
MACHINE TRANSLATION & ACADEMIA

EXPLORING EMERGING PERSPECTIVES OF FACULTY AND STUDENTS AT CAMOSUN COLLEGE IN 2024

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RESEARCH QUESTIONS

1. What are the perceptions of machine translation on learning from student and faculty perspectives?
2. How is machine translation being integrated into classroom dynamics by students and faculty?
3. What policies, guidelines, or professional development needs around the use of machine translation are required or desired by students and faculty?

RESEARCH DESIGN



Student Surveys (54 complete, 90 accessed)

Faculty Surveys (28)

What are faculty and student practices and views on MT?

Student Interviews (21)

Faculty Interviews (21)

PARTICIPANTS FROM ACROSS THE COLLEGE

Faculty

- Accounting, Anthropology, Biology, Business, Criminal Justice, Cybersecurity & Networking Technology, Early Learning & Care, Electrical Technology, Electronics & Computer Engineering Technology, English, English Language Development, French, Geography, Interdisciplinary Studies, Japanese, Korean, Massage, Nursing, and Philosophy.

Students

- Accounting, Anthropology, Biology, Business, Criminology, Economics, Electronics and Computer Engineering Technology, English, Finance, Foundation Electrical, French, Geography, Health, Hospitality Management, Indigenous Studies Diploma, Korean, Labour Relations and Recruitment, Marketing, Math, Mechanical Engineering, Nursing, Philosophy, Psychology, Religion, Sociology, and Statistics.

WHAT IS “MACHINE TRANSLATION”?

Machine Translation (MT) is the process of **automatically translating text or speech** from one language into another **using computer algorithms and models, without human intervention.**

- **Techniques:** Statistical models, rule-based approaches, and neural network architectures.
- **Process:** Analyze text in the source language, understand its meaning, and then generate equivalent text in the target language.
- **Limitations:** Despite high levels of accuracy and fluency, MT struggles with cultural nuances, idiomatic expressions, cultural context, and domain-specific terminology.
- **Future of MT:** Applications such as international communication, language learning, and content localization.

(Based on ChatGPT, Feb. 6, 2024)

WHY DO THE RESEARCH?

- No Camosun policy on machine translation use
- Take-home work vs in-class work - discrepancies and academic integrity
- Inconsistency between Camosun and Skilled Trades BC examination requirements around translation (Red Seal Canada)
- Issues with language proficiency - MT as a symptom of a bigger issue?
- Browsed 25 past course syllabi and not one mention of MT

“The use of calculators, cell phones, terminals or other information-processing devices; ...”



RESEARCH REVIEW – OTHER PERSPECTIVES

Three emerging realities that proceed generally unacknowledged (officially) by most higher education institutions:

1. Machine translators are here to stay,
2. They will only improve in accuracy, and
3. Their use by students to complete course-related work is inevitable. (Paterson, 2020)

Is the use of MT by students “academic misconduct”?

Discrepancies exist between student and instructor perceptions and practices related to MT use.

A Fundamental Contradiction (Jenkins, 2011)

English-medium universities claim
to be **internationalized and
inclusive to student diversity.**

Yet, language policies and
practices may be confined to
**monolingual, native-speaker
norms.**

PROS/BENEFITS OF MT

Students

- Enables more active participation
- Creates pathways to exercise more creativity
- Provides linguistic support (vocabulary, reading comprehension, writing)
- Consolidates academic identities and makes valuable cross-lingual connections

Engagement

Faculty

- Potential to shift the emphasis away from “shallow literacies” (e.g., spelling, vocabulary, grammar) to focus more on “deeper literacies” (e.g., sociolinguistic competence, logical organization, critical argumentation)(Groves & Mundt, 2015, in Paterson, 2020, p. 5)
- Allows implementation of intercultural competence and inclusion of diverse perspectives

Language support

Institution

- Removes “gatekeeping” and English as only lingua franca
- Levels the playing field for L2 users; greater access to content

Equity



CONS/CHALLENGES OF MT

Students

- Access (or lack of) to devices/ technology with capabilities
- Lack of ability to communicate desired depth of knowledge in English **spontaneously** if students are overusing MT

Faculty

- College students are required to abide by codes of ethics, but it is increasingly challenging to identify what constitutes a breach of conduct (Ducar & Schocket, 2018, in Paterson, 2020, p. 4).
- Further stigmatization of MT will not limit student engagement with it, but may cause them to use it more clandestinely (Ducar & Schocket, 2018, in Paterson, 2020)

Institution

- Lack of defined policy as it relates to academic integrity – falls on instructors to determine
- MT as a “crutch” – student dependency post-graduation can affect employers & have negative real-world effects

Blanket approaches may be challenging due to different learning outcomes



RESEARCH RESULTS



SURVEY QUESTIONS - STUDENTS

1. What credit course(s) have you taken or are currently taking at Camosun College?
2. What is/are your native language(s) (Language(s) you grew up using)?
3. What technological tools have you used to help you learn English or other languages? Please be as specific as possible (e.g., Google translate, Collins online dictionary, DuoLingo, etc.)
4. Do you use translation tools in your credit courses now? If yes, what do you use?
5. If you answered YES to question 4, how frequently do you use the translation tool(s)? (e.g., multiple times a day, 1-2 times a day, a few times a week, etc.)

