

Practical examples for teachers

Related content: M3-T3-MLC4 – AI-Supported Translation and Multilingual Learning Support for Linguistic Inclusion

Exercise 1 – for the teacher’s own learning

Objective: to experience the strengths and weaknesses of AI translation with vocational terminology and to build a verified glossary.

Title: Stress-testing the translator

Exercise: translating a safety instruction with two tools, back-translating it and building a bilingual glossary.

Duration: 30 minutes

Form of work: individual work

Tools: DeepL, Google Translate and an AI assistant (ChatGPT, Claude or Gemini)

Instructions:

1. Choose a short safety or operating instruction from your trade containing at least 8 technical terms.
2. Translate it into a language spoken by your learners (e.g. Ukrainian, Romanian, English) with two different tools.
3. Translate both results back into the original language – each with a different tool from the one that produced it – and compare them with the original. Mark every changed or lost meaning.
4. Ask the AI for a bilingual glossary of the technical terms and mark the terms it is uncertain about. Plan who could check the glossary (colleague, learner, parent).

Lessons learnt:

- Everyday language is translated well; technical terms and safety details are the weak points.
- Back-translation is a quick way of finding serious errors.
- A verified glossary makes all later translations more reliable.

Exercise 2 – classroom work with students

Objective: to support learners with different first languages in acquiring vocational vocabulary and to develop a critical attitude towards machine translation.

Title: Our bilingual picture glossary

Exercise: mixed groups create a bilingual picture glossary for a workshop unit with AI support and check it against real tools and materials.

Duration: 45 minutes

Form of work: group work (language-mixed groups where possible)

Tools: school-approved AI or translation tool, tablets or phones for photos of tools (no people), glossary template

Instructions:

1. The teacher selects 10–12 key terms of a workshop unit.
2. Groups photograph the corresponding tools or materials and ask the AI for a translation and a one-sentence explanation of each term.
3. Learners who speak the language check the translations on a voluntary basis; the teacher checks the technical meaning. Errors are corrected and marked.
4. The glossaries are combined into a class glossary and displayed in the workshop.

Lessons learnt:

- Learners' own languages are a resource for the whole group.
- Machine translation needs human checking, especially for technical terms.
- Pictures and real objects make vocabulary easier to remember.

Notes for teachers:

- Never force a learner to act as an interpreter or to reveal their background; participation should be voluntary.
- Use only photos of objects, not of people, and follow school rules on devices.

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