

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF BEJAIA



Faculty of Letters and Languages
Department of English Language and Literature

Attitudes and Perceptions of both Teachers and Students about the Effectiveness of Using Google Translate as a Pedagogical Tool in Enhancing EFL students' Reading Comprehension.

The Case of First year EFL Students at the Department of English Language and Literature, University of Bejaia

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Linguistics

Students

Miss. Nour El Houda Madani.

Miss. Katia Amir.

Supervised by

Pr. Salima Maouche

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Chair Person : Dr. Fadhela ALIOUCHOUHE-KACI.

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Examiner: Sonia Imerzouken.

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**DECLARATION CONCERNING DISSERTATION PRESENTED FOR
THE DEGREE OF MASTER IN LINGUISTICS**

We, Nour El Houda Madani and Katia Amir solemnly and sincerely declare, in relation to the Master Dissertation entitled:

**The Effectiveness of Google Translate as a Pedagogical Tool in Enhancing EFL
students' Reading Comprehension: Attitudes and Perceptions**

The Case of First year EFL Students at the Department of English Language and Literature,
University of Bejaia

That the research work has been done by us, that the material has not previously been accepted in whole, or in part, for any other degree or diploma, that the supporting resources as references to build any literature related to the research topic, and that any information quoted in our narration; have been mentioned, or quoted as "cited in..."

Signature

Date: June/ 2023

Abstract

This research has investigated the effectiveness of using Google Translate as a pedagogical tool in enhancing EFL students' reading comprehension. The aim of the study was to examine whether Google translate was useful in improving students' reading comprehension. The population under this study was first year students of the Department of English language and literature at Bejaia University. The sample consists of twenty-seven students. We have opted for an experimental design where a mixed-methodology was used. Furthermore, we opted to use a pre and post-questionnaire to students besides pre and post-tests. In addition, to teachers' interview to investigate their perspectives on the use of Google translate in EFL classes. Thus, the findings revealed that integrating Google translate as a tool in the classroom helped EFL students to enhance their reading comprehension. Therefore, the research findings validated and proved our hypothesis.

Key words: Google Translate, Reading Comprehension, Reading Skill, EFL Students.

Dedication

Words cannot express my gratitude to my father for his moral and finance support since my first day at school until my graduation.

I would like to dedicate this work to all my family members who kept my spirit and motivation high during the process of achieving this humble work.

Dedication should also go to my dear friend Katia Amir with whom I generously undertaken this journey and shared good memories.

I would also like to dedicate this work to all my classmates with whom I shared knowledge and expertise along years.

Nour El Houda

*I dedicate this humble work to my dearest parents, to whom I owe my success,
I thank them for the faith they put on me. They enabled me to achieve the dearest
ambition, which is success in my studies.*

To my loving sisters and brothers: Lamis, Anais, Alice, Lina, Idir, Amir.

*To my precious uncles Yousef and Boualem, and adorable cousins who supported
and guided me to accomplish this work.*

*I would like to dedicate this dissertation to my beloved companion Madani Nour El
Houda with whom I worked on it.*

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List of Initialisms

EFL: English as a foreign language.

SL: Source language

TL: Target language

GT: Google Translate

MT: Machine Translation

GTA: Google Translate Application

IBM: International Business Machines Corporation

ALPAC: Automatic Language Processing Advisory Committee

SMT: Statistical Machine Translation

KWL: Know- Want to Know- Learned

RC: Reading Comprehension

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General Introduction

General Introduction

I. Introduction

In learning English as a foreign language, reading plays a pivotal role. It is considered as a key element in learning English language since it allows students to acquire knowledge and information used in written texts. In fact, most of students are facing reading comprehension difficulties; it is a serious problem influencing the teaching and learning process. Moreover, students struggle specifically with reading comprehension due to the lack of understanding new vocabulary.

Hence, comprehension is the purpose of reading. Actually, without understanding the written texts, students would neither to assimilate texts' contents nor to master English language. It should be not surprising, that reading comprehension form a real problem for students mainly for the first year level. Since, it is considered as a bridge between secondary school and University. The use of machine translation as a pedagogical tool in EFL classes is a challenge; but with insurance, that learners' degree of grasping new vocabulary and their understanding will increase with the integration of machine translation tool in a language classroom as it may enhance in creating a good interaction between students and teachers. Additionally, with the implementation of this supporting material most of students will engage in a language classroom discussion on any subject matter. Therefore, it will lead to create a good atmosphere and highly motivated classroom.

This research aims at considering the relationship between machine translation and reading comprehension. Accordingly, a major question has to be asked whether EFL students can assimilate new words. One possible pedagogical application is to integrate Google translate into EFL classes; examining the effectiveness of using machine translation as a supporting strategy , in order to improve the level of comprehension by students at different levels of knowledge.

II. The motivation behind the study

Based on the prior findings, the learners struggled a lot from the reading comprehension. This latter makes learners enter in a big conflict embedded in misunderstanding the reading content and inability to develop comprehension as an issue of interest. It should be taken into account that the problem is mainly faced during the first year, a level considered as a bridge between secondary school and university, where all modules are taught in English. Thus, we decided to conduct this research to find out adequate solutions for this pertinent issue. We have further observed students' weaknesses to express their ideas and thoughts about the content of a given text.

III. Statement of the problem and Research Questions

During the learning process in studying English as a foreign language, we have noticed that there is a lack of reading comprehension. According to the prior collected data through the pre-questionnaire, pre-test, the results showed that the selected population sample encountered difficulties in reading comprehension. Students keep silent and do not interact when the teacher comes to ask questions about a given text. Students struggle with the new words that they have not been familiar with before. Students find difficulties in grasping new vocabulary, especially when related to a given text theme.

Accordingly, the study investigated the effectiveness of using machine translation as a pedagogical tool to facilitate students' reading comprehension in the department of English at the University of Bejaia. The independent variable is machine translation and the dependent variable is reading comprehension.

To conduct this research, we tried to answer the following research questions:

1. To what extent the non-comprehension of students during the reading skill is apparent.
2. To what extent does the machine translation appear helpful in the EFL reading comprehension?

IV. The Research Hypothesis

In this study, we first demonstrated that first year students faced difficulties concerning reading comprehension. They showed pertinently unfamiliarity with new terms which proved that students do not have the ability to process texts. Consequently, this conducted to lack of interaction within the classroom. This is why we suggest the implementation of machine translation in EFL classroom to increase gradually EFL students' reading comprehension. Therefore, we hypothesize that:

First year students would improve their reading comprehension as well as understanding new vocabulary items if they used machine translation as a pedagogical tool in the classroom.

V. The Aims of the Study

Learning a foreign language implies four essential skills, reading as an important skill is not just the process of looking at written words, but it is getting meaning from them. The aims of this study are:

- To examine the effectiveness of using machine translation in the based task comprehension.
- To encourage the use of machine translation in EFL classroom.
- To improve students reading comprehension.
- To prove the relevance of using machine translation as a supporting strategy in EFL classroom for a better understanding.
- To show the attitudes and perceptions of both teachers and students.

VI. The Research Methodology and Design

a. The Research Design

Our study investigates the effectiveness of using machine translation (MT) to enhance EFL students' reading comprehension. For this purpose, we adopted the quasi-experimental method for testing cause-effect relationship. The data are collected through an experiment on the sample to investigate the research questions, which aim to know if

using machine translation (MT) as a supporting material in enhancing first year students to improve their reading comprehension. The experiment has been taken in four sessions held in the classroom in the University of Bejaia, where we have practiced the reading comprehension by using pre and post tests, which then, enabled us to compare the scores.

b. Population

The population has been sampled among the first year students of English at Bejaia University in the academic year 2022-2023. The group understudy contained 27 students who contributed in the experiment have provided the research with sufficient data in order to support our hypothesis.

c. Sample

The sample for this study is the first year students of English at Bejaia University. This group contains 27 students divided by the department into two sub-groups: sub-group A (G1= 13 students) and sub-group B (G2= 14 students). They are 19 females and 7 males.

VII. The Organization of the Study

The research comprised different sections and chapters. There are theoretical, methodological, analytical and experimental chapters. This is presented as follows:

- Chapter one is divided into two main sections. The first section deals with EFL reading skill and the second section represents reading comprehension.
- Chapter two, however, deals with machine translation and is entitled “The machine translation at the service/ disposal of the EFL students’ reading comprehension skills”.
- Chapter three highlights the practical part of our study. It consists of two sections: the first section deals with the research methodology and the second deals with data analyses and discussions of the results.
- The final chapter (four) deals with the hypothesis under the experiment conducted with the population. This is to show that the research comprises also a general introduction and a general conclusion.

Chapter one

EFL Reading and Reading Comprehension

Introduction

This chapter is divided into two sections. The first section sheds light on one of the fundamental language skills, which is “Reading”. This section provides the reader with some definitions on the reading skill, and then it highlights the main strategies used for the aim of teaching and learning the reading skill. It concludes with providing some encountered difficulties when teaching and learning the skill. The second section presents the reading comprehension skill. It deals with definitions, strategies on how to teach and learn reading comprehension, what to practice in the different phases, intensive versus extensive reading comprehension practices, and then, the encountered difficulties. It ends with identifying some techniques to develop the EFL students’ reading comprehension, in particular translation.

Part One

I. I. The Reading Skill

1.1.1 Definition of Reading

Reading is a fundamental skill for any learner who seeks to acquire English as a foreign language (EFL). It is one of the most basic language skills for learners too. Khand (2004) defined reading as a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. In this sense, reading is considered as a complex process because the reader analyzes the written words and gave

his own interpretation in order to understand what is read. Moreover, Alderson (2005) stated that reading is a mental activity, and the ability to process everything that is written. In addition, reading is the process through which the reader interacts with the discourse. Goodman (1995) said that the reader is not just saying words; but he processes the language. Reading is the means through which the student obtains information. In the same sense, Bakke clarified that “Reading is the process of receiving and interpreting information encoded in language form via the medium of print” (Bakke, 2010, p. 13)

Furthermore, Faye-Schjøll (2009) mentioned that reading is the interaction between the supplied information and the reader who attempt to decode the written words in an aim to fully understand the meaning. Reading is a complex cognitive task that depends on other various skills to be achieved such as background knowledge and decoding skills.(Tindale & Burns, 2004)

Reading is a necessary skill in any content class; thus, with better reading skills students are expected to progress more in all areas of any language learning.

1.1.2. How to Teach and Learn the Reading Skill

According to Bakke (2010) reading skills and reading strategies are frequently used interchangeably in reading books. Reading strategies are all the methods and techniques that readers employ in order to solve the problems of comprehension. In other words, reading strategies are mental actions that aim to facilitate the reading process. “Reading strategies are deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meanings of text.” (Afflerbach et al., 2008, p. 368). Accordingly, Learners frequently use a set of strategies that support them in overcoming difficulties in reading such as skimming, scanning, guessing words meaning, predicting text content, previewing, and inference.

1.2.1. Skimming

Grellet defined skimming as “we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer” (Grellet, 1981, p. 19) It is running one’s eyes swiftly over a paragraph to obtain the general idea of it. In other words, it is a quick way to get an overview of the content of the text. According to Khalifa & Weir (2009) skimming is reading for gist, the reader avoids anything that appears to be a detail and asks: What is this material about as a whole?

1.2.2 Scanning

Scanning is a strategy that allows students to look for a certain piece of information. The purpose of scanning is to find out particular words or information in the text. “reading selectively, to achieve very specific reading goals” (Khalifa & Weir, 2009, p. 34) in this strategy, the reader knows well what he is seeking for as a piece of information with neglecting what does not serve him.

1.2.3 Inference

“Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.” (Grellet, 1981, p. 14) Inference is a vital skill to develop in reading. Readers should make efforts to deal with unfamiliar words that they do not know and guess their meanings through reading between lines. “Inferring refers to reading between the lines.” (Küçüköğlü, 2013, p. 711)

1.2.4 Predicting Text Content

Predicting is seen as having expectations about forth-coming text content. According to Grellet (1981) predicting is the learners’ guessing about what is coming next. Formulating predictions helps learners to interact with the text processing and expect the content. In fact, this technique is considered as a sub-skill of skimming. This skill allows

readers to recall their prior knowledge and connect it with the new one. “In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting because it helps the reader set a purpose for their reading” (Küçükoğlu, 2013, p. 710)

1.2.5 Guessing words meaning

Unknown elements are usually discouraging readers when they are unable to deduce the meaning while reading. “Readers guess word meanings through a complex combination of context, background knowledge, and morphology (word families, cognates, word formation)” (Barnett, 1989, p. 140) Guessing words meaning is a strategy that readers use when they confront unfamiliar word and they are not capable to get the immediate grasp of it. Barnett (ibid), believed that students can use some techniques to guess words meaning such as checking vocabulary in a dictionary.

1.2.6 Previewing

Students can use this technique to identify the general topic of the text. Grellet (1981) claims that the previewing strategy is very specific as it involves reading using the table of contents, the appendix, the preface, the chapter and paragraph headings in order to find out where the required information is likely to be.

1.2.7 Summarizing

According to Ahmed Okasha (2020), summarizing is a strategic technique that guides students to organize and restate the gathered information from the reading passage in a written form.

1. 2. 8 Questioning

Before reading the text, questions are used to gather information from students in the form of brainstorming to help and motivate them to engage with the provided text. To improve the students' positive engagement with the text, the teacher employs this strategy while they are reading. Students get more in-depth knowledge about the reading topic as they ask more questions regarding the provided text (Ahmed Okasha, 2020)

1.1.3 What to teach and learn in the reading skill

Reading is a crucial skill that teachers have to teach attentionally to their students. According to Mulatu & Regassa (2022) teachers should support learners to get involved in reading process; therefore, teachers are required to be aware of what to teach to their students in order to make sure their learners engage in the process of reading.

1.1.3.1 Selection of the Reading Texts

Learners should select texts according to their needs, interests, program goals, and objectives with considering the students' level of difficulty when selecting the texts' content.

1.1.3.2 Vocabulary Development

“Fluent reading depends in part on having a large sight vocabulary and a wide general vocabulary” .(Tindale & Burns, 2004, p. 16). In fact, teaching students to learn the target vocabulary and building items would assist the learners' reading fluency.

1.1.3.4 Skills and Strategies

Being aware of how to make use of the different reading strategies lead to more advanced reading abilities. “Reading skills are generally defined as automatic processing abilities, whereas strategies are deliberate actions performed to achieve a particular goal” (Tindale & Burns, 2004, p. 19)

1.1.3.5 Reading for Meaning

Reading must be done for a purpose; therefore, understanding the meaning of a text is vital to fully comprehend the sense of the vocabulary used.

1.1.3.6 Reading Fluency

Building reading fluency is a vital skill. It allows reading large quantities of written materials and making balance between reading rate and comprehension.

1.1.3.7 Intensive Reading

Intensive reading is a type of activity that takes place in the classroom under the guidance of a teacher where students read carefully to remember the details. Intensive reading is about reading shorter texts to get particular information (Grellet, 1981)

1.1.3.8 Extensive Reading

Extensive reading is about reading longer texts, to understand the general meaning. In fact, extensive reading increases the students’ reading speed and promotes the reading fluency (Bamford, 2002) “Extensive reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus on the meaning of what is being read rather than the language” (Tindale & Burns, 2004, p. 27)

1.1.3.9 Spelling

Spelling is a way to take the temperature of students' reading. Teaching and learning to spell makes reading easier because what can be spelled can be also read. An important tool shows the students' reading development (Lems et al., 2010)

1.1.3.10 Phonological awareness

Phonological awareness is essential for learning to read to make the written words correspond to the spoken. Teaching phonetics skills to learners would increase their reading capacities, and meta-linguistic awareness.

1.1.4 Encountered difficulties when Teaching and Learning the Reading Skill

According to Moats (1999) teaching and learning reading is a complex linguistic achievement; therefore, it requires considerable knowledge and efforts. There are a number of particular difficulties that need to be addressed as follows:

1.1.4.1 Lack of Comprehension

Students with reading difficulties usually struggle with lack of comprehension; they do not comprehend the written words of the text due to the limited vocabulary knowledge. The problem involves difficulties with unfamiliar words and lexical inefficiency.

1.1.4.2 Non- Mastery of Phonetics Skills

Phonetics is the most challenging skill in reading. Students' incapacity to combine phonemes into words and segmenting words into phonemes forces them to face reading difficulties.

1.1.4.3 Students' Unfamiliarity with the Topic

An inadequate knowledge of text content is a barrier in reading text (Ismail et al., 2017). Learners' unfamiliarity with the topic causes problems in reading, because if the students' previous knowledge is poor they could not understand the text read.

1.1.4.4 Complex and very Long Sentences

Long and complicated sentences urge the reader to give up and stop reading. Ismail et al. (2017) say that texts with longer sentences would be more difficult to decode than shorter ones.

1.1.4.5 Poor Word Recognition and Vocabulary misunderstanding

According to Tomas et al. (2021) learners with reading difficulties have a very limited bank of sight words. The problem includes technical vocabulary and words with several meanings.

1.1.4.6 Poor fluency skills

Decoding unknown words inaccurately almost lead students to stop reading because poor fluency skills unable students to concentrate on the content of the text. The ability to read words accurately is a necessarily skill to learning reading.

II. Part two: Reading Comprehension

1. II.1. Definition of Reading Comprehension

One of the most essential skills that learners need to develop during the learning process is the reading comprehension (RC) ability. Comprehension can be defined as the ability to understand and decode the full meaning of a given text or document. Pang et al define comprehension as “the process of making sense of words, sentences and connected text.” (Pang et al., 2002, p. 6)

In other terms, this idea is about making understanding of words, phrases and related content, which constitutes the process of comprehension. In addition to this, Pang et al state that “Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.” (Pang et al., n.d., p. 14) This means that the process of obtaining meaning from related text is known as comprehension. It requires both, thinking and vocabulary as well as reasoning. As a result, comprehension demands efforts as being a dynamic process in the creation of meaning rather than a passive one.

Moreover, reading comprehension is about understanding the written document and obtaining the relevant information from it. Veeravagu et al. say that “Reading comprehension then, is a thinking process by which a reader selects facts, information or ideas from printed materials; determines the meanings the author intended to transmit; decides how they relate to previous knowledge and judges their appropriateness and worth for meeting the learner’s own needs and objectives” (Veeravagu et al., 2010, p. 206). Alternatively, RC is the capacity to assimilate and grasp the meaning of the content of a given text. Further, Phantharakphong & Pothitha (2014) described reading comprehension as the capacity to comprehend written materials.

1.2.2 How to teach and learn reading comprehension

For EFL students, reading comprehension is a needed skill as well as one of the most difficult and challenging skills to acquire. Therefore, teaching reading comprehension as being a complex process for learners is pivotal to improve and develop students’ abilities.

