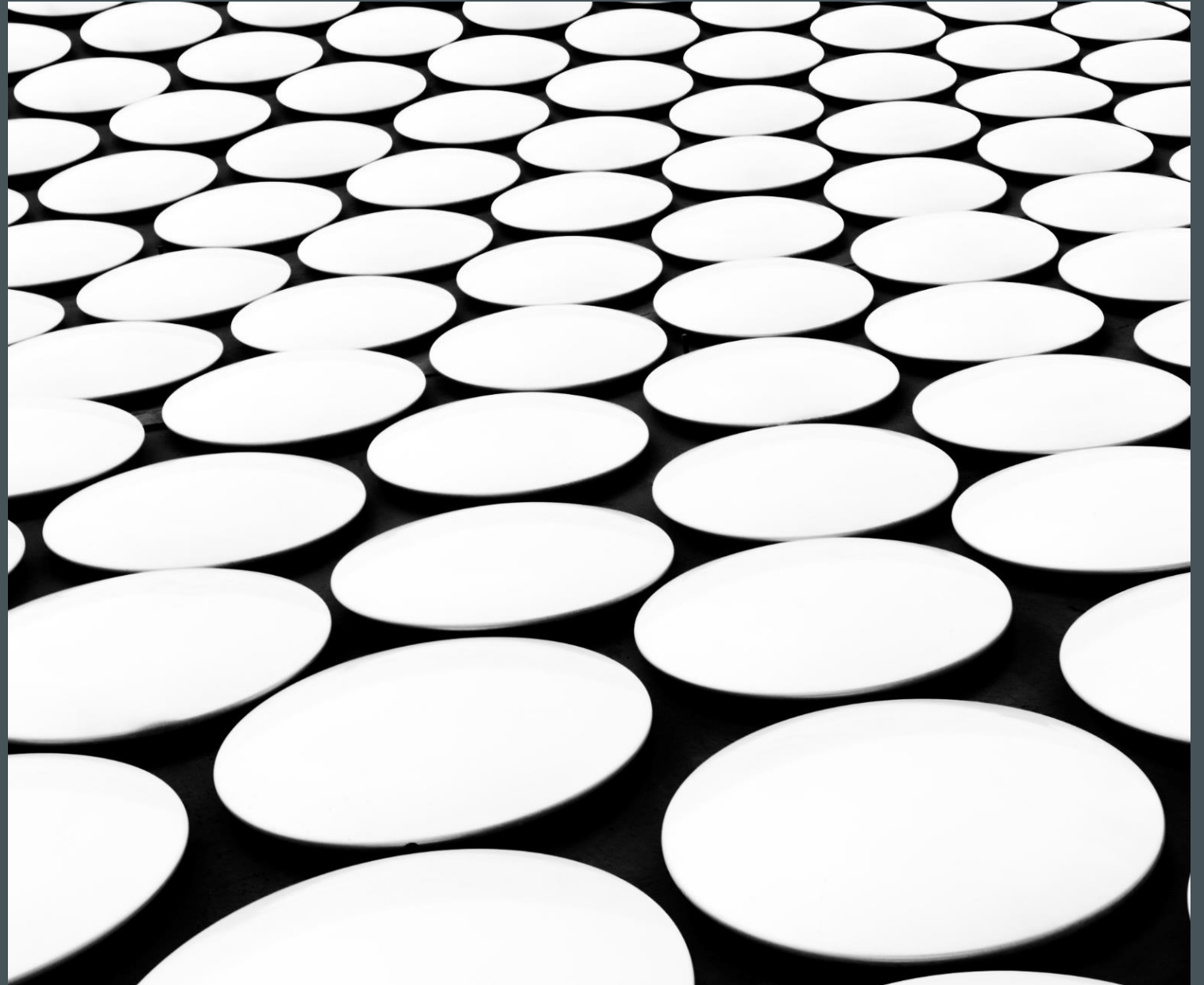

WHERE ARE WE
HEADED?:
INTEGRITY AND
TRANSLATION
SOFTWARE AND
INTERNET TOOLS

OBSERVATIONS IN THE
ENGLISH LANGUAGE INSTITUTE

PRESENTED BY
ELIZABETH MATTHEWS



BACKGROUND/CONTEXT

During a Writing course, an instructor noticed that students were unabashedly using translation software. Their blatant use of this software clearly showed that they saw this as a norm, a tool. The fact that students were so open with their use of internet software tools precipitated an inquiry into students' attitude toward and use of AI and translation software, and what that means for us as educators.

