

## THE USAGE OF ONLINE-TRANSLATORS AS ENGLISH LEARNING FACILITY

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**Abstract:** *The article contains the results of the school's online translation web-services experiment, the examples of the didactic materials for working with online-translators, guidelines for the tasks of the experiment, the analyses of the obtained data.*

**Keywords:** *web-services of online-translation; distant learning; online teaching methodology.*

Nowadays online-translators have become an integral part of lives for a great number of people, especially those who learn foreign languages. They allow translate texts into different languages quickly and easily.

Thinking about the questions “Is it possible to use online-translators at school?” and “How effective can be the usage of online-translators?” the idea of the research work with students has been appeared.

The research contains theoretical part and practical part.

Theoretical part consists of the explanation of top 3 most used online-translators among the students and teachers of the school № 8 named after V.F.Kazakov, Lida, Belarus. Practical part consists of the results of questionnaire which was designed for understanding preferences in use of online-translators, experimental part, which contains the information about the scientific literature and the exercises, which were prepared for the experiment and the results of the experiment.

The hypothesis of the work is online-translators can be used in schools as English learning facility.

The purpose of the research is to study ideas about the necessity of online-translators as English learning facility.

To achieve this goal the following tasks were formulated:

- to study the variety of online-translators;
- to analyze the frequency of usage, main goals for usage of online-translators through a survey questionnaire;
- to present the results of the survey;
- to make up experimental exercises for proving the hypothesis of the work;
- to do experiment among the students of the 10<sup>th</sup> form;
- to prove positive influence of online-translators for students.

In the questionnaire took part 50 participants: 37 students and 13 teachers of State Educational Establishment Secondary School № 8 named after V.F.Kazakov were asked to complete the questionnaire.

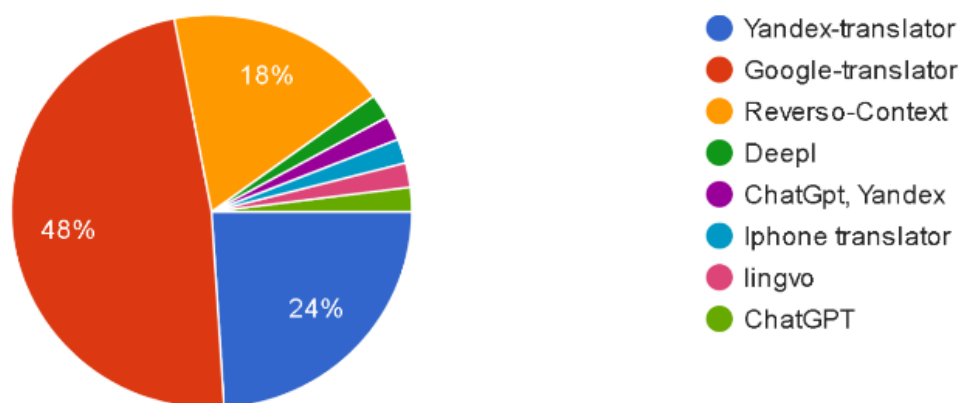
All of asked people use online-translators in everyday life. This fact proves that online-translators are great invention of our time.

One of the questions of the questionnaire was connected with the variety of online-translators. It was found out 3 most used online-translators among teachers and students of State

Educational Establishment Secondary School № 8 named after V.F.Kazakov. They are Google-translator (48 %), Yandex-translator (24 %) and Reverso-context (18 %). Asked people also mentioned Deepl, ChatGPT, Lingvo and Iphone-translator. Some of asked people use 2 or more online-translators. (pic.1)

What kind of online-translator do you like most of all?

50 answers

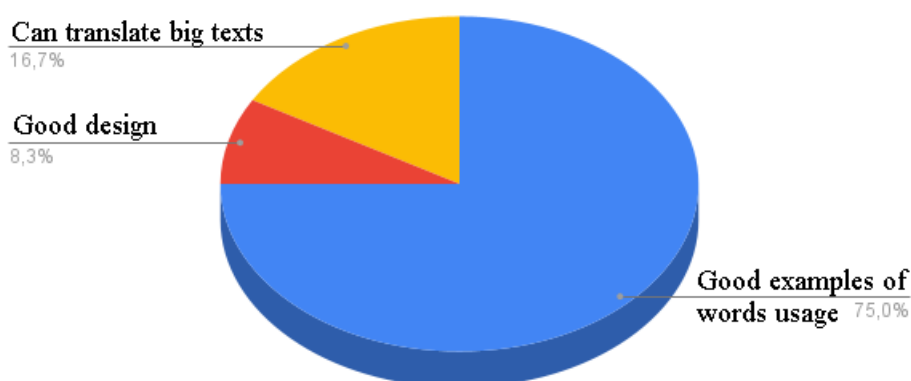


**Picture 1. The variety of web-services of online-translations, which is used by teachers and students of School № 8 named after V.F.Kazakov.**

