

## The Effect of Data-Based Translation Program Used in Foreign Language Education on the Correct Use of Language

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### ABSTRACT

It has been observed that data-based translation programs are often used both in and outside the class unconsciously and thus there occurs many problems in foreign language learning and teaching. To draw attention to this problem, with this study, whether the program has satisfactory results or not has been revealed by making translations from German to Turkish, German to English, Turkish to German, Turkish to English, English to German and English to Turkish by the help of Google Translate program and the effects of the results on the education have been discussed by analyzing them according to the word, syntax, semantics and grammar. In this study, although Google Translate program has been considered as the basic translation program, here what is really meant is that all the data-based translation programs show the same result. It would be wrong to say this type of translation programs are totally negative; however it is a fact that it can mislead the new learners of a foreign language and push them to laziness. For this reason, in this study the errors of the translation programs and the points that foreign language learners should pay attention have been mentioned and the necessity that they should review the translations they make again and again has been revealed.

**Keywords:** Data-Based Translation Program, Foreign Language Learning, Education, Google Translate

### INTRODUCTION

The human beings have being done translation from one language to another within the framework of political, vocational and special topics for ages. “Translation is not merely an interlinguistic process. It is more complex than replacing source language text with target language text and includes cultural and educational nuances that can shape the options and attitudes of recipients. Translations are never produced in a cultural or political vacuum and cannot be isolated from the context in which the texts are embedded” (Dingwaney and Maier, 1995:3). It is obvious that the translation has played a crucial role in bringing new learning and wider understanding of a target language. At this point, in foreign language education, Grammar-Translation method emerged in the 19<sup>th</sup> century and has gained great importance since then (Neuner & Hunfeld, 1993, 19). The purpose of this method is to use the grammar rules in the translation exercises. Despite the development of different traditional and alternative methods in line with the criticisms of the mentioned method, the translations exercises have become inevitable to be indispensable for the foreign language courses. It has been indicated that the translation process has developed the language skills in foreign language teaching and it has begun to be recognized as the 5<sup>th</sup> skill as well as the four basic skills in foreign language education (opposed. Königs, 2000, 6). The students refer to the translation process in order to do translation exercises as well as to try to understand the certain words, sentences or texts.

Although the only aid for translation has been the printed dictionary for many years, the translation process has begun to be done by machines with the development of technology. “On a basic level, machine translation performs simple substitution of words in one language for words in another, but that alone usually cannot produce a good translation of a text because recognition of whole phrases and their closest counterparts in the target language is needed. Solving this problem with corpus and statistical techniques is a rapidly growing field that is leading to better translations, handling differences in linguistic typology, translation of idioms, and the isolation of anomalies.” (Albat, 2012).

In a study of the writings of a group of beginner learners with low language proficiency Garcia & Pena (2011) found that the students could benefit from using machine translation more than the high proficiency learners and there was evidence that they preferred to use it even against the will of their instructors. Interestingly, they discovered that using machine translation also helps beginner learners to better communicate among themselves. However, the studies have although showed that this communication isn't always healthy.

Current machine translation software often allows for customization by domain or profession (such as weather reports), improving output by limiting the scope of allowable substitutions. Machine translation has proven useful as a tool to assist human translators and, in a very limited number of cases, can even produce output that can be used as is (e.g., weather reports). One of the application making instant translation at real time (Şahin, 2014,84) and the most significant reflection of the work done in this area is the translation engine, Google Translate (Kuşçu, 2015, 55). The Google Translate, created by the Google Company in 2006, can translate the word, sentence or even an entire book automatically to different languages. “Google Translate is a free machine translation service made available by the Google Company for translating texts and messages from one language into another. Currently it is accessible through a web interface along with smart phone apps/interfaces and application programming interfaces (APIs) that can fit into new software. Google Translate is based on Statistical Machine Translation, which works by analyzing hundreds of millions of natural bilingual text pairs (Koehn, 2009). These natural pairs can serve as authentic examples of language use from the languages involved.” (Bahri & Mahdi, 2016, 157). Josefsson (2011) studied the strategies and attitudes of some vocational training students towards translation in language learning. It has been indicated that, as a supporting tool, mobile phones, Google Translate performed better than the traditional dictionaries with its higher speed and accuracy particularly for translation of collocations, phrases, and technical words. In this research, the results of this mentioned study will be tried to be revealed.

Another research by Jin & Deifell (2013) showed that as an online dictionary, Google Translate was the second most widely used online tool by language learners because of its convenience. Still, they concluded that learners generally used Google Translate as a supplementary tool to online dictionaries due to its lack of grammatical explanation. The findings of their study confirms that the students believe the use of online tools such as Google Translate accelerates their reading and writing skills in the foreign language while reducing their learning anxiety. However, the researchers treat the new findings with caution as online dictionaries fail to provide the students with clear explanations and generally ignore the contexts. Most recently Groves & Mundt (2015) stressed the implications of using machine translation technologies like Google Translate for doing tasks and assignments in second language learning. Moreover, it is a fact that, Google Translate can have a great influence on the teaching of Languages for Academic Purposes for both the students and their teachers; hence instructors in the field of language teaching need to work with, not against, these technologies.

Though Google Translate is a widely used translation program, it has led to many problems associated with itself. In fact, Google Translate is aware of this fact, and it requests the users to make the right corrections for the errors. As a matter of fact, the one who can make the correct translation doesn't refer to the translation program; the one who doesn't know the language needs the translation program and in this case he/she can face wrong translation. It would be wrong to say this type of translation programs are totally negative; however it is a fact that it can mislead the new learners of a foreign language and push them to laziness. For this reason, in this study the errors of the translation programs and the points that foreign language learners should pay attention have been mentioned and the necessity that they should review the translations they make again and again has been revealed (see. Medvedev, 2016, 183). Many studies have been done about the translation problems of how a correct translation should be (Benjamin, 1972). Today, whether the data-based translation programs response to the expectations or not and whether an accurate translation takes place or not is of major importance.

## THE STUDY

The reason of this study is that the students studying at foreign languages departments often refer to such programs and they face different problems. The target group in this study will be university students; because unlike the students participating in foreign language courses, the homework and note concern for the university students cause them to resort to such translation programs much more and fulfilling the task as soon as possible no matter in what form the task should be, either right or wrong, has become their objective. In fact, today we face with unconscious student profile having no concern for questioning and researching. The student uses what is offered there without questioning by using such programs. At the same time, if there is an error in the sentence he/she adopts them and thus wrong learning takes place. Therefore, the lecturers' job becomes more difficult and their work doesn't reach its goals. “However, in order to eliminate the problems mentioned by the participants of the study further research is required to provide a tangible and practical framework within which the mechanism and methodology for integrating new language learning technologies, including Google Translate, can be implemented into the course curriculum.” (Bahri & Mahdi, 2016, 165). To draw attention to this problem, with this study, whether the program has satisfactory results or not has been revealed by making translations from German to Turkish, German to English, Turkish to German, Turkish to English, English to German and English to Turkish by the help of Google Translate program and the effects of the results on the education have been discussed by analyzing them according to the word, syntax, semantics and grammar.

This study has been limited to foreign language learning and teaching. Therefore, a collection of sentences has been made in the course book of Lagune 1-2-3, prepared by Hueber publishing house for German as a foreign language; the sentences have been selected from simple to difficult and their translations have been made by both a competent translator and Google translate program. Thus, the degree of accuracy of the google translation has been revealed by comparing the google translations with the ones made by the competent person. During the research, German sentences have been taken as output sentences and they are translated individually to Turkish and English, and then these German, Turkish and English sentences are translated by Google Translate Program separately and the results of these three languages have been evaluated. The data obtained has been visualized. The first column in the table shows manual translation and the second one shows the machine translation. Foreign language course books are generally designed from simple to difficult; in other words they are edited from short sentences to long ones, simple grammatical structures to more complex forms. Foreign language textbooks have been seen suitable to be used in order to be objective in this study.

