Comparative Analysis of Dictionary versus Corpus Use in Translation Teaching for Non-Translation English Majors

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Abstract

The purpose of this research which employs qualitative and quantitative research methodologies is to investigate the perceptions developed by non-translation students in a tertiary level EFL setting to the use of corpus versus dictionary as two translation tools after twelve weeks of explicit instruction. The samples of the study are from the English Department of a middle sized university in the Eastern Black Sea region in Turkey. For this purpose, a qualitative research methodology was used in the study and the data was obtained through questionnaires and open-ended interviews with 55 non-translation students in a tertiary level EFL setting. The samples were delivered the questionnaires and interviews and descriptive analysis technique was used in order to analyse the findings. In the study, the perceptions of the tertiary level EFL non-translation students towards the use of dictionary versus corpus in their translation practices were investigated. The possible potential benefits of using corpus as an alternative tool in the students' translation practices were the subjects of further inquiry in the study. The results revealed that most non-translation students preferred to use dictionaries in their translation practices and few others considered corpus as an alternative tool while translating. A considerable number of students, on the other hand, expressed their concerns for the corpus use in translation as well as others reported limited exposure to corpus use, and for which reason they preferred to use dictionaries in their translation practices.

Keywords: Perception, Translation, Corpus, Dictionary.

1. Introduction

The teaching of translation in various levels and for different purposes to the non-translation English majors in tertiary level EFL settings is a long practice by now in our country as well as in the world. It is also the case that translation course is still taught widely in many universities in Turkey as part of the language related courses in Literature, Linguistics and Language Education Departments. The reason why translation teaching is done so widely in so many universities is not within the scope of this paper, which rather aims to compare the use of the dictionaries and the use of BNC or COCA corpora for the translation practices of tertiary level EFL students and find out the perceptions of these students towards using corpus versus dictionary while translating. The meaning of the word "*corpus*" is that it is the any collection of writings by a specific author (Baker 1995, p. 225). The modern definition of corpus, on the other hand, is that it is basically "a body of texts" kept in electronic form and which can be analysed automatically in various ways for various purposes and which includes spoken as well as written texts from a variety of sources, on different topics, by many writers and speakers (McEnery and Wilson, 2001, p.197)

In spite of the fact that corpus and corpus tools are used by linguists for various research purposes and for the development and update of many reference books, they are not yet sufficiently known by either teachers of foreign languages or student translators even though they may be without doubt an efficient, flexible, and extremely useful tool for both professions (Bowker, 1999; Pearson, 1999). For instance, they may bring us original examples of language usage, prepare materials based on authentic language, help conduct various linguistic analyses of any research question in mind with specific reference to vocabulary and grammar. What is more, corpus and corpus tools may, also, help prove various claims and supporting theses related to language as well as disprove linguistic hypotheses (Dias, 2004).

The researcher argues that the reason for the interest towards corpora in translation research may be given to the fact that it replaces the traditional and established translation procedures and applications with the use of modern technology which may have different assumptions and theoretical frameworks. Furthermore, the incorporation of corpus tools into the translation procedures as a result of modern technology has potential to reconsider our traditional research techniques and present more opportunities for reliable and more objective analysis of the translation when they are used effectively. The study is based on the fact that the use of corpus tools as well as traditional dictionaries are likely to help learners while translating as well as help eliminate the limitations and overcome challenges posed by the use of dictionaries in translation process.

It is an undeniable fact that the use of dictionaries in translation is a long established practice which has its own assumptions, theoretical frameworks and practices. It is also an indispensable tool for translating and the skills to use a dictionary effectively are the subject of several scientific inquires. Teachers, translators as well as student translators are expected to use their different types of dictionaries when they are necessary with relative skill and efficiency. In fact, according to the Law (2009), the process is thought to be very complicated involving

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different levels of physical and mental operations, which also vary depending on the kinds of dictionary, and the purpose of its use (Wai-on Law, 2009).

2. Review

2.1. Translation in Foreign Language Teaching

Translation has a long tradition in foreign language contexts, whose influence on ELT goes back to the grammar translation method that was based on the translation from the foreign language and learning grammar rules and vocabulary through the translation of disconnected sentences. This movement was rejected by the direct method movement that emphasized the importance of the spoken mode in foreign language teaching. The emergence of Audio lingual methodology based on the assumption that oral communication is the main objective of language learning was the highest point where the use of translation in foreign language teaching and learning received wildest criticisms. The opposition towards translation as a teaching technique was based on the belief that the mother tongue would avoid the learning of the target language. Finally, within the communicative approach the controversy about using translation in the language classroom is still on debate.

