

UNIVERZA V MARIBORU
FILOZOFSKA FAKULTETA
ODDELEK ZA ANGLISTIKO IN AMERIKANISTIKO

Dunja Gorenak

DOJEMANJE PRAVILNIH IN NEPRAVILNIH GOOGLE TRANSLATE
PREVODOV

MAGISTRSKO DELO

Maribor, januar 2017



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Mentorica: doc. dr. Klementina Jurančič Petek

Maribor, januar 2017

Lektorica: Silvija Kuhar, diplomirana slovenistka in anglistka (UN)

ZAHVALA

*Najlepše se zahvaljujem mentorici doc. dr. Klementini Jurančič Petek za ves
trud, strokovno pomoč in usmerjanje pri pripravi tega magistrskega dela.*

*Prav tako se iskreno zahvaljujem mojim staršem, starim staršem in možu, ki
so mi v času študija stali ob strani, me spodbujali in podpirali.*

Hvala.



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IZJAVA

Podpisana Dunja Gorenak, rojena 24. 4. 1990, študentka Filozofske fakultete Univerze v Mariboru, študijskega programa 2. stopnje Poučevanje angleščine in Pedagogika, izjavljam, da je magistrsko delo z naslovom Dojemanje pravih in nepravilnih Google Translate prevodov pri mentorici doc. dr. Klementini Jurančič Petek, avtorsko delo.

V magistrskem delu so uporabljeni viri in literatura korektno navedeni; teksti niso prepisani brez navedbe avtorjev.

(podpis študentke)

Kraj:

Datum:

Povzetek in ključne besede

Magistrska naloga z naslovom *Dojemanje pravih in nepravilnih Google Translate prevodov* v teoretičnem delu osvetli dosedanja spoznanja o učenju tujih jezikov, pomenu maternega jezika pri usvajanju tujega jezika in vplivu medijev na sam proces učenja tujega jezika. V empiričnem delu pa predstavlja rezultate raziskave o dojemanju 15 naključno izbranih povedi, ki so iz slovenščine prevedene v angleščino s pomočjo prosto dostopnega spletnega prevajalskega orodja *Google Translate* (<https://translate.google.com/>). V raziskavi je sodelovalo 113 učencev osnovne in srednje šole. Rezultati vprašalnika kažejo, da imajo z dojemanjem pravilno in nepravilno prevedenih prevodov manj težav učenci z boljšimi ocenami, učenci srednje šole in tisti učenci, ki na internetu preživijo več časa. Raziskava kaže, da učenci v povprečju na internetu preživijo od pol ure do ene ure na dan, vendar čas, ki ga dnevno namenijo internetu, nima negativnega vpliva na oceno, ki jo imajo pri angleščini. Splošno dojemanje pravilno oziroma nepravilno prevedenih prevodov učencev, zajetih v raziskavo, je zadovoljivo.

Ključne besede: učenje tujega jezika, prevajalska orodja, Google Translate, internet in šola

Abstract and key words

Theoretical framework of master's thesis titled *Perception of Correctness and Incorrectness of Google Translate Translations* highlights the existing knowledge about learning foreign languages, the role of the mother tongue when acquiring a foreign language and the media influence during the process of learning a foreign language. The empirical part presents the results of the study that dealt with perception of 15 randomly selected sentences that were translated from Slovene to English with open access online translation tool Google Translate (<https://translate.google.com/>). The study involved 113 students from primary and secondary school. The results of the questionnaire show that the students with better grades, the secondary school students and those students, who spend more time on the Internet, are better at perceiving correctly and incorrectly translated translations. On average, students spend from half an hour to one hour on the Internet, and the results show that the amount of time spent on the Internet has no negative effect on the grade the students have at English. Students' overall perception of correct and incorrect translations is satisfactory.

Key words: learning a foreign language, translation tools, Google Translate, Internet and school

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1 INTRODUCTION

We live in a world where understanding at least one foreign language represents a great advantage. Due to intensive globalization, learning foreign languages is also acquiring a much bigger role in education. Language proficiency allows one to access more information, communication and collaboration with people of different nations and a deeper reciprocal understanding.

Children in Slovenia start to learn two foreign languages in primary school and they continue to learn them all the way through high school. English, being the lingua franca, is also the most common language that is learnt in schools all over Slovenia. Besides intentionally learning foreign languages at school, there are also more informal ways of learning and acquiring a language. Informal ways are more relaxed and voluntary and sometimes children might not even know that exposure to the language actually helps them learn it.

With the spread of the World Wide Web, English has become even more present in our everyday life and students have become even more exposed to it which is why it is important that language proficiency keeps on improving.

In the theoretical part I briefly highlight the process of foreign language learning, the system of language learning in Slovenia, motivation for learning a foreign language and the role of the mother tongue. I also focus on the role of media in language learning and translation in the EFL classroom. Revision of the literature gave me some interesting starting points to build my further research on. I have to stress that the Google Translate tool is very poorly researched and explained for now.

The main theme of my thesis is the perception of Google Translate translations. With the fast spread of technology and the simple access to it, primary and secondary school students are becoming very, if not the most,

frequent users. Learners know best how to use the variety of available online tools to help them with their homework, school projects and studying. The question is if they understand that not every online tool is useful, correct and adequate for school purposes.

In the empirical part I test students' perception of randomly chosen correct and incorrect Google Translation translations to find out if they are aware of the mistakes the tool makes and to find out which variables influence the perception of translations. Meanwhile, I also establish students' habits of Internet and dictionary use and their satisfaction with the grade they have at English. For research purposes I conducted a questionnaire and a table with randomly chosen 15 Slovene sentences translated in to English via the Google Translate page ([google.translate.com](https://www.google.com/translate)).

The main purpose of my study is to raise awareness of the Internet use for language learning purposes and to encourage schools to include technology in everyday instruction, but on the other hand to also draw attention to the traps of Internet use and caution with easily accessible language tools. I would also like to point out that translating from L1 to L2 is a natural part of foreign language learning and teachers should pay more attention to it.

I LITERATURE REVIEW

2 LEARNING A FOREIGN LANGUAGE

2.1 Foreign Language Learning in Slovenian Schools

Even before enrolling in primary school, children meet with different foreign languages through media or people that come from other language or cultural environments. Learning foreign languages leads to individual's functional multilingualism, which is one of the important goals of the European Union (Pevce Semec, et al., 2013, p. 4).

Contemporary development, migrations, technological improvement and globalisation have all increased the necessity of learning and understanding foreign languages. Introducing foreign language instruction to first years of primary school or even preschool is therefore scientifically proven to be a necessity of contemporary society. The European Union's language policy expects a multilingual individual, who will be able to find his way around in a multilingual world. This is one of the reasons why the EU has been striving to introduce instruction of two foreign languages to primary school (Pižorn & Brumen, 2008, pp. 139-142).

Multilingual individuals have a different brain structure than people who speak only one language. Multilinguals have more developed divergent thinking, metalingual skills, have a better ability to focus in complex situations and develop dementia later. What is more, there are visible advantages in the personal and professional area; multilinguals are more open and have better chances at employment (Pevce Semec, et al., 2013, p. 4).

In the year 2016/2017 the instruction of a first foreign language became compulsory in the 2nd grade of every primary school in Slovenia (Official Gazette, no. 20/2014) and in the year 2011/2012 the instruction of a second foreign language became compulsory in the 7th grade of every primary school in Slovenia (Official Gazette, no. 47/2008). Students can choose

between English and German as their first foreign language (Official Gazette, no. 20/2014) and German, Italian, Hungarian, Croatian, French and English as their second foreign language (Official Gazette, no. 47/2008). English is one of the most widespread languages, which is used in science, technology, literature, World Wide Web, and that is the reason why English is also most popular in Slovenian schools (Eržen, et al., 2008, p. 5).

In secondary school, students can continue learning English as their first foreign language if they learnt it in primary school, or they can choose it as the secondary foreign language and start at the beginning (Eržen, et al., 2008, p. 6).

In primary school students learn English for 796 hours all together (Pevac Semec, et al. 2013; Andrin, et al., 2016) and in secondary school for 420 hours (Eržen, et al., 2008).

2.2 Learning a Language

The fundamental basis for studying language acquisition is still Piaget's theory of cognitive development. Characteristics of certain stages in child development have an important influence on first, second or foreign language acquisition.

The *sensorimotor stage*, which takes place in the first two years of the child's life, is very important for speech development. Language skills at this point are more or less physical. The child acts and reacts by imitating and repeating sounds.

In the *preoperative stage*, which lasts from the second to the seventh year, the child starts to verbalise his/her thoughts and actions. However, verbalization is only one of many forms of symbolization; the child expresses his/her ideas also through drawings and imitational, imaginary and symbolic play.

The *concrete operational stage* starts around year seven and lasts until year eleven of the child's life. In this stage he/she is observing, comparing, organising, limiting, and changing the reality. He/she is able to decentralize, generalize and decontextualize. At this stage he/she starts to observe language as a system and this period is thought to be the most appropriate for learning a second language.

The *formal operational stage* lasts from year eleven until year fourteen or sixteen of the child's life and it is a period of acquiring experience and thinking about oneself and his life. Children who have reached this stage are able to use language to express their interests, share creative contents and be linguistically original (Čok, 1999, pp. 15-17).

2.2.1 Language Acquisition vs. Language Learning

Language acquisition and language learning are often assumed to be different processes. The term 'acquisition' is usually related to picking up a language through exposure, while the term 'learning' usually gives the impression of intentionally studying a language (Ellis, 1994, p. 6).

In language acquisition there is no difference in language using and language learning activities because the child uses the language in both cases and simultaneously learns it. While in language learning, the child is aware that he/she is learning a language through activities that are made to fit the classroom environment, but are more or less artificial (debate topics, made up conversations, etc.) (Wilkins, 1976, p. 83).

Ellis summarizes language acquisition as "subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or tutored setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge, but has been largely confined to morphosyntax. The process manifests both variable and invariable features" (Ellis, 1994, p. 6).

2.2.2 The Role of the Mother Tongue

There are some similarities as well as differences in learning a mother tongue, second language and foreign language. *Mother tongue*, known also as the first language, is the language we acquire first and is used in our everyday life. *Second language* is a foreign language that is also needed for communication outside the classroom. For Slovenes, the second language is usually Italian or Hungarian; and Slovene for people of other ethnic minorities living in Slovenia. On the other hand, Children have little or no contact with *foreign language* outside the classroom.

It is often difficult to draw a clear line between first and second language for bilingual children. The distinction between second and foreign language is also not as clear as in theory, especially if the language in question is English. Foreign language is usually not used outside the classroom, however the English language is more and more present in everyday life of children. The amount of exposure to English varies between children and it can cause major differences in children's prior knowledge (Čok, Skela & Kogoj, 1999, pp. 41-43).

It was once assumed that all difficulties that learners of second language face are a result of first language interference. Where the languages were similar, first language would help learning a second language and first language would interfere with second language learning where they were different. This process is called *language transfer* (Ellis, 1994, pp. 6-7).

Transfer happens every time we help ourselves by using previously gained knowledge, habits or experience in a new situation (Razdevšek-Pučko, 1999, p. 45).

Language transfer has been known for several decades now, but has not been much appreciated in research or the classroom. Language researchers were at first convinced that the interference of native language represents a great problem when learning a second language (Karim & Nassaji, 2013, p. 118).

The difficulties that occurred in second language acquisition were then identified by a so called Contrastive Analysis. The basis of this hypothesis was that it was possible to predict what kind of problems the learner would face while acquiring a second language, considering the similarities and differences between the native and second language (Ellis, 1994, p. 7).