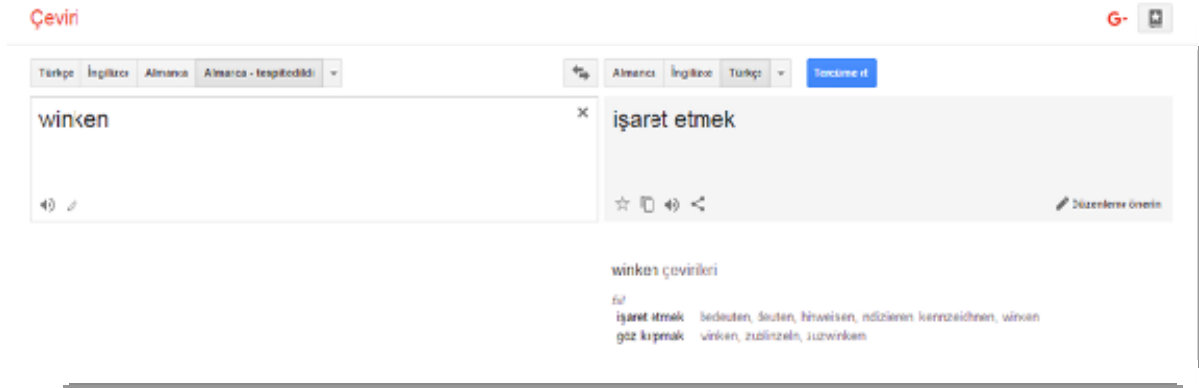
## FINDINGS

The first parts of English language course books usually consists of sections of greetings and introducing oneself. The first unit of the book, Lagune 1, has also been formed in this direction and a farewell subject occurring at the railway station is held in the reading section. The man is waving to his love in this text. When this sentence in the text is entered in Google Translate program there comes such a result as shown in the table and the difference between the translation made by a person and a machine becomes clear.

**Table 1:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 13

Manual Translation	Machine Translation
<b>Der Mann winkt. (ger.)</b>	<b>Adam çağırıyor. (tur.)</b>
	<b>The man waves.(eng.)</b>
<b>Adam el sallıyor. (tur.)</b>	<b>The man is waving. (eng.)</b>
	<b>Der Mann winkt. (ger.)</b>
<b>The man waves. (eng.)</b>	<b>Adam dalgalar. (tur.)</b>
	<b>Der Mann Wellen. (ger.)</b>

As it has been shown in the Table 1, the sentence ‘Der Mann winkt.’ in German is translated to Turkish as ‘Adam çağırıyor.’ by the machine. The sentence translated in this way leads students to learn a foreign language wrong. When we analyze the verbs ‘winken’ and ‘çağırmaq’ there will be seen no semantic relationship between these two verbs. However, the student will place the verb ‘winken’ as ‘çağırmaq’ in his/her memory. Actually, by looking at the unity of the text the student can perceive this word correctly with the logic of the man doesn’t wave to his love but calls her; because the integrity of the meaning of the sentence isn’t spoiled. Moreover, it is possible that the verb ‘çağırmaq’ is used because of the meaning, ‘el işareti ile çağırmaq’. The person making the translation done wouldn’t think these details; eventually we should keep in mind that the person making the translation done doesn’t know the target language well and thus he/she won’t consider the possible usages of the words. At this point, it becomes clear that the printed dictionary gives more detailed information. The verb ‘winken’ is defined in the German dictionary as follows: “1. (Zeichen geben) işaret vermek, işaret etmek, sinyal vermek; mit der Hand/einem Taschentuch~ el/mendik sallamak; 2. (erwarten) jdm winkt etw birinin bir şey beklemek, birine bir şey görünmek; vt. jdn zu sich *dat*~ el işaretiyle birini çağırmaq; [...]” (Pons, 2009, 1367; bkz. Steuerwald, 1974, 638) (“1. (Zeichen geben) to give a sign, to signal, to nod; mit der Hand/einem Taschentuch~ wave hand; 2. (erwarten) jdm winkt etw expect something from someone; vt. jdn zu sich *dat*~ call someone with a hand sing; [...]” (Pons, 2009, 1367; bkz. Steuerwald, 1974, 638; translation: Y.D.) The verb ‘çağırmaq’ is mentioned in this definition; however it has no relation with the usage of German original sentence. In this case, it’s obvious that the translation program translate the verb ‘winken’ in this way by taking into account the phrase ‘jemanden zu sich winken’ among the hundreds of thousands of data; because the verb ‘winken’ can have the meaning of calling someone with a hand sing or can be translated like this only when German sentence should be ‘Der Mann winkt sie/ihn zu sich’. At this point, we can reach the following conclusion; the translation program uses the first perceived word for translation. Figure 1 shows that when we try to translate only the verb ‘winken’ in Google Translate program the verb ‘işaret etmek’ (to point) is found, but the desired result can be reached with the printed dictionary.



**Figure 1:** A sample from Google Translate

On the other hand, when the Turkish sentence ‘Adam el sallıyor’ is translated into German an interesting situation arises. The German sentence ‘Der Mann winkt’ is translated correctly, because the verb ‘el sallamak’ doesn’t have any other meaning, it isn’t possible for the machine to detect its 2<sup>nd</sup> or 3<sup>rd</sup> meaning in Turkish (Steuerwald, 1974, 264). When the sentences translated from German and Turkish to English are analyzed, ‘The man waves’ occurs from German to English and ‘The man is waving’ is formed from Turkish to English. The emergence of different grammatical tenses creates confusion. Although the sentence should be ‘The man waves’ it has a very different meaning when it is translated into German and Turkish as shown in the table above. The sentence is translated into German and Turkish correctly when it is written in the form of Present Continuous tense.

**Table 2:** Machine Translation of an English sentence

The man is waving. (eng.)	Adam el sallıyor. (tur.)
	Der Mann winkt.(ger.)

Moreover, different grammatical structures of the sentence have led to the emergence of different meanings. In the 2<sup>nd</sup> table it is clearly seen that while the English word ‘to wave’ in the Present Continuous form means ‘el sallamak’ in Turkish and ‘winken’ in German, the same verb in the Simple Present Tense form means ‘dalgalar’ in Turkish and ‘Wellen’ in German. By Looking at the Pons English-German dictionary we see that the first meaning of the verb ‘to wave’ is the wave as a noun ‘(of water) Welle’ and the fourth meaning is ‘to wave’ as a verb ‘winken’ (Pons, 2006, 904).

**Table 3:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 27

Manual Translation	Machine Translation
Heute ist Sonntag und ich bin in Wien. (ger.)	Bugün Pazar ve ben Viyana’da yaşıyorum. (tur.)
	Today is Sunday and I'm in Vienna. (eng.)
Bugün pazar ve ben Viyana'dayım. (tur.)	Auf dem heutigen Markt, und ich bin Viyanad. (ger.)
	In today's market, and I am Viyanad. (eng.)
Today is Sunday and I'm in Vienna. (eng.)	Bugün Pazar ve ben Viyana’da yaşıyorum. (tur.)
	Heute ist Sonntag und ich bin in Wien. (ger.)

Different problems in the next example hinders learning. No error is encountered with the translation from German to English. In the Turkish translation, although the sentence should be ‘Bugün Pazar ve ben Viyana’dayım’ it is translated wrong as ‘Bugün Pazar ve ben Viyana’da yaşıyorum’ which is seen in the 3<sup>rd</sup> table. The verb, ‘sein’ (to be in English) in German sentence has been translated as ‘leben’ (to live). The reason of this error is that German people use the sentence ‘Ich bin aus Berlin’ to show the person lives there in the daily usage of the language and the system perceives the verb ‘sein’ as ‘to live’. Here the verb ‘to live’ can be appropriate as the preposition of ‘aus’ is used, but the example in the table shows that the verb ‘to live’ isn’t suitable in any grammatical terms because of the preposition of ‘in’. In this case, it has become clear that the program makes translation by creating a collection of data and finding the nearest expression. In addition, to this, when the German sentence ‘Ich bin aus Berlin’ is written in the translation program again the person faces with a different result. While the German sentence is translated to Turkish wrong as ‘Ben Berlin’e geliyorum’, the same sentence is translated to English right as ‘I am from Berlin.’ The main reason of this is the relationship which

includes the similarities and differences between the translated languages and this important issue should be discussed as well. Due to the fact that German and English languages come from the same family, both the translation can be made easier and the number of errors can be minimized (Arak, 2010, 1434). This significant detail can be seen in the other instances.



**Figure 2:** A Sample from Google Translate

There is another interesting point that is clearly indicated in Figure 2. When the same sentence is translated from Turkish to German and English, the word 'Viyana'dayım' can't be translated as 'Wien' in German and 'Vienna' in English; namely the program produces a completely meaningless word. Such programs reflect back the same word, not recorded the memory. Therefore, the program makes an error by reflecting back the word 'Viyana'dayım' as 'Viyana'd' despite separating the word with brackets.



