

Technology and the language classroom



Valentina Morgana

valentina.morgana@me.com

Twitter: @vmorgana

Blog: www.valentinamorgana.wordpress.com



Introduction



Dr. Justin Tarte @justintarte

Feb 11

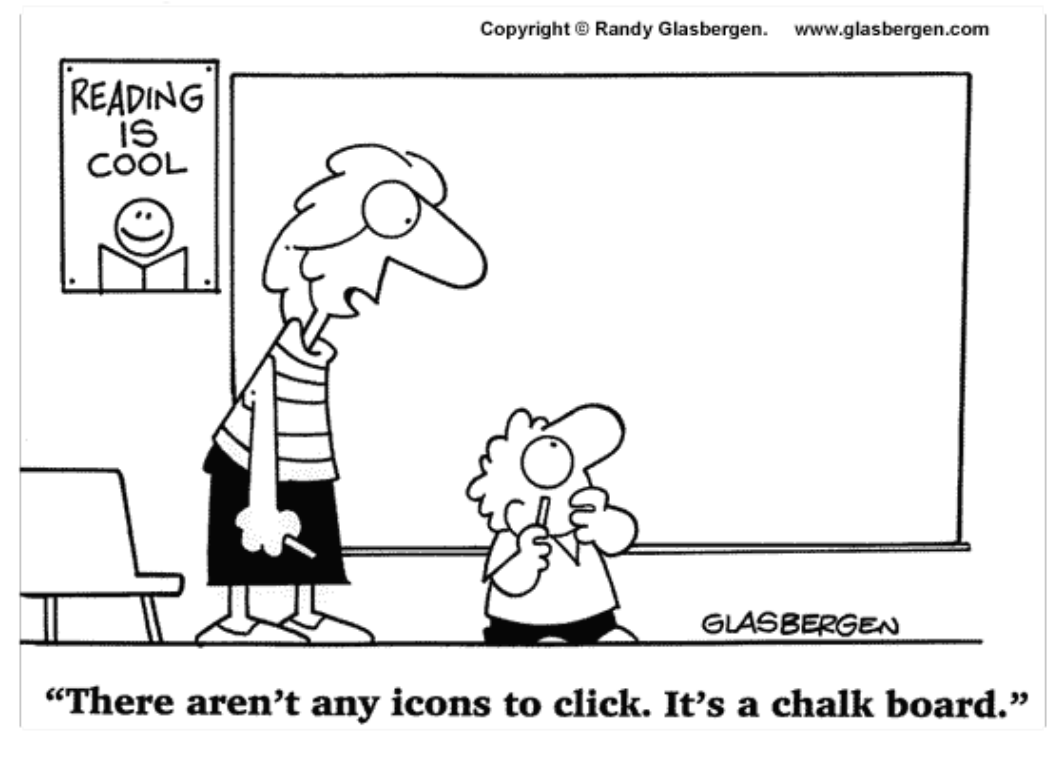
"Technology won't replace teachers...but teachers who use technology will probably replace teachers who do not." #edchat

#leadership #edtech

Collapse Reply Retweet Favorited More

This presentation will look at:

- **Why** using technology in education is a good idea
- **How** to integrate technology into the language classroom
- Technology as a Teacher Professional Development tool



What is technology?



- IWB (Interactive White board)
- Computer labs
- Web 2.0
- Mobile learning



You may not have all of these devices in your classroom, but you can still try to make the most of what you have.



Benefits of using technology

- Immediate feedback
- Individualisation in a large class
- Pair and small group work on projects
- Fun factor
- Variety in resources available and learning styles
- Real-life skill building in computer use



(adapted from Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. Language Teaching, 31, 57-71.)

