EXPLORING STUDENTS' PERCEPTIONS OF GOOGLE TRANSLATE AS AI-ASSISTED TRANSLATION IN INDONESIAN VOCATIONAL HIGH SCHOOL

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ABSTRACT

This study examines the utilization of Google Translate as an AI-assisted translation tool by Indonesian vocational high school students in English as a Foreign Language classes. The primary objective was to assess students' perceptions of Google Translate's efficacy in enhancing their English skills and whether it should supplement or replace traditional teaching methods. Data were collected from a sample of vocational students using a survey approach to assess the tool's perceived benefits and its frequency and purpose of use. The findings indicate that students often utilize Google Translate to enhance their vocabulary, comprehend challenging material, and verify their grammar, which many assert contributes to increased confidence in speaking English. There were mixed insights into its impact on self-directed learning and enhanced language engagement, with some students utilizing the technology excessively. These results indicate that Google Translate is a valuable tool; nevertheless, educators may need to limit its usage to balance language practice and critical thinking. Future research may investigate the impact of AI translation on specific language skills and its influence on the retention of language proficiency over time. This study enhances the growing research on AI-assisted language learning technologies and their impact on EFL instruction.

INTRODUCTION

The instruction and acquisition of languages have evolved owing to technology integration in education, particularly in English as a Foreign Language (EFL) programs. Vocational high school students in Indonesia increasingly rely on Internet resources to facilitate their language acquisition, as proficiency in English is crucial for professional and international communication. According Anggrarini and Yulianawati (2020), improving learning must conform to quality standards. The quality requirements for mobile apps employed in the English learning process encompass cognitive value, pedagogical coherence, accessibility, capability, and flexibility (Anggrarini & Yulianawati, 2020). Google Translate is a

mobile application that possesses quality criteria for improving learning. Google Translate is a widely utilized tool that provides immediate text translation across several languages. It is driven by artificial intelligence (AI) (Tasci & Tunaz, 2024). With the increasing accessibility of technology, further research is warranted on using AI-assisted translation tools in EFL courses. Language learning has significantly transformed by integrating artificial intelligence (AI) through tools like Google Translate, which has become one of the most widely used AI-powered translation applications. Google Translate's algorithms utilize sophisticated neural machine translation models (NMT) that rely on deep learning and large-scale linguistic datasets to generate translations. These models, which have improved over traditional phrase-based systems, analyze vast amounts of text from various languages to predict how to best translate text based on context, syntax, and semantics (Castilho & Knowles, 2024). In English as a Foreign Language (EFL) classrooms, AI-assisted translation tools such as Google Translate offer students immediate access to vocabulary, grammar structures, and full-text translations, making them a convenient and powerful resource for independent learning. For EFL learners in Indonesia, where English proficiency is valued in academic and professional settings, these tools help bridge language barriers by providing quick and accessible linguistic support (Shahriar & Laboni, 2023).

Furthermore, recent studies have demonstrated that AI-assisted translation tools can greatly improve language learning, especially in reading comprehension and vocabulary acquisition (Raad Raheem, 2020). By providing translations that help clarify meaning and enhance comprehension of both individual words and the content, these tools enable students to interact with complex texts that they might otherwise avoid because of language barriers. EFL students who used Google Translate expressed greater confidence in their language comprehension, especially when tackling unfamiliar academic texts or technical jargon (Premathilaka, 2024). AI-generated translations are instantaneous, allowing students to continue studying uninterrupted and fostering a more seamless and enjoyable educational experience. Additionally, students can practice reading and writing in English independently outside of the classroom with AI translation tools, which can promote language acquisition outside of official educational settings (Hassan & Arif, 2022).

