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**Создание ЭОР с помощью программного обеспечения для
интерактивной доски «Easiteach»**

Рекомендации для учителей



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Creating IWB application with “Easiteach” software

Guideline for teachers



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The structure of interactive application “The Present Continuous tense for the 2nd graders” and it’s description.

The structure of interactive application “The Present Continuous tense for the 2nd graders” is correspond to the logic of teaching grammar. The first stage of developing grammatical sub-skills is presentation of new grammar material in the context (Harmer, 1987). To present grammar material the widget “Online video player” is used. This widget was chosen because of available visual aids of presentation grammar material – the cartoon ““What is he doing?": Fun English Grammar Cartoon” (<https://www.youtube.com/>). In the cartoon new grammar material is presenting by the main character who finds his friends. After presentation new material teacher offers students to travel to “The Present Continuous country” with the main character.

The next slide is the “map” of the whole application. There are three country houses: “Am”, “Is”, “Are” in the country “The Present Continuous”. Each house has a brief explanation through schemes of the grammar material. Also each house has a garden, a pond and a barn that include exercises for training grammatical sub-skills. The second stage of developing grammatical sub-skills is training.

The “Garden Am” has exercises for training the structure of positive sentences with pronoun “I”. The “Pond Am” includes exercises for training the structure of negative sentences with pronoun “I”. The “Barn Am” has exercises for training the structure of questions with pronoun “I”.

According to the logic of teaching grammar the present continuous tense it is recommended to start with the house “Am”, then “Is” and “Are”. According to the teaching principle of gradualness it is recommended to start with the positive sentences (with the gardens).

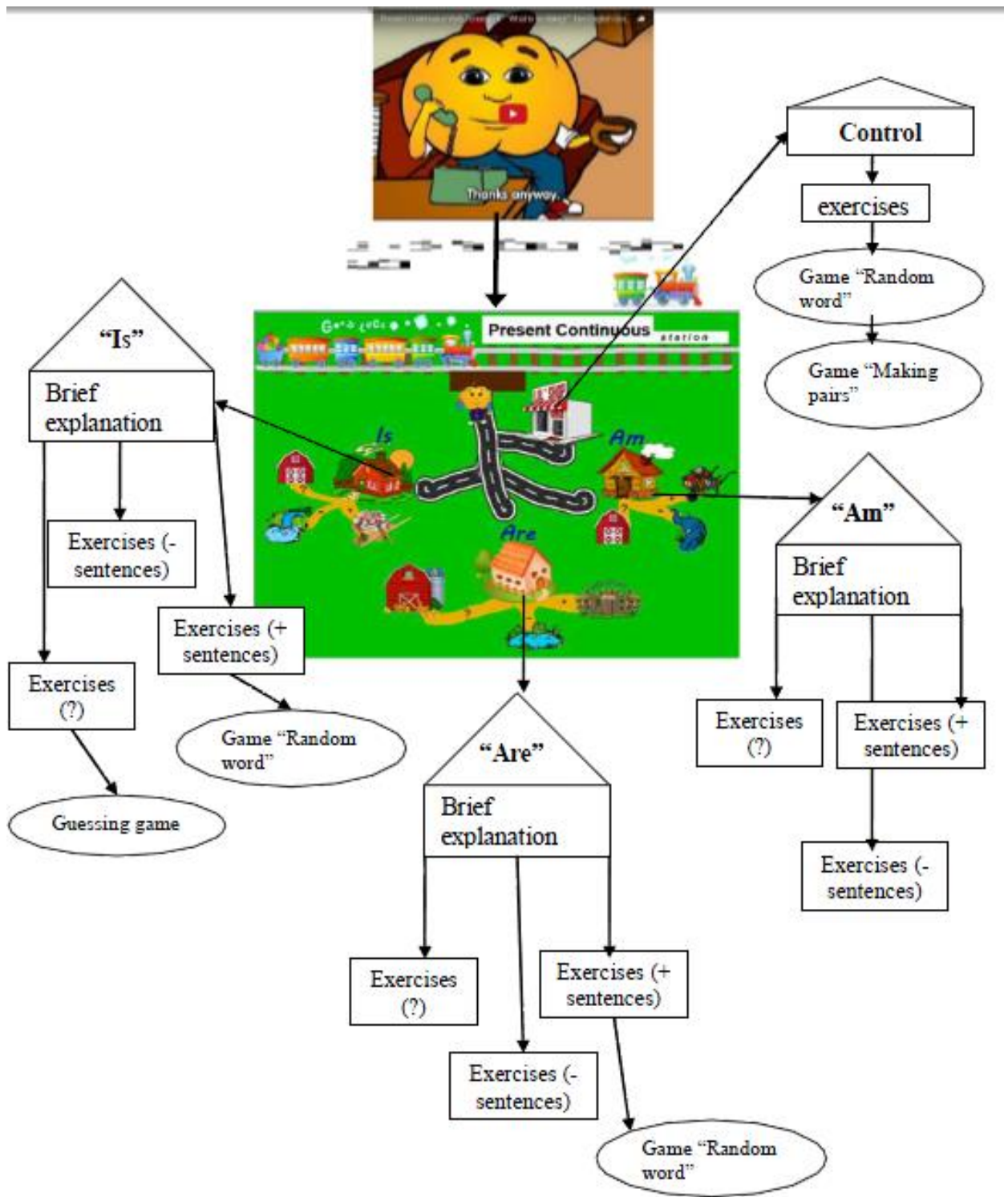
The “Garden Is” includes exercises for training the structure of positive sentences with pronouns “He, She, It” or names, or nouns indicating objects in the 3rd face. Also it includes the game “Random word” for training grammatical sub-skills in

the game process. The “Pond Is” has exercises for training the structure of negative sentences with objects in the 3rd face. The “Barn Is” includes exercises for training the structure of questions with the objects in the 3rd face. Also it includes the “Guessing game” for training the structure of the question in the game process.

The “Garden Are” has exercises for training the structure of positive sentences with pronouns “You, We” and several objects. Also this garden has the game “Random word” for training the structure in the game process. The “Pond Are” includes exercises for training the structure of negative sentences with the pronouns “You, We” and several objects. The “Barn Are” has exercises for training the structure of questions with pronouns “You, We” and several objects. All gardens, ponds and barns have exercises with checking functions. These functions are provided by effects.

There is a shop in the country “Present Continuous”. The “Shop” includes exercises with mixed sentences for the purpose of training all grammar structures. Also “Shop” has two games: the game “Random word” for training the word order of the present continuous tense and the game “Making pairs” for training usage of the verb “to be”.

The structure of the application is presented in the following scheme.



Scheme 1. The structure of the interactive application “The Present Continuous for the 2nd graders”.

Instruction for creating IWB application by software “Easiteach”

The process of creating new application for Interactive White boards is divided into three main stages: preparation, base creation, creating additions.

The first stage is preparation. The main aim of this stage is to prepare the whole material that can be used. The stage of preparation includes downloading and installing the software “Easiteach”, selection of teaching material (videos, websites, texts, rules, exercises and other material), selection of design material (pictures, objects, media resources), selecting widgets.

The second stage is base creation. This stage is focus on creating the structure and proportion of the application. Following chosen proportion teacher creates the main slides and ads simple interactive exercises into slides.

The final stage is creation additions. The main goal of this stage is to add proper widgets to some places. The application should not be overloaded by widgets. They should not break the logic of application, because it may destruct the process of developing grammatical sub-skills.

1. Downloading and installing the software

To download a free 30days version of software “Easiteach” go to the website (link is attached) fill in the forms and get access to downloading the software.

Link to download the software “Easiteach”:
<http://easiteach.com/eng/trial/index.htm> .

The setup file is available for Windows operational system, Macintosh and Linux. Pay attention to the needed memory, it should be more than 2 Gb. The file is large and may take a while to download. One should note here, that downloading file has zip archive format. Therefore to use it there should be corresponding tool in your computer. Picture 1 shows the process of downloading “Easiteach”.

