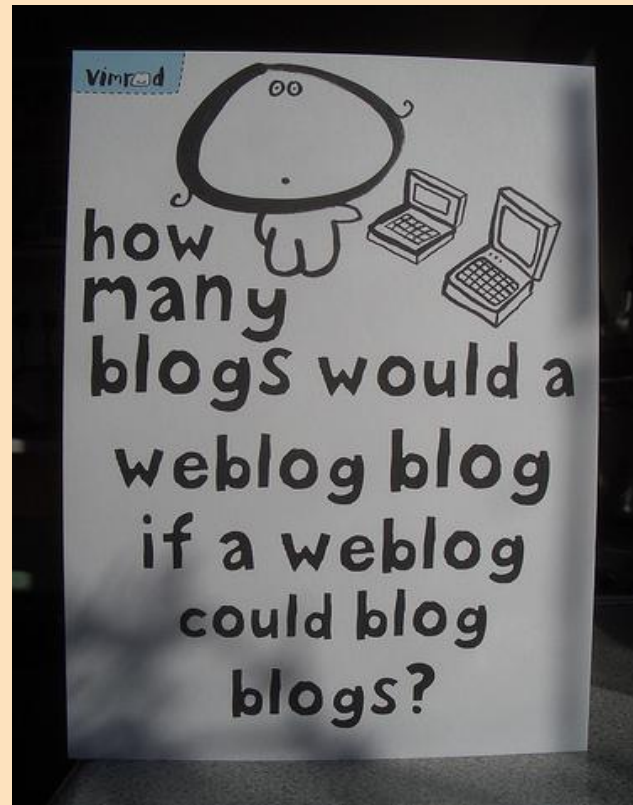


If you can't beat them, join them – Using technology in the language classroom



Overview

- Why can't we avoid technology?
- Why is it difficult for us?
- In what way are learners different?
- A short history
- Some concrete examples
- Benefits of using ICT in language teaching
- Considerations
- Assessment

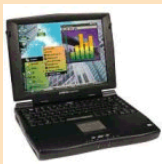
digital immigrant



technophobe

technogeek

digital native



Why is it difficult for us?

My students know so much more about computers than I do.

Why use computers anyway? We've got a perfectly good coursebook.

Another new method? No, thanks

Technology distances people

I'd like to use computers more, but preparing materials is so time-consuming...



In what way are learners different? (Prensky, 2004)

- communication
- sharing
- exchanging
- creating
- meeting
- collecting
- evaluating



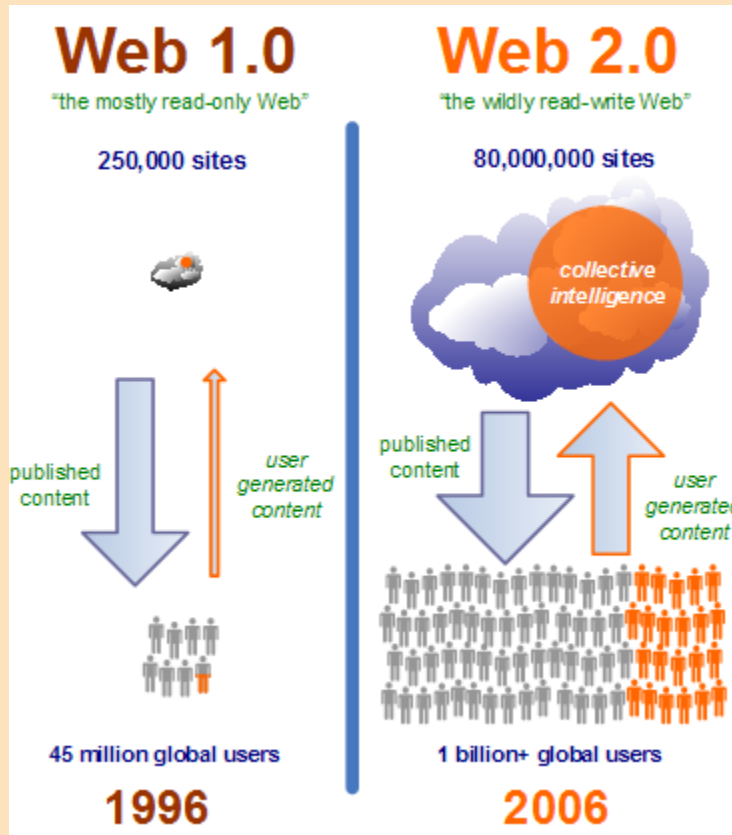
<http://www.flickrhttp://farm3.static.flickr.com/>