**Figure 3:** A Sample from Google Translate

The sentences specified with brackets like 'Ben Köln'deyim' have been tested and the same conclusion has been seen. Another interesting point which is shown in the Figure 3 is that when the sentence is expressed differently like 'Ben Köln'de bulunmaktayım' it is translated as 'Ich bin der Bank ist Köln'. Although it's said that Google Translate depends on the Google database, it's hard to understand how the word 'Viyana' is translated as 'Viyana'd'. Examining Google database, it's clear that there's no way that such a word exists. So, how this word existsthere. As a result, Google Translate reflects back the same word, if it isn't translated, so the word 'Viyana'dayım' should have been reflected back in the same way; however this word has neither been reflected back exactly nor has been translated truly by taking the word with brackets into consideration.

During the research, another point to pay attention is that the use of small and capital letters should be considered carefully while using the Google Translate program. For instance, when the word ‘pazar’ in Turkish sentence ‘Bugün pazar ve ben Viyana’dayım’ is written with small letters it means the place where people go for shopping and the sentence is translated to German as ‘Auf dem heutigen Markt, und ich bin Viyanad.’ On the other hand, if the word ‘Pazar’ is written with capital letters it’s translated to German and English as ‘Sonntag-Sunday’; this time it’s translated as name of the day. In Turkish, the word ‘pazar’ is written with small letters for both the day and the place where people go for shopping. As it can be understood in the Table 4, only the first letter of the word ‘Pazar’ is written with capital letter when it shows a specific date together with the name of the month and the day. For instance, Okulumuzda 29 Ekim 2015 Pazar günü büyük bir tören yapıldı.(There was a great ceremony in our school on Sunday, 29 October 2015.)

**Table 4:** An alternative sentence for the word beginning with a capital letter.

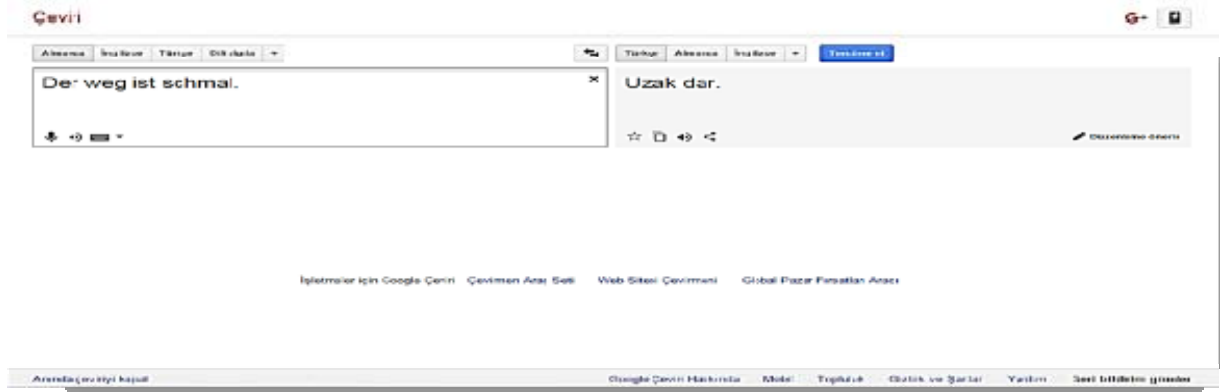
Bugün Pazar (büyük yazılırsa) ve ben Viyana’dayım. (tur.)	Heute ist Sonntag und ich bin Viyanad. (ger.)
	Today is Sunday and I'm Viyanad. (eng.)

Different from Turkish and English, there are rules about writing with small and capital letters in German and therefore some problems are seen. While all the names are written with capital letters in German, it’s not the case in Turkish and English. A Turkish student learning German may not pay attention to this and he/she can face the following situation. For example, the German sentence ‘Der Weg ist schmal.’ (The road is narrow) is translated to Turkish as ‘Yol dardır’ by machine and the words have been translated correctly although the sentence is grammatically wrong as it is seen in the Figure 4. When the sentence completely written with small letters ‘der weg ist schmal’, it is translated to Turkish as ‘kapalı dar’ (closed narrow). At this point, we face with many contradictions.



**Figure 4:** A Sample from Goole Translate.

When the first word of the sentence is written with a capital letter as a routine we encounter a different translation. As seen in the example shown in the Figure 5, as the sentence begins with a capital letter it’s translated as ‘uzak dar’(remote narrow). In this case, the student can’t determine which Turkish word is equivalent to which German word. Therefore, the users of Google Translate program should be very careful about writing the sentence in the system; otherwise it’s inevitable to encounter with an incorrect translation. The correct translation of the sentence ‘Der Weg ist schmal’ is ‘Yol dardır.’



**Figure 5:** A Sample from Google Translate

The sentences with different senses and structures have been selected especially for the compilation of the sentences in order to reveal the problems of the Google Translate program clearly; thus it has been tried to pay attention to different situations by revealing the inconsistencies in the translations.

**Table 5:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 42

Manual Translation	Machine Translation
Jan ist 5 Jahre alt und heißt mit Nachnamen Peter. (ger.)	5 Ocak yaşındaki ve soyadlı Peter. (tur.)
	Jan is 5 year old and is surnamed Peter. (eng.)
Jan 5 yaşında ve soyadı Peter.(tur.)	5. Januar Jahre alt und Nachnamen, Peter. (ger.)
	Jan 5 years old and last name, Peter. (eng.)
Jan is 5 years old and his surname is called Peter. (eng.)	5. Januar Jahre alt und sein Nachname ist Peter genannt. (ger.)
	5 Ocak yaşında ve onun soyadı Peter aradı. (tur.)
Jan is 5 years old and his surname is Peter. (eng.)	Jan ist 5 Jahre alt und sein Nachname ist Peter. (ger.)
	5 Ocak yaşında ve onun soyadı Peter. (tur.)

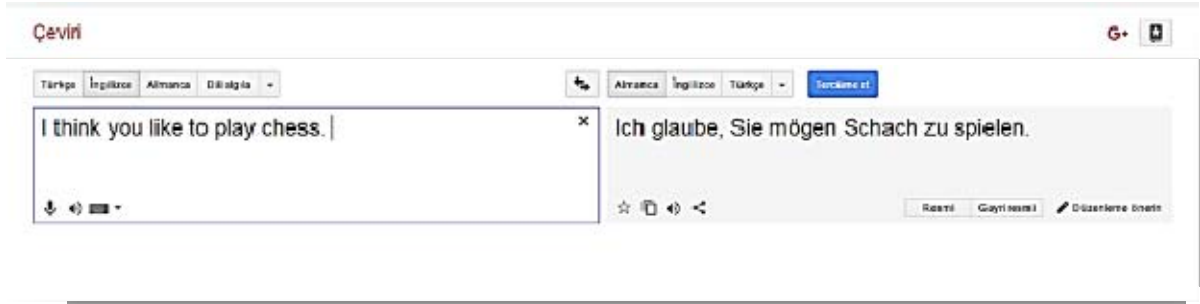
We face with a different problem in the sample sentence shown in the Table 5. The word ‘Jan’ is used as a private name in this sentence, at the same time ‘Jan’ is used as the abbreviation of ‘Januar’ in German (Ocak in Turkish; January in English). Therefore, the word ‘Jan’ hasn’t been perceived as a private name, it has been translated as the month of January. However, as it is known when there is a full stop at the end of the abbreviation a person knows it’s an abbreviation. In this case, the translation program perceives this word as the month of January although there isn’t a full stop at the end of the name. The student will certainly realize that the translations aren’t syntactically correct and in this circumstance the game of guessing will be used in translation. Well, is the forecast always going to be true?

**Table 6:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 50

Manual Translation	Machine Translation
Ich glaube, du spielst gern Schach. (ger.)	Ben satranç oynamak ister düşünüyorum. (tur.)
	I think you like to play chess. (eng.)
Senin severek satranç oynadığına inanıyorum. (tur.)	Ich glaube, Sie lieben Schach zu spielen. (ger.)
	I think you love to play chess. (eng.)
I think you like to play chess. (eng.)	Ich glaube, Sie mögen Schach zu spielen. (ger.)
	Ben satranç oynamak ister düşünüyorum. (tur.)

The structure of this sentence is a clause. The sentence translated by Google Translate consists of semantic and syntactic errors. Both German and English sentences are translated to Turkish without adhering to a specific syntactic rule as shown in the Table 6. At the same time the word ‘Du’ (in Turkish: sen; in English: you) hasn’t been taken into account in the German sentence, the word ‘sen’ in the Turkish sentence has been translated to German as ‘Siz’ (In English ‘you’ as respect). In English, the pronoun ‘you’ is used both for saying you as a person and indicating respect as an individual. For this reason, while translating from English to German the program has two buttons as formal and informal and this pronoun is translated according to this; however there

aren't such buttons when translating English to Turkish. In fact, the pronoun 'you' in English is divided into two as 'sen' or 'siz' in Turkish as it has been explained in Figure 5.



