



**MESA DE
BILINGÜISMO**

Somos el Think Tank

LAS ESTRATEGIAS BUILDING TEACHING



LA MESA DE BILINGÜISMO DE CALI

BUILDING TEACHING

La Mesa de Bilingüismo de Cali

La Mesa de Bilingüismo de Santiago de Cali es un equipo de organizaciones público-privadas, de los sectores académico, gubernamental y empresarial, que trabaja sin fines de lucro, de manera articulada y uniendo esfuerzos, desarrollando acciones propositivas y de gestión.

Building Teaching

El programa Building Teaching ofrece laboratorios gratuitos de innovación y de alta calidad en temas relacionados con la enseñanza del inglés como lengua extranjera para los profesores de inglés del Valle del Cauca.

Building Teaching es posible gracias al compromiso y aportes de las universidades Autónoma, Cooperativa de Colombia, Icesi, Javeriana, Libre, San Buenaventura, Santiago de Cali y el Centro Cultural Colombo Americano.

CONTENIDO

-  **Universidad Autónoma de Occidente**
-  **Centro Cultural Colombo Americano**
-  **Universidad Cooperativa de Colombia**
-  **Universidad Icesi**
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UNIVERSIDAD AUTÓNOMA DE OCCIDENTE



English pronunciation for English as a foreign language directions and materials.



Workshop : Pronunciation for EFL learners



English pronunciation for English as a foreign language directions and materials

1. Articulatory phonetics with a mirror, lollipop and pencil

The “th” sounds

Lollipops are both tasty and helpful for English pronunciation! To practice the “th” sound, take one lollipop and place it near your mouth (about one centimeter away). While you hold the lollipop in front of your mouth, practice the list of “th” words below. As you say the “th” sound in the following words and sentences your tongue should touch the lollipop. Remember to focus on quality and accuracy, not on speed.

The “-er” sound

Part of the difficulty in pronouncing the “er” sound is finding the right tongue placement. To practice using the tongue correctly, we can practice with a pencil. Put a pencil in your mouth lengthwise. Bite down on the pencil so both sides of the pencil are sticking out the sides of your mouth. When saying the “er” sound in the following words and sentences, your tongue should not touch the pencil. It should be down, under, or around the pencil, but it shouldn’t touch the pencil. Remember to focus on quality and accuracy, not on speed.

The “i” and “ee” vowel sounds

The difficult sounds “i” (as in “pin”) and “ee” (as in “green”) require different facial muscles. When you say the “i” sound your face is very relaxed. When you say the “ee” sound you are pulling the sides of your mouth, as if you are smiling – it’s a much bigger, more intense mouth movement. We can practice these two sounds by looking in a mirror. You can verify that you are saying the sound correctly based on how your mouth is moving. Watch how your face looks as you say the minimal pairs below. Remember to focus on quality and accuracy, not on speed.

The “th” sounds

Think, Thank, Thirty-three, Thunder, Fifth, Strength, Throw, Cloth, Throat, Thousand

I think he would make a great President.

Stray cats are often very thin.

I thought you’d be ready by now.

This is the tenth sentence of this test.

He kicked the ball through the window.

The “-er” sound

Serve, Herd, Were, Burn, Thursday, Earth, Girl, Birthday, Dirt, Church, Circle

Thirty girls permed their hair and dyed it purple on Thursday.

Turkeys were in a circle in the dirt outside church.

The nurse wasn’t a jerk, but a kind sir. He served the patients.

A perk this term is my birthday on the first.

The restaurant serves surf and turf on Thursdays.

I heard the janitor was a doctor, too.

The “i” and “ee” vowel sounds

EASY	MEDIUM	HARD
“i” “ee”	“i” “ee”	“i” “ee”
Bin bean	Did deed	Bit beat
Chip cheap	Grin green	Bitch beach
His he’s	Hit heat	Britches breeches
Did deed	Mitt meet	Shit sheet
It eat	Sin seen	Piss peace
Sit seat		Crick creek
Ill eel		Dip deep
		Tit teat

2. The US State Department’s Color Vowel Chart

The Color Vowel Chart is a pronunciation tool for teaching and learning English vowel sounds. The Chart will help you incorporate pronunciation your classes so that your students can improve their comprehension and use of spoken English. Instead of phonetic symbols, the Chart uses colors and key words to represent the vowel sounds of English.

The Chart is effective because it focuses the learners’ attention on stress, an aspect of spoken English

that is crucial to clear communication. This focus on word stress and phrase stress helps learners first hear and then produce the rhythm that characterizes spoken English. This rhythmical pattern of stressed and unstressed syllables is the key to speaking clearly and to understanding spoken English.

We know that in English each word has exactly one primary stressed syllable and that syllable has a strong, lengthened vowel sound. Each color in the Color Vowel Chart represents a single vowel sound (the primary stressed syllable in the word). Each sound has a color name and a key word. For example, GREEN is the color name, and TEA is the key word. GREEN represents the vowel sound you hear in both words. To hear the sounds associate with each color, simply google "color vowel chart." OR, you can use the paper and pronounce the sound yourself.

First, familiarize yourself with the color vowel chart by practicing the words and associated vowel sounds. Once you have familiarized yourself with the sounds, you can begin to find "the color" of different words. To practice, pair the words below with their "color" based on the stressed vowel. Write the words from the list in their correct space in the Color Vowel Chart. It may be difficult at first, but over time you will start to develop more vowel stress awareness.

Peaches	ish	aCheese
Cookies	Mangoes	Oysters
Flowers	Mushrooms	Goat cheese
Oatmeal	Burger	Apples
Yams	Papaya	Pasta
Flour	Lettuce	Sausage
Noodles	Hotdogs	Chicken
Juice	Fish	Strawberries
Bread	Soup	Ice cream
Oil	Popcorn	Onions
Soda	Rice	Sugar



GREEN TEA	WHITE TIE	BLUE MOON
SILVER PIN	TURQUOISE TOY	WOODEN HOOK
GRAY DAY	PURPLE SHIRT	ROSE COAT
RED DRESS	A CUP OF MUSTARD	BROWN COW
BLACK CAT	OLIVE SOCK	AUBURN DOG

Answer key:

<p>Green tea Peaches Cheese</p> <p>White tie Papaya Rice Ice cream</p> <p>Blue Moon Noodles Soup Juice</p> <p>Silver Pin Chicken Fish</p> <p>Turquoise Toy Oil Oysters</p>	<p>Wooden Hook Cookies Sugar</p> <p>Gray Day Grapes Mangoes</p> <p>Purple Burger</p> <p>Rose Coat Soda Oatmeal Goat cheese</p> <p>Red Dress Lettuce Bread</p>	<p>A Cup of Mustard Mushrooms Onions</p> <p>Brown Cow Flour Flowers</p> <p>Black Cat Apples Yams</p> <p>Olive Sock Hotdogs Popcorn Pasta</p> <p>Auburn Dog Sausage Strawberries</p>
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3. Running Dictation / Telephone

A running dictation and the telephone game (particularly those with minimal pairs, homophones or alliteration) are helpful to practice pronunciation. The games incentivize perfect pronunciation because students must use accurate pronunciation or they will lose. The listening students must listen carefully and clearly as well.

A running dictation is a competition to see who can complete a dictation fastest and most accurately. At the front of the class there are some sentences. One student is the runner, the other is the scribe. The runner, goes to the board and memorizes one of the sentences. The runner then goes to the scribe and tells the scribe the sentence (without helping to write the sentences). The scribe writes the sentences as well as they can. The first pair to complete the sentences (and do so correctly) wins. There are three different dictations.

When you have finished the dictation game, you can practice the telephone game. The teacher will whisper one phrase into the ear of a student. The phrase is then shared among every other participant through a whisper chain. The last student to hear the phrase shares what they have been told. The result is often a bizarre or hilarious sentence.

Number 1

Edmond Hillary made his ascent on Mount Everest first.

His maid made eccentric sounds as he did it.

He'll probably second a sound decision at the college meeting.

That is, if his accent is understood by his colleagues.

Number 2

I wore the blue trouser, as the war whistle blew.

Susan asked where the three free pies were.

It was difficult to adapt to English weather.

I have always wanted to adopt whether or not I could afford it.

Number 3

The driver applied the brake right after his snack break.

He tried to break the fused bulb.

I might hire someone to meet the higher requirements.

If I weren't so idle, I might idol those with great might.

4. Minimal Pairs Bingo

If you are not familiar with linguistics, a minimal pair is two words that vary in only one sound. For example, rat and rate are minimal pairs because only the vowel sound differs between the two words. Practicing minimal pairs can help to distinguish between two very similar vowel sounds, which are difficult for English as a Foreign Language learners. For Spanish speakers, for example, it can help to distinguish the differences between the "i" sound in "hit" and the "ee" sound in "heat," which is a common difficulty.

In this activity, everyone creates a bingo chart with the minimal pairs list. The teacher (or a student) picks some minimal pairs out of a hat. Students must listen carefully to the pronunciation as to not mistake one word for another. Students can also serve as the announcer, to gain some oral practice. First person to get bingo wins!

Fell	Bed	Bid	Fill	Desk	Disk
Left	Lift	Dead	Did	Mess	Miss
Head	Hid	Big	Bed	Bill	Bell
Chick	Check	Gem	Gym	Hell	Hill
Him	Hem	Let	Lit	Pet	Pit
Red	Rid				

5. Shadowing

One technique that we can use to improve English speaking skills and pronunciation is shadowing. The idea behind shadowing is that you listen to some English and you repeat the sounds that are being spoken, exactly as they are and as soon as the audio enters your eardrums. Different from the listen-and-repeat technique, you must try to copy the person in the audio exactly. By doing this, shadowing emphasizes the pauses or breaths, emphasized words, intonation and the up-and-down movement commonly used by a native English speaker.

Remember, shadowing is not about improving comprehension, it is about training your mouth to move in the correct way. This technique trains your ear to listen very careful to the way, tone, rhythm, length and number of pauses used in speech. It also helps to work your vocal muscles so that you can speak more smoothly when you are not practicing shadowing.

To practice some shadowing, listen to the recording once or twice. Once you have a good sense of the tone, intonation and emphasis of the recording, try shadowing with a partner. Use the script to read along as you shadow.

6. Tongue Twisters, Rhymes and Riddles

Tongue twisters, rhymes and riddles are great ways to practice and improve pronunciation. They focus on the aspiration of air common to enunciate some letters like “P” “Ch” or “K”. Tongue twisters, rhymes and riddles also build the mouth muscles and correct tongue position required to produce sounds common in English.

Tongue twisters can be particularly helpful when they focus on a certain sound that is difficult for students. Try practicing the list of tongue twisters that tend to be difficult for EFL native Spanish learners.

After you are done practicing the tongue twisters, try creating a tongue twister that focuses on something you find challenging to pronounce in English

The sounds [w], [t], and [d]
Whenever the weather is cold.
Whenever the weather is hot.
We'll weather the weather,
whatever the weather,
whether we like it or not.

The sound [b] and [v]
How many velvet berries could a very bare berry carry, if a very bare berry could carry velvet berries?
Well they cannot carry velvet berries
(Which could make you very wary)
but a very bare berry carried is more scary!

The sounds [f] and [sh]
There was a fisherman named Fisher

who fished for some fish in a fissure.
Till a fish with a grin, pulled the fisherman in.
Now they're fishing the fissure for Fisher.

The sound [l]
Little lady Lilly lost her lovely locket,
Lucky little Lucy found the lovely locket.
Lovely little locket lay in Lucy's pocket,
Lazy little Lucy lost the lovely locket!


The sounds [f] and [p]
I'm not the pheasant plucker, I'm the pheasant plucker's mate,
And I'm only plucking pheasants' cause the pheasant plucker's late.
I'm not the pheasant plucker, I'm the pheasant plucker's son,
And I'm only plucking pheasants till the pheasant pluckers come.

The sound [s]
Sally sells seashells by the seashore
For sure, she surely sells sandwiches
Smoked, smothered in relish sauce




CENTRO CULTURAL COLOMBO AMERICANO

 Techniques for integrating languages skills

 Integrating Skills - live to tell the tale
Building Teaching



 Techniques for integrating language skills

TECHNIQUE 1 – MIXED CONVERSATIONS

This technique is about mixing the main expressions from different conversations and exposing students to all expressions at the same time.

Activity – Conversations in the unit

1. Give each student a card with a line of one of the conversations in the same unit***.
2. Divide students into 2 or 3 smaller groups.
3. Ask them to try to identify the meaning of the expressions each one in the smaller group has
4. Ask them to associate one statement with the other – if possible.
5. Ask students to come up with a conversation using the lines they have. They are free to include

other expressions so that their conversations are coherent.

6. Students present their conversations. Emphasize on the expressions each group has by showing them to the rest of the class before role-playing it.
7. Ask students to listen to the original conversations and classify which expressions belong to each original conversation.
8. Ask students to come up with the general ideas of the conversations.
9. Students are now asked to create their own conversation integrating all the information. No expressions are given to them now.

TECHNIQUE 2 – DISCRIMINATING WORDS AND EXPRESSIONS

This technique is about letting students focus their attention on specific words that conversations/ listening texts have so that they can identify them easily later.

ACTIVITY – Catch the word

1. Give each student a phrase or word from one conversation***. Words or phrases chosen should be relevant and give hints about the topic of the conversation.
2. Ask students to work in pairs checking the meaning of the word. Students can be asked to exchange words if you want to guarantee that they all become familiar with the words.
3. Present the words to the rest of the group and then, paste them around the room.
4. Ask students to work in pairs going around the room and checking the pronunciation and meaning of the words.
5. Ask students if they can explain the general idea of what the conversation might be about (prediction.)
6. Ask students to listen to the conversation one time.
7. In the second listening, ask them to catch the words they hear in the conversation.
8. Listen to the conversation a third time and ask students to double check if they got all the words.
9. Discuss what the conversation is about and then ask them to generate complete statements in the conversation so that they can later on create a conversation using their own information.

TECHNIQUE 3 – Working on Genres

This technique is about asking your students to develop a text (written or oral) but changing the type of text they have to produce.

ACTIVITY – Spinning Wheel

1. Teacher focuses the attention on the topic that is studied in the class – in this case, the topic is Social Responsibility and social problems.
2. Have students identify different genres.
3. Ask students to spin the wheel and then they have to develop the task that is assigned. See examples below.

