

運用線上翻譯程式輔助的低程度大一學生之英文寫作

Utilizing Online Machine Translation to Scaffold Low-proficient Freshmen in EFL Writing 中文摘要

本研究是應用目前英語教學領域中討論度很高的跨語言實踐教學法(translanguaging pedagogy)，並借助學生最常使用的線上翻譯軟體Google Translate(GT)，及目前最時興的Generative Artificial Intelligence (Gen AI) 應用程式ChatGPT，來輔助較低程度非英文主修的學生能寫出語意清楚且文法正確的短文。參與者為十六位大一EMI寫作先修課程的學生，被給予兩項寫作任務。在教學實驗前，兩項寫作任務會先作為前測，然後在實驗中，學生使用GT輔助他們改寫寫作任務一，和使用ChatGPT輔助他們改寫寫作任務二。改寫過程中，學生會自我反思、並進行同儕回饋和教師回饋來修改其作文。之後，分別在期中考給予學生相同於前測之寫作任務一，以及在期末考給予寫作任務二作為後測。前後測中，學生皆不能參考任何字典或使用任何線上資源。結果顯示，藉由GT和ChatGPT都能有效提高了學生作文之寫作品質，也讓學生學到了英文字彙和片語，並且提升了他們的寫作動機。但在文法錯誤率的部分，學生使用ChatGPT輔助，對於其後測作文並無顯著地幫助。此外，學生比較喜歡真人老師的回饋甚於GT和ChatGPT的回饋。這種偏好來自於他們認為教師能更好地理解他們的問題並提供更有幫助的建議。

Abstract

This study applies the highly discussed translanguaging pedagogy in the field of English language teaching, utilizing students' most frequently used online translation tool, Google Translate (GT), and the currently popular Generative Artificial Intelligence (Gen AI) application, ChatGPT, to help lower-level non-English major students write clear and grammatically correct short essays. The participants were sixteen first-year students in a pre-EMI (English as a Medium of Instruction) writing course, who were given two writing tasks. Before the teaching experiment, the two tasks were used as a pre-test. During the experiment, students used GT to assist them in revising the first writing task and ChatGPT to assist them in revising the second writing task. During the revision process, students engaged in self-reflection, peer feedback, and teacher feedback to modify their essays. Later, the same writing task as the pre-test was given as a midterm exam, and the second writing task was given as a final exam as a post-test. In both the pre-and post-tests, students were not allowed to refer to any dictionaries or use any online resources. The results showed that both GT and ChatGPT effectively improved the quality of students' essays, helped them learn English vocabulary and phrases, and increased their motivation to write. However, in terms of reducing grammatical errors, ChatGPT assistance did not significantly help in the post-test. Additionally, students preferred feedback from a real teacher over that from GT and ChatGPT, as they believed that teachers could better understand their problems and provide more helpful suggestions.