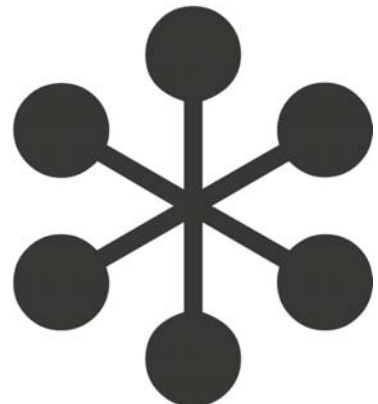
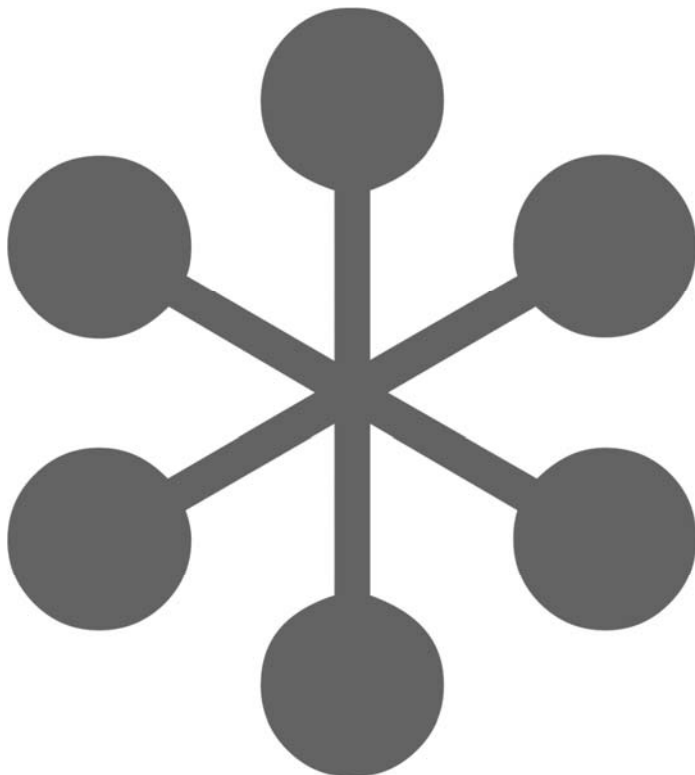




# Cambridge English

## Teach with digital: developing digital skills for language teaching

7Y06





## **Handout: What's your experience?**

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**What's your experience of looking for online tools to improve your teaching?**

**Choose the statement that best applies to you OR most frustrates you.**

- A. There are so many tools, I don't know where to start.
- B. Sometimes I waste time looking at new tools that turn out to be no use to me.
- C. I don't really have time to explore tools online – I'd like someone to tell me what to use.
- D. I'm not sure what I need to learn about using digital tools.
- E. The tools I've tried have been too complicated.
- F. I have one or two tools that I know and am confident with.

## **Handout: What's your starting point?**

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**Questions to help you evaluate where you are in your digital professional development:**

- A. What do I already know?
- B. What are my strengths?
- C. What are my weaknesses?
- D. What do I need to do for my institution?
- E. What do my learners need (and want)?
- F. What are my interests?
- G. What's out there – current trends and themes?
- H. What will help me in my career?

## Handout: Cambridge English frameworks for teachers

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- The Digital Teacher – Cambridge English Digital Framework for Language Teachers:  
[thedigitalteacher.com/framework](http://thedigitalteacher.com/framework)
- Cambridge English Teaching Framework:  
[www.cambridgeenglish.org/teaching-english/cambridge-english-teaching-framework/](http://www.cambridgeenglish.org/teaching-english/cambridge-english-teaching-framework/)
- Cambridge English Teaching Framework Summary:  
[www.cambridgeenglish.org/images/165722-teaching-framework-summary-.pdf](http://www.cambridgeenglish.org/images/165722-teaching-framework-summary-.pdf)

## **Handout: Teaching frameworks and tools**

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**Which one of these most closely describes your experience of teaching frameworks?**

- A. Yes, I often refer to a framework to help me develop my teaching.
- B. Yes, but not regularly.
- C. Sometimes, but it can be difficult to find my way around.
- D. No, I don't use a teaching framework.

