FREE WEBINAR

Teacher-friendly technologies
by Mgr. Danka Sekerková

Pearson

Agenda

1. The Networked Teacher

2. Helping Hand in the Classroom

3. A Coursebook of Today
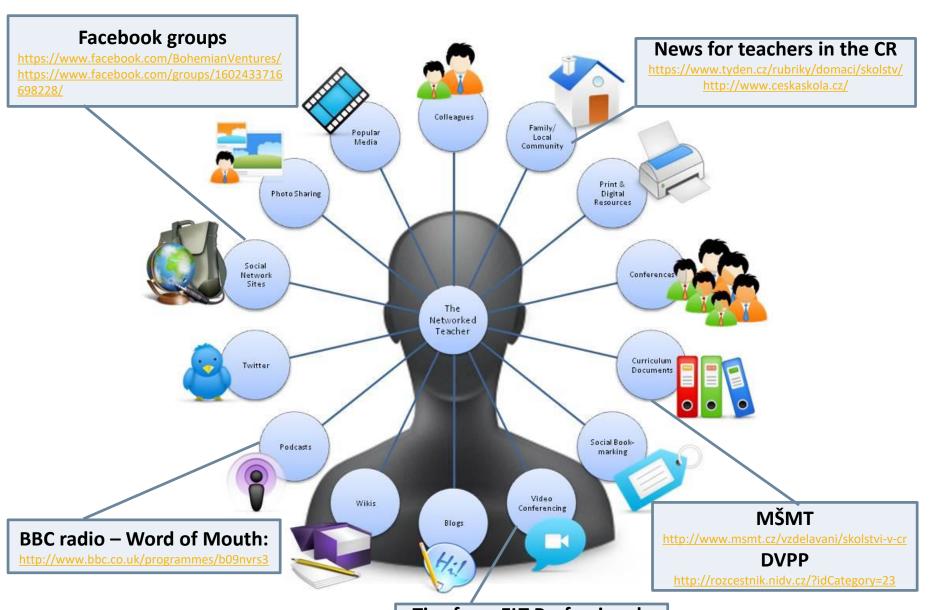
4. Multi-sensory Learning

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 students and parents?

o for professional development?

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/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

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

Colleagues

Popular Media

Family/Local Community

Photo Sharing

Print & Digital Resources

Social Network Sites

Conferences

The Networked Teacher

Twitter

Curriculum Documents

Podcasts

Social Book-marking

Wikis

Video Conferencing

Blogs

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 PC, MP (mobile phone) or 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?**

Free Online Resources

Online dictionaries and translators

o pronunciation, phonetic transcription, grammar information, use in sentence, IDMs collocations, CEFR level, e.g.

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

https://dictionary.cambridge.org/dictionary/english/development
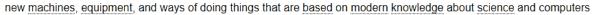
English | English

