LT3 AND MULTIPLES

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GOOGLE TRANSLATE IN FOREIGN LANGUAGE EDUCATION: RAISING TEACHERS' & LEARNERS' AWARENESS ABOUT MACHINE TRANSLATION
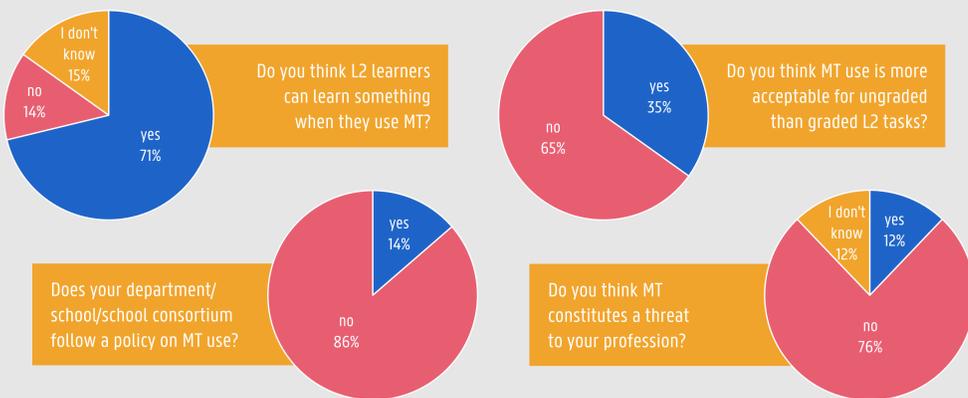
Context
– Machine translation (MT) use has become a widespread practice among lay users, including second language (L2) learners
– Various initiatives have already been undertaken internationally to increase lay users' 'MT literacy'
– Our contribution to this international 'MT literacy movement': various initiatives to raise L2 teachers' and learners' awareness about MT in Flanders
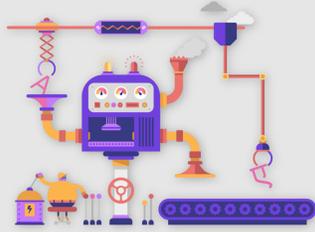
Writing in a second Language with Machine translation (WiLMa)
– PhD project of Margot Fonteyne (BOF fellowship, 2021-2024)
– Research questions
    – Does the MT-assisted writing process differ from more traditional processes (e.g., assisted by dictionaries)?
    – Does learners' MT consultation behavior vary, does this variation correlate with their L2 proficiency level, and does it affect the writing product?
– Valorisation objectives
    – To evaluate the potential of MT tools as writing aids for L2 learners (using a process-oriented approach)
    – To identify best practices for MT use across proficiency levels

Selection of preliminary teacher survey results

Do you think L2 learners can learn something when they use MT?
I don't know 15%
no 14%
yes 71%

Do you think MT use is more acceptable for ungraded than graded L2 tasks?
yes 35%
no 65%

Does your department/school/school consortium follow a policy on MT use?
yes 14%
no 86%

Do you think MT constitutes a threat to your profession?
I don't know 12%
yes 12%
no 76%

Survey on teacher attitudes towards MT use
– Master's thesis project of Taike Vanhooren
– Research question: What do high school L2 teachers in Flanders think about MT use in L2 learning contexts?
– Valorisation objectives
    – To publish results in a teacher magazine
    – To present results at 'Studieavond taal'
– Current number of responses: 66

Machine Translation: 5 ways to be a savvy user

01 BE AWARE
Don't enter sensitive or confidential texts into a free online MT system. The terms of many free MT providers allow them to keep and reuse your information.

02 WEIGH THE RISKS
MT can be great for low-stakes tasks (e.g. emailing a friend, hobby), but may require caution for high-stakes tasks (e.g. in a legal or health context. Consider the risks of getting it wrong as part of your decision-making process to use MT.

03 BE TRANSPARENT
Make sure that readers know the text has been machine translated and by which tool. Knowing the source of the translation lets readers determine how much they want to trust the content. Label the text as a machine translation.

04 TRY MORE THAN ONE TOOL
Each MT tool has been "trained" with different material, so results may vary. You've probably tried Google Translate, but what about DeepL, Never Papago, Bing Translator or Systran? Compare several and see which works best for you.

05 GIGO: GARBAGE IN, GARBAGE OUT
A good quality translation begins with a good quality original text. Make sure the text you want to translate is clear and well written. You can improve the output text by improving the input text.

https://sites.google.com/view/machinetranslationliteracy/
Concept and text: Lynne Bowker (2020) lbowker@uottawa.ca
Funding: Social Sciences & Humanities Research Council of Canada

Google Translate in the classroom: do(n't) panic?
– Talk at 'Studieavond taal: applied linguistics in the classroom' for high school teachers
– Outline
    – What do high school teachers in Flanders think about MT use? (presentation of teacher survey results)
    – Do their perceptions align with what we know from research?
        – Can we detect MT use? Is this necessary?
        – Does MT use affect the language learning process?
        – Can we teach learners to use MT tools effectively?

### How to become an MT detective (in 45 minutes)
– Workshop for a group of Flemish & Finnish high school students
– Outline
    – Introduction: MT errors vs. learner errors
    – MT detection exercise
        – Detect errors in L2 texts (L2 Dutch or L2 Swedish)
        – Discuss errors in pairs: MT- or learner-generated?
        – The big reveal: for which texts has MT been used and to what extent?
    – WiLMa: how does the exercise fit into our research?

Session on MT-assisted language learning
– Part of an elective course for pre-service teachers & language technology students
– Outline
    – Language learning apps that use MT
    – MT for independent language learning
    – Responsible MT use
    – MT detection game

toucan
Learn as you go.

SPOT THE MT (OR NOT): EN TEXT 1
This week I ordered some gadgets online to upgrade my desk, because this semester all classes have gone online. My plans for next weekend will be to tidy up my desk. Of course, there should also be time for relaxation. That's why I'll probably make time for a walk around the canal. Fortunately, they haven't touched football yet, because in the evening I almost always watch the matches of my favorite teams, Oud-Heverlee Leuven and Royal Sporting Club Anderlecht. If I have some time left, I'll have some at home to make banana bread. yum.
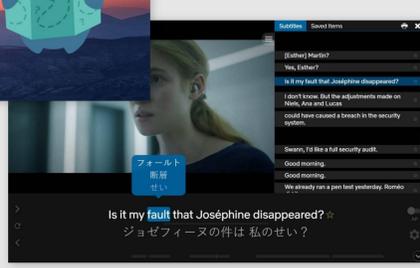
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