

Increasing Student Talk Time in the Online Classroom



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Today's Plan

**Why student
talk time (STT)?**

Best practices

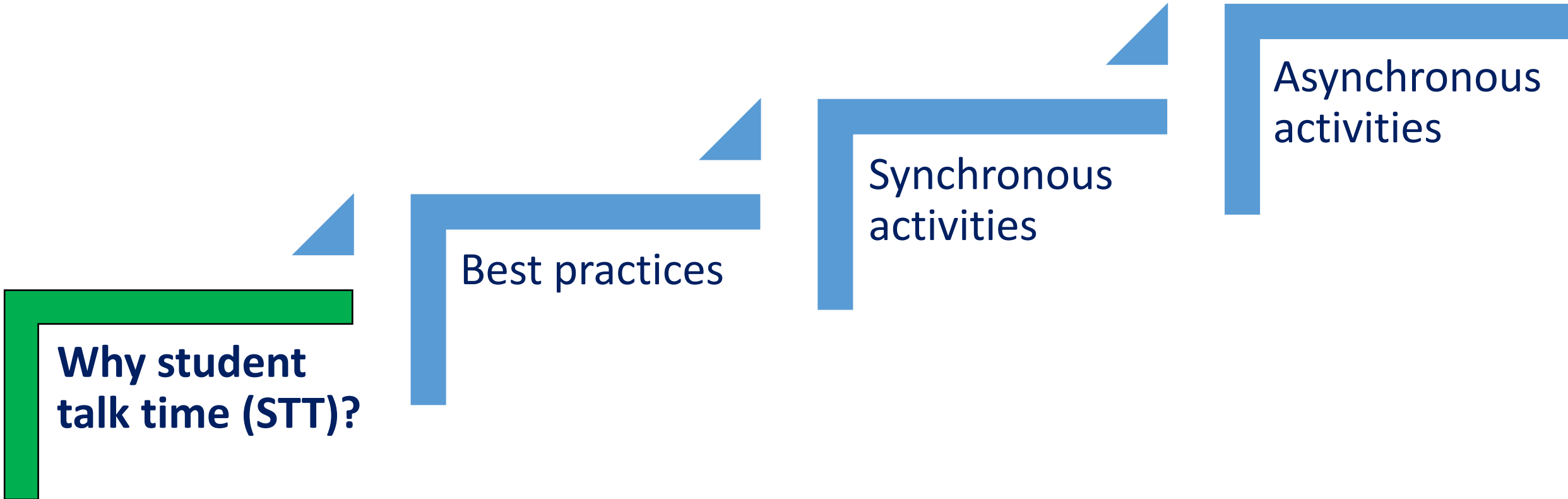
**Synchronous
activities**



**Asynchronous
activities**

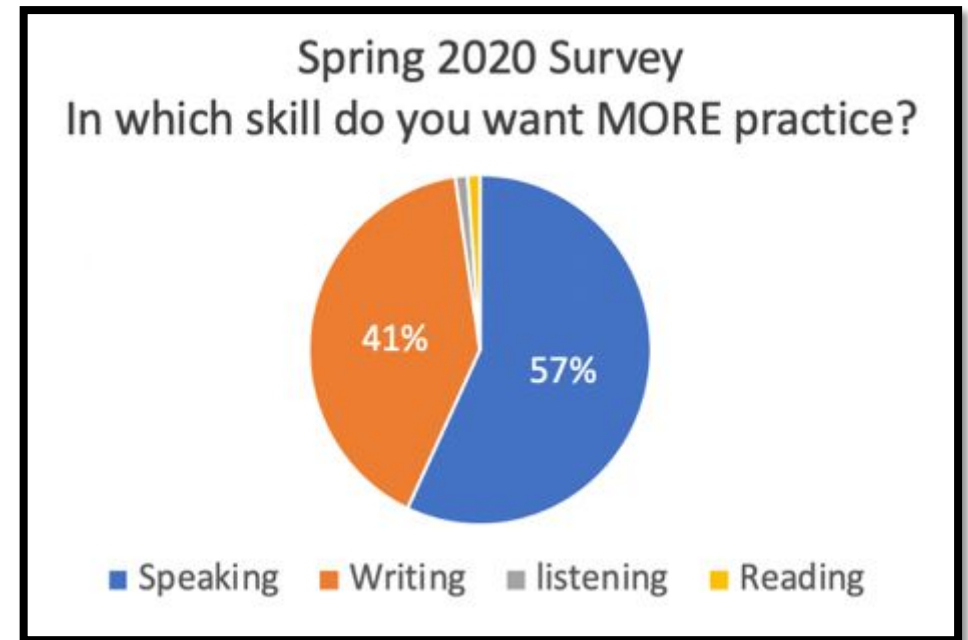


Today's Plan



Why STT?

