

GOOGLE TRANSLATE – A TOOL FOR CHEATING OR A TOOL FOR LEARNING?

HOW TO IMPLEMENT ONLINE TRANSLATION DEVICES IN THE GERMAN AS A
SECOND LANGUAGE CLASSROOM

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OVERVIEW

- Part 1: Intro and Objectives
- Part 2: Research: Online Translation devices in the classroom
- Part 3 : Implementation/Practical Examples
- Part 4: Q & A

PART I: INTRO & OBJECTIVES

Why do we need to re-think our perspective on GT and WBMT in the classroom?

- Constantly improving technology
- Remote teaching and online teaching
- Challenges and skill sets in the digital world

WHAT CAN WE DO?

- Correa (2014) proposes “the use of translators as a valuable tool that can be used in the second-language classroom with two main purposes: 1) discouraging and minimizing academic dishonesty, and 2) raising metalinguistic awareness“ (3)
- Ducar & Schocket (2018): “How can teaching students about the strengths and weaknesses of this technology transform some of the challenges into learning opportunities?” (779)

→ How can we turn a tool used for cheating into a teachable moment where students make use of online translation services and dictionaries to raise their language awareness, to foster their intercultural competence and learner autonomy, and to improve their electronic literacy and critical thinking skills?

PART 2: RESEARCH

ONLINE TRANSLATION DEVICES IN THE CLASSROOM

- Google Translate: Technical improvements, strengths and weaknesses (Jolley & Maimone 2015, Ducar & Schocket 2018, Briggs 2018)
- Academic dishonesty and the realities of reporting, prevention and detection (Steding 2009, Clifford et al. 2013, Correa 2014, Mundt & Groves 2016, Innes 2019, Knowles 2019)
- Student & instructor perception (Niño 2009b, Clifford et al. 2013, White & Heidrich 2013, Jolley & Maimone 2015, Fredholm 2015, Case 2015, Loyet 2018, Briggs 2018, Ducar & Schocket 2018, Tsai 2019, O'Neill 2019)
- Issues with fairness and accessibility (Mundt & Groves 2016)
- Pedagogical issues and downsides for learning (Dragsted 2008, Loyet 2018)
- ACTFL recommendations and skills map: e.g. collaboration, critical thinking, informational and technological literacy
https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

PART 2: RESEARCH ON THE USE OF WBMT IN THE CLASSROOM

- Bad model vs. good model approaches (Niño 2008 & 2009b, Somers 2003, Garcia & Pena 2011)
- Translation pre-editing vs. post-editing (Somers 2003, Niño 2008 & 2009b, Correa 2014, Tsai 2019)
- Authentic learning environments (Correa 2014, Sample 2015, McKeeman & Oviedo 2015, Ducar & Schocket 2018)
- Cultural competence and electronic literacy (Williams 2006, Godwin-Jones 2013, White & Heidrich 2013, McKeeman & Oviedo 2015)
- How to implement WBMT as a teaching tool or to improve students' writing skills (Williams 2006, Garcia & Pena 2011, Benda, 2013, White & Heidrich 2013, Correa 2014, Groves & Mundt, 2015, Jiménez-Crespo, 2017, Ducar & Schocket 2018, Briggs 2018, Valijärvi a. Tarsoly 2019, O'Neill 2019, Lee 2019)

PART 3: IMPLEMENTATION/PRACTICAL EXAMPLES

Underlying pedagogical concepts:

- Communicative approaches
- Task-based learning (with authentic tasks)
- Collaborative learning
- Language awareness
- (Inter-) cultural competence

3 PILLAR APPROACH

1) Use GT to teach students about GT:

- Academic dishonesty
- Limits and inaccuracies
- Disadvantages for their learning/offer better alternatives

2) Use GT in class to teach

- Grammar, register, global understanding of texts
- Intercultural communication
- Electronic/digital literacy

3) Adjust homework assignments and assessment:

- Oral exams
- Portfolio writing task and collaborative tasks (e.g. peer-editing)
- Tasks that focus on communicative outcomes and goals and not on error count
- Motivating and authentic tasks

I) ACADEMIC INTEGRITY AND AWARENESS OF LIMITS

a) The „single word myth“ – accidental cheating (Correa 2014: 3-4)

went → ging / are → bist

Academic dishonesty:

- Make students understand why looking up a word with a translation device is still different to using a dictionary
- What different steps are involved when using a dictionary instead?

