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Effectiveness of Using Google Translate in Second Language Learning: A Study Based on Hindi and Sinhala Languages

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Abstract

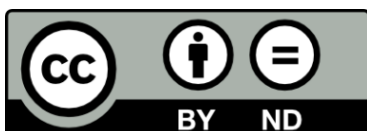
Google Translate and other machine translation programmes are starting to change how language is taught and learned. Language instructors and expert translators might have laughed at machine-generated writing a few years ago. At least some language pairings and texts contain both learner-created and machine-created languages due to the transition from statistical machine translation to more recent neural machine translation techniques that use artificial neural networks, and it can be challenging to discern between machine-created and learner-created languages. The present study aims to examine students' perceptions of the effectiveness of using the Google Translate tool when translating academic documents. The participants of this study were 25 students who are currently studying for their Bachelor of Arts Honours Degree in Hindi as a second language at the University of Kelaniya, Sri Lanka. This study reveals that students tend to use Google Translate depending on the complexity of a certain document and the availability of relevant dictionaries. Furthermore, most students found it useful to use Google Translate, and they prefer partial translation. The majority of students agree that they post-edit the translation using Google Translate. This research also suggests strategies that can be adapted to use Google Translate effectively.

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In translation, students are sometimes required to find the meanings of the words from one language into the other. Students generally use dictionaries to fulfil this purpose in their translation process. Due to the unprecedented change that has occurred in the education system in the world, students nowadays tend to look for online materials rather than printed materials. The traditional teaching and learning method, which is classroom education, has been completely moved into online education or to a hybrid method, which follows both classroom education and online education. This change has led students to focus more on online devices compared to earlier days. Accordingly, students are currently engaged in using online dictionaries and software in order to fulfil their needs in the process of translation. Thus, Machine Translation (MT) is a type of dictionary that is more popular among students today. MT is a subfield of computational linguistics (CL) or natural language processing (NLP) that studies audio or text translation software between languages.

Among the various means of MT, Google Translate (GT) can be considered the most familiar one, and anyone can access it easily. According to Komeili and Rahimi (2011), GT has become a popular way of MT since it provides more than two hundred billion words. In addition to that, more than one hundred languages from

countries around the world are available on GT. For instance, GT uses many languages, such as Hindi, Sinhalese, Tamil, Albanian, Arabic, Bosnian, Indonesian, Japanese, Korean, Sundanese, and Zulu.

By becoming the most popular MT, issues that occur when using GT have gained much attention in recent years. Numerous studies have also been conducted to examine and address such issues. The present study focuses on the effectiveness of using GT as perceived by the students with special reference to Hindi and Sinhalese languages. The degree programme in the Hindi language consists of units in which students need to engage in the process of translation. In this process, students who learn Hindi as a second language (L2) are required to translate particular texts, mainly from Sinhalese to Hindi and vice versa. GT is one of the most popular MT tools students tend to use in this process. Moreover, the majority of the lecturers do not allow students to completely rely on GT as there are many issues that exist in its use, which are discussed throughout this study. The researcher mainly focuses on the student perspective of the effectiveness of using GT and the strategies which can be adopted to use it effectively, avoiding the existing issues.

The present study investigates how students use GT for writing in Hindi and how they post-edit (PE) the results. It also investigates how they feel about using GT in Hindi writing. The results

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may give professors some pedagogical evidence to help them better understand how their students utilize GT, how well they perform in PE, and how they see GT being used in Hindi writing.

LITERATURE REVIEW

Translation Tools

Students prefer to use translation resources more when translating. Translation tools could be used for speaking, writing, listening, and reading. Students involved in the translation process use the tool as a meaningful reference, especially throughout the writing phase. Students can use meaning references to learn the meanings of a particular language from their first language to their target language or vice versa. Students typically use dictionaries to aid in their translation process. A dictionary is a list that is made, following the alphabetical order of grammatical terms, and gives the meanings of those terms briefly. Macmillan English Dictionary, as cited in Rundell (2014), defines the dictionary as a resource of reference that offers the word or vocabulary with its meaning, usage, and pronunciation. Nowadays, dictionaries come in print, digital, or multilingual versions that can be monolingual, bilingual, or multilingual. The differences between electronic, digital, and printed dictionaries are not particularly significant. Users have access to an

electronic dictionary offline as well as online. The most widely used electronic dictionary type is Machine Translation (MT), which is performed by using a smartphone or Personal Computer (PC) to translate text between different languages.

