In this webinar, we will:

• explore options for promoting student-to-student interaction in the EFL classroom through a variety of exciting, easy-to-adapt games and activities.

• examine options for creating energizing and engaging lessons that motivate students and increase their confidence, regardless of class size or level!
Dieter Bruhn

Dieter is president and founder of One World Training, specializing in education and training programs around the globe.

With master’s degrees in TESOL and Language and International Trade and more than 25 years of teaching and training experience, he has conducted workshops all over the world, including Brazil, Thailand, Cambodia, Vietnam, Myanmar, India, Pakistan, Korea, Senegal, and the U.S.

Dieter has also served on the Executive Board of Colorado TESOL since 2005, including two years as President.
Dynamic Ways to Increase Student-to-Student Interaction
Goals

- **Recognize** that the challenges with getting students to communicate with each other can be overcome.
- **Explore** sample activities that encourage student-to-student interaction.
- **Adapt** activities to different contexts, levels and class sizes.
- **Walk away** with a toolkit of ideas that will motivate students while improving their confidence and skills.
Importance of Student-to-Student Interaction

- **Provides** opportunities for students to actively use the language.
- **Is suitable** for small and large classes and different levels.
- **Reinforces** language acquisition and learning.
- **Leads** to greater mastery of the language.
- **Makes** learning more fun and relevant.
Let’s hear from you!

What challenges do you face with student-to-student interaction in your classroom?
Double Lines

Step 1: Divide students into two lines.
Step 2: Students communicate with their partner.
Step 3: Rotate one of the lines so everyone has a new partner.

Target Output
- Warm-up Activities
- Vocabulary
- Grammar Structures
- Controlled Practice
- Fluency Activities
Let’s hear from you!

How might you adapt double lines to different levels?
Let’s hear from you!

How might you get shy students to engage in this type of activity?
Find Someone Who...
Find Someone Who...

<table>
<thead>
<tr>
<th>Find someone who...</th>
<th>Name</th>
<th>Additional Info</th>
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</thead>
<tbody>
<tr>
<td>...can play football</td>
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<td></td>
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<td>...can ride a bike</td>
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<td></td>
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<td>...can cook</td>
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<td>...can ride a bike</td>
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<td>...can cook</td>
<td>Kate</td>
<td>Beans and rice</td>
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<td>...can sew</td>
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<td>...can swim</td>
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<td>...can swim</td>
<td>Dieter</td>
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<td>Find someone who....</td>
<td>Name</td>
<td>Additional Info</td>
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<td>...can sew</td>
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<tr>
<td>...can swim</td>
<td>Dieter</td>
<td>5 kilometers</td>
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</table>
Let’s hear from you!

How can you involve student choice or interest in this activity?
Find Someone Who - Instructions

**Step 1:** Model how to do this activity with one of your students.
- The focus is on what students “can” do. This creates a positive classroom environment.
- You don’t have to ask the questions in order.

**Step 2:** When your partner answers “Yes,” write their name.

**Step 3:** Ask a follow-up question for more information.

**Step 4:** Students go around the room to complete their chart.
- They can only use a classmate one time, so they have to talk to a lot of different students.
Things in Common
Rohan and Kabir have a lot in common. Rohan likes to read, and so does Kabir. Rohan has two sisters, and Kabir also has two sisters. Both Rohan and Kabir can ride a bicycle. Rohan’s favorite color is blue, and Kabir’s favorite color is also blue. Rohan likes to play video games, and so does Kabir. Both Rohan and Kabir have black hair.
Things in Common – Sample Questions

• Do you like ice cream?
• Do you like to swim?
• What is your favorite color?
• Do you live in Seoul?
• How old are you?
• Do you wear glasses?
Things in Common

1.
2.
3.
4.
5.
6.
7.
8.
9.
Things in Common

1. Like to eat fish
2.
3.
4.
5.
6.
7.
8.
9.
Things in Common

1. Like to eat fish
2. Like to swim
3.
4.
5.
6.
7.
8.
9.
Things in Common

1. Like to eat fish
2. Like to swim
3. Have brown hair
4.
5.
6.
7.
8.
9.
Let’s hear from you!

How can you prepare students for this activity?
Let’s hear from you!

How can you help lower-level students be successful?
Things in Common - Instructions

Step 1: Read the paragraph about Rohan and Kabir.
Step 2: Have students tell you what “in common” means.
Step 3: Divide class into pairs.
Step 4: Students need to ask each other questions to find commonalities.
Step 5: Before starting, model this with a student.
   • Ask questions such as, “Do you like chicken?” and “Do you like to read?”
   • When the answer is “yes” for both, add it to the list.
Step 6: When the students are ready, have them begin.
Step 7: At the end, ask each pair how many things they have in common.
Step 8: Finally, choose students to share examples.
   • For instance, “Tammy and I both like ice cream.”
Information Gap
# Information Gap – Student A

