

Teaching & learning English with today's technologies



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Tunis, March 2015

Director



EAP Lecturer



ELT Author



Consultant



Teacher Trainer



Book Reviewer





K

S

3
numbers

Knowledge – Skills

Plenary aim

To present a 'snapshot' of language teaching in the new digital era



Overview

- Background
- Innovations
- Controversies
- How teaching has changed



Background

Common words (Red - one star) / 4 = less common

how frequent are: frame / fracture

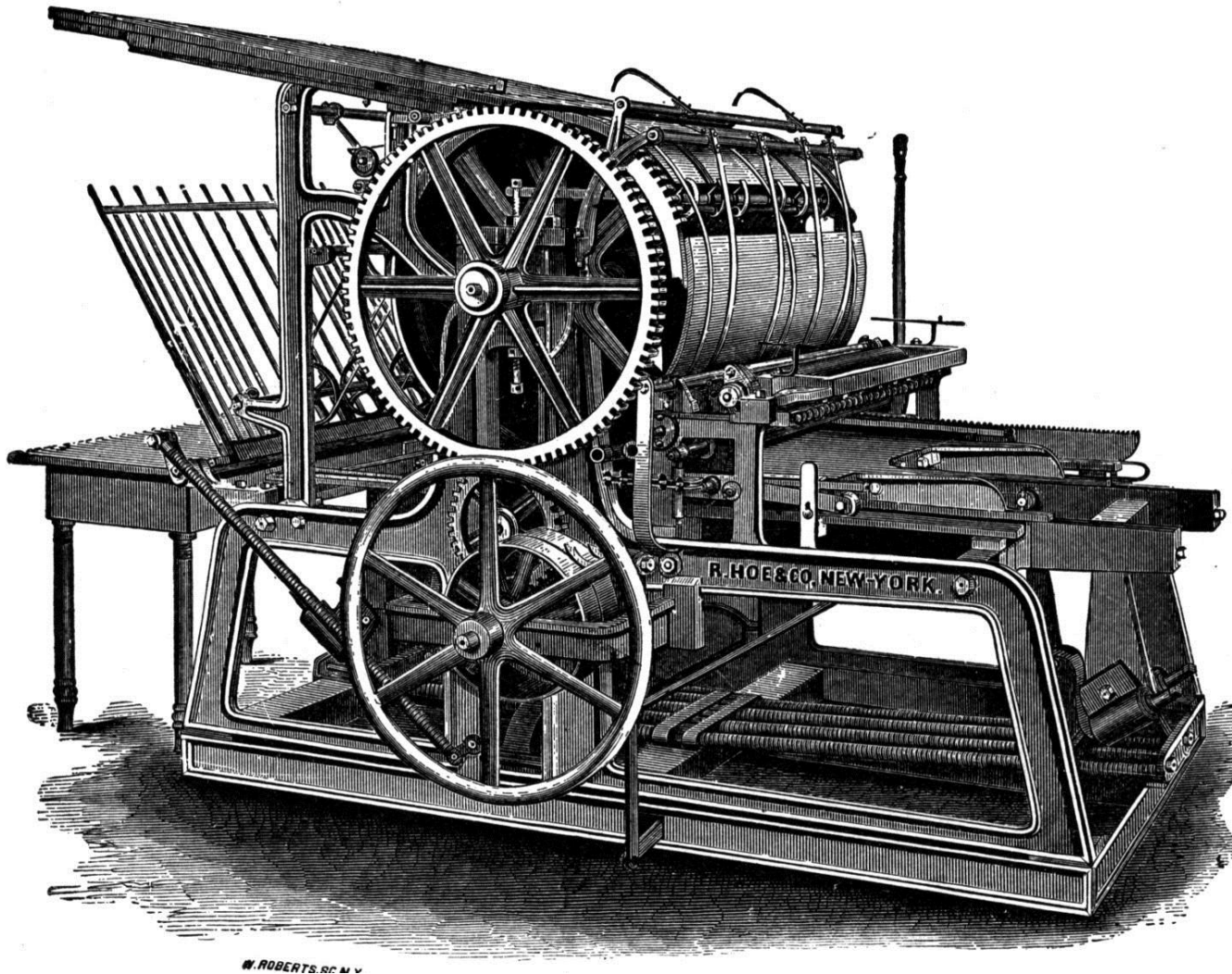
part 2: frame	1	2	3	4
part 3: fracture	1	2	3	4
part 4: no	1			4
part 5: r	1			4
part 6:	1			4
part 7:				