Machine Translation (MT)

MT refers to the process of translation in which the computer system automatically translates from one language to another. It is assumed that in this process, we insert the text to be translated into the computer system as input. The internal system of the computer, in which the knowledge of words, idioms and phrases, and grammatical rules of both languages is stored, automatically translates that content into the other language and within a few moments, the translated content is received as output. How accurate and acceptable the received translation is, depends on whether the nature of the translated material is general, technical, literary, superior, specialized, or colloquial. It also depends on how much bilingual vocabulary is, how many idioms and subtle grammatical rules are entered into the system's database, and how accurate they are.

It is important to note here that translation is basically a mental process that only human beings can do. No machine or computer can completely replace human intelligence, and hence, human intervention is required in the

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process of MT as well. This is the reason why human translation is called human-assisted translation or computer-assisted translation in the technical sense. Why does it happen that the computer system is not able to convert the material from one language to another easily by a human being with his innate intelligence? For reasons like ambiguity and world knowledge, human intelligence and MT are difficult to equate with each other.

Google Translate (GT)

Google offers a machine translation tool called GT that allows users to translate between different languages. This tool is used to guide the students' writing, reading, and vocabulary. Being the most commonly used machine translation tool, GT provides more than 100 languages from around the world. GT could easily be accessed using a computer or a smartphone. Additionally, this tool offers offline and online machine translation for usage in any circumstance. This machine translation tool is user-friendly, as it offers features including typing, speaking, snapping, viewing, writing, and offline modes. Users might rapidly input a word or sentence that needs to be translated by typing. The optimum way to use this tool is to select "talk" if users need to translate a specific chat. Moreover, GT has the snap-and-see functions, which the user may utilize to convert text to an image.

Google Translate (GT) and the Process of Translation

GT is one of the most commonly used machine translation tools to assist students in their learning activities. They usually use GT to get assistance, particularly in translating and learning new vocabulary. One of the main reasons for the common usage of GT is that it is free and offers fast results for them. Moreover, anyone who owns a computer or a smartphone can easily access GT. Mostly, students tend to use GT to translate new words that they are not aware of or familiar with. Due to the continued popularity of GT usage among students, previous studies have been conducted to investigate several advantages and disadvantages of GT in the process of translating. Students use GT to apply what they have learned about the language they have studied. Online translation benefits students because, as O'Neill (2012) notes, it can check spelling and reduce spelling mistakes. Garcia and Pena (2011) claim that GT helps students who struggle to write lengthy texts. In agreement, Kazemzadeh and Fard Kashani (2013) claim that GT forces students at lower skill levels to write texts with more complicated vocabulary. In contrast, Fredholm (2019) contends that GT allows students to discover various terms in their writing. As a result, GT may be applied to translation tasks successfully.



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Second Language Learning

Second language learning (L2 acquisition) involves the cognitive process of acquiring a language other than one's native tongue (L1). This process includes understanding and producing the target language through mechanisms such as comprehensible input, where learners are exposed to language slightly beyond their current proficiency, and interaction, which facilitates meaningful communication and feedback. Key cognitive components include working memory and both declarative (vocabulary and rules) and procedural (skills and habits) memory. Psycholinguistic aspects involve the development of an interlanguage system and error analysis, while affective factors like motivation and anxiety impact learning effectiveness. Sociocultural interactions and immersion in the language environment enhance acquisition, and pedagogical approaches such as explicit instruction and communicative language teaching play crucial roles. Technological tools, including Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL), provide additional support, making L2 acquisition a comprehensive interplay of cognitive, social, and technological elements.

Previous Studies

Numerous studies related to GT have been conducted using a few languages. Aiken (2019) discusses the accuracy of Google Translate. Aiken has conducted a comprehensive evaluation to examine the accuracy of GT using 51 languages, and it shows that a number of European languages had good results. However, a few Asian languages performed poorly.

