# 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.

# AGENDA

1. **The Networked Teacher**
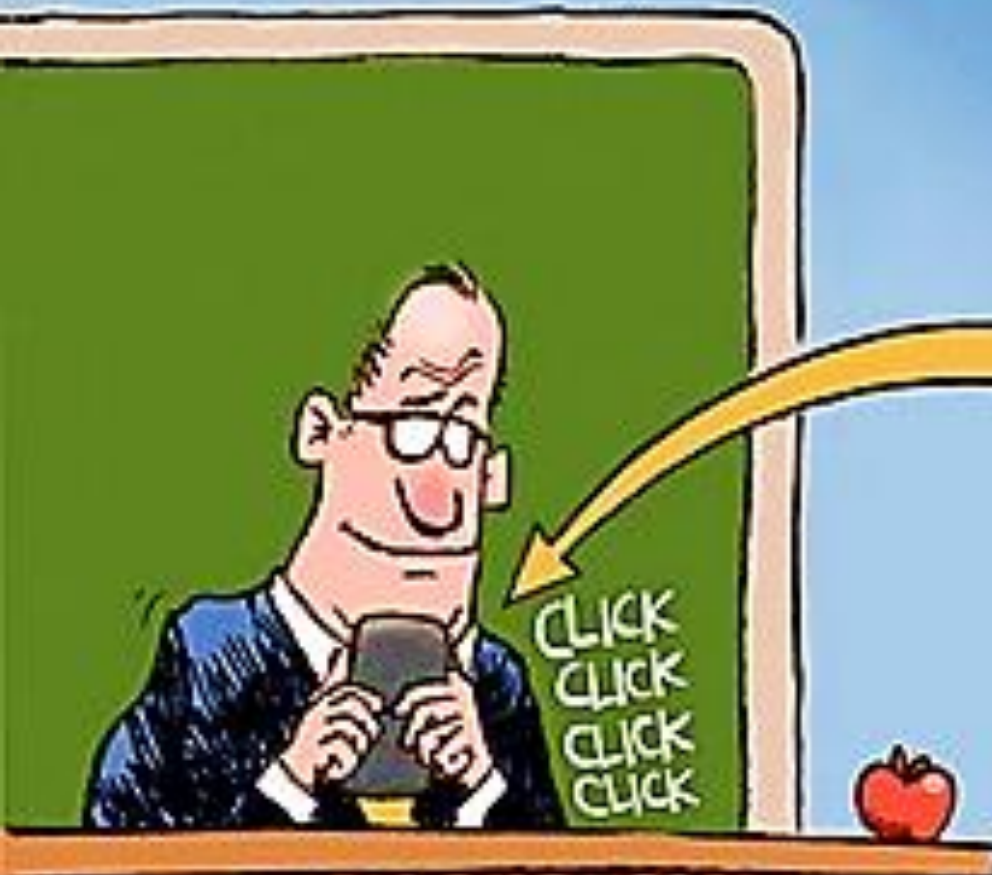
2. **Helping Hand in the Classroom**

3. **A Coursebook of Today**

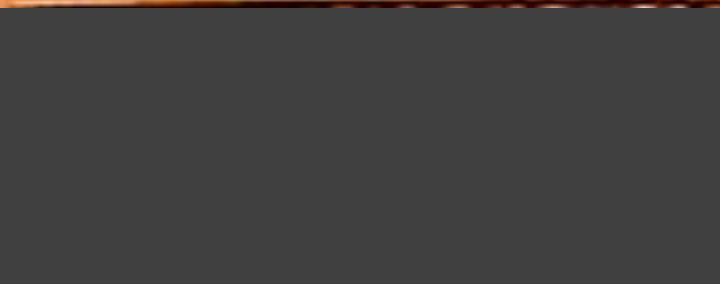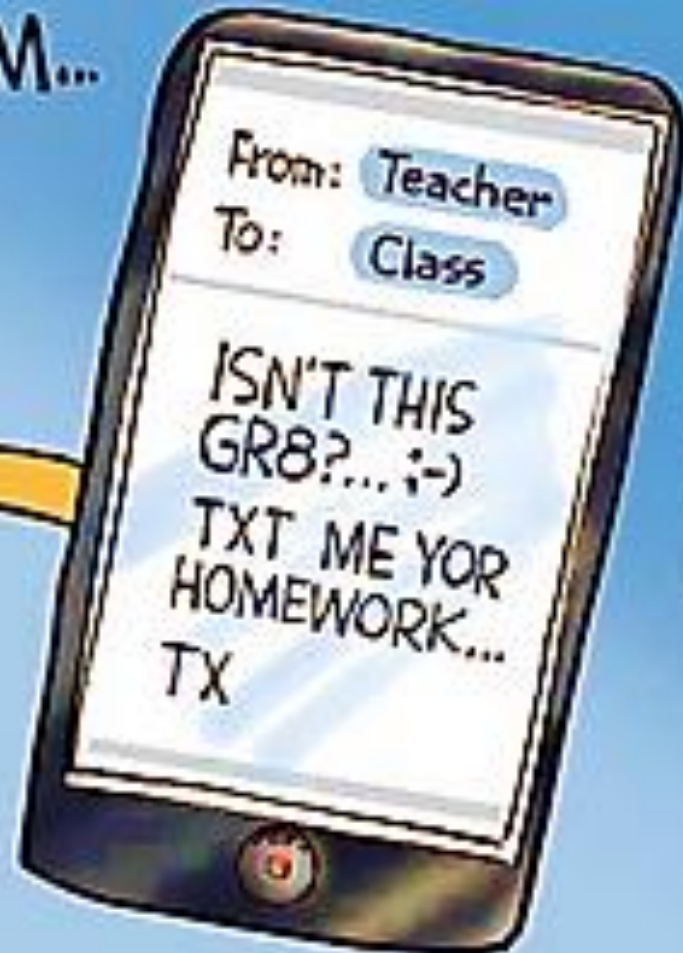4. **Multi-sensory Learning**

