

وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION & SCIENTIFIC RESEARCH

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**Students use of mobile applications of dictionaries in
translating technical texts from Arabic into English**
Case study of Master I students of translation

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Dedication

I would like to dedicate this work to my parents: My father Belkacem and mommy Roza for being by my side in every step I have made; here I am where you have always wanted to see me and where I have always wanted to be.

To my sister Messad my brothers Azdine and Karim;

To my cousins Fatima , Lydia and Sonia thank you for your unconditional love and support, I wish you all the beautiful things in life. May God keep you by my side;

To those with whom I have shared my ups and downs; to the most beautiful mixture of all moods: Flora ,Wafa, Mina , Chichi , Rachida , Yasmina , Wissam, Zizi , Zahoua thank you for all the smiles you put on my face whenever you find it necessary or unnecessary. You know it is more than love that I have for you;

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Abstract

This study aims at showing the impact of electronic dictionaries and applications on the process of translation and the way they could help or not the students to achieve their translation tasks. . The hypotheses are that electronic dictionaries may allow students to overcome their weaknesses and that applications like Google, Babylon and Reverso could be the most used by students in translating the technical texts . To check these hypotheses, a questionnaire is administered to a sample of students and another one to a sample of teachers. A group of master one students at the Department of Translation in Mouloud MAMMERRI University of Tizi Ouzou has been submitted to a test of translation of different technical texts. The results in general show that students depend on mobile dictionaries and their use helps them to gain time and cover their weaknesses in translation activities.

ملخص

يهدف هذا البحث إلى إظهار مدى استعمال و تأثير القواميس والتطبيقات الإلكترونية على عملية الترجمة وكذا الطريقة التي يمكن أن تساعد بها الطلاب على تحقيق مهام الترجمة التي يضطلعون بها. اقترحنا لهذه الدراسة الفرضية القائلة أنّ القواميس الإلكترونية قد تسمح للطلاب بالتغلب على نقاط ضعفهم، وأنّ تطبيقات مثل: Google و Babylone و Reverso قد تكون أكثر استخداما لدى الطلاب في ترجمة النصوص التقنية . وللتحقق من صحة هذه الفرضية، تم تقديم استبيان لعينة من الطلبة و آخر وُزِع على أساتذة القسم المختصين في الترجمة، كما تمّ إجراء اختبار على مجموعة مختارة من طلبة الماستر بقسم الترجمة التابع لجامعة مولود معمري بتيزي وزو. تظهر النتائج بشكل عام أنّ طلبة الماستر يعتمدون على القواميس الإلكترونية و تطبيقاتها بطريقة نظامية لأنها تمكّنهم من ربح الوقت في أداء ترجماتهم وتغطّي بالمقابل نقاط ضعفهم في هذا الأداء الذي كان دون المتوسط عموما.

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Introduction

At the era of the digital technology, the entire world turns at the rate of the new information and communication technologies. Being of this generation, we're unable to avoid the progress and the evolutions which are bound with it and if the progress gains all the sectors of life, the world of studies does not make an exception, and the university is not able to stay far from this technological wave which slowly affects all the sectors, this is the way we see connected computers tablets and Smart phones to invade classrooms and lecture halls,

The domain of translation, puts itself in the technology revolution as well, this is the way electronic translation is born, starting from of the computer-aided translation, until the use of electronic dictionaries, all the ways are good to make the translating operation easier, faster and more effective.

Being a student in the second year of master of translation, I am brought to observe at the same time translation as a process of transmission of the message from a language A towards a language B, but also the ways which lead us towards the full realization of this process my companions and me, and it is this privileged point of observation that left the idea of the subject of this dissertation. Indeed, students often resort to the new working means during their translations just like the electronic dictionaries contained in their telephones and tablets or in their computers. From this report are born some questionings which will give rise to our work.

If we chose to handle this subject, it is for a set of reasons that could be classified in two categories:

The objective reasons of this choice are first the novelty and the extent of the phenomenon, indeed, the recourse to the electronic dictionaries during the translation is relatively recent and takes more and more development in particular at our companions of 1st year, this is why we have chosen them as a sample for the way of working. Then, the new technologies are the future, thus are an inevitable evolution for the human being so it's a fact

that let us as researchers, in a position to be obliged to endeavor in order to explain this phenomenon.

The subjective reasons for this choice are the comfort offered by mobile applications in the translation process, knowing that our weaknesses can be covered by applications as they offer a psychological advantage, and allow us to undertake with more confidence the translation of texts that may be complicated at first.

This research asks the following questions :

- Do the technological advances in term of mobile applications provided to the field of translation lead to a more efficient and better translation performance?
- Are students using electronic dictionaries able to overstep their linguistic weaknesses and translate texts more effectively taking into consideration the imperfections that a machine can make in translating certain terms in given contexts?
- What are the different applications and dictionaries used by students to help translate technical texts?

In the light of this problematic, we hypothesize that :

- Technological advances may improve translation in terms of efficiency and speed.
- Electronic dictionaries may allow students to overcome their weaknesses and that they take into account the imperfections of the machine and adapt to the contexts of every text.
- Applications like Google, Babylone and Reverso could be the most used by students in their translating activities.

In order to answer to the previous research set of questions, a sample of 15 randomly chosen master one students from the department of translation in the university of Tizi Ouzou is being tested. The reason behind working with master 1 students is that it is the first time they start translating technical texts and this will necessarily require the use of electronic dictionaries and probably the ones on their phones, i.e. applications.

The aim of the study is to show the impact of electronic dictionaries and applications on the process of translation and the way they could help or not the students to achieve their translation tasks.

The method of research we adopt is based on didactics through an analytic study of different translations that would be made by students. This dissertation is then divided into two chapters : the first one deals with technical translation, technical texts, requirements and specificities of technical translation. The second part of this same chapter is on didactics of translation and the third part deals with dictionaries and mobile applications. The chapter two consists in data collection, an analysis of the students translations and both teachers and students surveys. The results are tabulated, described and analyzed to check the hypotheses veracity.

The most important book references we used to elaborate this research are :

“ La traduction technique : Le texte sous l’empire de l’extratextuel “ of Mathilde Julie Livia FONTANET , “ Le traducteur professionnel face aux textes techniques et à la recherche documentaire“ of Laurent LAGARDE, edited in 2009.

During this research realization, we faced some difficulties notably in finding the necessary documentation containing targeted data. We used a large number of writings, which we studied and compared to obtain the information we were looking for. Many of these documents did not contain detailed information and were therefore unusable. In addition to the refusal of the students to translate long technical texts . They also took a long time to complete the questionnaires.

Chapter I

Technical translation

didactics of translation and electronic

dictionaries

This chapter is divided into three sections. The first section is about technical translation. different definitions of technical translation, the technical text and its specifications. In addition to this, requirements and difficulties of technical translation are exposed. The second section is an overview on didactics of translation to shed light on the importance of translation studies on this field to both students and teachers to deal with all the types of translation . The last section is devoted to the dictionary. First, there is a brief history and a definition of the dictionary and the focus is mainly on the English language and the Arabic language dictionaries according to our speciality. Moreover, there is a specific emphasis on electronic dictionary, mobile application of dictionaries as it is the most relevant to this research.

I.1 Technical translation

Technical translation is the translation of documents and texts dealing with scientific and technical subjects, it aims to convey the concept of departure with the greatest precision possible, taking into account more the thematic aspect of the text than the style. It requires the use of specialized terminology adapted to the field being processed.

(<https://tel.archives-ouvertes.fr/tel-00797032/document> , visited on 06/09/2017)

In the translation of technical texts which are characterized by their thematic field, it is necessary to have a good understanding of the subject, the translator must acquire knowledge about the technical subject he translates and, depending on the difficulty of the text, he may It is essential to document before starting the translation. It must also be able to identify the terms of the original text and use the appropriate terms on the inbound text.

(<http://perso.univ-lyon2.fr/~thoiron/JS%20LTT%202005/pdf/Fontanet.pdf>, visited on 06/09/2017)

Technical translation requires a high level of precision, and the translator must have an excellent knowledge of the working language and be familiar with the terminology of the

domain in which he translates. This domain of translation allows no error; In some cases, such as the medical field, a translation error can have dramatic repercussions.

I.1.1 Technical texts

Jean DELISLE defines technical texts as texts which *"serve essentially to convey information and whose aesthetic aspect is not the dominant aspect"* (DELISLE, 1980, 22). In other words, the technical text is purely utilitarian, Responding to the information needs of readers wanting to act in the extra linguistic sphere, It is generally rich in technical terms.

Technical texts represent all texts having a practical application of scientific knowledge, they may be texts of hard sciences, texts of applied sciences, or technical texts representing technical documents of sale, notices or advertisements.

The technical text does not take into account the aesthetic aspect. Its quality is measured to its precision, its clarity and its conciseness.

I.1.2 Specifications of technical texts

According to LAGARDE, Laurent (<https://tel.archives-ouvertes.fr/tel-00797032/document>), technical texts are precise, concise, objective and clear:

a. Precision and conciseness: During the drafting of a technical text, specialists apply themselves to being as precise and concise as possible, strengthening the cognitive, intellectual and objective side of the subject.

b. Objectivity: The specialized language used in technical texts is deprived of emotional means, it tends to be impersonal and focuses in a scientific and objective way on the treated subject.

c. Clarity: To facilitate the comprehension and the communication of a scientific text, it is necessary to limit the ambiguities to the maximum, the technical text is therefore devoid of ambiguities and synonymy.

d. Universality: Technical texts are written according to certain norms so as to have a uniformity of terms, words and symbols and thus to achieve a certain universality.

I.1.3 Requirements of technical translation

Before beginning the translation of the technical text, the translator will have to make the documentation and the terminological research necessary to remove the uncertainties. It should also find the appropriate terminology to convey the meaning and give a clear and concise form to its translated text. (<https://tel.archives-ouvertes.fr/tel-00797032/document> , visited on 06/09/2017)

Some translators use machines during the translation process, using TM provides them with the definitions and equivalents of the terms on which they are uncertain.

