

## Applying Artificial Intelligence in Language Teaching

### (Using Free Online Translation Tools by EFL Majors in a Writing Course)

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#### Abstract

This study explored the use of AI in a foreign language (FL) writing by foreign language majors at the faculty of languages and translation, King Khalid University. The role of translation, and specifically online translation tools (OLT). The present study tried to document students' existing of use free online translation (FOT) tools, and their views about these tools. The tools of the study involved video observations and questionnaires regarding FOT use. Twenty-one university students enrolled in a writing course. Follow-up interviews were done with the students who were observed using FOT tools widely on the video recordings. Results indicated those students have a primarily positive attitude toward FOT tools. In addition, most of the students said that they use such tools frequently. Results are discussed in the context of the continuing debate over whether and how translation technology should be used in FL classrooms. These findings show the importance of providing teachers and students with instruction on (FOL), as well as the need for additional research on the effects of AI on writing acquisition.

#### Keywords

Artificial Intelligence, Free Online Tools, Translation, Writing Skill

## Introduction

Artificial Intelligence (AI) had appeared a long way since the presence of AI research in the 1950s when Turing developed the well-known Turing Test to inspect whether machines could think. Early trends in AI research displayed a philosophical difference between Weak AI and Strong AI. The vision of AI as a building system that can think like humans were known as Strong AI. Interchangeably, allowing systems to work without figuring out the difficulties of human thinking was seen as Weak AI (Marr, 2018). Strong AI has been thought as a threatening perception since it aims to reproduce human intelligence and take over control from humans. The definition of the twenty-first-century of AI has been reformed as follows: AI is "a science and a number of computational technologies that are inspired by—but usually operate quite differently from—the ways people use their nervous systems and bodies to sense, learn, reason, and take action." (Stone et al., 2016).

Stanford University showed a "100-year report on AI" in 2016. By providing historical documentation and future directions, this report was released to examine eight factors related to AI, containing the factor of education. While AI provided great promise for language learning, the early work of AI lessened because of its limited ability to promote deep learning. Today, AI has permeated many aspects of everyday lives, from smart applications on our mobile devices to self-driving cars. (Stone et. al, 2016).

Wilkerson (2018) shows that even when the instructor aims to use the target language, English is frequently used to translate classroom dialogue. While the place of the native language in the classroom language is the subject of continuing debate—see, for example, Rell (2015)—, mentioned that "the activities and teaching strategies outlined here are intended to encourage student reflection on the translation method and on the changes between languages and not to replace communicative learning and teaching in the target language".

Also, advances in natural language processing and the increase of the Internet have presented into the world of translation a new tool: Web-based machine translation (WBMT). The automatic online translators, including Google Translate, and FreeTranslation.com, were originally designed to give customers a basic translation of Web pages or short texts written in another language; and most center on the translation of English writings into other languages. Recently, however, WBMT has found a new user in the foreign language student. Williams (2016)

## Translation and Language Teaching and Learning

Laviosa (2014) declares the reintroduction of translation as an educational tool in the FL classrooms in academic settings. She believes that the re-emergence of translation in the FL classrooms is easily justified in light of the current changes in FL teaching and learning methods and Applied Linguistics. According to her, cultural variety in today's globalized world and multicultural educational schemes has changed the relationship between culture— as a unified individual personality— and language learning. The use of L1 in FL learning environments is becoming more of a traditional method than two or three decades ago.

## Web-based Machine Translation (WBMT) in the English Language Classes: Challenges and Solutions

Language specialists are conscious of the deficiencies of all types of machine translation (MT), as expressed briefly in Barreiro and Ranchhod (2015): "the clearest failure of MT is that it is unable to render the publication-ready text" (p. 3).

Williams (2016) quotes various examples of incorrect English-French translations produced by WBMT, all associated with problems of lexical vagueness and explanation of the source-language syntax. Nowadays we have transferred from immobile computers, which do not connect with one another, to the access of devices, big and small, which allow us to be in touch with each other simply and to belong to different digital networks that increase our everyday communication. Networked Learning (NL), understood in the sense of Jones, 2015, "Learning in NL is used to promote connections between one learner and other learners, between learners and teachers, between a learning community and its learning resources" (2015) has therefore appeared as an essential model. Within language learning and teaching.

