Machine Translation in the World Languages Classroom: Meeting the Challenge to Instructional Design

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Appendix 1: Teaching Standards

North Carolina Essential Standards for World Languages, Novice Low[1]

Connections to Language and Literacy:

NL.CLL.1.3: Use a variety of verbal and non-verbal communication strategies to ask *memorized* questions and express ideas or thoughts with prompting and modeling. (Emphasis added; see also NL.CLL.2.5, NL.CLL.3.1, NL.CLL.3.3; NL.COD.1.1, NL.COD.3.1; NL. CMT.1.1, NL.CMT.2.1, NL.CMT.2.2; also standards for Novice Mid level.)

It is worth pointing out that the word "memorized" appears in thirteeen of the Clarifying Objectives for the Essential Standards at the Novice Low level, and in another fifteen Clarifying Objectives at the Novice Mid level. The exit proficiency level for Level I of any modern alphabetic language is Novice Mid for interpretive listenting, interpretive reading, interpersonal communication, and presentational writing. The exit proficiency level for Level II of a modern alphabetic language is still Novice Mid for the domain of presentational speaking. In other words, for the first two levels of Spanish, French, or German, a great deal of students' communication—indeed, in presentational speaking, the majority—should be carried out using memorized phrases. Lack of fidelity to this standard—asking students to generate original language at a stage when they are developmentally unprepared for it—is a major reason students in the World Languages resort to use of machine translation.

Digital Literacy (Connections to Other Disciplines, 3.3)

NL.COD.3.3: Use readily available technology tools and digital literacy skills to present in the target language.

Careful instructional design is especially critical when students are working with technology that facilitates the copying, machine translation, and pasting of material purloined from the Internet. Shoddy instructional design and inattention to the Essential Standards for the appropriate level will virtually ensure that students execute a digital presentation assignment using cut-and-paste techniques, grooming them for later failure.

[1] "North Carolina World Language Essential Standards: Classical Languages, Dual &

Heritage Languages, Modern Languages." *State Board of Education Department of Public Instruction*. North Carolina Public Schools. Web. 6 Nov. 2014. <http://www.ncpublicschools.org/docs/acre/standards/new-standards/foreign-language/world-language.pdf>