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**Exploring EFL students' attitudes towards using Google
Translate in English Learning**
**A Case Study of third-Year LMD Students of English at Mohamed Seddik
Ben Yahia university, jijel**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master
in didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled **“Exploring EFL students’ attitudes towards using Google Translate in English Learning”** is our work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

Rihem Merabet

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Dedication

*To my precious beloved parents, **Sihem** and **Kamal**,*

*This thesis is dedicated to you both, as you stand as a testament to the
immeasurable impact of your love, unwavering support, and boundless
encouragement throughout my entire college journey.*

*To my treasured sister and brother, **Chahla** and **Abderrahmane**, thank you for
being an integral part of my life. Your presence has brought joy and
laughter to my college experience, making it all the more meaningful.*

*I also dedicate this work to **myself** and **my partner**, best friend and second
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*Special thanks to **BRIDGE CLUB**, my university's exceptional community,
and to its President **Anissa**, for the remarkable work we accomplished
together, persevering through every obstacle along the way.*

MERABET RIHEM

Dedication

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Abstract

The process of learning a language has always been dynamic and challenging, especially for those studying English as a Foreign Language (EFL). Technology's rise, particularly machine translation systems like Google Translate, has fundamentally changed how people approach language communication. The current study aims at exploring EFL students' attitudes towards learning English. In pursuance of our research objectives, semi-structured interviews were conducted to 10 third-year EFL students from the department of English at Mohammed Seddik Ben Yahia University. The purpose was to gather insights about their experiences with Google Translate. The qualitative data collected from these interviews were analyzed using thematic analysis, involving coding and defining the main themes. The results obtained showed that while the tool has clear practical advantages like accessibility and convenience; it also has integral accuracy problems and the ability to hinder valid language learning and critical thinking.

Key words: Google Translate, English learning, student's motivation and attitudes

List of Abbreviations, Acronyms, and Symbols

AI: Artificial Intelligence

AMTB: Attitude/Motivation Test Battery

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

GT: Google Translate

LMD: License, Master, Doctorate

L2: Second Language

L3: License Third Year

MT: Machine Translation

SCT: Sociocultural Theory

SLA: Second Language Acquisition

SMT: Statistical Machine Translation

SPSS: Statistical Package for the Social Sciences

TA: Thematic Analysis

Tell: Technology-Enhanced Language Learning

ZPD: Zone of Proximal Development

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General introduction

1. Background of the study

Mastering a language is vital for fostering global communication and promoting cross-cultural awareness. Given the increasing significance of English as a global lingua franca, understanding the attitudes and motivation of English as Foreign Language (EFL) students towards learning the language is crucial. The rapid advancement of technology, especially the widespread use of machine translation tools like Google Translate, has generated both excitement and concern among language educators and researchers. The modern age of technology currently provides immediate translation capabilities for a wide range of languages. As accurately articulated by Kelly and Zetsche (2012), translation has become ubiquitous in our surroundings, yet often goes unnoticed (p.xiii).

Google Translate, a widely recognized tool, plays a prominent role in translation tools, providing instant translations between languages, making it an accessible resource for learners. However, the implications of its integration into language education, specifically concerning English as Foreign Language (EFL) students, continue to be a subject of investigation. As technology reshapes language learning, understanding its impact on EFL students' attitudes is of utmost importance. This thesis intends to investigate how Google Translate influences the attitudes and motivation of EFL students as they engage in their English language learning pursuits.

Thus, several studies by different researchers set out to investigate the impact of Google Translate on Language learning attitudes such as Bahri and Tengku Mahadi (2016), Josefsson (2011), Jin & Deifell (2013) and Groves & Mundt (2015).

Bahri and Tengku Mahadi (2016) conducted an investigation about the use of Google Translate as a supplementary tool to support international students at Universiti Sains Malaysia (USM) in the acquisition and improvement of their Bahasa Malaysia

(Malay Language) proficiency. The study encompasses 16 international students at the School of Languages, Literacies, and Translation at USM, all of whom were enrolled in the LKM 100 Bahasa Malaysia (I) course. Based on the literature review, data analysis, and an evaluation of the course content and activities inside and outside the language classroom, the results indicate that the majority of international students at USM view Google Translate as a useful supplemental resource for mastering Bahasa Malaysian vocabulary, writing, and reading. In fact, some students claimed that getting help with Google Translate would allow them to maximize the benefits of their self-learning. Additionally, using Google Translate for assignments and activities in the classroom can make students want to learn on their own and develop their own approaches to solve language learning challenges.

Josefsson (2011) analyzed the strategies and attitudes of certain students enrolled in vocational training towards translation in language learning. She found that when students used Google Translate on their phones as a supporting tool, it worked better than the traditional dictionaries. GT was faster and more accurate especially for translating collocations, phrases, and technical terms. Concerning the reading comprehension of the passages they worked on, it also provided a general gist of the meaning of the text. The students were analytically aware of their own learning as they used Google Translate leading to the production of more coherent texts by the learners. Nevertheless, she found that Google Translate proved less useful for providing grammatical solutions. It also gave a broad overview of the text's content in terms of the reading comprehension of the portions they worked on. The usage of Google Translate by the students led to the creation of more cohesive writings since they were analytically conscious of their own learning. However, she discovered that Google Translate was less effective in offering grammatical answers.

Another study by Jin & Deifell (2013) revealed that due to its practicality, Google Translate was the second most popular online tool among language learners when used as an online dictionary. Nevertheless, they came to the conclusion that due to Google Translate's lack of grammatical explication, students typically utilized it as a complement to online dictionaries. The results of their study support students' perceptions that using internet resources like Google Translate helps them learn a foreign language more quickly and less anxiously. However, because online dictionaries frequently overlook context and fail to provide students with precise explanations, the researchers proceed cautiously with the new findings.

Lastly Groves & Mundt (2015) highlighted the importance of using machine translation tools such as Google Translate to complete tasks and assignments while learning a second language. The sample of the study involves students learning English for academic writing. They gave the students an essay to write in their own native language, and then they used Google Translate to translate the essays into English. This revealed that, despite some flaws and errors, the machine translation version was understandable and close to the minimum standard required by most institutions for university admission. In reality, according to the study's authors, Google Translate can have a significant impact on how well students and professors teach languages for academic purposes. As a result, language teachers need to work with rather than against these tools.

2 .Statement of the problem

While previous research has examined the incorporation of technology, specifically tools like Google Translate, into language learning and its potential effects on language learners' motivation and attitudes, there is a noteworthy gap when it comes to focusing on English as a Foreign Language students and their interaction with Google Translate. Prior studies have examined how EFL students, who are learning English as a non-native

language, respond to the integration of Google Translate and how it shapes their attitudes towards English language learning. As a result, the particular relation of Google Translate and the attitudes of EFL students is an aspect that has not been thoroughly examined. This study seeks to fill this gap by offering valuable insights into the complex interaction between technology integration and its outcomes for EFL students' language learning experiences.

3. Aim of the study

By investigating EFL student's attitude towards using Google Translate in English learning, the study aims to provide a deeper understanding of how language learning outcomes are connected to technology use. This research is important because it aims to explore the effectiveness of Google Translate in English language classroom as well as its influence on the student's English language learning.

4. Research questions

This research is conducted to answer the following research questions:

- What do EFL learners believe about using Google Translate?
- What are the reasons for using Google Translate in English learning?
- How does the use of Google Translate impact attitudes towards English learning?

5. Research methodology

A qualitative approach will be employed to gather data. The research will be carried out on 3rd year EFL students from the English department at Mohammed Seddik Ben Yahia University, Jijel. The method used for data collection will involve semi-structured interviews, which will be used to gather insights regarding the students' viewpoints on the usefulness of Google Translate on students attitudes during English language learning.

Regarding data analysis, a thematic analysis will be applied. This approach allows us to identify themes and patterns within the collected data.

6. Structure of the dissertation

This research was made up of two chapters. The first one was the theoretical part, which was divided into two sections. The first section provides an overview of technology-enhanced language learning and Google Translate in English learning. The second section explores student's motivation and attitude towards using GT in language learning. The second chapter focused on the practical part; it embodied the research methodology as well as data analysis and the interpretation of the results.

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3. Conclusion.

Chapter one: Literature Review

Section 1: Google Translate and technology in English Learning

Introduction

Language learning has forever been an evolving and challenging process, especially for students learning English as a Foreign Language (EFL). However, the rise of technology, specifically machine translation tools like Google Translate, has completely transformed the way people interact with languages.

This section provides an overview of technology-enhanced language learning. It examines the advantages and disadvantages of using technology in language learning. It also embodies some existing research about the effectiveness of technology in language learning. Moreover, the section presents an overview of Google Translate as a translation tool as well as its potential uses, benefits and limitations and Existing research on the effectiveness of using Google Translate in English learning.

1.1. Overview of technology-enhanced language learning

Over time, teachers and students have faced obstacles while teaching and learning in a conventional classroom setting. Researchers have focused on finding ways to offer language learners more engaging and interactive learning experiences. One possible solution is to leverage technology. Technology has the potential to enhance language learning in various ways, such as maintaining and increasing the interest levels of digital natives by providing immediate feedback on their performance and offering additional practice as needed (Metwally, Yousef, & Zheng, 2023b).

Nowadays, the significance of technology in language teaching is no longer limited to passionate teachers, learners and managers. Instead, it has become a crucial aspect in the language teaching process (Zainuddin, 2023). The American Council on the Teaching of Foreign Language (ACTFL, 2013) noted that technology has been used to both facilitate and improve language learning. It is also uncommon to encounter a language course that doesn't incorporate at least some form of technology.

Kranthi (2011) claimed that (TELL) or Technology-enhanced language learning, examines how technology affects the process of teaching and learning a second language (L2). TELL encompasses the use of computers and other multimedia technologies to complement the teaching method of a language instructor. Some examples of technology that are commonly used in language learning include language learning apps, online language courses, interactive language games, videoconferencing software for virtual language exchange, and speech recognition software for pronunciation practice. In addition, Lai (2014) asserted that technology can provide language learners with access to authentic language materials, such as news articles, podcasts, and videos, which can help them to develop their comprehension skills and cultural knowledge. It's worth mentioning that TELL is not a standalone teaching method, but rather an approach that can be integrated alongside a teaching method to assist in language teaching.

