



TRANSLATING GOOGLE TRANSLATE: Instructional Strategies for Machine Translation in the Language Classroom

Emily Hellmich
hellmich@arizona.edu

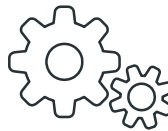
Kimberly Vinall
kvinall@berkeley.edu

CERCLL Webinar
September 29, 2021

Webinar Format



Findings



Instructional Strategies



Reflection & Interaction



Reflection & Interaction

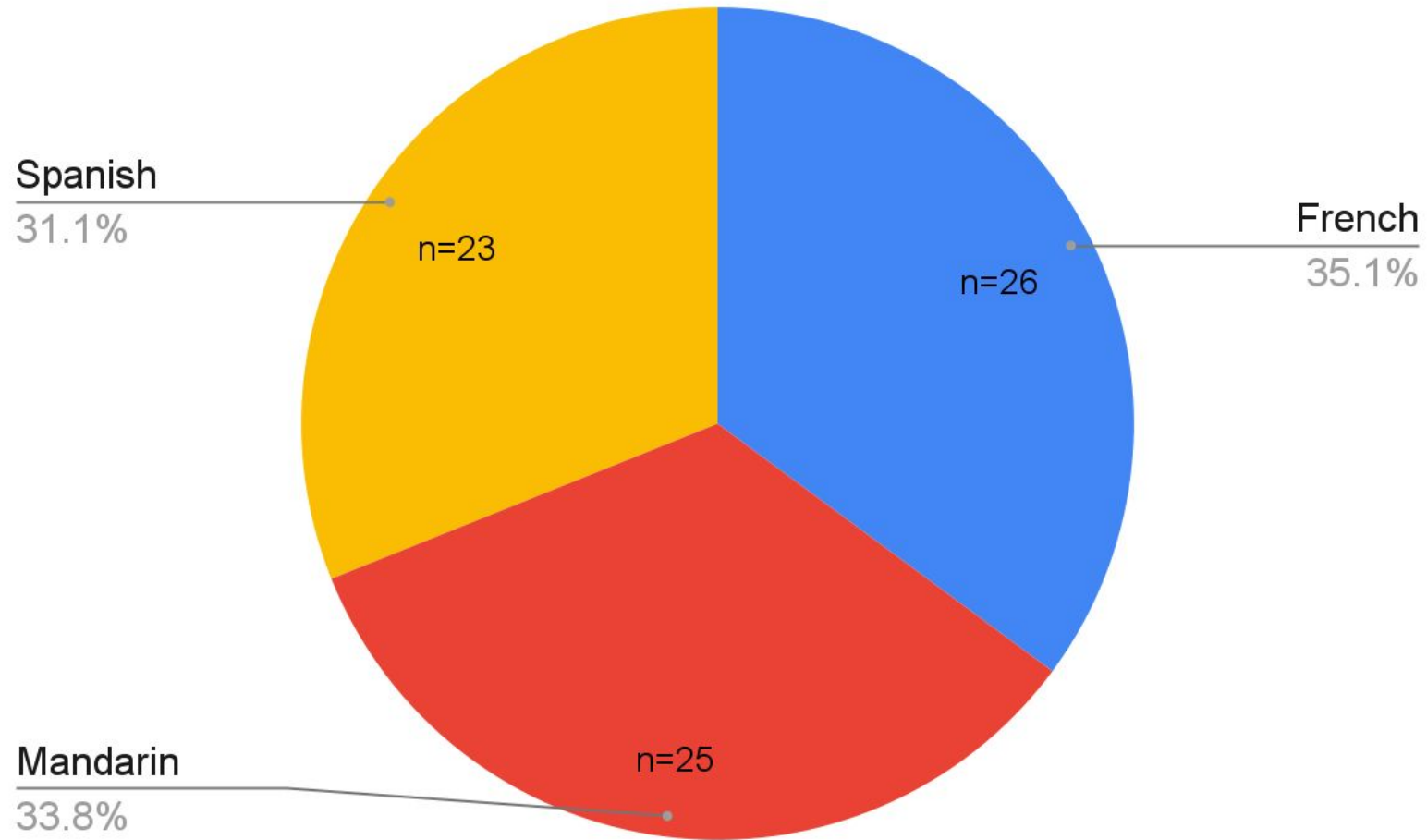
To me, Google Translate is (like).....



What Students Do With MT

Overview of Research Study

Who?



What?

Instructions: Write a mini essay (around 100 words or 10 sentences) in which you describe your favorite city **in Spanish**. Please consider the following questions:

- What is the name of the city?
- Why is it your favorite?
- What are the best places to visit in the city?
- What can you do at these places?
- Why might someone visit this city?
- Did you ever visit the city?

What?

The image shows a split-screen view of a computer desktop. On the left is a Google Docs document titled 'Untitled document'. The document contains the following text:

Instructions: Write a mini essay (around 100 words or 10 sentences) in which you describe your favorite city in French. Please consider the following questions:

- What is the name of the city? Nashville Tennessee
- Why is it your favorite? C'est tres jolie.
- What are the best places to visit in the city? Le restaurants
- What can you do at these places? Manger
- Why might someone visit this city?
- Did you ever visit the city?

On the right is a Google search result for 'google translate'. The search results show 'About 564,000,000 results (0.49 seconds)'. The main result is a snippet from 'translate.google.com' titled 'Google Translate', which states: 'Google's free service instantly translates words, phrases, and web pages between over 100 other languages.' Below this, there is an 'About' section that begins with 'Now, Google Translate works in any app. Speak with the world ...'. A small video thumbnail in the top right corner of the browser window shows a woman named Emily Helmich. The Windows taskbar at the bottom shows the date and time as 2:45 PM on 10/26/2020, and a notification for 'Screencastly - Screen Video Recorder is sharing your screen.' is visible.



