

Impact of Technology on Language Learning: A study of Translation Apps and their Usage at Undergraduate Level in University Education

Ali Ahmad ^a Mehwish Zulfiqar ^b Basma Batool ^c

Abstract: Translation apps have a helpful role in language learning, using the technology to present, re-enforce and assess material. These apps are tools to enable language acquisition across different contexts and have become indispensable in university education with the speed of technological advancement. Urlaub and Dessein (2022) indicated that machine and human translation systems are becoming increasingly prevalent in language education. Translation practices cannot omit these tools; we have computer-aided translation technologies and online dictionaries. The impact of translation apps on undergraduate translation students' achievement is investigated; samples were 100 respondents. Students understand the benefits of using translation apps, like improved language skills. Plus, it's much easier to learn than traditional ways, but obstacles prevent the most effective use of these translation apps. Key barriers are the cost of internet access, lack of proper training, and occasional confusion when using the apps. Despite these hurdles, most respondents said they were optimistic and had learned to read from translation apps, describing their utility for language learning. The findings imply that translation apps must be integrated into undergraduate education to facilitate language acquisition and translation skills. The further the potential of these technologies is maximized in academic settings, the greater the addressing of challenges such as those connected to internet costs and training.

Keywords: Translation Apps, Translation Errors, Translator Training, Language Improvement, Speaking and Writing Skills, Translation Competence, Translation Quality, Language

Introduction

Technology has developed rapidly. Translation technology is one of the most essential features of the electronic technologies. Translation technology has been standard in the educational system in recent years (Kučiš & Seljan, 2014).

Translation-based technology is essential and has a place in the education system. Translation apps may provide new opportunities for language learning and enhance the validity of learning through audio-visual, cognitive, and communicative approaches. This learning method by translation apps is impressive and more effective than the classical language learning method. Moreover, students who know about the benefits of translation apps can improve their learning techniques by using translation apps.

Language learning at the undergraduate level has come into a new phase with the absorption of technology, smear an example of transfer in traditional language education. In this modern age of fast technological development, translation apps have appeared as essential tools, reforming the landscape of language learning within university contexts. According to a study by Urlaub and Dessein (2022),

^a HoD/Associate Professor of Humanities, COMSATS University Islamabad, Vehari Campus, Punjab, Pakistan.
Email: aliahmad@cuivehari.edu.pk

^b Undergraduate Scholar (MS Linguistics), COMSATS University Islamabad, Vehari Campus, Punjab, Pakistan.
Email: mehwishzulfiqaro@gmail.com

^c Undergraduate Scholar (MS Linguistics), COMSATS University Islamabad, Vehari Campus, Punjab, Pakistan.
Email: basma.batool680@gmail.com

translation apps relating to machine translators and human translation systems through mobile devices and applications have become progressively universal in language education.

In the 21st century, technological developments have gone beyond traditional teaching methods, beginning in a new age where moveable electronic devices have replaced typical textbooks (ICCSE, 2014). The study aims to crystalize the appearance model of translation apps in language education. As highlighted by [Gouadec \(2007\)](#), translators now depend on a diversity of technology-driven tools, containing machine translation systems, translation memories, and electronic dictionaries, underlining the technologization of the translation profession. Within this context, incorporating translation apps into language learning practices becomes a determining factor, primarily as they serve the multiple linguistic backgrounds of the modern university student body. This study aligns with the findings of [Kučiš and Seljan \(2014\)](#), who highlight the addition of translation apps to make smooth bilingual and polyglot transmission and control language hurdles.

