



## **Tracing the Footprint of World Englishes on Machine Translation Tools**

### Dünya İngilizcilerinin Makine Çevirisi Araçlarına Yansımalarının İncelenmesi

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#### **Makale Bilgisi/Article Information**

**Makale Türü/Article Types:** Araştırma Makalesi/Research Article

**Geliş Tarihi/Received:** 14 Şubat/February 2024

**Kabul Tarihi/Accepted:** 27 Haziran/June 2024

**Yıl/Year:** 2024 | **Cilt – Volume:** 5 | **Sayı – Issue:** 1 | **Sayfa/Pages:** 39-58

**Atıf/Cite as:** Durmuş, İ.R., Yaman, İ. "Tracing the Footprint of World Englishes on Machine Translation Tools"  
Ondokuz Mayıs University Journal of Humanities, 5(1), Haziran 2024: 39-58.

## TRACING THE FOOTPRINT OF WORLD ENGLISHES ON MACHINE TRANSLATION TOOLS

### ABSTRACT

With the rise in the population who uses English as a Foreign or Second language, World Englishes has become more focus of English language teaching field specialists. As a consequence, English varieties which are present in supplementary tools used in the process of language teaching and learning took on a new meaning. As one of the commonly used supplementary tools is machine translation tools, the current study aims to explore the machine translation outputs tendency considering grammar-based, spelling-based, and lexical variations between varieties of Englishes regarding Google Translate outputs. Source texts were extracted from Turkish National Corpus. A total of seventy-three Turkish to English machine translation outputs were examined regarding two dominant varieties, American English and British English, with the aim of figuring out the machine translation tendency of translation outputs. The analysis of the research showed that Google Translate provides users with mostly American English compared to British English.

**Keywords:** World Englishes, English Language Teaching, Translation Studies.



## DÜNYA İNGİLİZCELERİNİN MAKİNE ÇEVİRİSİ ARAÇLARINA YANSIMASININ İNCELENMESİ

### ÖZ

İngilizceyi yabancı dil veya ikinci dil olarak kullanan nüfusun artmasıyla birlikte Dünya İngilizceleri kavramı, İngilizce öğretimi alan uzmanlarının daha fazla odak noktası haline geldi. Sonuç olarak, dil öğretimi ve öğrenimi sürecinde kullanılan yardımcı araçlarda kullanılmakta olan İngilizce çeşitleri yeni bir anlam kazanmıştır. Yaygın olarak kullanılan tamamlayıcı araçlardan biri çeviri makineleri olduğundan, bu çalışma, Google Çeviri çıktılarına ilişkin İngilizce çeşitleri arasındaki dilbilgisi tabanlı, yazım tabanlı ve sözcüksel farklılıkları dikkate alarak makine çevirisi çıktılarının İngilizce eğilimini ortaya çıkarmayı amaçlamaktadır. Kaynak metinler Türkçe Ulusal Derlemi'nden alınmıştır. Çeviri çıktılarının makine çevirisi eğilimini ortaya çıkarmak amacıyla, iki baskın tür olan Amerikan İngilizcesi ve İngiliz İngilizcesi ile ilgili olarak Google Çeviri üzerinden yapılan

toplam yetmiş üç Türkçeden İngilizce'ye çeviri incelenmiştir. Araştırmanın analizleri, Google Çeviri sisteminin kullanıcılara İngiliz İngilizcesine kıyasla çoğunlukla Amerikan İngilizcesi yer alan çeviriler sağladığını göstermiştir.

*Anahtar Kelimeler:* Dünya İngilizceleri, İngiliz Dili Eğitimi, Çeviri Çalışmaları.



## 1. INTRODUCTION

The study of World Englishes (WE) has gained significant attention in recent years as more and more people around the world have begun to use English as a second or foreign language due to such reasons as globalization, education, internet, media and entertainment, etc. Therefore, change in the concept of standard English influenced the way that English is taught and learned around the world.

Despite the fact that the study of WE is an interdisciplinary field that draws on linguistics, sociolinguistics, cultural studies, and other disciplines to understand the ways in which English is used and perceived around the world, it mainly attracts the attention of English language teaching (ELT) stakeholders. To sustain the real-world relevance of the courses and increase awareness of linguistic diversity and multicultural competence, the incorporation of World Englishes into English as a foreign language (EFL) classes has gained prominence. This approach aims to achieve effective communication and understanding among students.

Accordingly, the introduction section commences with an examination of Kachru's concentric circles model, delineating the three concentric circles—Inner Circle, Outer Circle, and Expanding Circle—and its significance in fostering an understanding of linguistic diversity in ELT. Following this, we delve into the critical discourse surrounding linguistic imperialism, notably examining its impact on educational settings and the persistent focus on Inner Circle varieties, predominantly British English (BrE) and American English (AmE). The subsequent section probes the paradigm shifts within educational settings, spotlighting the historical and political factors that have perpetuated a monocentric view centered on BrE and AmE. Moving forward, we shed light on the burgeoning role of information technologies in EFL classes, acknowledging their pervasive influence on language learning, autonomous practices, and additional resources. A dedicated exploration of Google Translate as a prominent web-based machine translation tool ensues, underlining its significance in contemporary language learning landscapes. The rationale behind choosing Google Translate and its transition to neural machine translation is elucidated, setting the stage for a nuanced analysis of machine translation outputs, particularly focusing on the distinctions between BrE and AmE.

This multifaceted journey aims to contribute valuable insights into the evolving landscape of ELT, the impact of linguistic paradigms, and the role of technology, ultimately guiding the incorporation of World Englishes into language pedagogy.

