
What's Wrong with “What is your name?” > “Quel est votre nom?”: Teaching Responsible Use of MT through Discursive Competence and Metalanguage Awareness

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In this article, a learner-centered pedagogical process for scaffolding a deliberate use of MT is presented with the goal of promoting student agency and personal expression. By developing awareness that translations entail contextually-sensitive options, students learn to critically assess different forms while actively engaging with translation software. Grounded within SLA research on interaction and negotiation of meaning, our meta-translation feedback circuit supports form-function mappings whereby students analyze and potentially adjust machine-generated translations. Within this functional approach, each component involves a series of questions adaptable to varying proficiency levels and languages. The first set invites students to situate the speech activity within its sociopragmatic context and to make explicit connections with recently studied topics. The second set helps students investigate MT's output through a formal language analysis of referents within and across sentences. The third focuses on integration by checking for adequacy of fit between forms and situated meaning. The feedback circuit is illustrated in the context of a 3rd semester French course and is followed by pedagogical strategies applicable to any foreign language classroom. Embedding computer-aided translation into an otherwise traditional L2 task represents an opportunity to foster dialogue on MT, create a teacher-mediated metalinguistic analysis of MT output, connect with the language learners' 'toolbox', and support intentional engagement with the activity itself.

INTRODUCTION

From a learners' perspective, L2 tasks can be viewed as a series of L1>L2 and L2>L1 conversions. This is why, for instance, learners are regularly encouraged to not first think or draft in their L1, but to directly access their L2 knowledge; yet these language conversions are probably fairly characteristic of the learner's production process at lower proficiency levels. It is at these very levels that students encounter a paradox of machine translation (MT) tools: the higher the proficiency, the better equipped one is to exploit these tools. Students at lower proficiency are hindered by the obvious fact that they don't know what they don't know. A good illustration of a problem students may unknowingly run into when using MT comes from Google's translation of “What is your name?” as *‘Quel est votre nom?’*. While grammatically correct, it is not idiomatic in many everyday interactions, in either structure or register. At least two variations of this high frequency phrase are socially and contextually more appropriate, e.g., *‘Comment tu t'appelles?’*, *‘Comment est-ce que vous vous appelez?’*, among a larger set, considering

factors such as setting and age of interlocutors. Such misapplications of MT by students is at the source of teacher frustration: it highlights both the loss of the students' personal voice and the disconnect between blind use of MT and the learning process.

Ducar and Schocket's (2018, p. 779) call to develop "pedagogical solutions for making peace with Google translate" acknowledges the tension between students' "unwelcome" routine use of MT and teachers' beliefs, largely negative, of such use, ranging from seeing it as a form of academic dishonesty to creating misinformed language choices of various sorts (lexical, grammatical, or pragmatic and cultural). While ethical buy-in certainly is needed and must be pursued, we subscribe to their view that direct engagement with online aids must be part of second language pedagogy. It is not simply akin to saying "if you can't beat them, join them", but rather part of a larger transformation in L2 education towards socially situated language practice that recognizes the language learner as an actor, participating in and even shaping the learning process (Kern, 2006).

The case for bringing MT overtly into the classroom has been made repeatedly over several decades (Ball, 1989) with studies proposing MT-integrated approaches to writing in particular (Benda, 2013; Garcia & Pena, 2011; Lee, 2020; Tsai, 2019), including editing (Correa, 2014; Kliffer, 2005; Niño, 2009), often with the goal of raising metalinguistic awareness (Enkin & Mejías-Bikandi, 2016). Studies focusing their pedagogic intent on a form of editing, either pre- (in the L1) or post-editing (in the L2), target the input-output aspect of MT, seemingly its most defining and sought-after feature. In contrast to a single focus approach, we contend that pedagogic interventions that seek a more encompassing scope by embedding online translation tools in ordinary FL activities have the potential to educate language learners on the possibilities (and limitations) of such tools while they are engaging in a learning process.

At the core of our intervention lies the need to create a constructive dialogue around affordance of digital interfaces, taking as a starting point the stance that translation tools can in fact enhance student learning. It seeks to create a teacher-mediated exploratory process instead of a risky and uninformed student-machine interface. From this perspective, the overarching goal is to promote a responsible use of MT where students are not mere consumers of online tools but learn to critically assess different forms, with the hope of changing the mindset associated with such aids; from a shortcut to complete assignments to a tool for exploring language meaning and forms. Two additional key principles underlying our approach are to lead students to a safeguarded manipulation of online aids that is grounded in their emerging L2 knowledge (their 'toolbox') and lets them retain their own voice. In concrete terms, we propose that embedding computer-aided translation into an otherwise traditional L2 task (e.g. a question-answer activity on greetings, or recounting a past event) may represent an opportunity to foster a dialogue on MT, create a teacher-guided metalinguistic analysis of MT-produced choices, expand the students' metalinguistic knowledge, and provide an opportunity for more reflexive engagement with the activity itself.

In this paper we outline an approach integrating student interaction with MT tools into the learning process using form-function mappings and metalinguistic analysis. Assigning a participatory role to language learners, our meta-translation feedback circuit incorporates concepts from SLA research centering on noticing and negotiation of meaning in particular. It promotes a productive student-teacher relationship by creating an open conversation about using online translators and dictionaries. After describing the conceptual framework, we illustrate the method with specific examples from a 3rd semester university French language course. We conclude our discussion with didactic implications relevant across languages and proficiency levels.

MT IN THE CLASSROOM

A Context for Noticing and Agency

From the outset we want to point out that our pedagogical approach is intertwined with our views regarding foreign language teaching as contextualized, situated practice integrating culture and empowering language learners as social actors. Adopting a constructivist, student-centered pedagogy, we assume the vantage point of the learner to consider notions of motivations and feedback as we seek to develop a guided exploration of MT tools favoring process over product.

A solution bridging students' untutored use of MT and teachers' worry about learning processes and authenticity of expression must consider practice and perceptions. In a recent study, O'Neill (2019) found that nearly 90% of survey participants, third- and fourth-semester Spanish and French learners, were likely to use online dictionaries and translators for graded assignments and held overall positive views on both types of tools, with a more nuanced view on translators. Students mentioned various language aspects (e.g., 'phrases', 'conjugations', 'meanings') and actions (e.g., 'looking up', 'checking/double-checking') indicating that there exists a variety of purposes and intentions behind using MT tools. Simultaneously, a complicated and altogether not entirely positive view of online aids emerged from the survey, involving negative perceptions on reliability and trustworthiness, a finding that O'Neill found to be congruent with those of Larson-Guenette (2016) and Cornell et al. (2016). These mixed feelings were directed more towards translators (vs. dictionaries), with some participants expressing perceptions that this type of tool was 'not good for learning' and could lead to 'making errors / mistakes' or 'messing up', on a variety of language aspects (O'Neill, 2019, p. 169).

Studies such as O'Neill (2019) show that while MT use is prevalent, students do not hold overall one-sided or rigid beliefs about what dictionaries and translators offer, nor how they serve or undermine the learning process. Such findings suggest that a dialogue on MT use is both needed and possible. These considerations are additional reasons to engage students in an open discussion and educational process on this topic; they themselves acknowledge their misgivings regarding these tools. Of course, students may well be successful when resorting to online aids and be provided with a language form that works contextually and grammatically; but generally speaking, blind success through a lucky strike (here, taking the output generated by MT at face-value) has little learning value. For an interaction with MT that will yield increased competence both with L2 and with using translation tools, learners must be led to notice either a discrepancy (in form or meaning) and/or options that differ semantically or stylistically.

