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Investigating the Role of Web-Based Translation Software in Improving L2 Learners' Language Skills

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ABSTRACT

This study investigates the role of web-based translation software in improving second language (L2) learners' language skills. With the rapid advancement of technology, translation tools such as machine translation and online applications have become widely used in language learning contexts. The research aims to examine the impact of these tools on vocabulary acquisition, reading comprehension, writing proficiency, and listening and pronunciation skills among L2 learners. A quantitative research design was employed, using a structured questionnaire distributed to 120 students from the English Department at Ghazi University, Dera Ghazi Khan. The collected data were analyzed using statistical methods through SPSS.The findings reveal that a significant majority of students hold positive perceptions regarding the use of web-based translation software. The results indicate that these tools substantially enhance vocabulary development, improve understanding of word meanings, and increase learners' confidence in language use. Additionally, translation software was found to support reading comprehension by helping students understand complex texts and engage with diverse materials. In terms of writing, learners reported improvements in grammar, vocabulary usage, and overall expression. Furthermore, the study highlights a positive influence on listening skills and pronunciation accuracy, although some challenges and limitations, such as overreliance and occasional inaccuracies, were noted.Overall, the study concludes that web-based translation software serves as an effective supplementary tool in L2 learning.

Keywords: *Classroom, L2 Learners, Language Skills, Translation Software, Web-Based*

INTRODUCTION

Life needs communication to function. However, linguistic distinctions must be strengthened to promote communication among speakers of other languages. As a result, translation is necessary to enable communication among multilingual speakers. According to Brislin (2018), "translation" refers to the general act of transferring concepts and ideas from one language (the source) to another (the target), regardless of the orthographies and spoken or written forms of the two languages already in use. The process of substituting a single written statement in a source language (SL) with the same message in a target language (TL) is known as translation.

Technology utilization can improve translation. Technology has made translation possible in a variety of

ways. Sazdovska-Pigulovska (2018) noted that translation technologies have altered the essential characteristics of the translation profession. It gives interpreters access to the state-of-the-art tools needed for their work to be considered for better employment in the technology sector. The Internet speeds up translation as well. Additionally, the Internet boosts productivity and raises the standard of translation.

According to O'Connor (2021), the discipline of language translation studies has grown significantly in the last few years due to its solid textual heritage and ongoing focus on translatability and equivalency. The majority of earlier research relied on conventional methods to gather data. To the author's knowledge, not much study has looked at how WBT affects text translation Therefore, this study looks at how language proficiency among L2 learners can be enhanced using web-based translation software.

Garcia (2022), claims that while keeping a sufficient level of quality and the compensation of professional translators, WBT and smartphone apps that improve the consistency and speed of human translators can lower the overall cost of translation projects. The Internet is one of the most popular and valuable technological contexts for translation. The Internet makes translators' labor more accessible in several ways. The capacity to text across national and cultural barriers electronically is one example. When these websites are used, translation productivity rises, and time is saved.

Various situations could affect how WBT is used. Translators' attitudes about utilizing WBT in their work are one of these characteristics. It may be simpler to accept WBT in translation if one approaches it with optimism. Conversely, unfavorable views could make it more difficult for translators to apply WBT in their work. Translators' opinions regarding WBT have been the subject of research (Al-Maroof et al., 2020)

Many different types of translations are produced via crowdsourcing, including standard text documents, webpages, technical support documentation, instruction manuals, and audiovisual translations. The term "fansubs," which refers to fan translations of popular TV shows and films, is becoming increasingly popular as an alternative to official subtitles, which some fans feel are insufficient because non-fans translated them. The overwhelming prominence of fan-made alternatives also eludes accurate and viewed restrictions in known translations and subtitles. Fan-made options are accessible online and are created by amateur serve translators using free-to-use translation technologies and techniques that are freely and frequently obliquely adopted from translation studies literature—such as the presentation and timing of subtitles. Cloud-based storage options, shared calendars, integrated instant messaging, and other TM and MT features are offered by accessible yet inaccessible online tools like Google Translator Toolkit 11. These technologies provide a professional package for amateur translators to participate in various crowdsourcing activities.

Apart from the fact that both inexperienced and seasoned translators use machine translation (MT) technology, users have also noticed that major MT platforms, like Microsoft Bing and Google Translate, which have over 200 million daily users, are beginning to become household names (Shankland, 2020). Every day, people utilize the Internet for a variety of reasons. These include personal ones like shopping, vacationing, learning a language, and getting technical help, as well as professional ones like conducting market and product research, interacting with suppliers and clients, and breaking into new markets. Professionals in various fields, such as education and medicine, utilize publicly available online machine translation (MT) to converse with illiterate clients. In cases where there has been significant migration and displacement, this tendency is most noticeable. Quality, legality, accountability, and compensation are more crucial.

Even though translation is necessary, free online machine translation (MT) services create severe ethical issues. It is particularly true when dealing with delicate cross-cultural situations and the necessity for expert translation and interpreting services. However, providing professional services may take some time due to budgetary constraints and the reactivity of bringing new and developing languages to new geographic regions. In these situations, habitual users often use MT for personal and professional purposes. They should be mindful

of the risks associated with using MT, including subpar performance, misunderstandings, miscommunication, and liabilities.

Xu and Li (2021), compared Google Translator with a few other MT programs and CAT tools to study the differences and advantages of MT and CAT tools. They looked at the benefits of Google Translate over CAT tools as an MT. Additionally, they made an effort to contrast and compare the match rates across two types of English translation faults. The findings demonstrated that CAT tools had fewer errors than MT software overall. It is claimed that Google Translate has all the app's most significant flaws and translation issues.

It shows that the employment of trained translators is not expected to be in jeopardy due to using computers for natural language translation, which has yet to happen. A human translator's skills will be in great demand throughout eternity. It is improbable, for example, that machine translation will attempt to translate literary or legal texts. However, human translators cannot compete with machine translation regarding the shoddy translation of electronic texts found on the Internet—not even if they were willing to translate temporary information of worse quality. It is possible to assess the relative advantages of machine and human translation depending on the needs and usage types. When it comes to translating a single book inside a particular topic area (scientific, technical, medical, legal, or literary), human translation is typically more economical and gratifying when it comes to the dissemination function—producing translations that can be published. Whipple, W. J. (1986) clarifies that machine translation dictates the costly involvement of post-editing and vocabulary maintenance and updates. Translating extensive material from a particular area is only practical—that is, economical. If there is much repetition and the translation is being done into many target languages (where it is possible to manage the vocabulary, grammar, and pre-editing of the original materials), it is even more justifiable.

The following research questions are the main focus of this research. Research try to explore

1. How does web-based translation software impact vocabulary acquisition among L2 learners?

2. How does translation software influence L2 learners' reading comprehension skills?

3. What are the effects of translation software on enhancing writing proficiency among L2 learners?

4. How does translation software influence L2 learners' listening skills and pronunciation accuracy?

The current study's boundaries limited its analysis to the population of male and female students expressly registered at Ghazi University, Dera Ghazi Khan. In "Investigating the Role of Web-Based Translation Software in Improving L2 Learners' Language Skills," the research seeks to thoroughly understand the experiences, obstacles, and viewpoints specific to this particular group within the Ghazi University, Dera Ghazi Khan.

A significant research gap identified in the recent literature is the lack of empirical investigation into the impact of web-based translation tools on L2 speaking skills**.** Most existing studies predominantly focus on writing, vocabulary, and reading, while speaking—an essential component of communicative competence—remains largely underexplored (Lee, 2025; Alones, 2025). Although translation tools are increasingly integrated with AI and real-time communication technologies, there is insufficient evidence on how they influence learners' oral fluency, pronunciation, and interactive communication abilities in authentic contexts. Addressing this gap would provide a more comprehensive understanding of the role of web-based translation software in overall language development and offer valuable insights for integrating these tools into communicative language teaching practices.

LITERATURE REVIEW

Recent research has increasingly examined the role of web-based translation software in second language (L2) learning, particularly in relation to writing development and learner training. Su and Li (2023) investigated the effectiveness of translation technology training among postgraduate students using a mixed-methods approach that combined surveys and writing tasks. Their study aimed to determine whether structured instruction could improve students' ability to use translation tools effectively. The findings revealed that students who received training demonstrated better control over translation tools and produced higher- quality written texts. Additionally, learners developed greater awareness of linguistic structures and errors. However, the study was limited by its small sample size and short duration, which restricts the generalizability of the results. Despite these limitations, the study highlights the importance of guided use of translation technologies in L2 learning environments (Su & Li, 2023).

