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INSTRUMENTALIZATION OF LEARNING ESP AT NON-LINGUISTIC UNIVERSITY: ACADEMIC AND DIDACTIC POTENTIAL OF GOOGLE TRANSLATE

Abstract. The war in Ukraine has resulted in universities transitioning to distance learning. This has made it challenging for ESP teachers to monitor the use of online translators during classes, which some students may use for academic dishonesty. To address this issue, it is essential to instrumentalize the process of ESP learning, to research and implement in practice the academic and didactic potential of online translators. Additionally, students should be taught how to use these tools effectively. The article explores the academic and didactic potential of online translators, using Google Translate as an example. It is a versatile educational tool, rather than just a translator. The relevant scientific literature review indicates that the academic and didactic potential of using Google Translate in ESP classes at a non-linguistic university in the context of synchronous distance learning has not been adequately researched. The article presents the author's definition of instrumentalisation of ESP learning and describes the practical experience of using the academic and didactic potential of Google Translate in ESP learning in the context of synchronous distance learning on the Google Meet platform at Donetsk State University of Internal Affairs. Google Translate has been found to be a useful digital tool for improving reading, listening, speaking, and writing skills, as well as for enhancing pronunciation, transcribing audio recordings into text, and answering questions. The article concludes that regular use of Google Translate in ESP classes will not take up much time if students are provided with a specific algorithm for working with it for each type of speech activity and practice it systematically. However, it is important to note that Google Translate should not be relied upon as the sole means of learning ESP. In a globalised world, the ability to use online translators, such as Google Translate, has become a necessary competence for modern professionals in any field. The article suggests adding the ability to use online



translators to the list of general competencies of the educational and professional program of any non-linguistic specialty.

Keywords: Google Translate, non-linguistic university, students, ESP (English for Specific Purposes), distance learning

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ІНСТРУМЕНТАЛІЗАЦІЯ НАВЧАННЯ АПС У НЕЛІНГВІСТИЧНОМУ УНІВЕРСИТЕТІ: АКАДЕМІЧНИЙ ТА ДИДАКТИЧНИЙ ПОТЕНЦІАЛ GOOGLE ПЕРЕКЛАДАЧА

Анотація. Війна в Україні призвела до переходу університетів на дистанційне навчання, що ускладнює контроль з боку викладачів АПС за використанням студентами онлайн-перекладача під час занять, який іноді застосовується ними як інструмент академічної недобросовісності. Для вирішення цієї проблеми, необхідно інструментувати процес навчання АПС, дослідити і реалізувати на практиці академічний та дидактичний потенціал онлайн перекладачів, навчити студентів ефективно користуватися цими інструментами. У статті розглядається академічний та дидактичний потенціал онлайн-перекладачів на прикладі Google Translate, який є не просто перекладачем, а багатофункціональним навчальним інструментом. Аналіз наукової літератури свідчить про те, що академічний та дидактичний потенціал використання Google Translate на заняттях АПС у немовному ВНЗ в умовах синхронного дистанційного навчання не є достатньо дослідженим. У статті представлено авторське визначення інструменталізації навчання АПС та описано практичний досвід використання академічних і дидактичних можливостей Google Translate у викладанні АПС в контексті синхронного дистанційного навчання на платформі Google Meet у Донецькому державному університеті внутрішніх справ. Google Translate виявився корисним цифровим інструментом для вдосконалення навичок читання, аудіювання, говоріння та письма, а також для покращення вимови, транскрибування аудіозаписів у текст та відповідей на запитання. У статті зроблено висновок, що регулярне використання Google Translate на заняттях АПС не займе багато часу, якщо студентам надати конкретний алгоритм роботи з ним для кожного виду мовленнєвої діяльності та систематично

його практикувати. Однак важливо зазначити, що не слід покладатися на Google Translate як на єдиний засіб навчання АПС. У глобалізованому світі вміння користуватися онлайн-перекладачами, такими як Google Translate, стало необхідною компетенцією для сучасних фахівців у будь-якій галузі. У статті висловлюється думка, що вміння користуватися онлайн-перекладачами має бути внесено до переліку загальних компетенцій освітньо-професійної програми будь-якої нелінгвістичної спеціальності.

