

UNDERGRADUATE STUDENTS' EXPERIENCES TOWARDS USING GOOGLE TRANSLATE IN LEARNING ENGLISH

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Abstract

The objectives of this study were to investigate students' experiences at Rajamangala University Technology Lanna Tak in using Google Translate for their learning English and to explore the students' attitudes and satisfactions towards using Google Translate. The sample in this study was 925 students from 3 faculties and 1 major which was conducted the stratified sampling method for selecting the sample. The research instrument was the questionnaire which conducted by using Likert Scale of rating. The quantitative data collected and analyzed for the mean (\bar{X}) and Standard Deviation (SD) by using the statistical computer program and Microsoft Excel Program. The analysis of the mean or average and Standard Deviation (SD) were revealed and interpreted according to each item to discover the undergraduate students' experiences towards using Google Translate (GT). Whereas the qualitative data was gather by conducting in-depth focus group interview by questioning about the experiences in using Google Translate including attitudes and satisfactions. Finally, the data analysis of mean score will be interpreted as the descriptive statistics analysis and the finding presented that the experiences in using Google Translate at a high level ($\bar{X} = 3.71$) and the attitudes towards using Google Translate in this study at a very high level ($\bar{X} = 4.30$) whereas the satisfactions towards using Google Translate in this study at a high level ($\bar{X} = 4.11$).

Keywords: Undergraduate students; experiences; Google Translate; Learning English

Introduction

In this day and age, many people in the world use English to communicate. Therefore, English is like a universal language of the world which is the unprecedented spread of English as a world language (Graddol, 1997 and 2006). For this reason, English is recognized as undoubtedly the most important language to learn for the increasingly mobile international community, and English has become the official language of the business and scientific world (Schütz, 2005). In addition, English also plays an important role in the

development of human skills to be able to access communication effectively English as the global academic language facilitates the international mobility of young researchers (Graddol, 2006). Hence, learning English is a necessity for Thai people and especially, Thai students who must develop their English language learning skills. Specifically, at the university level, English is used and has important role in learning and teaching, where students need to apply the tools to help them in learning English.

Learning English may require translation in order to gain more understanding and it has long investigated the use of translation as a methodology for understanding and learning language skills such as reading, writing, grammar and vocabulary (Richards, 2001). Some scholars believed that due to the needs and realities of the current globalized world there is a revival of translation approaches to language learning and teaching (Dagliene, 2012; Cook, 2010). Presently, the modern world changing rapidly the advent of new electronic tools and technologies has profoundly transformed earlier methodologies, providing both language learners and teachers with new avenues to explore in the field of language learning (Tabatabaei & Gui, 2011; Roche, 2010). The progress of technology makes our people comfortable and it can save more learning time because there are various technologies that play an important role Graddol (1997:16) stated that technology lies at the heart of the globalization process; affecting education work and culture. There are many computer applications have been continuously developed through technological advances. They provide opportunities in work, life, communication and learning in the 21st century (Hawisher & Selfe, 1991 cited in Madhavaiah, Nagaraju & Peter, 2013). Therefore, rapid growth of technology and multimedia that has been developed and applied to learning and it has become a part of full English language learning. For this reason, students in modern times promptly choose to use technology in learning English, such as Google Translate.

The online tools for learning English are now very popular (Gaspari, 2007) including Google Translate provides a billion for learning English a day for 200 million users (Shankland, 2013). But using that translation tool may not be all right by translating the correct text the translator must have skills and knowledge in language and culture both the source language and the destination language. It is not possible to use a translator only (Melby, 1995). Groves and Mundt (2015) found that when students wrote essays in their native language, and used an online translate application to translate them into English, the translation application was incapable of providing error-free text when translating an entire essay. Currently, students also use such a tools like Google Translate in learning English for assisting them to understand the text, write an essay, and the journal and etc. Therefore, learning English is an important for students' lives both in classroom and outside class. Furthermore, English is an important language in many countries but some countries don't use English as their primary language. So that's making learning and using English in everyday life has an obstacle. Then, people and students always find a way to help them in their learning English by using Google Translate. Google Translate is a tool to assist those people in learning and using the language both including in the classroom and outside the classroom.

As mentioned above, this study will examine the experience of undergraduate students at Rajamangala University of Technology Lanna Tak towards using Google translate in their learning of English and to explore students' attitudes and satisfactions towards using Google Translate that is able to assist them in

learning English and in their daily life. The beneficial result of this research will help students to know how to use Google translate appropriately for their learning. In addition, it has more benefit for English language teachers in applying techniques in applying Google Translate in their pedagogy of English language as well.

