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## **Title**

**EFL Teachers' and Master 2 Students' Attitudes towards the Use  
of Google Translate in the Process of Writing Master's  
Dissertations at the University of Tizi-Ouzou**

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**Dedications**

I dedicate this work to my family.

To my beloved father, Omar

To the memory of my loving mother, Karima

To my supportive brother Tarik

To my little sisters Maria and Asmaa

To my dearest friends, especially Katia and Leaticia.

Melissa

I dedicate this dissertation to

My supportive mother

To my cherished siblings

To my precious maternal aunts and uncle

To myself, this dissertation is dedicated to the journey of resilience and growth.

Samira

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### **Abstract**

In the past decade, the availability and improvement of Google Translate (GT) for use in academic settings for various purposes have skyrocketed. Hence, the present study investigates EFL teachers' and Master 2 students' attitudes towards the use of Google Translate as a tool to write master's dissertations in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The study's objectives include determining EFL teachers' and Master 2 students' attitudes towards using Google Translate, identifying the factors that influence their attitudes, and uncovering the weaknesses and strengths of this translation tool in the context of writing master's dissertations. To achieve these objectives, the theoretical framework provided by Davis (1989), namely, the Technology Acceptance Model, is relied upon. In addition, mixed-methods research is employed for data collection and analysis. In terms of data collection instruments, an online questionnaire is designed using Google forms and administered to Master 2 students, along with interviews conducted with EFL teachers or dissertation supervisors. In terms of data analysis, the quantitative data are analyzed using the Descriptive Statistical Method and the qualitative data are treated using Qualitative Content Analysis. The results reveal that Master 2 students and EFL teachers hold mixed attitudes towards incorporating Google Translate in writing master's dissertations and demonstrate that perceived usefulness and ease of use are the factors that influence their attitudes. The findings also uncover that the study participants perceive different strengths and weaknesses regarding the use of GT to write master's dissertations that vary among them.

**Keywords:** Attitudes, EFL teachers, Google Translate, Master 2 students, Master's dissertations, writing.

### **List of Abbreviations**

**CAHT:** Computer-Aided Human Translation

**CAT:** Computer-Assisted Translation

**EFL:** English as a Foreign Language

**GNMT:** Google Neural Machine Translation

**GT:** Google Translate

**GTA:** Google Translation Application

**IBM:** International Business Machines

**MMUTO:** Mouloud Mammeri University of Tizi-Ouzou

**MT:** Machine Translation

**NMT:** Neural Machine Translation

**PEU:** Perceived Ease of Use

**PU:** Perceived Usefulness

**QCA:** Qualitative Content Analysis

**SBT:** Statistical-Based Translation

**SL:** Source Language

**SMT:** Statistical Machine Translation

**SRS:** Simple Random Sampling

**TAM:** Technology Acceptance Model

**TL:** Target Language

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## **General Introduction**



## **Statement of the Problem**

Traditional translation methods relied on manual processes, whereby human translators meticulously converted texts from a source to a target language. These translators possessed extensive linguistic expertise and cultural knowledge in both the target and source language to ensure the accurate transmission of the contextual translated meaning. They engaged in a detailed analysis of the source text, considering its syntactic and semantic structures, idiomatic expressions, cultural references, and contextual details. Human translators devoted a lot of time and effort to produce high-quality translations by using their language proficiency, dictionaries, and reference materials. This meticulous approach facilitated a comprehensive understanding of the source text and enabled the production of appropriate and relevant translations.

In recent decades, the field of translation has undergone a significant transformation with the advent of technology, particularly the proliferation of computers and the internet. This transformation is characterized by a paradigm shift in translation practices (Ghulam Ali et al., 2023). One notable development is the introduction of computer-assisted translation (CAT) tools, and then machine translation (MT) has revolutionized the translation landscape. The term machine translation, or MT for short, describes the process of translating texts from one language to another using a computerized system (William John Hutchins & Harold Somers, 1992). It is used in many disciplines, including academic contexts. For instance, it is used in academic writing such as writing scientific articles, theses, and dissertations. The availability of MT tools has offered students a wide range of language options to cater to diverse translation needs. The accessibility and ease of use of these tools have made them a popular choice for individuals seeking quick translations for writing academic texts. There are

many machine translation tools. One of the widely used translation application is Google Translate (Tira Nur Fitria, 2023). Google Translate (GT) is a free machine translation tool offered by the Google Company to translate texts from one language into another (Hossein Bahri & Tengku Sepora Tengku Mahadi, 2016). Numerous scholarly inquiries have explored the application of Google Translate in the realm of academic writing.

The first study is entitled “EFL Students’ Attitudes towards the Impact of Google Translate on their Writing Quantity and Quality: The Case of Students at the Department of English at Mohammed Seddik Ben Yahya University”, which was conducted by Khaoula Aliliche and Imen Yakoubi (2020) at the University of Jijel. The aim of their study was to identify the role of Google Translate and the extent to which it affected the quality and quantity of EFL learners’ writing. The study yielded contrasting and conflicting results, specifically in relation to learners’ attitudes towards the role and impact of Google Translate. Some students admitted that GT had some positive impact on their writing, such as saving time, while others expressed negative attitudes towards using GT as a writing support.

The second research was done by Sylvi Octaviani Chandra and Ignasia Yuyun (2018) who investigated the use of Google Translate in EFL essay writing and its role in language learning. The results indicated that spelling, grammar, and vocabulary are the three main areas in which students employed GT. Vocabulary is the most frequently used area and it is divided into three categories: word-level usage, which ranks highest because the students assumed that GT is not able to produce longer sentences and grammar properly; phrase usage followed second. Whereas, sentence level is the least commonly used as students mainly used it to search for suitable terms. Other students also used this translation tool to check the accuracy of their writing. Finally, in terms of students’ perception of GT, they perceived it as a supplementary

and helpful tool, and its availability enabled students to identify the right words for their writing tasks.

The third and last work was carried out by Sara Laiche and Abdelhak Nemouchi (2021) in the Department of English Language, at the University of Badji Mokhtar in Annaba. The study examined the impact of Google Translate on second year EFL learners' writing performance. More specifically, the study sought to assess how the introduction of GT affects learners' writing achievements. Additionally, it aimed to demonstrate how the students perceive GT for their writing tasks after using it. The research findings revealed that students had negative attitudes towards using GT for writing. However, after the experiment, their attitudes became more positive. In addition, second-year students found that GT is an effective supporting material during the writing process.

It is noteworthy to highlight the growing body of research on the utilization of online translations tools. However, the issue at hand is characterized by its intricacy, as there is a dearth of information and understanding regarding students' and teachers' perceptions and satisfaction with Google Translate as a means of facilitating flexible dissertation writing. This is particularly relevant in the context of numerous students and teachers who have embraced the adoption of this online translation tool. Previous research has shown contradictory findings regarding the impact of Google Translate on the quality and quantity of writing. However, our area of study has not received much attention. Thus, the present study focuses on the attitudes of both teachers and students towards the use of Google Translate as a tool in dissertation writing. By addressing this research gap, this study aims to increase understanding of how teachers and students view the use of Google Translate as a tool in master's dissertation writing and the factors influencing their attitudes.

### **Aims and Significance of the Study**

The primary objective of this study is to uncover the attitudes of teachers and Master 2 students towards the use of Google Translate as a tool in the process of writing master's dissertations in the Department of English at the University of Tizi-Ouzou. More specifically, the study has three specific aims. The first aim is to determine how Google Translate is viewed by EFL teachers and Master 2 students. The second aim is to investigate the factors that influence teachers' and students' attitudes towards the use of Google Translate in writing master's dissertations. The third aim is to identify any strengths and weaknesses associated with the use of GT in writing master's dissertations.

The significance of this study lies in its potential to enhance our comprehension of the role of GT in the academic writing process, specifically in the context of master's dissertations. This research will contribute to the existing literature on the use of the translation tools in

academic writing, particularly in the EFL context, and provide insights into the strengths and limitations of GT as a language writing tool.

### **Research Questions and Hypotheses**

To fulfill the aforementioned objectives, the following research questions are formulated to provide guidance for our study.

1. What are the attitudes of EFL teachers and Master 2 students at University of Tizi-Ouzou towards the use of Google Translate as a tool to write master's dissertations?

2. What factors influence EFL teachers' and Master 2 students' attitudes towards the use of Google Translate in writing master's dissertations?

3. What are EFL teachers' and Master 2 students' perceived strengths and weaknesses of using Google Translate as a tool in writing master's dissertations?

To address the mentioned research questions, the following hypotheses are posited:

1. EFL teachers and Master 2 students at the University of Tizi-Ouzou have mixed attitudes towards the use of Google Translate in the dissertation writing process.

2. Factors like usefulness and ease of use influence teachers' and Master 2 students' attitudes towards the use of Google Translate in the dissertation writing process.

3. The use of Google Translate in the dissertation writing process is perceived to possess certain strengths and weaknesses, and these perceived advantages and disadvantages differ among teachers and students.

### **Research Techniques and Methodology**

In this study, concerned with the investigation of the attitudes of both Master 2 students and teachers towards the use of Google Translate (GT) as a tool in the process of writing master's dissertations in the Department of English at the University of Tizi-Ouzou, a

mixed-methods approach is adopted. To be more specific, it relies on both qualitative and quantitative methods for data collection and data analysis. The data are collected using two research instruments, a questionnaire and an interview. A questionnaire is used to capture Master 2 students' attitudes towards the use of GT in the process of writing master's dissertations, and an interview is conducted with teachers (Supervisors) to obtain their perspectives on the subject matter. The gathered information is analyzed quantitatively using the descriptive statistical method, and qualitatively using Qualitative Content Analysis. To conduct this research, Fred Davis's (1989) Technology Acceptance Model (TAM) constitutes the theoretical framework that guides our study. Technology Acceptance Model seeks to explain and predict how users adapt to new technologies. It posits that the intention of an individual's use of a given technology is driven by two factors, namely "Perceived Usefulness" (PU) and "Perceived Ease of Use" (PEU).

### **Structure of the Dissertation**

This dissertation follows the simple traditional pattern, which consists of a General Introduction, four chapters, and a General Conclusion. The General Introduction encompasses the statement of the problem, the aims and significance of the study, research questions and hypotheses, research techniques and methodology, as well as the structure of the dissertation. The first chapter, which is the Review of the Literature, provides available body of knowledge in relation to our research topic and presents the theoretical framework upon which the study is based. The second chapter is the Research Design and Methodology, consisting of the procedures followed in order to collect and analyze data. The third chapter is the Presentation of the Findings. It deals with the analysis of the data gathered throughout the study using a questionnaire and interview. The last chapter is the Discussion of the

Findings; it provides detailed explanations for the results of the study and concrete answers to the research questions previously stated. The General Conclusion is a recapitulation of the whole work and includes suggestions for further research on the topic.

**Chapter one:**  
**Review of the Literature**

## **Introduction**

This chapter is concerned with reviewing the main concepts related to our research topic. It is structured around four (4) sections. The first section provides definitions of “attitude” and its components. The second section gives an overview and evolution of translation and translation tools, as well as the role and different types of translation tools. The third section discusses Google Translate and its features, as well as its quality and use in academic writing. The last section focuses on the theoretical framework used to guide our research, which is the Technology Acceptance Model introduced by Davis (1989).

### **I.1. Attitude**

#### **I.1.1. Definition of Attitude**

Many definitions of “attitude” have been provided by different scholars. According to Gordon Willard Allport (1935), “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (p. 810). In other words, attitudes shape how people see and interact with the world around them. Another definition of attitude was provided by Alice H. Eagly and Shelly Chaiken (1993) who characterize attitude as “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p.1). That is to say, attitudes orient the human being socially to react towards something positively or negatively.

Attitude plays an important role in explaining human behavior. More specifically, a positive attitude is characterized by optimism and enthusiasm, and it may lead to increased motivation and perseverance, enabling people to take constructive actions. A negative attitude is marked by pessimism and cynicism, and it can possibly hinder performance by

leading to a toxic atmosphere around the individual and resulting in unproductive or destructive behavior. Various factors can have an impact on an individual's attitude, such as personal experiences, social norms, and cultural values. An example of how attitudes can be influenced by personal experiences is when someone purchases a laptop from a certain brand and it malfunctions shortly after the purchase. This causes frustration and disappointment, and creates a negative attitude towards the brand.

### **I.1.2. Components of Attitude**

Anita Wenden (1991) suggests a broader definition of the concept of "attitudes". She says that the term attitude contains three components, namely, cognitive, affective, and behavioral. These attitudes are viewed as a tendency to respond positively or negatively to a certain thing, idea, object, person, or situation (cited in Syukur, 2016). The first component of attitude is the affective component. It consists of emotions and feelings towards a particular object or situation. It can be emotions of likings or disliking, favoring or disfavoring, or positive or negative evaluation. The second component of attitude mentioned by Wenden (1991) is the behavioral component. It reflects the tendency to behave towards something. In other words, the actions the individual is likely to take as a result of the attitude. For instance if an individual has a positive attitude towards the protection of the environment, actions such as recycling or limit plastic-use are the result of their attitude. Wenden (1991) mentions a third component of attitude, which is the cognitive component. It refers to a set of information, ideas, and facts an individual can have about something that results in influencing their attitude and how they evaluate the object itself. For example if a person understands that exercising helps in reducing stress and maintaining a healthy life style, he will incorporate it in their routine considering it as beneficial for them. Thus, he will have a positive attitude towards exercising.

## **I.2. Translation Tools in Academic Writing**

### **1.2.1. Definition of Translation**

Translation, according to Nigel Ross (2000), is viewed as the fifth and most important social skill in enhancing communication and exchanges between strangers (cited in Kavaliauskienė & Kaminskienė, 2007). Another prominent definition of translation was provided by Peter Newmark (1988), who asserts that “Translation is a craft consisting in the attempts to replace a written message statement in one language by some message or statement in other language” (p. 7). In simple terms, translation is the process of converting a message from the source language to the target language without changing its meaning. Similarly, John Cunnison Catford (1974) defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)” (p. 20). Simply put, translation is the practice of substituting written content from the source language for its equivalent in the target language.

### **I.2.2. Overview and Evolution of Translation and Translation Tools**

Mihir Dave and Paresh Joshi (2018) state that “The act of translation is as old as the human language” (p. 13). Scholars and historians have long debated about the exact origins of translation but have universally agreed that it predates the Bible. George Steiner, a prominent scholar, contributed to the history of translation. *In After Babel: Aspects of Language and Translation*, he divided the history of translation into four main essential periods that played a major role in translation. Steiner (1975) argues that “The literature on the theory, practice, and history of translation is large. It can be divided into four periods” (p. 236).

The first period spans from ancient times to the late 18<sup>th</sup> century. More specifically, this period extends from the statements of the Roman translators such as Cicero and Horace to

Alexander Fraser Tyler's famous work "Principles of Translation", published in 1791 (Steiner, 1975). This period was viewed as the initial phase of the development of translation, in which translators prioritized direct observations and experiences gained from the practical work of translation. In other words, the central feature is the immediate empirical focus.

The second period covers the late 18<sup>th</sup> century to the early 20<sup>th</sup> century. Known for its vocabulary and methodology development when translating, Steiner put, the emphasis on conveying the author's spirit in a natural way to the reader for ease of reading. This era extends to the publication of Valery Larbaud's famous book *Sous L'invocation de Saint Jérôme* in 1946 (Steiner, 1975).

Steiner's third period starts from Valery's publication to the 1960s. This third epoch is characterized by the publication of the first paper on machine translation in the 1940s and the introduction of structural linguistics and information theory into translation studies (Steiner, 1975). During this period, the world's first machine translation system was introduced. This system was rule-based and lexicographical. In other terms, it relied on pre-programmed rules and dictionaries.

Steiner's last division, from the 1960s onwards, represents a modern phase in the history of translation. Technology had a significant impact and transformed translation forever. In the 1990s, International Business Machines (IBM) researchers introduced Statistical Machine Translation (SMT). This system was word-based and trained to translate from one language into another by comparing large amounts of parallel texts in both languages. In the late 1990s, a new version of IBM's statistical machine translation was released, but this time it was phrase-based instead of word-based. It became the commercial standard for years to come until Google Translate entered the fray in 2006. Developed by the Google Company, it offers the possibility of translating into more than 90 languages. Later, in

2016 Google Translate proposed Neural Machine Translation (NMT), Robertson (2019) defines it as “A new machine translation system that is based on artificial neural networks and deep learning. These two bases have been known to be key difference between human and simple machine translation techniques” (p. 11).

### **I.2.3.The Role of Translation Tools in Academic Writing**

Translation has witnessed a huge advancement. With globalization, technology, machine translation, and specialized software, it has expanded significantly to the point where translation tools have become a natural activity used by teachers and students. Translation is a useful tool, especially in an EFL environment (Ellis, 1992; Ur, 1996).