Kachru's (1992) concentric circles model has become a reservoir of ideas for thinking about the value of the diversity of WE and about the most important means of introducing these concerns into ELT (Matsuda, 2019). The model proposes three concentric circles: the "Inner Circle" made up of native English-speaking countries such as the United States, the United Kingdom, and Australia; the "Outer Circle" made up of countries where English is widely spoken as a second language, such as India, Singapore, and Nigeria; and the "Expanding Circle" made up of countries where English is used primarily as a foreign language, such as Türkiye and China. This model is often used in the field of applied linguistics to describe the different contexts in which the English language is used and learned. Following the introduction of the notion of linguistic imperialism (Phillipson, 1992), inequalities between English and other languages fiercely started to be a matter of critique in the field of applied linguistics. (Awayed-Bishara, 2021). Despite all the criticism, still much focus is on Inner Circle varieties of English in educational settings, particularly British English (BrE) and American English (AmE) (Modiano, 2009). Regarding the present research context, as a nation within the Expanding Circle, Türkiye has not escaped the widespread influence of English across various sectors. In response to the evolving landscape of English dissemination, research within the Turkish context has engaged in discussions focusing on the perspectives of both pre- and in-service EFL teachers. These discussions cover diverse topics including the choice of English varieties to teach (Çekiç, 2009), awareness of the multiple varieties of English (Solmaz, 2021; Yaman, 2015), the concepts of variety and standard language (Üresin & Karakaş, 2019), and the integration of elective courses on World Englishes into teacher education curricula (Solmaz, 2020); accordingly, research suggest preferring a mixture of the two dominant inner circle English varieties BrE and AmE, as highlighted by Ay and Uzun (2017) employed in EFL context.

Due to historical and political factors, BrE and AmE are considered to be the two dominant varieties of English in the world. Therefore, most of the corpora have tended to concentrate on BrE and AmE (Jenkins, 2006); despite criticisms, a monocentric view of English, which is based on BrE and AmE norms, is still promoted in educational settings holding the idea that BrE and AmE are the only varieties worth learning around the world (Jenkins, 2006). Consequently, along with the new approaches and paradigms in the field, bringing brand-new teaching methods into the classrooms has become popular, especially the ones provided by information technologies. This enduring monocentric perspective, shaped by historical considerations, significantly influences language education practices.

In response to this paradigm, contemporary approaches and paradigms in the field advocate for the integration of innovative teaching methods, particularly those facilitated by information technologies, ushering in a transformative era in language education.

Using information technologies in both self-learning of a language and EFL classes is a requirement of the era due to its substantially motivating effects on learners' continuing their learning while stimulating passion in the classes (Azmi, 2017). Accordingly, it can be fair to state that technological advances have been generally accepted as precious tools in not only self-learning but also in EFL classes, especially for autonomous practices and additional language learning resources. As a consequence, applying information technologies is an integral and valued part of EFL learning. Furthermore, recent studies suggest that machine translation outputs has reached a level of proficiency that is comparable to human translators, with some even stating that it approaches the quality of translations produced by average human translators (Wu et al., 2016) while Drugan et al. (2018) suggested that despite significant advancements in machine translation systems, the quality of machine translation outputs remains variable. Although human translation and machine translation share the same objective, human translation often aims for a more ambitious outcome: producing texts that adhere to the linguistic norms of the target culture and are tailored to the presumed knowledge of its readers. Klimova et al. (2023) suggested in accordance with their systematic review on the use of machine translation in foreign language teaching and learning that while machine translation may not completely replace human translators in the foreseeable future, it is likely to significantly impact their roles, involvement of the individuals is expected to be minimal, and workflows, leading to new opportunities and challenges in the field; however, the landscape of translation and multilingualism underwent a significant transformation in 2016 with the emergence and proliferation of a new approach to machine translation, incorporating insights from artificial intelligence, big data, and neuroscience (Klimova et al., 2023).

Given the acceptance of technological advances in classes, it seems that machine translation is likely to be counted as one of the tools that learners rely on in the journey of learning a foreign language. In this case, as a valuable member of the 'Google family', Google Translate (<https://translate.google.com>) appears on the stage as one of the web-based machine translation tools. Therefore, new literature has started to appear on adopting Google Translate in the process of language learning, especially in higher education (Bin Dahmash, 2020; Groves & Mund, 2015; Mendevev, 2016; Tsai, 2019; Van Lieshout & Cardoso, 2022; Van Rensburg, Snyman & Lotz, 2012).

While various machine translation tools, including Yandex Translate, Bing Microsoft Translator, and DeepL Translator, offer valuable alternatives ([İBD, 2023, Cilt 5, Sayı 1, Sayfa 39-58](https://ce-</a></p></div><div data-bbox=)

viri.yandex.com.tr/), (<https://www.bing.com/translator>), (<https://www.deepl.com/translator>), the focus of this study is on Google Translate. Despite acknowledging the availability of other tools such as DeepL Translator, Google Translate was chosen for its ease of access and reliance on extensive databases. It is worth noting that the information provided about Google Translate being a statistics-based tool is outdated, as the tool transitioned to neural machine translation in 2016, as noted by Wu et al. (2016). This shift addressed the limitations of the previous statistical approach, enhancing the tool's training and translation interface. Recognizing Google Translate's pioneering role in adopting neural machine translation, the study aims to explore the tendencies of English varieties in machine translation outputs. Additionally, factors like its large database, global availability, user-friendly interface, continuous updates, and capacity to handle diverse inputs contribute to its suitability for EFL classes. The analysis of machine translation outputs, considering the World Englishes paradigm, becomes crucial for gaining insights into the supplementary role of this tool in English language learning environments.

In our research endeavor, our goal was to investigate the patterns observed in Turkish-to-English machine translation outputs, specifically focusing on grammar-based, spelling-based, and lexical variations within the Google Translate tool. The examination specifically considered British English (BrE) and American English (AmE) as widely recognized varieties of World Englishes.

