

# *Practical Tech Tips for ESOL Teachers*

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<https://www.ChrisSpackman.com/Educator-Resources/PD/2021-05-04-ESCCO/>

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## *Practical Tech Tips for ESOL Teachers*

Today we will talk about some practical tech tips that will probably, hopefully, most likely, make you more productive.

Chris Spackman's first computers were a Magnavox Odyssey<sup>2</sup> and a Commodore 64

Keyboard shortcuts save you time and protect your wrists

Google Translate is much cheaper than a professional translator or interpreter

Documents & formatting impact educational outcomes

Accessibility is also for English Learners (and their families)

# About Me

## ESOL Experience

- Worked in English as a Foreign Language (EFL) in Japan for 13 years
- MA TESOL from, and teaching license work done at, Ohio Dominican University
- ESOL teacher / coordinator at The Graham Family of Schools since 2010
- Instructor at Columbus State Community College Language Institute since 2016

# About Me (continued)

## Tech Experience

- Using computer since the late 1970s / early 1980s
- Experience with MS Windows 3.1+, Mac OSX, Linux
- Linux user since 1998. Currently use Gentoo Linux (home) and Xubuntu Linux (work).
- Create and manage several websites, from the 1990s to today

# Conventions

**Ctrl** — show keyboard keys, with the letter(s) or graphic from the key. The key is shown uppercase (the shape on the keyboard), but should be entered lowercase (no **Shift**, unless indicated).

**LMB** — means “click” (press and release) the “**L**eft **M**ouse **B**utton”.

**File**  **Edit** — shows menu entries that you would navigate with your mouse or with keyboard shortcuts.

**Folder** ▶ `file.txt` — indicate folder paths and files. For example, `C: ▶ Users ▶ winuser ▶ Documents ▶ assessment.odt`

# Keyboard Shortcuts

Easiest way to do more, faster, with less damage to your wrists (avoid the mouse).

These shortcuts are great when editing documents.

**Ctrl** +  /  : *moves* left or right a **word** at a time.

**Ctrl** +  /  : *moves* up or down a **paragraph** at a time.

**Shift** +  /  : *selects* left or right a **character** at a time.

**Shift** +  /  : *selects* up or down a **line** at a time.

These shortcuts: fast and free you from the mouse.

Game changers when editing documents.

## Keyboard Shortcuts (continued)

Put the previous shortcuts together for a paradigm shift!

**Shift** + **Ctrl** + **←** / **→**: *selects* left or right **a word** at a time.

**Shift** + **Ctrl** + **↑** / **↓**: *selects* up or down **a paragraph** at a time.

The selection is persistent (enough), so switch between **Shift** + **↑** and **Shift** + **Ctrl** + **←** (for example), to select a line and then a few more words.

Easily, quickly, and precisely, select regions of text to copy (**Ctrl** + **C**), cut (**Ctrl** + **X**), or delete (**←**). Add **Ctrl** + **V** to paste and do a lot of editing — without using the mouse at all.

## Keyboard Shortcuts (continued)

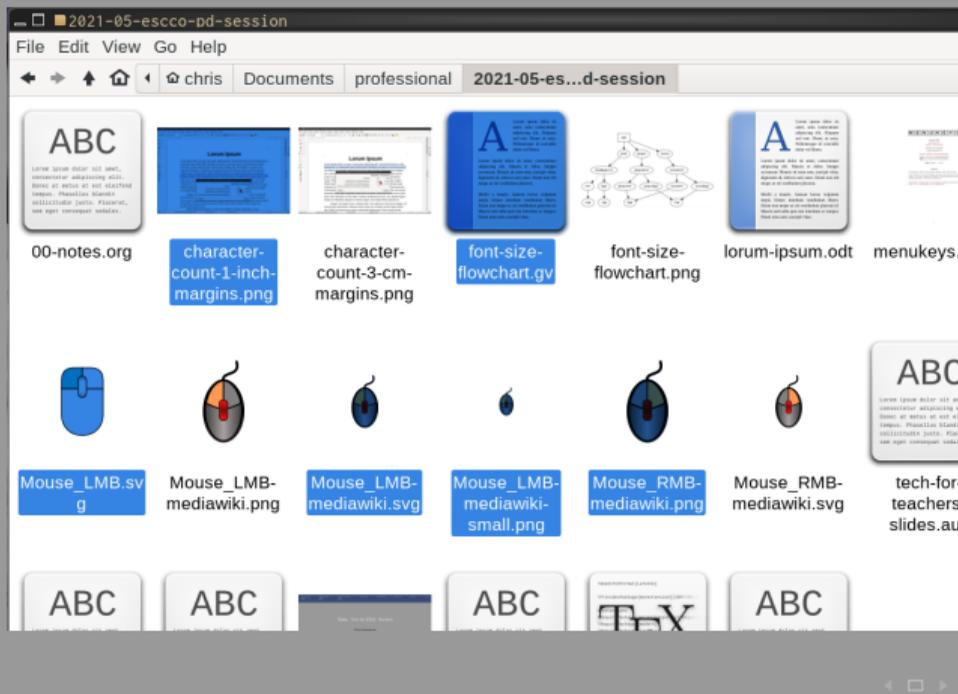
Keyboard + mouse click shortcuts are also a thing. These are mostly for selecting files in a file manager or an “Open file” dialog.