Chapelle & Sauro (2017) indicates that "technology has become vital to the way that language learners in the world nowadays access sources in a foreign language, cooperate with others, learn inside and outside of the classroom, and take a lot of language exams." We can add that technology is common in every subject and level of learning and that it is essential for daily life. Our students accordingly use technology not only to learn a language, but to be better ready for upcoming challenges.

Mobile-Assisted Language Learning (MALL) was used as a tool in the early 2000s with the arrival of mobile technologies. O'Malley et al. (2013: 6) define MALL as "any sort of learning that occurs when the student is not in a fixed, prearranged place, or learning that occurs when the learner takes advantage of the learning probabilities offered by mobile technologies." According to the 2018 Pew Research Center data (Pew research, 2018), 77% of the people in the US own a smartphone, 73% have a desktop or laptop, and 53% take tablets. This fast change in technology has corresponded to changes in how we understand language learning.

Lastly, mobile language learning also contains real-life apps since these can be used for reliable language learning. For instance, one can use the Twitter or Facebook apps to read first speakers' posts and connect easily with them or listen to the radio from any nation where a foreign language is spoken.

Usai et.al, (2018) "All of these apps have occupied the language learning field worldwide. For example, Duo lingo is a free language learning and teaching platform that supports the strengthening of vocabulary, grammar, and pronunciation in 28 languages, and has over than 100 million customers in 2018. With such developments, there is a great chance for AI systems to inspire customized learning. What has changed fundamentally is the idea of customized learning."

Turovsky, (2016) states that "AI-based language translation programs for instance Google Translate have made big headway in helping foreign language and foreign-language students on a

large scale. Google Translate helps over 100 languages at various levels serves over 500 million persons daily.

Lovett, D. (2018) states that “ Google Translate is probably the most widespread FOT tool and has been continually growing. Google Inc. has speedily enlarged the number of languages on its system opening with only three languages in September 2007 and currently supporting 90 languages at numerous levels and helping over 200 million persons every day.

To examine the importance of human beings, Niño (2018) matched translations made by learners with translations made by machine translation (MT), and translations done by MT and post-edited by students. She states that “student-edited production is significantly better than either unedited machine-translation output or learner-translated output. The outcomes of these studies suggest that although machine translation is not completely perfect. When this text is post-edited, it becomes comprehensible and of higher value.”

### **Teaching Writing to Foreign Language Learners.**

Chapelle and Jamieson (2018) highlight that “Writing is an essential language skill for FLL. Teaching this skill effectively is of the highest importance for EFL teachers. In spite of translation having been excluded as a teaching tool in EFL classrooms over the last few decades, it continues to be used by both students and teachers. The presence of translation in EFL classes has drawn attention to how translation, as a tool, can be most valuable in the teaching and learning of writing processes”.

Based on work by Matsuda (2012) and others, there is no question that students' L1s are current in various degrees in their FL learning and writing activities in specific. Several studies prove that almost all FL writers use their First languages (L1s) while writing in the FL to a larger or lesser degree, depending on their ability level in FL.

In this study, using FOT tools, is the type of translation tool that is of the highest interest. According to Hatim and Munday (2014), translation is “the process of transferring a written text from foreign language (FL) to the target language (TL), led by a translator, in a specific socio-cultural context.” Consistent with this definition, not only do FL writers use their L1 in creating FL texts, but they also translate in many cases to produce FL texts in the FL classrooms. Historically, the translation would happen with the help of a human translator or a bilingual dictionary. Currently, FOT tools are the most popular means of translating from the L1 while writing in the FL.

### **The Effect of Using (FOT) on Teaching and Learning Writing**

In his doctoral thesis, O'Neill (2012) examined the quantitative and qualitative effects of FOT tool use on FL paragraphs. The research was done in the French Department, the University of Illinois. There were 3 groups; the first was the control group, which had no FOT tool training and was not allowed to use FOT tools. The second group had access to FOT tools but had no FOT tool training, and the third group used FOT tools and had FOT tool training. The applicants completed a reading pre-test, a writing pre-test, two writing tasks, and a writing post-test. O'Neill then concludes that

the quality of the texts produced by the participants who had used FOT tools was often better than that of the non-FOT tool users (p. 215).