Instructional Strategies

Training

- Online tools for language learning
- MT input
- MT output



Findings: Online Tools for Language Learning



WordReference.com
Online Language Dictionaries

SpanishD!ct

Google

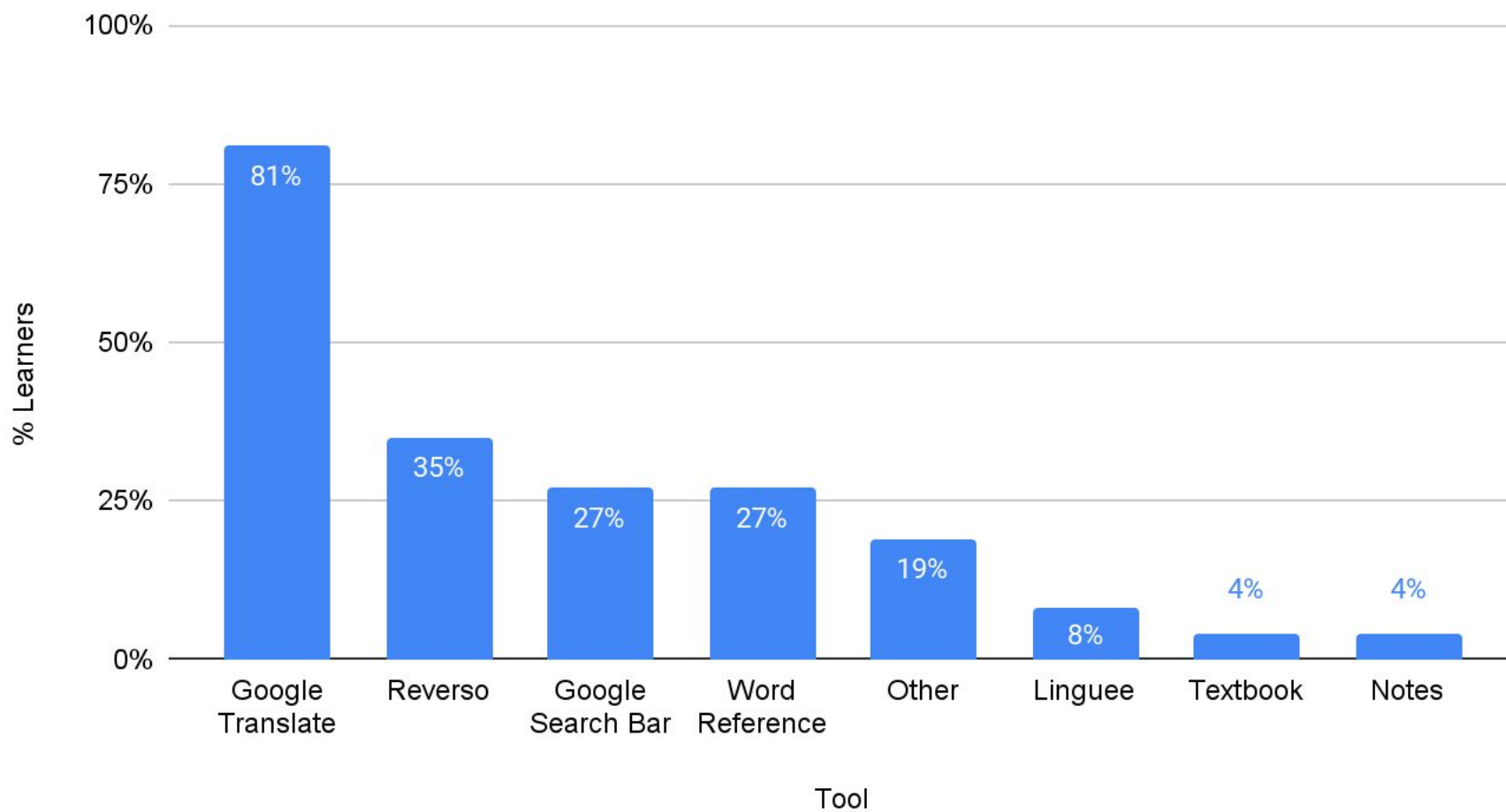
 **Reverso Translation**

 **Pleco
Chinese
Dictionary**



Findings: Online Tools for Language Learning

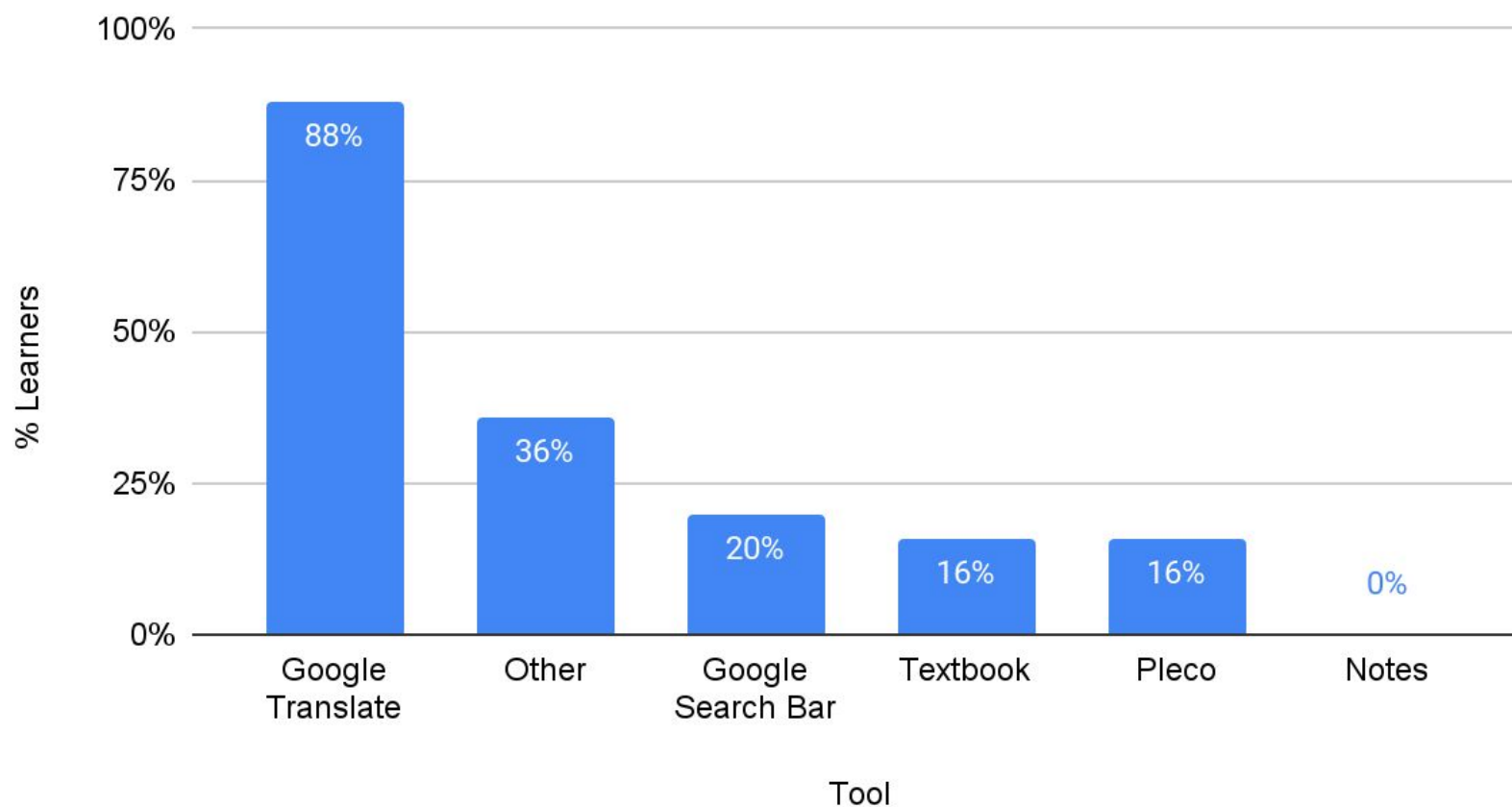
Tools Used by Learners of French





Findings: Online Tools for Language Learning

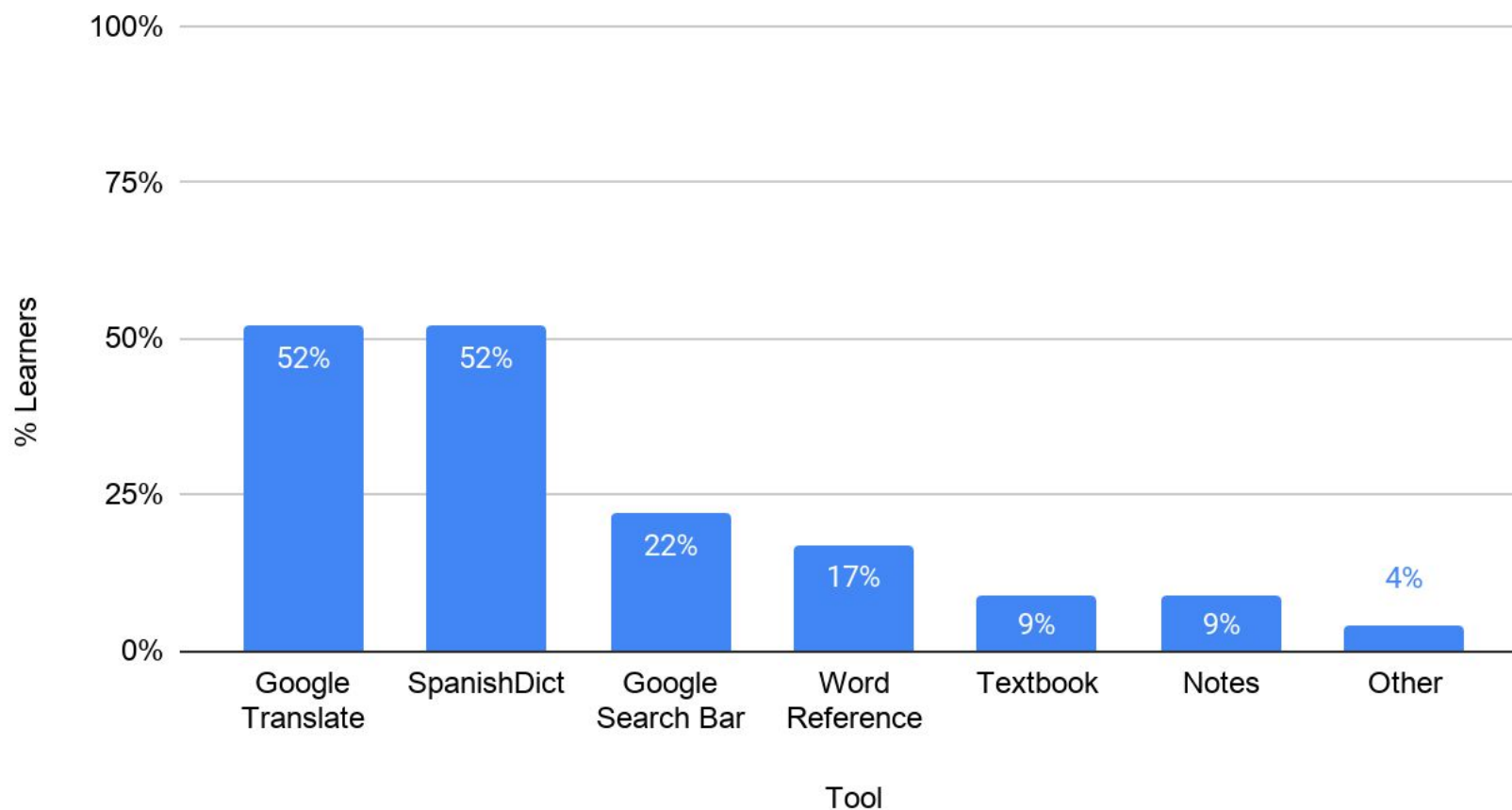
Tools Used by Learners of Mandarin





Findings: Online Tools for Language Learning

Tools Used by Learners of Spanish





Findings: Online Tools for Language Learning





“

I think I wish Google Translate had more of a variety of like answers that it spits out when you translate something. Because I know there's a lot of ways to say like one specific word or like an adverb or something....And then I don't know how to find that word because like it's not giving me the right translation. It's like giving me the literal translation, rather than all like the alternatives, so I kind of wish I had more of that.

