

EdUHK Corpus-based ELT Lesson Design Competition

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Lesson Topic/Title: Translator’s Trade

Title of the course where your lesson fits: The Practical Course of the English Language

Please provide additional information of the course in a couple of sentences (e.g., the purpose and focus of the course): The course aims to train highly qualified philologists-translators who can demonstrate a high level of English language proficiency and perform high-quality translation from English and into English within the framework of general educational and professional topics.

Target students: B1-B2 level BA students (1 year), Educational program “Germanic Languages and Literatures (Translation included), first language - English”

Corpus/corpora used: COCA, RhymeZone

AI tool(s) used: Mizou, Image Generation AI tools of students’ choice (such as ChatGPT, Microsoft Copilot, Bing Image Generator, Canva)

Non-corpus resources used: Padlet, GoogleForms, YouTube, MIX - the educational platform of Sumy State University (local access only)

Lesson duration (suggested duration: 30 - 90 mins): 90 mins

Learning objectives:

1. To understand the key principles of applying Corpus-Based and AI tools for language learning and translation needs.
2. To develop students' speaking skills while performing individual and collaborative speaking tasks.
3. To enhance creative and critical thinking skills.
4. To apply the obtained knowledge in a professionally related context.

Lesson Plan

Time	Key stages	Procedures	Purposes	Interaction mode	Teaching resources/materials
10 min.	Stage 1: Warm-up activity	Students work in pairs to come up with a 4 line poem about the "Translator's Trade".	To energize students, introduce rhyming, and spark creativity by crafting short poems about the translator's trade using rhymes for the keyword "translator."	pair work	RhymeZone (https://www.rhymezone.com/r/rhyme.cgi?Word=translator&typeofrhyme=perfect&org1=syl&org2=1&org3=y) Padlet https://padlet.com/OlenaYemeljanova/translator-s-trade-e9gfnok1liuzp06a
5+10 min	Stage 2: Introduction	Students individually formulate their vision of a "present-day translator" and design a prompt to generate an image with the help of AI. In small groups, they share the generated images, point out their advantages and drawbacks, and choose one felicitous image from the group.	To encourage creativity in prompt writing, to develop critical thinking by evaluating AI-generated content, to practice expressing opinions and justifying choices in English, and to prepare for the topic of the lesson.	individual work + group work	AI image generator of the student's choice (e.g. ChatGPT, Microsoft Copilot, Bing Image Generator, Canva)

					<p>Padlet</p> <p>https://padlet.com/OlenaYemeljanova/translator-s-trade-e9gfnok1liuzp06a</p>
30 min.	<p>Stage 3.1:</p> <p>Text and Vocabulary Work</p>	<p>Students read the article about translation and AI and answer general comprehension questions. Then, they work individually using COCA to generate a Low/Mid frequency list of words, fill in the table of Word Families and collocations to enhance professionally related vocabulary.</p>	<p>To practise text comprehension and to develop skills in using COCA for linguistic text analysis and vocabulary expansion.</p>	<p>individual work</p>	<p>The original article: “The Future of Translation: How AI is Changing the Game” by Thibault Carrier</p> <p>https://www.linkedin.com/pulse/future-translation-how-ai-changing-game-thibault-carrier/</p> <p>COCA</p> <p>https://www.english-corpora.org/coca/</p> <p>Padlet</p> <p>https://padlet.com/OlenaYemeljanova/translator-s-trade-e9gfnok1liuzp06a</p>

