EXEMPLARY MODEL OF GOOGLE TRANSLATE UTILIZATION IN ENHANCING ARABIC LANGUAGE ACQUISITION AMONG MALAY LEARNERS

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Abstract: *This article focuses on introducing an exemplary model for Malay learners of Arabic language in using Google Translate to fulfil their language needs and necessities which is regarded as a natural social reaction within multi-racial societies, especially in the occasion of problem-solving and self-regulated learning strategies. This exploratory study was prompted by the question "Does using Google translate fulfil my language needs?" when used according to its guidelines, students improve their language acquisition and capability to translate texts with fewer syntactic and semantic errors. The model was develop based on Leonardi's (2011) call for a re-evaluation and a rehabilitation of the translation activities in their foreign language classes. The findings also show that there are various forms of translation mistakes and difficulties confronted by Malay learners of Arabic language. It's caused by ineffective usage of the software for the purpose of second language acquisition. This study proposes an exemplary model of application procedures and analysis of machine translation output based on identification of its semantics and pragmatics aspects. For this study, the proposed model was tested with small sampling in an unofficial classroom and is yet to be tested within a comprehensive official classroom in the future research. As per the main objective, which is addressing student awareness of Google Translate shortcomings and disadvantages. Therein, they will become more responsible and critical in nature to search for supports and solutions. Consequently, more empirical data will be needed for this achievement. Obviously, the issue of this study is very much timely, especially in term of teacher-student engagement in analyzing linguistics features of language usage.*

Key Words: *machine translation, analysis, semantics and pragmatics values.*

Introduction

Translation activities are a sort of human's creativity and innovation in making development and socialization. Every activity of life in general requires a variety of aids and tools depending to its nature of needs, suitability, time and place. Previously, a translator's tool consists of only a typewriter and a simple collection of printed dictionaries. As a result from rapid advancement of technology, especially in the current field of computers, the essential equipment for a translation activities have shifted to the use of technological systems and the use of electronic resources and computer software (Khadijah Sjahrony & Maheram, 2013).

Translation activities and practices also provides a platform for the process of learning, especially in the context of second language acquisition. This view is suggested based on the translation impact on how people learn a new language and how they resolve their communication difficulties. In fact, it is a natural social reaction within multi-racial societies, especially in the occasion of problem-solving. Therefore, it is a rightful teaching and learning strategy, even though the practices of second language teaching and learning often relies heavily on speaking and listening which means using direct method of using foreign language or communicative methodology in language learning. (Brown, Douglas, H. (2007), Cook, Guy. (2010), Duff, A. (1989).

There are several arguments against translation, whether it can be used in teaching foreign language or not. Some believe that using translation as a method might lead towards misconception about how language really work and functions. A simple minded language learner will be shocked and demotivated once they saw that literal, **word-for-word translation** into their target language simply doesn't work at all most of the time (Bahri, H., & Mahadi, T. S. T. (2016).

Google Translate in the contemporary learning process can be used as a tool to improve the ability of learning a foreign language. However, it could not be used as an accurate reference because its output is a mechanical product that is inaccurate in terms of its grammar and could not be comparable to human translation. So, here comes the important role of teachers in providing the skills of effective usage to their students about what rules should be followed to become a skillful user of machine translation for the purposes of learning foreign languages. Consequently, whenever, students were aware of its shortcomings, they tend to examine and evaluate the translation output critically to ensure its quality. In this situation, metacognitive view of language learners become active and proactive in utilizing machine translation in the learning process. In other word, when the tool is used for monitoring learning outcomes, it helps students to use their metacognitive strategies and critically check the results of their works which can lead to increase their language mastery (Zanettin, F. (2009).

