

Teachers' Awareness Regarding Teacher Talking Time (TTT) and the Necessary Techniques to Regulate It

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Abstract

Although Teacher Talking Time (TTT) offers benefits in English classes, it could also be considered an obstacle, as students are not given sufficient opportunity to practice the language. Based on this premise, the main purpose of this research is to provide possible solutions to reduce TTT and increase Student Talking Time (STT) in the language learning process. This must be done as the main objective of an EFL class is to encourage students to produce in the target language. A Case Study was the appropriate methodology, as it allowed observing participants in their natural context. It was necessary to carry out observations to register the exact amount of TTT and STT. The findings showed that the combination of a series of factors such as dynamic and motivating activities, and well-dosed classroom management may increase STT. Thus, this inquiry recommends STT to be indirectly proportional to TTT as the term progresses and explains through how this development can take place: real versus ideal.

Key words: Teacher Talking Time (TTT), Student Talking Time, (STT), Strategies, Techniques, Body Language.

Introduction

Nowadays, there are many primary schools, public and private, where English language is taught. But the quality of the teaching depends on the teachers' observations about his student behavior and necessities. It is essential that the teacher considers those aspects at the moment of planning the class in order to have a balanced participation. As an EFL teacher, keep in mind that it is inside the classroom where the students are more exposed to the foreign language is indispensable. Therefore, he has to consider the amount of time that he spends talking, this is known as Teacher Talking Time (TTT).

Objectives

- To provide possible solutions to reduce TTT and increase STT

Research question

How can the teacher get benefit from TTT in order to help his students to improve their English?

1. LITERATURE REVIEW

This chapter is a theoretical review of the main concepts written on the literature about the area Teacher Talking Time (TTT) and Student Talking Time (STT). The first section contains the definition of TTT and a sub-section of the advantages and disadvantages of it. The second provides some strategies to reduce TTT. The third part is about the definition of STT and its benefits. Finally, teaching strategies to increase STT inside of the classroom are shown.

An EFL teacher needs to consider different aspects in order to help his students to learn the target language. However, there are different teaching methods that the teacher can use in order to help his students in the learning process; one of those methods is teacher talk. On the one hand, Petty (2009) affirms that “teacher talk is the most commonly used teaching method, on average occupying at least 60% of most lessons” (p162). In many schools, most of the talking seems to be done by the teacher when he provides explanations or instructions. However, one of his objectives must be to make his students participate during the class.

The teacher also has to keep in mind that inside of the classroom is where his students are more exposed to the language, and they can improve their skills. Cameron (2001) says “... if we want children to develop certain language skills, we need to ensure they have experiences in lessons that will build those skills” (p. 20). Although teacher talk is positive, children also need to experience with the language. They should not just listen but perform, act with the language. At the moment of planning, the teacher must focus on the skills to be developed by his students. The teacher cannot expect his students to develop a skill successfully if he does not consider which skills his students need to work with.

Most of the teachers spend the time talking to help students get used to listening to the target language. According to British Council (2014) “... learners need input from an effective language user in order to form hypotheses about language rules, and the teacher may be one of the main sources of this input”. In this way, students learn from the teacher new structures and vocabulary that can be useful inside or outside of the classroom. In addition, the teacher needs to be aware of the students’ necessity for improving their speaking skill. One of the main problems for students is that the teacher does not give them enough time during the class to practice what they have been working with. Most of the time is spent by the teacher taking the floor to his students. He forgets the importance of reducing the amount of Teacher Talking Time (TTT) and increasing Student Talking Time (STT).

1.1 TEACHER TALKING TIME (TTT)

According to Scrivener (2007) “...Teacher Talking Time (TTT) is the amount of time teacher talk within the lesson” (p. 425). Generally, when the teacher talks, is to give instructions, explanations, to tell a story, a joke or even to share information about a special event. These activities can be a useful way to provide input to students. Also, Harmer (2007) affirms that “...as teachers we are ideally placed to provide comprehensible input since we know the students in front of us and can react appropriately to them” (p.66). Considering students’ characteristics, behavior or necessities, the teacher can use TTT to provide the necessary input. Maybe they do not understand all the words that the teacher says but they can understand the meaning. In any case, the teacher needs to consider the advantages and disadvantages of TTT inside of the classroom.

