

A SURVEY OF ONLINE TOOLS USED IN ENGLISH TO THAI
AND THAI TO ENGLISH TRANSLATION BY THAI STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in English
Srinakharinwirot University
May 2013

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This study examined Thai university students' use of online tools in English to Thai and Thai to English translation assignments. The participants were 65 undergraduate students in a state university in Thailand. They responded to a questionnaire which was composed of three main parts: kinds of tools, their purposes, and their attitudes toward using online tools. In terms of solving language difficulties in translation assignments, the findings revealed that 92.31 % of the participants ($n = 60$) used dictionaries. Fifty-eight of them reported a high percentage (approximately 89.23% of responses) to check the meaning of words and to check unknown words. On the other hand, in terms of searching for content, 60 participants out of 65 (92.31%) used search engines for searching unknown words, and checking word usages (73.85%, 70.70%, respectively). Eighty percent of participants ($n = 52$) had positive experience of using online tools. Only 10.77% of the participants ($n = 7$) had negative experience of using online tools. When asked the participants about their attitudes toward the use of mixed online tools, the results suggested that 39 of them used mixed online tools because they provided fast and convenient processing. The use of mixed online tools also helped the participants save time while translating their assignments. The findings of this study will be useful for teachers and researchers who are attempting to find an effective way to teach second language learners (L2) in language or translation classrooms.

การสำรวจการใช้เครื่องมือออนไลน์ในการแปลภาษาอังกฤษเป็นภาษาไทย และ
การแปลภาษาไทยเป็นภาษาอังกฤษของนักศึกษาไทย



เสนอต่อบัณฑิตวิทยาลัยมหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

หลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

มหาวิทยาลัยศรีนครินทรวิโรฒ

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อาจารย์พรพล วุฒิไกรกุลยา.

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาการใช้เครื่องมือออนไลน์ของนักศึกษาไทยในการแปลงาน ภาษาอังกฤษเป็นภาษาไทย และการแปลภาษาไทยเป็นภาษาอังกฤษ กลุ่มตัวอย่างเป็นนักศึกษาระดับปริญญาตรีในมหาวิทยาลัยของรัฐแห่งหนึ่งในประเทศไทยจำนวนทั้งหมด 65 คน กลุ่มตัวอย่างทั้งหมดแบบสอบถาม เกี่ยวกับประเภทของเครื่องมือออนไลน์ที่ใช้ในงานแปล จุดประสงค์ในการใช้เครื่องมือออนไลน์ และ และ ทักษะของของกลุ่มตัวอย่างที่มีต่อเครื่องมือออนไลน์ กลุ่มตัวอย่างจำนวน 60 คน (92.31%) ใช้เครื่องมือออนไลน์ ในการแก้ปัญหาคำความยากของภาษาด้วยพจนานุกรมแบบออนไลน์ กลุ่มตัวอย่างจำนวน 58 คน (89.23%) เลือกใช้พจนานุกรมออนไลน์เพื่อตรวจสอบคำที่ไม่รู้จัก และ เพื่อเช็คความหมาย ผลการวิจัยยัง พบว่า กลุ่มตัวอย่างจำนวน 60 คนจาก 65 คน (92.31%) ใช้เครื่องมือออนไลน์ในการค้นหาข้อมูล เพื่อ ตรวจสอบความหมาย (73.85%) และ เพื่อตรวจสอบการใช้คำ (70.70%) กลุ่มตัวอย่างจำนวน 52 คน (80%) มี ทักษะในแง่บวกต่อการใช้เครื่องมือออนไลน์ ในขณะที่ กลุ่มตัวอย่างจำนวน 7 คน (10.77%) มีทัศนคติ ทางด้านลบเกี่ยวกับการใช้เครื่องมือออนไลน์ นอกจากนี้กลุ่มตัวอย่างจำนวน 39 คน มีทัศนคติในด้านบวก ต่อการใช้เครื่องมือออนไลน์แบบผสมในงานแปลโดยให้ความเห็นว่าการใช้เครื่องมือออนไลน์แบบผสมใช้ งานได้ง่ายและมีการประมวลผลของเครื่องมือที่รวดเร็ว อีกทั้งช่วยประหยัดเวลาในการใช้แปลงาน ผลงานวิจัยนี้เป็นประโยชน์ต่อผู้สอน และ นักวิจัย เพื่อใช้พัฒนาการเรียนการสอนในห้องเรียนภาษาและ ห้องเรียนการแปลให้กับผู้เรียนภาษาที่สอง

The Master Project's Advisor, Chair of English Program, and Oral Defense Committee have approved this master's project A Survey of Online Tools Used in English to Thai and Thai to English Translation by Thai Students by "Sarathorn Munpru" as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

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This Master Project has been approved as partial fulfillment of the requirements of the Master of Arts degree in English of Srinakharinwirot University.

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(Dr. Wanee Aujsatid)

May....., 2013

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CHAPTER 1

INTRODUCTION

Background of the Study

Translation is one of the significant devices uniting the world. There is an endless challenge for people who can transfer information on widely differing subjects; hence the need for it to appear in other languages. Recently, according to Witte, H. Theo, and Harden (2008), it was pointed out that translation is part of the equipment used to assist students in acquiring a second language (L2). Also, there has always been teaching of translation in foreign language classrooms. Campbell (1998) claimed that translating a text from a source to a target language certainly provides difficulties for translators. They have to face many problems and difficulties to understand two languages that may be very different in many ways.

It is also mentioned by Yamamoto (n.d) who stated absolutely that non-native translators had difficulties with the translation of foreign languages. As a consequence, in order to enable better understanding of two languages, translators have to translate their first language (L1) to the target language in the simplest possible ways. This is because most L1 speakers had less knowledge of the second language (L2) than the first language.

When student translators encounter difficulties in translating texts, they need tools to overcome the barrier of language. It is, in addition, declared by several researchers that young people are in the age of digital technology and the Internet. With advancements of technology and wireless availability, there is an increasing use of laptop computers, palmtop computers, and mobile phones in education. Technology can provide education anytime and anywhere to students (Cavus & Ibrahim, 2009). It is certain that technology facilitates students access to varieties of endless learning (Gardner & Holmes, 2006). As mentioned previously, the above-

mentioned statements demonstrate that young people have a close relationship with technology.

There has been an emphasis in research into the new trends of acquiring English language with several mixed online tools such as online dictionaries, machine translations, grammar checkers, search engines, and encyclopedias in translation, as found in Japan and Turkey (e.g., Fujii, 2007; Zengin & Kaçar, 2011). Recently, there has also been a study of using online tools in L2 writing among Thai students (Wuttikrikunlaya, 2012). The results showed that online tools can be used for two purposes. These are 1) solving language difficulties using online dictionaries, machine translations, and grammar checkers, and 2) using search engines and encyclopedias by L2 students to search for content.

Little is known about how Thai university students use online tools in translation. In consequence, there needs to be more study to investigate how Thai university students use online tools and mixed online tools when doing English to Thai and Thai to English translation assignments. These studies might include 1) the kinds of online tools used, and 2) the purposes and attitudes of Thai students. This study attends to present the exact needs of Thai students towards using online tools and mixed online tools in translation. As a consequence, teachers of English can gain exact insights about how their students use online tools when doing translation assignments. In addition, it will raise teachers' awareness in teaching students how to use those tools effectively and to avoid plagiarizing raw data from online engines.

Purpose of the Study

This study aims to investigate the kinds of online tools Thai students use, their purposes, and attitudes toward doing English to Thai and Thai to English translation assignments.

Significance of the Study

The findings of this study will be useful for teachers and researchers who are attempting to find an effective way to teach translation. Firstly, the study provides clearer perspectives on how Thai students use online tools to solve language difficulties in translation. Secondly, it might be useful to reveal how Thai students search for information via online tools as found in, for example Fujii, (2007), La Torre (1999), Wuttikrikunlaya (2012), and Zengin and Karçar (2011). These studies showed examples of online tools and mixed online tools that L2 students use. Thirdly, the findings of this study present Thai students' attitudes toward using online tools in coping with difficulties and how those tools are used. Fourthly, the results of this study may offer new perspectives to translation teachers and teachers of English about the roles of technology on their translator students. This reflects the Ng, Yeung, and Hon (2006) claim that teachers should have the capability in using and understanding technology as well as their students. Knowing how translation or language students use technology in their assignments is essential to translation pedagogy. It raises teachers' awareness of how to train students in the translation or language classroom with online tool use.

Research Questions

This study addresses three main research questions.

1. What kind of online tools do Thai students use in doing English to Thai and Thai to English translation assignments?
2. What are the purposes of Thai students when using online tools in doing English to Thai and Thai to English translation assignments?
3. What are Thai students' attitudes toward using online tools in doing English to Thai and Thai to English translation assignments?

Scope of the Study

This study aimed at surveying Thai student use of online tools in translations between English and Thai by using a questionnaire so the researcher could answer the three research questions above. Three main points were collected from the questionnaire. First, the researcher explored the kinds of online tools used in Thai students' translation assignments. Second, the researcher focused on the purposes of Thai students' use of online tools while doing translation assignments. Finally, the researcher examined students' attitudes toward utilizing online tools in those assignments.

The data was obtained from 65 English Major and Language for Careers Major students who were asked to fill out the questionnaire. All participants were students taking a translation course in the second semester of academic year 2012 in a state university.

Definition of Terms

In this research, the researcher analyzed the use of online tools in doing translation assignments based on the data from state university students. Before going on to the study, it may be useful to clarify terms which are necessary to the analysis. The definitions of terminologies are in alphabetical order below:

- | | |
|--------------------|--|
| Online tools | refers to the tools found on the Internet that help facilitate students in studying a language such as machine translations, search engines, dictionaries, spelling and grammar checkers. |
| Mixed online tools | refers to the simultaneous use of various tools found in Internet that help facilitate the students in studying a language such as machine translations, search engines, dictionaries, spelling and grammar checkers. For example, students may use both search engines and online dictionaries when encountering on the difficulties of language. |



CHAPTER 2

REVIEW OF RELATED LITERATURE

This study aims to survey the use of online tools in doing English to Thai and Thai to English translation assignments by Thai students. This chapter explores three main topics about the use of online tools. The first part explores the kinds and purposes of online tools. The second part provides students' attitudes toward using online tools in translation assignments. The third part reviews related literature for a better understanding of the present study.

Kinds and Purposes of Online Tools

Online tools can be used for two purposes. These are solving language difficulties and searching for contents. This was found to be the case in Wuttikrikunlaya (2012) who surveyed L2 student's purposes and attitudes toward using online tools in writing. To illustrate these purposes, the following subsection explores two kinds of tools: tools used in solving language difficulties and tools used in searching for contents. Also, in this part, each online tool is categorized under these two main points.