15 min	Stage 3.2: Grammar and Translation	Students individually fill in the Google Form on the use of -ing forms and evaluate their translations into Ukrainian. The teacher collects the answers and comments briefly on each task in the Google Form.	To identify and differentiate -ing forms in context (verbal nouns, gerunds, progressive verb forms); to evaluate multiple translation options, and to enhance contextual learning.	individual work + teacher-to-student	Google Forms https://forms.gle/PpdhDmjngGQSnRBz5
15 min	Stage 4: Speaking	Students think of 5-6 meaningful questions they would ask “a translator of the future”. As soon as they are ready, they start speaking practice with a customized AI chatbot in this role.	To practise vocabulary and speaking; to develop critical thinking and decision-making	individual work	Mizou https://mizou.com/login-thread?ID=p7LP2v3QgtwnTi6ymINb4WhOC1krEy8q4o6ZZSxH WXM-67822
5 min	Stage 5: Homework Assignment	The teachers instruct the students on their homework assignments.	To foster independent learning; to consolidate the active vocabulary of the lesson; to develop critical thinking and writing skills.	individual work	YouTube https://www.youtube.com/watch?v=a_iCi0KoZJ0 , MIX

Concrete teaching activities and worksheets

Stage 1. Warm-Up Activity: "Translator's Trade"

- 1) The teachers welcome the students and announce the topic of the lesson.
- 2) Warm up. The students are asked to join the Zoom breakout rooms and write the poem in pairs, expressing their vision of a present-day translator.

Instructions:

- go to the [RhymeZone](#) and explore the list of rhymes for the word "translator" from RhymeZone (e.g., "later," "greater," "narrator," "creator");
- collaborate in pairs on a four-line poem about the translator's trade;

- divide your work (e.g., one writes lines 1 and 2, the other lines 3 and 4) or co-write each line together;
- share the poems on [Padlet](#) to celebrate unique creativity and bright imagination.

3) The pairs of students are asked to volunteer and read their poems aloud.

Stage 2. Introduction

1) The teacher highlights the topic of the lesson. The students are encouraged to think of the present-day image of a translator and share their ideas:

- who is he/she?
- what skills does he/she have?
- what is his/her working environment?
- etc.

2) The students are asked to join the Zoom breakout rooms and discuss the results of AI image generation.

Instructions:

- work individually for 5 minutes and formulate your vision in the form of a prompt for an AI image generation tool of your choice (e.g. ChatGPT, Microsoft Copilot, Bing Image Generator, Canva, etc.); generate an image of a present-day translator after your prompt;
- work in groups for 10 minutes: share the generated results expressing your thoughts and concerns; choose one felicitous image from your group, post it on [Padlet](#), and include a short bullet point list of its potential improvements (what to add/ delete/ replace/ update/ transform etc.);
- meanwhile, get familiar with the results of other groups.

Stage 3. 1 Text and vocabulary work.

1) The students read the article [“The Future of Translation: How AI is Changing the Game”](#) by Thibault Carrier and answer the questions:

- What is the text about?
- What are the prospects for the translator’s job in the near future?

2) To increase students’ active vocabulary related to their future profession, they are tasked with analyzing the text using COCA (ANALYZE TEXT feature) to generate the LOW frequency and MID frequency list of words.

Note. The students are already familiar with COCA, have registered accounts, and consistently work with it. To be on the safe side, we provide detailed instructions for students on how to use COCA for the specifically outlined tasks.

3) Word families work. The students work individually to fill in the table of word families based on the adjectives provided. They look for the related word families both directly in the LOW/

MID frequency list of words and in COCA using the BROWSE feature and adjusting the Part of Speech option (see *Worksheet-I*).

4) Using [COCA](#) (Collocates), the students find 5 sophisticated collocates of their choice.

5) Sharing. The students upload their table of word families with the collocations to [Padlet](#).

Instructions:

- read the article [“The Future of Translation: How AI is Changing the Game”](#) by Thibault Carrier and answer the questions: What is the text about? What are the prospects for the translator’s job in the near future?
- analyze the text using COCA (ANALYZE TEXT feature) to generate the LOW frequency and MID frequency list of words;
- work individually to fill in the table of word families based on the Adjectives provided. Search for the related word families both directly in the LOW/ MID frequency list of words and in COCA using the BROWSE feature and adjusting the Part of Speech option (see *Worksheet-I*);
- using [COCA](#) (Collocates), find 5 sophisticated collocations of your choice and enter them into the table;
- post your table of word families with the collocations in the appropriate section on [Padlet](#).