1.2. Advantages and disadvantages of using technology in language learning

1.2.1. Advantages of using technology in language learning

The fast growth of technology has demonstrated that the usage of technology can help individuals in acquiring a new language. Drayton, Falk, Stroud, Hobbs, and Hammerman (2010) argue that using technology in education provides a genuine learning experience that encourages learners to take ownership of their learning and develop

responsible behavior. Learners are motivated to learn individually through the independent use of technology, which fosters self-direction.

Several studies have reported the benefits of using technology in language learning. These studies have explored various aspects of language learning, as described in the subsequent sections.

1.2.1.1. Engagement

According to Dunken (1990) technology can have a positive impact on student's motivation in the classroom. The use of technology can make learning more interactive, engaging, and enjoyable, which can help increase student's motivation and interest in the subject matter. For example, the use of gamification or game-based learning can make language learning more fun and engaging for students (Galavis 1998; Warschauer & Healey, 1998), as they are motivated to progress through levels and earn rewards.

1.2.1.2. Improvement in academic ability

Moreover, technology can have a positive impact on language learners' academic ability. Lee (2001) holds the viewpoint that Computer Assisted Language Learning (CALL) has the potential to accomplish precisely this. This enhancement is likely attained through the alteration of students' learning attitudes and the enhancement of their self-confidence. Galavis (1998) and Dunken (1990) assert that it can also provide students with access to a wide range of resources and tools, which can help them develop their language proficiency as well as their academic skills, such as critical thinking, problem-solving, and collaboration.

1.2.1.3. Collaborative Learning Enhancement

With the use of technology, students can collaborate on projects and assignments, share resources, and communicate with each other and with experts outside of the

classroom (see DEECD 2010). This can help students develop important social and communication skills, as well as deepen their understanding of the subject matter.

1.2.2. Disadvantages of using technology in language learning

Although technology is commonly regarded as beneficial for language teaching and learning, it is unrealistic to expect that technology can revolutionize these fields without overcoming certain obstacles. These obstacles are diverse and extensive, much like the advantages of technology use.

1.2.2.1. Access issues

Coghlan (2004) claimed that one major drawback of incorporating technology in language teaching and learning is the inadequate availability of technology resources that require an internet connection, which poses a significant challenge for low-budget schools and individuals who lack access to computers or the internet. Furthermore, the costs associated with hardware and computer equipment can also be a barrier to technology adoption in these contexts (Gips et al. 2004; Lai & Kritsonis 2006). Mike (1996) believed that the uneven access to technology and the internet has caused frustration for both language teachers and students. However, it is crucial to note that the absence of technology resources is not always because of their unavailability. In certain instances, infrequent use of technology might result from teachers' insufficient expertise or inadequate funding for teacher training (Vi 2005).

1.2.2.2. Insufficiency of effective training

A common obstacle to the effective use of technology as a learning tool is the lack of adequate teacher training, as well as insufficient knowledge and practice in utilizing technology. Several researchers agree that teachers need to enhance their computer skills to make effective use of technology in their teaching (Coghlan 2004; Lai & Kritsonis 2006; Schwab & Foa 2001). However, many teachers do not receive sufficient training to use

technology effectively, as found in the research of Symonds (2000). Baylor and Ritchie (2002) additionally propose that in the absence of faculty members acquiring the necessary skills, knowledge, and attitude to integrate technology into the curriculum, it is likely that technology will go unused.

1.2.2.3. Lack of time

According to Jacobsen & Lock 2005; King (2003) lack of time and technical support can certainly be major barriers for teachers in integrating technology into their teaching practice. ChanLin et al. (2006) reported that teachers often have a heavy workload and limited time for lesson planning and preparation, which can make it difficult to find the time to learn how to use new technologies and incorporate them into their lessons. Additionally, technology can sometimes be complex and require technical support, which may not always be readily available.

1.3. Existing research on the effectiveness of technology in language learning

The impact of technology on language learning is a subject of extensive research. This investigation dives into current research to show how technological tools might improve language learning and generate interesting learning environments.

Consequently, a study was conducted to assess EFL students' perceptions of using technology in language learning. The study was conducted by Alsulami (2016) to explore the influence of technology on English learning among female EFL students at Effatt College. The research employed questionnaires with Likert scale items, and the collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). The results indicated a clear positive impact of social media, software, audio tools (such as YouTube, Skype, and MP3 players), and educational apps on smartphones. Nevertheless,

the effectiveness of technology in English learning was found to be contingent on how students or learners used these tools.

Furthermore, in 2012, Shyamlee and Phil conducted a qualitative study titled "Use of Technology in English Language Teaching and Learning." The research explored the advantages and disadvantages of incorporating multimedia technology, such as e-mail, the Internet, Electronic Dictionary, and PowerPoint, into English language education. The findings indicated that multimedia technology enhances both teachers' and students' teaching effectiveness and interaction, while also providing flexibility in course content. However, the authors cautioned against excessive reliance on technology, as it may restrict students' thinking potential. They emphasized that technology should be viewed as a supportive tool rather than a replacement for traditional methods in English language teaching and learning.

Patel (2015) conducted another study focusing on the importance of Technology Enhanced Language Learning (TELL) in language classrooms. The research employed a questionnaire and analytical methods to investigate this area. The results revealed that English teachers effectively utilized technology to create numerous opportunities for students to achieve their language goals, thereby enhancing language learning in a technology-driven environment. In essence, this research aimed to highlight the emerging trends in technology-enhanced language education.

In another study, Zhao (2013) carried out an assessment to explore the potential of technology in enhancing language education. The review revealed that existing literature on the effectiveness of technology in language learning is notably limited in four key aspects: 1) Few systematic and well-designed empirical evaluative studies exist regarding

the impact of technology on language learning. 2) The instructional settings for the studies were predominantly confined to higher education and adult learners. 3) The languages under study were primarily common foreign languages and English as a foreign or second language. 4) The experiments often had a short-term focus, concentrating on specific aspects of language learning such as vocabulary or grammar. Despite this scarcity of studies, a trend of positive effects emerged, with most research indicating that technology-supported language learning is at least as effective as traditional human-led instruction, if not more so.

1.4. Overview of Google Translate as an online translation tool

With increasingly rapid advances in machine translation (MT) technology, an online translation tool, such as Google Translate (GT), has become an essential tool for individuals learning a second or additional language (Clifford, Merschel, & Nunné, 2013; Im, 2017; Niño, 2009 among others).

The idea of Google Translate was initially conceived in 2004 when one of its co-founders, Sergey Brin became discontented with translation software the company had licensed. This occurred after the software translated a Korean email into the nonsensical phrase "The sliced raw fish shoes it wishes. Google green onion thing!"

In 2009, Google released Google Translate which allows website users to instantly translate website content into over sixty different languages. A new function was introduced for the Website Translator in 2012 which enabled website administrators to modify translations and allowed users to suggest better translations. The web administrator could choose to accept or reject the suggested translation (Chin, 2012). The aim of this feature was to enhance the quality of the translation. While machine translation (MT)

simplifies the translation process, studies have shown that it is more effective when corrected by human intervention. (Groves & Klaus Mundt, 2015)

Google Translate is an online tool for machine translation that is capable of translating text from over 90 languages, which is why it is referred to as a multi-language translation application (Li, Graesser, & Cai, 2014). Google Translate has been gaining popularity since the early 2000s, with over 500 million users and is considered the most widely used online translation application. Using Google Translate is the simplest method for students to comprehend English text while learning.

The architecture of Google Translate has undergone changes and improvements. Initially, MT system used a rule-based approach that focused on the morphology, syntax, and semantics of both languages. Subsequently, a new approach called Statistical Machine Translation (SMT) was developed, based on two statistical models - a language model and a translation model - to enhance translation quality. (Lunić, 2023)

1.5. Potential uses of Google Translate in language learning

Google Translate is a language translation tool that can be accessed through a software application or a web browser. It has the ability to translate words, phrases, and entire texts from one language to another in real time. Google Translate (GT) is typically used for automatic translation and is not considered an educational tool.

Additionally, the feature offers both online and offline machine translation options that can be used in any situation. Users can take advantage of various translation methods, such as typing, speaking, taking a picture, handwriting, and offline translation, to make their translation experience more convenient. Moreover, to translate a text using GT, one simply types or pastes the text and selects the desired languages (Google Translate, n.d). This type of software allows students to quickly and automatically replace words from one language to another, without the need for human linguistic interventions (Ismail &

Hartono, 2016). For translating a conversation, the "talk" feature would be the most appropriate. Similarly, for converting text into an image, the "snap" and "see" features would be the most suitable options, providing users with a reliable translation experience (Google Translate, n.d).

In addition, Google Translate (GT) is one of the most popular online translation tools, which is available on a variety of devices, including tablets, smartphones, and PCs (Gestantil, Nimasari, & Mufanti, 2019). Simply, Google Translate is a valuable tool that can be used for a wide range of purposes, making it easier to communicate and access information across different languages, it has become the easiest way in producing translation text (Kumar, 2012).

However, while it does offer free and immediate translations, the resulting wording can often be incoherent or unclear.

Furthermore, with the increasing demand for Google Translate and the swift advancements in machine translation technology, it is expected that the system will soon be able to translate not only text, but also audio and video files. (Lunić, 2023)

1.6. Benefits and limitations of using Google Translate

1.6.1. Benefits

Google Translate, which is a technological tool available on the Internet, offers numerous features that are regarded as strong points of this digital platform.

Google Translate is likely one of the easiest and most accessible tools available to help individuals fulfill their translation needs. With its speedy and fairly accurate dual translation services across a wide range of languages, students have become aware of the advantages of this application and tend to utilize it more frequently, both inside and outside the classroom. Moreover, Google Translate is free of charge, requiring only an internet connection for its translation services (Medvebv, 2016). It can recognize nearly any

language, which can be quite challenging to find in a human translator who is fluent in all languages. In addition, Google Translate provides several features, such as voice and image recognition, to make the translation process more convenient for users. Another noteworthy benefit of Google Translate is its ability to assist language learners in translating texts from their native language to the target language and vice versa.

1.6.2. Limitations

Although it cannot be denied that Google Translate provides some benefits for individuals learning a language or pursuing professional subjects, it also has some limitations.