There are various types of educational technology in foreign language learning and teaching. Using these effective technologies has become a trend in language learning, especially in (EFL). Education is one of the fields that include technological advances. Due to its rapid advancement, technology has developed in the field of learning by second language students as a modern process to enhance the student's competencies (Lam, [2014](#)). The widespread use of translation apps in our daily lives is evidence of their authenticity. In the technology field, recent advancements have increased the potential and power of translation apps in education. The Internet and the World Wide Web are the most influential developments that have broadened our knowledge, connected us with other native speakers, and provided us with a wide range of authentic learning material. The study by [Alotaibi and Salamah \(2023\)](#) emphasizes the upliftment of translation app usage in language learning, emphasizing the possible positive impact on translation activities. The need for progressive solutions becomes dominant as the educational environment progresses in serving multiple linguistic backgrounds and abilities. We are living in the age of science and technology. The modern generation is very interested in using technology. It is necessary to use technology in language learning to make learning more beneficial and exciting.

This study investigates students' attitudes and perceptions towards using Translation apps at the undergraduate level. Students have different attitudes toward using these apps in language learning. Integration and utilizing technology in their language learning has become a significant aspect of successful learning language. In this study, we want to determine the impact of translation apps on students' English language learning. We want to evaluate the standard of education and performance of Translation apps at the undergraduate level. We want to analyze through this study that translation technology is the source of improving students' English learning skills and why some students do not use these apps despite all the facilities. We want to investigate the challenges that prevent students from using translation apps at the undergraduate level. Incorporating translation apps is a cathartical shift in language education, offering availability and effectiveness. The research investigates this incorporation's suggestions, inspecting whether it is rapid language expertise or introduces new challenges ([Ogundokun et al., 2021](#)).

The problem statement defines the research's exploratory nature, pointing to examine challenges faced by students at the undergraduate level in using translation apps. The study plans to bridge the gap between the retrieved advantages of translation apps and the genuine usage patterns among students. It focuses on preparing the study guidance, pointing to usage patterns, perceptions of students, opportunities, and challenges connected to incorporating translation apps in language learning. It highlights the significance of language education in the modern age and the vital role played by technological development, particularly translation apps. The study examines and inspects the effectiveness of these tools in magnifying language learning proficiency among students at the undergraduate level.

Literature Review

Incorporating technology into language learning, specifically translation apps, has increased concentration in current writing. This review highlights operating research findings, scattering light on

the impact of translation apps on the language learning proficiency of undergraduate students. Translation apps, such as Google Translate and Microsoft Translator, have become essential tools in language learning. According to Urlaub and Dessein (2022), translation apps that enclose machine and human translation are a universal practice in language learning. These translation apps make for smooth real-time conversation and span language challenges (Lake & Beisly, 2019), enabling students to instantly expand their knowledge of translations and vocabulary explanations, thereby increasing vocabulary learning.

Educational Technology Trends in Language Learning

Employing educational technology in language learning is an expanding trend, especially in English as a Foreign Language (EFL). Modern educational institutions in developing countries use technology to increase language proficiencies (Mali & Salsbury, 2021). This study aligns with the findings of Alotaibi and Salamah (2023), who examined the positive impact of translation apps in English-translation learning, uplifting advanced-level students to use translation tools for language learning.

Chapelle (2005) has explored that nowadays, computer technology has enlarged to keep in progress and to be responsible for their guidance life. They have started to take their places in language learning. Lam (2000) argues that a lack of understanding of the advantages of incorporating technology forces students to have a negative attitude toward using technology in language learning. Russel (2020) states that students are anxious about their evidence in language learning. So, they have two minds and feelings about technology in their learning.

The area of translator training has observed prominent developments due to technology. Translators now depend on different tools, including machine translation systems and mobile-based translation apps (Kučiš & Seljan, 2014). Gouadec (2007) highlighted the importance of translators learning technological skills to negotiate the progressing job market, showing a shift toward a highly technologized profession.