Online Tools for Solving Language Difficulties

According to Wuttikrikunlaya (2012), tools used for solving language difficulties consist of online dictionaries, machine translations, and grammar checkers.

Online Dictionaries

Lu (2010) stated that an online dictionary "is one of Computer-Assisted Instruction (CAI) programs that can facilitate English as a second language learners (ESL) to acquire vocabulary words in target language" (p. 155). In comparing online dictionaries and paper dictionaries, it was found that the content of an online dictionary is not limited similar to that of a paper dictionary (Lu, 2010). Klein (2008) stated that there should be teaching of the use of online dictionaries in language classrooms. The reason was that online dictionaries do not

include detailed instruction on how to use it like paper dictionaries. Klien (2008) also said that online dictionaries were used to decode in reading or “encode language information in speaking and for writing (p. 1267). Most functions in online dictionaries provide meaning of words, translators, and thesauri. If users enter Merriam-Webster, they can use an encyclopedia feature from the website. The following suggests two kinds of dictionaries: monolingual and bilingual.

Monolingual Dictionaries

Lu (2010) stated that online monolingual dictionaries are dictionaries that provide the explanation of words and vocabulary according to the source language. The examples of free online dictionaries are The Oxford Dictionary, The Collins Dictionary, The Longmans Dictionary, and The Merriam-Webster Dictionary.

Bilingual Dictionaries

Bilingual dictionaries refer to dictionaries that provide a target language with a translation into another language (Lu, 2010; Varantola, 2002). As mentioned in Wuttikrikunlaya (2012), there are variety of bilingual dictionaries used among Thai students in L2 learning such as The Longdo Dictionary and The LEXiTRON Dictionary. These dictionaries provide explanation of words and their meanings in English and Thai language.

As seen from the above-mentioned study, there is variety of online dictionaries. L2 students can use them depending on the dictionaries’ features. Most online dictionaries provide definitions, thesauri, and translators. However, L2 students sometimes still lack knowledge about how to use online dictionaries (Boonmoh, 2010). In consequence, Klein (2008) pointed out that there should be teaching of how to use online dictionaries in language classrooms.

Dictionaries were used to solve language difficulties in writing, acquiring vocabulary, reading, and translating. The studies of L2 students’ writing which conducted by Boonmoh

(2010), Conroy (2010), Elola et al., (2008), Gaspari (2007), McAlpine and Myles (2003), and Stapleton (2010) have shown that using online dictionaries assists L2 students in several purposes such as searching phrases, correcting sentences, finding verbs, collocations, correct grammar, and discourse markers.

Apart from writing, numerous researchers (e.g., Elola et al., 2008; Karlström, Pargman, & Knutsoon, 2008; Lu, 2010; McAlpine & Myles, 2003; Ryu (2006), n.d) have pointed out that L2 students use online dictionaries for several purposes such as finding some terms, finding new vocabulary, and finding meaning. Studies of Boonmoh (2010), Conroy (2010), Kasapoğlu-Akyol (2010), Prichard and Matsumoto (2011), and Tseng (2009) have largely focused on reading. These studies aimed to present the role of online dictionaries in helping L2 students while reading. The findings from the above-mentioned studies showed that many L2 students used online dictionaries to check definitions of words. Zengin and Kaçar (2011) stated that online dictionaries were used in consulting translation such as correct accuracy of style and structure.

Machine Translation

The first online machine translation was used in 1994 (Somers et al., 2006). According to machine translation (2011), machine translation refers to “a machine translation is an automatic translation by computer from one natural language to another.” Yamamoto (n.d) claimed that a machine translation (MT) is an equipment for translating source texts to target texts. Machine translations consisted of “a dictionary lookup in its memory,” “logical choices from synonyms,” “supply missing words,” and “rearrange word order” (McGrawhill, p. 232). Machine translation provides the bilingual processor and analyzer of language. Examples of machine translations are Google Translate, Altavista, Yahoo Babel Fish (Wuttikrikunlaya, 2012). Some dictionaries provide translators such as Dictionary.com, Cambridge Dictionary, and Collins Dictionary.

Machine translations are used to help students in translating, writing, and acquiring vocabulary. Gaspari (2007) found that L2 students used several machine translations such as Babel Fish, Google Translate, and FreeTranslation.com to translate their tasks. Moreover, Garcia and Pena (2011) discovered that machine translations were used to develop L2 students' writing. L2 students used a machine translation to correct their writing, grammar, and tenses. Furthermore, Gaspari (2007), Elola et al. (2008), and Garcia and Pena (2011) stated that L2 learners used a machine translation to translate texts and acquire vocabulary. The results in Garcia and Pena (2011)'s study showed that L2 students made use of a machine translation to find word combinations, look up words, correct wordings, and vocabulary. Google Translator's survey showed that an L2 student used Google Translate to learn a foreign words and short phrases. He/she also used Google Translate to read a webpage, email, and article. It was found that he/she also learnt how to write and say that word or phrase correctly (as cited in Garcia & Pena, 2011).

Spell Checkers and Grammar Checkers

Spell checkers are used to verify the spelling of words (Pountain, 2001). On the other hand, grammar checkers consisted of various features such as "capitalization of words," "hyphenation," "subject/verb agreement," "misuse of the apostrophe," and "double negatives" (Pountain, p. 210). Karlström, Pargman, and Knutsson (2008) stated that L2 students should understand the use of language tool such as online spelling and grammar checkers because it helped L2 them to improve their writing assignments. Burston (2008) emphasized the use of Bonpatron among L2 students. It was easy for L2 students to use this grammar checker. They used it by placing sentences and words into the program search box; the program would analyze the mistakes by showing them underlined words. On the other hand, grammatical errors would be presented in bold texts which were enclosed by a rectangular box. An unknown spelling was shown in italics, in red and yellow colors. After

that L2 students could place the cursor on the grammatical errors for explanations. The program included explanations of errors and their solutions.

Spelling and grammar checkers are used in assisting students' writing. Hegelheimer (2010) pointed out that L2 students used IWrite (grammar checkers) in their writing. L2 students reported that IWrite was useful for them because IWrite helped students to find words.

Online Tools Used for Searching Contents

This part presents online tools that are used in assisting students in L2 learning by searching content such as search engines and encyclopedias.

Search Engines

A Search engine can be defined as “software program that searches a database and finds terms or a website whose primary function is providing a search engine for gathering and reporting information available on the Internet or a portion of the Internet” (The American Heritage Dictionary of the English language, p. 1571). A search engine shows the results from specific keywords that users have typed in a small search window (Clay & Esparza, 2009). Moreover, search engines provide spell checking, and non-English queries (Levene, 2010).

Fraenkel and Wallen (2006), and Levene (2010) pointed out that there are tremendously popular search engines, such as Altavista, Google, Hotbot, and Lycos. Head (2009), Levene (2010), Wuttikrikunlaya (2012) stated that Google is the most widely used of all search engines

Search engines are used by language students for several purposes, including writing, and acquiring vocabulary. Acar et al. (2011), Conroy (2010), Stapleton and Radia, (2010), and Yoon (2008) concluded that L2 writers used search engines to check grammar, and collocation. Milton and S. Y. Cheng (2010), and Head (2009) said that students used search

engines to check their writing, find unknown words, terms, and to translate words. It was reported by students that they found benefits searching words in Google. Google can be used to motivate L2 students to analyze the use of words in their writing effectively by themselves. Google can help L2 students to be familiar with words and helped them in speaking (Conroy, 2010). In translation, L2 students used a search engine (Google) when they had language difficulties. The findings by Fujii (2007) stated that Japanese students used the Google search engine to revise their translations. The results showed that those students also used Google to improve their vocabulary.

Encyclopedias

Wikipedia is an online free encyclopedia that allows writers to edit or post information on a page. This is unlike Britannica, which uses scholarly editors in correcting information on the page. Wikipedia includes dictionaries, thesauri, semantic wordnets, and a conventional encyclopedia. It also includes synonym, spelling variation, and abbreviations (Zesch, Gurevych & Mühlhäuser, 2001). However, Elia (2006) stated that Wikipedia suggested formal language similar to Britannica. According to Zesch et al. (2001), Wikipedia included two main parts: a lexical semantic resource and a conventional resource. Conventional resources consisted of dictionaries, thesauri, semantic wordnets. Adafre and Rijke (2006) stated that Wikipedia consists of a large amount of free multilingual information and knowledge. Wikipedia provides a bilingual lexicon and titles translated into many languages. Users can have access to various lexicons by clicking a link to gain more understanding about those lexicons.

With the growth in interest in offering online tools, many online tool facilitates users and students in accessing L2 learning. Online dictionaries provide searches for words and meaning. Machine translations may be used in translating source texts to target texts. Furthermore, spelling and grammar checkers help students in correcting grammar. Search

engines are used by students for searching both words and sentences. From previous studies, online tools can be categorized into two types: solving language difficulties and searching for content. Tools that are used in solving difficulties include online dictionaries, machine translations, and spelling and grammar checkers. The latter consist of search engines and encyclopedias.

The acquisition of new language has been influenced by many of the tools discussed above. These online tools are believed to be an essential part of L2 learning. It is hoped that the present study can serve as a first step in expanding understanding of the range of L2 learners' purposes in using them.

When students use online tools, they have different attitudes. It is important that this be noticed in subsequent discussion.

Students' Attitudes toward Using Online Tools

This part consists of L2 students' attitudes toward using online tools.

Online Dictionaries

Many previous researchers have examined students' attitudes toward using online dictionaries to solve the difficulties of acquiring vocabulary and writing. Tseng (2009) surveyed the used of the Yahoo! bilingual dictionary by L2 students, for reading. The findings showed that 34% of students thought that it was convenient to use an online dictionary. 29% of students said that it was a fast way to search for word meanings. However, there were some weaknesses in online dictionaries' output (21%). The participants in Tseng's (2009) study stated that online dictionaries did not include enough examples; nevertheless, 21% of students reported that they had no problem with using a dictionary. In addition, they found that online dictionaries can save their time compared to using a paper dictionary. Also, L2 students believed that online dictionaries provided them up to date vocabulary (Lu, 2010). Another study conducted by Elola et al. (2008) focused on the use of online L2 dictionaries in

L2 writing. The results showed in that study showed that an online dictionary helped L2 students in correcting grammatical and wording errors. Moreover, the students in the same study suggested that an online dictionary helped them in correcting appropriate transition words. This showed that these students had a positive attitude towards using online tools in coping with difficulties in L2 writing. Ryu (2006) shared similar attitudes among L2 students. The Korean students in that study said that online dictionaries were easy to use; even though they sometimes provided incorrect information.

