

Google Translate in economics and business-students' academic lives: Anxiety, usage, and ethics

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Abstract:

This research delves into the significant impact of Google Translate (GT) on the academic lives of economics and business students. The study sheds light on students' anxiety, the frequency and purposes of GT usage, and the ethical considerations tied to its use. Notably, GT has become widely utilized among students in this field, with all participants acknowledging its role in their academic pursuits. The popularity of GT is attributed to its user-friendly interface, mobile accessibility, and free availability, making it an indispensable tool for students seeking quick translations, language assistance, and reference support in their academic endeavors. Anxiety, particularly Foreign Language Anxiety (FLA), significantly influences students' decision to rely on GT. FLA prompts students to seek GT's immediate translation solutions, providing them with a sense of security and support in overcoming their anxieties. The study reveals that GT is primarily used for individual word translations, followed by translating longer text segments and assistance in writing assignments. GT has indeed become an integral part of economics and business students' academic lives, offering numerous benefits in language assistance and accessibility. Nonetheless, students should be conscious of its limitations, address anxieties, and employ GT ethically to fully harness its potential while fostering their own language development and academic growth pondering that addressing ethical considerations surrounding GT's usage is essential.

INTRODUCTION

Continuous development of technology provides opportunities for every individual to take advantage of the process of fulfilling their needs in many fields. For learners, technology allows it to be used as a tool in the learning process. Utilization of technological developments can be used in education, for example through combining technological tools in the learning process (Jamun, 2018). Rabah (2015) highlights the optimization of learning technology as an efficient and convenient learning tool.

Specifically, foreign language learning is one of the scientific fields that has actually received a major effect from technological developments. The presence of internet-based translation technology has been widely used in foreign language learning (Lee, 2023; Paterson, 2023; Tsai, 2019; Zhou et al., 2022). Advantages and potential of new technologies for language learning have recently been explored (Herlina et al., 2019). (Groves & Mundt, 2015) argue based on the assumption that machine translation will continue to improve, that this technology will have a profound influence on the teaching of languages for academic purposes, and with imaginative use, will allow this influence to

be positive for both the students and their instructors. From a learner's point of view, the presence of internet-based translation technology is a very favorable thing (Maulida, 2017). Still, Cook (2010) and Dagilienè (2012) believe that because of the needs and realities of today's global world, there is an advancement in the translation approach for language learning and teaching.

In current situation millions (and more) of words are being translated into different languages using computers every day. This prodigious number is anticipated to increase exponentially in the near future (Kumar A, 2013). The expansion of internet access and its current speed increase the opportunities for foreign language learners to use internet-based machine translation. One of the free-of-charge translation machines is Google Translate (GT), which is an online translation service provided by Google. GT instantly translates text, speech, images, documents, and websites in over 100 other languages. GT is operated with a translation statistical engine which uses linguistic modeling, statistical decision theory, and matching probabilities which functions to determine the most frequent form of translation used. Thus, as a corpus-based technology GT is founded based on statistical retrieval of text receiving the language data from huge web data.

Research exploring connections between machine translation and language teaching and learning constitutes a well-established and rapidly expanding field. Pondering the wide and increasing usage frequency of GT performed by students this research intended to reveal GT usage coverage performed by Indonesian students of business and economics faculty linked to the aspects of foreign language anxiety.

THEORETICAL REVIEW

Google Translate

Machine translation has undergone significant advancements in recent years, with GT emerging as one of the most popular and widely used systems (Alhaisoni & Alhaysony, 2017; Jolley & Maimone, 2015; Rivera-Trigueros, 2022). Since its launch in 2006, it has become a go-to tool for millions of people worldwide, facilitating multilingual communication and breaking down language barriers. The popularity and usage of GT can be attributed to several factors: language coverage, user-friendly interface, web integration, constant improvements, mobile accessibility, community contributions, and free availability.

GT supports a vast number of languages, making it accessible to a wide range of users. Initially offering translation services for a limited set of languages, it has expanded its coverage over the years and now supports over 100 languages, including major global languages like English, Spanish, Chinese, Arabic, French, and many others. This extensive language coverage enables users from different regions and linguistic backgrounds to utilize the service effectively.

