Integrating Online Translators and Other AI Tools in Language Instruction
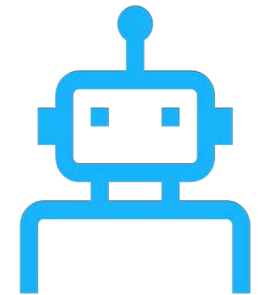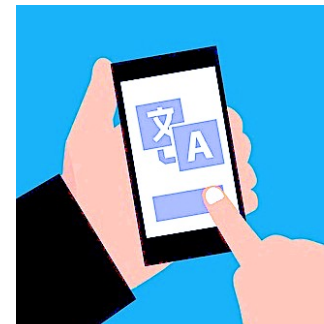
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This presentation: tinyurl.com/cercll2024-ot-ai

Rebooting Language Educ-AI-tion series — CERCLL
January 31, 2024

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Today's webinar

1. Online translators (OTs) and L2 instruction
2. Artificial Intelligence (AI) chatbots and L2 instruction
3. Comparison: OTs and AI chatbots

4. OT policies: samples and suggestions
5. AI policies: samples and suggestions

6. Assignments: Tasks and approaches for OTs and AI
7. Breakout rooms: co-creating a task or policy

8. Discussion / Q & A
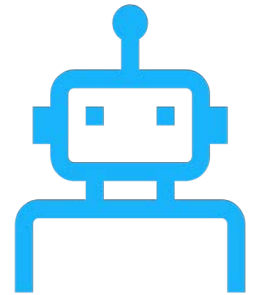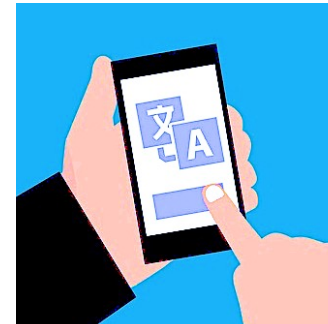
First: Some definitions

Definitions

- **Online Translators (OTs)**
    - Converts input (text, audio, visual) from one language to another language.
    - Often additional features to assist user in fine-tuning the output, but the main feature is machine translation.
    - Examples: Google Translate, DeepL, Reverso

- **Artificial intelligence (AI) chatbots**:
    - For a given plain language prompt, generates responses in a conversation-style format based on predictions of best output
    - Performs an almost limitless number of tasks, among which translating text between languages, or generating new text in a given language.
    - Examples: ChatGPT, Copilot (aka Bing AI), Bard

Poll — Online translators

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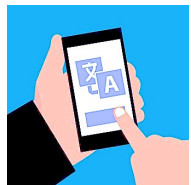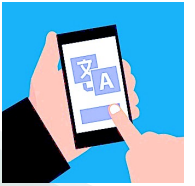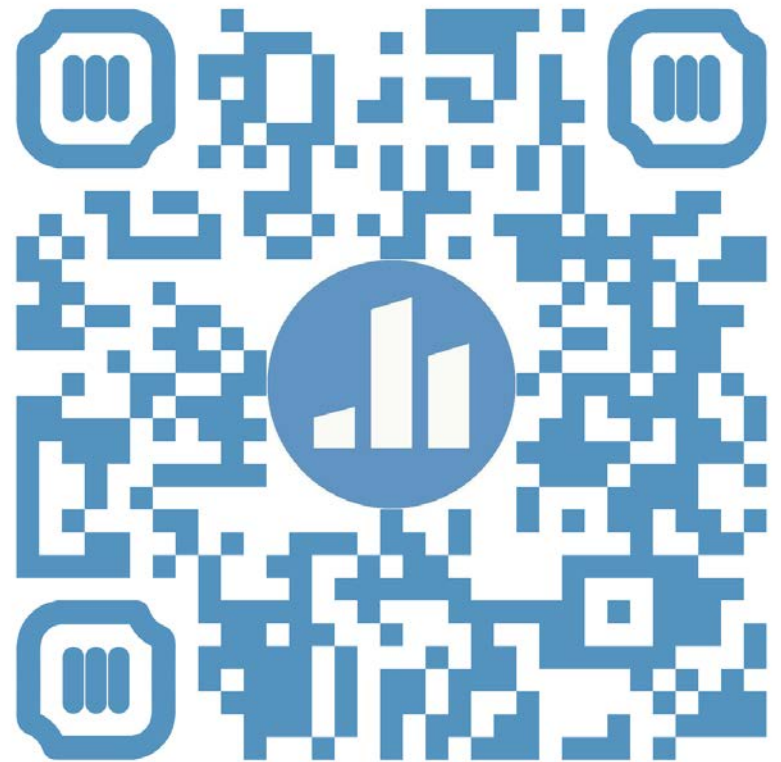MEMPHIS.

Poll

Two questions about your current views and policies related to

Online Translators
(e.g. Google Translate, DeepL, Reverso)

Use the QR code
or go to:
PollEv.com/errolmoneill

OTs and L2 instruction

OTs and L2 instruction

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OTs and L2 instruction

- **Online translators** (OTs) —
  - SYSTRAN's **Babel Fish**: 1997
  - First reports of **L2 students using OTs**: 1998 (Yang & Lange)

- **OTs have** evolved (Loock & Léchauguette, 2021) —
  - rule-based machine translation
    → neural machine translation (a type of AI)
  - output: one translation
    → output = choices on clicking, other linguistic tools

- **Concerns** for L2 learning have evolved:
  - Will errors make writing incomprehensible?
    → Are OTs "too" good? Who's doing the work?
  - How can we detect and prevent OT use?
    → How can we foster learning through responsible use? (e.g. Schocket & Ducar, 2018)

Google Translate: translation tools

DETECT LANGUAGE   FRENCH   ENGLISH   SPAN⌄   ⇄   FRENCH   ENGLISH   SPANISH   ⌄

game   ✕   Jeu 🛡

gām   ✓   Jeu
                                                       Game
🎤   🔊   4 / 5000   ⌨   ⌄   match
                                                       match   📋   ✏   �

Definitions of game   partie
                                                       part   ame
Noun
                                                  Noun gibier   Frequency ❓
                                                       game

DETECT LANGUAGE   FRENCH   ENGLISH   SPAN⌄   ⇄   FRENCH   ENGLISH   SPANISH   ⌄

It's a piece of cake   ✕   C'est un morceau de gâteau   ☆

it's a piece of cake
c'est du gâteau
🎤   🔊   20 / 5000   ⌨   ⌄   🔊   📋   ✏   �

Google Translate

Text   Documents

DETECT LANGUAGE   ENGLISH   SPANISH   FRENCH   ⌄   ⇄   SPANISH   FRENCH   ENGLISH   ⌄

You mean all I have to do is talk and it will translate it.

Quiere decir que todo lo que tengo que hacer es hablar y lo traducirá.

59 / 5,000

History   Saved   Contribute

Conversation

Would you like to talk?

¿Te gustaría hablar?