**Ctrl** + **LMB**: selects several separate items. LibreOffice Writer will also let you select words (**Ctrl** + **LMB** + **LMB** on word) this way — great for quickly applying formatting to several words.

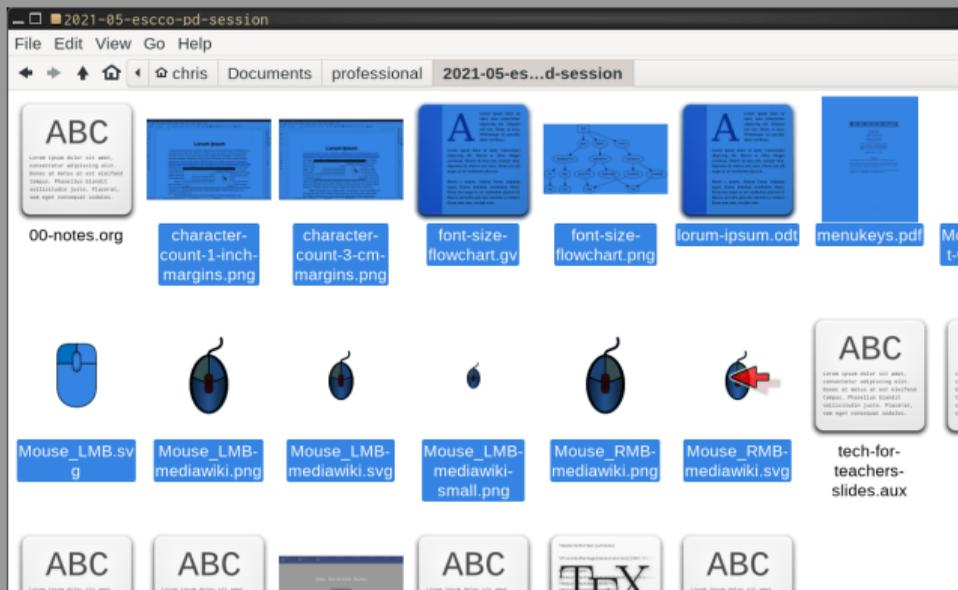
**Shift** + **LMB**: selects all the items between two items. Single left click the first normally, then press **Shift** and then **LMB** on the final item. Everything in between will also be selected, automagically.

→ The first and last items are included in the selection.

Example: **Ctrl** + **LMB**



Example: **Shift** + **LMB**



# Google Translate

Web interface is simple back-and-forth for shorter texts, directions, chatting, etc.

GDoc translation will keep formatting, links, etc. No page limit?

File upload will keep the formatting, links, etc. Will do about 30-ish pages.

Conversation uses the microphone and speakers. Very helpful when typing is too slow.

# Translating PDFs

Translating PDFs is not great, but not horrible. To translate, we convert the PDF to a Google Doc and then translate that.

Translating Google Docs always creates a new document.

- 1 Upload PDF to Google Drive.
- 2 Double click to view PDF.
- 3 Click on “Open with Google Docs” at the top of the screen.  
You might have “Open with . . .” and then a drop down choice of several apps.  
Choose “Google Docs”.