technology

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

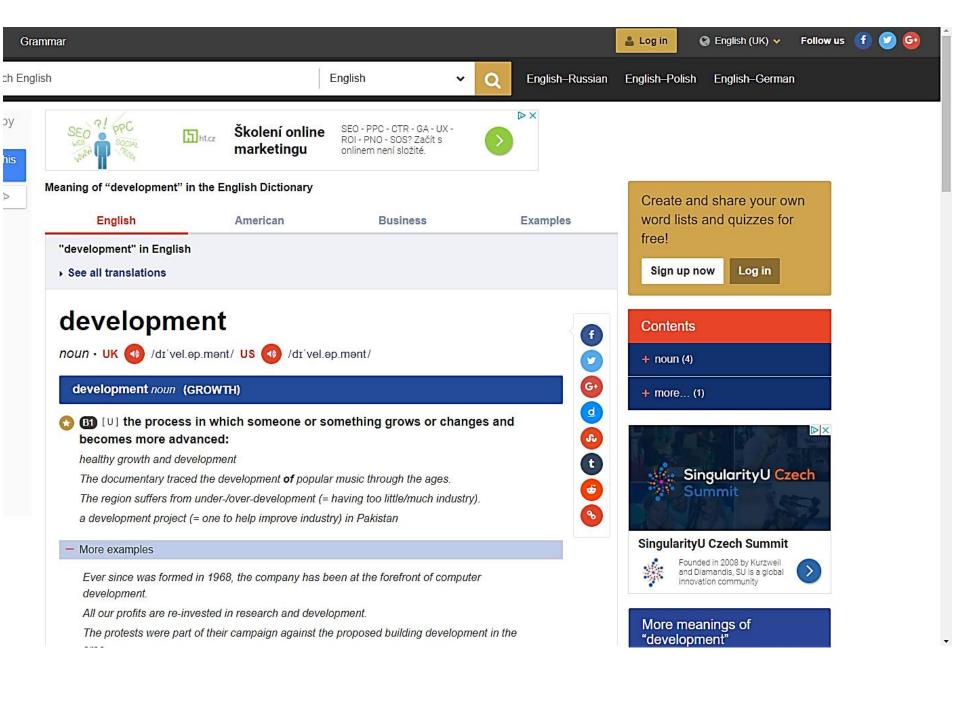push technology

assistive technology

information technology

intermediate technology

City Technology College

See all results

Pictures of the day

ch English

English ∨

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"

Free Online Resources

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

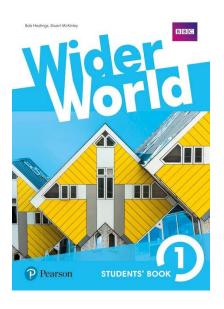o http://www.onlinenewspapers.com/magazines/

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/

3. A Coursebook of Today

= **a 'Blended' coursebook**

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

Bob Hastings, Stuart McKinley

BBC

Wider World

1

PEARSON STUDENTS' BOOK

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**

- ✓ 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)

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

- ✓ ....

'BLENDED' COURSEBOOK

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

o platform for online homework,

o activities replicate the content in a workbook in an interactive, engaging environment.

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

o vocabulary trainer, interactive games,

Exam Practice

o additional practice and support for important international exams.

MYENGLISHLAB

Online Interactive Workbook

- o PC, tablet and mobile phone platform,
- o hints, tips and immediate feedback for students,
- o automatic correction of homework,
- o progress and analysis of students strengths and weaknesses,
- o extra exercises for further practice.

2.
Students complete the tasks at home

1.
Teacher assigns homework

3.
The grades are placed automatically in the student gradebook

MyEnglishLab
does make a difference!

6.
If necessary the teacher assigns tasks for individual students

4.
The teacher checks the students' grades

5.
The teacher reviews homework in class

Coursebook Videos – Vox-pops

> **Vox populi** are short clips of real people filmed in the streets
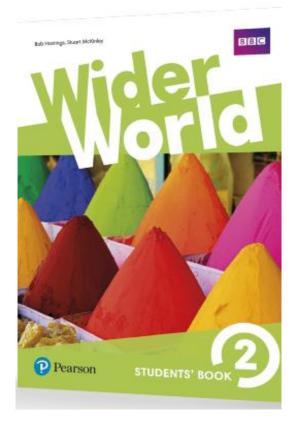
Videos with BBC coproduction in **Wider World**

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

BBC Vox-pops

- questions follow the topics and themes of the lesson,
- practice of learnt grammar, vocabulary and reading, listening and speaking,
- short, manageable chunks of language in a real context,
- real language uttered by speakers of English from around the world and native speakers.
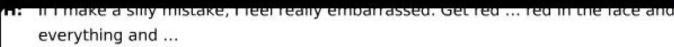
What part of language is being practiced in the video?

