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OPTION: TRANSLATION

The Impact of Using Bilingual Dictionaries on Literary Translation

The Case Study of 3rd Year Students at the Department of English at Guelma University

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A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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Dedications

To my dearest father (passed away), I dedicate this dissertation to you with all my heart. Your unwavering support and encouragement have been the driving force behind my pursuit of knowledge. I have always looked up to you as an inspiration, and I deeply regret that you are not here to see me at this stage of my academic journey. I hope that wherever you are, you can feel proud of your child. I will forever cherish the lessons you have taught me and the memories we shared.

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Abstract

The research aims to explore the extent to which bilingual dictionaries affect the translation of literary texts and the difficulties EFL (English as a Foreign Language) learners may encounter during this process. Additionally, it seeks to identify the most effective method students should employ when translating literary works. Employing an experimental method, the study administered a test that required students to translate expressions from English into Arabic literary texts and vice versa. The findings reveal that while bilingual dictionaries can be beneficial tools, it is essential for students to have a well-rounded understanding of the language, context, and cultural nuances for optimum translation outcomes. Therefore, the research emphasizes the need for comprehensive translation methodologies that incorporate the use of bilingual dictionaries alongside the context and cultural knowledge.

List of abbreviations

L1: 1st language

L2: Second language

SL: Source language

TL: Target language

ST: Source text

TT: Target text

BD: Bilingual dictionary

SA: Standard Arabic

UK: United Kingdom

US: United States

EFL: English as a foreign language

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General introduction

General introduction

Translation in general is a fundamental process that allows communication between people from different culture and communities in order to exchange ideas, thoughts, and understand each other, in addition to facilitating the human communication, it helps some nations benifit from each others in the fields of education like science, philosophy, linguistics and so on and so forth. Throughout history, translation has served as a vital tool for exchanging ideas, literature, and knowledge across linguistic boundaries. translation serves as a vital link between languages, cultures, and people. It is an art that requires linguistic proficiency, cultural awareness, and a deep appreciation for effective communication. As our world becomes more diverse and interconnected, the role of translation in fostering understanding and bridging divides becomes increasingly essential.

Statement of the problem

Translation facilitates communication between communities, but in translating tasks, many problems appear especially in the field of literature. Most of EFL Third year students of the department of English encounter problems in translating literary texts through taking the bilingual dictionary as supportive tool, which creates a problem in finding the correct equivalents, because they do not take into consideration the context.

Aim of the study

This study investigates the effectiveness of using   bilingual dictionaries in translating literary texts by EFL learners. It aims at exploring problems and difficulties that third year students at the department of English face in translating literary texts. This research attempts to suggest multiple solutions that treat these problems, and to guide students to the appropriate way of using the bilingual dictionary.

Research question

- ❖ To what extent does using a bilingual dictionary affect translating literary texts?
- ❖ What are the difficulties that the EFL learners may face in translating literary texts?
- ❖ What is the appropriate method that should be used by students in translating literary texts?

Research hypothesis

Based on the stated research questions, we hypothesize that:

- ❖ If third year students of English do not use the bilingual dictionary correctly, they will not achieve better translated literary texts. (h1)
- ❖ If third year students of English do not choose an alternative method in translating literary texts, they will face translation problems. (h2)

Research methodology

This research is conducted through experimental method as an appropriate method in order to prove our hypothesis and to shed light on the negative impact of using bilingual dictionaries in translating literary text by EFL learners. The population of the study is third year students at the department of English at Guelma university. The tool used in this study is pre/post test as qualitative approach in order to collect data, and the sample is one group from third year students at the department of English.

Structure of the study

The research is divided into two parts; theoretical and practical. the theoretical part incluses 2 chapters, the first chapter introduce us to translation, its definition and types including the literary translation, then it reveals to us the features of

literary translation and finally in demonstrate the role of translation for EFL students, the second chapter introduce us to dictionaries and their types including the bilingual dictionary, then it shows us how some literary devices such as idioms, metaphors and phrasal verbs can be translated using bilingual dictionary and the effectiveness of the latter, the practical part include one chapter (chapter 3) which consists of two parts, the first part shows us on who the test were conducted and the size of the sample as well as the method used to collect the data, and a second part were it present the analysis and discussion of the collected data.

Chapter 01: Literary translation

Introduction

This chapter explores the multifaceted world of literary translation. First i start by defining the concept of translation and explaining its different types, including literary translation. Then i delve deeper into literary translation, examining the specific challenges and features that make it a unique form of translation. Next, i highlight the distinguishing characteristics of literary texts and why they are important to consider in the translation process. And lastly, I explore the relevance of translation for EFL learners, showcasing its important role in language acquisition and cross-cultural communication.

1.1 definition of translation

Translation can generally be defined as the process of transforming the meaning, concepts, or messages of a particular text from one language to another. Regarding this process, there are some aspects to consider that are primarily related to the accuracy, clarity, and naturalness of the translation's meaning, concepts, or messages. It demonstrates that it is critical to consider whether the readers of the target text accept the same information as the readers of the source text, these factors are made clear in a definition of translation provided by some professionals.

One of the most well recognised experts in the field of translation is Newmark. in his book *A Textbook of Translation,* he defines translation as "rendering the meaning of a text into another language in the way that the author intended the text." (1988, p.5), This definition emphasizes on conveying the meaning of the source text from the source language (SL) into the target text in the target language (TL), as what is meant by the original author.

On the other hand, Nida and Taber, define translation as "reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style." (Nida & Taber, 1982, p.12).

Nida and Taber agree on the idea that issues found in languages, meaning and equivalence, are related and have a considerable effect on the process of translation. in addition, they suggested that the translator should focus more on carrying out the meaning from the SL to the TL, so they gave the first priority to the meaning and the second priority to the form/style.

Larson defines translation as "Translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant." (1984, p.3), According to Larson definition, meaning is prioritized and the main goal of translation is to focus on transfering the meaning with preserving the form and the style of the source language text.

Most of the previous definitions agrees on the idea that the main problem that the translator faces in the translation process is transfering the meaning of the source language text to the target language text with taking **equivalence** and **accuracy** into consideration.

J.C Catford in his book *a Linguistic Theory of Translation* defines translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." (1965, p.20).

Even though Catford indicates the importance of meaning in translation, in his treatment of the whole process of translation, meaning becomes a secondary aspect and the formal aspects of language becomes the central theme of the study. So, it seems necessary to re-interpret his definition in the light of the views of other linguists like Nida and Taber who give primary importance to meaning, and only secondary importance to style, in translation.

Venuti states "Translation involves the transfer of linguistic form from a source language to a target language, while trying to preserve the meaning, style, and register of the original text" (2008, p.1).

Moreover, translation also deals with culture aspects. Kridalaksana, an expert in translation theory states in his book "Terjemahan adalah pengalihan amanat antarbudaya dan/atau antarbahasa dalam tataran gramatikal dan leksikal dengan maksud, efek atau ujud yang sedapat mungkin tetap dipertahankan." which means "Translation is the transfer of messages between cultures and/or between languages at the grammatical and lexical levels with a purpose, effect or intention that is maintained wherever possible."(1983, p.128), Kridalaksana revealed that translation is about transferring message among cultures and language. In this case the translator is not required to only have knowledge about language but he also should be aware of the cultural gap between cultures.

As a conclusion, translation is not only changing the language of a particular message or text to another language but also finding the closest equivalent of meaning and style on the target language. The goal of a good translator is to translate idiomatically, by making several changes to the forms. In other words, the translator's goal should be to reproduce a text in the target language which communicates the same message as the source language but using the natural grammatical and lexical choices of the target language.

1.2 Types of translation

Catford views that translation is divided into three categories. The differences are in terms of extent, levels, and ranks. (1978, p.21). Based on the extent, translation can be divided into two types:

a. **Full translation:** it is a translation in which every part of the source language text by target language text is replaced by target language text material.

b. **Partial translation:** it is a translation in which some parts or parts of the source language text are left not translated; they are simply transferred to and incorporated in the target text.

