

**BRITISH COUNCIL** TeachingEnglish


Learning Technologies for the Classroom

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**PLUGGED IN AND CONNECTED**  
 ROADSHOW  
 Learning Technologies for the Classroom

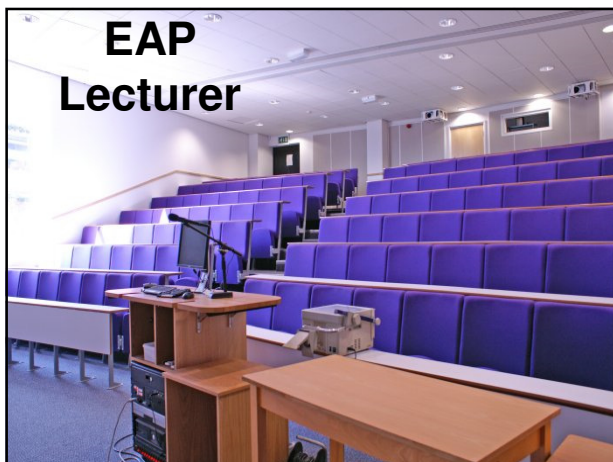
**Plenary session**

**Enhancing language learning through technology: teaching in the 21<sup>st</sup> Century**

**Pete Sharma**  
**February 2013**



## Director of training

## Author




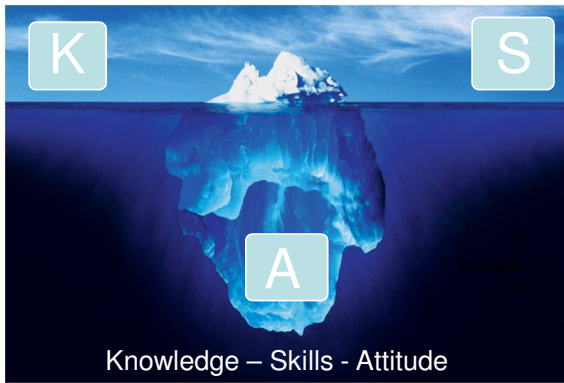
theround presents

**E-book**

April 2013

Pete Sharma & Barney Barrett

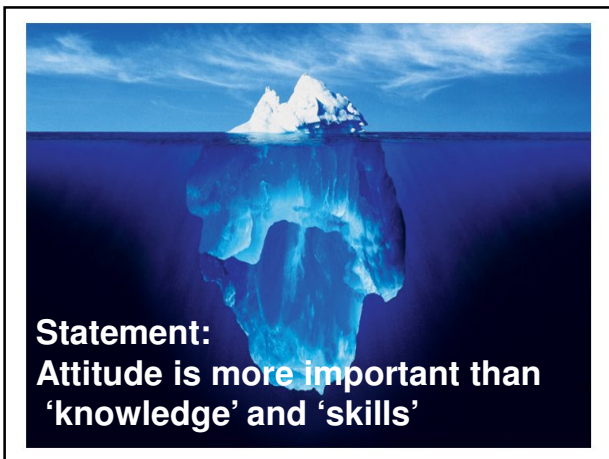
**Apptivities**  
 For Business English

**K S A**

**Knowledge – Skills - Attitude**

www.farmgirlfollies.com



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Session aim

To provide a 'snap-shot' of language teaching using technology

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Overview

- Six statements about the digital world
- Critical analysis of six technologies



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Statement one

New, digital world

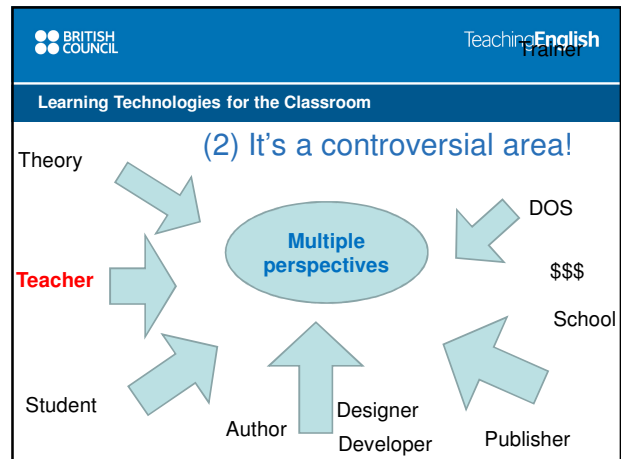
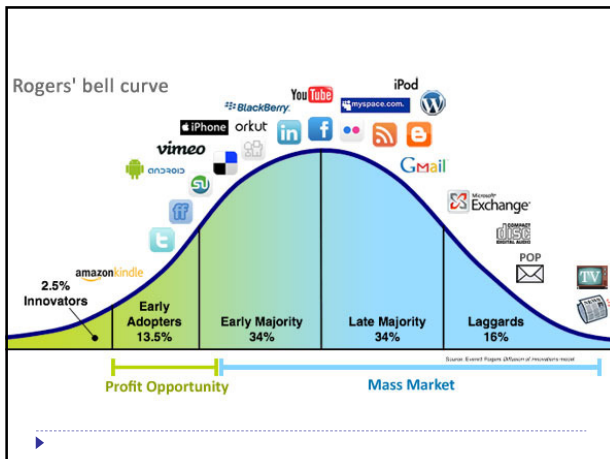
A young boy in a light blue sweater is sitting on the floor, leaning over a laptop computer and typing on the keyboard.

