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Author

Knowles, Claire L

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Using an ADAPT Approach to Integrate Google Translate into the Second Language Classroom

CLAIRE L. KNOWLES

Motlow State Community College

Email: cknowles@mscc.edu

The increasing prevalence of students' use of Google Translate has been the catalyst for re-developing the language classroom. Through progressive adaptations, Google Translate has been integrated to help support meaningful language learning, academic rigor and intellectual curiosity. Five key steps form the foundation of the ADAPT approach: **amending** assignments, **discussing** Google Translate, **assessing** with Google Translate in mind, **practicing** integrity, and **training** students to use Google Translate. Through this approach, students can be guided in a more mindful use of Google Translate that supports academic rigor and meaningful language learning. This paper outlines the ways in which Google Translate been integrated into beginning and intermediate online Spanish courses. The results of a small study that investigated students' perceptions and uses of Google Translate in two fully online first-semester Spanish courses that used the ADAPT approach found a diverse mix of uses and perceptions. Students who used Google Translate had neither excessive advantages nor disadvantages. The author argues for a broader acceptance and integration of Google Translate so instructors can better manage their students' Google Translate use, so students can be guided to more mindful practices and so more productive discussions can take place between language instructors and students.

INTRODUCTION

Over the past 10 years, I have transitioned from teaching face-to-face Spanish classes to teaching exclusively in a fully online learning environment. During this time, I began a series of adaptations to enable me to move away from an automated classroom that relied on a third-party language learning platform to a model-based format that focused on open-ended assessments, instructor-student interaction, cultural exploration, and self-expression. During this process I adopted a culture-centric Spanish textbook series (*Ritmos Beginning Spanish*, 2016 and *Rostros Intermediate Spanish*, 2019) which provides examples of authentic voices and writing models that fit my new approach. However, along with these changes, I also came across the increasing overreliance on Google Translate (GT) to complete their work.

I found that stressing academic honesty statements and penalizing students' work was an ineffective way to address their overreliance on GT. As I sought to address my students' GT use, similar concerns about students using GT to certain vocabulary and linguistic structures were being expressed (Musk, 2014). While some educators called for the use of GT to be discouraged (Harris, 2010; Somers et al., 2006; Williams, 2006), other educators advocated for reimagining the way in which GT is addressed in the L2 classroom (Clifford et al., 2013; Jolley & Maimone, 2015). Since Google Translate's inception in 2006, language students have increasingly turned to this technology for their language studies (Clifford et al., 2013; Jolley & Maimone, 2015). As translation technology has become more sophisticated, so has the difficulty in correctly identifying and addressing students' use of GT in the classroom.

In my online Spanish courses, most students say that they are taking Spanish as a requirement for their undergraduate degree. The impetus to pass the class may make

students rely on GT more as a means to an end. Including more open-ended assessments also means more opportunities for students to plug L1 text into GT and use the output as their assignment submissions. My goal was to integrate GT in a way that helped support students' language learning while also supporting academic rigor and intellectual curiosity and limiting their overreliance on GT. Trying to align the goals of teacher and students required ongoing review and adaptation. Creating content that enables students to express themselves and connect language to their interests and future careers helps engage students while adapting assessment instructions and helps to discourage overreliance of L1 to L2 translation through GT as a means to complete work without engaging in language.

Over the series of adaptations, I identified five key elements that I used to integrate GT in the L2 learning environment in order to address the problem of students' overreliance on GT, and thereby circumventing language learning: **A**mending assignments, **D**iscussing GT, assessing with GT in mind, **P**racticing integrity, and **T**raining students to use GT from the ADAPT approach to using GT in the L2 learning environment. Before discussing each element in detail, I will provide a brief contextual look at the background of Google Translate and the concerns expressed by other language instructors that mirror my own concerns. These concerns were the impetus to the adaptations that I hoped would help address students' overuse of GT. I will discuss the five elements of the ADAPT approach, including how each element is introduced and implemented in the L2 classroom. Lastly, I will discuss the results and implications of a small pilot study that investigated students' perceptions and uses of GT in two fully online first-semester Spanish courses that used the ADAPT approach.

BACKGROUND

In 2016, Google transitioned from a statistical methods translation system to a neural machine translation system (Quoc & Schuster, 2016). Unlike statistical methods translation, which requires parsing sentences, neural machine translation is a single system able to learn and continually make improvements to the quality of its translation (Turovsky, 2016). Google's latest iteration of its translation app has reportedly reduced the error rate by 60% (Castelvecchi, 2016). With the reduction in errors and ability to learn, the accuracy of its translation, particularly within more commonly spoken languages, is likely to keep getting better.

Despite these improvements, or perhaps because of them, many institutions and language departments continue to prohibit the use of GT (Knowles, 2016). L2 instructors remain concerned about the effect GT has on their students' language learning, as well as the implications for academic integrity. Instructor perceptions about GT are not dissimilar to the way in which mathematics teachers viewed the use of calculators (Clifford et al., 2013) and English teachers viewed spell-checkers and word processing software when these tools began to be used by students in their classrooms (Correa, 2011; Garrett, 1991). The belief that emerging technologies interfere in the learning process continues to be held about GT by some instructors (Ducar & Schocket, 2018; Knowles 2016). Some instructors do permit the use of GT as a dictionary, perhaps as a measure to limit students' use (Clifford et al., 2013; Jolley & Maimone, 2015). However, when used as a dictionary, GT can only offer the most frequently used word in its output, not the most appropriate word. If students do not know how to make sense of the L2 output, or how it relates to the L1 (first language) input, GT can be an inefficient tool, particularly for beginning and intermediate language students (Luton, 2003).

Even when there are explicit prohibitive policies in place, research suggests the majority of language students continue to use GT (Clifford et al., 2013; Jolley & Maimone,

2015). Furthermore, there are no accurate ways for instructors to be able to correctly identify student use of GT (O'Neill, 2013). There is a growing recognition that the problem of students' overreliance on GT might be addressed through training (Ducar & Schocket, 2018; Hyland, 2015; Knowles, 2016; White & Heidrich, 2013). O'Neil (2019) agrees:

The time has come for instructors to learn more about these tools, develop clear policies they are comfortable with concerning their use, and train students on if, how, and how much they should be using online resources to assist them in their coursework. (p. 62)

Through an accept-and-integrate approach to GT use, students are able to openly use GT in the L2 classroom, instructors are able to better manage GT use, and as a result potentially better learning outcomes can be achieved.

AN ADAPT APPROACH

An ADAPT approach (see figure 1) to GT necessitates understanding how and why students use GT as part of completing their coursework so that the adaptations provide both positive guidance and limit consequences around the use of GT. Students no longer need to hide what they are doing or pretend the work is done without the aid of a translator. Instructors no longer need to surveil students' work for evidence of GT use, what Correa termed "playing forensic linguist" (2014, p. 1). An ADAPT approach also removes the need for detect-and-prevent tools, such as lockdown software or proctoring, to monitor and limit students' use.

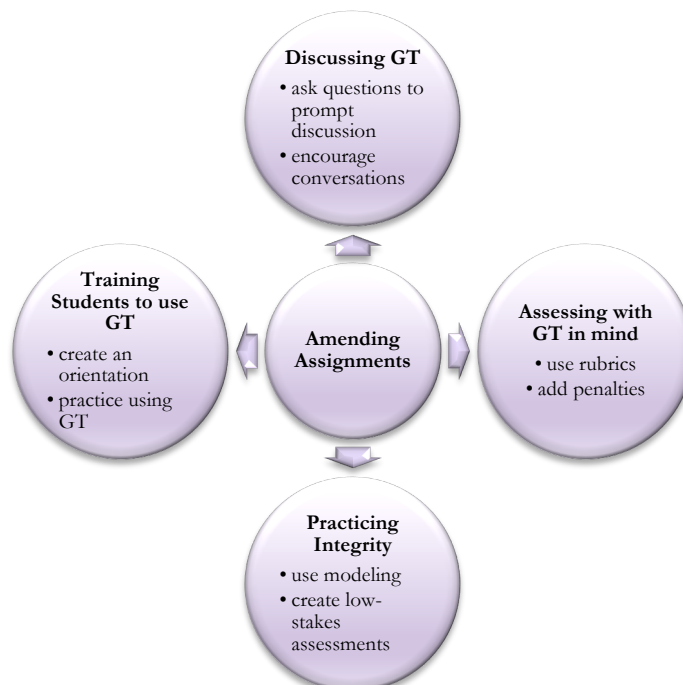


Figure 1. *ADAPT Approach to GT use in the L2 classroom*

The ADAPT approach is potentially best suited to beginning and intermediate language learners. The prescriptive nature of these adapted assignments may limit the

rhetorical exploration of written and spoken language. Instructors may choose to amend and assess some of their formative writing and oral assignments using this approach and use a less prescriptive adaptation for summative writing and oral assessments. The first goal is to promote mindful use of GT. Students should be aware of what they are doing and why. Their focus should not only be on the production of language, but the different aspects of the process, such as using vocabulary and grammar appropriately, responding to writing prompts and instructions, and being aware of flow and sentence structure. A second goal is to limit overuse. When students rely on GT to translate all L1 text into L2 (and vice versa) they are avoiding or circumventing language learning.

Each content unit in my online Spanish courses follows the same structure: homework activities and Spanish discussion questions, a reading quiz, a writing assignment, a cultural discussion, and an oral assignment. In each unit there is also an English discussion forum for students to post questions or concerns, share stories, and talk about GT. Each of the elements of the ADAPT approach will be described with their rationale and goals highlighted so that instructors can take this approach and adapt it to fit their own language classrooms.

Amending Assignments

Since bypassing the learning process is easily done via Google Translate, amending the way in which students practice and produce language is required to ensure students are engaging with the language as they use GT as an aid. In the online learning environment, this is done by identifying the grammar points in online discussion questions and requiring students to use identified grammar within their work for the writing and oral assignments. The writing and oral assignments form the summative assessments of each unit. In order to address students' overreliance on GT, the summative writing and oral assessments have been amended so that students can't simply add L1 text into GT and use the L2 output as their assignment submission and earn full credit. Without some restrictions in place, students may use GT to do most of the work for them. Requiring students to adapt and re-create language can help avoid this overreliance. In my courses traditional summative assessments, such as grammar and vocabulary-based chapter quizzes or exams, are eschewed for open-ended writing and oral assessments that better support higher order thinking skills (Bloom's Taxonomy Teacher's Planning Kit is a useful resource). While open-ended assignments are best suited to using GT as an aid, they also present challenges. GT is more accurate the more language is inputted, and therefore it is more difficult to ascertain how much of the work is that of the student (and how much is that of the translator). Models are used to support the requirement for students to produce more language. In order to scaffold activities and assessments, students revisit the same grammar concepts from simple discussion questions through writing and oral assignments. Through this process, students identify and correct errors and revise their work multiple times.