Background

Five
statements on
the digital age



Paradigm shift

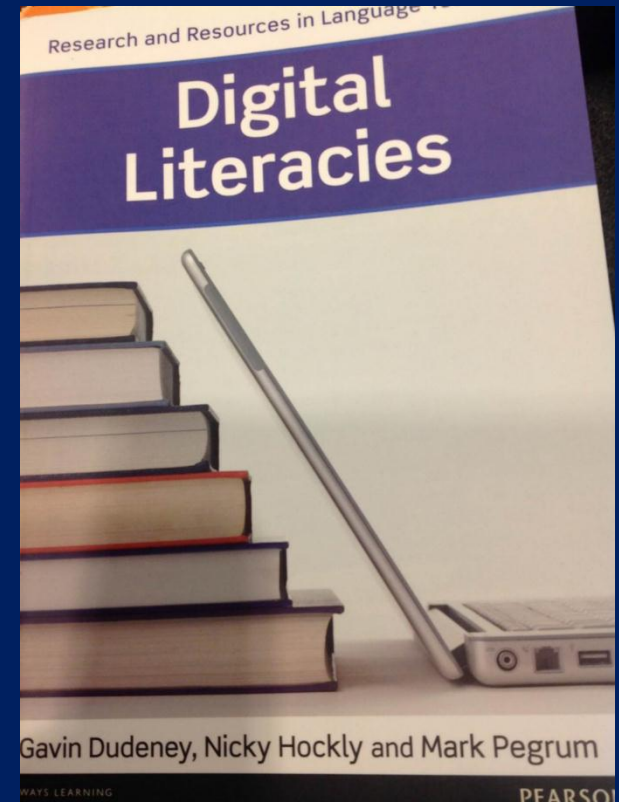


**Printing
press**

<http://www.mosesavalon.com/current-post/printing-press/>

Digital literacies

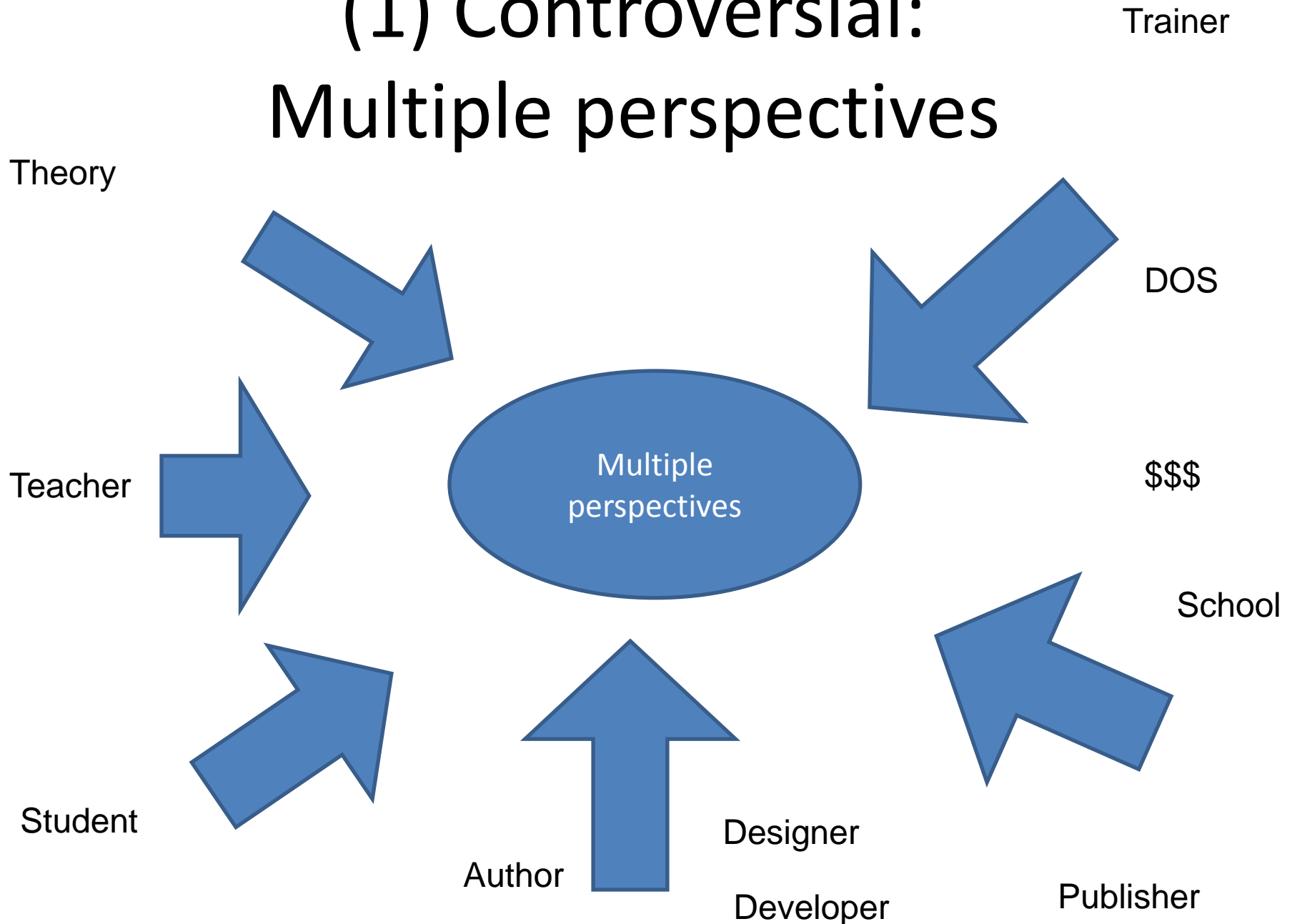
- Search
- Txt
- Create a C.V.
- Read on a Kindle
- Create on-line presence
- Give a Prezi



'Digital Literacies' [Pearson]

