Translation Instruments Used
By English Language Students Major
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أدوات الترجمة المستخدمة من قبل طلبة اللغة الإنجليزية

ملخص:

هدفت هذه الدراسة إلى تحديد أدوات الترجمة الأكثر استخداما من قبل طلبة اللغة الإنجليزية في كلية الآداب في جامعة مؤتة. تكونت عينة الدراسة من (204) طالب وطالبة من المتخصصين في اللغة الانجليزية (ذكور 70، إناث 134). تم اختيارهم جميعا بصورة عشوائية. قامت الباحثة بجمع البيانات باستخدام أداة قياس (استبانة) تم بنائها خصيصاً لقياس هدف الدراسة، وتم التحقق من معاملات الصدق والثبات.

أشارت النتائج إلى أن أكثر أداة تستخدم من قبل الطلبة (ذكور وإناث) لغايات الترجمة كانت الكمبيوتر (١) حيث احتلت المرتبة الأولى بمتوسط حسابي قدره m (3.65، وكانت أداة القاموس (٢) قد جاءت في المرتبة الثانية بمتوسط حسابي قدره m (3.62، ثم أدوات الترجمة بشكل عام (٣) في المرتبة الثالثة بمتوسط حسابي قدره m (3.09، وكانت ماكينة الترجمة (٤) الالكترونية قد جاءت في المرتبة الرابعة والأخيرة بمتوسط حسابي قدره (m 2.89).

فيما يتعلق بالذكور، فقد احتلت أداة الكمبيوتر المرتبة الأولى بمتوسط حسابي قدره (m 3.68)، أما الإناث فقد احتلت أداة القاموس المرتبة الأولى بمتوسط حسابي قدره (m 3.70).

أشارت النتائج كذلك إلى عدم وجود فروق ذات دلالة إحصائية عند مستوى α (0.05 ≥ على أي مجال من مجالات الأدوات الأربعة أو على مستوى الأداة ككل بالنسبة لمتغير الجنس. أما بالنسبة لمتغير السنة الدراسية فقد كانت هناك فروق دالة إحصائيا فقط على مجال (أدوات الترجمة بشكل عام) وكانت الفروق بين السنة الرابعة من جهة وكل من السنة الأولى والثانية من جهة أخرى ولمصلحة السنة الرابعة.

وفيما يتعلق بإيجاد فروق دالة إحصائيا بحسب نوع الأداة المستخدمة من قبل جميع الطلبة فقد تبين وجود فروق دالة إحصائيا عند مستوى (0.05 ≤ α) بين (أدوات الترجمة بشكل عام) من جهة وكل من (القاموس، والكمبيوتر) من جهة أخرى وجاءت الفروق لصالح كل من القاموس، والكمبيوتر، وكذلك كانت هناك فروق دالة إحصائيا (0.05 ≤ α) بين كل من (ماكينة الترجمة الالكترونية) من جهة وكل من (القاموس، والكمبيوتر، وأدوات الترجمة بشكل عام) من جهة أخرى وجاءت الفروق لصالح كل من القاموس، والكمبيوتر، وأدوات الترجمة بشكل عام.

واستخلصت الباحثة أنّ الطلبة كانوا يستخدموا أكثر من أداة واحدة للترجمة وكانت الفروقات في الاستخدام بين بعض الأدوات كانت ظاهرية ولم تكن كبيرة. وقد أوصت الباحثة بضرورة التركيز على استخدام الكمبيوتر وأدوات الترجمة الالكترونية خاصة أنها الأسرع والأسهل للاستخدام ويتم تحديثها تلقائيا باستمرار وبنفس الوقت لا نستطيع الاستغناء عن القاموس.

Abstract

Translation Instruments

Used By English Language Students Major

Huda Rawashdeh

This study aimed at determining the most translation instruments used by English Language Students Major. The study sample consisted of (204) English language students (70 male, 104 female). They were deliberately chosen. The researcher used a self-developed questionnaire to measure the study purpose. Validity and reliability were inspected.

Results of the study indicated that the most used instrument by all students (male & female) was the computer (1) which ranked first (m 3.65), then printed instrument (dictionary) (2) ranked second (m 3.62), the translation instruments in general (3) ranked third (m 3.09), and the electronic machine (4) in the fourth rank (m 2.89). In regard of male students, the computer instrument ranked first (m 3.68), and for the female students, the dictionary ranked first (m 3.70).

Also results showed that there were not significant differences at ($\alpha \leq 0.05$) on any dimension and on the instrument as a whole by sex, but by studying year there was significance

differences ($\alpha \leq 0.05$) only on the dimension (instruments in general) between the fourth year from one side and the first and second year from the other side in favor of the fourth year.

In regarding significant differences by the type of the translation instrument, results stated that there were significant differences between (instruments in general) from one side and each of dictionary and computer from the other side in favor of each dictionary and computer. Also there was significance differences at ($\alpha \leq 0.05$) between the electronic machine from one side and each of dictionary, computer, and instruments in general from the other side in favor of each dictionary, computer, instruments in general.

The researcher concluded that English language students are using more than one instrument in their translation. Also there was not found much variance among instruments in terms of usage. The researcher recommended that English language students should focus on using the computer and electronic machine, at the same time it is necessary to use the dictionary.