THE USAGE OF ONLINE-TRANSLATORS AS ENGLISH LEARNING FACILITY (2024)

The reasons of usage online-translators were different. The attention was paid to the leaders of previous question: Google-translator, Yandex-translator and Reverso-Context online-translator. It was found out that the majority of asked (75 %) uses Reverso-Context online-translator in order to see the examples of words usage. 16,7 % said that Reverso-Context online-translator can translate big texts without absence of sense. As for 8,3 % of Reverso-Context users, they named good design as the reason of usage this online-translator. (pic. 2)

### **The use of Reverso-Context online-translator**

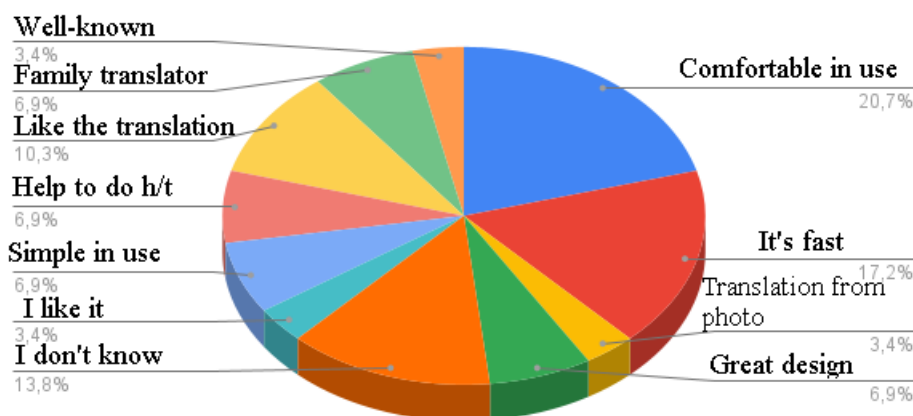


**Picture 2. Reasons of usage Reverso-Context Online-translator**

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(2024)

20,7 % of those, who prefer Google-translator said that it's comfortable in use. Some of asked said, that this web-service can translate from photos (3,4 %). 3,4 % of asked named Google-translator as well-known online-translator and because of that reason they use it in their lives. 6,9 % of asked said that Google-translator is their family translator. This fact shows that Google online-translator is used by all members of the family. (pic. 3)

### The use of Google online-translator

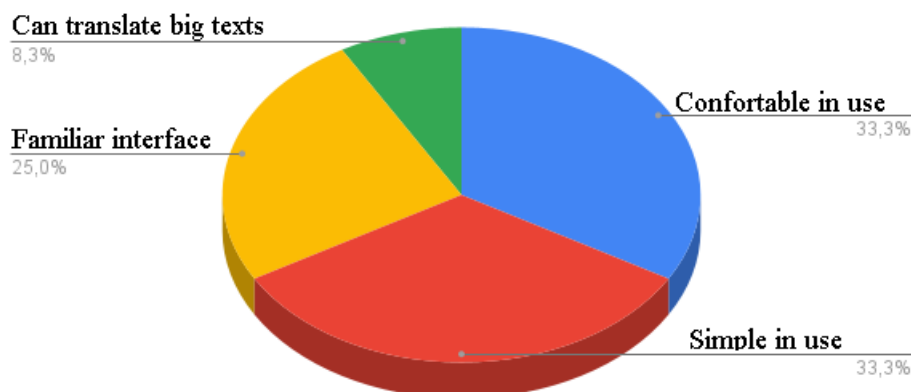


**Picture 3. Reasons of usage Google-translator**

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(2024)

33,3 % who prefer Yandex-translator said that it's easy and comfortable. 25 % of Yandex users said that the interface of an online-translator is familiar. It is the reason for usage this online-translator. 8,3 % said that Yandex online-translator can translate big texts. (pic. 4)

