T.C.
SAKARYA UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF TRANSLATION AND INTERPRETING
STUDIES

THE USE OF MACHINE TRANSLATION IN FOREIGN LANGUAGE TEACHING: AN EMPIRICAL STUDY ON THE VIEWS OF FOREIGN LANGUAGE INSTRUCTORS

Maide DOLMACİ

MASTER'S THESIS

Supervisor: Assoc. Prof. Dr. Halil İbrahim BALKUL

JANUARY - 2024

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"This thesis was defended online on 24/01/2024 and was unanimously accepted by the jury members whose names are listed below."

JURY MEMBER	APPROVAL
Assoc. Prof. Dr. Şaban KÖKTÜRK	Successful
Assoc. Prof. Dr. Halil İbrahim BALKUL	Successful
Assist. Prof. Dr. Sevda PEKCOŞKUN GÜNER	Successful

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• The use of humans and animals (including material/data) for experimental or other scientific purposes,

• Clinical studies on humans,

• Research on animals,

• Retrospective studies in accordance with the personal data protection law.)

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Maide DOLMACİ
24/01/2024

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THE PREFACE

First, I would like to express my sincere gratitude and say a special thank you to my supervisor, Assoc. Prof. Dr. Halil İbrahim BALKUL, who has consistently provided me with guidance and support during the preparation of this thesis study. Without his tremendous encouragement during this period, it would be impossible for me to complete my study.

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Last, the most significant acknowledgment is reserved for my dear mother, Nermin DOLMACİ, whom I lost in the earthquake of Hatay on February 6th. She always gave her support, love, trust and encouragement during her lifetime. It is with feeling of immense accomplishment that I dedicate this thesis to my mother.

Maide DOLMACİ
24/01/2024

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ABBREVIATION

AI   **:** Artificial Intelligence

FL   **:** Foreign Language

GT   **:** Google Translate

IT   **:** Information Technology

L1   **:** Native Language

L2   **:** Second Language

MT   **:** Machine Translation

OD   **:** Online Dictionary

PE   **:** Post Editing

TL   **:** Target Language

ELT   **:** English Language Teaching

FLL   **:** Foreign Language Learning

FLT   **:** Foreign Language Teaching

GTM   **:** Grammar Translation Method

HMT   **:** Hybrid Machine Translation

NMT   **:** Neural Machine Translation

OMT   **:** Online Machine Translation

RBMT   **:** Rule Based Machine Translation

SMT   **:** Statistical Machine Translation

LIST OF IMAGE

ABSTRACT	

Title of Thesis: The Use of Machine Translation in Foreign Language Teaching: An Empirical Study on the Views of Foreign Language Instructors

Author of Thesis: Maide DOLMACİ

Supervisor: Assoc. Prof. Halil İbrahim BALKUL

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Translation has had a very important and effective role in intercultural communication since the earliest times. Along with the developing technology, great changes have also occurred in the field of translation. In this way, the importance and contribution of machine translation (MT) in foreign language teaching, especially in the education sector, is increasing. In this study, the use of machine translation (MT) by learners in foreign language teaching in preparatory classes will be discussed. Although machine translation seems to be used in foreign language teaching more recently, it has actually been a component of foreign language learning and teaching for a long time. In this study, in the light of the previous literature, semi-structured interviews with language instructors will be conducted to determine whether learners make use of machine translation while learning a foreign language, and if so, which language skills they use it to improve the most. In addition, the extent to which machine translation contributes to the development of language skills and in which activities machine translation tools are used will be investigated. Afterwards, the limitations will be identified by analysing the deficiencies in this context. In this study, we aim to learn the position of machine translation in foreign language teaching from past to present and the attitudes of instructors towards machine translation in foreign language teaching. The data collection method of the study is semi-structured interviews, one of the qualitative research methods, and after the interviews, the data will be divided into themes and analysed by content analysis method. The study covers the topics of machine translation (MT) and foreign language learning and teaching and is an interdisciplinary research in this context. It is aimed that the data obtained from the study will shed light on future research on the subject.

Keywords: Machine Translation, Foreign Language Learning, Foreign Language Teaching, Foreign Language Instructors

ÖZET

Başlık: Yabancı Dil Öğretiminde Makine Çevirisi Kullanımı: Yabancı Dil Eğitmenlerinin Görüşleri Üzerine Görgül Bir Çalışma

Yazar: Maide DOLMACI

Danışman: Doç. Dr. Halil İbrahim BALKUL

Kabul Tarihi: 24/01/2024   **Sayfa Sayısı:** vi (ön kısım) + 50 (ana kısım) + 11 (ek)

Çeviri eski zamanlardan bu yana kültürlerarası iletişimde oldukça önemli ve etkili bir role sahip olmuştur. Gelişen teknoloji ile birlikte çeviri alanında da büyük değişiklikler meydana gelmiştir. Bu sayede eğitim sektörü başta olmak üzere özellikle yabancı dil öğretiminde makine çevirisinin (MÇ) önemi ve alana katkısı artış göstermektedir. Bu çalışmada, hazırlık sınıflarında yabancı dil öğretiminde öğrencilerin makine çevirisi (MÇ) kullanımı ele alınacaktır. Makine çevirisi yabancı dil öğretiminde daha yeni kullanılıyor gibi gözükse de aslında uzun zamandır yabancı dil öğrenimi ve öğretiminin bir bileşeni olarak yer almaktadır. Bu araştırmada, önceki literatür verileri ışığında, dil eğitmenleri ile gerçekleştirilecek olan yarı-yapılandırılmış görüşmelerde öğrencilerin yabancı dil öğrenirken makine çevirisinden yararlanıp yararlanmadıkları, yararlanıyorlar ise en çok hangi dil yeteneklerini geliştirmek için yararlandıkları tespit edilecektir. Ayrıca, makine çevirisinin dil yeteneklerinin gelişiminde ne düzeyde katkıda bulunduğu ve hangi etkinliklerde makine çevirisi araçlarının kullanıldığı araştırılacaktır. Sonrasında bu bağlamda eksikliklerin incelenerek sınırlılıkların neler olduğu tespit edilecektir. Bu çalışmada, makine çevirisinin yabancı dil öğretiminde geçmişten günümüze kadar hangi konumda yer aldığını ve yabancı dil öğretiminde eğitmenlerin makine çevirisine karşı tutumlarını öğrenmeyi hedeflemekteyiz. Araştırmanın veri toplama yöntemi nitel araştırma yöntemlerinden yarı-yapılandırılmış görüşmelerdir ve görüşmelerin ardından veriler içerik analizi yöntemi ile temalara ayrılıp analiz edilecektir. Çalışma, makine çevirisi (MÇ) ile yabancı dil öğrenimi ve öğretimi konu başlıklarını kapsamaktadır ve bu bağlamda disiplinler arası bir araştırmadır. Çalışmadan elde edilen verilerin konu ile ilgili yapılacak ileriki araştırmalara ışık tutması hedeflenmektedir.

Anahtar Kelimeler: Makine Çevirisi, Yabancı Dil Öğrenimi, Yabancı Dil Öğretimi, Yabancı Dil Eğitmenleri

INTRODUCTION

Subject of the Study

With the invention of writing, people saw the need to transfer their feelings and thoughts to others. This transmission became possible from generation to generation and between cultures and societies. After a while, because they thought that transmission from generation to generation might be insufficient, they wanted to transfer what other societies wrote, read, and said to their societies. When it came to inter-communal transmission, they realized that the biggest obstacle was language. They aimed to overcome the problem of needing help understanding different languages through translation.

The fact that communication channels are so important should be understood because translation is expanding instead of decreasing. Translation has occupied an essential and comprehensive place from the earliest times of humanity to the present day. Translation has gained importance due to increased interaction between people because translation is necessary for communication between societies. Language is a primary means of communication between people to convey feelings, thoughts, and information to others.

Language can be expressed in various ways, such as symbols, sounds, or written signs. People can share ideas, express emotions, transfer information, discuss, agree, and cooperate through language. The complexity and diversity of language can vary depending on cultural differences, the evolution of language, and the intended use of language. Using language effectively to succeed in communication plays a vital role in human relationships. Beyond speaking a language, both teaching and learning a language are quite challenging. A language could be one person's native language on the other hand this language could be another person's foreign language.

First language acquisition, which takes place in the home, is crucial because it lays the groundwork for all subsequent language development. The primary effects on the formation and preservation of the first language are parents, relatives, and early life educators (Узакова, 2022). Any language that is not spoken natively in a nation is considered a foreign language. Studying a foreign language is typically done so that one can read and communicate in the language. Foreign language teaching (FLT) is also fundamental for people in different societies to stay in touch with each other. It is related

to teaching a foreign language (FL) in the schools. FL instructors have maintained that since the inclusion of foreign languages in the formal school curriculum, studying these languages has contributed to the development of cross-cultural understanding, positive attitudes toward other cultures, a reduction in ethnocentrism, and the capacity to interact and communicate with members of the target culture in a way that is appropriate for both (Schulz, 2007). Likewise; Chaika's (2023) study introduces a methodological framework for integrating multicultural education into FLT using a task-based approach. It explores multicultural education's role in FLT, assesses the effectiveness of task-based methods in promoting intercultural competence, and provides recommendations based on a study in Ukraine. The findings suggest that incorporating multicultural education into task-based language teaching enhances learners' intercultural competence and motivation. Recommendations include using authentic materials, fostering collaboration among diverse learners, and incorporating reflection activities. The paper concludes by proposing a methodological framework and offering practical guidance for language instructors in Ukraine and beyond.

Speaking of FLT, it's concentrated on English Language Teaching (ELT) as well in this paper. The West Germanic dialects that the Angles, Saxons, and Jutes spoke when they immigrated from the Continent in the fifth century are the ancestors of the English Language. As a result, English and West Frisian are the most closely related modern languages, despite the fact that due to substantial vocabulary borrowings from Norse, Norman French, Latin, and other languages, Modern English shares less than 25% of its vocabulary with West Frisian or other West Germanic languages. People who speak English as a first or second language all over the world speak a wide variety of English with varying vocabulary, grammar, and accents. Any kind of English spoken by a specific group of people is considered a variant of English.

Aim of the Study

This research aims to cover the research gap of MT as a foreign language teaching and especially, in the grammar section. Furthermore, it is shown that the attitude of the instructors in Preparatory School at Haliç University using MT while teaching a foreign language in their classrooms. It is questioned that instructors' perceptions towards using MT in a FLT. The current study is aimed to investigate some research questions one of

which is EFL instructors' attitudes towards using MT during teaching in a foreign language classroom. Following research questions are explored;

1. What is the role of MT in foreign language teaching?
2. What is the role of MT in skills teaching in a foreign language class?
3. What are the perceptions of instructors towards using MT during teaching a foreign language?

Importance of the Study

With the increasing availability of using technology in the classes and the development of advanced MT in FLT and FLL, MT has the potential to revolutionize the translation and education sector by improving the skills in an FL. Therefore, this thesis can contribute to the understanding of how MT can be applied in FLT and how it can benefit for language instructors and learners.

MT in FLT also helps language learners how to use MT appropriately. By exploring this in the thesis, it can provide insights into the potential benefits of MT in translation and education sectors.

Finally, the thesis can also advance the field of MT by developing new approaches that can be applied to FL education, which can have broader applications in other industries or fields of research.

Method of the Study

This study has been separated into five chapters. The introduction is covered in the first chapter. The first chapter provides the study's background information as well as its objectives. Furthermore, this chapter includes the study's outline as well as the research questions that form its basis. The relevant literature review is presented in the second chapter after the introduction. Analyses are done on studies that use MT in teaching an FL. The third chapter provides an explanation of the study's methodology as well as the participants and study environment. This section also includes the interview questions and their collection and analysis. The conclusions and outcomes are shown in the fourth chapter. The last section is the section where the research questions are discussed and the summary and conclusion of the study are also included in this section.

