Teach with digital: Developing digital skills for language teaching

Maggie Dunlop and Helen Allen
Who are you?

A. I’m a teacher.
B. I’m a co-ordinator/director of studies.
C. I’m a learner.
D. I’m a parent.
Teach with digital: Developing digital skills for language teaching

Maggie Dunlop and Helen Allen
It’s not technology ... but pedagogy.

‘Digital learning is learning facilitated by technology that gives students some element of control over time, place, pathway and pace.’

(Digital Now Foundation, 2014)
How can we use technology to enhance learning?

What are my professional development objectives?
Our objectives today

1. Where am I?
   • Evaluate where you are in your professional development.

2. What do I want to do?
   • Identify an area that you’d like to focus on.

3. How do I get there?
   • Identify digital tools and resources for your CPD.
   • Evaluate digital tools and resources so that you can be sure they meet your needs and those of your learners.
Where am I?

Evaluate where you are in your digital professional development
What do I already know?

What are my weaknesses?

What are my strengths?

What do I need to do for my institution?

What do my learners need (and want)?

What are my interests?

What’s out there – current trends and themes?

What will help me in my career?
Have you ever used a teaching framework?

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.
Useful features of a teaching framework

- Can Do statements
- Links to further information
- Links to training
- A self-evaluation tool
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 suitable for use.
- I can accurately assess if digital resources are relevant to learning outcomes across a school.
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).
Results

Here are your results!

You can view your results page as you progress. Your overall level for each category is available to view as soon as you have completed all the questions in that category.

Continue your self-evaluation or follow the links below to explore suggestions for professional development and practical tips.

CONTINUE

The Digital World

Suggestions for professional development
Practical tips

The Digital Classroom

Suggestions for professional development
Practical tips

The Digital Teacher

Suggestions for professional development
Practical tips

Legend
4: Mastery
3: Habit
2: Understanding
1: Awareness

Legend
4: Mastery
3: Habit
2: Understanding
1: Awareness

Legend
4: Mastery
3: Habit
2: Understanding
1: Awareness
What skills do you want to develop?

Choosing your digital CPD objectives using an online framework
The Digital World
Technology takes you beyond the classroom as a digital citizen, you need to be productive, organised, and act responsibly, safely and legally in the digital arena to protect yourself and your learners.
- PRODUCTIVITY
- INFORMATION MANAGEMENT
- DIGITAL CITIZENSHIP
- LEGAL ISSUES
- DIGITAL WELFARE AND SAFETY

The Digital Classroom
Digital tools and resources provide both opportunities and challenges for language learning: develop your awareness of underlying theories and methodologies, and use technology effectively, improving performance.
- THE DIGITAL
- ON LINE
- IMAX
- SRC
- IMF
- KNW

The Digital Teacher
Use digital tools and resources to accelerate and track your own professional development; reflect on your teaching, discover online conferences and sources of information, and more.

Designing Learning
Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives, plan logical sequences of work for lessons and courses, and create attractive and useful interactive resources which maximise learning potential.
- SOURCING AND EVALUATING DIGITAL RESOURCES
- COLLECTING AND CURATING
- DEVELOPING MATERIALS
- LESSON PLANNING
- COURSE PLANNING

Delivering Learning
Build your confidence! Master and manage digital tools to support, educate and communicate with your learners; develop their skills in using technology effectively for learning, so that they can successfully meet their learning outcomes and take advantage of the learning opportunities provided by the digital learning environment.
- SETTING UP AND MANAGING DIGITAL TOOLS AND RESOURCES
- PREPARING STUDENTS FOR USING DIGITAL TOOLS AND RESOURCES
- RESPONDING TO LEARNERS
- COMMUNICATION AND INTERACTION ONLINE

Evaluating Learning
Understand what’s happening in your classroom! Digital tools provide new and more efficient ways of accessing and managing large quantities of data. Use technology to assess your learners and use that information to improve their learning; evaluate the effectiveness of your lessons and the digital tools and resources that you use.
- ASSESSING LEARNING
- EVALUATING LESSONS AND MATERIALS

Cambridge English
The Digital World

Become a confident digital citizen. Navigate the digital arena safely, successfully and productively.

