



**Universitat**  
de les Illes Balears

## **MASTER'S THESIS**

# **MACHINE TRANSLATORS TO IMPROVE WRITING OF ACADEMIC TEXTS: A TEACHING PROPOSAL FOR LANGUAGE SUBJECTS IN SECONDARY EDUCATION**

**Marta Ramon Ferrer**

**Master's Degree in Teacher Training**

**(Specialisation/Pathway *English-German*)**

**Centre for Postgraduate Studies**

**Academic Year 2019-20**

# **MACHINE TRANSLATORS TO IMPROVE WRITING OF ACADEMIC TEXTS: A TEACHING PROPOSAL FOR LANGUAGE SUBJECTS IN SECONDARY EDUCATION**

**Marta Ramon Ferrer**

**Master's Thesis**

**Centre for Postgraduate Studies**

**University of the Balearic Islands**

**Academic Year 2019-20**

**Key words:**

academic writing, machine translation, multilingualism, students, teaching proposal

*Nom del supervisor de tesi Maria Gené Gil*

*Nom del tutor (si escau) Maria Gené Gil*

*Nom del tutor (si escau)*

## **Acknowledgements**

*To our tutor for the Master's Thesis, Maria Gené Gil, for her good guidance, her unstoppable involvement and help as well as the infinite patience she has had with us during the production process of the same.*

*Especially, to the person who has given me her greatest and tireless support: my mother.*

*To my sister, who is a primary school English teacher, who has always offered to help me and clear up any doubts.*

*And to my friends to always stand by me, give me encouragement throughout the process and not take into account my bad days while this thesis has been completed.*

## **Abstract**

This Master's Thesis presents a teaching proposal that aims to improve the written skills of compulsory secondary education students, more specifically when writing formal and/or academic texts. In this sense, we aim to propose an innovative methodology through introduction and, therefore, access to machine translation (MT), so that students can integrate this online resource into their writing learning in order that MT help them to express themselves adequately when producing these specific texts. Likewise, we would also like students to obtain an eloquent learning of ICT (Information and Communication Technologies), that is, getting students to learn to make critical use of this electronic tool.

The theoretical framework has been designed based on the needs that address our central theme of the work we present. We have highlighted the most characteristic and essential features of MT apart from accommodating the importance of being efficient writers. Likewise, interdisciplinarity and the integrated method of languages (namely, English, Spanish and Catalan) have been included, since our teaching proposal contemplates the possibility of being worked between different educational departments. The current educational curriculum in the Balearic Islands has been considered.

However, referring to the practical part, we have developed a teaching proposal based on a series of small activities which, in the end, lead to a final task. In this sense, we start from MT as the tool by which we will proceed to improve the writing of high school students of formal and/or academic texts. Finally, a series of evaluation tools have been implemented, which will allow to assess the process of design and realization of the proposed work of activities, as well as the sessions required so that the designed teaching proposal can be carried out, in order to achieve the intended purpose: to improve the communicative writing skills of high school students.

**Keywords:** academic writing, machine translation, multilingualism, students, teaching proposal.

# Table of contents

<b>1. Introduction .....</b>	<b>7</b>
<b>1.1. Justification.....</b>	<b>8</b>
<b>1.2. Objectives .....</b>	<b>10</b>
<b>2. Literature review .....</b>	<b>12</b>
<b>2.1. Machine Translation .....</b>	<b>12</b>
<b>2.2. Usage of machine translators in language subjects.....</b>	<b>13</b>
<b>2.3. Teaching secondary students to write effectively .....</b>	<b>15</b>
<b>2.4. Interdisciplinarity among language subjects .....</b>	<b>16</b>
<b>3. Teaching proposal.....</b>	<b>20</b>
<b>3.1. Introduction .....</b>	<b>20</b>
<b>3.2. Objectives .....</b>	<b>21</b>
<b>3.3. Methodology .....</b>	<b>22</b>
<b>3.4. Timing.....</b>	<b>25</b>
<b>3.5. Description of activities.....</b>	<b>30</b>
3.5.1. 1 <sup>st</sup> Session: Introduction to MT .....	30
3.5.2. 2 <sup>nd</sup> Session: Putting into practice MT.....	32
3.5.3. 3 <sup>rd</sup> Session: Introduction to journalistic texts .....	32
3.5.4. A Session: MT Infographic .....	33
3.5.5. 4 <sup>th</sup> Session: Formation of the pairs and allocation of machine translators.....	33
3.5.6. 5 <sup>th</sup> Session: Translation and co-assessment.....	34
3.5.7. B Session: Fake translations.....	34
3.5.8. 6 <sup>th</sup> Session: Journalistic Subgenres .....	34
3.5.9. 7 <sup>th</sup> Session: Comparing and identifying texts.....	35
3.5.10. C Session: Connectors practice .....	35
3.5.11. 8 <sup>th</sup> Session: Majorca Daily Bulletin .....	36
3.5.12. 9 <sup>th</sup> Session: Majorca Daily Bulletin and Online editing program .....	37
3.5.13. D Session: Online editing program .....	37
3.5.14. 10 <sup>th</sup> Session: Journalistic texts poster.....	38
3.5.15. 11 <sup>th</sup> Session: Linguistic Rubric .....	38
3.5.16. E Session: Polysemy' Word Games.....	38
3.5.17. 12 <sup>th</sup> Session: Content revision.....	39
3.5.18. 13 <sup>th</sup> , 14 <sup>th</sup> and 15 <sup>th</sup> Sessions: Final Task .....	40
3.5.19. 16 <sup>th</sup> Session: Deadline Final Task .....	40
<b>3.6. Evaluation .....</b>	<b>42</b>
<b>4. Conclusions.....</b>	<b>45</b>
<b>5. Bibliography .....</b>	<b>48</b>

<b>5.1. Webliography .....</b>	<b>48</b>
5.1.1. Machine translators' links .....	48
5.1.2. Useful links to activities .....	48
<b>5.2. Bibliography .....</b>	<b>48</b>
<b>6. Annexes.....</b>	<b>53</b>
<b>6.1. Poster Checklist.....</b>	<b>53</b>
<b>6.2. Key Competences Rubric .....</b>	<b>54</b>
<b>6.3. Self-assessment – Checklist .....</b>	<b>55</b>
<b>6.4. Writing Tasks Rubric.....</b>	<b>56</b>
<b>6.5. Translation's Task Co-assessment Checklist.....</b>	<b>57</b>
<b>6.6. Teamwork and Time Management Co-assessment Sheet .....</b>	<b>58</b>

# 1. Introduction

Grammar-translation method (GTM) for language learning and teaching was developed mostly between the 18th and part of the 19th centuries (Rhalmi Mohammed, 2009). This methodology focused its efforts on the assimilation of grammatical rules, more specifically on the study of vocabulary lists and the performance of translation exercises (Hernández Reinoso, 2000, p. 142). This teaching method tended to use not so laborious phrases, which were not entirely natural and, moreover, did not provide much or no communicative component; in other words, its main content was the study and teaching of grammar *per se*, as its name indicates. In addition, it could be said that it is a method that was focused on teachers, a fact which we would like to avoid. In this sense, the GTM was more aimed at learning morphology and syntax and basically did not cover the content or communication of the language (Rhalmi Mohammed, 2009). All the more reason why we want to avoid continuing to implement this methodology, since we consider that teaching and learning a language involves working on all the aspects that it contains from writing to orality, for example.

Bearing in mind that GTM teaches vocabulary concepts through word lists, it should be noted that it has frequently been believed that “los patrones gramaticales son universales y pueden, por tanto, pasar de una lengua a la otra” (Hernández Reinoso, 1999, p. 143). Another point is that GTM was also centralized in the study of whole words and sentences in the target language that, of course, were mostly decontextualized from the students' mother tongue, in order to learn to “entrenar y desarrollar habilidades” (Hernández Reinoso, 2000, p. 143). For all the above and because we believe that a change is needed as far as this methodology is concerned, we have decided to present a teaching proposal that highlights the relevance of directing the teaching of a language from a fully communicative approach. With regard to the latter, we would like to state that we present the teaching proposal in question, always bearing in mind what the LOMQE curriculum in force in the Balearic Islands recommend. Therefore, the teaching proposal designed for this work aims to break with the GTM and accommodate the student as the main protagonist while devoting himself

exclusively to becoming an efficient writer while learning, among many other facets of the language, to optimally use MT as a help tool.

### **1.1. Justification**

“Effective writing is a vital component of students’ literacy achievement” [...] and the nature of writing as well as the manner it is taught is changing constantly (Graham *et al.*, 2016, p. 1). On top of that, there is a strong belief in the transmission of grammatical structures from one language to another, as we mentioned in the previous section. But what we intend by making the teaching proposal in question is to avoid this universalized paradigm that, by the way, it is already quite outdated, and to help high school students to improve the communicative efficiency of their academic writing. Therefore, in order to make possible the teaching proposal presented hereunder, we will use machine translation as a means, although an eminently communicative approach will be adopted. For the most part, the problem that is most evident in the texts produced by students is their lack of mastery of the structures and discursive elements that determine the corpus of formal texts. That is, they do not know the composition and organization of the information contained in a text and, therefore, this fact translates into the difficulty of writing communicatively efficient formal and/or academic texts. Consequently, we decided that the ideal would be to improve the writing efficiency of high school students with the help of machine translation, which in this case will be our means to achieve the main goal on which we base this work. At the same time, we firmly believe that working on the production of texts in education in conjunction with machine translation can become something useful and motivating for students. In this sense, learners will understand that it is possible to obtain efficiently communicative and intelligible texts as well as becoming aware and critical of the machine translators they use.

Once we have introduced some of the reasons why we defend this proposal, it should be clarified that our undergraduate studies were those of Translation and Applied Sciences, which we had in mind when taking a direction that gave us sufficient motivation to undertake a work of this magnitude. In this essence, we wanted to set the challenge and succeed in establishing the link between education and translation use in classrooms, which is the central theme

of our proposal. In particular, through our teaching proposal, we see the possibility of contemplating machine translation as the means that leads students to become efficient writers. That is, it should be used as an added aid tool in producing communicatively efficient formal and/or academic texts. Paying attention to our Master's Thesis main course, we believe that the best way to bring it to fruition is to introduce and, therefore, familiarize both teachers and students with machine translation and their respective translators. Undoubtedly, we believe that this first step is essential to begin the elaboration process that will lead to the final product of the work of activities that we propose, since at first glance it seems that teachers and students know the diversity of the existing electronic tools and resources but, on the contrary, the reality strongly diverges from this thought.

Translation, meanwhile, could be defined as the practice by which a text is reproduced from a source language to a target language, making this text intelligible to a wider audience. As Nida said,

Una traducción será correcta en la medida en que el lector medio a que va destinada sea capaz de entenderla correctamente. [...] No nos basta traducir de manera que el lector medio sea capaz de captar el mensaje, sino que debemos estar lo más seguros posible de que esa persona va a captarlo de hecho (Nida, 1974, p. 16).

In general, it could be considered that through translation and education access to communication between human beings is much easier. In fact, communication can be as fluid as necessary and/or desired, because both translation and education do not contemplate stereotypes or races or cultures, but rather the key lies in giving access to agile exchange and free of any factor that may influence when transmitting a message in one or another language. The important thing is to communicate and, therefore, understand the message. In this way, these two branches can be considered as a part of the learning process, due to the fact that both of them are mainly used for teaching language subjects and for becoming established the primordial premises of language and communication skills.

On the more theoretical side, then, we believe it is opportune to testify that education is the branch that gives us the opportunity to train at any vital level, since through it we can achieve and assimilate a large number of meaningful short- and long-term learnings that will be useful to us at different times, stages, and experiences in our lives.