Obviously, the role of translation should be explored extensively, so it become an advantage for learners with translation ability. With correct understanding and positive perception toward translation impact, learning processes becomes easier. In this perspective, we could define translation as the process of changing the words from one language to other words of a different language. Nonetheless, according to the Cambridge Dictionary, 'to translate' is "the act to change the words of one language into the words in another language that have the same meaning" (Cambridge. 2020). Thus, the translation is successful only in a case where the meaning is kept and translated naturally. Nevertheless, in the past, it had been generally felt that the translation during the process of learning a new language was regarded as something

prejudicial for learners. By clearly understanding the importance and role function of translation, it allow learners to actively re-act in which context and why a translation can be used or not depending to the limits of its role function (Leonardi, Vanessa, (2011).

The above discussion shows that in a classroom setting, translation could even be used as an active session for students and teachers to just keep everyone excited and busy in making language discoveries. In other words, it is an enjoyable coming back refreshing session. In the widest sense, this is part of a broader move from the more extreme forms of the "communicative method" to some readmission of target language as a language of instruction in the field of educational learning. In general, it's smart for language learners to work round the gaps of their linguistics knowledge with the interest of "the big picture" in keeping the communicative flow.

Background of The Study

The development of technology makes both the career and lifestyle grow rapidly in all aspects of human life. Machines work in helping people succeed in daily tasks more easily and effectively. The teaching and learning industry has also been effected and is progressively growing in adapting modern technology. Therefore, the study of machine translation is not something new to the context of foreign language studies. Various experiments have been undertaken by researchers in understanding and addressing the problems using translation as a median in acquiring language skills. In other words, current developments in this field need to be taken seriously for the development of effective usage of translation for these purposes. (Davis, R. (2006), Garcia, I., & Pena, M. I. (2011), Watkins, R., Leigh, D., & Triner, D. (2004).

Google Translate is a multilingual statistical machine translation service that can be used as a web-based generic learning program to learn a new language. It is supposed to translate words or sentences from a language into another. The program can also be used to listen to the pronunciation of the target or source language. Nevertheless, Google Translate do not know the grammar of the target languages. It just uses statistics based on different corpora (i.e. a corpus) listing a collection of written or spoken material stored on a computer and used to find out how language is used to look for patterns and to give a correct translation (Cambridge. 2020).

Machine translation means a process of transferring source text to target text using machine intermediaries. In other words, it uses a program specially created for this purpose. The program has been programmed into a computer software that can be accessed through search engines either for free or for a fee. It can also be defined as a text transfer activity by using various types of computer software for the purpose of automatically generating target text (Radiah Yusoff & Wan Rose Eliza Abdul Rahman, 2008). However, this process cannot be successful without any conditions and rules. This also means that it is a process in which computer programs are used as intermediaries to analyse the source text before moving on to the process of producing target text without human intervention. (Mok, Kim Man & Ei, Sun Oh., 2005).

Nowadays, the use of such programs (as in machine translation) have been used very widely, especially for those available on websites that provides free services, such as through the Google search engine (www.google.com). Moreover, users will find that it has and is offering various forms of text translation in more than 50 languages for free and is easily accessible

everywhere. The software received encouraging response due to its speed in translating the words and sentences of a language without having to refer to the General Dictionary or Special Dictionary related to terminology, thesaurus and so on. The conclusion is that the use of technology is most welcome in translation activities as long as the information and knowledge transferred is accurate and in line with the meaning conveyed by the source text. In fact, translation efforts using such high-tech systems have been around since the 1950s. It is known by the title "Experiment Georgetown-1954" or (Experiment Georgetown-1954) where it has successfully translated 60 sentences in various languages automatically. As a result of this success, the researchers involved in the study have already declared that all translation activities will gradually shift to machine translation in the future (Hasuria Che omar & Rokiah Awang, (2009), Wikipedia).

The general perception of machine translation is varied. For example, some argue that problems in machine translation are the difficulties to produce good quality translations, as some semantic problems cannot be explained except by referring to the detailed information in the language encyclopaedia. While pragmatic information and values are closely related to the socio-cultural norms of users whether the source text or the target text (Hutchins, W.J, 1986).

