

EFL Learners' Perspectives on Using AI Translation Applications

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Abstract

This study aimed to 1) explore EFL learners' experiences and perceptions of using AI translation applications and 2) assess the impact of AI translation applications on EFL learners' language skills. The sample consisted of 66 fourth-year English major students, selected using the Krejcie and Morgan sample size table and simple random sampling, and 10 representatives for an interview. The instruments used to collect the data were a questionnaire and semi-structured interviews, examined and approved by three experts based on the Index of IOC. Quantitative data were analyzed using descriptive statistics and qualitative data were analyzed using content analysis. The findings of this study revealed that most EFL learners agreed about the experiences and perceptions with using AI translation applications were "I find AI translation applications easy to use." ($M = 3.83$, $S.D. = 1.09$ Agree), followed by "I feel that AI translation applications are essential for language learners." ($M = 3.68$, $S.D. = 1.29$ Agree), and next were "The interface of AI translation applications is user-friendly." ($M = 3.67$, $S.D. = 1.20$ Agree), respectively. When considering each item, most EFL learners agreed that AI translation applications were easy to use, essential for language learners, and user friendly. Regarding the impact of AI translation applications on EFL learners' language skills, they agreed that AI translation applications helped them understand cultural nuances in language and complex sentences, and learn new expressions. Semi-structured interviews with representatives raised concerns regarding AI's academic language overuse. Overusing AI translation systems may impair independent writing development, but improve grammar and vocabulary. AI tools improve language proficiency, save time, and increase efficiency. However, overuse may hinder critical thinking and deeper learning. Users were also worried that overusing AI for comprehension and vocabulary would hurt their natural language skills.

Keywords: AI applications, EFL learners, perspectives, translation

Introduction

Application-related technology continues to change and is vital to today's society. Self-learning apps have benefited from changes in application technology. Owing to their importance in daily life, apps are essential to learning. English is one of the most widely used languages for jobs, markets, tourism, discourse, and international connectivity (Lan et al., 2020). EFL learners face unique challenges such as limited exposure to authentic language use, difficulties in understanding nuanced expressions, and the need for continual practice to achieve fluency. To achieve mastery of the English language, pupils acquire proficiency in speaking, listening, reading, and writing (Grabe & Stoller 2002).

The use of AI applications in EFL classrooms has increased in recent years as technology plays an increasingly important role in language teaching. There is growing evidence that AI applications can provide valuable support to EFL learners, helping them develop their language skills and increasing their effectiveness in learning English (Vorobiev et al., 2016).

English as a foreign language is an important subject for students worldwide as it provides them with many opportunities to communicate and engage with others worldwide. In recent years, the use of technology, particularly artificial intelligence (AI), has become increasingly common in EFL classrooms, to make learning experiences more immersive and effective. AI-powered applications, such as language learning software, chatbots, and voice recognition systems, have the potential to improve the teaching and learning process for EFL learners, thereby increasing their awareness and motivation to learn. Research has shown that AI technology can provide learners with constructive feedback in real time, helping them improve their English learning efficiency (Jiang 2022; Lee et al. 2023).

There are many translation applications that EFL learners can use in the classroom to improve their English language skills effectively. For example, Google Translate and Chat GPT are popular among EFL learners, in conjunction with their additional learning both inside and outside the classroom. This type of tool leverages state-of-the-art AI applications to satisfy various requirements. From personal to professional and academic uses, as AI continues to advance, this translation tool will undoubtedly become more complex. It has a higher accuracy and is more convenient to use. Therefore, communication and understanding can be improved at a global level.

As mentioned above, although AI translation applications are increasingly integrated into language learning, there is a paucity of research examining the specific perspectives of EFL learners concerning their experiences and perceptions of these tools, especially in relation to language acquisition and practical application. Many studies emphasize the technological efficiency of these applications, often neglecting their pedagogical implications for learners. The function of artificial intelligence (AI) in personalized learning in education is thoroughly examined (Kumar, 2023). This study contributes by examining EFL learners' perspectives, highlighting the influence of AI translation tools on their learning strategies, proficiency development, and engagement with the target language. This work connects AI's technical progress with its practical use in EFL settings, offering insights for educators, developers, and researchers to improve AI tools for enhanced language learning outcomes.