These translation tools help in maintaining the original meaning and the integrity of the content, allowing ideas to be communicated faithfully without losing their nuances. Along with this, Alan Duff (1996) argues that translation develops three qualities related to language learning: accuracy, clarity, and flexibility. These qualities contribute to a better understanding of the target language. Moreover, translation tools are designed to handle complex academic terminology. Therefore, when using these tools in writing, it gives the ability to recognize and accurately translate specialized vocabulary and technical terms across various subjects and academic fields.

Translation exposes the individual to different linguistic structures and expressions. This exposure helps the one to boost and expand his vocabulary and get a deep understanding of the target language when writing. Kandiah Chellapan (1982) points out that “Translation can make the student come to closer grips with the target language” (p. 60). In addition, Nada Bin Dasmash (2020) recommends Google Translation Applications (GTA) for language learners. She adds, “They can clearly improve their writing skills exploiting GTA as a source for spelling” (p. 238). In terms of overall proficiency, Gabriella Kovacs (2018) states that “Students’ capacity

of decoding written words and their level of word recognition are shaped by the process of translation” (p. 55).

#### **I.2.4. Types of Translation Tools**

Translation is a process that necessitates a significant amount of time and focus because translators need to pay attention to details and linguistic nuances. To avoid challenges, several translation tools are designed to facilitate the translation process. Some tools are free, and others demand a subscription or a payment per word or page. Each tool differs from one another according to its features that cater to specific needs. The most widely used translation tools are Subtitling and Captioning, Computer-Assisted Translation (CAT), and Machine Translation (MT).

##### ***I.2.4.1. Subtitling and Captioning***

According to Marc Shuttleworth and Moira Cowie (1997), subtitling is the procedure of providing synchronized subtitles in a movie or television dialogue. In other words, it is the process of translating movie or television dialogue for the audience from a foreign language to the audience’s native language (Abdellah, 2008) using tools or software like Amara and Subtitle Edit. Audiovisual materials enhanced with captions are considered powerful instructional tools. These tools have the capability of providing captions and subtitles for audiovisual content, enabling effective transcription and translation for a wide audience.

##### ***I.2.4.2. Computer-Assisted Translation (CAT)***

John Hutchins (2007) explains that computer-assisted translation (CAT) tools are used to support professional translators in their work, rather than replacing them. These tools are designed to make the translation process faster while ensuring high quality of the work. CAT is also referred to as Computer-aided human translation (CAHT), meaning that the translation

is created by a human. It is characterized by features such as translation memory, terminology management, and alignment used for an effective translation.

#### ***1.2.4.3. Machine Translation (MT)***

The idea behind machine translation is that a mechanical device can translate a text without the need for human assistance (Kornacki, 2018). According to Niraj Garg and Puneet Agarwal (2018), “Machine Translation is a sub-field of computational linguistics that aims to automatically translate a text from one language to another using a computing device” (p. 1). In other words, it involves the use of algorithms, linguistic rules, and statistical models to translate a text to another language without the involvement of human translators. MT encompasses a variety of tools, such as DeepL, Microsoft Translator, and Google Translate (Fitria, 2023).

DeepL is a machine translation tool that uses artificial intelligence to provide high-quality text translations in different languages using a neural network approach (James, 2023; cited in Fitria, 2023). Furthermore, the Word program designed by Microsoft is a translation tool that “can translate the articles we want into Microsoft Word without the need for additional applications” (Fitria, 2023, p. 117). According to Tira nur Fitria (2023), one of the most popular translation tools is Google Translate. She further states that Google Translate is a widely used machine translation tool that supports over 100 languages, providing useful translations. Further information about this translation tool is provided in the sections below.

### **I.3. Google Translate**

#### **I.1.3. Overview and Features of Google Translate**

To facilitate translation, many machine translators were invented. One of the most widely recognized is Google Translate (GT). GT is a free multilingual machine translator that was developed by Google Inc. It can be accessed via an application programming interface

(API) that can be integrated into new software, an internet browser, or a smart phone application (Bahri & Mahadi, 2016). GT supports translation from and into 109 languages, provides free instant translation, and can translate not only words but also sentences, paragraphs, and multiple forms of media, including speech, pictures, real-time videos, and websites, from one language to another (Angkana Tongpoon-Patanasorn & Karl Griffith, 2020; Aulia Dina, 2022). Nada Bin Dahmash (2020) points out that there are five modes to write in English using GT application (GTA): “copying and pasting a text, taking a photo of the text, typing letters to form a word, drawing letters with fingers, and dictating the wanted word with one’s voice” (p.232). Additionally, Google Translate offers many translation features, which include offline language storage, translation by speaking, writing, typing a text using handwriting, and instant camera translation (Aulia, 2022).

Since its launch in 2006, Google Translate has undergone several enhancements. Initially, it was developed as a statistical machine translation tool to determine word translation. This approach relied on a phrase-based translation system that translates a sentence by breaking it up into the smallest units of phrases to be translated independently. Instead of directly translating a language to the required target language, Google Translate first translates the source language to English, then to the target language (Tongpoon-Patanasorn & Griffith, 2020). Besides, statistical-based translation (SBT) allows GT to process billions of words from various documents stored in Google’s database to recognize frequently used words. Thus, GT can find and select the most appropriate translation patterns following already human-translated texts (Karami, 2014; cited in Hadis Ghasemi & Mahmood Hashemian, 2016). Therefore, it is important to note that SBT has been criticized as it only translates single words, thus decontextualizing the meaning since isolated words lack the context necessary for correct translation (Alilich & Yakoubi, 2020).

In 2016, Google announced a new technology named Google Neural Machine Translation (GNMT) enhanced by artificial intelligence to increase the accuracy and quality of GT (Aulia, 2022). It has succeeded in minimizing 60% of translation mistakes and to some extent it produces fluent texts in several language pairs and in terms of translation quality, it is more similar to that of a typical human translator. It is one of the most commonly used online translator systems due to its more natural translation, enhanced accuracy, and ability to handle rare words ( Yunghui Wu et al., 2016; Linda Alkhawaja et la., 2020). Unlike statistical machine translation, this approach provides an algorithm that translates the required text directly from the source language to the target language without any intermediate step translation to English and goes beyond word-to-word translation; it takes into account the whole text and context to find the most suitable and appropriate translation (Tongpoon-Patanasorn & Griffith, 2020). After implementing this method, GT witnessed a notable improvement in its translation quality and accuracy, to some extent. As per Lucia Benkova et al. (2021), the introduction of Google Neural Machine Translation, or GNMT, was the most significant improvement in the translation systems.

### **I.3.2. Google Translate Quality**

Although Google Translate offers translation in a vast number of languages, its quality can vary greatly. Therefore, it has been evaluated by many researchers. Haiying Li et al. (2014) reported that GT is significantly correlated to human translation in terms of assessing formality and cohesion and indicated that GT is a reliable tool to bridge cross-cultural translation. Moreover, compared to another MT tool called Padideh Software, GT has achieved better quality. Its translation is nearly clear, more beneficial and appropriate, fairly informative, and precise, and can be considered a source of information, particularly in the domains of computer science and webpage translation (Haniyeh Sadeghi Azer & Mohammad

Bagher Aghayi, 2015). Almost the same results were found in 2019 by Faido Simanjuntak, who conducted a study on the quality assessment of the translation of an abstract text of English idiom errors made by Jordanian EFL undergraduate students using Google Translate. Based on the research results, the level of message validity, acceptability, and clarity of the translated abstract text by the translation tool achieved an average score, which indicates that the quality of this translation is almost good. On the other hand, according to Ghasemi and Hashemian (2016), who studied the mistakes made by GT while translating from English to Persian and vice versa, there is no difference in the quality of translation. More specifically, errors like the inappropriate production of active and passive voice, word order, and prepositions were made in both cases.

Moreover, Google Translate uses literal translation without taking into account the context of the text. It is unable to translate special words and produces lengthy, complex, and ineffective translations that lack clarity and concise explanation. Additionally, it uses punctuation incorrectly making the translation outcomes confusing and unreliable (Stefani Dewi Rosaria & Rati Riana, 2021). In one study, Tya Vidhayasai et al. (2015) examined the effectiveness of GT in translating a legal document about an airline's website terms and conditions from English to Thai. The findings uncovered several errors that occurred at the lexical level, syntactic level, and discursive level. Besides, the translation was imprecise, unclear, and incomprehensible and could damage the airline's reputation. As a result, GT requires revision for better results (Rosaria & Riana, 2021).

### **I.3.3. Studies on the Use of Google Translate in Academic Writing**

In the past, language learners utilized dictionaries to find the meaning of unfamiliar words in the target language (Eid Alhaisoni & Maha Alhaysony, 2017). Nowadays, with the development of technology and the internet, students have access to several online

translators, among them Google Translate, which they use for several academic purposes, such as writing. Several studies have examined the use of Google Translate in academic writing.

In one study, Alhaisoni and Alhaysony (2017) scrutinized Saudi EFL university students' attitudes toward the use of GT. The findings showed that most students use GT in almost every subject for reading, writing, vocabulary, and translation purposes; however, they use it more commonly in writing tasks. Regarding their opinions, the students expressed positive views towards GT, mainly because it is free, easy to use, and produces texts quickly. Moreover, the students claimed that GT's translation is much better than their own because of its ability to produce words quickly and effectively. Nonetheless, other students admitted that the application failed to translate a whole paragraph or text accurately and gave vague answers, and as a result, they had to consult a dictionary or ask their teachers or peers. The other element students pointed out is that they want their teachers to provide them with training or strategies to use GT effectively.

Besides, Wichuta Chompurach's (2021) study revealed that most Thai EFL university students have a positive attitude towards employing GT in their writing. According to them, the tool helped them improve their writing quality because it allowed them to search words and compose grammatically correct outputs. Additionally, GT is more reliable as it produces better results than writing on their own, particularly in terms of vocabulary, conjunctions, sentence structures, tenses, and word orders. More significantly, students found GT faster, more convenient, and more appropriate for academic needs than dictionaries in completing their writing tasks. Even though the majority of the students expressed favorable views towards GT, few students found that its raw outputs of idiom, phrase, and paragraph

rendering are incoherent and beyond comprehension, and the students' enthusiasm to complete writing tasks in English on their own has decreased.

Further, it has been observed by AyşeTuzcu (2021) that implementing Google Translate as a tool in mobile-assisted language learning can have a positive influence on students' writing task creativity, helping them to generate more unique ideas and effectively express them in the second language. In addition, using it as a pre-editing tool in writing exercises promotes less proficient EFL learners' writing creativity. Generally, learners with low proficiency levels perform better in terms of originality, elaboration, fluency, and flexibility of written products when they utilize Google Translate as a pre-editing tool.

In terms of teachers' perception, Alviola Zhafirah Andari et al.'s (2022) study has uncovered that the majority of teachers demonstrated positive attitudes towards the use of GT as a translation tool. They found the tool helpful as it provides quick and easy translation results and expands their vocabulary. However, they also insisted on the necessity of verifying the translation results one more time for accuracy before they submit their work. Furthermore, the application is convenient to use at any time or place on various portable devices, leading them to save time. Nonetheless, the use of GT in academic writing presents several disadvantages, including grammatical errors, lack of accuracy, or translations that are not accurate or appropriate within the given context (Intan Fibriana et al., 2021).

Additionally, a recent study that has investigated the use of Google Translate on writing assignments of English for IT professional class has revealed that students found GT useful for improving their writing skills as well as providing accurate translation. Along with this, using GT can help students enhance their vocabulary by exposing them to new words and phrases. However, it is important to acknowledge that this tool provides inaccurate translation and

students' translation abilities may not be developed if they over rely on it (Ratna Widya Iswara et al. 2024).

Finally, according to Clifford et al. (2013) the lack of proper referencing poses a challenge for students during their writing process. If students fail to include citations for the sources they used in their writing product, it may potentially be viewed as plagiarism. Therefore, it is recommended that when students employ machine translation tools like GT, they should review their writing product and ensure that proper citations are incorporated (cited in Andi Wirantaka & Mahdiana Syahri Fijanah, 2021).

These sources collectively have provided different and comprehensive insights on the quality, accuracy, and impact of Google Translate on different academic writing tasks. However, to the best of our knowledge, no studies have addressed teachers' and students' attitudes towards using GT for master's dissertation writing. Therefore, the present study aims to fill in this research gap by exploring the attitudes of both dissertation supervisors and Master 2 students regarding the use of Google Translate in the dissertation writing process in the Department of English at the University of Tizi-Ouzou.

## **1.4. Theoretical Framework**

### **1.4.1. Davis' Technology Acceptance Model (1989)**

The Technology Acceptance Model, or TAM, was proposed by Fred Davis in his doctoral thesis in 1989. It is designed to explain how individuals accept and use new technologies (Folkinshteyn & Lennon, 2016). In our research, TAM is applied to explore master 2 students' attitudes and the factors influencing their acceptance or refusal of using GT as a tool to help them write their master's dissertations in the Department of English at the University of Tizi-Ouzou. Moreover, it can guide us to uncover teachers' or supervisors' attitudes towards the use of GT by students in their master's dissertations. According to Davis (1989), an individual's

willingness to use a new technology is closely related to how and why they use it. Figure 1 presents the basic components of Davis's TAM.

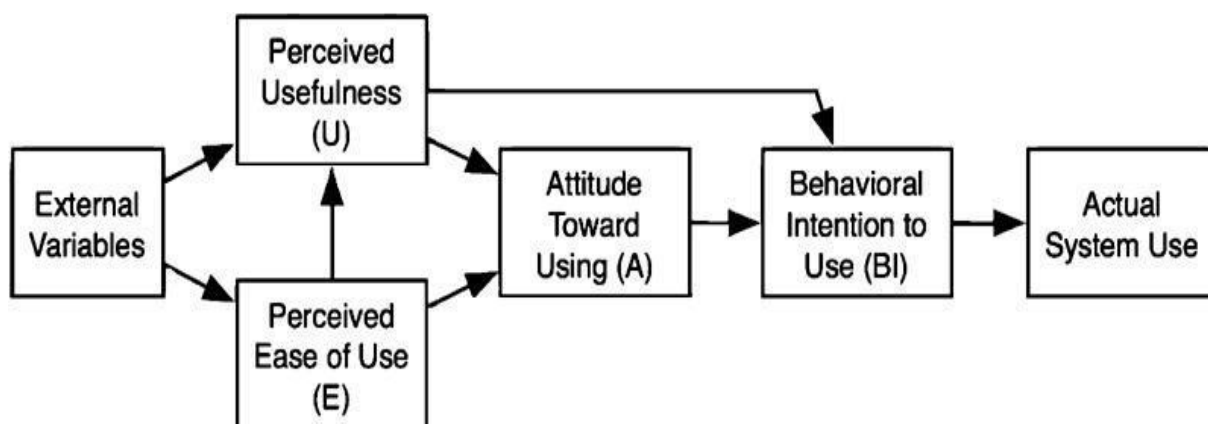


Figure 1. Technology Acceptance Model (Davis et al., 1989, p. 985)

As shown in Figure 1, the Technology Acceptance Model indicates that there are two factors that determine whether a new technology will be accepted and used. These factors are *perceived usefulness* and *perceived ease of use*. These factors “work in tandem to engender a user’s attitude towards a technology. This *attitude* in turn informs the user’s *behavioral intention*, which results in the *actual system use* or relative level of *technology acceptance* by a user” (Daniel Folkinshteyn & Mark Lennon, 2016, p. 221). In other words, if a user perceives a technology as useful and easy to use, he will develop a positive attitude towards it. This attitude makes them more likely to either actually use the technology or accept it to some extent.

#### 1.1.4.1. Perceived Usefulness

The first factor that shapes users’ attitudes towards a given technology is *Perceived Usefulness*. Perceived usefulness or PU is defined by Davis (1989) as “the degree to which a person believes that using a particular technology will enhance his or her job performance” (p.320). He further states, “people tend to use or not use an application to the extent they believe it will help them perform their job better. We refer to this first variable as perceived

usefulness” (Davis, 1989, p.320). In other terms, PU is related to the user's assumption that their performance would be improved by using a specific system or technology. Concerning our study, it is the extent to which GT is advantageous to EFL master 2 students in writing their dissertations, as their perceived usefulness of the chosen translation tool increases their intention to use it. Thus, the more they perceive it as useful, the more they are likely to integrate it into their dissertations writing process.

#### ***1.1.4.2. Perceived Ease of Use***

The second factor is Perceived ease of use, or PEU, which is defined by Davis (1989) as “the degree to which a person believes that using a particular system would be free of physical and mental effort” (p. 320). To clarify, it is when the users assume that certain systems or technological tools will be effortless to use. According to Davis (1989), users are more inclined to accept and use a new technology if they think it is easier to use than another. He also explains:

Even if potential users believe that a given application is useful, they may, at the same time, believe that the system is too hard to use and that the performance benefits of usage are out-weighed by the effort of using the application. That is, in addition to usefulness, usage is theorized to be influenced by perceived ease of use. (Davis, 1989, p. 320).

