Does technology engage you or enrage you?

shaunwilden.co.uk
Engage Me or
Enrage Me
WHAT TODAY'S LEARNERS DEMAND

http://dreamingof OPPAS.tumblr.com/post/53491757614/ok-girl-guys-im-loving-all-the-questions-and
The fact is that even if you are the most engaging old-style teacher in the world, you are not going to capture most of our students’ attention the old way.

Marc Prensky - 2005
The Perfect Online Teacher?

- web access
- building a new paradigm
- skill sets for the 21st C
- return home
- creative & publishing
- information management
- a thinking pedagogy
- learning environments

http://mrspedtechtalk.blogspot.co.uk/2013/02/funny-education-cartoons.html
Digital Natives. Our students today are all “native speakers” of the digital language of computers, video games and the Internet.

Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.
...an 11-year-old has very different social, cultural and cognitive backgrounds to a 15-year-old. It is perhaps unsurprising that significant differences are apparent in the varying nature of technology engagement between and within these age groups.

The digital native – myth and reality
Neil Selwyn

https://comminfo.rutgers.edu/~tefko/Courses/Zadar/Readings/Selwyn%20dig%20natives,%20Aslib%20Proceedings%202009.pdf
<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using web pages designed for English language learning</td>
<td>28.6%</td>
</tr>
<tr>
<td>Doing various other things but using English to do so such as accessing information on the WWW, communicating with friends/family, listening to music etc.)</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

From: Jarvis & Achilleos (2013).

http://www.tesl-ej.org/wordpress/issues/volume17/ej68/ej68a1/
VISITOR
Logs on - performs a task - logs off
Web Users

RESIDENT
Establish and develop their online presence
Web Members

For today’s kids, technology is as fundamental as reading was for their parents & grandparents. It supports & underlies everything they do.

Prensky - Twitter March 2014
http://www.stealthgenie.com/blog/digital-divide-is-technology-a-property-of-the-rich-only/
What’s your phone like? Can you

Send a text message?

Take photos?

Connect to the internet?

Allow you to make notes?

Record audio?

Use apps?

Play games?
Young people growing up in our time are not only immersed by apps they’ve come to think of the world as a ensemble of apps.

The app generation - Gardner and Davies Yale University Press
Screenagers
the word contains a clear implication: that teenagers are somehow more different than they used to be because their brains have been permanently altered by constant exposure to technology.

http://oupeltglobalblog.com/2012/03/teaching-screenagers-how-the-digital-world-is-changing-learners/
The technology that was supposed to make young adults more astute, diversify their tastes, and improve their minds had the opposite effect.

http://www.dumbestgeneration.com/home.html
hyperconnectivity may be leading to a lack of patience and concentration; and that an "always on" ethos may be encouraging a culture of expectation and instant gratification.

http://www.theatlantic.com/technology/archive/2012/02/kids-cognition-is-changing-education-will-have-to-change-with-it/253782/
“Once I learn how to use Google, isn’t that all the education I really need?”
Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.

Marc Prensky - 2005
3Rs (W)riting (A)rithmetic

(a) rithm (c)reativity

Critical Thinking
No technology - books, televisions, computers and video games, or the Internet by itself makes people good or bad, smart or stupid. Such technologies have effects only in terms of how, when, where and why they are put to use.
Digital media enhances the powers of language, oral and written.
“It’s called ‘reading’. It’s how people install new software into their brains”
I look like my father

Simple Present questions, negatives; resemblances; all and both; skills practice.

1. Listen to the recording. Who is speaking? Read the text and put the names with the pictures.

Alice Ann Joe Philip Alice’s father Alice’s brother
Uncle George and Family Uncle Edward

My name is Alice. I’ve got a sister (her name’s Ann) and two brothers, Joe and Philip. We’re all got red hair and blue eyes, and we’re all slim except Joe – he’s very fat. Ann’s very pretty, and she’s got lots of boyfriends. I’ve only got one boyfriend, his name’s Kevin, and he’s very nice.

I look a bit like my father – I’ve got his long nose and big mouth – but I’ve got my mother’s personality. Joe and Phil both look more like Mum. We’ve got two uncles and an aunt. Uncle George and Family have got three young children. Uncle Edward’s only thirteen, so he hasn’t got any children, but he’s got a rabbit.

