Using Group Work Effectively to Increase Student Speaking Time in Class

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Purpose

- Increase student engagement and speaking time in class
- Warm-up activities create positive group interactions and build good rapport (relationships) in class
- Warm-ups give students opportunities to speak freely and learn from their mistakes.
Objective

By the end of this webinar, you will be able to adapt and use one or more warm-up activities to:

- Increase student speaking time in class
- Group students
- Review vocabulary and/or grammar
- Do a brief and informal diagnostic assessment of your students
Agenda

- Why do warm-ups?
- Challenges and solutions
- Giving instructions
- Activity explanations and demonstrations
- Questions
- Links and resources
Poll
Why warm up?

- Introduce a topic
- Review previous material
- Make a connection to background
- Classroom routine
Why warm up?

- Students get to know each other
- Diagnostic Assessments
- Group Students
- Informal, low-stakes practice
Challenges

- No time
- Too much material to cover
- Students don’t buy in
- Students are confused, get lost, or don’t do it correctly 😞
- Teachers and/or administrators don’t see the benefit
Poll
Giving Instructions

- Watch a short clip of this video.
- What steps do you see?
  - For example, what do I do first?
  - Then what do I do next?
- Why do you think I’m doing each of those things?
Giving Instructions

- What did you observe?
- What steps did I follow when giving instructions?
- Type your answers into the chat box!
Giving Instructions

- Explain what is going to happen
- Tell the students why you are having them do this activity (or have them guess)
- Demonstrate or model how it’s going to work
- Ask the students to tell you what they are going to do
- Do a practice round to make sure everyone understands
Physical Responses

- Line-up

Agree

Disagree
Poll
• Four corners

Somewhat Agree

Somewhat Disagree

Strongly Agree

Strongly Disagree
Poll
Physical Responses ➔ Speaking

- Ask students in each group:
  - Why do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?
  - Give 2-3 reasons you feel that way
  - How is your position different from other groups’ positions?
  - What would have to change about the statement for you to move to another corner or side?
Matching / Grouping

- Word, definition, part of speech, synonym in L1
  - **Bed**
    - Soft rectangular place to sleep
    - Noun
    - *cama*

- Category and examples
  - Automobiles: car, bus, truck, motorcycle
  - Farm animals: cow, goat, chicken, pig
Matching / Grouping

Word, part of speech, color*

- Amazing
- Adjective
- Gray
- Telephone
- Noun
- Red

https://www.youtube.com/watch?v=zNFT1bO95xc

Video
Speaking

• A What?

A what?
Oh! This is a pen.

This is a pen.

Some tape

What’s this?
What do we use it for?

Oh! This is some tape.

Some tape

Oh! This is some tape.
Speaking

- Talking line or circle
Video
Speaking

- Jigsaw
  - Split students into groups (using one of the warm-ups from before!).
  - Give each group a different part of the same story.
  - Ask them to write a short summary of their part of the story as a group. Every group member should have the same summary.
  - Take one student from each group and make them into a new group. Repeat until new groups are formed. Each student in the new group will have to read a different part of the story.
  - Ask the students to reconstruct the story and figure out what order the parts go in.
Speaking

- Jigsaw
Other Warmup & Speaking Activities

- Available on the Ning!
Questions

- Type them into the chat box!
Exit Poll
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