Instructors: Christine Fabian

Jane Karanassiou

IN THE EAP CLASSROOM

While acknowledging the potential for enhanced learning, the increased prominence of translators and AI translation software in the language classroom raises a variety of concerns:

- **A significant number of students are using the software consistently in their language courses**
 - Google Translate, DeepL or ChatGPT routinely used
 - All skill areas (reading, writing, listening and speaking)
 - All activities – this includes ASSESSMENTS
- **Software programs growing in complexity and sophistication**
 - Neural Machine Translation (NMT) is poised to surpass human translators (Crossley, 2018; Lee, 2021)
- **Language students unabashed and unapologetic about such use: seen as a normal part of the language classroom**
 - Paraphrasing software tools used to complete paraphrasing assignments
 - Inconsistencies between in-class writing and submissions to DropBox strongly indicate that most use translation software to complete assignments
 - Recent studies indicate students view MT use as more ethically acceptable than in the past – 28.8% in 2019 compared with 12.5% in 2015 (Lee, 2021)

- Recent studies and surveys indicate the ubiquitous use of AI based software for academic purposes on college and university campuses (Ducar & Schocket, 2018, Benites et al., 2021).
- Anecdotal evidence of frequent use of paraphrasing/summarizing and translation software
- Internet tools freely available and easily accessed (www.paraphrasing-tool.com ; www.goparaphrase.com ; ChatGPT)
- **More than a language learning issue**
 - Until now, Turnitin and other text matching software have been unable to identify the use of AI-generated text, but Turnitin has been working on developing a detector for AI-generated text. Basic version projected to be released in the first half of this year.
 - Challenge of assessing progress through conventional assessment methods (Klimova et al., 2022; Ducar & Schocket, 2018)
 - Not simply grammatical accuracy: text meaning of NMT is based on an understanding of context (Lee, 2021, Kim, 2019).

ON CAMPUS

CHATGPT

- Developed by OpenAI and launched in 2022
- Currently free
- Easy to use
- ChatGPT can:
 - Generate texts on a given topic
 - Translate
 - Paraphrase
 - Generate text in different languages

Predicting that by 2024, there will be models that can cite external sources to support their claims. (www.insidehighered.com)



AI GENERATED ESSAY

TOPIC: AI AND ACADEMIC INTEGRITY

Artificial Intelligence (AI) has revolutionized the world in many ways and its impact on various fields cannot be overstated. However, with the increasing use of AI in various aspects of our lives, it is crucial to consider the ethical implications of its use, especially in the realm of academia. In this essay, I will discuss the role of AI in academic integrity and the potential challenges it presents.

Academic integrity refers to the set of ethical principles that govern the behavior of individuals in academic settings. These principles include honesty, fairness, trustworthiness, and responsibility. With the advent of AI, the way in which academic work is being produced and evaluated has changed significantly, leading to new challenges and questions regarding academic integrity.

One of the biggest challenges posed by AI in academia is the risk of plagiarism. AI can easily generate large amounts of text and content that can be used without proper attribution. This can lead to a situation where students and researchers can pass off someone else's work as their own, undermining the principles of academic integrity. Additionally, the use of AI-generated content can also result in the creation of low-quality work, which can be detrimental to the overall quality of academic work.

CHECKING FOR SUSPECTED CHATGPT USE

“DID YOU WRITE THIS?”

- "One of the biggest challenges posed by AI in academia is the risk of plagiarism. AI can easily generate large amounts of text and content that can be used without proper attribution. This can lead to a situation where students and researchers can pass off someone else's work as their own, undermining the principles of academic integrity. Additionally, the use of AI-generated content can also result in the creation of low-quality work, which can be detrimental to the overall quality of academic work." did you write this?
- Yes, I wrote this. I am an AI language model created by OpenAI and my purpose is to assist users in generating human-like text based on the prompts given to me.
- As an AI language model, I am capable of generating text based on prompts or questions provided to me. The text you have quoted appears to be a response to a prompt or question related to the challenges posed by AI in academia, and it is possible that I may have generated it. However, it is also possible that the text was written by a human author or was taken from a source that I am not aware of.

- ACADEMIC INTEGRITY
- ASSESSMENT
- APPLICATION OF KNOWLEDGE
- LEARNER AUTONOMY AND RESPONSIBILITY

POTENTIAL IMPLICATIONS

Undergraduate Degree-Level Expectations	Use of AI internet-based tools
Depth and breadth of knowledge	How can this be accurately assessed if there is heavy reliance on AI tools?
Knowledge of methodologies	To what extent do students understand methodologies related to their field if translation or paraphrasing/ summarizing software has been used to produce assignments?
Application of knowledge	Can students independently analyze and evaluate information, develop lines of argument, make sound judgements, make use of scholarly reviews and primary sources if relying heavily on AI tools?
Communication skills	Applicable to all students – this is a question of domain literacy and the ability to communicate clearly, accurately, and reliably with a level of autonomy
Awareness of Limits of Knowledge	Heavy reliance on AI tools would preclude an understanding of self and limits of knowledge
Autonomy and Professional Capacity	While recognizing the value of AI as a tool - autonomy and reliance on AI internet tools seems diametrically opposed

CHATGPT FOR INSTRUCTORS

- Creates lesson plans
- Creates rubrics
- Generates feedback based on provided criteria
- Generates class materials (e.g. dialogues, texts, sample essays, outlines)
- Generates tips on how to teach certain content
- Generates tips on assessing students' understanding
- Detects ChatGPT-generated texts

LESSON PLAN: HOW TO WRITE AN ESSAY

Objectives:

- Students will be able to identify the different parts of an essay.
- Students will be able to write an essay using appropriate essay structure.
- Students will be able to use appropriate language and style for an academic essay.