WORKSHEET-I

Word Families and Collocation Detective – Enhancing AI-Related Translation Vocabulary

#	Verb	Noun	Adjective	Adverb	Collocations
1			accurate		
2			consistent		
3			efficient		
4			advanced		
5			sophisticated		
6			proficient		
7			available		

Stage 3. 2 Grammar & Translation

Note. The text “The Future of Translation: How AI is Changing the Game” by Thibault Carrier features multiple -ing forms with the discrimination of which the students often struggle. Moreover, in the 1st year of studies they take the first steps into the practical aspects of translation, so the designed task envisages identifying and differentiating the -ing forms in context (verbal nouns, gerunds, progressive verb forms) and evaluating

multiple translation options.

1) The students are asked to fill in the [Google Form](#) individually.

Note. For scaffolding the students, the 1st section of the Form features some theory on different types of -ing forms and examples. Each of the following 4 sections of the Form features a sentence from the text with -ing forms and 2 multiple-choice questions: one for identifying the type, and one for choosing the best translation variant of the whole sentence.

Instructions:

- follow the direct link or use the QR code to approach Google Forms;
- revise different -ing forms in English (theory and examples provided);
- answer multiple choice questions.

2) The teacher collects the answers, demonstrates them on the shared screen, and gives immediate general feedback, dwelling on the most problematic issues.

Stage 4. Speaking.

1) The students get the task to formulate 5-6 meaningful questions they would ask a translator of the future in face-to-face interaction.

2) As soon as they are ready, they start a conversation session with a [Mizou-chatbot](#).

Note. This chatbot will facilitate the students' interactive learning experiences and engage them in a guided conversation that enhances their understanding of the tools, technologies and workspace of a translator in the near future, the transformations caused by the wide introduction of AI, important hard and soft skills required to perform well in the future. These interactions can be monitored and assessed by teachers to ensure a safe and productive learning environment.

Instructions:

- follow the direct link or use the QR-code to approach the customized [Mizou-chatbot](#);
- hold a conversation with the “translator of the future” and ask about the peculiarities of the translator’s trade in future, their working environment, tools and skills needed to perform well and be successful in the job market;
- feel free to ask more questions and comment on the replies of your interlocutor;
- use a microphone to record your speech and listen to the utterances produced by the chatbot for better learning results.

Stage 5. Homework assignment

The students are asked:

1) to watch the video [“The Future of Translation”](#) that discusses the role of AI in the future of translation;

2) to choose one ethical dilemma related to AI translation mentioned in the video (e.g., job displacement, data privacy, cultural bias) and analyze it from a translator's perspective;

3) to write a persuasive essay (300-350 words) arguing for or against a specific viewpoint on the chosen ethical dilemma; to upload it to the Forum on MIX platform for further peer-assessment (https://mix.sumdu.edu.ua/study/forum/13416/show/2778945?init_from=2778945); to provide a structured feedback on two essays from peer students to help them refine arguments and language use; to submit the revised version to the teacher;

4) to do the quiz to check their knowledge of the word families, covered during the lesson. The quiz is located on the Sumy State University educational platform MIX (https://mix.sumdu.edu.ua/study_tools/task/13416/start/2771594).

Instructions:

- watch the video [“The Future of Translation”](#); the video discusses the role of AI in the future of translation;
- choose one ethical dilemma related to AI translation mentioned in the video (e.g., job displacement, data privacy, cultural bias) and analyze it from a translator's perspective;
- write a persuasive essay (300-350 words) arguing for or against a specific viewpoint on the chosen ethical dilemma; upload it to the Forum on MIX platform for further peer-assessment (https://mix.sumdu.edu.ua/study/forum/13416/show/2778945?init_from=2778945); provide a structured feedback on two essays from your peer students to help them refine arguments and language use; submit the revised version to the teacher;
- do the quiz to check your knowledge of the word families, covered during the lesson. The quiz is located on MIX platform (https://mix.sumdu.edu.ua/study_tools/task/13416/start/2771594).

WORD FAMILIES QUIZ

Task: Fill in the gap with the right word of an appropriate word family.