1.2 STRATEGIES TO REDUCE TTT

Although TTT can result a useful technique to provide input and help students to feel comfortable with the language, the excess of it in the classroom can result a disgusting experience for students if all that they do is to listen to the teacher. Fortunately, there are some strategies that the teacher can use in order to reduce the amount of TTT in the class, for example:

The use of body language or gestures and simple language

In order to avoid repeating twice an instruction or explanation, the teacher must consider the use of body language, gestures and simple words in order to help students understand the meaning easily.

The strategy is that the teacher uses very simple language and supports what he says with actions and gestures so as to give plenty of clues to pupils (Moon, 2001). The use of actions to represent words makes more understandable the message, and the teacher does not need to repeat more than once.

Get students to assess themselves

Usually, the teacher is the only one who gives feedback to students after they finish an activity. This means that if in the classroom there are at least ten students, he has to check one by one and tell them which parts of their works need improvements. By doing this, the teacher is not only helping their students to identify their errors but also, he is increasing TTT during the class. Nevertheless, there is another option that the teacher can consider to provide feedback and reduce TTT; this is to get students to assess themselves. Also, according to Harmer (2001) this technique has a beneficial effect on the learning of the target language.

Although, teachers are ideally placed to provide accurate assessments of student performance, students can also be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if the teacher helps them to develop this awareness, he may greatly enhance learning (p.102).

When the teacher makes students to judge their own language production, he is not only reducing TTT, but also, he is making his them to be aware of their progress in the target language learning. If Students judge their own work, they can identify their weaknesses and find out possible solutions to get better.

Tolerate silence

Many teachers usually do unnecessary talking because they are afraid of silence inside of the classroom. They seem to believe that if there is a moment of silence, the language learning process is interrupted. However, silence is important during the English class because it provides time to understand the instructions or explanations given by the teacher. For instance, Scrivener (2005) mentions the importance of silence during the class:

Students need time to think, to prepare what they are going to say and how they are going to say it. Allow students the time and the quiet they need. Do not feel the need to fill every gap in a lesson. Explore the possibilities of silence (p.105).

Silence is necessary inside of the classroom because it be used by students to put in order their ideas and find out how to express them. Therefore, the teacher does not need to talk all the time to avoid it. Silence is not only useful to reduce TTT but also can help students in the language learning process.

Teacher Taking time is a useful way to help students during the language learning process. But the teacher needs to learn to identify when it is necessary during the class, and when it is not in order to reduce TTT. Also, he has to keep in mind that students need opportunities to speak so that he needs to include activities that increase Student Talking Time during the English class.

1.3 STUDENTS TALKING TIME (STT)

An easy way to help students to develop their speaking skill is to include activities in which they participate most of the time during the class. In this way, teacher increase Students talking time (STT) inside of the classroom. For example, according to Harmer (2007) "...STT is the amount of time that the students get to talk within the lesson" (p.283). When students participate most of the time during the class giving their opinion, explanations or asking questions is when STT happens since they talk more than the teacher. This is an important part in the learning process because this is a good method in which students can learn the target language. Besides, Scrivener (2001) affirms that "when you are teaching a language, the priority is for learners to talk, rather than the teacher" (p.37). For this reason, the teacher must consider more activities in which the students participate most of the time.

To enhance STT during the class may have several different positive benefits. For example, according to Scrivener (2007) "the most efficient way of learning is for a student to be really involved in a lesson" (p.85) the teacher must consider to include activities that may help to increase STT. So that, students can get used to the target language and maybe then put in practice their knowledge. Besides, British Council (2014) affirms that "Learners need to produce language in real time conversation; to give them a chance to notice their own mistakes, and for the class to be student-centred" (para. 3). By letting students participate more during speaking activities, they can get experience using the language, and learning new structures or vocabulary.

