

Downloadable resource 3:

Example and record of a keyboard mediated class

This resource corresponds to **Chapter 10: Teenagers and Technology**.

Content

This document is a record of a 90-minute class in which I communicated with the students entirely via a word document projected onto the whiteboard area. The students spoke to me as normal, the only difference was that they had to read my responses rather than listen to them. The lesson you see here was with a small and cooperative group of pre-intermediate students aged 12 to 14. The text is as it appeared at the time, complete with typos and ambiguities.

Rationale

I would recommend this technique if you wish to:

- ▶ refocus a class by altering the teacher-student dynamic
- ▶ explore and create an instant record of your teacher talk
- ▶ provide additional reading practice for your learners
- ▶ preserve your own voice if you are suffering any type of throat problem.

Commentary

At points, I have provided a commentary for the reader. This commentary appears in italics between square brackets and was not part of the original lesson. I have kept the commentary to a relative minimum. As a result, the reader will sometimes have to guess what was going on in the class at the time.

In the very early portion of the lesson (technically still my break time), I left the classroom for a few minutes and during this time a number of the students typed up their own text, adding their names in brackets. I have given each student a colour here (Crissy blue, Marco yellow, Alejandro red, Helena green and Miriam purple) to make it clearer for the viewer. A later contribution by Lucía appears in pink. Everything else, in black font, was typed by the teacher.

1735 Hi! I will be back in 5 minutes after I have eaten an orange. Then we will begin the lesson. I hope that you all had a good weekend! (I'm afraid I have no voice at all today!)

-Why? I have no idea but it might be because I went running for 2 hours in the rain on Sunday evening...

I can't. It really hurts.

[At this point I left the class to finish my break and on returning, found that the students had already been playing with their own text. Cristina had labelled my last sentence above to distinguish it from her own text below.]

- Ooh. :-((Crissy)
- Chris haven't got voice today. I hope Chris will get better next Thursday... probably. (Marco)
- I'm bored, I hope we will do some fun things today! (Alex)
- You are crazy! Why did you go running in the evening?
- PS: I still think you are crazy (Helen)
- Helloooooooo (Miricrazy)
- Chris is weird (Crissy)

[This marks my return to the classroom as it was time for the lesson to officially begin.]

Okay, so Alex, please can you go and get the air conditioning remote please? Thanks.

It's next door.

Elena, I like the sound of the app that speaks what you type but will have to look into it for next time if my voice doesn't get better.

Okay people, hang on a sec Marco.

I think we can manage like this...

So, you can see that we only have 3 lessons before the exams. There is no class on the day of corpus. We only have exams on the Tuesdays and Thursdays, yes, Myriam. Sorry. Miriam – my friend spells it like that. That is friend.

Lucy, are you okay?

Cool. Now then, let's start with a revision exercise.

No! Wait! It's something new! P 85 student book.

Now I have written it once I don't need to keep saying the page like normal! How cool is that!?

Carlinhos Brown is a singer – came to Seville in 2005.

Cris asked because his photo is on the opposite page.

Right ladies and gentlemen. It's time for you to be very independent learners. Can you please read the blue box 'Rule' and the examples and help each other to complete the table.

Ready, steady, go!

I like it like this but we will look at the other thing in a while my friend!

Can you make sure that you have the same answers as Lucía... or Miriam.

Okay Helen, close your book and work with Mary. I appreciate your honesty.

Only the table. No. Good question girls.

I think this is the same as: Han estado trabajando... yes?

Okay Helen, could you go over the answers slowly and make sure everyone understands please? You can use my book.

Thanks Elena! Can I have my book back please.

Class, you are working very well.

You're welcome. Now it's time to test our knowledge. Can you please do C and D? Cheers. (It means thankyou Marco)

1805 That's the time we are at now. Yeah - If you want a record of the lesson, I can let you have all this.

One sec.

Okay! (This keyboard is a bit weird and misses letters. I like oky too Cris)

María T., can you be the teacher for exercise C please? (Yes Lucy, this is the keyboard).

I really like the technique that you guys have developed of repeating questions so that everyone gets a go. I am also very happy we turned you into student/teachers a while ago so I can sit here while you do the talking. C :)

Miriam, can you do exercise D please?

Alex, can you correct your brother's while he is in the toilet? Thanks.

We never got round to it but we do have 2 lessons after the exams. Would you like to do it then?

Okay.

Yes.

But now we must do some vocabulary on music on page 87.

It's exercise 6b.

