Teacher-friendly Technologies

Mgr. Danka Sekerková

ARE YOU A TECHIE OR A TECHNOPHOBE?

1.   **Which of these phone is most similar to what's in your pocket?**

   A.   iPhone X

   B.   Huawei P10 Plus

   C.   Nokia 3310

2.   **Do the letters CSS, HTML or SQL mean anything to you?**

   A.   Yes, I know all three

   B.   I know what one of them is?

   C.   Not a clue!

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3.   What do you think about self-driving cars?

A.   I'm excited - can't wait to be driven everywhere!

B.   Not sure - I'll wait until I'm sure they're definitely safe

C.   You couldn't pay me to get in one!

4.   When a new smartphone or device is released how quickly will you get it?

A.   I'll probably already have pre-ordered it

B.   Fairly soon, if I'm interested enough

C.   I'll wait until someone else gives it to me second-hand

5.   How worried are you that new technology will do you out of a job?

A.   Not at all - new tech will create jobs, not replace them

B.   A little - who knows what changes technology will bring?

C.   Very - I don't like the thought of robots replacing people in the workplace

More A answers:

Technophile

You love technology. You've always got the latest gadgets and are excited about the changes that technology will bring.

More B answers:

Tech literate

You know a bit about technology but you're definitely no expert - but what you do know is probably enough to get by.

More C answers:

Technophobe

You're no good at technology. You're probably still using the first mobile phone that you bought about 15 years ago and you're definitely not a fan of new technology. Maybe rather than resisting change, you should try to embrace it.

