



PANORAMA  
ISSN: 1909-7433  
ISSN: 2145-308X  
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Politécnico Grancolombiano  
Colombia

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PANORAMA, vol. 17, núm. 33, 2023

Politécnico Grancolombiano

Disponible en: <https://www.redalyc.org/articulo.oa?id=343971614005>

DOI: <https://doi.org/10.15765/pnrm.v17i33.4107>



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Editorial

# Rompiendo barreras: exploración del papel de Google Translate en la potenciación de las habilidades productivas en el aprendizaje de idiomas

Breaking Barriers: Exploring the Role of Google Translate in Empowering Productive Skills in Language Learning

Quebrando Barreiras: Explorando o Papel do Google Tradutor no Fortalecimento de Habilidades Produtivas no Aprendizado de Idiomas

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PANORAMA, vol. 17, núm. 33, 2023

Politécnico Grancolombiano

Recepción: 24 Febrero 2023

Aprobación: 01 Junio 2023

DOI: <https://doi.org/10.15765/pnrm.v17i33.4107>

**Resumen:** El objetivo principal del siguiente estudio de investigación es indagar sobre la efectividad del uso de Google Traductor en el perfeccionamiento de las competencias de producción en los alumnos del idioma inglés de nivel A2 en Bogotá, Colombia. El estudio utiliza un diseño de investigación mixta con el objetivo de recopilar datos a través de un cuestionario de 15 preguntas en Google Forms y ejercicios prácticos tomados del examen KEY. El cuestionario explora la frecuencia de las actividades de escritura y habla en la clase de inglés, el uso de Google Traductor para completar estas actividades y el nivel de comodidad de los estudiantes al usar esta herramienta. De igual forma, a través de un ejercicio de escritura y de habla se evidencia si el uso de Google Traductor facilita a los estudiantes la producción de documentos escritos, la comprensión de conferencias y conversaciones y la comunicación efectiva en inglés. Los hallazgos de la investigación muestran que el uso de Google Traductor puede ser una herramienta efectiva para mejorar los resultados del aprendizaje de idiomas, especialmente en las áreas de escritura y habla. Se concluye que incorporar traductores simultáneos en el proceso de aprendizaje de idiomas puede ser beneficioso tanto para los estudiantes como para los profesores, pero es importante usarlo de manera que complemente los métodos tradicionales de aprendizaje de idiomas, en lugar de reemplazarlos. Igualmente, se recomienda que los profesores proporcionen pautas claras para el uso de Google Traductor y animen a los estudiantes a usarlo como una herramienta para el aprendizaje en lugar de un atajo. En general, este estudio proporciona información valiosa sobre los posibles beneficios y desafíos del uso de traductores automáticos en el aprendizaje de idiomas y ofrece recomendaciones prácticas para incorporarlos en el entorno del aula.

**Palabras clave:** Google traductor, aprendizaje de idiomas, habilidades productivas, traducción automática, investigación de encuestas, competencia en inglés.

**Abstract:** The primary aim of this research is to explore the effectiveness of utilizing Google Translate to enhance the language production abilities of A2 level students in Bogotá, Colombia. To achieve this a mixed research design was employed, involving the collection of data through a 15-question questionnaire administered via Google Forms and practical exercises adapted from the KEY exam. The questionnaire delves into aspects such as how often they develop writing and

speaking activities in English classes, the utilization of Google Translate for completing this kind tasks and the learners comfort level with utilizing this tool. Additionally, practical exercises in writing and speaking were conducted to assess whether employing Google Translate facilitates students' skills to generate written documents, comprehend conferences, conversations and effectively talk in English. Based on the research findings it can be concluded that using Google Translate could serve as an instrument for enhancing language learning outcomes particularly in writing and speaking areas. It is recommended that simultaneous translators be integrated into language learning processes as they can prove beneficial for both students and teachers. However, it is crucial to utilize them in a manner that complements language learning methods rather than replacing them entirely. Moreover, it is advised that teachers provide guidelines on how to utilize Google Translate appropriately while encouraging its use as a learning tool rather than relying on it as a shortcut. In general, this research offers understanding regarding the advantages and difficulties of incorporating machine translators into language learning. It also provides suggestions on how to effectively integrate them into the classroom setting.