Key words: Translation Instruments. –Computer– Electronic – Machine– Instruments in general– Printed Instrument (dictionary)

Introduction:

The topic of effective translation, improved teacher's quality, and higher academic learning and performance from teacher candidates has provoked major discussion during recent years.

O'Brien, Josephine (2015) mentioned that learners of english in a foreign language environment often rely on translation as a composing instrument and while this may act as a scaffold and provide some support, it frequently leads to predictable and persistent errors.

The profession of translator is gaining it's popularity. Consequently, there has been a significant increase in the number of academic institutions all around the world that offer translation programs to train prospective translators.

Eser, Oktay (2015) said that the concept of translation competence is a term covering the various skills and knowledge that a translator needs to have in order to translate functionally. Thus translation instruments can be seen as models for students to acquire translation competence

Daghoughi, Shekoufeh; Hashemian, Mahmood (2016) said that due to differences across languages, meanings and concepts vary across different languages, too. The most obvious points of difference between languages appeared in their literature and their culture-specific items, which lead to complexities when transferring meanings and concepts from one language into another. To overcome the complexities arisen from the distinction between languages in the process of translation, translation scholars have proposed different strategies.

A question such as what is the best instrument for translation in terms of saving time, effort, and money remains a challenge for English Language Students Major (ELSM) and educators at the same time. Morofushi, mari (2014) and others mentioned that with the spread of the Internet, (ELSM) now there have greater opportunities to use different instruments for translation. They utilize online dictionaries to decipher websites in ways that would be impossible with traditional printed tools. One of the best ways to equip students to take advantage and overlap translation problems is to use different translation instrument.

Beaven, Tita; et al (2013) said that one of the main barriers to the reuse of Open Educational Resources is language (OLnet, 2009). OER may be available but in a language that users cannot access, so a preliminary step to reuse is their translation or localization. One of the obvious solutions to the vast effort required to translate OER is to crowd-source the translation, as exemplified by Wikipedia (Wikipedia Translation).

The online instruments provided literal translations into Chinese with no grammatical coherence for most of the questions, which could potentially have a detrimental effect on the translated version produced as a culturally relevant and psychometrically sound instrument. Brondani,(Mario; He, Sarah, 2013).

Al-Ma'ani, Musallam (2015) stated that dictionaries of all types, monolingual or bilingual, specialized or general, form the basic instruments for both undergraduate translation students (UTSs) and professional translators (PTs). However, it is generally accepted that the difference between UTSs and PTs is that UTSs normally over-rely on dictionaries, which produces unsatisfactory results. For it is not only the lexical meaning provided by dictionaries that is important in translation, but also the contextual meaning. Hence, it is the USTs' ability to translate and use specialized terms/words appropriately within the context of situation and, by extension, within the larger world of the text, which is crucial.

Musk, Nigel (2014) mentioned that the integration of translation instruments into the technology search engines has led to a huge increase in the visibility and accessibility of such tools, with potentially far-reaching implications for the English language classroom. These translation instruments in fact only one way in which English language learners can exercise their language preferences, especially when working more autonomously. By acting upon these preferences and opting to read in their first language, learners effectively adopt an avoidance strategy--that of avoiding the target language.

In addition, there are also many recent studies dealing with the improvement of translator training models which take into account not only the trainees' translation competence, but also the market demands (Muñoz Martín, 2002; Pym, 2003; Reineke and Sánchez Muñoz, 2005; Rico Pérez, 2002; etc.).

Usually, there have been many arguments among translation specialists regarding the most effective instrument for doing translation hence there almost isn't any instrument which can translate correctly "all in all literal translation" . Each one tries hardly to convince the others that the instrument he/she uses is more important. This argument leads us to a question: which instrument should we use and concentrate on?

Other works refer to the vital role that technology plays for translators in the present era (Biau Gil and Pym, 2006), and to the new professional, the translator/localizer (Gouadec, 2004). As can be concluded for the above, translators have switched from pencil and paper to more effective and sophisticated electronic tool or instrument.

In general, it is important to remember that, eventually, prospective English language teachers will need to assimilate new knowledge into existing translation instruments so that they are equipped not only with the knowledge about intended tool, but with the most suitable instrument they should use.

Computer-Assisted Translation (CAT) software is helpful to translators, since it speeds up the translation process either with the help of translation memories when working with very repetitive texts or using translation software for texts written using controlled language (Nyberg, Mitamura and Huijsen, 2003).

A lot of different studies focused on Computer-Assisted Translation; however, these studies lack a realistic professional approach because they are mainly focused on CAT instruments, without mentioning other instruments commonly used such printed instruments and/ or image editor's instruments .

The aim of this study is thus to determine the most important use of translation instruments by ELSM at Mutah University and to present a quick overview of a variety of different instruments for translation which might make the translation process easier and faster for learners and in order to satisfy their studies demands.

Problem of the study:

The framework addresses important challenges in the development and use of effective translation accommodations for English language learners. Many of these challenges are directly related to the fact that translation is a complex activity. Other

challenges stem from the fact that this complexity is often underestimated and from the fact that the process of test development and the process of test translation are often viewed as unrelated and are limited by tight timelines. Solano-Flores, Guillermo (2014).