Limits:

- What do you learn about the word when you use a dictionary instead?
- Why would you fail an assignment that requires you to tell a friend what you did on the weekend?

b) Vocabulary work – alternatives, comparisons and reflections

The screenshot shows the Google Translate interface. The input text is 'put' and the output is 'stellen'. Below the input, there are options for 'put' (verb) and 'put' (noun). The 'Definitions of put' section lists two verb definitions and one noun definition. The 'Translations of put' section lists various German verbs with their English equivalents and frequency bars.

Definitions of put

Verb

① **move to or place in a particular position.**
"Writing the letter and putting it under Angel's door, Tess felt much more at ease, knowing that he would know all there is of her past."
Synonyms: place, set (down), lay (down), deposit, position, settle, leave, plant, stick, dump, park, plonk, plunk, pop

② **bring into a particular state or condition.**
"First of all, I couldn't believe that he was putting himself at such risk."

Noun

① **a throw of the shot or weight.**
"In June 1984 she achieved a put of 21.00 metres, which would remain her personal best."

2 more definitions

Translations of put

Verb	Frequency
setzen	set, put, place, sit, bet, move
stellen	set, put, place, stand, arrange, put in
legen	place, put, set, lay, lay down, put down
bringen	bring, take, get, carry, yield, present
platzieren	place, put, position, seed
machen	make, do, render, go on, cause, cook
stecken	plug, put, stick, pin, set, be stuck
geben	give, pass, hand, put, send, lend
versetzen	move, transfer, shift, transpose, pawn, mix
fügen	put, place, fix, ordain, decree, formulate
sagen	say, tell, speak, mean, utter
tun	do, act, put, put back

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<https://translate.google.com/#view=home&op=translate&sl=en&tl=de&text=put>

c) Example tasks: Advantages of a dictionary

- Include explicit dictionary tasks: collocations, phrases, phrasal verbs, opposites, mind-maps
- Teach them alternatives (Ducar & Schocket 2018: 790) → Let students compare dictionaries + reflection task
- <https://dictionary.cambridge.org/dictionary/english-german/put;>
<https://www.collinsdictionary.com/dictionary/english-german/put;> <https://en.pons.com/translate/english-german/put;> <https://www.linguee.com/english-german/search?source=auto&query=put;>
<https://www.dict.cc/?s=put;> <https://www.openthesaurus.de/synonyme/laufen>
- Useful tips from Russell Stannard: <https://www.youtube.com/watch?v=7V7rIDLI30w> (features of GT: pronunciation – for phrases, saving words and phrases)
- Class vocab book (Brodman 2005) → Put students in charge, e.g. with quizzes

d) Limits and inaccuracies – Gender

My cousin came to visit.	Mein Cousin kam zu Besuch.
The kindergarden teacher plays with the children.	Die Kindergärtnerin spielt mit den Kindern.
The nurse helps the patient.	Die Krankenschwester hilft dem Patienten.
The secretary filed documents for the boss.	Die Sekretärin reichte Dokumente für den Chef ein.
The surgeon gave the relatives an update.	Der Chirurg gab den Verwandten ein Update.

e) Limits and inaccuracies – Tenses

Es war einmal....

The prince kissed cinderella.

Der Prinz küsste Aschenputtel.

Rapunzel lived in a tower.

Rapunzel lebte in einem Turm.

The wolf ate the grandmother.

