

Increasing Student Talk Time in the Online Classroom



Today's Plan

Why student
talk time (STT)?

Best practices

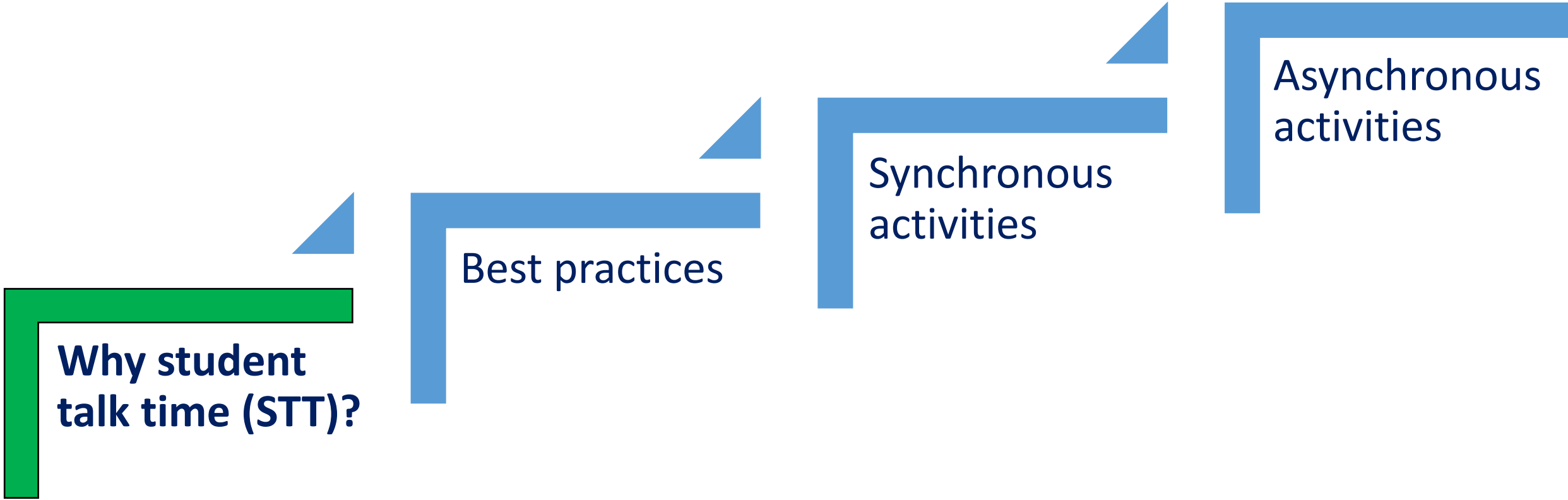
Synchronous
activities



Asynchronous
activities



Today's Plan



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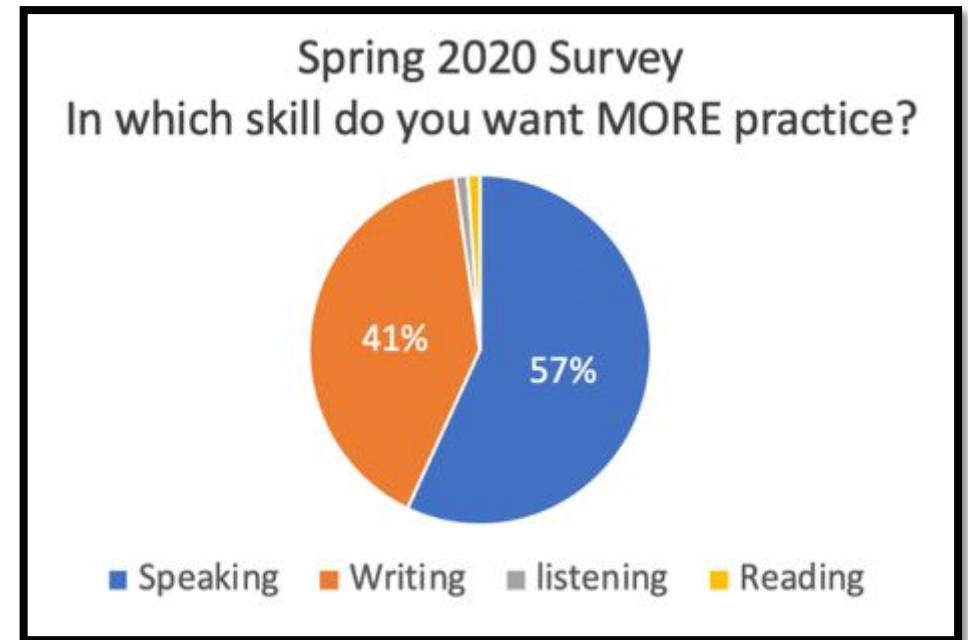
Best practices

**Synchronous
activities**

**Asynchronous
activities**

Why STT?