Good readers are readers who select effective and suitable reading approaches. Benkhennouche (2021) states that “Effective readers are flexible and have the capacity to be aware of choosing the appropriate reading according to the definite text” (Benkhennouche, 2021, p.16) In other words, effective readers are adaptable and capable to select the most effective reading method based on the given content. The following Approaches can enhance the reading comprehension and can be implemented in the classroom where the teacher needs first to learn them and then teach them to his students:

- Activate and use your background knowledge.
- Read out loud.
- Re- read to ensure comprehension.
- Ask questions about the topic or the information being presented or explained.
- Relate your knowledge to prior or background knowledge.
- Guess and look for the meaning of unknown terms.
- Use context clues in order to figure out a word or its meaning.
- Visualize events by generating visuals or images in your head.
- Figure out what matter the most.
- Make predictions about the reading text.
- Think about the author's purpose.
- Pay attention to your own thinking (metacognition).
- Monitor understanding.
- Make connections.
- Summarize and identify the main idea of the text.
- Draw conclusions.

1.2.3. What to practice in the reading comprehension phases

Different scholars have divided the phases in teaching and learning reading comprehension into three main stages. Both teachers and students should know what to do in the pre-reading, while-reading and post-reading phases.

1.2.3.1 Pre-reading phase

The pre-reading stage is about activating the prior knowledge of students. Here the teacher prepares students for reading the text and provides some language preparation for the text. This stage familiarizes the reader with the basic content of the text and helps the student get interested in the given topic. Here are some pre-reading activities:

- Generate a discussion or a debate about the subject by giving some statements expressing their perspectives on the topic.
- Guessing from pictures by showing them some pictures or objects that are connected to the reading.
- Choose some of the keys terms from the text.

- Prepare some basic questions relevant to the reading subject.
- Show students short video (s) in the reading's topic.
- Give the title of the reading to the students and they have to share all their knowledge about the topic.
- Read few assertions to the students, and ask them whether they believe those claims are true or false.
- Provide key vocabulary to not frustrate students with unfamiliar terms.
- Use KWL (Know, Want to Know, Learned) charts, this task is simply asking students to fill out a K column with everything they already know about the subject, a W column with everything they want to know, and a L column with what they have learnt after reading.
- Give students some phonetically transcribed words to accelerate the phonological awareness of students.

1.2.3.2 The while-reading phase

This stage focuses mainly on the text. It enables students to integrate the knowledge they have to the text with new information. The- while reading phase is essential for processing the text in depth. Students make an effort to comprehend the text. Other exercises can be worthy to practice, while reading, they are as follows:

- Identify the topic sentences and the main ideas of paragraphs.
- Identify general and specific ideas.
- Identify connectors to see how they link ideas within the text.
- Check to see whether your predictions and guesses are correct.
- Skim over a text to find specific information.
- Respond to both literal and figurative questions.
- Use context to infer the meaning of new words.
- Create conversation between students (dialogues).
- Scan a text for precise details.
- Answer to a short test to see if students have learnt something from the reading.

1.2.3.3 The post-reading phase

In this stage, the readers reflect upon the material that has been read. Students think critically about the validity of the text and relate their previous knowledge to the content of the text to reconstruct and evaluate the information being read. In this stage, the teacher should ask general questions to evaluate the readers' comprehension. The following activities might also be beneficial in order to practice the post-reading:

- Provide students with the most important terms, then ask them to write a text using those words.
- Ask students to identify the most interesting parts of the text and the unimportant ones.
- Prepare some simple questions and invite students to discuss them for few minutes.
- Ask students to compose five questions on what they read. After that, tell them to form groups of four so they may ask each other their questions. At last, inform them that you will be moving around the classroom to listen to their quiz questions.
- After finishing reading, students might look for new information on a topic that caught their attention in the internet.
- Ask students to identify the various components of the speech in the reading, then they ask their classmates questions.
- Show students collage and instruct them to examine it and consider how certain images are relevant to the text.
- Prepare contentions quotes on the topic they will be reading.

1.2.4 Intensive versus Extensive Reading Comprehension Practices

According to Muhammad Mohsin (2019), intensive reading includes students reading in detail and concentrating on all the components of the text. Intensive reading is about reading short texts or paragraphs in order to obtain a particular detail and deals with the analysis of all elements of the text as well.

The activities that could be included in the intensive reading are:

- True/ false statements.
- Sentence completion.
- Identifying words that connect one idea to another.

- Answering to questions.
- Looking for vocabulary on certain subject.
- Filling gaps with appropriate words.
- Reading attentively the paragraphs or statements and put them into the correct order.
- Discussing about specific words and linguistic structures.
- Matching paragraph handings to content.

Extensive reading is to read broadly without focusing on a single text. It is not about finding the components of the text but it is reading just for fun. It aims to help students to enhance their cognitive abilities to understand new terms, statements and even the comprehension of the whole book. Additionally, it aids learners to get general comprehension of the content and advance their linguistic capacities rather than examining all the components of the text. According to Muhammad Mohsin (2019), extensive reading includes students reading materials for pleasure as well as improving their general reading abilities. The activities of extensive reading are:

1.2.4.1 Skimming and Scanning

Scanning is to look quickly for a specific solution rather than reading the whole text. However, skimming is to search for the main ideas and summarize what you have read. After that re-read the text slowly to check for crucial information, you may have missed.

1.2.4.2 Participate in Book Club Conversations

Several researchers considered book club conversations as a source of inspiration for reading books you want to read. Additionally, this task may help you to get feedback on the book. Book club conversations are a great opportunity to practice both speaking and reading.

1.2.4.3 Write more Creatively

Scholars found that the effective way to retain the newly acquired vocabulary and grammar after reading passages is to come up with an innovative piece of writing on it.

1.2.4.4 Maintain a Vocabulary Notebook

Keep a vocabulary notebook for the retrieved words from the text and write them down in the notebook. After finishing the reading, try to draw a summary that includes all of the terms listed in the vocabulary notebook.

1.2.5 Encountered difficulties during the reading comprehension phases

Several researchers explored reading comprehension challenges among EFL students. Benkhennouche (2021) claims that “Reading comprehension is a complex and challenging skill for students to develop” (Benkhennouche, 2021, p.18) Reading comprehension problems arise when learners face some difficulties to grasp the meaning of words, expressions, and other materials. Furthermore, Ouazzani-Haoua (n.d.) asserts that the complexity and variety of reading comprehension skills rely on the tasks at hand as well as on the linguistic proficiency of the reader and their motivation and goals. Shehu (2015) states in her research findings that even proficient students in decoding and spelling face difficulties with reading comprehension, and this is due to many reasons which are:

1.2.5.1 Lack of Vocabulary Knowledge

Learners view new words as a major barrier to reading comprehension. They must be able to understand correctly the terms or vocabulary of the written text to decode the meaning and so grasp the written material. (Shehu, 2015, p. 93)

1.2.5.2 Inadequate Working Memory

The dissatisfaction of students with their failure in retaining what they have read, as well as many of them are not able to keep information in working memory for a long enough period of time to allow it to be processed entirely (Shehu, 2015, p. 93)

1.2.5.3 Absence of Extensive Reading

Poor reading is seen as one of the main reasons that causes lack of comprehension. (Shehu, 2015, p. 93) However, extensive reading increases vocabulary and this latter is essential for the reading comprehension.

1.2.5.4 Text Type

This is another aspect that greatly affects reading comprehension, as well as it is seen as a serious impediment. There are some challenging and tough texts, while others are rather easy to grasp (Shehu, 2015, p. 93)

There are additional kinds of reading comprehension challenges, which might be experienced by EFL students.

1.2.5.5 The Existence of Various Meaning in a Single Word

Babaiba (2015) asserts that “Another type of difficulties that can be found among EFL readers is the existence of various meanings within the same word, i.e. words that have more than one meaning. As the word “right” which means “exactly”, “legal” claims to get something and a directional side is the opposite of left. Another example is the word “present” that can mean a “gift” and “the act of existing”” (Babaiba, 2015, p.17) alternatively, this is another form of challenge for EFL readers which is the presence of multiple meanings in a single term. In this case, if students could perceive only one meaning, the interpretation of the entire statement would be wrong.

1.2.5.6 The Presence of Idioms and Proverbs in the Text

Babaiba (2015) adds another type of difficulty in her investigation related to idioms and proverbs. She states that idioms and proverbs seem to be unique to the learner’s culture and may cause him to translate a proverb word for word, failing to understand its exact meaning in favour of its literally interpretation. (Babaiba,2015, p.17).

1.2.5.7 Low of background knowledge

Prior knowledge is essential for students’ reading comprehension. Many researchers found that learners may have troubles with the reading comprehension if they lack the necessary background knowledge.

1.2.6 Techniques to develop the EFL Students’ reading Comprehension

Enhancing reading comprehension is important at every level since it is a skill that EFL students must develop. Here are some techniques for improving students' reading comprehension in the classroom.

1.2.6.1 Build up your Vocabulary

Building vocabulary is crucial for the enhancement of reading comprehension because vocabulary increases comprehension. Understanding the meaning of words, you are reading, it might help you better comprehend the text's meaning. You may boost your vocabulary by doing the following:

- List unknown terms and then check them up in a dictionary.
- Reading a tremendous amount of materials will increase students' capacity to deduce the meaning of words from context.
- Use freshly learnt terms in both spoken and written communication.
- Learn to search for synonyms and antonyms.

1.2.6.2 Read aloud

Reading aloud allows develop reading comprehension as well as it includes both visual and auditory learning into the practice. It also pushes you to think about what you are reading. (Walczyk & Griffith-Ross, 2007) asserts that when reading aloud, researchers have found a significant increase in comprehension. This means that reading aloud is a helpful method in improving comprehension of written materials.

1.2.6.3 Re-read the text to guarantee comprehension

After finishing the reading of paragraphs or text and finding difficulties, the learners try to reread the content slowly for the second time and look for the meaning of unfamiliar terms. Walczyk and Griffith-Ross (2007) explain that rereading is compensatory when it clears up any uncertainty identified during an earlier trip of the text; but it interferes more with reading than the previous compensations did. Because of this, knowledgeable readers will not use it unless all other forms of compensation have failed to avoid or eliminate misunderstanding. (Walczyk et Griffith-Ross, 2007, p. 562)

1.2.6.4 Avoid all sources of distraction

Distractions have a detrimental effect on the learners' capacity to grasp what they are reading. Therefore, eliminate any outside interruptions and concentrate just on the text. Consequently, it will be easier to focus on your reading and this will improve your comprehension.

1.2.6.5 Pace yourself

Pacing the learner can assist him or her in improving his or her reading comprehension abilities. The reader develops a daily strategy to finish a hard book. It also assists him/her in accomplishing their goals.

1.2.7 Translation as a Reading Comprehension Technique

The primary goal of reading is comprehension. Reading comprehension is an important skill that requires some techniques to develop it. Hence, it is considered as one of the main problems that learners encounter during the process of reading; therefore, teachers should choose suitable techniques in order to promote comprehension for foreign language learners. Indeed, in overcoming difficulties in teaching and learning reading comprehension the researchers suggested the translation method. Nugroho defines translation as “a process of rendering meaning, ideas, or messages of a text from one language to other language” (Nugroho, 2007, p. 67). It is worth mentioning that Grammar Translation method was the most common technique to adapt in language classroom. “Most grammar-translation classes are designed for foreign language instruction” (Krashen, 1982, p. 134).

In the same sense, Koustas (1998) discusses the use of translation and its importance in a foreign language classroom. He emphasizes on its contribution on developing the learners’ language competence and limiting their language problems. However, according to Mart (2013) providing students accurate translation of English terms will allow them grasp quickly and easily the target language.

Moreover, the use of translation would(obviously encourage students to think carefully about meaning of unfamiliar words instead of neglecting them. Besides, Munise (2021) confirms the efficacy of translation in the foreign language classroom; thus, it

promotes better understanding in terms of grammar and vocabulary. The lack of comprehension would not bring an achievement; therefore, the use of translation has a supportive role in increasing language awareness.

Furthermore, Alaboud (2022) attempts to appreciate the value of translation as an effective strategy in accelerating the learners' assimilation abilities, in terms of overall proficiency and accuracy of language. Kovács (2018) believes that students' capacity of decoding written words and level of words recognition are shaped through the process of translation.

In addition to this, Bensehil & Guetouche (2018) list some advantages of translation as a reading comprehension technique.

- Teachers use translation as a strategy to explain difficult concepts to students.
- Translation helps in understanding the complexity of ambiguous utterances.
- Translation supports recognizing new terms.
- Translation facilitates language knowledge and memorization of vocabulary.
- Translation speeds up the learners' comprehension process.

Many researchers assumed that using translation as a technique in reinforcing learners' skills in reading comprehension in an EFL setting had a major success.

Conclusion

This chapter has reviewed the main theoretical points relating to the main concepts of reading and reading comprehension skills. It has discussed the main strategies and components of reading comprehension. Then, it has introduced the difficulties confronted by students in both reading and reading comprehension skills ended with some techniques that they could be adopted in order to overcome these difficulties. The following chapter

represents the Machine Translation at the service/ disposal of the EFL students' reading comprehension skills.

Chapter Two

The Machine Translation at the Service/ Disposal of the EFL Students’ Reading Comprehension Skills

Introduction

The second chapter is concerned with reviewing the major theoretical aspects related to Machine Translation (MT) and Google Translate (GT). At first, it begins with some definitions of MT followed by the historical background of GT. This chapter presents Google Translate as a tool for learning EFL. Then, it tackles the drawbacks of G.T use in addition to how to insert it in EFL classrooms. This chapter ends with clues and instructions on how to master when using GT in EFL classrooms.

II.1. Machine Translation Definitions

Machine Translation, commonly known as MT, has been defined as the process that uses computer software to translate a text from one natural language to another. In other words, it is an online system resource ranging from dictionaries to complete the translation process. Nowadays, there is a great demand for translation of documents from the Source Language (SL) to the Target Language (TL). MT has to produce intelligible translations to overcome language barriers faced by people.

Hutchins says that Machine Translation is a computerized system responsible for the production of translation with or without human assistance. Translation is produced through computer programs (Hutchins, 1995). He explains that MT is an operational system that is designed either for two particular languages (bilingual systems) or for more

than a single pair of languages (multilingual systems). The development of MT is meant to promote communication all over the world.

Very often, Machine Translation is said to be a branch of computational linguistics that explores the use of computer software to translate a text or a speech from the SL to the TL without any human involvement. “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”(Garg & Agarwal, 2018, p. 1).

Machine Translation is an automatic computer science that has a longstanding goal which is to translate from one human language to other using computers. In order to perform such a task, the MT system must know the two languages synonyms for words and phrases, grammar of the two languages, and semantic (Al-Onaizan et al., 1999)

Craciunescu et al. (2004) have defined machine translation it as an autonomous operating system containing the following strategies and approaches: the direct approach, the transfer strategy, and the pivotal language strategy.

According to R. Nair & Peter S. “Machine translation is the name for computerized methods that automate all or part of the process of translating from one language to another” (R.Nair & Peter S., 2012, p. 25).

Machine Translation is an automatic translation system that makes use of an advanced computational linguistic analysis to process source documents and automatically create target texts (Martínez, 2003).

Basically, MT alludes to computerized system of translation responsible for translation product with or without the help of human being (Akbari, 2014).

Yan (2021) explains that MT is transferring an idea to reality with the development of technology and globalization, a process that transforms one nature language to the other by computer programs.

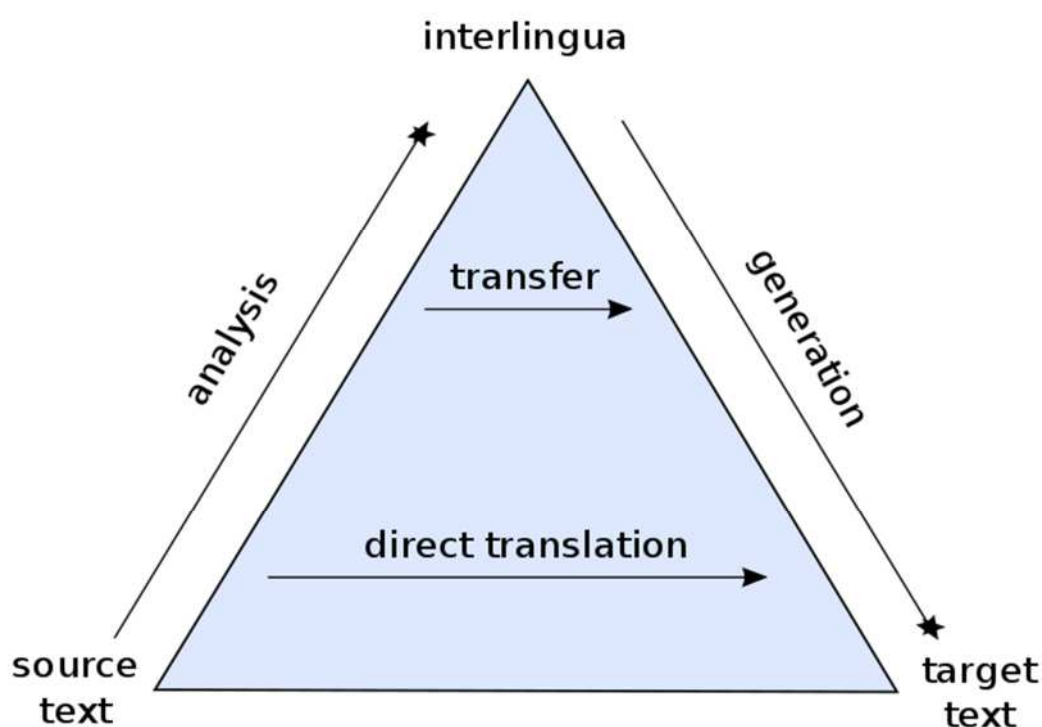


Figure 1: The Bernard Vauquois' pyramid

Adapted from https://en.wikipedia.org/wiki/Machine_translation in February/ 2023

From the definitions given above, we summarize that machine translation means an automatic dictionary that resulted from artificial intelligence usage and new technologies that generate the source language into the target language. Hutchins, (n.d.) clarifies that MT emerges for a social interchange (electronic mail, chat rooms, etc.) and as a solution to the problem of language barrier.

II.2. Google Translation: Historical Background

The idea of using machines to translate languages is traced back to the seventeenth century when Descartes and Leibnitz introduced the concept of “mechanic dictionaries” based on “Universal Numeric Codes” (Tieber, 2022).

Warren Weaver formally presented the notion of machine translation in 1947 believing that current computers might be used to translate automatically human

languages. From then on, it was the starting point of machine translation tool. In 1952 the first conference on MT was held, in 1953 researchers started to develop the first automatic translator, which predicted that MT would not be a problem in the coming years (Chérargui, 2012).

MT systems were first developed for military uses. Georgetown University in collaboration with the now-famous computer company International Business Machines Corporation (IBM), accomplished the first Russian- English MT experiment using IBM-701 computer. In 1954 indicating that the goal of MT had come true. After the 1954 demonstration, MT was a popular issue for more than a decade, but the boom ended with the Automatic Language Processing Advisory Committee (ALPAC) report in 1966 (Wang et al., 2022).