Also, they can learn from the mistakes they or their classmates could make at the moment of speaking. Therefore, the teacher just needs to think about which activities he can use inside of the classroom to make students participate more and increase STT.

1.4 SUGGESTIONS TO ENHANCE STT

Considering the importance of enhancing STT and reducing TTT to help students to learn through experiences, Scrivener (2005) proposes some ideas that the teacher can follow at the moment of working in the classroom (p.86).

The encouragement of a friendly and relaxing learning environment

This refers to a comfortable environment inside of the classroom. This is important in the learning process because students will participate more in a class in which the teacher is friendly and encourage students to participate. The students will be more encouraged to speak than in a class in which the teacher is a serious person and he is the only one who talks. Besides, Moon (2000) affirms that “if your style is open, friendly, and sympathetic to pupils, they will feel more confident and freer to make mistakes, which is important for their learning and language learning” (p.68). For learners is important to know that they can make mistakes without being judged by the teacher or their classmates, but they will be support to do it better next time. In that way, students will participate to learn without worrying about making mistakes.

Check that students have understood what to do by telling the teacher in other words what they have to do

In many classrooms, when the teacher gives instructions, he does not know if the students have understood what they have to do. However, the teacher must avoid explaining the instructions twice and think about other way to check if they know what to do. For example, Harmer (1998) adds that the best way to check if students have understood what they have to do is by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. This could be a very useful way to involve students in the class and increase STT. Maybe one student cannot repeat the whole explanation, but his classmates can help him to explain it completely.

Ask questions rather than giving explanations

Usually when the class begins, the teacher starts talking about what they did the last class. He reminds students all the aspects involved about grammar or vocabulary they worked with. Students do not participate a lot; they seem to listen to the teacher and check their notes to remember what he is talking about. A good alternative to do this but increasing STT is to elicit the information from Students. According to Nunan (1991) “...Elicitation methods are designed to extract from students’ information which might otherwise have been provided by the teacher” (195). This method can result very useful to involve students in the class from the beginning. Teachers can use elicitation to find out how much students know or remember about the topic which they have been working with. The teacher cannot elicit information that students do not know; eliciting does not mean that students have to guess what the teacher is thinking. Nevertheless, eliciting is a technique that the teacher can use regularly to increase student participation.

Allow time for students to listen, think process this answer and speak

Time is very important for students, especially when they try to answer a question using the target language. When wait-time is increased to three to five seconds, the amount of student participation as well as the quality of that participation often increases (Long et al. 1984 cited in Richards and Lockhart. 1996). Some teachers ask their students a question expecting they answer quickly, but they do not. The teacher needs to consider the level of their students, and based on that, give them the necessary time to answer. The teacher does not need to answer their own questions; he needs to encourage students to do it. Yet, he needs to remember that students need time to prepare their answers.

Make use of pairs and small groups to maximize opportunities for students to speak

The use of pairs or groups is a good alternative to increase the amount of student participation in the class. Normally, teacher talks to students or students talk to the teacher and this is good to provide input. But if the teacher wants to increase STT is better to think in activities in which students have to talk to each other, and they improve their speaking skill.

For example, according to Harmer (2007) “...like pair work, group work dramatically increases the amount of talking for individual students” (p.117). Pair and group work give students opportunities to practice the target language. Students make their own decisions without the teacher telling them what to do or to say.

Undoubtedly, Teacher Talking Time and Student Talking Time are an important part in the Learning process. On the one hand, TTT can result very useful to help students get used to the target language. However, the teacher must work on ways to become aware of unnecessary TTT (Scrivener 2011). This means that the teacher must have a purpose for use it during the class, and not just for wasting time. On the other hand, Activities that increase STT could be a good option to involve students in the learning process because they can learn through their own experiences.