CHAPTER I: MACHINE TRANSLATION

1.1. Preliminary Remarks

With artificial intelligence (AI) methods, MT applications and research—which date back to the 1940s—have adopted a new stance. Particularly in the last ten years, a large number of domestic and international scientists have turned their attention to the field of MT research, which at first used rule-based and corpus-based (statistical and example-based) approaches, and then hybrid and neural approaches (Aslan, 2019). These studies can be categorized under issues including assessing MT systems from the viewpoints of users and designers, determining how well MT programs work with various text types, and using MT programs for translation training. It would be fair to start by mentioning the studies that look at MT programs from various angles, as well as from the perspectives of different users and designers. Specifically, when it is examined the research that assesses MT programs from the perspective of the program designers and determines how effective the programs are brought to light that the majority of the research was done in the domains of computer engineering and computational linguistics, testing particular encodings. If these studies are to be given; Hoang ve Koehn's (2008) study is one of the examples that is a description of the open source statistical MT decoder's implementation is provided; this decoder has gained popularity among statistical MT (SMT) researchers. The project's objective is to develop an open, superior phrase-based decoder. This can shorten the time and lower the entry barrier for scientists that want to do SMT research. The main goal of the Moses decoder's design, how well it performs in comparison to competing SMT decoders, and the measures are done to guarantee its success are all covered. Besides, study tells the researchers about the methods of MT (Tayirova et al., 2015). According to Ismail et al. (2017), the process of translation written language from one language (the source language) into another (the target language) or the outcome that is the target language version is commonly referred to as translation technique. In addition, MT is the term used to describe the translations generated by computers. MT is defined as the process of converting a written or spoken text from one natural language, known as the source language, into another natural language, known as the target language, automatically or with human intervention (see: Kituku et al., 2016; Aslan, 2019). MT is the term used to describe the translations generated by computers. MT has

become a field of great interest today with the developing and changing technology. People's perspective on MT has also changed with the need for increased translation. People have focused on MT applications because they want to use faster and more practical translation. The beginnings of MT date back to the 17th century; it has come a long way since the Second World War and the Cold War. "Different sources on the history of MT treat different events as starting points or significant turning points. While there is general agreement that the foundations of the idea of MT date back to Rene Descartes' efforts to create a universal language in the seventeenth century (Ulitkin, 2011), there are differences in the dates of its implementation and the new systems and approaches that have emerged over time. While Koehn's (2010, p. 14) detailed study on SMT embarked that efforts to build MT systems began soon after the first computers appeared, Hutchins (2004) pointed to the patents obtained simultaneously by two different pioneers in France and Russia to implement MT.

Moreover, while most of the studies on MT and its history, in general, have a common approach in identifying the famous Automatic Language Processing Advisory Committee (ALPAC) report as a turning point, some studies have considered almost every decade starting from the middle of the twentieth century as a different turning point (Qun & Xiaojun, 2015). On the other hand, in his study on the history of MT research and practice, Hutchins (2015) takes the period from the 1950s to the 1970s as the starting point and calls the period from the 1970s to 1989 the second phase. Moreover, Hutchins (2015) divided the period after 1990 into different phases, such as oral language translation, the development of translation tools, and corpus-based research (ibid.). Thus, there is no consensus on the historical mapping of a concept such as MT, which has a relatively short history. For this reason, within the scope of the current study, essential events in the history of MT sources have been discussed, and attention has been drawn to events or practices that can be considered as turning points for the concept of machine translation (Korkmaz, 2019). Since 2000, as information technology (IT) has advanced, MT technology has progressed as well quickly. Based on a variety of algorithms, major IT companies such as Google and Yahoo have introduced distinct kinds of MT. These types—rule-based MT (RBMT), hybrid MT (HMT), statistical MT (SMT) and neural MT (NMT)—have undergone extensive testing and application (Bowker & Ciro, 2019; Koehn, 2020).

MT has a complicated system of its own; it has a few approaches, such as rule-based, statistical, hybrid and neural MT.

1.1.1. Rule-Based Machine Translation

RBMT heavily relies on source and target languages' morphological, syntactic, and semantic data. Language rules are constructed based on this data (Tripathi & Sarkhel, 2010). In other words, it is possible to say that data in the source language are transformed into the target language with support transferred to the computer. This approach is generally used in the translation of languages with the same linguistic structure. Balkul (2015) emphasized that the process of turning source language data into pre-programmed computer language through translation engines and then transferring it to the target language codes introduced to the computer is the fundamental idea behind MT in the RBMT approach. The first basic step in this instance is to translate the source language data engines into pre-programmed computer language. The following is accompanied by the process of translating into the target language codes that are then entered into the computer.

Sadıkov and Sarıgül (2021) stated that it is important to use rule-based machine translation as the first approach, which was used automatically. In more recent study, Lee (2023) reported that based on the examination of grammatical structures for the language pairs being translated, RBMT performs translations. Because RBMT relies so heavily on lexicons and linguistic norms, it takes a considerable amount of time to train the machine and maintain accuracy over time.

1.1.2. Statistical Machine Translation

Translation is made possible by statistical machine translation, which creates translation models from a collection of monolingual and multilingual texts. Lee (2023) expressed that SMT employs a statistical model to ascertain the degree of correspondence between two huge corpuses of bilingual text written in the source and destination languages. That means the basic working principle of the example-driven or statistical machine translation approach is based on introducing a corpus of source and target language texts into an MT program and matching the words and sentences in the new source text to be translated with similar words and sentences in the previously translated target language (Choudhury

& McConnell, 2013, p. 38). The use of statistical models, according to Akça et al. (2022), is a very effective method for remembering and reusing sample translations.

1.1.3. Hybrid Machine Translation

This approach is a combination of RBMT and SMT. HMT combines the outputs of these different methods to produce a translation that is more accurate and contextually relevant. The idea is that each method can compensate for the weaknesses of the others. For example, rule-based systems can help enforce grammatical correctness, while statistical model help people to translate a sentence from L1 to L2 by matching the words. Hybrid systems are often used in professional translation and localization settings, where quality and accuracy are critical. They can be customized for specific industries or domains, such as medical, legal, or technical translations, and can be fine-tuned to address the unique challenges of these areas. By combining these different machine translation approaches, hybrid machine translation aims to strike a balance between the strengths and weaknesses of each technique, resulting in better overall translation quality.

1.1.4. Neural Machine Translation

In contrast with previous translation systems, the NMT system utilizes artificial neural networks to produce translation outputs that are more accurate. NMT is a software program that offers users faster and less expensive translation outcomes than human translators. This method of translation is still employed in modern software like DeepL, Microsoft Bing and Google Translate (GT), which are widely used. According to Forcada (2017) neural machine translation (NMT) has been replaced as a preferred method due to innovations in artificial intelligence (AI), particularly with the introduction of deep learning. If we answer the question of how NMT is used, we would express with an encoder-decoder architecture, NMT employs a single sequence model that produces words one at a time. In order to create a fixed-length representation from a variable-length input sentence, it first encodes the source text into numerical values known as vectors that represent words and sentences. After that, this representation's vectors are decoded to produce translation output in the translated language. Balkul (2023) identified that NMT is a revolutionary form of machine translation and a type of information processing system, was inspired by the human brain's neural system. In the previous study of Koehn

(2020) it is stated that through its dendrites, each neuron in the human brain receives signals from other neurons as input. The neuron becomes engaged and sends a signal via its axon to the different axon terminals that are attached to other dendrites of other neurons if the combined signals are strong enough.

1.2. Machine Translation and Artificial Intelligence

As a method of instruction and learning, MT changed over time. Recent advances in machine learning, the science where computers effectively program themselves, have allowed AI to permeate several areas of our lives. AI has a direct correlation with MT. In the previous section, as it mentioned AI helps the innovations of the translation method which is NMT. In Hutchins and Somers' (1992) study on MT, Hutchins and Somers put forward that "there is no translation machine that can perfectly translate any sentence in any language into any other language without human intervention", and it can be observed how this situation has changed today with the rapid progress of mechanization and the rapid change in AI. It is possible to modify and use Hutchins and Somers' statement that "there is an MT that can translate a sentence from one language into another language to near perfection without human intervention." By giving students useful tools and resources, incorporating MT and artificial AI into an FL class can improve the learning experience. According to the research (Fibikh & Kuznetsova, 2019) it is determined that it is clear the ease of use of mobile applications and online translators is contributing to the growing popularity of MT and AI technology. Garcia (2019) observed that new possibilities for human translators can arise as machine translation advances. The need for qualified translators with experience working with AI systems to enhance and optimize their outputs may increase as these systems become more prevalent. Similarly, a study of Zaretskaya (2015) reported the findings of a user survey conducted among professional translators, with a focus on their needs and perceptions of MT technology. The study revealed connections between MT usage and translators' specialization, showing that advanced IT knowledge and education in IT positively impact MT adoption. Additionally, freelance translators affiliated with agencies tend to use MT more than those working independently. Overall, the survey provides insights into the relationship between translators, MT, and technological advancements in the field.

Since its introduction 25 years ago, the flip classroom approach, specifically in relation to SL/FL teaching, has been the subject of intense and widespread discussion (Lage et al., 2000). Undoubtedly, every popular approach works well within the context of its particular era. But as technology and culture evolve, learner attitudes also shift, resulting in the need for new learner requirements. El-Banna and Naeem (2016) indicated that MT, which is included within the umbrella of Artificial Intelligence (AI), is defined as specially designed computers that perform language translations between human beings. Recently, the world has been charmed by a language model driven by artificial intelligence (AI) which is called ChatGPT[1]. The Generative Pre-trained Transformer-3 (GPT-3) family of enormously language models from OpenAI is the backbone of ChatGPT, a cutting-edge chatbot that has been refined through supervised and reinforcement learning approaches (Radford et al., 2018). Many instructors have brooded as a result of ChatGPT's impact on learners, particularly those studying foreign languages (FL). This is not to argue that an innovative teaching strategy is always superior than a traditional one. MT was additionally included under the umbrella term of computationally the study of language. It was formerly thought to be a helpful tool for summarizing a text. According to Garcia (2010) and Täuschel (2008), there is currently hope that Web-based MT tools like Google Translate, Yahoo Babel Fish, and Bing Translator will facilitate communication between languages with comparable systems and origins.

According to Hong (2023) there are numerous advantages and educational opportunities are provided by ChatGPT. One of the advantages is that when students try to write a topic randomly and with imagination, they undoubtedly intend to use ChatGPT. According to the research (Warner, 2022) it declared that for the students to write creatively, ChatGPT can provide conversation subjects and writing suggestions. Another advantage is for the students who do not want to do their homework when they get home. Instructors are aware of the modern era for teaching methods and the existence of ChatGPT is unavoidable, instructors and educational institutions ought to seize the chance to modernize the century-old techniques of instruction and evaluation. FL teachers should first cut back on take-home writing tasks, which they should be doing anyway, given the authenticity and integrity of many of these assignments have been compromised by long-available market

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[1] https://chat.openai.com/ Access Date 10/12/2023

tools like Quillbot and Google Translate (GT). However as foreign language instructors, we never want our students be lazy and free-rider who obtains anything without effort or studying; especially to learn a new foreign language. Hong (2023) has stated that pen and paper writing assignments in class may be the greatest choice for high-stakes writing evaluations.

