Research Journal Of English (RJOE)

Attitudes Towards Kurdish Google Translate: A Case Study of EFL University Students

---

Shnya Kamal Mohammed, Dastan Kamaran Fattah, Momen Yaseen M. Amin,
Department of Translation, Cihan University Sulaimaniya, Kurdistan Region, Iraq.

Abstract

"Attitudes towards Kurdish Google Translate: The Case of EFL University Students" is the subject of this study, which looks into how language acquisition and communication are affected by globalization and technological advancement. The study intends to comprehend student opinions, desires, and obstacles regarding the integration of this technology in both academic and non-academic contexts through a mixed-methods approach that includes surveys, interviews, and language analysis. The findings offer a detailed view of the tool's function in education and examine its advantages and disadvantages in various linguistic contexts. The goal of the study is to identify usage patterns, investigate why students select machine translation and identify circumstances in which human involvement is still required. This study adds to the continuing discussion over the use of technology in language learning in a broader context and offers insightful information to educators, legislators, and technologists. The objective is to spearhead the development of even more potent language-learning resources that foster an awareness and comprehension of linguistic variety in our quickly changing global society.

Keywords: *Google Translate, University Students, EFL, Attitudes, Kurdistan Region, Iraq*

Introduction

At the frontiers of Kurdistan in Turkey, Iran, and Syria, real-time content and image interpretation is useful in addition to a speech interpretation recorder. Erbil, also known as Hawler in Kurdish, is the region's capital. The Kurdistan Regional Government is in charge of the region's official administration. In 1970, the Kurdistan Region was officially established. After a protracted, fierce battle, the region was

_____

declared independent at the Walk 1970 when an independence treaty was signed with Baghdad. The inhabitants and environment of Iraqi Kurdistan were devastated by the 1980s Iran-Iraq conflict and the Iraqi military's Anfal extermination campaign.

Many Kurds were compelled to leave their nation following the Kurdish rebellion against Saddam Hussein in 1991 and relocate to the regions bordering Iran and Turkey. In 1991, following the first war of entry, the northern no-fly zone was shifted. Kurds who were displaced. Despite the fact that the Kurds persisted in fighting the government, Iraqi forces eventually left Kurdistan in October 1991, allowing the area to function freely. Nevertheless, neither of the two major Kurdish parties has ever proclaimed autonomy, and Iraqi Kurdistan views itself as an essential component of a united Iraq, albeit one in which it controls its own demands.

The JNC and Kurdish invasion of Iraq in 2003, together with the political upheavals that followed in post-Saddam Iraq, resulted in the adoption of the current Iraqi constitution in 2005. The current arrangement of Iraq stipulates that Iraqi Kurdistan must be acknowledged as a subject government inside the country and that Kurdish is the sole official dialect in Iraqi Kurdistan. Kurdish is also designated as the common official language of the entire country. A parliamentary majority government consisting of 100 seats in the National Assembly is possible for Iraqi Kurdistan.

With a combined population of around 5 million, the three governorates of Duhuk, Erbil, and As Sulaymaniah occupy an area of approximately 40,000 square kilometers. Roughly transcendentally beyond the Kurdish lands outside the present borders of Iraqi Kurdistan, the debate between the Kurdish government and the central government of Iraq continues. (Regional Kurdish Government, 2021).

The Kurdistan Region, which is situated in northern Iraq and borders Iran, Syria, and Turkey, is organized around Dohuk, Erbil, Halabja, and Sulaymaniyah. It stays away from regions that Iraq has blockaded while it has been ruled by Kurds since its independence in 1992. The Kurdish structure names Kirkuk as the capital, but this is still up for question. The Kurdistan Regional Parliament is based in Erbil. After Iraqi forces left the region due to ISIL fighting, the Kurdish Peshmerga seized control of the contested territories in mid-2014 and remained there until October 2017. The history of the region was impacted by the Arabization process, the genocide, and the fight for freedom and autonomy during the 20th century. Kurdish autonomy was made possible by a 1991 no-fly zone, which Iraq formally acknowledged in 2003 following the ouster of Saddam Hussein. The non-binding independence vote in 2017 inspired transformative global reactions. (Kurdish Institute, 2021). Sergey Brin received a humorous message in Korean, which led to the creation of Google Translate, a tool that alters word meaning and replaces conventional word references. Enhancing a broad computerized dialect interpretation tool is motivated by this. Despite these issues, Google Decipher was downloaded over

one billion times by April 2021. Since its introduction in 2010, it has processed 100 billion words daily and deciphered 108 dialects. Characteristics like its ubiquity. More than 300 million individuals were affected by the dialect expansion, which returned to 133 dialects in May 2022 (VOI, 2022). For the Kurdish community, the May 2022 release of Google Translate from Sorani-Kurdish to 24 untapped dialects was a major advancement in etymological openness. With 12 million speakers, Sorani Kurdish is the most spoken Kurdish language in both Iran and Iraq. It is recognized as an official language by the Kurdistan Regional Government (KRG) of Iraq. This expansion reflects a determination to remove language obstacles and foster greater social understanding. It also supports Kurdish culture and facilitates global connections among speakers of the language (Jaff, 2023). One benefit of Google's free online translating tool is Google Translate. Etu provides website translation as well as content translation in more than 100 dialects. Since its inception in 2006, the program has grown to rank among the most popular translation management systems worldwide. Artificial intelligence and machine learning advancements throughout Google Translate's history have made it possible for the service to gradually increase translation quality and accuracy. This article explores the history of Google Translate, covering its inventions, effects on the translation market, and potential future developments. (James,2020).