Objectives of the study

1. To investigate the experiences of undergraduate students at Rajamangala University of Technology Lanna Tak in using Google Translate enhancing their learning English.
2. To explore the students' attitudes and satisfaction towards using Google Translate in learning English.

Significance of the study

This study will reveal the undergraduate student's experiences including their attitudes and satisfactions towards using Google translate in learning English at Rajamangala University of Technology Lanna Tak. The results from this study will be useful for students in using Google translate with maximum benefit and developing their skills in learning English both in the classroom and in their real life. In addition, this research also provided significant information for English language teachers to apply Google translate for their teaching in the classroom. Additionally, it will be guideline for people who interested to apply Google Translate for their language learning especially, English language in various aspects.

Literature review

Google Translate is a free multilingual machine translator. It can translate texts by using Statistical Machine Translation (SMT). SMT (Statistical Machine Translation) sees translating as a machine learning problem. By applying a learning algorithm to a large body of previously translated text, the translator can translate previously unseen sentences (Lopez, 2008). The goal of Google Translates has always been closely related to the globalization. Turovsky (2016) claimed that Google translation employed the statistical machine translation as the product lead of Google Translate, says: "Our goal was to break language barriers and to make the world more accessible." This statement clarifies the view that Google Translate is a contribution to globalization. The important thing is that Google Translate is a tool that makes it easy to communicate and explore the world. Google Translate, the most widely accessible translation tool that is currently available as Bellos (2012) pointed out that, due the enormous amount of data it relies on, Google Translate is an exceptionally well-developed translation tool that quite frequently produces acceptable target texts. This means that Google Translate draws cross-references between two corpora that of the source language and that of the target language. That means Google Translate is probably much more reliable when it comes to translations between the dominant language English and one that is also frequently used for the same purpose.

Attitude justifies as "A psychological tendency that is expressed by evaluating a particular entity with some degree of favor and disfavor." (Eagly and Chaiken, 1996:1) Even though there are lots of concepts or the explanation of the attitude which cannot be directly observed, according to Simpson & Oliver (1990) stated that

it is generally used to describe emotional tendencies towards events, people, places, things, situations and ideas. Moreover, there was one definition that is generally used to classify attitudes includes the three components of cognition, or the belief and behavior (Kind et al., 2007). As Reid (2006) clarified the three components are defined as “a knowledge about the object, or beliefs and ideas components (cognitive); a feeling about the objects, or like or dislike component (affective); and a tendency towards action, or the objective component (behavioral)”. Therefore, Attitudes or the effective component of attitude are connected to the beliefs that a person holds (Kind et al., 2007).

“A study of teachers’ strategies to develop students’ interest towards learning English as a second language” by Dk Yusimah Pg Hj Amjah (2013) The objective of this study is to investigate teachers’ strategies on how to attract students’ interest in learning English as a second language. Survey questionnaires are distributed to English Language teachers and year 4 students in a few primary schools in Brunei Darussalam. From the findings, there are a few strategies that were mostly applied by teachers in developing students’ interest towards English language learning such as using ICT, music and media. As for students, they are more preferred to learn English with the support of using computer and music. With the findings, hopefully teachers will be able to stimulate more students’ interest and enhance academic achievement in learning the English language.

Pacharavalee (2017) conducted the research "the creation of the sentence structures exercises for the students who use the translation's applications on the webpages for their self-studies", it is the applied research by surveying the usage of the translation's applications on the webpages from the three universities in Lampang province. The results were analyzed to create the exercises about the sentence structures. Then it was evaluated the content validity from the experts and used in teaching. It was found that most of the sample use the applications on the webpages to find the meanings of the vocabularies. The period of usage and the frequency affect the language's competence of the samples. It explored that the sample in the demonstration's class has the competence in writing the sentences and choose the words in the translation better than before studying.

Sakolkarn (2018) Collaborative Project-based Learning: A Must in Translation Classrooms for EFL Learners. The objectives of the study were to develop a collaborative project-based learning module for translation training in a language degree program and to investigate its effect on the development of strategic sub competence for translation training in a language degree program. This study employed one group pretest-posttest design. The participants were 21 Thai EFL undergraduate students, majoring or minoring in English. Translation tests, translation projects, Learner's Diaries, and semi-structured interviews were employed to evaluate the effect of the learning module. The results revealed that the students' overall translation abilities improved with statistical significance. Additionally, the students' abilities to identify and solve text-related problems, one of the abilities in strategic sub-competence, significantly improved as well. The findings also indicated that the quality of their translations also improved through the process of collaboration. These results suggested that the collaborative project-based learning approach should be implemented in translation classrooms since it can support EFL students in the process of sharing ideas and learning from each other in collaborative learning environments.