5. **Suggestions for/of Teachers**

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# 1. THE NETWORKED TEACHER

**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

**The Networked Teacher**

Colleagues

Photo Sharing

Local Community

Social Network Sites

Print & Digital Resources

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:** **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

**F**urther devices...    **Do you use any further devices? Which?**



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# Free Online Resources

## Online dictionaries and translators

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# 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

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# Online magazines and newspaper

**EFL Magazine**

**IMMEDIATE OR DELAYED** ERROR CORRECTION? FIX LEARNERS' MISTAKES

Note down students' mistakes → Write them on the board (and play a game)

Identify "knowledge issues" and "performance issues" → Consolidate the issues over time

# Ready made worksheets and activities

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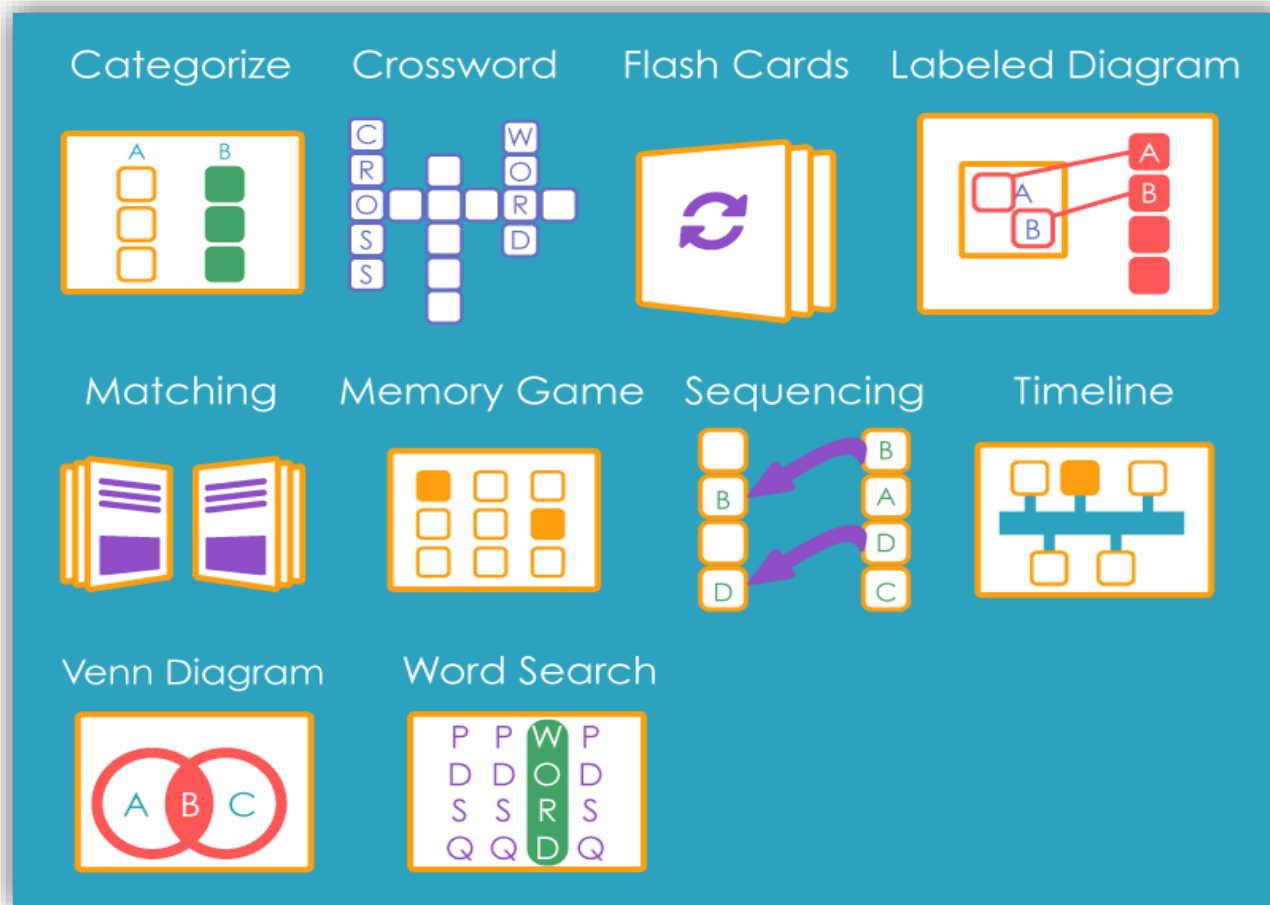
# 3. A Coursebook of Today

