

Exploring the Impact of Excessive Teacher Talk Time on Participation and Learning of English Language Learners

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ABSTRACT

This paper explores the imbalance between teacher talk time (TTT) and student talk time (STT) in Pakistani colleges intermediate English language classrooms. The objective of the study is twofold: to trace the talk time imbalance and to suggest balance. This qualitative research is significant as it deals the most essential aspect of English language teaching and learning that is the students' participation and interest in classroom interactions. The data was collected through classroom observations and semi structured interviews by the intermediate English teachers and students of public and private colleges. 50 teachers and 200 students participated in the study. A pilot study was also done. The qualitative data analyses led to the results that Pakistani English language teachers use excessive talk and students are almost denied talk time. These practices have negative impacts on students' learning, motivation, participation and personality. The imbalance in teacher talk time (TTT) and student talk time (STT) needs to be balanced for effective interactions and quality education.

KEYWORDS

Imbalance learning, Talk Time, Motivation and Participation.

JOURNAL INFO

HISTORY: Received: May 15, 2023

Accepted: June 26, 2023

Published: June 30, 2023

INTRODUCTION

English language Teachers are bound to talk in class but at the same time they must avoid imbalance in TTT (teacher talk time) and STT (student talk time). Effective English language classrooms are more learner-centered and less teacher-centered. In Pakistani ESL classrooms pedagogical paradigm shift is significant from chalk and talk method to talk and let talk method. The more teachers talk, the more student become silent and passive. The same shift can be applied by shifting TCA (teacher-centered approach) to LCA (learner-centered approach). The observation, personal experiences and feedback of colleagues and students lead the researcher to opine that Pakistani English language classroom are frequently teacher talk time (TTT) dominated with minimum and often no student talk time (STT). Many experienced and young English teachers consider good teaching and learning to rely on more TTT and less STT. Practically speaking, this is a misleading approach. It is paradox to keep student silent in a language classroom and expect quality learning. In fact, it is denying them free and relaxed learning and performance environment. Making teaching one way process is destructive for learners. It is never effective and productive approach. The major argument to cut down TTT and add more STT in English language classrooms is speaking denied is learning denied. It is observed that more TTT and less STT results in monotony, boredom and low or no motivation, participation, interesting and learning. A comparative analysis of TCA and LCA English language classes prove and establish the point that learners can speak, share and express them in classroom therefore; they must be offered and given several such opportunities in class interaction. What if they are not correct and exact, even then correction and learning can occur. One of the advantages of more space for STT is that this approach certainly saves teachers from over-burdening and over-loading them with over-doing and overwork. Many studies conducted in this domain give quantitative data by telling that TTT and STT should be 30%/70% or 20%/80% or even 40%/60%. All these percentages reflect that TTT must be less than STT.

The Rationale of the study / Background

Teacher-centered classroom are regarded less effective and less productive whereas student-centered classrooms are more effective and more productive. Effective teaching practices demand teachers to reduce teacher talk time and increase student talk time. This study aims to explore the hypothesis that student participation, motivation and learning result from more student talk time and less teacher talk time.

Objectives of the Study

1. To explore teacher talk time percentage of intermediate English language classrooms.
2. To trace teacher student time frequency in intermediate English language classrooms.



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3. To trace the impact of more teacher talk time and less student talk time on students' participation, motivation and learning.
4. To suggest paradigm shift in teaching practices.

Significance of the Study

The present study is significant for the teacher as it provides guidelines for effective teaching practices by minimizing teacher talk time and maximizing student talk time. The implementation of more student talk time will ensure participation, motivation and improve learning of students. The pedagogical significance is replacing teacher-centered classroom with student-centered classrooms as per trends and demands of modern pedagogical practices.

Hypothesis

Null Hypothesis H₀

Imbalance in teacher talk time and student talk time has no significance and impact on students' motivation, participation and learning.

Alternate Hypothesis H₁

Balance in teacher talk time and student talk time is very significant and has positive impact on students' motivation, participation and learning.

Limitations of the Study

The study may not represent the diverse contextual factors that can impact the learning outcomes and it may not comprehensively explore the role of teacher-student relationships and its potential influence on student participation. The dependence on observational data may lead to subjectivity in the interpretation of participation levels. The limited sample size may restrict the generalizability of the findings to a larger population of English language learners. The study may not reflect the possible variability among teachers in terms of teaching styles and language proficiency that could affect the pragmatic impact.

