Classroom Craft
for the student-centred classroom

Essential

Human/ Natural teaching tools …often ignored in traditional classrooms

Creating a communal learning environment

Step 1 to personalising the learning process
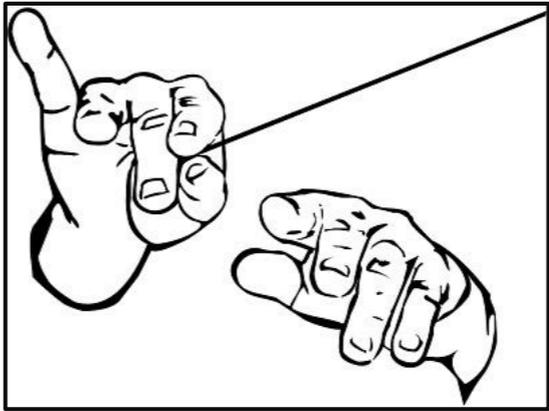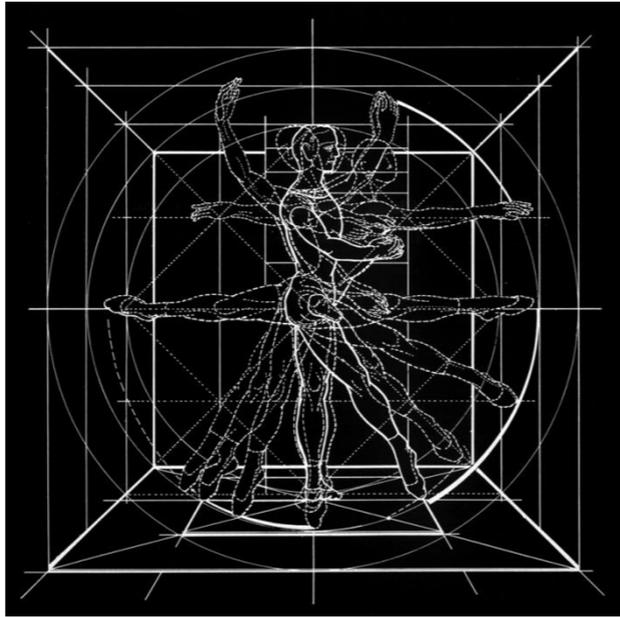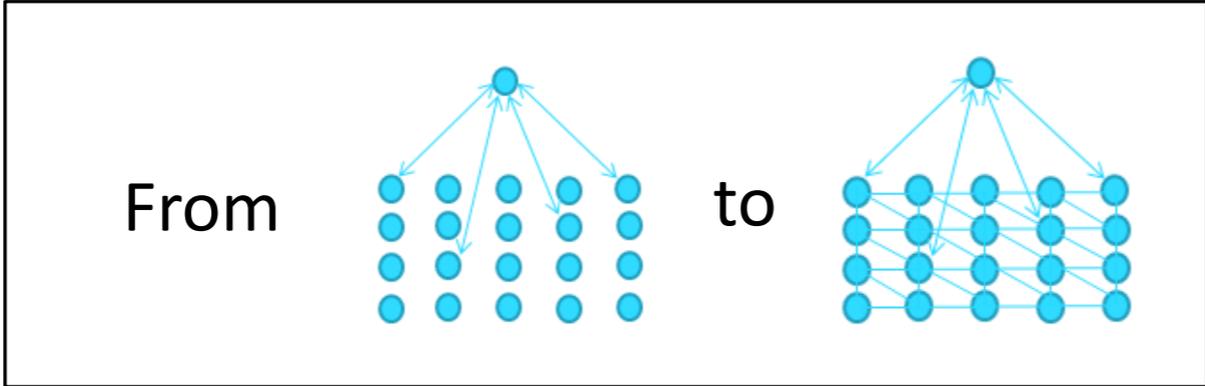
Inclusion methods