Garcia and Pena (2011) applied research to find out whether MT can be used as a useful activity for improving the FL writing skills of beginner learners. The applicants were asked to complete two writing tasks, then asked to answer a two-question user satisfaction survey. Based on their findings, Garcia and Pena conclude that MT helps beginner FL learners communicate more and write better in the L2 by facilitating many relevant words.

### **Significance of the Study**

This study explored the potential effect of Free Online Translation (FOT) tools in the process of FL learning and teaching. Specifically, after reviewing the significance of machine translation (MT) and free online (machine) translation (FOT) tools to the learning and teaching of writing skills, the study will inspect students' use of FOT tools, the tools' efficacy, and students' opinions of the tools.

As an EFL lecturer with more than two decades of teaching experience, I developed an interest in this topic when I noticed that the students would sometimes use FOT tools to translate words, phrases, and sentences from their first language into English or vice-versa. My interest grew stronger when other colleagues also assured me that their students were using these tools to complete their writing tasks, in spite of continuous official warnings against using such tools.

### **Objectives of the Study**

- 1- The results of this study will build and expand on prior research documenting the use and educational effectiveness of artificial intelligence in the field of translation.
- 2- The present study is expected to illustrate the effectiveness of FOT tools for a group of EFL learners.
- 3- The results will provide a starting point for further investigations into increasing the effectiveness of students' FOT tool use, such as through training in appropriate FOT tool use for FL learners.
- 4- The study will contribute in useful and practical ways to the experience of foreign language teachers and learners to help them to understand the role of FOT tools in their students' foreign language writing.

### **Research Questions**

- 1- Do level three students in the Faculty of Languages and Translation, KKU resort to FOT tools while completing writing assignments? How do they use such tools?
- 2- Do level three students in the Faculty of Languages and Translations, KKU, use FOT tools effectively and efficiently in the foreign language writing classroom?
- 3- Are level three students in the Faculty of Languages and Translation, KKU, satisfied with using FOT tools for L3 writing?

### **Hypotheses of the study**

- 1- Level three students in the Faculty of Languages and Translation, KKU resort to FOT tools while completing writing tasks.
- 2- Level three students in the Faculty of Languages and Translation, KKU, use FOT tools more efficiently than effectively.
- 3- Level three students in the Faculty of Languages and Translation, KKU, are satisfied with using FOT tools for L3 writing.

### **Research Method and Data Collection**

During the present study, the researcher followed descriptive research by doing the following:

- 1- Observing and recording the behavior of Level three students in the Faculty of Languages and Translation while completing their tasks of writing.
- 2- Conducting questionnaires
- 3- Conducting semi-structured interviews in three continuous stages.

The data collection lasted for 12 weeks in an English writing course taught by the researcher at the faculty of languages and translation, King Khalid University, Saudi Arabia, in the first semester of 2019/2020. The general data collection had the following:

- a- Video Observation: To record the behavior of learners (If they use FOT tools while doing writing tasks). (twenty-one applicants in the course of twelve weeks shared)
- b- Satisfactory questionnaire: To analyze applicants' views and attitudes toward using FOT tools in writing, twenty-one participants finished the survey.
- c- Interviews: To collect more data from the learners who used FOT tools (based on the video observations) while performing writing tasks, 7 participants were interviewed.

### **The subjects of the study**

Twenty-one males Level 3 students at Faculty of languages and translation, King Khalid University. Aged between nineteen and twenty-one. The researcher selected this group because their GPA last semester in level 2 in writing competence was moderate. This sample was used for the following reasons:

- 1- Level three students are required to write complete and different types of essays in this stage their university requirements.
- 2- Level three students never received such type of training related to FOT tools.