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Digital immigrants vs digital natives (Prensky)

A young boy in a light blue sweater is sitting on the floor, leaning over a laptop computer and typing on the keyboard.



**(3) Technology – changed language teaching forever**

MACMILLAN DICTIONARY

change

Multi-Concordance input

Multi-Concordance • Quiz Builder (v.3)

Multiple Concordances (Corpus=BNC\_medicine.txt)

data

1. [uncountable] (uncountable) To become different, or to make someone or something different.

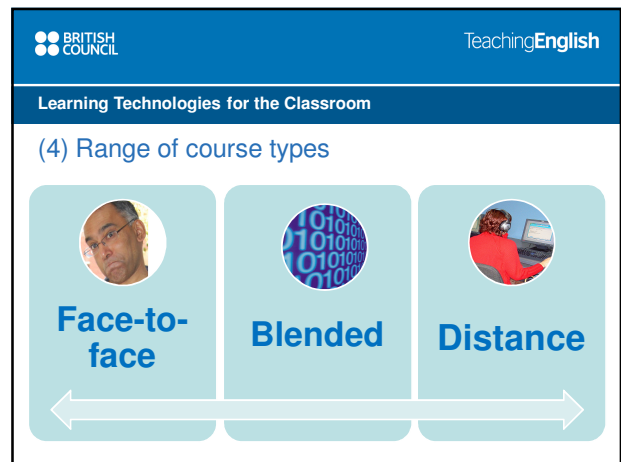
2. [uncountable] To become different, or to make someone or something different.

3. [uncountable] To become different, or to make someone or something different.

4. [uncountable] To become different, or to make someone or something different.

5. [uncountable] To become different, or to make someone or something different.

6. [uncountable] To become different, or to make someone or something different.



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Task

- Course on **“Effective presentations”**
- Choose medium
  - f2f
  - Distance
  - Blended (50 / 50)



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(6) Pedagogy is central!

**What** is it?  
**“So what?”**  
**How** to use it?

Blended Learning  
 Using technology in and beyond the language classroom  
 Pete Sharma & Barney Barrett  
 Macmillan Books for Teachers

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Statements about technology

Attitude!  
 A new, digital world  
 Controversial  
 Technology: changed language teaching  
 Choices!  
 C.A.L.L. is situation-specific  
 Pedagogy is central



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Critical analysis of technologies

- 1) Podcasts
- 2) Interactive whiteboards
- 3) Blogs
- 4) Wikis
- 5) Virtual Learning Environments
- 6) M-learning

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Podcasts

Audio

Recent

More Blogs

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Podcasts

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Upside	Downside
portability – mp3 player learner control range of authentic listening	'wrong kind of podcast' authoring – not for every teacher

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### Interactive whiteboards

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Software

Pictures  
Videos  
Charts  
Maps  
Flags  
Time-lines

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Interactive whiteboards

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Interactive whiteboards

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Upside	Downside
<ul style="list-style-type: none"> <li>Memorable presentations</li> <li>Better review – flipcharts</li> <li>'Saveability'</li> <li>Range of digital materials</li> <li>'Always on internet' – JIT teaching</li> <li>'Heads-up'</li> <li>Select answer</li> </ul>	<ul style="list-style-type: none"> <li>'cost'</li> <li>need to calibrate</li> <li>'interactivity'</li> <li>Promote teacher-centred approach</li> <li>Pedagogical value?</li> </ul>

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Student Teacher

Class

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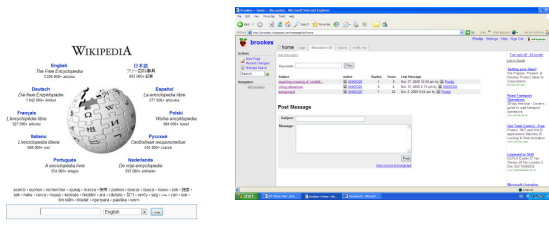
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Upside	Downside
<ul style="list-style-type: none"> <li>Easy to set up / free</li> <li>Encourage global audience for learner work</li> <li>Wash-back on accuracy</li> </ul> <p><b>Blogger</b></p>	<ul style="list-style-type: none"> <li>Does everyone contribute?</li> <li>Does the teacher correct student work?</li> </ul>

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### Wikis



The image shows two screenshots. On the left is the Wikipedia homepage with the globe logo and text in multiple languages. On the right is a screenshot of a Moodle Wiki page showing a 'Post Message' form and a list of users.