This unveils that even though the application may offer significant benefits, if users think that the effort required to use the system outweighs these benefits, they will not use it. Therefore, for an application to be widely adopted, it must not only be useful but also easy to use. Moreover, In relation to our study, it refers to the degree to which the students and teachers believe that using Google Translate in writing masters’ dissertations would be free of effort.

This can enhance their overall satisfaction with the tool, as a result, they are more likely to adopt and utilize it.

More importantly, according to Mohammad Chuttur (2009) and Folkinshteyn and Lennon (2016), TAM is popular in the field of Information Systems and one of the most researched models. It has attracted attention because of its capacity to predict and clarify how systems are being used and giving importance to the users' perception.

## **Conclusion**

This chapter has provided an overview of the key concepts related to our study that explores EFL teachers' and master 2 students' attitudes toward the use of Google Translate in writing master's dissertations. It has attempted to synthesize the existing knowledge related to our topic that has been published by recognized researchers. It has also offered a detailed explanation of Davis' Technology Acceptance Model (1989), which is the theoretical framework adopted in this study.

**Chapter Two:**  
**Research Design and Methodology**

## **Introduction**

This second chapter presents the research design and methodology followed throughout the research process. It is divided into four main sections. The first deals with the research method employed in the present study. The second part presents the necessary details about the context of the research and the sample. The third section describes the questionnaire and interview, which are the research instruments used to gather the required data that have been designed in alignment with Davis' Technology Acceptance Model (1989). The final section presents the procedures used to analyse the primary data.

### **II.1. The Research Method**

This study has combined the qualitative and quantitative methods for data collection and analysis. Put differently, mixed-methods research has been adopted. Mixed-methods research is a research method that combines qualitative and quantitative methods in one research process. It is a procedure for collecting, analyzing, and interpreting data using both qualitative and quantitative methodologies to fully understand the research topic (Isadore Newman et al., 2003). Using the advantages of both methodologies enables us to address the research problem from a more comprehensive and detailed perspective. To be more specific, the qualitative method is convenient as it helps us understand the meaning behind data, thus gaining insights into students' and teachers' attitudes. Whereas, the quantitative method is beneficial for its ability to measure and quantify the results of the closed-ended questions in the questionnaire. Along with this, Ulrika Östlund et al. (2011) state that "Mixed methods research, where quantitative and qualitative methods are combined, is increasingly recognized as valuable, because it can potentially capitalize on the respective strengths of quantitative and qualitative approaches" (p. 369). This method gives us an in-depth and rich

understanding of the use of Google Translate in dissertations writing that cannot be obtained when employing a quantitative or qualitative approach independently.

## **II.2. Context of Investigation and Sample Description**

This investigation took place in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO) during the academic year 2023/2024. The population under study is EFL teachers, or rather supervisors, and their students preparing their master's dissertations. From the whole population of Master two students, a sample of students was selected randomly from each specialism to answer the questionnaire. According to Ronald Fricker (2017), "simple random sampling (SRS) is a method in which any two groups of equal size in the population are equally likely to be selected" (p. 199). Concerning the interviews, the supervisors have been selected through convenience sampling. Convenience sampling is described as "a practical sampling strategy as the researcher selects a group of individuals who are willing to participate in the study" (Kamila Ammour, 2020, p. 105). This means that we have selected participants who are available and willing to take part in this study.

A total of fifty-six (56) students have answered the questionnaire, including nine (9) males and forty-seven (47) females. Among them, twenty-four (24) students are specializing in Foreign Language Didactics, twelve (12) in Language and Communication, and six (6) in General Comparative Literature. Additionally, fourteen (14) respondents are enrolled in Literature and Civilization and Literature and Interdisciplinary Approaches, seven (7) from each field. In addition, eight (8) female teachers have been interviewed.

## **II.3. Data Collection Instruments**

To gain a deeper and better understanding of the issue being investigated, two data collection instruments have been used to collect the required data. The first instrument is an

online questionnaire sent to Master 2 students, and the second data collection tool is an interview conducted with teachers or supervisors.

### II.3.1. Questionnaire

The first data collection tool used in this research is a questionnaire. A questionnaire is a tool used to collect data from participants to effectively address research questions (Chrik Jenn, 2006). Uma Sekaran and Roger Bougie (2016) argue that “A questionnaire is a preformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives...Questionnaires can be administered personally, mailed to the respondents, or electronically distributed”(p. 252). This means that a questionnaire is a structured list of questions designed to gather specific information from respondents, often within predetermined options. It can be given in person, sent by mail, or conducted online.

In this study, an online questionnaire was designed using Google Forms, and the link (<https://docs.google.com/forms/d/e/1FAIpQLSdWAISSRqOGrokc770qju4qS4VRwjG3NY3902PBa0Lgouzag/viewform>) has been sent to Master 2 students via Facebook. The designed questionnaire has been organized into five (05) sections entitled as follows: *General Information, Students' Use of Translation Tools in Academic Work, The Use of Google Translate for Academic Tasks, The Use of Google Translate as a Tool to Write Master's Dissertations, and Students' Perceived Advantages and Disadvantages of Google Translate when Writing Master's Dissertations*. Additionally, a combination of twenty (20) closed-ended and open-ended items has been included in it (See Appendix A). More specifically, the questionnaire contains seventeen (17) closed-ended questions that encompass yes/no items (Q3, Q6, and Q9), multiple choice items (Q1, Q2, Q5, and Q8), frequency questions (Q4 and Q7), and Likert

scale questions (Q10, Q11, Q12, Q13, Q14, Q15, Q16, and Q17). Closed-ended questions require respondents to choose an answer from a set of predetermined choices. On the other hand, three (3) open-ended questions (Q18, Q19, and Q20) have been included to allow respondents to respond in their own words. At the end of the questionnaire, a general open-ended question (Q20) has been provided for students to add any additional information or thoughts they would like to express in relation to the topic.

The questionnaire has been administered online to all Master 2 students from April 29 to May 8, 2024; however, only fifty-six (56) students have answered it. Nonetheless, it is important to note that in order to pre-test the validity, clarity, and comprehension of the items written in the questionnaire, a pilot study has been conducted prior to the proper study on April 28, 2024. We have sent the link to the questionnaire to five students, one student from each specialism. On the basis of their feedback, the pilot study was considered a success; therefore, no changes have been made as all the students claimed that the questions were clear.

### **II.3.2. Interview**

According to John Biggam (2011) “Interviews are an appropriate means of collecting qualitative data, and commonly used in case studies” (p. 281). In the present research, interviews have been conducted in both face-to-face and asynchronous online forms (via email). Contrary to a face-to-face interview, the asynchronous online interview involves the exchange of a list of written questions and answers over a period of time through social media or via email. Katerina Ratislavová and Jakub Ratislav (2014) stated that “The asynchronous email interview is a qualitative research method where information is repeatedly exchanged online between researcher and participant within a particular time-frame” (p. 452). The choice

of the interview type, face-to-face or online depended on the availability and preference of the interviewees (teachers or supervisors).

The interview has consisted of (11) open-ended questions (See Appendix B) addressed to teachers, specifically supervisors, in the Department of English at the University of Tizi-Ouzou. The questions range from general to specific, starting with the degree teachers hold, their teaching experience at the university to recommendations regarding the right use of Google Translate in master's dissertations.

These questions were sent via email on May 1 to seventeen (17) supervisors but only eight (8) teachers have answered between May 2 and May 10. In addition to these eight (8) asynchronous online interviews, a face-to-face interview took place on May 8 with one teacher. However, before the interview questions were distributed to teachers, they have been piloted by one teacher in order to detect any problematic question. Mostly, the teacher has approved all the questions except for two. To be more specific, the teacher suggested reformulating question 7 and be precise in the formulation of question 11.

#### **II.4. Procedures of Data Analysis**

This section gives a detailed description of the methods used to analyze the data collected from the questionnaire and the interview. The mixed-methods have been adopted in this research, which includes a combination of qualitative and quantitative analysis tools. Therefore, the quantitative data have been analyzed using the descriptive statistical method and the qualitative data is analyzed relying on Qualitative Content Analysis (QCA).

##### **II.4.1.Descriptive Statistical Method**

To analyze the quantitative data collected from the closed-ended questions of the questionnaire, the descriptive statistical method has been used to calculate the percentages. Since the data were collected using Google forms, the Google Forms software provided

straightforward analysis by summarizing responses and creating basic diagrams. This tool facilitates initial data processing and provides basic analysis of the data. According to Ait Ouazzou and Doridou (2023), "Google Forms is a valuable tool for data collection and analysis. The software offers spreadsheet functions that enable users to analyze data" (p. 23). The numerical findings are presented in pie charts, bar graphs, and tables.

#### **II.4.2. Qualitative Content Analysis (QCA)**

Following the analysis of the numerical data, the collected qualitative data from the open-ended questions from the interview and questionnaire have been analyzed through the use of Qualitative Content Analysis (QCA). According to Peter Jupp (2006), QCA "is a useful and important tool of documentary analysis, providing objective and rigorous methods for investigating social meaning" (p.41). Moreover, Fang Hsieh and Sarah Shannon (2005) define QCA as "a research method for the subjective interpretation of the content of the text through systematic classification process of coding and identifying themes or patterns" (p.1278). That is to say, the main goal of QCA is to identify the different categories and themes from the words and sentences used in the questionnaire and the interview. In this study, we have adopted the inductive approach to coding. This means that, during our analysis of the data gathered from the open-ended questions of the questionnaire and the interview, we have identified codes and grouped them into themes and categories.

### **Conclusion**

This chapter has presented the research design and methodology that have been adopted in our study. It has first explained the research method, the context of the investigation and the sample description. Then, it has described the instruments used to collect the data, which are the questionnaire and the interview. Finally, it has explained the

two main procedures used for the data analysis, which are the descriptive statistical method and Qualitative Content Analysis (QCA). The next chapter presents the results of the study.

## **Chapter Three:**

### **Presentation of the Findings**

## **Introduction**

This chapter is devoted to the presentation of the findings obtained from the collected data of a questionnaire addressed to Master 2 students of all specialties in the department of English at the University of Tizi-Ouzou and from an interview conducted with teachers, more specifically supervisors. This chapter is divided into two parts. The first part presents the results obtained from the questionnaire, and the second part is concerned with the presentation of the interview findings.

### **III.1.Presentation of the Questionnaire Findings**

#### **III.1.1. Section One: General Information**

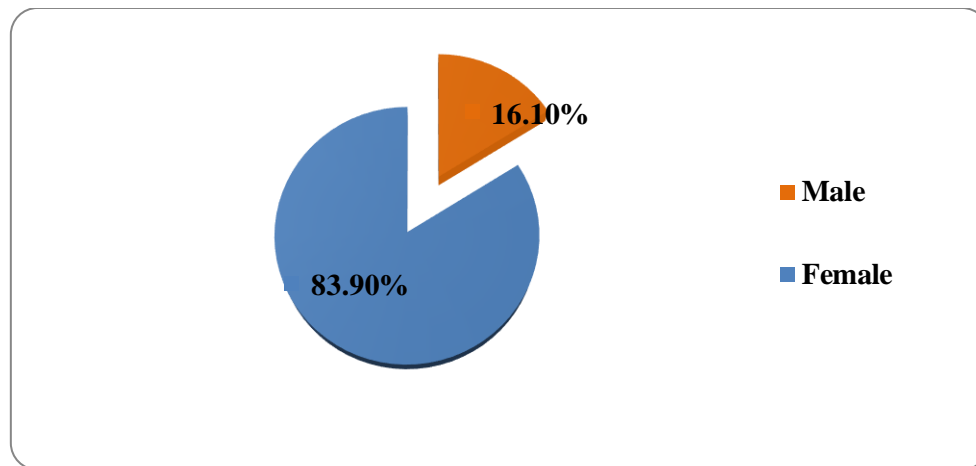
The first section of the questionnaire aims at collecting general information about our research participants, which are EFL Master 2 students enrolled at the University of Tizi-Ouzou.

**Question (1):** Please specify your gender.

The first question aims at gathering data about students' gender. The obtained information are displayed in Figure 2.

Figure 2

*Students' Gender*



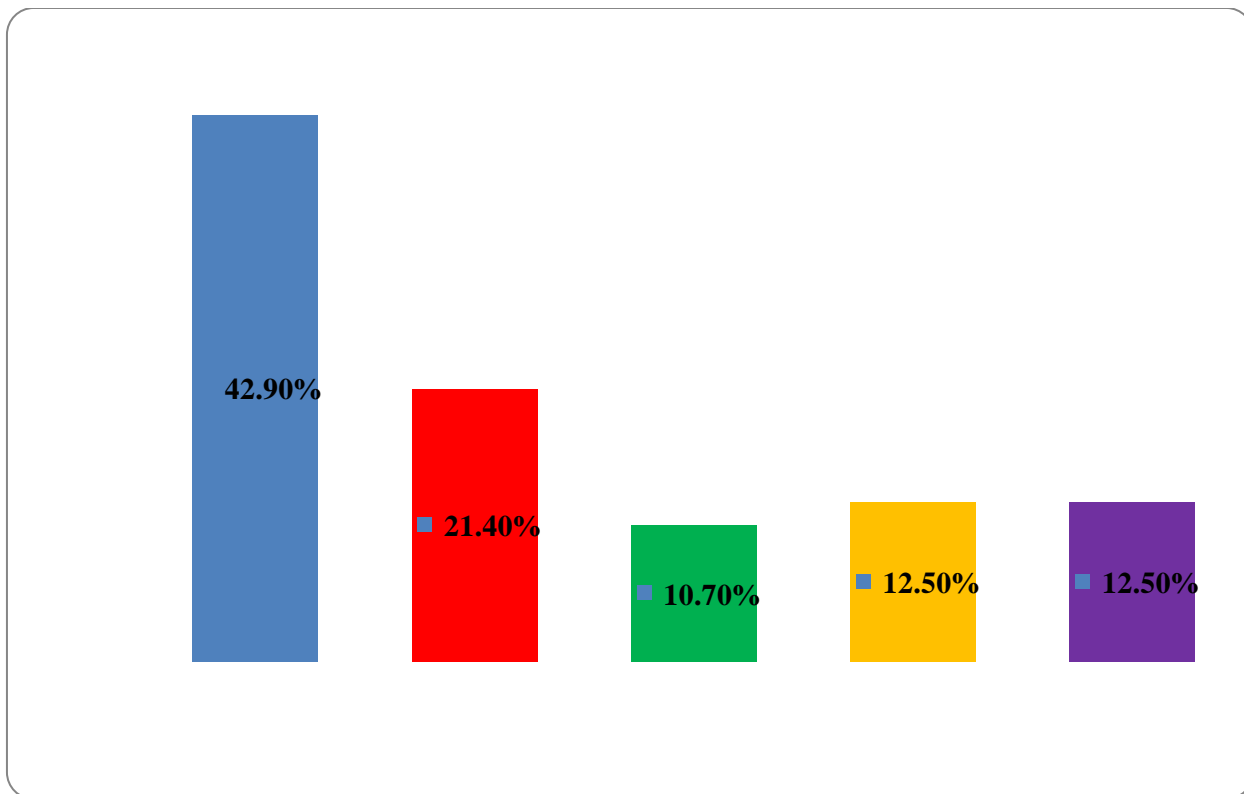
As seen in Figure 2, 83.90% of the students who have answered the questionnaire are females, and only 16.10% are males. This means that the majority of the study participants are female students.

**Question (2):** In which master program are you enrolled?

The second question is about the master program students are enrolled in. The data collected are presented in Figure 3.

Figure 3

*Students' Specialism*



According to the findings presented in Figure 3, the majority of the students (42.90%) are enrolled in Foreign Language Didactics. Other students are from Language and Communication, with a percentage of 21.40%. Students enrolled in Literature and Civilization and Literature and Interdisciplinary Approaches have an equivalent percentage of 12.50%. A minor number of the participants are from General Comparative Literature, with only 10.70%.

### III.1.2. Section Two: Students' Use of Translation Tools in Academic Work

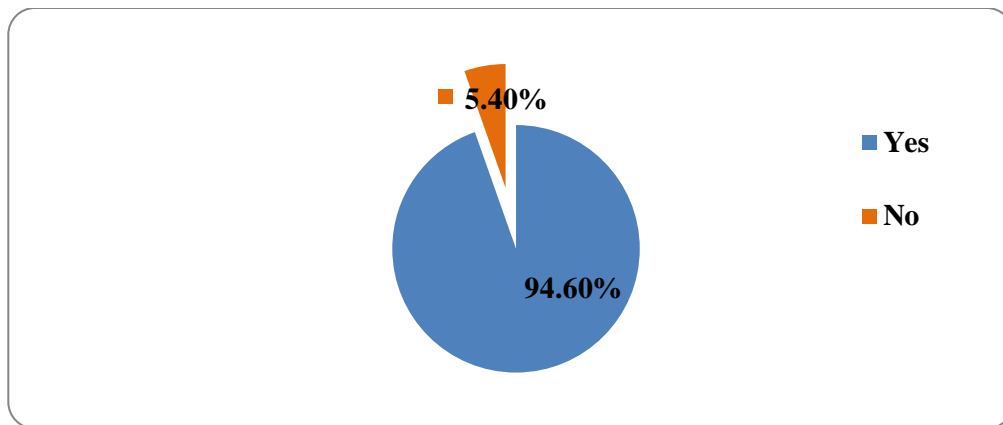
This second section investigates students' familiarity with and use of translation tools in their academic works.