Some others also believe that machine translation has its own capabilities, especially in translating simple noun phrases whether general nouns or specific nouns. The conclusion from the above discussion is that the possibility of using Google Translate in educational process is justifiable within current needs. It is always there giving a supportive help in solving problems and resolve obstacles whether with fully complete automatically or with some electronic adjustment, depending on how we deal with this technology both inside and outside of classrooms (Davis, R., 2006).

Method of Study
The current research is an exploratory study that investigates the use of Google Translate as a supplementary tool in helping Malay learners of Arabic language learn and develop their language learning capabilities, especially in writing and comprehension skills. By using qualitative approach, the type of student's mistakes and errors in using Google translate to fulfil their language needs and learning objectives were described and identified in which its leads to a discovery on proposing an exemplary model of application procedures with an analytical strategy of usage that enables students to enhance their foreign language learning outcome. In other words, the study is designed to improve student's ability in using Arabic-Malay Google Translate with a view to improving their academic outcomes. As a qualitative study, its focuses on problems identification and to develop a detailed understanding about the issue as a step towards describing its characterization and categorization, especially in the field of social behaviours, needs and practices (Cohen, L., Manion, L., & Morrison, K. (2011), Creswell, J., W (2003). Therefore, based on the previous discussion, this study is proposing the following as an exemplary model to analyse the effective usage of Google Translate in enhancing Arabic language acquisition among Malay learners.

The Propose Exemplary Model
Integrating translation practices into foreign language learning activities, with a unified focus on improving both, can work synergistically to enhance self-regulated, independent learning and self-confidence of language usage. Consequently, learners can improve their reading, writing, speaking and listening skills (Leonardi, Vanessa, 2011).

The common models for foreign language teaching and learning are usually based on speaking and listening engagement practices, but it does not explicitly describe the role of language contents acquired by the learners to really fulfil their language needs and necessities. On the basis of students-teachers engagement practices in using Arabic-Malay Google Translate, the following exemplary model was proposed.
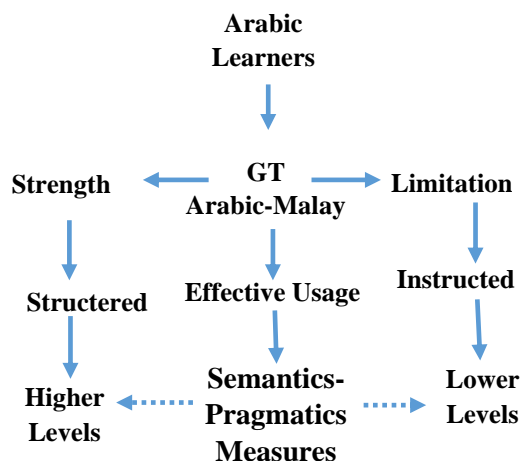

Figure (1): Google Translate (GT) Exemplary Model of Effective Usage

The diagram above explains that Google Translate can be used by Malay learners of Arabic language. However, some guidelines need to be followed in order to become an effective usage. As we know that Google Translate not only have advantages but might also cause some disadvantages. Therefore, users have to know how to use effectively.

For instance, they are not supposed to think that the meaning of a word in any language only refers to one specific meaning. In principle, the nature of lexical word meaning can be categorized into two main characteristics, namely semantics that are referential in nature, while the other one refers to its pragmatic traits. The nature of word meaning in contextual usage carries both characteristics together and should be in pair. Its detailed explanation had been elaborated by many linguists. In general, the first category represents nine types of meanings as indicated by (S), while the second category represents five types as marked with (P).

Table 1: Type of Word Meaning, Definition and Example (Abdullah Yusof, Alias Mohd Yatim & Mohd Ra'in Shaari (2009), Hasuria Che omar & Rokiah Awang (2009), Hutchins, W.J, (1986)

No.	Type	Definition and Example
1.	Referential (S)	The meaning of a word that gives direct understanding, clearly and specifically for example: Ahmad is writing on the table.
2.	Conditional (S)	The meaning of a word identified by its relationship with other words, for example: conjunctions, because and so on.
3.	Extensional (P)	The meaning of a word that arises in the understanding and thinking of the user implicitly, for example: Ahmad is a man with a big soul.
4.	Terminological (S)	The meaning of a word that gives a specific understanding for a particular field, for example: Ahmad is cleaning the desk at home.