Online L2 discussions form the foundation of the ADAPT approach. Discussion questions are used to introduce students to the main grammar concepts of the unit of study, and to enable students to practice the grammar and vocabulary within the topic and in preparation for the writing and oral assignments.

Discussion Questions

Before students complete writing assignments, they are introduced to simple questions posted in discussion forums, as part of in-class discussions or homework assignments. The discussion questions include specific grammar concepts or vocabulary

words from the unit of study. When learning to describe oneself and others, questions might include (see Table 1).

Table 1
Example Questions

L2 Question	L1 Translation	Grammar concept
<i>¿Cómo eres?</i>	What are you like?	(1.2b <i>Ser</i>)
<i>¿Te gusta estudiar?</i>	Do you like studying?	(1.3a <i>Gustar</i> introduction)
<i>¿Hablas español?</i>	Do you speak Spanish?	(1.3b Present tense of regular <i>-ar</i> verbs)

When students respond, they are required to include the grammar or vocabulary that appears in parenthesis after each question in their answer (see Table 2).

Table 2
Example Answers

L2 Example Answer	L1 Translation	Grammar concept
<i>Soy alta</i>	I am tall	(1.2b <i>Ser</i>)
<i>Me gusta estudiar mucho</i>	I like to study a lot	(1.3a <i>Gustar</i> introduction)
<i>Sí, hablo español un poco</i>	I speak a little Spanish	(1.3b Present tense of regular <i>-ar</i> verbs)

The questions enable students to practice the specific grammar that will be used as part of the writing and oral assignments. Requiring the grammar in the response focuses students on their understanding and integration of the grammar as well as the adaptation of language (rather than on only providing an answer). For example, if a student were to answer the question, *¿Te gusta estudiar?* (1.3a *gustar* introduction) with, *¡No! yo estudio demasiado*. [No! I study too much] the student can be asked to revise their answer to incorporate the grammar point. Their answer is grammatically correct, but it does not include the required grammar. For students in online forums or practicing the questions for homework, the requirement to include specific grammar also discourages relying on GT. For in-class discussions, the grammar point can be displayed on the board at the front of the class as a reminder of what is being practiced. Students need to understand the L2 output so as to know whether they have included the required grammar, something GT cannot do for them. Not all discussions need to follow this prescriptive format, particularly for face-to-face classes. However, including this format for some discussions reinforces the practice of understanding what they are saying and why they are saying it (in terms of language structures).

Students are encouraged to practice saying the questions and responses out loud using the L2-speech-to-L1-text or L2-speech-to-L1-speech feature of GT. This technology is not dissimilar to the voice recognition software used within some language learning platforms. This software enables students to practice their pronunciation and receive feedback (Business Wire, 2016). Having the GT app on their phones is a useful no cost way for students to spontaneously practice their speaking skills. For students in face-to-face classes, using this feature may be useful, as it allows students the opportunity to practice (and gain feedback) prior to in-class discussions. For students in online classes, where synchronous peer-to-peer and teacher-to-student interaction can be limited, there is the opportunity for practice and immediate feedback.

Writing Assignments

Writing directly in L2 requires effort and engagement from students (Garcia & Pena, 2011). This higher cognitive load may be particularly onerous for novice language students. As planning in the L2 requires more mental capacity than planning in the L1, it may also result in less writing (Cohen & Brooks-Carson, 2001; Tetroe, 1984). As such, many students plan in the L1 as it is easier and takes less time. First language planning may result in students using GT to do the L1 – L2 translation for them.

For the writing assignments, students are given models of language, which can be from any authentic source: magazines, newspapers, social media posts, blogs, etc., as well as the textbook. The *Ritmos* and *Rostros* textbooks contain a wide variety of texts that can serve as models for students. Students adapt the models to enable them to communicate about their own experiences, circumstances, and perceptions. Feedback is provided so that students may revise their work. Within the feedback, errors are highlighted, omissions identified, and examples of grammar concepts provided. Instructor feedback forms an extensive part of the course (the *Ladder of Feedback* from Harvard's Graduate School of Education is another useful resource). The process of review and revision is repeated for the oral assignments.

Using a model gives students a framework within which they can work, making it less taxing, and enabling them to write more as well as keeping them in the L2. Students are given a model (see Tables 1 and 2) of a text, alongside a checklist of required grammar and vocabulary examples, as well as verb tenses that are permitted in order for students to create their written composition. Students then receive instructor feedback so that they can revise their written composition. The revised composition will become the script for their oral assignment.

In addition to the model, which they adapt, students must also include specific grammar and vocabulary from the chapter or unit of study. While a composition of three paragraphs may seem unrealistic for novice language learners, the model works alongside GT to enable students to express themselves using more of the language, in a way that supports language acquisition.

The writing assignment includes a checklist of the specific grammar and vocabulary that students must include (see Figure 2). A checklist is an easy and effective way to guide students to greater mindfulness in the completion of the assignments. Students must not only include all the examples of grammar and vocabulary, but they must also identify these examples within the work they produce.

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Unidad 1: Saludos

Instructions:

1. Review the model **S. ¡A Escribir!** on p. 55 of your textbook.
2. Write an essay of three (3) paragraphs in which **you describe yourself in Spanish**.
3. Include all examples of the grammar and vocabulary listed in the checklist below. **Must identify** each grammar example with the corresponding number (1.1), (1.1b), etc. after each example. **Only include** the verb tenses listed in the checklist.
4. Review the escritura rubric before submitting your assignment.
5. If you submit your escritura assignment **after the due date**, feedback from your instructor is not guaranteed in time for the oral end date.

Note: In the model from the textbook, you may find examples of verb tenses that are not permitted in your escritura assignment. Make sure you review the checklist and verb tenses before submitting. If you are not sure about verb endings, visit conjugemos.com to review conjugations of all tenses.

Vocabulary & Grammar Checklist

Categories	Description	Examples
Vocabulary	1.1v ¡Besos y abrazos!	one (1) example
	1.2v ¿De dónde eres?	one (1) example
	1.3v ¿Qué estudias?	one (1) example
Grammar	1.1a Nouns and articles	two (2) articles
	1.1b Adjective agreement	one (1) adjective
	1.2a Subject pronouns	one (1) subject pronoun
	1.2b Ser	one (1) conjugated verb
	1.3a Gustar introduction	one (1) conjugated verb
	1.3b Present tense of regular -ar verbs	two (2) different conjugated verbs
	1.4b Cardinal numbers and dates	one (1) date written in Spanish (words)
Permitted Verb Tenses	Present tense verbs only	

Figure 2. An Example of Instructions for a First Semester Writing Assignment

There are many ways for students to identify the grammar points. I assign each grammar concept with a number and letter that aligns with the textbook, as illustrated in Tables 1 and 2: 1.2a *Ser* [to be], 1.3a *Gustar* [to like], and 1.3b Present tense of regular *-ar* verbs. The checklist includes very specific language to describe the grammar examples that need to be included. Rather than require “two examples of *-ar* verbs,” which students may interpret as infinitive, regular, or irregular verbs, the instructions state “two different examples of conjugated present tense regular *-ar* verbs.” The specificity of the instructions helps ensure students are including the required grammar intentionally, rather than by chance.

Using the same system, students identify each grammar and vocabulary example within their work (see Figures 3 and 4). Also included in the checklist is a list of permitted verb tenses. For first semester writing assignments this includes present tense verbs only. A restriction of the verb tenses focuses students on the process of language acquisition and helps keep them within the grammar that they know. Many language students have unrealistic expectations about the language they know and are able to produce (Zhou,

Hola (1.1v). Me llamo John. Tengo veinte (1.2v) años. Estoy en el segundo (1.1a) año de la universidad. Mi teléfono es el 901-555-0123. Mi correo electrónico es (1.2b) johnp@gmail.com. Yo (1.2a) vivo en el apartamento 3b en la calle Riverdale, número 254, en Memphis, Tennessee en los Estados

Hello (1.1v). My name is John. I am 20 years old (1.2v) años. I am a sophomore (1.1a). My phone number is 901-555-0123. My email is (1.2b) johnp@gmail.com. I (1.2a) live in apartment 3b on Riverdale street, number 254, in Memphis, Tennessee, in the US.

Figure 3. *Partial Example of a Student's Written Composition.* Figure 4: *Translation of a Partial Example Composition.*

2009). These expectations, particularly for novice speakers who have a small vocabulary and less aptitude with the grammar concepts, may also be a motivation for over-relying on GT. Using models alongside grammar and vocabulary checklists and verb tense restrictions encourages students to focus on the process of producing the language they are learning while reducing cognitive load.

Grammar and vocabulary checklists and verb tense restrictions may also benefit heritage language learners, many of whom have not studied their first language formally and therefore have “distinctive gaps in their linguistic knowledge” (Montrul, 2010, p. 11). While heritage speakers may be able to express themselves with fluency or near fluency, they may not have a good understanding of the grammar structures that underpin language. Requiring grammar examples and limiting the tenses that can be used may identify gaps in knowledge and allows them to explore the grammaticality of language.

Oral Assignments

The oral assignment is an extension of the writing assignment (see Figure 5). Students take the same assignment they were given for the written composition. The instructor highlights errors, omissions, verb tenses that are not permitted, and grammar and vocabulary examples that are missing in their writing assignment, grades the assignment, and provides feedback (not corrections). Students then revise their writing assignment again so that it forms part of their oral assignment. Using the same assignment provides the opportunity for students to re-engage with their work, revise, and improve their work before presenting it as their oral assignment. In the online class, students submit their original writing assignment, revised writing assignment, and audio file(s). Requiring the original writing assignment (or original assignment with instructor feedback) and revised writing assignment be submitted together makes it easier for the instructor to identify the revisions students have made. Providing feedback for the oral assignment can be done in two ways, either by highlighting and correcting any remaining errors or highlighting and returning the revised assignment for a third revision, which can be done by the student or as a paired or group activity.

Unidad 1: Saludos

Instructions:

1. Review all feedback to *Escritura 1* in which you describe yourself.
 1. escritura rubric,
 2. instructor feedback
 3. Virtual Tutoring tutor feedback (if applicable)
2. Create a new document using 'save as' titled **Oral 1**.
 1. Make revisions and add missing elements as needed to the escritura assignment.
 2. Review Checklist
 3. Review Rubric
3. Record yourself reading aloud your revised escritura (Oral 1)
4. Submit 3 files to dropbox:
 1. **Escritura 1_Lastname** (original escritura in a Word document),
 2. **Oral 1_Lastname** (revised escritura in a Word document),
 3. **Oral 1_Lastname** (audio file or files).

