A Study on the Approaches of Classifying Dictionaries with an Evaluation OF Dictionaries Used by the Students of Translation

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1. Introduction:

Dictionaries have been around for more than 2000 years. However, most people fail to use them to their full potential. For example, foreign language learners and students often use dictionaries only as bilingual glossaries. In doing so, they ignore the wealth of information dictionaries offer. Nevertheless, this is not really the language learner's fault since most learners do not know how to utilize all of the information dictionaries contain. The idea borne in their minds is that one of the mainstays of any language learner is the dictionary. But which dictionary? Many students comprehend the necessity of buying themselves bilingual or electronic translators because they fervently hope that they will find an instantly usable translation of a word they know in their language. In fact, there is a very good reason for them to want this since, at least in earlier stages, people tend to translate in their heads when they are learning in a foreign language, and the idea of a one-to-one correspondence between words in two languages is immensely attractive.

This study presents the approaches of classifying dictionaries with practical analyses obtained by two questionnaires directed to the students of the Department of Translation at the University of Basrah to set an evaluation of the dictionaries they use, i.e. dictionaries for translation, in tests, assignments and daily dictionary use. A discussion of the results obtained by these questionnaires concerning the advantages and disadvantages of each type of these dictionaries is also stated. Finally, a summary of findings and suggestions about dictionaries the students must use is also given in this study.

2. Aim of the Study:

The study is intended to discuss the approaches adopted by scholars in classifying dictionaries. It also intends to investigate the advantages and disadvantages of each type of dictionaries used by the students of the Department of Translation in tests, assignments and daily dictionary use as is mentioned above. Some suggestions are also offered in the light of the findings of the study.

3. Procedure:

The study takes two sides:

(1) The theoretical side.

(2) The practical side.

The theoretical side deals with the two approaches of classifying dictionaries. The first approach is new and adopted by Devapala (2004). It is concerned with classifying dictionaries according to contrasting features. The second approach is adopted by many scholars and considered the most common. It is concerned with classifying dictionaries according to range, perspective and presentation.

The practical side deals with the practical analyses and statistical accounts of two questionnaires directed to the students of Department of Translation .The first questionnaire is related to the dictionaries used by these students in the tests, while the second is related to the dictionaries used in assignments and daily dictionary use by the same students.

4. General Classification of Dictionaries:

Usually, dictionaries can be classified typologically into various types according to range, perspective and presentation. Classifying dictionaries has been attempted by many scholars like Shcherba (1940), Sebeok (1962), Malkiel (1959, 1967), Zgusta (1971), Al-Kasimi (1977, 1980), Singh (1982), Svensen (1993) and Fairchild (2001). A new classification is attempted by Devapala in (2004).

It is significant to know that classifying dictionaries implies the necessity of differentiation between what is called " dictionary proper" and "dictionary like works''. Zgusta (1971: 197-9) calls these ''linguistic'' and "non-linguistic" dictionaries respectively. Singh (1982: 13-14) states that linguistic dictionaries are concerned with words or lexical units of languages and they are called "word books''; while non-linguistic dictionaries are concerned with realia or denotata (thing) and they are called encyclopedias, or "thing books." It is clear

that the latter group is similar to dictionaries only in their alphabetical order of words denoting the realia. Before stating our approach in classifying dictionaries according to range, perspective and presentation, it is important to shed light on the new classification attempted by Devapala in a paper presented at the Asia Lexicography Conference in 2004. Though this classification shares the classification of the three criteria with the main features, it differs in its items and detailed divisions. Consequently, this section will be divided into two approaches of classification, i.e. the first which is adopted by Devapala, and the second which is associated with the criteria mentioned above and followed in this study.

4.1. Classification of Contrasting Features:

Following some prominent scholars in lexicography, Devapala (2004) states a new classification based on contrast between features, i.e. "internal features" and "external features." These features will be stated below in detail:

4.1.1. Internal Features:

There are four internal features as far as the process of classifying dictionaries is concerned . The following points are devoted to discuss these features:

4.1.1.1. Paradigmatic Aspect vs. Syntagmatic Aspect:

Talking about paradigmatic aspect, Devapala (2004) says that this aspect is the basis of selection of words in most dictionaries which are concerned with their forms and their meanings . Syntagmatic aspect differs from paradigmatic in that it serves as data for dictionaries like the meaningful collocations , rection of verbs, applicational restrictions of words , etc. , e.g. (dictionaries of idioms , dictionaries of phrases and dictionaries of collocations).

4.1.1.2. Form-Meaning Complex vs. Either Form or Meaning in Isolation:

Such a feature implies the treatment of word as a form-meaning complex like (general dictionaries) , or the treatment of form like (orthographical dictionaries, orthoepical dictionaries , dictionaries of acronyms and dictionaries of abbreviations).

4.1.1.3. Time- Particular Point of Time or Passage of Time:

Zgusta (1971:200-2, 194-5) clarifies that such a feature includes diachronic dictionaries that are concerned with the development or change in the form and meaning like (historical, etymological and comparative dictionaries); and synchronic dictionaries that deal with

the lexical stock of a language at a given time of its development, like (the dictionaries of Old Tamil, Early-Middle Old Tamil, and Late Old Tamil).

4.1.1.4. Area of the Vocabulary Covered:

This feature implies the coverage of the portion or part of the total vocabulary of a language. Zgusta (1971: 209-13,204) classifies dictionaries according to such a feature into the following categories:

4.1.1.4.1. General Dictionaries:

These dictionaries deal with the general language, i.e. with the standard national language as it is generally used like (standard descriptive dictionary, overall descriptive dictionary and academic dictionary).

4.1.1.4.2. Restricted/ Special Dictionaries:

These dictionaries include lists of words and phrases selected from only a certain part of the total lexicon of language. Such dictionaries are classified according to the following criteria:

4.1.1.4.2.1. On the Basis of Variation in Language:

Dictionaries based on variation in language, regional or social, are called dialect dictionaries. Such dictionaries describe either the total lexicon of a single dialect or show the differences between different dialects like (A Dictionary of Slang and Unconventional English).

4.1.1.4.2.2. Text Dictionaries:

Such dictionaries describe the vocabulary of different types of texts, i.e., literary, philosophical, religious, etc. These dictionaries can, in turn, be classified into those of a single text and those of group of texts of a single author or several authors, e.g. (Dictionary of Gorkhy / based on a single text written by a single author ,Dictionary of Shakespeare\ based on group of texts written by a single author, Bible dictionary\ based on a single text written by several authors, Sangam dictionary\ based on a group of texts written by several authors).

Devapala (2004) gives these dictionaries other names, i.e. indices, concordances and exegetic dictionaries on the bases of the structure and content of entries.

4.1.1.4.2.3. On the Basis of Special Lexical Units:

Zgusta (1971:204) states that such a criterion implies that "restricted dictionaries can be compiled on the basis of certain special lexicon of the total stock of the vocabulary." In this respect, he

mentions four examples (dictionary of obsolete and archaic words, dictionary of neologisms, dictionary of borrowed words and dictionary of proper names and place names).