-Julie



Findings: Online Tools for Language Learning





“

So for [Word Reference] giving you all these different options, **it's very overwhelming** and you're like, well, which I supposed to use? I didn't even know what this word meant, you know? So that's why I like Google Translate sometimes because even though it's not always the most accurate, it definitely is quicker

-Eliza



Findings: Online Tools for Language Learning

“None of us in class know how to find anything in the book” -*Amy*

“All textbooks are a little weird to use. In a [physical] textbook, I have to physically flip through the pages and scan up and down and up and down and up and down.” -*Ryan*





Instructional Strategies: Online Tools for Language Learning

1. Train students how to use a range of tools, including some non-MT tools (and their textbooks)



Instructional Strategies: Online Tools for Language Learning

1. Train students how to use a range of tools, including some non-MT tools (and their textbooks)
2. Metalinguistic awareness: train students how to decipher online tool output



Reflection & Interaction

MT Tools

non-MT Tools

Yandex Translate

SpanishD!ct

WordReference.com
Online Language Dictionaries



DeepL Translator

Reverso Translation

Linguee

Google Translate





Findings: MT Input

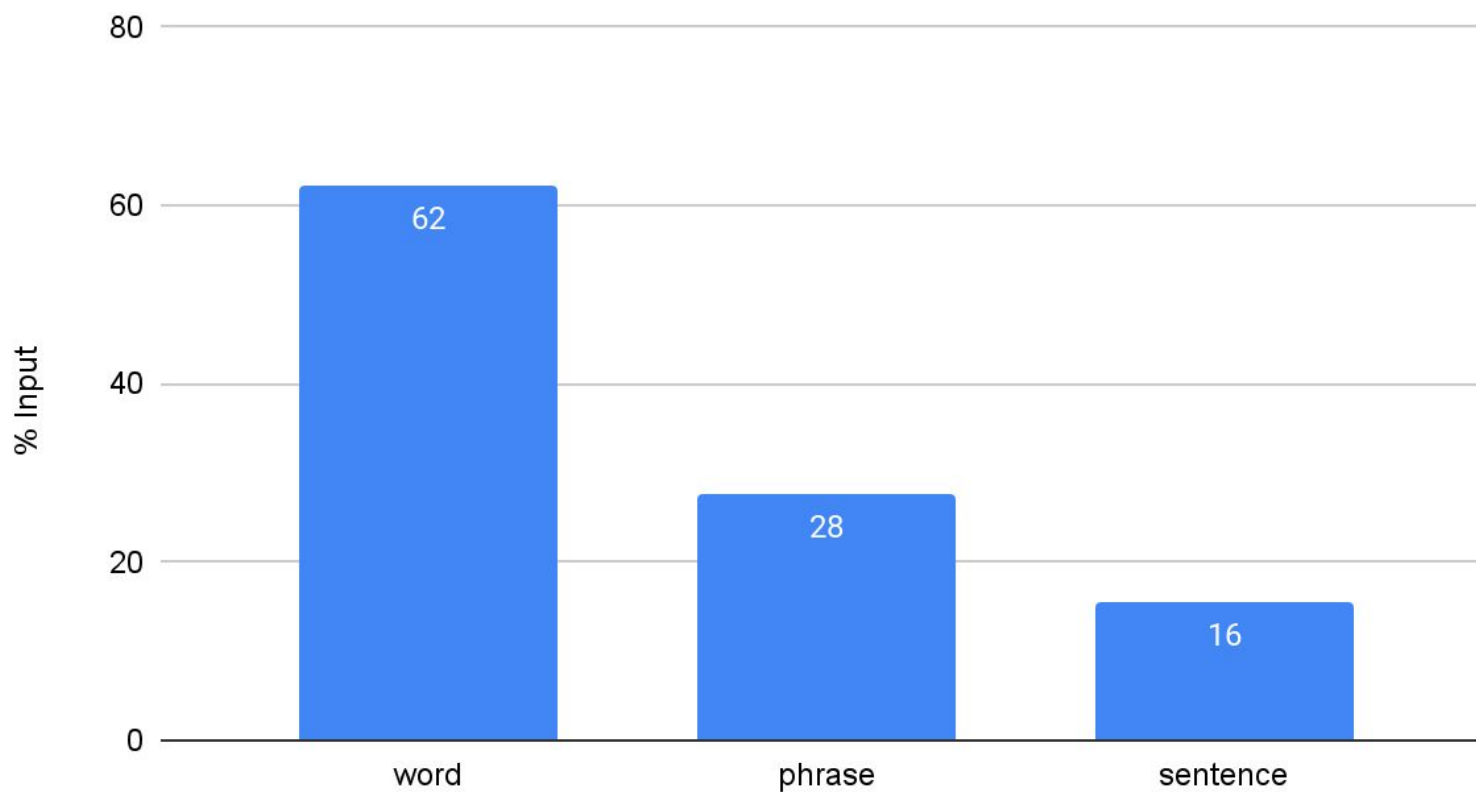
The image shows a screenshot of the Google Translate web interface. At the top, there are two dropdown menus for language selection: 'Chinese' on the left and 'English' on the right, with a double-headed arrow between them. Below the 'Chinese' dropdown is a large text input area with the placeholder text 'Enter text'. A microphone icon is located at the bottom left of this input area. To the right of the input area is a large, light gray rectangular box with the placeholder text 'Translation'. At the bottom right of the interface, there are two links: 'Open in Google Translate' and 'Feedback'. A large, light gray arrow points upwards from the bottom center of the page towards the 'Enter text' input field, highlighting it as the focus of the findings.