- Leads to greater speaking skills
- Provides chance to actively use the language
- Motivates students
- Builds community and relationships



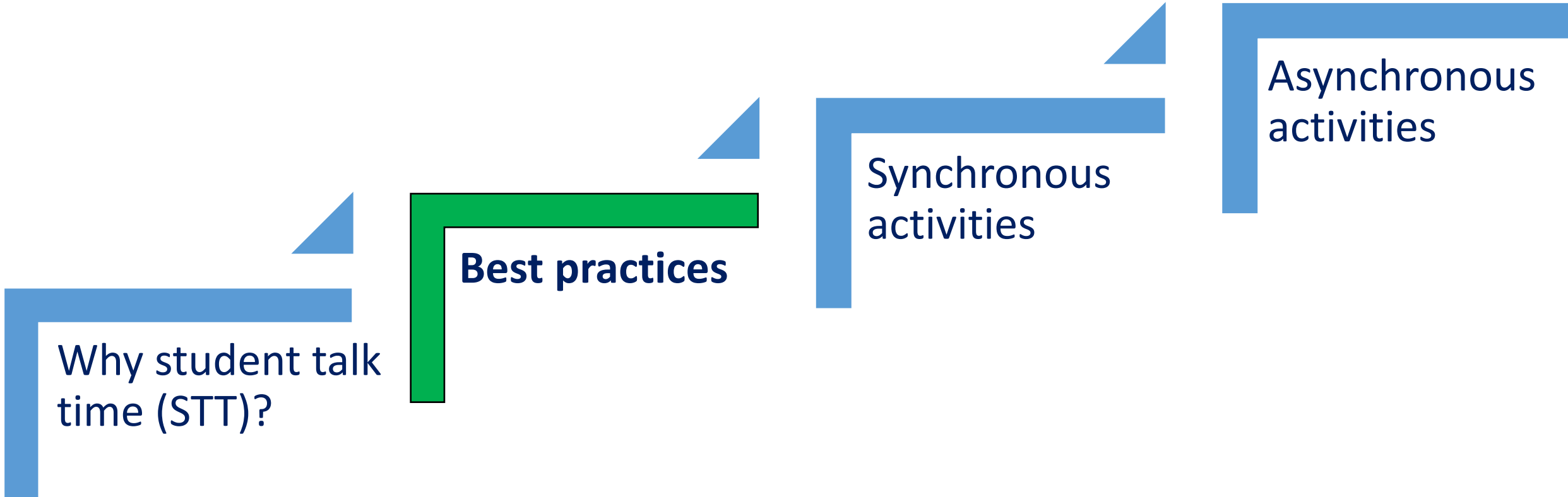
let's
DISCUSS



**What challenges have you
faced when trying to
incorporate speaking into
your online classes?**



Today's Plan



Best Practice #1



Aim for at least 50% STT

Best Practice #2



Reduce Teacher Talk Time (TTT)

Best Practice #3



4 minutes each



40 seconds each

Utilize small groups

Best Practice #4



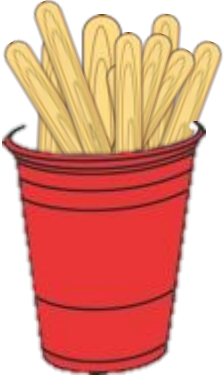
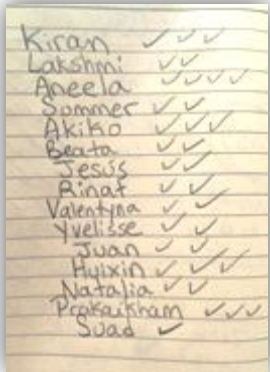
Praise

