

EFL Students' Perception toward the use of Google translation in translation class

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Abstract: This study set out to investigate how EFL students felt about using Google Translation and what their opinions were regarding it. A 5-point Likert scale and interviews with 120 undergraduate English majors at Faculty of Foreign Languages were used to gather data for this study, which underwent qualitative analysis. Upon data analysis, the findings showed that nearly every participant had used GT and just 8% sometimes used it, 6% never used it. Overall, the majority of students showed strong support for the use of GT as a language learning aid in EFL classes. After studying about students' opinions and attitudes regarding utilizing GT, it is anticipated that the technology will be used more effectively going forward. In other words, it could help instructors and other educational professionals make more informed judgments about how best to use GT in the classroom.

Keywords: Perception, google translation, using google translation

1. Introduction

Translation is one of the important specialized subjects in Faculty of Foreign Languages at Dong Nai Technology University (DNTU) which is confirmed as the academic discipline modules related to the study of translation theory and phenomenon (Munday, 2012). House (2009) defined that translation is the process of substituting a document in another language.

In Vietnam, Google Translation is the most common and widely translation tool that students used in learning foreign languages, especially in translating.

Research Questions

1. Do students use Google Translation?
2. How frequently do they use Google Translation?
3. What are their attitudes and perceptions toward using it?
4. What are the purposes of using Google Translation?

2. Literature review

2.1. Definition of perception

Perception is the fundamental means by which humans establish cognitive contact links with their surroundings, according to both Efron (1969) and Sutrisman (2019). Gradually, perception analyzes what it sees, first reacting through the senses before generating an answer.

Three elements can affect a person's perception, according to Robins, who was quoted in Nursafitri (2017). These elements include personality, situational variables, and factor targets, which include things like unfamiliarity, cues, noise, item proportions, surroundings, accessibility, and comparison.

Toha, on the other hand, asserted—as reported in Nursafitri (2021)—that both internal and external elements impact perception, with internal factors having to do with behavior, emotions, expectations, learning process, agility, mental health, inspiration, and judgment. The family dynamic, knowledge, surroundings, intensity, ratios, familiarity, ignorance, or repetition are examples of external variables.

2.2. Translation

2.2.1. Definition of Translation

Translation, as defined by Newmark (2003), is the process of communicating meaning from one language to another, however there are conflicts between accuracy, neatness, naturalness, emphasis, literal meaning, and sound. According to Pinheiro (2015), translating is the process of deciphering a written discourse using our own language and culture. Plonska (2014) asserts, however, that translation is the process of converting written material from its original language into a different one.

2.2.2. Translation Method

Word-for-word translation, literal translation, semantic translation, free translation, idiomatic translation, faithful translation, and communicative translation are the six categories of translation techniques, according to Newmark (2003). In order to comprehend the mechanics of the source language, word-for-word translation is utilized. The process of translating grammatical structures from the source language into the target language closest to them is known as literal translation.

Faithful translation is utilized to preserve the

precise contextual meaning of the source language while staying within the bounds of the target language’s grammatical structure. The process of translating data from source language to target language with the use of semantic normation is known as semantic translation.

2.3. Definition of Google Translation

According to Yusran (2017), words, printed documents, and webpages may all be translated for free using Google Translation. It determines the user’s target language and generates translation results accordingly.

According to Octaviani & Yuyun (2018), among students, Google Translate is the most widely used neural translation software. Its various qualities can aid in expediting and simplifying the process of translating languages. Translations by typing text and handwriting, voice, photos and cameras, transcription, document translation, and website translation are some of these services.

3. Research method

3.1. Participants

This study was implemented basing on random samples of 120 students who are learning translation subject at Dong Nai Technology University in Dong Nai province. They are second - year English majored students who are learning translation from 4 classes. This translation course lasts 15 weeks with 45 periods, 3 periods each week, 40 minutes each period.

3.2. Research Instruments

In order to collect data, the authors conducted qualitative research by using a questionnaire and an interview regarding to students’ attitudes and perception toward using Google Translation in EFL classes at Dong Nai Technology University. Qualitative research, according to Lincoln (1994), focuses on a variety of techniques, such as an interpretive, naturalistic approach. Accordingly, qualitative researchers investigate phenomena in their natural environments with the goal of explaining or interpreting occurrences in terms of the meanings that individuals assign to them. As stated by Creswell (1998), “Qualitative research is an understanding-based inquiry process that explores a social or human problem based on distinct methodological traditions of inquiry.” For this study, the researcher employed 120 Google Translate users at Dong Nai Technology University in order to gather a varied range of experiences and viewpoints.

4. Findings and discussion

4.1 Frequency of using Google Translation

The results in Figure 4.1 show that most of students used Google Translation in learning translation with a high percentage (94%) and an a small number with 6% did not use it.

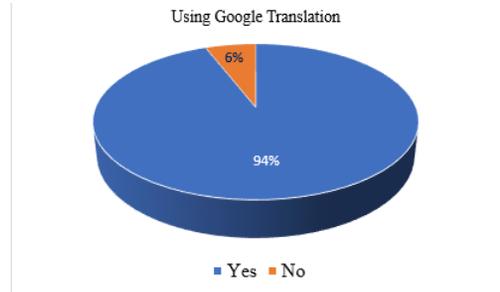


Figure 4.1. Using Google Translation

In terms of usage frequency, Figure 4.2 demonstrates that a sizable portion of students—64% of them—always use Google Translation, while 19% say they do it frequently. Only 3% of students say they use the app infrequently, 8% say they use it occasionally, and 6% say they never use it.