## 2. METHODOLOGY

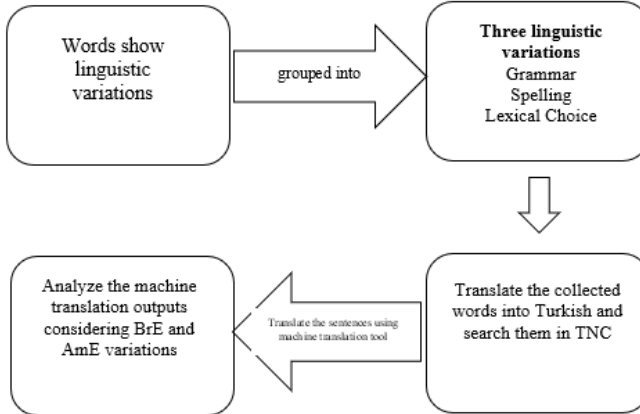
### 2.1. Research Design

In order to answer the research questions addressed in the study, besides linguistic analysis, as a qualitative research design, descriptive content analysis was adopted because of the fact that it is suitable to use to determine tendencies while analyzing the data (Cohen et al., 2007). However, this type of analysis offers an opportunity for researchers to include frequencies and percentages based on specific criteria; therefore, it makes it easier to interpret the findings in determined contexts (Çalık & Sözbilir, 2014).

### 2.2. Data Collection and Analysis

In order to determine the source texts, words that show linguistic variation emergent in BrE and AmE were revealed and listed, including the word lists from previous studies (e.g., Lindqvist & Soler, 2022). While listing the linguistic variations, the words' literal meanings were considered. After enumerating the variations, we, as researchers, opted to categorize them into three groups – grammatical, spelling, and lexical variations – to facilitate a more comprehensive data analysis.

Subsequent to grouping, the words' literal meanings in Turkish were found and searched in Turkish National Corpus' (TNC), which is designed to be a balanced, large-scale, and general-purpose corpus for contemporary Turkish. In order to nullify sentence choice bias because some words have more than one meaning, at least three sentences were extracted from TNC for the translation of each sentence that includes the target word. Presenting the findings, the word with an asterisk next to it indicates a tendency towards that variety. While only one example is provided for single trends identified from three sentences taken from the TNC, two examples are given for those identified as both. Thereafter, the sample sentences were included to translate from Turkish to English using Google Translate to reveal Google Translate's tendency of BrE and AmE. This machine translation tool preference stems from its widespread accessibility as a mobile app, making it a well-developed and commonly used tool. Machine translation output analyses were conducted considering language variety concentrating on BrE and AmE through descriptive content analysis. Machine translation outputs were analyzed with the help of MAXQDA22 plus software, which is generally used for qualitative data analysis. Although translating at least three sentences for each word that show variety, only certain sample sentences were included in the study in order to show some shreds of evidence. To better present the steps of the current research methodology, Figure 1 is offered.



**Figure 1.** Research methodology followed

### 3. FINDINGS AND DISCUSSION

A total of thirteen words were collected under the title of grammar-based linguistic variations between Bre and AmE. This step of the research aimed to examine past forms of the words (burn, cancel, dwell, dream, got, kneel, lean, learn, sew,

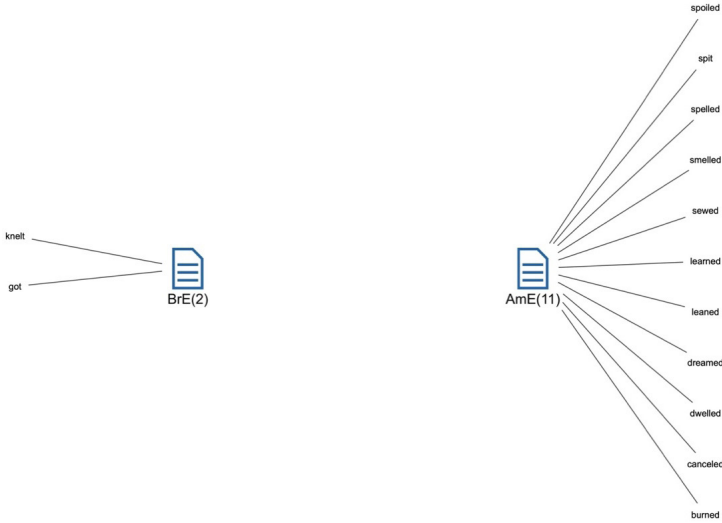
smell, spell, spit, spoil) that show variations between Bre and AmE. Analysis has revealed that eleven of the machine translation outputs show AmE tendency while BrE variation is encountered in only two of the machine translation outputs. As Table 1 also shows that there exists a significant difference in AmE's favor.

**Table 1.** Grammar-based linguistic variations between Bre and AmE

American English (AmE)	British English (BrE)	Reference Number on TNC	Sentences	Translation Preference
burned	burnt	W-MG03A4A-0068-118	Ve kendiyile sürdürdüğü bir diyalogda şöyle der: "Ve damarlarının uçlarının <i>yandıgını</i> gördüm. And in a dialogue she maintains with herself, she says: "And the ends of her veins <i>burned</i> , I saw.	AmE
canceled	cancelled	W-QA16B4A-0152-1707	Bu savaş nedeniyle şampiyonluğun belirleneceği son hafta maçları <i>iptal olmuştu</i> . Due to this war, the matches of the last week to determine the championship were <i>canceled</i> .	AmE
dwelled	dwelt	W-UI42E1B-2943-353	Hepsinin ötesinde, kentlilere yasal olarak özgür kişi statüsü verilmiş, çoğu kez bu statü kentte bir yıl ve bir günden fazla <i>ikamet etmiş</i> kişileri kapsar hale gelmiştir. Above all, city dwellers have been legally given the status of free persons, often covering those who have <i>dwelled</i> in the city for more than one year or more.	AmE
dreamed	dreamt	W-JI37E1B-3054-1446	Hep birilerini <i>hayal etti</i> . I always <i>dreamed</i> of someone.	AmE
gotten	got	W-JA14B1A-1689-181	Bilirsin Kraliçeyi, bana <i>sinirlendi</i> . You know the Queen, she <i>got mad</i> at me.	BrE
kneeled	knelt	W-UA16B4A-0320-464	Ona yöneldi, gelip önüne <i>diz çöktü</i> . She turned towards him, came and <i>knelt</i> in front of him.	BrE
leaned	leant	W-GA16B3A-0020-176	Ara sıra durup duvara <i>dayandı</i> . He stopped occasionally and <i>leaned</i> against the wall.	AmE
learned	learnt	W-VI19E1A-4054-176	Kısa sürede alfabeyi <i>öğrendi</i> . She <i>learned</i> the alphabet in a short time.	AmE
sewed	sewn	W-HA16B2A-1938-305	Babam evde kalıp <i>dikiş dikti</i> . My father stayed at home and <i>sewed</i> .	AmE
smelled	smelt	W-VI22E1B-2915-18	Sınıfımızın içi mis gibi çiçek <i>koktu</i> . Our classroom smelled like flowers.	AmE
spelled	spelt	W-VI19E1A-4054-3	Elleri ile Hellen'in ellerine "b-e-b-e-k" sözcüğünü <i>heceledi</i> . She <i>spelled</i> the word "b-e-b-e-k" into Hellen's hands with her hands.	AmE
spit	spat	W-RA16B0A-0292-21	Yere <i>tükürdü</i> . She <i>spat</i> on the ground.	AmE
spoiled	spoilt	W-TA16B4A-0342-2	Çok <i>şmarttı</i> valla beni. It <i>spoiled</i> me so much.	AmE