However, from a more practical perspective, we would like this work, which seeks to establish translation as an online resource within the educational field when working on a teaching proposal based on an explicit multilinguistic approach, to be an added help by teachers when teaching English to their students using various resources, in particular machine translation. In terms of that, it must be said that the exposed teaching proposal aims to foster interdisciplinarity between language subjects, a methodology very much being implemented in schools today.

In other words, we want to accommodate the conception that education and translation can go hand in hand, in terms of teaching and learning. Moreover, we do agree that it would also be of great interest for students as it could provide them considerable help in improving their written assignments, especially by focusing on formal - academic texts.

## **1.2. Objectives**

In relation to the objectives that determine our Master's Thesis, we could say that there are a few. On the one hand, we consider it a priority to establish the theoretical framework that will allow us to define what supports this work. In this sense, the knowledge we illustrate helps us to speed up the process of introduction and understanding of machine translation as well as the need to produce formal and/or academic texts that are intelligible and organized by secondary education students.

On the other hand, we want to make it clear by valuing machine translation as a pedagogical tool in the field of education. This goal is paramount, as machine translation is often overlooked when, in fact, it offers optimal benefits to both the teachers themselves and the students and their shortcomings.

Last but not least, the third goal has to do with the presentation of a teaching proposal, totally innovative as it is a multilingual proposal, which is

plausible to implement in high school classrooms and which also provides a fully communicative approach to the learning and teaching of writing and producing formal and/or academic texts.

## **2. Literature review**

### **2.1. Machine Translation**

Machine translation (MT) is an automatic translation system that makes use of advanced computational linguistic analyses to process source documents automatically to create target texts without human intervention (Quah, 2006, as cited by Madkour, 2016, p. 167). However, MT does require human intervention in some cases, as the resulting product may need to be modified either because it has not been translated properly, or because a polysemous error may occur, that is, that the translator confuses the meaning of a word and makes a totally decontextualized use of it, for example. This is highlighted by Niño (2005, p. 2) when she points out that MT systems were not designed primarily for language teaching and, consequently, they do not have any kind of correction system, which falls to human beings. If we take into account the last clarification, it should be emphasized that the effectiveness of machine translators depends, to a large extent, on the language combination. This is because they allow and are therefore useful in understanding the general message of the original text, especially since the source language is not spoken. On the other hand, machine translators are not useful when it comes to obtaining a definitive final text. That is the main reason why translations must necessarily be revised if the aim is to produce a text with a clear and appropriate corpus. This fact, at the same time, also translates into one of the most primary drawbacks of this branch of translation.

In addition, Madkour (2016, p. 167) emphasizes that “with the spread of personal computers, machine translation is now available for various purposes” apart from making it clear that “systems of machine translation serve professional and non-professional translators in various fields in life”. Nevertheless, even though MT has increased considerably, Madkour (2016, p. 167) highlights that “strategies for developing teaching and learning machine translation as an academic discipline are still needed”.

Finally, and, in relation to profits, MT saves time, since MT languages are capable of translating entire text documents in seconds. Another benefit could be the lower costs MT implies, due to the fact that MT does not necessarily require

too much human involvement and, finally, it is also beneficial as far as memorizing terms is concerned because MT has the ability to memorize key concepts as well as phrases that are used within a given industry and reuse them wherever they might fit (memoq, 2020).

In short, we could add Madkour's (2016, p. 172) statement which reads as follows: "thus, the development of MT has played an important role in enhancing media interactions, and cross culture communication".

## **2.2. Usage of machine translators in language subjects**

At present, there has been a noticeable change in the concept of the use and use of MT within the professional area, a fact that diverges considerably with the prostrate reality in the language classroom, as observed by Vazquez-Calvo and Cassany (2017). According to these authors (2017, p. 181), "el aprendizaje de lenguas se aleja del uso de la traducción y de los recursos lingüísticos asociados a ella". In this sense, however, it is necessary to emphasize the fact that today there is the presence of "dos tendencias educativas que abogan por una mayor integración de los recursos disponibles en el aula, también con el objetivo de un aprendizaje de lenguas más integral y consciente" (Vazquez-Calvo & Cassany, 2017, p. 181). In this instance, then, we find, on the one hand, the proposal to provide students with a computer or tablet and, on the other hand, to base students' learning on data. The latter aims to "una mayor integración de tecnologías y recursos lingüísticos para, a la postre, fomentar un aprendizaje consciente de la lengua [...]" (Vazquez-Calvo & Cassany, 2017, p. 181).

If we pay attention to the proposed purpose of wanting to give a conscious teaching of the language, we must attest that students are the first to use multiplicity of devices in order to find help and also the way to complete the tasks proposed in the classroom (Vazquez-Calvo & Cassany, 2017). On the contrary, at least, there is a tendency to exclude the use of electronic resources, as the educational population remains firmly convinced that any electronic tool and/or resource has more drawbacks and disadvantages than something positive. Nevertheless, however, it is known that online language resources are not used in the expected proportion, but are undervalued and hardly introduced in any kind of educational teaching, especially because the vast majority of teachers in the

education community that makes up the education system is unaware of the uses and, broadly speaking, the existence of many of the existing online resources and tools (Vazquez-Calvo & Cassany, 2017, p. 182). For this reason, MT is not very well regarded among teachers of language subjects and, above all, in English classes. While it is true that MT is useful for translating texts, people, as a general rule, tend to resort to machine translators when consulting the equivalent of a word in another language. At least, MT is undervalued in the educational field, as it is considered that the students who use it are not striving hard enough to understand the text or the concept. In other words, it is surely considered that the end result is not accurate enough and its usefulness is not seen.

Likewise, the application of this type of electronic tool in classrooms is not contemplated because most teachers are not sufficiently trained in the use and operation of this type of resource or do not know the use of online language resources, which results in the disappearance of their students' use (Vazquez-Calvo and Cassany, 2017). Niño (2005, p. 1), on the other hand, states that translation is considered a linguistic mediation tool to facilitate communication, in addition to emphasizing that many teachers use it as "estrategia de enseñanza/aprendizaje o para agudizar la precisión léxica, gramatical, discursiva o estilística". Nonetheless, the same author (2005, p. 1) also recognizes that, despite the fact that translation is a tool for language use, the use of MT in language teaching is almost completely unknown. Thus, Niño (2005, p. 1) explains that students use various electronic MT resources for two specific purposes: on the one hand, "para agilizar la comprensión lectora de textos en lenguas desconocidas" and, on the other hand, "escribir en una lengua extranjera". Moreover, Niño (2005, p. 1) also mentions that "muchos alumnos utilizan [la traducción automática] sin conocer bien el potencial y las limitaciones que ésta conlleva". At the very least, the aforementioned author states that MT is an unexplored area and, therefore, little known to teachers.

Nonetheless, there are other authors such as Harold Somers (2003, p. 319) who states that "the use of MT and related software in the classroom has various perspectives depending on the type of student: one is teaching about computers and translation for its own sake, as a part of course in one of the

contributing fields such as linguistics [...]”. In that sense, Somers (2003, p. 319) also argues that “language teaching is related to translation as a linguistic activity”. In fact, this author (2003, p. 327) believes, as well, that MT can help students become aware of and appreciate the grammar and style of their native languages.

Notwithstanding, we would like to conclude this section by making special mention of the study by Cánovas and González (2006), since it has served us as a reference when establishing the parameters of organization of the sessions and the timing of the same. We would also like to point out that, thanks to this article, we have realized that MT can become a totally innovative teaching tool that students themselves will be able to handle freely and discover that sometimes it is not necessary to pay so much attention to quality of the final result, but of everything learned during the elaboration process of the activities. Thus, we could understand that, despite the fact that there are various educational approaches that include ICT, there is still no “un professor «pur» que només apliqui un dels enfocaments” (Cánovas & González, 2016, p. 2). That is, there are many ways to apply ICT to classrooms and, above all, to students. In our case, we see the need to integrate MT as a methodology to please our purpose of teaching our students to produce formal and/or academic texts in a communicatively efficient way, as we consider this online tool as one of the most plausible and easy to use that, at the same time, is within reach of any human being.

What really interests us trying to implement the suggested teaching proposal is simply that students can really realize that, thanks to the manipulation of various texts through the tool mentioned so far, they can feel with their own hands the need to draw their own conclusions when it comes to being efficient when writing a formal document, so that they know how to be critical of themselves and the texts they produce.

### **2.3. Teaching secondary students to write effectively**

According to *Diccionari Invers de la Llengua Catalana* (DILC), writing is the “sistema de signes gràfics que serveix per a anotar un missatge oral i poder-lo conservar o transmetre” (Vilaseca, 2019). At least, as simple as it sounds to write, it is not something everyone knows how to do correctly. When writing, you need

to pay attention to many aspects, such as the cultural context, among other characteristics. Likewise, that is, “l’aprenentatge de la llengua s’ha de basar sempre en la realitat [...]” (Austin, 1962 as cited by Pertusa & Jarque, 2015 p. 21). Therefore, one tends to think that writing is “[...] una unitat de comunicació, adequada per a treballar la llengua, [...]” (Pertusa & Jarque, 2015 p. 21).

However, writing and the way it is taught have been constantly evolving, due to the fact that writing is considered one of the most complex language skills and therefore requires more explicit teaching. As a result, technology has opened new doors in teaching and implementing this communicative competence. According to Graham *et al.* (2016, p. 1), “technology [...] plays an important role in how students learn and practice writing in and out of the classroom”. In this sense, we could say that efficient writing is part of the education and literacy of students in any school and, consequently, becomes a “life-long skill that plays a key role in post-secondary success across academic and vocational disciplines” (Graham *et al.*, 2016, p. 1). Then, it is important to emphasize that a text is written efficiently when it perfectly reproduces the main goals of the writer, as well as being the most accurate and precise in terms of audience and context. It could also be considered a correctly worded text when it achieves that the corpus is presented in clear and well-defined structures through which the message included in it is expressed with appropriate coherence, cohesion and adequacy. Finally, it is efficient writing that which manages to get the answer expected by the reader.

Having said all that, knowing how to write does not lie in the action of writing *per se*, but rather in knowing how to communicate efficiently and reach the reader.

## **2.4. Interdisciplinarity among language subjects**

Since our educational initiative aims to involve all compulsory language subjects present in the Balearic Islands curriculum [i.e., Catalan Language and Literature (ESO), Spanish Language and Literature (ESO) and First Foreign Language (ESO)], we devote a section of our work to discuss the curriculum LOMQE<sup>1</sup> in

---

<sup>1</sup> LOMQE: Llei Orgànica per a la Millora de la Qualitat Educativa, de 28 de novembre de 2013

force in the Balearic Islands, which, basically, takes into account the integration of the language subjects. However, we will also take the opportunity to leave a glimpse of what interdisciplinarity entails, as the issue of networking between subjects is really important in terms of our teaching proposal. At the very least, as far as our work is concerned, we will only focus our attention on linguistic matters, a fact that does not necessarily has to be recognized as interdisciplinary, but that has something to do with this type of methodology as well.

