

## 21<sup>st</sup> Century Lesson

Grade: Advanced EAL High School

Unit: Google Translate

**Driving Question: Have you ever wondered how Google Translate creates your translation always a good tool to use?**

### EAL Goals:

- Understanding the implications of Google Translate
- Analyzing writing for errors.

**Expected Time: One 75 minute EAL support block**

### Resources:

Inside Google Translate: <https://www.youtube.com/watch?v=GdSC1Z1Kzs>

Analyzing Google Translate worksheet:

<https://docs.google.com/document/d/1hpSKLgBWey-LrEgTcXYvp8-rJOMFWyYt3OWsOiZnIsc/edit?u>

Translating text worksheet:

<https://docs.google.com/document/d/1ulk97JNUSGbis9QHhvAmTBeOFtXON8CKw44JHXxEnbw/edit>

Google Translated version of Miley Cyrus 'Wrecking Ball' <https://www.youtube.com/watch?v=zS-Gi5>

Google Translated version of Frozen: <https://www.youtube.com/watch?v=2bVAoVIFYf0>

CBC article about Google translated sigh: <http://www.cbc.ca/news/canada/new-brunswick/frederict-signs-seem-lost-in-translation-1.3146247>

### Lesson Procedure

### 21<sup>st</sup> century

Teacher does (I Do): 20 minutes

- Ask students if they use Google Translate. Have they every thought about how Google Translate works? How is it that Google Translate can translate millions of words, in hundreds of documents?
- Show students the Inside Google Translate video (2:24)  
<https://www.youtube.com/watch?v=GdSC1Z1Kzs>
- Explain to students that although Google Translate is getting better and better, there are still languages that it doesn't translate well and that it can't necessarily understand expressions or know what form of a word you are using. Talk to students about how they should not be depending on it for

- find, validate
- remember, und
- collaborate, cor
- analyze, synthe
- critical thinking
- evaluate, levera
- create, publish
- citizenship

<p>direct translations and could run into serious problems in university. Tell students that teachers can easily see that a piece of writing has been taken from Google Translate and students should never claim translated writing as their own English writing.</p> <ul style="list-style-type: none"> <li>• For fun, show students the Google Translated Version of Miley Cyrus' 'Wrecking Ball' <a href="https://www.youtube.com/watch?v=zS-Gi5Z5zik">https://www.youtube.com/watch?v=zS-Gi5Z5zik</a> or Frozen <a href="https://www.youtube.com/watch?v=2bVAoVIFYf0">https://www.youtube.com/watch?v=2bVAoVIFYf0</a></li> <li>• Of course, this is the silly side of Google Translate but remind students that Google Translate is not perfect and relying on Google Translate to do their English writing and saying that it is their writing is serious and can be a problem in university.</li> <li>• Show student translated English text into their first language and discuss whether or not the translation is done well in their home language. Then translate it back into English to see the flaws in Google Translate.</li> </ul>	
<p>Individual student work (You Do): 30 minutes</p> <ul style="list-style-type: none"> <li>• Activity 1: Students will do the 'Analyzing Google Translate' Activity in their gnspe accounts. They will copy the document then work on it in their drive.</li> <li>• Activity 2: Students will translate the piece of simple <a href="#">English text</a> into their first language (without using translators!). They will then compare their translated text to Google's version of the translated text. The text is designed to trick Google Translate because it uses idioms and a common noun for a proper noun. Students will copy the text and do the editing of the Google Translation in their gnspe accounts and email it to the teacher.</li> </ul>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, und <input type="checkbox"/> collaborate, cor <input type="checkbox"/> <b>analyze, synthe</b> <input type="checkbox"/> critical thinking <input type="checkbox"/> <b>evaluate, levera</b> <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Group work (We Do): 15 minutes</p> <ul style="list-style-type: none"> <li>• Together we will read all of the translated texts and autobiographies from the two activities and discuss what the errors are and why these occur in Google Translate. Talk to students about idioms, proper nouns, and homonyms.</li> </ul>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, und <input type="checkbox"/> <b>collaborate, cor</b> <input type="checkbox"/> analyze, synthe <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, levera <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship
<p>Class share (We Share): 10 minutes</p> <ul style="list-style-type: none"> <li>• Discuss the problems of being dependent on Google Translate. What are their thoughts on Google Translate now, after doing these activities?</li> </ul>	<input type="checkbox"/> find, validate <input type="checkbox"/> remember, und <input type="checkbox"/> collaborate, cor <input type="checkbox"/> analyze, synthe <input type="checkbox"/> <b>critical thinking</b> <input type="checkbox"/> evaluate, levera <input type="checkbox"/> create, publish <input type="checkbox"/> citizenship

**Lesson Wrap Up:**

Show students the CBC article of the translated sign. Discuss the error and the implications.

**Differentiation/Modification/Enrichment:**

A fun enrichment could have students doing a translation of a different song in the same fashion as the parody. They could create a video of their own.

**Assessment:** Less use of Google Translate in their content writing.

**Teacher Reflection:**

Although some of this lesson is fun and silly (parody videos), it is important to stress to students that Google Translate has its benefits and is always getting better, depending on it is not improving their E can have them appear weak in their writing.