



This is a graded discussion: 5 points possible

due -

Week 3 Discussion: Translation apps (Make 3 or more posts this topic for full credit) 1st post due by Wednesday

18 86

*All discussions run from Monday to Sunday

Part 1: Lesson Plans (3 points)

Post your lesson from week 2 here. (as an attachment) Remember to include any applicable resources or worksheets.

Read and respond to at least 1 classmate about their lesson plan.

Is it clear? Would you add anything?

Part 2: Translation Apps (2 points)

Check out the following Android and iPhone apps.



[\(https://www.flickr.com/photos/98605132@N00/1516677570/\)](https://www.flickr.com/photos/98605132@N00/1516677570/)

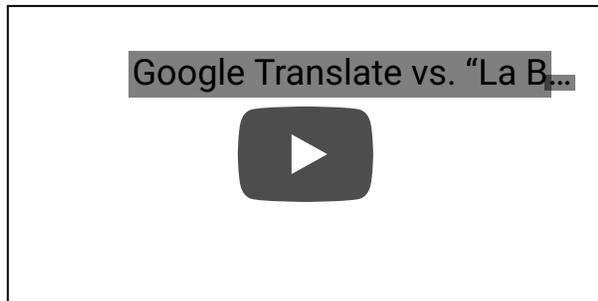
<https://www.geckoandfly.com/11934/google-language-translate-offline/>

[\(https://www.geckoandfly.com/11934/google-language-translate-offline/\)](https://www.geckoandfly.com/11934/google-language-translate-offline/)

They instantly translate Spanish, Italian and French to English using your camera. Is this useful for your students?

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had an experience using these or any translation apps like them?

(1 post on this topic necessary for maximum points)



<https://youtu.be/06olHmcJjS0>

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[Yolanda Leticia Massengale \(https://my.uclaextension.edu/courses/30897/users/149012\)](https://my.uclaextension.edu/courses/30897/users/149012)

Oct 19, 2020

They instantly translate Spanish, Italian, and French to English using your camera. Is this useful for your students?

I feel that translation apps can be helpful for many learning opportunities. In the classroom, they can reduce the affective filter when learning a new language. It can encourage shy and quiet students to participate in small groups when exploring a topic to assist with new vocabulary. Translation apps also make a fun tool when exploring a new city or a new area within their own city. For example, let's say that one of my students lives in Los Angeles and is

curious about dining at a restaurant in China Town; Baidu and Waygo can be great apps to assist with confidence and reduce the affective filter.

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had experience using these or any translation apps like them?

I feel that translation apps instill curiosity to learn new information. It keeps our brains interested in new meanings, interpretations, and discoveries of what our goals are on a day-to-day basis. They are all intended to allow us to communicate with one another no matter what language we speak. I think it is pretty cool how language has become accessible throughout the world with these apps. We no longer have to feel overwhelmed or discouraged from trying a new place without knowing the language. I have no experience with using these apps, but I definitely look forward to playing around with Google and Microsoft apps to start with.

[Tech Lesson #1-1.docx \(https://my.uclaextension.edu/files/4557341/download?download_frd=1&verifier=GMMcz2LleFA4dYBiPKSYz4mVpOWL5HyJP8puSIUw\)](https://my.uclaextension.edu/files/4557341/download?download_frd=1&verifier=GMMcz2LleFA4dYBiPKSYz4mVpOWL5HyJP8puSIUw)

← [Reply](#)



[Kelly H. Kim \(https://my.uclaextension.edu/courses/30897/users/146907\)](https://my.uclaextension.edu/courses/30897/users/146907)

Oct 19, 2020

Yolanda,

Your lesson plan is so simple, clear and effective. I like the way you are opening your class by singing a song. That will work as a nice ice breaker activity which will let your students to loosen up a bit. I assume your students (in the scenario) are beginners in learning English and those 'student practice' activities you wrote seem like easy ways to encourage their participations which ultimately will help them to learn and boost their confidence. You chose to use photos in teaching simple dialogues and I agree that's an effective approach. As we learned before, I believe lots of students learn better with some visual aids. I also like your ideas for the 'student self-assessment.' Although there are so many web tools available for students, sometimes it's fun to go back to the old fashioned way of creating things with our own hands using glues, pen and pencils. Overall, I like how every aspect of your plan is straight to the point and clearly linked to your objectives. I might go back to mine and simplify few things!

← [Reply](#)



Yolanda Leticia Massengale (<https://my.uclaextension.edu/courses/30897/users/149012>)

Oct 20, 2020



Good morning Kelly. You know it was quite a challenge to write the lesson plan. I have not written a lesson plan for years! I had to sit on it a lot and visualize my whole interaction with the students. I incorporated my experience from working with children at a private play-based school. I pretended that I was directing a play and knew that if I could envision it, I would be able to write it. I agree that there are many web tools, and I look forward to incorporating them into future lessons. Thank you for your support.

Yolanda

[← Reply](#)



Edris David (<https://my.uclaextension.edu/courses/30897/users/32108>)

Oct 19, 2020



Yolanda,

I enjoyed reading your lesson plan because it is very detailed. I also like that you included information about facial expressions, student-self assessment, and a rubric for checking student work. My only concern is the time allotted for this lesson plan. Can you disseminate this information in fifteen minutes while students self-assess and check their work against a rubric?

[← Reply](#)



Yolanda Leticia Massengale (<https://my.uclaextension.edu/courses/30897/users/149012>)

Oct 20, 2020



Hi, Edris. Great question. Will I be able to disseminate the information within 4-10 minutes? Not sure. I do know that I am excited and look forward to teaching my lesson. One of the most memorable lessons I learned when I was teaching elementary level was that a lesson is a great tool, but knowing how and what kind of support my students needed was what drove the lesson. Sometimes, all the information was able to be disseminated, and at other times it wasn't. Thank you for sharing. I appreciate your feedback.

[← Reply](#)



[Songchen Zhang \(https://my.uclaextension.edu/courses/30897/users/151940\)](https://my.uclaextension.edu/courses/30897/users/151940)

Oct 20, 2020

Hi Yolanda,

I love the way you started your class so much. I've never thought of starting a class with a song and I plan to try it afterward. Your lesson plan is very detailed. I really like the combination of craft and learning English in the Student practice area. I am looking forward to your class.

Best,

Songchen

[← Reply](#)



[Yolanda Leticia Massengale \(https://my.uclaextension.edu/courses/30897/users/149012\)](https://my.uclaextension.edu/courses/30897/users/149012)

Oct 20, 2020

Hi, Songchen. I learned that incorporating any art in learning is like a gem. I LOVE to sing and dance. I feel that singing is a great opportunity to enhance our ability to communicate. Our voices hold rhythm and tempo, and singing allows me to be creative with my learning. Have fun incorporating songs into your lesson. Thank you for your feedback.

Yolanda

[← Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 20, 2020

Yolanda,

Completely agree with you: "Have fun incorporating songs into your lesson." I also feel it is easier to remember words through a song. I will think about using a song in a lesson plan in the future too.

Rosie

← Reply



[Yolanda Leticia Massengale \(https://my.uclaextension.edu/courses/30897/users/149012\)](https://my.uclaextension.edu/courses/30897/users/149012)

Oct 21, 2020



Thank you, Rosie. Have fun singing with your students.

Yolanda

← Reply



[Lucilla Shin \(https://my.uclaextension.edu/courses/30897/users/71846\)](https://my.uclaextension.edu/courses/30897/users/71846)

Oct 25, 2020



Hi Yolanda,

I enjoyed your lesson plan. It looks well designed for younger kids who learn English for the very first time to help them recognize English as a part of play than a formal concept of learning a new language. Especially for younger kids, being familiar with any new language with less stress would be a great starting point to help them feel interested in learning. Your lesson plan looked well applied to The 6 Principle in Action with details. Thank you for sharing~.

Lucilla

← Reply



[Shuo Niu \(https://my.uclaextension.edu/courses/30897/users/139757\)](https://my.uclaextension.edu/courses/30897/users/139757)

Oct 25, 2020



Hello Yolanda,

Thank you for your post. I really like your lesson plan! I think all the outlines are clear and you clearly know what you are doing. I also like to open the class with a hook: for example, a game, a video, or a song. And I think in your case, start with a song is great!

← Reply



<https://my.uclaextension.edu/courses/30897/users/146907>

Oct 19, 2020



It is very interesting to see the advancement of the technology used in these translation apps. I think they may be useful in classrooms if they are utilized properly. Especially for the beginners who are new to learning English and lacking confidence, these apps can be helpful in reducing their anxiety by giving them quick hints and tips on the words they are unfamiliar with. This may encourage them to participate more easily.