**Figure 5:** A Sample from Google Translate

The exercise on page 57 in the foreign language course book Lagune 1 has been created to teach the words here/there and none.

**Table 7:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 57

Manual Translation	Machine Translation
Der Topf ist da, aber der Deckel ist weg. (ger.)	Pot var, ama kapak kapalıdır. (tur.)
	The pot is there, but the lid is off.(eng.)
Tencere orada, fakat kapak yok.(tur.)	Töpfe gibt, aber es gibt keinen Deckel. (ger.)
	Pots there, but there's no cover. (eng.)
The pot is there, but the lid is not.(eng.)	pot var, ancak kapak değil. (tur.)
	Der Topf ist da, aber der Deckel nicht. (ger.)

In the Table 7 in it seen that the word 'weg' in this sentence has led the students to a big mistake with the meaning of closed. The word 'der Topf' in German sentence and 'tencere' in Turkish has also been translated wrong. 'Topf' has been translated to Turkish as 'pot', but 'pot' is an English word. In Turkish, it means "1. The shrinkage and folds formed in the fabric due to poor stitching, 2. The equal amount of money or vouchers put out by all of the players in the games of Poker etc., 3. Inaccuracy, error blunder." (TDK, 2011, 1941-1942). In any case, this sentence doesn't have a link to this word. The studies have shown that if the punctuation isn't placed correctly, the sentence has a different meaning as seen in the example given in the Table 8.

**Table 8:** Manual and Machine Translation of the Sentence absence of punctuation in the Book Lagune 1, page 57

Manual Translation	Machine Translation
Der Topf ist da aber der Deckel ist weg (ger.)	Pot var ama kapak kapalı (tur.)
	The pot is there but the lid is off (eng.)
Tencere orada fakat kapak yok (tur.)	Aber es gibt keine Abdeckung Töpfe (ger.)
	But there is no cover pots (eng.)
The pot is there but the lid is not (eng.)	pot var ama kapak değil (tur.)
	Der Topf ist da, aber der Deckel ist nicht (ger.)

The differences aren't seen in the translations between German and English in the absence of punctuation; but the differences draw attention in the translations from Turkish to these two languages. This situation stems from the fact that the languages of German and English come from the same language family.

**Table 9:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 65

Manual Translation	Machine Translation
Peter studiert Mathematik und Biologie. (ger.)	Peter matematik ve biyoloji okudu. (tr.)
	Peter studied mathematics and biology. (eng.)
Peter matematik ve biyoloji okuyor. (tur.)	Peter is studying mathematics and biology. (eng.)
	Peter studiert Mathematik und Biologie. (ger.)
Peter is studying mathematics and biology. (eng.)	Peter studiert Mathematik und Biologie. (ger.)
	Peter matematik ve biyoloji okuyor. (tur.)



In this study, it hasn't been tried to choose difficult sentences in order to find error, the aim is to show the students what kind of errors can occur when using the data-based translation programs. In the German sentence mentioned in the Table 9, there are errors in the translations of both Turkish and English. As the universal words like 'Math and Biology' are in the sentence the number of errors has reduced and the German sentence with present tense has been translated to English and Turkish with past tense. The experiences have shown that the students have perceived the word 'studiert' (in English: study) with past tense and they have converted the word 'studier' to present time by deriving the word on their own; thus they have created new grammatical rules. The problem is that these errors place in the brains of the students with this form in language learning. This case has been confirmed by using a different verb as the German sentence 'Der Mann informiert die Touristen.' (The man informs the tourists) is translated to Turkish as 'Adam turist bilgilendirdi.' by the machine, the students face with the same problem. In German, the same problem is seen with almost all the verbs with the infinitive '-ieren' and sometimes even the most known verbs are translated wrong as in the example seen in Figure 6.

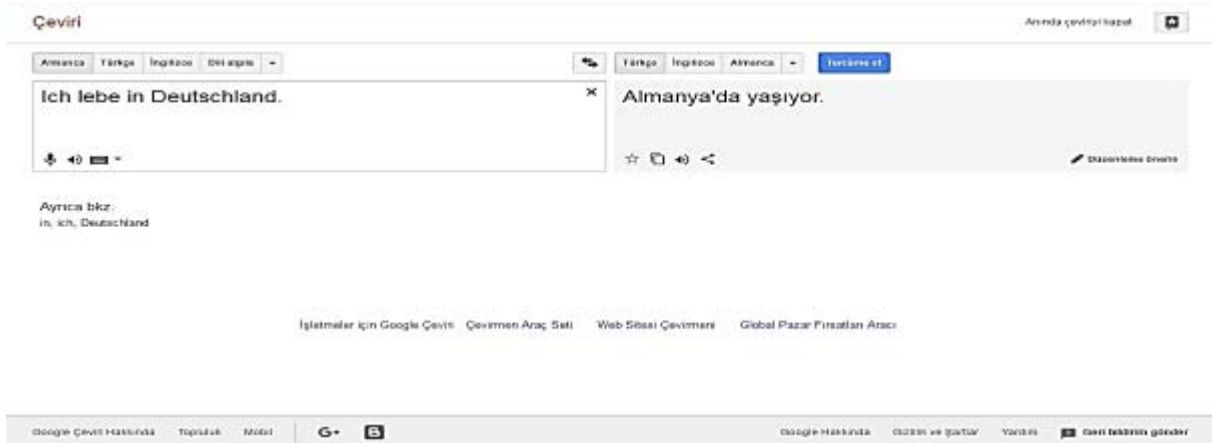


Figure 6: A Sample from Google Translate

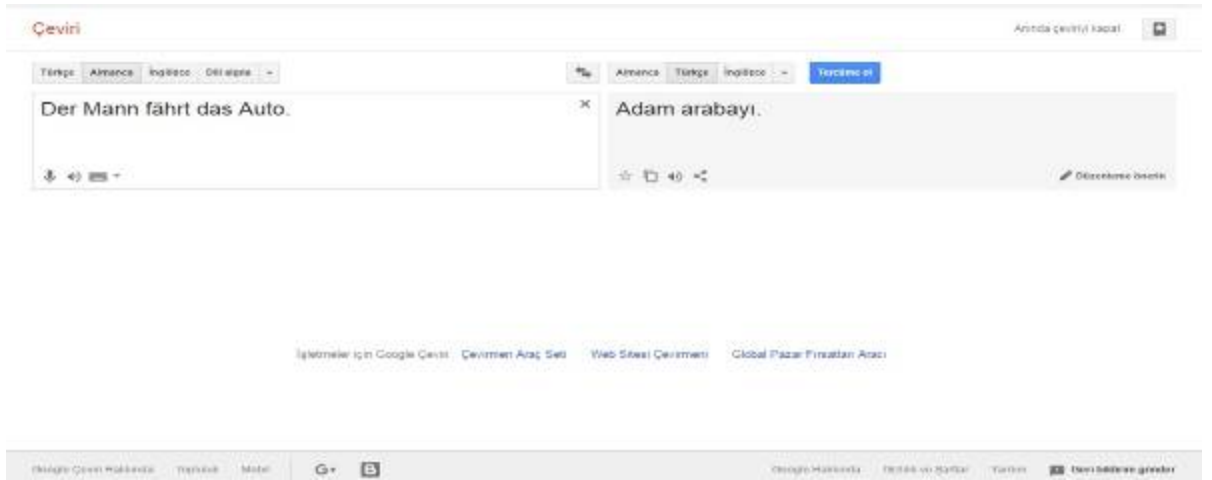


Figure 7: A Sample from Google Translate

The research has been done according to sentences with different structures and grammatical rules in this study. When choosing these grammatical rules, the endpoints haven't been referred is it can be seen in the Figure 7. The emphasis has been on the structures that the students can meet in daily life while learning German.

Table 10: Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 99

Manual Translation	Machine Translation
Herr Brösel soll alle Termine absagen und die Anrufe notieren. (ger.)	Sayın Kırıntı tüm randevuları iptal ve aramaları kayıt etmektedir. (tur.)
	Mr. Crumb is to cancel all appointments and record the calls. (eng.)

Bay Brösel tüm randevuları iptal etmeli ve aramaları not etmeli. (tur.)	Mr. Brösel muss alle Termine absagen und Suche zu beachten. (ger.)
	Mr. Brösel must cancel all appointments and search should be noted. (eng.)
Mr. Brösel should cancel all the appointments and record the phone calls. (eng.)	Herr Brösel sollten alle Termine absagen und die Telefongespräche aufzeichnen. (ger.)
	Sayın Brösel tüm randevuları iptal ve telefon görüşmeleri kayıt altına geraldır. (tur.)