Students can use translation apps to enhance their vocabulary and language skills. While applying translation app technology, we can improve pronunciation, utilize our dialogue, and explore our mimicry memorization. In the cognitive approach, the instruction has an important individualized role, so students are responsible for their learning. While using a communicative approach, Translation app technology aims to teach the students the target language according to their learning ability (Celce-Murica, 2001). Shadiev and Yang (2020) note that Translation apps help progress language skills for learning the language in different ways. Moreover, Shadiev and Yang (2020) state that students have too much difficulty developing their language skills before using translation apps. They do not know how to create it properly, but after these revolutionary apps, different kinds of activities have a specific role in developing our language skills.

The writing shows different advantages and challenges of using translation apps in language learning. On the positive side, these apps give separate learning experiences, allowing learners to personalize their language learning journey based on their specific needs and pace (Lomicka & Lord, 2012). However, challenges include the potential dependence on translation, accuracy issues, and the risk of decreased language proficiency due to submissive learning (Gass & Selinker, 2008; Hubbard, 2023). The area of translation apps, which is related to many technology fields, has experienced notable advancement and development over the years (Munday, 2016).

Bayne (2014) stated that technology has become essential to learning. It can improve students' capacity to think and solve problems by encouraging them and enhancing their understanding that they can do everything with technology. Translation apps and education have a strong relationship in gaining learning objectives. They cannot oppose each other. The relationship should be "manipulated by technology" and not controlled by technology. Translation apps can provide independent learning, saving time and providing more activities. With the help of these activities, we can learn more effective language.

While studies recognize the benefits of translation apps, there is a prominent gap between their retrieved advantages and actual usage patterns among students at the undergraduate level. Alotaibi and Salamah (2023) note that despite the upliftment of translation apps, not all students can use them in

language learning. Concerning the factors contributing to this hesitance is a crucial aspect that requires further examination.

In conclusion, the literature review emphasizes the developing environment of language learning and the incorporation of translation apps at the undergraduate level. While the advantages are acknowledged, there is a need for more research to understand the factors influencing student attitudes and usage patterns. The literature provides a foundation for the present study, which seeks to address this gap and contribute to effectively incorporating translation apps in language learning.

Methodology

This research adopts a descriptive and exploratory approach, employing a survey method with a questionnaire that includes close-ended questions and a Likert scale. The target population consists of undergraduate English language students in District Vehari. Data will be collected through the distribution of the questionnaire, and 100 students will be taken as a sample of research, and subsequent analysis will be conducted using SPSS. The research tools, structured as a Likert scale-based survey questionnaire, aim to explore and comprehend students' perspectives regarding the identified problem.

Data Analysis

The data was examined calculably to point out any mathematically important distinction from the sample's opinion about using translation apps. A questionnaire was based on a Likert scale scoring procedure, i.e., strongly disagree to agree strongly. The student selected one specific option as their answer to the question. The collected data were analyzed through the SPSS (Statistical Package for the Social Science).

Table 1

The use of Technology is very Beneficial for Language Learning.

		Frequency	Percent	Valid Percent	Mean
Valid	Disagree	12	11.3	12.0	3.7500
	Neutral	27	25.5	27.0	
	Agree	35	33.0	35.0	
	Strongly Agree	26	24.5	26.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation apps have become a very beneficial component for language acquisition. When the researcher asked the question about the benefits of technology, 11% of respondents strongly disagreed, and 11% disagreed; they thought using technology was not beneficial for language learning. Moreover, 25% of respondents were neutral to the statement, 33% agreed, and 24% strongly agreed that technology was helpful for language teaching and learning. Based on the result, the mean is 3.7500.

Table 2

I have Never Used Translation Apps to Translate English text

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly Disagree	34	32.1	34.0	1.8200
	Disagree	50	47.2	50.0	
	Neutral	16	15.1	16.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	106	100.0	

Explanation: Computers have become the need of the hour to integrate technology into language to make learning more beneficial and exciting. When the researcher asked about not using the computer for

language teaching purposes, 32% of respondents strongly disagreed, and 47% disagreed; they thought students were not interested in using translation apps in their language learning. On the other hand, 15% of respondents were neutral to the statement, 4% agreed, and 14% strongly agreed whether the respondents wanted to use computers for language teaching purposes. Based on the result, the mean is 1.8200.