Translation as a language teaching and learning component is defined similarly by many researchers. Even though Catford (1965) defines translation as the "replacement of textual material in one language (SL) by equivalent textual material in another language (TL)", this definition may be limited in scope and content and the relationship between translation and language teaching and learning may be far more grounded (Catford, J.C., 1965). With all these in mind, however, it has potentials to be a useful means of developing communicative competence in students (Krishnaswamy et al., 1992).

With a growing demand of communicative approach to language teaching in late 1960s translation has got a small room as a technique in language teaching. "Communicative approach aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence" of language and communication. It gives focus on meaning and takes language learning is- learning to communicate (Richards & Rodgers; 2006, p.7)" presently, ELT experts advocate use of translation judiciously. Now, use of translation can be made to some extent to encourage students communicate. Theoretically translation is accepted as one of the techniques in language teaching'.

2.2. Dictionary Use in Translation

The use of dictionaries in the translation is a long practice by now. However, its efficiency during the translation process is a matter of controversy. Inge & Inger comparison of the students' translation experience process without dictionaries yielded different results than when they were allowed to use their dictionaries. The one group of students who were allowed dictionary use spent significantly more time on the translation text than the other group (as cited by F. Alves, 2003).

Wai (2009) raises students' attitude towards using the dictionary by searching for the reasons why they consult dictionaries during translation. One factor stems from their lack of confidence in English. They have difficulty in transforming the original text into their own sentences; rather than, they prefer to rely on the authority for words (Wai, 2009). It is stated that another factor of using a dictionary may result from their lack of translation training. According to Wai (2009), this is because of their not being trained in the bottom-up approach. In other words, the original text can be translated from words to sentences, and then sentences to paragraphs.

In another research, it is noteworthy to examine the students' tendency to use the electronic dictionary. "Aust, Kelley, and Roby (1993) made a comparison between hyper-references and conventional paper dictionaries in FL learning. They reported, based on the results, readers consulted hyper- references much more frequently than comparable paper references because hyper-references appear to lower the "consultation trigger point". In the experiment it was seen that some mostly rely on the printed dictionaries. On the contrary, there are some who found the online dictionary much more advantageous in that it provides themselves with quick access and larger vocabulary (Aust, Kelley, and Roby, 1993, pp.63-73).

Consulting a dictionary is related to the English proficiency of the students as well. Even if they may have the power of creating expressions, the important thing is to understand the embedded context, first of all. For this to happen though, they will need the help of good dictionaries. In other words, the higher proficiency one has in English, the less he/she will consult with the dictionaries in translation. However, when the types of dictionaries that the students are using are compared it will be seen that bilingual dictionaries are preferred to the monolingual ones in teaching situations (Atkins & Varantola, 1997). For this reason, the researcher argues that the EFL students rarely consult with the monolingual dictionaries may be a negative effect on their translation efficiency and quality due to the problems such as misinterpreting the original text.

2.3. Corpora Use in Translation

Corpus linguistics is a field that fosters the use of authentic materials for language teaching and learning

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purposes in ways hardly imagined before. For example it is quite possible that corpus can be used for teaching lexical and phraseological structures as well as used as a device for language discoveries by EFL learners in data driven classrooms. It is also the case that corpus and corpus tools can be employed efficiently and continuously by researchers who are likely can come up with new and more reliable findings thanks to the its rich terminology and availability of comparison.

It is also possible to create corpus from many resources or contexts depending on the researcher`s selection of corpus content. When this is the case it is highly possible that the corpus that is created for a specific purpose will give us many more situational words than the standard course books include. Moreover, the dictionaries we use in a target language cannot supply us with the diversities of a language sufficiently, but with the help of corpus it is fast and easy to access different structures (grammar, collocation etc.) of a word. Knowledge that can be gained through the data by learners themselves are likely to be more appropriate and suitable than the knowledge that was formulated by experts and then sent to the instructors and finally to the students (Cobb, 1999).

3. Methodology

The study is quantitative and qualitative in nature. Questionnaire and open ended interviews were used in the study.

3.1. Research Questions

The following research questions are addressed in the study:

1. What are the perceptions of EFL non-translation students towards using corpus as a new search tool in their translation practices?
2. What are the perceptions of EFL non-translation students towards using dictionary in their translation practices?
3. What problems do EFL learners experience while using corpus versus dictionaries in their translation practices?
4. What are the potential perceived *benefits* of using corpus versus dictionaries for the tertiary level EFL students while they are translating?