However, as the use of AI-assisted translation tools for language learning has grown, concerns have also grown about potential drawbacks. Although Google Translate and comparable tools provide rapid fixes for language problems, they frequently have trouble with more intricate facets of language, like cultural quirks, idiomatic expressions, and context-specific translations. Google Translate's performance, though continually improving, remains limited when it comes to understanding and accurately translating metaphors, regional dialects, and colloquialisms that require cultural or situational awareness (Shahriar, 2023). EFL students should be especially concerned about these limitations because successful English communication necessitates more than just literal translation; it also requires an awareness of the nuances of meaning that AI systems frequently overlook (Li et al., 2023). For example, students who rely too much on machine translation may miss out on crucial cognitive processes necessary for language learning, like struggling with sentence structure, grammar rules, and more in-depth

linguistic analysis (Özmat & Akkoyunlu, 2024). A superficial learning process may result from this dependence, as students prioritize producing accurate translations over gaining a deep comprehension of the target language.

Additionally, some educators contend that the continuous use of AI-based translation tools can hinder language learners' ability to develop critical thinking abilities. Due to the availability of instant translations, students might neglect crucial language-learning exercises like inferring meaning from context or actively interacting with new words. Furthermore, relying too much on Google Translate can hinder students' internalization of language rules and patterns, which are essential for long-term language proficiency and retention (Shahriar, 2023). Therefore, there is increasing agreement that, even though AI tools make language acquisition easier, they should be carefully incorporated into the learning process to ensure that they enhance rather than replace more conventional, cognitive language-learning techniques (Tasci & Tunaz, 2024). For Google Translate to be used effectively in EFL classes, it must be used as a supplement to other resources that promote comprehension while maintaining the value of active learning and linguistic problem-solving (Maulidina et al., 2023).

In summary, although AI-assisted translation tools such as Google Translate are valuable tools for EFL students, helping them to overcome language barriers swiftly, their drawbacks—particularly for handling context and subtle meanings—indicate the need for cautious pedagogical approaches. Teachers must provide strategic guidance to students when using these tools, stressing the value of critical engagement with the underlying language structures and the AI outputs. However, as the use of AI-assisted translation tools for language learning has grown, concerns have also grown about potential drawbacks.

Although Google Translate provides quick and frequently useful translations, its usefulness as a teaching tool is still up for dispute among educators. In contrast to encouraging deeper linguistic and grammatical comprehension, critics contend that an over-reliance on AI-assisted translation can lead to a superficial understanding of the language and encourage word-for-word translations. Nonetheless, proponents contend that when properly utilized, resources such as Google Translate can improve learning by providing students with a means of filling in vocabulary and comprehension gaps and facilitating communication in authentic settings (Laiche & Nemouchi, 2022). Research on the use of Google Translate as a learning tool by vocational high school students, especially in Indonesian EFL classes, is scarce despite this controversy.

The growing utilization of digital technologies, especially those driven by artificial intelligence (AI), in English as a Foreign Language (EFL) classrooms has profoundly influenced language training. AI-powered solutions such as Google Translate are becoming vital in Indonesian vocational high schools, where English fluency is key for students' future employment in a globalized labor market. These technologies offer immediate access to definitions, translations, and contextual examples of words and phrases, enhancing language acquisition's accessibility. Digital solutions like Google Translate mitigate time limits and resource shortages in conventional classroom environments. Students utilizing these tools frequently improve their reading and writing skills since they can swiftly address vocabulary

and grammar-related inquiries. They assist students in becoming acquainted with industry-specific language and specialist terminology, facilitating language acquisition pertinent to their future professional requirements. Nonetheless, there are apprehensions over the overutilization of digital technologies and their possible adverse impacts on language acquisition. Confident educators contend that although digital technologies offer short-term solutions for language obstacles, they may inhibit pupils from cultivating a profound connection with the target language. This may result in neglecting critical thinking and problem-solving abilities essential for advancing language competence.

Furthermore, an overreliance on digital resources may impede pupils' capacity to acquire language in context, which is essential for fluency. Educators should emphasize instructing pupils on the responsible utilization of digital technologies instead of simply banning their use (Fairclough, 2014). Digital tools enhance students' language proficiency by instructing them to evaluate AI-generated translations critically and encouraging engagement with the language beyond superficial interpretations, thereby facilitating their use of English in academic and professional settings.