Nowadays, there has been much criticism and barriers on the quality of translated work. English Language Students Major (ELSM) does not know exactly how and what effective instrument should they use to help them translate their work in less effort and time. English Language Teacher Educators (ELTE) charged with providing ELSM basic knowledge that helps them translate their work.

Based on informal interviews, and discussions by the researcher with the in-service English language teachers at schools and ELSM and ELTE regarding the type of translation instruments, it was focused on which type of the translation instrument should be used to overcome the problems that might be generated during their studying. It was obvious that there was more than one point of view regarding factors which might impact the success of students' determination of the translation instrument.

The department of English language in Mutah University is required to establish a quality core curriculum in every subject area, and graduate qualified English Language Students Major who:

Recognized the skills necessary to perform different teaching skills,

Participated effectively in translation activities,

Translated correctly his/her work assignments.

Despite the importance of knowledge translation instruments for ELSM, the concept is often overlooked or misunderstood. Based on the researcher's nature work and her experience, there is not much attention to evidence-based practice among English language students major. This study is a trial to explore and classify the translation instruments used by ELSM at Mutah University.

Purpose and questions of the study:

The major purpose of this study was to determine the most effictive use of translation instruments by ELSM in the English language department at Mutah University.

This major purpose includes six objectives:

1. Determining the most use of translation instruments by all ELSM (male & female).

2. Determining the most use of translation instruments by ELSM students (male).

3. Determining the most use of translation instruments by ELSM students (female).

4. Determining the differences in using the instruments by the sex.

5. Determining the differences in using the instruments by the academic year.

6. Determining the differences in using the instruments by the instruments type.

According to these six objectives, six questions were emerged as the following:

1. What are the most translation instruments used by all students (male & female).

2. What are the most translation instruments used by students (male).

3. What are the most translation instruments used by students (female).

4. Are there any significant differences ($\alpha \leq 0.05$) in using the instruments by sex.

5. Are there any significant differences ($\alpha \leq 0.05$) in using the instruments by academic year.

6. Are there any significant differences ($\alpha \leq 0.05$) in using the instruments by the instruments type.

Importance of the study:

Eser, Oktay (2014) said that in the department of foreign language teaching, a variety of courses are offered in order for students to acquire translation competence. The courses are often carried out by translating a text from one language into the other i.e. source language (SL) into target language (TL) and the

opposite. Learning by experience is an effective approach. However, it is inevitable that there are some aspects that we need to reconsider with this methodology. Translation is a creative and functional activity. Any approach neglecting this aspect of translation can be regarded as source-oriented and prescriptive.

Liu, Yi Chun; Huang, Yong-Ming (2015) said that the teaching of translation has received considerable attention in recent years. Research on translation in collaborative learning contexts, however, has been less studied.

Recent interests in knowledge of translation tools, which connects quality research to (ELSM) practice aimed at improving the studying and the work of English specialists.

According to researchers' knowledge, there is no attention or studies devoted to English language students major (none native speakers) regarding translation instruments.

Suitable translation instruments must have an effective role in assisting none native ELSM. Failure doing so might affect negatively on students' learning and achievement, value of the profession, and may badly influence on their work.

Relying on none native ELSM to reveal the most use of translation instruments by them during their study, provide us with concrete information that support teacher educators to advice ELSM about which effective instrument they should use during their study.

This information might assist faculty educators in refining the quality of instruction that should be given to students. Effective teaching needs a continuous process of students' development program materials and concomitant instructional practices.

This study provides a review of knowledge translation instruments to clarify potential misconceptions. In addition, also it would introduce knowledge review for the most useful of translation instruments. It would provide an ideal approach for translation researchers, practitioners, and major students to work together to develop knowledge and effective practice guidelines.

Because of the growth in knowledge regarding translation, surveying ELSM becomes very necessary. At the same time, since

the faculty of art at Mutah University was founded, there were no such studies conducted according to the researchers' knowledge.

Conducting such a study, addressing issues related to ELSM, and results of this study might help us in determining whether ELSM are adequately using translation instruments. Also, obtaining such data from ELSM play a vital role in their syllabus reform.

It is hoped that achieving the study purpose will be professionally beneficial for prospective ELSM and in-service ELSM teachers in schools.

The findings of this study can be useful for language teachers, researchers, and developers of corpus-based learning instruments. Determining most translation used instruments by students can reduce time, effort, and money that students spend on translation.

Literature Review:

A comprehensive search was conducted to identify relevant studies under the topic of translation tools. Results of the search, stated that there were different studies conducted under the topic in question. Very few in Arabic and some others in English. Studies obtained were useful for the present study in many terms. They were useful for constructing the theoretical framework of translation tools and reviewing the intended literature, also in determining the suitable manner for conducting the present study, discussing and interpreting the results of the study.