### **Procedures**

#### **1- Writing Tasks**

At the beginning of the course, the participants were informed about the research and trained in how to use the video recording. Then, for the researcher to observe and document the use of FOT tools in writing, learners recorded the completion of authentic writing assignments in computer-based language labs for twelve weeks. Next, at the end of week

twelve, a satisfaction questionnaire was given to the participants to test their satisfaction with FOT tools. After collecting the data (videos), statistics were used to assess the efficiency and effectiveness of FOT tools used in EFL writing by analyzing the quality of the learners' writing process and product. Lastly, interviews were carried out with those participants who used FOT tools in their writing. Nevertheless, since the objective of this study was to observe "normal" behavior (i.e., the use of FOT tools in writing exercises), conventional, individual in-class writing assignments were the resource of data. Also, at the end of the course, participants were neither asked to use nor to leave the use of FOT tools.

- **The first task**

Participants were asked to write the two paragraphs (an introductory paragraph and a body paragraph) of a cause-effect essay. They were permitted to use free online translation tools.

- **The Second Task (Editing).**

In the second writing task, the students were asked to edit an essay by fixing grammatical errors, vocabulary inaccuracies, and general communication problems (see Appendix C). The task conditions were similar to those for the first task.

- **The Third Task (Problem-Solution).**

This task had two questions essay prompt (problem-solution) asking the students to write the introduction and then two body paragraphs, one concerning the first question and the other addressing the second question (see Appendix D). The overall instructions were similar to the first two tasks.

- **The Fourth Task (Compare-Contrast).**

The students were asked to perform a compare-contrast essay of about 300 words

- **The Fifth Task (Advantages and Disadvantages).**

Subjects were required to write a full essay of about 300 words titled the advantages and disadvantages of FOT tools for FL learners.

2- **The questionnaire**

A questionnaire was conducted to collect students' responses about their attitudes towards and use of FOT tools. Factual questions were given to find out who the participants are, as they inquire about demographic characteristics (e.g., age, race, gender, level of education, and occupation) as well as other background information that may be related to explaining the results of the survey. Behavioral questions were given to find out the students' actions, habits, lifestyles, and personal history. Attitudinal questions were given to find out what learners think, and typically ask about attitudes, opinions, beliefs, values, and interests (Dörnyei, 2010).

3- **Semi Interviews**

These interviews were called semi-structured for two chief reasons. First, only six students that actively (noticeably) used FOT tools in performing their writing tasks were selected to be the participants of additional observation through semi-structured interviews. Secondly, interview questions created a framework to guide the conversation in a way with research objectives. This, however, did not determine the interview outcome, as interview questions

simply provided a structure for the conversation flow rather than a firm framework for the interview result. It was predicted that the dialogue could go in unexpected directions or some topics could result that was not planned when arranging the interview. As a result, interviewees were not only offered the freedom but also encouraged to give their own reflections throughout the interviews.

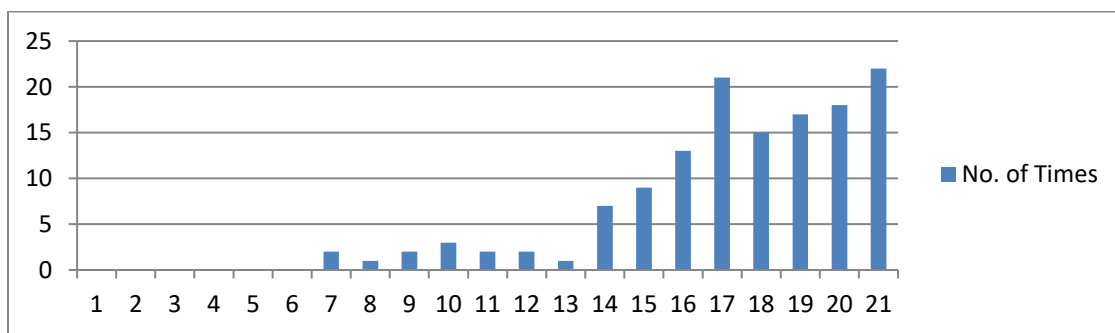
**Data Analysis:** The data analysis in the present study had three sections:

### 1- Observation Analysis (Quantitative).

Only 7 participants who actively used FOT tools and also completed surveys and interviews were observed in detail. The effectiveness and efficiency of the tools were examined. The quality of the writing tasks was evaluated according to three main criteria: First, the accuracy of the grammatical structure and vocabulary use. Second, the variety of the range of vocabulary and grammar. Third, is the overall communication. To evaluate these criteria, the researcher assessed each task using the standard Can Test writing evaluation rubric.