Vocabulary & Grammar Checklist

Categories	Description	Examples
Vocabulary	1.1v ¡Besos y abrazos! page 20	one (1) example
	1.2v ¿De dónde eres? page 32	one (1) example
	1.3v ¿Qué estudias? page 44	one (1) example
	1.4v Tiempo y Fechas page 56	one (1) example
Grammar	1.1a Nouns and articles	two (2) articles
	1.1b Adjective agreement	one (1) adjective
	1.2a Subject pronouns	one (1) subject pronoun
	1.2b Ser	one (1) conjugated verb
	1.3a Gustar introduction	one (1) conjugated verb
	1.3b Present tense of regular –ar verbs	two (2) different conjugated verbs
	1.4b Cardinal numbers and dates	one (1) date written in Spanish
Permitted Verb tenses	Present tense verbs only	
Escritura Instructions	Review the model 5. ¡A Escribir! on p. 55 of your textbook. Write an essay of three (3) paragraphs in which you describe yourself in Spanish. Include all examples of the grammar and vocabulary listed in the checklist below. Must identify each grammar example with the corresponding number (1.1), (1.1b), etc. after each example. Only include the verb tenses listed in the checklist.	

Figure 5. *Oral Assignment Instructions*

Discussing GT

Throughout the course, from orientation to assessments, it is important to keep discussing GT. Not only is it important to discuss GT so students understand expectations within the course, but it is likely that students have encountered prohibitive policies in previous classes (Clifford et al., 2013; Jolley & Maimone, 2015; Knowles, 2016). Students who have encountered a prohibitive approach may be cautious about using or even asking questions about GT. Frequent discussions can help students understand expectations as well as understand the benefits and drawbacks of GT and feel comfortable asking questions about GT.

Even within a classroom that integrates GT and encourages discussion, students may be unsure about or wary of asking the instructor questions about GT. Frequently communicating with students and asking whether they have questions can help establish an environment of trust between teacher and students. The orientation assignment, completed in the beginning of the semester, is the first opportunity to open up discourse. Students complete the activity and are encouraged to ask questions. In a face-to-face classroom these conversations can be more spontaneous, part of class, group, or one-on-one conversations. In the asynchronous online environment, the instructor should monitor discussions. I provide an English forum for each chapter in which students can get help, ask questions, share experiences, etc. where students describe where they are struggling (for example, in the writing assignments). This provides an opportunity for the instructor

to ask more questions to see whether a student is over-relying on GT or doesn't fully understand the grammar concepts and is including verb tenses that are not permitted or not using targeted grammatical constructions. I also post a question every other chapter to check in with students and ask what the easiest and most challenging parts of using GT are as part of their assignments.

Assessing with GT in Mind

Integrating GT into how students are assessed further reinforces the need to understand the language they produce. Rubrics show students how they will be graded before starting the writing process. Rubrics also enable instructors to assess specific aspects of language production. In a writing assignment, criteria may include grammar, vocabulary, flow, structure and comprehension. A rubric designed with GT in mind also includes content, identification of grammar and vocabulary and translation (see Figure 6 for part of rubric; see Appendix A for full rubric). These criteria work together to discourage students from over-relying on GT and submitting an assignment that contains language they neither understand nor can re-produce unaided. To avoid including verb tenses that are not permitted and/or not including required grammar and vocabulary, students need to complete the assignments mindfully, taking into account what they practiced in the discussions, vocabulary they learned and grammar they practiced while responding to the question prompts and using the models as guides. Responding to the question prompt in the L1 and translating it via GT into the L2, will result in a grade that reflects the work, or lack thereof, that students have put into the assignment.

Criteria	Level 5	Level 4	Level 3	Level 2	Level 1
CONTENIDO Content	5 points Complete. Includes each grammar point and vocabulary examples from checklist.	3 points Mostly complete. Includes most grammar points from checklist, may include most vocabulary.	2 points Somewhat complete. Includes some grammar points from checklist, may include some vocabulary.	1 point Deficient. Includes few grammar points from checklist, may include some vocabulary.	0 points Lacking. Includes no grammar points from checklist.
IDENTIFICACIÓN DE LA GRAMÁTICA	4 points Correctly identifies all the grammar and vocabulary from checklist using the correct symbols.	3 points Correctly identifies most of the grammar and vocabulary from checklist using the correct symbols.	2 points Correctly identifies some of the grammar and vocabulary from checklist using the correct symbols.	1 point Correctly identifies few of the grammar and vocabulary from checklist using the correct symbols.	0 points Doesn't identify grammar or vocabulary from checklist using the correct symbols.
GRÁMATICA Grammar	5 points No major or minor grammar errors	4 points No major grammar problems, some minor grammar problems.	3 points A few grammar problems within the required grammar examples and some minor grammar problems.	2 points Frequent major errors within the required grammar examples.	1 point Significant grammar problems within the required grammar examples, which may distort meaning
TRADUCCIÓN Translation	5 points Free from incorrectly spelled English or other first language (L1) words or verb tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	3 points One example of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	2 points Two examples of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns	1 point Three examples of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns	0 points Four or more examples of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.

Figure 6. *Part of a Writing Assignment Rubric*

Content

As outlined previously, students must include a number of examples of the grammar and vocabulary within their compositions. Failure to include some to all of the examples results in a large penalty. In the example rubric, content constitutes five points out of a 30-point assignment. If a student were not to include any examples of grammar, even with some examples of the topic vocabulary, the highest grade they could achieve would be 83%, assuming full credit for all other criteria. The inclusion of this criterion allows instructors to assess students' application of the grammar and vocabulary.

Identification of Grammar and Vocabulary

In addition to including the grammar and vocabulary, students must also identify each example. To identify each grammar point, students must use a letter and number (as outlined previously in Table 1). If a student were not to identify any examples of grammar and vocabulary, the highest grade they could achieve would be 87%. When used alongside the content criterion, the identification of grammar and vocabulary criteria enables instructors to assess students' ability to recognize and identify the grammar and vocabulary. This criterion also helps instructors ascertain if students intentionally included the grammar and vocabulary.

Translation

The fourth element to the writing rubric is translation. This category is intended to address overuse as well as misuse. Translation can be broken down into the following sub-criteria: misspelled words in the L1, word-choice errors, incorrect proper noun translations and verb tenses that are not permitted. Students who include four or more of these types of errors would only be able to achieve a maximum grade of 83% according to the example rubric.

While GT now identifies common misspellings, and either autocorrects them or suggests corrections to the user, less common misspellings will go undetected and appear within the L2 text uncorrected. If spellcheck autocorrects a word, GT is likely to autocorrect that same word. While a common misspelling or typo such as “freind” will be autocorrected, other misspellings such as “frind”, “firend”, and “frend” will not. Making a list of more obscure misspellings, as and when they occur, can be a helpful reference.

Word choice is another type of translation error. Some examples that have appeared in students’ work include the translation of “dessert” for “desert,” “tip” (the end of an object) for “tip” (gratuity), and “customs” (border control) for “customs” (social norms). Maintaining a list of word-choice errors is also helpful. Context is key for these types of errors as students can also make these mistakes when looking up isolated words. How these errors are treated depends on the sentences in which they appear. If an entire sentence appears to have been put through GT, the word is assessed as a translation error. If it doesn’t, then the word can be assessed as a word-choice error (within the vocabulary criterion), which incurs a lesser penalty.

Proper nouns may also be translated inappropriately. Examples of incorrect proper noun translations that have appeared in students’ work include *Martin Luther Rey*, *las Montañas Humeantes* and *Abejas de manzana* [Martin Luther King, the Smoky Mountains and Applebee’s]. Like word-choice errors, how proper noun translations errors are treated depends on the sentences in which they appear. The correct treatment and translation of proper nouns is a helpful discussion to have with students.

The use of verb tenses other than what are permitted by the checklist is another subcategory within translation. The goal is to make sure students understand the use of tenses and to help them remain within the language they know. Providing examples within the feedback helps students understand how they can adapt language to express the same idea within the permitted tenses. Taking the first composition as an example, if a novice student wrote, *nací el 5 de mayo de 1995* ‘I was born May 5, 1995’ the penalty would be a three-point deduction (according to the rubric) for using the preterit tense. Showing students how to restate the idea within the permitted tenses, such as *mi cumpleaños es el 5 de mayo. Tengo 25 años* ‘my birthday is May 5. I am 25 years old’, brings students’ awareness to the way in which ideas can be re-expressed within the grammar and verb tenses they know (present tense). The penalties help reinforce the need for mindful completion of the assignment. This type of re-expression may also be useful for heritage speakers as it helps them develop their knowledge of grammar rules as well as increase the ways in which they can express themselves and it discourages careless use of GT.

The rubric for the oral assignment is similar to the writing assignment rubric. The rubric includes common criteria, such as pronunciation, flow, grammar, and vocabulary. GT criteria also includes proofreading and revision, content, and translation (see Figure 7 for partial rubric; see Appendix B for full rubric). Similar to the written composition, these criteria help focus students on the process and guard against mindless use of GT. The proofreading and revision criterion can be particularly helpful, especially within an online language course or when assigned for homework. By using the same assignment for the writing and oral assignment there is an opportunity to re-engage with the same text and

make revisions. In order to make revisions, students must have an understanding of the grammar.

REVISIÓN Proofreading & revision	5 points Ample evidence of comprehensive revision and close proofreading.	4 points Sufficient evidence of revision and proofreading.	3 points Some evidence of revision and proofreading.	2 points Little evidence of revision and proofreading.	0 points No evidence of revision and/or proofreading.
CONTENIDO Content	8 points Complete. Includes each grammar point from checklist.	6 points Mostly complete. Includes most grammar points from checklist.	4 points Somewhat complete. Includes some grammar points from checklist.	2 points Mostly lacking. Includes very few grammar points from checklist.	0 points Lacking. Includes no grammar points from checklist.
TRADUCCIÓN Translation	8 points Free from incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	6 points One example of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	4 points Two examples of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	2 points Three examples of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	0 points Four or more examples of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.

Figure 7. *Example of Oral Rubric Criteria (Partial Rubric)*

Practicing Integrity

Integrity is one of the areas that causes a lot of concern for instructors. For many instructors, and as a result for many students, the use of GT can be perceived as academic dishonesty. When a student's goal is to fulfill a graduation requirement, GT can be a way for a student, who has no other interest in learning a language, to complete the assignments. Research shows some students do use GT for speed and efficiency (Larson-Guenette, 2013). Bringing together all aspects of the ADAPT approach can help to encourage integrity and discourage cheating.

Negative measures such as grade penalties can discourage overuse of GT. In order to guide students, especially those whose focus is on getting through the class, the orientation activity helps students understand the limitations of GT, the penalties for overuse and misuse, and the ways in which the assessments are graded. Even with the orientation, some students complete the first writing assignment without identifying the grammar or by including verb tenses that are not permitted. I allow all students the opportunity to revise and re-submit the first writing assignment for a higher grade. In my feedback I highlight the errors and omissions. I also signpost students to the key words and concepts page. This page includes explanations of common terminology (agreement, conjugation, subject pronoun, etc.) so they can fully understand my feedback and how to complete the revisions.