GT provides a user-friendly interface across various platforms, including web browsers, mobile apps, and APIs. The simplicity and intuitive design of the interface allow users to quickly input text or even use features like camera-based translation (for printed text) or voice input for instant translation. This accessibility and ease of use contribute to its popularity and widespread adoption (Medvedev, 2016). GT's integration into various web services and applications has significantly increased its usage. It is embedded in popular websites, browsers, and social media platforms, allowing users to translate web pages, posts, comments, and messages with a single click. This seamless integration enhances user convenience and promotes its adoption in different online contexts.

Google has continuously invested in the development and improvement of GT. Over the years, it has transitioned from Statistical Machine Translation (SMT) to Neural

Machine Translation (NMT), resulting in significant advancements in translation quality. Regular updates and enhancements to the underlying algorithms, language models, and training data contribute to the system's accuracy and reliability, which, in turn, increases its usage. As also stated by Choudhary et al. (2018), NMT is one of the most recent and effective translation technique amongst all existing machine translation systems.

The availability of GT as a mobile app has further expanded its reach and usage. Mobile devices have become ubiquitous, and the convenience of having a translation tool readily accessible on smartphones has made GT an indispensable companion for travelers, language learners, and individuals communicating across different languages on the go.

GT incorporates a community-driven approach to translation quality improvement. It allows users to suggest alternative translations, report errors, and contribute to the translation of new words and phrases. Leveraging the collective intelligence of its user base, GT benefits from the continuous feedback and engagement of its users, ensuring that translations become more accurate and contextually relevant over time. Beside the above statement, one of the key factors driving the widespread usage of GT is its free availability. Users can access the service without any subscription fees or paywalls, making it accessible to a broad range of individuals across different socio-economic backgrounds. This accessibility has played a significant role in popularizing and democratizing machine translation technology.

The combination of these factors has propelled GT to be an indispensable tool for global communication, language learning, and cross-cultural interactions. Klimova et al. (2023) findings strengthen that NMT has valuable implications for L2 pedagogy since it can serve as a very powerful online reference tool for foreign language learners. While it is important to acknowledge its strengths, it is also essential to recognize its limitations and the need for human evaluation and post-editing, especially in critical or professional contexts. Nonetheless, GT's impact on world-wide language accessibility and understanding cannot be underestimated.

Anxiety

Anxiety is a psychological condition induced by an arousal of the autonomic nervous system, and this state is unmistakably indicated by nervousness, tension, worry, and/or fear of doing particular things (Horwitz et al., 1986; Scovel, 1978). Horwitz et al. (1986) and Horwitz (2017) argues for the existence of a specific anxiety called Foreign Language Anxiety (FLA) or Foreign Language Classroom Anxiety (FLCA). FLA is referring the worry and negative emotional reaction aroused when learning or using a second language, meanwhile, FLCA is a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process. Horwitz (2001) assures that most EFL learners suffer from language anxiety in different levels.

Anxiety in foreign language learning is a common phenomenon experienced by many individuals. Previous studies have shown that FLCA is more strongly linked to learner-internal than learner-external variables (Resnik et al., 2023). When learning or using a foreign language, individuals may feel anxious due to various reasons, including the fear of making mistakes, difficulty in understanding and expressing oneself, social pressure, and cultural differences. This anxiety can significantly affect language acquisition and communication skills. Here are some key points to consider regarding anxiety in foreign language learning: fear of making mistakes, communication apprehension, cultural

differences and social pressure, performance anxiety, self-confidence and self-efficacy, language learning environment, and coping strategies.

One of the primary sources of anxiety in foreign language learning is the fear of making mistakes. Students may worry about being judged or ridiculed for their errors, leading to a reluctance to speak or participate actively in language activities. This fear of making mistakes can hinder language development and inhibit progress. Anxiety can arise from a general fear of communicating in the foreign language, especially in public or unfamiliar situations. The fear of being misunderstood or not understanding others can create a sense of unease, making individuals hesitant to engage in conversations or interact in the foreign language. Cultural differences and social expectations can also contribute to language anxiety. Individuals may feel anxious about adhering to cultural norms and societal expectations related to language use, politeness, and social interactions. This pressure to conform to linguistic and cultural expectations can add an extra layer of stress and hinder language learning.

In situations where language skills are assessed, such as exams or public speaking, performance anxiety can intensify. The fear of underperforming or not meeting expectations can lead to heightened anxiety levels, affecting language production, comprehension, and overall performance. Low self-confidence in language abilities can amplify anxiety in foreign language learning. Negative self-perceptions, comparing oneself to others, or past negative experiences can undermine an individual's belief in their language skills, hindering their willingness to take risks and practice the language. The learning environment, including the teaching methods, classroom dynamics, and teacher-student relationships, can impact language anxiety. Meanwhile, an environment that fosters a supportive, non-judgmental atmosphere and encourages student participation and collaboration can help alleviate anxiety and promote language learning.

