

A Little Less Talk and a Lot More Action

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I. What is TTT? T_____ T_____ T_____

1. Is all TTT bad?
2. Privately brainstorm a couple of examples of what you think would be “good” TTT, “bad” TTT, and “ugly” TTT. Share an example or two with your group.

The Good	The Bad	The Ugly
<ul style="list-style-type: none"> • Modeling target language • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • Giving 5 min directions for a 2 min activity • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • Soapboxing • _____ • _____ • _____ • _____ • _____

3. As a group, complete the sentences below in a way that could be used to determine whether TTT may be “good”, “bad” or “ugly”:

Good TTT is _____	Bad TTT is _____	Ugly TTT is _____
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II. What God’s word says about speech, silence, & action!

1. **Proverbs 15:23** – “A person finds joy in giving an apt reply – and how good is a _____ word!”
2. **Ecclesiastes 3:7** – “A time to tear apart and a time to sew together. A time to be _____ and a time to _____.”
3. **Proverbs 25:11** – “Like apples of gold in settings of silver is a word spoken in the _____ circumstances.”
4. **1 John 3:18** – “Little children, let us _____ love in word or talk but in _____ and in truth.”

III. What Makes Some TTT Bad?

1. All time is z_____ s_____.
2. The _____ time I spend talking, the _____ time my students have to _____.

IV. Passive vs. Active Listening

1. Passive listening has no _____ component
2. **Assessment lets the speaker know how much the listeners have _____.**
3. In active listening, the learners must _____ with the message they hear.
4. Check the examples below that are examples of active listening:

<input checked="" type="checkbox"/>	point to/circle/check words		write a summarizing sentence
<input type="checkbox"/>	gap fill/fill in the blank		take dictation
<input type="checkbox"/>	answer a question		think of a follow up question
<input type="checkbox"/>	follow a direction		share a related thought

V. Why Does Bad TTT Happen to Good Teachers?

1. **U** _____
2. **U** _____
3. **U** _____
4. **U** _____ our personal learning experience
5. **U** _____ allow, expect, or even encourage it

VI. Reducing Bad TTT Requires a Change in Mindset & Habits

Current Mindset	Goal Mindset	Method	Procedure
1. Unawareness		Stopwatch Challenge	Have another volunteer time you with a stopwatch or smartphone during your class. Every time you start talking, they start the stopwatch, and stop when you stop.
2. Uncertainty		Observe a skilled teacher	Specifically, focus on observing how the teacher passes the action (back) to the students with wait time, elicitation, and clear passing cues.
3. Underpreparedness		Lesson planning	Focus on directions & transitions. Write out exactly what you usually say. Revise it, reduce it, practice it.
4. Emulating our personal learning experience	Understand that acquiring another language is an _____ _____.	Reflect on how you learned an active skill as an adult.	Pair work and group work give all students time to actively practice communication.
5. Students allow, expect, or even encourage it	Build positive, _____ classroom strategies & _____.	Gradually transition from what “feels like” learning to effective, active learning.	What does Grandma say when you take her to dinner at the Melting Pot?

VII. Compare & Contrast The Two Images Below (A & B)

With your table, discuss the following:

1. Briefly describe the action you think is taking place in each image.
2. Do both of these images contain teachers and learners?
3. Are the topics of study similar? Why or why not?
4. How similar are each of the topics to acquiring a second language as an adult?
5. How might the amount of TTT differ between these scenes?
6. How might learner action (e.g. active listening) differ between these scenes?
7. Which image more closely resembles your ESL class? Why?

A



B



VIII. Finding Your Class's Ideal Amount of TTT

- What factors may cause a class's ideal amount of TTT to vary?
 - Length
 - Level
 - Goals
 - Target Language
- _____% of class = ideal range
- Focus on quality, not quantity

IX. Scenarios

X. Questions