To get the most out of these apps and minimize side effects, teachers will need to come up with smart ways to turn these tools into educational realia and prevent students from becoming overly dependent on them. While I highly agree these apps provide excellent level of intelligence that is valuable for their users, I also think they can be double edged swords to language learners. If not applied carefully, some of the learners may simply be overly dependent on these tools and lose motivations to learn the language themselves. Instructors should always provide enough support for their students and build the strong teacher-student relationship so they can seek the help of the teachers when needed rather than turning to these technologies for a quick solution.

As mentioned in one of the articles in this week's lecture on YouTube, teachers can create different activities using these apps as well. If I were to use this in my classroom, I would choose a class of beginners rather than intermediate or advanced students and suggest activities that are 'game-like.' For example, I would divide the class into teams and ask one person of each team to think of a word in their first language and use the translation app to present the word in English on the screen. The rest of the team can come up with as many English synonyms or related vocab words as possible. More words they come up with in given time, the team gets more points. Same set up can be tweaked to make it a guessing game. Another way to utilize these apps would be for the teachers to suggest a common phrase in English and have the students to use these apps to switch the phrase into their mother tongue. Those students can then teach their classmates and the teacher how to pronounce this phrase in their own language and share a bit of their culture as well.

I personally have no experience using these apps but from a glance, I like Google Translate the most out of the four listed on the link provided. It seems to support more languages than any other apps and I enjoyed using Google Translate for our previous assignment back in Week 1.

[WEEK 2 Creating a lesson plan - Kelly Kim 10142020-1.docx \(https://my.uclaextension.edu/files/4558596/download?download_frd=1&verifier=E6UKItUE0v0s2sxxME9RbpnUUCu7wAM9U0EeuOe\)](https://my.uclaextension.edu/files/4558596/download?download_frd=1&verifier=E6UKItUE0v0s2sxxME9RbpnUUCu7wAM9U0EeuOe)

[← Reply](#)





[Songchen Zhang \(https://my.uclaextension.edu/courses/30897/users/151940\)](https://my.uclaextension.edu/courses/30897/users/151940)

Oct 20, 2020

Hi Kelly,

I enjoyed reading your lesson plan because it was very informative.

I like how you approached it from the entry point of cultural differences, "write down few commonalities and differences of two cultures (American and Korean)".

I think the most important thing you should think about is the amount of time you plan to assign to this course. Can you distribute this information in ten minutes?

[← Reply](#)



[Kelly H. Kim \(https://my.uclaextension.edu/courses/30897/users/146907\)](https://my.uclaextension.edu/courses/30897/users/146907)

Oct 20, 2020

Songchen,

Thank you for your comment. The ten minute time constraint is exactly what I was concerned about as well. Thanks for pointing it out. I should think of a way streamline things to make it a bit more simple.

[← Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30897/users/148617\)](https://my.uclaextension.edu/courses/30897/users/148617)

Oct 20, 2020

Hello Kelly. I really enjoyed reading your lesson plan. I teach Kindergarten so I really did think about your topic because it's an age group and topic that I had not considered. I found it to be a highly interesting topic. When looking at your images, I could see 'body language' as an issue to talk about. I also imagine role play would be super important for this lesson. Thank you, I enjoyed this. Such a fascinating topic.

[← Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 20, 2020

Hi Kelly,

I like your 'game-like' activities idea. Both activities not only help students to learn more words but also enliven the classroom and engage students.

Thanks for sharing!

Rosie

← [Reply](#)



[Eva Schulte \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30897/users/147465) (https://my.uclaextension.edu/courses/30897/users/147465)

Oct 21, 2020

Hi, Kelly.

I really love the focus of your lesson. In a professional environment, expressing opinions and possible disagreement is truly an art. This lesson allows for the building of language skills and also critical thinking in a new cultural environment - very powerful! I appreciate the structure of your lesson and the way everything is cohesively bound. I'm curious why you picked your particular pre-assessment question and wonder if it might be more beneficial to you as the teacher to reframe it so that it's tied more to your goal (i.e. have you ever been in a situation at work where you've had to give your opinion?/ how does it feel if you have to give your opinion in a professional setting?) The scenarios you have come up with seem masterful as they could really allow for robust discussion and a variety of opinions which will make the lesson really effective. Your supplemental resources are also well-chosen. I'm betting if you set out to teach this, you'd be able to get a lot of mileage out of it as it seems like it could elicit a lot of great learning over several days! I am grateful for the ideas you've shared here.

← [Reply](#)



[Yolanda Leticia Massengale](https://my.uclaextension.edu/courses/30897/users/149012) (https://my.uclaextension.edu/courses/30897/users/149012)

Oct 21, 2020

Hi, Kelly, I agree about the usage and application of technology in the classroom.

Teachers need to use apps to enhance student learning while encouraging thinking skills as well. Game-like activities are great because it helps with verbal fluency and listening skills. It gets shy students to talk and interact with one another and to learn from each other.

I enjoyed your lesson because it gave me a sense of how to incorporate technology into a study. I look forward to being able to do this myself. I like how the rationale, objectives, and target language are clear. Some of the things that I feel would enhance your lesson would be to use a visual for "show of hands" that match your question. The thumbs up and

thumbs down have a sense of asking for understanding, dislike, like, agree, or disagree. The fact that your students are shy is an essential element in helping them achieve the objectives. For the inquiry prompt, adding visuals of the American and Korean culture in the professional field for students to share in groups would be fun. It would allow for your shy students to speak and learn from each other. For student practice, I would have two groups of 3 and 2 groups of pairs. Small groups increase output because the chances of each student to be able to speak increase. I think that a role play would also be fun for the conclusion instead of repeating after you. Think about the affective filter for your shy students. I hope this can be helpful.

Sincerely,
Yolanda

← Reply



Lucilla Shin (<https://my.uclaextension.edu/courses/30897/users/71846>)

Oct 25, 2020



Hi Kelly,

Thank you for pointing out that TESOL teachers have to have the discretion to apply technology to different levels of learners, nevertheless using technology in learning and teaching language is an important matter. I would agree with you that depending too much on language apps will eventually minimize the strong interaction between teachers and students because students expect instant solutions than fundamental learning in a new language. However, most of the English Apps look very useful for beginners.

Lucilla

← Reply

Deleted by **Edris David** (<https://my.uclaextension.edu/courses/30897/users/32108>) on Oct 21 at 4:12pm



Songchen Zhang (<https://my.uclaextension.edu/courses/30897/users/151940>)

Oct 20, 2020



Hi Edris,

I think you might forget to upload your lesson plan.

Best,

Songchen

← Reply



Edris David (<https://my.uclaextension.edu/courses/30897/users/32108>)

Oct 21, 2020

Thank you Songchen! It only uploaded the graphics.

← Reply



Eva Schulte (She/Her/Hers) (<https://my.uclaextension.edu/courses/30897/users/147465>)

Oct 21, 2020

I can't wait to see your lesson plan - your graphics have me hooked!

← Reply



Songchen Zhang (<https://my.uclaextension.edu/courses/30897/users/151940>)

Oct 20, 2020

Part 1: Lesson Plans: please see the attachment.

Part 2: Translation Apps

They instantly translate Spanish, Italian, and French to English using your camera. Is this useful for your students?

Learning a new language isn't always easy, but with the right resources, it will become easier. Translation Apps work great to solve the language issues and missing bits you may come across when you're chatting, reading, or watching TV or movies. They step right up and eliminate guesswork. Translation Apps facilitate communication. Students want to communicate effectively with others. Translation apps take the stumbling out of conversations and eliminate the need for silly hand gestures.

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had experience using these or any translation apps like them?

I wish these translation apps should be a little more accurate. I definitely used translation apps, when I was first coming to the US I used translation apps to read instructions for electrical and

furniture installation. I really liked Google Translate. There are a lot of similar translation apps in China, such as the Youdao translation app and the Continental translation app.

[Songchen Zhang-lesson plan UCLA TESOL.pdf \(https://my.uclaextension.edu/files/4559567/download?download_frd=1&verifier=GQVGLVL4Sz3ZBVo67fCYEEyoRMzUGs3ZTumJB0x9\)](https://my.uclaextension.edu/files/4559567/download?download_frd=1&verifier=GQVGLVL4Sz3ZBVo67fCYEEyoRMzUGs3ZTumJB0x9)

← [Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30897/users/148617\)](https://my.uclaextension.edu/courses/30897/users/148617)

Oct 20, 2020

Hello Songchen. I enjoyed reading your lesson plan. The simple cues and visuals would be very calming for these students. I can see the topic being one that they really would be happy with because it involves ice cream. Ordering ice cream would be totally age appropriate for this group. I would sense the nerves of having to order ice cream independently so the practice dialogue with you might help to calm their fears.