The Significance of the Study

This study tackles language teachers' concerns about machine translation (MT) despite its proven pedagogical benefits and looks at how students are increasingly using it for academic purposes. In order to analyze 87 foreign language (FL) courses on MT themes between 2000 and 2019, the study conducted a systematic review and meta-analysis. The findings demonstrate a notable rise in publications, enhanced MT quality, and a beneficial effect on FL learning—particularly in writing. Students exhibit conflicting emotions in spite of these developments, underscoring the disparities between the views of educators and learners. Research directions in MT for FL instruction are indicated by studies with pedagogical implications (Lee, S. M., 2023).

Language is a vital conduit for international business, communication, and many other aspects across borders in the modern world. Even while English is still a widely used language, technological advancements have made it possible to communicate more easily, thanks to programs. In today's technologically advanced world, Google Translate has made a lot of language problems much easier, among other things.

The Google Translate translation between English and Kurdish is the particular subject of this study. Its goal is to have a deeper comprehension of how pupils feel about using it. The goal of the study is to learn about the difficulties and complaints that students have with Google Translate. For educators, language

experts, and tech developers looking to improve the efficiency of language tools in learning environments, the study has consequences. Developing customized educational interventions based on a comprehensive understanding of how students utilize English-Kurdish Google Translate helps advance the conversation about language acquisition, technology adoption, and cross-cultural communication.

The statement of the problem

As Google Translate doesn't consider context, using it runs the risk of losing the sense of the translation. Errors may result from both inadequate language proficiency and the text's complexity. However, expert translators employ many techniques to guarantee the precision of their translations. Furthermore, the accuracy of translation also depends on the language pair, with more widely spoken languages translating more accurately. There is no grammar check feature, and Google Translate is prone to mistakes (Language Connection, 2020).

Language professors are compelled to discuss machine translation (MT) in the classroom as an increasing number of pupils use it for academic purposes. Research shows that language teachers remain skeptical of MT despite an increasing body of evidence demonstrating its pedagogical benefits. This is largely because of doubts regarding the efficacy and caliber of MT in teaching foreign languages.

Lee's (2023) research offers a thorough summary of these problems and gives language instructors advice and insight on how to include MT in FL instruction. For in-depth data analysis, 87 MT studies about FL education published between 2000 and 2019 are analyzed using two primary methods: systematic review and meta-analysis. The findings indicate a notable improvement in the quality of MT, along with a recent rise in the number of publications. The study also highlights students' conflicting attitudes and perceptual variations between teachers and students, offering important insights for future MT research in educational contexts. Although most studies indicate beneficial impacts on FL learning, notably in writing. Although Google Translate is unquestionably helpful for students, there are many disadvantages and difficulties with it. Idioms that are translated literally and lose their original meaning are one prevalent issue. For instance, translating "when pigs fly" from English into Kurdish results in a literal interpretation instead of the intended meaning. Another drawback is that there may be grammatical and semantic mistakes in some instances. Therefore, students need to check their word usage with different dictionaries.

The objective of the study

One famous online translation tool that is frequently used is Google Translate (GT), a free multilingual machine translation service created by Google. Translation of text, voice, graphics, webpages, and live video between languages is included in this service. Using target language data from multiple web sources, GT is based on a corpus-based sound statistical search (Kirchhoff, Turner, Axelord, & Saavedra,

_____

2011).

The accuracy of Google Translate in email correspondence between teachers and the parents of Latino English Language Learners (ELL) is investigated in a Tarantino (2024) study. The study evaluates a variety of factors, including fluency, appropriateness, meaning, and seriousness, by comparing instructor emails translated by Google Translate with those translated by certified translators. The evaluation scores vary significantly, as evidenced by the findings, with Google Translate scoring about 75% correct. The study reveals that Google Translate may nevertheless successfully convey a considerable portion of the original material despite the observed faults, which include literal translation, irregular indexing, and excessive use of punctuation.

Proposals for more research in this field are provided at the end of the article. This article was chosen because it is necessary to talk about how Kurdish students feel about Google Translate, how it affects them, and whether or not it helps them advance academically. The analysis aims to draw attention to the program's advantages as well as disadvantages. Kurdish students in a variety of professions have profited immensely from Google Translate's new addition of the Kurdish-Sorani language, which has made their tasks easier as the app expands globally for a variety of uses.

However, there are difficulties in translating cultural materials and idioms that can cause the original meaning to be lost. There may be misunderstandings as a result of the legal translation's potential for compromise in accuracy. If there are grammatical or semantic issues during translation, pupils might need to consult additional dictionaries. Despite these obstacles, students have found Google Translate to be really helpful, which emphasizes how crucial it is for Kurdish students to be aware of potential hurdles when translating.

Research questions:

The present investigation aims to deal with the subsequent research inquiries:
RQ1: How does Google Translate affect Kurdish language promotion and preservation in the eyes of university students?
RQ2: How do college students confirm Google translations?
RQ3: To what extent do students feel comfortable using Google to translate words from English into Kurdish?
RQ4: Regarding the English-Kurdish cultural adaption, how much do Kurdish students trust Google Translate?