Best Practice #5

A few classroom management tools



Set up for equitable participation



Wheelofnames.com

Best Practice #6



Don't interrupt

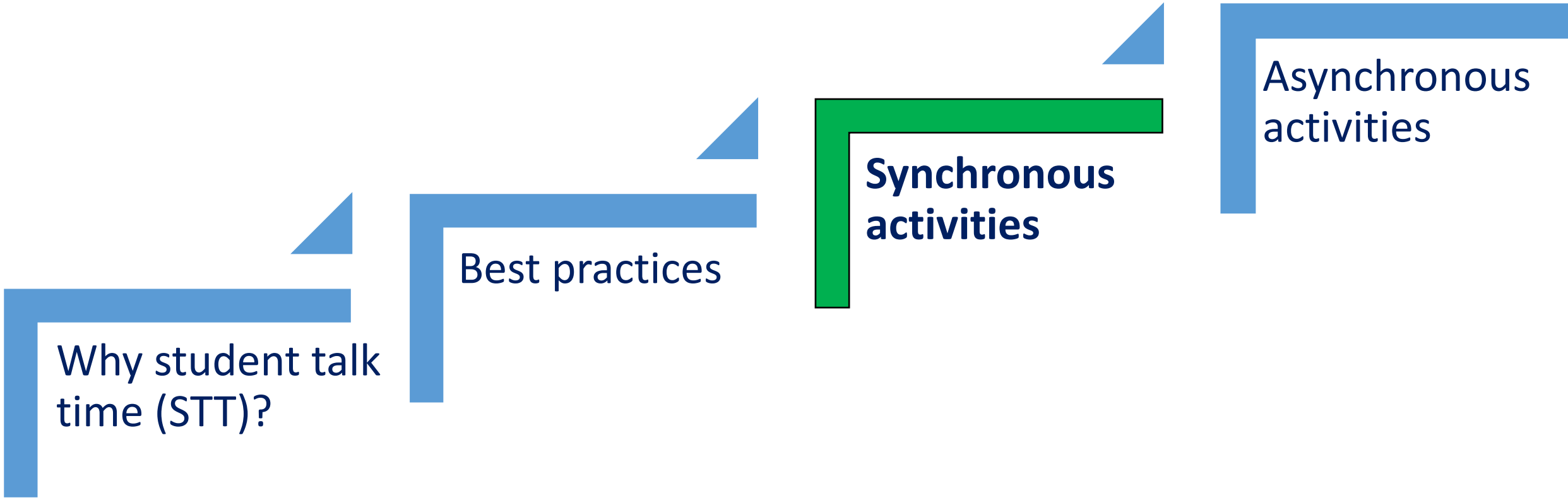
let's DISCUSS



Which of these best practices are you already doing?
Which could you improve upon?



Today's Plan



Why student talk time (STT)?

Best practices

Synchronous activities

Asynchronous activities

Synchronous – Whole Class



Mystery Object

1. One person selects object related to unit of study
2. Class sets question limit
 - Assign S to keep track
3. Ss take turns asking yes/no questions until they correctly guess mystery object

Variation

- S selects object from list
- T allows any type of yes/no question



Is it...? $\begin{matrix} \vee \\ \vee \end{matrix}$ Yes, it is.
No, it isn't.

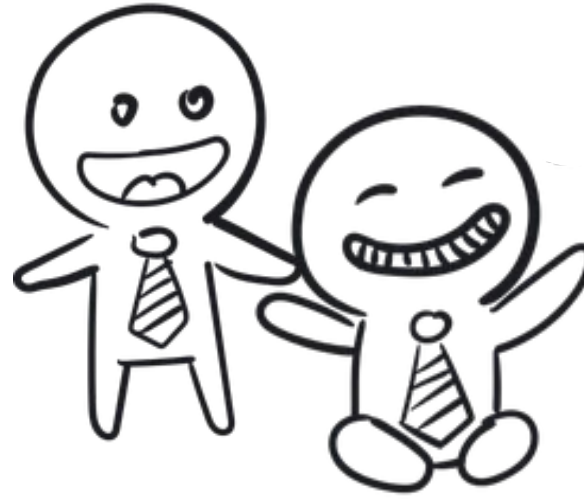
Does it...? $\begin{matrix} \vee \\ \vee \end{matrix}$ Yes, it does.
No, it doesn't.

Stand Up/Sit Down

1. Each S prepares one **true** and one **false** statement related to unit of study
2. T calls on S to say one of their statements
3. If **true**, students **stand**.
If **false**, students **sit**.

Variation

- Ss raise sign, use chat, or use annotate to show true/false



let's
DISCUSS



**Scenario 1: You introduce
“Mystery Object” or “Stand
Up/Sit down” to your class,
but when it’s time to
participate, no one speaks.**

What can you do?



let's DISCUSS



- 1) Model example
- 2) Add scaffolds: brainstorm and write possible things to say, then Ss read when called
- 3) Sing/chant together to warm up
- 4) Do movement together to warm up
- 5) Have safe classroom where mistakes are welcome and praise is given to all who try

Let's
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**Scenario 2: You introduce
“Mystery Object” or “Stand
Up/Sit Down,” and when it’s time
to participate, one S does all the
speaking.**

What can you do?