Literature review

1. AI translation Technologies

The origin of translation tools can be traced back to the mid-20th century when the first rule-based machine translation (MT) systems were developed, as discussed in Gaspari's historical overview. These early systems faced challenges with output quality, leading to the evolution of data-driven approaches in the mid-1990s and eventually transitioning to neural systems to improve translation quality and popularity among users and professional translators. In the realm of software development, the concept of end-to-end translators, such as ORIGIN-Transcoder, has emerged to convert code from one language to another, with a shift from rule-based to neural-based algorithms to enhance efficiency and reduce manual intervention. Furthermore, translator tools have significantly impacted education by bridging language barriers and enhancing writing skills, with advanced features powered by artificial intelligence and machine learning algorithms such as Google Translate and Microsoft Translator (Gaspari, 2024).

2. AI Translation Applications in EFL Contexts

There is an increasing amount of research into ways to use machine translation to help students read and write more successfully (Sefton-Green et al., 2016; Carrier, 2018; Reza, 2020). Using a translator while studying a foreign language can help pupils write more fluently. Improve communication skills and reduce errors. (Fredholm, 2019; Lee, 2020). In the educational setting under study, students learning English as a foreign language (EFL) who use AI translation technologies for language acquisition get various advantages. These include increased precision in terminology, enhanced communication efficacy, and fewer blunders. It is important investigating how AI translation apps that adapt to individual needs can help EFL students learn. The potential influence of developing technologies increases as confidence in them grows.

3. Theories in Language Learning and Translation

Encompass conceptual frameworks that explain how people acquire new languages and translate texts from one language to another. These theories can be broadly categorized based on different perspectives. The translation theory plays a crucial role in language learning and translation. Understanding translation theory is essential to preserving meaning across languages. Various translation theories, such as those by Walter Benjamin, Eugene Nida, and Itamar Even-Zohar, emphasize different aspects of equivalence, value preservation, and the translator's aim in the translation process. Nida and Taber (2004) examined shifts from the perspective of meaning. In their terms, changes caused by the lexis result in meaning changes. The nature of translating involves “reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and second in terms of style.” Jakobson (2004) introduced translation as: intralingual translation or rewording, which is an interpretation of verbal signs by means of other signs of the same language interlingual translation or translation proper, which is an interpretation of verbal signs by means of some other language intersubstitutive translation or transmutation—an interpretation of verbal signs by means of signs of nonverbal sign systems. He goes even further to describe translation from one language into another as “substitut[ing] messages in one language not for separate code-units but for entire messages in some other language.” The knowledge of these learning theories and translation can help learners and translators avoid mistakes.

3.1 Technology Acceptance Model (TAM) and the Application in Language Learning

This study applied the Technology Acceptance Model (TAM) to analyze student attitudes towards smartphone translators in EFL writing, highlighting factors influencing perceived usefulness, intention to use, and actual usage behavior. (Charles, 2024). Currently, there are many tools available for students to learn. However, the rapid growth of various technologies has required both teachers and students to adapt continuously to new technological advancements (Veiga & Andrade, 2021). Some technologies flourish and are adopted by many, whereas others fail (Rogers 1995). Technology Acceptance Model (TAM) was first developed by Davis (1985) and then expanded into TAM 2 by Venkatesh and Davis (2000). The TAM uses a series of factors within a model to predict student acceptance of a specific type of technology. The attitude decreases if the learner does not believe that technology will help complete the task. Perceived ease of use is the amount of work that the user will exert to complete a task. Even if the user understands that the task can be completed effectively using technology, it requires little effort. The learner needs to believe that it is easy to use, because if a user does not think that they are less apt to have a positive attitude towards it (Venkatesh & Davis, 2000). Result demonstrability (RD) is the last external factor in TAM2, reflecting how effectively technology helps learners achieve their goals and comprehend their functionality. The concept of RD appears frequently in the literature, with some studies expressing positive views (Almusharraf & Bailey, 2023; Chung, 2020; Kim & Han, 2023) and others raising concerns about its implications (Chung, 2020; Lee & Lee, 2021).

3.2 Cognitive Load Theory and AI Translation

CLT distinguishes between three types of cognitive load: 1) *Intrinsic Load*: The inherent difficulty of the content or task; 2) *Extraneous Load*: The load imposed by the way information is presented or by unnecessary tasks; and 3) *Germane Load*: The load associated with processing, constructing, and automating schemas (mental models). Ideally, digital learning environments should support learners' cognitive processes by reducing the consumption of cognitive resources, while promoting retention and meaningful learning (Bates et al., 2020). However, because learning is impossible without engaging cognitive resources, educational interventions should focus on optimizing the overall cognitive effort attributed to making learning more efficient (Eitel et al., 2020; Sweller & Chandler, 1991), their relationship with usability perception, and self-regulated learning while students learn with the AI book. In this pursuit, it aims to contribute to the knowledge on systematically differentiating between cognitive load types. Specifically, Ko-Januchta (2022) discusses how students learn in digital contexts in higher education.

