

The Teacher

Adam Windak
***Creative
writing***

Ewa Ostarek
***How to become
a podcaster?***

Magdalena Fijalkowska
Simple revolution



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Beekeeping

*Shropshire
Fairy tales*

Simple revolution: blackboard in the cloud

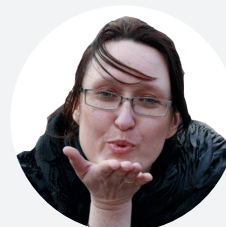
Magdalena Fijalkowska

So simple, it is pure genius.

'Gone with the Wind`? What are we talking about?

Let's ask ourselves a few questions first.

- ① Do I have a laptop? (most of us do)
- ② Do I use it in my classes? (most of us do)
- ③ Do I have the Internet in my classes? (most of us do, and if we don't, we have it at home)
- ④ Am I making most of the technology at hand? (most of us do not)



Magdalena Fijalkowska

Magda dreamed of becoming an English teacher when she was a child, and so she did. When she grew up, she worked as a teacher, manager or director with International House Kraków, UEC-Bell in Warsaw, Eurocentres, Macmillan and Pearson Longman publishing houses, Stafford House, Experience English and International Quest in the UK. While working with Newcastle University and Strathclyde University in Glasgow she discovered her new love: English for Academic Purposes. She has recently completed Cambridge University Delta as well as Learning Technologies course at the University of Sheffield. Since 2007, she's been running NaukaBezGranic, offering schools multicultural workshops and theatre shows performed in English. Check out www.naukabezgranic.pl to find out more.



We are talking about a very simple change to our teaching approach. Let's stop using blackboards or whiteboards or smartboards. When we make a record of the emerging vocab or give grammar examples to the students in the lessons using those, it's like gone with the wind. When the show is over, it gets wiped out. So, what I am suggesting here is very simple: keeping a record of what happens in the lesson on a shared google doc in the cloud and giving students access to it.

Why should we do it? Because our students have decided not to buy that Volvo!

Let talk about money. How much does one need to learn a foreign language? A typical course is 120 hours with a teacher. Let's say that we need 10 years to learn a language up to the C2 level. So that is 1200 hours.

Scenario 1: Let's assume that the cost per each private lesson, on one-to-one basis is PLN 70. The total is PLN 84 000. One could buy a car!

Scenario 2: Companies pay for their employees let's say PLN 120 per hour. So, times 1200 this would be PLN 144000.

Scenario 3: Students learn in a group, each lesson costs them PLN 15. There are 10 students in a group. The course thus generates 120 hours x PLN 150, that is PLN 18000. Times 10 years, it will be PLN 180000.

Learning a foreign language is not for the poor, and yet many people who invest in their education will not have that Volvo, that would serve them well if they decided not to learn English! They chose not to buy it!

Why is this relevant to our teaching? Well, time is money. And we, as teachers, have been entrusted with the students' investment. Let's respect that by making our classes as effective as we can. Sharing class notes with the students is a way of increasing the course effectiveness and showing that respect.

Let's have a look at several examples of how cloud board **can help you be more effective and save time preparing lessons**, too.

Cloud board example 1: homework

Simple. When a student misses a lesson, they can always check what was covered in the lesson and what the homework is.

The screenshot shows a Google Docs document titled "Speakout B1 Plus" with a star icon and a folder icon. The document is open in a web browser with several tabs: "Poczta home.pl | Obiek...", "Resultados de la búsqu...", "My Drive - Google Driv...", "Speakout B1 Plus - Goo...", "Learning Technologies: X", and "New Tab". The document content is as follows:

29/11/18

HOMEWORK

1. Find on Youtube 'voice-operated lift in Scotland' and enjoy it.
2. Ex 5 A and B p 33
3. Write a story using narrative tenses and adverbs from ex 5 (use ideas from ex 7 p 33) and email it to m.c.fijalkowska@gmail.com - you will get a present if you do.
4. Workbook 3.1, 3.2

IN CLASS

1. Student's book pp 108-109 narrative tenses, ex 3.1 p.109
2. Student's book p 33 ex 4

CHATING IN ENGLISH VOCAB

New Year's Eve
To find/look for a solution
To recognise human speech
Chit-chat = small talk
To launch a production

Cloud board example 2: dialogue building

Simple. Here is a record of a dialogue a group put together during a lesson.

The screenshot shows a Google Docs interface with the document 'Asseco' open. The text in the document is a dialogue between three people: M, E, and G. The dialogue is as follows:

the view is amazing. I recommend it.
M: Wow, it's awesome. I didn't know this.
E: Oh my god, really? I like the Na Lato restaurant near Torwar, I don't remember the name of the street. The food is great and they have very good wine.
M: Great. And I can recommend Kameralna in Foksal street, you can go back in time there, they have traditional Polish food like in the communist times.
G: Sounds yummy.
E: OK, and...mmm... I recommend Warsztat, in Kazimierz in Krakow. It's Italian and the portions are big, more than one person can eat.
M: This is fabulous. We can share. So generous!
G: Oh, oh, by the way, if you like dishes like flaki, I suggest you go to Big Jolek. They have very tasty tripes. Before the war lorneta z meduza, which is something like 'binoculars with jellyfish' in Polish, was very popular, pork and vegetable jelly and two shots of vodka. You can have it there.
E: Ugh... I don't like Flaki and I don't drink vodka.
M: I like cosy places, not big ones.
G: I think you're right. / E: Me, too.
M: In Francuska Street there are many restaurants and most of them are cosy because they are small.
E: Good to know. I can't think of any other nice restaurants.
G: OK, let's go. We can decide on the way where we want to go.