**Question (03):** Do you use Translation tools in your academic work?

The third question aims at investigating whether students make use of translation tools in their academic work or not. The results are reported in Figure 4.

Figure 4

*Students' Use of Translation Tools in Academic Work*



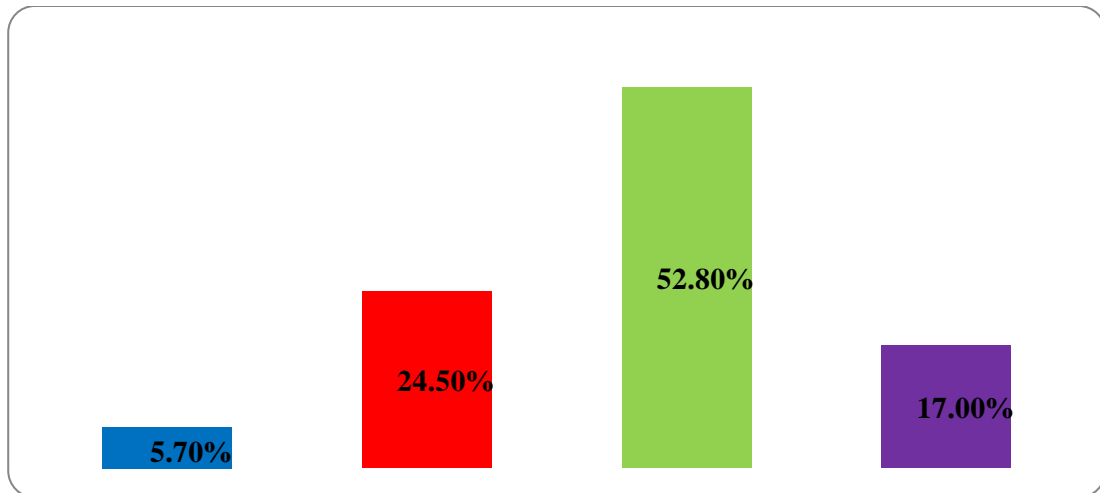
The third question concerns students' use of translation tools in their academic work. As seen in figure 4, the majority of the students (94.60%) use translation tools, and only 5.40% of them do not use translation tools in their academic works.

**Question (04):** If the answer is yes, how often do you use translation tools in your academic work?

The fourth question of our questionnaire is about the students' frequency of use of translation tools in their academic work. The findings are presented in Figure 5.

Figure 5

*Students' Frequency Use of Translation Tools in their Academic Work*



The data displayed in Figure 5 indicate that 52.80% of the students use Translate tools sometimes, and 24.50% of them often use such tools in their academic works. A segment of respondents (17%) reported rare usage, and a minority of 5.70 % always rely on these translation tools.

**Question (05):** If the answer is yes, which of the following translation tools do you use? (Select all that apply).

The fifth question allows students to choose more than one option or to suggest other answers about the types of translation tools they use. The collected data are presented in Table 1.

Table1

*Types of Translation Tools Used by Students in Their Academic Work*

Type of Translation Tool	Percentage
Google Translate	88.70%
DeepL	18.90%
Microsoft Translator	9.40%
Reverso Context	7.30%
ChatGPT	3.80%
Linguee Dictionary	1.90%

As indicated in Table 1, Google Translate is the most commonly used translation tool among the participants, with a percentage of 88.70%. DeepL ranks second with a percentage of 18.90%. 5 students (9.40%) claimed that they use Microsoft Translator. 1.90% of the students proposed using Linguee Dictionary, 3.80 % of them use ChatGPT as a translation tool, and 7.30% of them admitted using Reverso Context for their translations.

### III.1.3. Section Three: The Use of Google Translate in Academic Tasks

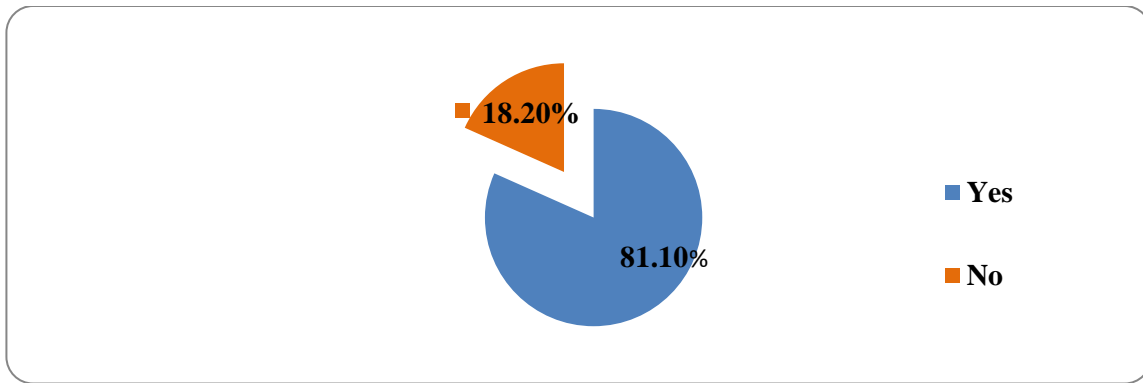
This section aims to explore students' implementation of Google Translate in their academic tasks.

**Question (06):** Do you use Google Translate for academic purposes?

The sixth question aims to ascertain whether students use Google Translate for academic purposes or not. The results are presented in Figure 6.

Figure 6

*Students' Use of Google Translate for Academic Purposes*



As illustrated in Figure 6, a high percentage of students (81.10%) use Google Translate for academic purposes, and the remaining 18.2% said that they do not use it.

**Question (07):** If the answer is yes, how often do you use it?

The seventh question tries to determine the students' frequency of use of Google Translate for academic purposes. Figure 7 presents the results obtained from this question.

Figure 7

*Students' Frequency Use of Google Translate For Academic Purposes*

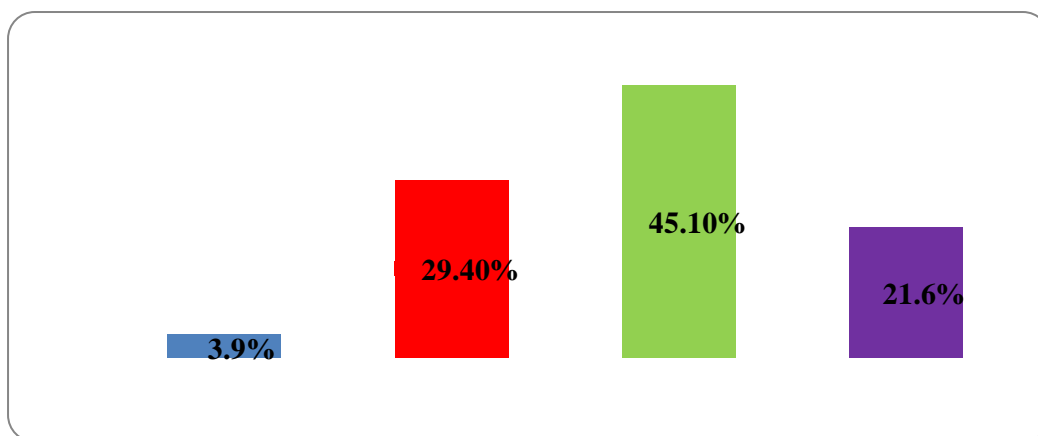


Figure 7 shows that a significant number of the participants, encompassing 45.10%, employ Google Translate in their academic tasks sometimes, 29.40% of them use it often. Meanwhile, 21.6% of the students rarely use Google Translate, and merely 3.9% always use the tool.

**Question (08):** What type of content do you usually translate using Google Translate? (Select all that apply)

The eighth question aims to investigate the type of content for which students employ Google Translate. Table 2 underneath presents the findings.

Table 1

*Commonly Translated Content Using Google Translate*

<b>Type of Translated Content</b>	<b>Percentage</b>
Words	79.20%
Sentences	52.80%
Paragraphs	20.80%
Texts	9.40%

Table 2 demonstrates that most of the students, that is 79.2%, use the tool to translate words, and more than half of them (52.80%) utilize it for translating sentences. On the other hand, a small number of the respondents (20.80%) use it at the paragraph level, while the minority (9.4%) uses it to translate entire texts.

#### **III.1.4.Section Four: The Use of Google Translate as a Tool to Write Master's Dissertations**

This section aims to explore the use of Google Translate as a tool to write master's dissertation. It contains nine questions. The results of each are provided below.

**Question (09):** Do you use Google Translate in the process of writing your master's dissertation?

Question 09 aims to determine whether students use Google Translate when writing master's dissertations or not. The obtained results are presented in Figure 8.

Figure 8

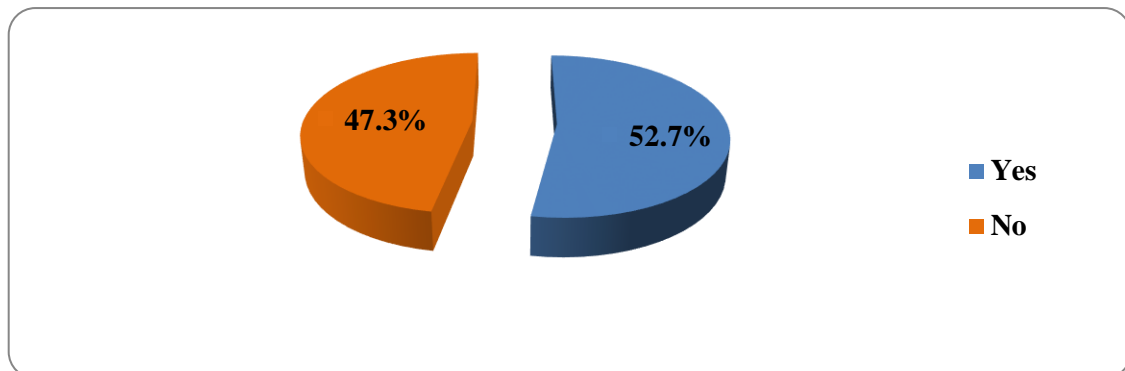
*Students' Use of Google Translate in the Dissertation Writing Process*

Figure 8 reveals that more than half of the students, or 52.70%, make use of Google Translate in the writing process of their master's dissertations, and 47.30% do not employ it.

**Question (10):** I use Google Translate because I find it useful in writing my master's dissertation.

The aim of this question is to determine if students use Google Translate due to its perceived usefulness or not. The information collected is visually represented in Figure 9.

Figure 9

*Students Perceptions of the Usefulness of Google Translate in Master's Dissertation Writing*

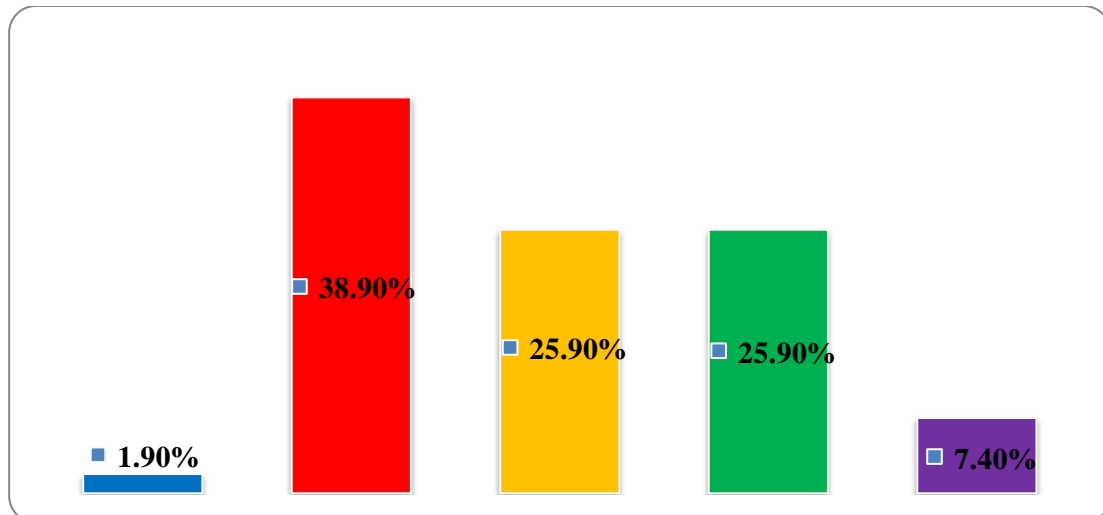


Figure 9 shows that 38.90% of the participants agree that Google Translate is beneficial for their master's dissertation writing, and 1.90% strongly agree. 25.90% remain neutral. 25.90% of them disagree with the statement, and 7.40% strongly disagree.

**Question (11):** Google Translate provides rapid translations and helps me save time and effort while writing my master's dissertation.

The aim of this question is to assess students' perceived usefulness of Google Translate in the context of writing their master's dissertations. More specifically, it aims to understand students view Google Translate as a tool that facilitates rapid translations, saves time, and reduces effort during the dissertation writing process. The findings are displayed in Figure 10.

Figure 10

*Google Translate as a Time-Saving Tool for Master's Dissertations*

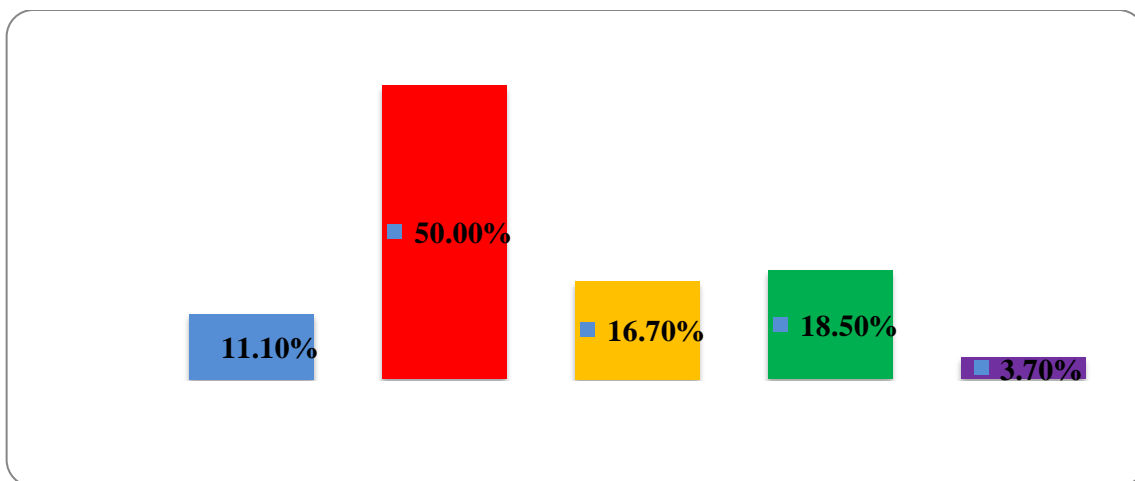


Figure 10 depicts students' opinions on how fast and time-saving Google Translate is. The results demonstrate that 11.1% of the students strongly agree with its fast translation abilities, and 50% agree. Conversely, 18.50% disagree with the statement, and only 3.70% strongly disagree. Furthermore, 16.70% took a neutral position.

**Question (12):** I find Google Translate as a useful tool for understanding foreign academic sources used in my dissertation.