Machine Translation

Machine translations have been found in studies of student's writing. Gaspari (2001) claimed that some students believe that a machine translation is beneficial to them in writing (cited in Gaspari, 2007). La Torre (1999) reported that students have different views on the use of a machine translation, Systran. Results from a questionnaire showed that Systran provided interest for students who were positive towards this engine. They also said that Systran was useful to them. However, some students believed that Systran gave incorrect pronouns, and made errors of gender, idiomatic expressions, and syntax. Also, students found that when writing a text, they had to be aware of the structure of sentences. For example, students found that Systran could not help them in translating false friends and wrong semantic meanings of a word. Many believed that they could revise their texts better than using Systran. Somers, Gaspari, and Niño (2006) stated that some students tended to use a draft obtained from machine translations (as cited in Garcia & Pena, 2011). Students said that they could write in Spanish (L2) better than using a machine translation.

Spell Checkers and Grammar Checkers

The study of correcting structural and grammatical errors exists in previous research which report student's use of spelling and grammar checkers. The findings in Hegelheimer (2006) showed that when asked about their attitudes toward the use of the grammar checker "IWrite", students said that it was a useful tool to correct grammatical errors. IWrite could be used to increase students' awareness about their writing. The results in the study showed that IWrite could increase students' attention to revise grammatical errors that they might otherwise often make in writing. Moreover, some students learned how to manage their repeated mistakes. In contrast, Karlström et al., (2008) found that students said that grammar checkers provided wrong results. They sometimes ignored the suggestions such as correcting spelling and grammatical errors made by grammar checkers. The examples of those errors consisted of nouns, verbs, and tenses (Tschhold et al., 2000)

Search Engines

L2 students believed that Google was beneficial to help correct errors and it was easy to search in Google search (Conroy, 2010). Conroy pointed out that L2 students viewed Google as a useful tool with very quick access, and some of them used Google to correct errors and words. They could place a whole sentence to check the structure in the Google search box. In the future they plan to use Google search for searching and to solve other difficulties with languages. It was found that search engines were used for acquiring vocabulary (78%) among L2 students (Gaspari, 2007).

In brief, students present positive attitudes toward the use of online tools such as online dictionaries and search engines. Online dictionaries were used among L2 students because they provide fast access. However, some students said that online dictionaries did not give enough examples of terms. Also, students suggested that Internet based vocabulary is up to date. Machine translations were used to help students correct their writing. Nevertheless,

machine translations and spelling and grammar checkers showed both benefits and drawbacks. These machines report many errors when students consulted them.

Despite the attempts of past researchers to investigate use of online tools to improve students and L2 learning, few studies have been conducted on the use of mixed online tools in translation. As a result, study in this field is interesting and needed. As a consequence, the review of a combination of online tools (Mixed Online Tools) will be presented as related research in the present study.

Related Research on Online Tools in Translation

In spite of the increasingly wide use of technology in many fields such as the workplace, daily life, free time, and education (Smaldino et al., 2005), few studies have been undertaken into student's use of online tools in translation (e.g., Fujii, 2007; La Torre, 1999; Zengin & Kaçar, 2011). Very few studies have been conducted into the use of combinations of online tools in Thailand. This includes the comparative effectiveness of such tools for L2 learners and translation students. As a consequence, the following section is a review of literature about the use of mixed online tools among L2 students.

Fujii (2007) examined Japanese students' use of a search engine (Google) and online dictionaries for translation. Japanese students were asked to use online dictionaries to consult vocabulary while translating English science abstracts and articles. Then the subjects used the search engine to improve their translations. The results indicated that most of the respondents did not know how to use the search engine's editing features (89%). The study proved that using search engines motivated students in learning and improving their vocabulary and language skills. These skills consisted of vocabulary building, grammar improvement, and complicated sentence structures. The respondents also commented that they would use search engines with their assignments in the future, claiming that search engines can be applied with any language learning (88%).

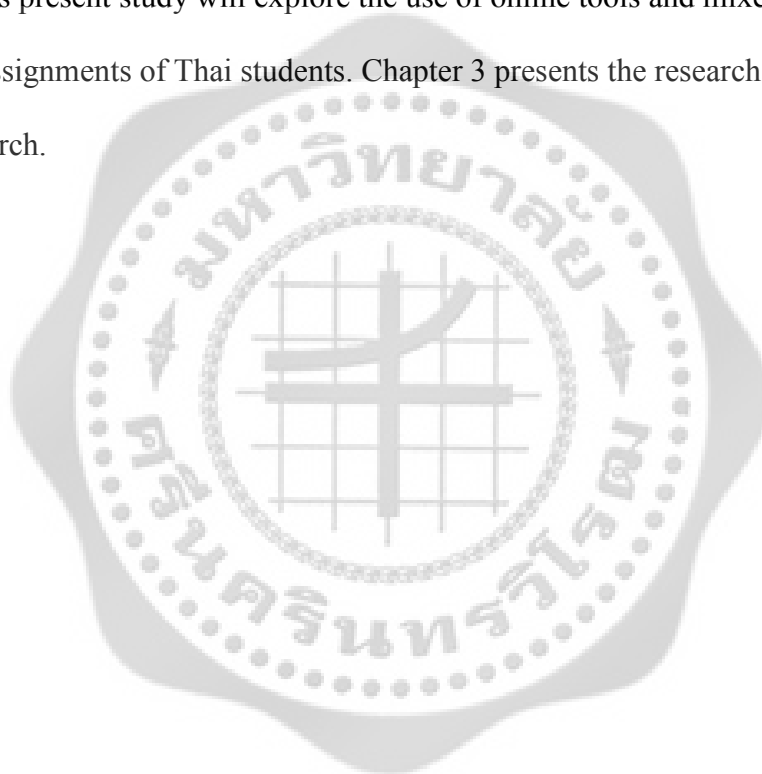
Recently, Zengin and Kaçar (2011) illustrated in a study of Turkish scholars who studied English as a foreign language (EFL) attitudes toward various online tools used in translation. All participants (73) were from three universities: Atatürk University (AU), Namik Kemal University (NKU), and Yildiz Technical University (YTU). AU participants included 21 lecturers, and 10 assistant lecturers. AU Participants also included 10 Doctoral students, 16 MA students. Among the MA and Doctoral students, seven were researcher's assistants. The other AU participants had received their B.A. in English for Language Teaching (ELT) or English Language and Literature and Translation. The NKU participants consisted of 21 University instructors. The YTU participants included 14 teachers of foreign languages, including one PhD. student, eight MA students, and five undergraduate students.

Mixed qualitative and quantitative data were used in the study. Semi-structured interviews were used for the AU participants. The quantitative data was presented using the 1-5 Likert scale. The questionnaire was translated into Turkish. The questionnaire included two open-ended questions which investigated the translation strategies of the NKU and YTU participants. Participants from YTU were asked to respond by email. The questionnaires were sent to students' emails in order to find the validity of the questionnaire. In this study, the participants were asked to complete the questionnaire about using online tools: online dictionaries, search engines, and machine translations. The quantitative data was analyzed using SPSS.

The results indicated that participants from AU, NKU, and YTU had positive attitudes toward using search engines in translation. The participants used search engines with online dictionaries more than paper dictionaries. Participants reported that they used both online dictionaries and search engines to help them in correcting "style and structure" in translation. It was also reported by participants that they could check the fluency of language usage from both tools.

The studies of using mixed online tools have proved to be a very useful topic in increasing students' awareness and L2 learning. The combination of tools used among L2 students seems to extend knowledge to teachers or researchers to gain an insight into how students combine those tools in solving, consulting, and correcting language issues.

Online tools and L2 learning research conducted in Thailand is not readily available and should be explored to increase awareness for teachers who teach L2 students. Little research has investigated online tools in L2 learning focused on specific tasks. As a consequence, this present study will explore the use of online tools and mixed online tools in the translation assignments of Thai students. Chapter 3 presents the research methodology of the present research.



CHAPTER 3

METHODOLOGY

This chapter is related to the research method including the participants, the instrument, procedures, and data analysis.

Participants

Participants in this research consisted of 65 Thai students at a state university who were English major and Language for Careers major students. All of them were taking a translation course in the second semester of the 2012 academic year. These students were asked to answer five sections of a questionnaire. All participants were selected by convenience sampling. The reason for selecting these participants was that they were studying a translation course that related to this study's objective. Moreover, they were able to provide the data that was required for the questionnaire.

The Instrument

This study surveyed the use of Thai students' online tools in doing English to Thai and Thai to English translation assignments and all information was gained from questionnaires (see, Appendix A). The questionnaire is categorized into five parts. The first part obtained the biographical and academic details of subjects such as gender, age, faculties, majors, and grade point average (GPA). The second part consists of questions relating to the frequency of use of online tools. The third part assessed the kinds of online tools students used in translation. The fourth part asked the students about the purposes they used online tools for. Finally, the fifth part contained questions asking students about their attitudes toward utilizing online tools and mixed online tools in translation. The questions were closed-ended, with an additional part for open-ended questions and respondents' comments. Participants were asked not to identify themselves on the questionnaire to encourage more detailed responses through anonymity.

To design the questionnaire the researcher first studied the previous relevant literature by viewing questionnaires about L2 students using online tools as a guideline for the choice of questions in this study. Secondly, the researcher designed the questionnaire to relate to students using online tools in reference to the five above points. The questionnaire was adapted from a survey conducted by Wuttikrikunlaya (2012). However, some items were revised in accordance with the present study context. The translation of the original English questionnaire version into Thai was made in order to provide respondents their own language and to gain further insights. Thirdly, the researcher asked two experts in the fields of English and Thai language to review it in order to test the content validity and the appropriateness of the questions in the four parts which included biography, usage of each kind of online tool, purposes, and attitudes of students. Fourthly, after the two experts had reviewed the questionnaire, the researcher further developed the questionnaire content to incorporate their suggestions.

The questionnaire was then pilot tested with students in order to search for any ambiguity in the questions' content. The wording of the survey instrument was revised after this pilot test. The pilot test was carried out in a state university. The researcher used a pilot test of 20 second-year English major students who were not participating in this study in order to find the content validity. It was assumed that second-year English major students would be able to provide the information necessary for the investigation of the present study. After distributing the questionnaires to the pilot students, the researcher developed the questionnaire by checking the participants' understanding of the items.

Procedures

The researcher made appointments with instructors who taught English major students and Language for Careers students in a state university to inform the objectives of her study. After the instructors confirmed the appointments, the researcher met them at the appointed time. Then, the researcher met the instructors at the classrooms and asked them for the permission to distribute the questionnaires to their students at the end of a class session. There was a total of 65 English major students and Language for Careers major students who were taking a translation course in the second semester of academic year 2012. They were asked to respond to the questionnaires. Then, students were asked to return their questionnaires. All data were collected, and it was converted into frequency and percentage statistics.

Data Analysis

Data gained from the questionnaires was examined and analyzed. The results were presented in the form of frequency and percentage tables with interpretative explanations. The data from the questionnaire was interpreted into quantitative and qualitative information. The first three parts present quantitative data which included students' biography, kinds of tools, and purposes of using online tools which was analyzed for frequency and percentage. The qualitative data in the final part consisted of attitudes of students toward using online tools. The qualitative data was coded as good and bad before counting the frequency and analyzing it into percentages.