In the same year, Tanzer et al. (2023) explored the capabilities of artificial intelligence models in learning and translating new languages. Their study focused on evaluating how AI systems perform in comparison to human learners in language acquisition tasks. Using an experimental computational methodology, the researchers found that while AI models demonstrated notable progress in translation tasks, they still lag behind human learners in terms of contextual understanding and adaptability. Similarly, Zhu et al. (2023) examined the performance of large language models in multilingual translation tasks and reported significant improvements in accuracy and fluency. However, both studies highlighted limitations in handling low-resource languages and culturally specific expressions. These findings suggest that although AI-driven translation tools are advancing rapidly, they still require refinement for effective pedagogical use in diverse linguistic contexts (Tanzer et al., 2023; Zhu et al., 2023).

Jiang et al. (2024) conducted a comprehensive scoping review to examine how machine translation is conceptualized in L2 writing. Their study identified three key roles of translation tools: as linguistic processors, mediational tools, and translanguaging resources. The review emphasized that the effectiveness of these tools depends on multiple factors, including learner proficiency, task type, and learning context. Supporting this perspective, Memushaj and Klosi (2024) explored students' perceptions of machine translation through a survey-based study. The findings indicated that learners widely perceive translation tools as beneficial for vocabulary development and reading comprehension. However, the study also revealed concerns about literal translations and unnatural sentence structures. Both studies highlight the growing acceptance of translation tools while acknowledging their limitations in promoting deeper linguistic competence (Jiang et al., 2024; Memushaj & Klosi, 2024).

Wang et al. (2024) conducted a comparative analysis to evaluate the performance of widely used tools such as Google Translate. Their objective was to assess the quality of translations across different contexts and language pairs. The findings showed that while translation tools perform well in general language tasks, they often fail to capture semantic nuances and culturally specific meanings. This limitation can lead to misunderstandings and inaccurate language use among learners. The study was limited by its focus on a restricted number of languages, which may not represent the full range of translation challenges. Nevertheless, it provides important insights into the need for critical evaluation of machine-generated translations in educational settings (Wang et al., 2024).

Üstünbaş (2025) used a mixed-methods approach to investigate how students use free online translation tools in language learning. The study found that learners frequently rely on these tools for completing academic tasks, with usage patterns varying according to proficiency level. Higher-level learners tend to use translation tools strategically, while lower-level learners often depend on them excessively. In addition, Lee (2025) conducted an experimental study comparing machine translation, AI-assisted writing tools, and self- revision strategies. The results showed that translation tools significantly improve grammatical accuracy, vocabulary

usage, and sentence complexity. However, they were less effective in improving cohesion and overall text organization. These findings highlight both the strengths and limitations of translation tools in developing writing skills (Üstünbaş, 2025; Lee, 2025).

Yu and Jiang (2025) investigated the use of translation tools from a translanguaging perspective, focusing on how learners integrate their first language (L1) and L2 during learning. Their qualitative findings suggest that translation tools facilitate deeper cognitive engagement and support meaning-making processes. Similarly, Lew et al. (2025) examined teachers' perceptions of machine translation through a survey-based study. The results indicated that most instructors support the use of translation tools as supplementary resources but emphasize the need for proper guidance to prevent misuse. Additionally, Bowker (2025) highlighted the role of machine translation in promoting learner autonomy, arguing that such tools enable students to take control of their learning process. However, the lack of empirical data remains a limitation in some of these studies (Yu & Jiang, 2025; Lew et al., 2025; Bowker, 2025).

RESEARCH METHODOLOGY

This study will determine the techniques and methods used to identify, more specifically, investigate the role of web-based translation software in improving L2 learners' language skills. It will also include a data collection technique that provides for questionnaires. This study will employ a descriptive method to observe the role of web-based translation software in improving L2 learners' language skills.

Research Design:

Any research project must have a research design, the researcher's plan or approach to conduct a study. The nature of the research problem and the research question should be considered while selecting a research design. It will cover three different kinds of research designs: case studies, surveys, and experimental methods.

Experimental Design:

In an experiment, one or more independent variables are changed while other factors are controlled to see how they affect a dependent variable. According to Creswell (2014), experimental designs help test causal relationships between variables. For instance, a researcher can manipulate the amount of fertilizer used on different crops to determine its effect on crop yields. The researcher can control other variables, such as the type of soil and the amount of sunlight, to ensure that any observed differences are due to the manipulation of the independent variable.

Survey Design:

Data collection from a sample of people is done through online surveys, interviews, and questionnaires in survey design. Babbie (2016) asserts that survey designs facilitate the collection of substantial data from a heterogeneous population. A researcher may, for example, utilize a survey to get information on many people's opinions regarding a specific social issue. By analyzing the data, the researcher can find trends and connections among variables like income, gender, and age.

Case Study Design:

A case study design entails a comprehensive investigation of a particular phenomenon or person to comprehend that phenomenon or person better. Yin (2014) states that case study designs help explore complex and contextual issues. For instance, a researcher can use a case study to examine the experiences of individuals

who have recovered from a particular medical condition. The researcher can collect data from various sources, such as medical records, interviews, and observations, to better understand the phenomenon.

Hence, the researcher used quantitative methodology for the role of web-based translation software in improving L2 learners' language skills. The researcher will use the structured questionnaire to find the correct and factual results of the relevant impacts of the research objectives below.

Target Population:

The group of people or things the researcher wishes to apply the results to is generally known as the target population. For instance, all patients with a particular medical condition would be the target group if a researcher wanted to examine how a new medication affected those patients. Babbie (2016)

Accessible Population:

The population is readily available to the researcher is the people or things from which data can be gathered. All individuals with a specific medical condition willing to engage in the study would be the accessible population, for instance, if a researcher wanted to examine how a new medication affected patients with that illness. (Morrison, 2015)

Sampling Frame:

The sampling frame is a list of people or things from which the sample is taken. It is a portion of the populace that is reachable. The patient list at that hospital would serve as the sample frame, for instance, if a researcher wanted to examine how a new medication affected individuals receiving treatment for a specific medical condition at that hospital. (Wright, 2013)

Therefore, the population may consist of all citizens of the country, residents of a specific region, members of a particular ethnic group, or members of a specific socioeconomic community, depending on the purpose and scope of the research study. This project investigates how web-based translation software might enhance the language proficiency of second-language learners. Specifically, it will focus on the English department students at Ghazi University, Dera Ghazi Khan.

Research Participants:

The term "research participants" describes the people, teams, or institutions participating in a study. They supply the data the researcher uses for analysis to respond to research inquiries. The resources available for the study, the research questions, and the research strategies all influence the choice of research participants. There are many different kinds of research volunteers, such as:

Sample size gives information on the total number of participants who participate in the study. The sample size is usually represented by n. smallest unit of the concerned population, called the sample. The researcher will use 120 participants from the English department, Ghazi University Dera Ghazi Khan, in this current research work.

Data Collection:

The process of obtaining and evaluating data on specific variables in a predetermined, methodical manner is known as data collection. The following are some of the commonly used methods of data collection with relevant citations and references:

Surveys:

Surveys involve asking questions to respondents to collect data. They can be conducted through various means, such as online, by phone, or in person.

Thus, in this procedure, L2 learners of the Graduate level will be taken to get accurate results. This study will be conducted at the English department, Ghazi University Dera Ghazi Khan.

Questionnaire:

A questionnaire is a data collection method involving a list of written questions typically administered to a group of respondents to gather information on a specific topic. Here are some common types of questionnaires with relevant citations and references:

Structured Questionnaire

Therefore, according to the study's aims, the research employed a self- administrated structured questionnaire with close-ended questions. A thorough examination of the information was completed immediately to the questionnaire design, and many questions were created for this function. The questionnaires had two parts the first one was about students' personal information, and the second part was about 30 different statements regarding the research questions, which adopted a standard five-level Likert item style, for instance:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Data Analysis:

Analyzing data is looking through, altering, and modeling it to get relevant information, make inferences, and help with decision-making.

Hence, the information was statistically examined, and cross-quantitative results, values, and proportions were utilized to convey the information. After collecting the questionnaire, the data will be analyzed by the modern available technique. All the collected data was put in numeric form, and then, with the help of contemporary software SPSS, all the data was analyzed. All the detail of the data analysis is described in the next chapter. The researcher used the following formula to determine the percentage of the respondent's responses.