The aim of this question is to determine whether students believe that Google Translate is useful in aiding their understanding of academic sources written in foreign languages. The results are exposed in Figure 11

Figure 11

*Students' Perceptions of Google Translate Utility in Understanding Foreign Academic Sources Used in Their Dissertations*

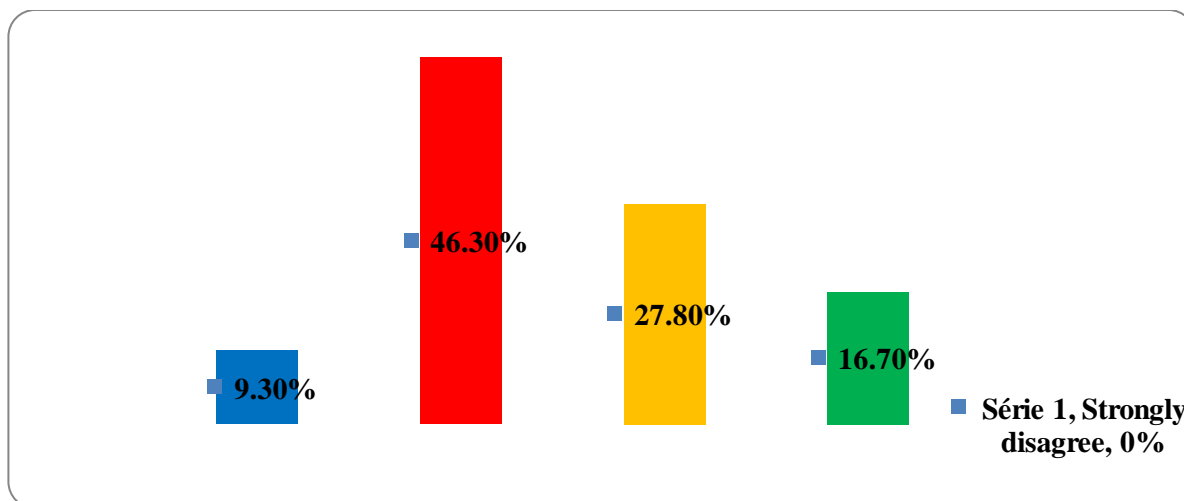


Figure 11 portrays the results of the students' views on the usefulness of Google Translate for understanding foreign academic sources used in their dissertations. Most of the students agree that it is helpful, with a percentage of 46.30% and 9.30% strongly agree with it. Besides, 27.80% of them have a neutral position, while 16.70% completely disagree, and non-response has been recorded for strongly disagree.

**Question (13):** I use Google Translate because I find it easy to use for translating academic content for my master's dissertation.

The aim of this question is to determine if students use Google Translate because they find it convenient and easy to use for translating academic content in their master's dissertations. The results are shown in Figure 12.

Figure 12

*Students' Perceptions of the User-Friendliness of Google Translate for Academic Content*

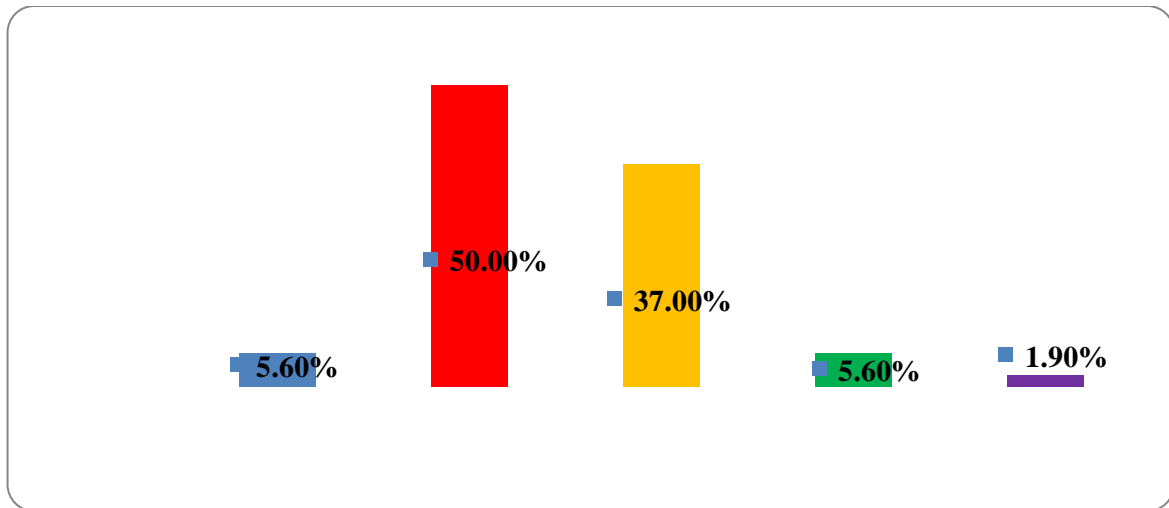


Figure 12 reveals students' views on how Google Translate makes it easy to translate academic content for their master's dissertations. 50% agree and 5.60% strongly agree with the statement above. 5.60% of the students disagree and 1.90% strongly disagree with this point. 37% of them are neutral.

**Question (14):** I am familiar with the interface and features of Google Translate and feel confident using it when working on my dissertation.

The aim of this question is to assess students' familiarity with and confidence in using the interface and features of Google Translate when working on their dissertations. The results are presented in Figure 13.

Figure 13

*Students' Familiarity with and confidence in the Interface and features of Google Translate*

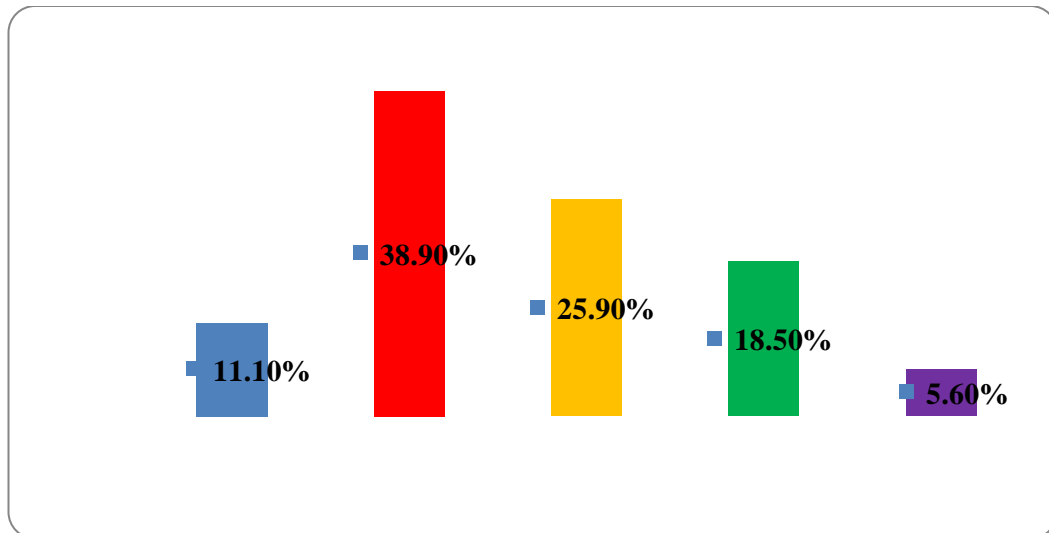


Figure 13 presents students' confidence and familiarity when using Google Translate. The results show that 18.50% disagree and 5.60% strongly disagree with the statement above. While 38.9% agree and 11.10% strongly agree with the fact that they are familiar with Google Translate's features and interface, 25.9% of the respondents remain neutral.

**Question (15):** I can effectively use Google Translate without any help.

Figure 14

*Students' Proficiency in Using Google Translate Independently*

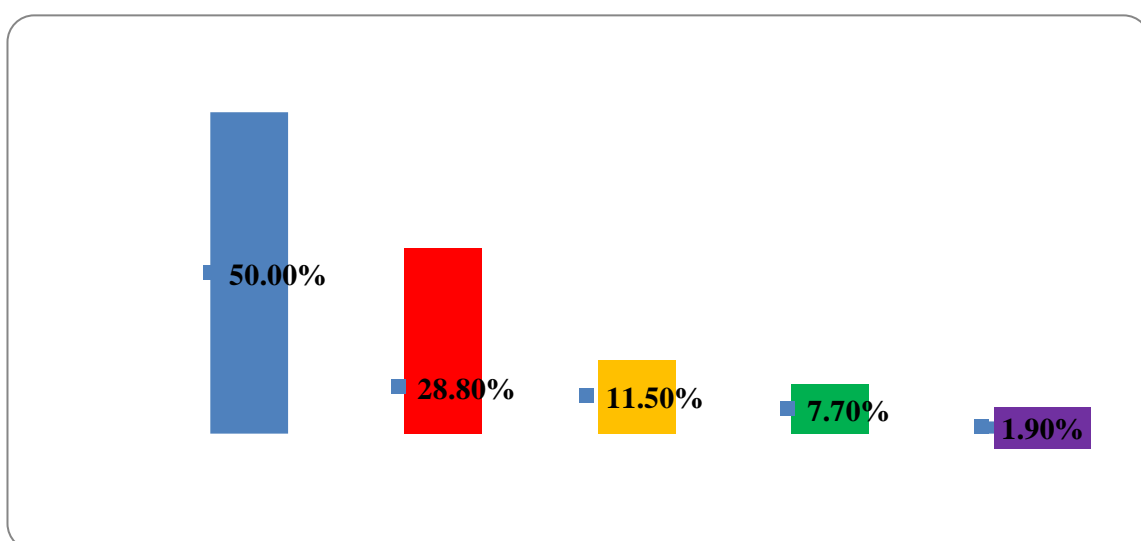


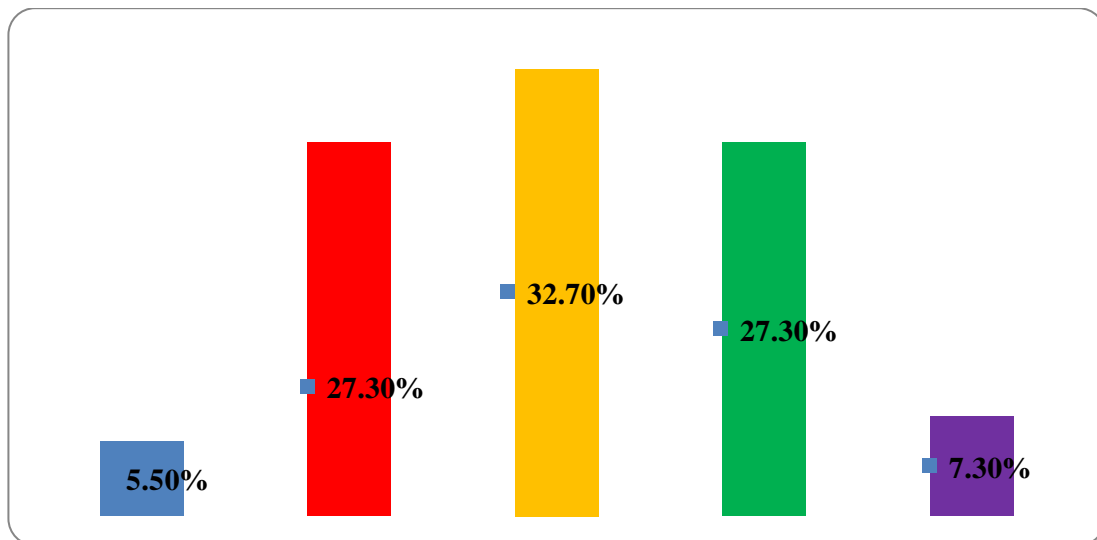
Figure 14 indicates that 50% of the students strongly express their agreement, and 28.80% agree with the statement above. Nevertheless, 4 participants (7.70%) disagree, and

1.90% strongly disagree. A small number of students, represented by 11.50%, responded by being neutral.

**Question (16):** Google Translate is an accurate and reliable tool for translating academic texts.

Figure 15

*Students' Perceptions of the Accuracy and Reliability of Google Translate*



From the data displayed in Figure 15, we can notice that the majority of students (32.70%) have a neutral standpoint. While 27.30% agree and 5.50% strongly agree, the remaining participants have either disagreed (27.30%) or strongly disagreed (7.30%) with the statement.

**Question 17:** I usually review the translations provided by Google Translate.

This question seeks to determine whether students review the translations provided by Google Translate before using them. In master's dissertations, it is essential to use accurate information. Therefore, it is important to know whether students check if the translations from Google Translate are correct and reliable. The results are shown in Figure 16.

Figure 16

*Students' Tendency to Review Google Translate Translations*

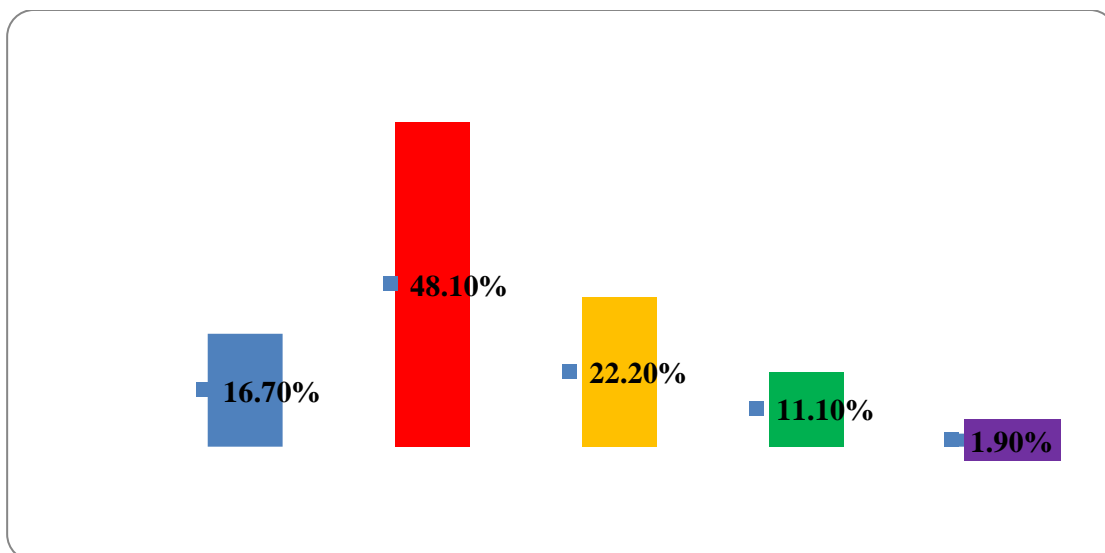


Figure 16 exhibits the degree of students' agreement or disagreement with question 17. The results reveal that most of the students (48.10%) are in agreement with the fact that they review or double check the translations obtained from Google Translate, and 16.70% strongly agree with the statement. Yet, a small group of students are in disagreement with a percentage of 11.10%, and 1.90% of them strongly disagree. However, 22.20% claim to be neutral.

### III.1.5. Section Five: Students' Perceived Advantages and Disadvantages of Google Translate when Writing Master's Dissertations

In this section, students were asked about the advantages and disadvantages of using Google Translate in the writing process of master's dissertation.

**Question (18):** According to you, what are the advantages of Google Translate as a tool to write master's dissertations?

Students provided various advantages regarding the implementation of Google Translate as a tool in the writing process of their dissertations. Qualitative Content Analysis was applied to analyze the responses obtained from this open-ended question. Four main themes emerged from the students' answers. In terms of time saving, students declared that

GT is quick, effortless, free to access, and easy to use. For example, one of the respondents asserted that “GT is time saving and its process of translating the words is easy”. Additionally, concerning the practical aspect of GT, it is beneficial for checking the meaning of foreign words, sentences, expressions, and texts, thus enriching their vocabulary. For instance, one of the students reported that “GT is useful to understand difficult words and the actual meaning of expressions and texts”. Moreover, it offers an accurate translation and maintains the original meaning of words. Student’s declaration that “GT is helpful in providing accurate translations and in maintaining the source meaning” illustrates this point. Another advantage was mentioned by one student in the statement, saying that “GT is helpful for accessing research material or articles written in languages the researcher might not be fluent in”. Accordingly, GT is helpful for paraphrasing, checking synonyms, and improving the writing style of the students.

**Question (19):** According to you, what are the disadvantages of using Google Translation as a tool for writing master’s dissertations?

Students reported different drawbacks related to the use of Google Translate in the dissertation process. Their answers were coded and categorized into four themes. The first limitation mentioned by a student is a contextual limitation where “Google Translate lacks the ability to capture the context and nuances of a specific field or subject”. Therefore, it results in misinterpretation and misleading information for students who struggle with complex or specialized terminology. Another disadvantage pointed out by the respondents is that GT is not a reliable tool to use as it provides literal translations that should be reviewed and reformulated. This point can be illustrated by one of the students’ declarations, “The answers given by Google Translate should always be reformulated since it provides literal translations”. In terms of reliance, the overuse of GT prevents students from using their critical thinking

abilities; consequently, they become less productive and less creative. As stated by students, “Overusing it makes the user always rely on it, and ignore their ability to construct a personal idea”. Finally, when it comes to sentence structure, syntax and grammar, GT offers ill-formed translations. As reported by a student, “Google Translate can lead to errors in grammar and sentence structure”.

**Question (20):** Please feel free to add any more remarks you may have that you feel are pertinent to this topic.

In the space designated for respondents to share additional ideas regarding our topic, students suggested that while Google Translate can be a useful tool for accessing and understanding foreign language texts, it should be used cautiously and supplemented with other translation methods and human expertise to ensure accuracy and integrity in academic writing. Despite the fact that GT can be useful for understanding texts in another language, students should not only rely on it and combine it with other tools such as dictionaries or to check the right meaning of words with people who are fluent in the language for accurate work.

## **II.2. Presentation of the Interview Findings**

A mixture of online and face-to-face interviews has been conducted to gain more insights about teachers’ attitudes towards the use of Google Translate in the process of writing master’s dissertations. This second part of the chapter is concerned with the presentation of the qualitative data collected from the interviews. The findings have been analyzed using Qualitative Content Analysis (QCA).