Accuracy/Inaccuracy

1. The research paper was rejected due to the researchers' notable _____ in data collection.
2. The forensic expert's testimony needed to be _____ to withstand scrutiny in court.
3. The algorithm calculated the results _____, leaving no room for doubt.

Consistency/Inconsistency

4. The company's brand messaging lacked _____, leading to consumer confusion.
5. Her arguments were _____ with her previous statements, creating a sense of reliability.
6. The machine operated _____ throughout the experiment, ensuring reliable data.

Efficiency/Inefficiency

7. The new workflow demonstrated a significant _____ in resource utilization.
8. The team's approach to project management was remarkably _____, allowing them to meet deadlines with ease.
9. The task was completed _____, minimizing time and effort.

Advancement

10. The technological _____ in artificial intelligence has transformed various industries.
11. The _____ robotics system allowed for more complex and precise operations.

Sophistication

12. The sheer _____ of the architectural design was breathtaking.
13. The chef sought to _____ the traditional dish with modern techniques.
14. The software's interface was remarkably _____, catering to experienced users.
15. The expert explained the intricate theory _____, demonstrating his deep understanding.

Proficiency

16. The candidate's _____ in multiple languages was a significant asset.
17. The surgeon was highly _____ in performing complex procedures.
18. She handled the negotiations _____, securing a favorable deal.

Availability

19. The _____ of resources was a key factor in the project's success.
20. The updated data was made _____ to all authorized personnel.

INSTRUCTIONS ON USING COCA FOR:

D) Text Analysis

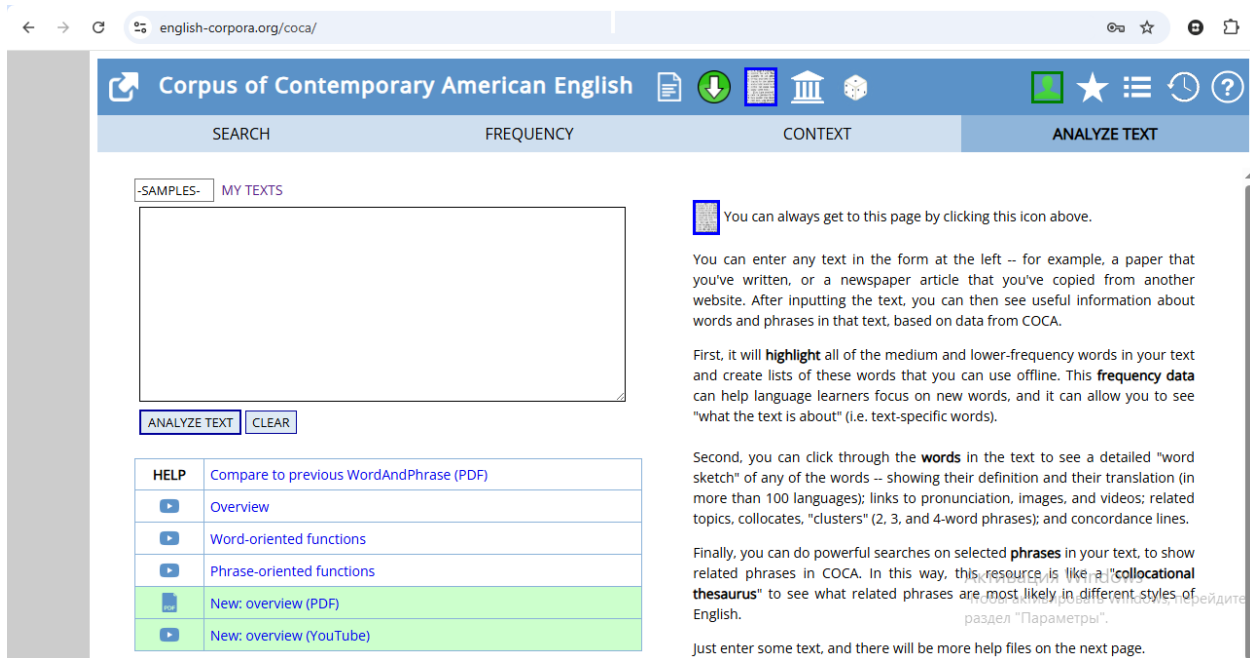
Step 1: Access COCA

1. Open your web browser and go to the COCA website: www.english-corpora.org/coca/.
2. If you don't have an account, click on "Register" in the top right corner and create a free account using your university email. If you already have an account, simply log in.