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Favorite Food</th>
<th>Favorite Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos</td>
<td></td>
<td>Beans</td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td>13</td>
<td>Rice</td>
<td>Pink</td>
</tr>
<tr>
<td>Veronica</td>
<td></td>
<td>Rice</td>
<td></td>
</tr>
<tr>
<td>Pedro</td>
<td>10</td>
<td></td>
<td>Blue</td>
</tr>
</tbody>
</table>
## Information Gap – Student B

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Favorite Food</th>
<th>Favorite Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos</td>
<td>12</td>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td>Chicken</td>
<td></td>
</tr>
<tr>
<td>Veronica</td>
<td>11</td>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>Pedro</td>
<td></td>
<td>Tacos</td>
<td></td>
</tr>
</tbody>
</table>
## Information Gap – Student B

<table>
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<tr>
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<tr>
<td>Pedro</td>
<td></td>
<td>Tacos</td>
<td></td>
</tr>
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</table>
Let’s hear from you!

How can you adapt this to online teaching and learning?
Information Gap - Instructions

Step 1: Divide students into pairs.

Step 2: Give each student a chart with some missing information.
   - Student A has information that Student B needs.
   - Student B has information that Student A needs.

Step 3: Students ask each other questions to complete the charts.

Before getting started, model this with one of the students.
Mountain Trek
Mountain Trek – Vocabulary

Sleeping bag  Map  Matches  Tent
Compass  Flashlight  Binoculars  Stove
Mountain Trek – Vocabulary

- Sleeping bag
- Map
- Matches
- Tent
- Compass
- Flashlight
- Binoculars
- Stove
Mountain Trek – Vocabulary

- Sleeping bag
- Compass
- Binoculars
- Map
- Flashlight
- Matches
- Binoculars
- Tent
- Stove
Mountain Trek – Items to Take

You and your partner are going to go on a three-day trek in the mountains. You can only take six items from the following list. Talk to your partner and decide what to take and why.

- Sleeping bags
- Compass
- Knife
- Tent
- Binoculars
- Water

- Jackets
- Flashlight
- Map
- Stove
- Food
- Matches
Let’s hear from you!

How can you adapt this activity to different levels?
Let’s hear from you!

How can you adapt this to online teaching and learning?
Mountain Trek

**Step 1:** Set the context that the students are going to go on a trek.

**Step 2:** Go over key vocabulary (matching activity).

**Step 3:** Put students into pairs.

**Step 4:** Each pair works together to decide which six items they are going to take with them and why they chose those six.

**Step 5:** When they have finished, they should share their choices with the class. For a larger class, they can share in groups.
Grab Bag TV Commercials
Grab Bag TV Commercials

Power Words

amazing   fantastic   awesome   incredible
# Grab Bag TV Commercials

## Power Words

<table>
<thead>
<tr>
<th>amazing</th>
<th>fantastic</th>
<th>awesome</th>
<th>incredible</th>
</tr>
</thead>
<tbody>
<tr>
<td>modern</td>
<td>beautiful</td>
<td>fabulous</td>
<td>delicious</td>
</tr>
<tr>
<td>dynamic</td>
<td>perfect</td>
<td>terrific</td>
<td>magnificent</td>
</tr>
</tbody>
</table>
Let’s hear from you!

How can you prepare students for this activity?
Let’s hear from you!

What other activities have you done that are similar to this one?
Grab Bag TV Commercials - Instructions

**Step 1:** Ask students for power words and write them on the board.

**Step 2:** Pull an item from the grab bag.

**Step 3:** Model a short TV commercial using lots of power words.
   - Be creative. For example, if you have a pair of sunglasses, maybe you can read minds or take photos with them.

**Step 4:** Divide students into pairs.

**Step 5:** Each pair picks one item from the grab bag.
   - Possible items: mobile phone, marker, spoon, charger, umbrella

**Step 6:** Working with their partner, students create a one to two-minute TV commercial using lots of power words and present it to the class.

**Step 7:** Students present their commercial to the class.
Grab Bag TV Commercials – Online Instructions

**Step 1:** Ask students for power words, and write them on the board.

- awesome
- beautiful
- terrific
- amazing
- excellent
- modern
- fantastic
- magnificent
- delicious

**Step 2:** Model a short TV commercial using a lot of power words.

- Be creative. For example, if you have a pair of sunglasses, maybe you can read people’s minds or take photos with them.

**Step 3:** For homework, students pick an item and create a TV commercial.

**Step 4:** Students share their commercials with the rest of the class.

**Step 5:** Students need to comment on a certain number of commercials.
Debrief

What is the most valuable thing you learned today?
Summary

You should now be able to:

• **Recognize** that the challenges with getting students to communicate with each other can be overcome

• **Design** lessons that encourage student-to-student interaction

• **Adapt** activities to different contexts, levels and class sizes

• **Utilize** this toolkit of ideas to motivate students while improving their confidence and skills
References

[Please include a list of works cited or links to other resources you demonstrated/referenced.]


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Reflection Questions

1. How do you currently encourage student-to-student interaction in your classroom?

2. What are some of the benefits to activities that encourage student-to-student verbal interaction?

3. What are some challenges you face when incorporating student-to-student interaction in your classroom? How might you effectively solve these issues?