Developing students' awareness requires bringing their attention to particular linguistic features. This is known as the Noticing Hypothesis (Schmidt, 2012) in SLA and it is the idea that learners "must attend to and notice linguistic features of the input that they are exposed to if those forms are to become intake for learning." (p. 129). In our teacher-guided interaction with MT described below, online tools represent a form of language exposure, or input, and students are encouraged to negotiate with it as well as make hypotheses about the language.

Further, negotiation of meaning, a crucial concept in language learning, has been central to the communicative language teaching approach. The nature of what is negotiated, however, has evolved to reflect the increased complexity of today's interactions. It includes,

beyond communicative strategies and negotiation of social conventions, the negotiation of semiotic practices so as to “find a place [...] on the global market of symbolic exchanges” (Kramsch, 2006, p. 90). Translingual and transcultural competencies, “the ability to operate between languages” (MLA, 2007), have been proposed as components of a foreign language education sensitive to the reality of globalized interactions. Developing language awareness, “the conscious attention to properties of language and language use” (Fairclough, 1992, as cited in Farias, 2015, p. 211) fosters intercultural skills by inviting learners to draw inferential relationships between languages (Arndt, Harvey, & Nutall, 2000). Our approach can be seen as inviting students to negotiate meaning with MT tools in a structured way with the potential to develop language awareness and translingual competence.

Consistent with a more complex engagement with language, in particular with respect to the learners’ complex identities and language backgrounds, our intentional design for guided MT interaction hinges on enabling them to maintain agency and authenticity. The authenticity problem, a corollary of the blind MT use paradox, manifests itself in two ways following the divergent results MT use can yield. Either the students obtain a correctly translated form but that form is beyond their proficiency level or they get it wrong, but don’t know it. In both cases, they are not learning and while students may not realize it, teachers are typically able to spot it right away. What are the implications in terms of the teacher-learner relationship? The concepts of learner autonomy and “explicit transfer of the regulatory role to the learner” are part of the defining characteristics of effective feedback, as Kerr (2020, p.3) highlights, noting that

[o]ne key role of effective feedback is to nudge learners towards greater autonomy. [...] to be effective, it needs to prompt a learner to modify their knowledge, language production or learning strategies. Active involvement on the part of the learner is therefore necessary and this is likely, over time, to entail a change in the teacher’s role, as they become less ‘centre-stage’.

Of particular relevance to the proposed pedagogical approach is Kerr’s assertion that “feedback about the way a learner has approached a task, [...] if it suggests ways that a similar task can be more successfully tackled on a subsequent occasion, offers the greatest potential” for being effective (p. 3). He also notes that “feedback is most effective when it is given in the context of a supportive, non-threatening environment” (p. 4). We can borrow from findings on formative feedback, or assessment for learning (AfL), in particular with respect to an approach that entails teacher-student dialogue (and student-student dialogue), to conceptualize pedagogical interactions with online translation tools as a preemptive form of feedback. Under this guise, language learners are invited to consider what happens when per design they turn to online dictionaries or translators and encounter a language discrepancy (lexical, pragmatic, grammatical, or cultural) or are confronted with translation options that entail consequential contextual choices. In essence, students are invited to participate in an error analysis process *before* the error takes place.

Scaffolding MT Use: From Form-Meaning Mapping to Output Analysis

The implications of resolving the aforementioned paradox are twofold. First, it requires developing students’ awareness that translations entail contextually-sensitive options (involving for instance genre, register, and style). Second, it calls for altering their understanding of grammar as merely a set of prescriptive rules to a broader view of grammar as a language’s

unique way of expressing ideas. In other words, learning how to use translation tools includes developing awareness of cross-linguistic and cross-cultural differences. This view of grammar is anchored in a functional theory of language which considers the communicative intent of the speaker as driving the form of speech, and views meaning as the interface between semantics, syntax, and pragmatics (Keizer, 2015). It includes socioculturally marked structures, such as politeness forms and strategies, given a particular situational context and participant roles. Thus, *Comment tu t'appelles?* may be a better fit in some contexts, whereas others may call for a more formal expression such as *Quel est votre nom?*

To this end we propose a meta-translation feedback circuit that supports form-function mappings whereby students iteratively analyze and potentially adjust machine-generated translations while simultaneously reflecting on language they already have in their toolbox. This functional approach involves a series of meta-questions (see Appendix A) designed to be adapted by instructors according to proficiency levels, languages, and activities at hand. The first set of questions, entitled "situate" invites students to locate the speech activity within its sociopragmatic context (e.g., relationship among speakers, goal of message) and to make explicit connections with recently-studied topics. It highlights what students know that MT does not. With the second set, "investigate," students interact with MT's content through a formal language analysis of referents within and across sentences. This set examines what MT knows and how to best access it. The third set, "integrate," focuses on checking for adequacy of fit between forms and situated meaning. The question sets are neither an ordered closed group nor exhaustive; the intention is an open-ended, flexible starting point. Altogether, the circuit supports fluidity between student knowledge and machine knowledge. It also fuses paradigmatic and syntagmatic perspectives on the relationship between lexical item selection and sentence construction.

In many ways, the circuit's series of meta-questions are an extension or application of the ubiquitous pre/during/post activities associated with holistic reading or KWL (i.e., **K**now, **W**ant to Know, **L**earned) graphic organizers. This integrated 3-component bundle which supports negotiating meaning with MT is inspired by the following overarching questions for each category:

- Situate (↔): What have I just learned? What do I (already) know about the sociopragmatic context of what I am going to observe? What do I already know how to say on this topic?
- Investigate (↔): What if I want to say something I don't have the vocabulary for? What are the possible pitfalls of translation?
- Integrate (⊕): How adequate is the translation I have found? How can I respond to what I just observed by using both my new knowledge and what I already know?

Consistent with our proposal that these sets of questions are tailored to the activity thereby creating a unique subset at each iteration, we suggest incorporating an icon or a set of icons for each. Very simple and accessible possibilities are shown in parentheses above. The icon serves as a concrete reminder of the ongoing reflective, meta-cognitive dialogue among the learner, the machine, and the task at hand. The circuit is illustrated in Figure 1.