Findings: MT Input

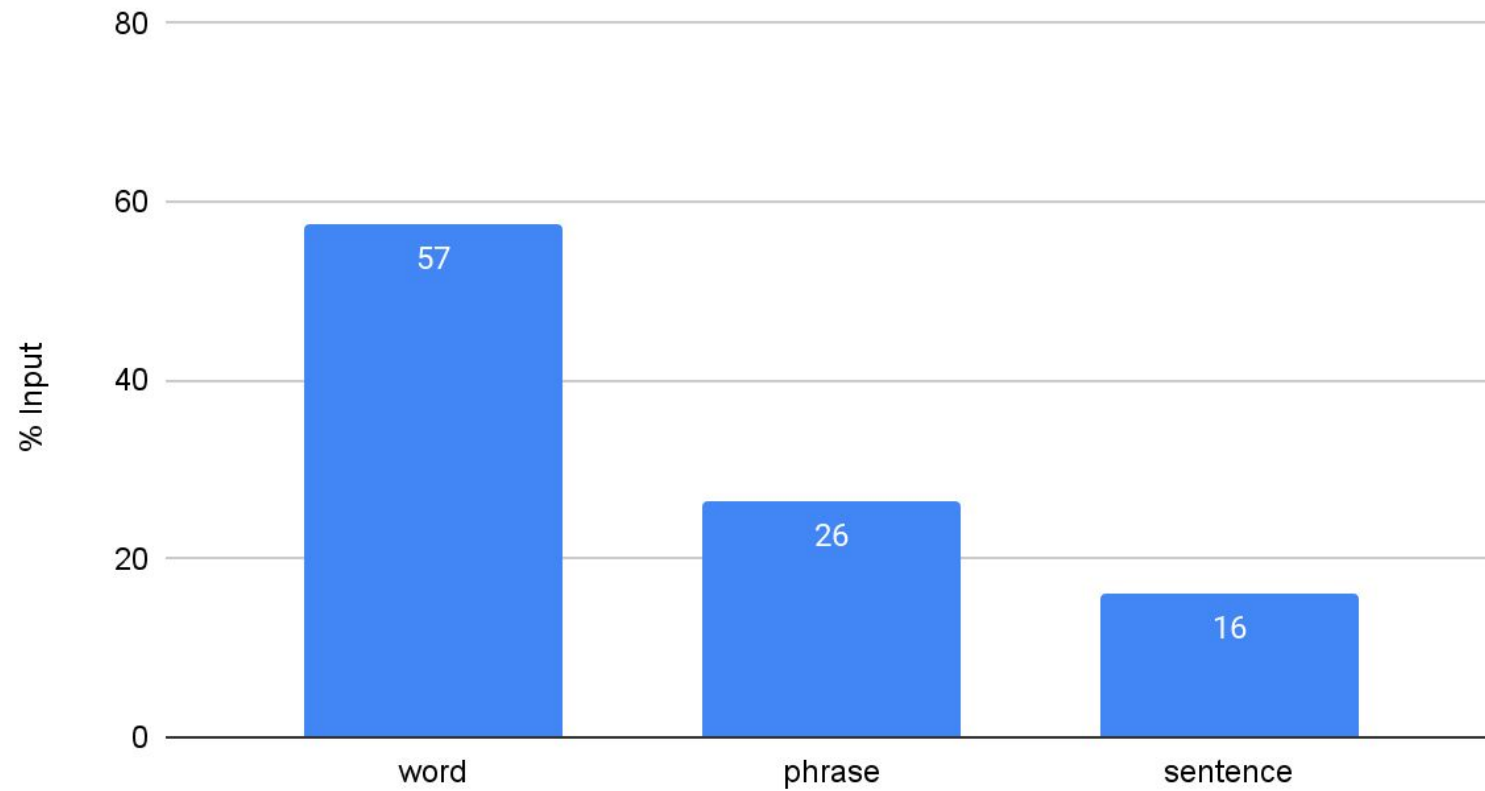
MT Input, All Languages





Findings: MT Input

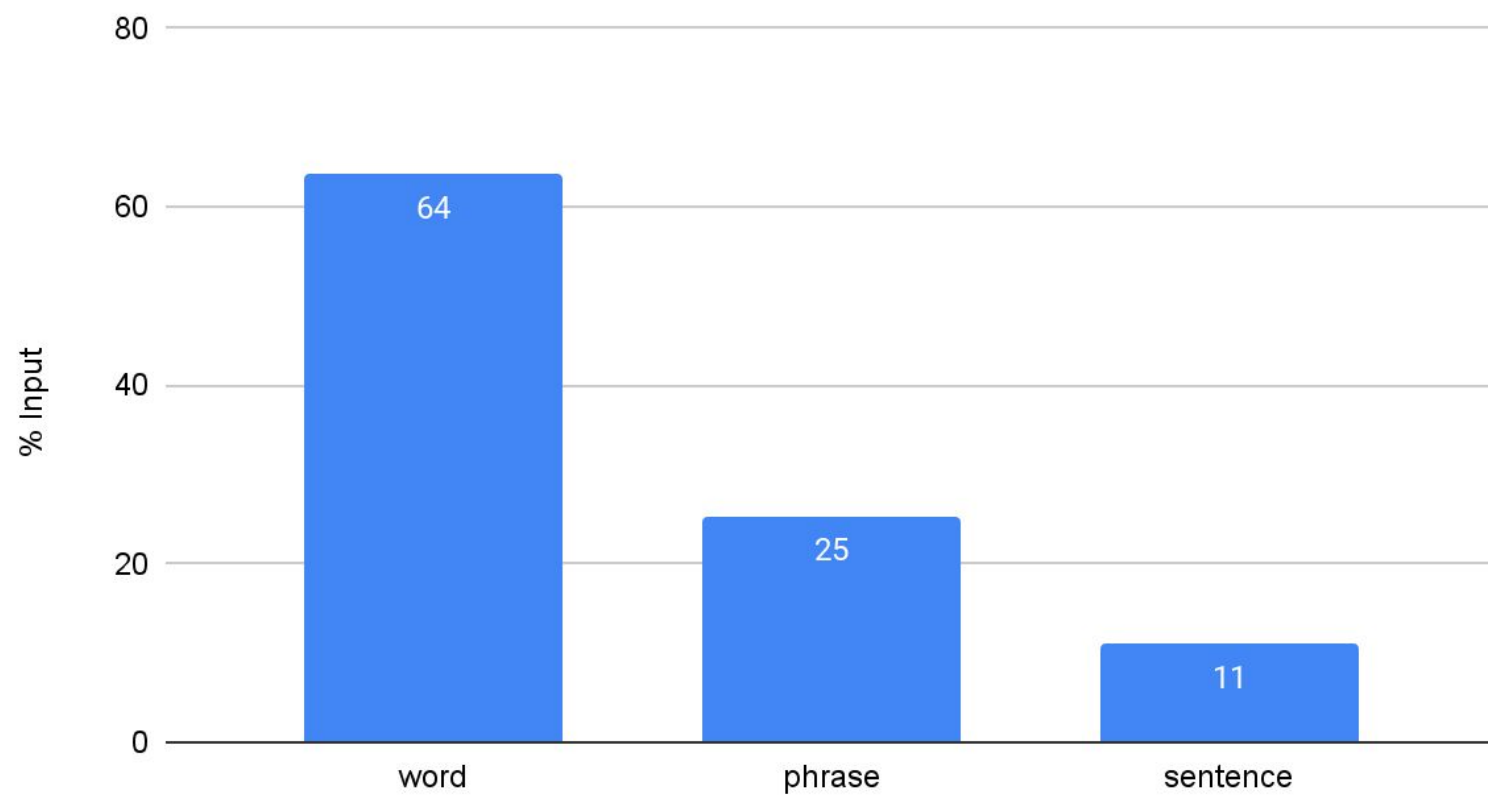
MT Input, Learners of French





Findings: MT Input

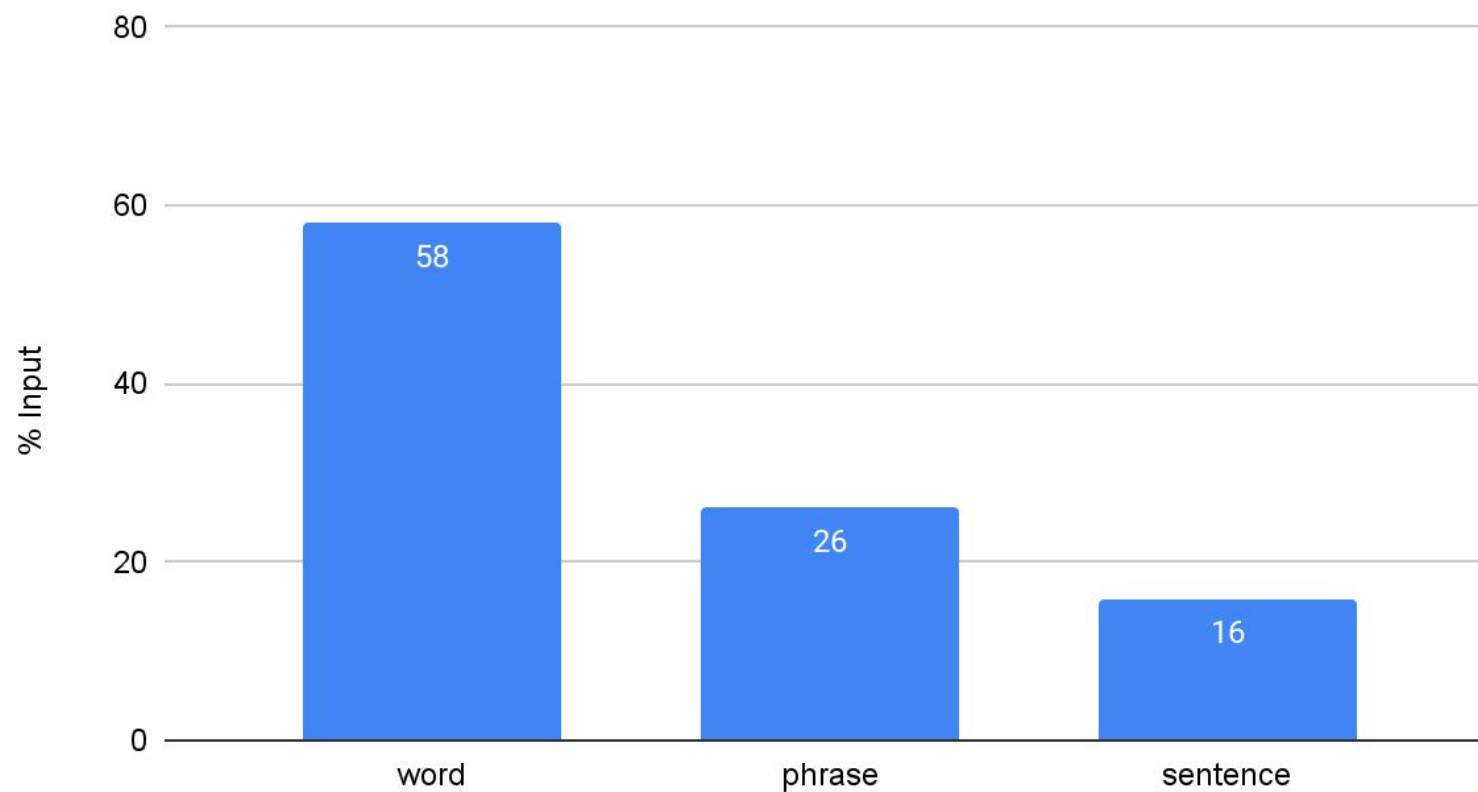
MT Input, Learners of Mandarin





Findings: MT Input

MT Input, Learners of Spanish



Google translate

All Books News Shopping Images More

About 1,940,000,000 results (0.43 seconds)

English ↕

near × près

'nir

Translations of near

adverb

près
near, close, by, nearby, nigh

proche
near, nigh, on familiar terms

à proximité
near, close by, close at hand, nigh

Open in Google Translate Feedback

Instructions: Write a mini essay (around 100 words or 10 sentences) in which you describe your favorite city in French. Please consider the following questions:

- What is the name of the city?
- Why is it your favorite?
- What are the best places to visit in the city?
- What can you do at these places?
- Why might someone visit this city?
- Did you ever visit the city?