*(continued on next slide)*

## Translating PDFs (continued)

- 4 Fix the formatting. It will probably not be correct.
- 5 Go to **Tools** > **Translate document**. Choose the language you want from the dropdown menu.
- 6 Choose the name for the new document, if you want.  
I don't like "Copy of ...", so usually remove that and put the language at the end: Immigration History Reading (Es), for example. ("Es" for "Español")
- 7 Finally, click on "Translate" button. The translated document will open in a new window.

**TIP:** Sometimes it is easier and faster to copy text from a PDF and paste it into a new document. This does not work with all PDFs, however.

# Translating Slides

Translating slides the easy way . . .

Unlike Google Documents, Google Slides does not have **Tools** > **Translate document** .

- 1 Download your slides as **Microsoft PowerPoint (pptx)** from **File** > **Download** .
- 2 Click on the “Documents” button at the top of Google Translate.
- 3 Make sure the *to* and *from* languages are selected
- 4 Upload the PPTX file (“Browse your computer”, select, then “Translate”).

*(continued on next slide)*

## Translating Slides (continued)

- 5 A translated version will appear. It has all the text from all the slides, but no slide formatting.
- 6 If you are making a translated version, make a copy of your current slides.  

- 7 Copy and paste from the translated document into your slides.

If only two languages, then for most classroom use I prefer one set of slides with both the L1 and English.

**TIP:** Be aware of English in graphics. That won't get translated. You will have to add translations for that by hand.

# Translating Slides (the less easy way)

Sometimes, you need to go old school to translate.

- 1 Download **plain text (txt)** from **File** ➔ **Download**.
- 2 Open the plain text document and add some abbreviated notes to help after you translate. (Less important if you understand the language.) For example:
  - SS1 / ES1 — for “start slide 1” / “end slide 1”
  - HL1 — for “Heading level 1”
  - \*word\* — to show the word was bold
  - - text — to show the word text is part of a bullet list
- 3 Click on the “Documents” button at the top of Google Translate.

*(continued on next slide)*

## Translating Slides (continued)

- 4 Make sure the *to* and *from* languages are selected
- 5 Upload the plain text file (“Browse your computer”, select, then “Translate”).
- 6 A translated version will appear. It has all the text from all the slides, but no slide formatting. Hopefully your abbreviated notes were not translated
- 7 If you are making a translated version, make a copy of your current slides.  
A screenshot of a software menu showing the path: File > Make a copy > Entire presentation. Each menu item is contained within a white arrow-shaped button pointing to the right.
- 8 Copy and paste from the translated document into your slides.
- 9 Redo the formatting, using the abbreviated note you added.

# Marked-Up Plain Text Example

The screenshot displays the Google Translate interface with two panels. The left panel is set to 'ENGLISH' and the right panel is set to 'SPANISH'. Both panels show the same text with corresponding markup tags. The text is about translating slides and includes instructions on how to download and use plain text documents. The markup tags include **\*\*SS1\*\***, **\*S1T\***, **-S1L-**, **-S2L-**, and **HL1**. The Spanish translation is shown on the right, with the same structure and markup tags.

**ENGLISH** | JAPANESE | SPANISH

**SPANISH** | ENGLISH | JAPANESE

**\*\*SS1\*\*** × **\*\* SS1 \*\*** ☆

**\*S1T\*** Translating Slides (continued) **\* S1T \* Traducción de diapositivas (continuación)**

Sometimes, you need to go old school to translate. **A veces, necesitas ir a la vieja escuela para traducir.**

**-S1L-** **-S1L-**

Download **\*TT** plain text **TT\*** (txt) from **\*TT** File > Download **TT\***. **Descargue \*TT texto sin formato TT\* (txt) desde \* Archivo TT> Descargar TT\*.**

Open the plain text document and add some abbreviated notes to help after you translate. (Less important if you understand the language.) For example: **Abra el documento de texto sin formato y agregue algunas notas abreviadas a ayuda después de traducir. (Menos importante si comprende el idioma.) Por ejemplo:**

**-S2L-** **-S2L-**

**\*\*SS1\*\* / \*\*ES1\*\* --- for ``start slide 1\* / ``end slide 1\*** **\*\* SS1 \*\* / \*\* ES1 \*\* --- para `` iniciar diapositiva 1\* / `` finalizar diapositiva 1\***

**HL1 --- for ``Heading level 1\*** **HL1 --- para `` Nivel de título 1\***

478 / 5000

# Documents & Formatting

Formatting can have a significant impact on student learning.