I.1.4 Difficulties of technical translation

The process of translating a technical text makes the translator face certain constraints consisting in:

a. The identification of terms

Before starting the translation, it is necessary to identify the terms, and this is the first difficulty to which the translator is confronted. Sometimes it is difficult to distinguish the general language from the specialized language, syntagmatic terms, unlike the terms formed from Greek or Latin roots are difficult to recognize.

b. Differences in semantic ranges between languages

The difference that can exist between the dominant semantic division in both languages can cause difficulties, the same term can be translated in different ways depending on the context.

c. The impossibility of relying on prior knowledge

Understanding a text often involves interpretations of the reader to override the ambiguities of the text, the spontaneous elimination of all interpretations outside the

coherence field of the text and deduction are tools that the reader uses. But in a technical text, it is difficult to use interpretations or deductions to overcome the ambiguities that the text may pose in terms of comprehension.

<http://perso.univ-lyon2.fr/~thoiron/JS%20LTT%202005/pdf/Fontanet.pdf>, (visited on: 06/09/2017)

I.2 Overview on didactics of translation:

Scientific approaches to the study of translation began to appear in the second half of the 20th century. This led to the emergence of Translation Studies as a new discipline. For its part, translation Teaching, as a branch of Applied Translation Studies, benefited from the new theoretical findings and the didactic aspect has thus, witnessed a great development by acquiring a variety of subjects, including the relation between pedagogical theory and practice, the contents of translation teaching courses, subject specialization, the relation between translation teaching and language teaching, and also the qualifications and qualities required of translation teachers. (CHAU,1984,20).

Before talking about didactics of translation, we should first try to understand what translation is exactly. According to MONDAY (2001: 4), the term translation includes different meanings. It can be used to refer either to the subject field, to the product or to the process , which means the act of rendering a source text (ST) into a target text (TT) . NIDA (1969) also gives a description of the concept of translation as a process. However, the term “process” is here used with an equivalent term, which is “translating”:

“ Translating is basically not a process of matching surface rules of correspondence, but rather a more complex procedure involving analysis, transfer and restructuring. ”

(NIDA, 1969: 80)

Like NIDA, many linguists developed new theories to the study of translation and that's what developed the translation studies into a complete academic discipline.

For many translation scholars, translation theory is a necessary component of a

translation teaching course . According to Mona BAKER (1992: 1-2) it encourages students to reflect on what they do, how they do it, and why they do it in one way rather than another. In addition, it enables the translator to control the unexpected situations and gives him or her a certain degree of confidence providing them with the basis on which further developments in the field may be achieved.

Therefore, the aim of developing theories and approaches in the translation teaching is to structure the already existing students level in translation by bringing to consciousness a set of translation strategies and principles. And the main aim of the teacher of translation should be to train professionals who will, in the future, earn their living as translators. Thus, he should make the student aware of the fact that translation is not an innocent act It is, rather, a re-writing, a re-reading of two cultures, of two histories convincing him/her of the importance of analysing and reading the text carefully before translating it and of the relevance of knowing well the target culture.

Even though man has, always felt the need to translate from the beginning of the time, translation studies have only recently begun to be considered as an independent discipline. Translators are nowadays trained at specialised faculties, since they are thought to have an important role in international meetings and institutions. However there are clearly in need of teaching translation pedagogy . In fact, didactics of translation is perhaps the area of translation studies which has received less attention: "the teaching of translation has been seriously developed by what can be described as a split between translation theory and practice.

I.3 The Dictionary

I.3.1 Definition and History

The dictionary is the number one source that FL learners rely on to help them acquire a language and translators to translate. “Worldwide, no book on a language or on languages has been and is more widely used in education systems and in communities at large than the dictionary” (DAVIES & ELDER, 2004,54). This book contains a huge number of words from a given language arranged alphabetically, “we may define a dictionary as a balanced and comprehensive list of words, with their meaning explained, arranged in some logical order based on their components, not according to their meaning” (HAYWOOD, 1965,4).The dictionary, in its general use, serves as vocabulary builder; however, Haywood finds the two terms: dictionary and vocabulary to be approximately of the same meaning if we order vocabulary alphabetically, yet they function differently (HAYWOOD, 1965, 4). De Garlandia is said to be the first one to call his book that contains a list of classified words a “dictionarius” in Latin meaning: dictio, a saying, expression, word (The New International Encyclopedia, 2016).

I.3.2 Types of Dictionaries

The main aim of the dictionary has always been related to vocabulary and lexicography learning of a given language. The different types of vocabularies of which each language consists, different purposes of learning a language, different ages of learners and many other factors required the creation of numerous types of dictionaries. Béjoint (2000) said concerning this variation “Different societies have different lexicographical traditions and have produced dictionaries of various kinds for multiple reasons” (CHIHO, 2006, 34).

KIRKNESS (2004) and HARTMAN (2001) agreed it was aimed to classify the variety of dictionary types over the three previous decades, and the result have always been: impossible (CHIHO, 2006, 34). However, some attempts are taken into account to be useful.

“BÉJOINT (2000) lists distinctions such as general and specialized dictionaries, monolingual and bilingual dictionaries, encyclopedic and language dictionaries, foreign learners’ and native speakers’ dictionaries, and dictionaries for adults and dictionaries for children” to name a few (CHIHO, 2006, 35). Furthermore, the development of technology and the immense importance of FL learning made of the bilingual dictionary and the electronic dictionary an important area of research. This will be dealt with in what follows.

I.3.2.1 The monolingual dictionary

I.3.2.1.1 The English Language Dictionary

The First alphabetical English dictionary was made in 1604 by Cawdrey called A Table Alphabetical. Although several works after the latter were produced as English dictionaries, it was not until 1755 that A Dictionary of The English Language, a reliable English dictionary, by Johnson came up. It was the first modern English dictionary and was used for 150 years until the Emergence of the Oxford English Dictionary. <https://andromeda.rutgers.edu/~jlynch/Papers/firstdict.html>. visited on 06/08/2017

The Oxford Dictionary beginning was when the society asked for a new dictionary, and scholars replied to their demands. Before the final complete edition, several names and publishers helped in making a better English dictionary because it seemed to require more work than they expected (Oxford University Press, 2013). From 1884 to 1997, there was a huge revolution in the form and content of the Oxford English Dictionary as shown in the following table:

Oxford English Dictionary Publications			
Publication Date	Volume Range	Title	Volume
1888	A and B	<i>A New ED</i>	Vol. 1
1893	C	<i>NED</i>	Vol. 2
1897	D and E	<i>NED</i>	Vol. 3
1900	F and G	<i>NED</i>	Vol. 4
1901	H to K	<i>NED</i>	Vol. 5
1908	L to N	<i>NED</i>	Vol. 6
1909	O and P	<i>NED</i>	Vol. 7
1914	Q to Sh	<i>NED</i>	Vol. 8
1919	Si to St	<i>NED</i>	Vol. 9/1
1919	Su to Th	<i>NED</i>	Vol. 9/2
1926	Ti to U	<i>NED</i>	Vol. 10/1
1928	V to Z	<i>NED</i>	Vol. 10/2
1928	All	<i>NED</i>	10 vols.
1933	All &sup.	<i>Oxford ED</i>	13 vols.
1972	A	<i>OED Sup.</i>	Vol. 1
1976	H	<i>OED Sup.</i>	Vol. 2
1982	O	<i>OED Sup.</i>	Vol. 3
1986	Sea	<i>OED Sup.</i>	Vol. 4
1989	All	<i>OED 2nd Ed.</i>	20 vols.
1993	All	<i>OED Add. Ser.</i>	Vols. 1–2
1997	All	<i>OED Add. Ser.</i>	Vol. 3

Table1: Oxford English Dictionary Publication

Many other English dictionaries are known and widely used by EFL learners, in an attempt to know which of them the best is; the Goodreads website (2008) suggested 50 names of the English language dictionaries and users classified. The top five are:

1. The Compact Edition of the Oxford English Dictionary, 2 Vols w/Reading Glass
2. Merriam-Webster's Collegiate Dictionary by Merriam-Webster
3. Cambridge Advanced Learner's Dictionary (Book & CD ROM) by Elizabeth
Walter
4. The Official Scrabble Players Dictionary by Merriam-Webster (Creator)
5. The Oxford Dictionary Of Current English by Catherine Soanes (Editor)

I.3.2.1.2 The Arabic language Dictionary

The dictionary and lexicographical books have been of a great interest in the Arab world since ancient times, and may be Arabs valued the task of gathering the Arabic vocabulary in books more than they are doing nowadays. "a dozen or more major dictionaries, besides many vocabularies, both general and specialized, bear witness to their pre-eminence in this field, at a time when such works were almost unknown in Western Europe" (HAYWOOD, 1960, 1)

A great number of dictionaries, with different types and in different fields, were made by Arabs centuries ago. Kitab-al-Ain by Al-Khalil ibn Ahmad al-Farahidi a very famous dictionary made in the 8th century is one example. However, the cumbersome anagrammatical system that the writer used, separating roots according to their length, prevented the dictionary to come into general use. Years later, the work helped in studying another field "the phonetic laws". (HAYWOOD, 1960, 1)

AL-Khalil's dictionary was a reference for a hundred dictionaries; yet it was difficult to create a complete Arabic dictionary. The list is so long and it even took a whole chapter to mention only some of these works. (HAYWOOD, 1960, 32- 39)

The following table cites the remarkable names that the Arab world has had as dictionaries.

