

## Handout 4: Using Portable Devices

- Smartphone
- Tablets

### Digital Recorders

This can be used to record your learners in class either performing a drill such as pronunciation practice or engaging in free practice. You can then use the recording to highlight mistakes or to allow the learners pick out things they got wrong.

Outside the classroom you can use the recorder to make recordings of your own voice. These can be pronunciation models or longer recordings such as monologues or dialogues, which model functional language. The audio files can easily be posted online or emailed to your learners

### Activities

#### 1. Pronunciation Models

**Aim:** To provide pronunciation models

**Level:** A1-C1

**Technology:** Digital audio recorder and email

**Preparation:** During lessons keep a note of words that your learners have problems with or regularly get wrong

#### **Procedure:**

1. Write the words on the board and ask your learners to create sentences using these words. Drill then in saying these sentences
2. After the lesson, record the sentences yourself. Repeat each target word twice, followed by the sentence. Match your speed to the learners' level.
3. Email the file to each of your learners with the instructions to listen to it as often as they wish before the next class
4. In the next class, repeat the pronunciation drill

**Follow on:** Make sure you recycle the words in other fluency activities

#### 2. Recorded Presentations

**Aim:** To practise extended speaking outside class

**Level:** B1 to C1

**Technology:** Digital audio recorder and email

#### **Procedure:**

1. At the end of each lesson agree on a topic for a short presentation. It could be directly related to the topic of the current lesson or something to be discussed in the next lesson
2. Between lessons, your learners prepare a five- to ten-minute presentation and record it. Learners then email their files to you
3. You listen and prepare comments and language feedback

### **Phone cameras or Digital Cameras**

Photos can be added to a wide range of teaching materials, such as vocabulary worksheets and grammar explanations, they can be copied onto an IWB during a lesson or can be posted onto a class Blog / Wiki / Website/ Facebook group etc.

### **Activities**

#### **3. Illustrated Vocabulary Exercises**

**Aim:** To reinforce concrete vocabulary items

**Level:** A0 & A1

**Technology:** Digital camera/ word processor and printer

**Rationale:** Pictures are extremely helpful for lower-level learners learning vocabulary. With a digital camera you can create worksheets with exercises that are illustrated by pictures from the learners' immediate environment or which focus on exactly the vocabulary they need.

**Preparation:** Pre-teach the target language and use this activity as a review

#### **Procedure:**

1. Take photos of concrete items of vocabulary your learners need.
2. Transfer the pictures to a computer and insert them into a word document and create exercises around the things shown in the picture, using text boxes and arrows, for example, take a photo of your kitchen, then create a document with blank text boxes for the names of things found in a kitchen. Learners must write the words in the text boxes.
3. You can use this worksheet as a test of your learners' knowledge or as a way of presenting vocabulary

### **Digital video recording**

Classes or presentations can be videoed and the recording used to analyse the performance of your learners as part of a post-task feedback. Learners can use their own cameras to make their own short programmes based on scripts they have prepared, or interviews with other people inside or outside the school.

### **Activity**

**5. Aim:** To develop presentation skills

**Level:** B1 – C1

**Rationale:** Presentations are a common feature of Business English courses and very often involve videoing the participants giving presentations. This allows analysis of not only the language & delivery, but also body language and use of visuals.

**Preparation:** Tell your learners they are going to prepare and give a presentation at an agreed future date

#### **Procedure:**

1. Each learner gives their presentation, which is recorded using a phone or camera
2. The recordings of the presentations can then be viewed by connecting a camera to a computer or by transferring the video files to a computer and emailing the files to learners
3. Each learner can view his or her presentation in conjunction with any written feedback from you.
4. If this exercise is repeated later in the course, compare the latter presentation with the first one in order to identify areas of improvement , as well as areas for future study.