← [Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 20, 2020

Hi Songchen,

I enjoy reading your lesson plan. Who will not like ice cream? Ordering ice cream is an exciting and fun topic. I like: "Teacher gestures and dresses like a waiter." I also like: "match the word with the picture" activity.

The only question is about the time allotted. Since this is my first time to create a lesson plan, I guess we need to fill in time allocated in each section. I feel 15 minutes is not enough to complete so many activities. I know a regular class is about 40 minutes in high school. We need Kris's help to clarify the time.

Thanks for sharing the detailed plan!

Rosie

← [Reply](#)



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30897/users/147001\)](https://my.uclaextension.edu/courses/30897/users/147001)

Oct 21, 2020

Thank you for sharing your lesson plan, Songchen. For kids aged 15-17, ice cream should be an attractive topic to learn :) When I was at ESL school as a kid, the teacher had a mini-cooking session in English, and we all loved that class! A fun way to increase vocabulary.

← [Reply](#)



<https://my.uclaextension.edu/courses/30897/users/148617>

Oct 20, 2020



They instantly translate Spanish, Italian and French to English using your camera. Is this useful for your students?

For my current student body, no, these translation apps would not be helpful. My students cannot read written language (English or native language). For any other student body, adults included, yes, I would find the translation apps using a camera helpful and beneficial. I have used **Snap and Translate** myself to translate Arabic signs.

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had an experience using these or any translation apps like them?

We as a society are lucky to have apps such as these in our world today. They help us communicate with one another, provide us with the resources needed for personal & professional activities, and allow us to have an automatic lens into another language.

I live in Saudi Arabia. I have picked up some oral language (very limited!) but truly struggle to read Arabic, whatsoever. I started going to an Arabic tutor pre-covid and my brain nearly burst when I heard that each letter in the Arabic language is written differently depending on which part of the word it is located. For example, the **a** is written three different ways - one way at the beginning of a word, another way in the middle of a word, and a third way if it is located at the end of the word. **Snap and Translate** has been a lifesaver for me when it comes to reading signs around the area. I also use it to read my Drivers License and work visa!

Another fun fact about living over in Saudi is that we get daily, sometimes multiple per day, text messages from the Ministry of Health, the Ministry of Interior, the oil company that I work for, the local cell phone service company, etc. All messages are in Arabic. I used to delete them until I learned the hard way. Apparently, I had gotten a speeding ticket on the highway (husband driving my car!), and the ticket was texted to me (speed cameras). I had deleted it because I didn't know what it was. I thought it was just 'spam'. Several months later, my work visa could not be renewed because I had an unpaid speeding ticket. That's when I learned

that it's texted to us! Since then, I **Google Translate** every single Arabic text message that I get.

[Lesson Plan - MMQuinn.pdf \(https://my.uclaextension.edu/files/4559748/download?download_frd=1&verifier=pLLxg0Fr7XDqw3IFAI7oodL2G2ZnTtraqFJ3wjkg\)](https://my.uclaextension.edu/files/4559748/download?download_frd=1&verifier=pLLxg0Fr7XDqw3IFAI7oodL2G2ZnTtraqFJ3wjkg)

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/30897/users/147686\)](https://my.uclaextension.edu/courses/30897/users/147686)

Oct 20, 2020

Hi Melissa, I love how you incorporated Math and English together in your lesson. You get to teach not only just one subject but also another one. Two birds with one stone! I agree repetition is key for students to get used to what they speak and be comfortable of speaking it. The visuals you provided seems very fitting for the targeted grade level as well!

← [Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 20, 2020

Melissa,

LOL, I can imagine how difficult to learn Arabic. Thanks for sharing the story!

Your lesson plan contains a lot of information. Teaching Kindergarten is very different from old kids. Your lesson plan reminds me that we need to think about whether materials and technology tools are age-appropriate carefully.

BTW, The scenario in your lesson plan seems not in Kris's 4 scenarios.

Rosie

← [Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30897/users/148617\)](https://my.uclaextension.edu/courses/30897/users/148617)

Oct 21, 2020

It was - she added a 5th.

← [Reply](#)



[Eva Schulte \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30897/users/147465) (<https://my.uclaextension.edu/courses/30897/users/147465>)

Oct 21, 2020

Hi, Melissa.

This is an excellent lesson for young children! I read it and realize I might actually miss teaching little ones:-) First of all, what a great way to work across the curriculum. I appreciate your thoughtfulness in the pre-assessment and also that you have a contingency plan to review needed background info if required. Your visuals are engaging and ones that will leave a lasting memory for the students (they will always remember that the alligator eats the larger quantity- I used that with high school students who had trouble with inequalities!) The fact that your lesson incorporates movement is icing on the cake. The kids get to practice their number sense, their language skills, build community and have fun all at the same time. I'm curious what the self-assessment would look like in regards to the students' interaction with the teacher. Is it formal or informal? Is there anything else they could do to debrief afterward or do you think it would be superfluous? It's been a while since I've taught students at that age group. I love your creativity.

[← Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/30897/users/147480) (<https://my.uclaextension.edu/courses/30897/users/147480>)

Oct 23, 2020

Hi Melissa,

The math lesson for six to nine-year-olds looks really fun and inventive. I liked the hook with the monsters and alligators. Combining an English lesson with a math game is a good way to keep children from different cultural backgrounds engaged. To me, math is universal and applicable for real world situations. I know how Kindergarten kids can lose focus when something is too hard. Making a game with monster & alligator visuals makes it seem less intimidating.

Your stories of Saudi Arabia sound so intriguing to me! I get the sense of the unique kind of frustration you get from working there. Especially the traffic ticket story. Thank you for sharing that!

[← Reply](#)



[James Oliver](https://my.uclaextension.edu/courses/30897/users/141510) (<https://my.uclaextension.edu/courses/30897/users/141510>)

Oct 25, 2020

This lesson is a great blend of subjects! Using math to teach English seems like a great strategy. I like the visual queues for small and big, that is a great way for students to be reminded of the word's meaning. Subtle queues help a lot to keep the students on track.

I like the video, that's a serious earworm! Have you used this in a real setting? I'm curious about how students react.

What exactly is the "monster" in the game? Is that just a marker for whatever number the students pick? I like how the game has built-in repetition through guessing. The question/response is a good method and opportunity for students to use the new vocab in a real setting. Any idea of how you'll close the class? Nicely done!

← [Reply](#)



Shuo Niu (<https://my.uclaextension.edu/courses/30897/users/139757>)

Oct 25, 2020

Hello Melissa:

Thanks for your share of the lesson plan. I think it looks great and I am actually very surprised that you plan to combine math and English teaching together. This gives me some great ideas. I would never have thought that we can combine different subjects together. Maybe next time, I will think about cooperate with PE and English together. That's a thought!

Shuo

← [Reply](#)



Rosie Bu (<https://my.uclaextension.edu/courses/30897/users/149715>)

Oct 20, 2020

They instantly translate Spanish, Italian, and French to English using your camera. Is this useful for your students? What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had experience using these or any translation apps like them?

Technology is an important addition to help an ESL student. I remembered when I took my first course in college in the US. I had a high affective filter. I was afraid that I didn't understand the teacher's questions, couldn't follow along with the teacher's lectures, and looked stupid. I purchased a Lexicon translator device, which made my study much more efficient. These camera translation apps are much better than my old translation device now. I know these translation apps are beneficial for new international students.

As an ESL teacher, there's a good chance I don't speak my students' native languages. These translation apps can be handy if I ever need to translate something into students' mother tongue for teacher-student and teacher-parent chats. It can also quickly unblock students' doubts and keep them follow along with presentations and materials.

I use Google Translator a lot to assist seniors in seeing doctors. I also like the translation voice caption, which helps me follow unfamiliar topics.

[Rosie_Creating a lesson plan Pre- Directions-3.docx \(https://my.uclaextension.edu/files/4560807/download?download_frd=1&verifier=qHgK9YU7xGBWMD4esWVX6WDFM25WMMiKZKpnbFcuc\)](https://my.uclaextension.edu/files/4560807/download?download_frd=1&verifier=qHgK9YU7xGBWMD4esWVX6WDFM25WMMiKZKpnbFcuc)

← [Reply](#)



[Silver Park \(https://my.uclaextension.edu/courses/30897/users/147686\)](https://my.uclaextension.edu/courses/30897/users/147686)

Oct 20, 2020

It is true that you come to teach students where their native language is not your primary language. So Google Translate can come handy when you're trying to communicate with them. Nice meeting you Rosie!