Literature Review

Seçkin (2023) explores how university instructors feel about how much students use Google Translate (GT). The research, which comprised 46 tutor interviews and questionnaires, demonstrates that GT is useful for purposes beyond translation. Its extensive use prompts questions regarding its efficacy and moral

implications. Supervisors, in particular, stress the necessity for educational policy to control the impacts of GT and are hesitant to outright forbid it due to its ease.

Alhaisoni & Alhaysony (2017) investigated the views of 92 Saudi Arabian EFL universities on GT. Their study demonstrates how participants generally utilize GT mostly for writing encouragement, reading comprehension, and vocabulary development, with translation serving as a secondary role. Understanding new words, finishing assignments, and reading English textbooks are all aided by GT, which has an impact on language acquisition and translation.

Habeeb (2020) talks about the drawbacks of pupils depending too much on GT, especially when speaking. Survey results and in-class observations reveal negative impacts on students' performance. To address these issues, the study suggests collaboration between educators and learners, placing special emphasis on the establishment of precise guidelines and learning objectives.

Hardini (2021) talks about the drawbacks of students' addiction to GT. This study looks into how using Google Translate too much hinders students' ability to learn English, especially when speaking. Both class observations and questionnaire results indicate a detrimental impact on student achievement. The study suggests collaboration between educators and learners, together with well-defined norms and learning goals, in order to lessen negative impacts.

In their 2019 study, Gestanti, Nimasari, and Mufanti examine the difficulties non-English language experts face when translating academic material into English and offer Google Translate as an affordable solution for quick translation. Their goal is to look into the translation process and the possible value of GT in the classroom.

In Pamungkas (2021), the high use and perception of GT among eighty EFL students is examined. The results demonstrate the students' favorable views of GT's efficacy and general language aptitude. gaining knowledge The study urges more investigation into its accuracy and suggests incorporating it into instructional activities.

In a study published in 2023, Organ examines how British secondary school pupils feel about using Google Translate for language assessment and learning, especially for GCSE exams. In the UK, GT has become a standard assignment during the last ten years, sparking debate and conflicting views. The report offers guidance on how academic institutions ought to treat students' use of GT.

The views and uses of Google Translate for learning by 250 students are examined by Pham et al. (2022). Despite their usually positive attitudes of GT, students nevertheless grapple with grammar and semantics. The study suggests thinking about using GT to enhance translation outcomes.

Susanto (2017) looks at how Universitas Kristen Satya Wacana students who are enrolled in its English language program feel about using Google Translate. While some students utilize GT for lengthier texts, it is mostly used for single words. The

_____

study explores the potential long-term effects of GT use and reveals a dispute on it. Pazhman, Tabesh, and Ghorianfar (2023) The study looks at how students at the Ghor Institute of Higher Education perceive and use Google Translate (GT) throughout their English as a Foreign Language (EFL) classes. The primary goal of the study was to ascertain the opinions and attitudes of Ghor Institute of Higher Education English-speaking university students in relation to the use of Google Translate (GT) in English as a Foreign Language (EFL) lessons. In a poll conducted with 145 participants and a Likert scale, virtually all students acknowledged using GT. Finding the meaning of words and translating phrases between English and Farsi were the most often used applications; translating paragraphs and articles was less frequently used. The majority of students showed favorable sentiments regarding using GT to learn languages, and it was thought that by knowing what other students thought, teachers would be better able to decide how best to apply GT in the future.

Methodology:

The primary goal of this study is to ascertain and investigate students' opinions regarding Google translations from English to Kurdish. Consequently, all Cihan University Sulaimaniya students are included in our population study. A two-part questionnaire was used to gather 85 data samples. The first section asked personal questions regarding age, gender, stage, and department. The second section asked 14 main questions about the student's opinions about Google Translate's English-Kurdish translation. Afterward, we assessed the responses to the queries using a five-point Likert scale, where the phrases' higher weight was correlated with their lower weight. Agree "4", Strongly Agree "5", Not Sure "3", Strongly Disagree "1", and Not Sure "2". Using SPSS version 27 and JMP-Pro version 17, we examined the data. A one-sample t-test, frequency distribution table, and descriptive statistics were employed. The interpretation based on the average scores of the answers given by the pupils to each question is shown in the following table.

Table 1: Interpretation score of 5 points Likert scale measurements.

Weighted Average	Agreement Levels	Interpretation Results
1.00 – 1.79	Strongly Disagree	Very Ineffective
1.80 – 2.59	Disagree	Ineffective
2.60 – 3.39	(Not Sure)	Neutral