## = a 'Blended' coursebook

✓ printed and digital version

✓ interactive activities

✓ 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.

= **21st century skills**



✓ **one 'D':**

**D**igital literacy

✓ **two 'A's**:

**A**ssessment for Learning and **A**utonomy

✓ **five 'C's**:

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

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= **CLIL topics**

= **Games and Mobile Applications**

= **Exam Practice**

= **Teacher Resources** (TB, web pages, tests, methodological support)

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

# Online Interactive Workbook

## PC, tablet and mobile phone platform



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**2.**
**Students complete the tasks at home**

**1.**
**Teacher assigns homework**

**3.**
**The grades are placed automatically**

MyEnglishLab
does make a difference!

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

**4.**
**The teacher checks the students' grades**

**5.**
**The teacher reviews homework in class**

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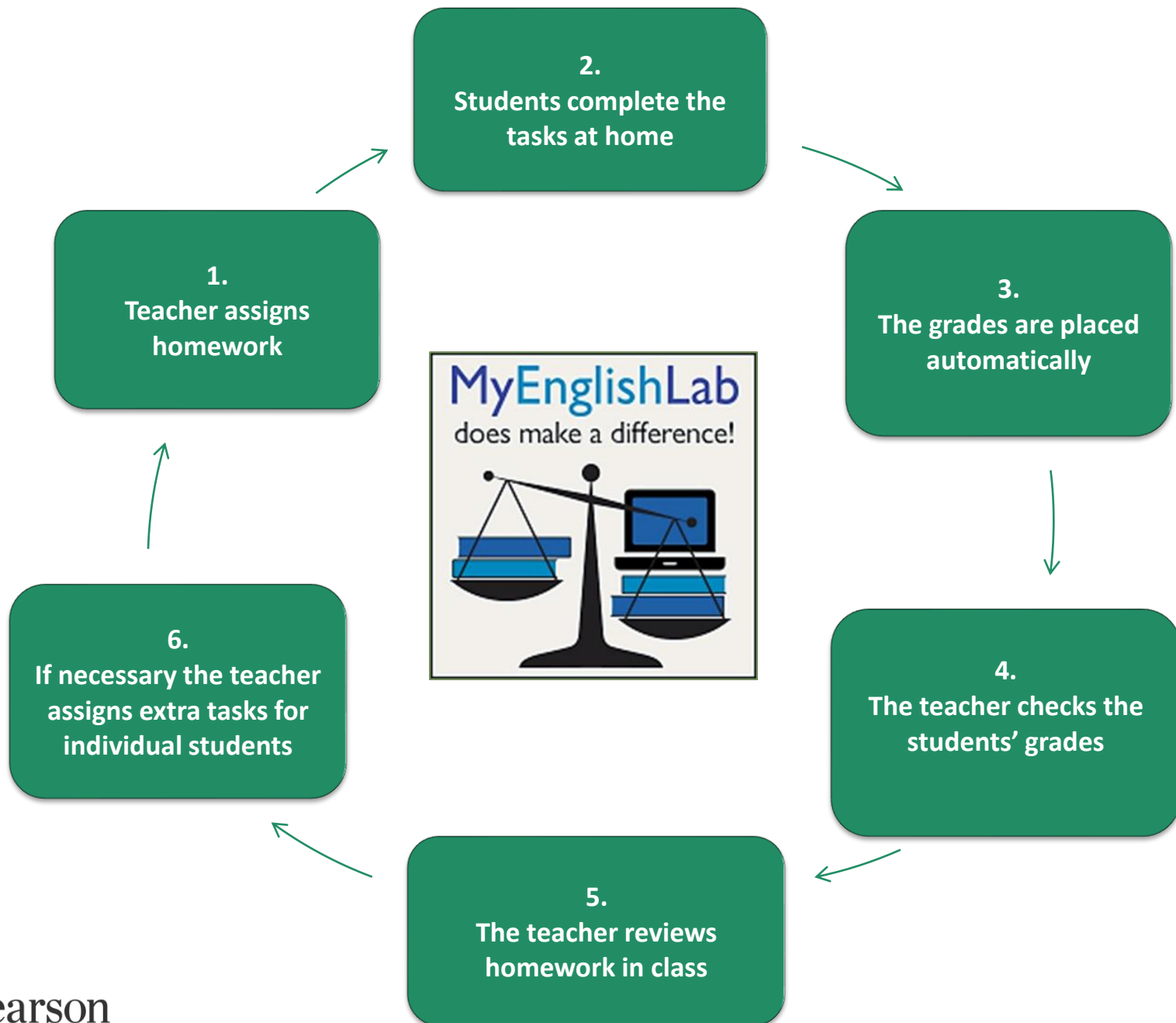
# Coursebook Videos