The videos which were recorded for the participants while completing their writing tasks were analyzed by the researcher to answer the first question of the research “Do level three students in the Faculty of Languages and Translation, KKU resort to FOT tools while completing writing tasks, how do they use such tools?”. First, the number of trials in which each learner used FOT tools while finishing their writing tasks was counted. The primary observation showed that six participants did not use FOT tools at all. Seven participants used FOT tools only once or twice this means (low-use). Eight participants used FOT tools approximately 7 to 22 times this means (high-use) during completing the writing tasks that is approximately 32% of the students were categorized as “no users of FOT tools”, 30% as “low users of FOT tools”, and 38% as “high users of FOT tools”. Participants’ frequency use of FOT is shown in Figure (1).

Figure (1) the frequency of FOT use



### Descriptive Statistics

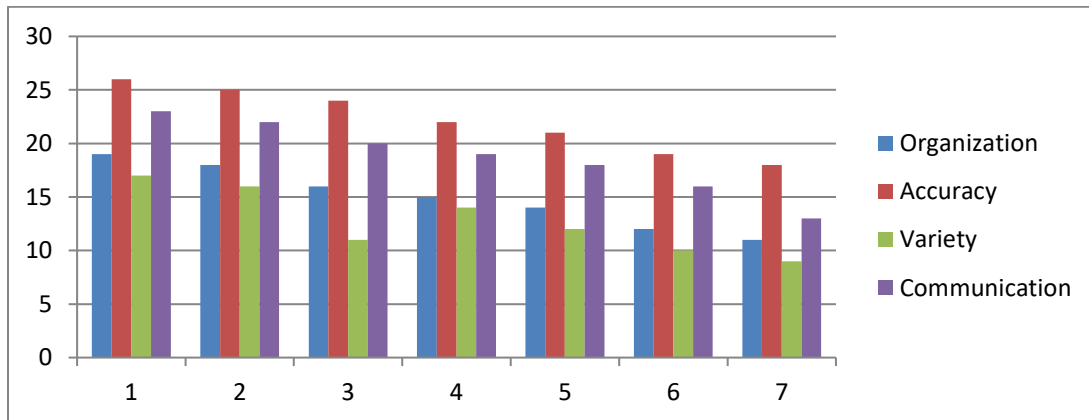
	N	Minimum	Maximum	Mean	Std. Deviation
Number of Times	21	.00	22.00	6.4286	7.81391
Valid N	21				



The ways in which students reacted to FOT tools were perceived closely. Of the 8 students who significantly used FOT tools, 6 of them translated from their Arabic language into English only, and 2 students used both languages. They were translating words from their Arabic language into English (60%), translating expressions or phrases from their Arabic language into English (40%), and double-checking the meaning accuracy of words or expressions by seeing their meaning in their Arabic language (35%). Effectiveness and efficiency analyses were carried out for the 7 learners who were high FOT users and also completed the questionnaire and interviews. Participants' effectiveness and efficiency in the use of FOT tools were analyzed based on video observations and the students' final writing samples.