2. What are your family like? Who looks like who? Examples:

In my family we’re all tall, and we all wear glasses.
Carlos and I have both got dark hair.
I look a bit like my father.
My brother looks very like me.
‘Ana looks quite like Aunt Marie.
‘I’ve got my mother’s eyes, but I’ve got my father’s personality.

3. Listening for information. Copy the table. Then listen to the recording and fill in the table.

<table>
<thead>
<tr>
<th>Height</th>
<th>Hair Colour</th>
<th>Face</th>
<th>Good Looking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve’s wife</td>
<td>5 ft 8</td>
<td>pale</td>
<td>don’t know</td>
</tr>
<tr>
<td>Lorna’s mum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruth’s friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken’s son</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue’s husband</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Prepare questions and answers for an interview. Examples:

How many people are there in your family?
Have you got any...? Yes, I have. / No, I haven’t.
How many... have you got?
Has your... got any...? Yes, she has. / No, he hasn’t.
How many... has your... got?
Do you look like...? Yes, I do. / No, I don’t.
Who do you look like?
Does... look like...? Yes, he does. / No, she doesn’t.
What colour is your...?...
How old is...?
Is... good looking? Yes, she is. / No, he isn’t.

5. Interview another student and report to the class. Example:

‘Carlos has got three brothers. They all look like their mother, but they’ve got their father’s personality. His brother Diego has got four children.’
Skim

Scan

Detail
Back to your phones.....

1. Take out your phone
2. Open a new text message

Don’t worry am not going to make you send a text!
Hi audience, what’s up? I don’t know if you are a newbie to text speak. If not no problems we’ll speak later

Hi audience, sup? IDK if u r (a) noob 2 txtspk. If not np we’ll spk l8r
“My teacher isn’t qualified to teach spelling! She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’. She spells BFN ‘g-o-o-d-b-y-e’...”
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coo</td>
<td>Cool</td>
</tr>
<tr>
<td>Props</td>
<td>Proper Respect</td>
</tr>
<tr>
<td>Sup</td>
<td>What’s up?</td>
</tr>
<tr>
<td>IDK</td>
<td>I don’t know</td>
</tr>
<tr>
<td>WTF</td>
<td>What the xxxx</td>
</tr>
<tr>
<td>LOL</td>
<td>Laugh out loud</td>
</tr>
<tr>
<td>BRB</td>
<td>Be right back</td>
</tr>
<tr>
<td>Emosh</td>
<td>Emotional</td>
</tr>
<tr>
<td>Tots</td>
<td>Total (Totally)</td>
</tr>
<tr>
<td>NP</td>
<td>No problems</td>
</tr>
<tr>
<td>Noob</td>
<td>Newbie</td>
</tr>
<tr>
<td>L8R</td>
<td>Later</td>
</tr>
</tbody>
</table>

• Easy to read / accessibility
• Differentiation / anonymity
• Portability
• Accessed online / offline
• Easy to personalise
• Dictionaries
• Note taking
• Advantages for SEN
What's your phone like? Can you take photos?

Play games?
Share Your Sounds

Had a great idea? Capture it with the REC button.
5 PRONUNCIATION regular verbs: -ed endings

a Listen and repeat the sentences.
- We booked a holiday.
- We walked around the town.
- We sunbathed on the beach.
- We argued about everything.
- We rented a flat.
- We decided to break up.

b Say the past simple of these verbs. In which ones is -ed pronounced /ʌd/?
- arrive
- ask
- end
- invite
- like
- love
- need
- park
- start

c Listen and check.

Regular past simple verbs
Remember that we don’t normally pronounce the e in -ed. The -ed ending is usually pronounced /ʌd/ or /ɛd/. The difference between these endings is very small.
We only pronounce the e in -ed when there is a t or a d before it, e.g. wanted, ended. With these verbs -ed = /æd/.

As you can see in this example from English File Pre-Intermediate, a student is able to record and play back their pronunciation.

Mobile phone stories

Collaborative Writing

Writing

Prompts / Support for writing

Digital Story Telling
Substitution
Augmentation
Modification
Redefinition

Technical
Financial
Motivational
Creation
Engagement
Any questions?

Thank you for listening

shaunwilden.co.uk