

استخدام الوقت المخصص لتحدث التدريسي للأساتذة العراقيين معلمي اللغة الإنجليزية كلغة أجنبية: دراسة تحليلية

The Use of Teacher Talking Time TTT among Iraqi EFL University Teachers: An Analytical Study

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الملخص

يعد الحديث إحدى أهم الطرق التي ينقل بها المعلمون المعرفة إلى طلابهم ، والذي يعد أيضًا بمثابة أداة حاسمة لإدارة السلوك داخل الصف. وكذلك من أهم جوانب عملية تدريس اللغة الإنجليزية هو التفاعل بين المعلم والتلاميذ. لذلك يتم تحديد نجاح طريقة التدريس وتعلم اللغة من خلال تفاعل المعلم والطلاب لأنهم يقضون معظم الوقت داخل الصف في إعطاء التعليمات وشرح الأشياء للطلاب، كما أن التفاعل بين الطلاب أمر بالغ الأهمية. أيضًا حيث يظهرون فهمهم للغة المعلم عندما يستجيبون بشكل مناسب لما يقوله.

يمكن أن يؤثر على عملية التدريس اللغة الانكليزية TTTتهدف الدراسة الحالية إلى دراسة عما إذا كان بين مدرسي جامعات العراقية، وهل هناك أي فروق ذات دلالة إحصائية في وقت تحدث المعلم وفقا لطريقة التدريس والمادة العلمية. لذلك قام الباحثون بإعداد استبانة تحتوي على ٩ فقرات، حيث ان الفقرات الثلاثة الأولى تسأل عن الوقت، والفقرة الرابعة والخامسة تسأل عن نوع المادة العلمية التي يتم شرحها داخل الصف ، والفقرة السادسة والسابعة تسأل عن نوع السؤال وحساب مقدار الوقت الذي يقضيه الطلاب للإجابة. اما الفقرتين الأخيرتين تسال عن نوع طريقة التدريس. تم جمع البيانات من اساتذة جامعيين معلمي اللغة الإنجليزية كلغة

SPSS أجنبية تم اختيارهم عشوائيا من جامعات مختلفة. وتم تحليل البيانات باستخدام الإحصاء الوصفي لبرنامج . وفي ضوء النتائج يقدم الباحثون بعض التوصيات 26

الوقت المخصص للطالب, اللغة ,الكلمات المفتاحية: الوقت المخصص للكلام, الوقت المخصص للتدريسي الانكليزية كلغة اجنبية, دراسة تحليلية

Abstract

One of the primary ways teachers impart knowledge to their students is through talk, which also serves as a crucial tool for behavior management. As well as the most important aspect of the English language teaching process is the interaction between the teacher and the pupils. Generally speaking, the success of teaching and learning a language is determined by instructor and student interaction because they spend the majority of class time giving instructions and explaining things to the students, as well as the interaction among the pupils is also crucial. They demonstrate their understanding of the teacher's language when they respond appropriately to what the teacher says.

The present study aims to explore and answer whether TTT can affect teaching process among Iraqi EFL university teachers, and if there are any significant differences in teacher talking time among Iraqi EFL university teachers according to type of teaching approach and type of content. Therefore, the researchers set a questionnaire which contains 9 items the first three items asked about of time, fourth and fifth items ask about the contents of teaching, the sixth and seventh items asked about type of question and measure amount of time that the students spend to answer. Finally, the last two items asked about the type of teaching approach. The data was collected from Iraqi EFL teachers chosen randomly from different universities. The data are analyzed by using descriptive statistics of SPSS 26

software program. According to the results, the researchers present some recommendations.

Key Words: Talking Time, Teacher Talking Time (TTT), Student Talking Time (STT), EFL, Analytical Study

Introduction

English is taught in a large number of public and private elementary schools these days. However, the teacher's observations about the needs and behavior of his students determine the quality of instruction. To ensure fair participation, it is imperative that the teacher takes such factors into account when organizing the class.

