

American English LIVE: Teacher Development Series 2

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May 2, 2018 - July 11, 2018

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Dynamic Ways to Check Answers and Share Responses in the EFL Classroom

With many language learning activities, it is important for teachers to confirm that students have correct or appropriate answers, and for students to share their ideas and thought processes with their classmates.

However, checking answers to a 10-question exercise can often take up the majority of the class period, leaving little time for more communicative activities.

This session reviews ways to check answers and share responses in a variety of ways to keep students focused and engaged in their learning.



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Stephanie began her career as a Fulbright English Teaching Assistant in Temuco, Chile, and has since taught (and learned!) in Turkey, India, and the United States.

Her professional interests include metacognition, student motivation, and teacher training and development.

Originally from Connecticut, Stephanie holds a CELTA and an MA in TESOL from Adelphi University. In her free time, she likes playing cooperative board games, going to stand-up comedy shows, and reading.



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Dynamic Ways of Checking Answers and Sharing Responses

STEPHANIE OWENS



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Outline

- ❖ Defining terms
- ❖ Purpose of answer checks and share-outs
- ❖ Ways to check answers
- ❖ Ways to share responses

Term 1: IRF Model

Initiation

Response

Feedback

Who has the
answer for
number 5?
John Mark?

C.

Yes.

Term 1: IRF Illustrations

Initiation

Response

Feedback



Term 2: Checking Answers

Reviewing answers to questions or exercises that have a correct or incorrect response

Examples:

- ❖ Multiple choice
- ❖ Fill in the blank (cloze)
- ❖ True/False
- ❖ Short answers with only one correct answer

QUESTIONS	
✓1-	A B C D
✓2-	A B C D
✗3-	A B C D
✓4-	A B C D
✗5-	A B C D
✓6-	A B C D

Term 3: Sharing Responses

- ❖ Sharing open-ended answers to discussion questions, or summarizing group work
- ❖ The response might require a follow-up question or additional comments

What did you do over the weekend?

Where did you go shopping?

I went shopping.

Drawbacks - IRF Model for Answer Checks

- ❖ Teacher talks the most
- ❖ Teacher is the only one who knows the “right answers”
- ❖ Other students can tune out/stop paying attention
- ❖ Students get very little practice
- ❖ If answers were incorrect, students can lose face
- ❖ Weaker students can get lost
- ❖ It can become a round of “But, teacher... What about...”



Why use alternatives to IRF answer checks?

- ❖ Students know the correct answers
...AND how to arrive at them
- ❖ Students with wrong answers know how to improve for next time
- ❖ Students have a chance to explain their thought processes to each other
- ❖ Students can share their thoughts and experiences with each other
- ❖ Create an audience for student work/ideas



Ways to Check Answers

1. Student(s) As Teacher

- Select a student to lead the review
- Give a student (or students, in a large class) the answer key
- Student-teacher calls on peers and leads a class or small-group answer-check
- This works best when the student-teacher can help elicit WHY the answers are correct (or incorrect)

Why do you think B is the best answer, Marta?

Student as teacher



1. Student(s) As Teacher

Benefits

- + Students can take a leadership role
- + Student leading the class gets more practice
- + Helpful in large classes: one student-teacher per group
- + Early finishers can help peers check their work
- + Useful for end-of-unit review
- + Teacher can focus on listening to students' explanations



2. Collect and Correct

- Students turn in their homework, then begin a routine activity
- While students are working, the teacher corrects the homework
- *Option:* Hand it back or keep it



2. Collect and Correct

Benefits

- + Teacher can see who needs extra help or more challenging material
- + Teacher can decide to spend more time on reviewing the material if needed
- + Teacher can learn more about students based on patterns of mistakes
- + Does not take up a lot of class time (for students)

3. Distribute the Answer Key

- Distribute answer keys to groups of students
- Either walk around the room to address questions or allot time for students to ask questions
- *Option:* Post copies of the key around the room so students must get up to check answers
- After students check answers, ask for volunteers to share WHY they changed their answers