Step 2: Find the Analyze Text icon

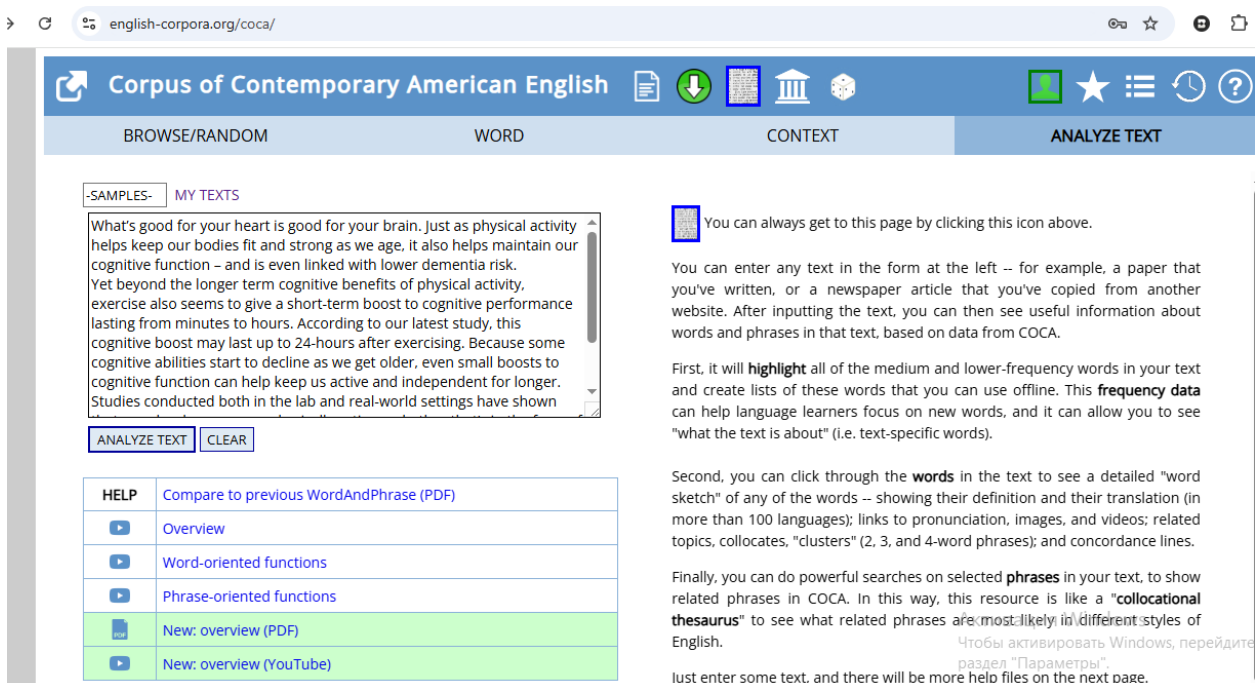
1. Once you're logged in, look at the top menu on the COCA homepage.

- Click on the “*Analyze Text*” option. This will take you to a new page where you can upload or paste a text to analyze.



Step 3: Run the Analysis

- After pasting or uploading your text, click the “*AnalyzeText*” button below the text box.
- Wait a few seconds for COCA to process your text. It will compare your words and phrases to its huge database of English usage.