GENRE	GENRE-BASED TASK
ANNOUNCEMENT	Create a bulletin board announcement.
LETTER	Write a letter of complaint to the city mayor.
NEWS VIDEO	Create a tv news video clip.
RADIO CAMPAIGN	Prepare a radio campaign for improving a public behavior.
RULES SIGN	Set up the rules of conduct in a public place.
SPEECH	Write a community leader’s speech about social problem in a community.
TALK SHOW	Create a talk show in which a prominent city leader is invited (roleplayed by a student.)
MEDIA TREND	Create a thread on the social media.
ANECDOTE	Tell an anecdote about someone’s public misconduct.
SKETCH	Prepare a sketch about an argument between two people caused by social misconduct.

4. Once students present, their partners are asked to respond to their work by giving opinions.

TECHNIQUE 4 – Drawing

This technique initially involves students drawing on the board or on a piece of paper as a result of different tasks related to reviewing class objectives and target language that the teacher assigns.

ACTIVITIES

Ask students to draw:

- What they did last weekend.

- What they learnt the previous class (one expression, one piece of vocabulary.)
- How they felt in class and why.
- What they did in class the previous day
- One activity they did in the last unit.

In the latter procedures, the technique requires students to interact in an oral or written manner. Some examples of what students can be asked to do are:

- Guess what the main words are.
- Make associations with the words.
- Go around the room discussing what they remember by comparing their drawing with their partners.

Write what they understood and share it with their partners.

TECHNIQUE 5 – Paper Technique

In this technique, students are asked to use small pieces of paper as source of information.

ACTIVITIES

First, students may complete one of the following tasks:

- Write an expression or piece of vocabulary they know about the topic of the class.
- Write the description of one activity they did the previous class.
- Write how they felt with the different activities carried out in class.
- Write one example of what they did over their weekend.

Later, teacher asks students to do one of the following activities with the paper:

- Exchange pieces of paper and explain to their partners what they wrote and why.
- Paste the pieces of paper with information on the classroom walls and ask students to discuss what they remember.
- Guess the information they have on the paper once the teacher has pasted it on students' backs.

Teach the expression they have on the piece of paper to their partner.



Objectives

- Identify your favorite activities to develop language skills.
- Discuss the features of an integrated-skill class.
- Discuss techniques to integrate language skills successful.

Bank of Activities per Skill

Speaking

- Dramatizations
- Demonstrations
- Role- plays
- Extended tasks or projects
- Problem solving
- Oral report
- Dictation
- Describe a drawing
- Debate
- Taboo
- Story Telling

Writing

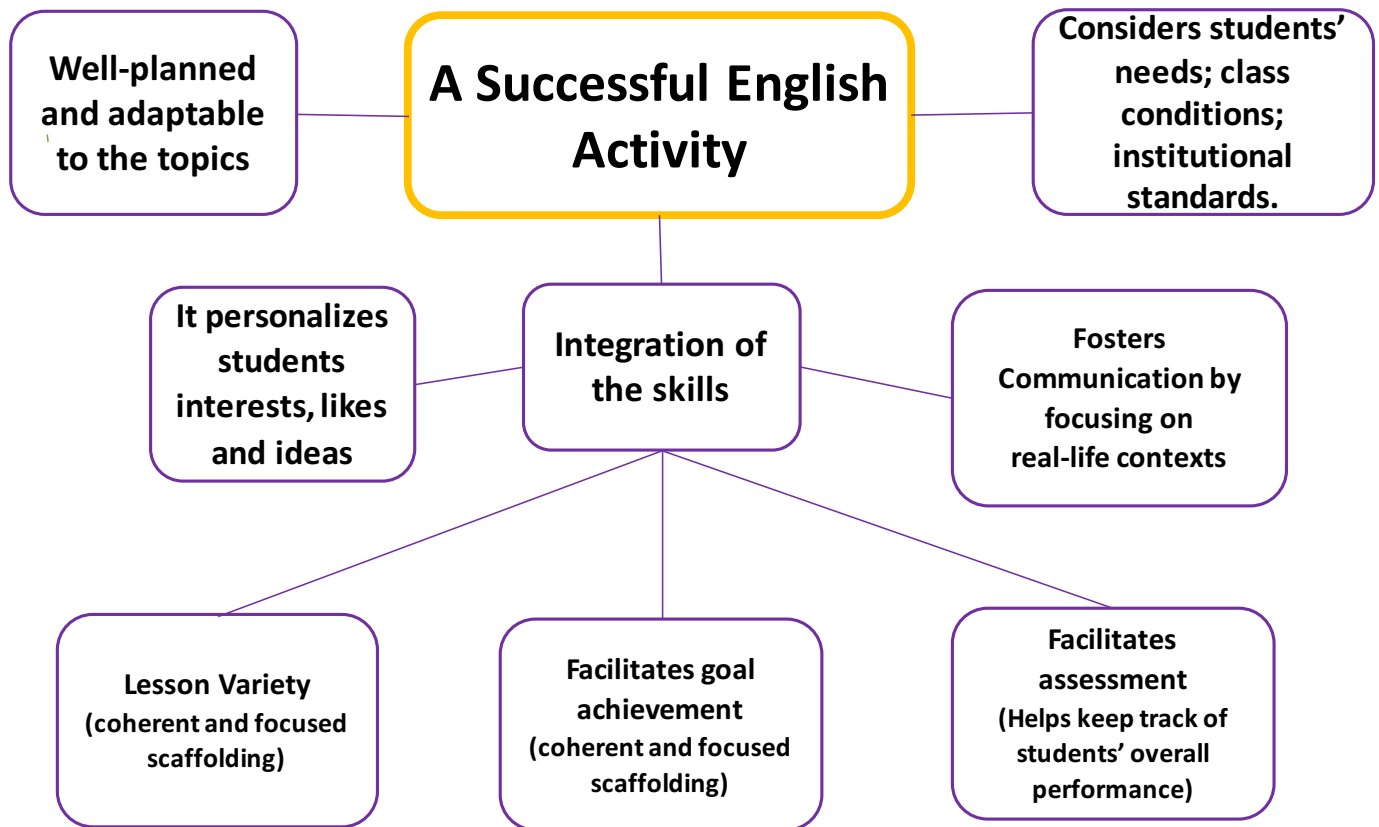
- Journals
- Open-ended exercises
- Portfolios
- Oral report
- Dictation
- Creating a postcard
- Writing an essay.
- Write a post on Facebook.
- Write a story based on a sequence of pictures.

Listening

- Complete the gaps
- Write general or specific ideas.
- Audio dictation.
- Bingo story.
- Who said what
- Listening bazaar.
- Crazy punctuation.
- Follow the instructions.
- Fast hands.
- Cloning the dialog.
- Surprise questions.
- Select the chart.
- Write what you heard.

Reading

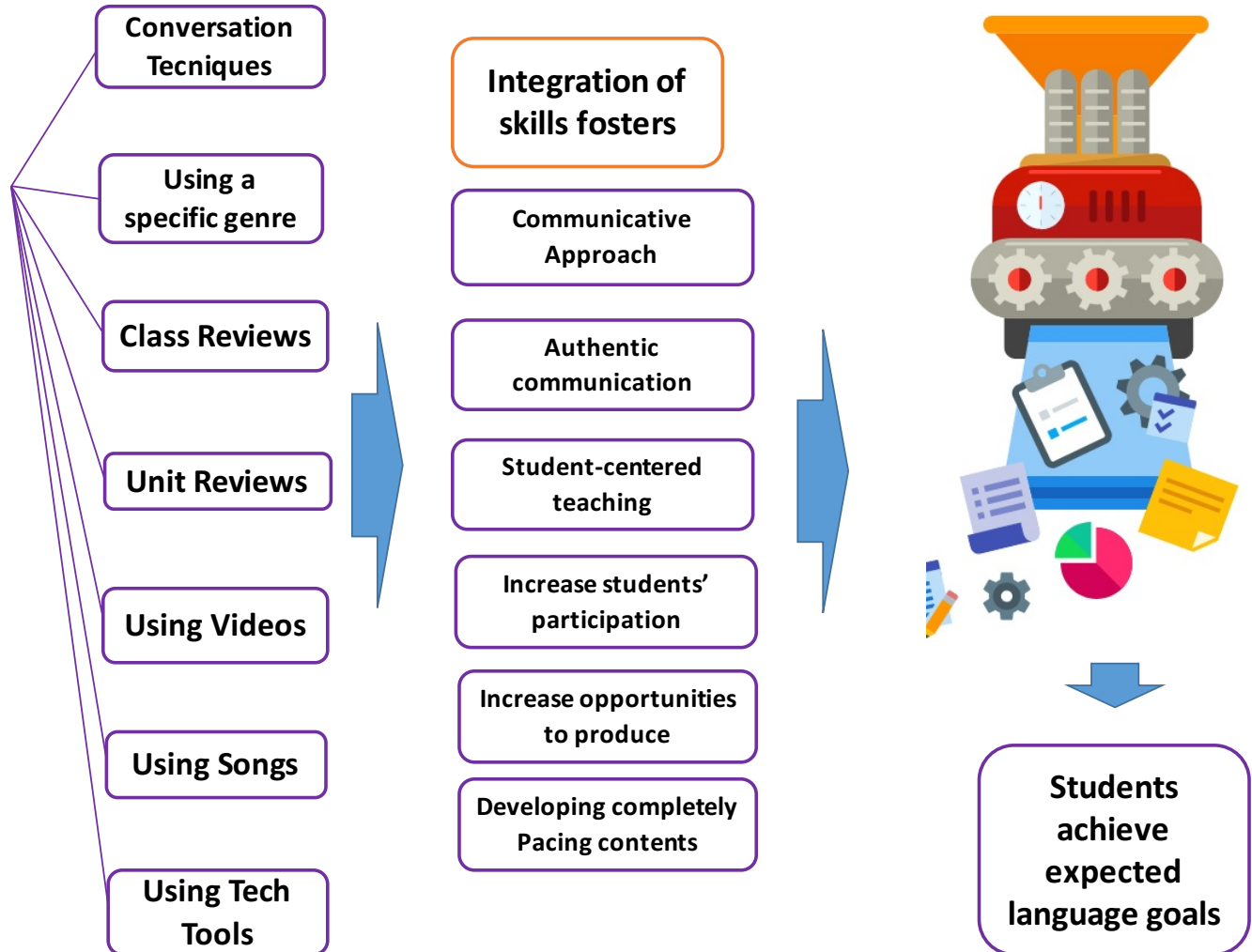
- Underline main ideas by paragraphs.
- Answer comprehension questions.
- Draw what you understood.
- Look for key words.
- Predict a story by Reading title and illustrations.
- Reading logs



What are the characteristics of an integrated-skill lesson?

- The natural process of communication is replicated by mixing skills in an activity.
- One skill is the focus of the lesson, but it involves other skills as input and as outcome.
- There is a reaction/response to the activity by using a different skill from the one that is the initial input.
- A balance between input and output.
- Enough opportunities to produce.
- Teacher is not the center of the activity, but he/she plays different roles that enhance communication (guidance.)
- Materials are mostly authentic, and are a tool for language integration and use.
- There is a high amount of student- student interaction.
- Students personalize content.
- Cooperative work is present as a feature of the integration.

Techniques to Integrate Language Skills



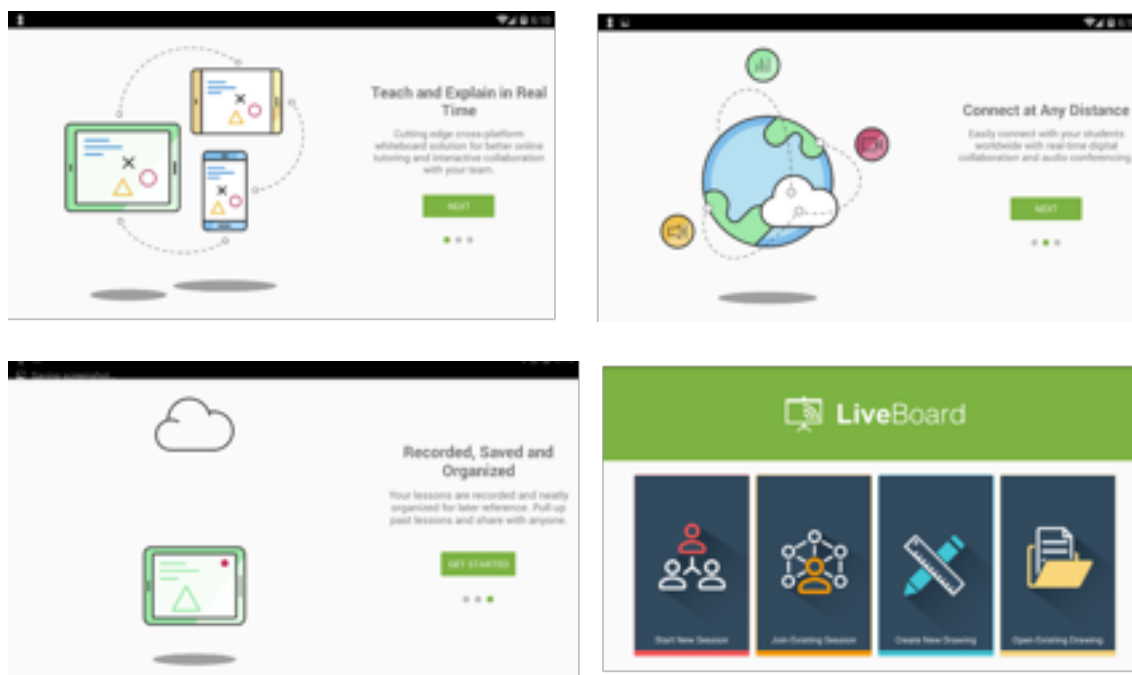


LiveBoard

Este es un tablero colaborativo multiplataforma, es decir que se comparte un espacio de trabajo que emula un tablero de clase, y lo que se escribe en él, puede ser visto por todos. Quien crea la clase, puede darle permisos a los que se conectan para que escriban sus aportes en el tablero.

Para trabajar con este tablero, todos los participantes deben tener un dispositivo con acceso a internet y en el caso de las tablets y celulares, descargar la aplicación. En computadores y portátiles, se puede ir a la página web <https://liveboard.online/> y conectarse usando el navegador.