One of the problems is its tendency to prioritize European languages over others from different regions of the world. Moreover, despite its progress, Google Translate is not flawless, and it may occasionally select inappropriate words, resulting in misunderstandings or even comical translations that human translators would not make (Alselm, 2019). Jin and Deifell (2013) stated that GT serves as a supplementary tool since it lacks grammatical functionality. It may also commit cohesion errors. Santoso (2010) also pointed out that this tool is incapable of dealing with idioms or figurative language. Additionally, he emphasized that the length of the text influences the translated product's quality; the shorter the text, the better the result.

1.7. Existing research on the effectiveness of using Google Translate in English learning

Various applications of technology have proven effective in helping students in improving their English language skills. Hence, a research was conducted by Luwaytha S. Habeeb (2020) titled "Investigating the Effectiveness of Google Translate among Iraqi Students". The study aims to assess the effectiveness of Google Translate and explore students' attitudes towards its use, as well as its advantages and disadvantages. The study

involved 50 Iraqi undergraduate students from the Academic year 2018/2019 and adopted a quantitative research design to analyze the collected data. Data was gathered through a survey questionnaire. The findings indicated that Iraqi undergraduate students exhibit a positive attitude towards the use of Machine Translation, specifically Google Translate. Additionally, the study identified advantages such as low cost, easy accessibility, and quick translation, while noting drawbacks like grammatical errors and the lack of a proofreading tool.

Sukkhwan and Sripetpun (2014) conducted a research aimed at investigating student's use and attitudes towards using Google Translate (GT) for enhancing their English learning experience, as well as the challenges they encounter while using GT. The study delved into the challenges encountered when using Google Translate and explored the various strategies students employ when using the tool. The research employed a questionnaire that focused on the motives behind students' use of GT, their attitudes towards it, the difficulties they faced, and the solutions they sought. The study involved 125 first year non-English major Thai students. The outcomes of the study revealed that almost all the students used Google Translate, although its usage frequency was limited. Among the primary applications, students turned to Google Translate most often for activities related to vocabulary acquisition, writing, and reading. On the other hand, translation was the least common purpose. In terms of learning objectives, students frequently resorted to Google Translate to understand unfamiliar words, complete writing assignments, comprehend content from English textbooks, and translate idiomatic expressions and proverbs. The findings also highlighted that students generally regarded Google Translate as advantageous rather than disadvantageous. This sentiment was attributed to its accessibility and cost-free availability, as well as its capability to swiftly provide translations of better quality compared to students' own translation attempts.

Section 2: Motivation and Attitudes in Language Learning

Introduction

Motivation plays a crucial role in influencing the success and results of those who are engaged in the process of acquiring English as a second language (ESL). In educational environments focused on ESL, how learners view the learning journey significantly adds to the boost in their determination to excel in language mastery.

Given this context, this segment seeks to delve into various aspects, such as the definition and significance of motivation and attitudes in language learning, the factors shaping them, the impact of Google Translate on language learning motivation and attitudes, as well as previous studies in this realm.

2.1. Introduction to Motivation and Attitudes in Language Learning

2.1.1. Definition of attitude

Researchers have put forth various definitions of attitude, with one of the most influential coming from Allport (1935, cited in Gibb, 1998). Allport describes attitude as a mental state shaped by experience, influencing an individual's responses to different situations and objects. Kudo (1999) focuses on attitudes as explanatory factors for human behavior and defines attitude as a predisposition to react favorably or unfavorably to entities like objects, individuals, institutions, or events. Baker (1992) similarly views attitude as a theoretical construct used to account for the way human behavior persists and aligns. Meanwhile, Gardner (1985) defines an individual's attitude as an "evaluative reaction to some referent or attitude object, inferred based on the individual's beliefs or opinions about the referent" (p.5). Baker (1992) introduces a comparable three-part model of attitudinal components, as displayed in Figure 1.

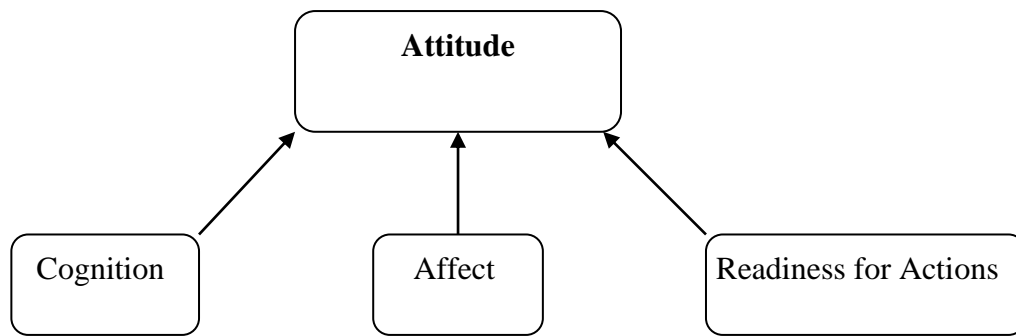


Figure 1. Attitudinal Components (Baker, 1992, p.13)

According to Barker, attitude consists of three major concepts which are: cognition, affect and readiness for actions.

2.1.1.1. Concept of attitude in the language learning context

The preceding section provided definitions of attitude found in the literature. However, these definitions were presented in broad terms and lacked specificity when applied to the context of language learning. This section will delve into attitudes within the realm of language learning. It is asserted that attitudes significantly influence an individual's motivation, particularly in language learning due to its multifaceted nature beyond mere skill acquisition (Kudo, 1999).

Kudo (1999) concludes that attitudes likely wield a substantial impact on language learning, affecting students' achievements and setbacks (p.7). Similarly, Klausmeier (1985) underscores that attitudes impact both learning proficiency and behavior. Gardner's (1985) examination of Canadian students learning French identifies five attitude dimensions relevant to second language success: 1) attitudes toward learning French; 2) interest in foreign languages; 3) attitudes toward French Canadians; 4) evaluative reactions toward the French teacher; 5) evaluation of the French course. Notably, attitudes toward learning

French and interest in foreign languages consistently emerge as more pivotal among these dimensions.

Gardner (1985) posits that attitudes toward mastering the target language correlate more significantly with achieving high proficiency than attitudes toward learning a foreign language or its speakers. He further emphasizes the importance of an attitude toward the target language society, given that language acquisition entails embracing another culture.

Stern's (1983, cited in Rahman, 2005) classification distinguishes three attitude types in second language learning scenarios: (a) Attitudes toward the L2-speaking community (group-specific attitudes), (b) Attitudes toward learning the specific language; and (c) Attitudes toward languages and language learning in general. Baker (1992) suggests incorporating attitudes toward the language itself in the framework of language learning attitudes, positing that successful learners typically develop positive attitudes toward the target language. Cakici (2007) contends that a favorable attitude toward both the language and its associated culture facilitates learning, while an unfavorable attitude hampers progress.

Tremblay and Gardner (1995) extend Gardner's (1985) attitude concept by encompassing attitudes toward the learning environment in their attitude assessments. They argue that attitudes toward the learning situation influence broader motivational aspects, stressing their significance, especially in school-based language learning contexts, as students' positive attitudes toward the learning situation can enhance classroom performance. Lightbown & Spada (1999) noted that the term 'attitude' in foreign language learning generally pertains to learners' perspectives on the target language society. This attitude reflects "learners' attitudes toward their own native culture, the extent of ethnocentrism, and their preference for their native language over the second language

they are learning" (Brown, 1994, p.168). Crookes and Schmidt (1991) assert that this particular attitude might indeed dictate students' success in mastering the language.

2.1.2. Definition of motivation

The term 'motivation' is frequently employed in both educational and research contexts. Distinct understandings of its definition stem from various psychological viewpoints on human behavior. Despite numerous proposed definitions, "there is surprisingly little consensus in the literature regarding the exact meaning of this concept" (Dornyei, 1994, p.274). Therefore, this section will delve into various contemporary research definitions of motivation from differing perspectives.

Brown (1994) defines motivation as an "inner drive, impulse, emotion, or desire that propels one towards a specific action" (p.152). Keller (1983, cited in Chang, 1994) argues that educational achievement is influenced mainly by ability and motivation: ability pertains to what a person can do, while motivation relates to what a person will do. Demir (2000) characterizes motivation as the inclination to invest effort to achieve goals. Harmer (1991) similarly characterizes motivation as an "internal impetus that encourages an individual to pursue a particular course of action" (p.3).

Some psychologists describe motivation in terms of particular needs. Maslow (1954, cited in Abisamra, 2001) categorizes five specific human needs: physiological, safety, belonging, self-esteem, and self-actualization needs. Ausubel (1968, cited in Brown, 1994, p.152) outlines six fundamental needs underpinning motivation: (1) The need for exploration, for delving into the unknown; (2) The need for manipulation, for affecting change in the environment; (3) The need for activity, physical and mental movement; (4) The need for stimulation, seeking stimulation from the environment, people, ideas, thoughts, and feelings; (5) The need for knowledge, processing and

internalizing outcomes of exploration, manipulation, activity, and stimulation, seeking solutions to problems; (6) Finally, the need for ego enhancement, desiring self-recognition, acceptance, and approval from others.

2.1.2.1. Motivation in language learning

a. Gardner's motivation theory

The work of Canadian psychologists Gardner and Lambert has significantly influenced research on motivation in second language learning. Their social-psychological approach to motivation has shaped the field since the 1950s (Crookes & Schmidt, 1991). Gardner's framework, which includes the concept of integrative motive, the Attitude/Motivation Test Battery (AMTB), and the socio-educational model, has been prominent in language learning motivation for decades (Chang, 1994).

According to Gardner, attitudes toward the language itself are key drivers of motivation, influenced by language attributes like sound and writing style. Other factors such as general attitudes toward language learning and feelings toward teachers also impact motivation (Gardner, 1985). Gardner's definition of motivation combines effort and desire with positive attitudes toward learning goals (p.10). Orientation, a concept he introduced, addresses the reasons for studying a second language. Integrative orientation, reflecting a positive approach to another community, is connected to attitudes and motivation. Instrumental orientation involves learning a language for practical purposes, like career advancement (Gardner, 1985).

The Attitude/Motivation Test Battery (AMTB), developed by Gardner and Lambert in 1959, underwent redevelopment by Gardner and Smythe in 1975, becoming a preferred tool for motivation studies. However, since 1990, alternative theories have challenged Gardner's motivation theory, sparking debates about integrative and instrumental

motivation's relevance (Dornyei, 1994; Noels et al., 1999; Skehan, 1989). Despite this, Gardner's AMTB remains widely used, generating mixed results and discussions about its role in second and foreign language learning.