Mon ville favorite est Phoenix. Il est mon ville favorite parce que j'ai nagé en Phoenix. Il y a beaucoup villes près Phoenix |

Instructions: Write a mini essay (around 100 words or 10 sentences) in which you describe your favorite city **in Spanish**. Please consider the following questions:

- What is the name of the city?
- Why is it your favorite?
- What are the best places to visit in the city?
- What can you do at these places?
- Why might someone visit this city?
- Did you ever visit the city?

Mi ciudad favorita es Red Lodge, Montana. Es mi favorite porque las vistas son muy bonitas. Esta son muchas montañas y usualmente muchas nieve. Soyamos puestos

About 1,500,000,000 results (0.53 seconds)

English ↔ Spanish

place × sitio

plās

Community Verified

Translations of place

noun

el lugar

place, site, spot, room, point, lieu

el sitio

site, website, place, room, location, spot

el puesto

post, position, place, job, stand, booth

Open in Google Translate

Feedt

translate.google.com

Google Translate

Translation history will soon only be available when you are signed in and will ... English. Spanish. French. Detect language. English. Spanish. Arabic. English.

www.spanishdict.com › translation

Spanish Translation | Spanish to English to Spanish Translator

Free Spanish translation from SpanishDict. Most accurate translations. Over 1 million words and phrases.

English - detected



Spanish



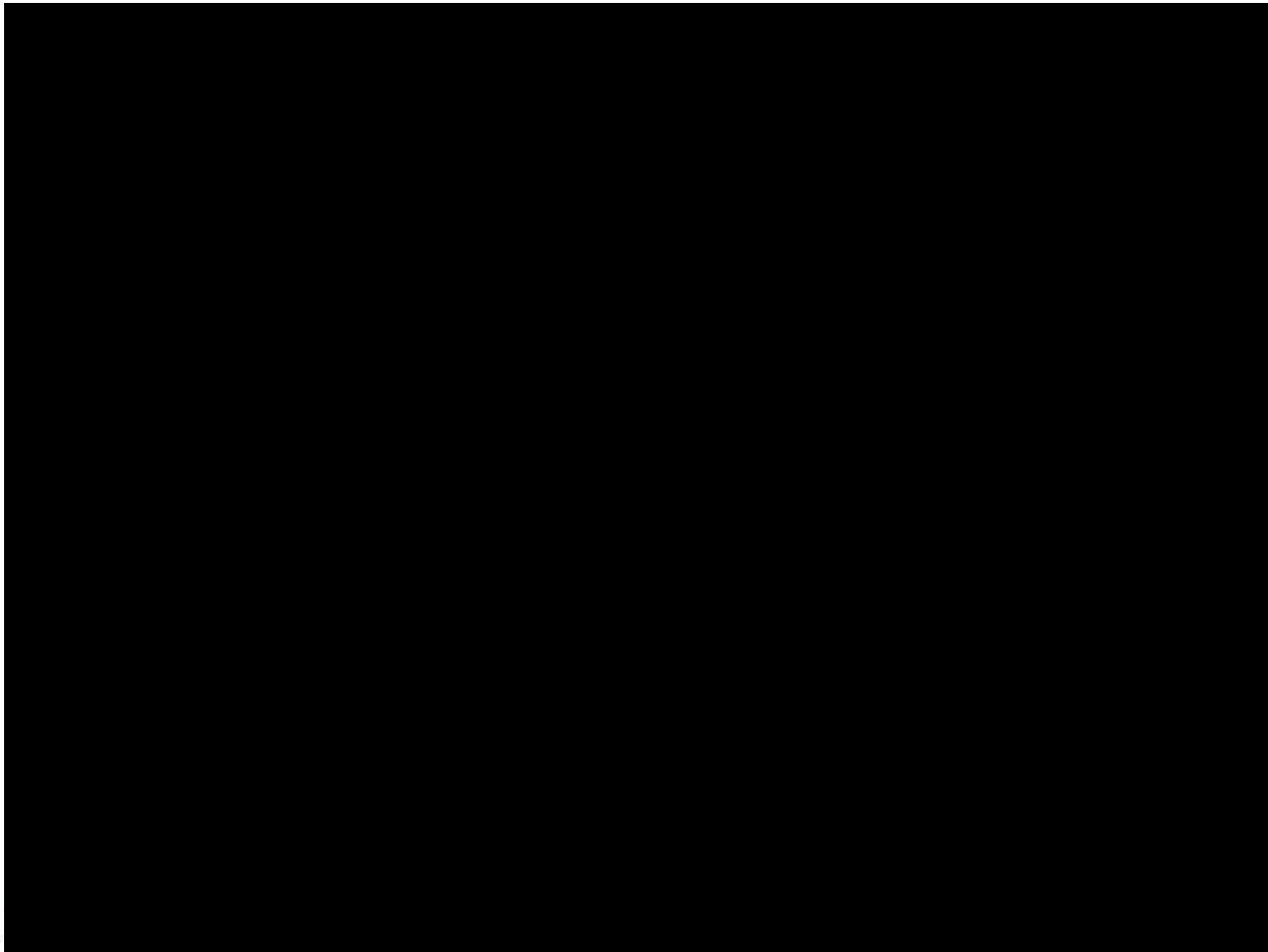
There are many
good places|



Hay muchos buenos
lugares



[Open in Google Translate](#) • [Feedback](#)





Instructional Strategies: MT Input

1. Train students on what to input into MT tools



Instructional Strategies: MT Input

About 1,030,000,000 results (0.46 seconds)

English ↔ French

fly × mouche

fli

fly flying flyer fly me to the moon

Verified

About 1,030,000,000 results (0.46 seconds)

English ↔ French

flying × en volant

'fliŋ

flying flying saucer flying a kite

flying kiss

Verified

About 1,030,000,000 results (0.46 seconds)

English ↔ French

a fly × une mouche

a fly a flying a flyer

a fly in the ointment

Verified

[Open in Google Translate](#) • [Feedback](#)

About 1,030,000,000 results (0.46 seconds)

English ↔ French

to fly × voler

to fly to flying to fly away

to fly a kite

Verified

Translations of fly



Instructional Strategies: MT Input

Discussion Questions

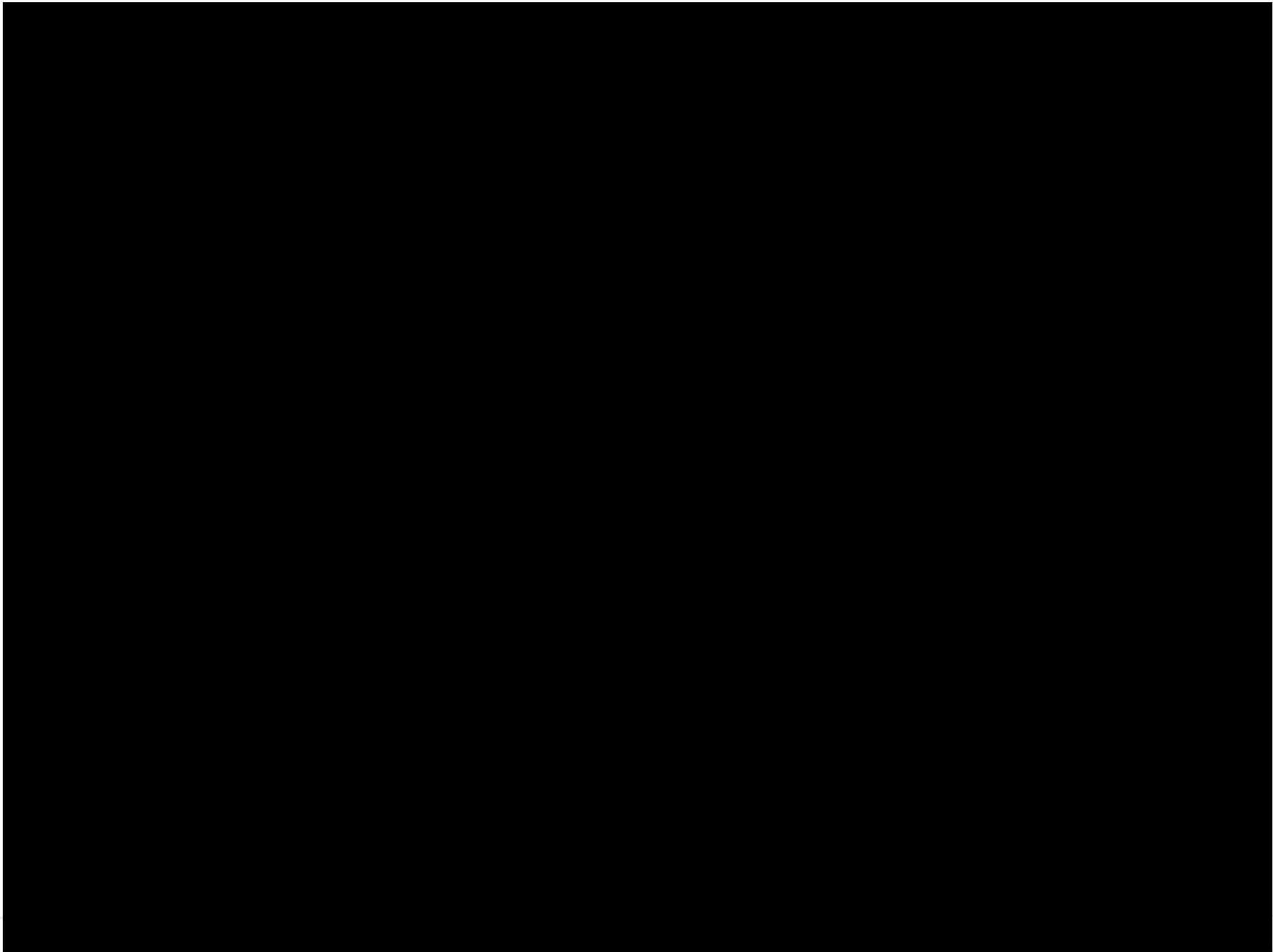
- What did you observe? How does the output change based on what you search?
- What happens to MT output when you include/exclude [articles, adjectives, subjects, pronouns, etc]?
- When would you want to include [articles, adjectives, subjects, pronouns, etc] in your search? Why?
- How will you use these tools in the future?