Détection des deux langues

En...sh ⌄   Les deux   es...ñol ⌄

Conversation

why not

porque no

En...sh ⌄   Les deux   es...ñol ⌄

12

13
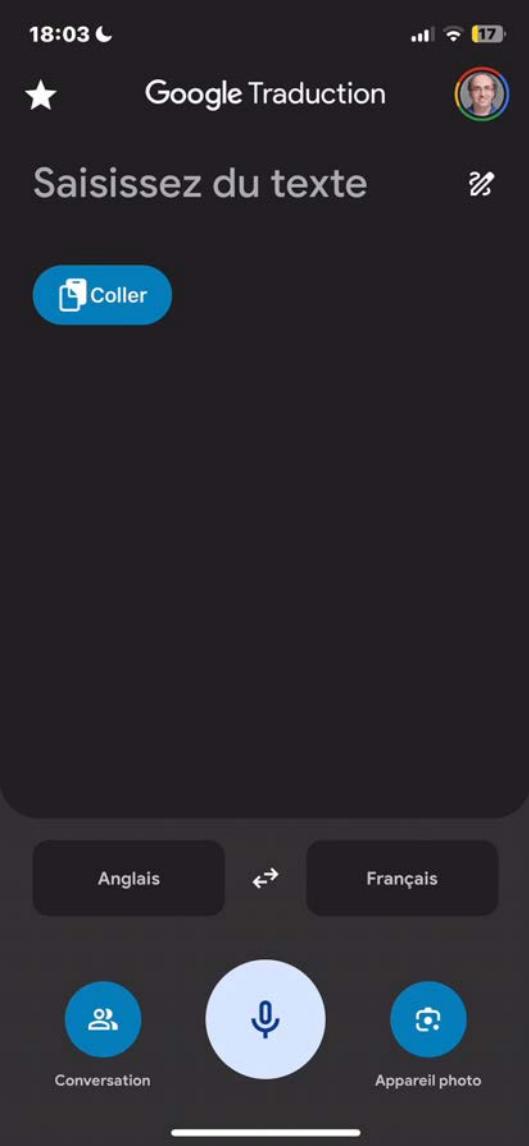
OTs and L2 instruction

- **Online translators widely used:**
  - **87.7%** of **face-to-face students** use OTs on graded HW, even when prohibited (O'Neill, 2019).
  - Large **majority** (64.6%—83.2%) **of online synchronous** students reported OT use <u>during</u> classes (Merschel & Munné, 2022)

- **Positive aspects** of using OTs for L2 writing:
  - OT with training had **higher composition scores** compared to control group (O'Neill 2016, 2019)
  - increased **lexical and syntactic complexity**; grammatical and lexical **accuracy** (Mujtaba et al., 2022)
  - improved **vocabulary retention** in immediate and delayed post-tests (Lo, 2023)

OTs and L2 instruction

- **Study** (O'Neill 2016, 2018: focusing just on OT portion):
    - 3rd or 4th semester of L2 Spanish and French
    - Group A: **Trained** to use Google Translate before 2 composition tasks
    - Group B: **Not trained** to use GT before tasks
    - Group C: **Control** (no GT use).

- **Training**: 20-minute self-guided online training
    - **how to use** Google Translate's interface
    - **hands-on** translation examples to discover strengths & weaknesses

Training for Online Translators

OTs and L2 instruction

Results for writing with the **online translator**

> • **Those who were trained in GT scored higher** on two written compositions (25.53 and 25.05 out of 30 possible points)
> • than those who were **not trained** (23.69 and 24.19)
> • Both GT groups scored **higher** than the **control group** that didn't use the online translator to write (18.92 and 19.67)

Important note: Achieving higher writing scores does not necessarily mean that more learning has taken place.

Training for Online Translators
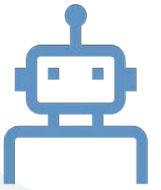
Poll — A.I. chatbots

Poll

Two questions about your current views and policies related to

A.I. chatbots
(e.g. ChatGPT, Copilot, Bard)
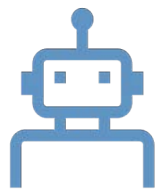
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or go to:
PollEv.com/errolmoneill
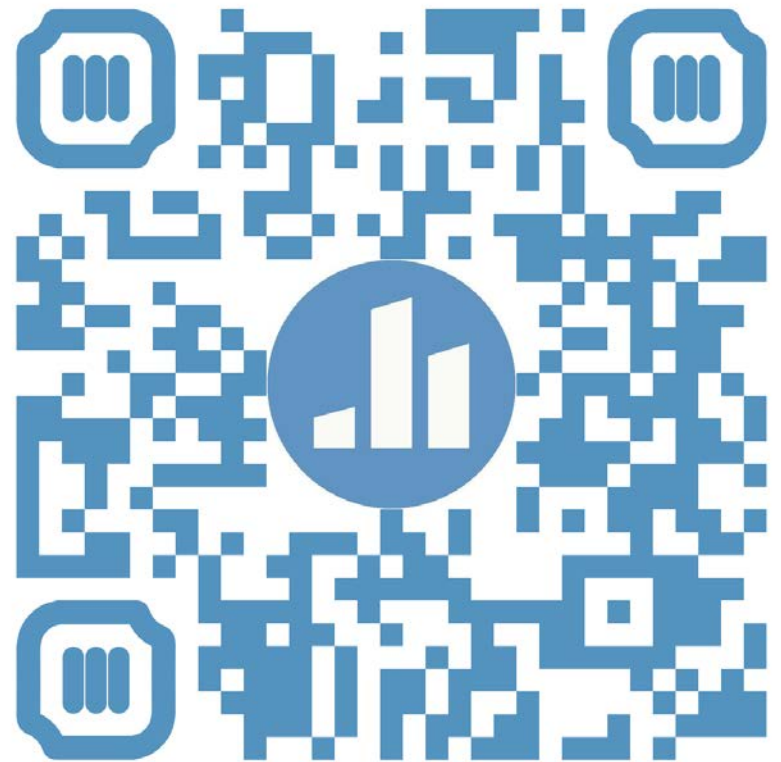
AI chatbots and L2 instruction
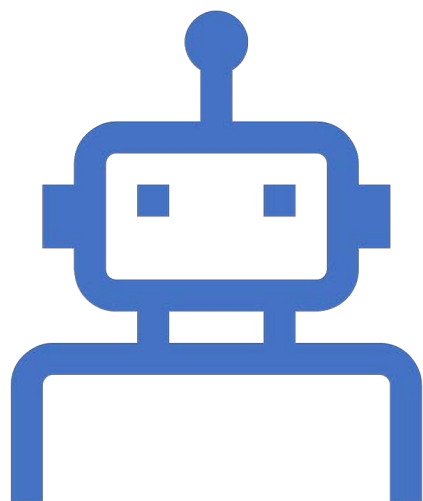
AI chatbots & L2 instruction

- **AI chatbots:**
    - 1966: **ELIZA.** Pre-programmed responses to scripted conversational turns
    - **Research for L2 research** with ELIZA and successors through the 2010s
    - Today: **Large Language Models (LLMs)**: complex neural network trained on billions of datapoints to generate responses based on predictions of best output "smartly, rapidly, and multilingually" (Lin, 2023).

- **Concerns** for L2 learning:
    - **Who's doing the work?**
        - Given a prompt, chatbots can create **entire compositions** in target language within seconds.
        - → **Solutions**: Design multi-stepped or iterative tasks; train students in using AI for brainstorming or feedback; preparation at home with AI, in-class w/o it
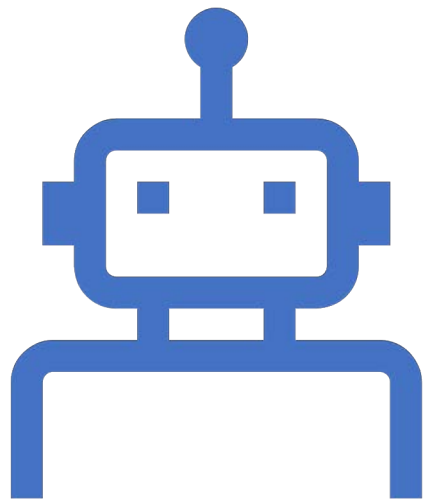
AI chatbots & L2 instruction

• **Positive aspects** of using AI chatbots for L2 writing
  • **timeliness** of language support and practice (Huang et al. 2022)
  • improved performance on **grammar** assessments (Kim et al. 2019)
  • better **outlines** for essay writing (Lin & Chang 2020)
  • higher **self-confidence** in using L2 (Ayedoun 2015)
  • "critical AI literacy is now part of **digital literacy**" (MLA and CCCC, 2023).

• **Some student use cases:** explanations of vocab and structures; virtual language tutor; independent learning; checking grammar; individualized feedback; language chat partner

• **Some instructor use cases:** create lesson plans, write an example text that highlights a new grammar point, generate comprehension questions for a text we input, provide initial student feedback on writing…

I am a French student and I would like help with my composition. Here is what I wrote. Can you tell me what mistakes I made and explain why they're wrong?