Not got Easiteach yet?

30 day trial

Download a 30 day trial of RM Easiteach Next Generation and see for yourself how easy it is to create and deliver motivational and engaging lessons using your classroom hardware devices. All you need to do is fill out the simple form below.

Available for PC, Mac and Linux.

Please note: This is a large file that may take a while to download. The trial installer does not include the multimedia assets and Acapela speech engine. If you have any queries about this, please [contact us](#).

Version 1.5.2 now launched

Name:

Establishment:

County/State:

Country:

Email:

Confirm email:


Tel:

Contact preference: We like to keep you up-to-date with all our latest news and offers. Please tick the box if you WOULD LIKE to be contacted about these in the future.

Third party contact preference: From time to time, we pass your details on to third parties. If you WOULD LIKE us to do this, please tick the box.

Already got it?

Upgrade for RM Easiteach Next Generation



Upgrade now!

Upgrade to the latest version of RM Easiteach Next Generation and make sure you have the latest features.

FREE

Upgrade to the latest version of RM Easiteach Next Generation for PC (version 1.5.2) or Mac (version 1.2.5).

RM Easiteach Next Generation registration application for Mac

The registration application allows you to deploy the Easiteach key code separately to each client machine on a Mac network.

[FIND OUT MORE >](#)

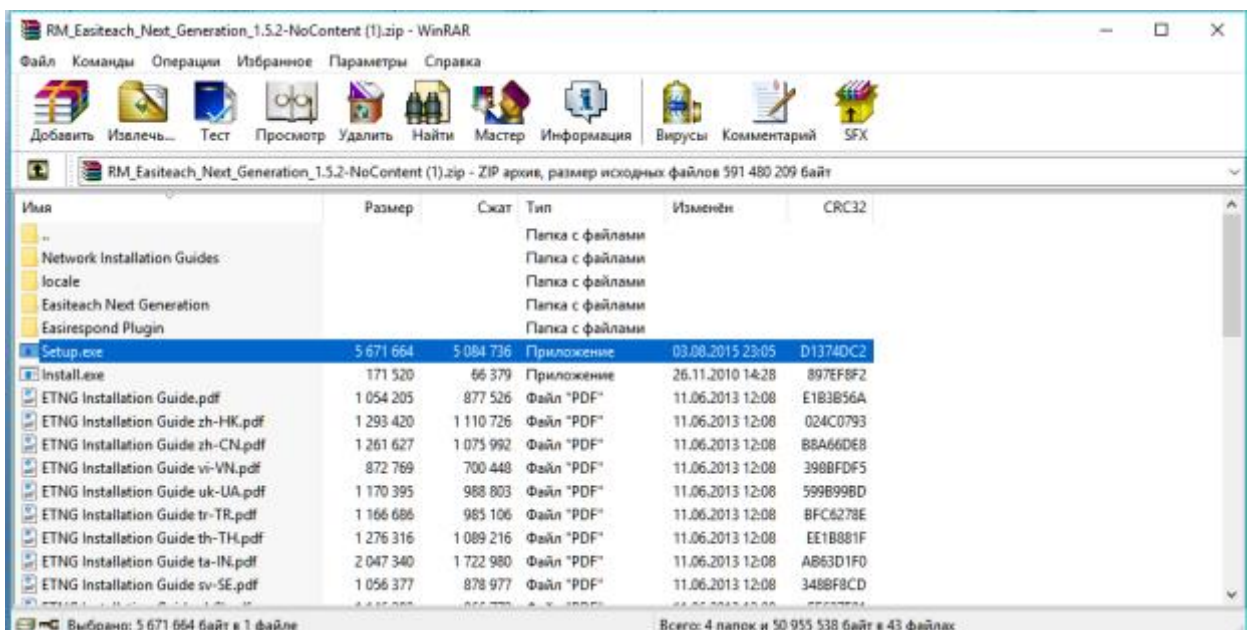
Virtual Voting Handset

Do you have Easirespond handsets? Would you like pupils to be able to vote from their computers? Free downloads are available for each.

[FIND OUT MORE >](#)

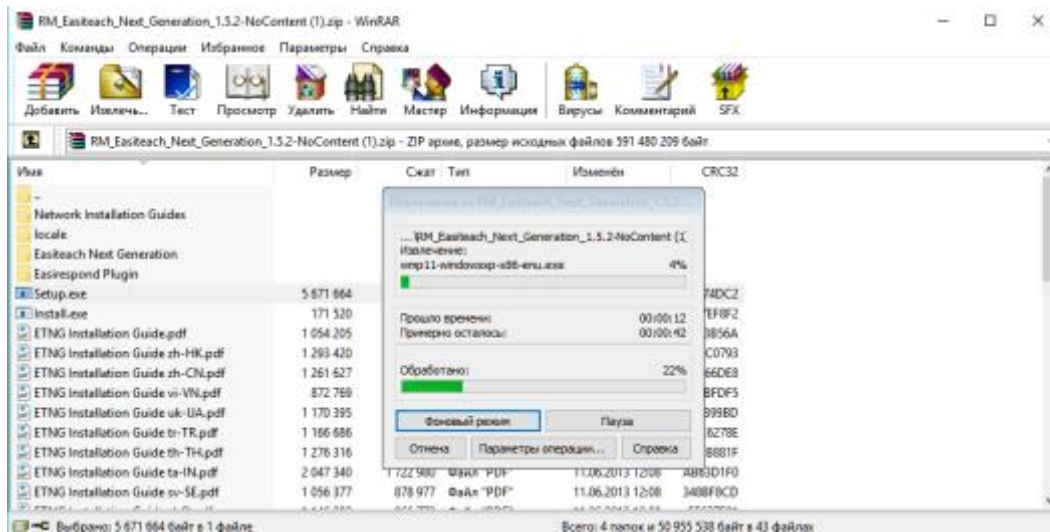
Picture 1. The process of downloading “Easiteach”.

After downloading it should be installed. The process of installing takes time. To install the software find the setup file “setup.exe” in the zip archive and click them. Picture 2 shows the line with installing file.



Picture 2. Installing file “Setup.exe”.

Then the setup process will start and the shown window indicates this. The whole process may take a few seconds. Picture 3 presents this.



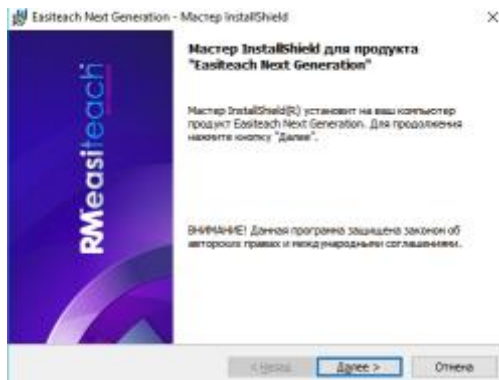
Picture 3. The process of unzipping setup file.

During the process do nothing. Computer may ask you to allow make changes for this software. Click the button “yes”, otherwise the software cannot be installed. A few minutes later the setting frame will be shown. Picture 4 presents this frame.



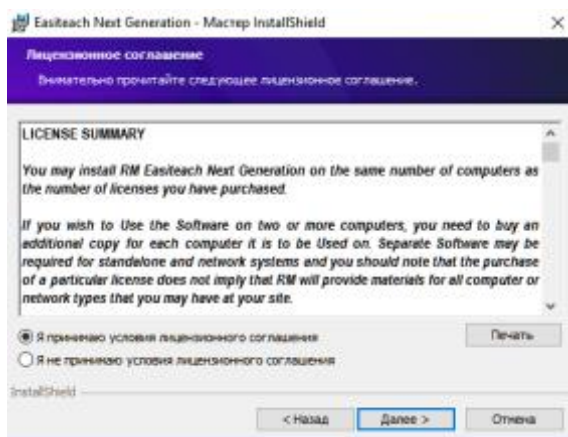
Picture 4. The setting frame.