Google Translate continues to be a subject of debate in English as a Foreign Language (EFL) instruction, with concerns about its potential to foster unhealthy study habits due to over-reliance. Some students use the tool to complete assignments without engaging with the language, which may lead to shallow learning and poor recall of linguistic structures (Hassan & Arif, 2022; Syahadah & Kembaren, 2024). Mistranslations, especially of idiomatic expressions and culturally specific meanings, are common when students fail to critically engage with the language, posing challenges to effective communication in real-world contexts (Mirzaeian & Oskoui, 2023). However, recent studies suggest that when used strategically, Google Translate can be valuable in language acquisition. For example, Budha et al. (2017) found that EFL students who employed Google Translate for specific tasks, such as vocabulary expansion or clarifying difficult concepts, reported increased confidence in their ability to communicate in English (Buddha et al., 2024). This indicates that the tool can promote independent language development when used as a supplement rather than a substitute for learning. It allows students to engage with authentic language content outside the classroom, encouraging self-directed learning (Raad Raheem, 2020). Research by Alharbi (2022) supports the view that AI tools like Google Translate can be integrated effectively into EFL instruction, provided they are used to enhance, not replace, critical language-learning processes (Maulidina et al., 2023; Mirzaeian & Oskoui, 2023). Therefore, while concerns about overuse and misuse remain valid, thoughtful integration of AI-driven translation tools in the classroom may complement traditional learning methods, particularly in fostering autonomous learning and increasing student confidence.

Finally, by providing a more nuanced picture of how vocational high school students use Google Translate in the classroom, our research will add to the continuing discussion over using AI-assisted translation tools in EFL education. To ensure that tools like Google Translate are used to improve rather than detract from linguistic proficiency, the study will assist educators and policymakers in creating

more effective strategies for integrating technology into language learning by offering data-driven insights into their experiences (Tasci & Tunaz, 2024). From the introduction, the researcher focuses on the following questions: How frequently and for what purposes do they use Google Translate? What are the students' perceptions of the effectiveness of Google Translate in improving their English proficiency? This study aims to investigate how Indonesian vocational high school students use Google Translate as an AI-assisted translation tool in EFL classes.

The main objectives are examining how students use the tool to aid in their English language learning, the difficulties they encounter when using it, and their opinions of its efficacy in enhancing their language proficiency. Understanding vocational students' experiences with AI-assisted translation might offer important insights into how technology can be used to address the unique needs of this group, as they frequently place a high value on practical, career-oriented language abilities (Atarchi et al., 2024).

The study will gather data from a sample of vocational high school students using an online survey method. Using both quantitative and qualitative data, the study will investigate how students use Google Translate, what kinds of tasks they use it for, and how they feel about its advantages and disadvantages. Additionally, the study by Atarchi, Elamari and Marouane (2024) seeks to determine whether students see the tool as an addition to or replacement for conventional language learning techniques, as well as whether it enhances or diminishes their capacity for critical English thinking.

RESEARCH METHOD

This study examines how Indonesian vocational high school students use Google Translate as an AI-assisted translation tool in English as a Foreign Language (EFL) courses. In order to collect quantitative data on student behaviors, attitudes, and experiences with Google Translate in an organized way, the study uses a survey method. Research design, participants, instruments, data collection, data analysis, and interpretation are the main elements of the research technique listed below.

Research Design

The study uses a survey design that is both cross-sectional and descriptive. Without changing any factors, the researcher can utilize a descriptive design to explain how students now behave, think, and perceive using Google Translate in EFL classes. According to Creswell and Creswell (2018), cross-sectional surveys are carried out at a single moment in time, giving an overview of the beliefs and behaviors of the participants (Creswell & Creswell, 2018). This design allows us to investigate how students use Google Translate and whether they believe it aids or hinders their language learning.

Research Participants

Participants in this study were Indonesian vocational high school students enrolled in different English as a foreign language programs. These students will probably need English in their future employment in commerce, engineering, tourism, and other professions. To guarantee diversity across academic programs

and grade levels, a sample size of roughly 100 students from various grade levels (10th to 12th grades) was chosen by stratified random sampling.