Wirantaka and Fijanah (2021) discuss the effective Use of Google Translate in Writing. This research has been conducted to investigate the perception of teachers towards the effective use of Google Translate (GT) in students' writing. The findings of that research conclude that GT is beneficial in students' writing, and they should use it effectively.

Another study was conducted by Chompurach (2021) on the behaviour and attitudes of Thai students toward Google Translate use in English writing. That study reveals that a majority of students use GT in order to complete their writing tasks with post-edits, while only a few students directly use GT without any post-edit. The majority of students viewed GT as a helpful, reliable means of assistance to enhance their writing quality. However, some GT outputs, which are taken directly without any post-edit of phrases, idioms, long sentences, and paragraphs, were found incomprehensible.



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RESEARCH METHODOLOGY

Research Design

The effectiveness of using GT as perceived by the students who are currently reading for the Bachelor of Arts Honours degree in Hindi in their level three at the Department of Hindi Studies of the University of Kelaniya, Sri Lanka, was examined by a questionnaire that was designed by the researcher. This questionnaire is a structured questionnaire consisting of questions that examine the effectiveness of using GT in the process of translation. The first part of the questionnaire consisted of questions which examined students' perspectives on the effectiveness of using GT. The latter part of the questionnaire consisted of ten sentences in written language to be translated by the students. The data were analyzed based on thematic analysis.

Research Participants

The sampling method of the present study was stratified random sampling. It involves segmenting the population into distinct subgroups (strata) that share similar characteristics, and a random sample is taken from each stratum. Based on that method, the population of 3rd-year undergraduates at the Department of Hindi Studies, University of Kelaniya, was diverse in proficiency levels in Hindi and Sinhalese, learning styles, and prior exposure to GT. Each stratum

was identified based on translation exercises done by the population and given by the lecturers in the classroom. By dividing the students into strata, the researcher ensured that each group was proportionally represented in the sample. The reason for getting the population from the 3rd-year undergraduates was that, based on the curriculum, translation methods are taught in their 2nd year, and most of the other courses are designed on a theoretical approach. Therefore, the proficiency level of their language practice was not satisfactory for the test. Further, final-year undergraduates often face higher academic pressures, including dissertation work and job placements, which could influence their engagement with GT and overall learning behaviour. These additional variables could confound the study's results. Therefore, the researcher ensured that 3rd-year undergraduates are likely to be at a similar point in their language learning curriculum, ensuring a more homogeneous group regarding their academic exposure and experience in making more accurate comparisons regarding GT as third-year undergraduates are in a crucial stage in their language learning process, transitioning from intermediate to advanced levels which helps to evaluate the impact of tools like GT on their second language learning development. Accordingly, a total of 25 participants who are currently attending the University of Kelaniya, Sri Lanka, participated in this

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survey. All of them were third-year undergraduates with the Bachelor of Arts Honours in Hindi from the University of Kelaniya. Another significant characteristic of the sample was that the Sinhalese language was the mother tongue of all participants.

Data Collection and Analysis Method

All the data in this questionnaire were collected using a Google form, which was distributed online. The first part of the questionnaire consisted of questions which examined students' perspectives on the effectiveness of using GT, i.e., frequency of using GT when translating documents from Hindi to Sinhalese, the usefulness of GT according to participants' opinions, the specific reasons for the selected answers, satisfactory level with the translations that GT provides. The latter part of the questionnaire consisted of ten sentences in written Sinhalese language to be translated by the students. The sentences were included in phrases, simple sentences, complex sentences, compound sentences, complex compound sentences, and sentences with attributive adjective phrases. All sentences were quoted through library sources. The students were first required to translate those ten sentences from Sinhalese to the Hindi language on their own. After that, they were asked to translate them back into Sinhalese language using Google Translate. Then, the differences between the sentences in Source

Language and sentences which were back-translated through GT were discussed. Based on the differences found, the issues that can occur when using GT were then categorized according to thematic analysis. Finally, some strategies that can be adopted to address those issues were then presented.