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



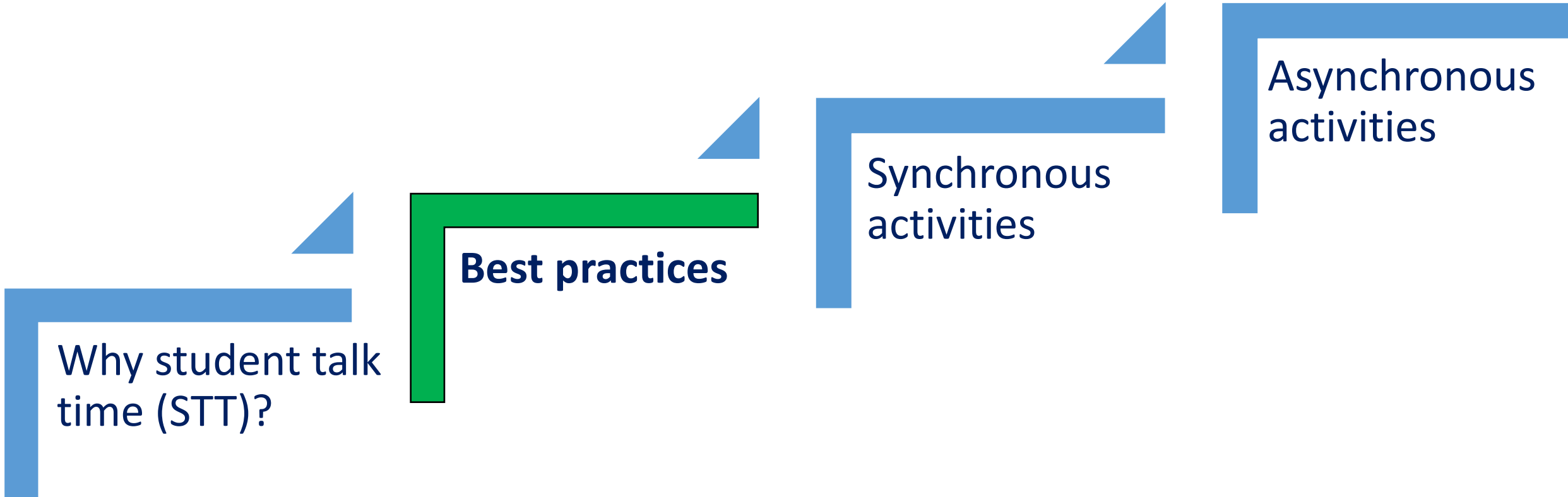
let's
DISCUSS



**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



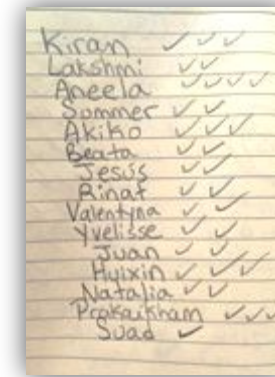
Praise

Best Practice #5

A few classroom management tools

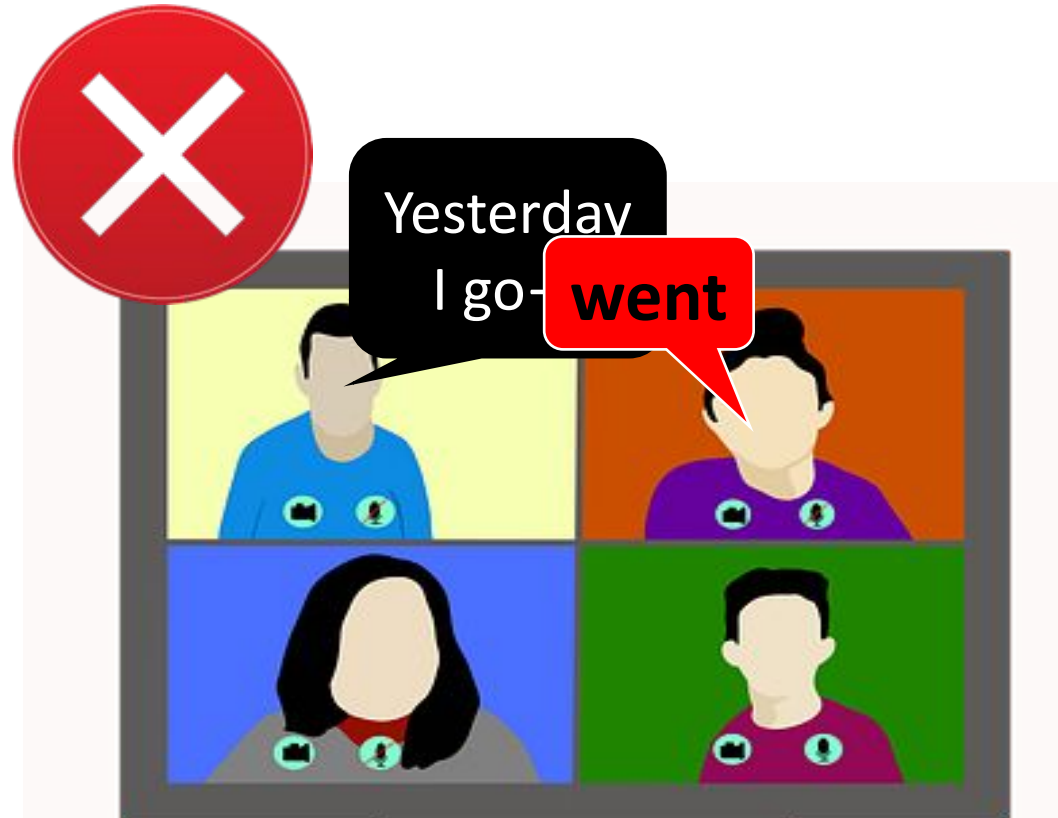


Set up for equitable participation



Wheelofnames.com

Best Practice #6



Don't interrupt

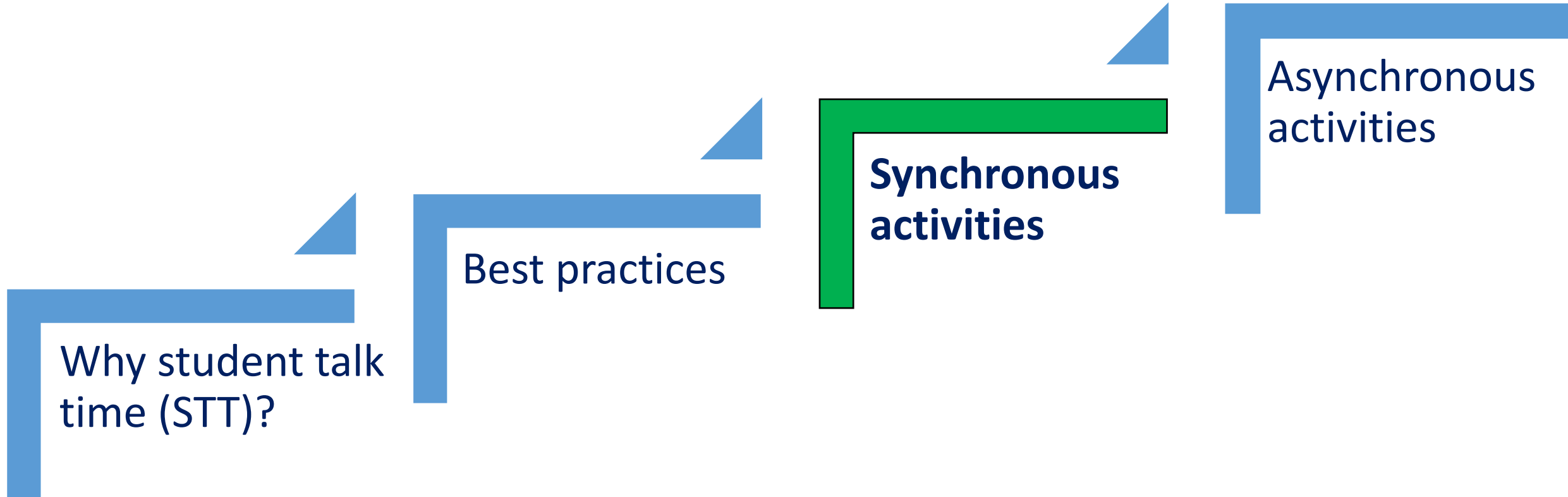
let's
DISCUSS



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



