

ETpedia™

Technology

500 ideas for
using technology
in the English
language
classroom

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Appendix

Unit 4, Introduction

Class questionnaire

1. On a scale of 1 to 5, how confident are you as a technology user?

(1 = not at all confident; 5 = very confident)

1 2 3 4 5

2. What technology tools do you use regularly?

For example, do you regularly use email, social networks, watch YouTube videos, take photos on your phone, etc.? List them below.

_____	_____
_____	_____
_____	_____
_____	_____

3. Do you have a mobile phone?

☐ Yes ☐ No If so, is it a smartphone? ☐ Yes ☐ No

4. Which of the following technologies do you already use to support your English learning?

Tick those that you already use. Add any other tools you use to support your English language learning.

- ☐ I watch videos or films online in English.
- ☐ I read online articles in English.
- ☐ I use a bilingual dictionary on my mobile phone.
- ☐ I use language-learning apps on my mobile phone.

Other: _____

5. Would you like to include the use of some technologies (eg mobile devices) in your language classes?

☐ Yes ☐ No Why? _____

What other technologies would you like to use in class? _____

Unit 4, Introduction

6. What are your favourite technologies and apps? List them below.

7. Do you have any favourite English websites or games? List them below.

8. Are there any technologies or tools that you dislike or would prefer to avoid? List them below.

9. Would you like to use technology in class or out of class, or both?

- ☐ In class only
- ☐ Out of class only
- ☐ In class *and* out of class

Why?

10. What do you think of how we used technologies during this course?

(Ask students this question after you've used technologies with them for a while.)

Unit 9.3

Webquest: visiting South Africa

Introduction

South Africa is a country with eleven official languages, and one of those is English. It's a beautiful country with lots to see and do. You're going to work in groups of three or four to plan a class trip to beautiful South Africa!

The Task

Your group is going to research one destination to visit in South Africa. You're going to use the internet to research what to see and do, as well as how to get there and where to stay. You will present your destination to the rest of the class. But beware: although you have an unlimited budget, the class has only enough time to visit one destination in South Africa. So you will need to convince the class that your destination is the best option!

To complete this webquest, you will need to carry out the following tasks in your group:

- ▶ Research your assigned destination.
- ▶ Collate your findings into a presentation.
- ▶ Present your destination to the class.
- ▶ Vote on the best destination.
- ▶ Carry out an individual self-evaluation.

The Process

1. Research

- a. Your group is going to research one destination in South Africa. Your teacher will assign your group a number.
 - ▶ Group 1: Cape Town
 - ▶ Group 2: Johannesburg
 - ▶ Group 3: The Garden Route
 - ▶ Group 4: Kruger National Park
 - ▶ Group 5: Addo Elephant Park
 - ▶ Group 6: Stellenbosch and the Winelands
- b. Use the websites on the next page to find information about each of the points below. Take notes for each point.
 - ▶ five interesting things to do or see in your assigned destination
 - ▶ how to get there from our city
 - ▶ the best hotel to stay in and where to eat
 - ▶ any other interesting information about your destination

Unit 9.3

Suggested websites:

<http://www.southafrica.net/za/en/landing/visitor-home>

<https://www.lonelyplanet.com/south-africa>

<https://www.roughguides.com/destinations/africa/south-africa/>

https://www.tripadvisor.com/Tourism-g293740-South_Africa-Vacations.html

<http://www.worldtravelguide.net/south-africa>

2. Presentation

- a. Review your notes with your group. Together, prepare one presentation (eg using PowerPoint, Keynote, Prezi or similar) about your destination. Your presentation should have a total of six slides:

- ▶ Slide 1: a title slide with the name of your destination
- ▶ Slide 2: five interesting things to do or see in your assigned destination
- ▶ Slide 3: how to get there from our city
- ▶ Slide 4: the best hotel to stay in and where to eat
- ▶ Slide 5: any other interesting information about your destination
- ▶ Slide 6: why your destination is the best choice

Note: If you use images in your presentation, make sure that you respect copyright by using images with a Creative Commons licence.

- b. Prepare a script to accompany your group's slides. Decide who in your group is going to present each slide.
- c. Practise your presentation together.
Remember: when you present to the class, don't just read your script aloud. This sounds boring and will not engage your listeners. Use your script as a guide for when you speak to the class.
- d. Present your destination to the class. Remember that the class can only visit one destination in South Africa, so you need to convince the class that your destination is the best option!