**Margins** should be whatever is left over after you set font size and line length.

**Line length** is about how many characters there are on one line of text. Materials for adult, fluent readers usually have about 60 to 90 characters per line. Materials for young readers have much shorter lines. For struggling readers, stay to the low end of the range for their age and level.

**Fonts** need to be appropriate for the reader. Andika is a good font for students who may be confused by TNR-esque “a” and “g” letter shapes. “Dyslexic fonts” are **NOT** proven to be helpful (PDF).

# Documents & Formatting (continued)

## Font Sizes

Fonts have different base sizes. 12pt Times New Roman is smaller than 12pt Liberation Serif. If students need to **View** **Zoom**, the font is too small.

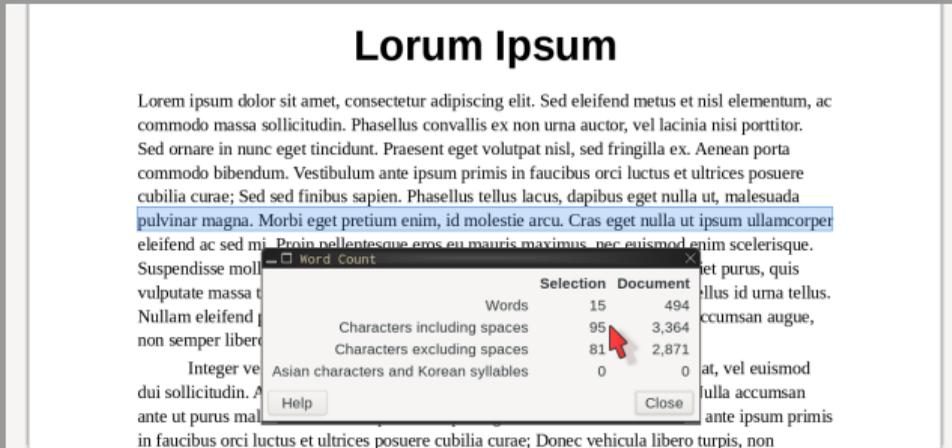
- **printed paper:** 12 point for regular text for most students; at least 13 or 14 point for lower reading-level students.
- **screen:** at least 18 point for regular text for most students; 20 point or bigger for lower level students. Consider switching to landscape orientation.
- **projected:** generally at least 20pt or bigger.
- **word wall:** (*vocab word card on your wall*) generally at least 36pt or bigger. Also beware laminated items and overhead lights.

## Documents & Formatting (continued)

- Bonni Stachowiak's "*Teaching in Higher Ed*" podcast has several episodes about design & clarity, materials creation, etc. Aimed at higher ed, but much is applicable to k-12 teaching as well.
- Gabriela Kleckova and Pavel Svejda have a great book, *Creating Visually Effective Materials for English Learners* about this.
- Robin Williams (not that one) has a great book about design, *The Non-Designer's Design Book*. It is not for, or about, education, but the design principles apply to educational materials also.

These appear again in the section "Clarity" — there is a lot of overlap here, I admit.

# Traditional Formatting: Small Fonts, Small Margins



**Lorum Ipsum**

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	Selection	Document
Words	15	494
Characters including spaces	95	3,364
Characters excluding spaces	81	2,871
Asian characters and Korean syllables	0	0

- 12-point font
- 1-inch (2.54cm) margin
- 100% line spacing (1.0)
- ~95 characters / line!

Paper or screen, this page can be difficult for learners to read.