Para dispositivos como tablets y celulares se puede ir a la Google Play Store e instalar la aplicación desde la tienda. Es un procedimiento sencillo. Al iniciar por primera vez la aplicación, se presentan unos pantallazos de introducción, indicando que la plataforma permite enseñar en tiempo real sin importar la distancia (Fig. 2), se puede colaborar a través del tablero, o por audio (Fig. 3). Las colaboraciones pueden grabarse para su repaso y uso posterior (Fig. 4).



En la figura 5 se ven las 4 opciones principales de esta aplicación.

Start a new session – Empezar una nueva sesión: Esta opción es para quien va a crear la clase y va a compartir su tablero, todo lo que la persona que inicia la sesión muestra en su pantalla, lo podrán ver los demás. Por esta opción se genera el código para invitar a los demás, la invitación se puede enviar por diferentes medios, dependiendo de que tenga instalado en su celular, lo más común es el correo electrónico, WhatsApp y Messenger de Facebook. También esta persona es quien controla quien puede escribir en el tablero. Puede darse permisos para que todos escriban, o se pueden seleccionar un usuario de la lista para que solo el escriba.

Join existing session – Unirse a sesión existente: Esta es la opción para quien asiste a la clase. Para poder unirse, la persona debe conocer el código, que puede recibir por diversos medios como el WhatsApp, el correo, o porque el docente se lo diga en clase.

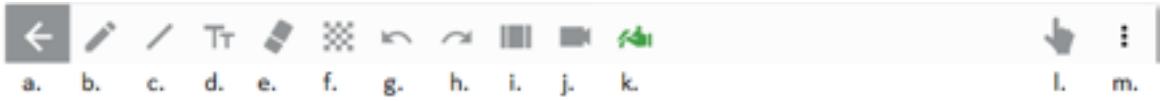
Create new drawing – Crear nuevo dibujo: Antes de nuestra clase, podemos preparar las imágenes que vamos a compartir. En el tablero se puede escribir, dibujar, usar formas predeterminadas y líneas de diferentes colores, con o sin relleno. Por ejemplo, podemos con las formas predeterminadas hacer mapas conceptuales sencillos y agregarles texto.

Open existing drawing – Abrir dibujos existentes: La aplicación permite almacenar los trabajos para ser usados varias veces. Solo debemos abrir la carpeta, y presionar en la opción compartir.

Diagrama para conectarse.

Usando el tablero.

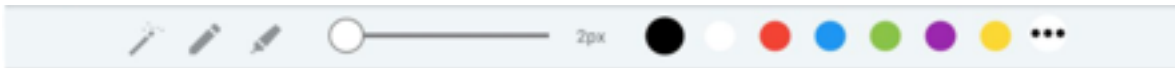




En la figura 6 se puede ver el menú básico del tablero. Las funciones están distribuidas de la siguiente manera:

a. Volver a la pantalla anterior, que muestra las diferentes sesiones de dibujo que tiene guardadas.

b. El lápiz le permite escribir en cualquier espacio del tablero. Podemos cambiar el grosor de la línea y el color. El primer icono es una herramienta experimental, que tratará de acercar su dibujo a la figura más cercana. Si trata de dibujar un cuadrado, el reconocerá un cuadrado y lo corregirá.



c. Líneas y formas: Al escoger esta opción, sale la barra de herramientas que le permite seleccionar entre línea, ovalo, círculo y cuadrado. Puede seleccionar la casilla "Fill" y la figura estará llena, si esta sin seleccionar solo dibujará los bordes. Al igual que con el lápiz, se puede escoger el grosor de la línea y el color.



d. Texto: Al seleccionar esta opción aparecerá un pequeño recuadro en donde ingresar texto. En un dispositivo móvil, se activará el teclado. Puede utilizar negrita, itálica y subrayar el texto. También cambiar el tamaño y el color.



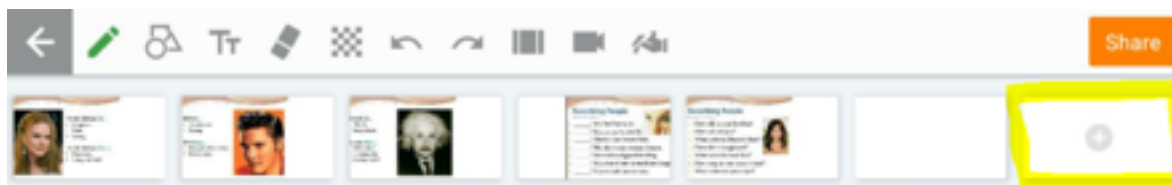
e. Borrador: Puede borrar las líneas, las figuras y lo que escribe. Si desea eliminar una imagen que agregó a la pantalla, se debe seleccionar la opción de limpiar pantalla.



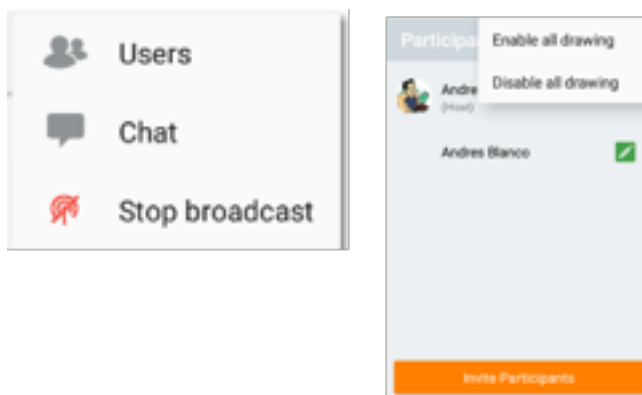
f. Diapositivas: se puede escoger tomar una foto, para mostrarla en el tablero. Agregar una foto desde la galería de su celular. Escoger un fondo con cuadrícula o con líneas rectas, y cambiar el fondo del tablero.



- g. Deshacer: Elimina el último elemento o acción que se ejecutó en el tablero.
- h. Re-Hacer: Vuelve a mostrar en el tablero algo que se borró con el botón anterior.
- i. Diapositivas: Puedes crear más de un tablero. En la siguiente imagen se pueden apreciar varias diapositivas listas para ser compartidas, hay una en blanco, para seguir agregando información, y la última con el símbolo +, crea más diapositivas.



- j. Permite grabar la sesión: Captura todo lo que se muestra e pantalla.
- k. Este icono es para activar la función de trabajar con un lápiz para Tablet.
- l. Con la mano podemos señalar alguna parte del tablero, para hacer más visible algún elemento del que estemos hablando en la sesión.
- m. El último icono de la barra de herramientas permite ver los usuarios conectados, activar el chat y detener la transmisión.



Si selecciono el listado de usuarios, puedo ver quienes están conectados. Permitir que todos escriban, o deshabilitar la escritura para todos. El icono del lápiz verde, indica que la escritura está habilitada para ese usuario.

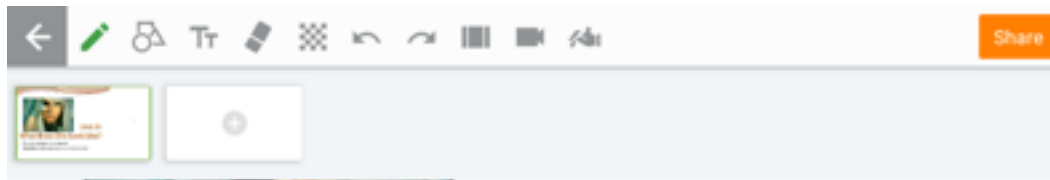
Si quiero que solo una persona escriba, deshabilito a todos los usuarios, y luego solo activo el icono del lápiz de la persona que quiero que intervenga en el tablero.

Ejemplo de uso:

Tenía una clase en un salón que no contaba con videobeam, y para explicar el tema necesitaba mostrarle varias imágenes, y como soy pésimo dibujando use la herramienta LiveBoard.

Para una clase normal tengo una presentación de PowerPoint, para poder usarla con el LiveBoard, guarde las diapositivas como imágenes y las pase a mi teléfono celular.

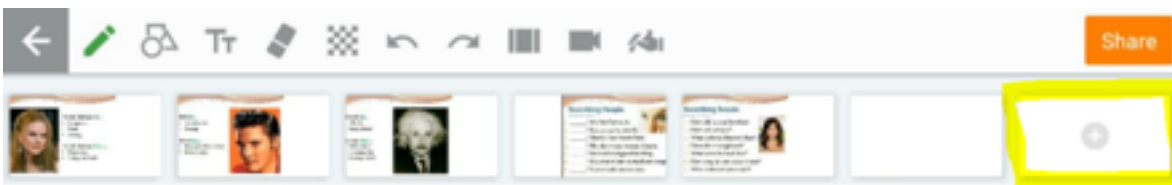
Use la opción Create new drawing – Crear nuevo dibujo para preparar mi clase. En la barra de herramientas cree varias diapositivas en blanco, y luego en cada una agregue las imágenes de la presentación de PowerPoint.



Unit 9: What Does She Look Like?

- Peoples' physical appearances
- Modifiers with participles and prepositions

1 of 1



Al final incluí un ejercicio donde los estudiantes deben usar la aplicación para escribir

How old is your brother?

Describing People

page 59, no. 3, activity A

1. _____? My brother is 26.
2. _____? I'm 173 cm (5 feet 8).
3. _____? Sharon has brown hair.
4. _____? No, she wears contact lenses.
5. _____? He's tall and good-looking.
6. _____? My sister's hair is medium-length.
7. _____? I have dark brown eyes.

19 of 20

En la clase puedo seleccionar a un estudiante, darle privilegios de escritura, y esa persona debe escribir la pregunta que corresponda a la respuesta que ve en el tablero.

Si el estudiante comete un error, puedo darle permisos de escribir a otro estudiante, para que haga las correcciones. Se van asignando permisos de escritura a diferentes estudiantes hasta tener todas las preguntas.

Edmodo

Edmodo es una plataforma social educativa que conecta a los estudiantes con personas y recursos que pueden serles útiles para mejorar su proceso de aprendizaje. En Edmodo, profesores, alumnos y padres pueden conectarse de manera segura. Se trata de una plataforma abierta que permite el intercambio de conocimientos y es muy recomendada para padres e hijos.

Edmodo, es una herramienta de microblogging que se utiliza en educación mantener una comunicación e interacción activa y constante entre profesores y alumnos, incluyendo a los padres, hacer asignaciones de trabajos, y organizar los contenidos de las clases.

Se trata de una plataforma fácil, segura, interactiva, versátil y gratuita, que refuerza lo que se dice en clase. El profesor tiene la posibilidad de asignar insignias a sus alumnos, otorgar premios por el esfuerzo demostrado.

La comunicación entre profesor-alumno es la clave principal de esta herramienta. El profesor crea tantas aulas virtuales como desee y el alumno tiene sus aulas virtuales

La herramienta permite:

Comunicación sincrónica y asincrónica

Flexibilidad de horarios

Aprendizaje colaborativo

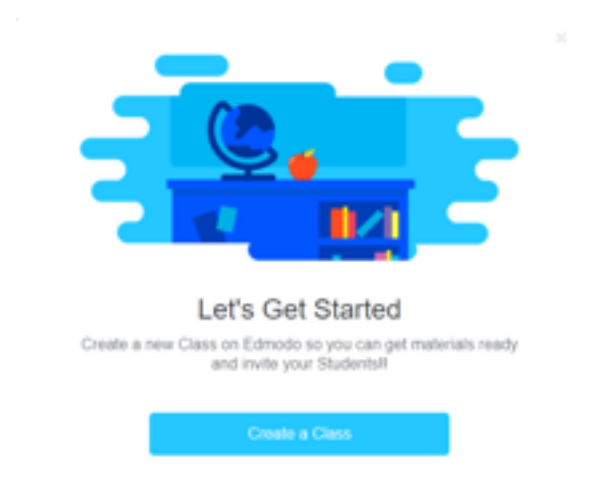
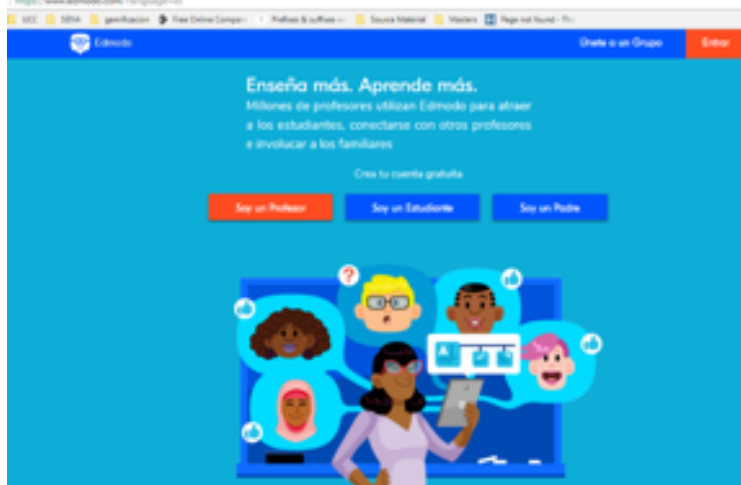
Construcción del conocimiento constante, dinámica y compartida