### The use of Yandex online-translator

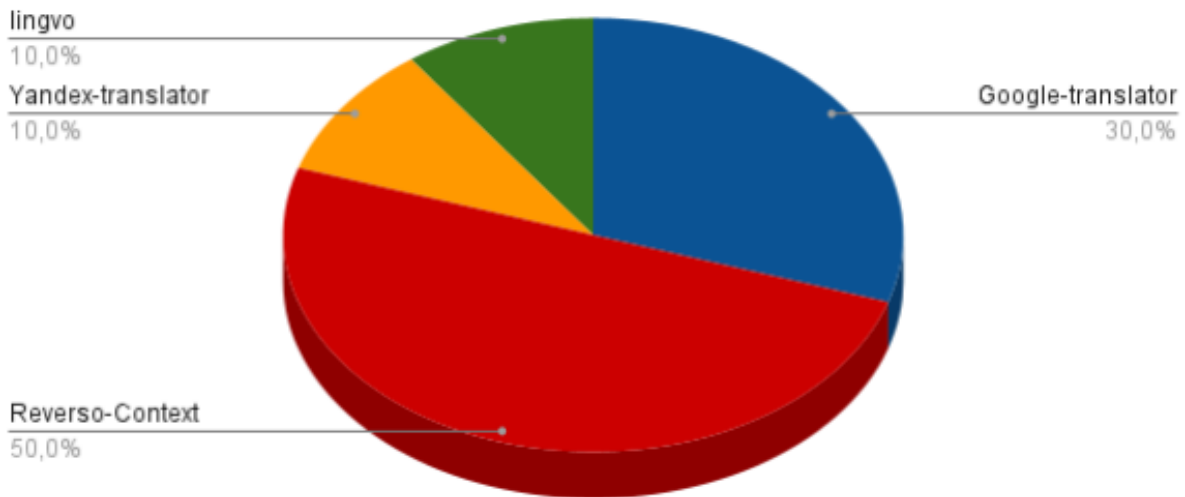


**Picture 4. Reasons of usage Yandex Online-translator**

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 (2024)

It was found out that students and teachers use online-translators differently. 50 % of asked teachers prefer to use Reverso-Context as a preferable online-translator because of the examples which it gives for the word use. As for the students, their preferable online-translator is Google-online translator. Asked students tell that it's very easy and comfortable in use. (pic. 5, 6)

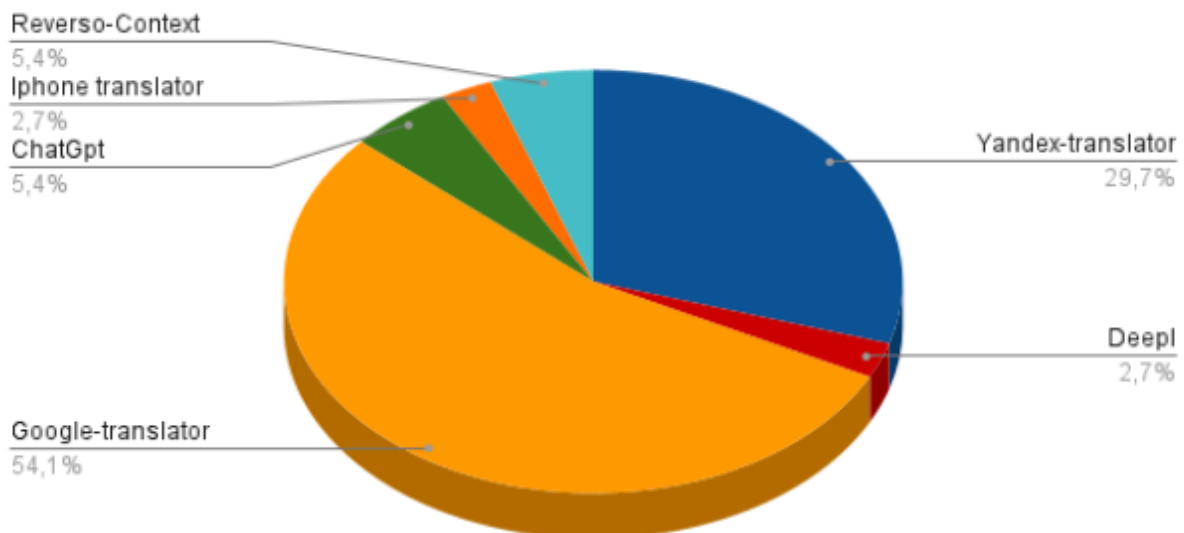
**Teachers' choice of Online-translators**