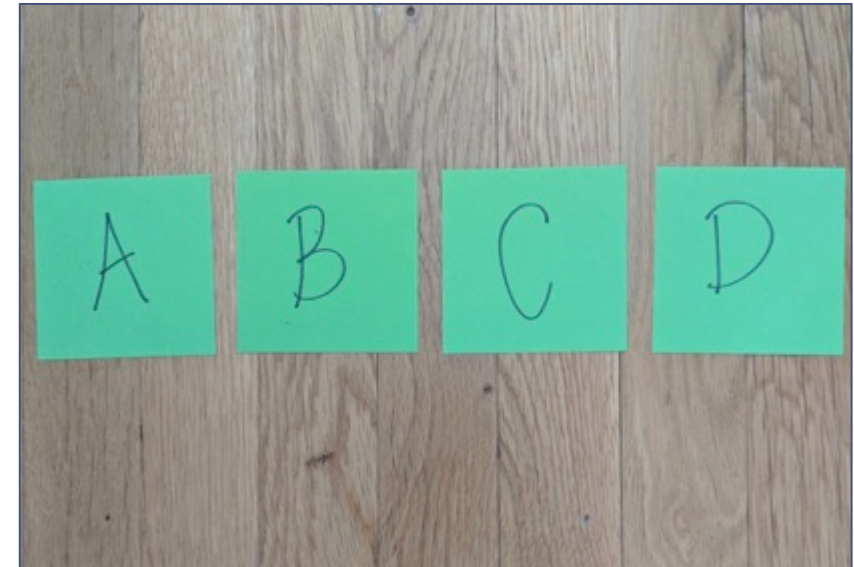
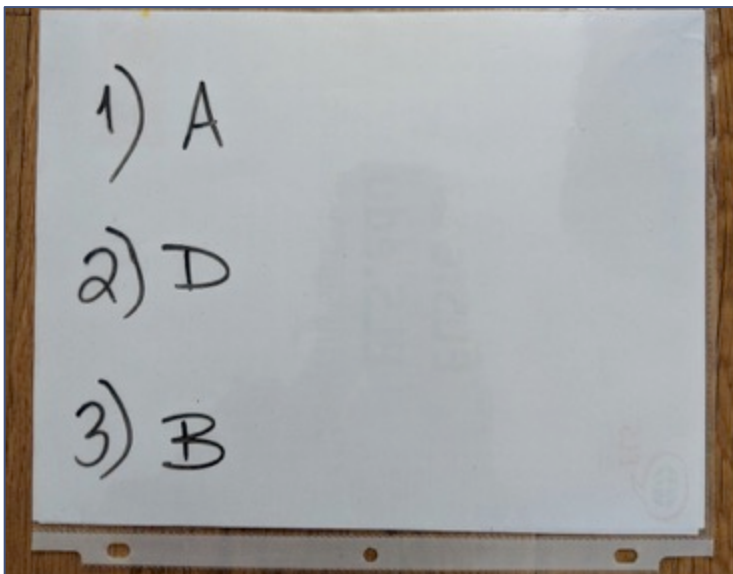
3. Distribute the Answer Key

Benefits

- + Can be faster than checking all answers in IRF-mode
- + Gives students responsibility for monitoring their learning
- + Discussing edited answers promotes a growth mindset

4. Mini White Boards

- Teacher calls out the question or the number
- Students write the answer(s) on a mini white board and hold it up
- Teacher (or a Student as Teacher) holds up the correct answer
- *Option:* Before revealing the correct answer, ask a student to explain their choice



4. Mini White Boards

Benefits

- + Teacher can see how students are doing at a glance
- + Can help students focus because everyone has to answer
- + Adds a visual and tactile component



5. Kahoot

- A free website for creating quizzes and polls to use in class
- Integrates technology – projectors and mobile devices

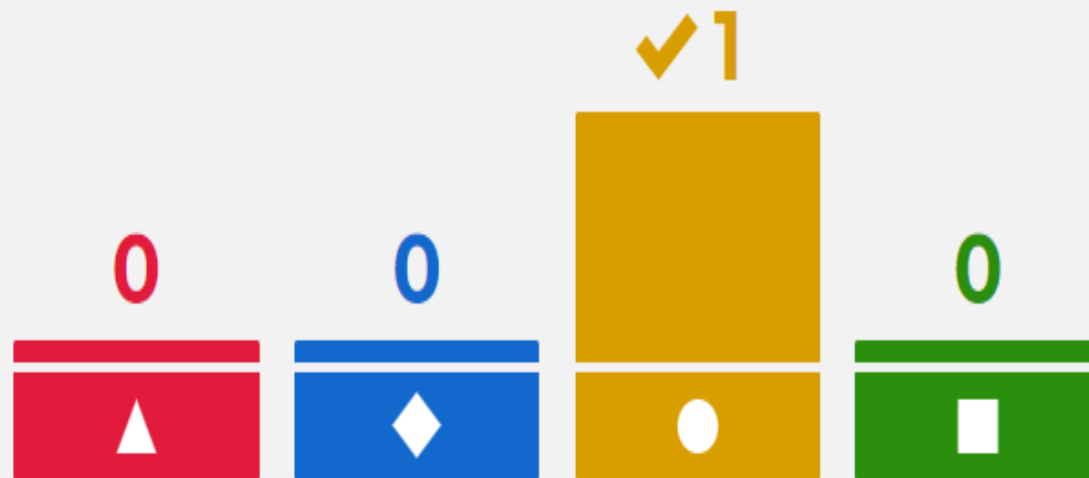


5. Kahoot

Which one of these is NOT an example of checking answers?



Full Screen



Next

Show media

End Game

5. Kahoot

Benefits

- + Get visual data on how well students understand the material (can even download a report)
- + Competitive element can be energizing
- + Uses students' mobile phones in a productive way
- + Can save time by creating a template for checking multiple choice answers (or find a ready-made one)

Review

1. Student As Teacher
2. Collect and Correct
3. Distribute the Answer Key
4. Mini White Boards
5. Kahoot

Discussion Question: Which are you most excited to try? Why?

Ways to Share Responses

1. Ambassadors

- Students complete group work, like a discussion
- One group member, the Ambassador, visits another group to summarize the discussion
- *Option:* Students in group fill out a worksheet or graphic organizer based on the Ambassador's report



Thank you to Danny Stone for sharing this technique.