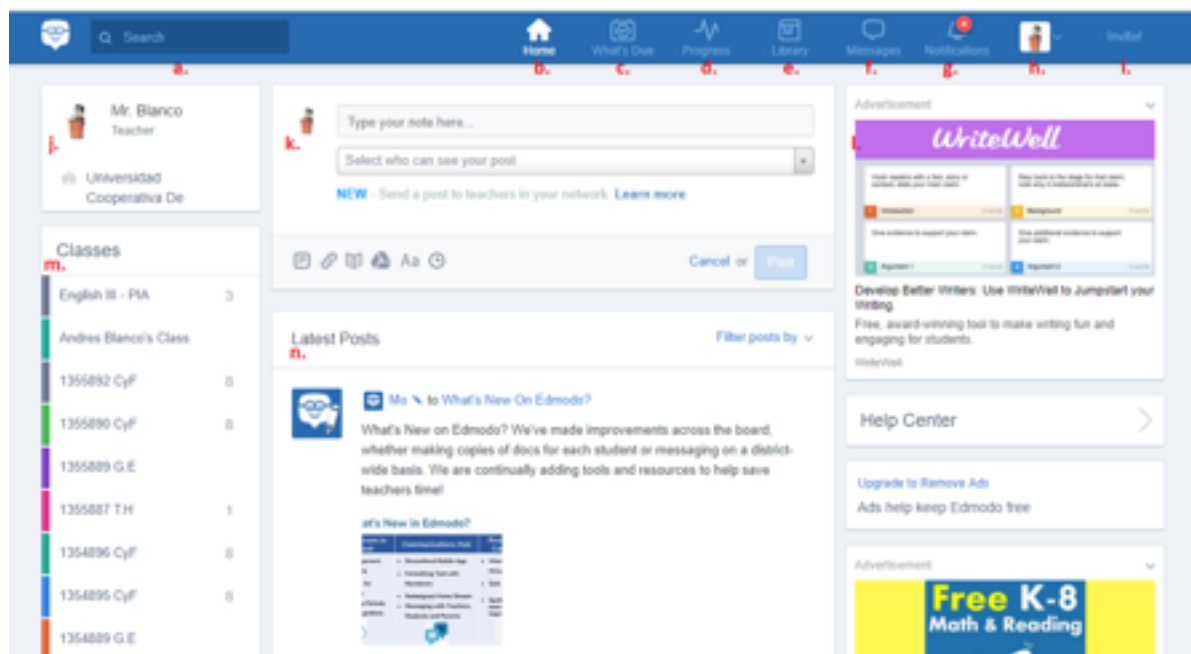
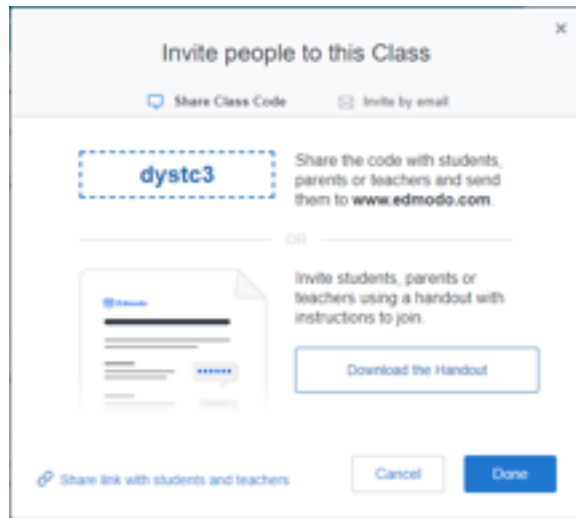
Roles activos de docentes y alumnos

Posibilidades educativas

Por lo tanto, las posibilidades de la plataforma social educativa van mucho más allá de solo transmitir datos. Edmodo permite que el alumno tome control sobre su propio aprendizaje, de manera que el aprendizaje es significativo y posee un sistema de evaluación continua en función de las evaluaciones y actividades que se plantean. Esto junto con las críticas y comentarios de los alumnos genera una línea de retroalimentación. De esta forma, es posible evaluar varios aspectos del proceso de aprendizaje como: la capacidad crítica, el trabajo en equipo o la creatividad.

Para usar Edmodo, el profesor crea una cuenta en la plataforma usando el perfil para docentes. Es posible crear una cuenta totalmente nueva, sin vínculos a cuentas previas de correo, o se puede usar una cuenta de correo de Google o de Outlook.





- a. Búsqueda: En esta casilla se pueden escribir palabras claves para buscar temas dentro de la plataforma.
- b. Ir a la página de inicio: Es la que se ve en la imagen. En la página de inicio el profesor puede ver a la izquierda los cursos creados, en la parte central las publicaciones, y al desplazarse hacia abajo puede ver comentarios y otras publicaciones, funciona similar al Facebook, pero cuando hay que vincular a los usuarios, se puede poner el nombre del curso, y todos los inscritos a él podrán ver la publicación.
- c. What due: Es el espacio para las notificaciones de trabajos entregados
- d. Progress: Al entrar a esta sección, se escoge una de las clases y se ven los resultados de los estudiantes a las actividades evaluativas propuestas. Aparece el nombre del alumno, las notas y porcentajes de progreso. Se pueden asignar las insignias desde la sección de progreso.
- e. Library: permite explorar que otras clases se están impartiendo en Edmodo, puede encontrarse otros docentes y clases con contenidos en los que uno esté interesado, o que se deseen compartir.

Classes

English II - PA
125592 CyF
125592 CyF
125592 G.E.

Classes

Formerly known as groups, classes are a dedicated space to engage your students and keep parents informed. Manage class discussions, share learning content, and hand out assignments and quizzes.

NEXT

Groups

Address District's Group

Manage Groups
Create a Group
Join a Group

Groups

Connect with other teachers in your school community and beyond. Discover and share learning resources that you can use with your students.

NEXT

Home What's Due

What's Due

From here, you can send, track, grade, and provide feedback for any of your assignments or quizzes.

NEXT

Type your note here...

Select who can see your post

NEW Send a post to teachers in your network. Learn more

Cancel or Post

Latest Posts Filter posts by ▾

What's New on Edmodo? We've made improvements across the board, whether making copies of docs for each student or messaging on a district-wide basis. We are continually adding tools and resources to help save teachers time!

Like (214) • 43 Replies • Share • Follow Feb 6, 2015, 7:30 PM

Show more replies...

Home Stream

The Home Stream is all about discovering and sharing content and resources with other teachers and your school community.

NEXT

Help Center

Log out or Manage My Profile

Help Center

Messages

Messaging

One-to-one messaging is here. Send and receive direct messages between students, parents (coming soon), or teachers.

GOT IT

Class Code: dystc3

Invite People

Class Code: dystc3

Invite Your Students

They can use this unique Group Code to sign up for Edmodo, or join from an existing account. Once the code is used, students are automatically added to this Group.

NEXT





PROMOTING ENGLISH OUTSIDE THE CLASSROOM

Designing tasks / activities to promote learning outside the classroom

OBJECTIVES OF THE LABORATORY

To discuss the concepts and principles of meaningful learning, learning stations, multiple intelligences and learning styles

To design strategies to promote English outside the classroom.

ACTIVATING KNOWLEDGE

Activating knowledge through a collaborative exercise: go to one of the tables and check out the material there.

Development of contents: each group will be at each table for 10 minutes and fill in the booklet.

DESIGN AND PRODUCTION

•Activity design: design an activity, with its instructions for students, to promote meaningful learning of English and additional exposure outside the classroom. Take into account the concepts discussed before.

Choose a station

1. Letter mailbox
2. Tongue twisters
3. Grammar of the week/day
4. Reading corner
5. Music corner

Visiting each station: visit the stations and do each of the tasks. Write your comments in Padlet, answering the following question:

How does each of the activities aim to any of the principles discussed in the workshop (concepts)?

Padlet <https://goo.gl/Qs6mKA>

LEARNING STATIONS

(Answer the questions with the information provided in Appendix 2)

Definition of Learning Stations

A learning station is a space set aside in the school that allows easy access to a variety of learning materials in an interesting and productive manner. Learning stations are usually designed to offer a variety of materials, designs, and media through which students can work by themselves or with others to operationalize the information learned in the classroom.

Why do you think it is important to use learning stations to promote English Learning?

What examples of learning stations can you come up with outside the English Classroom?

LEARNING STYLES

(Answer the questions with the information provided in Appendix 4)

Definition of Learning Styles

Refers to a biological and developed set of characteristics (Oxford, 1990) that make the learner have a preferred: sensory channel for perception, type of information perceived, way of organizing and processing information, and way of progress toward understanding.

**Why do you think it is important to consider the Learning Styles in your class?
How can you include the different Learning Styles in your micro-curriculum design?**

MEANINGFUL LEARNING

(Answer the questions with the information provided in Appendix 5)

Definition of Meaningful Learning

For David Ausubel (1963) to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. Therefore, new knowledge must interact with the learner's knowledge structure. This author states that meaning is not implicit in the learning process; instead, it is built on by students as they are able to relate new concepts to previous knowledge. Thus, they can apply and retain what they learn as part of the interaction between external information and what they know.

Why do you think it is important to make Learning Meaningful? ?

How can you enhance Meaningful Learning in your micro-curriculum design?

MULTIPLE INTELLIGENCES

(Answer the questions with the information provided in Appendix 1 & 3)

Definition of Multiple intelligences

Refers to different (seven) ways to demonstrate intellectual ability. Students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. (Gardner, 1995)

Why do you think it is important to consider the Multiple Intelligence in your class?

How can you include Multiple Intelligences in your micro-curriculum design?

DESIGNING YOUR LEARNING STATIONS

Useful tips:

1. Decide how many stations to create. Where will they be located?
2. Determine what you want students to learn or be able to do through these activities.
3. Find materials and resources that enhance what you want students to learn.

4. Write a description of the center, providing students with information on what they are expected to do, learn, and produce. Give the center a name.
5. Decide how long center time will be and how many weeks the center will be open.
6. Share stations rules with students on a regular basis. Reward students who obey these rules.
7. Clearly describe what each center entails and expectations for student learning and work.

BIBLIOGRAPHY

Ausubel, D. (1963). *The Psychology of Meaningful Verbal Learning*. New York: Grune & Stratton.

Gardner, H., & Hatch, T.; Hatch (1989). "Multiple intelligences go to school: Educational implications of the theory of multiple intelligences". *Educational Researcher*.(8)

Oxford, R.L. (1990) *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle.

APPENDIX 1

LEARNING STYLE

Refers to a biological and developed set of characteristics (Oxford) that make the learner have a preferred: sensory channel for perception, type of information perceived, way of organizing and processing information, and way of progress toward understanding. (Felder-Silverman)

LEARNING STRATEGY

Refers to “specific actions, behaviors, steps or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning” (Oxford)

MULTIPLE INTELLIGENCE

Refers to different (seven) ways to demonstrate intellectual ability. Students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. (Gardner)

APPENDIX 2

LEARNING STATIONS

CONCEPT & PRINCIPLES

DEFINITION

A learning station is a space set aside in the school that allows easy access to a variety of learning materials in an interesting and productive manner. Learning stations are usually designed to offer a variety of materials, designs, and media through which students can work by themselves or with others to operationalize the information learned in the classroom.

These are designed to enhance the learning of concepts, skills, themes, or topics. This learning can take place after a topic is presented to students, during the course of presenting important concepts, or as an initial introduction to material in the text.

Learning stations can have any number of designs, each limited only by teachers' creativity and imagination. Such shared responsibility assures that students have a sense of ownership in the center and will be more willing to engage in the resultant activities.

EXAMPLES

Interest Centers

Interest centers are a type of learning center. They provide an opportunity for students to acquire in-depth knowledge about a topic of interest. Unlike in traditional learning centers, students are not required to complete the activities in the center but can choose to visit the center when time allows. The topic might or might not be related to the unit of study. For example, when teaching about metamorphosis using the life cycle of the butterfly, the teacher might also create an interest center focusing on the life cycle of the frog so that students can delve deeper into the topic.



Learning Stations

Learning stations are areas of the classroom organized around a topic, theme, or skill. They can target students' readiness levels, interests, or learning profiles. The teacher creates several stations that cover portions of the material. To learn about the topic, students must complete the activities at each station. For example, during a unit on weather, the teacher might create four learning stations: temperature, atmospheric pressure, clouds, and the water cycle.

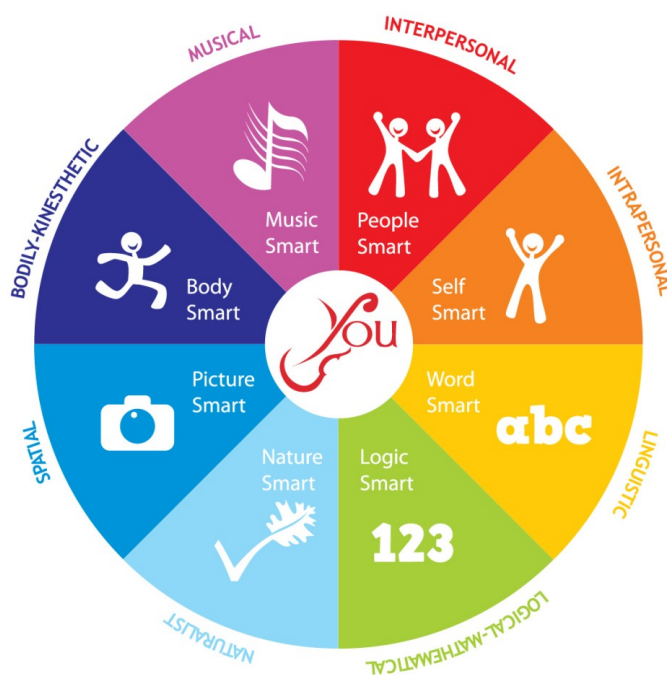


Taken and adapted from: <https://www.teachthought.com/pedagogy/4-strategies-implementing-learning-stations-classroom/>

APPENDIX 3

MULTIPLE INTELLIGENCES

CONCEPT & PRINCIPLES



Types of intelligences

Linguistic: An ability to analyze information and create products involving oral and written language such as speeches, books, and memos.

Logical-Mathematical: An ability to develop equations and proofs, make calculations, and solve abstract problems.

Spatial: An ability to recognize and manipulate large-scale and fine-grained spatial images.

Musical: An ability to produce, remember, and make meaning of different patterns of sound.

Types of intelligences

Naturalist: An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.

Bodily-Kinesthetic: An ability to use one's own body to create products or solve problems.

Interpersonal: An ability to recognize and understand other people's moods, desires, motivations, and intentions.

Intrapersonal: An ability to recognize and understand his or her own moods, desires, motivations, and intentions.

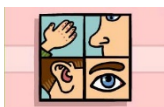
APPENDIX 4
LEARNING STYLES
CONCEPT & PRINCIPLES
LEARNING STYLES

Explanation of how a learner fits on a number of scales pertaining to the ways they receive and process information. They can be matched to teaching styles.