RESULTS AND DISCUSSION

Based on data obtained from the research questionnaire provided by the researchers, this section presents findings and discussion. The conclusions are supported by participants' perceptions and the relevant literature.

The Use of GT by Students when Translating from Sinhalese to Hindi Language

From the data which have been analyzed, the researchers found that all students used GT when translating from Sinhalese to Hindi not only to translate sentences but also to translate paragraphs for various purposes. Moreover, the data revealed the patterns of their use of GT, their process of post-editing, and the reasons why the students kept and deleted some parts of raw GT outputs.

Based on how the students used GT when translating from Sinhalese to Hindi, the researchers found that all of the students who participated in the present study used GT. In addition,



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more than half of the students had used GT to find the meaning of words when doing the given sentences. Additionally, the present study also revealed the five categories of words that were consisted in the given sentences as follows:

1. Technical terms
2. Advanced words
3. Unfamiliar words
4. General words
5. Cultural words

A few employs GT as the input, translating the sentences provided word-for-word. According to one student, this was because the students were not fluent in Hindi:

"I mostly translate word by word from Hindi to English rather than to Sinhala because it gives more than one meaning, and we can choose the word suitable for the context. But the outcome is not quite reliable when it's translated in sentence form."

Advantages of Using GT Effectively

Based on the data gathered through the questionnaire, which was distributed among students, there are several findings related to the advantages of GT. The results demonstrated that GT serves as a spelling checker in addition to helping students locate information about the Hindi language and expand their vocabulary.

Helping Students in Finding Information about Hindi Language

The most significant advantage is that GT facilitates students' search for information on the Hindi language. As far as the kids are concerned, this has turned into an advantage of utilizing GT. One participant brought up this statement. The following paragraph describes the findings according to the participant's statement.

Just one participant brought up this advantage. This is a benefit since students can discover novel facts about the Hindi language they are studying through GT. A student stated that, "Google Translate could be used as a tool to help us find the meaning of the vocabulary in Hindi language that we forgot, or we don't aware about."

From the above statement, the student explained that students discovered new vocabulary, the examples of the use of that vocabulary, the synonyms, and the antonyms only by accessing GT. There are many features that are available on GT, and those features clear the way of the users when they use GT. Furthermore, this task was somewhat of a learning process which students experienced when they worked with GT.

Expanding Students' Vocabulary in Hindi Language and Its' Usage

The second statement which was given by the students stated that GT expanded the vocabulary and its' usage



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from Hindi language. Four of the participants stated this finding. The data which were gathered from the statements of the students is described in the following paragraph.

That statement said, "I believe that Google Translate has the ability to increase students' knowledge of the vocabulary of Hindi Language, since as everyone knows, Google Translate is capable of finding meanings like a dictionary. For instance, when I look for the meaning of a particular word in Hindi, I use Google Translate, and in my opinion, Google Translate could assist." As a machine translation tool, GT could be utilized as a dictionary, particularly for students. The type of this dictionary allows the user to try a number of features and languages in a wide range that facilitate the students when learning Hindi language. When students work with GT, they can search for the meaning of one word via GT and understand it based on the context in which it appeared. By doing this process, students have the opportunity to expand their new vocabulary in Hindi Language. Another student added, "Whenever we find a new word that we are not aware of in the Hindi language, Google Translate helps us, functioning as a dictionary. Google Translate can make the process of learning languages easy, particularly for students." Thus, GT functions similarly to a dictionary, which has now become a meaningful reference for students. By using GT, students are expected to be more interested in

learning the Hindi language and use GT as an assistance for them to learn Hindi. In addition to what is mentioned in the above statement, it included the following example;

"For instance, when our lecturers give us tasks to translate from Sinhalese to Hindi, or vice versa, the students who are not aware of using the kind of specific vocabulary tend to use Google Translate." Moreover, the majority of the students admitted that GT gives them a chance for students to use new vocabulary that they had never used or were aware of before.

When using GT, the interest of the students may be increased in many ways since they often gather new words from the Hindi language. This task also improved the knowledge of the students, and allow them learn new information whenever they use GT.