Ключові слова: Google перекладач, нелінгвістичний університет, студенти, АПС (англійська мова професійного спрямування), дистанційне навчання.

Problem statement. Developing effective digital education is a top priority for public policy, not only in our country but worldwide. The aim of technology in education is to fully integrate it into the learning process, making it as convenient as possible for achieving pedagogical goals.

Learning English for Specific Purposes (ESP) at a non-linguistic university in the digital age involves a significant transformation of the learning process. It requires the use of new digital tools to enhance teaching methods and ensure optimal results for students. Technological innovations in the information environment, such as the development of mobile networks, artificial intelligence, automation, in-depth data analytics, and numerous educational platforms and digital tools, have expanded learning opportunities by combining traditional learning methods with modern technologies.

The use of online translators in foreign language classes is a contentious issue among teachers. Similarly, the role of detailed grammar instruction and the use of the native language to explain vocabulary is also debated. Students frequently rely on translators to complete tasks more efficiently and accurately, which saves them time and improves their grades. The war in Ukraine has resulted in universities transitioning to distance learning. This has made it challenging for ESP teachers to monitor the use of online translators during classes, which some students may use for academic dishonesty. To address this issue, it is essential to instrumentalize the process of ESP learning, to research and implement in practice the academic and didactic potential of online translators.

It is quite logical to assume that the didactically justified introduction of online translators into the distance learning process of ESP in a non-linguistic university will become a prerequisite for its instrumentalization.

Analysis of recent studies and publications. In modern pedagogical science, the term "instrumental" and its derivatives "instrumentalization" and



"instrumentalist" are increasingly used in the context of foreign language teaching.

Gardner, R.C and Lambert W.I. (1972) were the first to use the term "instrumental" in terms of motivating foreign language learning. They distinguish two types of language learning motivation: *instrumental* motivation and integrative motivation. Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary bonus or getting into college [1].

Jhessika Nascimento and Andrea Giordano (2021), speaking of English for Specific Purposes (ESP), call it *Instrumental English*, based on the purpose of language learning, but somewhat different from Gardner and Lambert's - a profession or purpose of activity [2].

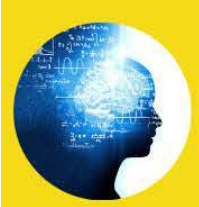
Robichaud, D., and Schutter, H. (2012) introduce the term "*instrumentalist approach*" that considers language as a tool, an instrument that is valuable to the extent that it helps us achieve goals and objectives that we value [3].

Rasskazova A.V., Okhotnikova T.P.& Verbitskaya N.O. (2015), considering the problem of an instrumental approach to the development of general English skills, emphasize the need for "*instrumentalization of language skills*", meaning an approach to teaching English that will allow learners to instrumentalize their language skills, i.e. to move from learning the language in general to consciously identifying and developing the language skills necessary for the successful implementation of their professional tasks in English and full participation in the life of the international scientific and educational community. They emphasize very clearly that "it depends on the learner whether he or she will be able to move from language learning to the independent formation of a mental tool and whether this tool will become an integral feature of a professional, since the nature of this tool implies its independent formation, not its transfer from the outside" [4]

We understand the *instrumentalization of ESP learning* as the use of specific digital tools to teach instrumental foreign language to instrumentally motivated students, which enable students to instrumentalize their language skills and abilities. One of the main specific tools for learning an instrumental language (ESP) is an online translator.

Let's analyze the theoretical and practical basis for identifying and finding the most effective ways to realize the academic and didactic possibilities of using electronic translators in various types of foreign language speech activities of students using Google Translate as an example.

Ukrainian researchers Romanchuk O.V., Gupalo O.S. (2018) analyzed the features of Google's built-in online translator, which uses the method of



statistical machine translation, and developed practical linguistic recommendations for translation students regarding its use in translation activities to improve the quality of translation [5]. Another Ukrainian researcher, S. Yukhymets (2020), conducted a linguistic evaluation of Google Translate by analyzing 1500 sentence pairs and calculated the statistical indicators of translator's mistakes in translating technical texts at all levels of the language: syntactic, phraseological, lexical and semantic, word formation, and morphological [6]. Raza, Muhammad & Nor, Faizah. (2018) share their experience and observations about Google Translate, highlighting the strengths and weaknesses of this tool. Their research paper also attempts to alleviate the fears of those who, out of dismay, look at technology with an eye of contempt [7]. Rohfin Andria Gestanti et al (2022) descriptively examine how students tend to use Google Translate during the class [8]. Mundt and Groves (2016), made an assumption that GT "will be used by student writers, either openly if sanctioned by institutional policies or clandestinely if not" [9, p. 388]. With that assumption, they surmise that universities should develop a set of best practices for integration of the technology into language learning, and establish guidelines for acceptable use.

