

# Increasing Student Talk Time in the Online Classroom



# Today's Plan

Why student  
talk time (STT)?

Best practices

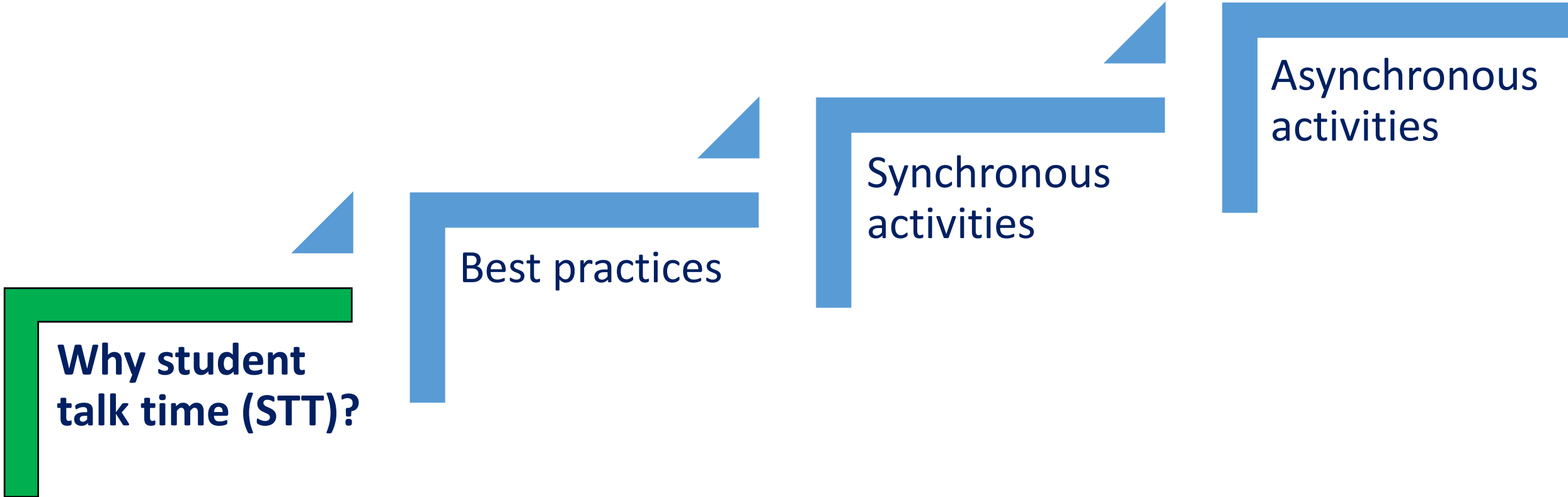
Synchronous  
activities



Asynchronous  
activities

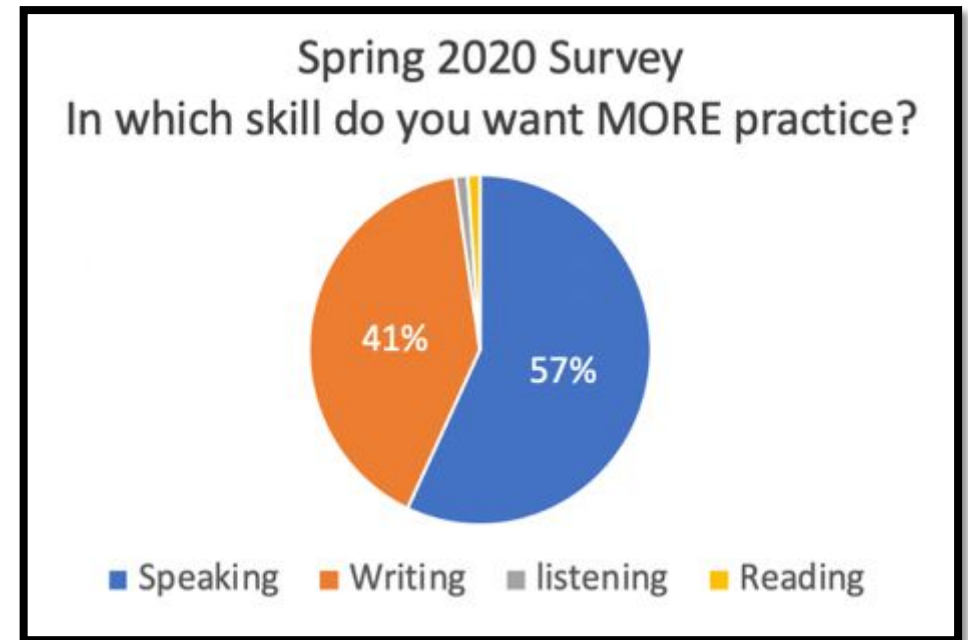


# Today's Plan



# Why STT?

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



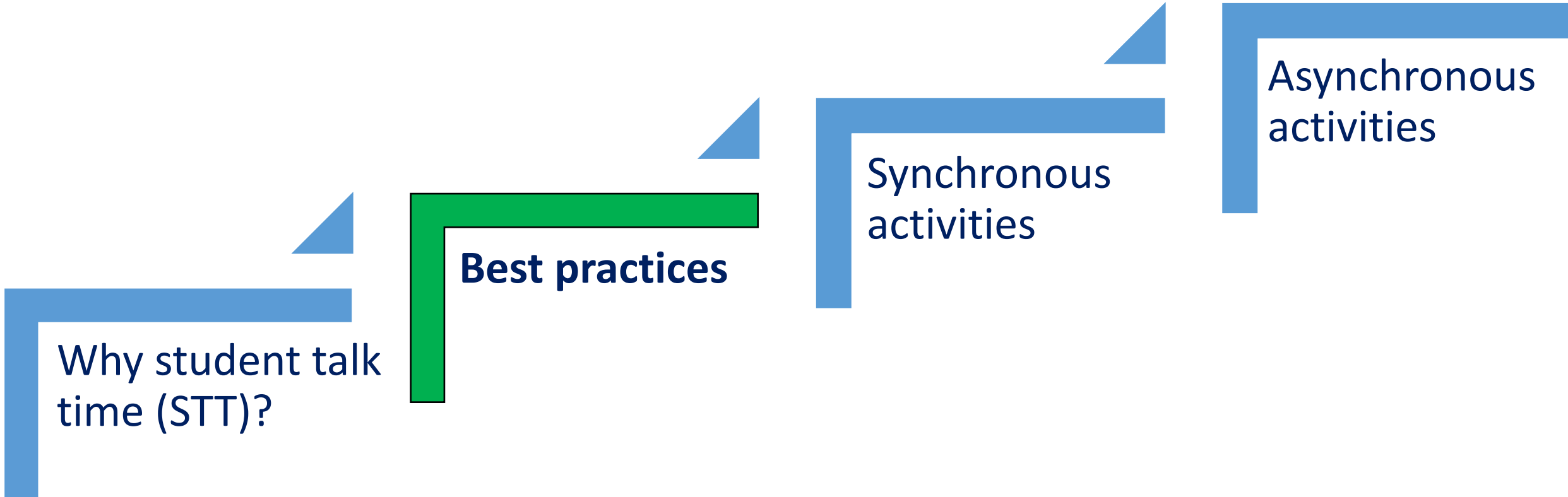