**Question 01:** What type of academic degree do you hold?

This question aimed to gather information about teachers' academic degrees. According to the findings, two main categories have emerged from the data. One (1) teacher holds a magister degree, and seven (7) teachers have a Ph.D. or doctorate degree.

**Question 02:** How long have you been teaching English?

The findings of the second question aimed at uncovering how long the interviewees have been teaching English. Among them, two (2) teachers stated that they have been teaching English for two (2) years, one teacher for seven (7) years, and another teacher for eight (8) years. In addition, one teacher has been teaching English for a decade and another for fifteen (15) years. Two (2) teachers have a teaching experience of more than twenty (20) years.

**Question 03:** How long have you been supervising Master 2 students' dissertations?

From the gathered information, teachers have varied responses regarding their experience supervising Master 2 students. Two out of the eight (8) teachers reported having supervised Master 2 students for a period ranging from 2 to 3 years. Two other teachers have been supervising for more than five (5) years, with one having eight (8) years and the other having six (6) years of experience. Furthermore, three (3) teachers claimed to have more than a decade of experience. One teacher did not provide an answer to this question.

**Question 04:** What is your opinion about students using Google Translate as a tool to assist them in the dissertation writing process?

Distinct differences in teachers' opinions were observed regarding the employment of GT in Master 2 students' dissertations. Two (2) teachers have responded similarly, proclaiming that GT is a useless and misleading platform that gives literal translation and neglects the context and cultural connotations. For example, Teacher 7 said that:

I believe that Google Translate (GT) should not be used by MA students while writing up their study. Google Translate is a very misleading platform that gives word-for-word translations only without taking context (or sometimes cultural connotations) into

consideration. In such cases, GT sometimes (or most of the time) affects or completely changes the meaning of the original text once translated.

However, the remaining six (6) teachers shared a positive view towards GT, saying that it is a useful tool in terms of helping students understand advanced vocabulary, the theoretical framework, or the text. In addition, Teacher 3 admitted that “It is useful to use Google Translate as a tool to quickly translate words or phrases from other languages”. Even though these teachers perceive GT as a useful tool, some of them caution against heavy reliance due to concerns about inaccuracies, misunderstandings, and plagiarism issues.

**Question 05:** Could you describe some of the instances where students can use Google Translate? In what ways students can integrate it in their dissertation writing process?

This question has yielded different answers. Six (6) teachers have described several situations in which GT can be used by Master 2 students, including checking grammar and syntax, summarizing and paraphrasing, finding synonyms, and generating translations. In addition, it can be used as a reference to improve the clarity and coherence of their writing style. Moreover, students can rely on GT when they experience language deficiencies. In contrast, two (2) teachers have expressed their negative view by saying that GT should be used only on rare occasions, when the students are sure about the right meaning of the translation, or by strongly advising against its use.

**Question 06:** In your opinion, what are the potential benefits of Google Translate in assisting students with writing their dissertations?

Teachers’ opinions about the benefits of Google Translate in assisting students with writing their dissertations are classified into two categories. The first category is composed of six (6) teachers who find GT beneficial at the level of improving the students’ language proficiency and writing style as well as enriching their vocabulary. Additionally, GT is a valuable tool that provides quick and accurate translations or terminologies for unfamiliar

words or sentences. Moreover, it serves as a tool for generating ideas and understanding complex concepts in their research material. The second category includes two (2) teachers who considered GT a useless tool that does not have any role in helping students in their writing process. Teacher 7 said that “I personally cannot think of any benefits, as I believe that there aren’t any. However, in case there are, I would say time saving and vocabulary enhancement”. This statement suggests that this teacher initially did not see any benefits of using Google Translate in the dissertation writing process but acknowledged the possibility that this translation tool can help students save time and improve their vocabulary.

**Question 07:** What specific features of Google Translate (such as simple interface, instant translation, language diversity, document translation, offline translation, dictionary and synonyms, etc.) do you find useful for dissertation writing? Please justify your answer?

All the teachers agreed that different GT features can be practical for students to employ in their dissertations. Firstly, its simple interface and instant translation allow quick access and facilitate the translation of diverse languages. Secondly, the use of dictionaries and synonyms can expand students’ lexicon and improve the clarity and precision of their dissertations. Lastly, GT’s offline translation feature ensures that Master 2 students have access to translations even without an internet connection, and the document translation feature enables the translation of complete documents. Overall, while there are varying opinions on Google Translate’s useful features, teachers generally recognize specific features like instant and offline translation, language diversity, and dictionary/synonym support as beneficial for dissertation writing.

**Question 08:** According to you, what are the potential drawbacks of using Google Translate for dissertation writing?

This question invited teachers to express their opinions about the drawbacks of using GT in students’ dissertations. Mostly, all the teachers emphasized the fact that GT can hinder students’ language development and critical thinking skills, potentially leading to a dependence

on the tool. Another recurrent drawback cited by the interviewed teachers is that GT does not always capture the context or tone of the original text accurately, leading to misinterpretations and inaccuracies like the incorrect translation of prepositions or less formal translations (non-academic). On top of that, translations provided by the tool are qualified as “verbatim translation”, or what is known as word-for-word translation. In addition, potential for plagiarism due to improper citation is also mentioned as a drawback. In summary, the drawbacks identified by the interviewed teachers include inaccuracies in translation, potential for plagiarism, decontextualization of meanings, and hindrance to critical thinking skills development.

**Question 09:** What concerns do you have about students relying on Google Translate for writing their master’s dissertations in terms of quality, authenticity or academic integrity?

All the teachers have had several concerns about students relying on Google Translate when writing their master’s dissertations. In terms of quality, there is a risk of producing content that lacks accuracy, depth, or is incomplete. Along with this, one teacher has admitted that there is a high chance that students’ writing will be less academic due to the limitations of automated translation. In terms of academic integrity, there is a potential risk for plagiarism if students directly incorporate the translated text without proper attribution. Furthermore, as far as authenticity is concerned, the content may be considered machine-generated because the students did not engage directly with it.

**Question 10:** What recommendations do you have for students regarding the appropriate use of Google Translate in their dissertation writing?

Regarding the appropriate use of GT when writing master’s dissertations, teachers have enumerated various pieces of advice. First, students should not rely on the tool as a primary source for their writing but instead use it as a supplementary one and use the traditional method (bilingual dictionaries). Second, students should approach its use with caution and verify the

translations provided by GT by consulting peers or supervisors. Third, students should avoid directly incorporating translated text without proper citation to avoid plagiarism. Finally, teachers advised students to practice their reading and writing skills and to enhance their vocabulary.

**Question 11:** Please feel free to add any additional insights about the use of Google Translate in dissertation writing.

Concerning this additional question, six (6) teachers did not add any insights about our topic except two (2) teachers. Teacher 1 stated that “it’s important for students to recognize that while Google Translate can be a helpful tool, it has limitations. Therefore, students should approach its use with caution and supplement it with their own language skills and critical thinking”. This statement highlights the teacher’s perspective on the importance of understanding the limitations of Google Translate, using it as a supplementary rather than a primary tool for translation, and advising against excessive reliance on it. In addition, Teacher 8 encourages language practice to reduce reliance on translation tools like Google Translate

### **Conclusion**

In this chapter, we have presented the data gathered from the fifty-six students who have answered the questionnaire and from the eight teachers who participated in the online asynchronous and face-to-face interviews. The results have been presented in tables, diagrams, and narrative texts.

**Chapter Four:**  
**Discussion of the Findings**

## **Introduction**

This chapter delves into the discussion of the findings obtained from the online questionnaire addressed to Master 2 students and the interview conducted with teachers or dissertation supervisors. It aspires to provide explanations and answers to the research questions and to either confirm or disconfirm the hypotheses outlined in the General Introduction. The findings are discussed and interpreted in relation to Davis' Technology Acceptance Model, which centers on both perceived ease of use (PEU) and perceived usefulness (PU). This chapter is divided into three sections. The first aims at discussing the attitudes of EFL teachers and Master 2 students towards the use of Google Translate in the process of writing master's dissertations. The second discusses the factors that influence the attitudes of EFL teachers and Master 2 students. The third and last part discusses the perceived strengths and weaknesses of Google Translate in writing master's dissertations, according to EFL teachers and Master 2 students.

### **IV.1. Discussion of Master 2 Students' and EFL Teachers' Attitudes towards the Use of Google Translate in Dissertation Writing**

#### **IV.1.1. Discussion of Students' Attitudes**

The first part of this section discusses the findings collected from the questionnaire about the attitudes of Master 2 students regarding the use of Google Translate in their master's dissertations. The purpose is to determine whether these students have a positive or a negative attitude. The data collected from question three (03) indicate that a significant number of students (94.6%) employ translation tools in their academic work. This percentage denotes students' reliance on these tools to support their academic work. In addition, the results displayed in Table 1 reveal that the most common translation tool used among a large majority of Master 2 students, specifically 88.70%, is Google Translate. This closes the discussion on the fact that GT is the widely adopted option among these students when it comes to translation.

Put differently, this percentage highlights the popularity of Google Translate among Master 2 students. As expected, 81.80% of students admit using GT for academic purposes (See Diagram 5). This reinforces the dominance of Google Translate as the most widely used translation tool among the majority of students when it comes to academic tasks. Furthermore, from the findings obtained from question nine (09), we have observed that more than half of Master 2 students (52.70%) use GT to assist them in writing their master's dissertations. These statistics suggest that the use of GT is quite prevalent and recognized among Master 2 students since they find some need to rely on it. On the other hand, 47.30% of students do not employ it; this could demonstrate that they do not deem it essential to integrate it in the journey of writing their master's dissertations (See Diagram 8). This finding raises the question about the reasons behind their decision not to use Google Translate in their master's dissertations.

As for the results obtained from question (10), 40.80% of students are in agreement regarding the usefulness of GT, showing that a considerable number of students acknowledge the potential value offered by Google Translate to aid them in their dissertation writing process. Furthermore, 25.90% of them remain neutral on the matter, demonstrating that students perceive this translation tool as neither helpful nor useless to be incorporated in the process of writing their master's dissertations. This neutrality suggests Master 2 students' uncertainty regarding the usefulness of GT in their dissertation writing. In terms of negative perceptions, 33.30% of Master 2 students express disagreement regarding the usefulness of this tool to support them in writing their master's dissertations, revealing that GT fails to fulfill their academic requirements. Such negative attitudes may originate from students' concerns regarding the tool's limitations in the context of master's dissertations.

These findings lead us to the conclusion that students hold contrasting attitudes towards the use of GT to assist them in writing their dissertations. While the majority of students have a positive attitude, a minority of them have a negative one. These mixed attitudes highlight the

varied perceptions among students regarding the use of GT for dissertation writing. These findings align with those of Chompurach (2021), who found that “the analyzed data reported that most students had positive views towards using GT in English writing” (p.31). She further explained that a minority of Thai EFL students have a negative attitude towards GT in English writing due to many reasons (See Chapter 1).

#### **IV.1.2. Discussion of Teachers’ Attitudes**

The second part of the first section is designed to discuss the findings obtained from the interview questions about the attitudes held by teachers regarding students’ use of GT in their master’s dissertations. Question 04 uncovered different opinions among teachers regarding the implementation of Google Translate by students to assist them in writing their master’s dissertations. As noted by their responses, two (2) teachers who represent the minority affirm having a negative attitude, considering GT as a useless and misleading tool that should be used only in rare cases where the student is certain that the translations provided by the tool are accurate and precise. These teachers likely believe that GT does not aid students in producing suitable academic work, specifically master’s dissertations. In contrast, more than half of the teachers, comprising six (6) teachers, claim to have a positive attitude concerning the employment of GT in Master 2 students’ dissertations. They have described it as a useful and beneficial tool for enhancing students’ vocabulary. That is to say, the tool provides translations of a wide range of languages in a short period of time, enabling students to overcome language barriers and enhance the clarity of their writings. On this basis, the teachers acknowledge GT as a modern version of a traditional dictionary, as it offers alternative vocabulary options that are adequate for this academic purpose.

Regarding question (06) from the interview, which has been designed to elicit teachers’ opinions about the benefits of implementing GT in Master 2 students’ dissertations, the findings collected are delineated into two segments. The first segment (six out of eight teachers)

recognizes that the use of GT can offer a range of benefits that go beyond its simple translation functions. This includes developing students' linguistic competences when they encounter unfamiliar words or sentences; the instant and quick access that GT offers can help students understand complex words while at the same time learn new vocabulary, thus enhancing the students' writing style. However, the second segment (two out of eight teachers) views GT as a useless tool for writing dissertations. From these perspectives, we conclude that when students use GT, it does not significantly enhance the quality of their master's dissertations. It is important to note that even among the teachers who perceive GT as a useless tool, there is some recognition of its benefits, indicating that despite being skeptical about the tool, they acknowledge the fact that it can provide minor assistance for students. The findings of these two questions validate the conclusion drawn from the work of Andarie et al., (2022) who found that even if all the teachers have a positive attitude towards the usage of GT, some of them still do not recommend relying on it.

From the results of the questionnaire and the interview, we have determined that both Master 2 students and EFL teachers hold mixed attitudes towards the integration of Google Translate in writing master's dissertations. Accordingly, this section has provided an answer to the first research question raised in the general introduction, namely "What are the attitudes of EFL teachers and Master 2 students at the University of Tizi-Ouzou towards the use of Google Translate to write master's dissertations?". Along with this, the findings confirm the first hypothesis that "EFL teachers and Master 2 students at the University of Tizi-Ouzou have mixed attitudes towards the use of Google Translate in the dissertation writing process".

#### **IV.2. Discussion of the Factors that Influence Master 2 Students' and EFL Teachers'**

##### **Attitudes towards the Use of Google Translate in Dissertation Writing**

The second section of this chapter aims to discuss the factors that influence Master 2 students' attitudes and EFL teachers to use GT in master's dissertations in alignment with

Davis' Technology Acceptance Model. As mentioned previously in the theoretical framework, according to Davis (1989), there are two factors that influence an individual's intention to use a technology: Perceived Usefulness (PU) and Perceived Ease of Use (PEU).

#### **IV.2.1. Discussion of the Perceived Usefulness Factor**

In terms of perceived usefulness, question (12), which sought to determine whether Master 2 students find GT useful to comprehend foreign academic sources, has revealed that more than half of the students (46.30% agree and 9.30% strongly agree) find it useful for the aforementioned purpose. In this case, the students seem to perceive GT as a technological tool that can improve their understanding of foreign academic sources, therefore enhancing their productivity and performance in their dissertation writing process. This indicates students' perceived usefulness of GT in translating scholarly academic sources written in languages they may not be proficient in.

In question (16), the findings have shown that a total of 32.80% of the students believe that GT is useful in providing accurate and reliable translations for academic texts. This implies that Master 2 students place their trust in GT translation to enhance the efficiency of their dissertations more than their own, as the tool provides translations for a wide range of languages. However, these findings should be interpreted cautiously. Google Translate is quick in translating text, but the level of accuracy depends on the language difficulty and context. Relying on Google Translate without checking and editing could lead to mistakes, which might affect the credibility and quality of master's dissertations. Therefore, it is important for students to use Google Translate carefully. This may explain why the majority of the students expressed disagreement or neutrality (See Diagram 14).

Concerning the factors that teachers perceived as useful for the master's dissertation writing process, question (05) has provided various useful situations in which teachers believe that students can integrate GT to write their dissertations, including checking grammar and

syntax. In this case, GT serves as a tool to identify grammatical errors and sentence structure. In addition, GT can help students condense information into a shorter form (summarizing) and restate information in simpler terms (paraphrasing) when they encounter lengthy texts or complex ideas from foreign language sources. The tool is also useful in helping Master 2 students find synonyms, where GT's synonym feature can assist them in finding alternative vocabulary, thus avoiding repetition in their writings. Moreover, when students cannot express their ideas, GT can help explore alternative ways to express them by translating the key words related to the students' research. Furthermore, Master 2 students can use GT as a reference for refining the clarity and coherence of their writings, particularly when working in a language they are less proficient in. Students are likely to work harder to make their writing clearer; by this means, GT can enhance their writing quality. Teachers have also noted that students can rely on the tool when they experience difficulties in the target language, suggesting that they view it as a useful tool to overcome language barriers.

Overall, these results are compatible with Davis' concept of perceived usefulness, which suggests that the more likely the users perceive technology as useful, the more they will adopt it. The fact that students and teachers recognize the various functions of Google Translate in enhancing the dissertation writing process reveals its perceived usefulness.

#### **IV.2.2. Discussion of the Perceived Ease of Use Factor**

In terms of Perceived Ease of Use (PEU), questions (11) and (13) have revealed that the majority of the students are in agreement about GT being easy to use and its proficiency in providing quick translations, ultimately saving them time and effort in their dissertation writing process. This means that the use of GT requires minimal effort or time from students during the translation of academic content related to their dissertations. This reveals that using GT is

simple and easy. This ease of use can benefit students, especially in the dissertation writing process, where time management is important.