Step 4: Understand the Results

COCA will give you a detailed report about your text. Here's what to look for:

1. **Word Frequency.** This shows how often each word in your text appears in COCA's database. Words with low frequency might be rare or advanced, while high-frequency words are more common.
2. **Collocations.** This highlights common word combinations in your text (e.g., "make a decision" or "strong coffee"). Check if your combinations match natural English usage.
3. **Parts of Speech.** You'll see how words are used (e.g., as nouns, verbs, adjectives). This helps you check if you're using words correctly.
4. **Context.** You can click on a word to see example sentences from COCA's database. This shows you how native speakers use it.
5. **Analyzing by WORD or by PHRASE.** You can analyze the text both by a WORD used in the text or by a PHRASE by choosing the preferred option.

english-corpora.org/coca/

Corpus of Contemporary American English

BROWSE/RANDOM WORD CONTEXT ANALYZE TEXT

EDIT TEXT	SAVE TEXT	WORD	PHRASE
FREQ. RANGE	---	1-500	501-3000 > 3000
157 WORDS	13	103	31 17
PERCENTAGE	8 %	63 %	19 % 10 %

CLICK ON ANY WORD BELOW FOR A FULL WORD SKETCH

What's good for your **heart** is good for your **brain**. Just as **physical activity** helps keep our bodies **fit** and **strong** as we age, it also helps **maintain** our **cognitive function** – and is even **linked** with lower **dementia risk**. Yet **beyond** the longer **term**, **cognitive benefits** of **physical activity**, **exercise** also seems to give a **short-term boost** to **cognitive performance** lasting from minutes to hours. **According** to our latest study, this **cognitive boost** may last up to 24-hours after **exercising**. Because some **cognitive abilities** start to **decline** as we get older, even small **boosts** to **cognitive function** can help keep us **active** and **independent** for longer. Studies **conducted** both in the **lab** and **real-world settings** have shown that people who are more **physically active** – whether that's in the form of **structured workouts** or they just do more **physically active** – whether that's in the form of **structured workouts** or they just do more **physically active** in their **day-to-day** lives – **perform** better on **cognitive tests** in the hours after **exercising**.

(CLICK ANY WORD FOR FULL WORD SKETCH)

LOW FREQ	MID FREQ	HIGH FREQ
7: cognitive 2: boost 1: boosts, day-to-day, dementia, lab, physically, real-world, short-term, workouts	3: activity 2: active, exercising, function, physical 1: abilities, according, benefits, beyond, brain, conducted, decline, exercise, fit, heart, independent, linked, maintain, perform, performance, risk, settings, strong, structured, term	7: to 4: and, in, the 3: as, for, our 2: after, also, even, good, helps, hours, is, just, keep, longer, more, of, that, we, your 1: a, age, are, because, better, bodies, both, can, do, form, from, get, give, have, help, it, last, lasting, latest, lives, lower, may, minutes, older, on, or, people, seems, shown, small, some, start, study, tests, their, they, this, up, us, what, whether, who, with

Активация Windows
Чтобы активировать Windows, перейдите в раздел "Параметры".

II) Collocates

Step 1: Access COCA

1. Open your web browser and go to: www.english-corpora.org/coca/.
2. Log in with your account. If you don't have one, click "Register" in the top right corner and sign up using your university email.

Step 2: Navigate to the Collocates

1. On the COCA homepage, look at the top menu.

2. Click on the “Collocates” option (it might also appear as “Collocates” under the main search bar once you start a search). This feature helps you find words that often go together.



Step 3: Enter Your Word

1. In the search box labeled “Word” or “Phrase”, type a word you want to explore.
 - o **Example:** Type “strong” to see what words commonly pair with it.
2. Leave the default settings for now (e.g., “+/- 4 words” means it will look for collocates within four words before or after your keyword). You can adjust this later if needed.