Sakolkarn and Utumporn (2019) on “Does the End Justify the Means? : Google Translate Use in Translation Classrooms.” about to use or not to use Google Translate to perform translation assignments can be a grey area among teachers and students in some translation classrooms. This study attempted to explore EFL students’ purposes, patterns, and perceptions of Google Translate use. The results showed that the most frequent purpose of Google Translate use for English-Thai and Thai-English translation was at the word level, to find meanings of English words and to translate Thai words into English. When high and low achievers were compared, the low achievers used Google Translate to help with their translation at the sentence and paragraph levels more often. With regards to their perceptions, the students valued the benefits of Google Translate due to its two features, ease of use and accessibility. Nevertheless, most of them disapproved of Google Translate products because of its quality. The students’ reasons to justify and to reject classroom policies of allowing them to use Google Translate and using it as a learning tool, as well as their intention to use Google Translate in their future work, were discussed.

Lastly, Puwong and Ruangnapa (2019) in “Using applications to learn and improve English vocabulary skills”. The purposes of this research are to study the applications for learning and improving English vocabulary skills, and to compare the use of the applications for learning and improving English vocabulary. The results of the study show that participants used Google translate most frequently than other applications or 91.7%. Next application is Oxford Dict, used for 62.4%. Longdo Dict accounted for 44.8. Marriam-Webster accounted for 31.5. Line Dict accounted for 26.5 and Bright accounted for 14.9 percent, indicating that the population had the least to use Bright.

Research methodology

This section contains an explanation of the research process which covers research type, research tools, participants and data collection procedures. It was a mixed method approach. The questionnaire and the in-depth focus group interview were applied to collect data.

Participants

This research was collected data from participants by conducting questionnaire which was about undergraduate students’ experience towards using Google Translate in learning English at Rajamangala University of Technology Lanna Tak. The sample (n) of this study was selected from 30% out of the total number of students (N) which was 3,081 students who study at Rajamangala University of Technology Lanna Tak. It equaled 925 students including 3 faculties and 1 major: Engineering 450 students, Business Administration and Liberal Arts 295 students, Agricultural Science and Technology 100 students and Industrial Design 50 students. The method of selection the sample in this study was stratified sampling. The researchers selected these the participants because of their experiences in learning English subjects in the class when sometimes they didn’t understand some words or sentences by using some technology or some applications especially Google Translate (GT). Thus, the researchers expected that participants might have experiences including their attitude and satisfactions towards using Google Translate in learning English. Next, conducting an in-depth focus group Interview by applying open-ended questions (Semi structure Interview) with 90

respondents which were 10 % as the representative of the sample (n) to interview about the experiences including attitudes and satisfaction towards using Google Translate.

Research Instruments

For this research, researchers created the questionnaire for collecting quantitative data from the participants to investigate a participant's experiences including their attitude and satisfactions in using Google Translate for learning English. The questionnaire in this study was adapted from "Does the End Justify the Means? Google Translate use in translation classrooms" (Sakolkarn and Utumporn, 2019) which conducted by using Likert Scale of rating. The questionnaire was in Thai Language for the participants to answer and collect the data after that the researchers would translate the questionnaire into English. Finally, the questionnaire would translate back into Thai again (Back Translation) for checking the equivalence of language in the questionnaire. The questionnaire was divided into 3 parts which were: (i) the general information, (ii) the use of Google Translate and (iii) the experiences, attitudes and satisfactions towards Google Translate (GT). On the other hand, the qualitative data was gathered by conducting the in depth focus group interview. According to the pandemic of Coronavirus (COVID 19) and quarantine period in Thailand, Microsoft Teams program was applied to collect data as the interviewing instrument from 90 people who were approximately 10% of the sample (n) by clustering them into 9 groups that interviewer and groups of interviewees were able to interact together via the program. Additionally, the interview responses from the respondents in each group so as to comprehend their experiences, attitudes and satisfactions towards using Google Translate in learning English.