These early interpretations of relationship between first and second language learning were highly criticised, mostly by Chomskian Linguistics, who claimed that children possess an inborn capacity to learn language and are not affected by outside factors. Based on this claim, other researchers also argued that adults learn a second language similarly to how children learn the first language and are not affected by the previous knowledge of the first language (Karim & Nassaji, 2013, pp. 118-119).

Recent studies on language transfer give the learner a more important role, where he is the one who decides whether or not something will be transferred from first to second language (Karim & Nassaji, 2013, p. 119; Ellis, 1994, p. 7).

General language aptitude factor presumes that each learner has underlying cognitive abilities that are transferrable between languages and that languages are co-dependent. This means that it is not reasonable to develop writing skills in a second language if they are not fully developed in the first language because the mental operations that are in charge of language learning are the similar for first and every following language acquisition (Čok, Skela & Kogoj, 1999, p. 43). Some studies show that learners may experience cognitive difficulties while learning a second language if they do not reach certain developmental goals in their first language. It is very important that learners experience an uninterrupted cognitive development while acquiring the second language in order to fully understand the role of the first language (Collier, 1995, p. 6).

When learning a language there is often mention of translation. It can be a very useful strategy for interpreting a new linguistic form, however it does not teach meaning. On some occasions it is advisable to use

translation, usually when the new linguistic feature could cause confusion or ambiguity, or at the initial stages of language learning. Once the learner's knowledge advances, the need of mother tongue in the classroom decreases. Translation as a skill has been quite neglected over the recent years. Being able to translate a foreign language can be very useful, however it is a language activity that has to be learnt like any other (Wilkins, 1976, pp. 81-82).

Some research has shown that learners prefer direct composition of texts to translation, although the translation method in writing proved to be more beneficial for learners with lower proficiency levels (Karim & Nassaji, 2013, pp. 125-126).

The use of the mother tongue in the classroom should always be carefully considered because by doing so, we are wasting precious time when we could be exposing learners to the target language (Wilkins, 1976, p. 83).

2.3 Motivation for Foreign Language Learning

Success at foreign language learning depends on motivation that is promoted by school learning. Learning a foreign language that is usually not omnipresent is very different than learning any other subject. Language learning has also a very special effect on the learner's social nature because it involves changes in self-image and adoption of new cultural and social patterns (Skela, Razdevšek-Pučko & Čok, 1999, p. 28).

Motivation to learn a foreign language has a great influence on the learner's achievements and there are various factors that influence the learner's motivation (Ghenghesh, 2010, p. 128).

If motivation originates from the learner, it is called intrinsic motivation. In this case, the learner himself/herself wishes to learn the language because he/she has some internal reasons to do so. Extrinsic motivation happens when someone else encourages the learner to learn. This kind of motivation is much weaker than intrinsic because it depends on the strength of this

external stimulation; which can be parents' and teacher's satisfaction and expectation, grades, popularity among peers, etc. (Skela, Razdevšek-Pučko & Čok, 1999, p. 31)

How successful will a learner be and how much effort he/she will put into learning depends much on the teacher too. Teacher's enthusiasm, level of commitment, choice of activities, teaching methods, and choice of materials are all important factors that have an effect on the learner's motivation (Ghenghesh, 2010, p. 129). What is more, the teacher has an important influence on the learner's self-image and plays an important role in the formation of his/her expectations. Feedbacks, reactions, encouragements and general optimism are crucial in the classroom (Skela, Razdevšek-Pučko & Čok, 1999, p. 32).

3 LANGUAGE LEARNING AND THE MEDIA

3.1 Media and the Internet

Media has become an important part of our everyday lives; they shape our daily routine, keep us company through the day and, for most people, create their personal opinions. They offer us various pieces of information about everything and everyone. Most media allows mass communication, which is available to the general public, regardless of gender, age, race, education, etc. (Erjavec & Volčič, 1999a, pp. 9-11).

In general, media has 4 main functions; *informative* (to give information); *interpretative* (individuals interpret given information by themselves); *socializational* (broadcasting information between generations); and *entertaining* (they offer amusement) (ibid.).

Children encounter media at a very early age and they became quite skilful with their use. In the home environment parents should be the first to introduce media to children and also set boundaries with their usage (Scantlin, 2011, p. 51).

Those children who watch too much television or overuse computers develop a special 'sitting' lifestyle, which can have a negative impact on their further life. They are prone to higher cholesterol levels, obesity, improper brain development and they usually have lower learning abilities (Erjavec & Volčič, 1999b, pp. 12-13).

In the present digital age, every household owns at least one computer. Computers, for some parents, still represent a novelty and a completely new lifestyle. Some kindergartens in Slovenia already integrated computer science into their curriculum, so children can start learning how to properly use computers at a very early age (Zore, 2005, p. 10).

Through time, every technology reaches the point when it becomes indispensable. Internet is slowly reaching that point and that raises many

questions about its influence on people and the general public in the future (Fröhlich, 2013).

First origins of network, that later became the Internet, reach to 1964 and Lawrence Roberts from MIT. A year later the first contract for launching a test network was signed. In thirty years' time the technology, which is today known as the World Wide Web, developed. The Internet has definitely changed our way of life and thinking. Purchase, study and friends are only one click away (ibid.).

According to many studies, the Internet is very useful and is mostly used at work and for staying in touch with friends and family, which means that it creates new social-cultural patterns of interaction and communication (Wessels, 2010, p. 52).

Along with many advantages come also many disadvantages. The Internet can cause addiction, identity theft, problems with concentration and memory, depression, bullying, destruction of relationships, etc. (Fröhlich, 2013; O'Keffe, Clarke-Pearson & Council on Communication and Media, 2011; Subrahmanyam & Greenfield, 2008).

At first, the Internet was accessible only via computer, but today its operation is enabled on many other devices such as tablets, mobile phones and other portable devices and is basically accessible at every step (Subrahmanyam & Greenfield, 2008).

Predictions on the Internet's future vary. The only stable fact is that it will become even more omnipresent, more personalized and it will allow even more long-distant activities (Fröhlich, 2013).

3.2 School and the Internet

When there's talk about the Internet, the first association is usually entertainment, but recent studies have shown that youth is using the Internet also for school matters. More and more children and adolescents use today's technology for studying and school work (Erjavec, 2013).

Instead of fighting against Internet use, schools should take advantage of Internet's popularity and omnipresence. Kitsis (2008) carried out an experiment where she used a blog to start a discussion. She asked a question and students had a few days to reply to that question and discuss other answers. She came to the conclusion that students made maximum effort because their comments were visible to their classmates. Also, students who were reserved in the classroom shared their opinions more freely (Kitsis, 2008).

There is often interest in the teacher's use of the Internet. As most people now, teachers, too, use the Internet for various reasons – from planning lessons, updating language skills, to keeping in touch with friends, family and colleagues, and just for fun (Teeler & Gray, 2000, p. 5). Teachers are also quite frequent users of social media such as Facebook. Learners reported that they have a very positive opinion of such teachers, because they see them as more open and progressive, and they give the impression of being regular human beings (Erjavec, 2013).

With Internet's help, learners have an easier job when creating presentations because it allows them to download templates or create online presentations (PowerPoint, Prezi). Learners also use social networks such as Facebook to talk about school work, homework or they work on school projects. Facebook is also a place where learners can express their frustrations about school and get peer support and encouragement, which is very important in this stage of life (ibid.).

3.3 Internet and Language Learning

Recent developments in technology and the rapid spread of the Internet has offered new opportunities for teaching and learning a foreign language. At first, teachers saw the advantage of the Internet in creating online courses and uploading school materials, but it turned out that the Internet offers much more than just that (Gonzalez-Vera, 2016, p. 52).

Approximately every two decades new generations are formed. There are Baby Boomers, generation X, Y, Z, Nintendo, Wii, silent generation, etc., and they all possess different features, qualities and attributes. The Y generation, born between 1980 and 1999, is very sociable, multi-tasking and interested in technology (Bozavli, 2016, p. 70).

Generation Z, born after 2000, also known as the Net or e-Generation, is even more familiar with modern technology. This generation is born into the world of computers, videogames, smartphones, Internet and all other technological goodies of the digital age (Bozavli, 2016, p. 70; Gonzalez-Vera, 2016, p. 52).

These generations have different learning styles because they are highly affected by the digital culture. They are more interested in active learning, are more aural types, possess more learning skills and are able to easily multitask (Bozavli, 2016, pp. 74; Gonzalez-Vera, 2016, p. 52).

One of the greatest advantages of the Internet is that it offers authentic materials for language learning. Students can place themselves in the role of a movie critic, product reviewer, blogger, etc. There are also various useful sites that stimulate creativity, pair work and motivation. The only requirement is proper equipment, access to the Internet and a teacher that is prone to classroom Internet inclusion (Chinnery, 2014).

The Internet also offers a range of topics, so something interesting for everyone can always be found there. There is even an increasing number of materials that are designed precisely for learning foreign languages. Another advantage of Internet materials is that they are not outdated, which can easily happen with course books. What is more, course books are less personalized, whereas on the Internet, the teacher can choose a particular topic to fit the classroom best (Teeler & Grey, 2000, p. 36).

With his research, Bozavli (2016) established that generation Y possesses more learning skills, is better in written comprehension and expression and is not afraid of making mistakes while learning a language. He points out that classroom language learning is too grammar-based and should thus be

more communication-oriented. Schools should also encourage learners to participate in exchange programs to be able to use the foreign language as much and as often as possible. Being keen on technology, generation Y has established a new learning system. Learners are in constant contact with technology and if they acquire enough learning competences, they can be very successful at learning a foreign language online (Bozavli, 2016, pp. 74-75).

The Internet and technology can also serve as motivation boosters in a foreign language classroom. Since learning a language is not an easy task, motivation plays an important role here and engaging learners in learning a language is considerably easier when they are played movies and music and exposed to other real life situations that happen online. Learners are often thrilled with computer use in the classroom, and many researchers have found that computers have a positive impact on learning and it can help weaker learners to be more motivated and creative. Learners in Genc İlter's study confirmed that computer-based learning boosts motivation, is more enjoyable and that a computer connected projector is the most important piece of equipment in a classroom (Genc İlter, 2009, pp. 136-155).

However, no matter how interesting the online materials are, not even the best computer can be a substitute for a teacher. The teacher is still the one who prepares and organizes lessons and guides learners (Teeler & Gray, 2000).

4 TRANSLATION IN EFL CLASSROOM

There are many different opinions on including translation in foreign language learning and teaching. Vermes (2010) presents many pros and cons on this matter and his conclusion is that “there are no fundamental reasons for its exclusion.” (p. 91)

There are two types of translation in general. One is *pedagogical* translation and the other is *real* translation. The main difference between them relates to three fields: the function, the object and the addressee. Pedagogical translation focuses on improving learner’s language proficiency, and the translated text is meant for the language teacher to examine the learner’s knowledge and proficiency. In real translation, however, the translated text is the goal of the translation process and the addressee is the target reader (Vermes, 2010, p. 83).

School translation is always language oriented and its intention is to help learner focus on linguistic structure and differences and similarities in morphology, syntax, semantics and pragmatics between languages (Vermes, 2010; Pan & Pan, 2012).

Pan & Pan (2012, p. 5) also argue that translation “can be used as a cognitive, memory, affective, communicative, and compensatory learning strategy to boost learning effects, on the one hand. On the other hand, it can help develop reading and writing skills.” The interchangeable usage of L1 and L2 also helps build a more relaxed atmosphere because learners do not have to worry so much about their English competence and they participate better than if the only language allowed is English. The use of translation in language learning is also a natural process, which is why complete elimination is not possible (Pan & Pan, 2012).