← [Reply](#)



[Edris David \(https://my.uclaextension.edu/courses/30897/users/32108\)](https://my.uclaextension.edu/courses/30897/users/32108)

Oct 21, 2020

Hi Rosie,

I enjoyed viewing your lesson plan and think that you provide some great student directed questions. The Cloud Game is unique. This game taps into the cultural diversity experience piece. It allows students time to discuss their culture and traditions. Your student self-assessment component should be exciting and will probably lead to many intense discussions, especially if they debrief in pairs.

← [Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)



Oct 22, 2020

Hi Edris,

Thanks for the comments! I will do a little bit of research to see how to handle self-assessment better. It is so interesting to learn new things every week!

Rosie

← Reply



James Oliver (<https://my.uclaextension.edu/courses/30897/users/141510>)

Oct 25, 2020

Hi Rosie!

That is promising that you successfully use Google translate in a real-world setting. I've really only used it in this course and was wondering about it's usability.

I agree that these apps can be useful in helping students out of a hard place. It can be very frustrating to be blocked by one word and not be able to understand. I also foresee their value in communicating with parents at home! I imagine we will encounter many languages in this field. Thanks for sharing!

← Reply



James Oliver (<https://my.uclaextension.edu/courses/30897/users/141510>)

Oct 20, 2020

I think translation apps are helpful for students but their use should be limited. I could see the tendency for students to revert to a translation app and miss opportunities to learn through practice and making mistakes. Learning a language requires a lot of application and committing errors to make progress. It is tempting to take the easy route and quickly figure out the word or phrase, but this is unlikely to help in the long run. The translation app should be used to help move the learning along when students are stuck but not as a regular tool. All that said, I do think they are a great invention! I can see them being very practical for getting around in foreign countries or translating phrases/sentences from various languages. They would also be helpful for individuals to communicate when there is no common language. It will be interesting to see how these develop over the years!

[Lesson 1 \(1\).pdf \(https://my.uclaextension.edu/files/4561002/download?download_frd=1&verifier=uLvfhHpMk9mDmDEKy274oO8AAIzAVu4nV98aj7M\)](https://my.uclaextension.edu/files/4561002/download?download_frd=1&verifier=uLvfhHpMk9mDmDEKy274oO8AAIzAVu4nV98aj7M)

← [Reply](#)



[Yolanda Leticia Massengale \(https://my.uclaextension.edu/courses/30897/users/149012\)](https://my.uclaextension.edu/courses/30897/users/149012)

Oct 21, 2020

Hi, James. This is Yolanda, nice to meet you. Yes, making mistakes in learning are super important. It is interesting to me how we forget that mistakes are actually stepping stones in learning language or any other skill. Great point!

← [Reply](#)



[Eva Schulte \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/30897/users/147465\)](https://my.uclaextension.edu/courses/30897/users/147465)

Oct 21, 2020

Hi, James.

I chose the same scenario as you and want to begin by saying the way you open and close this lesson is fabulous! Students will undoubtedly be engaged from the beginning to the end. Having the customer profiles on cards is a really clever way to help the students evaluate the menu and practice various vocabulary. I love the way you've scaffolded this lesson with the materials you've created. The students are set up for success!

← [Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 22, 2020

Hi James,

I like the beginning and end of the class. Role play is an effective way for students to practice real-life situations. The last video is hilarious.

Thanks for sharing!

Rosie

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/30897/users/147480) (<https://my.uclaextension.edu/courses/30897/users/147480>)

Oct 23, 2020

Hi James,

I liked the part where you mentioned making mistakes is an opportunity for students to learn. It resonated with me, because I've learned late in life that making mistakes is part of the process. I've avoided mistakes for as long as I could remember. Using translation apps could very well take away that experience of learning through trial and error.

[← Reply](#)



[Silver Park](https://my.uclaextension.edu/courses/30897/users/147686) (<https://my.uclaextension.edu/courses/30897/users/147686>)

Oct 20, 2020

PART 1:

LESSON PLAN POSTED!

PART 2:

I have used the camera function of Google Translate before when I was traveling around in college! This is a great application and function you can use when you are having a hard time reading or understanding things while you are exploring around in another country where English is not the primary language. I used it when I would take subways and they did not have directions in English. I didn't know what to type because it was a completely different picture for me to recognize. So I would just pull out my phone and put it against the pictures or signs and it would instantly translate for me to read in English. I was able to travel to India for a gospel trip a couple years back, and me and some of my peers went to a restaurant. None of us did not know how to order food in any possible way because the menu in that restaurant was all written in Hindi. So we took one of our phones out that had data and just simply put the camera near to the menu. It translated directly in English and we got to order what we wanted to eat. It seems like now you can download the languages you need before you travel so you can use it offline too! It could be very useful to my students especially when they're traveling. I would recommend this for them to have one of the useful tools and resources to use.

[Lesson Plan-1.pdf](https://my.uclaextension.edu/files/4561010/download?download_frd=1&verifier=XPj5ozdqtkm5ke1CwUZxK569qGccbJF7AGekSGtO) (https://my.uclaextension.edu/files/4561010/download?download_frd=1&verifier=XPj5ozdqtkm5ke1CwUZxK569qGccbJF7AGekSGtO)

[← Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 20, 2020

Hi Silver,

The technology is amazing: it made so many things from impossible to possible.

Rosie

[← Reply](#)



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30897/users/147001\)](https://my.uclaextension.edu/courses/30897/users/147001)

Oct 20, 2020

Part 1: Lesson plan attached!

Part 2:

They instantly translate Spanish, Italian, and French to English using your camera. Is this useful for your students?

Google Translate app can instantly translate text by pointing your phone's camera at the target language. I think this is very useful for my students. I experimented to see how accurate this app translates Japanese to English, and vice versa. The translation came out a little unnatural, but I understood what's written. It seemed unnatural because the structure of English and Japanese are different. However, Google Translate app is a fun and practical tool that works in real-time.

I can use this app in my class when we practice being a tour guide. For example, to explain how to get to a shrine, students can look up the vocabulary words for directions and signs instantly. By using this app, students can eventually remember the targeted translation. I think this is a fun and friendly way to start learning English for a beginner who has very limited English vocabulary. Better still, students can keep learning outside of the classroom by simply pointing the camera to the target language. I believe consistency is the key to learning English, and this is a very fun and sustainable way to start learning.

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had an experience using these or any translation apps like them?

I downloaded the app and used it for myself. I enjoyed it a lot! I would love to use this app in my class to mix things up and make the class fun. Since we have a great translation tool, we should use it. We just need to know that this is not perfect, but it will greatly help to keep the conversation rolling without hesitating due to a lack of vocabulary. I can use this app in my class when we practice being a tour guide. For example, to explain how to get to a shrine, students can look up the vocabulary words for directions and signs in real-time. I would personally use it when I travel to a non-English speaking country to read signs. I think it's so cool to have a device that instantly translates!

[Creating a lesson plan Pre- Directions-1.docx \(https://my.uclaextension.edu/files/4561498/download?download_frd=1&verifier=QACHzPt8HxTfVVluOGaHOnsJZNfPR038j2qe0R!\)](https://my.uclaextension.edu/files/4561498/download?download_frd=1&verifier=QACHzPt8HxTfVVluOGaHOnsJZNfPR038j2qe0R!)

← [Reply](#)



[Kelly H. Kim \(https://my.uclaextension.edu/courses/30897/users/146907\)](https://my.uclaextension.edu/courses/30897/users/146907)

Oct 20, 2020

I like your lesson plan Aya. The age group of 18 to 35 is a big gap and it might have been a tough group to select a topic but I think you did a great job in making the lesson engaging for all. I also think learning different prepositions is very important in English and I like the way you included them in your concluding instructions. Thanks for sharing.

← [Reply](#)



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30897/users/147001\)](https://my.uclaextension.edu/courses/30897/users/147001)

Oct 24, 2020

Thank you Kelly. I still remember the song to learn prepositions that my ESL teacher taught me! A fun way to memorize, and yes, it's very important.