let's  
**DISCUSS**



**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



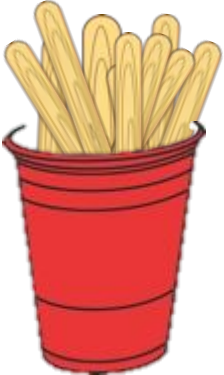
Praise

# Best Practice #5

## A few classroom management tools



Set up for equitable participation



# Best Practice #6



Don't interrupt

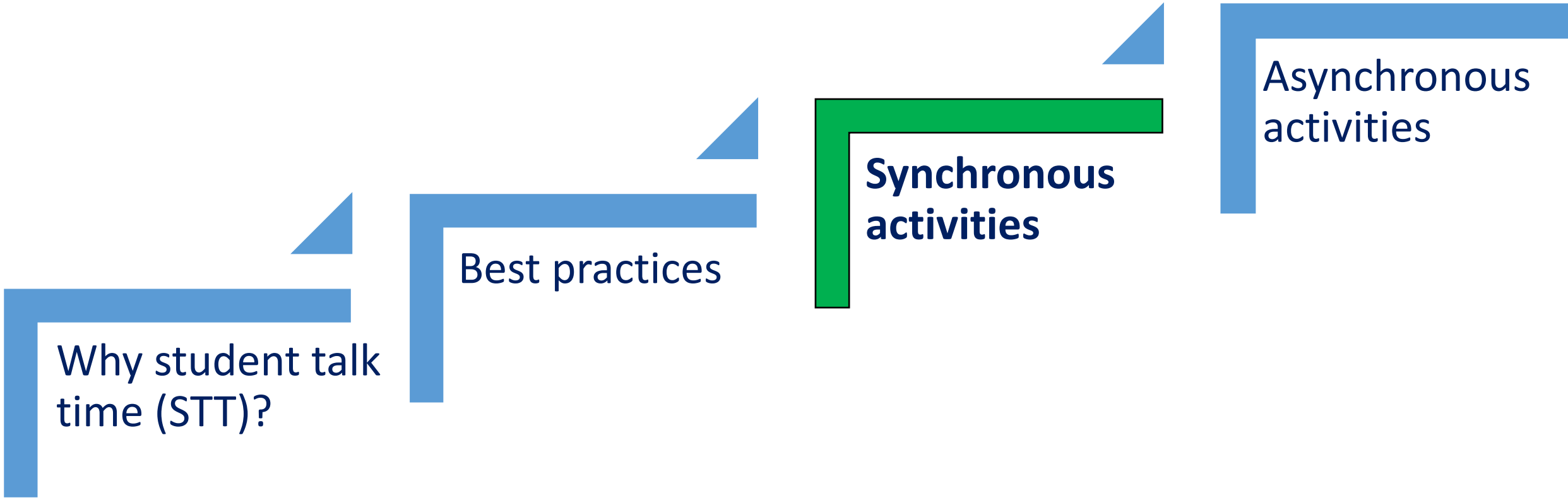
# let's DISCUSS



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



