

Today's Topic: **Online Translators (2)**  
今日主题: **在线翻译应用(之二)**

讨论点:

- 老师可否允许学生使用网上翻译工具 (OTs)?
- 翻译工具有何利弊?
- 怎样运用翻译工具促进L2中文学习?
- 学习者在尝试过程中有何认知感受?

## 学生：学习技能？

“未来的文盲，不再是不识字的人，而是没有学会怎样学习的人。”

(联合国教科文组织《学会生存》(1970))

***“Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn.”***

-- Psychologist Herbert Gerjuoy

## 教师：教学策略？

“授人以鱼，不如授之以渔；  
授人以鱼只救一时之急（饥），  
授人以渔则可解一生之需。”

*Give a man a fish and you feed him for a day.  
Teach a man to fish and you feed him for a lifetime.*

(老子？庄子？Bible? ...)

授人以鱼/渔?

智能翻译工具用于中高级写作训练

*Give a Fish or Teach to Fish:*

**Employing Online Translators in the L2 Chinese Writing  
for Upper-Level Learners**

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THE GEORGE  
WASHINGTON  
UNIVERSITY

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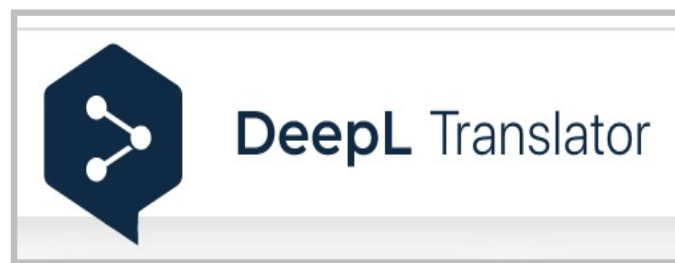
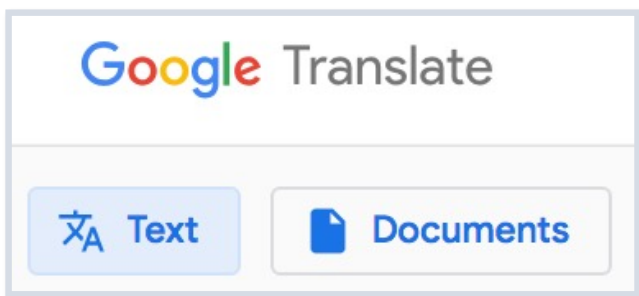
WASHINGTON, DC

1. 教学尝试

2. 工具演示

3. 互动问答

# Online Translators(OTs) 在线翻译



# 可否允许学生用OT？

学生用OT完成作业  
= 作弊！

OT是一个  
辅助学习的工具！

“教师们都将面对并有必要正视这个问题”（田野，2018）



# 研究：OT是否有助于外语学习？

## 反对观点

允许使用**OT**可能会破坏实际的语言习得过程 ("may undermine the actual language acquisition process")

Groves & Mundt (2014)

## 支持观点

**OTs**已成为外语学习者**常用工具**

学生更侧重**语句意义的学习**

提供必要的**使用策略指导**有利于发展学生的**语言技能**

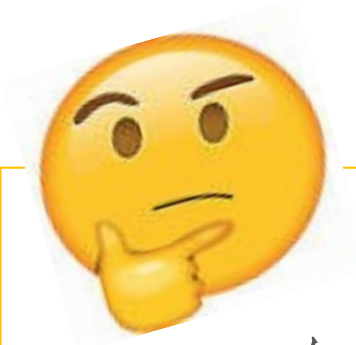
Garcia, 2010; Garcia & Pena, (2011);

Clifford et al. (2013); Alley (2005)

Jin & Deifell, 2013



## 思考 .....



授人以鱼？授人以渔？

在有限的课堂时间里，老师能教给学生多少？

高班学生的水平距**功能性运用**相差甚远

(500小时 vs. 2200小时)

OT工具是否有助于学习**提速**→提早体验**实际功能运用与操作**？

# 教学目标：应包括终身学习技能



# 可行性：OT工具资源丰富

益处颇多：

1. 基本同步/即时翻译，省了查字典的步骤
2. 词、句、段、文，均可随意选择显示译文
3. 语音朗读辅助；或有拼音标注或拼音全文选项
4. 搜狗、百度：列出重点词语、双语例句
5. 可作为学生的e-tutor