One of the problems that the students often meet is the usage of German modal verbs. In the example seen in the Table 10, 'sollen' (requested to do, to be necessary, -meli, -malı) has been used, but this verb hasn't been taken into consideration in translation. While the modal verb hasn't been used in the sentence translated to Turkish, 'should' has been used for the word 'sollen' in the sentences translated to English; here the German sentence has been translated to English as 'is to V1' and this is a right usage. Again, the advantage of coming from the same language family has been seen in two languages. If the languages in this study are to be compared, it can be said that the syntax of German and English is the same, there is an article called definiteness in the two languages in spite of the differences, the third singular person is exactly the same and there are similarities about the tenses. The grammatical structure of Turkish is different from these two languages (Arak, 2010). Such similarities in the languages inevitably minimize the number of errors in translation.

**Table 11:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 109

Manual Translation	Machine Translation
Er fährt mit dem Auto zur Apotheke. (ger.)	O araba ile eczaneye gider. (tur.)
	He goes to the pharmacy by car. (eng.)
O araba ile eczaneye gidiyor. (tur.)	Er geht in die Apotheke mit dem Auto. (ger.)
	He goes to the pharmacy by car. (eng.)
O arabayla eczaneye gidiyor. (tur.)	Er geht in die Apotheke zu fahren. (ger.)
	He's going to drive to the pharmacy. (eng.)
He goes to the pharmacy by car. (eng.)	Er geht in die Apotheke mit dem Auto. (ger.)
	O araba ile eczaneye gider. (tur.)
He is going to the pharmacy by car. (eng.)	Er ist mit dem Auto in die Apotheke gehen.(ger.)
	O arabayla eczaneye gidiyor. (tur.)

In the Table 11 it has been tried to be explained that in German while the word 'fahren' (to drive) is used for going somewhere by car, bicycle, train etc., the word 'gehen' is used for going somewhere without transportation vehicles. This distinction doesn't exist in Turkish, that is the sentence is written with the verb 'gitmek' (to go) for both cases either by using a vehicle or not. For instance, 'I'm going to Ankara by car.' or 'I'm going to school on foot.' In this case, the German sentence has been translated into Turkish right as this distinction doesn't exist in Turkish; however when the translation is done from Turkish to German the student comes up against a wrong result. Even when the verb 'fahren' (compare on the page) taught in during the first unit of the lessons is written alone, an error is encountered; the word 'fahren' is translated as a driver. In fact, the sentence 'Ich fahre ein Auto', 'I'm driving a car' emerges as follows without taking the verb into account as seen in Figure 8.



**Figure 8:** A Sample from Google Translate

It has been revealed that the question forms should be taken into account during the screening of the foreign language textbooks and the examination of the translation program and how such sentences are translated aroused curiosity.

**Table 12:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 112

Manual Translation	Machine Translation
Können Sie bitte einen Salat mitbringen? (ger.)	Bir salata getirmek misiniz? (tur.)
	Can you please bring a salad? (eng.)
Bir salata getirebilir misiniz, lütfen? (tur.)	Können Sie mir einen Salat zu bekommen, bitte? (ger.)
	Can you get me a salad, please? (eng.)
Can you please bring a salad? (eng.)	Bir salata getirmek misiniz? (tur.)
	Können Sie bitte einen Salat mitbringen? (ger.)

An accurate translation hasn't been done in the sentence given in the Table 12. Here, another important point to be considered is the significance of punctuation in the sentences to be translated. The sentence to be translated should be entered into the database with appropriate punctuation, otherwise the translation may be different. As seen in the examples, there is a serious difference between the translation of the sentence with a question mark and the one without a question mark.

**Table 13:** Machine Translation of the above Sentence without Question Mark

Können Sie bitte einen Salat mitbringen (without question mark – ger.)	Eğer bir salata getir misiniz (tur.)
	Can you please bring a salad (eng.)

The sentence, in the Table 13, without a question mark has transferred to a sentence stating a conditional statement. In this case, the student may perceive the model verb 'können' as a word of condition 'eğer' and this case places as a big mistake in the learning process. The condition mode 'Eğer' in Turkish means in English 'If'.

**Table 14:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 128

Manual Translation	Machine Translation
Er hat geputzt. (ger.)	O temizlenmiş (tr.)
	He has cleaned. (eng.)
O temizlik yaptı. (tur.)	Sie tat die Reinigung. (ger.)
	She did the cleaning. (eng.)
He has cleaned. (eng.)	Er hat gereinigt. (ger.)
	O temizlenmiş. (tur.)

The German sentence in the Table 14 is a sentence written by Perfekt (-dili geçmiş zaman). When it's translated to Turkish it emerges as indirect speech; in fact a situation in which the person is affected by the action has arisen while doing the action as a result of the wrong translation. Many options have been tried in order to achieve the correct translation from Turkish to German. German verb 'putzen' (clean) hasn't been given for neither the sentence 'O temizlik yaptı' nor the sentence 'O temizledi.' In order to try the opposite, when the German verb 'putzen' is written alone in the program to be translated to Turkish, the word 'firça' (eng. brush) is given. Then, the words 'firça, temizlemek, silmek, ovmak' are translated by the program but any Turkish word doesn't mean the verb 'putzen' in German. In addition, being different from German and English there is a hidden subject in Turkish. Namely, we don't have to use the third person singular pronoun 'o' and the sentence 'O temizlik yaptı.' can be said as 'Temizlik yaptı' as it can be seen in the Table 15.

**Table 15:** Machine Translation of an alternative Sentence

Temizlik yaptı. (tur.)	Die Zimmermädchen haben. (ger.)
	Housekeeping did. (eng.)

In this case, after the Turkish sentence has been translated to German and English a very different conclusion has been seen. The word 'Temizlik' (cleaning) and 'yaptı' (did) have been translated as single words and this translation is wrong. The word 'temizlik' has been translated as 'Zimmermädchen' and 'housekeeping'. Thus, this word has been seen equal with the word 'Temizlikçi' and it is seen that it has been perceived in this way. When it is taken from a different angle and the word 'Temizlikçi' is written in the program, the word 'Reiniger' in German and the word 'cleaner' in English is given. In the following table, this situation has been tried to be

clarified by using a similar structure. In the example, the correct translation has been tried to be achieved by using different alternatives. The German sentence ‘Er hat gekocht’ (He has cooked) has been tried as ‘Er hat das Essen gekocht’(He has cooked the meal). At the same time, a test has been made by addressing only the verb ‘kochen’ (English: cooking, Turkish: yemek pişirmek) and while the word ‘Kochen’ with a capital letter means the act of cooking, the word ‘kochen’ with small letters means the cook. Even in this case the program has given us wrong data, as a matter of fact the German word that means the cook should be ‘der Koch’ and not ‘kochen’ as it is given in the Table 16. Such a case is out of question in the translation from German to English.

**Table 16:** The difference between the word with capital and small letter translated by Machine

Kochen / kochen (ger.)	Yemek pişirme / aşçı (tur.)
Kochen / kochen (ger.)	Cooking (eng.)

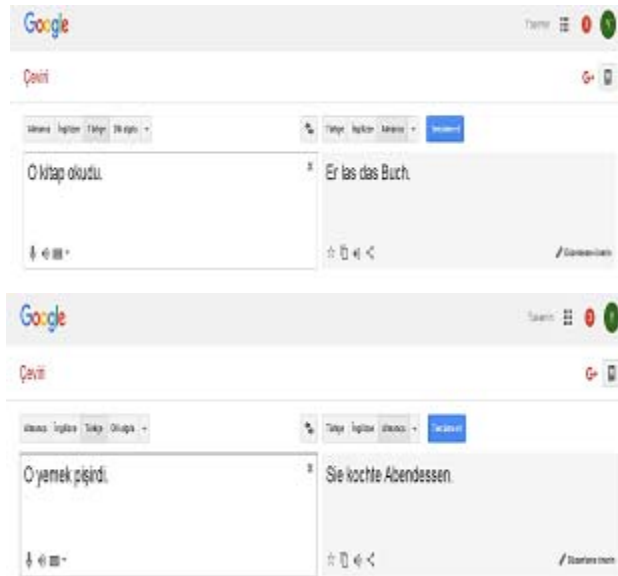
Consequently, it seems impossible to give the students instructions on how they can use this program correctly.