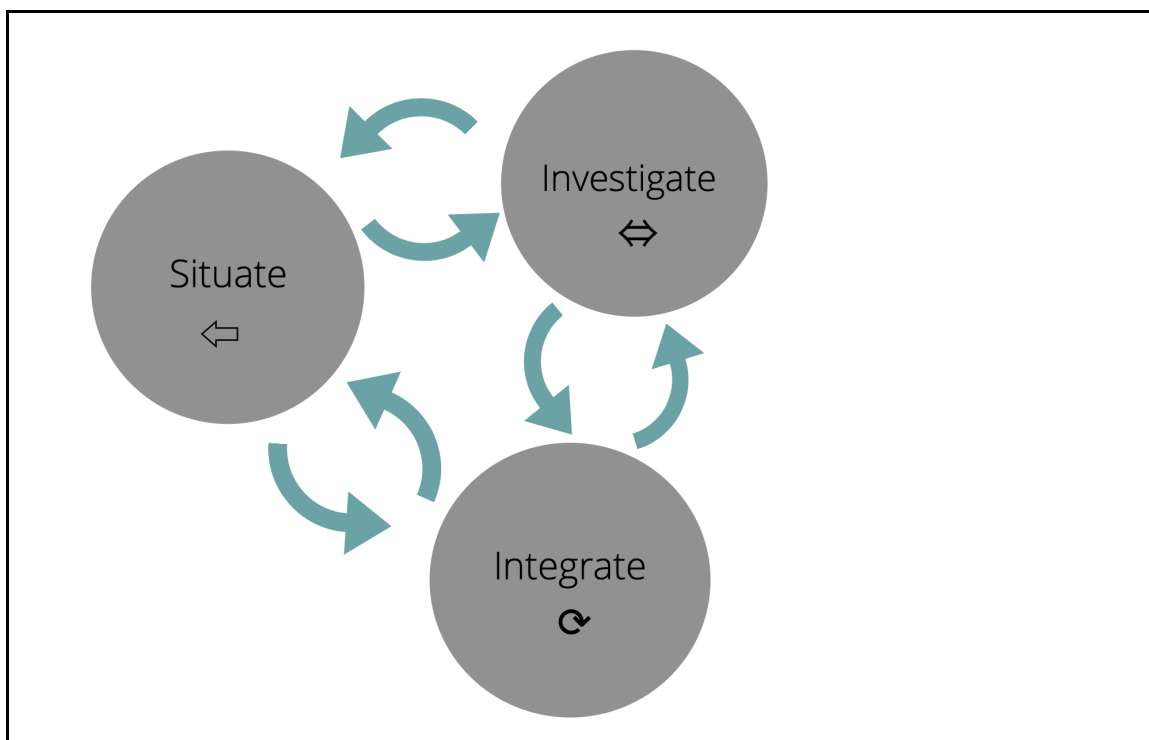


Figure 1. *Meta-Translation Feedback Circuit*

Negotiation of meaning is traditionally “viewed and coded in terms of the “three Cs”: confirmation checks, clarification requests, and comprehension checks” (Gass & Mackey, 2014, p. 187). Our pedagogical intervention reinterprets this process by introducing in the student-MT interaction guiding questions which enable students to consider the words and expressions generated by online tools within teacher-defined parameters. Once they have (successfully) negotiated meaning with online dictionaries and translators, students continue through the process to integrate the linguistic form yielded by this MT interaction into their language production - their output. The proposed method can thus be seen as a modified version of the interactional approach, originally referred to as the Interaction Hypothesis (Gass & Mackey, 2014). Its potential for effectiveness derives from preemptively directing the students’ attention to suspected problematic aspects of knowledge or production as they are engaged in a learning task.

In essence, this pedagogical design is akin to Focus on form (FonF) as it “overtly draws students’ attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication.” (Long, 1991, pp. 45-46, cited in Doughty & Williams, 1998). FonF is a long-standing construct first proposed by Long (1988, 1991) and variously appropriated by SLA researchers since whereby “the learner’s attention is drawn precisely to a linguistic feature as necessitated by a communicative demand.” (Doughty & Williams, 1998, p. 3). Several aspects of Long’s initial conceptualization of FonF have undergone some modifications, including that it may in fact involve explicit and intentional “pedagogic procedures to draw learners’ attention to linguistic problems in context as they arise during communication . . .” (Long, 2015, p. 317, as cited in Ellis, 2016, p. 408). Two aspects of FonF should be further highlighted; ‘form’ should not be equated with ‘grammatical form’, as Ellis points out saying that “[i]n fact, ‘form’ can refer to lexical (both phonological and orthographic), grammatical, and pragmalinguistic features.” (Ellis, 2016, pp. 408-409). Further,

“the term ‘focus on form’ is somewhat misleading as the desired focus is not just on form but on form-meaning mapping” (p. 409) occurring in a communicative context and involving negotiation of meaning.

This form of preemptive feedback is carefully planned to take place at the very moment when learners might turn to the computer for solving issues that seem beyond their reach. The scaffolding hinges on anticipating when students are likely to resort to online aids, acknowledging that an after-the-fact comment (when returning a paper, for instance) has little effect; it may even not be read.

Ellis’ (2016, p. 410) recent review of FonF can help aptly describe our conceptual framework. He notes that

when learners are engaged in a communicative activity, they often participate in ‘language related episodes’ (LREs), defined by Swain (1998) as ‘any part of a dialogue in which students talk about the language they are producing, question their language use, or other- or self-correct’ (p. 70).

Indeed, our pedagogical approach can be said to be a series of ‘language related episodes’ over the course of the semester explicitly engaging students with online translation embedded within a task or activity. Students are invited to participate in a metalinguistic conversation that becomes a step for accomplishing concrete language tasks.

Central to our concept is that the selection and modification of the meta-translation questions is organic for the instructor and student alike. The contextualized form-function scaffolding is projected to be limited in scope and number for any particular activity; so the impact is cumulative. Moreover, the intervention should ideally be situated or layered within the activity itself so it is accessible when students are naturally seeking answers. As this series of interventions directly connects with the language learners’ ‘toolbox’, students regain agency over aided translation via a teacher-mediated process. Subsequently, the entirety fosters whole-class discussions on how forms and structures interact with sociocultural factors.

In the following section we model an application of the meta-translation feedback circuit to represent how the conceptual framework can be interpreted by individual instructors depending on their own L2 context. It also demonstrates how the three sets of meta-questions can be customized to L2 tasks to further the learning process.

IN PRACTICE

Context

A sample intervention took place in a multi-section 3rd semester French language course. Students in this course are completing both the last third of an introductory commercial textbook and the language requirement for which the proficiency target is Intermediate Low. One element that distinguishes the 3rd semester course from the preceding two is the inclusion of a series of instructor-authored activities promoting the exploration of authentic materials. These activities, referred to as *Découvrir* ‘discovery’ assignments, push students beyond the boundaries of the textbook as they explore videos, blogs, art, cartoons, short films, etc. They are typically assigned twice per chapter, each assignment being completed over the course of 4 weeks for a total of 9 assignments per semester. Table 1 provides a summary of the *Découvrir*

activities and the chronology of the semester. While each *Découvrir* is unique as it connects to the selected authentic material, there is a consistent pre/during /post “reading” underlying template. The pre-reading questions often prompt the students (in French) to consider the theme of the *Découvrir* and incorporate previously covered vocabulary and structures. The during-reading questions, often in English, focus on comprehension. Finally, the post-reading task is a structured output activity that often combines the newly acquired cultural information with a grammatical structure from the (previous) chapter. The activities are assignments created within the LMS with embedded links to the outside materials.

Table 1
Découvrir Summary & Timetable

Chapter	Topics	Découvrir (no intervention)	Authentic Material	Et vous ?
Chapter 8	Theme: travel	8a: Paris Plage	wordless promotional video	Write a postcard
	Grammatical focus: Future tense	8b: travel	blogs	Comment on a blog post
		8c: Carnaval	videos	Invite a friend to Carnaval
Chapter 9	Themes: relationships, identity, society	9a: birthday parties	websites	Propose a party idea to a child
		9b: cultural (mis)understanding	short film	What is the message of the film?
	Grammatical focus: irregular verbs	Survey 1 (pre-intervention)		
Chapter 10	Themes: health, environment, societal engagement	10a: composting	TV segment	Give advice to friend about vermicompost
		10b: politics & society	Political cartoons	Write your own political cartoon
Chapter 11	Themes: art and media	11a: television	TV5 monde Afrique programs	Write a blog post/review
		11b: arts & culture online	#culturecheznous website	Write a postcard
Survey 2 (post-intervention)				

These activities foster discovery of cultural messages outside pedagogically curated materials; we selected them as the locus of the intervention since experience has shown them to be a context where students are more likely to turn to available translation resources. We speculate that this is due to a variety of factors: the input is challenging, the students are nervous, and they frequently fail to make connections to what they just learned. Indeed, highly predictable translation pitfalls were observed by the instructors semester after semester. The rubric used for the *Découvrir* assignments (see Appendix D) has several criteria reminding students of the expectation to use their own voice.

Normally face-to-face, during the intervention the course was taught in a hybrid/blended mode due to the Covid-19 pandemic, resulting in decreased contact hours and increased computer-based learning, involving, specifically, higher reliance on the LMS, Canvas. Another pertinent issue was decreased enrollment and increased course withdrawals, with a total of 31 students spread over three sections. Consequently, we began the intervention at midterm and continued through the end of the semester (see Table 1 for timeline). Each section was taught by a different instructor, but all course materials were created in a template by the course director and copied to the individual classes. The Covid environment afforded minimal interaction among instructors and a limited implementation of our framework.