Table 3

Translation apps aren't quite right when translating text in the English language.

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly Disagree	16	15.1	16.0	2.4000
	Disagree	39	36.8	39.0	
	Neutral	34	32.1	34.0	
	Agree	11	10.4	11.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation apps used in language learning allow learners to work at their own pace anywhere and anytime. When the researcher asked about the authenticity of these translation apps, 15% of respondents strongly disagreed, and 36% disagreed; on the other hand, 32% were neutral to the statement, ten respondents agreed, and 18 strongly agreed. Based on the result, the mean is 2.400.

Table 4

I can't translate Without using Translation Apps

		Frequency	Percent	Valid Percent	Mean
Valid	Disagree	13	12.3	13.0	3.5200
	Neutral	35	33.0	35.0	
	Agree	39	36.8	39.0	
	Strongly Agree	13	12.3	13.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation technology has become an essential component that could save time and effort, and we could work at our own pace anywhere and anytime. When the researcher asked the question about the usage of computers related to saving time and effort, 12% of respondents strongly disagreed, and 33% disagreed, thinking that they could translate without using translation apps. On the other hand, 33% of respondents were neutral to the statement, 47% agreed, and 21% strongly agreed. Based on the result, the mean is 3.5200.

Table 5

I prefer To use translation apps rather than an English dictionary.

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	8	7.5	8.0	3.5700
	Disagree	9	8.5	9.0	
	Neutral	22	20.8	22.0	
	Agree	40	37.7	40.0	
	strongly agree	21	19.8	21.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation technology usage for learning a language can provide learning motivation, and students' achievements can be enhanced through more study. When the researcher asked about using translation apps rather than dictionaries, 7% of respondents strongly disagreed, and nine respondents disagreed; they thought that translation apps would not replace dictionaries. On the other hand, 20% of respondents were neutral to the statement, 37% agreed, and 19% strongly disagreed. Based on the result, the mean is 3.5700.

Table 6

Translation Apps can Fulfill all My Needs in Terms of Translating English

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	16	15.1	16.0	2.6000
	Disagree	32	30.2	32.0	
	Neutral	32	30.2	32.0	
	Agree	16	15.1	16.0	
	Strongly Agree	4	3.8	4.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation apps have become a critical component of the present or modern age. Now, it has become a need of time and can make students more productive and independent than traditional language learning methods. When the researcher asked about the fullness of needs of students, 30% of respondents strongly disagreed, and 15% disagreed. On the other hand, 30% of respondents were neutral about the statement, 15% agreed, and 3% strongly agreed that translation apps could fulfil all translation needs. Based on the result, the mean is 2.6000.

Table 7

Translation Apps Can't Fulfill All My Needs in Terms of Translating English

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	14	13.2	14.0	2.4600
	Disagree	40	37.7	40.0	
	Neutral	33	31.1	33.0	
	Agree	12	11.3	12.0	
	Strongly Agree	1	.9	1.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation apps have become a critical component of the present or modern age. Now, it has become a need of time and can make students more productive and independent than traditional language learning methods. When the researcher asked about the fullness of needs of students, 13% of respondents strongly disagreed, and 37% disagreed. On the other hand, 31% of respondents were neutral about the statement, 11% agreed, and 9% strongly agreed that translation apps could fulfil all translation needs. Based on the result, the mean is 2.46000.