**Table 17:** Manual and Machine Translation of the Sentence in the Book Lagune 1 (2012), page 128

Manual Translation	Machine Translation
Er hat gekocht. (ger.)	O pişmiş oldu (tur.)
	He has cooked (eng.)
Er hat das Essen gekocht. (ger.)	O pişmiş gıda oldu. (tur.)
	He has cooked the food. (eng.)
O yemek pişirdi. (tur.)	Sie kochte Abendessen. (ger.)
	She was cooking dinner. (eng.)
Yemek pişirdi. (tur.) (hidden subject)	Essen gekocht. (ger.)
	Food cooked. (eng.)
He has cooked. (eng.)	Er hat gekocht (ger.)
	O pişmiş oldu (tur.)

In this study, it isn’t intended to reach a conclusion only by sorting out the errors; at the same time it has been tried to show that the users of this program should be careful and they shouldn’t trust all the data they get.

Except for the errors, it is noteworthy that data-based translation program has adopted gender inequality; rather, it has been programmed accordingly. As it can be seen in the Table 17 while the program translates the actions like cleaning, cooking as ‘sie/she’, it translates the actions like reading books, watching television as ‘er/he’. The main reason for this is that the entries have been made by the users accordingly and the program does the translation by using these statements from the millions of data. This is the reflection of the thinking about the distribution of roles.



**Figure 9:** Two Samples from Google Translate

Apart from this remarkable point, the sentences are incorrect syntactically, grammatically and in terms of integrity.

At the same time, when the Turkish translation of the German sentence is analyzed, it's obvious that 'Perfekt' (past tense) has been translated as indirect speech, so the sentence emerges as 'It was cooked' although it ought to be as 'He cooked' as it seen in the Figure 9. In Turkish, unlike German and English, there's a rule of hidden subject (see the related page). Namely, we don't have to use the third person singular pronoun in Turkish and in this case the sentence 'O yemek pişirdi' can be used as 'Yemek pişirdi.' At this point, the Turkish sentence is translated to German and English in a passive form. The meal, unknown for which period of the day, in the sentence 'O yemek pişirdi' has been translated to German as dinner and this is an indication that the word 'meal' as 'Abendessen' is often entered in terms of data.

**Table 18:** Manual and Machine Translation of the Idioms and Proverbs in the Book Lagune 2 (2012), pages 86, 98

Manual Translation	Machine Translation
Über Geschmack kann man nicht streiten. (ger.)	Tat onunla iddia edemez. (tr.)
	Taste can not argue with it. (eng.)
Zevkler ve renkler tartışılmaz. (tur.)	Es gibt keine Rechnungslegung für Geschmack. (ger.)
	There is no accounting for tastes. (eng.)
There's no accounting for taste (eng.)	Es gibt keine Rechnungslegung für Geschmack. (ger.)
	Tat için muhasebe var. (tur.)
Manual Translation	Machine Translation
Wer anderen eine Grube gräbt, fällt selbst hinein. (ger.)	Diğerleri için bir çukur kazar O, kendisi içine düşer. (tur.)
	He who digs a pit for others, falls into it himself. (eng.)
Harm set, harm get! (eng.)	Zarardan seti, zarar olsun! (tur.)
	Harm set, Schaden zu erhalten! (ger.)
El için kuyu kazan, evvela kendi düşer! (tur.)	Pro-Kopf-Einkommen in der benachbarten Lachen! (ger.)
	Per capita income in the neighboring laugh! (eng.)

Almost in all foreign language course books, the idioms and the proverbs of the target language are included. There are idioms and proverbs in the mentioned course book Lagune. When the students enter these sentences, seen

In the Table 18, in the program they can't encounter a meaningful sentence. This is normal because the idioms and the proverbs of each country can't be translated verbatim. Therefore, such data-based translation programs must be programmed like that. Generally, the sentences aren't perceived as a whole form, the words in the sentence are dealt with and translated one by one.

**Table 19:** Manual and Machine Translation of the Sentence in the Book Lagune 2 (2012), page 156

Manual Translation	Machine Translation
Der Kölner Dom, dessen Türme 157 Meter hoch sind, war für kurze Zeit das höchste Gebäude der Welt. (ger.)	Kimin kuleler 157 metre yüksekliğindeki olan Köln Katedrali, kısa bir süre için dünyanın en yüksek binası oldu. (tur.)
	The Cologne cathedral, whose towers are 157 meters high, was the tallest building in the world for a short time. (eng.)
Kuleleri 157 metre yüksekliğinde olan Köln Katedrali, kısa bir süre için dünyanın en yüksek binasıydı. (tur.)	Türmhöhe von 157 Metern am Kölner Dom war das höchste Gebäude in der Welt für eine kurze Zeit. (ger.)
	Tower height of 157 meters at Cologne Cathedral was the tallest building in the world for a short time. (eng.)
The Cologne cathedral, whose towers are 157 meters high, was the tallest building in the world for a short time. (eng.)	Der Kölner Dom, dessen Türme sind 157 Meter hoch, war das höchste Gebäude in der Welt für eine kurze Zeit. (ger.)
	Kimin kuleler 157 metre yüksekliğindeki olan Köln Katedrali, kısa bir süre için dünyanın en yüksek binası oldu. (tur.)

The remarkable point in this sentence, in the Table 19, is that a very complex translation has emerged although the sentence is very long. Surprisingly, correct statements are seen in spite of syntactical errors. Despite the fact

that there are seen simple errors in the translation of even more simple German sentences to English, there occurs any errors in a longer and more difficult sentence after it has been translated to English. Because in this sentence accurate information about a historical structure is stated and this information is the same as in many written sources. One of the main reasons for this is the international programs like ‘Wikipedia’ and objective judgments or information. Millions information is available on this website and all this information can be translated to 292 different languages on the website of ‘Wikipedia’. As the ‘Wikipedia’ exists in the available data base of Google Translate program, the sentences entered into the program are translated correctly by scanning these resources.

**Table 20:** Manual and Machine Translation of the Sentence in the Book Lagune 3 (2012), page 10

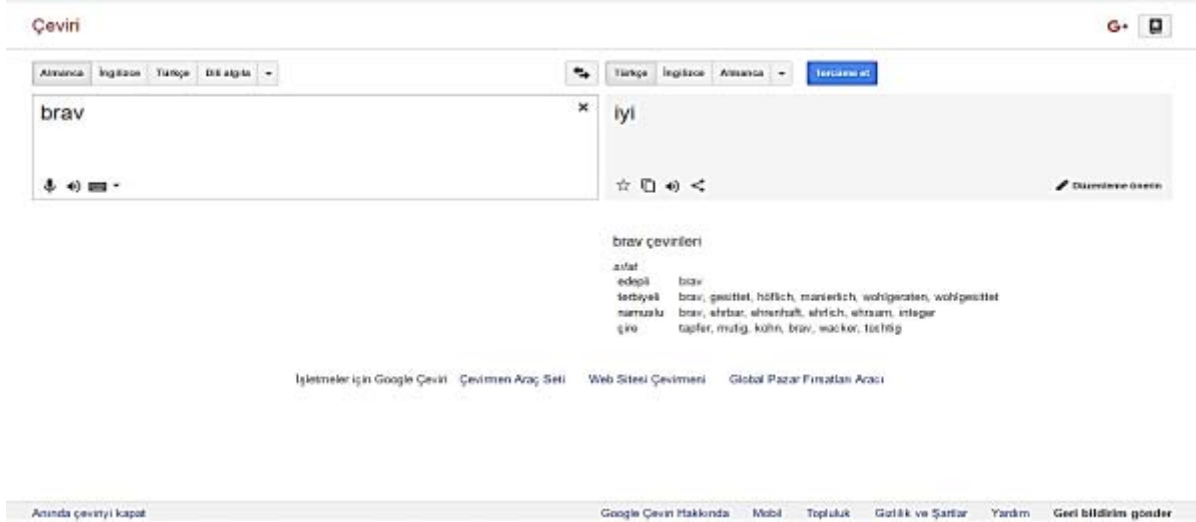
Manual Translation	Machine Translation
Wenn er Geld hätte, könnte er eine Auto kaufen. (ger.)	O param olsaydı, o bir araba alabilirdik. (tur.)
Eğer parası olsaydı, araba alabilirdi. (tur.)	If he had money, he could buy a car. (eng.)
	Wenn ich das Geld hätte, könnte es ein Auto sein. (ger.)
	If I had the money, it could be a car. (eng.)
If he had money, he could buy a car. (eng.)	Wenn er Geld hat, könnte er ein Auto kaufen. (ger.)
	Parayı varsa, o bir araba alabilirdik. (tur.)