Watch the video on: https://youtu.be/Pz_bgb3Eabc

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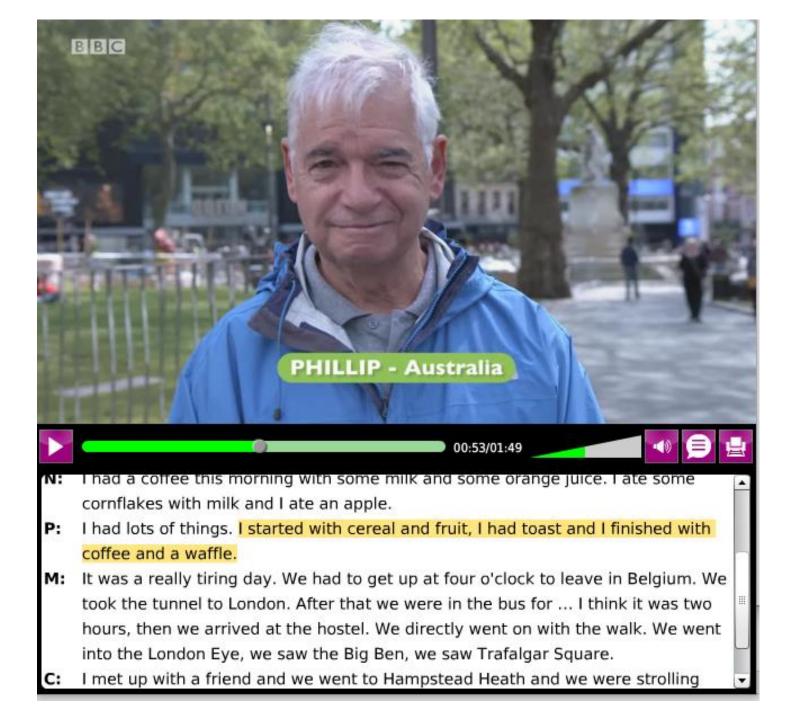
J: When I'm watching a horror film, I'm ... I feel terrified.

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.

What part of language is being practiced in the video?
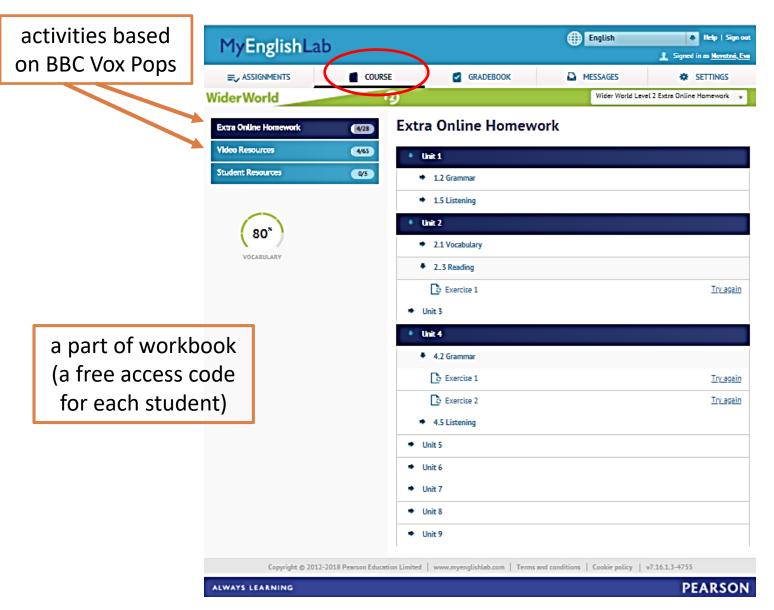
Watch the video on: https://youtu.be/zu9gnv5F2co

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

EXTRA ONLINE HOMEWORK

activities based on BBC Vox Pops

a part of workbook (a free access code for each student)

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%

JAN - France

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**

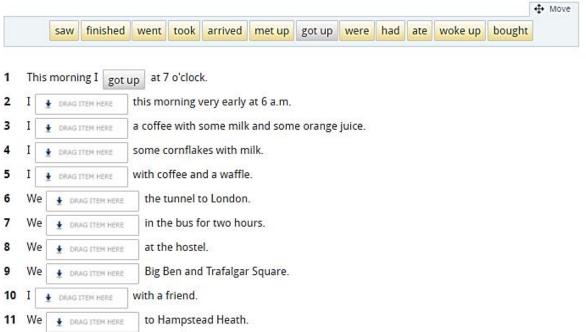5   How do you feel when your team is losing? **annoyed**