Data Collection and Analysis

This study was mixed method approach in nature. The data were gathered through a questionnaire and an interview for collecting data. The questionnaire as a research tool for this study was created which was adapted from Sakolkarn and Utumporn (2019). It was checked and improved by the 3 experts for checking the content validity of the rating scale. Afterwards, they were delivered to the 10 students in the trial as the pilot study. The data for the reliability of the questionnaire was trained through the coefficient alpha (Cronbach's Alpha Coefficient) by using statistical computer program. It was 0.805 which was good for the internal consistency according to the table which was shown in the tables below:

Table 1: The Cronbach's Alpha Coefficient for the reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.805	23

Table 2: The Cronbach's Alpha Coefficient for the reliability

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent

$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Conversely, the qualitative data was collected by in depth focus group via Microsoft Teams program and analyzed the data by conducting grounded theory by using the open coding to breakdown and categorizing the data as colored coding (Strauss & Corbin, 1998) for the content analysis. Thenceforth, the result was interpreted and summarized.

Data Analysis

The quantitative data derived from 925 questionnaires which were gathered. Afterward, they were collected and analyzed for the mean or average () and Standard Deviation (SD) by using the statistical computer program and Microsoft Excel Program. Consequently, the mean score interpretation will be as shown in Table 3.

Table 3: Mean Score Interpretation (Moidunny, 2009)

Mean Score	Interpretation
4.21 – 5.00	Very High
3.21 – 4.20	High
2.61 – 3.20	Medium
1.81 – 2.60	Low
1.00 – 1.80	Very Low

The qualitative data was collected by in depth focus group via Microsoft Teams program and analyzed the data by conducting grounded theory by using the open coding to breakdown and categorizing the data as colored coding (Strauss & Corbin, 1998). Then, applied data matrix themes table as the content analysis to categorize the interview result.

Results and discussion

For the actual research as the quantitative data, 925 students from 3 faculties and 1 major responded. Descriptive analysis was carried out using the statistical computer program to show the mean and standard deviation and using the Microsoft Excel to display the diagram for making the result to be more cleared for answering the research questions.

The response rate was 100 % for answering the questionnaires from 3 faculties and 1 major. Furthermore, table 4 revealed the general information of the respondents in the frequencies and the percentage for the use of the Google Translate.

Table 4: The Use of Google Translate (GT)

Variables	Frequencies (n)	Percentage (%)
The use of Google Translate		
Ever used Google Translate	925	100.00
Never used Google Translate	0	0
Helping in Learning English		
It helps in learning English	917	99.14
It doesn't help in learning English	8	0.86
How often do you use Google Translate?		
Always	628	67.90
Sometimes	266	28.75
Hardly	31	3.35
Never	0	0

From the table 4, it discovered that the majority of the respondents have ever used Google Translate which was 925 (100%). The respondents mostly (99.14%) agreed that Google Translate has helped them in learning English whereas another 8 (0.86%) disagreed that Google Translate has helped them in learning English. Additionally, 628 respondents (67.90%) have always used Google Translate, followed by 266 (28.75%) of them have sometimes used Google Translate, 31 (3.35%) of them have hardly used Google Translate.

To measure the experiences in using of Google Translate

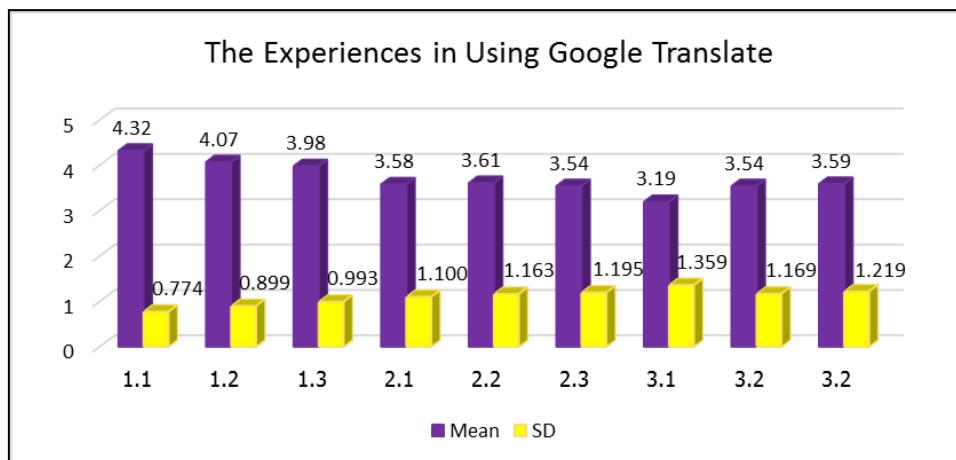
Table 5 indicated the mean and the standard deviation for each item in the use of Google Translate. According to the mean score interpretation (Moidunny, 2009), the findings revealed that the experience in using Google Translate in this study at a high level.