4.1 Google Translate Tool

The need for translation between human languages has been present for thousands of years. Translating from one language to another is a very

demanding job and it requires knowledge of the vocabulary and the subject of translation in general. Translation is therefore difficult for man as it is for a machine. Computer translation though, saves a lot of time and money (Trujillo, 1999, pp. 3-4).

Machine translation has four basic types of translation demands – *dissemination*, *assimilation*, *interchange* and *information access*. Translations concerning dissemination are usually the ones that require higher quality translation and have to be revised by a human translator because it is usually meant for publishing. In the case of assimilation translations the quality does not have to be as high as with the previous type because the main focus here is that the user himself/herself understands the translation. Machine translation for the purpose of interchange concerns translation of Web pages, instant messages and e-mails and should be instant. Speech translation belongs here and is also rapidly developing. Machine translation for information access wishes to integrate translation software for the purpose of retrieving information of various documents, bibliographical information and other data all over the EU no matter the language (Hutchins, 2003, pp. 6-7).

In spirit of understanding foreign nations and with the spread of the World Wide Web, the need for fast, easy and accessible translation arose. Google first started providing an online service that could translate eight languages to English and vice versa in 2001 (Och, 2012).

Google Translate can translate not only words, but whole sentences, phrases, paragraphs or even Web pages. It works on the principle of finding the most accurate pattern between translations made by people. The translation quality thus depends on a number of translations that have already been made by people (Ghasemi & Hashemian, 2016, pp. 13-14).

Over the years, the number of languages that Google Translate was able to translate increased and has now reached the number 103, and translate.google.com has now over 200 million active monthly users (Shankland, 2013; Turovsky, 2016).

II EMPIRICAL PART

5 PURPOSE OF THE STUDY

The school system strives to form competent individuals who will possess enough knowledge to present themselves as skilled on the job market and will fit into society well. Mastering a foreign language is a great advantage, especially if the language in question is English. English is being taught from primary school on, and students have undoubtedly found different means of help with their studies. One of the tools that is extremely popular with students at present is Google Translate, which will be the main focus of this research.

In the empirical part I wish to find out if dictionary use and time spent on the Internet influence the grade at English, what students' habits of dictionary and Internet use are, and to closely analyse the students' perception of Google Translate translations. I am particularly interested in differences according to:

- gender,
- school students attend (primary, secondary),
- grade at English and
- time spent on the Internet.

6 DETAILED DEFINITION OF THE RESEARCH PROBLEM

6.1 Research Questions

The present thesis attempts to answer the following research questions:

1. How satisfied are the students with their grade at English?
 - 1.1 Are there any differences between students according to gender, school they attend, grade at English and time spent on the Internet?

2. What are the habits of dictionary use among students?
 - 2.1 Are there any differences between students according to gender, school they attend, grade at English and time spent on the Internet?
3. How much time do students spend on the Internet?
 - 3.1 Are there any differences between students according to gender, school they attend and grade at English?
4. How do students perceive the Google Translate translations?
 - 4.1 Are there any differences between students according to gender, school they attend, grade at English and time spent on the Internet?

6.2 Research Hypotheses

Hypothesis 1 (H1): Students with better grades and primary school students spend less time on the Internet.

Hypothesis 2 (H2): Primary school students are more frequent users of dictionaries.

Hypothesis 3 (H3): Perception of Google Translate translation improves with age, grade and the Internet use.

7 METHODOLOGY

7.1 Research Method

I used descriptive and causal non-experimental method of empirical pedagogical research.

7.2 Research Sample

The research is based on a non-random, convenient sample of students in the school year 2015/2016. Students that participated in the research

attended year 7 of primary school Osnovna šola Zreče and year 3 of secondary school Gimnazija Slovenske Konjice.

Gender	f	f%
Male	47	41.6%
Female	66	58.4%
Total	113	100.0%

Table 1: Frequencies (f) and percentages (f %) of students according to gender.

A total of 113 students participated in the questionnaire. 58.4% of them were females and 41.6% were males. The difference between gender is small and I can define the sample as appropriate.

School	f	f%
Primary school	56	49.6%
Secondary school	57	50.4%
Total	113	100.0%

Table 2: Frequencies (f) and percentages (f %) of students according to school.

49.6% of the sample represent primary school students and 50.4% are secondary school students. Here, again, the difference is considerably small and I can define the sample as appropriate.

Grade at English	f	f%
1	2	1.8%
2	14	12.4%
3	38	33.6%
4	40	35.4%
5	19	16.8%
Total	113	100.0%

Table 3: Frequencies (f) and percentages (f %) of students according to their grade at English.

The majority of students involved in the study has grade 3 (33.6%) or 4 (35.4%) at English language. They are followed by students that reached grade 5 (16.8%) and 2 (12.4%) and the last place is occupied by students with grade 1 (1.8%).

7.3 Characteristics of the Content and Methodology of the Instruments

1. Page content of the survey

The first part of the questionnaire consists of questions of objective facts that involve gender (Q1), school they attend (Q2), grade at English (Q3), satisfaction with the grade at English (Q4), dictionary use (Q5) and time spent on the Internet (Q6). All questions are closed-ended.

The second part of the questionnaire consists of a table of randomly selected 15 sentences along with their translations from the Google Translate site. This part of the questionnaire is a test of students' perception of correct and incorrect translations. Translations were retrieved on 8 June 2016.

2. Metric characteristics of the survey

Validity of the questionnaire was ensured with a thorough review of literature and with the mentor's help.

Reliability of the questionnaire was ensured with precise instructions and specific questions.

Objectivity of the questionnaire was ensured with closed-end questions. Respondents were not influenced while filling in the questionnaire.

7.4 Data Processing Procedures

The data, collected with the questionnaire, was entered and processed with the help of SPSS v20 software.

Results are presented in tables.

For processing statistical data the following methods were used:

- frequency distribution (absolute (f) and percentage (f%) values),
- Chi-square (χ^2).

8 RESULTS AND INTERPRETATION

The results of the research are presented in two parts. The first part focuses on analysing students' grades at English and their habits of dictionary and Internet use. In the second part, the main focus is on the analysis of students' perception of translations from the Google Translate site.

8.1 Analysis of Students' Grades and Habits of their Dictionary and Internet Use

8.1.1 Satisfaction with the Grade at English

In the following, the results to the question of satisfaction with the grade at English language are presented.

Satisfaction with the grade at English	f	f%
My grade is adequate.	89	78.8%
My grade is inadequate, I deserve more.	23	20.4%
My grade is inadequate, I deserve less.	1	0.9%
Total	113	100.0%

Table 4: Frequencies (f) and percentages (f %) of students according to the satisfaction with the grade at English.

The majority of students agrees with their grade at English, saying it is adequate (87.8%). There are 20.4% of students who are not satisfied with their grade at English, saying they deserve more and only 0.9% of students said that their grade at English is inadequate and they deserve less.

Satisfaction with the grade at English		Gender		Total
		Male	Female	
My grade is adequate.	f	35	54	89
	f%	74.5%	81.8%	78.8%
My grade is inadequate, I deserve more.	f	12	11	23
	f%	25.5%	16.7%	20.4%
My grade is inadequate, I deserve less.	f	0	1	1
	f%	0.0%	1.5%	0.9%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 2,307; P = 0.315		

Table 5: Chi-square test results on differences in students' satisfaction with the grade at English based on gender.

Table above shows no statistically significant differences (P = 0.315) between students' satisfaction with their grade at English according to gender.

Satisfaction with the grade at English		School		Total
		Primary school	Secondary school	
My grade is adequate.	f	48	41	89
	f%	85.7%	71.9%	78.8%
My grade is inadequate, I deserve more.	f	7	16	23
	f%	12.5%	28.1%	20.4%
My grade is inadequate, I deserve less.	f	1	0	1
	f%	1.8%	0.0%	0.9%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 5.546; P = 0.062		

Table 6: Chi-square test results on differences in students' satisfaction with the grade at English based on school.

Chi-square test results show no statistically significant differences between students' satisfaction with their grade according to school they attend, although there is a tendency ($P = 0.062$), meaning that students in primary school are more satisfied with their grade at English than students in secondary school.

Satisfaction with the grade at English		Grade at English					Total
		1	2	3	4	5	
My grade is adequate.	f	2	9	28	31	19	89
	f %	100%	64.3%	73.7%	77.5%	100.0%	78.8%
My grade is inadequate, I deserve more.	f	0	5	10	8	0	23
	f %	0.0%	35.7%	26.3%	20.0%	0.0%	20.4%
My grade is inadequate, I deserve less.	f	0	0	0	1	0	1
	f %	0.0%	0.0%	0.0%	2.5%	0.0%	0.9%
Total	f	2	14	38	40	19	113
	f %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	χ^2 (LR) = 14.197; $P = 0.077$						

Table 7: Chi-square test results on differences in students' satisfaction with the grade at English based on the grade at English.

There are also no statistically significant differences between students' satisfaction with their grade at English according to their grade at English, but there is a light tendency ($P = 0.077$) which seems to suggest that students with grades 3 and 4 think they deserve more.

Satisfaction with the grade at English		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
My grade is adequate.	f	15	25	22	27	89
	f%	83.3%	78.1%	68.8%	87.1%	78.8%
My grade is inadequate, I deserve more.	f	2	7	10	4	23
	f%	11.1%	21.9%	32.2%	12.9%	20.4%
My grade is inadequate, I deserve less.	f	1	0	0	0	1
	f%	5.6%	0.0%	0%	0.0%	0.9%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square result	test	χ^2 (LR) = 7.929; P = 0.243				

Table 8: Chi-square test results on differences in students' satisfaction with the grade at English based on the time spent on the Internet.

There are no statistically significant differences ($P = 0.243$) in students' satisfaction with their grade at English according to the time they spend on the Internet.

8.1.2 Dictionary Use

I was also interested in the dictionaries the students most often use.

Most often used dictionary	f	f%
Online	52	46.0%
Mobile	15	13.3%
Printed	15	13.3%
All listed	13	11.5%

I don't use dictionaries.	18	15.9%
Total	113	100.0%

Table 9: Frequencies (f) and percentages (f %) of students according to the dictionaries they use most often.

Most dictionaries the students use are online dictionaries (46.0%), followed by mobile (13.3%) and printed dictionaries (13.3%), and 11.5% of students stated they combine the use of all listed dictionaries. Quite a high number of students claim that they do not use dictionaries (15.9%).

Most often used dictionary		Gender		Total
		Male	Female	
Online	f	21	31	52
	f%	44.7%	47.0%	46.0%
Mobile	f	4	11	15
	f%	8.5%	16.7%	13.3%
Printed	f	6	9	15
	f%	12.8%	13.6%	13.3%
All listed	f	3	10	13
	f%	6.4%	15.2%	11.5%
I don't use dictionaries.	f	13	5	18
	f%	27.7%	7.6%	15.9%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 10.208$; P = 0.037		

Table 10: Chi-square test results on differences in most often used dictionaries based on gender.

The Chi-square test showed statistically significant differences (P = 0.037) in most often used dictionaries according to gender.

Girls are in general more frequent users of dictionaries, whereas a higher percentage of boys stated that they do not use dictionaries at all (27.7%). Girls use online, mobile, printed and all listed dictionaries more frequently

than boys. I conclude that girls are more thorough with their studies and that is why they use dictionaries more often than boys.

Most often used dictionary		School		Total
		Primary	Secondary	
Online	f	26	26	52
	f%	46.4%	45.6%	46.0%
Mobile	f	2	13	15
	f%	3.6%	22.8%	13.3%
Printed	f	13	2	15
	f%	23.3%	3.5%	13.3%
All listed	f	6	7	13
	f%	10.7%	12.3%	11.5%
I don't use dictionaries.	f	9	9	18
	f%	16.1%	15.8%	15.9%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 16.203$; $P = 0.003$		

Table 11: Chi-square test results on differences in most often used dictionaries based on school.