Students took two anonymous surveys (see Appendix B & C) to reflect on their usage of online translation tools which marked the beginning and end of the intervention. Aside

from the launch of the pre-intervention survey there was no warning or explanation regarding the appearance of the MT feedback circuit application in the activities. From the first survey we learned that students are multi-tool users. They rely on their book but also use a variety of online resources in order to accomplish a task. Overall, there was little consistency regarding tool preference or context of use. One exception is that all students indicated being at least a little hesitant about using online tools. This reported hesitancy may be tied to the consistent program-level warnings about the use of translation tools as a breach of academic integrity.

While acknowledging the small sample size and the effects of concurrent curricular changes, not to mention the extramural toil of the pandemic, the intention here is to provide an illustrative example of the implementation and responses to our meta-translation feedback circuit. The next section presents the details of this intervention that was executed by adding embedded links and meta-translation questions to the four *Découvrir* activities completed over the second half of the semester (see Table 1).

Illustration

Mindful of time constraints for students and instructors alike, a key feature of the implementation was its iterative quality marked by short bursts with immediate relevance to the specific task. The central organizing principle for the circuit was the addition of a series of boxes (one cell tables) with translation hints, henceforth referred to as MT inserts, directly inspired by the question bank, right above or below the particular prompt to which the hint pertained. This deliberate placement indicated its direct relevance and underscored ease of compliance. It corresponds to our assumption that students have limited capacity for engagement when they do not see a clear and significant payoff. These boxes served as literal scaffolding, a type of pop-up, designed to address what we imagined students might be thinking as they approached the task. By putting ourselves in the shoes of the students based on past grading experiences, we were able to easily customize elements of the question bank (see Appendix A). While the instructions for the activity itself were sometimes in French and sometimes in English, MT inserts were in English about French. The tone was purposefully casual with the goal of being relatable, as if the instructor was present with the students, guiding them as they go. Figure 2 serves as a reminder of the three sets of meta-questions associated with the feedback circuit and links the conceptual framework to the actual implementation.

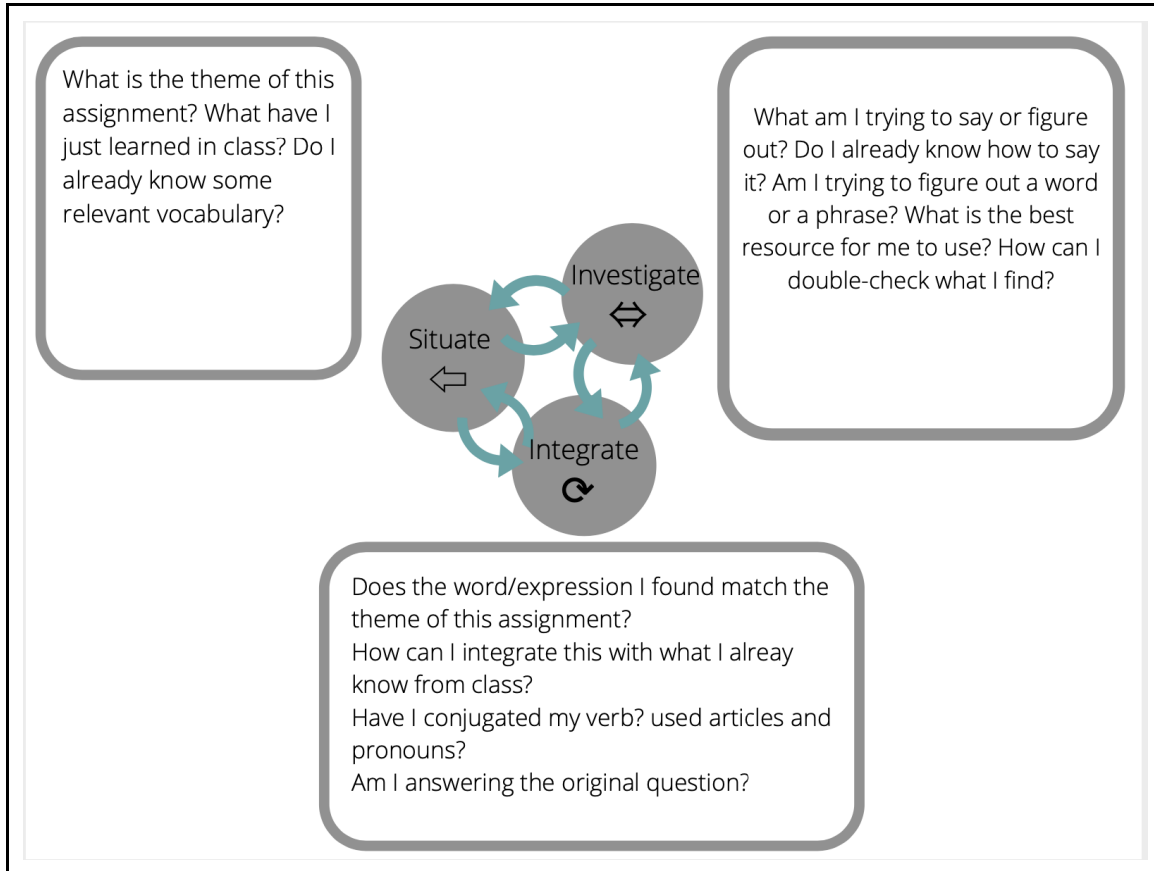


Figure 2. *Meta-Translation Feedback Circuit with questions*

Following are a series of examples taken from the interventions. Each example includes a prompt from the *Découvrir* assignment and its associated MT insert. We begin with the first set, “situate”, which in part promotes making explicit connections with recently-studied topics. Figure 3 illustrates a very simple implementation of “what have I just learned?” to aid in answering the prompt from *Découvrir* 10a about what the students do to respect the environment.

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

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

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

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

This first MT insert of the activity serves to remind students that they have just learned vocabulary that will give them the lexical items they need to answer this question. As discussed above, “situate” is not necessarily restricted to the beginning of an exercise. Figure 4 shows it resurfacing in tandem with “integrate” in the last MT insert of the same *Découvrir*.

C. Post-visionnement:

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

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

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

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

Figure 4. *Situate and Integrate*

The above example incorporates a reference to the students' toolbox, in this case a recent grammatical point covered in class in addition to encouraging the use of brand new vocabulary (from the exercise in question itself). It also reminds the writer about important socio-linguistic and contextual elements (here, concerning pronoun choice) that they can easily select appropriately.

Consistent with the goal of completing the circuit as soon as possible, the second and third set of questions were often presented in tandem. These prompts contained embedded hyperlinks to websites such as WordReference, GoogleTranslate or Linguee to facilitate both compliance and consistency. Before and after each hyperlink was a series of meta-questions about the prompts that seem to warrant a translation ("investigate"), then questions regarding how to evaluate and incorporate the translation we were given ("integrate").

Figure 5 illustrates an MT insert placed at the end of a series of "pre-viewing" questions which incorporates a target language word that students have not encountered yet (*compostage* [composting]), but is at the heart of the video they are about to watch. As part of the "investigate" set, this scaffolding guides students in verifying the meaning of a new word so they can answer appropriately (i.e., do they compost or not) and primes them for viewing.

3) Est-ce que vous compostez ? Pourquoi (pas)? A votre avis, c'est facile ou difficile?

The name of the segment you are going to watch is "le vermicompostage" or "Comment fabriquer un bac à vermicompostage." Do you know what this is? First look up **compostage** on [WordReference](#) . Which meaning do you think we want (the first or second) given our theme? What part of speech is it? Now you can answer question number 3.

