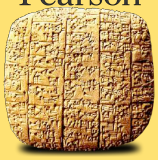
INTERACTIVITY: LANGUAGE TEACHING AND LEARNING

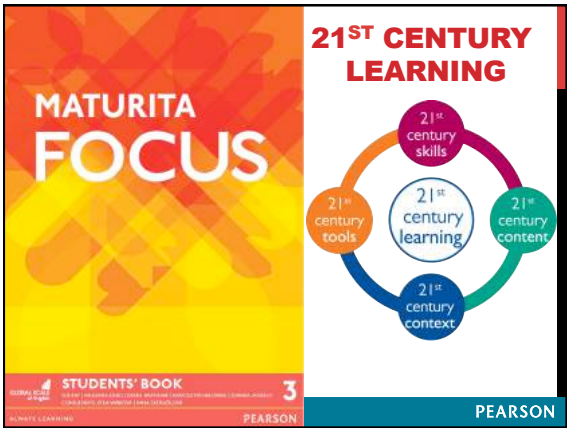
Pearson



DR. KEN BEATTY

TESOL PROFESSOR AND WRITER

1

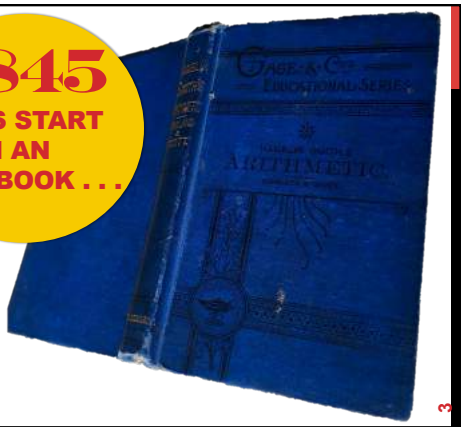


21ST CENTURY LEARNING

PEARSON

1845

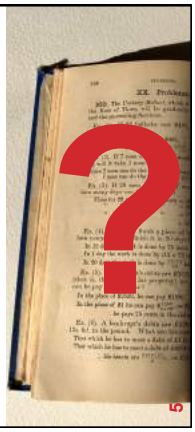
LET'S START WITH AN OLD BOOK . . .



3

WHAT ARE THE PROBEMS?

- Out-of-date examples
- Not motivating
- Not visual
- Teacher centered
- Rote memory learning
- Sink or swim assessment



WHAT DO WE NEED IN A LANGUAGE TEXTBOOK TODAY?

"Do not raise your children the way your parents raised you; they were born for a different time."

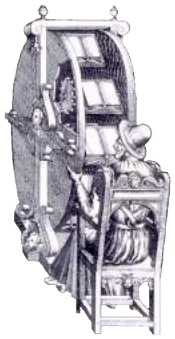
Ali ibn Abi Talib 599-661

WHAT DO WE NEED IN A LANGUAGE TEXTBOOK TODAY?

1. Everyone expects each student to succeed.
2. Students need to learn life-long learning strategies.
3. Students need to deal with much more than printed words.

7

FIVE BIG IDEAS



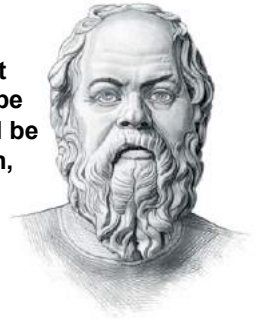
8

1. TECHNOLOGY OFTEN FACES OPPOSITION

"… this invention will produce forgetfulness in the minds of those who learn to use it, because they will not practice their memory."

9

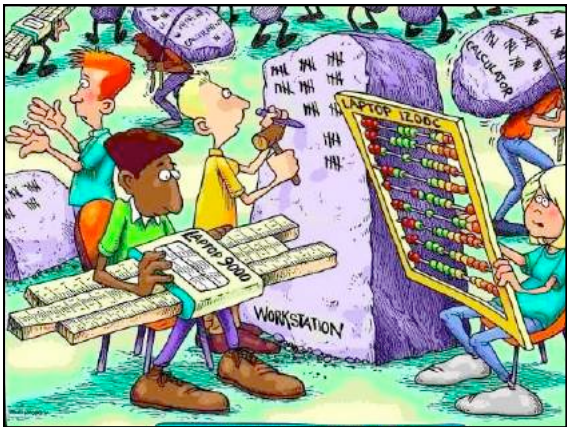
"… he who receives (books) in the belief that anything in writing will be clear and certain, would be an utterly simple person, and in truth ignorant."
Socrates, 370 BCE



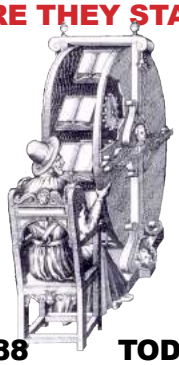
10

2: THINGS ARE NOT GOING TO GO BACK TO THE WAY THEY WERE.

11

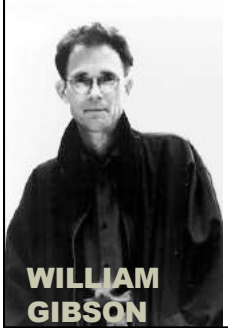


3: THE MORE THINGS CHANGE, THE MORE THEY STAY THE SAME.



1588 TODAY

4: TECHNOLOGY BECOMES INVISIBLE.



WILLIAM GIBSON

14

5. AN UNEXAMINED TECHNOLOGY IS NOT WORTH USING.

15

HOW HAVE SOME TECHNOLGIES TRIED AND FAILED?

16

A QUICK HISTORY LESSON

What has been the impact of technology on language learning?

How interactive is each one?