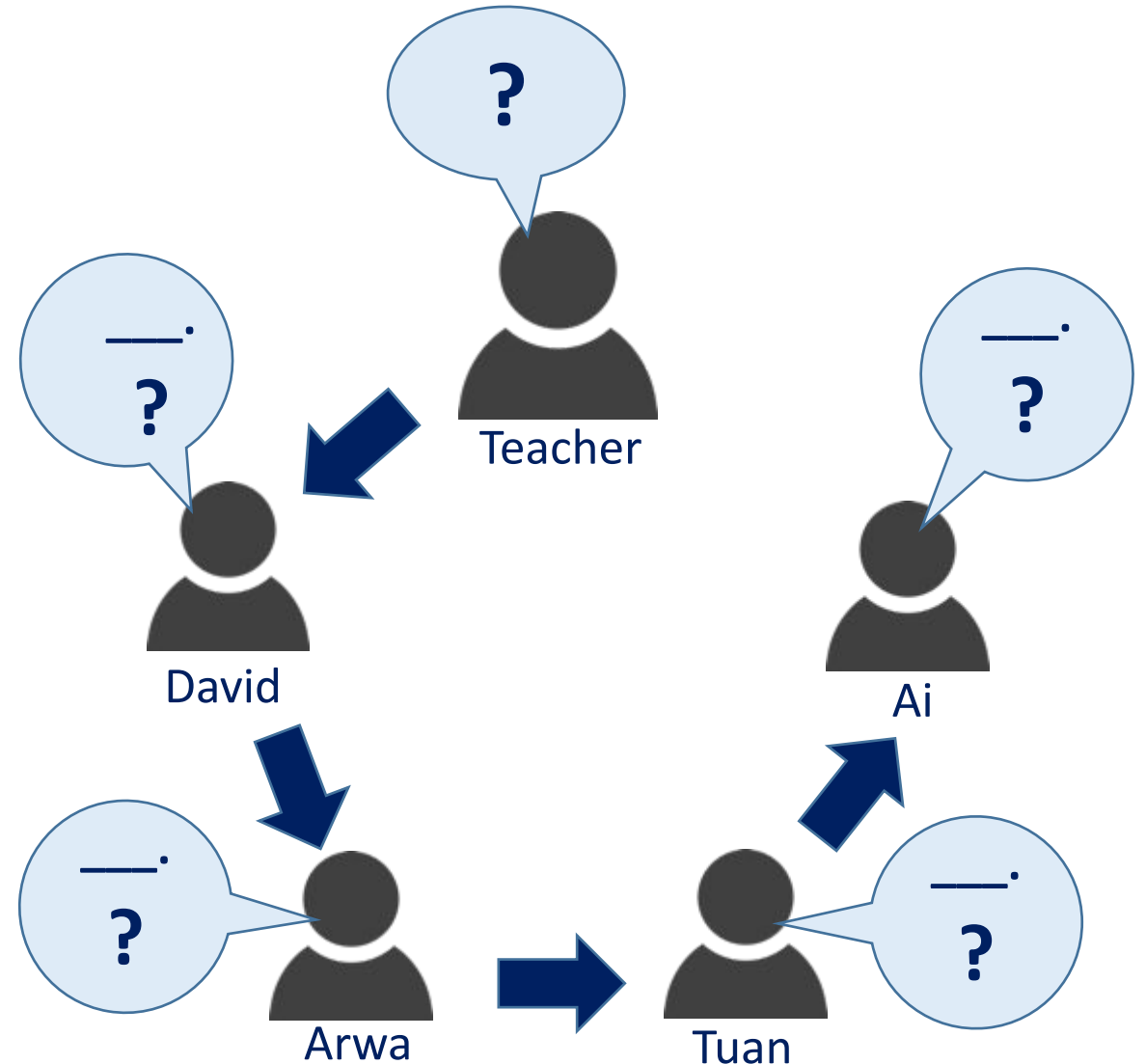
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- 1) Set expectations (e.g. “everyone can speak twice”)
- 2) Give silent time for Ss to prepare
- 3) Call on Ss (e.g. list, name wheel, sticks)
- 4) Ask Ss to mute until called

“Ask a Classmate” Drills

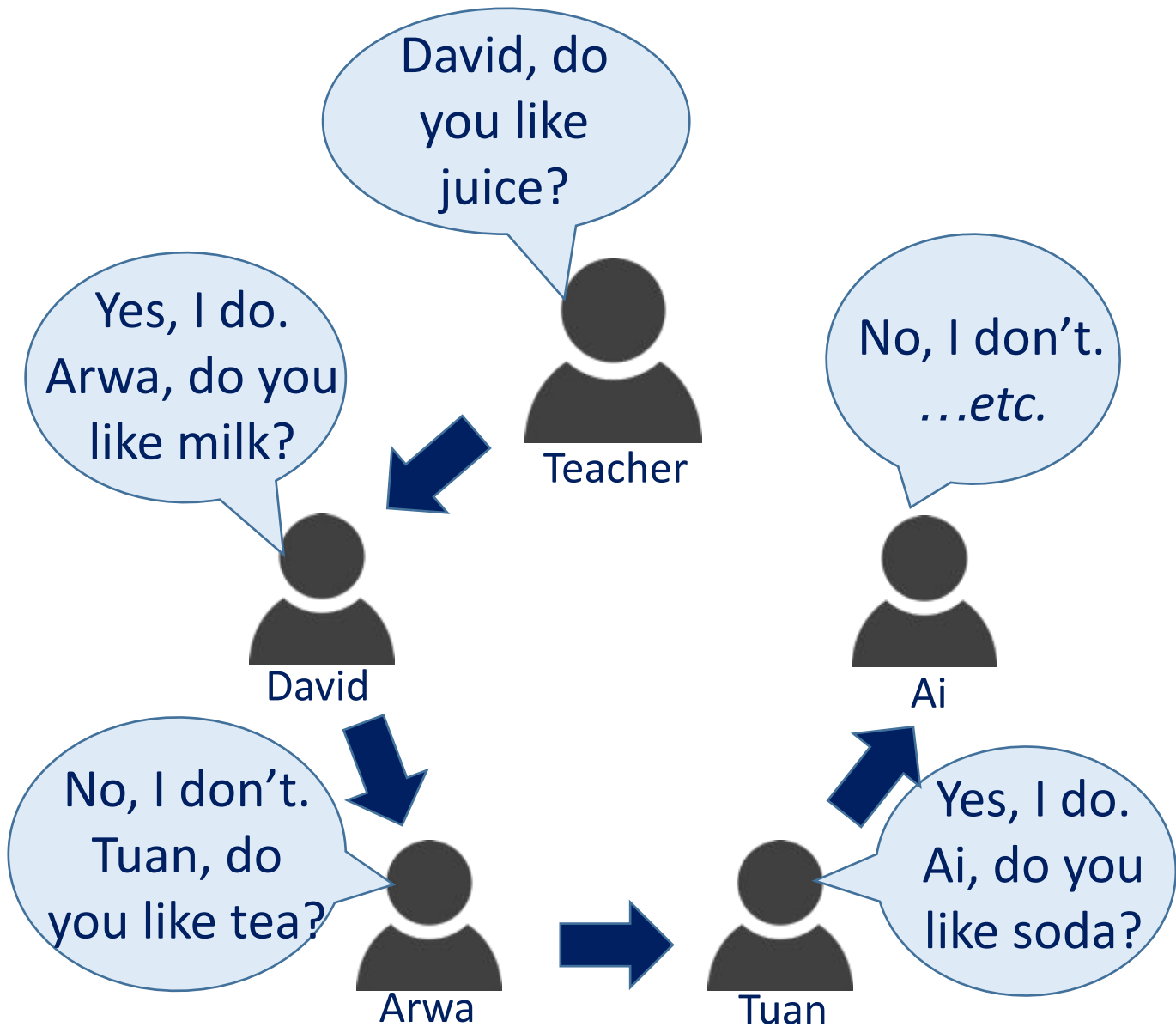
1. T provides question/answer frames and vocabulary
2. T asks S a question
3. S answers, then T instructs them to ask a classmate the next question
4. Ss continue drill until T determines