In this sense, it is necessary to specify that the Organic Law 2/2006, from 3<sup>rd</sup> of May, of education, modified by the Organic Law 8/2013, from the 9<sup>th</sup> of December, for the improvement of the educational quality, has like main purpose that students be able to communicate in both their official language and the co-official language, if any, and in one or more foreign languages. Thus, the Organic Law in question states that the current education system fails significantly to teach students language subjects in a meaningful way and, therefore, aims to make the mastery of foreign languages a priority in education. In order to deal with the situation, Decree 45/2016, from 22<sup>nd</sup> of July, for the development of communicative competence in foreign languages in schools supported with public funds in the Balearic Islands, urges to integrate language subjects to the students, so that they are able to use them fluently. So notorious is the need for students to complete their compulsory schooling with the command of the two official languages of the Balearic Islands as well as a foreign language, that the LOMQE curriculum stipulates that it is a priority to have the presence of a Centre Language Project (LCP)<sup>2</sup> which includes all the programming relevant elements to be able to treat the languages as correctly as possible. Likewise, with regard to Content and Language Integrated Learning (CLIL),<sup>3</sup> it should be emphasized that there is "la necessitat de coordinar de manera efectiva l'ensenyament de totes les llengües" (GOIB, 2016, p. 23). That said, the LOMQE curriculum determines that it is a matter of working through "una adequada coordinació entre

---

<sup>2</sup> LCP: We have decided to put this acronym, on the one hand, because it corresponds to the English equivalent of the concept of "Projecte Lingüístic de Centre" and, on the other hand, because we have not found the exact equivalent used, as a general rule, in the English language.

<sup>3</sup> CLIL: Generally, the equivalent of this acronym in both Catalan and Spanish is AICLE (Aprenentatge integrat de Continguts i Llengües Estrangeres). It is the teaching term used to refer to a situation of language immersion in the classroom.

els professors de totes les llengües” (GOIB, 2016, p. 23), but that it is also necessary to raise awareness among other teachers in order to undertake this purpose in all areas and/or subjects. Therefore, in order to be able to meet the requirements that lead to education to teach in an integrative way and avoiding isolated teaching practice, several aspects must be taken into account, such as, for example, the motivation of students in order to focus meaningful language learning on students. Here is the importance and need to promote an education for the integration of language subjects.

Apart from all the above, unlike Decree 15/2013 (TIL) already repealed, the Decree in force in the Balearic Islands does not specify exactly which foreign language schools should include in their school language project, so that it can be the centres themselves that decide which foreign languages they want to teach. Nonetheless, *de facto*, it is mostly English. Overall, we live in a plurilingual and pluricultural society that requires mastery of foreign languages, because it is through them that it is possible for us to communicate efficiently with each other at any standard of living, whether social, personal and/or professional.

Briefly explained the curriculum, interdisciplinarity is a methodological strategy that serves to share teachings and knowledge, among other aspects, between different subjects, whether from the same teaching department or between several teaching departments. Thus, Casey Jones (2010, p. 76) argues: “the interdisciplinary approach has become an important and challenging technique in the modern curriculum” apart from clarifying that this strategy “synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience”. Like everything, this strategy also has the presence of several advantages and disadvantages. However, it should be noted that through its use there become meaningful long-term learnings and are undoubtedly “essential to a student’s future learning” (Jones, 2010, p. 76). In this sense, some of the advantages could be the better understanding and achievement of the learnings of the various subjects involved as well as the improvement of students' communication skills. As for the disadvantages, these are a few but significantly lower than the advantages, such as the time to invest in curriculum development and the difficulty in implementing

this methodological strategy between both teachers and students. However, Casey Jones (2010, p. 77) states that “although having disadvantages, interdisciplinary team teaching remains a popular approach with many benefits”. Likewise, it is known that interdisciplinarity has become a topic of great consideration among the educational and professional society because, as Riera & Laguna (1998, p. 16) emphasize, “[...] en les darreres dècades la defensa de la interdisciplinarietat està cobrant un gran vigor”. Given the latter estate of Riera & Laguna, Santomé (1994, p. 69) comments that interdisciplinarity

es un objetivo nunca alcanzado por completo y de ahí que deba ser permanentemente buscado. No es sólo un planteamiento teórico, es ante todo una práctica. Su perfectibilidad se lleva a cabo en la práctica, en la medida en que se hacen experiencias reales de trabajo en equipo, se ejercitan sus posibilidades, problemas y limitaciones. Es una condición necesaria para la investigación y la creación de modelos más explicativos de esta realidad tan compleja y difícil de abarcar.

As Santomé (1994, p. 75) reiterates “alumnos y alumnas con una educación más interdisciplinar están más capacitados para enfrentarse a problemas que trascienden los límites de una disciplina concreta y para detectar, analizar y solucionar problemas nuevos con los que nunca antes se han visto”. According to what we can read in the article entitled “La Interdisciplinarietat” written by Laguna & Riera (1998), interdisciplinarity is being included in our lives and, therefore, in the classrooms of any school, with the only precedent that has everything to do with the complexity of the problems that currently affect us as a society and, therefore, the way in which these are posed “ens porten a la necessitat de prendre en consideració com més punts de vista millor, i d’aquí a una de les explicacions clau del perquè del gran impuls que tenen avui dia les dinàmiques tendents a la interdisciplinarietat” (Laguna & Riera, 1998, p. 16).

### **3. Teaching proposal**

#### **3.1. Introduction**

The teaching proposal that we designed for this Master's Thesis focuses its main objective on improving the communication skill of high school students' writing in formal-academic texts. The tool that we will use as a means to achieve more communication-efficient production of this type of text will be MT. It should also be noted that journalistic texts, in particular, will be worked out. Our choice is due, on the one hand, to the fact that journalistic texts have very specific syntactic and grammatical structures and, as a result, are often difficult to be written by students. On the other hand, this linguistic genre has been chosen because it appears in the curriculum of the three language subjects.

At the same time, it should also be mentioned that journalistic texts are those that seek to inform the reader about any event that has occurred in the world and we find more and more commonly in digital format; all the more reason to work them, for the ease of looking for them and finding them on the net. With regard to MT, we have decided that it could be a very useful electronic resource, as our aim is to avoid the principles that govern the GTM, as we have discussed above. However, we believe that MT can help students to produce formal texts efficiently, as they themselves will have to assess the final result of the written text while being taught to make a critical use of machine translators and being critical of themselves.

Therefore, since we want to present a teaching proposal that can be worked on in high school classrooms, we will detail the methodology to be followed as well as the objectives on which the proposed work of activities is based. Care will also be taken to include the timing to be devoted to each session, the description of the activities to be carried out and the assessment criteria to be used when assessing students, the most accurate and appropriate as possible, the whole process of carrying out the designed teaching proposal. In this sense, therefore, we will devote ourselves in determination to design the teaching proposal, so that it can be of great help for teachers when implementing it, always bearing in mind that these guidelines could be modified to the needs of each teacher and, obviously, to those presented by the students.

In order to conclude this introductory section, we would like to point out that all the activities included in this document have been designed to be worked on in person in the classrooms, although they could be adapted, especially to be done online, in fact, to most unforeseeable circumstances that may occur such as, for example, the current COVID-19 pandemic that we are experiencing today. In this regard, we would like to make it clear that they could be adapted, mainly, to be carried out online.

### **3.2. Objectives**

In this section, we propose to set out the objectives that support the teaching proposal in question. In the foreground, we want to make it clear that our primary purpose is to improve the communicative competence of the writing of high school students, as far as formal and/or academic texts are concerned. In this sense, therefore, we want to be able to create a teaching proposal that establishes its bases in the use of machine translators when teaching language subjects, since we give it a fully multilingual approach. Therefore, we are guided by the provisions of the LOMQE and the current Decree 45/2016 (Foreign Languages Decree). On the other hand, as we have mentioned before, our teaching proposal also aims to accommodate the possibility of working on interdisciplinarity between language and content-based subjects. We also insist on implementing MT as the online resource that will allow us to achieve an improvement in the production of formal and/or academic texts. Taking into account this last clarification, an objective to be fulfilled is to familiarize students with the use of machine translators, thus offering them a new tool to work with as well as giving them the opportunity to make a critical and conducive use of it.

Cross-cuttingly, we aim to use this electronic tool to help students learn to be critical of themselves and their peers. We would also like to point out that we would like to encourage cooperative work among students, thus encouraging a good classroom climate and the establishment of more favourable interpersonal relationships.

Finally, as indicated in the previous section, another purpose is to outline some activities that become adaptive. In other words, and in view of the current situation that accompanies us (pandemic COVID-19), our intention lies in the

need to design activities that can be carried out both in person and by telematics means, given that it is almost completely unknown how our students will be enrolled in the next academic year.

### **3.3. Methodology**

The teaching proposal of this work is based on a very specific methodology, since it is a question of working the writing by means of the MT, that is to say, making use of the existing machine translators. Mainly, we suggest a teaching proposal that consists on improving the writing of formal and/or academic texts in the three language subjects. In other words, the teaching proposal in question seeks to unite language subjects. However, it should also be noted that it could also be worked on between subjects from various departments, thus promoting interdisciplinarity.

In the first instance, it should be clarified that the texts to be worked on will be journalistic texts, such as news, opinion article, reportage and the column. It should be noted that journalistic texts are worked on because they are part of the contents of the curriculum of the three language subjects. In all three curricula, importance is given to the identification of the differentiating features of the various journalistic genres, both informative and opinion. In addition, the need to capture the main ideas that journalistic texts present is explicitly stated. Finally, all three curricula also emphasize that, regardless of the extent to which a journalistic text is structured, students must be able to locate specific information to this type of linguistic genre (Llengua Castellana i Literatura (ESO), p. 33; Llengua Catalana i Literatura (ESO), p. 34; Primera Llengua Estrangera (ESO), p. 19 and 36, BOIB n.73, from 16<sup>th</sup> of May 2015). These will be extracted from various sources, whether in paper or digital format. That said, the teaching proposal focuses on carrying out a series of small activities that, in due course, will lead to a final task. The purpose of this proposal is the need to work on writing continuously and not just on random days. In this sense, the production of formal and/or academic texts will be efficiently possible thanks to MT, as it will be an added help when writing the fragment and detecting, at least, the possible language and structure problems, among other aspects. However, it is also intended that through the use of this technological resource in high school

classrooms, students learn to make a favourable and critical use of it, so that they realize that while machine translators have innumerable benefits, they also pose some drawbacks such as, for example, the problems they pose when it comes to producing appropriate texts pragmatically or communicatively. Therefore, we could consider the teaching proposal in question as a kind of work that aims to teach to write clearly and with well-defined structures, as well as to assess whether the texts produced are optimal or, on the contrary, present syntactic-discursive errors among others.

Initially, we wanted to be pragmatic, but without forgetting the needs that may arise tomorrow by teachers when implementing this teaching proposal in their classrooms, regardless of whether it can or not be modified taking into account the level of English of the group being worked with. So, we have designed a proposal of small activities that will be implemented throughout the second academic term, which will lead to a final product. This final task will be the collection of everything it will be learned to date and it will also help students to realize the importance of writing texts with a coherent, cohesive and communicatively appropriate corpus. Or what is the same, a proposal that helps students become efficient writers. Later, in its corresponding section, we will specify the exact timing of each session and the evaluation criteria.

With regard to MT, we can clarify that this will be our means of working on the teaching proposal presented. Specifically, six different machine translators will be presented to the students, including Apertium,<sup>4</sup> Google Translator,<sup>5</sup> Reverso,<sup>6</sup> Systran,<sup>7</sup> DeepL<sup>8</sup> and Yandex Translate,<sup>9</sup> although other could be also used if preferred by the teacher implementing this proposal.

Also, since this is a split class and we only have the presence of 15 students, the tasks are designed mainly to be carried out in pairs or in groups of up to three people. In the case of a non-split class, then groups of up to 3 people will be created, with the possibility of adapting this option to the number of

---

<sup>4</sup> Apertium: <https://www.apertium.org/index.spa.html?dir=spa-epo#translation>

<sup>5</sup> Google Translator: <https://translate.google.com>

<sup>6</sup> Reverso: [https://www.reverso.net/text\\_translation.aspx?lang=ES](https://www.reverso.net/text_translation.aspx?lang=ES)

<sup>7</sup> Systran: <https://translate.systran.net/translationTools/text>

<sup>8</sup> DeepL: <https://www.deepl.com/translator>

<sup>9</sup> Yandex Translate: <https://translate.yandex.com>

students present in the classroom. At the very least, there will also be some sessions that will be worked on in groups of 4, which will be formed by joining two pairs. In this way, by making them work in pairs or small groups, we get them to help each other and encourage cooperative work.