**Picture 5. Teachers' choice of Online-translators**

THE USAGE OF ONLINE-TRANSLATORS AS ENGLISH LEARNING FACILITY  
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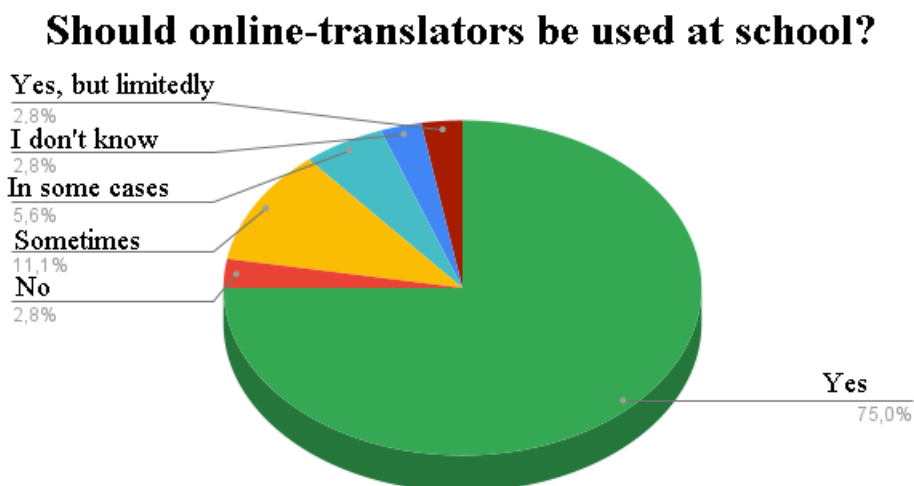
**Students' choice of Online-translators**



**Picture 6. Students' choice of Online-translators**

THE USAGE OF ONLINE-TRANSLATORS AS ENGLISH LEARNING FACILITY  
 (2024)

It was interesting to see the results of the last question in the questionnaire. It was connected with the usage of online-translators at school. Not all 100 % of asked want to use online-translators during the lessons. Only 75 % of asked gave their positive attitude to online-translators. 2,8 % of asked don't want to use online-translators at school. 11,1 % said that the usage of online-translators possible, but not very often. 5,6 % believed that the usage is proved in some cases. 2,8 % of asked said that the usage possible, but in a limited way. (pic. 7)



**Picture 7. Should Online-translators be used at school?**  
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(2024)

After analyzing received materials it was decided to do an experiment. Using the books “School technical translation” by Cheburashkin N.D. and Shakh-Nazarova V.S. and others Learning to speak English the creation of experimental exercises was started.

After finishing the creation of the exercises we asked the teachers to give prepared exercises to students and collect all the works. In experimental part participated 20 students: 10 students in experimental group and 10 students in control group. Students from experimental group were allowed to use online-translators while their working with exercises. The criteria of the research were formulated: grammar use, lexical use, correspondence with the origin and the usage of online-translators.

All the exercises are connected with text and the analysis of the translation with teacher. The first exercise was called “Once upon a time...”. Main goal is the translation of the text, which is pronounced by the teacher in a different language.

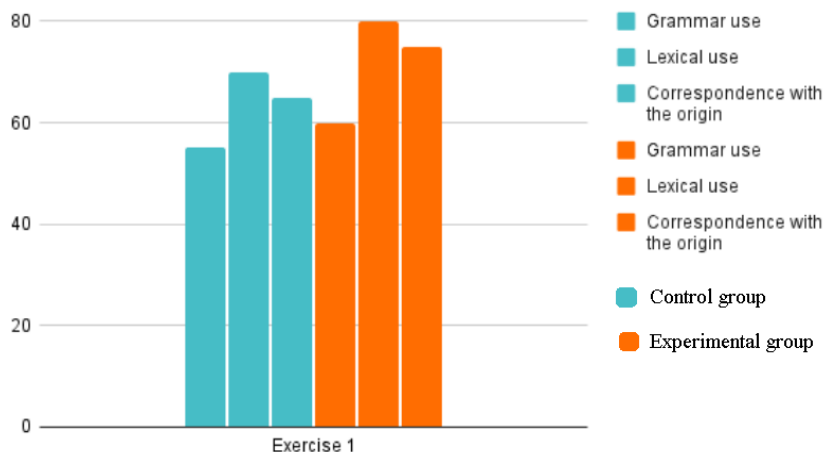
The 2<sup>nd</sup> exercise should be done in pairs. It was called “Catch the idea”. The teacher should divide students into pairs and give them 3 sentences to each student for the translations. After translating the sentences into Russian, students exchange their translations and try to translate the sentences to the origin. When the translation is done, the sentences should be compared with the origin.

