



ICPNA



**ETECS FEB -2020**

**TOPIC**

**BALANCING**

**TTT & STT**



**IN CLASSROOM**

# What is Teacher Talking Time?

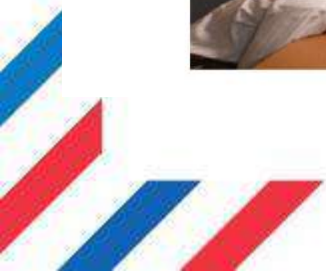
What do you think about capital punishment?

I mean, do you think it's a good idea?

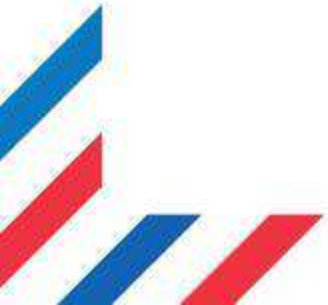
Or is it bad? I mean, here in Maryland, do we have capital punishment? Do you know?

In the US, this is a really hot topic. Well, it used to be really controversial. My dad, I remember, used to talk about it all the time. he thought that the best way to get rid of criminals was to 'fry' them.

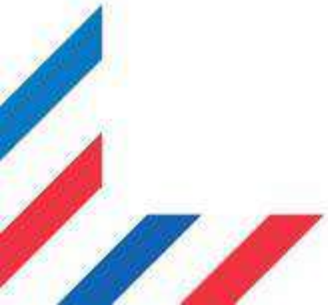
Do you agree? Does anyone have a different opinion?



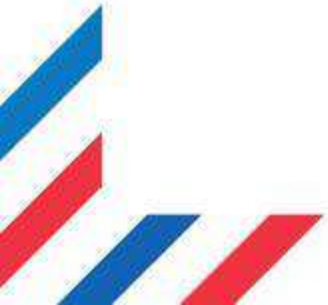
Teacher talking time (TTT) is the time that teachers spend talking in class, rather than learners. It can be compared with **student-talking time**. One key element of many modern approaches is to reduce the amount of TTT as much as possible, to allow learners opportunities to speak, and learn from speaking.



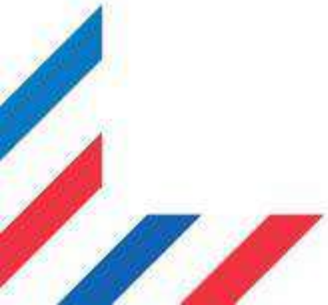
**How much is your  
TTT in the  
classroom?**



# WHAT ARE YOUR STUDENT'S REACTION?



# DIVERSION OF INTEREST



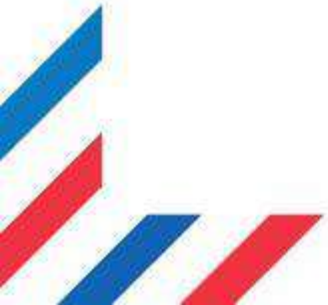
# Frequent absence in classroom



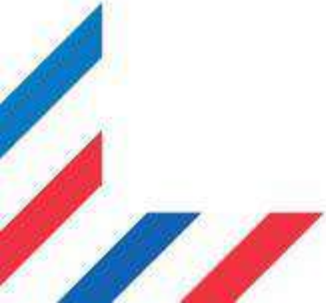


# TTT: Teacher Talking Time

Ideally, the amount of time that you should talk in your class is around 20-30% of the total class time.



# Are you talking for that amount of time? Or longer?

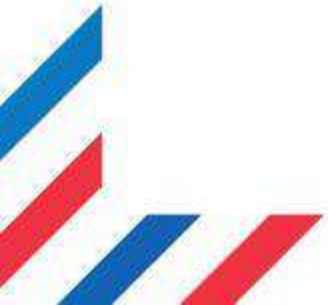


Do the maths — if the teacher talks for 50% of the time in a two-hour ESL/EFL class of 12 students that means each student only has 5 minutes talking time. Hardly fair right?