LITERATURE REVIEW

Teacher talk time (TTT) and student talk time (STT) have been the topic of interest and research for the researchers globally. The researches done in this domain have explored different aspects of Teacher talk time (TTT) and student talk time (STT). Various researches have proposed different talk time for teachers and the students in English language classrooms. The impression of these studies brings forward the point that in practical the talk time teachers are consuming and enjoying should have been the talk time for the students. Most of the researchers are of the view that it should be 70% by the students and 30% involvement by the teachers. These researches lead to the result that there exists an imbalance in teacher talk time (TTT) and students talk time (STT).

Nunan (2003), has proved that teachers' talk time exceeds to 50% and sometimes to 80% and that should be the percentage for students. With regards to the point that teacher use more talk time in class, Kareema (2014), also propounded that teacher talk time in a classroom should be reduced as most of the teachers exceed their percentage of talking time in the class and student talk time should be increased because students need more opportunities to learn and practice target language.

Talking about the portion of teacher talk time it is maintained that there are situations and demands of topics of study where teacher talk time may vary. Nunan (1991) states that teacher talk time portion can be increased while teaching grammar, vocabulary, starting a topic or giving instructions to the students. The role of teacher has been shifted from a central or the most dominant figure or controller to the facilitator and manager of the classroom interactions. This shift of role explains the change in approach that the present time is not the time of 'teaching' but of 'learning' as Kareema (2014) suggested in her study. The same notion of role shift was presented earlier by Nunan (1989) and Allwright (1982). They pointed out that in teacher-centred classrooms a teacher has to work more, consequently this style of teaching leads to turning the students passive. Therefore, teacher-centered classrooms make the classroom atmospheres dull and boring simply by denying students' participation in classroom activities. Teachers who adopt one way approach and work the all the time by themselves get fatigued. They are even unable to attract and involve students and get the desired results of teaching. Most of the teachers are authoritative. They do not care about students' participation. They neither like students asking questions nor allow the students to participate in classroom discussions. Dorota Domalewska (2015) has observed that teachers restrict the students from conversation and keep them quiet all the time. Teachers remain busy in instructing and sharing information from one end which creates a hurdle in students' proficiency. It is also negation to the basic concept that teaching a target language mostly depends on giving students situations to talk more. Nunan (1999) has suggested that active participation by the learner's side especially in target language classroom has a crucial role in making learning effective and interesting. Teaching target language is more about making the learners proficient and fluent in the target language that can be achieved through practice with peers or in life like situations. Nunan (2003) proposed that it is not a good idea to let the students listen the teacher only as it affects understanding of the students. Teacher talk in a foreign language learning classroom is more crucial as it creates a harmonious environment for learning. This notion was supported by Yanfen and Yuqin (2010) are also in the favour of teacher talk but that teacher talk must be in a limited portion. The purpose of the talk should be to be a bridge among the learners and learning material and to

facilitate them in learning. Interactive classroom setting is needed when a language is learned because it helps the learners to find out different ways to communicate with a special purpose to be testified and eradication of the mistakes by the teacher. Brown (2007) considers interaction heart of communication as it helps learners to be confident. Now the interaction can either be between teacher to pupil or pupil to pupil (Rodríguez, et al., 2018). Rezaee and Farahian (2012) raised another point of view that initiation of any communication is by the teacher and not the pupil. A number of researchers are of the view that teacher should talk more in the class. They maintain that teacher has to introduce a topic, explain it and then making a relation to the reality. Blanchett (2009) stated that in order to organize, direct, explain and summarize. The teacher needs more talk time. However, in the new mode of teaching student or learner is the central figure. As put by Villalobos and Arellano by quoting Hitotuzi (2005) call it learner-centered approach. It becomes the duty of the teacher to put learners in discussion or debate for practice in target language. This solves a problem as most of the teachers are not trained and equipped with modern teaching techniques. This scarcity becomes an issue for the teachers to manage the class in a way that leads to learning instead of distortion. It has also been noticed that students themselves are not willing to communicate. VanLier proposes as cited by Leal (2013) that pupils should accelerate their learning by deliberately participating in target language classes.