1.3. Machine Translation in Translation Sector

MT is always compared to human translation. Even though it is still often not preferred in the sector, it would not be wrong to say that it is preferred over human translation in terms of speed and practicality in many business areas. Not only in terms of speed and practicality but also in economic terms, it takes its place at the top of the translation industry. The reason for this is that human translation is labor-intensive, so the cost increases proportionally, but since MT is done through software, the cost is much less than human translation. Today, MT is the most, and almost always the preferred method in the translation industry. However, it needs to be remembered as Sepesy Maučec & Donaj (2020) expressed that while MT cannot take the role of human translation, it can be used as a tool to boost output. Despite its advancements, MT cannot completely replace human translation, while it can perform many tasks more effectively. Nevertheless, Ersoy & Balkul (2012) reported that a translator may lose their portion of the translation cake if they ignore the demands of the modern world. It is obvious that this group will experience layoffs or have to deal with occupations for which they are unqualified. As a result, it is important to keep a close eye on these advancements and introduce the new applications that the translation sector needs. Furthermore, a number of studies show that the advent of machine translation into our daily lives has additionally assisted translators. For instance, Aslan (2015) expressed that MT does not produce the intended level of translation, thus the translator must address the issues that arise during the translation process in order to resolve the translation issues and rearrange the texts. We can understand from his expression that MT helps translators and MT also needs translators for both pre-editing and post-editing.

Pre- editing and post-editing have gained a lot of popularity as machine translation is used more often. It becomes an essential tool in the translation process with post-editing (PE). Pre-editing, according to Chan (2004), is the process of preparing the original text for

usage following MT. PE is the state of making the necessary corrections with the MT output without distorting the text. According to Mossop (2014), PE is the process of manually correcting the machine-translated text after it has been processed. It is possible to argue that pre-editing and PE raises the quality of the text produced by MT. Arenas (2019) indicated that texts are sometimes categorized as texts for dissemination—publishing a text in multiple languages for a broad audience—or texts for assimilation—to basically comprehend the content in another language—in MT and PE. This classification will determine the different levels of PE. In the first scenario, assimilation, the material must be precise and comprehensible, but style is not essential, and some spelling and grammar mistakes are even allowed. In the second scenario—dissemination—the text must be accurate and comprehensible, but it also must adhere to a style, grammar, spelling, and terminology standard that is equivalent to that of a human translation. As a result, we categorize the PE as light and full. While Light or Rapid PE refers to making only minor adjustments for text "gisting," Full PE refers to the quality of a human being.

Not only PE helps MT to some extents but pre-editing also includes minimizing unclear or difficult sentence constructions as the help of human. According to the research (Shei, 2002) pre-editing MT input is said to improve student learning beyond only teaching them how to utilize MT systems, in the cognitive and effective dimensions.

1.4. Machine Translation Platforms

In this section, there are a few MT platforms/programs/applications to be shown. In this study, Google Translate, DeepL and Yandex Translate are mentioned since they are often used among people in Turkiye.

1.4.1. Google Translate

Among the most popular machine translation services is Google Translate (GT). It offers translations for text, webpages, and even real-time translation via a smartphone's camera in a multitude of languages. For numerous language pairs, it employs NMT, which improves translation fluency. 133 different world languages—many of which are spoken in Africa and South Asia—can be translated by GT. It is truly helpful for language learners to find out the vocabularies to translate from English to Turkish/ from Turkish to

English; however, GT sometimes gives different meaning(s) that could be improved by GT.
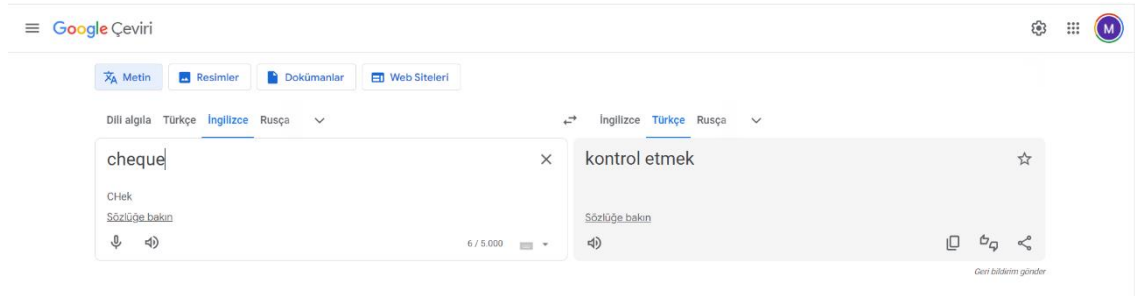

Image 1: Google Translate-Vocabulary

Source: https://translate.google.com/?sl=en&tl=tr&text=cheque&op=translate Access Date: 08/11/2023

1.4.2. DeepL

One of DeepL's best-known qualities is its NMT. It is frequently commended for its ability to produce fluid and contextually correct translations and supports a number of languages. DeepL offers a membership service called DeepL Pro for more sophisticated functionality, however the web interface is free to use. It supports 29 languages (mainly European, but also several more widely spoken Asian languages) for text translation. Uploading documents to the tool also enables document translation. Similar to Grammarly's primary purpose, a related DeepL tool offers remedial comments on material authored in German or English. According to numerous studies, DeepL produces output for the languages it can translate that sounds the most natural. After having been using GT for several years, DeepL has become popular since it translates the vocabularies or sentences more accurately.
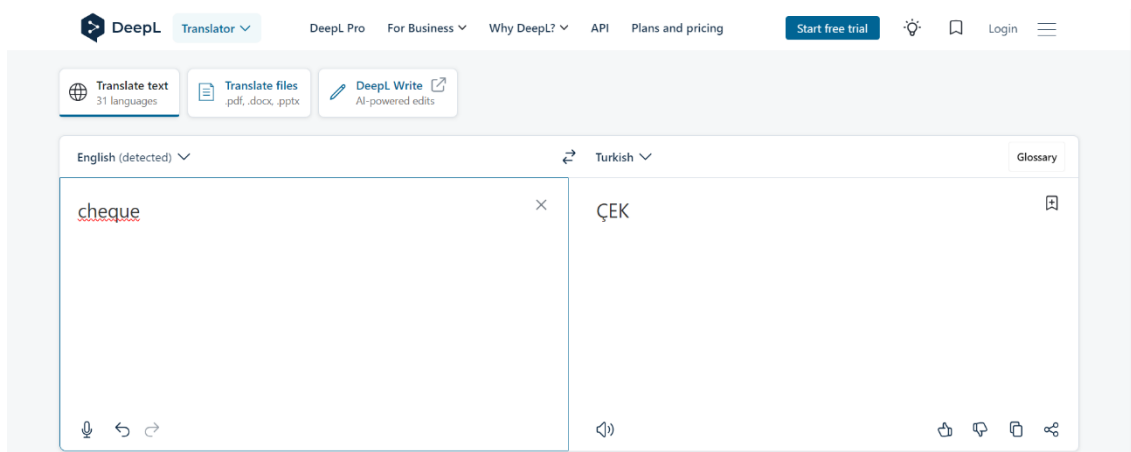
Image 2: DeepL-Vocabulary

1.4.3. Yandex Translate

Yandex Translate is an OMT service provided by Yandex, a Russian multinational corporation specializing in internet-related products and services. Similar to other MT services like GT or DeepL. Yandex Translate allows users to translate text and web pages between different languages. According to Polat et al. (2018), Yandex MT is based on the statistical approach. However, Yandex Translate utilizes NMT technology, which is a type of MT that relies on artificial neural networks to improve translation quality. NMT has significantly improved the quality of MT compared to older statistical and rule-based approaches. Yandex Translate's impact on MT lies in its contribution to the advancement of NMT technology. By processing vast amounts of multilingual data, Yandex Translate helps train and refine neural network models, leading to better translation accuracy and fluency. Additionally, Yandex Translate's availability and popularity contribute to the accessibility and widespread use of MT, driving further research and development in the field.

Overall, Yandex Translate plays a significant role in advancing MT technology and making translation services more accessible to users around the world. Its contribution helps improve the quality and effectiveness of MT systems, benefiting users in various domains, including language learning, international communication, and cross-cultural exchange.

CHAPTER II. MACHINE TRANSLATION AND FOREIGN LANGUAGE TEACHING

2.1. Machine Translation in Foreign Language Teaching

It is said that in the process of FLL, translation encourages understanding. Tugrul (2013) pointed out that language learners will have a better understanding of the challenges associated with learning an FL through translation, and their chances of mastering the language will increase. In the same way according to Chellapan (1982, p. 60), translation can help students grasp the L2 more fully. A learner who is aware of two ways of languages (as L1 and L2) at the same time may be better able to identify points of convergence and divergence and develop their analytical and perceptual skills, which will lead to divergent thinking. In the 20th century, the grammar-translation method (GTM) was used. The GTM is known as a modern language teaching methodology that is an extension of the method used to teach classical languages. Learners always receive instruction in their L1 from the FL instructors. L2 is not used very much in the classroom. Early reading of challenging classical masterpieces is practiced. According to the research of Vermes (2010) the GTM used artificially constructed phrases that illustrate specific grammatical properties in place of entire texts in an effort to simplify the process for foreign language learners. The emphasis is on grammatical processing or word shape. Translating sentences into the mother tongue from the target language is a common task. In other words, as Stmik and Raya (2015) embarked that GTM is a technique used in the instruction of foreign languages. It originated with the classical—also referred to as traditional—method of teaching Latin and Greek. Learners using this method must memorize long lists of vocabulary words, numerous grammatical regulations and exceptions, and entire texts to translate word for word. The ability to read works of literature published in the target language is a key goal of teaching the language using the GTM. For over a century, this approach governed the globe. The primary objective of this approach was to assist learners in becoming knowledgeable about the target language. (Rao, P. S., 2019)

According to Vermes (2010), it might be concluded that the usefulness of translation in the context of teaching foreign languages has long been a matter of controversy. The evident flaws in the GTM, which dominated language instruction up until the 20th

century, appear to have sparked the arguments against the use of translation in language instruction. On the other hand, according to the research (Tugrul, 2013) effective use of the target language will be facilitated by the use of translation. Translation gives learning context, and increased comprehension fosters fluency in other languages. In the previous studies such as Ellis (1992) and Ur (1996) noted that particularly in an EFL setting, translation is a helpful tool. GTM is helpful since it makes studying easier and helps learners gain correctness. However, when using this method, FL learners typically find it difficult to communicate using the language. It is not necessary for the teacher to speak the target language. A study for the disadvantage of GTM was demonstrated by Kumar Mondal (2012) displayed when taught using the GTM, learners have shown signs of difficulty. As an example, they have become accustomed to translating everything into their L1, which has affected their ability to communicate in an FL. They have also shown signs of ongoing deafmutism to foreign languages and have placed an emphasis solely on written language while inadequate in oral expressive ability. According to Orlich et al. (1998), in traditional methods such as GTM, the instructor takes on a dominant role, recalls knowledge for the learners, and the FL learners acquire the ability to listen passively.

Niño (2009) put forward that the recent development of the Internet era has given us easy access to an enormous selection of resources on a variety of topics. Thanks to the betterment of technology, translation has come a long way. Along with human translation, MT came out around the 1950s. With the rise of mechanization, it was used for various purposes, such as agriculture and teaching/learning a foreign language. It is becoming impossible to deny the topic of MT for FLL. Even though acceptance of the use of MT in FL classrooms was challenging for instructors, it started to be used. In previous years, language instructors did not accept to apply machine translation in the classrooms; however, currently, language instructors tend to adopt using MT while teaching an FL to their students. In a recent study of Lee (2023) stated that in this field, there have also been an increasing number of MT studies published, the majority of which looked at the benefits of MT for FL education. That's the reason there is also no doubt that language teachers and learners cannot ignore machine translation in our modern world. However, even though teachers try not to adopt it all along one lesson (40 minutes), they encourage their students to use machine translation in a part of an activity. MT helps students with

vocabulary acquisition, L2 writing, and communication (see: Fredholm, 2015; Garcia & Pena, 2011; O'Neill, 2016). Speaking of FL instructors' experiences, they sometimes allow their language learners to use MT during some activities. Thanks to this allowance, language learners feel free to find what they want in their lessons by using machine translation independently as Warschauer and Kern (2000) pointed out before and more recently Niño (2020) made note that students are given more freedom to plan what and how they learn in this environment, which promotes learner-centeredness. Some learners may still struggle with translating from one language to another because they are not fluent in the target language. Reidina & Yuliani's (2020) study adhered to the rules and conditions of the case study research design and employs a qualitative approach in accordance with it. Five subjects, each with two abstracts, participated in the pre- and post-test translation test done by the research. This study demonstrated how MT dependencies affected the individuals' behavior and outcomes. Additionally, the study's data differences demonstrated that individuals' translations using machine translation yielded better results than those translated manually. Students completing translation projects may benefit from machine translation.