$P=F/N \times 100$

F= Frequency

N= total number of frequencies

DATA ANALYSIS

The purpose of this chapter is to present and analyze the data collected from respondents through a research instrument, namely a questionnaire designed by the researcher. This section focuses on the findings obtained from the survey conducted to examine students' quantitative attitudes toward the use of web-based translation software in enhancing L2 learners' language skills. The questionnaire proved to be an effective tool for gathering detailed and meaningful data from the participants. The responses were systematically analyzed to derive results based on the information provided by the respondents, and these findings are presented in the following sections in line with the research objectives.It is also important to mention that, due to limitations of space and to ensure relevance, it was not possible to include all questionnaire items, their corresponding tables, and graphical representations in this chapter. Therefore, only the most relevant questions have been selected for analysis, specifically 10 out of the total 30 items in the questionnaire. These selected items were chosen on the basis of their direct relevance to the study's objectives and their significance in explaining the key findings. The remaining questions, along with their detailed tables and graphical analysis, have not been included here; however, they can be accessed through the provided link for further reference and a more comprehensive review of the complete data set.

Table 1: The web-based translation software improved my understanding of word meanings and usage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	4	3.2	3.2	4.0
	Neutral	15	11.9	11.9	15.9
	Agree	62	49.2	49.2	65.1
	Strongly Agree	44	34.9	34.9	100.0
	Total	126	100.0	100.0	

Table 1 shows the response of the 126 respondents against the statement "The web-based translation software improved my understanding of word meanings and usage." 0.8% (n=1) are found to be Strongly Disagree, 3.2% (n=4) are found to be Disagree, 11.9% (n=15) are found to be Neutral, 49.2% (n=62) are found to be Agree, and 34.9% (n=44) are found to be Strongly Agree. Proportional analysis of the two major categories regarding the statement "The web-based translation software improved my understanding of word meanings and usage" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 5 with 4.0%. While the accumulative number of 'strongly agree' and 'agree' is 108 with 84.1% which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph #1:

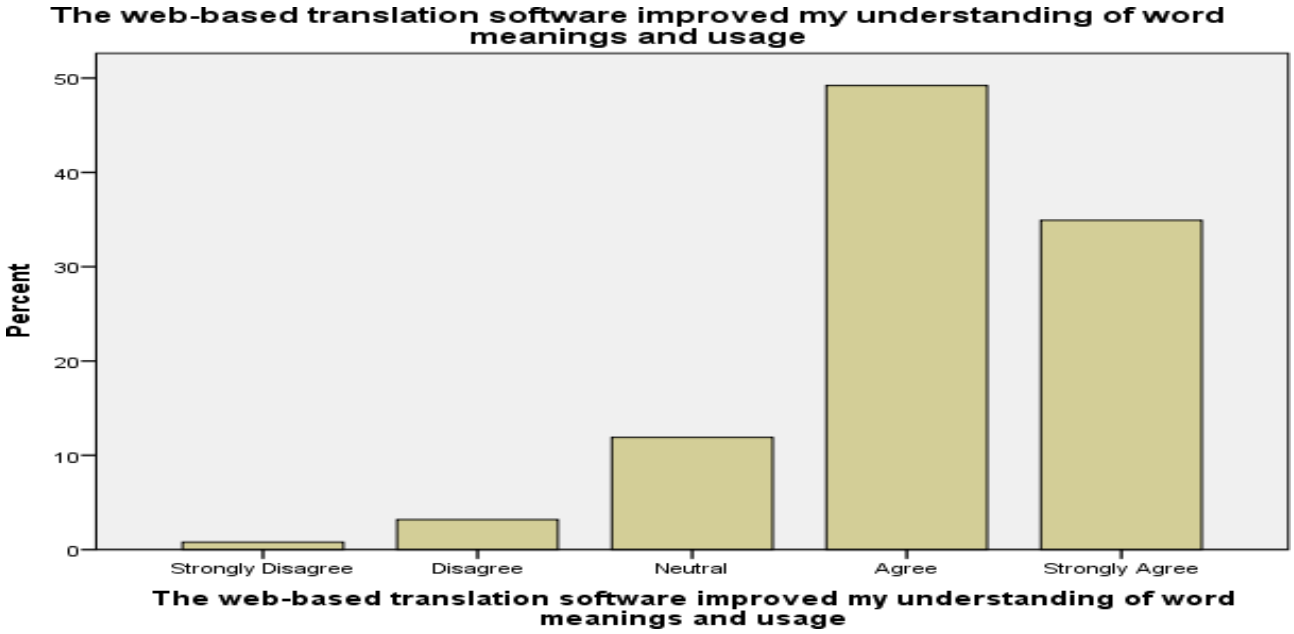


Table 2: I feel more confident using new vocabulary after using the web-based translation software

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.6	1.6	1.6
	Disagree	2	1.6	1.6	3.2
	Neutral	16	12.7	12.7	15.9
	Agree	59	46.8	46.8	62.7
	Strongly Agree	47	37.3	37.3	100.0
	Total	126	100.0	100.0	

Table 2 shows the response of the 126 respondents against the statement, "I feel more confident using new vocabulary after using the web-based translation software". 1.6% (n=2) are found to be Strongly Disagree, 1.6% (n=2) are found to be Disagree, 12.7% (n=16) are found to be Neutral, 46.8% (n=59) are found to be Agree, and 37.3% (n=47) are found to be Strongly Agree. Proportional analysis of the two major categories regarding the statement "I feel more confident using new vocabulary after using the web- based translation software" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 4 with 3.2%. While the accumulative number of 'strongly agree' and 'agree' is 106 with 84.1% which reveals that the majority of the respondents approve the above-mentioned statement. It is also shown in the following Graph #2:

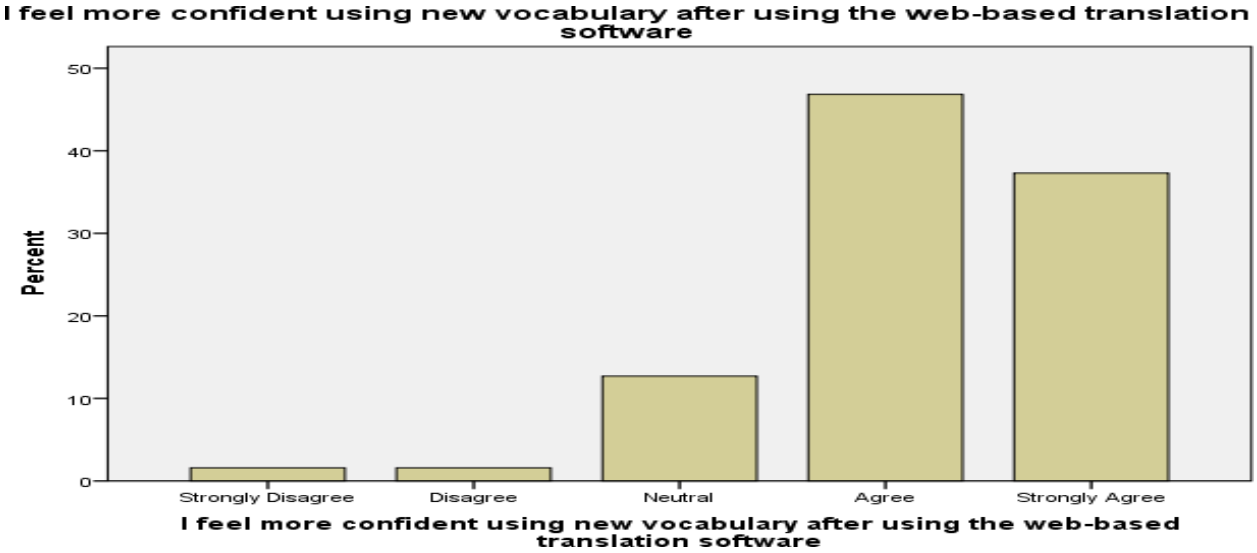


Table 3: The web-based translation software provided helpful feedback on my word choices and usage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	3.2	3.2	3.2
	Disagree	6	4.8	4.8	7.9
	Neutral	19	15.1	15.1	23.0
	Agree	68	54.0	54.0	77.0
	Strongly Agree	29	23.0	23.0	100.0
	Total	126	100.0	100.0	

Table 3 shows the response of the 126 respondents against the statement "The web- based translation software provided helpful feedback on my word choices and usage." 3.2% (n=4) are found to be Strongly Disagree, 4.8% (n=6) are found to be Disagree, 15.1% (n=19) are found to be Neutral, 54.0% (n=68) are found to be Agree, and 23.0% (n=29) are found to be Strongly Agree. Proportional analysis of the two major categories regarding the statement "The web-based translation software provided helpful feedback on my word choices and usage" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 10 with 8.0%. While the accumulative number of 'strongly agree' and 'agree' is 97 with 77.0% which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph #3:

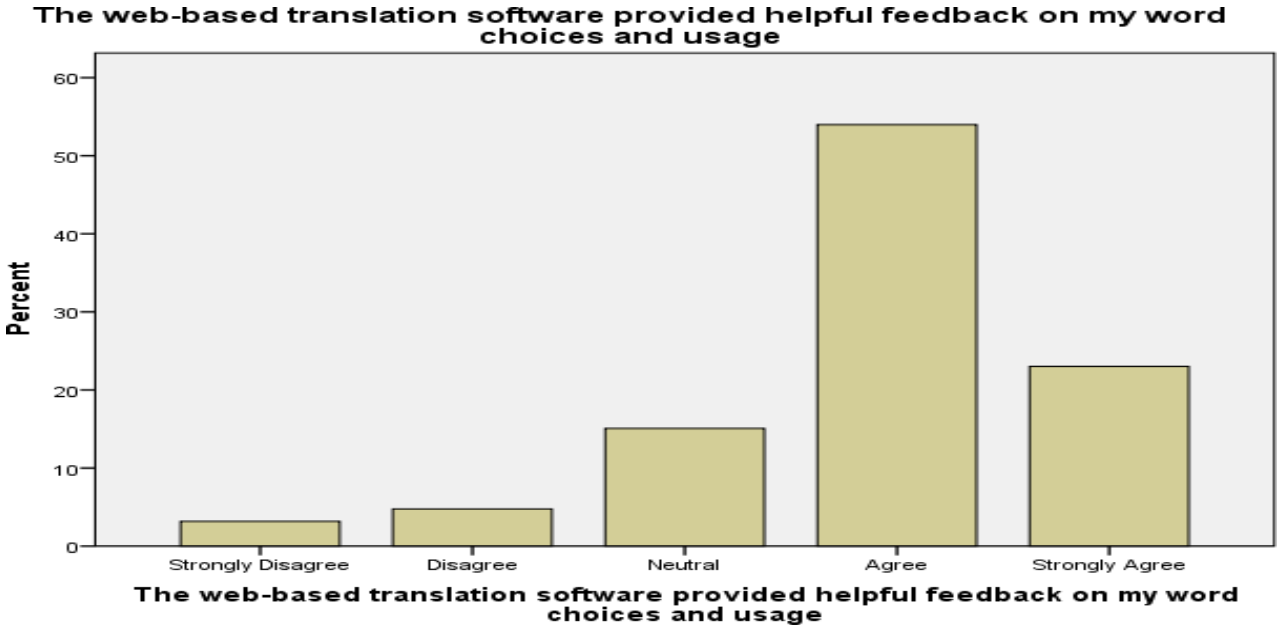


Table 4: I believe that using web-based translation software positively contributed to my vocabulary acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	6	4.8	4.8	5.6
	Neutral	18	14.3	14.3	19.8
	Agree	67	53.2	53.2	73.0
	Strongly Agree	34	27.0	27.0	100.0
	Total	126	100.0	100.0	

Table 4 shows the response of the 126 respondents against the statement "I believe that using web-based translation software positively contributed to my vocabulary acquisition." 0.8% (n=1) are found to be Strongly Disagree, 4.8% (n=6) are found to be Disagree, 14.3% (n=18) are found to be Neutral, 53.2% (n=67) are found to be Agree, and 27.0% (n=34) are found to be Strongly Agree. Proportional analysis of the two major categories regarding the statement "I believe that using web-based translation software positively contributed to my vocabulary acquisition" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 101 with 80.2%

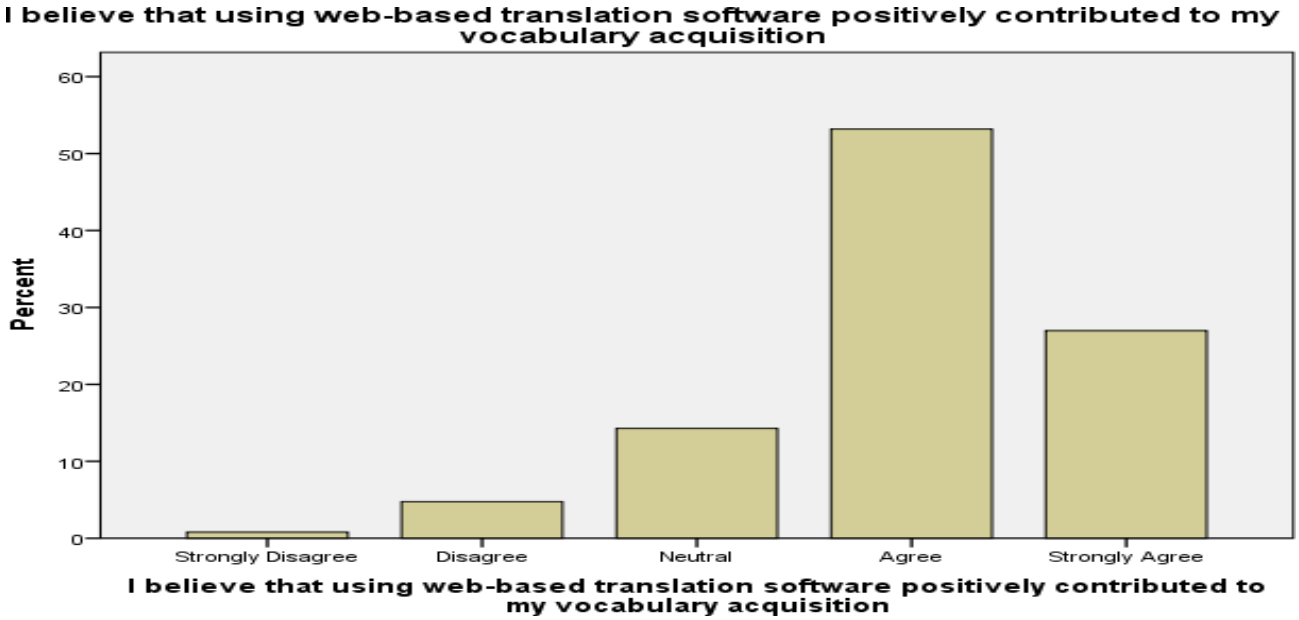


Table 5: Web-based translation software helps me retain vocabulary better compared to other methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	4	3.2	3.2	4.0
	Neutral	10	7.9	7.9	11.9
	Agree	74	58.7	58.7	70.6
	Strongly Agree	37	29.4	29.4	100.0
	Total	126	100.0	100.0	

Table 5 shows the response of the 126 respondents against the statement, "Web-based translation software helps me retain vocabulary better compared to other methods". 0.8% (n=1) are found to be Strongly Disagree, 3.2% (n=4) are found to be Disagree, 7.9% (n=10) are found to be Neutral, 58.7% (n=74) are found to be Agree, and 29.4% (n=37) are found to be Strongly Agree. Accumulative number of 'strongly disagree' and 'disagree' is 5 with 4.0%. While the accumulative number of 'strongly agree' and 'agree' is 111 with 88.1% which reveals that the majority of the respondents approve the above-mentioned statement. It is also shown in the following Graph # 5:

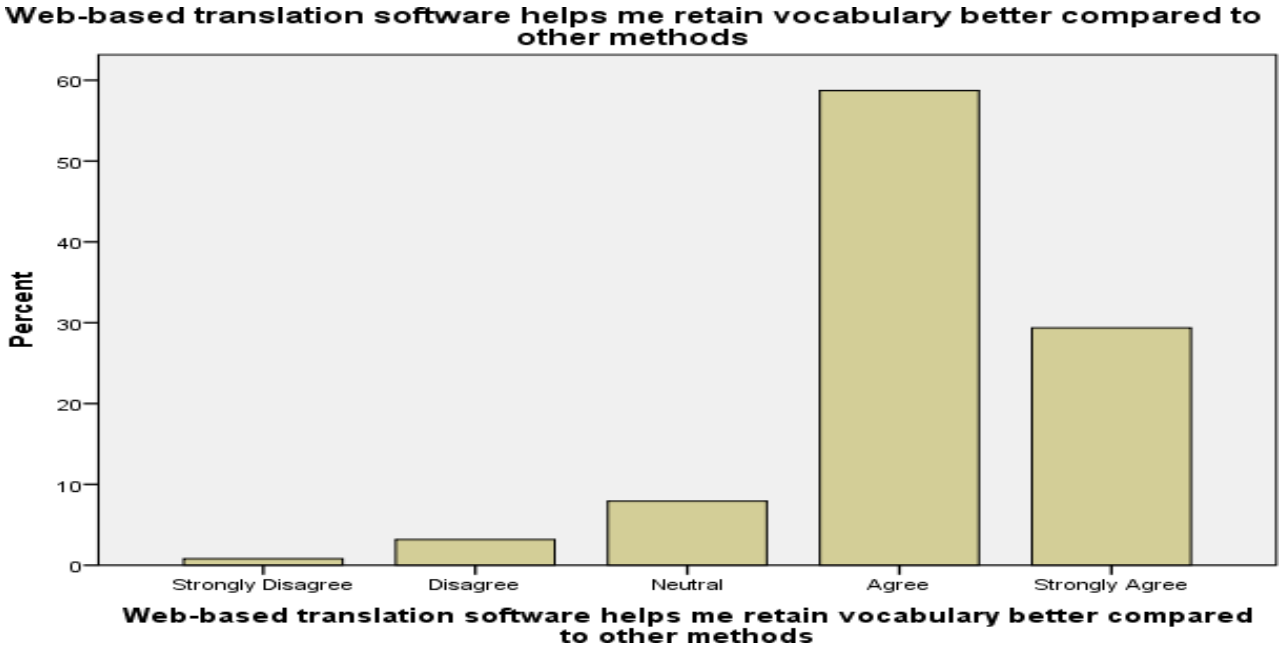


Table 6: The web-based translation software expanded not only my vocabulary but also my overall language comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	5	4.0	4.0	4.8
	Neutral	17	13.5	13.5	18.3
	Agree	71	56.3	56.3	74.6
	Strongly Agree	32	25.4	25.4	100.0
	Total	126	100.0	100.0	

