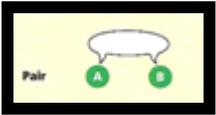
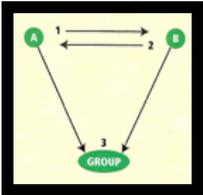
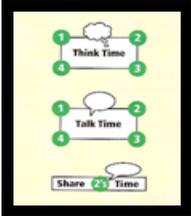
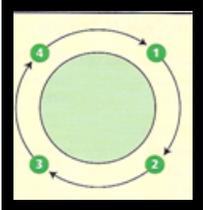
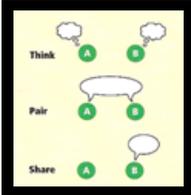
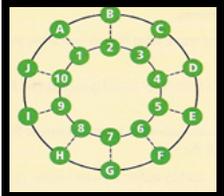


# Student Talk Strategies

Design	Description	Benefits and Purposes
<b>Report to a partner</b> 	<ul style="list-style-type: none"> <li>-Each student reports his/her own answer to a peer.</li> <li>-The students listen to their partner's response. ("Turn to a partner on your left." "Now turn to a partner on your right" etc.)</li> </ul>	<ul style="list-style-type: none"> <li>-This allows students to talk to different students in the class and gives each student an opportunity to share and listen to various answers and language structures.</li> <li>-Talking one-on-one with a variety of partners gives risk free fluency practice.</li> <li>-Students practice speaking and listening.</li> </ul>
<b>Three-way Interview</b> 	<ul style="list-style-type: none"> <li>-Students form pairs.</li> <li>-Student A interviews student B about a topic.</li> <li>-Partners reverse roles.</li> <li>-Student A shares with the class information from student B; then student B shares information from student A.</li> </ul>	<ul style="list-style-type: none"> <li>-Interviewing supports language development in question formation.</li> <li>-Students participate in speaking and active listening.</li> <li>-This ensures participation by all students.</li> </ul>
<b>Numbered Heads</b> 	<ul style="list-style-type: none"> <li>-Students number off within each group.</li> <li>-Teacher prompts or gives a directive.</li> <li>-Students think individually about the topic.</li> <li>-Groups discuss the topic so that any member of the group can report for the group.</li> <li>-Teacher calls a number and the student from each group with that number reports for the group.</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussion of topics provides each student with language and concept understanding.</li> <li>-Random recitation provides an opportunity for evaluation of both individual and group progress.</li> </ul>
<b>Roundtable</b> 	<ul style="list-style-type: none"> <li>-Teacher seats students in small groups around tables.</li> <li>-Teacher asks a question with many possible answers.</li> <li>-Each student around the table answers the question a different way.</li> </ul>	<ul style="list-style-type: none"> <li>-Encouraging elaboration creates appreciation for diversity of opinion and thought.</li> <li>-Eliciting multiple answers enhances language fluency.</li> </ul>
<b>Think, Pair, Share</b> 	<ul style="list-style-type: none"> <li>-Students think about a topic suggested by the teacher.</li> <li>-Pairs discuss the topic.</li> <li>-Students individually share information from their discussion with the class.</li> </ul>	<ul style="list-style-type: none"> <li>-The opportunity for self-talk during the individual think time allows for the student to formulate thoughts before speaking.</li> <li>-Think time allows students to think about the concepts and the language before producing.</li> <li>-Discussion with a partner reduces performance anxiety and enhances understanding.</li> </ul>
<b>Inside-Outside Circle</b> 	<ul style="list-style-type: none"> <li>-Students stand in concentric circles facing each other</li> <li>-Students in the outside circle ask questions--those inside answer</li> <li>-On a signal, students rotate to create new partnerships</li> <li>-On another signal, students trade inside/outside roles</li> </ul>	<ul style="list-style-type: none"> <li>-Talking one-on-one with a variety of partners gives risk-free fluency practice</li> <li>-Interactions can be structured to focus on specific speaking skills</li> <li>-Students practice both speaking and active listening</li> </ul>