“Ask a Classmate” Drills



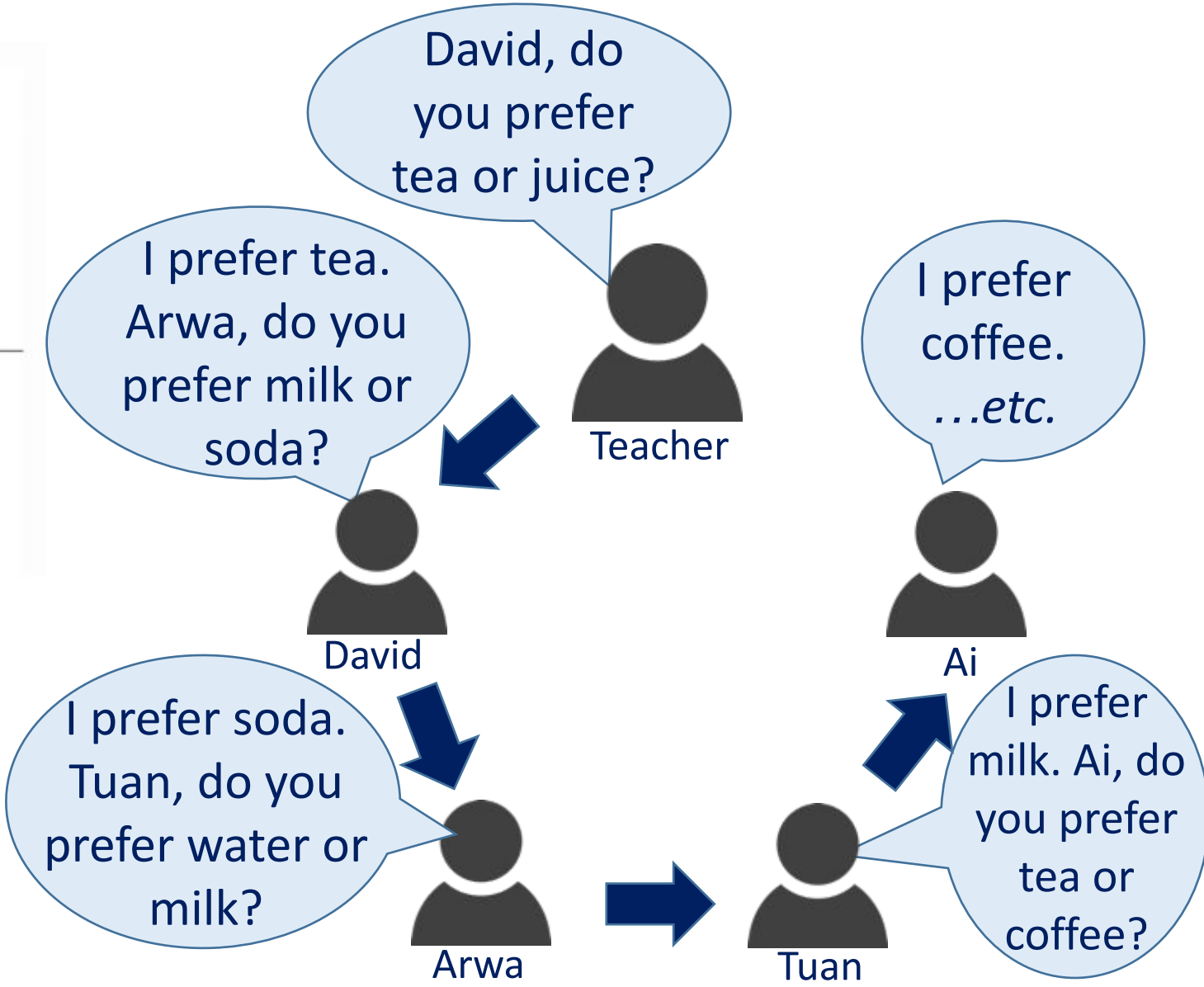
Do you like ___? < Yes, I do.
No, I don't.