Most research in the last decade by domestic and foreign scholars has focused on machine translation quality, computer linguistics, and attitudes towards Google Translate. The studies are mainly based on students of linguistic specialties or those who study a foreign language in depth in a classroom rather than remotely. However, the potential academic and didactic benefits of using Google Translate in ESP classes at non-linguistic universities in the context of synchronous distance learning have not been fully explored. Considering the significance of this issue and its lack of development, our study aims to address this gap.

The purpose of the article is to explore the academic and didactic potential of using Google Translate in ESP classes at a non-linguistic university in the context of synchronous distance learning on the Google Meet platform and to find innovative ways to implement this tool in the practice of teaching and learning ESP.

Presentation of the main material. Varyanytsia, L.O., Shevchenko, O.M., & Petrosova, V.I. (2023) argue that distance learning cannot be achieved without digital tools. The use of these tools enriches traditional teaching methods by providing new ways of presenting educational information and facilitating dynamic and mobile interactions. [10]".

In our opinion, an online translator could be the main digital tool for teaching and learning a foreign language in the context of synchronous distance learning at a university. However, Ukraine does not yet have a



unified policy in the educational environment regarding the permission or prohibition of the use of an online translator in the foreign language learning process. Before the war, during offline learning, most Ukrainian teachers, concerned that students were using translation as the first or only approach to language acquisition during homework, simply transferred certain types of tasks from homework to classroom work. In the classroom, the use of an online translator was generally prohibited.

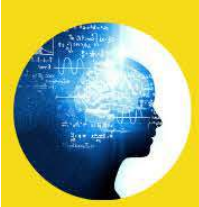
The transition to distance learning during the war in Ukraine made this "transfer" impossible. In the context of synchronous distance learning, the teacher cannot control the use of an online translator by students, and therefore must teach them how to use it to their best advantage.

Based on our survey, it was found that 78% of students and 82% of teachers prefer to use Google Translate. Interestingly, 71% of students and 62% of teachers surveyed reported using only the basic translation function of Google Translate, without knowledge of its additional convenient tools that could enhance the teaching and learning experience for ESP students. This tool can be used to enhance students' writing, reading, pronunciation, listening, speaking skills and vocabulary. Google Translate is a valuable tool for:

- basic interlingual translations, like simple one-word, one-phrase, or basic sentence translations;
- practicing synchronous interlingual conversations;
- phonetic processing of individual words and phrases;
- listening to texts;
- typing scripts of texts, dialogues spoken in audio files when students cannot understand speech by ear etc.;
- researching words and phrases that will be useful in the upcoming conversation;
- writing English sentences and paragraphs;
- improving writing fluency, accuracy, and complexity [11].

University students generally have positive attitudes towards using Google Translate for learning English for Specific Purposes (ESP), as it reduces anxiety and increases motivation. However, it is important to exercise caution when using Google Translate as overreliance on it for translation can hinder the development of language skills.

ESP training for Law and Law Enforcement students at Donetsk State University of Internal Affairs is conducted both online, via the Google Meet platform, and offline for cadets. During ESP classes, students are encouraged to use Google Translate in both forms of education.



Our experience in teaching foreign languages indicates that students frequently utilise Google Translate. Recently, Google Translate has introduced two new features: augmented reality (camera-guided translation) and simultaneous voice translation. Additionally, the Google Translate service has been updated to use neural translation technology when translating between English and Ukrainian languages. This was announced by Google Ukraine on their official blog. Thus, the Ukrainian language has joined a number of other languages that have been updated for neural translation. The technology of neural machine translation makes translations more accurate and sound closer to natural human language.