But what about "vermi" part? It's part of a compound word related to the word "ver" in French. Look that one up [here](#) . Surprised? Let's watch to see if we've got the right word!

Figure 5. *Investigate: French-to-English*

The survey results indicated that students use machine translation, in particular, at the word level to find words or expressions that have not been presented in the textbook. They also revealed that students use a wide variety of types of translation tools such as dictionaries, translators, and search engines. Figure 6 displays what students see when they click on the WordReference link in Figure 5. The steps of finding the website and doing the search themselves have been eliminated to facilitate the process.

compostage

[en espagnol](#) | [Conjugaison \[FR\]](#) | [Conjugator \[EN\]](#) | [en contexte](#) | [images](#)

WordReference | [WR Reverse \(2\)](#)

WordReference English-French Dictionary © 2020:

Principales traductions

Français	Anglais
compostage nm (fermentation de déchets) Le compostage des déchets ménagers diminue fortement le volume des poubelles.	composting n
compostage nm (validation par composteur)	validation n stamping n
Avec les billets électroniques, il n'y a plus besoin de procéder au compostage de ses billets.	

[Un oubli important ? Signalez une erreur ou suggérez une amélioration.](#)

Figure 6. *WordReference.com: compostage*

In contrast, Figure 7 illustrates an MT insert which guides students through a

translation exercise for a prompt that tends to encourage them to say something about which they do not know the vocabulary (i.e., how they limit waste at home). In other words, Figure 5 demonstrates a French-to-English lexical search while Figure 7 anticipates a lexical gap from English-to-French, but both are tied to our "investigate" category.

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

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

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

Figures 8, 9 and 10 show the results that students find by clicking on the first three hyperlinks of the text in Figure 7: Figure 8 is English-to-French translation on Google Translate, Figure 9 is French-to-English on Google Translate, and Figure 10 is English-to-French on WordReference. The combination of these three links affords a mini-lesson on best practices in word searching.

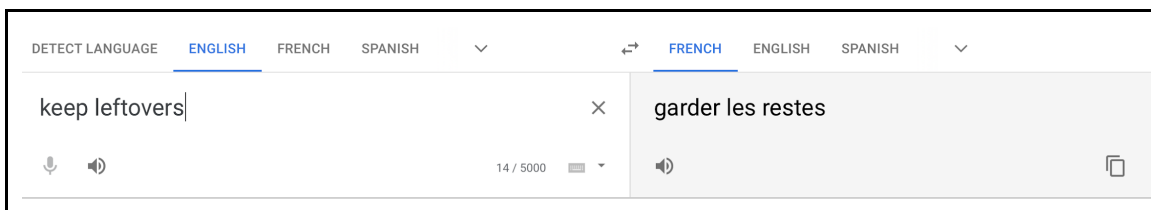


Figure 8. *Google Translate: keep leftovers*

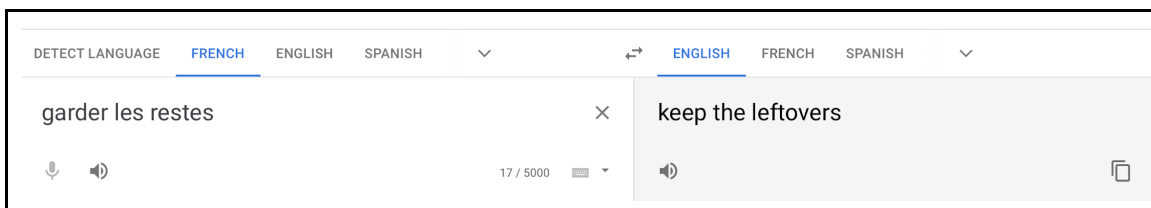


Figure 9. *Google Translate: garder les restes*

Principal Translations		Principales traductions	
Anglais			Français
leftover <i>adj</i>	(food: uneaten) Would you finish up that leftover chicken? Tu veux finir le poulet qui reste ?		qui reste <i>loc adj</i>
leftover <i>adj</i>	(materials: remaining, unused) We'll keep those leftover shingles for repairs later. Nous allons garder les bardeaux restants pour les réparations à venir.		restant, inutilisé <i>adj</i>
leftover <i>n</i>	<i>figurative</i> ([sth] remaining) The superstition is a leftover from pagan times. Cette superstition est un vestige des temps païens.	<i>(figuré)</i>	vestige <i>nm</i>
leftovers <i>npl</i>	(food remaining) He made a great casserole out of yesterday's leftovers. Il a fait un délicieux ragoût avec les restes d'hier.		restes <i>npl</i>
Un oubli important ? Signalez une erreur ou suggérez une amélioration.			

Figure 10. *WordReference: leftovers*

Figure 11 summarizes the “investigate” component of the circuit seen in Figures 7 through 10. It illustrates a meta-dialogue using questions from Appendix A, set 2 and projected replies in an attempt to strategically scaffold finding a translation for “keep leftovers.”