Being a Spelling Checker

GT could also assist students in checking the accuracy of spelling of their writing product. From the data gathered through the questionnaire, one student stated this finding. The data gathered from the students are explained in the following statement.

Nonetheless, this factor depends on the behaviour of students when using GT. This factor would not be effective if the students were only following copy-paste method when they translated texts from Hindi to Sinhalese or vice versa using GT. The statement given by



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a student said, "According to my view, GT could assist in checking the spelling of a word, but it depends on the usage of the student. If the students are truly interested in learning the Hindi language, Google Translate can help." The statement gave the opinion that GT could be used as a spelling checker of students' translations, but that factor depends on the personality of each student.

Disadvantages of Using GT

Based on the data gathered through the questionnaire, which was distributed among students, there are several findings related to the disadvantages of GT.

Diglossic Errors

The results demonstrated that some of the study's participants utilized GT to assist them in figuring out grammatical structures of the Hindi language. Students in this study felt that post-editing should be done on GT's raw output, which is the translation that GT provides to achieve better outcomes.

In the aspect of diglossia of Hindi and Sinhalese languages, the Sinhalese language, which is spoken in Sri Lanka,

is a language which is diglossic where the written variety differs from the spoken variety phonologically, morphologically, syntactically, and lexically. Therefore, they appear like two different languages. Thus, the diglossia in the Sinhalese language creates many issues when using the written variety. Meanwhile, Hindi does not have a separate line between its' writing and spoken sentence structures. Therefore, the Hindi language can be considered less diglossic than the Sinhalese language.

When students translate the Sinhalese sentences which are given in written Sinhalese language to Hindi language manually, and back translate those translated sentences in Hindi language into Sinhalese translation via GT, it gives the output or else the translations in spoken Sinhalese language. That would be an issue, particularly for the students who only use the method of copy-paste without checking properly.

According to the analysis of their translations which were done using both word-by-word, and sentence-by-sentence the students also used GT to render words, phrases, clauses, predicates, and sentences as showed in Table 1.

Table 1. *Types of Writing Inputs Rendered with GT by Students*

Types of Writing Inputs that were translated via GT	Source Text in Sinhalese	Translated Text in Hindi	Back Translation in Sinhalese	Meaning in English
Noun	/sva:mi:n wahanse:/	/b ^h ant̪e: j:/	/b ^h ant̪e: ji: mahat̪a:/	Buddhist Monk



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Verb	/pelə gæsetɪ/	/pəŋktɪbədɪ ^h kəɾna:/	/pelə gæsenəva:/	Rallying
Adjective	/gavə/	/pəʃu/, /ga:y/	/saɪpə/, /gavə/	Cattle
Conjunction	/nætəhoɪ/	/ya:/	/ho:/	Or else
Phrase	/kihipə vaɪvək pəntɪje: pələmuvaenna: vu: oɦu/	/jo: kəi: ba:r ləga:ɪa: kəkʃa: mē: sərvəprəɪ ^h əm a:ya: ɪ ^h a:/	/piɪə piɪə kihipə vaɪvəkma pəntɪje: pələmuwənija: wu: e:ka:/	He who became the first of the class many times

Diglossic errors occur when there is a mismatch between the two varieties of language in a diglossic situation—typically involving a high (formal, literary) and a low (colloquial, everyday) variety. 2nd language learners face these specific challenges when using GT for second language learning. When using GT from Sinhalese to Hindi, these errors can arise due to the inherent complexities and differences between the languages' formal and informal registers. These challenges can hinder their progress and affect the accuracy of their understanding. GT might translate a formal expression in Sinhalese into an informal expression in Hindi or vice versa, which can lead to inappropriate or awkward translations. For instance, based on data, in Sinhalese, the second person pronoun /obə/, which means 'you', is used in honorific, formal, and written contexts, and 2nd person pronoun /oya:/, which also means 'you'

is used in intimate and informal contexts. On the other hand, in Hindi, the second person pronouns /a:p/ and /t̪um/, which means 'you', are used in honorific, formal, and written contexts and intimate and informal contexts, respectively. Nevertheless, sometimes, when translating from Sinhalese to Hindi, the GT occurs in error, translating honorific and formal /obə/ to intimate and informal /t̪um/ instead of /a:p/. Then, the output of the back translation has come inappropriately as intimate and informal 2nd person pronoun /t̪um/.