← [Reply](#)



[Eva Schulte \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/30897/users/147465\)](https://my.uclaextension.edu/courses/30897/users/147465)

Oct 20, 2020

Part One:

[TechLessonPlanDiningOut.docx \(https://1drv.ms/w/s!AvJ58ffdKWJVivfbOMuGOjjzjOGE?e=nsj1fp\)](https://1drv.ms/w/s!AvJ58ffdKWJVivfbOMuGOjjzjOGE?e=nsj1fp)

Part Two:

I am really intrigued by these translation apps which can help non-native speakers access spoken and written language. I think as an instructor, particularly with students at the very beginning of their journeys, there could be some real connections made using these aides. Ultimately, the goal is to foster confident and meaningful communication and being able to translate words or phrases to get that ball rolling seems like a positive thing. The caveat is, of course, that they cannot be over-relied upon. As an instructor, I'd utilize these in very limited and particular circumstances. I think ultimately, if instruction is well-thought out and sound, there should be ample ways to convey meaning without needing a translation tool. I'd prefer to rely on videos, pictures, body language/mime rather than a translation app. Ultimately, I think these modes help to imprint language more effectively. Again, though, at the beginning of language learning, having a tool that could help and, more importantly, build confidence and reduce anxiety is a good thing. I think for a student to have an app like this in his or her tool belt when not in class would be beneficial. Personally, as someone who travels, I am excited to utilize these resources moving forward when I'm some place where I may not have all the skills I need to get by.

← [Reply](#)



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30897/users/147001\)](https://my.uclaextension.edu/courses/30897/users/147001)

Oct 21, 2020

Hi Eva,

Thank you for sharing your lesson plan! I like your idea of starting a class by playing a short video vignette. That will give the students a more realistic idea of the dining experience. Eating out overseas will be a very practical lesson, and I'm sure the students will enjoy learning. When I first came to the US, I was surprised that I had to speak a lot just to order one meal. For example, ordering a burger - how would you like it cooked? Salad - what dressing? etc. It was really an accomplishment for me to be able to order back then!

← [Reply](#)



[Jennifer Win \(https://my.uclaextension.edu/courses/30897/users/152045\)](https://my.uclaextension.edu/courses/30897/users/152045)

Oct 21, 2020

Hi Eva,

During the hook, is there anything specific that you would reflect on when sharing your personal experience of going to a Mexican restaurant? I like that you have a menu from a real restaurant and a video to capture their attention and draw them into the lesson. Although, the facial expressions of the characters in the video could distract from the dialogue. That's an interesting idea for the group activity for student practice. I've never seen that done before, with two students acting as the coaches. I'm sure it would be challenging for students to practice the dialogue without looking at the paper, but it's necessary for them to practice responding to people. Overall, your lesson is clear. I don't think there's anything I would add.

← [Reply](#)



[Eva Schulte \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30897/users/147465) (https://my.uclaextension.edu/courses/30897/users/147465)

Oct 22, 2020



Hi, Jennifer.

Thanks for your feedback. I have to be honest with you, I watched a few videos and had a hard time choosing one that fit what I was looking for. I think maybe engaging videos that target teaching English are an untapped market! I think you're right in saying this one leaves something to be desired. If I had the time/resources, I'd probably make my own to model just the target language.

← [Reply](#)



[Jennifer Win](https://my.uclaextension.edu/courses/30897/users/152045) (https://my.uclaextension.edu/courses/30897/users/152045)

Oct 20, 2020



Attached is my lesson plan. Unfortunately, there is no way to attach more than one file to each post, so I have attached 2 of my visuals as PDFs in separate posts below. Sorry, you'll have to look at 3 different posts to see all the parts of my lesson. (I contacted Canvas tech support, and he said the option to attach multiple files in a reply was not turned on for this specific course.)

Jennifer

Edited by [Jennifer Win](https://my.uclaextension.edu/courses/30897/users/152045) (https://my.uclaextension.edu/courses/30897/users/152045) on Oct 20 at 10:59pm

[Lesson Plan Symptoms Jennifer Win.pdf](https://my.uclaextension.edu/files/4562371/download?download_frd=1&verifier=MrTuQ7dPoROYXNLLv3KyWlhsDVfUw8KwoUXAoCHj) (https://my.uclaextension.edu/files/4562371/download?download_frd=1&verifier=MrTuQ7dPoROYXNLLv3KyWlhsDVfUw8KwoUXAoCHj)

← [Reply](#)



[Jennifer Win \(https://my.uclaextension.edu/courses/30897/users/152045\)](https://my.uclaextension.edu/courses/30897/users/152045)

Oct 20, 2020

Attached is the "COVID-19 Symptoms" visual.

[COVID19-symptoms-1.pdf \(https://my.uclaextension.edu/files/4562379/download?download_frd=1&verifier=q11VSmbpGm2STbRaWM0fweVx99iGxlvgswhC9AFV\)](https://my.uclaextension.edu/files/4562379/download?download_frd=1&verifier=q11VSmbpGm2STbRaWM0fweVx99iGxlvgswhC9AFV)

← [Reply](#)



[Jennifer Win \(https://my.uclaextension.edu/courses/30897/users/152045\)](https://my.uclaextension.edu/courses/30897/users/152045)

Oct 20, 2020

Attached is the "COVID Screening Questions" visual.

[CDC Covid Screening Questions-2.pdf \(https://my.uclaextension.edu/files/4562392/download?download_frd=1&verifier=dCHZ3KqXWXmWI8di04kFZpBHlipMpIMTlvZ6lqOp\)](https://my.uclaextension.edu/files/4562392/download?download_frd=1&verifier=dCHZ3KqXWXmWI8di04kFZpBHlipMpIMTlvZ6lqOp)

← [Reply](#)



[Jennifer Win \(https://my.uclaextension.edu/courses/30897/users/152045\)](https://my.uclaextension.edu/courses/30897/users/152045)

Oct 21, 2020

Review of Translation Apps

Yes, translation apps are useful for my students. In my previous job, many of the office staff could speak Spanish, but no one in the office could speak Chinese. The students and office staff frequently used translation apps on their phones to communicate when students came in to register for English class or change their schedules. Students in my Beginning Low ESL class used translation apps to explain to me why they will be absent the following week. Even though I can speak some Chinese, I used a translation app a few times during individual student conferences to make sure the student and I understood each other. Some students used translation apps on their phones to translate new vocabulary words that were introduced in the textbook. In all these situations, Google Translate was used to translate both written and spoken language, as it is the most well-known translation app. The translation was not always accurate, and a few times Google pronounced a word incorrectly, but for the most part it was helpful. One common problem was when we learned about the noun produce and Google kept saying the verb produce. Students were using the translation app to scan the word and then clicking on the icon to listen to the word. (The key is to put the word in a sentence for more accurate translation and pronunciation.) Some of the other translation

apps, such as Baidu and Waygo, don't have as many languages available, but I would be interested to know if Waygo has more accurate translations in Chinese than Google Translate.

← [Reply](#)



[Rosie Bu \(https://my.uclaextension.edu/courses/30897/users/149715\)](https://my.uclaextension.edu/courses/30897/users/149715)

Oct 24, 2020

Hi Jennifer,

The skeleton image is very informational. Students can learn and get familiar with the primary body and health-related vocabulary. We don't use those words often, but it is very needed when seeing doctors. I still remembered when I first time saw a doctor in the US. I had to bring a friend to translate the symptoms for me. I know this is a very useful topic for an international student.

Thanks for sharing!

Rosie

← [Reply](#)



[Valerie Smith \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/30897/users/150889\)](https://my.uclaextension.edu/courses/30897/users/150889)

Oct 21, 2020

Part 1:

See attached

Part 2:

I used Google Translate for the translation exercise earlier in the quarter; I did not, however, use the app with the built in camera. After reviewing this app, I am amazed at this technology. I envision using this for interactive assignments that ask students to engage with signs they encounter in their communities and use the app to translate them. This culminates with students sharing their experiences and reflecting on the types of signs they translated. I also imagine that students could use this type of app as a self-check, first guessing what the sign says and means and then checking the app for correction. These apps seem to be a great way to use newer technologies in the language learning classroom. Although I have not used them previously, I look forward to incorporating this technology into the learning environment.

[Smith V Assignment 2 Lesson Plan .pdf \(https://my.uclaextension.edu/files/4563440/download?download_frd=1&verifier=tp1NFErICVqnehfDtet16JK5hXOt1NVZuA6HknYa\)](https://my.uclaextension.edu/files/4563440/download?download_frd=1&verifier=tp1NFErICVqnehfDtet16JK5hXOt1NVZuA6HknYa)

[← Reply](#)[Edris David \(https://my.uclaextension.edu/courses/30897/users/32108\)](https://my.uclaextension.edu/courses/30897/users/32108)

Oct 21, 2020

They instantly translate Spanish, Italian and French to English using your camera. Is this useful for your students?

Translating Spanish, Italian, and French to English using a camera is extremely useful for students because students can quickly decipher a language in a restaurant, supermarket, or airport. This app should translate into more languages for utilization at schools, in business, and during travel.

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had an experience using these or any translation apps like them?