While Gardner's theory emphasizes motivation's social aspects, it lacks focus on its role within the classroom. Researchers have aimed to adapt his theory to educational settings, highlighting its importance and combining it with other motivational psychology concepts (Dornyei, 1994, p.274).

a. Crookes and Schmidt's approach

Crookes and Schmidt (1991), among the early researchers, challenged Gardner's approach, asserting that the empirical evidence doesn't provide sufficient clarity to support the idea that integrative motivation directly causes second language achievement. They also criticized its overemphasis on social aspects, deeming it as limiting. They advocated for more suitable approaches to second language (L2) education. Crookes and Schmidt identified a specific need to investigate and categorize L2 learning motivation with direct relevance to the classroom. In their work, they delineated four distinct areas of L2 motivation: (1) the micro-level, (2) the classroom level, (3) the syllabus level, and (4) external factors beyond the classroom. The micro-level encompasses the cognitive processing of L2 input.

Within this realm, learner motivation is apparent through the extent of attention directed to the input. The classroom level incorporates classroom techniques and activities. Crookes & Schmidt applied principles from expectancy-value and self-deterministic theories to this level, asserting that expectations of success and perceived control over activities contribute to learner motivation. The syllabus level pertains to the selection of content presented and can influence motivation based on the curiosity and interest it

generates among students. Lastly, external factors encompass informal interactions in the L2 context and long-term influences.

b. Dörnyei' framework of motivation

Dörnyei (1994), inspired by Crookes and Schmidt's earlier work, introduced another motivation framework specifically tailored for the language classroom, as outlined in Table 1. His motivational taxonomy comprises three tiers: (1) the Language Level, (2) the Learner Level, and (3) the Learning Situation Level. The Language Level represents the broadest scope, centering on "orientations and motives associated with various aspects of the L2" (p.275).

Within this level, motives and orientations determine the language being studied and establish foundational learning objectives. Dörnyei employs the concept of orientation, initially introduced by Gardner, to identify motivation at this level. The Learner Level delves into the impact of individual characteristics on language learners. Motivation at this tier is influenced by the learners' need for accomplishment and self-assurance. The Learner Level focuses on the learner's internal, emotional traits connected to expectancy. At the Learning Situation Level, motivation is affected by multiple intrinsic and extrinsic factors unique to the course, the teacher, and the learning group.

The components specific to the course relate to aspects like syllabus, materials, teaching methods, and learning tasks. Dörnyei adopts conditions proposed by Keller and later by Crookes and Schmidt (1991) to illustrate these aspects: Interest, Relevance, Expectancy, and Satisfaction. Teacher-specific motivational elements encompass the teacher's traits and teaching style that impact learner motivation. Group-specific motivational elements refer to the social influences on motivation stemming from the learner's collective group membership.

Table 1: Components of foreign language motivation (Dornyei, 1994, p.280)

LANGUAGE LEVEL	Integrative Motivational subsystem
	Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement
	Self-Confident
	*Language Use Anxiety
	*Perceived L2 Competence
	*Casual Attributions
	*Self-Efficacy
LEARNING SITUATION LEVEL	
Course-Specific Motivational Components	Interests
	Relevance
	Expectancy
	Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive
	Authority Type
	Direct Socialization of Motivation
	*Modelling
	*Task Presentation
	*Feedback

c. Self-determination theory of motivation

Deci and Ryan's self-determination theory, as discussed by Liuoliene and Metiuniene (2006), has a significant influence in psychology and language education. This theory classifies motivation into intrinsic and extrinsic forms. Intrinsic motivation is driven by the pleasure and fulfillment an activity brings, reflecting a strong sense of self-determination (Noels et al., 1999). Individuals intrinsically motivated see their activities as voluntary choices linked to personal challenge and creativity (Carreira, 2005). For example, a student intrinsically motivated might enjoy discovering new ways to express ideas in the L2. Ryan and Deci (2000) emphasize that intrinsic motivation originates from internal satisfaction, not external outcomes. They stress that intrinsically motivated individuals engage for enjoyment or challenge, rather than external pressures or rewards (p.56).

On the other hand, extrinsic motivation lacks self-determination, leading to actions driven by external factors rather than personal interest (Chang, 1994). It often relies on external rewards like grades, money, or positive feedback (Brown, 1994, p.156). This can extend to future benefits like immigration opportunities for English as a Foreign Language (EFL) learners. Ryan and Deci (2000) highlight that extrinsic motivation emerges when an activity is pursued for an external outcome (p.60). They emphasize that extrinsic motivation varies in its degree of autonomy and contrasts with intrinsic motivation. Ryan and Deci (2000) provide examples: one where a student does homework to avoid penalties and another where a student completes the work for its relevance to their career.

Deci and Ryan's (1985, cited in Ryan and Deci, 2000) final contribution is the concept of motivation's presence or absence, distinct from demotivation, which denotes a reduction in motivation rather than complete absence (Seki, 2004, p.65). Lack of motivation occurs when individuals see a disconnect between actions and outcomes, attributing results to factors beyond their control (Noels et al., 1999). Some experts suggest that extrinsic motivation might undermine intrinsic motivation, especially if rewards are

perceived as controlling rather than informative about competence. Nurturing intrinsic motivation in L2 learning is valuable as it encourages creativity, conceptual learning, appetite for challenges, and enjoyment. Thus, learners with intrinsic or extrinsic motivation tend to approach tasks positively, investing more effort over time (Chang, 1994).

2.1.3. Importance of motivation and attitudes for successful language learning

Motivation assumes a pivotal role within the realm of successful language acquisition (Gardner, 2007). To reinforce this stance put forth by Gardner (2007), Hsu (2010) illustrates that students' motivation and their attitude stand as indispensable factors in the effective teaching and learning of the English language. Motivation serves as the catalyst that helps learners maintain a self-aware perspective regarding their language learning journey – their motivations, aspirations tied to language use, and the identities they wish to forge as language users (Benson, 2012).

The disposition towards a language and the impetus to learn it stand among the foremost elements contributing to triumphant language proficiency development (Csizer & Dornyei, 2005; Getie, 2020). Therefore, mastering a new language hinges on nurturing the right mindset and fostering intrinsic motivation (Asmali, 2017). Consequently, language competence tends to be more advanced among learners harboring positive attitudes and high levels of motivation compared to those with negative attitudes and diminished motivation (Lai & Aksornjarung, 2017). The influence of attitudes on behaviors is substantiated by Kaballa and Crowley's assertions (1985), as cited in Weinburgh (1998), which encompass activities like book selection and foreign language conversation. Furthermore, a reciprocal relationship between attitudes and achievement is evident. Schibeci and Riley's findings (1986), cited in Weinburgh (1998), support the notion that attitudes mold achievement, rather than achievement shaping attitudes, due to attitudes' impact on behavior and internal disposition. Al-Otaibi (2004) attests that motivated

learners are not only more efficient in acquiring a foreign language but also willing to invest significantly and make sacrifices in their pursuit of L2 learning objectives.

In a similar vein, Brown (2001) defines motivation as the fervor that propels one's internal urge to learn. An integrative orientation characterizes a learner driven by sociocultural motives in L2 acquisition. This motivational drive can range from potent to feeble. Al-Hazemi H. (2000) highlights that a robust desire to learn a second language substantially contributes to attaining elevated competence levels and realizing language learning aspirations.

2.1.4. Factors influencing motivation in language learning contexts

- **Goal attainment and expectation setting**

This leads to an increase in individual motivation, subsequently contributing to the enhancement of linguistic competence (Gardner, 2014). In educational settings, motivation plays a crucial role in enabling learners of foreign languages to focus their attention on significant classroom objectives (Engin, 2009; Silalahi et al., 2022). This effectively shields them from potential distractions, facilitating prolonged periods of concentration. Driven students display goal-oriented behaviors in their learning pursuits. The degree of their dedication and passion directly corresponds to their motivational levels in language learning. Numerous attributes of teaching methodologies, strategies, procedures, and programs impact students' motivation to learn a language. Some of these factors have been identified and reviewed as they form the primary focus of analysis (Kalsoom et al., 2021).

- **Teaching methods and Learning preferences**

Undeniable evidence supports the notion that variations in teaching methods and learning preferences impact students' motivation to learn. According to Bankier and Wright (2012), educators' instructional techniques significantly influence students' drive to study foreign languages (Herman et al., 2020). In the Media and Communication Studies,

enhancing students' understanding stands as a critical objective for all teachers. Teachers are entrusted with the task of instilling a passion for learning in their students. As asserted by Phil-Schlechy (1994), engaged and motivated learners share common traits such as being drawn to tasks, persisting through challenges, and exhibiting satisfaction upon completion. The responsibility lies with instructors to decide the most effective teaching methods that will facilitate students' grasp of the material. Wlodkowski and Ginsberg (1995) propose that no single teaching or learning approach can maintain the focus of every student consistently (Herman et al., 2022). The key element influencing a student's comprehension of a novel concept is the teacher's effort to connect that concept to the student's life. As highlighted by Saucier (1989:167), it's crucial to acknowledge that motivation plays a role in all forms of learning, whether directly or indirectly. However, many educators must come to terms with this fundamental reality. Since teachers are the primary catalysts for student engagement, they must be attentive, fostering a pattern of continual effort towards growth in crucial life domains.

- **Feedback and Motivation**

Particularly in the realm of teaching second languages, the motivation of students has been revealed to be influenced by the feedback given by their instructors. This links to the concept that students may rely more on teachers as partners due to their greater expertise. A common approach to facilitate learning in the classroom is to monitor students' progress and provide constructive criticism (Ananda et al., 2017). Multiple studies (Ellis, 2009; Harmer, 2005; Passov, 2010; Ur, 2009, and others) have underscored the strong relationship between motivation and feedback within the context of foreign language instruction and learning. Educational contexts utilize methods such as marks, grades, assessments, verbal and written feedback, and other forms of evaluation. Feedback, in this context, significantly contributes to fostering a positive attitude towards learning in

the subject area. Therefore, feedback encompasses evaluation and correction, offering students insights into their academic achievements that can be used to improve weaker areas or influence future studies (Herman et al., 2023).