Today's Plan



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...? < Yes, it is.
No, it isn't.

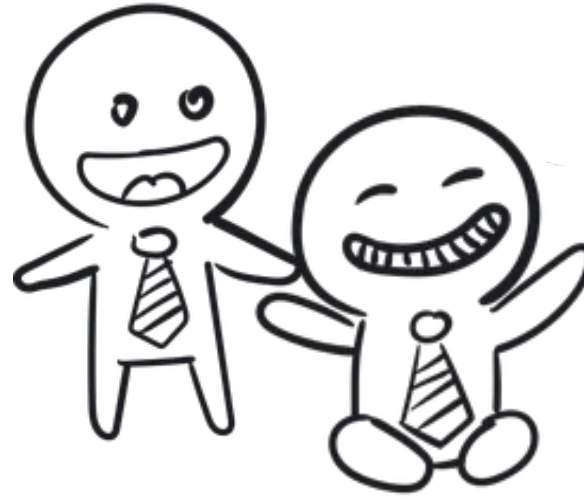
Does it...? < Yes, it does.
No, it doesn't.

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

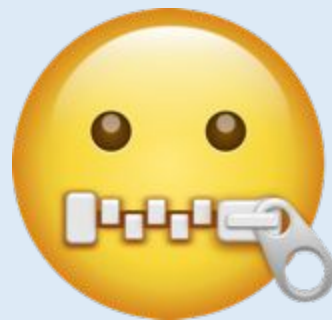


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**Scenario 1: You introduce
“Mystery Object” or “Stand
Up/Sit down” to your class,
but when it’s time to
participate, no one speaks.**

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?