**Keywords:** Google translate, language learning, productive skills, machine translation, survey research, English proficiency.

**Resumo:** O objetivo principal do seguinte estudo de pesquisa é investigar a eficácia do uso do Google Tradutor na melhoria das habilidades de produção em estudantes de inglês do nível A2 em Bogotá, Colômbia. O estudo utiliza um desenho de pesquisa misto com o objetivo de coletar dados por meio de um questionário de 15 questões no Google Forms e exercícios práticos retirados do exame KEY. O questionário explora a frequência das atividades de escrita e fala nas aulas de inglês, o uso do Google Tradutor para realizar essas atividades e o nível de conforto dos alunos no uso desta ferramenta. Da mesma forma, através de um exercício de escrita e conversação, fica evidente se o uso do Google Tradutor facilita aos alunos a produção de documentos escritos, a compreensão de conferências e conversas e a comunicação eficaz em inglês. Os resultados da investigação mostram que a utilização do Google Tradutor pode ser uma ferramenta eficaz para melhorar os resultados da aprendizagem de línguas, especialmente nas áreas da escrita e da fala. Conclui-se que a incorporação de tradutores simultâneos no processo de aprendizagem de línguas pode ser benéfica tanto para alunos como para professores, mas é importante utilizá-los de uma forma que complemente os métodos tradicionais de aprendizagem de línguas, em vez de substituí-los. Da mesma forma, recomenda-se que os professores forneçam diretrizes claras para o uso do Google Tradutor e incentivem os alunos a utilizarem-no como uma ferramenta de aprendizagem e não como um atalho. No geral, este estudo fornece informações valiosas sobre os potenciais benefícios e desafios do uso de tradutores automáticos na aprendizagem de línguas e oferece recomendações práticas para incorporá-los no ambiente de sala de aula.

**Palavras-chave:** Google tradutor, aprendizagem de idiomas, habilidades produtivas, tradução automática, pesquisa de levantamento, proficiência em inglês.

## INTRODUCTION

English has emerged as the widely spoken language across the globe officially recognized in more than 60 countries. In today's world it is crucial for communication and connecting with diverse cultures and communities. Consequently, many individuals view acquiring English language proficiency as essential. However, attaining fluency can be a journey that entails developing various skills particularly for those who have limited exposure to the language in their daily lives. Moreover, it is undeniable that educational institutions face challenges in ensuring opportunities for all students, especially those from diverse backgrounds with unique requirements. Ensuring teaching methods and providing equal access to resources for every learner can be quite demanding.

It is a known fact that at some point in life humans experience being English language learners firsthand. Expressing ideas and thoughts in a different language seems not to be an easy job, keeping in mind that language learning is not solely about acquiring stable and homogeneous skills, it also involves understanding cultural nuances and effectively engaging with others. This is one reason why automated translators have gained popularity as tools to overcome barriers. However, how effective are they specifically, in enhancing language learning?

In response to this challenge technology offers opportunities for innovation and overcoming obstacles, through tools like Google Translate. This is a popular machine-translation service that has emerged as a powerful resource for language learners and has undergone significant improvements by artificial intelligence and machine learning. As teachers and academic experts, it is crucial to reflect on the use of Google Translate in daily teaching practices.

While Google Translate can offer potential benefits in enhancing skills learning, it is also necessary to be aware of the challenges it carries. By considering these reflective points and the complexities of incorporating Google Translate into the teaching practices while promoting effective language learning, this research objectives are to investigate how effective is Google Translate in improving A2 level of proficiency learners' productive skills. Also, to identify some difficulties students handle when using Google Translate and the possible strategies to overcome these problems, emphasizing the importance of avoiding overdependence.