Table 5 Descriptive Statistic of the Experiences in Using Google Translate

Item	Experiences in Using Google Translate (GT)	Mean	SD
1. English learning			
1.1	I use GT to find the meaning of English vocabulary.	4.32	0.774
1.2	I use GT To find the meaning of an English phrase or sentence.	4.07	0.899
1.3	I use GT To pronounce English words, phrases and sentences.	3.98	0.993
<i>Total Average of Experiences for English Learning</i>		4.12	0.889
2. Traveling			
2.1	I use GT to learn about vocabulary in various bus stations such as signs, ticket. Etc.	3.58	1.100
2.2	I use GT to learn about the tourist attractions such as signs.	3.61	1.163
2.3	I use GT to communicate with foreigners while traveling.	3.54	1.195
<i>Total Average of Experiences for Traveling</i>		3.58	1.153
3. Daily life			

3.1	I use GT to order an online product from foreign websites.	3.19	1.359
3.2	I use GT to translate the song, movies and TV shows.	3.54	1.169
3.3	I use GT to translate documents such as drug labels and dietary supplement product.	3.59	1.219
<i>Total Average of Experiences for Daily Life</i>		3.44	1.249
<i>Total Average of Experiences in Using Google Translate</i>		3.71	1.097

Figure 1: The Experiences in Using Google Translate



From the table 5, mean and standard deviations were divided into three categories which were the experience in using Google Translate for learning, the experiences in using Google Translate for traveling and the experience in using Google Translate for Daily life. The items 1.1, 1.2 and 1.3 had the mean value from = 3.98 to 4.32, the items 2.1, 2.2 and 2.3 had the mean value from = 3.54 to 3.61, the items 3.1, 3.2 and 3.3 had the mean value from = 3.19 to 3.59. In addition, the average mean of the experiences in using Google Translate was 3.71. Then highest standard deviation was for item 3.1 (SD = 1.359) and lowest was for item 1.1 (SD = 0.774). The average standard deviation was 1.097. Additionally, the figure 1 showed the mean value () and the SD value of the experiences in using Google Translate in term of diagram for each item. Item 1.1 was 4.32, 0.774, item 1.2 was 4.07, 0.899, item 1.3 was 3.98, 0.933, item 2.1 was 3.58, 1.100, item 2.2 was 3.61, 1.163, item 2.3 was 3.54, 1.195, item 3.1 was 3.19, 1.359, item 3.2 was 3.54, 1.169 and item 3.3 was 3.59, 1.219, respectively.

To measure the attitudes towards using Google Translate

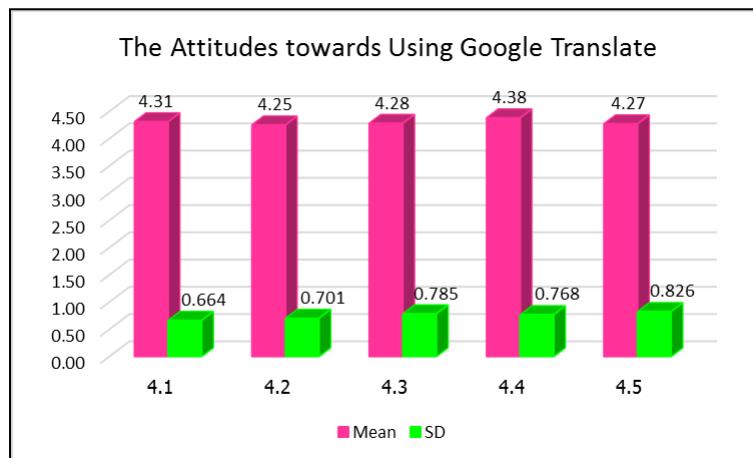
Table 6 exhibited the mean and the standard deviation for each item in the attitudes towards using Google Translate. In keeping with the mean score interpretation (Moidunny, 2009), the findings discovered that the attitudes towards using Google Translate in this study at a very high level.