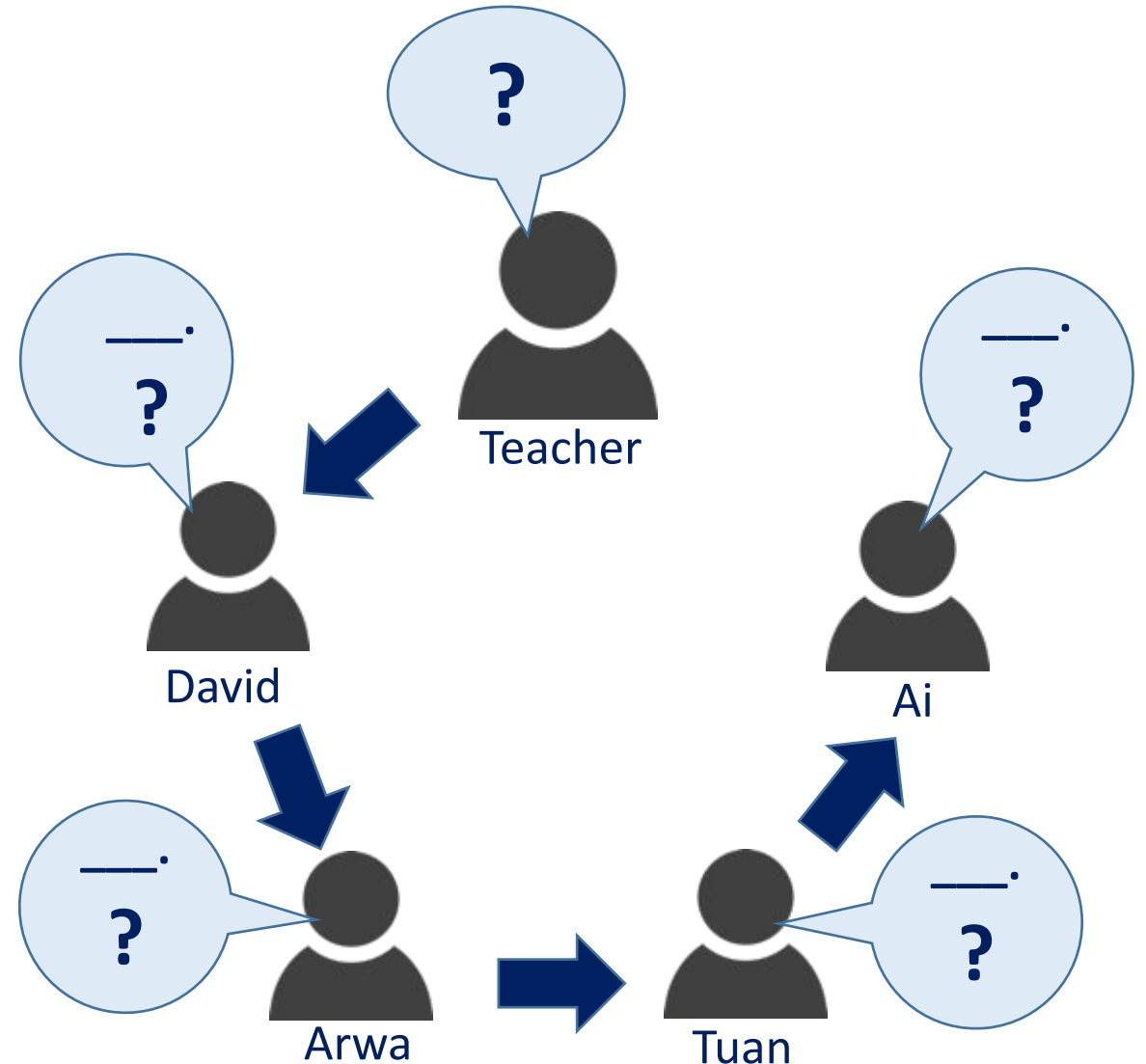
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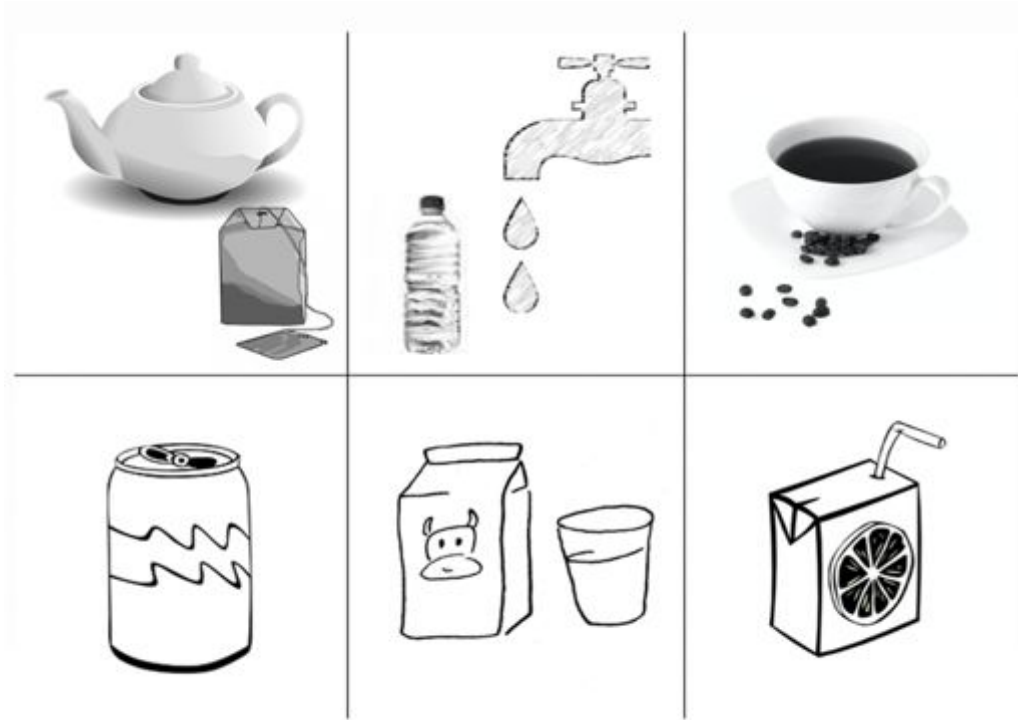
- 1) Set expectations (e.g. “everyone can speak twice”)
- 2) Give silent time for Ss to prepare
- 3) Call on Ss (e.g. list, name wheel, sticks)
- 4) Ask Ss to mute until called