Teaching techniques

Attending to each individual…as much as possible

LEWIS

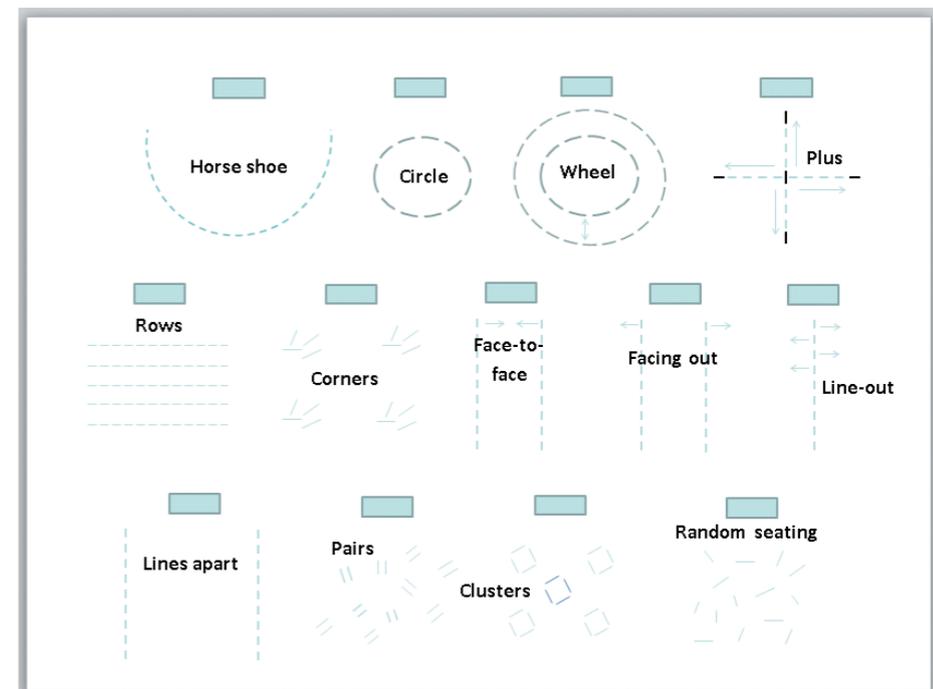# Classroom Craft: Step 1

Equation:
Less teacher = More student

From to

Classroom Craft: Step 2

o Classroom Layout and Dynamics/ the 'Chameleon-Approach'

o Definition: *Manipulate the use of classroom space to influence dynamics and affect behaviour in order to maximise learning potential*

o Examples:
  - *Perfect Circles*
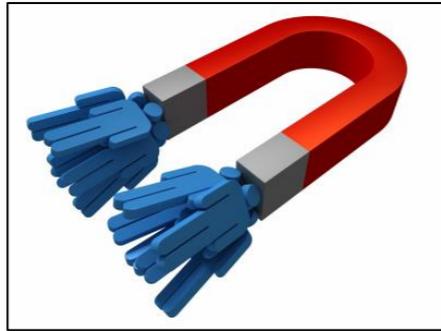 - *Debate Corners*
  - *Running Dictation*
  - *Back2Back*

Classroom Craft: Step 2

o Eliciting

o Gaining Consensus

o Concept-Checking
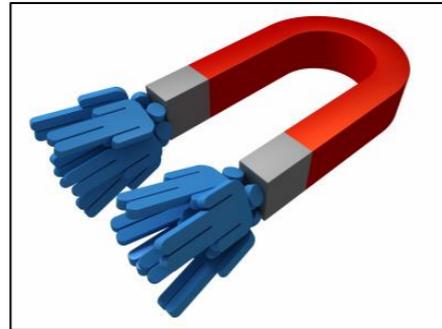
o Day 1: The Contract (student-centred)

Eliciting

o Does teaching X = learning X?

o Does input X = output X?

o Does explaining X = retaining/remembering X?

All the above could equal anything from A – Z!

