



Teacher-friendly Technologies

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!

via Virgin

<https://www.virgin.com/entrepreneur/are-you-techie-or-technophobe>

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.

AGENDA

1. Helping Hand in the Classroom

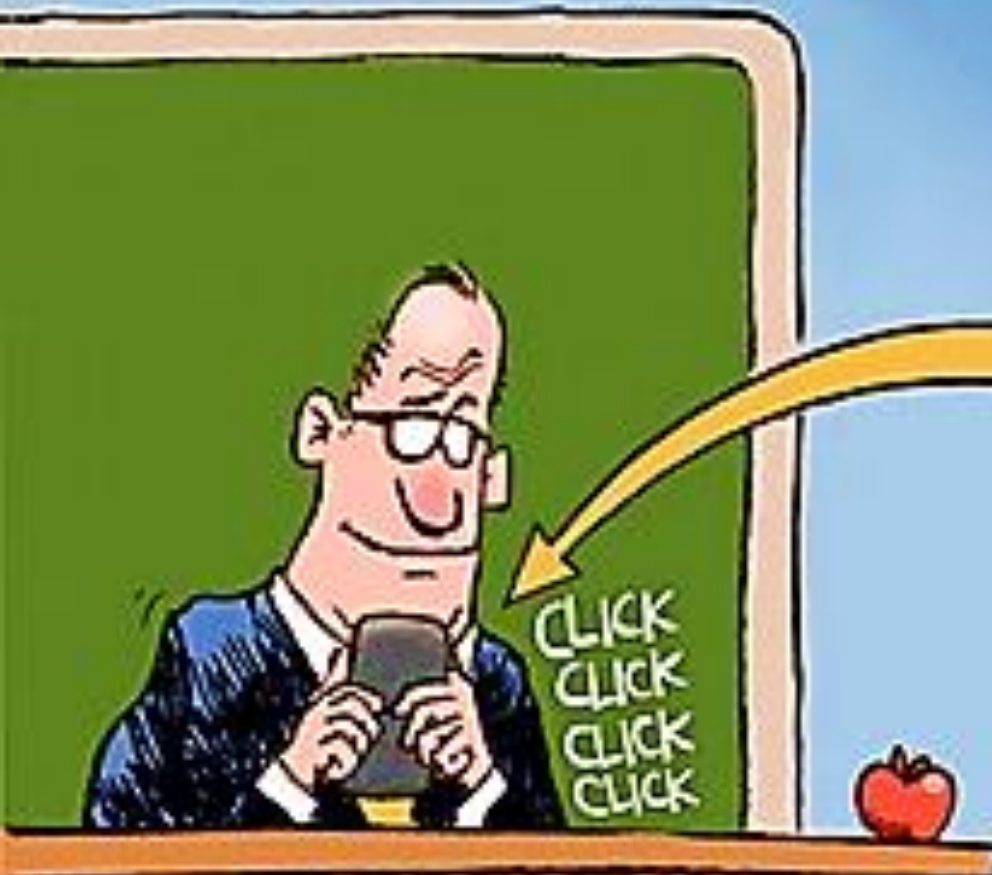
2. Coursebook of Today

3. Multi-sensory Learning

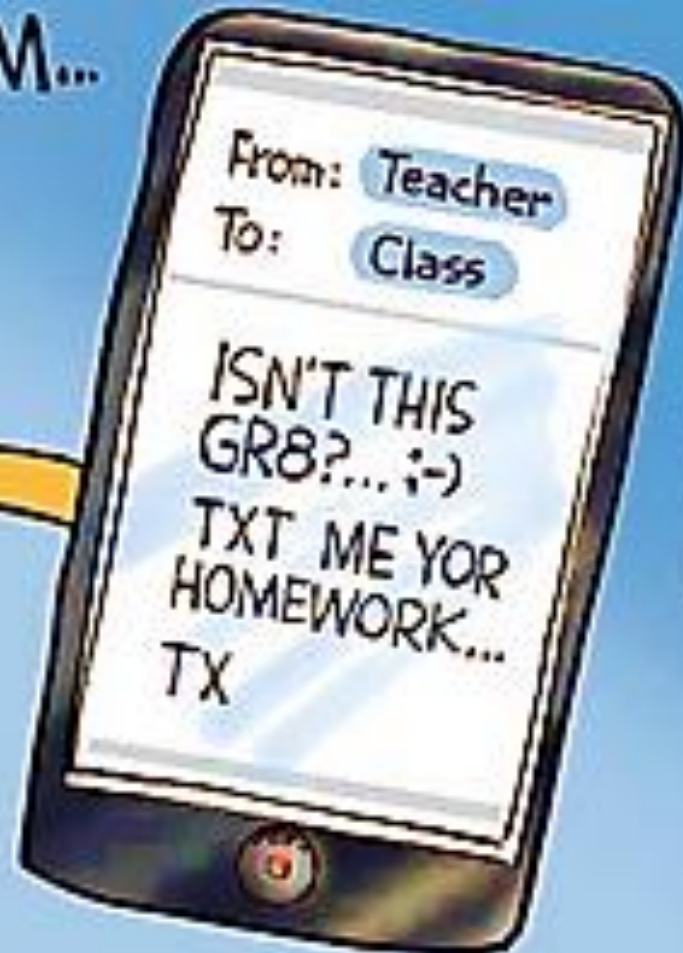
4. Suggestions for/of Teachers



IF YOU CAN'T BEAT EM...



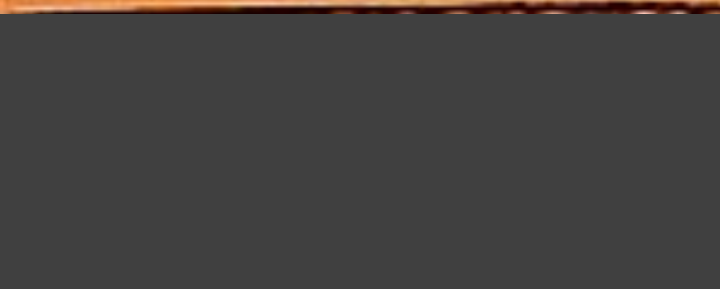
CLICK
CLICK
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CLICK