Learning styles

Over the last few years the terms learning styles have been used many times in any classroom management course. The message should be: the more you know your students' learning styles the better your activity planning will be. Not as simple as it looks, but crucial. Knowing the learning styles we like and which we tend to avoid can increase the effectiveness of our learning, and if we want our students to learn more effectively we should look for different activities which might suit different learning styles.

from <http://valentinamorgana.wordpress.com/2013/02/01/learning-styles-and-young-learners/>

Personalised Learning > one-size-fits-all learning is an outdated idea. Although there are still many steps to follow, **technology can help each learner get exactly what they need.**

THE 7 STYLES OF LEARNING

VISUAL (SPATIAL):

You prefer using pictures, images, and spatial understanding.

- Use images, pictures, color and other visual media to help you learn
- Use color, layout, and spatial organization in your associations, and use many 'visual words' in your assertions.
- Use mind maps
- Replace words with pictures, and use color to highlight major and minor links

SOLITARY (INTRAPERSONAL):

You prefer to work alone and use self-study.

- You prefer to learn alone using self-study
- Align your goals and objectives with personal beliefs and values
- Create a personal interest in your topics
- When you associate and visualize, highlight what you would be thinking and feeling at the time
- You drive yourself by the way you see yourself internally
- Modeling is a powerful technique for you
- Be creative with role-playing
- Your thoughts have a large influence on your performance and often safety

AURAL (AUDITORY-MUSICAL):

You prefer using sound and music.

- Use sound, rhyme, and music in your learning
- Use sound recordings to provide a background and help you get into visualizations
- When creating mnemonics or acrostics, make the most of rhythm and rhyme, or set them to a jingle or part of a song
- If you have some particular music or song that makes you want to 'take on the world,' play it back and anchor your emotions and state.

SOCIAL (INTERPERSONAL):

You prefer to learn in groups or with other people.

- Aim to work with others as much as possible
- Role-playing is a technique that works well with others, whether its one on one or with a group of people
- Work on some of your associations and visualizations with other people
- Try sharing your key assertions with others
- Working in groups to practice behaviors or procedures help you understand how to deal with variations

VERBAL (LINGUISTIC):

You prefer using words, both in speech and writing.

- Try the techniques that involve speaking and writing
- Make the most of the word-based techniques such as assertions and scripting
- Record your scripts using a tape or digital audio recorder (such as an MP3 player), and use it later for reviews
- When you read content aloud, make it dramatic and varied
- Try working with others and using role-playing to learn verbal exchanges such as negotiations, sales or radio calls

PHYSICAL (KINESTHETIC)

You prefer using your body, hands and sense of touch.

- Focus on the sensations you would expect in each scenario
- For assertions and scripting, describe the physical feelings of your actions.
- Use physical objects as much as possible
- Keep in mind as well that writing and drawing diagrams are physical activities
- Use role-playing, either singularly or with someone else, to practice skills and behaviors

LOGICAL (MATHEMATICAL)

You prefer using logic, reasoning and systems.

- Aim to understand the reasons behind your content and skills
- Create and use lists by extracting key points from your material
- Remember association often works well when it is illogical and irrational
- Highlight your ability to pick up systems and procedures easily
- Systems thinking helps you understand the bigger picture
- You may find it challenging to change existing behaviors or habits
- If you often focus from analysis paralysis, write 'Do It Now' in big letters on some signs or post-it notes



Sources:
<http://www.learning-styles-online.com/overview/>

Essential practices in using technologies



- Always state why you are using technology, plan carefully and integrate it into the work.
- Train yourself. Do not be afraid to know and use many different tools. Study one tool and try to master it.
- Try to be consistent. Do not abandon a tool if you used it and it worked. Students like to keep on working on things they were successful with.
- Always look at your students. How do they use technology? Are they following your instructions? Monitoring is a key issue to build trust and best practices in using technology.
- Make sure all students are equipped with the same digital technology. If there are not enough headphones, do not use them. Allow computer sharing only in project/pair/group work.

Essential practices in using technologies

Some problems to keep in mind



Using technology requires time: good planning and training are key points to ensure the success of your lesson.



School technological equipment: not all schools have the same technological equipment. Check what is available in your school, then plan a lesson accordingly to what you have. If your students can use iPads in the classroom you can look for a new app, if they only have a regular computer lab with internet access there are a lot of free webtools you can explore.