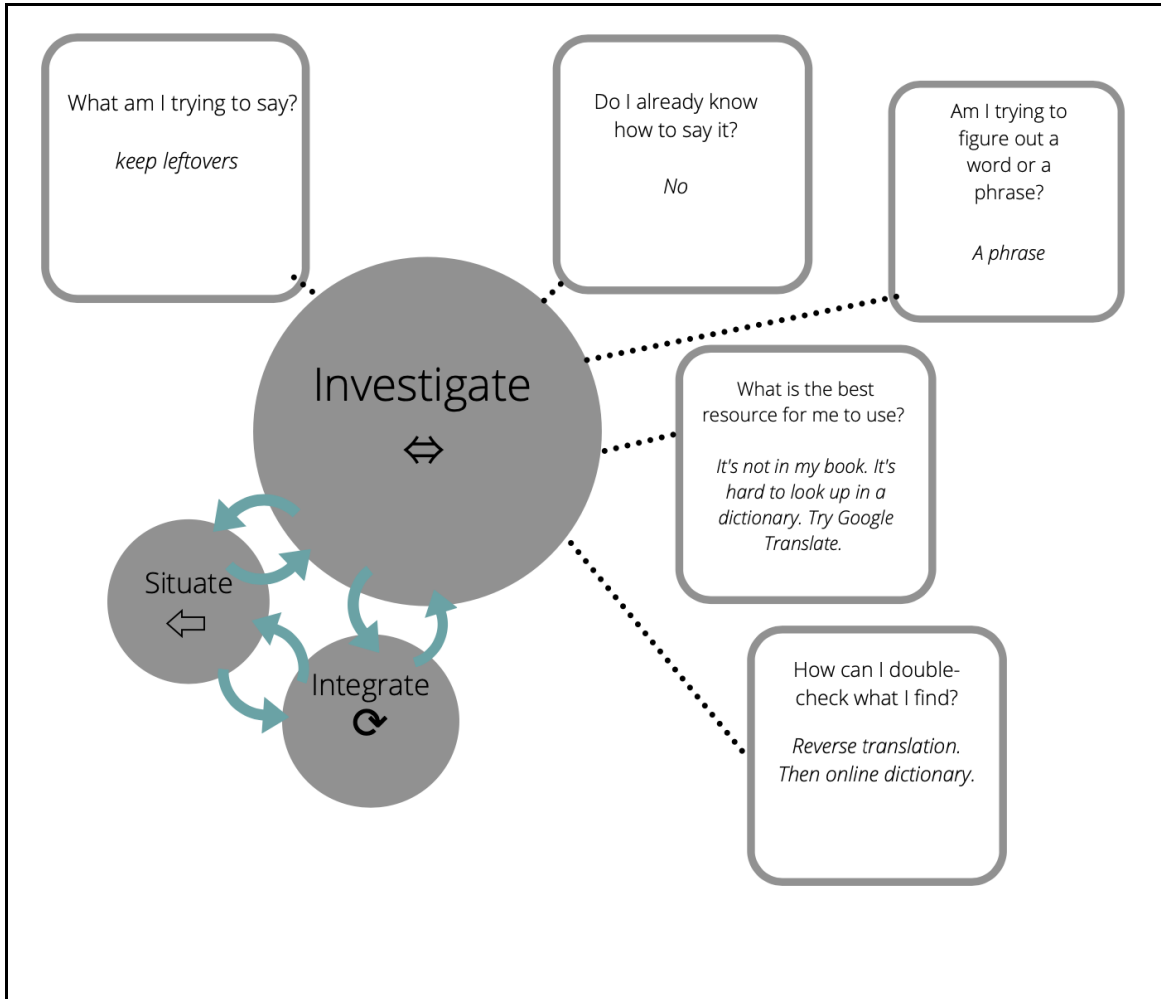


Figure 11. *MT Feedback Circuit for Investigate in 10a*

The next two examples present additional applications of MT inserts which support actively considering various language aspects in production tasks. Figure 12 illustrates how an MT insert can be used to ask students to reflect on the use of language in what they have just read (in this case, political cartoons from *Découvrir* 10b) as they transition from reading for meaning to writing on their own.

Post-lecture: C'est à vous !

7) Go to one of these websites (or another of your choosing!) and make your own political cartoon, *en français*. Take a screen shot and post it to this assignment. Note these may be shared during class.

[cartoon playground](#) ↗

or

[storyboard](#) ↗

or

[toonytool](#) ↗

What did you notice about the language in caricatures politiques? Formal? Informal? Lots of words? Few words? How many lines per person are best? Are the characters talking to each other? Or directly to the reader?

Figure 12. *Reflect then Write*

Figure 5 and Figure 7 demonstrate ways of problematizing the “investigate” set at the word or expression level. While admittedly more complicated, these types of prompts are relevant at the sentence level as well. Figure 13 blends word-level investigations (e.g., how do you say “character” in French?) with sentence-level contrastive grammar prompts.

C. A vous ! (en français)

Write a blog post (8-10 phrases) describing one of the TV5 shows you watched:

- Indicate the name, genre and topic of the show
- Use the vocabulary from Chapter 11 (Leçon 1)
- Talk about what you liked or didn't like about the episode
- Include a few sentences with the subjunctive expressing your opinion

Consider the following types of sentences. Which two sentences in French would use an infinitive? and which two would use the subjunctive? What clues do you use to decide?

- I like the [characters](#). ↗
- I like to watch the characters.
- I [dislike](#) ↗ watching the characters.
- I like that the characters get along.
- I want the characters to argue.

What do you notice about the difference between the English and French versions of these sentences? How are the sentence patterns similar or different?

Figure 13. *Investigate: word and sentence level*

Unlike previous word-level investigations, the decision to provide a dictionary link for the English word "character" is a preemptive error correction to avoid the trap of the false cognate. The sentence-level guiding questions aim to support student access to their syntactic toolbox while writing about something new. Note that sentence-level translation links were deliberately avoided in this case as our approach also encourages student reflection over resorting to MT.

Throughout the intervention, by giving directions on what grammar item to use (e.g., *passé composé*, *subjonctif*, *imparfait*), the structured output simplifies the task so students can focus on meaning and form accuracy. By pointing to adequate grammar explanations (i.e., referencing specific page numbers or chapter topics in the textbook), the assignment continues to be a form of learning and assists students in producing their own language.

In short, this intervention admittedly involves adding a layer of complexity to an existing exercise. Nevertheless, we posit that this front-loaded investment achieved by customizing the question bank to the task at hand is concretely doable. Similar to drafts before final submission (process writing), the practice allows instructors to offer structured feedback via MT inserts before students begin writing.

Student Response to MT Intervention

Our goal has been to propose a dialogical approach to online translation tools that enables teachers and students to regain some degree of agency in the respective processes of teaching and learning. In this section, we are presenting observations based on students' language production seen in our interpretation of interactive focus on form (Ellis, 2016). These notes serve to get a sense of student engagement with the meta-translation feedback circuit. Unless otherwise noted, no alterations of student language have been made; it is reproduced exactly as submitted. Glosses are provided for meaning.

On the whole, most students did not respond directly or overtly to the MT inserts on the assignments. Indeed, they were not prompted to do so. Nevertheless, it is clear that many students took the time to work their way through the guided translation activities since they often immediately incorporated the new vocabulary directly into the question at-hand. Example 1 illustrates how a student not only immediately incorporates the mini-translation lesson on "saving leftovers" (see Figures 6-9 above), but also qualifies it.

1. *Nous gardons les restes mais quelquefois, nous ne finissons pas les restes.*
[We keep the leftovers but sometimes, we don't finish the leftovers.]

It is noteworthy that while the MT insert simplified the translation process for the students, in order to produce an answer to the question, it required clicking on the links, observing the expression in infinitive form, conjugating it and then, as seen in Example 1, using the new lexical item productively with a different verb. This series of actions essentially represents a snapshot of the trajectory from form-function mapping to output analysis.

One MT insert supported answers to a question about the role of arts in society. The insert addressed word-level translations (e.g., "to celebrate") with dictionary links plus how to undertake translating the phrase "the arts are for entertaining." One student used the phrase and then adapted the syntax to other contexts as seen in Example 2. Here again we see evidence of a productive syntax and strategic use of the MT inserts on the part of the students.

2. *Les arts servant à divertir. Les arts servent à célébrer vie. Aussi, les arts servent à intéresser les gens.*
[The arts are for entertaining. The arts are for celebrating life. Also, the arts are to get people interested.]

A similar result is found in a different *Découvrir* assignment in which students were asked about the role of political cartoons and were given an MT insert with dictionary links for the expression 'to poke fun at' (*se moquer de* in French, underlined for emphasis).

3. *Le rôle des caricatures politiques en société est se moquer et informer les gens sur un sujet important.*
[The role of political cartoons in society is to make fun of and inform people on an important subject.]

The sample answers seen in Examples 2 and 3 above used the new vocabulary word addressed in the MT insert, but from remaining errors in the output, it is clear that they still used their own voice and did not put the entire phrase into a translator. Later in the same assignment, one student incorporated the new vocabulary word as part of their answer to which political

cartoon they liked best (see Example 4).

4. *Je préfère la caricature 1. C'est amusant. Il se moque des masques.*
[I prefer caricature 1. It is funny. It makes fun of masks.]

This application of a concept or lexical item learned via an MT insert not just in response to the closest prompt at hand, Throughout the assignment it was observed elsewhere in the intervention. There were even cases of vocabulary encountered in the MT inserts incorporated on the final exam. This next example illustrates the incorporation of a new word, *les vers* [worms], previewed in the MT insert (see Figure 4 above) and highlighted in the video, and then used in the post-visionnement response in Example 5.

5. *Je préfère que tu achètes des vers parce que c'est plus facile.*
[I prefer that you buy worms because that is easier.]

Anecdotally, in previous iterations of this assignment without the intervention, students frequently avoided talking about the worms in the final response even though they were a central theme of the video. In this case, the MT insert not only supported student-noticing but also encouraged integrating the new form in their language production after students had the chance to reflect on the contextual meaning of the lexical item.

Although infrequent, there were a couple of times where students responded overtly to the MT insert. One assignment required the students to send a virtual postcard to their professor. The MT insert asked: "What level of formality will you use to greet and address your professor? How will this affect your pronoun and vocabulary choice?" One student answered directly, making explicit a connection between the context and the grammar: "You would use a greater level of formality with a professor than with a friend. You will be less informal and use *vous*." Anecdotally, all the students correctly incorporated *vous* in the postcard. Despite the practical Covid limitations on the implementation which prevented in-class meta-discussions, these overt responses constitute "language related episodes" demonstrating active reflection on language choices by students.