The instrumentalization of foreign language learning through the active use of Google Translate in a distance classroom allows for the implementation of a certain set of didactic and methodological principles of foreign language learning:

- principle of individualized learning;
- principle of positive engagement;
- principle of available feedback;
- principle of autonomous learning;
- principle of meaningful communication;
- principle of active learning;
- principle of interrelated learning of speech activities;
- principle of taking into account the mother tongue.

Reading and Listening. In non-linguistic Ukrainian universities, including Donetsk State University of Internal Affairs, students, particularly master's students, frequently use ESP textbooks authored by Ukrainian writers. However, these textbooks often lack audio accompaniment. Therefore, Google Translate can be utilised in virtual or real classrooms not only for translation but also for listening to texts before reading them. In the context of distance learning on the Google Meet platform, listening can be done individually by each student or by displaying the text on the teacher's screen using Google Translate and activating the 'Megaphone' feature. Despite the lack of correct sentence intonation, the announcer pronounces all words correctly. Listening improves the ability to read texts containing difficult professional terms. To prevent students from relying solely on Google Translate, it is important to have them check the quality of the translation; to perform post-editing of machine translation by contextually translating incorrectly translated words, phrases, and sentences to improve the quality of the output text; to conduct exercises to identify words, phrases, and sentences in the translation that were spoken by the teacher in a foreign language.



Interactive language learning apps, such as Google Translate, use voice recognition technology to facilitate language learning through listening and speaking. Here, students can receive immediate feedback on the accuracy of their pronunciation, which motivates them to listen more attentively and enhances their listening comprehension.

Furthermore, users can commence, pause, and revisit segments of information to gain a better understanding and memorise the audio text.

Pronunciation. Google Translate can be utilised to improve pronunciation by offering students the chance for self-study and practice directly in the distance ESP learning class. It is based on receiving instant feedback from Google Translate on the quality of the student's pronunciation.

For example, students can practice the pronunciation of active vocabulary such as 'illegal possession', 'firearms', 'concealed', 'seize', 'custody', 'handguns', 'switchblades', 'prohibited' and 'legal permits' before reading the main text of the unit. The teacher can provide students with an algorithm for individual vocabulary practice.

To improve pronunciation, follow these steps: copy the words into Google Translate, click on the 'Megaphone' to listen to the correct pronunciation, and then click on the Translator's Microphone to read the words aloud.

If the words are pronounced correctly, the translator will type them correctly. If they are pronounced incorrectly, the translator will type and translate them incorrectly. The student will have to listen to the pronunciation of the Google Translate announcer again, read the words aloud, and record them again in Google Translate by clicking on the 'Microphone'. This cycle of work can be repeated several times until the student receives a positive result.

Speaking. Google Translate is an essential tool for teaching dialogic speech, particularly for students with limited language proficiency. Our survey revealed that students lack knowledge on how to use Google Translate for unprepared dialogic speech, a crucial skill for future police officers or law enforcement officials who may frequently encounter situations where no live interpreter is available. For instance, a Ukrainian police officer may stop a foreign driver who has exceeded the speed limit. The program's Conversation function enables voice input translation between languages. A conversation may occur between a student who is proficient in English and Google Translate, which translates his/her speech into Ukrainian, and a student who has limited language proficiency and speaks his/her native language, with Google Translate translating his/her comments into English. During such communication, students with a low level of foreign language proficiency are given the opportunity to participate and succeed, thanks to tools such as

Google Translate. This type of organized speech benefits not only the communicating students but also those with different backgrounds who listen. Both the audience and the speakers prefer to acquire the English language through participation in this type of learning activity, rather than intentionally learning it.