Eser, Oktay (2015) conducted a study focused on the need for a change from translation competence to translator's competence. The need was observed through a scale of translation competence conducted at the states universities in Turkey, which resulted in the proposed model of translator's competence. A scale of translation competence concerning with student perceptions was used as an empirical data collection tool in quantitative research in translation studies, the reliability statistics of which was tested as ,951 with 448 participants. The scale consists of 50 statements and measures 8 sub-competencies. This paper proposes a model of translator's competence from an educational perspective, thus paving the way for more effective translator education required to meet the expectations in the translation

sector. The concept of translator's competence was proposed as an umbrella term to cover the needs of translation business. It is based on the three different skills that is technical skills, conceptual skills and interpersonal skills in which the technical skills represent the translation competence as one of the constituents of the translator's competence.

Abdellah, Antar Solhy, (2007) conducted a study to explore the actual practices of preservice teachers of the faculty of education in learning and studying translation as well as the practices of university instructors in teaching and evaluating translation. Tools included two questionnaires and guided interviews with the instructors. Students/teachers of the faculty of Education were shown to lack most of the basic skills of translating and instructors seemed dissatisfied with the current practices of course design, teaching and evaluating translation tasks.

O'Brien, Josephine (2015) conducted a study to discuss the impact of developing a consciousness-raising approach in error correction at the sentence level to improve students' proofreading ability. O'Brien, Josephine (2015) Learners of English in a foreign language environment often rely on translation as a composing tool and while this may act as a scaffold and provide some support, it frequently leads to predictable and persistent errors. Such fossilization can cause inaccuracies that detract from student composition and that require instruction and repeated practice in order to eradicate the errors. The current paper reports on an experiment in consciousness-raising about specific categories of errors with a group of 30 students in the Faculty of Education in Zayed University, Dubai during the spring semester 2014. Post-test results compared with those on a pre-test indicate a significant improvement in students' performance as a result of structured input (specially prepared grammar materials) and focused instruction (teaching that focuses on each specific grammar point identified as problematic).

Chen, Howard Hao-Jan; et al, (2016) conducted a study titled "Developing and Evaluating a Chinese Collocation Retrieval Tool for CFL Students and Teachers" in their paper focused on introduces a new web-based collocation retrieval tool, ICE (Intelligent Collocation Engine), which is based on a large part-of-speech-tagged Chinese news corpus. To determine if the new tool

can facilitate the searching of collocations, this tool was tested by a group of CFL students to find proper collocates in a translation task. The results showed that the students who used the ICE tool could successfully found many proper Chinese collocates for a given noun. In addition, 12 in-service CFL teachers were also invited to evaluate the effectiveness of this collocation tool. These teachers indicated that they could find proper Chinese collocates easily with the help of ICE. The teachers also commented that they might use the collocation retrieval tool to prepare their teaching materials. Both findings of the experiment as well as the survey suggest that the new collocation retrieval tool can facilitate Chinese collocation teaching and learning, but the content and functions of this tool can be further enhanced.

Mateo, Roberto Martínez (2015) tried to present the results of a pilot experience where a re-conceptualised role of a translation-based task is implemented in the Foreign Language Teaching (FLT) class and explores the question of whether it can be used as a means to foster the cross-linguistic cognitive processing of languages involved so that this meta-cognition provided by the translation process will contribute to boost a student's watchfulness and so reduce calqued errors when writing (translating) in L2 (English). Under the task-based language teaching methodology, an initiative has been put forward with a group of selected English as an L2 students pursuing a fourfold objective: i) firstly, to reintroduce translation-based tasks as a viable teaching tool in Foreign Language Teaching (FLT) class; ii) secondly, to examine the role of cross-linguistic interference in Second Language Acquisition (SLA) and iii) to identify and tag a specific type of negative interference, namely calqued errors, committed by students when translating into L2, and iv) lastly, to check whether this task triggers students' awareness of cross-linguistic differences and similarities and turn this realization into an opportunity to learn (positive interference) by avoiding committing calqued errors again.

Costa-jussà, Mart R.; et al (2015) conducted a study to describe the design, development, and analysis of a MOOC entitled "Approaches to Machine Translation: Rule-based, statistical and hybrid", and provides lessons learned and conclusions to be taken into account in the future. The course was developed within the Canvas platform, used by recognized European universities. It contains video-lectures, quizzes, and laboratory assignments. Evaluation was through on-line quizzes,

programming assignments assessed by means of a specific code evaluation, and peer-to-peer strategies. This MOOC allowed people from various fields to be introduced to the theory and practice of Machine Translation.

Keyes, Christopher S.; Puzio, Kelly; Jiménez, Robert T. (2014) conducted a study titled "Collaborative Translations: Designing Bilingual Instructional Tools". The authors used design research methods to present, analyze, and refine a strategic reading approach for bilingual students. The collaborative translation strategy involves reading an academic text, translating key passages, and evaluating these translations. Discussions provide a rich context to support thoughtful connections to textual concepts. The authors describe the development and refinement of a domain-specific instructional theory that informs collaborative translation. Findings suggested the promise of the strategy for increasing engagement and providing a central instructional role for heritage languages.