In contrast to the typical format of finding optional meta-questions embedded in MT inserts and required direct questions outside the insert, a direct meta-question which required an answer was included in one assignment as follows: "What new words did you learn from watching TV5? How did you figure out what they mean?" Student replies indicated marked awareness of their approach to this task with discrete answers including "cognates," "contextual clues" and "heard it, made sense in context, googled after I saw it written." Here they demonstrated the ability to flow from meaning-based questions to meta-tasks and included both honest summaries and appropriate jargon in their responses.

As illustrated in Figure 3 above, MT inserts were frequently used to point to the toolbox and vocabulary available in the book (i.e., "situate"). Examples 6-9 show sample responses to the prompt with the vocabulary from the textbook (toolbox) underlined for emphasis.

6. *Je mange des produits locaux et je ne mange pas de la viande.*
[I eat local products and I do not eat meat.]
7. *J'utilise une bouteille d'eau réutilisable.*
[I use a reusable water bottle.]
8. *Je recycle mes vêtements.*

- [I recycle my clothes.]
 9. *Je ne gaspille pas ma nourriture.*
 [I do not waste my food.]

Here we observe productive use of the new vocabulary, especially in terms of the choice of complements. These reminders to make direct connections between what is available in the book and the task required by the prompt provided opportunities to engage meaningfully with the vocabulary with a particular goal in mind. Students took ample advantage of this opportunity.

In summary, this implementation proved to be feasible and potentially a worthy investment for instructors and students alike. We anticipated difficulties for students, whether in terms of structure, vocabulary or register, and guided the student decision-making process by asking appropriate questions in the MT inserts. Our observations indicate many students used these MT inserts strategically and repeatedly. They exhibited a readiness to engage in meta-analysis planned by the teacher which was facilitated by the way it was directly embedded in the assignment. The fact that the MT insert prompts were optional, which tacitly acknowledges the unique learning process of each student, lent the students a sense of autonomy which was seen in the diversity of responses. This process arguably facilitates the emergence of students' authentic voice since it favors discovery of structures and vocabulary that support expression of their intended message instead of language forms with an unintended connotation. Moreover, we note considerable use of the textbook in addition to the appropriation of new expressions and cultural concepts. As mentioned at the beginning of this section, these discovery activities are challenging for intermediate-low learners because they involve interaction with authentic materials outside the textbook and the classroom. Our intervention supported noticing and increasing saliency of language forms and encouraged the use of tools students have at their disposal when they address what they consider the unknown.

DIDACTIC IMPLICATIONS AND STRATEGIES

Learners who completed these meta translation activities were asked in the end-of-course survey about the importance of speaking with their own voice (see Appendix C, question 5). Their answers suggest that they strongly value using their own voice, even at the cost of making mistakes. Nevertheless, despite this inclination, they do employ MT to ensure they are on the right track and because they know their grade is on the line. They are keenly aware of what remains highly visible to instructors, correct vs. incorrect language and the impact of language accuracy on grades. One student comment lays it out straightforwardly, calling for the right to make errors "without grade reduction on some assignments". Additionally, our purpose in asking that question was not just about information gathering, but also about getting students to think about the important question of authentic self-expression. Asking questions and allowing students to freely reflect, without necessarily following up with "the correct answer" is indeed an effective way to bolster self-reflection.

The message from our surveys appears to be a clear request from students for guidance in best-practices for well-intentioned use of all the tools at their disposal, such as this student's direct ask for help: "Maybe instructors can provide good french-english [*sic*] dictionary websites and provide training on when it is appropriate to use an online tool at the beginning of the French courses (like what the french professors are doing now)." This type of instruction alongside literal and figurative room for error may just create the space where students feel

supported in their efforts to use their own language. On the whole, MT tools highlight transformations in L2 education that force us, as language teachers, to reconsider our goals and ways of doing. Such reconsideration is consistent with research on multiliteracies (New London Group, 1996; Kern, 2000; Cope & Kalantzis, 2009), which recognizes the need to develop critical reading skills stemming from a new awareness of the complex social interactions in a global society. Multiliteracies supports a pedagogy that is inclusive of the multiple languages and registers students bring to the classroom.

We propose extending the meta-translation feedback circuit over the course of a curriculum and through various modes of communication. To address the use of MT early on in the language learning process, implementing the intervention in an exercise focused on greetings could be a good place to start. Greetings, a highly contextualized language function, are often presented as students are simultaneously first encountering the language's sounds and writing system in addition to a new learning environment. Take for example the pair *bonjour* and *salut*, both used to greet someone, whereas only the latter can also be used to say goodbye. If a textbook translates the former as "hello" and the latter as "hi, bye" the meta-translation feedback circuit could be applied to raise awareness of the differences in use in French (versus English). It also serves as an explicit introduction to the idea that word-choice is dependent on context, including the identity of the speaker and the listener. At the more advanced levels, we envision embedding the questions and links in readings, especially in conjunction with social reading software.

To solve the conundrum of online translators as interfering with the teaching and learning process, we may also need to question some of our traditional mindset regarding assessment and rubrics. When assessing our students' expression, are we in fact creating a paradox, that of discouraging online tools, only to reward those who stuck to using their voice with a punishing grade? Is the rubric inherently rewarding the student who got it right with help rather than the student who got it wrong on their own? While categories such as 'organization' or 'content/topic' seek to not over-emphasize language structures, a category focusing on 'student authorship and personal expression' may encourage students to operate within their means and speak with their own voice (see Appendix D). Within this category, we can invite students to signal which words and expressions they looked up, and to explain why they think these fit (in terms of context and part of speech for instance). This referencing can be seen as an extension of source attribution and citation, a process students are familiar with. Feedback thus becomes truly meaningful as we respond, either correcting or asserting their choice, and possibly add socioculturally-relevant information, on a language form the student chose to call our attention to. In doing so, we shift to a more proactive, dialogical stance that is potentially more satisfying and effective for both learners and teachers. This student-initiated translation feedback can be implemented at any proficiency level, and with varying forms of written communication. Such productive MT referencing may help break the toxic cycle of in-class writing as an attempt to constrain student access to resources, which takes up valuable time and is generally experienced as a stress-inducing test by students.

While the conceptual changes discussed in this paper may appear weighty and significant, the practical application itself is not necessarily cumbersome. Recommendations include the following:

- Start small, locally, and incrementally;
- Select those activities that you know have been problematic in the past for students;

- In the same vein, select those activities for which you have been writing the same after-the-fact feedback;
- Consider how the exercise constitutes a trap to some degree and how a simple set of guiding questions could change how students approach it;
- Administer a survey to see where and how your students are interacting with MT.

We posit that taking time in class for whole-class discussion on these topics, even if just a few times per semester throughout the curriculum, represents an incremental investment. How the concepts of situating, investigating, and integrating vocabulary, expressions and syntactic structures are framed can influence the eventual authenticity of the student voice in their output.

We illustrated the scaffolding of online translators and dictionaries for an intermediate level French course, and MT inserts operated between French and English, the default institutional language. Yet some students likely have access to other languages in their linguistic repertoire, as native speakers of another language, heritage speakers, or having grown up in a bilingual environment. This additional language layer, while not addressed directly in our intervention, deserves recognition, especially from a translanguaging perspective. What about, for instance, hispanophones or Chinese speakers in foreign language courses? They also must be afforded the opportunity to bring in their own complex linguistic navigation to the fore—even as their teacher does not have access to the students' L1. Such intricate discussion, entailing another level of meaning negotiation, is likely to support learners' transcultural development.