Table 8

Students Do Not Know How to Use Translation Apps

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	9	8.5	9.0	3.3000
	Disagree	18	17.0	18.0	
	Neutral	24	22.6	24.0	
	Agree	32	30.2	32.0	

Strongly Agree	17	16.0	17.0
Total	100	94.3	100.0
System	6	5.7	
Total	106	100.0	

Explanation: Translation technology has become the need of the time nowadays. It motivates the user and provides the right direction to move, but despite this, users do not know how to use it properly. The main reason was the lack of training of students. When the researcher asked the question about the training of teachers, 17% of respondents strongly disagreed, and 22% disagreed; they thought that training was not a reason to use translation apps properly. On the other hand, 22% of respondents were neutral to the statement, 30% agreed, and 16% strongly agreed that students' training was necessary to use translation apps properly. Based on the result, the mean is 3.3000.

Table 9

I am not Satisfied with the Results of the Translation Apps.

	Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	27	25.5	27.0
	Disagree	42	39.6	42.0
	Neutral	31	29.2	31.0
	Total	100	94.3	100.0
	System	6	5.7	
Total	106	100.0		

Explanation: A challenge that respondents identified is that they were not satisfied with the results of translation apps at the undergraduate level. Pakistan is a developing country with a lack of technology in the education system. When the researcher asked about respondents' satisfaction with technology usage, 25% strongly disagreed, and 39% disagreed. On the other hand, 29% of respondents were neutral to the statement, 32% agreed, and 37% strongly agreed. Based on the result, the mean is 2.0400.

Table 10

Translation Apps aren't Quite Right in Translating Text in the English Language

	Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	28	26.4	28.0
	Disagree	38	35.8	38.0
	Neutral	26	24.5	26.0
	Agree	3	2.8	3.0
	Strongly Agree	5	4.7	5.0
	Total	100	94.3	100.0
	System	6	5.7	
Total	106	100.0		

Explanation: Translation apps have developed nowadays. It improves the language skills of students and students interested in technology integrated into the classroom. When the researcher asked about the authenticity of translation apps, 26% of respondents strongly disagreed, and 35% disagreed. On the other hand, 24% of respondents were neutral to the statement, 2% respondents agreed, and 4% strongly agreed. Based on the result, the mean is 3.83.

Table 11*Translation Apps are Beneficial in Every Way of the Translation Process*

		Frequency	Percent	Valid Percent	Mean
Valid	Disagree	6	5.7	6.0	3.8900
	Neutral	25	23.6	25.0	
	Agree	43	40.6	43.0	
	strongly agree	26	24.5	26.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation technology has become the need of the time nowadays. It motivates the user and provides the right direction to move, but despite this, users do not know how to use it properly. When the researcher asked about using translation apps in the translation process, 1% of respondents strongly disagreed, and 5% disagreed. On the other hand, 23% of respondents were neutral to the statement, 40% of respondents agreed, and 24% strongly agreed. Based on the result, the mean is 3.8900.

Table 12*The Use of Translation Apps Improves the Language Skills of the Students*

		Frequency	Percent	Valid Percent	Mean
Valid	Disagree	20	18.9	20.0	3.3800
	Neutral	30	28.3	30.0	
	Agree	42	39.6	42.0	
	strongly agree	8	7.5	8.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation apps have developed nowadays. It improves the language skills of students and students interested in technology integrated into the classroom. When the researcher asked about improving language skills, 18% of respondents strongly disagreed, and 2% disagreed; they thought translation apps did not enhance language skills. On the other hand, 28% of respondents were neutral to the statement, 39% of respondents agreed, and 07% strongly agreed that translation apps improve students' language skills. Based on the result, the mean is 3.3800.

Table 13*In translating English Material, I Always use Translation Apps*

		Frequency	Percent	Valid Percent	Mean
Valid	Disagree	13	12.3	13.0	3.6200
	Neutral	32	30.2	32.0	
	Agree	35	33.0	35.0	
	strongly agree	20	18.9	20.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: Translation apps have developed nowadays. It improves the language skills of students and students interested in technology integrated into the classroom. When the researcher asked about using these Apps in language learning skills, 18% of respondents strongly disagreed, and 12% disagreed. On the other hand, 30% of respondents were neutral to the statement, 33% of respondents agreed, and 18% strongly agreed that translation apps improve students' language skills. Based on the result, the mean is 3.6200.