***See Slide 13 for 10 more statements on survey, ranked on a Likert Scale.**

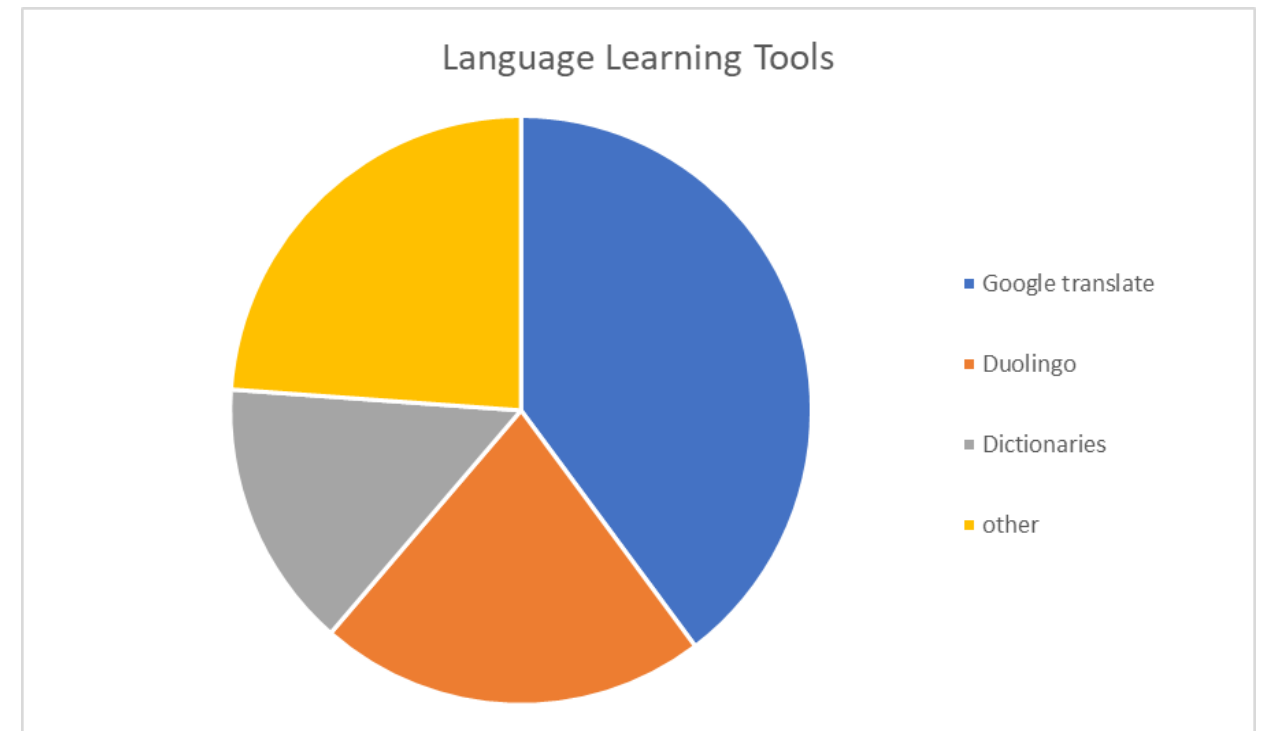
LANGUAGE LEARNING TOOLS BEING USED BY STUDENTS

Sixty-one students shared the technological tools they have used or use to help with language learning.

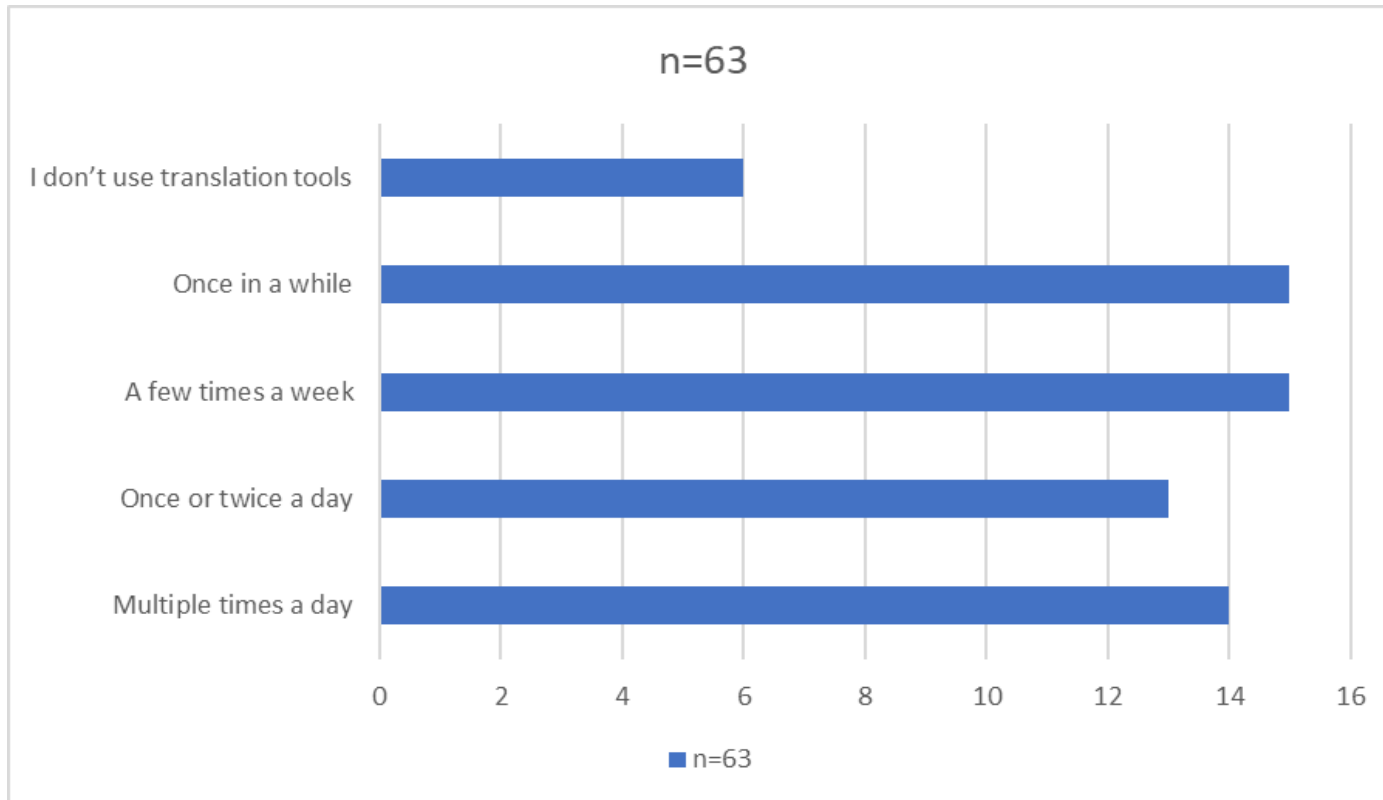
- Google Translate (47), Duolingo (26), Dictionaries (17), YouTube (10) and Chat GPT (5)

Other tools:

Rosetta Stone (2), Grammarly (2), DeepL (2), Elsa Speak (2), Babel, social media (unspecified), TV shows & cartoons (incl. Disney+), Quillbot translator, Linguee, Pearson, Firefly PTE (plug in), IELTS, online ESL games, Listening podcasts, Word Reference, [aka.ms/translatorapp](https://www.aka.ms/translatorapp), Baidu Translation (Chinese translation), Rikaikun, Jisho (Japanese translation); mdbg.net, yabla.com, pleco (Chinese), PaPago (Korean Translation).