3.2. Participants and Context of the Study

Participants included fifty-five (55) third-year-students aged between 21-25 and currently studying in the English Department of Karadeniz Technical University, 2016. That is, all the participants, who are 42 females and 13 males, have been taught Basic, Advanced and Literary Translation courses for the last three years.

The literary translation students who are also the sample group of the study were given literary translation course for a semester and in the first six weeks of this time period they were allowed to use English-English dictionaries (Oxford Advanced Learners Dictionary, Collins Cobuild Dictionary, Longman Advanced Learners Dictionary...etc) while translating. After the six weeks they were delivered a questionnaire and which contained open ended interview questions as well.

In the remaining six weeks, the researcher introduced the students with BNC Corpus from the Web, which has a user friendly interface that allows for detailed search for every word or word chunks. The sample group students received a week long instructions from the researcher teacher related to the use of BNC corpus including the use of different registers, POS and KWIC analysis and the search for collocations. They also received an instruction on how to conduct a concordance search and how to interpret the results of such a search. To help students learn this process, in the first few weeks of the term the instructor arranged them in pairs and asked them to create, and later present to the class, prototype strings for key words they had provided on a main list. For the next five weeks, the classes were done in the computer lab and the each student used the computer allocated to her use as well as used BNC corpus at home. The visa and final literary translation exams were done in the lab space and the students used BNC corpus as well as dictionaries while translating.. At the end of this six weeks BNC corpus experience, the students were delivered a questionnaire which contained semi structured interview questions regarding their corpus use as well.

3.3. Data Collection

The data collection procedures include the delivery of two questionnaires, open ended interview, and observation, mid-term and final exam results. The questionnaires consisted of both agree/disagree and open-ended questions especially in terms of reliability and validity. This was helpful to measure consistency among the responses. In addition, the researcher made an observation with the aim of illustrating how they felt with corpus use in translation and these observations were photographed and recorded. As for the mid-term and the final exams, they were allowed to consult printed dictionaries such as Collins, Cambridge, Longman and Oxford and the two corpora, namely BNC and Coca Corpora.

Table 1. Texts used in the study

Text Title	Author	Date	Source
Jonathan Swift 1667-1745	M. H. Abrams	1962	The Norton Anthology of English Literature (Volume1)
Edebi metinlerin özellikleri ve çevirisi	Ayse Uyanık	2008	Patrıck Süskınd'in "Koku" Adlı Romanının Türkçe Çevirisinde Dil Oyunları Eşdeğerliği 1
English Critic From Chaucer To Auden	.N.L.Clay	2001	Atlantic Publishers and Distributors (Page:XIII)
Edebiyat ve Anlayiş	Nurullah atac	1962	Dil üzerine soyleşiler
The Moon of Ramazan Hendaye, *August* 1907.	Zeyneb Hanoum	2005	Cultural Dialogues: A Turkish Woman`s European Impressions
Of Dramatic Poesy: An Essay	John Dryden	1668	http://www.poetryfoundation.org

The students spent each class time in the computer-lab and were observed to become BNC corpus users thanks to the user friendly aspect of the web. All the students were allocated a computer and they seized the opportunity to check every single word or word combinations as well as most commonly used collocations for each register. During the translation process in the computer-lab, the researcher as the instructor of the class talked to the students individually for their probable problems and observed that the students experienced no problems in terms of using the technology. During the translation the students were asked to report text-based translation problems they were challenged.

Table 2. Problem areas and comparison of Dictionary and BNC-COCA data

Problem areas	Word combination adjective + noun verb+ noun	Dictionary
As a clergyman, ***a spirited controversialis***t, and a devoted supporter of the Anglican Church as an institution no less important than the Crown itself …	a *spirited* controversialist	1.adj: full of energy, determination or courage (Oxford Advanced Learners Dic.2002) 2. Noun: part of you that is not physical 3.Noun:courage and determination that helps people to survive (Collins Cobuild English Languga. Dic. 1990)
He was greatly valued by the most ministers, who **admitted** him to social intimacy, though never to the counsels.	*admitted* smb. to social intimacy	1.Verb: to admit often unwillingly (Oxford Advanced Learners Dic.2002) 2.Verb: to recognize or accept something as true (Cambridge Academic Content Dictionary, 2009)

Table 2 above shows some of the problematic lexical combinations and problem areas where the students` dictionaries remained inadequate in terms of lexical and syntactic structures.