A short history of using technology in the language classroom:

1960s,70s : tape recorders, language laboratories, video players

1980s: CALL, respond to stimuli, text reconstructions, individual tasks, CD-ROMs

1990s: ICT (Internet, computer programmes, web-based tools, TELL)



Introduction to web 2.0

"Please describe web 2.0 to me in 2 sentences or less."

"You make all the content. They keep all the revenue."
(YouTube...).

<http://bash.org/?779320>

Web 1.0 = Personal Website / Web 2.0 = Blog

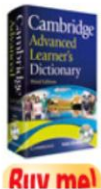
Web 1.0 = Britannica Online / Web 2.0 = Wikipedia

English Language Teaching...

CAMBRIDGE Dictionaries Online

the web's favourite learner dictionaries

Cambridge Advanced Learner's Dictionary



[Look it up](#)
 Select another dictionary...
 Select another dictionary...
 Learner's American English Idioms

Give you the help you need for people learning



Válasszon kiadványainkból!

Szótárak

Tankönyvsorozat

2009. október

K	Sz	Cs	P	Szo	V
	1	2	3	4	
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	



Longman Kávéház

levelünk középiskolai és egyetemi tanároknak

- Legfrissebb híreivel
- Archívum
- Feliratkozás

Óvoda | Általános tagozat | Felső tagozat | Középiskola | Főiskola | Nyelviskola | Könyvesbolt | Nyelvtanulók

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Do you want to differentiate your institution?
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- AUTOMATICALLY MARKED EXERCISES
- PROVIDES PERFORMANCE REPORTS FOR INDIVIDUALS AND WHOLE CLASSES
- TEACHERS CAN EDIT THE CONTENT TO SUIT PARTICULAR CLASSES



Digital resources for Interactive Whiteboards Oxford iTools

Oxford iTools | New Headway Plus iTools | Project iTools | Solutions iTools | New Headway iTools | English Result iTools | The Happy Series iTools | Incredible English iTools

Oxford iTools

Oxford iTools are digital resources for a range of Oxford University Press courses, giving you material that's easy to use on the Interactive Whiteboard and brings learning alive in class. Oxford iTools have been designed specifically for Interactive Whiteboards, but can also be used with data projectors and PCs or laptop computers.

- pre-selected course content
- additional activities and games
- pedagogical support for teachers

>> Minimum technical requirements - pdf

Out Now

Headway Plus

Project

Solutions

Coming soon...

English Result

Happy Series

Headway

INCREDIBLE ENGLISH

Family Friends



Login Email Enter email address Password Login Forgotten password?

Current Location: Home > Teacher Support > Useful links

Useful links: ESL/ELT websites

Weblinks

Macmillan and onestopenglish are not responsible for the content of external internet sites.

- eflworksheets.com
- English-Online
- Humanising Language Teaching
- The Internet TESL Journal
- National Literacy Trust
- TeachingEnglish

Bookmark with:

- Delicious
- Digg
- reddit
- Facebook
- StumbleUpon

What are these?

Registered users

The Staff Room

Site search

Advanced search

Quick search

Age Group

Variety of English

Level

Language Focus

Theme

MACMILLAN DICTIONARY

Projects online...an example

icEurope

A COMENIUS INTERCULTURAL
WEB COLLABORATION PROJECT



What is icEurope about?

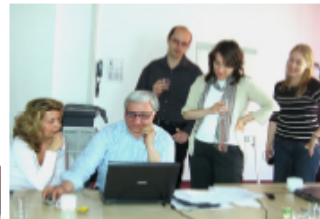
icEurope sets out to gain insights into foreign language and intercultural learning within a **web-enhanced English classroom** on the basis of a combined model of intercultural foreign language learning.