3.40 – 4.19	Agree	Effective
4.20 – 5.00	Strongly Agree	Very Effective

Table 2: Frequency Distribution Table for the Stage of the students

Stage	Frequency	Percent
1st Stage	6	7.1
2nd Stage	14	16.5
3rd Stage	31	36.5
4th Stage	31	36.5
5th Stage	3	3.5
Total	85	100

www.rjoe.org.in   **Oray's Publications   ISSN: 2456-2696**
Research Journal Of English (RJOE)
An International Peer-Reviewed English Journal Impact Factor: 8.16(SJIF)Vol-9, Issue-3,2024
Indexed in: International Citation Indexing (ICI), Cite factor, International Scientific Indexing (ISI),
Directory of Research Journal Indexing (DRJI) Google Scholar, Cosmos and Internet Archives.
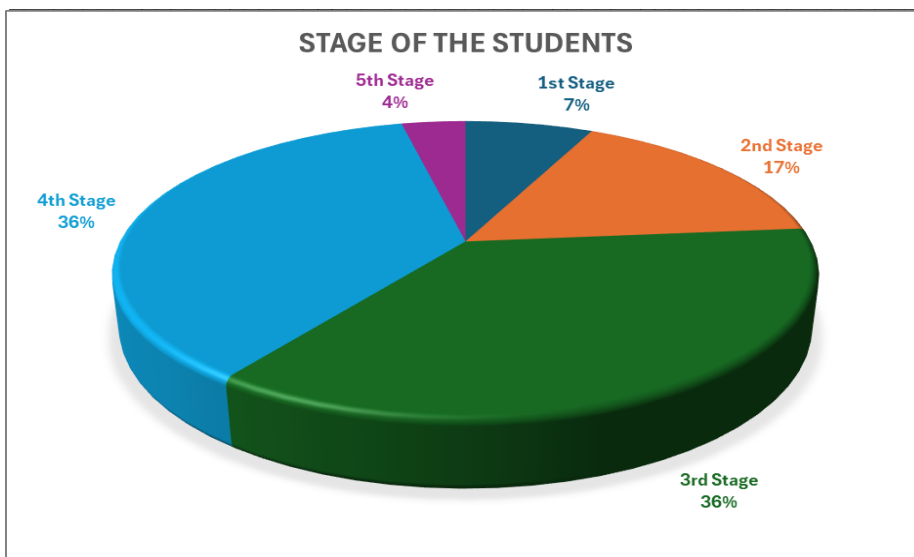
Figure 1: Pie chart for the stage of the students

Table 2 and Figure 1 show the number of respondents according to the stages, revealing that the majority of students are in the 3rd and 4th stages, accounting for 36.5% of the total for each stage, followed by the 2nd stage at 16.5%, and the 1st and 4th stages at 7.1% and 3.5%, respectively.

Table 3: Frequency Distribution Table for the gender of the students

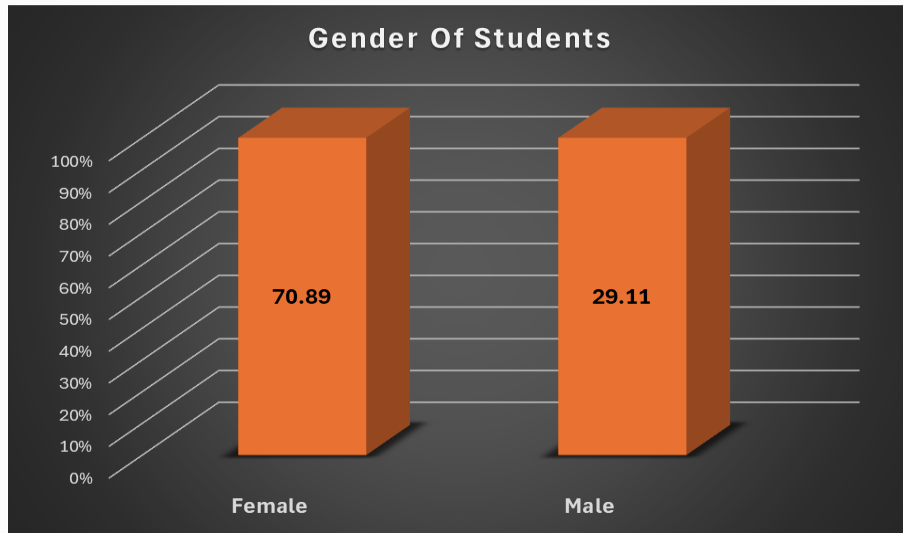| Gender	Frequency	Percent
Female	56	70.89%
Male	23	29.11%
Total	79	100%
Missing Value	6	

_____

Figure 2: Bar chart for the age of the students

Table 3 and Figure 2 show the number of respondents based on gender. According to the results, the number of female respondents is 56 out of 79 (70.89%), and the number of male respondents is 23, which is 29.11% in total.

