



Teaching techniques

Human/ Natural teaching tools  
...often ignored in traditional  
classrooms

Creating a communal  
learning environment

# Classroom Craft

for the student-centred classroom



Step 1 to personalising  
the learning process

Inclusion methods

Social & Educational  
Psychology



# Classroom Craft: Step 1

- The Power of Pause (POP)
  - Echoing – be aware!
  - Scanning
  - Attention Seeking Devices (ASDs)
  - Positioning
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## Next Steps...

- Chameleon Approach - Classroom Layout & Dynamics
- Eliciting, Concept-checking, Gaining Consensus, etc.



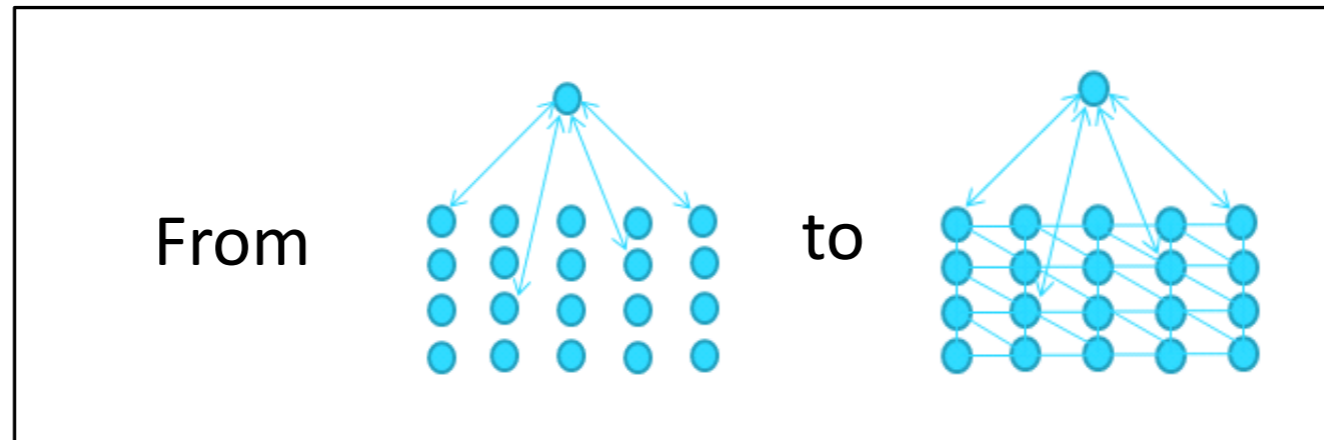
# Power of Pause (+ non-verbal comms)

**Equation:**  
Less teacher = More student

- **Thinking (!):** Allows time to think
- **Eliciting tool:** Student responses
- **Self-correction:** To encourage them to correct their own errors
- **ASD:** Focus students' attention (an ASD)
- **Dynamics:** naturally levels the focus
- **Communication:** opens communication channels
- **Teamwork:** To encourage them to work together  
(including peer-support and peer correction)
- **Echoing:** Minimises 'echoing' and all its faux pas

NB. Even though this teacher is often silent, they are still active and powerful – a sort of conductor. They will commonly use techniques such as the quizzical look, mouthed words, images (drawn or produced), and using hand gestures.

# Echoing < minimise it!



## Causes of Echoing

- Tunes ears to one channel of communication only
- Student focus becomes linear (non-intentionally!)
- Non-authentic response if it were the real function
- Interrupts fluency and flow (fluency v accuracy)
- Some teachers even echo incorrect chunks
- **Diminishes the student's 'voice' – their influence**



# Scanning (Eye Contact)



## Habits:

- The most interested students
- Your favourite students
- The 'naughtier' or less attentive students (suggesting 'I have my eye on you!')
- The student in front of you (as opposed to the sides or back rows)

Consider the psychological implications, whether conscious or unconscious in the minds of students



# Scanning



Raise awareness of the importance of eye contact, so it can help rather than hinder

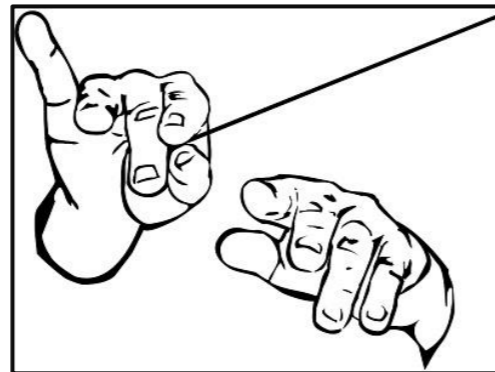
Creating a good/better habit:

- I. Scan the room consciously (left to right, or right to left) until it becomes a habit
- II. Randomise the scanning (left, right, middle, right, left, etc.) to make it APPEAR more natural and less robotic
- III. It becomes natural behaviour in the teacher

How can we be practical and work on this?



# Attention Seeking Devices (ASDs)



- POP

What do you do?

The trick is to integrate a variety of non-verbal ways. Why?

