AIAI Grant UDL Example ~ Towson University
Title: UDL Language Translation
Faculty Developer: Paul Board (Graduate student in COE)
Notes: 1 file

<div align="center">Using Online Tools to Assist with Language Translation</div>

Learning Module

Objectives

1. Learn about current literature surrounding student language translation troubles in education.
2. Discover digital resources that aid in student language translation and their potential uses in the classroom.
3. Understand the needs of dyslexic and EFL students.

Readings

Alhaisoni, E., & Alhaysony, M. (2017). An investigation of Saudi EFL university students' attitudes towards the use of Google Translate. *International Journal of English Language Education*, *5*(1), 72-82.

Mortimore, T., & Crozier, R. (2006). Dyslexia and difficulties with study skills in higher education. *Studies in Higher Education*, *31*(2), 235-251.

UDL Introduction

Universal Design for Learning (UDL) contains a number of principles aimed at bettering an educator's practice through the consideration of key pedagogical concepts. This module is concerned with Principle I: Provide Multiple Means of Representation as a framework for the plight of students with disabilities in the classroom. Click here for more detailed information about each individual guideline within the principle.

Here's a quick rundown of the key concepts to keep in mind in this module:

1. Student perception of the lesson and material changes their comprehension of it.
2. Offering alternatives can lead to enhanced student growth and comprehension.
3. Students (and educators) need clarity of language (both L1 and L2, language learners) and purpose in a lesson.

Activities

Directions and order of operations:

1. Watch two (2) different online videos that simulate the experience of being a dyslexic student.
   - Video #1: http://webaim.org/simulations/dyslexia
   - Video #2: https://youtu.be/j9fsb91VcEA

- o   Afterwards, reflect on a few useful, organizing questions: What did the overall experience feel like? What were some of the ways mentioned that might affect a student's translation of a classroom text?

2. Look at and consider the two (2) articles above that discuss two different cases of student language translation problems.
   - o   For each article, it might be useful to consider the following: What were the results from each study? How could ideas mentioned in the videos connect to these studies? What tools could assist these students in ameliorating their distinct situations?

3. Consider using two (2) different online tools to assist in language translation.
   - o   Choose from and install any of the Google Chrome extensions from the list below:
     i.   **ImTranslator**: An extension for translating text to and from a number of languages.
       Link to the extension: http://bit.ly/2kuWDEs
     ii. **Translator**: Another extension for translating text to and from a number of languages.
       Link to the extension: http://bit.ly/2oMQ1Q8
     iii. **Read&Write**: An extension that focuses on web page accessibility, text-to-speech capabilities, and note-taking functionality.
       Link to the extension: http://bit.ly/1Pxi52Q
     iv. **Speak It!**: An extension that provides text-to-speech.
       Link to the extension: http://bit.ly/2o1aAbv
     v.   **Mercury Reader**: An extension that focuses on increasing web page readability by reducing distractions.
       Link to the extension: http://bit.ly/2jfbXQP
     vi. **Google Translate**: An extension for translating text from a variety of languages
       Link to the extension: http://bit.ly/1f2SQBP
     vii. **BeeLine Reader:** An extension that changes text color and gradient in order to aid in easier online reading.
       Link to the extension: http://bit.ly/1guDydK
     viii. **Snap&Read Universal**: An extension that focuses on web page readability, translation, and citation assistance.
       Link to the extension: http://bit.ly/2t8sA4I
       - o   Run the extension on a web page or online document. Then, consider its usefulness for a student or educator in higher education, keeping the following questions in mind:

- How could this online tool be used in my teaching? What possible benefits and drawbacks does this online tool present for students and educators? How does this online tool connect to the issues presented in the readings?

4. Reflect on your experience.

   Overall, consider the following questions as you reflect: What types of errors did you find in your resources? Why are those errors problematic for people with disabilities? Were you able to remediate those errors? How might you incorporate translation software into your professional practice?

5. UDL Connections

   Reflect on the ways that using these extensions (as a student and as an educator) might connect to UDL's Principle I. Consider also other tools that you or students can provide that aid in clarifying language and perceptions by offering alternatives.

6. Applications in Practice

   In practice, you may find that some of the resources mentioned above work better for your individual situation. For example, for me, Read&Write is clearly the best choice for my students, who all have different language-based disorders like dyslexia. For my dyslexic students, having text aloud to them relieves them of the stresses related to decoding words and verifying definitions, therefore allowing them more time to absorb ideas and formulate their response. Although the program will read any text, the robotic voice it uses is not the most fluent or easy to listen to, so it cannot replace a fluent human voice, though it is often more than adequate for middle to high school students. Along with speaking highlighted text, Read&Write also has a number of other features associated with finding word definitions. Also, the program functions as note-taking software, allowing the user to highlight text in different colors and then collect those highlights into a new document, such as a Google Doc. These last features make it easy for students to gather potential evidence from articles and color-code them by topic, main point, etc. The more students use Read&Write, the more comfortable they become with its features and the easier it is for them to collaborate with other students to use and share their highlights.

   For your practice, you may find that students have varying degrees of difficulty with language fluency, if they are English-as-a-second-language students or English speakers with learning disabilities. Care should be taken during lesson design to alleviate as much stress as possible that is associated with decoding a text so that students can spend the

majority of their time responding to the text using theory or classroom concepts. Using design features of UDL, teachers can incorporate different types of visuals and sounds to accompany text, as well as offer innovative online software as an aid to these students.

Created by Paul Board 10/2017