Ambassadors Example

Activity: Problem-Solving Game

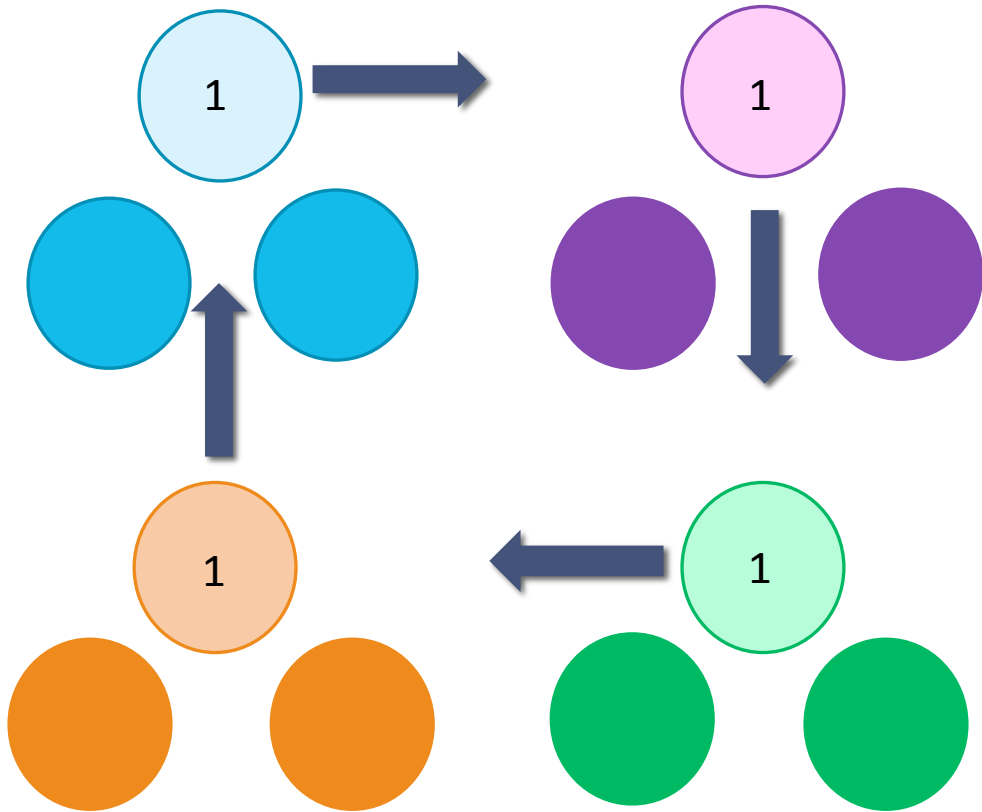
In small groups, students discuss the 10 things they would bring with them to a deserted island. They need to talk about what they would bring, how each item would help, and how to increase their chance of survival by combining items.

Instructions for Sharing Responses:

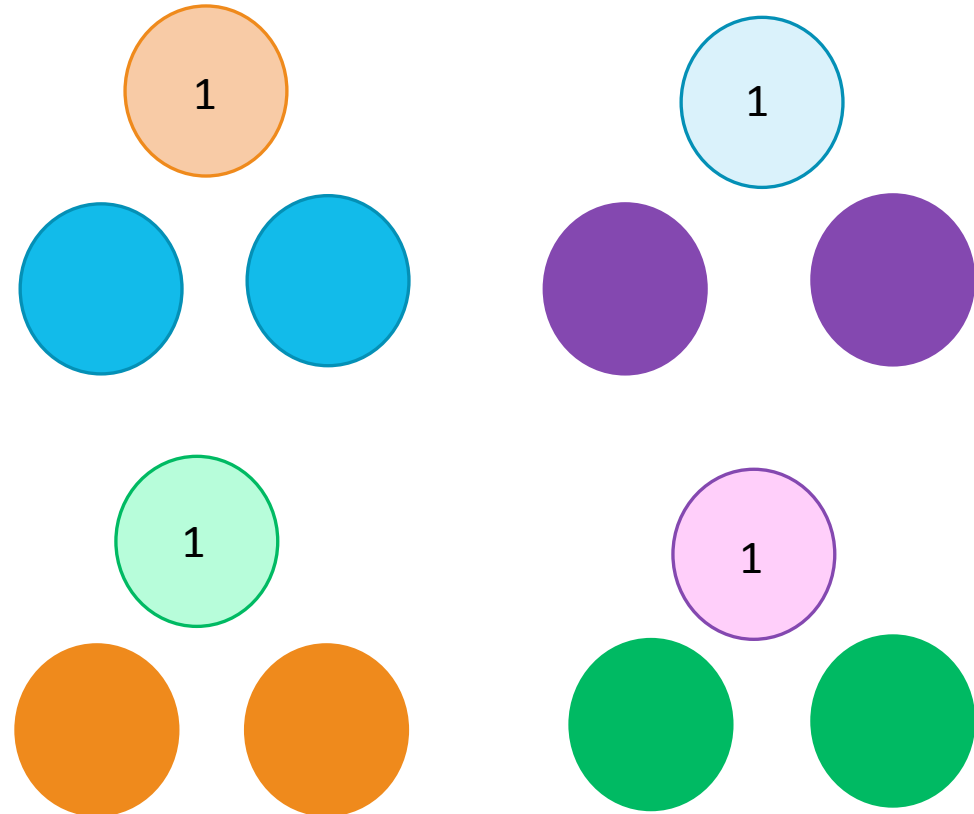
An ambassador will visit your group to share what their group discussed. You will be able to pick ONE item from their list to add to yours. Listen carefully to help you decide.