Table 14

The cost of the internet for the utilization of translation apps is also a problem for students.

		Frequency	Percent	Valid Percent	Mean
Valid	Strongly disagree	6	5.7	6.0	3.6500
	Disagree	10	9.4	10.0	
	Neutral	24	22.6	24.0	
	Agree	33	31.1	33.0	
	Strongly Agree	27	25.5	27.0	
	Total	100	94.3	100.0	
	System	6	5.7		
Total		106	100.0		

Explanation: The cost of the internet was another common challenge that the respondents were identifying. When the researcher asked about the cost of the internet and other related material for utilization of Translation apps, 3% of respondents strongly disagreed, and 9% disagreed; they thought the internet was not a barrier in translation apps. On the other hand, 22% of respondents were neutral to the statement, 31% agreed, and 25% strongly agreed that internet cost was a common problem for using these apps. Based on the result, the mean is 3.6500.

Data was analyzed using 14 questions by SPSS. Most of the participants reported that they were literate in translation apps. They seem to use translation apps to translate text for different purposes. Questions were based on statements related to students's perceptions of using translation apps. It consisted of 8 statements, and respondents answered strongly disagree, disagree, neutral, agree, and strongly agree. The result of this section is discussed in detail through tables and explanations. The result showed that most students seemed positive towards using translation apps. In the end, the researcher analyzed the following six questionnaire questions related to the challenges of using translation apps that do not allow students to use translation apps at the undergraduate level in university education. The researcher identified some challenges and asked for the opinions of the respondents. The result was analyzed in detail, and students agreed to participate in most challenges. The challenges identified by the respondents were lack of training in using these apps, the high cost of the internet, proper training of students, the cost of materials, technical problems, availability of time, etc.

Conclusion

It can be concluded from the result of the study that most of the students (80) have their software to use these translation apps at the undergraduate level in university education, and they use it for different purposes. 82% of respondents are technology literate and know how to use this technology for language learning, and 72% of respondents know how to use the internet on their computers. It was reported that 34% of respondents had not used translation apps for language learning. Most students do not know how to use these translation apps software for language learning. Most students did not know how to translate text online using this translation apps. 60% of respondents know how to utilize translation apps for language improvement, and 61% know how to use an online dictionary.

Most of the students seem positive towards the integration of technology into learning. 78% of respondents agreed and strongly agreed that technology benefits language teaching and learning. They wanted to use translation apps for language learning purposes. Still, some barriers prevented them from using these apps, and the study's findings confirmed this: 72% of respondents agreed that there are some barriers to using translation apps; using these apps could improve the students' language skills. 60% of respondents use the translation apps because use of these apps is enjoyable. 68% strongly agreed that use of translation apps could save the to translate something. 66% respondents agreed that translation apps would motivate the students to study more and enhance their learning. 65% of respondents agreed that using translation apps is better than dictionaries, but 32% remained neutral. 52% of respondents did not use the translation apps because they were not trained in technology. It was also discovered from the result that 42% of students were afraid of using these apps because they could not fulfil their needs exactly.

After learning about the students' perceptions of translation apps, the researcher moved toward the challenges of using translation apps. There are lots of common challenges that are hurdles in using translation apps. When the researcher asked about the lack of training in the usage of translation apps, the % of respondents 17% remained neutral, and 30% strongly agreed with the statement. Pakistan is a developing country, and learners come from different backgrounds. Each family in countries like Pakistan cannot afford to manage the cost of the internet for each learner. The use of translation apps for general purposes and technology for language learning are two different things. As mentioned earlier, participants use translation apps for general purposes. When the researcher asked students not to use translation apps because they were not well trained in the field, 29% of respondents were neutral, and 52% strongly agreed. This result shows that a lack of training is a challenge for students. Most students said that they do not use translation apps because they are afraid to use them, and 35% of students agreed with this statement because they think that translation apps cannot fulfil their requirements completely.

