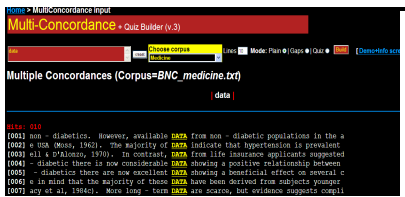


5 Technology has changed language teaching & learning forever

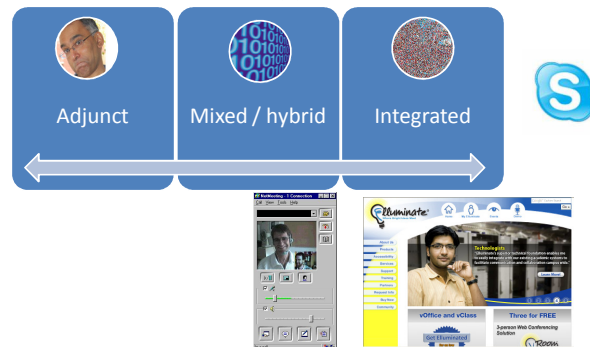


Multiple Concordances (Corpus=BNC_medicine.txt)

Augmented Reality App
 Tweet-deck Twitterverse
 "What's trending now?" Txt spk
 iPad Blog Wiki
 Back channel Web 2.0

6 Increase in the range of course types

GlobalEnglish®

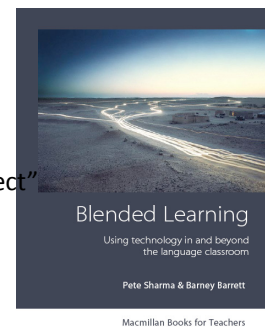


But

- Tendency to 'compare' f2f and 'online
- apples and oranges (Uschi Felix)
- + and – classroom / + and - online

7 Centrality of pedagogy

- What is it?
- So what?
- How to use it?
- "Beyond the wow effect"



8 CALL is 'situation-specific'



Levy and Stockwell

9 New opportunities for training



10 **Technology training for teachers** is different to **language teacher training**



Pedagogical issues - controversies

Interactive practice materials

Upside

- analytical learners
- anytime practice
- instant feedback
- good for 'crisp' areas
- tracking tools

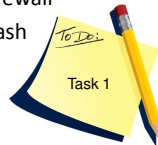
Downside

- 'skewer' language
- over-emphasise one area
- stimulus-response
- qualitative vs quantitative



Terminology and jargon

Xhtml php URL multiRom firewall
Wiki blog HUD algorithm flash



Definitions

Face-to-face interactive m-learning

Umbrella terms

Teacher / student / classroom



Level

| | | | |
|----------|------|------------|------|
| Teaching | High | | |
| | Low | | |
| | | Low | High |
| | | Technology | |

Knowledge vs skills

Technology in life vs educational technology

Resistance

- "I'd use it if it didn't crash"
- "Yes, but....."
- "It was working before the session"

Evaluation

- Judgemental / empirical (Chapelle)

Other reasons

- Giving up control.....
- Institutions making it difficult.....

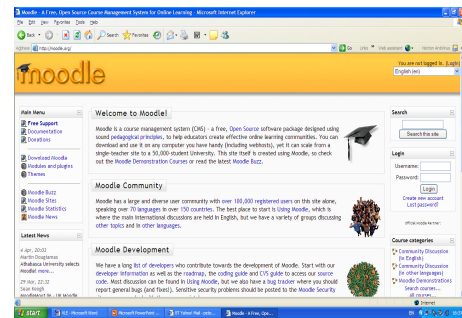


(1) Face-to-face ICT in ELT MA option module

Objectives of the course

- To provide students with a good overall understanding of the current technologies that can be incorporated into the teaching and learning of English.
- To build a strong understanding of the theoretical underpinning that links current approaches to language learning and the use of technology. This draws particularly on the work students have covered in the first term
- To develop a strong conceptual framework for understanding and evaluating ICT tools and technologies and their role in language teaching.
- To help students to cultivate their PLN (Personal Learning Network) and to utilize and use a whole variety of tools and technologies that will allow students to continue to develop professionally after the course.
- To understand the key areas of research currently being undertaken in the area of ICT and to foster interest in areas that might be of personal relevance to the students.