In terms of procedure, there are three different ways: first, the teacher is the one who assigns the translator to each pair; second, each pair chooses the translator they want to use after performing several tests with the six translators, and finally, the third is for all pairs to work with the same machine translator. With regard to our teaching proposal, we lean significantly towards the first option, that is, that each pair is assigned with a specific translator, so that, once all the tasks have taken place, the results obtained can be compared and counteract the positive and negative points of each of them. At this point, we find this choice timely because the production and subsequent pooling of all final versions extracted can lead to a critical assessment between students and between students and the teacher, always taking into account the established evaluation criteria. Also, in the last ten minutes of each session, students will be able to formulate any doubts they may have and contribute ideas, which will then have to be uploaded to an online educational platform created by the teacher, which can be the one known as Padlet (it does not have to be this one in particular, but the teacher can choose the electronic tool that is most useful and good to use). This Padlet will respond to the consultation needs of students while being a more visual and manageable online resource. However, it should be clarified that doubts will not be resolved at the same time, but before starting each session the teacher can ask the students and, if any student answers them correctly, s/he will have a positive. We consider our students the centre of their learning-teaching process, so because of this and as we said before, we will encourage the peer feedback, in order to promote their motivation and participation to work on the learning to learn competence. Once the doubts have been resolved, then the Padlet will be updated with the solutions and it will become a consultation tool for students. In other words, it will be a way to review the previous session.

In addition to all that has been said so far, we would like to point out that, despite being a teaching proposal designed to be carried out in secondary school

classrooms, it is mainly aimed at 3<sup>rd</sup> and 4<sup>th</sup> year ESO students (even, it could work equally in the classrooms of 1<sup>st</sup> of Baccaureate). This is mainly due to the complexity of the work that supports our teaching proposal, among other reasons, because we aim to integrate MT in high school classrooms.

Finally, we would like to emphasize that MT is not only the methodology we will use to reach our ultimate goal, which, we remember, is to improve the communicative competence of writing in formal and/or academic texts, but also in a transversal way, we want students to acquire knowledge about how MT works, not only at a low level but what results are produced, because these meaningful learnings can be useful in life, whether at a professional, academic, etc. level.

### **3.4. Timing**

With regard to the timing of the sessions, we would like to point out that the 2020-21 academic calendar has been used, which has been extracted from the official website of the teaching civil service union known as ANPE,<sup>10</sup> and it has been taken into account non-school days and public holidays marked on it. In any case, given that this calendar is a draft published by the GOIB<sup>11</sup> (Ministry of Education, University and Research, April 2020), there are still two days of school and two local holidays to be determined. Thus, the second term covers the period from January 8<sup>th</sup> to March 31<sup>st</sup>. In view of this same calendar, a long weekend will take place on February 26<sup>th</sup> and March 1<sup>st</sup> and, consequently, there will be no class on those two days. Although we have focused our teaching proposal on this particular calendar, it should be noted that it can obviously be adapted to any academic year.

Referring to the sessions, it should be specified that the same procedure will always be followed in all of them. This means that a specific procedure will be established when teaching each session, varying the main activities of each one. To start with, the beginning of each session will focus on acclimatizing the classroom environment and ensuring that students are ready to initiate the class. This first process will take place in about 5 minutes, more than enough time to

---

<sup>10</sup> ANPE: Asociación Nacional de Profesionales de la Enseñanza

<sup>11</sup> GOIB: Govern de les Illes Balears

present to students the activities that will be done during those 50 minutes that will last the session. Once this first step has been done, the teacher will devote about 20-30 minutes to the completion of the proposed task and, if there are two to do, then will distribute the activities in 10-15 minutes for each of them. After that, and once the activities have been carried out, the session will end with a reflection/conclusion of everything learned in that period of time, so that students can provide their opinion and assessment regarding the proposed exercises and raise doubts. Finally, the session will end once the teacher has presented the latest details, notices and important communications that serve the students. Below, we will present a table (*see table 1 below*) where it will be easier to see the parts in which each session will be distributed:

<b>Warm-up</b>	10 minutes
<b>Main activity</b>	25 minutes
<b>Wrap up</b>	15 minutes
<b>Farewell</b>	10 minutes

Table 1. Session's procedure.

So, since these small activities are thought to be developed throughout the two first months of the second term of the school year, we have a total of 21 hours to devote to it. However, it should be clarified that the activities do not necessarily have to be carried out in these two specific months, but that there is the possibility of doing them equally during the first or third term. In addition, we want to specify that in these grids the integrated sessions are only those that attend to the First Foreign Language subject (in this case, English). We also certify that the total number of hours in the specified months has been taken into account. At the very least, we would like to add that the series of small activities we propose are designed in such a way that all the hours of the term of the three language subjects are devoted to them. Likewise, the teacher of each subject will carry out their respective activities, but all three language subjects will follow the same direction in order to fulfil the main objective of this multilingual proposal.

Taking into account the total number of hours, which is 21 hours to be exact, it must be said that it should actually be 22 hours. Due to the fact that there is a bank holiday weekend in late February and early March, one of our sessions

is going to be cancelled. Taking into account the latter, there will be three sessions per week and in a month, we have, therefore, 12 exact hours for its realization. While it is true that homework needs to be advanced in the classroom, it is also important to remember that students will have the option to finish them at home if they have not done so in class or if a student has not come to class. In this sense, the distribution of these 21 total hours will be as follows (see *tables 2 and 3 below*):

### JANUARY

				1 <sup>st</sup> No lesson	2 <sup>nd</sup> No lesson	3 <sup>rd</sup> No lesson
4 <sup>th</sup> No lesson	5 <sup>th</sup> No lesson	6 <sup>th</sup> No lesson	7 <sup>th</sup> No lesson	8 <sup>th</sup> 1 <sup>st</sup> session: Introduction to MT.	9 <sup>th</sup>	10 <sup>th</sup>
11 <sup>th</sup> 2 <sup>nd</sup> session: → MT Practice.	12 <sup>th</sup>	13 <sup>th</sup> 3 <sup>rd</sup> session: → Introduction to journalistic texts	14 <sup>th</sup>	15 <sup>th</sup> A session · MT Infographic.	16 <sup>th</sup>	17 <sup>th</sup>
18 <sup>th</sup> 4 <sup>th</sup> session: → Formation of pairs/group and allocation of machine translators.	19 <sup>th</sup>	20 <sup>th</sup> 5 <sup>th</sup> session: → Translation of and co-assessment.	21 <sup>st</sup>	22 <sup>nd</sup> B session · Oral activity: Fake translations.	23 <sup>rd</sup>	24 <sup>th</sup>
25 <sup>th</sup> 6 <sup>th</sup> session: → Explanation of journalistic subgenres.	26 <sup>th</sup>	27 <sup>th</sup> 7 <sup>th</sup> session: → Comparing and identifying texts.	28 <sup>th</sup>	29 <sup>th</sup> C session ▪ Connectors practice.	30 <sup>th</sup>	31 <sup>st</sup>

Table 2. January Sessions' Distribution.

## FEBRUARY

1 <sup>st</sup> 8 <sup>th</sup> session  → Visit to the editorial offices of the newspaper Majorca Daily Bulletin	2 <sup>nd</sup>	3 <sup>rd</sup> 9 <sup>th</sup> session  → Debate about the visit and introduction to an editing online program	4 <sup>th</sup>	5 <sup>th</sup> D session:  ▪ Editing program.	6 <sup>th</sup>	7 <sup>th</sup>
8 <sup>th</sup> 10 <sup>th</sup> session:  → Journalistic texts poster	9 <sup>th</sup>	10 <sup>th</sup> 11 <sup>th</sup> session:  → Linguistic Rubric	11 <sup>th</sup>	12 <sup>th</sup> E session:  ▪ Polysemy' word games.	13 <sup>th</sup>	14 <sup>th</sup>
15 <sup>th</sup> 12 <sup>th</sup> session:  → Content revision: Kahoot or Quiz.	16 <sup>th</sup>	17 <sup>th</sup> 13 <sup>th</sup> session:  → <u>FINAL TASK</u>	18 <sup>th</sup>	19 <sup>th</sup> 14 <sup>th</sup> session:  → <u>FINAL TASK</u>	20 <sup>th</sup>	21 <sup>st</sup>
22 <sup>nd</sup> 14 <sup>th</sup> session  → <u>FINAL TASK</u>	23 <sup>rd</sup>	24 <sup>th</sup> 15 <sup>th</sup> session  → <u>DEADLINE FINAL TASK</u>	25 <sup>th</sup>	26 <sup>th</sup> Unified school feast	27 <sup>th</sup>	28 <sup>th</sup>

Table 3. February Sessions' Distribution.

Legend:

**Purple:** no lesson day, because of Christmas holidays and unified school feast

**Orange:** dynamic and playful sessions

Finally, as can be seen in the tables above, the sessions have been organized in such a way that the sessions are held on Mondays, Wednesdays and Fridays. In this sense, the sessions that take place between Monday and Wednesday have been called first, second, third and so on. Those that take place on Fridays, due to the fact that they are late in the day and therefore we want to make them more dynamic and playful, have been named as A, B, C, etc.

Indeed, we are aware that not all schools can be helped by the splits in the English subject mainly. For this reason, we would like the proposed calendar to serve as a template, so that teachers can adapt it to their respective time needs while taking into account the number of students they have in the classroom.

Therefore, despite being a useful sample calendar, we do not intend that the same should be used outside any modifications, but rather can respond perfectly to the requirements of each school, teaching department and students *per se*.

Apart from all this, and considering that the designed calendar is very detailed for a specific course, we want to emphasize that this calendar could be adapted equally to any term of the 2020-21 academic year or another academic year.

### **3.5. Description of activities**

In terms of activities, it is necessary to clarify a few aspects before entering into the subject. First of all, our teaching proposal becomes a multilingual proposal, so that the three language subjects take part in it, which, as we have mentioned before, are the following: Catalan Language and Literature, Spanish Language and Literature and First Foreign Language (namely, English).

On the one hand, the proposal we present is basically focused on defining the activities that will be carried out in the English subject. Therefore, in our proposal it will be the English teacher who will intervene in everything that the activities involve: the material used, the design of the activities, the distribution of time and the procedure with which the activities will be carried out.

As for the languages in which the series of activities presented below will be carried out, it will be mainly English. That is, the production of texts will be made in English and the respective translations will be from English to Catalan and/or Spanish. However, the final task will be done in the following way: students have written their journalistic texts in Catalan and Spanish classes, and then in the course that reaches us in this proposal, which is the First Foreign Language, students will translate their texts into English through machine translators.

On the other hand, however, the decision of the evaluation criteria, the timing of the sessions as well as the objectives on which the proposal is based fall into the hands of the group of teachers that make up the three different departments of language subjects. In this sense, therefore, each teacher can work individually on the elaboration of the activities, but all the teachers will have to be totally coordinated so that the final result becomes propitious for the students. Despite this latest clarification, we are fully aware that inter-departmental coordination is not easy and that, in many cases, it is a notorious difficulty in agreeing on decision-making.

#### **3.5.1. 1<sup>st</sup> Session: Introduction to MT**

This first session will serve to introduce the proposal that will be carried out over the following weeks. In this sense, the students will be explained what the proposal in question consists of and how it will be carried out. The teacher will also inform students about the purpose of the proposal to be developed and will

also inform that the means that will allow students to achieve the main goal will be MT. At the same time, the teacher will ask the students what their expectations are regarding the proposal that has just been proposed to them and each student will have to write on a piece of paper their initial thoughts, so that once the elaboration process of the same is finished, the students can compare their initial thoughts with the final ones.