4. The Impact of AI Translation Applications on EFL Learners' Language Skills

AI is used in translation and language learning. EFL students use AI to acquire important language skills and increase their motivation to learn English (Haristiani 2019). Studies have shown that EFL students' English proficiency improves through AI translation applications (Wang and Petrina 2013). This suggests that AI has a positive and inspirational influence on EFL students' language-learning experiences (Jiang 2022; Hong et al., 2016; Kim et al., 2019; Guo et al. 2022). Technology plays an important role in enhancing English language learning, particularly by increasing

motivation and expertise (Kim 2016). Moreover, technology has made learning more engaging and accessible outside of the classroom. These findings suggest that the introduction of technology, including translation tools, into language education can help EFL students have effective and satisfying learning experiences. To maximize the potential of AI, the focus should be on optimizing AI integration by tailoring it to individual needs and meeting the needs of diverse EFL students as technology continues to advance rapidly.

5. Previous Studies on EFL Learners Using AI Translation Applications

Previous studies have extensively explored the impact of artificial intelligence (AI) translation tools on English as a Foreign Language (EFL) learners. Research has shown that integrating AI tools, such as Google Translate (Wael Alharbi, 2023) and DeepL Machine Translation (Laksana, 2024), in EFL classrooms can significantly enhance students' translation accuracy, fluency, and overall learning experience. Additionally, studies have highlighted EFL learners' positive attitudes towards AI-enabled MT systems, indicating their reliance on such tools for various language-related challenges (Alharbi, 2023; Laksana, 2024). Furthermore, the strategic integration of AI applications, such as Elsa Speak, has been found to improve EFL learners' pronunciation skills in higher education settings (Al-Shallakh, 2024). These findings collectively emphasize the potential of AI technologies to support EFL learners in overcoming linguistic barriers and enhancing their language-learning processes.

Research Objectives

1. To explore EFL learners' experiences and perceptions with using AI translation applications
2. To assess the impact of AI translation applications on EFL learners' language skills

Research Questions

1. What are the experiences and perceptions of EFL learners regarding AI translation applications?
2. How do AI translation applications impact EFL Learners' language skills?

Methodology

1. Research Design

This research is a survey study using questionnaires to explore EFL learners' experiences and perceptions of using AI translation applications and to assess the impact of AI translation applications on EFL learners' language skills to collect data in research.

2. Samples

The sample in this study consisted of 66 fourth-year English students in the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, in the first semester of the academic year 2024, selected using Krjcie and Morgan's sample size table and simple random sampling.

3. Instruments and Procedures

The research instrument was a mixed-methods process that involved a satisfaction questionnaire and semi-structured interviews. The questionnaire comprising 40 items was used to collect quantitative data. The questionnaire's face validity was examined and approved by three experts based on the Index of Item-Objective Congruence (IOC) ranging from 0.60-1.00. Semi-structured interviews with ten questions used to collect qualitative data were validated by three experts based on the Index of Item-Objective Congruence (IOC).

4. Data Collection

Data collection was a mixed-methods process that involved a satisfaction questionnaire and semi-structured interviews as follows:

The first part involved quantitative data collection related to satisfaction assessment, focusing on a total sample of 66 individuals divided into two parts: Section 1 explored the experiences and perceptions of English learners using AI translation applications through 20 questions, and Section 2 evaluated the impact of these applications on EFL learners' language skills through a total of 20 questions. Responses were assessed using a 5-point Likert scale, with the following options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The third section presented additional opinions from the sample group regarding the use of translation technology in conjunction with learning.

The second part focused on qualitative data collection through interviews, emphasizing the opinions of a sample group of ten individuals. The interviews consisted of 10 questions regarding the use of translation technology in learning, divided into two sections: Section 1 EFL Learners' Experiences and Perceptions of Using AI Translation Applications and Section 2 Impact of AI Translation Applications on EFL Learners' Language Skills.