### **Self-evaluation tools**

- Test my Digital Skills:  
<https://thedigitalteacher.com/login>
- Cambridge English Teacher Development Tracker:  
<https://tracker.cambridgeenglish.org/>

# Handout: The Digital Teacher – Test my Digital Skills

**Test my Digital** Question 25 out of 53

**Sourcing and evaluating digital resources: How to find and evaluate existing digital resources**

Teachers have access to many digital resources which can provide content for language teaching and learning. It is important to evaluate the quality of digital resources, how they can be used and any potential problems. The best digital resources are those that support the intended learning outcomes for learners.

**How effectively can you find and evaluate digital resources?**

- I can identify one or two sources of digital resources.
- I can identify digital resources from various sources and evaluate their suitability for language teaching and learning.
- I can evaluate whether a digital resource is relevant to supporting learning outcomes in a lesson or on a course. I can help other teachers to find and evaluate useful digital resources.
- I can create training to help other teachers evaluate digital resources. I can accurately assess if digital resources are relevant to learning outcomes across a school.

Next >

## Task A

### How effectively can you find and evaluate digital resources?

- A. I can identify one or two sources of digital resources (awareness).
- B. I can evaluate digital resources for language teaching (understanding).
- C. I can evaluate whether digital resources support learning outcomes, and help teachers do this (habit).
- D. I can advise other teachers and schools on digital resources for language teaching (mastery).

## **Handout: How do you get there?**

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### **Using automated speech recognition**

#### **Which idea do you think you could try out with your learners?**

- A. Speed up essay or report writing by using 'voice typing'. Learners will need to clean up their writing later, but they'll get ideas down more quickly.
- B. Need to focus on a specific pronunciation area like uncle/ankle, think/sink, fit/feet? Get learners to practise dictating minimal pairs to their smartphones.
- C. Look for interactive games where you control characters with only your voice. Search your app store for 'voice-controlled game'.
- D. Turn pronunciation work into a team game. Teams race to dictate 10 sentences accurately into the document. The fastest team is the winner!



# **Handout: Reflect on and develop your teaching**

## **Ideas, tips and training**

- <https://thedigitalteacher.com/training>

## **Reflection and development with digital tools and resources**

- <https://penzu.com/>
- [www.blogger.com](http://www.blogger.com)
- <https://wordpress.com/>

## **MOOCs and online courses**

- <https://www.futurelearn.com/>
- <https://www.coursera.org>

## **Professional communities**

- IATEFL Learning Technologies special interest group: <http://tsig.iatefl.org/>

## **Social media**

<https://www.facebook.com/TeachDigital/>

## **Handout: How do you know which tools to use?**

### **Task A**

**If you want to use a news website with your learners, which of these questions would you *not* need to ask about the website?**

- A. What language proficiency levels is the product useful for?
- B. Is any of the content potentially unsuitable for some learners (e.g. cultural or political issues)?
- C. Does the product provide examples of authentic language?
- D. How does the product generate feedback on learning (e.g. tracking data)?

### **Task B**

**If you want to use a cloud-based document-sharing platform such as Google Drive, Slack or Dropbox with your learners, which of these questions would you *not* need to ask about the website?**

- A. What genres of language does the product present?
- B. How helpful is the product for teaching large classes?
- C. What collaborative opportunities are there?
- D. What social interaction does the product enable?

# Handout: How can you check if an online tool is right?

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## Product review criteria

### User Experience

- Is the content presented in a clear way?
- Is the product aesthetically pleasing?
- Does the product offer easy navigation?

### Language Learning

- **Language practice**
  - What language skills can learners practise?
  - How much control do learners have over the pace of learning?
  - How helpful is the product for teaching large classes?
- **Tracking learning**
  - Can users set their own learning goals?
  - Are there self-assessment opportunities?
  - Can teachers observe learners' strengths and weaknesses?
- **Social interaction**
  - What opportunities are there for communication between learners?
  - What collaborative opportunities are there?
  - What kind of communities can develop?
- **Learning through language**
  - What opportunities are there for developing intercultural skills?
  - How can learners use language to build knowledge in school subjects?
  - What critical thinking skills can learners develop?

### Technical Information

- What devices and internet connections are needed?
- How does the product company use your data?
- What user support does the product company provide?

## Notes

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A large rectangular box for taking notes, with ten small circles along the top edge, resembling a binder or punch holes.