# Today's Plan



# 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.

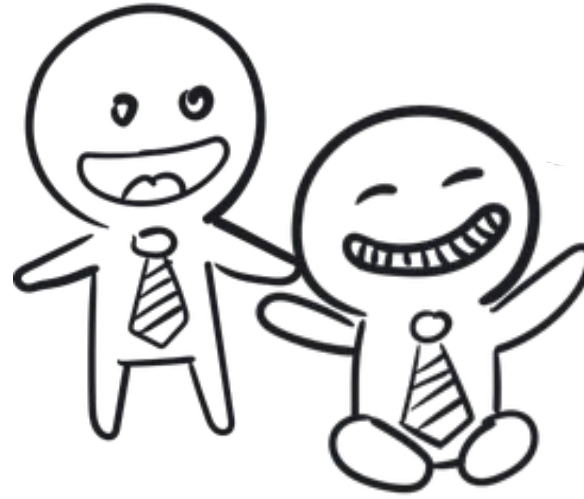


# Stand Up/Sit Down

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

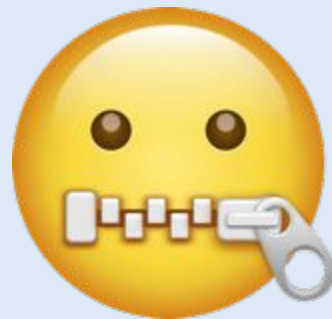


let's  
**DISCUSS**



**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  
**DISCUSS**



**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?