Daghoughi, Shekoufeh; Hashemian, Mahmood (2016) conducted a study titled Analysis of Culture-Specific Items and Translation Strategies Applied in Translating Jalal Al-Ahmad's "By the Pen". I n their study, Newmark's proposed taxonomy for translating culture-specific items (CSIs). It is the framework for achieving this study. So, after adopting CSIs with Newmark's (1988) 5 proposed domains of CSIs, we sought to find his proposed translation strategies applied in the English translation of Jalal Al-Ahmad's "By the Pen" by Ghanoonparvar (1988) and to evaluate the frequency of each in order to determine which strategy could help the most in translating CSIs. To do so, first, both the source language text and its translation were studied; then, the translation strategies applied were found. Having found the strategies as the sources of the data, they were arranged and analyzed. Results showed that functional equivalent was the most frequently used strategy, and modulation and paraphrase were the least frequently used ones. Findings have pedagogical implications for translation students and literary translators.

Liu, Yi Chun; Huang, Yong-Ming (2015) in their study used a tool of synchronous collaboration to assist students in experiencing a peer translation process. Afterward, the unified theory of acceptance and use of technology (UTAUT) and a partial least squares regression approach are used to explore

students' perspectives on the synchronous collaboration. Specifically, the study is constructed in a technical university in Tainan, Taiwan. A total of 27 participants enrolled in the study. The results show that most of the hypotheses they had developed before the study were supported by the data we collected, and further reveal that the construct of facilitating conditions is the most important determinant of students' intention to use the synchronous collaboration, followed by social influence and effort expectancy. The results indicate that the construct of facilitation conditions, such as the usage of new technology or problem solution, plays a significant role when integrating new technology since students will be more familiar with the new technology.

Karoly, Adrienn (2012) conducted a study report the findings of a study aiming to reveal the recurring patterns of lexical, syntactic and textual errors in student translations of a specialized EU genre from English into Hungarian. By comparing the student translations to the official translation of the text, this article uncovers the most frequent errors that students made and links these errors to the elements of translation competence. In order to achieve these goals, textual analysis and retrospective interviews were used. The findings show that translation errors occur at every level of language, and they follow recurring patterns, stemming from different elements of translation competence. The outcomes of the study may aid specialized EU translation teachers in designing course syllabuses by highlighting which elements of translation competence to focus on.

Smadi, Oqlah; Alrishan, Amal (2015) mentioned to investigate the strategies utilized by Jordanian EFL University graduate students in translating idioms into Arabic. The participants of the study were all M.A translation students at the University of Jordan and Yarmouk University who were selected purposefully. The total number of the students was 90 who participated in a translation test which contains 16 idioms of different categories. The quantitative findings of the study revealed that EFL Jordanian university students use certain strategies in translating idioms regardless of their awareness of the use of these strategies.

Al-Ma'ani, Musallam (2015) in his paper tried to address issues related to Arabic military translation. In particular, it focuses on the long-standing relationship between specialized terms and translation and how terms may influence the UTSs' quality and accuracy, given that Arabic suffers from difficulties in

handling and standardizing specialized technical terms. Data were drawn from translations by undergraduate students at Sultan Qaboos University in Oman. The analysis shows that students faced problems at understanding technical information as well as technical terms and collocations. It was also noted that two of the better bilingual dictionaries turned out to be of little help. The examples discussed provide pointers to the challenges that would face UTSs when handling technical translation in their early careers.

Fatollahi, Moslem (2016) conducted a study aimed at investigating the effect of sight translation on the reading comprehension ability of Iranian undergraduate EFL students. This is a quasi-experimental study involving treatment. To this end, four reading comprehension classes involving 70 learners were divided into two groups, with the experimental one receiving reading instruction with sight translation exercises and the control group receiving reading instruction without sight translation exercises. The posttest results revealed that the experimental group performing sight translation exercises in classroom outperformed the control group who had not engaged in sight translation.

Pariente-Beltran, Beatriz (2013) in his study titled "Evaluating Translation as an Explicit Instruction Tool to Improve L2 Written Skills: An Empirical Study". Aimed to evaluate the effect of translation tasks in L2 written production. results of the study indicated that explicit instruction had a significant effect on aggregated change scores and also on discourse change scores. The use or lack of translation and implicit instruction did not have a significant effect on vocabulary and grammar. Therefore, we can still infer that translation was not detrimental for students' L2 acquisition. It will be crucial to implement other empirical studies that involve not only a longitudinal approach but also longer exposure to translation tasks.

Kallkvist, Marie (2013) conducted a study titled "Languaging in Translation Tasks Used in a University Setting: Particular Potential for Student Agency?" . in his study collected the data in 3 different groups of students who were taught by the same teacher within a functioning university course in English at a Swedish university. Quantitative and qualitative analyses of

audio-recorded lessons revealed that translation tasks led to (a) particularly high levels of student-initiated referential questions that break the initiation-response-feedback pattern and (b) a less-frequent focus on targeted second language grammar as student attention tended to be drawn to vocabulary. Qualitative analysis of teacher scaffolding suggests that the teacher used translation to create a forum for student-centered discussion of various aspects of English language use in order to meet one of the course goals. The relatively strong presence of student-initiated interaction suggests that translation may have particular potential to engender student activity. It is argued that translation, therefore, may have an important, yet limited, place in academic-level language education where knowledge of the L1 is shared.

Methodology/procedures:

1. Method:

A descriptive manner was used because of its suitability to the nature of this study.

2. Society of the study:

Society of the study represented by all English Language Students major (600) in the department of English Language at Mutah University.