STUDENTS FREQUENCY OF USE OF MT



Sixty-three students had a range of answers:

- 22% multiple times a day
- 21% once or twice a day
- 24% a few times a week
- 24% once in a while
- 9% do not use translation tools.

90% of multilingual students surveyed use MT

Student Survey Results table Questions 1-10. (n=54)

Statement	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I use machine translation (e.g., Google Translate, DeepL, etc.) in my credit courses during class time.	28%	26%	33%	13%
2. My instructors explicitly state that students CAN use machine translation in my course(s).	22%	43%	26%	9%
3. My instructors explicitly state that students can NOT use machine translation in my course(s).	39%	39%	11%	11%
4. I feel the use of machine translation is a great resource and helps me succeed.	4%	15%	43%	39%
5. I feel the use of machine translation is a distracting resource and does NOT help me succeed.	54%	35%	9%	2%
6. My instructors encourage the use of machine translation in my course(s) and try to support its use.	20%	39%	39%	2%
7. My instructors do NOT encourage the use of machine translation in my course(s) and do NOT support its use.	22%	44%	22%	11%
8. I think I am TOO reliant on translation tools in my credit course(s).	56%	22%	15%	7%
9. I feel confident in understanding the pros and cons of using machine translation in my studies.	2%	6%	46%	46%
10. I feel supported by my institution in using machine translation to help with my studies.	6%	37%	41%	17%

STUDENT SURVEY RESULTS QUESTIONS 1-10* (HIGHLIGHTS)

n=54

- Most students indicated that instructors do not explicitly permit (65%) or forbid (78%) the use of MT.
- **82% of students value the ability to use MT as a resource to succeed.**
- Mixed results about instructors supporting MT use in the classroom .
- 78% of students generally do NOT feel they over-rely on MT.
- 92% of students feel confident in understanding pros/cons of MT use.
- Mixed results about institutional support.



FACULTY SURVEY RESULTS

SURVEY QUESTIONS - FACULTY

1. What course(s) do you teach at Camosun College?
2. What is/are your native language(s) (language(s) you grew up using)?
3. Do you speak or have you studied any other languages (for work or pleasure)? If yes, what proficiency level (beginner, intermediate, advanced) would you say you are?
4. If you have studied another language, what *technological tools* have you used to help you? Please be as specific as possible (e.g., Google translate, Collins online dictionary, DuoLingo, etc.)
5. Have you noticed any multilingual students in your course(s) using translation tools on their devices? If yes, do you know which one(s)?

***See Slide 18 for 10 more statements on survey, ranked on Likert Scale.**

FACULTY SURVEY RESULTS

- **23/30 were English monolinguals**, with 7 others speaking Kashmiri, French, Dutch, Russian, French, Korean, Japanese, & German and Arabic.
- 28/30 participants indicated previous language education and experience with learning a variety of languages from beginner to advanced level: French (13), Spanish (9), Japanese (6), Hindi (1), Punjabi (1), Norwegian (1), Italian (2), Tagalog (1), Korean (1), German (3), Polish (1), Russian (1), Turkish (2) and Arabic (1).
- **Tools used for language learning:** Google translate (12); Duolingo (18); Babel (1); online dictionaries (6); physical/paper dictionary (2); iTalk (1); Netflix with subtitles (1); Rosetta Stone (2); ChatGPT (1); Podcasts (1), YouTube (1); online graded readers (1), recorded media (1); Pimsleur (1); and Living Language (1).
- **83% say they have noticed Ss using translation tools:** Google Translate (13), Chat GPT, (2) online or digital dictionaries (2), and DeepL (2). (**This was higher on the survey in Q 5 than the Likert scale statement (71% agreed). Not sure why.*)

Faculty Survey Results table Questions 1-10. n=28

Statement	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
1. Multilingual students are very obviously using machine translation (e.g., Google Translate, DeepL, etc.)	14%	14%	57%	14%
2. I explicitly state that students CAN use machine translation in my course(s) (e.g., it is written on the course syllabus or elsewhere in my course).	57%	25%	7%	11%
3. I explicitly state that students can NOT use machine translation in my course(s) (e.g., it is written on the course syllabus or elsewhere in my course).	71%	4%	18%	7%
4. I feel the use of machine translation by multilingual students is a great resource and helps them succeed.	7%	29%	32%	32%
5. I feel the use of machine translation by multilingual students is a distracting resource and does NOT help them succeed.	39%	21%	32%	7%
6. I encourage responsible machine translation use in my course(s) and try to support its use.	29%	21%	36%	14%
7. I do not encourage the use of machine translation in my course(s) and do NOT support its use.	46%	21%	25%	7%
8. I think multilingual students are TOO reliant on machine translation tools in my credit course(s).	29%	29%	39%	4%
9. I feel confident in understanding the pros and cons of machine translation use by my multilingual students.	18%	32%	25%	25%
10. I feel supported by my institution in managing machine translation use in the classroom.	39%	25%	29%	7%

FACULTY SURVEY RESULTS QUESTIONS 1-10* HIGHLIGHTS

n=28

- 71% of instructors somewhat or strongly agreed that multilingual Ss were obviously using MT tools.
- 57% of instructors strongly disagreed with explicitly having existing written guidance for MT use in their course materials.
- 71% strongly disagreed with asking students to NOT use MT (they didn't want to put that rule in place so left option to use open)
- 64% of respondents somewhat or strongly agreed that MT was a helpful resource, while 39% somewhat or strongly disagreed with this sentiment, perceiving MT as a distraction.
- 65% did **not** feel supported by their institution in managing MT use in the classroom.