Explanation

Eliciting

As well as Target Language (TL), what *must* we elicit?

o The **2Cs**:
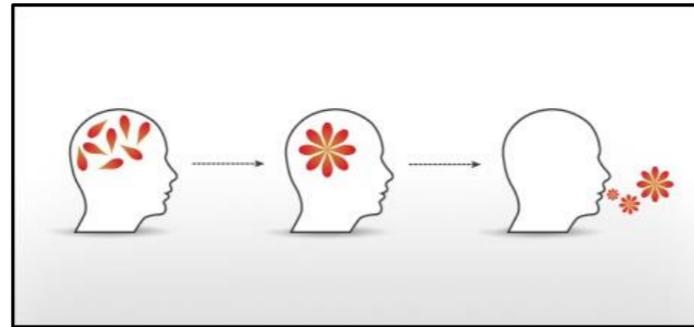
- **C**ontext - where the language sits/ the story/ the scenario/ the function
- **C**oncept - meaning of the word, chunk or language/ use of it

o Building the lesson together

- Student-centred
- Inclusive
- More fun!

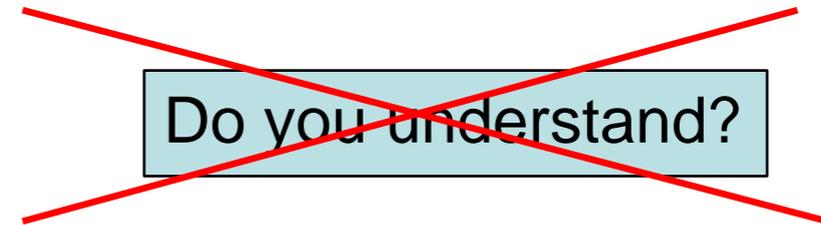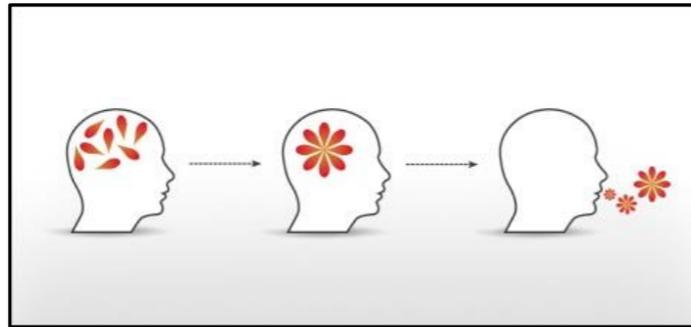WARNING: Does NOT include reading aloud!

Gaining Consensus

- Acknowledgement

- Praise v Recognition

- 'POPping' (i.e. not moving at your quickest student's pace)

- Tuning Students in

- Responding to the pace of the group

By 'popping', gesturing, scanning, and monitoring we are able to gain consensus throughout the lesson.

Concept-checking (+ gaining consensus)

Do you understand?

o Simple example: teacher wants to check students know the word 'knife'

"Should babies play with knives?" (no) "Is a knife sharp?" (yes) "Is a knife dangerous?" (yes)

o Yes/ No questions

o More efficient and engaging way to check students understanding

o Connects students' knowledge to the target language

o Used in combination with consensus building helps ALL the students to understand leaving no one behind

o Minimises the temptation to code-switch (L1 explanations)