5. Data Analysis

Quantitative data were analyzed using descriptive statistics consisting of percentage, mean, and standard deviation, whereas qualitative data were analyzed through content analysis. The interpretation of the collected data was as follows:

Mean Range		Degree of Use
4.51 – 5.00	mean	Strongly Agree
3.51 – 4.50	mean	Agree
2.51 – 3.50	mean	Neutral
1.51 – 2.50	mean	Disagree
1.00 – 1.50	mean	Strongly Disagree

Results

Table 1

EFL Learners' Experiences and Perceptions

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
1	I find AI translation applications easy to use.	3.83	1.09	Agree
2	AI translation applications save me time when translating texts.	3.50	1.41	Neutral

Table 1 (*Continued*)

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
3	I trust the translations provided by AI translation applications.	3.17	1.27	Neutral
4	AI translation applications help me understand difficult vocabulary.	3.50	1.39	Neutral
5	I use AI translation applications regularly for my language studies.	3.35	1.44	Neutral
6	The interface of AI translation applications is user-friendly.	3.67	1.20	Agree
7	AI translation applications provide translations that are contextually accurate.	3.38	1.37	Neutral
8	I feel confident using AI translation applications for academic purposes.	3.08	1.52	Neutral
9	AI translation applications enhance my learning experience.	3.20	1.41	Neutral
10	I would recommend AI translation applications to other EFL learners.	3.20	1.37	Neutral
11	AI translation applications help me with grammar and sentence structure.	3.24	1.30	Neutral
12	I rely on AI translation applications for translating entire texts.	3.00	1.44	Neutral
13	AI translation applications are accurate in translating idiomatic expressions.	3.09	1.24	Neutral
14	AI translation applications are helpful in learning new languages.	3.14	1.35	Neutral
15	The translations provided by AI translation applications are reliable.	3.24	1.22	Neutral
16	AI translation applications are effective tools for language practice.	3.23	1.37	Neutral
17	I feel that AI translation applications are essential for language learners.	3.68	1.29	Agree
18	Using AI translation applications has improved my translation skills.	3.41	1.26	Neutral
19	AI translation applications provide culturally accurate translations.	3.12	1.20	Neutral

Table 1 (*Continued*)

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
20	I find it easy to verify the accuracy of AI translations.	2.89	1.33	Neutral
Total (n=66)		3.30	1.32	Neutral

From table 1, it showed that exploring EFL Learners' Experiences and Perceptions with Using AI Translation Applications mean was at Neutral level ($M=3.30$, $S.D.=1.30$). When considering each item, EFL learners had the most experiences and perceptions with using AI translation applications were “I find AI translation applications easy to use.” ($M = 3.83$, $S.D. = 1.09$ Agree), followed by “I feel that AI translation applications are essential for language learners.” ($M = 3.68$, $S.D. = 1.29$ Agree), and next were “The interface of AI translation applications is user-friendly.” ($M = 3.67$, $S.D. = 1.20$ Agree), respectively.

Table 2

The Impact of AI Translation Applications on EFL Learners' Language Skills

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
1	Using AI translation applications has improved my vocabulary.	3.23	1.23	Neutral
2	My understanding of grammar has improved through using AI translation applications	3.32	1.23	Neutral
3	AI translation applications have enhanced my reading comprehension skills.	3.24	1.22	Neutral
4	My writing skills have improved due to using AI translation applications.	3.05	1.19	Neutral
5	AI translation applications help me to construct sentences correctly.	2.92	1.36	Neutral
6	Using AI translation applications has made me more confident in speaking.	2.97	1.40	Neutral
7	My listening skills have improved through using AI translation applications.	3.12	1.30	Neutral
8	AI translation applications provide useful feedback on my language usage.	3.02	1.20	Neutral
9	My overall language proficiency has improved with the help of AI translation applications.	3.17	1.35	Neutral

Table 2 (*Continued*)

Items	Statements	<i>M</i>	<i>S.D.</i>	Meaning
10	AI translation applications have helped me to learn new expressions.	3.33	1.11	Neutral
11	AI translation applications assist me in understanding complex sentences.	3.35	1.22	Neutral
12	I have become more accurate in my translations using AI translation applications.	3.30	1.20	Neutral
13	AI translation applications help me to avoid common language mistakes.	3.24	1.24	Neutral
14	My understanding of different language contexts has improved with AI translation applications.	3.27	1.37	Neutral
15	AI translation applications help me to learn and remember new words.	3.24	1.34	Neutral
16	I feel that AI translation applications contribute to my language learning success.	3.18	1.30	Neutral
17	AI translation applications help me to understand cultural nuances in language.	3.36	1.30	Neutral
18	Using AI translation applications has improved my pronunciation.	3.14	1.26	Neutral
19	AI translation applications have increased my interest in learning languages.	3.12	1.38	Neutral
20	AI translation applications help me to communicate more effectively in English.	3.21	1.15	Neutral
Total (n=66)		3.19	1.26	Neutral