Most 44% of students were not afraid that translation apps might replace dictionaries. Findings have also confirmed that students may get confused about using translation apps. Most of the students do not know how to use language software. Updating this software is another common challenge that the students are facing. It can be concluded from the result that learning a language using translation apps is more accessible; most students use these apps for their general purposes but do not use them for language learning purposes because of these challenges.

Discussion

This study attempted to highlight the importance of translation apps and their need in our daily lives. "It is accepted worldwide that the development of technology enhances educational movement and provides the chances to increase the efficiency of learning in all fields of life."

The study attempted to investigate the students' perceptions of the translation apps and the challenges faced by students at the undergraduate level in university education. Technology rapidly developed after the 1980s, becoming a beneficial component of language learning. Technology has become very advantageous as students and teachers can use it at their own pace anywhere and anytime. Technology usage for language acquisition can provide learning motivation, enhance students' achievement, and provide authentic material to improve the interaction between students and teachers. Technology can provide fun and games, create chances for communication, and reduce stress and anxiety. With the help of translation apps, students can use online learning programs to get immediate feedback and assess their learning. Translation apps offer great flexibility for text analysis and pacing of individual learning, choosing activities, and developing language skills. The researcher used the questionnaire tool to collect the participants' data. The participants belong to different regions of the Vehari district. The questionnaire was divided into 18 questions. The first eight questions were related to the student's perceptions about using translation apps. Another six questions are based on the challenges of using translation apps at the undergraduate level in university Education.

When the researcher asked the question whether the use of technology is very beneficial for language teaching and learning, 11% of respondents strongly disagreed and disagreed; they think that the use of technology was not very helpful, but on the other hand, the most of teachers were positive towards the use of technology at undergraduate level. 25% respondents neutral to the statement. It can be concluded that students are positive towards using translation apps; on the other, they do not practically apply it in their classrooms. It shows that some barriers do not allow students to use translation apps at the undergraduate level in university Education.

When the researcher asked about translation apps, they knew how to use them for language learning purposes. 28% of respondents were neutral to the statement, and 18% disagreed. It was interpreted that students are optimistic about using translation apps for language purposes, but some barriers are hurdles in using translation apps. It was also interpreted that students use translation apps because it was enjoyable; 38% of respondents strongly agreed and agreed. Most students said that translation apps save time and effort in translating text and fulfil all their requirements. 25% of respondents are neutral, and 69% of respondents strongly agreed and agreed with the statement. Most

students think translation apps would motivate them to study more and enhance their learning; 23% of respondents were neutral, and 66% strongly agreed and agreed with the statement. The results show that students positively use translation apps but want to use them practically in their classrooms. However, some barriers do not allow them to use these apps at the undergraduate level in university Education. When the researcher asked about the obstacles to using these translation apps, 26% of respondents were neutral, and 55% strongly agreed with the statement.

First, we must identify those challenges that should be tackled in the practical use of translation apps. Most of the students said that the use of translation apps should improve learners' skills. When the researcher asked about the lack of training in the usage of translation apps, the % of respondents 17% remained neutral, and 30% strongly agreed with the statement.

Pakistan is a developing country, and learners come from different backgrounds. Each family in countries like Pakistan cannot afford to manage the cost of the internet for each learner. The use of translation apps for general purposes and technology for language learning are two different things. As mentioned earlier, participants use translation apps for general purposes. When the researcher asked students not to use translation apps because they were not well trained in the field, 29% of respondents were neutral, and 52% strongly agreed. This result means that a lack of training is a challenge for students. Most students said that they do not use translation apps because they are afraid to use them, and 35% of students agreed with this statement because they think that translation apps cannot fulfil their requirements completely.