Choose the language and click the button “Install now”. The process of installation is started. In the shown window click the button “further”. Picture 5 shows the first frame of installation.



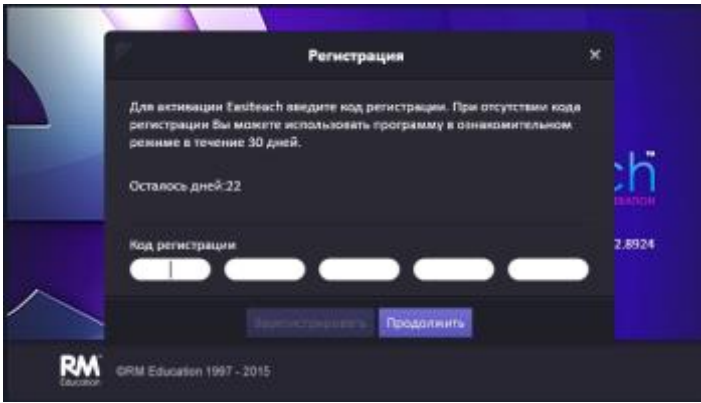
Picture 5. The 1st frame of installation.

Put a tick in the field “I agree with the license term” and click “Further”. The needed options are shown in Picture 6.



Picture 6. The 2nd frame of installation.

Click the button “further” till the end and the last one click the button “install”. Then computer will install the software. This process may take a few minutes. Finally click the button “ready”. The software is installed to your computer. After this the program will be opened automatically. There are two options in the opened frame: free option for 30 days and registration code. The free option is installed by default. Click the button “continue” and start working. Picture 7 presents the started frame.



Picture 7. The started frame.

Do not forget to complete the installation process. There are two logotypes of “Easiteach” in the navigation panel. Choose setup and press “OK” then “exit”. The final frame of installation is shown in Picture 8.



Picture 8. The final frame of installation.

2. Selecting language materials and widgets

Before you start creating application the needed materials should be prepared. Choose the grammar material and think over the concept of your application. What are the lesson’s aims and objectives? What approach may be used as a base for application? What visual aids are better to use? Make your notes and then select needed design materials such as pictures, symbols, media resources and other. It makes the creation process faster. In this case the teacher does not need to think about tasks or exercises for hours, the teacher just makes already selected tasks

interactive. Look through the widgets and choose some appropriate widgets. Be careful, keep in mind lesson's aims and students' abilities and try to criticize the widget. The widget should meet the following requirements:

- corresponding with the lesson's aims;
- be clearly – the widget should be understandable for young learners;
- be interesting – it should be interesting but do not distract from the lesson;
- widget should meet the students' language level and abilities.

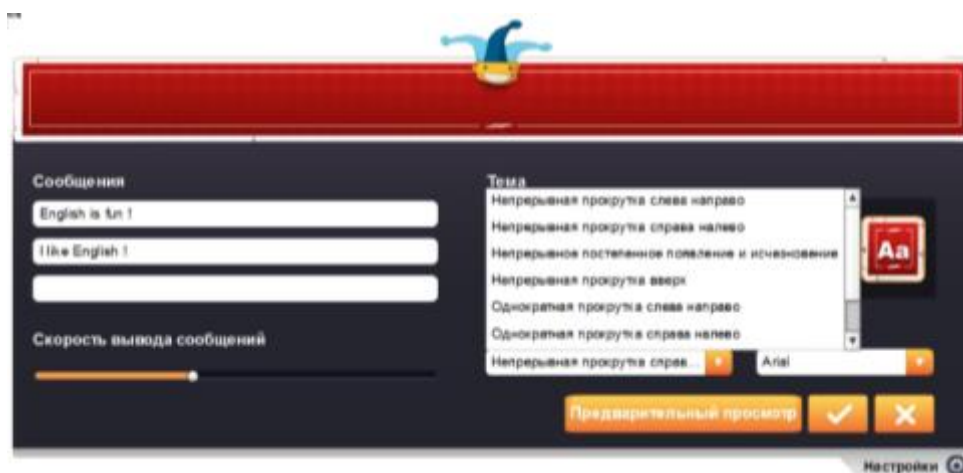
If there are no points in the widget that can be criticized, you may use this widget without limitations.

In English classes the teachers can use such widgets as “chart maker”, “equations”, “tell the time”, “word builder”, “word randomizer”, “online video player”, “text-spelling”, “word wallet”, “wordsearch” and especially browser. Also the English teacher may use a lot of games, which are included into “Easiteach” software. This IWB software includes such games as: “domino pairs”, “dice”, “making pairs”, “picture reveal” and “writing challenge”. Most of the games and the widgets can be used for vocabulary, writing and phonetic skills development.

The “Text –speller” represents automatic reading of highlighted text. This widget can be used for developing listening and reading skills. The “Text-speller” can read both single word and a whole block of text within a text box. This widget can read a wide variety of languages. But there is one important disadvantage. This widget has mechanical voice and lack of intonation. Therefore the teacher should use this widget carefully. The “Text – speller” may be used in teaching 4th graders. To solve this problem the teacher may use a recorder tool and record his or her own voice. The teacher may fix the recording to any object on the screen and choose the conditions, in which the recording turns on.

The widget “chart maker” is an automatic diagram builder. This widget may be used for communicative activities such as problem solving. When each label and value is entered, the chart will update accordingly.

The “Tickertape” is a widget that enables the teacher to display a key message to the class. This widget may be used for developing lexical sub-skills or giving general information. To develop lexical sub-skills the teacher may use “tickertape” in a warm up session. Also this widget may present general information of the day such as date, day of the week, month, season and other information that needs to be in the public eye. The teacher can also use “tickertape” for bringing some fun into the classroom and to raise students' motivation. Pictures 9 and 10 present an example of “tickertape” and the process of its creation.



Picture 9. The process of creating “Tickertape”.



Picture 10. The widget “Tickertape”.

The 'Settings' menu offers the teacher a number of options to customize the way in which messages are displayed, such as the message speed, the theme, the font and

the animation type. It is also possible to preview how the message looks before it appears on the page.

The widget “Dice” represents the dice cup and the dice that are shaken by clicking on them. Almost each student’s book includes many board games and this widget is ideal for game playing. This widget makes the game process fair and enthralling. The teacher may choose the number of dices in the dice cup according to the game rules. Picture 11 presents the widget “Dice”.



Picture 11. The widget “Dice”.

The widget “equations” represents a constructor of mathematical equation. This widget enables you to quickly display mathematical functions and equations. Create your equation by dragging numbers, mathematical functions and fractions into the top area. The English teacher can use this widget in teaching numbers and developing vocabulary skills on the topic.

The “Picture reveal” represents picture puzzle that can be used in the guessing game activities. Therefore this widget is ideal for developing vocabulary skills. Picture 12 presents the widget “Picture reveal”.



Picture 12. The widget “Picture reveal”.

There are three levels, which allow you to adapt the game for different abilities, and two formats, either jigsaw puzzle shapes or squares. Once 'Play' is selected, each time a piece is clicked on, it becomes transparent and a part of the picture behind is revealed. The teacher may ask the students to guess the picture using target language every time the part becomes transparent. Also it may be used in teaching students to ask questions.

The “Tell the time clock” is widget that can be used for developing vocabulary and language skills on the topic “time”. Also for the same purpose the widget “analogues clock” can be used. The widget “Tell the time clock” is presented in Picture 13.



Picture 13. The widget “Tell the time clock”.

This widget helps pupils to tell the time with this interactive clock. Move the minute and hour hands to display different times. The teacher can also choose to show or hide the minute dial.