Table 4: Frequency Distribution Table for age groups of the students

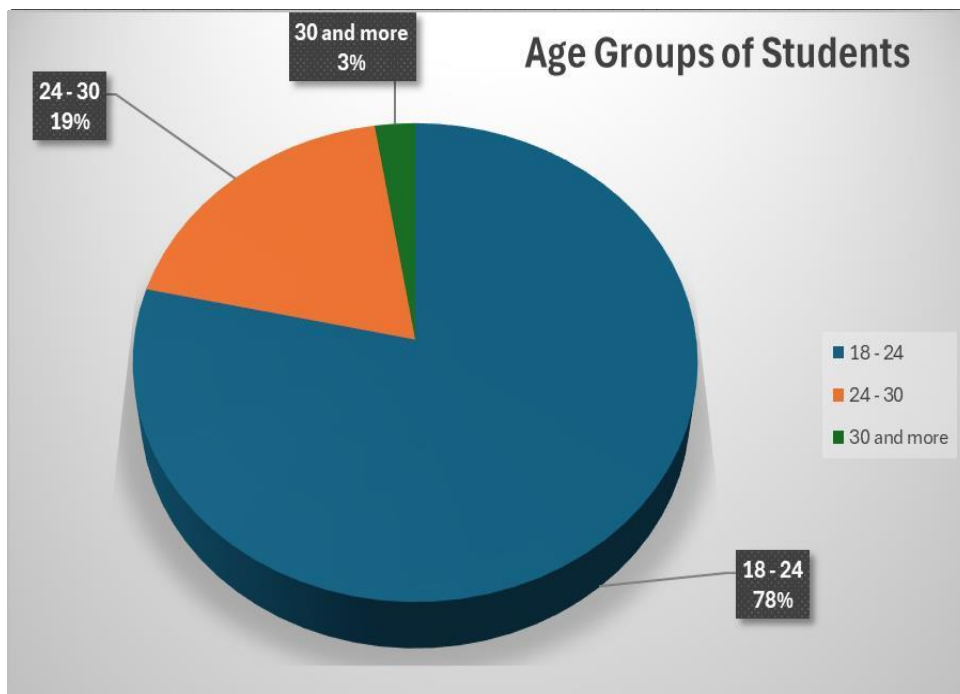| Stage	Frequency	Percent
18 - 24	62	78.48
24 - 30	15	18.99
30 and more	2	2.53
Total	79	100
Missing Value	6	

Figure 3: Pie chart for age groups of the students

According to the results of Table 4 and Figure 3, most of the students (62 out of 79) are from 18–24 age groups, which is 78%. Furthermore, 15 students (19%) are from 24–30 age groups, while only 2 students (3%) are 30 and older. We used descriptive statistics and one-sample t-test for variables and phrases as our primary analysis method.

Findings and discussions:

Table 4 depicts the descriptive statistics and one-sample t-test for all the phrases the, in Attitudes Towards Kurdish Google Translate: A case of EFL university students which:

The weighted average for "student attitudes" as a whole is 3.48, with a 0.592 standard deviation and a very low p-value of 0.001, which is less than the significance level of 0.05. This suggests that answers mostly agree on all claims about the opinions of students about Google Translate from English to Kurdish.

The second question, which asked, "I prefer using GT because it is free and easy to use," had a p-value of less than 0.05, a weighted mean of 4, and a standard deviation of 1.03. This was the comment that got the highest ranking, suggesting that students were generally in agreement. In simple terms, because GT is free and easy to use, students tend to gravitate toward it.

The results of the ninth question, which asked whether "it is faster to use GT than other tools," were 3. A weighted mean of 3.88, 1.173 for the standard deviation, and 0.001 for the p-value were obtained. This ranked it second, demonstrating the general agreement among students that GT is more effective than alternatives.

Query three came in third place with a weighted mean of 3.86, a standard deviation of 1.104, and a p-value less than 0.05. The data suggests that the respondents largely agreed with the statement "GT can provide very quick translation for texts and saves time," highlighting the idea that GT makes text translation fast and effective.

Question ten received a weighted mean of 3.82 and a standard deviation of 1.28. The question asked, "Translating English text with GT makes me lazy to open a dictionary," was the focus of the question. The reality that all rankings are at fourth and the p-value is less than 0.05 highlights how widely agreed upon students are. In essence, the majority of students acknowledge that utilizing GT lessens their propensity to look up words in a dictionary.

In response to the ninth question, which addressed the idea that "GT is very effective for students of all levels of English proficiency," a weighted mean of 3.80 and a standard deviation of 0.947 were obtained. P-value less than 0.05 and fifth place ranking show that respondents were able to reach an effective consensus. In summary, students with various levels of English competence can gain a great deal from GT.

"I feel more confident while using GT for text translation" was the first question that generated a weighted mean of 3.72 and a standard deviation of 0.934. The sixth rank and p-value < 0.05 suggest that there is effective agreement among the pupils. Students often agree, in essence, that using GT increases their confidence when translating texts.

"I understand English sentences and passages better with the assistance of GT," the fourth question's reaction, had a weighted mean of 3.53 and a standard deviation of 1.23. With a seventh rank and a p-value < 0.05, it appears that students view GT as an important learning tool that enhances their understanding of the English language.

Starting with "GT may alter the original meaning," the twelfth question had a weighted mean of 3.4 and a standard deviation of 1.262. With an eighth rank and a p-value below 0.05, it shows a common opinion among certain students. In essence, there is a worry that GT could misinterpret the intended meaning of the translated material.

In response to the sixth question, which started with "GT has more benefits than drawbacks," the weighted mean was 3.37, and the standard deviation was 1.138. With a ninth rank and a p-value < 0.05, it reflects the majority of students' opinions. Essentially, students believe that the benefits of GT outweigh the hazards, even when they are aware of them.

"GT can meet all needs in terms of translating in English to Kurdish and vice

www.rjoe.org.in   Oray's Publications   ISSN: 2456-2696
Research Journal Of English (RJOE)
An International Peer-Reviewed English Journal Impact Factor: 8.16(SJIF)Vol-9, Issue-3,2024
Indexed in: International Citation Indexing (ICI), Cite factor, International Scientific Indexing (ISI),
Directory of Research Journal Indexing (DRJI) Google Scholar, Cosmos and Internet Archives.

