

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

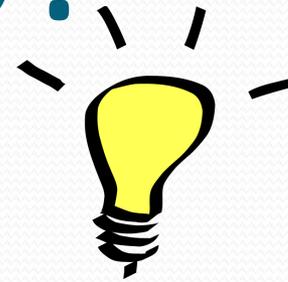
- Why do warm-ups?
- Challenges and solutions
- Giving instructions
- Activity explanations and demonstrations
- Questions
- Links and resources

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

Motorcycle

Pig

Chicken

Bus

Automobiles

Cow

Farm Animals

Car

Truck

Goat

Matching / Grouping

Word, part of speech, color*

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

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

* Taylor, K., & Thompson, S. (2009). *The Color Vowel Chart*. United States Department of State American English Materials. Retrieved 6/15/2016 from: <https://americanenglish.state.gov/resources/color-vowel-chart>

Video



Speaking

- A What?

A what?

Oh! This is a pen.



This is a pen.

This is some tape.

Some tape

Oh! This is a pen.

A what?

A pen



What's this?

What do we use it for?



This is some tape.

Oh! This is some tape.

Oh! This is some

tape. Oh! A what? pen.

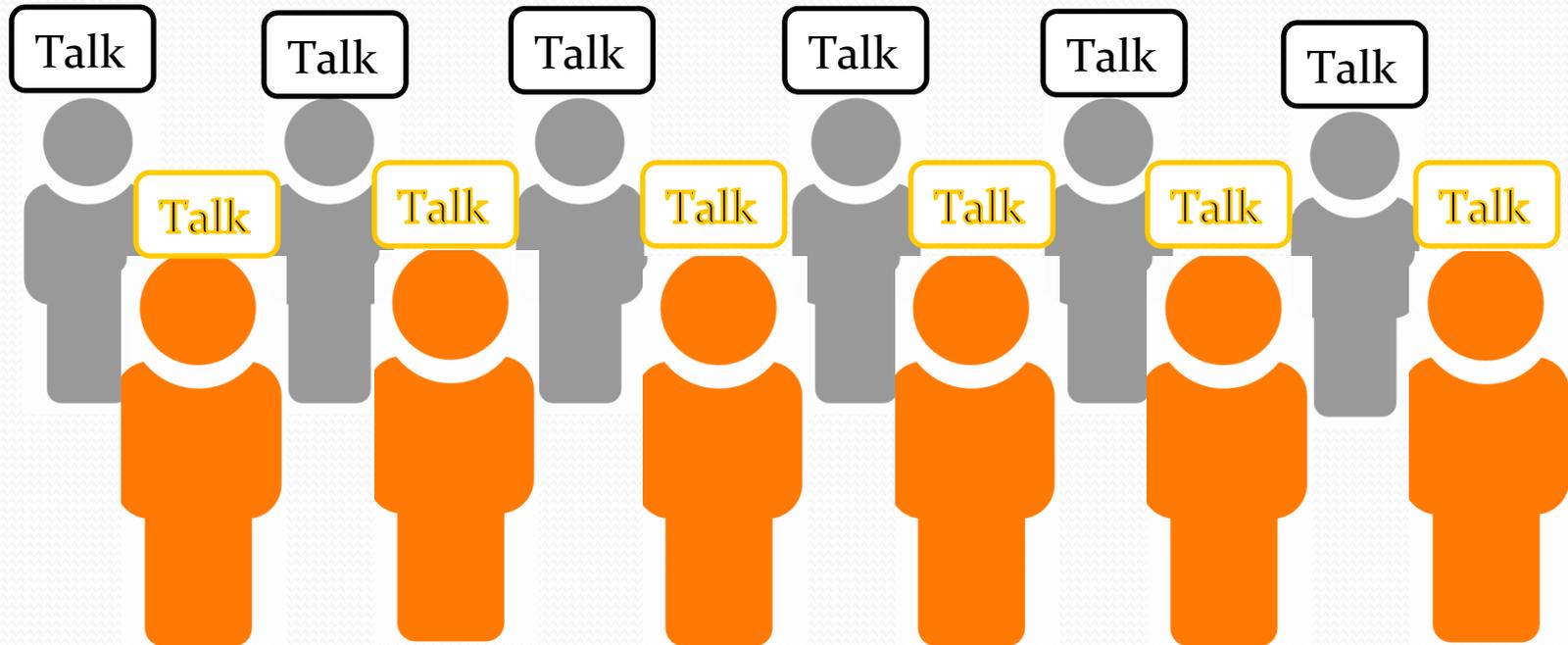


A what?

Some tape

Speaking

- Talking line or circle



Video

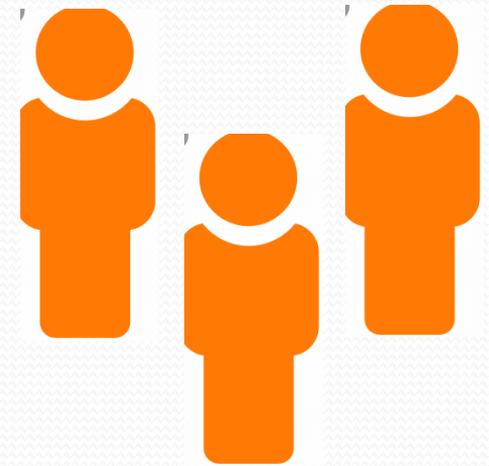
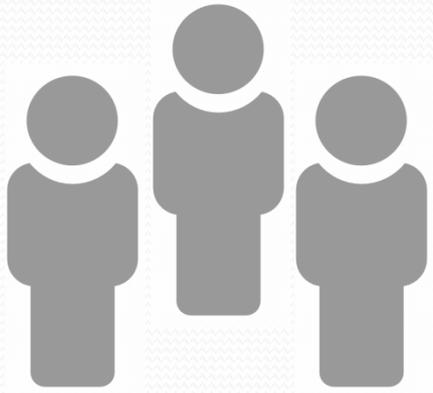


Speaking

- 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



References, p. 1 of 3

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