Ambassadors Example – Round 1

Group Work

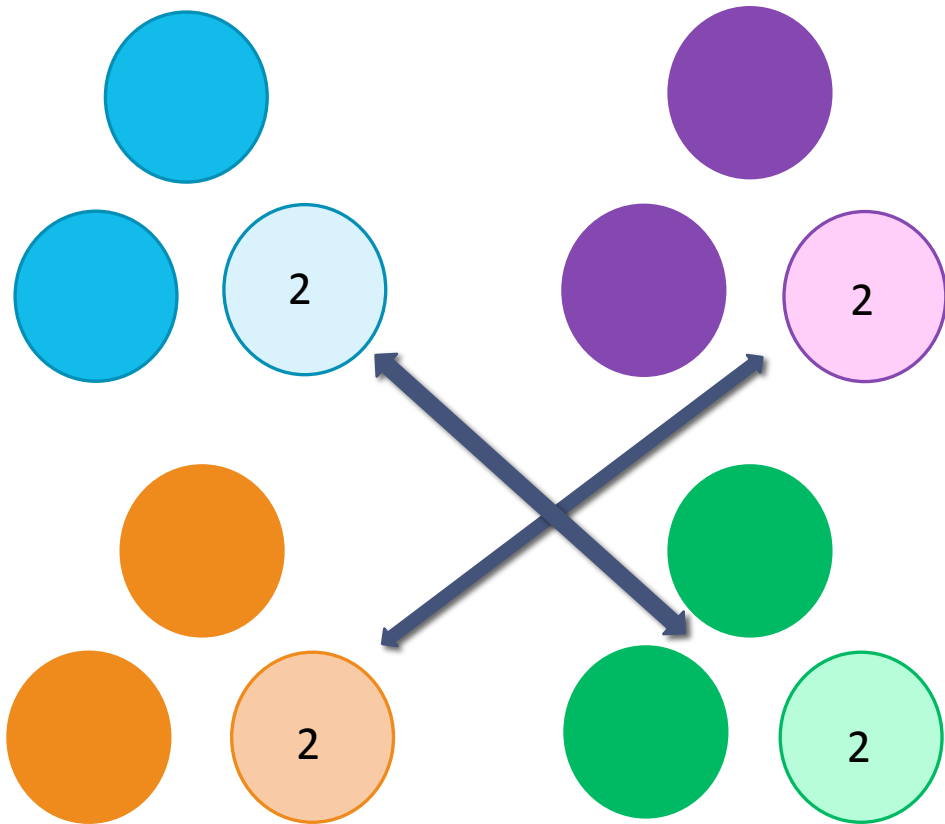


Ambassadors Round 1

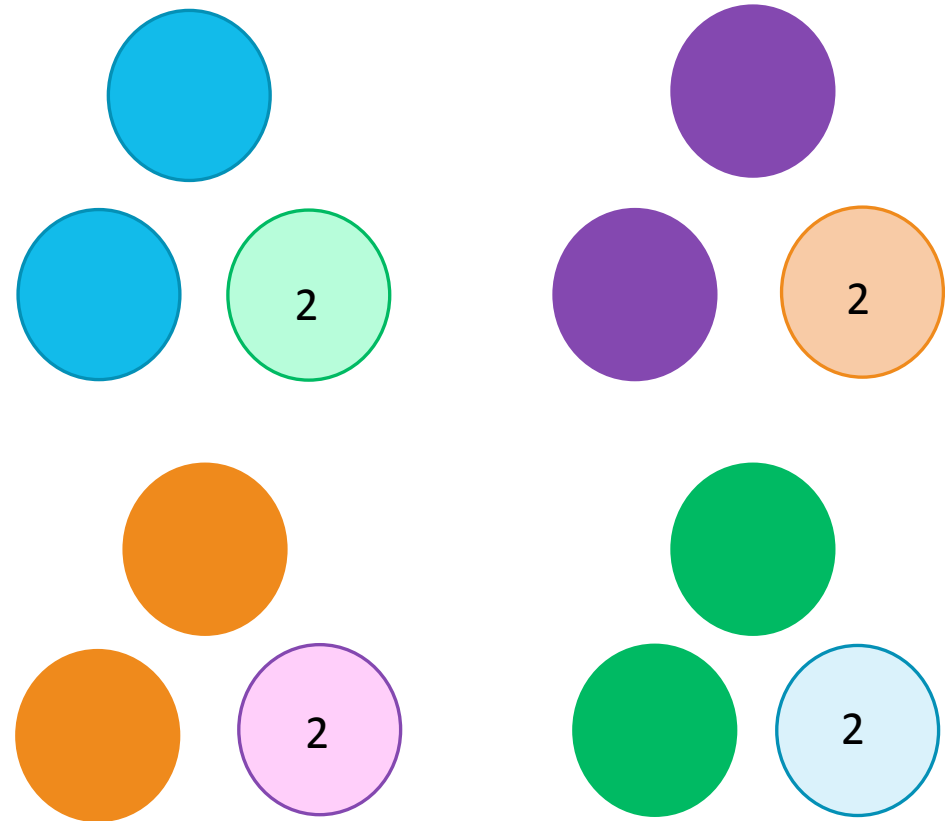


Ambassadors Example – Round 2

Group Work

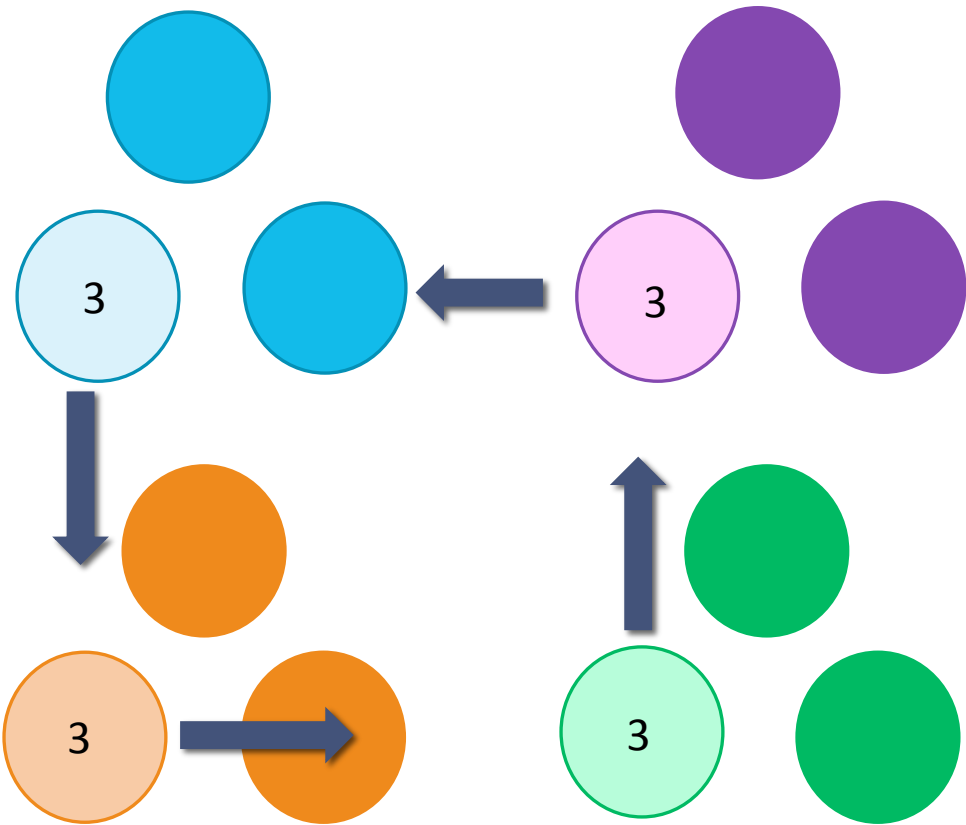


Ambassadors Round 2

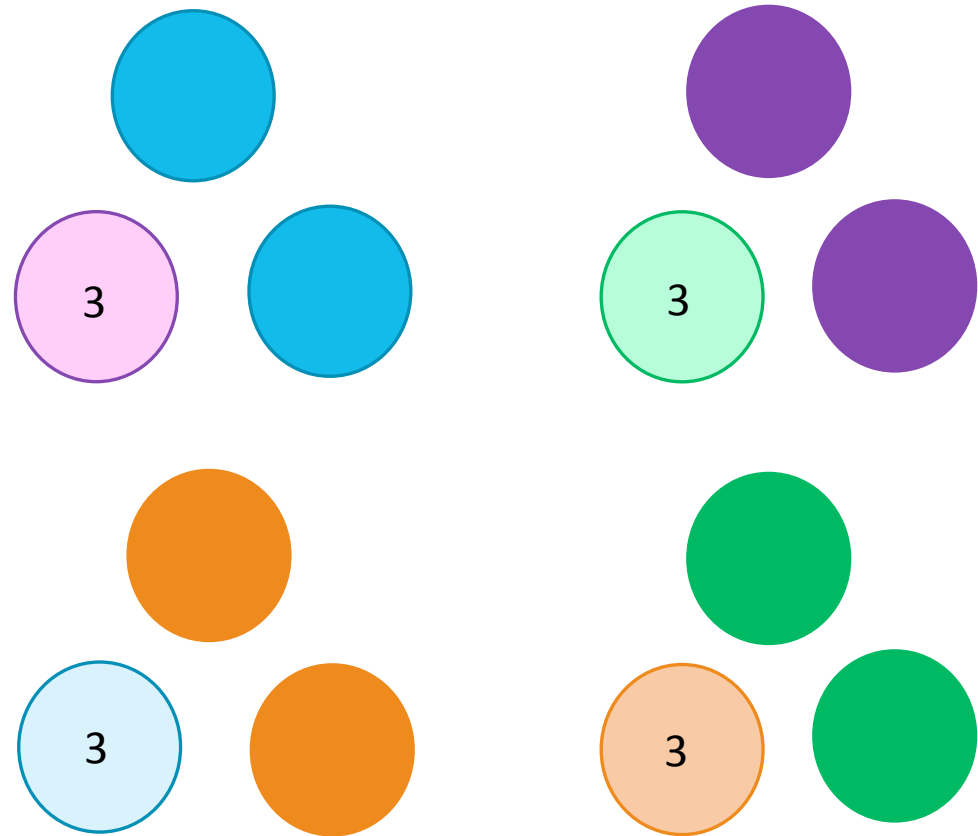


Ambassadors Example – Round 3

Group Work



Ambassadors Round 3



1. Ambassadors

Benefits

- + Opportunity for authentic listening
- + Students practice summarizing
- + Students have an audience besides the teacher

2. Superlative Summary

- Students complete group work, such as a discussion
- Teacher asks “superlative” response questions that require students to synthesize information from their group’s discussion
