

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:

Ducar, C. & Schocket, D. H. (2018). Machine translation and the L2 classroom: Pedagogical solutions for making peace with Google translate. *Foreign language annals*, 51, 779–795.

Benda, J. (2013). Google Translate in the EFL classroom: Taboo or teaching tool? *Writing & pedagogy*, 5, 317–332.

Groves, M. & Mundt, K. (2015). Friend or foe? Google Translate in language for academic Purposes. *English for specific purposes*, 37, 112–121.

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

White, K. D. & Heidrich, E. (2013). Our policies, their text: German language students’ strategies with and beliefs about web-based machine translation. *Die Unterrichtspraxis/Teaching German*, 46(2), 230-250.

Alley, D. C. (2005). Using computer translation websites to further the objectives of the foreign language standards. In Maurice Cherry a. Lee Bradley (eds.) *Languages and language learners. Dimension* (pp. 63-74).

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

Williams, L. (2006). Web-based machine translation as a tool for promoting electronic literacy and language awareness. *Foreign language annals*, 39, 565–578.

Valijärvi, A. T. (2019). Language students as critical users of Google Translate: Pitfalls and possibilities. *Practitioner research in higher education*, 12(1), 61-74.

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:

Ducar, C. & Schocket, D. H. (2018). Machine translation and the L2 classroom: Pedagogical solutions for making peace with Google translate. *Foreign language annals*, 51, 779–795.

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

Briggs, N. (2018). Neural machine translation tools in the language learning classroom: Students’ use, perceptions, and analyses. *Jaltcalljournal*, 14(1), 3–24.

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

Terry, R. M. (2005). The reading process: realistic expectations for reading in lower-level language courses. In Maurice Cherry a. Lee Bradley (eds.) *Languages and language learners. Dimension* (pp. 31-43).

Briggs, N. (2018). Neural machine translation tools in the language learning classroom: Students’ use, perceptions, and analyses. *Jaltcalljournal*, 14(1), 3–24.

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

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Further resources:

<http://www.languageteachingforum.org/pdfs/organ.pdf>

Tips 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>