3. Vote

Once each group has presented their destination to the class, you are going to vote on which you think is the best. You can't vote for your own destination, though!

Which destination won the vote? Are you happy with the class's choice?

Unit 9.3

4. Self-evaluation

Evaluate the work you have done. Circle the number that reflects your own individual work.
(1 = 'not good' or 'not at all'; 5 = 'excellent' or 'a lot').

a. How effective was my contribution to the research part of the webquest?

1 2 3 4 5

b. How effective was my contribution to creating the slides for our presentation?

1 2 3 4 5

c. How effective was my contribution to creating the script for our presentation?

1 2 3 4 5

d. How effective was my part of the live presentation to the class?

1 2 3 4 5

e. Did my English improve doing this webquest?

1 2 3 4 5

f. Did I learn something new about using technology (eg searching on the internet, using presentation software, using images, etc.)?

1 2 3 4 5

g. Discuss your self-evaluation with your group. Then give it to your teacher.

Unit 14.9

Predictive text messages

Look at the 10 mobile phone text messages below. They were typed with predictive text, so there are some mistakes. Can you spot the mistake in each sentence? Circle the mistake and write the correct word underneath.

1. Hi James, I'll meat you at the movies at 8.
2. Don't forget to pick up milk on your way hone from work!
3. Stacey can't come to the party in the end – she says she'd staying in to wash her hair.
4. What time did you say we shore leave?
5. OK, see you later – buy!
6. Where exactly are we meeting laser?
7. Sent me that photo when you get a minute.
8. Sorry – that message was mend for Luke, not you.
9. Give me the exact address so I don't get lots on the way.
10. Give me a brake!

Key: 1 meet; 2 home; 3 she's; 4 should; 5 bye; 6 later; 7 Send; 8 meant; 9 lost; 10 break

Unit 21.6

Needs analysis

Name: _____

How many years have you been learning English? _____

What do you need your English for (eg school/university; work; social life, etc.)?

Write down three reasons you have for learning English.

Do you need to use English in any of these situations? Tick all that apply.

- ☐ social situations
- ☐ essay writing
- ☐ note taking
- ☐ face-to-face meetings
- ☐ virtual meetings
- ☐ negotiations
- ☐ telephone calls
- ☐ report writing
- ☐ emails
- ☐ letter writing
- ☐ other: _____

Unit 21.6

How difficult are the following for you when learning English?

(1 = not difficult; 5 = very difficult)

speaking	1	2	3	4	5
writing	1	2	3	4	5
reading	1	2	3	4	5
listening	1	2	3	4	5

Write down three things you would like to learn in your English lessons.

1. _____

2. _____

3. _____

Do you have any other comments or suggestions about what you want from your English lessons?

Unit 21.7

Course expectations

Name: _____

Why are you learning English?

Write down three things you expect to learn from this English course.

Write down three things you *don't* want to do in this English course.

Do you have any other comments or suggestions about what you want from your English lessons?

Is there anything worrying you about this course, or that you would like to tell your teacher about before you start?

Strategic implementation plan for using mobile devices in your school

This 10-step plan can help your school implement the use of mobile devices in a principled and pedagogically sound manner.

1. The rationale

Identify the reasons why your school would like students and teachers to use their own mobile devices as part of their English language learning. Typical reasons include:

- ▶ increasing learners' motivation in class, supporting their language learning, and providing them with opportunities for additional out-of-class language practice
- ▶ promoting your school's image as a cutting-edge institution to gain a competitive advantage against other schools
- ▶ cutting the costs associated with investing in or maintaining school computers for students

However, the most important reason for deciding to use mobile devices as part of learning in your school needs to be pedagogical (the first point above). Although the use of mobile devices in your school may have very real promotional and economic benefits, unless your teachers know how to use mobile devices to support students' learning, the benefits will be short-lived.

2. The context

Consider whether your school has the necessary infrastructure (such as reliable wi-fi) to support large numbers of students and teachers using mobile devices at the same time. Consider also the physical space in your classrooms and in other school areas. If students are using mobile devices, they may need to move around for some tasks, so you need to ensure that the physical space is available for this.

Consider also whether your students have access to devices, and/or whether there is a gap between the 'haves' and 'have-nots' within classes. It may be worth your school investing in some devices to share with students and teachers, and this has cost implications.

Finally, consider what attitudes your students (and the parents of younger learners) and teachers have towards using mobile devices for learning activities. For example, some teachers or parents might think that mobile devices can only be used for fun and games, rather than for supporting serious learning activities.