Table 6 shows the response of the 126 respondents against the statement, "The web- based translation software expanded not only my vocabulary but also my overall language comprehension". 0.8% (n=1) are found to be Strongly Disagree, 4.0% (n=5) are found to be Disagree, 13.5% (n=15) are found to be Neutral, 56.3% (n=71) are found to be Agree, and 25.4% (n=32) are found to be Strongly Agree. Proportional analysis of the two major categories regarding the statement " 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 103 with 81.7% which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph # :6

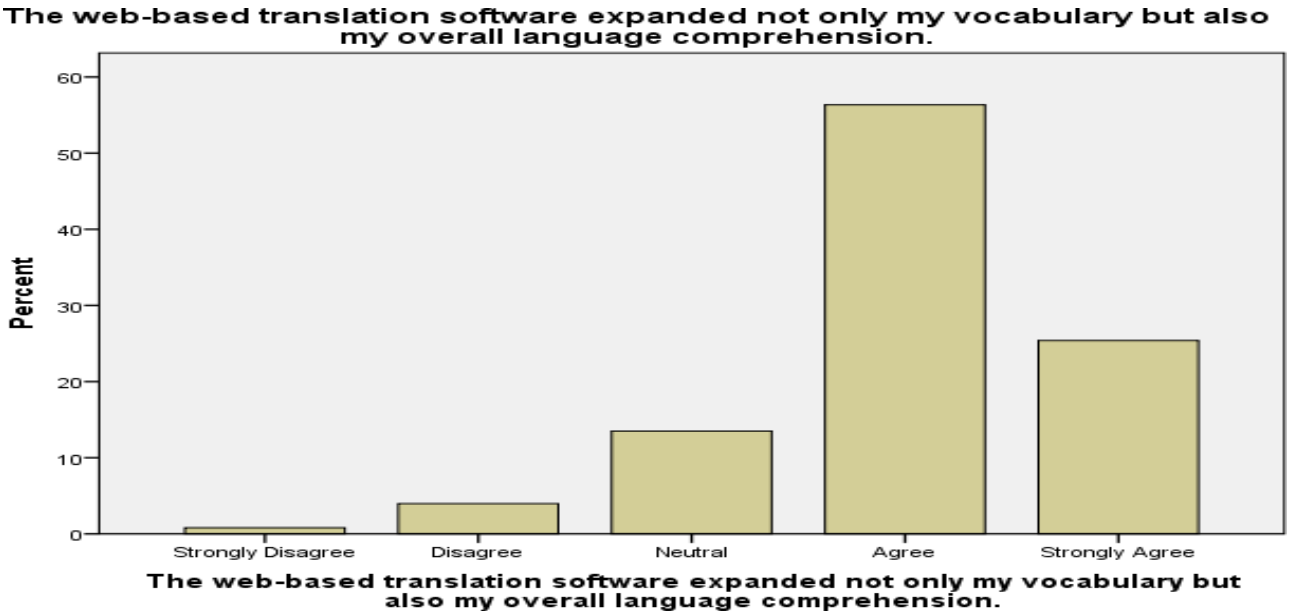


Table 7: The web-based translation software is valuable for bridging language gaps in my learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	5	4.0	4.0	4.8
	Neutral	19	15.1	15.1	19.8
	Agree	70	55.6	55.6	75.4
	Strongly Agree	31	24.6	24.6	100.0
	Total	126	100.0	100.0	

Table 7 shows the response of the 126 respondents against the statement "The web-based translation software is valuable for bridging language gaps in my learning process". 0.8% (n=1) are found to be Strongly Disagree, 4.0% (n=5) are found to be Disagree, 15.1% (n=19) are found to be Neutral, 55.6% (n=70) are found to be Agree, and 24.6% (n=31) are found to be Strongly Agree. Accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 101 with 80.2%, which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph # 7:

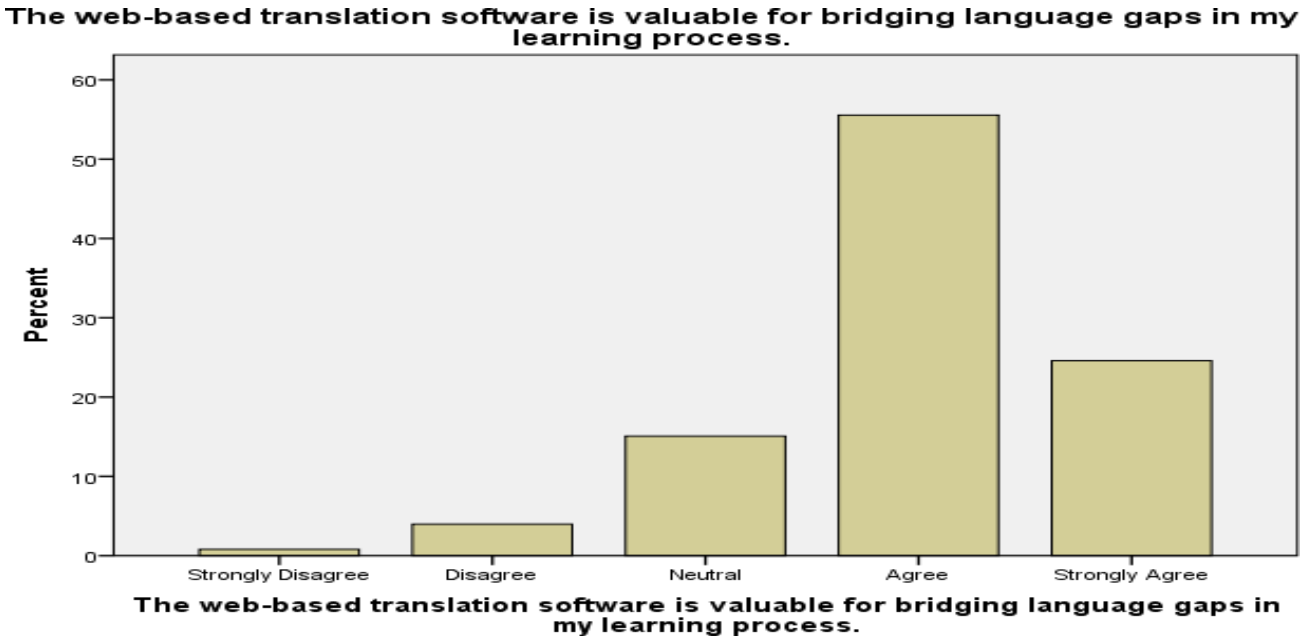


Table 8: I have faced challenges or drawbacks when using web-based translation software for vocabulary acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	5	4.0	4.0	4.8
	Neutral	20	15.9	15.9	20.6
	Agree	67	53.2	53.2	73.8
	Strongly Agree	33	26.2	26.2	100.0
	Total	126	100.0	100.0	

Table 8 shows the response of the 126 respondents against the statement, "I have faced challenges or drawbacks when using web-based translation software for vocabulary acquisition". 0.8% (n=1) are found to be Strongly Disagree, 4.0% (n=5) are found to be Disagree, 15.9% (n=20) are found to be Neutral, 53.2% (n=67) are found to be Agree, and 26.2% (n=33) are found to be Strongly Agree. Accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 100 with 79.4% which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph # 8:

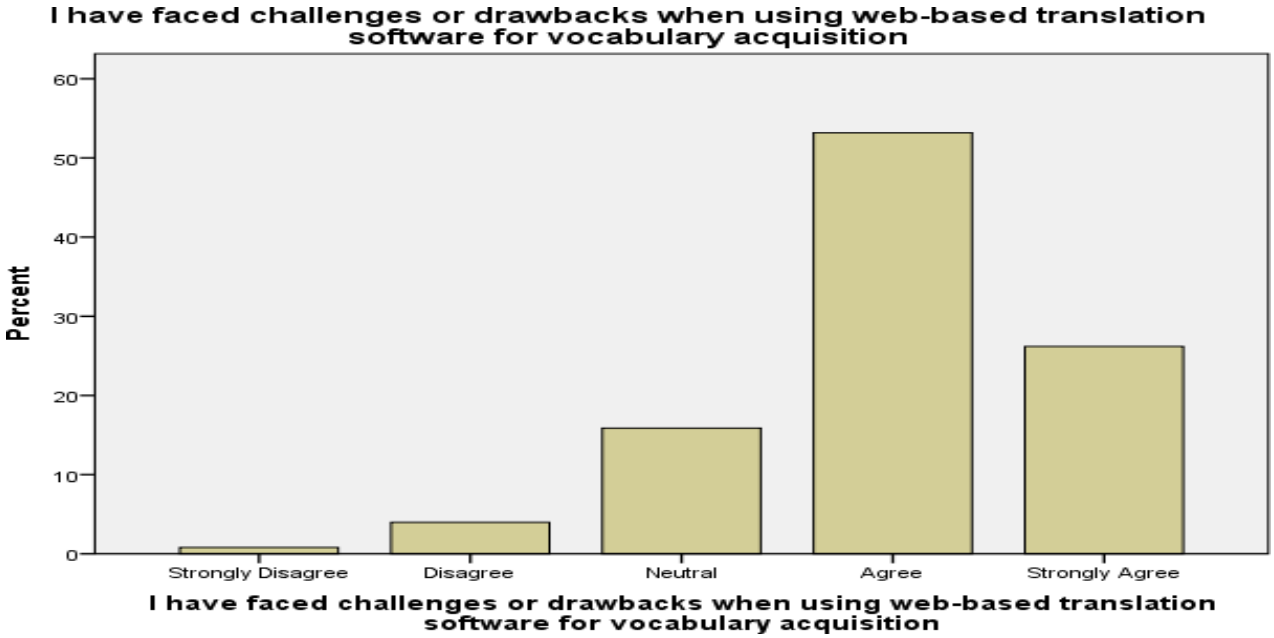


Table 9: The web-based translation software highlighted areas of vocabulary where I needed improvement, motivating me to focus on those aspects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.6	1.6	1.6
	Disagree	4	3.2	3.2	4.8
	Neutral	10	7.9	7.9	12.7
	Agree	69	54.8	54.8	67.5
	Strongly Agree	41	32.5	32.5	100.0
	Total	126	100.0	100.0	

Table 9 shows the response of the 126 respondents against the statement, "The web- based translation software highlighted areas of vocabulary where I needed improvement, motivating me to focus on those aspects". 1.6% (n=2) are found to be Strongly Disagree, 3.2% (n=4) are found to be Disagree, 7.9% (n=10) are found to be Neutral, 54.8% (n=69) are found to be Agree, and 32.5% (n=41) are found to be Strongly Agree. Accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 110 with 87.3% which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph # 9:

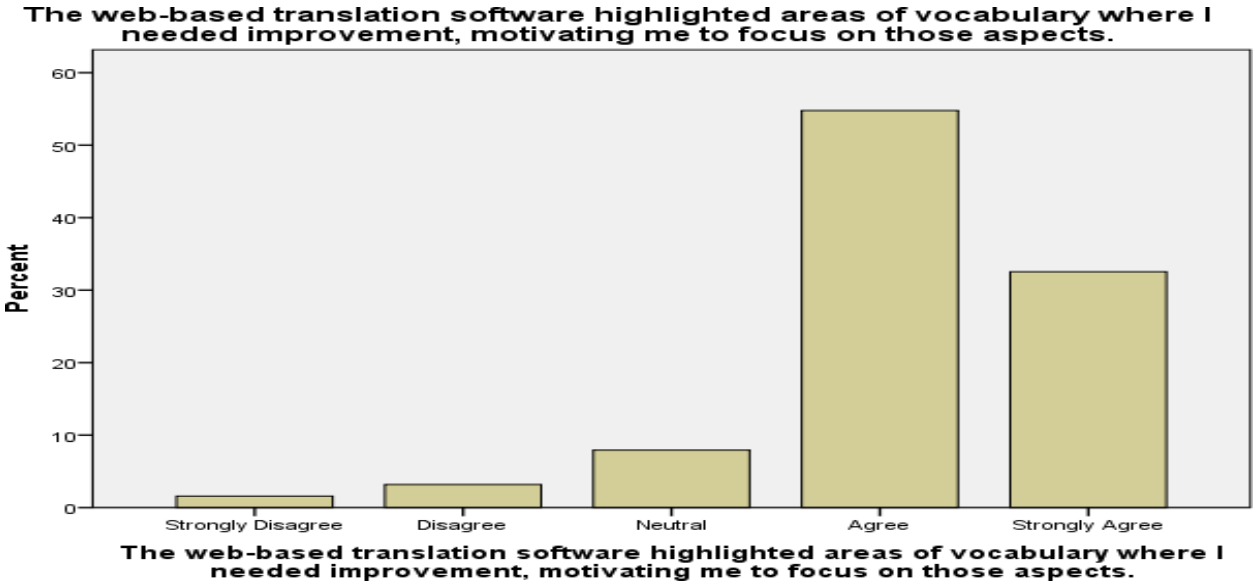
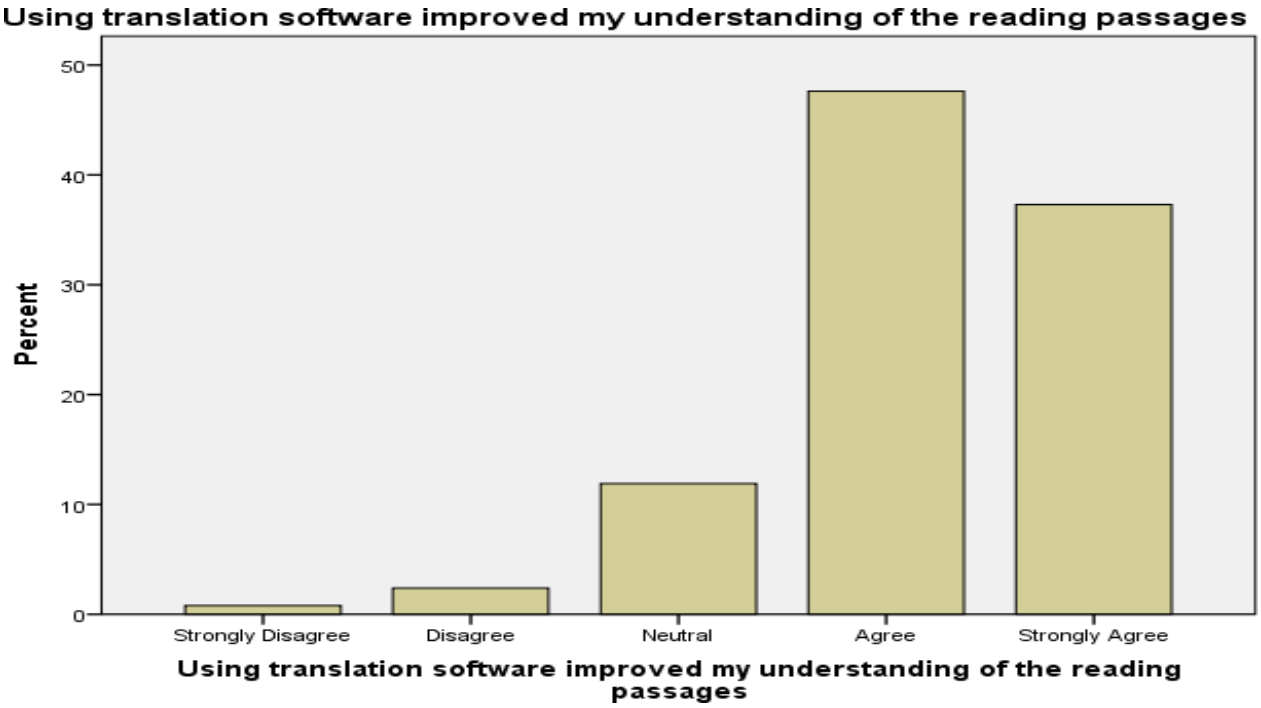