5.	Dictionary (S)	The meaning of a word owned by a language. It is also known by the lexical meaning terms listed in a dictionary, for example: Ahmad is arguing which means making logical reasoning only.
6.	Contextual (S)	The meaning of a word resulting from the external elements of language, by a context of the use of the word, for example: "Ahmad sits in his chair" is different from "Ahmad sits on his chair".
7.	Denotative (S)	The meaning of a word that is understood according to the original understanding that underlies the use of a word, for example: Ahmad is writing on a wooden table.
8.	Connotative (P)	A connotative meaning of a word emerging from the way it has been used beyond its usual, such as: Ahmad is sitting at the same table with doonkeey (by extending the pronunciation of (oo), and (ee).
9.	Cognitive (P)	The meaning of a word that represents the values of thought, for example: Ahmad wrote an essay.
10.	Implicit (S)	The meaning of a word that gives a general understanding of something, for example, Ahmad is a good human being.
11.	Figurative (P)	The meaning of a word formed by the intertwining of the meaning of the word with a situation that exists outside the components of the language itself, for example: Ahmad is like an angel.
12.	proposition (P)	The meaning of a word that states the absolute truth, for example: "Ahmad house is dark". If it means "Ahmad house has no electricity", then any similarity of these meanings is considered a proposition.
13.	Explicit (S)	The meaning of a word that can be understood clearly as it is written in the language, for example: Ahmad speaks firmly and clearly".

From the table above, foreign language learners should aware that they are dealing with various types of word meanings that exists within every single language text regardless of its fields, subjects and scope. From this aspect, they should be able to use Google Translate in according to the specification of its automatically mechanical design. In other words, the learners must understand the problem of meaning in the process of machine translation. They should also be aware of the relationship between understanding the source text and the production of target text.

Sample Analysis of Exemplary Model

The proposed exemplary model of using Google Translate as presented above in needs of support from an experimental test. Therefore, to obtain a valid analytical result, this study has selected a simple set of sample that can be reproduced directly and repeatedly using Google Translate. The set represent various forms and types of words usage in phrases and sentences. While the experiments was conducted on (17.8.2020 between 7.30 pm to 9.00 pm) to analyse and compare the presence of its semantics (S) and pragmatics (P) values in the translated text. This existence can be observed from the attaining of its direct (or internal) contextual meaning in pair with its indirect (or external) functional meaning. This operational process can be conceptualised as in the following formula:

$$SL+TL=OP1$$
$$CL+TL=OP2$$
$$OP1+OP2=1$$

Formula (1): Operational Processing of Exemplary Model Analysis (SL=Source Language; TL=Target Language; CL=Common Language; OP=Output

For the above formula, a learner of Arabic language can use Google Translate to know the meaning of the word (كتاب) in Malay language. Unfortunately, he/she will got lose or in puzzle with the output. This occurred due to the fact that it had been translated by Google Translate into the Malay language based on it pragmatics value without any aspect of its semantics indicators. However, through repeating the same process, but by using the medium of Common Language (i.e. English), Malay learners of Arabic will discover that the first translation output was representing pragmatics value of the word, while the second output carrying its semantics value. The same process has been tested to other words categories detailed out in the following table, where the existence value of semantics (S) or pragmatics (P) will be marked as (√), while non-existence value marked with an (x) sign.