Les fleurs ils sont tellement beaux. Ils ont des couleurmangifiques et des parfums délicieux. Elles peuvent faire plus joli n'importe quel endroit. Les gens ils aiment souvent les donner à leur amis et famille pour montrer combien ils sont importants. Les fleurs ils sont aussi utilisé pour décorer les mariages et fêtes. C'est une vraie merveille de la nature.

Of course, I'd be happy to help you with your French composition. Let's go through it sentence by sentence, and I'll explain the mistakes and how to correct them.

1. "Les fleurs ils sont tellement beaux."

- "Les fleurs" is a feminine plural noun, so you should use the feminine plural form of the adjective and avoid using "ils" which is masculine. The correct sentence is: "Les fleurs sont tellement belles."
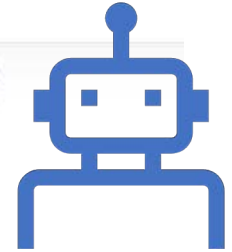
One sample use:

A student obtains feedback from ChatGPT on a composition they have written in class.

ChatGPT 4.0
October 2023

1. "Elles peuvent faire plus joli n'importe quel endroit."

  • The sentence structure is a bit off here. A more correct form would be: "Elles peuvent embellir n'importe quel endroit."

1. "Les gens ils aiment souvent les donner à leur amis et famille pour montrer combien ils sont importants."

  • "Les gens" doesn't require "ils" afterwards as it's already the subject. "Leur" should agree in number with "amis et famille," and "amis" should be in the feminine form if you're referring to both male and female friends. The correct sentence is: "Les gens aiment souvent les donner à leurs amis et famille pour montrer combien ils sont importants."

1. "Les fleurs ils sont aussi utilisé pour décorer les mariages et fêtes."

  • Again, "les fleurs" is feminine and plural, so "ils" and "utilisé" should be in the feminine plural form. The correct sentence is: "Les fleurs sont aussi utilisées pour décorer les mariages et les fêtes."
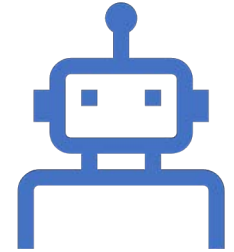
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ChatGPT 4.0
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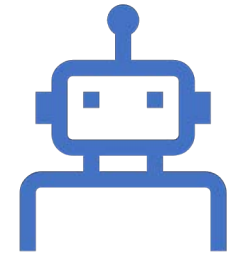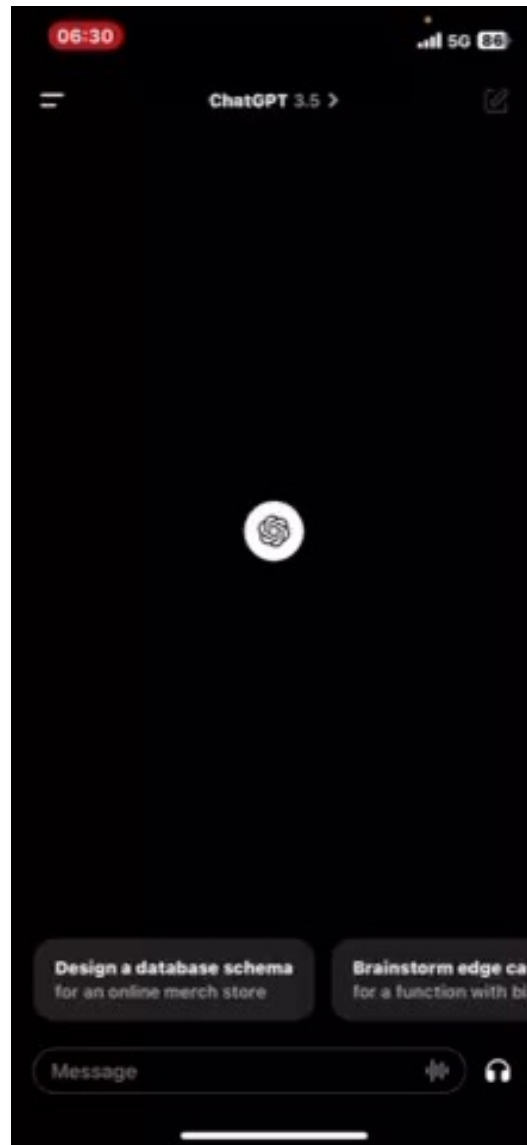
One sample use:

Conversation partner

ChatGPT 3.5
November 2023

Comparison:
OTs & Chatbots

Is ChatGPT the new Google Translate?
A brief comparison

Google Translate	ChatGPT
Google Translate supports translation to and from 133 languages	ChatGPT supports approximately 50 languages, but possibly limited functionality in other languages
Content can be written by student in L1 and translated into L2 by GT	Content can be prompted to write directly in the L2 by ChatGPT
Students can often click on individual words to get options or alternate translations of words/phrases	Student can't click on individual words, but can ask ChatGPT to write a different version
Synonyms, brief definitions often appear automatically below translation on GT	No synonyms, definitions appear automatically, but student can ask for explanations or definitions
Can sometimes— but not reliably — be detected by language teachers because language is "too good"	Can sometimes — but not reliably — be detected through AI tools (& possibly by instructors)

Comparison: OTs & Chatbots
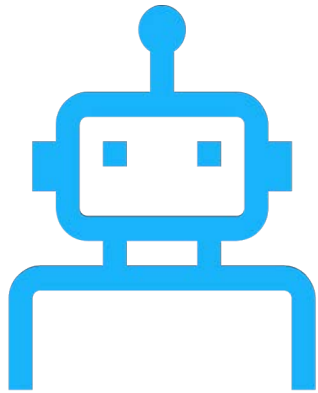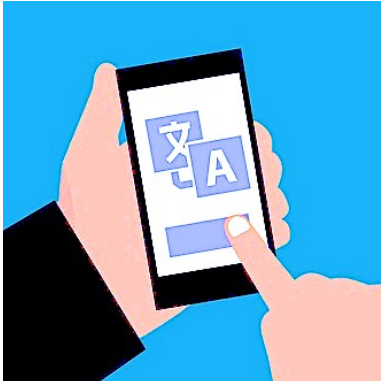
Reception of online translators and AI chatbots

• "Initially, educators showed **distrust** towards these new tools and **asked their students to not use them**"

• "With time […] educators' sentiments and policies towards machine translation are also changing, and they are gradually **starting to get used as pedagogical tools instead of being feared**." (Frances and Zimotti 2023)

Comparison: OTs and Chatbots

- **No quantitative academic study has been found** comparing online translator output to that of AI chatbots (ChatGPT, Microsoft's Copilot, etc.)

- Some __initial__ **impressions** of perceived differences between the two types of resources have been published in academic and mainstream press.

- Taken with **a grain of salt**, since these are not quantitative studies and AI chatbots are rapidly evolving
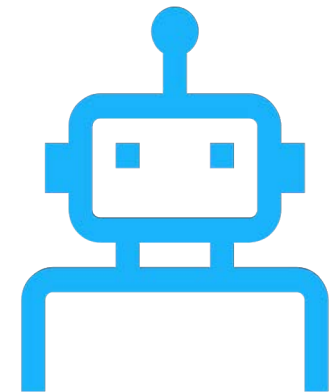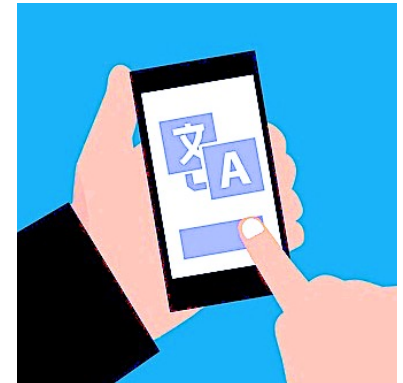
Comparison: OTs and Chatbots

- **Timothy (2023)**
  - On first try on a series of **idioms**, ChatGPT and Google Translate often had **almost identical results**.