Statistical machine translation (SMT) has been proposed since the early 1990s, and word or phrase level translation rules may be automatically learnt from parallel corpora using probabilistic models. Numerous companies (for example, Google, Microsoft, and Baidu) have created online SMT systems that certainly assist users (Zhang & Zong, 2020)

Several researchers reveal, in 2016, that neural machine translation (NMT) has achieved a major breakthrough and acquired substantial gains Over MT, reaching even human-level translation quality, after extensive trials on various language pairings.

Google Translate (GT) is a machine translation service offered by Google. According to Robertson “Google Translate is an automatic cost-free machine translation that provides Multilanguage translation instantly”(Robertson, 2019, p. 5). It is developed in April 2006; its main purpose is to translate text, audio, and web pages from one language into another. GT is available especially for individuals who are struggling to understand foreign languages. GT is supported with more than 90 languages.

Google Translate was initially introduced in 2006 and has undergone several improvements since then. By 2010, it was used on Android and Apple devices. Initially, the invention encountered issues such as grammar correctness, and complicated sentences; but it can now interpret and pronounce any text that is presented in image formats and other new formats. Deep neural network-based neural machine translation (NMT) has

rapidly evolved since 2014 i.e. the algorithm had advanced to an incredible degree, capable of handling both speech and visual translations.

Many individuals nowadays use Google Translate to interpret the meaning of each statement during lengthy conversations. It is typically used in combination with an on-demand voice translation service. Nevertheless, by 2016, the tool has undergone considerable changes, including the adoption of a neural machine translation engine.



Figure 2: Google Translate app icon

Adapted from <https://translate.google.com/?hl=fr> in February/ 2023

II.3. Google Translate for Learning EFL

Translation was for centuries a dominant strategy in language teaching and learning. However, the recent revolution of advanced technologies and machine translation engines i.e. Google translate has proved to be sufficient in assisting the students to improve their English language (Garcia, n.d.). Consequently, Google translate (GT) becomes one of the main ways to learn English as a foreign language. “Google Translate is a provided service to translate different written texts from one language to another and it provides translating 90 languages” (Ghasemi & Hashemian, 2016, p. 13).

In other words, GT is the most famous applicable machine translation in recent years that is provided by Google to enable the user to obtain the meaning of the source language

into the target language. According to Clifford et al. (2013), technology has a strong impact on language pattern specifically, free online programs such as Google translate. They emphasized on its contribution in learning EFL in empowering students' language progress in different stages.

Hence, GT becomes a necessarily tool for learning EFL; thus, it brings more advantages for the learners more than drawbacks such as accuracy, speaking skill, and grammar (Krisnawati, 2017). In the same sense, Raza & Faizah Nor (2020) discuss the great potential that GT has in making EFL learning easy, quick and much more exploratory. Therefore, EFL learners rely on GT as a supporting material in terms of enhancing the semantic understanding of new vocabulary. Accordingly, GT helps the EFL instructor devote more time to the content and communicative aspects of language.

Moreover, Bahri (2016) indicates that using Google Translate, as a supplementary learning tool in Malay is a way for improving learners' real learning experiences. They become more involved and conscious of their own learning, as well as taking greater responsibility for it. This provides advantages for instructors, such as saving time and energy.

Medvedev (2016) gives his perspective about using Google Translate in English language classroom pointing out that GT is a meaningful tool in enhancing learners' production of language, emphasizing on the practice of vocabulary items. He concludes that Google Translate mainly works with individual words that could be transformed with greater accuracy.

Alhaisoni & Alhaysony (2017) report that Google Translate is usually used to attend these frequent purposes: understand the meaning of new vocabulary items, writing assignments, and reading English textbooks.

In the same context, (Universitas Kristen Satya Wacana, Indonesia et al., 2019) argue that the use of MT such as GT has a significant influence on how students engage with the foreign language learning inside and outside the classroom. They confirm that GT make students feel more comfortable when using such a tool, as a result, students do not need to keep asking their teacher what terms mean and participate more in class. In addition to this,

(Fredholm, 2019) adds that GT leads EFL students to use more diverse vocabulary during their essays writing.

(Bin Dahmash, 2020) highly recommends Google translate applications (GTA) for language learners and instructors to make use of GTA as a mini dictionary, GTA ensures accurate spelling and pronunciation. It also supports learners to navigate language obstacles. She states: “They can clearly improve their writing skill by exploiting GTA as a resource for spelling. They could also use the app. to ensure accurate pronunciation and improve their speaking skill.”(Bin Dahmash, 2020, p. 238)

(Wei, 2021) states that students are usually pleased about using Google Translate for language learning, and the majority of them often use and appreciate its simplicity and usefulness to their language learning process as well. Besides, he points out that English lecturers should make use of (GT) as one of their educational tools, and teach students how to use it both inside and outside of the classroom.

(Sagita & Balqis, 2021) find that learners use Google Translate tool to acquire English. Since they occasionally struggled to understand English, they use it to translate as a dictionary, to verify synonyms and antonyms as well as pronunciation. Additionally, they reveal that students make use of GT to learn English, and most of their positive responses demonstrate once more that GT is useful for learning English.

(Martina Mulyani & Fakhrunisa Afina, 2021) demonstrate that students frequently employ GT to verify the meaning of unfamiliar terms and translate sentences while displaying a behavioral attitude. While few others, as seen by their cognitive attitude, believed that GT is morally acceptable regardless of how it is used because it assists in language learning. Therefore, GT is favorable in the emotional attitude. Even some of them strongly maintain GT's support because it is simple to use. They conclude by stating that students consider GT as a beneficial tool to decrease the non-understanding and ambiguous words.

Furthermore, students have good opinions of the usage of Google Translate in learning language particularly in their institution. They believe that GT provides a variety of advantages for students; it frequently has issues with incorrect grammar and semantics that causes translations to be misunderstood (Pham et al., 2022). Consequently, students

realize that they need to cope with these issues by double-checking the findings in a dictionary or other translation tools, as well as seeking assistance from a peer or supervisor.

With the presence of such a tool, EFL learners undoubtedly take the benefits offered by GT in order to strengthen their language competence and have more engagement with English language learning.

II.4 Drawbacks of Google Translate Use

Google Translate is a free device that enables users to translate texts into many languages. GT is described as a tool that supports several languages that have plenty of benefits including easy and quick use. However, despite the numerous advantages, GT still have some drawbacks that are listed below:

II.4.1 Lack of Context

GT is not able to deliver entirely correct translation because this tool cannot completely assimilate the context of the meaning. As a result, GT cannot offer an accurate translation. Rosaria and Riana (2021) state that “word per word translation, mostly the context is being ignored.”(Rosaria & Riana, 2021, p. 13) In other word, the context is typically neglected when translating word by word.

II.4.2 Significant Grammatical Errors

“Google translate does not have a grammar function, so it cannot process grammatically correct sentences.” (Phuong et al., 2022. p.254) GT frequently generate grammatical errors in its translations. Thus, GT system adopts a method based on linguistic para-frequency that ignores grammar rules, and it lacks an error-correction mechanism as well.

II.4.3 The inadequacy of GT for confidential documents

(Drew, n.d) states that GT does not provide neither confidentiality nor data security. Furthermore, each translation made using GT is retained by Google and checked against their terms of service.

II.4.4 Cohesion Mistakes

GT may make some cohesion mistakes while translating long texts. As a result, long texts are translated incorrectly (Medvedev, 2016).

II.4.5 Inaccurate Translation

Google Translate is still far from flawless in certain circumstances. It fails to select the necessary terms, causing confusion and even producing amusing outcomes that human translators may not provide.(Alsalem, 2019). The program frequently generates meaningless, useless, and ludicrous translations.

II. 4. 6. Inability to Pick up Cultural Nuances

Google translation tool works well as a translation technique for scientific materials that do not require linguistic nuances. (Khalid Al-Tuwayrish, 2015). To demonstrate this point she mentioned some English idioms translated by machine translation (Google) and she named it “linguistics jokes” because the results were hilarious. GT struggles to determine and replicate the nuances of human language.

II.5. How to Insert Google Translate Machine in EFL Classrooms

In the era of globalization, the interaction between the learner and technology becomes necessary. For instance, the implementation of Google translate in EFL classrooms as a source of information is essential for its pedagogical capabilities in assisting learners’ language needs.

In this context, Van Lieshout & Cardoso say that “GT is a versatile tool that can be easily tailored to suit learners’ needs, interests, and learning styles”(Van Lieshout & Cardoso, 2022, p. 1). For this reason, it is necessary to insert GT tool in EFL classrooms. Chompurach, (2021) advises language teachers to offer adequate instructions for the appropriate use of GT. Accordingly, in order to make use of this pedagogical tool it is required to be aware of some necessary information and materials for use.

Teachers have to ensure an environment where GT can be used for academic purposes. (Raza & Faizah Nor, 2020) state that EFL learners have the choice of using GT on a desktop computer, laptop computer, or smart mobile devices.

Moreover, in order to make sure that the learner uses GT correctly; typically the learner needs to download the application or go to the Google translate website, both deliver the same set of capabilities.

The translation process now can handle over 100 languages and read roughly languages when translating a picture. Currently, the user can translate conversations into over 40 languages. Furthermore, when the student wants to translate texts, all what he has to do is to insert GT app. itself. On the left-hand side he types the name of the language he wishes to convert, and on the right-hand side all the learner has to do is to type the name of the language he/she wants to convert, then adds the intended text to convert or translate (Adewusi, 2021).

II.6. What to Master when Using Google Translate in EFL Classrooms

Nowadays, we live in a world where technology permeates everything we do particularly, in the field of education. “Digital literacy, media, information and communication technologies and other modern technology-based skills are essential requirements for the education of 21st-century”(Liubinienė et al., 2022, p. 1)

Various machine translations are available for foreign language learning such as Google translates. It is the most well -known translation system that students use as a supplementary tool in their pedagogical context. However, in order to use GT successfully in EFL classrooms, students have to master some issues that are presented below:

- Learning about new technologies to improve MT quality.
- Being aware of the process of translation when using the GT system.
- Mastering the handwriting.
- Recognizing the GT features and patterns.
- Knowing the basis of the target language and its grammar rules.
- Mastering the four language skills (Listening, Reading, Speaking, and writing)
- Developing reading comprehension and meta-linguistic patterns.

- Considering spelling and punctuation.
- Being aware of the cultural differences: GT user has to understand the cultural context of the target language.
- Being aware of the unreliability of GT to avoid incorrect translations.

Conclusion

This chapter has attempted to cover Machine Translation engines definitions, relying on various scholars' views. It also strived to focus on Google Translate historical background and its importance for learning EFL, and then it has moved to discuss the weaknesses of using GT. It has also tackled ways to insert this machine successfully in EFL classrooms. It ended with other significant points related to what to master when using GT in EFL classrooms.

On the basis of the studies related to the target language skill (reading and reading comprehension) the importance of implementing Machine Translation, as part of the teaching and learning process in a foreign language requires much recognition; the coming chapter enables us to evaluate, determine, and maintain or reject the hypothetical statement through the analyses, interpretations and discussions of the gathered data dictated by the selected research methodology.

Chapter Three

The Research Methodology, Design, and Population Sampling

Part one

1. Introduction

The present chapter is devoted to methodology. It provides a description of the study under investigation. This chapter is divided into two parts. The first one deals with the research methodology, design, and population sampling. It describes the data collection tools, which consisted of a pre-questionnaire, a pre-test, post-test and a post questionnaire designed to the first year students of the department of English language and literature at Bejaia University. It also includes an interview conducted with some teachers of this department. The second part deals with the data analysis, interpretation of the research findings with the discussion of the results.

3.2. The Research Methodology

An experimental method has been adhered to the current study because we have attempted to examine the effectiveness of Google Translate as a pedagogical tool on EFL students' reading comprehension. This method is viewed to be the most appropriate method to identify a cause-effect relationship. In order to complete this investigation and get reliable and valid data; we adopted for a mixed-method approach which consists of the qualitative and quantitative methods.

3.3. The Research Design

“A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically”(Kumar, 2011, p. 94). It is the procedures used for gathering and evaluating data in research. Hence, we used the pre-questionnaire to collect prior information for the statement of the problem. The pre-test to localize the areas of difficulties, interview addressed to teachers to match their attitudes and the statement of the problem. After that, we assigned the post-test to check whether the suggested method; using G.T as a tool; is helpful or not. Then, the post-questionnaire to the students who formed the sample under investigation has been distributed to get the

students' attitudes and perceptions after implementing Google Translate as a pedagogical tool in classroom.

3.5 Population and Sampling

The participants consist of first year students of English at the University of Bejaia, all of them enrolled for the academic year 2022/2023. The students are divided into two sub-groups: sub-group A (G: 13 students) sub-group B (G: 14 students); that means that the sampling contains 27 students. (the total number)

3.6 Description of Data Collection Tools

3.6.1 Description of the pre-questionnaire

A questionnaire is a research tool designed and used to collect large quantities of data from a variety of respondents to obtain the needed information regarding their views on particular topics or issues (Wilkinson & Birmingham, 2003).

The pre-questionnaire is the most effective and suitable research instrument to use in order to gather prior information from the participants for the statement of the problem. It is made up of twenty-eight (28) questions divided into three types. It includes open-ended questions where the students are asked to answer using their own words, closed questions for which the students are required to answer either by yes or no response. The multiple-choice questions, which provide a number of predefined responses to the students and requires from them to choose one answer among the provided ones.

The pre-questionnaire is composed of four (04) sections: the first section is about the students' general information, the second one deals with the students' reading comprehension difficulties, the third section is about the translation machine at the disposal of the EFL first year students to make use of it. The last and fourth section is a space dedicated for the participants' suggestions as new alternatives when using Google translator.

3.6.2. The Description of the Pre-test

“Pre-testing is a research instrument entails a critical examination of the understanding of each question and its meaning as understood by a respondent. A pre-test

should be carried out under actual field conditions on a group of people similar to your study population.”(Kumar, 2011, p. 158) The aim of the pre-test is to identify the problems and localize the areas of difficulties that students have in understanding the meaning communicated.

The pre-test is conducted with first year EFL students to get their scores. The test is carried out to know the students’ reading comprehension level and diagnose their ability to comprehend vocabulary without getting support from dictionaries or any digital aids.

The pre-test is held by giving the students a text followed by five (05) activities where the students at first have to answer some reading comprehension questions, then explain words’ meaning, matching each word with its appropriate equivalent. Another activity deals with making ideas according to the given text. The last activity is about translating a sentence into French or Arabic for checking their understanding.

3.6.3 The Description of the Interview

According to Kumar (2011) interviewing is a process of asking questions where the interviewer have to think and formulate questions according to the issue being investigated.

This interview consists of ten (10) questions addressed to some teachers of the department of English language and literature at the University of Bejaia. The interview starts from general to more specific i.e. it starts from how teachers find first year students’ comprehension class until giving their own perspectives about GT implementation as an effective way to enhance students’ reading comprehension in EFL classrooms.

The aim of this interview is to gather answers, views, and match teachers’ attitudes with the statement of the problem.

3.6.4 Description of the Post-test

The post-test consists of giving the students a text followed by a set of activities; the students are allowed to use the suggested method using G.T as a tool. It begins with reading comprehension questions, followed by an activity to check for the semantic/lexical field, finding out in the text examples of synonyms & antonyms, transcribing some words and finally an activity about translating a passage into French or Arabic language.

The post-test is conducted to check the students' reading comprehension improvement after integrating the technique.

3.6.5 Description of the Post questionnaire

The post questionnaire consists of 13 questions to be answered. It composes of three sections, the first one entitled teaching and learning English and the revolutionary translating tools, the second deals with the students' attitudes and perceptions towards GT. The third and the last one is about further suggestions, where we dedicated a space to students to suggest any other alternative to cement the language learning and teaching. The post-questionnaire is mainly made to gather students' attitudes and perceptions after implementing Machine Translation in classroom.

The diagram below, expresses better the researchers' intention. It is entitled "Research Plan". It also summarizes the different procedures the researchers have guided with their population sample.

Research Planning

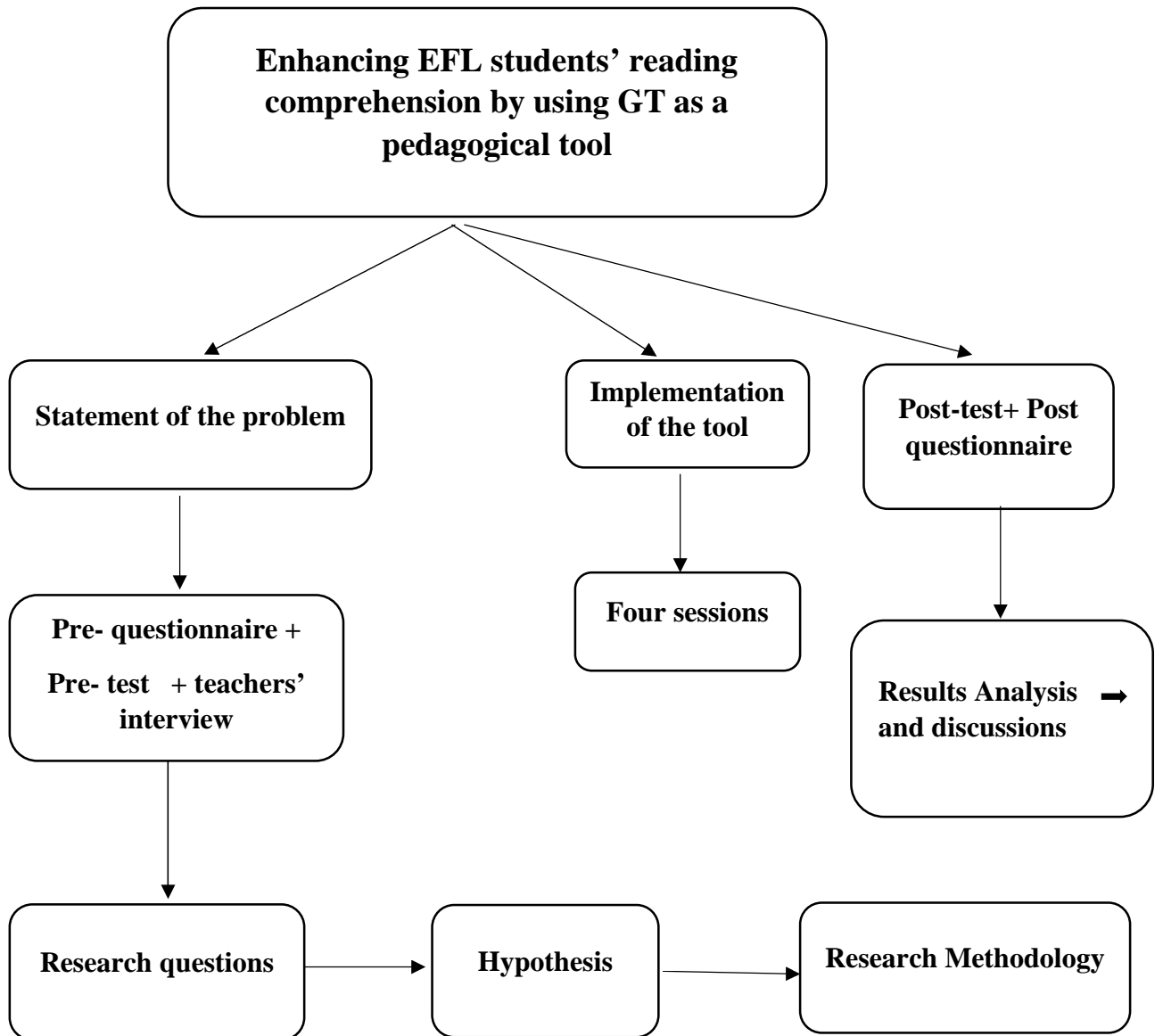


Figure 03: Overview of the research planning followed.