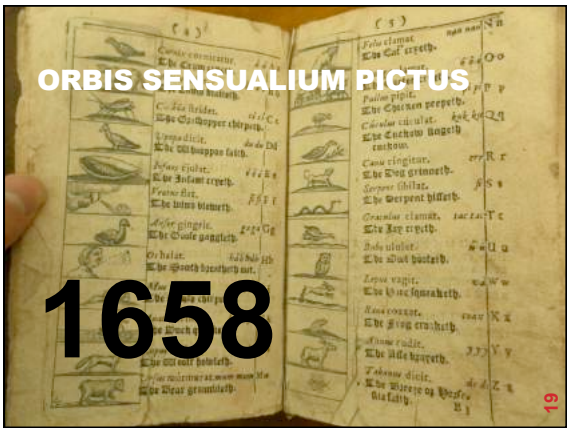
17

A QUICK HISTORY LESSON

Every technology has advantages and disadvantages.

Cuneiform tablets endure, but they couldn't be changed after they were written on.

18



A late idea in education was that learning materials should make it easy to learn.

A BOSTON TEACHER OFFERS COURSES IN SHORTHAND BY MAIL

1728

Technology began to be seen as a way of educating a wider population who couldn't attend school when they were free to learn.

22

THE NEW BRITISH POSTAL SERVICE POPULARIZES CORRESPONDENCE COURSES

1840

23

UNIVERSITY OF LONDON DISTANCE EDUCATION DEGREES*

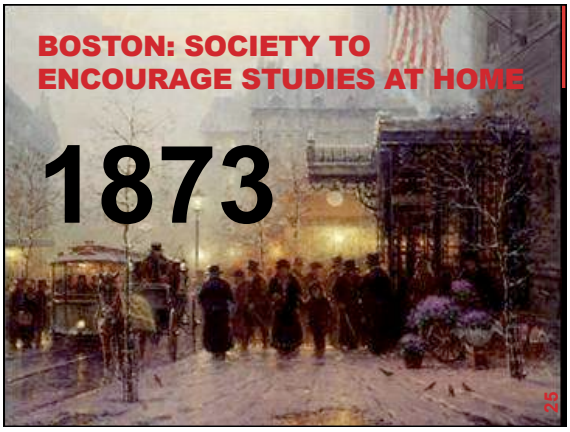
1858

*COMMON RACIST MOTIF

24

BOSTON: SOCIETY TO ENCOURAGE STUDIES AT HOME

1873



25

BOSTON: SOCIETY TO ENCOURAGE STUDIES AT HOME

Education was seen as important for everyone, not just those looking to get a job.

26

RADIO COURSES

1938

By 1938, in the USA, at least 200 city school systems, 25 state boards of education, and many universities and colleges broadcast educational programs for public schools.

27

TECHNOLOGY AS A MASTER EDUCATOR:

"Experts in given fields broadcast lessons for pupils within the many schoolrooms of the public school system, asking questions, suggesting readings, making assignments, and conducting tests. This mechanizes education and leaves the local teacher only the tasks of preparing for the broadcast and keeping order in the classroom."

28

TECHNOLOGY AS A MASTER EDUCATOR:

BUT ... "This mechanizes education and leaves the local teacher only the tasks of preparing for the broadcast and keeping order in the classroom."

29

UNIVERSITY OF HOUSTON TELEVISED CREDIT COURSES

1953

30

Technology tried to imitate the school experience.

31

ONLINE BA AND MA COURSES: UNIVERSITY OF PHOENIX

1989

32

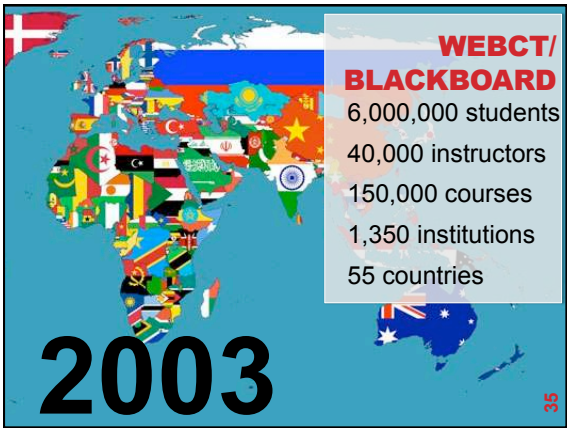
WHITEBOARD

1991

33

Whiteboards changed the way classes were taught through opportunities for increased interaction.

34



35

Teachers began to package curriculum and share it in bits and pieces. Teachers were interacting with each other.

36

PHONE APPS

2003

Learn Thai on Your iPhone

Thai Language Phrasebooks

A shift toward individualized learning on mobile devices and social media-based learning.

38

THE FLIPPED CLASSROOM

2007

39

WHERE DID IT START?

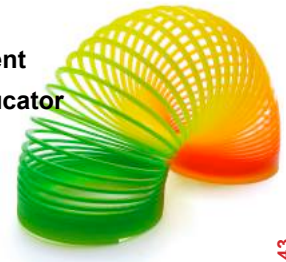
A realisation that class time would be best spent guiding knowledge and providing feedback rather than delivering direct instruction.