To sum up, as can be seen in Figure 2, regarding the variations of the past form as a grammar-based variation between AmE and BrE. Google Translate AmE tendency outperformed BrE variations. See Figure 2.



**Figure 2.** Two-cases model of Google Translate grammar-based linguistic variation tendency

With an eye to revealing the spelling-based tendency of Google Translate, nineteen words that show spelling variations, such as using s and z consonants differently, adding/deleting a vowel/ consonant, changing the place of vowels in a word, adding /deleting both vowels and consonants, or changing the vowel itself in a word, were included in the word list of spelling-based linguistic variations. Machine translation outputs have shown that Google Translate has nearly 95% (18 out of 19 machine translation outputs) tendency to translate the target words in accordance with AmE-based spelling variation.

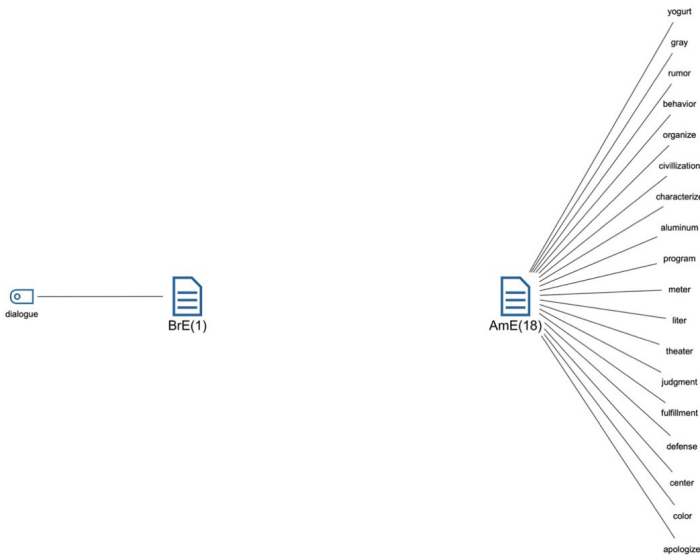
**Table 2.** Spelling-based linguistic variations between Bre and AmE

American English (AmE)	British English (BrE)	Reference Number On TNC	Sentences Source Text Target Text	Translation Preference
apologize	apologise	W-RE39C2A-0358-1217	Yalvariyor, <i>af diliyordu</i> . She was begging, <i>apologizing</i> .	AmE
color	colour	W-HG37C3A-0598-1322	İlk kez <i>renk</i> kullandım. I used <i>color</i> for the first time.	AmE

center	centre	W-VI27D1B-2468-174	Sistem hakkında bilgi veren Başaran, "Bu ısıtma sisteminde, ateşin yandığı bir <i>merkez</i> var. Providing information about the system, Başaran said, "In this heating system, there is a <i>center</i> where the fire burns.	AmE
defense	defence	W-HE39C2A-0740-215	Şu aşamada inkârı en iyi <i>savunma</i> yöntemi olarak seçmiş benziyorlardı. At this stage they seemed to have chosen denial as their best form of <i>defense</i> .	AmE
dialog	dialogue	W-TA16B4A-0090-136	Bu adamlar aralarında şimdiye kadar doğru dürüst bir <i>diyalog</i> bile olmamıştı. There had never been even a proper <i>dialogue</i> between him and this man.	BrE
fulfillment	fulfilment	W-LI22C1A-0776-1910	Kayıtsız şartsız kabul, isteğin <i>yerine getirilmesi</i> anlamına gelir. Unconditional acceptance means the <i>fulfillment</i> of the request.	AmE
judgment	judgement	W-IA16B3A-0041-1371	Her iki şahitin arasına üçer ay soka soka bir <i>yargı</i> yılını dolduruyoruz. We are completing a <i>judgment</i> year by placing three months between each two witnesses.	AmE
theater	theatre	W-KG24D1B-2313-2367	Tiyatro Festivali, Türk <i>tiyatro</i> hayatına neler kazandırdı? What did the Theater Festival bring to Turkish <i>theater</i> life?	AmE
liter	litre	W-JF32D1B-2575-332	Bu yıl çıkacak olan makineler ise 75 <i>litre</i> su harcayacak. The machines that will be released this year will consume 75 <i>liters</i> of water.	AmE
meter	metre	W-SE22C2A-1395-661	Araları 20 <i>metre</i> kadar açıktır. They are about 20 <i>meters</i> apart.	AmE
program	programme	W-QD36C0A-0222-583	Bir şey yapılacaksa tam olmalı, sizin <i>program</i> sürenizde bu sağlanamaz. If something is to be done, it must be complete, this cannot be achieved in your <i>program</i> time.	AmE
aluminum	aluminium	W-SI41C1A-1455-371	Daha sonra tepsiyi <i>alüminyum</i> folyo ile örtüp, fırında 45 dakika kadar pişirin. Then cover the tray with <i>aluminum</i> foil and bake in the oven for 45 minutes.	AmE
characterize	characterise	W-TG03A1B-3277-120	Bunlar çizim araçlarından türetilen eğrisel formlarla <i>karakterize</i> edilmiştir. They are <i>characterized</i> by curvilinear forms derived from drawing tools	AmE
civillization	civillisation	W-VE05A4A-2591-76	<i>Medeniyetler</i> tarihinde benim en sevmediğim Mısır medeniyetidir. My least favorite in the history of <i>civilization</i> is the Egyptian civilization.	AmE
organize	organise	W-KI37E1B-3055-835	Her şey için, bilhassa bu toplantıyı <i>organize</i> eden kıymetli kardeşlerimize sonsuz teşekkürler. Endless thanks to our dear brothers and sisters for everything, especially those who <i>organized</i> this meeting.	AmE