Within the foreign language classroom, evaluations include both accepting and challenging student comments, in addition to grades. Specifically, as argued by Jin (2012), examining feedback through the lens of Vygotsky's Sociocultural Theory (SCT) allows us to perceive learners not as passive recipients, but as active participants engaged in collaborative "problem-solving" situations. These situations enable students to ultimately acquire the skills to resolve issues independently. Hence, according to SCT, learning is a product of social interaction and is most effective within the Zone of Proximal Development (ZPD), a concept defined by Vygotsky (1978, p. 86) as "the gap between the current developmental level established through independent problem solving and the potential developmental level achieved through problem solving with adult guidance or collaboration with more capable peers."

Building on the foundations of SCT, Ellis (2007) discussed the importance of feedback in the language acquisition process. The appropriateness of teacher feedback, as he pointed out, is determined by the students themselves, underscoring the need for educators to grasp their students' perspectives. Furthermore, inspiration plays a pivotal role in the growth and accomplishments of language learners. Teachers can better inspire their language students when they possess a deeper understanding of the factors that drive motivation. As such, this research aimed to explore whether different forms of verbal feedback have varying effects on students' motivation to continue their studies. Additionally, it delved into students' viewpoints on different forms of classroom feedback.

- **Reward and Motivation**

In the realm of learning foreign languages, rewards play a crucial role in fostering strong motivation among students. Encouraging students to enhance their skills in a second language often involves using external incentives like rewards. One approach to embedding a sense of ownership within the learning journey is to provide evaluations through grades or comments on students' work. Teachers who inform their students about upcoming assessments tend to observe higher levels of engagement and success. Acknowledging students' efforts through prizes effectively communicates appreciation for their hard work. This mindset proves highly effective within the classroom, as it encourages students to hold their work and self-worth in higher regard. Such an approach cultivates pride, which is closely tied to a sense of joy. Teachers strategically employ rewards as a potent tool to motivate students, elevate their classroom productivity, reinforce positive behavior, and discourage the reinforcement of negative conduct. This concept is supported by the assertion that "reward refers to anything that supports a behavior being repeated in the future" (Burton et al., 2003: 242). Hence, rewards serve as motivators that inspire students to take action.

Furthermore, as described by Deci (1972), a reward within a foreign language classroom is "anything provided to a student in acknowledgment of his accomplishment or the work he gives in the classroom, whether it be a gift, money, anything tangible, or something in concrete." When students are rewarded for exhibiting positive behavior, it tends to enhance their classroom conduct. According to Wilson, 2006:6, a reward is "an external agent administered when a targeted activity or assignment is done, that includes regulating and informative features." Consequently, rewards act as external stimuli that reinforce students' participation in various activities, motivating them to consistently demonstrate strong performance in the long run.

- **Collaborative learning**

The research conducted by Johnson et al. (2014) through a meta-analysis, which encompassed over 168 studies involving undergraduate students, indicates that those who engaged in collaborative learning had enhanced active participation, absorption of content, and proficiency in higher-order reasoning and problem-solving skills, compared to students who worked in isolation. This difference in outcomes can be attributed to several distinct factors. The interactions and dialogues among students within a group, as well as with other individuals, enable the collective to construct a substantial knowledge base, position this knowledge within a theoretical framework derived from primary data, and then refine and assess "what they know and do not know." The ongoing group discussions facilitate comprehension and identification of areas that require further understanding or acquisition.

Furthermore, groups exhibit a capability to tackle more complex challenges than individuals, leading to the development of advanced skills and deeper involvement in a specific domain. Engaging in group projects provides students with increased opportunities for reflective thinking and facilitates their progress in learning and achievement. Participation in guided group projects within the classroom enables students to enhance their collaborative abilities, a crucial aspect for effective teamwork (Jackson et al., 2014; van Thao et al., 2021). This involvement empowers students to refine their procedural skills, including information processing, problem assessment, solution identification, as well as managerial competencies linked to functioning within groups. Additionally, evaluation skills come into play when assessing various options to arrive at the group's final decision during collaborative work.

All of these proficiencies hold significance for productive teamwork, whether within an academic or professional context. Other elements that influence motivation are also present in the literature, encompassing the learning environment, technology, and

consequences. Diverse studies have demonstrated the notable impact of these factors on learners' motivation in a foreign language classroom. These factors will serve as the focal points of analysis, as the questionnaire and evaluations are constructed based on these factors.

2.1.5. The Role of Google Translate in Language Learning Motivation and Attitudes

According to Herlina (2019), Google Translate is the second most popular online tool for language learners due to its user-friendly nature. It helps alleviate learning apprehensions while enhancing reading and writing skills in various languages. However, because Google Translate offers both grammatical functions and contextual translations, it falls short of delivering clear explanations (Herlina, 2019). As students use it, Google Translate's vocabulary-building capabilities reduce to that of a dictionary (Clifford, 2013). While it aids reading comprehension by providing a comprehensive grasp of texts, it's ineffective in providing grammatical corrections (Herlina, 2019).

In line with technological advancements, educators have explored the impact of Machine Translation software in EFL (English as a Foreign Language) classes. Azer (2015) posits that Google Translate can be beneficial in EFL classes, particularly aiding learners at the production level. The tool encourages self-directed learning skills (Bernardino, 2016). Consequently, Lee (2020) argues that computer-assisted translation enhances learners' writing fluency and speed, with minor errors. Among various translation websites, Google Translate (GT) stands out as the most recognized and utilized one.

Wong (2010) suggests that students who employ Google Translate in their reading classes tend to gain motivation and confidence in their skills. Regarding writing improvement, Jolley and Maimone (2015, p.181) explore Spanish learners' and instructors' perceptions about GT's ethicality and quality. The results indicate that a majority of students use GT as a dictionary (65.08%) to interpret individual words' meanings. Most

students find GT beneficial for learning and wish teachers would provide more alternatives for effective GT implementation. Teachers also lean towards using GT for individual unknown words for better language learning outcomes.

Hampshire (2010) contends that Google Translate is the most popular Machine Translation system due to its user-friendly, free, and swift translation process. It's gaining traction as a translation tool for foreign language learners. Consequently, many students employ Google Translate to aid in studying foreign languages (Kumar, 2012). Google Translation is transitioning from sentence-based translation to Neural Machine Translation that employs Artificial Intelligence to mimic human cognitive functions, improving fluency and accuracy (Russel, 2010). Wu (2016) adds that Google Neural MT considers the entire context, not just fragmented portions, resulting in translations that resemble human-made text with proper grammar and vocabulary.

Many teachers are skeptical about using GT in classrooms due to its inaccuracies (Clifford, 2015). Some even ban online translation, fearing it encourages cheating and plagiarism (Pritchard, 2008). Proper training for both teachers and learners on appropriate online translation usage is crucial (Fredholm, 2015). Besides ethical concerns, GT has language-related limitations. Longer sentences or paragraphs may not receive error-free translations, as Google Translate generally provides word-for-word translations (Medvedev, 2016). Challenges in subject-verb agreement persist in GT usage (Maulidiyah & Malang, 2018). Furthermore, idiomatic expressions and metaphors are often inaccurately translated, leading to reader misunderstanding (Raza, 2018).

2.1.6. Previous Research on Motivation and Attitudes in Language Learning

Motivation is widely recognized by experts, scholars, researchers, and educators as a crucial element impacting the level and achievement of second language acquisition (SLA). Dornyei (2001) emphasizes the pivotal role of teachers' expertise in motivating

learners, thus enhancing teaching effectiveness (p. 116). Many studies have explored students' attitudes and motivation in language learning across various situations. Long, Ming, and Chen (2013), who focused on a Chinese middle school, conducted a survey with 45 students to analyze their enthusiasm for learning English. Their findings indicated that despite facing multiple challenges, numerous students exhibited strong instrumental motivation, showcasing their resolute dedication to mastering English. However, overall motivation was modest due to the emphasis on exams within the educational system. The research underscored the significant impact of exams, resulting in a focus on test scores and the cultivation of exceptional exam performance skills. While their investigation shares some parallels with the current study regarding English learning motivation among middle school students, the limited sample size of 45 students restricts the ability to make broader generalizations.

In contrast, Kim (2006) presents contrasting results in his study. Through surveys conducted on 364 Korean high school students, his research unveils lower motivation levels among students learning English as a foreign language (EFL). This decline is attributed to the adverse influence of high-stakes university entrance exams. Interestingly, despite the negative context, the pressure from these exams can still act as a motivator. Nevertheless, Kim's study exposes the limited motivation among students for language learning. Shifting our attention to Thailand, Vibulphol (2016) delves into the motivation of English language learners and the impact of teachers in authentic classroom settings. While a majority of students displayed substantial motivation, a minority consistently exhibited motivational shortcomings. However, her study is confined to ninth-grade students in Thailand, suggesting the need for a more comprehensive investigation involving a larger group of Thai EFL students.

Another research by Mun (2004) examines the interplay between English proficiency, intensity of motivation, and orientation among undergraduates in Malaysia's UTM University. Bilingual questionnaire responses demonstrate a consistent willingness to learn English across students with varying levels of proficiency—high, medium, and low. Their motivation predominantly arises from instrumental incentives across all proficiency tiers.

Favorable attitudes towards a community can cultivate positive feelings towards its language (Weiyun, 2006). Wright (1999) investigates the attitudes of 898 UK pupils towards the French language and culture using a Likert-type questionnaire. Aspects such as gender, influences within and outside of school (teachers, textbooks, activities), type of school, and international experiences collectively shape students' attitudes. Gender notably emerges as a predictor of attitudes, while factors within the school environment wield significant influence.

Vaezi (2008) contributes yet another exploration of language learning motivation. Surveying 79 non-English major students in Iran, his research underscores substantial motivation and positive attitudes towards learning English, primarily driven by instrumental incentives. The study emphasizes students' optimistic perspective on learning English in the Iranian context.

Conclusion

Concluding this chapter; the theoretical part of this study explored the impact of Google Translate on student's motivation and attitudes of EFL students in their English learning journey. The study aims to reveal how technology intersects with language learning and to perceive student's motivation and attitudes toward using GT.

Through the first section of this chapter, a comprehensive introduction about technology-enhanced language learning was covered. This was complemented by a representation of different aspect of GT such as its pros, cons, and features.

In the second section, the focus was on the role of motivation and attitude in language learning and its impact on using Google Translate. This exploration sheds light in the relationship between GT and the learner's mindset.