Table 6 Descriptive Statistic of the Attitudes towards using Google Translate

Item	Attitudes towards Using Google Translate (GT)	Mean	SD
4.1	I think GT helps with vocabulary in English more quickly.	4.31	0.664

4.2	I think GT helps to understand foreign languages.	4.25	0.701
4.3	I think GT helps to develop the ability to use language.	4.28	0.785
4.4	I think GT has translation errors in long sentences.	4.38	0.768
4.5	I think GT doesn't translate in terminology correctly.	4.27	0.826
Total Average Attitudes towards Using Google Translate		4.30	0.749

Figure 2: The Attitudes towards Using Google Translate



Mean and standard deviations were divided into five items. The items 4.1 had the mean value from = 4.31, the items 4.2 had the mean value from = 4.25, the items 4.3 had the mean value from = 4.28, the items 4.4 had the mean value from = 4.38 and the items 4.5 had the mean value from = 4.27. In addition, the average mean of the attitudes towards using Google Translate was 4.30. Then highest standard deviation was for item 4.5 (SD= 0.826) and lowest was for item 4.1 (SD = 0.664) and the average standard deviation was 0.749. Moreover, the figure 2 demonstrated the mean value () and the SD value of the attitudes towards using Google Translate in term of diagram for each item. Item 4.1 was 4.31, 0.664, item 4.2 was 4.25, 0.701, item 4.3 was 4.28, 0.785, item 4.4 was 4.38, 0.768 and item 4.5 was 4.27, 0.826, respectively.

To measure the satisfactions towards using Google Translate

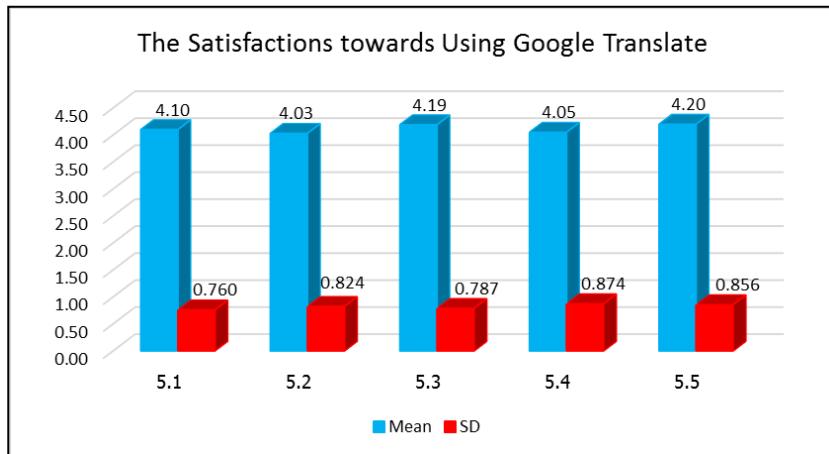
Table 7 presented the mean and the standard deviation for each item in the satisfactions towards using Google Translate. In accordance with the mean score interpretation (Moidunny, 2009), the findings revealed that the findings explored that the satisfactions towards using Google Translate in this study at a high level.

Table 7: Descriptive Statistic of the Satisfactions towards Using Google Translate

Item	Satisfactions towards Using Google Translate (GT)	Mean	SD
5.1	GT can make me understand the meaning of English words/ phrases/ sentence.	4.10	0.760
5.2	GT stimulates me with new ideas, when translating text.	4.03	0.824
5.3	GT helps me communicate in English more easily.	4.19	0.787

5.4	GT helps me modify correct my English grammar.	4.05	0.874
5.5	GT helps me to develop my translation skill.	4.20	0.856
Total Average Satisfactions towards Using Google Translate		4.11	0.820

Figure 3: The Satisfactions towards Using Google Translate



From table 7, mean and standard deviations were divided into five items. The items 5.1 had the mean value from $M = 4.10$, the items 5.2 had the mean value from $M = 4.03$, the items 5.3 had the mean value from $M = 4.19$, the items 5.4 had the mean value from $M = 4.05$ and the items 5.5 had the mean value from $M = 4.20$. In addition, the average mean of the satisfaction towards using Google Translate was 4.11. Then highest standard deviation was for item 5.4 (SD= 0.874) and lowest was for item 5.1 (SD = 0.760). The average standard deviation was 0.820. In addition, the figure 3 presented the mean value () and the SD value of the satisfaction towards using Google Translate in term of diagram for each item. Item 5.1 was 4.10, 0.760, item 5.2 was 4.03, 0.824, item 5.3 was 4.19, 0.787, item 5.4 was 4.05, 0.874 and item 5.5 was 4.20, 0.856, respectively.

Moreover, the qualitative data was taken from the in depth focus group interviews, there were the finding which related to the undergraduate students 'experiences, attitudes and satisfactions towards using Google Translate in learning English. The informative revealed as follows:

Experiences

Students' experiences towards using Google Translate in learning English, the interview revealed that Google Translate helped them both inside and outside classroom including their everyday life such as their online shopping and their leisure time.