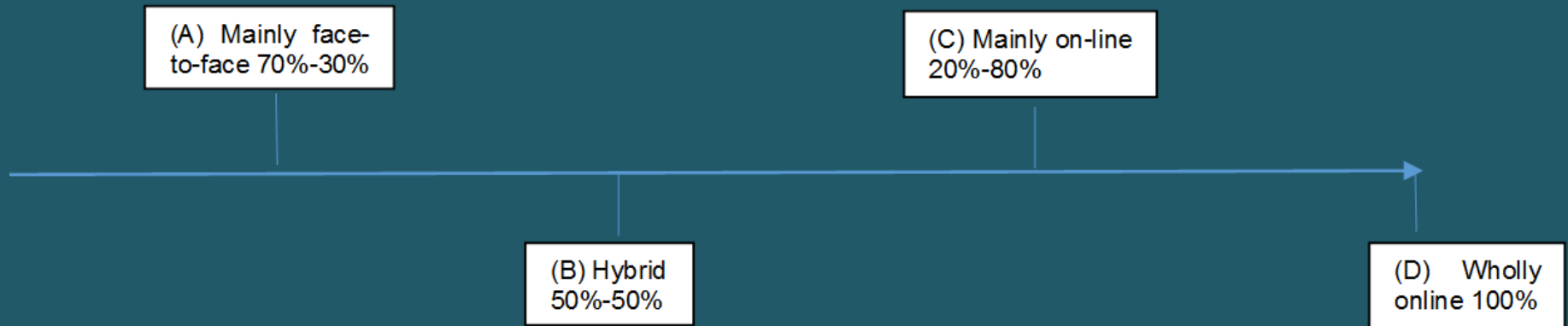
5

(1) Controversial: Multiple perspectives



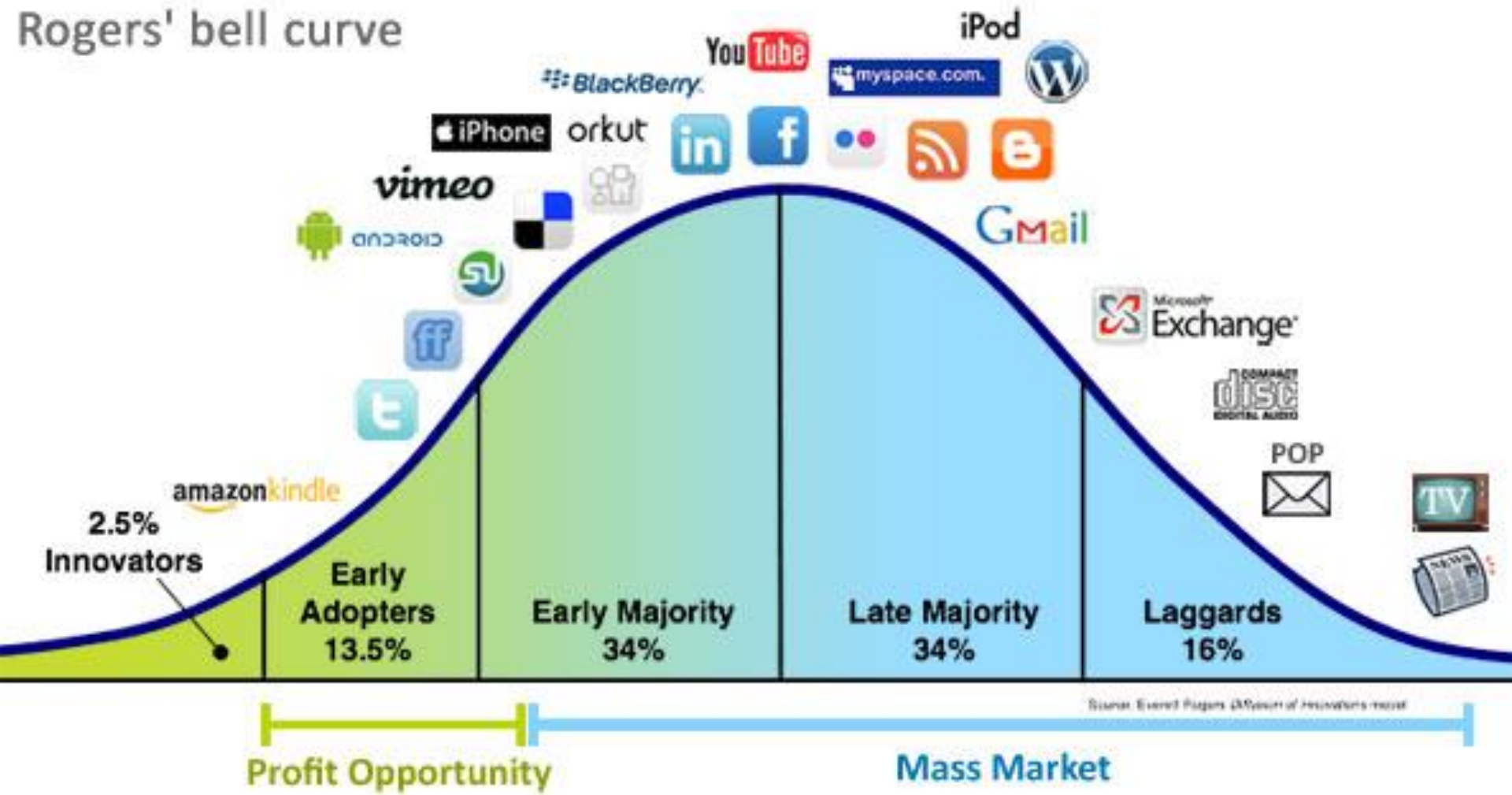
(2) CALL is situation-specific

Institutions do different things.....



Institutions are at
different points.....

Rogers' bell curve



Innovators

Early adoptors

Early majority

Late majority

Laggard

high-tech

low-tech

no-tech



From: Promethean

Technology-led

Pedagogy plays
'catch-up'

(3)Technology - changed language teaching forever



Corpus linguistics

[Home](#) > MultiConcordance input

Multi-Concordance + Quiz Builder (v.3)

data Choose corpus Lines 10 Mode: Plain | Gaps

Multiple Concordances (Corpus=BNC_medicine.txt)

| data |

Hits: 010

[001] non - diabetics. However, available **DATA** from non - diabetic populations in the a
[002] e USA (Moss, 1962). The majority of **DATA** indicate that hypertension is prevalent
[003] ell & D'Alonzo, 1970). In contrast, **DATA** from life insurance applicants suggested
[004] - diabetic there is now considerable **DATA** showing a positive relationship between
[005] - diabetics there are now excellent **DATA** showing a beneficial effect on several c
[006] e in mind that the majority of these **DATA** have been derived from subjects younger
[007] acy et al, 1984c). More long - term **DATA** are scarce, but evidence suggests compli

change - definition ★★★

Show Less

VERB Pronunciation /tʃeɪndʒ/ Word Forms

[View thesaurus entry for change](#)

[What are red words?](#)

[Using the thesaurus](#)

Menu

- [become/make different](#)
- [start something new](#)
- [replace someone/something](#)
- [exchange money](#)
- [put on different clothes](#)
- [get on different vehicle](#)

[+phrases](#)

Related dictionary definitions

change NOUN
bureau de change NOUN
change around PHRASAL VERB
change round PHRASAL VERB
change back PHRASAL VERB
change down PHRASAL VERB
change into PHRASAL VERB
change over PHRASAL VERB

[more dictionary definitions](#)

- [INTRANSITIVE/TRANSITIVE] to become different, or to make someone or something different

Some things never change.

After a few days the weather changed dramatically.