The findings from question (14) have revealed that half of Master 2 students (50%) are familiar with GT's features and interface. This indicates that they are acquainted with using the tool, which suggests that the more familiar students are with the tool, the more likely they perceive it as easy to use; in other words, the higher the familiarity, the greater the likelihood of eased usage.

From Diagram (13), we have observed that 78.80% of students are either in agreement or in strong agreement with using GT without any help. In other words, Master 2 students being confident and comfortable using GT without any assistance makes it convenient to use it anytime, anywhere. Students' agreement with using GT without any guidance reflects their familiarity and proficiency in using the tool independently. This high level of confidence and comfort indicates that students perceive GT as easy to use independently.

Concerning the factors that influence teachers' attitudes regarding the use of GT in master's dissertations, teachers have provided various GT features that can be easy to use by Master 2 students. Among these features is its simple interface that allows quick access to the translation service, which makes the tool user-friendly. This straightforward design makes it easy for students to input the text, select the languages, and receive the translation efficiently. Additionally, the dictionary and synonyms feature helps students find precise words and understand their different meanings instantly, thereby reducing the effort and time required when they check them in a traditional dictionary. Another factor that contributes to teachers' attitudes is offline translation. This feature enables Master 2 students to download language packs and use GT even if there is no internet access; therefore, they can keep their writing progressing without any delays. This feature enhances GT's ease of use by allowing translations without requiring internet connectivity. Lastly, document translation is highlighted as a

valuable feature for master's dissertations as it enables students to upload documents and receive complete translations in a short period of time. Thus, document translation is another feature of GT that contributes to its ease of use by allowing students to translate entire documents quickly.

In summary, these findings suggest that the perceived ease of use of GT contributes to teachers' and students' positive attitudes toward its integration in master's dissertations. GT's simple interface, quick translation, dictionary and synonyms feature, offline translation, and document translation contribute to the perception that GT is easy to use. These findings support Davis' concept of Perceived Ease of Use (PEU). Precisely, the more students perceive GT as easy to use, the more they will likely use it.

To conclude, the results discussed in this section have provided an answer to the second research question, "What factors influence EFL teachers' and Master 2 students' attitudes towards the use of Google Translate in writing master's dissertation?". The second hypothesis of our research, "Factors like usefulness and ease of use influence teachers' and Master 2 students' attitudes towards the use of Google Translate in the dissertation writing process", has also been confirmed.

### **IV.3. Discussion of Students' and Teachers' Perceived Strengths and Weaknesses of Google Translate in Dissertation Writing**

The third section of this chapter discusses the different perceived strengths and weaknesses related to Google Translate according to EFL teachers and Master 2 students in the Department of English at the University of Tizi-Ouzou.

#### **IV.3.1. Discussion of Students' and Teachers' Perceived Google Translate Strengths**

The findings concerned with Master 2 students' perceived strengths of Google Translate offer valuable insights into the advantages of using this tool for writing their master's

dissertations. As regards the findings of question (18) from the questionnaire, students have placed emphasis on different advantages regarding the use of Google Translate to assist them in writing their master's dissertations. First, students appreciate the fact that GT is effortless to use, has a user-friendly interface, and offers quick translations. In addition, the tool has easy and free access. The simplicity and user-friendly interface of GT make it easy to use, especially for students who do not have extensive technical knowledge. Besides, its ability to offer quick translations saves students' time and effort while working on their master's dissertations. Furthermore, the fact that GT is free to use allows students to benefit from its features without facing financial obstacles. These results concur with the previous study conducted by Alhaisoni and Alhaysony (2017), who investigated Saudi EFL University students' attitudes towards the use of GT.

In terms of practical utility, students have reported that GT is valuable for understanding foreign words, sentences, texts, and expressions. In this case, students consider GT as a linguistic assistance that helps them expand their vocabulary. Moreover, by providing accurate translations that keep the original meaning, GT helps students gain a deeper understanding of the research material while maintaining the integrity of the source text. Moreover, students have claimed that GT aids them in generating ideas; by providing a general idea of what the content is about, students are able to decide whether a particular source is relevant to their study or not. Additionally, reading the translated material can inspire new ideas and approaches in their dissertations. These findings go hand-in-hand with those of Tuzcu (2021) who states, "Google Translate can serve as an effective learning tool in raising creativity." (p. 48).

Furthermore, when students require assistance for paraphrasing or checking synonyms, they often seek guidance from Google Translate. This means that the tool can be helpful in offering alternative phrasings or expressions that can be used by students in their writings. By checking synonyms, students are provided with new words, as the tool offers multiple

translation options for words. This way, Master 2 students can avoid repetition, making their writing varied and engaging. In fact, the translation of academic texts from various foreign languages exposes students to different writing styles, allowing them to improve their own style. In conclusion, these findings highlight Master 2 students' perceived ways in which GT can help in their dissertation writing process.

Concerning the results of the teachers' feedback about the benefits of Google Translate in writing master's dissertations, they have cited different advantages in which this tool can be employed by Master 2 students. To begin with, teachers believe that GT can improve students' language proficiency. When students are provided with translations, they can easily learn by observing the different structures of the sentences and the grammar between the source language and the target language. This interaction enables them to know how each language functions, thus enhancing their overall language proficiency. Along with this, there is a common advantage of GT cited by teachers that has also been mentioned by students, which is enhancing the writing style of Master 2 students through the imitation of different styles from the various translated academic texts and articles. Additionally, GT can be beneficial in extending students' lexicon or vocabulary; its ability to provide alternative words and phrases used in various contexts or for different purposes helps them choose the most appropriate terminologies for their academic dissertations, thereby enriching their vocabulary. Moreover, to support Master 2 students' statements about GT being beneficial for generating ideas and providing accurate and quick translations, it is important to note that even teachers have also emphasized these points. This means that teachers agree with what Master 2 students have said about GT being useful for generating ideas and producing accurate and rapid translations. This agreement from teachers reinforces students' points and shows that these benefits are recognized by teachers as well.

Broadly, both students and teachers recognize the varied ways in which GT can support Master 2 students in their dissertation writing process. These advantages enable Master 2 students to access a wide range of research materials and explore new concepts that can be integrated into their master's dissertations.

#### **IV.3.2. Discussion of Students' and Teachers' Perceived Google Translate Weaknesses**

Despite its numerous benefits, the findings from the questionnaire and interview have revealed that Google Translate has several weaknesses. Starting with the contextual and cultural limitations, GT often fails at considering the context and the cultural differences among languages in different academic texts; therefore, the intended meaning is missing. This leads to misunderstandings and misinterpretations, resulting in inaccurate and misleading information in students' dissertations, which can compromise its quality, precision, and credibility. In addition, GT is not considered a reliable tool since it provides literal or word-for-word translations. As much as its instant translations are beneficial, GT is known for its direct translations, meaning that it does not take into consideration idiomatic expressions, context-specific terminologies, or language nuances such as humor or sarcasm. Indeed, as stated by Iswara et al. (2024), "Slang and idioms can be difficult to translate as they often have no direct equivalent in other languages" (pp. 14470-14471). This would result in inappropriate translations and poorly structured sentences that lack the coherence and fluency required in academic writing, as this verbatim translation does not take into account the syntactic and grammatical differences between languages.

In the same context, GT struggles with precise language and terminologies used in advanced academic writing, leading to inaccuracies and misinterpretations. In the same sense, Iswara et al. (2024) found that among GT's limitations is its inaccurate translation of complex and technical texts, which is due to the fact that "GT relies on Statistical Machine Translation (SMT)... This can lead to errors in translation, especially for words or phrases that have multiple

meanings or that are used in a specific context” (p. 14471). This means that GT is efficient at translating basic and simple words, but when it comes to complex words, the tool fails to produce the correct output. This can distort the intended meaning of the source material, which can significantly impact the quality of master’s dissertations. As a result, students have highlighted the importance of reviewing and rephrasing the translated texts. To ensure the correctness of the translations, teachers have suggested that students should check the meaning with peers or with their supervisors. This statement has been reinforced by students’ answers in question (17), in which the majority of them have expressed their agreement about the fact that they review GT’s translations before incorporating them in their dissertations. These last results support Rosaria and Riana’s (2021) previous work, when they have concluded from their findings that GT requires revision for a better result.

Another drawback that has been pointed out by teachers and students is the over-reliance on the tool, which can hinder language development and critical thinking skills. In the same vein, Iswara et al. (2024) assert that “Students who rely too heavily on GT may not develop their own translation skills” (p. 14472). Students who heavily rely on GT become less productive and less creative in their writing process as they are not engaging with the language and the content, preventing them from developing their own language proficiency skills. This can affect the quality of their dissertations.

Added to that, teachers have expressed several concerns regarding the appropriate use of GT in students’ master’s dissertations. In terms of academic integrity, one significant concern is the potential risk of plagiarism. If Master 2 students incorporate the translated text without proper attribution, it can lead to academic dishonesty, as the original source of the text is not appropriately credited. Concerning authenticity, using GT can cause Master 2 students to be disconnected from their dissertations. If most of the text is translated by a machine, students’

understanding of the material may not be reflected in their work. This lack of direct engagement can be evident in their writing style, so it may appear impersonal or machine-generated.

While there are drawbacks associated with GT use, it can still be beneficial for students when used appropriately (Iswara et al., 2024). During the interviews, teachers have recommended a way to implement GT appropriately in students' dissertation writing. They have claimed that GT should be used as a supplementary rather than a primary tool; instead, they can rely on traditional methods such as bilingual dictionaries, which provide more precise and trustworthy definitions and contexts of words.

From these results, we have concluded that Google Translate has strengths and weaknesses that differ among teachers and students. Therefore, the last research question of our study, "What are EFL teachers' and Master 2 students' perceived strengths and weaknesses of using Google Translate as a tool in the process of writing master's dissertations?", has been answered, confirming the third and last hypothesis.

### **Conclusion**

The results of our study, which have been obtained from an online questionnaire addressed to Master 2 students and interviews conducted with teachers in the department of English at the University of Tizi-Ouzou, have been discussed in this chapter. This discussion has provided clear answers to the research questions posed in the General Introduction and confirmed the advanced hypotheses. Based on the results of the questionnaire and interview that have been discussed in the three sections, it can be seen that most Master 2 students and EFL teachers hold positive attitudes towards the use of GT to write master's dissertations, perceiving the tool useful and easy to use. In addition, they have highlighted numerous advantages and disadvantages related to the implementation of GT in writing master's dissertations.

## **General Conclusion**

The current dissertation has investigated EFL teachers' and Master 2 students' attitudes towards the use of Google Translate in the process of writing master's dissertations in the Department of English at Mouloud Mammeri University of Tizi-Ouzou. More specifically, the research study has pursued three main individual objectives. The first aim focuses on determining EFL teachers' and Master 2 students' views towards Google Translate use in master's dissertations. The second aim is to investigate the factors that influence teachers and students' attitudes regarding the implementation of Google Translate in writing master's dissertations. The last, it aims at identifying weaknesses and strengths associated with the use of Google Translate in dissertation writing.

In order to guide our study, we have relied on Davis' (1989) Technological Acceptance Model, or TAM, as a theoretical framework. TAM seeks to explain or predict an individual's attitude towards any technological information. According to Davis, a user can have an attitude of acceptance or rejection that can be determined by two fundamental factors: Perceived Usefulness (PU) and Perceived Ease of Use (PEU).

In order to collect and analyze data, a mixed-methods research approach that combines both qualitative and quantitative. The data have been gathered from two instruments: an online questionnaire that has been sent via Facebook to all Master 2 students from different specialisms and has collected fifty-six (56) opinions regarding the aforementioned purpose. The second instrument used in this study is a combination of face-to-face and asynchronous online interviews that have been addressed to EFL teachers, and we have succeeded in gaining eight (8) supervisors' insights. The collected quantitative and qualitative data have been analyzed using the descriptive statistical method and Qualitative Content Analysis respectively.

The analysis of the data that have been collected from the questionnaire and interview has revealed that Master 2 students and EFL teachers hold mixed attitudes towards incorporating Google Translate to assist students in writing their master's dissertations. The majority of these students and teachers indeed have positive attitudes, while a minority holds negative ones, which validates the first hypothesis.

In addition, with the help of two key factors, namely Perceived Usefulness and Ease of Use from Davis' Technology Acceptance Model (1989), the discussion chapter has confirmed the fact that GT is useful and perceived as an easy-to-use tool by revealing why students and teachers consider it so. Among these reasons are GT's user-friendly interface, easy access, and being a reliable tool for accurate translations, which also confirms the second advanced hypothesis.

Along with this, supervisors and Master 2 students have pointed out several perceived weaknesses and strengths with regard to employing GT in master's dissertation writing that seem to be varied among them. The perceived benefits include the fact that GT helps Master 2 students comprehend foreign words, sentences, texts, and expressions, facilitating their understanding of research materials while maintaining the original meaning, generating ideas, and enriching their vocabulary. Among the disadvantages they have stated, GT fails to consider context, thus struggling with advanced academic language and complex terminologies, leading to misunderstandings and misinterpretations, and over-reliance on GT can hinder Master 2 students' language proficiency and critical thinking skills. In addition, GT provides literal translations leading to inaccuracies, and mall-formed sentences and syntax; consequently, Master 2 students are obliged to carefully review and rephrase the translated texts to ensure accuracy.

Even though the study has revealed valuable insights about the topic, we have to acknowledge certain limitations from a methodological perspective. In terms of the sample size, only fifty-six Master 2 students and eight EFL teachers have participated in this study, making the process of generalizing the findings difficult. In terms of data collection instruments, due to the unavailability of Master 2 students to distribute the questionnaire in person because they have finished their exams and are preparing for their master's dissertations and teachers to conduct face-to-face interviews as they have been occupied with the exams, we were obliged to design an online questionnaire and rely on asynchronous email interviews. This lack of interaction with the study participants has prevented us from immediately clarifying any ambiguities, which led to a few incomplete responses in the interview, and personally encouraging all Master 2 students to answer, which affected the participation or response rates.

In this study, we have sought to investigate the attitudes of Master 2 students and EFL teachers towards the use of Google Translate as a tool to write master's dissertations. For further research, it is recommended to conduct a similar study with a larger and more diverse sample to improve the generalization of the findings. Future researchers may also investigate the quality and improvement of students' writing with the help of GT. For instance, quasi-experimental research studies can be conducted to compare the writing outcomes of students who use Google Translate with those who do not.

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## **Appendices**

## Appendix A:

### A Questionnaire for Master 2 Students

Dear Master 2 Students,

This questionnaire is part for our research study entitled “EFL Teachers’ and Master Students’ Attitudes towards the Use of Google Translate in the Process of Writing Master’s Dissertations at the University of Tizi-Ouzou”. It aims at uncovering the attitudes of both teachers and master 2 students towards the use of Google Translate in writing master’s dissertations. Your answers will only be used for research purposes and your personal information as well as your anonymity will be kept throughout this study.

Please read the questions carefully and answer them with honesty. Your contribution is crucial for the completion of our study.

Instructions: Please select the right answer(s) or provide full answers when required.

Thank you for cooperation.

Ms. Haouchine Samira & Ms. Ouaddar Melissa

Master 2 students in Foreign Language Didactics

Mouloud Mammeri University of Tizi-Ouzou.

**The questionnaire link:** <https://docs.google.com/forms/d/e/1FAIpQLSdWAISSRqOGrokc7-70qju4qS4VRwjG3NY3902PBa0Lgouzag/viewform>

#### Section One: General Information

Q1: Please specify your gender.

Female  Male

Q2: In which master program are you enrolled?

a) Didactics of foreign languages

b) Language and communication

c) Literature and civilization

d) General and comparative literature

e) Literature and interdisciplinary approaches

### Section Two: Students' Use of Translation Tools in Academic Work

Q3: Do you use translation tools in your academic work?

Yes

No

Q4: If the answer is yes, how often do you use translation tools in your academic work?

a) Always

b) Often

c) Sometimes

d) Rarely

Q5: If the answer is yes, which of the following translation tools do you use? (Select all that apply)

a) Google Translate

b) DeepL

c) Microsoft Translator

Other:.....

### Section Three: The use of Google Translate for Academic Tasks

Q6: Do you use Google Translate for academic purposes?

Yes

No

Q7: If the answer is yes, how often do you use it?

a) Always

b) Sometimes

c) Often

d) Rarely

Q8: What type of content do you usually translate using Google Translate? (Select all that apply)

a) Words

b) Sentences

c) Paragraphs

D) Text

**Section Four: The Use of Google Translate as a Tool to Write Master's Dissertations.**

Q9: Do you use Google Translate in the process of writing your master's dissertation?