# Much Better: Bigger Font, More White Space

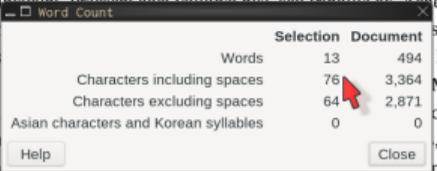
**Lorum Ipsum**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed eleifend metus et nisl elementum, ac commodo massa sollicitudin. Phasellus convallis ex non urna auctor, vel lacinia nisi porttitor. Sed ornare in nunc eget tincidunt. Donec eget volutpat nisl, sed fringilla orci. Aenean porta con

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tellus  
pretiu  
eleife  
euism

orci  
Phasellus  
Morbi eget  
corper  
, nec

pellentesque vehicula, sem ipsum imperdiet purus, quis vulputate massa



	Selection	Document
Words	13	494
Characters including spaces	76	3,364
Characters excluding spaces	64	2,871
Asian characters and Korean syllables	0	0

- 13-point font
- 1.57-in (4cm) margin
- 125% line spacing
- ~76 characters / line.

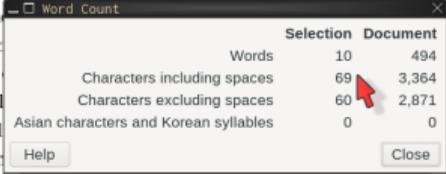
This page is much better. Content aside, for HS students, this will be easier to read.

# Margin Notes: Start of an “Enhanced” Reading

**Lorum Ipsum**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed eleifend metus et nisl elementum, ac commodo massa sollicitudin. Phasellus convallis ex nunc eget tincidunt. Aenean porta faucibus orci lacinia sapien. Phasellus pulvinar magna eget nulla ut ipsum ullamcorper eleifend ac sed mi. Proin pellentesque eros eu mauris maximus, nec euismod enim scelerisque. Suspendisse mollis, lectus accumsan pellentesque vehicula, sem ipsum imperdiet purus, quis vulputate massa tortor ut dolor. Nulla sed dictum tortor, porta porta velit. Phasellus id urna tellus. Nullam eleifend porta lacus, nec aliquam ligula tempor id. Phasellus aliquam

*This is a margin note. Very helpful (with real readings, at least).*



	Selection	Document
Words	10	494
Characters including spaces	69	3,364
Characters excluding spaces	60	2,871
Asian characters and Korean syllables	0	0

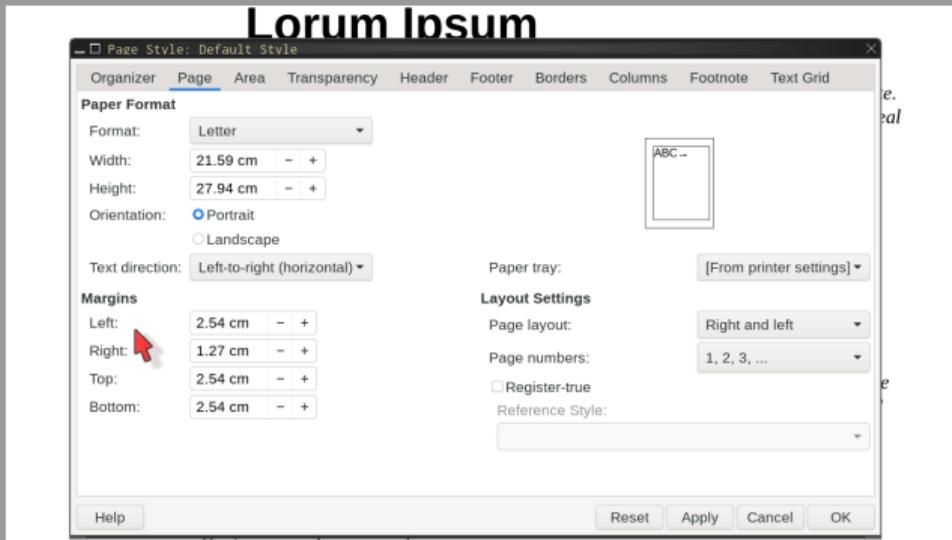


*Maybe this mouse image is helpful?*

- 13-point font
- 2.17-in right margin
- 1-in left margin
- 125% line spacing
- ~69 characters / line.

Easy to read, plus helpful information in the margins; start of “enhanced” reading. Add images, color, links to resources to maximize student understanding.