Productivity

Whether you use a smartphone to create a to-do list, a tablet with a time-management app or a laptop with project-management software, technology can save you time.

Learn how digital tools can help you communicate with colleagues and learners outside the physical learning environment, and discover more efficient ways of dealing with administrative tasks such as setting deadlines and organising projects, tasks and events.

Information management

We are increasingly using search engines to find essential information and resources. Simple tips and tools can help you get a more effective and relevant list of search results, saving you time and effort. The way we manage data and files is also changing: you might use a hard drive, a learning management system or the cloud to store and share content.

Looking for more?

Tips: The Digital World

5 mins

Navigate the digital world safely, successfully and productively.

Coming soon

We will be adding more training, lesson plans and tips. Which digital skills you would like to improve? What training do you need?

Tell us your training needs
The Digital World

Become a confident digital citizen. Navigate the digital arena safely, successfully and productively.

Tips: The Digital World

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Looking for more?

Tips: The Digital World
5 mins
Navigate the digital world safely, successfully and productively.

Coming soon

We will be adding more training, lesson plans and tips. Which digital skills you would like to improve? What training do you need?

Tell us your training needs
How are you going to develop new skills?

Online tools for developing teaching skills
Training, Lesson Plans and Tips

Learn how technology can improve teaching and learning, with step-by-step training, practical tips and lesson plans to try out in class.

**TRAINING**
- **Vocabulary – Revise, recycle, remember**
  Find and use ready-made, interactive vocabulary sets and design your own to improve vocabulary learning.
  25 minutes
  GET STARTED

**LESSON PLAN**
- **Vocabulary – Revise, recycle, remember**
  Try out ready-made, interactive vocabulary sets or get your learners making their own with these ready-to-use lesson plans.
  15 minutes
  GET STARTED

**TIPS**
- **Designing Learning**
  Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives.
  5 minutes
  GET STARTED

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**TRAINING**
- **Giving feedback on writing**
  Using simple word-processing tools to give effective feedback on writing.

**LESSON PLAN**
- **Giving feedback on writing**
  Try out Google Docs for giving feedback on writing with this ready-to-use lesson plan.

**TIPS**
- **Delivering learning**
  Build your confidence and create a positive environment for learning with technology.
Automated speech recognition
Using automated speech recognition

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!
Lesson length: 60 minutes

Information about the class:
The lesson is designed for a B1 General English class of young adults. The lesson develops learners' ability to use intermediate-level vocabulary to describe feelings.

Lesson aim(s):
• To present and practise a set of 12 adjectives describing positive and negative feelings in the context of talking about personal experiences.
• To introduce the use of a digital tool to support vocabulary learning and to demonstrate to learners how to use it to develop their own digital learning materials.

Rationale:
The lesson provides useful practice of developing vocabulary-learning skills, including grouping of vocabulary into lexical sets and personalisation of vocabulary. In addition, it encourages learners to select and use images to memorise vocabulary, and to develop skills in working with digital tools for learning.

Materials (referenced):
• Wordwall [link] (n.b. Teachers should create an account before the lesson — an email address and password are required).
• Quiz: Cambridge English — Good Feelings B1 [link] [link]
• Learners' smartphones/tablets/PCs (one for every two learners is enough)
• Interactive whiteboard or PC/laptop and projector
• Resources PDF

Assumptions:
Learners will be familiar with some of the vocabulary presented in the lesson, but not all. All the vocabulary in this lesson is at B1 level.

Key concepts when teaching vocabulary

5 minutes

Start off with a review of key concepts in teaching and revising vocabulary.

Transcript

Cambridge English
Tips: The Digital Teacher

Try these practical tips for using technology to record, reflect on and share your thoughts and for finding professional development resources and support.
## Teaching Courses

Join flexible, online teaching courses designed to support teachers' professional learning and CPD. Enhance how you teach your subject, try new approaches to assessment or behaviour management, or start teaching English as a foreign language (TEFL).