3. Sample of the study:

Sample of the study consisted of (204) English language students major, 70 male, and 134 female who were deliberately chosen. Table (1) shows the distribution of the population according to sex and academic year.

Table (1)

Frequencies and percentages of the study sample according to the independent variables

Variable	Category	Frequency	Percentage
Sex	Male	70	34.3

	Female	134	65.7
Academic year	First	48	23.5
	Second	36	17.6
	Third	60	29.4
	Fourth	60	100.0
Total		204	100.0

4. Instrument of the study:

A questionnaire was developed to collect data in order to answer the study's questions. It included two sections: personal information and (16) items under four different dimensions (translation instruments). The items of the questionnaire generated from the literature review and the experience background of the teacher educators at the department of English language. Respondents used the five likert scale to answer each dimension items' in terms of their usage of the translation instruments. The five likert scale (always, often, sometimes, seldom, never) was used.

After the instrument was prepared, it was distributed to the respondents in Arabic version

because the respondents are none English native speakers and in order to avoid any hesitation or time waste in looking up an unknown word or idea in English language and or to bring translator from English into Arabic.

Copies of the surveys were distributed to the intended students at their classes, total of 204 questionnaires were filled, and 204 questionnaires were analyzed.

5. Validity of the instrument

Six university English language professors, were received the questionnaire in Arabic version to check the content and constructive validity. They were asked to put their opinion about the instrument regarding the content and clarity. They were also asked to suggest any modifications, the comprehensiveness of the instrument, the adequacy of each item, and suggest any changes where necessary.

6. Pilot study: The questionnaire was field first distributed to a group of 10 English Language Students Major (from outside of the study sample) and then modified for clarity, organization, and content based on feedback from those individuals.

7. Reliability of the instrument

To ensure the reliability of the instrument, Cronbach-alpha coefficient was calculated for the instrument as a whole and for each dimension (Table 2).

Table (2)

Dimension	Reliability coefficient
Translation Instruments in general	0.73
Dictionary	0.76
Computer	0.86
Electronic machine	0.86
Whole	0.87

8. Data Analysis:

Descriptive statistical analysis was applied to the data to generate a comprehensive set of the ranked translation instruments used by the ELSM. So, means, standard deviation, and percentages were computed. In addition, means, standard deviations, t-test, one way analysis of variance (ANOVA) were used to detect significant differences of the study variables.

Results and Discussion:

Question # 1: What are the most translation instruments used by English Language students (males and females)?

To answer this question, descriptive statistics were applied (means, standard deviations).

Table (3)

Means, standard deviations of the study sample (204) for the translation instruments used by students arranged descend according to the means.

Rank	No.	Dimension	Mean	St. Dev.

1	3	Computer	3.65	1.005
2	2	Dictionary	3.62	.971
3	1	Translation instruments in general	3.09	.739
4	4	Electronic machine	2.89	1.282
		Whole	3.26	.631

Looking at table 3, the four dimensions received means started with 2.89 and over. In terms of ranks, results pointed out that the most used translation instrument by students was the computer which ranked first (m = 3.65). This result might be attributed to the fact that computer have become a fundamental instrument for accessing information regarding translation. Furthermore, the web contains information in multiple languages, and introducing an output in a short time. Also, right now computer is available for all students in any place either at home or in the university (computer labs).

Dictionary ranked second (m = 3.62). It is still an important tool, sometimes students prefer using the dictionary when they want to look up a single word or something simple.

The third rank was for "translation instruments in general" dimension (m = 3.09). This result refers that students sometimes do not care much about which instrument should be used they just use an available one.

Although the "electronic machine" came in the last rank (m = 2.89), it still has an important rank in terms of students' usage. This result might be attributed to the fact that not all students can own an electronic translation device because of its price or it is not practical enough.

Question # 2: What are the most translation instruments used by English Language students (males)? To answer this question, descriptive statistics were applied (means, standard deviations).

Table (4)

Means, standard deviations of the study sample (70) for the translation instruments used by students (males) arranged descend according to the means.

Rank	No.	Dimension	Mean	St. Dev.
1	3	Computer	3.68	1.006
2	2	Dictionary	3.46	1.127
3	1	Translation instruments in general	2.97	.789
4	4	Electronic machine	2.71	1.347
Whole			3.14	.711

Looking at table 4, the four instruments received means started with 2.71 and over. In terms of ranks, results pointed out that the most used translation instrument by male students was the computer which ranked first (m = 3.68). Dictionary ranked second (m = 3.46). The third rank was for "translation instruments in general"

(m = 2.97). This result could be attributed to the fact that computers are available for male students in many different places such as, at home, university, etc. The dictionary can be considered as a supportive instrument when there are no other instruments. Sometimes they do not have problems of using any other instruments when all of them are available. In addition to that, computer assisted translation incorporates manual editing stage into the software, making translation an interactive process between students and the computer.

On the other hand, the automatic machine translation system available today is not able to produce high-quality translations unaided: their output must be edited by the student to correct errors and improve the quality of translation.

Question # 3: What are the most translation instruments used by English Language students (females)? To answer this question, descriptive statistics were applied (means, standard deviations).

Table (5)

Means, standard deviations of the study sample (134) for the translation instruments used by students (females) arranged descend according to the means.