Part two:

3.2. Data Analysis and Interpretation of The results

3.2.1. Analysis of the Pre-Questionnaire

Question 01: Is English language your own choice?

Table 1: The students' choice of the English language

Variable	Frequency	Percentage
Yes	25	92.6
No	2	7.4
Total	27	100

According to the results displayed above, we notice that English language is the choice of most of the learners **92.6%**. However, **7.4%** responded that English language is not their own choice.

Question 02: Would you please justify your answer?

Table 2: The justification of the students' answers.

Variable	Frequency	Percentage
It is my favourite language	12	44.5
I am more proficient in English than in French	4	14.8
It is the most appealing language form	5	18.5
It is an international language	6	22.2
Total	27	100

This table shows the justification of the students' answer of choosing the English language. **44.5%** said that it is their favourite language, and **22.2%** of them declared

that it is an international language. Moreover, **18.5%** of the informants responded that it is the most appealing language form, and only **14.8%** of them said that they are more proficient in English than in French.

Question 03: Why did you choose English as a field of study?

Table 3: The students' justification behind choosing English as a field of study

Variable	Frequency	Percentage
It is my favourite language	6	22.2
Its usage in different domains	4	14.8
It is an interesting field	7	25.9
I want to become an English teacher	3	11.6
It creates more jobs internationally	7	25.5
Total	27	100

This question aims to know about the students' justification behind choosing English as a field of study. We observe **25.9%** of the participants declared that English language is an interesting field and **25.5%** of them find that it creates more jobs internationally. Moreover, **22.2%** of the informants answered that it is their favourite language and **14.8%** of them have chosen it due to its use in different domains. Finally, **11.6%** of them want to become an English teacher.

Question 04: In your opinion, is English important to learn? If yes, would you please justify?

Table 4: The students' opinion about the importance of learning English.

Variable	Frequency	Percentage
Yes it is important because it increases the chances of getting a good job in the home country and abroad	14	51.9
Yes it is important because learning English will assist you in understanding different languages	4	14.8
Yes it is important because you can easily travel anywhere in the world	6	22.2
Yes it is important because it is the language of international communication	3	11.1
Total	27	100

This question seeks to ascertain the students' opinions on the importance of learning English. We noticed that **51.9%** of participants thought it is essential because it increased their chances of finding a decent job in their own country and abroad, and **22.2%** said it is significant because it may make travel anywhere in the world easier. Furthermore, **14.8%** of respondents said it is important because it would help them understand foreign languages. Just **11.1%** thought learning English is important since it is the language of worldwide communication.

Question 05: What is your favourite skill?

Table 5: The students' favourite skill

Variable	Frequency	Percentage
Listening	9	33.3
Speaking	6	22.3
Reading	8	29.6
Writing	4	14.8
Total	27	100

From the table, the statistics reveal that **33.3 %** of the participants prefer the listening skill while **29.6%** prefer reading. We recorded a score of **22.2 %** for the speaking skill and **14.8%** of the students like writing. The results of this question show that most of the students do not read too much.

Question 06: Why is it too favourite to you?

Table 6: The students' justification for their favourite skill

Variable	Frequency	Percentage
Listening to music is enjoyable	9	33.3
Reading is a preferred method of learning new vocabulary and expressions	6	29.3
Writing allows us to express our thoughts	8	22.6
Speaking gives us the ability to have a good accent and sound like a native	4	14.8
Total	27	100

This inquiry seeks to know about the students' explanations about their favourite ability. Listening to music is pleasurable for **33.3%** of the students, while reading is the greatest approach for acquiring new vocabulary and expressions for **29.2%** of them, and **22.6%** of respondents said that writing allows them to express themselves. **14.8%** of them asserted that speaking allows them to have a good accent and sound like a native.

Question 07: Which of these four skills do you consider the most difficult?

Table 7: The students' responses about most difficult skill

Variable	Frequency	Percentage
Listening	8	29.6
Speaking	9	33.4
Reading	7	25.9
Writing	2	7.4
None of these	1	3.7
Total	27	100

According to the results shown in the table above, we observe that speaking for students is the most difficult skill with **33.3%** of the answers, and **29.6%** of the responses opt for listening. **25.9%** of the students consider reading as the most difficult skill, **7.4%** however have chosen writing. **3.7%** of the informants do not have an opinion about their difficult skill. We can say that speaking and listening represent the most challenging skills for students to develop.

Question 08: Why did you find it difficult?

Table 8: The students' reasons for the difficult skill

Variable	Frequency	Percentage
I am unable to obtain all of the information from the speaker	5	18.5
I fear to speak in public and have a limited vocabulary	9	33.3
I struggle to concentrate when reading and quickly become bored and distracted	7	25.9
Due to a lack of vocabulary, it is difficult to compose an excellent piece of writing	6	22.4
Total	27	100

The statistics shown above represent the students' reasons for the challenging competence. **33.3%** of the students struggle with speaking due to their fear to speak in public and their poor vocabulary. **25.9%** of them had difficulty with reading because they are unable to focus and easily become bored and disturbed. Furthermore, **22.2%** of the informants find that writing tough owing to lack of vocabulary. Finally, just **18.5%** of them claime that listening is tough because of the inability to get all of the speakers' information.

Question 09: Do you find reading comprehension important in learning English?

Table 9: The students' opinion on the importance of reading comprehension in learning English

Variable	Frequency	Percentage
Yes	27	100

The results in the table indicate that all the participants (**100%**) find reading comprehension important in learning English language.

Question 10: Could you please, justify your answer?

Table 10: The students' justification about their opinions on the importance of RC in Learning English

Variable	Frequency	Percentage
It improves students' comprehension	10	37
Comprehension is the foundation of all learning	7	25.9
It helps to master the language	4	14.8
It enriches our vocabulary	6	22.3
Total	27	100

This table shows the students' justification about their perspectives on the importance of RC in learning English. Most of the students **37%** declare that it improves the students' comprehension, and **25.9%** of them believe that comprehension is the foundation of all learning. Furthermore, **22.2%** of the informants view that it increases their vocabulary. Finally, **14.8%** of them say that it helps them to master the language.

Question 11: What are the difficulties that you face when reading?

Table11: The difficulties faced by students when reading

Variable	Frequency	Percentage
Limited vocabulary	7	25.9
Poor comprehension	6	22.3
Facing a lot of ambiguous words	14	51.9
Total	27	100

According to the results obtained from the question show that the majority of the students **51.9%** face ambiguous words when reading, **25.9%** of them face difficulties related to a limited vocabulary, and **22.2%** of the respondents have comprehension issues.

Question 12: Do you check in dictionary about the misunderstood words?

Table 12: The students' response to check the misunderstood words in dictionary.

Variable	Frequency	Percentage
Yes	23	85.2
No	4	14.8
Total	27	100

The statistics above show that the majority of the informants **85.2%** check the misunderstood words in the dictionary; however, **14.8%** of them do not consult dictionaries to check the unknown terms.

Question 13: Do you find it sufficient to use only dictionaries to find out the misunderstood words?

Table 13: The students' reactions to using dictionaries to clarify the misunderstood words.

Variable	Frequency	Percentage
Yes	13	48.1
No	14	51.9
Total	27	100

The results in this table indicate that the majority of the participants **51.9%** do not use only dictionaries to clarify the misunderstood words. However, **48.1%** use them to explain the unclear terms.

Question 14: When you read a text and you do not understand you:

Table 14: The students' remarks about misunderstood words when reading a text.

Variable	Frequency	Percentage
translate to another language	17	63
use a dictionary	8	29.6
carry on reading without understanding	1	4.7
stop reading	1	2.7
Total	27	100

According to the findings in the table, the majority of the participants **63%** when they read and do not understand, they translate to another language, and **29.6%** of them declare that they use dictionaries, while **4.7%** of the respondents carry on reading without understanding, and **2.7%** of them stop reading.

Question 15: Do you use Google Translator in the classroom?

Table 15: The students' response about using Google Translate in the classroom

Variable	Frequency	Percentage
Yes	8	29.6
No	5	18.5
Sometimes	14	51.9
Total	27	100

This question aims to know about the students' response about using GT in the classroom. We notice that **51.9%** of the students claimed that they sometimes use GT in the classroom and **29.6%** of them use it in the classroom. However, **18.5%** of the respondents do not use it in the classroom.

Question 16: Does Google Translator help you understand unknown words?

Table 16: The students' view on whether Google Translate helps them grasp unfamiliar terms

Variable	Frequency	Percentage
Yes	23	85.2
no	4	14.8
Total	27	100

The majority of the students **85.2%** claim that Google Translate helps them grasp unfamiliar terms; however, **14.8%** of them do not share this view.

Question 17: How often do you use Google Translator?

Table 17: Students' answers about the use of GT.

Variable	Frequency	Percentage
Always	8	29.6
Often	6	22.2
Sometimes	10	37
Rarely	3	11.2
Total	27	100

Table 17 shows that the majority of students (**37%**) utilize GT sometimes. **29.6%** of them always use it. However, six students (**22.2%**) often make use of it. Finally, only **11.1%** of them utilize it rarely.

Question 18: Do you believe that your reading comprehension will develop through using Google Translate?

Table 18: Students' beliefs about GT use in developing their reading comprehension

Variable	Frequency	Percentage
Yes	20	74.1
no	7	25.9
Total	27	100

From the results showed in the above table, we can notice that **74.1%** of the students believe that using GT helps in improving their reading comprehension. However, **25.9%** of them respond that their reading comprehension will not develop through using GT.

Question 19: How would it help you to develop your reading comprehension?

Table 19: Students' remarks about GT in enhancing their reading comprehension.

Variable	Frequency	Percentage
It determines unfamiliar words	7	25.9
It clarifies ambiguous terms	6	22.2
It aids in increasing vocabulary	8	29.7
It provides with synonyms and examples	6	22.2
Total	27	100

This item seeks to know about the students' opinions on GT in enhancing their reading comprehension. Most of the participants (**29.6%**) claimed that GT aids in increasing vocabulary. While **25.9%** of them say that it determines unfamiliar words, and **22.2%** of the informants declare that it clarifies ambiguous terms. Finally, **22.2%** of them say that it provides with synonyms and examples.

Question 20: Do you find Google Translator easy to use?

Table 20: The students' view about the use of GT.

Variable	Frequency	Percentage
yes	26	96.3
no	1	3.7
Total	27	100

The table above demonstrates the students' view about the use of GT. **96.3%** of the students find that Google Translate easy to use. However, **3.7%** of them do not share this view.

Question 21: According to you, what is the role of Machine Translation in EFL classroom?

Table 21: The role of MT in EFL classroom.

Variable	Frequency	Percentage
It helps students in enhancing their language learning	6	22.2
It facilitates the understanding of ambiguous words and complex sentences	14	51.9
It makes the learning process easier and save time	3	11.1
It makes reading comprehension easier	4	14.8
Total	27	100

The results in the table indicate that the majority of the students **51.9%** state that MT facilitates the understanding of ambiguous words and complex sentences, **22.2%** of them say that it helps them in enhancing their language learning. Moreover, **14.8%** of the participants claime that MT makes reading comprehension easier, and **11.1%** of them state that it makes the learning process easier and save time.

Question 22: What language combination do you generally use when researching in Google Translator?

Table 22: Google Translate language combination used for research

Variable	Frequency	Percentage
Arabic/ English	14	51.9
French/ English	10	37
Other languages	3	11.1
Total	27	100

According to the results above, **51.9%** of the students utilize Arabic/English when researching on Google Translate. While **37%** of them prefer French/English while researching in GT, and just **11.1%** of them opt to seek in other languages in GT.

Question 23: If you use Google Translator in the classroom, which one do you use?

Table 23: Students' choice of using GT in the classroom

Variable	Frequency	Percentage
Online Google Translator	16	59.3
Offline Google Translator	8	29.6
Both of them	3	11.1
Total	27	100

The obtained results reveal that most of the participants **52.3%** use online Google Translator. However, **29.6%** of them utilize offline GT, and **11.1%** of them use both.

Question 24: How much do you agree about the integration of Google Translator in EFL classrooms?

Table 24: The students' agreement about the integration of GT in EFL classrooms

Variable	Frequency	Percentage
Agree	15	55.6
Strongly agree	9	33.3
Disagree	1	3.7
Strongly disagree	2	7.4
Total	27	100

The statistics above show that most of the students **55.6%** agreed on the integration of GT in EFL classrooms, and **33.3%** of them strongly agreed about this

point. While **7.4%** of the participants are strongly disagree with the implementation of GT in EFL classrooms, and **3.7%** of them disagree about this idea.

Question 25: What kind of applications do you use for translation?

Table 25: Kind of applications used by students for translation

Variable	Frequency	Percentage
Google Translator	20	74.1
DeepL	2	7.4
Other applications	5	18.5
Total	27	100

This question aims to know about the kind of applications used by students to translate. For translating, **74.1%** of the students utilize Google Translate. However, **18.5%** of them use other websites, and just **7.4%** used DeepL.

Question 26: Do you think that Google Translator is faithful enough in your studies?

Table 26: The students' view about GT' fidelity in their studies.

Variable	Frequency	Percentage
Yes	9	33.3
no	18	66.7
Total	27	100

In table 26, the results demonstrate that the majority of the students **66.7%** believed that GT is not faithful enough in their studies. However, **33.3%** of them do not share this view.

Question 27: Would you please justify your answer?

Table 27: The students' justifications on their views about GT's fidelity in their studies

Variable	Frequency	Percentage
It makes the learning process easier and save time	16	59.3
It lacks accuracy	11	40.7
Total	27	100

According to the findings obtained in the above table, **59.7%** of the participants viewed that GT is helpful since it simplifies the learning process and saves time. Nevertheless, **40.7%** of them believe that it is unreliable because it lacks accuracy.

Question 28: What can you suggest as a new alternative when using Google Translator?

Table 28: The students' recommendations for new options to GT

Variable	Frequency	Percentage
Online dictionaries	9	33.4
Offline dictionaries	5	18.5
List of synonyms	5	18.5
DeepL	8	29.6
Total	27	100

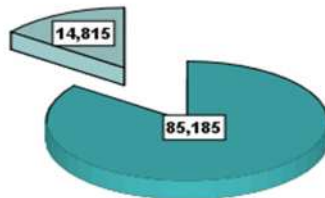
This item seeks to know about the students' recommendations for new options to GT. We can notice that **33.3%** of the informants utilized online dictionaries instead of GT, while **29.6%** of them used DeepL. Moreover, **18.5%** of the participants made use of offline dictionaries, whereas only **18.5%** used a list of synonyms.

3.2.2 Analysis and Interpretation of Students' Post-questionnaire

Pie chart 01: Students' answers whether thinking in English is better than translating.

Do you feel that thinking in English within the classroom is better than translating?

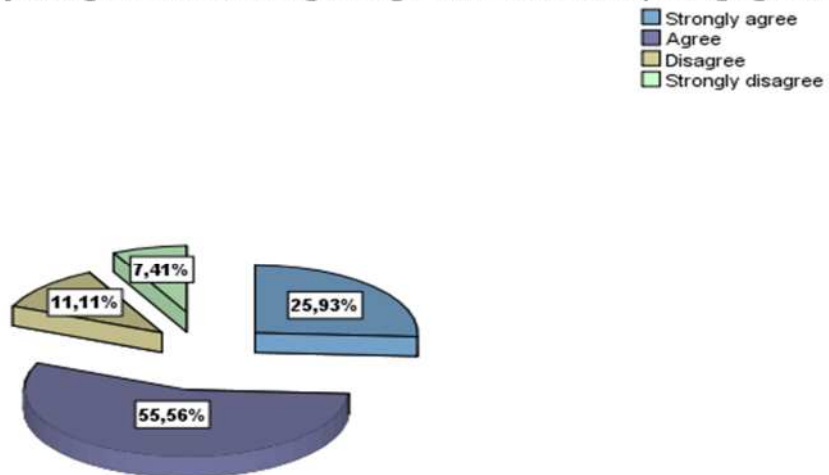
Yes
No



The first pie chart demonstrates the responses of the group (05) in which 85.185% of students answered “yes” and 14.815% answered “no”. The gathered data represented in the proportional pie chart demonstrates that EFL learners consider thinking in English within the classroom is better than translating.

Pie chart 02: Students' agreement about using Google Translate as a pedagogical tool.

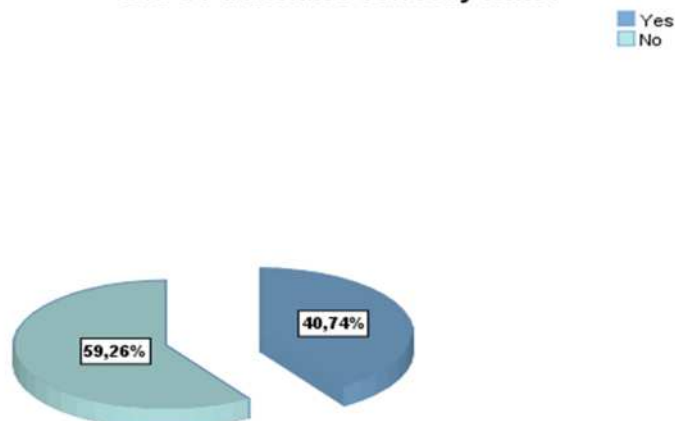
How much do you agree about using Google Translate as a pedagogical tool?



From the pie chart above, we can notice that the majority of students of group five agree about using Google translate as a pedagogical tool and they represent 55.56% of the sample, about 25.93% strongly agree. However, only 11.11% disagree and 7.41% strongly disagree.

Pie chart 03: Students' responses whether GT translates correctly texts.

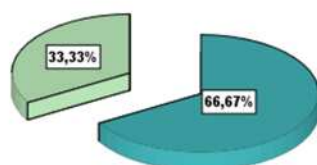
Did GT translates correctly texts?



In pie chart 03, the results show that the majority of the students answer “no”, which means that they think that Google Translate do not translate correctly texts and they represent 59.26% of the sample. However, 40.74% say “yes”

Pie chart 04: Students’ answers the effectiveness of GT as a supporting material.