40

41

FOUR COMPONENTS OF THE FLIPPED CLASSROOM, FOUR QUESTIONS

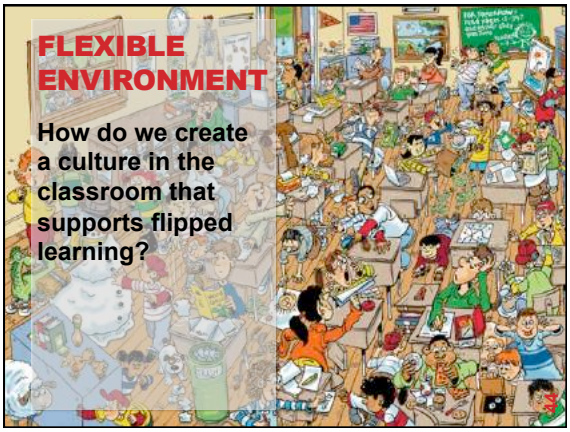
1. Flexible environment
2. Learning Culture
3. Intentional Content
4. Professional Educator



43

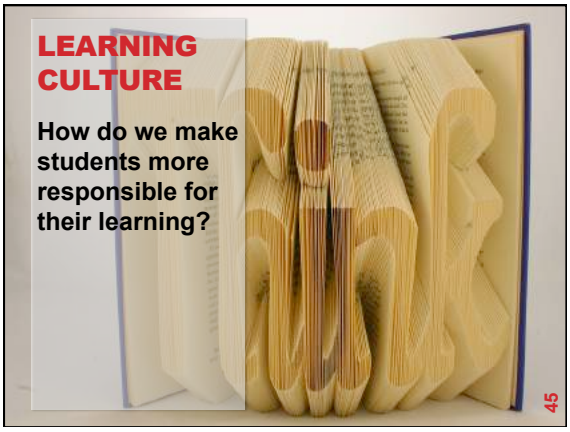
FLEXIBLE ENVIRONMENT

How do we create a culture in the classroom that supports flipped learning?



LEARNING CULTURE

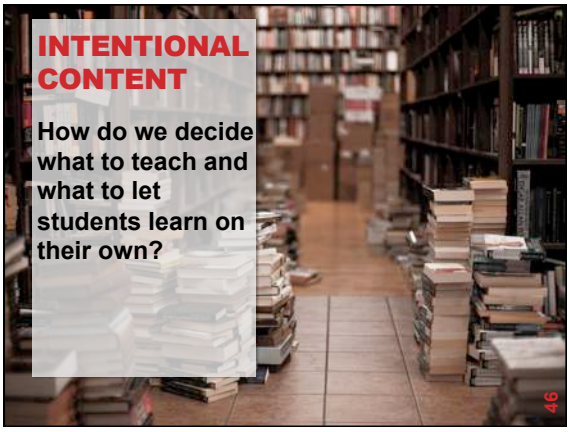
How do we make students more responsible for their learning?



45

INTENTIONAL CONTENT

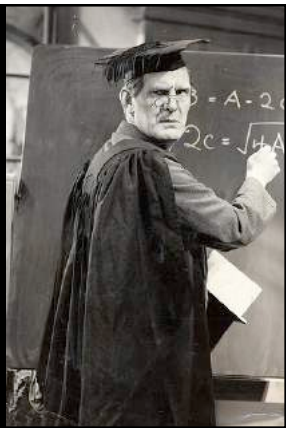
How do we decide what to teach and what to let students learn on their own?



46

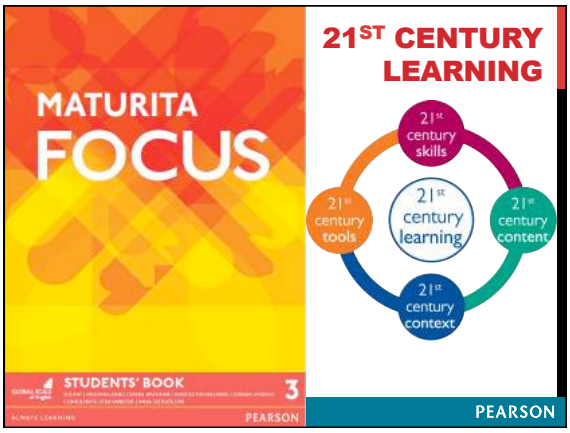
PROFESSIONAL EDUCATOR

How do we prepare ourselves as teachers for the flipped classroom?

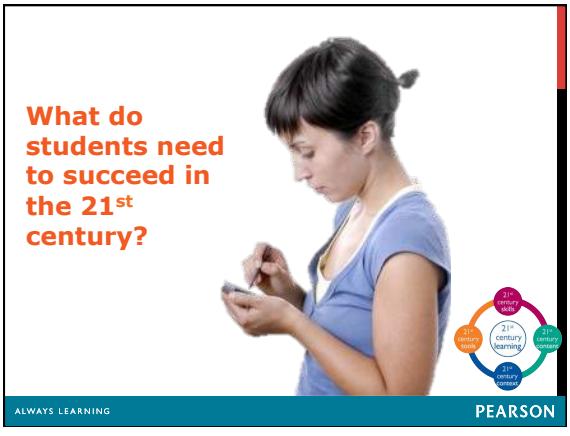


DO WE REALLY NEED CLASSROOM TECHNOLOGY?
3 PROFESSORS, THREE VIEWS:
KEN BEATTY, ANDY CURTIS, ROD ELLIS

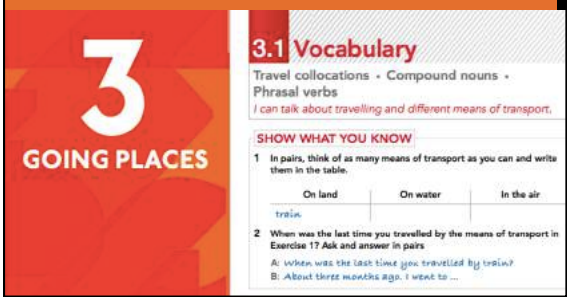
48


MATURITA
FOCUS
STUDENTS' BOOK
3
PEARSON
21ST CENTURY LEARNING
21st century skills
21st century tools
21st century learning
21st century content
21st century context
PEARSON

PUNCH, OR THE LONDON CHARIVARI
FORECASTS FOR 1907.
OUR TECHNOLOGY CONTINUES TO EVOLVE


What do students need to succeed in the 21st century?
ALWAYS LEARNING
PEARSON

FIND OUT WHAT STUDENTS KNOW, DON'T KNOW, AND THINK THEY KNOW (BUT ARE WRONG ABOUT).