    Juan kicked the bucket / Juan pateó el blade

  - Author says in **some languages** (e.g. Malaysan) **OT had an edge** in their limited testing — perhaps due to limited corpus ChatGPT had access to.

  - **ChatGPT**, however, **can be asked to explain the meaning** of idioms, which often includes a more appropriate translation. User can ask **follow-ups**.
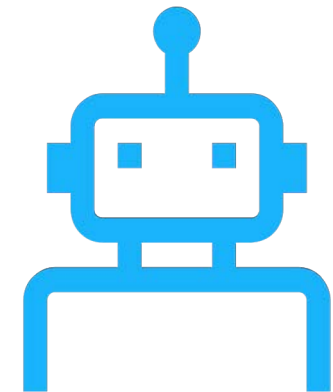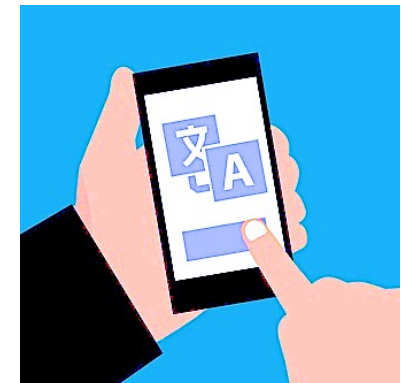
- In my recent testing, ChatGPT has now started giving an explanation right away. Using both tools may be fruitful.

≡ **Google** Translate

🗛 Text   🖼 Images   📄 Documents   🌐 Websites

English - Detected   English   Spanish   French   ⌄   ⇄   French   English   Spanish   ⌄

| Jean kicked the bucket   ✕ | Jean a donné un coup de pied dans le seau |

🎤 🔊   22 / 5,000 ✏   🔊

⚡ Model: Default (GPT-3.5)

Translate "Jean kicked the bucket" into French

The phrase "Jean kicked the bucket" is an idiom that means "Jean died."

In French, the equivalent expression is "Jean a cassé sa pipe."

• Here's another example

Google Translate

☰

🔤 Text | 🖼 Images | 📄 Documents | 🌐 Websites

English - Detected   English   Spanish   French   ⌄   ⇄   French   English   Spanish

Fatima ghosted him   ✕   Fatima l'a fantôme

                                                        ✓ Fatima l'a fantôme
                                                           Fatima ghosted her

🎤 🔊   18 / 5,000 ✏   Fatima l'a repoussé
                                                           Fatima pushed him away

---

Translate "Fatima ghosted him" in French

✏

The phrase "Fatima ghosted him" implies that Fatima abruptly stopped communicating or disappeared without explanation from the person mentioned. In French, it can be translated as "Fatima l'a laissé sans nouvelles" or "Fatima a disparu de sa vie sans explication." Both expressions convey the idea that Fatima ceased contact with the person mentioned without any further communication or explanation.

📋 👍 👎

• For isolated, polysemic words, Google Translate generally gives more information

Poll — OTs, AI, and you

Poll

Two questions about your use of

Online translators
and/or
A.I. chatbots
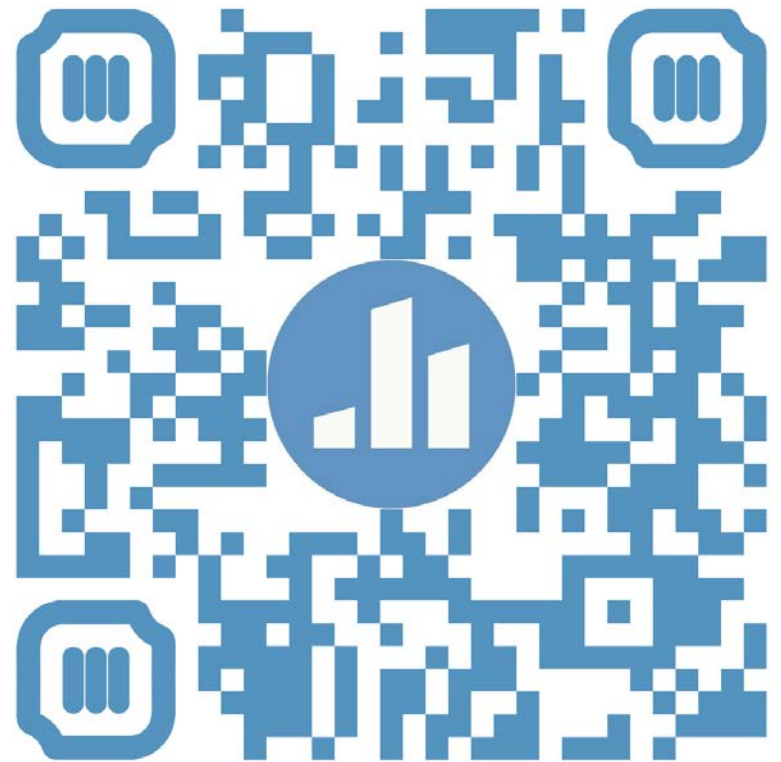
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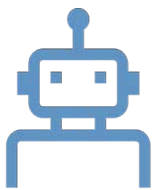
OT policies — samples and suggestions

OT policies

- **OT policies** among 28 instructor respondents for **online courses** in US & Canadian universities (O'Neill 2019 study)

  - **Tests/quizzes**: **77.8**% of instructors had an **explicit policy against** using OTs on tests.

  - **Homework**: **55.6**% had an **explicit policy against** OTs on other graded work, while...
    - **29.6**% had an **explicit policy <u>permitting</u> OTs** on at least some graded work
    - **14.8% did not have a stated policy** either way for HW.
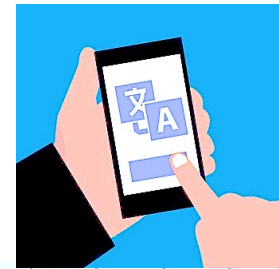
OT policies

Why not just all-out ban online translators?

- **No tool available** that purports to detect OT usage.

- **Instructors can't consistently detect OT usage** in writing (O'Neill 2016, 2018)

  - Raters ranged from **28.7% to 76.9% accuracy** in telling between OT, online dictionary, and use of neither tool.

  - **At best**, only right about ¾ times. **At worst, only right about ¼ of the time.**

- For Vinall & Hellmich (2022), **prohibiting** and **penalizing** OT use might not serve the intended purpose of curbing student use. Instead, it "... **produces shame** and, in many cases particularly given punitive policies around its use, is also **done in secret**."

OT policies

EXAMPLES 1 and 2: (responses from O'Neill 2019 survey)
Examples explaining permitted tools

1) What kind of "outside help" is OK? In this course, **you are allowed to use only the following resources** as outside help with matters of language (accents, grammar, vocab):

- http://www.wordreference.com/
- https://www.linguee.com/
- Microsoft Word Spell Check
- Your instructor
- The tutors in the Tutoring Room - see schedule posted in Compass

2) Use your book as your primary tool. If a word/expression is not in your book, use http://www.wordreference.com. It is an amazing dictionary that **provides you with translations of words and expressions** and also provides you with the **context** of the word.
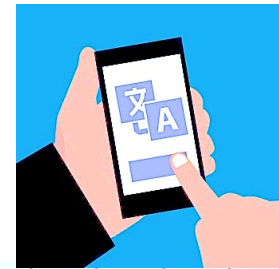
OT policies

EXAMPLES 3 snd 4: policies that allow OT usage and explain when/for what. (responses from O'Neill 2019 survey)

    3) Google Translate is to be used as a tool, **in conjunction with** your textbook, and Smarthinking or face-to-face tutor service. Google Translate is **not a perfect system**, it will provide, at times, inaccurate or wrong translations. You must **proofread** your work before submitting.