Teacher Talking Time and Student Talking Time are necessary in the learning process, and they cannot be omitted. Nevertheless, the teacher needs to identify the correct moment to use them during the class. Besides, he needs to remember that the best lessons are ones where STT is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summarize what is happening, tell a story or enter discussion, etc. Good teachers make use of their common sense and experience to get the balance between TTT and STT right (Harmer, 2007). However, EFL teachers seem to keep on taking the floor for too long when giving instructions and explanations, therefore, exploring these areas in an EFL context is urgent. The methodology to carry out this exploration is explained in the following chapter.

2. METHODOLOGY

In this section, the methodology used in this inquiry is explained. In addition, the participants and the context are described. Finally, the data analysis procedure is mentioned.

2.1 METHODOLOGY AND APPROACH

The present research was carried out by using the qualitative method. According to Merriam (2002) “qualitative researchers build toward theory from observation and intuitive understandings gleaned from being in the field” (p.5) This means that the researcher’s main objective was to observe an English class and identify the presence of Teacher Talking Time (TTT) in the classroom in order to find possible solutions to regulate it and increase student talking time (STT).

Within the qualitative paradigm, Case Study was the approach used to carry out this work. Cohen and Morrison (2005) affirm that “Case Studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects” (p. 181). It was precisely through observation that the researcher wanted to analyze the way in which the teacher works with a group to know the different techniques he uses to encourage students to participate during the class. But in case of detecting the presence of TTT, and considering teacher and students’ characteristics, the researcher would provide possible solutions to be considered by the teacher to increase STT.

2.2 METHOD OF DATA COLLECTION

The method selected to collect the information for this research is observation. According to Cohen and Morrison (2005) “... observational data are attractive as they afford the researcher the opportunity to gather ‘live’ data from ‘live’ situations” (p. 305). The classes were observed in order to understand better the context in which the phenomenon took place.

2.3 RESEARCH INSTRUMENT

Rating scale schedule was the instrument used during the observation process. Cohen and Manion (2005) argue that rating scale method can be used to judge the events being observed and to enter responses according to scale of observed behavior. This instrument was selected because its characteristics made it the most suitable way to gather the necessary information for this work. The researcher observed an English class to know how much talking was done by the teacher and how much by the students, rating different aspects. For example, according to Harmer (2007)

Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practice their own speaking – and it is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other things, too, such as reading and writing. For these reasons, a good teacher maximizes SST and minimizes TTT. (p.38)

The following six aspects have to do with the way in which the teacher works with his group in order to enhance STT and reduce TTT inside of the classroom. First, how the teacher elicits information about a topic the students have been working with. He uses a game, brainstorming, or other activities. Second, if the teacher gives students the opportunity to ask questions or give their opinions during the class. Third, if the teacher promotes speaking activities between students, in pairs or groups, in order to improve their speaking skill. Fourth, if the teacher gives brief and clear explanations or instructions. Fifth, if the teacher gives students enough time to answer the questions. Finally, if he asks students to repeat the instructions or explanations in order to know if they know how to do the activity or if they have doubts about the topic.

The rating scale schedule also included a section for field-notes. During the observation sessions, the researcher may need to make field-notes which record their observations and interpretations in a reflexive manner. (Mason, 2002) This section was important for the work because the researcher could write about how the teacher achieved the aspects rated during the class. Besides, the teacher and students' behavior were described. The format of the schedule was designed by the researcher.

2.4 CONTEXT

The primary school in which this research was carried is in Xalapa, Veracruz. Classes start at two o'clock and finish at 6:30pm. This school has been offering English classes during five years for groups from first to sixth grade. At the beginning there were two teachers for fifteen or sixteen groups (the number of groups depended on the number of students). This year, there is only one teacher for fifteen groups, from first to sixth grade. The English classes are from Monday to Thursday, from 3:00pm to 6:30pm every day; each group has English class once a week, during an hour and thirty minutes. There was a classroom especially for English class in which there are at least 14 tables, each one is for two students.