The frequency of using of online tools and language tools in translation, purposes, and attitudes were calculated into a percentage using the following formula:

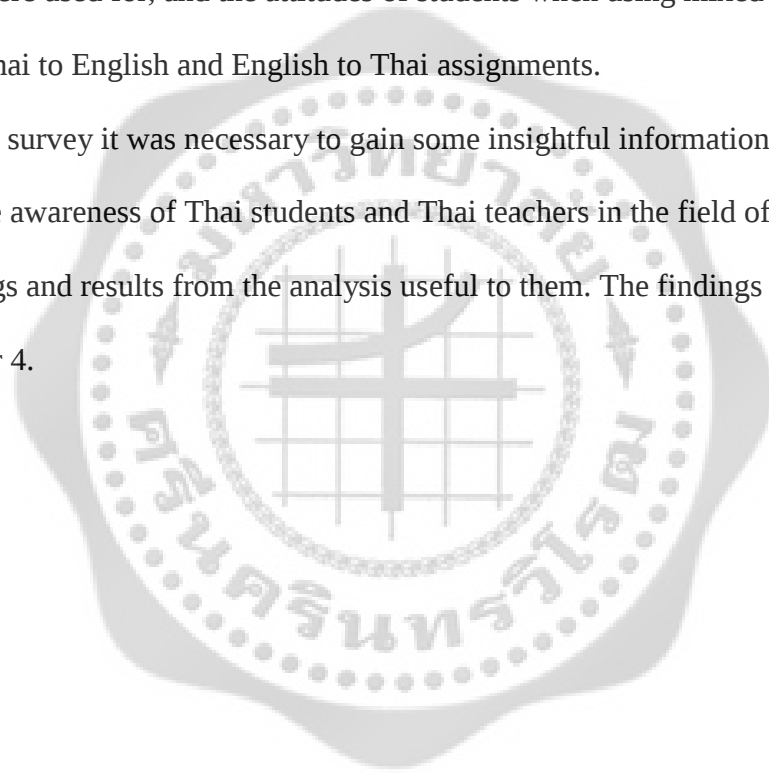
$$\frac{N \times 100}{T}$$

N = The frequency of online tools used, purposes, and attitudes of participants

T= The total number of the respondents who respond to the questionnaires

This chapter provided the research methodology of the present study. The reasons and selection of subjects were presented in this part. The procedure of the present study was reported in this chapter in order to show how the researcher conducted this present study. The data collection and data analysis were included in this part. The design of the only instrument, the questionnaire was presented in order to show how the researcher ensured the validity of the content. Also, the researcher reported how to collect received data after surveying. Data analysis showed the process of analyzing the kinds of online tools, the purposes they were used for, and the attitudes of students when using mixed online tools to translate their Thai to English and English to Thai assignments.

After the survey it was necessary to gain some insightful information from the data in order to increase awareness of Thai students and Thai teachers in the field of L2 learning and make the findings and results from the analysis useful to them. The findings of this study are given in Chapter 4.





CHAPTER 4

FINDINGS

The qualitative and quantitative data collected from the questionnaires are counted for frequency and analyzed using the aforementioned formula into percentages. The findings of the study therefore are the summaries of data presented as percentages with a descriptive analysis of quantitative and qualitative data. The first part is reported about the general information of participants such as genders, ages, majors, and GPA. The second part shows the percentage of the frequency with which students used online tools in translation assignments. The third part is focused on the kinds of online tools found in students' translation assignments. The fourth part consists of the students' purposes for using the variants of online tools in translation assignments. The final part is the students' attitudes to using online tools and mixed online tools in translation.

General Information

In this part, the results of the general data in the study were given in Table 1 which describes the frequency and percentage of general information.

Table1

General Information of Student Participants

Items	Frequency	Percentage (%)
Gender:		
Male	18	27.69
Female	47	72.31
Total	65	100.00
GPA:		
2.00-2.50	1	1.54
2.51-3.00	17	26.15
3.01-3.50	39	60.00
3.51-4.00	8	12.31
Total	65	100.00
Majors:		
English	38	58.46
Language for Careers	27	41.54
Total	65	100.00

Table 1 demonstrated that of the 65 university students who completed the survey, 72.31% of them were female, and 27.69% were male. The respondents in this study consisted of Thai students from two different majors (i.e., English major and Language for Careers major). In terms of GPA scales, 60.00% of the respondents had achieved in a range between 3.01 to 3.50. The respondents were aged 19 to 25 years old.

Frequency of Using Online Tools in Translation

This part revealed the frequency of respondents use of online tools to consult their translation assignments as shown in Table 2 below:

Table 2

Frequency of Use of Online Tools to Translate English to Thai and Thai to English in Translation Assignments

Items	Frequency	Percentage (%)
Always	30	46.15
Frequently	23	35.39
Sometimes	12	18.46
Total	65	100.00

It was apparent from this table that all respondents solved their difficulties with online tools. Table 2 illustrated the responses of participants with regard to the frequency of using online tools when performing a translation assignment. A majority of respondents ($n = 30$, 46.15%) always use online tools when translating their assignments. The results also revealed that 23 participants frequently used online tools while translating their translation assignments. Only 18.46 % of them answered that they sometimes made use of online tools to explore advice from those tools.

Kinds of Online Tools Used in Translation Assignments

This section reports on the kinds of online tools that Thai students used when doing English to Thai and Thai to English translation assignments. The results presented in Table 3 include kinds of online tools that are classified into two main types. The first type consisted of tools that used for solving language difficulties such as dictionaries, machine translations,

and grammar checkers. On the other hand, the second type was tools that are used searching for contents such as search engines and encyclopedias.

Table 3

Kinds of Online Tools Classified under Two Main Online Tools Types

Kinds of Online Tools	Frequency	Percentage (%)
Solving language difficulties:		
Dictionaries	60	92.31
Machine translations	53	81.54
Grammar Checkers	31	47.69
Searching for contents:		
Search engines	60	92.31
Encyclopedias	52	80.00

The frequency and percentage concerning kinds of online tools are indicated in Table 3. The number of the respondents ($n = 60$) who selected dictionaries is considerably high (92.31%). The results showed that 92.31% of the respondents used dictionaries to solve their language difficulties. They, in addition, reported the use of machine translations (81.54%), followed by grammar checkers (47.69%). In terms of searching for content, the results showed that the respondents used search engines (92.31%), followed by encyclopedias (80.00%) when consulting for their assignments.

Table 4

Names of Online Tools Used by Participants

Names of Online Tools	Frequency	Percentage (%)
Solving language difficulties:		
Dictionaries		
-Longdo	40	61.54
-Cambridge and Oxford	37	56.92
-Lexitron	11	16.92
-Merriam-Webster	7	10.77
Others: Longman, Collins, Welovedict	3	4.61
Machine translations		
-Google Translate	53	81.54
-Yahoo Babel Fish	1	1.54
-Altavista	1	1.54
Grammar Checkers		
-SpellChecker.net	23	35.38
-Language Tool	15	23.08
-Paperrater and Abiword	2	3.07
Searching for contents:		
Search engines		
-Google	64	98.46
-Ask.com	4	6.15
-Yahoo.com	2	3.08

(continued)

Table 4 (continued)

Names of Online Tools Used by Participants

Names of Online Tools	Frequency	Percentage (%)
Searching for contents:		
Search engines		
-Hotbot	1	1.54
Encyclopedias		
-Wikipedia	53	81.53
- New World encyclopedia	9	13.85
- Britannica	1	1.54

As seen from Table 4, in the case of solving language difficulties, more than half of the respondents extensively used Longdo dictionary (62.12%) as a bilingual dictionary. Additionally, there was a slightly different percentage (56.92%) between using a monolingual dictionary (Oxford and Cambridge) and a bilingual dictionary (Longdo). Eleven of the respondents (16.92%) carried their burden of language with Lexitron. It was additionally discovered that some of the respondents (10.77%) only select Merriam-Webster for language consultation. Three respondents (4.61%) reported other names of dictionaries such as Longman, Collins, and Welovedict. All of these greatly facilitated the respondents to achieve their translation assignments.

All respondents were asked to answer a query about kinds of machine translations that they used in their assignments. The responses (81.54%) indicated that most of them used Google Translate Only 1.54% of the respondents translated their assignments with Yahoo Babel Fish and Altavista. The survey pointed out that 23.08% of participants used LanguageTool for consultation on language.

According to the results above, the respondents coped with their problems with SpellChecker.net (35.38%), LanguageTool (23.08%), Paperrater, and Abiword (3.07%).

When asked about tools that were used in searching for contents with a search engine, the 98.46% of the respondents most frequently consult with Google. The majority (81.53%) of the respondents proposed that they used Wikipedia when searching for content from an encyclopedia. Moreover, New World Encyclopedia (13.85%), followed by Britannica (1.54%), were used to reduce the burden of translation by the respondents.

Purposes of Using Online Tools in Translation

This part presented the variants of students' purposes toward using online tools in translation assignments. All respondents' answers were investigated with the classification of two main types of tools. These consisted of tools for solving language difficulties and tools that are used to search for contents.