3
GOING PLACES

3.1 Vocabulary

Travel collocations • Compound nouns • Phrasal verbs

I can talk about travelling and different means of transport.

SHOW WHAT YOU KNOW

1 In pairs, think of as many means of transport as you can and write them in the table.

On land	On water	In the air
train		

2 When was the last time you travelled by the means of transport in Exercise 1? Ask and answer in pairs

A: When was the last time you travelled by train?

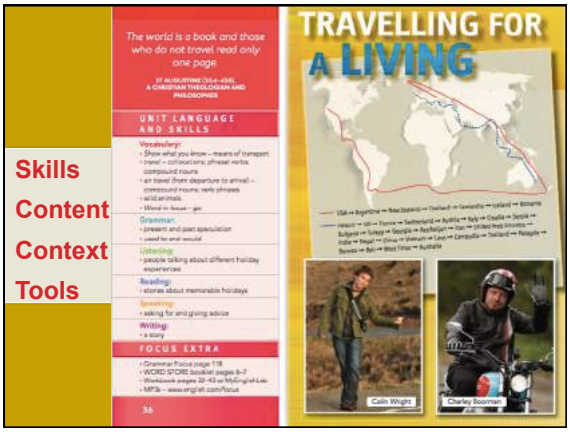
B: About three months ago. I went to ...

Skills

Content

Context

Tools


The world is a book and those who do not travel read only one page

UNIT LANGUAGE AND SKILLS

FOCUS EXTRA

TRAVELLING FOR A LIVING

Colin Wright

Charley Boorman

3.3 Listening

Multiple choice

I can understand the main points of a conversation.

Look at the photos. In pairs, discuss which type of holiday you would like best or least.

a city break

an overland tour

Listen to six short extracts about holidays. Match the extracts (1–6) with the photos in

Exercise 4.

Have you ever:

1 been on a beach holiday with your friends?

2 stayed in a _____ in a foreign country?

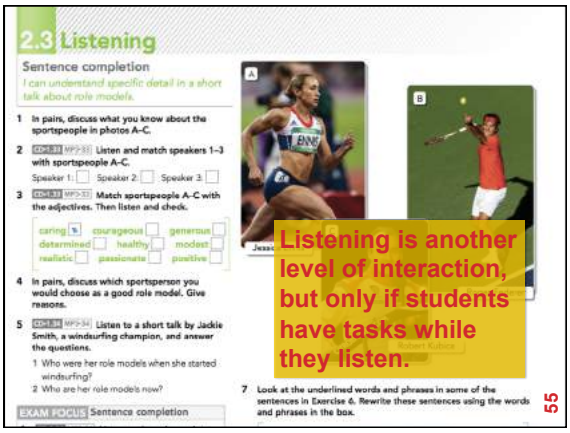
3 been snowboarding at a well-known _____?

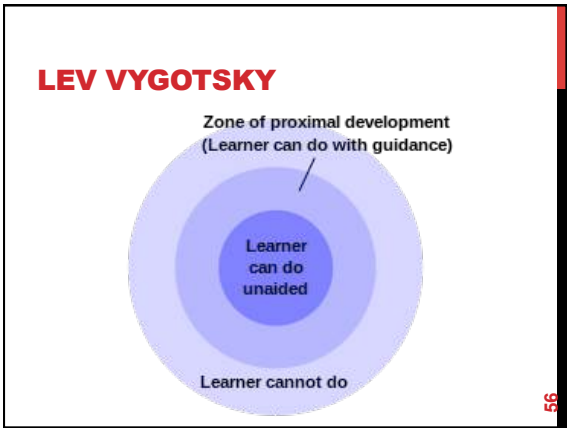
4 booked a _____ in a hotel?

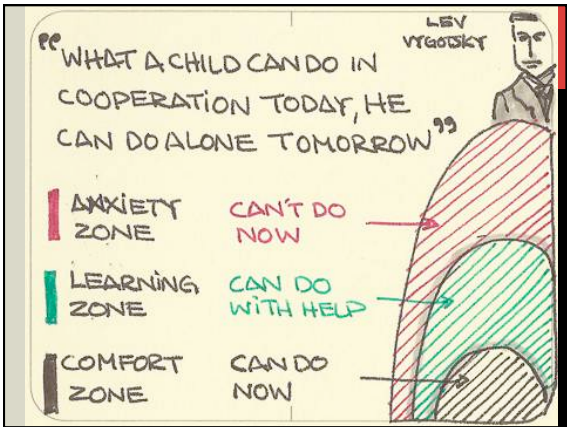
54

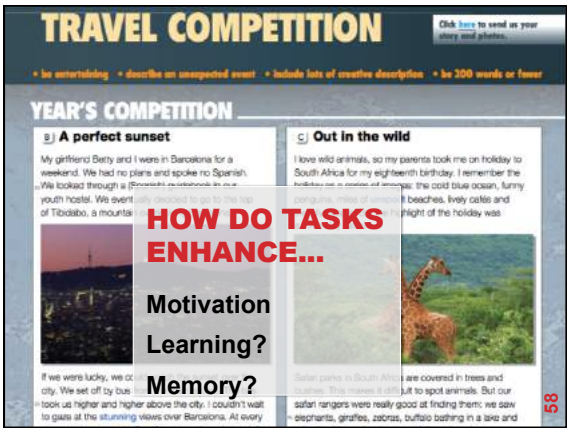
INTERACTIVITY

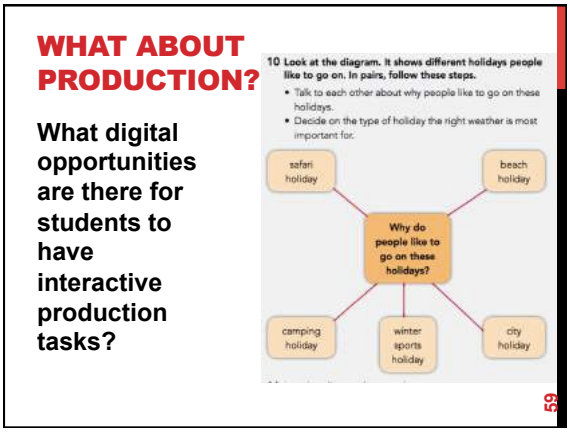
Textbooks provide interactivity if they present choices instead of simply close-ended tasks.