Title	Author	Date	Vocabulary	Notes
Kitab al-Ayn (Arabic: كتاب العين)	Al-Khalil ibn Ahmad al-Farahidi (Arabic: الخليل بن أحمد الفراهيدي) (b. 718 - d. 791)	8th century		Kitab al-Ayn was the first ever dictionary for the Arabic language.
Kitab al-Jim (Arabic: كتاب الجيم) a.k.a. Kitab al-Lughat or Kitab al-Huruf	Abu Amr al-Shaybani (Arabic: أبو عمرو الشيباني) (b. ca. 738 - d. 828)	8-9th century		The only copy is in the El Escorial Library.
Al-Jamhara al-Lugha (Arabic: جمهرة اللغة) a.k.a. Al-Jamhara fi al-Lugha (The all-embracing in language) ^[3]	Ibn Duraid (Arabic: ابن دريد) (b. 838 - d. 933)	9-10th century		The dictionary was inspired in part by the earlier dictionary Kitab al-Ayn of al-Farahidi.
Tahdhib al-Lugha (Arabic: تهذيب اللغة)	Abu Manshur al-Azhari al-Harawi (Arabic: أبو منصور الأزهري الهروي) (b. 895 - d. 981)	10th century		The dictionary is important as a source of the Lisan al-Arab.
Al-Muhit fi al-Lugha (Arabic: المحيط في اللغة)	Al-Sahib ibn Abbad (Arabic: صاحب بن عباد) (b. 938 - d. 995)	10th century		
Taj al-Lugha wa Sihah al-Arabiyya (Arabic: تاج اللغة وصحاح العربية) shorter title: Taj al-Lugha or al-Sihah	Ismail ibn Hammad al-Jawhari (Arabic: إسماعيل بن حماد الجوهري) (b. ? - d. 1009)	10-11th century	It contains about 40,000 dictionary entries	The author died at Nishapur while attempting flight.
Al-Muhkam wa al-Muhit al-A'zam (Arabic: المحكم والمحيط)	Ibn Sidah (Arabic: ابن سيده) (b. 1007 - d. 1066)	11th century	.	The author was a blind man.

(الأعظم) <i>shorter title: Al-Muhkam</i>				
Lisan al-Arab (Arabic: لسان العرب)	Ibn Manzur (Arabic: ابن منظور) (b. 1233 - d. 1312)	The dictionary was completed in 1290.	It contains about 80.000 dictionary entries	
Al-Qamus al-Muhit wa al-Qabus al-Wasit (Arabic: القاموس المحيط، والقابوس الوسيط) <i>shorter title: Al-Qamus al-Muhit</i>	Al-Firuzabadi (Arabic: الفيروزآبادي) (b. 1329 - d. 1414)	The dictionary was completed in 1410.	It contains about 60.000 dictionary entries.	The dictionary served as the basis of later European dictionaries of Arabic.
Taj al-Arus Min Jawahir al-Qamus (Arabic: تاج العروس) <i>shorter title: Taj al-Arus</i>	Al-Murtada al-Zabidi (Arabic: المرتضى الزبيدي) (b. 1731 - d. 1790)	The dictionary was completed in 1774.	It contains about 120,000 dictionary entries.	
Muhit al-Muhit (Arabic: محيط المحيط) a.k.a. Qutr al-Muhit (The Diameter of the Ocean)	Butrus al-Bustani (Arabic: بطرس البستاني) (b. 1819 - d. 1883)	The dictionary was completed in 1870.		The author had dedicated the work to the Sultan Abdulaziz. The sultan awarded him with a higher medal and 250 golden liras.

Table 2 : Famous Arabic dictionaries

This heritage seems to result in negative consequences on the Arabic modern dictionaries, since old dictionaries like Lisan al Arab (1290) is referred to as the standard in lexicography. “Modern monolingual dictionaries often do little more than repeat what has been said before, regardless of whether the senses, examples, or even the headwords mentioned are still in actual use” (Arts. T, 2014). Although linguists are trying to update the modern dictionaries according to what suits the new world’s characteristics, since Arabs did

little in science and technology fields recently, it is difficult to find in the monolingual Arabic dictionary even the new words chosen in the Arabic language to refer to some English words.

According to T. Arts, there are several Arabic Language Academies which aim to find proper Arabic words (that is, words which confirm the Arabic root-and-pattern system for word forming, rather than words which are simply English words written in Arabic letters) for new concepts, but they are slow-moving and do not always communicate clearly, so that loanwords for new concepts often are commonplace long before an approved version is released. Sometimes the two continue to exist side by side *tilifūn* تلفون and *hātif* هاتف for telephone). Sometimes the loanword remains strong (*tilifizyūn*(television)), sometimes the approved version gains prominence *ḥāsūb* حاسوب (computer) is more common than *kumbyūtir* كمبيوتر these days. Still, it is rare to find modern words in monolingual dictionaries, either loanwords, or ones formed according to Arabic morphology. One will be hard put to find *ḥāsūb* (computer) in most, and a common modern word like *nazzala* نَزَّل (to download) I haven't been able to find any, not even online.

I.3.2.2 The Bilingual Dictionary

The use of this kind of dictionaries has been discussed by a good number of lexicographers and linguists, (AL-AJMI, 1992, 29). Scholars disagreed about its efficiency. It is noticed that most theorists kind of reject the idea that the bilingual dictionary may be helpful in any sort; reasons behind that differ from one scholar to another. The alternative solution that was suggested by many scholars is the use of monolingual dictionaries rather.

I.3.2.3 The English-Arabic –English dictionary

The English-Arabic/ Arabic-English dictionary has also been a centre of interest by some scholars. Al-Mawrid, for example, by AL BAALBAKI (1967) was analysed in different works. It is a dictionary for the general use; according to the writer, it was made as a result of his dissatisfaction of the bilingual dictionaries existing in the Arab world then. The target readers of this dictionary were not explicitly stated, but the writer declared in his introduction that the growing number of English learners in the Arab world lead to the creation of Al-Mawrid which in his opinion would meet the requirements of different types of users (AL-AJMI, 1992, 48-49).

Although Al-Mawrid was widely used by Arab learners, teachers and translators, it was criticised to be exclusive for Arab learners or English learners with very good command of Arabic. Since Baalbaki used it as the only metalanguage of the dictionary (AL-AJMI, 1992; JNEID, 2007). Al-Mawrid has been updated several times to meet the new vocabulary of English and Arabic, but it seems to rely on old sources with a no more used language to explain some idiomatic expressions and phrases (Arts.T, 2014).

English-Arabic/ Arabic-English dictionary is still criticized despite all the efforts made to improve it. Furthermore, the status of both languages in the world requires much better works. When some dictionary compilers believe that adding new words to bilingual dictionary is the most important thing to do while improving it; others confirm that adding loanwords or multiword constructions with a brief explanation would be more useful (Arts.T , 2014).

I.3.3 Bilingual Dictionary Vs. Monolingual Dictionary

YORKEY (1974) believes that it is preferable, while learning English, that teachers encourage their students to use monolingual dictionaries in an attempt to prevent them from depending on the bilingual ones (Al-AJMI, 1992). The point was to familiarize students with the

monolingual dictionary, for it is considered to be more fruitful when it comes to learning a foreign language.

MACFARQUAR (1985), in his study on definition difficulty, compared between the bilingual dictionary definitions and the monolingual dictionary definition. He noted that most students prefer the monolingual one inasmuch as it relies on different strategies of defining: synonym, explanation, and contextualization. However, most bilingual dictionaries use synonym method, since most of them are made to be portable and pocket seized (MACFARQUAR,1985: 13-16).

BAXTER (1980), on the other hand, agrees that the reliance on bilingual dictionaries may have an unwanted result which is the employing of a single lexical item, yet he proposed that a judicious combination of the two would be more (AL AJMI, 1992, 24).

Other scholars were against the use of the dictionary in general regardless of its kind. BROADHURST (1978) criticises the use of both the bilingual and the monolingual dictionary and suggested that students should guess meaning from the context instead (cited in BENSOUSSAN, 1984). Replacing the dictionary use by inferring the meaning from context has also been supported by some scholars and refused by others. Although it was suggested by HOSENFELD (1984), and RUBIN (1975) that the learner should improve his guessing techniques via practice to be a good learner, GARDENER (1993), claimed that even the best students may prefer to consult a dictionary rather than guessing, thus, not all students learn in the same way (GEMA & ANGELA, 2013, .90)

I.3.4 Electronic dictionaries

Electronic dictionaries are similar to printed dictionaries but their data has been digitized to allow access to it via various electronic devices, they can be monolingual, bilingual and multilingual. They offer a range of additional features, such as search tools, audio

pronunciation, voice recording, grammar references, illustration, conjugators and many other features that differ from an electronic dictionary to another.

The electronic dictionary is available in several forms:

- Dedicated mobile devices.
- Computer software, in the form of CD-Roms, DVD-ROMs or downloadable content.
- Specialized websites.
- Applications for smartphones and tablets.

I.3.4.1 The websites

Websites offering dictionaries are sites that can be consulted via the browser of their computer or mobile device, they require an internet connection, they offer the same information as printed dictionaries, they have a search tool. The features available differ from site to site.

Some sites offer a translation of texts, they allow translating a text directly to another language, their precision varies according to the difficulty of the text, its style and the site used. The most well-known translation sites are: Google translation and Reverso.

I.3.4.2 Mobile dictionary applications

I.3.4.2.1 Definition of mobile applications

In recent years, mobile phones have risen to the top of technology and have become high-tech devices, with high performance and an efficient operating system shadowing computers and laptops. Developers have begun to invest in mobile applications that have become one of the largest technology markets. The accessibility, mobility and practicality of mobile phones, and screens that are growing bigger, have allowed a diversified use of smartphones.

Mobile applications are software developed to run on mobile electronic devices, such as mobile phones, tablets, and some computers running Windows Phone operating system.

They are downloadable via the download platforms, the best known are the app store of Apple and the play store of android, they can be paid or free.

Mobile applications come in a variety of formats: mobile games, GPS, medical applications, education and learning applications, players that can play multiple file formats (audio, video, books), application Of social networks (facebook, twitter, ...)