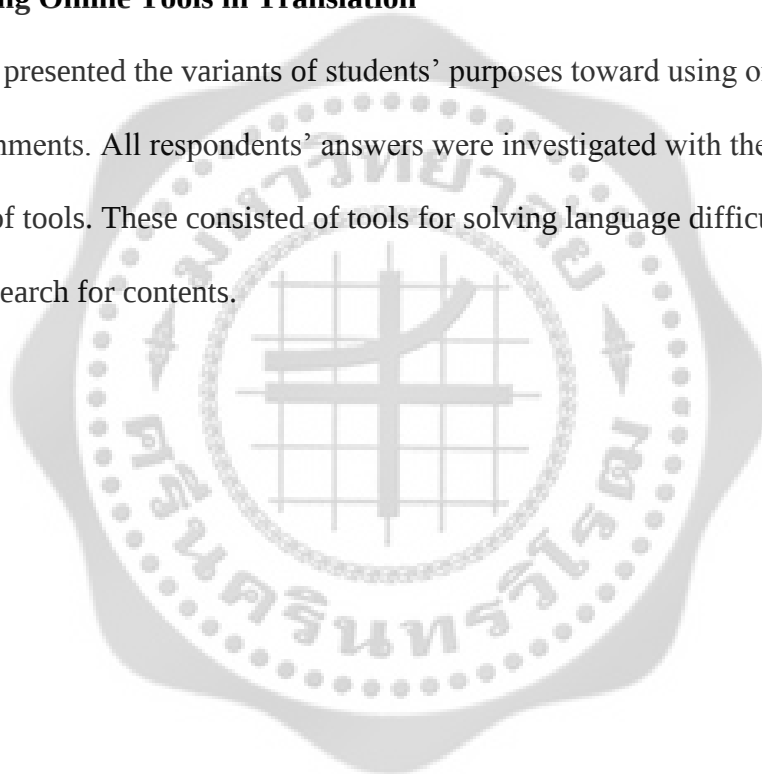


Table 5

Language Difficulties in English to Thai and Thai to English Translation Assignments and the Online Tools Used to Solve Them

Purposes	Kinds of Online Tools Used in Solving Language Difficulties					
	OLD		MT		GM	
	F	(%)	F	(%)	F	(%)
1. Check unknown word	58	89.23			23	35.38
2. Check meaning	58	89.23				
3. Translate English to Thai	54	83.08				
4. Check word usage	47	72.30			26	40
5. Translate Thai to English	44	67.69				
6. Find synonym	35	53.85				
7. Check spelling	32	49.23				
8. Check sentence structure	25	38.46			18	27.69
9. Translate at sentential level			41	63.08		
10. Translate at phrasal level			40	61.53		
11. Translate at clausal level			10	15.38		
12. Translate at paragraph level			8	12.31		
13. Check collocation					7	10.7
14. Check grammar					19	29.2

Note: F = Frequency; OLD = online dictionary; MT = machine translation; GM = grammar checker

From Table 5, the findings clearly indicated that the 89.23 % of respondents' use dictionaries in order to check unknown words. Apart from the unknown words, 89.23% of them also strongly favoured dictionaries to check meaning. The percentage of 83.08% of the

participants showed that they, in addition, used dictionaries to translate English to Thai. The data from the present study showed that 63.08% of the respondents used machine translations to translate at phrasal and sentential level. Moreover, the findings showed that the respondents not only used grammar checkers to check grammatical errors, but also to check word usage, collocation, and sentence structure.

Table 6

Content Searched to Translate English to Thai and Thai to English Translation Assignments by Online Tools Used

Purposes	Kinds of Online Tools Used in Searching for Contents			
	Search engines		Encyclopedias	
	Frequency	%	Frequency	(%)
1. Check unknown word	48	73.85	27	41.54
2. Check word usage	46	70.70	22	33.85
3. Find synonym	25	38.46		
4. Check sentence structure	25	38.46		
5. Check collocation	27	41.54		
6. Check grammar	24	36.92		

Table 6 showed the answers of the respondents toward using search engines and encyclopedias in terms of searching for content. The findings presented that the respondents greatly used both tools in order to check unknown words and word usage. About 41.54% of the respondents checked collocation from search engines. In addition, 38.46% of the participants reported that they dealt their problems of translation assignments with search

engines when they needed to find a synonym, and check sentence structures. The respondents (36.92%) further used search engines to check grammatical errors.

Attitudes of Respondents toward Using Online Tools and Mixed Online Tools

All respondents were asked to respond to the questions about their attitudes toward online tools and mixed online tools used in translation assignments. The data gained from this part were coded into two categories: good and bad before being calculated into percentages. Alternatively, the students' attitudes toward using mixed online tools were presented in the form of descriptive data.

Table 7

Participants' Attitudes toward the Use of Online Tools

Items	Frequency	Percentage (%)
Good	52	80.00
Bad	7	10.77

The results as shown in Table 7 suggested that 80.00% of respondents responded that online tools were good for them. Numerous students remarked upon broad attitudes about using online tools for various reasons. The respondents commented that online tools provided them new vocabulary, unknown words, and examples of sentences. In addition, the respondents who replied with positive attitudes toward using of online tools stated that online tools made their translation correctly. Moreover, the respondents could check correction from those tools. Furthermore, using online tools was convenient and saved their time. The respondents used those tools to improve vocabulary knowledge. They could check phrases, idioms, and check grammatical errors. Additionally, online tools were consulted as a guideline when the respondents had problems of language. Besides, online tools assisted

them to achieve the translations process pretty quickly. Furthermore, some respondents pointed out that using online tools was better than paper dictionaries.

The respondents (10.77%) proposed that online tools were bad. It was suggested by some respondents ($n = 7$) that online tools provided wrong meanings, contexts, and too direct translations. Moreover, some respondents stated that online tools presented them with many errors when they tried to check grammar. Using of online tools sometime raised the respondents' frustration with a lacking of suggestions for their example. The results also showed the respondents then had to rearrange sentences again by themselves. Whereas, 6 participants' answers were not counted into frequency; hence their answers could not be categorized into good or bad attitudes.

Table 8

Participants' Attitudes toward the Use of Mixed Online Tools in Translation Assignments

Items	Frequency	Percentage (%)
1. Fast, convenient, and save of time	39	60.00
2. To double check their works from various online sources	18	27.69
3. Consisted of various data, vocabulary, better than using of paper dictionaries	17	26.15
4. To increase new words, unknown words, sentences, idioms, and part of speech, collocation, and word usage	12	16.92
5. Improved translation assignments	8	12.31
6. Be as a guideline in doing translation assignments	3	4.62

Table 8 showed Thai students' attitudes toward the use of the combination of online tools in translation assignments. The results seemed to suggest that the 60.00% of the

respondents tended to use mixed online tools because of their benefits such as fast processing, convenience and saving their time. The survey illustrated that 27.69% of the respondents used mixed online tools to double check their works from various online sources. Also the results showed that the 26.15% of respondents used mixed online tools for the reason that they included various data and a lot of vocabulary. Using mixed online tools also facilitated the respondents' variety of information more than using paper dictionaries. Furthermore, 16.92% of the respondents believed that they could check the correction, check new words, unknown words, sentences, idioms, and part of speech via tools. In addition, 12.31% of them reported that using more than two tools could help their translation better. The findings revealed that the respondents ($n = 3, 4.62\%$) tended to use a variant of online tools as a guideline in doing translation assignments.

In conclusion, this chapter examined the results from data collection procedures concerning five sections of the questionnaire, and three research questions. The information from the data analysis was reported. Names and kinds of each online tool were noted under two main types: solving language difficulties and searching for contents. The purposes and attitudes towards using of online tools and mixed online tools were suggested in the forms of table and descriptive analysis.

The discussions of the results in chapter 4 were investigated in Chapter 5. The conclusion, discussion, implications, and recommendations for further studies were examined in order to provide more knowledge about use of online tools and mixed online tool in Thai students' English to Thai and Thai to English translation assignments.



CHAPTER 5

CONCLUSIONS, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDIES

This chapter answers the three research questions about the use of various kinds of online tools, the participants' purposes in using them, and their attitudes toward them. A discussion of these conclusions, together with implications and recommendations for further study are then presented.

Conclusions

This study made a survey of the use of online tools by the participants doing English to Thai and Thai to English for translation assignments. The participants reflected that they often used several online tools as independent language learning to improve their translation assignments and help solve problems with them.

The online tools were classified into two main categories. The first type was comprised of tools used for solving language difficulties, such as online dictionaries, machine translations, and grammar checkers. The second type was tools used in searching for content, such as search engines and encyclopedias.

Due to the advanced development of information technology, language difficulties can be solved by several kinds of tools. The results showed that 92.31% of the participants used online dictionaries, followed by machine translations (81.54%), and grammar checkers (47.69%). In particular, the use of monolingual (Oxford, Cambridge) and bilingual (Longdo) dictionaries among the participants appeared slightly different. Grammar Checker.net was also used by the subjects when they had difficulties of language. Google Translate was mostly used to compare with other machine translations ($n = 60$).

Further results indicated that most of the participants ($n = 60$) referred to the use of search engines in searching for content (92.31%). Sixty-four of them answered that they used

Google.com (98.46%). In addition, eighty percent of them used encyclopedias while doing translation tasks. Fifty-three participants (81.53%) used Wikipedia with the same purpose.

The respondents gave several answers regarding their purposes in using online tools for solving language difficulties. Fifty-eight of the participants (89.23%) answered that they most frequently used dictionary web sites to check unknown words and meanings. Fifty-four of them (83.08%) used dictionaries to translate English to Thai. Moreover, most of the respondents ($n = 41$, 63.08%) used machine translations to translate at sentential level, followed by translation at phrasal level ($n = 40$, 61.53%). Apart from the use of machine translations, only 23 respondents (35.38%) indicated that they used grammar checkers to check unknown words.

In addition, the participants provided their perceptions toward the tools that were used in searching for content – they had several purposes. Primarily, accessing search engines for checking unknown words was the most common, which was 73.85%, and 70.70% of participants used search engines for checking word usage. In relation to encyclopedias, the results showed that 27 or 41.54% of participants used them to check unknown words and 22 or 33.85% of them used to check word usages.

Well over half of the participants ($n = 52$, 80.00%) were satisfied and had a positive attitude toward the use of all kinds of online tools. They view online tools as an advantageous assistance, which can be used to translate between L1 and L2 in either direction. Only 10.77% of the respondents ($n = 7$) answered that online tools were bad for them. Further, the findings indicated that the majority of participants ($n = 39$, 60.00%) greatly preferred to use a mix of online tools while translating English to Thai and Thai to English in assignments. The reasons behind the preferred use of mixed online tools for the participants can be faster access and the saving of time with more productive results.

Discussion

Use of Online Tools

It is apparent from the results that all respondents ($N = 65$) use online tools extensively to remove the barriers of language. There is a considerable relationship between an individual and online tools, as it can be observed that 46.15% or 30 of the total participants 'always' used online tools, while 35.39% or 23 of them 'frequently' use them, while only 18.46% or 12 of them accessed those web site tools 'sometimes'.

The above-mentioned findings seem to be consistent with other research (e.g., Fujii, 2007; Gapari & Somers, 2007; Gaspari et al., 2006; Gibbons, 2007 (as cited in Peters, Weinberg, Sarma, & Frankoff, 2011); Kavaliauskiene & Anusiene, 2011; La Torre, 1999; Pym, 2012; Zengin & Kaçar, 2011), which also suggested that language students are comfortable with online tools as independent learning equipment. A possible explanation of these suggestions can be the impact of advanced technology. With current technology, students can access the internet and go online easily. They can develop their language translation skills and expand their understanding intensively on their own at anytime, anywhere, particularly outside the classroom. Accordingly, online tools have become interesting to Thai students as an efficient assistance for the translation of English and Thai.

Kinds of Online Tools

The participants reflected their use of several kinds of tools in their answers. First, the results as shown in Table 3 indicated that the participants ($n = 60$, 92.31%) used dictionaries. This result is in accord with many earlier studies (e.g., Fujii, 2007; Meurant, 2007; Zengin & Kaçar, 2011) who also proposed the L2 students' preference toward the use of online dictionaries in translation. It can be explained that the participants rely heavily on the use of online dictionaries for several reasons. For example, when the participants enter the website for the Merriam-Webster Dictionary, they find several features including a thesaurus,

definitions, and a translator available. With those several functions provided in an online dictionary, L2 students might view them as a good reference for language translation projects. The varieties of functions also benefited the participants in solving English language complications. Moreover, forty participants (61.54%) claimed that they used Longdo Dictionary. Using Longdo seems to demonstrate that the participants are familiar with using a bilingual dictionary (because it provides Thai).