From table 2, it showed that assessing the impact of AI translation applications on EFL learners' language skills mean was at Neutral level ($M=319$, $S.D.=1260$). When considering each item, EFL learners had the most experiences and perceptions with using AI translation applications were “AI translation applications help me to understand cultural nuances in language.” ($M = 3.36$, $S.D. = 1.30$ Neutral), followed by “AI translation applications assist me in understanding complex sentences.” ($M = 3.35$, $S.D. = 1.22$ Neutral), and “AI translation applications have helped me to learn new expressions.” ($M = 3.33$, $S.D. = 1.11$ Neutral), respectively.

Semi-Structured Interview

This interview is a part of this research titled "EFL Learners' Perspectives on Using AI Translation Applications," which aims to explore the experiences and opinions of learners regarding the use of AI translation apps in learning English. In addition, it assessed the impact of these applications on learners' language skills.

Section 1: EFL Learners' Experiences and Perceptions with Using AI Translation Applications

Q1. Can you describe your first experience of using an AI translation application?

Summary: Overall, most users reported positive experiences with AI translation apps, particularly in terms of speed, convenience, and novelty. However, some users mentioned that while the tool is generally helpful, they face challenges with translation quality and ease of understanding certain translations.

Q2. How frequently do you use AI translation applications in language learning?

Summary: Most users frequently rely on AI translation applications, often using them daily or during class to help with vocabulary, comprehension, and sentence structure. Some users occasionally use apps depending on their need to translate unfamiliar words or phrases.

Q3. What motivated you to start using the AI translation applications?

Summary: Many users rely on AI translation applications regularly, often using them daily or during class for vocabulary, comprehension, and sentence structure assistance. Some users occasionally use apps, depending on their need to translate unfamiliar words or phrases.

Q4. How would you describe the ease of use of the AI translation applications?

Summary: Overall, the ease of use of AI translation applications revolve around accuracy, context, idiomatic expressions, input quality, and dependency on internet connectivity. While some users find these tools valuable, the potential for mistranslation and lack of natural phrasing remain significant concerns.

Q5. What are the main advantages of using AI translation applications during the learning process?

Summary: Overall, while many users consider AI translation applications generally accurate for simple tasks, concerns about reliability, particularly in complex languages, persist. To achieve better results, users emphasize the importance of providing clear inputs and cross-verifying translations with other resources.

Section 2: Impact of AI Translation Applications on EFL Learners' Language Skills

Q1. What are the main disadvantages or limitations of AI translation applications?

Summary: Overall, AI translation applications are viewed positively for their ability to enhance reading comprehension, support difficult vocabulary, and assist with pronunciation. While they facilitate understanding and learning, users express caution regarding potential overreliance on the academic language style of AI.

Q2. How do you perceive the accuracy and reliability of the translations provided by AI applications?

Summary: AI translation applications are generally perceived as beneficial for enhancing translation skills by providing suggestions, improving grammar, and enriching vocabulary. However, there is caution regarding potential over-reliance, which could hinder translation development. Overall, users reported a notable improvement in their translation capabilities thanks to these tools.

Q3. How do you compare AI translation applications to traditional translation methods or human translators?

Summary: AI translation applications enhance language proficiency by improving vocabulary, grammar, comprehension, and communication skills. They save time, increase their learning efficiency, and provide practical support for real-life language use. However, the overuse of AI translation tools might impede deeper learning and critical thinking skills; therefore, balance is crucial.

Q4. Have you experienced any technical issues or bugs when using AI translation applications?

Summary: AI translation applications are effective in providing feedback, particularly for identifying errors and suggesting improvements in vocabulary and grammar. However, some users point out that feedback can sometimes lack details and accuracy. Overall, while feedback from AI tools is beneficial for learners in enhancing their language skills, more comprehensive corrections may be necessary for deeper learning.

Q5. Overall, how satisfied are you with the AI translation applications that you have used?