The widget “timer” represents stopwatch that can count specified time and will alert the teacher and the students when the time is reached. As with “the clock” widget, the settings are edited by selecting the settings button. The teacher can select time to countdown from in minutes and seconds (by using the arrows), add his or her own alert message or choose an alarm sound. This widget may be used for different lesson’s aims. The “Timer” helps the teacher to make any exercise competitive. There are two forms of this widget: analog timer and game timer. Picture 14 presents the analog timer.



Picture 14. The widget “Timer”.

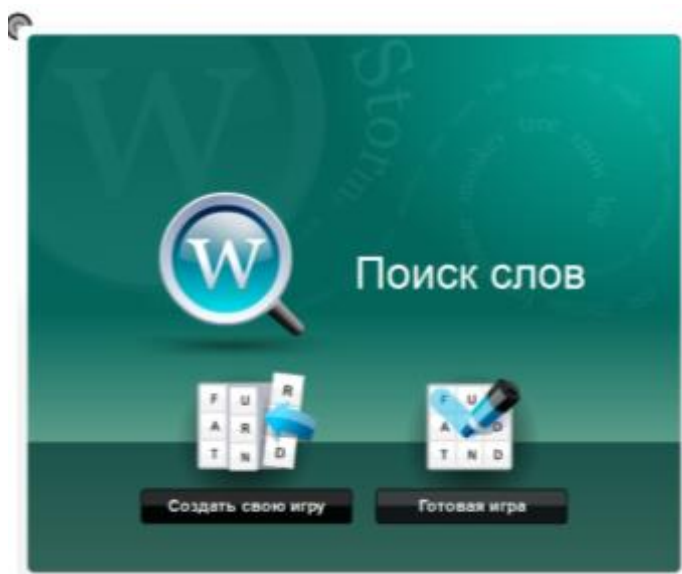
This form may be used with young learners and older students. This form has an advantage over the game timer. Analog timer includes integral stopwatch. Despite the advantage the game timer is more exciting for the young learners than analog timer. Game timer is presented in Picture 15.



Picture 15. The “Game timer”.

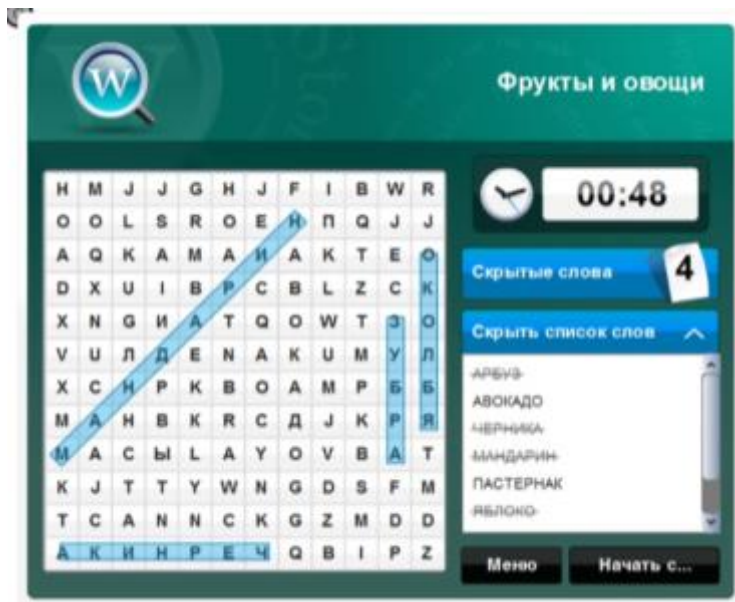
Game timer represents a snail that creeps from start to finish for selected time period. The teacher can select one of the given time periods (2 seconds, 5 seconds, 10 seconds, 1 minute) or set the needed time period by himself.

The last but not the least widget is “word search”. This widget represents a kind of crossword. There are several words that need to be found in the game field. The word search widget is ideal for game play. Also “word search” can be used for developing vocabulary sub-skills. It allows the teacher to run pre-defined games or quickly create your own word search game for pupils to play. Picture 16 shows the main widget menu.



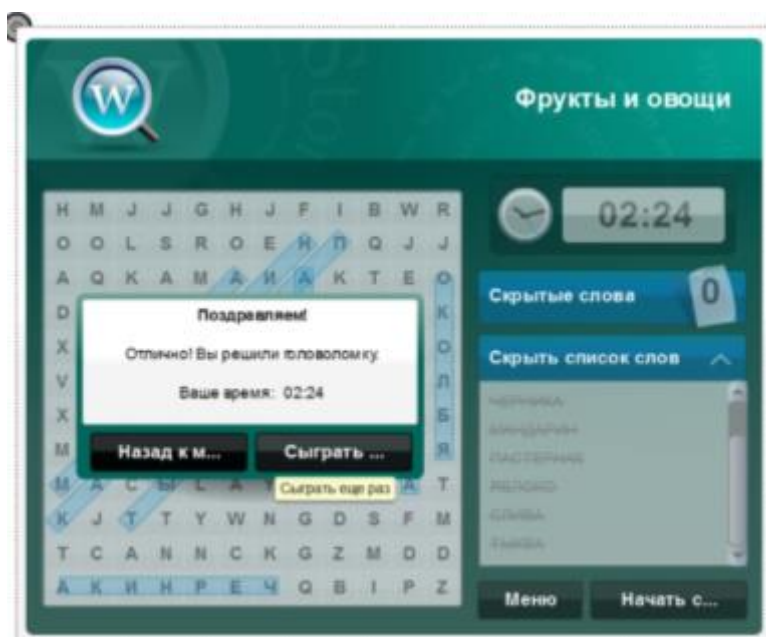
Picture 16. The widget “Word search”.

If the teacher chooses 'Create my own game', a screen appears with text input boxes for you to enter words for the game. Type the words into the boxes and click the 'Create' button to create the game. It will load, displaying the “wordsearch” grid with the option to hide or reveal the words to find. One should note here that this widget has an important feature. The widget highlights only the correct words. If the student makes a mistake the highlight disappears. To highlight the words, the student should click and drag over the letters in the grid and the selected letters will highlight – the highlight will remain if the chosen word is correct. The game process is shown in Picture 17.



Picture 17. The game process of widget “Word search”.

This widget has a wide range of languages. The teacher may create a new game with the words from the tool “Word wallet”, (this tool is described further). The words may be placed in different ways: words may go top down or down up, from the left to the right and backwards, diagonally up and down. When the game is over, a congratulatory message displays along with the time taken to complete it. Picture 18 shows this feature.



Picture 18. The evaluation of the “Word search”.

There are some universal tools that can be adopted for everything and also there are a few widgets for grammatical sub-skills development. One should note here that activities with widgets can be used at the second stage of grammatical sub-skills development. The purposes of using widgets are initial consolidation of grammar material and training grammatical sub-skills. One of them is “word randomizer”. This widget looks like a table of several columns. The number of columns and their content are created by the teacher. There are four main options that are included in the “word randomizer”. They are: singular – plural forms; synonyms or antonyms; rhymes and the game “the beginning – the end”. The main idea of this widget is to choose the right option from each column by turning the words. The teacher may use already created “word randomizer” or create his own.

The “Word randomizer” may be used for training several skills depending on the option of the widget. Game “the beginning – the end” may be used for training skills in the word structure, phrasal verbs and others. The option “singular – plural” may be used for training skills in making plural forms of verbs and nouns. One should note here that this option may be complicated, because some nouns have only one form. The option “synonyms – antonyms” can be used for remembering the opposite words, for training skills in making forms of irregular verbs. The additional option “rhyme” can be used for developing phonetic skills. Besides the main options the teacher can create his own option. In this case, the purpose of the widget usage is unlimited.