    4) Online translators are a **GREAT tool you should learn to use intelligently**. I use them all the time to check myself. **They should NOT be used in place of your own work and skill**. If you don't know how to say something, translators may or may not come up with what it is you want to say. [...] **You may not use them on any part of an exam.**

OT policies

EXAMPLE 5
Adapted example from a 1st-semester University of Memphis Uo M Global French course.
- What is allowed/not allowed
- Why that's the case
- Alternate resources to use

Online Translators and Alternatives

A) Although they have **not been proven to improve learning**, online translators (such as Google Translate) are widely used. Here is my policy concerning their use for class.

- **Online translators should not be used for graded work.** The goal of this class is for you to learn how to express yourself and understand French.
- At this level, **you're not expected to have perfect French**. Being able to communicate in French is more important at this level. Using incorrect words or structures from an online translator doesn't help communication.
- You should be sure to **read the instructions and rubrics** of assignments to know what you're expected to do and know.
  - **If you don't include what's asked for in the directions,** for example it asks you to use a certain word or verb tense and you don't, you won't receive full credit since you didn't show your ability to complete the exercise/task.
  - **If you include items that aren't asked for and aren't level-appropriate** for that assignment/test, for example incorrect words or advanced tenses that aren't asked for in the instructions, you won't receive full credit since you didn't show your ability to complete the exercise/task.

If you submit something for homework or a test, and you don't know what it means, or someone else in your class wouldn't understand what it means, you should NOT use it in your homework.

OT policies

B) Alternative to online translators (except for tests/quizzes):

These suggestions are for graded assignments that AREN'T quizzes or tests. On quizzes or tests, you should use your own knowledge to do the best you can.

1. **ONE WORD:** If it's a complicated word that you don't know yet, instead of using a translator:
   - a) try a simpler word you know or rewording. gorgeous => beautiful => (très) belle; a plethora of => a lot of => beaucoup de; etc.
   - b) look in your textbook in the current or previous units, or in the glossary at the end.
   - c) use WordReference ⬚, looking carefully at the examples and usage notes to make sure you're picking the right word(s). Don't forget to put any word(s) in the right form for what you're saying (masculine/feminine, verb conjugations, etc.)

2. **A PHRASE OR PART OF A SENTENCE:** If it's a longer, complicated thought
   - a) try simpler words you know or rewording using words or expressions you already know. He has an expansive knowledge. => Il est intelligent, etc.
   - b) look in your textbook in the current or previous units, or in the index or glossary at the end, to find words, structures, or expressions that can help.
   - c) use WordReference ⬚, looking carefully at the examples and usage notes to make sure you're picking the right word(s). Don't forget to put any word(s) in the right form for what you're saying (masculine/feminine, verb conjugations, etc.)

AI chatbot policies — samples and suggestions

AI chatbot policies

There's a pressing **need for guidance** to students on AI use.

Baek, Tate, and Warschauer (TSLL 2023) — **58**% of L2 English learners **use ChatGPT at least weekly**, of which 13.2% use it daily.

Chronicle of Higher Education (2023): Student surveys
- **49% of students use generative AI** and
- **54**% of students say their **instructor didn't provide an AI** policy
- **60**% of students say there was **no guidance on using AI "ethically or responsibly"**

AI chatbot policies

IALLT presentation by **Clare Frances and Luke Whitaker** (June 2023)

Survey of 55 university *world language* instructors

- **50.9**% (28/55): Policy <u>prohibits</u> AI chatbots
- **21.8**% (12/55): Policy <u>allows</u> limited AI chatbot use
- **27.3**% (15/55): <u>No policy</u> on AI chatbots
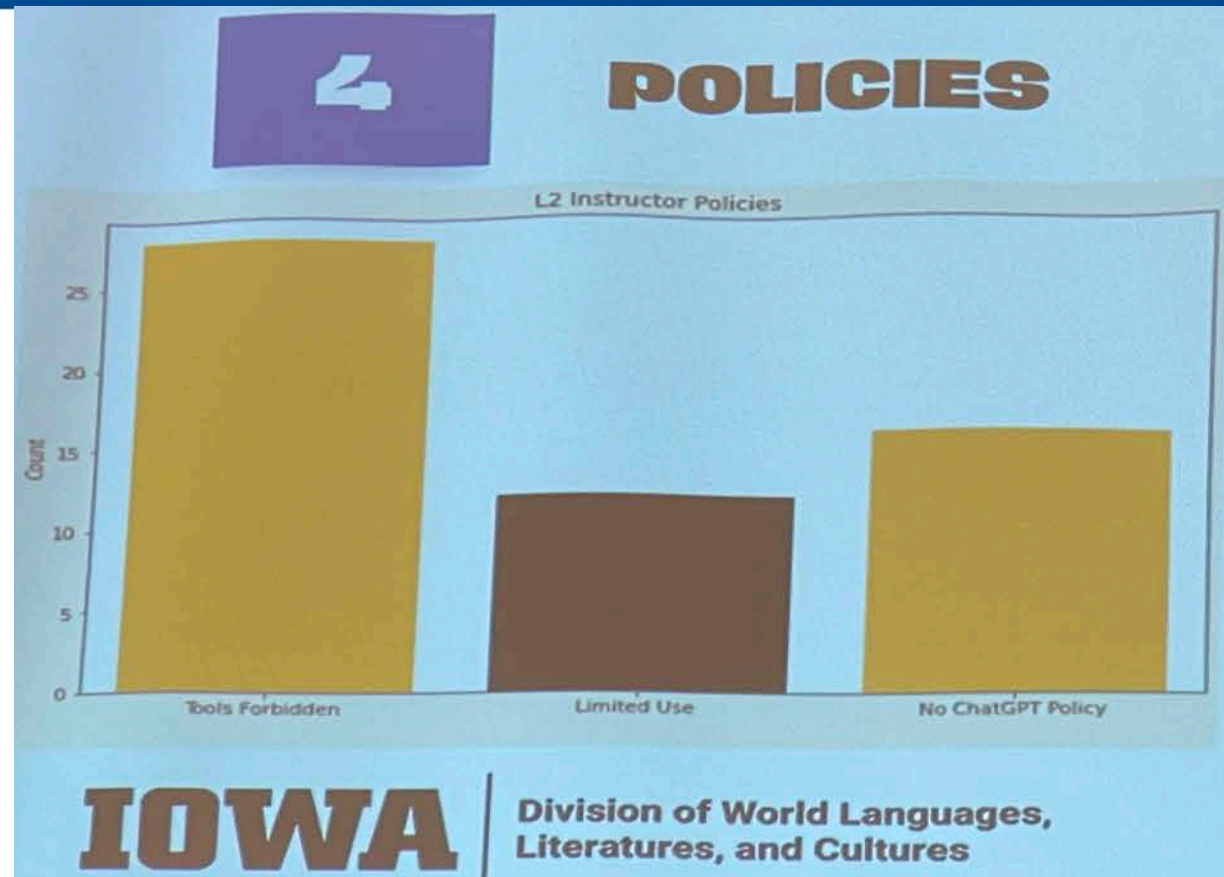
AI chatbot policies

Similar to OTs, **there is no foolproof way to determine whether output comes from an AI chatbot.**

• Hostetter et al. 2023: 29% of students and faculty correctly identified which of 4 compositions was AI-written: **only slightly better than chance**

• Open AI pulled their detector in July 2023 "due to its **low rate of accuracy**." (OpenAI, 2023)

→ **Solution**: "Detecting AI output is only one side the coin, the other being an **active discourse with students**, including an explicit discussion of […] integrity, transparency, and honesty (Peres et al. 2023)

AI chatbot policies

- Total bans on AI chatbots likely unenforceable and may be counterproductive.