According to Statistia - Statistics on downloaded mobile applications in 2017 <https://www.statista.com/statistics/266488/forecast-of-mobile-app-downloads>(visited on 06/10/2017), the number of downloaded mobile applications could reach 253 billion, for generated income of 76.5 billion dollars.

I.3.4.2.2 Mobile dictionary applications

Dictionary developers were quick to offer effective dictionary applications that offer new features, and because of their ease of use and convenience, these applications have become widely available, making dictionaries in the form of mobile apps The most used in the world, setting aside the printed dictionaries and the dictionaries on computer. Dictionary applications can be downloaded and used on the majority of smartphones and tablets OS (operating system), they are found both on the play store of android apple , they come in several forms: - Paid and free applications. - Online and offline application. - Bilingual or multilingual monolingual dictionaries.

I.3.4.2.3 The use of mobile dictionary applications in translation

Mobile dictionary applications are widely used to understand difficult terms, either in the mother tongue or in a foreign language. The dictionary makes it possible to give a definition of terms that are difficult to understand, thus making it possible to fill in linguistic and The enrichment of the vocabulary. They are also used during the translation process, dictionary applications make it possible to obtain equivalent terms from a source language in a target language, facilitate translation and dispel misunderstandings, doubts related to certain terms. Their use can be observed especially in translation classes, by students facing the translation of texts that may contain unfamiliar or complicated terms.

To end up this chapter, we can say that it is important to understand what technical translation is and to be knowledgeable about didactics of translation . It is also necessary to give more importance to dictionary skills in classes as being used in translation, especially with the spread use of ED despite its deficiency.

Chapter II

*Analytic study of the
corpus and the surveys*

This study aims to investigate the effect of using mobile application of dictionaries on students' performance in translating technical texts. For this purpose, a test and two questionnaires are administered: The test for a sample of students and a questionnaire for the students and one for a sample of teachers. The questionnaire of the students aims to gather data about their awareness of the advantages and imperfections that may be found in these electronic dictionaries; that of the teachers aims to have an idea about their opinions about their use. The test, on the other hand, aims to shed light on the effect of the use of mobile application dictionaries on students' capability of inferring the right meaning of some words if not the whole text. It also aims to know the kind of mistakes made by students in order to have an idea about the weaknesses found in the mobile dictionaries

II.1. Presentation of the corpus

Our choice of corpus was based on technical texts dealing with different subjects (Agriculture, astrology, medicine, ...) but as these texts were quite long, many students refused to translate them, so we've chosen five texts that are shorter and more vulgarized, Moreover, these texts contain a lot of technical terms. The texts are entitled as follow:

The first text: العلوم الزراعية, The second text: صناعة النسيج, The third text: الطب في واد النيل

(picked from the website : <https://fr.scribd.com/doc/125254742/الترجمة-العلمية-والتقنية-والصحفية-والأدبية> pdf) مصر

The fourth text 841 ألف سيارة بالعالم نيسان تستدعي is taken from the website:

<http://www.aljazeera.net/news/ebusiness/2013/5/23/841-ألف-سيارة-بالعالم-نيسان-تستدعي>

The fifth text: الفضاء is taken from the website : <http://mawdoo3.com/معلومات-عن-الفضاء>

II.2. Population and Sampling

To answer the questionnaires, we have randomly selected a sample of ten students of master one from the Department of translation, and a sample of eight translation teachers from both the Department of English and that of Translation at Mouloud MAMMERI university.

II.3. Examples study

II.3.1. Example 1: text 1

Students	S1	S2	S3	S4	S5
Technical terms					
انتاج المحاصيل	Crops production	Crops production	Crops production	Crops production	Crops production
تربية الحيوانات	Raising animals	Animal husbandry	Animal breeding	Animal husbandry	Animal husbandry
علم التربة	Soil science	Soil science	Soil science	Soil science	Soil science
اقتصاديات الزراعة	Economics of agriculture	Economics of agriculture	Economics of agriculture	Economics of agriculture	Economics of agriculture
الهندسة الزراعية	Agriculture Engineering	Agriculture Engineering	Agriculture Engineering	Agriculture Engineering	Agriculture Engineering
محاصيل الحبوب	—	—	Grain crops	Grain crops	Cereal crops
العلف	Feed	feed	forag		

Table 3 : Technical terms equivalents given by students in text 1

Most of students used google translate application (S2, S3, S4 , S5)

Student (1) used Reverso , Brintanica , Al Maani applications to translate word for word .

We notice that students succeeded to translate the technical words:

العلف - علم التربة - اقتصاديات الزراعة - الهندسة الزراعية - محاصيل الحبوب

In student's (1) translation, we notice the repetition of and , to translate واو العطف whether it is given like that by the application , or translated literally everything since he proceeded by word for word translation . In addition to this, he didn't translate the last sentence المحاصيل التي تنتج منها الأعلاف والأغذية للحيوانات

The style is nearly the same given by all the students , simple, no personal touch, just a pure literal translation given by applications.

II.3.2. Example 2 : text 2

	S1	S2	S3	S4	5
صناعة النسيج	Textile industry	Textile industry	Textile industry	Textile industry	Textile industry
المغزل	Spindle	Spindle	Spindle	Spindle	Spindle
المنسوجات	Textiles	Textiles	Textiles	Textiles	Textiles
الألياف الطبيعية	Natural fibers	Natural fibers	Natural fibers	Natural fibers	Natural fibers
نول ميكانيكي	Mechanical	Mechanical	Mechanical	Mechanical loom	Mecanical loom
الأوال		loom	loom		
حرير صناعي	Silk	Rayon fabric	Artificial silk	Silk	Silk
الصوف	Wool	Wool	Wool	Wool	Wool

Table 4 : Technical terms equivalents given by students in text 2

As it is shown by the table , the technical terms have been translated nearly by the students with the help of mobile applications .

For الحرير الصناعي student 2 is the only one who succeeded in translating the term . Others chose silk. And there is a difference between silk (الحرير) and rayon الحرير الصناعي proof that no one used a monolingual dictionary to see the difference between the two terms . As it is the case also with الأنوال student (1) didn't translate it . apparently it wasn't given by neither reverso nor Britannica , so they didn't check any monolingual dictionary to know the exact meaning of the word . he also , didn't correct the mistakes given by the applications in Translating كل الخامات اللازمة لصناعة النسيج كالقطن و الصوف والألياف by raw materials are available such as wool, textile industry, cotton.. . Here he meaning is odd. We understand that textile industry is one of the raw materials. And if we translate it back to Arabic, it would be وكل الخامات اللازمة كصناعة النسيج والقطن والصوف والألياف .

II.3.3 Example 3 : text 3

	S6	S7	S8	S9	S10
تشخيص الأمراض	Diagnosis diseases	Disease's diagnosis	Disease's diagnosis	Diagnosis of diseases	Disease's diagnosis
وصف العلاج	Prescribing treatment	Prescribing treatment	Prescribing treatment	Treatment	Drug prescription
طبيب بيطري	Veterinarians	Veterinarians	Veterinarians	Veterinarians	Veterinarians
التحنيط	Embalming	Embalming	Embalming	Embalming	Embalming
التشريح المقارن	Comparative anatomy	Comparative anatomy	Comparative anatomy	Comparative anatomy	Comparative anatomy
مومياء	Mummy	Mummy	Mummy	Mummy	Mummy
جثث الإنسان	Cadavers	Human corpses	Human bodies	Human bodies	Human bodies

جثث الحيوان	Cadavers	Animal corpses	Animal carcasses	Animal carcasses	Animal corpses
ضرس	-	-	-	-	-
صديد	-	Pus	Pus	Pus	Pus
خراج	-	Abscess	Abscess	Abscess	Abscess
الختان	Circumcision	Circumcision	Circumcision	Circumcision	Circumcision

Table 5 : Technical terms equivalents given by students in text 3

In the 3rdtext, we notice that students succeeded to some extent to translate the technical words with the help of the applications, such as الجراحة التحنيط التشريح المقارن المومياء الصديد خراج الختان. Only S1 didn't succeed to translate صديد خراج because he didn't understand the meaning of the words and didn't consult any monolingual dictionary.

We notice also that students had some difficulties to translate some collocations such:

جثث الحيوان - جثث الانسان - البحث المنظم-الكتب الشاملة- وصف العلاج ,

Some of them kept the exact words suggested by the applications, however, others changed the structure relying on their background or on a documentary research. For ex:

(S6) translated it by أطباء اختصاص في أمراض الأسنان والعيون والمعدة وفي أمراض النساء والأطفال dentists, ophthalmologists, gastroenterologist, gynecologist, apediatrician.

(S7) translated it by specialists in dentistry ophthalmology,gastroenterology,gynecology, and pediaticians.

“we find effects of surgical operations”. The students used the present simple .

II.3.4 Example 4 : text 4 and 5

المقود	Steering wheel	Steering wheel	Fuel	streering	Steering wheel
برغي	screw	screw	-	Bolt	Bolt

المسودات الهوائية	Air bags	Air bags	Draft problems	Airbag	Air bags
شهب	meteor	meteor	meteor	Comets	Meteor
نيازك	Meteorites	meteorites	-	Orbits	Meteorites
الأجرام السماوية	Celestial spheres	Celestial sphere	Celestial bodies	Heavenly bodies	Celestial bodies
التنجيم	Astrology	astrology	Astrology	-	Astrology
مادة خصبة	Fertile field	Fertile area	Fertile material	Subject fertilized	Fertile material
درب التبانة	-	Milky way galaxy	-	-	Milky way galaxy
اثيل فورمات	Ithyl	Ithyl format	-	-	Ethyl format
لولبية الشكل	-	-	-	-	spiral

Table 6 : Technical terms equivalents given by students in text 4 and 5.