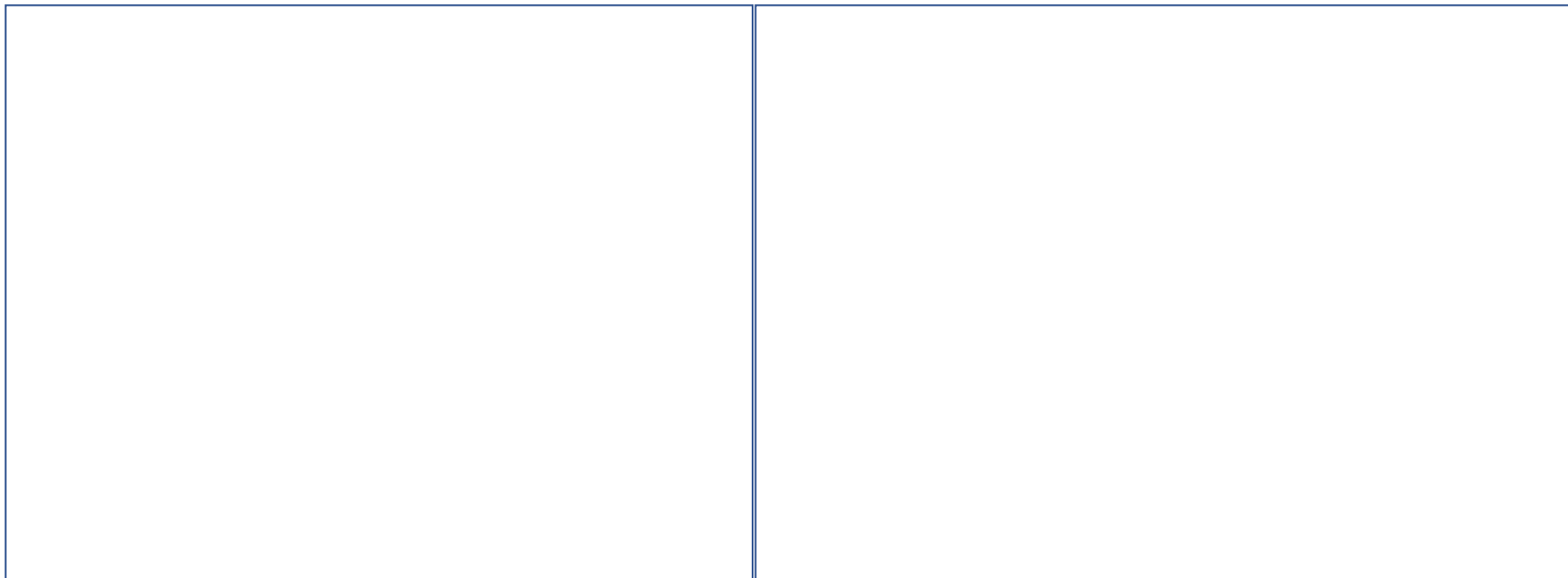
## 可行性：中文产出的准确性和有效性

1. 基于UN的语料库：  
一般话题：政治、教育、商务等类准确率较高 (>95%)  
(本人观察：中译英误差多于英译中)
2. 学生的OT运用是一个学习调整的认知过程
  1. 对OT的准确性有基本认识，一般不会盲目照单全收
    - 多次“试错”(trial and error)促进对词语和语体的理解
    - 逐步形成一套实用的步骤和策略

# Larson-Freeman (2008, 2011)

1. **Psychological authenticity:** Design psychologically authentic activities, in which the **conditions of learning** and the **conditions of use** are aligned.
2. **Learners: dynamic and creative**
2. **Teach adaptation:** We teach learners to **adapt their resources**. We are not just teaching them structures or vocabulary or functions ...