From here, the teacher will make way for activity 0, which will consist of a brainstorming session (students and teacher) on MT. In order to facilitate this procedure for students, the teacher will ask a series of questions such as those proposed below:

- Do you know what MT is?
- Have you ever used a machine translator? If so, which one did you use?
- Do you know any other machine translators?
- Could you say what MT is for?
- Could you explain the advantages and disadvantages of this electronic tool?

Once the brainstorming has taken place and to start getting into the subject, the teacher will open one of the most renowned machine translators in the Western society which is the Google Translator and will propose to the students to do an initial translation in test mode. In the first instance, the English teacher will have prepared three completely different types of text: a recipe, an e-mail and an instruction manual. All these three texts will be written in English, so that students, with the help of the teacher, will translate them from their source language (English) to the target language (Catalan/Spanish). At first glance, they seem to be three quick and easy texts to translate, which is why we thought they were a great way to introduce students to this online resource. It is not a question of translating the three whole texts, but rather of translating some sections of them, so as to give time to check the translations of all three fragments.

Finally, the session will conclude with a group reflection in relation to the usefulness of MT that students believe it has and in determining exactly what it is for.

### **3.5.2. 2<sup>nd</sup> Session: Putting into practice MT**

In this case, the second session will be mainly aimed at carrying out what is known as a back translation of the texts translated in the previous class. The purpose of this activity is basically to compare the translations obtained and specify the differences between them, so that students realize that, no matter how much machine translators offer translations in a fairly instantaneous period of time, not necessarily the translations are absolutely optimal and therefore require a thorough revision at the time. In this sense, carrying out this task we are working on the integration of languages, which will serve us for the following sessions and activities.

The end of the session will be to share what the students think about the translations obtained, to explain if these have anything to do with the source texts (ST) and to assimilate the differences that we find between the ST and the target texts (TT).

### **3.5.3. 3<sup>rd</sup> Session: Introduction to journalistic texts**

Once we have familiarized the students with MT, in this session we will proceed to explain the journalistic texts, which, as we have discussed in the corresponding section, are the texts with which we will develop our teaching proposal. Thus, the characterization, the pragmatic aspects, the journalistic language and the lexical features of this type of text will be explained. As for the journalistic subgenres, only the column, the news, the reportage and the opinion article will be explained in depth. At least these four subgenres will be presented in two different sessions, i.e. the opinion article will be introduced and worked on in this same session and the remaining three will be worked on later.

After giving the theoretical part of the session, copies of opinion articles prepared by the teacher will be uploaded to the online classroom of the subject and the last minutes of the class will be devoted to the detection of the most common structures, expressions and connectors in this particular journalistic subgenre.

#### **3.5.4. A Session: MT Infographic**

In this session, the activity to do is about creating an infographic. First, students will be told what an infographic is and some examples will be shown to them. Students will then be grouped into small groups to design an infographic on MT, including everything they remember about it. As for the design, students can make use of the online program known as Genial.ly, which allows you to create animated and interactive presentations, and create it from one of the free templates offered in it. It is a suggestion available to any student, as it is an online resource that does not require payment to register and, on top of that, has countless templates of various documents (quizzes, presentations, gamifications, etc.). In this way, students will be able to obtain infographics with more visual content and less saturated with information, and they will also be able to integrate digital providers, such as a YouTube video if necessary. As students create it, they will remember what has been explained and have had the opportunity to check it out through the translations made so far. Therefore, it is an entertaining and exciting activity that facilitates the absorption of content related to MT.

#### **3.5.5. 4<sup>th</sup> Session: Formation of the pairs and allocation of machine translators**

After explaining the journalistic texts, this class is consolidated in the formation of pairs and/or groups of a maximum of three students as well as in the assignment of machine translators. It will also be used to give students the rubrics they need to keep in mind when carrying out the proposal of small activities and the final task.

Next, the students with their respective partners will have to write an opinion article on the topic that catches their attention the most and it will have to have, approximately, about 250 - 300 words. Although the teacher gives the students the option to choose a topic, s/he will also suggest a model (thematic line) to the students in case they prefer to write the opinion article on the topic proposed by the teacher. Since students work with their Chromebooks, consulting multiple connectors pages, for example, is possible. In any case, in case of any doubt, students can always ask them to the teacher.

### **3.5.6. 5<sup>th</sup> Session: Translation and co-assessment**

Continuing from the last session, we will devote this one to the translation of the opinion articles written in the previous session by the students. This translation will be fulfilled by the translator assigned to each couple and once it is completed, it will be evaluated among the students. In other words, each pair will correct another pair's translation, so the assessing of this task will be accomplished by a co-assessment rubric. The aim is to encourage students to be critical of themselves and their peers. However, the final correction and the decision of the final summative note of the task of each couple rests with the responsibility of the teacher.

### **3.5.7. B Session: Fake translations**

For this session, the teacher must have prepared a series of games that are related to fake translations. The purpose of this session is to make students aware that many of the translations we live with are far from acceptable, either because the content has nothing to do with the ST, or because there have been contextualization or polysemy problems among others. So, the teacher will approach this session through five main topics, for example, the following: movie titles, advertising banners, store posters, idioms and product logos. The desks will be joined together so that each topic will be a different station, so there will have to be four groups of desks. Three or four examples from each station will be sufficient. Pairs will also have to group in groups of up to 4 people, and from there each group will go from one station to another within 3 minutes per topic. What students will have to do is basically look at the translations and identify grammatical, meaningful, lexical and/or syntactic errors. Once they have made the relevant corrections, the students will return to their respective seats and will present orally and together all the new translation proposals and will explain the reasons why the translations given by the teacher are not acceptable and will be created the final versions of these.

### **3.5.8. 6<sup>th</sup> Session: Journalistic Subgenres**

This session will be dedicated exclusively to the explanation of the three journalistic subgenres that are pending: the column, the reportage and the news.

To make it a little more entertaining and enjoyable, the information should be explained by the students instead of the teacher. In this sense, the pairs will be grouped again into three groups of 4 and one of 3. One group will have to watch a TED Talks video entitled “*How to choose your news?*”,<sup>12</sup> another group will have to get the characteristic features of the column, a third group those of the report and a fourth group those that correspond to the news. Once the information regarding each journalistic subgenre has been obtained, each group will have to present it to the rest of the classmates who, at the same time, will have to write down the notes on paper. At the end of the class, the teacher will ask students questions about what has been explained to check that the students have paid attention and understood the contents seen. The teacher will also take the opportunity to resolve any doubts that may arise in this regard.

### **3.5.9. 7<sup>th</sup> Session: Comparing and identifying texts**

The activity designed for this session is to compare different texts and read them carefully. After this first contact with the texts, students will have to identify orally and jointly which journalistic subgenre it is and detect the expressions and/or syntactic-grammatical structures that characterize them. They will also need to point out the connectors. Finally, pairs must create a sort of list that there should include all elements detected in each text and write them alongside their respective equivalents in Catalan and/or Spanish.

### **3.5.10. C Session: Connectors practice**

In order for students to continue practicing and becoming familiar with connectors, the teacher will have prepared a whole set of games for them. A sample of these could be an exercise similar to the one proposed by the following link: <https://www.cerebriti.com/juegos-de-idiomasyconectores-en-ingles-1>. Another example of a game would be to complete a text or a series of sentences with blanks with the corresponding connectors. Another option could be some activity similar to the one proposed here: <https://www.sopasletras.com/ingles/conectores-en-ingles.html>. Of these first

---

<sup>12</sup> TED Talks video “*How to choose your news?*” link: ([https://www.ted.com/talks/damon\\_brown\\_how\\_to\\_choose\\_your\\_news](https://www.ted.com/talks/damon_brown_how_to_choose_your_news)).

three proposals, the first and third could be done together orally with the teacher and would serve to refresh the memory with respect to the connectors in general. Right after, the main game could take place in two parts. The first part would be to give a piece of paper with a connector to each student and the latter should be grouped with classmates who had connectors from the same family. That is, we would give five connectors that are used for contrasting information, five more for adding information, and the remaining five would be used for qualifying information. So, we would have connectors like, for example, *furthermore*, *however* and *whereas*. Once this first step has been completed, the second part will consist of the following: the teacher will give the students a thread. To exemplify the game, s/he would start. Thus, the teacher would lead the game by creating a sentence with a sequencing connector (*firstly*) and having created the sentence, s/he would choose a name at random and the turn would go to the indicated student. The teacher will choose the type of connector that the student should use and, therefore, the student will have to formulate a sentence with a connector that belongs to the family of connectors that the teacher has indicated. And so on until all the students in the class have participated, while they are intertwined through the thread. The thread is simply an object that will keep the students expectant and waiting for their turn, because if they do not pay attention and do not remain actively involved, the direction of the thread will have lost its way.

### **3.5.11. 8<sup>th</sup> Session: Majorca Daily Bulletin**

This session will be held outside the school, if possible. The reason is an excursion to the editorial offices of the *Majorca Daily Bulletin*,<sup>13</sup> which is located in Palma. During this trip, students will have the opportunity to visit the editorial office and all its departments, as well as be able to check live its printing section. The newspaper in question can be found in digital format (<https://www.majorcadailybulletin.com>) as well as on paper.

---

<sup>13</sup> The Majorca Daily Bulletin was founded in 1962 and still today “sigue siendo el único diario en lengua inglesa editado en España” (Grupo Serra, 2020).

If at any time doubts, queries or interests arise to know any other aspect of what is explained during the tour, students can do so without problem to the person in charge of guiding the visit to the editorial office. Also, at that time, students will be told that they will participate in a contest in which they must submit a news, opinion article, reportage or column about a current event and the one that the editorial office considers more interesting and better written will be published in the end-of-month edition. Since students are already organized in pairs and/or groups of up to 3 people, the aforementioned journalistic texts that must be sent to the editorial office in question must be written in pairs/teams.

In fact, since it cannot be assumed that all students attend the excursion, this session will be optional and not of mandatory attendance.

### **3.5.12. 9<sup>th</sup> Session: Majorca Daily Bulletin and Online editing program**

In this session, the central theme will be a plenary session in which the visit to the editorial office will be discussed. The interesting thing about this debate is knowing what has been more or less attractive to students, aspects that have caught their attention or what has been of more or less interest to them and that students give their points of view and opinions about this profession. This class will also be used to finish explaining the requirements of the contest and decide which text of the given options will be chosen by each pair and/or group, so that the work is well organized from the outset. Also, as a conclusion to the session, students will be introduced to the online text editing program, known as Canva, that they will use to do the next activity.

### **3.5.13. D Session: Online editing program**

This session will be used to carry out the editing of journalistic texts. In this case, the teacher will hand out two documents that can be any of the four journalistic subgenres worked on in class and students, through the online editing program explained in the previous session (Canva),<sup>14</sup> will have to carry out the relevant editions so that the texts have the style, format, font, titles (and subtitles if necessary) among other stylistic aspects corresponding to their characteristics.

---

<sup>14</sup> Online Editing Program link: <https://www.canva.com>

Since Canva is completely free, students will not have to download any software and will be able to access it by simply registering on the platform.

#### **3.5.14. 10<sup>th</sup> Session: Journalistic texts poster**

Due to the number of sessions we have already devoted to journalistic texts, this session will somehow become a review of everything learned to date about these texts. Thus, students will again be grouped into three groups of four components and one of three. The activity to be done in this session is to create a poster. The poster should contain all possible information about journalistic texts and subgenres worked on in class. But in order to speed up the process of making the four posters and avoid duplication, each group will be in charge of a specific subgenre. After designing the poster, each group will have to go in front of the class to show their design and explain very briefly the subgenre they have developed. The choice of subgenre to work on can be chosen by both the teacher or the students. In terms of elaboration, students will be given a series of basic guidelines, such as making the content written on the poster visual and intelligible through a checklist.