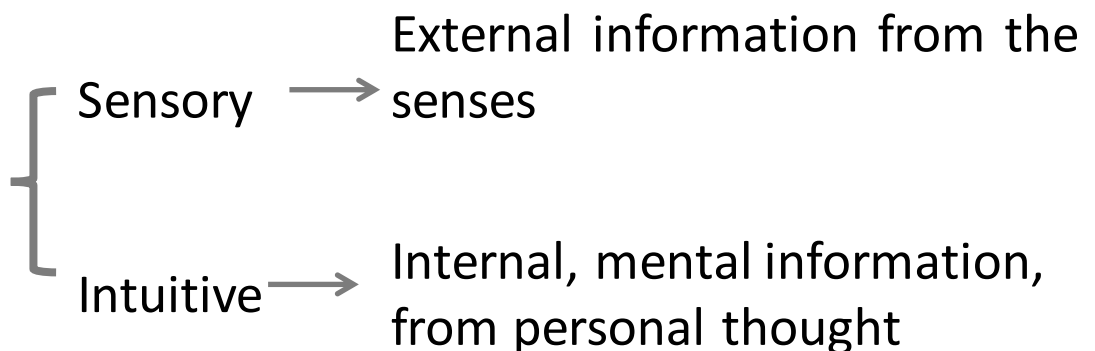
Sensory	Intuitive
Visual	Auditory
Inductive	Deductive
Active	Reflective
Sequential	Global

SENSORY -----INTUITIVE

Part of the cognitive process	Learning style	Type of information
-------------------------------	----------------	---------------------



Perception



VISUAL -----AUDITORY

Part of the cognitive process	Learning style	Type of information
-------------------------------	----------------	---------------------



Input (type of information)



Visual →

Visual: pictures, diagrams, flow charts, time lines, films, and demonstrations

Verbal-auditory →

Auditory: words--written and spoken explanations

INDUCTIVE-----DEDUCTIVE

Part of the cognitive process	Learning style	Type of information
-------------------------------	----------------	---------------------

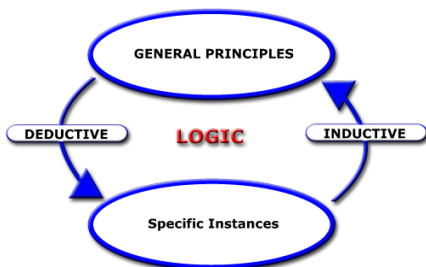
Organization of information (for further analysis)

Inductive →

From particular (observation, measurements, data) to general (rules, laws, theories)

Deductive →



From general (rules, laws, theories) to particular (observation, measurements, data)



ACTIVE-----REFLECTIVE

Part of the cognitive process	Learning style	Type of information
-------------------------------	----------------	---------------------

Processing of information






- Active → Doing something in the external world with the information
- Reflective → Examine information introspectively

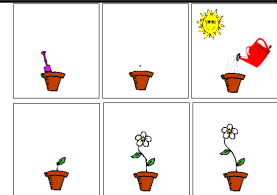
SEQUENTIAL-----GLOBAL

Part of the cognitive process	Learning style	Type of information
-------------------------------	----------------	---------------------

Understanding of information

- Sequential → Step by step, in a logical order
- Global → By insight, seeing the big picture.



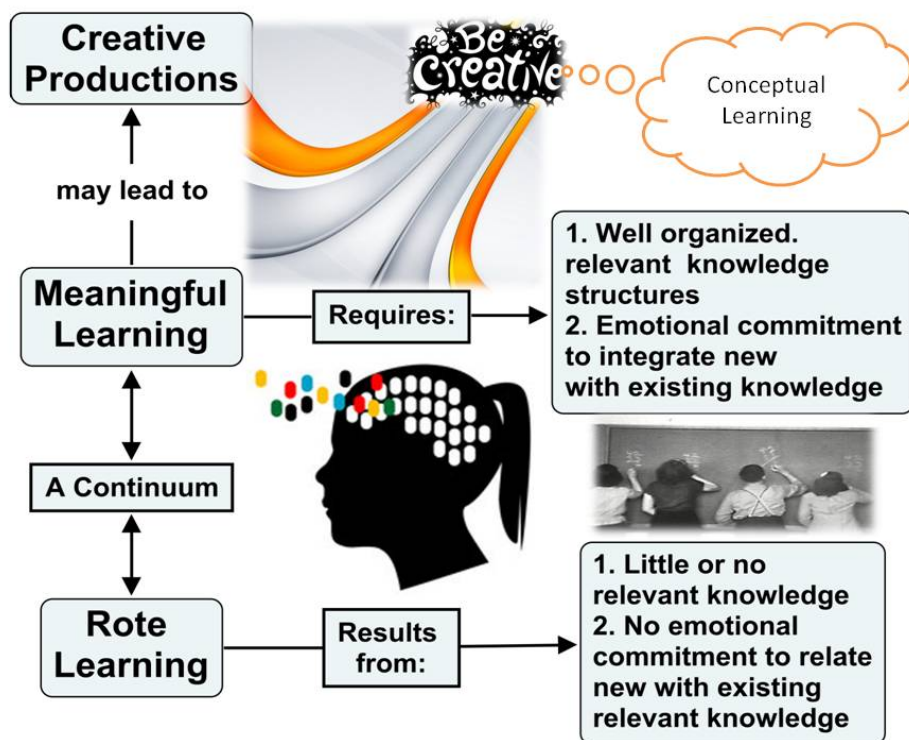
APPENDIX 5

MEANINGFUL LEARNING

CONCEPT & PRINCIPLES

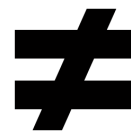
MEANINGFUL LEARNING

For David Ausubel to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. Therefore, new knowledge must interact with the learner's knowledge structure. This author states that meaning is not implicit in the learning process, instead, it is built on by students as they are able to relate new concepts to previous knowledge. Thus, they can apply and retain what they learn as part of the interaction between external information and what they know.



Meaningful learning

Incorporation of new information into the pre-existing knowledge structure as a result of interaction between new and previous knowledge



Rote memorization

Incorporates new information into the pre-existing knowledge structure but without interaction
Rote memory is used to recall sequences of objects, such as phone numbers

MEANINGFUL LEARNING UNDERLYING COMPONENTS

1. Relevance

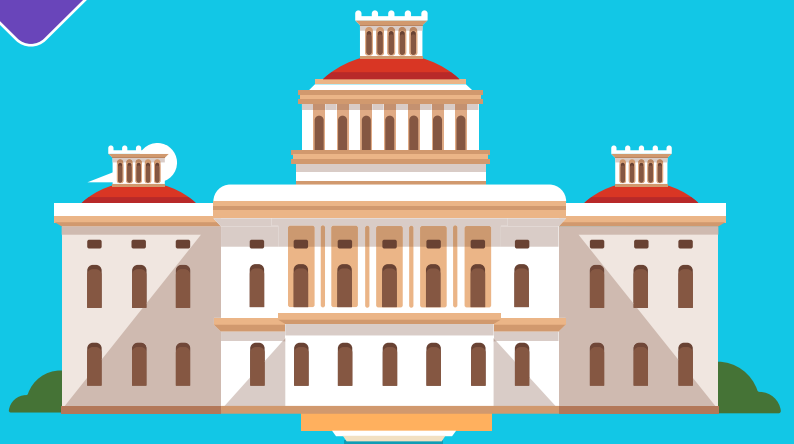
– To learner's personal life, abilities and learning style

2. Involvement

– Active participation of the learner with teachers and peers

3. Value

– To the learner and to his environment



PONTIFICIA UNIVERSIDAD JAVERIANA



Integrating tele collaboration in ELT in Colombia



Welcome to BUILDING TEACHING workshop on INTEGRATING TELE COLLABORATION IN ELT IN COLOMBIA at Pontificia Universidad Javeriana Cali.

In this workshop, you will be able to get familiar with the methodology of tele collaboration as a strategy, which fosters language learning and teaching, and intercultural communicative competency, in terms of language and culture.

Introductory Activity: “Going beyond pictures”

To start, participants are gathered in groups of three. Each group is given a poster with a picture on it. One of the participants will describe what s/he sees in the poster. The other two will take notes, and then make inferences from the picture. At the end, the discussion will be led into the cultural inferences that can be made based on what is there on the poster. Participants take part in an open discussion, which leads into a reflection space. The idea is to engage participants in awareness of new perspectives, attitudes, and beliefs through interaction.



While your partner describes the picture, the other 2 participants will take notes here:

Introductory activity° “Going beyond pictures”

Copy what you hear from your partner:

What cultural aspects do you see in the picture?

Compare cultural aspects in terms of similarities and differences with your own culture.

S:

D:

Now, to prepare participants for the next stage, they will do a vocabulary exercise.

Match the key concept in column A, with its definition in column B. Write the letter from the column on the right in the space provided in the column on the left.

COLUMN A		COLUMN B
1. Competence	_____	A To see or become conscious of something or someone
2. Interaction	_____	B Estimate, measure, or note the similarity or dissimilarity between.
3. Activation	_____	C Reciprocal action or influence.
4. Reflection	_____	D Collaboration by remote participants by means of telecommunication or computer networks.
5. Noticing	_____	E Taking place between cultures, or derived from different cultures.
6. Compare	_____	F The ability to do something successfully or efficiently.
7. Tele collaboration	_____	G Knowledge or perception of a situation or fact.
8. Intercultural	_____	H The action or process of making something active or operative.
9. Awareness	_____	I The action or process of talking about something in order to reach a decision or to exchange ideas.
10. Discussion	_____	J Serious thought or consideration.

ANSWER KEY

COLUMN A		COLUMN B
1. Competence	F	A To see or become conscious of something or someone
2. Interaction	C	B Estimate, measure, or note the similarity or dissimilarity between.
3. Activation	H	C Reciprocal action or influence.
4. Reflection	J	D Collaboration by remote participants by means of telecommunication or computer networks.

5. Noticing	G	E Taking place between cultures, or derived from different cultures.
6. Compare	B	F The ability to do something successfully or efficiently.
7. Tele collaboration	D	G Knowledge or perception of a situation or fact.
8. Intercultural	E	H The action or process of making something active or operative.
9. Awareness	A	I The action or process of talking about something in order to reach a decision or to exchange ideas.
10. Discussion	I	J Serious thought or consideration.

Now, you may be wondering what tele collaboration is.

Well, according to Lewis & Walker (2003), Tele collaboration refers to the reciprocal interaction between two people of different mother tongues, in which collaboration among teachers and students fosters linguistic and sociocultural.



That is to say, in the context of foreign language education, it has to do with the application of online communication tools to bring together classes of language learners in geographically distant locations to develop their foreign language skills and intercultural competence through collaborative tasks and projects” (planned by teachers and carried out by students).

¹O’Dowd, R. (2012). Intercultural communicative competence through tele collaboration. The Routledge Handbook of Language and Intercultural Communication. 340-356.

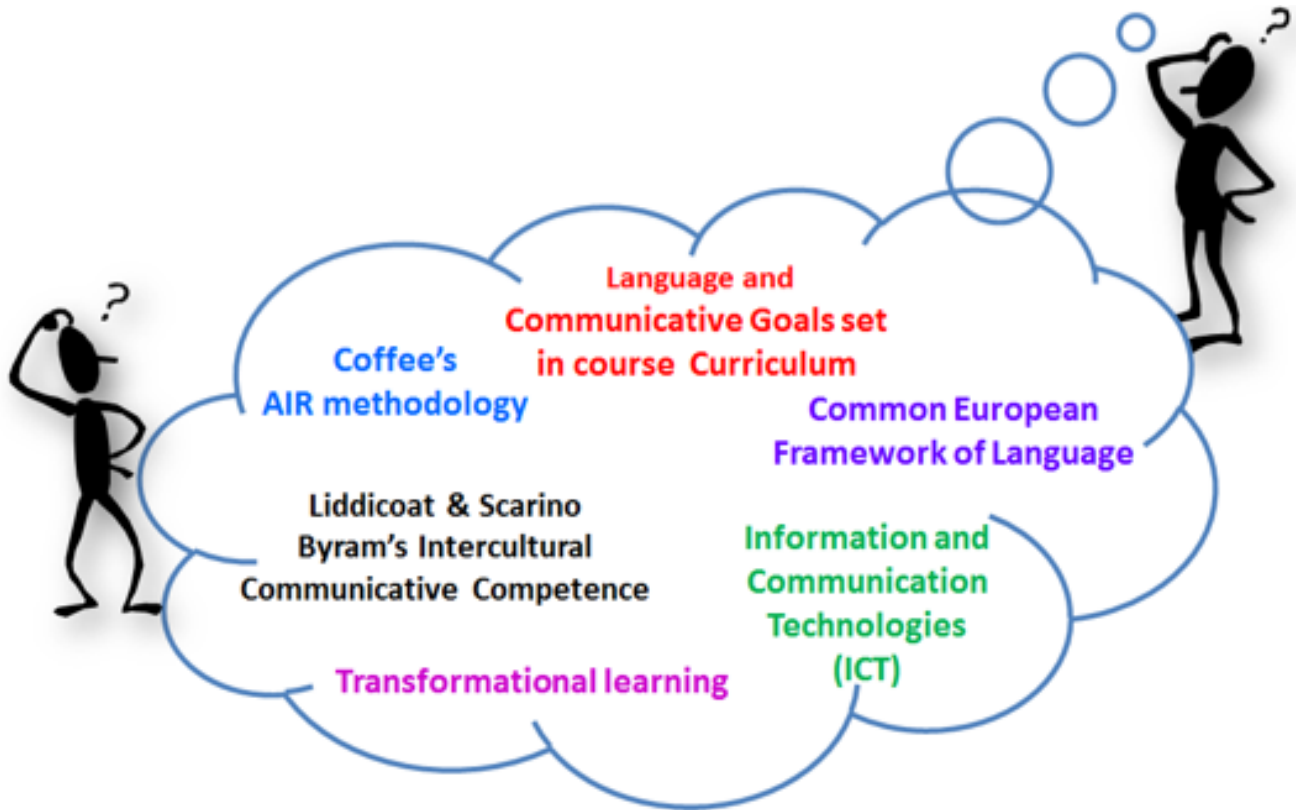
Then we could say, tele collaboration leads us to the concept of transformational learning. It means students engage in participatory and collaborative tasks driven by critical self-reflection; question assumptions based on prior experiences; make meaning out of experiences. The teacher is a facilitator of the whole process, and learners “act on” learning. In the following chart, you can see the process:



Transformational Learning

What guides our curriculum?

Before beginning our tele collaboration sessions, we need to think about the different components which guide our curriculum. In the case of Pontificia Universidad Javeriana, these are:



Now, think about the different components which guide your curriculum.