4 classes from Bulgaria, Hungary, Italy, and Turkey will collaborate online in **Moodle**. On the learning platform, the learners engage in exploring and negotiating intercultural topics and contents with their peers in communicative and collaborative activities.

The focus is on their **icEnglish**: the lingua franca English needed to collaborate and communicate intercultural successfully.

MAIN ASPECTS

- INTERCULTURAL COMMUNICATION
- ENGLISH LANGUAGE LEARNING
- E-LEARNING & WEB COLLABORATION IN MOODLE



Project results will include:

Grassroots insight

Grassroots analysis of the three theoretical concepts involved (intercultural communication, English as a lingua franca, e-learning) & a survey on current practices (incl. analysis of curricula, learning objectives, teaching methods and materials).



Pedagogic model of intercultural foreign language learning

Development of a theoretical-methodological model for enhancing *icEnglish*, i.e. English as lingua franca used for intercultural communication purposes.



Intercultural web collaboration

In an authentic, communicative, and constructive Moodle learning environment, the learners will negotiate intercultural topics and contents with their peers, exploring and co-constructing their own English.

Teacher workshops & training materials

Several workshops based on the icEurope approach in all the partners' countries: teachers and trainees will have the opportunity to work hands on in Moodle and with the icEurope materials; training materials are designed to be used for future (teacher-teacher) workshops. Opportunities for real web collaboration follow-ups are given.



icEurope booklet (digital & print)

A booklet with icEurope materials and results will be published to provide teachers and trainers with activities & suggestions for teaching 'intercultural English' online and via web collaboration.



Moodle platform for teachers

Based on the project insights, a Moodle platform will be set up for teachers to carry out their own web collaborations in the future.

www.icurope-project.eu

This project has been funded with support from the European Commission. This poster reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. With the support of the EU Lifelong Learning Programme Grant 142672-LLP-1-2008-1-DE-COMENIUS-CMP.



Forums

The screenshot shows a Mozilla Firefox browser window displaying an Eventbrite forum thread. The browser's address bar shows the URL: <http://www.eventbrite.com/forums/YaBB.pl?num=1214404997/0#0>. The browser's menu bar includes File, Edit, View, History, Bookmarks, Tools, and Help. The browser's toolbar shows various navigation and utility icons, including a search bar with the text "Search".

The Eventbrite forum page has a dark blue header with the Eventbrite logo and the tagline "events made easy". The forum post is titled "Remove competitors's names from forum filter list (Read 0 times)". The post is by a user named "thomast" and was posted "Today at 10:43am". The post content reads:

I found it mildly disconcerting but ultimately rather funny when I figured out that certain [eventbrite competitors' names are in the forum word filter list](#).

However, in a non-profit technology forum that I read, in a [thread where I had sung eventbrite's praises](#), a new Eventbrite user reports that one filter replacement can cause users to be redirected to a not-safe-for-work site. You've lost at least that customer, and probably some number of future prospective customers with this.

It's time for it to go - it may have been funny in the past, but not any more. Eventbrite has proven its mettle with functionality and customer service. Forcing forum users to speak ill of competitors in the forums with tech tricks confuses and angers forum users and is a childish form of censorship. Your openness to user feedback is one on Eventbrite's greatest strengths, and sometimes feature requests are best made by referencing another service.

Stop being afraid of other services being mentioned in your forums and remove the filters.

Thomas Taylor
Greater Philadelphia Cultural Alliance

The forum interface includes navigation links such as Home, Help, Search, Members, Profile, Notification, and Logout. The post also has a "Back to top" link and a "IP Logged" indicator. The browser's status bar at the bottom shows "Done" and "Open Notebook".