In terms of level, translation can be divided into two types:

a. **Total translation:** it is a translation in which the source language's grammar and lexis are replaced by equivalent grammar and lexis of the target language.

b. **Restricted translation:** it is the replacement of source language textual materials by equivalent text language textual material, at only one level, that is, translation is performed only at the phonological or at the graph logical level, or at only one of the two levels of grammar and lexis.

In terms of rank, translation can be divided into three types:

a. **Rank-bound translation:** it is translation which the selection of TL equivalents is deliberately confined to one rank or few ranks in the hierarchy of ten grammatical units, usually at word-to-word or morpheme-to-morpheme equivalence.

b. **Free translation:** it is an unbounded translation, in which equivalence shut up and down the rank scale, but lends to be at higher ranks.

c. **Literal translation:** it lies between the two extremes, the rank-bound and the free translation. It may start, as it were, from word-to-word translation, but make changes conformity with the TL grammar.

Another classification is given by Larson who wrote: "translation is classified into two main types namely **form-based** and **meaning-based** translation. **Form-based translation** attempts to follow the form of the SL and is known as literal translation, while **meaning-based translation** makes every effort to communicate the meaning of the SL text in the natural forms of the receptor language." (1984, p.15). So, according to Larson, there are tow types of

translation: one is literal which focuses on the form and the structure of the original text, while the second is non literal which focuses on the meaning.

In addition, Brislin in Choliludin, (2007, pp.26-30) categorizes translation into four types, namely:

a. Pragmatic translation

it refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the SL form and it is not conveyed with other aspects of the original language version. Example: the translation of the information about repairing a machine.

b. Aesthetic-poetic translation

it refers to translation in which the translator takes into account the affect, emotion, and feeling of an original version, the aesthetic form used by the original author, as well as any information in the message. Example: the translation of sonnet, rhyme, heroic couplet, dramatic dialogue, and novel.

c. Ethnographic translation

its purpose is to explicate the cultural context of the SL and TL versions. Translators have to be sensitive to the way words are used and must know how the word fits into cultures. Example: the use of the word 'yes' versus 'yeah' in America.

d. Linguistic translation

is concerned with equivalent meanings of the constituent morphemes of the SL and grammatical form. Example: language in a computer program and translation machine

1.3 Literary translation

Translation is crucial in raising awareness and understanding across many cultures and nations. literary translation, in particular, differs from ordinary translation. Regarding this, Devy asserts that "A literary translation must reflect the imaginative, intellectual and intuitive writing of the author. In fact, literature is distinguished by its aesthetics. Little concern has been devoted to the aesthetics of literary translations because these translations are popularly perceived as unoriginal." (1999, p.183, as cited in Hassan, 2011, p.2). Therefore, the aim of literary translation is conveying the aesthetical side of the work and the style of the author because aesthetics is what differentiate the literary works from any other works. in addition, Gutt insisted that while translating a literary work one should preserve the style of the original text. In accordance with Gutt this wider, stylistic dimension of communication is, of course, of special interest to literary studies, and so it is not surprising that theorists concerned with literary translation have paid considerable attention to the preservation of the stylistic properties of texts." (1991, p.123). similare to Devy's point, Gutt pointed out the importance of preserving the stylistic aspect of literary works.

Literary translation, at least in the English-speaking world, faces a difficulty that texts originally written in English do not: resistance by the public to reading literature in translation, which means that the public in English-speaking world avoid translated literature.

In technical translation, for example, style is not a consideration so long as the informational content makes its way unaltered from SL to TL. However, in literary translation the style can make the difference between a lively, highly readable translation and a stilted, rigid, and artificial rendering that strips the original of its artistic and aesthetic essence, even its very soul, Landers (2001, p.7)

Moreover, literary translations must reflect all the literary features of the source text such as sound effects, morphophonemic selection of words, figures of speech…etc. (Riffaterre 1992, pp.204-205).

1.3.1 Issues of literary translation

The increasing interest in the literature of other languages has required a more studious regard for the problems of literary translation. A translator deals with a text which involves linguistic, pragmatic and cultural elements. Such factors often pose problems to target readers. More often than not, translators pay more attention to linguistic and cultural elements than to the pragmatic aspects of a ST. Blatant disregard for these pragmatic features should result in pragmatic problems in the target text. Thus, the TT is doomed to a complete failure. Bellow are some of the issues translators may encounter when dealing with literary texts:

a. Cultural Differences:

Literary works often reflect cultural values, norms and ideas that are unique to the source language's culture. Translating cultural elements such as idiomatic expressions, metaphors, and humour can be difficult for translators as they may not have direct equivalents in the target language (Newmark, 1988).

b. Linguistic Differences:

Literary works are often characterized by the use of complex language and stylistic features which can be challenging for translators. These features may include wordplay, alliteration, and onomatopoeia that may not be present in the target language, which poses challenge for translators to preserve the same meaning and style.

c. Literary Conventions:

Literary works may use conventions and literary devices specific to the source language's culture which may not be present or require modification

during translation. This may include conventions of storytelling, narrative structure, or any literary device specific to a particular culture (Newmark, 1988).

d. Author's Stylistic Preferences:

Translators must consider the author's stylistic preferences and linguistic choices while translating. Certain literary works may require the translator to replicate the author's tone, style, or register, which can be challenging when the target and source languages differ significantly (Rivolta, 2016).

In conclusion, literary translation is a complex and important process that requires skilled translators to navigate linguistic and cultural differences while preserving the author's writing style, tone, and content. The task of literary translation is to create works that are as close as possible to the original while providing readers with an enjoyable and authentic text in their language (Cronin, 2013). Despite its difficulties, literary translation is crucial for promoting cultural exchange and understanding, and it requires experienced and culturally competent translators with strong analytical and creative skills.

1.4 Features of literary text

a literary text consists of all genres of literature, whether prose, drama or poetry. They are the short story, novel, poems, plays, essay, and critical text. Although literary texts appear to differ in structure and substance, they all possess some characteristics that set them apart from other forms of writing.

1. Figurative language: Writing that uses figures of speech, such as metaphors, similes, and personification, to create vivid imagery and convey complex meanings (Coogan, 2009).

2. Literary devices: Techniques such as symbolism, foreshadowing, and irony that are used to create meaning beyond the literal level and enhance the overall literary experience of the reader (Fabb, 1997).

3. characterization: The intricate development of the protagonist and other characters, exploring their personality traits, motivations, and inner conflicts, to

create a fully realized and complex fictional universe (Matilal & Chandra, 2018).

4. Emotional impact: Literature is often written to evoke powerful emotional responses from readers, making them feel empathy, sympathy, or catharsis, and often addressing issues of social or political relevance (Donovan, 2015).

5. Style: Literary texts have a unique style, which includes the author's use of language, sentence structure, and literary devices, that contributes to the overall tone and mood of the story (Fitzgerald, 1925).

6. Plot: Literary texts follow a plot, or sequence of events, that creates tension and suspense while also communicating a particular message or theme (Freytag, 1896).

7. Multilayered meanings: Literary texts often contain complex, nuanced layers of meaning that require careful reading and interpretation, and can be open to multiple interpretations (Eagleton, 2013).

8. Imagery: Literary texts use imagery to create a vivid sensory experience for the reader and can evoke emotions and create a strong mental picture (Short, 2014).

9. Theme: Literary texts often have an underlying message or theme that the author wishes to convey. This can be related to human experience, morality, or societal issues (Langer, 1981).

10. Symbolism: Literary texts often use symbols, or objects or actions that represent something else, to convey a deeper meaning or message (Friedman, 2012).

In summary, literary texts are distinguished by their use of figurative language, literary devices, imagery, symbolism, depth of character, and universal human experiences (Coogan, 2009). Emotions and engagement with the narrative are achieved through the use of these features, which are crafted to offer readers new perspectives on the world (Fabb, 1997).

1.5 the importance of translation for EFL students

There where a debate between the researchers whether the L1 should be included or not in the learning process as Brown stated, "the debate over whether English language classrooms should include or exclude students's native language has been a contentious issue for a long time but as of yet the research findings have not been entirely persuasive either way." Brown (2000, p.195).