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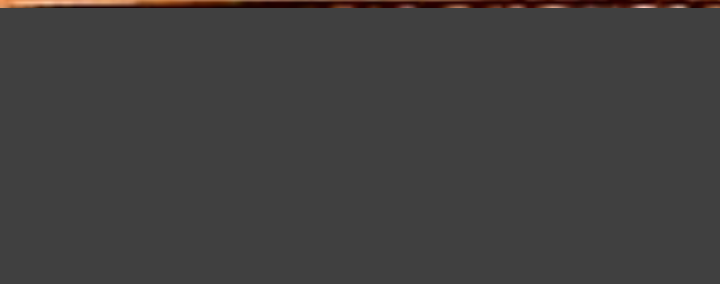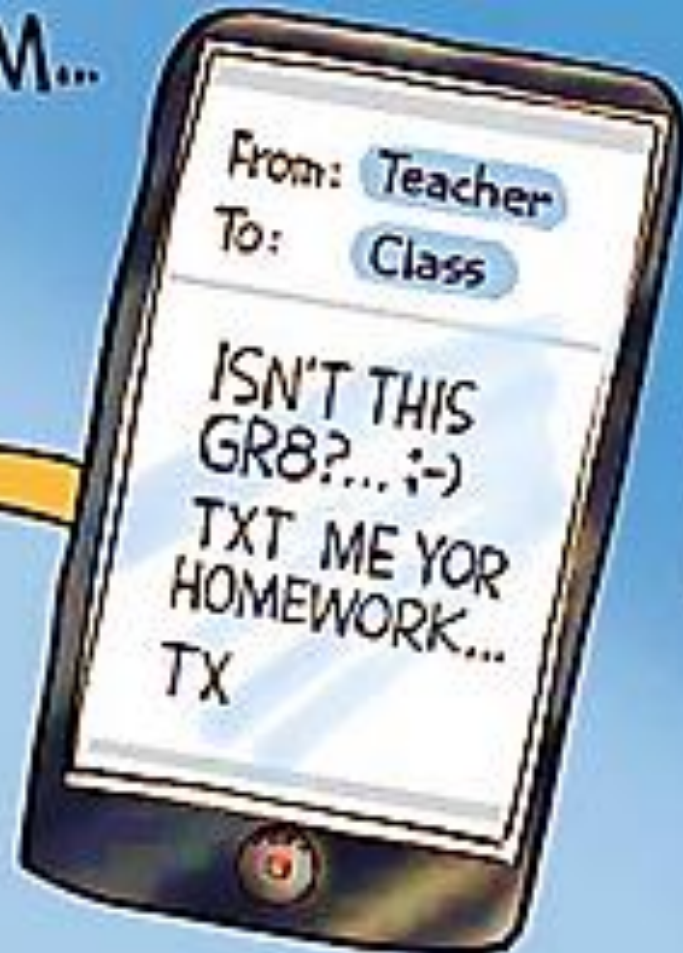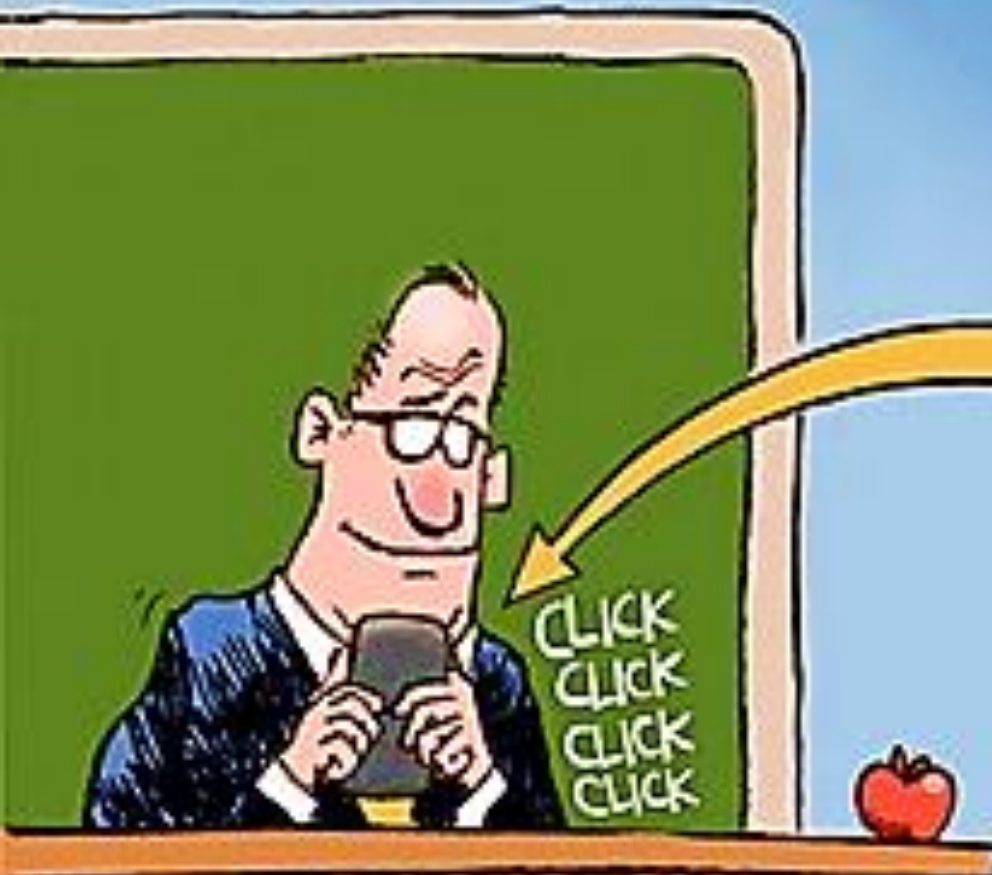
AGENDA

1. The Networked Teacher

2. Helping Hand in the Classroom

3. A Coursebook of Today

4. Multi-sensory Learning

5. Suggestions for/of Teachers

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1. THE NETWORKED TEACHER

What kind of technologies do you use ...

✓ in the classroom?

✓ to assign homework?

✓ to communicate with students and parents?

✓ for professional development?

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Facebook groups
https://www.facebook.com/BohemianVentures/
https://www.facebook.com/groups/1602433716698228/

News for teachers in the CR
https://www.tyden.cz/rubriky/domaci/skolstvi/
htttp://www.ceskaskola.cz

Colleagues

Photo Sharing

Local Community

Social Network Sites

Print & Digital Resources

The Networked Teacher

Podcasts

Conferences

Wikis

Curriculum Documents

Blogs

Video Conferencing

BBC radio – Word of Mouth:
http://www.bbc.co.uk/programmes/b09nvrs3

Tips from ELT Professionals
https://www.pearsonelt.com/professional-development/videos.html

MŠMT
http://www.msmt.cz/vzdelavani/skolstvi-v-cr
DVPP
http://rozcestnik.nidv.cz/?idCategory=23

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2. HELPING HAND IN THE CLASSROOM

A: Digital SB and WB

B: Internet connection

C: MP3 player (PC or mobile phone) or CD player

Do you use …

 A: PC?

 B: MP (mobile phone)?

 C: CD player?