Another diglossic error resulted from the variations in sentence structure between Sinhalese and Hindi. According to the data gathered, grammatical errors can make sentences sound incomplete or incorrect, reducing the readability and coherence of the text. See Table 2.

Table 2. Grammatical Inputs Rendered with GT by Students

Source Text in Sinhalese	Translated Text in Hindi	Back Translation in Sinhalese	Meaning in English
/mamə gedəɾə yami/	/mē: g ^h ər ja: rəha: hū:/	/mamə gedəɾə yanəva:/	I am going home



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In Sinhalese, especially in spoken language, there is no specific grammatical expression to identify the simple present tense and present continuous tense. It is understood pragmatically. However, Hindi has two different grammatical expressions for simple present tense and present continuous tense. Therefore, when the Sinhalese text inputs, the output shows as present continuous form, and the back translation has come in simple present tense and spoken language.

These errors underscore the importance of context, cultural nuances, and the need for human oversight in MT to ensure accurate and effective communication. Future improvements in translation algorithms should focus on better handling diglossic variations to enhance the reliability of translations between Sinhalese and Hindi languages.

Lack of Database in the Aspect of Finding Words

It was noticed that GT provides satisfactory results when translating texts from Hindi to Sinhalese and vice versa. However, findings showed that GT does not respond to some words in

Hindi language and that would be a problem for students who use GT as an assistance in the process of learning Hindi language. This scenario creates semantic inaccuracies and contextual misinterpretation in the translation.

In terms of polysemy and homonymy, words that have multiple meanings (polysemy) or words that sound the same but have different meanings (homonymy) can cause confusion. GT might choose an incorrect meaning based on context, leading to errors. In addition to that, idiomatic expressions in Sinhalese could be translated literally into Hindi, losing their intended meaning. Cultural references, idiomatic expressions, and culturally bound terms often do not have direct equivalents in the target language, resulting in translations that lack the intended cultural context or significance. For example, a common saying in Sinhalese may not have a direct equivalent in Hindi, leading to a translation that does not convey the same cultural or contextual nuance. Sinhalese and Hindi both have regional dialects that may not be well-represented in GT's database. This can lead to translations that are not universally understood or accepted by speakers of different dialects. See Table 3.

Table 3. *Semantic Inaccuracies Due to Lack of Database*

Source Text in Sinhalese	Translated Text in Hindi	Back Translation in Sinhalese	Meaning in English
/ræyə pahan kərənəva:/	/ra:tʃəgməga: utʰtʃ: hɛ:/	/ra:tʃriyə babəlayi/	Passing the night



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The translated text of the above example is entirely inappropriate, and the accuracy of the back translation and the translated text is satisfactory. However, when the source text inputs with the sentence's subject, the output becomes more accurate than without the subject.

Language Verification Issues

Students have problems in verifying the accuracy of words and sentences when translating by using GT, and the reason for that can be cited as the behaviour of students when using GT where they try to rely on the translations which are directly provided by GT, lost accuracy of their translation.

Offline Access

GT cannot be accessed offline for the users who use computers without proper internet connection. As a solution for that issue, the users have the opportunity to use GT offline by using the Google Translation app which is available in both Android and iOS.

Strategies That Can Be Adopted by the Student to Use GT Effectively

This part consists of strategies which can be used for an effective use of GT, explained by the two researchers based on the students' perception. Based on the opinions which were stated by the

students through the questionnaire, four factors can be explained to use GT effectively which makes it more helpful for students the process of translating from Hindi to Sinhalese and vice versa. The four strategies consist of post-editing, using GT to translate partially, and using GT as a checking tool.

Post Editing

The first strategy of using GT effectively is that post-editing which involves in making modification the translation provided by GT instead of using it directly. From the questionnaire, five students stated this factor. Each student's statement is mentioned in the following paragraph.