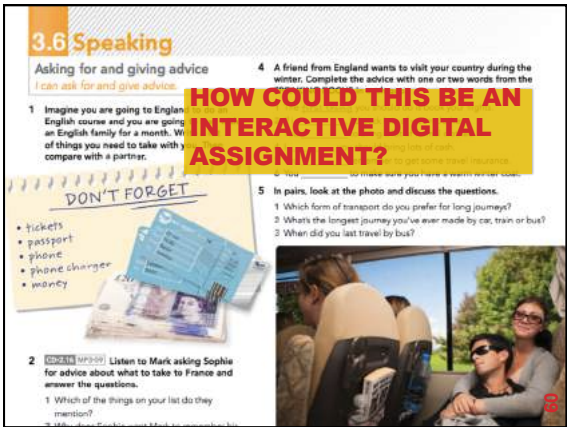

2.3 Listening
Sentence completion
I can understand specific detail in a short talk about role models.
1 In pairs, discuss what you know about the sportspeople in photos A–C.
2 CD1.31 MP3-33 Listen and match speakers 1–3 with sportspeople A–C.
Speaker 1: Speaker 2: Speaker 3:
3 CD1.32 MP3-33 Match sportspeople A–C with the adjectives. Then listen and check.
caring courageous generous
determined healthy modest
realistic passionate positive
4 In pairs, discuss which sportsperson you would choose as a good role model. Give reasons.
5 CD1.34 MP3-34 Listen to a short talk by Jackie Smith, a windsurfing champion, and answer the questions.
1 Who were her role models when she started windsurfing?
2 Who are her role models now?
EXAM FOCUS Sentence completion
7 Look at the underlined words and phrases in some of the sentences in Exercise 6. Rewrite these sentences using the words and phrases in the box.
Listening is another level of interaction, but only if students have tasks while they listen.
55

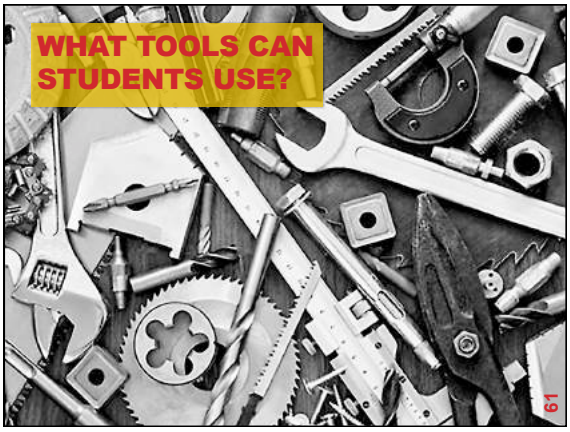

LEV VYGOTSKY
Zone of proximal development
(Learner can do with guidance)
Learner can do unaided
Learner cannot do
56


"WHAT A CHILD CAN DO IN COOPERATION TODAY, HE CAN DO ALONE TOMORROW"
LEV VYGOTSKY
ANXIETY ZONE
CAN'T DO NOW
LEARNING ZONE
CAN DO WITH HELP
COMFORT ZONE
CAN DO NOW


TRAVEL COMPETITION
YEAR'S COMPETITION
B A perfect sunset
C Out in the wild
HOW DO TASKS ENHANCE...
Motivation
Learning?
Memory?
58


WHAT ABOUT PRODUCTION?
What digital opportunities are there for students to have interactive production tasks?
10 Look at the diagram. It shows different holidays people like to go on. In pairs, follow these steps.
• Talk to each other about why people like to go on these holidays.
• Decide on the type of holiday the right weather is most important for.
safari holiday
beach holiday
Why do people like to go on these holidays?
camping holiday
winter sports holiday
city holiday
59

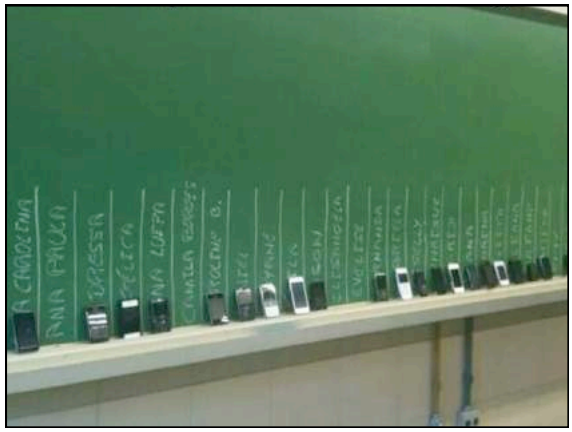

3.6 Speaking
Asking for and giving advice
I can ask for and give advice.
HOW COULD THIS BE AN INTERACTIVE DIGITAL ASSIGNMENT?
DON'T FORGET
• tickets
• passport
• phone
• phone charger
• money
5 In pairs, look at the photo and discuss the questions.
1 Which form of transport do you prefer for long journeys?
2 What's the longest journey you've ever made by car, train or bus?
3 When did you last travel by bus?
60


WHAT TOOLS CAN STUDENTS USE?
61

PHONES: BUT ARE THEY A PROBLEM IN THE CLASSROOM?
62

BUT ARE PHONES A PROBLEM IN THE CLASSROOM?
Sadly, yes.
63

text
NO CELL PHONE USE
IN THIS CLASSROOM
SmartSign.com • 800-952-1457 • S2-0359



PHONE
JAIL

WHY DO TEACHERS NOT WANT PHONES IN THE CLASSROOM?

