dictionaries do you use more often and why?

Q7: in your opinion how important Specialised Electronic Dictionary (SED) is as an assistant devise to improve EFL learners' translation of idiomatic expressions?

المستخلص

يعتبر إتقان الكفاءة الاصطلاحية أساساً للتعلم الناجح للغة. يبدو أن غالبية طلاب اللغة الأجنبية الإنجليزية يواجهون بعض الصعوبات في ترجمة وفهم المعنى المجازي للتعبير الاصطلاحى باللغة الإنجليزية. وبالتالي ، فإن الغرض من هذه الدراسة هو فحص دور القاموس الإلكتروني المتخصص في تسهيل عملية ترجمة التعابير الاصطلاحية. علاوة على ذلك ، تسعى هذه الدراسة إلى كشف آراء الطلاب والمدرسين ومواقفهم تجاه استخدام القاموس الإلكتروني المتخصص كتطبيق مساعد لتحسين قدرة طلاب اللغة الإنجليزية كلغة أجنبية على ترجمة التعابير الاصطلاحية. في هذه الدراسة ، يُفترض أن استخدام القاموس الإلكتروني المتخصص قد يساعدهم على تحسين قدرتهم على ترجمة التعابير الإنجليزية من خلال تبني منهج بحثي مختلط في هذه الدراسة. فيما يتعلق بهذا المنهج، تم اختيار ثلاث أدوات مختلفة لجمع البيانات لهذا التحقيق. تضمنت هذه الأدوات تجربة شبه استنبائية استنبائاً الذي وزع على عينة من طلاب السنة الثالثة في جامعة محمد خيضر في بسكرة، بالإضافة إلى مقابلة مع مدرسي اللغة الإنجليزية في نفس القسم والجامعة. كشفت نتائج هذه الدراسة أن تطبيق هذا القاموس الإلكتروني المتخصص يمكن ان يساعد طلاب اللغة الانجليزية على ترجمة التعابير الاصطلاحية بسهولة ودقة أكبر بالإضافة إلى ذلك أبدى غالبية الأساتذة و الطلبة موقف ايجابيا فيما يتعلق باستخدام هذا التطبيق وهكذا تم تأكيد الفرضية البديلة السابقة وكانت النتائج ايجابية.