Concerning this matter there were mainly 2 sides, the first team of researchers suggests that learning the second language can be greatly helped by using one's mother tongue (L1). In addition, there are many teachers that think L1 and translation has a constructive and beneficial function to perform in the learning of second languages, on the other hand, other team of researchers who supported using L2 only based their claims on the concept that learning is greatly influenced by the amount of exposure to the language, according to them the more the student is exposed to the L2 the much better he will learn it. Critchley declared: "Opponents of an English-only policy have often focused only on the fact that students usually support the idea of using L1 in the classroom." (1999, p.11).

communicative language teachers operate under the assumption that translating is not a successful learning method. They claim that by doing so, students improve their chances of becoming competent and fluent in the TL while avoiding interference from their L1. However, there doesn't seem to be much scientific backing for such a claim. (chamot, 1989), Two studies support this claims, one was performed in Japan by Kobayashi, the results showed that advanced students rejected the use of translation and the native language in the learning process and they justified that by saying that they preferred using L2 directly because they wanted to be able to think in English. (Kobayashi and Rinnert, 1992), the second study was conducted in China by Wen. It revealed that most uncompentent students didn't mind using their native language whereas the

competent one refused entirely the use of their mother language as it negatively impacts their ability to learn English.

Corder would prefer to give greater attention to L1 as it is useful tool that students can utilize for translation as it can enhance their L2 proficiency. In order to consider learners' use of their L1 as a technique of communication, he suggested renaming the idea of "interference" as "intercession." (1981), a study that was made in Taiwan by Hsieh approve Corder view, the result showed that the majority of students said that translation improved their reading comprehension, vocabulary, and awareness of the various meanings of English words. Also they emphasized that paying attention to the consistency and contextualization of English reading text can be helped by translating. In overall, these students thought that using translation had a favorable impact on their acquisition of English vocabulary and reading skills.

So, in general we can say that translation benifits the low and intermediate proficiency learners, but it does not benefit higher level students. Advanced learners may have a more solid foundation in the target language and are therefore better able to distinguish the minute changes in vocabulary meaning and grammatical constructions between their L1 and L2. Therefore, researchers promote the use of translation in the cases where the students are advanced. at an advanced level, using translation to refer to their native tongue can assist students deepen their understanding of the foreign language and then assist students in identifying the parallels and differences between the foreign language and their mother tongue.

To conclude, the employment of translation could be a useful resource or technique that helps people learn different languages. In fact, the intelligent wise use of the native language or translation would improve learners' reading proficiency and keep their conversational and writing activities flowing. Likewise, Teachers should be aware on where to use L1 and translation and where

not to use them besides students should use translation with the consideration of L1's potential issues.

Conclusion

To summarize, translation is the process of conveying meaning from one language into another. There are various types of translation, including literary translation, which involves translating literary texts such as novels, poetry, and plays. These texts have unique features that make them challenging to translate, such as cultural nuances, wordplay, and literary devices. Moreover, Translation is essential for EFL learners for various reasons, including improving language proficiency, cultural awareness, and critical thinking skills. By translating authentic language and cultural expressions, learners can broaden their knowledge and understanding of the target language and culture.

Chapter 02: Bilingual Dictionary

Introduction

Chapter two deals with the essential aspects of bilingual dictionaries. The chapter comprises of four titles that provide valuable insights into the status of Arabic and English in Algeria, the definition of a dictionary, types of dictionaries, and types of bilingual dictionaries. First, i examines the status and use of arabic and english languages in Algeria, followed by a detailed definition of dictionaries. Moreover, various types of dictionaries are explored. Finally, i provide an in-depth analysis of the different types of bilingual dictionaries.

2.1 Status of English and Arabic in Algeria

Algeria is a multiethnic nation in North Africa, It has a population of about 38 million people and is over 2 million km² in area, The Algerian population can be divided into two primary ethnic groups : Berber and Algerian Arabic speakers. The Chaoui, Kabyles, Mozabites, and Tuareg ethnic groupings are comprised of Berbers. There are a number of Algerian Arabic dialects as well, although they differ from one another less than the Berber dialects do. "About 30% of the Algerian population consists of Berber native speakers" (Chaker, 2007). Both Algeria's sociolinguistic makeup and sociocultural history have been somewhat influenced by several colonizers. The Phoenicians established their Carthaginian authority on the Berbers for roughly seven centuries, followed by the Romans for about six centuries. Lasting around a century each, the Romanized Byzantines and the Vandals. The Islamo-Arabo-Berbers ruled the area for almost four centuries, the Turks for roughly three centuries, and the French, who ended Turkish rule, for more than one hundred and twenty-five years. Between 1505 until 1792, multilingualism is Algeria is a result of the following groups of people interaction over history, the Berber-Punic, Berber-Punic-Latin, Berber-Arabic, Berber-Arabic-Spanish-Turkish, Berber-Arabic-French, and others.

2.1.1 Status of Arabic in Algeria

Right from the beginning of the Arab invasion, the Arabic language came to be strongly associated with Islam in North Africa (Gellner, 1973, p.19). So, "the Berbers admitted the superiority of Arabic over their own language, probably because of this link between Arabic and religion, and maybe also because of the respect they felt for the written forms which their own language did not possess" (Bentahila, 1983, p.2). ''The Arabic language spread progressively, and more and more Berbers abandoned their mother tongue to become Arabophones'' (Ageron, 1993, pp.766-767; Julien, 1994, pp.341–366). However, Despite the Arabic language's high status, Berber has not entirely been replaced by it. By the time of French takeover in 1830, 13 centuries after the Arab invasion, about 50% of Algerians were still speaking in Berber. There were 516 tribes in total at the period, with 206 tribes under Turkish administration, 200 autonomous, and 86 semi-independent tribal chiefs.

After independance, Arabic language had florished again and became the national and official language in Algeria as it is stated in the Algerian Constitutions in the third article that Arabic is the National and official language of Algeria. And this came as a result of a policy called "Arabization", Before it gained its independence in 1962, this policy was established in 1931 under the direction of the "Association of Muslim Scholars." The idea that every free, sovereign nation must have its own language was the core of the Arabization movement. " Every self respecting nation has to have a language. Not just a medium of communication a 'vernacular' or a'dialect' but a fully developed language" (haugen,1966, p.393), so according to Haugen any nation in this world should have a language that's used to both formal and informal purposes, "The Arabization policy was meant to erase all the coloniser's remnants on the one hand, and to unify Algerians politically and linguistically on the other hand. ", (Pride & Holmes, 1972, p.381), so the aim of this movement was the political

and linguistic unification of Algerians, in addition, demolishing of any traces of the colonizer.

Algerians identify as Arabs and Muslims from a cultural standpoint. The Algerian leaders were serious about reclaiming their Arab and Muslim identities. Without "Arabic," it would be not possible to achieve such a goal. The latter is presumptively a useful tool in all aspects of society, especially in government, the media, and education. Arabization consequently became urgent. Ibrahimi insisted that the essential regulation was was "Arabise progressively but resolutely", "Arabiser progressivement mais résolument." (1973, p.230), In other words, he said that the arabisation policy should be integrated step by step but it should be done seriously and strictly.

The ruling class and the opposition launched bitter ideological conflicts. Morsly D stated "Officials, in independent Algeria, react in a hostile way to French and are very keen onseeing it replaced by the national language, Arabic" (1984, pp.22-26), after independance, Algeria officials and the ruling class wanted Arabic as A national language instead of French. Former President Boumedienne declared in a speech in 1968 : ''Without the recovery of this fundamental and important ingredient, which is the national language, our efforts are futile, our individuality is lacking, and our entity is unfinished. a soulless body'' . Likewise, The former president Ben Bella promised from the eve of independence that "Arabic will regain its rank." (Saadi N, 1995, p.450). This policy had been widely criticized for ignoring the population linguistic diversty and the lack of teaching personnel which pushed the government in 1964 to recruit 1000 Egyptian as Arabic language instructors (Ben Rabah, 2004).