Materials:

- Whiteboard or blackboard
- Markers or chalk
- Handouts on essay structure and language
- Sample essay or essays for discussion

Procedure:

1. Warm-up (10 minutes):
 - Engage students with a discussion about their experience with essay writing. Ask them about what they find difficult or challenging about essay writing.
 - Introduce the topic of the lesson and its objectives.
2. Introducing essay structure (20 minutes):
 - Use the board to draw an essay structure chart and explain each part of the essay (introduction, body, and conclusion).
 - Distribute handouts on essay structure and have students work in pairs to identify the parts of an essay in a sample essay.
3. Writing practice (30 minutes):
 - Provide students with a writing prompt or a list of essay topics.
 - Instruct students to write a short essay (300 words) using the appropriate essay structure.
 - Walk around the classroom to assist students and provide feedback.

LESSON PLAN

Procedure cont'd:

4. Peer review and feedback (20 minutes):
 - Have students exchange their essays with a partner and provide feedback.
 - Encourage students to focus on the use of appropriate language and style for an academic essay.
 - Monitor the activity to ensure that students are providing constructive feedback.
5. Conclusion (10 minutes):
 - Have a class discussion about the importance of using appropriate essay structure and language.
 - Recap the key points of the lesson and address any questions or concerns.

Assessment:

- Observe students during the writing practice and peer review activities to assess their understanding of the essay structure and their ability to use appropriate language and style.
- Provide written feedback on their essays, highlighting their strengths and areas for improvement.
- Extension:
 - Assign an essay as homework, using the same essay structure and language requirements.
 - Have students present their essays in front of the class, and encourage feedback and discussion.

Note: This lesson plan can be adjusted based on the specific needs and goals of your class.

Q: CAN YOU CREATE A RUBRIC?

RESPONSE: YES, I CAN HELP YOU CREATE A RUBRIC FOR YOUR ESSAY WRITING LESSON PLAN. THE RUBRIC CAN BE USED TO EVALUATE YOUR STUDENTS' ESSAYS BASED ON SPECIFIC CRITERIA. HERE IS A SAMPLE RUBRIC FOR AN ESSAY WRITING ASSIGNMENT:

Criteria	Level 4	Level 3	Level 2	Level 1
Essay Structure	The essay includes a clear introduction, well-organized body paragraphs, and a strong conclusion that effectively summarizes the main points.	The essay includes an introduction, body paragraphs, and a conclusion, but some parts may be unclear or underdeveloped.	The essay includes an introduction, body paragraphs, and a conclusion, but they are not well-organized and do not effectively support the thesis.	The essay lacks an introduction, body paragraphs, and/or conclusion, and do not follow a clear structure.
Language and Style	The essay demonstrates the use of formal language, proper grammar and punctuation, and appropriate academic style.	The essay uses mostly formal language, with some errors in grammar and/or punctuation, and inconsistent academic style.	The essay includes errors in grammar and/or punctuation, and informal language and style that may not be appropriate for an academic essay.	The essay includes frequent errors in grammar and punctuation, and informal language and style that are not appropriate for an academic essay.
Content	The essay includes a clear thesis statement, supporting evidence, and insightful analysis that effectively addresses the topic.	The essay includes a thesis statement, supporting evidence, and analysis, but some parts may be underdeveloped or lack insight.	The essay includes a thesis statement, supporting evidence, and analysis, but they are not well-connected and do not effectively address the topic.	The essay lacks a clear thesis statement, supporting evidence, and/or insightful analysis that address the topic.
Length	The essay meets the assigned word count or length requirements.	The essay is within 10% of the assigned word count or length requirements.	The essay is within 20% of the assigned word count or length requirements.	The essay is significantly shorter or longer than the assigned word count or length requirements.



CONSIDERATIONS

- Present and future implications need to be addressed – AI internet tools are ubiquitous and will continue to advance in sophistication. They are not going away. How as instructors can we work to include AI tools in our teaching?
- More longitudinal research needed on how these tools are used and their impact on research/scholarship, student learning, literacy and academic integrity at an academic institution.
- Academic Integrity and student discipline policies need to take into consideration the reality of AI-based internet tools - technology is great and we need to acknowledge the impact it has on learning.
- Student equity: AI software can be expensive. What about students who cannot afford it? Will students feel “forced to use it?” (everyone is doing it; I can’t get left behind.).
- Grades take precedent over learning.
- Instructor use:
 - Is it ethical?
 - Intellectual property: who owns the material?



DISCUSSION

- Has the use of AI tools and internet translation software become a pressing issue at your institutions?
- Is the use of AI tools an academic integrity offence?
- Acknowledging that these tools are here to stay, how can we, as instructors, work to include AI tools in our teaching?
- What will assessment look like going forward?
- What does it mean for a student to submit an assignment and commit to it being their own work? How can we discern independent content knowledge development?
- What does achieving a degree say about the student? The institution?
- AI detection software is being developed, but for a price? Are we commodifying education?

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