It is crucial for learners to develop coping strategies to manage anxiety in foreign language learning. Techniques such as relaxation exercises, positive self-talk, gradual exposure to challenging language situations, and seeking social support can help individuals mitigate anxiety and build confidence in their language skills. Ultimately, understanding and addressing anxiety in foreign language learning can empower individuals to embrace the learning process, take risks, and develop effective communication skills in their target language. It is vital that FL teachers and learners not underestimate the impact of anxiety on language learning (Dewaele et al., 2023).

METHOD

This study employed a survey research design with a descriptive qualitative approach to gather relevant information regarding the necessity and relevance of GT in students' academic lives, particularly concerning their efforts to learn English. The research was conducted collaboratively within an educational setting, investigating students' current learning practices. The students were requested to complete a questionnaire concerning the utilization of GT programs in their academic endeavors, with a specific focus on their experiences related to learning the English language. Additionally, interviews and narrative inquiries were conducted with individuals who could provide valuable insights into the subject matter. The study involved 197 participants who were second-semester students enrolled in business and economics department of a private higher education institution in Kebumen. These students had Javanese as their native language and Indonesian as their second language.

The data obtained through the aforementioned data gathering techniques were subjected to a methodical and comprehensive analysis process, which unfolded in the following steps. First, the questionnaire data were prepared and tabulated in a straightforward manner. Next, the results from interviews and narrative inquiries were carefully reviewed to become acquainted with the content and to develop an initial understanding of the participants' experiences and viewpoints. Subsequently, manual coding was employed, leading to the development of themes. The data were then displayed in an organized manner. Interpretation of the data followed, and to ensure the credibility of the findings, validation techniques such as member checking and peer debriefing were applied. Lastly, the research findings were presented in a well-structured report.

FINDINGS AND DISCUSSION

Language acquisition and language learning are distinct processes, primarily determined by the level of consciousness of the individuals engaged in the language learning process. Language acquisition is an inherent and instinctive way of acquiring a language, wherein a person naturally assimilates the patterns and rules of their primary language, commits words and expressions to memory, and learns to articulate them. In contrast, language learning involves deliberate and structured instruction, wherein learners receive direct guidance on language rules, patterns, and exceptions.

The process of language learning can give rise to anxiety in learners. Anxiety related to learning a foreign language is a significant psychological factor that hinders optimal performance. The majority of language learners have exhibited signs of anxiety, leading to feelings of unease, particularly in a classroom environment dedicated to language study.

Meta-analysis research of Botes et al. (2020) confirms empirical evidence supporting a negative correlation between foreign language anxiety and academic performance in foreign language courses. Thus, language researchers agree that anxiety emerged from language learning process is one of the most primary obstacles that EFL learners encounter when learning a foreign language (Alrabai, 2014; Wu, 2010). Dewaele et al. (2023) finds the latent dominance analysis revealed that FLCA had the strongest (negative) effect on English test scores.

Table 1. GT Usage on English Academic Purposes

Do you use GT for English academic purposes?	
No	Yes
0	197
0 %	100%

The frequency of students' utilization of GT can be influenced by multiple factors, such as FLA, individual language proficiency, learning objectives, and the educational environment. The present study has shed light on the integration of GT in students' academic pursuits. The table above provides concrete evidence of GT's presence in their academic lives. Our findings unequivocally validate that all students employ GT. The precise and complete percentage was derived from the responses reported in the questionnaire. Every participant in this research affirmed their use of GT for English academic purposes. Consequently, the incorporation of GT appears to be an unavoidable aspect of their language learning journey. It is made possible by GT's free-access, ease, and popularity among subjects. Rivera-Trigueros (2022) states it is impossible to satisfy the demand for translation by relying only in human translators, therefore, tools such as GT are gaining popularity due to their potential to overcome this problem. This finding support Alhaisoni & Alhaysony (2017) that the popularity of GT is increasing and users