Planning and Preparation

Now, in order to carry out our tele collaboration sessions, as teachers we need to do some planning and preparation. There are two planning processes. The first one has to do with the planning process carried out along with the partner institution either an university or a school. In this process, you must:

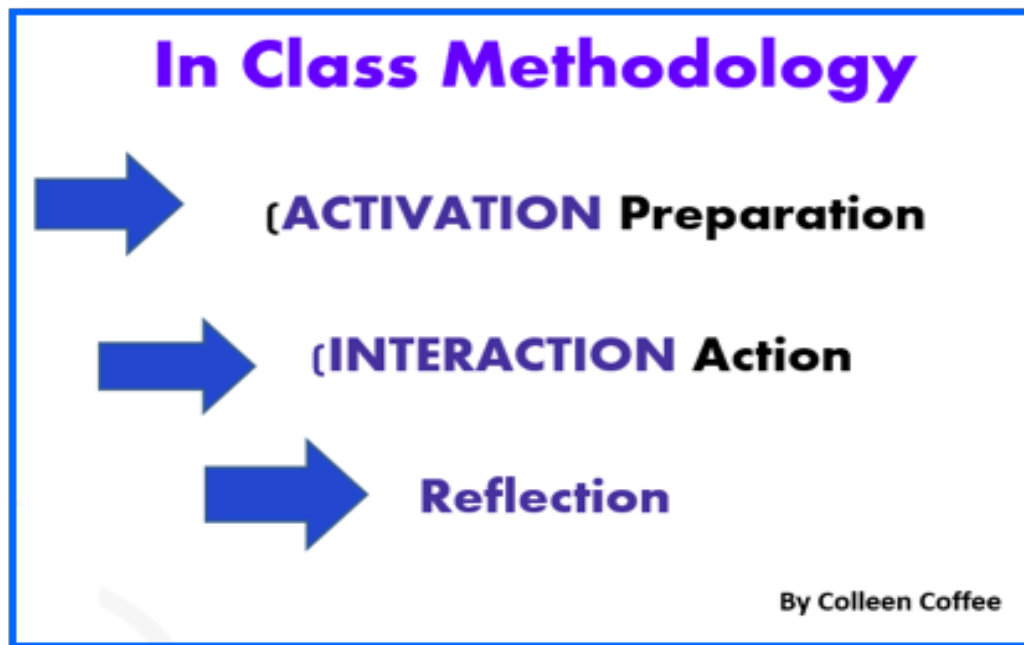
Now, think about your to do list:

1. What are your goals and expectations for the course?
2. How can students make meaning out of this experience?
3. Who could be your partner institution?

- °Establish goals and expectations
- °Determine how transformative learning will be incorporated into your course curriculum
- °Invite a guest speaker to class virtually
- °Coordinate regularly scheduled tele collaboration sessions
- °Find connections!!!!!!!!!!!!!!



The second planning deals with class-to-class methodology. According to Coffey (2008), a guided process includes Activation, Interaction and Reflection



ACTIVATION

This first step provides access to previous knowledge about a topic discussed in class, by preparing information about the topic (i.e., questions, answers, data, and photos). It also allows perspective and experience with Culture 1(learner’s own culture and sense of self) prior to engage in a dialogue with Culture 2. Teachers provide a handout with clear instructions about the conversation topic, so students can **look** for information, pictures and write questions.



What to do before the session

- Download photos of examples of festivals and celebration OR places to visit in Colombia
- Reflect upon the importance of these festivals or celebration or tourist places in your community. What does it mean to you to take part of them? What is the importance that your community gives to these celebrations or places?
- Ask your peers about their perspectives regarding the importance of festivals and celebrations OR tourist places in your community/country.
- Write down 5 questions about festivals and celebrations OR places to visit in Colombia.
- Speak briefly with someone who is a native speaker

Activity: Participants will be divided in two (2) groups.

Group 1: Festivals and Celebrations in Colombia



Group 2: Places to visit in Valle del Cauca or Colombia



Both groups will download photos, while reflecting upon the importance of these to your community. Then, on the following guidelines write down minimum 5 questions the topic given/chosen.

Guideline 1

Communicative Situation:
Tourist Places

What can I tell my partner about ME?

Perceptions:
Hello / Hi. My name is... / I am... I live in Cali
For me, traveling is
I usually go to ... to getaway

What do I want to know about my Partner?

Is traveling valued in your country?
How important is traveling for you?
Do you come across any foreigners in your city?

I like... / I love...
I don't like... / I hate...
I don't mind...
I think / I guess
kind of / sort of / a bit
Sightseeing/
Landmarks
Guided tour
Take a bus, pictures
Buy souvenirs
Local cuisine
Stereotypes

Travel Experiences

Have you traveled abroad? Where have you been?
Have you gained any new perspectives to other countries?
(In terms of landscape, weather, cuisine, people, etc)
If you could travel anywhere in the world, where would you like to go and why?

Travel to Colombia

What is your perspective of Colombia? / my city? OR
Have do you imagine my country? My city?
Which specific places would you visit? (Beaches, mountains, big cities, towns, monuments, churches etc)

How are you?
I am fine / great, thanks!

Could you say that again?
Are you serious?

Me too / Me neither
It's nice to meet you!



Interaction



It stands for the online meeting in which students exchange information in both languages, 25 minutes in English and 25 minutes in Spanish. This activity is supported by a videoconference tool, such as Skype and supervised by the teacher.

During the conversation, the learner can use active listening skills to enhance the interaction and solve any communication problem. For example, asking for clarification; recasting sentences that they have been stated, or clarification, among others.



Active listening skills(1)

Ask for clarification	Echoing
<p>Could you repeat that please?</p> <p>What?</p> <p>Excuse me?</p> <p>Could you say that again?</p> <p>There is a delay could you say that again? Please. I didn't catch that.</p> <p>One moment please</p> <p>Slow down please</p> <p>I don't get it.</p> <p>I don't get the point</p>	<p>Repeat the sentences with a question word in place of the part you didn't understand.</p> <p>A: I ate some delicious tagliatelli for dinner last night.</p> <p>B: You ate what? (subject plus verb and question word)</p> <p>A: Tagliatelli, it is an Italian dish.</p> <p>*****</p> <p>A: I ate some delicious tagliatelli for dinner last night.</p> <p>B: ate what? (verb and question word)</p> <p>A: Tagliatelli, it is an Italian dish.</p>

How to react to a statement	Encouraging
<p>That's interesting!</p> <p>Oh no! That's terrible</p> <p>Great Awesome</p> <p>Cool / Wonderful</p> <p>Are you serious?</p> <p>Really? Seriously?</p> <p>It doesn't surprise me</p> <p>Me too/ Me neither</p> <p>I've got it</p> <p>I see what you mean</p>	<p>Nodding</p> <p>Say: "uh-huh"</p> <p>I see</p> <p>Yeah!</p> <p>Tell me more about ...</p>

Giving opinions	Agreeing	Listening tips
<p>I don't think that..}</p> <p>It seems to me that ...</p> <p>It seems like..</p> <p>If you ask me, I will say...</p>	<p>Absolutely. You are right. I agree with you</p> <p>Definitely. That is true</p> <p>Exactly. That's for sure</p>	<p>Take notes while you listen</p> <p>Paraphrase</p> <p>Summarize the speakers ideas</p> <p>Look at the speaker's eyes</p>

Reflection

Once the conversation is over, students make a report orally or in a written way. This report represents the Reflection. This is a key element which engages learners in awareness of new perspectives, attitudes and beliefs of interactions. In addition, through these reflections teachers can see how students start Noticing, Comparing and Reflecting about not only the target language but also their own and the culture behind the language they are learning.



Challenges and benefits

In the following chart you will find some problems one may encounter during the sessions, which can easily overcome:

<ul style="list-style-type: none"> ■ Not enough contacts <ul style="list-style-type: none"> ▶ Plan to have extra contacts ▶ Use a splitter or conference 2 or 3 learners per computer ▶ Always have a plan B (activity for class to work on) ■ Students “freeze up” <ul style="list-style-type: none"> ▶ Remind students that they are in control with guide ▶ Pair shy students for the initial dual immersion session(s) 	<ul style="list-style-type: none"> ■ Avoid “Off Task” Conversations <ul style="list-style-type: none"> ▶ Student conduct contract ▶ Remind students to be culturally sensitive as representatives of university and country ■ Shy students overuse of native language <ul style="list-style-type: none"> ▶ Participation grade based on practice of L2 ▶ Remind students to use communication “chunks” from guide
---	---

Benefits

Overall, the benefits can be seen in three (3) areas, as described in the following chart:

Personal relationships	Intercultural competency	Language acquisition
All interaction becomes purposeful and meaningful when students are engaged in real personal relationships	Intercultural communication opportunities provide intercultural competency. Challenge learner’s sense of self, cultural identity and world view and gain new perspectives.	Provides high quality and quantity input; necessary for language acquisition.
Motivates students to communicate	Motivation to learn the culture	Meaningful interaction provides comprehensible and modified input through negotiation of meaning.
Increases personal confidence in creating with L2 & reduces student’s fear of speaking (performance vs. function)	Participate as a responsible member of a global community	Learners notice linguistic form. (Use of text chat)
	Exposes learners to both high and low culture	Learners are engaged in their own language acquisition by monitoring their progress weekly.

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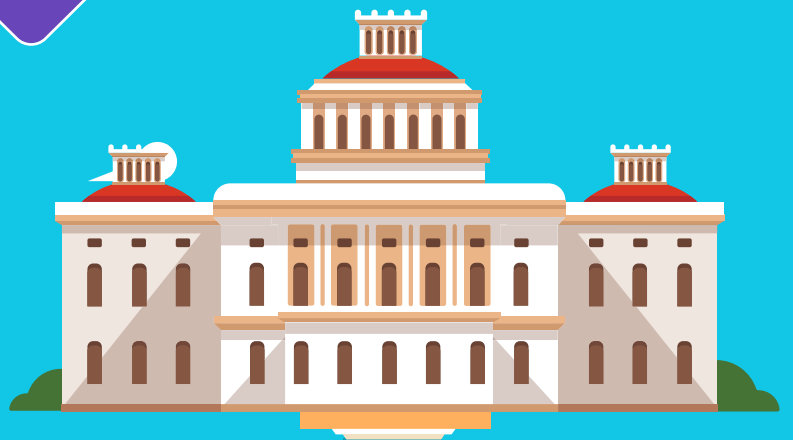
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Let's explore our student's brains



LET'S START WITH 3 SIMPLE QUESTIONS...

1. What do you take into consideration when preparing the explanation of certain topic?
2. Are some languages teachers more successful than others? If so, why?
3. Have you ever put yourself in a student's shoes to understand why he/she cannot understand certain topic?



OUT OF YOUR DEPTH

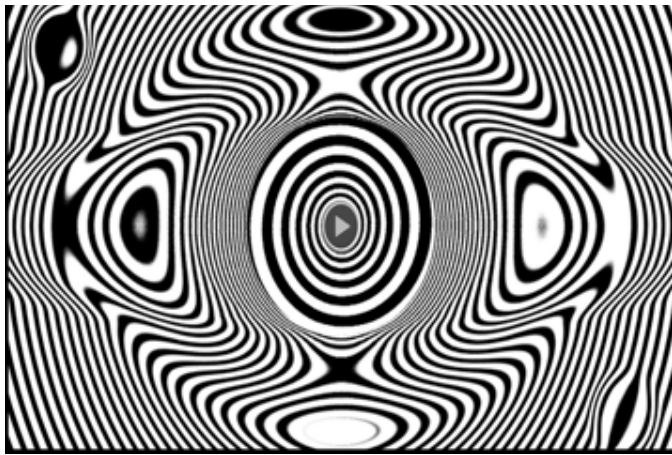
Grab some pocket change and put yours?

depth perception to the test with this simple experiment you can play at home



ALTERED STATES

This trippy brain game will change the way you see the world... literally.



WHAT ARE THE MAIN LEARNING STYLES?

This trippy brain game will change the way you see the world... literally.

STYLE	CHARACTERISTICS
Visual	He / she prefers visual representations, pictures and diagrams. Learning is connected to mental images left in the student's mind after a solid visual explanation.
Verbal	He / she prefers written and spoken explanations. Learning is gotten through a process to understand how things work with words and grammatical structures
Active	He /she prefers to try things out. Learning is gotten by putting in practice what it is studied in context
Reflective	He /she prefers thinking things through, Learning is gotten from a process in which learning is a discovery, not a fact directly presented by the instructor.

* In his carrier, Llinás was fascinated by the structure and working of the brain and started exploring the depths of the mind, both human and animal – because comparisons are very useful for research, - thus attaining some results with his studies that nobody had ever gained.

LEARNING STYLE

It is a term referring to how every person perceives and processes information coming from a learning context differently. According to the theory of Fender and Silverman (2002), since there is not an isolated way to view the world, we can not say that what it is easy to understand through images for some people, it is necessarily easy for all the rest ones, the reason is easy to infer, it is because each person has his/her own learning style



FLIES ARE SMARTER THAN BIRDS?

It is a term referring to how every person perceives and processes information coming from a learning context differently. According to the theory of Fender and Silverman (2002), since there is not an isolated way to view the world, we can not say that what it is easy to understand through images for some people, it is necessarily easy for all the rest ones, the reason is easy to infer, it is because each person has his/her own learning style



* Llinás is Professor of Neuroscience and Chairman of the department of Physiology & Neuroscience at the NYU School of Medicine.

LET'S PRACTICE

Teacher_Tube

School_tube

Wheel_decide

Eat Sleep dream English
(Learning english with ed sheeran)

Power point templates

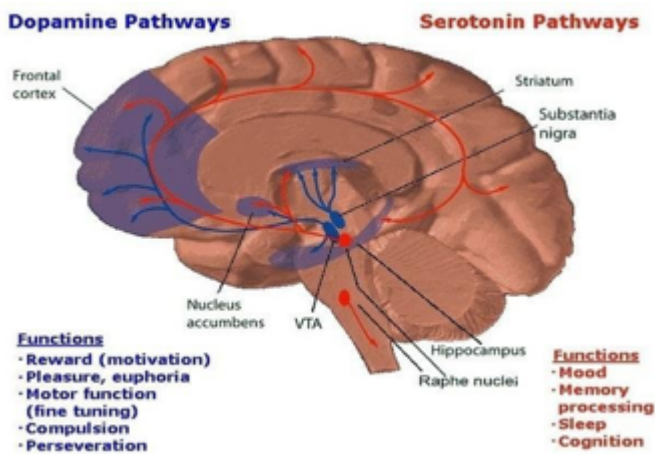


LET'S PRACTICE

1. Get in groups of 4 or 5 people
2. Pick up one of the pieces of paper given by the host.
3. Study attentively the instructions given.
4. Start creating your class with the "learning style" given.