67

PEW INTERNET, AMERICAN LIFE PROJECT, AND THE UNIVERSITY OF MICHIGAN STUDY (2010):

In schools that permit students to have cell phones, 71% sent or received text messages in class.

68

PEW INTERNET, AMERICAN LIFE PROJECT, AND THE UNIVERSITY OF MICHIGAN STUDY (2010):

In schools that permit students to have cell phones, 71% sent or received text messages in class.

In schools that permit phones, but not for use in the classroom: 65%.

69

PEW INTERNET, AMERICAN LIFE PROJECT, AND THE UNIVERSITY OF MICHIGAN STUDY (2010):

In schools that permitted students to have cell phones, 71% sent or received text messages in class.

In schools that permit phones, but not for use in the classroom: 65%.

In schools that ban cell phones entirely: 58%.

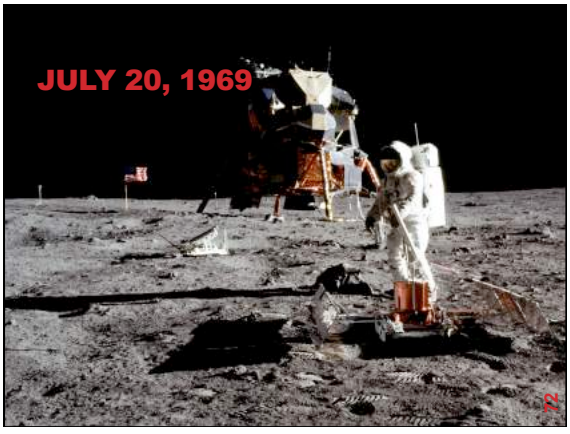
70

HARVARD BUSINESS REVIEW

Multitasking reduces productivity as much as 40%, increases stress, and lowers IQ by 10-points.

71

JULY 20, 1969



72

A COMPUTER IN YOUR POCKET

- Transistors: iPhone has 130,000 times more than Apollo's computers
- Overall performance: iPhone is 120,000,000 times faster than Apollo

HOW CAN PHONES BE USED TO PROMOTE LEARNING?

76

PHONES: SEVEN OPTIONS

1. Communicate internationally
2. Capture language use
3. Analyze language production and learning needs
4. Create multimedia projects
5. Offer tools
6. Help students engage in lectures
7. Provide evidence of progress

7

77

SEVEN THINGS: 1 OF 7

- Communicate with people around the world

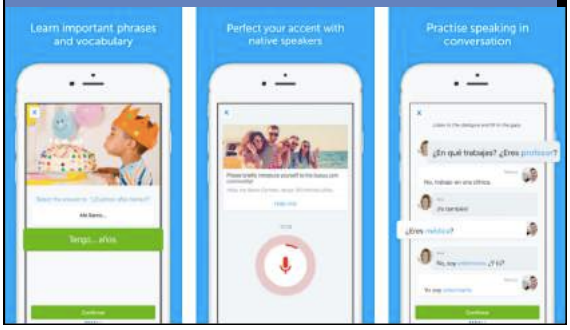
78

SET UP PEN* PALS
WITH OTHER SCHOOLS
79

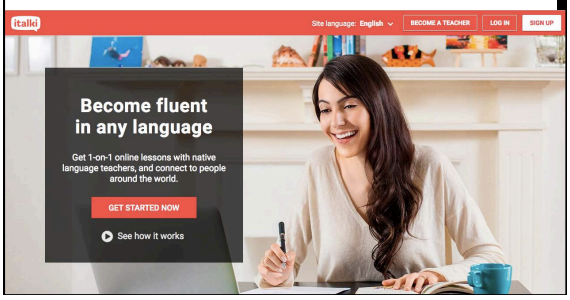
BRNO'S SISTER CITIES!
Dallas, Texas, United States
Leeds, England, United Kingdom
Rennes, France
Utrecht, Netherlands
Kaunas, Lithuania
Leipzig, Germany[2]
Sankt Pölten, Austria
Vienna, Austria
Kharkiv, Ukraine
Poznań, Poland[3]
Stuttgart, Germany[4]
Voronezh, Russia
80

*
TEXT,
EMAIL,
BLOG,
VLOG...
love from a
Your
81

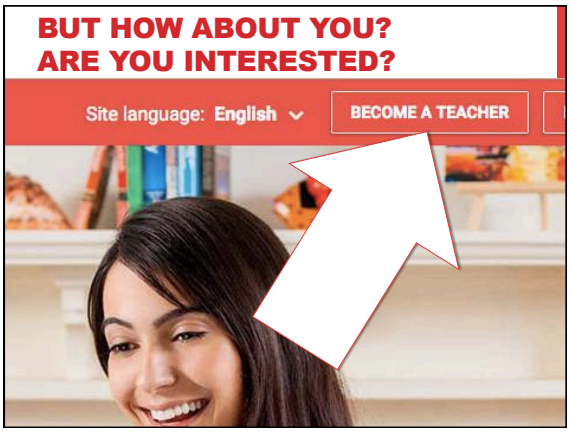
SOCIAL LANGUAGE LEARNING: BUSUU



ANOTHER EXAMPLE: ITALKI

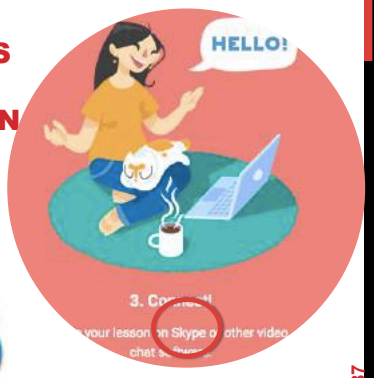


BUT HOW ABOUT YOU? ARE YOU INTERESTED?