The same widget “Writing challenge” has the similar design and as a “word randomizer”. This widget is a random writing ideas generator that can be used to inspire pupils with ideas for a story, poem or play. Therefore, this widget may be used for developing a wide range of skills: from lexical to grammatical sub-skills. The teacher can choose one of the games already set up or create a new one. The widget is pre-loaded with genres and appropriate related words. To view all the games, the teacher should use the arrows from the left-hand and the right-hand

sides of the window. The “writing challenge” is a difficult widget and may be used for teaching 4th graders and older students.

The “Word builder” allows the teacher to drag word builder cards into the page. This tool may be used at the first and at the second stages of developing grammatical sub-skills. At the first stage it may help to present grammar material in a graphic way. At the second stage “word builder” may be used for creating activities with word order. The card appears on the page as an image, but also remains in the bank to enable the user to select it again. The teacher can switch between the lower case cards and the upper case, by clicking the appropriate button on the word builder. Different cards are available on four tabs, alphabets (individual letters, including punctuation) and beginning, middle and end sounds/phonics. The cards can be placed next to each other to form words or sentences. Cards can be placed on top of others to make different sounds/words. General object properties can be applied to each card or group of cards, which is covered later in this software. The teacher may use this tool for creating presentation of grammar material and activities about the word order, word structure, tense structure, plural numbers etc. Picture 19 shows example of the “word builder” usage for developing grammatical sub-skills.



Picture 19. The example of “Word builder” usage for activities about words structure.

The teacher may change color and frames of cards. Also the teacher can manipulate these cards. There is one important disadvantage. The cards take a lot of space and their reduction results in the decrease of their quality. In this case this tool should be used carefully.

The widget “Making pairs” can be used for both vocabulary and grammar lessons. For the purpose of developing vocabulary skills this widget may include pictures and words. This widget has already created games about colors, numbers, food and others. Picture 20 presents the game process of making pairs on the topic “Colors”.



Picture 20. The game process of widget “Making pairs”.

For the purpose of developing grammatical sub-skills the widget “Making pairs” may be used in training sub-skills of word formation. The key feature of this widget is evaluation of students' work. In other words, this widget gives students their result and marks. Picture 21 presents an evaluation of making pairs.



Picture 21. Evaluation of making pairs.

Another widget that can be used in English classes is “Dominoes”. The principle and design of this widget are similar to the widget “Make pairs”. The widget “Dominoes” can be found in the bank of widgets. There is only one difference in shapes. The widget “Make pairs” uses cards and widget “Dominoes” use dominoes. There are created games about synonyms, writing materials, music and others. The teacher may choose one of them or create a new game. Picture 22 represents already created games.



Picture 22. The set of already created games of the widget “Dominoes”.

There are two options in the game: with timer and without it. To bring a fun into the classroom the teacher may use the option with timer for making a competition among students. The content of the game may be different. It may duplicate material from the student's book or complete the lesson material. This widget also may be used for training grammatical sub-skills. Approximate grammatical material that can be drilled through the widget "Dominoes" is: plural numbers, irregular verbs, formation of adjectives, possessive pronouns, adjective forms and others. One should note here, that this widget has an important disadvantage. Students' mistakes are not corrected. In other words, the widget permits pasting wrong dominoes.

The number of correct selected dominoes is shown at the end of the game. Thus the student cannot see where his or her mistake is. Also this widget gives the students their results and an appraisal. Picture 23 represents this feature of the widget "Dominoes".



Picture 23. Evaluation of making dominoes.

This may be difficult for young learners. Therefore it is recommended to start this game in the mother tongue and then in the target language with simple objects. The

purpose of using this widget is limited by teacher's ideas and lesson aims. The widget may be used for training vocabulary and grammatical sub-skills.

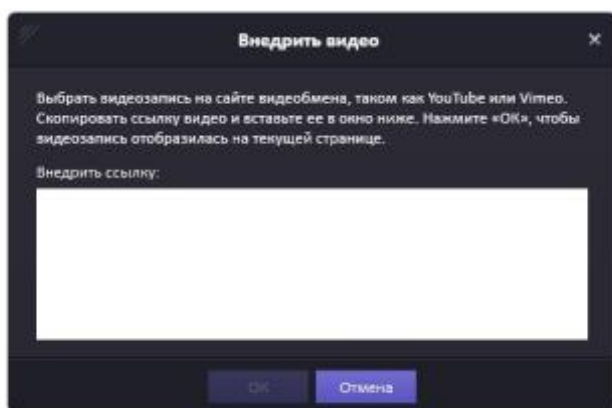
3. The stage of base creation

In this stage the teacher will be able to create the base of the application. In other words, the teacher creates the structure of the whole application. The teacher creates the main slides with rules and simple exercises. Exercises should be quite simple in an interactive way. They cannot include difficult manipulation with objects. It may stress young learners. Creating application the teacher should always think about process of developing grammatical sub-skills and follow this process step by step, slide by slide, one exercise by one. The structure of tasks remains unchanged, but the content of exercises becomes more difficult.

The first step is creating the main slide that may present grammatical material in context, without any explanation (Harmer (1987), Ur (2006), Galskova & Gez (2006) and others). The first slide is created by default. There are two widgets that can be used at the first stage of developing grammatical sub-skills in this software. They are "online video player" and "browser". To present grammar material in context we may use widget "online video player". For this open the widget bank by clicking on the button "plug" in the main navigation panel.



Then find "Online video player" and upload the widget by simply dragging or clicking the button "upload". There is white field in the opened frame, where we paste *html* code of the needed video. Picture 24 presents the frame of "Online video player".



Picture 24. The frame of “Online video player”.

Pay attention to the *html* code! There is wrong instruction in the frame. You should not paste the link of the video, you should use *html* code. If you paste the link, the widget will not work. After pasting *html* code press “ok”. Video will be shown automatically. Picture 25 presents such video.




Picture 25. The widget “Online video player”.

The widget “Browser” can be found in the widget bank and should be uploaded before you start working. In the shown frame the teacher can see the logo of the widget and a browsing panel with already pasted http code at the bottom. Picture 26 presents the uploaded widget.



Picture 26. The frame of the widget “Browser”.

To find the needed web-site the teacher should paste the link in the browsing panel and click the button “Enter” on the computer keyboard or click the button “Update”  near the browsing panel. The process of finding web-site through the widget is shown in Picture 27.

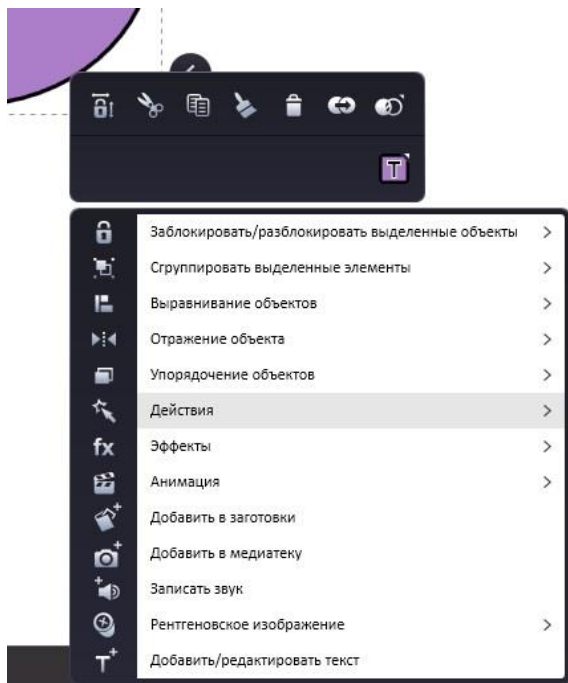


Picture 27. The widget “browser”.

To move from the presentation in context to the next stage we need to link this slide with a following one. First of all we should add the following slide. To do this, click the button “plus” in the main navigation panel.