# Creating Margin Notes

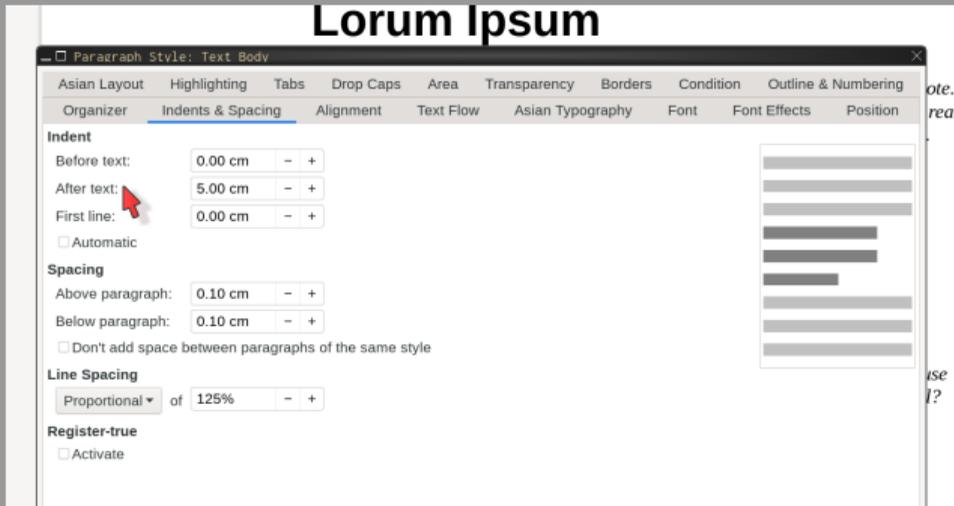


## 1 Set page margins

- Format
  - Page Style ...
  - Page (tab)
  - Margins (section)
- left: 1-inch
- right: 0.5-inch

This is for LibreOffice. Process will be similar for Google and MS Word.

# Creating Margin Notes (step 2)



## 2 Add space after text

- RMB then  
Paragraph  
Edit Style ...  
Indents & Spacing (tab)  
Indent (section)
- After text: 1.5-in

## Creating Margin Notes (step 3)

### Lorum Ipsum

sum dolor sit amet, consectetur adipiscing elit. Sed eleifend nisl elementum, ac commodo massa sollicitudin. Phasellus ex non urna auctor, vel lacinia nisi porttitor. Sed ornare in tincidunt. Praesent eget volutpat nisl, sed fringilla ex. porta commodo bibendum. Vestibulum ante ipsum primis in orci luctus et ultrices posuere cubilia curae; Sed sed finibus hasellus tellus lacus, dapibus eget nulla ut, malesuada magna. Morbi eget pretium enim, id molestie arcu. Cras ut ipsum ullamcorper eleifend ac sed mi. Proin

*This is a margin note.  
Very helpful (with real  
readings, at least).*



#### 3 Add text boxes

- Insert > Text box
- draw in margin
- LMB + LMB to edit

#### 4 Add images

- Insert > Image ...
- choose file
- put in margin

This is for LibreOffice. Check How to make an enhanced reading in Google Docs on Youtube if you use Google Docs.

# Accessibility

Accessibility is also for English Learners and their families.

**Subtitles** (in English or L1) are helpful for parents / guardians who may have trouble with English or are hard of hearing.

**Page layout** should not be done with tables. Tables are great for data, but can confuse screen readers or the people using them.

**Clarity** in worksheets, flyers, etc. can help with understanding.

See *Creating Visually Effective Materials for English Learners* by Gabriela Kleckova and Pavel Svejda for more information on formatting for understanding.

# Accessibility (continued)

## Subtitles / Captions

Subtitles (in English or L1) are helpful for parents / guardians who may have trouble with English or are hard of hearing. (And students, too!)

- Google YouTube and many other sites can automagically add subtitles to videos, for free. Not all sites allow you to *edit* or *download* the subtitles for free.
- Google recently added on-the-fly captions to the Google Chrome browser. Should work on any video played in the browser. Claims to translate, but didn't work.
- Right now, <https://www.Veed.io> is the only site I'm aware of that will automagically **translate** subtitles for your video. It requires the Pro subscription, which is about \$30 a month, if you pay monthly.