INTERVIEWS

STUDENT AND FACULTY





STUDENT INTERVIEW RESULTS

- Level of comfort with English increases with time, less reliance on MT or other tools for language support.
- Students are well aware of the pros and cons of using MT or other technology.
- Several students talked about how they use Chat GPT for translation.
- Motivations for using it are mostly time-related, the convenience of getting quick access to vocabulary they don't understand and seeing words being used in context accurately.
- Students mostly understand the limitations of translation tools (cultural nuance, idioms, gender in grammar, no 1:1 correlation, lack of memory, etc.), but felt the benefits outweigh the drawbacks.

*It depends on me...it can be poison to me. It can be good to me. So, for now, so far, I'm using that resource ...positively... I don't try to rely on that translate, yeah, because that, those device, those are, can follow me forever.
(Student 5)*

It's been really helpful, and since I've been here in Canada , well, I think for a year now, it's really helped me a lot to talk and focus or practice more English with other native English speakers. Because usually when I'm back at home in my country, I wouldn't really use a lot of English because I speak in my native language for other people. So, I think it's really helpful. [MT has] been a positive influence on my understanding of English. (Student 17)



STUDENT QUOTE – PROS/CONS OF MT USE

Yeah, I think, I think we need to use this moderation, otherwise we won't push ourselves to really learn. If you, if you, if you use it all the time, and not only for example, I believe for acquiring vocabulary, it's important, but when you want to start to write, then you struggle to just to start in your second language. So sometimes it's useful to start in your own language, and then you translate. And then after you translate, you go check if it makes sense, if it's the way I would be writing, or if it's too different, then I try to realize, if it's different, why it's different, what's missing. So it's just not take it and use it and do not think about it. I try to do it when I use it, I try to think what was missing, what was not, what I was not able to do by myself, and I used the translator, and what words or what connectors I was not learning. (Student 11)

Students understand
pros/cons of MT use

The teacher gave us the slides, right? But I looked to some of my friends from China. I guess they have the same slide like us, but in Chinese letters. And I asked them, Oh, how did you make that the slide with the pictures, all the pictures with the Chinese letter? No, there's a website that then you just upload the slide and then translate it with the same pictures with the same background color, and change the letter to language. And I tried a couple times, and I changed it to Spanish, and I have the same pictures with the same background color, but I just did a couple times because it was not a good idea, because if I want to improve my English, I should not to translate all these slides. So I just did a couple times to study in English. So [...] some friends tell me, you can use your language. In a study like this, you say no, because you already learned in English, because you already learned in English.

My friend told me about the Chat GPT because I was using Chat GPT only for coding. But he told me, okay, chance you can give Chat[GPT] your ideas. He can give you, I think I'm correct, so sometimes I use Chat GPT to so I put my essay in Spanish. They give me in English. And GPT made less mistakes than Google Translate, almost zero mistakes. Yeah. But even though I feel like is, they translate and look and sounds like a robot from some parts, or you didn't like it, I made some corrections. I would like to say that, but with these words, not those words are so fancy, that is not me. So I change more for more simple words, because I prefer to use simple words instead of word like looks kind of fancy sometimes. (Student 2)

You have to use, use it very carefully, because sometimes, for example, I write down an essay with my own words in Spanish, okay, then I put it in the translation in the Chat GPT translation. Chat GPT just translates my words in English, okay. But then there are, there are some teachers that ask you, if you give me an essay doing by Chat GPT, I am going to know. I'm going to give you a zero mark so, but... So that's why there's another website. When you upload a file, and this website tell you if your file has in artificial intelligence or not. Okay, so I was doing that because I don't want to get in trouble. So I upload the file, and sometimes this website gives me okay. This, this essay, has about a 60% of AI. Is it? Why? 60% if those are my words, why is? Why is it saying that? That is for AI. Chat GPT, to translate GPT, use[s] so many fancy words sometimes the thing that is 100% for GPT, right? That's why I correct it using my own words. I upload the file and this program told me, okay, this is only

And in the lecture for the assignments in the school, I asked my instructor if I if they have given instruction...we need to ...configure a lot, and then I always ask my instructor, oh, can I use Google Translate? ...honestly, I want to ask, Can I use Chat GPT like for the translate, because this is more accurate, ... and that is very, very helpful to me. (Student 5)

I'm usually using Chat GPT. A lot, yeah, even when I text to my friends, yeah, I just want to check [if] my grammar is correct or not, okay? And also, if I asked [...] Chat GPT if you were a native [speaker], yeah, how would you say this sentence? I ask like that, okay, yeah. And then they like, offer [...] new sentence. ... I can use my sentence and this, like offer[s] a new sentence, yeah, that is how ... I learn ... English. (Student 5)

FACULTY INTERVIEW RESULTS

- **Diverse Opinions**
 - Range from **supportive** to **critical of MT use**
 - Influenced by **context** and **observed outcomes**
- **Knowledge Gaps**
 - Many faculty **unsure** about **how** and **why** students use MT
 - Highlights the need for **further research** and **discussion**
- **Ethical & Pedagogical Implications**
 - Balancing **support** with **fostering independent language acquisition**
 - Critical area for **exploration** and **policy development**



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WHAT FACULTY SAY ABOUT POLICIES AND SUPPORT STRATEGIES

- **Current Policies**

- **No formal MT policies** except **prohibition on exams**
- Consideration for use of **electronic** or **paper dictionaries**

- **Concerns on Language Proficiency**

- Ensuring students can **spontaneously produce language**
- Addressing issues with **content knowledge** vs. **AI/translation reliance**

- **Supported MT Uses**

- **Reading Comprehension and Initial Research**
- **During Lectures**
- **Summary Writing**
- **Vocabulary Development**
 - e.g., translating before class, writing translations in margins
- **Comparing Course Texts**
 - Understanding complex topics in native language before engaging in English

Faculty Quotes

I think that translation software is absolutely essential for students to use... How can you access the material if you're not knowing what it means? That just doesn't make any sense. And I think there's definitely a place for a classroom, more than a place, it should be allowed in a classroom for students to be able to understand the material and also to translate their own thoughts, they might have a clear idea in their language; be able to express it in one language, but perhaps stumble with articulating that idea in English. And I think that's an unfair barrier, right? We really want students to be able to articulate their thoughts.