Cris, it's your turn. *[To be the teacher]*

We only have one other grammar thing to look at, 5 revision questions, 5 speaking questions (wait and see) then I can show you a funky clip. Okay Crissy Girl....

Okay...sin th es izer (as in eye)

Okay...

1817 (not by my Casio)

Guys, help the teacher! *[Here I am referring to the student who is going over the answers for that exercise.]*

Finished?

Okay, final grammar thing.

Marco my friend, they took me a long time to make – hours. And if I want to use them next year, I need to keep them in good condition or else they might get thrown out as rubbish. Thanks ;-) *[Marco was jabbing holes in some giant word blocks I had made from cardboard boxes for a very young learners' class.]*

You are very welcome!

If they are recognised as a legitimate teaching material, they will be kept. If not they might get thrown away.

Not normally but stuff happens...

Okay, page

Yes, it's kind of dysfunctional but it works...

...93

Can you complete the orange box please my wonderful people!

Cool. We are following *[My error – it went undetected at the time. I was typing very quickly]* an order but we will continue until you have had a turn Marco. Is that okay?

Cool.

Whase? *[In response to a student asking if the word existed...]* It's not a word that I recognise but that does not mean that it doesn't exist.

Thanks Lucy.

I'm not so sure...

Miriam shhhh... thanks

Just because...

They are the people _____ I told you about.

It is used to add a part to a sentence Cris.

Never what.

But you can do this...

It will become clearer when we do some examples Cris.

Okay, it will become clear with the next exercise. Can you do C and then we close the books...

Who hasn't been teacher?

Marco, Alex and Mary O.

Use your book because you have the answers correct. *[Here are another couple of errors that did not matter at the time as the learners understood the message and were more concerned with their own activity]*

Teacher... with kindness. :-)

Teacher... slowly please!!

Thanks.

Teacher, maybe you need to go back and make sure everyone has the correct answer to each number.

Remember, when you are the teacher... enjoy the moment and take your time!

Okay, so, I said 1 grammar activity more and we have done it. I then said 5 revision questions and 5 speaking questions.

So here are the revision questions.

Can you copy and complete the following please.

Miriam...

1 Seville is the town _____ I live.

Okay.... So? Number 1, Cris? WHERE correct!

2 Chris is the wonderful English teacher _____ inspired me to be a... Maths teacher! Ha ha!

Okay, Miriam. Number 2? Yes, WHO or THAT.

Lucy, Mary O, Go Go Go!

3 Dan, _____ is also a teacher at ELI, likes chillies too.

Lucy, number 3? Yes, WHO or THAT.

Lucy, can you do it?

A Dan, quien es profe en ELI también, le gustan las guindillas también [This was a student-typed L1 translation of the previous sentence to clarify for one of their classmates]

Cheers.

4 That's Miriam _____ ankle was sprained last month.

Mary O. Yes. WHOSE.

5 This is the DVD _____ I borrowed from Marco and Alex.

1838

Alex! Yes, WHICH or THAT

possession

whose = de quien

6 (Extra example) Lucy, _____ bag is red, is in our class.

Marco!

Okay but that's the third time you have left us today! Don't be long!

Mary T hasn't been.

Mary!

Which one means de quien?

Yes, WHOSE.

We ave [*another typo due to speed*] finished the revision. Now we have 5 speaking questions.

1844

No but I want you to speak until your mouth feels very tired.

Me too.

Marco is going to come and speak to me.

Okay.

And Alex!

I know it. Lyrics something...

Next lesson.

Yes, I think it is what Lucy is talking about. Next lesson we shall do that instead of a clip at the end.

Okay.

Speaking question 1

1 Where are you going to go this summer?

Good answers boys.

Okay.

2 Do you always go to the same places in summer?

Lucy, Mary!

Rock and roll.

Okay, can the two boys swap places with Lucy and Mary O.

3 Would you like to go on holiday without your parents? If so, why if not, why not?

4 This is the last one....

Well done for still talking in English Elena and Mary T.

4 Do you prefer Christmas or summer holidays? Why?

Well done everyone.

18:55

Yes, clip time.

This is a clip that I really liked about a person who learnt something but it involved unlearning something very important. It's quite fast but I think you will understand it.

I can't believe you are still talking in English Helen!

[The clip I showed was The Backwards Brain Bicycle (2015) Smarter Every Day. Available at <https://www.youtube.com/watch?v=MFzDaBzBIL0> last accessed July 2018]

What's he going to try to do now?

Correct.

19:07 You have been ultra fantastic. And also... think about all the extra English you have read today!
Have a good evening!!!!

You too.