Findings: MT Output

The screenshot displays a machine translation interface. At the top, there are two dropdown menus: the left one is set to 'Chinese' and the right one to 'English', with a double-headed arrow between them. Below the 'Chinese' menu is a text input area with the placeholder text 'Enter text' and a microphone icon. To the right of the input area is a large, light gray rectangular box labeled 'Translation'. At the bottom of the interface, there are three links: 'Open in', 'e Translate', and 'Feedback'. A large, light gray arrow points upwards from the bottom center towards the 'e Translate' link.





























Findings: MT Output

Average time (s)	13.8
Minimum time (s)	1.7
Maximum time (s)	71



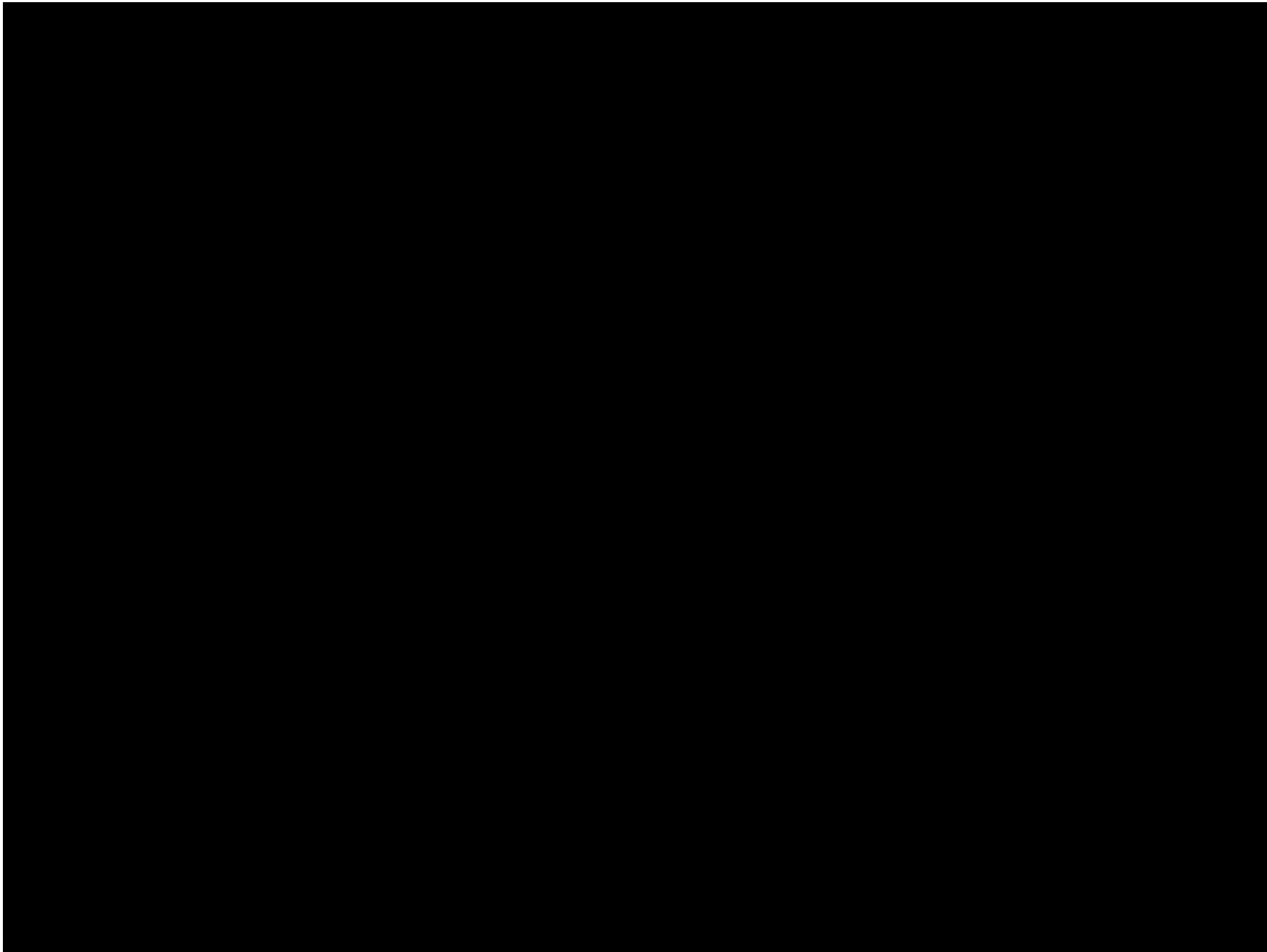
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tance Between Us Man...
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rmet Hound, List1 | LIN...
Matters, List1 | LINE W...
sode 3 - 3 | LINE WEBT...
g day - 23 | LINE WEBT...
5 - 76 | LINE WEBTOON
nor Me, List1 |
t Chase, List1 |
ey Lemon, List1 |
ovable Replacement, Li...
s Have a Blog, List1 | LI...
mbs, List1 |
d You Are My Lovely Dr...
e Botanist, List1 |
d Isekai Omotenashi G...
d The Man Who Clean...

Favorites

 Cooking with the New York...	 The New York Times - Break...	 Google	 Gmail	 My Drive - Google Drive	 YouTube
 Facebook	 TheHub Main Menu	 Hampshire Webmail :: Inb...	 WordPress.com	 Pima County Public Library	 Wattpad / Home
 Colloquial Languages	 Five College Supervised In...	 Duolingo: Home	 Netflix	 Vantage West Credit Union...	 UAccess
 DIV I - Safia Ahmed Franci...	 Course Materials Pe...	 Home	 VHL Central Course Dashb...	 VHL Central Course Dashb...	

Frequently Visited

					
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Instructional Strategies: Output

1. Don't assume all students are just copy/pasting
2. Train students how to analyze MT results



Instructional Strategies: Output

Target word/ phrase	Machine translation output	WordReference outputs	What you chose & why

Appendix 1. Writing assignment worksheet and prompt

Step 1. Write your first draft in Korean on your own. You may use the glossary at the end of your textbook and/or dictionaries.

Step 2. Write what you drafted in Step 1 in English as well.

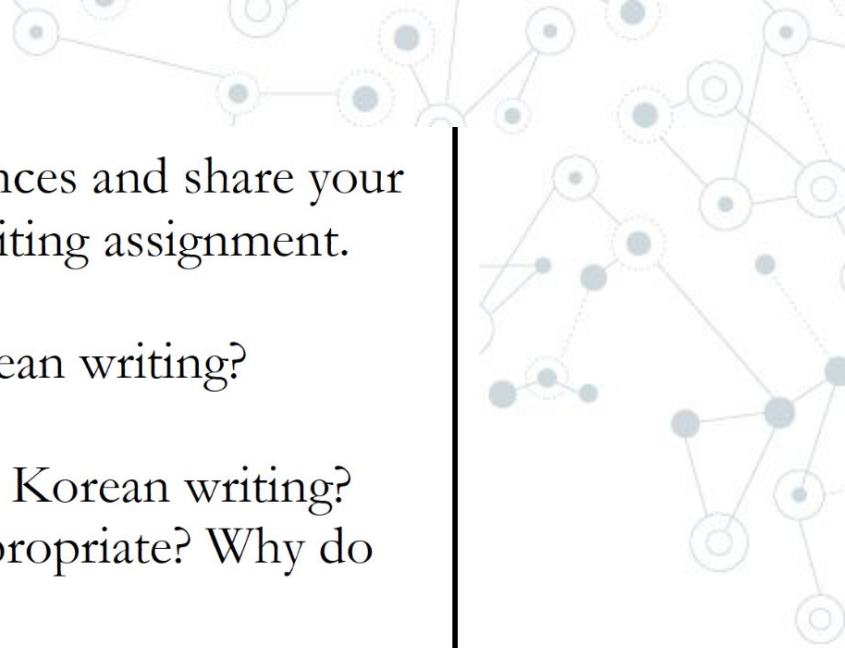
Step 3. Use a machine translator (name of translator: Google translate, Naver Papago) and edit your writing in Step 1. Please apply the guidelines you learned in the class.