The law was changed in 1989.

the changing role of women in the workplace

change little (–not very much): *The school has changed little since it was built 30 years ago.*

change (something) from something to something: *The town has changed from a small fishing port to a bustling tourist attraction.*

[Thesaurus entry for this meaning of change](#)

- if the wind changes, it starts coming from a different direction

[Thesaurus entry for this meaning of change](#)

- to become a different colour

change from something to something: *The signal changed from green to red.*

change colour: *The leaves are already starting to change colour.*

[Thesaurus entry for this meaning of change](#)

Macmillan



(4) Importance of attitude

K

S

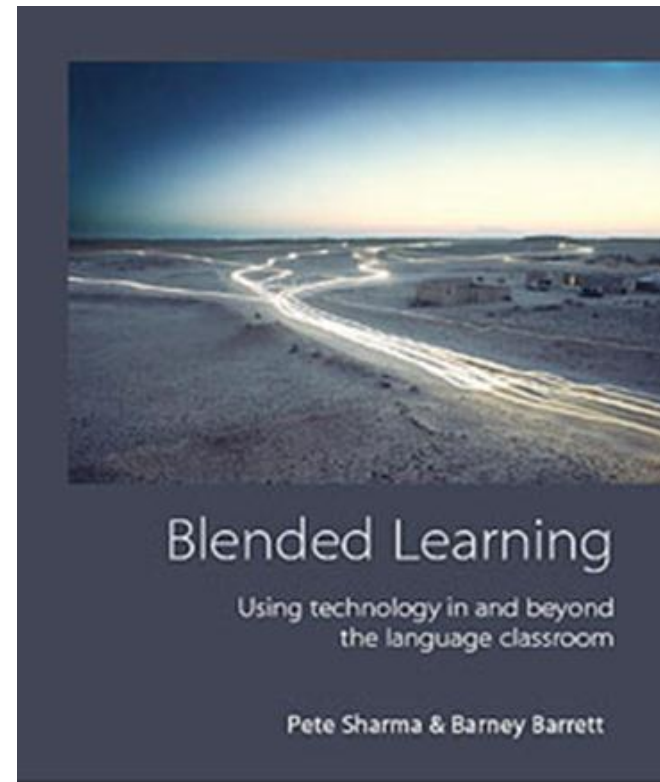
A

3
numbers

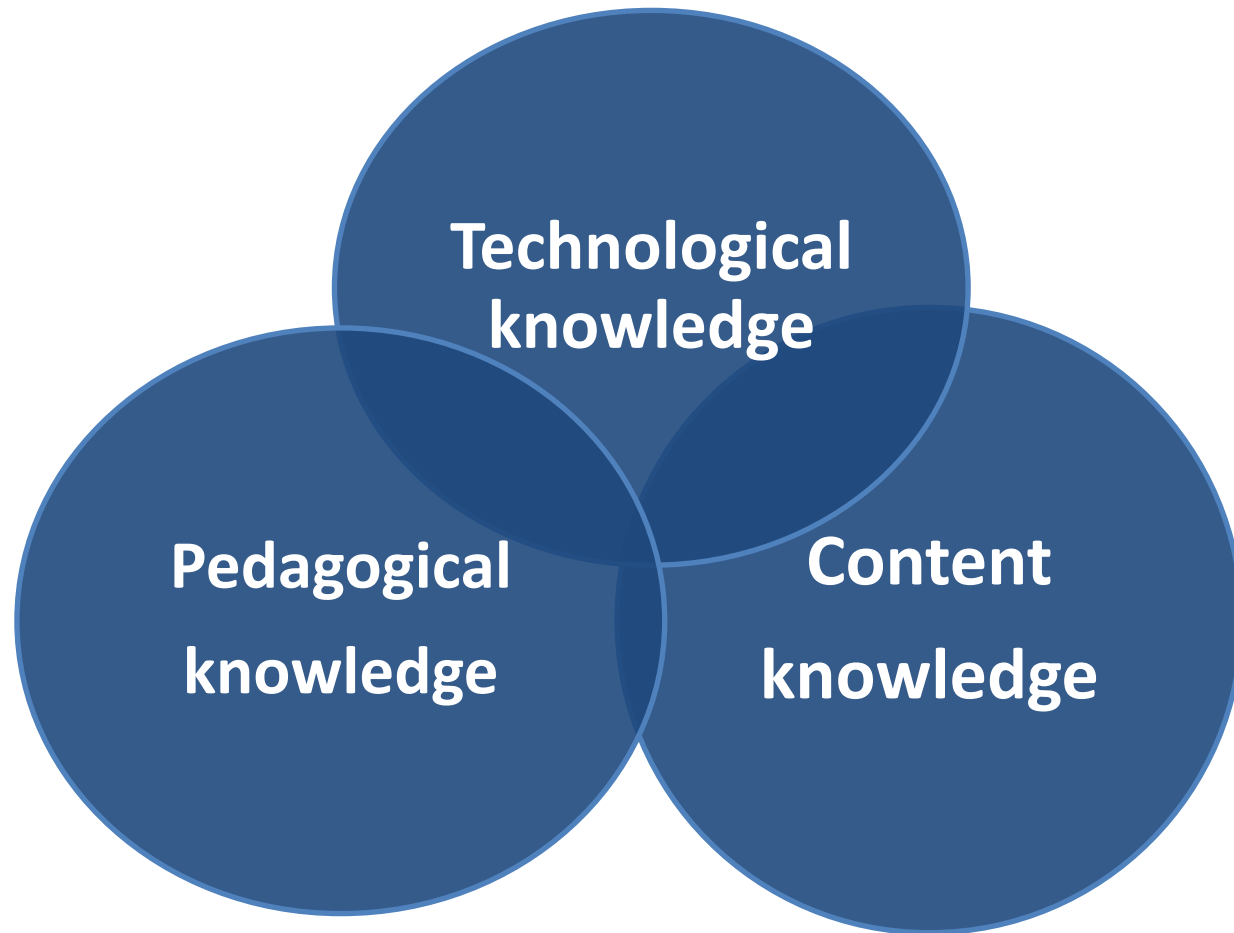
Knowledge – Skills - Attitude

(5) Importance of pedagogy

What?
So what?
How?