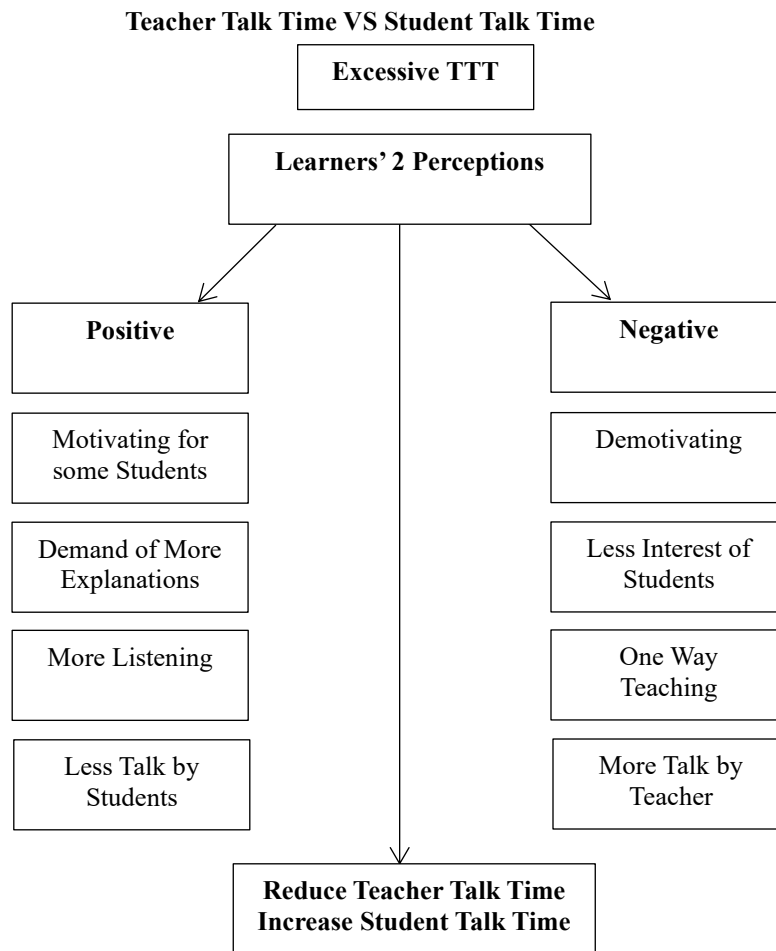


Figure 1: Perceptions of Excessive Teacher Talk Time: Understanding the Impact and Diversity of Student Perspectives"

In the present era, learning a language means developing speaking power in the target language. (Harmer, 2002) as cited Ami Fatimah Mulyati (2013) suggests three benefits of teaching speaking as helping them to use language in real life like situations, and to get feedback from the teacher and getting more opportunities in practicing their speaking. Paul (2003) proposed the idea of increasing STT in order to maximize the practice in L2 classroom. Lockhart (1994), Long (1976) cited in Nunan (1999), Paul (2003) support interactive, effective and purposeful classroom atmosphere. On the other hand, some researchers are in favor of Teacher Dominated Classrooms nonetheless generally researchers are of the view that Student Talk Time should be 70 to 80%. (Haliti 2019), puts forward that other studies have demonstrated that students will be better able to benefit from their teachers' excessive use of L2 as a model for their development as a result of teachers' improved TTT, which

improves students' wide-ranging language learning and the accomplishment of learning objectives. Despite acknowledging that there isn't a set ratio of TTT to STT, Nunes (2021) states that teachers should speak in class for no less than 20–30% of the whole class time. In a nutshell, researches propose to replace excessive teacher talk time with ample student talk time. Campos (2022) suggests that it has been determined that teacher talking time must be decrease and student talking time must be increased. According to Richards and Lockhart (1994), teachers should measure and analyze their TTT in a specific class to become more aware of it, which may help them determine how effective their teaching method is overall.

Fig.1 shows the complete picture of the excessive talk time impact and perceptions by the students. There can be two possible perceptions that are positive and negative. The figure helps to understand the diversity of perception by the learners regarding teacher excessive talk time during classroom interaction with both positive and negative impacts.

RESEARCH METHODOLOGY

This research is qualitative in nature.

Data Collection and Data Analysis

Data was collected through classroom observations and semi structured interviews of Intermediate level English language teachers and students. The data was analyzed qualitatively and represented in the form of tables and charts.

