



Riga State Technical School coordinate Erasmus + project "Effective dialogue methods among the millennium generation and the teachers, employers" Co-funded by the Erasmus+ Programme of the European Union

# FRAMEWORK FOR METHODS

#### 1. Information about the teacher/worker in school.

## #makepersonal

Teachers/worker name, surname:	Denise Beltram
Position:	ICT teacher
2-3 about teacher:	
Check X if you add picture of teacher.	

Teachers/worker name, surname:	Nives Čotar
Position:	English teacher
2-3 about teacher:	
Check X if you add picture of teacher.	

## 2. Description for method.

#### #makeintereting #makeflaxable

Method name :	The cross-curricular connection between the English language and the	
	Information communication technology. The English and the ICT teacher	
	team teach how to efficiently use online monolingual (here: English- English)	
	dictionaries. Team- teaching takes place in the ICT classroom. The learning	
	content is to be found in the Moodle environment.	
In what subject		
you can adapt	It can be applied to any school subjects where foreign languages are used or	
this method:	included.	
Description in a	Teachers:	
few sentences:	<ul> <li>revision of dictionary key terms /notions that students have dealt with in previous (English) lessons;</li> </ul>	
	• further explanation, more instructions (if necessary).	
	Students:	
	<ul> <li>using a digital monolingual dictionary to look up the new /unknown words or expressions</li> </ul>	
	<ul> <li>defining the headword and finding out some characteristics: part of speech, pronunciation, collocation, etc.</li> </ul>	
	• using it in context.	





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Description of process :	
1.	Preparing clear guidelines and tasks for the students to be able to use an online dictionary.  Preparing further guidelines and tasks for the students to promote online distance learning.
2.	Preparing an online classroom for the students to be able to work with an online dictionary.  Providing any further instructions or tasks for students for online distance learning.  Providing any further instructions /comments to help students complete the tasks.  Opening an online forum classroom for students to discuss whether the method is appropriate and efficient.
3.	'What an online dictionary should I choose and why?' Comparing dictionaries and making notes.
4.	Guiding students while using an online dictionary.
5.	The online classroom: handing in the completed task.
6.	Homework: task completion by using the online dictionary A forum discussion.
Example:	