Listening and transcribing audio recordings into text. Google Translate has an important feature that can be used for teaching listening: the ability to transcribe audio recordings into text. The Donetsk State University of Internal Affairs' students and cadets majoring in Law and Law Enforcement study English for Specific Purposes (ESP) using the 'Career Paths Law' textbook by American authors John Taylor and Jenny Dooley, as well as the 'Police' textbook by Virginia Evans, Jenny Dooley, and David J Smith. Each unit of these textbooks contains a listening exercise in the form of a dialogue. Students are required to listen to the dialogue and fill in the missing 7-8 words or phrases in it. During distance learning on the Google Meet platform, students are required to transcribe the words they hear in the chat. (For students with lower language proficiency, it may be helpful to focus on 1-2 words). Afterward, they should reproduce the dialogue using the words from the open chat. However, there are instances where students may struggle to hear certain words or phrases. To address this, the teacher may open two separate tabs on his/her laptop and play the audio recording of the dialogue while simultaneously activating the Google Translate microphone. Google Translate transcribes audio recordings into text without breaking the words into sentences and adding punctuation and capitalisation at the beginning of sentences. After transcribing an audio recording into text, the teacher proceeds to display the text of the dialogue on the screen using Google Translate during the screen demonstration. Students work with the text on the screen, comparing it to the textbook, breaking it into sentences, checking the accuracy of the inserted words, and identifying any words they may have missed. They then reproduce the dialog in pairs. Working with listening material can significantly increase students' cognitive activity and boost their confidence in the effectiveness of such activities. It is important to note that this statement is based on objective evidence and not just subjective evaluations.

Writing. Google Translate can be used as a tool for checking spelling and grammar. However, in the context of distance learning, it is not recommended to ask students to translate entire sentences from their native language into English, as this can lead to mindless copying without understanding. When students are assigned a creative writing task, such as describing the appearance of a criminal based on a picture or writing a report



on a criminal's arrest, they typically write the text in Ukrainian and then translate it into English. To improve the quality of their translations, it is important to introduce students to the concept of a 'perfect language pair', where the target text will be nearly flawless if the input text is flawless. Students should be taught how to pre-edit the text on the left side of the translator and post-edit it on the right side. This involves performing contextual translations of words or phrases if necessary. The translator can assist in contextualizing the language.

Answering questions. In ESP textbooks, units often begin with knowledge updating questions that require answers based on students' own experiences. However, these questions are often answered through unprepared monologue speeches, which only a small proportion of students engage in due to their lack of language competence. Despite the task being interesting for students and giving them something to say, it is not accessible to all. Therefore, teachers often avoid assigning this type of work due to students' insufficient language competence, or they may only listen to responses from a select few students. To address this issue, it is recommended that students record their answer to the question in their mother tongue using the voice input feature on the left side of Google Translate. They can then listen to the translation in the foreign language on the right side and reproduce it in their oral speech.

It may appear that implementing the academic and didactic possibilities of using Google Translate in ESP classes at a non-linguistic university, in the context of synchronous distance learning on the Google Meet platform, will be time-consuming. However, if students are given a specific algorithm for working with a translator for each type of task and practice it systematically, they will be able to do it instantly.

It is also important to prioritize the type of speech activity for each specialty. The current development of teaching technologies has made reading and comprehending texts easier. The text serves as a thematic and illustrative base for other speech activities. It is important to focus on developing skills in answering, speaking, listening, and writing.

In a globalised world, the ability to use online translators, such as Google Translate, has become a necessary competence for modern professionals in any field. That's why we suggest adding the ability to use online translators to the list of general competencies of the educational and professional program of any non-linguistic specialty.

Conclusions. Didactically justified introduction of online translators into the distance learning process of ESP at a non-linguistic university is becoming a prerequisite for its instrumentalization. The *instrumentalization of*

ESP learning can be defined as the use of specific digital tools to teach instrumental foreign language to instrumentally motivated students, which enable students to instrumentalize their language skills and abilities. One of the main specific tools for learning an instrumental language (ESP) is an online translator. The involvement of Google's digital tools in the educational process makes it individual, mobile and diverse. Implementing the academic and didactic capabilities of Google Translate in ESP classes at a non-linguistic university can enhance students' writing, reading, pronunciation, listening, speaking skills and vocabulary. This can be achieved through synchronous distance learning on the Google Meet platform. Regular use of Google Translate during an ESP class will not be time-consuming if students are given a specific algorithm for working with it for each type of speech activity and practice it systematically. This will enable them to use it instantly. The ability to utilize online translators such as Google Translate should become a professional competency for modern specialists in any field in the globalized world. It is worthwhile adding the ability to use online translators to the list of general competencies of the educational and professional program of any non-linguistic specialty.

Google Translate can be a helpful tool for learning ESP. However, it is important to note that the use of Google Translate should be approached with caution and should not be relied upon as the sole means of language learning.

Further research on this issue could be related to the comparative parallel use of two online translators in ESP classes, for example, Google Translate and DeepL.

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