  "Focus on approaches to academic integrity that support students rather than punish them and that promote a collaborative rather than adversarial relationship between teachers and students." (MLA-CCCC Joint Task Force's Working Paper, 2023)

- Including **broader language** in policies **covering online tools in general** might be the best approach

- Fostering an **explicit discussion of and/or activities related to specific tools** students are likely to use, **defining** them (e.g. what is an online translator?) and **providing guidance on responsible usage** and lets them know you are aware of these tools.
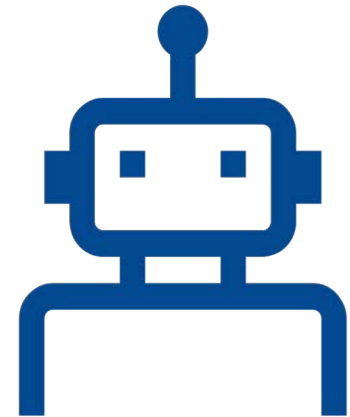
Suggested Syllabus Statements Grouped by Permission Level

No Use of Generative AI Permitted

Intellectual integrity is vital to an academic community and for my fair evaluation of your work. All work completed and/or submitted in this course must be your own, completed in accordance with the University's Guidelines on Academic Integrity. You may not engage in unauthorized collaboration or make use of ChatGPT or any other generative AI applications at any time.

Some Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

During this class, we may use Generative AI tools such as ChatGPT. You will be informed as to when, where, and how these tools are permitted to be used, along with guidance for attribution. Any use outside of this permission constitutes a violation of Pitt's [Guidelines on Academic Integrity [PDF]](#).

Broader Use of Generative AI Permitted/Encouraged Within Specified Guidelines

The use of Generative AI tools, including ChatGPT, is encouraged/permitted in this course for students who wish to use them. You may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, to adhere to scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

EXAMPLE 1
University of Pittsburgh's Center forTeaching and Learning

AI chatbot policies

EXAMPLE 2: general policy that allows a framework for AI chatbot usage with appropriate citation.

    2] In all academic work, the ideas and contributions of others (including generative artificial intelligence) must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

https://ctl.wustl.edu/resources/constructing-a-syllabus/

Sample Policies

These templates can be adapted and updated to fit the learning environment you aspire to cultivate.
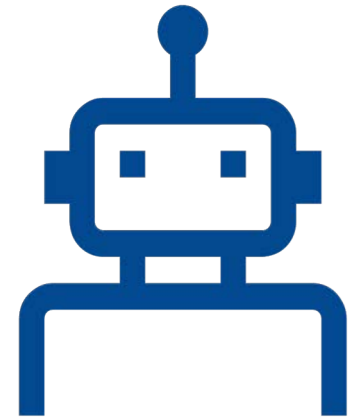
EXAMPLE 3
University of Memphis
English Department

Permission Required	Supplementary Use	Guided Use
The use of generative AI tools, including but not limited to ChatGPT, is prohibited unless explicit permission is granted by the course instructor. Breach of this policy will be considered an infraction of this course's academic integrity policy.	Students are permitted to use generative AI tools like ChatGPT as a supplementary invention and editing aid. However, the use of such tools to complete entire assignments is strictly prohibited. Any AI-generated content must be properly cited or appropriately documented per your instructor's directions.	Students are welcome to use generative AI tools like ChatGPT as directed by your instructor. In general, AI-generated content must be properly cited and revised for clarity, correctness, and audience appropriateness. These tools may not be used in ways that violate the university's academic integrity
Acceptable uses might include • N/A	Acceptable uses might include • Brainstorming Ideas • Requesting clarification • Experimenting with structure/form • Helping with grammar and syntax	Acceptable uses might include • Generating outlines • Imitating style • Practicing prompt composition • Constructing templates
Three rules of thumb all GenAI policies should reinforce...	1. Don't rely on GenAI tools to complete assignments 2. Don't use GenAI tools to violate academic integrity 3. Don't assume GenAI output is correct or appropriate	

AI chatbot policies

EXAMPLE 4: Texas A&M University provides a number of other institutions' policies, along with recommendations.

The three courses of action identified below represent distinctly useful approaches to this complex challenge.

1. Produce a syllabus statement to be added to minimum syllabus requirements, identifying the university-wide acceptable use of generative AI
2. Offer guidance through appropriate university offices, and allow individual instructors to determine their own syllabus statement identifying acceptable use of generative AI within the course context
3. (*Recommended*) Pursue a hybrid of the two previous options, including both of the following:
   a. An addition to the minimum syllabus requirements, which both
      i. makes explicit the responsibility of instructors and students to establish clear expectations for generative AI use within each course and/or assignment and
      ii. reinforces that the use of generative AI in academic coursework is integrally related to academic integrity and will be governed by the Aggie Honor Code.
   b. Guidance provided to support faculty in making their individual determinations
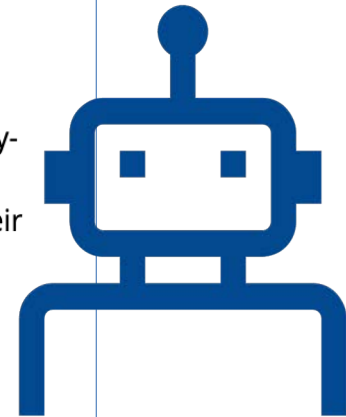
AI chatbot policies

EXAMPLE 5: self-guided module, with examples, to help instructors construct a syllabus policy on AI

Consider the following when developing your AI course policy:

- What is the policy and what tools does it apply to specifically?

- When does it apply? What conditions or contexts allow or preclude the use of AI?

- What processes and consequences result from non-compliance?

- What rationale and reasoning guide this policy?

- How do you provide support to students in relation to this policy?

- How does the policy show support for student well-being?

https://teachingcommons.stanford.edu/teaching-guides/artificial-intelligence-teaching-guide/creating-your-course-policy-ai

Assignments: Tasks
and approaches for OTs and AI

THE UNIVERSITY OF
MEMPHIS.
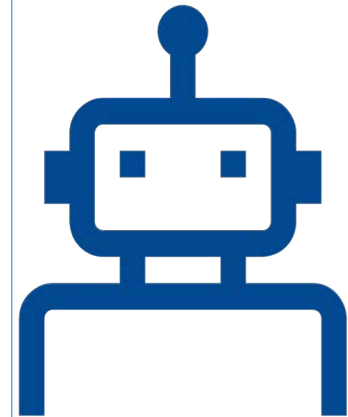
Suggestions for approaches/tasks

It is good to consider options for dealing with limiting or promoting OT and/or AI usage. **Good news:** Many of the strategies used for OT can be used with AI.

• **Survey and reflection:** Explore OT with students by talking about and answering questions about the writing process (Merschel & Munné 2021)

• **GUMT (Guided Use of Machine Translation):** Training students in OT use, writing activities and reflection, and feedback from instructor. (Ryu, Kim, Park, Eum, Chun & Yang, 2021)

• **ADAPT (Amend, Discuss, Assess, Practice, and Train)**: assignments and rubrics redesigned to account for OT, and instructor discusses and trains students in limited OT use. (Knowles 2022)

Pellet and Myers (2022)

- **Situate, Investigate, and Integrate:** Include questions in homework/classwork prompts that make allowances for OT use, but place the assignment into context with the unit to discourage using an OT without reflection.

A. Prévisionnement: les éco-gestes. Répondez en français.

1) Qu'est-ce que vous faites au quotidien pour préserver et respecter l'environnement? Faites une liste.

> *What vocabulary from our current chapter could be useful for this question?*

Figure 3. *Situate: What have I just learned?*

2) (Comment) est-ce que vous limitez le gaspillage alimentaire

> *This question is a bit more specific. Maybe we'll be interested in looking outside the book (gasp!) for a vocabulary word in our answer. Let's brainstorm some things we might want to say. Let's look at some expressions that could be tricky to translate. Why? They aren't just single words, but words embedded in expressions. For example:* **keep leftovers.** *Actually, if you click on the link, the google translate option isn't terrible. How can we be sure? Maybe* reverse translate *. Or check the* dictionary *(notice how far down on the list our word is). Now try it with this one:* **use food past the expiration date** *? Also not bad. But what about the idiomatic expression* clean my plate *? What is the word given for "clean"? How do we know if it means literally "clean a plate" or idiomatically "eat all the food"?*

Figure 7. *Investigate: English-to-French*

C. Post-visionnement:

8) Your friend is considering doing something similar to the activity in the video. Give at least 5 pieces of advice in **FRENCH** using the subjunctive (where to be/work/put the final product? what to wear? what to have? do? use? buy? etc.). Vary your introductory phrases and verbs.