<table>
<thead>
<tr>
<th>Course Details</th>
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<tbody>
<tr>
<td><strong>International Federation of Red Cross and Red Crescent Societies</strong></td>
</tr>
<tr>
<td><strong>First Aid for Babies and Children</strong></td>
</tr>
<tr>
<td>Learn life-saving skills to treat choking, burns, wounds or convulsions in children through this free online first aid course.</td>
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<tr>
<td>2 weeks, 2 hrs per week</td>
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<tr>
<td><strong>Into Film</strong></td>
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<tr>
<td><strong>Filmmaking and Animation in the Classroom</strong></td>
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<tr>
<td>Learn how to use simple filmmaking and animation to bring learning to life, and add cross-curricular attainment and assessment.</td>
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<tr>
<td>3 weeks, 3 hrs per week</td>
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<tr>
<td><strong>The University of Sheffield</strong></td>
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<tr>
<td><strong>Exploring Play</strong></td>
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<tr>
<td>Understanding the nature and value of play through the course of our lives, across cultures and communities.</td>
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<td>7 weeks, 3 hrs per week</td>
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<td><strong>Cambridge English Language Assessment</strong></td>
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<tr>
<td><strong>Exploring the World of English Language Teaching</strong></td>
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<tr>
<td>Learn what it means to be a TEFL or English Language Teacher, and start preparing for your first teaching job.</td>
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<tr>
<td>6 weeks, 2 hrs per week</td>
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<tr>
<td><strong>University of Glasgow</strong></td>
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<tr>
<td><strong>The Right to Education</strong></td>
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<tr>
<td>How can we support those who are marginalised and excluded from education? Does education for all mean all?</td>
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<td>3 weeks, 4 hrs per week</td>
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<td><strong>British Council</strong></td>
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<td><strong>Becoming a Better Teacher</strong></td>
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<tr>
<td>Grow your skills as a teacher and learn more about professional development for teachers with this online course.</td>
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<td>4 weeks, 3 hrs per week</td>
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<tr>
<td><strong>The British Film Institute (BFI)</strong></td>
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<td><strong>Short Film in Language Teaching</strong></td>
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<tr>
<td>Find out how short film can help you teach and learn modern foreign languages and get to grips with different cultures.</td>
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<td><strong>Lancaster University</strong></td>
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<tr>
<td><strong>Dyslexia and Foreign Language Teaching</strong></td>
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<tr>
<td>Gain practical tools and theoretical insights to help dyslexic students learn second languages, with this free online course.</td>
</tr>
<tr>
<td>4 weeks, 4 hrs per week</td>
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IATEFL Learning Technologies Special Interest Group
The Digital Teacher Blog

Explore the latest digital ideas and trends impacting on ELT, and follow practicing teachers as they experiment with incorporating technology into their teaching practice and reflect on their digital journey.

My quest for digital technologies to promote learner autonomy
15 June 2017

One of the great benefits of learner autonomy is that it allows learners to learn things that interest them without having to constantly rely on their teachers.

By Diana Peña

How to choose digital resources and tools for your classroom
15 June 2017

Do you find it confusing to choose the best digital learning products and tools for your classrooms and your learners? English teachers invariably want to give their learners the best opportunities for learning, engaging with and using English.

By The Digital Teacher

Opening up professional development
15 June 2017
Product Reviews

Decide which digital products are right for you with our expert product reviews for language learning.

Quizlet
An efficient, engaging flashcard tool

Create flashcards to learn and review vocabulary or topic content; match language to text, images, sounds and video; promote learner independence and autonomy. Regular use can help learners to make...

Memrise
A fun and efficient memorisation tool for the classroom and beyond

Fun exercises to learn and practise languages and lots more. Choose or create a course, or let your learners pick one to work on at their own pace, on a topic of their choice!
How do you know which tools to use?

Creating product review criteria

Decide which digital products are right for you.

Cambridge English
How long is this going to take?  Is this from a reputable source?  Is training recognised, accredited?

Is this fact or opinion?  How does it help me to help my learners?

How does this help me?  Is this information or practical resources?

Will it take time to understand if this is any good or not?  Is this relevant to language teaching?
Product Review

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?
Product review criteria

User Experience

• Is the content presented in a clear way?
• Is the product aesthetically pleasing?
• Does the product offer easy navigation?
Product review criteria

Language Learning

• Language practice
  o What language skills can learners practise?
  o How much control do learners have over the pace of learning?
  o How helpful is the product for teaching large classes?