#### **3.5.15. 11<sup>th</sup> Session: Linguistic Rubric**

As mentioned in the section on assessment criteria, one of the rubrics related to the texts written throughout the proposal will be designed by the students but with the final supervision of the teacher. Therefore, it could be considered a guided activity that starts from a brainstorming session in which students have to say all the aspects that they consider relevant to be evaluable and shelling them into a maximum of ten categories. The teacher, once the upload of ideas has been completed, will personally shell out the degrees of complexity of the rubric, from the excellent to the needs improvement.

#### **3.5.16. E Session: Polysemy' Word Games**

Today's session focuses on the practice of polysemy, as it is a linguistic phenomenon that involves many contextual errors in translation. In this sense, a polysemous word contemplates several meanings of which machine translators, as a general rule, only activate one in particular by cancelling the rest; here are

the countless cases of failed translations due to polysemy errors. Therefore, we want our students to understand that when producing a text and translating it, all the possibilities of meaning and context of a word must be considered. In this way, we have come up with three games so that it can be practiced more dynamically. One of the three options would be using Flashcards. It would simply be a question of each pair looking for 4-5 polysemous words on their Chromebook and on slips of paper given to them by the teacher they would have to write down the meanings that these words had, so that once each pair has finished this first process, then they would go out in front of the rest of the class and read the flashcards to the rest of the students to find out what the word was. The second game option would be to play "Pasapalabra". In this case, the teacher should have prepared a circle with all the letters of the alphabet and s/he would say the meanings of each letter and the students should find out the polysemous word that corresponds to the meanings given. Finally, the last option would be to play Taboo Word. This in particular would be posed as follows: the class would be divided into two groups, which would have to sit facing each other. Once both groups were formed, one of the members of each of them would have to sit in front of their team and this student would hold a paper with a word, but could not read it. The rest of the team, within a time limit of 2-3 minutes, should describe the word to their partner without being able to mention it, but should be helped by synonyms and descriptions of the word they have and the component sitting in front of the team should find out.

### **3.5.17. 12<sup>th</sup> Session: Content revision**

The aim of this session is to check if the contents worked on in class have been assimilated by the students, so it will be a session that will be taught from a Kahoot or Quiz done, for example, through an online template given by Genially program. This activity would not be counted in a summary note, but it would be taken into account when evaluating the progress that students had made throughout the proposal of small activities development process. The review of all the contents, both of the MT and of the journalistic texts, would serve to the students to carry out the final task with which will conclude the work of small activities. Likewise, in the event that students still have doubts about MT or

journalistic texts, they could raise them and resolve them immediately in addition to being attached to the Padlet created by the teacher at the beginning of the proposal as a tool for consulting the doubts raised and resolved.

### **3.5.18. 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Sessions: Final Task**

These three last sessions will be devoted exclusively to the realization of the final product in the classroom. Therefore, students will have these three classes to be able to carry out the final task and thus avoid taking the work home, although, if necessary, they will also be able to finish it at their respective homes. In this sense, we proceed to explain what the final task consists of.

Since it is a proposal that will be developed through language subjects, students in pairs/groups will have written either a column, an opinion article, a news or even will have recorded a reportage in the Catalan and/or Spanish subjects' classes. The theme of these four journalistic texts is of free choice, but the motivation of this final product will be the fact that these linguistic productions will be published in the school magazine. The task that we have work on in the English class is that students must translate their journalistic texts from Catalan or Spanish into English through machine translators that have been allocated since the start of the work. Once the translation has been completed, students will have to pay attention to all the linguistic and editing aspects that have been worked on over the two months of the proposal of small activities. They must be as critical as possible with their final productions, so they must take into account the requirements set out in the rubrics provided to them, as these will be the tools with which the teacher will evaluate the linguistic productions.

### **3.5.19. 16<sup>th</sup> Session: Deadline Final Task**

This is the session that concludes the proposal to improve the communicative skills of writing formal and/or academic texts for secondary school students, more specifically for 3<sup>rd</sup> and 4<sup>th</sup> year ESO students. In this sense, the session will be devoted to the delivery of the final task and check the final result of the initial expectations. Therefore, students will need to take out the paper on which they wrote their initial expectations on the first day of the proposal and will need to write down their final thoughts to see if they have been met or not. It is mainly a

comparison of before and after thoughts. Likewise, students and teacher will make an oral discussion about the process involved in the elaboration of this proposal and together they will reflect on it. Finally, if the teacher deems it appropriate and necessary, s/he can also hand in a sheet with questions that will help him/her to obtain the students' assessments in relation to the proposal and the management that has been done of it.

### 3.6. Evaluation

According to Decree 34/2015, from 15<sup>th</sup> of May, which establishes the curriculum of Compulsory Secondary Education in the Balearic Islands, the assessment criteria, also known as assessable learning standards, are all those benchmarks that allow to check “el grau d’adquisició de les competències i dels objectius de l’etapa en l’avaluació de les matèries” (BOIB, n. 73 from 16<sup>th</sup> of May 2015, Article 17. Evaluations, Sec. I. – p. 25025). Wanting to reaffirm the provisions of the Decree in its Article 17. Evaluations (BOIB, n. 73 from 16<sup>th</sup> of May 2015, Article 17. Evaluations, Sec. I. – p. 25025), we intend that the evaluation criteria included here allow to improve student learning. So, we decided that the best way to evaluate students is through several rubrics, which, by the way, will be tools that will result in optimal efficiency and ease of use, both for the teacher and the students.

Rubrics are considered an essential part of our evaluation criteria and, of course, of our assessment. These will be used in almost every single task of our teaching proposal work. We do believe rubrics are fundamental tools due to the fact they permit to evaluate different attributes of an activity apart from becoming manageable when selecting those aspects that will be intrinsic to achieve an “excellent” or a “needs improvement”. Therefore, on the one hand, we have created a rubric that will allow the teacher to evaluate the key competences (see *annex 6.2.*) that we think will be worked on by the students when preparing the proposed activities. In this sense, we believe it is necessary to provide feedback to students on the skills they develop while performing the exercises, as well as providing them with small but significant new knowledge of everything they may not know so far. On the other hand, we wanted to give additional help to the students by designing a self-assessment checklist (see *annex 6.3.*) that will allow them to check if they have completed their work, how they have done it and what they have extracted from the whole process. They will also be given a teamwork and time management co-assessment sheet (see *annex 6.6.*), through which they will be able to assess themselves as a team. In this last section you will find aspects that will provide students with a more critical view of themselves and their

peers, which is essential to know how far they are able to go in order to achieve the goals set as, for instance, if they put all their effort in everything they do or if they simply do the minimum required to get approved. Regarding the small activities, we have also designed a poster checklist (see *annex 6.1.*), a writing task rubric (see *annex 6.4.*) and a translation's task co-assessment checklist (see *annex 6.5.*). In this regard, rubrics become something positive, as they give students the facility to know what and how the exercise being worked on will be evaluated, so that they will be aware of the evaluable requirements for each task and will offer them the possibility of paying close attention when carrying out the activities to achieve the desired result. Otherwise, it should be specified that the rubrics mentioned so far will not be summative, but rather will be of formative training. The purpose of the rubrics is, therefore, to provide positive feedback with features to improve or comments that the teacher deems necessary to make to their students. So, we do not want students to be obsessed with the end results, but simply stick to learning to the fullest and doing their best.

Regarding the evaluable percentages, we thought it appropriate to evaluate the proposal of small activities in 40% and the final product in 30%. The remaining 30% is dedicated exclusively to the acquisition of competences (20%) and co-assessment (10%). As for these evaluation criteria, these are the ones that have been decided jointly by the teachers of all three language departments. This means, therefore, that these assessment criteria are the ones that the teachers themselves will use when assessing students in each of their language subjects. Consequently, the assessment criteria set out belong to all three language subjects.

With these criteria in mind, we want to give our reasons for establishing ourselves in this way. Therefore, since we consider it noteworthy to give more importance to the evolution of students throughout the process of carrying out the small activities, we have decided that the weight falls more on the learning progress than on the final task. That said, it is important to note that the last thing we want is to downplay relevance to the final product, but we believe it is necessary to focus our focal point on how students learn and move forward throughout the learning process. In this way, the evaluable 30% of this practice

is divided into two parts: on the one hand, we devote 15% to the requirements established in the teacher's rubric (*writing tasks rubric*,<sup>15</sup> annex 6.4.) and, on the other hand, the other 15% has to see with those requirements that the same students, with the help of the teacher, will have included in the rubric that will be designed in class and that will go focused on the linguistic part of all the written tasks to present. At the same time, the fact that the students acquire the skills significantly during the process of elaborating the proposal presented is of total importance and significance. Therefore, 20% will be distributed in 4% for each competence included in the rubric delivered to the students. As for the 10% co-assessment, this will be divided into two aspects: 5% of the self-assessment checklist and 5% that will be obtained from the teamwork and time management self-assessment checklist.

In conclusion, we would just like to add that we have proposed the following evaluation criteria based on what is required in the curriculum of compulsory secondary education in the Balearic Islands and taking into account the considerations and determinations stipulated in the Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato (Ministerio de Educación y Formación Profesional).

---

<sup>15</sup> The rubric through the written tasks will be evaluated that we have presented will serve as a template when adapting the content integrated in it, in order to respond to the characteristic features of each journalistic text that is worked in the classroom.

## 4. Conclusions

In this last section of the Master's Thesis, we propose to set out the conclusions that we draw once we have finished designing the teaching proposal that we present. On the one hand, we want to make it clear that everything we carry with us as knowledge and experience from this thesis is innumerable and very profitable. On the other hand, although we are clear that a work of this magnitude is complex when it comes to preparing it as well as it involves an abundant and continuous workload, we are fully aware that every effort has its reward and, in this sense, we have no choice but to say that we are proud to have been involved in its elaboration. At the same time, as for the goals we had set ourselves to achieve, we could say that we believe we have achieved them in any case.

So, after all the information inquiry and having worked with determination every article that has helped us develop the theoretical framework that underpins our proposal, we are mainly left with the idea that education is constantly evolving and, therefore, there is still a long way to go. Although teachers are also constantly trained with innovative educational methodologies and practices, it never hurts to have the will to continue training in subjects that are almost unknown to them such as the different resources, especially electronic, that exist today. By this we mean that, thanks to the documents with which we have embodied our most theoretical corpus, we have realized that ICTs are still a tool that needs to be deepened. In this sense, MT, far from being considered an online tool implemented in classrooms due to its various disadvantages and the ignorance that teachers have regarding its use and exploitation, can also be a teaching tool of value if what is intended is to improve high school students' writing. In fact, this has been our desire throughout the design of the teaching proposal that we present in this collection: to try to exploit the use of MT in high school classrooms to get students who are as efficient as possible in the time to produce academic texts, especially journalistic texts.

Also, another observation that we were able to obtain during the process of preparing this work was the complexity of creating a series of activities and the organization of their respective timing. In the first instance, we can say that the fact of establishing the bases that nourish our teaching proposal has become

quite a challenge, since we did not know almost completely if we would get away with it when establishing a relationship between education and translation. Especially at the beginning, it seemed very easy to develop a teaching proposal as innovative as the one we present in our Master's Thesis, but in practice many aspects have had to be considered so that it can be implemented in high school classrooms at the same time as the recommended activities are adaptive to the circumstances we are experiencing today, that is, the COVID-19 pandemic. However, it should be clarified that from the moment we made the decision to design the teaching proposal in question we had in mind that we wanted to give rise to a proposal of small activities that fit the current needs both in terms of education in particular as in society at large. In this way, and from the most practical point of view, we wanted to leave a mark on the skills and knowledge acquired during our passage through the Master in Teacher Training. In fact, we firmly believe that we have assimilated this will, as we have broken our back throughout the process of creating activities and writing the content integrated in this work. In addition, we would like to testify that the fact that we have prepared this Master's Thesis has given us the closest opportunity to the reality we could have ever imagined: touching with our own hands the volume of work involved in preparing and designing the sessions and their respective activities as well as to establish the timing and the evaluation criteria that are more in line with the needs of both the teacher and the students when evaluating and being evaluated.