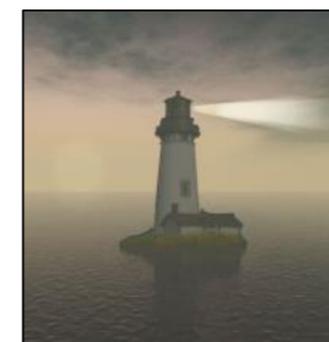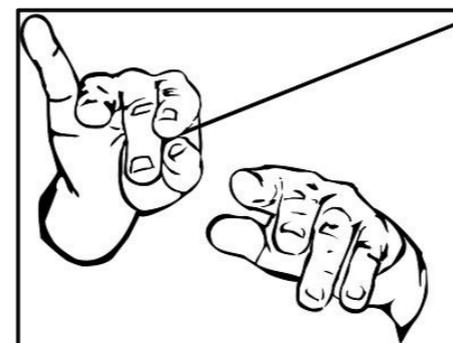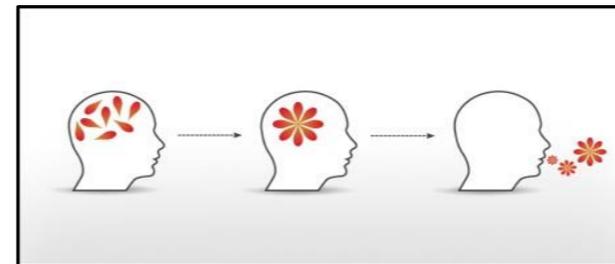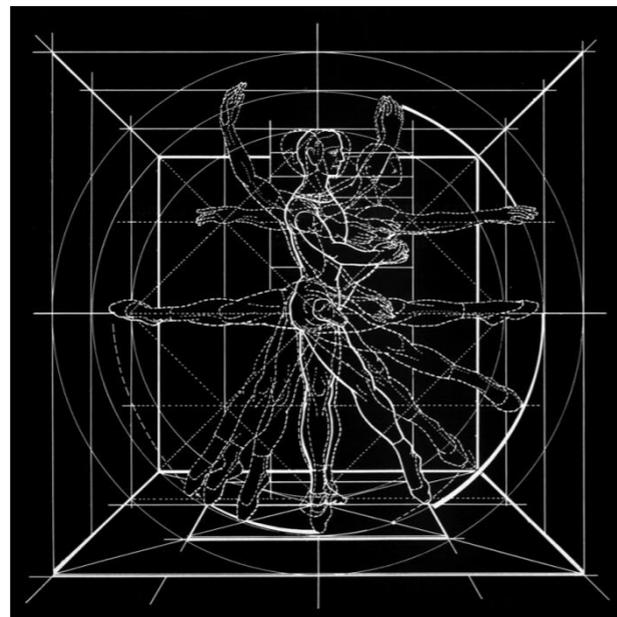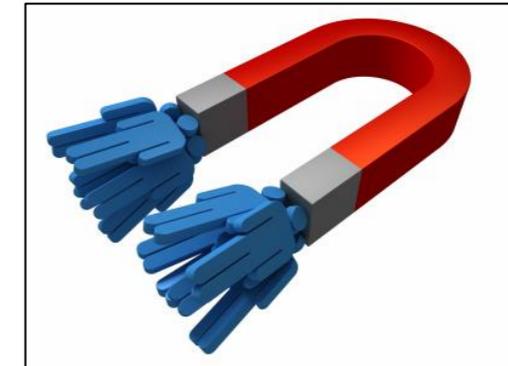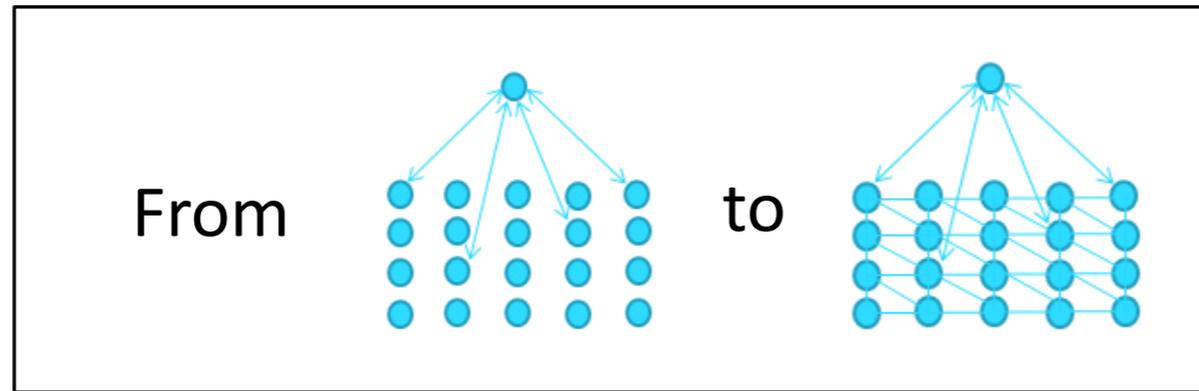o Exposes the students to more language, and by association

Day 1: The Contract (S-C)

o Traditional: "these are the rules and what I expect…"

o Modern: …

o 50/50

o Structure of the contract

Classroom Craft: Step 1

From [diagram] to [diagram]

Equation:
Less teacher = More student