"As far as higher education is concerned, despite the strong Arabisation policy that has been implemented, French has remained a prominent language in significant streams like science, technology, engineering and medicine.

Instruction has suffered given a lack of Arabic books and Arabic-speaking teachers. The lack of adequate terminology and language in SA, in the above-cited fields has been particularly constraining and consequently French is the key language for studies in the scientific disciplines" (Benrabah, 2014). at the social levels. Local varieties, Algeria Arabic and Berber and its varieties remain the essential means of communication in Algeria.

2.1.2 Status of English in Algeria

English is regarded as the language of science and technology. it improves educational standards and fosters social and technological advancement. Algeria is among the countries that have promoted the use of English to ensure better communication and better access to knowledge for students, workers and researchers. Despite the language of instruction is either Arabic, French or Tamazight, Algerian decision-makers found it necessary to implement the use of English at all levels of education due to its crucial role in almost all fields. According to Zoughoul (2003, p.122).

In 1976 English was taught in the middle school at the age of 13 which is not beneficial for learners as stated Steinberg (1993, p.209), Oyama (1976) and Scovel (1988) argued that younger children in immigrant families are found to acquire perfect or near to perfect accent, while old people could only master other aspects of the language like its syntax and vocabulary. In the beginning of 80's English in Algeria enjoyed British and American support, The Algerian government sought to hire more instructors, many of whom were British foreigners. Along with formal education, several organizations including Radio Television Algérienne, the Ministry of Defense, and the Institute of Petroleum Studies taught English to its workers to help them communicate with coworkers abroad, In the late 80's a dramatic reduction of the presence of English as a result of the civil war (the black decade). British and American influence waned because of a lack of safety to their personnel. The algerian government

attempted to re-include English but it wasn't successful as most parents chosed French instead.

Starting from 1993 a new process to enhance the foreign languages teaching at an early age by giving the opportunity to primary school pupils to choose between French and English as a compulsory foreign language. Unexpectedly, the competition between the two European languages turned in favour of French. Between 1993 and 1997, out of two million school-children in Grade Four, the total number of those who chose English was insignificant between 0.33% and 1.28% (Miliani 2000, p.23; Queffélec et al. 2002, p.38).

From 1995, Algeria experienced a number of modifications regarding language policy and the role of English. The British Council and the Ministry of National Education formed a collaboration in 2008 to improve English language learning and teaching in Algerian middle schools. The British Council then created a program in 2012 in collaboration with the well-known newspaper Echorouk to offer electronic and printed entertainment, as well as instructional articles and activities, to any citizens who expressed an interest in learning English. English had been making progress in Algeria following economic and social dynamics before the decision to encourage its use at the tertiary level. Some ministries, like energy and defence, supported employees to learn English to interact with foreign counterparts. Expansive access to the Internet has also aided in the spread of English (Ghanmi, 2019). In 2013, the US Embassy in Algeria in partnership with Berlitz Centre started offering free English language classes for learners of distinct ages. In 2019, Tayeb Bouzid, the ex-Minister of Higher Education and Scientific Research, urged university rectors to encourage the success of the exploration process on advocating and amplifying the use of English at Algerian universities. He wrote 'Within the framework of the policy to encourage and strengthen the use of English to give better visibility of education and scientific activities in higher education, I urge you to use both Arabic and English in official documents' (cited in Ghanmi, 2019, p.13). To

this, he adds 'the French language does not get us anywhere' (in Ghanmi, 2019, p.13). The move, designed as a step towards having English replace French as the dominant foreign language in Algeria, sparked a fierce debate about the country's strong linguistic and cultural ties to France 57 years after the end of French colonial rule that lasted 130 years (Ghanmi, 2019).

As we moved into the twenty-first century, English emerged as the language of information, business, and power. Many nations had to reconsider their language regulations regarding the English language. An example of this is Algeria. There is a greater need than ever for English today. It opens the gate towards globalization, modernism, and a key player on the international scene. Rubdy and Saraceni (2006, p.117) state that ''knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel.'', English and power became two sides of the same coin. If Algeria wished to gain more political and economic dominance, it should prioritize English over all other foreign languages.

2.2 what is a dictionary

In terms of language learning, students encounter some lexical issues along with their academic work, where they require a reference they can depend on, and this reference is called a dictionary, Different writers have tried to conceptualize the term 'dictionary'. Landau, defines a dictionary as "a text that describes the meanings of words, often illustrates how they are used in the context and usually indicates how they are pronounced." (2001). Hartmann on the other hand defines a dictionary as a "reference book or list of words (usually in alphabetical order) together with a guide to their meaning, pronunciation, spelling or equivalencies in other languages." (1983, p.3).

Moreover, Nielson, described a dictionary as "a lexicographical product that is characterized by three significant features : it is prepared for one or more

functions, it contains data that have been selected for the purpose of fulfilling the function, its lexicographic structure links, and establishes relationship between the data so that they can meet the needs of users and fulfill the functions of a dictionary. " (2008). Which shows that according to Nielson, a dictionary's essential purpose is to satisfy the users demands and perform a dictionary's job by being multifunctional and by containing data that is relevant to its purpose. Kirkness, another expert, defines a dictionary as "a book or a bank about words, in which we gather and classify information designed upon a retrieval system which allows to users the access to linguistic data that is basically lexical items and some details about their form, meaning, use, origin and history" (2004, p.59). So Kirkness portrays a dictionary as a bank that consists of words which have been systematically organised to assists the users. In addition, Zgusta argued that a dictionary should contain enough information to allow the dictionary users determine relevant information successfully. (1984), so his conceptualisation of a dictionary is not far from that of Nielson and Kirkness.

A complete and accurate dictionary should then include all features related to the source language, such as common words, colloquial words, dialectical variants, historical words, and etymology of words, words in literature, science, and technology, slang, vulgar and despised words, sexist and forbidden words, and so on.

2.3 Types of dictionaries

English language users have access to a huge variety of different dictionaries. The fact that they all provide information about English words and stuff is something that all of these dictionaries have in common, but they are also highly distinct and need to be recognized from one another. A dictionary could be necessary in one situation, but completely useless when used to address a different issue. Kirkness demonstrates that there are different types of

dictionaries because of the variability of the lexicographical traditions (criteria & way of designing) between societies (2004). Furthermore, lexicographers depend in their craft of writing dictionaries on several criteria such as size, coverage, vocabularies, formats, prices, number of languages, or intended purposes, uses and users in addition to many others. Therefore, there was not an agreed taxonomy to define types of dictionaries. However, Haussmann and others distinguishing between monolingual and multilingual dictionaries. The bilingual dictionary that includes two standard languages has mostly provided this information. (as cited in Kirkness, ibid.).

2.3.1 Bilingual dictionaries

A bilingual dictionary is increasingly the most used reference book by second/foreign language learners at all levels. The bilingual dictionary or the translation dictionary is a specialized dictionary used to translate words from one language to another. In addition to translation, a bilingual dictionary usually indicates the part of speech, gender, verb type, declension model and other grammatical clues to help a non-native speaker use the word. The dictionary of lexicography defines a bilingual dictionary as "a type of dictionary which relates the vocabularies of two languages together by means of translation equivalents" (Hartmann, 2002 p.14). So the bilingual dictionaries are a specialized dictionaries used consist of two languages and are used to translate terms or phrases from one language to another.

These type of dictionaries have advantage and disadvantage. It is not always possible to find the equivalent of a word in other langages with different cultures. This fact is supported by other lexicographers and linguists, Hunt pointed out that a bilingual dictionary is "a necessary but limited tool" (1996, p.15) and many learners make mistakes because they are not aware of information about context or culture missing in bilingual dictionaries. Bilingual dictionaries cannot provide sufficient English context, they reinforce a naive

view of language and they might mislead learners to use them as a tool for word-for-word translation (Laufer and Hadar, 1997, p.189). "whereas a bilingual dictionary tends to encourage the employment of a single lexical item, the monolingual dictionary demonstrates that definition is an alternative", (Baxter, 1980, p.325).