Positive measures can also encourage mindful use of GT. Providing opportunities to revise submissions (and raise their grades) and limiting the number of tests, which are often time-restricted, can reduce the motivation to cheat. Making assignments accessible for longer gives students more opportunities to work on the assignment. Furthermore, giving students the opportunity to revise and resubmit for a higher grade brings into focus

the process of the activity (rather than the product), which also helps reinforce the rules of grammar through correcting errors. At the same time, the opportunity for revisions and re-submission lowers the stakes on assignments (produces less anxiety and may also lessen the desire to cheat) because students have the opportunity to correct errors and learn from their mistakes. For students who have plugged L1 text into GT and copied the L2 output to complete an assignment, there is an opportunity for instructors to highlight the limitations of this practice (in terms of language acquisition and grade achievement). Re-using the written composition to form the script for the oral assignment allows students to review and revise their work an additional time.

Training Students to Use GT

Teaching students to use GT helps them to use the tool more effectively as O'Neill's (2016; 2019) studies of the effects of online translation on L2 students' writing illustrate. Students should receive training on how to use and not use GT. During the orientation period of my online courses, students complete a GT orientation and GT assignment. The GT assignment consists of three parts: pronunciation, vocabulary, and writing and oral assignments. Students use GT to complete all three activities. Level appropriate versions of the orientation have been developed based on students' language fluency. For first semester students, the activities include simple L2 words and the writing activity is completed in the L1, so that even a student with no language experience can complete the activities. The GT orientation for fourth semester students includes language that reflects their proficiency.

One of the functions of GT is the voice-to-text or voice-to-voice translation. Although not perfect, the accuracy with which GT recognizes correct pronunciation makes it a useful tool. Students can use it to get immediate feedback on their pronunciation as well as practice their presentational skills, which is especially useful within an asynchronous language course where one-on-one interaction is limited. In a face-to-face course, assigning GT pronunciation practice for homework may help reinforce in-class speaking activities.

Pronunciation Orientation

Students are presented with a list of words and phrases that they say out loud unaided and then repeat the same words, which have been spelled out phonetically (see Figure 8). Fourth semester students are directed to repeat a list of common sayings or idioms such as, *mala hierba nunca muere* 'prevention is better than a cure'. This idiom is translated incorrectly by GT as 'weed never dies.' For more advanced students, this activity may help highlight the limitations of GT when it comes to forms of expression that include symbolism, idioms, and figures of speech.

Students are also encouraged to reflect on the pronunciation activity. The reflection provides an opportunity for the student to share problems or frustrations and for the instructor to provide feedback and reassurance. Reassurance is particularly important for students who find the pronunciation activity difficult and have to say the words repeatedly before GT recognizes and correctly translates what they are trying to say.

Part One: Pronunciation

Google Translate can help you learn to pronounce words by using the voice to text feature.

Instructions: Download the Google Translate App to your mobile device or access it on the Internet on your desktop. Choose the input language as 'Spanish' and the output language as English.

Activity 1: Saying the following words out loud in Spanish and write down the translated words in English that appear in the output in Google Translate:

adiós =

estudiante =

hola =

kilómetro =

regular =

y =

Activity 2: Now review the word and its phonetic pronunciation and say each word out loud again:

adiós (ah-dee-OS) =

estudiante (es-too-dee-AN-tay) =

hola (OH-lah) =

kilómetro (key-LO-meh-troh) =

regular (rreh-goo-LAR) =

y (ee) =

Activity 3: Reflection

How easy was this activity? How many times did you repeat the word to get the correct translation? Did the phonetic spelling help you pronounce each word? Did you learn anything about how Spanish words are pronounced?

Figure 8. *Pronunciation Orientation*

Vocabulary Orientation

The next activity requires students to look up vocabulary words, such as “goodbye”, “student”, “hello”, “kilometer”, “okay”, and “and” using GT (see Figure 9). Students then match the words with the correct translation. GT provides a list of frequent translations beneath the most frequent translation as well as definitions, synonyms, and examples in context. When students are logged into Google or are using it on their phone, students can save words to a list, allowing them to curate a bespoke language dictionary. This activity helps students understand how GT works and the limitations of using GT as a dictionary. Again, there is a reflective question so the instructor can ascertain if the student understands the limitations and what the “most frequent translation” means.

Part Two: Vocabulary

Google Translate does not work well for isolated words. The word 'work' has several translations into Spanish (depending on meaning).

Activity 1: In Google Translate, enter the word 'work' into the input and review the output options. Match the following words with the correct translations.

1	work (to work, to run, to function)	A	la ocupación
2	work (work, job, labor, assignment)	B	hacer
3	work (employment, job, use)	C	trabajar
4	work (occupation, occupancy, employment)	D	el trabajo
5	work (work, play, piece)	E	funcionar
6	work (to work, job, labor)	F	la obra
7	work (to act, to make, to ask)	G	el empleo

1 _

2 _

3 _

4 _

5 _

6 _

7 _

Activity 2: According to Google Translate, what is the most frequent translation of 'work'?

Top noun result:

Top verb result:

Activity 3: What does it mean to be the most frequent translation? Is the most frequent translation always the correct translation? Why?

Figure 9. *Vocabulary Orientation*

Written Orientation

The third and final activity shows students what is required in order to create their writing and oral assignments. This activity brings awareness to students' ability to correctly identify the grammar concepts. It also shows students the importance of being able to identify the examples as well as drawing attention to the penalties of including unacceptable verb tenses. This activity can serve to identify gaps in students' L1 comprehension of grammar. Creating a list of key words and concepts along with examples can help students bridge the gaps. The activity can be done in the L1 for first semester students (see Figure 10). For students in higher levels, an example of a writing assignment from a prerequisite level course can be used to ensure it is level appropriate. Students are given the opportunity to revise and resubmit their orientation assignment as many times as they wish. The goal is to make sure students understand the benefits and limitations of using GT before they start to study language.

Part Three: Escritura and Oral Assignments

To create your escritura (written assignment) and oral you will need to include a number of grammar and vocabulary examples. You must be able to use and identify different [parts of speech](#). For each escritura (and oral) you are given a checklist. The checklist includes [vocabulary](#) and [grammar](#) you must include and identify as well as **Permitted Verb Tenses**. You may not use any verb tense other than what is listed as permitted.

Checklist		
Categories	Description	Examples
Vocabulary	(1.1v) Greetings	1 example
	(1.2v) Cardinal numbers	2 examples
	(1.3v) Subjects & Classes	1 example
Grammar	(1.1) Nouns and articles	2 examples
	(1.2) Numbers 0–30	1 example
	(1.3) Present tense of the verb 'to be'	1 example
	(1.4) Telling time	1 example
Permitted Verb Tenses	Present tense	
	Near future (ir + a + infinitive verb)	

Activity 1: To complete this activity, identify all the grammar examples from the checklist within the *italicized text* below. The [vocabulary](#) examples have been done for you. Identify each [grammar](#) example, by adding the symbols (in parenthesis) after the example.

Note: 2 [grammar](#) examples are missing, and 1 [verb](#) is conjugated in a tense that is **not permitted**.

Hello (1.1v). My name is Ana. I am nineteen (1.2v) and a full-time student. I am studying Spanish language and literature (1.3v) at the University of Guadalajara. I like to study in the library. When it is sunny, I sit outside the library underneath the trees. Monday night I studied for my Spanish test for four (1.2v) hours.

Activity 2: Not including all the examples in the checklist will result in penalties. List the **two (2)** examples from that appear in the checklist, but are missing from the paragraph:

- 1.
- 2.

Activity 3: Including a verb tense that is not listed as a permitted verb tense will result in large penalties. **What verb** is included in the paragraph that **does not** appear in the list of permitted verb tenses? **What verb tense?**

Figure 10. *Written Assignment Orientation*

A STUDY OF PERCEPTIONS AND USES OF GT

A pilot study was conducted within two fully online Spanish classes of first-semester Spanish students to examine student perceptions and use of GT within two courses that used the ADAPT approach. Surveys were administered to students via a colleague, so students felt better able to speak honestly about their GT use in the classroom. Students were emailed a link to the survey which was completed within Google Forms. Twenty-one students completed the pre-course survey (see Appendix C). Twelve students also completed the post-course survey (see Appendix D).

The survey was intended to gather information about students' perceptions and uses of GT prior to taking the course and then to garner more information once they had completed the course. I wanted to ascertain whether any changes to students' perceptions and uses of GT had taken place as a result of taking a language course that used the ADAPT approach as well as to understand students' perceptions of the GT training, discussions, and in-class use of GT.

Pre-Course Survey Results

Of the 21 students who completed the pre-course survey, 19 students (90%) only spoke

English. One student indicated they spoke Japanese and German, and one student identified as a heritage Spanish speaker. Most students (62%) were 18-24 years old. Most students were female; one respondent was male. The majority of students (52%) had studied Spanish in high school for 1-2 years. Twenty-four percent of students had not studied any Spanish in high school. Most students (86%) had not studied Spanish at the college level. The primary and secondary reasons students selected for taking the course aligned with the reasons students gave within their introductions in the online forums course (see Figures 11 and 12). Three students had other secondary reasons for taking the course: “I took Spanish all through elementary school, but I hardly remember any of it;” “My partner is first generation Nicaraguan and I would like to become bilingual because I now have many family members who are bilingual or only speak Spanish.” One student stated, “no other reason.” The primary reason for this student taking the course was that it was a degree requirement. Interestingly, this student identified as a heritage speaker.

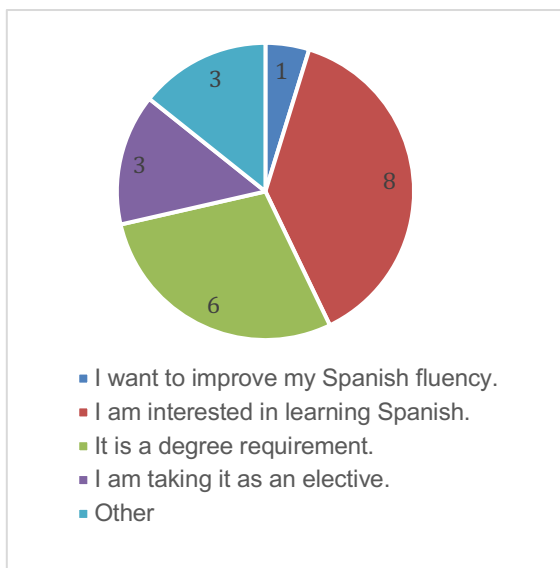


Figure 11. Primary Reasons for Taking the Course*

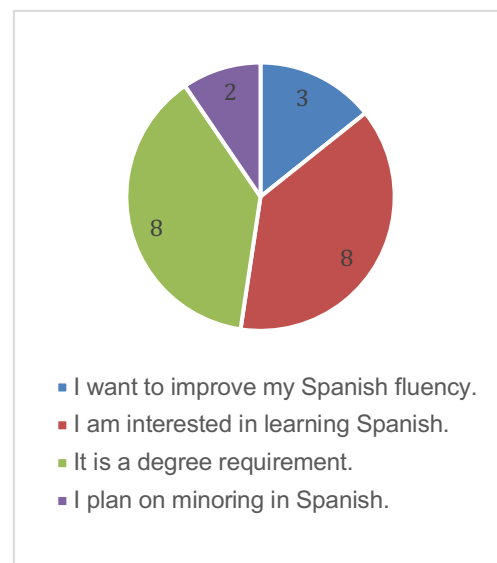


Figure 12. Secondary Reasons for Taking the Course*

* Numbers denote participants.