**



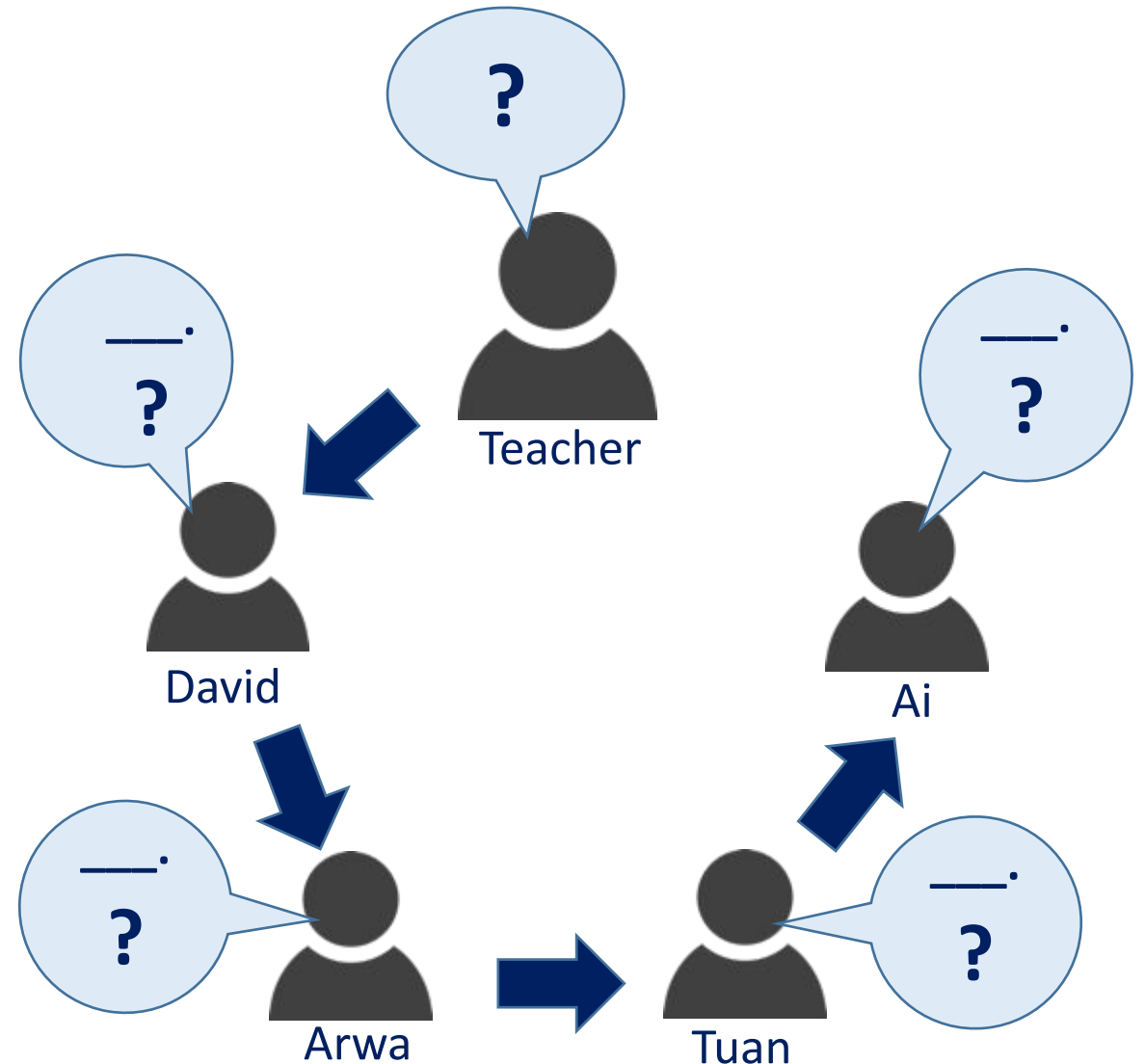
# let's DISCUSS



- 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

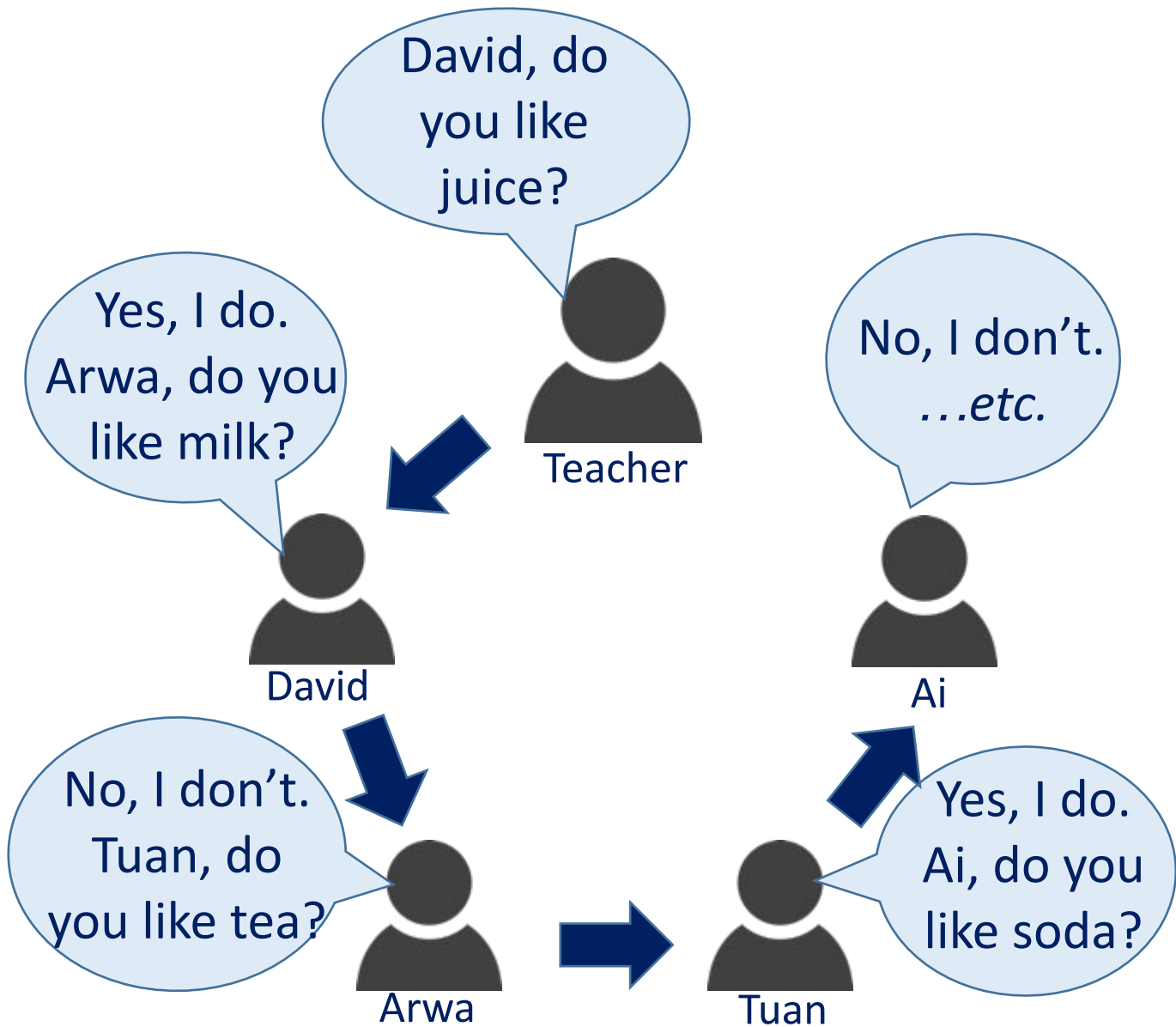
1. T provides question/answer frames and vocabulary
2. T asks S a question
3. S answers, then T instructs them to ask a classmate the next question
4. Ss continue drill until T determines