D: Interactive Whiteboard (IW) or overhead projector

E: E-Readers, tablet's and iPad's applications

Further devices… **Do you use any further devices? Which?**

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Free Online Resources

Online dictionaries and translators

✓ pronunciation, phonetic transcription, grammar information, use in sentence, idioms, collocations, CEFR level, e.g.
https://www.ldoceonline.com/dictionary/technology
https://dictionary.cambridge.org/dictionary/english/development

BBC English Learning

✓ reading and listening, news in simplified English, videos…

✓ free online courses on: http://www.bbc.co.uk/learningenglish/

YouTube Video

✓ CLIL e.g. Geography Now! The Czech Republic (Czechia):

✓ https://www.youtube.com/watch?v=-kaF6SnSEo8

✓ Short movies e.g. TV series, Animations, Vox-pop…

Online magazines and newspaper

✓ http://www.onlinenewspapers.com/magazines/

✓ http://www.eflmagazine.com

Ready made worksheets, activities and exercises:

✓ https://www.venturesbooks.cz/sekce-pro-ucitele/materialy-ke-stazeni

✓ https://www.englishgrammar.org/exercises/

# 3. A COURSEBOOK OF TODAY

= **a 'Blended' coursebook**

- ✓ printed and digital version

- ✓ interactive activities

- ✓ references outside the book (links to web pages)

How long do you use one coursebook?

YOU EXPLORE

CULTURE PROJECT In groups, use the language and ideas covered in the lesson to create a digital presentation promoting dance and its benefits.

1 Use the internet to research traditional or popular dances in your country.

2 Write a short script and include some photos or video.

3 Share it with your class.

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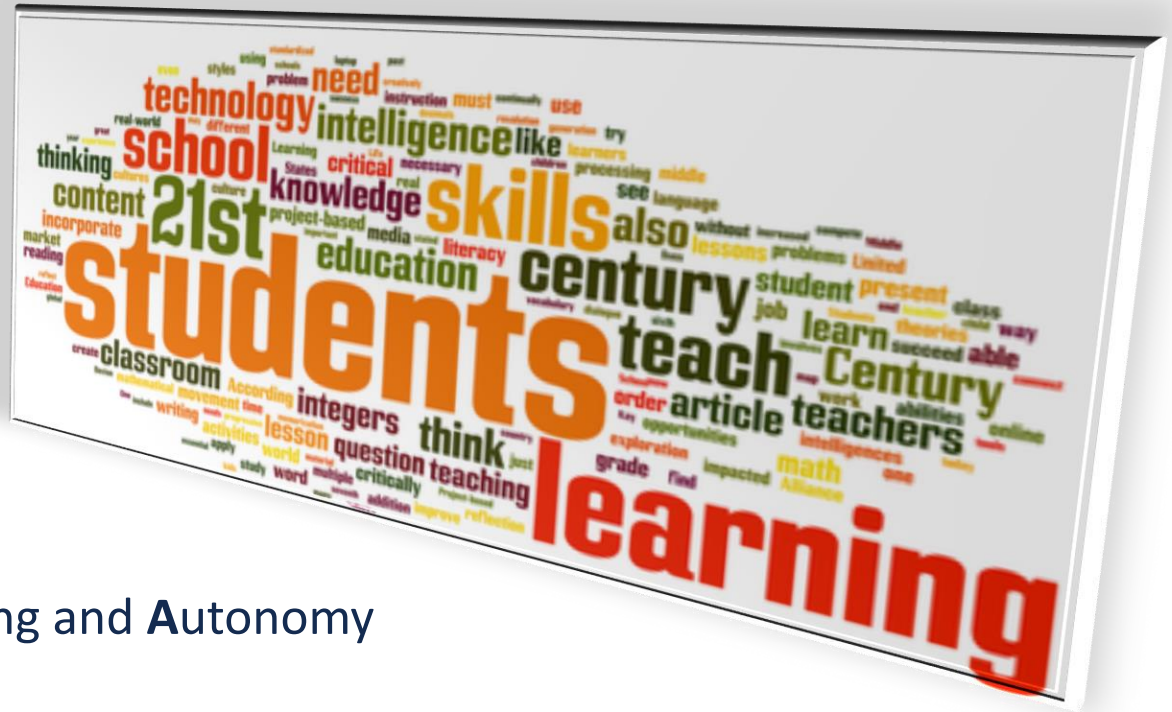
= **21st century skills**
- ✓ **one 'D':**

  Digital literacy
- ✓ **two 'A's:**

  Assessment for Learning and **A**utonomy
- ✓ **five 'C's:**

  Communication, **C**ollaboration, **C**reativity, **C**ultural awareness and **C**ritical thinking;

= **CLIL topics**

= **teacher resources** (TB, web pages, tests, methodological support)

= **What other features should the ideal book of today contain?**

'BLENDED' COURSEBOOK

Online Interactive Workbook
- ✓ platform for online homework,
- ✓ a workbook in an interactive and engaging environment.