Chats

The screenshot shows a Yak! chat window with a blue title bar. The chat history includes:

- 4:44:24 PM - Andy to Robert: Great! 😊 What are you up to?
- 4:45:20 PM - Robert to Andy: Not much. You know, Yak! is a fantastic chat app. It's so easy to use! <http://www.digicraft.com.au/>
- 4:45:42 PM - Andy to Robert: Yeah, I know...
- 4:46:07 PM - 📎 - Robert to Andy: Hey, check out the attached mp3 file.
- 4:46:36 PM - Andy to Robert: Thankyou! I'll listen to it later.
- 4:46:56 PM - Robert to Andy: I enjoy using Yak! so much. I don't know what I'd do without it!!

The input area at the bottom shows the text "To Robert:" and "Yeah, I know what you mean." with a cursor at the end.

On the right side, there is a contact list with categories: EVERYONE, Friends, and Work. The contact "Robert" is highlighted in the Friends list.

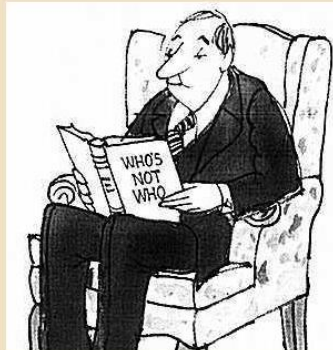
At the bottom of the window, it displays "Users: 32" and "Messages: 17".

Blogs

SIX THINGS

A MISCELLANY OF ENGLISH LANGUAGE TEACHING

Six Influential People in ELT today



For those of you who have been following this blog over the past six months you will no doubt have come across references to my (in)famous poll. I asked who the most influential people in ELT today are. To make it easier I included a **shortlist of names**,

RECENT POSTS

Six ways to exploit Obama's Nobel Peace Prize in class

Six things to know about Global

Six original topical teaching ideas for October

Ben Goldstein's six ways to sell English

Six classroom activities with mobile/cell phones

Six amazing words you never knew existed

Six things about teaching English in Romania

Six books that could

Nik's Learning Technology Blog

Tips, resources and teaching materials to help EFL and ESL teachers use ICT and new technology

Wednesday, 22 July 2009

Using Wise Quotes with EFL/ESL Students

I've always found wise (and sometimes not so wise) quotes really useful, both within the classroom with students and as a way of introducing a topic when writing materials. I've used lots of different websites to find quotes over the years, but **iWise** is certainly about to become my new favourite as it seems to have taken wise quotes to a new level.



You can search for quotes by keyword, look at quotes of the day, browse quotes by topic or just click for a random quote.

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Top 10 Most Read

- ◆ Using Word Clouds in EFL/ESL
- ◆ Text to Speech Movies for EFL/ESL
- ◆ Teaching English in Second Life
- ◆ Picture phrases
- ◆ Online Video: What does it have to offer?
- ◆ Online Video: For Language Development
- ◆ Make your own animated movies
- ◆ Create your own social network 7 steps
- ◆ Animating vocabulary
- ◆ 12 Second Video Clips for EFL/ESL

Past Postings

▼ 2009 (6)

▼ July (2)

Using Wise Quotes with EFL/ESL

Wikis



Podcasts 1: ELT Podcasts

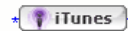


[HOME](#) > [Archive](#) > **ELT Podcast - Basic Conversations for EFL and ESL**

ELT Podcast - Basic Conversations for EFL and ESL

Robert Chartrand and Bill Pellowe

Subscribe free:



Theme-based conversations and language practice for students of English, such as EFL, ESL and ESOL. The dialogs have two or more speakers. Read transcripts and listen to mp3 files.

Archive

Click the link titles to read the podcast transcript or notes, and listen to the broadcast.


- **[Basic Conversations - Introductions](#)**
Nice to meet you! An EFL lesson about introducing yourself.
[1.04 MB, 2:03, March 2nd, 2007]
- **[Basic Conversations - How long are you staying?](#)**
When are you leaving?
[2.32 MB, 4:49, July 1st, 2006]
- **[Basic Conversations - What kind of sports do you like?](#)**
I like soccer. A basic conversation for English students.
[1.36 MB, 2:44, June 6th, 2006]
- **[Basic Conversations - The Weekend](#)**
Did you have a nice weekend?
[1.25 MB, 2:30, May 20th, 2006]
- **[Basic Conversations - Who did you talk to?](#)**
I talked to someone interesting yesterday.
[2.58 MB, 5:23, March 6th, 2006]
- **[Basic Conversations - Weekend plans](#)**
Do you have any plans for this weekend?
[2.43 MB, 5:03, March 3rd, 2006]
- **[Basic Conversations - How often do you go skiing?](#)**