The treatment period lasted for 12 weeks and a total of 52 class hour were done. The students used BNC and COCA corpus during the treatment. At the end of the treatment, the students were delivered a Likert Scale questionnaire and an open ended interview regarding their corpus use. The questionnaire consisted of both agree/disagree and open-ended questions especially in terms of reliability and validity. This was helpful to measure consistency among the responses. The items were related to students` general feelings about using corpora, their background knowledge of corpora, perceptions and possible benefits of the use of corpora as well as the reasons why they use corpora. The questionnaire also consisted of two open ended questions related to their likes and dislikes about the using the corpora. Interviews act like oral questionnaires during which the oral information that the subjects give can provide the researchers with insights and a true understanding of the topic under investigation. (Best and Kahn, 1998; Oppenheim, 1992; Blaxter et al, 1996). A total of 15 students were interviewed. The interview consisted of five open ended questions related to their perceptions of corpus use versus dictionary use as well as difficulties they experienced, feelings they had about corpus use and overall evaluations of the translation course based on dictionary use.

Questions 1 and 2: Perceptions towards Using Corpus versus Dictionary in Translation
The following themes concerning the *perceptions* of EFL translation students towards using corpus versus dictionary as the two alternative tools in their translation practices emerged in the interviews:

The students` responses for the first and second research questions were related to the perceptions concerning the use of corpus versus dictionary in their translation practices. The responses given by the students

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indicate that their perceptions are influenced by various factors such as the difficulty of using the corpus and beneficial features of dictionary use during the translation process. First of all, the negative perceptions regarding corpus use are given.

Table 3. The Encoded analysis of the responses for the 2. Research Question

Research Question (1· 2)	Corpus	Dictionary
What are the *perceptions* of EFL translation students towards using **corpus versus dictionary** in their translation practices?”	1. contextual meaning difficult 2. hard to decide the exact meaning 3. no user-friendly software 4. no enough information word meaning 5. effective in one direction 6. offer examples from the texts 7. helpful source 8. no need for dictionary 9. necessary for good translation	1. beneficial for all unknown words 2. helps us to use right words 3. dictionary use increases your vocabulary 4. enables me learn the right usage of words 5. important while translating 6. dictionary is an essential item 7. so beneficial but it is tiresome 8. best tool for translation 9. dictionary use makes me feel safe 10. feel bad because using a dictionary is boring

In the interview, some students reflected negative perceptions towards corpus use in translation mostly due to the fact that it is rather difficult to understand the contextual meaning of the given word or word groups. This is because, the target words or the combination of words were used in difficult contextual contents and this content was too complex for students to understand.

ST 5: “I have to understand everything from the context and this is difficult”

ST 16: “sentences are long and meaning is not clear.”

ST 14: “words are very many and finding collocates in between is rather hard””

The student reports above indicate that the students found it difficult to understand the contextual meaning of a given word from the concordance lines. The contexts that are given in the corpus may be too complex for the students to distinguish the contextual variations in the meanings of the words and structures. The potential of corpus to offer a wide range of contexts for a given word or a larger unit may be a challenging issue for some students. In the questionnaire, students demonstrated similar views to the open ended questions related to the contextual content of the corpus.

In the interview, many students were positive about dictionary use in translation mostly due to the fact that they have been quite accustomed to use their dictionaries in the translation process.

Below are some of their perceptions towards the use of dictionaries during the translation process. The perceptions were generally positive towards using dictionaries in translation process.

ST 5: “It is beneficial for all unknown words. We can sometimes find how a word is used in a sentence; that is grammatical rules can also be taken from dictionary as well as the meaning, pronunciation, and spelling at the words”.

ST 8: “With the help of dictionary, I can easily find the right word for translation. I also learn the pronunciation of the word by using dictionaries. I extend my vocabulary knowledge and I learn more words.”

ST 16: “Dictionary is especially helpful to make word combinations and it gives healthier information about which word to choose and which word is the most appropriate for translation”.

ST 3: “To find the right meaning and pronunciation of a word, it is beneficial to use a dictionary. I look up dictionary to understand the words in sentence. It is appropriate to use it”.

Questionnaire findings, however, were partly negative towards the use of dictionaries in translation. Below is given the negative perceptions of the learners towards the use of dictionaries in translation. These negative reports of the learners towards the use of dictionaries in translation seem to have mostly stemmed from technical issues and concerns.