BUT STUDENTS DON'T WANT TO PAY!

HAVE STUDENTS DEVELOP THEIR OWN CLASSES AND LESSONS



87

SEVEN THINGS: 2 OF 7

- Capture language use in and out of the classroom

88

RECORD A CONVERSATION

89

RECORD A CONVERSATION WITH A NATIVE SPEAKER, OR TRANSLATE ONE WITH A LOCAL SPEAKER.

90

DESCRIBE DIFFERENCES
91

DESCRIBE ART
92

CZEKOLADA CHOCOLATE
DESCRIBE SOMETHING UNUSUAL
93

SEVEN THINGS: 3 OF 7

- Analyze language production and learning needs

95

96

ASK STUDENTS TO ...

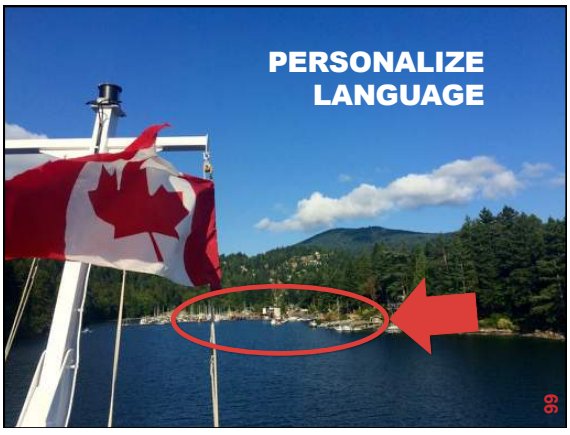
97

ASK STUDENTS TO ...

- Find out about your home town in English.
- Practice introducing your city, country, history, culture, food, sports, interests ...
- Identify ideas and vocabulary that you know and don't know.

98

PERSONALIZE LANGUAGE



99

SEVEN THINGS: 4 OF 7

- Create multimedia projects

CAPTURE IN PHOTOS

CREATE AND DOCUMENT

Beth Carson's

Sonnet Project

14 lines,

10 syllables per line

SAMPLE CONTENT: HAIKU
Teachers gather here,
searching historic Brno,
for cool ideas.
5 syllables
7 syllables
5 syllables

TAKE IT FURTHER
PROSEGUR

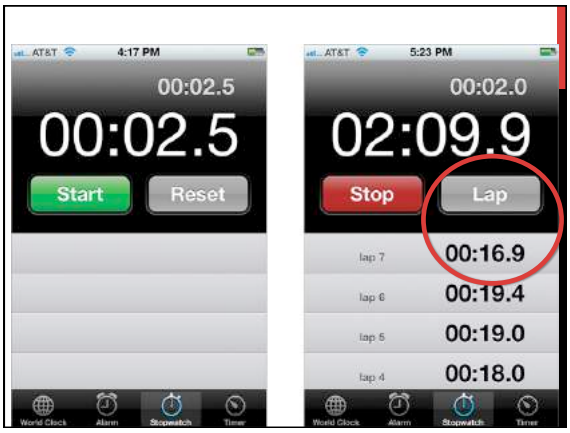
Torch Juggler

HAIKU:

Juggling time and fire
weaving minds of travelers
into light and smoke

SEVEN THINGS:
5 OF 7

- Offer tools



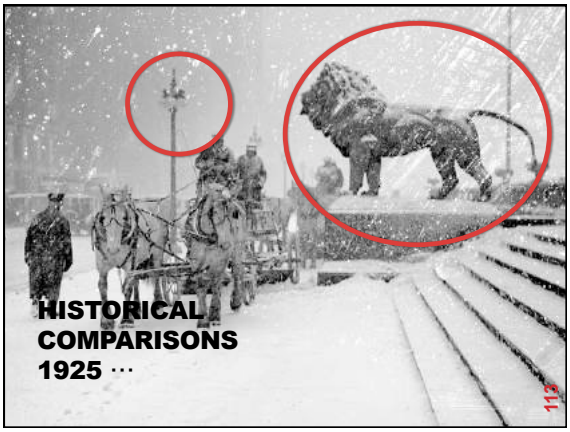
WHAT ELSE?

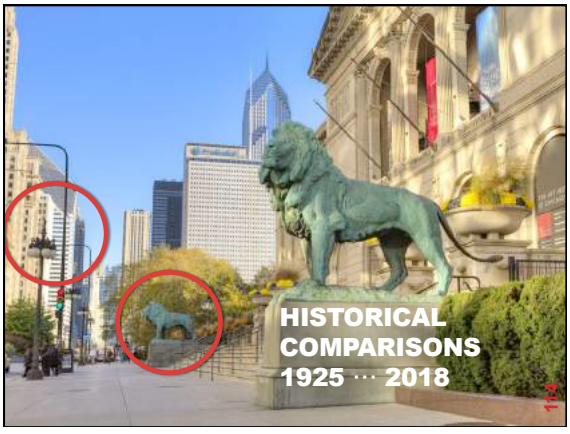
It's all about how creative you can be.

WHAT ELSE?

Think about how you could turn apps into language learning opportunities or, better yet, get the students to do it.