Chapter Two: Research Methodology, Data Analysis and Discussion

Introduction

2.1. Research Design

2.2. Data collection procedures

2.3. Population and sampling

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2.4.1 Interview for students

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3. Data analysis

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Chapter Two: Research Methodology, Data Analysis and Discussion

Introduction

In the previous chapter, the theoretical part of our study was dealt with that shed light on Google translate and its impact on English learning attitudes by EFL students. The following chapter is concerned with the practical framework which aims to explore the student's attitude for using Google Translate to learn English. It consists of two sections: the research methodology and the data analysis and discussion. The research methodology section includes the research methods, the data collection procedures, the population and sampling. Furthermore, it provides a careful description and discussion of an interview. In addition, the data analysis method will be outlined and explored. Finally, the findings will be analyzed to provide answers to the research questions.

2.1. Research Design

The current study aims to explore the learners attitudes towards using GT in English Learning, to probe into the topic; the chosen methodology is related to the aims of the present research. For this study, we use a qualitative research method. Stake (2010) asserted that "by qualitative we mean that it relies primarily on human perception and understating" (p.11).

The study was conducted with a sample of 10 English learners who have used GT as part of their language learning journey. They responded to open-ended questions for duration of 20 minutes. The participants were selected through purposive sampling to ensure a diverse range of perspectives and experiences were captured.

2.2. Data collection procedures:

The primary focus of this study lies in exploring perceptions about the student's attitudes towards using Google Translate in English learning. It was conducted in the second semester of the academic year 2022/2023 at the Department of English at the

University of Mohammed Seddik Ben Yahia, Jijel. The research instrument used to collect the data was a semi-structured interview which contained 12 open-ended questions designed to 10 Third year students in order to analyze their attitudes and motivation about GT.

2.3. Population and sampling

The participants of this study were 3rd year EFL students at the University of Mohammed Seddik Ben Yahia, Jijel. The rationale for selecting this population is that they have translation as a module for their second time meaning they were quite familiar with the various facets of the translation field as well as the common issues that arise. Additionally, with the progression of technology and the heavy dependence on computers in a variety of learning settings, it is important to improve students' understanding of the techniques that allow users to exploit the use of the computer systems which are dedicated to language learning in general and translation in particular. The sample consisted of 10 students of 3rd year who were randomly selected as they have enough linguistic knowledge.

2.4. Instruments of the study

2.4.1. Interview for students

The essential tool implemented for gathering data for this study was a semi-structured interview. Twelve open-ended questions were included in the interview, providing for a thorough dialogue with the participants. According to Wellington and Szczerbinski (2007), “interviewing allows a researcher to investigate and prompt things that we cannot observe. We can probe interviewees’ thoughts, values, prejudices, perceptions, views, feelings, and perspectives” (p. 81). Moreover, the purpose of the interviews is “to allow us to enter into the person’s perspective” (Patton, 2002, p. 341).

In line with George's findings in 2002, various types of interviews exist, often categorized based on their level of structure. The most common are unstructured, semi-structured and structured interviews.

In this study the chosen tool for data collections is a semi-structured interview. Within this tool, researchers aim to acquire particular details that can be analyzed alongside data obtained from other interview dialogues.

2.4.2. Description of the interview

The interview combines twelve open-ended questions that were planned earlier. Each conversation was conducted on an individual basis to ensure a comprehensive record of the interviews. Each participant gave their prior consent, indicating that they did not mind having the interview audio recorded. Different classrooms were used to accommodate the interviews. This decision was taken in order to provide a neutral and peaceful environment that reduces interruptions, allowing the participants to concentrate more on the discussion and guaranteeing a variety of settings.

When conducting this research, the participants were notified that the findings of the research would be used to elaborate the different perspectives and experiences about using GT, their motives behind using it, its impact on student's motivation, its various features as well as its limitations and drawbacks. Data collection was conducted through semi-structured interviews that were based on open-ended questions that were audio-recorded. The interviews were transcribed and analyzed using thematic analysis to identify patterns and themes in the data.

3. Data Analysis

After conducting the interviews, they were analyzed through thematic analysis. The interviews were transcribed word-for-word. Subsequently, they were categorized using relevant codes based on the research questions and emerging themes. These codes were

then organized into distinct categories and subcategories, enabling the identification of patterns and connections within the data.

3.1. Thematic analysis

For qualitative research, thematic analysis (TA) is a valuable analytical technique that provides a qualitative, in-depth and nuanced explanation of the data. It is a method for examining qualitative data, evolved from content analysis (Joffe, 2012). With this approach, the researcher first reads a set of data, such as an interview, analyzes the data, and then identifies themes, subjects, ideas, and patterns. Since it requires constantly comparing the whole data set while seeking for shared meanings and experiences, thematic analysis is not a simple process. It is therefore thought to be more recursive than linear (Braun, Clarke 2006).

When conducting a thematic analysis, researchers referred to several stages. Braun and Clarke (2006) provide helpful direction when discussing the same or similar ideas and processes, suggesting six steps:

- a. Familiarization with the research data:** During this stage, you should immerse yourself in the data you have gathered so that you are familiar with both the data itself and the depth of its content.
- b. Generation of initial codes:** Coding starts when the analyst identifies and organizes the data into useful groupings. Codes give aspects of the data that the analyst could find interesting; they are the building blocks of analysis.
- c. Searching for themes:** A theme "captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set" (Braun & Clarke). This stage entails looking for the coded data to identify similarities, differences, and connections

between the codes and arrange them accordingly. This phase ends with “candidate themes” and subthemes.

- d. Reviewing themes:** In this step the evolving themes are examined in connection to the coded data and the complete dataset, which is a recursive process.
- e. Defining and naming themes:** In defining your themes, you must be able to articulate what is special and particular about each subject while defining it. Each theme found has a distinct emphasis, scope, and purpose; each builds upon and develops the one before it; and together, the themes provide a coherent overall story about the data.
- f. Producing the report:** Write up your results at the end, making sure to include the themes you found as well as any data you used to support them. Finally, present the analysis clearly and meaningfully.

4. Analysis and interpretation of the result

4.1. Data analysis

The responses collected from the student interviews were analyzed through thematic analysis to identify patterns that shed light on the students' perceptions concerning the influence of Google Translate on their motivation and attitudes towards learning English. The following themes encompass various aspects, such as the students' personal experiences, the practicality of Google Translate (GT), its effects on English learning, as well as motivation and attitudes. Furthermore, these themes include the identification of useful features of GT, its limitations, incorporation of GT with traditional language learning methods, considerations about accuracy, and the participants' recommendations based on their experiences.

Table 2: The major themes and sub themes

Themes	Sub-themes
Experience	<ul style="list-style-type: none"> • Good experience • Bad experience • Biased experience
Usefulness	<ul style="list-style-type: none"> • Interpretations • Practicality and accessibility • Reliable and widely known
Helpfulness or Hindrance	<ul style="list-style-type: none"> • Reinforcing vocabulary and grammar skills • Inaccurate and neglects the context
Impact on Motivation and Attitude	<ul style="list-style-type: none"> • Enriched language enquiry • Dimmed language endeavor
Useful Features	<ul style="list-style-type: none"> • Audio recording • Pronunciation assistance • Photo upload
Limitations and Mistranslations of GT	<ul style="list-style-type: none"> • Lack of domain expertise • Idiomatic translation
Accuracy and Recommendations	<ul style="list-style-type: none"> • Optimal • Non optimal • cautioned

A. Experience

The participants have distinct opinions and experiences when it comes to using Google Translate for language learning. Some of them have either good or bad experiences while others were unbiased.

- **Good experience**

According to the participant's answers, students describe their experience as a good one, as Google Translate helped them with translating various linguistic problems, such as vocabulary and grammar. Accordingly, student 7 reported that it helped him to know the meaning of difficult words such as scientific terms. He said "I use GT in translating scientific words which I find in articles" (student 7).

Other students claimed that they sometimes use GT when encountering difficult words in their studies or daily life situations. For instance, words they come across on TV, food packaging and other sources. They use GT because they find it the easiest tool for translation.

Another learner stated that he uses it every day to translate literacy words since he is keen on books. He said, "Since I read books regularly I come across literacy words which I find difficult to understand".

- **Bad experience**

Different students have different thoughts about using Google Translate. Some found it helpful, while others had a very bad experience, and they provide several explanations. Some stated that Google Translate is inefficient for translation, and impractical. Student 1 claimed that the translations provided by GT are entirely mistaken and uncertain especially for words that have more than one meaning. He said "GT is not efficient; the translation is totally wrong and ambiguous". Other interviewees had different issues regarding the use of GT in language learning. They mentioned that it provides literal translation; therefore, GT is not a reliable source to depend on. Student 9 noted "I don't

recommend GT especially when translating idioms and slangs, because it gives literal translation”.

- **Biased experience**

The remaining students stated that Google translate is neither good nor bad; rather, it is a software that has both advantages and limitations. As student 5 mentioned, “I use it in translating words, not texts, as it is very accurate in translating individual words in contrary to texts”. In other words, he believes that Google translate is more accurate when it comes to translating individual words. While full texts sometimes can lead to misinterpretations. Moreover, students further highlighted that GT is practical when translating difficult words, medical terms and sentences. However, there are instances where it can be inaccurate; therefore, it requires some modifications.

B. Usefulness

Usefulness, as a theme, captured the reasons why students use Google Translate as part of their language learning journey. Half of the students stated that Google Translate (GT) is used for interpretation purposes. They mentioned that GT is particularly helpful in providing meanings for ambiguous and complicated words, such as scientific and literary terms. Furthermore, they emphasized that this tool has an extensive memory capacity, surpassing that of traditional dictionaries, allowing for a wide range of word translations. Learner 6 claimed “I use GT because its vocabulary is richer than dictionaries; it is helpful in translating scientific and literary words that I find in books and novels”.

Additionally, students explained that their motivation for using GT is due to its practicality and easy accessibility. They find it convenient and readily available whenever they need quick translations. One of them said “GT is practical and accessible to everyone; it can be used offline and everywhere”. Another one noted “It is quick, easy to use and it saves time”.

On the other hand, the remaining students use this app simply because it is widely known, reliable, and trusted by researchers. Student 4 stated “This app is used by many people in the academic field and it is trusted by everyone, so, it is reliable”

C. Helpfulness or hindrance

Students held different viewpoints regarding the impact of Google Translate on English learning; discussing whether it has facilitated or hindered their language acquisition.