Macmillan Books for Teachers



Adapted from: TPACK framework: tpack.org ©2012

Background

Controversial

Institutions do different things

Technology changed language learning

Importance of attitude

Importance of pedagogy



Innovations



Innovations

- ▶ **M-learning**
- ▶ **Materials**
- ▶ **Experimental**
- ▶ **Left-field**



Innovations

- ▶ **M-learning**
- ▶ Materials
- ▶ Experimental
- ▶ Left-field

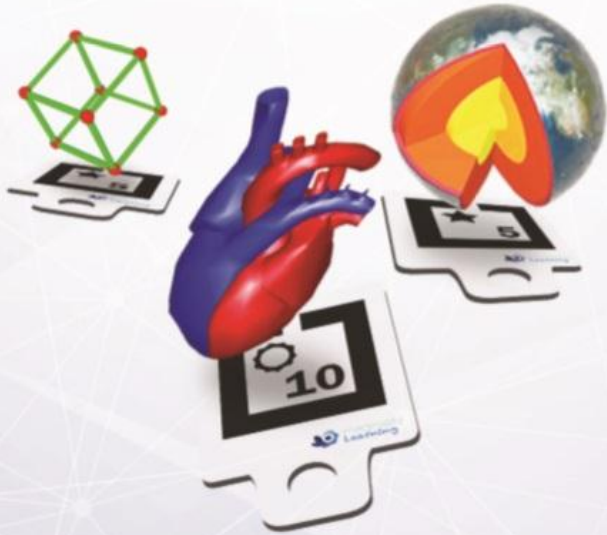


Augmented reality





Enhancing education with
augmented reality



Transformation



www.imaginalitylearning.co.uk

Use of QR-codes

Quick Response code

Scannable barcode

‘Digital destination’

