

Technology to Support English Learners & Multilingual Families

Chris Spackman

The Graham Family of Schools & Columbus State Community College

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Opening Survey

Welcome!

Please go to <https://www.chrisspackman.com/2023-08-intro-survey.html> and complete the survey.

Or, use this QR code:



Brief Discussion

Brief discussion of the survey.

- Were you able to understand the form?
- Did you use the Google Translate app (or similar) to read the form?
- Has anyone had experience living in a different culture and different language?

If it wasn't as obvious as a sledgehammer, we're trying to experience how some families experience school communications.

Today's *Nagare*

“*Nagare*” is a Japanese word meaning “flow”.

- Introductions and brief tech familiarity conversation
- Legal requirements and generally “Why are we here?”
- Translating “documents” (for broad definitions of “document”)
- Translating slides
- Creating multilingual forms — this one could be fairly meaty
- Videos, other multimedia, and subtitles — if you don't need it, you prolly need it
- Accessibility — can impact English learners as well as many non-ELs
- Q & A and wrap up

About Chris Spackman

Professional History

- **Email:** chris@chrisspackman.com
- **Social Media:** [@chris_spackman@twit.social](https://social.mastodon.social/@chris_spackman) (Mastodon)
- Taught K-12 EFL (English as a Foreign Language) in Japan from 1995 to 2008
- Earned MA TESOL and Ohio ESL K-12 teaching license in 2010
- Work in K-12 ESOL for The Graham Family of Schools since 2010
- Teach Adult ESOL for the Basic English program in the Language Institute at Columbus State Community College since 2016
- Knowledge of English, Japanese, a little German, and a little Spanish
 - you can use Title III money to take language classes at local community college!

About the presenter (cont.)

Tech History

- Linux user since 1998; Emacs user since 1999
- Experience with MS Windows 3.11 and up; experience with Mac OS X
- Strong proponent of Open Source, Open Content, and Create Commons licenses
- Use bash scripting, Emacs, Inkscape, Scribus, and/or L^AT_EX for content creation
- Dislike “top posting”; put all replies below the quoted text or interspersed in it
- Miss USENET and IRC (everything since is just a better-looking imitation)
- Love tech, but firmly believe tech must improve educational outcomes to be worthwhile

Why We Are Here

Our goals for today are:

- Understand legal requirements for language access
- Increase awareness of available tools
- Practice using some of the available translation tools
- Understand when NOT to translate
- Understand some accessibility issues to be aware of when communicating with multilingual families

Legal Requirements

The DOJ and DOE are pretty specific about language access requirements:

*“Schools must communicate information to limited English proficient parents in a language they can understand about **any program, service, or activity that is called to the attention of parents who are proficient in English**”*
(emphasis added)

Legal Requirements

“This includes, but is not limited to, information related to:”

- registration and enrollment in school and school programs
- requests for parent permission
- gifted and talented programs
- parent handbooks
- report cards
- parent-teacher conferences
- student discipline policies and procedures
- special education and related services
- meetings to discuss special education
- language assistance programs

from: <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>

Another QR Code

Please go to <https://www.chrisspackman.com/2023-08-08.html> for links we will use today.

Or, use this QR code:



Available Tools

The most widely used standalone online tools, I suspect, are . . .

- Google Translate
- MS Bing Translator
- DeepL Translator
- ChatGPT (and similar)

The **best** tool is a trained translator! They are expensive, however.

Other Systems & Platforms

What about . . .

- Remind,
- Talking Points,
- Smore,
- and other systems with translation built in?

My worry is that teachers over-rely on translated texts or emails.

We won't get into them today, because they are not as easily available to individual teachers — usually, either your school has it or it doesn't and you don't get to decide.

That said, these services can be very helpful, and I would love to hear people's experiences with them.

Tools: Google Translate

Not just the website, but also build into Google Drive. Also a *very useful* app for iPhone and Android.

You can ...

- use the Google Translate site directly
- create translated copies of Google Docs (Tools ⇒ Translate document)
- Translating Google (and other) Slides
- Translating Google Forms
- Other Tips and Tricks

Other Translation Tools

Bing Translate is similar to Google Translate. IME, usually worse results than Google.

MS Office has translation built in; doesn't seem as robust or as built out as Google Translate.

DeepL is a web site that also does translation. Very similar results to Google. IME, sometimes better; sometimes worse.

Canva and many other sites have translation built in; most probably use Google or MS for it. Oddly, Canva cannot translate “documents”.

ChatGPT can translate! You can ask it to translate text you give it, or to generate “original” text in one or more languages.

Most non-Google, non-DeepL, non-MS sites use one of those for translation.

Documents and Spreadsheets

Translating Google Docs is pretty straightforward:

- Create document;
- Go to Tools ⇒ Translate document;
- Choose a language; click Translate;
- A new document will open with the translated document

Documents and Spreadsheets

You can use a spreadsheet to keep table of commonly used translations (auto-updates on load, so always most recent / best translations)