Cloud board example 3: dialogue building - revision

Simple again. Here, we have the same dialogue, a lesson later, gapped for revision.

The screenshot shows the same Google Docs interface with the document 'Asseco' open. The text in the document is the same dialogue as in example 2, but with gaps for revision. The dialogue is as follows:

REVISION

E: So, guys, do you know any good restaurants in Warsaw?
M: Mmmmm
G: Well, on the top of the Intraco building _____ is a restaurant and the view is _____. I recommend it.
M: Wow, it's awesome. I didn't know this.
E: Oh my god, really? I like the Na Lato restaurant near Torwar, I don't _____ the name of the street. The food is great and they have very good wine.
M: Great. And I can _____ Kameralna in Foksal street, you can go _____ in time there, they have traditional Polish food like in the communist times.
G: Sounds _____.
E: OK, and...mmm... I recommend Warsztat, in Kazimierz in Krakow. It's Italian and the _____ are big, more than one person can eat.
M: This is fabulous. We can share. So _____!
G: Oh, oh, by the way, if you like _____ like flaki, I _____ you go to Big Jolek. They have very _____ tripes. Before the war lorneta z meduza, which is something like '_____ with _____' in Polish, was very popular, _____ and vegetable jelly and two _____ of vodka. You can have it there.
E: Ugh... I don't like Flaki and I don't drink vodka.

Cloud board example 4: feedback on language

Simple. During the lesson, as students speak, I take notes. They do not see the screen then, so are not worried much. Towards the end of the lesson we get back to some of what they said, and we correct the errors or upgrade the language.

The screenshot shows a Google Docs document titled "Speakout B1 Plus". The document contains a list of 10 sentences with language feedback comments on the right side. The comments are from Magdalena Fijalko and include corrections and suggestions for improvement.

FEEDBACK ON LANGUAGE

1. She ~~said~~ (that) ~~talked~~ there are many reasons why men want to be fathers.
2. Maybe I don't need the ~~app~~ because I do it automatically.
3. I think not./I don't think so.
4. When he ~~doesn't~~ ~~don't~~ want to she must find another.
5. He's not sure he ~~wants~~ to settle down.
6. They must understand what ~~is~~ the reason ~~is~~.
7. If you have a brother you should be able to count on ~~expect~~ help.
8. I ~~go to have~~ university but at the weekends.
9. He wasn't/ at/didn't go to university.
10. Those people are very ~~few little~~. There are few people like that.

Listening to podcasts

nouns	verbs	adjectives/adverbs
Evolutionary anthropologist	To be present when a child is born	Contemporary (fathers)
Percentage		Disciplinarian

Cloud board example 5: pre-teaching vocab and vocab revision

Simple. The beauty of keeping a vocab set in the cloud is that you can pre-teach it before a reading or a listening slot, but you also have it ready in the following class to use for revision. Yes, I know, I am lazy.

The screenshot shows a Google Docs document titled "abc22". It contains a video link and a table of vocabulary words categorized by nouns, verbs, and adjectives/adverbs.

Video 2:
<https://www.youtube.com/watch?v=GW0jiP5EdVI>

nouns	verbs	Adjectives, adverbs
Operation	To make something very clear	Unfortunate (accident)
Top-down society	To go wrong	Investigative (team)
Investigators	To bring to justice	Shocked and outraged
Forensics	To dismiss	Authorised, unauthorised
Delay in providing evidence	To provide someone with evidence	
Public prosecutor	To leak to the newspapers	
Death penalty	To request specific information	
Abuse of authority	To review procedure	

20/11
The News

Cloud board example 6: photos

Simple. If one day you just do not feel like dragging your laptop with you? Hey, what are smartphones for. You can still keep the record of the board work on the doc.

Crime vocabulary

18/10
Personality and behaviour adjectives

Cloud board example 7: reading and colour-coding

You can also copy parts of a text into the document and highlight interesting vocab as you discuss it in class. Again, it makes revising vocab, in context, easier later as well.

4. His name is **never far from the lips of** people talking about May's successor but, apart from his instant **condemnation of the deal** on the day it was published, Johnson has **kept his head down** as the momentum moved towards **plotting against** May. Officially his **allies stick to the line** that it is **the policy** and not **the prime minister** that needs to be changed. However, he **is certain to stand** if there is **a contest** and he has **a dedicated following**. However, should he be successful, it could **cause a schism** in the party, **a handful of pro-European MPs** have suggested they would find that so **distasteful** that they would **quit the party** if he won.