e.g. Website

Text

Power Point

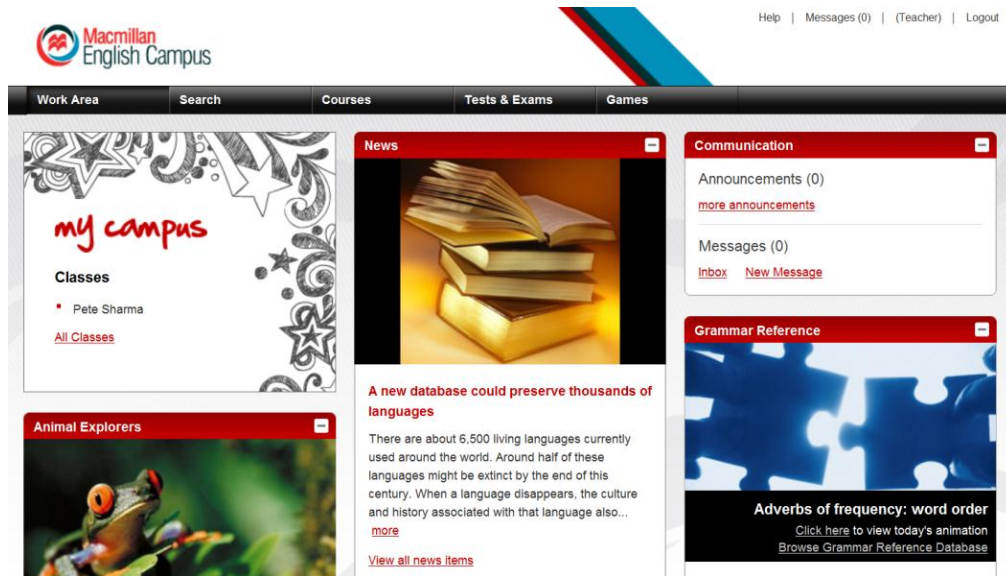


Innovations

- ▶ M-learning
- ▶ **Materials**
- ▶ Experimental
- ▶ Left-field



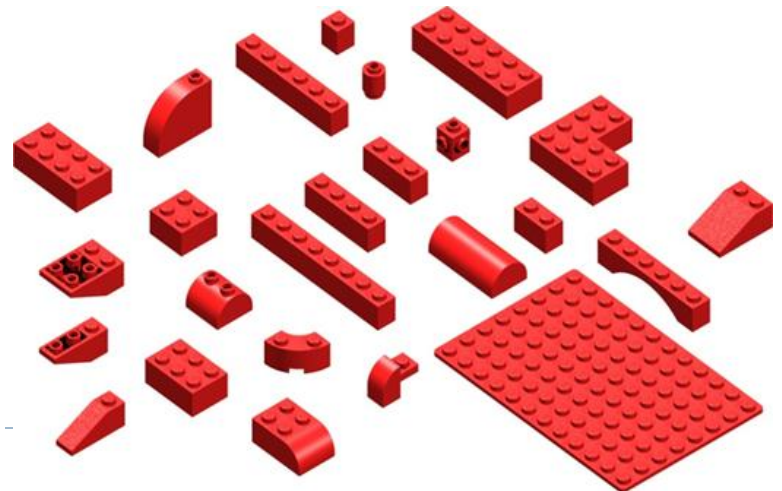
Rise of learning platforms



www.macmillanenglishcampus.com



www.english360.com



Innovations

- ▶ M-learning
- ▶ Materials
- ▶ **Experimental**
- ▶ Left-field



Voice recognition

- ▶ Siri
- ▶ Google
- ▶ Voice to text



The flipped classroom

YouTube

The Flipped Classroom

Learning4Mastery + Subscribe 437 videos



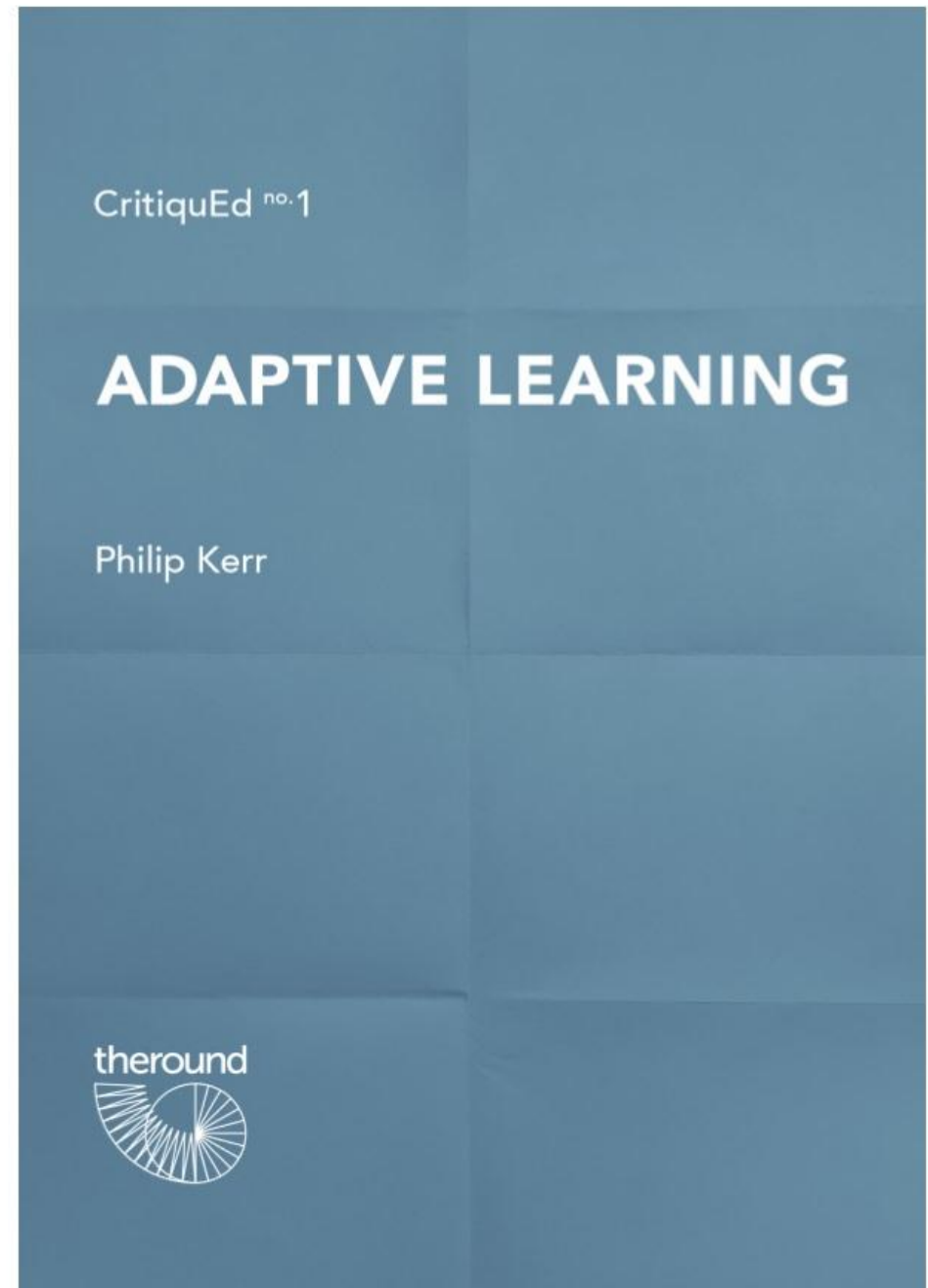
1:07 / 2:15

480p

Like Add to Share

107,708

Adaptive learning



From: The Round

Innovations

- ▶ M-learning
- ▶ Materials
- ▶ Experimental
- ▶ Left-field





Real world plus 'in-world'

LinguaServe in Second Life



© AFP / Getty Images

Robot teachers!