Population

All the intermediate English teachers and students of public and private colleges in District Multan, Punjab, Pakistan, were selected as population of the study.

Data Analysis

Pilot Study and Analysis of Pilot Study

A pilot study of research was conducted in 6 public and private male and female colleges and 30, willing to participate, male and female teachers were given the questionnaire to respond.

Table.1 Analysis of the pilot study responses from 30 respondents

Talk Time Teacher Talk Time (TTT) Student Talk Time (STT)	Frequency	Percentage	Frequency Level	Cumulative percentage
TTT = 80 minutes & STT = 20 minutes	18	60.0	Unfavorable	60.0
TTT = 70 minutes & STT = 30 minutes	9	30.0	Least Favorable	90.0
TTT = 60 minutes & STT = 40 minutes	3	10.0	Favorable	100.0
Total	30	100.0		

Table.1 shows that maximum (60%) 18 out of 30 respondents responded that TTT is 80% and STT is 20%. (30%) 09 out of 30 respondents responded that TTT is 70% and STT is 30%. (10%) 03 out of 30 respondents responded that TTT is 60% and STT is 40%. The results show that more teacher talk time (TTT) is unfavorable, better student talk time (STT) is least favorable and maximum student talk time (STT) is favorable. It is proved overall TTT is more and STT is less and the need is more student talk time (STT) and less teacher talk time (TTT).

Data Analysis of Quantitative Survey Questionnaire

Is Your Classroom Teacher-Centered?

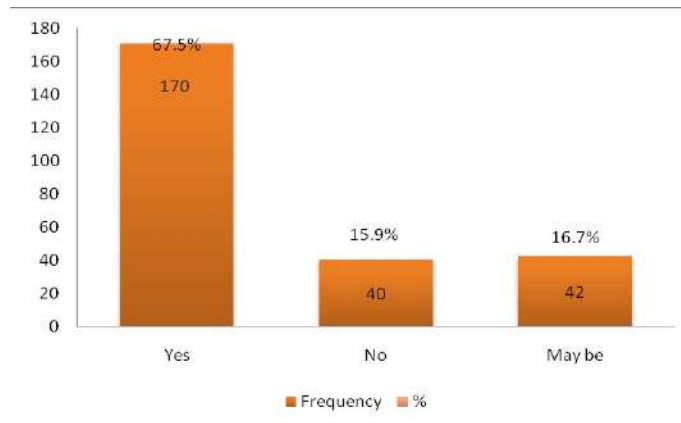


Figure 2: Distribution of Responses on Classroom Centrality: Quantitative Analysis of Teacher-Centeredness Perception"

Fig.2 shows the responses regarding the statement is your classroom teacher-centered and analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Is your classroom teacher-centered?" Total 252 responses were received. The distribution of responses across the three options was as follows: 67.5% (170 responses) chose "Yes," 15.9% (40 responses) chose "No," and 16.7% (42 responses) chose "Maybe."

According to the survey results, the majority of respondents (67.5%) indicated that their classroom is teacher-centered. This suggests that a significant proportion of the participants perceive their learning environment to be primarily focused on the teacher's authority, knowledge dissemination, and instruction. The relatively large number of respondents choosing this option indicates a potential prevalence of teacher-centered classrooms within the surveyed population. The data analysis of the quantitative survey question on classroom teacher-centeredness revealed a significant presence of teacher-centered classrooms, as reported by the majority of respondents.

Is Your Classroom Student-Centered?

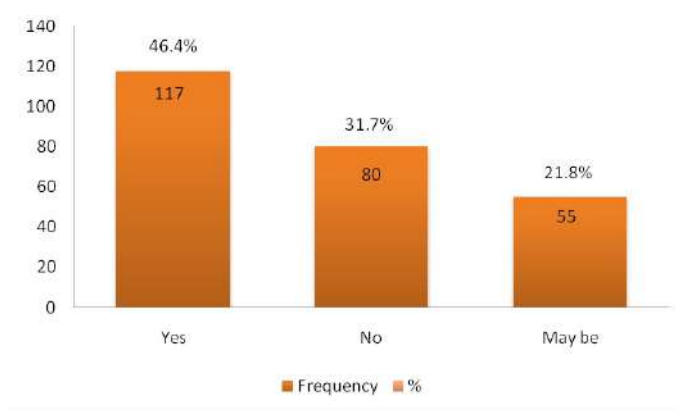


Figure 3: Distribution of Responses on Classroom Student-Centeredness: Quantitative Analysis of Student-Centered Perception