In general, the process of translation written language from one language (the source language) into another (the target language) or the outcome that is the target language version is commonly referred to as translation technique. Translation methods like GTM were used and since technology has developed itself people start to use translation produced by computers. MT was insufficient for every kind of translation until a few years ago; however, it is used for almost every style. In the classrooms, instructors and learners are willing to use it when they need a translation.

The COVID-19 outbreak caused numerous language instructors worldwide—including those who had previously been unwilling to embrace technology for teaching—to temporarily shift their classes online (see: Cheung, 2021; Marchlik et al., 2021; Moorhouse & Kohnke, 2021; Ito, 2023). FL learners and instructors primarily use Google Translate and DeepL since they feel more comfortable with academic and daily translations with these software packages. MT has been shown to have good effects in the affective domain in a number of research (see: Bahri & Mahadi, 2016; Niño, 2009; Shadiev et al., 2019). These researches highlighted how MT can reduce language anxiety,

boost self-assurance, and create a more relaxed atmosphere in FL classrooms. Also, they believe these translation software packages are more accurate and trustworthy for academic translations and thanks to them, they have more comfortable environment in the classrooms. It brings us significant changes after the use of MT since before the use of MT, people understood few languages, and they read and searched everything around these languages.

Even though language instructors don't prefer their students to use MT, students enjoy using the MT while learning a new language in the classroom. They constantly use translation applications to make new sentences by translating. Niño (2020) gave an advice to language instructors not to be afraid of using MT in their classes or to ignore use of it. Since translation has become essential for multilingual and cross-cultural communication in today's globalized society, FL instructors have a crucial responsibility to make sure all language learners understand this.

Moreover, FL learners use MT as a bad and good model was pointed by Niño (2009). She narrated that it is focused on the use of MT for four educational purposes. They can distinguish four main uses, and in this paper two of them are noted that are as a good and bad model.

2.1.1. Use of MT as a Good Model

It is important to note that while MT can be a valuable tool in FLL and FLT, it should be used in conjunction with traditional language teaching methods. Language learning is not solely about translation; it also involves understanding cultural contexts, idiomatic expressions, and linguistic nuances. MT is best utilized as a supplementary resource to enhance learning, facilitate communication, and improve accessibility in educational settings. Niño (2008) mentioned that using MT as a good model in a foreign language class which is possible by combining online dictionaries and thesauri, similarizers, and other corpus-based tools with translation memory as language learning aids and each learner can utilize each of these tools to check for accuracy, especially when using terminology, collocations, and idiomatic expressions along with complex grammatical or lexical structures. It is apparent that MT can be used as a good model in a foreign language class with some ways such as:

A. Learning vocabulary and phrases:

- Students can check up the meaning of words or phrases in a foreign language fast by using MT.
- By using MT as a guide, they can practice by translating phrases or brief paragraphs from the native language to the target language and back again.

B. Language Understanding:

- In order to help students better understand what is being discussed, instructors may utilize MT to deliver rapid translations of writings or dialogues.
- In order to identify flaws and enhance their comprehension, students might contrast their own translations with those produced by a machine.

Niño (2009) embarked that the usage of accessible online MT output into the students' L1 for beginning summarization or for reading comprehension in FL helps them understand the main ideas of the texts.

C. Cooperative projects:

- To accelerate the initial translation process, students can work together on translation projects with the use of MT. After that, they can collaborate to polish and enhance the translations.

D. Listening and pronunciation drills:

- By delivering audio translations and enabling students to compare their pronunciation with that of a native speaker in L2, MT can assist students in improving their pronunciation.

E. Language Improvement and Criticism:

- FL teachers can swiftly spot and correct frequent grammatical mistakes produced by students by using machine translation.
- The use of MT tools allows students to submit their written assignments and receive comments on grammatical and structural problems.

2.1.2. Use of MT as a Bad Model

In the contraposition of the status of translation in L2 instruction is not particularly good. While MT offers plentiful opportunities in L2 learning and teaching, it also has potential downsides and challenges in education. Incorporating MT as a teaching tool requires careful consideration and balance.

While it can have its place as a supplementary aid for specific tasks, educators should prioritize holistic language learning experiences that involve active engagement, communication, cultural exploration, and critical thinking. For instance, Ducar and Schocket (2018) noted that GT is unable to utilize cultural norms and context at this time in order to provide a more thorough response. It is crucial to get a healthy balance between using technology and fostering genuine language development. It needs to be remembered that the use of MT gives students and teachers both short-term solutions and long-term problems at some points. That means it might provide quick fixes for language-related problems, but it never gives deep understanding or linguistic skills. Ball (1989) embarked as "the most apparent use of MT in language instruction among learners is to correct errors in computer-generated translations". In the contrast of this statement, correcting MT errors; according to Somers (2004), is a beneficial activity for language learning and MT is an excellent source of faults that need to be fixed. When FL instructors recognize the students to correct MT errors, they could convert this into a useful activity. Consequently, the FL learners' awareness between their L1 and the L2 could be increased by this activity. Another disadvantage of MT is about academic dishonesty and cheating. The research of Ducar & Schocket (2018) included the omnipresent but typically undesirable use of MT in language instruction.

2.2. Use of Machine Translation in Skills of A Foreign Language

According to Richards & Schmidt (2002), language abilities encompass speaking, listening, reading, and writing. There are four main skills of FL. The development of FL proficiency benefits greatly from MT. Aslan (2016) reported that there has been a significant change in the field of education in connection with advancements in technology since the late 20th century. New opportunities and facilities have appeared as a consequence of information technologies.

2.2.1. Reading

For everyone, especially learners, comprehension of text is an essential ability. Reading is one of the fundamental abilities of English, according to Harmer (2003). According to Mickulecky & Jeffries (2004) reading is crucial for improving students' general language proficiency in English. The skill of reading is diverse, deliberate, open to participation, understanding, and adaptable, and it requires a significant investment of time and energy to master. It can also help students think more fluently in the language, expand their vocabulary, write better, and learn about new concepts, information, and experiences. As a result, reading comprehension has been seen as a tool that can assist learners get a deeper understanding of the English language. Still, it has a tight relationship among the four abilities of language. While reading a paragraph or an article, some students intend to check the meaning of a vocabulary in L1 and this results that they tend to use a dictionary to learn the meaning of the vocabulary. A person's capacity to make use of cognition to interact with written text is known as their reading skill. Particular abilities appear to be more inclusive than others in the taxonomies provided in the paragraph that follows. There is a study of Nwe & Aye (2019) defined the effective ways of reading skill as is to improve the reading abilities of third-year students at the Computer University of Kalaikhay, Burma. Since reading is the most often used talent, good practice reading tactics help students become incompetent in fluency and meaningful literary text depiction. It is crucial for students to be able to read in a foreign language so they can assume ownership of their education and apply the skills they have learned to read a variety of texts both inside and outside of the classroom. This study discusses a number of practical methods that can be used to help learners become better readers. It has been demonstrated that reading comprehension skills are crucial for increasing learners' reading speed and helping them understand the message at large. Through a needs analysis survey, different learners' and educators' needs, wants, and attitudes can be ascertained. It is hoped that this paper will shed some light on the challenges faced by educators and students who are ill-equipped to help students become proficient and adaptable readers and assist them in making the most of their reading abilities throughout their academic careers. Currently, MT has emerged as a significant and successful strategy for raising FL learners' reading proficiency. Students mostly use the MT to learn immediately since they don't have too much time during the lesson. The significance of

MT tools as techniques for reading and writing in FL is urgently called for by Stapleton and Ka Kin (2019). In a recent study, Oh (2022) showed that use of MT for reading but specifically in college English classes and tries to explore relationships between L2 proficiency indicated with vocabulary knowledge, independent reading, MT-mediated reading. This study demonstrates how students use MT to improve their reading skills and so it is obviously going well.

2.2.2. Writing

In the writing skill, students are expected to write their paragraphs and/or essays without pauses and faster but it is understandable that they have more mistakes that could be lexical in their writings. Therefore, some instructors integrate use of MT in target language in the writing classes. Niño (2004) conducted the initial empirical study to investigate the possible advantages of MT use for L2 writing. However, other instructors consider use of MT for dishonesty on writing skills since language learners are thought that they cheat how to write a whole paragraph in target language. The first study to directly link learner and MT use to academic dishonesty is realized by Luton (2003). Harris (2010) asserts that many instructors view the use of learner MT as a form of cheating and that assigning texts with MT assistance is unfair to students who finish writing assignments independently. The FL instructors worry that MT dependency will obstruct the process approach to L2 writing and prevent meaningful usage of the L2. In the same direction, Correa (2011) and Steding (2009) both list the use of online translators as a significant problem for academic dishonesty and contend that using MT on assignments without disclosing it should be seen as cheating. Ducar et al. (2018) investigated MT the opinions of instructors of academic dishonesty. Studies have shown that more than half of the instructors thought that using GT for more than one word constituted academic dishonesty. Knowles (2016) questioned instructors regarding their opinions on the application of machine translation. While some people thought machine translation was ethical, around half thought it was a deception. The body of research on the use of GT in language acquisition typically indicates that although language instructors have considerable concerns, learners view it as morally right. Another disadvantage of MT, according to Harris (2010), instructors view the use by learners of the target language as a pedagogical concern in second language writing because it results

in a decrease in student engagement and learning opportunities. Despite being harshly critical of students' use of MT, there are many studies have reported as the advantages of implementing MT in FL instruction, especially for writing in L2. According to Garcia and Pena (2011) and Shadiev, Sun & Huang (2019), MT helps students write more fluidly, communicate more successfully with fewer mistakes, and concentrate more on L2 topic. Additionally, it assists students in lowering the number of vocabulary, grammatical, syntax, and orthographic errors they make (see: Fredholm, 2015, 2019; Lee, 2020; Tsai, 2019). As a result, their writing is of higher quality (see: O'Neill, 2016; Kol, Schcolnik, & Spector-Cohen, 2018). Steding (2009) indicated that as OMT systems are always getting better, instructors who are interested in identifying such use should also take into account the positive aspects of these systems (Jolley&Maimone, 2022).

2.2.3. Speaking

Through speaking, a person can express themselves in everyday situations and share the knowledge and information they have learned. It is permitted them to share their knowledge and communicate their emotions, ideas, dreams, and observations. Speaking is among the best instruments for communication. Speaking and writing together make up the productive skill area of the language, which is why speaking plays such a significant role in the study of the mother tongue (Temizkan, 2010). Without learning mother tongue (native or first language), people cannot learn FL. Thanks to MT, speaking abilities have improved recently. Aslan (2018) demonstrated that modern technology presents fresh chances for improving speaking abilities. By taking advantage of these opportunities, instructors can let go of the teacher-centered understanding that gets in the way of learners being able to speak. On the other hand, task-based activities like role-playing, dramatization, and dialogue can be implemented, where students participate actively and learn by doing and experiencing fun. According to the research of Aslan (2018), he presented an activity to the students and in this activity he proved that while doing this activity, FL learners improve their knowledge, expressiveness, and practical skills as well as develop their capacity to pronounce words correctly. Stated differently, speaking and listening both help to build skills in listening. Thanks to this activity, instructors are not in the center of the teaching, they just monitor their students and make

them understand by themselves. It also shows that one of the advantages of MT use in the classroom activities.