Online Listening
- ✓ easily accessible for students/teachers,
- ✓ durable (deterioration of CDs).

Videos
- ✓ a part of SB and WB to practice grammar, vocabulary, listening, speaking (follow-up activity).

Games
- ✓ grammar and vocabulary practice,
- ✓ text builder, memory training, drills…

Mobile Applications
- ✓ vocabulary trainer, interactive games and competitions.

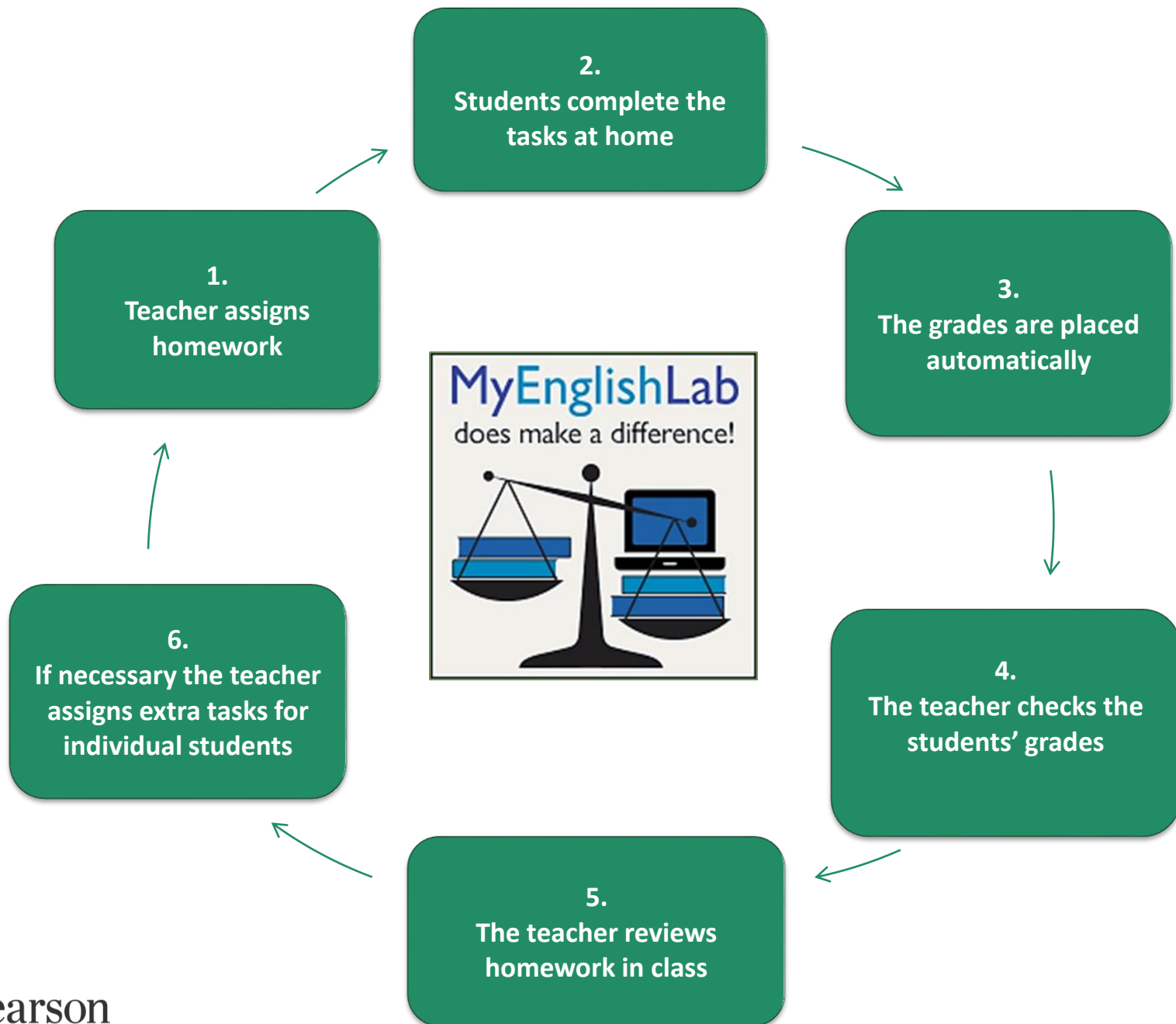**Exam Practice**
- ✓ additional practice for international exams.