Integrating technology into the ELT classroom

Listening and Speaking

Using videos

Videos are sources of authentic language and they can easily engage students and spark conversation.

Two of the best online video resources are TED and FilmEnglish.

TED is a collection of talks: you can browse them by subject, length, or rating.

Film English is a website focused on lesson plans about the use of video and film to teach English.

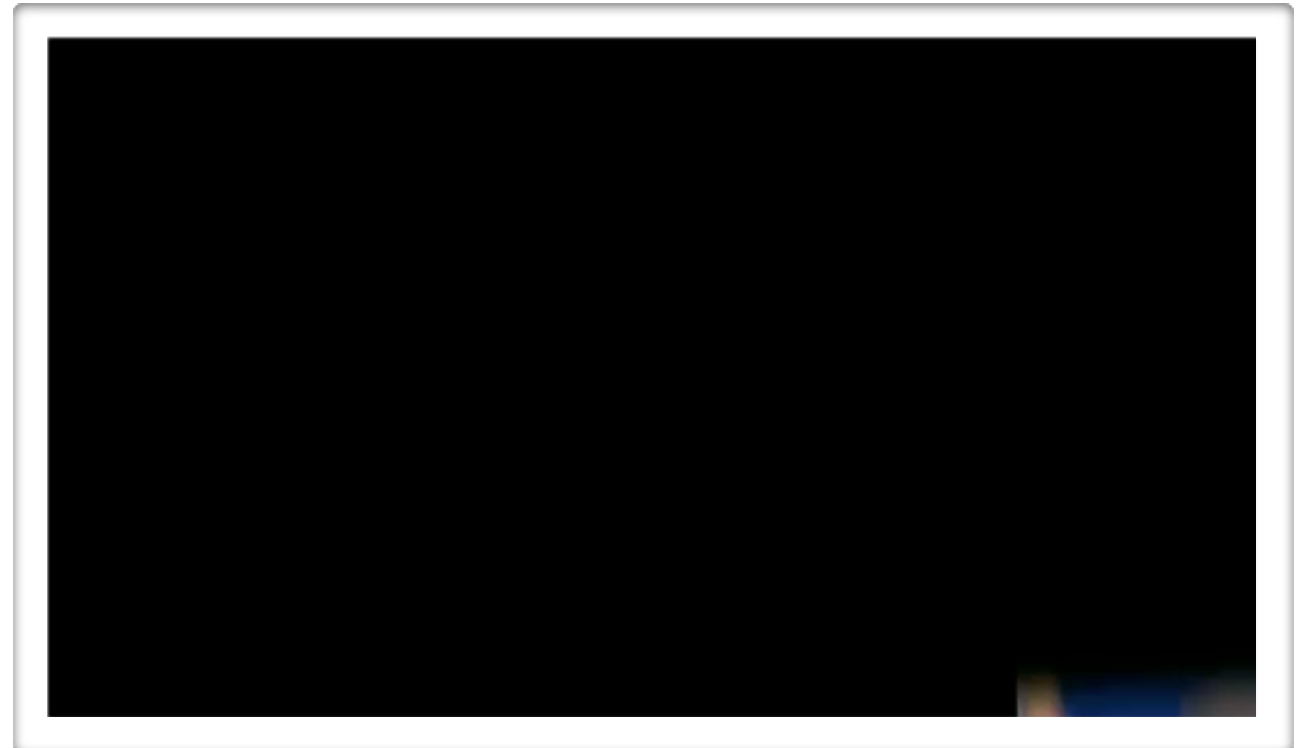


Integrating technology into the ELT classroom

Listening and Speaking

TED
TALKS - a lesson plan

Jamie Oliver's TED Prize wish: Teach every child about food



1. **Pre-listening/watching - prediction**

Show students the name of the speaker and the title of the talk. Ask them questions about what they think the talk will be about, what the speaker's ideas could be on that topic and why.

Put key vocabulary on board.