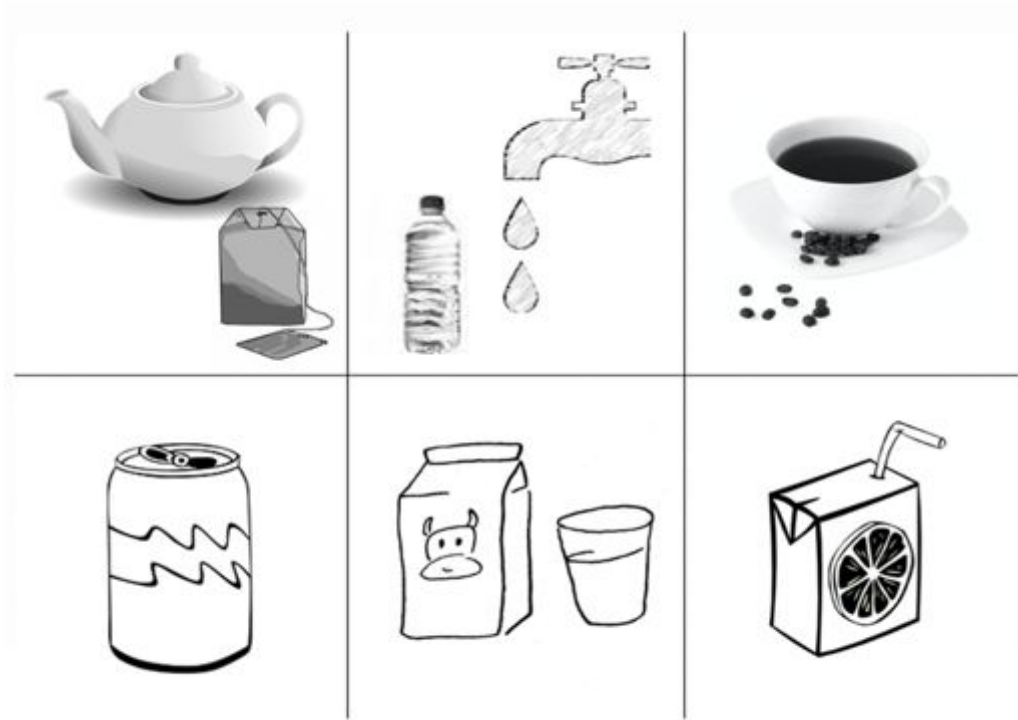
# “Ask a Classmate” Drills



Do you like \_\_\_?  $\begin{cases} \text{Yes, I do.} \\ \text{No, I don't.} \end{cases}$