The previous authors reveal that bilingual dictionaries can be unconvenient in translation because they disregard the context and knoweledge about culture and this is also why Hunt in his conceptual article strongly recommended the use of the other type of dictionaries which is the monolingual dictionary.

On the other hand Piotrowski stressed the advantage of bilingual dictionaries in reading as they offer quick translation which does not distract readers (1989, p.73). In addition, Nation (2001) explains there are benefits of using a bilingual dictionary for foreign language. First, the Bilingual dictionary provides a definite meaning. Second, the Bilingual dictionary is a flexible dictionary (bi-directional). Third, the bilingual dictionary can be English / can be a first language or source language or can be a target language.

To conclude, Nation and Piotrowski recognize the value of bilingual dictionaries, particularly for learners. as they are strightforward, offer quick translation.

The proper use of bilingual dictionaries or the combined use of a monolingual and bilingual dictionary can be helpful for students, Teachers and instructors should advise their pupils to utilize monolingual dictionaries first before using the bilingual dictionaries in order to confirm the meaning of words they found.

In bilingual dictionaries, we have two types of equivalents : full equivalents and partial equivalents. Full equivalents may need mere listing, most

of the complete equivalents are found in the field of scientific terminologies, such as proper nouns, technical terms, and new scientific and technological terms.

1) artificial intelligence الذكاء الاصطناعي

2) Renewable energy طاقة متجددة

3) pyramids الأهرامات

4) amino acids أحماض أمينية

In the examples above, the two lexical items share the same meaning. They are complete equivalents. They have designative functions, do not have or have little connotative or emotional meaning, and perform a weak grammatical function.

While partial or surrogate equivalents require further explanations or exemplifications to ensure sense identification and discrimination. Furthermore, partial equivalence is the most frequent occurrence. Partial equivalency comes in eight different forms. These are some of them :

1) Identical linguistic symbols with different conceptual meanings

      a. the ''娘' in Chinese means mother

      b. the ''娘' in Japanese means daughter

Japanese and Chinese use the same linguistic term "娘' however in Chinese it is used to refers to a mother and in Japenese to refer to a daughter. Despite having various meanings, these lexical units have the same or identical linguistic form. Thus, we refer to them as "false friends".

2) Identical designative meaning with different metaphorical meanings

For example, "フクロウ' (owl) in Japenese is a symbol of wisdom and fortune, by contrast "بومة" (owl) in Arabic is a symbol of doom and bad luck.

3) Identical conceptual meaning with different associative meanings. For example, "baiser" (kiss) in French is associated with "love and sex", while "kiss" in English is associated with "love and friendship".

Other features sometimes present in bilingual dictionaries are lists of phrases, usage and style guides, verb tables, maps and grammar references. In addition, there are specialized bilingual dictionaries, such as dictionaries of deceptive cognates or false friends, subject-specific technical dictionaries, and pictorial dictionaries that feature line drawings largely of thematically grouped concrete objects with their designations in two languages. Kirkness stressed that bilingual dictionaries are much more used to translate from the source/native language to the target/foreign language or vice versa in this sense they are considered bidirectional. (2004).

B.T. Atkins (2008) divided bilingual dictionaries into unidirectional and bidirectional. This distinction is related to the structure of the dictionary and, as a result, affects the functions and meaning of these dictionaries for users. Bilingual dictionaries can be bidirectional which means that they list the meanings of words of one language in another, allowing translation to be from both languages, bidirectional bilingual dictionaries usually consist of two sections, each listing words and phrases of one language alphabetically along with their translation. In addition, bilingual dictionaries can be unidirectional that is the prototypical dictionary of general translation in which the headwords are supposed to be in the users' first language, are supplied at least with equivalents in the other (target) language.

We can also distinguish between the passive (receptive) and the active (productive) dictionaries. The former is designed to help the user decode or translate from the target to his / her source native language, while the latter is designed to help the user encode or translate from the native language to the target language. Thus, for each language pair there is in theory four directions to

consider. For example : German-French for French users and French-German for German users (passive), French-German for French users and German-French for German users (active) (kirkness, 2004).

2.3.2 Monolingual dictionaries

According to Hartmann, monolingual dictionary is "a type of reference work in which the words of a language are explained by means of the same language" (Hartmann, 2002). The current monolingual dictionaries have a main advantage which is that they are based on large corpora. The corpora consist of huge collections of written and spoken English lexical units, which are analyzed and the information from this analysis can be used for creating tables of words frequency, collocations and idiomatic expressions. More effort which is required from the students using a monolingual dictionary can be helpful since the difficult task of recalling a term may increase memorization (Hunt, 1996).

There are two major types of monoligual dictionaries ; the encyclopedic dictionary and above all the defining dictionary, is aimed for adult native speakers with an alphabetical order, they can be differentiated according to their volume, being compact, portable, and bulky or of minimized volume.

In contrast to the bilingual dictionary, a monolingual dictionary defines words and phrases instead of translating them like word-family dictionary and the thesaurus. Thesaurus is considered as a contrast to the dictionary proper because it lacks some of the dictionary features for example not being alphabetically arranged (Kirkness, 2004).

The description of meaning, characteristics of a word's grammatical behavior, and the illustration of meaning and the syntactic use of a word with real language examples are three features of EFL monolingual dictionaries as mentioned by Stein (1989). He suggests monolingual dictionaries for advanced learners.

Similarly, monolingual dictionaries are preferred by Koren (1997) because bilingual dictionaries do not apply meaning discriminations of equivalent translation well. Atkins (1985, p.22 as cited in Zarei, 2010), describes the differences between monolingual and bilingual dictionaries metaphorically : "monolinguals are good for you (like whole meal bread and green vegetables), bilinguals (like alcohol, sugar and fatty foods) are not, though you may like them better." On the other hand, he mentions a drawback of monolingual dictionaries, based on students' perspectives in their interviews, namely, they have to consult more new words to work out the meaning because English definitions in monolingual learners' dictionaries are not easy to understand.

2.3.3 Biligualised dictionaries

Bilingualised (also called semi-bilingual dictionaries) are new developments. The bilingualised dictionary is a hybrid version in that it provides definitions and examples in L2 as presented in monolingual dictionaries and the equivalents in L1 as given in monolingual dictionaries, Nakamoto (1995) stated that in these dictionaries, explanations in L2 are combined with L1 translation equivalents.

Nakamoto (1995) pointed out that bilingualised dictionaries eliminate the learners need to jump from the bilingual to the monolingual. Raudaskoski (2002) compared Finnish senior secondary school students use of the bilingual dictionary and the bilingualised one, and discussed the superiority of these kinds of dictionaries. He concluded that despite all the translation errors caused by poor use of the bilingualised dictionary and its index, the bilingualised dictionary users had better performance than the bilingual dictionary users. He pointed out that efficient dictionary use requires some preliminary skills and healthy attitudes towards dictionaries.

According to Laufer and Hadar (1997), primary research shows that bilingualised dictionaries help to improve the comprehension of target

vocabulary better than other types for all levels of learners although advanced learners may do nearly as well using monolingual learner dictionaries. A further advantage is that the options provided by bilingualised dictionaries allow learners to apply their preferred look-up style. A study by Laufer and Kimmel (1997) involving Israeli high school learners found a variety in students' use of L1 or L2 information depending on the word being consulted and in their look-up preferences. Some preferred bilingual information, others preferred monolingual one, and still others used both types. Both bilingual and monolingual dictionaries have their strong points and weak points for developing vocabulary knowledge. As a result, there is considerable interest in the new bilingualised dictionaries, which is the consolidation of the two paradigms.

2.4 Types of bilingual dictionaries

Bilingual dictionaries come in many different types, each with its own unique features to suit the needs of different users. Some types of bilingual dictionaries include general dictionaries, specialized dictionaries, collocations dictionaries, idioms dictionaries, grammatical dictionaries, and cultural dictionaries. Each of these dictionaries has a unique focus and use, making them helpful for communication, language learning, translation, and more. The following are some types of bilingual dictionaries.