Recently, a person stated that she purchased health insurance at a bank in Portugal. The bank offered three plans, and she chose the least expensive basic plan simply because the documents were long and in Portuguese, a language she did not know. If she had this app, she would have been able to instantly translate and determine the best insurance plan. I would use this app in another country or while learning a language. I have never used a translation app that uses a camera. I have only used Google Translate, and in my opinion, this app is more effective than Google Translate simply because it is interactive, allowing for immediate response.

[Business Greeting Lesson Plan-5.pdf \(https://my.uclaextension.edu/files/4564021/download?download_frd=1&verifier=A2aCggVkGWvqRrOdmKPJJUY0zeymVUDvy0n2QNUG\)](https://my.uclaextension.edu/files/4564021/download?download_frd=1&verifier=A2aCggVkGWvqRrOdmKPJJUY0zeymVUDvy0n2QNUG)

[← Reply](#)[Jennifer Win \(https://my.uclaextension.edu/courses/30897/users/152045\)](https://my.uclaextension.edu/courses/30897/users/152045)

Oct 21, 2020

Edris,

Your story of the woman in the bank reminds me of when I taught English in China and I had to sign a long work contract that I couldn't read. I had to trust that my supervisor's paraphrase was accurate. We only had paper dictionaries to use back then!

← [Reply](#)



[Rich Strangfeld \(https://my.uclaextension.edu/courses/30897/users/136231\)](https://my.uclaextension.edu/courses/30897/users/136231)

Oct 21, 2020

Part 1

My lesson plan and the related visual are attached.

Part 2

I think camera-based translation apps are a great invention, both for travelers and for language learners.

For me, their best application is in traveling, especially in a country where signs are hard to read. When the local language is Latin- or German-based and the alphabet is Roman, it's often possible for an English speaker to figure out place names and some other words on signs, but in a country with a different alphabet and fewer similarities in words, that breaks down quickly. A dictionary is not much help with an unfamiliar script. A camera-based translation app, on the other hand, takes care of both the script and the actual meaning of words... and does it almost instantly.

I haven't yet tried traveling using a camera-based translation app, but I expect it would make a huge difference in how easy it is to find your way around a city or a store. I'm looking forward to trying this out at some point in the future when travel becomes an option again.

In the adult ESL classroom, I have had students use camera-based translation apps to quickly translate things on the board or on posters into their own language. That is helpful in the same way that having a dictionary is helpful in the classroom, but with much faster results.

If a student were to rely on an app like this all the time rather than trying to read and understand the English directly, that would be a problem, but that has not happened in my class. I have only seen students use these apps sparingly, typically just as a tool to get past some word or phrase that is a particular obstacle, and to move on to the rest of the material without electronic help. Used that way -- whether in the classroom or out of it -- the translation app is a useful tool, a stress reducer, and a help in learning English.

[Strangfeld Assignment2 Lesson Plan-1.docx \(https://my.uclaextension.edu/files/4564220/download?download_frd=1&verifier=jvXHX0xojxJ2nXCHfohnclMtV0RDXGrkcJonBXDC\)](https://my.uclaextension.edu/files/4564220/download?download_frd=1&verifier=jvXHX0xojxJ2nXCHfohnclMtV0RDXGrkcJonBXDC)

← [Reply](#)



[Rich Strangfeld \(https://my.uclaextension.edu/courses/30897/users/136231\)](https://my.uclaextension.edu/courses/30897/users/136231)

Oct 21, 2020

I couldn't figure out how to attach the second file to my main posting, so here it is in a comment.

Thanks for reading!

Rich

[Strangfeld_Assignment2_Greeting_Graphic-1.docx \(https://my.uclaextension.edu/files/4564221/download?download_frd=1&verifier=EohtshivNg9ZwGPAU5mtjKnKqZPx1hiV6sVbTS3\)](https://my.uclaextension.edu/files/4564221/download?download_frd=1&verifier=EohtshivNg9ZwGPAU5mtjKnKqZPx1hiV6sVbTS3)

← [Reply](#)



[Debora Rashidi \(https://my.uclaextension.edu/courses/30897/users/121667\)](https://my.uclaextension.edu/courses/30897/users/121667)

Oct 25, 2020

Hi Rich,

I love how your lesson plan is so easy to follow and extremely clear for the students. I do not think the students will have any trouble following you throughout this lesson. I really like how you mention the "good night" greeting belonging to the "good bye" column. I think this can be very confusing for ELLs as in lots of languages there is just one way to mean "good night/good evening", so I find this very useful!

I also like the realia you are planning to use, like the clock, graphic chart, and cards. I believe visuals are extremely important when teaching ESL, so this is great!

Overall, I strongly believe you did a great job putting this lesson together, and I'm sure your students will only benefit from your work!

Great job!

--

Part 2:

I completely agree with you about not overly using the online translators. I can relate this to a student I had several years ago. This student relied on the translator so much that she could not focus in class, and that definitely had a negative impact on her learning as she started to fall behind. At first, I would try to make her more confident without using her phone, but she was really shy and so I felt like she needed that reassurance the translator would give her. This was hard to deal with at first, but slowly she became more confident in herself and started to use her phone less, which made me so proud!

That said, I understand the "need" for using translators, but as educators, we should be all careful when allowing our students to using this type of tool so they do not end up relying too much on them.

Thanks for sharing!

Debora

Edited by [Debora Rashidi \(https://my.uclaextension.edu/courses/30897/users/121667\)](https://my.uclaextension.edu/courses/30897/users/121667) on Oct 25 at 6:08pm

← [Reply](#)



[Debora Rashidi \(https://my.uclaextension.edu/courses/30897/users/121667\)](https://my.uclaextension.edu/courses/30897/users/121667)

Oct 25, 2020

Ps: I just got to open the second link to the realia, and I LOVE it all! This will be a great lesson, Rich!!

← [Reply](#)



[Kim Doan \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/30897/users/151802\)](https://my.uclaextension.edu/courses/30897/users/151802)

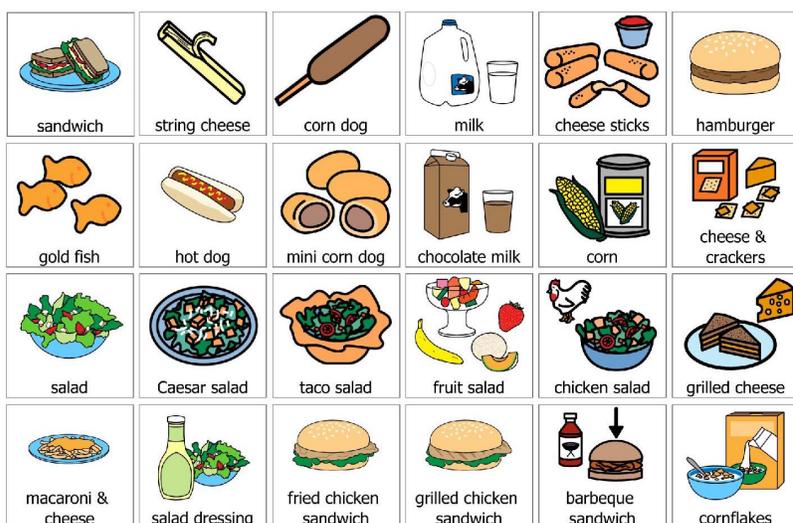
Oct 21, 2020

Part 1 Lesson Plan:

Hello,

Attached is my "How to order food at a restaurant" lesson plan for Spanish speaking high school students. I included some applicable resources, the introduction youtube video and a sample of the flash cards / picture board that I'll use during the lesson. For copyright reasons, I didn't attach all of the flash cards or the menus. The Youtube video below is a Screen-Cast-O-Matic edited shortened version of another youtube video that had very colorful language in the end. I cut out the ending to make it G-rated for my audience.

Ordering at a restaurant



Part 2: Translation Apps

Are the translation apps useful for students? What are my thoughts or opinions about these apps? Would I use them? If so, how? Have you had experience using these or any similar translation apps?

In all honesty, I really do love translation apps, have used them in the past and present and will probably continue to use them when I teach ESOL. With this being said, I am also concerned / worried that students might become dependent on translation apps if allowed to use them without any limitations. On the one hand I realize that translation apps are a valuable resource that are similar to the dictionaries of old days, something that I grew up with. I remember having to look up words often multiple times when I was a young ELL student. I also

sometimes used an alternate dictionary when the first one didn't provide a definition that I could comprehend. I feel that we are so lucky to be living in a world where entire blocks of text can be translated from English into a student's native language, where pronunciation and comprehension is available at our fingertips but we should also be aware of possible caveats and dependency on translation apps.