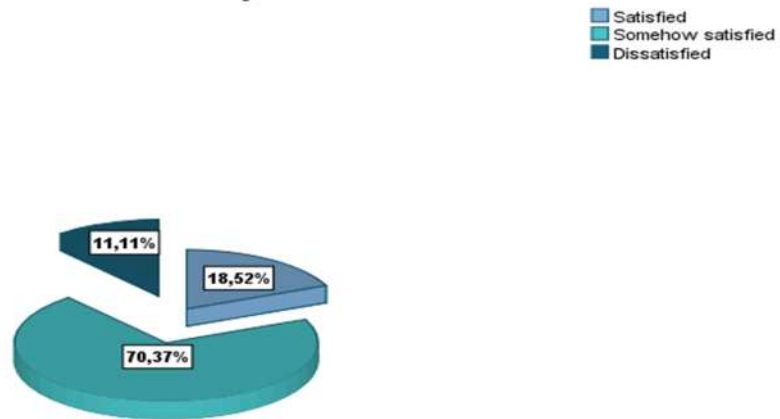
Do you find GT affective as a supporting material in learning English language?
■ Yes
■ No



The results observed in pie chart 04 demonstrate that most of the students answer “yes” they represent 66.67% of the whole sample; while 33.33% have answer “no”. Integrating Google Translate in EFL classes in teaching and learning process is considered as a useful tool. The respondents of our post-questionnaire almost find GT effective and do believe in this technique, since most of them opt for “yes”.

Pie chart 05: Students’ satisfaction with GT use.

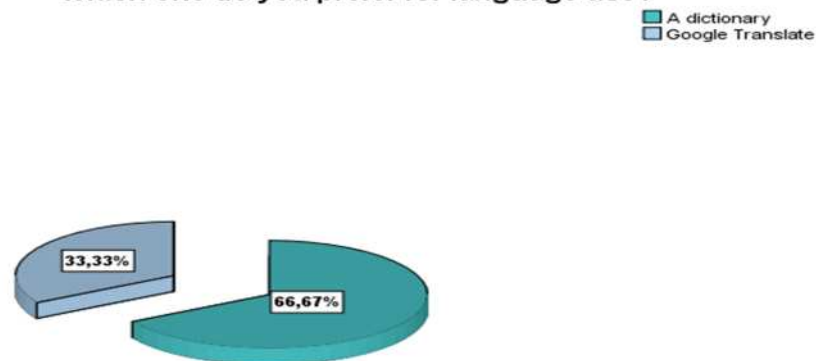
How much are you satisfied with GT use?



The pie chart above indicates how much the students are satisfied with GT use. The results show that 70.37% choose “somehow satisfied” which is considered the highest percentage for the three propositions, those who opt for the first one represent 18.52% and only few said “dissatisfied” and they represent 11.11% of the sample.

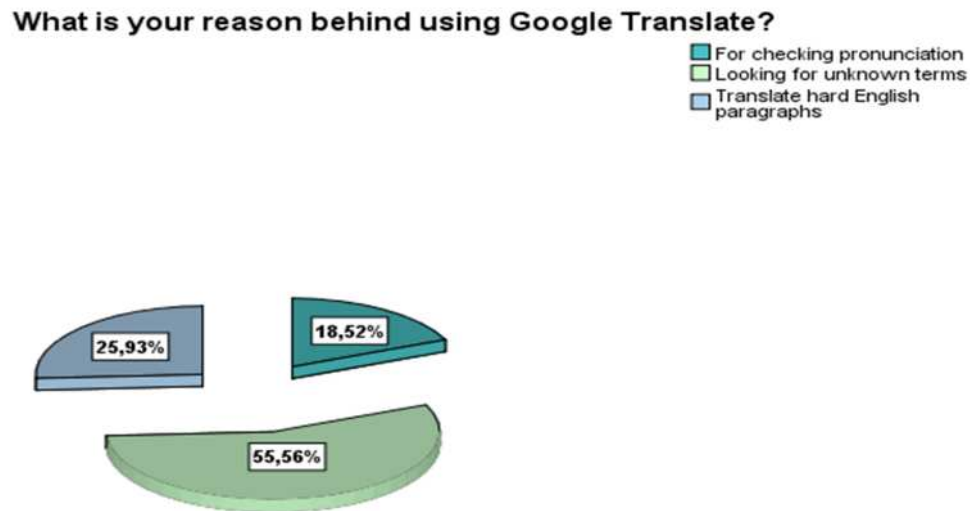
Pie chart 06: Students’ choice for language use.

Which one do you prefer for language use?



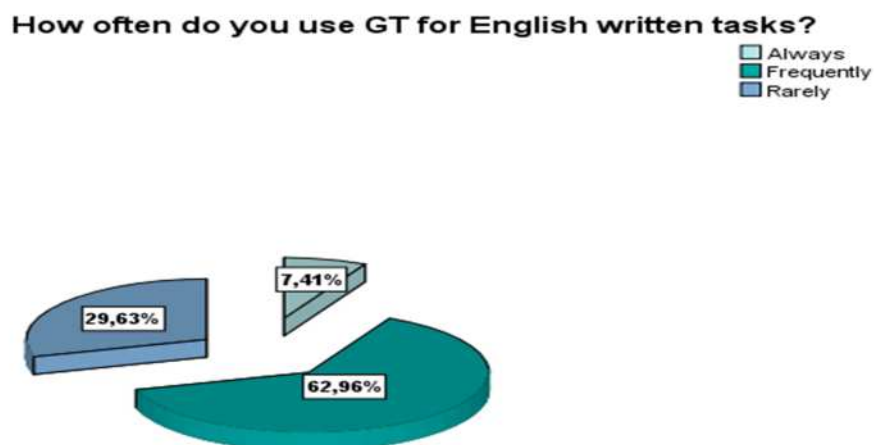
From the students’ answers above, we can say that they almost prefer to use a dictionary, since they represent 66.67% of the sample, and 33.33% of students opt for GT use.

Pie chart 07: Students' reason behind using Google Translate.



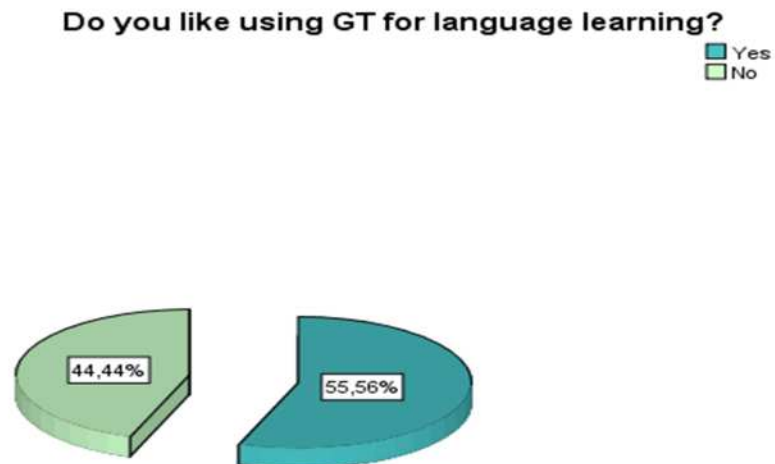
Pie chart 07 reports the different answers of the students about their reasons behind using Google translate. The majority represents 55.56% and they use GT for looking for unknown terms, while 25.93% used GT for translating hard English paragraphs. However, 18.52% opt for checking pronunciation.

Pie chart 08: Students' use of GT for English Written tasks.



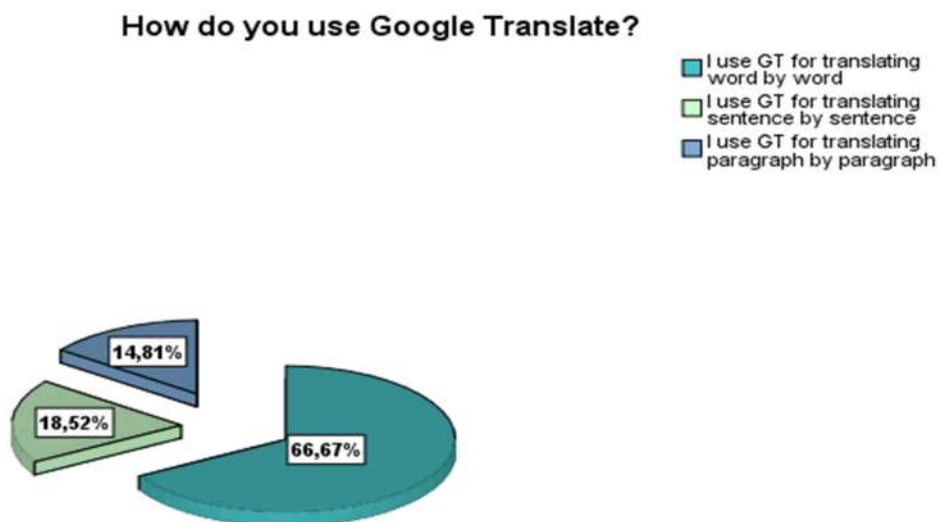
We recognize by observing the students' responses that most of them use GT frequently for English written tasks and they represent 62.96% while 29.63% of students use it rarely and those who always use GT represent only 7.41%. From these results, the ignorance of using GT for English written tasks is remarkable.

Pie chart 09: Students' answers whether they like GT for language learning.



The results shown in pie chart 09 demonstrate that 55.56% have answered “yes” and 44.44% have answered “no” which means that the majority like using GT for language learning.

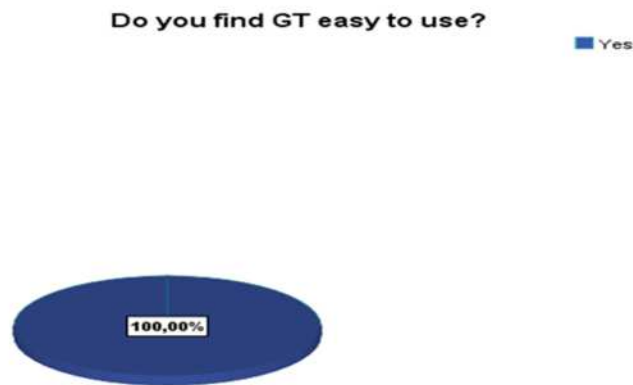
Pie chart 10: Students' responses about how they use Google Translate.



The pie chart above represents the students' responses about how they use Google translate. The results show that 66.67% of students use GT for translating word by word

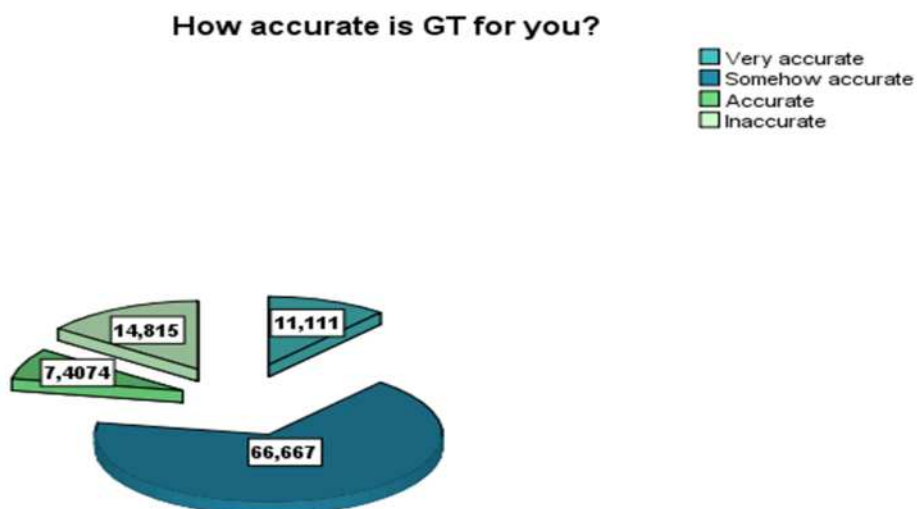
and 18.52% opted for the second proposition, which is using GT for translating sentence by sentence. However, 14.81% used GT for translating paragraph by paragraph.

Pie chart 11: Students' use of GT.



From the pie chart above is clear that all the participants answered “yes” which means that everybody considers GT easy to use, and they represent 100% of the whole sample.

Pie chart 12: GT accurateness.

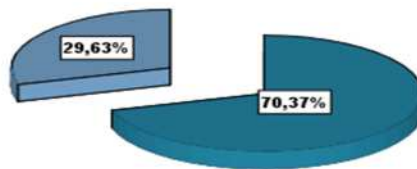


From the pie chart 12, we can see that 66.66% of the respondents opt for the second choice “somehow accurate” while 14.81% say that GT is “inaccurate” and 11.11% say very accurate. However, 7.407% say that GT is accurate.

Pie chart 13: GT reliability for learning to speak a new language.

Is GT audio pronunciation reliable for learning to speak a new language?

■ Yes
■ No

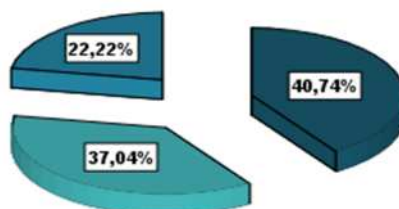


We recognize by observing the students’ responses that most of them say “yes” to the reliability of GT audio pronunciation for learning to speak a new language and they represent 70.37% while 29.63% say “no”. Nowadays, GT is widely used particularly for checking pronunciation.

Pie chart 14: Suggestions of other alternatives.

Please, feel free to suggest any other alternative to cement the language learning and teaching.

■ Reverso-Context
■ DeepL
■ Electronic dictionaries



According to pie chart 14, we can notice that the majority of the respondents suggest Reverso-context as a new alternative to cement the language learning and teaching and they represent 40.74% while 37.04% suggest DeepL. However, 22.22%

opt for electronic dictionaries. EFL students are aware about other different tools to cement the language learning and teaching.

3.3.3. Analysis of the pre and post-tests

Table: Comparison between pre and post-tests' scores

Students	Pre-test (x)	Post-test (y)
S1	11.5	13
S2	15	18.5
S3	12.5	14
S4	13.5	15.5
S5	11.5	14
S6	12	17
S7	14	18
S8	13.5	16
S9	10.75	15.5
S10	7	13
S11	8.5	12.5
S12	9	16.5
S13	19	19.5
S14	12	16
S15	8.25	10
S16	12	17.5
S17	10.5	13.5
S18	15.5	17
S19	12.5	14
S20	12.5	16.5
S21	10	13.5
S22	10.5	15
S23	5.5	10.5
S24	11	16
S25	18	19.5
S26	10	14
S27	10.5	16
Total	316.5	412
Mean	11.72	15.25
S .D	2.96	2.39

The results of the pre-test and post-test are shown in the table above. It reveals that different students get inconsistent findings on both the pre-test score and the post-test total score.

The following formulae were used to calculate the Mean and Standard Deviation from both the pre-test and post-test data.

1. Determining the Mean

$$M1 = \frac{\sum x}{N}$$

$$M1 = \frac{316.5}{27} = 11.72$$

$$M2 = \frac{\sum y}{N}$$

$$M2 = \frac{412}{27} = 15.25$$

2. Determining the Standard Deviation

$$SD1 = \sqrt{\frac{\sum (x - \mu)^2}{N - 1}}$$

$$SD1 = \sqrt{\frac{227.6379}{27 - 1}}$$

$$SD1 = \sqrt{\frac{227.6379}{26}}$$

$$SD1 = \sqrt{8.755}$$

$$SD1 = 2.96$$

$$SD2 = \sqrt{\frac{\sum (x - \mu)^2}{N - 1}}$$

$$SD2 = \sqrt{\frac{149.125}{27 - 1}}$$

$$SD2 = \sqrt{\frac{149.125}{26}}$$

$$SD2 = \sqrt{5.735}$$

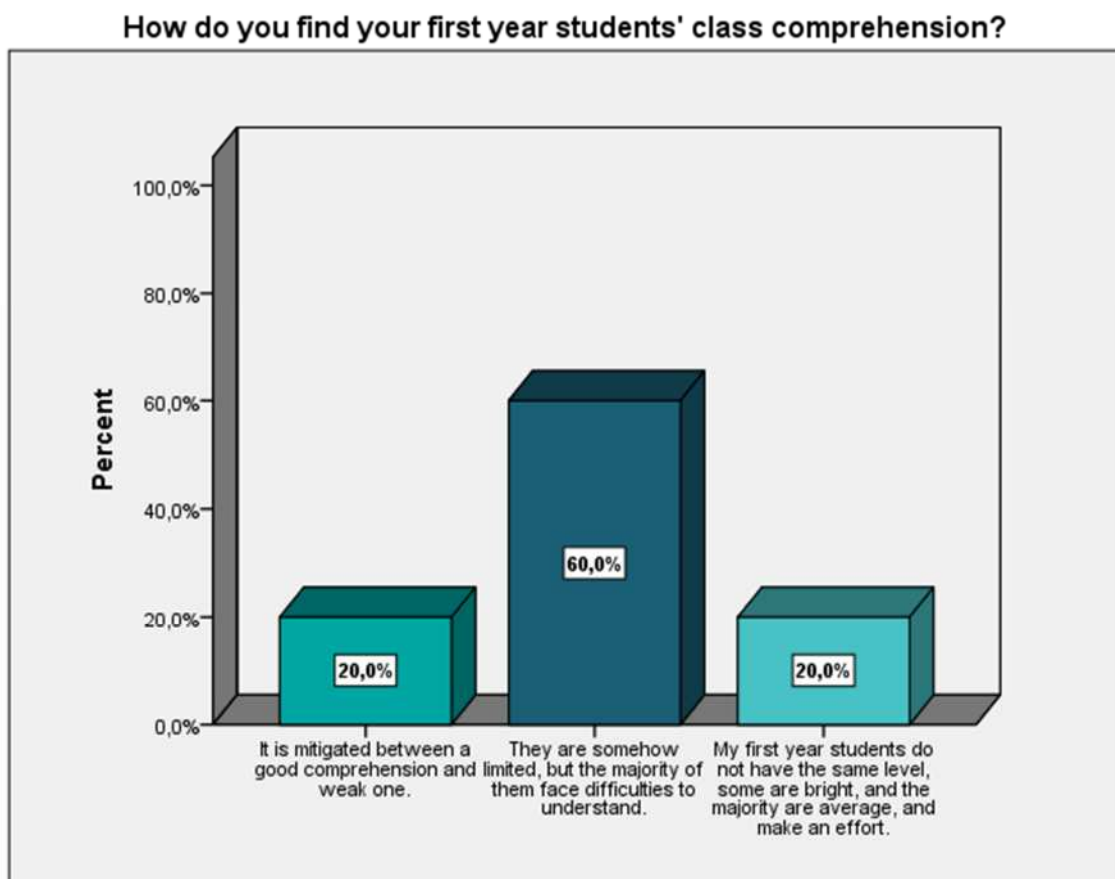
$$SD2 = 2.39$$

By calculating the mean and the standard deviation of both pre and post-tests' scores, it can be seen that the Mean (average) of group five in post-test is higher than the pre-test, and the standard deviation of the post test is low than the pre-test' one.

Moreover, if both standard deviations are smaller than the difference between the means, the hypothesis is supported, while if the two standard deviations are larger than the difference between the means, the hypothesis is not supported. Based on the results shown above we can say that the standard deviation of post-test is smaller than the pre-test' one, so the hypothesis is supported.

3.2.3.4 Analysis and Interpretation of Teachers' Interview

Bar chart 01: Teachers' perspectives of their students' level.