behavior	behaviour	W-JD02A1B-3841-164	Rasyonel <i>davranış</i> , iktisadi analizde temel varsayımlardan biridir. Rational <i>behavior</i> is one of the basic assumptions in economic analysis.	AmE
rumor	rumour	W-SH32D1B-2498-120	Cumhuriyet balolarıyla ilgili yığınla <i>söylenti</i> dolanırdı evlerde. There were a lot of <i>rumors</i> about the Republic balls.	AmE
gray	grey	W-FA16B2A-2628-915	Trenin önünde <i>gri</i> elbisesi, şapkalı bir görevli geçti yanımdan. In front of the train, an attendant in a <i>gray</i> dress and a hat passed me.	AmE
yogurt	yoghurt	W-SI41C1A-1456-846	Birer kaşık <i>yogurt</i> ve mayonez karışımını salatanın üzerine sürün. Spread a spoonful of <i>yogurt</i> and mayonnaise mixture on the salad.	AmE

In accordance with the presented data in Table 2, it can be fair to state that there is no room for BrE variations considering spelling-based variations. For an overall view of tendency, See Figure 3.



**Figure 3.** Two-cases model of Google Translate spelling-based linguistic variation tendency

Lastly, the most crowded wordlist is presented in Table 3 which includes a total of forty-one words that show lexical variations between BrE and AmE. Due to the sample size, triple analysis was frequently and meticulously applied to find out the direction of translation tendency. The analysis helped us reveal that out of forty-one machine translation outputs, twenty-nine indicate AmE variations, while eight

show BrE. However, there are four machine translation outputs (vacation/holiday, sidewalk/pavement, movie/film, dessert/sweet) that disclose both BrE and AmE variations, accordingly when the target sentences are flourished with more examples and translated, there exists a difference between AmE and BrE tendency again which can be seen in Table 3.

**Table 3.** Lexical variations between BrE and AmE

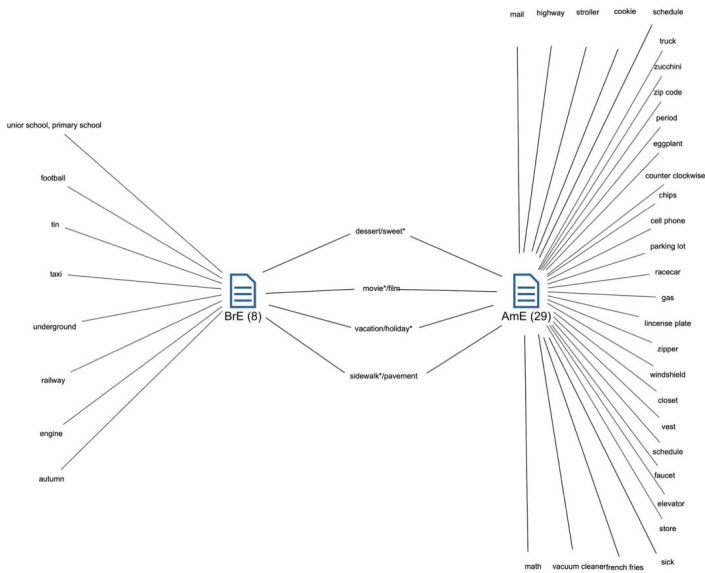
American English (AmE)	British English (BrE)	Reference Number On TNC	Turkish Meaning	Translation Preference
fall	autumn	W-LH09C2A-0276-146	<i>Sonbahar geldiğinde iki yeni dostum oldu.</i> When <i>autumn</i> came, I made two new friends.	BrE
elevator	lift	W-HI09C4A-0481-10	<i>Asansör bekleyen kimse yoktu.</i> There was no one waiting for the <i>elevator</i> .	AmE
vacation	holiday*	W-IA16B2A-0762-524 W-RA16B0A-0292-1338	Hep <i>tatil</i> yapmak isteyen sendin. You were the one who always wanted to take a <i>vacation</i> . Bu güzel şehirde görev yapmak, keyifli bir <i>tatil</i> olmaktan çıkıyordu galiba. I guess working in this beautiful city ceased to be an enjoyable <i>holiday</i> .	BOTH
subway	underground	W-QD36E1B-2841-645	Öyleyse nasıl oluyor da bir <i>yeraltı</i> otoparkına izin verilmiştir? So how is it that an <i>underground</i> car park is allowed?	BrE
sidewalk*	pavement	W-YI45F1D-4819-161 W-YI45F1D-4819-162	Sonra gözüme <i>kaldırım</i> kenarındaki şahane sarmaşıklar ilişti. Then I noticed the wonderful vines on the sidewalk. Birbirimizi bulunca hemen çıkıp mekanı aradık, biraz ileride, <i>kaldırım</i> hizasından aşağıda, yerin dibindeydi gittiğimiz yer. When we found each other, we immediately went out and looked for the place, it was a little ahead, below the <i>pavement</i> level, at the bottom of the ground.	BOTH
cookie	biscuit	W-NA16B3A-0661-52	Simit, nane, kâğıt helva, <i>kurabiye</i> satıyorlardı. They were selling bagels, mints, wafers and <i>cookies</i> .	AmE
french fries	chips	W-UI09C4A-1027-1339	Örneğin aylardır <i>patates kızartmasına</i> hasrettim. For example, I've been craving <i>french fries</i> for months.	AmE
trash/garbage	rubbish	W-SA16B4A-1492-106	<i>Çöp</i> toplarken bu kapının orda, gardiyanların yanında bulunurdu. She was at this door, next to the guards, when she was collecting <i>garbage</i> .	AmE