“Ask a Classmate” Drills

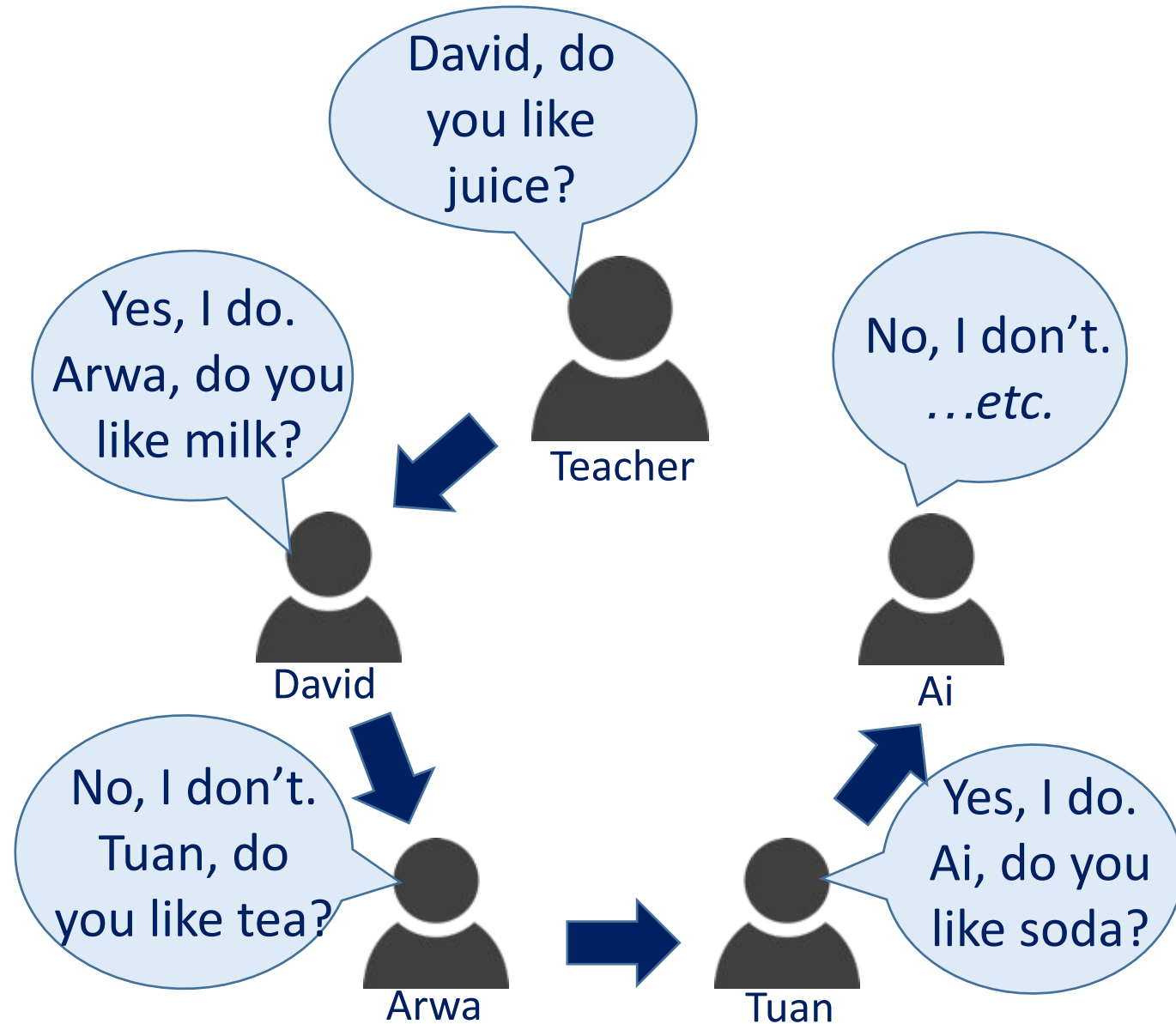
1. T provides question/answer frames and vocabulary
2. T asks S a question
3. S answers, then T instructs them to ask a classmate the next question
4. Ss continue drill until T determines