are implementing this search engine for varied purposes. Similar to this report, their finding indicates 96.2% of subject involvement in its usage. GT has become one of the most worldwide popular machine translation applications used by learners for language learning purposes in recent time (Bahri & Mahadi, 2016; Chan & Ang, 2017; Nugraha et al., 2019). Additional findings from this current study indicate that the participants expressed their belief that GT offers convenience in its operation, allowing them to simply type or speak the text and obtain instant results. GT has been demonstrated to possess a highly user-friendly interface. Medvedev (2016) argues GT is probably one of the easiest and most accessible tools to help users meet their translation needs. According to Jolley and Maimone (2022) statement the continuous advancement of technology including increasingly sophisticated devices therewithal the ever-present internet connectivity has made free online MT websites and applications readily available to students. GT now resides "at learners' fingertips," offering a user-friendly and convenient tool for practical application.

According to the interview responses, the majority of students acknowledged that anxiety played a significant role in driving them to utilize GT for academic purposes, particularly in their English studies. The fear of making mistakes or being misunderstood, as well as apprehensions about their own language comprehension abilities, contributed to a sense of unease, leading these individuals to hesitate in completing English assignments independently. Learners might experience anxiety concerning potential errors or judgments about their language proficiency, which, in turn, can result in reticence to speak or actively engage in language-related activities. This anxiety tends to intensify in situations where language skills are assessed, such as during writing assignments. This finding is consistent with the findings of Selcuk et al. (2021). From a psycholinguistics perspective, they contend that learners' lack of confidence and elevated anxiety levels can serve as motivating factors for resorting to machine translation, such as GT.

Table 2. GT Usage on Frequency

How often do you use Google Translate for English academic purposes?				
Never	Seldom	Sometimes	Often	Always
0	11	31	45	110
0%	5.58%	15.73%	22.84%	55.83%

GT has emerged as a highly prevalent and influential component in the English learning process among the participants of this study. The combination of "Always" and "Often" usage frequencies accounts for 78.67% of the respondents, indicating a high frequency of utilization. Remarkably, all subjects have shown a strong preference for this specific translation tool, with no participant abstaining from its use. Numerous researchers have reported similar findings, corroborating these results. Alhaisoni and Alhaysony (2017) findings closely align with the current study, although the percentages are comparatively lower, specifically at 24.8% and 32%, respectively. Clifford et al. (2013) reports 81% of Spanish learners at an American university employed GT as well. This kind of high-level usage is also part of Jolley and Maimone (2015). Among the 197 respondents in this study, not a single individual claimed to never use GT, highlighting the learners' significant reliance on this tool. Particularly in the early stages of language learning, learners may resort to GT more frequently as they encounter new vocabulary, grammatical structures, and unfamiliar expressions. GT can serve as a rapid reference tool to grasp the meaning of words or phrases. However, as learners progress and develop their language skills, they are encouraged to rely less on machine translation and focus more on actively

using the language and seeking clarification from teachers or native speakers. It is worth noting that the frequency of GT usage can vary significantly among students, and it should ideally be used as a supplementary tool rather than a primary means of language learning. Overreliance on machine translation can hinder language learning and prevent students from developing their own language skills and proficiency.

Table 3. GT Usage on Purpose

On what English academic purpose do you use Google Translate the most?		
Dictionary	Writing	Translating
117	33	31
59.39%	16.75%	15.73%

Students frequently employ GT as a resource to aid in the translation of individual words or short phrases. Several participants mentioned using GT similarly to an online dictionary, where they input single words to obtain translations. This practice proves helpful for basic comprehension or to verify the accuracy of their own translations. The aforementioned finding indicates that the most common use of GT among students is to ascertain the meaning of individual words. Traditional print-based dictionaries are no longer the primary go-to for this purpose, as students show reluctance in referring to book-based dictionaries. It has become a rare sight for teachers to find students bringing dictionaries into the classroom. This finding confirms O'Neill (2019). He mentions 66% of his respondents consider online translation in a function of looking up individual words. Also, individual meaning search as a substitute of traditional dictionary usage is the core of GT as stated by Larson-Guenette (2013), Jolley and Maimone (2015), and Kol et al. (2018). However, it is important for learners to be aware that GT may not always provide accurate or contextually appropriate translations, particularly for more complex language structures or idiomatic expressions.