“I often use it to translate the vocabulary that I never know before” (P1, P3, P7/G1: P4, P6/G8)

“It helps me more understanding the content on what I've read by using Google Translate” (P2/G3: P9/G7)

“After using Google translate, It makes me feel learning English is more easy” (P4, P10/G6)

“It helps me to do English assignments and submit in time” (P2, P6/G4: P1, P7/G5)

“I can buy thing online from International seller like Amazon” (P5/G6: P3/G9)

“I can play online game with my foreigner friends and understand what they say during playing the games” (P1, P3, P6, P9/G1: P3/G3, P3, P5, P9/ G6)

“I can greet friends in English Language.” (P2, P9/G3: P5, P7/G4: P1, P 5, P 10/G7)

The interview about the experiences exhibited that Google translate is a platform that able to assist the students in learning English.

Attitudes

Students' attitudes towards using Google Translate in learning English, the interview revealed that Google Translate is able to assist the student to more understand English language in various aspects such as writing, reading, translation and vocabulary. It is the way for improving English skills.

“It helps me to write my essay” (P3/G1: P3, P9/G3: P1, P2/ G4: P4, P7: G6)

“I can easily recheck on what I write for my assignment by using Google Translate” (P9/G2: P4, P9/ G5: P8/G7: P3, P7: G8)

“It helps me to understand more about the journal or article assigned” (P5, P8/ G1: P 2, P3, P5/G2: P10/G3: P4, P9/G4: P6/G9)

“It makes more to know more vocabulary especially the new words that I've never know before” (P1, P3/G2: P3, P8/ G9)

“Google Translate is the tool that give benefits to me for learning English” (P4/G4:P1, P4, P9/G7)

The result discovered that the positive attitude of the students towards Google Translate is about verbal communication, translation and learning new vocabulary.

Satisfactions

The final point is the satisfactions of the students on Google Translate for enhancing in learning English. This interview discovered that the main satisfaction is encouraging students in learning English, however there is some dissatisfactions on Google translate especially, some errors on sentence structure or vocabulary.

“I can understand vocabulary and context more when I use Google translate” (P8/G1: P4, P6/G2: P1, P9/G8: P1, P7 / G9)

“It helps to communicate with other in English” (P3/G2: P5, P7/G3: P4: G6)

“It can be a tool for improving my English learning” (P1, P2, P9/ G1; P2, P6: G2/ P5, P8, P9/ G3, P1, P3, P7/ G4: P5, P9: G5: P1, P2/ G6: P3, P5, P8/ G7: P1 P6/ G8: P2, P7, P10/G9)

“I'm able to develop my English skill by using it especially my writing and reading skills” (P9/ G1: P 8/ G7)

“There are some errors in translation which I often suggested by my teacher” (P 3/G3: P4, P7/G5)

“Sometimes there are mistake in vocabulary in the first language and the target language” (P8/G1: P8/G3: P1, P6/G8: P7, P10/G9)

This revealed that there were both satisfactions and dissatisfaction towards this platform.

Discussion

Overall this study indicates the experience of students at Rajamangala University of Technology Lanna Tak towards using Google translate in their learning of English. On the whole, this study found that the experience in using Google Translate and the satisfaction towards using Google Translate were at a high level. Whereas, the attitude towards using Google Translate was at a very high level.

These days, the modern world changing rapidly the advent of new electronic tools and technologies has profoundly transformed earlier methodologies, providing both language learners and teachers with new avenues to explore in the field of language learning (Tabatabaei & Gui, 2011; Roche, 2010). The online tools for learning English are now very popular (Gaspari, 2007) including Google Translate which provides a billion for learning English a day for 200 million users (Shankland, 2013). For this reason, students in modern times promptly choose to use technology in learning English, such as Google Translate. Hence, learning English is an important for students' lives both in classroom and outside class. So that's making learning and using English in everyday life has an obstacle. Then, people and students always find a way to help them in their learning English by using Google Translate. Google Translate is a tool to assist students in learning English to understand the text, write an essay, and the journal and etc. and using the language both including in the classroom and outside the classroom.