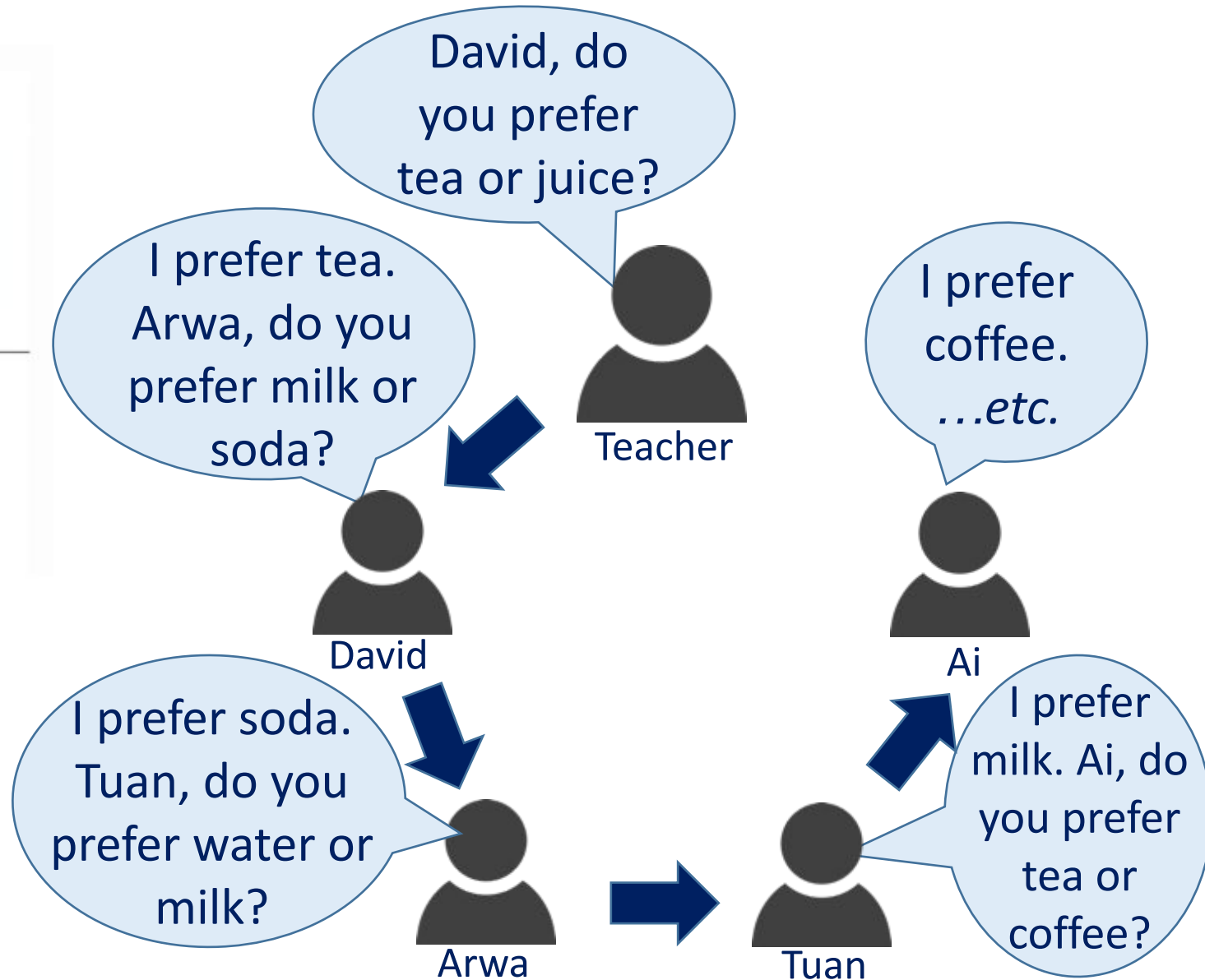


# “Ask a Classmate” Drills



Do you prefer \_\_\_ or \_\_\_?

I prefer \_\_\_.





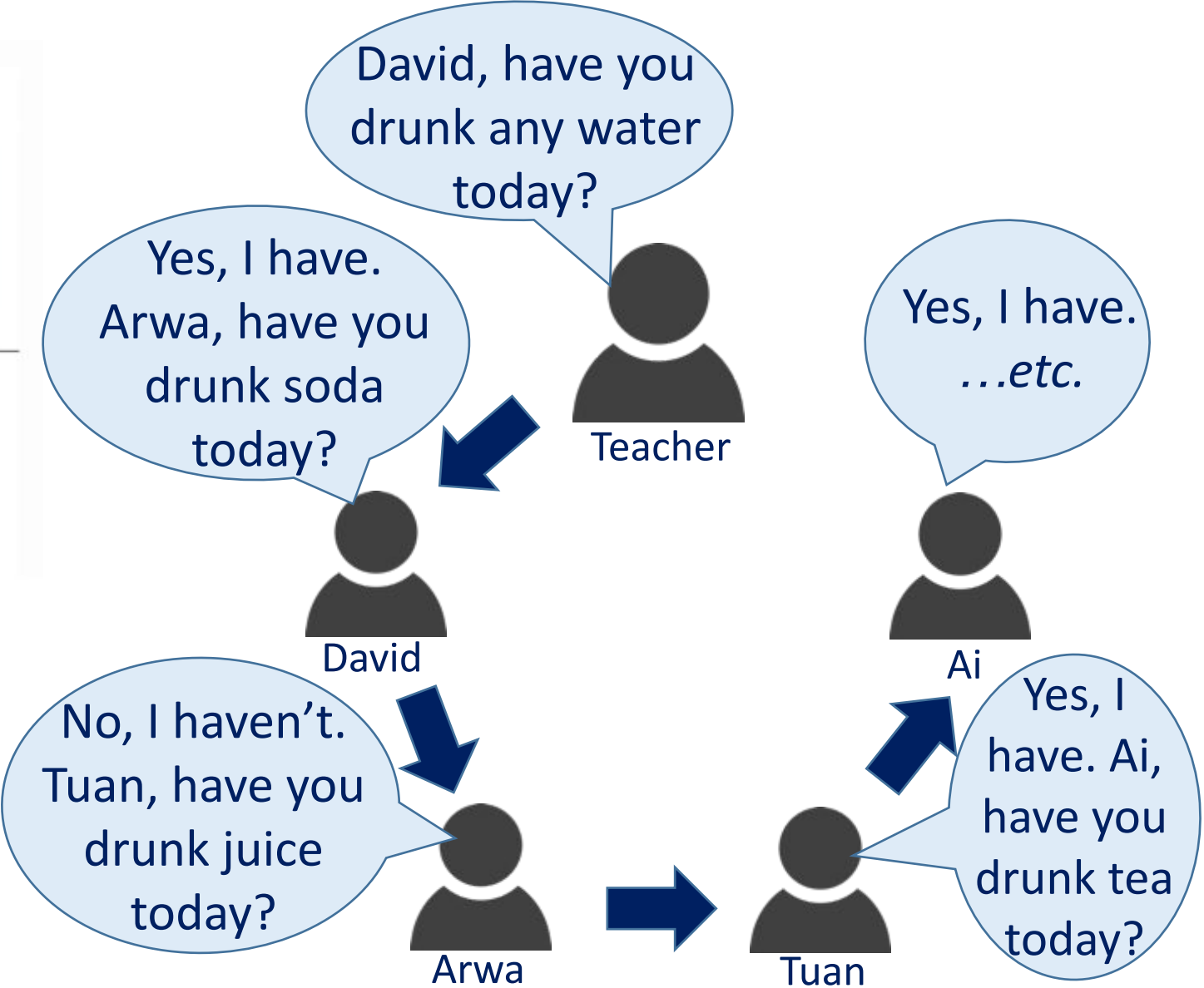
# “Ask a Classmate” Drills



Have you drunk  
any \_\_ today?