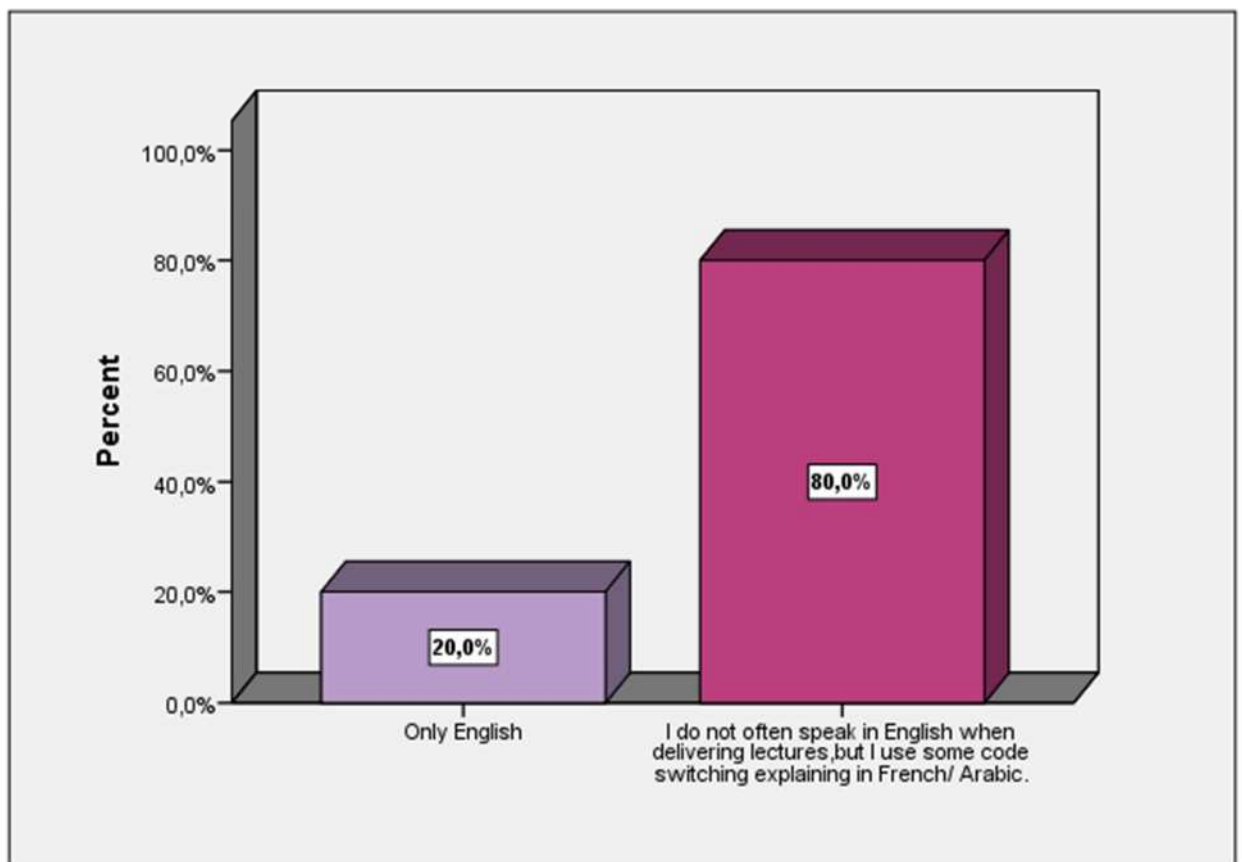


Bar char 01 reports how teachers find their first year students' class comprehension. Most of the participants **60%** say that they are somehow limited, but the majority of them face difficulties to understand. **20%** of them answer that it is

mitigated between a good comprehension and a weak one, and the same percentage 20% of the participants respond that their students do not have the same level, some of them are bright and the majority are average and make an effort.

Bar chart 02: Teachers' use of code switching.

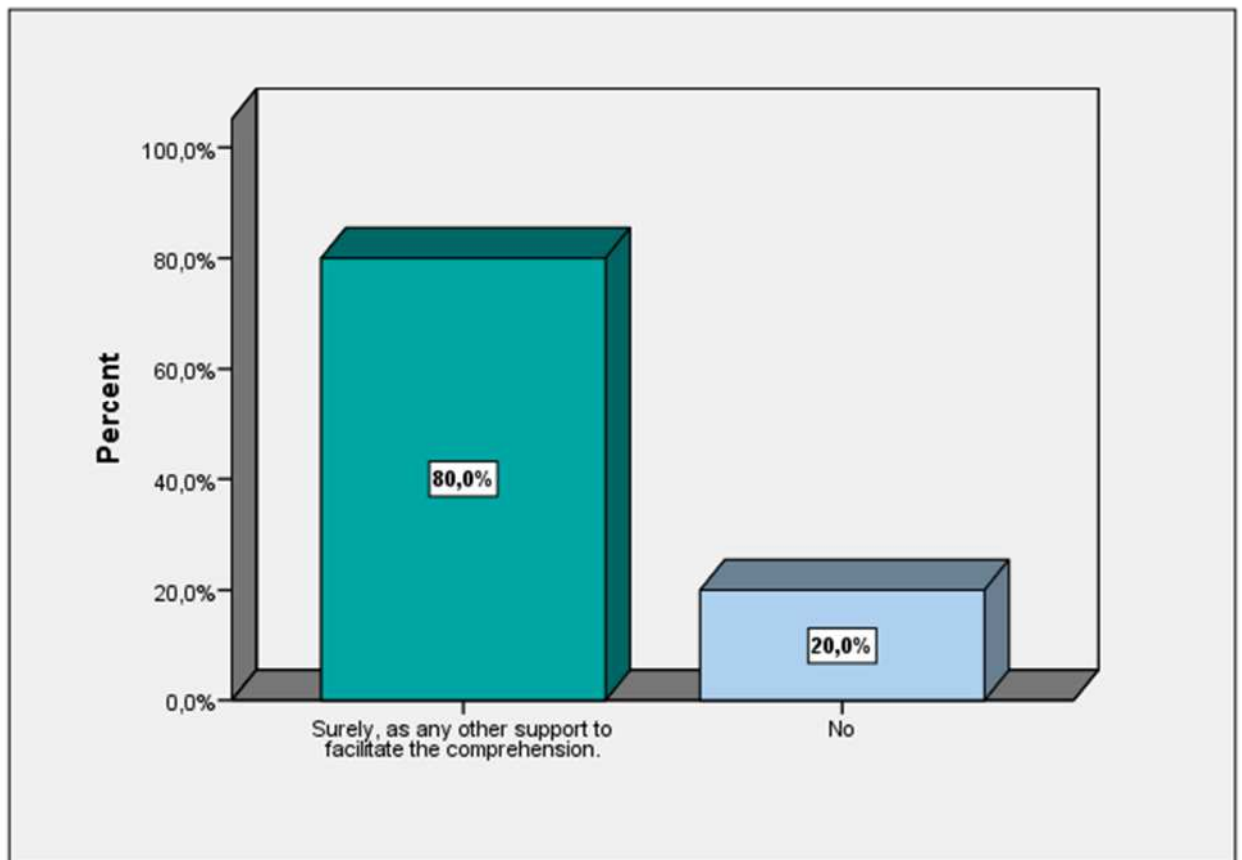
Do you often speak in English when delivering the lecture/ or / do you use some code switching (French, Arabic, and the mother tongue) to enable your learners understand and move further?



This bar chart demonstrates the responses of teacher in which 80% of them do not often use English when delivering lectures; otherwise, they use some code switching explaining in French/ Arabic language. Only 20% of the informants speak only English language when delivering lectures.

Bar chart 03 : Teachers' exeperiences.

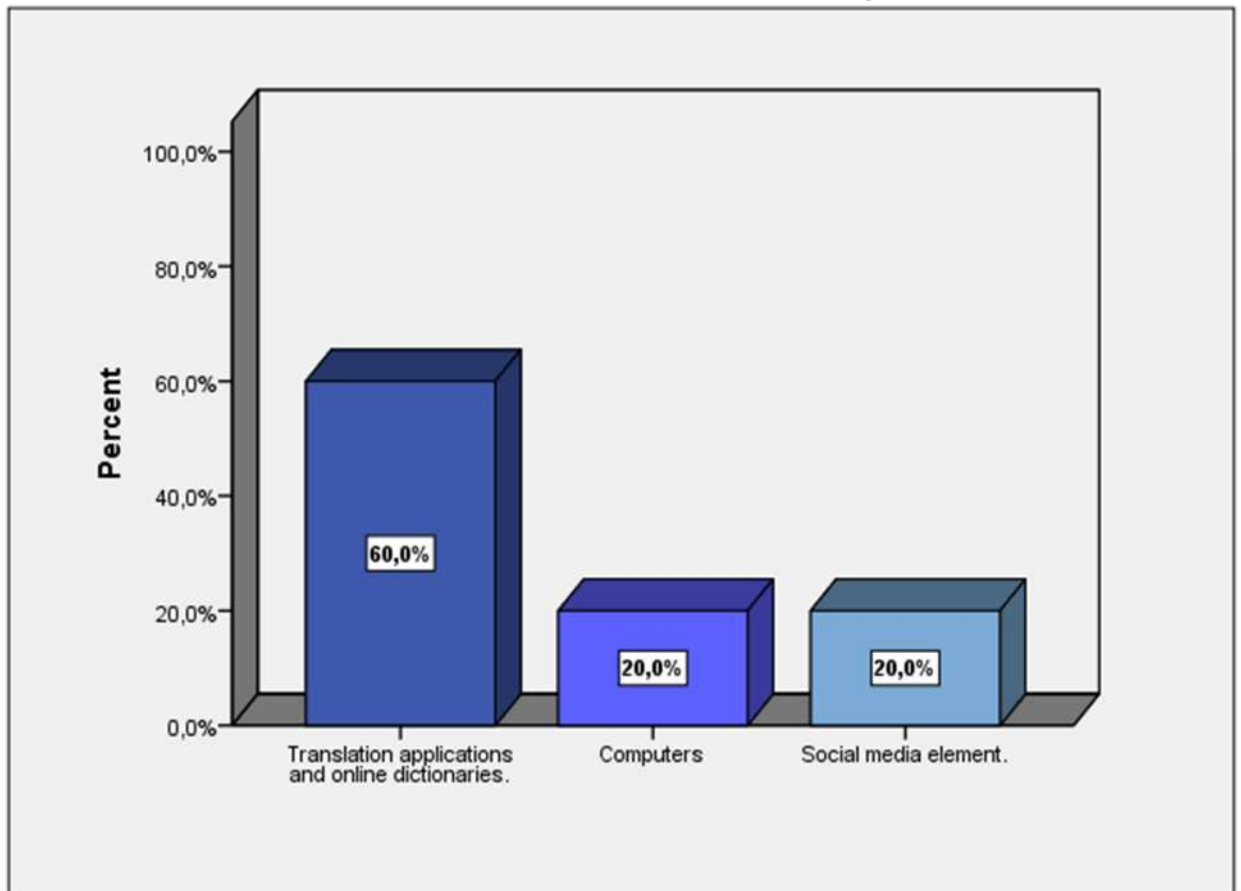
Have you already experimented the use of the dictionaries in class to find the equivalent of the difficult item or even translate them from one language into another ?



From the bar chart 03, we can see that 80% of teachers say that they have experimented the use of dictionary in class as any other support to facilitate the comprehension while 20% of them have answered “no”.

Bar chart 04: Teachers’ recommendations.

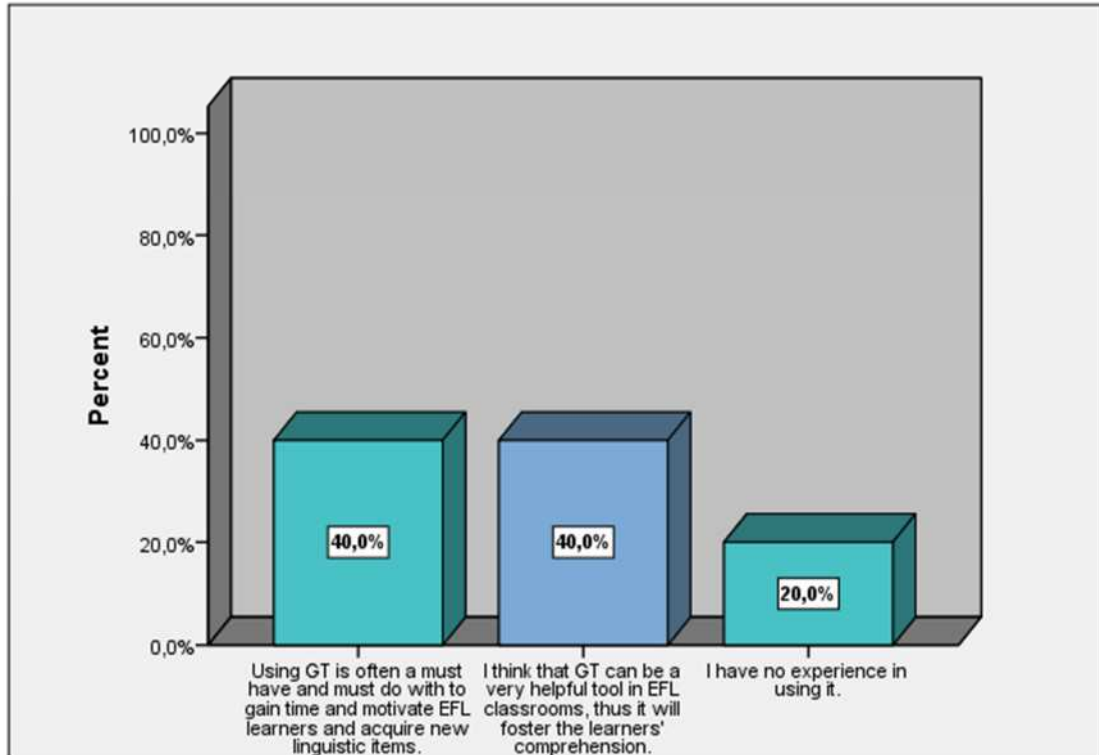
If so, now that the educational system is digitized, which technological engines are recommended to foster the learners' comprehension?



The bar chart above indicates the technological engines recommend fostering the learners' comprehension. The results show that 60% of the respondents recommend also translation applications and online dictionaries. However, 20% of them suggested computers and the same percentage 20% of the participants mention social media elements.

Bar chart 05: Teachers' perspectives of Google Translate.

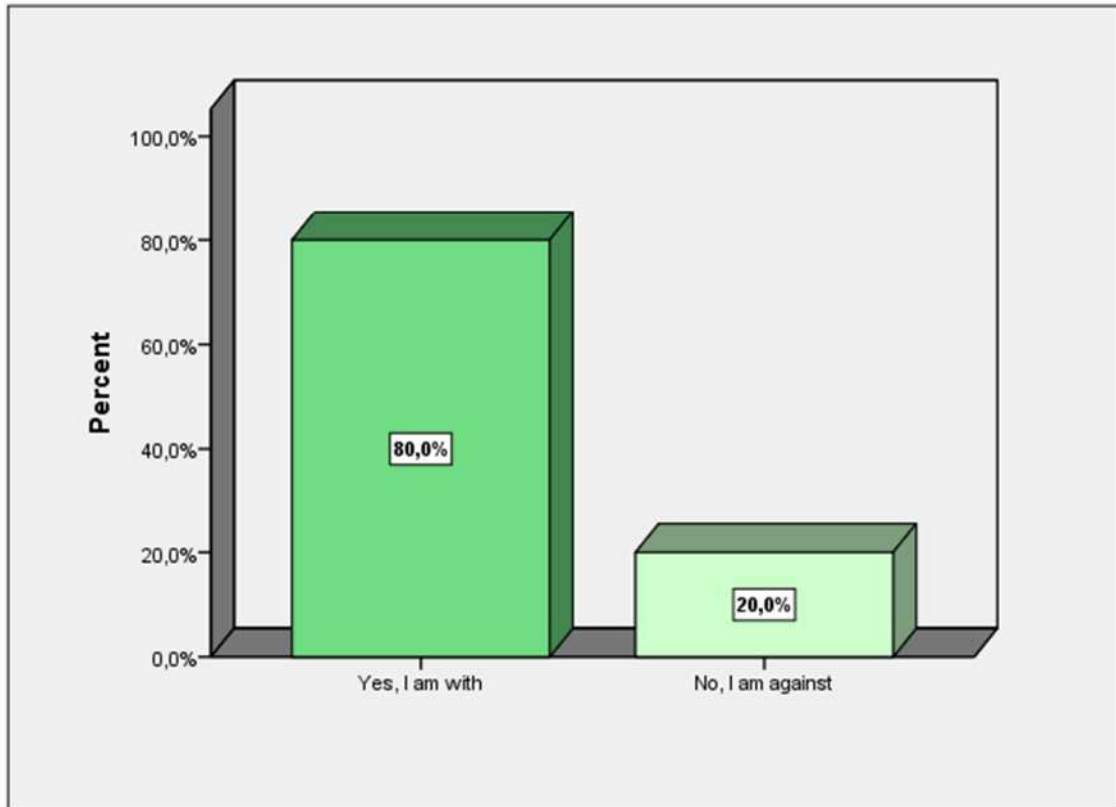
What do you think of Google Translate as a supplementary tool in EFL classroom?



According to the bar chart 05, we notice that the most of the teachers 40% consider the use of GT as a must for gaining time, motivating EFL learners, and acquiring new linguistic skills. The same percentage 40% of teachers think that GT can be a helpful tool in EFL classrooms while 20% of the respondents say that they have no experience in using it.

Bar chart 06: Teachers' attitudes.