Students may use GT to aid them in writing assignments, essays, or compositions in a foreign language. They might input their ideas or sentences into the tool to obtain a translation, which they can then use as a reference or starting point for their own writing. The ability to write in English has been widely stated as something that is difficult to achieve because of its complexity (Chokwe, 2013; Dragomir & Niculescu, 2020; Durga & Rao, 2018; Xiao & Chen, 2015). Some areas influence this complexity, namely students' cultural backgrounds, lack of critical thinking, lack of lexical variety, and low language proficiency. Subjects were of the opinion having GT as an aid fully deployed in English writing. Discovering GT as a worth-using tool to help them write better English sentences has made 48 (24.36%) students of 197 chose to prepare and revise their writing by GT. It is supported by Tsai's (2019) finding upon EFL students' satisfactory in using GT in their English writing, especially in finding vocabulary and enhancing the completion of English writing. He adds writing with GT proposes significantly higher writing quality than students' own-hands translation. In the same line, Kol et al. (2018) find students write longer texts and show richer vocabulary when using GT. In short, the existence of GT as an NMT brings value for EFL learners. Klimova et al. (2023) state their systematic review indicates that NMT is an efficient tool for developing both productive (speaking and writing) and receptive (reading and listening) language skills, including mediation skills, which are relevant for translation. However, it is crucial for students to exercise caution and not rely solely on machine translation for their written work, as it may result in inaccuracies, unnatural phrasing, and a lack of personal language development.

Translating paragraph-length or longer segment purpose is the third finding in this research. Sixteen point two-four percent of the respondent claimed to use GT in translating

whole text. In fact, while GT can be a useful tool, it is important to be aware of its limitations and potential drawbacks. It may not capture the full meaning, context, or cultural nuances of a text, and it may produce inaccurate or awkward translations. Doing so, they claimed to get lost in translation especially with certain text including personal pronouns: he, she, it, and we. Indonesian does not have grammatical gender distinctions for masculine or femininity, whereas English lacks clusivity in its pronouns. This finding supports B. I. Pratiwi (2021) that further elaboration and enhancement are required to provide detailed information on number, grammatical gender distinctions (masculine/feminine), and especially clusivity in Indonesian as the target language as well as source. This improvement is mandatorily needed due to meaning accuracy of GT result. Van Rensburg et al. (2012) argue the overall quality of GT result needed substantial improvement in terms of quality. In academic purpose Tongpoon-Patanasorn & Griffith (2020) finds the quality of the abstracts translated by GT may not meet the language requirements needed for academic writing. Regarding teachers' perspectives, Correa (2014) provides an extensive list of indications for employing machine translation. This list encompasses nine items, including literal translation, grammatical inaccuracies, discursive inaccuracies, inability to address cultural references (extralinguistics and contextual issues), unnatural writing, misspelled words, challenges with idiomatic expressions, types of errors not made by humans, and accidental translation of proper nouns.

In the context of psychological factors, anxiety motivates learners to utilize GT more frequently. Among various factors influencing writing, grammar stands out as the most frequently mentioned cause of anxiety that compels learners to resort to GT. Hartono and Maharani (2020) states that grammar is the most causing anxiety in Indonesian EFL learners followed by vocabulary problem and insufficient writing practice. Findings in this research revealed that participants reported that they were not confident with their English ability (both receptive and productive skills). There were a dominant uncertainty and anxiety feeling (about what is understood and how to convey in English). Later on, these two dominances drive learners to depend very much on it.

Table 4. GT Usage on Ethics

How ethical do you consider yourself in using Google Translate for writing assignment?		
Highly Ethical	Ethical	Less Ethical
45	104	48
22.84%	52.79%	24.36%

The ethical considerations surrounding students' use of GT are important to address, as the tool can have both positive and negative implications for learning. White and Heidrich (2013) state two assumptions as the response about the frequent use of MT: it is either considered as cheating or seen as a possible resource to facilitate learning. Urlaub and Dessein (2022) state students unsurprisingly enjoy using machine translation apps while most teachers consider the use of machine translation apps unproductive, disruptive, and even often a form of academic dishonesty. Many researches on MT use describe it as problematic, unethical, and detrimental to meaningful learning (Faber & Turrero-Garcia, 2020; Hellmich, 2019; Mundt & Groves, 2016).