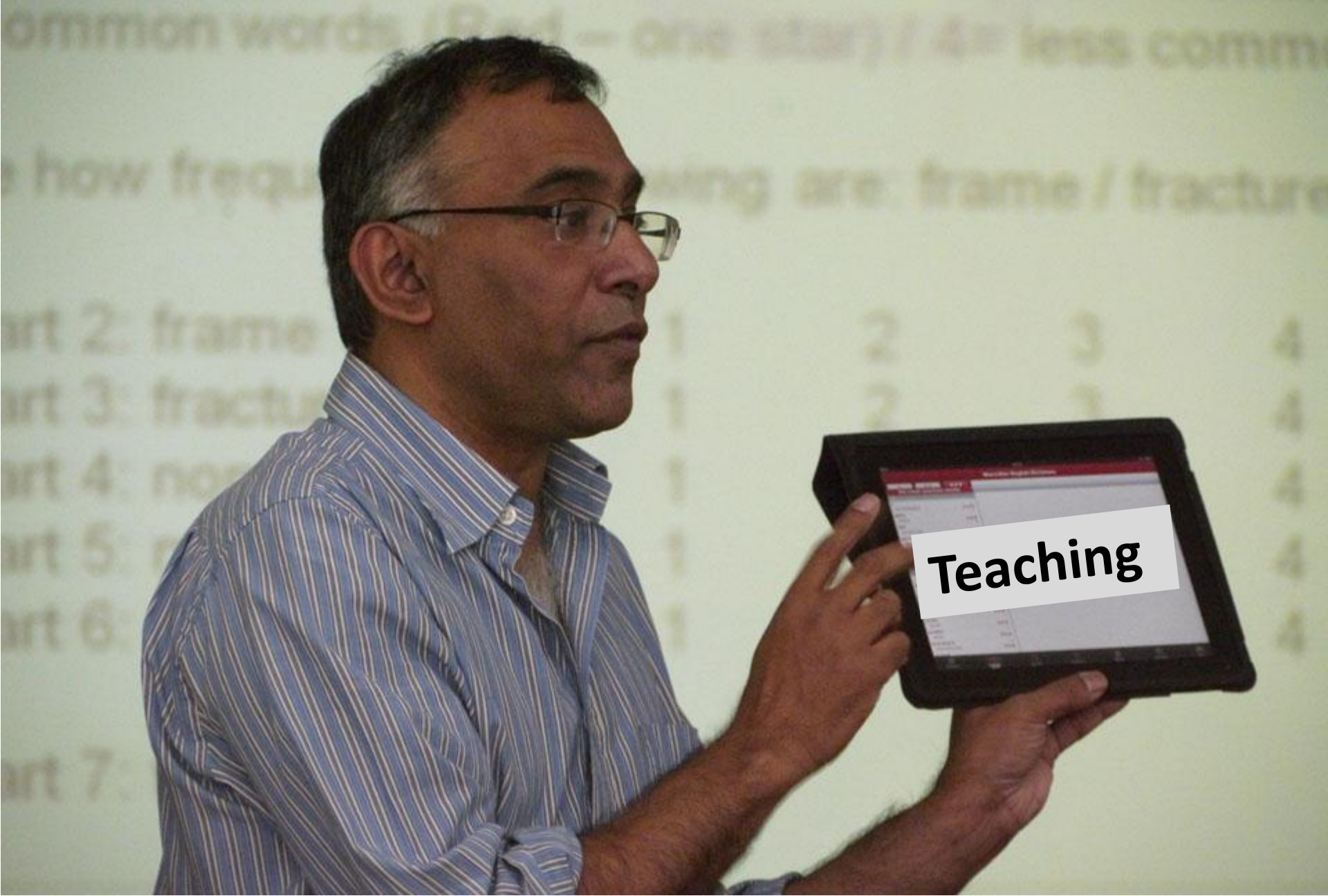
Controversies



Controversies

- ▶ **Will printed course books disappear?**
- ▶ **Mobiles in class: on or off?**
- ▶ **Should schools invest in Interactive whiteboards?**





Teaching



Practical teaching ideas

Grammar

Vocabulary

Language skills

Listening & Reading

Speaking & Writing

Phonology



Grammar

Interactive
Exercises
24 /7

Grammar
reference
materials



Grammar

Infinite clone tool



Right or wrong?

“I am born in Poona”

“I have seen Mark yesterday”

“I am in London for two days”

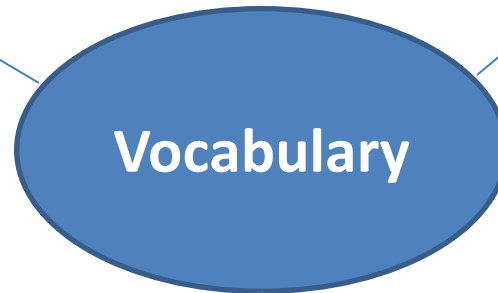
“If I will see James, I will give him the message”



Vocabulary

Review

Storage



Dictionary apps

Word frequency

Dictionary Thesaurus

MACMILLAN
DICTIONARY



The game interface shows a vertical progression of five levels, each represented by a small house icon. The levels are labeled 'Lvl 1' through 'Lvl 5'. Red arrows point downwards from each level to the next. At the bottom of the progression is a red button with the word 'Graj' in white.

Red Words Game

Try your luck with the new Red Words Game to test your awareness of word frequency.

Time left: 01:24

Score: 0

receive

(verb)



A red button with a single white star on the left and the text 'One-star word?' on the right.



A red button with two white stars on the left and the text 'Two-star word?' on the right.



A red button with three white stars on the left and the text 'Three-star word?' on the right.

Listening

'Out of class'

Strategy
work



Choice

Video Bank



VIRTUAL WORLD / REAL MILLIONS

00:13/02:22

Unit 1 Virtual World / Real Millions

Voice-over: Have you ever dreamt of reinventing yourself as a completely different person? Well, I've done it. This is me inside a virtual world called Second Life. It's a place full of strange islands and towns and buildings created by people who live here. And the rules are: there are no rules. Once you've created an account, which you do for free, you create an avatar, which is basically a digital version of yourself. The fun starts choosing your new body, or avatar. There's something for all tastes. You can be female, male, or even something called a

Reading

Graded
readers

E-book
readers



Skimming

The screenshot shows the IELTS app interface. At the top is a red navigation bar with a 'Menu' button, a home icon, back and forward arrows, and a progress indicator '0 / 5'. Below the bar, the breadcrumb path 'READING > SKIMMING > BASIC SKIMMING TECHNIQUES' is displayed. The main heading is 'SKIMMING FOR CONTENT WORDS'. The text explains that when skimming, the eye should move quickly over the surface of the text to understand meaning without looking at every word, focusing on content words like nouns, adjectives, verbs, and adverbs, while ignoring functional words like 'at', 'in', 'the', and 'for'. A red vertical bar on the left side of the instruction box highlights the start of the reading passage. The instruction box contains the text: 'You are going to read the first section of a reading passage. Choose the speed at which you want the text to disappear and then answer the questions that follow. To make sure that you read quickly and efficiently remember to focus on content words and ignore functional words.' Below the instruction box are three speed selection buttons: 'Slow' (selected), 'Medium', and 'Fast'. There are also 'Pause' and 'Reset' buttons. The reading passage title is 'The disappearance of small shops' and the section is 'Section 1'.

Menu

READING > SKIMMING > BASIC SKIMMING TECHNIQUES

SKIMMING FOR CONTENT WORDS

When you skim a text, your eye needs to move over the surface of the text very quickly in order to understand the meaning without looking at every word. Focus on content words like nouns, adjectives, verbs and adverbs, but especially nouns and verbs. Learn to ignore functional words like *at*, *in*, *the*, *for* and so on. Also notice any negative or positive words.

You are going to read the first section of a reading passage. Choose the speed at which you want the text to disappear and then answer the questions that follow. To make sure that you read quickly and efficiently remember to focus on content words and ignore functional words.