2.4.1 General-purpose bilingual dictionaries

These dictionaries provide translations of words and phrases from one language to another. "For bilingual dictionaries, general-purpose dictionaries are designed to help learners and speakers of a second language understand and communicate meaning in a foreign language" (Halverson & Hanson-Smith, 2019, p.47).

2.4.2 Subject-specific bilingual dictionaries

These dictionaries focus on a particular field or subject area and provide specialized terminology and vocabulary. "Subject-specific bilingual dictionaries are tailored to meet the needs of those who are studying specific subjects or working in specific fields" (Schwarz, 2014, p.111). an example of a subject-specific bilingual dictionaries is:

a. Technical bilingual dictionaries

Technical bilingual dictionaries are specialized dictionaries that provide translations of technical terminology from one language to another, typically in a specific field such as engineering, computer science, or mathematics (Chakrabarti, 2014).

b. Medical bilingual dictionaries

Medical bilingual dictionaries are specialized dictionaries that provide translations of medical terminology from one language to another, typically for healthcare professionals or patients who need to communicate in a second language (Koehn & Knowles, 2005).

c. Legal bilingual dictionaries

Legal bilingual dictionaries are specialized dictionaries that provide translations of legal terminology from one language to another, typically for legal professionals or students who need to communicate in a second language (Sánchez-Gíl & García-Sánchez, 2000).

d. Business bilingual dictionaries

Business bilingual dictionaries are specialized dictionaries that provide translations of business terminology from one language to another, typically for professionals or students who need to communicate in a second language in a business context (Gherman & Grigore, 2014).

2.4.3 Learner's bilingual dictionaries

These dictionaries are designed specifically for language learners and provide information on grammar, pronunciation, and idiomatic expressions. "Learner's bilingual dictionaries provide a wealth of information for second language students, including grammar rules, pronunciation cues, and idiomatic expressions" (Shuttleworth & Cowie, 2016, p.88).

2.4.4 E-dictionaries

An electronic bilingual dictionary is a bilingual dictionary that is available in digital format and can be accessed through electronic devices such as computers, smartphones, or tablets (Meyer & Rice, 2011).

2.4.5 Visual dictionaries

These dictionaries use visual images to supplement words and translations, making them useful for language learners and children. "Picture dictionaries are effective for language learners, particularly children, as they help build vocabulary and reinforce comprehension through visual associations" (McHugh & Goodwin, 2019, p.413).

2.4.6 Idiomatic bilingual dictionaries

An idiomatic bilingual dictionary is a type of bilingual dictionary that focuses on idiomatic expressions and phrases that cannot be translated directly (Moulin, 2009).

In conclusion, bilingual dictionaries are an important resource for language learners and professionals seeking to communicate effectively in a second language. These dictionaries allow for quick access to translations of words and phrases from various fields, including technical, medical, legal, and business terminology. As noted by Juan José Arevalillo Doval in his study on bilingual lexicography (2013), bilingual dictionaries can help in the process of language acquisition and act as a source of cultural exchange. Therefore, the use

of bilingual dictionaries is essential in promoting effective communication in a multilingual world.

2.5 The use of bilingual dictionary in translating literary texts

Bilingual dictionaries are widely used for translating literary texts since they help with acquiring vocabulary, grammar, syntax, and specialized terminology. Nonetheless, their limitations regarding contextual knowledge, cultural nuances, and literary devices must be considered.

2.5.1 The translation of idioms using bilingual dictionary

Translating idioms that do not have a literal translation can be challenging since each language has its own unique set of idioms shaped by culture and context. Translating idioms can be done using bilingual dictionaries, but it is important to keep in mind that such tools may not always capture the full meaning or cultural connotations of an idiom.

Here is an example of how to translate an Arabic idiom into English using a bilingual dictionary :

Arabic Idiom : الشمس بالبيت تغيم

The literal translation of the idiom into English is "The sun darkens in the house", which doesn't convey the intended meaning in the TL, This idiom is used in Arabic to describe a situation where a person's mood or happiness is brought down by being stuck at home. Its equivalent in the BD is the phrase "cabin fever".

2.5.2 The translation of polysemous using bilingual dictionary

Translating polysemous words can be challenging because they have multiple meanings that depend on the context in which they are used. Bilingual dictionaries can help with the translation, but it is important to understand the context of the word and its various meanings to choose the most appropriate

translation. Here is an example of how to translate a polysemous word from English into Arabic using a bilingual dictionary :

English word : Bank

Translation : بنك (bank)

Meaning : The word "bank" has multiple meanings depending on the context in which it is used. It can refer to a financial institution where people put their money, a sloping piece of land alongside a river, a place where things are stored, or the sideline in a sports field.

2.5.3 The translation of metaphors using bilingual dictionary

Bilingual dictionaries can be pretty handy in this task, providing the translator with a range of potential equivalencies for the metaphor. The following is an example of how bilingual dictionaries can be used to translate metaphors from English into Arabic :

English metaphor : "He's got a heart of gold."

Bilingual dictionary translation :

- Oxford English-Arabic Dictionary : لديه قلب من الذهب (lada hu qalb min althahab)

- Merriam-Webster's Arabic-English Dictionary : لديه قلب من ذهب (lada hu qalb min dhahab)

It is essential to keep in mind that metaphors often have cultural connotations and may not have direct translations between languages. It is essential to consider the context of the metaphor and choose a translation that conveys the intended meaning appropriately.

2.5.4 The translation of phrasal verbs using bilingual dictionary

Phrasal verbs can be difficult to translate between English and Arabic since they often have idiomatic meanings that cannot be easily understood from the individual words. Using bilingual dictionaries can help provide accurate translations. For example :

The Phrasal Verb : Get away

Oxford Dictionary provides the following translations :

- يغادر

- يبتعد

- يفلت

- يهرب

- يتمكن من الهروب

We can choose the correct translation based on the context

For example, "get away from the crowd" can be translated as "ابتعد عن الحشد"

(Ibt'ad 'an alhashd).

Conclusion

In conclusion, Arabic and English are significant languages in Algeria, and different types of dictionaries including bilingual dictionaries are essential for EFL learners to improve their language proficiency. Bilingual dictionaries can be useful in translating literary texts due to their provision of cultural and linguistic resources.

Chapter 03: Analysis and discussion

Introduction

This chapter represents the practical part of this study, it consists of two parts. The first part deals with the administration and the description of the students 'text. The second part is devoted to the test analysis and data discussion.

Part one : methodology

3.1.1 Means of research

In order to conduct our research, we have used a quantitative method to collect data, it was optimal to choose the pre-post test, since the research aims to explore the difficulties the EFL learners face in translating literary texts by using bilingual dictionaries, and find solutions and substitutions that may help EFL learners to overcome litrary translation problems. The pre-post test helps elicit the student's skills in the translation of literary texts and if the bilingual dictionary was helpfull in reaching the appropriate translation and whether the students take the context into consideration, or they just relying on the literal translation.

3.1.2 Sample

Third year LMD of English as a foreign language at the departement of english language at 8 mai 1945 university/Guelma are selected to be the population during the academic year 2022/2023, the population consists of 209 students, since 1/5 of the population has to be chosen as a sample, 40 students were chosen.

3.1.3 Method of the research

The methods that are used in this study are descriptive analytical and comparative because they are appropriate for the case of the study, we describe the students' answers of the text before and after using bilingual dictionary, then

we analyse and we see if they translate the highlighted words according to the context or just select the suggested meanings of these words randomly. After that, we compare the students'answers in both cases (with and without referring to the bilingual dictionary).

3.1.4 The students test

3.1.4.1 Administration of the pre-post test

The test was administred to the sample of our research and took place on 10 may 2023. It was handed down in warm environment and well explained ; it took 30 minutes. All conditions were suitable to the success of this text and the students gave back all the papers in the same day.

3.1.4.2 Description of the test

The test consists of 2 tasks. These tasks are designed to be clear, easy and simple to avoid ambiguity. The questions of the test are direct so that students understand and give an appropriate answers. Two texts are given to be translated : one is from English into Arabic (Return to Paradise) and othe other one is from Arabic into English (العبرات) : Each text contains highlighted words and expressions.