2.2.4. Listening

The process of seeing someone else through sense organs—more especially, the aural organs—assigning meaning to the message and understanding it is known as listening comprehension. It is a necessary and essential requirement for interaction between people in social situations. According to Kutlu and Aslanoğlu (2009) listening comprehension, unfortunately—which is crucial for both interpersonal and communication—is one of the abilities that receives the least attention in the classroom. Teachers typically hold the view that, similar to breathing, listening skills develop naturally over time. The components that contribute to the listening process are closely related to the development of the pupils' listening abilities. Stated differently, identifying the variables that influence the listening process is crucial for teacher preparation programs as well as for the families and schools that teach learners. Currently, MT has emerged as a significant and successful strategy for raising FL learners' listening proficiency. FL students translate the vocabularies meanwhile they listen to and learn the accurate pronunciation of the vocabularies thanks to MT.

Besides, there are three sub-skills of a foreign language. They are vocabulary, grammar and pronunciation.

2.2.5. Vocabulary

Vocabulary is one of the sub-skills of a foreign language. The three fundamental components of human language are pronunciation, vocabulary, and grammar. Vocabulary is the foundation of human language (Pan, Q., & Xu, R., 2011). Several studies in the literature agreed on vocabulary knowledge and L2 proficiency are tightly connected (see: Meara, 1996; Qian & Lin, 2019; Uchihara & Clenton, 2023). MT is used as a good and easy tool for teaching new vocabularies. Recent years have seen a rapid advancement in technology, notebooks as well as language into little boxes like tablets and mobile phones. Aslan (2016) mentioned that mobile dictionaries, which allow us to access any term with just a few taps, have supplanted the enormous dictionaries that we could hardly carry. Furthermore, a number of their characteristics, including their affordability for the bulk

of them, ease of use and mobility, and adaptability for frequent updates, set them apart from traditional dictionaries. The study of Tarsoly (2019) emphasized the use of GT for the teaching of Finnish and Hungarian languages in a higher education setting at different skill levels. Also, the task types tested in the study were: analytical tasks (dictionary-like exercise, word-building, part-of-word identification), discovery method tasks (elicitation, problem solving), and awareness raising tasks (error correction, text-level error analysis, guided essay writing in the target language) (Tarsoly, 2019). Thanks to MT, teaching vocabulary is connected with writing skill since writing skill includes various skills like grammar. In addition to this, MT helps instructors to indicate the synoynmys or antonyms of the vocabularies to learners and therefore, the learners determine the appropriate vocabularies in an easy way. Kureth et al.'s (2023) paper examines a common but incorrect application of MT: searching for individual words, hence considering MT systems as online bilingual dictionaries (ODs). Following a review of the literature on this MT research trend, the study takes into account the results of a sizable survey the author conducted in 2021 (Kureth et al., 2021) on MT use and users' perceptions at all Swiss universities. Through an analysis of users' metalinguistic awareness, it is found that non-translators primarily interpret the text at the word level, which causes MT systems to be misused as ODs. Additionally, the survey's findings indicated a lack of understanding regarding the various online parallel corpora, such as Linguee, ODs, and MT that are available for language acquisition.

2.2.6. Grammar

Language is essential for communication, and grammar is the most fundamental component of every language since sentences are formed based mostly on their structure. As Celce-Murcia (2015) pointed out, grammar has always been an essential component in teaching language. A sentence is unimaginable without grammar. Therefore, in order to construct proper sentences, grammar is necessary in all languages. Sentences in a language make sense when the grammar is correct. In this sense, understanding the significance of grammar in a language is more crucial (Rao P. S., 2019). The study of grammar is to establish notions, guidelines, and norms concerning language structure and usage. Grammar offers an accumulation of concepts and knowledge that contribute to the understandability of language, provide some insight into its structure, support in the

application of linguistic forms, and support in error correction. As is well known, learners frequently communicate with unconscious grammar usage. The English language has its roots in the mother tongue that an individual learns. If a learner is proficient in grammar, learning English will come quite naturally to them. Grammar was taught to learners by inductive methods, whereby grammatical patterns in texts were taught in order of priority. As instruction goes on, more intricate grammar structures with thorough grammatical explanations will be introduced. The major goal of this method is to teach the laws of the language and how to translate accurately using those rules. It is quite difficult to translate from English to Turkish. One of the earliest methods of teaching languages has been translation. The grammar-translation approach has been used for centuries by instructors of language to educate learners on how to analyze the grammatical structure of a target language and translate texts (Ata & Debreli, 2021). This approach necessitates a thorough investigation where information is initially recorded in both the source and target languages. It is considered that the learner is fluent in the grammar of their mother tongue. A learner ought to acquire the target language if they are ignorant of any part of the grammar in their native language. This practice results in deficiencies in conveying the learned language lexicon because pronunciation is not given adequate attention. There are issues with what the students can learn. The current recognized student-centered teaching technique is incompatible with the the FL instructor's dictatorial manner. That's the reason using MT during teaching an FL has increased after the improvement of technology. FL learners' vocabulary is unable to expand to the fullest extent possible because it is restricted to the materials they are reading.

Erden (1988) defined translation should highlight the significant differences between the grammatical structures of English and Turkish in terms of phraseology, sentence structure, and word construction. Likewise, MT has struggles while translating grammar structures. Teaching the grammar subject of Present Perfect to A2 level language learners is quite difficult since there is no direct translation between English language and Turkish language. A sentence in Present Perfect Tense must be a good sentence since Turkish students who tend to learn English Language have quite difficulty in translating this tense and Past Simple Tense sentences. No matter how the sentences are translated from L1 to L2 or from L2 to L1, the forms of the sentences are vague for FL learners.
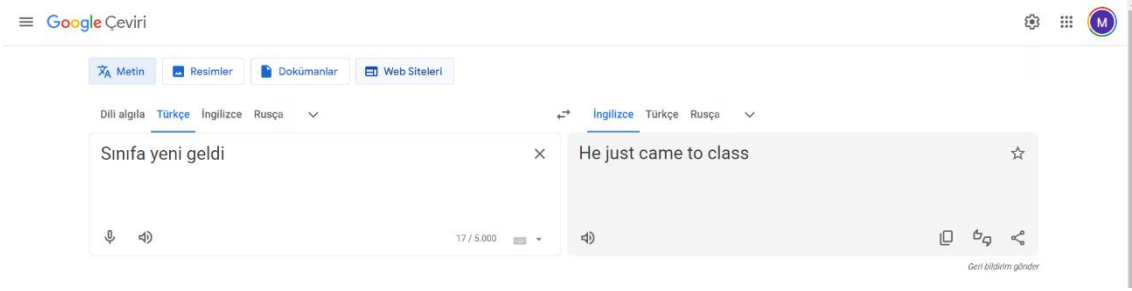
Image 3: Google Translate-Grammar

Source:

https://translate.google.com/?sl=tr&tl=en&text=S%C4%B1n%C4%B1fa%20yeni%20geldi&op=translate

Access Date: 05/12/2023

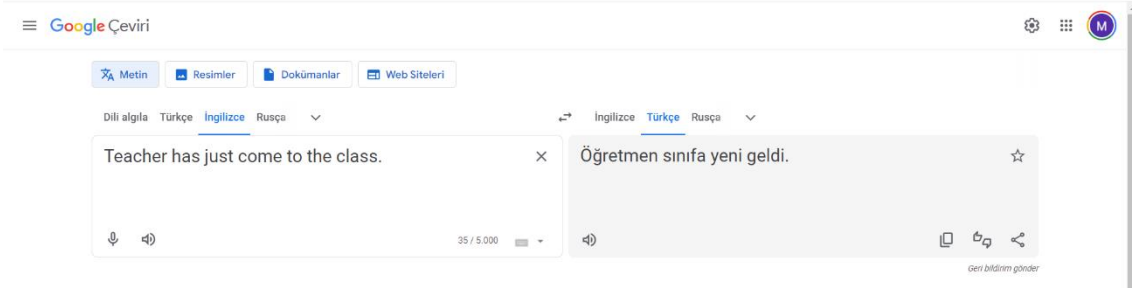Here is the example of a sentence from Present Perfect in English language to a translated Turkish sentence:

Image 4: Google Translate-Present Perfect Tense

Source:

https://translate.google.com/?sl=en&tl=tr&text=Teacher%20has%20just%20come%20to%20the%20class&op=translate Access Date: 05/12/2023

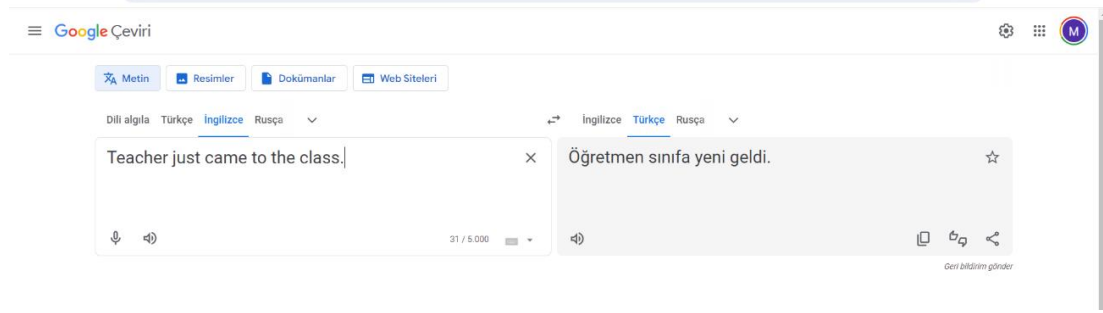Here is the example of a sentence from Simple Past Tense in English to a translated Turkish sentence:

26

Image 5: Google Translate-Simple Past Tense

Since the lack of Present Perfect Tense's use area, FL learners in Türkiye have a complex understanding on this tense while learning grammar subject.

It is thought that the results of this research can provide important and new contributions to the literature since the relevant researches cannot be reached due to the insufficiency of the studies on the subject.

2.2.7. Pronunciation

Pronunciation of words with clarity is essential for efficient communication. Pronunciation is about making an effort to practice challenging words or sounds in either the language you know best or the language you are learning. In the listening skill above, it is also mentioned about pronunciation. Aslan (2016) declared that the ability to listen for appropriate pronunciation is one of the most significant and unique features of mobile dictionaries. Pronunciation is not related only with speaking ability, it is also related to listening skill. Online tools that provide drills and activities to enhance speaking abilities include pronunciation manuals and language learning applications. Klekovkina et al. (2022) declared that the feedback from the learners they taught was notable for its emphasis on accuracy as the primary reason for using MT: to get the accurate gender or spelling (in the case of French, for example) or to properly structure a sentence.

When it is compared to use of pronunciation in MT platforms such as GT and DeepL, they are obviously different from each other.
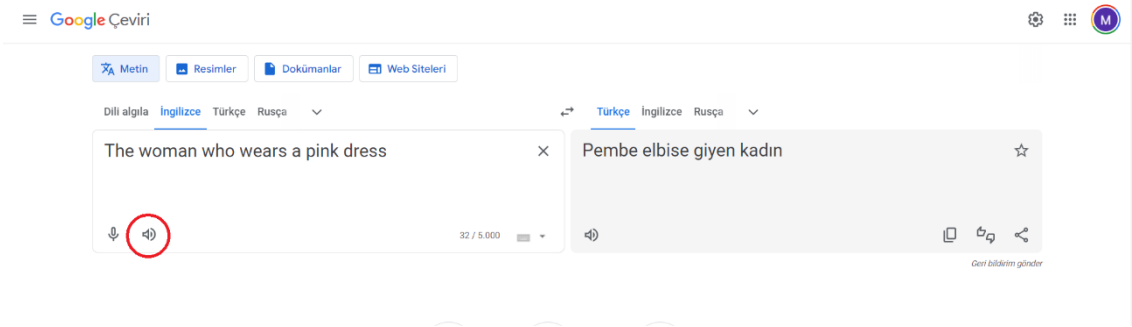
Image 6: Google Translate- Pronunciation

Source:

https://translate.google.com/?sl=en&tl=tr&text=The%20woman%20who%20wears%20a%20pink%20dress&op=translate Access Date: 18/12/2023

Apparently, a sentence are translated and at the same time, we can find the pronunciation for both L1 and L2 sentences.