The 3<sup>rd</sup> exercise is connected with text. The teacher should read the text with students, translate it into Russian. Then, the teacher asks the students to do the translation of the text in the written form. After translation 2 texts should be compared. The comparison should be done by students themselves.

For the 4<sup>th</sup> exercise re-retranslation of the sonnet by W.Shakespeare “My mistress’ eyes” was prepared. The sonnet was translated into Russian and then into English again and the second time into Russian. The task is to re-upload the origin.

After having the students’ answers the results of the experiment were analyzed.

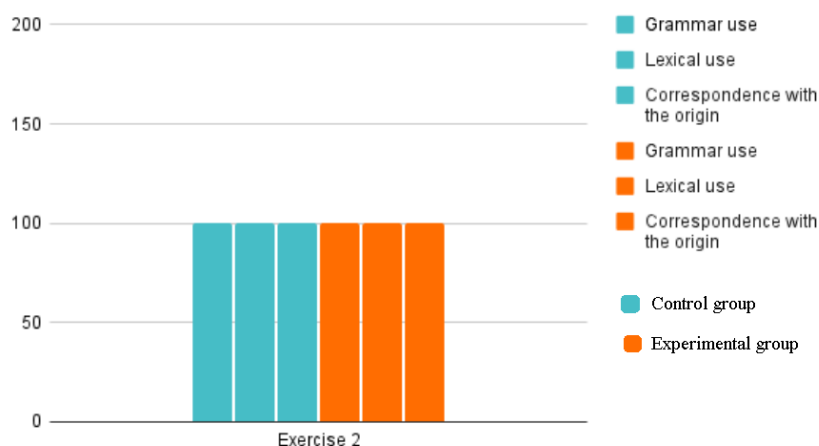
Comparing the results of students from control group with experimental group due to the 1<sup>st</sup> exercise it was found out, that using online-translators helped students translating the text 10 % closer to the original version. Also, the use of grammar was 5 % higher and lexical usage of words was 10 % higher than students in control group. It is making us to believe, that the usage of online-translators can form the students the sense of language. (pic. 8)



**Picture 8. The 1<sup>st</sup> exercise “Once upon a time...”**

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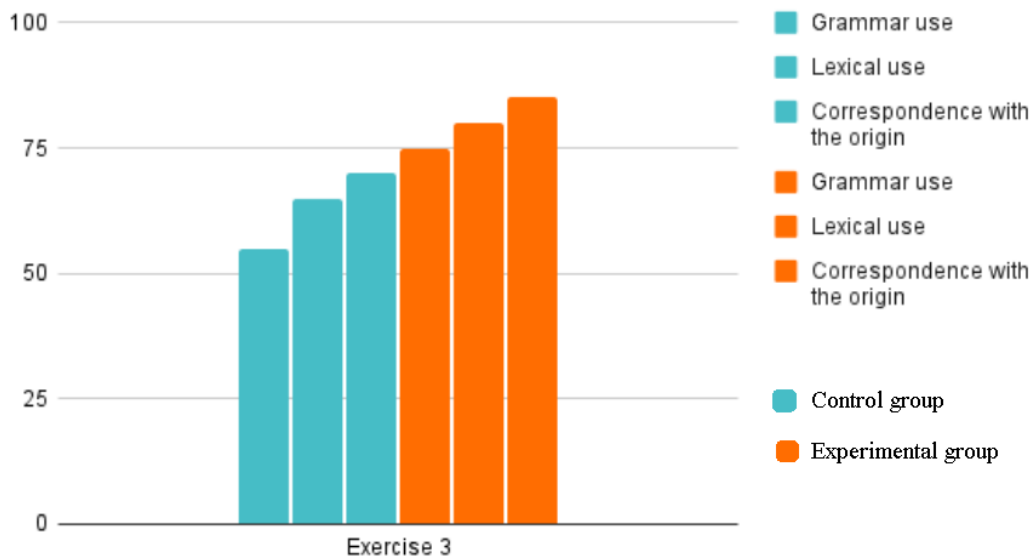
According to the 2<sup>nd</sup> exercise, the results of both groups were the same. Using online-translators didn’t help the students from the experimental group to complete the exercise on 100 %. Grammar and lexical use in this exercise were 100 %. Main goal of the exercise was to use grammar and vocabulary according to the original sentences. It can be assumed that the usage of online-translators is not as effective as it was expected. (pic. 9)