# OT可供性/学习机会 (Affordances)



## 目标调整：自学自助能力

“人工智能”取代了人工

但仍需要我们做出最佳判断！

学生学会自助，老师学会放手

训练初期，老师标出错误，并不一一纠正

训练后期，学生能做到调整策略、借助工具解决问题

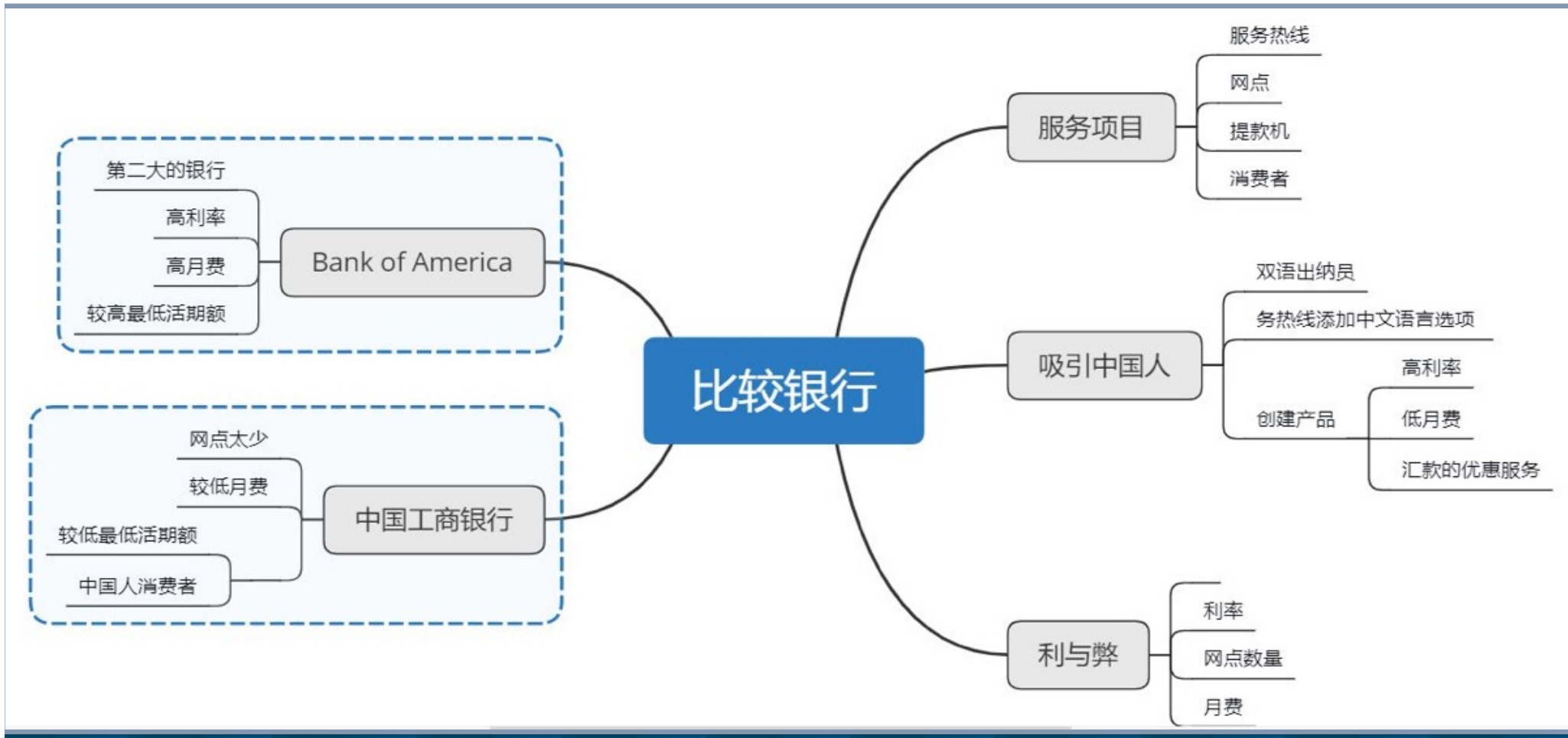
( Problem-solving ability - > Life-long learning)