Podcasts 2: Better at English

Better@English Real English Conversations: Don't step in the dog doo (4 of 4)

Posted on November 26, 2008

Filed Under [General silliness](#), [Idioms and slang](#), [Intermediate](#), [Pets](#), [Real English conversations](#), [Vulgar language](#) | 24 Comments

 Standard Podcast (0:40m): [Play Now](#) | [Play in Popup](#) | [Download](#)

Introduction

Hil Lori here, welcoming you to another episode of Real English Conversations from [betteratenglish.com](#).

In today's conversation, which is part four of four, my British friend Michael and I wrap up our lengthy conversation about the pros and cons of dogs, dog ownership, and dog owners. Warning: some of the vocabulary we deal with in this episode is a bit vulgar, so if you are sensitive or easily offended I suggest you stop listening now.

As always, you can find the **vocabulary notes** and full transcript of this podcast on our website, [www.betteratenglish.com](#).

OK, here we go!

English Learning Mp3

Guaranteed MP3 English Lessons And Free Email Course.
[LearnRealEnglish.com](#)

MP3 English Lessons




Download English Language Lessons & Secrets to English Success.
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Recent

- Real English Conversations: Don't step in the dog doo (4 of 4)
- Real English Conversations: Don't step in the Dog Doo (part 3 of 4)
- Real English Conversations: Don't step on the dog doo (2 of 4)
- Real English Conversations: Don't step on the dog doo (part 1 of 4)
- Interview with Lori from Better at English

Podcast levels

- Intermediate
- Upper intermediate
- Advanced

Categories

- Admin
- contests
- Learning resources
- Business English

Fea

Adverti

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Englist

Private

Dissert

accredi


Teach I


Master:


Photog

Top ESI

Sub:







Abc Bett

As always, you can find the **vocabulary notes** and full transcript of this podcast on our website, [www.betteratenglish.com](#).

OK, here we go!

Conversation Transcript

Lori: And some people... I swear, you know, dogs I think are great. It's dog owners that can be just really **lame** sometimes.

Michael: Mmm. Mmm..

L: There's a forest outside where I live here, where I like to go running and walking and...people, it's a great place. I don't see many people, but there are a lot of dog walkers who like to go there as well.

M: Yes.

L: And they don't want to keep their dogs on a leash a lot of times. They let their dogs kind of run wild, and a lot of them don't really have control over their dogs.

M: Right, right.

L: And the dogs can be quite aggressive sometimes. But then, dog owners are really weird. Sometimes they are so protective of their dogs and they think their dogs can do no harm.

M: Oh dear.

L: So they actually get angry at you, walking along telling you that, "Oh, it's because you're afraid, that's why he [the dog] is acting like that." And it's like...

M: "Of course I'm afraid. He's a giant dog with **slavering** fangs." Yeah.

L: Running up barking at me, not looking friendly. Of course I'm going to be afraid, you know? And I don't think it's my responsibility as, you know, a person wanting to use the jogging trail — that it's my responsibility to **tailor** my behavior to the comfort of dog owners. because it actually

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- British vs. American English
- Business English
- Grammar and usage
- Idioms and slang
- Vocabulary

348 BY FEEL

Sub

Abc Bett

E-mail

Interactive White Boards



What are the benefits of using technology in language teaching?

- motivation
- learner autonomy
- interaction and collaboration between learners in the same class
- group building
- collaboration and communication between learners in different countries
- exposure to different varieties of English
- exposure to and practice in all areas of language

What do we need to consider when using technology?

- core values and beliefs
 - aims and principles (e.g.: context rich environments, genuine needs and partners, priority to fluency)
 - teacher and learner roles (facilitation, learner-centredness)
- potential dangers
 - unpredictability of technology
 - misuse
- course planning
- time
- collaboration with colleagues