Yes

No

Q10: I use Google Translate because I find it useful in writing my master's dissertation.

a) Strongly agree

b) Agree

c) Neutral (neither agree nor disagree)

d) Disagree

e) Strongly disagree

Q11: Google Translate provides rapid translations and helps me save time and effort while writing my master's dissertation.

a) Strongly agree

b) Agree

c) Neutral (neither agree nor disagree)

d) Disagree

e) Strongly disagree

Q12: I find Google Translate as a useful tool for understanding foreign academic sources used in my dissertation.

a) Strongly agree

b) Agree

c) Neutral (neither agree nor disagree)

d) Disagree

e) Strongly disagree

Q13: I use Google Translate because I find it easy to use for translating academic content for my master's dissertation.

a) Strongly agree

b) Agree

c) Neutral (neither agree nor disagree)

d) Disagree

e) Strongly disagree

Q14: I am familiar with the interface and features of Google Translate and feel confident using it when working on my dissertation.

a) Strongly agree

b) Agree

c) Neutral (neither agree nor disagree)

d) Disagree

e) Strongly disagree

Q15: I can effectively use Google Translate without any help.

a) Strongly agree

- b) Agree
- c) Neutral (neither agree nor disagree)
- d) Disagree
- e) Strongly disagree

Q16: Google Translate is an accurate and reliable tool for translating academic texts.

- a) Strongly agree
- b) Agree
- c) Neutral (neither agree nor disagree)
- d) Disagree
- e) Strongly disagree

Q17: I usually review the translations provided by Google Translate.

- a) Strongly agree
- b) Agree
- c) Neutral (neither agree nor disagree)
- d) Disagree
- e) Strongly disagree

**Section Five: Students' Perceived Advantages and Disadvantages of Google Translate when Writing Master's Dissertations**

Q18: According to you, what are the advantages of Google Translate as a tool to write master's dissertations?

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.....

Q19: According to you, what are the disadvantages of Google Translate as a tool to write master's dissertations?

.....

.....

Q20: Please feel free to add any more remarks you may have that you feel are pertinent to this topic.

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**Appendix B:**  
**Interview with Teachers**

Dear teachers,

As part of our research entitled “EFL Teachers’ and Master 2 Students’ Attitudes towards the Use of Google Translate in the Process of Writing Master’s Dissertations at the University of Tizi-Ouzou”, we are conducting interviews to gather your views on the topic. Accordingly, you are kindly invited to share with us your honest opinion, which will be used solely for academic purposes. We assure you that your responses will be kept confidential and anonymous.

Thank you in advance for your valuable participation.

Ms. Haouchine Samira and Ms. Ouaddar Melissa.

Master 2 students in Foreign Language Didactics

Mouloud Mammeri University of Tizi-Ouzou.

Q1. What type of academic degree do you hold?

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Q2. How long have you been teaching English?

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Q3. How long have you been supervising Master 2 students’ dissertations?

.....

Q4. What is your opinion about students using Google Translate as a tool to assist them in the dissertation writing process?

.....

.....

Q5. Could you please describe some of the instances where students can use Google Translate for dissertation writing? (In what ways students can integrate Google Translate in their dissertation writing process?).

.....  
.....

Q6. In your opinion, what are the potential benefits of Google Translate in assisting students with writing their dissertations?

.....  
.....

Q7. What specific features of Google Translate (such as simple interface, instant translation, language diversity, document translation, offline translation, dictionary and synonyms, etc.) do you find useful for dissertation writing? Please justify your answer.

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.....

Q8. According to you, what are the potential drawbacks of using Google Translate for dissertation writing?

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.....

Q9. What concerns do you have about students relying on Google Translate for writing their master's dissertation in terms of the quality, authenticity or academic integrity?

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.....

Q10. What recommendations do you have for students regarding the appropriate use of Google Translate in their dissertation writing?

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Q11. Please feel free to add any additional insights about the use of Google Translate in the dissertation process.

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.....

## **Appendix C:**

### **Interview Transcripts**

#### **Q1. What type of academic degree do you hold?**

**Teacher 1:** Doctorate in Didactics of English.

**Teacher 2:** Ph.D.

**Teacher 3:** Magister Degree.

**Teacher 4:** Ph.D.

**Teacher 5:** Ph.D.

**Teacher 6:** Ph.D. (I am a Doctor of Philosophy in English Literature)

**Teacher 7:** Ph.D.

**Teacher 8:** Doctorate Degree.

#### **Q2. How long have you been teaching English?**

**Teacher 1:** 10 years.

**Teacher 2:** 15 years.

**Teacher 3:** More than 20 years.

**Teacher 4:** 7 years.

**Teacher 5:** 8 years.

**Teacher 6:** 2 years and a half.

**Teacher 7:** 2 years.

**Teacher 8:** More than 20 years.

#### **Q3. How long have you been supervising Master 2 students' dissertations?**

**Teacher 1:** 6 years.

**Teacher 2:** 13 years.

**Teacher 3:** Over 10 years.

**Teacher 4:** No response provided.

**Teacher 5:** 8 years.

**Teacher 6:** Almost three years.

**Teacher 7:** 2 years.

**Teacher 8:** More than 10 years.

**Q4. What is your opinion about students using Google Translate as a tool to assist them in the dissertation writing process?**

**Teacher 1:** In my opinion, while Google Translate can be a helpful tool for language learners, relying only on it for dissertation writing poses significant risks. It may lead to inaccuracies, misunderstandings, and plagiarism issues. It's essential for students to develop their language skills and rely on reputable sources and proper academic practices for their dissertation work.

**Teacher 2:** In my opinion Google Translate is a good, useful and a helpful tool to assist students in their writing process.

**Teacher 3:** When writing a dissertation, students may find it useful to use Google Translate as a tool to quickly translate words or phrases from other languages. However, it's important to remember that Google Translate is not perfect and may produce inaccurate translations, especially for complex sentences or specialized terminology.

**Teacher 4:** I consider it really useless, there is no point in using it.

**Teacher 5:** I think that it can help them when they are stuck and can't find the word in English. That is said, students should not over rely on it.

**Teacher 6:** Some students find it difficult to understand advanced vocabulary, particularly in a specific subject such as psychoanalysis. They might struggle with either the theoretical framework or the text. I think students can find Google Translate useful when reading. In terms of writing process, it can be beneficial.

**Teacher 7:** I believe that Google Translate (GT) should not be used by MA students while writing up their study. Google Translate is a very misleading platform that gives word-for-word

translations ONLY without taking context (or sometimes cultural connotations) into consideration. In such case, GT sometimes (or most of the time) affects or completely changes the meaning of the original text once translated.

**Teacher 8:** I personally advise students to use all internet resources in an appropriate way.

**Q5. Could you please describe some of the instances where students can use Google**

**Translate for dissertation writing? (In what ways students can integrate Google Translate in their dissertation writing process?).**

**Teacher 1:** For example, students can use it to generate initial translations of short phrases or sentences, to check their understanding of specific terms or expressions, or to get a general sense of how certain concepts are articulated in the target language. However, it's crucial that students always verify and refine these translations through their own language skills and consult trustful resources to ensure accuracy and academic integrity in their work.

**Teacher 2:** Google Translate can be used for quoting, paraphrasing, literal translation, synonyms.

**Teachers 3:** You can use it to check Grammar and Syntax. Google Translate can offer suggestions for grammatical structures and syntax in foreign languages. Students can use it as a reference to improve the clarity and coherence of their writing in languages they're less proficient in. It also can be used to summarize content. It enables students to extract key points and summarize the content for inclusion in their dissertation.

**Teacher 4 :** I don't recommend Google translation at all especially in the dissertation writing process.

**Teacher 5:** Students are encouraged to read literature written in other language other than English. When they do so and find interesting ideas that they want to quote, they need to translate them in English. In this case Google translate can come in handy.

**Teacher 6 :** Students can rely on Google Translate when they wish to write an idea but they lack the necessary English terminology. That is to say, it can be used by students who experience language deficiency.

**Teacher 7:** GT should be used in very rare occasions. I believe, it is best used when the student struggles to remember a word they already know in the target language, and goes to GT as a reminder. That is, it is best used in situations where the student is sure about the right meaning of the translated.

**Teacher 8:** When they misuse certain words or expressions.

**Q6.In your opinion, what are the potential benefits of Google Translate in assisting students with writing their dissertations?**

**Teacher 1:** In my view, Google Translate can offer several potential benefits in assisting students with writing their master dissertations. Firstly, it can help students overcome language barriers by providing quick translations of unfamiliar words or phrases. Additionally, it can serve as a tool for generating ideas and understanding complex concepts in their research materials. Furthermore, it may enhance efficiency by providing immediate translations, allowing students to focus more on analyzing and synthesizing information rather than struggling with language comprehension.

**Teacher 2:** Google Translate Can be used to improve the writing style of the student, and to find cohesive devices.

**Teacher 3:** There are a lot of benefits of google translate for example language learning. That is to say, engaging with Google Translate can serve as a valuable learning tool for students seeking to improve their proficiency in foreign languages. By actively comparing translations with their own understanding and consulting language resources, students can enhance their language skills over time. Another objective is that using Google Translate can save students

time by providing quick translations of foreign-language texts. This allows them to efficiently extract relevant information and incorporate it into their work.

**Teacher 4:** No benefits, Google translate doesn't have any role in helping students in their writing process.

**Teacher 5:** I think that it can enrich their vocabulary as they will learn new words along the process of translating texts.

**Teacher 6:** The benefits of Google Translate are: Find accurate words in English, Employ accurate terminology and, Write somehow correct sentences.

**Teacher 7:** I personally cannot think of any benefits, as I believe that there aren't any. However, in case there are, I would say time saving and vocabulary enhancement (not necessarily academic vocabulary).

**Teacher 8:** It can help them to translate their abstract or some documents or simplify any information to understand better.

**Q7.**What specific features of Google Translate (such as simple interface, instant translation, language diversity, document translation, offline translation, dictionary and synonyms, etc.) do you find useful for dissertation writing? Please justify your answer.

**Teacher 1:** Several features of Google Translate can be useful for dissertation writing. The simple interface allows for quick access, facilitating the translation of specific terms or phrases. Instant translation aids in immediate comprehension of foreign language texts, enhancing research efficiency. Language diversity ensures accessibility to a wide range of languages, accommodating diverse research materials. Document translation feature enables the translation of entire documents, assisting in the comprehension of lengthy texts. Additionally, the availability of offline translation ensures access to translations even without internet connectivity, which can be valuable for students conducting research in remote areas or facing internet access limitations.

**Teacher 2:** All the features mentioned above are beneficial for students.

**Teacher 3:** With the help of dictionaries and synonyms accessible through Google Translate, students can improve the precision and clarity of their dissertation writing by selecting appropriate terminology and refining their comprehension of foreign-language phrases and expressions. Also, Students can easily translate long paragraphs or complete documents with this tool, which makes it easier to write their dissertations.

**Teacher 4:** Well, as I said above, I don't consider it useful but yes it has a simple interface that simplifies its use.

**Teacher 5:** The use of dictionary and synonyms can expand their lexicon

**Teacher 6:** Since the students need the translation as soon as possible, I believe instant translation is helpful. This feature helps them write their dissertation easily. Dictionary and synonyms are also useful. They might be necessary for students since they learn new terminology and its possible synonyms.

**Teacher 7:** It could be 'language diversity', especially for students working on data that were collected in different languages which need to be translated later on.

**Teacher 8:** With Google translate any one can clarify more concepts.

**Q8. According to you, what are the potential drawbacks of using Google Translate for dissertation writing?**

**Teacher 1:** Using Google Translate for dissertation writing may present several potential drawbacks. Firstly, it can lead to inaccuracies and misinterpretations, especially for complex or nuanced language. Secondly, reliance on Google Translate may hinder students' language development and critical thinking skills, as they may rely too heavily on automated translations rather than engaging deeply with the language. Thirdly, there's a risk of plagiarism if students directly incorporate translated text without proper citation or attribution. Finally, Google

Translate may not always capture the context or tone of the original text accurately, leading to misunderstandings in the dissertation content.

**Teacher 2:** It can decontextualize the meaning of the words and the overuse of the tool can lead to student dependency.

**Teacher 3:** The potential drawbacks could be inaccuracy of translation and plagiarism.

**Teacher 4:** Verbatim translation and out of a particular context

**Teacher 5:** It is not effective at teaching students how to use new words appropriately. Since it is verbatim translation, the sentences are often taken out of their context.

**Teacher 6:** There are a couple of them such as the risk of writing a dissertation in less formal/non academic style in addition to going off the intended meaning of the texts because of the literal ('superficial') translation provided by GT.

**Teacher 7:** Google Translate may give the student an erroneous translation of words since it does not comprehend the context. To clarify: word by word translation is the main function of Google translates. It may translate prepositions incorrectly.

**Teacher 8:** Literal translation.

**Q9.** What concerns do you have about students relying on Google Translate for writing their master's dissertation in terms of the quality, authenticity or academic integrity?

**Teacher 1:** Relying only on Google Translate for writing a master's dissertation raises concerns regarding the quality, authenticity, and academic integrity of the work. There's a risk of producing content that lacks accuracy and depth due to the limitations of automated translation. Additionally, there's a potential for plagiarism if students directly incorporate translated text without proper attribution. Moreover, the authenticity of the research may be compromised if students do not engage deeply with the language and content, relying solely on machine-generated translations.

**Teacher 2:** Decreasing the self-esteem of the student that can only be noticeable in the future years after when looking back at what the student have done.

**Teacher 3:** Google Translate may produce translations that are inaccurate, incomplete, or contextually inappropriate, potentially leading to errors or misunderstandings in the dissertation content. Poorly translated passages can hinder the overall quality and credibility of the work.

**Teacher 4:** I really don't see the point of using this interface for writing a master dissertation, may be the translation of some quotations or else but I would definitely recommend another translator to help in translating some expressions or else that is deep which is more credible.

**Teacher 5:** Well, we cannot consider it to be a form of plagiarism or intellectual property theft. My main concern is that it will prevent them from developing their own writing style. Their voice and identity will not be reflected in their writing.

**Teacher 6:** For a few reasons, I believe Google Translate is not always beneficial.

GT can negatively affect the quality of the dissertation, particularly if the student uses an inaccurate terminology that Google Translate provides. since the student does not try to write in English, Google Translate may also have an impact on student's learning process in terms of vocabulary, grammar, and sentence structure. The tool affects student's writing skills. When writing anything, the student always turns to Google Translate.

**Teacher 7:** In terms of quality, as I have mentioned in Q8, there is a high chance that the students' writing style would be less academic. As far as authenticity is concerned, I think the students would be fine as they will use GT, I am assuming, as a guide or a support for their own ideas that they will later develop/write in their own style (instead of copying and pasting). Finally, academic integrity will be obtained through a slow process as the students are not the owners of the translations, and it would take them some time to be able to memorise and independently use those translations suggested by GT in similar or different contexts.

**Teacher 8:** Students need to translate any document in a critical way and verify the meaning they generate.

**Q10.** What recommendations do you have for students regarding the appropriate use of Google Translate in their dissertation writing?

**Teacher 1:** My recommendations for students regarding the appropriate use of Google Translate in their dissertation writing are as follows; use Google Translate as a supplementary tool, not as the primary source for translation, verify translations by cross-referencing with reliable sources and consulting with language experts or professors, avoid directly incorporating translated text without proper attribution or citation to prevent plagiarism, develop and practice language skills to enhance comprehension and ensure accuracy in translation, use Google Translate to grasp the general meaning or to aid in understanding specific terms or phrases, but rely on personal language proficiency for detailed analysis and interpretation, be careful when using Google Translate for complex or nuanced language, as it may not always provide accurate translations

**Teacher 2:** Students should be aware of how to use Google Translate in their writing process, to avoid overusing for their own sake.

**Teacher 3:** Do not use Google Translate as a primary tool. Always check your translations with peers or supervisors. You should also understand that Google Translate is limited.

**Teacher 4 :** No answer has been provided.

**Teacher 5:** To avoid translating big chunks of texts. They can resort to Google translate when they need to translate words in isolation and then learn how to use them appropriately.

**Teacher 6:** I advise students to improve their reading and writing skills. As well as, their vocabulary before and during their writing process, and to Practice.

**Teacher 7:** I suggest to master students keep Google Translate as the least option to rely on while writing up their dissertations, and use traditional methods instead (e.g. bilingual dictionaries) which give more contextualised translations.

**Teacher 8:** Students need to rely less on the strategy of translation because there are many other ways to get data.

**Q11. Please feel free to add any additional insights about the use of Google Translate in the dissertation process.**

**Teacher 1:** In addition to the recommendations mentioned earlier, it's important for students to recognize that while Google Translate can be a helpful tool, it has limitations. It's not a substitute for developing language proficiency or engaging deeply with the content of their dissertation. Therefore, students should approach its use with caution and supplement it with their own language skills and critical thinking. By doing so, they can benefit from Google Translate while maintaining the quality, authenticity, and academic integrity of their dissertation work.

**Teacher 2:** No response provided

**Teacher 3:** No response provided

**Teacher 4:** No response provided

**Teacher 5:** No response provided

**Teacher 6:** No response provided

**Teacher 7:** No response provided

**Teacher 8:** Language practice can help students to rely less on translation.