In the 4 th text :

Students 6, 7 & 8 didn't finish their translations, they omitted the last sentence student 6 omitted the 1 sentence فأن مجرتنا درب التبانة لولبية الشكل. Student 7 succeeded to find the technical terms equivalents, however he didn't translate the last sentence either. The same thng with student 8 , it seems that he didn't finish the translation till the last sentence 0 thus, all of them didn't translate the words اثيل فورمات and لولبية may be because they are not common for them . they didn't consult any monolingual dictionary or making a documentary research to find the meaning and the equivalents of these words .

For the 5th text:

Students succeeded to translate only common technical words such as برغي التثبيت, المقود

المقود was translated by all students by steering wheel only student 8 who translated it by fuel like الوقود

برغي was translated by bolt and screw by all the students except student 8 who changed the structure .

II.4. Student's Questionnaire

This questionnaire is administered to collect data about the samples attitude towards mobile application of dictionaries . It consists of eight questions. Two questions are yes-no questions, and the other six are choice questions. The questionnaire aims to investigate how students find the first year translation course in general , and technical translation in specific whether they are instructed by the teacher to avoid mistakes while translating. Furthermore, students are asked about what type of dictionaries they use, in which case they use it, and whether they refer to the contextual meaning before selecting the suggested words by the electronic dictionary. The questionnaire also examines the students' degree of reliance on electronic dictionaries and the last question is about the module of machine translation their teachers' evaluation of mobile dictionaries and the alternatives suggested by them.

♦ The questionnaire

Dear Students

This questionnaire is a part of a research work which is intended to study the use of translation mobile applications in transferring technical texts from Arabic into English.

We would be very grateful if you could answer the following questionnaire by putting (x) in the appropriate box.

1. How do you find translation class this year?

Easy

Normal

Difficult

2. How do you find the technical translation?

Easy

normal

difficult

3. Do you feel the need to use dictionaries while translating?

Yes

No

4. Which type of dictionaries do you often use ?

A printed dictionary Software dictionary in your laptops A mobile dictionary

5. Which type of dictionary did you use to translate the given texts?

A printed dictionary

A mobile dictionary

6. in which case do you consulte your mobile dictionary when you translate?

To translate every word in the texts.

To translate every difficult and ambiguous word in the texts

To translate only the new words.

7. When you use mobile application do you revise contextual meaning before choosing the word suggested?

8. What are the name of these dictionaries?

9. Does the machine translation module helped you to find out some imperfections that may be found in some electronic dictionaries? If yes, list three of them.

Yes

No

Thank you

II.4.1 students survey analysis

- Question 1

How do you find the translation class this year?

Easiness or difficulty of translation	Number of students	%
Easy	0	0%
Normal	6	60%
Difficult	4	40%
Total	10	

Table 7: Students survey about the first year of translation.

As table shows ,60%of students find it ‘normal’,32% thinks it is ‘easy’ although it is the 1st year in wich they deal with translation of texts, 60% of the sample finds it normal.

- Question 2:

How do you find the technical translation?

Easiness or difficulty of technical translation	Number of students	%
Easy	0	0%
Normal	7	70%
Difficult	3	30%
Total	10	100%

Table 8: Students survey about the technical translation in the first year translation class.

Students were asked how do they find the module of technical translation this year, no one said it is easy ,70% said normal and 30% find it difficult.

- Question 3:

Do you feel the need to use dictionaries while translating?

Answers	Number of students	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 9 : students need of using dictionaries while translating

100% of students said yes, all the students feel the need to check the dictionary while translating .

- Question 4:

Which type of dictionaries do you often use inside the classroom? And what are their names ?

Answers	Number of students	%
Printed	2	20%
Software	0	0%
Mobile	8	80%
Total	10	100%

Table 10: Dictionary types used inside the classroom

80% of the total respondents say that they use a mobile dictionary against 20% who say they use printed one, while none of our sample use a software dictionary in their laptop. The above mentioned result may be due to the speed , easy access, and lightness in weight of the mobile dictionary, in comparison to the printed and the software ones which requires physical effort and longer time to handle and use.

- Question 5

Which type of dictionary did you use to translate the given texts?

Answers	Number of students	%
Printed	0	0%
Electronic	10	100%
total	10	100%

Table 11 : Type of dictionary used by students.

100% of the respondents said electronic dictionaries, may be because they translated the texts at home where they had access to internet , however no one used printed dictionaries.

- Question 6

In which case do you consult your mobile dictionary while translating?

Answers	Number of students	%
Every word	1	1%
Difficult words	9	90%
New words	9	90%
Total	10	100%

Table 12: The case in which students use their mobile dictionary while translating.

the table shows that 90% o students use the mobile dictionaries to check difficult and ambiguous words and the new words. The rest say that they use it to translate every word in the text. Again students confirm their dependence on the mobile dictionaries. this dependence is considered to be normal by some teachers when others find it exaggerated as teacher’s questionnaire shows

- Question 7

When you use the mobile application do you revise contextual meaning before choosing the word suggested?

Answers	Number of students	%
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Always	6	60%
Sometimes	3	0%
Never		0%
Total	10	100%

Table 13: frequency of revising contextual meaning before selecting the suggested words by mobile dictionaries.

60% of the sample say they 'always' revise the contextual meaning before choosing the suggested words by their electronic dictionary when 40% say that they 'sometimes' do. and no one said they never do. This shows that most students know the shortcoming of the applications, and they are capable of distinguishing the correct equivalence that suits the context.

- Question 8

What are the words you found difficult in the given texts and felt the necessity to check the dictionary?

برغي التثبيت
لولبي
درب التبانة
التحنيط
الصديد
لتشريح المقارن
خراج

- Question 9

Does the Machine Translation module helped you to find out some imperfections that may be found in some electronic dictionaries? If yes, list at least three of them

Answers	Number of students	%
Yes	10	100%
No	0	0%
Total	10	100%

Table 14 : Students opinion about machine translation module.

100% of the students said that the module of machine translation helped them to find some advantages and imperfections that may be found in some electronic dictionaries. This shows that their use of these dictionaries is supervised and they are introduced to some instruction by the teacher in order to avoid mistakes while translating. Students were asked to list at least three of them. Some answers were: avoid word for word translation; context can make meaning in different languages; to be careful of the differences between the target and the source text; give importance to context.

II.5. Teachers' Questionnaire

It consists of nine questions. The first question aims to make sure that respondents are experienced enough and their answers are reliable. The second question is to know what teachers think of students' level and why. The third question is asked to know if students' dependence on mobile applications of dictionaries is controlled by their teachers. The remaining six questions investigate the teachers' opinions about mobile dictionaries and its use by students, what alternatives teachers suggest instead, how these dictionaries can be effective and how they can be inefficient, and what additional options may enhance their function as the device number one consulted by students.

♦ The questionnaire

This questionnaire is a part of our research work which is intended to study the use of translation mobile applications in transferring technical texts from Arabic into English. We would be very grateful if you could answer the following questionnaire by putting (x) in the appropriate box.

1- How many years have you been teaching translation?

2 ⇔ 10

10 ⇔ 20

20 ⇔ 30

2- According to your experience how is the student's level ?

The student's level in translation is in progress.

The student's level in translation is stable.

The student's level in translation is in retrogressing.

3- Do you allow your students to use dictionaries while translating?

Yes

No

4- What do you think of modern electronic dictionaries that are replacing the printed ones?

Good

Bad

5- How do you find this use?

Normal

exagerated

6- Is it possible that this use may have a positive effect on the student's performance?

Yes

No

Some

7- What kind of mistakes do you usually find in student's translations?

Equivalent mistakes

Cohesion and coherence mistakes

Spelling

mistakes

8- Do you think that the excessive use of electronic dictionaries is one of the causes of the above selected mistakes?

Yes

no

9- Do you inform your students about imperfections found in some mobile dictionaries? What alternative tools do you advise your students to use in order to reduce the mistakes they commit?

II.5.1 Teachers survey analysis

- Question 1

How many years have you been teaching translation?

Teaching Experience	Number of teachers	%
2-10	6	75%
10-20	2	25%
20-30	0	0%
Total	8	100%

Table 15: Teaching Experience

The sample is composed of eight teachers who have been teaching translation for a good number of years (2-20 years).

- Question 2

According to your experience, how is the student's level?

Student level in translation	Number of teachers	%
In progress	1	12.5
Stable	6	75

Retrogressing	1	12.5
total	8	100%

Table 16 : students' level in translation

75% of teachers believe that students' level in translation is stable, the results are equally divided between teachers who think that students level in translation is progress and those who think that their level is retrogressing.

- Question 3

Do you allow your students to use mobile application of dictionaries while translating?

Answers	Number of teachers	%
Yes	8	100%
No	0	0%
Total	8	100%

Table 17 : Teachers permission or prohibition of Mobile dictionaries use

100% of our sample allow their students to use mobile dictionaries in their classes. thus teachers are not against the use of the mobile application.

- Question 4

What do you think of modern mobile electronic dictionaries that are replacing the printed ones?

Answers	Number of teachers	%
Excellent	0	0%
Good	6	75%
So and so	2	25%
Bad	0	0%
Total	8	100%

Table 18 : Teachers' opinion about the use of mobile

- Question 5

How do you find this use?

Nature of the use of mobile dictionaries	Number of teachers	%
Normal	5	62.5%
Exaggerated	3	37.5%
Total	8	100%

Table 19 : Teachers' opinion about the use of mobile application

The results show that 62.5 of teachers think that the use of mobile dictionaries is normal.

However, some teachers seem to object to the excessive use of mobile dictionaries and see it exaggerated, may be they prefer that students don't rely on them on everything.

- Question 6

Is it possible that this use may have a positive effect on the student's performance?

Answers	Number of teachers	%
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Yes	2	25%
No	0	0%
Sometimes	6	75%
Total	8	100%

Table 20 : Mobile dictionaries' effect on students' translation

When teachers were asked about the positive effect that the use of mobile dictionaries may have on student's performance, 75% said sometimes and 25% said yes, thus, no one disagreed totally with the positive effect of mobile dictionaries.

- Question 7

What kind of mistakes do you usually find in student's translations?