Another MT platform which is DeepL has also an accurate translation; however, the pronunciation is given for only L2 sentence. It is recommended to improve DeepL in this regard.
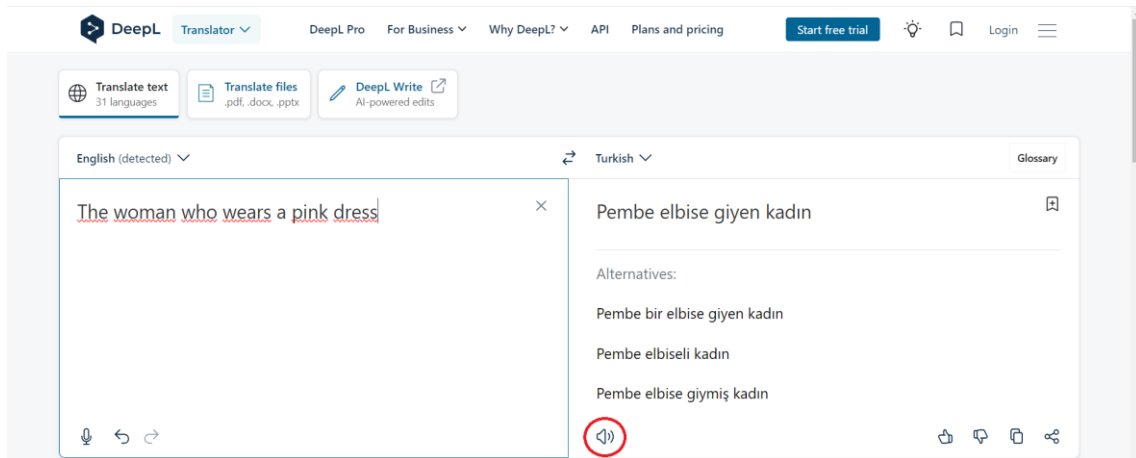

Image 7: DeepL- Pronunciation

Source:

https://www.deepl.com/translator#en/tr/The%20woman%20who%20wears%20a%20pink%20dress
Access Date: 18/12/2023

CHAPTER III: METHODOLOGY

3.1. Introduction

The methodological workings of the study are described in this chapter. It shows setting, participants and data collection. Considering the tendency of FL instructors to give longer and more flexible answers, the interview questions were intended to be open-ended. Polat (2022) defined that although there is no single rule for writing good questions in semi-structured interviews, concrete examples such as the answers of the participants in the article will make a great contribution to the researcher who will conduct the interview. It is foreseen that the participants' answers to open-ended questions will give direction to future studies on MT in language teaching by avoiding judgemental questions. The purpose of the study was to gather qualitative data, and the participants were expected to respond orally to the questions. The duration of interview is expected as three (3) months. These interviews were captured on the cell phone's voice recorder. On average, interviews lasted eight to ten minutes. It was determined that the interview would be conducted in English because all of the participants were English Language instructors. Since they can all comfortably express themselves in English language when teaching language. The questions were created with consideration for the participants' programs or applications and purposes for incorporating them into their lessons. The responses from each of the participants were then transcribed, categorized into subjects, and examined in the section that followed.

3.2. Setting

The study took place at School of FL in Haliç University which is a foundation university founded by Bizim Lösemili Çocuklar Vakfı (The Foundation for Our Children with Leukemia) according to the Higher Education Law No. 2547 and started to provide education on November 23, 1998. In this university, Foreign Languages School has a modular education system and there are four levels in each module; they are suitable for Common European of Framework of References for Languages (CEFR) A1-A2-B1-B2. There is a main book called Golden Horn which was written by the instructors of Haliç University and this book is prepared for A1 and A2 levels differently and these Golden Horn books are used for A1 and A2 in the different ways; for instance when we flip it one

side it is student's book and the other side of the book is used as workbook for students. However, for B1 and B2 levels language instructors use Less is More which is designed by the instructors from Haliç University and Istanbul University.

3.3. Participants

Haliç University has seventy-nine (79) FL instructors in Foreign Languages School in total and in each module, FL instructors are responsible for different level of classes. At least two instructors share one class such as main course and skills. FL instructors teach 25 hours per week. In this study, participants are my colleagues instructors from Foreign Languages School of Haliç University. These FL instructors who I chose for the research are 6 people who are minimum 2 years experienced instructors at any university. Three of them are female and other three are male instructors. These instructors' ages are between 21-50 years old.

3.4. Data Collection

The interview questions were prepared by the author. Furthermore, two professionals in academia from other universities helped to finalize the questions that were under the expert opinion category. These interview questions mostly focus on using MT in FL instruction and how to do so across various grade levels. Semi-structured interviews were used as a technique for gathering data. And also, it is aimed that the interview questions were written as open-ended questions by considering that the instructors would answer with longer and greater flexibility. Data were collected by the interviewees by answering the questions verbally. Additionally, they were recorded by my cell phone. Afterward, the answers of all the interviewees were transcribed. Lastly, the types of the questions and answers were categorized.

1. How long have you been teaching English? To what extent, do you make use of technology in your classes?

In the first question, it is aimed to learn about how long the FL instructors have been teaching English and their use of technology in general.

2. For what purposes do you use machine translation in English language teaching?

In the second question, it is aimed to fully understand what purpose(s) instructors use the MT during teaching English.

3. How often do you use machine translation in class?

By asking the third question, it is understood how often they use MT in their classes.

4. Do you encourage your students to use machine translation in/out of class?

In the fourth question, it is asked to find out whether FL instructors encourage their students to use MT in or outside the classroom. It is a clear question to understand whether FL instructors encourage their students to apply MT both in the lessons and out of the class.

5. What machine translation programs/ applications do you use for machine translation?

In the fifth, it is aimed to ask which machine translation programs or applications they use for machine translation.

6. Do you find machine translation a useful tool for language learning? Why/Why not?

In the sixth question, it is concentrated on whether instructors use MT as a useful tool for language learning and the reason why they use it as a useful tool or not.

7. If yes, in what way(s) do you find it useful?

In the seventh question, if the answer yes, we want to learn about how and in what ways they find it useful.

8. What foreign language skills and sub-skills are likely to be improved by the use of machine translation?

In the eighth question, it is asked to answer the question of which foreign language skills and sub-skills language learners can develop when using machine translation.

9. How useful is machine translation for the language learning process at the beginner/elementary level? In what ways?
10. How useful is machine translation for the language learning process at the intermediate level? In what ways?

11. How useful is machine translation for the language learning process at the advanced level? In what ways?

In the ninth, tenth and eleventh questions, the purpose for which MT is used at different levels by the FL language learners.

12. Do you have anything else, suggestions or criticism you would like to offer on the related topic?

In the last question, interviewees answer this question by offering alternatives or giving the criticism on the related topic.

CHAPTER IV: RESULTS AND DISCUSSION

4.1. Introduction

In this study, there are twelve (12) questions of this interview which are totally related to use of MT in foreign language teaching. The answers are answered by the language instructors of Foreign Languages School in Haliç University.

4.2. The Results of Interview Questions

It is aimed with these questions to explore the general information about use of MT in foreign language classes. According to participants' experiences, it is questioned to what extent they use technology in their classes. When we categorize the questions, we could say some of the questions are completely about encouraging the students to use MT in and out of the classes. Some of the questions are to discover about how to use MT for teaching English language in which levels they are and in addition to this, in what ways they use it.

4.3. Findings of Teachers' Attitudes towards Using MT

The instructors from Haliç University's School of FL responded to twelve (12) questions in this study that were only focused on the application of MT in teaching foreign languages. The purpose of the study is to gather general information about MT use in foreign language classes. Based on their experiences, participants are asked how often they use technology in their classes. The general use of technology in FL instruction, the goal and frequency of using MT, whether or not instructors support it outside of the classroom, whether or not it is useful in a foreign language instruction, which foreign language skills it is effective at teaching, and lastly, at what level it should be used are all questions that need to be categorized. In accordance with ethical guidelines, the participants were coded as P1, P2, P3, P4, P5, and P6 without disclosing their names or surnames. Additionally, the individuals' own statements were cited and comments were made.

4.3.1. General Use of Technology in Foreign Language Teaching

There is one (1) question in this category.

Question 1: How long have you been teaching English and to what extent do you utilise technology in your classes?

In this question, it is learned that the FL instructors have been teaching for at least 4 years and at most 20 years. In the continuation of the question; in general, all instructors stated that they make use of technology while teaching language. Almost all of the FL instructors who participated in the interview use computers and smart boards. In today's world, it does not seem possible to live without including technology in a corner of our lives. The fact that progress and changes occur gradually helps us in every subject. These changes "paved the way for the practices in teaching processes to be organised in this direction and the integration of current technologies into language teaching processes" (Genç-Ersoy & Ersoy, 2021:810). In Martin's (2015) study, it focused on how effective integrating technology in the FL classroom for learning and collaboration in higher education.

4.3.2. The Use of Machine Translation in Foreign Language Teaching

There are four (4) questions in this category.

Question 2: For what purposes do you use machine translation in English language teaching?

Three of the participants use MT for teaching vocabulary, especially for understanding the target language in written materials. In addition, foreign language instructors use MT for other purposes. For example, one of them uses MT for traditional translation; another one uses it for explaining the differences between L1 and FL. The participant coded P4 opposes the use of MT to provide education in an FL. The relevant participant's remarks on the subject are as follows:

> P4: "To be honest, I have not used any machine translation tools in my classes. Machine translations can be used by native speakers, native speakers or advanced speakers to check their professional or academic writing or to avoid plagiarism. They are not useful in teaching, nor are they detrimental to the process of language learning or teaching."

As it is mentioned before in the writing section of this study that MT use causes academic dishonesty and MT-assisted texts is unfair to students who complete writing projects on

their own and that many instructors view the use of MT with students as a form of cheating. The reason for this is the concern that over-reliance on MT can hinder the approach to the process of writing in a foreign language and prevent meaningful use of the target language. Similarly, Correa (2011) and Steding (2009) argued that the use of undeclared MT in assignments should be considered as cheating and that the use of online translators is a major problem for academic dishonesty. P4's remarks are in line with the above-mentioned studies, but it would not be correct to reduce the issue to only this perspective. Such a limited perspective ignores the potential benefits that MT can offer in foreign language teaching and learning processes. Many linguists specialising in the field of education have investigated the benefits of using online translation, such as increased metalinguistic awareness and learner empowerment through rapid feedback on written and spoken language (see: Correa, 2014; Enkin & Mejias-Bikandi, 2016; Aikawa, 2018).

Question 3: How often do you use machine translation in the classroom?

Question 5: Which machine translation programmes/applications do you use for machine translation?

One of the participants, P4, answered "never" when asked how often they use MT in class. The same participant states: "In addition to teaching our students how to use dictionaries efficiently, we encourage them to use appropriate printed or online dictionaries." As a programme or application, he states that he only uses MT to check whether students plagiarise in their writing skills. P4: " I use Turnitin to check for plagiarism or whether the student has used machine translation in their essay."

From the above sentences, it is understood that this participant encourages the use of a more traditional dictionary other than MT. Based on our teaching experiences, it does not seem realistic for the participant coded with P4 to use traditional dictionaries in or out of the classroom today. Almost all students in our modern world are in frequent contact with technology, so it is almost impossible to see students carrying dictionaries with them. In addition to the impracticality of carrying a dictionary, it also hinders students in terms of speed.

Moreover, another participant (P5) adds the following example: "Actually, not very often. Whenever I need to, or rather whenever my students need to. Although there are a lot of AI tools these days, I try to limit their use in the classroom and stick to the basics."