There are statistically significant differences ($P = 0.003$) in most used dictionaries according to school the students are attending.

The results show that a higher percentage of secondary school students (22.8%) uses mobile dictionaries and I believe that this is because they find mobile phones more handy and they dare to use them during classes, whereas primary school students sometimes do not even own mobile phones or are not allowed to use them during class.

The result that primary school students are more frequent users of printed dictionaries (23.3%) than secondary school students confirms H2. Printed dictionaries are often available (sometimes even necessary) at language learning classes and they are more promoted by teachers than any other

type of dictionary. In primary school, students are also taught how to use dictionaries and I believe that could also contribute to the obtained results.

Most often used dictionary		Grade at English					Total
		1	2	3	4	5	
Online	f	1	5	21	21	4	52
	f %	50.0%	35.7%	55.3%	52.5%	21.1%	46.0%
Mobile	f	0	1	5	6	3	15
	f %	0.0%	7.1%	13.2%	15.0%	15.8%	13.3%
Printed	f	0	1	4	6	4	15
	f %	0.0%	7.1%	10.5%	15.0%	21.1%	13.3%
All listed	f	0	2	4	3	4	13
	f %	0.0%	14.3%	10.5%	7.5%	21.1%	11.5%
I don't use dictionaries	f	1	5	4	4	4	18
	f %	50.0%	35.7%	10.5%	10.0%	21.1%	15.9%
Total	f	2	14	38	40	19	113
	f %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Chi-square test result	χ^2 (LR) = 15.817; P = 0.466						

Table 12: Chi-square test results on differences in most often used dictionaries based on grade at English.

There are no statistically significant differences ($P = 0.466$) in most frequently used dictionaries according to the grade students have at English, which means that use of dictionary does not contribute to better grades.

Most often used dictionary		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Online	f	6	13	16	17	52
	f%	33.3%	40.6%	50.0%	54.8%	46.0%
Mobile	f	1	4	6	4	15
	f%	5.6%	12.5%	18.8%	12.9%	13.3%
Printed	f	5	5	4	1	15
	f%	27.8%	15.6%	12.5%	3.2%	13.3%
All listed	f	5	6	1	1	13
	f%	27.8%	18.8%	3.1%	3.2%	11.5%
I don't use dictionaries.	f	1	4	5	8	18
	f%	5.6%	12.5%	15.6%	25.8%	15.9%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square result	test	χ^2 (LR) = 21.915; P = 0.038				

Table 13: Chi-square test results on differences in most often used dictionaries based on time spent on the Internet.

The table 13 shows that there are statistically significant differences ($P = 0.038$) in most often used dictionaries according to time students spend on the Internet.

Students that spend more than 2 hours on the Internet, more often use online dictionaries (54.8%), or do not use them at all (25.8%). Students that spend a lot of time on the Internet find it more practical to use online dictionaries, or on the other hand do not even bother with the use of dictionaries because they use the Internet for other activities.

Among students that spend up to half an hour on the Internet the most frequently used dictionaries are online dictionaries (33.3%), printed ones (27.8%) and all combined (27.8%).

To conclude, the more time the students spend on the Internet, the more they are in favour of online dictionaries or none at all, and the less time they spend on the Internet the more they actually use dictionaries of all listed kinds.

8.1.3 Time Spent on the Internet

Another matter that I was interested in was the time students spend on the Internet on a daily basis.

Time spent on the Internet	f	f%
Up to half an hour	18	15.9%
From half an hour to one hour	32	28.3%
From one hour to two hours	32	28.3%
More than two hours	31	27.4%
Total	113	100.0%

Table 14: Frequencies (f) and percentages (f %) of students according to time spent on the Internet.

Majority of students spend from half an hour to one hour (28.3%) or to two hours (28.3%) on the Internet and there is also a considerable amount of students that spend more than two hours (27.4%) on the Internet.

Studies show that the Internet users have more friends and acquaintances compared to non-users (Wessels, 2010), so it is highly possible that students spend time on the Internet simply to socialize. On the other hand, the Internet is full of traps, it can be very addictive and can cause troubles with concentration (Fröhlich, 2013). The fact that a lot of students spend more than two hours on the Internet on a daily basis is quite alarming. It

would be good to know what exactly are they doing on the Internet and if they are acquainted with safety issues.

Time spent on the Internet		Gender		Total
		Male	Female	
Up to half an hour	f	5	13	18
	f%	10.6%	19.7%	15.9%
From half an hour to one hour	f	13	19	32
	f%	27.7%	28.8%	28.3%
From one hour to two hours	f	11	21	32
	f%	23.4%	31.8%	28.3%
More than two hours	f	18	13	31
	f%	38.3%	19.7%	27.4%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 5.575$; $P = 0.134$		

Table 15: Chi-square test results on differences in time students spend on the Internet based on gender.

The results show no statistically significant differences ($P = 0.134$) in time students spend on the Internet according to gender. Boys as well as girls spend equal amounts of time on the Internet.

Time spent on the Internet		School		Total
		Primary	Secondary	
Up to half an hour	f	13	5	18
	f%	23.5%	8.8%	15.9%
From half an hour to one hour	f	24	8	32
	f%	42.9%	14.0%	28.3%
	f	9	23	32

From one hour to two hours	f%	16.1%	40.4%	28.3%
More than two hours	f	10	21	31
	f%	17.9%	36.8%	27.4%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 21.577$; P = 0.000		

Table 16: Chi-square test results on differences in time students spend on the Internet based on school.

Results of the Chi-square test show statistically significant differences (P = 0.000) in time students spend on the Internet according to school they are attending.

Primary school students spend considerably less time on the Internet than secondary school students. The majority of primary school students spend from half an hour to one hour (42.9%) on the Internet, meanwhile the majority of secondary school students spend from one hour to two hours (40.4%) on the Internet. I can partially confirm H1 which says that the primary school students spend less time on the Internet.

It is good to know that younger children spend less time on the Internet, however it is impossible to radically reduce the use of Internet in present times. According to Scantlin (2011, p. 57), the use of Internet and mobile phones increases with age. She states that activities that children engage in can have an important role in their development and it is scientifically proven that educational contents can help students be more successful in school.

Time spent on the Internet		Grade at English					Total
		1	2	3	4	5	
Up to half an hour	f	1	3	7	4	3	18
	f%	50.0%	21.4%	18.4%	10.0%	15.8%	15.9%

From half an hour to one hour	f	0	6	8	12	6	32
	f%	0.0%	42.9%	21.1%	30.0%	31.6%	28.3%
From one hour to two hours	f	0	3	12	13	4	32
	f%	0.0%	21.4%	31.6%	32.5%	21.1%	28.3%
More than two hours	f	1	2	11	11	6	31
	f%	50.0%	14.3%	28.9%	27.5%	31.6%	27.4%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	χ^2 (LR) = 8.910; P = 0.711						

Table 17: Chi-square test results on differences in time students spend on the Internet based on grade at English.

Spending time on the Internet has no impact on the grade students have at English as the Chi-square test result shows no statistically significant differences (P = 0.711).

8.2 Analysis of students' perception of Google Translate translations

The analysis of students' perception of Google Translate translations is divided into two parts. I first grouped the correct and incorrect translations and analysed them based on students' gender, school, grade at English and time spent on the Internet.

8.2.1 Analysis of Students' Perception of Correct Google Translate Translations

- **Translation 1 (T1):**

Rad ima živali, še posebej konje.

He likes animals, especially horses.

T1	f	f%
Yes	104	92.0%
No	9	8.0%
Total	113	100.0%

Table 18: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 1.

The majority of students (92.0%) agreed that the translation is indeed correct.

T1		Gender		Total
		Male	Female	
Yes	f	45	59	104
	f%	95.7%	89.4%	92.0%
No	f	2	7	9
	f%	4.3%	10.6%	8.0%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	χ^2 (LR) = 1.622; P = 0.203		

Table 19: Chi-square test results on differences between students in agreeing or disagreeing with T1 based on their gender.

There are no statistically significant differences (P = 0.203) between students in agreeing or disagreeing with translation 1 according to their gender.

T1		School		Total
		Primary	Secondary	
Yes	f	50	54	104
	f%	89.3%	94.7%	92.0%
No	f	6	3	9
	f%	10.7%	5.3%	8.0%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 1.164; P = 0.281		

Table 20: Chi-square test results on differences between students in agreeing or disagreeing with T1 based on the school they attend.

There are no statistically significant differences (P = 0.281) between students in agreeing or disagreeing with translation 1 according to the school they attend.

T1		Grade at English					Total
		1	2	3	4	5	
Yes	f	2	11	34	38	19	104
	f%	100.0%	78.6%	89.5%	95.0	100.0%	92.0%
No	f	0	3	4	2	0	9
	f%	0.0%	21.4%	10.5%	5.0	0.0%	8.0%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 6.803; P = 0.147					

Table 21: Chi-square test results on differences between students in agreeing or disagreeing with T1 based on their grade at English.

There are no statistically significant differences (P = 0.147) between students in agreeing or disagreeing with translation 1 according to their grade at English.

T1		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	15	29	31	29	104
	f%	83.3%	90.6%	96.9%	93.5%	92.0%
No	f	3	3	1	2	8
	f%	16.7%	9.4%	3.1%	6.5%	7.1%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 2.942; P = 0.401				

Table 22: Chi-square test results on differences between students in agreeing or disagreeing with T1 based on the time they spend on the Internet.

There are no statistically significant differences ($P = 0.401$) between students in agreeing or disagreeing with translation 1 according to the time they spend on the Internet.

- **Translation 2 (T2):**

Rad imam svoje starše in oni imajo radi mene.

I love my parents and they love me.

T2	f	f%
Yes	105	92.9%
No	8	7.1%
Total	113	100.0%

Table 23: Frequencies (f) and percentages (f%) of students according to the agreeing or disagreeing with translation 2.

The majority of students (92.9%) agreed that T2 is translated correctly.

T2		Gender		Total
		Male	Female	
Yes	f	45	60	105
	f%	95.7%	90.9%	92.9%
No	f	2	6	8
	f%	4.3%	9.1%	7.1%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 1.033; P = 0.309		

Table 24: Chi-square test results on differences between students in agreeing or disagreeing with T2 based on their gender.

There are no statistically significant differences (P = 0.309) between students in agreeing or disagreeing with translation 2 according to their gender.

T2		School		Total
		Primary	Secondary	
Yes	f	51	54	105
	f%	91.1%	94.7%	92.9%
No	f	5	3	0
	f%	8.9%	5.3%	7.1%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 0.582; P = 0.445		

Table 25: Chi-square test results on differences between students in agreeing or disagreeing with T2 based on the school they attend.

There are no statistically significant differences (P = 0.445) between students in agreeing or disagreeing with translation 2 according to the school they attend.

T2		Grade at English					Total
		1	2	3	4	5	
Yes	f	2	14	36	35	18	105
	f%	100.0%	100.0%	94.7%	87.5%	94.7%	92.9%
No	f	0	0	2	5	1	8
	f%	0.0%	0.0%	5.3%	12.5%	5.3%	7.1%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 4.139; P = 0.387					

Table 26: Chi-square test results on differences between students in agreeing or disagreeing with T2 based on their grade at English.

There are no statistically significant differences (P = 0.387) between students in agreeing or disagreeing with translation 2 according to their grade at English.

T2		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	15	32	28	30	105
	f%	83.3%	100.0%	87.5%	96.8%	92.9%
No	f	3	0	4	1	8
	f%	16.7%	0.0%	12.5%	3.2%	7.1%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 8.618; P = 0.035				

Table 27: Chi-square test results on differences between students in agreeing or disagreeing with T2 based on the time they spend on the Internet.