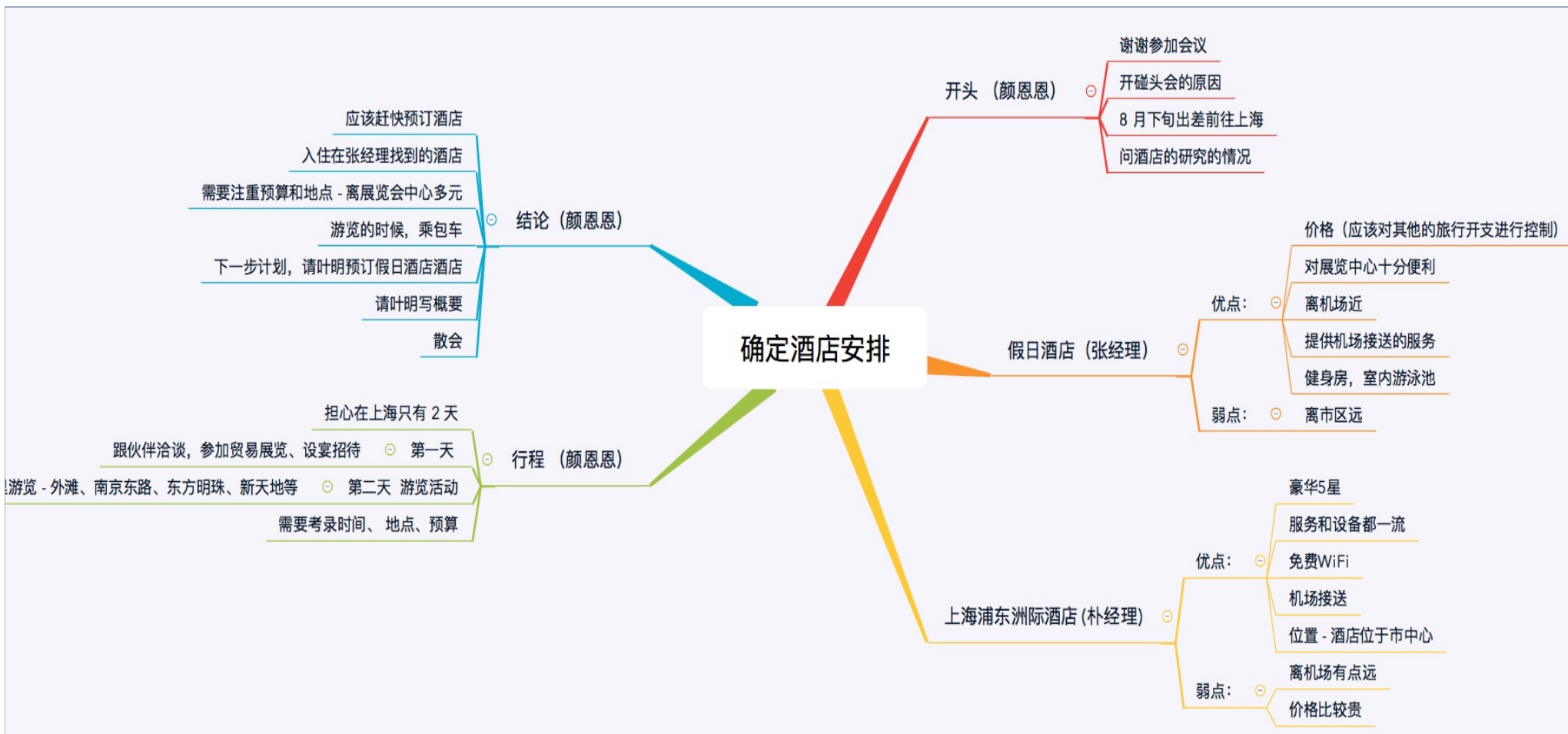
## 目标调整后的学习步骤和策略

1. **输入步骤**：单元材料、词语句式、阅读讨论等；OT译文
2. **输出步骤**（口头、书面报告）
  - **前期准备Pre-Writing**：复习单元材料；做写作规划/提纲
  - **一稿**：老师标错但不纠正（或个别纠正，如语体、措词）
  - **二稿**：学生借助OT，对照并修改偏误并标出（以便老师反馈）
  - **反思**：有目的性的自助式学习，反思写作和**修改过程**，**调整策略**
  - **口头报告**：用**提纲**，而不是背稿、念稿

# 输出步骤：Prewriting--用思维导图做规划/提纲



# 输出步骤：用提纲准备口头报告



# 老师标注错误方式

<b>X</b>	Cut (word, punctuation etc.)	<b>P</b>	Punctuation	<b>TS</b>	Topic Sentence
<b>ET</b>	English Transferred	<b>PnR</b>	Pronoun Reference	<b>Ttr</b>	Topic Transition
<b>Frm</b>	Formatting	<b>Rd</b>	Redundancy	<b>Tp</b>	Typo
<b>Grm</b>	Grammar	<b>SC</b>	Sentence Connection	<b>VF</b>	Verb Form
<b>???</b>	Incomprehensible	<b>SF</b>	Sentence Formulation	<b>V-O</b>	V-O collocation
<b>MW</b>	Missing Word			<b>Wrd</b>	Wording/Word choice

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尊敬的经理，

[You need a sentence here to introduce self and specify why writing this letter.]

进入 21 世纪以来，银行业逐渐全球化，在美国许多中资银行开设了分支机构，其中一家银行叫做 ICBC（中国工商银行）有特别成就。在这个全球化的市场，为保留竞争力银行需要不断进步。因此，为落实我们银行在哪方面有改进余地、为[Wrd: 为了]吸引新客户，尤其是中国人，以及扩张[Wrd, Tp?]我们银行的国际生意，我调查了中国工商银行美国分行的服务范围，接着[Wrd: 并]与我们银行相比了[Wrd, SF, Grm]。



## 输出步骤: Reflection--反思策略和收效

### 例: 老师提示

**After reviewing the instructor's markups**, which area(s) did you find that you need to work on in particular (e.g., sentence formulation, wording, grammar, style, etc.)?

**Draft 2 writing:** What improvement did you make and how did you do it?

**What have you gained** from this revision process? (words, grammar, structures, ...)

### 例: 学生反思

1. *Word choice* is something that I need to learn as I go along because I haven't been exposed to Chinese formal writing a lot before this class
2. I mastered the tools I need to help my writing process and I learned how to reduce ETs [English transfers] through a bunch of trial and error with Google Translate and Sogou. I have a better idea of how a Chinese native speaker would say certain things so I now I can tell what an "ET" is and hopefully I will have less of them in future assignments.
3. I finally learned the difference between *the* , *mark* and *the* , *mark* which is something I never learned before.