(Speaker 21)

Equity

...if they're [students] generally doing our classes for vocational purposes or looking to continue their education or to go into a workforce? They need to know those words without translation services? Because, you know, a person going into policing or Border Services or corrections isn't going to have that tool readily [available]. They shouldn't have that tool readily available for with them in those situations. So, the drawbacks would be more outside of the classroom. (Speaker 7)

Context

Faculty Quotes

I have failed my students when it comes to this [MT use and policy]. And I say that because I don't have anything clear cut. But I've also, as a term instructor, I've been someone that stepped in at the last minute and is often just given things to perform. So, I haven't always felt like I had the autonomy or the institutional knowledge to do something from the start, which is what it should be, it [MT policy] should be in the syllabus. That should be like very clearly described and talked about. That should be in conversations I have that I just haven't been having. (Speaker 2)

Expectations and training

Leaning on those tools too much is my concern. And using them unethically in terms of submitting work that's really not theirs. Is or is a version of what they can do that doesn't correspond to what they could do spontaneously or what they could do without those tools assisting them and so I have a concern that [those] students lean on those tools to get assignments done, but they're not actually helping them with their language improvement. But I need to learn more myself about how those two those two things can kind of coexist and sort of be mutually supportive. (Speaker 4)

Community model

We're the leaders and we're the mentors for other places. My ____ teaches at high school, and they're looking towards us like, Okay, what is happening at [college/university names]? That's setting the example that we can now say to our students, you have to be ready for this. This is what they're doing. So, I feel like we're [the college] dropping the ball a little bit in that sense, too. (Speaker 3)



RECOMMENDATIONS

FROM STUDENTS AND FACULTY



RECOMMENDATIONS FROM STUDENT INTERVIEWS

1. Integration of Tools and Platforms

- Develop or integrate tools into college systems; standardize tools across classes

2. Enhancing Course Resources

- Encourage instructors to share slides and materials in advance; compatible with MT tools and accessible

3. Translation Tools in Exams

- Allow controlled use of tools during exams; provide tools like dictionaries in exams or on D2L

4. Onboarding and Orientation

- Introduce new students to language resources, translation tools, and study techniques

5. AI and Learning Support

- Explore AI tools to assess and support language proficiency; develop bilingual resources and personalized learning paths

6. Cultural Integration and Language Dynamics

- Offer training on cultural differences and language standards, slang and informal speech

7. Instructor Training

- Train instructors on integrating translation tools, and on using clear language to minimize MT need

8. Group Work Challenges

- Promote inclusive group work with training for int. AND dom. students on language challenges and communication

9. Access to Learning Resources

- Provide guidance on effective use of translation tools; bookmark and showcase essential resources

10. Improved Visual Aids

- Ensure PPT slides and visuals are closely aligned to lectures for clarity and engagement

11. Feedback Loops

- Establish mechanisms for multilingual students to share and seek support with classwork and assessments

12. Support Beyond Language

- Ensure additional assistance in non-language-focused courses, like math or programming, with terminology

FACULTY RECOMMENDATIONS

- Additional English language support courses (we have ELD 105 now)
- Training for new students on ethical MT (and AI) use (like Academic Integrity badge)
- Clearer policies on MT use in course outlines
- Consistent approach across departments
- Alignment with governing bodies for trades courses, allowing translation tools when necessary

Challenges/Concerns

- Challenges with creating MT policies individually, particularly term instructors with limited time and institutional support
- Concerned about adequacy of language proficiency entrance requirements, with MT use as a symptom of broader challenges in preparing multilingual students for academic success (see Student Recommendations)

FACULTY RECOMMENDATIONS

Review instructional materials for clear language

Use group work to encourage the relational aspect of communication

Rephrase questions or terms to support gaps in vocabulary

Support course terminology

Encourage students to write translations in the margins

Use footnotes to explain potentially challenging terms

Encourage conceptualization and mental imagery



THANK YOU!

HÍ, ~~Á~~ E TEL

Good-bye to each other.



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APPENDIX

- BACKGROUND SLIDES (CAMOSUN VS OTHER PLACES CURRENT PRACTICES WITH MT, RESEARCH OBJECTIVES)
 - SURVEY DATA IN BAR CHARTS
 - INTERVIEW QUESTIONS (STUDENT & FACULTY)
- 



CAMOSUN SYLLABI

Most recent course syllabi reference Academic Integrity and some mention Gen-AI, but it seems the use of machine translation falls through the cracks. Why?

Examples:

- **Business 130:** "Generative AI. This course was **not** designed for use with generative artificial intelligence (Gen-AI) tools, e.g. ChatGPT, Quillbot, etc. Use of Gen-AI tools may hinder your learning. As such, use of Gen-AI tools in this course is not allowed unless explicit permission is provided in advance. **If you believe that a specific Gen-AI tool would be useful to support your learning in this course, please talk to me first.**"
- **Psych 154:** "Technology Exams: No electronic devices are allowed during exams. This includes, but is not limited to; computers, electronic dictionaries, **electronic translators**, cell phones, tablets, and other personal electronic devices. "

25 syllabi
samples were
reviewed

OTHER INSTITUTIONS...

University of Victoria

- In a **language course syllabus**: German 302 (Advanced German II) Under Academic Integrity:

“Please note that it is **NOT** allowed to use **automated translation programs** (such as Google) or have advanced German speakers edit, rework, and/or write your assignments.”

<https://www.uvic.ca/humanities/germanicslavic/assets/docs/outlines/gmst-302-2021-spring.pdf>

Makes sense for a language course!



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OTHER INSTITUTIONS...

University of Fraser Valley

AI Guidelines – AI and Permitted Use policy:

“AI usage may be **permitted** to support teaching and learning and for purposes of comprehension, **translation**, idea generation, comparative analysis, and research; however, **not** for *generating or completing* the assigned tasks.

See [UFV Guidelines](#)



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OTHER PLACES OF INTEREST

Provincial Health Services Authority

- **NO use of MT** for medical conversations that require verification/confidentiality.

“Machine translation (Google Translate) and other ad hoc language resources (paper and pen or family/friend) should only be used for non-medical conversations that do not require verification, do not increase the risk in case of miscommunication or breach of confidentiality, and when no other resources are available.”