3.1.5 Data collection

In order to gather information from this study, quantitative method is used. There was one instrument used for students which is pre-post test ; so we prepare a test for them, since the sample we worked on consists of 40 students we gave them 40 papers, they were serious and provide us with their answers.

Part two : Data analysis and data discussion

3.2.1 Analysis

This is the part were i analyse the data which i have gathered through an experimental method (test) and try to find the impact of using bilingual dictionaries in the translation of literary texts.

3.2.1.1 Pre-test : translation without dictionary

In the pre-test, we asked 20 students to kindly translate some expressions without relying on bilinigal dictionaries.

3.2.1.1.1 from English into Arabic

Quality of translation	Bad	Average	good	Total
Number of students	5	5	0	10
Percentages	50%	50%	0%	100%

Based on the data in the table, we can infer that the 10 students who translated did not have a good understanding of the context and the literary expressions used in the text. This caused most of the students to produce low-quality translations. Specifically, 5 out of 10 students produced bad quality translations, and the remaining 5 produced average quality translations. None of the students produced good quality translations.

Further analysis shows that most of the students translated expressions word for word without considering the context. This approach led to the translations being inaccurate and not conveying the intended meaning.

For example, 4 students translated the expression "Drive a wedge" seperately, Drive as يسوق and يقود , Wedge as عقدة and شقوق, While 6 students translated it as a while like the following :

- تنحرف
- تقود الى حافة الانهيار
- سياقة مشكلة
- يحدث تراخي
- تشق
- زراعة خشبة

But still, non of them successfully managed to come up with a translation that is equivalent to the correct one which is يسبب خلافا.

Another example is the word blissfully, 4 students translated it as بشكل , مباركة بسلاسة , , 1 student translated it as متنعم , بنعمة , 3 students translated it as مبارك... and only 2 students succeeded at finding the correct equivalent which is بروية بسعادة.

Based on this analysis, it is clear that these students need more practice and instruction in understanding the context behind literary expressions . They may need to work on building their vocabulary and improving their language skills to produce high-quality translations. An investment in bilingual training might be necessary to produce better translations in the future.

3.2.1.1.2 from Arabic into English

Quality of translation	Bad	Average	good	Total
Number of students	4	4	2	10
Percentages	40%	40%	20%	100%

The table provides the translation quality of 10 students, who translated without using a bilingual dictionary. The table shows that 4 students produced bad quality translations, which translates to 40% of the group. Four students achieved average quality translations, which makes up 40% of the total group. Two students produced good quality translations, which makes up 20% of the total group.

From this data, it can be inferred that some students in the group did well at understanding the metaphoric expressions and translated them correctly, resulting in good quality translations. However, half of the group produced less than satisfactory translations, indicating that some students may have struggled with interpreting the meaning behind some expressions or sentences.
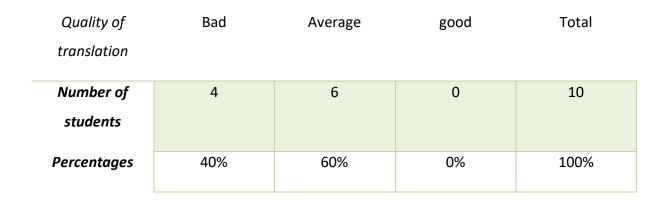
Moreover, this suggests that the use of bilingual dictionaries may not always guarantee high-quality translations, and that other factors such as language proficiency and familiarity with cultural contexts may be just as important.

For example, the metaphoric expression غرفة عارية, 4 students translated it as ''naked room'', 2 students translated it as ''bare room'', While 4 students found the suitable equivalent ''empty room''.

Another example is the expression لسان الصباح, 3 students translated it as morning tongue which is literal translation, 1 student translated it as morning breath, however, 6 students managed to find the correct translation 'sunrise'.

To conclude, students may need to receive additional instruction and practice in interpreting metaphoric expressions and understanding context. Using more advanced translation software or tools may also help students produce more accurate and nuanced translations.

3.2.1.2 Post-test : translation with the use of the bilingual dictionary

In the post-test, we asked 20 students to kindly translate some expressions with the use of bilinigal dictionaries.

3.2.1.2.1 from English into Arabic

Quality of translation	Bad	Average	good	Total
Number of students	4	6	0	10
Percentages	40%	60%	0%	100%

The data in this table indicates that 10 students who used a bilingual dictionary for their translations still struggled to produce high-quality translations. Out of the 10 students, none of them produced a good quality

translation, 6 of the students produced average quality translation while 4 produced bad quality translations.

This suggests that the students may have relied too heavily on the bilingual dictionary rather than using their own knowledge of the target language. As a result, the translations may have still lacked nuance and context.

It is still evident from the table that most of the students translated expressions word for word, indicating that they may need additional training and practice. The fact that some students still produced bad quality translations despite using a bilingual dictionary suggests that they need to develop better translation skills, such as understanding sentence structure and grammar.

For example, 5 students translated the expression "Drive a wedge" as قم بقيادة اسفين, 2 students translated it as دق اسفين, 2 students translated it as يدفع / يقتحم 1, student translated it as يغير طريق مسار, none found the correct translation يسبب خلافا.

A second example is the expression "blissfully", 9 students out of 10 found the correct translation بسعادة, only 1 student translated it to في نعيم.

Overall, it is recommended that these students receive additional instruction and practice in the target language to better understand literary expressions and sentences. They may also benefit from developing their proficiency in the use of bilingual dictionaries, so that they can apply the correct translations to the context. An investment in training for the use of bilingual translation tools with the specific language pair might be necessary as well. Lastly, they may need to improve their overall language skills, so that they can produce accurate translations without relying too much on translation tools.

3.2.1.2.2 from Arabic into English

Quality of translation	Bad	Average	good	Total
Number of students	8	2	0	10
Percentages	80%	20%	%	100%

The table provides a summary of the translation quality of 10 students, who used a bilingual dictionary for translation. The table shows that 8 students produced bad quality translations, which translates to 80% of the group. Two students achieved average quality translations, which makes up 20% of the total group. None of the students produced good quality translations.

From these data, it can be inferred that the majority of students struggled with producing accurate and nuanced translations. The fact that most of them translated expressions literally, missing the indirect and metaphoric meanings, suggests that they may have lacked the necessary language proficiency and cultural familiarity to recognize these aspects of language. Relying solely on a bilingual dictionary for translation may have also limited their ability to produce high-quality translations.

For example, the metaphoric expression غرفة عارية, 7 students translated it to naked room, 2 translated it to nude room, and 1 translated it to empty room which is the correct equivalent.

Most of the students (9 out of 10) failed to translate the expression لسان الصباح, 9 students translated it to morning tongue (word for word), only 1 student was able to find it.

In summery, students may need additional training or instruction in interpreting literary expressions, contextual clues, and cultural nuances. Using more sophisticated translation tools that incorporate natural language processing and machine learning algorithms may also help students produce more accurate and nuanced translations.

Conclusion

The study used a mixed-methods approach to investigate the challenges encountered by 3rd-year EFL learners in translating literary texts. Two translation tests were conducted, one without a bilingual dictionary and the other with its aid, and the data analysis revealed common difficulties among participants, including levels of language proficiency and familiarity with the source text and target language. The study suggests further training and development of translation skills to enhance translation quality by professional translators.

3.3 Data Collection

3.3.1 Findings

o Translating literary texts requires a deeper understanding of cultural context, syntax, and nuances, which typically depend on the skill of the translator.

o While BD can be useful, they are not substitute for a thorough understanding of the language as they just offer a word for word translation.

o There is no correlation between using a bilingual dictionary and producing high quality translation.

o Relying only on bilingual dictionaries without underanding the context leads to errors and inaccuracies.

o Producing high quality translation is more related to having language skills and cultural knowledge.

o There is no significant difference between EFL students performance when they used the bilingual dictionary vs when they did't use it.