There are statistically significant differences ($P = 0.035$) between students in agreeing or disagreeing with translation 2 according to the time they spend on the Internet.

16.7% of students that spend up to half an hour on the Internet and 12.5% of students that spend from one hour to two hours on the Internet think that this translation is translated incorrectly. The reason could be that the students who spend less time on the Internet are students with lower grades and they spend more time studying and struggle with English more than those who have more time to spend on the Internet.

- **Translation 3 (T3):**

Kdor čaka, dočaka.

Good things come to those who wait.

T3	f	f%
Yes	90	79.6%
No	23	20.4%
Total	113	100.0%

Table 28: Frequencies (f) and percentages ($f\%$) of students according to the agreeing or disagreeing with translation 3.

There is a minor difference between yes and no answers, but the majority of students (79.6%) thinks translation T3 is correct.

This was a tricky translation because it is quite demanding to translate sayings into other languages, and I think Google Translate managed to get really close to the actual meaning of the saying in Slovene, so I considered this translation a correct one.

T3		Gender		Total
		Male	Female	
Yes	f	36	54	90
	f%	76.6%	81.8%	79.6%
No	f	11	12	23
	f%	23.4%	18.2%	20.4%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 0.462$; $P = 0.497$		

Table 29: Chi-square test results on differences between students in agreeing or disagreeing with T3 based on their gender.

There are no statistically significant differences ($P = 0.497$) between students in agreeing or disagreeing with translation 3 according to their gender.

T3		School		Total
		Primary	Secondary	
Yes	f	38	52	90
	f%	67.9%	91.2%	79.6%
No	f	18	5	23
	f%	32.1%	8.8%	20.4%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 9.517$; $P = 0.002$		

Table 30: Chi-square test results on differences between students in agreeing or disagreeing with T3 based on the school they attend.

There are statistically significant differences ($P = 0.002$) between students in agreeing or disagreeing with translation 3 according to the school they attend.

There are considerably more primary school students who think this translation is incorrect (32.1%) than secondary school students (8.8%). The result was somewhat expected because some sayings are taught in school and other are not and it is possible that students of primary school have not yet come across this saying. Also a longer period of exposure to English language makes one more susceptible to certain phrases, sayings and other interesting structures.

T3		Grade at English					Total
		1	2	3	4	5	
Yes	f	2	7	29	33	19	90
	f%	100.0%	50.0%	76.3%	82.5%	100.0%	79.6%
No	f	0	7	9	7	0	23
	f%	0.0%	50.0%	23.7%	17.5%	0.0%	20.4%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 16.082; P = 0.003					

Table 31: Chi-square test results on differences between students in agreeing or disagreeing with T3 based on their grade at English.

There is a statistically significant difference (P = 0.003) between students in agreeing or disagreeing with translation 3 according to their grade at English.

Grades are an important factor when language features are in question. Students with lower grades struggled with this translation more than students with higher grades. I was surprised, though, to see that the two students who stated their grade is 1 decided that this translation is, indeed, correct. Students with higher grades at English are probably more gifted for learning the language and had less trouble with deciding whether the translation is correct or incorrect.

T3		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	12	25	27	26	90
	f%	66.7%	78.1%	84.4%	83.9%	79.6%
No	f	6	7	5	5	23
	f%	33.3%	21.9%	15.6%	16.1%	20.4%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 2.699$; $P = 0.440$				

Table 32: Chi-square test results on differences between students in agreeing or disagreeing with T3 based on the time they spend on the Internet.

There are no statistically significant differences ($P = 0.440$) between students in agreeing or disagreeing with translation 3 according to the time they spend on the Internet.

- **Translation 4 (T4):**

Legenda pravi, da globoko v začaranem gozdu še vedno živijo vilinci, ki čakajo na rešitelja.

Legend has it that deep in the enchanted forest still live fairies, who are waiting for a savior.

T4	f	f%
Yes	43	38.1%
No	70	61.9%
Total	113	100.0%

Table 33: Frequencies (f) and percentages (f%) of students according to the agreeing or disagreeing with translation 4.

The majority of students (61.9%) disagree with the correctness of the translation.

This translation is longer and this might be the reason students struggled with its correctness. What is more, expressions like “legend has it”, “enchanted forest”, “fairies” and “savior” are not very every-day-like and are maybe more familiar to fantasy book readers. This could be an indicator that students do not read so much or at least they do not read fantasy books.

T4		Gender		Total
		Male	Female	
Yes	f	15	28	43
	f%	31.9%	42.4%	38.1%
No	f	32	38	70
	f%	68.1%	57.6%	61.9%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 1.286$; $P = 0.257$		

Table 34: Chi-square test results on differences between students in agreeing or disagreeing with T4 based on their gender.

There are no statistically significant differences ($P = 0.257$) between students in agreeing or disagreeing with translation 4 according to their gender.

T4		School		Total
		Primary	Secondary	
Yes	f	19	24	43
	f%	33.9%	42.1%	38.1%
No	f	37	33	70
	f%	66.1%	57.9%	61.9%

Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 0.801$; $P = 0.371$		

Table 35: Chi-square test results on differences between students in agreeing or disagreeing with T4 based on the school they attend.

There are no statistically significant differences ($P = 0.371$) between students in agreeing or disagreeing with translation 4 according to the school they are attending.

T4	Grade at English					Total	
		1	2	3	4		5
Yes	f	1	2	15	21	4	43
	f%	50.0%	14.3%	39.5%	52.5%	21.1%	38.1%
No	f	1	12	23	19	15	70
	f%	50.0%	85.7%	60.5%	47.5%	78.9%	61.9%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result		$\chi^2 = 9.380$; $P = 0.052$					

Table 36: Chi-square test results on differences between students in agreeing or disagreeing with T4 based on their grade at English.

There are statistically significant differences ($P = 0.052$) between students in agreeing or disagreeing with translation 4 according to their grade at English.

The majority of students, who agree with translation 4, has grade 4 (52.2%) and I assume these students read more books than the others. What surprised me, is the percentage of students that disagree with the translation and have grade 5 (78.9%).

It would be interesting to ask the students also what exactly they thought was wrong with the translation to get a deeper insight into their perception of translations.

T4		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	8	11	15	9	43
	f%	44.4%	34.4%	46.9%	29.0%	38.1%
No	f	10	21	17	22	70
	f%	55.6%	65.6%	53.1%	71.0%	61.9%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 2.622$; $P = 0.454$				

Table 37: Chi-square test results on differences between students in agreeing or disagreeing with T4 based on the time they spend on the Internet.

There are no statistically significant differences ($P = 0.454$) between students in agreeing or disagreeing with translation 4 according to the time they spend on the Internet.

- **Translation 5 (T5):**

Ko sem se danes zjutraj zbudil, je deževalo.

When I woke up this morning, it was raining.

T5	f	f%
Yes	100	88.5%
No	13	11.5%
Total	113	100.0%

Table 38: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 5.

The majority of students (88.5%) agree that the translation is correct.

T5		Gender		Total
		Male	Female	
Yes	f	40	60	100
	f%	85.1%	90.9%	88.5%
No	f	7	6	13
	f%	14.9%	9.1%	11.5%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 0.908$; $P = 0.341$		

Table 39: Chi-square test results on differences between students in agreeing or disagreeing with T5 based on their gender.

There are no statistically significant differences ($P = 0.341$) between students in agreeing or disagreeing with translation 5 according to their gender.

T5		School		Total
		Primary	Secondary	
Yes	f	46	54	100
	f%	82.1%	94.7%	88.5%
No	f	10	3	13
	f%	17.9%	5.3%	11.5%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 4.401$; $P = 0.036$		

Table 40: Chi-square test results on differences between students in agreeing or disagreeing with T5 based on the school they attend.

There are statistically significant differences (0.036) between students in agreeing or disagreeing with translation 5 according to the school they are attending.

More secondary school students agree with translation (94.7%). I believe primary school students have not had enough practice with this structure and that is the reason there are more primary school students who do not agree with the correctness of this translation (17.9%).

T5		Grade at English					Total
		1	2	3	4	5	
Yes	f	2	12	33	35	18	100
	f%	100.0%	85.7%	86.8%	87.5%	94.7%	88.5%
No	f	0	2	5	5	1	13
	f%	0.0%	14.3%	13.2%	12.5%	5.3%	11.5%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 1.614; P = 0.806					

Table 41: Chi-square test results on differences between students in agreeing or disagreeing with T5 based on their grade at English.

There are no statistically significant differences (P = 0.806) between students in agreeing or disagreeing with translation 5 according to their grade at English.

T5		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	15	29	29	27	100
	f%	83.3%	90.6%	90.6%	87.1%	88.5%
No	f	3	3	3	4	13
	f%	16.7%	9.4%	9.4%	12.9%	11.5%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-square test result	χ^2 (LR) = 0.781; P = 0.854
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Table 42: Chi-square test results on differences between students in agreeing or disagreeing with T5 based on the time they spend on the Internet.

There are no statistically significant differences (P = 0.854) between students in agreeing or disagreeing with translation 5 according to the time they spend on the Internet.

- **Translation 6 (T6):**

Uporaba na lastno odgovornost.

Use at your own risk.

T6	f	f%
Yes	94	83.2%
No	19	16.8%
Total	113	100.0%

Table 43: Frequencies (f) and percentages (f%) of students according to the agreeing or disagreeing with translation 6.

The majority of students agrees that the translation is correct (83.2%).

This translation is also a very common phrase that Google Translate managed to translate correctly and it was excellent to find out that the majority of students is rather familiar with this expression. It can usually be found on different appliances that are present in our homes, so the phrase is not completely unknown to young people.

T6	Gender		Total	
	Male	Female		
Yes	f	38	56	94
	f%	80.9%	84.8%	83.2%

No	f	9	10	19
	f%	19.1%	15.2%	16.8%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 0.314$; $P = 0.575$			

Table 44: Chi-square test results on differences between students in agreeing or disagreeing with T6 based on their gender.

There are no statistically significant differences ($P = 0.575$) between students in agreeing or disagreeing with translation 6 according to their gender.

T6		School		Total
		Primary	Secondary	
Yes	f	48	46	94
	f%	85.7%	80.7%	83.2%
No	f	8	11	19
	f%	14.3%	19.3%	16.8%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 0.507$; $P = 0.476$			

Table 45: Chi-square test results on differences between students in agreeing or disagreeing with T6 based on the school they attend.

There is no statistically significant differences ($P = 0.476$) between students in agreeing or disagreeing with translation 6 according to the school they are attending.

T6		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	10	30	34	19	94
	f%	50.0%	71.4%	78.9%	85.0%	100.0%	83.2%

No	f	1	4	8	6	0	19
	f%	50.0%	28.6%	21.1%	15.0%	0.0%	16.8%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	χ^2 (LR) = 9.907; P = 0.042						

Table 46: Chi-square test results on differences between students in agreeing or disagreeing with T6 based on their grade at English.

The Chi-square test result shows that grade at English does have an influence on perception of translation 6, as there are statistically significant differences (P = 0.042) between students.

More students with higher grades agree with translation 6. I assume students with higher grades study more and are also more talented and motivated for language learning. According to Ghenghesh (2010) students' achievements in learning a language increase motivation for language learning.

I assume that being motivated for language learning helps students stay actively engaged in language learning even outside school and that means they are more susceptible to any English around them, which is why they are more likely to be familiar with this translation.

T6	Time spent on the Internet				Total	
	Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours		
Yes	f	15	26	26	27	94
	f%	83.3%	81.2%	81.2%	87.1%	83.2%
No	f	3	6	6	4	19
	f%	16.7%	18.8%	18.8%	12.9%	16.8%

Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 0.511$; $P = 0.917$					

Table 47: Chi-square test results on differences between students in agreeing or disagreeing with T6 based on the time they spend on the Internet.