How Students Rated their Spanish Skills

Students rated their Spanish skills going into the course on a scale from non-existent to perfect. Most students rated their skills as poor (see Figure 13). As an introductory course, it is not surprising that most students rated their skills as poor, although almost half of the students had taken 1-2 years of high school Spanish. Their ratings of skill as well as their interest to tick off a degree requirement may suggest that students were more motivated to use GT as part of a means to an end. Additional questions would be needed to understand any correlation between students’ reasons for taking the course and the extent of their GT use. Understanding this possible correlation may help to make further adjustments to the ADAPT approach to encourage more engagement with the L2.

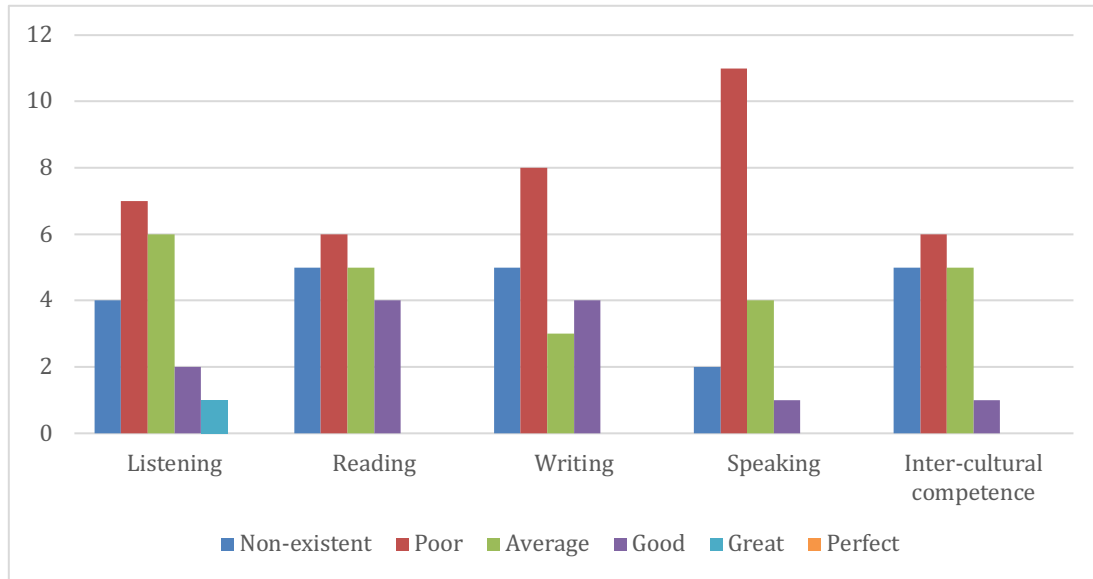


Figure 13. How Students Rated their Spanish Skills in Multiple Areas

Students Use of GT Before Taking the Course

Ninety-one percent of students had used GT at some point. Most students translated English text to Spanish text (75%) and Spanish text to English text (75%). When asked how students used GT previously, most students stated it was to understand Spanish in a non-academic setting (75%), followed by to have fun (63%). Seven students (33%) stated it was to communicate with a Spanish speaker within the U.S., and two stated it was to communicate with a Spanish speaker within a Spanish-speaking country. Within an academic setting, most students stated they wanted to check their understanding of a text (62%) and to check different translations of an English word (62%). This finding is similar to previous studies findings (Clifford et al., 2013; Jolley & Maimone, 2015). Knowing how students use GT may help instructors create exercises and activities that encourage engagement with the L2, and make it difficult to complete the activity without understanding the language structures.

Thinking about previous Spanish courses, of those who responded, half stated they were not allowed to use GT. When asked to explain their responses, two students said it was because “GT had not been created.” One student explained, “My previous teacher in high school taught us that if we are in need of help than (sic) GT is a good tool to help but other options should be explored before.” Another student stated, “My high school Spanish teachers explained that it was not accurate, but they did not explain how to use it correctly,” and another student stated “my teacher told us she knew when we were using GT.” There were equal numbers of students who stated that their instructors did and did not discuss GT with students (43%). Forty percent of students believed the instructor thought the use of GT was cheating or plagiarizing, while 40% did not and 20% were unsure. When prompted to explain their responses, the explanations were centered around three approaches to GT use (see Table 3).

Table 3
Categories of Previous Instructors’ GT Policies

Categories of Policies	Student Responses
------------------------	-------------------

Prohibitive policy, with penalties	– He said if we used it, we would get a bad grade.
Prohibitive policy, without penalties	– She never punished anyone from using it. Only said not to. – My high school teachers urged us not to use GT, and they said they would be able to know if we did use the translator. But we were allowed to use it with vocab.
Unclear policy	– My previous teacher reminded us that needing help and cheating are two completely different things. – I'm not sure I remember this teacher specifically saying that he didn't want us to use GT because he felt it was plagiarism, I only remember him expressing that he felt it was a loophole.

The responses illustrate a variety of ways in which instructors discuss and respond to students' use of GT in the L2 classroom. This lack of uniformity may explain students' confusion and mistrust, even within a L2 class which accepts students' GT use. This highlights the barriers language instructors must try and overcome when using an ADAPT approach.

Post-Course Survey Results

The responses of the 12 students who took the pre- and post-surveys were analyzed. Before taking the course, 50% of students did not consider the use of GT as cheating while two students did consider it cheating and two were unsure. After the course, 83% stated they did not consider their use of GT as cheating, while one student thought it was cheating and one was unsure. Half of the students did not believe the instructor considered the use of GT as cheating or plagiarizing, one student did, and four students selected other explanations. One wary student responded “I'm truly unsure, but if this is a trap- hope not.” Previous experiences appear to continue to create barriers to discussions about GT. When asked whether their perceptions had changed, of the 10 who responded, only one student indicated their perceptions had changed: “I feel like GT is more of a useful tool than before.” Half of the students stated they used GT as often as they anticipated; a quarter used it much more often than anticipated; and one student a little more than anticipated. Two students used it much less often than anticipated. While there were more students who believed GT wasn't cheating, the responses indicated that students still held diverse perspectives about GT and whether GT was a form of academic honesty. It is helpful to understand the diversity in perspectives in order to review and revise the GT orientation and training and to address the concerns students may have, enabling a more open dialogue between students and the instructor and accepting the different ways in which students use GT (as well as those who choose not to use it at all).

The Orientation Activity

All 12 students who completed the post-course survey completed the GT orientation. Students found the vocabulary activity the most beneficial. The second most beneficial activity was the writing and oral assignments activity. Most students stated the least beneficial activities were the pronunciation activity and the pronunciation reflection. One conjecture may be that for those who found the pronunciation easy (GT recognized the words they spoke in Spanish) they did not find GT of much benefit. Equally, those who found it difficult (GT did not recognize the words they spoke) may not have felt the activity helpful if they also believed they were saying the words correctly. One student, who indicated using GT was cheating, did not respond to these questions. Creating options for students with easier and harder words may help orientate different proficiency levels

within the same course.

Benefits and Limitations of GT

Most students agreed GT was beneficial to students wanting to learn a language, one did not think it was beneficial, and three were unsure. When asked to explain, responses were centered around the benefits, lack of benefits, and mixed benefits of using GT (see Table 4). When asked to expand on the benefits, there were several that emerged: spelling, accent placement, word choice, pronunciation, accuracy, GT as a backup, and “getting assignments done quickly.” While this motivation of expediency may be a concern for instructors, it was only one reason amongst many reasons. Pronunciation and spelling were the most often cited benefits. While GT does autocorrect, it may not identify correct word choice. Adding a section to the vocabulary orientation to teach students how to check word choice may be a beneficial activity.

Table 4

Responses to the Question Whether Allowing Students to Use GT was Beneficial to Students Wanting to Learn a Language

Categories of Benefit	Examples of Student Responses
Benefits	<ul style="list-style-type: none"> – It is a good source for extra help like a Spanish to English dictionary is. – It helps you understand when the word takes on a different meaning and you can check your work as well as check your pronunciation. – It’s an easy quick way to learn new vocab. – I believe being able to use it allows students to have it as a backup but since we have a lot of other resources we won’t rely on Google Translate.
No Benefits	<ul style="list-style-type: none"> – Students will rely more on the app rather than learning.
Mixed benefits	<ul style="list-style-type: none"> – The access to translations at your fingertips can be incredibly helpful when you just don’t have an answer for something. I do feel like many people could use it as a crutch though; something to always be reliant on rather than trying to retain the knowledge themselves. – It helps, but prevents memory from working. I feel that if students are allowed to use GT they will try harder. – I feel like having the crutch availability is more useful than stressing out about having to remember everything the first time hearing it.

Students were asked to think about the disadvantages of using GT. Students’ responses were organized around two main themes: errors/inaccuracies and overreliance (see Table 5). Although the survey size was very small, these two themes demonstrate students’ awareness of GT’s limitations and how an overreliance may cause more errors. Opportunities for reflection may provide students with opportunities to change the way in which they perceive and use GT as part of the L2 studies.

Table 5

Examples of Disadvantages

Categories of Disadvantages	Examples of student responses
errors / inaccuracies	<ul style="list-style-type: none"> – Not always accurate depending on the area the Spanish is spoken from. – It’s not always accurate and doesn’t always conjugate the word or use feminine when necessary.