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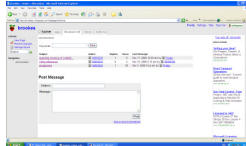
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### Upside

collaborative process writing  
'history' to see changes

### Downside

not intuitive  
not everyone wishes for peer correction



A small screenshot of a Moodle Wiki page showing a 'Post Message' form and a list of users, similar to the one in the previous slide.

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### Virtual Learning Environments




A screenshot of the Moodle Virtual Learning Environment (VLE) homepage. It features a navigation menu on the left with options like 'Free Support', 'Documentation', 'Download Moodle', and 'Moodle Community'. The main content area includes a 'Welcome to Moodle!' message and a 'Moodle Community' section.

School to university

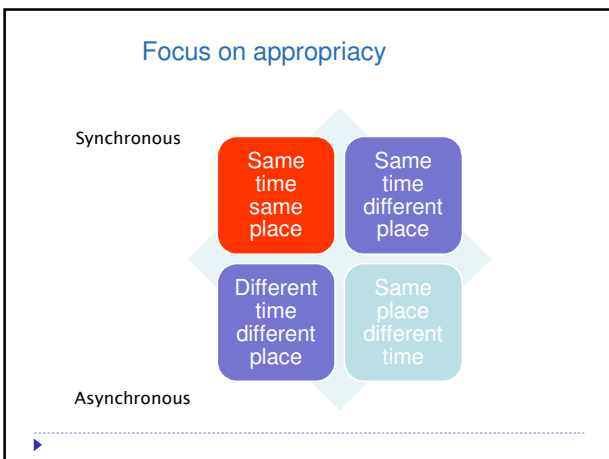


**Features:**  
Assignments  
Chatrooms  
Questionnaire  
Quizzes  
Forum  
Glossary  
Handouts



A screenshot of the Cardiff Online VLE homepage. It features a navigation menu on the left with options like 'Home', 'News', 'Webinars', 'Using Moodle', 'Help', 'Feedback', 'Contact Us', and 'Log Out'. The main content area includes a 'Welcome to Cardiff Online' message and a 'Moodle Community' section.

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### Upside

information on demand  
appropriacy e.g. critical thinking  
pre / post course tasks


### Downside

time-consuming to learn  
empty at first  
'blended courses' pleasing no-one

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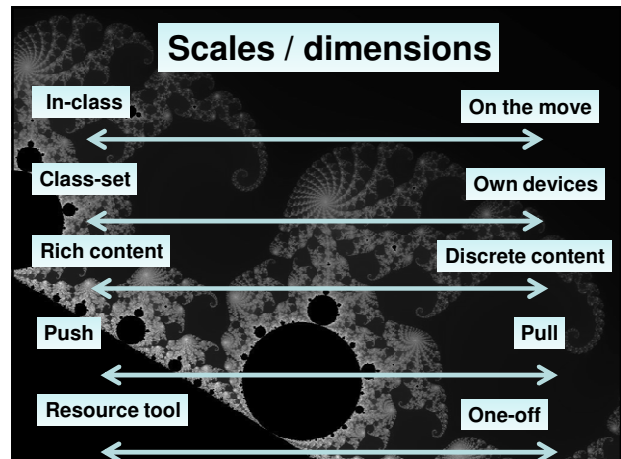
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### M-learning



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

[http://en.wikipedia.org/wiki/Mobile\\_learning](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

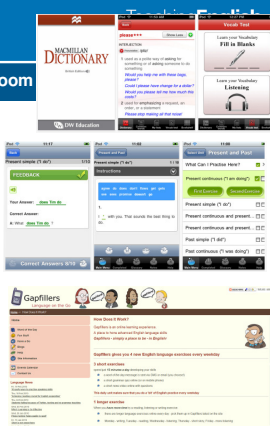


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### Software plus

- Dictionaries
- Grammar practice
- Services
- ELT material
- Apps




**App Screenshots**

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Upside	Downside
<ul style="list-style-type: none"> <li>buzz-term</li> <li>add value</li> <li>'just enough, just in time, just for me'</li> <li>exciting apps</li> </ul>	<ul style="list-style-type: none"> <li>Range of interpretations</li> <li>Over-reference to 'apps'</li> <li>ELT or authentic?</li> </ul>