See [PHSA Language Services](#)

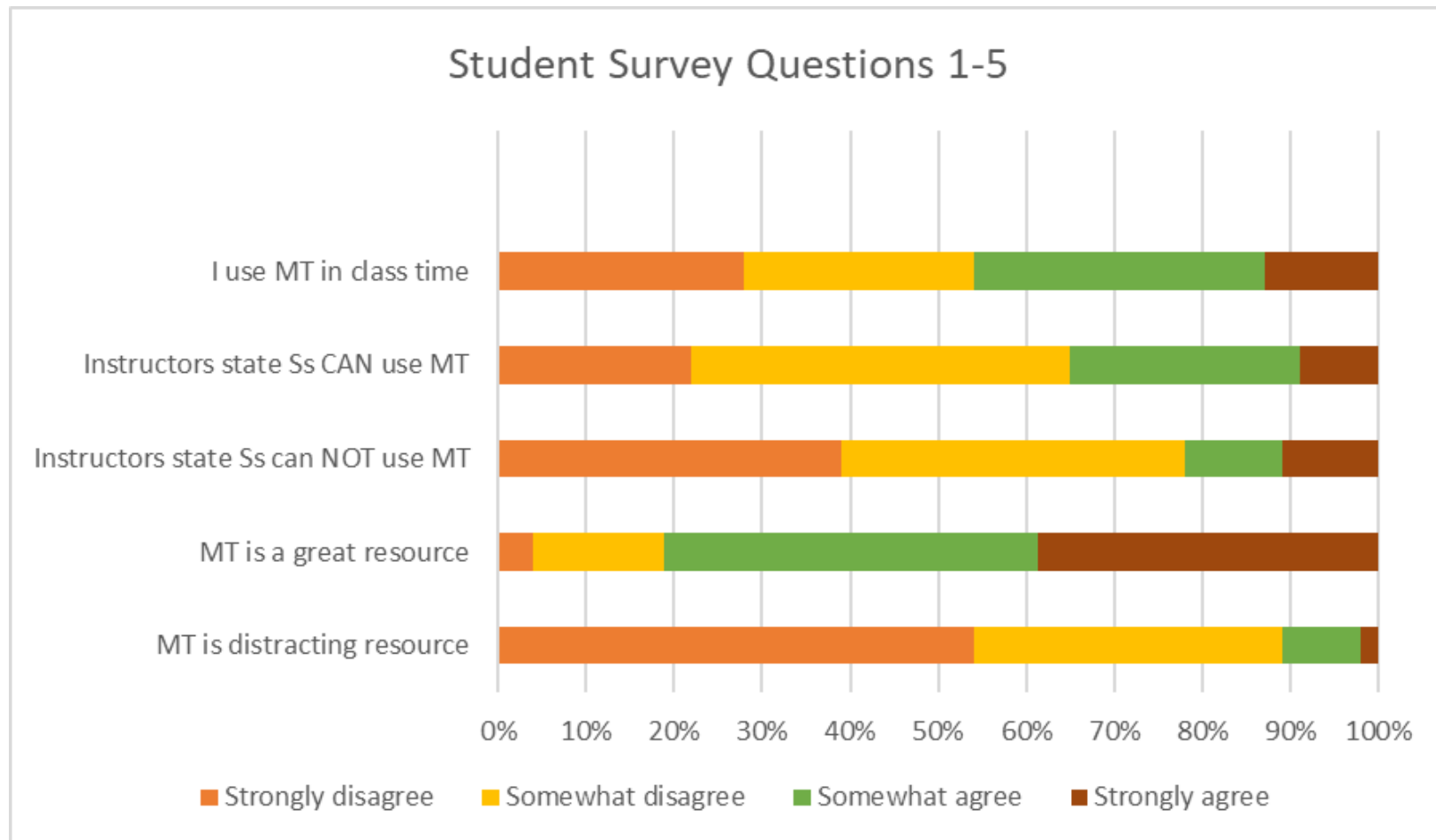


Provincial Language Services provides Interpreting services in more than 200 languages, from American Sign Language to Zyphe. Interpreting services are available 24 hours a day, seven days a week and provided at no charge to patients and/or their families.