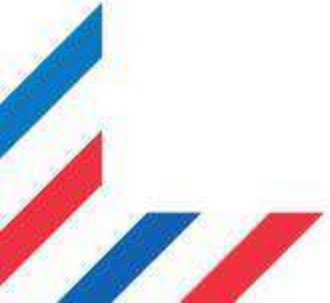
If the teacher is talking too much, that means they are talking less. They get bored. And it may get to a point where the teacher initiates all discussion. So the students' role in the class becomes that of responding only. The teacher says something, the students parrot a reply or response. This is not like real English in the real world...

# STT: Student Talking Time

It is clear that the principal objective of most students is to be able to use English verbally, i.e. talk as well as listen. And it is equally clear that without the opportunity to practise unaided talking, a student can make little progress in this area



**How do we  
increase STT  
in the EFL  
classroom?**



# Scaffolding Approches :

- Modelling
- Prompting
- Clueing
- Correcting

Prompts are stimuli a teacher uses to get learners to give a response using target language. Prompts can be visual, spoken or written.

## Example;

The learners are asking each other about their food likes and dislikes. The teacher puts photos of various foods up on the board as prompts for their questions. In the classroom, Resources that can be used as prompts include *flashcards*, *realia*, *body language*, *facial expression* (for correction), key words, questions, repeating errors, and other learners.



# Personalization & Story telling :



Personalization happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions. Personalization is an important part of the **communicative approach**, since it involves true communication, as learners communicate real information about themselves.

## **Example;**

The learners have read a text about sports. In pairs they talk about what their favourite sports are and whether they prefer to play or watch.

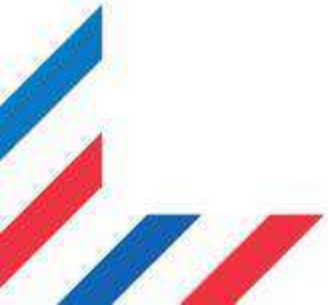
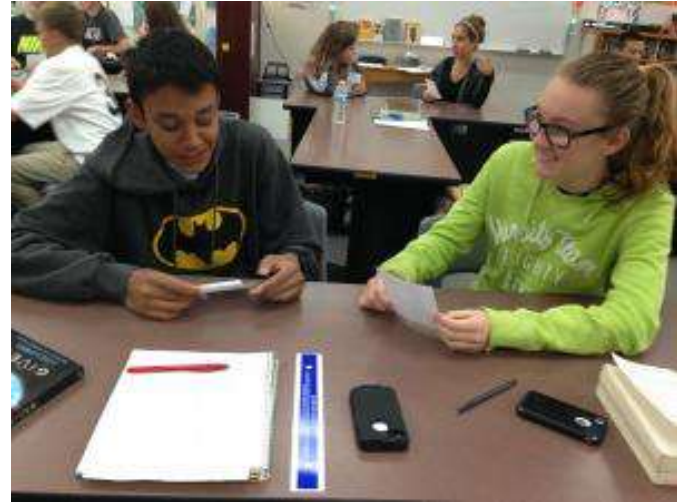
# Pair work and small group

- Gives learners more speaking time
- Changes the atmosphere of the class
- Takes the spotlight off the teacher and puts it onto the children
- Allows them to mix with everyone in the group
- Gives them a sense of achievement when reaching a team goal
- Teaches them how to lead and be led by someone other than the teacher
- Allows the teacher to monitor, move around the class and really listen to the language they are producing



# Using different techniques

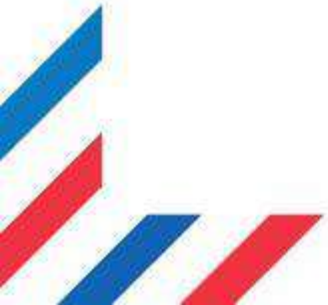
- Student to Student question & answers
- Reading instructions
- Reporting
- Summarising and Paraphrasing
- Responding to questions from peers





# Thinking time

Giving student enough thinking time to formulate and elaborate their idea



# STUDENT CENTERED CLASS



In student-centered learning, the teacher becomes a facilitator and is able to circle the room. They are guiding and relishing in the important discussions spurred by the students themselves. Great student-centered learning takes risks and allows the student to do most of the work. After all, students learn by doing.



# Sense of Achievement

The above lists are simply a start. They're for providing opportunities for students to own their learning through meaningful and relevant reflection and collaboration.



THANK YOU