Figure 1. The Participants of The Research
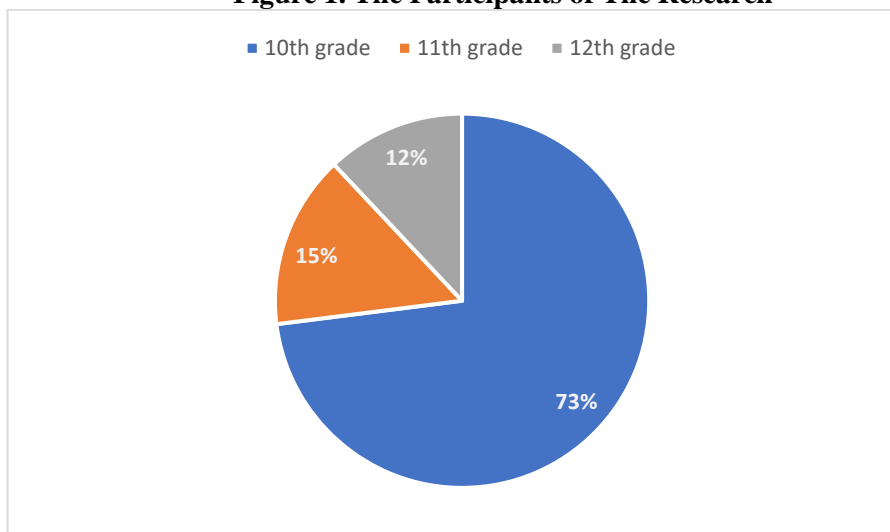
The sample fairly reflects the population of vocational students who use Google Translate to learn English by employing this method. 73 students in the tenth grade completed the Google form. Students in grade 12 filled out the form for a total of 12 students, while students in grade 11 filled out the form for 15 students.

Technique for Collecting the Data

Data is collected through the survey. The students full fil the questionnaire. The questionnaire served as the data source for this investigation. The purpose of the survey's inquiry was to find out how well students thought Google Translate helped them become more fluent in English. Using an online survey with a closed-ended questions, this study tool asked respondents to react to a series of assertions before offering a checklist of their responses. The survey used Likert-scale items (e.g., 1 = Strongly Disagree, 5 = Strongly Agree) for quantitative data, multiple-choice questions.

Technique for Analyzing the Data

The data obtained were analyzed by using a descriptive quantitative study to answer the research questions. Survey data served as the basis for the data analysis. The data is analyzed quantitatively using descriptive statistics, calculating means and percentages to elucidate trends and patterns. Inferential statistics, encompassing regression analysis and hypothesis testing, investigate relationships between variables and conclude larger populations based on sample data—the visualization tools in the table present findings with clarity and effectiveness..

FINDING AND DISCUSSION
Finding
How frequently and for what purposes do students use Google Translate.

This section contains the authors' discussion of the questionnaire findings from EFL students at Vocational High School, which was situated in a random location to answer the first question. These surveys comprise four questions and ten assertions that the authors regarded as the study questionnaire's findings. The

writers first posted the Google Form link, and then the responders responded to the statements and questions based on their opinions. The writers selected vocational high school students who were interested in improving their English. The authors created the following questionnaires to collect the data.

Table 1. Frequency and purpose of Google Translate usage

No.	Items	Frequency and purpose of Google Translate usage				
		Never	Rarely	Sometimes	Often	Always
1	I use Google Translate to look up unfamiliar words.	3	6	43	35	13
		3%	6%	43%	35%	13%
2	I use Google Translate to translate entire sentences or paragraphs for assignments.	-	13	27	38	22
		-	13%	27%	38%	22%
3	I use Google Translate to check my grammar.	1	17	35	31	16
		1%	17%	35%	31%	16%
4	I use Google Translate to understand complex reading materials in English.	-	2	15	45	38
		-	2%	15%	45%	38%
5	I use Google Translate to learn pronunciation.	2	4	17	40	37
		2%	4%	17%	40%	37%

