

LESSON 3. TEACHER TALK & STUDENT TALK BALANCE IN HYBRID CLASSROOMS

The lessons familiarizes with the information described features of teacher's talk. By the end of the lesson you will be able to:

- understand the pedagogical importance of Teacher Talk Time (TTT) and Student Talk Time (STT);
- analyze TTT/STT in real classroom film scenes;
- implement strategies from Harmer (2015), Nunan (2015), Richards & Lockhart (1996), British Council (2022);
- evaluate TTT/STT in hybrid settings (online + offline);
- plan balanced interaction opportunities using hybrid tools.

CONTENT OF THE LESSON:

□SPARK:

1. Think about these evidence-based statements

- “Too much teacher talk reduces student learning opportunities.” (*Harmer, 2015*)
- “Learners acquire language by producing it, not by listening to long explanations.” (*Nunan, 2015*)
- “Hybrid classrooms exaggerate TTT problems because online students become passive.” (*OECD, 2021*)

Discuss in pairs

- What statement do you like most?
- Do you think that TTT is more in the lessons you have?
- In what aspects can TTT be exceeded in Hybrid format?

2. Watch Film Clip

Stand and Deliver (1988) – “Teacher Explains Too Fast”

https://www.youtube.com/watch?v=URxwi6_tcU

After watching, answer the questions:

- What happens when TTT becomes too fast or too long?
- How do the students react?
- What are the visible signs of cognitive overload (UNESCO term)?

Short sharing.

□INPUT:

1. Study the statements about teachers and students talks (TTT & STT) taken from different sources:

*Harmer (2015): Teacher talk should be “useful, clear, economical and supportive”. The problem appears when teacher talk becomes excessive, eliminating meaningful student production.

*Nunan (2015): Teachers must create tasks that allow learners to produce language, negotiate meaning, and test hypotheses. This requires reducing TTT and maximizing STT.

* British Council (2022): Hybrid classrooms require planned alternation between teacher input, online chat participation, breakout room speaking, peer support, and whole-class sharing.

* UNESCO (2020): Online learners are at risk of becoming silent observers unless teachers deliberately structure interactive speaking turns.

2. Fill in the gaps with terms given in the box.

**economical
meaningful
negotiation
hybrid
turn-taking
silent observers
scaffolding**

1. Nunan states that learning occurs when students engage in _____ of meaning.
2. Harmer recommends teacher talk to be clear and _____.
3. UNESCO warns that online learners may become _____.
4. British Council notes that hybrid classes require strong _____ routines.
5. Teachers must design speaking tasks that produce _____ communication.
6. STT increases when teachers provide adequate _____.

3. Film Scene Analysis (Real Scenes)

Scene 1 — Freedom Writers (TTT Dominance)

<https://www.youtube.com/watch?v=MT0L1U-Rdj4>

Answer the questions:

- How does excessive teacher talk reduce student engagement?
- What interaction pattern is missing?
- In hybrid mode, how much worse would this be for online learners?

Scene 2 — Dead Poets Society (Encouraging STT)

<https://www.youtube.com/watch?v=2uVjsN74F0Y>

Focus:

- Teacher uses prompts, movement, humour, questioning.

- Students respond more freely.

Identify 3 strategies from this scene that could be implemented in Zoom or Microsoft Teams.

Scene 3 — Ron Clark Story (Balanced Interaction)

<https://www.youtube.com/watch?v=JpgDnzGxS3k>

Reflect on the questions

- How does the teacher structure speaking turns?
- Which non-verbal tools support interaction?
- Which hybrid equivalents exist?
(e.g., spotlight video, gesture-based instructions, reactions)

□ FOLLOW-UP ACTIVITIES:

1. Hybrid TTT/STT Diagnosis Task

You receive **three classroom transcripts** (teacher-prepared, real transcripts from Walsh (2011)).

Your task:

- Mark teacher talk lines
- Mark student talk lines
- Calculate rough percentages
- Suggest improvements

2. Hybrid Interaction Redesign

Groups of 4 — task:

1. Choose one film scene.
2. Rewrite it as a **hybrid ESL lesson**.
3. Specify:
 - Teacher talk reduction strategies
 - STT opportunities
 - Chat interaction
 - Breakout room tasks
 - Oral responses
 - Peer evaluation roles

Share with the group.

3. Mini Teaching Simulation

Roles:

- Teacher
- Two offline students

- Two online students
- Observer

Teacher should:

- explain briefly (max 30 sec)
- ask questions
- elicit responses from both channels
- use chat + voice
- monitor time

Observer uses checklist (British Council, 2022).

□ASSESSMENT ASSIGNMENTS:

1. Write 10 evidence-based recommendations for managing TTT & STT in hybrid classrooms.

Examples:

1. Keep explanations under 60 seconds (Harmer, 2015).
2. Ask open-ended questions that require full responses (Nunan, 2015).
3. Use chat threads to include shy learners (British Council, 2022).
4. Implement “cold calling with kindness” to ensure equity (OECD, 2021).

Evaluation criteria (1.5 points):

- rationality 0.5
- accessibility 0.5
- relevance & clarity 0.5

2. Fill in the SAC

Nº	Key points	Know	Not well	Don't know
1	TTT/STT theory (Harmer, Nunan)			
2	Hybrid interaction inequalities			
3	Film evidence for interaction patterns			
4	Hybrid tools supporting STT			

Glossary

TTT (Teacher Talk Time): teacher's speaking proportion

STT (Student Talk Time): student speaking proportion

Negotiation of meaning: Nunan's concept

Silent observers: UNESCO term

Hybrid turn-taking: balanced speaking routine

Economical teacher talk: Harmer's definition - expressing thoughts in an economical and concise manner

Probing questions: deeper-level questioning

Cold calling: selecting students unpredictably but respectfully

Breakout scaffolding: structured online group support

For Reading / Viewing

1. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
2. Nunan, D. (2015). *Teaching English to Speakers of Other Languages*. Routledge.
3. Richards, J. & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. CUP.

4. Lier, L. (1996). *Interaction in the Language Curriculum*. Longman.

5. Walsh, S. (2011). *Exploring Classroom Discourse*. Routledge.

6. Freedom Writers (2007) — Teacher dominates talk

<https://www.youtube.com/watch?v=MT0L1U-Rdj4>

7. Dead Poets Society (1989) — Encouraging student responses

<https://www.youtube.com/watch?v=2uVjsN74F0Y>

8. Stand and Deliver (1988) — Fast teacher talk vs student processing

https://www.youtube.com/watch?v=URxwi6_tcU

9. The Ron Clark Story (2006) — Balancing explanation and participation

<https://www.youtube.com/watch?v=lpgDnzGxS3k>