Answers	Number of teachers	%
Equivalent mistakes	8	100%
Cohesion and coherent mistakes	8	100%
Spelling mistakes	8	100%
Total	8	100%

Table 21 : kind of mistakes usually found in student's translation

100% of teachers said that all these kind of mistakes are usually found in students performance.

- Question 8

Do you think that the excessive use of electronic dictionaries is one of the causes of the above selected mistakes ?

Answers	Number of teachers	%
Yes	5	62.5%

No	3	37.5%
Total	8	100%

Table 22 : Teachers opinion about the excessive use of electronic dictionaries.

62.5% of teachers believe that the use of mobile dictionaries is one of the reason of the mistakes they commit while translating, however 37.5% said no. they think may be it is because the incompetence students in the source and target language

- Question 9

Do you inform your students about imperfections found in some mobile dictionaries? What alternative tools do you advise your students to use in order to reduce the mistakes they commit?

Answers	Number of teachers	%
Yes	8	100%
No	0	0%
Total	8	100%

Table 23: Teachers informing students about the imperfection of ED

100% of teachers inform their students about the imperfection found in mobile dictionaries. Teachers' instruction are important, and their observation of the use of mobile dictionaries is necessary.

When teachers were asked to suggest some reliable alternatives in order to reduce mistakes students commit.

Suggestions are as follow (the answers are displayed exactly as they were provided by the respondents)

- Monolingual dictionaries
- Encyclopaedias
- Printed dictionaries
- Documentary research

II.6. Discussion of the results

The most used application by the majority of students is google translate , then Reverso with al- maani and Britanica all in their bilingual version.

So students used only bilingual dictionaries , they only want to find the equivalents, and if they don't find them, they let blanks without translation

Students used those apps to translate the text as a hole and not only difficult words.

Regarding to the results obtained from the questionnaire and the test, we notice that students answers do not really much to the test's results .

More than half of the students of the sample said that technical translation session this year is normal and their performance in the test are average.

The texts are simplified technical texts .90% of the students said that they use the mobile dictionaries to check difficult ambiguous and new words so technical terms only are supposed to be new difficult for them however their translations show that there were too litteral and nearly identical . It seems that it is Google translation then theirs .

For the equivalence of technical terms ,the majority of students succeeded to translate the technical terms and find the appropriate equivalents. Thus, mobile dictionaries were helpful to some extent. Moreove , if they relied on Google to translate the whole texts, it means they are not even able to produce a sentence by their own . So, this application helped them to cover they weaknesses in writing.

The majority of students say that they receive directions from their teachers in order to avoid mistakes and the machine translation module has shown them how to use these mobile dictionaries in order to have positive results. However, they didn't correct the mistakes given by these applications. They didn't revise contextual meaning before choosing the words suggested in

mobile dictionaries and the final translation .**Ex:** student (1) in text (3) didn't correct the mistake given by the apps which naturally led to a lack of cohesion and coherence .

For spelling, we noticed that students didn't produce any spelling mistakes. Mobile applications helped them to write the words used correctly.

The majority of teachers find that students level is stable because students don't work hard and try to make more efforts to improve their translations and style. They rely for everything on mobile applications dictionaries especially google translate Thus, they will not learn nor progress. Concerning the quality of the mobile application, most of the teachers think that mobile dictionaries are good. More than half said that their use is normal, the rest said it is exaggerated.

Indeed, since students were not able to produce complete sentences without their use and without relying on them, they wouldn't be able to produce any translated coherent text in their absence. Furthermore , such a use of electronic dictionaries may be normal since the students are of first year, they deal with the translation of texts, thus , they do need such devices to help them in their training.

Among the alternative tools suggested by teachers, dictionary skills training is mentioned however it seems to be uninteresting for students, since it is not mentioned in their answers, such as reading, using reliably printed dictionaries.

To conclude this chapter, we can say that some results obtained from the student's questionnaire do not pair those gained from the test. According to the student's answers to the questionnaire, they are aware of the imperfections of mobile dictionaries, they use dictionaries only to translate difficult words. However, the majority of students used google translate to translate the text as a whole . it is also noticeable that these application were helpful since students level is average ,they deal with technical translation for the first year And they cannot produce full sentences in the absence of dictionaries. Whereas, their translation were generally average.

Conclusion

According to the results obtained, electronic dictionaries are essential for the students, it was noted that the use of electronic dictionaries was of a great help to the students, and allowed them to translate the texts in optimizing their performances. Nevertheless, there have been some errors due to these electronic dictionaries at the level of cohesion and coherence of the translated texts. The most used applications by students were Google translate and Reverso.

According to the results of the questionnaires, mobile applications of dictionaries affect the performance of students in translation, they are aware of the imperfections that electronic dictionaries can have in the contextual sense.

The assumptions of this research work have been confirmed: Translation students use electronic dictionaries at a large scale during the translation process and their use improves to some extent the students' ability to translate and allows them to gain time and to fill their weaknesses to translate technical texts.

The results of our study are :

- Dictionary applications are widely used by translation students ;
- Translation students depend on these applications to translate texts ;
- The capacities of the students are optimized by dictionary applications ;
- Students were able to translate technical texts that contain terms which are not familiar to them with the help of dictionary applications ;
- We found some mistakes in the translations related to the imperfections of the applications, especially on the level of coherence and cohesion of the text;

According to the results of the test and the questionnaires, we may deduce some advantages and disadvantages of mobile applications.

Advantages of mobile dictionaries

- Speed and light in size ;
- A large amount of data with technological developments ;
- They can be specialized ;

- May include graphic and videos ;
- They are free to download.

Disadvantages of mobile dictionaries

- They need a charger they can let you down ;
- Lack of context ;
- The diversity of suggestions wich may cause confusion ;
- Not pedagogical (not meant for foreign learners)

Hence, we recommend a clever use of the mobile dictionaries and applications, they shouldn't be only a mean to gain time but to realize a better performance while translating.

This study could be realised on other specialised texts and I recommend to focus on other aspects of the process of translation.

During the use of an electronic dictionary for the translation process, it is necessary to take into consideration the imperfections that the machine can have, especially on the contextual level.

I recommend to future students to work in this theme on other types of texts, such as economical, legal, literary texts from Arabic into English, and from English into Arabic, and deepen the study by offering more texts to a larger number of students and detailing the work on a larger number of pages. Our work has been limited in number of pages, so we have not been able to broaden the scope of our work, and we have limited ourselves to what is necessary.

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A p p e n d i x

(The corpus and the students' translations scanned)

1. The Test: Translate the following paragraph into English .

❖ النص الأول

العلوم الزراعية

العلوم الزراعية مجموعة من العلوم تتناول الأهداف والمسائل المتعلقة بالإنتاج الزراعي بما في ذلك إنتاج المحاصيل وتربية الحيوانات وبعض نواحي تصنيع المنتجات الزراعية وعلم التربة واقتصاديات الزراعة والإدارة الزراعية والهندسة الزراعية والدراسات المرتبطة بها وتهتم بصفة خاصة بنوعين من المحاصيل.

-المحاصيل التي تقدم للإنسان غذاء مباشرا كمحاصيل الحبوب والأرز والذرة والشعير والخضروات والفواكه والمكسرات.

-المحاصيل التي تنتج منها الأعلاف والأغذية للحيوانات.

Text 1

Student one:

Agriculture sciences deals with the objectives and matters of agriculture including the production of crops and some sides of industrialization of the agricultural products and land science and agriculture sciences and engineering sciences and all the studies that has a relation with it.

Tent 1

Student 2

Agricultural science studies the objectives and deals with everything has to do with agriculture production of crop production and some sides of agricultural products, land sciences, economics of agriculture, management agriculture.

Agriculture sciences specifically two kinds of productions.

Text 1

S 3.

Agriculture sciences is a group of sciences that deal with the matters that have to do with agriculture. Production like crop production, animal breeding, some aspects of agricultural products, soil sciences and all research studies related to them. It emphasizes specifically on two types of crops. Crops that serve human as food like cereal crops, rice, corn, barley, vegetables, fruits and nuts. Crops from which forage and animal feed are produced.

Agriculture sciences is a set of sciences that deals with agricultural production. such as crop production, raising animals, and other aspects of manufacturing agricultural products, soil sciences, economics of agriculture (~~manag~~) management agriculture, agriculture engineering and all studies that deal with it.

Agricultural sciences focus specifically on two types of crops.

1 - Crops that human being takes as food such as rice, corn barley vegetables, fruits ...ect.

Text 1.

Student 05 : Agriculture sciences

Agricultural science a group of sciences dealing with objectives and issues related to agricultural production, including crop production, animal husbandry, agricultural production, soil science, agricultural economics, agricultural management, agricultural engineering, and related studies with particular emphasis on two types of crops.

1. Crops that provide humans with direct food such as grain crops, rice, maize, barley, vegetables, fruits and nuts.

2. Crops that produce feed and food for animals.

تتوافر في الوطن العربي كل الخامات اللازمة لصناعة النسيج كالصوف والقطن والالياف الطبيعية الأخرى فضلا عن النفط الذي يعتبر من المواد الأولية المهمة في صناعة النسيج. ولقد بدأت صناعة النسيج تحتل مكانة مهمة في الاقتصاد العربي منذ حوالي خمسين عاما عندما استوردت المغزل والأنوال الميكانيكية وأشهر المنسوجات العربية نسيج القطن والصوف والحريير الصناعي. وقد خطت هذه الصناعة خطوات كبيرة بحيث يمكن أن تسد حاجة الوطن العربي من المنسوجات في وقت قريب جدا وبما يحقق إمكانية تصدير الغزول والمنسوجات في الخارج .

+ ext - 2 -

Student - 01.