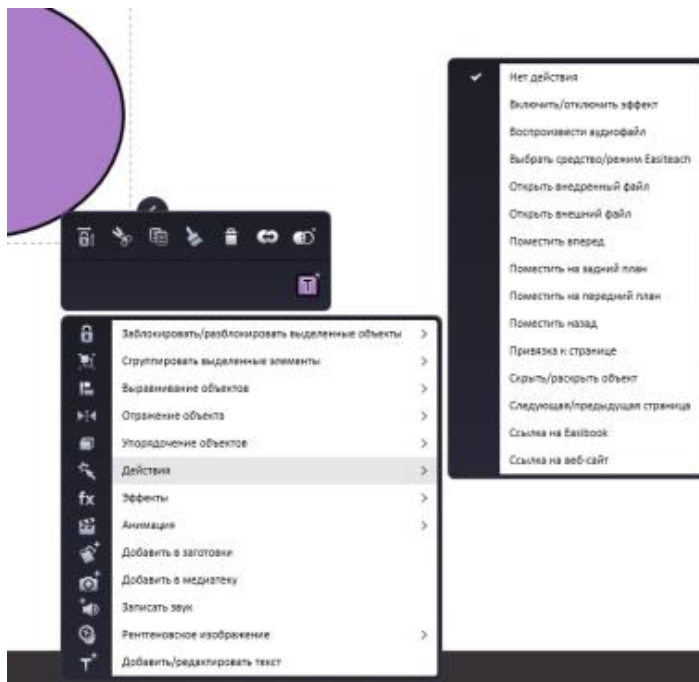


To create a link between two slides we need to paste any object on the slide and set a command that the object will be doing. To give a command click needed object by right mouse button and open context menu. In the context menu choose the option “commands”. Picture 28 presents this option in the context menu.




Picture 28. The context menu.


In the second context menu choose the needed command. In this case the command is “link to the slide”. Picture 29 presents the second context menu with a set of commands.



Picture 29. The second context menu.

One should note here that object may be linked with any slide. The teacher may point out the number of needed slide. One important part of giving command is


check. To check how the command works take the “play cursor” . This cursor placed in the left part on the main navigation panel. Click the checked object by this “play cursor”. If the command is worked well, everything was right. If something was wrong, return to giving commands and do it one more time. Do not

forget to switch the cursor. The “editor cursor”  edits everything. The “play cursor” plays effects. Here is an example of created slide for the first stage of developing grammatical sub-skills. Picture 30 presents a slide that is linked with the following one by picture of a train.



Picture 30. The first slide of the application “The present continuous tense for the 2nd graders”.

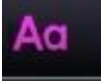
In this slide the train is the object that “drives” you to the next slide. In other word such linked objects are buttons “slide № _” .

The second step corresponds to the teacher’s idea. The teacher may use “liner” proportion or “map” proportion. The first is easier than the second. Also the “liner” proportion is often used in creating presentations in Microsoft Office PowerPoint. This proportion has a strong logic and allows student to move in defined order. “Line” proportion allows teacher to control the process. But in this case the teacher spends a lot of time to find the place where class stopped at the last lesson. “Map” proportion allows student to choose the way of learning. Every time students start from one place that connected with the whole application by links. This place needed to be created in this step. The added slide will be the main slide of the whole application. The design of the slide is limited only teacher’s ideas. The teacher may paste objects or draw it by tool painter. This tool can be found in the main navigation panel, it is button “brush” . In the given example of using “map” proportion the design repeats the structure. Picture 31 presents the “map” of the application “The present continuous tense for the 2nd graders”.



Picture 31. The main slide (the map) of the application “The present continuous tense for the 2nd graders”.

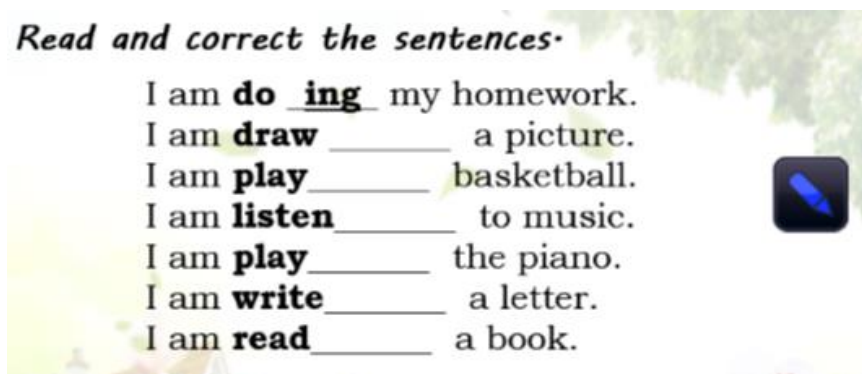
The third step is addition one more slide. The number of slides corresponds to the given information and exercises. There are three slides (houses: “Am”, “Is”, “Are”) with visual explanation of the present continuous tense in the given example. Clicking on each house the young learner goes to the slide of explanation.

On the explanation slide the young learner may see visual explanation of grammatical material. To present grammatical material in a colored way teacher may use painter tool and text tool. Text tool also can be found in the main navigation panel. This is button “text” . Teacher may choose the type and the size of print in the left part of the additional panel. The additional panel is shown in the Picture 32.




Picture 32. The left part of the main navigation panel and text toolbar.

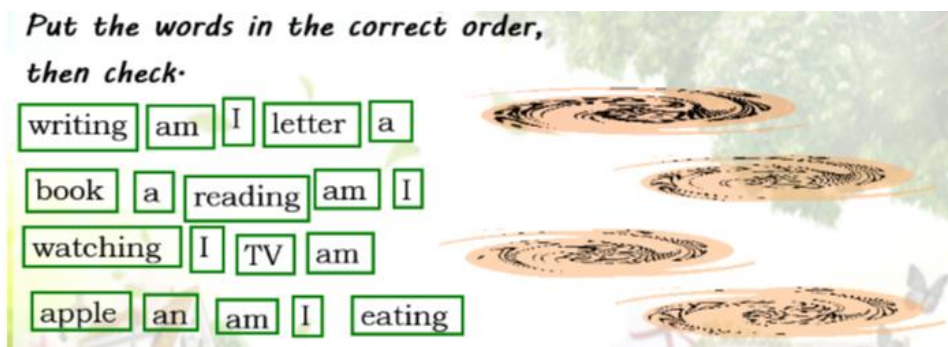
Each explanation slide has a set of exercises slides. In this stage exercises should be simply interactive. They may be: fill-in, correct the mistakes, the words order. Picture 33 presents an exercise with the widget “pen”.



Picture 33. The second exercise in the “garden Am”.

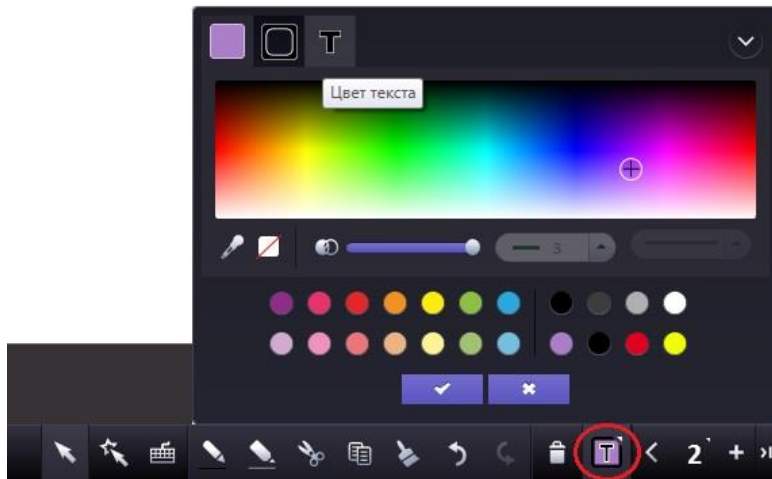
To type the exercise the teacher may use “text” tool. To give students opportunity to write something the teacher should upload the widget “pen” . This widget can be founded in the bank of widget.

Picture 34 presents the exercise using effects.