> *What pages in the book are going to be most useful to complete the grammar requirements of this part?*
>
> *Are you going to be speaking directly to your friend? If so, which pronoun do you want to use?*
>
> *What new vocabulary (from the découvrir) can you use to write a complete answer (and show off your new knowledge)?*

Figure 4. *Situate and Integrate*

Suggestions for approaches/ tasks

Pellet and Myers (2022)
- **Situate, Investigate, and Integrate:** Include questions in homework/classwork prompts that make allowances for OT use, but place the assignment into context with the unit to discourage using an OT without reflection.

A. Prévisionnement: les éco-gestes. Répondez en français.

1) Qu'est-ce que vous faites au quotidien pour préserver et respecter l'environnement? Faites une liste.

What vocabulary from our current chapter could be useful for this question?

Figure 3. *Situate: What have I just learned?*

Suggestions for approaches/ tasks

2) (Comment) est-ce que vous limitez le gaspillage alimentaire à la maison ?

This question is a bit more specific. Maybe we'll be interested in looking outside the book (gasp!) for a vocabulary word in our answer. Let's brainstorm some things we might want to say. Let's look at some expressions that could be tricky to translate. Why? They aren't just single words, but words embedded in expressions. For example: __keep leftovers.__ ⤢ Actually, if you click on the link, the google translate option isn't terrible. How can we be sure? Maybe __reverse translate__ ⤢. Or check the __dictionary__ ⤢ (notice how far down on the list our word is). Now try it with this one: __use food past the expiration date__ ⤢ ? Also not bad. But what about the idiomatic expression __clean my plate__ ⤢ ? What is the word given for "clean"? How do we know if it means literally "clean a plate" or idiomatically "eat all the food"?

Figure 7. *Investigate: English-to-French*

Suggestions for approaches/tasks

C. Post-visionnement:

8) Your friend is considering doing something similar to the activity in the video. Give at least 5 pieces of advice in **FRENCH** using the subjunctive (where to be/work/put the final product? what to wear? what to have? do? use? buy? etc.). Vary your introductory phrases and verbs.

What pages in the book are going to be most useful to complete the grammar requirements of this part?

Are you going to be speaking directly to your friend? If so, which pronoun do you want to use?

What new vocabulary (from the découvrir) can you use to write a complete answer (and show off your new knowledge)?

Figure 4. *Situate and Integrate*

What is the theme of this assignment? What have I just learned in class? Do I already know some relevant vocabulary?
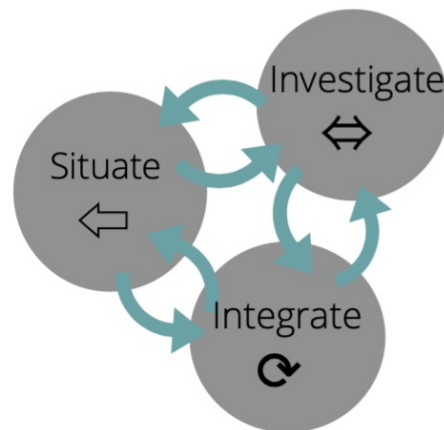
What am I trying to say or figure out? Do I already know how to say it? Am I trying to figure out a word or a phrase? What is the best resource for me to use? How can I double-check what I find?

Investigate ⇔

Situate ⇐

Integrate ↻

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

Pellet and Myers (2022)

Suggestions for approaches/tasks

My recommendation: **Training in responsible OT use.**

• **5-step approach** (based on my study cited earlier)

1. **Introduction** to the tool
2. **Demonstration** of how the tool works
3. **Hands-on testing** of the tool through examples
4. **Review** of the tool's strengths and weaknesses
5. **Policy** on how the tool, or online resources in general, should or should not be used, and why.

SAMPLE Google Translate training – French

This training module is based off of Errol M. O'Neill's study of 309 intermediate French and Spanish students (2016, 2018, 2019). Feel free to use or adapt these if you'd like to for your classes and/or your language(s).

Whichever language you teach, it's good to do the activities yourself before you use them with students since output from Google Translate and its interface can change.

What is Google Translate, and what does it do?

Google Translate is an online translator. Online translators are web-based tools that allow the user to instantly translate text (a word, phrase, sentence, paragraph) from one language to another.

What are some advantages of online translators?

1) They're free of charge and available to everyone.
2) You just enter a word, phrase, sentence, paragraph in one language...and you get an instant translation in the other language.
3) Unlike dictionaries, they try to choose the right words for you and do the grammar (conjugation, gender, etc.) for you.
4) Sometimes they can produce translations that are completely correct or close enough to be understood.
5) Recently, some online translators (including Google Translate) offer you some choices to pick from or additional info to help you edit the translation you get.

Which of these advantages seems the most important to you? *

Select one or more answers

☐ 1) Online translators are free

☐ 2) Possible to get instant translation of texts

☐ 3) Tries to do grammar for me

☐ 4) Sometimes correct or at least understandable

☐ 5) Choices and info to help edit translation

☐ Autre :

What are some DISadvantages of online translators?

1) They're often unable to detect context, so the translation you get might not be appropriate to that situation.
2) They sometimes make mistakes in choosing the right words or grammar (conjugation, gender, etc.). This can make your text hard or impossible to understand.
3) Unlike a good dictionary, you usually don't get a lot of choices, detailed information, or sample sentences to help you pick the right words or forms.
4) You may not know if what Google Translate says is right or wrong since you're still learning the language.
5) Using online translators is usually against the rules for many departments and instructors because you're not doing the work by yourself, because of the mistakes translators can make, or other reasons.

Which of these disadvantages seems the most important to you? *

Select one or more answers

☐ 1) Translators can have troubles knowing the right context

☐ 2) They make mistakes with vocab/grammar

☐ 3) Less info/choices/examples than a good dictionary

☐ 4) I can't tell if it's right

☐ 5) It's against the rules

☐ Autre :

Based on the information above, which of these is true about online translators? *

○ Translators are always perfect, so I should always trust what comes out of them

○ Translators are always wrong, so I should never trust them

○ Translators are exactly the same as dictionaries, they both just have a bunch of words

○ Translators are sometimes right, sometimes partially or almost right, and sometimes wrong

Now, try out something on your own to say in French.
You can use the info in Google Translate to help decide if I think what comes out is rig[ht]
make any changes needed.

Now, think of two different phrases or sentences you want to say and type it in English
Then using your knowledge of French and the help that Google Translate gives you,
including the basic and advanced features you've seen, come up with the best way to [say]
in French.

1) What was your first original phrase/sentence in English? *

Votre réponse

Using your Google Translate and your own knowledge, how do you think you   *
would say this in French?

Votre réponse

Which of these did you use to help you get your translation? *
Select all that apply.

☐ Typing / pasting text into the left box

☐ My own knowledge of French to edit what Google told me

☐ [Clicking on words/phrases in the right box to get other options]

What online translators often can do well.
1. Translate words that have only one meaning in isolation
2. Translate some words in context that have a small number of common, clear/distinct
meanings
3. Translate some common, straightforward expressions correctly or with the right general
idea
4. Make basic agreement between nouns and nearby adjectives and verbs in the same
sentence.
5. Translate common tenses correctly, especially when they're the same in French and
English
6. Give a general idea or "gist" of the meaning of a sentence or longer passage

What online translators often have problems doing or cannot do.
1. Translate words that have a lot of meanings or uses
2. Translate many expressions and phrasal verbs
3. Make correct agreement between nouns/adjectives and subjects/verbs, especially in a
different sentence.
4. Recognize misspelled or misused words
5. Deal with proper nouns (people's names, place names, etc.) effectively
6. Give an accurate, polished translation

What is my instructor's policy on if/when to use this tool?
1) You should ALWAYS try on your own first.
        Using what you already know is the best way to practice and learn things at this
level.