In the arab world all the necessary raw materials are available such as wool, textile wool textile industry, cotton, and other natural fibers, as well as oil, which is considered one of the important raw materials in the textile industry. The textile industry occupies an important position in the arab economy since about 50 years ago when the spindle, mechanical ~~and~~ ^{important} imported the most famous Arab textile fabric of cotton, wool and silk industry. The industry has taken major steps so that they can fill the need of the arab world of textiles very soon and to the possibility of exporting yarn and textile abroad.

reverse -

Tent 2

student two

All raw materials are available in Arab regions. The raw materials needed textile industry like wool, cotton, natural fibers, as well as, petrol which is considered like one of the important raw materials in the textile industry.

The textile industry took an important place in Arab economy since 70 years when they imported spindle mechanical loom and the more widely known arabic textiles are cotton fabric, wool fabric, rayon fabric.

This industry an important path so this can satisfy the arabic world need of textiles in a short time that what provided also the possibility to export abroad.

text 2

53

Arab world is rich of all the materials raws needed for textile industry for producing cotton, wool and other material fibres, specially petrol which is considered as the most important in textile industry since 50 years ago the arabic economy started to occupy an important place. it imported spindles and mechanical looms, the most know arabic textile is textiles of cotton, wool and artificial silk, cotton textiles did a great move so they be able to satisfy arabic world needs, as soon as possible.

what may give them an opportunity to export yarns and textiles abroad.

Student: ou text 2

All raw materials are available in the arab world for the textile industry such as wool catlon and other natural fibres, as well as an important raw material in the textile industry. The textile industry has started to occupy an important position in the arab economy for nearly fifty years. when spindles and mechanical looms have been imported and the most famous arabic textiles of cotton wooland silk as well. The industry has taken great steps so that it can meet the needs of the arab world of textiles very soon and to achieve the possibility of exporting yarns and textiles abroad.

Student OS. Textile industry

In the arab world, all raw materials are available for the textile industry such as wool, cotton and other natural fibers, as well as oil, which is an important raw material in the textile industry.

The textile industry has occupied an important position in the arab economy for nearly fifty years when important spindles and mechanical looms and the most famous Arabic textile textiles of cotton, wool and silk.

The industry has taken great strides so that it can meet the needs of the arab world of textiles very soon, so as to achieve the possibility of exporting yarns and textiles abroad.

بلغ الطب في مصر ٤٠٠٠ عام ق. م. منزلة رفيعة ووضعت فيه الكتب الشاملة القائمة على البحث المنظم في تشخيص الأمراض ووصف العلاج. ومنذ عام ٣٠٠٠ ق. م. كان في مصر أطباء اختصاص في أمراض الأسنان والعيون و المعدة وفي امراض النساء والأطفال كما كان فيها أطباء بيطريون . وكانت للمصريين براعة خاصة في الجراحة والتحنيط في علم التشريح المقارن لأنهم كانوا يحنطون جثث الانسان وجثث الحيوان. وفي المومياءات الباقية اثار عمليات جراحية كثيرة منها مثلا عملية في مغرز ضرس في الفك الأدنى قد ثقب لاستخراج الصديد من خراج كان فيه وكذلك الختان معروف عندهم وكانوا يعتقدون أنه يمنع عددا من الأمراض

test 11:

Medicine in Egypt had

دواء في اهل
Britanica -
Bilufed -
Gulal

since 4000 B.C. Medicine had

EnlarEgi

a great level . and had

Medicine ~~has~~ been existed in Egypt since 4000 BC. they have rich books based on organized

researches in diagnosis and treatment descriptions and since 3000 BC

Egypt had ~~specialized doctors~~ in dentists, ophthalmologist, gastrologue, gynecology, pediatrician, veterinarians.

de vank
kous
assistant
mes
la mark

• Egyptians were brilliant in surgery and Embalming in comparative anatomy. Because they were embalming ~~radels~~ ~~radedi~~ ~~and animal bodies~~ ~~inu~~ and the remaining mummies traces were found of surgeries like. they had also circumcision was known also.

Tent 3

Student 2

Medicine in Egypt reached a very high level in 4000 B.C. And contained comprehensive books based on diagnosis and prescribing treatment.

Since 3000 B.C, Egypt had a great doctors specialist in teeth, Eyes, stomach and women's and children's disease, and veterinarian.

Egyptians were genius in surgery and embalming in comparative anatomy. They were embalming human and animals corpses.

They also found traces of surgical operations on the mummies such as a process in the lower jaw the pus from an abscess, and the circumcision also were known to them and they believed that it prevented a number of disease.

text 3

§3

Medicine in Egypt.

Medicine has been in Egypt since 4000 B.C. and comprehensive books based on systematic research in disease diagnosis and treatment description.

Since 3000 B.C., in Egypt, doctors had specialized in diseases of Health, eyes, stomach, women and children's diseases, as well as veterinarians.

The Egyptians had special prowess in surgery and embalming in comparative anatomy because they were mummifying human bodies and animal carcasses.

In the remaining mummies, many surgical operations were performed, such as a procedure in the lower jaw incisors, that had a hole to extract the pus from an abscess.

The circumcision also were known in Egypt.

Medicine in Egypt reached a high quality since 4000 BC and comprehensive books based on structured research were developed in diagnosis of diseases and treatment.

Since 3000 BC there were specialized doctors in dentistry, ophthalmology, gastroenterology, gynecology and pediatricians as well as veterinarians in Egypt.

The Egyptians have special prowess in surgery and embalming in comparative anatomy because they were mortifying human bodies and animal carcasses. We find effects of surgical operations in the remaining mummies such as a process in the installation of the sphincter in the lower jaw. were punctured to extract the pus from an abscess and the circumcision also known in Egypt.

Student OS: Medicine in Egypt (Nile River)

Medicine has been reached to a high level in Egypt since 4000 B.C. where comprehensive books were composed in accordance with the systematic research in diseases diagnosis and drug prescriptions.

Therefore, in Egypt since 3000 B.C., doctors have specialized in disease of teeth, eyes, stomach, women's and children's diseases, as well as veterinarians.

The Egyptians had an excellence specially in surgery and emballment in the comparative anatomy because they were mummifying human bodies and animal corpses. So, in the remaining mummies it had seen marks of many surgical operations were performed, such as an operation on the lower jaw incisors that had a hole to extract the pus from an abscess inside it as well as the circumcision was known.

❖ النص الرابع

الفضاء، هو كل ما يحيط بنا في هذا الكون الواسع، بما يحويه من كواكب ونجوم ومجرات ونيازك وشهب، وفراغ بين الأجرام السماوية، تُحيط بالفضاء الكثير من الحقائق المدهشة، والبعض منها يكتنفها الغموض، فمهما علمنا لن نعرف إلا القليل عن الكون الذي نعيش فيه. حتى وقتٍ قريب، كانت دراسة الفضاء ضرباً من التنجيم، الذي لا يستند إلى أية حقائق علمية، لكن التطور المذهل في علوم الفضاء، وتكثيف الدراسات من قبل العلماء المتخصصين جعل من الفضاء مادةً خصبةً للبحث، واكتشاف الحقائق، ووضع القوانين، حتى استطاع الإنسان البحث في الفضاء، وما يحويه من مجراتٍ وكواكب، ونجوم، وأجرامٍ سماويةٍ.

معلومات عن الفضاء

- يحتوي الفضاء على أعدادٍ ضخمةٍ من الكواكب والنجوم والمجرات، لكن الكوكب الوحيد المتاح للحياة هو كوكب الأرض، لأن معظم الكواكب الأخرى إما حارة جداً، أو باردة جداً .
- يحتوي مركز مجرة درب التبانة في الفضاء على تراكيز كبيرة جداً لمركب إيثيل فورمات، وهو نفس المركب الذي يمنح الفراولة رائحتها المميزة، والمعروفة .
- يحتوي الفضاء على عدد هائل من المجرات، يقدر بمئة وسبعين مليار مجرة، تختلف عن بعضها البعض من حيث الحجم والشكل، وعلى سبيل المثال، فإن مجرتنا درب التبانة لولبية الشكل.

استطاع الإنسان البحث في الفضاء، وما يحويه من مجرات وكواكب، ونجوم، وأجرام سماوية.

معلومات عن الفضاء

- يحتوي الفضاء على أعداد ضخمة من الكواكب والنجوم والمجرات، لكن الكوكب الوحيد المتاح للحياة هو كوكب الأرض، لأن معظم الكواكب الأخرى إما حارة جداً، أو باردة جداً.
- يحتوي مركز مجرة درب التبانة في الفضاء على تراكيز كبيرة جداً لمركب إيثيل فورمات، وهو نفس المركب الذي يمنح الفراولة رائحتها المميزة، والمعروفة.
- يحتوي الفضاء على عدد هائل من المجرات، يقدر بمئة وسبعين مليار مجرة، تختلف عن بعضها البعض من حيث الحجم والشكل، وعلى سبيل المثال، فإن مجرتنا درب التبانة لولبية الشكل.

The space is all what surround us in this big universe. It contains planets, stars, galaxies, meteorites, meteor and celestial sphere. The space has amazing facts but some of them are still hidden as much as we know but we still know a little about this space in which we live. The study of space was about astrology and wasn't based on real scientific facts. But thanks to the great development in this science and the specialists hard work, this last became a fertile field of research, discoveries.

Information about space:

- The space includes huge numbers of planets, stars and galaxies but the earth is the only one where life exist, the other planets are too hot or too cold.
- a big amount of Ethyl can be found there and it's the same component which gives the strawberries their flavor.

- The space contains a large number of galaxies which is estimated to be billion of galaxies all different from each other.

- Nissan announced its determination to call up for 547 cars all over the world because of a problem in the steering wheel.

- This excution includes Micra cars which are called Marsh in some markets and cube that are produced between 2002 and 2006.

- Nissan representative clarified that the problem of steering wheels is due to the fact that the installation screw wasn't fixed tightly and this could cause problems. She also insured the corporation determination to fix this problem for free following each country law.

- Concerning the area of the concerned cars the representati affirmed that the corporation sold those cars in Europe, Africa, middle east and south America, she also pointed out the fact that no accident has been registered because of this problem.