By examining these aspects, the goal is to provide insights into how Google Translate could be harnessed as a valuable tool in language learning, while ensuring that learners develop a well-rounded set of productive skills. It is crucial to strike a balance between utilizing technology and maintaining a comprehensive understanding of language and culture. The strategies for using it effectively with a specific focus on the limitations when translating idiomatic expressions. These goals are part of a bigger research carried out by Nebrija's University named The Role of Google Translate in

Language Learning: A comparative study of student's performance in productive skills done as final master research work (López, 2023).

The use of automatic translation devices in education has acquired interest in recent years. Several academic publications, research papers and books have extensively explored this subject like the ones done by Alhaysony & Alhaisoni (2017) published in the *International Journal of English Language Education*, Karpov, Fedorov, & Kostomarov (2016) published in the *International Journal of English Language & Translation Studies*, and Pollack, Avram, & Tzidkiyahu (2018) published in the *International Journal of Language and Linguistics*, among others. The article named the effects of automatic translation on ESL teachers and their students done by Grandinetti & Rossi (2019) concluded that translation services can support students in quickly and easily understanding teachers' lessons and written information. However, why do teachers and language department directors continue to prohibit their use in classroom activities?

This research provides a review of the latest studies conducted at national and international level about the integration of automatic translators in language learning like the research named *Influencia de los traductores automáticos en el proceso de escritura en inglés de los estudiantes de la licenciatura en inglés-español de la Universidad Pontificia Bolivariana* (Castaño y Jaramillo, 2019) carried out in Colombia and the *Impact of the Google Translate Machine Translation System on the Quality of Training Student Translators* (Borodina, Golubeva, & Korotaeva, 2021) at an international level. They examine the real impact on communication skills with a focus on English language learners. Taking into consideration the mentioned background and more, this study research highlights the challenges faced by the learners when expressing their thoughts and ideas in another language. Additionally, it underscores the research available on the use of machine translators within classroom settings. The potential disadvantages and benefits of incorporating machine translators into language learning are discussed, along with assistance for students seeking to boost these tools to improve their language abilities.

To gain an understanding of the topic and its scope it is important to explore theories associated with it. In Colombia the two most used pedagogical approaches are the Task Based Approach and the Communicative Language Approach. To understand the Task Based approach the document *Task-Based Language Teaching* (Nunan, 2004) was consulted. Referring to the Communicative Approach it is fundamental to review Canale & Swain (1980) definition, ideas, and examples. Both educational approaches provide a framework for integrating machine translators into the language learning process. In both scenarios automatic translation tools can offer students feedback and support leading to improvement in their writing and speaking

abilities. This in turn increases their confidence particularly when engaging in self-directed learning.

Additionally, to the pedagogical approaches it is necessary to understand big concepts like digital competence, Google Translate and the Common European Framework. Digital proficiency refers to the skill of using technology and digital devices for communication, research, collaboration, and problem solving (Vuorikari, Kluzer, & Punie, 2022). In today's world where technology plays a role in acquiring knowledge and interacting with others, being digitally proficient is essential for success. It is not about understanding how devices or software work; it also involves skillfully utilizing them without relying too heavily on them. In the field of education tools like Google Translate are heavily relied upon for tasks such as web browsing, resource creation, content management and resolving issues while using software programs that require usage techniques.

Speaking of Google Translate, it can be described as a translation service machinery developed by Google which enables text translation among different languages for various purposes such as translating text documents or websites (TTC wetranslate, 2023). People worldwide commonly utilize Google Translate due to its convenience and accessibility. There is no denying that this handy online tool has played a role in assisting users with translating their thoughts or documents effectively. However, there is a current debate among professionals in languages and users regarding the precision of translations. The main challenge lies in translating texts or idiomatic expressions which can sometimes make it tricky to distinguish between meanings within specific contexts.

The service of translation by Google has been continuously improving by featuring technologies and machine powered capabilities that are launched every year. In 2022 users discovered manners to translate real world materials such as documents, leaflets, menus, business cards and other items. This was made possible through the introduction of a feature that utilizes machine learning to overlay translated text onto images while also enhancing readability with the help of AI technology.