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



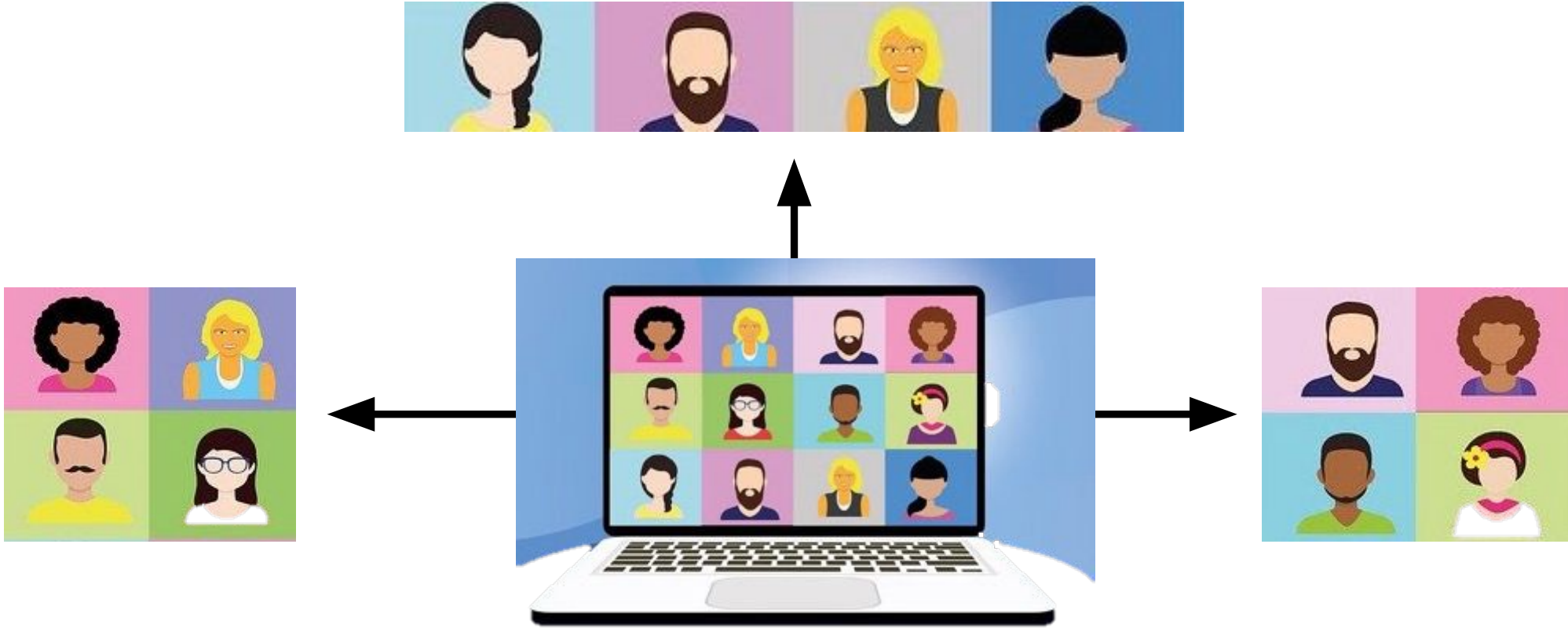
let's  
**DISCUSS**



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

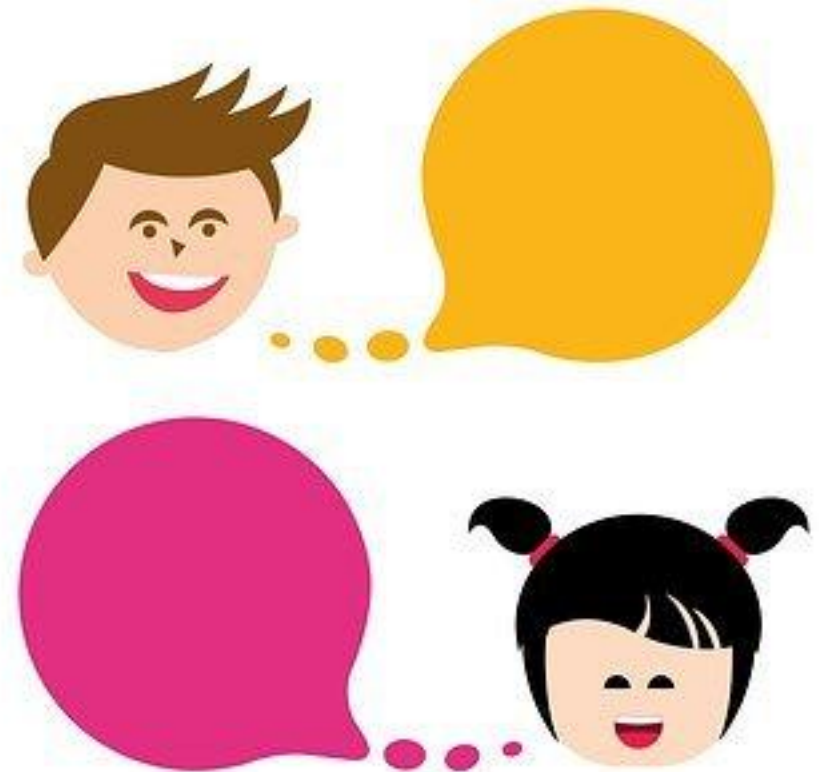


# Synchronous – Breakout Rooms



# 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)



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

<b>TYPE OF DISCUSSION</b>	<b>EXAMPLE</b>
<b>Topic warm up</b>	<i>Good morning! Today we're going to learn about life on the International Space Station. What would be the <b>best thing</b> about traveling to space? What would be the <b>worst thing</b>?</i>
<b>Language application</b>	<i>Discuss with your partner: What is the most disgusting thing <b>you've ever eaten</b>?</i>