Table 4. Negative perceptions towards the use dictionary in translation

	Disagree	Neutral	Agree
The worst thing about using a dictionary is that time taken to consult it.	5	15	21
Dictionary use prevents me from translating fast.	14	12	15
No matter how advanced it is, a dictionary does not reflect the target language culture essentially to translation.	7	7	27
A printed dictionary has limited stage and cannot store large quantities of information.	3	16	22
I think dictionary use is enough for all kinds of translation.	29	7	3
In a dictionary, I can find everything necessary for translation.	17	10	14
A dictionary is solely enough for me to translate an academic or a technical text.	23	7	5

Another interesting finding related to the perceptions of the EFL learners is that corpus concordances presented to the users with so many rich findings at a time that they may have been lost with the usage patterns and possible meanings of the similar word items.

ST 7: "The meanings of the words are another difficulty for me"

ST 27: "I experienced difficulties in finding meaning because too many words at the same time"

ST 29: "To find the correct equivalent of a search word among many others caused me trouble all the time"

However, the students reported much more positively in the interviews for the dictionary use in determining the right meanings of the given items.

ST 4: "Dictionary use increased my vocabulary knowledge because it is important in translation"

ST 14: "Using a dictionary provides us with various meanings and usages of a word. The information obtained from dictionary can be unforgettable and vivid than that of electronic dictionaries. I think the use of English-English is the best for us".

ST 35: "If you don't know the meaning of a word, a dictionary can be beneficial for you while translating. Also, you may come across a word that you already know, but you now only one meaning of the word and the word used has another meaning you don't know. Then, dictionary use may be beneficial".

In the questionnaire, learners demonstrated similar positive views for the use of dictionaries in translation.

Table 5. Positive perceptions towards the use of dictionary

	Disagree	Neutral	Agree
Dictionary is very important to translating.	4	3	34
Using the dictionary for translating improved my English.	3	6	31
I frequently refer to a dictionary while making translation.	6	5	29
With the help of dictionaries, I can easily translate any item.	3	10	28
Using dictionary improves the ability to translate.	4	14	19
Dictionaries play an important role or choosing the right word to translating.	1	5	35
I can benefit from visual aids in the dictionary while translating.	9	9	23
To learn the right pronunciation of a word, I consult a dictionary.	1	1	39
To learn the right meaning of a word, I consult a dictionary.	1	1	39
A dictionary provides me with grammatical information.	9	15	17
Using a dictionary during translating is always advantageous for me.	3	4	34
The information I find in a dictionary generally meets my needs.	4	13	24

A small number of students expressed their concerns for the use of corpus in translation, claiming that working with corpus takes longer time than expected and the possible reason for this perception may be due to the fact that the students formed wrong expectations on corpus and corpus tools in terms of form and function. There were positive perceptions based on the responses to the interviews. One of the positive perceptions of the students towards corpus was that there were lots of contextual clues in the sample contexts related to the meaning of the search word.

ST 11: I can see the exact examples of the words in target language. It helps me for adaptation

Question 3: What problems do EFL learners experience while using corpus versus dictionaries in their translation practices?

Table 6. The Encoded analysis of the responses for the 3. Research Question

Research Question (3)	Corpus	Dictionary
What problems do EFL learners experience while using corpus versus dictionaries in their translation practices?	1. Learning how corpus works is diff to learn 2. I find it a little bit confusing 3. Difficulty in understanding the meaning of the words. 4. It has so many functions. It is complicated 5. To have less options of examples	1. Cannot find the appropriate word 2. Appropriate word for your translation can take some time 3. Not to find enough examples sentences is a difficulty 4. Looking at a meaning of a word is boring 5. Can't find terminological words

Based on the survey and interview data it is possible to say that the learners experienced various problems while using the corpus concordances for translation purposes. One of these problems was to learn how to work with concordance data since they are too complicated and present an overwhelmingly crowded context.

ST 1: "It is sometimes difficult to understand the meaning of the words".

ST 3: "In order to check two words or collocations, we need know exact words so it is problem"

ST 4: "I cannot find the means of the individual words from the large contextual information"

Also contextual factors played a negative role for the appreciation and effective use of corpus concordances. The students who took part in the interview reported that there were huge numbers of possible meanings of the same words in similar context which made it hard to decide what meaning is exactly conveyed in a context.