Based on the data in Table 1, we can interpret the frequency and purpose of Google Translate usage among students as follows: Most students frequently use Google Translate to look up new words. 43% of students say they do so "sometimes," 35% say they do it "often," and 13% say they do so "always." Just 3 percent say they "never," and 6 percent say they "rarely" utilize the tool for this. This illustrates the frequency with which students use Google Translate as a dictionary-like tool to enhance their vocabulary. However, Translating whole phrases or paragraphs: Many students utilize Google Translate for more complex translation projects, such as translating complete phrases or paragraphs. Of students, 38% say they use it "often," 22% say they use it "always," and 27% say they use it "sometimes." This implies that in addition to word lookups, Google Translate is also used to translate longer text passages, either as a tool to help with assignment completion or to make written English easier to comprehend. Grammar Checking Although it's less common than word lookups, students also use Google Translate for grammar checking. 16% of students use it "always," 31% "often," and 35% "sometimes," while only 17% use it "rarely." This shows that although students use Google Translate to help with grammar, they do so less frequently than they do for word and sentence translation. Relying on Google Translate to help understand complicated reading materials: 45% of students say they use Google Translate "often," while 38% say it "always." Merely 2% of pupils say they use it "rarely" for this reason. Accordingly, students find Google Translate especially helpful when encountering challenging English-language reading materials, which is likely to improve understanding in real time. Meanwhile, Google Translate is also widely utilized for pronunciation help; 37% of students say they use it "always," while 40% say they use it "often." Fewer people (17%) use it "sometimes," and

even fewer (2% "never" and 4% "rarely") refrain from using it because of this. This suggests that many students utilize Google Translate as a strategy to enhance their spoken English, most likely by hearing how new vocabulary words or phrases are spoken.

The students' perceptions of the effectiveness of Google Translate in improving their English proficiency.

The students received a questionnaire containing five statements as part of the survey. The statement addressed the study's research question number two by focusing on the perceived advantages of using Google Translate for learning.

Table 2. Perceived Benefits of Google Translate in Learning

No.	Items	Percentage of perceived benefits				
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1	Google Translate helps me expand my vocabulary.	21	44	33	2	-
		21%	44%	33%	2%	-
2	Google Translate helps me expand my vocabulary.	16	48	34	2	-
		16%	48%	34%	2%	-
3	Google Translate helps me complete my assignments more easily.	21	55	23	1	-
		21%	55%	23%	1%	-
4	Google Translate is a valuable tool for my independent learning.	15	41	40	4	-
		15%	41%	40%	4%	-
5	Google Translate increases my confidence in using English.	53	8	34	5	-
		53%	8%	34%	5%	-

Based on the data in Table 2, which examines students' perceptions of the benefits of Google Translate for language learning, the author interprets the results as follows: The first statement demonstrates that most students believe Google Translate helps expand their vocabulary, with 44% agreeing and 21% strongly agreeing. Just 2% disagree, while over a third (33%) disagree. Despite some students' doubts, data suggests that Google Translate is a helpful tool for improving vocabulary. Meanwhile, regarding the second issue, 48% of respondents agree, 16% strongly agree that Google Translate helps them finish their tasks, 34% are neutral, and 2% disagree. This suggests that students frequently view Google Translate as a valuable tool for completing assignments and overcoming language-related challenges in their work. There is even more agreement with the third statement, which discusses how Google Translate may make assignment duties easier: 55% agree, 21% strongly agree, and 23% are impartial. Merely 1% disagree, indicating that the tool is widely regarded as useful for handling assignment requirements, most likely through assistance with explanations and translations. The final statement, which 53% strongly agree with and 8% agree with, has a beneficial impact on students' confidence in using English. But 5% disagree, and 34% are neutral. This high degree of strong agreement indicates that students feel more comfortable using Google Translate while speaking English. Still, a sizable

neutral answer implies that some students might not consider technology essential to confidence building. So, according to the research, students believe Google Translate to be helpful for many parts of their English language instruction. Students seem to consider Google Translate a helpful tool, as evidenced by the greatest levels of agreement in comments about vocabulary development, assignment ease, and confidence. The tool is helpful, but some students may see it as supplemental rather than transformational for deep language acquisition, as seen by the highly neutral replies on vocabulary growth, autonomous learning, and confidence.