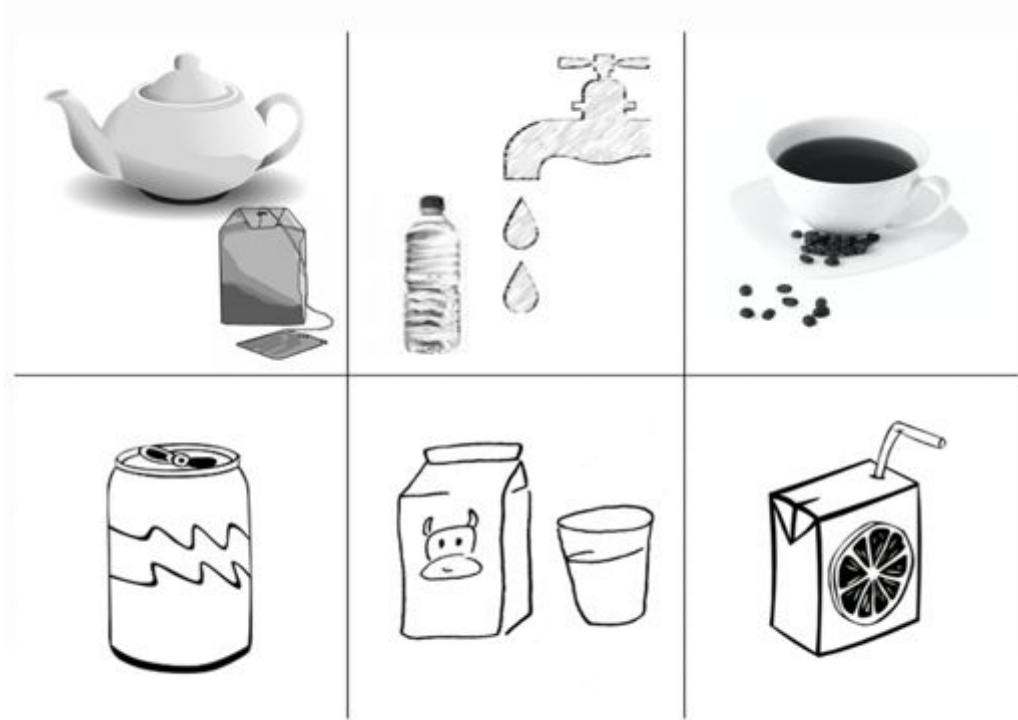
“Ask a Classmate” Drills



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

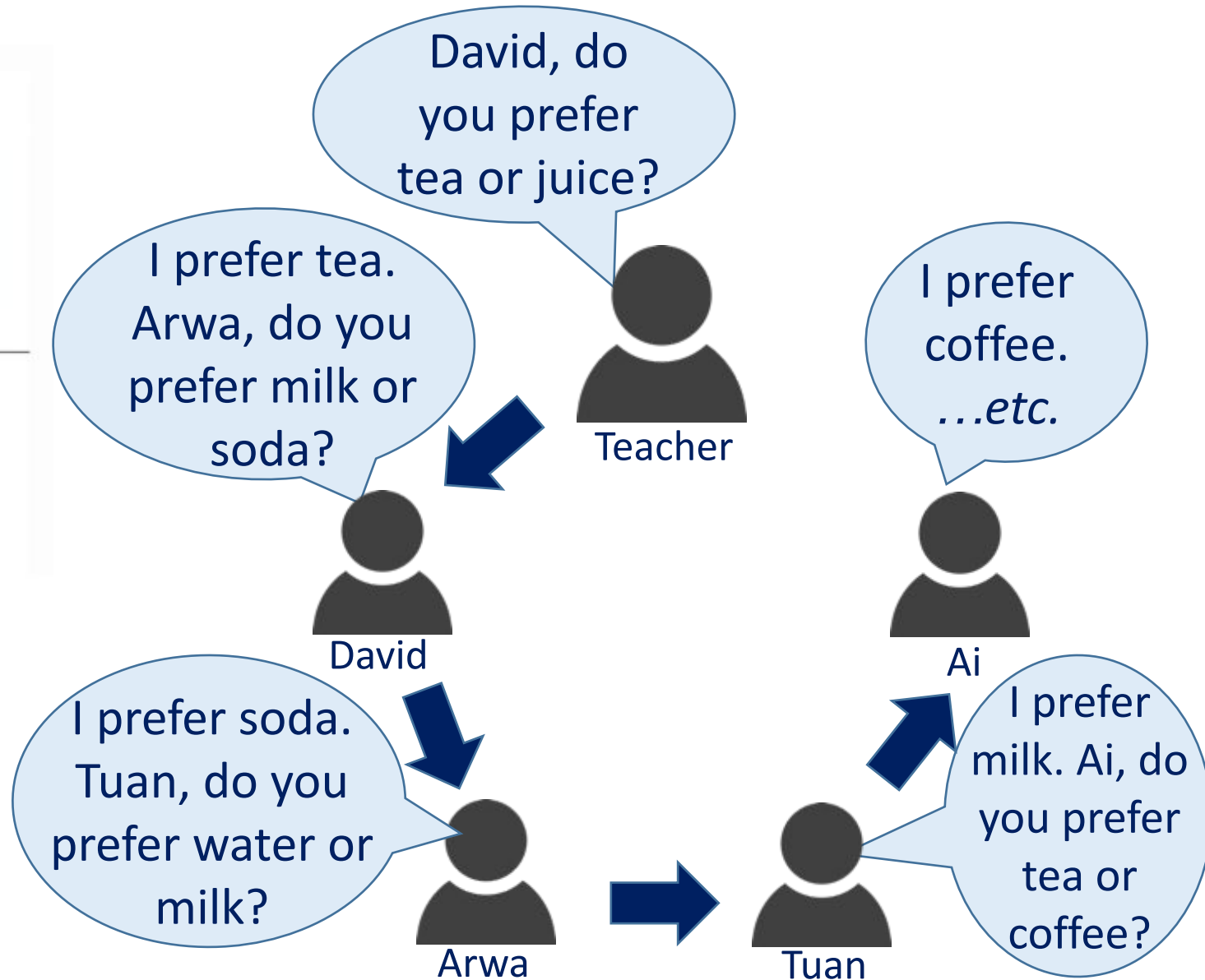


“Ask a Classmate” Drills



Do you prefer __or __?

I prefer __.