PING

PING

PING

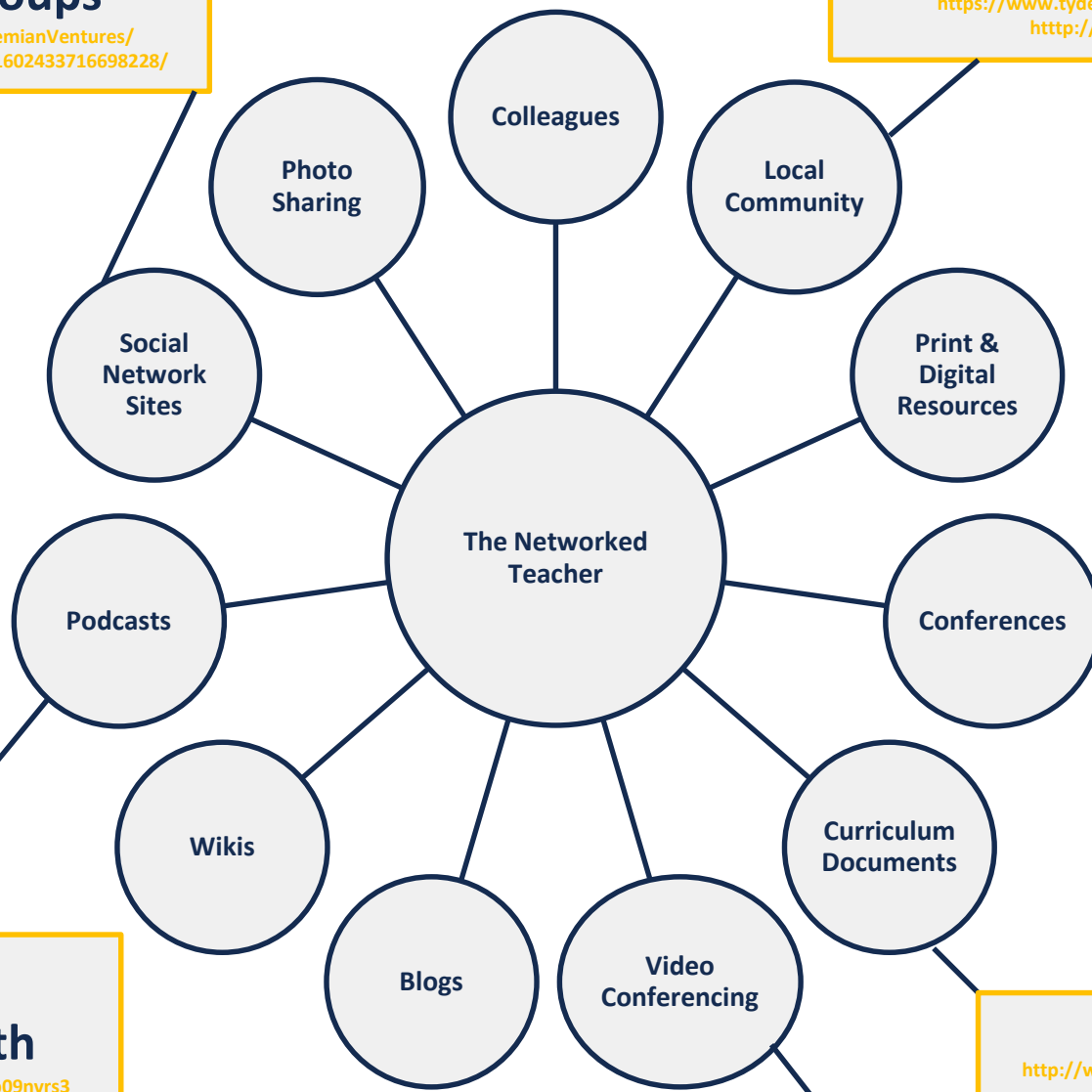


Facebook groups

<https://www.facebook.com/BohemianVentures/>
<https://www.facebook.com/groups/1602433716698228/>

News for teachers in the CR

<https://www.tyden.cz/rubriky/domaci/skolstvi/>
<http://www.ceskaskola.cz>



BBC radio Word of Mouth

<http://www.bbc.co.uk/programmes/b09nvrs3>

MŠMT

DVPP

<http://www.msmt.cz/vzdelavani/skolstvi-v-cr>

<http://rozcestnik.nidv.cz/?idCategory=23>

Tips from ELT Professionals

<https://www.pearsonelt.com/professional-development/videos.html>

1. HELPING HAND IN THE CLASSROOM

A: Digital SB and WB

B: Internet connection

C: Do you use ...?

A: PC

B: Mobile Phone

C: CD player

D: others

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?



Free Online Resources



Online dictionaries and translators

<https://www.ldoceonline.com/dictionary/technology>

<https://dictionary.cambridge.org/dictionary/english/development>

two peas in a pod

To be like two peas in a pod means to be very similar, especially in appearance.

"My best friend and I are like two peas in a pod. People think we are sisters."



BBC English Learning