ST 5: "I have to deduce the meaning from one sentence"

ST 8: "If I don't know the meaning of a word I also cannot use corpus because of lack of knowledge. And if I don't guess the word I have difficulties".

ST 13: "The program is difficult to understand/ learn".

ST 14: "Sometimes it is a little complex to use".

ST 15: "It has many functions and complicated for me".

The survey findings related to the use of dictionary in translation are partly concurrent with the corpus related data in the interviews. Almost 32 % of the samples reported that they experienced problems using dictionaries for their translations.

ST 2: "It generally takes our time to look for a word from a dictionary".

ST 5: "The only difficulty I have in using a dictionary is the time. Looking up a dictionary takes much time".

ST 8: "Sometimes the information I find in dictionaries does not meet my needs. It has got limited words. The advanced dictionary is important for me because sometimes I can't find combinations of words".

ST 13: "Sometimes I could not find the word I want to find. Sometimes the meaning of the word given is not enough".

ST 15: "Sometimes I cannot find several words in the target language in the dictionaries. Or sometimes a different meaning of a word cannot take place in the dictionaries. So, there can be some problems".

The samples in the interview seem to have experienced difficulties in finding their search words or matching the words together in dictionaries which thus provide insufficient amount of information for the students' translators. One of the probable reasons for this may be that they lack the necessary skills to exploit the dictionaries as efficiently as possible.

Question 4: What are the potential perceived benefits of using corpus versus dictionaries for the tertiary level EFL students while they are translating?

The following themes concerning the benefits of using corpus versus dictionaries in the students` translation practices emerged in the interviews:

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Table 7. The Encoded analysis of the responses for the 4. Research Question

Research Question (4)	Perceived Corpus Benefits	Perceived Dict. Benefits
"What are the potential perceived *benefits* of using corpus versus dictionaries for EFL Learners while they are making translations"	1. Comparison of Words and Collations 2. Help Chose the Correct Equivalent 3. Useful for Literary Translation 4. Appropriate Word 5. Grammar Accuracy 6. Contextual Usage 7. Necessary for Good Translation 8. Offer Examples from the Texts	1. Find the right word for translation. 2. Provides us with various meanings and usages of a word 3. Recalling the contextually right word 4. Learning process is easier 5. gives me clues

In the interviews the students were asked to report the benefits of using corpus versus dictionaries for their translation practices. The responses show that both corpus and dictionaries have their benefits on the students` translation practices to some degree. Based on the student reports, it is possible to conclude that finding close collocates of each word was an easy issue for many corpus users.

ST 3: "Corpus is good in findings words going together for translation"

ST 6: "I can easily see which words go with others in the concordances"

ST 8: "It quickly gives you collocations you search for"

ST 9: "It helps you find the collocations under search"

Responses were based on the idea that corpus use was best in its capacity for helping students find the appropriate word equivalents in translation. Other responses focused on the potential of corpus to reveal word and word combinations and their usages. The responses based on questionnaire findings in the interviews were also positive about using dictionaries in the translation.

ST 2: "Dictionary is important while translating. We can find right pronunciation and right spelling of a word".

ST 5: "In recalling the contextually right word".

ST 7: "To find the right word of target language and to make a choice of different word orders".

ST 9: "When I can't remember a word, it helps me a lot".

4. Discussion and Conclusion

Majority of the negative perceptions of tertiary level EFL learners towards the use of corpus in translation practices were due to such factors as being exposed to a large amount of corpus data at a time, inefficiency to use corpus concordances and lack of awareness towards the form and functions of corpus tools. Considering the fact that students have long standing habits of using dictionaries in their translation practices, these initial reactions to corpus use may be understandable to some extent. The fact that these students have the habit of using monolingual and bilingual dictionaries for a long time while translating may have influenced their initial reactions to corpus use in translation and they may have formed expectations from corpus tools which basically a corpus concordance is not designed for. These negative perceptions towards the use of corpus concordances in translation may also be due to lack of training and practice in corpus use. It is also the case that had they been given additional training and developed their levels of mastery of corpus search it could have been possible for them to develop more positive perceptions towards corpus and corpus tools in translation. These findings are consistent with the literature which argued for the need to train users for efficient use of corpus tools (Cobb, 1997; Flowerdew, 1996; Kennedy & Miceli, 2001).

Responses towards the use dictionary in translation, however, were mostly positive. These responses were consistent with Sun's (2000) study that favoured the use of print dictionaries and grammar books rather than corpus tools thanks to their first-hand information presentation.