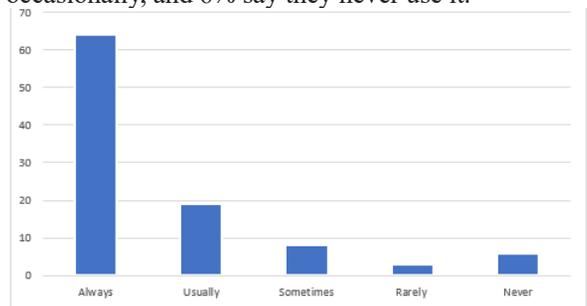


Figure 4.2. Frequency of Using Google Translation

4.2. Students’ Attitudes and Perception Toward Using Google Translation

Table 4.1. Students’ Attitudes and Perception Toward Using Google Translation

| No. | Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|----------|-------------------|
| 1. | When I use GT for text translation, I feel more confident. | 19.2% | 55.8% | 2% | 13.8% | 9.2% |
| 2. | Because the GT is free and simple to use, I prefer to use it. | 3.3% | 50.8% | 37.5% | 8.3% | 0 |
| 3. | GT saves time and can translate texts very quickly. | 28.5% | 54.8% | 5% | 8.3% | 3.3% |
| 4. | With GT’s help, I can comprehend English sentences and chapters more easily. | 20% | 50.8% | 12.5% | 11.7% | 5% |
| 5. | With how well the translation from GT turned out, I am pleased. | 0% | 7.5% | 56.7% | 35% | 0.8% |
| 6. | GT has more advantages than disadvantages. | 15% | 42.5% | 27.5% | 6.7% | 8.3% |
| 7. | It is better that GT translated than I did. | 17.5% | 29.1% | 35.8% | 15.8% | 1.7% |

| | | | | | | |
|----|--|-------|-------|------|-------|-------|
| 8. | For students at all levels of English proficiency, GT is incredibly effective. | 0% | 16.7% | 2.5% | 59.1% | 21.7% |
| 9. | GT is proficient at text translation. | 21.7% | 57.5% | 7.5% | 5.8% | 7.5% |
| 10 | Without using GT, I can translate any text in any field. | 1.7% | 6.7% | 35% | 46.7% | 10% |

From the table 4.1, it can be seen that most of students (50.8%) prefer to use GT because it is free and easy to use and thank to GT, students can understand more clearly about the English sentences and passage version. Likewise, the similar number of students (55.8%) feel that they are more confident to use GT for translation activities. Moreover, 54.8% of those believe that GT can provide translation version quickly, effectively. In contrast, a large number of students found normally with the results of the translation from GT with 56.7% and 59.1% do not agree that GT is incredibly effective for students at all levels of English proficiency. Remarkably, 46.7% of students do not agree that they can translate any text in any field without using GT. To sum up, according to the table, the majority of respondents had favorable opinions about the use of GT in EFL classes.

4.3. Findings from interview

According to the findings of the student interview, students primarily used GT to look up the definitions of unfamiliar words, phrases, and synonyms as well as to translate sentences (both grammatically and meaning-wise) and entire texts, paragraphs, articles, and essays. The most frequent uses of GT were for sentence translation and the meaning interpretation of unknown words or phrases; the least frequent uses included the translation of texts, paragraphs, or articles from English into Vietnamese and vice versa. Here are some quotes from the students' answers and thoughts from the interview.

Student A:

"I use GT to look up unknown terms in English from my original language. I also use it to look up words and phrases in my own language that are translated from English. In order to better understand statements and my class assignments, such paragraphs, I occasionally translate them into Vietnamese"

Student B:

"To verify word definitions and interpret sentences, I use GT in the classroom. I occasionally utilize it for translating articles or texts as well because it expedites my work, offers really quick translations, and aids in my understanding of the source material."

Student C:

"I frequently use GT to look up the definitions of strange terms or phrases and to translate hard-to-understand sentences or paragraphs from English into Vietnamese. I also use it to check the grammar in my phrases, especially when I'm writing essays and paragraphs."

Student D:

"I primarily use GT to find the meanings of words and phrases that I am not familiar with and to translate sentences from English into Vietnamese and vice versa."

5. Conclusions

The purpose of this study was to determine how DNTU students felt about utilizing GT in translation classes. It is clear that GT is a widely used and valuable technique for EFL students' language development. The current study's findings showed that a sizable portion of students tended to use GT in EFL lessons. More than half of the individuals reported using GT frequently, 8 percentage reported using it occasionally. Additionally, a minuscule percentage of respondents indicated that they either used it infrequently or never used it at all.

Hopefully, it will offer language teachers with better insight into students' attitudes and impressions of machine translation, allowing them to use it more successfully in their EFL classrooms. The findings will also serve as a reference for future researchers, as well as a foundation for more research on students' attitudes toward using GT.

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