Since my personal philosophy is that learning should be fun, authentic and applicable in real life situations, I would allow students to use translation apps as a resource for specific purposes, such as pronunciation and for comprehension, but also somewhat limit their use in the classroom and provide opportunities for growth and language acquisition through speaking and listening activities, conversational practice with peers and role play.

Edited by [Kim Doan \(https://my.uclaextension.edu/courses/30897/users/151802\)](https://my.uclaextension.edu/courses/30897/users/151802) on Oct 21 at 5:53pm

[UCLA Lesson Plan - How to order in a restaurant-2.docx \(https://my.uclaextension.edu/files/4564335/download?download_frd=1&verifier=BDWCkctcWjNpMoAfjvu0ckvDUoTuBfQqM8Ks5QVL7\)](https://my.uclaextension.edu/files/4564335/download?download_frd=1&verifier=BDWCkctcWjNpMoAfjvu0ckvDUoTuBfQqM8Ks5QVL7)

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/30897/users/147480\)](https://my.uclaextension.edu/courses/30897/users/147480)

Oct 21, 2020

Hi Kim,

I loved the hook to your lesson plan. I immediately enjoyed watching the clips you put together from various TV and Film sources. They really set the tone for what the lesson will be about. Because these are teenage Spanish students, I think they'll have an easy time reading the flashcards. With these tools, participation will go smoothly when they role-play as customer and waiter. The structure of the lesson is very straightforward and simple. The lecture component, role-play, and review/quiz make for an excellent hour of learning.

← [Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/30897/users/438\)](https://my.uclaextension.edu/courses/30897/users/438)

Oct 22, 2020

Hi Kim,

You bring up a great point when you pointed out you cut part out to make it G rated! As teachers we need to take the time to preview everything. Seems like a no brainer but sometimes we get busy and do things fast.

"With this being said, I am also concerned / worried that students might become dependent on translation apps if allowed to use them without any limitations"

How can we as teachers help to prevent this dependence?

← [Reply](#)



[Lucilla Shin \(https://my.uclaextension.edu/courses/30897/users/71846\)](https://my.uclaextension.edu/courses/30897/users/71846)

Oct 25, 2020

Hi Kim,

I was impressed that your lesson plan indicated how you would allot one hour to each stage of your lesson. When I made my lesson plan, I checked with the sample plan provided in this week, where the allotted plan time was 15 minutes. I wondered if it meant the time for planning lesson or actual lesson time. With hesitation, I put my lesson time as 20 minutes. However, 20 minutes might be rather limited to help paired students for practice.

I liked your theme for lesson. Ordering food using an unfamiliar language in the restaurant in a new country would be nervous moment. With your lesson you students will learn how to order dishes politely. Your lesson will encourage your students to order food with confidence and will help their dining time more relax and fun! Thank you for sharing!

Lucilla

← [Reply](#)



[Debora Rashidi \(https://my.uclaextension.edu/courses/30897/users/121667\)](https://my.uclaextension.edu/courses/30897/users/121667)

Oct 21, 2020

Hi everyone!

Please find my lesson plan attached.

--

After reviewing the different online translators, I can say that I find them extremely useful for my students. Also, after reading one of the articles for this week, I can link the reason why I think online translators can be useful: the more the students understand in class, the more they will feel confident in being in class, which automatically leads to a better learning experience, and I truly believe translators can be a big part of that confidence builder.

I would allow my students to use these apps at certain times, for instance, when they need to look a word up, or simple phrases. I would not encourage my students to use these translators for more complex sentences, as translators can be inaccurate for longer sentences instead of shorter sentences or single words.

I have not yet used translators using my camera, so I cannot say for sure they work really well, but I will definitely start to explore more of them and share them with my students, so they can try them out as well. As a learner of English myself, I very often find myself using Google Translate, and I think it is very useful for looking up basic words/phrases throughout the day, but I still have to try using the camera as a translator and see if I like that as well.

[Rashidi Debora Assignment2 LessonPlan-1.docx \(https://my.uclaextension.edu/files/4564426/download?download_frd=1&verifier=25gQUxFxqQpYHLOCazSGLcRs61O9dcryguWYqUYv\)](https://my.uclaextension.edu/files/4564426/download?download_frd=1&verifier=25gQUxFxqQpYHLOCazSGLcRs61O9dcryguWYqUYv)

← [Reply](#)



[Rich Strangfeld \(https://my.uclaextension.edu/courses/30897/users/136231\)](https://my.uclaextension.edu/courses/30897/users/136231)

Oct 25, 2020

Hi Debora

I agree completely that a translator app helps students have more confidence by being able to look up a word or a simple phrase. It reduces the risk of their being completely lost, and that should help lower stress.

I like your lesson plan. Your introduction of yourself is both a way of modeling what you want students to do and a good beginning to connecting with your students. The questions and answers that you provide with blanks give enough structure and scaffolding that students should be able to complete them and use them themselves, even if they are not able to form such questions on their own. Then having students ask and answer the questions pairwise with numerous classmates gives them good practice and a great start at meeting one another, again building connection in the class.

In my own class with a much wider range of ages, I've stopped encouraging students to ask one another's age because some people may consider that a sensitive or personal question. That probably varies by culture. But here where the students are 18-35 I think it's fine.

This was a good lesson; I enjoyed it. Thanks for sharing it!

Rich

← [Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/30897/users/147612\)](https://my.uclaextension.edu/courses/30897/users/147612)

Oct 25, 2020

Hi Debora,

I liked your lesson plan. It's such a good idea to make your first class with new students into a lesson about how to make introductions and get to know each other. A practical lesson on it's own, and a great way for the students to break the ice.

Karl

← Reply



<https://my.uclaextension.edu/courses/30897/users/147480>

Oct 21, 2020

Attached is my lesson plan. It just so happens that part of the lesson includes the use of Google Translate. In my lesson, I have students walk around the room to use it on various texts. So of course I would find this app useful for teaching English.

In the link above, there are four apps reviewed: Google Translate, Microsoft Translator, Baidu, and WayGo. All of these look like fine applications. I say this with a caveat because I do not know how accurate they are. This kind of technology didn't exist a few years ago, so having it now seems like a super advantage. For traveling, it's very useful for quick glances. This could help in various situations outside of travel, and I would caution about heavily relying on it.

I used Google Translate when I went on vacation in Tokyo, Japan. It was incredible and my first time using it. I remember using it in shopping situations, but not when I was walking around the city. I don't think it's healthy to be looking at a screen for too long while sight-seeing.

[Russell Fung Lesson Plan v1-1.pdf \(https://my.uclaextension.edu/files/4564974/download?download_frd=1&verifier=p0LL21KxGgdp80ojlpBHRjOhisrjyOXdsKi0rttQ\)](https://my.uclaextension.edu/files/4564974/download?download_frd=1&verifier=p0LL21KxGgdp80ojlpBHRjOhisrjyOXdsKi0rttQ)

← Reply



[Kris Lambert \(https://my.uclaextension.edu/courses/30897/users/438\)](https://my.uclaextension.edu/courses/30897/users/438)

Oct 22, 2020

Hi Russell,

I love that you are integrating tech into your lessons! Students will love your lesson

← [Reply](#)



[Valerie Smith \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30897/users/150889) [_](https://my.uclaextension.edu/courses/30897/users/150889)

Oct 25, 2020

Hi Russell,

This such a practical lesson for your student demographic. The use of technology is just enough that even students who aren't that tech savvy will be able to follow along. You student engagement is high and these types of exercise are typically very fun in a face to face class! This is a great blend of practical and fun!

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/30897/users/147480) [_](https://my.uclaextension.edu/courses/30897/users/147480)

Oct 26, 2020

Thanks, Valerie!

← [Reply](#)



[Karl Leitz](https://my.uclaextension.edu/courses/30897/users/147612) [_](https://my.uclaextension.edu/courses/30897/users/147612)

Oct 21, 2020

Translation Apps

They instantly translate Spanish, Italian and French to English using your camera. Is this useful for your students? What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had an experience using these or any translation apps like them?

I think translation apps are a wonderful tool for English language learners. The translation apps can be used as foreign language dictionaries on steroids. Looking up a word in a dictionary can be challenging if it is in a different alphabet, and especially if it is a pictographic alphabet. Translation apps can also be useful for a student who has a limited vocabulary and just needs one or two words to complete a thought or sentence. A student that is struggling

can get discouraged and distracted. If an app can remove a stumbling block and do it in a way that keeps the student engaged, then that is a good thing.

While traveling in Japan last year I used Google Translate at the grocery store. Using the camera I was able to translate much of the Japanese packaging. It was good at translating individual words, but did a pretty bad job on the full sentences. However it was good enough to know what I was buying.