Secondly, 53 participants (81.54%) responded that they used machine translation, such as Google Translate, to translate assignments, and showed that the participants used machine translation despite the fact that machine translations are bad tools because they sometimes produced errors, wrong output as Somers has suggested (Somers et al, 2006). Nevertheless, 53 participants showed a strong need to develop their translation skills outside the classroom with the help of Google Translate. The results might be explained more by the fact that machine translations are generally used in searching for unknown content and rough translations (Hutchins, 2002). Consequently, the above results can suggest that machine translations are used for first draft translation among the students. They can get a rough draft of the language translation which can help them to check and edit language errors easily before getting a more perfect and precise translation in assignments.

The participants view was that they might achieve these advantages provided from machine translations. They can use machine translations to gain clearer understandings of the assignments' content. Additionally, when considering Table 1, both high and low proficiency students, with an average of GPA between 2.0 and 4.00 showed no significant differences between their preferences toward the use of machine translations. Both groups used machine translations to translate their tasks.

Third, as mentioned in Table 4, the participants ($n = 60$) answered that they mostly preferred the search engine Google to facilitate them while translating their language tasks.

This figure is found to be similar to Fujii (2007) who proposed that L2 students use search engines in the translation process. It can be pointed out that several search engines provide extremely useful content for their users. The students view search engines as the largest electronic library available. For example, if students search the word “significance”, they will see 137,000,000 results that return with a lot of related information about the word. They can check the definitions of that specific word from several online dictionaries or a variety of articles concerning that word from many suggested results. However, there are some critical issues of search engines that Thai students should carefully consider when obtaining those huge amounts of data, particularly about the validation of sources and the accuracy of information provided in search results.

When asked about which encyclopedia participants used in their translation, 53 participants (81.53%) replied that they used Wikipedia. Wikipedia is a free online encyclopedia that allows any writers to edit or post information on pages. However, it was clearly seen that 80.00% of the respondents used Wikipedia in searching for content. The explanation can be that Wikipedia provides free multilingual information and knowledge (Adafre & Rijke, 2006). Thus, the participants use it to search for enormous varieties of language, both for comprehension and content. It can be concluded that Wikipedia plays an important role for Thai students in searching for content in their language exercises.

Purposes of Using Online Tools

Thai students use dictionaries to solve language problems outside the classroom for several reasons. The most frequent purposes were to check unknown words and check meanings ($n = 58$, 89.23%). These results, seen in Table 5, are similar results to Zengin and Kaçar (2011). They stated that in terms of using online dictionaries to handle Spanish, students also use dictionaries to check the meanings of words. However, among the purposes of using dictionaries in translation shown in Table 5, the one that seems unconventional is to

check sentence structure. It seems that students learn how to write a sentence with the correct structure and grammar rules from the examples provided in the online dictionaries. For instance, when the word “*translate*” is put into the Cambridge dictionary, example sentences will be listed, such as “*We were asked to translate a list of sentences*”. Therefore, students will learn that the word is a transitive verb and can be put in the required sentence in the same way as in the example.

Almost all of the respondents ($n = 53$, 81.54%) answered that they used machine translations to solve difficulties at four linguistic levels: paragraphs, sentences, clauses and phrases. More than half of all those with feedback, forty-one participants (63.08%), used machine translations for translating at the sentential level. However, the participants should know that machine translations cannot convert long sentences, or whole paragraph better than converting of a short phrase. This was related to the statement of Hutchins (2003), L2 students should learn to split long sentences into short sentences. This helped them to get more natural translation and corrected their sentences effectively. Also, Hutchins (2003) stated that machine translations should be used as a pre-editing strategy. The pre-editing strategy was a way that L2 students learn to manage the contents they have pasted into machine translations’ search box properly. For example, they should separate long sentences into short phrases or clauses before pasting them into machine translations in order to get more accurate translations with minimized mistakes. Both low and high proficiency students who had an average of between 2.4-2.9, and 3.50-3.75 pointed out the same purposes in the use of machine translations at sentential level.

Only 31 participants answered that they used grammar checkers with their translation assignments. It was seen as significant that 26 (40%) of the respondents used grammar checkers to check word usage. Similarly, 23 of the participants (35.38%) sought an assist from grammar checkers to check unknown words. Interestingly, it is suggested that grammar

checkers are also used for online proofreading and as a dictionary. Students can check word usage and unknown words with grammar checkers in much the same way as they use online dictionaries. In some cases, grammar checkers can also give results which are not too different from machine translations as they can be used to check sentence structures and grammatical appropriateness. In using a grammar checker like Bonpatron.com, the website will present grammatical errors in bold text and unknown spelling in red and yellow italics. Also, the student can use a cursor move to explore the revealed grammatical errors.

Nevertheless, some grammar checking web sites sometimes may give the wrong outcomes. The following example shows the varying results provided by some grammar check sites. Using the verb “to wear”, if one pastes the sentence “*Sarah wear blue jeans*” in a grammar checker the results return with the suggestions that the style and word choice are correct. However, the correct sentence should be “*Sarah wears blue jeans*”. Likewise, when searching the sentence “*She cans do it*”, the machine also shows that the input has no mistake. However, the websites mostly provide correct results. For example, when typing the sentence “*Some grammar checker are not free, the students could used it at free trial*” in a search box, the website will ask the users to correct the modal verb and punctuation. In general, these implicative examples disclose that using a grammar checker can challenge a language student who lacks fundamental knowledge about how to solve grammatical errors. If they fail to notice the mistakes from output provided from those grammar checkers, they will not be able to do their translation language assignments correctly. It could be suggested that language students should learn to improve and develop their essential knowledge for a better self-analysis while they are using these tools.

In relation to searching for content, it was clear that the primary purpose for the use of search engines was checking unknown words (73.85%), followed by checking word usage (70.70%). More specifically, the use of Google achieved the highest rated - 81.54%. The

reason underlying the above-mentioned result can be noticed from the example of the word “*Tumor*”, which when put into the search box receives 91,100,000 results returned within 0.02 seconds. The initial results listed are mostly about the definition of “*Tumor*” in both Thai and English. After those, there is nearly every context related to the word “*Tumor*”. Apart from the meaning, examples of sentences with particular words can also be found along with a list of several online dictionaries that can be used to find more information pertaining to language issues.

Undoubtedly, checking unknown words or examining word usages with search engines is very easy and convenient, plus massive amounts of information can be received. As a result, students can extensively develop their fluency in language by themselves. On the other hand, students should be aware of the reliability of the sources of the information provided. It is not always the case that quantity equals quality. As Fujii (2007) stated, although search engines display vast content, sometimes it is provided by careless writers who ignore the correctness of the language used, including spelling, pronouns, verbs or even the content provided by the websites.

The present study showed that Wikipedia offered several functions to student translators. Over half of the respondents ($n = 52$, 80.00%) indicated their favorite functions consisted of checking unknown words and checking words usages. Interestingly, these present findings could be explained by the fact that an encyclopedia such as Wikipedia provides a “bilingual lexicon and titles” which translated into various languages. Users can access various lexicons by clicking from its link (Adefe & Rijke, 2006). Also, users can definitely utilize encyclopedias to check wording, synonyms, spelling variations, and abbreviations (Zesch et al., 2001). The results showed similar purposes between a participant who had an average GPA of 3.71 and one who had 2.4, who both used an encyclopedia to check unknown words. As a consequence, the unusual use of Wikipedia as a dictionary seems

to present a new perspective on how Thai students viewed Wikipedia as a language learning source.

Attitudes toward Using Online Tools

With respect to the participants' opinions about the use of online tools, the vast majority of the respondents ($n = 52$) or 80.00 % of them, confirmed their good attitude in using those practical online applications. Both high and low proficiency students ($n = 22$), who had averages between 2.4 and 3.71 viewed online tools as helping them to correct their translations. They all accept that they have always used these tools extensively. Checking, corrections, grammar, improving a wide range of new and unknown vocabulary, along with using the guidelines for language reference, are all essential advantages that the student can receive from access to these online applications.

Convenience and easy access with effective outcomes through prompt responses from online tools also contribute to the students' preference in using them. Specifically, with time as the essence, when students need to finish their language project in a short time, online tools play a profound role in helping them in this matter.

Away from typical written dictionaries, students now can learn unfamiliar vocabulary, verify and revise their translation assignments as well as find lexical appropriateness for any language problems from those various online programs. Hence, it cannot be denied that online tools play a profound role in assisting students to cope with their language barriers, and the students themselves also completely embrace those applications enthusiastically.

Only 7 respondents said that online tools were bad for them. For example, one participant answered that online tools presented her with grammar errors. Others responded that online tools provided them the wrong meaning related to the required context. Some online tools lack good examples. Also, online tools lack suggestions for word usage. The users have to rewrite the sentences by themselves. The results gained from these 7

participants reflect that only a small number of the participants were aware of online tools' quality. This is supported by Garcia and Pena (2011), who found that translations from using machine translations should be used as a first draft and the L2 students have to revise and correct those documents again by themselves. Thus, the successful use of online tools, such as machine translations could themselves depend on each person's language abilities. La Torre (1999) stated the same results, that language students sometimes have to handle the errors presented by machine translations. Also, students have to face the problems of "false friends" or "wrong semantic meaning" when translating their tasks with machine translations such as Systal.

Attitudes toward Using Mixed Online Tools

The respondents expressed their perceptions toward the use of mixed online tools. For example, they used mixed online tools because of convenience and fast processing. Moreover, use of mixed online tools considerably increased the participants' confidence with their revised translation assignments. Fujii (2007) and Zengin and Karçar (2011) pointed out the usefulness of both online dictionaries and search engines. The present results indicated that some students used it as a guideline for reading general information. This evidence is also similar to the opinions from Zengin and Karçar (2011), who proposed that participants tend to use online dictionaries and search engines to compare with paper dictionaries. Zengin and Kaçar (2011) stated that L2 students use dictionaries and search engines in order to correct accuracy of style, and structure and solve difficulties of language. The present results suggested that some students can obtain more useful information because they have learned from revising the output which came from the machine translations.

Interestingly, Belam (2003), Fujii (2007), and Somers (2011) stated the usefulness of using online tools, such as machine translations, and search engines among language students. Use of mixed online tools such as machine translation and search engines together

could raise students' awareness or "cognitive skills". The reason could be that the use of online tools allowed the participants to solve certain difficulties on their own. It was said that they have to make their own decision whether they should trust and use the mixed online tools. Use of mixed online tools can increase students' awareness when doing their translation assignments. The results suggested that use of a combination of online tools allows the student to have different perspectives or more methods for contemplating corrections to mistakes in their work. Unclear, complicated or doubtful language can be perceived and adjusted.