Discussion

The findings from Tables 1 and 2 offer significant insights into the function of Google Translate in the English learning process of vocational high school students, highlighting its practical uses and constraints.

According to Table 1's findings, students at vocational high schools often utilize Google Translate for various learning tasks, including vocabulary searches, full-sentence or paragraph translations, grammar checks, and pronunciation help. This is consistent with previous studies that highlight the helpful function of AI tools in giving language learners readily available materials for task completion and language comprehension (Tasci & Tunaz, 2024). Google Translate is very helpful in EFL settings, including vocational high schools, where students frequently have limited time and may not have access to a wealth of materials. Students in these settings gain from instant translation support to better interact with language material and vocabulary required for career-specific activities, claim (Wahyuni et al., 2024).

Furthermore, the tool's accessibility makes it proficient in tackling intricate or specialized material. Table 1 demonstrates that students frequently utilize Google Translate to comprehend challenging vocabulary and enhance their reading comprehension. This aligns with the results of Tasci & Tunaz (2024), who noted that students in technical disciplines rely significantly on AI technologies to comprehend specific terminology (Tasci & Tunaz, 2024). Furthermore, research indicates that Google Translate can improve vocabulary retention by familiarizing learners with new terms and their contextual applications (Shahriar & Laboni, 2023). This reinforces its function as an auxiliary educational tool, cultivating curiosity and involvement with the target language.

However, despite its usefulness, the evidence indicates that relying too much on Google Translate may hinder acquiring deeper language skills. Table 2 demonstrates that, although many students exhibit indifference to the tool's efficacy in promoting independent learning and confidence, they find it useful for expanding their vocabulary and completing assignments (Castilho & Knowles, 2024). The findings of Maulidina, Budiastuti and Wijayatiningsih (2024), who warn that excessive use of AI translation tools may circumvent important language processes and result in surface-level learning, are supported by this trend (Maulidina et al., 2023). Students' abilities to actively interact with grammar and language structures—essential for developing autonomous language skills and deeper

comprehension—may be limited by an over-reliance on Google Translate (Al-khresheh, 2024).

According to the findings in Table 2, students also believe that Google Translate helps them become more confident in their English. According to research by Laiche and Nemouchi (2021), AI-based tools—which provide readily available translation assistance that lowers language anxiety and increases self-assurance in comprehension—can encourage students to adopt a foreign language. However, given the significant percentage of indifferent comments about autonomous learning, Google Translate might not be able to take the role of immersive learning experiences, which are frequently necessary for long-lasting confidence in language usage. AI-assisted tools are helpful, confidence should ideally be bolstered by practical experience since instructor feedback and classroom interactions are important components of language acquisition (Al-Twijri & Alghizzi, 2024; Premathilaka, 2024). Table 2 indicates that Google Translate enhances students' confidence in their English communication abilities. According to Laiche and Nemouchi (2021) corroborates this conclusion, indicating that AI-based technologies alleviate language anxiety by offering prompt support. Genuine confidence in language utilization frequently necessitates intensive experiences and constructive feedback from educators or peers. Furthermore, contend that although AI tools are beneficial, they cannot supplant the interactive components of classroom learning, which are essential for fostering enduring self-confidence.

Additionally, Table 1's data indicates that students frequently utilize Google Translate for difficult pronunciation and reading comprehension tasks. This suggests that AI translation is especially beneficial for complicated and technical content, enabling students to professionally fill in knowledge gaps regarding specific languages. According to Tasci & Tunaz (2024) found similar patterns, observing that technicaly proficient students rely heavily on AI technologies to comprehend complex terminology. Nonetheless, students may occasionally employ translation tools instead of acquiring basic language structures, as seen by their frequent usage of Google Translate for grammar and pronunciation (Tasci & Tunaz, 2024). Although helpful, systems like Google Translate cannot properly capture linguistic subtleties and contextual meaning, which are crucial for comprehensive language mastery (Prematihilake, 2024).