In Fig.3 the responses regarding the statement is your classroom student-centered were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Is your classroom student-centered?" Total 252 responses were received. The distribution of responses across the three options was as follows: 46.45% (117 responses) chose "Yes," This indicates that a significant proportion of respondents perceive their classroom to be student-centered. 31.7% (80 responses) chose "No," This suggests that a substantial number of respondents do not consider their classroom to be student-centered. 21.8% (55 responses) chose "Maybe." This implies that a portion of the respondents were unsure or had mixed opinions about the student-centeredness of their learning environment.

The data analysis reveals interesting insights about the perception of the classroom being student-centered among the survey respondents. Based on the data, the majority of respondents (46.4%) indicated that their classroom is student-centered. This indicates a positive trend, suggesting that a significant number of educators are implementing student-centered approaches in their teaching practices. (31.7%) respondents expressed that their classroom is not student-centered. This finding raises concerns about the implementation of student-centered strategies in those classrooms. The data also showed that a smaller percentage of respondents (21.8%) selected the "Maybe" option, indicating uncertainty or a mixed perception regarding the student-centeredness of their classroom. This suggests that there may be a lack of clarity or understanding among some educators about what constitutes a student-centered classroom. Overall, this analysis emphasizes the importance of professional development opportunities and ongoing support for teachers to create student-centered learning environments.

Fig.4 shows the responses regarding the statement are you involved / allowed to participate in class activity and were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Are involved/allowed to participate in class activity?" Total 252 responses were received. The distribution of responses across the three options was as follows: the majority 84.1% (212 respondents) answered that they are involved / allowed to participate in class activity. A small percentage of respondents 9.1% (23 respondents) indicated that they are not involved / allowed to participate in class activity. A minority of respondents 6.7% (17 respondents) chose the "maybe" option.

Are you involved / allowed to participate in class activity?

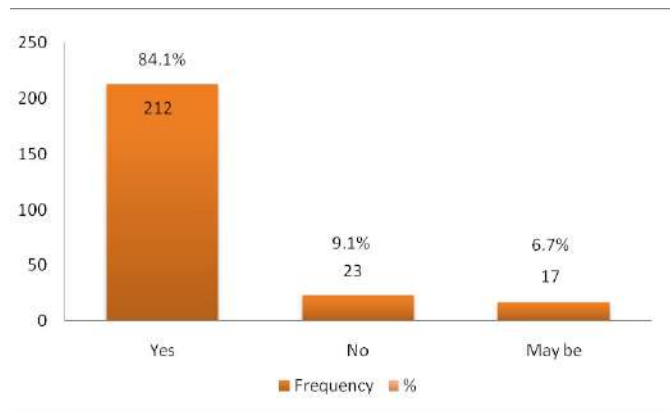


Figure 4. Distribution of Responses on Classroom Participation: Quantitative Analysis of Student Involvement in Class Activities

The responses of option 1 (yes) indicate a high level of participation and engagement among the participants. Option 2 (no) responses suggest that there may be some limitations or restrictions in place that prevent certain students from actively participating. Option 3 (maybe) indicates some uncertainty regarding their involvement/permission to participate in class activities. Overall, the data suggests a relatively positive picture, with a majority of respondents expressing their active involvement in class activities. However, the findings also highlight a small percentage of students who feel excluded or uncertain about their participation. It would be valuable for educators to consider ways to increase participation opportunities and address any barriers that may prevent certain students from fully engaging in class activities. This can help create a more inclusive and participatory learning environment for all students.

Does your English Teacher talk more in classroom?