The challenges that the students were facing were the central questions of the study. This section consisted of 6 questions. When the researcher asked the question about the lack of proper training in using translation apps at the undergraduate level in university Education, 12% of respondents were neutral, and 69% respondents strongly agreed to the statement (63%) said that lack of training in the field of translation apps was also the problem for students. It was observed that most students could not afford the high cost of the internet; it is also a primary reason for the low use of translation apps. Another challenge that the respondents identified was the availability of time. Most students (67%) respondents said that inexperienced students in the technology field were also challenged to utilize translation apps at the undergraduate level. Most students said it was not easy to translate text using translation apps. Most students (45%) disagreed and strongly disagreed that translation apps could replace dictionaries, 20% of respondents were neutral, 35% agreed and strongly agreed with the statement, 47% of respondents agreed and strongly agreed that students might get confused on translation apps instructions, 30% neutral and 23% respondents disagreed to the statement.

There were many language software available that could enhance language skills. 40% of respondents agreed and strongly agreed that students did not know how to use translation apps software. Updating this software was also a problem. 48% of respondents agreed and strongly agreed with the statement.

References

- Alotaibi, H., & Salamah, D. (2023). The impact of translation apps on translation students' performance. *Education and Information Technologies*, 28(8), 10709–10729. <https://doi.org/10.1007/s10639-023-11578-y>
- Bayne, S. (2014). What's the matter with 'technology-enhanced learning'? *Learning, Media and Technology*, 40(1), 5–20. <https://doi.org/10.1080/17439884.2014.915851>
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.
- Chapelle, C. A. (2005). Computer-assisted language learning. In *Handbook of Research in second language teaching and Learning* (pp. 743–755). Routledge.
- Gass, S., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). Routledge. <https://doi.org/10.4324/9781410604651>
- Gouadec, D. (2007). *Translation as a profession*. Amsterdam: John Benjamins Publishing Company.
- Hubbard, P. (2023). Emerging technologies and language learning: mining the past to transform the future. *Journal of China Computer-Assisted Language Learning*, 3(2), 239–257. <https://doi.org/10.1515/jccall-2023-0003>
- Kučiš, V., & Seljan, S. (2014). The role of online translation tools in language education. *Babel. Revue internationale de la traduction / International Journal of Translation*, 60(3), 303–324. <https://doi.org/10.1075/babel.60.3.03kuc>
- Lake, V. E., & Beisly, A. H. (2019). Translation apps: Increasing communication with dual language learners. *Early Childhood Education Journal*, 47(4), 489–496. <https://doi.org/10.1007/s10643-019-00935-7>
- Lam, W. S. E. (2014). L2 Literacy and the Design of the Self: A Case Study of a Teenager Writing on the Internet. In *Handbook of research on new literacies* (pp. 1189–1212). Routledge.
- Lomicka, L., & Lord, G. (Eds.). (2009). *The next generation: Social networking and online collaboration in foreign language learning*. CALICO, Texas State University.
- Mali, Y. C. G., & Salsbury, T. L. (2021). Technology integration in an Indonesian EFL writing classroom. *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 32(2), 243. <https://doi.org/10.15639/http://teflinjournal.v32i2/243-266>
- Munday, J. (2016). *Introducing translation studies: Theories and applications* (4th ed.). New York: Routledge.
- Ogundokun, R. O., Awotunde, J. B., Misra, S., Segun-Owolabi, T., Adeniyi, E. A., & Jaglan, V. (2021). An android based language translator application. *Journal of Physics. Conference Series*, 1767(1), 012032. <https://doi.org/10.1088/1742-6596/1767/1/012032>
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*, 53(2), 338–352. <https://doi.org/10.1111/flan.12461>
- Shadiev, R., & Yang, M. (2020). Review of studies on technology-enhanced language learning and teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- Urlaub, P., & Dessein, E. (2022). Machine translation and foreign language education. *Frontiers in Artificial Intelligence*, 5, 936111. <https://doi.org/10.3389/frai.2022.936111>