There are no statistically significant differences ($P = 0.917$) between students in agreeing or disagreeing with translation 6 according to the time they spend on the Internet.

8.2.2 Analysis of Students' Perception of Incorrect Google Translate Translations

- **Translation 7 (T7):**

Poleti sva se s sestro večkrat odpravila na Triglav.

In the summer we were with my sister repeatedly went to Triglav.

T7	f	f%
Yes	11	9.7%
No	102	90.3%
Total	113	100.0%

Table 48: Frequencies (f) and percentages (f%) of students according to the agreeing or disagreeing with translation 7.

The majority of students (90.3%) agrees that the translation is incorrect.

Google Translate had difficulties finding an appropriate pattern to translate this sentence. Chunks of the sentence are translated correctly (“in the summer”, “my sister”, “went to Triglav”), but there is a lack of structure and meaning as a whole. It translated the sentence almost word by word in a sequence characteristic of Slovenian grammar, which, however, does not apply to English. The correct version in my opinion would be something like “In the summer, my sister and I went to Triglav several times.”

T7		Gender		Total
		Male	Female	
Yes	f	5	6	11
	f%	10.6%	9.1%	9.7%
No	f	42	60	102
	f%	89.4%	90.9%	90.3%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 0.074; P = 0.785		

Table 49: Chi-square test results on differences between students in agreeing or disagreeing with T7 based on their gender.

There are no statistically significant differences (P = 0.785) between students in agreeing or disagreeing or disagreeing with translation 7 according to their gender.

T7		School		Total
		Primary	Secondary	
Yes	f	8	3	11
	f%	14.3%	5.3%	9.7%
No	f	48	54	102
	f%	85.7%	94.7%	90.3%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 = 2.617; P = 0.106		

Table 50: Chi-square test results on differences between students in agreeing or disagreeing with T7 based on the school they attend.

There are no statistically significant differences (P = 0.106) between students in agreeing or disagreeing with translation 7 according to the school they are attending.

T7		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	4	3	2	1	11
	f%	50.0%	28.6%	7.9%	5.0%	5.3%	9.7%
No	f	1	10	35	38	18	102
	f%	50.0%	71.4%	92.1%	95.0%	94.7%	90.3%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 7.910; P = 0.095					

Table 51: Chi-square test results on differences between students in agreeing or disagreeing with T7 based on their grade at English.

Table 51 shows no statistically significant differences between students in agreeing or disagreeing with translation 7 according to their grade at English, but there is a small tendency (P = 0.095) that suggests that particularly students with lower grades perceive the translation as correct.

Lower grades at English are usually an indicator of lower language proficiency and these students therefore have lower abilities of perceiving the translation and mistakes.

In my opinion, students with lower grades are also the ones that use Google Translate more often and this is why they believe everything it gives them. I suggest that teachers should point out more often that not everything on the Internet is true, correct or useful.

T7		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	4	3	2	2	11
	f%	22.2%	9.4%	6.2%	6.5%	9.7%

No	f	14	29	30	29	102
	f%	77.8%	90.6%	93.8%	93.5%	90.3%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	χ^2 (LR) = 3.366; P = 0.339					

Table 52: Chi-square test results on differences between students in agreeing or disagreeing with T7 based on the time they spend on the Internet.

There are no statistically significant differences (P = 0.339) between students in agreeing or disagreeing with translation 7 according to the time they spend on the Internet.

- **Translation 8 (T8):**

Mama v kuhinji pripravlja kosilo.

Mom in the kitchen preparing lunch.

T8	f	f%
Yes	19	16.8%
No	94	83.2%
Total	113	100.0%

Table 53: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 8.

The majority of students (83.2%) agrees that translation 8 is incorrect.

The mistake that Google Translate made here was that it did not add the verb “be” because it was not present in the Slovene sentence. If the Slovene sentence contained the verb “be” (je), Google Translate would be able to translate the sentence correctly. (Mama je v kuhinji, pripravlja kosilo. : Mom is in the kitchen preparing lunch.)

T8		Gender		Total
		Male	Female	
Yes	f	4	15	19
	f%	8.5%	22.7%	16.8%
No	f	43	51	94
	f%	91.5%	77.3%	83.2%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 3.967$; P = 0.046		

Table 54: Chi-square test results on differences between students in agreeing or disagreeing with T8 based on their gender.

There are statistically significant differences (P = 0.046) between students in agreeing or disagreeing with translation 8 according to their gender.

There are more girls than boys that perceived the translation as correct, which is a surprising result because girls are usually more thorough and would be expected to spot this mistake faster. In his study, Daif-Allah (2012) also came to a conclusion that girls think they are better at foreign language learning, while in this particular case they failed to be better.

T8		School		Total
		Primary	Secondary	
Yes	f	17	2	19
	f%	30.4%	3.5%	16.8%
No	f	39	55	94
	f%	69.6%	96.5%	83.3%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 4.558$; P = 0.000		

Table 55: Chi-square test results on differences between students in agreeing or disagreeing with T8 based on the school they attend.

The Chi-square test result shows statistically significant differences ($P = 0.000$) between students in agreeing or disagreeing with translation 8 according to the school they are attending.

More primary school students (30.4%) think the translation is correct, while secondary school students are almost unified in disagreeing with the translation (96.5%). Younger learners might have overlooked the missing verb and therefore perceived the translation as correct, while older learners paid more attention to the structure due to their longer period of learning English.

T8		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	6	5	7	0	19
	f%	50.0%	42.9%	13.2%	17.5%	0.0%	16.8%
No	f	1	8	33	33	10	94
	f%	50.0%	57.1%	86.8%	82.5%	100.0%	83.2%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 13.777; $P = 0.008$					

Table 56: Chi-square test results on differences between students in agreeing or disagreeing with T8 based on their grade at English.

The data shows statistically significant differences ($P = 0.008$) between students in agreeing or disagreeing with translation 8 according to their grade at English.

Students with lower grades agree with the translation, while students with higher grades think the translation is incorrect. I believe that students with lower grades do not pay as much attention to grammatical structure as students with higher grades, which is why they might have missed the missing verb.

T8		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	7	8	1	3	19
	f%	38.9%	25.0%	3.1%	9.7%	16.8%
No	f	11	24	31	28	94
	f%	61.1%	75.0%	96.9%	90.3%	83.2%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 13.220$; $P = 0.004$				

Table 57: Chi-square test results on differences between students in agreeing or disagreeing with T8 based on the time they spend on the Internet.

Table 57 above illustrates that there are statistically significant differences ($P = 0.004$) between students in agreeing or disagreeing with translation 8 according to the time they spend on the Internet.

The more time the students spend on the Internet, the more likely they are to disagree with the translation. I believe students' attention and concentration has not been affected by the Internet as much as some authors claim (Fröhlich, 2013). It seems it made them even more alert to details because the students that spend more time on the Internet spotted the mistake that Google Translate made.

- **Translation 9 (T9):**

Nikoli ne uporabim škarij. Vedno imam pri roki nož.

I never use scissors. I always have at hand a knife.

T9	f	f%
Yes	25	22.1%
No	88	77.9%
Total	113	100.0%

Table 58: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 9.

The majority of students (77.9%) agrees that the translation is incorrect.

This translation is almost a typical word by word translation and it is a bit tricky because the first sentence is translated correctly, while the second one is not and that might be the reason students perceived the translation as correct.

T9		Gender		Total
		Male	Female	
Yes	f	8	17	25
	f%	17.0%	25.8%	22.1%
No	f	39	49	88
	f%	83.05	74.25	77.9%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 1.216$; $P = 0.270$		

Table 59: Chi-square test results on differences between students in agreeing or disagreeing with T9 based on their gender.

The data showed no statistically significant differences ($P = 0.270$) between students in agreeing or disagreeing with translation 9 according to their gender.

T9		School		Total
		Primary	Secondary	
Yes	f	17	8	25
	f%	30.4%	14.0%	22.1%
No	f	39	49	88
	f%	69.6%	86.0%	77.9%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 4.368$; P = 0.037		

Table 60: Chi-square test results on differences between students in agreeing or disagreeing with T9 based on the school they attend.

The results in Table 60 show statistically significant differences (P = 0.037) between students in agreeing or disagreeing with translation 9 according to the school they attend.

More primary school students perceive the translation as correct. I assume they are more likely to think that translation is a process of translating word by word, and they do not pay attention to the structure of the sentence, which is not a complex one.

T9		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	5	9	8	2	25
	f%	50.0%	35.7%	23.7%	20.0%	10.5%	22.1%
No	f	1	9	29	32	17	88
	f%	50.0%	64.3%	76.3%	80.0%	89.5%	77.9%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result	test	χ^2 (LR) = 3.990; P = 0.407					

Table 61: Chi-square test results on differences between students in agreeing or disagreeing with T9 based on their grade at English.

Table 61 shows no statistically significant differences ($P = 0.407$) between students in agreeing or disagreeing with translation 9 according to their grade at English.

T9		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	4	11	6	4	25
	f%	22.2%	34.4%	18.8%	12.9%	22.1%
No	f	14	21	26	27	88
	f%	77.8%	65.65	81.2%	87.1%	77.9%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 4.529$; $P = 0.210$				

Table 62: Chi-square test results on differences between students in agreeing or disagreeing with T9 based on the time they spend on the Internet.

There are no statistically significant differences ($P = 0.201$) between students in agreeing or disagreeing with translation 9 according to the time they spend on the Internet.

- **Translation 10 (T10):**

Računalnik mi je padel na tla. Mislim, da potrebujem novega.

My computer has gone down. I think I need a new one.

T10	f	f%
Yes	37	32.7%
No	76	67.3%
Total	113	100.0%

Table 63: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 10.

The majority of students (67.3%) agrees that the translation is incorrect, but the rather high percentage of students that agrees with the correctness of translation (32.7%) should not be ignored.

This translation is also a combination of two sentences, where one is translated correctly and the other one is not. Google Translate failed to find a proper equivalent for translating the first sentence correctly. The meaning of the translation of the first sentence is not even close to the original, while the second sentence is translated appropriately. This could be the reason why some students perceived the translation as correct.

T10		Gender		Total
		Male	Female	
Yes	f	9	28	37
	f%	19.1%	42.4%	32.7%
No	f	38	38	76
	f%	80.9%	57.6%	67.3%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 6.753$; P = 0.009		

Table 64: Chi-square test results on differences between students in agreeing or disagreeing with T10 based on their gender.

Table 64 illustrates statistically significant differences (P = 0.009) between students in agreeing or disagreeing with translation 10 according to their gender.

More female than male students perceive the translation as correct, which is again an interesting result. Girls seem to lack some basic knowledge of vocabulary and grammar.

T10		School		Total
		Primary	Secondary	
Yes	f	29	8	37
	f%	51.8%	14.0%	32.7%
No	f	27	49	76
	f%	48.2%	86.0%	67.3%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 18.280$; $P = 0.000$			

Table 65: Chi-square test results on differences between students in agreeing or disagreeing with T10 based on the school they attend.

Table 65 shows statistically significant differences ($P = 0.000$) between students in agreeing or disagreeing with translation 10 according to the school they are attending.

More secondary school students than primary school students perceived the translation as incorrect. I assume that primary school students might link the phrase “gone down” with “break down” and thus this it is correct. According to the results, school is an important factor when dealing with translation mistakes.

T10		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	8	12	12	4	37
	f%	50.0%	57.1%	31.6%	30.0	21.1%	32.7%
No	f	1	6	26	28	15	76
	f%	50.0%	42.9%	68.4%	70.0	78.9%	67.3%

Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	χ^2 (LR) = 5.193; P = 0,268						

Table 66: Chi-square test results on differences between students in agreeing or disagreeing with T10 based on their grade at English.