_____

versa," was the first question asked. It provided a weighted mean of 3.32 and a standard deviation of 1.132. A tenth rank and a p-value < 0.05 indicate that students hold this belief in common. Basically, even though GT is considered proficient at translating from En-Ku, there are sometimes acknowledged shortcomings.

Starting with "GT can translate text effectively," the twelfth question had a weighted mean of 3.23 and a standard deviation of 1.13. It recognizes GT's translation proficiency while also acknowledging its shortcomings, with a p-value of less than 0.05 and an eleventh rank. In general, GT is thought to be efficient, yet not perfect, especially when it comes to subtleties and colloquial language.

In the seventh question, "the quality of translations by GT is better than mine," the results showed a 3.14 weighted mean and a 1.381 standard deviation. With a twelfth rank and a p-value < 0.05, it highlights a conviction that some students have. In essence, there's a recognition that GT might surpass human translation skills or indicate confidence in GT's sophisticated potential.

The results of the fifth question, which started with "I feel satisfied with the result of translation from GT," were 3.08 on a weighted average and 1.204 on a standard deviation. A P-value less than 0.05 and a rank of thirteen suggest that students are generally satisfied. In essence, a lot of students say they are delighted by the GT translation results.

Starting with "I am able translate without using GT," the fourteenth question had a weighted mean of 2.64 and a standard deviation of 1.341. With a rank of fourteen and a p-value of less than 0.05, it points to a common opinion among students. In essence, even if a lot of students are capable of translating without GT, they use it to enhance their translations.

Table 4: Descriptive statistics and one-sample t-test for the variable attitude of the learners

Variables	Sections	Responses					Statistical Indicators				
		Strongly Agree	Agree	Neutral	Disagree	Strongly	Mean	Standard d	t-values	P-value	Ranks
Students	Q1. I feel more confident while using GT for text translation.	15	41	22	4	3	**3.72**	0.934	36.711	**0.001***	**6**

www.rjoe.org.in   Oray's Publications   ISSN: 2456-2696
Research Journal Of English (RJOE)
An International Peer-Reviewed English Journal Impact Factor: 8.16(SJIF)Vol-9, Issue-3,2024
Indexed in: International Citation Indexing (ICI), Cite factor, International Scientific Indexing (ISI),
Directory of Research Journal Indexing (DRJI) Google Scholar, Cosmos and Internet Archives.

Attitudes	Q2. I prefer using the GT because it is free of charge and easy to use.	28	39	11	1	5	4	1.03	35.604	0.001*	1
	Q3. GT can provide very quick translations of texts and saves time.	23	43	10	2	7	3.86	1.104	32.237	0.001*	3
	Q4. I understand English sentences and passages better with the assistance of GT.	21	27	21	8	8	3.53	1.23	26.445	0.001*	7
	Q5. I feel satisfied with the translation results from GT.	8	26	29	7	14	3.08	1.204	23.462	0.001*	13
	Q6. GT has more benefits than drawbacks.	11	32	28	3	10	3.37	1.138	27.124	0.001*	9

www.rjoe.org.in   Oray's Publications   ISSN: 2456-2696

Research Journal Of English (RJOE)

An International Peer-Reviewed English Journal Impact Factor: 8.16(SJIF)Vol-9, Issue-3,2024
Indexed in: International Citation Indexing (ICI), Cite factor, International Scientific Indexing (ISI),
Directory of Research Journal Indexing (DRJI) Google Scholar, Cosmos and Internet Archives.

Q7. The quality of translations by GT is better than mine.	15	26	16	12	16	**3.14**	1.381	20.964	0.001*	**12**
Q8. GT is very effective for students of all levels of English proficiency.	18	40	17	6	2	**3.8**	0.947	36.516	0.001*	**5**
Q9. It is faster to use GT than other tools.	30	29	14	4	6	**3.88**	1.173	30.136	0.001*	**2**
Q10. Translating English text with GT makes me too lazy to open a dictionary.	33	22	16	4	8	**3.82**	1.28	27.19	0.001*	**4**
Q11. GT can meet all needs in terms of translating from English to Kurdish and vice versa.	14	23	29	12	6	**3.32**	1.132	26.896	0.001*	**10**
Q12. GT can translate text effectively	7	34	22	11	9	**3.23**	1.13	26.039	0.001*	**11**

Q13. GT may alter the original meaning.	22	16	28	10	8	3.4	1.262	24.722	0.001*	8
Q14. I am not able to translate without using GT.	10	13	20	19	22	2.64	1.341	18.061	0.001*	14
Overall Attitude						3.48	0.592	54.219	0.001*	

The investigation Attitudes Towards Kurdish Google Translate: A Case of EFL University Students provides insightful information on how this technology is used and viewed in the context of language learning. Through the use of a mixed-methods approach that includes interviews, questionnaires, and linguistic analyses, the study sheds light on a number of different elements of how students engage with machine translation technology. Overall, the findings point to students' generally favorable opinions of English-Kurdish Google Translate. Pupils see it as an easy-to-use, efficient, and free tool that helps them comprehend English sentences and paragraphs and gives them more confidence when translating materials. The majority of participants said they were happy with the translation results and thought Google Translate would be helpful for pupils who could speak English at any level. Nevertheless, the study also notes certain issues and critiques in addition to its overall positive findings. There is recognition among certain students of Google Translate's ability to change the original meaning of texts, as well as its benefits and drawbacks. Furthermore, there are hints that relying too much on Google Translate may make students less inclined to utilize dictionaries and may even cause their translation abilities to deteriorate.