This comment of the relevant participant shows that foreign language instructors think that the use of MT in the classroom should be under their control. Moreover, in terms of the use of machine translation applications or programs, P5: ''Of course, I always have Google Translate to start with, which is a no-brainer. But my other favourites these days are DeepL and Reverso Context.''

Such responses make it clear that many participants want to keep up with modern demands while retaining some degree of control over their MT tools.

Question 4: Do you encourage your students to use machine translation in/out of the classroom?

Although half of the participants were in favour of their students' use of MT both in and out of the classroom, the other participants were strongly against it. This is because foreign language instructors are worried about the idea of machines replacing foreign language learners during the activities. P4 expresses this situation as follows: ''To be honest, the use of MT is forbidden by me in or out of the classroom. The process of learning a second language basically depends on the steps of practice, repetition and production. If machines take over these steps, the learners will not learn anything about the target language.''

On the contrary, P5 expresses that they support the use of MT with the following words:

> "Yes, definitely, it would be crazy not to do it; but be careful. Otherwise it can get out of control and turn into an ugly habit. I always tell them that it would be unrealistic and impractical not to use some of the ready-made digital platforms that offer MT that can help them as language learners, but as I said, it is purely a complementary tool to help them in their learning experience.''

With the above statement, P5 acknowledges that using MT with younger generations is not something they would regret and works to encourage it, especially at advanced levels. Another positive statement is supported by P6: "Yes, I encourage them a lot to use it in and out of the classroom. For example, I advise especially higher level students to use

Thesaurus to find synonyms and antonyms, or when we learn a new idiom in English we compare it with Turkish ones using Tureng."

We would like to state that this discourse of P6 is a process that we, as both academics and foreign language instructors, experience in our classes.

4.3.3. Benefits of Using Machine Translation

There are three (3) questions in this category.

Question 6: Do you see machine translation as a useful tool for language learning? Why/Why not?

Question 7: If yes, how/how do you find it useful?

Regarding the question of whether or not MT is a useful tool, almost all participants agreed that it is a useful tool in foreign language learning and teaching. Two of the participants found it useful and valuable because it can encourage students to work independently. The words of the relevant participants on the subject are as follows: P3: " It helps students develop self-study skills and find more information about the use of the target language."

> P5: "In general, I find digital tools to be very useful aids in foreign language learning, especially nowadays when they are so powerful in terms of accuracy and easy to use. I think that some of these tools can really empower our learners to become successful language users. In this sense, machine translation is no exception. It is a great help and has improved a lot in terms of accuracy and reliability in recent years. Of course, its usefulness largely depends on how, when and why it is used. For independent learners, I think machine translation can be a valuable tool to help with homework, assignments and self-study endeavours. "

As Niño (2020) noted, careful learning design, which takes into account the needs of the learners, the desired learning objectives, the learning environment, the tools and resources, and a supporting teaching and learning style, is necessary for the effective use of OMT for autonomous language acquisition.

However, one participant did not think that MT was a useful tool and said the following:

P4: "No, it is not. In fact, the teaching process is not simplified in this way. It depends on the neurolinguistic capacity of the learners, so any linguistic behavior, any language or any structure can of course be dedicated to the human being himself and to the human brain, if we remove the human brain and the human learning process from it, the human being cannot learn anything. Any learner of any language level for a second language cannot learn properly."

Learning an L2 is presumably mediated by brain alterations. Osterhout et al.'s study (2008) provided an example of how some of the changes that take place during L2 learning might be identified using contemporary brain-based techniques. According to preliminary findings from three research, L2 training provided in a classroom setting can alter learners' brain shape, location within the brain, and electrical activity patterns. Even in the early phases of L2 acquisition, these modifications may take place.

Question 8: Which foreign language skills and sub-skills is the use of machine translation likely to improve?

The main aim of this research is to explore which foreign language skills and sub-skills the use of MT in FL classrooms is likely to improve. With the question in this category, we actually get an obvious answer related to the writing skill, which has always been displayed in previous articles. P3: " Students can improve their vocabulary knowledge so that they can perform better in reading and writing tasks."

P5: " Again, I think machine translation is a good tool as a supportive tool in foreign language learning. However, I don't believe that it alone can improve second language skills or stand alone in second language teaching or learning. However, when used correctly, I think machine translation can be useful in improving writing skills and writing sub-processes. It is also really useful for spelling improvement and syntax awareness."

P6: " Vocabulary acquisition, grammar, translation skills, listening and, especially for higher-level learners, pronunciation, listening and writing.'' Garcia and Pena (2011) and Shadiev, Sun, and Huang (2019) put forward that MT facilitates students to write more fluently, communicate more effectively with fewer errors, and focus more on the FL materials.

4.3.4. Language Learning by Level with the Use of Machine Translation

Three (3) questions were asked in this category.

Question 9: How useful is machine translation for beginner/basic language learning? In which ways?

Question 10: How useful is machine translation for intermediate language learning? In which ways?

Question 11: How useful is machine translation for advanced language learning? In which ways?

Some FL instructors find the use of machine translation in foreign language learning for beginner/basic level learners useful, while others find it harmful. In addition to foreign language instructors who find it supportive and suitable for students' motivation, there are also instructors who argue that it negatively affects critical thinking. P4: " As I have already mentioned, these machines are harmful for everyone, but they are more harmful for beginners and basic levels. At these levels, critical thinking and basic language concepts and structures can be affected."

Regarding the use of MT in intermediate learners' FLL, except for one of the FL instructors and they stated that it is used to check word meanings when constructing sentences in reading or writing activities without depending on MT if it is used at a minimum level. They also displayed that it was used to show the similarities and differences between the mother tongue and the FL, and even mentioned the increase in fluency and self-confidence in the language. P5: " At the intermediate level, MT can be integrated into specific stages of the learning process, such as writing or receiving feedback on authentic language materials. It can also help learners to develop and increase their confidence and fluency in the language."

Based on our teaching experience, we are not against beginner and intermediate students translating from the target language to the source language or from the source language to the target language on a word-by-word basis; however, we do not allow sentence translation in the classroom. The main reason for this is that we want students to be able to write sentences on their own and we think that students' performance and motivation may decrease if they translate sentences.

Some instructors consider that advanced learners use MT in FLL to communicate with students in different countries and to find synonyms of words and they find it more useful than other levels. P1: "MT tools facilitate communication between students from different countries." P3: " Like intermediate learners, advanced learners can also check the correct pronunciation of words and also learn and use some other options and alternatives using machine translation." P5: " I think that more advanced learners can benefit more from MT, especially when it comes to writing, because they usually have the cognitive ability and linguistic awareness to spot any inaccuracies in their MT responses and can even be encouraged to correct these inaccuracies as part of an editing activity.''

There were also participants who found it less useful than other levels.

> P6: "I think it's less important than beginner level because it tends to be more limited compared to beginner levels. Vocabulary development, translation skills, reading comprehension and okay, they can also support cultural understanding. But again, again, they need to be careful to help students utilise this. They may struggle with accuracy at this level, especially when giving examples of cultural references."

Two participants did not advocate its use; one participant was opposed to learners' use of MT to the extent that they were native speakers of the language. P2: " I don't think it is useful because by the time students become advanced speakers they should have mastered their skills, so machine translation will not offer anything they don't know."
Another one thinks that it impairs students' own writing and reading skills.

> P4: "When advanced learners have problems understanding a text or writing an academic paper, they have the intention to jump on the wagon of translation machines and programmes and this intention impairs the advanced learning process and weakens the personal use of the second language both in writing and in understanding the academic paper."

CONCLUSION

The role of MT in teaching foreign languages and MT research are discussed in this study. Within the parameters of the research questions, some decisions were made in the study to determine whether or not MT is a factor that hampers students or helpful in teaching languages. References to prior research were used to illustrate which components of MT are helpful in teaching languages. Furthermore, the research focus of this thesis also includes the positive impact of MT on language skills in language instruction. It is possible to conclude that MT is mostly utilized in FL instruction with an emphasis on writing and vocabulary acquisition abilities based on the interviews and earlier research in the literature. Unlike previous studies, this study also discusses the use of MT in language instructions. This research in this area is more crucial than ever because of the recent developments in MT as well as the rapidly expanding population of FL instructors and learners from a variety of linguistic backgrounds in higher education. The study of FL learning in rich environments, including digital platforms, presents unique obstacles to theoretical and empirical research, as Vulchanova et al. (2017) accurately revealed. Conventional theories of FL acquisition place emphasis on the qualities, quantity, and variation of the input as well as the learner's innate structures and maturational constraints. However, they usually ignore the various channels that the learner uses to receive linguistic and contextual information (Paterson, 2023).

At the end of the study, it remains evident that some FL instructors continue to have prejudices against modern-day MT and do not encourage or support their students' use of MT techniques in the classroom. Instructors of Haliç University's School of Foreign Languages, a foundation university, were interviewed for this thesis. Studies in this area can also be carried out with English language instructors in preparatory classes of state universities which could allow for a comparison of the intent, frequency, and intensity of MT usage at foundational and state universities.

Six (6) instructors at Haliç University School of Foreign Languages were interviewed, and the majority of them said that MT applications can be used in FL classes, particularly advanced classes and when teaching vocabulary for writing skills. These statements were made in light of the contribution that advanced technology has made to MT in modern times. Additionally, according to the participants, MT has the potential to be a useful tool for enhancing grammatical knowledge. When the lack of research in the field is brought

up, it becomes apparent that the open-access articles primarily address other topics rather than the application of MT in grammar instruction. It is anticipated that academics studying this subject would concentrate on whether and how much MT can help in teaching grammar in teaching and learning FL.

Furthermore, it is evident that the majority of the literature on the application of MT in teaching and learning foreign languages is written in English. In light of this, it is imperative that more studies in Turkish language should be made. The absence of research on the development of the four fundamental language abilities through MT is another barrier facing the sector, but we think that studies in this area will be beneficial.

Lastly, instructors from various sample groups can participate in the interview practice used in this study, and students' perspectives on the application of MT in language learning can also be explored. The present study thesis tries to answer the following questions:

1. What is the role of MT in foreign language teaching?

2. What is the role of MT in skills teaching in a foreign language class?

3. What are the perceptions of instructors towards using MT during teaching a foreign language?

The research questions aimed at exploring the role of MT in FL teaching and classroom. As a result of the survey, use of MT in FL teaching were observed in the school of FL in Haliç University by instructors. Their use of MT in a FL classroom revealed that they mostly use MT in their classrooms both on purpose and unconsciously. Although many FL instructors think MT should be used in the classrooms, they also support the idea that learners, especially beginner and intermediate levels, could be lazy when they continuously use MT.

Supporting FL learners in using MT appropriately is a crucial step in dealing with academic honesty, cheating or excessively use in/out of the classroom. If language instructors encourage their students in the classroom, they may know how to use MT properly out of the classroom. In order to carry out a successful MT use, instructors should be able to conduct some activities among learners how to use it. For forthcoming research, through MT may investigate FL learners' skills use and motivation. It may also search to improve subskills and therefore increase students' skills by using MT. It is anticipated that this research has offered a framework that will help the instructors begin to lessen to

use MT in FL classrooms prejudicially until future research can shed light on the issue deeply.