✓ reading and listening, news in simplified English...

<http://www.bbc.co.uk/learningenglish/>



YouTube Video

✓ CLIL e.g. Geography Now! <https://www.youtube.com/watch?v=-kaF6SnSEo8>

EFL Magazine

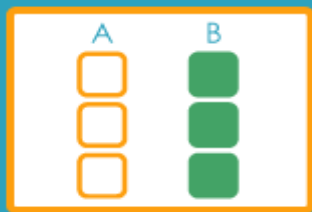
IMMEDIATE OR DELAYED ERROR CORRECTION? FIX LEARNERS' MISTAKES



<http://www.onlinenewspapers.com/magazines/>

<http://www.eflmagazine.com>

Categorize



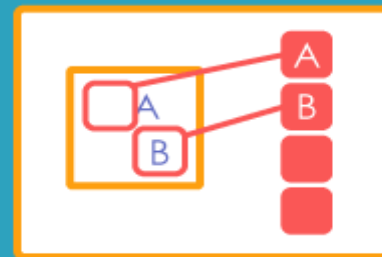
Crossword



Flash Cards



Labeled Diagram



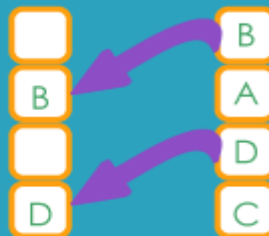
Matching



Memory Game



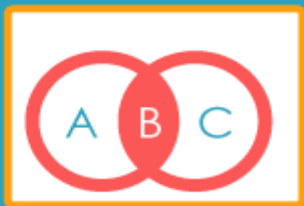
Sequencing



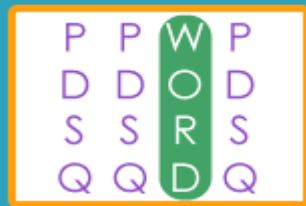
Timeline



Venn Diagram



Word Search



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

<https://www.englishgrammar.org/exercises/>

2. COURSEBOOK OF TODAY

COURSEBOOK OF TODAY

a 'blended' coursebook

21st century skills

CLIL topics

coursebook videos

games and mobile applications

exam practice

teacher resources

= a 'Blended' coursebook

- ✓ printed and digital version
- ✓ online interactive workbook
- ✓ references outside the book (links to web pages)

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.