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Online Interactive Workbook

PC, tablet and mobile phone platform

1.
Teacher assigns homework

2.
Students complete the tasks at home

3.
The grades are placed automatically

4.
The teacher checks the students' grades

5.
The teacher reviews homework in class

6.
If necessary the teacher assigns extra tasks for individual students

MyEnglishLab does make a difference!

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Coursebook Videos

Examples

everyday situations (at the shopping centre), TV series, cartoons, CLIL topics, sample exam (speaking), grammar animations, Vox-pops...

Vox populi
short clips of real people filmed in the streets

Vox-pops

- ✓ short, manageable chunks of language in a real context,

- ✓ questions follow the topics and themes of the lesson,

- ✓ follow-up practice of grammar, vocabulary and reading, listening and speaking.

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What part of language is being practiced in the video?

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ADRIAN - Mexico

BBC

01:41/01:47

H: If I make a silly mistake, I feel really embarrassed. Get red ... red in the face and everything and ...

J: When I'm watching a horror film, I'm ... I feel terrified.

A: When I'm watching a horror film, I feel scared.

H: When I'm watching a horror movie, I feel very on edge, you know, trying to anticipate what's gonna happen at any moment, but obviously not too sure, so get quite scared.

J: When Barça are winning, I feel excited.

A: When Monterrey is losing 5–0, I'm pretty disappointed.

What part of language is being practiced in the video?

Watch the video on: https://youtu.be/zu9gnv5F2co

BBC

PHILLIP - Australia

00:53/01:49

N: I had a coffee this morning with some milk and some orange juice. I ate some cornflakes with milk and I ate an apple.

P: I had lots of things. I started with cereal and fruit, I had toast and I finished with coffee and a waffle.

M: It was a really tiring day. We had to get up at four o'clock to leave in Belgium. We took the tunnel to London. After that we were in the bus for … I think it was two hours, then we arrived at the hostel. We directly went on with the walk. We went into the London Eye, we saw the Big Ben, we saw Trafalgar Square.

C: I met up with a friend and we went to Hampstead Heath and we were strolling

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EXTRA ONLINE HOMEWORK

activities based on BBC Vox Pops

a part of workbook

Report for Novotná, Eva

Activity assigned by Novotná, Eva

Activity	Score
Exercise 1	75%
Total Score	75%

2..3 Reading

Exercise 1

Watch the video. Choose the adjective that the speakers DON'T say.

3/4

75%

1   How do you feel when you're not sleeping well? [irritated ▼]

2   How do you feel when you make a silly mistake? **annoyed**

3   How do you feel when you're watching a horror film? **scared**

4   How do you feel when your team is winning? **shocked**

5   How do you feel when your team is losing? **annoyed**

Back to course   Try again   Show answers   Next

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Exercise 2

Watch the video. Complete the sentences with the verbs in the box.

NYMPHA - Belgium

-1:33

Move

| saw | finished | went | took | arrived | met up | got up | were | had | ate | woke up | bought |

1 This morning I [got up] at 7 o'clock.

2 I [DRAG ITEM HERE] this morning very early at 6 a.m.

3 I [DRAG ITEM HERE] a coffee with some milk and some orange juice.

4 I [DRAG ITEM HERE] some cornflakes with milk.

5 I [DRAG ITEM HERE] with coffee and a waffle.

6 We [DRAG ITEM HERE] the tunnel to London.

7 We [DRAG ITEM HERE] in the bus for two hours.

8 We [DRAG ITEM HERE] at the hostel.

9 We [DRAG ITEM HERE] Big Ben and Trafalgar Square.

10 I [DRAG ITEM HERE] with a friend.

11 We [DRAG ITEM HERE] to Hampstead Heath.

12 I [DRAG ITEM HERE] a new pair of sunglasses.

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Advantages Vox Pops

✓ different English accents and foreign accents,

✓ inaccuracies even from native speakers of English,

✓ follow-up speaking activities,

✓ combination of visual and audible perception,

✓ better and longer memory retention,

✓ suitable for dyslectic and dysgraphic students,

✓ time-off for the teacher.