motor	engine	W-NA16B4A-0040-46	<p><i>Motor</i> durunca, yavaş yavaş suya gömüldü, ayğındaki kayakları çıkarıp yüzmeye başladı feribota doğru.</p> <p>When the <i>engine</i> stopped, she slowly sank into the water, taking off her skis and swimming towards the ferry.</p>	BrE
movie*	film	W-SE36E1B-3352-179	<p>Komutanım, Diyarbakır'da <i>film</i> çekmek çok zor. Sir, it is very difficult to shoot a <i>movie</i> in Diyarbakir.</p> <p>25. Uluslararası İstanbul <i>Film Festivali</i> başlıyor. The 25th International İstanbul <i>Film Festival</i> begins.</p>	BOTH
vacuum cleaner	hoover	W-OI22E1B-2908-150	<p>Âdeta bir <i>elektrikli süpürge</i> gibi iş görerek sistemimizi temizler. It cleans our system by working like a <i>vacuum cleaner</i>.</p>	AmE
sick	ill	W-RD30D1B-2203-1715	<p>Şunu herkes bilsin ki, bu <i>hasta</i> adam artık iyilemiştir. Let everyone know that this <i>sick</i> man is now cured.</p>	AmE
truck	lorry	W-GA16B4A-0048-18	<p><i>Kamyon</i> sarsıntıyla durdu. The <i>truck</i> jolted to a stop.</p>	AmE
highway	main road	W-UF10E1B-2872-78	<p>Arnavutlukta bir <i>otoyol</i> inşaatı yapıyoruz. We are constructing a <i>highway</i> in Albania.</p>	AmE
math	maths	W-VA14B1A-1598-2047	<p>Evet çocuklar, <i>matematik</i> ödevlerinizi çıkarın bakalım! Yes guys, show your <i>math</i> homework!</p>	AmE
mail	post	W-SE36E1B-3352-16	<p>Yayın listeleri, siparişler, telefonlar, mail'ler, çeviriler, <i>postalar</i>, dosyalar, dosyalar... Broadcast lists, orders, telephones, e-mails, translations, <i>mails</i>, files, files...</p>	AmE
stroller	Push-chair	W-SI09C1A-0533-2	<p>Minik kızına <i>puset</i> isteyen yolcu, kedisini yatırmış üzerini de bir güzel örtmüştü. The passenger, who wanted a <i>stroller</i> for his little daughter, had laid his cat on it and covered it well.</p>	AmE
store	shop	W-JE39C1A-1657-49	<p><i>Mağaza</i> sahibinin yüzü asıldı ama parayı da aldı. The <i>store</i> owner frowned, but took the money.</p>	AmE
dessert	sweet*	W-FA16B3A-1234-1975 W-PA16B1A-0917-1270	<p>Gerçi şeker ve <i>tatlı</i> yemeyi yine seviyordu. He still liked to eat candy and <i>sweets</i> though.</p> <p><i>Tatlı</i> tabağını yüzüme attı. She threw the <i>dessert</i> plate in my face.</p>	BOTH

faucet	tap	W-IA16B3A-0630-24	“Hiç olmazsa şimdilik her evin bahçesine bir <i>musluk</i> takmalı,” dedi. “At least for now, every house should have a <i>faucet</i> in the yard,” she said.	AmE
cab	taxi	W-LA16B4A-0148-992	Yolda iki ayrı <i>taksi</i> tuttuk. We took two separate <i>taxis</i> on the way.	BrE
schedule	timetable	W-HC06A2A-2006-946	İşin haftalık <i>programa</i> göre yürütülmesi dikkate alındığında, işletmenin 12 odalı kurulmasında yarar vardır. Considering that the work is carried out according to the weekly <i>schedule</i> , it is beneficial to establish the business with 12 rooms.	AmE
can	tin	W-IA16B3A-1015-535	Bize bir <i>teneke</i> toprak lazım. We need a <i>tin</i> of soil.	BrE
vest	waistcoat	W-PA16B1A-1220-108	Üzerinde mavi, kolsuz, yeni bir <i>yelek</i> vardı. She was wearing a new blue sleeveless <i>vest</i> .	AmE
closet	wardrobe	W-IA16B1A-0094-1	<i>Dolabı</i> temizledik. We cleaned the <i>closet</i> .	AmE
windshield	windscreen	W-JI09C3A-1441-388	Arabanın <i>ön camı</i> kırılmıştı. The <i>windshield</i> of the car was broken.	AmE
zipper	zip	W-OA16B3A-0737-12	Fakat bir <i>fermuar</i> kadar düz ve temiz. But it's as smooth and clean as a <i>zipper</i> .	AmE
license plate	number plate	W-UC06A1B-4107-95	Araç <i>plaka</i> karakterlerinin tanınması için geçen işlem süresi yaklaşık olarak 2 sn'dir. The processing time for the recognition of the <i>license plate</i> characters is approximately 2 seconds.	AmE
gas	petrol	W-GA16B4A-0048-214	Az ilerde bir <i>benzin</i> istasyonu var. There is a <i>gas</i> station not far away.	AmE
racecar	racing car	W-RA16B4A-0714-159	Ama Felidae'lerin denge duygusu, insanlarınkiyle orantlandığında, ortaya bir Formüla 1 <i>yarış arabası</i> ile bir Murat 121'in arasındaki fark çıkar. But when the Felidae's sense of balance is compared to that of humans, the difference is between a Formula 1 <i>race car</i> and a Murat 121.	AmE
railroad	railway	W-SF05A1B-4665-211	Yeni havaalanı, yeni <i>demiryolu</i> ve karayolu hatları yer almaktadır. There are new airport, new <i>railway</i> and road lines.	BrE
parking lot	car park	W-GD39C3A-0736-41	Onlar da okullarının bahçesine <i>otopark</i> yapmışlar. They also built a <i>parking lot</i> in the garden of their school.	AmE