# 期中课堂定时写作任务

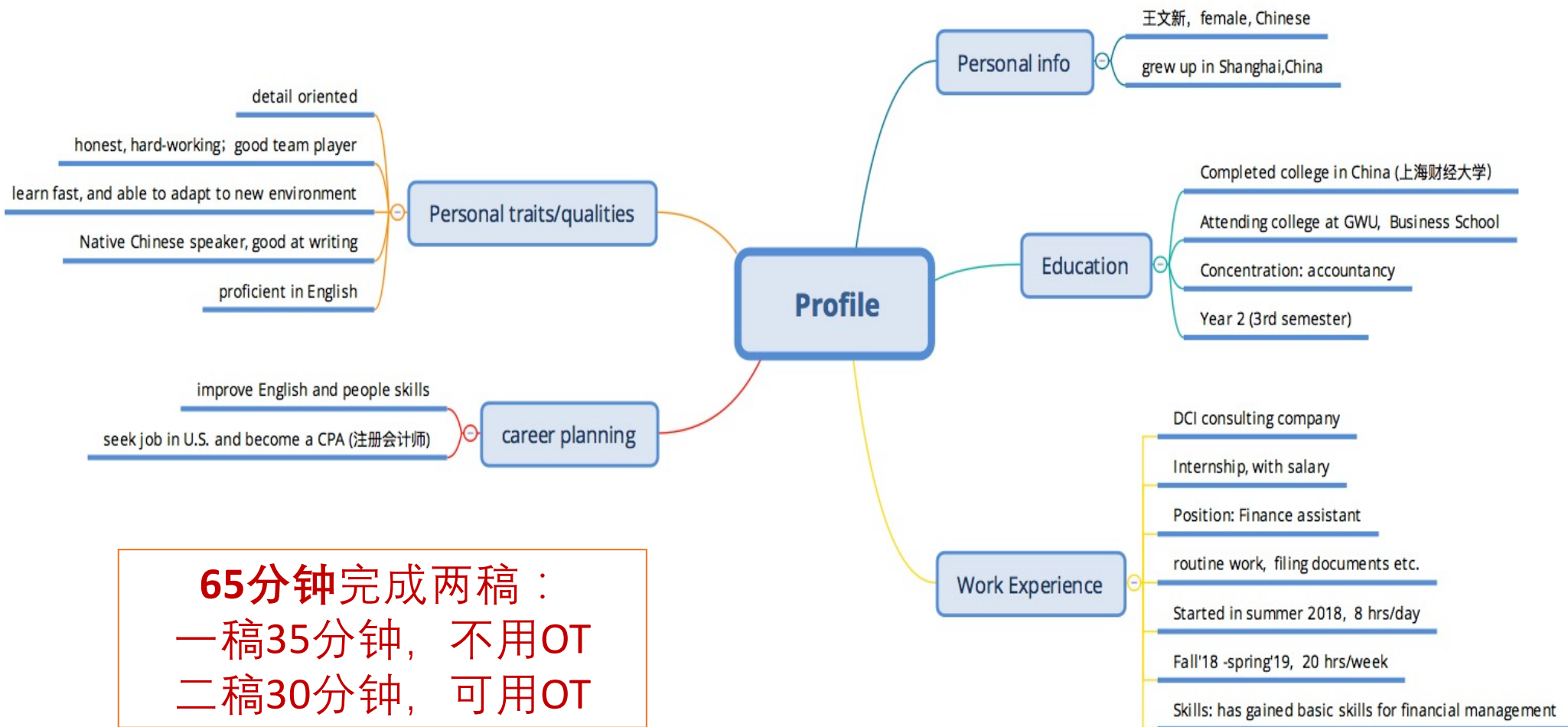
## 测评学生即时写作及解决问题能力

**65分钟完成两稿：**  
一稿35分钟，不用OT  
二稿30分钟，可用OT

你是一个公司的助理，上司要你推荐一个合适的人协助完成一个项目。按照以下个人资料给上司写一个推荐邮件。

(语体：半正式)





**65分钟完成两稿：**  
 一稿35分钟，不用OT  
 二稿30分钟，可用OT

## 成效：定时写作两稿对比示例

### 一稿 (未用OT, 句例)

黄、红标处需要修改调整

1. 由于我们公司要找最合适的申请人，你请我推荐合适的申请人。
2. 毕业后，**他**要进入财务业，**改善他**英语水平以及**改善**交谈的能力。总之**来**说，王文新满足职位的要求，对我们公司是**合适申请人的**。
3. 若你对王文新的简历**后**经验**有问题**，**那你就问我**。

### 二稿 (用OT修改后)

画底线处为修改句，红标处需要进一步修改调整

1. 鉴于我们公司想聘请最佳候选人，您要求我推荐合适的候选人。
2. 她对如何发展自己有明确的目标，例如他要进入财务业，**改善他**英语能力以及培养自[己]的人际交往能力。
3. 若你对王文新的简历后经验有任何疑问，你可以随时问我。