4.1.2. External Features:

Devapala (2004) says that there are five external features in classifying dictionaries. They are stated below:

4.1.2.1. Number of Languages Covered:

As far as number of languages covered is concerned, dictionaries can be classified into three or more types, i.e. monolingual, bilingual, multilingual, etc. Monolingual dictionaries describe the vocabulary of a language by means of one and the same language. They are intended for the users who are native speakers of the language like (Oxford Advanced Learner's Dictionary of Current English). Bilingual dictionaries are dictionaries in which each entry has translations of words in another language like (Harrap's Standard French and English Dictionary). Multilingual dictionaries means the coordination of lexical units of more than two languages which are equivalent in lexical meaning like (Dictionary of Conference Terminology: English-French-Spanish-Arabic).

4.1.2.2. Target Group or User:

According to the different groups of users, Harmann (1983:10-11) classifies dictionaries according to two criteria: the first criteria is that of 'information' which means the factor for which the users seek the help of a dictionary to check spellings , meanings, synonyms, pronunciation, etc. The second criterion is that of 'operations' which implies a fact that "when the user performs tasks as reading ,writing and translating he refers to the dictionary to find words and meanings."

4.1.2.3. Purpose:

Devapala (2004) states that the purpose of compiling a dictionary can be one or more of four points. The first purpose is the description of the lexical structure of a language or its varieties like (the standard descriptive dictionaries). The second purpose is to help the comprehension of different types of texts in a language like (text dictionaries and scholarly dictionaries). The third purpose is to prescribe the norm or standard as different from the substandard or non- standard like (prescriptive or prohibitive dictionaries). The last purpose is the production of texts either in the native language or second or foreign language like (the thesaurus dictionary).

4.1.2.4. Size:

Zgusta (1971:218-20), Landau (1989: 17-19) and Svensen (1993:35-8) agree that the size of a dictionary is concerned quantitively with two aspects. The first aspect is the number of entries or density of entries within a dictionary. The second aspect is the amount or depth of information within each entry. Based on these aspects, these scholars classify dictionaries into the following classes:

4.1.2.4.1. Comprehensive ,Academic or Scholarly Dictionaries:

These dictionaries are multivolume in the sense that they are not constrained by restrictions on space or number of entries. Such dictionaries are compiled by research institutions such as universities, research institutes ,etc. Zgusta (1971:213) mentions that these dictionaries are comprehensive since they try to include all the words that occur in all types of general language texts, like (The Oxford English Dictionary) .

4.1.2.4.2. Big or Unabridged Dictionaries:

Landau (1989:18) says that big or unabridged dictionary "is a dictionary which gives full coverage to the lexicon in general use at a particular time in the history of language and substantial coverage to specialized lexicons, with quotations to support definitions and suggest typical varieties of usage. "Such a dictionary may contain about 100000-400000 words like (Webster's International).

4.1.2.4.3. Medium:

Svensen (1993:35-8) states that "these dictionaries describe the standard national language." The number of entries may vary from 50000-150000. The depth of information is rich with detailed polysemy, ample quotations and usage." An example of such dictionaries is(Merriam-Webster's Collegiate Dictoinary). Svensen says that such dictionaries are also called college or desk dictionaries.

4.1.2.4.4.Small:

In simple terms ,small dictionaries are smaller than medium dictionaries in the number of entries and information content of entries. Brevity is clear in definitions and quotations. The number of entries may vary from 35000-60000.

4.1.2.4.5. Pocket:

Landau (1989:19) clarifies that pocket dictionaries "present information on spelling and contain fewer number of words, no

definitions are provided and meanings are explained in terms of synonyms with no examples or quotations. "It is evident that such dictionaries contain a number of additional word lists with encyclopedic information. Besides, they contain very commonly used words with one or two synonyms instead of definitions. They vary in size and are sometimes called 'little' or 'mini'. An example of such dictionaries is (The Little Oxford Dictionary).

4.1.2.5. Arrangement of Entries:

Devapala (2004) mentions three methods of arranging entries as far as classifying dictionaries is concerned. These methods will be discussed below:

4.1.2.5.1. Alphabetic:

This method is based on the alphabetical sequence of the script system of a particular language. It is the most common and the easiest method in retrievaling words.

4.1.2.5.2. Semantic (Conceptual or Systematic):

Such a method implies a fact that words are arranged into thematic groups on the basis of conceptual system. Such an arrangement is done either for general language or to the vocabulary of a subject field.

4.1.2.5.3. Arbitrary:

Other than the above methods , there are methods of arrangement which are based on the alphabetical system , but not that of the first letter order. Some of the arrangements are morphemic where words are linked which share a common form (or base) like: 'mishap' and 'happen' or all the forms ending in '-ology'. Other arrangements tackle the reverse order dictionaries (or end alphabetic dictionaries) like (Reverse Dictionary of Present Day English).

4.2. Classifying of Range ,Perspective and Presentation:

The second approach of classifying dictionaries is based on three criteria, i.e. range, perspective and presentation. Such an approach is considered the usual and the most common. The criteria of this classification include the following variations:

4.2.1. Coverage of the Lexicon of the Language:

As far as the coverage of languages is concerned, dictionaries are classified into general and specialized.

4.2.1.1. General Dictionaries:

A general dictionary attempts the coverage of the whole lexicon of the language. Such a dictionary usually includes the linguistic

derivation of the word, the part of speech, syllabication and hyphenation, variant spellings, and pronunciation are also indicated. Entries may also include inflected forms, run-on or derivative entries, etymologies or word histories, synonyms and antonyms, usage or status labels, usage notes, illustrative quotations and examples, and pictorial illustrations . In addition to that, Fairchild (2001:410) states that "general dictionaries have special features, such as gazetteers, lists of proper names ,maps, and glossaries of foreign words."

4.2.1.2.Specialized Dictionaries:

A specialized or 'technical' dictionary deals with one sector of the lexicon such as medical, chemical, or philosophical terms. Such a dictionary focuses on linguistic and factual matters relating to specific subject fields. It may have a relatively broad converge, in that it covers several subject fields such as science and technology (a multi-field dictionary), or either coverage may be more narrow, in that they cover one particular subject field such as law (a single-field dictionary) or even a specific sub-field such as contract law (a sub-field dictionary). In this respect , Grohol (2004) states that specialized dictionaries may be maximizing dictionaries ,i.e. they attempt to achieve comprehensive coverage of the terms in the subject field concerned, or they may be minimizing dictionaries, i.e. they attempt to cover only a limited number of the specialized vocabulary concerned.

Generally, specialized dictionaries imply various types, the most common are:

1.General Language:

General language dictionaries may be divided into the following:

a. Unabridged:

The term 'unabridged' is relative; however, it may be considered as one with over 250000 entries, like (Webster's International Random House and Funk and Wagnalls dictionaries).

b. College or Desk (Abridged):

The terms 'college' and 'desk' are used loosely and often as synonyms by publishers. Generally, they are dictionaries with from 130000 to 150000 entries. Some versions run longer (up to 180000 entries) , but are not unabridged. Others are shorter and may be called 'pocket' or 'concise' dictionaries. An example of such dictionaries is (Merriam-Webster's Collegiate Dictionary).

c. Children's:

There are a number of children's dictionaries which differ not so much in number of entries, but in method of preparing simplified definitions geared to the child's educational level. The types are usually large. They are many illustrations ,and the formats are generally pleasing. An example of such dictionaries is (World Book Dictionary).

d. High School-and Elementary School-Level:

Dictionaries for high school use tend to be abridged, simplified editions of the large dictionaries intended for adults. High school libraries should also have at least one adult-level dictionary for use by advanced students, like (The American Heritage Concise Dictionary (3rd ed.)) which is an abridged version of (the 1992 American Heritage Dictionary of the English Language), and which retains many of its features. Elementary school-level dictionaries are colorful, are often arranged by broad topics, and give a simplified definition, the part of speech ,and sometimes the pronunciation of the word being defined. An example of such dictionaries is (Macmillan Dictionary for Children).