It seems that there was no significant difference between high and low proficiency participants, range 2.4 to 3.71, as they used online tools because they believed in the convenience and fast access. For example, a participant who received a low average of 2.88 expressed that she had to rewrite sentences herself. Meanwhile, 6 other highly proficient participants, who received an average of 3.50 to 3.75 only claimed the usefulness of online tools.

Implications

The relationship between L2 students and online tools used in translation has been widely investigated (Fujii, 2007; Hutchins, 2003; Zengin & Kaçar 2011). In other words, the data indicates a strong connection between learners and online tools which consequently leads to an inescapable usage of those online programs.

In relation to tools for solving language difficulties, it can be seen from the findings that Thai students have been implementing the functions of tools which include online dictionaries, machine translations, and grammar checkers. They mostly use these online tools for checking unknown vocabulary and word usage. Therefore, an implication of this study is the consideration that there should be teaching classes on the appropriate usage of these

online tools available in language or translation classes in secondary schools and/or universities.

It can be seen that these tools sometimes give inaccurate results, such as errors in grammatical rules, wrong meanings or mistaken word usages. Thus, any training programs need to principally instruct students to increase their awareness while implementing these tools. The student should know the proper ways to put the contents into each type of tool. It also appears that each tool can assist students to finish their works but each tool also gives different 'correct' results. Specifically, each website has different ways to put the contents into their search box in order to get the most appropriate results.

More importantly, the students must understand that the results from those websites should be a rough or first draft. There may well still be mistakes and students have to revise and edit with their knowledge again with assistance from other sources in order to have the most accurate translations. So, there should be training of pre and post editing strategies in translation classrooms (see, Hutchins, 2003, p. 5-10 for an example). These strategy courses will enable students to see the differences between what can be achieved before and after the use of online tools. In similar ways, students should recognize that grammar checkers mostly give good results, but they should re-consider the results by comparing them with other online tools and resources. All of these can be taught for increasing the understanding of students.

In the case of searching for content tools, the evidence showed that search engines and encyclopedias are very useful for students in the translation processes, and the students nearly always use them. However, it should be noted that the reliability of sources can be an issue when using these tools. Further, the time consumed with enormous numbers of results from the search engines is also another critical point to consider for the students. Therefore, the training or teaching of these critical points could be provided for students.

As an encyclopedia like Wikipedia is part of the web that anybody can access and edit, there is no guarantee that all the contents are perfectly correct in terms of language system. So, in addition, teachers should train their students how to use an encyclopedia like Wikipedia, as it provides much lexical information, synonyms, translated sentences, and the like. Teachers should also make sure that students know how to check the correctness of those words presented in Wikipedia, above all, how to verify if the origins of the results from online tools are credible, such as checking whether they are backed by academic institutions or other professionally accredited organizations.

Teachers themselves should consider all of these important issues. It cannot be denied that teachers ultimately will be the ones who examine or correct the translation assignments from the students. Consequently, the teachers should know perfectly all about these critical issues from the online tools that students always access and use.

Recommendations for further studies

1. This study was conducted with a small number of participants. The same or similar studies could be conducted again with a larger group of subjects, to enable the results to be more comprehensive and comparable. In addition, an interview section should be separate from the questionnaire section in order to obtain stronger data. Some more details, such as advantages, functions or features of each tool along with general knowledge of the participants should be added to the questionnaire sections in order to compare extended factors that affect L2 students in the use of online tools in translation assignments.

2. There has been an increase in the use of various online tools. Simultaneously, the uses of mobile language applications and SMS have also increased. As a consequence, further studies could also explore how L2 students use mobile language applications to translate or to learn vocabulary, speaking, and listening along with an inspection and comparison of the use of those online tools and other sources.

3. Further research should be conducted with participants who have different levels of fluency in coping with language difficulties when using online tools in their translation tasks. A comparison among learners with different backgrounds can reflect the comprehensive results.

4. Further studies should be focused on how Thai students cope with their lexical and grammatical problems in particular topic areas such as verb patterns, phrasal verbs, collocations, tenses, unknown words, word usages, and translations of L2 to L1 and L1 to L2.







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APPENDIX A

Questionnaire in English

A Survey of Thai Students' Used of Online Tools in Translation

This questionnaire is collected by Miss Sarathorn Munpru, a graduate student of English Major, Department of Western Languages, Faculty of Humanities, Srinakharinwirot University, who is now working on a Master's Project entitled "A Survey of Online Tools Used in English to Thai and Thai to English Translation by Thai Students." The purpose of this questionnaire is to explore kinds of tools that Thai students use, their purposes, and attitudes toward doing English to Thai and Thai to English translation assignments. The questionnaire is absolutely anonymous. The results will be used in the analysis part of this study. Your responses to the questions will be very useful for the study. Please be assured that all information will be kept strictly confidential. Many thanks for your kind cooperation.

Instruction:

Online Tools consists of tools that facilitate students in consulting the difficulties of language such as online dictionaries, search engines, machine translations, spelling and grammar checkers, and Encyclopedias

Mixed Online Tools consists of using of varieties of online tools in solving difficulties of language

The questionnaire includes five parts.

Part 1: General information

Please read each question and put ✓ in the blank of your choice in the space given.

1.1 Gender: ____ Male ____ Female

1.2 Age: ____

1.3 Major: ____ English ____ Language for Careers

1.4 GPA: ____

Part2: Online tools used in translating from English to Thai and Thai to English

Please read each question and put ✓ in the blank of your choice in the space given.

2.1 How often do you use online tools in learning English language?

___ Always use it when translating English assignments

___ Frequently use it when translating English assignments

___ Sometimes use it when translating English assignments

___ Never

Part3: Online tools used in translating English to Thai, Thai to English

Please read each question and put ✓ in the blank of your choices in the space given.

3.1 What kinds of online tools do you use in translation? (you can answer more than one items.)

___ Dictionaries

___ Search Engines

___ Machine Translations

___ Encyclopedia

___ Grammar Checker

___ Others, please specify _____

3.2 What online dictionaries do you use in translation? (You can answer more than one items.)

___ Oxford

___ Longdo

___ Cambridge

___ Lexitron

___ Merriam-Webster

___ Others, please specify _____

3.3 What machine translation do you use in translation? (you can answer more than one items.)

___ Google Translate

___ Yahoo Babel Fish

___ Altavista

___ Others, please specify _____

3.4 What online grammar checkers do you use in translation? (you can answer to more than one item.)

☐ SpellChecker.net ☐ Paperrater
☐ LanguageTool ☐ Abiword
☐ Others, please specify _____

3.5 What search engine do you use in translation? (you can answer to more than one item.)

☐ Alta Vista ☐ Ask.com
☐ MSN Search ☐ Hotbot
☐ Google ☐ Yahoo
☐ Others, please specify _____

3.6 What online encyclopedia do you use in translation? (you can answer to more than one item.)

☐ Wikipedia ☐ Britannica
☐ New World Encyclopedia ☐ Others, please specify _____

Part4: Purposes of using online tools in translation

Please read each question and put ✓ in the blank of your choices in the space given.

4.1 You use online dictionaries in translating texts or assignments to (you can answer to more than one item.)

☐ Check word usage ☐ Check sentence structure
☐ Check unknown word ☐ Check equivalent at word level
☐ Check meaning ☐ Check grammatical errors
☐ Check spelling ☐ Check verb consistency
☐ Find synonym ☐ Others, please specify _____
☐ Translate English into Thai
☐ Translate Thai into English

4.2 You use machine translations translating texts or assignments to (you can answer to more than one item.)

- | | |
|--|---|
| ☐ Translate at phrasal level | ☐ Translate at clausal level |
| ☐ Translate at sentential level | ☐ Translate at paragraph level |
| ☐ Others, please specify _____ | |

4.3 You use grammar checkers translating texts or assignments to (you can answer to more than one item.)

Check wording

- | | |
|---|---|
| ☐ Check word usage | ☐ Check sentence structure |
| ☐ Check meaning | ☐ Check grammar |
| ☐ Check verb | ☐ Check collocation |
| ☐ Others, please specify _____ | |

4.4 You use search engines translating texts or assignments to (You can answer to more than one item.)

- | | |
|--|---|
| ☐ Search information | ☐ Check sentence structure |
| ☐ Check wording | ☐ Check grammar |
| ☐ Check unknown word | ☐ Check collocation |
| ☐ Check verb | ☐ Check synonym |
| ☐ Others please specify _____ | |

4.5 You use encyclopedia translating texts or assignments to (You can answer to more than one item.)

- | | |
|---|--|
| ☐ Search information | ☐ Check wording |
| ☐ Check unknown word | ☐ Others please specify _____ |

Part5: Attitude towards using online tools in translating English to Thai, Thai to English (Please answer the question in section 5)

Please read each question and put a check mark in the blank of your choice in the space given.

5.1 Do you think online tools help your translation more effectively?

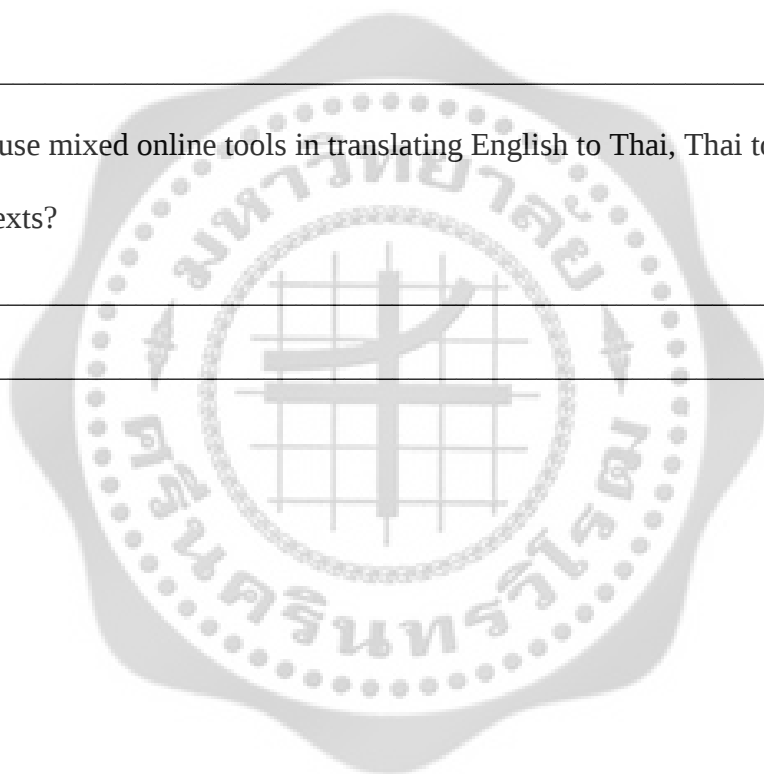
____ Yes,

because _____

____ No,

because _____

5.2 Why do you use mixed online tools in translating English to Thai, Thai to English assignments or texts?



Thank you for your time and cooperation.