The interview data and the survey findings may have provided more insights into the tertiary level EFL learners` consideration of the alternative search techniques. Yet, dictionary use was particularly preferred for various reasons by the learners, which all resulted in their increased confidence towards their long-standing practice of using dictionaries. And finally most of them saw greater value in dictionary use in translation when compared with the corpus use.

Positive perceptions towards the use of both tools in translation seem to hint that the strengths of each tool and their potentials for complementing each other in translation may cast some new light to their new roles they are likely to play in translation, which can also be considered as the part of "old-wine-in-a-new-bottle" philosophy (Tribble, 1999).

It should also be noted that while these results generally appear to suggest an acceptance of dictionary use, it should be noted that it is still too early to make a generalization based on the findings of this relatively small scale study. Another larger scale study with more populations will definitely yield to better conclusions

regarding the nature of corpus versus dictionary use in translation.

Finally, based on the student responses in the survey and interviews, it is possible to suggest that the students who took part in the study seemed to have developed partial understanding and appreciation of corpus and corpus tools as yet prospective means of making translation in the future with more adjustment of the degree and nature of emphasis. With all such future projections, however, dictionary use seems likely to continue its wide ranging popularity and influence on translators.

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Notes

Note 1. This paper was presented at the 2nd International Symposium on Language Education and Teaching in Rome, Italy on 20-23 April, 2017.

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APPENDIX A:

	Dear Students! This questionnairre has been prepared to discover you perceptions about dictionary use and translation. Your responses will be used for research purposes and will be kept confidential. Thank you for your cooperation! **Ali Sukru OZBAY** **26/04/2012** **PART A: Put a thick that correspond you best.**	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	Dictionary is very important to translating.	1	2	3	4	5
2	I frequently use the electronic dictionaries for translating.	1	2	3	4	5
3	I use Turkish-English / English- Turkish dictionaries for translating.	1	2	3	4	5
4	I am familiar with all kinds of dictionaries and can use them efficiently for translating.	1	2	3	4	5
5	I don't get any difficulty in finding the right word in dictionaries for translation.	1	2	3	4	5
6	I have got sufficient information about using dictionaries for translation.	1	2	3	4	5
7	I think dictionary use is enough for all kinds of translation	1	2	3	4	5
8	I find it difficult to use English- English dictionaries for translation.	1	2	3	4	5
9	Using the dictionary for translating improved my English.	1	2	3	4	5
10	I frequently refer to a dictionary while making translation.	1	2	3	4	5
11	With the help of dictionaries, I can easily translate any item.	1	2	3	4	5
12	Using dictionary improves the ability to translate.	1	2	3	4	5
13	Dictionaries play an important role for choosing the right word to translating.	1	2	3	4	5
14	I can benefit from visual aids in the dictionary while translating.	1	2	3	4	5
15	To learn the right pronunciation of a word, I consult a dictionary.	1	2	3	4	5
16	To learn the right meaning of a word, I consult a dictionary.	1	2	3	4	5
17	To learn the right spelling of a word, I consult a dictionary.	1	2	3	4	5
18	While making translation, I can easily find word combinations from a dictionary.	1	2	3	4	5
19	A dictionary provides me with grammatical information.	1	2	3	4	5
20	The worst thing about using a dictionary is that time taken to consult it.	1	2	3	4	5
21	Dictionary use prevents me from translating fast.	1	2	3	4	5
22	Using a dictionary during translation is always advantageous for me.	1	2	3	4	5
23	In a dictionary, I can find everything necessary for translation.	1	2	3	4	5
24	Dictionaries provide word as many as I need.	1	2	3	4	5
25	A dictionary is solely enough for me to translate an academic or a technical text.	1	2	3	4	5
26	No matter how advanced it is, a dictionary does not reflect the target language culture essentially to translation.	1	2	3	4	5
27	Using a dictionary while translating enables me to learn deductively rather than inductively.	1	2	3	4	5
28	Training of how to use dictionary to translating is essential.	1	2	3	4	5
29	A printed dictionary has limited stage and cannot store large quantities of information.	1	2	3	4	5
30	The size of a dictionary should not be ignored.	1	2	3	4	5
31	The information I find in a dictionary generally meet my needs.	1	2	3	4	5
32	During translation, I can easily find word combinations from a dictionary.	1	2	3	4	5

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PART B: *Please read the following questions and write your answer in a few sentences.*

1. In what ways do you think dictionary use is beneficial for translation?
……………………………………………………………………...
....

2. What difficulties do you have in using a dictionary while translating?
…………………………………………………………………….……………………………………
……………………………………………………………………………………...