# 成效：定时写作两稿对比（节选）

## 一稿 (Before OT)

较为空泛笼统，黄/红标处为偏误

王文新的另外一个优点是她的个人性格。王文新很承认，努力。她的适应新环境的能力很优秀，什么都能学得很快。由于在中国的丰富教育背景，王文新的中文撰写能力非常高，英文也……

## 二稿 (After OT)

更多细节、连贯衔接较好；绿标处为目标水平

另外，我还想提一下她的个性。王文新似乎非常诚实和努力工作。由于她的从中国到美国的留学经验，她的适应新环境的能力也很优秀，什么都能学得很快。此外，因为有了在中国的丰富教育背景，[所以]王文新的中文撰写能力所以非常高。虽然王文新还不算双语人才，可是她的英文水平仍然很高，很快能达到“双语人才”水平。王文新的最终目标是成为美国的注册会计师。我认为我们可以从她既定的目标看到她的激情和雄心。我希望这封电子邮件可以帮助您更好地考虑王文新的候选资格。

# 学生感受

1. 学生都认为老师应该允许学生使用OT作为学习工具和资源
2. 对于成效看法不一，有的学生尚不确定OT是否有效：
  - 对自己的解读判断及语感不自信
  - 不知从OT翻译中所学的词句如何有效保持

# 高成效学生的心得体会

(Shared by a non-Chinese heritage student)

- *[Using OTs] can definitely help you become a better Chinese writer, but only if you possess a quite strong Chinese language background.*
- *If you are a beginner, you probably will not end up catching the errors.*
- *If you just use the translator to **finish an assignment but never review**, you will not be able to learn much. **Using online translators and reviewing your finished products simultaneously will indeed improve your Chinese writing skills.***

# 教学初步观察与体会

收效：学期中期，由于借助OT，语质可达到高级（中/上）

以“学以致用”、“终身学习”为目标，而不只顾当下

用进废退！是否能够保持能力有赖于不断接触、运用

# 教学启示

AI发展需要我们跳出惯性思维框架

从新的角度探索外语教学理念和运用方式！



1. 教学尝试

2. 工具演示

3. 互动问答

# 工欲善其事 必先利其器

## Demo

在线翻译 OTs: Feature Comparisons

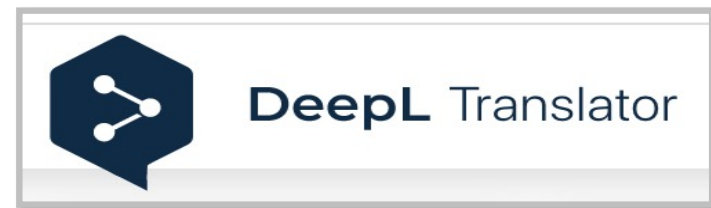
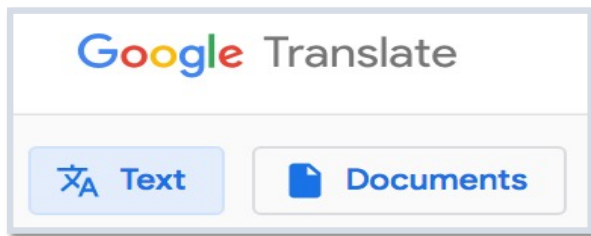
思路导图 Xmind: Mind-mapping Tool

# ‘授之以渔’

老师和学生可利用的网上免费工具



# 比较在线翻译(OTs)



# OT功能比较

				
准确度	✓	✓	✓✓ (E to C)	✓
朗读	✓	✓- 男声 ✓+ 女声	✓+ 音质好 ✓+ 音色音速可选	✓- 音质稍差 ✓+ 音色音速可选
重点词汇	无	无	词汇注释, 朗读	✓+ 中英文
拼音提示	✓	无	无	✓✓ 可隐藏
例句/中英	点击原文显示	无	无	双语, 朗读
其他		多个译本选择	复读译文	

## 翻译对比示例

原文	 Google Translate	 DeepL Translator	 搜狗翻译	 百度翻译
Good question!	好问题!	好问题! / 问得好!	问得好!	好问题!
I have a <b>quick</b> question.	我有一个 <b>快速</b> 的问题	我有一个 <b>简单</b> 的问题。 ... <b>快速</b> 的问题	我有一个 <b>简单</b> 的问题	我有一个 <b>简短</b> 的问题
我今天 <b>要去</b> 买东西。	I <b>want to buy</b> something today.	I'm <b>going shopping</b> today.	I'm <b>going shopping</b> today.	I'm <b>going shopping</b> today.