- *Option:* Students respond in writing instead



Superlative Summary Example

Activity: Students talked about their favorite movies in small groups.

Instead of:

Teacher: So, John Mark, what is your favorite movie?

Student: *Titanic*.

Teacher: Okay. San, what about you?

Try this:

Teacher: John Mark, in your group, who had **the most surprising** favorite movie?

Student: Li. Her favorite movie is *Fast and Furious*. I don't think he, I mean, she like action movies.

2. Superlative Summary

Benefits

- + Students respond/react to what they heard instead of just repeating it
- + Builds rapport between students and students/teacher by sharing personal responses
- + Requires students to pay attention to their peers
- + More opportunity for richer language output (and error correction)

3. Gallery Walk

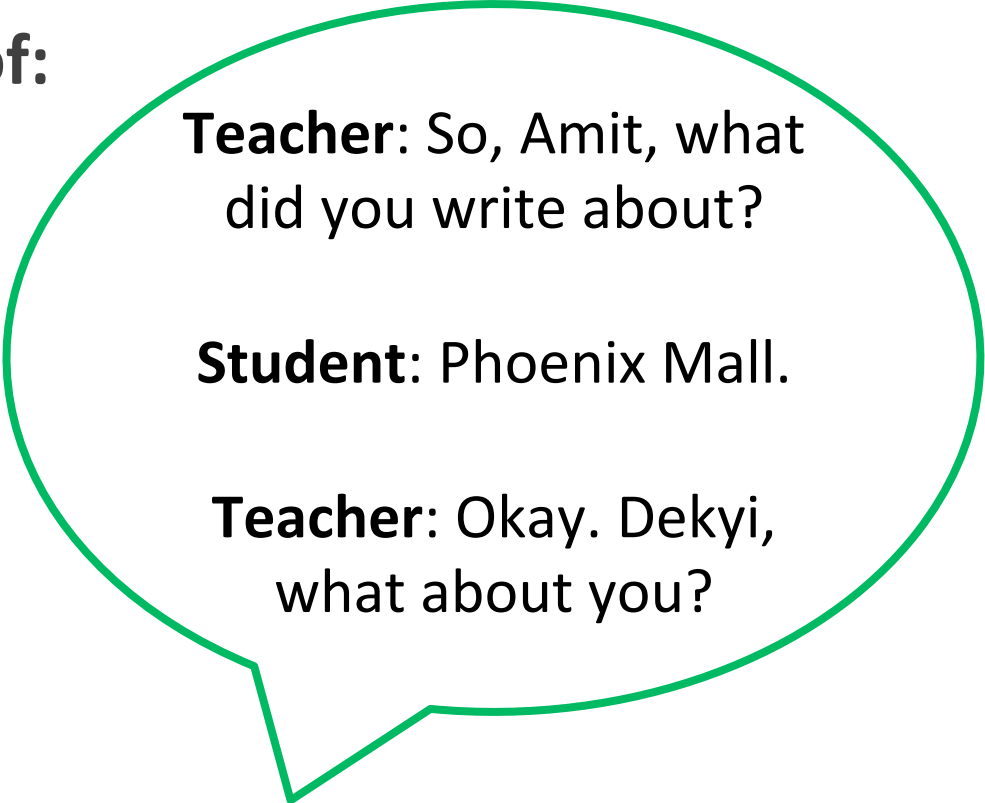
- Students complete work (product from a discussion activity, response to a writing prompt, product from project, etc.)
- Students hang their response(s) on the wall or board
- All students walk around, read, and respond



Gallery Walk Example

Activity: Students wrote a paragraph about their favorite place to spend time.

Instead of:



Teacher: So, Amit, what did you write about?

Student: Phoenix Mall.

Teacher: Okay. Dekyi, what about you?