In this translation, although the structure of conditional sentence ‘wenn’ has been taken into account, the pronoun hasn’t been paid attention to and who has the money, who buys the car isn’t clear. This stems from the fact that Turkish has a different ordering for sentence directories when compared with German and English and again the rule of hidden subject in Turkish has an impact on the translation. As it seen in Table 20, the translation of the sentence ‘....., araba alabilirdi’ in Turkish main clause to German as ‘....., ein Auto sein’ and to English as ‘....., it could be a car’ is a separate question mark. So, why the verb in Turkish ‘almak’ (German: nehmen; English: take) is encountered as ‘sein’ in German (Turkish: olmak; English: to be) and there’s no sense of relationship between these two verbs. The only reason that comes to mind in this case, the word ‘alabilirdi’ is perceived as ‘olabilirdi’ and this may be caused by the fact that the system finds that as the most convenient word in the case of a single letter change when examining the words. When the sentence ‘Eğer parası olsaydı, araba satın alabilirdi.’ is changed by adding the verb ‘satın almak’, the program reflects back the verb ‘kaufen’. It’s impossible for a person learning a foreign language newly to think about this.

**Table 21:** Manual and Machine Translation of the Sentence in the Book Lagune 3 (2012), page 84

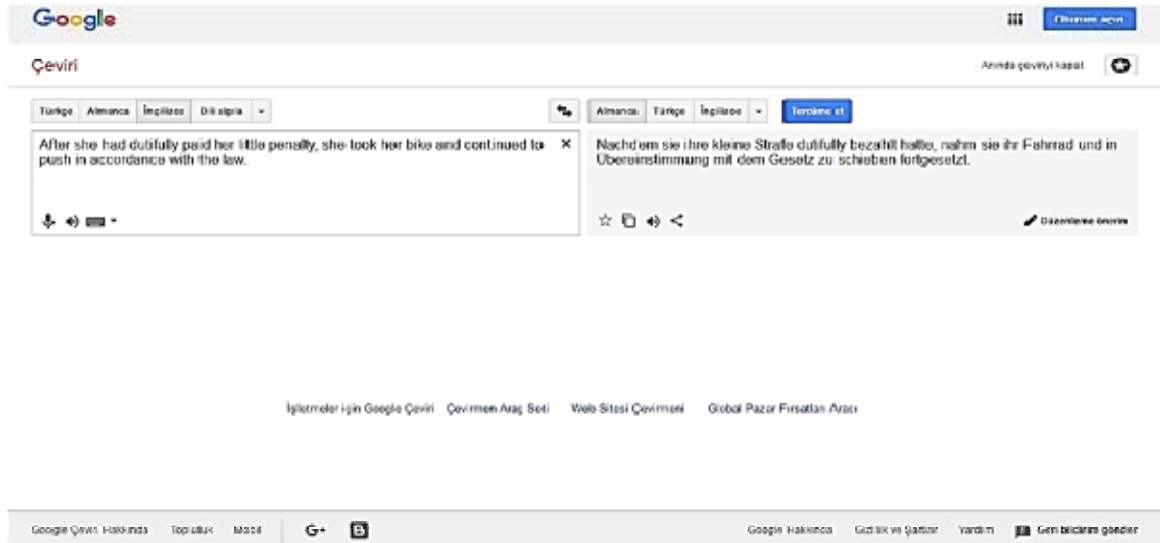
Manual Translation	Machine Translation
Als sie brav ihre kleine Strafe bezahlt hatte, nahm sie ihr Rad und schob es weiter, wie es Vorschrift war. (ger.)	O aldatılan onun küçük ceza ödemişti zaman, ona bisiklet aldı ve karşılık olarak, daha da itti. (tur.)
	When she had dutifully paid her little punishment, she took her bike and pushed it further, as was provision. (eng.)
İtaatle küçük cezasını ödedikten sonra, bisikletini aldı ve kanuna uygun itmeye devam etti. (tur.)	Nachdem eine kleine Strafe Gehorsam zahlen, setzte er das Motorrad und nahm entsprechende Gesetze zu schieben. (ger.)
	After paying a small penalty obedience, he continued to push the bike and took appropriate laws. (eng.)
When she had dutifully paid her little penalty, she took her bike and pushed it further, as was provision. (eng.)	Als sie ihre kleine Strafe pflichtgemäß bezahlt hatte, nahm sie ihr Fahrrad und schob es weiter, als Bestimmung war. (ger.)
	O aldatılan onun küçük ceza ödemişti zaman, ona bisiklet aldı ve karşılık olarak, daha da itti. (tur.)

This statement is a sentence taken from a short text giving information for the language learners about the traffic rules in Germany. As a female was riding a bike on the pedestrian path, she was stopped by the police and given fine; after she paid the fine for her false she pushed her bike. When examining the translation of the sentence, in the Table 21, from German to Turkish, the word deceive is seen in the sentence as shown in the table and this inevitably confuses the students’ minds. When the word ‘brav’ (dutifully) is written in the Google Translate program alone, we see many alternative words.



**Figure 10:** A Sample from Google Translate

As seen among the Figure 10 results, there is neither a verb deceive exactly, nor is there a word similar in meaning to this word. During the research, different ideas have been issued no to make mistakes in translations; because there are many alternatives for statement in a language. English sentence has been entered into Google Translate program by considering different proposals for the sentence, in the Figure 11, and this time it has been recognized that the word ‘dutifully’ hasn’t been translated.



**Figure 11:** A Sample from Google Translate

**Table 22:** Manual and Machine Translation of the Sentence in the Book Lagune 3 (2012), page 115

Manual Translation	Machine Translation
Die Politiker sind so alt, dass sie die Probleme der jungen Leute nicht verstehen. (ger.)	Politikacılar da gençlerin sorunları anlamak kalmamak için eski. (tr.)
	Politicians are so old that they do not understand the problems of young people. (ing.)
Politikacılar o kadar yaşlı ki, gençlerin sorunlarını anlamıyorlar. (tr.)	Politiker sind so alt, sie haben nicht die Probleme der jungen Menschen zu verstehen. (ger.)
	Politicians are so old, they do not understand the problems of young people. (ing.)
The politicians are so old that they don't understand	Die Politiker sind so alt, dass sie die jungen

the young people's problems. (ing.)	Menschen, die Probleme nicht verstehen. (ger.)
	siyasetçiler gençlerin sorunlarını anlamıyorum o kadar eski. (tr.)

In the German example given in the Table 22, the connector ‘dass’ commonly used for connecting more than one sentence is shown as an example. ‘Dass’ as being a connector means –ki, -diği, -diğini, - eceği, -meyi in Turkish (Zengin, 2005, 402). Different from German, this connector in Turkish isn’t a word alone and it is added to verbs.

For instance; Ich glaube, dass er ein guter Mensch ist. (German)  
 Onun iyi bir insan olduğunu düşünüyorum. (Turkish)  
 I think that he is a good human (English)

Therefore, the errors are often seen in the translations made with ‘dass’ from German to Turkish. On the contrary, there is almost no mistake in the translations made with ‘dass’ from German to English; because in English there is an exact equivalence, that for the connector ‘dass’.

**Table 23:** Manual and Machine Translation of the Sentence in the Book Lagune 3 (2012), page 155

Manual Translation	Machine Translation
Sie sind auf einer Feier eingeladen und sehen dort zufällig eine Person, die sie kennen und schon länger nicht mehr getroffen haben. Wenn Sie zu ihr gehen, können Sie sagen: "Das ist ja eine Überraschung!" (ger.)	Bir partiye davet ve bildikleri ve bir süre bir araya geldi değil bir kişi olması umulur, bkz. Ona gitmek, "Bu bir sürpriz!" Diyebilirsiniz (tur.)
	You are invited to a party and see there happens to be a person they know and have not met for some time. If you go to her, you can say, "That's a surprise!" (eng.)
Bir kutlamaya davetlisiniz ve orada tanıdığınız ve uzun bir zamandan beri karşılaşmadığınız bir kişiyi tesadüfen görüyorsunuz. Yanına giderseniz, şöyle diyebilirsiniz: "Ne büyük sürpriz!" (tur.)	Sie sind zu einer Party eingeladen, und Sie wissen, dass Sie da sind und Sie eine Person durch Zufall Sie nicht für eine lange Zeit gesehen haben, sehen. Wenn Sie ging an, könnte man sagen: "Was für eine tolle Überraschung!" (ger.)
	You are invited to a celebration and you see people you know, and there's a chance you encounter a long time. If you went to, you might say: "What a great surprise!" (eng.)
You are invited to a celebration and coincidentally you see that there is a person you know and you haven't met with her for some time. If you go to her, you can say: "What a suprise!" (eng.)	Sie sind zu einer Feier eingeladen und zufällig sehen, dass es eine Person ist, Sie wissen, und Sie haben nicht mit ihr seit einiger Zeit traf. Wenn Sie zu ihr gehen, können Sie sagen: "Was für eine Überraschung!"(ger.)
	Bir kutlama için davet edilir ve tesadüfen orada bildiğiniz bir kişi olduğunu ve bir süre onunla tanışmadım görüyoruz. Ona gitmek, şunları söyleyebilirsiniz: "Ne bir sürpriz!" (tur.)