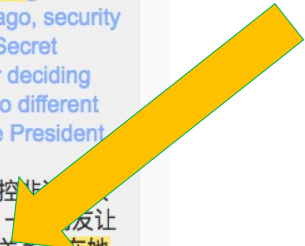


检测到英语 ⇌ 中文 翻译 人工翻译

Federal prosecutors have filed charges against a woman carrying Chinese passports accused of illegally entering President Donald Trump's Mar-a-Lago club in Florida. Yujing Zhang claimed a friend had asked her to fly from Shanghai to the club to try to speak to a member of Trump's family about economic relations between the US and China. After she was detained, US Secret Service agents searched multiple electronic devices she was carrying, including four cellphones, a laptop computer, an external "hard drive type" device and a thumb drive containing malware. Since the President spends a lot of time at Mar-a-Lago, security protocol is tight, and any breach is a serious matter. The US Secret Service says Mar-a-Lago club management is responsible for deciding who is allowed in, but added that the security practices are "no different than that long-used at any other site temporarily visited by the President or other Secret Service protectees."

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联邦检察官对一名携带中国护照的妇女提出指控，该妇女被指控非法进入佛罗里达州唐纳德·特朗普总统的马拉哥俱乐部。张玉晶声称，一名朋友让她从上海飞到俱乐部，试着和特朗普的一位家人谈谈美中经济关系。在她被拘留后，美国特勤处特工搜查了她携带的多个电子设备，包括四部手机、一台笔记本电脑、一个外部“硬盘类型”设备和一个包含恶意软件的拇指驱动器。由于总统在马拉哥花了很多时间，安全协议很严格，任何违反都是一个严重的问题。美国特勤局说，马阿拉戈俱乐部管理层负责决定允许谁进入，但补充说，安全措施“与总统或其他特勤局保护人员临时访问的任何其他地点长期使用的做法没有什么不同。”

选句查看  
对应翻译





Text Documents

DETECT LANGUAGE CHINESE ENGLISH SPANISH ↕ ENGLISH CHINESE (SIMPLIFIED) SPANISH

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2 Show less

952/5000

Send feedback

GT谷歌：  
没有选句查看功能

检测到英语
⇌
中文
翻译
人工翻译

There are signs out there that the economy may be starting to slow down. But that hasn't affected hiring yet. As a matter of fact, there may be more job openings than ever before. The number of job openings hit 7.3 million at the end of 2018. That's the highest level since the Labor Department started keeping track of this almost two decades ago.

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有迹象表明经济可能开始放缓。但这还没有影响招聘。事实上，职位空缺可能比以往任何时候都多。到2018年底，空缺职位达到730万人。这是美国劳工部近20年前开始跟踪此事以来的最高水平。

报错 拼音  双语对照

**重点词汇**

[There are](#) 有; 可数名词的复数形式; 许多重要的事情要谈

[out there](#) 向那边, <口>到战场

[may be](#) 多半

[slow down](#) 放慢; 减速; 身心松弛; 放松

[than ever](#) 比以前更

[at the end of](#) 在...末端; 在...的结尾

意见反馈

百度提供重点词汇

英语



中文(简体)

翻译

人工翻译

通用领域

生物医药



G20 Live Updates: Leaders Take On Climate Change and Vaccine Access



G20 Live Updates: Leaders Take On Climate Change and Vaccine Access

shí shí gēng xīn lǐng dǎo rén yǐng duì qì hòu biàn huà hé yì miáo huò  
G 2 0 实时更新：领导人应对气候变化和疫苗获  
qǔ 取



报错 笔记

拼音

双语对照

中译英  
提供双语例句

想要地道口语?来百度翻译app体验专业发音测评!

重点词汇

- Take On** 承担, 接受;呈现, 显出;上, 装, 补充;雇用;录用;与较量;接... ☆
- Vaccine** 疫苗;菌苗 ☆
- Access** 通道;通路;入径;机会, 权利;访问, 存取;到达;进入;使用 ☆