• Tracking learning
  o Can users set their own learning goals?
  o Are there self-assessment opportunities?
  o Can teachers observe learners’ strengths and weaknesses?
Evaluating news websites

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)?
Evaluating document-sharing platforms

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?
Product review criteria

Language Learning
• Social interaction
  o What opportunities are there for communication between learners?
  o What collaborative opportunities are there?
  o What kind of communities can develop?
• Learning through language
  o What opportunities are there for developing intercultural skills?
  o How can learners use language to build knowledge in school subjects?
  o What critical thinking skills can learners develop?
Product review criteria

User Experience

Language Learning

Technical Information
• How long will I be able to use this technology for?
• How does the product company use your data?
• Is this site safe for me and for my learners to use?
How can you check if an online tool is right?

Applying product review criteria – some examples

Decide which digital products are right for you.

Cambridge English
Extending Quizlet – a teaching idea

1. Brainstorm vocabulary around a theme (whole class).
2. Groups develop vocabulary lists on a sub-topic.
3. Groups create flashcards – use dictionaries/web searches/textbooks/corpora for example sentences.
The ball rolled along the ground until it hit a tree.
Something very strange happened to Tamara. She never knew she had a twin sister until she started university!

Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.

When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. “Hello Adriana!” said the student. “I’m not Adriana,” said Tamara.
How can you feel confident about using an online tool?

Navigating the digital world safely and successfully
Ethics

- e-safety
- data
- availability
- support
Ethics and safety in digital resources

Lightbeam for Firefox screenshot reproduced under CC-BY-SA 3.0 International licence. Sourced at www-addons.mozilla.org
Help and support community

Quizlet basics
- How Quizlet works
- Signing up for Quizlet
- Community Guidelines
  See 3 more articles...

Working with sets
- Organizing sets with folders
- Editing or deleting a set
- Making sets private
  See 6 more articles...

Classes and schools

Quizlet’s study tools
- The New Quizlet Learn
- Using Flashcards
- Using Learn
  See 5 more articles...

Using audio
- Audio on Quizlet
- Recording custom audio with Voice Recording
- Why can't I click the allow button for Voice Recording?
  See 2 more articles...

Managing your account

Creating a study set
- Creating a new set
- Uploading your own images
- Adding symbols or accents
  See 4 more articles...

For teachers
- How to use Quizlet Live
- Teacher Quick-start Guide
- Teacher resources & professional development
  See 13 more articles...

Resolving problems
How can we harness technology to enhance learning?

What are my professional development objectives?
How can we harness technology to enhance learning?

- Review digital tools critically
- Ensure you can feel confident about using online tools

What are my professional development objectives?
How can we harness technology to enhance learning?

What are my professional development objectives?

- Evaluate where you are in your digital professional development
- Use a digital teaching framework to identify next steps
Further information
Teachers

The Digital Teacher

• Test your digital skills to find your starting point and decide on a direction for your digital CPD
• Decide which digital products are right for you
• Explore the latest digital ideas and trends

thedigitalteacher.com

Cambridge English
• A community of practice for teachers who want to develop digital skills and follow the latest digital ideas and trends.

https://www.facebook.com/TeachDigital/
Teaching English

Free resources for teachers
Sample papers, handbooks, lesson plans and teacher guides

Teaching Qualifications
For new and experienced teachers

Teaching Framework
Helps you assess which stage you are at in your professional development and work out where you want to get to next

Webinars
About our exams and teaching

www.cambridgeenglish.org/teaching-english

Cambridge English
Further information

Using digital tools for developing a Personal Learning Network
17 and 19 July

University of Cambridge
Cambridge English Language Assessment
1 Hills Road, Cambridge, CB1 2EU, UK
Tel: +44 (0)1223 553997
Fax: +44 (0)1223 553621
Email: helpdesk@cambridgeenglish.org

Keep up to date with what’s new via the Cambridge English Language Assessment website:
www.cambridgeenglish.org

For information on Cambridge English webinars for teachers:
www.cambridgeenglish.org/webinars