Follow up on The News reading class Ex.2:

Complete the texts below with the missing words.

WORDLIST: However a allies and apart as be border contest day from have he out permanent race rights sensible signed stars that their

1. 'Only in the darkest hours, we can see the ____.'

2. Three of Hong Kong's most high-profile democracy activists ____ pleaded not guilty to charges of public nuisance for ____

Cloud board for self-study: my Spanish

I am currently learning Spanish via Skype. My teacher, Adam, who is Polish, lives in Mexico. He's a traveller, moving from one *playa* to another, visiting exciting places. He does not bring handouts to my lessons, though he shares with me some very boring grammar exercises. We share the screen and we share the documents. But mainly he helps me with my learning. I take notes on a document he has access to, so can correct my mistakes and generally watch over my progress.

Here Adam has corrected my mistakes:

23/11

Preguntas para discutir

- ¿Qué tipo de cosas te gusta comprar? Que tipo de negocio te gusta visitar?
- ¿Cuándo gastas dinero por que tipo de productos pagas con placer ~~volonta~~ y ~~cuando~~ cuando prefieres ahorrar dinero?
- ¿Aprovechas ~~Tomas~~ la oportunidad cuando los negocios ofrecen los descuentos ~~es~~?
- ¿Prefieres hacer las compras solo o con ~~alguien~~ ~~algun~~, por ejemplo tus amigos o tus padres?
- ¿Dónde ~~Donde~~ se compra sellos/timbres en Mexico? ¿Mandas tarjetas postales a tus amigos y familia?
- ¿Cómo te sientes cuando debes hacer cola/hacer fila?

¿Cuáles ~~Qual~~ son las 5 últimas ~~ultimo~~ cosas ~~veces~~ que tu has comprado ~~comprate~~ desde el lunes ~~ultimamente~~?

Adam Szopiński 9:10 PM Nov 23
Format: remove from list
Format: indent first line, in

Adam Szopiński 9:10 PM Nov 23
Replace: "Que" with "Qué"

Adam Szopiński 9:12 PM Nov 23
Replace: "Cuando" with "¿Cuándo"

And here are my lesson notes, based on our chat in Spanish.

sustantivos	verbos	adjetivos
Enchufe wejściówka	Cargar	Luxoso
Cargador para un móvil	Prestar a	Mas exclusivo
El móvil	Tomar prestado	Barato que en Varsavia
El celular	Despertar obudzic	Antiguo
Despertador	Deconstruir	caro
Servicio bancario	Romper	Autosuficiente
Servicio	Encontrar	
Entrada	Emplear zatrudnic	
Empleo	Reaccionar	
Ultimo dia	Mandar	
La libreria	Enviar	
La cuenta bancaria	Aghadir /	
Lado difícil	Agregar a la lista	
Cafeteria local	Viajar a dedo - stopem	
Los lugares economicos	Aber - Abia	
Una fonda - tienen	Extragnar	
menu del dia	Echar de menos	
	Perder costumbre - zatracic zwyczaj	

What do the learners think?

Below are some comments from the students. Thank you Monika, Ewa, Grzegorz, Marcin, Dominik, Tomek, Agnieszka, Monika, Marek.

Pierwszy raz się spotkałem z czymś takim, i to bardzo dobry pomysł.

Po każdych zajęciach mamy możliwość powrotu do lekcji i nic nam nie umknie.

Treść lekcji, słownictwo, w jednym miejscu. W każdej chwili można zajrzeć i powtórzyć materiał.

Jestem pod dużym wrażeniem pomysłu i skuteczności.

Zaskakująco prosty, interesujący i zabawny sposób na przyswajanie słownictwa i gramatyki, jestem pod dużym wrażeniem.

Sometimes our lessons are very dynamic, and we do not have the time to take notes on our own. Our teacher makes sure we don't miss anything.

This way of organising materials is very useful for students because they are always available and updated after class.

All new words and idioms are there, so you can easily revise them.

The notes are always available, so students can revise them using smartphones e.g. when on a bus.

I like the way in which materials are distributed. I especially like the use of modern technologies: computer, projector, the Internet. On the other hand, traditional methods of teaching are also used. Therefore, I have the feeling that there is an ideal balance between those two ways of teaching.

For me the mind-blowing feature of our lessons is the teacher taking notes and sharing them on the Internet.

I think that sharing lesson notes in the cloud is very handy for the students. It would be better if all the students used them!

Easy access to materials encourages us to learn.

So, what are you going to do about it?

Ask ourselves these questions again.

- ① Do I have a laptop?
- ② Do I use it in my classes?
- ③ Do I have the Internet in my classes?
- ④ Do I have a projector in my classrooms?
- ⑤ Am I making most of the technology at hand?

Now, you may not have the internet connection – well, get it via Bluetooth off your phone. You may not have a projector! Well, get one, they have become very cheap, or better insist on your employer buying it. After all, you are a true professional and your students are not buying that Volvo!