2. Slang and Dialect Dictionaries:

Slang dictionaries define terms used in ordinary, informal speech. These terms may include jargon, obscenities, or ephemeral words that go in and out of use quickly. An example of such dictionaries is (The Dictionary of American Slang). Dialect dictionaries give regional variants and usage of words within a language. They may include some slang, like (Dictionary of American Regional English).

3. Thesauri:

A thesaurus is a very specialized dictionary that deals only with word synonyms (same meaning) and antonyms (opposite meaning), usually without definitions. Its suppose is to provide writers with alternate or more specific words. An example of such a dictionary is Trusler's (The Difference between Words Esteemed Synonymous in the English Language).

4.2.2. The Inclusion of Encyclopedic Information:

In terms of their inclusion of encyclopedic information, dictionaries can be classified into lexical and encyclopedic ones.

4.2.2.1. Lexical Dictionaries:

Lexical or 'linguistic' dictionaries concentrate on etymology, nuances of meaning, and quotations demonstrating usage.

4.2.2.2. Encyclopedic Dictionaries:

Some dictionaries are encyclopedic in that they include items such as illustrations, special lists, and historical data, and biographical information, names of persons, places and literary works which are characterized by extensive treatment of facts. In this respect, Al-Kasimi (1980: 8) mentions two examples, (i.e. Century Dictionary and The Oxford English Dictionary).

4.2.3. Attitudes to Usage:

In terms of their attitudes to usage, dictionaries may be either *descriptive*, recording how the language is actually used, or *prescriptive*, advocating how it ought to be used. These approaches have been given so much consideration and philosophies upon which they are based are always in dispute. The dissenting voices may be described as those who insist a dictionary should be an advocate of usage as contrasted with those who view a dictionary as the custodian of a language .Those who argue a dictionary should record modern language, not determine what is best or better, belong to the descriptive school. Conversely, those who assert a dictionary is the guardian of the language, protecting it from degenerating via the popular press, are in the prescriptive camp. For example (The Oxford English Dictionary (OED)) is descriptive in that it attempts to describe the actual use of words. Noah Webster's (An American Dictionary for the English Language), on the other hand , as Grohol (2004) advocates "intent on forgoing a distinct identity for the American Language, altered spellings and accentuated differences in meaning and pronunciation of numerous words." Such a fact is clearly observed in the differences between American and British English .For example, American English now uses the spellings 'color', 'center', and 'theater' while British English uses 'colour', 'centre' and 'theatre' respectively. Traditionally, dictionaries were prescriptive especially those of the academies. In this respect, Al-Kasimi (1980: 8) adds that "in 1961, Webster's (Third New International Dictionary) adopted the descriptive approach and in doing so it raised a controversy and was accused of encouraging permissiveness in the use of the language."

All in all, the view points and attitudes of the proponents of each approach can be compared as the following:

4.2.3.1. Descriptive View:

The descriptive advocates who govern the compilation of almost every major dictionary claim:

1. The people dictate what is the proper usage of the language. Consequently when illustrating the definition of a word in a modern dictionary it is important not only to use quotes from good literature, but also from newspapers, television programs and speeches.

2. One does not go to the dictionary to find language standards or rules for proper usage. Spelling, pronunciation and definitions are important, but standards and usage are not.

3. A particular word used frequently enough by many people becomes acceptable usage.

4.2.3.2. Prescriptive View:

The prescriptive group asserts that the major role of a dictionary is to set standards:

1. There is tradition and authority based upon proper historic usage.

2. Failure to support this philosophy accounts for the jargon, lingo, and fashionable verbiage driving out the pure language.

3. In a word, to believe other than this is to agree to debase the language.

4.2.4. History of the Lexical Items:

In regard to their treatment of the history of the lexical items, dictionaries are classified as historical or non-historical.

4.2.4.1. Historical Dictionaries:

The purpose of the historical or etymological type of dictionary is to show the history of every word from date of introduction to the present. Through the use of definitions and illustrative quotations, the changes in interpretation and meaning are traced through the years. (The Oxford English Dictionary) and Menken's (The American Language) are by so far the most famous of this type.

4.2.4.2. Non-Historical Dictionaries:

In simple terms , the non-historical dictionary describes the lexicon of the language in its present state, does not provide etymologies, and arranges its senses according to frequency or any other descriptive criterion.

It is important to know that Dr. Craigie, as Al-Kasimi (1980: 9) mentions, advocates that (The Oxford English Dictionary) in its attempt to cover the whole history of English could not do justice to any one period and proposed that there should be a series of dictionaries of different historic periods such as (The Old English Dictionary, Middle English Dictionary, Early Modern English Dictionary) ,etc.

4.2.5. Description of Language Variety:

In terms of the language variety they record or describe, dictionaries can be divided into dictionaries of the literary language vs. dictionaries of the spoken language. Philosophical, grammatical and semantic differences between the literary and the spoken varieties exist in almost all the major languages; however, this phenomenon, as Al-Kasimi (1980: 9) advocates, which is termed as ' diglossia' by Ferguson, is more magnified in certain languages such as Arabic and Greek. Therefore, he adds, the need is sometimes felt to produce dictionaries devoted to one of the varieties . Then he gives an example of such a fact by mentioning the series of bilingual dictionaries produced by Georgetown University in the sixties for 'Iraqi Arabic','Syrian Arabic' and 'Moroccan Arabic.'

Having stated the approaches followed in classifying dictionaries in general, it is time to tackle the second part of this study which includes an evaluation of dictionaries used by the students of Department of Translation, i.e. dictionaries for translation.

4.3. Dictionaries for Translation:

It is known that lexicography is the practical application of lexicology. So, lexicography implies the process of producing dictionaries, i.e. lexicon. Such dictionaries are: monolingual dictionaries (or dictionaries for definitions and synonyms) and bilingual or multilingual dictionaries (dictionaries fort translation). Although such dictionaries belong to the same field (i.e. lexicography) and have many features in common, they differ in many ways. In this respect, Al-Kasimi (1980: 7) comments by saying:

> Although these two types
> of dictionaries belong to the
> same branch of Applied
> Linguistics (i.e. lexicography)
> and have many features in

common , they differ in several ways according to the users they tend to serve , the needs they cater for, their purpose, and the process of their making. The morpho-phonemic, syntactic, and semantic problems involved in dictionaries for translation are different from and more complicated, in many ways, than those in dictionaries for definitions or synonyms. A major source of difficulty in dictionaries for translation is that they deal not only with two different kinds of cultural and linguistic behaviour, but with two different systems of concepts as well.

It is worth mentioning that there are three types of dictionaries as far as the classification of bilingual dictionaries is concerned , i.e. dictionaries for machine translation, dictionaries for terminological data bank, and dictionaries for human users (Al-Kasimi, 1977,1980;Brinkman 1979). The practical side in this study is concerned with the third type, i.e. (dictionaries for human users). However, we found it is necessary to shed light on the nature of the other types since this study is primarily concerned with classifying dictionaries.