Table 10: Using translation software improved my understanding of the reading passages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.8	.8	.8
	Disagree	3	2.4	2.4	3.2
	Neutral	15	11.9	11.9	15.1
	Agree	60	47.6	47.6	62.7
	Strongly Agree	47	37.3	37.3	100.0
	Total	126	100.0	100.0	

Table 10 shows the response of the 126 respondents against the statement "Using translation software improved my understanding of the reading passages". 0.8% (n=1) are found to be Strongly Disagree, 2.4% (n=3) are found to be Disagree, 11.9% (n=15) are found to be Neutral, 47.6% (n=60) are found to be Agree, and 37.3% (n=47) are found to be Strongly Agree. Proportional analysis of the two major categories regarding the statement "Using translation software improved my understanding of the reading passages" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 4 with 3.2%. While the accumulative number of 'strongly agree' and 'agree' is 107 with 84.9% which reveals that the majority of the respondents approve of the above-mentioned statement. It is also shown in the following Graph # 10:



RESULTS, FINDINGS, DISCUSSIONS, IMPLICATIONS, CONCLUSIONS, AND RECOMMENDATIONS

The main aim of this research study is multifarious: To assess the impact of web-based translation software on vocabulary acquisition among L2 learners, to examine the influence of translation software on L2 learners' reading comprehension skills, to investigate the effectiveness of translation software in enhancing writing proficiency among L2 learners, to investigate the influence of translation software on L2 learners' listening skills and pronunciation accuracy.

The following research questions were included in the current study:

1. What are the impacts of web-based translation software on vocabulary acquisition among L2 learners?
2. How does translation software influence L2 learners' reading comprehension skills?
3. What are the effects of translation software on enhancing writing proficiency among L2 learners?
4. How does translation software influence L2 learners' listening skills and pronunciation accuracy?

The descriptive statistics (Frequency, Percentage, etc.) were calculated by analyzing the questionnaire to explore the overall responses of the participants (students) in the four categories (impacts of web-based translation software on vocabulary acquisition among L2 learners, translation software influence L2 learners' reading comprehension skills, effects of translation software on enhancing writing proficiency among L2 learners, translation software influence L2 learners' listening skills and pronunciation accuracy,).

The research questions' responses are given below:

Research Question # 01

What are the impacts of web-based translation software on vocabulary acquisition among L2 learners?

The first research question of the study was the impacts of web-based translation software on vocabulary acquisition among L2 learners. It comprises 08 to 12 statements from the questionnaire. The overall findings of research question one revealed that numerous research respondents have a favorable view, which can be viewed from the first statement of the research question one, i.e., Proportional analysis of the two major categories regarding the statement "The web-based translation software helped me expand my vocabulary" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 111 with 88.1%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, a Proportional analysis of the two major categories regarding the second statement, "The web-based translation software improved my understanding of word meanings and usage," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 5 with 4.0%. While the accumulative number of 'strongly agree' and 'agree' is 108 with 84.1%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, a Proportional analysis of the two major categories regarding the third statement, "I feel more confident using new vocabulary after using the web-based translation software," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 4 with 3.2%. While the accumulative number of 'strongly agree' and 'agree' is 106, with 84.1%, which reveals that the majority of the respondents approve of the statement mentioned above.

Proportional analysis of the two major categories regarding the fourth statement, "The web-based translation software provided helpful feedback on my word choices and usage," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 10 with 8.0%. While the accumulative number of 'strongly agree' and 'agree' is 97 with 77.0%, which reveals that the majority of the respondents approve of the statement mentioned above.

In contrast, a Proportional analysis of the two major categories regarding the fifth statement, "I believe that using web-based translation software positively contributed to my vocabulary acquisition," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 101 with 80.2%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, proportional analysis of the two major categories regarding the statement "Web-based translation software helps me retain vocabulary better compared to other methods" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 5 with 4.0%. While the accumulative number of 'strongly agree' and 'agree' is 111 with 88.1% which reveals that the majority of the respondents approve the above-mentioned statement.

In contrast, proportional analysis of the two major categories regarding the statement "The web-based translation software expanded not only my vocabulary but also my overall language comprehension" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 103 with 81.7% which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "The web-based translation

software is valuable for bridging language gaps in my learning process" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 101 with 80.2%, which reveals that the majority of the respondents approve of the above-mentioned statement.

In contrast, proportional analysis of the two major categories regarding the statement "I have faced challenges or drawbacks when using web-based translation software for vocabulary acquisition" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 100 with 79.4% which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "The web-based translation software highlighted areas of vocabulary where I needed improvement, motivating me to focus on those aspects" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 110 with 87.3% which reveals that the majority of the respondents approve of the above-mentioned statement.

The findings and results of the overall statements of research question one revealed that ESL learners positively impact web-based translation software on vocabulary acquisition among L2 learners. According to the research analysis results, students perceive and feel favorably towards web-based translation software on vocabulary acquisition among L2 learners. Similarly, the results of my study are comparable to those of Chung and Ahn (2021). He researched how learners' use of the translation service Google affected their ability to write in another language (L2) in terms of correctness, proficiency, vocabulary difficulty, and syntactical complexity. The results showed significant improvements in precision, but the syntactic and lexical complexity benefits could have been more apparent.

Research Question # 02

How does translation software influence L2 learners' reading comprehension skills? The study's second research question was how translation software influences L2 learners' reading comprehension skills. It comprises 13 to 17 statements from the questionnaire. The data analysis findings of the question revealed that several students have a favorable view; this can be viewed from the first statement of research question two, i.e., Proportional analysis of the two major categories regarding the statement "Using translation software improved my understanding of the reading passages" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 4 with 3.2%. While the accumulative number of 'strongly agree' and 'agree' is 107, with 84.9%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, a comparative analysis of the two major categories regarding the second statement, "Translation software helped me comprehend complex vocabulary and phrases in the reading materials," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 103 with 81.8% which reveals that the majority of the respondents approve of the statement mentioned above.

Moreover, a Proportional analysis of the two major categories regarding the third statement, "The use of translation software enhanced my ability to grasp the main ideas and details in the reading texts," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 5 with 4.0%. While the accumulative number of 'strongly agree' and 'agree' is 106, with 84.2%, which reveals that the majority of the respondents approve of the statement mentioned above.

Proportional analysis of the two major categories regarding the fourth statement, "I felt more confident in my reading comprehension skills when using translation software," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.2%. While the accumulative number of 'strongly agree' and 'agree' is 100 with 79.4%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, a Proportional analysis of the two major categories regarding the fifth statement, "I believe that using translation software positively influenced my reading comprehension abilities," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.2%. While the accumulative number of 'strongly agree' and 'agree' is 106, with 84.2%, which reveals that the majority of the respondents approve of the statement mentioned above.

In contrast, proportional analysis of the two major categories regarding the statement "The translation software helped me improve my writing skills in my second language (L2)" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.2%. While the accumulative number of 'strongly agree' and 'agree' is 98 with 77.8% which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "Translation software improved my awareness of cultural nuances present in the reading materials" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 8 with 6.4%. While the accumulative number of 'strongly agree' and 'agree' is 100 with 77.4%, which reveals that the majority of the respondents approve of the above-mentioned statement.

In contrast, proportional analysis of the two major categories regarding the statement "Using translation software allowed me to engage with texts that otherwise would have been too difficult" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.2%. While the accumulative number of 'strongly agree' and 'agree' is 101 with 80.1%, which reveals that the majority of the respondents approve the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "I explore more diverse second language materials with translation software" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 102 with 81.0%, which reveals that the majority of the respondents approve of the above- mentioned statement.

In contrast, proportional analysis of the two major categories regarding the statement "I find it challenging to comprehend L2 texts without using translation software" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 96 with 76.2% which reveals that the majority of the respondents approve the above-mentioned statement.

The findings and results of the overall statements of research question two revealed that ESL learners positively impact the influence of translation software on L2 learners' reading comprehension skills. According to the research analysis results, students perceive and feel favorably towards web-based translation software on reading comprehension skills among L2 learners. Similarly, the results of my study are comparable to those of Olivia (2018). He discovered that most pupils had favorable opinions about practicing translating throughout the educational process. The findings showed that pupils' general competency, syntax, and lexicon had significantly improved.

Research Question # 03

What are the effects of translation software on enhancing writing proficiency among L2 learners?

The study's third research question was to know the effects of translation software on enhancing writing proficiency among L2 learners. It comprises 18 to 22 statements from the questionnaire. The data analysis findings of the question revealed that several students have a favorable view; this can be viewed from the first statement of research question two, i.e., Proportional analysis of the two major categories regarding the statement "The translation software helped me improve my writing skills in my second language (L2)" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.2%. While the accumulative number of 'strongly agree' and 'agree' is 98 with 77.8%, which reveals that the majority of the respondents approve of the statement mentioned above.