- **Helpfulness**

A notable portion of students reported that GT has helped them in their English learning process, particularly in terms of reinforcing their vocabulary and grammar skills. The significance of the tool in enhancing grammar skills is valuable. It allows learners to gain insights into the appropriate use of GT. As a result, students believe that this application has not only led them to a clear understanding of grammar rules but has also enhanced their written and spoken communication.

Moreover, GT offers beneficial features, such as contextual usage examples, which enhances comprehension and develop their lexical stock. Additionally, it allows users to save frequently used translations through the "Save key phrases" option. This option is crucial for preserving translations, allowing users to use or memorize them whenever needed. Student 7 asserted, “Google translate helped me in my career, especially with the option of saving the already translated words (favorites)”.

- **Hindrance**

While some students assured that they benefited from using GT in their language acquisition process, others claimed that this tool has restrained their language mastery. For one student, Google translate is not accurate and it neglects the context. She said, “GT did not help me in language learning; 90% of the translations given are inaccurate, such as

idioms which are translated in a totally different context”. That is to say, students claim that GT is not helpful due to its high rate of inaccuracies in translation, particularly when dealing with idioms. They often find that the provided translations present a completely different context, leading to confusion. Consequently, these students prefer to stop using it.

- **Both**

Students with neutral stance believed that GT can be both helpful and hindering to their language learning journey. On one hand, it is useful for translating individual words accurately, including synonyms and examples in different contexts. On the other hand, it may not be effective when translating full texts as it neglects the overall meaning and structure. “GT helped me on my language learning journey; it assisted me in checking words meaning and synonyms, but not that much. Nowadays, there are alternative options like the AI (Chat GPT) and applications like Duolingo”(learner 3).

D. Impact on motivation and attitude

After coding and analyzing the data obtained from the interviewees’ responses, it revealed that Google translate has had both positive and negative impacts on student’s motivation and attitudes.

- **Enriched language inquiry**

The interviewees highlighted how GT encouraged them to learn more. It is a very interesting and practical tool; hence, the practicality of GT motivates students to engage more extensively with reading materials. They rely on it to quickly and effortlessly translate complicated words they encounter during their studies. For instance a learner mentioned that GT motivates him to read more, as it is a quick and easy tool that requires less effort and time compared to dictionaries.

Additionally, students acknowledged several positive effects of GT, which have contributed to its popularity. They view it as a highly useful tool that enhances their

linguistic skills, particularly in vocabulary acquisition and comprehension. Learner 7 said, “It encourages me by providing good results, it is the best tool for translating and learning new vocabulary”. They consider GT to be an encouraging resource that consistently delivers satisfactory results, making it their preferred solution for language translation and learning.

- **Dimmed language endeavor**

Conversely, Google translate has a negative impact on students’ motivation and attitudes. They argued that GT never motivates them to learn a language. One interviewee shared that he used to look up terms in dictionaries to develop his vocabulary, but now that Google Translate is available, he no longer felt the need to do so. They claim that it makes them lazier, lowers their self-esteem, and limits their critical thinking. "It limited my critical thinking; when you find something easy you won't bother to make an effort" (learner 5). Instead, they said they rely more on dictionaries for translations, along with other resources that help motivate them to learn a language, such as educational YouTube videos, music, movies, and reading books.

The interviewees believe that GT lacks credibility due to its tendency to provide inaccurate translations, grammar mistakes, and syntax errors. As student 2 mentioned “ GT has no impact on my attitude and motivation because I perceive it as lacking credibility” Consequently, they argue that GT should be used by advanced learners rather than beginners, as it can be helpful in identifying and correcting translation errors. For instance, a student pointed out that using GT requires being an advanced learner of the language, so that you could make modifications whenever needed. Additionally, GT can foster laziness in language learning by promoting overreliance on machine translation. Student 10 claimed that he feels unmotivated and lazy whenever he uses it.

E. Useful features

The following features are mentioned as being the valuable language learning options of Google translate:

- **Audio recording**

A significant number of students utilized the microphone option, which enables them to use speech inputs for translation. They speak a phrase in one language, and Google Translate (GT) attempts to recognize and translate it into the target language. One student claimed that this feature is particularly useful when your hands are busy, and it proves beneficial for tourists.

- **Typing**

A group of students marked their use of the straightforward typing feature, where they input words and instantly translate them into another language. This feature simplifies text translation, providing quick access to comprehend foreign language content.

- **Pronunciation assistance**

The students highlighted the advantage of the pronunciation feature, which allows them to hear how words or texts are pronounced. This feature greatly aids them in their language learning journey by providing assistance and guidance for acquiring correct pronunciation. Learner 8 and 10 believed that the pronunciation feature serves as both a tool to verify the correct pronunciation of challenging words and as a means to evaluate their accuracy.

- **Instant camera translation**

The instant camera translation feature offers the ability to translate text in images. By simply pointing their camera at a sign, menu, or other printed text, users will receive the translation of the content instantly. For students this feature simplifies their process of understanding foreign-language visuals and improves real-time engagement with various linguistic contexts. Student 4 asserted, “The instant camera is practical and saves time”.

- **Photos upload**

Another student prefers to upload photos from their gallery to obtain higher quality translations. This method enables them to make sure they understand images better, especially when the pictures have complicated words and ideas.

- **Transcription**

Other students favor the transcription feature, which translates audio into text. For instance one can use this feature to translate a movie passage. By recording the audio, it is automatically transcribed into text in the target language.

F. Limitations and mistranslation of GT

Upon dissecting the data extracted from the participants' feedback, it became evident that student's encounter many mistranslations of GT.

- **Contextual translation**

The answers from the participant's responses revealed that they often face misunderstandings in specific situations. Google Translate isn't always able to grasp the deeper meanings and true sense of certain words, particularly verbs and adjectives. For instance, one of the students (referred to as student 1) pointed out that Google Translate occasionally misinterprets the meaning of a word. For example, it translates the Arabic verb "عاش" as "nest," when it should actually be translated as "to live." Similarly, with adjectives like "kind" and "lovely," Google Translate renders them as "نوع و محبوب." However, when you consider the entire sentence, the translation becomes more accurate.

- **Lack of domain expertise**

Students often encounter situations where translations go wrong due to a lack of expertise in specific subjects. For instance, student 3 shared his experience when translating verses from the Quran like {وترى الملائكة حافين من حول العرش} (Az-Zumar 75), Google Translate mistakenly translates the word "حافين" as "barefoot" instead of its actual

meaning, which is "gathering" or "surrounding." This indicates that Google Translate struggles not only with literary terms but also with scientific terminology. For instance, passages from authors like Shakespeare or Virginia Woolf get mistranslated, and even simple words like "أنسجة" in a scientific context are inaccurately translated as "قماش" (fabric), instead of their correct meaning, "tissues."

- **Idiomatic translation**

Students have highlighted instances where they come across idiomatic mistranslations because Google Translate often provides a literal interpretation instead of capturing the intended figurative meaning. As illustrated by student 3, idioms like "it rains cats and dogs" receive a word-for-word translation, completely missing the metaphorical sense behind the expression. Similarly, the idiom "beating around the bush," which signifies evading a direct answer, is also subjected to a straightforward, literal translation by Google Translate. This underscores the challenge of conveying the nuances of idiomatic language accurately through automated translation tools.

- **Cultural mistranslation**

Numerous students often confront instances of cultural mistranslation, as exemplified by student 7. He illuminated the fact that certain cultural nuances can lead to misunderstandings during translation. For instance, he pointed out that the saying "diamonds get diamonds," widely recognized in Western cultures, holds little to no significance in Eastern cultures, ultimately leading to a mistranslation. This serves as a testament to the intricate interplay between language and culture, where expressions deeply rooted in one cultural context might lose their intended meaning when translated into another.

G. Accuracy and recommendations

This theme is extracted from the data given by students during the interview. It highlights the accuracy and informed recommendation. By analyzing their answers, it seems they had different perspectives:

- **Optimal**

Students evaluated Google Translate (GT) highly, giving it a score of 8 or 9 out of 10. This rating indicates that they found GT to be extremely accurate and helpful. They recognized its value and appreciated the benefits it provided in their language learning journey. Student 3 acknowledged that one of its advantages is the ability to be used offline, which they found useful. Moreover, they emphasized that GT is widely used, saves time, and serves as a convenient tool for improving language skills. They found it helpful because it supports multiple languages, making it a reliable resource.

- **Non optimal**

Students expressed their disapproval of recommending GT. They argued that GT should not be used for translating entire sentences due to its lack of respect for context and grammatical structure. They specifically highlighted challenges in using GT for certain languages like Arabic, which has a fundamentally different structure compared to English or Spanish. Student 7 claimed “GT made me dependent, lazy, and hindered my language skill improvement”.

- **Cautioned**

Students suggested a limited or cautious usage of GT. They advised using GT primarily for translating individual words rather than lengthy passages, as they considered it more practical. Furthermore, they reasoned that advanced or upper-intermediate learners, who possess background knowledge of the language, are better equipped to differentiate between correct and incorrect translations. In contrast, beginners starting from scratch may

face challenges when relying solely on GT. Learner 3 said “GT must be used by advanced learners rather than beginners so they can differentiate which translation is suitable most”.

4.2. Interpretation of the result

This study aims to delve into the profound influence of Google Translate on the attitudes of students learning English as a Foreign Language. The research questions that have guided this exploration are: What do EFL learners believe about using Google Translate? What are the reasons for using Google Translate in English learning? Finally, how does the use of Google Translate impact attitudes towards English learning?

To investigate these questions, semi-structured interviews with L3 EFL students to gather their firsthand experiences and perspectives regarding Google Translate role in their English learning journey. The subsequent thematic analysis of the interview data provided insightful patterns that highlight the complexity of this relationship.

➤ What are the motives behind EFL students’ use of Google Translate?

A central theme that emerged pertained to the reasons for using Google Translate. Student experiences varied, with some recounting positive interactions where Google Translate aided in translating complex vocabulary and unfamiliar grammar. Others, however, had less favorable experiences, expressing concerns about inaccuracies and the tool's inclination toward literal translations. An intermediate group recognized both advantages and limitations, finding Google Translate useful for individual word translation but acknowledging its potential pitfalls for full text translation.

