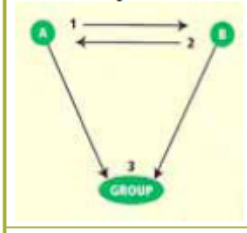
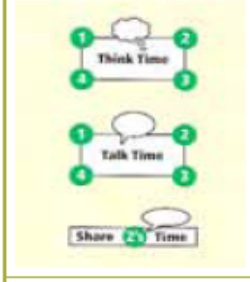
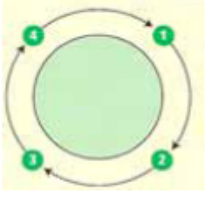
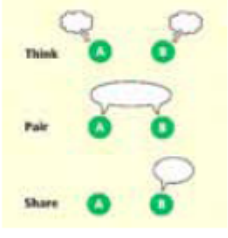
Figure 1.

A sample of talk strategies.

Design	Description	Benefits and Purposes
Report to a Partner	• Each student reports his/her own answer to a peer. • The students listen to their partner's response. ("Turn to a partner on your left." "Now turn to a partner on your right.")	• 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. • Talking one-on-one with a variety of partners gives risk-free fluency practice.
Three-Way Interview 	• Students form pairs. • Student A interviews student B about a topic. • Partners reverse roles. • Student A shares with the class information from student B; then student B shares information from student A.	• Interviewing supports language development in question formation. • Students participate in speaking and active listening. • This ensures participation by all students.
Numbered Heads 	• Students number off within each group. • Teacher prompts or gives a directive. • Students think individually about the topic. • Groups discuss the topic so that any member of the group can report for the group. • Teacher calls a number and the student from each group with that number reports for the group.	• Group discussion of topics provides each student with language and concept understanding. • Random recitation provides an opportunity for evaluation of both individual and group progress.
Roundtable 	• Teacher seats students in small groups around tables. • Teacher asks a question with many possible answers. • Each student around the table answers the question a different way.	• Encouraging elaboration creates appreciation for diversity of opinion and thought. • Eliciting multiple answers enhances language fluency.
Think, Pair, Share 	• Students think about a topic suggested by the teacher. • Pairs discuss the topic. • Teacher strategically chooses certain students to individually share information from their discussion with the class.	• The opportunity for self-talk during the individual think time allows for the student to formulate thoughts before speaking. • Think time allows students to think about the concepts and the language before producing. • Discussion with a partner reduces performance anxiety and enhances understanding.

Adapted from *Avenues Hampton-Brown* (2007).