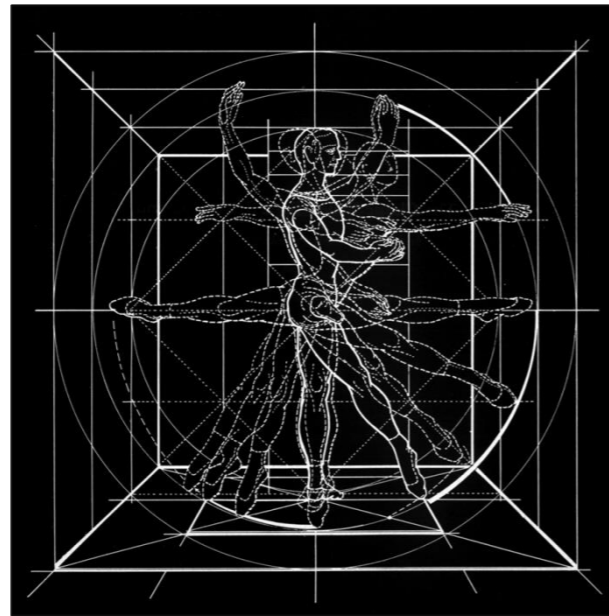
- Card system
- Mute (or whisper)
- Toy
- Counting
- Sing!
- Sunglasses
- Light Switch
- Snoring!
- Unique gesture

Target: Engage

How?

----- Design a range of at least 10 ASDs that work for you -----

# Positioning (of the teacher)



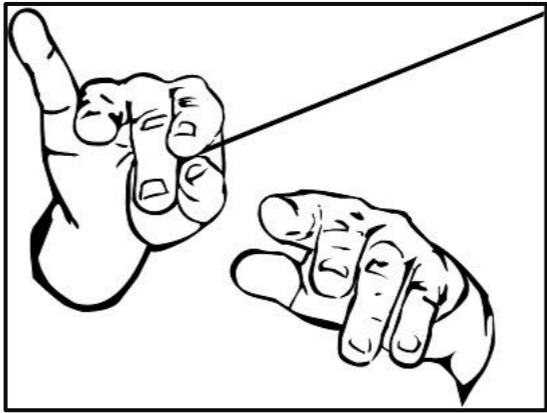
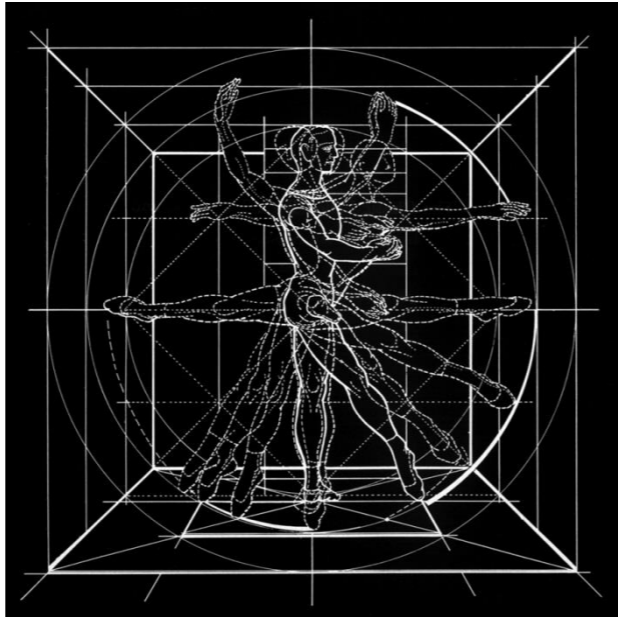
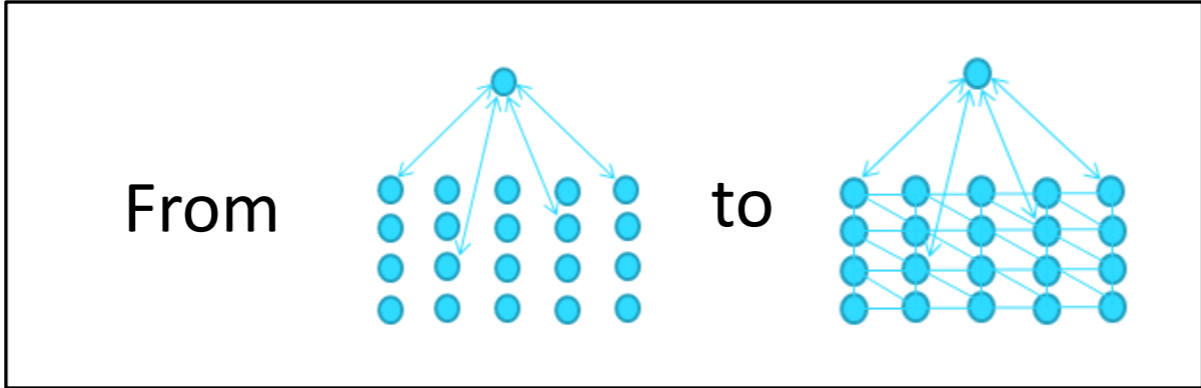
- Imaginary line
- Back turning & white board talking
- The chair
- Volume control (positioning) - invasion – be aware!
- Volume control (the voice)





# Classroom Craft: Step 1

**Equation:**  
Less teacher = More student





# Useful Resources

## Books to consider

- Freedom to Learn  
(Carl Rogers)
- Teaching Today  
(Geoff Petty)
- The Silent Way: Teaching Foreign Languages in School  
(Caleb Gattegno)
- Learning Teaching  
(Jim Scrivener)