Slow Medium Fast

Pause Reset

The disappearance of small shops

Section 1



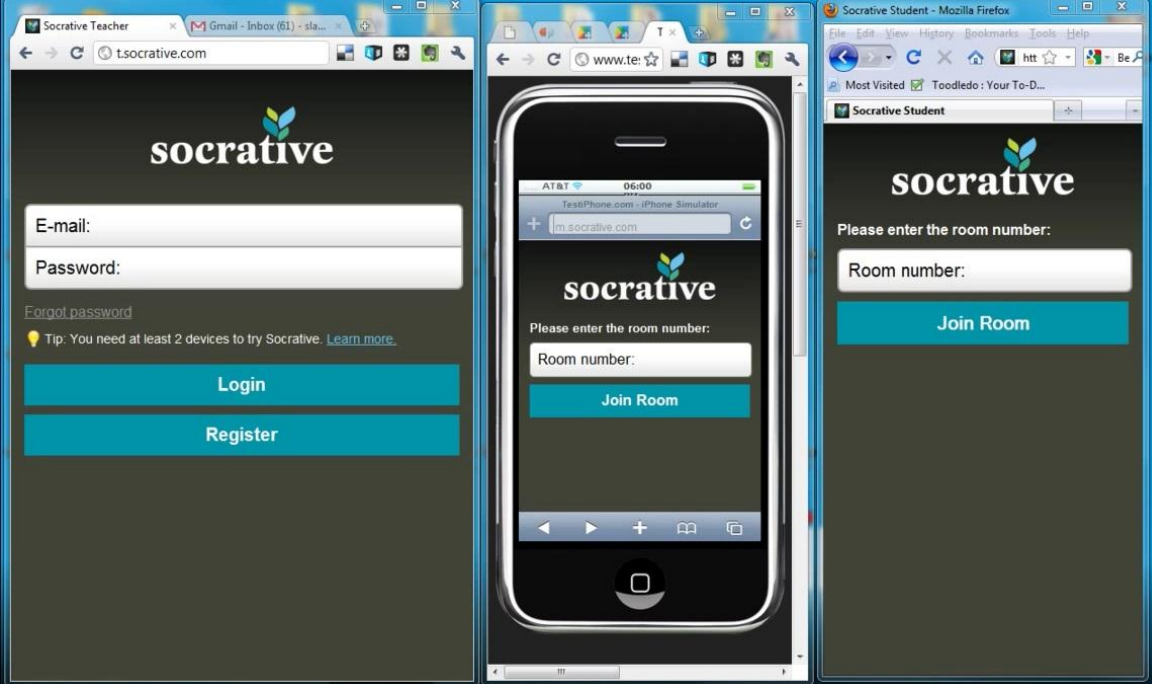
Speaking

Presentation
tools

Voice
recognition



Recording



Polling

From: Socrative

socrative

ROOM: 785048
micelt - Sun Sep 14 2014

GET REPORT

EXIT

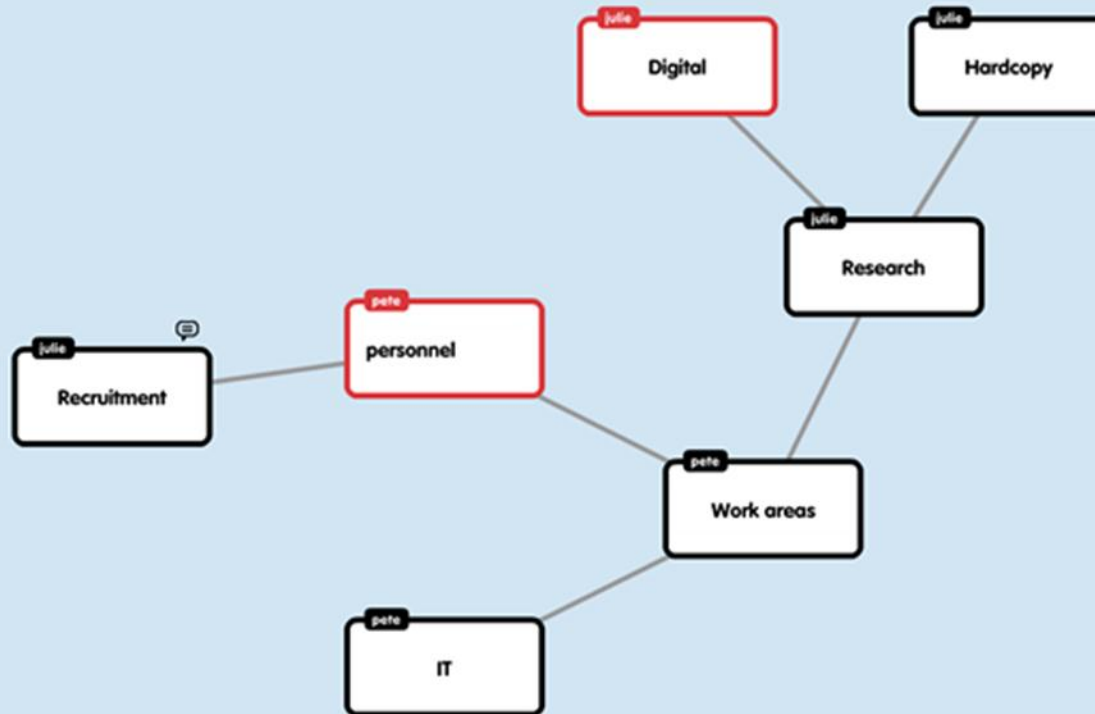
Dashboard			No activity	Refresh
	Progress	1		
Aniza	100%	B		
Jjiewiejie	100%	C		
Jul	100%	B		
Lee, jill	0%			
Lokman	100%	B		
Minica	100%	B		
Naga	100%	C		
Shakiera	100%	C		
Sitha	100%	C		
Sophis	100%	C		
eka	100%	C		
mayasari winda	100%	B		
pmg4lktan	100%	B		
rg selva	100%	C		
yongleechoo	100%	C		
Class Total				

Writing

Feedback:
Comments /
Camtasia

Wikis for
collaboration





Phonology

Games

Apps



Sounds

Back this

ɪ:	ɪ	ʊ	u:	ɪə	eɪ		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Tap a symbol to hear the sound.
Tap and hold to hear the sound and an example word.

Rotate for full screen view.

In conclusion

Diversity

Excitement

“Beyond the wow factor”

Incorporate if appropriate

‘Carefully and critically’ (Ur)



Overview

- **Background**
- **Innovations**
- **Controversies**
- **How teaching has changed**

Teaching & learning English with today's technologies



Thank-you!

Pete Sharma
Tunis, March 2015