[Back to course] [Try again] [Show answers] [Next]

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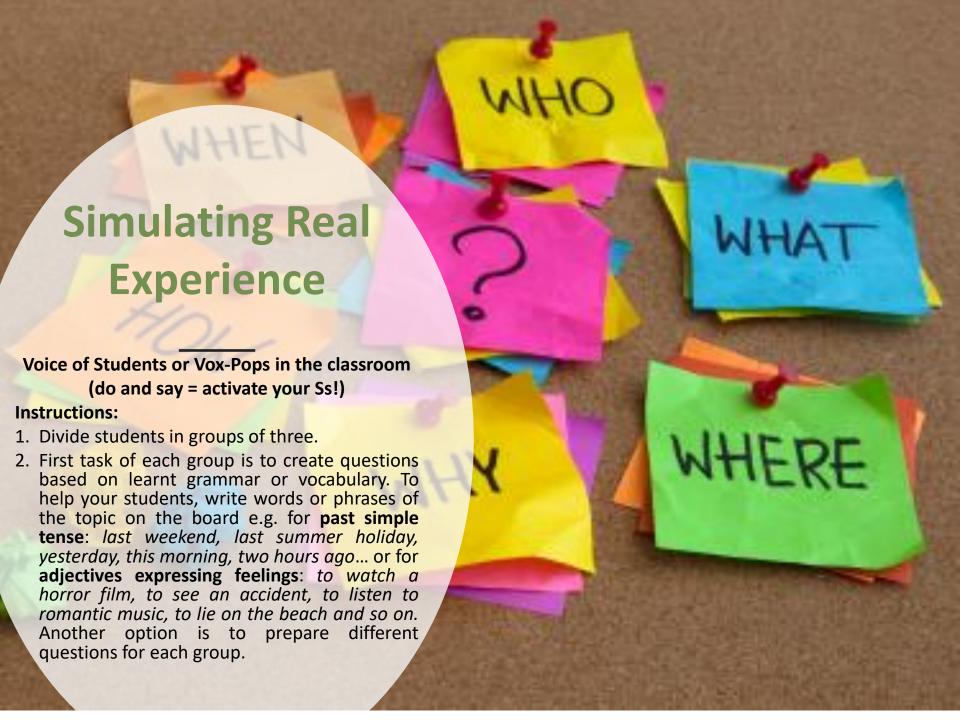
12 I [DRAG ITEM HERE] a new pair of sunglasses.

Advantages:
Vox Pops and Online Homework

✓ different English accents, 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

- 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

Simulating Real Experience

Voice of Students or Vox-Pops in the classroom (do and say = activate your Ss!)

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 e.g. for **past simple tense**: *last weekend, last summer holiday, yesterday, this morning, two hours ago*... or for **adjectives expressing feelings**: *to watch a horror film, to see an accident, to listen to romantic music, to lie on the beach and so on.* 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.

3. **Follow-up activity?**

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.
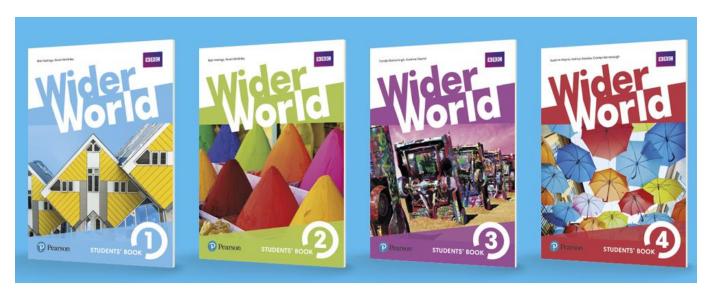
- ✓ Contact IT (online) support.

Suggestions/Comments?

metodik@venturesbooks.com

+420 725 578 551

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

Online resources:

https://vimeo.com/207779503

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

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

Pearson