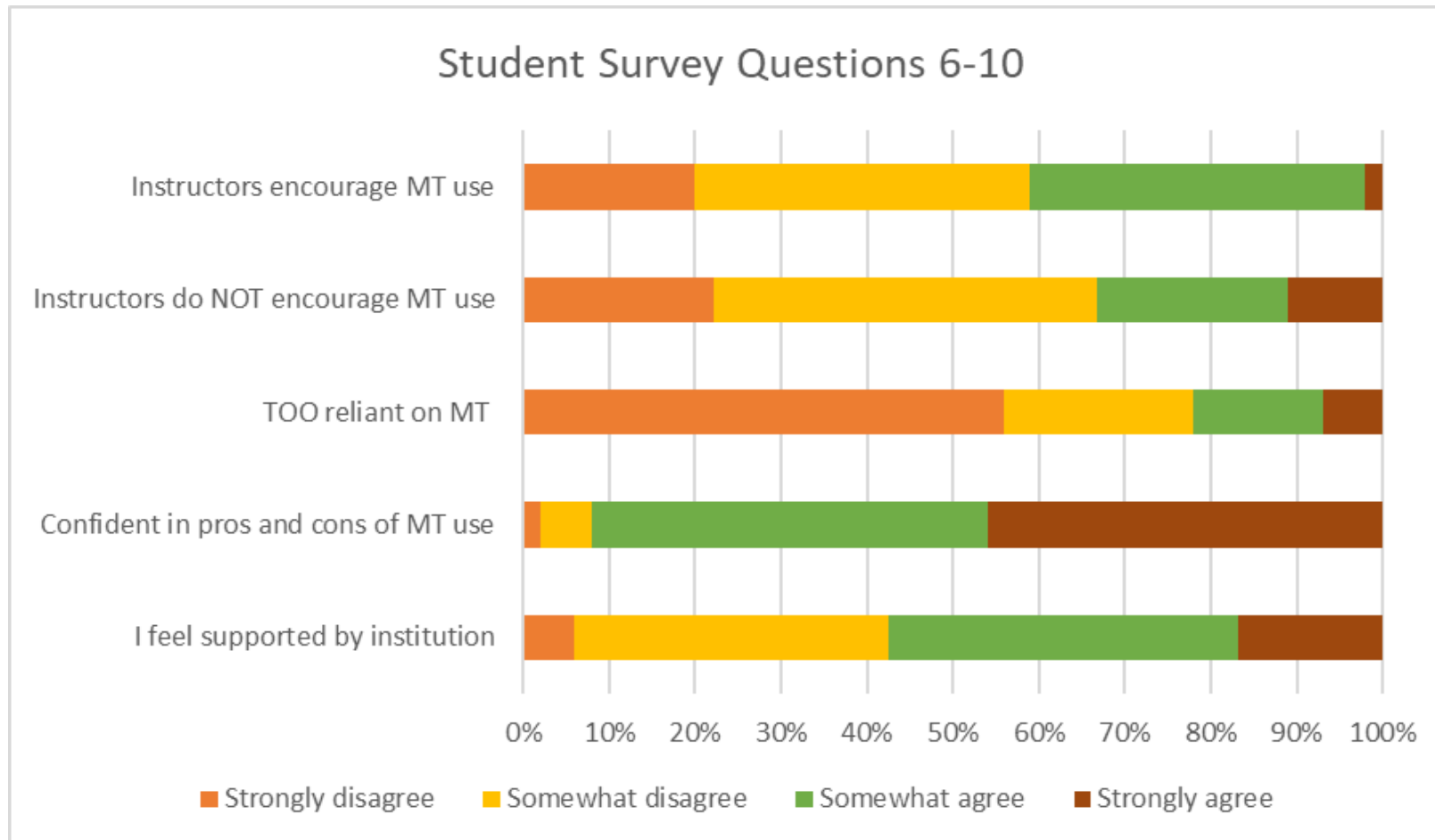
RESEARCH OBJECTIVES

1. To investigate the perceptions of both students and faculty regarding the impact of translation software on learning experiences.
2. To identify motivations for utilizing translation software and to explore challenges or concerns arising from its use.
3. To examine the integration of (or lack of) translation software into classroom dynamics across various courses and subjects.
4. To understand the teaching strategies employed to support students who rely on translation software and how instructors balance this with course outcomes and required language proficiency.
5. To assess institutional policies, guidelines, and professional development needs related to the use of translation software in credit courses.

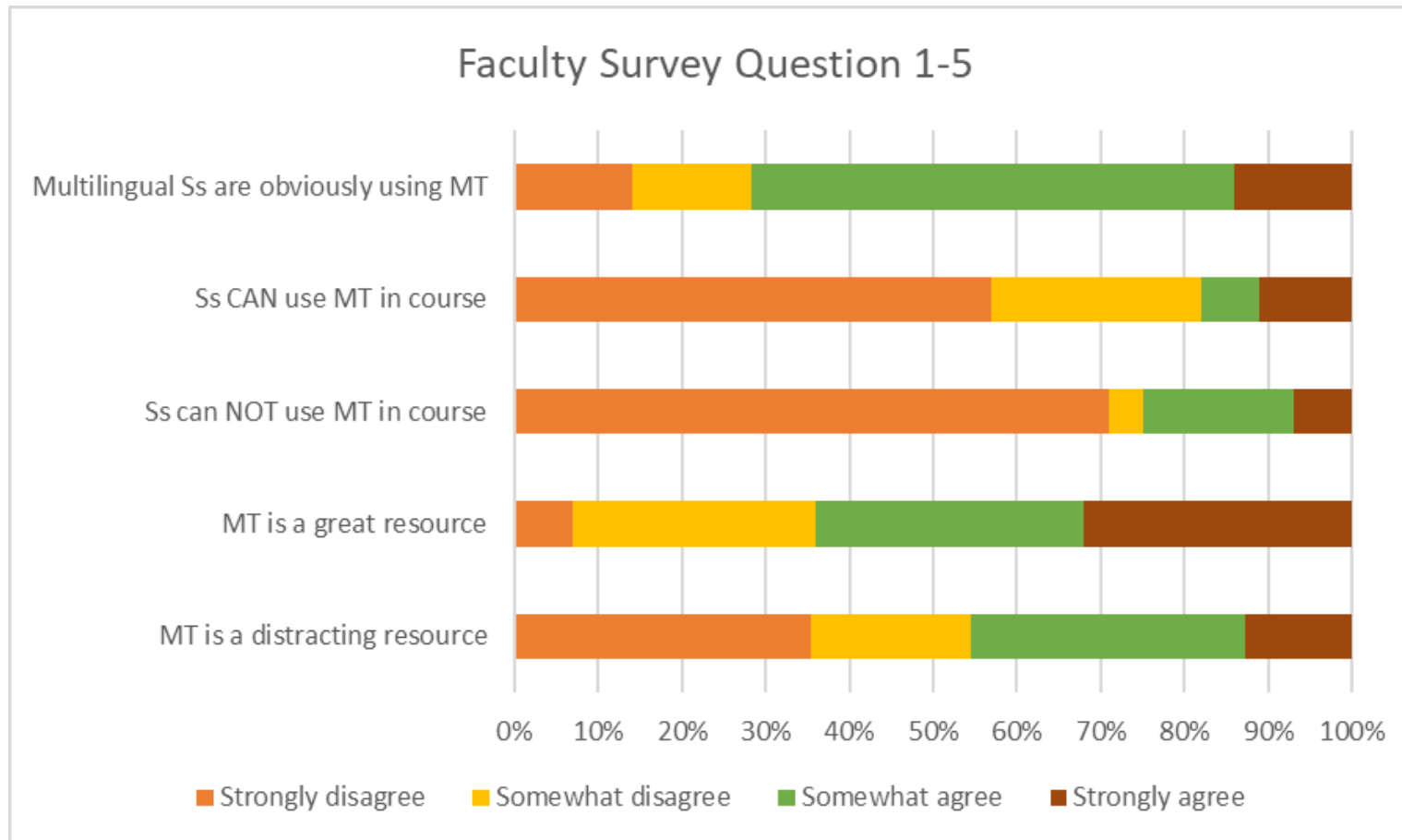
STUDENT SURVEY QUESTIONS 1-5 BAR CHART (N=54)