*Purpose: 1. Checking spelling, 2. Checking grammar, 3. Clarifying meanings, 4. Checking honorific forms, 5. Finding better expressions, 6. Other: please specify.

Words /Phrases	Purpose* [Please choose one from the above]	Translator 1st run	Choice after Image search	Choice after News search	Final choice Of Korean expressions



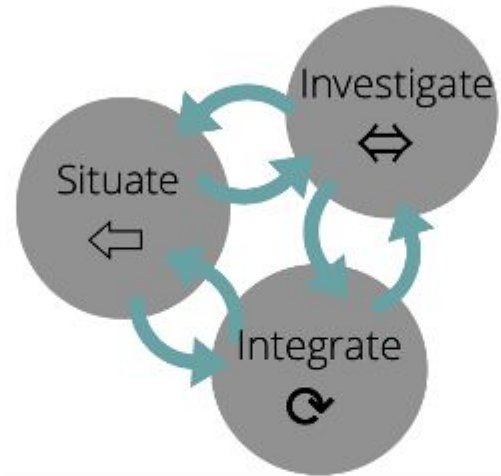
Ryu, J., Kim, Y.A., Yang, Sunyoung, Park, S., Eum, S., & Chun, S. (in press). Exploring Foreign Language Students' Perceptions of Guided Use of Machine Translation (GUMT) for Korean Writing. *L2Journal*. jryu@arizona.edu



Step 4. Please compare your own sentences and translated sentences and share your thoughts and experience using the translator to complete this writing assignment.

1. Which translated part was most similar to your own Korean writing?
2. Which translated part was most different from your own Korean writing? Was the translated sentence contextually awkward or appropriate? Why do you think so?
3. In what ways did image or news searches help you with your final draft (if you used either of them)?
4. What were you able to learn from using a translator to complete this writing assignment?

What is the theme of this assignment? What have I just learned in class? Do I already know some relevant vocabulary?



What am I trying to say or figure out? Do I already know how to say it? Am I trying to figure out a word or a phrase? What is the best resource for me to use? How can I double-check what I find?

Does the word/expression I found match the theme of this assignment?
How can I integrate this with what I already know from class?
Have I conjugated my verb? used articles and pronouns?
Am I answering the original question?

Myers, L., & Pellet, S. (in press). What's wrong with "What is your name?" > "Quel est votre nom?": Teaching responsible use of MT through discursive competence and metalanguage awareness. *L2Journal*. myersll@umkc.edu; pelletsh@wfu.edu

Assignments

- Time & Grades
- Goals & Structure





Findings: Time & Grades

“But I feel Google Translate is also helpful if you want something fast. But it's also not 100% reliable so...”
-*Ellie*

“There's less buttons to click.”
-*Kelsey*





Findings: Time & Grades

“Those fun vocabulary words [from Google Translate] make writing more interesting and more advanced and obviously that’s better when you are trying to go for a better grade.”

-Gabby

“If I was submitting [the task,] I would have gone back and chose a better word. If it wasn't for high grade, I probably wouldn't be too concerned with using like the fanciest word.”

-Mailey





Instructional Strategies: Time & Grades

1. Reduce time/grades as a factor in MT use
 - a. create open-ended assignments
 - b. implement low-stakes scaffolding (e.g., multiple drafts that focus on process and not product)
 - c. create evaluations that do not focus solely on grammatical correctness

CRITICAL ANALYSIS (40 pts)				
<i>Evaluation of possible answers</i>				
1	4	7	10	___/10
Does not evaluate different possible answers/sides	Inclusion and evaluation of some possible answers/sides; mostly superficial	Evaluates several possible answers/sides, some superficiality may remain	Comprehensive and nuanced evaluation of a range of possible answers/sides	
<i>Synthesis</i>				
1	4	7	10	___/10
Proposed solution/answer to analytical question is not present	Proposed solution/answer to analytical question is simple or obvious, with few connections back to the evaluation of different answer/sides	Proposed solution/answer to analytical question makes substantial connections back to the evaluation of different answer/sides; perhaps some simplicity remains	Proposed solution/answer to analytical question is nuanced, imaginative, and makes extensive connections back to the evaluation of different answer/sides	
<i>Sources</i>				
1	4	7	10	___/10
Draws on unreliable sources from only one discipline	Draws on a mix of unreliable and reliable sources; most from one discipline	Draws mostly on reliable sources from different disciplines	Draws exclusively on rigorous sources from different disciplines	
LANGUAGE (40 pts)				
<i>Comprehensibility how well student expresses meaning, how comprehensible text is</i>				
5	10	15	20	___/20
Written expression is incomprehensible.	Written expression is somewhat comprehensible.	Written expression is mostly comprehensible.	Written expression is fully comprehensible.	
<i>Form how accurate and appropriate are students' vocabulary, spelling, grammar and choices</i>				
5	10	15	20	___/20
Forms, structures, lexical choices are most often incorrect. No appropriate connection to context.	Forms, structures, lexical choices are often incorrect with little appropriate correspondence to context.	Forms, structures, lexical choices are mostly correct and almost always appropriate or the context.	Forms, structures, lexical choices are almost all correct and appropriate for the context.	
PRESENTATION (10 pts)				
1	4	7	10	___/10
Paper's organization is not decipherable to reader.	Paper struggles to guide reader clearly through. Multiple unclear transitions that leave the reader confused.	Paper is mostly well-organized, with one or two instances of confusion. Perhaps too many or too few transitions.	Paper is clearly organized, with appropriate transitions and signposting	
CONTENTS (10 pts)				
<i>how well student addresses specifics of assignment</i>				
1	4	7	10	___/10
Paper meets none of the assignment requirements.	Paper only meets a few assignment requirements. Is substantially too short/long or missing multiple sources.	Paper meets most assignment requirements. Is perhaps too short/long or missing a source.	Paper meets all assignment requirements.	

Oral Debate Scoring Rubric

Criteria	Performance Levels			
	Unsatisfactory	Acceptable	Proficient	Outstanding
A. Position Your position is clear. [Up to 15 points]	Your position lacks clarity.	Your position is announced but there is no consistency.	Your position is clearly announced.	Your position is clearly announced and intrigues the audience.
B. Confirmation Reasons (supporting claims) are provided to defend your position. [Up to 20 points]	No or few relevant reasons are provided.	1-2 relevant reasons are provided.	3-4 relevant reasons are provided.	5+ relevant reasons are provided.
C. Support and evidence Examples and facts (or any sources of evidence) are provided to support the reasons for the position. [Up to 20 points]	Little support is provided.	1-2 relevant examples and/ or facts are provided.	3-4 relevant examples and/ or facts are provided.	5+ relevant examples and/ or facts are provided.
D. Refutation Counter-arguments advanced by the other teams are considered and responded to effectively. [Up to 20 points]	No counter-argument is provided.	1-2 counter-arguments are provided and they respond to what other participants said.	3-4 counter-arguments are provided and they respond to what other participants said.	Several counter-arguments are provided and they deepen the debate.
E. Presentation and style The tone of voice, eye contact, use of gestures, and the level of enthusiasm are compelling. [Up to 20 points]	The presentation is not convincing.	The presentation is sometimes weak but fairly convincing in general.	The presentation is convincing.	The presentation is convincing and captivating at the same time.
F. French Comprehensibility of speech and correct usage of grammar rules. [Up to 15 points]	Too many mistakes prevent comprehensibility.	The speech is not always clear but in general is understandable.	Speech is clear despite a few errors.	Speech is clear and almost error free.
	D+ : F 69-0	C+ : C- 79-70	B+ : B- 89-80	A : A+ 100-90

Klekovkina, V., & Denié-Higney, L. (in press). Machine Translation: Friend or Foe in the Language Classroom? *L2Journal*. vklekovk@uwsp.edu; laurence@humnet.ucla.edu



Findings: Goals & Structures

“What I like about Google Translate is it gives you the answer. Word Reference gives you like, ‘in the adjective, it’s this. Or in the verb, it’s this. Or the whatever, it’s this.’”

-Anne



SpanishD



Quito es mi

Transla

Quito is my

Play

Show more

Word-t

Instructions: Write a mini essay (around 100 words or 10 sentences) in which you describe your favorite city in Spanish. Please consider the following questions:

- What is the name of the city? Quito
- Why is it your favorite?
- What are the best places to visit in the city? Downtown - el Centro
- What can you do at these places? Monumentos
- Why might someone visit this city?
- Did you ever visit the city?