Consequently, based on the findings of this study, there are some interesting points that should be discussed in three points of view as follows: firstly, for the students' experience towards Google Translate in learning English at Rajamangala University of Technology Lanna Tak was a high level. It showed that Google Translate is very useful and necessary for people nowadays, which most students have experience in choosing to use language translation applications as Pacharavalee (2017) mentioned in "The creation of the sentences structures exercises for the students who use the translation's applications on the webpages for their self-studies" which was found that most of the sample use the applications on the webpages to find the meanings of the vocabularies. Moreover, it also exposed that most students choose to use Google Translate more than other applications Likewise, "Using applications to learn and improve English vocabulary skills" (Puwong and Ruangnapa, 2019), it showed that participants used Google translate most frequently than other applications

As for, the attitude towards using Google Translate was a very high level. It presented the students' attitude towards Google Translate that Google Translate helped them worked fast, understood foreign languages , developed their language were able to present their ability to use language and more. Likewise, Dk Yusimah Pg Hj Amjah (2013) mentioned that there are a few strategies that were mostly applied by teachers in developing students' interest towards English language learning such using ICT, music and media. Especially, for the ICT, presently Google Translate is machine translations, great effort has been devoted to the study of Google Translate, the most famous applicable machine translation, in recent years (Aziz, Sousa, & Specia, 2012; Karami, 2014; Komeili, Faroughi, & Rahimi, 2011). Additionally, Sakolkarn and Utumporn (2019) also revealed in their study that the students valued the benefits of Google Translate due to its two features, ease of use and accessibility. Nevertheless, most of them disapproved of Google Translate products because of its quality. The

students' reasons to justify and to reject classroom policies of allowing them to use Google Translate and using it as a learning tool, as well as their intention to use Google Translate in their future work. On the other hand, Google Translate has some of the most common mistakes which is the translation mistakes in long sentences as Sakolkarn and Utumporn (2019) proposed in their study that most of them disapproved of Google Translate products because of its quality. The students' reasons to justify and to reject classroom policies of allowing them to use Google Translate and using it as a learning tool, as well as their intention to use Google Translate in their future and Google Translate has a translation error. Another common mistake is that Google Translate does not translate the terminology correctly. As Nida (1991) discovered that errors occur at three major levels: lexical, syntactical and discursive. The errors inevitably cause unintelligibility, to which we provide explanations and also offer some practical implications for future use in "Investigating the Use of Google Translate in "Terms and Conditions" in an Airline's Official Website: Errors and Implications." Moreover, Sakolkarn and Utumporn (2019) exposed that most of participants disapproved of Google Translate products because of its quality in their study as well.

Finally, the satisfaction towards using Google Translate was a very high level. Students were satisfied with the use of Google Translate it helped them improving translation skills, communicating more easily in English, using correct English grammar, having new ideas when translating text and understanding the meaning of English words / phrases / sentences. As Sakolkarn and Utumporn (2019) revealed that Google Translate to help with their translation at the sentence and paragraph levels more often and the students satisfied to use Google Translated more than others as the study of Puwong and Ruangnapa (2019) showed that participants used Google translate most frequently than other applications (91.7%).

However the interview results from the respondents were also the empirical evidence that Google Translate is able to assist them in learning English both direct and indirect way especially enhancing them in English reading skill because of translation. Google Translate was able to help them to understand the context more quickly and to do their assignments which was likely Sakolkarn (2018) supported that Google Translate should be implemented in translation classrooms since it can support EFL students in the process of sharing ideas and learning from each other in collaborative learning environments. Conversely, Google Translate still has some errors in translating from mother language to target language which was the causes that the students got some comments from their teacher as Hadis, Mahmood (2015) mentioned that lexicosemantic and active/passive voice errors were the most and least frequent errors in the Google Translate

Conclusion

The results from this study exhibited that Google Translate is more beneficial application to fulfill and enhance students' learning English. It will also be useful for students in using Google translate with maximum benefit and developing their skills in learning English both in the classroom and in their real life. In addition, this research also provided significant information for English language teachers to apply Google translate for their teaching in the classroom. Additionally, it will be guideline for people who interested to apply Google Translate for their language learning especially, English language in various aspects. Nevertheless, this research still has

some weaknesses, therefore, others who are interested in conducting the further research as this study should conduct and fulfill some weaknesses as follows: (i) the questionnaire in this study conducted only the rating scale for their comment. Therefore, the further studies should conduct the open ended questions for the respondents to clarify their reasons or their comment to answer the questions, and (ii) This paper surveyed for the overall the students' experience in using only one application which was Google Translate in learning English. Therefore, the further studies should examine the participants' experience in using other technology or other applications in learning English and compare the result of the study as the contrastive analysis to make the result to be concreted and to be able to develop and encourage in learning English for students, teachers and others who interested in English.

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