2. **While watching - vocabulary focus**

Give students a card with the numbers 1-15 on it, ask them to write down 15 words they would use to summarise the talk or some ideas of the speaker. They can also choose to write some words they don't understand.

Integrating technology into the ELT classroom

Listening and Speaking



- a lesson plan

Jamie Oliver's TED Prize wish: Teach every child about food



3. **Post listening/watching - speaking**

Ask students to share the words they have written down and why. In pair/ groups they can start summarising the talk, focusing on key points.

4. **Follow up activity**

Interview Jamie Oliver: based on the talk and the summary, students are now acting as journalists, they have to write an interview with the speaker and use parts of the talk as answers.

Note: Original video available here http://www.ted.com/talks/jamie_oliver.html
There is an available subtitled version for every TED Video.

Integrating technology into the ELT classroom

Lexis

Word Clouds are an amazing tool to get any teacher start using technology and a powerful way to introduce, focus, manipulate lexis for teachers and students.



Word Cloud of *Oh Captain my Captain* by Walt Whitman (common English words have been removed)

- Wordle is one of the easiest and immediate webtools to create Word Clouds
- Just paste a text into the window, click on 'create' and you'll have your word cloud in a few seconds
- There are many options for teachers. For example, you may want to remove common English words or leave words as spelled (e.g. when you create a word cloud from a literary text)

[illegible]

- [illegible]

Integrating technology into the ELT classroom

Writing

theguardian



twitter

Twitter Fiction: your 140 character stories (source: The Guardian)

The Guardian recently challenged well-known writers to write their fiction in 140 characters.

AM Homes

Sometimes we wonder why sorrow so heavy when happiness is like helium.

Tweet #140novel

Sophie Hannah

I had land, money. For each rejected novel I built one house. Ben had to drown because he bought Plot 15. My 15th book? The victim drowned.

Tweet #140novel

Andrew O'Hagan

Clyde stole a lychee and ate it in the shower. Then his brother took a bottle of pills believing character is just a luxury. God. The twins.

Tweet #140novel

AL Kennedy

It's good that you're busy. Not great. Good, though. But the silence, that's hard. I don't know what it means: whether you're OK, if I'm OK.

Tweet #140novel

Jeffrey Archer

"It's a miracle he survived," said the doctor. "It was God's will," said Mrs Schicklgruber. "What will you call him?" "Adolf," she replied.

Tweet #140novel

Use it in class as a creative writing activity

1. Ask students the same task using vocabulary you recently introduced.
2. Ask students to write their fiction as a chain-writing activity (each student will add a new part to the story).
3. They can do it on Twitter (choose the hashtag you prefer) or, if they do not have an account they can use Google docs.

Technology for Teacher Professional Development



Nowadays technology and web 2.0 can be of great help for language teachers. Here are a few tips to keep being a lifelong learner.

1. Join free online courses for teachers > There are some interesting free courses for teachers around the web. EVO sessions supported by TESOL global, usually start in January. It can be a great experience, and a great chance to learn about new webtools. You can also have the chance to listen to and even chat with great ELT speakers, and meet a lot of nice teachers around the globe.

2. Read ELT blogs > Start reading posts from famous ELT authors and publishers to a variety of ESL teachers. It's a great help for everyday lessons, but also a rich methodology support. Must-read blogs are:

- An A-Z of ELT by Scott Thornbury (on methodology)
- FreeTech for Teachers (on technology in education)
- OUP ELT Global blog (on various ELT ideas and experiences)



Technology for Teacher Professional Development



3. **Join online webinars** > there are a series of free webinars for teachers held all around the web. I enjoy following the British Council Teaching English, or MacMillan Interactive series.

4. **Start building a PLN** > I joined Twitter more than a year ago. I think it is one of the most powerful tools for building your PLN (Personal Learning Network). Start following big ELT people, share articles and lesson ideas.

5. **Participate in #eltchat** > The chat is held every Wednesday on Twitter (1 p.m or 9 p.m.), it's a great way to learn and discuss key ELT topics. You can read some summaries on the website www.eltchat.org