- ✓ Everyday situations (at the shopping centre...)

- ✓ TV series

- ✓ Cartoons

- ✓ CLIL topics

- ✓ Sample exam (speaking)

- ✓ Grammar animations

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# 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?

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

a part of workbook

| | |
|---|---|
| Report for Novotná, Eva | Date submitted: 21 Feb 2018 |
| 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%



BBC
JAN - France
-1:30

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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ALWAYS LEARNING                                                    PEARSON

# 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.

# 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

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# 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.

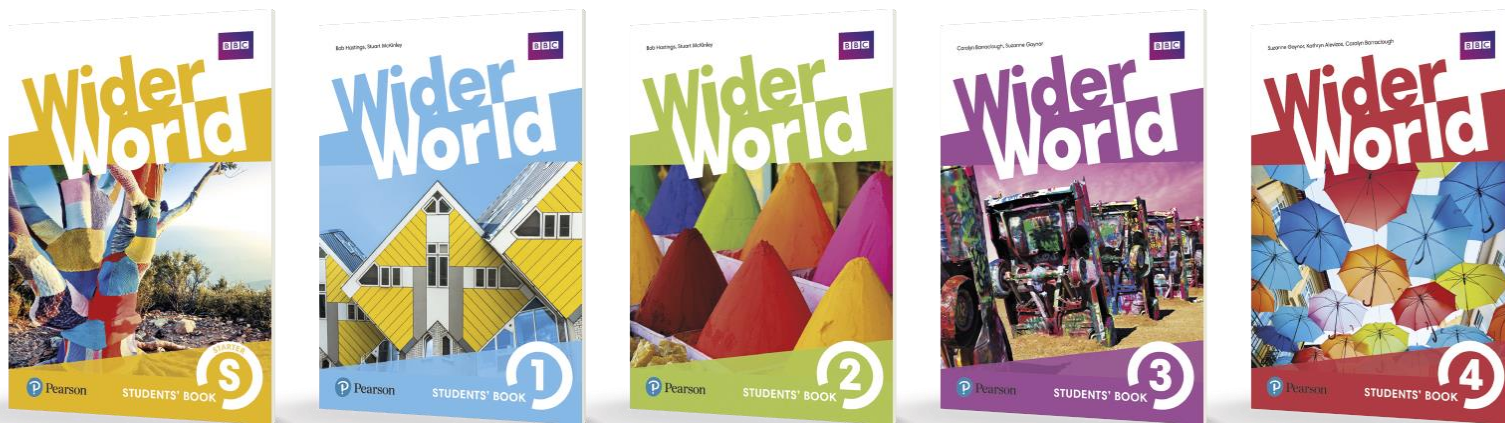6. **What are your tips for follow-up activity?**

# 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.**

*Suggestions Comments?*

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# Enjoy your techie-teaching



**Sources:**

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Butkus Heidi, Multisensory Structured Language Education:

https://www.heidisongs.com/pages/research, Accessed February 5, 2018

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, Accessed March 1, 2018

**www.venturesbooks.cz**

# What part of language is being practiced in the video?

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

**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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