	<ul style="list-style-type: none"> - I think the disadvantage of using it is when the translation is not correct. - The inaccuracies when it comes to specific word choice. There isn't always a complete accurate translation It is too easy to rely on - The translation is not always correct.
overreliance	<ul style="list-style-type: none"> - Can be abused and used to do entire assignments. - Not learning all you should

Students indicated that they used GT mostly to check pronunciation and check understanding of a text (see Figure 14), which aligns with how most students stated they would use GT before taking the course. Most students (62%) stated they would use GT to look up vocabulary words (Spanish to English) and to look up vocabulary words (English to Spanish) (43%). This also aligns closely with how students anticipated they would use GT. This again highlights the need to train students in how to interpret GT output and how to access and understand the different functions within GT (definitions, examples, translation frequency, etc.). Students had mixed perceptions about whether or not they received a good grade on assignments. Students also expressed mixed views when asked if using GT helped them “pass the class” (see Figure 15). Most students acknowledged GT was only as good as the user’s Spanish knowledge and skills (83%). Furthermore, most students also agreed or strongly agreed that GT can cause students to make errors when completing assignments; no student disagreed with this statement. Students’ responses

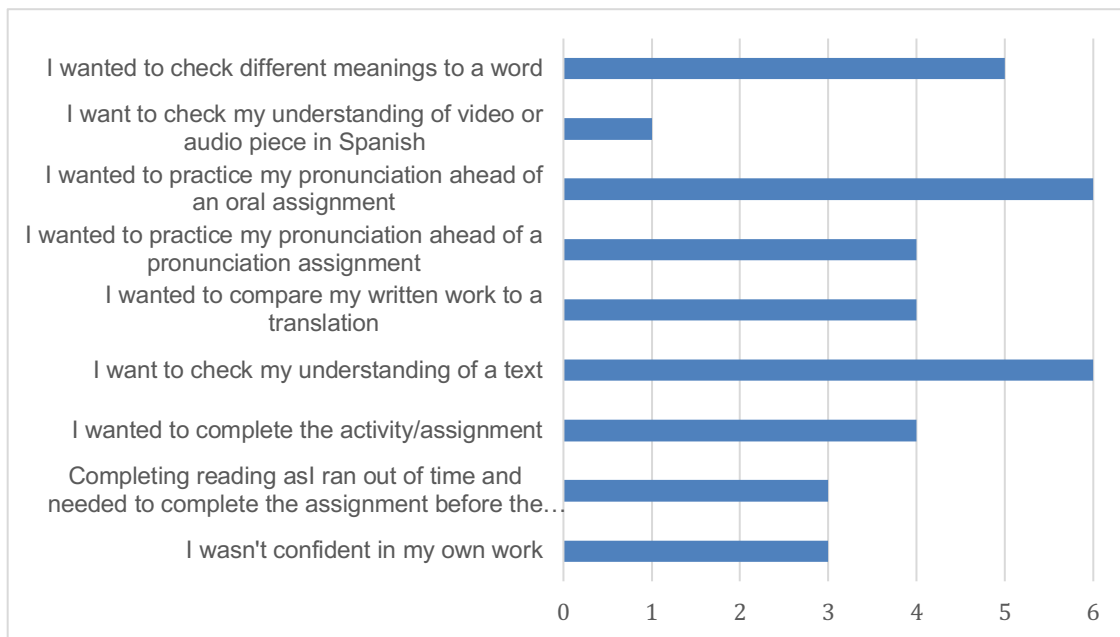


Figure 14. *How Students use GT*

indicated a clear awareness of the limitations of GT. Enabling students, through training, to be able to work within the output may enable them to understand the L2 better. It is not clear whether students’ knowledge of the errors served as a deterrent to over-relying on GT or whether they felt it was a good enough tool that enabled them to complete the course work and pass the course.

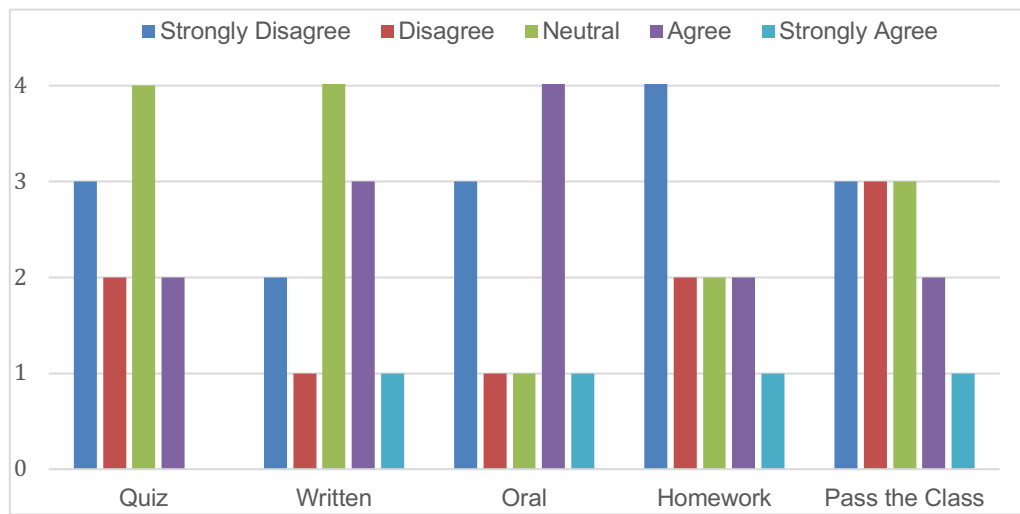


Figure 15. *Students Perceptions of Grade Achievements*

Confidence Using GT

Most students agreed or strongly agreed that they felt more confident using GT. However, when asked whether they felt they knew more Spanish as a result of using GT most students disagreed or strongly disagreed. On the other hand, most students agreed or strongly agreed they knew more Spanish as a result of taking a class that integrated GT. When asked whether the instructor could make the integration of GT more effective, the responses were mixed (see Table 6). Understanding what students think ‘more effective’ means is perhaps needed in order to better interpret their responses.

Table 6
Ideas about Effectiveness of ADAPT Approach

Students’ ideas about Effectiveness of GT Integration	Examples of Student Responses
Instructor could make the integration of GT more effective	<ul style="list-style-type: none"> – Provide more websites to be able to differentiate different translation, i.e. an online Spanish dictionary. – I think it should be made obvious if translate was used or not. – Allow it to be used for certain assignments that are complicated and would benefit from using it.
Unsure as whether the Instructor could make the integration of GT more effective	<ul style="list-style-type: none"> – I am honestly not sure. It is up to the user because not everyone may think it is helpful. – Not sure.
Instructor could not make the integration of GT more effective	<ul style="list-style-type: none"> – I think our instructor does a great job. – I think the integration of it was good. – No, I think this is enough. – I think educating people on the inaccuracies is a very effective way to teach someone not to be too reliant on GT but that it can be beneficial in some ways.

Most students indicated that instructors should allow students to use GT (75%). Students appeared to recognize that while the tool was beneficial there were disadvantages, such as relying too much on the tool. When looking at whether students would recommend this ADAPT approach to other students and instructors, most students agreed or strongly

agreed. It is not clear whether students would recommend the course because of the ADAPT approach, or because of the instructor's approach. A larger study, that also included different instructors' using the ADAPT approach, would help to understand how the adaptations influence students' use and perceptions.

DISCUSSION

This study echoes the findings of previous research (Clifford et al, 2013.; Jolley & Maimone, 2015). Students use GT in different ways and have varied perceptions of its benefits. Most students were aware of the limitations of GT. The use of an ADAPT approach did not create big shifts in the way students thought about or used GT. As Fredholm (2015) asserts, from his research into students' use of GT in their writing compositions, "What becomes clear ... is that the use of OT [online translation] in itself does not seem to bring about dramatic changes in texts, regarding fluency, complexity or accuracy, neither improvements nor deteriorations" (p. 12). Using GT is not a way for students to bypass learning nor does it provide excessive advantages to the user. Students' previous experiences within language courses potentially continue to influence students' perceptions and confidence discussing GT use with their instructor. One student, at least, was wary of the instructor's motivation for integrating GT and encouraging students to discuss their use of GT openly. Re-administering the survey to students who matriculate through two or more consecutive language courses that use an ADAPT approach might reveal greater changes in perceptions and uses.

While the results of this survey may support the use of the ADAPT approach, the small number of participants means the study would need to be replicated on a larger scale to understand whether this approach is truly beneficial, and to what extent. Adaptations to the survey would also result in more useful data. For example, knowing what students understand 'more effective' to mean is perhaps needed in order to better interpret their responses. Do students understand 'more effective' to mean that they earn higher grades, develop greater fluency, or something else? A clarifying question about the meaning of 'more effective' might make the responses more meaningful.

At least one student held negative views of GT and felt an ADAPT approach was a requirement to use GT. This sentiment has been echoed by some of my students in previous student evaluation surveys in classes that used the ADAPT approach. The goal is not to require students to use GT, but to better support students who are already using it. As such, I adapted the GT orientation and assignment to include other language learning aids, such as Linguee and WordReference to offer students a range of tools at their disposal. Another change was to include an alternative orientation assignment for heritage speakers. The alternative assignment focused on the written compositions and oral assignment, the language used to describe language structures, the use of re-expression, and encouraging students to ask questions about language structures they may not understand. Finally, while the benefits and limitations of GT were clear in the orientation, it lacked an explanation of why GT was permissible, and acknowledgement of students concerns and hesitations to admit to using GT. An explanation was included in the orientation to help students understand the purpose of allowing GT. Although with the revised orientation, re-thinking the orientation discussions may also help to address student concerns and encourage open dialogue. No matter how many measures are in place, some students will continue to use GT to circumvent language use, complete assignments quickly, and pass the course. However, the measures the ADAPT approach includes can help guide students to more mindful use, which can be seen in the way students follow the instructions and revise their work.

CONCLUSION

Much in the same way Google has changed the way it approaches translation, similar changes to how instructors approach GT in the L2 classroom is needed. The ADAPT approach is not one-size-fits-all, it is one of many different approaches that can help address students' use (and overuse) of GT. Some instructors may feel just because most students use GT as part of their language studies, it does not provide enough justification to accept students' GT use. I would argue that meeting students where they are in L2 acquisition is a good enough reason to change the way instructors approach GT. I would also argue that when acceptance is aligned with guidance and limitations it can not only help students to interact more mindfully with GT, but more importantly, with the language of study. An ADAPT approach is also a way to convey a consistent message from orientation through assessments to better manage students' GT use and encourage more open and productive discussions between instructors and students. The ADAPT approach is not the only way to address students' GT use. It is perhaps one of many interventions that can be integrated to better support students' language acquisition. GT is going to keep improving and the better we understand students' perceptions and uses of it, the better we will be able to improve the way in which we address students' use of GT in the L2 classroom and support their language learning.