Finally, it is necessary to consult and understand The Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability that organizes language proficiency into six levels, A1 to C2, which can be grouped into three broad levels: Basic User, Independent User, and Proficient User (Little, 2007). In the Colombian educational institutions, it is considered a guide to follow in all the language departments not only for English but for the other languages as well.

The CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they need to develop. The CEFR is intended to provide

a shared basis for reflection and communication among the different partners in the field, including those involved in teacher education and in the elaboration of language syllabuses, curriculum guidelines, textbooks, examinations, etc., across the member states of the Council of Europe. (Masashi, 2012, p.12)

The CEFR is not prescriptive and does not set out to tell practitioners what to do or how to do it. Instead, it raises questions but doesn't provide ready-made answers. The CEFR can be adapted and used for multiple contexts and applied for all languages.

## METHOD

Researchers have taken an interest in the use of automated translation tools like Google Translate among students as previous studies have shown. It has been observed that L2 students often rely on Google Translate for their translation needs although it may not be entirely accurate (López, 2023). This research utilized a mixed methods approach in terms of methodology. First, a 15-question Google Forms survey was sent out to gather information about how frequently writing and speaking assignments were given in English classes, whether Google Translate was used to complete these assignments, and how comfortable the students were using Google Translate. Additionally, it investigated whether students who used Google Translate believed that it was simpler to create written work, comprehend speeches and conversations, and be able to communicate effectively in English. The survey included some multiple-choice questions, some rating scales and a semi-structured section that featured an ended question.

As for writing and speaking tasks discussed in this research study, the KEY Cambridge exam served as a guide (Cambridge English, 2023). These tasks have already been approved and are consistent with the CEFR data previously related. As part of the writing assignment, students answered an email in no more than 100 words using vocabulary from class as well as simple tenses. In terms of Speaking students were given a card with some ideas in which they had one minute to speak while responding to some time-related questions.

The participants of the research were 50 students who completed a diagnostic test before enrolling in the study and were classified at level A2 of the Common European Framework. All the participants belong to private institutions in Bogotá, Colombia. Due to their socioeconomic status and level A2 proficiency, they can interact with English in a variety of settings, including academic and professional settings, hobbies, and contexts.

The survey and practical activities were used as a closure activity at the end of a class to ensure that everyone participates. The fact that all the responses were completely anonymous must be made clear, though and students were able to access scanning a QR code or accessing to the link given by the responsible educator. In both

situations, the activities' goals will be made clear to the students in advance.

In the end the survey findings decided whether it is necessary to establish procedures as a guide, for incorporating Google Translate into English language learning and if educators ought to provide alternatives to learners who face problems, with English language tasks.

## RESULTS

The quantitative analysis of the study *The Role of Google Translate in Language Learning: A comparative study of student's performance in productive skills done as final master research work* (López, 2023) involved collecting data from 50 A2 level English learners through a Google Forms survey. The survey consisted of 15 questions and the main goal was to understand how writing activities take place in English classes and how frequently learners foster their productive skills within the classroom environment.

To begin with, the participants were asked about the occurrence of writing activities in their classes. The findings showed that 80% of the students developed writing activities once a week, while 20% of the students developed writing activities twice a week. This indicates that writing activities are a common practice in English language classes. Similarly, the second question asked about the use of machine translators in completing writing activities. It was found that 60% of students utilized Google Translate for assistance while 40% of the students did not use any machine translators. This suggests that a significant proportion of language learners rely on machine translators to complete writing activities.

Then, the next question asked about the frequency of using Google Translate to fulfill the writing activities.

The results evidenced that 40% of the learners used Google Translate occasionally, while 20% of the students used it frequently. This indicates that some learners use Google Translate more often than others. Following this path, question number fourth, asked about the accuracy of Google Translate in translating sentences. The results showed that 60% of the students found Google Translate to be accurate most of the time, while 20% of the students found it to be accurate some of the time. This suggests that learners generally trust the accuracy of Google Translate.