4.3.1. Dictionaries for Machine Translation:

Increased access to information around the world, written in many different languages has led to a steep increase in the demand for translation services. Some of these services are achieved by the use of computer . However, such a use in linguistic research, language teaching ,and machine translation (MT) has imposed several problems and highlighted our understanding of how language works. The important requirements for (MT) is the existence of a bilingual lexicon containing large sets source-language/ target language correspondences. Brennan and Renear (1992) comment on the role of the lexicon on (MT) by saying:

The lexicon plays a central role in any machine translation (MT) system, regardless of the theoretical foundations upon which the system is based. However, it is only recently that MT researchers have begun to focus more specifically on issues that concern the lexicon, e.g., the automatic construction of multi-lingual semantic representations. Large dictionaries are important in any natural language application, but the problem is especially different for MT because of cross-linguistic divergences and mismatches that arise from the perspective of the lexicon. Furthermore, scaling up dictionaries is an essential requirement for MT that can no longer be dismissed.

It is stated that (MT) systems are intended to perform translation without human intervention; they are solely responsible for the complete translation process from input of the source text to output of the target text ,using special programs, comprehensive dictionaries, and collections of linguistic rules(Proctor:1999). So, it is clear then that the bilingual dictionary designed for (MT) differs in many respects from one intended for the human translator. Al-Kasimi (1977:26-7) and Proctor (1999) put the following four differences between the dictionaries:

1. While the ordinary dictionary is expected to provide only the information which the dictionary user needs and this information is usually about the foreign language, the dictionary designed for (MT) must contain much more grammatical information about both languages.

2. The bilingual dictionary which is intended for the human use is permitted to include all or part of the grammatical information in the

article, but the bilingual dictionary designed for (MT) must incorporate <u>all</u> grammatical information in the entry itself, so that the dictionary can function as a kind of sentence generator.

3. While synonymous equivalents might be cited in the ordinary dictionary for the purpose of stylistic variations, they are strictly avoided in the dictionary designed for (MT).

4. Explanations and definitions are allowed and even required in certain cases in the dictionary intended for the human user, but they cannot be included in the dictionary designed for (MT).

4.3.2. Dictionaries for Terminological Data Banks:

To begin with terminology data banks (TD) ,Proctor (1999) defines them as:

> Systems through which access frequently is not made during a translation task, but usually is performed prior to human translation. The chief advantage of TD is not the fact that it is automated but that it is an up-to-date reference for the human translator.

The reason behind the emergence of TD are the great number of technical terms that are produced every day in the industrial countries, the need for the standardization of terminology and, as Al-Kasimi (1980: 11) says, "the demand for smooth inter-and interdisciplinary communication across language barriers" have resulted in increasing work in the field of terminology . TD depend on computers in storing, treating, and retrieving scientific and technical terms and the necessary information related to them in one or several languages.

In a paper presented to the First International Conference on Terminology Banks in 1979, Brinkman states certain types of information to facilitate the exchange of data among the terminology banks. These types include: a code which identifies the terminological unit, a status rating indicating the degree of reliability, the side coining the term and the special field it belongs to, the kind of term whether it is (single, multi-word, or phraseological expression), the source of the term, definitions of the concept, sample contexts illustrating the way in which the term is used , grammatical information, regional limitation labels whether they are (American,

British, or Canadian) ,language level indicators such as (advertising , laboratory, jargon ,etc.), usage recommendations labels whether they are (standardized, preferred , allowed, etc.), and relevant bibliographical information on the term.

4.3.3. Dictionaries for the Human User:

One of the main contributions of Al-Kasimi's work to lexicography is a new typology of bilingual dictionaries that resulted in two contrasts:

1. Dictionaries for the speakers of the source language vs. dictionaries for the speakers of the target language.

2. Dictionaries for production vs. dictionaries for comprehension.

To elaborate such contrasts, it can be said that a dictionary may be aimed at native speakers of the source language; for instance a French-Arabic dictionary for speakers of French. It is then an instrument to produce texts in Arabic, the target language. So, it is a dictionary for production, or so-called active dictionary. It should contain information that enables the user to write or speak grammatically and stylistically correct in the foreign language.

But a French-Arabic dictionary may also be aimed at 'learners' of the source language (for instance, a French-Arabic dictionary for Arabs). They use the dictionary to comprehend French texts; it is then a dictionary for comprehension, or so-called passive dictionary. In this case it should contain information that enables the user to read and understand texts spoken or written in the foreign language.

The following section which constitutes the practical side in this study is devoted to state an evaluation of dictionaries used by the students of Department of Translation, i.e. bilingual dictionaries and monolingual dictionaries.

5. Evaluation of Dictionaries Used by the Students of Dept. of Translation:

This section aims to compare the findings and results gathered from two questionnaires directed to Iraqi college students of two stages, i.e. the second and fourth at the Department of Translation / College of Arts/ University of Basrah. The first questionnaire is concerned with the dictionaries used in the tests and the second with the daily dictionary use of dictionaries by these students.

Questionnaire-1-
Dictionaries Used in Tests in Translation:
into Arabic/ into English

This questionnaire aims at investigating the rates of the uses of dictionaries used by the students during the tests. The students were previously informed that they have the option to bring any dictionaries they want. The following points and tables clarify the information and findings regarding the questionnaire:

1. Participants:

The participants were of two stages, i.e. the second stage which consists of (105) students, and the fourth stage which consists of (99) students.

2. Number of Texts /Subjects:

The students were presented with different texts according to the actual academic courses.

a. The Second Stage:

There were two tests for the second stage. In each test there were two texts. In the first test there were two texts to be translated into Arabic regarding to the course of (Translation into Arabic) and in the second test there were also two texts but to be translated into English regarding to the course of (Translation into English). This stage, it is important to clarify, has only two courses in translation, i.e. (into Arabic and into English).

The English texts (to be translated into Arabic) were the following:

The Vision of Mirza[1]

What I was at Grand Cairo I picked up several oriental manuscripts, which I have still by me .Among others I met with one entitled, The Vision of Mirza, which I have read over with great pleasure. I intend to give it to the public when I have no other entertainment for them; and shall begin with the first Vision, which I have translated word for word as follows:

"On the fifth day of the moon ,which according to the custom of my forefathers I always keep holy, after having washed myself, and offered up my morning devotion .I ascended the high hills of Bagdat in order to pass the rest of the day in mediation and prayer. As I was here airing myself on the tops of the mountains, I fell into a profound contemplation on the vanity of human life; and passing from one thought to another .Surely, said I, man is but a shadow and life a

dream .Whilst I was thus musing, I cast my eyes towards the summit of a rock that was not far from me, where I discovered one in the habit of a shepherd, with a musical instrument in his hard."

Earth[2]

We live on the Earth; one of the nine planets that go around the sun .The Earth is third in distance from the Sun and fifth in size. It has a moderately dense atmosphere, and usually about half its surface is covered with clouds. About three quarters of the Earth's surface is covered by oceans. This is unique, for no other planet has bodies of water. The Earth is also the only planet with a large amount of oxygen in its atmosphere. Both features make the Earth the only planet on which we could live without special breathing apparatus and water supply.

The Earth's diameter at the poles is 7,900 miles, while at the equator it is 7,926 miles. This means that the centre of the Earth is about 3,900 miles below us. The Earth's circumstance at the equator is about 24,900 miles. The Earth, therefore, is not perfectly round. Its shape is an oblate spheroid, which means that it is flattened. The flattening is very slight, however. The Earth's diameter is only 26 miles less through the poles than through the equator. We say either that the Earth is flattened at the poles or that it bulges at the equator. In either case, it is very nearly round.

