FREE WEBINAR

13/2 and 14/2 from 18:00

Teacher-friendly technologies
by Mgr. Danka Sekerková

Pearson

Agenda

1. The Networked Teacher

2. Helping Hand in the Classroom

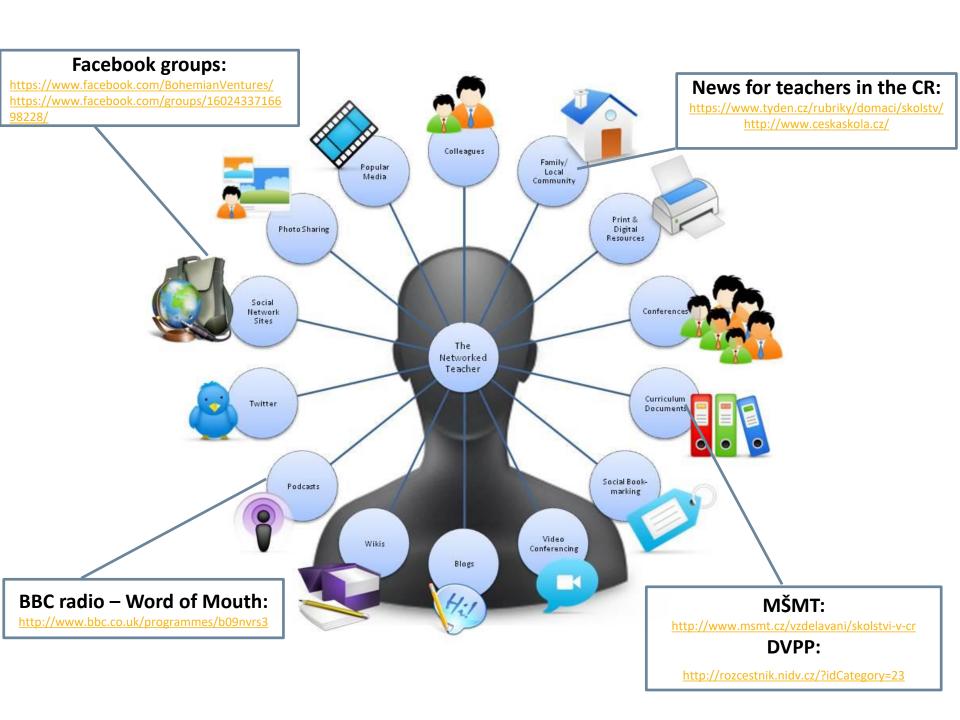3. A Coursebook of Today

4. Multi-sensory Learning

5. Suggestions for/of Teachers

1. THE NETWORKED TEACHER

What kind of technologies do you use …

o in the classroom?

o to assign homework?

o to communicate with your students, parents, colleagues?

o for professional development?

o to share (knowledge, experience…)?

Facebook groups:
https://www.facebook.com/BohemianVentures/
https://www.facebook.com/groups/16024337166
98228/

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

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

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

Colleagues

Family/
Local
Community

Popular
Media

Print &
Digital
Resources

Photo Sharing

Conferences

Social
Network
Sites

The
Networked
Teacher

Twitter

Curriculum
Documents

Podcasts

Social Book-
marking

Wikis

Blogs

Video
Conferencing

2. Helping Hand in the ClassRoom

A: **Digital** SB and WB

B: **Interactive whiteboard** (software for SB and WB) or overhead projector

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

D: **Internet connection**

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

Further devices…

Free Online Resources

Online dictionaries

o pronunciation, grammar information, collocations, CEFR level, e.g.
https://www.ldoceonline.com/dictionary/technology
https://dictionary.cambridge.org/dictionary/english/development

BBC English Learning

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

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

YouTube Video

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

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

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

Online magazines and newspaper

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

o http://www.eflmagazine.R

Ready made worksheets, activities and exercises:

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

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

LONGMAN

English   English

technology

Word family   noun   **technology**   **technologist**   **techie**   adjective   **technological**   adverb   **technologically**

From Longman Dictionary of Contemporary English

Related topics: Technology

tech·nol·o·gy /tekˈnɒlədʒi $ -ˈnɑː-/ ●●● S2 W1 AWL noun (plural **technologies**) [countable, uncountable]

new machines, equipment, and ways of doing things that are based on modern knowledge about science and computers

- Modern technology makes moving money around much easier than it used to be.
- Advances in technology have improved crop yields by over 30%.
- There have been major new developments in satellite technology.
- Many people are unwilling to embrace new technologies.