“Ask a Classmate” Drills



Do you prefer ___ or ___?
I prefer ___.



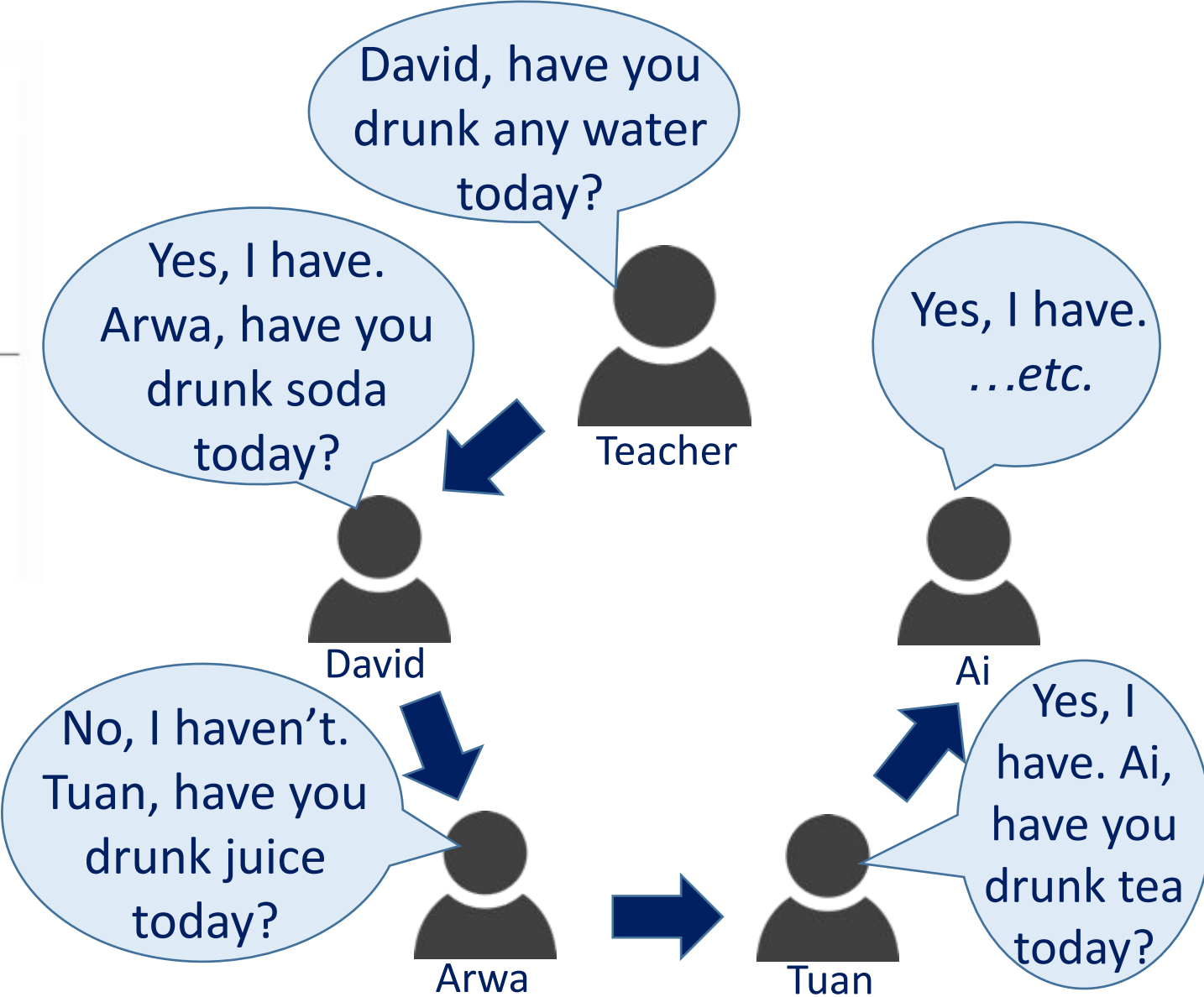
“Ask a Classmate” Drills



Have you drunk any __ today?



Yes, I have.
No, I haven't.