[Lesson Plan Baseball 10 18 20-1.docx \(https://my.uclaextension.edu/files/4565076/download?download_frd=1&verifier=A1KTgNXQ2zWIVbkUd4RMyiSKx605f9PAVA1EjaRw\)](https://my.uclaextension.edu/files/4565076/download?download_frd=1&verifier=A1KTgNXQ2zWIVbkUd4RMyiSKx605f9PAVA1EjaRw)

← [Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30897/users/148617\)](https://my.uclaextension.edu/courses/30897/users/148617)

Oct 23, 2020

This seems like a fun lesson Karl. The vocabulary words can be used in other conversations as well. Moving to America...is baseball "Still" America's Favorite Pass Time? It's appropriate!

← [Reply](#)



[Lucilla Shin \(https://my.uclaextension.edu/courses/30897/users/71846\)](https://my.uclaextension.edu/courses/30897/users/71846)

Oct 21, 2020

Part 1: Please see attached.

Part 2: Translation Apps

They instantly translate Spanish, Italian and French to English using your camera. Is this useful for your students?

This kind of translation apps would be cool and encourage students to expose to different languages with less fear. Especially for younger generations, those apps can be welcome and become a great starting point to learn new languages as a novice. However, I believe learning other languages would need a more artistic approach that requires a lot of effort as well as feeling instant fun. All the apps here: Microsoft Translator/ Baidu Translator/ Waygo Translator are very new to me except Google translator. I will stay rather reserved position regarding

using translating apps; when we use these apps for teaching ESL, we can be more careful and selectively use.

Edited by [Lucilla Shin \(https://my.uclaextension.edu/courses/30897/users/71846\)](https://my.uclaextension.edu/courses/30897/users/71846) on Oct 21 at 11:17pm

[Creating a lesson plan Pre- Directions -Lucilla\(Hay Soo\) Shin-1.docx](#)

<https://my.uclaextension.edu/files/4565143/download?>

[download_frd=1&verifier=2XI0IG2EUvANFUkZeJQ45CHWltkASqyB37plns5r](https://my.uclaextension.edu/files/4565143/download?download_frd=1&verifier=2XI0IG2EUvANFUkZeJQ45CHWltkASqyB37plns5r)

← [Reply](#)



[Debora Rashidi \(https://my.uclaextension.edu/courses/30897/users/121667\)](https://my.uclaextension.edu/courses/30897/users/121667)

Oct 25, 2020

Hi Lucilla,

I just went over your lesson plan and I really like it! The visuals are great, and I think they will most likely catch your students' attention. I like how you start class and introduce the topic of the class using the video clip. I think this is a great way to make the class fun and interesting! You are teaching this lesson to adult Koreans and from my experience in teaching adult Koreans, I can see how important it is to keep the lesson clear and easy to follow, as English and Korean languages can be very different, thus, confusing to some. I think you did a great job with that!

I also find it great that you are covering a great topic and your "teacher-directed instruction questions" are a great way to get your students thinking about their strengths and weaknesses in learning English, which helps them to be more interested in the lesson as well.

For the "student involved modeling" you could perhaps have them write down in a piece of paper their inputs from the questions you just asked in "teacher-directed instruction". This could help them realize what their weaknesses are in learning the language and what they could do in order to feel better about the way they are learning.

--

I totally agree with you about online translators being a great tool to encourage students to learn English and to feel more comfortable in the classroom. I think if students do not overuse these translators, these can be a great way for them to feel good while learning a second language. I also am not familiar with Microsoft Translator, Baidu Translator, and Way Translator, but I will look them up to see if they are useful for my students.

--

Thank you for sharing and great work with your lesson plan!

Debora

[← Reply](#)[Shuo Niu \(https://my.uclaextension.edu/courses/30897/users/139757\)](https://my.uclaextension.edu/courses/30897/users/139757)

Oct 21, 2020

They instantly translate Spanish, Italian and French to English using your camera. Is this useful for your students?

I would say it is *somewhat* useful, especially for students who just moved to another country. Students that have daily needs or want to know about certain instant translation of certain things can use these well. For example, if a student purchases some nutrition supplements and it is in French, then they can use the camera to quickly translate and get a gist of what the label is talking about. The translation is not too accurate and might be vague about some details, but it is good enough for students to use to get the bigger meaning of the foreign language. However, if students are learning a foreign language and really want to know the accurate language, such things should not be used.

What are your thoughts or opinions about these apps? Would you use them? If so, how? Have you had experience using these or any translation apps like them?

These apps are good for instant knowledge. The way I mentioned before, or to quickly lookup one or two single words... or single phrases. I would not expect these apps to give me a good and accurate translation of paragraphs, especially anything related to literature. I would use them and suggest my students use them as a quick and simple way to vaguely find out something. But not for academic use or anything like that kind.

[Niu Shuo Lesson Plan 425.04-1.docx \(https://my.uclaextension.edu/files/4565203/download?download_frd=1&verifier=Hz1wVdMOw26WXYZ6LlslzVa15sNLYbcBmZal2u10\)](https://my.uclaextension.edu/files/4565203/download?download_frd=1&verifier=Hz1wVdMOw26WXYZ6LlslzVa15sNLYbcBmZal2u10)

[← Reply](#)[Rich Strangfeld \(https://my.uclaextension.edu/courses/30897/users/136231\)](https://my.uclaextension.edu/courses/30897/users/136231)

Oct 25, 2020

Hello Shuo

I agree with you that this kind of translation app is a good tool for quick and simple lookups, both in the classroom and outside, and(as you say) not as ideal for longer texts and more academic use.

Simple past is a great topic choice for beginners because it's such a useful tense in normal conversation, and students can pick it up quickly with a little help and practice. I like the song video you used. I haven't tried using a song like that with adults, but I think it could work, and the way it presents each group of words with a rule is helpful.

Your having students make sentences about what they did in the past is a great open-ended activity idea that gives students the ability to express themselves and use language and ideas of their own choice. It's always interesting to see what sentences they come up with, given that opportunity. Then the idea of building up a class story from individual sentences supplied by each student in turn sounds like a lot of fun.

Thanks for sharing your lesson plan!

Rich

← [Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/30897/users/147612\)](https://my.uclaextension.edu/courses/30897/users/147612)

Oct 25, 2020

Hi Shuo,

I liked the video you chose for your lesson plan. I've been trying to figure out a way to easily describe past tenses, and this video seemed to do it very nicely is just two minutes.

Karl

← [Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/30897/users/438\)](https://my.uclaextension.edu/courses/30897/users/438)

Oct 22, 2020

This was just posted in another class.... pretty amazing!!

<https://www.youtube.com/channel/UCBbP2D-QY95FfUzFRr5oh4Q>

<https://www.youtube.com/channel/UCBbP2D-QY95FfUzFRr5oh4Q>

[Vocalics AI - artificial intelligence-powered voice translation and dubbing](https://www.youtube.com/watch?v=HPgTvYhpyZg)

<https://www.youtube.com/watch?v=HPgTvYhpyZg>



(<https://www.youtube.com/watch?v=HPgTvYhpyZg>)

This video was created with Vocalics AI. Vocalics AI creates synthetic dubs which preserve the authentic you. The audio was generated entirely by a computer, with no voice acting or tricks. Moreover, the AI model was not trained on hours of the speaker to capture their voice characteristics; it only used this video. Visit us at <https://www.vocalics.ai/>

(https://www.youtube.com/redirect?event=video_description&redir_token=QUFFLUhqa2p5aTkxRHZQUWphUnZtaExnNDIWRGU4Zzd4QXxBQ3Jtc0ttc2xYZDIIMIZCOGMtWkt5VjE5MnZQZTISaHpCc0t4OUNiWHFDVXZBczMtVVhDZXBqSGp2dnI0RUJRS3NKbzJTODN5eXplWIRHckRjcWwwQXJFYTdldvY2ZxX3RHS082aW4zekdjZWZGcVhkdDFVSQ&q=https%3A%2F%2Fwww.vocalics.ai%2F)

← [Reply](#)



[Yolanda Leticia Massengale \(https://my.uclaextension.edu/courses/30897/users/149012\)](https://my.uclaextension.edu/courses/30897/users/149012)

Oct 22, 2020

Wow! Thanks for sharing, Kris. It is amazing!

Yolanda

← [Reply](#)



[Lucilla Shin \(https://my.uclaextension.edu/courses/30897/users/71846\)](https://my.uclaextension.edu/courses/30897/users/71846)

Oct 25, 2020

Wow! It is so amazing! It reminds me of the old days' movies. Many American movies were released with dubbing by voice actors in Korea. The same voices in this video make speech delivery more dramatic! Thank you for sharing, Ms. Lambert!

Lucilla

← [Reply](#)