- To answer the second research question, “Do level three students in the Faculty of Languages and Translations, KKU use FOT tools effectively and efficiently in the FL writing classroom?” the effectiveness of the students' use of FOT was supposed to be reflected in the quality of the end product of the writing tasks. The quality of the writing tasks was assessed according to three major criteria: first, accuracy (vocabulary use and grammatical structures), second, variety (range of vocabulary and grammar), and third, overall communication. The videos were observed carefully, marked, and analyzed to assess their effectiveness. Because the current study has a small sample size (7) and of course, one cannot expect that the distributions of parameters are ordinary, “the medium” is used as a measure of central tendency rather than the mean (Levine & Krehbiel, 2011).
- First, accuracy was defined as the degree to which the participants used proper English grammatical structures and vocabulary in their writing assignment using FOT tools. For each instance in which a participant used a FOT tool to translate from Arabic into English, the resulting linguistic section (word, phrase, or sentence) was coded as correct or incorrect use of English grammar and vocabulary. The total number of the correct translated sections was divided by the number of sections translated using FOT tools by each participant to compute the total accuracy score for every member of the group. Participants' accuracy scores ranged from 0.67 to 1, with a median of 0.74, representing that approximately 74% of the linguistic sections translated by students using FOT tools resulted in the production of linguistic sections that were grammatically and semantically correct. See diagram (2).
- Second, the variety represents the extent the participant shows over different grammatical structures and vocabulary words. To evaluate variety, each linguistic section produced with the help of a FOT tool was observed using the Can Test Writing Assessment Grid (see Appendix C). Participants' variety scores started from 0.55 to 1, with a medium of 0.67, i.e., nearly 67% of the time that students used FOT tools. These FOT tools exceeded the variety of vocabulary and grammatical structures that the students can include in their written English assignments.
- Third, as for Overall communication, it referred to the use of FOT tools resulting in the linguistic parts that could be easy to understand and that “sounded and read” like English, or whether the use of these FOT tools requires more effort of the reader to understand the meaning. Using Can Test Writing Assessment Rubric (see Appendix C). Overall

communication median was 0.62, indicating that approximately 62% of the linguistic parts translated by students using FOT tools were mediated to read like. See figure (2)



**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	7	11.00	19.00	15.0000	2.94392
Accuracy	7	18.00	26.00	22.1429	3.02372
Variety	7	9.00	17.00	12.7143	3.03942
Communication	7	13.00	23.00	18.7143	3.45033
Valid N	7				

**2- Questionnaire Analysis (Quantitative).**

To test the third research question, "Level three students in Faculty of Languages and Translation, KKU is satisfied with using FOT tools for L3 writing?" students were asked to do surveys evaluating their use of and satisfaction with FOT tools. Twenty-one participants in the present study (7 "no users", 6 "low users" and 8 "high users") completed surveys. Descriptive data was tested for attitudinal behavioral and variables.

**a- Self-Reported Use of FOT Tools by Foreign Language Learners.**

The first question in the user satisfaction survey asked about behavioral variables concerning participants' FOT tool use. As shown in Table 1

**Frequency of FOT Tool Use during 12 Weeks**

Response	Frequency	Percent	Frequency Variable
Always	5	23.5%	Always

Almost always	5	23.5%	Sometime
Usually	4	19.4%	
Often	4	19.5%	
Sometime	2	9.5%	
Occasionally	1	4.5%	
Total	21	100%	

### B- Direction of Translation for Participants' Use of FOT Tools.

Students were also asked to report whether they use FOT tools to translate from their Arabic language to English, from English to Arabic, or both.

The answers to this question were inconsistent with what was observed in the video recordings. See table (2)

**Table 2 Language Direction Used of FOT Tool**

Frequency	Frequency	Percent
Arabic into English	19	90 %
English into Arabic		
Arabic into English	2	10%
Total	21	100%

### C- Objectives for Students' Use of FOT Tools.

Another question investigated a variety of different purposes for which the students might use FOT tools. (see Table 3).

**Table 3 Objectives for FOT Tool Use**

Purpose	Response	Frequency	Percent
Double-check the accuracy of the words or the expressions by seeing their Arabic meaning.	Yes	21	100%
Translating the words from Arabic into English.	No	5	24%
	Yes	16	76%
Translating the phrases or the expressions from Arabic into English.	No	10	48%
	Yes	11	52%
Translating the collocations from your Arabic into English.	No	13	62%
	Yes	8	38%
Translating the sentences from Arabic into English.	No	13	62%
	Yes	8	38%
Translating bigger parts than sentences (paragraphs for example) from Arabic into English.	No	16	76%
	Yes	5	24%
I had to post-edit anything I translated into English.	Yes	4	20%
I had to post-edit part of what I translated into English.	Yes	17	81%
I frequently used the tool Google Translate to help me in writing assignments.	Yes	19	91%
	No	2	9%

Students were asked to state which translation tools they used to help them in their English writing as part of the questionnaire survey. Students could list multiple tools. Nineteen out of twenty-one participants (91%) stated that they frequently used the tool Google Translate for writing tasks. (9 %) mentioned other tools.