Furthermore, a Proportional analysis of the two major categories regarding the second statement, "Using the translation software made it easier for me to express my ideas accurately in writing in L2," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 104, with 82.4%, which reveals that the majority of the respondents approve of the statement mentioned above.

In addition, a Proportional analysis of the two major categories regarding the third statement, "The translation software increased my confidence in writing in L2," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 99 with 78.6%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, a Proportional analysis of the two major categories regarding the fourth statement, "The translation software improved my vocabulary and grammar usage in L2 writing," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 98 with 77.8%, which reveals that the majority of the respondents approve of the statement mentioned above.

Moreover, Proportional analysis of the two major categories regarding the fifth statement, "Using the translation software helped me understand the nuances of the L2 language better in writing," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 6 with 4.8%. While the accumulative number of 'strongly agree' and 'agree' is 104, with 82.6%, which reveals that the majority of the respondents approve of the statement mentioned above.

Moreover, proportional analysis of the two major categories regarding the statement "I am satisfied with the impact of translation software on enhancing my L2 writing proficiency" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 101 with 80.2% which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "Using translation software streamlined the process of accurately conveying my ideas in written form in L2" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.2%. While the accumulative number of 'strongly agree' and 'agree' is 102 with 81.0%, which reveals that the majority of the respondents approve the above-mentioned statement.

Furthermore, proportional analysis of the two major categories regarding the statement "The translation

software improved the overall structure and organization of my L2 writing" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 99 with 78.6%, which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "I felt that the translation software positively impacted my ability to convey emotions and tone accurately in L2 writing" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 5.6%. While the accumulative number of 'strongly agree' and 'agree' is 96 with 76.2%, which reveals that the majority of the respondents approve of the above-mentioned statement.

In contrast, proportional analysis of the two major categories regarding the statement "Using translation software improves understanding of idiomatic expressions and everyday language usage among L2 learners" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.1%. While the accumulative number of 'strongly agree' and 'agree' is 92 with 73.0%, which reveals that the majority of the respondents approve of the above-mentioned statement.

The findings and results of the overall ideas of research question three revealed that ESL learners positively impact the effects of translation software on enhancing writing proficiency among L2 learners. According to the research analysis results, students perceive and feel favorably towards translation software in enhancing writing proficiency among L2 learners.

Research Question # 04

How does translation software influence L2 learners' listening skills and pronunciation accuracy?

The study's forth research question was how translation software influences L2 learners' listening skills and pronunciation accuracy. It comprises 33 to 37 statements from the questionnaire. The data analysis findings of the question revealed that several students have a favorable view; this can be viewed from the first statement of research question four, i.e., Proportional analysis of the two major categories regarding the statement "The use of translation software improves my listening comprehension skills" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 8.0%. While the accumulative number of 'strongly agree' and 'agree' is 96 with 76.2%, which reveals that the majority of the respondents approve of the statement mentioned above.

Similarly, a Proportional analysis of the two major categories regarding the second statement, "Using translation software helps me pronounce words more accurately in my L2 language," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 7 with 8.0%. While the accumulative number of 'strongly agree' and 'agree' is 108 with 84.9%, which reveals that the majority of the respondents approve of the statement mentioned above.

Moreover, a Proportional analysis of the two major categories regarding the third statement, "Translation software enhances my ability to understand spoken language in my L2," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 10 with 7.9%. While the accumulative number of 'strongly agree' and 'agree' is 98 with 77.8%, which reveals that the majority of the respondents approve of the statement mentioned above.

Furthermore, a Proportional analysis of the two major categories regarding the fourth statement, "The use of translation software positively impacts my overall language learning experience," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 9 with 7.1%.

While the accumulative number of 'strongly agree' and 'agree' is 97 with 77.0%, which reveals that the majority of the respondents approve of the statement mentioned above.

In addition, a Proportional analysis of the two major categories regarding the fifth statement, "I feel more confident in my L2 listening and pronunciation skills when I use translation software," shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 8 with 6.3%. While the accumulative number of 'strongly agree' and 'agree' is 99 with 78.6%, which reveals that most respondents approve of the statement mentioned above.

Moreover, proportional analysis of the two major categories regarding the statement "I believe using translation software has helped me sound more natural when speaking in the L2" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 18 with 14.3%. While the accumulative number of 'strongly agree' and 'agree' is 94, with 74.6%, which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "Utilizing translation software positively contributes to refining my pronunciation skills in the L2" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 13 with 10.3%. While the accumulative number of 'strongly agree' and 'agree' is 94, with 74.6%, which reveals that the majority of the respondents approve of the above-mentioned statement.

In contrast, proportional analysis of the two major categories regarding the statement "Translation software has helped me identify and correct pronunciation errors in my speech" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 22 with 17.5%. While the accumulative number of 'strongly agree' and 'agree' is 89, with 70.7%, which reveals that the majority of the respondents approve of the above-mentioned statement.

Furthermore, proportional analysis of the two major categories regarding the statement "The positive impact of translation software on my overall language learning experience is evident" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 18 with 14.3%. While the accumulative number of 'strongly agree' and 'agree' is 95 with 75.4%, which reveals that the majority of the respondents approve of the above-mentioned statement.

Similarly, proportional analysis of the two major categories regarding the statement "Translation software has contributed to greater precision in my L2 pronunciation" shows a significant difference between them as the accumulative number of 'strongly disagree' and 'disagree' is 18 with 14.3%. While the accumulative number of 'strongly agree' and 'agree' is 89, with 70.6%, which reveals that the majority of the respondents approve of the above-mentioned statement.

The findings and results of the overall statements of research question six revealed the positive influence of translation software on L2 learners' listening skills and pronunciation accuracy. According to the research analysis results, translation software on L2 learners' listening skills and pronunciation accuracy has an encouraging impact. They feel promising toward the role of translation software in facilitating listening skills and pronunciation accuracy.

Implications of the Study:

The current study's findings have numerous implications for second-language pedagogy.

For Teachers

The study's results revealed several significant consequences that can be extended to investigating the role of Web-Based translation software in improving L2 learners' language skills. For better L2 teaching proficiency, teachers can increase the use of Web- Based translation software, as most teachers are multilingual and have different linguistic backgrounds so that the learners can learn their L2 confidently and efficiently. Therefore, Teachers should be aware of the existence and functionality of various web-based translation software. Familiarity with popular tools allows educators to provide informed guidance and recommendations to their students on the appropriate use of these tools for language learning.

For Students

The current study's findings indicated significant implications that could affect L2 learners' performance in their ESL settings.

Learners could discover it helpful to use the findings and outcomes to improve their ability to speak English. Several students strongly agreed to use Web-Based translation software for various reasons, such as using their native and other languages in a second language learning environment. It also helped these individuals' assignments. The findings demonstrated that web-based translation software in ESL classes might allow students to acquire a second language efficiently. L1 facilitates the acquisition of the English language. All students, regardless of age or gender, may develop their second language proficiency.

Conclusions:

The recent study's observations and results offer the conclusion given below. Mainly, the outcomes show that most of the students who participated in this research work had very favorable remarks on investigating the role of Web-Based translation software in improving L2 learners' language skills. Similarly, it is also observed that Web-Based translation software in ESL classroom settings like the national language, mother language, and other additional languages have made it convenient for learners to learn L2. Secondly, it is also believed that Web-Based translation software should not be the primary source for learning L2 but rather as a helpful learning approach for understanding complex ideas and sentences. However, it should be kept in mind that the primary focus should be on the L2 because the learners' main goal is to learn English. Lastly, the study's conclusion also showed that English language instructors are underqualified, and the curriculum is rigorous and not adapted to students' requirements. As a result, in this circumstance, both English teaching and learning are adversely affected. Therefore, learners should use Web-Based translation software to learn L2 learners' language skills in an ESL classroom setting.

Suggestions for Further Research Based on the current study's findings, the following recommendations identify potential areas for further investigation.

1. The purpose of the current study was to gather data from students about investigating the role of Web-Based translation software in improving L2 learners' language skills. Primary, elementary, intermediate, and secondary school instructors and ESL students should participate in the same study at schools rather than universities and colleges.

2. The current study investigating Web-Based translation software in improving L2 learners' language skills was conducted in homogeneous and heterogeneous settings. Male and female respondents in this study must be surveyed. The future researcher can conduct their research individually.

3. The current study regarded Web-based translation software as improving L2 learners' language skills, so a specific software should be studied similarly.

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