3. What is your overall evaluations of dictionary use in translation in target language?
…………………………………………………………………….………...
....

4. How do you feel about using a dictionary in translation?
………
………………………………………………………………………………….

Gender: Male   Female
Class: Birth Date:
APPENDIX B

Dear Students
This questionnaire has been prepared to discover your perceptions about corpus use. Your responses will be used for research purposes and will be kept confidential. Thank you for your cooperation !
Ali Sukru OZBAY

1. I use these sites…			
	yes	no	comments:
BNC DAVIES (for British English)			
CoCA(for American English)			
Other ones…			

SD: Strongly disagree   **D**: Disagree   **N**: Neutral   **A**: Agree   **SA**: Strongly Agree

2.My general feelings about using corpora:					
	SD	**D**	**N**	**A**	**SA**
I think corpora are easy to use.	1	2	3	4	5
I can use corpora <u>effectively.</u>	1	2	3	4	5
I think corpora are useful for translation.	1	2	3	4	5
I think corpora can be useful for other aspects of learning English (vocabulary, grammar, style, etc.)	1	2	3	4	5
I think corpora can be useful for other courses (literature, civilisation, linguistics, etc.).	1	2	3	4	5
I think corpora can be useful outside my studies.	1	2	3	4	5
OTHERS:					

3. To use these corpora:					
	SD	**D**	**N**	**A**	**SA**
On the whole, I think I have enough information.	1	2	3	4	5
I would have liked more theoretical background.	1	2	3	4	5
I would have liked more methodological explanation.	1	2	3	4	5
I would have liked more demonstrations.	1	2	3	4	5
I would have liked more concrete exercises to practice on my own.	1	2	3	4	5
Comments:					

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4. I think corpora can be useful to:

	SD	D	N	A	SA
find an idea.	1	2	3	4	5
check an idea.	1	2	3	4	5
see if a word / an expression exists.	1	2	3	4	5
check the meaning of a word / an expression.	1	2	3	4	5
see if a word / an expression is appropriate.	1	2	3	4	5
see how a word / an expression is used grammatically.	1	2	3	4	5
compare two words / expressions.	1	2	3	4	5
Check spelling.	1	2	3	4	5

Comments :

5.With these corpora, I know how to formulate queries:

	SD	D	N	A	SA
to find an individual word.	1	2	3	4	5
to find an expression.	1	2	3	4	5
to find collocates.	1	2	3	4	5
to find synonyms.	1	2	3	4	5
by part of speech, such as [v*] for verbs.	1	2	3	4	5
for lemmas, such as [work] for *work*, *works*, *worked*, *working*.	1	2	3	4	5
using 'wild cards', such as ? and * .	1	2	3	4	5
for a single register sub-register or the time period.	1	2	3	4	5

I also think that…

6. I use corpus to see the

	Never	Sometimes	Frequently		Never	Sometimes	Frequently
general frequency in corpus.	1	2	3	Informations about the usages of specific words	1	2	3
usages in different registers.	1	2	3	Collocations.	1	2	3
concordance lines	1	2	3	Comparions of two words	1	2	3
coincidental examples in concordance lines.	1	2	3	Comparison of the usages of the words in different registers.	1	2	3
More context for some concordance lines	1	2	3				

Further :

7. Use the corpus for thesefunctions…

(If you do not know thesefunctions select '1')	Never	Sometimes	Frequently		Never	Sometimes	Frequently
'chart'.	1	2	3	'sorting and limits'.	1	2	3
'compare'.	1	2	3	'history'.	1	2	3
'collocates'.	1	2	3	'more information'.	1	2	3
'POS list'.	1	2	3	'lists'.	1	2	3
'random'.	1	2	3	'context'.	1	2	3
'sections'.	1	2	3	'sample: 100'.	1	2	3

Also :

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8. I appreciate most in corpus :

9. I appreciate less in corpus :

10.Other comments:

Thanks for your participation.

PART B: *Please read the following questions and write your answer in a few sentences.*

1. In what ways do you think corpus use is beneficial for translation?

2. What difficulties do you have in using a corpus while translating?

3. What is your overall evaluations of corpus use in translation in target language?

4. How do you feel about using a corpus in translation?

Gender: Male   Female

Class: Birth Date:

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