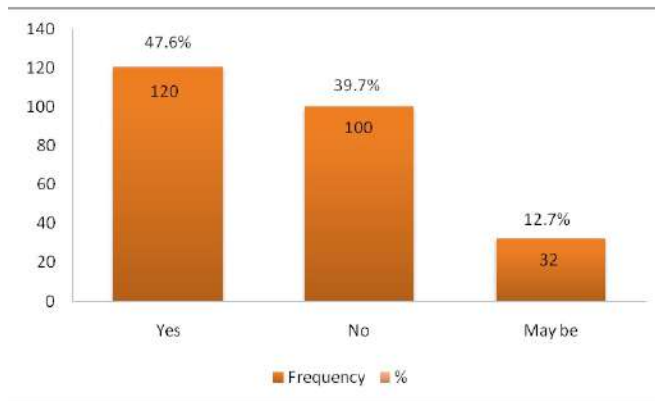


Figure.5. Distribution of Responses on Teacher Talk in the English Classroom: Quantitative Analysis of Student Perceptions

Fig.5 shows the responses regarding the statement does your English teacher talk more in classroom and were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Is your classroom teacher-centered?" Total 252 responses were received. The distribution of responses is as follows: Option 1, "yes," received 120 responses, accounting for 47.6% of the total respondents. Option 2, "no," obtained 100 responses, representing 39.7% of the total respondents. Option 3, "maybe," garnered 32 responses, making up 12.7% of the total respondents.

The results indicate that a significant proportion of the respondents, approximately 47.6%, reported that their English teacher talks more in the classroom. This finding suggests that these teachers may have a communicative teaching style or engage in more extensive discussions during their English lessons. On the other hand, 39.7% of the respondents stated that their English teacher does not talk more in the classroom (option 2). This finding suggests that these teachers may adopt a different instructional approach, such as dominating the class and teaching method doesnot allow students to participate actively. Interestingly, a smaller percentage of respondents, approximately 12.7%, chose the "maybe" option, indicating uncertainty about their English teacher's communication patterns. This response category suggests that some students might

perceive their teacher's talkativeness in the classroom. Overall the data provides insights into the perceptions of students regarding their English teachers' communication patterns in the classroom to be more dominating.

Do the students keep silent in classroom?

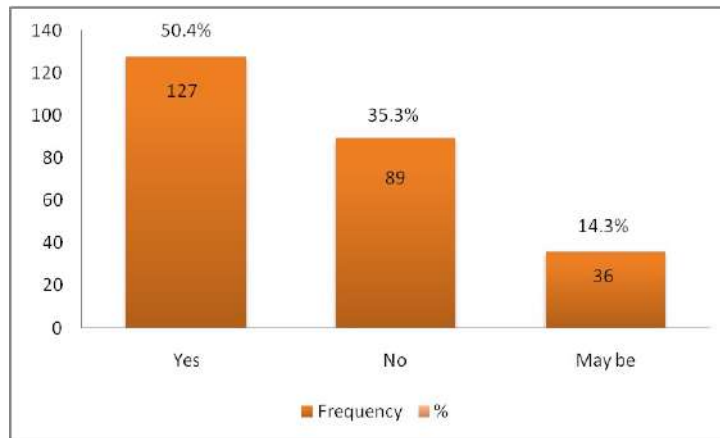


Figure.6. Distribution of Responses on Student Silence in the Classroom: Quantitative Analysis of Student Behavior

Fig.6 shows the responses regarding the statement do the students keep silent in classroom and were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Is your classroom teacher-centered?" Total 252 responses were received. The distribution of responses is as follows: option 1. Yes: 50.4% (127 responses), option 2. No: 39.6% (89 responses) and option 3. Maybe: 14.4% (36 responses). Total respondents: 252.

The data analysis of option:1. Yes: 50.4% (127 responses) indicated that approximately half of the respondents (50.4%) stated that students do keep silent in the classroom. 127 responses supporting this view suggests that students remain quiet during class. Option:2. No: 39.6% (89 responses), the respondents disagreed with the statement indicated that students do not keep silent in the classroom. 89 responses supporting this view suggest that a substantial portion of the respondents remain silent during class. Option 3. Maybe: 14.4% (36 responses). The "Maybe" option received the lowest percentage with 14.4% of respondents only. This indicates uncertainty or a lack of consensus among these individuals regarding whether students keep silent in the classroom. With 36 responses in favor of this option, it suggests that a smaller proportion of the sample is unsure about the behavior of students in terms of maintaining silence. Overall the data shows that the respondents confirm that students keep silent in the classroom.

Do you think/agree more talking by teacher is pleasing for students?