Gallery Walk Example

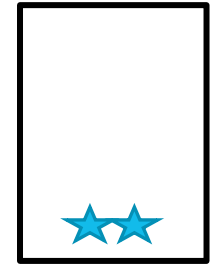
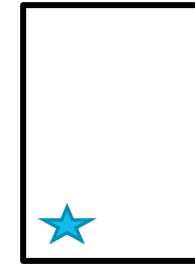
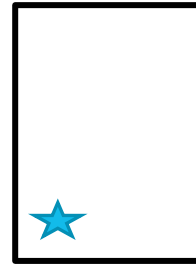
Activity: Students wrote a paragraph about their favorite place to spend time.

Try this:

Teacher: You all wrote about your favorite place.

Imagine we have the afternoon free – no English class. I want you to read your classmates' responses. If you want to spend our free afternoon at that place, mark a star on the paper.

The classroom walls looks like:



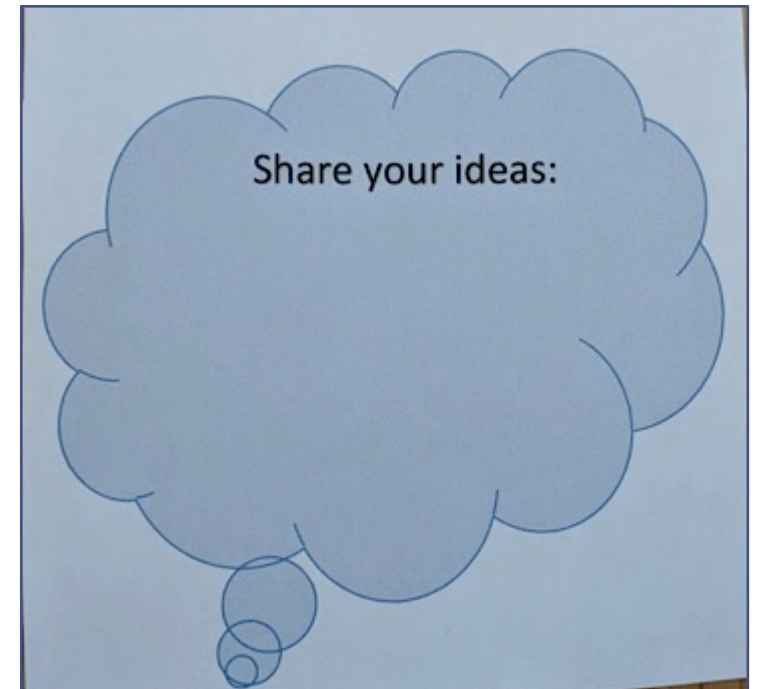
3. Gallery Walk

Benefits

- + Gets students moving
- + Builds rapport between students and students/teacher by sharing personal responses
- + Students have an audience besides the teacher
- + Teacher can get more information on student performance

4. Buttons

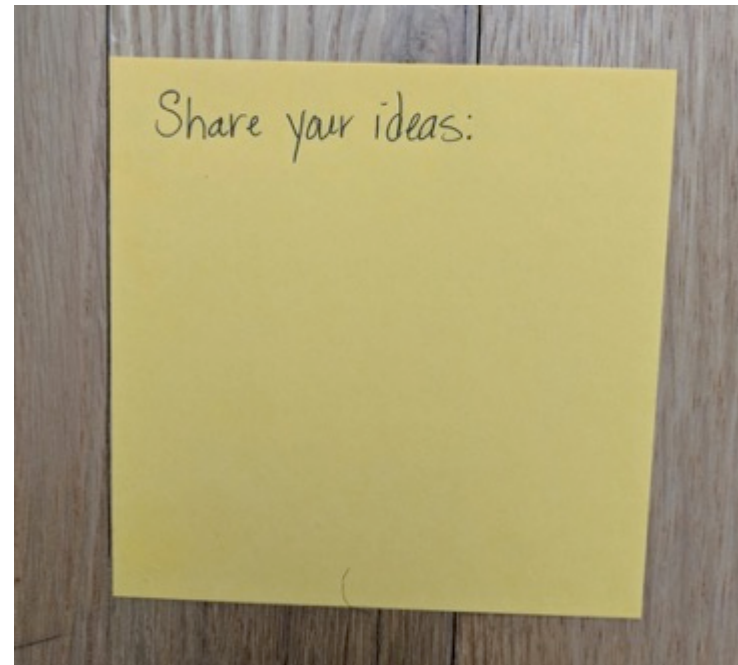
- During group work, the teacher walks around to listen to responses.
- When they hear something worth sharing with the class, they give a “button” to that student
- Student shares the response with the whole class



4. Buttons

Benefits

- + Button helps students remember what the teacher highlighted
- + A way to recognize students who are on track and to set expectations for others