As the study delved deeper into the students’ attitudes, it became evident that the effects of using Google Translate were multifaceted. Many students reported a positive impact on their motivation and attitudes, particularly in terms of vocabulary and grammar acquisition. The contextual usage examples and the option to save frequently used translations were highlighted as beneficial features. Conversely, some students expressed

that their motivation was compromised due to inaccuracies and a subsequent decrease in their critical thinking skills. The accessibility and practicality of Google Translate were seen as motivating factors, yet there was a simultaneous recognition that overreliance could hinder genuine language mastery.

Further thematic analysis revealed several beneficial features of Google Translate, including audio recording, typing, pronunciation assistance, instant camera translation, photo uploads, and transcription. However, this was balanced by a series of limitations and potential drawbacks. Contextual translation challenges were highlighted, where Google Translate struggled to capture nuanced meanings and deeper linguistic subtleties. Lack of domain expertise was another concern, with students noting that translations often faltered in specialized subjects. Idiomatic and cultural mistranslations were also raised, showcasing the tool's limitations in conveying figurative expressions and cultural nuances accurately.

In conclusion, this study provides a nuanced understanding of the intricate relationship between Google Translate and EFL students' attitudes towards English learning. The findings demonstrate that while the tool offers undeniable practical benefits, such as convenience and accessibility, it also presents inherent challenges in terms of accuracy and the potential to hinder genuine language acquisition and critical thinking. Both hypotheses are supported, illustrating the multifaceted nature of the impact. These insights contribute to a deeper understanding of the role of translation tools in language education and highlight the need for a balanced approach that takes into consideration the benefits and limitations of such tools in promoting effective language learning.

Conclusion

This chapter provides an outline of the research methodology employed in the study and presents the findings related to the participants' perceptions of the usefulness of using Google Translate (GT) in language learning. The themes that emerged from the analysis

highlight the authentic experiences of students, the usefulness, helpfulness or hindrance, impact on motivation and attitude, useful features, limitations and mistranslations of GT, as well as accuracy and recommendations.

The findings of this study contribute to a deeper understanding of how the integration of Google Translate impacts the motivations and attitudes of EFL students towards the process of learning English. The exploration of students' perceptions, experiences, and perspectives sheds light on the complex interaction between the advantages and limitations of using Google Translate as an educational tool.

General conclusion

The present dissertation has undertaken to explore the impact of using Google Translate on English learning motivation and attitude by EFL students. Thus, it aims to confirm or reject the hypotheses which state that: the use of Google Translate has a positive impact on the motivation and attitudes of EFL students towards learning English. Also, the impact of using Google Translate is not always consistently positive. To achieve the study's aim, the researchers investigated the student's perceptions about using GT by conducting a semi-structured interview with third year EFL learners in order to gather data about its impact on student's motivation and attitudes toward learning English. Then, they analyzed the data collected through thematic analysis where they identified common themes and patterns within the participant's responses.

The thesis is composed of two main chapters. Being divided into two sections, the first chapter reviews the major theoretical aspects related to the field of technology-enhanced language learning and Google translate in the first section, while the second section presents a general overview of motivation and attitude in language learning. The second chapter elucidates the practical part of this research. It outlined the research methodology followed to pursue the current study, after that they subjected the data collected to thematic analysis and finally, they revealed the findings of the study which indicate a biased perspective about GT.

Regarding the main finding of this qualitative study, it was found that third year EFL students have a varied viewpoint regarding the effects of using Google Translate (GT) on their motivation and attitudes towards learning English. The study's hypotheses underwent thorough testing by examining students' perceptions and experiences in detail. The initial assumption, suggesting a positive influence of GT on motivation and attitudes,

was confirmed to a certain degree. Numerous participants acknowledged the convenience of GT in decoding intricate language elements, leading to improved motivation and a feeling of empowerment in their learning journey.

However, the second hypothesis, proposing a more nuanced effect, was also validated. The research revealed that while GT's practicality contributed to heightened motivation, certain participants raised concerns about its accuracy and the potential risk of undermining critical thinking skills. This duality highlights the necessity for a balanced viewpoint on the role of technology in language education, acknowledging its advantages while addressing its limitations.

These findings make a contribution to the wider conversation about integrating technology into language learning. By delving into the specific context of GT, this study underscores the intricate interaction between technological tools and learners' motivation and attitudes. Educators, curriculum designers, and language institutions can utilize these insights to foster a more nuanced and well-informed approach to integrating digital resources into language education. As technology continues to shape the educational landscape, comprehending its impact on learners' perspectives becomes increasingly crucial. This understanding empowers stakeholders to make informed choices that enhance language learning outcomes.

Limitations of the study

While successfully attaining its research objective and addressing the research inquiry, it's vital to recognize a few potential shortcomings, including:

1. **Restricted Resource Availability:** Challenges emerged in locating resources covering diverse facets discussed within the theoretical segment, such as the

factors that influence motivation and attitudes in language learning. Moreover, a scarcity of authentic resources, like books, posed a hurdle to the study.

2. **Potential Sampling Bias:** The chosen participants originated from a single university, possibly resulting in a partial representation of EFL students' attitudes and motivations. This university's specific characteristics could influence the applicability of the findings.
3. **Brief Interview Duration:** The interviews were of relatively short duration due to students' engagement in quizzes and the conclusion of classes. This temporal constraint might have limited the depth of information and insights garnered during the interviews.
4. **Absence of Experimental Design:** The study relied on qualitative data, which might not furnish a comprehensive comprehension of the statistical relationships between variables related to Google Translate and motivation. The integration of an experimental design would have been advantageous. Such an approach could offer stronger substantiation for causal connections among variables.

It is essential to acknowledge these limitations, as they could impact the interpretation and extensiveness of the study's conclusions. Subsequent research endeavors should strive to address these limitations and expand upon the present study to advance comprehension in this field.

Pedagogical Recommendation

Based on the discoveries of this investigation, here are a few instructional suggestions that could be taken into account:

1. **Incorporating Language in Context:** Students could utilize Google Translate as an additional tool to enrich their comprehension of intricate vocabulary and grammar in specific contexts. Underscore the significance of confirming translations through contextual examples of usage.
2. **Ensuring Thorough Resource Exploration:** It's crucial for students to extensively explore the accessible resources relevant to their research subject. By doing so, they can amass a broad array of viewpoints, information, and references to enhance their work.
3. **Skillful Time Management:** Students should effectively manage their time by according priority and allocating it judiciously. This entails allocating sufficient time for resource gathering, research execution, data analysis, and composition of their work.
4. **Establishing a Supportive Learning Ambiance:** Educators should endeavor to establish an environment of comfort and support within the classroom. This encompasses fostering transparent communication, promoting student collaboration, and cultivating a positive atmosphere that encourages and engages learners.
5. **Language Proficiency Consideration:** Google Translate might offer greater reliability for proficient learners who possess a strong language foundation and can identify and rectify potential translation inaccuracies. Novices should exercise caution when relying solely on it for translation.

Incorporating these instructional suggestions can lead to an enriched educational encounter, enhanced research aptitude, and a more productive academic expedition for students.

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Appendices

Appendix one: Student's interview

1. Can you tell me about your experience using Google Translate for English learning?
2. Why did you decide to use Google Translate as part of your English learning journey?
3. How frequently do you use Google Translate for English learning purposes?
4. In what ways has Google Translate helped or hindered your English learning?
5. Have you noticed any changes in your motivation to learn a language using Google Translate? If so, can you describe these changes?
6. Do you believe that Google Translate has impacted your attitude towards English learning? If so, can you explain how?
7. What specific features of Google Translate do you find most useful for English learning?

8. Are there any drawbacks or limitations to using GT for English learning purposes?
If so, can you explain how?
9. How do you balance using Google Translate with other language learning methods, such as textbooks or language classes?
10. Would you recommend using Google Translate to other English learners?
11. How accurate do you think Google Translate is?
12. Have you ever encountered a mistranslation while using Google Translate? If so, what was it?

Résumé

Le processus d'apprentissage d'une langue a toujours été dynamique et stimulant, en particulier pour ceux qui étudient l'anglais en tant que langue étrangère (LEF). L'avènement de la technologie, en particulier des systèmes de traduction automatique comme Google Traduction, a fondamentalement changé la manière dont les gens interagissent avec les langues. L'étude actuelle vise à explorer l'impact de l'utilisation de Google Traduction sur les attitudes et la motivation des étudiants en LEF à l'égard de l'apprentissage de l'anglais. Dans le cadre de nos objectifs de recherche, des entretiens semi-structurés ont été menés auprès de 10 étudiants en LEF de troisième année du département d'anglais de l'Université Mohammed Seddik Ben Yahia afin de recueillir des informations sur leurs expériences avec Google Traduction. Les données collectées ont été analysées par le biais d'une analyse thématique. Les résultats obtenus montrent que si l'outil présente des avantages pratiques évidents tels que l'accessibilité et la commodité, il

présente également des problèmes d'exactitude intégrale et la capacité de entraver l'apprentissage linguistique valide et la pensée critique.

Mots clés: Google Traduction, apprentissage de l'anglais, motivation et attitudes des étudiants.

ملخص

لطالما كان تعلم لغة محفزا للطلاب، خاصة بالنسبة لأولئك الذين يدرسون اللغة الإنجليزية كلغة أجنبية. ولقد أدى ظهور التكنولوجيا، وخاصة أنظمة الترجمة الآلية مثل ترجمة جوجل، إلى تغيير جذري في طريقة تفاعل الناس مع اللغات. تهدف هذه الدراسة إلى استكشاف تأثير استخدام ترجمة جوجل على مواقف ودوافع الطلاب اتجاه تعلم اللغة الانجليزية. كجزء من أهدافنا البحثية، أجريت 10 مقابلات شبه منظمة مع طلاب السنة الثالثة من قسم اللغة الانجليزية في جامعة محمد صديق بن يحيى لجمع معلومات حول تجاربهم مع ترجمة جوجل. إذ تم تحليل البيانات التي تم جمعها من خلال تحليل مواضيعي. تظهر النتائج التي تم الحصول عليها أنه على الرغم من أن الأداة تتمتع بمزايا عملية واضحة، إلا أنها تواجه مشاكل في الدقة الكاملة والقدرة على إعاقه تعلم اللغة الصحيحة والتفكير النقدي.

الكلمات الرئيسية: ترجمة جوجل، تعلم اللغة الإنجليزية، تحفيز الطلاب ومواقفهم