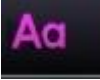


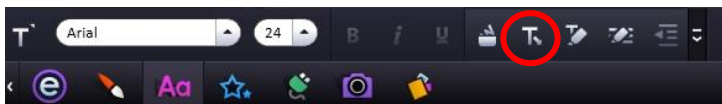
Picture 34. The third exercise in the “garden Am”.

To create exercise of word order teacher should type each word separately. To design them use the insert “color” at the left part of the main navigation panel. The teacher may choose color of the text, color of the text background, color and size of the text frame. The insert “color” is shown in Picture 35.



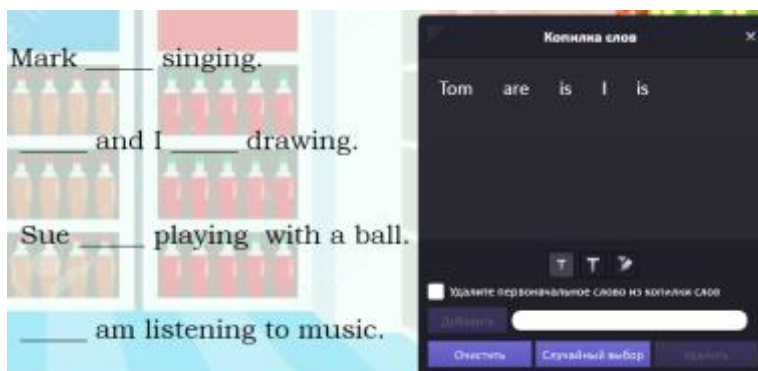
Picture 35. The insert “Color”.

There are special text tool bar in the software. This tool bar can be found in additional panel that is shown after clicking on the text button. Text tool bar includes “cloze” toll, “remove punctuation” and “word wallet”. The teacher may use these tools for creating text activities. Tool “cloze” can be used for creating missing word activities. To find this tool, click the button “text”  in the main navigation panel. Click the button “cloze” in the shown addition panel. The button “cloze” is shown in Picture 36.



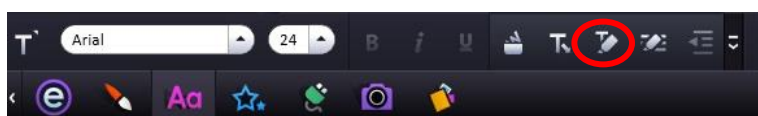
Picture 36. The left part of the main navigation panel and text toolbar.

After clicking the button “cloze” the cursor will switch and take the form of the “cloze”. To remove the words click them and they will move to the “word wallet”. Picture 37 presents the exercise “fill in the gaps” with the widget “Word wallet”.



Picture 37. The exercise “fill the gaps” with the widget “Word wallet”.

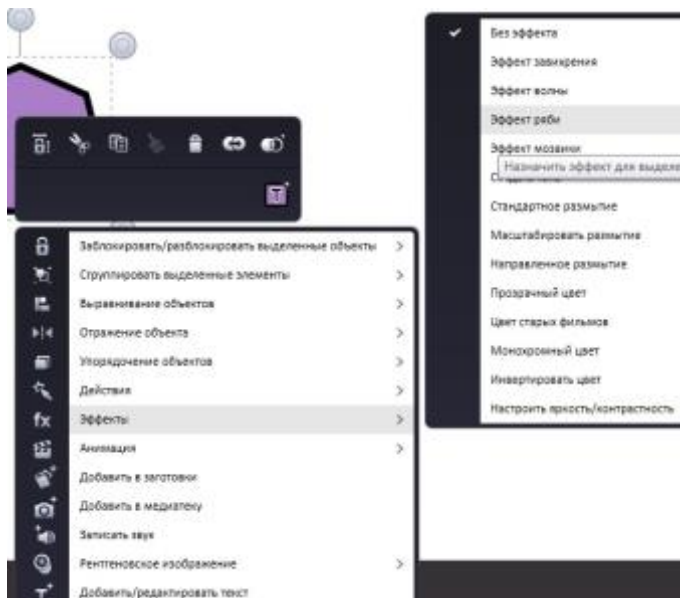
The tool “remove punctuation” has the same principle as the tool “cloze”. But this tool removes punctuation from the whole text. To use this widget, click the corresponding button. The button “remove punctuation” is shown in Picture 38.



Picture 38. The text toolbar and the button “remove punctuation”.

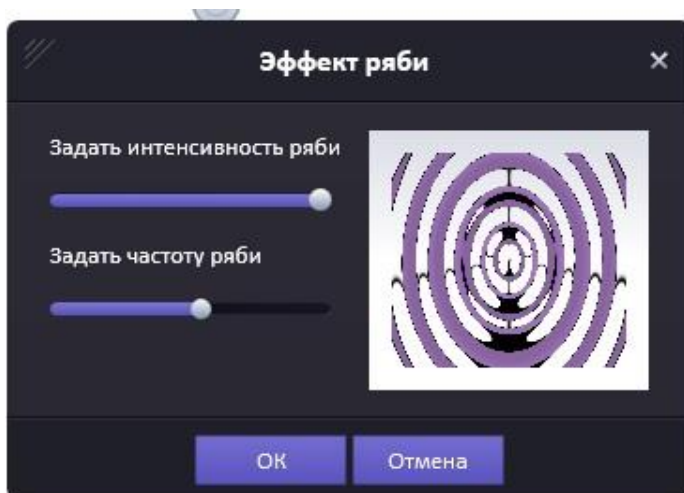
To do the task students use the “word wallet” tool. They open this and paste words to the needed places by simple dragging. The teacher may mix words or punctuation symbols and add extra words for making the task more difficult.

To disguise the correct answers the teacher may use option “effect”. There are such different effects as puzzle, swirl and blurring in this software. The teacher can also choose the power of effects. To use “effect” options click the needed option by right mouse button and open context menu. In context menu choose “effects” and in the second context menu choose the type of effect. Picture 39 presents the process of adding an effect.



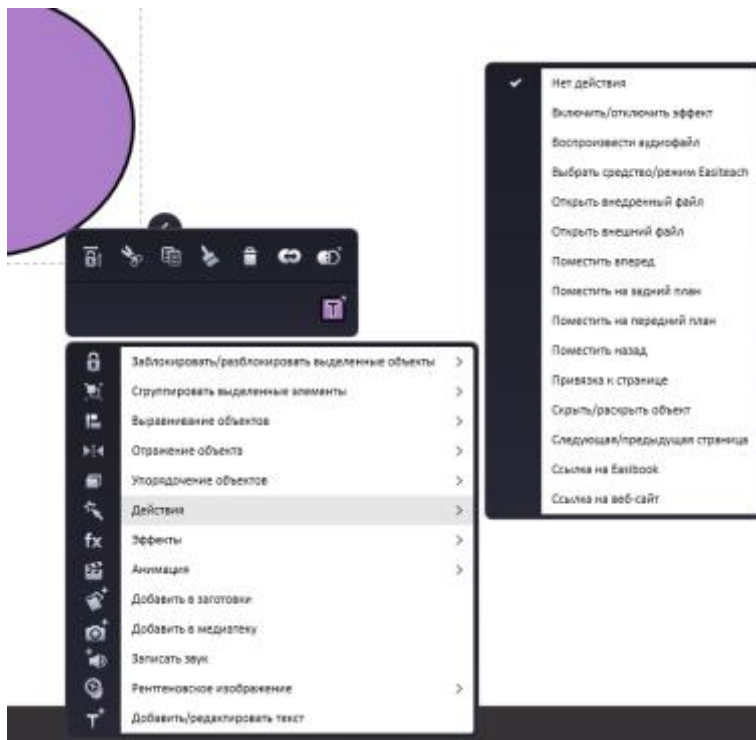
Picture 39. The process of adding an effect.

In the opened frame the teacher may choose the power of effect by moving a ball. When needed power is chosen press “ok”. The process of editing an effect is shown in Picture 40.