#### D- Overall Usability and Satisfaction.

According to their questionnaire responses, 12 out of 21 Students (57%) found FOT tools extremely useful when writing essays in English. Nine Students (43%) found the tools fairly or not very useful (see Table 4). Thus, overall, the majority of participants stated finding FOT tools useful to at least some degree when writing in English.

**Table 4**

**Overall Usability of Free Online FOT Tools in L2 Writing**

Purpose	Response	Frequency	Percent
Extremely useful	Yes	12	57%
Fairly/not very useful	Yes	9	43%

According to the benefits and disadvantages of free online FOT tools for FL writing in several open-ended questions, participants were asked to describe the benefits and disadvantages. As shown in Table 5

**Table 5**

**Benefits of Free Online FOT Tools for L2 Writing**

Benefit	Frequency
<b>The tools help me to...</b>	
1- Understand the basic meaning of the word, the paragraph, or the text	<b>52 %</b>
2- Enrich English vocabulary	<b>54%</b>
3- Write an unknown sentence or phrase	<b>61%</b>
4- Check the spellings	<b>53%</b>
<b>The tools are...</b>	
1- Fast	<b>65%</b>
2- Free	<b>51%</b>
3- Convenient	<b>57%</b>

According to the open-ended questions students also mentioned the disadvantages of using FOT tools. For more details on the disadvantages of FOT tools noted by the students, see Table 6.

**Table 6**  
**Disadvantages of Free Online FOT Tools for FL Writing**

Disadvantages	Frequency
<b>The tools help me to...</b>	
1- Sometimes FOT tools are not accurate	<b>17 %</b>
2- Wrong meaning in the context	<b>16 %</b>
3- Make students rely on FOT tools	<b>26%</b>
4- Feel hesitant while speaking in English	<b>11%</b>
5- Require Internet connection all the time	<b>5 %</b>

### 3- Interview Analysis (Qualitative).

The seven students who enthusiastically used FOT tools in their writing course were interviewed. Students mentioned three major tools that they used. These included Google Translate, Google (search), and an Oxford dictionary. Some students stated using other dictionaries and tools. Students used Google Translate to translate the words or the phrases from their Arabic language into English to guarantee that the words or the phrases are used correctly, and the dictionary sites to understand the meaning of English words. With respect to the reasons for which they used FOT tools, students justified using these tools primarily for translating the words and the phrases. Students sometimes used FOT tools for translating sentences, but they stated that the tools were less useful for longer sections of the text, except for getting a very basic understanding of a long English passage in their Arabic language. Students most frequently used FOT tools to translate from their Arabic language into English, but they also reported translating from English into their own language. Most participants reported frequently needing to edit the results of the translated text. The following is one of the students' words:

When students were asked about the benefits and disadvantages of FOT tools, they listed five primary advantages and only one common disadvantage. Participants mentioned finding the tools more helpful and appreciating that they were free, user-friendly, quick, and freely available. On the other hand, they realized that FOT tools are not always correct in their translations and cannot be reliable without further editing from their side.

### Discussion

The results of the present study showed that EFL students have a positive attitude toward FOT tools and are satisfied with using these tools in FL writing. However, many students stated FOT tool output needs post-editing and that not all translations are correct. In addition, careful observations and analysis of the video data showed that only about one-third of students significantly used FOT tools in completing their writing tasks. While the observation part of the study was centered on a small sample (7 students), it made interesting results that showed that the students used these tools more efficiently than effectively. EFL instructors need to seriously

consider introducing and using FOT tools in their FL writing courses and developing tasks and exercises that help FL learners to employ these tools to improve their writing skills under the help and the supervision of the teachers. Also, concerning the opinions which tend to either reject or ignore the role of translation in teaching and learning the language what is really happening in FL classrooms FOT tools clearly play a noticeable role. The present study proved it is wrong. These tools are more autonomous in applying AI; available modern technologies such as FOT tools. For this reason, FL instructors and curriculum developers are stimulated to consider FOT tools as useful tools in their classrooms rather than a hindrance to teaching and learning. For the questionnaires and interviews, students stated using FOT tools most regularly for translating short sections of text, such as the words and the phrases, and less frequently for translating the longer sections such as the sentences or the whole paragraphs. They also often used these tools for double-checking the definition and meaning of English words in their Arabic language. This is consistent with the study of Niño's (2018), who stated that post-editing involves adjusting and modifying a text that is machine-translated.