2.5 PARTICIPANTS

The participants for this research were the English teacher and the fourth-grade students from the primary school. The English teacher is a male of 30 years old. He had worked in the primary school for five years and also, he has given private classes before. He works with the fourth-grade groups on Tuesday from 5:00 to 6:30 pm. In the class, there are at least thirty students, and they are between nine and ten years old.

2.6 DATA ANALYSIS

In this study, the data analysis started since the first observation session. This was done in order to improve the instrument, as Merriam (2002) suggests.

Simultaneous data collection and analysis allow the researcher to make adjustments along the way, even to the point of redirecting data collection, and to test emerging concepts, themes and categories against subsequent data. (p. 14)

After the first observation session, some categories of the research instrument were modified because they were not enough clear for the data collection. The data collected during the observation sessions of the English classes was analyzed using content analysis. This method was selected because it is the process of summarizing and reporting written data – the main contents of data and their messages (Cohen and Manion, 2007). The purpose of using this method is because the researcher wanted to compare the units of analysis in order to find out if the categories described were observed during the classes. The principal aim of this research is to identify the presence of TTT and STT during the class. Another reason for using the methodology is because after analyzing the data the investigator will have the opportunity to propose possible solutions.

In addition, Cohen and Manion (2007) suggest some steps for content analysis. First, the investigator has to formulate the research questions in order to know what the objective of this research is and what the researcher wants from the information to be analyzed. The second step is to define the participants and the context that were part of the study to know how the data was collected. Third, the researcher needed to define the units of analysis. In this case, the units were the notes that the researcher wrote at the moment of observing the classes. These notes were compared to identify the patterns in the teacher's behavior about the categories. After having compared the units of analysis and have identified the frequency in each category, the researcher could summarize the results and suggest possible solutions to enhance STT. The results obtained during the process of research are explained in the following chapter.

3. FINDINGS

This section is divided into four categories which are directly related to the main objective of the present study; identify the activities that the teacher used in order to enhance Students Talking Time and reduce Teacher Talking Time. The first category focuses on the use of elicitation instead of repeating the information. The second category deals with opportunities that students have to ask questions or give their opinions during the class. The third category describes how the teacher gives explanations or instructions. Finally, the fourth category refers to the time provided to students to answer questions.

During the three observation sessions, the fourth-grade group worked with the topic: “Adjectives” and “Comparative Adjectives”. In general, it may be said that at the beginning of the classes, the teacher used to talk about the topic, and then students solved some exercises that the teacher wrote on the whiteboard. Activities focused on speaking were not carried out during the classes; they only work with writing activities (obv01.2803, 0104, and 0804). As explained above, the following categories describe the way in which the teacher worked with the group. The first category has to do with the way the teacher used his talk to elicit information from his students:

3.1 ELICITATION

Elicitation was always used at the beginning of the class with the traditional purpose of such dynamic, which is to find out how much students remembered about the last class or previous classes. First, the teacher mentioned the name of the topic. Normally, he elicited information from students through questions in order to prepare them for the development of the topic. Then, students mentioned all the activities or exercises that they remembered doing the last class or previous classes, which were connected to the topic of the class (obv02.012803, 010104, and 010804). The teacher seemed to have made use of trigger questions to encourage students to provide information. Afterward, for eliciting the vocabulary they have worked with, the teacher used some images related to the topic and students had to say the images’ meaning. As a note, it may be said that students responded positively and enthusiastically to the images designed by the teacher (ANOTE010104). This means that the teacher took advantage of visual input in order to help them understand the meaning of the adjectives and remember the vocabulary items easily. Apparently, he knew what words to teach from experience as he looked confident. The teacher’s objective was to use his talk to elicit information through questions and make students narrate what they did the previous classes. All the information related to previous classes was provided by students and this help to increase STT.

After having asked questions, the teacher tried to provide students enough wait-time to prepare their answers. This time preparation could be noticed as the teacher waited for them to start answering his questions related to vocabulary and the previous class and they students were able to participate during the class as showed in the following category.