Picture 40. The process of editing an effect.

Pay attention to commands. In this case the command also should be given. Click the edition object by right mouse button. Open the first context menu and choose “commands”. In the second context menu choose the command “turn on/off effect”. Picture 41 presents the process of turning on an effect.




Picture 41. The process of turning on an effect.

After turning on the effect switch the cursor and check the command.


These effects and widgets are used at the first steps of training grammatical sub-skills. The same widgets and effects are used in training negative forms and question. Also there are the same steps in creating interactive exercises for training other structures of the present continuous tense.

To sum up the foregoing let me give a brief instructions.

To paste the video follow the steps:

1. Open widget bank – click the button “plug” 
2. Find “Online vide player” and upload it
3. Paste the *html* code and press “Ok”


To paste the website follow the steps:

1. Open widget bank – click the button “plug” 
2. Find “Browser” and upload it
3. Paste the link and press “Ok”

To link two slides follow the steps:

1. Add the object
2. Open the first context menu – click the object by right mouse button
3. Choose “commands” and open the second context menu
4. Choose the command “Link to slide №_”

To add a text follow the steps:

1. Choose the tool – click the button 
2. Choose the color, size and type of print
3. Click the slide
4. Type
5. Upload the student’s pen


To add effects follow the steps:

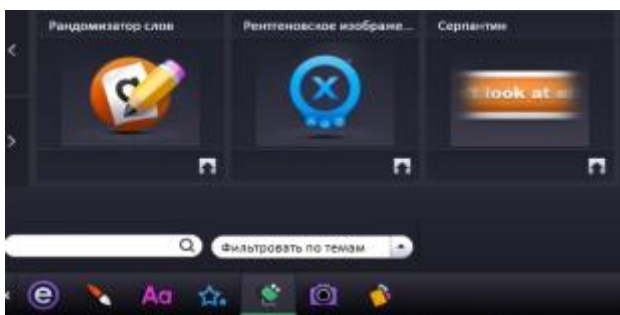
1. Open the first context menu – click the object by right mouse button
2. Choose “effects” and open the second context menu
3. Choose the effect and click it
4. Make power of the effect and press “Ok”
5. Open the first context menu – click the object by right mouse button
6. Choose “commands” and open the second context menu
7. Choose the command “turn on/off the effect”

4. The stage of creating additions

The final stage is creation additions. The main goal of this stage is to add proper widgets to some places. It should be involved to the logic of the application. Widgets should not play the main role; they should help to bring a fun in English classes. The application should not be overloaded by widgets, for two reasons: first, the teacher may lose the lesson’s aim; secondly, there may be technical problems. They should not break the logic of application, because it may destruct the process of developing grammatical sub-skills.

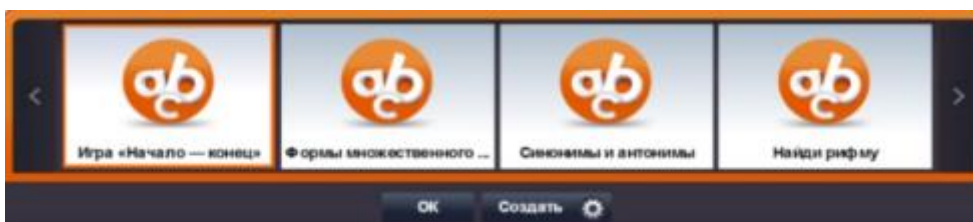
For developing grammatical sub-skills the following widgets may be used: “word randomizer”, “make pairs”, “dominoes” and “word builder”.

The “Word randomizer” may be used for training grammatical skills in wide range of topics. To use this widget the teacher should click the button “widgets”, find the “Word randomizer” and upload it by clicking the button “upload” . Picture 42 presents the insert “The widget bank”.





Picture 42. The insert “The widget bank”.

In the shown frame the teacher may choose needed option and create the content according to the lesson’s aims. Picture 43 presents the main menu of the widget “Word randomizer”.




Picture 43. The main menu of the widget “Word randomizer”.

To create a content the teacher should click the field of column and write down a word, and then choose another line by clicking the buttons “next”  or “preview” . The process of creation a content is shown in Picture 44.



Picture 44. The process of creation a content of “Word randomizer”.

Another way of using this widget is to create your own options and contents from scratch. In this case, after uploading the widget the teacher should click the button “Create”  and choose the number of columns and the number of lines.

To start working with the widget “Making pairs” teacher should find it in the inset “widgets”. Firstly, the teacher clicks the button “plug” in the main navigation panel, then finds the widget “making pairs” and uploads it. In the shown frame the teacher may choose one of already created games or create his or her own game. If the teacher would like to create his own game he or she needs to choose appropriate option. Secondly, the teacher should give a title to the game and to fill the spaces. Picture 45 presents the process of creating pairs of pronouns and forms of the verb “to be”.



Picture 45. The process of creating a content of the widget “Making pairs”.

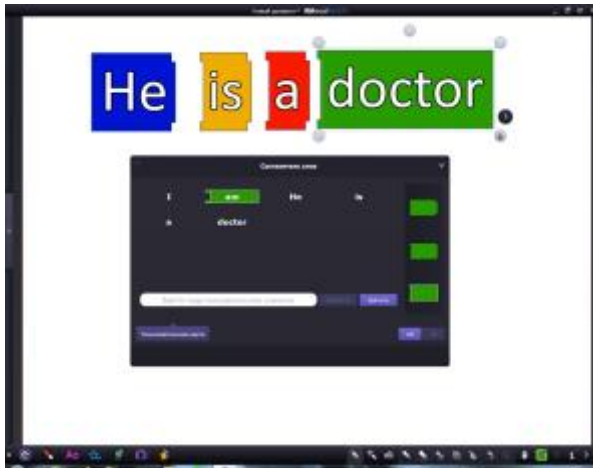
The next step is checking and making needed corrections. Finally, the game is created. One should note here, that every time the teacher should pay students’ attention to the timer in the upper left corner that runs the game. The process of making pairs is shown in Picture 46.



Picture 46. The game process of the widget “Making pairs”.

The similar widget is “Dominoes”. To use this widget the teacher should also find it in the bank of widgets. The principle and design of the “Dominoes” is similar to the widget “Make pairs”. Thus the process of creation is similar too. To start working with this widget the teacher should find and upload it to the screen. The teacher may choose one of proposed game or make a new game. If the teacher would like to create a game an appropriate option should be chosen. Then the teacher may give the title and fill in the spaces. The game is created.

The “Word builder” allows the teacher to drag word builder cards into the page. To use this widget the teacher should find it in the bank of widgets and upload widget to the screen. After uploading the teacher needs to create content. To do this click the field and paste needed words or parts of words one by one. To add words press “Enter” on the keyboard or click the button “to add”. Picture 47 presents the process of using the widget “Word builder”.





Picture 47. The process of using the widget “Word builder” for training grammatical sub-skills in the word order.

After creating content choose needed card from the right part by clicking it. Then click the needed word and drag to the screen. Also the teacher may choose color of background, size, color and type of print in the insert “color”.

To sum up the foregoing let me give brief instruction for creating exercises by widgets in general.

To create exercises by widget follow the steps:

1. Open widget bank – click the button “plug” 
2. Find needed widget
3. Upload widget to the screen – click the button “upload” 
4. Choose needed option (“create a new” or “prepared game”)
5. Create content (if you chose “create a new” in the fourth step)
6. Press “ok” (if you chose “create a new” in the fourth step)

References

About easiteach. (2016) In The Web Site of The Software “Easiteach”. Retrieved April 16, 2016, from <http://easiteach.com/eng/about/index.htm>

Harmer , J. 1987. Teaching and learning grammar. London: Longman

Key features. (2016) In The Web Site of The Software “Easiteach”. Retrieved April 16, 2016, from <http://easiteach.com/eng/keyfeatures/index.htm>