INTEGRATING MT USE AS PART OF A PARADIGM SHIFT IN L2 EDUCATION

MT is not in itself bringing about a radical transformation of the teacher-learner relationship, but it coincides with profound synergetic transformations moving foreign language education from its focus on language acquisition to a more complex social and humanistic enterprise. Considering the integration of online translation aids into the classroom (taken in its broad meaning) requires an understanding and embracing of such shifts. This recognition may help revise the notion that MT represents a threat to L2 education; it may instead be a useful ally.

Our framework for integrating MT tools in the language classroom was borne out of observations in our respective departments and in the literature of behaviors that seemed to amount to unbudging student practices and teacher frustration. This deadlock, despite repeated and various forms of warning against using online translators and dictionaries, essentially represents a failed dialogue. Creating a conversation around *how* to use these tools certainly aims at reframing student thinking but also falls within a broader rethinking of L2 education, including the instructor's role in resolving the paradox addressed in this paper. The read-and-write internet means that the computer is no longer an outside instrument, but "part of the ecology of language use" (Warschauer, 1999, as cited in Blyth, 2009, p. 175). There is no denying that the pandemic has heightened this directionality and that increased student-computer interface will remain as a byproduct. In a sense, the insertion of the digital into education is furthering previous changes in the teacher-student relationship which have favored over the last decades a more dialogical interaction. The addition of the computer and the internet into the mix results in a form of triangle relationship which cannot be undone, nor should it be, we contend. This viewpoint further aligns with ACTFL's World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015)

inclusive of digital competence in particular regarding media, information, and technology literacy, critical components of 21st century skills.

The approach we delineated is informed by a view of language as a structured system facilitating communication between individuals, highlighting speaker intent and relatedly form-function mappings. This speaker-centered view of language directly connects to a learner-centered, participatory pedagogy, borrowing from interactional theories. The integration of online translators and bilingual dictionaries into learning activities decidedly breaks away with the monolingual orientation of the classroom, adopting the viewpoint that these resources can in fact represent pedagogical affordances. Instead of considering the endpoint of language acquisition as a point of reference (the native speaker), we should focus on the learners' interlanguage and approach MT interface as a tool for developing their translanguaging practice, allowing them to reflect critically on the languages they navigate from and to. By guiding learners on using MT through a teacher-mediated framework, our approach empowers learners and teachers to take advantage of their L1 and/or the shared institutional language to meaningfully negotiate meaning together. In part, developing L2 competence using online tools involves helping learners tease apart when these tools take away their voice and agency, and when their turning to these resources supports purposeful language exploration.

The method we described can be adopted and adapted by instructors independently of a set curriculum or course-sequence. However, a departmental conversation is needed for effectively making progress on how to understand and manage the changes digital translation tools create in FLE. Creating a context for MT integration into learning activities and assignments must be aligned with departmental policies and for any instructor's efforts to be effective, faculty must come to a realistic, practical consensus. In other words, we encourage viewing interaction with MT as a form of negotiation of meaning that will yield learning outcomes if instructors choose to step in.

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APPENDIX A. QUESTION BANK

Set One: Situate

- What have I (just) learned in class? (How) is it applicable to this situation?
- Who is talking/speaking/writing? To whom?
- What is the relationship between the participants in this communicative exchange?
- Is there a reason to choose polite/formal structures?
- Is there a reason to choose informal structures?
- What is the gender of the person being described/involved?
- Is it about a person or an object?
- What is the theme of the message?
- What is the intention (goal) of the message?
- Is there anything in this particular phrase/sentence that is referring back to something previously stated or implied?
- Is this segment about the present, past or future?
- [+ other assignment-relevant questions]

Set Two: Investigate

- What is it that I am trying to say?
- Do I already know how to say this?
- Am I trying to figure out a particular word?
- Am I trying to figure out a word embedded in an expression?
- Am I trying to figure out an entire phrase or sentence?

- What part of speech am I looking for?
- Is this a concrete or abstract idea?
- Is this figurative or literal speech?
- Is this part of an idiomatic expression?
- Does the meaning I am trying to express tie to a cultural notion?

- What is the best resource for me to use?
- How can I double-check what I have found?
- Is there anything ambiguous about this message?
- How can you paraphrase this message?

- What do you think of what you found?
- Is this how I would say it in English?
- [+ other assignment-relevant questions]

Set Three: Integrate

- Do I recognize the forms/words/structures in this TL translation?
- How can I integrate this with what I already know from class?
- Does the word I found match the theme/context of use/situation?
- Did I learn something in class that contradicts or supports what I have found here?
- Do I want to check with my instructor about what I have found?

- Do the personal pronouns match the formality level?
- Do the nouns match the gender/number?
- Do the pronouns match the gender/number?
- Are the adjective agreements appropriate for this person?
- Are the determiners appropriate for this person?
- Is the verb conjugated?
- [+ other assignment-relevant questions]

APPENDIX B. SURVEY 1 (PRE-INTERVENTION)

1. When you write in French, what best describes your process? [all online, word doc, handwritten draft, other]
2. What do you do if you don't know a word? [use English, make a French sounding word, use a paper dictionary, use an online dictionary, use a translator, use my book, other]
3. What online resources do you use [online dictionary, online translator, search engine]
4. Why do you use it? [open-ended]
5. What specific online tools do you use? [WordReference, Google Translate, Google search bar, other]
6. Which one is your go-to and why? [open-ended]
7. What do you do to make sure it is giving you the correct word? [nothing (I trust it), nothing (I don't know what else to do), check another source, translate it back to English (to verify it matches intended meaning)]
8. What do you do with the word once you find it? [copy and paste, alter it in some way to match the grammar of the sentence, decide to not use the word]
9. If it gives you several options, how do you pick which one to use? [take the first one, pick the one that looks like something I've seen before, scroll through the options, read the "small print"]
10. Do you think your instructor knows when you use MT? [yes, no, not sure, I don't care]
11. Are you hesitant to use it? [yes, no, a little]
12. Explain your answer to the question above. [open-ended]
13. Which direction do you use MT more often? [English-to-French or French-to-English]
14. For what types of tasks do you use English-to-French MT? [homework exercise, writing paragraphs, writing compositions, preparing presentation (oral), other]
15. For what types of tasks do you use French-to-English MT? [homework exercise, writing paragraphs, writing compositions, preparing presentation (oral), other]

APPENDIX C. SURVEY 2 (POST-INTERVENTION)

For the purpose of this survey, *online translation tools* includes online dictionaries and translators. Please specify if your answer requires additional distinctions.

1. When are online translation tools useful? For what specific types of translation needs?
2. Do you think there are pitfalls to online translation tools? And if so, what are they?
3. Why do instructors warn about using online translation tools?
4. Do you think you are a better (equipped) user of online translation tools than someone who hasn't taken any French? Why and in what ways?
5. Do you prefer using your voice in French and making mistakes, or saying something perfectly (thanks to translation tools) that you don't understand? Why? Where can we draw the line?
6. Is there anything you wish your instructors knew about student use of online translation tools?

APPENDIX D. DÉCOUVRIR RUBRIC

Découvris (1)		
Criteria	Ratings	Pts
Completion Are all sections complete? Did you follow the instructions?		5 pts
Culture (Discovery!) Did you demonstrate that you had reflected on the topic and explored the media associated with the assignment?		5 pts
Expression Did you use language appropriate for the course? Did you create new sentences with the language tools we have available in 211?		5 pts
Accuracy Is the grammar and vocabulary used appropriately?		5 pts
Authorship Did you use your own words? Violation of this criterion (by using an online translator, turning in the same assignment as someone else, using language that indicates significant outside help, etc.) leads to an automatic zero for the assignment.		0 pts
Due date Did you turn in the assignment on time? The assignment is due before class begins. Once class begins, the assignment is considered a day late. Each day late will result in a 2 point deduction.		0 pts
		Total Points: 20