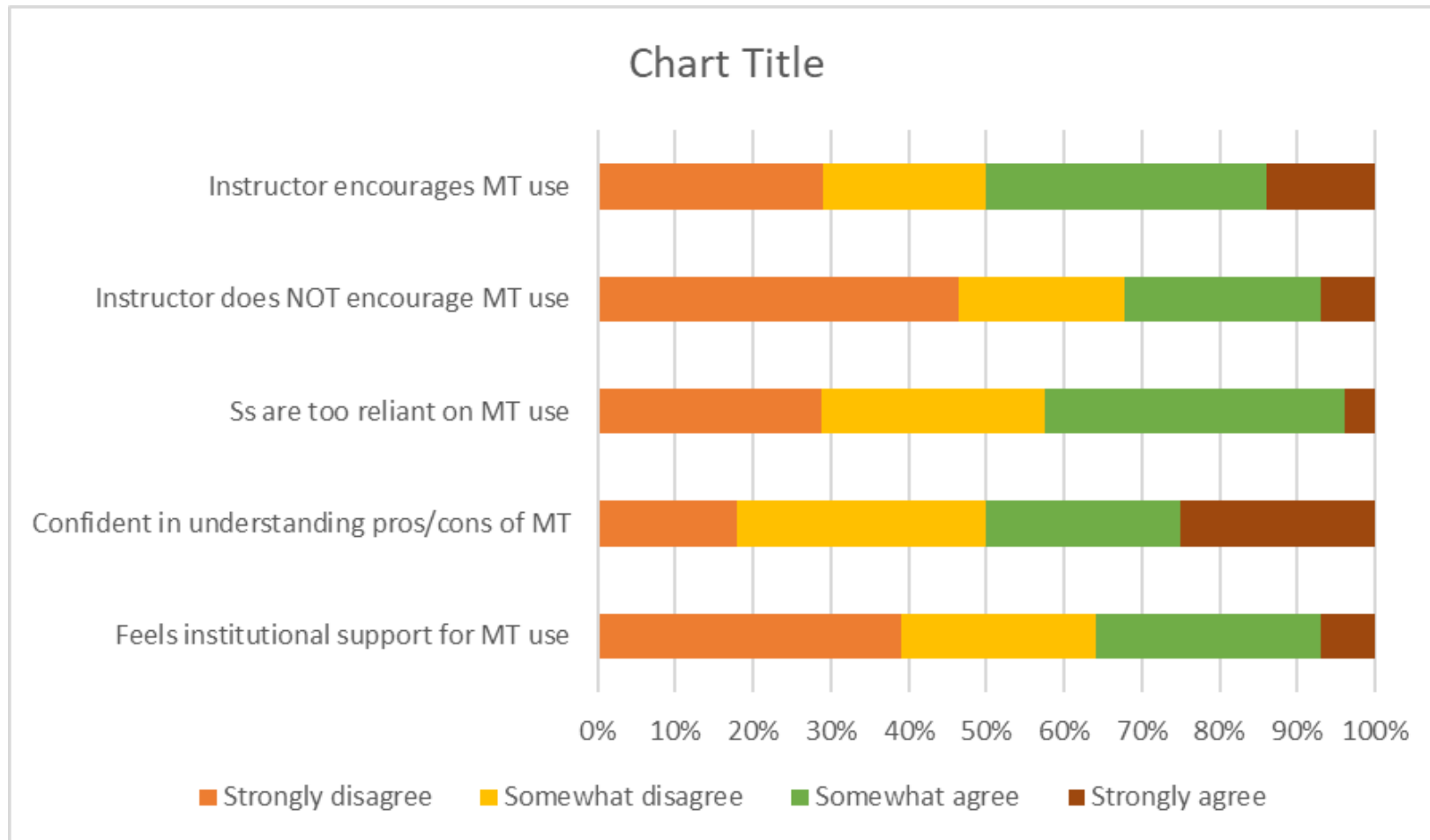
STUDENT SURVEY QUESTIONS 6-10 BAR CHART (N=54)



FACULTY SURVEY QUESTIONS 1-5 BAR CHART N=28



FACULTY SURVEY QUESTIONS 6-10 BAR CHART N=28



STUDENT INTERVIEW QUESTIONS

1. Introduction and Background:

- "To start, could you please share a bit about your experience with learning English and your current proficiency level? How comfortable do you feel using English in academic settings?"

2. Usage Patterns:

- "Do you use any translation software or apps to assist you with English language tasks, whether it be for coursework, assignments, or other purposes? If so, which ones and how frequently do you use them?"

3. Motivations for Using Translation Software:

- "What motivates you to use translation software in your English studies? Are there specific challenges or language-related tasks that lead you to seek assistance from these tools?"

4. Types of Tasks:

- "Can you provide examples of the types of tasks or assignments for which you find translation software particularly helpful? Conversely, are there instances where you intentionally choose not to use translation tools?"

5. Impact on Learning:

- "How do you perceive the impact of using translation software on your language learning experience? Do you feel it has positively influenced your understanding of English, or are there any drawbacks or limitations you've encountered?"

6. Integration with Classroom Learning:

- "In what ways do you integrate the use of translation software into your classroom learning? Are there specific courses or subjects where you find these tools more beneficial, and how do your instructors or classmates respond to this practice?"

FACULTY INTERVIEW QUESTIONS

1. Observations and Awareness:

- "As instructors, have you noticed or become aware of students using translation software in your courses? If so, what observations or experiences have you had regarding their use of these tools?"

2. Policies and Guidelines:

- "Are there any specific policies or guidelines in place regarding the use of translation software in your courses? How do you approach or address this topic with your students, and do you provide any recommendations or restrictions?"

3. Impact on Student Performance:

- "In your opinion, how does the use of translation software impact students' language proficiency and academic performance? Have you observed any patterns or trends in the performance of students who use these tools compared to those who do not?"

4. Integration into Teaching Practices:

- "Do you incorporate or address the use of translation software in your teaching practices? Are there specific strategies you use to support students who rely on these tools, or do you encourage alternative approaches to language learning?"

5. Challenges and Concerns:

- "What challenges, if any, have you encountered related to students using translation software in your courses? Are there concerns about potential drawbacks or unintended consequences that you've identified?"

6. Professional Development and Resources:

- "As an instructor, do you receive any professional development or resources to navigate the impact of translation software on learning? How can the institution better support faculty in addressing this aspect of the language learning landscape?"



THANK YOU!

- Please contact Cristina Petersen petersenc@camosun.ca if you wish to see the detailed results. Full research report pending (as of November 2024).