Also keep in mind the fact that the age of your learners will affect what you can do with mobile devices. For example, if you are working with learners under the age of 18, think about how issues such as e-safety, classroom management, and the appropriate use of devices will be dealt with. (These are all issues that are dealt with in this book.)

3. The stakeholders

Involve as many of the people affected by the plan as possible. This includes teachers, students, the parents of students under 18, school directors or managers, and additional staff such as IT support or librarians (who may be responsible for storing mobile devices bought by the school). It's important to make sure all of these stakeholders are happy with your plan *before* implementation. They also need to be aware of their various roles and responsibilities. For example, if part of your acceptable use policy (see page 151) involves

confiscating devices from younger learners for misuse, parents need to be aware of – and in agreement with – this policy. Involving stakeholders in the development of your plan will ensure greater buy-in from everyone in your school, and it will have a greater chance of success.

4. The case for your plan

If you feel that any of the stakeholders you identified in step 3 above may be resistant to the strategic plan, it's important to take time to present your case. In other words, you may need to 'sell' the idea to reluctant teachers, or to concerned parents, or to a recalcitrant school director. Hold a formal meeting with your stakeholders, in which you explain the benefits of learners having access to mobile devices for in-class and out-of-class work. Overtly address any worries or concerns that are raised, such as e-safety or inappropriate behaviour by younger learners. In the case of parents, you could hold a special parents' evening in order to explain the rationale and benefits of the plan. It's important to spend time on this step if necessary, to ensure that all of your stakeholders are on board and keen to support the implementation plan. To do this, they will first need to see the value of students using mobile devices to support the learning.

5. The learning

The main reason for implementing your plan for using mobile devices is so that students' learning can be more effectively supported and enhanced. Work closely with teachers to identify example activities (such as many of those described in this book) that can motivate students and support their learning. Suggest that teachers work in groups to decide how mobile devices can regularly support activities across the syllabus, rather than as occasional one-off activities. It's important that the use of devices during activities has a clear pedagogical aim, fits the syllabus, and is related to assessment, if necessary. For example, if students need to produce mobile-based videos as part of a project, these digital products should ideally form part of the course assessment, so that they become a meaningful part of the students' coursework.

6. The teachers

Some teachers may be resistant to the idea of using mobile devices in class with their students. Identify one or two teachers to be your mobile learning plan 'champions'. These are teachers who are interested in using mobile devices with their own learners, and who are keen to be involved in the pilot phase (see step 7 below). Involving teachers who want to take part in the plan is more conducive to success than forcing resistant or uninterested teachers to take part. Motivated and interested 'champion' teachers are more likely to make the plan work, and their success and enthusiasm can be contagious, so that more teachers in the school become interested in taking part, even if they were initially resistant.

7. The pilot phase

It's a good idea to 'start small' with your strategic plan. In other words, rather than implementing the plan with all the teachers and classes in your school, carry out a pilot phase. The pilot phase is a short trial period in which a small group of teachers and learners take part. By implementing mobile devices with just a few (interested) teachers and classes, context-specific challenges that you did not anticipate may emerge. For

example, you might find that some students are resistant to using mobile devices in communicative activities because they believe that drill-based grammar activities are the best way to learn. In this case, it may be best to start students using their mobile devices *out of class*, for example with self-study grammar apps, and then slowly introducing more communicative mobile-based activities during class time (such as many of those described in this book).

8. Evaluate the pilot phase

Involve teachers and learners in evaluating the pilot phase, by soliciting feedback. For example, ask the teachers involved to reflect on the pilot phase, and on whether they think it has been beneficial for their teaching. Ask the learners whether they think integrating mobile devices has been beneficial for their learning. Ask for suggestions from all stakeholders (parents, librarians, etc., as well as teachers and learners) on how the implementation plan could be improved. Based on the evaluation and feedback, make changes to your implementation plans in preparation for step 9 (below).

9. Extend the plan

Extend your implementation plan to a larger group of teachers and learners in the school. Depending on the overall size of your school, and how keen everyone is, you may want to involve almost all the teachers and students at this stage, or you may want to simply carry out a second slightly larger pilot phase. Even when the use of mobile devices has been implemented throughout your school, with all teachers and students, it is still important to evaluate the plan regularly, and to act on teacher and student feedback. It's important to keep your plan flexible so that it responds to the needs of all your stakeholders. The plan also needs to respond to pedagogical and technological developments in the field over time (such as to new apps and ways of learning with them, or to new devices). In other words, review your strategic plan periodically, and make changes or adjustments as necessary.