soccer	football	W-UI31D1B-2356-854	Bu 208 üye, <i>futbol</i> yönetimini kendi ana statüleriyle yönetmektedir. These 208 members manage the <i>football</i> administration with their main status.	BrE
cell phone	mobile phone	W-NA16B4A-0120-1590	Tam uykuya dalacakken <i>cep telefonu</i> çaldı. Just as he was about to fall asleep, his <i>cell phone</i> rang.	AmE
chips	crisps	W-PA14B1A-4731-32	Sabahları şeker, öğlenleri çikolata akşamları da <i>cips</i> yiyorum... I eat candy in the morning, chocolate in the afternoon and <i>chips</i> in the evening...	AmE
counter clockwise	anticlockwise	W-NI22C1A-0290-117	Atletler niçin <i>saat yönünün aksine</i> koşuyor? Why do athletes run <i>counterclockwise</i> ?	AmE
eggplant	aubergine	W-UI44F1D-4750-139	Kırmızı biber ve <i>patlıcan</i> közledim. I had roasted red peppers and <i>eggplants</i> .	AmE
elementary school	junior school, primary school	W-MD39E1B-3360-145	<i>İlkokul</i> milli bir eğitim kurumudur. Primary school is a national educational institution.	BrE
period	full stop	W-SI44F1D-5111-1085	Okumayı kolaylaştırmak için de bunlar gerekiyor: <i>nokta</i> , virgül gibi işaretlerden sonra boşluk bırakın They are also needed to make it easier to read: leave a space after marks such as <i>periods</i> , commas, etc.	AmE
zip code	postcode	W-EI41C4A-1465-267	Zarf üzerine birden çok <i>posta kodu</i> yazmak, her ayın altısı, on yedisi ve yirmibirinde yapılan çekilişlerde, her ne kadar ikramiye şansınızı arttıracaksa da, postacınızın delirme olasılığı da o oranda çoğalacaktır. Writing multiple <i>zip codes</i> on the envelope will increase your chances of winning prizes in the draws held on the sixth, seventeenth, and twenty-first of each month, but will also increase the likelihood of your postman going crazy.	AmE
zucchini	courgette	W-DE39E1B-3023-339	Meselâ, mısır, fasulye ve <i>kabak</i> beraber ekilebilir. For example, corn, beans and <i>zucchini</i> can be planted together.	AmE

Figure 4 helps us to clearly see the difference in the number of words chosen by Google Translate considering lexical variations of BrE and AmE in machine translation outputs.



**Figure 4.** Two-cases model of Google Translate lexical variation tendency

All in all, a total of seventy-three words have been examined regarding the linguistic variations between BrE and AmE under the umbrella of the WE concept. Overall analysis has suggested that Google Translate has a tendency to produce outputs mostly based on AmE variation considering that out of a total of seventy-three variations, fifty-nine of them show AmE variation which is almost 81% of the words included in the research meanwhile nearly 14% (10) of them present BrE tendency. Moreover, the other four words which consist of the last approximately 5% (8) of the words that show linguistic variation regarding BrE and AmE indicated a half-and-half tendency to both of the variations. To this end, to the best analysis of the current research, it can be deduced that Google Translate offers users mostly AmE variation of English. Accordingly, it can be deduced that the dominance of AmE outputs has implications for users who may rely on Google Translate for various purposes. Users seeking translations aligned with BrE may find the tool less accurate or reflective of their intended linguistic style.

The finding of a half-and-half tendency in a small percentage of words seems to highlight the challenges that machine translation models face in accurately handling nuanced linguistic variations. It suggests that there may be instances where the model struggles to make clear distinctions between BrE and AmE.

As Google Translate is widely used for cross-cultural communication, the prevalence of AmE outputs may impact the authenticity and appropriateness of trans-



lations in specific linguistic and cultural contexts. This is expected to raise concerns about potential miscommunications and misunderstandings. To go on with the reasons for that Google Translate focuses on AmE rather than BrE in its translation outputs, there might be several grounds. Since Google Translate is based on a large amount of text data, known as a “corpus”, which is used to train the system. The corpus is collected from various sources such as websites, books, and other forms of digital media. American English is more widely used in digital media than BrE, so there is greater availability of data used to develop the algorithms and neural networks that power Google Translate regarding AmE due to the fact that Google is an American company, so it makes sense that it would prioritize AmE as it is the primary language of its home market. Additionally, focusing on American English might allow Google to better serve its American customers and attract American advertisers. In other words, seeing that AmE is considered to be the global lingua franca and is often used as the default language in international business (Khan, 2022); therefore, it makes sense for Google to prioritize AmE to better serve its business clients.

Furthermore, the standardization of English can be counted as one of the reasons because AmE is considered a more standardized form of English (Chang, 2016), with fewer variations and dialects than BrE (Watzke et al., 2022). Standardizing machine translation to AmE may allow for a more consistent and accurate translation experience. Therefore, Google Translate might usually prefer to use AmE variation-based data.

Another reason for the translation tendency can be the cultural impact. AmE has a significant impact on international culture through movies, music, and other forms of entertainment. This can make it more likely for people around the world to encounter AmE, and for AmE to be a more widely known and influential variety of English as stated by Kirkpatrick (2007).