Moving into verbal skills, the following question asked concerning the use of Google Translate for speaking activities. The answers showed that 80% of the undergraduates did not use Google Translate for speaking activities, while 20% of the students used it occasionally. This indicates that learners are less likely to use Google Translate for speaking activities.

Referring to effectiveness and limitations, the subsequent questions asked about the effectiveness of using Google Translate in improving writing skills. The outcomes showed that 60% of the learners found Google Translate to be helpful in improving their writing skills, while



20% of the students did not find it helpful. This suggests that learners generally believe that Google Translate could be a beneficial tool for improving writing skills. Also, in question number seventh, the limitations of using Google Translate were asked. The findings showed that 40% of the students found that Google Translate did not accurately translate idiomatic expressions or colloquialisms, while 20% of the students found that it did not accurately translate complex sentences or technical terms. This indicates that learners are aware of the limitations of Google Translate.

Going on, the two further questions asked about the frequency of seeking feedback from instructors or classmates. The results showed that 60% of the students sought feedback occasionally, while 20% of the students sought feedback frequently. This indicates that learners generally seek feedback from others to improve their language skills.

Several questions were asked to determine the overall experience of using the tool, the frequency of use, comfort level, perceived benefits, and limitations. The results showed that 60% of the students had a positive experience using Google Translate, while 20% had a negative experience, indicating that learners generally have a positive attitude towards using Google Translate in language learning.

When it comes to how students utilize Google Translate for writing or speaking tasks it was found that 70% of the students had utilized it at some point while 30% had not. In terms of frequency 8% of the students had never used it, 22% used it occasionally and 60% used it frequently. These findings indicate that although a considerable number of learners rely on Google Translate for solving the writing or speaking exercises many only use it occasionally.

When asked about their coziness level using Google Translate in class for developing productive exercises, 40% of the students felt comfortable using it occasionally, while 20% felt comfortable using it frequently. However, 30% of the learners felt not so comfortable using Google Translate, and 10% were unsure. These results suggest that while some students are comfortable using Google Translate, others may need more guidance and support to use it effectively.

In terms of the perceived benefits of using Google Translate for language learning, 50% of the students believed that it helped them learn new vocabulary or grammar structures, while 30% believed that it aided them develop their writing abilities. Additionally, 20% of the students believed that it helped them develop their speaking abilities. These results suggest that while learners may perceive different benefits from using Google Translate, it can be a valuable tool for improving language skills.

Finally, when asked about the limitations of using Google Translate for language learning, 40% of the students believed that it did not accurately translate idiomatic expressions or colloquialisms, while 30% believed that it did not accurately translate complex sentences or technical terms. Additionally, 20% of the students believed that Google Translate was not a reliable source for accurate translations. These results suggest that learners are aware of the

limitations of Google Translate and may need guidance on how to use it effectively.

Overall, the quantitative analysis of the study provides valuable insights into the use of Google Translate in

language learning. The study found that a significant proportion of language learners rely on machine translators to complete writing activities. Furthermore, it highlighted that employing Google Translate can prove beneficial for language learners aiming to enhance their writing skills. However, learners should use it as a supplement to language learning materials and activities and should be aware of its limitations. Additionally, learners should seek feedback from instructors or classmates to improve their language skills.

According to the research findings a substantial number of learners have stated that their ability to understand English speeches and conversations has been affected by using Google Translate. When it comes to agreement 65% of individuals somewhat agree, while 26% strongly disagree. Additionally, a notable percentage of these students consider that utilizing Google Translate has had an impact on their communication effectiveness in English. 30% agree or strongly agree while 30% disagree or strongly disagree with 38% taking a clear stance on the matter. Overall, most students support the idea of teachers providing resources for those who struggle with English exercises (80% in favor; 0% opposed). Finally, the majority of students believe that there ought to be Google usage guidelines. (64 percent yes, 36% no) Translation is used when learning English.

When examining some open questions student responses, its value in language learning is evident. The offline dictionary function of Google Translation, however, appears to be its main purpose. Additionally, it aids in short sentences used when writing and speaking activities demand and include certain things topics that are unknown. Even so, there are still problems where mistakes are present. Translations may be inaccurate due to tone or connotation; therefore, tutoring should be sought out immediately. It is suggested to properly assist students who use the tool.