3.3.2 Interpretation

The findings of the test analysis confirm the hypotheses of our research. Students fail in finding the accurate equivalents of the words and the expressions through the use of the bilingual dictionary. They follow word for word translation strategy which produces the wrong meaning of the sentence, and leads them to mistranslation. when students use the bilingual dictionary, they do not consider the context, and do not read between the lines to discover the hidden meaning of the words. They just select the words randomly. Other problems that student face in translation through the use of the the bilingual dictionary is translating metaphors. Students should understand the real meaning of the metaphoric expressions to reach the correct translation. In addition to that,

since the bilingual dictionary gives us only the literal meaning of words, students fail in translating idioms in which the cultural meaning must be considered.

For bilingual dictionaries to be efficient in literary translation, students should account for context and choose the proper translation strategy. If students use the bilingual dictionary in a correct way, and understand the context, they will reach a good quality of translation.

3.3.3 Recommendations

Based on the results and the findings obtained from this study, some significant recommendations are suggested to EFL learners to enhance their quality of translation :

o Students should use specialized dictionaries when they come to translate texts which belong to the field of literature.
o It is better for students to use monolingual dictionaries to understand the exact meaning of the words, and this will be helpful for them to find the equivalent words.
o EFL learners should follow communicative translation as an alternative method in translating literary text, since it reflects the exact contextual meaning of the source text into the target language, and takes culture, grammar and semantics into account.
o It is advisable for students to enrich their vocabulary through reading books and novels to improve their translation skills.
o Since translation is a task of transferring the meaning from one language into another, students should master both the source language and the target language.

o Metaphoric expressions are essential to know the culture of the source and the target language. It is advisable for EFL learners to learn them in order to understand the hidden meaning and find the correct equivalents.

This study has attempted to highlight some points concerning the translation of literary texts and the use of the bilingual dictionaries in translating them. Future researches can reveal very important points about the translation of collocations, proverbs...., through the use of the bilingual dictionaries. Moreover, future studies may implicate the study in different ways and involve a large sample, in addition to the use of more than one instrument.

General conclusion

General conclusion

This study was carried out to assess the effectiveness of the bilingual dictionary while it is used by third year students at the department of English, Guelma University. It sheds light on the problems and the difficulties that EFL learners face when they use the bilingual dictionaries. The study followed a qualitative methodology to reach the intended objectives. It was divided into two main parts ; the theoretical part and the practical frame work. The first part included two sections, and the second part investigated the hypotheses mentioned before. Hence, a translation test was administered to EFL learners. They were asked to translated words and expressions from English and Arabic novels. The findings show that the learners fail in their translation through the use of the bilingual dictionary. This tool did not help the EFL learners to pick the appropriate equivalents and reach the correct translation. Since the bilingual dictionary gives incomplete information about the equivalent words such as special use and context, students were confused about which is the right equivalent they have to select from it. Finally, the hypotheses of the research are confirmed. If EFL learners did not use the bilingual dictionary in a correct way, they will have a bad quality of translation and if students do not follow the alternative method of translation, they will not reach the correct translation. Finally, some recommendations are provided to help learners overcome the problems they face when translating.

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الملخص

يهدف البحث إلى الكشف عن مدى تأثير استخدام القواميس ثنائية اللغة على ترجمة النصوص الأدبية ناهيك عن الصعوبات التي قد يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية أثناء القيام بهذه العملية. بالإضافة إلى ذلك ، يسعى هذا البحث إلى تحديد الطريقة الأكثر فعالية التي يجب على الطلبة استخدامها عند ترجمة الأعمال الأدبية. و اعتمدت الدراسة الطريقة التجريبية عن طريق اجراء اختبارًا بحيث يطلب من الطلبة ترجمة تعابير متنقاة من نصوص أدبية من اللغة الإنجليزية إلى اللغة العربية والعكس . كما تكشف النتائج أنه بالرغم من أن القواميس ثنائية اللغة يمكن أن تكون أدوات مفيدة ، فمن الضروري أن يمتلك الطلبة القدرة على الفهم الجيد للغة و للسياق و للفروقات الثقافية لتحقيق نتائج أفضل في الترجمة. ولذلك يؤكد البحث على الحاجة إلى منهجيات ترجمة شاملة تتضمن استخدام القواميس ثنائية اللغة مع مراعاة
السياق والمعرفة الثقافية.

Résumé

La recherche vise à explorer dans quelle mesure les dictionnaires bilingues peuvent avoir un impact sur la traduction de textes littéraires et à examiner les difficultés que les apprenants EFL (Anglais comme langue étrangère) peuvent rencontrer durant ce processus. En outre, cette étude a pour objectif d 'identifier la méthode la plus efficace que les étudiants devraient utiliser lors de la traduction d'œuvres littéraires. L'étude a adopté une méthode expérimentale qui consiste à administrer un test demandnt aux étudiants de traduire des expressions extraites des textes littéraires de l'Anglais vers l'Arabe et vice versa. Les résultats révèlent que même si les dictionnaires bilingues peuvent être des outils bénéfiques, il est essentiel que les étudiants aient une bonne compréhension de la langue, du contexte et des nuances culturelles pour obtenir des résultats optimaux de traduction. Par conséquent, la recherche souligne la nécessité de méthodologies de traduction globale qui intègrent l'utilisation de dictionnaires bilingues outre la prise en compte des connaissances contextuelles et culturelles.

Appendix A

She had married James right here on this spot three years ago to the day. Dressed in a simple white shift dress, minimature white roses attempting to tame her long dark curles, Lisa had been happier than she had ever thought possible. James was even less formal but <u>utterly irresistable</u> in creased summer trousers and a loose white cotton shirt. His dark hair slightly ruffled and his eyes full of adoration as he looked at his bride to be. The justice of the peace had read their vows as they held hands and laughed at the sheer joy of being young, in love and staying in a five star resort on a Caribbean island of the Dominican Republic. They had seen the years <u>blissfully</u> stretching ahead of them, together forever.

But that seemed such a long time ago now. A lot can change in just a few years – a lot of heartache can change a person and <u>drive a wedge</u> through the strongest ties, <u>break</u> even the deepest love. Three years to the day and they had returned, though this time not for the beachside marriages the island was famous for but for one of its equally popular quickie divorces.

Lisa let out a sigh that was filled with pain and regret. What could she do but move on, find a new life and new dreams? – the old one was <u>beyond repair</u>. How could beautiful place, with its lush green coastline, eternity of azure blue sea and endless sands be a place for the agony she left now?

Appendix B

فأحزنني أن أرى في ظلمة ذلك الليل و سكونه هذا الفتى البائس المسكين، منفردا بنفسه في غرفة عارية باردة لا يتقي فيها عادية البرد بدثار و لا نار، يشكو هما من هموم الحياة أو رزء من أرزائها قبل أن يبلغ سن الهموم و الأحزان من حيث لا يجد بجانبه مواسيا و لا معينا،و قلت لا بد أن يكون وراء هذا المنظر الضارع الشاحب نفس قريحة معذبة تذوب بين أضلاعه ذوبا فيتهافت لها جسمه تهافت الخباء المقوض،فلم أزل واقفا مكاني لا أبرحه حتى رأيته قد طوى كتابه و فارق مجلسه و أوى إلى فراشه فانصرفت إلى مخدعي، و قد مضى الليل إلا أقله ،و لم يسبق من سواده في صفحة هذا الوجود إلا بقايا أسطر يوشك أن يمتد إليها لسان الصباح فيأتي عليها

ثم لم أنزل أراه بعد ذلك في كثير من الليالي إما باكيا ، أو مطرقا أو ضاربا برأسه على صدره أو منطويا على نفسه في فراشه يئن أنين الوالهة الثكلى ، أو هائما في غرفته يذرع أرضها، و يمسح جدرانها حتى إذا نال منه الجهد سقط على كرسيه باكيا منتحبا ،فأتوجع له و أبكي لبكائه و أتمنى لو استطعت أن أداخله مداخلة الصديق لصديقه و أستبثه ذات نفسه و أشركه في همه لو لا، أنني كرهت أن أفجأه بما لا يحب، و أن أهجم منه على سر ربما كان يؤثر الإبقاء عليه في صدره