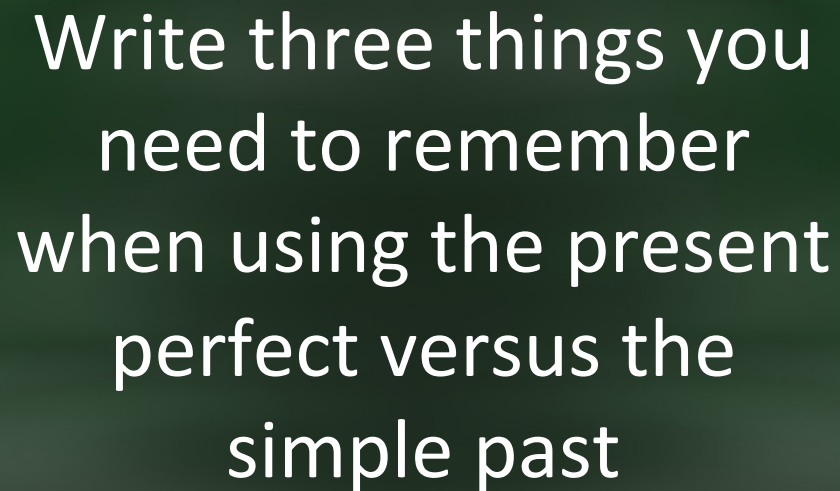


5. Last One Standing

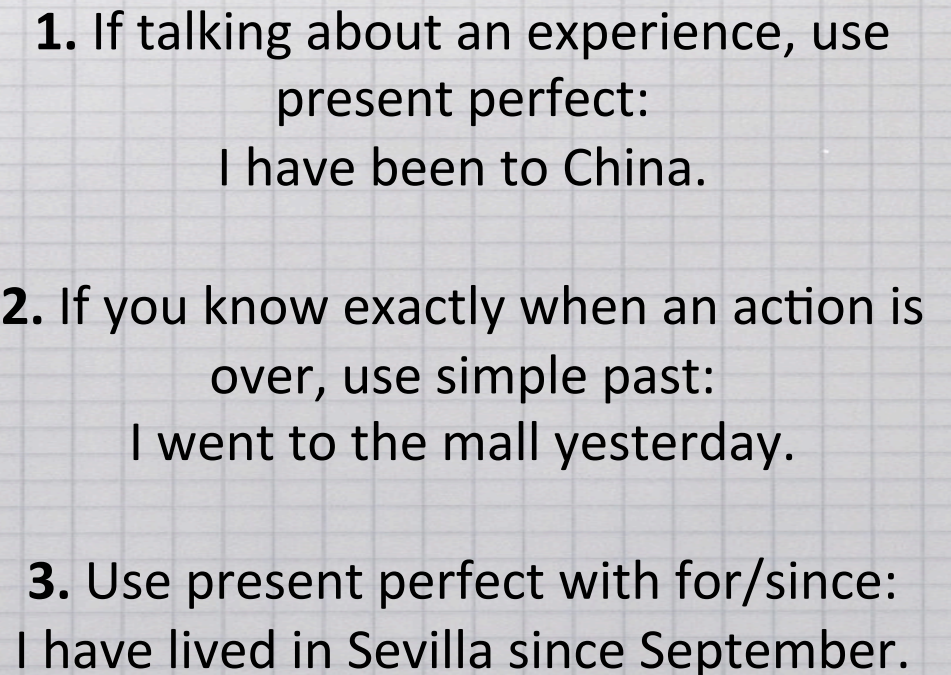
- Teacher asks a question/sets a task
- Students write at least three responses on a piece of paper
- All students stand up and the teacher calls on a student to share a response
- Any student who has the same response checks it off
- Repeat call on student/response/checkmark process
- When all three responses have a checkmark, students sit down
- Continue until only one student is left standing

Last One Standing Example

Activity: Reflecting on a new grammar concept.



Write three things you
need to remember
when using the present
perfect versus the
simple past

- 
1. If talking about an experience, use present perfect:
I have been to China.
 2. If you know exactly when an action is over, use simple past:
I went to the mall yesterday.
 3. Use present perfect with for/since:
I have lived in Sevilla since September.

Last One Standing Example

Activity: Reflecting on a new grammar concept.

Use the simple past if you know exactly when something happened and it's finished.

1. If talking about an experience, use present perfect:
I have been to China.

2. If you know exactly when an action is over, use simple past:
✓ I went to the mall yesterday.

3. Use present perfect with for/since:
I have lived in Sevilla since September.

5. Last One Standing Examples

- ❖ **Concept checking:** What are 3 things you need to remember about using the passive voice?
- ❖ **Pre-reading/listening Prediction:** What are 3 things you might hear about/read about in this text?
- ❖ **Using target language:** Write 3 pieces of advice for a new student at our school. Use “should”, “have to” and “don’t have to.”
- ❖ **Brainstorming:** What are 3 benefits of volunteering?
- ❖ **Community Building:** What are 3 superpowers you’d like to have?

5. Last One Standing

Benefits

- + All voices/ideas are heard
- + Can encourage creative thinking
- + Helps students hear and respond to paraphrases

Summary

WAYS TO CHECK ANSWERS

1. Student as Teacher
2. Collect and Mark
3. Distribute Answer Key
4. Mini White Boards
5. Kahoot

WAYS TO SHARE RESPONSES

1. Ambassadors
2. Superlative Summary
3. Gallery Walk
4. Buttons
5. Last One Standing

Discussion Question: Which Sharing Responses technique are you most excited to try? Why?

Thank you!

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