On the contrary, one of the research methods used in this study was qualitative analysis. The qualitative analysis aimed to identify the problems learners face when utilizing Google Translate and the strategies, they use to overcome these problems. The analysis also aimed to identify both the negative impacts of using Google Translate in speaking and writing tasks.

With regards to the written exercise, the study discovered that both groups of students were able to fulfill the specified requirements outlined in the instructions. Most of the students demonstrated a good structure in their writing style and provided clear instructions on how to complete deposit forms before handing them over to bank tellers. Furthermore, it was found that cash back withdrawals are effectively initiated through ATM usage and students recommended accessing online resources or contacting customer service by phone for obtaining account balances. However, certain parts of emails

indicated that some students relied on Google Translate leading to misunderstandings in translating terms such, as "cash back" which was translated as "dinero de vuelta."

The qualitative analysis of the writing activity showed that some students used Google Translate to translate

entire sentences or paragraphs, resulting in grammatical errors and awkward phrasing. However, other students used Google Translate to translate isolated words or individual phrases, which helped them learn new vocabulary and grammar structures. Some students also used Google Translate to check their work for errors, which helped them upgrade their writing skills.

Regarding the Speaking activity the students were given a card containing information about an International Library. They were required to discuss aspects such as its location, operating hours, cost, and availability of foreign magazines. The card also included five questions related to these details. While half of the students relied on their knowledge and vocabulary to comprehend and answer these questions satisfactorily it was observed that 25 students made use of Google Translate for assistance. This study found that using Google Translate can lead to inaccurate translations, which could negatively affect student performance.

Upon analyzing the data, from the speaking activity it was evident that certain students relied on Google Translate for translating entire sentences or phrases. Therefore, this led to incorrect pronunciation and intonation during their discussions. On the hand some students found value in using Google Translate for translating individual words or phrases since it facilitated learning new vocabulary and grasping grammar rules. Some students also utilized Google Translate to review their work for any mistakes. This practice assisted them in enhancing their oral communication abilities.

## DISCUSSION AND CONCLUSION

In the context of language learning, Google Translate can be used as a tool to assist learners in understanding the meaning of words or phrases they do not know. However, it should not be used as a substitute for learning the language itself. Instead, it ought to be used as an additional tool to learn language materials and activities (López, 2023).

One of the main benefits of using Google Translate is that it can help learners to quickly and easily translate words or sentences that they do not know. This can be particularly useful for learners who are studying a language on their own and do not have access to a teacher or tutor. However, it is important to remember that Google Translate is not perfect and may not always provide accurate translations. Another benefit is that it can help learners to improve their reading comprehension skills. By translating texts from a foreign language into their native language, learners can better understand the meaning of the text and improve their overall comprehension. Nevertheless, it is important to note that learners should not rely

solely on Google Translate for reading comprehension and should also engage in other language learning activities, such as reading texts in the original language and practicing their reading skills.

When it comes to the perception of effective use, research has explored teachers' views on integrating Google Translate into students' writing. Reflecting on our own perceptions, it can be considered how Google Translate can be effectively integrated into the teaching practices to support productive skills development. This reflection allows to harness the potential benefits of the tool while being mindful of its limitations.

Accuracy and reliability are important considerations when using Google Translate. While it has made significant improvements in providing accurate translations, it is not infallible and can still produce errors. Reflecting on the limitations of Google Translate, it is suggested to guide students to critically evaluate and verify translations, fostering a sense of discernment and language proficiency.

Building student confidence is another crucial aspect to consider. Encouraging students to modify inaccurate

translations and provide feedback can help improve Google Translate's accuracy. By creating opportunities for students to engage with the tool and empowering them to become active participants in the language learning process, fostering a sense of ownership and growth.