SOME CHEMICALS AND THEIR FUNCTIONS PAIN & PLEASURE "CHEMICAL C.O.D.E.S."



Unlocking the C.O.D.E.S. CORTISOL: good and bad stress OXYTOCIN: safety from social ties DOPAMINE: joy from exploration ENDORPHINES: peace from escaping physical or social pain.



FLIPPED LEARNING



TOOL VIDEOS

<http://popplet.com/app/#/1561019>

<http://www.youtube.com/watch?v=kTLLDoM>

Teacher or Knowledge Center Approach



SURFACE LEARNING

- Immediate or short term learning.
- Recalling and reproducing content and skills

Students or Learner Center Approach

DEEP LEARNING

- Consolidations or long term process.
- Extending ideas, detecting patterns, applying knowledge in new context.
- Being critical of arguments and evidence.

ACTIVITIES TO EXERCISE YOUR BRAIN SPEAKING/LISTENING

- **Songs (Ox)**
- **2 min. discussion about a photo (Dop)**
- ▶ **recording speech**
- ▶ **making videos**
- ▶ **word games of all kinds**
- ▶ **commonly known games**
- ▶ **Students as teacher**
- ▶ **circle talk (Ser)**
- ▶ **New vocabulary word report+ picture or drawing**
- ▶ **3 min. debates (Cort)**
- ▶ **1 minute report+ 3 questions**
- ▶ **Fluency writing-Penzu**
- ▶ **making posters**
- ▶ **game boards**

BLOOM'S TAXONOMY



Prezi - Glogster – Edpuzzle – write an essay

Kahot - goconqr - socrative - quizlet

Surveys – blogs- forms – debating

Cooperative work – fishbowl – story telling Make Beliefs Comix)



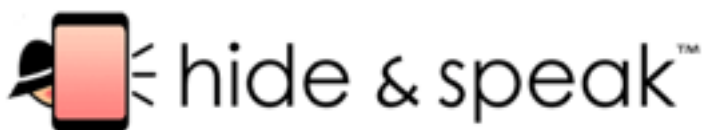
BUILDING TEACHING DEVELOPING ORAL SKILL LAB

Workshop structure:

1. Oral skills: what are they? What is their importance?
2. Language input
3. Connect listening and speaking
4. Interaction and communication
5. Structure speaking
6. Language standards and language activities

Introduction

Let us know what teachers know and think about oral skills development.



Instructions: get in two groups and look around the classroom for hidden questions. Then, answer them as a group.

Questions!

1. How much do you agree or disagree with the following statement? Which ones are true for your own teaching experience?
2. How much do you agree or disagree with the following statement? Speaking is the most important skill of all. Support your answer!
3. How much do you agree or disagree with the following statement? It is not possible for students in big classes to develop oral skills in English. Support your answer!
4. How much do you agree or disagree with the following statement? Only the best students participate orally in English classes. Support your answer!
5. How much do you agree or disagree with the following statement? Teachers must teach grammar before they ask students to talk. Support your answer!
6. How much do you agree or disagree with the following statement? Speaking greatly depends on listening. Support your answer!
7. How much do you agree or disagree with the following statement? Teachers must correct every single mistake from students' oral speech. Support your answer!
8. How much do you agree or disagree with the following statement? Too demanding tasks can lead students into frustration. Support your answer!
9. How much do you agree or disagree with the following statement? Oral task goals should be achievable, meaningful and useful. Support your answer!
10. How much do you agree or disagree with the following statement? A language is best learned through using it. Support your answer!
11. How much do you agree or disagree with the following statement? Language goals should be expressed as language functions. Support your answer!

CLOSING QUESTIONS

Do teachers really know what their students' oral production should be, according to the number of hours of instruction they receive, their level, etc.?

As a teacher, we ought to acknowledge the importance developing our students' oral skills and take into account the national standards to plan our classes and assess our students' foreign language learning.

Presentation:

What are oral language skills?

The purpose of learning a language is to be able to communicate.

The ability to communicate through speaking is developed over time.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand

Vocabulary learning or the understanding of different words is key for oral language skills development

Phonological skills are important in order to ensure

Developing Oral Skills Lab

Why do we need to work in developing our students' oral skills?

- **Although** Speaking is one of the most important skills learners need to develop
- **This process** is taken as one limited to repetition of drills and memorization of dialogues.
- **That's why** in the EFL classroom environment teachers should create activities such as: authentic activities, and meaningful tasks that promote oral language, not pure memorization (Kayi, 2006)
- **Taking into account**, what Case (2012) points out: in most Spanish-speaking countries, English lessons tend to be more focused on grammar, reading rather than speaking, and listening.
- **Taking into account**, we, teachers, need to start promoting oral skills in our classrooms. And if we are already doing it, it ought to be increased.

Additionally, to develop oral skills it is necessary to develop listening skills.

BECAUSE

Listening is the ability to understand spoken language.

- It is an important skill in language communication as well as in the process of learning a FL.
- It represents a challenge for students to carry it out or for teachers to employ it successfully.

LISTENING + SPEAKING

Speaking is the ability to communicate through spoken language.

Speaking and listening are intimately interrelated activities



CONNECTING LISTENING + SPEAKING

To connect listening and speaking skills it is essential to recognize:

- The requisite for language input (Input is the language data which the learner is exposed to including the teacher talk).
- Input refers to the exposure learners have to authentic language in use.
- Krashen: 'i+1' (i.e. are a little more advanced than the current state of the learner's interlanguage).
- Output is the language a learner produces.
- It is a must to provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Picture dictation activity is a way to connect listening and speaking

Gambit: are words or phrases that help speakers to express what s/he is trying to

Asking for information

I'd like to know ...

I'm interested in ...

Could you tell me ...?

Do you know ...?

Breaking in

Excuse me

Sorry

Excuse me for interrupting, but ...

Personal Opinion

In my opinion ...

I personally believe...

I personally think ...

Demanding Explanation

Can you explain why ...

Do you mean to say ...

I don't understand why ...

.

What is the teachers' responsibility?

Interaction "In interaction students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges" (Rivers, cited in Brown, 1994, p.159).

- Teacher – Student
- Student – student
- One-on-one
- Small groups
- Whole class
- Speeches
- Presentation

Impromptu Speech Topics: organize a short outline of one of the topics listed below and prepare a short talk (monologue).

- Tell us about a nickname you have and how you got it.
- My three favorite animals.
- Why your mom/dad is special.
- A job I'd love to have.
- A typical day in my life.

Classroom language

CONVERSATION

Role Card A You are sick. You have a headache and a temperature. You think it's getting worse. Student B is your friend. Ask them for advice. They must find a suitable cure for you. <i>Remember:</i> <i>You don't take medicine</i> <i>You don't like going to the doctors</i> <i>You are a hypochondriac</i>	Role Card B Student A is sick. You must give them advice. Continue the conversation until they have accepted some of your advice.
--	--

Let us check this example of how to structure a speaking activity and to progress from a control oral production to a more free production.

1. Drill or linguistically structured activity

Teacher provides a particular structure and the students practice it by repeating it.

Students should ask each other a question about their favourite holiday or special day (according to the given text on the topic). But before answering every other student should repeat the favourite holiday or special day of previous student or as many previous students as he/she can remember. Teacher can start the first.

T: My favourite holiday is Christmas, what is your favourite holiday or special day?

P1: My favourite holiday is New Year.

2. Observation Activity. Picture describing.

It is a way to make use of pictures in a speaking activity.

Give students just one picture and have them describe what it is in the picture. For this activity students can form groups and each group is given a different picture.

Students are given some pictures of different holidays and special days and should describe them.

E.g.: Look at the picture and say:

- what holiday/special day is it?
- what can you see in the picture?
- what are people in the picture are doing?

3. Performance Activity. Short Speech.

Students think of the reasons why a holiday or a day is his/her favorite (e.g. 2 or more sentences but not less than 2) and deliver a message to a group.

Before : the teacher lets students choose the holiday or special day giving them separate pieces of paper with the names of the holidays/days or the pictures of things or objects which are natural for those holidays or days.

Student's Speech.

E.G. Think of some reasons why this holiday/day is your favorite and add some information about your favorite holiday/special day (2 or more sentences).

E.g.:Christmas is my favorite holiday because....

4. Participation Activity. Discussion.

Students participate in some communicative activity in a "natural setting".

e.g. Discussion (in groups or the whole class, depending on how many students are there).

- Prepare your arguments and try to convince your partners that your holiday/special day is the best or the most important.

You have 2 minutes.

5. Role-playing.

One other way of getting students to speak is role-playing. Students **pretend** they are in various social contexts and have a variety of social roles.

In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

Thus, the teacher can tell the student that “You are David, you go to the doctor and tell him what happened last night, and...” (Harmer, 1984)

This is also can be a form of a dialogue.

E.G. :Role-play the situations.

1) You don't understand why people should keep the Lent. Your partner always keeps the Lent. Ask him/her what should you do during it and what does it give to you. You both can use the words from the picture.

2) You are in GB during Christmas living in a rented apartment. A man knocks early into the house you live and gives you some coal, drink and bread. You don't know why he gives those things to you.

Role-play the conversation with that man. Ask him what are they for?

<http://klasnaocinka.com.ua/uk/article/teaching-speaking.html>

Language Standards and Speaking Activities

Now let us see the proposal by the standards aligned to the European Framework of Reference for the languages (CEFR).

A standard is a level of quality or something used as a measure

Do I follow appropriate standards to evaluate students' oral production?



Estándares para la Educación Básica y Media

PRIMERO A TERCERO Principiante A 1

CUARTO A QUINTO Básico 1 A 2.1

SEXTO A SÉPTIMO Básico 2 A 2.2

OCTAVO A NOVENO Pre intermedio 1 B 1.1

DÉCIMO A UNDÉCIMO Pre intermedio 2 B 1.2

Tomado de: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés

NOW, we will consider some examples of communication activities according to the standards of English to promote oral skills for elementary and secondary learners.

Example 1:

It corresponds to the first, second and third grade. It is the beginner level (A 1) in the category of Monologue

“Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación adecuado.”

Proposal: Song, Old Mac Donald.

- Vocabulary introduced with flashcards (work on the identification of names and sounds)
- Song poster (repetition and association)
- Sing the song (students can add or propose new animals and sounds)

Example 2:

It corresponds to the basic I level (A2.1), in which are included grade in the category of Interaction.

“Sigo y doy instrucciones básicas cuando participo en juegos conocidos”.

Proposal: Board game, battleship pair work.

- Worksheet: pairs decide on frequency adverbs, house work (according to the topic being seen), and fill out the chart.
- Interaction: Students take turns to come with sentences. Ex. She never does the dishes at night.

The idea is to find and sink their opponent's ships and sink them.

Example 3:

The following corresponds to sixth and seventh grade, Basic 2 (A 2.2). In the category of interaction.

“Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer.”

Proposal: Give advice.

- Once students are familiar with the use of modal verb should, project a list of different problematic situations and randomly call students to give possible advice.
- Each student writes on a separate piece of paper a situation that requires advice and posts it around the classroom.
- Classmates go around reading their peer's problems and writing advice. When they have at least three different pieces of advice, it is time to share with the group the one they think is the best.

Example 4:

It corresponds to eighth and ninth grade, Pre intermediate 1 (B1.1)

Category of Interaction

“Sigo las instrucciones dadas en clase para realizar actividades académicas”.

Proposal: Multiple Chinese whisper.

- Make two or more teams (depending on how large your class is) ideally all with

the same number of students. Have the teams line up facing the board and give the first person on each line a marker.

- The teacher secretly tells the last student of each line a definition; they whisper the message to the next student in the line until it gets to the first person on the line.
- The student that first correctly repeats the message aloud and writes the word(s) corresponding to the given definition will score a point. Play as many rounds as needed.

Example 5:

It corresponds to tenth and eleventh grade. Pre intermediate 2 (B 1.2)

Category of conversation.

“Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto.”

Proposal: Fortune teller.

- First, make groups of four or five people. Give each group a set of cards on a pile facing down.
- In each group, assign a student to be the fortune teller; as the other participants take turns to ask him/her a question about their future, he/she draws a card from the pile and comes up with answers related to the card.
- The teacher monitors as the groups work. The activity finishes when each student has played the role of the fortuneteller.

Appendixes

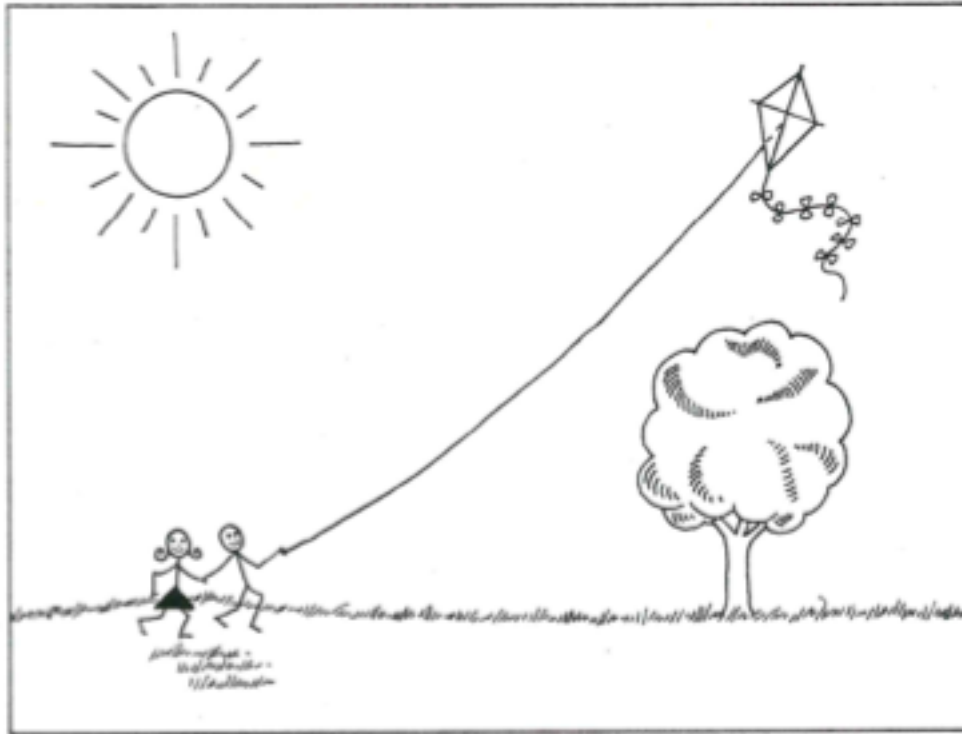
Picture dictation

PICTURE THAT! (4)

You will describe this drawing to your partner. *Do not show the drawing to your partner.* Just describe it. Your partner will try to draw a copy of the picture from your description of it, so be as clear and complete as you can.