Motivation affects students' language learning. In addition, learners' satisfaction with technological tools used in learning settings has been repeatedly shown to be connected with their motivation, engagement, and learning. For example, in one of the researches, learners' satisfaction with certain e-learning atmospheres was associated with their self-regulation in finishing learning assignments in such environments (Liaw & Huang, 2013). Thus, the idea that learners, as a whole, are extremely satisfied with the use of FOT tools is further support for the conclusion that learners are likely to carry on using such tools whether or not their FL teachers agree on such use. Even if learners follow preventions against the use of FOT tools for coursework, they are likely to use them for other missions in their everyday English communication. Learning suitable use of such tools is thus again maintained as a worthwhile objective to incorporate into FL classes.

In addition, the current study indicates the efficiency of FOT tools in a group of learners at a high language learning level. Similar to Garcia and Pena's (2011) work showing that the use of MT tools helps beginning second language learners to develop their communication in the L2, the current study showed similar benefits for high EFL learners. Nearly all of these more advanced EFL students stated that they found such tools supportive and that the tools enhanced their FL writing. These views were confirmed by the efficiency analysis of the observed writing assignments. These results are consistent with O'Neill's (2018) work, which reported that the right use of FOT tools did not decrease but frequently developed the quality of students' FL writing.

## Conclusion

Through the results of the present study, it is obvious that FOT as an AI tech tool is considered a partial basis for the autonomous learner, however. Human instructors are still crucial for mastering a foreign language. The work by (Crowther, et al, 2017) shows that "the benefit of Duo lingo is more likely as a learning aid app than as the sole tool for autonomous learning." AI-based vocabulary improvement systems such as TextGenome.org are enhancing language-learning chances in which learners can decide their path and pace. Learners will be able to handle their

learning. Focusing on reinforcement learning has pushed AI systems beyond patterns with respect to decision making.

The teaching style has now converted to a distributed expertise in which learners can digitally connect with native speakers outside the geographical borders to strengthen their learning. The current AI system capabilities indicate that the ability of personalized learning is closer to realization, due to the ability to expect and adjust based on huge learner data (Reiland, 2017). Approaches for overcoming challenges and capitalizing on chances will rely heavily on future research in the coming decades.

The results of this study ratify that EFL learners have a clear positive attitude toward FOT, especially toward Google Translate. However, a gap was shown between learners' consciousness of the tools and their actual use of these tools. Moving forward within the EFL and broader FL learning settings, now that we know learners are using FOT tools frequently and are generally happy with them, it seems that it is time to incorporate FOT tools in the FL classrooms. It is important for teachers in the field of (TEFL) to make knowledgeable decisions about the right use of such tools in our classrooms. It is clear that teachers of FL courses should cautiously consider incorporating such tools in their classes, in the knowledge that most learners are already using such tools on their own. Therefore, FL instructors could be urged to incorporate language activities and tasks around these tools to confirm that learners are using these tools effectively and efficiently. In specific, explicitly training learners on how to post-edit machine-translated texts would be a useful educational activity. With help from language teachers, students can be taught to check grammatical and lexical errors that already exist in texts translated by FOT tools. Such activities are useful for FL writing and enlarge students' knowledge of grammar, vocabulary, and overall writing fluency. Lastly, the quality and availability of FOT tools have been improving and will continue to develop. As shown by this study, learners are already using these tools whether clearly taught to use them or not. Therefore, FL teachers need to make sure that strategies are applied that enhance fair and effective use of such tools in their classrooms.

### **Recommendations and suggestions for further research**

- 1- Further research is needed in this area and could further clarify the ways in which FOT tools might serve as important educational tools in ESL and other FL classrooms.
- 2- This study can be replicated with a larger sample.
- 3- Another experimental study is needed to assess the influence of FOT tools as a component of the FL syllabus.

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The author has no conflicts of interest to declare. The author would like to certify that the submission is an original work and is not under review at any other publication.

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