划词翻译



实时翻译



历史记录



发音语速

较慢  中速  较快

英语发音偏好

美式  英式

发音模式

点击发音  自动发音

功能选项

划词翻译  | 历史记录

人声选择  男声  女声

发音语速  较慢  中速  较快

翻文字

翻文档 免费

翻图片

特殊领域选项

检测为英语 ⇌ 中文

通用领域 | 生物医学 | 金融财经

G20 Live Updates: Leaders Take On Climate Change and Vaccine Access

G20实时更新:领导人应对气候变化和疫苗获取

复读功能



67/5000



复制

反馈





DeepL Translator

English (detected) ▾

G20 Live Updates: Leaders Take  
On Climate Change and Vaccine  
Access



69 / 5000



Chinese ▾

Glossary

G20现场更新。领导人讨论气候变  
化和疫苗接种问题

这里或给出  
译本选择



# 多音词翻译有问题



DeepL Translator

Chinese (detected) ▾

English (US) ▾ Glossary

↔

干一行，爱一行  
一行行，行行行

×

Doing a line of work, loving a line of work  
One line of work, one line of work

# Demo: Xmind

## 思维导图工具

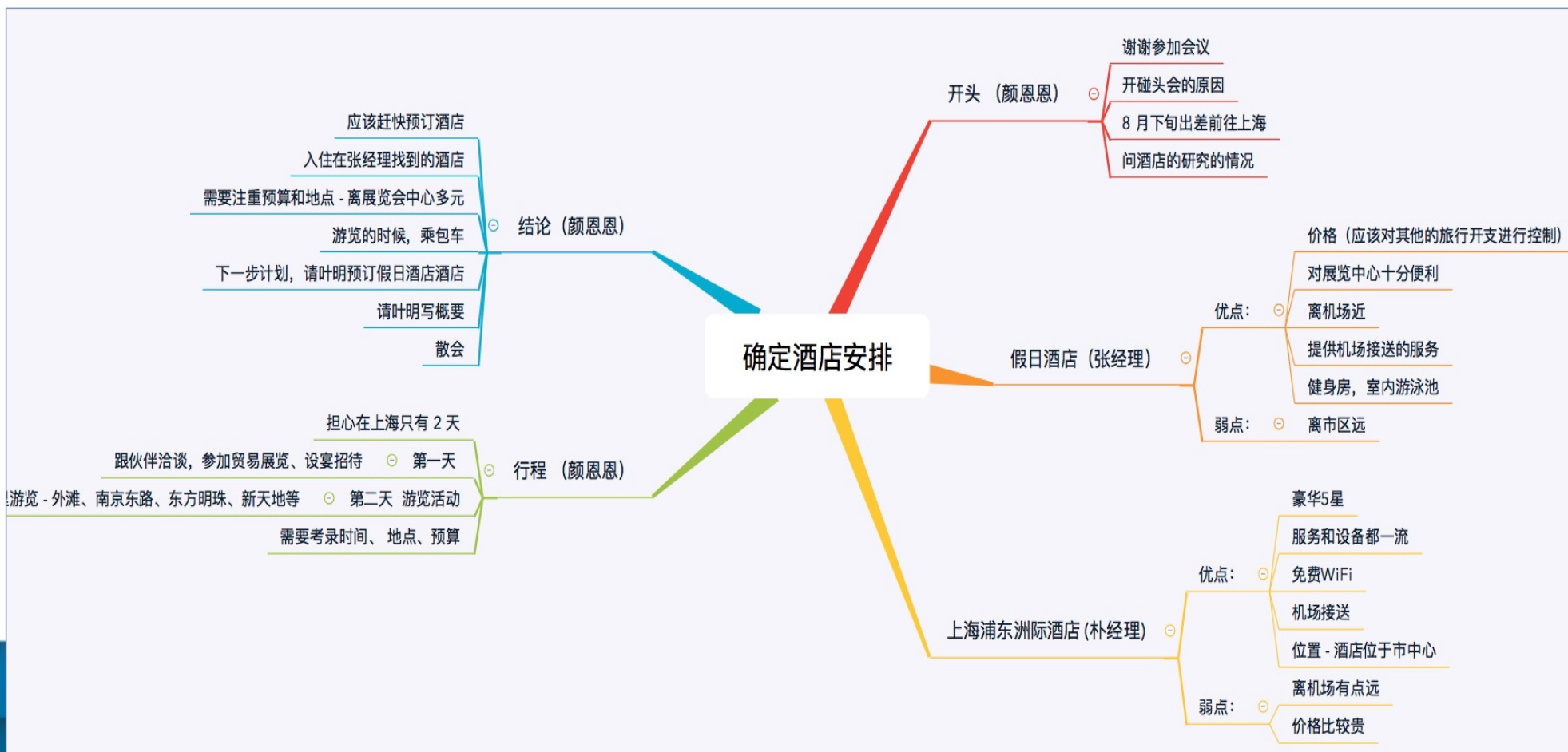
Oct. 30, 2021

 TCLT Tech-Talk Series

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THE GEORGE  
WASHINGTON  
UNIVERSITY  
WASHINGTON, DC

# 学生示例：用提纲准备口头报告





## 其他用途?

学生可用于.....

老师可用于.....

# Xmind 思维导图工具

免费下载

<https://www.xmind.net/download/xmind8>

You-Tube Tutorial

[https://www.youtube.com/watch?v=6qxfpk00\\_cU](https://www.youtube.com/watch?v=6qxfpk00_cU)

1. 教学尝试

2. 工具演示

3. 互动问答

仍在摸索尝试，欢迎交流指正。  
谢谢各位！

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