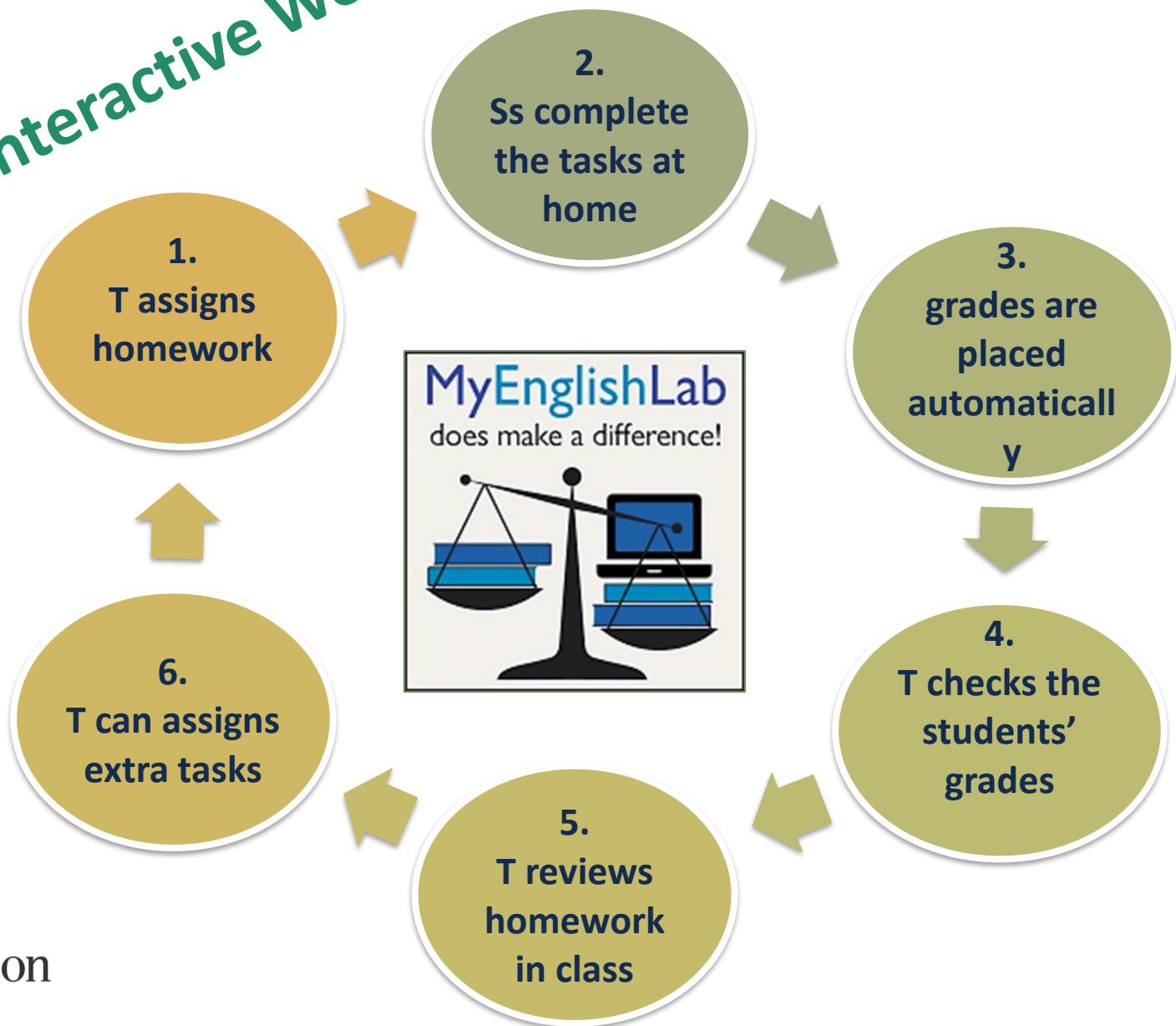
Teacher Led Learning

Blended Learning

Online Interactive Workbook



Online Interactive Workbook



= 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



Coursebook Videos

Vox-pops

Vox populi

short clips of real people filmed in the streets

- ✓ short
- ✓ a real context
- ✓ follow-up practice

What part of language is being practiced in the video?