The Arabic texts (to be translated into English) were the following:

<div dir="rtl">

ما أعظم خير في الحياة ؟ وكيف نحققه[2] ؟

سكينة النفس[3]

شرعت[2] كشاب مرة بوضع جدول للمزايـا الطبيعيـــة أو ((طبيعيـــات)) الحيـــاة المعترف بها فهيأت[2] قائمة بالرغائب الدنيوية : الصحة، والحـب، والموهبـة، والقـوة، والثراء ،والشهرة ، ثم تقدمت[2] بها بزهو واغتيال إلى شيخ حكيم .

فقال الشيخ: (جدول رائع ومرتب بحيث لا يعد غير معقول ، ولكن يبدو لـــي انـــك أغفلت العنصر المهم الذي بدونه يصبح جدولك عبثاً لا'يطاق) .

وشطب الجدول بكامله وكتب كلمتين : سكينة النفس . وقال: هذه هي الهبة التـــي يدخرها الله لأصفيائه وإنه يعطي الكثيرين الذكاء والصحة ، والمـــال مبتـــذّل ، الشـــهرة ليست بنادرة ، أما سكينة النفس فإنما يمنحها بقدر .

حفظ الأغذية بواسطة الإشعاع[4]

تشير التقارير الواردة من منظمة الأغذية والزراعة الدوليـــة إن ثلثـــي العـــالم لا يزالون يعانون من المجاعة وسوء التغذية .ومع ذلـــك فـــان ٢٥% إلـــى ٥٠ % مـــن التجهيزات الغذائية تتلف نتيجة لافتقارها إلى المحافظة الملائمة . وقد طوّر العلماء فـــي

</div>

السنوات الأخيرة عمليات ناجحة لحفظ الأغذية باستخدام الإشعاع المنبعث مـــن النظـــائر المشعة .

وإضافة إلى كون هذه الطريقة فريدة من نوعها في حفظ الأغذية فـــان تعـــريض الغذاء للأشعة السينية يعتبر ثاني أعظم إمكانية لاستخدام الطاقة الذرية فـــي الأغـــراض السلمية . أما الانتفاع الأول فيبقى محصورا في إنتاج القوة في المفاعلات النووية .

b. The Fourth Stage:

The fourth stage had also four tests. According to the courses of this stage, the tests are concerned with scientific translation, literary translation, journalistic translation and legal and business translation. In each of the first three tests, there are two texts, the first is to be translated into Arabic and the second is to be translated into English. Regarding to the test of legal and business translation, there are four texts: two for legal (into Arabic and into English) and the same case is with business translation.

1. Test in Scientific Translation:

The English text (to be translated into Arabic):

Influenza[5]

This disease has occurred in various countries at different times, and has received a vast number of names; in the seventeenth century it appeared in Italy and first received the name of ''influenza'', because it was attributed to the influence of the stars. The area attacked has also much varied in extent; sometimes only part of a country has been affected; at other times it has spread over a great part of the civilized world. One of the earliest recorded epidemics in England appears to have taken place in 1510; since that time this country has been invaded by it so frequently that it may be described as a real scourge. A disease is said to be "endemic" when it is always present in a certain district or country; "epidemic" when it spreads over a country;"pandemic" when it invades a large portion of the earth's surface .Influenza occurs in both an epidemic and pandemic form. It is a disease which attacks the mucous membrane of the nose, throat and respiratory tract.

The Arabic text (to be translated into English):

العلوم عند العرب[6]

تتمثل ابتكارات العرب وانتصاراتهم في الحقل الطبـــي فـــي دراســـتهم لعـــدد مـــن الأمراض ووصفهم الدقيق لأعراضها ، وتقديم علاج ناجح لها ومنها أمراض الجـــدري ، والحصبة ، والتهاب الغشاء السحائي ، والتهاب البيوريـــا ، والتهـــاب الرئـــة ، والســـل الرئوي ، ومرض الفيل ،والجمرة وغيرها .

كما تمكن الأطباء من إحراز سبق علمي هام حين وصفوا الجذام وأمراض العــين واستعمال الماء البارد في علاج التيفوئيد ، كما توصلوا إلى فحص البول وجس النـــبض وبرعوا في طب الأسنان ، وكتبوا في وصفها وأنواعها ووظيفة كل منها الكثيــر وفــي هذا كتب ((حنين بن إسحق)) بتكليف من الخليفة الواثق كتابا تكلم فيه عــن الأسـنان والغذاء ، وأورد وصفا للقواطع والأنياب والأضراس ومهمة كل منها .

2. Test in Literary Translation:

The English text (to be translated into Arabic):

The Cask of Amontillado[7]

The thousand injuries of Fortunato I had borne as I best could, but when he ventured upon insult, I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat.

At length I would be avenged; this was a point definitely settled... but the very definitiveness, with which it was resolved, precluded the idea of risk. I must not only punish, but punish with impunity. A wrong is unredressed when retribution overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

The Arabic text (to be translated into English):

الأيام[8]

وكان كثيرا ما يستيقظ فيسمع تجاوب الديكة وتصايح الدجاج ، ويجتهــد فـي أن يميز بين هذه الأصوات المختلفة . فأما بعضها فكانت أصوات ديكة حقاً ، وأمــا بعضــها الآخر فكانت أصوات عفاريت تتشكل بأشكال الديكة وتقلدها عبثاً وكيداً . ولم يكن يحفـل بهذه الأصوات ولا يهابها ، لأنها كانت تصل إليه من بعيد . إنما كان يخاف الخوف كلــه أصواتا أخرى لم يكن يتبينها إلا بمشقة وجهد كانت تنبعث من زاويــة الحجــرة نحيفــة ضئيلة ، يمثل بعضها أزيز المرجل يغلي على النار ،و يمثل بعضها الآخر حركــة متــاع خفيف ُينقل من مكان إلى آخر، ويمثل بعضها خشبا ينقصم أو عمودا يتحطم .

وكان يخاف اشد الخوف أشخاصا يتمثلها قد وقفت على باب الحجرة ُسدته' ســداً وأخذت تأتي بحركات مختلفة أشبه شيئ بحركات المتصوفة . وكان يعتقد أن لــيس لــه حصن من كل هذه الأشباح المخوفة و الأصوات المنكرة إلا أن يلتف فــي لحافــه مــن الرأس إلى القدم دون إن يدع بينه' وبين الهواء منفذاً أو ثغرة . وكان واثقاً انه إن تــرك ثغرة في لحافه فلا بد من أن تمتد منها يد عفريت إلى جسمه فتناله' بالغمز والعبث .

3. Test in Journalistic Translation:

The English text (to be translated into Arabic):

Kallis and Prince Hold up Australia[9]

An unbeaten stand of 144 from Jacques Kallis and Ashwell Prince put South Africa in a promising position against Australia after a rain-disrupted opening day to the third and final Test in Sydney.

Resuming on 103 for three after tea, Kallis and Prince both recorded half-centuries to steer the tourists to 230 for three at stumps.

Australia, 1-10 up in the series, were celebrating Skipper Ricky Ponting's 100th Test but his South African counterpart Graeme Smith won the toss and batted.

Brett Lee made the breakthrough in the sixth over, AB de villiers the man to fall for two after nicking an outside edge to Adam Gilchrist.