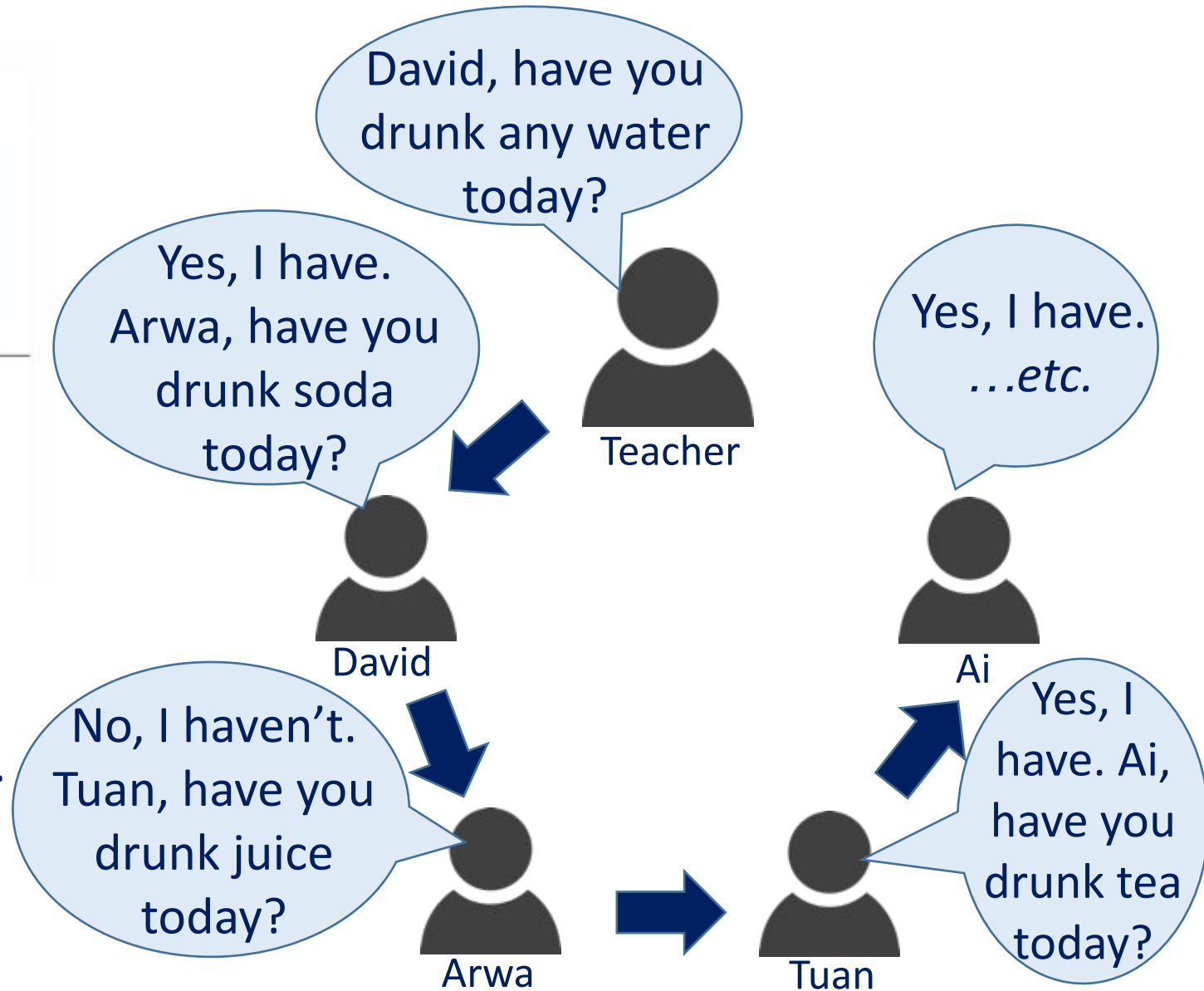
“Ask a Classmate” Drills



Have you drunk
any __ today?



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



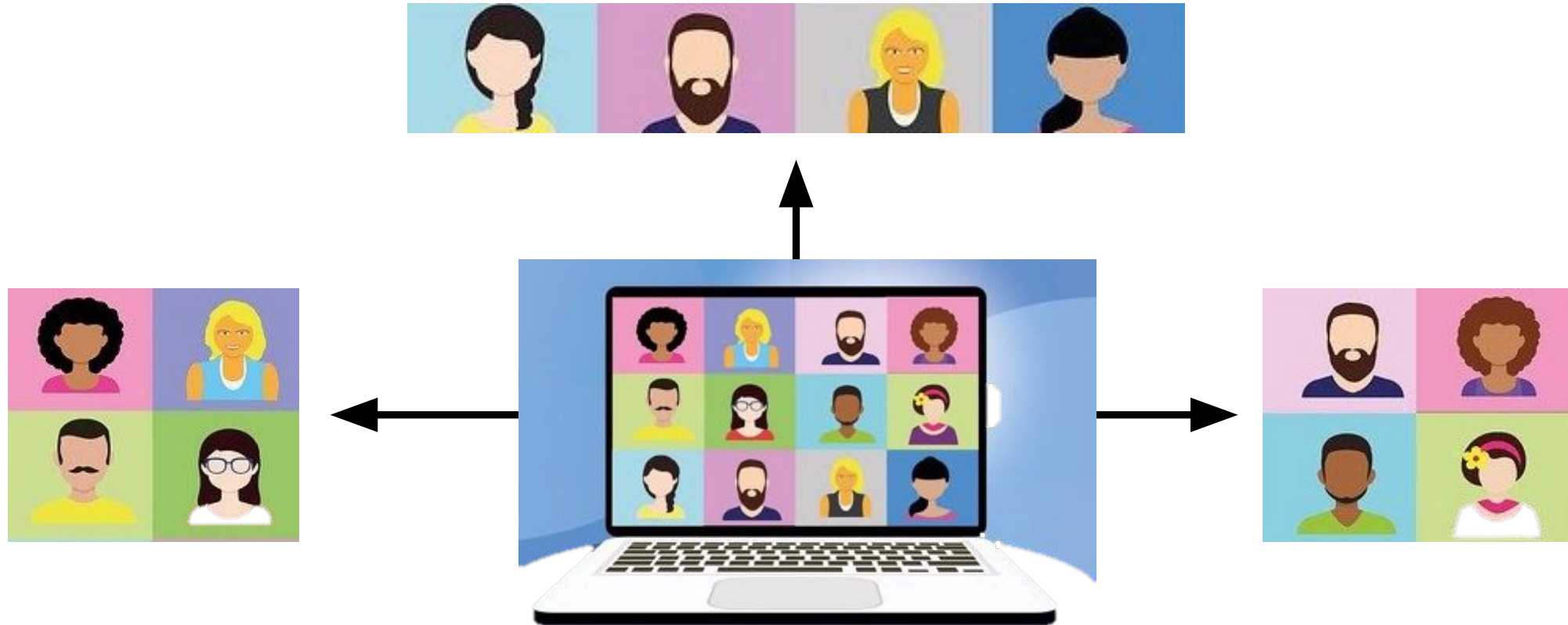
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**What are other ways we can
get students talking when the
whole class is together?**