(2) Distance – University of Manchester



(3) Distance – ICT courses

Online Courses

What type of course you can take

Our online training courses cover a range of ICT skills and tools.

Choose from online training course categories:

CERTIFICATE **GENERAL** **SHORT**

Or explore our courses one by one:

- [Cert ICT: Certificate in Teaching Languages with Technology](#)
- [Blended Cert ICT: Certificate in Teaching Languages with Technology](#)
- [Cert IBET: Certificate in Business English Training](#)
- [eLearning in Practice](#)
- [VLE Starter](#)
- [VLE Scheduler](#)
- [eModeration: A Training Course for Online Tutors](#)
- [eModerators](#)
- [VLEs](#)
- [Blogs](#)
- [Podcasts](#)
- [ePortfolios](#)

We also deliver tailor-made online courses for staff training in any aspect of technology. Please [contact us](#) with your requirements.

(4) Blended CELTA



(5) Blended ICT in ELT



Second Life



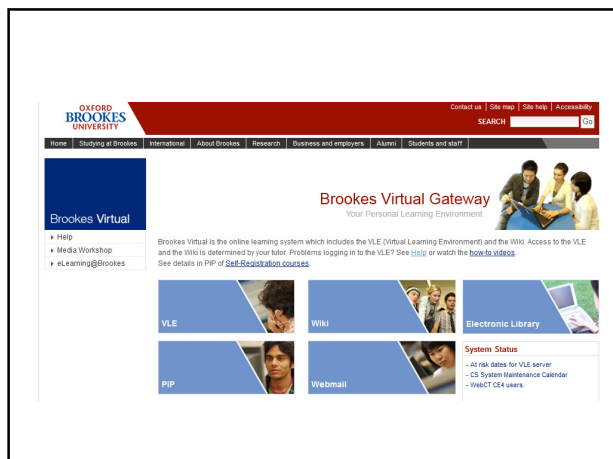
LanguageLab

VLE - School to university



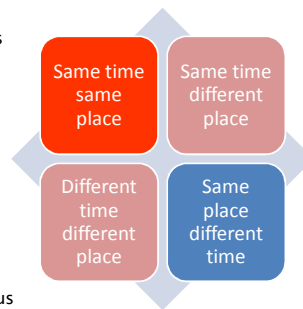
4 April, 2012

© Pete Sharma Associates Limited 2009



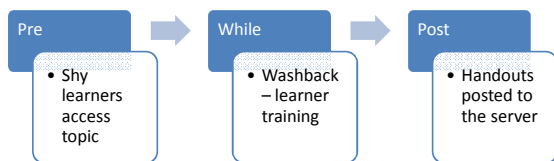
Focus on appropriacy

Synchronous



Asynchronous

Courses supported by VLE



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Virtual Learning Environments

Upside

- information on demand
- appropriacy e.g. Critical thinking
- pre/post course tasks
- Tracking tools
- More communication channels – broader appeal to learner style

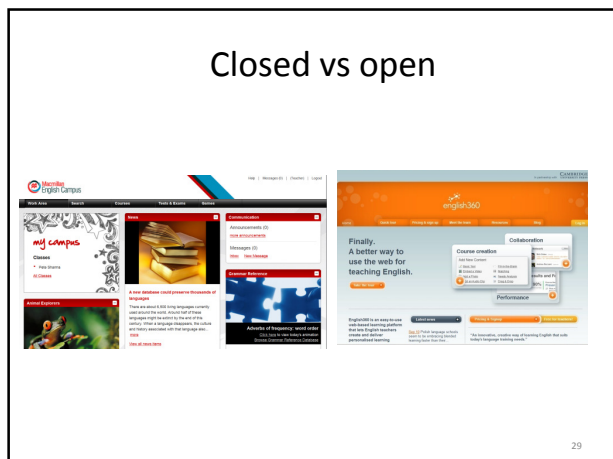
Downside

- time-consuming to learn
- 'blended courses' pleasing no-one

Features:

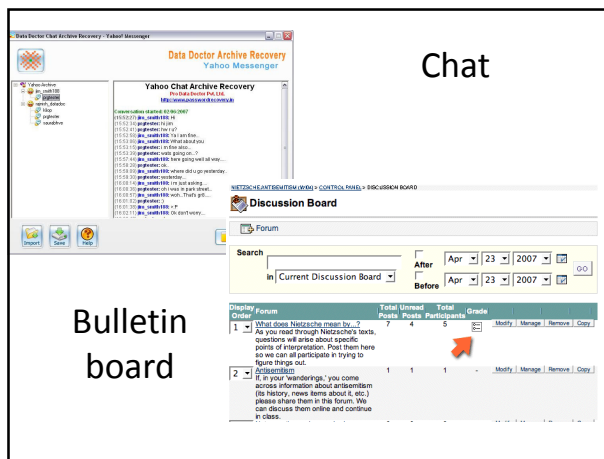
Assignments / Chatrooms / Questionnaire / Quizzes / Forum / Glossary / Handouts

Closed vs open



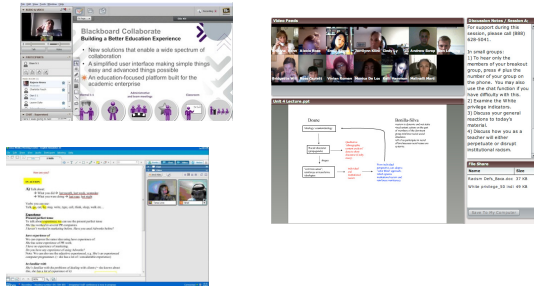
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Chat



Bulletin board

Virtual classrooms – Webex / Blackboard collaborate / Adobe Connect



What do we mean by Blended Learning?

Range of definitions

A combination of:

- In-class plus on-line
- Different methodologies
- Different technologies

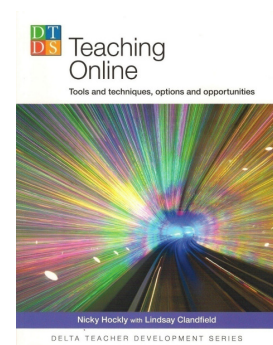


Blended Learning

Natural – range of definitions

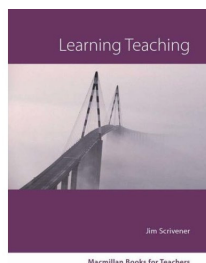
- Broad – “nothing new” vs Narrow – restrictive?
- Connotation + / -
- Cultural differences
- Subverted
- Diluted

- 100% f2f
- 80 / 20
- 50/50
- 20 / 80
- 100% online



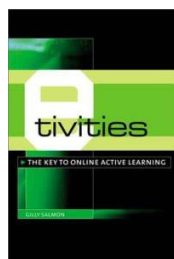
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Classroom teaching