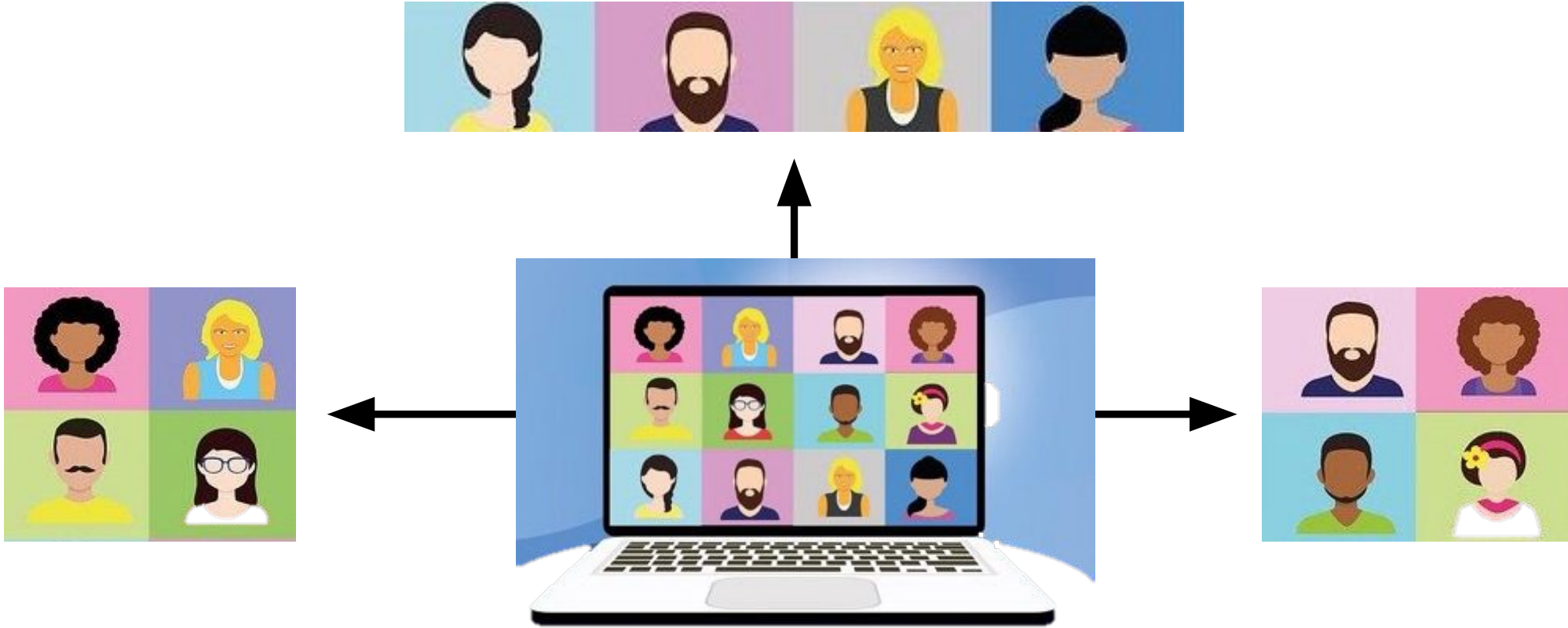
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What are other ways we can get students talking when the whole class is together?

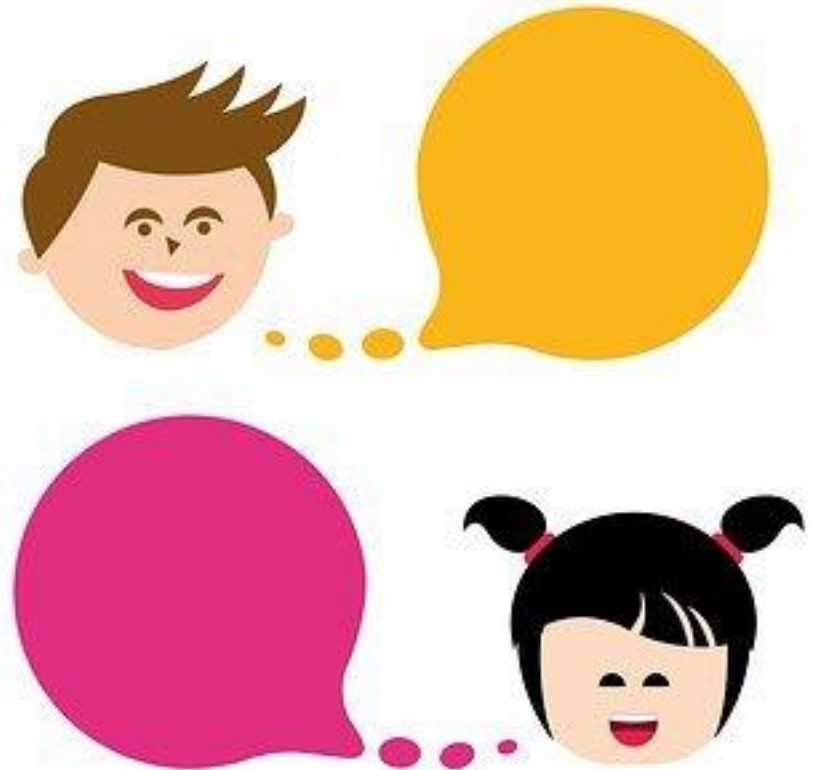


Synchronous – Breakout Rooms



Discussion

- Reserve time for Ss to speak freely in every class
- Link discussions to content or language target
- Ask open-ended questions
- Make effective groupings (more advanced or techy Ss can provide leadership)
- Consider time (older/more advanced Ss can discuss longer)