Academic integrity stands as a primary ethical concern, wherein the use of GT to complete assignments or assessments without proper citation or acknowledgment of its use is considered plagiarism. Among the respondents, 48 students (24.36%) admitted to exclusively relying on GT to complete writing assignments, without making any attempt to compose English sentences themselves. This finding indicates a lack of awareness

among students that submitting work entirely translated by a machine, without their own effort and understanding, constitutes academic dishonesty. It is essential for students to perceive GT as a reference tool rather than a substitute for their language learning and expression. Maintaining the integrity of the language learning process is paramount in ethical GT usage. Students should recognize that excessive reliance on machine translation might impede their language development, as they miss out on valuable opportunities for practice and improvement. Achieving a balance between using translation tools for assistance and actively engaging in authentic language practice is vital. Solely depending on machine translation without verifying or cross-checking the translations may lead to inaccuracies, misinterpretations, and misunderstandings. Students should approach GT usage cautiously and seek clarification from teachers, language experts, or native speakers when needed.

Out of the 197 students surveyed, 104 students (52.79%) identified themselves as ethical GT users when utilizing it for completing writing tasks. They described their GT usage as a means to find the appropriate vocabulary after forming their initial sentences. Instead of merely inputting the Indonesian version into GT and copying the translation, they prioritized their own academic efforts. On a higher ethical level, 45 students (22.84%) considered themselves as very ethical users of GT for writing assignments. They limited their usage to word-level meaning checking and refrained from copying beyond short phrases. Almost a quarter of the respondents were aware that GT may not always provide accurate translations, especially for complex or idiomatic language expressions.

GT is a valuable free tool, but it is crucial to adhere to its terms of service and usage guidelines. Students must use GT in a manner that complies with applicable legal and copyright regulations, ensuring that its usage does not infringe upon any intellectual property rights. Furthermore, students should be mindful of the privacy implications associated with online translation services and avoid sharing sensitive or confidential information through such platforms. Thus, learners should maintain transparency about their use of translation tools, including GT, when seeking assistance or incorporating translated text into their work. It is important to emphasize that the ultimate goal of language learning is to achieve proficiency in the target language. Therefore, students should view the use of translation tools as a temporary aid to support comprehension and learning, rather than a long-term dependency. Active engagement in activities that promote language production, comprehension, and communication is vital. This may involve conversing with native speakers, practicing with peers, and immersing oneself in authentic language contexts to foster a comprehensive and genuine learning experience. M. A. Pratiwi and Aisya (2021) emphasize that education is not merely honing cognitive and psychomotor abilities, but also affective values related to how a person acts and behaves. By fostering a culture of ethical language use and responsible tool usage, students can benefit from the assistance of translation tools while also ensuring their own growth and proficiency in the target language.

CONCLUSION

This research highlights the significant role of GT in the academic lives of students studying economics and business. The findings of the study reveal important insights into the anxiety experienced by students, the frequency and purpose of GT usage, and the ethical considerations associated with its use. The study underscores the widespread usage of GT among students in the field of economics and business, with all participants acknowledging its use for academic purposes. The popularity of GT can be attributed to its user-friendly interface, mobile accessibility, and free availability. GT has become an

indispensable tool for students, providing quick translations, language assistance, and reference support in their academic endeavors. Anxiety plays a significant role in students' decision to use GT. FLA is prominent factors that drive students to rely on GT. It offers a sense of security and assistance to students, helping them overcome these anxieties by providing immediate translation solutions. However, it is important for students to develop coping strategies and not overly rely on GT, as it may hinder their language development and critical thinking skills.

The study reveals that GT is predominantly used for individual word translations, followed by assistance in writing assignments and translating longer segments of text. GT serves as a convenient online dictionary, allowing students to quickly look up the meanings of words. It also aids in writing assignments by providing reference translations that students can use as a starting point or for vocabulary support. However, it is essential for students to be aware of GT's limitations, as it may not always produce accurate or contextually appropriate translations, particularly for complex language structures or idiomatic expressions. Students should strive to develop their language skills and seek clarification from teachers or native speakers when needed.

Ethical considerations surrounding the use of GT are crucial to address. Students need to understand that GT should be used as a reference tool rather than a substitute for their own language learning and expression. Plagiarism and academic dishonesty can arise when students rely too heavily on GT without proper citation or acknowledgment. Students should strike a balance between using GT for assistance and actively engaging in the language learning process through authentic language practice. It is important for learners to respect GT's terms of service, privacy guidelines, and applicable legal and copyright regulations. GT has become an integral part of students' academic lives in economics and business. While it offers numerous benefits in terms of language assistance and accessibility, it is crucial for students to be aware of its limitations, address their anxieties, and use GT ethically.

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