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4. MULTI-SENSORY LEARNING

THE LEARNING CONE (EDGAR DALE 1969)

AFTER TWO WEEKS WE REMEMBER...

PASSIVE

VERBAL RECEIVING

VISUAL RECEIVING

ACTIVE

PARTICIPATING

DOING

READING — 10% OF WHAT WE READ

HEARING — 20% OF WHAT WE HEAR

WATCHING — 30% OF WHAT WE SEE

WATCHING A VIDEO — 50% OF WHAT WE SEE & HEAR

GETTING INVOLVED IN DISCUSSION — 70% OF WHAT WE SAY

PRESENTING / SIMULATING REAL EXPERIENCES — 90% OF WHAT WE SAY & DO

Simulating Real Experience

Voice of Students or Vox-Pops in the classroom

(say and do = activate your students!)

Instructions:

1. Divide students in **groups of three**.

2. First task of each group is to **create questions** based on learnt grammar or vocabulary. To help your students, write words or phrases of the topic on the board. Another option is to prepare different questions for each group.

Simulating Real Experience

3. Monitor the groups and check accuracy of questions. Afterwards, each group is going to change into **a film crew:** presenter, camera operator and note writer.

4. Activity goes on in **a street-like manner**: students can move freely in the classroom, communicate together in English, read in English and you can even play a background music.

5. Choose the first film crew. **The presenter** gives questions to his/her classmates, **the camera operator** films and **the writer** takes notes (if necessary, s/he can ask to repeat the answer). Each group goes through the same short film-making procedure.

6. **What are your tips for follow-up activity?**

5. SUGGESTIONS FOR/OF TEACHERS

✓ **If you can't beat them, use them.**

✓ **Reduce TTT (teacher talking time) by using technology.**

✓ **Try to incorporate as many multi-sensory activities as possible.**

✓ **Ask students to help you with technological devices.**

✓ **Try to involve each student in every activity.**

✓ **Use online dictionary during the lesson.**

✓ **Contact IT (online) support.**

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Enjoy your techie-teaching
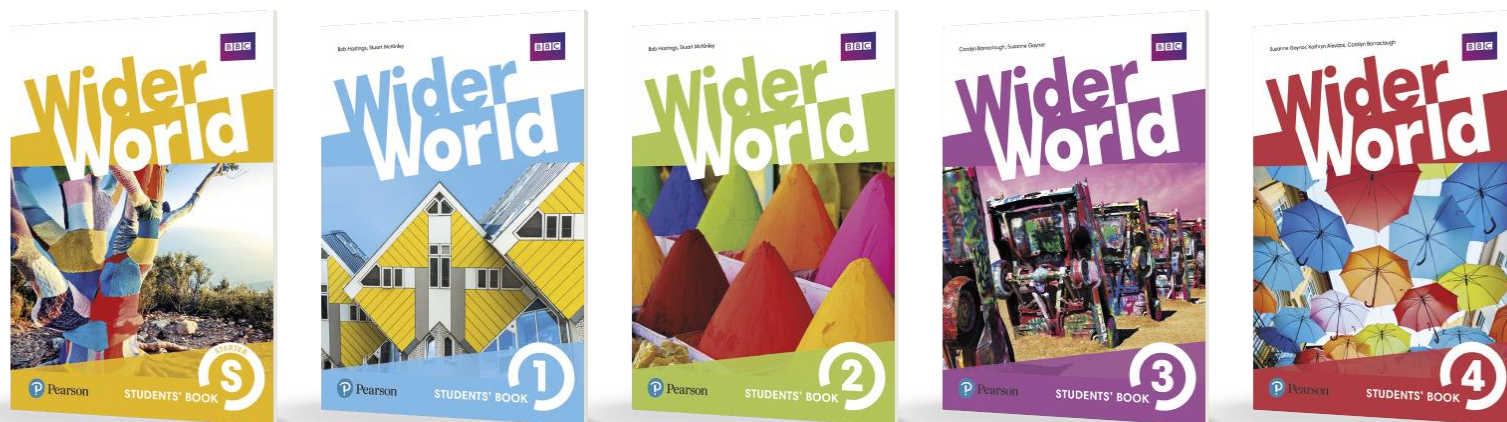
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