2) If you are really stuck, try to simplify what you're saying first.
        Instead of saying "a green-and-black-checkered-spaghetti-strapped-blended-cotton-
tank top", try to think of basics (a green and black shirt).

Suggestions for approaches/tasks

Kureth and Summers 2023. 20-minute trainings at the Université de Neuchâtel on machine translation literacy with four primary components.

• Difference between online dictionaries (look-up of isolated word) and online translators (sentence-level context needed)

• Pre-editing (avoiding idioms and other structures that could pose a problem for the OT)

• Risks of OT systems (privacy, quality, institutional ethics, etc.)

• Strengths of OT systems (grammar, spelling, learning/reviewing words and expressions)

Survey results showed that the interventions **improved OT literacy among students** and best practices, such as **not using online translators to search for isolated words**. (Thanks to Karen Fleischhauer for the reference!)
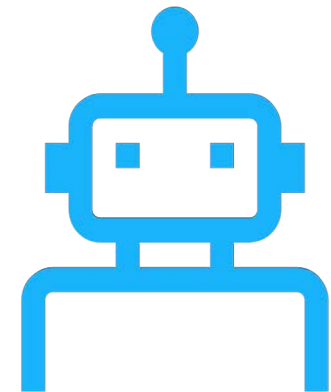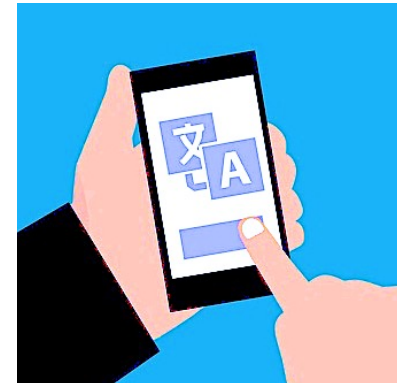
Suggestions for approaches/tasks

Increase student linguistic awareness through a group activity, which can lead to limiting student translator use (Faber & Turrero-Garcia, 2020)

- Students **run provided sentences through a translator**
- **Identify** incorrect tense use or other **errors**
- **Choose** between the output of one of the OTs **or create their own answer**
- Goals: encourage students to **think critically** about how language works, their own abilities in the L2, and OT **strengths and weaknesses**

Example 1. English sentence and OT translations *(differences in tense are marked in bold; difference in lexical choice are underlined):*

"Rubén used to buy new shoes every month, but since he lost his job, he stopped shopping for new items"

Google Translate	Rubén **solía comprar** zapatos nuevos cada mes, pero como **perdió** su trabajo, **dejó** de comprar artículos nuevos
SpanDict	Rubén **solía comprar** zapatos nuevos cada mes, pero desde que **perdió** su trabajo, **dejó** de comprar nuevos artículos
Babelfish	Rubén **compraba** zapatos nuevos cada mes, pero como **perdía** su trabajo, **dejaba** de comprar artículos nuevos

Table 1: OT translations for sample sentence

Suggestions for approaches/tasks

Study of 27 2nd-semester Spanish students
(Faber & Turrero-Garcia, 2020)

- **Over 75% of students picked their own translation** after considering that of the OTs

- **Before study: 100**% of students reported using **online translators in class "sometimes" or "often"**.

- **After study: only 50% did so "sometimes" or "often",** with 44.4% saying they now did so "rarely"

Example 1. English sentence and OT translations *(differences in tense are marked in bold; difference in lexical choice are underlined)*:

"Rubén used to buy new shoes every month, but since he lost his job, he stopped shopping for new items"

Google Translate	*Rubén **solía comprar** zapatos nuevos cada mes, pero como **perdió** su trabajo, **dejó** de comprar artículos nuevos*
SpanDict	*Rubén **solía comprar** zapatos nuevos cada mes, pero desde que **perdió** su trabajo, **dejó** de comprar nuevos artículos*
Babelfish	*Rubén **compraba** zapatos nuevos cada mes, pero como **perdía** su trabajo, **dejaba** de comprar artículos nuevos*

Table 1: OT translations for sample sentence

Suggestions for approaches/tasks

Different assessments = different expectations

- Create assignments that make online translation or AI less likely or needed

  - For example, grading focused on successful, meaningful conversation and less on achieving native-like accuracy (Ducar and Schocket, 2018)

- Planning different types of assignments (Henshaw 2020)

  - A low-stakes discussion forum post (small % of course grade) where an OT can be used
  - A medium-stakes live presentation where OT could be use for prep, but not during delivery of presentation, Q&A afterwards, etc.
  - A higher-stakes synchronous oral discussion (larger portion of grade) where OTs can't be used.

Breakouts: co-creating a task or policy

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Breakout groups

padlet.com/errolmoneill/ai

Create a task or policy related to AI tools — either online translators, AI chatbots, or inclusive of both.

Please use the QR code or this link to go to Padlet and decide who in your group will type up your idea for a task.

Ideas:

• Try to come to a consensus on a brief task that incorporates AI either to promote responsible use or to discourage its use.

• You do *not* need to be in complete agreement or consider this a final product: the idea is to reflect on and discuss possibilities.

• You can, but don't have to, base it on a current task or policy you use or ones that have been discussed so far.
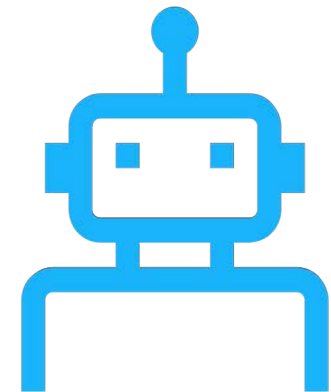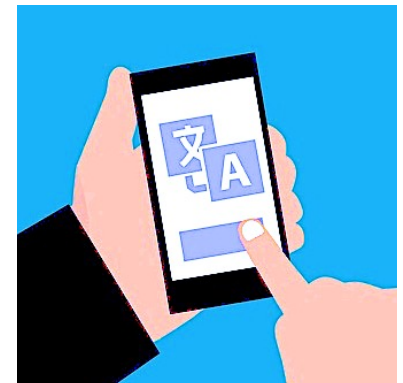
Discussion / Q & A

Discussion

It doesn't need to be an all-or-nothing approach:

Ducar and Schocket, 2018: Instructors must **become familiar with online translators** to find a way to:

- Promote **language proficiency** and "**ethical use**" of 21st–century tech.
- Focus grading on successful, **meaningful** communication and less on achieving native-like **accuracy**

For Pellet & Myers (2022)

"There is no denying that [the] **increased student-computer interface** will remain as a **byproduct [of the pandemic].** The addition of the computer and the internet into the mix results in a form of **triangle relationship** [instructor, student, and computer] **which cannot be undone, nor should it be**."

Discussion

- Discussions of online translation likely will increasingly **involve AI chatbots** and other artificial intelligence tools.

- **Upcoming O'Neill study: Spring/Summer 2024**
    - follow-up on previous OT usage numbers and policies
    - questions related to chatbot policies and attitudes

If you're interested in participating or want to follow me
- Email: **errol.o@memphis.edu**
- Twitter/X or Facebook: **@errolmoneill**

If you'd like a copy of this presentation
- Scan the QR code to the right
- Go to **tinyurl.com/cercll2024-ot-ai**

Thank you!

Q & A

Funding statement

Cited Articles

My articles can be found via my website errolmoneill.org,
Academia.edu memphis.academia.edu/ErrolMONeill, and
ResearchGate tinyurl.com/researchgate-errolmoneill.

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