10. Teacher development

Hold regular teacher development sessions with your teachers so that they can discuss how they are using mobile devices with their students, and share best practice and activities. Providing ongoing in-house teacher development opportunities for your teachers also enables them to explore any challenges that may arise, and to find ways to overcome them. The key is to keep your mobile learning plan flexible and updated, to review it regularly, and to support teachers so that they can implement it to the best of their abilities. Regular teacher development sessions, in which teachers share and discuss their practice with mobile devices, is an important part of a successful strategic plan.

Self-study apps

Here is a list of English language-learning apps that students can download and use on their smartphones and tablets. The apps are primarily for self-study, which means that students can use these apps to support and improve their English on their mobile devices outside class.

For each of the categories below, there is a wide range of language-learning apps available. Reliable and well-designed apps are often produced by well-known English language publishers, as well as the British Council, and many of the apps recommended here are from these organisations. However, apps come and go. The apps mentioned below are ones that are particularly recommended, and are likely to be around for a while, but it's worth periodically checking ELT publishers' websites (and the British Council's website) to see whether new apps have been produced.

The apps are available for a range of operating systems (eg iOS, Android or Windows phones). Students will need to search their app stores or check the links below to see whether an app is available for their particular device. Some apps are free at the time of writing, and some are paid for. Some follow a 'freemium' model. This means that some app content is free, but you need to pay to access additional content. Apps that are currently free may become paid-for or freemium in the future. All of these apps were current at the time of writing.

1. Dictionary apps

Monolingual English dictionaries can help students understand unknown words, as well as help them develop their vocabulary. Publishers like Cambridge University Press offer several paid-for monolingual dictionary apps for English language learners (see www.cambridgemobileapps.com/dictionaries.html), as does Pearson (www.pearsonlongman.com/dictionaries/iphone_dictionaries.html). Macmillan offers the bilingual Macmillan Pocket Dictionary (see www.macmillandictionary.com/apps/). Oxford University Press also offers a range of monolingual and bilingual dictionaries for learners (see www.oxforddictionaries.com/oxford-dictionaries-apps and elt.oup.com/feature/global/ebooks_and_apps). Free apps include WordReference (wordreference.com), a bilingual resource available in various different languages, and Dictionary.com (dictionary.com) for American English.

2. Language-learning apps

There are apps that aim to help English language learners develop their overall language skills. Currently, two of the best-known free general language-learning apps are Duolingo (duolingo.com) and busuu (busuu.com). Duolingo is free, and contains eight or nine 'lessons' with self-study exercises per language level. These exercises include translation work, listening and transcribing what you hear, matching vocabulary to pictures and reading aloud sentences. There are no grammatical explanations or feedback included in the exercises. Students earn points for correct answers as they complete the exercises, moving progressively through lessons, and up from one level to the next. Busuu works on a freemium model. Language lessons include grammar, vocabulary, and practice with the four skills (including being able to record your voice), as well as the option to connect and practise with a community of learners around the world. However, the free version of busuu is fairly limited: students need to subscribe to the premium version to access all

of the features. The language-learning content in both of these apps is often based on unnatural-sounding, decontextualised sentences. Nevertheless, language-learning apps like Duolingo and busuu can help supplement some students' language learning, and many enjoy the gamified element of earning points for correct answers and progressing through lessons and levels. For this reason, it can be worth letting your students know about these apps and inviting them to try them outside class.

3. Vocabulary apps

The British Council offers several vocabulary and word games apps created specifically for English language learners. For example, Johnny Grammar's Word Challenge (www.britishcouncil.org/english/academics/apps/60-second-word-challenge) is a game that tests students' spelling, vocabulary and grammar in common topics, and at three different levels of difficulty. IELTS word power (www.britishcouncil.org/english/academics/apps/ielts-word-power) is a vocabulary app for students studying for the IELTS exam. The Premier Skills app (www.britishcouncil.org/english/academics/apps/premier-skills) teaches and reviews a range of football vocabulary via flashcards, and includes interactive activities to help students practise and memorise these words. MyWordbook2 (www.britishcouncil.org/english/academics/apps/mywordbook-2) is an interactive notebook app jointly produced by the British Council and Cambridge University Press. It includes flashcards with images and sounds to help students learn new words, and allows students to categorise words within the app for further review and practice. Cambridge University Press also offers a number of vocabulary apps, including the free Phrasal Verbs Machine app (see www.cambridgemobileapps.com/vocabulary.html), and wordpic!, a free word game app that helps students practise sports vocabulary by matching words and pictures (<http://www.cambridgemobileapps.com/general/wordpic.html>).