VOX POPS

BBC

ADRIAN - Mexico

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.

EXTRA ONLINE HOMEWORK

activities based
on BBC Vox Pops

MyEnglishLab

English Help | Sign out

Signed in as Novotna, Eva

ASSIGNMENTS COURSE GRADEBOOK MESSAGES SETTINGS

WiderWorld 2 Wider World Level 2 Extra Online Homework

Extra Online Homework 4/28

Video Resources 4/65

Student Resources 0/5

80% VOCABULARY

Extra Online Homework

- Unit 1
 - 1.2 Grammar
 - 1.5 Listening
- Unit 2
 - 2.1 Vocabulary
 - 2.3 Reading
 - Exercise 1 [Try again](#)
- Unit 3
- Unit 4
 - 4.2 Grammar
 - Exercise 1 [Try again](#)
 - Exercise 2 [Try again](#)
 - 4.5 Listening
- Unit 5
- Unit 6
- Unit 7
- Unit 8
- Unit 9

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ALWAYS LEARNING PEARSON

a part of workbook

Report for Novotná, Eva

Date submitted: 21 Feb 2018

Activity assigned by Novotná, Eva

Activity

Exercise 1

Score

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?
- 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**

Advantages Vox Pops

- ✓ different English 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.



3. MULTI-SENSORY LEARNING

THE LEARNING CONE (EDGAR DALE 1969)





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?**



4. 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.



Resources:

Hastings B. and McKinlay S., 2017, *Wider Word*, Pearson Education Limited, London,

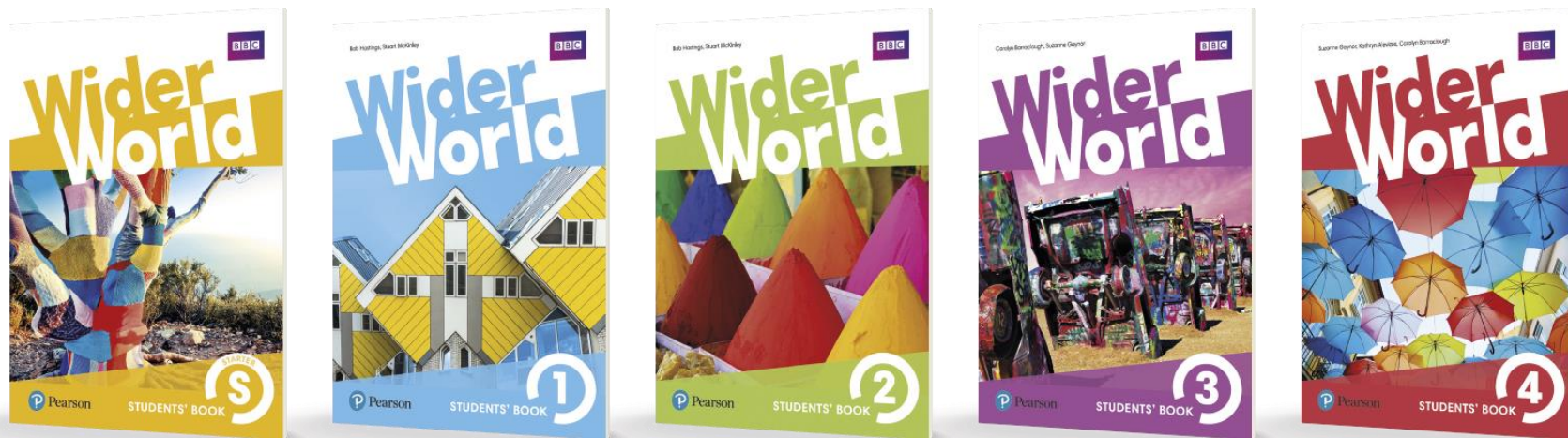
Butkus Heidi, *Multisensory Structured Language Education:*

<https://www.heidisongs.com/pages/research>

Thalheimer Will, 2015, *Debunk This: People Remember 10 Percent of What They Read*

<https://www.td.org/insights/debunk-this-people-remember-10-percent-of-what-they-read>

Enjoy your techie-teaching



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What part of language is being practiced in the video?



VOX POPS

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