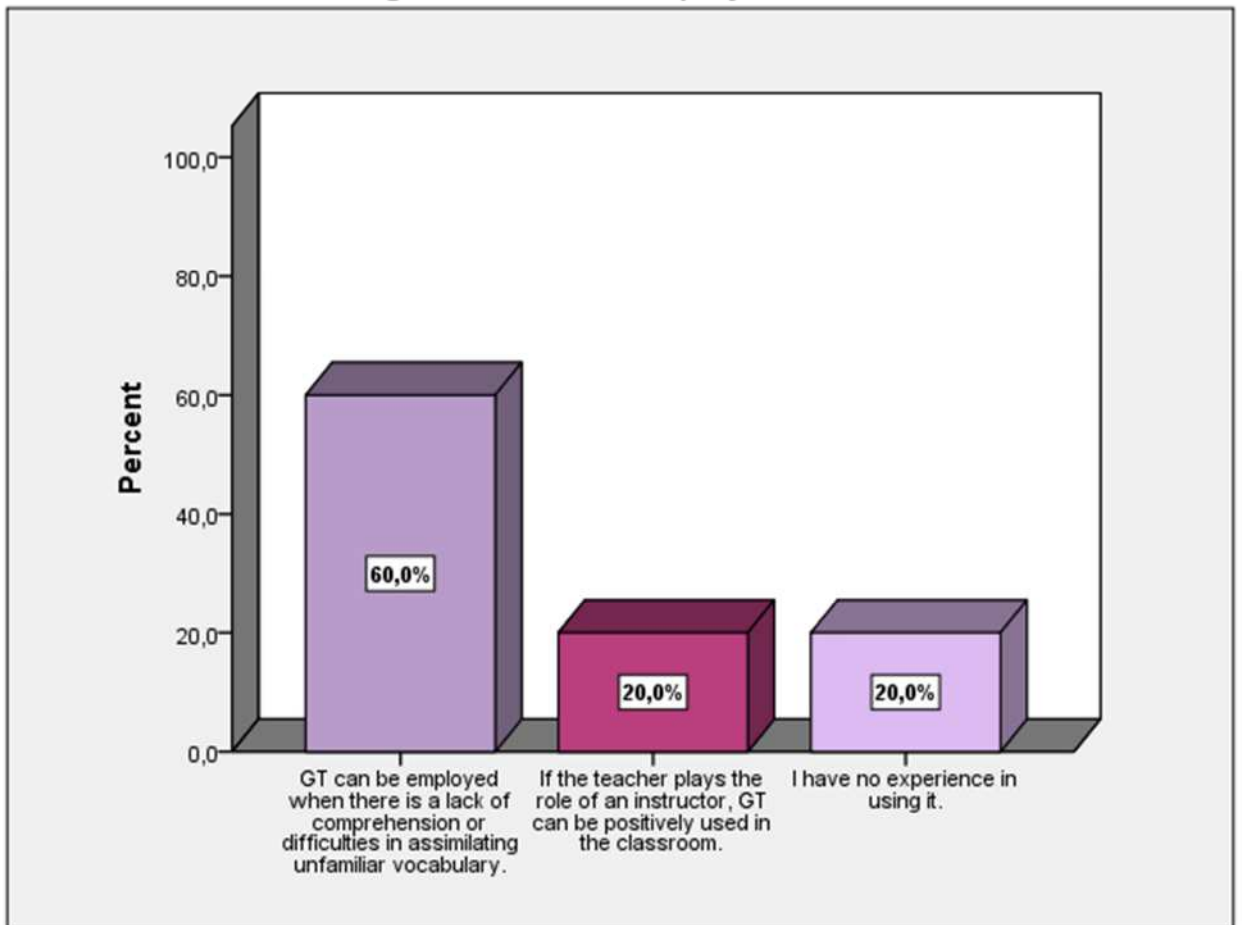
Are you with or against the integration of machine translation as a supporting material in EFL classroom?



We recognize by observing the teachers' answers that most of them said that they are with the integration of machine translation as a supporting material in EFL classroom. However, 20% of them said that they are against the integration of machine translation in EFL classroom.

Bar chart 07: Teachers' opinions about GT employment.

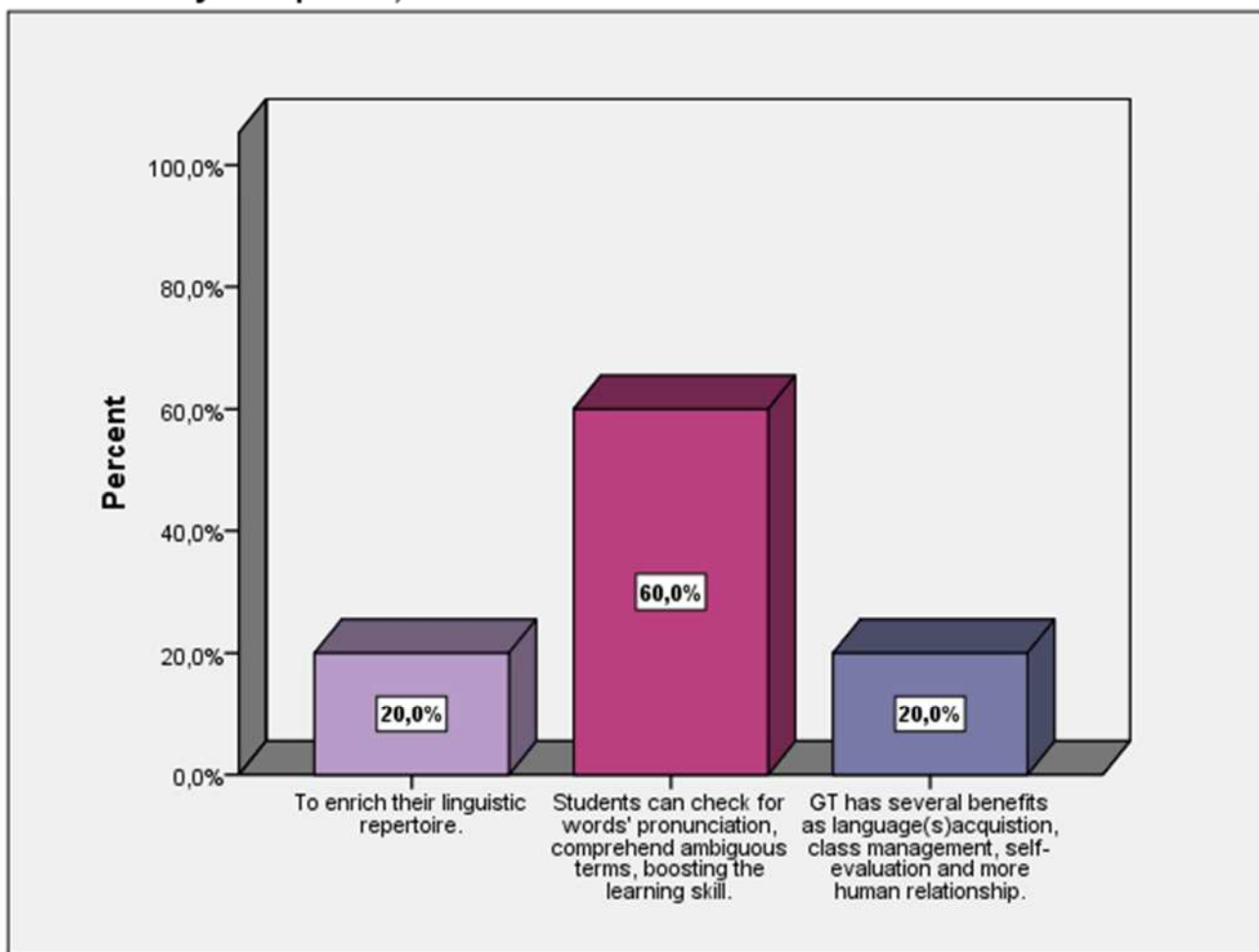
How can Google Translate be employed in the classroom?



The bar chart above represents the teachers' responses about how can GT be employed in the classroom. The data obtained show that 60% of the teachers suggest that GT can be employed when there is a lack of comprehension or difficulties in assimilating unfamiliar vocabulary. However, 20% of them claim that if the teacher plays the role of an instructor, GT can be positively used in the classroom, and the same percentage 20% of the participants state that they have no experience in using it.

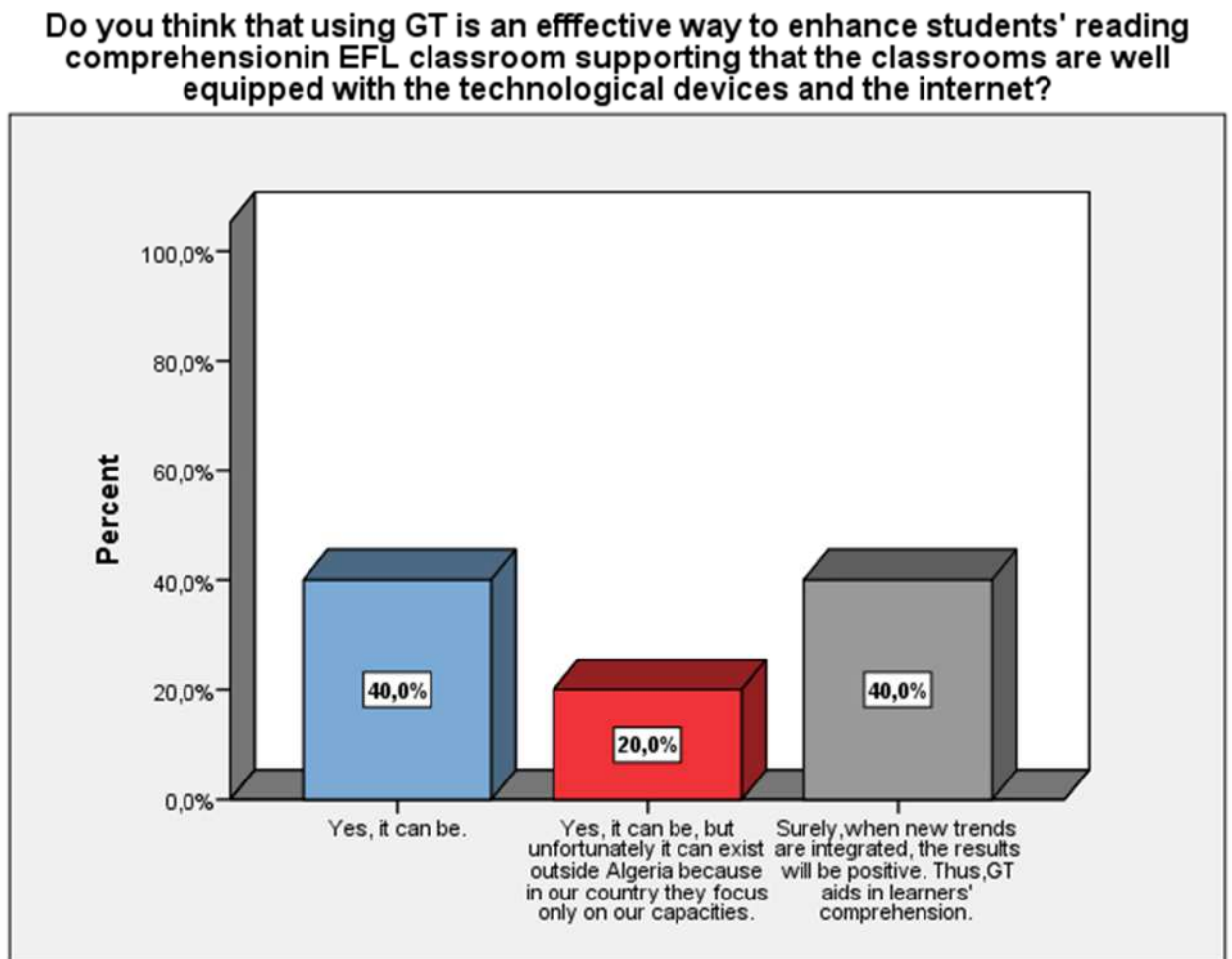
Bar chart 08: Teachers' responses about benefits of GT.

In your opinion, what are the benefits of GT for EFL students?



The results in the bar chart above indicate the teachers' opinions about the benefits of GT for EFL students. The majority of teachers claim that GT can be used for checking words' pronunciation, comprehend ambiguous terms, and boosting the learning skill. Whereas, 20% of them say that GT can be beneficial in enriching their linguistic repertoire. Finally, 20% of the respondents say that GT has several benefits such as language acquisition, class management, self-evaluation and more relationship that is human.

Bar chart 09: Teachers' opinions about GT to enhance RC.



Bar chart 09 reports the different opinions of teachers about the effectiveness of GT in supporting students' reading comprehension. Hence, 40% assert that GT can be effective in developing the learners' reading comprehension and the same percentage (40%) of the participants claim that when new trends are integrated, the results would be positive. In the other hand, 20% had another opinion that is unfortunately it can exist outside Algeria because in our country they focus only on our capacities.

3.2.3 Discussion

Pre-questionnaire

Based on the analysis of the data, it is found that students of first year encounter difficulties when reading, the majority face problems concerning the ambiguity of words (table11). Hence, most of the students have a positive belief about Google

Translate use in developing their reading comprehension (table 18). The results of the pre-questionnaire showed that students struggle from the non-comprehension of new language items. Thus, it is remarkable that they do not often use GT to check for this unfamiliar vocabulary (table 15).

Moreover, the machine translation appeared important in the EFL reading comprehension since the majority of students agreed about the integration of Google Translate in EFL classrooms (table 24). In addition to this, first year students found that the role of machine translation is crucial especially in facilitating the understanding of complex sentences (table 21).

Post-questionnaire

Based on the interpretation of data, it is found that students of first year agreed about using Google translate as a pedagogical tool (pie chart 02). In addition, students find GT affective as a supporting material during the learning process (pie chart 04). The results of the post-questionnaire showed the students' positive attitudes towards using GT in English classes. From these, we could answer the given research questions since the respondents' answers show that almost all students insured that the used technique leads to the development of students' skills particularly reading comprehension.

Tests

The findings provide us with answers to our research questions and confirm our research hypothesis. Concerning our first related questions "to what extent the non-comprehension of students during the reading skill is apparent?" and "to what extent does the machine translation appear important in the EFL reading comprehension" from the results we can notice that the tool used during tests' sessions has a positive impact on students.

The result of the students' reading comprehension test showed that using machine translation as a tool can enhance their reading comprehension. The analysis of students' scores in both pre-test and post-test illustrate the success of the suggested method of ameliorating comprehension, since the mean score of the pre-test was ($M = 11.72$) while in the post- test was ($M = 15.25$). This means that the method has really helped them to do better and ameliorate their scores in the post-test.

Therefore, it can be concluded that Google translate is effective in ameliorating EFL learners comprehension; it means that using machine translation can limit some learners' difficulties such as the non-comprehension of unfamiliar vocabulary. It has been proved that the students' reading comprehension was better after using Google translate at the classroom. EFL learners find this tool beneficial for determining ambiguous terms, clarifying complex sentences, checking for words' pronunciation.

The findings lead us to conclude that integrating Google translate in classroom during reading comprehension sessions aids EFL students to get rid of ambiguities and develop the lexical skills.

Interview

The findings provide us with teachers' answers about different questions that have been asked about the research problem. Based on the analysis of the data, the teachers find that their first year students' comprehension is somehow weak and limited. Hence, they find themselves obliged to use some code switching to foster the learning process. The results of the interview showed teachers' positive opinion towards using Google translate as a supplementary tool in EFL classroom that helps them to move further and acquire new linguistics items.

In addition, most of teachers are with suggested method (bar chart 06) and they find it as a good idea to enrich their linguistic repertoire. From these we could answer to the given research questions since the respondents' answers show that the used technique is beneficial for boosting the students' comprehension.

Conclusion

In this chapter, we have covered several points related to the methodology followed in our research, which aims at providing the effectiveness of using Google translate as a pedagogical tool to improve students' reading comprehension, research methodology and design, data collection tools, techniques for data analysis. Then, the results obtained from the participants are presented and interpreted. The gathered data help us to answer the research questions and prove our hypothesis.

Chapter Four

Limitations, Recommendations, Suggestions for Further Researches

1. Introduction

In the present study, we investigated the effectiveness of using Google Translate as a pedagogical tool in enhancing EFLstudents' reading comprehension. In the previous parts, we analyzed the data tools and interpreted the findings. In this chapter, three main elements are discussed. Firstly, we shed light on the difficulties encountered during the research study. Then, some recommendations are given to students and teachers. Finally, we finished by providing some suggestions for further researches.

2. Limitations of the study

During our investigation, some problems were faced. The number of the participants is varying from one session to another which disrupted us to ensure the effect of using GT on reading comprehension development. In addition, the group sample was full of absences in the first session; some of them did not come.

Moreover, we went through some obstacles in joining teachers in order to do the interview; some of them refused to answer and others did not offer us with a complete answers. In addition to this, when handing the students' questionnaires some of them did not reply which lead us to seek for more participants.

Furthermore, we have faced other problems such as finding other extra sessions to do tests.

3. Recommendations

The aim of this study is to confirm our hypothesis that using GT as a tool will enhance students' reading comprehension. Thus, we come to some of these recommendations, which can support both teachers and learners to improve the teaching and learning processes.

- ✓ Encouraging students to use machine translation in classrooms for gaining time and facilitating comprehension.

- ✓ Teachers of English are recommended to use machine translation in their classes in order to facilitate teaching and learning vocabulary since it has proven that GT is effective in developing students' vocabulary.
- ✓ Proposing to students to utilize electronic / paper version dictionaries for translating hard words.
- ✓ Monitoring and assessing students reading comprehension through exercises and giving them feedback.
- ✓ Giving students the possibility to discuss and make guesses about the meaning of words, since this will help them to improve their reading comprehension.
- ✓ Teachers should choose tools according to learners' need and interest.
- ✓ Students need to be motivated to grasp more vocabulary that is English.

4. Suggestions for Further Researches

Based on the findings of the current investigation, the following recommendations for future research are provided:

- ✓ The strategy we proposed would be more effective if it is utilized for an extended period of time; however, future researchers should lengthen the duration of the study so as to provide time for analysing and assessing the data.
- ✓ Future researches can analyse and explore the effectiveness of integrating GT in the classroom as a strategy for vocabulary improvement.
- ✓ We suggest for future researchers to carry out their investigations and develop their findings with a greater number of participants in order to obtain reliable and precise results that can be adapted.
- ✓ Investigators can carry out research on integrating GT as a pedagogical tool to boost the reading comprehension of EFL students, and employing various measurements to assure the outcomes.
- ✓ Taking into account other additional variables such as students' learning needs, level, interest, and understanding.
- ✓ Future researchers can verify the effectiveness of the proposed tool with two groups; experimental and control groups; to make a good comparison between two methods.

General conclusion

The research investigated the effectiveness of using Google translate as a pedagogical tool in enhancing EFL students' reading comprehension. To reach the objective we have used an experimental method where the data analysis procedure used is mixed methodology. A pre and post questionnaire were handed to students of group five of first year at the department of English. An interview addressed to teachers to match their attitudes and the statement of the problem. A pre and post tests were implemented to see whether integrating GT in classroom would help students improve their reading comprehension or not (the post-test score is compared with the pre-test one).

The research work is divided into four chapters. In the first chapter, we have introduced the theoretical background in which the chapter is divided into two parts. The first part was collected information about reading skill. The second part was about reading comprehension skill; in which many points were defined.

The second chapter was about the machine translation at the service/ disposal of the EFL students' reading comprehension skills where we tackled and presented several points related to the variables.

The third chapter was practical, divided into two parts; where we have presented the research methodology, the results and the analysis as well as the discussion of the data collected.

The fourth and last chapter dealt with three main elements, which are limitations, recommendations, and suggestions. The data obtained from the tools illustrate that:

Firstly, the pre-questionnaire showed that the majority of students struggled from the non-comprehension of new vocabulary terms. Therefore, students revealed their positive attitudes in the post-questionnaire towards implementing the new method that have helped them to move further in their learning process.

Secondly, the pre-test revealed that EFL students' level of comprehension is somehow weak, while in the post-test; after integrating GT as a tool; the average of group five became higher (mean score was 11.72 while in the post-test mean score was 15.25). The results revealed the positive attitude towards the usefulness of

implementing Google Translate as a pedagogical tool in improving reading comprehension.

Finally, these results validate our research hypothesis, which states that First year students would improve their reading comprehension as well as understanding new vocabulary items if they used machine translation as a pedagogical tool in the classroom.