It is also worth noting that Google Translate is constantly improving its features and it has a developing corpus of multiple languages and dialects, including BrE. Additionally, users can also suggest corrections to the translations they receive, which can help to improve the system over time. However, due to the reasons mentioned above, AmE might be the one that is regarded as more accurate and updated. As a consequence, it can be deduced that Google Translate shows a tendency to produce AmE variation-based machine translation outputs.

## CONCLUSION

The importance of WE in ELT (English Language Teaching) lies in the recognition and valorization of the diversity of Englishes, as well as the need to prepare learners for communication in a globalized world. By understanding and using WE in the classroom, teachers can better meet the needs of their learners, who may

come from different linguistic backgrounds and need to use English in a variety of contexts. Additionally, the use of WE can also promote intercultural understanding and respect for linguistic diversity. Consequently, two dominant English variations, BrE and AmE, are of capital importance in ELT considering that understanding these variations can help learners better appreciate the diversity of the language. Through the medium of bringing information technologies into EFL classes, the study of the use of machine translation in the process of learning started growing in importance regarding the ELT field. Since machine translation models are trained on diverse datasets, they can reflect the linguistic nuances and variations found in World Englishes. This exposure helps learners develop an understanding of different English dialects and styles, preparing them for real-world communication with speakers of varied English backgrounds. Moreover, the use of machine translation outputs in ELT introduces contextual learning opportunities. Therefore, learners can analyze how machine translation handles context-specific language use, idiomatic expressions, and cultural references which enhances their ability to understand and produce language in authentic, situational contexts. Since machine translation outputs often reflect not only linguistic differences but also cultural and sociolinguistic nuances, ELT students can gain insights into how language is shaped by cultural contexts and societal norms, fostering a deeper appreciation for the cultural dimensions of language use. Additionally, exposure to machine translation outputs prepares learners for practical language application in a digital age. As machine translation becomes increasingly prevalent in professional and academic settings, ELT students need to be equipped to navigate and critically evaluate machine-generated content for effective communication. Consequently, integrating machine translation outputs into ELT promotes digital literacy skills. Learners can develop the ability to use and evaluate online language resources, distinguishing between accurate and less reliable machine-generated translations. This skill is crucial in a technology-driven environment where digital communication is pervasive. Besides, ELT should reflect the evolving landscape of language technology. Familiarizing students with machine translation outputs prepares them for the current and future advancements in language processing tools. To this end, machine translation outputs can serve as valuable materials for language revision and editing exercises. ELT students might engage in activities where they critically evaluate and improve machine-generated translations, honing their language editing skills and attention to detail. In addition to this, exposure to machine translation outputs aligns with the goal of developing global communication competence. ELT students who are familiar with various English varieties, including those generated by machines, might be better equipped to navigate international communication scenarios with confidence and effectiveness as also stated by Fitria (2023) as student-teacher candidates should engage in school-based practice as they require exposure to both British English (BrE) and American English (AmE) introductions, even if these are basic. This preparation is essential to equip them to effectively navigate real-world challenges when interacting with students in a classroom setting.

Seeing that Google Translate has worldwide availability and an easy-to-use interface, it becomes mostly preferable translation machine for EFL learners to benefit from during the language learning process. For that very reason, researching the translation tendency of Google Translate regarding English variations came to power as a means to recognize the translation machine which can be used as a supplementary tool in EFL classes. In order to gain deeper insight into Google Translate tendency to translate considering grammar-based, spelling-based, and lexical variations, it has been revealed that Google Translate has a tendency to produce outputs based on AmE variation in large measure regarding all the grammar-based, spelling-based, and lexical variations. Accordingly, it can be suggested that while integrating Google Translate into the language learning process, learners and educators should be aware of the English variation, AmE, encountered in the machine translation outputs, and design their learning process accordingly. This awareness can foster a more nuanced and contextually appropriate language learning experience for EFL learners. Appropriately, understanding these differences can help ensure effective communication, whether written or spoken, with people who use the other varieties of English. Especially in professional contexts such as business, media, international relations, and education, being aware of the differences between AmE and BrE is crucial to be able to communicate effectively with people from different regions of the English-speaking world, especially due to lexical variations. Furthermore, in academic and research fields, using the appropriate variety of English is crucial when composing papers, articles, or other publications. The selection of the correct English variety is essential as it can significantly impact the credibility of the work and its acceptance in diverse communities or countries. Achieving coherence in variety is expected for the successful publication of an academic work. To this end, users should be aware of the AmE tendency of Google Translate. As a result of the study, as a researcher, we suggest that there should be English varieties option present in the Google Translate user interface rather than providing only corpus-based translation outputs. Accordingly, it can be suggested that Google Translate should offer their user the opportunity to choose English variety options as offered by DeepL Translator. This would empower users, particularly language learners and educators, to select the English variation most relevant to their linguistic and contextual needs, fostering a more inclusive and adaptable language learning environment.

Although the scope of this study was limited in terms of including only one web-based translation machine, this would be a fruitful area for further work. Correspondingly, further studies can be flourished comparing the machine translation outputs of Google Translate and Yandex Translate, Bing Microsoft Translator, and other popular translation tools. These tools, unlike DeepL Translator, do not offer an explicit English variety preference option to users. Exploring the tendencies of English variations in the outputs of a diverse set of online translation services would provide a more comprehensive understanding of how different platforms

handle linguistic varieties. Additionally, investigating a broader range of translation tools could unveil unique features or challenges associated with each, contributing valuable insights to the field of machine translation research and language technology, as well as, incorporating additional linguistic features and assessing user preferences in future studies could further enrich the scholarly discourse on machine translation behavior and user experiences across different online platforms. By addressing these future research suggestions, scholars can contribute to a more nuanced understanding of machine translation behaviors, enhance the user experience, and inform the development of translation tools that cater to diverse linguistic needs.

### Author Contribution Rates

Design of Study: İRD(%50), İY(%50)

Data Acquisition: İRD(%50), İY(%50)

Data Analysis: İRD(%50), İY(%50)

Writing Up: İRD(%50), İY(%50)

Submission and Revision: İRD(%50), İY(%50)

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