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APPENDIX

Appendix 1: Google Translate - Vocabulary
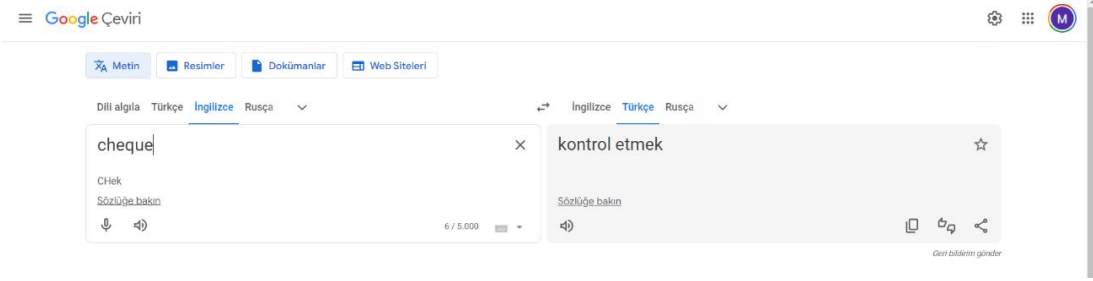
Appendix 2: DeepL- Vocabulary
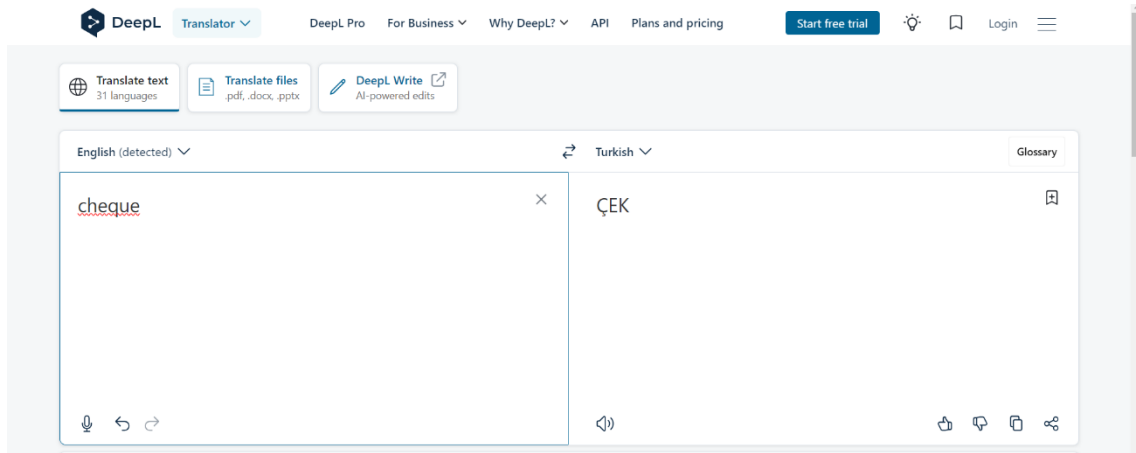
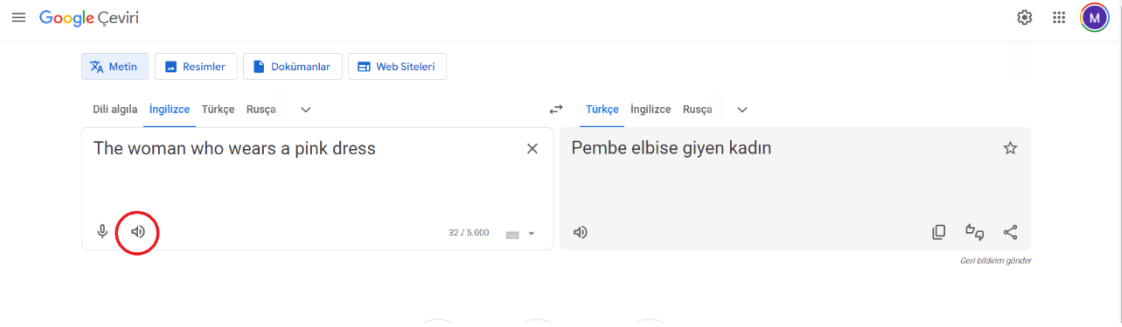**Appendix 3:** Google Translate- Grammar
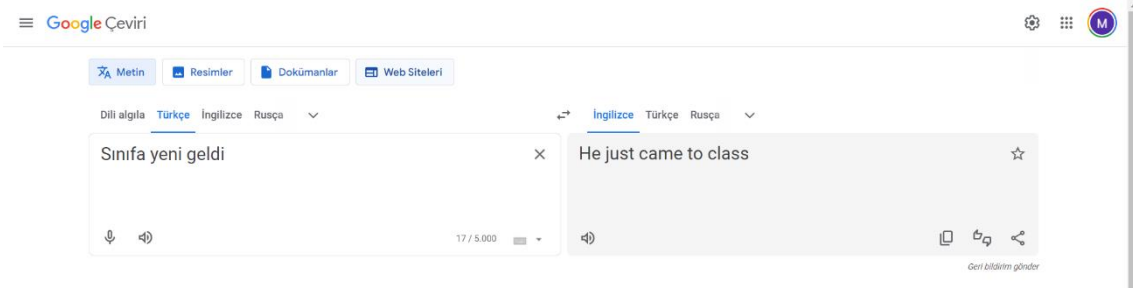
Appendix 4: Google Translate- Present Perfect Tense
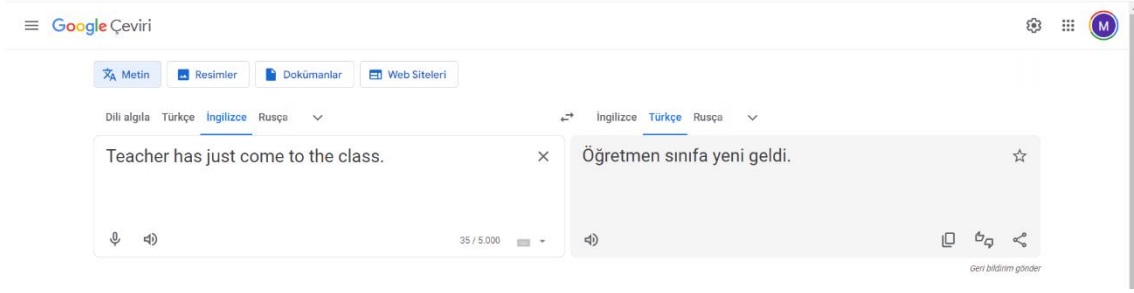
Appendix 5: Google Translate- Simple Past Tense
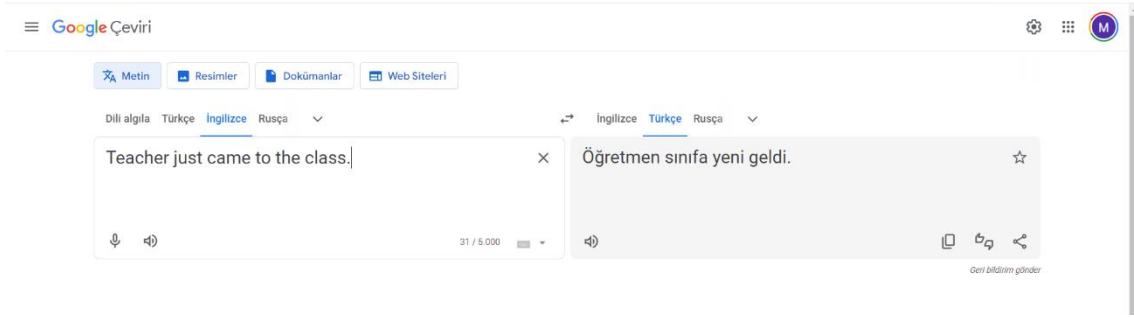
Appendix 6: Google Translate- Pronunciation

Appendix 7: DeepL- Pronunciation

Appendix 8: Interview Questions

This interview will be done with the teachers who use machine translation for English language teaching.

1) How long have you been teaching English? To what extent, do you make use of technology in your classes?

2) For what purposes do you use machine translation in English language teaching?

3) How often do you use machine translation in class?

4) Do you encourage your students to use machine translation in/out of class?

5) What machine translation programs/ applications do you use for machine translation?

6) Do you find machine translation a useful tool for language learning? Why/Why not?

7) If yes, in what way(s) do you find it useful?

8) What foreign language skills and sub-skills are likely to be improved by the use of machine translation?

9) How useful is machine translation for the language learning process at the beginner/elementary level? In what ways?

10) How useful is machine translation for the language learning process at the intermediate level? In what ways?

11) How useful is machine translation for the language learning process at the advanced level? In what ways?

12) Do you have anything else, suggestions or criticism you would like to offer on the related topic?

Appendix 9: Interview Questions (Turkish)

Bu görüşme, İngilizce öğretimi için makine çevirisi kullanan öğretmenlerle yapılacaktır.

 1) Ne kadar süredir İngilizce öğretiyorsunuz? Derslerinizde teknolojiden ne ölçüde yararlanıyorsunuz?

 2) İngilizce öğretiminde makine çevirisini hangi amaçlarla kullanıyorsunuz?

 3) Sınıfta makine çevirisini ne sıklıkla kullanıyorsunuz?

 4)Öğrencilerinizi sınıf içinde/dışında makine çevirisi kullanmaya teşvik ediyor musunuz?

 5)Makine çevirisi için hangi makine çevirisi programlarını/uygulamalarını kullanıyorsunuz?

6) Makine çevirisini dil öğrenimi için faydalı bir araç olarak görüyor musunuz? Neden/Neden değil?

7) Evet ise, ne şekilde/nasıl faydalı buluyorsunuz?

8) Makine çevirisi kullanımının hangi yabancı dil becerilerini ve alt becerilerini geliştirmesi muhtemeldir?

9) Makine çevirisi başlangıç/temel seviyede dil öğrenme süreci için ne kadar yararlıdır? Ne şekilde?

10) Makine çevirisi orta seviyedeki dil öğrenme süreci için ne kadar yararlıdır? Hangi açılardan?

11) Makine çevirisi ileri düzeyde dil öğrenme süreci için ne kadar yararlıdır? Hangi açılardan?

12) İlgili konuda sunmak istediğiniz başka bir şey, öneri veya eleştiriniz var mı?

Appendix 10: Ethics Committee Approval Document

T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu

Sayı : E-61923333-050.99-306456   17.11.2023
Konu : 63/01 Maide DOLMACİ

Sayın Maide DOLMACİ

İlgi : 10.11.2023 tarihli ve E--000-0 sayılı yazınız.

Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulunun 15.11.2023 tarihli ve 63 sayılı toplantısında alınan "01" nolu karar ile Maide DOLMACİ'nin başvurusu **uygun** görülmüş ve karar örneği ekte sunulmuştur.
        Bilgilerinizi rica ederim.

Prof. Dr. Bayram TOPAL
Sosyal ve Beşeri Bilimler Etik Kurulu
Başkanı

Ek: Karar Yazısı (1 Sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Doğrulama Kodu :BSLK91LD8U Pin Kodu :38962   Belge Takip Adresi : https://turkiye.gov.tr/ebd?eK=5783&eD=BSLK91LD8U&eS=306456
Adres:Esentepe Kampüsü 54187 Serdivan SAKARYA / KEP Adresi: Bilgi için: Hanife Babacan
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KARAR

1. Maide DOLMACİ'nin " Using Machine Translation in Foreign Language Learning: An Empirical Study on the Opinion of Foreign Language Instructors " başlıklı çalışması görüşmeye açıldı.

Yapılan görüşmeler sonunda; Maide DOLMACİ'nin " Using Machine Translation in Foreign Language Learning: An Empirical Study on the Opinion of Foreign Language Instructors " başlıklı çalışmasının Etik açıdan **uygun** olduğuna oy birliği ile karar verildi.

CIRRICULUM VITAE

Ad Soyad: MAİDE DOLMACİ	
Eğitim Bilgileri	
Lisans	
Üniversite	Çukurova Üniversitesi
Fakülte	Eğitim Fakültesi
Bölümü	İngilizce Öğretmenliği
Makale ve Bildiriler	
1. Dolmaci, M., & Balkul, H. İ. (2023). **Yabancı dil öğretiminde makine çevirisi kullanımı: Yabancı dil eğitmenlerinin görüşleri üzerine görgül bir çalışma/The use of machine translation in foreign language teaching: An empirical study on the views of foreign language instructors.** *Karamanoğlu Mehmetbey Üniversitesi Uluslararası Filoloji ve Çeviribilim Dergisi*, 5(2), 85-101.	