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APPENDIX A

Criteria	Level 5	Level 4	Level 3	Level 2	Level 1	Criterion Score
GRAMÁTICA Grammar	5 points No major or minor grammar errors	4 points No major grammar problems, some minor grammar problems.	3 points Some major grammar problems within the required grammar examples and some minor grammar problems.	2 points Major errors within the required grammar examples.	1 point Significant grammar problems within the required grammar examples, which significantly distort meaning	/5
IDENTIFICACIÓN DE LA GRAMÁTICA	4 points Correctly identifies all the grammar and vocabulary from checklist using the correct symbols.	3 points Correctly identifies most of the grammar and vocabulary from checklist using the correct symbols.	2 points Correctly identifies some of the grammar and vocabulary from checklist using the correct symbols.	1 point Correctly identifies few of the grammar and vocabulary from checklist using the correct symbols.	0 points Doesn't identify grammar or vocabulary from checklist using the correct symbols.	/4
VOCABULARIO Vocabulary	5 points Vocabulary is used correctly. No spelling errors. Word choice is correct throughout.	4 points Vocabulary is used mostly correctly. Occasional spelling errors. May include incorrect word choice.	3 points Vocabulary is used incorrectly. More than occasional spelling errors. Includes incorrect word choice.	2 points Frequent spelling and/or word choice errors.	1 point Mostly major vocabulary errors. Frequent spelling errors. May include incorrect word choice.	/5
FLUidez flow	2 points Ideas flow well A great start, middle, and end. Sentence order is correct. Word order is correct.	1.5 points Ideas flow. A good start, middle and end. Sentence order is mostly correct. Word order is mostly correct.	1 point Ideas somewhat flow Sentences are good, but lack proper order. Some details lacking. Some sentences may contain incorrect word order.	0.5 points Ideas do not flow Sentences mostly lack details. Many sentences need moving to make sense and possibly additional sentences needed.	0 points Ideas do not flow throughout Sentences lack major details. Most sentences need moving to make sense as well as additional sentences needed.	/2
ESTRUCTURA Structure	2 points Linking words used very well, where needed.	1.5 points Linking words used adequately, where needed	1 point Few linking words used, where needed.	0.5 points No linking words used, where needed.	0 points No linking words used. May be written as bullet points or a list of sentences.	/2
COMPRESIÓN Clarity	2 points Comprehensible. The meaning is clear throughout the assignment.	1.5 points Mostly comprehensible. The meaning is mostly clear throughout the assignment.	1 point Generally comprehensible. The meaning is unclear in several places within the assignment.	0.5 points Frequently incomprehensible. The meaning is mostly unclear throughout the assignment.	0 points Mostly incomprehensible. The meaning is unclear throughout the assignment.	/2
CONTENIDO Content	5 points Complete. Includes each grammar point and vocabulary examples from checklist.	3 points Mostly complete. Includes most grammar points from checklist, may include most vocabulary.	2 points Somewhat complete. Includes some grammar points from checklist, may include some vocabulary.	1 point Deficient. Includes few grammar points from checklist, may include some vocabulary.	0 points Lacking. Includes no grammar points from checklist.	/5
TRADUCCIÓN Translation	5 points Free from incorrectly spelled English or other first language (L1) words or verb tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	3 points One example of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	2 points Two examples of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	1 point Three examples of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	0 points Four or more examples of incorrectly spelled English or other first language (L1) words or tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	/5
Total						/30

APPENDIX B

Criteria	Level 5	Level 4	Level 3	Level 2	Level 1	Criterion Score
PRONUNCIACIÓN Pronunciation	12 points Highly proficient: Correct pronunciation. Intonation sounds natural.	10 points Achieving good command of fluency. Mostly correct pronunciation applied throughout. Intonation sounds mostly natural.	8 points Achieving basic fluency: Correct stress applied, however some errors exist. Intonation sounds natural sometimes.	6 points Developing basic fluency: Correct stress applied to some words, although many errors. The message could only be understood by a native speaker.	4 points Emerging basic fluency: Correct stress applied to very few words. Many errors. The message could only be understood by a sympathetic instructor.	/ 12
GRAMÁTICA Grammar	6 points No major or minor grammar errors	5 points No major grammar problems some minor problems.	4 points Mostly minor grammar problems, but some major problems exist. Meaning is still mostly clear.	3 points Some major and minor grammar problems, which occasionally interferes with meaning.	1 point Significant grammar and vocabulary problems, which significantly distort meaning.	/ 6
VOCABULARIO Vocabulary	6 points Vocabulary is used correctly throughout.	5 points Vocabulary is used mostly correctly. May include misused or misplaced accents.	4 points Occasional vocabulary and/or spelling errors.	3 points Frequent vocabulary and/or spelling errors.	1 point Significant vocabulary and/or spelling errors throughout.	/ 6
SUENA NATURAL Flow	5 points No hesitations nor rushing.	4 points Minor hesitations or rushing through some of script.	3 points Some hesitations or rushing through most of script.	2 points Frequent hesitations or rushing through most of the script.	1 point Frequent hesitations or rushing through all of script.	/ 5
REVISIÓN Proofreading & revision	5 points Ample evidence of comprehensive revision and close proofreading.	4 points Sufficient evidence of revision and proofreading.	3 points Some evidence of revision and proofreading.	2 points Little evidence of revision and proofreading.	0 points No evidence of revision and/or proofreading.	/ 5
CONTENIDO Content	8 points Complete. Includes each grammar point from checklist.	6 points Mostly complete. Includes most grammar points from checklist.	4 points Somewhat complete. Includes some grammar points from checklist.	2 points Mostly lacking. Includes very few grammar points from checklist.	0 points Lacking. Includes no grammar points from checklist.	/ 8
TRADUCCIÓN Translation	8 points Free from incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	6 points One example of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	4 points Two examples of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	2 points Three examples of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	0 points Four or more examples of incorrectly spelled English or other first language (L1) words or may include tenses that do not appear in the checklist or word for word translations of idioms or proper nouns.	/ 8
Total						/ 50

APPENDIX C

Pre-Course Survey

Please respond to the questions below. This survey will take approximately 10 minutes to complete. You must have completed the "Consent for Research Participation" form prior to starting the survey.

Your email address will be used for identification purposes only (to match your survey responses).

*** Required**

1. Email address: *

2. Please state your first and last name: *

3. In the event this research is published, please select a pseudonym or alternative name that you would like to be used: *

4. Please select the appropriate age bracket: *

Mark only one circle

- <18
- 18 - 24
- 25 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 - 69
- >70

5. Please select your gender: *

Mark only one circle

- Female
- Male
- Non-binary
- Transgender
- Prefer not to say
- Other: _____

6. Are you a heritage speaker? See description below. *

Mark only one circle

- Yes
- No
- Other: _____

A heritage Speaker is a person who is raised in a home where a language (other than English) is spoken, who speaks and/or understands the heritage language, and who is to some degree bilingual in English and the heritage language (Valdés, 2000)

7. What languages (other than English and Spanish) do you speak? *

Prior Experiences & Perceptions of Language

8. How long have you studied Spanish in high school?

Mark only one circle

- None
- Less than 1 year
- 1 - 2 years
- 3 - 4 years
- 5 or more years

9. How long have you studied Spanish in college?

Mark only one circle

- None
- Less than 1 year
- 1 - 2 years
- 3 - 4 years
- 5 or more year

10. What is your primary reason for taking this Spanish course?

Mark only one circle

- It is a degree requirement
- I am interested in learning Spanish
- I plan on minoring in Spanish
- I plan on majoring in Spanish
- I am taking it as an elective
- I want to improve my Spanish fluency
- Other: _____

11. What is your secondary reason for taking this Spanish course?

Mark only one circle

- It is a degree requirement
- I am interested in learning Spanish
- I plan on minoring in Spanish
- I plan on majoring in Spanish
- I am taking it as an elective
- I want to improve my Spanish fluency
- No other reason
- Other: _____

12. Please rate your Spanish skills in the following areas:

Mark only one oval per row

	non-existent	poor	average	good	great	perfect
listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cultural competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you consider the use of Google Translate in the study of Spanish cheating?

Mark only one square

- Yes
 No
 Maybe

13. Please state the extent to which you agree or disagree with the following statements:

Mark only one box per row

	Strongly Disagree	Disagree	Agree	Neutral	Strongly Agree
<i>Google Translate is an effective translation tool</i>					
<i>Google Translate is accurate</i>					
<i>Google Translate is easy to use</i>					
<i>Google Translate is a good resource</i>					
<i>Google Translate can cause users to make errors</i>					
<i>Google Translate is only as good as the language skills of the user</i>					
<i>Google Translate makes the user appear more fluent than they are.</i>					
<i>Google Translate is helpful for learning Spanish</i>					
<i>Google Translate is a good resource</i>					
<i>Google Translate is helpful for traveling in a Spanish- speaking country</i>					
<i>Google Translate doesn't help the user learn a language</i>					

14. Have you used Google Translate previously? *

Mark only one square

- Yes
 No

If you responded no, please skip to the section "Ahead of your Course".

Previous Experiences & Uses of Google Translate

15. How have you accessed Google Translate previously?

Check all that apply

- on Google Translate app on cell phone
 on Google Translate app on tablet
 on internet browser on cell phone
 on internet browser on tablet
 on internet browser on laptop/computer

16. Which Google Translate features have you used previously?

Check all that apply

- Translate English text to Spanish text
 Translation of Spanish text to English text
 Translation of English text to Spanish speech
 Translation of Spanish text to Spanish speech
 Translation of English speech to Spanish text
 Translation of Spanish speech to English text
 Translation of Spanish speech to English speech
 Translation of English speech to Spanish speech

- Translation of Spanish text via the camera (signs, books, menus, labels, products, etc.)
- Other: _____

17. Why have you used Google Translate previously?

Check all that apply

- As part of taking a Spanish class
 - To communicate with a Spanish speaking person (within the U.S.)
 - To communicate with a Spanish speaking person (within Spanish speaking country)
 - To understand Spanish in a non-academic setting (song lyrics, spoken dialogue, written text, etc.)
 - To have fun
 - Other: _____

If you have not used Google Translate in a Spanish course, please skip to the section "Ahead of your Course".

Previous Google Translate Use within a Spanish class

18. What were the instances in which you used Google Translate? You may select more than one option.

Check all that apply

- To translate a word from English to Spanish
- To translate a word from Spanish to English
- To look up the meaning of a Spanish word
- To look up the meaning of an English word
- To understand a sentence in Spanish
- To translate a sentence into English
- To translate a sentence into Spanish
- To translate a passage from English to Spanish
- To understand passages of text in Spanish
- To translate a passage from Spanish to English
- To understand assignment instructions in Spanish
- To check the accuracy of my work in Spanish
- To participate in Spanish discussions (online only)
- To participate in in-class Spanish discussions
- To complete Spanish homework
- To listen to Spanish words
- To practice pronunciation of Spanish words
- To complete an assignment quickly when I ran out of time
- Other: _____

19. What were the reasons you used Google Translate?

Check all that apply

- I wasn't confident in my own work
- I ran out of time and needed to complete the assignment before the deadline
- I wanted to complete the activity/assignment
- I want to check my understanding of a text
- I wanted to practice my pronunciation ahead of a pronunciation assignment
- I wanted to practice my pronunciation ahead of an oral assignment
- I wanted to check my understanding of a video or audio piece in Spanish
- I wanted to check different translations of a word in English
- Other: _____

20. Please state the extent to which you agree or disagree with the following statements.

Mark only one box per row

	Strongly Disagree	Disagree	Agree	Neutral	Strongly Agree
<i>I received a good exam and/or test grade because I used Google Translate</i>					
<i>I received a good grade on a written assignment because I used Google Translate</i>					
<i>I received a good grade on an oral assignment because I used Google Translate</i>					
<i>I received a good grade on a reading assignment because I used Google Translate</i>					
<i>I passed a course because I used Google Translate</i>					
<i>I received a good final grade because I used Google Translate</i>					
<i>I learned less Spanish because I used Google Translate</i>					
<i>I understand Spanish better because I used Google Translate.</i>					

21. In your previous Spanish class(es), were students allowed to use Google Translate?

Mark only one circle

- Yes
- No
- Sometimes
- I don't know

22. In your previous Spanish class(es), did your instructor(s) discuss Google Translate with students?

Mark only one circle

- Yes
- No
- Sometimes

23. Please explain your previous response.

24. Do you believe your previous instructor(s) considered the use of Google Translate cheating or plagiarizing?

Mark only one circle

- Yes
- No
- Unsure

25. Please explain your previous answer.

Ahead of your Course

26. I anticipate using Google Translate for the following activities.

Check all that apply

- I do not plan on using Google Translate

- Understanding directions in Spanish
- Practicing pronunciation
- Completing reading assignments
- Completing listening activities
- Completing oral activities
- Completing writing activities
- Looking up vocabulary words (Spanish to English)
- Looking up vocabulary words (English to Spanish)
- Checking the accuracy of my written Spanish work
- Checking the accuracy of my Spanish pronunciation
- To complete an assignment quickly if I run out of time
- Other: _____

27. In your previous Spanish class(es), were students allowed to use Google Translate?

Mark only one circle

- Yes
- No
- Sometimes
- I don't know

28. In your previous Spanish class(es), did your instructor(s) discuss Google Translate with students?

Mark only one circle

- Yes
- No
- Sometimes

29. Please explain your previous response.

30. Do you believe your previous instructor(s) considered the use of Google Translate cheating or plagiarizing?

Mark only one circle

- Yes
- No
- Unsure

31. Please explain your previous answer.

APPENDIX D

Post-Course Survey

Please respond to the questions below. This survey will take approximately 20 minutes to complete. Your email address will be used for identification purposes only (to match your survey responses).