As the sentences get longer the translations also become complicated as it can be seen in the Table 23. It has been stated that Google Translate program can even translate a book, but as a result of studies it's possible to say that it's unlikely to have a true translation and the content will be filled with errors after the translation of a book which will be held in this way and even the topic in the book may change.

The reason of this study stems from the fact that the students get the sentences from such programs for their homework, projects or presentations and thus the students' works entirely consists of errors. Moreover, they present their work to the person who taught them without revising or correcting, and in this case the instructor is unable to work through those works and he/she can't correct them. If the student tries on his/her own, the instructor can analyze the errors well with the students. At this point, even a discussion with the students about their mistakes can't be made as there isn't an individual effort, a research or an attempt and a conscious work in their individual studies in spite of errors; because the students don't know neither what they do, nor what they want to say as they don't make these sentences on their own. How to correct the sentence above is a total mess, because the specific words like ‘einladen’(to invite) have never been translated and they haven't even been in the sentence. Some translated words like ‘bkz.’ (to see) in the translated sentences from German to Turkish aren't



known how they have been translated like this. The word ‘bkz’ is the abbreviation of the word ‘bakınız’ in Turkish, and in this case the word ‘sehen’ (see) in German has been translated as ‘bakınız’. If the student translate this sentence by the help of a printed dictionary on his/her own, he/she will both make less error and spend less time and most importantly effective learning will take place. In fact, the experiences show that the instructor understands that the students haven’t done those on their own as he/she know their level and thus the teacher doesn’t want to correct them. It’s a fact that this case reduces both the teacher’s and the student’s motivation.

**Table 24:** Manual and Machine Translation of the Sentence in the Book Lagune 3 (2012), page 161

Manual Translation	Machine Translation
Weil ich gerade Spanisch lerne, habe ich mir im Fernsehen einen spanischen Sender gesucht, der viel Werbung zeigt. Da habe ich schon viel gelernt, weil die Sätze kurz sind und Wörter oft wiederholt werden. (ger.)	İspanyolca öğreniyorum çünkü ben reklam bir çok gösterir TV üzerinde bir İspanyol kanalları istemişimdir. Zaten cümleler kısa olduğundan, çok şey öğrendim ve gibi kelimeleri sık sık tekrarlanır. (tr.)
	Because I'm learning Spanish, I've wanted a Spanish channels on the TV, which shows a lot of advertising. As I have already learned a lot, because the sentences are short and the words are often repeated. (ing.)
Şu an İspanyolca öğrendiğim için, televizyonda bol reklam gösteren İspanyolca bir kanal aradım. Orada çok şey öğrendim, çünkü cümleler kısa ve kelimeler çok sık tekrarlanıyor. (tr.)	Im Moment habe ich gelernt, Spanisch, viel Fernsehwerbung auf Spanisch zeigt einen Kanal genannt. Ich erfuhr, dass es eine Menge, weil sehr oft Wörter und kurze Sätze wiederholt. (ger.)
	For the moment I learned Spanish, showing plenty of television advertising in Spanish called a channel. I learned a lot there, because very often repeats words and short sentences. (ing.)
As I am learning Spanish now, I have searched a Spanish channel on the TV which shows lots of commercials. There I have learned much, because the sentences are short and the words are repeated often. (ing.)	Da ich Spanisch jetzt lerne, habe ich einen spanischen Kanal auf dem TV gesucht, die viele Werbespots zeigt. Dort habe ich viel gelernt, weil die Sätze oft kurz und die Worte wiederholt werden. (ger.)
	Şimdi İspanyolca öğrenme yaşıyorum, ben reklam çok gösteren TV'de İspanyol kanalı arandı. cümleler kısa ve kelimeleri sık sık tekrarlanan, çünkü orada ben çok şey öğrendim. (tr.)

The last sentence is an example in which the connectors have been used too much. As seen in the Table 24, the connector ‘weil’ (as, because) hasn’t been taken into account, and so the sentence has become wrong in terms of syntactically, semantically and grammatically; that is it consists of errors. A student learning German newly both can’t perform an accurate learning and have a high motivation level. As known, the motivation has a great role on language learning. Lower level of motivation leads the students to be reluctant for language learning and thus the learning will be affected negatively.

## CONCLUSIONS

The translation process is of great importance, as well as speaking, listening, reading and writing skills, both for its contributions to other language skills and vocabulary learning in foreign language education. The students have been using data-based translation programs, such as Google Translate, widespread in both curricular and extracurricular cases in order to fulfill all the skills. Today, data based translation programs like Google Translate are used widespread in both curricular and extracurricular cases. In this study, the effect of this program in the context of foreign language lessons has been tried to be explained. Many researches related to this field have tries to draw attention to both positive and negative aspects of such programs; yet the fact that data-based translation programs hinders the right and effective language learning in foreing language education has been revealed. By using this translation program in the study, German-Turkish-English sentences have been translated as mutual and the error analysis has been conducted. According to the results of error analysis, it has been found that the translations made by Google Translate are generally full of mistakes and some of which have nothing to do with the original sentences. The fact that this study is limited to these three languages doesn’t mean the absence of translation errors in other languages. As it has been mentioned in many studies, there are the same or similar mistakes in other languages. (opposed. İsmail & Hartono, 2016; Ghasemi and Hashemian, 2016)

The starting point of this study is that the new generation's approach towards learnings is to get everything ready without investigating and inquiring; so foreign language learners use data-based translation programs for their homework and individual studies and they bring those to their teachers without questioning. It's worth noting that, besides foreign language learners there are also people who often use such programs and put into practice without questioning for both professional and commercial purposes. As a result of this, an unhealthy communication and a poor language learning can take place in different areas. The aim of this study is not to denigrate the program. In fact, the translations done by these programs aren't carried out by a roomful of people who know more than one language. Such programs implement a process called 'statistical machine translation'. 'Statistical machine translation' is a machine translation approach by which parameters are used obtained from bilingual text compilation containing statistical models (Tantuğ, 2007; Yıldız, 2014). Google translate program searches the patterns among the hundreds of millions of documents that will help it to decide on the best translation for you while generating a translation. The more accurate information is installed in the Google Translate database existing in the Group of Google, the more likely the accuracy and the quality of translation will increase as it's stated.

What kinds of problems the students will encounter have been revealed in the analysis of the translations done in the study and in this regard the issues both the teachers and the students should pay attention to have been focused on; otherwise it's not possible to actualize an accurate language learning; otherwise the realization of a true language learning is not possible when considering the experiences. Another issue that should be mentioned here is that the errors in the translations between German and English are less than in Turkish due to the fact that these two languages come from the same language family (Zengin, 2013, 72; Özcimbit, 2011). The challenge of making translation between languages belonging to completely different language families has been stated by M. Nagao (1984) by the following words: "There is a common base among European languages, so when doing translation among these languages the statements don't undergo major structural changes. However, there are many challenges to do translation between completely different languages like English and Japanese [Turkish]. Sometimes the same meaning is expressed by a completely different structure. In both languages, a correct match for the provision of these structures can't always be found." Under the light of this statement, it's a fact that the translation between the languages coming from the same language family is easier both for the individual and the machines.

Finally, the last point to be addressed is that the results of the translations sometimes differ after entering the sentences several times in the translation program in order to confirm the sentences during the examination of the statements, and the reason for this stems from the fact that the continuous new data is entered in the data base. However, this situation will only confuse the students' mind during the language learning process and thus their motivation level will reduce. In the end, it is necessary to raise foreign language students' awareness about the use of this type of programs and place the lessons that cover the data-based translation programs in the curriculum. Therefore, the ultimate aim should be to teach the right usage by discussing the right and wrong aspects of the programs. The content of the course should cover the talk on the incorrect translations of such programs and their comparison with the correct translations. In this way, the resolution of the foreign language accurately can be ensured by the help of such data-based programs. The incorrect usages can be discussed with the students in practice and long lasting learning can take place.

According to Weller (1994, 185), the translation has four different contributions to language learning: 1. The solution of the semantic problems, 2. Economic learning success, 3. The implementation of linguistic (lexical, grammatical) structures/ raising awareness, 4. Language comparison. In this regard, the process of applying the right resources has great importance in order to make correct translation. The right translation tool brings together the accurate and permanent language learning.

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