Step 4: Run the Search

1. Click the “Find collocates” button.
2. Wait a moment for COCA to generate a list of collocates based on its database.

Step 5: Interpret the Results

COCA will show you a list of words that frequently appear with your keyword. Here’s how to understand the output:

english-corpora.org/coca/

Corpus of Contemporary American English

SEARCH WORD CONTEXT ANALYZE TEXT

COLLOCATES TRANSLATION NOUN Advanced options Collocates Clusters Topics KWIC

+ NOUN			NEW WORD			+ ADJ			NEW WORD			+ VERB			NEW WORD			+ ADV			NEW WORD		
383	4.34	language	263	4.44	text	540	9.13	literal	154	3.58	original	342	2.81	lose	66	2.78	otherwise						
138	2.08	process	100	3.05	machine	137	5.03	lost	101	2.27	available	168	3.73	publish	15	4.10	ie						
77	2.46	version	74	3.37	literature	86	3.41	direct	82	2.82	modern	81	2.71	shall	10	4.69	eg						
73	4.18	poem	69	3.32	works	81	4.24	accurate	71	2.20	foreign	48	3.67	translate	7	5.05	side-by-side						
66	3.88	mine	64	4.35	poetry	65	6.86	simultaneous	59	4.19	literary	37	3.69	render	4	3.04	jointly						
63	3.07	address	60	3.70	interpretation	55	2.84	correct	49	3.67	rough	31	2.49	quote	4	2.85	throughout						
58	3.67	edition	57	6.66	transcription	46	2.09	cultural	43	2.23	complete	29	3.62	omit	4	2.38	underneath						
56	3.04	error	56	3.04	error	38	4.58	biblical	33	2.33	official	24	2.68	interpret	3	4.76	thence						
52	4.71	commentary	52	4.71	commentary	33	2.33	official	33	2.51	proper	19	2.81	facilitate	3	2.57	ostensibly						
51	2.47	document	51	2.47	document	33	2.51	proper	33	2.51	proper	18	2.28	update	2	3.36	playfully						
															2	2.83	duly						
															2	2.74	doubtless						
															2	2.69	prematurely						
															2	2.65	richly						
															2	2.39	anew						
															2	2.16	prominently						
															2	2.11	incorrectly						

1. **Collocate List.** Words are ranked by how often they pair with your keyword. **Example**, for “strong,” you might see “coffee,” “support,” “wind,” or “argument.”
2. **Frequency.** A number next to each collocate shows how many times it appears with your word in the database.
3. **Examples.** Click on a collocate to see real sentences from COCA’s database showing how the pair is used.

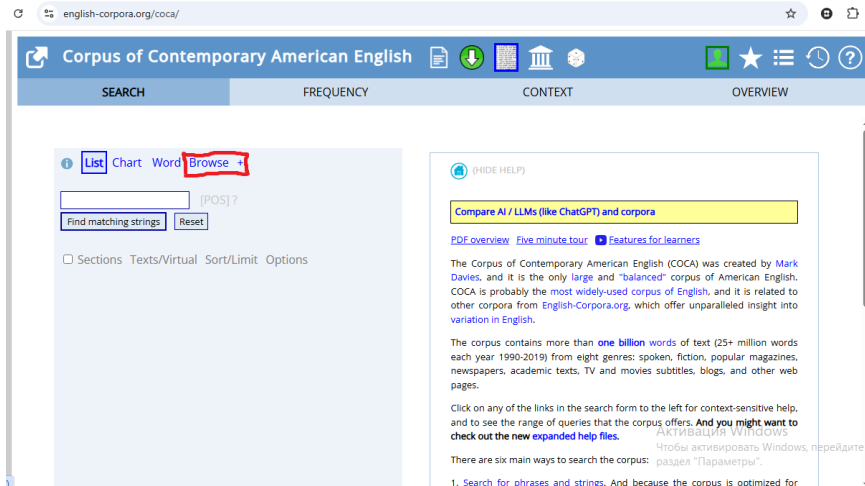
III BROWSING FOR WORD FAMILIES FORMATION

Step 1: Access COCA

1. Go to the COCA website: www.english-corpora.org/coca/.
2. Log in with your account. If you don’t have one, click “Register” in the top right corner and sign up using your university email.