Even so, the study also notes certain issues and critiques in addition to its overall positive findings. There is recognition among certain students of Google Translate's ability to change the original meaning of texts, as well as its benefits and drawbacks. Furthermore, there are hints that relying too much on Google Translate may make students less inclined to utilize dictionaries and may even cause their translation abilities to decline.

This study is important for the continuing conversation about using technology in language instruction. Teachers and legislators may make educated decisions on Google Translate's inclusion in school curricula by understanding students' opinions about the service. The study also highlights how critical it is for students to understand the limitations of machine translation and the value of developing their translation abilities. Future studies could examine how to lessen the

---

negative effects of relying too much on Google Translate and evaluate how useful it is for language learning exercises. Through the resolution of these concerns and the utilization of machine translation technology's potential benefits, instructors can better assist students in their language learning pursuits, thereby establishing a more comprehensive and effective learning environment.

We polled 85 students from a variety of departments at Cihan University Sulaimani for our study, Attitudes Towards Kurdish Google Translate: A Case of EFL University Students, which included English, Translation, General Education, and Architectural Engineering. The purpose of the study was to evaluate university students' perceptions of Google Translate's benefits and drawbacks. Our goal was to determine how much Google Translate affects pupils in a good or bad way. A significant finding from our study, "University Students' Views on the Usage of Google Translate: Challenges and Solutions," came from Question 6. The question asked volunteers if they thought using Google Translate made them less intelligent. The standard deviation (SD) was 1.278, and the mean score (M) was 2.41. With a mean score (M) of 3.82 and a standard deviation (SD) of 1.173, Question 10 also showed that participants were less likely to consult a dictionary while translating English text using Google Translate. It's interesting to note that our volunteers' results were higher than those from a study of a similar nature that involved FPT students in Vietnam.

In contrast, participants in a study at Cihan University Sulaimani said that using Google Translate is quicker than using other tools (M = 3.88, SD = 1.173). In a related survey conducted at FPT University in Vietnam, participants expressed a similar opinion about how fast Google Translate was (M = 4.12, SD = 1.098), indicating that students had a general understanding of the tool's performance.

There were 212 EFL students who took part in a different study called "Saudi EFL Students' Perception towards the Impact of Using Google Translate on Their Translation Skills," of whom 85% were female and 14.6% were male. On the other hand, 85 students from different departments participated in our study at Cihan University Sulaimani; of them, 70.89% were female, and 29.11% were male. Despite variations in the population, both research produced insightful findings. For example, participants in the Saudi study said that using Google Translate makes text translation easier (M = 3.30, SD = 1.19), whereas participants in our study thought Google Translate's translation was of higher quality than their own (M = 3.14, SD = 1.381).

In addition, when we compare the answers to questions about dictionary use laziness from the Saudi study (M = 3.54, SD = 0.98) and our study (M = 3.82, SD = 1.28) using Google Translate for text translation, we can see that a sizable percentage of Cihan University Sulaimani students lean toward laziness, while the Saudi study's results are fairly comparable.

Important insights were gained from a different study, "Student Attitudes and

_____

Perception Towards Using Google Translate at Ghor Institute of Higher Education," which involved 150 English language and literature students at Ghor Higher Institute in Afghanistan. Our research takes a more thorough approach than the Ghor Institute study, which only provided replies as percentages without providing statistical data like mean, standard deviation, t-value, p-value, and rank. In addition to the percentage breakdown, each question in our study also includes the mean score, standard deviation, t-value, p-value, and rank. To offer a more thorough study, we also carefully divide the individuals into male and female groups. A greater comprehension of the facts is ensured by this thorough presentation, allowing more complex analyses and insights.

The study examined how EFL university students felt about Kurdish Google Translate (GT), with particular attention to its use, advantages that were thought to exist, and issues that were raised. The study, which involved 85 participants from Cihan University-Sulaymaniya, used a five-point Likert scale to assess the responses.

Preference for GT: Because of its accessibility and user-friendly interface, Google Translate is highly preferred by the majority of students. Interestingly, students mostly agreed on Question 2, which received the highest mean score of 4.

Convenience and Speed: Students recognize the time-saving benefits of Google Translate and view it as a useful tool for quick translations. The tool's speed and efficiency are examined in Questions 3 and 9, which both had remarkably high mean scores and were among the top three answers.

Grasp and Confidence: When using Google Translate, many students report feeling more confident in their translation abilities, indicating a better comprehension of English sentences and passages. Still, there are worries about possible changes to the original meaning, indicating some uncertainty about correctness.

Overall Satisfaction: Although most students are happy with GT's translation output, there is concern about the tool's overuse and its negative effects on the willingness of learners to learn. However, most believe that GT is a useful tool for translation work

Perception of Quality: It's interesting to note that some students recognize the sophisticated capabilities of GT technology by believing that the translation quality provided by GT exceeds their own skills.