3.2 TIME FOR STUDENTS’ ANSWERS

At the beginning of the classes, the teacher asked some questions to elicit information from students about the previous classes. After having asked the questions, the teacher gave them a couple of seconds to answer (042803, 040104, and 040804). Immediately, students started checking their notebooks or tried to remember what they had done during the previous classes. By providing wait-time the teacher made students to check their notes and use their talk to share ideas with their classmates to prepare an answer for the questions. Besides, this technique helped to increase student talk as well as the quality because most of the students tried to answer using the target language. The amount of teacher talk was minimal because the teacher only asked a couple of questions; the students had to provide the information.

Nevertheless, the teacher did not always provide students enough wait-time to prepare their answers. When he asked questions during the class, students did not have the opportunity to look for the correct answer (042803, 040104, and 040804). The teacher seemed to expect students to answer quickly. So, as they did not know the answer, the teacher answered his own questions. The use of Teacher Talk to answer the questions reduced the amount of STT. When the teacher asked other questions, students did not even try to check their notebooks; they only waited for the teacher to give the answer. The students seemed to have lost interest in participating in the class (BNOTE 2803, 0104, and 0804).

Therefore the teacher needed to keep in mind the importance of wait-time after asking questions. The principal aim was to increase STT, and by giving them enough time to answer, he would have assured student participation.

Students were not just answering their teacher's questions, they were also given the opportunity to ask questions and express their opinions about the topic and the activities. By doing this the teacher wanted to know if they have any doubt about the explanations or if they wanted to share a point of view. All this was done to increase student talk as showed in the following category.

3.3 OPPORTUNITIES TO ASK QUESTIONS OR SHARE THEIR OPINIONS

After the teacher explained the topic or the instructions for activities, students were given the opportunity to ask questions in case they had any doubt about it (OBV02 2803, 0104, and 0804). The teacher did not seem to assume that every aspect of his class was perfectly clear (CNOTE 2803, 0104, and 0804). He knew that students sometimes did not understand English completely or they did not pay enough attention. However, the teacher did not want to increase TTT by using trigger questions to find out if his instructions or explanations were understandable. This time, he wanted his students to use their talk to express their doubts. Although they already knew how to ask for permission to get into the classroom, go to the bathroom, and even ask what time it was (DNOTE 2803, 0104, and 0804), they did not know how to ask other questions in English. Therefore, they used Spanish language when they needed to ask a question.

Besides, the teacher encouraged students to share their opinion about the material related to the topic. Students had to use the vocabulary, provided by the teacher, to describe the characteristics of images and objects (Obv5 022803, 020104, and 020804). During the activity, students participated in an enthusiastic way because they already knew the vocabulary that they had to use (ENOTE 2803, 0104). The teacher seemed to avoid participating in this activity in order to reduce TTT and get students involve into the class to enhance STT. He knew that if students participated, there were more possibilities of success in the learning process because they could practice the language and they got used to speaking in English.

To avoid students getting confused and reduce TTT, the teacher always tried to provide instructions and explanations in a brief and clear way. By using material as examples, he tried to make them more understandable as show the following category.

3.4 INSTRUCTIONS AND EXPLANATIONS

Most of the time, the teacher tried to give instructions and explanations as clear as possible. For example, when he had to explain the vocabulary of the topic, he used images, and objects that represented the adjectives (obv032803). By doing this, the teacher wanted to help students have a visual idea of the vocabulary. So, they could memorize the meaning of the adjectives easily. According to Cameron (2001) "Memorizing activities are needed at the point of learning new words for the first time, and at regular intervals to recycle vocabulary, so that it stays active and ready to use (p.87). As Memorization plays an important role when students had to learn new vocabulary, the teacher tried to use the most suitable material to help them remember the adjectives every time they saw the images. By using the characteristics that the images represented, the teacher talk was not necessary to explain the meaning of the adjectives. The students talk increased when the images were described by the students, and they identified which adjective represented each one.