ANOTHER IDEA …
112


HISTORICAL
COMPARISONS
1925 …
113

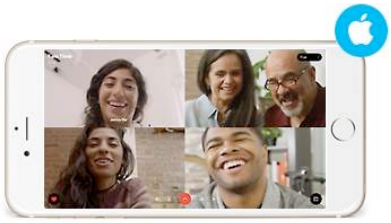

HISTORICAL
COMPARISONS
1925 … 2018
114

SEVEN THINGS: 6 OF 7

- Help students engage

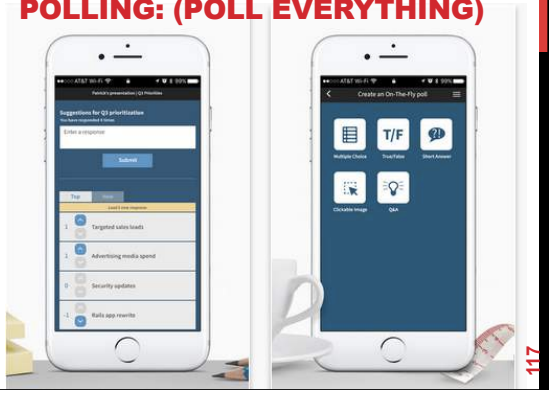
115

SKYPE/HANGOUT = NO EXCUSES



116

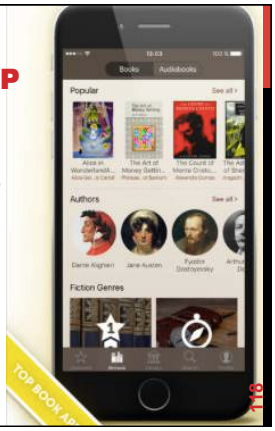
POLLING: (POLL EVERYTHING)



117

FREE BOOKS: APP

- One issue is what to do with more-able students while a teacher works with less-able students.
- Phone-based tasks can keep them busy in interesting ways.



116

SEVEN THINGS: 7 OF 7

- Provide evidence of progress

119

FIRST, WHAT'S THE FUTURE?

Phone technology continues to change.

120

FIRST, WHAT'S THE FUTURE?

Phone technology continues to change.

121

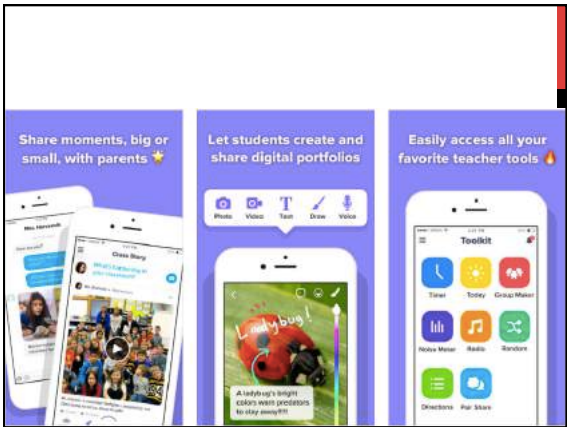
122

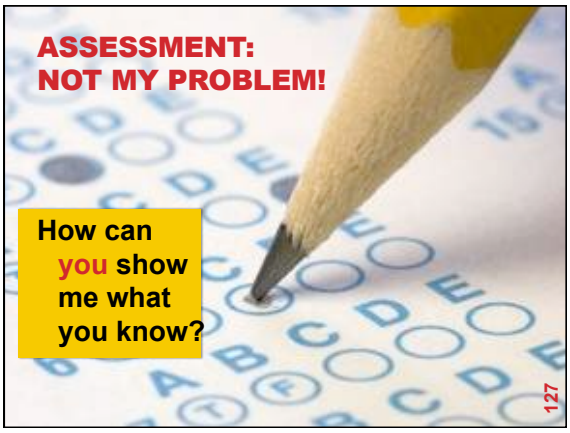
SOME HEADSETS ARE CHEAPER

123

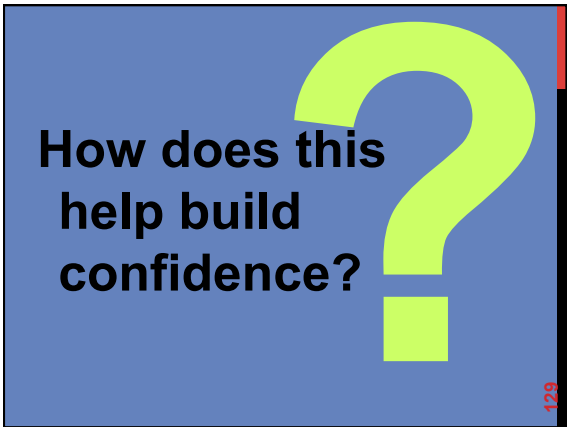
AUGMENTED REALITY
124

LAYERED REALITIES
125


Share moments, big or small, with parents
Let students create and share digital portfolios
Easily access all your favorite teacher tools
Toolkit


ASSESSMENT:
NOT MY PROBLEM!
How can you show me what you know?
127

VARIATIONS ON A THEME: EVERYONE PICK A DIFFERENT ...


How does this help build confidence?
129

CREATE CONDITIONS FOR STUDENTS TO DEVELOP CONFIDENCE

130

CONCLUSION

"Interactivity happens between teachers, learners, materials, and the community. Technology can enhance those interactions."

Dr. Ken Beatty
kenbeatty.ca

ALWAYS LEARNING

Webinar: Interactivity

In this wrap up session, Dr. Ken Beatty draws together the threads of the week's discussions to conclude with a look at interactivity. How can we use the interactive features of past and present technologies to enhance teenagers' learning processes? How can these processes mirror how teenagers already interact with the world? What role does interaction play in memory and learning? What happens to the brain when it is engaged in purposeful interaction? And how can *Wider World* help implement these principles?

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