Webinar: Google Translate – a tool for cheating or a tool for learning?

If you want more information on how to implement GT in the classroom (including why it is important to focus on register, pragmatics, compare dictionaries and to focus on collaborative reading) in order to create a “google-irrelevant classroom” (Ducar & Schocket 2018: 782), I especially recommend:


To learn more on how to use WBMT to help students develop linguistic awareness and design exercises that are task-oriented, please see:


For more information on how to teach students electronic literacy, please see:


For further inspiration on how to adapt evaluation and assessment to “emphasize reflection and personal growth in the L2” (Ducar & Schocket 2018: 793), please see:


To learn more about GT’s most recent technological improvements and their effects, see:


For more information on authentic reading materials and the potential benefits of WBMT for these tasks, please see:


These were the articles that I used to create the tasks I presented, but you can find everything I referred to or quoted in my presentation in this list.
Bibliography and further reading


Effects on fluency, complexity and accuracy. Revista nebrija de lingüística aplicada a la enseñanza de lenguas, 18, 7-24.


Knowles, C. L. (2016). Investigating instructor perceptions of online machine translation and second language acquisition within most commonly taught language courses. Thesis. The University of Memphis. Available at: https://search.proquest.com/openview/1f36cf98d5e9d44ad45d474f2450b058/1?pq-origsite=gscholar&cbl=18750&diss=y


Liddicoat A. J. (2016). Interpretation and critical reflection in intercultural language


Further resources:
http://www.languageteachingforum.org/pdfs/organ.pdf

Tipps from Russell Stannard: https://www.youtube.com/watch?v=7V7r1DLl30w

https://interestingengineering.com/30-best-and-worst-google-translate-fails-that-will-make-you-cringe-forever