Table 2: Sample Analysis Google Translate Usage from Arabic (SL) to Malay (TL)

No.	(SL)	(TL)	(S)	(P)	Remarks
1.	كتاب	Tempah	x	√	Rejected
2.	سوق	Pasar	√	x	Rejected
3.	قطار	Kereta	x	x	Rejected
4.	رؤوس الأقلام	Kepala pen	√	x	Rejected
5.	صدر الإسلام	Islam dilahirkan	x	x	Rejected
6.	إدارة شؤون الإعلام	Jabatan Maklumat Awam	x	√	Rejected
7.	أخرج	Keluar	√	x	Rejected
8.	بما	Termasuk	x	x	Rejected
9.	أريد أن أجتهد في دراستي لأكون ناجحا	Saya mahu berusaha bersungguh-sungguh dalam pelajaran agar berjaya	√	√	Accepted
10.	ودخل المدينة على حين غفلة من أهلها	Dan dia memasuki kota sambil mengabaikan rakyatnya	x	x	Rejected

From the table above, as part of a broader perspective in observing general case analysis of Google Translate errors, once it been used in unstructured procedures, the analysis shows that if users follow the operational processing formula, the mistakes can be avoided and identified. For instance, the simple word (قطار) as a noun will not be understood by language learners using Google Translate. This occurred due to the unstructured usage. In other words, Google Translate is undeniably attractive to foreign language learners. It helps them to explore various option in reaching their language learning activities. Therefore, it is a platform that helps them solve their language problems and become self-regulated and independent learners for future success. However, its usage should be done in a structured processing strategy as shown in the operational processing model analysis. Therefore, at the beginning, they need some instructional support and assistance by the teachers regarding how to optimally benefit from Google Translate facilities and advantages in differentiating the semantics and pragmatics features composed by a source texts, then they will become capable in making comparison about the same features inside target texts.

Research Finding

From the above analysis, several resolutions been identified. Among them are as follows:

1. Overall, Google Translate is undeniably attractive to foreign language learners. It helps them to explore various options in identifying their language learning activities. It is a platform for them to solve their learning problems.

2. Translation errors dominate the weakness of Google Translate. Therefore, its users should understand and follow its features. In other word, its usage should be in according to its functional structures. This issue also requires further attention from experts to pursue in exploring the future improvements and supports.

3. The users should also clearly understand the linguistic properties of a language as discussed by the linguists. Knowing the semantic feature of a word found in a text for instance will enable the users to work with Google Translate effectively.

4. The approach of analysing the semantic components of a word found in the source language provides a systematic procedure for machine translation to describe the structure of the text and the relationship of meaning of each word contained in it. As a result, each word can be analysed and adapted according to the needs and suitability of the context meaning between the source language compared to the target language.

5. For instance, a simple name (i.e. noun word) such as the word (قطار), will not be easily understood by a beginner in learning Arabic that relies on using Google Translate. This is a simple experiment where the Google processing engines fail to detect the accurate equivalence for the word (قطار) in Malay language. However, when the same process was done using a medium of Common Language (CL) such as English, so the Google Translate become capable to detect the accurate equivalent for the word "train" into Arabic language and Malay as (TL). Where its output for the word "train" is (قطار) in Arabic and (Kereta api) in Malay. Conversely, when we translate the word "Train" to Malay language, we found that the output translation is "car". This output is the same as we found in the translation from Arabic to Malay.

Conclusion

The above findings were a demonstration of how to use Google Translate effectively for the purpose of learning Arabic language, especially for Malay learners. The exploratory model proposed in this study was also tested and analyzed. The finding also shows that Google Translate influenced students' learning strategies in some aspects of creativity and innovation, especially in term of language writing skills and comprehension. Integrating translation practices into foreign language learning activities, with a unified focus on improving both, can work synergistically to enhance self-regulated, independent learning and self-confidence of language users.

Therefore, it is recommended that students and teachers working in hand to utilize Google Translate effectively as a supplementary learning tool to achieve success in learning a foreign language such as Arabic. This tool will help learners to become more engaged and aware of their learning needs and challenges. In this situation and perception, learners will always be looking forward to any support and strategies to ensure that their objectives are accomplished.

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