* Required

1. Email address: *

Pre-Course Google Translate Assignment

2. Did you complete the Google Translate Dropbox Assignment?

Check only one box

- Yes
 No

If you answered no, skip to section "Google Translate Use".

3. What was the most beneficial part of this assignment?

Check only one box

- Part 1: pronunciación activity
 Part 1: pronunciación reflection
 Part 2: Vocabulary activity (match Spanish words with the correct English Translation)
 Part 2: Most frequent translation of the English word 'run' activity
 Part 3: Understanding Parts of Speech (identifying required examples of vocabulary and grammar within a passage)
 Part 3: Understanding Parts of Speech (identifying 2 missing examples of vocabulary and/or grammar not included in passage)
 Part 3: Understanding Parts of Speech (identifying the verb tense within passage that was not permitted)
 None of the activities were beneficial to me

4. What was the second most beneficial part of this assignment?

Check only one box

- Part 1: pronunciación activity
 Part 1: pronunciación reflection
 Part 2: Vocabulary activity (match Spanish words with the correct English translation)
 Part 2: Most frequent translation of the English word 'run' activity
 Part 3: Understanding Parts of Speech (identifying required examples of vocabulary and grammar within a passage)
 Part 3: Understanding Parts of Speech (identifying 2 missing examples of vocabulary and/or grammar not included in passage)
 Part 3: Understanding Parts of Speech (identifying the verb tense within passage that was not permitted)

- None of the activities were beneficial to me

5. What was the least beneficial part of this assignment?

Check only one box

- Part 1: pronunciación activity
- Part 1: pronunciación reflection
- Part 2: Vocabulary activity (match Spanish words with the correct English translation)
- Part 2: Most frequent translation activity
- Part 3: Understanding Parts of Speech (identifying required examples of vocabulary and grammar within a passage)
- Part 3: Understanding Parts of Speech (identifying 2 missing examples of vocabulary and/or grammar not included in passage)
- Part 3: Understanding Parts of Speech (identifying the verb tense within passage that was not permitted)
- All of the activities were beneficial to me.

6. Please state the extent to which you agree or disagree with the following statements:

Mark only one box per row

	Strongly Disagree	Disagree	Agree	Neutral	Strongly Agree
<i>After completing the Google Translate assignment, I felt more prepared to use Google Translate well</i>					
<i>The Google Translate assignment was a beneficial assignment</i>					
<i>The Google Translate assignment was busy work</i>					
<i>The Google Translate assignment made me feel more confident using Google Translate within the class</i>					
<i>The Google Translate assignment made me feel less confident using Google Translate within the class</i>					
<i>The Google Translate assignment made me feel reluctant to use Google Translate</i>					
<i>Overall, the Google Translate assignment was beneficial</i>					

7. How did you use Google Translate this semester?

Check all that apply

- As part of taking this Spanish class
- To communicate with a Spanish speaking person (within the U.S.)
- To communicate with a Spanish speaking person (within Spanish speaking country)
- To understand Spanish in a non-academic setting (song lyrics, spoken dialogue, written text, etc.)
- Did not use Google Translate
- Other: _____

8. If you responded you did not use Google Translate, please explain why.

If you did not use Google Translate as part of taking this Spanish class, please skip to the section “Reflecting on Google Translate use”.

Google Translate Use

9. How did you access Google Translate during your Spanish class?

Check all that apply

- Phone
- Tablet
- Laptop
- Computer

10. Which Google Translate features did you use?

Check all that apply

- Translation of English text to Spanish text
- Translation of Spanish text to English text
- Translation of English text to Spanish speech
- Translation of Spanish text to Spanish speech
- Translation of English speech to Spanish text
- Translation of Spanish speech to English text
- Translation of Spanish speech to English speech
- Translation of English speech to Spanish speech
- Translation of Spanish text via the camera (signs, books, menus, labels, products, etc.)
- Other: _____

11. In which instances did you use Google Translate? You may select more than one option.

Check all that apply

- To translate a word from English to Spanish
- To translate a word from Spanish to English
- To look up the meaning of a Spanish word
- To look up the meaning of an English word
- To understand a sentence in Spanish
- To translate a sentence into English
- To translate a sentence into Spanish
- To translate a passage from English to Spanish
- To understand passages of text in Spanish
- To translate a passage from Spanish to English
- To understand assignment instructions in Spanish
- To check the accuracy of my work in Spanish
- To participate in Spanish discussions (online only)
- To participate in in-class Spanish discussions
- To complete Spanish homework
- To listen to Spanish words
- To practice pronunciation of Spanish words
- To complete an assignment quickly when I ran out of time

Other: _____

12. Please state the extent to which you agree or disagree with the following statements:

Mark only box per row

	Strongly Disagree	Disagree	Agree	Neutral	Strongly Agree
<i>I received a good quiz grade because I used Google Translate</i>					
<i>I received a good grade on a written assignment because I used Google Translate</i>					
<i>Translate I received a good grade on an oral assignment because I used Google Translate</i>					
<i>I received a good grade on a reading assignment because I used Google Translate</i>					
<i>I will pass this course because I used Google Translate</i>					
<i>I will receive a good final grade because I used Google Translate</i>					
<i>I learned less Spanish because I used Google Translate</i>					
<i>I understand Spanish better because used Google Translate</i>					

13. I have used Google Translate for the following activities.

Check all that apply

- Understanding directions in Spanish
- Practicing pronunciation
- Completing reading assignments
- Completing listening activities
- Completing oral activities
- Completing writing activities
- Looking up vocabulary words (Spanish to English)
- Looking up vocabulary words (English to Spanish)
- Checking the accuracy of my written Spanish work
- Checking the accuracy of my Spanish pronunciation
- To complete an assignment quickly when I ran out of time
- Other: _____

14. How often did you use Google Translate?

Mark only one circle

- Much more than I anticipated
- A little more than I anticipated
- About as often as I anticipated
- A little less than I anticipated
- Much less than I anticipated

15. Did you ask your instructor any questions about Google Translate?

Check one box

- Yes
 No

16. If you responded 'yes' please briefly describe the question(s)?

17. Did you have any questions about Google Translate that you did not ask your instructor?

Check one box

- Yes
 No

18. If you responded 'yes', please briefly describe the question(s) and explain why you didn't ask the question.

19. Do you believe your instructor considered the use of Google Translate cheating or plagiarizing?

Check one box

- Yes
 No
 Other: _____

Perceptions of Google Translate Use**20. What were the reasons you used Google Translate this semester?**

Check all that apply

- I wasn't confident in my own work
 I ran out of time and needed to complete the assignment before the deadline
 I wanted to complete the activity/assignment
 I wanted to check my understanding of a text
 I wanted to compare my written work to a translation
 I wanted to practice my pronunciation ahead of a pronunciation assignment
 I wanted to practice my pronunciation ahead of an oral assignment
 I want to check my understanding of a video or audio piece in Spanish

- I wanted to check different meanings to a word
- Other: _____

21. Do you consider your use of Google Translate in the study of Spanish cheating?

Check one box

- Yes
- No
- Other: _____

22. Has your answer changed from how you felt before the course started? Please explain.

23. Please state the extent to which you agree or disagree with the following statements:

Mark only one box per row

	Strongly disagree	Disagree	Agree	Neutral	Strongly Agree
<i>Google Translate is an effective translation tool</i>					
<i>Google Translate is accurate</i>					
<i>Google Translate does the work for me</i>					
<i>Google Translate is a good resource</i>					
<i>Google Translate can cause me to make errors when completing assignments</i>					
<i>Google Translate is only as good as my Spanish skills and knowledge</i>					

24. Please state the extent to which you agree or disagree with the following statements:

Mark only one box per row

	Strongly disagree	Disagree	Agree	Neutral	Strongly Agree
<i>I received a good grade on a reading quiz because I used Google Translate</i>					
<i>I received a good grade on a written assignment because I used Google Translate</i>					
<i>I received a good grade on an oral assignment because I used Google Translate</i>					

25. Please indicate the extent to which you agree or disagree with the statements.

Mark only one box per row

	Strongly disagree	Disagree	Agree	Neutral	Strongly Agree
<i>I feel Google Translate is a beneficial tool for learning a language</i>					
<i>I feel Google Translate helped me pass the class</i>					
<i>I feel more confident using Spanish inside the classroom with Google Translate</i>					
<i>I feel more confident using Spanish outside the classroom with Google Translate</i>					
<i>I feel I know more Spanish because of using Google Translate</i>					
<i>I feel I know more Spanish as a result of taking a class which integrates Google Translate</i>					
<i>I feel more confident travelling to a Spanish speaking country because of learning to use Google Translate</i>					
<i>I would recommend this integration approach to other students</i>					
<i>I would recommend this integration approach to other language instructors</i>					

Reflecting on Google Translate use

26. Do you think allowing students to use Google Translate is beneficial to students wanting to learn the language?

Check one box

- Yes
- No
- Maybe

27. Please explain your response.

28. What do you think are the benefits of using Google Translate? Please list the benefits.

29. What do you think are the disadvantages of using Google Translate? Please list the disadvantages.

30. How could the instructor make the integration of Google Translate more effective, do you think?

31. As a student, would you recommend that language instructors allow students to use Google Translate?

Check one box

- Yes
- No
- Maybe

32. Please explain your answer.

33. Do you have any other comments about the use of Google Translate within an online Spanish course?