

❖ Teacher re-training and activities to reduce TTT:

- Create an emergency exit strategy! When do you talk too much? Is it when giving vocabulary definitions? Explaining a cultural phenomena? Can you ask a student to look up the word, or investigate the phenomena instead? Or keep a list of words for students to look up for the next day? Is there a signal or reminder that you can give yourself?
- Train yourself to come up with a different response to a student, instead of echoing what they have just said. The teacher might think that they are reinforcing what the student said, but it does not necessarily encourage the student to continue talking.
- Pretend you lost your voice, write a topic on the board, let them talk about it, write up vocabulary, and have students self-correct.
- Change your position in the class to indicate a changing role. For example, move to the back of the class to remove focus from yourself and encourage students to interact with each other.
- Use elicitation, rather than explanation.
- Use clear examples and guiding questions.
- Use body language, gestures, and facial expressions instead of words.
- Carefully word instructions instead of paraphrasing instructions.
- Ask concept questions to check understanding to avoid overexplaining.
- Provide processing time for students between instructions, during explanations, while waiting for a student to respond, and during the monitoring of activities.
- Avoid prompting, providing clues, and rephrasing questions when all student might need is time to answer.

❖ What are some methods and activities that encourage students to speak more?

- Pair work, groups work, jigsaws.
- Encourage students to give feedback to each other rather than to you, the teacher.
- Individuals can check their work against a key or against a partner's work.
- Make students aware of the benefit of speaking more in/outside of the classroom through journaling or reflection.
- Help students become aware of how much they participate by creating clear expectations about what participation looks like (asking/answering questions, speaking during pair and group work, sharing their experiences, peer correction where appropriate, etc.). A daily participation rubric can be filled out by the student.
- Student answers then nominates another student to answer.
- Let students speak from their point of view rather than from the course text book's.
- Speed Dating: speaking about the same topic to a variety of different partners while moving around the room or a table.
- Information gap activities: having one group of students outside of the classroom, and one group inside (ex. watching a film clip, or listening to a recording). The groups come together and must explain what happened and ask for clarification to figure out what the text was about.
- Give students a chance to summarize what they learned instead of the teacher doing it for them.
- Ask students to monitor the speaking activity of others, then give each other feedback.
- Pecha Kucha (Japanese for chit-chat): 20 images shown for 20 seconds each. The presenter can use this to present an idea, a product, a place, anything! Also known as Lightning Talks, death by PowerPoint, or Ignite forums.
- Each student receives 6 beans to start with at the beginning of class. They give back a bean each time they contribute to a conversation.
- Have students give each other directions (ex. in a writing course, one group can present how to do MLA citations, another can present how to do research at the school library, and another can present proper formatting for an essay).
- Teacher cold-calls student: during periods of time where teacher speaks for longer periods of time, she can interject her speech with random questions to increase audience participation and engagement.