**Picture 9. The 2<sup>nd</sup> exercise “Catch the idea”**

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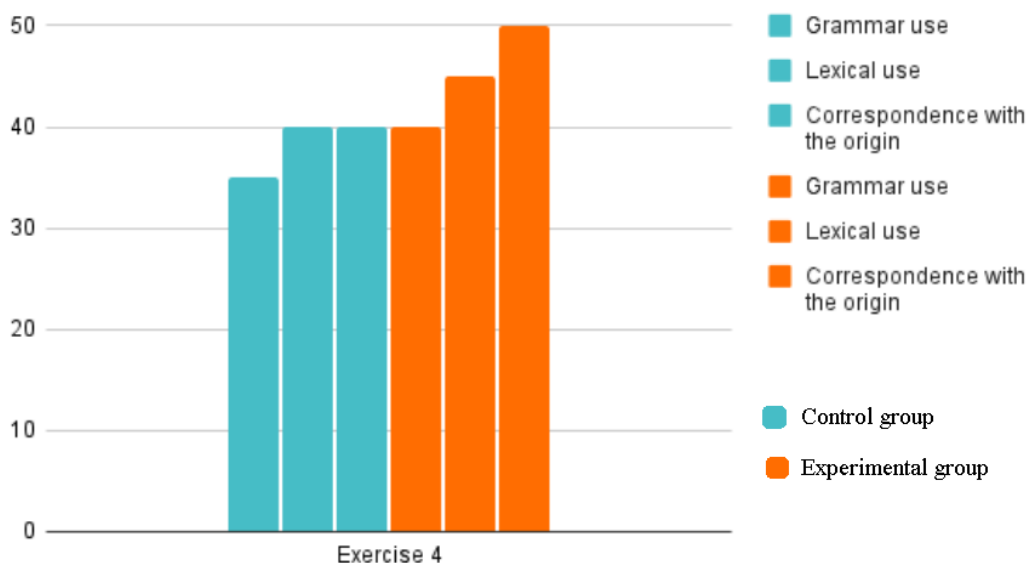
As for the 3<sup>rd</sup> exercise, using online-translators helped the students to prove the hypothesis of the work. The use of grammar was 20 % higher than in control group. The use of lexical material was 15 % higher, and correspondence to the origin was 15 % higher in experimental group. This leads to the conclusion that the usage of online-translators is effective when we deal with texts and the translation of the texts. (pic. 10)



**Picture 10. The 3<sup>rd</sup> exercise “Text translation”**

THE USAGE OF ONLINE-TRANSLATORS AS ENGLISH LEARNING FACILITY  
(2024)

As for the 4<sup>th</sup> exercise, we found out, that using online-translators while re-retranslating work helped students to analyze the grammar of prepared task. As you can see, the usage of grammar is 5 % higher than in the control group. The use of lexical material in experimental group is also 5 % higher. As for the correspondence with the origin, experimental group showed 10 % higher result. Having the results we can conclude, that using online-translators can help students not only to study the language of different periods of time, but can help to develop the sense of language. Also, students can compare different tense forms of the verbs. (pic.11)



**Picture 11. The 4<sup>th</sup> exercise “Re-retranslation”**

THE USAGE OF ONLINE-TRANSLATORS AS ENGLISH LEARNING FACILITY  
(2024)

These results of the experiment show that the usage of online-translators can help students to develop their writing skills, to practice grammar rules and enrich active vocabulary.

Summarizing the research work data must be concluded, that the results of the questionnaire show the significant role of online-translators in people's life. Also, it is shown the differences of reasons for usage online-translators.

The results of the experiment show that the usage of online-translators can help students to develop their writing skills, to practice grammar rules and enrich active vocabulary.

From the results of the experiment can be voiced the practical significance of this work. The work can be used by teachers while preparing an additional material for optional classes.

The hypothesis of the work was proved. The usage of online-translators at school can be considered as English learning facility.

All the research data can be found on the website, which is made as the product of the research work. On the web-site can be found the variants of the exercises for developing translation skills of students.

#### **LITERATURE**

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