Der Wolf hat die Großmutter gefressen.

2) HOW TO USE GT IN CLASS

a) Grammar/focus on form

Yesterday, I went to the movies.

Gestern bin ich ins Kino gegangen.

I went to the movies yesterday.

Ich bin gestern ins Kino gegangen.

- Let students find grammatical patterns (also possible with multiple languages, raising multilingual awareness)
- Let students formulate their own rules (Valijärvi a. Tarsoly 2019: 64)

Ich esse, denn ich habe Hunger.

I eat because I'm hungry.

Ich esse, weil ich Hunger habe.

I eat because I'm hungry.

Ich habe Hunger, deshalb esse ich.

I'm hungry, that's why I eat.

b) Register

c) Pragmatics: apologies, ordering, saying thank you

d) Language Games – challenge GT (Correa 2014: 13-14)

WORKING WITH AUTHENTIC MATERIAL

- Working with authentic texts is an important tool to motivate students, but it can be intimidating and overwhelming (Terry 2005, Valijärvi and Tarsoly 2019)
- Example: authentic text as starting point for a continuous group task and/or class project:
 - Start with topic of interest (student-centred, motivating)
 - Let them use it as source text for group vocabulary
 - Use text for smaller communicative tasks and group or class projects
- Ducar & Schocket (2018): InsertLearning and eComma for collaborative reading

ALTERNATIVE ASSESSMENT – GENERAL IDEAS

- Collaborative writing exercises: Students correct each other's drafts and have to explain their corrections
- Focus on re-writing texts (corrected version ways as much as first draft)
- Task and outcome-oriented assignments: learning journals, portfolios that can be shared (and can include multilingual parts)
- Ducar & Schocket (2018): “Just as instructors must adapt their learning tasks and expectations, so too must they adapt their approach to assessment. Evaluations and assessments that value important content, meaningful communication, and linguistic and cultural growth“ (792)

THANK YOU VERY MUCH!

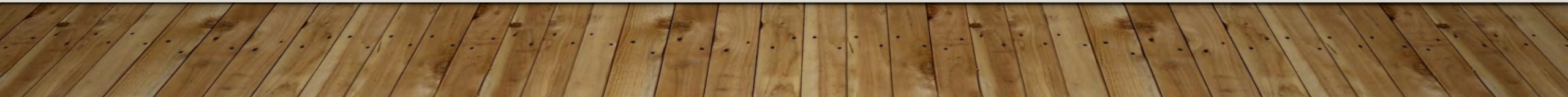
PART 4: Q & A

- Please type in your questions in the chat window

WORKS CITED AND FURTHER READING

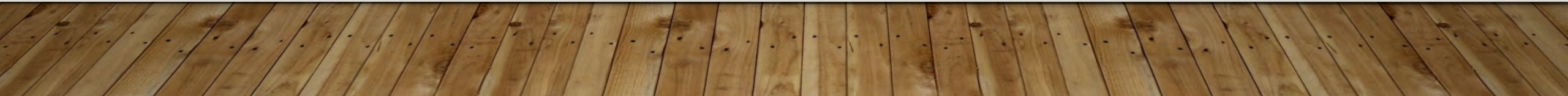
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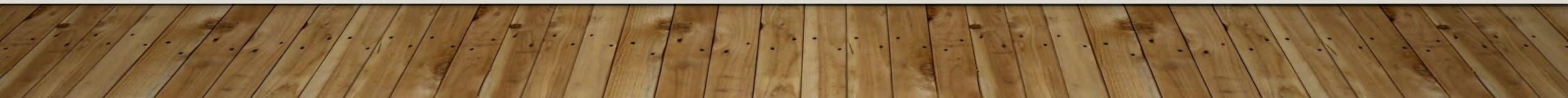


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Further resources:

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

Tipps from Russell Stannard: <https://www.youtube.com/watch?v=7V7r1DLI30w>

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