# Accessibility (continued)

## Page Layout

Page layout should not be done with tables. Tables are great for data, but can confuse screen readers or the people using them.

Period	Start	End
1st	9:30	10:25
2nd	10:30	11:25
3rd	11:30	12:25

Table: Good use of a table (data)

Who does Juliet love?	Akiko
	Marci
	Romeo
	Zulfa

Table: Bad use of a table (formatting)

# Accessibility (continued)

## Other layout tips

→ Use paragraph styles for formatting headers, regular text, indented text, etc.  
Styles allow:

- you to quickly make changes for the entire document;
- screenreaders to understand the purpose of the paragraphs (important!);
- your word processor to add links and a Table of Contents easily.

→ Use “Tab Stops” to place text horizontally on the line. Tab Stops are probably the easiest way to avoid using tables for page layout.

Don't use **Space** or the **Tab** key (Tab Stops  $\neq$  **Tab**).

# Accessibility (continued)

## Clarity

- Bonni Stachowiak's "*Teaching in Higher Ed*" podcast has several episodes about design & clarity, materials creation, etc. Aimed at higher ed, but much is applicable to k-12 teaching as well.
- Gabriela Kleckova and Pavel Svejda have a great book, *Creating Visually Effective Materials for English Learners* about this.
- Gabriela Kleckova also has a useful blog post about "decluttering" at TESOL.org.
- Robin Williams (not that one) has a great book about design, *The Non-Designer's Design Book*. It is not for, or about, education, but the design principles apply to educational materials also.

## Accessibility (continued)

Clutter: Typos / Spacing / Etc.

Also be aware of typos or spacing that may confuse students. Real world example:

→ 3)x + 4 = 6      Something like this was on a math test

Students were confused by “3)”. The lone ) and no space — students thought (3)x

→ 3. x + 4 = 6      avoids confusion.

Use Tab Stops to tweak spacing between list numbers and the content.

(It was Question #3)

# Links

Creating Visually ...

<https://bookstore.tesol.org/creating-visually-effective-materials-for-english-learners-products-9781942799207.php>

Creative Commons <https://creativecommons.org/licenses/by-sa/4.0/>

CSCC LI <https://www.cscce.edu/community/language-institute/>

Declutter <http://blog.tesol.org/tidying-up-your-elt-3-simple-ways-to-declutter-your-teaching/> (what, no http**S**???)

Design Flaws <http://blog.tesol.org/teacher-made-materials-design-6-flaws-and-fixes/>

## Links (continued)

Dyslexic Fonts <https://eyeondesign.aiga.org/can-fonts-really-help-those-with-dyslexia/>

Dyslexic Fonts <https://link.springer.com/content/pdf/10.1007%2Fs11881-016-0127-1.pdf> (PDF)

Enhanced Readings <https://youtu.be/Muf3VNBmpnY> (using Google Docs)

Gentoo Linux <https://www.gentoo.org>

Google Translate <https://translate.google.com>

LaTeX <https://latex-project.org>

LibreOffice <https://www.libreoffice.org> (Free/Libre/Open Source office suite)

## Links (continued)

Mouse image [https://commons.wikimedia.org/wiki/File:Right\\_clicked\\_mouse.svg](https://commons.wikimedia.org/wiki/File:Right_clicked_mouse.svg) (CC-BY-SA license, 3.0 unported)

ODU <https://www.ohiodominican.edu>

Resources from today <https://www.ChrisSpackman.com/Educator-Resources/PD/2021-05-04-ESCCO/>

Teaching in ... <https://teachinginhighered.com/episodes/> (Podcast)

TGFS <https://www.thegrahamfamilyofschools.org>

Translating Slides <https://youtu.be/8hB8rifIisc>

Veed.io <https://www.Veed.io> (for translating subtitles)

Xubuntu <https://xubuntu.org>

# Thanks

Thanks to my colleagues from

- The Charles School, and
- The Language Institute at Columbus State Community College

for suggestions and feedback on, and proofreading of, the content of this PD and these slides.

Of course, all mistakes are my own, including the ones in this document.

# Copyleft

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Please see [ChrisSpackman.com](https://www.ChrisSpackman.com) for editable versions of resources from our PD today.

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