Glenn McGrath bowled Herschelle Gibbs for 27 and Smith (39) quickly followed, out leg-before to Lee.

The Arabic text (to be translated into English):

خلافات بين تل أبيب وواشنطن بشأن القطاع النووي[10]

القدس – أ .ف.ب:
ذكرت صحيفة هآرتس الجمعة إن إسرائيل والولايات المتحدة على خــلاف بشــأن اقتراح أميركي يتعلق بتجميد إنتاج البلوتونيوم او اليورانيوم المخصب اللذين يستخدمان لإنتاج قنابل نووية . وقالت الصحيفة إن إسرائيل عبرَّت عن معارضتها لاقتراح تقــدمّت به الولايات المتحدة الخميس إلى لجنة الأمم المتحدة للحد من التسلح في جنيف .وكتبــت إن إسرائيل تخشى أن يمس اقتراح من هذا النوع ببرنامجها النووي من ان يؤثر علــى البرنامج النووي الإيراني . وردا على أسئلة وكالة فرانس برس ، قال مسؤولون إنهــم ليسوا على علم بأي شيء بهذا الصدد وامتنعوا عن الإدلاء بأي تعليق .

4. Test in Legal and Business Translation:
A. Legal Translation:
The English text (to be translated into Arabic):
Organs of Government[11]
In Britain, the organs of government are readily distinguishable although their functions of intermingle and overlap. They are:

1. the legislature; the supreme authority in the realm.

2. the executive, which consists of :

a. the government, that is the Cabinet and other ministers of the Crown, who are responsible for initiating and directing national policy;

b. government departments (most of them under the control of ministers and all staffed by civil servants) which are responsible for administration at the national level;

c. local authorities, which administer and manage many services at the local level; and

d. public corporations which may be responsible for the operation of particular nationalized industries or of social and cultural services which are subject to ministerial control in varying degrees; and

3. The judiciary, which determines Common Law and interprets statutes, and is independent of both the legislature and the executive.

The Arabic text (to be translated into English):

شهادة الزواج[12]

يشترط في القانون الانكليزي ، الحصول على موافقة احد الابوين في حالــة عــدم بلوغ الشاب / الفتاة المقبلين على الزواج سن الحادية والعشرين . وفــي حالــة عــدم الموافقة يمكن للمحكمة منح الاذن بالزواج اذا اتضح لها تعنت الآباء بلا مبرر .

B. Business Translation:

The English text (to be translated into Arabic) :

Ministry of Transport,
Communication and Maritime Transport
Maritime Transport Public Sector

Damietta Container Handling Comp.[31]

Damietta company invites specialized companies and international expertise house in the fields of container marketing and handling in international ports to submit contracting offers on transit-container marketing operation in the container terminal of Damietta port.

Tender documents can be obtained from company administration (49 El Arais-Ras El Bar Damietta Governorate) against (100) u$. the company fix (Monday 19 Jan, 1987) at 1200 noon time for opening of envelopes.

The Arabic text (to be translated into English):

أمانة بغداد / دعوة للتأهيل المسبق[14]

جمهورية العراق / المشروع الطارئ لتجهيز بغداد بالماء و الانماء الصحي
قطاع المجاري
صندوق ائتمان العراق　　TE 053167
منحة البنك الدولي　　TE 054435
رقم المشروع :　　P 087912
تسلمت أمانة بغداد منحة البنك الدولي – صندوق ائتمان العراق –لغــرض تمويــل المشروع الطارئ لتجهيز بغداد بالماء والانماء الصحي وترغب في تخصيص جزء مــن

هذه المنحة من اجل تجهيز ومد أنابيب مجاري نوع UPVC مع وصلات ربــط المنـــازل لـــ ٤ او ٥ قطاعات في مدينة الصدر .

ستقوم أمانة بغداد بأعمال التأهيل المسبق للمقاولين و/او الشـــركات المقاولـــة لهـــذا العقد .ان التاريخ المتوقع لاعلان المناقصة سوف يكون في شهر آب ٢٠٠٦ .

الاجراءات المتبعة في هذا التأهيل المسبق تخضع لضوابط وتعليمات البنك الــدولي الموضحة في المشتريات تحت قروض IBRD او منح IDA اصدار – آيار ٢٠٠٤.

3. Time Allowed:

The students of the second stage were given two hours for each test. As for the fourth stage, the students were given two hours for each test as far as the first three tests are concerned .In the fourth test, they were given two hours for legal translation (in the first day) and two hours for business translation (in the second day).

Table -1-
Comparison of Dictionaries Used in the Tests/ Second Stage

Test No.	Participants	Text Title	Text Type	Course	Time Allowed	Types of Dictionaries					Percentage
						EE	EA	AE	EEA	Electronic	
1	105	1.The Vision of Mirza 2. Earth	Literary Scientific	into Arabic into Arabic	2 hrs.	8	59	–	25	13	EE%8 EA%59 AE- EEA%25 Elect.%12
2	102	١ .مـــا أعظـــم خيـر فـي الحيـاة؟ وكيـــف لحققــه؟ ســكينة النفس ٢ حفـظ الأغنيــة بواسـطة الإشعاع	Literary Scientific	into English into English	2 hrs.	–	–	54		28	EE- EA- AE%53 EEA- Elect.%27

Table -2-
Comparison of Dictionaries Used in the Tests/ Fourth Stage

Test No.	Participants	Text Title	Text Type	Course	Time Allowed	Types of Dictionaries					Percentage
						EE	EA	AE	EEA	Electronic	
1	99	1.Influenza ٢.العلـوم ضـد العرب	Scientific Scientific	into English into Arabic	2 hrs.	4	3	6	73	13	EE%4 EA%3 AE%6 EEA%74 Elect.%13
2	99	1. The Cask of Amonti-llado ٢.الأيام	Literary Literary	into English into Arabic	2 hrs.	7	5	13	59	15	EE%7 EA%5 AE%13 EEA%59 Elect.%15
3	96	1.Kallis and Prince Hold up Australia ٢. خلافـات بين تــل أبيــب وواشنطن بشان القطاع النووي	Journalistic Journalistic	into English into Arabic	2 hrs.	3	11	19	56	10	EE%3 EA%11 AE%20 EEA%58 Elect.%10
4	99	1.Organs of Govern-ment ٢.شهادة الزواج	Legal Legal	into English into Arabic	2 hrs.	13	19	22	33	12	EE%13 EA%19 AE%22 EEA%33 Elect.%12
	98	1.Damietta Container Handing Comp. ٢. امانـة بغداد/ دعـوة للتاهيـل المسبق	Business Business	into English into Arabic	2 hrs.	17	27	32	16	7	EE%17 EA%27 AE%33 EEA%16 Elect.%7

The results:

1. It is found that the students of fourth stage use general language dictionaries instead of specialized dictionaries though their tests require specialized dictionaries.

2. It is observed that most of the students of the two stages prefer printed dictionaries to electronic ones .However, their opinions about the printed were different. When the tests were over, they were asked to write the reasons behind choosing the dictionaries they used in the tests. The opinions gathered from them can be stated as the following:

A.   Printed/ Advantages vs. Disadvantages:
   Advantages:
        The students say that they used to use printed dictionaries for they feel that they meet their needs more than electronic ones. Types of information such as varieties of word meanings, word families, parts of speech, tense, usage and idioms, etc. are not available yet in most electronic dictionaries.