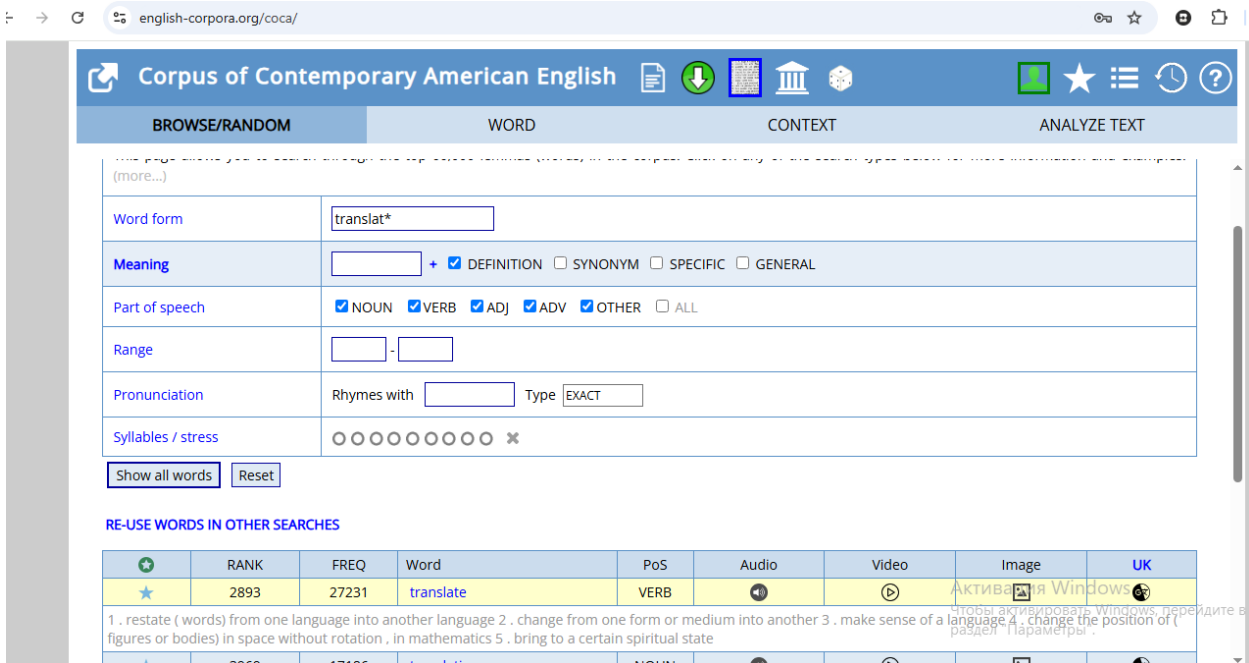
Step 2: Navigate to the Browse

1. On the COCA homepage, look at the top menu.
2. Click on the “Browse” option.



Step 3: Using "Browse" for Forming Word Families

1. Enter the part of the word and put ***(an asterisk)** next to it in the box provided next to **WORD FORM** to find the word family for that word.
2. Put **v (a tick)** next to all Parts of Speech given (Noun, Verb, Adjective, Adverb, Other) to get the list of the Word Family with the word of your choice.
3. Don't forget to check the word for possible prefixes (with negative meaning as well) by putting ***(an asterisk)** first and then the part of your word.
4. Click "Show all words" to see the result.



Corpus of Contemporary American English

BROWSE/RANDOM WORD CONTEXT ANALYZE TEXT

Word form: *legal

Meaning: DEFINITION SYNONYM SPECIFIC GENERAL

Part of speech: NOUN VERB ADJ ADV OTHER ALL

Range: -

Pronunciation: Rhymes with Type EXACT

Syllables / stress: ○○○○○○○○○○ ×

Show all words Reset

RE-USE WORDS IN OTHER SEARCHES

	RANK	FREQ	Word	PoS	Audio	Video	Image	UK
★	899	107134	legal	ADJ	🔊	🎥	🖼️	🇬🇧
1 . established by or founded upon law or official or accepted rules 2 . of or relating to jurisprudence 3 . relating to or characteristic of the profession of law 4 . (sports) allowed by official rules 5 . having legal efficacy or force								
★	1936	46386	illegal	ADJ	🔊	🎥	🖼️	🇬🇧
1 . prohibited by law or by official or accepted rules								