Quito es mi favorito la ciudad

Body

Style Layout

Font

Calibri

11

Character Styles None

Text Color

Alignment

Left

Spacing 1.0 - Single

Bullets & Lists None





Findings: Goals & Structures

“My strategy when I do type things in Google Translate is like get small words and see if I can fit them together on my own because I feel like I learn better that way.”

-Mary





Instructional Strategies: Goals & Structures

1. Assignments that emphasize meaning-making

Argument Map Template

Name: _____

Your stance (your position)

Because

Reason/ supporting claim

But

Objection/ counterargument

Because

Reason/
supporting claim

But

Objection

Because

Reason/ supporting
claim

However

Rebuttal
(objection to
objection)

For example

Evidence

For example

Evidence

For example

Evidence

For example

Evidence

Criteria	Performance Levels			
	Unsatisfactory	Acceptable	Proficient	Outstanding
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	D+ : F 69-0	C+ : C- 79-70	B+ : B- 89-80	A : A+ 100-90



Reflection & Interaction



Policies & Approaches





Findings: MT Policies





“

I only know that because my teachers are always like “do not use it. It's not going to be right.” So instead of even risking it, I always just try and do it like what I have learned. Because at the end of the day, **they [teachers] say, ‘you'd probably be—Like your grade would be punished more if you use Google Translate versus what I taught you, even if it's not correct.’** So that's, that's why I do it [use Google Translate] word for word.

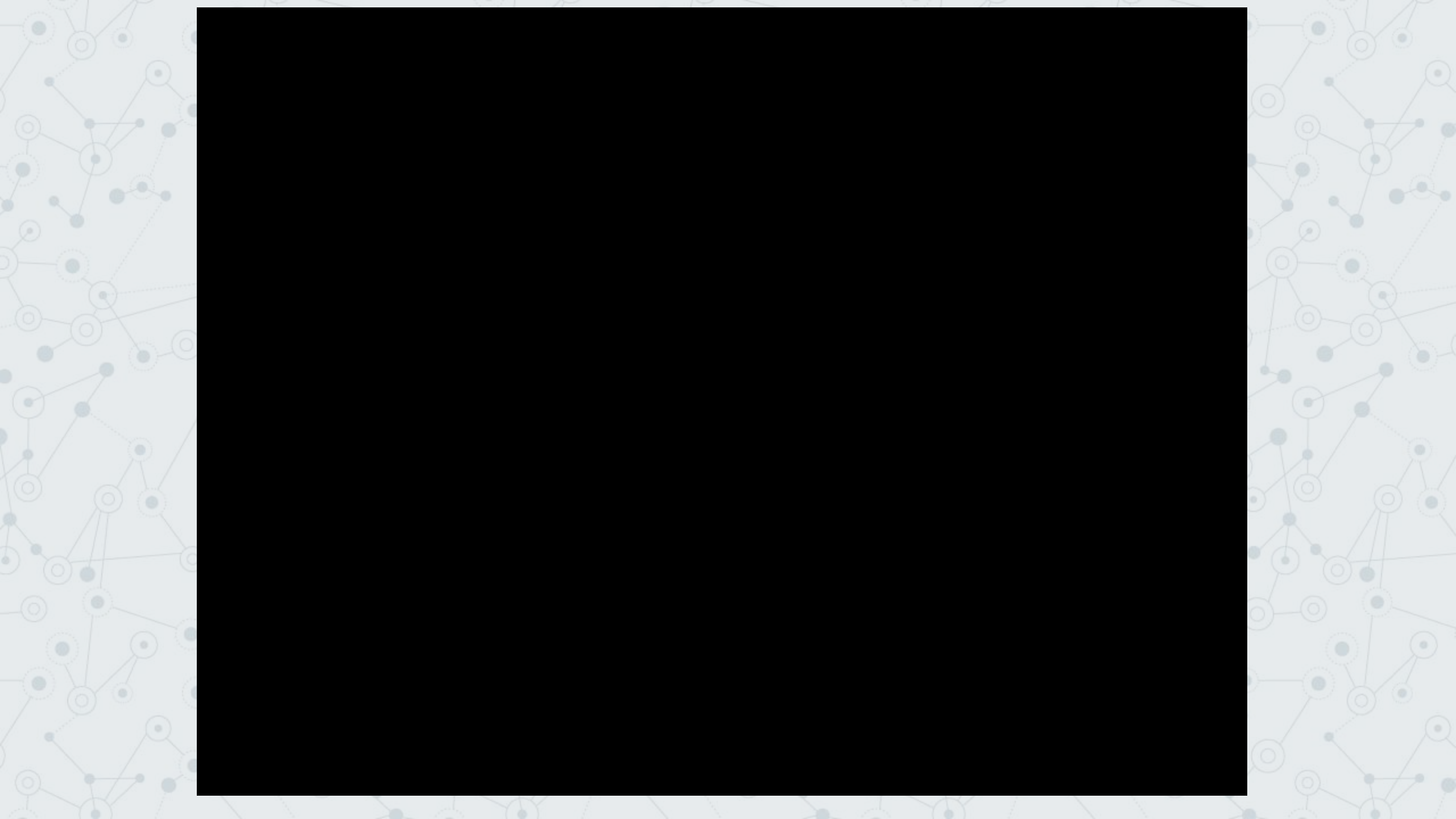
-Eliza

Findings: MT Policies

“I thought it was cheating because it was like the whole sentence. And I didn't want to copy an entire sentence. So I just reverted back to what I could remember on the top of my head.”

-Kendrick







Instructional Strategies: Policies & Approaches

1. Revise MT policies
 - a. Avoid bans and “MT as a dictionary”
 - b. Redirect energy to training
2. Reframe MT as opportunity for learning and not an answer key
3. Provide opportunities in the classroom to reflect on MT use output together

Wrap Up

Additional Resources: Website

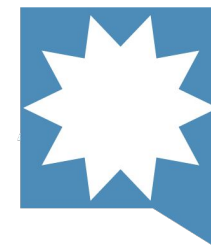
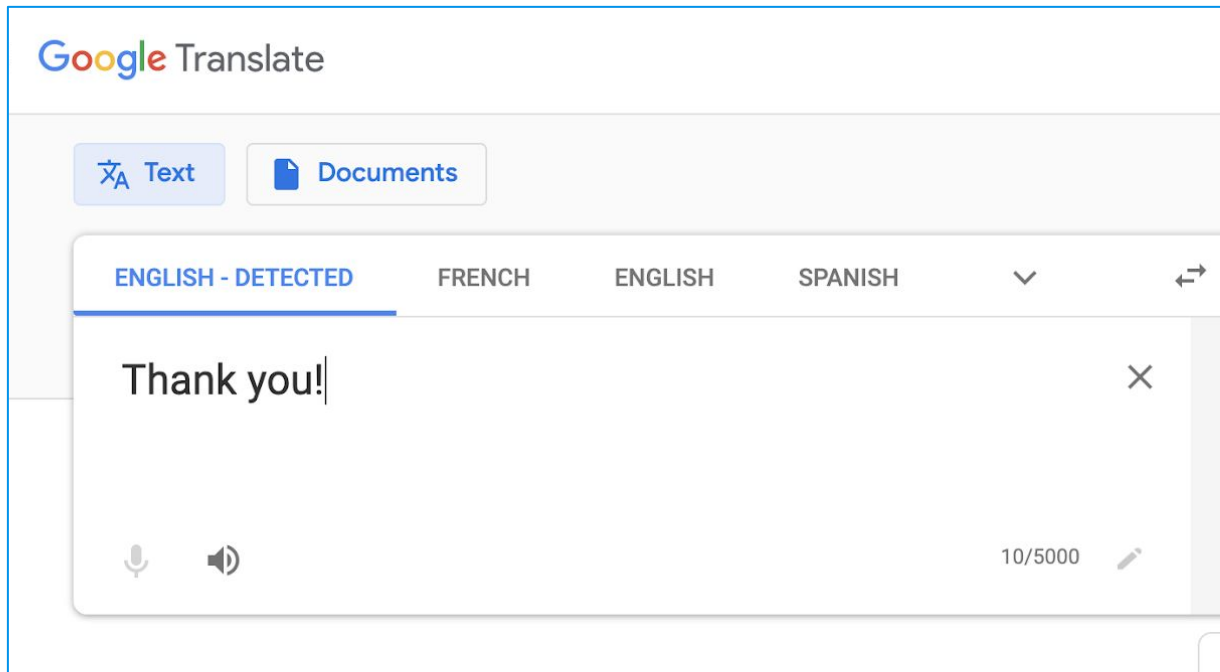




Reflection & Interaction

To me, Google Translate is (like).....





THE UNIVERSITY OF ARIZONA

CERCLL

Center for Educational Resources in
Culture, Language and Literacy

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