
ISSUE 43
JANUARY 30, 2019

This newsletter is brought to you by
Maris Hawkins and Stacey
Margarita Johnson



IN THIS ISSUE:

Page 1

PREVIEW EPISODE 90
WITH KYLIE KORSNACK

Page 2

RESPONSE TO EP 88 &
89 FROM CYNTHIA
DUCAR AND DEBORAH
SCHOCKET

Page 3

REACTIONS TO PAST
EPISODES

UPDATES FROM PAST
GUESTS &
CONTRIBUTORS

MIDWEEK NEWS

WHILE YOU'RE WAITING FOR THE NEXT
WTL PODCAST EPISODE TO COME OUT...



Preview of the Next Episode

EPISODE 90: ONLINE LANGUAGE TEACHING AND THE
COMMUNITY OF INQUIRY FRAMEWORK
WITH KYLIE KORSNACK

For the last two weeks, we've been discussing a technology tool that students use in and out of the classroom. But what if technology IS your classroom? For teachers moving from a face-to-face classroom to online teaching, figuring out how to translate good practices to the online environment can be a challenge. This Friday, tune in to hear a conversation between Stacey and her colleague Kylie Korsnack as they discuss some of the concepts from their recent series of workshops on how to promote presence and interaction in the online classroom.

Whether you are teaching fully online, in a hybrid/blended format, or face-to-face with some online extension, we hope this episode sparks new ideas for effective online teaching.

I came across this framework called the *Community of Inquiry Framework*. It was actually developed as an assessment tool, but as someone who was designing online experiences, I found it useful as a tool for course design.

-Kylie Korsnack



RESPONSE TO EPISODE 88 & 89: GOOGLE TRANSLATE IN THE LANGUAGE CLASSROOM WITH ERROL O'NEILL, PARTS I AND II

This response is written by Dr. Cynthia Ducar and Dr. Deborah Schocket, authors of the Foreign Language Annals article mentioned in episodes 88 & 89: "Machine Translation and the L2 Classroom: Pedagogical Solutions for Making Peace with Google Translate."

Errol M. O'Neill's timely research addresses the effects of online translators and dictionaries on L2 learning, an area which has been understudied to date. His findings confirm that students turn to these tools even when teachers forbid it (88% of students to be exact). O'Neill's most recent research shows that training in these technologies can improve student production in the short-term, but does not necessarily lead to long-term growth in proficiency.


Listening to this podcast, we are left with the question: How do we harness the capabilities of these technologies while also deterring students' dependency on them? What follows is a list of suggestions compiled from the podcast and our own recent article on the topic.

- Stop trying to police the use of OTs and instead focus on motivating students to develop the highly marketable skills of spontaneous communication and intercultural competency for use beyond the walls of the L2 classroom.
- Provide specific guidelines on assignments to help deter students from using OTs (i.e. looking up idioms and set phrases is acceptable, but translating an entire paragraph is not)
- Redirect students' attention away from grammatical accuracy and perfection and toward meaningful communication.
- Use pre-writing activities (such as brainstorming vocabulary) and peer-editing (with a focus on content, not grammar) to deter student use of OTs.
- Have students practice rephrasing/simplifying their language to something Google Translate can handle correctly -- or, better yet, something they themselves can say without relying on a translator
- Flip the classroom to do more reading and writing in class. For example, Mroz (2018) shows how students can use Google to practice speaking outside of class, freeing up class time for other activities.
- Use the speech to text technology as suggested by Claire Knowles in Episode 89
- Provide training on the strengths and weaknesses of OTs. Then play "stump the translator" to see how those strengths and weaknesses play out.
- Train students to access alternate definitions and fine tune the translations provided by OTs so that they use the technology in a more mindful way.

Online translators are here to stay, and O'Neill's research can better equip instructors to channel the positive capabilities of this technology while helping students avoid the kind of dependency that is detrimental to long-term proficiency gains.




Reactions to past episodes:

 **Lynn Knowles, NBCT**
@ogmsespanol Following


Replying to @TechieFrau @weteachlang

My level 1 kids used to use google translate on my assignments a lot. I changed my assignments (they felt unmanageable, hence the translator use) and taught kids how to use online tools well. Totally changed how kids view writing assignments!
Wordreference.com is my fave.

 **Caroline Schlegel**
@senoraschlegel Following

Replying to @weteachlang

Interesting concept of allowing students to use Google Translate on reading assignments but not allowing them to use it on writing. Using to assess and practice pronunciation is also an interesting concept- using it to give students a chance to self assess their speaking ability!


 **carolyn siegel**
@carolynrsiegel Following

Episodes 88 & 89 really made me think: Am I continuing to update my approach to online dictionaries and translators in as thoughtful a way as I can? Must think more intentionally about [#training](#) for [#Students!](#)


 **Lorena Garavito**
@CILorena Follow

Replying to @senoraschlegel @weteachlang

For a reading task the students can use google sheets to list and create their personal vocabulary [@senoraschlegel](#) you can find the tutorial here youtu.be/VcyhrKKP2ZI I have used with my student grade 10 and is very useful.


 **PSMLA**
@PSMLA1 Follow

Need inspiration to help you get out of that midwinter rut? Try this podcast. If you haven't listened to a [@weteachlang](#) show before, or if it's been a while, you definitely need to listen! I promise you'll find something worth bringing into your classroom.

 **Eric Ahern**
@MonsieurAhern Follow


Replying to @Marishawkins @tmsaue1 @weteachlang

I agree. It's too omnipresent to try banning it outright. I'm trying to train students how and when it can be helpful. And I'm learning new uses for it all the time.

 **Amanda Benavidez-Williams**
@SraWilliams3 Following

Replying to @weteachlang @heather_sharrow

wow. This is EXACTLY what I wanted my Soy Yo Unit to be. I LOVE how you hit all of these amazing points and lay it out for us. THANK YOU!

 **Arianne**
@dowd124 Following

If you teach [#HeritageLang](#) learners this is a must listen! "Heritage Language learners will NEVER be native speakers." & teaching heritage Lang ls = teaching Lang arts and other content based instruction! Thanks [@staceymargarita](#) & Maria Carreira!

Updates from Past Contributors



Congratulations to A. C. Quintero (ep 41)! Her books are now being sold through the catalogue and website Teacher's Discovery. She is a prolific author and has a new novel coming out soon called Las Sombras.



Anneke Oppewal (ep 45) shared a fun activity on Twitter that her school did when they combined the French and Spanish classrooms. Students had to teach their language to students in the other classes to complete various tasks in both languages.