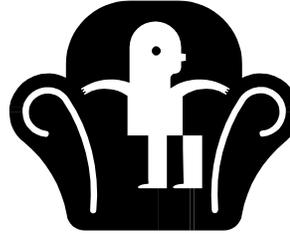


## Hot Seat

This activity is good for practicing asking and answering questions. It places the discussion in the hands of the students, with one student as the leader. It can be used at almost all levels of instruction, because the students will create questions at the proficiency level of the students. It can be used for both factual information and for sharing opinions.



### Procedure:

1. Select a student for the Hot Seat (H.S.). This person will be the leader for the class.
2. Assign a topic for the activity. For novice students, an appropriate topic might be questions about the individual and his/her family. With more advanced students, topics should be connected to the content of the class.
3. Chairs should be arranged so that the H.S. student is seated in front of the others, in a position where all other students are visible.
4. Remind students of the rules:
  - a. All questions are addressed to the H.S. student, not to the class at large.
  - b. Only the H.S. student may answer questions.
  - c. For each question, the student in the H.S. can answer, ask for clarification, or refuse to answer (particularly important if the topic is personal).
  - d. Questions must be related to the chosen topic. Students may be penalized for asking inappropriate/unrelated questions.
5. As the leader, the H.S. student is responsible for calling on his/her classmates. When called on, the student asks a question of the H.S. student. Throughout the activity, the teacher can monitor student questions and answers for both content understanding and language use.
6. After a set amount of time or a set number of questions, the H.S. student retires and is replaced with another.
7. At the end of the class, the teacher may want to address persistent grammar problems heard during the activity or any important questions that were not answered by the H.S. student.

### Tips:

1. Before doing this activity for the first time, students and teacher should discuss appropriate and inappropriate questions.
2. This can serve as either an end of unit review or a speaking assessment.
3. If you find that students not in the H.S. are having trouble paying attention, ask them to take notes on the information provided by the student on the hot seat. This can help improve both listening and paraphrasing skills.

### Variations:

1. Ask the Hot Seat student to represent a particular figure from a text being read in class. The students will then pose questions to the character, which the H.S. student will answer as the character.

*Adapted from: Young, S. (2005). Interactive Student Generated Questioning Techniques. At [http://www.cal.org/caela/esl\\_resources/questtech.html](http://www.cal.org/caela/esl_resources/questtech.html)*