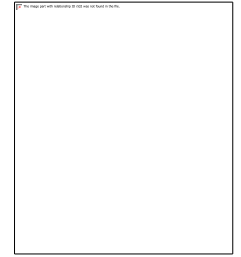# Teaching as Gradual Disappearance:

Practical Steps Toward Learner Autonomy

"you're just showing them that you have the ability to show them how to do it - you're <u>not</u> showing them how to do it themselves."

Flipped Learning

Flipped Learning

Teaching as gradual disappearance

Teaching as gradual disappearance

o Teacher and Learner Mindset

o Little Additions

o In-class Activities

o Out of Class / Back Home

Mindset (for teachers)

o   You're not (always) a Sage

"a teacher is a guide on the side, not a sage on the stage"

o   Meet your learners as equals (don't address me as "teacher")

Mindset (for learners)

o First (crucial) step:
   YOUR TEACHER IS NOT AN IDIOT

o Your ideas have value

o Don't be afraid of failure

Little Additions

o Ask learners to evaluate the usefulness and effectiveness of activities after they have done them.

Little Additions

o Ask learners how confident they are about understanding and using target language.
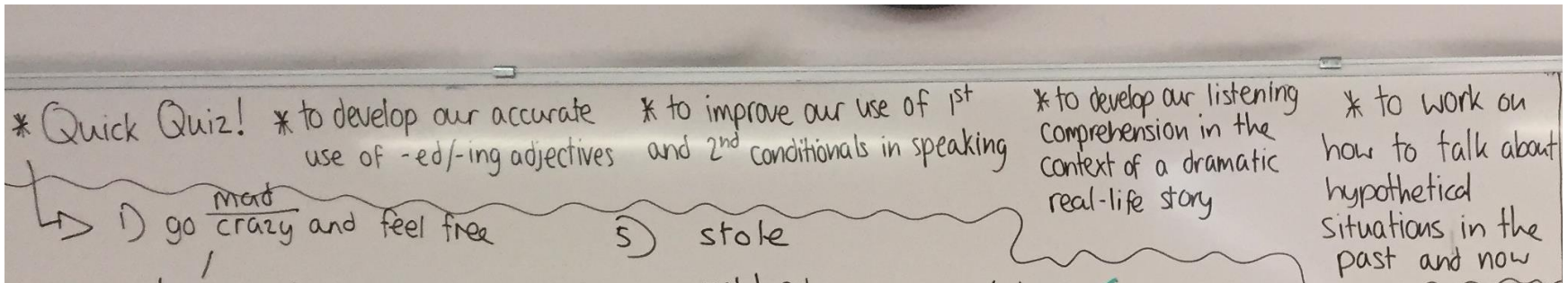
Little Additions

o Ask learners to set their own aims for the following week, or by the end of the course.

Little Additions

Aya's Interruption Checklist

MON	TUES	WED	THURS	FRI

Little Additions

o Negotiate Lesson menus

Little Additions

o Vocabulary-related

   - Coursebook Vocabulary Lists

✓ = I know the meaning and pronunciation and I can use it in a sentence.

✗ = I don't know the meaning or pronunciation and I don't know how to use it.

? = I think I know meaning/pronunciation/how to use it, but I'm not sure.

Little Additions

o Vocabulary-related
    - Three Steps:

    1 = ask your classmates
    2 = check in a learner dictionary
    3 = check with your teacher (if necessary)

Activities

o Vocabulary Recycle Questions (teacher-made)

A

Q1. In London, how often do you go out and just **wander around**?
What about back home – do you go out and wander around more or less?

Q2. Do you tend to be **chirpy** in the morning, or not? Do you know anyone who is always chirpy in the morning?

B

Q1. Are there any products that you buy because they **are endorsed by** celebrities?

Q2. Which **upmarket** brands do you regularly buy? Which would you say are a waste of money?

Activities

○ Vocabulary Recycle Questions (student-made)

Activities

- Talk about some brands that you used to use but you don't anymore. Why don't you use them?

- Have you ever bought something that was withdrawn?

- If you were an advertiser, would you prefer to tell the truth or lie?

- Have you ever fallen for an airbrushed photo when you went on a blind date?

- If somebody stole your idea for a product, would you sue them? Have you ever sued a company?

Activities

o DIY Activities:

- Debates – Learner-generated topics

- TED Talks - Learners produce gist, comprehension and discussion questions

- Learner-generated questions for board games

Out of Class / Back Home

o   Daily Encounter with English

Out of Class / Back Home

o Self-dictogloss

Out of Class / Back Home

o Websites/Apps

Pitfalls

o Not developing a trusting, safe environment first

o Too much, too soon (lack of modelling, scaffolding etc.)

o Pushing it if not compatible with specific circumstances (aims; length of stay; stubbornness)

Benefits (for the learner)

o builds confidence

o Increases interest/curiosity

o Personalisation makes new language more memorable/increases likelihood of retention

o Provides them with tools to continue learning outside of class and after they leave

Benefits (for the teacher)

o allows you to step back and assess where the class is at

o Can help in mixed ability classes

o Greater satisfaction (seeing your learners do things for themselves!)

o They do more!

Conclusion

- Respond to the reality of the situation, but…

johnny.day@londonschool.com

www.londonschool.com