Contextual understanding is key in language learning, and Google Translate's ability to provide translations in context and audio support can be valuable for learners. Reflecting on how to guide students in using these features effectively and emphasizing the importance of understanding language nuances beyond mere translation. This reflection encourages students to develop a deeper appreciation for cultural and linguistic diversity.

Communication and accessibility are enhanced through Google Translate's capability to translate entire documents and websites. Reflecting on how to leverage this tool, enhancing communication not only with students but also with parents and the wider school community. This fosters inclusivity and strengthens connections within the educational environment.

Self-directed learning is an important aspect of language acquisition, and research has explored the feasibility of utilizing Google Translate in self-directed language learning contexts. Reflecting on how to guide students in using Google Translate as an extra tool for independent exploration and language acquisition, we promote critical thinking and self-reflection. This reflection empowers students to take ownership of their learning journey.

Optimizing Google Translate is an ongoing endeavor and research has proposed strategies for improving the quality of translations in academic writing contexts. Reflecting on how to incorporate these strategies into our teaching, teachers can help students navigate the challenges and limitations of machine translation, fostering a more effective and nuanced approach to language learning.

In addition to its benefits, there are also some limitations to using Google Translate for language learning. For example, Google Translate may not always accurately translate idiomatic expressions or colloquialisms, which can lead to misunderstandings. Idiomatic expressions and colloquialisms are phrases or expressions that are unique to a particular language or culture and cannot be translated literally (Sumiati, Baharuddin, & Saputra, 2022). For example, the English expression "it's raining cats and dogs" means that it is raining heavily, but the literal translation of this expression in another language may not make sense.

Additionally, Google Translate may not be able to accurately translate complex sentences or technical terms, which can also lead to errors and misunderstandings. Complex sentences and technical terms are also challenging to translate accurately using Google Translate. Complex sentences may contain multiple clauses or phrases that require a deep understanding of the language's grammar rules. Technical terms may be specific to a particular field or industry and may not have an equivalent term in another language.

To overcome these limitations, learners should use multiple sources to verify the accuracy of translations and should also engage in other language learning activities, such as practicing speaking, listening, and writing skills. By using a variety of language learning materials and activities, learners can improve their overall language proficiency and avoid becoming overly dependent on Google Translate.

It is also important to note that Google Translate should not be used as an extra tool for developing assignments or assessments. This is because Google Translate might not always deliver accurate translations, which could lead to mistaken and ungrammatical translations. Instead, learners should use Google Translate as a tool to assist them in their language learning journey but should also engage in other language learning activities to improve their overall language proficiency.

In conclusion, the use of Google Translate could be a beneficial tool for language learners, but it is important to make correct use of it and combining it with other language learning materials and activities. Learners should be aware of the limitations of Google Translate and should use multiple sources to verify the accuracy of translations. Additionally, learners should engage in other language learning activities, such as practicing speaking, listening, and writing skills, to improve their overall language proficiency. By using Google Translate as an addition to language learning, learners can improve their language skills and achieve their learning goals in terms of language.

It is essential to think of Google Translate as an additional approach. The strategy teachers employ to aid students in understanding language in the context of writing, then talking. It is also recommended that students have access to resources such as dictionaries and conjugation charts. Teachers' ought to foster an environment while encouraging learners to explore different

approaches alongside using Google Translate. Moreover, precise rules based on. Concerns about over-reliance can be reduced by teaching students the appropriate use of translation tools throughout English language learning courses. in an academic setting. Finally, providing teachers with training and resources to effectively incorporate Google Translate into their teaching practices.

Despite the challenges involved there is a future for the integration of Google Translate in language learning. As technology continues to advance machine translation services like Google Translate are expected to become more accurate and efficient. Moreover, the OECD Education 2030 framework highlights the significance of developing competencies that include effective communication, in a globalized world. (OECD, 2019).

**The study recommends that English language instructors should provide learners with guidance on how to**

**use Google Translate effectively and should incorporate it into language learning activities in a meaningful**

**way. For example, learners could use Google Translate as a tool to verify their comprehension of vocabulary or grammar structures but should also be encouraged to use other language learning materials and activities to improve their overall language proficiency.**

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