Rank	No.	Dimension	Mean	St. Dev.
1	2	Dictionary	3.70	.872

2	3	Computer	3.64	1.008
3	1	Translation instruments in general	3.16	.707
4	4	Electronic machine	2.98	1.242
		Whole	3.32	.579

Looking at table 5, the four instruments, received means started with 2.98 and over.

In terms of ranks, results pointed out that the most used translation instrument by female students was the dictionary which ranked first (m = 3.70). In Arab culture, female students in general spend more time at home than male students. They might have more preference by nature for using a printed instrument such as the dictionary more than other instruments. Also it might be attributed to the fact that female students cannot spend time and stay out as much as male students. So, they can use the dictionary in any place at home (in the kitchen, living room, and in the bed room), in other words they might have more opportunity for using the dictionary than the other instruments.

Computer instrument ranked second (m = 3.46). The third rank was for "translation instruments in general" dimension (m = 3.16). Although the "electronic machine" came last (m = 2.98), it still has an important rank in terms of students' usage.

Question # 4: Are there significant differences at ($\alpha \le 0.05$) in using instruments by sex.

Table (6)

Means, standard deviations, "t" value, and significant of "t" for the effects of sex on each dimension and on the instrument as a whole.

Dimension	Sex	No.	Mean	St. Dev.	't' value	Sig. of 't'
Translation instruments in general	Male	70	2.97	.789	-1.764	.079
	Female	134	3.16	.707		
Dictionary	Male	70	3.46	1.127	-1.697	.091
	Female	134	3.70	.872		

Computer	Male	70	3.68	1.006	.248	.804
	Female	134	3.64	1.008		
Electronic machine	Male	70	2.71	1.347	-1.409	.160
	Female	134	2.98	1.242		
Whole	Male	70	3.14	.711	-1.859	.064
	Female	134	3.32	.579		

As stated in table (6) there were no significant differences at ($\alpha \leq 0.05$) either on any dimension or on the instrument as a whole concerning the sex variable (male and female).

Students in general (male or female) are commonly used to use two indicators for choosing a specific translation instrument which are speed and accuracy. This result might be attributed to the fact that students both male and female possess the same translation instruments and they might have the same opportunity for using the tools. Also these instruments are available for both genders either in the university or at home. In addition to that, males and females might have the same level of fluency in the target language and might be reasonably conversant with English. He or she might also be knowledgeable about the English language with the same level and different instruments relating to translations.

Question # 5: Are there any significant differences at ($\alpha \leq 0.05$) in using the instruments by academic year.

Table (7)

Means, standard deviations, "t" value, and significant of "t" for the effects of academic year on each dimension and on the instrument as a whole.

Dimension	Academic year	No.	Mean	St. Dev.
Translation instruments in general	1	48	2.82	.729
	2	36	3.09	.839
	3	60	3.05	.653
	4	60	3.35	.694

Dimension	Academic year	No.	Mean	St. Dev.
	total	204	3.09	.739
Dictionary	1	48	3.51	.935
	2	36	3.85	1.025
	3	60	3.49	.996
	4	60	3.68	.933
	total	204	3.62	.971
Computer	1	48	3.74	.948
	2	36	3.62	1.174
	3	60	3.58	.926
	4	60	3.68	1.034
	total	204	3.65	1.005
Electronic machine	1	48	2.80	1.129
	2	36	2.78	1.352
	3	60	2.82	1.342
	4	60	3.10	1.299
	total	204	2.89	1.282
whole	1	48	3.12	.517
	2	36	3.27	.782
	3	60	3.19	.600
	4	60	3.43	.620

Dimension	Academic year	No.	Mean	St. Dev.
	total	204	3.26	.631

Table (7) showed apparent differences in computational means and standard deviations in utilizing instruments of translation according to the different academic years, and to determine the statistical differences between means, analysis of one way ANOVA was used as stated in table (8)

Table (8)

One way ANOVA for the effects of the academic year on using the translation instruments.

Dimension	Source	Sum of squares	D.F.	Mean of squares	F Value	F Probability
Translation instruments in general	Between Groups	7.833	3	2.611	5.062	.002
	Within Groups	103.170	200	.516		
	Total	111.003	203			
Dictionary	Between Groups	3.619	3	1.206	1.285	.281
	Within Groups	187.747	200	.939		
	Total	191.365	203			
Computer	Between Groups	.746	3	.249	.244	.866
	Within Groups	204.210	200	1.021		
	Total	204.956	203			
Electronic Machine	Between Groups	3.823	3	1.274	.773	.511
	Within	329.881	200	1.649		

Dimension	Source	Sum of squares	D.F.	Mean of squares	F Value	F Probability
	Groups Total	333.704	203			
whole	Between Groups	2.973	3	.991	2.544	.057
	Within Groups	77.893	200	.389		
	Total	80.866	203			

As stated in table (8) there was not a significant difference at ($\alpha \leq 0.05$) on any dimension and on any instrument as a whole by the academic year except for the translation dimension (instruments in general), to determine the significant difference, the comparative post test LSD was used as showed in table (9).