COLLOCATIONS

ADJECTIVES/NOUN + TECHNOLOGY

new/modern technology
People have no faith in new technology.

the latest technology
The boat is equipped with the latest technology.

More results

high technology

niche technology

push technology

assistive technology

information technology

intermediate technology

City Technology College

See all results

Pictures of the day

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English–Russian   English–Polish   English–German

Meaning of "development" in the English Dictionary

English   American   Business   Examples

"development" in English

› See all translations

development

noun · UK 🔊 /dɪˈvel.əp.mənt/ US 🔊 /dɪˈvel.əp.mənt/

development *noun* (GROWTH)

⭐ B1 [U] **the process in which someone or something grows or changes and becomes more advanced:**

healthy growth and development

*The documentary traced the development **of** popular music through the ages.*

The region suffers from under-/over-development (= having too little/much industry).

a development project (= one to help improve industry) in Pakistan

— **More examples**

Ever since was formed in 1968, the company has been at the forefront of computer development.

All our profits are re-invested in research and development.

The protests were part of their campaign against the proposed building development in the

Contents

+ noun (4)

+ more... (1)

More meanings of "development"

Režim celé obrazovky ukončíte stisknutím klávesy Klávesa Esc

Bohemia

Moravia

This is because of the Czech Republic is kind of made up of three distinct regional identities
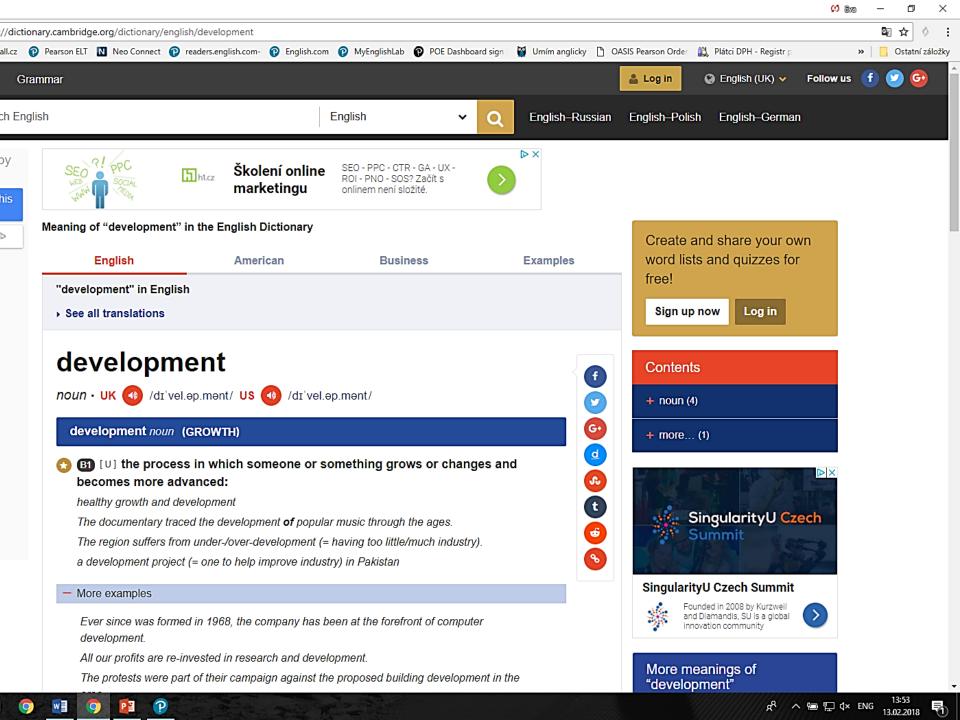
1:19 / 8:06