One student stated, "Students can use GT as a learning media. It is doubtful that Google Translate outputs can be directly used without any modification. Students have to do editing." This statement showed that GT can be used as a learning medium for students. The students should not completely rely on GT since GT is only a machine translation tool. A machine does not know what humans want to share. Therefore, students have to use GT properly when engaged in the process of translating. Post-editing is necessary since students should check their translations instead of accepting what GT provides. They have to make sure that their translation is accurate and grammatically correct. Another student mentioned, "As students, we have to proofread and check whether we got

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the translation we needed through GT. We have to know the grammar of the Target Language." That statement showed that not just everyone who does not have even a primitive knowledge of the Hindi language or any other language can make effective use of GT. Then, the students have to ensure that the meaning of the source text has been successfully transferred to the translation from GT. They have to check the grammar and vocabulary that it provides. Moreover, students must know the context of the word that they are searching through GT since it is only a tool which makes the process of translating easy to some extent.

The students must follow this stage in the process of using GT, to make a good translation. The findings are compatible with Garcia and Pena (2011), who mentioned that post-editing is necessary since it can improve students' translation skills. Van Rensburg (2012) also stated that post-editing must be completed to get the best result of the translation.

Using GT to Translate Partially

The second strategy which can be adopted to use GT in an effective way is to use GT for partial translation. That is to say entering words, or phrases instead of putting the entire sentence or a paragraph. The statements that were taken by the students in respect of this factor are presented in the following paragraph.

One statement said, "Partial translation may help to translate single words. However, sometimes, it will be problematic because the meanings of some words can only be understood based on the context in which they have been used. So, it will be only meaningful if those words were entered with the sentence." That statement showed that it may be a challenge to use GT to translate a single word. Therefore, the students must have a knowledge of the context in which the particular words are used. On the other hand, two other students had a similar opinion on using GT to translate a single word. One of them stated, "If (GT) is used to translate a single word, it will give good results." The other student stated, "You can only use Google Translate to search for a word but not to make sentences." Translating phrases or clauses with GT is another example of a partial translation, in addition to translating a single word. Students will learn to understand words based on context using GT for partial translation.

Using GT as a Checking Tool

The third strategy explained by the researcher is using GT as a checking tool. One student stated this factor in the questionnaire. The paragraph that follows explains the participant's statement.

One out of six students said, "GT can be used to check our translations. For example, if the students had made



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sentences by themselves, they have the ability to input their sentences to GT and check whether their sentences are correct or not." This method is more effective since, at times, the translations of GT are not accurate. Students can compare their translation with the GT result by using GT only as a checking tool. In this case, students are learning new things in many ways, and they will know that they should not rely on GT 100%.

CONCLUSION

As a result of the findings above and the discussion, the advantages of GT include assisting students in locating information about the Hindi language, expanding their vocabulary and its application, and serving as a spelling checker. Additionally, strategies for applying GT efficiently, such as post-editing, using GT to translate partial translation, and using GT as a checker tool, are discussed. These results also suggest that the effectiveness of GT may vary depending on the specific needs of each translation task and that using paragraphs or texts in GT to be translated will not yield superior results. The paragraph that follows explains the participant's statement. The present study's findings demonstrate that, despite its drawbacks, GT is still a helpful machine translation tool for students. As a result, the students should be familiar with applying GT efficiently during the translation process. Moreover, these findings enhance

users' understanding of the tool's limitations and the need for improved algorithmic handling of language nuances. The implications are significant for the development of more sophisticated translation tools, informing educational strategies, guiding policy formulation, and providing training for language learners. Additionally, the present study opens avenues for further studies on GT in second language learning involving other language pairs, particularly those with diglossic characteristics, to build on the insights provided and refine translation technologies. Longitudinal studies could assess the long-term impact on proficiency and error patterns. Investigating best practices for pedagogical integration and comparing GT with other translation tools would provide valuable insights. Further research could focus on specific error types and methodologies for effective correction and examine how well the tool handles cultural nuances. Further studies could also analyze variations in effectiveness among different proficiency levels, the impact on learner autonomy, real-world applications, and the potential for customization based on individual learner needs.

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