Moreover, when the teacher presented the main topic, he used some sentences and images in order to explain it and reduce the amount of TTT. However, the explanation was long and complicated to understand because he explained some grammar rules too. By using images and sentences together, the teacher wanted to provide explanations in a brief and clear way and reduce the amount of teacher talk. But this technique did not work because the sentences were not very clear, and students only identified the adjectives. This made that TTT increased because the teacher had to explain the topic again.

Also, he used more examples and some words in Spanish language to help students understand the topic (OBV0804). When the teacher was explaining the topic for second time, the students got bored, started talking with their classmates next to them and did not pay attention to the teacher (FNOTE0804). Although the topic had been explained twice, the students seemed to not understand because they could not do an activity and the teacher had to help them (GNOTE0804).

Normally, when students had to do an activity, the teacher wrote the instruction on the whiteboard, and then he read it aloud and explained it. Also, he wrote an example and then, he encouraged students to solve it with him (032803, 030104, and 030804). The teacher used the example to help students understand the instruction and to find out if they knew how to do the following exercises. After having solved the example, the students explained what they had to do in the activity (HNOTE 2803, 0104, and 0804). By using images and simple language, the teacher tried to give explanations and instructions in a more understandable way to avoid repeating the information and reduce the amount of TTT. However, the number of students talk increased too, when they explained how to do the activities.

SUMMARY

Although there were some parts during the classes in which the students were involved, the amount of Teacher Talking Time was more than Students Talking time. Students could use their talk to share their opinion during the elicitation. Also, they had the opportunity to ask and answer questions. However, the amount of TTT started increasing when the teacher forgot to provide students enough wait-time and he answer his own questions. Besides, when the examples to explain the topic and the instructions were not very clear and he had to explain them twice.

All the teacher talk has helped students to get used to listening to the target language. Usually, they were able to understand what the teacher said when explanations and instructions were given. This could be noticed when students explained in Spanish the instructions for the activities (INOTE 2803, 0104, and 0804). However, the lack of speaking activities has made students accustomed to speaking Spanish during the English class. Most of the time, they only repeated what the teacher said. Therefore, they failed to use the target language to communicate. Student may get intimidated when they are asked to speak in English in front of their classmates.

CONCLUSION

This research was mainly intended to find out the advantages and disadvantages of Teacher Talking Time (TTT), and find possible solutions to enhance Student Talking Time (STT). To reach the objectives it was necessary to observe the way in which an English teacher worked with group of primary school and rate teacher and student participation. The results that emerged from the analysis of the data obtained make evident that TTT was really useful to lead students through the language learning process. However, I realized that the most likely consequence of the excess of TTT could be that students lost the interest in learning the target language. This was reflected by the students' attitude when the teacher spent most of the time talking.

The teacher also needs to consider the benefits of enhancing STT inside of the classroom. By including speaking activities, students may feel more comfortable when they have to speak in English, and they get more interested in the language. There is no reason to avoid this kind of activities. Although there were more than 25 students in the classroom, the teacher could use pair and group work to get them practice and improve the language through their own experiences. In order to have a dynamic class and avoid unnecessary TTT, the teacher could use body language and gestures to provide instructions or explanations in a more understandable and demonstrable way. Also, he could make students repeat his instructions or explanations in order to find out if students had a clear idea about the topic or if they knew how to do the activities. By doing this, the teacher is also increasing STT.

Finally, the amount of TTT inside of the classroom depends on the student English level and the effort of the teacher to get her/his ideas across. On one hand, beginner level students should be exposed to TTT because they do not know the language and they need to get used to it. On the other hand, advance level students may not need to be exposed to TTT too much time because they are already familiar with the language. Undoubtedly, what any student needs, from beginner to advance level, it is the opportunity to improve their speaking skills by practicing inside of the classroom. Finally, STT depends on planning a class which focuses on promoting more student participation and its adequate implementation.

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