There are no statistically significant differences (P = 0.268) between students in agreeing or disagreeing with translation 10 according to their grade at English.

T10	Time spent on the Internet					Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	13	10	9	5	37
	f%	72.2%	31.2%	28.1%	16.1%	32.7%
No	f	5	22	23	26	76
	f%	27.85	68.8%	71.9%	83.95	67.3%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 16.967$; P = 0.001					

Table 67: Chi-square test results on differences between students in agreeing or disagreeing with T10 based on the time they spend on the Internet.

The Chi-square test result shows statistically significant differences (P = 0.001) between students in agreeing or disagreeing with translation 10 according to the time they spend on the Internet.

The perception of the translation as a correct one is higher with those students who spend less time on the Internet, while the students that spend more than two hours on the Internet guessed that the translation is incorrect. I believe that students that spend a lot of time on the Internet and are good

at using the computer are more familiar with computer expressions and know that there is no such thing as “computer going down”.

- **Translation 11 (T11):**

Jaz imam vedno prav.

I have always right.

T11	f	f%
Yes	59	52.2%
No	54	47.8%
Total	113	100.0%

Table 68: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 11.

Almost half of the students think the translation is correct (52.2%), while the other half does not agree with the correctness of the translation (47.8%).

The Google Translate translation is again incorrect because it translated the text word by word. Students are probably misled by the verb “have” because of its literal translation “imeti” (to possess). The translation of “Jaz imam vedno prav.” is “I am always right.”

T11		Gender		Total
		Male	Female	
Yes	f	21	38	59
	f%	44.7%	57.6%	52.2%
No	f	26	28	54
	f%	55.3%	42.4%	47.8%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%

Chi-square test result	$\chi^2 = 1.829$; $P = 0.176$
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Table 69: Chi-square test results on differences between students in agreeing or disagreeing with T11 based on their gender.

There are no statistically significant differences ($P = 0.176$) between students in agreeing or disagreeing with translation 11 according to their gender.

T11		School		Total
		Primary	Secondary	
Yes	f	40	19	59
	f%	71.4%	33.3%	52.2%
No	f	16	38	54
	f%	28.6%	66.7%	47.8%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 16.430$; $P = 0.000$			

Table 70: Chi-square test results on differences between students in agreeing or disagreeing with T11 based on the school they attend.

There are statistically significant differences ($P = 0.000$) between students in agreeing or disagreeing with translation 11 according to the school they are attending.

More students that perceived the translation as incorrect are secondary school students, who I assume have higher language proficiency due to the longer period of learning the English language. More of the younger learners, on the other hand, think the translation is correct. I think the result is such because of the variegated use of the verb “have”, which is not yet present to younger students.

T11		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	12	24	17	5	59
	f%	50.0%	85.7%	63.2%	42.5%	26.35	52.2%
No	f	1	2	14	23	14	54
	f%	50.0%	14.3%	36.8%	57.5%	73.7%	47.8%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result		$\chi^2 = 14.745$; $P = 0.005$					

Table 71: Chi-square test results on differences between students in agreeing or disagreeing with T11 based on their grade at English.

Statistically significant differences ($P = 0.005$) were found between students in agreeing or disagreeing with translation 11 according to their grade at English.

Perception of incorrectness in the translation increases with the grade, meaning that students with higher grades are more likely to notice the errors in the translation, and students with lower grades are not. I can now conclude that language proficiency increases with the increase of the grade.

T11		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	12	21	12	14	59
	f%	66.7%	65.6%	37.5%	45.2%	52.2%
No	f	6	11	20	17	54
	f%	33.3%	34.4%	62.5%	54.8%	47.8%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-square test result	$\chi^2 = 7.208; P = 0.066$
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Table 72: Chi-square test results on differences between students in agreeing or disagreeing with T11 based on the time they spend on the Internet.

Table 72 shows no statistically significant differences between students in agreeing or disagreeing with translation 11 according to the time they spend on the Internet, but there is a tendency ($P = 0.066$), meaning that students, who spend less time on the Internet have difficulties with perceiving the translation as incorrect.

- **Translation 12 (T12):**

Veliko se učim in imam dobre ocene.

I learn a lot and got good grades.

T12	f	f%
Yes	32	28.3%
No	81	71.7%
Total	113	100.0%

Table 73: Frequencies (f) and percentages (f%) of students according to the agreeing or disagreeing with translation 12.

The vast majority of students agrees that the translation is incorrect (71.7%).

The translation is incorrect because Google Translate failed to translate the verb “imeti”. It translated it to “got”, while in my opinion a better translation would be “have” or “have got”.

T12	Gender		Total	
	Male	Female		
Yes	f	14	18	32
	f%	29.8%	27.3%	28.3%

No	f	33	48	81
	f%	70.2%	72.7%	71.1%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 0.806$; $P = 0.770$		

Table 74: Chi-square test results on differences between students in agreeing or disagreeing with T12 based on their gender.

No statistically significant differences ($P = 0.770$) were found between students in agreeing or disagreeing with translation 12 according to their gender.

T12		School		Total
		Primary	Secondary	
Yes	f	21	11	32
	f%	37.5%	19.3%	28.3%
No	f	35	46	81
	f%	62.5%	80.7%	71.7%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 4.610$; $P = 0.032$		

Table 75: Chi-square test results on differences between students in agreeing or disagreeing with T12 based on the school they attend.

Table 75 shows statistically significant differences (0.032) between students in agreeing or disagreeing with translation 12 according to the school they are attending.

More primary school students think the translation is correct (37.5%), while older students agree with the incorrectness of the translation. In this case, I would argue that younger students have not had enough practice with learning how to express possession.

T12		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	7	11	9	4	32
	f%	50.0%	50.0%	28.9%	22.5%	21.1%	28.3%
No	f	1	7	27	31	15	81
	f%	50.0%	50.05	71.15	77.55	78.9%	71.7%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 4.563; P = 0.335					

Table 76: Chi-square test results on differences between students in agreeing or disagreeing with T12 based on their grade at English.

There are no statistically significant differences (P = 0.335) between students in agreeing or disagreeing with translation 12 according to their grade at English.

T12		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	10	12	9	1	32
	f%	55.6%	37.5%	28.1%	3.2%	28.35
No	f	8	20	23	30	81
	f%	44.4%	62.5%	71.9%	96.8%	71.7%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 17.523$; P = 0.001				

Table 77: Chi-square test results on differences between students in agreeing or disagreeing with T12 based on the time they spend on the Internet.

Table 77 shows that there are statistically significant differences ($P = 0.001$) between students in agreeing or disagreeing with translation 12 according to the time they spend on the Internet.

Students that spend more time on the Internet perceive the translation as incorrect, while more students that spend less time on the Internet had difficulties with attributing correctness or incorrectness to this translation.

- **Translation 13 (T13):**

Jutri gremo z babico in dedkom na kosilo.

Tomorrow go to grandma and grandpa for lunch.

T13	f	f%
Yes	9	8.0%
No	104	92.0%
Total	113	100.0%

Table 78: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 13.

The vast majority of students disagrees with the correctness of this translation (92.0%).

Google Translate failed to translate the sentence correctly. It again managed to translate some words, but there is no particular meaning in the translation as a whole.

T13		Gender		Total
		Male	Female	
Yes	f	5	4	9
	f%	10.6%	6.1%	8.0%
No	f	42	62	104
	f%	89.4%	93.9%	92.0%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 0.772; P = 0.380		

Table 79: Chi-square test results on differences between students in agreeing or disagreeing with T13 based on their gender.

There are no statistically significant differences (P = 0.380) between students in agreeing or disagreeing with translation 13 according to their gender.

T13		School		Total
		Primary	Secondary	
Yes	f	8	1	9
	f%	14.3%	1.8%	8.0%
No	f	48	56	104
	f%	85.7%	98.2%	92.0%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 6.805; P = 0.009		

Table 80: Chi-square test results on differences between students in agreeing or disagreeing with T13 based on the school they attend.

There are statistically significant differences (P = 0.009) between students in agreeing or disagreeing with translation 13 according to the school they are attending.

Younger learners had more difficulties perceiving the translation as incorrect, which surprises me because the sentence is not complicated and both, primary and secondary school students, should not have any difficulties with this translation. It is possible, however, that students in primary school may not have had enough practice with the Going to Future Tense.

T13		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	2	5	1	0	9
	f%	50.0%	14.3%	13.2%	2.5%	0.0%	8.0%
No	f	1	12	33	39	19	104
	f%	50.0%	85.7%	86.8%	97.5%	100.0%	92.0%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 9.605; P = 0.048					

Table 81: Chi-square test results on differences between students in agreeing or disagreeing with T13 based on their grade at English.

Table 81 shows statistically significant differences (P = 0.048) between students in agreeing or disagreeing with translation 13 according to their grade at English.

The grade at English has an influence on perceiving the translation because students with lower grades struggled more than students with better grades. I assume students with higher grades study more, are more talented for English language and easily spot mistakes.

T13		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	7	0	0	2	9
	f%	38.9%	0.0%	0.0%	6.5%	8.0%
No	f	11	32	32	29	104
	f%	61.1%	100.0%	100.0%	93.5%	92.0%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 23.918; P = 0.000				

Table 82: Chi-square test results on differences between students in agreeing or disagreeing with T13 based on the time they spend on the Internet.

The Chi-square test result shows statistically significant differences (P = 0.000) between students in agreeing or disagreeing with translation 13 according to the time they spend on the Internet.

There are differences between the group of students, who spend up to half an hour and those who spend more than two hours on the Internet and the group of students, who spend from half an hour to two hours on the Internet.

I assume students who spend less time on the Internet are not that exposed to the English language, which is why they had more difficulties perceiving the mistakes in the translation; while students who spend more than two hours on the Internet spend less time studying and therefore have lower language proficiency.

- **Translation 14 (T14):**

Poslal ji je mnogo pisem, a odgovora ni dobil.

She sent her many letters, but received no reply.

T14	f	f%
Yes	37	32.7%
No	76	67.3%
Total	113	100.0%

Table 83: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 14.

The majority of students agrees that the translation is incorrect (67.3%), but there are quite some students that agree with the correctness of the translation (32.7%).

The most obvious mistake that Google Translate made was translating the personal pronoun “ji”. It used the wrong gender, instead of “She” it should have been “He”.

T14		Gender		Total
		Male	Female	
Yes	f	14	23	37
	f%	29.8%	34.8%	32.7%
No	f	33	43	76
	f%	70.2%	65.2%	67.3%
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 0.319; P = 0.572$			

Table 84: Chi-square test results on differences between students in agreeing or disagreeing with T14 based on their gender.

There are no statistically significant differences ($P = 0.572$) between students in agreeing or disagreeing with translation 14 according to their gender.

T14		School		Total
		Primary	Secondary	
Yes	f	20	17	37
	f%	35.7%	29.8%	32.7%
No	f	36	40	76
	f%	64.3%	70.2%	67.3%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	test	$\chi^2 = 0.445$; $P = 0.505$		

Table 85: Chi-square test results on differences between students in agreeing or disagreeing with T14 based on the school they attend.

There are no statistically significant differences ($P = 0.505$) found between students in agreeing or disagreeing with translation 14 according to the school they attend.

T14		Grade at English					Total
		1	2	3	4	5	
Yes	f	1	5	14	14	3	37
	f%	50.0%	35.7%	36.8%	35.0%	15.8%	32.7%
No	f	2	9	24	26	16	76
	f%	50.0%	64.3%	63.2%	65.0%	84.2%	67.3%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		χ^2 (LR) = 3.502; $P = 0.478$					

Table 86: Chi-square test results on differences between students in agreeing or disagreeing with T14 based on their grade at English.