Google Translate is a contentious resource in English as a Foreign Language (EFL) education, raising apprehensions over its capacity to cultivate detrimental study practices and inaccuracies in translation. Nevertheless, research indicates it may be an invaluable instrument in language acquisition when employed strategically. Students utilizing Google Translate for targeted tasks, such as vocabulary enhancement or elucidating complex concepts, report heightened confidence in their English communication skills. This indicates that AI tools such as Google Translate can be effectively incorporated into EFL instruction as long as they improve critical language-learning processes. This research seeks to elucidate the utilization of Google Translate by vocational high school students in the classroom, assisting educators and policymakers in formulating successful ways to integrate technology into language education.

The findings highlight the dual role of Google Translate as a valuable tool and a possible dependency in EFL teachers. Although its practical uses make it an indispensable instrument for specific objectives like vocabulary improvement or comprehending intricate topics, educators must confront its limits. The strategic use of Google Translate in classroom learning may enhance its advantages while reducing the hazards of excessive dependence. Teachers should advocate for the selective use of the tool for tasks necessitating quick support while fostering activities that cultivate more profound language skills through active participation.

Therefore, while Google Translate offers significant advantages for vocational high school students learning English, its effectiveness depends on how it is utilized. By amalgamating this technology with conventional pedagogical methods and fostering personalized learning practices, educators may leverage it to enhance language acquisition without compromising fundamental cognitive functions. Google Translate provides vocational high school students with tangible advantages in English instruction by enhancing vocabulary development, supporting comprehension of intricate material, and delivering instant translation help. These benefits correspond with studies demonstrating that AI technologies can improve access to linguistic resources and foster interaction with profession-specific content (Shahriar, 2023; Tasci & Tunaz, 2024; Wahyuni et al., 2024). While recognizing the use of Google Translate, particularly in resource-limited contexts, it is crucial to acknowledge its limitations and the risk of over-dependence, which may impede the advancement of more profound language skills.

CONCLUSION AND SUGGESTION

The study's conclusions shed light on how Indonesian vocational high school students see and use Google Translate during their EFL classes. According to the research, many students use Google Translate for practical reasons, such as learning new words, understanding difficult material, and finishing assignments. Although opinions on how well it supports autonomous learning and language competency differ, students also recognize its contribution to boosting confidence in the use of English.

The possibility that Google Translate and other AI applications may serve as additional resources in EFL classes is one outcome of these findings. These technologies are especially helpful in environments with limited resources because they provide students with immediate and readily available support in areas where they might struggle. However, given the drawbacks of AI translation tools—such as difficulties deciphering complex language or encouraging critical language engagement—teachers may need to include these tools in a way that promotes their balanced usage in conjunction with conventional language learning techniques. Giving students advice on using Google Translate effectively might reduce the dangers of being overly dependent on it and promote a more comprehensive language learning process.

These findings suggest that EFL classrooms may use Google Translate and other AI tools as additional resources. These technologies give students quick and accessible aid in areas where they may struggle, particularly useful in settings with limited resources. Given the limitations of AI translation tools, such as their

inability to understand complicated language or to foster critical language engagement, instructors may need to include these tools in a way that encourages their balanced use in addition to traditional language learning methods. Guiding students using Google Translate might lessen the risks associated with excessive reliance on technology and encourage a more thorough approach to language acquisition.

Future studies may also examine how AI tools improve certain language abilities, including speaking and writing, or how they affect language memory and comprehension over time. It would also be beneficial to look at alternative AI-powered language learning programs and assess how well they work compared to Google Translate. All things considered, the results demonstrate the expanding relevance of AI in language acquisition and stress the need to comprehend how these resources are applied to guide instructional strategies and educational policies in EFL.

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