The weighted average of students' opinions about Kurdish Google Translate is 3.48 overall, which shows that there is a significant degree of agreement among the statements in the survey. This indicates that students generally view Google Translate as a useful and effective tool for translation projects, even in spite of their doubts and awareness of its limitations.

Conclusion

Finally, by analyzing its use, perceived perks, and concerns, this study sheds light on how EFL university students feel about Kurdish Google Translate (GT). By

means of an extensive survey with 85 participants from Cihan University-Sulaimanyia, it was determined that GT is highly attractive to students, mainly because of its usability, effectiveness, and perceived quality of translation. The high mean scores obtained for questions pertaining to preference and efficiency show that students highly favor GT because of its user-friendly interface and time-saving features.

The study additionally shows how confident students are in GT's potential to improve their understanding of English sentences and passages, even in the face of certain accuracy concerns. However, it's important to recognize that students have expressed worries about relying too much on GT and how that would affect their drive to learn.

Even though a lot of people are happy with the translation outcomes of GT, care must still be taken to make sure that its application enhances rather than substitutes conventional teaching techniques. Overall, the study highlights students' varied perspectives on GT, highlighting how important it is to carefully weigh its limits in addition to appreciating its capacity as a tool for translation duties. Subsequent research endeavors may further investigate the particular tactics that students utilize when employing GT and investigate efficacious approaches to include it in language education programs. By doing this, educators and legislators may encourage a well-rounded approach to language learning while providing kids with greater support in utilizing technology to its optimum.

References;

"About Kurdistan Region." *Kurdistan Institution for Strategic Studies and Scientific Research KISSR*, July 12, 2021, kissr.edu.iq/english/about-Kurdistan-region/. Accessed January 21, 2024. (Kurdistan Institution, 2024)

Alhaisoni, E., & Alhaysony, M. (2017). An investigation of Saudi EFL university students' attitudes towards the use of Google Translate. *International Journal of English Language Education*, *5*(1), 72-82.

Amin, M. Y. M. (2017). English language teaching methods and reforms in English curriculum in Iraq; an overview. *Journal of University of Human Development*, *3*(3), 578-583.

Amin, M. Y. M., & Gholami, J. (2022). Attitudes of University Students toward English Language Education Policy in Iraqi Kurdistan. *International Journal of Foreign Language Teaching and Research*, *10*(43), 33-46.

Authors, A. L., & Author: (2020, February 7). *The Pros and cons of Google Translate*. Language Connections. https://www.languageconnections.com/blog/the-pros-cons-of-googletranslate/ (language connection, 2020)

Gestanti, R. A., Nimasari, E. P., & Mufanti, R. (2019). Re-overviewing Google translate results and its implications for language learning. *The Asian EFL Journal May 2019*, *23*(3.2), 5-15.

Ghorianfar, S. M., Pazhman, J. K., & Tabesh, Z. (2023). Students Attitudes and Perceptions Toward Using Google Translate at Ghor Institute of Higher Education. *Spring Journal of Arts, Humanities and Social Sciences*, *2*(11), 52-65.

Habeeb, L. S. (2020). Investigating the effectiveness of Google Translate among Iraqi students. *International Journal of Innovation, Creativity and Change*, *12*(12), 104-112.

Hardini, F., & Dewi, R. C. (2021). TACKLING THE NEGATIVE IMPACTS OF STUDENTS'ADDICTION TO GOOGLE TRANSLATE. *Jurnal Education and Development*, *9*(4), 415-420.

James, G. (2020). *Introduction to Google Translate*. Gilad James Mystery School.

Lee, S. M. (2023). The effectiveness of machine translation in foreign language education: a systematic review and meta-analysis. *Computer Assisted Language Learning*, *36*(1-2), 103–125.

Li, H., Graesser, A. C., & Cai, Z. (2014, May). Comparison of Google translation with human translation. At *the twenty-seventh International Flairs Conference*.

Organ, A. (2023). Attitudes to the use of Google Translate for L2 production: Analysis of chatroom discussions among UK secondary school students. *The Language Learning Journal*, *51*(3), 328-343.

Pamungkas, G. P. P. (2021). *English department studentsâ€™ perception and ethic on the use of Google translate on english language learning/Galih Putra Pamungkas* (Doctoral dissertation, Universitas Negeri Malang).

Pham, A., Nguyen, Y., Tran, L., Huynh, K., Le, N., & Huynh, P. (2022). University students' perceptions on the use of Google Translate: Problems and solutions. *International Journal of Emerging Technologies in Learning (iJET)*, *17*(4), 79-94.

Seçkin, C. A. N. (2023). Instructors' Perceptions of Students' Google Translate Use in Language Learning. *Söylem Filoloji Dergisi*, (Çeviribilim Özel Sayısı), 474-482.

Susanto, R. D. (2017). *Students' Attitudes Toward The Use Of Google Translate* (Doctoral dissertation, Program Studi Pendidikan Bahasa Inggris FBS-UKSW).

Terantino, J. (2024). Communicating with Parents of Latino English Language Learners: Is Google Translate an Accurate Option? *Journal of Latinos and Education*, *23*(1), 46-58.

VOI, Tim. "Google Translate History, the World's Popular Digital Language Translation Machine." *VOI*, VOI.ID, December 2, 2022, voi.

_____

id/en/technology/232524. Accessed January 21, 2024. (VOI, 2022)