There are also no statistically significant differences ($P = 0.478$) between students in agreeing or disagreeing with translation 14 according to their grade at English.

T14		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	11	10	8	8	37
	f%	61.1%	31.2%	25.0%	25.8%	32.7%
No	f	7	22	24	23	76
	f%	38.9%	68.8%	75.0%	74.2%	67.3%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 8.159$; $P = 0.043$				

Table 87: Chi-square test results on differences between students in agreeing or disagreeing with T14 based on the time they spend on the Internet.

The Chi-square test result shows statistically significant differences ($P = 0.043$) between students in agreeing or disagreeing with translation 14 according to the time they spend on the Internet.

Students, who spend less time on the Internet perceived the translation as correct, while students, who spend more time on the Internet had less trouble perceiving the translation as incorrect. Internet therefore helped students to spot the mistake in the translation and speaks in favour of these students' thoroughness and perceptiveness, while some authors prefer to point out Internet's bad side of influencing the memory and cognitive processes (Fröhlich, 2013).

- **Translation 15 (T15):**

Pobral je kovanec in ga veselo pospravil v žep.

He picked up the coin and happily put away in the pocket.

T15	f	f%
Yes	32	28.3%
No	81	71.7%
Total	113	100.0%

Table 88: Frequencies (f) and percentages (f %) of students according to the agreeing or disagreeing with translation 15.

The majority of students agrees that the translation is incorrect (71.7%).

Google Translate failed to translate the sentence correctly. Among other things it forgot to add a personal pronoun “it” that would refer to the coin.

T15		Gender		Total
		Male	Female	
Yes	f	13	19	32
	f%	27.7	28.8	28.3
No	f	34	47	81
	f%	72.3	71.2	71.7
Total	f	47	66	113
	f%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 0.017$; $P = 0.896$		

Table 89: Chi-square test results on differences between students in agreeing or disagreeing with T15 based on their gender.

There are no statistically significant differences ($P = 0.896$) between students in agreeing or disagreeing with translation 15 according to their gender.

T15		School		Total
		Primary	Secondary	
Yes	f	21	11	32
	f%	37.5%	19.3%	28.3%

No	f	35	46	81
	f%	62.5%	80.7%	71.7%
Total	f	56	57	113
	f%	100.0%	100.0%	100.0%
Chi-square test result	$\chi^2 = 4.610$; $P = 0.032$			

Table 90: Chi-square test results on differences between students in agreeing or disagreeing with T15 based on the school they attend.

There are statistically significant differences ($P = 0.032$) found between students in agreeing or disagreeing with translation 15 according to the school they attend.

More secondary school students perceived the translation as incorrect than primary school students. I assume that younger students lack exposure to English and practice to be faster and more convincing at spotting mistakes.

T15	Grade at English					Total	
	1	2	3	4	5		
Yes	f	1	8	10	10	3	32
	f%	50.0%	57.1%	26.3%	25.0%	15.8%	28.3%
No	f	1	6	28	30	16	81
	f%	50.0%	42.9%	73.7%	75.0%	84.2%	71.7%
Total	f	2	14	38	40	19	113
	f%	100.0%	100.0%	100.0%	100.0	100.0%	100.0%
Chi-square test result	χ^2 (LR) = 7.425; $P = 0.115$						

Table 91: Chi-square test results on differences between students in agreeing or disagreeing with T15 based on their grade at English.

There are no statistically significant differences ($P = 0.115$) between students in agreeing or disagreeing with translation 15 according to their grade at English.

T15		Time spent on the Internet				Total
		Up to half an hour	From half an hour to one hour	From one hour to two hours	More than two hours	
Yes	f	9	10	8	5	32
	f%	50.0%	31.2%	25.0%	16.1%	28.3%
No	f	9	22	24	26	81
	f%	50.0%	68.8%	75.9%	83.9%	71.1%
Total	f	18	32	32	31	113
	f%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-square test result		$\chi^2 = 6.747$; $P = 0.080$				

Table 92: Chi-square test results on differences between students in agreeing or disagreeing with T15 based on the time they spend on the Internet.

There are no statistically significant differences between students in agreeing or disagreeing with translation 15, but there is a tendency ($P = 0.080$) that suggests that students who spend less time on the Internet have more difficulties with the perception of incorrectness of the translation.

9 CONCLUSION

We are surrounded with computers, smart boards, smart phones and other technology on every step we take. Owning a computer and having access to the Internet has become as self-evident as the water that comes from the pipe. What is more, we trust technology. We trust computers so much that if they said that 2 times 2 is 4.2, we would believe them without questioning the accuracy, while we would test our own calculation at least three times. This same thing might be happening to children in school. They have access to so much information that in the process of attaining it, they forget to question its accuracy, reality and correctness.

In the theoretical part of my thesis I came to the conclusion that learning at least one foreign language represents a great advantage on the job market and personal satisfaction because of globalization. Learning the English language has become very popular and widely spread in Slovenian schools. I believe it is so because English is becoming more and more omnipresent in our lives. The processes of language learning and language acquisition are extremely intertwined and many authors use the terms interchangeably. Still, the important factor in learning a foreign language is internal motivation, which serves as an internal drive for learning and absorbing information for the learner's own sake. One of the best external motivational accessories in school is the use of technology. Technology is very "in", and students like it. Including computer use and the Internet into lessons can benefit students as well as teachers due to more authentic and updated materials. The study of related literature served as a good theoretical framework for the present study.

The empirical part of the thesis is based on students' habits of Internet use and the perception of (in)correctness of Google Translate translations according to gender, school they attend, grade at English and the time they spend on the Internet.

With processing and analysing the collected data I gathered with the help of a questionnaire, I arrived at the following findings:

- Most frequent grade that students of year 7 of primary school and year 3 of secondary school have at English is 3 or 4. These students are also the ones, who are not satisfied with the grade and think they deserve more. However, on average, students agree with their grades.
- Dictionaries that students most often use are online dictionaries, followed by mobile dictionaries. Results show that on average the primary school students are more frequent users of dictionaries, which confirms H2. Primary school students use printed dictionaries more, and the more time students spend on the Internet, the more they use online dictionaries. Girls are prevalent in dictionary use and there is also a high percentage of students, mostly boys, that do not use dictionaries at all. However, the usage of dictionaries has no important impact on the grade students have at English.
- On average, students spend from half an hour to two hours on the Internet per day. Primary school students spend significantly less time on the internet and that partially confirms H1. The percentage of students, who spend more than two hours on the Internet is also outstanding. The amount of time spent on the Internet increases with age and it does not affect the grade students have at English.
- The students' overall perception of correct and incorrect translations from Google Translate page is satisfactory.
- Significant differences were found between students at perceiving correct translations according to school, grade and time spent on the Internet. Students with higher grades, secondary school students and students who spent more time on the Internet had less problems with understanding the translations.
- Significant differences were also found between students at perceiving incorrect translations. Gender, school, grade and the amount of time spent on the Internet have all showed to affect

students' perception of incorrect translations. Boys, students with higher grades, secondary school students and students who spent more time on the Internet were better at perceiving incorrect translations.

According to my results I can conclude that students make use of technology because the majority was in favour of online and mobile dictionaries and that the amount of time students spend on the Internet has no particular impact on the grades at English. What is more, increased Internet use has proven to improve students' perception of mistakes in translations from the Google Translate site. I would also like to draw attention to the amount of time students spend on the Internet. Spending up to two hours on the Internet per day is not as concerning as spending more than two hours per day. It is true that Internet use is almost inevitable nowadays, but there should be some healthy lines drawn when it comes to daily use. It would be interesting to examine what exactly students are doing on the Internet and how much of that time is intended for school work.

Students' perception of Google Translate translations was fairly good on average. There were differences according to gender, school, grade and time spent on the Internet. Age, grade and the Internet use have an influence on better perception of Google Translate translations, therefore H3 can be confirmed. I was surprised that boys were better at perceiving translations because I expected girls to be more talented for language learning and thus also more precise. The fact that school and grade at English affect student's perception was not so surprising, it just confirmed my expectations and my hypothesis. It would be interesting to extend this research and ask students to mark the mistake and try to correct it.

I conclude this task with the thought that Internet use is not all bad and it seems to help students with language learning. However, grades are still a good predictor of students' language proficiency and I have proven that school plays a great part in improving language proficiency, too.

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11 APPENDICES

Appendix 1: QUESTIONNAIRE

Pozdravljen/a,

sem Dunja Gorenak, študentka študijskega programa Poučevanje angleščine na Filozofski fakulteti Univerze v Mariboru. V svojem magistrskem delu raziskujem percepcijo prevodov s spletne strani Google Translate in potrebujem tvojo pomoč. Pred tabo je anonimna anketa zato te prosim, da odgovarjaš čim bolj iskreno. Odgovori bodo uporabljeni zgolj v študijske namene.

Za sodelovanje se ti vnaprej zahvaljujem!

1. Spol (obkroži):

M Ž

2. Obiskujem (obkroži):

- a) osnovno šolo
- b) srednjo šolo

3. Kakšna je tvoja ocena pri angleščini (obkroži)?

1 2 3 4 5

4. Kako se strinjaš s svojo oceno pri angleščini (obkroži)?

- a) ocena je ustrezna
- b) ocena je neustrezna, zaslužim si več
- c) ocena je neustrezna, ne zaslužim si je

5. Katere slovarje najpogosteje uporabljaš (obkroži)?

- a) spletne
- b) mobilne (v obliki aplikacij)
- c) tiskane
- d) vse naštete
- e) slovarjev ne uporabljam

6. Koliko časa na dan preživiš na internetu (obkroži)?

- a) do pol ure
- b) od pol ure do ene ure
- c) od ene ure do dve uri
- d) več kot dve uri

7. V tabeli pred tabo je nekaj prevodov s strani Google Translate (<https://translate.google.si/>). Dobro si jih oglej in v zadnji stolpec zapiši DA, če se s prevodom strinjaš in NE, če se s prevodom ne strinjaš. (Prevodi so bili pridobljeni dne 8. 6. 2016.)

SLOVENSKI JEZIK	ANGLEŠKI JEZIK	SE STRINJAŠ?
1. Poleti sva se s sestro večkrat odpravila na Triglav.	In the summer we were with my sister repeatedly went to Triglav.	
2. Mama v kuhinji pripravlja kosilo.	Mom in the kitchen preparing lunch.	
3. Rad ima živali, še posebej konje.	He likes animals, especially horses.	
4. Nikoli ne uporabim škarij. Vedno imam pri roki nož.	I never use scissors. I always have at hand a knife.	
5. Računalnik mi je padel na tla. Mislim, da potrebujem novega.	My computer has gone down. I think I need a new one.	
6. Jaz imam vedno prav.	I have always right.	
7. Veliko se učim in imam dobre ocene.	I learn a lot and got good grades.	
8. Jutri gremo z babico in dedkom na kosilo.	Tomorrow go to grandma and grandpa for lunch.	
9. Rad imam svoje starše in oni imajo radi mene.	I love my parents and they love me.	

10. Kdor čaka, dočaka.	Good things come to those who wait.	
11. Pobral je kovanec in ga veselo pospravil v žep.	He picked up the coin and happily put away in the pocket.	
12. Legenda pravi, da globoko v začaranem gozdu še vedno živijo vilinci, ki čakajo na rešitelja.	Legend has it that deep in the enchanted forest still live fairies, who are waiting for a savior.	
13. Poslal ji je mnogo pisem, a odgovora ni dobil.	She sent her many letters, but received no reply.	
14. Ko sem se danes zjutraj zbudil, je deževalo.	When I woke up this morning, it was raining.	
15. Uporaba na lastno odgovornost.	Use at your own risk.	