If your directions do not seem clear, your partner may ask you questions. Answer them clearly and completely. Try to help your partner to make a drawing as much as possible like the one you are describing.

When your partner has drawn the picture, show him or her the one on this page. Compare the two of them and discuss any differences with your partner.



Example 1:

Example 1:

The Animals On The Farm

From *Super Simple Songs - Animals*

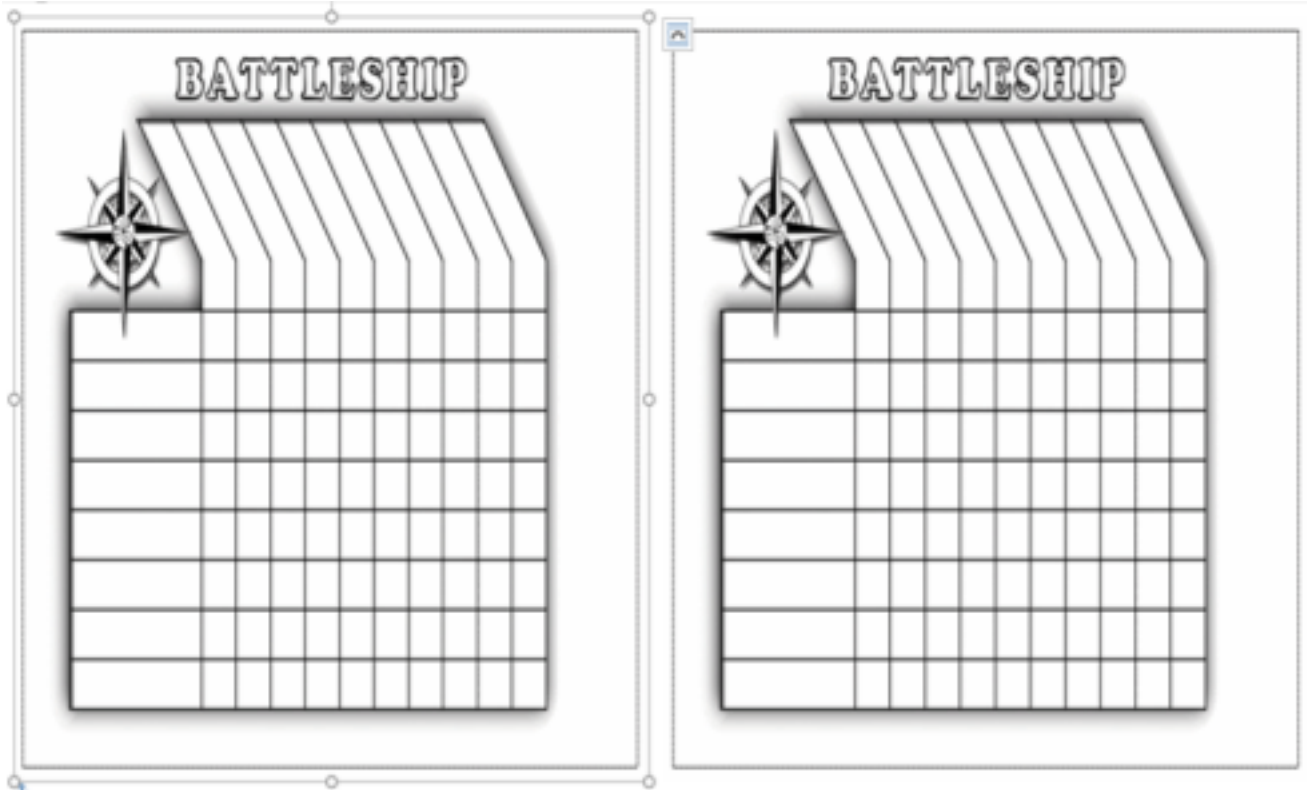
The ducks on the farm say, "Quack quack quack."
The mice on the farm say, "Squeak squeak squeak."
The chickens on the farm say, "Cluck cluck cluck."
"Quack." "Squeak." "Cluck."

The pigs on the farm say, "Oink oink oink."
The goats on the farm say, "Meh meh meh."
The sheep on the farm say, "Baa baa baa."
"Oink." "Meh." "Baa."

The horses on the farm say, "Neigh neigh neigh."
The cows on the farm say, "Moo moo moo."
The roosters on the farm say, "Cock-a-doodle-doo."
"Neigh." "Moo." "Cock-a-doodle-doo."
"Neigh." "Moo." "Cock-a-doodle-doo."



Example 2



Example 3

I never see a doctor.	I have a headache
I've put on 3 pounds in a week!	I fall asleep at work/school
I never have time to rest	My friends always drink alcohol.
I wake up feeling tired every day	I can't sleep very well at night
My back is hurting a lot this week	My grandmother said I watch too much TV
I drink 5 cans of Coke every day	My English teacher coughs all the time!

Resources

- Old Mac Donald: Lyrics, video and flashcards.
- Board game “Battleship”: Worksheet.
- Give advice: Sheets of paper and tape.
- Multiple Chinese whisper: Board markers.
- Fortune teller: copy with images.

Source:

1. <https://supersimpleonline.com/super-simple-songs/all-songs/>
2. <http://www.eclecticenglish.com/grammar/Should1A.html>
3. <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/5971/3726521S718.pdf;sequence=1>
4. <https://www.teachingenglish.org.uk/article/teaching-speaking-skills-1>
5. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902005000100008



UNIVERSIDAD SANTIAGO DE CALI

 How to plan an EFL Class integrating TIC

 Assessment for learning



DO IT NOW ACTIVITIES

Objective

Participants will be able to use and create activities, that enliven learning and engage students, that are Students Language Outcomes based and targeted for the level.

SWBATs

- PWBAT- “Think outside of the box” (book) when creating/using activities
- PWBAT- increase opportunities for their students to help create and administer activities
- PWBAT- understand the additive value of providing engaging activities for faster and easier learning.

YOU DO IT NOW #1

TELL THE PERSON NEXT TO YOU ABOUT A PHOTO ON YOUR PHONE.

DO IT NOW ACTIVITIES DURING THE FIRST 5 MINS.
OF YOUR CLASS PROVIDE STUDENTS WITH MORE
LEARNING TIME.

REFLECTION

By using the first 5 minutes of each of your classes.

How much increased learning time will students gain by having DO IT NOW activities? 5 min X classes per year =?

TELL YOUR PARTNER WHAT GARFIELD SAW.



ON A CLEAR DAY, YOU CAN SEE.....

YOUR LIST OF “ DO IT NOW” ACTIVITIES

- With your partner, think of 3 additional “DO IT NOW” activities for your proficiency level (5 min)
- Share your ideas with another pair

ACTIVITIES TO ENLIVEN LEARNING: SPEAKING/LISTENING

- Songs
- 2 min. discussion about a photo
- recording speech
- making videos
- word games of all kinds
- commonly known games
- Students as teacher
- circle talk
- New vocabulary word report+ picture or drawing
- 3 min. debates
- 1 minute report+ 3 questions
- Fluency writing-Penzu
- making posters
- game boards



Who Are You most like Why?



- Sofia Vergara
 - TV Actress
 - Shakira
 - Singer/song-writer
- Do your students struggle to communicate effectively in groups?
 - Teach students functional language.

MAKING CHOICES

- TASK: Your school has \$60,000,000 for a project of your classroom's choice. Your team must make an oral recommendation as to how best to spend the money. Include a budget.
- Roles: The school director, 2 students, 2 teachers.
- What functional language will you need to pre-teach the students in order for them to be successful in this oral exercise? (SWBAT)
- Pairs- 3 min.
- Create another "Making Choices" activity that is reality based and connected to your class SLOs/level.
- 10 Min. in groups of 4

SPEAKING FLUENCY

- Talking about what is meaningful to them
1. Me and My Family
 2. Colors, shapes and sizes
 3. Feelings
 4. Daily activities
 5. Best friend

GAMES

- A game “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do”
- Games ought to be at the heart of teaching foreign languages.
- Source: Lee, W. R. 1979. Language teaching games and contests. Oxford: Oxford University Press.
- Are motivating and challenging.
- Help students sustain the effort of learning.
- Provide practice in the 4 skills.
- Encourage students to interact and communicate.
- Create a meaningful context for language use.
- Source: <http://www.hltmag.co.uk/apr11/mart02.htm>

DICE GAMES

- 1 = Who
- 2 = What
- 3 = Where
- 4 = When
- 5 = Why
- 6 = How



BOARD GAMES

- Play your game until each person has had 1 turn.
5 min
- Determine how to change the game to make it higher or lower proficiency or an alternative method of play.
5 min.
- Show your game to another group with your suggested changes.
5 min.

Questions Let's play!

LYRICS: WHAT A WONDERFUL WORLD

I see trees of green..... red roses too
 see them bloom..... for me and for you
 And I think to myself.... what a wonderful world.

I see skies of blue..... clouds of white
 Bright blessed days....dark sacred nights
 And I think to myselfwhat a wonderful world.

The colors of a rainbow.....so pretty ..in the sky
 Are also on the faces.....of people ..going by
 I see friends shaking hands.....saying.. how do you do
 They're really saying.....I love you.

I hear babies cry..... I watch them grow
 They'll learn much more.....than I'll ever know
 And I think to myselfwhat a wonderful world

WHAT A WONDERFUL WORLD SPEAKING ACTIVITIES

Beginner:

- What colors are in nature? (pre-listening activation)
- In groups, circle the nature words in the lyrics.

Intermediate:

- What do you think these lines means?
- I hear babies cry..... I watch them growThey'll learn much more.....than I'll ever know
- What do YOU think makes the world wonderful?

Advanced:

- What do you think these lines means?
- The colors of a rainbow.....so pretty ..in the skyAre also on the faces.....of people ..going by
- Do you think that music can contribute to world peace? How?

ALBUM COVER PROJECTS

Create a music album cover for “your band”

- Name of your band
- Type of music?
- Song titles list

Intermediate level extension:

- One paragraph review of the album

MUSIC VIDEO PROJECTSSTUDENTS CREATE THEIR OWN MUSIC VIDEOS

In groups, they will need to:

- Choose an appropriate song
- Memorize the words
- Practice together
- Video tape their performance using a camera, cell phone or computer camera.
- Consider creating a class blog to display the student videos in order to “publish” student work with parents, administration and other students. (easy blogs at blogger.com)

MUSIC DISCUSSION ACTIVITY

In groups, they will need to:

Try this website: <http://iteslj.org/questions>

Sample questions: low (activation for all levels)

1. What is one of your favorite songs? Why do you like it?
2. Do you like jazz? Why or why not?

Sample questions: intermediate

1. Do you think that animals can enjoy music? Why?
2. If you could be a musician, who would you be? Why?

Sample questions: high intermediate/high

1. What instrument are you most like and why?
2. If your life had a soundtrack, what kind of music would play? Why?

GRAMMAR AND SONG LYRICS

<http://tefltunes.com/grammarsongs.aspx>

TEACHER ACTIVITIES RESOURCES

Creativity in the classroom

<http://englishagenda.britishcouncil.org/books-resource-packs/creativity-english-language-classroom>

800 Classroom Activities


<http://www.kosstu.kz/static/uploads/library/gumanitar/english/g-e-47.pdf>

QUICK AND EASY TECHNOLOGY

<http://digitalstorytelling1.blogspot.com.co>

What I Have Learned

Directions: Select and complete one activity from each horizontal row to help you and others think about your novel. Remember to make your work thoughtful, original, rich with detail, and accurate.

<p>Create a list of do it now activities that you can easily apply with your students. Explain them to the group.</p>	<p>Write your very personal description of what DO IT NOW ACTIVITIES are and how the attitude of a teacher can affect the development of the activities.</p>	<p>Explain your favorite word game and draw pictures to illustrate how to play it.</p>
<p>Design a flipped classroom activity for the class you are currently teaching. Make a power point presentation or a chart to illustrate the steps, the media or resources and the activities included in your lesson plan.</p>		<p>Add the titles of three more DO IT NOW ACTIVITIES that could be added to the list provided at the beginning of the presentation. Explain to the audience why they might be relevant.</p>
<p>Choose one Student Centered Learning activity and write an acronym that describes what it is about and why it is important for the learner.</p>	<p>Interview one of your classmates about the workshop today. Role play the interview in front of the audience.</p>	<p>Draw a conceptual map in which you express what kind of workshop you would like to attend in the coming section.</p>

Novel Title: _____ Author: _____

Activities Selected: _____, _____, _____

Student: _____

HOW TO PLAN AN EFL CLASS BY MARGARETH MARMOLEJO

Why an EFL class is different ?

1. Context

- Monolingualism
- Socioeconomically status
- Motivation

2. Learning process

Second Language Learning factors

- Motivation
- Congnition
- Emotion
- People
- Language

What do we need then ?

1. Linguistic Policy (MEN documents)
2. To think of the context
3. Realistic goals
4. Realistic activities

LINGUISTIC POLICY



To think of the context

- How can I make this meaningful?
 - How can I make it work?
 - How can I make it fun?

Realistic goals



Realistic activities

- Do I have resources ?
- "I do" or "we do" ?
- What about parents?

So now we can go!

- The magic 3
1. Introduce
 2. Work
 3. Assess

HOW TO PLAN AN EFL CLASS INTEGRATING TIC AS A TEACHING STRATEGY

BY MARGARETH MARMOLEJO

WHAT DO WE HAVE?

- Internet?
- Wi-Fi?
- Video Beam
- Cell phones?
- Computer room?

BUT... CAN I REALLY USE THEM?

VIDEO-BEAM

- Introduce with a PPT.
- Interactive PPT.
- <https://tekhnologic.wordpress.com/2016/12/27/10-powerpoint-games/>

VIDEO-BEAM

- Introduce with a PPT.
- Interactive PPT.
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WI-FI

- Kahoot
- Quizz

COMPUTER ROOM

- Google is your best friend!



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Cali



UNIVERSIDAD ICESI



Apoya:



Cámara de Comercio de Cali

Diseño y Diagramación:

THE BOX