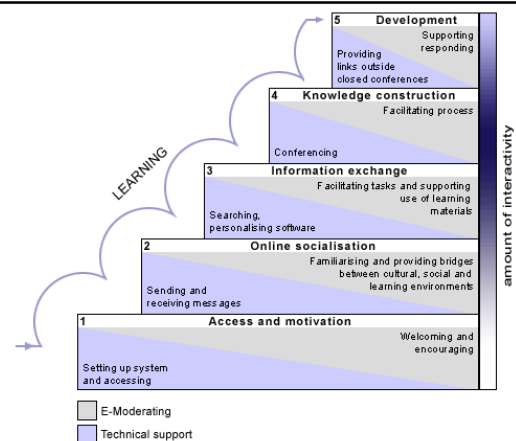
Scrivener

Distance learning

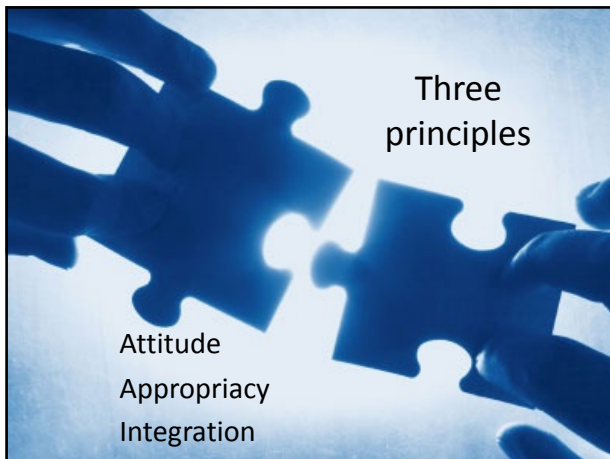


Gilly Salmon

35



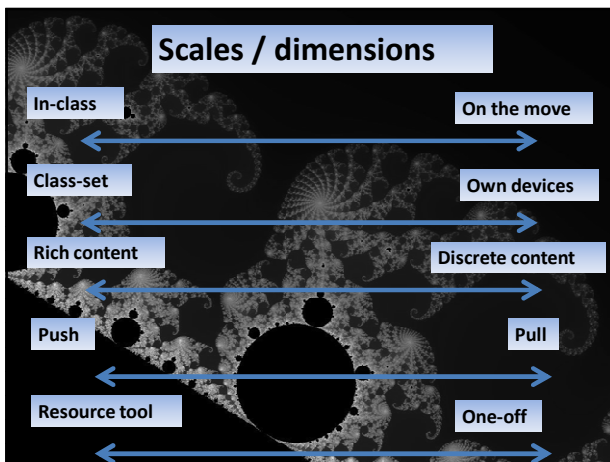
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M-learning

“learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies”.

http://en.wikipedia.org/wiki/Mobile_learning



Hardware

- Mobile-phone / Smart-phone
- iPod / iPod touch / mp3 player
- Laptop / Notebook - Netbook
- Tablet PC / iPad / Samsung Galaxy
- E-book readers
- Learner response devices
- Electronic translator

M-learning

| Upside | Downside |
|---|---|
| <ul style="list-style-type: none"> • buzz-term • add value • ‘just enough, just in time, just for me’ • exciting apps | <ul style="list-style-type: none"> • Range of interpretations • Over-reference to ‘apps’ • Small screen size |

Transferring to on-line - pros

- Anytime, anyplace
- Good for knowledge
- Can match – loop input
- Constructivist
- Critical thinking
- Show – Camtasia
- Individual learning path (Moodle)

Pros

- E-portfolios for teachers
- Good use of tools
 - Wall-wisher
 - Jing / Vocaroo: record and mail
 - Create a poster with Glogster
 - Etc.

Cons

- Not good for 'hands-on'
- Not good for initial TP
- Technology – robust?
- Disregard learner popularity of f2f

Who said.....?

- I felt a bit isolated when I had to make decisions
- The technology was my biggest worry.
Connections are always going down
- They don't have the experience of being taught and then transfer to their own practice
- I think I'm going to be able to fit the course around me and my schedule
- To be honest, I prefer working with paper rather than on the computer

Ken MacDougall Stevenson College Edinburgh

- I'd kind of made my mind up about the people on the course before we all got there
- I'm never exactly sure what the others are doing
- It allowed us to work with people in diverse geographical locations
- I don't feel I have any ownership of the material or delivery
- It's really useful to be able to go back to inputs or demonstrations whenever you need to

Ken MacDougall Stevenson College Edinburgh

Part 5 - Guidelines

- "Blended is best!"
- Differentiate – Initial / pre-service / TD
- Experiential nature of training
- Consider accreditation and quality
- "Rules for Netiquette"
- Vital role of the teacher / facilitator
- Remember Sugata Mitra!
 - 'hole in the wall' / 'friendly granny'

www.psa.eu.com

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WELCOME TO PETE SHARMA ASSOCIATES

PSA is an educational consultancy and training organisation for language teachers. PSA runs courses worldwide for teachers of English as a Foreign Language, teacher trainers and academic managers on how to successfully integrate educational technology into their language courses.

LEARN MORE

Plenary and workshops

Pete Sharma
Santiago, Chile - March 2012

Training
We offer courses for teachers, teacher trainers, Directors of Studies and academic managers who wish to gain confidence and competence in using technology.

Resources
This section contains a range of resources for teachers, students, Directors of Studies and organisations concerned with language teaching and learning.

Pete is looking forward to the English UK management conference in Oxford. Click on the announcement for more information.