In addition to all that has been said so far, we affirm that the performance of this work has meant a gratifying and encouraging development, both personally and academically-professionally, of the skills and criteria required to be able to carry out a favourable, persistent and forceful research in the field in which we work.

Finally, as a conclusion to this work, we would like to dedicate the last lines, on the one hand, to expose that we hope that the time, the effort and the desire invested in its realization will take us to the end that we long so anxiously that, in short, it translates into obtaining the university master's degree that will lead us to our much-loved profession: education. On the other hand, at the very least, we would like to testify that we believe we have met the objectives we set

out in the foreground. In this sense, we must admit that it has not been an easy task for us, as we have had some limitations, especially when defining the sessions together with their respective activities, timing and evaluation criteria. But, despite the inconveniences that have arisen for us, we are proud to have been able to establish a series of activities that completely avoid the old GTM and give them a total and purely communicative approach. The student has always been in our sights when designing activities, as we want the student to be the main protagonist of the classroom and learning. For this reason, we consider that we have done our best in making the idea that students learn to develop self-taught, with their own criteria and worth regarding the material, content and tools used in all sessions, be left to glimpse constantly throughout the writing and presentation of this teaching proposal.

## 5. Bibliography

### 5.1. Webliography

#### 5.1.1. Machine translators' links

- 5.1.1.1. Apertium: <https://www.apertium.org/index.spa.html?dir=spa-epo#translation>
- 5.1.1.2. DeepL: <https://www.deepl.com/translator>
- 5.1.1.3. Google Translator: <https://translate.google.com>
- 5.1.1.4. Reverso: [https://www.reverso.net/text\\_translation.aspx?lang=ES](https://www.reverso.net/text_translation.aspx?lang=ES)
- 5.1.1.5. Systran: <https://translate.systran.net/translationTools/text>
- 5.1.1.6. Yandex Translate: <https://translate.yandex.com>

#### 5.1.2. Useful links to activities

- 5.1.2.1. Journalistic Subgenres Session: [https://www.ted.com/talks/damon\\_brown\\_how\\_to\\_choose\\_our\\_news](https://www.ted.com/talks/damon_brown_how_to_choose_our_news)
- 5.1.2.2. Majorca Daily Bulletin Session: <https://www.majorcadailybulletin.com>
- 5.1.2.3. Connectors' Practice Session: <https://www.cerebriti.com/juegos-de-idiomias/conectores-en-ingles-1>  
<https://www.sopasletras.com/ingles/conectores-en-ingles.html>
- 5.1.2.4. Online Editing Program Session: <https://www.canva.com>

### 5.2. Bibliography

ANPE (2020). Curs escolar 2020-2021. Retrieved from: <https://anpebalears.es/notices+curs+escolar+2020-2021-id=115010> and [https://anpebalears.es/openFile.php?link=notices/att/14/caldef\\_t1588070\\_138\\_14\\_1.pdf](https://anpebalears.es/openFile.php?link=notices/att/14/caldef_t1588070_138_14_1.pdf).

Annexes from Decree 34/2015, from 15th of May, which establishes the curriculum of Compulsory Secondary Education in the Balearic Islands (BOIB n. 73, from 16<sup>th</sup> of May 2015). Primera Llengua Estrangera (ESO).

Retrieved from:  
[http://weib.caib.es/Normativa/Curriculum\\_IB/secundaria\\_lomce/primer\\_a\\_llengua\\_estrangera\\_ESO.pdf](http://weib.caib.es/Normativa/Curriculum_IB/secundaria_lomce/primer_a_llengua_estrangera_ESO.pdf)

Annexes from Decree 34/2015, from 15th of May, which establishes the curriculum of Compulsory Secondary Education in the Balearic Islands (BOIB n. 73, from 16<sup>th</sup> of May 2015). Llengua Castellana i Literatura (ESO).

Retrieved from:  
[http://weib.caib.es/Normativa/Curriculum\\_IB/secundaria\\_lomce/llengua\\_castellana\\_i\\_literatura\\_ESO.pdf](http://weib.caib.es/Normativa/Curriculum_IB/secundaria_lomce/llengua_castellana_i_literatura_ESO.pdf)

Annexes from Decree 34/2015, from 15th of May, which establishes the curriculum of Compulsory Secondary Education in the Balearic Islands (BOIB n. 73, from 16<sup>th</sup> of May 2015). Llengua Catalana i Literatura (ESO).

Retrieved from:  
[http://weib.caib.es/Normativa/Curriculum\\_IB/secundaria\\_lomce/llengua\\_catalana\\_i\\_literatura\\_ESO.pdf](http://weib.caib.es/Normativa/Curriculum_IB/secundaria_lomce/llengua_catalana_i_literatura_ESO.pdf)

Decree 15/2013 (TIL), from 19<sup>th</sup> of April, by which it is regulated the integrated treatment of languages in non-university teaching centres in the Balearic Islands (BOIB n. 53, from 20<sup>th</sup> April 2013). Retrieved from:

<https://intranet.caib.es/sites/institutestudisautonomics/f/167756>

Decree 34/2015, from 15<sup>th</sup> of May, which establishes the curriculum of Compulsory Secondary Education in the Balearic Islands (BOIB n. 73, from 16<sup>th</sup> May 2015). Retrieved from:

[http://weib.caib.es/Normativa/Curriculum\\_IB/versio\\_consolidada/Versio\\_consolidada\\_Decret\\_342015\\_ESO.pdf](http://weib.caib.es/Normativa/Curriculum_IB/versio_consolidada/Versio_consolidada_Decret_342015_ESO.pdf)

Decree 45/2016, from 22<sup>nd</sup> of July, for the development of communicative competence in foreign languages in schools supported with public funds in the Balearic Islands (BOIB n. 93, from 23<sup>rd</sup> of July 2016). Retrieved from:

[https://intranet.caib.es/sites/institutestudisautonomics/ca/n/decret\\_452016\\_de\\_22\\_de\\_juliol\\_per\\_al\\_desenvolupament\\_de\\_la\\_competencia\\_comu](https://intranet.caib.es/sites/institutestudisautonomics/ca/n/decret_452016_de_22_de_juliol_per_al_desenvolupament_de_la_competencia_comu)

[nicativa en llengües estrangeres als centres educatius sostinguts a mb fons públics de les illes balears /](#)

- Cánovas Méndez, M., & González Davies, M. (2006). La traducció automàtica com a eina didàctica a la classe de traducció i de llengües estrangeres. *Tradumàtica*, 2006, Núm. 4. Retrieved from: [https://www.researchgate.net/profile/Maria\\_Gonzalez-Davies/publication/268418476\\_La\\_traduccio\\_automatgica\\_com\\_a\\_eina\\_didactica\\_a\\_la\\_classe\\_de\\_traduccio\\_i\\_de\\_llengues\\_estrangeres/links/54e232f60cf2c3e7d2d30e24/La-traduccio-automatgica-com-a-eina-didactica-a-la-classe-de-traduccio-i-de-llenguees-estrangeres.pdf](https://www.researchgate.net/profile/Maria_Gonzalez-Davies/publication/268418476_La_traduccio_automatgica_com_a_eina_didactica_a_la_classe_de_traduccio_i_de_llengues_estrangeres/links/54e232f60cf2c3e7d2d30e24/La-traduccio-automatgica-com-a-eina-didactica-a-la-classe-de-traduccio-i-de-llenguees-estrangeres.pdf)
- GOIB (2016). *Document elaborat per la comissió d'experts sobre el model lingüístic escolar de les Illes Balears*. Govern de les Illes Balears, Mallorca. Retrieved from: <http://www.caib.es/govern/sac/fitxa.do?codi=3035496&coduo=1&lang=ca>
- Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L. D., Furgeson, J., Greene, K., ... & Smither Wulsin, C. (2016). Teaching Secondary Students to Write Effectively. Educator's Practice Guide. What Works Clearinghouse.™ NCEE 2017-4002. *What Works Clearinghouse*. Retrieved from: <https://eric.ed.gov/?id=ED569984>
- Grupo Serra (2020). Majorca Daily Bulletin. Passeig Mallorca 9A: Palma de Mallorca. Retrieved from: [https://www.gruposerra.com/tarifas/dossier\\_daily.pdf](https://www.gruposerra.com/tarifas/dossier_daily.pdf)
- Jones, C. (2010). Interdisciplinary approach-advantages, disadvantages, and the future benefits of interdisciplinary studies. *Essai*, 7(1), 26. Retrieved from: <https://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
- Lenoir, Y. (2013). Interdisciplinariedad en educación: una síntesis de sus especificidades y actualización. *Interdisciplina*, 1(1). Retrieved from: <http://revistas.unam.mx/index.php/inter/article/view/46514>
- Memoq (2020). What is Machine Translation? Retrieved from: <https://www.memoq.com/tools/what-is-machine-translation>

- Madkour, M. (2016). The Integration of Project-Based Methodology into Teaching in Machine Translation. *International Education Studies*, 9(3), 167-188. Retrieved from: <https://eric.ed.gov/?id=EJ1093366>
- Mallorca Daily Bulletin Editorial (2020). Mallorca Daily Bulletin Editorial, advertising, administration and distribution departments at Palau de la Prensa: Passeig Mallorca 9A, Palma de Mallorca. Retrieved from: <https://www.majorcadailybulletin.com>
- Nida, E. A., & Taber, C. R. (1986). *La traducción: teoría y práctica* (Vol. 2). Ediciones Cristiandad. Retrieved from: [https://books.google.es/books?hl=ca&lr=&id=zmsvyRw7erYC&oi=fnd&pg=PA15&dq=Nida,+E.+A.,+%26+Taber,+C.+R.+\(1986\).+La+traducción:+teoría+y+práctica+\(Vol.+2\).+Ediciones+Cristiandad.&ots=YvKW\\_WIfYTS&sig=XMqDSTadaw5ZFuJYTz\\_1Hhq4eYk&redir\\_esc=y#v=onepage&q=una%20traducción&f=false](https://books.google.es/books?hl=ca&lr=&id=zmsvyRw7erYC&oi=fnd&pg=PA15&dq=Nida,+E.+A.,+%26+Taber,+C.+R.+(1986).+La+traducción:+teoría+y+práctica+(Vol.+2).+Ediciones+Cristiandad.&ots=YvKW_WIfYTS&sig=XMqDSTadaw5ZFuJYTz_1Hhq4eYk&redir_esc=y#v=onepage&q=una%20traducción&f=false)
- Niño, A. (2005). La traducción automática en la clase de lengua extranjera: un arma de doble filo.
- Orden, E. C. D. (2015). 65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. *Boletín oficial del Estado*, 25(29), 6986-7003. Retrieved from: <https://www.boe.es/buscar/pdf/2015/BOE-A-2015-738-consolidado.pdf>
- Organic Law 2/2006, from 3<sup>rd</sup> of May, of education, modified by the Organic Law 8/2013, from the 9<sup>th</sup> of December, for the improvement of the educational quality (BOE n. 295, from 10<sup>th</sup> of December). Retrieved from: [http://weib.caib.es/Normativa/Curriculum\\_IB/versio consolidada/Versio consolidada Decret 342015 ESO.pdf](http://weib.caib.es/Normativa/Curriculum_IB/versio consolidada/Versio consolidada Decret 342015 ESO.pdf)
- Pertusa, E., & Jarque, M. J. (2015). *Estratègies per a millorar la llengua escrita*. Edicions Universitat Barcelona. Retrieved from: [https://books.google.es/books?hl=ca&lr=&id=QNTDAAAQBAJ&oi=fnd&pg=PA13&dq=Estratègies+per+a+millorar+la+llengua+escrita.+&ots=Nwd\\_oVRaqH&sig=TwRjqq9KWysdUtW0loo-](https://books.google.es/books?hl=ca&lr=&id=QNTDAAAQBAJ&oi=fnd&pg=PA13&dq=Estratègies+per+a+millorar+la+llengua+escrita.+&ots=Nwd_oVRaqH&sig=TwRjqq9KWysdUtW0loo-)