   Disadvantages:
1. The first disadvantage is concerned with the 'size'. They say that large dictionaries are heavy though they meet their needs. Small (pocket-sized) dictionaries have much less information and can be hard to read. In addition to that, they are very limited in scope and do not give the students the information they need to use language effectively. They have a very short and limited useful life.
2.The second disadvantage is related to 'speed'. So, finding a word can be a slow process.
        As far as number of languages covered is concerned, it is found that printed dictionaries imply advantages and disadvantages concerning monolingual (MLDs) and bilingual (BDs).

   Monolingual vs. Bilingual:
        The question directed to the students was *"which is better, a bilingual dictionary, or a monolingual dictionary?"* The implications of their answers were "neither", and ''both''. Bilingual and monolingual should not be seen as competitors, but as complementary to each other. Both types of dictionary have their place in the larger picture of language learning. However, their answers implied advantages and disadvantages for each type:

Monolingual / Advantages vs. Disadvantages:
Advantages:
1. Some students prefer MLDs to BDs for they can give information that can be divided into three categories: the aspect of meaning, the aspect of system, and the aspect of usage. The aspect of meaning, of course, concerns definitions. The aspect of system concerns spelling, sound, synonyms, antonyms, and collections. The aspect of usage not only concerns meanings, but also how meanings change over time, where words are derived from, and which foreign words appear in a language. Some dictionaries are entirely devoted just to one particular speed, while other dictionaries include information from different aspects.

2. In MLDs students can find examples of the words in phrases and sentences so that they get a very good idea of how they themselves can use a specific word.One of the most important features of many of the current generation of MLDs is that their definitions are written in a language which is itself simplified, thus avoiding the possibility that the definition is more difficult to understand than the word itself: it makes a lot more sense to say that a 'dog' ,for example, is a very common animal that people keep as a pet or to guard a building (Longman Dictionary of Contemporary English) than that it is a canine quadruped.

Disadvantages:
1. It is seen that many students did not prefer MLDs for they must have an excellent grasp of the language to be able to interpret definitions, descriptions of usage, and other information in a foreign language.

2. Some MLDs focus on only a controlled set of vocabulary and / or may contain only very simple definitions. Though the advantage to MLDs is that it gets students thinking in the target language only , students often have difficulties comprehending the information in the entries. When students are caught up with understanding definitions or examples, the result is frequently frustration rather than learning.   This fact shows that vocabulary is learned much more effectively when students use bilingual dictionary.

3. Many students suffer from a problem of 'retrieving the words' they need while using MLDs. Such a fact reminds with what Bogaards (2003) says:

The most serious drawback of monolingual dictionaries of a foreign language is that the user is often unable to retrieve the word he needs. Although more and more techniques and tools are being created to overcome this problem, in many cases learners will need a bilingual access mode in order to get at the words they need. A bilingual index to a monolingual dictionary, as has been proposed for some types of bilingualised dictionaries, is not a viable option. For polysemous words (and most frequent words are very polysemous) this would create a very bad kind of bilingual list where users need to make their choice on rather vague grounds and have then to turn to the dictionary proper, a step that many will not make.

4. Another disadvantage of MLDs is that while using these dictionaries, many students systematically misinterpret dictionary entries.

5.Many students advocate that MLDs are useful only for native speakers for they are written in one language.

Bilingual / Advantages vs. Disadvantages:
Advantages:

1. It is found that many students automatically and unconsciously reach for the bilingual dictionary whenever they meet an unknown word. BDs help students to get immediate needs (i.e. the word they are looking up). So, they provide a faster way of getting the meaning for many students.

2. Many students say that BDs can be very helpful for students who do not have enough language ability to understand definitions in English (as in the case with MLDs).

Disadvantages:

1. It is agreed that since BDs are glossaries that list the meaning of words in different languages, they present literal translation which is quite often inaccurate, as similar ideas are often expressed differently in different languages.

2. It is clear that BDs fail to show students how words are used in the foreign language, providing simple answers for what is ,in effect, considerably more complex. So, many students agree that sometimes, for example, a word in the L1 may have six or seven equivalences in the L2; if these equivalences are just offered as a list of words they provide the student with no information about which one to choose- and when. Sometimes there are restrictions on the use of a word in L1 which do not apply in the L2 . Unless these are given , the information is not complete. Many BDs also fail to give sufficient information about grammatical context, appropriacy, and connotation.

3. Many students believe that BDs are bad for learning language for they reinforce the notion that there are 'parallel words' in the two languages, when in reality many concepts in Arabic do not exist in English and cannot be translated, and vice versa.

4. Some students say that BDs emphasize the notion that translation is the best way to learn words. This reminds with what Bogaards (2005) states:

> As these dictionaries have translation as their primary goal, they cannot give a full description or a reasonable number of examples in the target language. Yes, they present the user with the form of the element that is needed in the other language, but in many cases they give insufficient or at best highly coded information on how this element is to be used in the other language. In addition, they do not

normally give phonetic transcriptions of the words of the target language at the place where these are most needed : at the right side of the translation equivalence.

5. Many students say that since BDs have more than one translation in each head word, the student will be unable to know which is correct one to use at the moment he/she is translating.

B. Electronic /Advantages vs. Disadvantages
Advantages:

1. Some students prefer electronic dictionaries (EDs) for they are away of encoding all relevant information associated with lexical entries in a manner easily accessible to them. In other words, these dictionaries offer great potential benefits for students: they are quick and easy to use, they can provide access to large amount of data, and they are interactive.

2. It is observed that for some students, EDs serve as much more than just mere word translators. Apart, from being portable, they are convenient in terms of providing multi search paths and speeding up the search process.

3. Many students agree that it is not practical to carry around a 2000-page book to class. For this reason, they prefer EDs which can give them the power of a large comprehensive dictionary in a light weight and compact form. In addition to that, such dictionaries can easily contain over a million words and phrases, they can include audio pronunciations of all entries, and they can employ, as is mentioned above, search functions that bring up all appearances of the word in a data base rather than just at its alphabetical entry point. They can even contain multiple languages in a single device.

Disadvantages:

1. Despite the great advantages offered by EDs, it is observed that some students sometimes rely on them too heavily for full text translation. This is an extremely unreliable method of producing sentences and texts in the foreign language. In fact, nearly every sentence produced by such a text translator will have at least one

error, and more typically it will contain several errors of various types. Consequently, in many cases, the intended meaning is lost in translation.

2. Most students advocate that in EDs, the student views only the entry and its translation. Such a construction narrows learning since the only thing student can learn in such a situation is the one or two translations given for the entry.

3. Many students say that types of information such as varieties of word meanings, word families, parts of speech, tense, usage and idioms, etc. are not available yet in most EDs.

It is clear then that the results obtained by the questionnaire show that some types of dictionaries are more favored by certain groups of students, while others are preferred by other groups. Each type has its own advantages and disadvantages.

Qestionnaire-2-
Dictionaries Used in Assignments and Daily Dictionary Use
Translation into Arabic/ into English

This questionnaire aims at investigating the reasons behind preferring certain dictionaries by (the same students in questionnaire -1-) to other dictionaries in assignments and daily dictionary use. The question directed to them is:

Find out which kind of dictionary is suitable for you? Please choose an option:

-Books (printed dictionaries)

-CD-ROMs

-Internet

Give the reasons behind using it.