The researcher will use the information in developing the teaching and learning of

English



APPENDIX B

Questionnaire in Thai

การสำรวจการใช้เครื่องมือออนไลน์ในการแปลของนักศึกษาไทย

แบบสอบถามชุดนี้จัดทำโดยนางสาวศรารัตน์ หมั่นปรุ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ ภาควิชาภาษาตะวันตก คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ ซึ่งเป็นส่วนหนึ่งของการเก็บข้อมูลสารนิพนธ์ โดยสารนิพนธ์ชื่อเรื่อง การสำรวจการใช้เครื่องมือออนไลน์ในการแปลภาษาอังกฤษเป็นภาษาไทยและการแปลภาษาไทยเป็นภาษาอังกฤษ ของนักศึกษาไทย จุดประสงค์ในการจัดทำแบบสอบถามคือ สำรวจการใช้เครื่องมือทางภาษาของนิสิตผ่านทางเครื่องมือออนไลน์ อีกทั้งสำรวจชนิดของเครื่องมือออนไลน์ที่นิสิตใช้จุดประสงค์ในการใช้เครื่องมือออนไลน์ และทัศนคติต่อการใช้เครื่องมือออนไลน์ ในการแปลภาษาอังกฤษเป็นภาษาไทย และ การแปลภาษาไทยเป็นภาษาอังกฤษ ข้อมูลที่ได้จากแบบสอบถามผู้วิจัยจะนำไปใช้ในการวิเคราะห์ข้อมูล ขอบคุณในความร่วมมือ

คำอธิบาย:

เครื่องมือออนไลน์ ประกอบด้วย เครื่องมือที่ช่วยในการแก้ปัญหาทางภาษาในรูปแบบออนไลน์ เช่น ดิกชันนารีออนไลน์ เครื่องมือค้นหาข้อมูล เครื่องแปลภาษาออนไลน์ ไวยากรณ์ และการสะกดคำออนไลน์ สารานุกรมออนไลน์

การใช้เครื่องมือออนไลน์แบบผสม ประกอบด้วย การใช้เครื่องมือออนไลน์มากกว่าหนึ่งชนิด เพื่อช่วยในการแก้ปัญหาทางภาษาในรูปแบบออนไลน์

****แบบสอบถามชุดนี้มีจำนวนทั้งหมด 5 ส่วน****

ส่วนที่ 1: ข้อมูลส่วนบุคคล

คำอธิบาย โปรดอ่านคำถามและใส่เครื่องหมาย ✓ และข้อมูล ลงบนช่องว่างซึ่งตรงกับข้อมูลของนิสิต

1.1 เพศ _____ ชาย _____ หญิง

1.2 อายุ _____ ปี

1.3 วิชาเอก _____ ภาษาอังกฤษ _____ ภาษาเพื่ออาชีพ

1.4 ค่าคะแนนเฉลี่ยสะสม (GPA) _____

ส่วนที่2: ความถี่ในการใช้เครื่องมือออนไลน์ในการแปลภาษาอังกฤษเป็นภาษาไทย และการแปลภาษาไทยเป็นอังกฤษ

คำอธิบาย โปรดอ่านคำถามและใส่เครื่องหมาย ✓ ลงบนช่องว่างซึ่งตรงกับข้อมูลของนิสิต

2.1 นิสิตใช้เครื่องมือออนไลน์ในการแปลบ่อยแค่ไหน

- ___ ใช้ทุกครั้งที่ทำงานแปลเกี่ยวกับภาษาอังกฤษ
 ___ ใช้เกือบทุกครั้งที่ทำงานแปลเกี่ยวกับภาษาอังกฤษ
 ___ ใช้บางครั้งที่ทำงานแปลเกี่ยวกับภาษาอังกฤษ
 ___ ไม่ใช้เลย

ส่วนที่3: ชนิดในการใช้เครื่องมือออนไลน์ในการการแปลภาษาอังกฤษเป็นภาษาไทย และการแปลภาษาไทยเป็นภาษาอังกฤษ

คำอธิบาย โปรดอ่านคำถามและใส่เครื่องหมาย ✓ ลงบนช่องว่างซึ่งตรงกับข้อมูลของนิสิต

3.1 นิสิตเลือกใช้เครื่องมือออนไลน์ชนิดไหนในการแปล (นิสิตสามารถตอบได้มากกว่า 1 คำตอบ)

- | | |
|----------------------------|---------------------------|
| ___ พจนานุกรม | ___ เครื่องมือค้นหาข้อมูล |
| ___ เครื่องแปลภาษา | ___ สารานุกรม |
| ___ เครื่องมือตรวจไวยากรณ์ | ___ อื่นๆ โปรดระบุ _____ |

3.2 นิสิตใช้พจนานุกรมออนไลน์ชนิดไหนในการแปล (นิสิตสามารถตอบได้มากกว่า1คำตอบ)

- | | |
|---------------------|--------------------------|
| ___ Oxford | ___ Longdo |
| ___ Cambridge | ___ Lexitron |
| ___ Merriam-Webster | ___ อื่นๆ โปรดระบุ _____ |

3.3 นิสิตใช้เครื่องแปลภาษาชนิดไหนในการแปล (นิสิตสามารถตอบได้มากกว่า1คำตอบ)

- | | |
|----------------------|--------------------------|
| ___ Google Translate | ___ Yahoo Babel Fish |
| ___ Altavista | ___ อื่นๆ โปรดระบุ _____ |

3.4 นิสิตใช้เว็บตรวจไวยากรณ์ชนิดไหนในการแปล (นิสิตสามารถตอบได้มากกว่า1คำตอบ)

- | | |
|----------------------|--------------------------|
| ___ SpellChecker.net | ___ Paperrater |
| ___ LanguageTool | ___ Abiword |
| | ___ อื่นๆ โปรดระบุ _____ |

3.5 นิติใช้เครื่องมือค้นหาข้อมูล ชนิดไหนในการแปล (นิติสามารถตอบได้มากกว่า1คำตอบ)

___ AltaVista	___ Ask.com
___ MSN Search	___ Hotbot
___ Google	___ Yahoo
	___ อื่นๆ โปรดระบุ _____

3.6 นิติใช้สารานุกรมชนิดไหนในการแปล (นิติสามารถตอบได้มากกว่า1คำตอบ)

___ Wikipedia	___ Britannica
___ New World Encyclopedia	___ อื่นๆ โปรดระบุ _____

ส่วนที่ 4: จุดประสงค์ในการใช้เครื่องมือออนไลน์ในการแปล

คำอธิบาย โปรดอ่านคำถามและใส่เครื่องหมาย ✓ ลงบนช่องว่างซึ่งตรงกับข้อมูลของนิติ

4.1 นิติใช้พจนานุกรมออนไลน์ในการแปลเพื่อ (นิติสามารถตอบได้มากกว่า1คำตอบ)

___ เพื่อตรวจสอบการใช้คำ	___ เพื่อเลือกรูปแบบประโยค
___ เพื่อตรวจสอบคำที่ไม่รู้จัก	___ ตรวจสอบความเข้ากันได้ของคำ
___ เพื่อตรวจสอบความหมาย	___ เช็ควิวยากรณ์
___ เพื่อเช็คตัวสะกด	___ เช็คกริยา
___ หาคำเหมือน	___ อื่นๆ โปรดระบุ _____
___ แปลภาษาอังกฤษเป็นภาษาไทย	
___ แปลภาษาไทยเป็นภาษาอังกฤษ	

4.2 นิติใช้เครื่องแปลภาษาในการแปลเพื่อ (นิติสามารถตอบได้มากกว่า1คำตอบ)

___ เพื่อแปลในระดับวลี	___ เพื่อแปลในระดับอนุประโยค
___ เพื่อแปลในระดับประโยค	___ เพื่อแปลในระดับย่อหน้า
	___ อื่นๆ โปรดระบุ _____

4.3 นิติใช้ตัวช่วยตรวจไวยากรณ์ในการแปลเพื่อ (นิติสามารถตอบได้มากกว่า 1 คำตอบ)

___ เพื่อตรวจสอบการใช้คำ	___ เพื่อเลือกรูปแบบประโยค
___ เพื่อตรวจสอบคำที่ไม่รู้จัก	___ เช็ควิวยากรณ์
___ เช็คกริยา	___ ตรวจสอบความเข้ากันได้ของคำ
	___ อื่นๆ โปรดระบุ _____

4.4 นิสิตใช้เครื่องมือค้นหาในการแปลเพื่อ (นิสิตสามารถตอบได้มากกว่า1คำตอบ)

- | | |
|-------------------------------|-------------------------------|
| ___เพื่อหาข้อมูล | ___เพื่อใช้รูปแบบประโยค |
| ___เพื่อตรวจสอบการใช้คำ | ___เช็คไวยากรณ์ |
| ___เพื่อตรวจสอบคำที่ไม่รู้จัก | ___ตรวจสอบความเข้ากันได้ของคำ |
| ___เช็คกริยา | ___หาคำเหมือน |
| | ___อื่นๆ โปรดระบุ_____ |

4.5 นิสิตใช้สารานุกรมออนไลน์ในการแปลเพื่อ (นิสิตสามารถตอบได้มากกว่า1คำตอบ)

- | | |
|-------------------------------|-------------------------|
| ___เพื่อหาข้อมูล | ___เพื่อตรวจสอบการใช้คำ |
| ___เพื่อตรวจสอบคำที่ไม่รู้จัก | ___อื่นๆ โปรดระบุ_____ |

ส่วนที่ 5: ทักษะของนิสิตที่มีต่อการใช้เครื่องมือออนไลน์ในการแปลภาษาอังกฤษเป็นภาษาไทย และการแปลภาษาไทยเป็นภาษาอังกฤษ (กรุณาตอบคำถามในส่วนที่5**)**

คำอธิบาย โปรดอ่านคำถามและเติมข้อมูลลงในช่องที่ตรงกับข้อมูลของนิสิตลงบนช่องว่าง

5.1 นิสิตคิดว่าเครื่องมือออนไลน์ช่วยให้การแปล มีประสิทธิภาพมากขึ้น

___ใช่ เหตุผล

เพราะ_____

___ไม่เลย เหตุผลเพราะ

5.2 นิสิตคิดว่าเพราะเหตุใดจึงใช้เครื่องมือออนไลน์แบบผสมในการแปล

ขอขอบคุณที่ให้ความร่วมมือ

ผู้วิจัยจะนำข้อมูลที่ได้ไปพัฒนาการเรียนการสอนต่อไป





VITAE

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