Summary: AI translation applications are generally considered beneficial for improving comprehension, supporting vocabulary acquisition, and assisting pronunciation. However, users are cautioned about the risk of becoming overly dependent on AI's academic language style, which could affect their natural language skills.

Discussion

The findings of the research on "EFL learners' perspectives on using AI translation applications" give vital insights into both the experiences and perceptions of learners, as well as the impact of these applications on language abilities, as follows:

Section 1: EFL learners' experiences and perceptions

Overall, the statistics show that EFL learners have a positive attitude toward AI translation tools, particularly their simplicity of use, importance in language acquisition, and user-friendliness. The average Agree score, such as ($M = 3.83$) for the statement "I find AI translation applications easy to use," emphasizes the ease for users who can access the program on smartphones and PCs, allowing learners to rapidly comprehend and utilize the app even if they lack technical skills. This is reinforced by the findings of Sefton-Green and Carrier (2019), who indicated that employing translation software in the classroom can improve learners' understanding of the linguistic context and translation efficacy.

Section 2: Effects on Language Skills

An evaluation of the impact of AI translation software on language abilities presents a more nuanced view. According to the research, these tools can greatly help people understand cultural nuances, complex sentences, and new expressions. For

example, learners reported that "AI applications help them grasp cultural subtleties in language" ($M = 3.36$ Neutral), since translation applications provide examples of sentences used in various settings, helping learners to see how to use language effectively in cultural contexts. Prati's (2020) "Cross-Cultural Intelligent Language Learning System" (CILS) research demonstrates that using AI into language instruction can dramatically improve language abilities and cultural understanding. This approach tailors the learning experience to individual learners' various backgrounds, increasing engagement and enhancing intercultural communication skills. Similarly, this conclusion is consistent with Chen and Wang's (2019) research, which found that AI translation tools considerably aid in understanding complicated sentences and new expressions, contributing positively to overall language ability.

Semi-Structured Interview

Section 1: EFL Learners' Experiences and Perceptions with Using AI

Translation Applications

Most users of AI translation applications report positive experiences in terms of speed and convenience. However, they also face challenges regarding translation quality and understanding in certain cases. Users frequently use the app to help with vocabulary and sentence structures. Although they recognize the value of these tools, there are concerns about their accuracy, especially with complex translations. Users emphasize the importance of providing clear input and cross-verifying translations with other resources for better results. The main limitations revolve around accuracy, context, and reliance on internet connectivity.

Section 2: Impact of AI Translation Applications on EFL Learners'

Language Skills

AI translation applications are generally viewed as enhancing reading comprehension, vocabulary support, and pronunciation assistance. Users appreciate the tools for improving writing skills, grammar, and vocabulary but express caution about potential over-reliance on AI, which could hinder independent writing development and critical thinking. Although these applications are effective in providing feedback and suggestions, some users note that feedback can lack detail and accuracy, indicating the need for more comprehensive corrections. Overall, while users find AI translation tools beneficial, they are mindful of the risk of becoming overly dependent on AI academic language style, which may affect their natural language skills.

Recommendations

1. Implications

This study explored the experiences of EFL students using AI translation applications. It was found that students generally found the apps easy to use and helpful in developing language skills, especially vocabulary, reading, and writing skills. However, there are concerns regarding the accuracy of the idiomatic and contextual translations.

Although AI can aid in learning, overreliance on it may pose issues. Students recommend using AI alongside traditional learning methods to maximize their language development.

2. Further Studies

Recommendations for further studies on EFL Students' Experiences using AI translation applications are summarized as follows:

1. Promote the Use of Technology in Education: Create opportunities for students to use translation apps and other user-friendly learning apps to support language development. Emphasize the use of technology as a supplementary tool for learning rather than the main method.

2. Improve Language Skill Development: Organize activities that focus on enhancing various skills, such as vocabulary, reading, and writing by incorporating these apps into the learning process. This will help ensure steady and clear progress in language proficiency.

3. Address Translation Accuracy Limitations: Teach students about the limitations of translation apps, especially in translating idioms and contexts, to avoid misunderstandings during communication. In addition, it encourages students to verify the translations for accuracy.

4. Reduce overreliance on AI: Encourage students to use technology as a learning aid while still focusing on traditional methods of skill development, such as conversation, writing, and reading, without relying too much on AI.

5. Blend traditional learning with technology: Teachers use translation apps and AI alongside traditional learning methods, such as classroom teaching and exercises, to enhance the overall effectiveness of language skill development for students.

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