	A	B	C	D	E	F
	English	Arabic	Spanish	Somali	Nepali	Japanese
1						
2	bus	حافلة	autobús	bas	बस	バス
3	math	الرياضيات	matemáticas	xagga maalintii	माहृत	算数
4	bathroom	حمام	baño	musqul	स्नानकक्ष	トイレ
5	please	لو سمحت	por favor	fadlin	कृपया	お願いします
6	raise your hand	ارفع يدك	levanta tu mano	gacantaada kor u qaad	हात उठावनुहोस	手を挙げてください
7	Can I borrow a pencil?	هل استعارة قلم الرصاص؟	¿Puedo pedir prestado un lápiz?	Ma amaahan karaa qalin qalin ah?	के म पेन्सिल उधार लिन सक्छु?	鉛筆を借りてもいいですか？
8	I hope this email finds you well.	أمل أن يحذك هذا البريد الإلكتروني جيداً	Espero que este correo electronico te encuentre bien.	Waxaan rajeynayaa in enaylkan si fiican kuu helo.	मलाई आशा छ कि यो ईमेलले तपाईंलाई राम्रो पेट्यायो।	ご健勝のことと存じます。
9	Please call me at the phone number below.	يرجى الاتصال بي على رقم الهاتف أدناه	Lláname al número de teléfono a continuación.	Fadlan iigu soo wac lambarka taleefanka hoosta ku yaal.	कृपया तल मलाई पनेन नम्बरमा कल गर्नुहोस।	以下の電話番号に電話してください。

Example of a multilingual reference spreadsheet

Slides

When creating new slides, I recommend using a template that has the “translation” script already installed. The code is from Google, and it does not connect anywhere else.

- Presentation slides with the translation script.
- Google dev page on creating the “translate” add-on
- Remember student privacy when using external web sites and extensions and addons

Forms

Choices, choices, choices, and none of them great.

- Separate forms
- One form with several languages per question
- One form with sections for each language

All have their drawbacks. Biggest is often the extra time needed for collating the data later.

Graphics

Graphics do NOT automagically get translated!

- Graphics with text do not get translated
- Google Drive can (often) do **OCR**
- Best to avoid text in graphics
- At least, provide individual translated graphics

Do's & Don'ts

Do's

- Give both English and L1 when sending translated documents home
 - Often, the English can be helpful if the L1 translation is unclear.
- Consider “plain language” and “simple English” when translating documents.
 - Using plain language can help get more accurate translations.
- Listen to the advice for how to work with interpreters. Nutshell: keep sentences short and simple.

Do's & Don'ts

Don'ts

- Do NOT use your world language teachers as interpreters or translators
 - Usually not in their contracts.
 - Translation and interpretation are distinct skills. Speakers of a language are not automatically qualified to interpret or translate that language.
- Do NOT translate **everything** for your newcomer students
 - Newcomers need to learn English. That won't happen as quickly if they receive **everything** in their L1.

Multimedia

Videos: Captions & Subtitles

- Youtube — for translations, this is the easiest way
 - Copy captions; paste into a document
 - Fix up a bit (line breaks can confuse translation sites)
 - Copy fixed text; paste into [Google, Bing, DeepL, etc.] Translate
 - Copy translation, paste into document. You now have translated captions.
 - You do **NOT** have translated subtitles: document is separate from video; no timing information
- Use auto-translate for subtitles on the video (on Youtube site)
- Veed.io is a great, but expensive, site for adding translated subtitles to videos

Accessibility

“Declutter” your worksheets, reading, documents, even graphics

- *Creating Visually Effective Materials for English Learners* — a great book on exactly what the title says
- Tidying up your ELT (ways to “declutter” your teaching)
- design mistakes that teachers make
- *Non-Designer's Design Book* by Robin Williams has lots of great information for teachers who want to better understand design
- Ellen Mueller has an excellent list of good books on instructional design at bookshop.org

Worksheet Example

The image displays three panels illustrating text formatting for a worksheet. Each panel contains the same text but with different visual treatments:

- Panel 1 (Left):** Standard text with a regular font size and weight. The text includes a paragraph of Lorem Ipsum and a numbered list of three items.
- Panel 2 (Middle):** Text with a smaller font size and a bolded title. The list items are also bolded.
- Panel 3 (Right):** Text with a large font size and a very bold title. The list items are also bolded.

(From Creating Visually Effective Materials for English Learners, p. 41)

Use of font face, text size, and **white space** is all important and all aids comprehension.

Q & A; Wrap Up

- Questions? Answers? Comments?
- Please find all the stuff from today (if you haven't already) at chrisspackman.com
- my email address is chris@chrisspackman.com

Links

These last slides include the text of all the URLs in this presentation.

- <https://bookshop.org>
- <http://blog.tesol.org/teacher-made-materials-design-6-flaws-and-fixes/>
- <http://blog.tesol.org/tidying-up-your-elt-3-simple-ways-to-declutter-your-teaching/>
- <https://bookshop.org/lists/instructional-design>
- <https://bookstore.tesol.org/creating-visually-effective-materials-for-english-learners-products-9781942799207.php>
- <https://chat.openai.com/>
- <https://developers.google.com/apps-script/add-ons/editors/slides/quickstart/translate>

Links (cont.)

- https://docs.google.com/presentation/d/1nEXUVQaheyQc133we28SJNg_XN4BYQhd3mxS7nVPrXM/edit?usp=sharing
- https://docs.google.com/spreadsheets/d/1QjHJgSB4IRyyPh0566xdGjp0jg4U4Xd-aXKlL_HgI/edit?usp=sharing
- https://en.wikipedia.org/wiki/Creative_Commons
- <https://en.wikipedia.org/wiki/Emacs>
- <https://en.wikipedia.org/wiki/Latex>
- <https://en.wikipedia.org/wiki/Linux>
- https://en.wikipedia.org/wiki/Open_source
- <https://inkscape.org/>
- <https://translate.google.com/>

Links (cont.)

- https://twit.social/@chris_spackman
- <https://www.bing.com/translator/>
- <https://www.chrisspackman.com/2023-08-08.html>
- <https://www.chrisspackman.com/2023-08-intro-survey.html>
- <https://www.chrisspackman.com/>
- <https://www.deepl.com/translator>
- <https://www.scribus.net/>
- <https://www.veed.io>
- <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>
- <mailto:chris@chrisspackman.com>