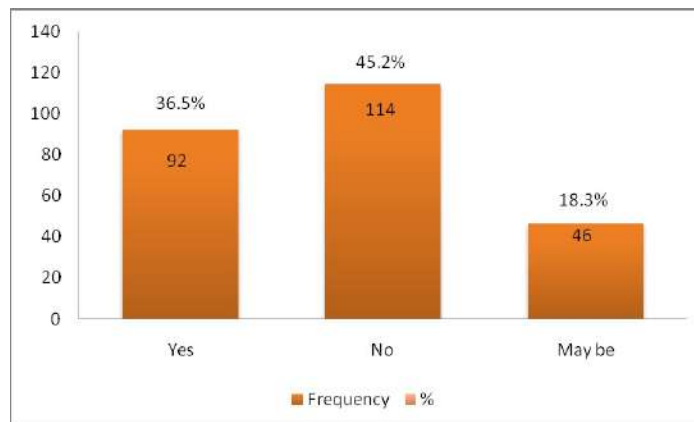


Figure.7. Distribution of Responses on the Pleasingness of More Teacher Talking: Quantitative Analysis of Student Perspectives

Fig.7 shows the responses regarding the statement Do you think/agree more talking by teacher is pleasing for students and were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Do you think/agree more talking by teacher is pleasing for students?" Total 252 responses were received. The distribution of responses is as follows: - Option: 1. ("Yes"): received 36.5% (92 responses), Option: 2. ("No"): received 45.2% (114 responses) and Option: 3. ("Maybe"): received 18.3% (46 responses).

The analysis indicates that the majority of respondents (45.2%) disagreed or did not think that a more talkative teacher was pleasing. Conversely, 36.5% of the respondents agreed that having a more talkative teacher was pleasing. Smaller portion 18.3% of the respondents were unsure or indicated that it may be pleasing. These results suggest a sort of divided opinion among the surveyed students. The higher percentage of respondents who disagreed or chose the "No" option indicates that a substantial portion of students do not find a talkative teacher pleasing. On the other hand, the 36.5% of respondents who agreed that a more talkative teacher is pleasing suggests that a significant portion of students appreciate a teacher who is more vocal during instruction. The 18.3% of respondents who selected the "Maybe" option indicate uncertainty or a lack of a strong opinion on the matter. The students' perceptions to teacher talkativeness show that students generally do not appreciate excessive talking by teachers.

Do you think/agree more talking by teacher is good for students?

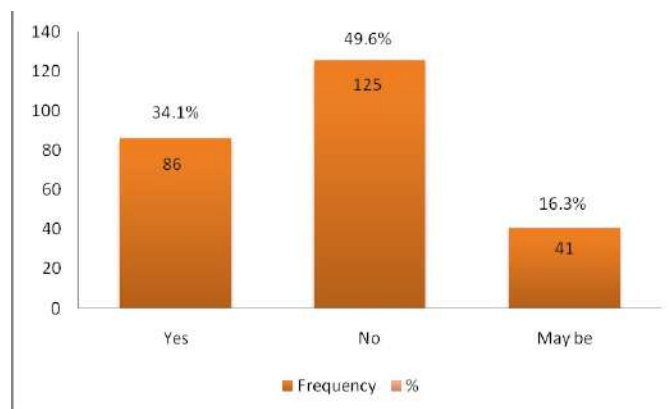


Figure.8. Distribution of Responses on the Benefits of More Teacher Talking: Quantitative Analysis of Student Perspectives

Fig.8 shows the responses regarding the statement Do you think/agree more talking by teacher is good for students and were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Do you think/agree that more talking by the teacher is good for students?" Total 252 responses were received. The distribution of responses is as follows: Option 1 (Yes): received 86 responses, representing approximately 34.1% of the total respondents. Option 2 (No): received 49.6% (125 responses), Option 3 (Maybe): received 41 responses, representing approximately 16.3% of the total respondents.

The survey question aimed to gauge the participants' perspectives on whether an increased amount of talking by teachers is beneficial or harmful to students. The majority of respondents, with 49.6% (125 individuals), chose Option 2, indicating that they disagreed with the statement. This suggests that a significant portion of the participants believe that more talking by the teacher can be harmful for students. Conversely, 34.1% (86 respondents) of the respondents selected Option 1, indicating that they think more talking by the teacher is good for students. This demonstrates that a notable proportion of the participants hold the opinion that excessive teacher talking may have positive consequences for students' learning experience. Option 3, which represents uncertainty or a middle ground, was chosen by 16.3% (41 respondents) of the respondents. This indicates that a smaller but still considerable portion of participants are unsure about the impact of increased teacher talking on students.