<b>TYPE OF DISCUSSION</b>	<b>EXAMPLE</b>
<b>Topic warm up</b>	<i>Good morning! Today we're going to learn about life on the International Space Station. What would be the <b>best thing</b> about traveling to space? What would be the <b>worst thing</b>?</i>
<b>Language application</b>	<i>Discuss with your partner: What is the most disgusting thing <b>you've ever eaten</b>?</i>
<b>Get-to-know-you</b>	<i>Find 3 things you and your partner have in common.</i>

<b>TYPE OF DISCUSSION</b>	<b>EXAMPLE</b>
<b>Topic warm up</b>	<i>Good morning! Today we're going to learn about life on the International Space Station. What would be the <b>best thing</b> about traveling to space? What would be the <b>worst thing</b>?</i>
<b>Language application</b>	<i>Discuss with your partner: What is the most disgusting thing <b>you've ever eaten</b>?</i>
<b>Get-to-know-you</b>	<i>Find 3 things you and your partner have in common.</i>
<b>Closing reflection</b>	<i>Great job participating in the lesson today! Please share with a partner:</i> <ul style="list-style-type: none"><li data-bbox="886 1225 1574 1286">• <i>Something you learned</i></li><li data-bbox="886 1305 1574 1366">• <i>Something you wonder</i></li></ul>



let's  
**DISCUSS**



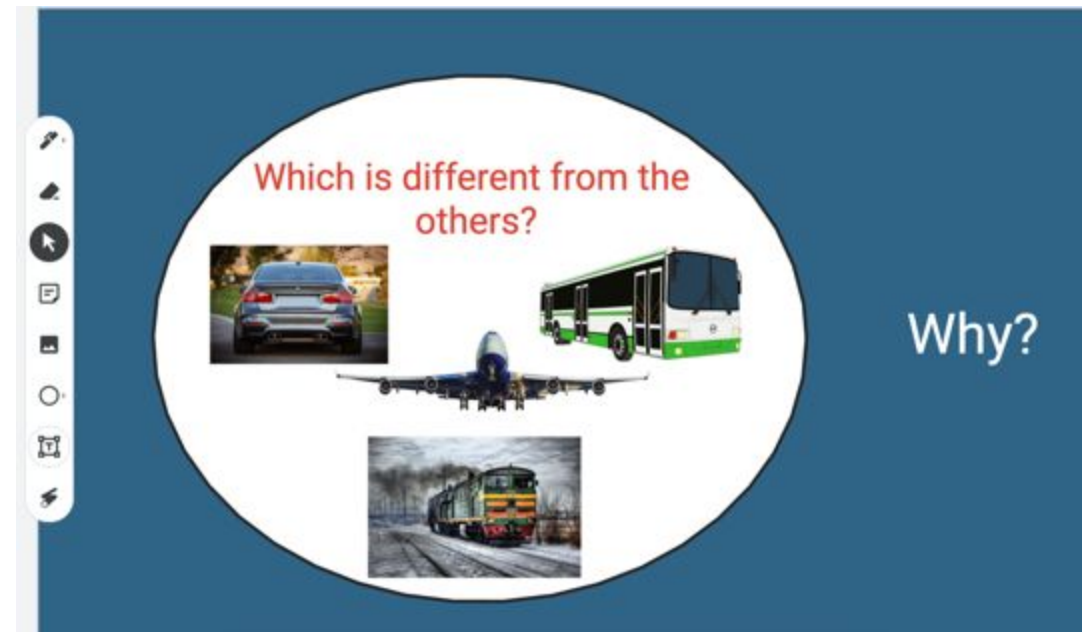
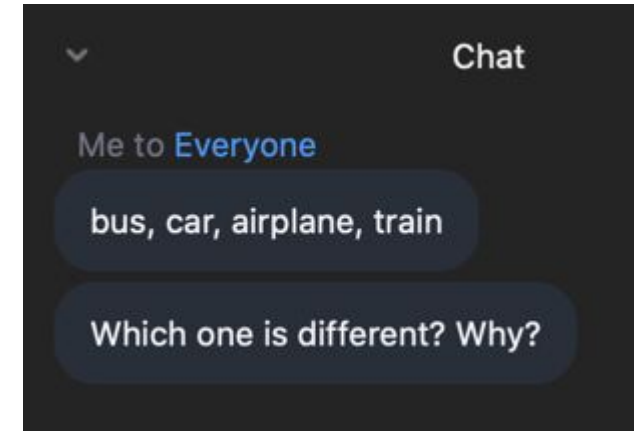
**How can instructors motivate students to stay on task and speak English during breakout room discussions?**



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

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

## Breakouts for Debate



let's  
**DISCUSS**



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