3. A Coursebook of Today

= **a 'Blended' coursebook**

✓ printed and digital version

✓ interactive activities

✓ applications for vocabulary and grammar (games…)

✓ references outside the book (links to web pages)

READ MORE ABOUT

British souvenirs: Scottish jewellery / tartan clothing, soft toys: Winnie-the-Pooh/Paddington/Nessie

Australian souvenirs: Aussie T-shirts, Aboriginal Dreamtime stories, boomerangs, didgeridoo, opal souvenirs

Czech souvenirs: Thun porcelain, Jablonex glass jewellery, Czech spa wafers, Becherovka liqueur

= **21st century skills**
- ✓ five 'C's: Communication, Collaboration, Creativity, Cultural awareness and Critical thinking;
- ✓ one 'D': Digital literacy
- ✓ two 'A's: Assessment for Learning and Autonomy

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

= **your ideal coursebook** of today?
- ✓ Complex coursebook
- ✓ …

'Blended' Coursebook

Online Interactive Workbook (Online Homework e.g. MyEnglishLab**)**

o PC, tablet and mobile phone platform,

o automatic correction,

o progress and analysis of students strengths and weaknesses.

Online Listening

o easily accessible for students/teachers,

o durable (deterioration of CDs).

Videos

o a part of SB or WB to practice grammar, vocabulary, listening, speaking (follow-up activity).

Games

o grammar and vocabulary practice in an entertaining way,

o text builder, memory training, drills and other activities.
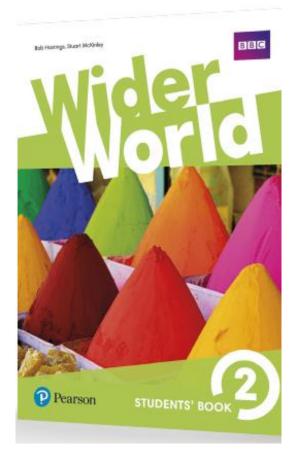
Mobile Applications

Coursebook Videos – Vox pops

New title September 2017

Videos with BBC coproduction in **Wider World**

- o Vox-pops, entertaining soap operas and topic-related culture videos.
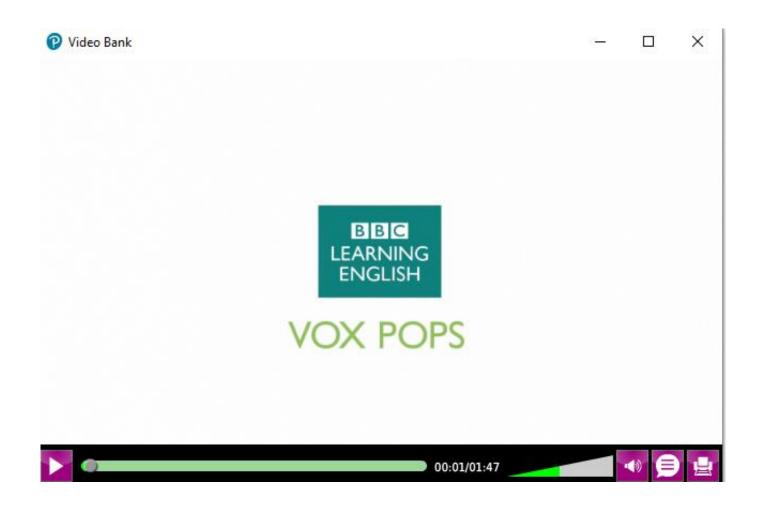
BBC Vox pops

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

- o practice of learnt grammar, vocabulary and reading, listening and speaking,

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

- o real language uttered by speakers of English from around the world and native speakers.

**Lower secondary students
CEFR: A1–B1+**

What part of language is being practiced in the video?