TYPE OF DISCUSSION	<i>EXAMPLE</i>
Topic warm up	<i>Good morning! Today we're going to learn about life on the International Space Station. What would be the best thing about traveling to space? What would be the worst thing?</i>

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Get-to-know-you	<i>Find 3 things you and your partner have in common.</i>
Closing reflection	<i>Great job participating in the lesson today! Please share with a partner:</i> <ul style="list-style-type: none"> • <i>Something you learned</i> • <i>Something you wonder</i>

let's
DISCUSS



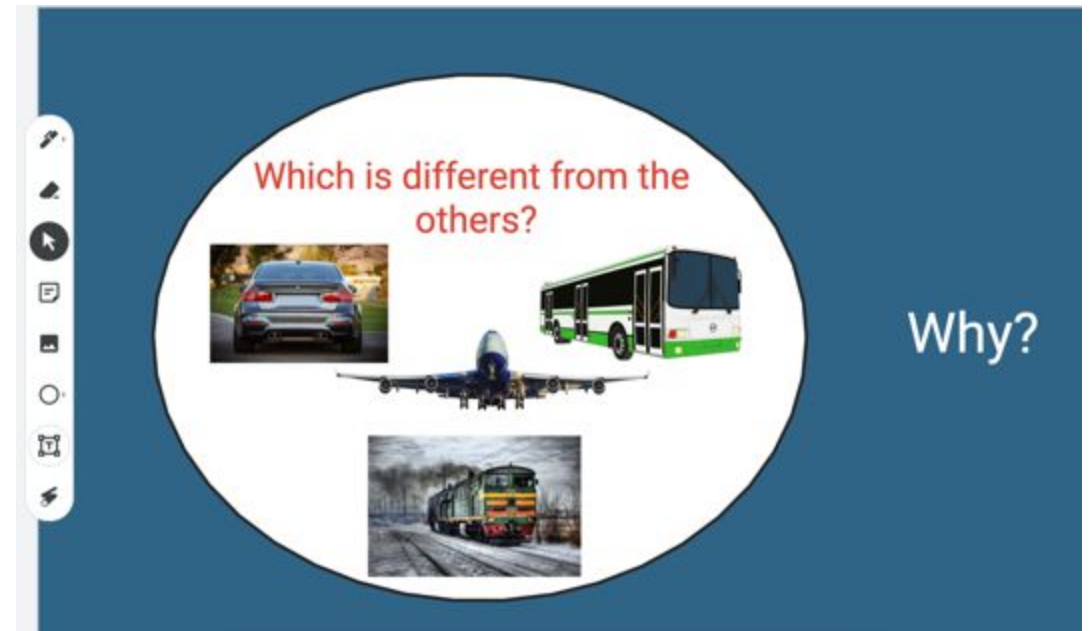
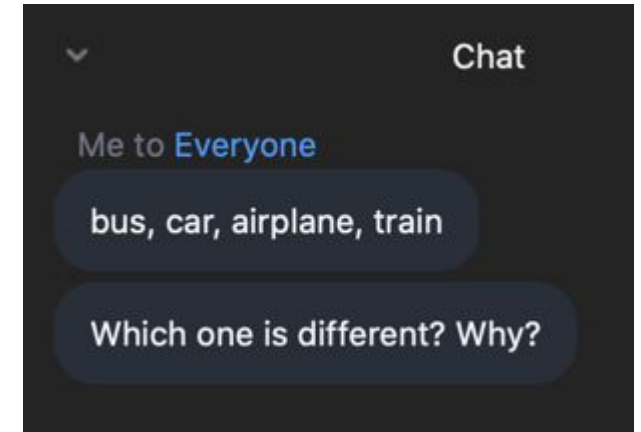
How can instructors motivate students to stay on task and speak English during breakout room discussions?



Games

Which is Different?

1. T models activity
2. T provides list of vocabulary words
 - Ss write words in notebook
 - T writes words in chat
 - T shares document
3. In breakout rooms Ss decide which word is different and why
 - Encourage critical thinking.
There's more than one answer!
4. Ss prepare to share reasoning



Debates

To Prepare

1. T assigns Ss to groups that share same opinion
2. Ss prepare support for their side
 - Option to flip: Ss read article or watch video before class

Breakouts for Preparation



Debates

To debate!

3. T provides language and expectations for debate

4. T makes new rooms with representative from each side

Functional Language Chart

Agreeing	Disagreeing	Contrasting opinions
<ul style="list-style-type: none">• I (absolutely) agree.• I agree completely.• On the whole, I agree.• I see your point.• You have a point there.• I couldn't agree more.• I see what you mean.	<ul style="list-style-type: none">• I'm sorry, but I can't agree with that.• I'm afraid I disagree.• That's not how I see it (the situation).• I don't entirely agree.• The facts don't support that position.	<ul style="list-style-type: none">• Yes, but on the other hand ...• That may be; however ...• I see your point, but ...• You raise an interesting point; however, ...• I agree to an extent, but ...• Perhaps, but don't you think ... ?

"The Great Mini-Debate" *English Teaching Forum*

Breakouts for Debate



let's
DISCUSS



What follow-up activity could students do after their debate?