4. Grammar apps

Search for 'grammar' in any app store, and dozens of apps will appear. The majority of these apps test individual grammar items through activity types that include gap-fills, multiple-choice questions and matching exercises. Cambridge University Press offers a number of grammar apps, from beginner to advanced level, including Raymond Murphy's well-known English Grammar in Use app, aimed at intermediate students (see www.cambridgemobileapps.com/grammar.html). The British Council has a LearnEnglish Grammar app, available in a UK English version (learnenglish.britishcouncil.org/en/apps/learnenglish-grammar-uk-edition), and an American English version (learnenglish.britishcouncil.org/en/apps/learnenglish-grammar-us-edition). Oxford University Press offers two grammar reference apps (see elt.oup.com/feature/global/ebooks_and_apps): Practical English Usage, useful for advanced students or for English language teachers wishing to brush up on their grammar knowledge, and the Oxford Learner's Quick Reference Grammar App, with simple explanations and examples of grammar aimed at students. These two apps are for reference purposes only, so neither includes activities.

5. Pronunciation apps

Two particularly recommended pronunciation apps for English language students are the British Council's Sounds Right (www.britishcouncil.org/english/academics/apps/sounds-right) and Macmillan's Sounds (www.macmillandictionary.com/apps). Both include the

Unit 34.10 and Unit 35.9

symbols of the phonemic chart with recordings of each sound, as well as example words with the sounds in context. In addition, the Macmillan Sounds app allows students to toggle between British and American pronunciation of sounds, and to take quizzes to practise and test their pronunciation. These apps can be helpful for students wanting to improve their pronunciation of certain sounds. It can also help students when they are unsure of how to pronounce words they find transcribed in phonemic script (for example, in a print dictionary). The apps are also useful for English language teachers wishing to learn the phonemic chart.

6. Podcasts

Podcasts are an excellent way for students to listen to English outside class. The BBC Learning English website (www.bbc.co.uk/learningenglish/) has a number of short weekly audio podcasts for adult students. Particularly recommended are 6 Minute English (www.bbc.co.uk/programmes/p02pc9tn/episodes/downloads), The English We Speak (www.bbc.co.uk/programmes/p02pc9zn/episodes/downloads) and English at Work (www.bbc.co.uk/programmes/p02pcb0c/episodes/downloads). To subscribe to any of these podcasts, students should click on the links for each podcast from their mobile device, and then click on the 'Subscribe' button.

The British Council also offers audio podcasts on topics such as British food and culture, everyday life, soap operas and famous stories and poems (see learnenglish.britishcouncil.org/en/apps). The podcasts include scripts and pitch control to help with listening and understanding. Particularly recommended are: LearnEnglish Elementary Podcast (aimed at lower levels), Big City Small World (a soap opera over 36 episodes), and How to ... (for learning functional language). The Learn English Audio and Video app combines a range of British Council audio and video podcasts into a single app, including those described above (learnenglish.britishcouncil.org/en/apps/learnenglish-audio-and-video).

7. Apps for young learners

The British Council offers a good range of apps specially designed for younger students who are learning English (see learnenglish.britishcouncil.org/en/apps). For example, Learning Time with Timmy is an app at three different levels for children to learn basic English vocabulary around colours, numbers, shapes and food, and it includes games and videos, with stickers to show achievement. Two British Council apps for children aged 6–11 are LearnEnglish Kids: Playtime, which includes animated songs and stories, as well as games to help students improve their spelling and understanding, and LearnEnglish Kids: Videos, which has animated stories. Finally, LearnEnglish Kids: Phonics Stories is a storybook app based on phonics, with audio narration and games for children. The School Edition of this app includes a guide for teachers. Studycat offers apps for younger language learners in American English (see studycat.net). Current apps include games that focus on simple vocabulary for colours, numbers, food, animals, etc. called Fun English, and games with the alphabet and words called ABC Galaxy.

Write your own 10 tips

Do you have 10 more ideas for English language teachers? Then why not write them down and share them with your colleagues or share them on the MyETpedia blog at www.myetpedia.com?

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