- The three biggest car companies Toyota, Nissan, Honda and Mazda announced at the same time last april their call up for about 3.9 million because of a problem in the air bags which was produced in Tokyo.

student 7

Space is all what surround us in this huge universe, which contains planets, stars, galaxies, meteorites, meteor, and celestial sphere. The space is surrounded by amazing facts. Some of them are hidden however and whatever is the amount of information gathered, a little remains uncovered. The study of space was is purely astrology which is not based on any scientific facts. But the great development in space science and the intensification of studies by the specialists made of space a fertile area of research, discoveries, and fixation of rules until man could make research in the space.

Information about space:

Space includes huge numbers of planets, stars, and galaxies. But the only planet where life exists is earth. The majority of the other planets are whether too hot or too cold.

The center of the Milky Way galaxy contains big concentrations of the Ithyl Format component and it is the same component that gives strawberries their special flavor.

Space contains a big amount of galaxies estimated to 170 billion galaxy, different from each other.

last had been gathered between 1800 and 1850.

The Space =
The space is all what surrounds us. It contains planets, stars, galaxies, meteors and the space between the celestial bodies. This space is full of amazing things but most of them are mysterious, as far as we know lot of things will remain mysterious. Even in recent times the study of space is a kind of astrology which is based on true facts but with the development in these studies and with the scientists interfield studies the space become a fertile material for research, facts discovery and laws.
Information about space =

- Space contains huge number of planets stars and galaxies but the only planet where life exists is earth because the other planets are either too hot or too cold.

Space is everything around us within a vast universe, which it contains lists of heavenly bodies, orbits, and comets. Also gaps between heaven's spheres, around the space, several amazing truths. Some of them are still vague. However, we knew about it, but is not still enough about the universe we live in, till recently, the cosmos research and studies was really something absurd, which didn't stick on scientific truth. However, the amazing progress of cosmos science and enhancing studies on the behalf of specialised researchers made the space subject more fertilised for research and the discovery of truth to establish some rules, till the human beings managed to widen this knowledge on space research, concerning what it contains of orbits, planets and heavenly bodies.

Space.

Space is all that surrounds us in this vast universe, including planets, stars, galaxies, meteorites, meteors and the space between the celestial bodies, there are many amazing facts about space and some of them are mysterious. As far as we know, we will have very little knowledge about the universe in which we live. Until recently, the study of space was a form of astrology, which was not based on any scientific facts and ~~enacting laws, so that man could search in it.~~ But the astonishing development of space science and the intensification of studies by specialized experts made space a fertile material for research, discovery of facts and enacting laws, so that man could search in it.

Space facts.

- Space contains huge numbers of planets, stars and galaxies. But the only habitable planet is Earth, because most other planets are either too hot or too cold.
- The center of the Milky Way Galaxy contains very large concentrations of Ethyl format that gives strawberries its distinctive and known aroma.

In space, there are enormous numbers of galaxies, approximately 170 billion galaxies, different from one another in size and shape. Our Milky Way galaxy, for instance, is spiral.

نيسان تستدعي 841 ألف سيارة بالعالم

أعلنت مجموعة نيسان اليابانية لصناعة السيارات عزمها استدعاء 841 ألف سيارة عبر العالم بسبب مشكلة في المقود.

ويشمل هذا الإجراء سيارات من طراز ميكرا التي تسمى مارش في بعض الأسواق، وكيوب التي تم إنتاجها بين عامي 2002 و2006.

وأوضحت المتحدثة باسم المجموعة في شرحها لمشكلة المقود، أن برغي التثبيت قد لا يكون مشدودا بدرجة كافية، وهو ما قد لا يمكّن من قيادة السيارة بشكل سليم، مؤكدة عزم المجموعة تسوية هذه المشكلة مجانا وفقا لقواعد كل بلد.

وعن أماكن السيارات المعنية بهذه المشكلة، أوضحت المتحدثة أن نيسان باعت من هذه السيارات في أوروبا وأفريقيا والشرق الأوسط وأميركا اللاتينية، لافتة إلى أنه لم يسجل أي حادث بهذه السيارات بسبب هذه المشكلة.

تجدر الإشارة إلى أن الشركات اليابانية الكبرى الثلاث لإنتاج السيارات -وهي على الترتيب تويوتا ونيسان وهوندا- إضافة إلى شركة مازدا، كانت أعلنت في وقت واحد مطلع أبريل/نيسان الماضي استدعاء نحو 3.9 ملايين وحدة بسبب مشكلة في المسودات الهوائية التي أنتجتها شركة في طوكيو للسيارات التي تم تجميعها بين عامي 2000 و2004.

The space contains a large number of galaxies which is estimated to 100 billion of galaxies all different from each other.

- Nissan announced its determination to call up for 847 cars all over the world because of a problem in the steering wheel.

This excution includes Micra cars which are called Marsh in some markets and cube that are produced between 2002 and 2006.

- Nissan representative clarified that the problem of steering wheels is due to the fact that the instalation screw wasn't fixed tightly and this could cause problems. She also insured the corporation determination to fix this problem for free following each country law.

- Concerning the area of the concerned cars the representati affirmed that the corporation sold these cars in Europe, Africa, middle east and south America, she also pointed out the fact that no accident has been registered because of this problem.

- The three biggest car companies Toyota, Nissan, Honda and Mazda announced at the same time last april their call up for about 3.9 million because of a problem in the air bags which was produced in Tokyo.

Student7

Nissan corporation announced its determination to call up for 84100 cars around the world because of a problem in the steering wheel.

This operation includes Micra cars which are called Marsh in some markets, and Cube that are produced between 2002 and 2006.

The representative of Nissan explained about the problem of the steering wheel stressing that the installation screw might not be fixed very tight, and this might be the reason why the driving of those cars is not safe. In addition, she insured the determination of the corporation to solve this problem for free and according to the rules of each country.

And about the places of the concerned cars, the representative stressed that Nissan sold those cars in Europe, Africa, Middle East, and South America. As she drove the attention to the fact that no accident has been registered with those cars because of this problem.

But the three biggest car companies (Toyota, Nissan, Honda) in addition to Mazda, announced at the same time at the beginning of the last April, their call up for about 3,9 million units because of a problem in the air bags produced in a car company in Tokyo and were gathered between 2000 and 2004.

Student 8

استطاع الإنسان البحث في الفضاء، وما يحويه من مجرات وكواكب، ونجوم، وأجرام سماوية.

معلومات عن الفضاء

- يحتوي الفضاء على أعداد ضخمة من الكواكب والنجوم والمجرات، لكن الكوكب الوحيد المتاح للحياة هو كوكب الأرض، لأن معظم الكواكب الأخرى إما حارة جداً، أو باردة جداً.
- يحتوي مركز مجرة درب التبانة في الفضاء على تراكيز كبيرة جداً لمركب إيثيل فورمات، وهو نفس المركب الذي يمنح الفراولة رائحتها المميزة، والمعروفة.
- يحتوي الفضاء على عدد هائل من المجرات، يقدر بمئة وسبعين مليار مجرة، تختلف عن بعضها البعض من حيث الحجم والشكل، وعلى سبيل المثال، فإن مجرتنا درب التبانة لولبية الشكل.

Nissan Corporation declared her willing to make requisition of 841 cars around the world because of fuel problems. Nissan Micra which is also called March in some parts is concerned by this execution. The corporation speaker clarified that this problem of fuel will be fixed because it can cause crashes, and she also asserted that this failure will be fixed for free. The corporation speaker have also pointed out that we can find these cars in Europe, Africa, and middle west and Latin America, but no car crash has been declared till now. The three biggest car companies made a requisition of 3.9 million car because of drafts problems. these

last had been gathered between 1800 and 1850.

The Space:-

The space is all what surrounds us. It contains planets, stars, galaxies, meteors and the space between the celestial bodies. This space is full of amazing truths but most of them are mysterious, as far as we know. Even in recent times the study of space is a kind of astrology which isn't based on true facts, but with the development in these studies and with the scientists' interfield studies, the space become a fertile material for research, facts discovery and laws.

Information about space:-

- Space contains huge number of planets, stars and galaxies - but the only planet where life exists is earth because the other planets are either too hot or too cold.

9

Nissan recalls 841.000 vehicles worldwide

The Japanese Nissan firm announced that they were calling back 841.000 vehicles worldwide. As a result of steering wheel problem. The recall involves Micra which is known as March in some markets and the cube, made between 2002 and 2006.

The official representer of the company explained that the bolt used in the steering wheel shouldn't be well fixed and that could cause driving problems. She assured that the company will fix this problem for free depending to each country's rules. Concerning the vehicles area she said that Nissan sold vehicles in Europe, Africa, Middle East as well as Latin America but no accident has been reported because of this problem.

The three biggest Chinese vehicle companies Toyota, Nissan, Honda and Mazda all recalled nearly 3.9 million vehicles due of airbag problems and this was in last April.

Nissan.

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Nissan recalls 841,000 vehicles worldwide.

The Japanese Nissan firm announced that it was ~~is~~ calling back 841,000 vehicles worldwide as a result of steering wheel problems.

The recalls involves Micras, also known as March in some markets as well as the cube, made between 2002 and 2006.

The official spokeswoman of the company spoke about the steering wheel problem, explaining that the bolt used in ~~the~~ steering wheel, may not have been fastened appropriately, and the vehicles might not be driven properly due to that, assuring that the company will fix ~~the~~ problem free of charge in accordance with regulation in each country.

She then added - addressing the matter of the pieces of damaged vehicles - Nissan sold the vehicles in Europe - Africa, the Middle East and Latin America but has not received any accident reports related to this problem.

however, the three Japanese auto giants, it should be noted that they are respectively ordered. Toyota, Nissan and Honda in addition to Mazda, all announced at the same time during last April that they were recalling nearly 3.9 million vehicles over airbags problem, which a car company in Tokyo made between 2000 and 2004.