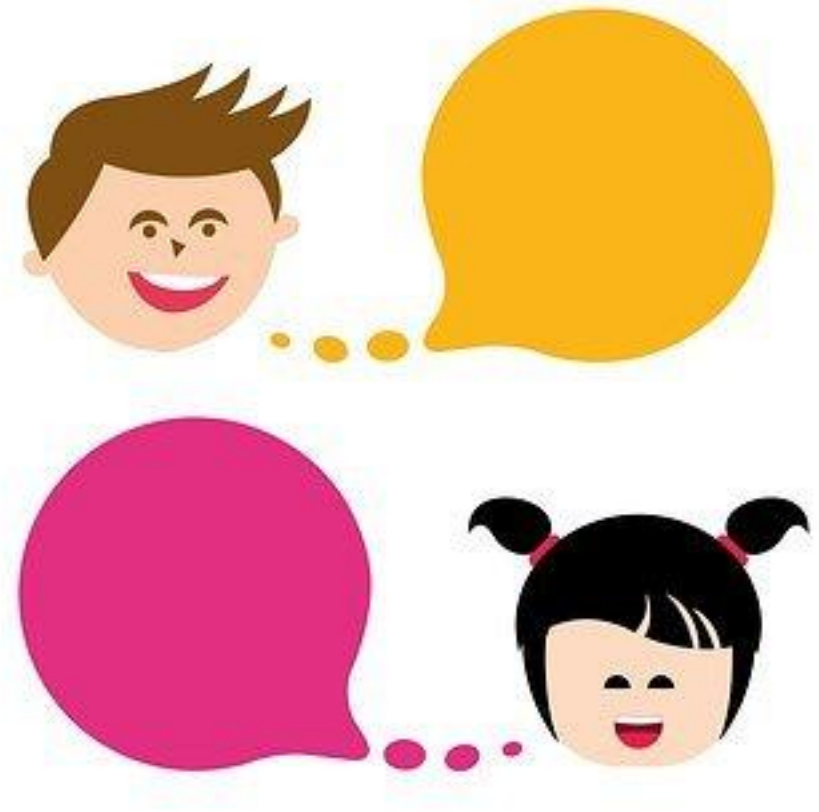


Synchronous – Breakout Rooms



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>

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Language application	<i>Discuss with your partner: What is the most disgusting thing you've ever eaten?</i>
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



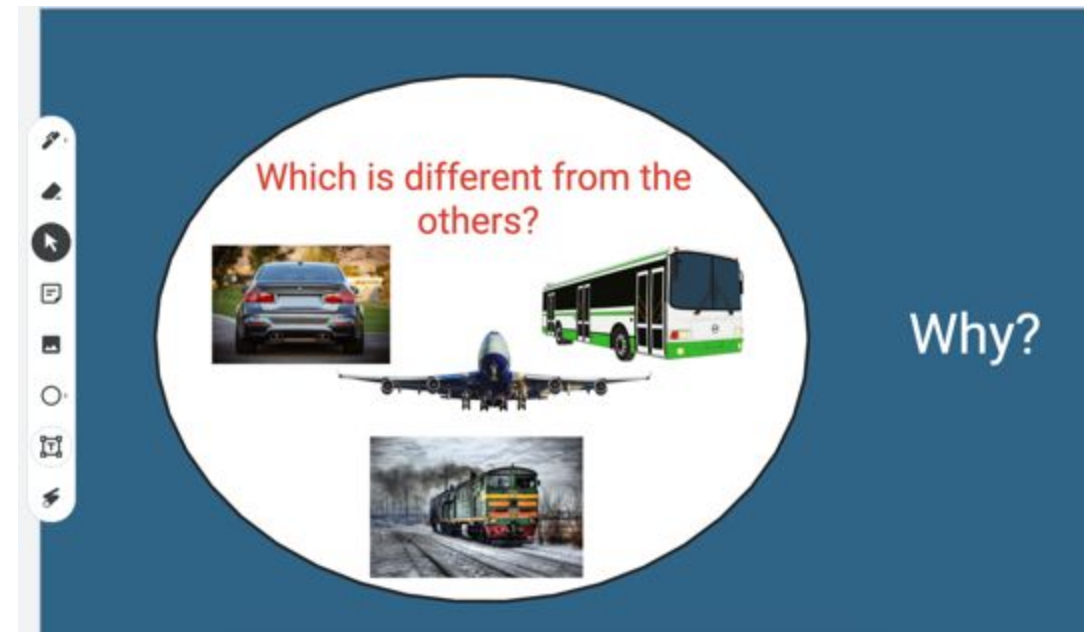
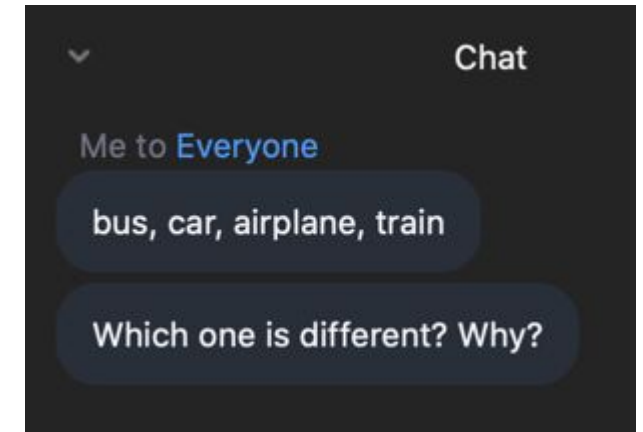
How can instructors motivate students to stay on task and speak English during breakout room discussions?



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?