Watch the video on: https://vimeo.com/207779503

Video Bank

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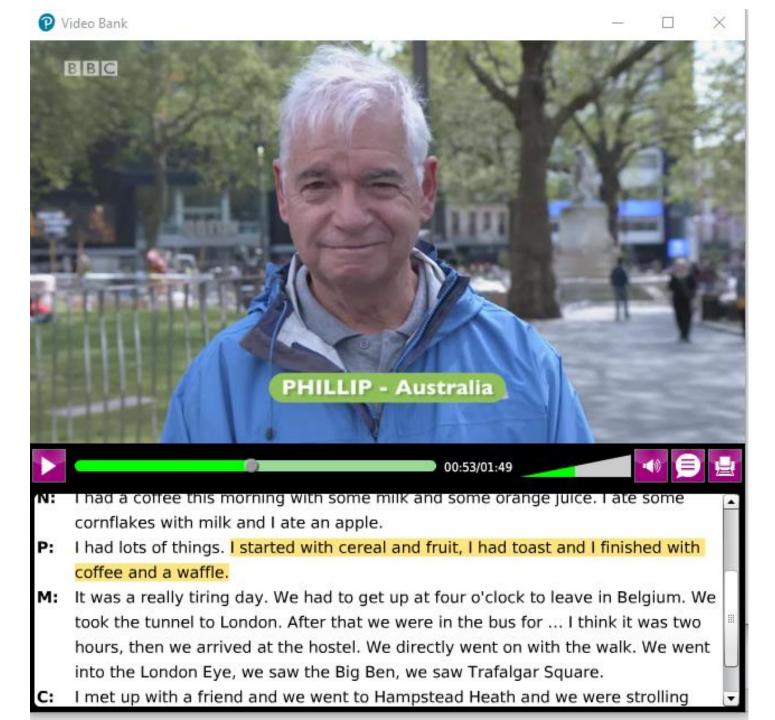
J: When I'm watching a horror film, I'm ... I feel terrified.

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.

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

Advantages of the Vox Pops

✓ different English accents, foreign accents,

✓ inaccuracies even from native speakers of English,

✓ combination of visual and audible perception,

✓ follow-up speaking activities,

✓ better and longer memory retention,

✓ suitable for dyslectic and dysgraphic students and

✓ time-off for the teacher.

4. Multi-sensory Learning

THE LEARNING CONE (EDGAR DALE 1969)

AFTER TWO WEEKS WE REMEMBER...

PASSIVE	VERBAL RECEIVING	READING — 10% OF WHAT WE READ
		HEARING — 20% OF WHAT WE HEAR
		WATCHING — 30% OF WHAT WE SEE
	VISUAL RECEIVING	WATCHING A VIDEO — 50% OF WHAT WE SEE & HEAR
ACTIVE	PARTICIPATING	GETTING INVOLVED IN DISCUSSION — 70% OF WHAT WE SAY
	DOING	PRESENTING / SIMULATING REAL EXPERIENCES — 90% OF WHAT WE SAY & DO

5. Suggestions for/of Teachers

- ✓ If you can't beat them, use them.

- ✓ Reduce TTT (teacher talking time) in class 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.
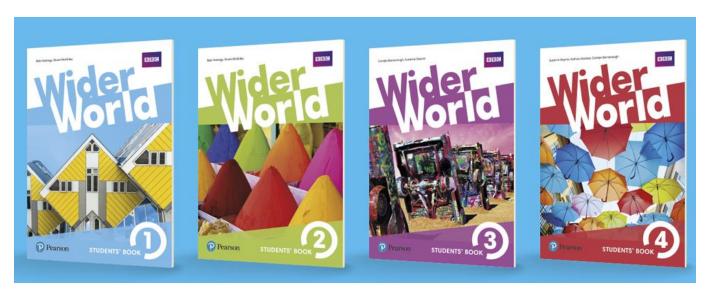
- ✓ Contact IT (online) support.

Suggestions Comments?

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Coursebook resources: https://www.pearsonelt.com/catalogue/secondary/wider-world.html

Online resources:

https://www.heidisongs.com/pages/research
https://www.td.org/insights/debunk-this-people-remember-10-percent-of-what-they-read