Again, the students' opinions and reasons behind preferring one option to the other two options were different. However, their answers included advantages and disadvantages for each kind. The following table illustrates them.

Table -3-
Comparison of Dictionaries Used in Assignments and Daily
Dictionary Use/ Second and Fourth Stages

	Books	**CD-ROMS**	**Internet**
Advantages	- Familiarity - Ownership	-Fast retrieval -Lost of information -Light-weight -Small size -Some contain pronunciation files -Some contain English learning materials -Some contain lots of pictures	-Free -Wild-card searching
Disadvantages	-Large size -Slow retrieval	-Computer needed -Slower retrieval process if students are computer dummies -Some are not well-designed	-Computer needed -Internet connection needed -Slow internet speed -Free ones often have advertising

The Results:
1. Books (Printed Dictionaries)
Advantages:
-Familiarity- Students have very probably used book dictionaries before.
-Ownership- Students have probably got dictionaries already, so they do not need to by new dictionaries.
Disadvantages:
-Size- Many dictionaries are large and heavy.
     Small (pocket-sized) dictionaries have much less information and can be hard
     to read.
-Speed- Finding a word can be a slow process.
2 .CD-ROMS
Advantages:
-Finding a word is faster
-CD-ROMs can contain a lot of information
-They are light-weight
-They are small
-Some contain sound files for pronunciation (e.g.   The Longman Interactive CD-ROM Dictionary)
-Some contain English language learning materials (e.g. The Longman Interactive CD-ROM Dictionary).
-Some contain pictures (e.g. The Longman Interactive CD-ROM Dictionary).
Disadvantages:
- Students need computers.
-It takes longer to start their computers, start the dictionary program and look up the word than it does to use a proper dictionary. If students are already using the computers however, this is not really a problem.
-Some CD-ROMs are not well- designed as they seem not to use the abilities of computers (e.g. hyper linking) very well.
-Due to the above disadvantages students should test the CDs before they buy them, though not all shops will allow this. Of course, students can always come to C I L L and try it.

3. Internet:
Advantages:
-They are free.
-Wild-cards- students can type? If they don't know a letter, or *for group of letters students do not know; e.g. p? t will find pat, pet, pit ,and put. P*t finds petcock, pit saw, put-up, etc.

Disadvantages:
-Students need computers.
-They need to be connected to the Internet.
-The Internet might be very slow.
-Some have distracting advertising.

5. Findings and Suggestions:
The preceding sections of this study are an attempt to shed light on the approaches of classifying dictionaries. Certain conclusions can be drawn throughout the sections of this study. The following points are devoted to discuss them:

A) As far as the theoretical side of classifying dictionaries is concerned, it is found that generally there are two approaches. The common approach which is concerned with classifying dictionaries typologically according to range, perspective and presentation; and Devapala's approach which is concerned with classifying dictionaries according to contrasting features. Though these classifications are different in the way of stating the types of dictionaries and their categories, they have the main features in common.

B) As far as the practical side of classifying dictionaries is concerned, it is found that the results of evaluating dictionaries used by the students of Department of Translation (in tests, assignments and daily dictionary use) show that each type of these dictionaries has its own advantages and disadvantages regardless to its percentage in use. Such a fact may lead the reader to think of the solution or suggestion in choosing the suitable dictionary in the process of translation.

Koren (1997) suggests five categories of dictionaries or five possible solutions:

a) Use several types of dictionaries together. This idea is favored by Piotrowski (1989: 72-83) who advocates that using several types of dictionaries is good for learning a foreign language since

a student who uses both types of dictionaries (monolingual and bilingual) will get the advantage of both. The disadvantage of this suggestion is that looking up each word in two dictionaries is a tiresome task and not very likely to be adopted by students.

b) Use a MLD, but only a learner's monolingual. Stein (1989: 10-41) mentions three MLDs to support this view. They are :"(a) the explanations of meanings; (b) specifications of a word's grammatical behavior and (c) the illustration of the meaning and the syntactical use of a word with real language examples." So, using a learner's monolingual dictionary would probably be easier for the language learners than using a regular monolingual dictionary because the learners will have fewer problems with the vocabulary of the definitions.

c) Use a two-path bilingual dictionary. This suggestion is favored by Walz (1990: 79-94). Our example on such a dictionary in this study is (English-Arabic and Arabic-English). Although this technique gives the student more information about new words than the one-path search, it still does not give them enough information for full understanding and correct usage of the words.

d) Use glossary, as Bensoussan (1983: 341-45) suggests. This is probably the easiest way to understand new words in a specific context since it saves the learner all the difficulties of connecting the word in the text to the dictionary definitions and usage in the monolingual dictionary. It also saves him or her the problems of inappropriate translation in the bilingual dictionary.

e) Use hyper-reference text with monolingual or bilingual dictionaries (following Aust, Kelley and Roby, 1993: 63-73). Again, this is an efficient way of getting quick meanings, but it cannot replace conventional learning or reading of printed material. Even if ,theoretically speaking ,every EFL student had a computer at home with hyper-reference texts, it is doubtful that sitting in front of the computer and reading hyper-referenced texts would be a replacement of reading printed material.

Notes:

1. M. Shawkat and Naguib Amin, <u>The Art of Translation</u> (Cairo: Dar El-Fikr El- Arabi, 1967), P.19.

2.S.D. Al-Wasiti, Y. Y. Aziz, and Abdul Wahab An-Najim, <u>Scientific Translation</u> (Mosul: Mosul University Press, 1983), P.147.

3.Abdul Baki As-Safi, <u>Translation : Theory and Practice</u> (Basrah: Modern Press, 1974), P.166. (The English text is written by D. Joshua Loth Liebman, "Peace of Mind," The Reader's Digest, Vol. VI, No. 35.1964,P.111).

4.Abdul Baki As-Safi, P.31.

5.Y. Y. Aziz, et al., <u>Scientific, Technical, Journalistic, and Literary Translation</u> (Kuwait: Ar-Risala Press, n. d.) ,P.53.

6.Muhammad Ibrahim As-Sayhi, <u>Sciences of Arabs</u> (Al-Fajjala: Nahdhat Masr Library, n. d.), PP.33-35.

7.Abdul Baki As-Safi, P.27.

8.Y.Y. Aziz, S. D. Al-Wasiti, and Abdul Wahab An-Najim, <u>Literary Translation</u> (Mosul: Mosul University Press, 1981), P.167.
(The text is taken from <u>Al-Ayam</u> (abook written by Taha Hussein on his biography, issued in two parts (in 1929 and 1939).

9. "Kallis and Prince Hold up Australia," <u>Daily Mail</u> , 3 Jan. 2006, P.67.

10. (Conflicts "خلافـات بـين تـل ابيـب وواشـنطن بشـأن القطـاع النـووي" between Tel Aviv and Washington on Nuclear Sector), <u>As- Sabah Aj-Jadeed</u>, 20 May 2006, P.9.

11. Y.Y. Aziz, et al. P.100.

12. Y.Y. Aziz, et al. P.105.

13. A. A. As-Sayid Mansi and A. L. A. A. Ibraheem, <u>Translation: Its Origin, Principles and Practices</u> (Riyadh: Dar El- Mirreekh for Publication,1988), P.211.

14. (Invitation for Prequalification) "أمانـة بغداد/ دعـوة للتأهيـل المسبق" , <u>As-Sabah</u> ,3 Jun 2006, P. 23.

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