[36aCMd0&redir\\_esc=y#v=onepage&q=Estratègies%20per%20a%20millorar%20la%20llengua%20escrita.&f=false](#)

- Reinoso, F. L. H. (1999). Los métodos de enseñanza de lenguas y las teorías de aprendizaje. *Encuentro. Revista de investigación e innovación en la clase de idiomas*, 11, 141-153.
- Rhalmi, Mohammed. (2009). Grammar Translation Method, published April 4<sup>th</sup>, 2009 and updated August 26<sup>th</sup>, 2014. Retrieved from: My English Pages, <https://www.myenglishpages.com/blog/grammar-translation-method/>
- Riera, J., & Laguna, E. (1998). La interdisciplinarietat. *Aloma: revista de psicologia, ciències de l'educació i de l'esport*, (2), 15-24. Retrieved from: <https://dialnet.unirioja.es/servlet/articulo?codigo=261724>
- Santomé, J. T. (1994). *Globalización e interdisciplinariedad: el currículum integrado*. Ediciones Morata, S. L. Retrieved from: [https://books.google.es/books?hl=ca&lr=&id=A3hUd70u0wAC&oi=fnd&pg=PA13&dq=Globalización+e+interdisciplinariedad:+el+curr%C3%ADculum+integrado&ots=XMjgoGyttT&sig=-gnWSZQmywgBEZfETkrzEAjed4&redir\\_esc=y#v=onepage&q=Globalización%20e%20interdisciplinariedad%3A%20el%20curr%C3%ADculum%20integrado&f=false](https://books.google.es/books?hl=ca&lr=&id=A3hUd70u0wAC&oi=fnd&pg=PA13&dq=Globalización+e+interdisciplinariedad:+el+curr%C3%ADculum+integrado&ots=XMjgoGyttT&sig=-gnWSZQmywgBEZfETkrzEAjed4&redir_esc=y#v=onepage&q=Globalización%20e%20interdisciplinariedad%3A%20el%20curr%C3%ADculum%20integrado&f=false)
- Somers, H. (2003). Machine translation in the classroom. *BENJAMINS TRANSLATION LIBRARY*, 35, 319-340. Retrieved from: [https://books.google.es/books?hl=ca&lr=&id=-WU9AAAAQBAJ&oi=fnd&pg=PA319&dq=Machine+translation+in+the+classroom&ots=7st5f-tkjW&sig=fQJQKeeM399FuPGu3ZH-7qYAY0&redir\\_esc=y#v=onepage&q=Machine%20translation%20in%20the%20classroom&f=false](https://books.google.es/books?hl=ca&lr=&id=-WU9AAAAQBAJ&oi=fnd&pg=PA319&dq=Machine+translation+in+the+classroom&ots=7st5f-tkjW&sig=fQJQKeeM399FuPGu3ZH-7qYAY0&redir_esc=y#v=onepage&q=Machine%20translation%20in%20the%20classroom&f=false)
- Vazquez-Calvo, B., & Cassany, D. (2017). Aprender lengua con el traductor automático en la escuela secundaria: un diálogo necesario. *Calidoscòpio*, 15(1), 180-189. Retrieved from: <http://revistas.unisinos.br/index.php/calidoscopio/article/view/11868>
- Vilaseca, Oriol (2019). *Esriptura*. Diccionari Invers de la Llengua Catalana. Retrieved from: <https://dila.org/esriptura>

## 6. Annexes

### 6.1. Poster Checklist

Topic	Excellent	Good	Fair	Needs improvement
<b>1. Use of English</b> Very good use of grammar tenses, well-structured sentences, adequate use of connectors and expressions, rich vocabulary.				
<b>2. Images</b> Engaging and original images that greatly improve the written content and also help understanding it more visually.				
<b>3. Written text</b> Visual and intelligible content. Excellent written text structure. Use of reliable information. Engaging and creative.				
<b>4. Format</b> Very good choice of the font used and its size as well as the colours chosen. It really meets a proper stylistic form.				
<b>5. Guidelines</b> It meets all the requirements related with use of English, images, written text and format.				

## 6.2. Key Competences Rubric

	Excellent	Good	Fair	Needs improvement
<b>Linguistic</b>	Very good use of grammatical structures. Mistakes are not accepted. Texts are perfectly developed with all the sentences well-linked with the proper connectors and/or expressions.	Correct use of grammatical structures. Minor mistakes are accepted. Texts are highly developed with several sentences linked with the adequate connectors and/or expressions.	The student is familiar with the structures, but may fail to use them correctly all the time. Texts are simply developed with some sentences. Some connectors and/or expressions may be found.	Does not use the grammatical structures correctly. Texts are poorly developed with minimum sentences linked and there is no use of connectors and/or expressions.
<b>Learning to learn</b>	Unbeatable time management, so the work has been able to be carried out completely in class. The students in each pair have demonstrated their ability to adapt and have helped each other, in order to ensure meaningful learning and better collaboration between them.	Really good time management, and so, the work could be completely finished in class. Students in each pair are helpful to each other in order to ensure the best cooperative learning possible.	The time was organized quite effectively, but the work needed to be finished at home. Both students have focused on a cooperative work, but there are traces of individualism.	Poor time management, and so, the work was not finished on time. Students have worked individually, without taking into account pair work.
<b>Digital</b>	Students have made favourable and critical use of machine translators as well as the Internet, which means that digital competence is fully demonstrated positively.	Students show a high ability to use machine translators and surf on the Internet, which proves their computer skills.	Good, but pretty basic use of machine translators. Nothing beyond the expected. There may be some inconsistencies.	Poor command of the Internet and the machine translators, which makes the work not sufficient.
<b>Autonomy and own initiative</b>	Students have been able to organize the tasks by mutual agreement. They have shown that they are self-sufficient and know how to work equally	Students show high levels of self-sufficiency and independence, using strategies and cooperative work, while completing their task.	There may have been some conflicts between the members, but somehow, they managed to complete their task.	The pair has experienced a lot of conflicts and needed help several times, which has affected the final result of their work.

	autonomously. Undoubted and unbeatable predisposition, cooperation and own initiative.			
<b>Cultural awareness and expression</b>	The components understand the culture of the material and tasks worked on this literary work and they are totally respectful and empathetic with it.	Students have worked respectfully with the provided material on this literary work.	Students have shown indifference towards this literary work.	Students dealt with the given material with disdain, or which is the same, in a pejorative way.

### 6.3. Self-assessment – Checklist

Item	Excellent	Good	Needs improvement
1. <i>Use of connectors and expressions corresponding to each task.</i>			
2. <i>Appropriate, formal and well-used vocabulary.</i>			
3. <i>Clear, well defined and typical grammatical structures of the text being worked on.</i>			
4. <i>Cooperative work, ideal collaboration, good predisposition, ability to adapt.</i>			
5. <i>Appropriate organization of tasks and time management.</i>			
6. <i>Self-sufficiency, responsibility, own autonomy and teamwork.</i>			
7. <i>Ability to gain new knowledge, understand instructions to follow and use new resources and materials.</i>			

## 6.4. Writing Tasks Rubric

Topic	Excellent	Good	Fair	Needs improvement
<b>Task fulfilment</b>	All content elements are covered and fully developed. Message successfully conveyed. Well-arranged presentation, clear and own ideas.	All content elements are covered and competently developed. Message successfully conveyed. Clear presentation and own ideas. Production's length may be too long.	Various content elements are omitted or unsuccessfully covered. The reader had difficulty in understanding the message. Deficient, unclear presentation. Some own ideas, but there are traces of plagiarism. Production's length is unacceptable, either long or short.	Content is not related to the task, totally irrelevant. Fails to communicate the message. Inadmissible presentation. Obvious presence of plagiarism. Too little use or none of language.
<b>Grammar</b>	Accurate use of a wide range of simple and complex structures. Minor mistakes are accepted.	Flexible and appropriate use of a satisfactory number of simple and complex structures. Some mistakes are accepted.	Very limited or basic range of structures. Copious presence of mistakes that difficult reading comprehension.	Exceedingly limited or really poor use of structures. Poor control of the language impedes proper development of the task.
<b>Organisation</b>	Information is very well-organised and coherence is present. Effective and noticeable paragraphing. Pertinent and mixed use of connectors.	Information is mostly organised and coherence is present. Generally effective and noticeable paragraphing. Suitable use of cohesive connectors.	Information is not organised coherently. Presence of some incoherencies. Poor paragraphing. Basic use of cohesive connectors. Punctuation errors.	Any organisational features have been followed. No paragraphs. Absence of cohesive connectors.
<b>Vocabulary</b>	Flexible and precise use of vocabulary. Occasional mistakes, which do not interfere understanding.	Flexible and precise use of suitable vocabulary. Irregularly overuse of certain lexis. Presence of some mistakes.	Very limited or basic range of vocabulary. Abundant mistakes that difficult reading comprehension.	Excessively limited or none use of vocabulary.

## 6.5. Translation's Task Co-assessment Checklist

Topic:	Included	Poorly included	Not included
<b>Usage of machine translators:</b>			
- The translation content has been based uniquely on what machine translator has offered without improving or modifying it (copy-paste).			
- The translation content has been modified in order to get an adequate and effective final product.			
<b>Vocabulary:</b>			
- The vocabulary used in the translation is rich, formal and wide ranging.			
- The vocabulary used in the translation is poor, repetitive and colloquial.			
<b>Grammar:</b>			
- The content is developed following such well-defined and clear structures.			
- The content's structures offered in the translation make no sense and they can't be properly understood.			
<b>Opinion article's formal structure:</b>			
- It follows the formal structure proper of an opinion article: title, introduction, thesis, argument and conclusion.			
- Usage of opinion article's connectors and expressions.			
- The reader can reach author's subjectivity.			
- The content has been written in a coherent, cohesive and adequate manner.			

## **6.6. Teamwork and Time Management Co-assessment Sheet**

**Could you please indicate from 1 to 10, in what degree of satisfaction do you evaluate yourself as a pair/group for each of the first 5 following aspects? Write a brief answer for the last three ones.**

1. The final result of the work carried out during the elaboration of the proposal has been positive and has responded to the objectives set out at the level of pair/group:
2. The workload has been evenly distributed and the organization has become favourable, so that all components have come out satisfied with their contribution and efficiency:
3. The participation of the components has remained active at almost all times and the cooperation between them has taken place in each proposed task and session:
4. The management of the works has been decided jointly and the decisions taken have been discussed among the components:
5. The management of the time invested in each proposed task has been indicated in accordance with the way of working of each component and has arrived in time to all the deliveries established by the teacher:
6. In case you are not satisfied with the result of any of the tasks, what would this be and why?
7. At the pair or group level, do you think you should improve some aspect or way of working and functioning, or perhaps you consider that as a team you have been able to squeeze the potential of each of the components and have done your best at all times?
8. If you had to write an overall assessment as a team, what feedback would you give? Write it briefly. Five lines are enough.