Validity and Reliability of the Research Questions

Our undertaking has been monitored by some research questions, which served as a map route to validate the findings as well as the expressed hypothesis. To this end, after much ado presenting and demonstrating the main variables and points that constituted the research, we can add to our readers' knowledge the answers to the questions asked at the beginning of the work. Therefore, these are as follows:

Question 1: to what extent is the non-comprehension of students during the reading skill apparent?

Answer 1: The non-comprehension of students during the reading skill is apparent to the limited vocabulary, unfamiliar terms, lack of linguistic repertoire and working memory deficit.

Question 2: To what extent does the machine translation appear important in EFL reading comprehension?

Answer 2: Machine translation appears important in boosting the learning process, translating unknown words into the target language in the aim of facilitating comprehension. In addition, MT promotes productivity and capacity to deliver translations faster in order to remove learners' language barriers.

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Appendices

Appendix 1

Faculty of letters and Languages

Department of English

Students' Pre-Questionnaire

Dear students,

This pre- questionnaire is an essential component of a study on how using machine translation can help in enhancing the EFL students' reading comprehension at Bejaia University. It is greatly appreciated if you can spare some of your time to complete this questionnaire and help us to maintain or reject the expressed hypothesis "First year students would improve their reading comprehension if they use machine translation as a pedagogical tool in the classroom."

Instuctions:

Please tick \surd in the box next to the answer of your choice or write in the space provided as the case may be.

Section One: Student's General information

1. Is English language your own choice?

Yes No

2. Would you please justify your answer?

.....

3. Why did you choose English language as a field of study?

.....

4. In your opinion, is English important to learn? If yes, would you please justify?

.....

5. What is your favorite skill?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

6. Why is it too favorite to you?

.....

7. Which of these four skills do you consider the most difficult?

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

8. Why do you find it difficult?

.....

Section Two: Student's reading comprehension difficulties

9. Do you find reading comprehension important in learning English?

Yes No

10. Please, justify your answer.

.....

.....

11. What are the difficulties that you face when reading?

- a) Limited vocabulary
- b) Poor comprehension
- c) Facing a lot of ambiguous words

12. Do you check in the dictionary about the misunderstood words?

Yes No

13. Do you find it sufficient to use only dictionaries to find out the misunderstood words?

Yes No

14. When you read a text and you do not understand you:

a) Translate to another language?

b) Use a dictionary?

c) Carry on your reading without understanding

d) Stop reading?

Section Three: The translation machine at the disposal of the EFL first year students to make use of it.

15. Do you use Google translator in the classroom?

Yes No Sometimes

16. Does Google translator help you understanding unknown words?

Yes No

17. How often do you use Google translator?

Always Often Sometimes Rarely Never

18. Do you believe that your reading comprehension will develop through using Google Translate?

Yes No

19. How would it help you to develop your reading comprehension?

.....

20. Do you find Google translator easy to use?

Yes No

21. According to you, what is the role of Machine Translation in EFL classroom?

.....

22. What language combination do you generally use when researching in Google translator?

Arabic/English French/ English other languages

23. If you use Google translator in the classroom, which one do you use; Online/Offline Google translator.

.....

...

24. How much do you agree about the integration of Google translator in EFL classrooms?

Strongly agree Disagree Agree Strongly disagree

25. What kind of applications do you use for translation?

Google Translator DeepL other Websites

26. Do you think that Google Translator is faithful enough in your studies?

Yes No

27. Would you please justify your answer?

.....

Section Four: Further suggestions

28. What can you suggest as new alternatives when using Google translator?

.....

Thank you for your collaboration

Appendix 2

Faculty of letters and Languages Department of English

Students' Post-questionnaire

Dear students,

This post- questionnaire is an essential component of a study on how using machine translation can help in enhancing the EFL students' reading comprehension at Bejaia University. It is greatly appreciated if you can spare some of your time to complete this questionnaire and help us to maintain or reject the expressed hypothesis "First year students would improve their reading comprehension if they use machine translation as a pedagogical tool in the classroom."

Instuctions:

Please tick in the box next to the answer of your choice or write in the space provided as the case may be.

Section one: Teaching and learning English and the revolutionary translating tools.

1. Do you feel that thinking in English within the classroom is better that translating?

Yes No

2. How much do you agree about using GT as a pedagogical tool?

Strongly agree Agree Disagree Strongly disagree

3. Did Google Translate translates correctly texts?

Yes No

4. Do you find Google Translate affective as a supporting material in learning English language?

Yes No

5. How much are you satisfied with Google Translate use?

Satisfied Somehow satisfied very satisfied Dissatisfied

6. Which one do you prefer for language use?

A dictionary Google Translate

7. What is your reason behind using Google Translate?

a. For checking pronunciation

b. Looking for unknown terms

c. Translate hard English paragraphs

8. How often do you use Google Translate for English written tasks?

Always Frequently Rarely Never

Section two: Students' attitudes and perceptions towards GT.

9. Do you like using Google Translate for language learning?

Yes No

10. How do you use Google Translate?

a. I use Google Translate for translating word by word.

b. I use Google Translate for translating sentence by sentence.

c. I use Google Translate for translating paragraph by paragraph.

11. Do you find Google Translate easy to use?

Yes No

12. How accurate is Google Translate for you?

Very accurate somehow accurate accurate inaccurate

13. Is Google Translate audio pronunciation reliable for learning to speak a new language?

Yes No

Section three: Further suggestions.

Please, feel free to suggest any other alternative to cement the language learning and teaching.

.....
.....

Thank you for collaboration

Appendix 3

Faculty of letters and Languages

Department of English

Teachers' Interview

Dear teachers,

This interview is an essential component of a study on how using machine translation can help in enhancing the EFL students' reading comprehension at Bejaia University mainly at the department of English language with EFL First year students. It is greatly appreciated if you can spare some of your precious time to provide answers and help us maintain or reject the expressed hypothesis, which is as follows: "First year students would improve their reading comprehension if they use machine translation as a pedagogical tool in the classroom."

Researchers: How do you find your first year students' class comprehension?

Interviewee:

.....
.....
.....
.....

Researchers: Do you often speak in English when delivering the lecture /or/ do you use some code switching (French, Arabic, and the mother tongue) to enable your learners understand and move further?

Interviewee:

.....
.....
.....
.....

Researchers: Have you already experimented the use of the dictionaries in class to find the equivalent of the difficult item or even translate them from one language into another?

If so, now that the educational system is digitized, which technological engines are recommended to foster the learners' comprehension?

Interviewee:

.....
.....
.....
.....
.....

Researchers: What do you think of Google Translate as a supplementary tool in EFL classroom?

Interviewee:

.....
.....
.....
.....

Researchers: Are you with or against the integration of Machine Translation as a supporting material in EFL classroom?

Interviewee:

.....
.....
.....
.....

Researchers: How can Google Translate be employed in the classroom?

Interviewee:

.....
.....
.....
.....

Researchers: In your opinion, what are the benefits of GT for EFL students?

Interviewee:

.....
.....
.....
.....

Researchers: How can GT affect students' language learning?

Interviewee:

.....
.....
.....
.....

Researchers: Do you think that using GT is an effective way to enhance students' reading comprehension in EFL classrooms supposing that the classrooms are well equipped with the technological devices and the Internet?

Interviewee:

.....
.....
.....
.....

Thank you for collaboration

Appendix 4

The students' Pre-Test

In the event, the worst form of modern smuggling across the Channel is the smuggling of human contraband – "**people trafficking**" as it is often called. The last twenty years have seen a **massive** increase in the number of people from distant countries trying to enter Britain illegally. They come from Africa, from Iraq, from China, from Afghanistan, from all over the world. Some speak a couple of words of English, others speak good English, and they all imagine that life in Britain will be their Eldorado. However, the dream is usually just that: a dream, nothing more, and the reality that follows can come as a shock.

The people who are trafficked into Britain have no visa and have paid large sums of money to criminal gangs to bring them over. Some reach Britain **hidden** in the backs of Lorries; many more come across the English Channel from France, piled into flimsy rubber zodiacs. Sometimes they make it across to the English coastline; but for many of the would-be immigrants, even those who manage to enter Britain without being caught, the life that awaits them in Britain may be dangerous and miserable.

Most "illegal immigrants" are picked up and taken to detention centers. While some may get accepted as political **refugees**, many can only hope to live a life in the shadows, hiding from the authorities, hoping that no-one will discover them. At worst, they will end up in a life of misery, exploited as virtual slaves by the gangs that brought them to England in the first place. Many men are used as cheap labor, little paid, and living and working in bad conditions. Some young women get forced to work as prostitutes. At best, illegal immigrants face a life in temporary accommodation while they await news about their application to remain in the UK.

While the nature of smuggling has changed, the customs men still remain vigilant. So do the coast guards. The fight against smugglers may not be the same as it once was; but if the coast guards ceased to exist, the door would be open to the new age of smuggling. It is certain that the criminal gangs who make millions from people trafficking would quickly make the most of it!

Adapted from: <https://linguapress.com/advanced/smugglers.htm>

Read the text carefully and do the following activities:

A/ Reading Comprehension:

Activity one: Answer the following questions.

1) What did people do in order to reach Britain?

.....
.....
2) How people find life as illegal immigrants in Britain?

.....
.....
3) Why do people choose Britain as a destination?

.....
.....
B/ Give an appropriate title to the text.

.....
Activity two: Explain the meaning of the italicized words and use them in a meaningful sentences.

Refugees/ hidden/ massive/ people trafficking.

.....
.....
.....
.....
.....
Activity three: Match each word with its appropriate significance.

1- Flimsy	A. Labor
2- Vigilant	B. Shaky
3- Work	C. Cautious
4- Traffic	D. To transport illegally
5- Smuggle	E. To import/export contraband

Activity four: Reorder the following ideas according to the text. (Write only the letter of the sentence).

A- The way people follow in order to reach Britain.

B- The bad conditions under which people live when arriving to Britain.

C- People's illegal immigration into Britain.

D- The fight against smugglers for the next generation.

.....

Activity five: Translate this sentence into **French** or **Arabic** to check your understanding. (Dictionaries are not allowed).

Most "illegal immigrants" are picked up and taken to detention centers. While some may be accepted as political refugees, many can only hope to live a life in the shadows, hiding from the authorities, hoping that no one will discover them.

.....
.....
.....

Appendix 5

Students' Post-Test

Wall Street Culture - the heart of America

For Americans, the most important street in the USA is Wall Street

In the United States of America, there are plenty of famous streets. But of all the streets in world, there is one which is in the news every day: WALL STREET. Fortunes are made and lost on this street. But more generally what goes on the street is of vital interest for most Americans and the rest of the world too. As they say, when Wall Street sneezes, America catches cold.

The New York Stock Exchange, on Wall Street. Say "the streets of New York" to a non-American, and he will probably think of Times Square, Madison Avenue or Broadway; but mention the subject to an American and for many the first name that comes to mind will be wall street. For many, Wall Street is indeed just "the street", probably the most important street in the USA or even in the world, as what goes on Wall Street, more perhaps than what goes on in Congress, can have a direct influence on the lives of everyone in the USA, if not most people in the world. Wall Street is of course the home of the New York Stock Exchange, the financial heart of the American business world. Each day, billions of dollars of shares are traded on the floor of the stock exchange on behalf of companies, pension funds and private individuals wanting to protect their investments or their life's savings, and make sure that they too are on the bandwagon of prosperity. Wall Street's ups and downs affect the lives of most Americans.

The New York Stock Exchange is the biggest and most active stock exchange in the world; over half of all adult Americans have some, if not all, of their savings invested directly on Wall Street, so it is not surprising that the fluctuations of the Street's famous indexes, the Dow Jones and the Nasdaq, are followed daily by millions of ordinary Americans. When the Dow and the Nasdaq are on a rise, millions of Americans feel more prosperous; when they are falling, millions start feeling worried about their financial security and their retirement years. Yet more importantly, when Wall Street booms it is a sign that the American economy is booming, creating jobs and prosperity for people throughout the nation; when Wall Street slumps for more than a short period, it is because the American economy is slowing down, putting investment and jobs at risk. Nevertheless, in spite of its periodic crashes and downturns, most Americans know very well that by investing directly in the stock market, they are probably ensuring the best possible long-term return on their investments.

Retrieved from: <https://linguapress.com/advanced/wall-street.htm>

Read the text carefully and do the following activities:

A/ Reading Comprehension:

Activity one: Answer the following questions.

1) Give the main idea of the text.

.....
.....

2) What Wall Street is known for?

.....
.....
.....

3) Describe The New York Stock Exchange.

.....
.....
.....

Activity two: check for the lexical/ semantic field of the word wall street.

.....
.....;
.....

Activity three: Find out in the text examples of synonyms.

-
-
-

Activity four: Find out in the text examples of antonyms.

-
-
-

Activity five: Phonetic transcription.

Transcribe the following words:

Avenue /...../

Bandwagon /...../

Fluctuation /...../

Services /...../

Activity six: Translate the following passage into **French** or **Arabic**.
(Using machine translation is allowed).

“In the United States of America, there are plenty of famous streets. But of all the streets in world, there is one which is in the news every day: WALL STREET. This is the street on which fortunes are made and lost. But more generally what goes on the street is of vital interest for most Americans and the rest of the world too”.

.....
.....
.....
.....
.....
.....

Appendix 6

The G.T. in practice for the reading comprehension phases

The reading comprehension drills-based

Developing reading comprehension skills is incredibly important in English language learning. Thus, the following kinds of exercises are recommended.

Purely comprehension

Comprehension exercises are tasks that are frequently used as a way for helping students prove their understanding of the subject matter.

Vocabulary working

Vocabulary exercises are activities designed in order to assist students better acquire and record vocabulary terms. Through these activities, students may gain a better knowledge the meaning, use, and pronunciation of a word. Vocabulary exercises enhances all areas of communication including the four traditional skills of the language. In addition, learning vocabulary leads to better comprehension.

Spelling

It is the process or practice of writing or naming every single letter of a word. This activity helps students to cement the connection between the letters and their sounds. In addition, it reinforces both reading and writing skills.

Vocabulary discovery

Designing vocabulary exercises by giving students texts to read, and taking and interactive vocabulary quiz in order to let students engaging in classroom.

Grammar

Grammar is a set of norms that govern how a language functions to be simple to understand. Grammar activities assist students to use the language appropriately since it is a vital part of any language. They allow students develop both speaking and writing skills

Abstract

This present research has investigated the effectiveness of using Google Translate as a pedagogical tool in enhancing EFL students' reading comprehension. The aim of the study was to examine whether Google translate was useful in improving students' reading comprehension. The population under this study was first year students of the Department of English language and literature at Bejaia University. The sample consisted of twenty-seven students. We have opted for an experimental design where a mixed-methodology was used. Furthermore, we opted to use a pre and post-questionnaire to students besides pre and post-tests. In addition, to teachers' interview to investigate their perspectives on the use of Google translate in EFL classes. Thus, the findings revealed that integrating Google translate as a tool in the classroom helped EFL students to enhance their reading comprehension. Therefore, the research findings validated and proved our hypothesis.

Key words: Google Translate, Reading Comprehension, Reading Skill, EFL Students.

Résumé

Cette recherche a étudié l'efficacité de l'utilisation de Google Traduction en tant qu'outil pédagogique pour améliorer la compréhension de la lecture des étudiants en anglais comme langue étrangère. L'objectif de l'étude était d'examiner si Google Traduction était utile pour améliorer la compréhension de la lecture des étudiants. La population qui a constitué notre Corpus était des étudiants de première année du département d'anglais de l'université de Bejaia. L'échantillon était composé de vingt-sept étudiants. Nous avons opté pour un modèle expérimental utilisant une méthodologie mixte. Cependant, nous avons choisi d'utiliser des questionnaires avant et après l'étude adressés aux étudiants, avec des pré-tests et des post-test. En outre, nous avons interrogé les enseignants pour connaître leur point de vue sur l'utilisation de Google traduction pendant les cours d'anglais comme langue étrangère. Ainsi, les résultats ont révélé que l'intégration de Google traduction en tant qu'outil dans la classe aidait les étudiants d'anglais, langue étrangère, à améliorer leur compréhension de la lecture. Par conséquent, ces résultats de recherche ont validé et prouvé notre hypothèse.

Mots clés : Google Traduction, compréhension de la lecture, compétences en lecture, étudiants en anglais langue étrangère.

ملخص

يدرس هذا البحث فعالية استخدام الترجمة من قوئل كأداة تعليمية لتحسين فهم قراءة الطلاب باللغة الإنجليزية كلغة أجنبية. الهدف من الدراسة هو فحص ما إذا كانت الترجمة من مفيدة لتحسين فهم قراءة الطلاب. يتكون مجتمع الدراسة من طلاب السنة الأولى من قسم اللغة الإنجليزية بجامعة بجاية. تتكون العينة من سبعة وعشرين طالبًا. اخترنا نموذجًا تجريبيًا باستخدام منهجية مختلطة. ومع ذلك، فقد اخترنا استخدام الاستبيانات قبل وبعد الدراسة للطلاب، مع الاختبارات المسبقة والاختبارات اللاحقة. بالإضافة إلى ذلك، أجرينا مقابلات مع المعلمين لمعرفة وجهات نظرهم حول استخدام الترجمة من قوئل في اقسام اللغة الإنجليزية كلغة الأجنبية. وهكذا، كشفت النتائج أن دمج الترجمة من قوئل في الفصل الدراسي كأداة تعليمية ساعد طلاب اللغة الإنجليزية على تحسين فهمهم للقراءة. ونتيجة لذلك، أثبتت نتائج البحث صحة فرضيتنا وأثبتتها.

الكلمات المفتاحية: لترجمة من قوئل، فهم القراءة، مهارات القراءة، طلاب اللغة الإنجليزية كلغة أجنبية.

Agzul

Anadi-agi yeqqar-d d akken aseqedec n Google yettwasuqel d afecku asnegman I wakken ad yefru s kra n tyawsiwin i yessefk ad yrent inelmaden s tanglizit. Iswi n tezrawt d asekyed ma yella google yenfee i usnemi n tegzi n tyuri n tezrawin. Agdud yeyran d inelmaden n usegga amenzu deg ugezdu n teglizit n tesdawit n bgayet. Tukkest-nni llan deg-s simraw-semmus n yimezrawen. Nefren-it i tneyruft tarmitant i nesseqdad tarrayt ixelđen. Acu kan, nefren aseqedec n yiseqsiyen uqbel akked deffir n tezrawt n yinelmaden, akked heqqa akked. Yerna nerna steqsan iselmaden yef wamek ttwalin aseqedec n Google yettwasuqel yer temsirin n tanglizit s tegliswt d tutlayt taberṛanit. S wakka, igmaḍ beggnen-d d akken asnumhel n google d yafecku d tneyrit yettall inelmaden n teglizit s tutlayt taberṛanit la sselhayen lefhama-nsen deg turi. yef aya, igmaḍ-a n unadi smektan-d dayen ttbut n tesbeddit-nney.

Awalen n tsura: Google yettwasuqel, Tigzi n tyuri, Tiwezza deg tyuri, D inelmaden n tanglizit ay-d iles aberṛani.