Table (9)

The dimensional comparisons by using LSD method for the effect of academic year on the translation instruments in general

		mean	first	second	third	fourth
Translation instruments in general	first	2.82				
	second	3.09	-.27			

	third	3.05	-.24	.03		
	fourth	3.35	-.54*	-.27	-.30*	

* (α ≤ 0.05) significant level

Table (9) showed significant differences at (α ≤ 0.05) between the fourth year from one side and each of the first and second year from the other side in favor of the fourth year. This result could be attributed to the fact that fourth year students have gaind more experiences than the first and second year students, they became more convenient with different types of the translation instruments. They have more knowledge than others regarding the available instruments in the university such as the library and different labs etc.

Question # 6: Are there any significant differences at (α ≤ 0.05) in using instruments by type of the instrument.

Table (10)

Means, standard deviations of the study sample (204) for the translation instruments used by students according to the type of the tool.

Dimension	No.	Mean	St. Dev.
Translation instruments in general	204	3.09	.739
Dictionary	204	3.62	.971
Computer	204	3.65	1.005
Electronic machine	204	2.89	1.282

Whole			816	3.31	1.068

Table (10) showed differences in means and standard deviations in utilizing instruments of the translation according to the type of instruments. To determine the significant differences between computed means, analysis of one way ANOVA was used as stated in table (11).

Table (11)

One way analysis (ANOVA) for the effects of translation instrument type on usage of the instruments

Source	Sum of squares	D.F.	Mean of squares	F Value	F Probability
Between Groups	88.912	3	29.637	28.615	.000
Within Groups	841.028	812	1.036		
Total	929.941	815			

Table (11) showed significant differences at ($\alpha \leq 0.05$) on the translation instruments type, and to determine the significant differences of the differences between the different means, the dimensional comparisons were used (Scheffe) as stated in table (12)

Table (12)

The dimensional comparisons by using (Scheffe) method for the effect of translation instrument type

	mean	Translation instruments in general	dictionary	computer	Translation instruments in general
Translation instruments in general	3.09				

Dictionary	**3.62**	**.52***		
Computer	**3.65**	**.56***	**.04**	
Electronic machine	**2.89**	**.20***	**.73***	**.76***

* ($\alpha \leq 0.05$) significant level

Table (12) showed significant differences between the translation instruments in general from one side and each of the dictionary and computer on the other side, and the differences were in favor of the dictionary and the computer. This result could be attributed to the fact that the computer and the dictionary are the most two instruments available in the university and at home which students can access easily to them.

Also, the differences were between the electronic machine from one side and each of the dictionary, computer, and the translation instruments in general on the other side in favor of dictionary, computer, and the translation instruments in general.

Also, this result explored that students in their translation integrates multiple translation instruments to produce high quality output. Traditionally, students rely on their general impression to gauge a text's translation difficulty level. If their evaluation process was to be more objective, a specific instrument needs to be used. Students were choosing the translation instrument based on more than one factor such as; availability of the tool, time needed for the translation, and difficulty of the text.

Conclusions and Recommendations:

Conclusions:

According to the results of this study, the researcher concluded that:

1. English language students major are using more than one tool for translation.

2. Male students prefer using computer more than other tools

3. Female students prefer using dictionary more than other tools

Recommendations:

Based on the results of the study, the researcher recommends that:

1. Students (male & female) should choose their translation tool based on more than one factor such as; availability of the tool, time needed for the translation, difficulty of the text.

2. Students (male & female) should integrate multiple translation tools in order to produce high quality output.

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Appendix (1)

QUESTIONNAIRE

Dear student

The researcher is conducting this study for the purpose of determining the most used translation instruments by English Language Students Major in the English language department at Mutah University.

This questionnaire includes two sections:

First: personal information about each participant in the study

Second: sixteen items distributed under four different translation instruments (four dimensions).

Please read each item carefully, and then put sign (x) in the suitable column which agrees with your corresponding degree on each item.

Personal Information:

Please put sign (x) in the suitable choice that agrees with your case.
Gender ☐ male ☐ female
Academic year ☐ first ☐ second ☐ third ☐ fourth

Questionnaire:

#	Translation instruments in general	always	often	sometimes	rarely	never
1.	I use the dictionary for the translation purpose					
2.	I use the computer for the translation purpose					
3.	I use the electronic machine for the translation purpose					
4.	I have more tendency for using the dictionary for the translation purpose					
5.	I have more tendency for using the computer for the translation purpose					
6.	I have more tendency for using the electronic machine for the translation purpose					
7.	I have no tendency in preference Using a special instrument more than the others for the translation purpose					

	Dictionary	always	often	sometimes	rarely	never
8.	I use the dictionary (English–English) for the translation purpose					
9.	I use the dictionary (English–Arabic) for the translation purpose					
10.	I use the dictionary (Arabic–English) for the translation purpose					
	Computer	always	often	sometimes	rarely	never
11.	I use the computer for the translation purpose (English–English)					
12.	I use the computer for the translation purpose (English–Arabic)					
13.	I use the computer for the translation purpose (Arabic–English)					
	Electronic machine	always	often	sometimes	rarely	never
14.	I use the electronic for the translation purpose (English–English)					

15.	I use the electronic machine for the translation purpose (English–Arabic)				
16.	I use the electronic machine for the translation purpose (Arabic–English)				