Fig.9 shows the responses regarding the statement, Do you think/agree that less talking by students affects (has negative effect on) learning and were analyzed quantitatively. The survey asked participants to choose one of three options: "Yes," "No," or "Maybe" in response to the question, "Do you think/agree that less talking by students has a negative effect on learning?" Total 252 responses were received. The distribution of responses is as follows: Option 1 Yes: received 61.9% (156 responses), Option: 2. No: received 21.0% (53 responses) and Option: 3. Maybe: received 17.1% (43 responses).

Do you think/agree that less talking by students affects (has negative effect on) learning?

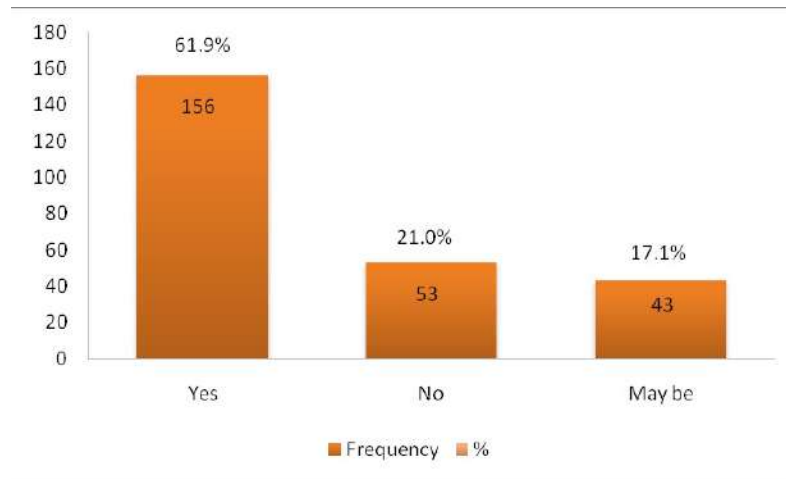


Figure.9. Distribution of Responses on the Impact of Less Student Talking on Learning: Quantitative Analysis of Student Perspectives

The majority of respondents (61.9%) selected "Yes," indicated that they believe less talking by students has a negative effect on learning. This suggests that a significant portion of the respondents perceive a correlation between student participation and effective learning outcomes. On the other hand, a smaller percentage of respondents (21.0%) chose "No," suggesting that they disagree with the notion that less talking by students negatively impacts learning. A minority of respondents (17.1%) selected "Maybe," indicating uncertainty or a lack of a clear stance on the topic. Overall, the analysis confirmed that less talking by students has a negative effect on learning, therefore, this approach needs revision and replacement with allowing more time and space to learners.

FINDINGS OF THE STUDY

The study answers the questions that more teacher talk time classrooms need to be changed and replaced with more student talk time classrooms. The following are the findings of the present study.

1. Teacher Talk Time (TTT) is excessive as compared to the Student Talk Time (STT) in English language classroom interactions.
2. Teacher Talk Time (TTT) needs to be decreased in English language classroom interactions.
3. Student Talk Time (STT) needs to be increased in English language classroom interactions.
4. Successful interaction practices in English language classroom results from less Teacher Talk Time (TTT) and more Student Talk Time (STT).
5. A paradigm shift is needed from teacher-centered approach (TCA) to learner-centered approach (LCA).

CONCLUSION

This study was aimed to explore the imbalance between teacher talk time (TTT) and student talk time (STT) in Pakistani colleges intermediate English language classrooms. The study was based on two hypotheses (i) Null Hypothesis H0: Imbalance in teacher talk time and student talk time has no significance and impact on students' motivation, participation and learning. Alternate Hypothesis H1: Balance in teacher talk time and student talk time is very significant and has positive impact on students' motivation, participation and learning. The results of the study were received from the quantitative analysis of the data collected from 252 participants' shows that teachers with the approach to talk more in class and consume even students' talk time have negative impact on teaching and learning process. The findings seem to be illuminative for ESL teachers as well as students. The teacher with excessive talk time is a source of boredom and negative learner-centered and student-friendly learning environment. An important implication of the study is that teacher should eliminate the imbalance in teacher talk time and student talk time. Conversely, teachers should offer more involvement of learners in learning activities. The use of less talk time by teachers and more talk time by students can be a critical determinant of effective learning as it is more age of teacher-centered classrooms.

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