Interaction between the pupils is essential. They demonstrate their understanding of the teacher's language when they respond appropriately to what the teacher says. The classroom serves as the primary setting for foreign language learners when it comes to frequent exposure to the target language. Teacher talk is the term used to describe the language used by teachers to instruct students in the classroom.

The problem of the current study comes from the view that, in Iraqi EFL classrooms, where traditional teaching methods may prioritize teacher-led instruction, there is limited research on how TTT is managed, the factors contributing to high or low TTT, and its impact on students' language acquisition and engagement. Without a clear understanding of the TTT patterns and practices among Iraqi EFL university teachers, it is challenging to develop strategies that foster a balanced approach to TTT and STT, promoting a more interactive and student-centered learning environment.

Therefore the present study aims to analyze and study amount of time that the EFL Iraqi teachers spend during the lesson (TTT). By addressing these issues, the

study seeks to provide insights that could inform teaching practices, helping to create more effective and communicative EFL classrooms in Iraq.

The study is limited to the Iraqi EFL university teachers at Baghdad, Iraq

1. Research Questions

The present study aims to answer the following questions:

1. What is the percentage of Teacher Talking Time (TTT) among Iraqi EFL university teachers?
2. Does the percentage of (TTT) significantly differ based on the content of the lesson?
3. Does the percentage of (TTT) significantly differ based on teaching approach?

2. Literature Review

2.1 Teacher Talk

The language that teachers use to interact with their students in the classroom, such as to start conversations and provide feedback is an essential component of teaching foreign languages and helps to organize activities. Teachers' speech patterns not only influence how well their subjects are taught, but also ensure that students will learn effectively.

Teacher talk, according to (Nunan, 1991), is the language that teachers use to organize lessons and carry out language instruction. It is an essential tool that teachers use to carry out lesson plans and a significant source of input for students. Teachers support learning in the classroom by regularly organizing, summarizing, refocusing, and reformulating what students have stated.

The organization of the classroom and the learning processes both greatly benefit from teacher talk. It is crucial for classroom management and organization because teachers use language to execute their lesson plans successfully or unsuccessfully. Teacher talk is significant for acquisition since it is most likely the learner's primary source of understandable target language input (Nunan, 1991). As a result, teachers can employ cues to their learners', like posing queries, extending invitations, providing guidance, and providing feedback on the answers from the students. This will improve the students' active engagement in the classroom. Since the relationship between learner's' understanding and teacher talk is very important, therefore, good communication between the instructor and learners is produced when the teacher discusses material in the learning process that is relevant to the students' opinions. A relaxed learning environment was then produced in the classroom through. (Chaudron, 1983)

Consequently, teachers must employ different forms of questions to assess students' comprehension and provide them with chances to use the target language, since this will likely lead to higher learner productivity and more meaningful teacher-student contact.

According to (Arellano, Constanza A. Villalobos Rodríguez & Rodrigo F. Arellano, 2018) teachers' question can be classified in to three categories:

- a) **Procedural**: the teacher uses procedural questions in order to manage the classroom and teaching routines in the classroom.
- b) **Convergent**: They are meant to keep learners' attention on the same subject and help them come up with the same response. This type of question aims to elicit short answer.

- c) **Divergent:** these questions designed in order to enable the learners to provide different answers and opinions in which the learners should use the target language in real context.

2.2 The Role of TT in Foreign Language Learning

Learning is impossible without teaching. Teachers' speech is therefore essential to implementing lesson plans and achieving learning goals, both of which are critical for language development. (Nunan, 1991) points out that teacher talk are vital to both the learning processes and the management of the classroom. It is essential for classroom management and organization since language has a major role in how well teachers implement their lesson plans. Teacher speech is more likely to be the primary source of comprehensible target language when it comes to learning.

2.3 Teacher Talking Time (TTT)

Teacher talk time (TTT) is simply the amount of time the teacher spends talking throughout a lesson. But this amount can be change depending on the lesson is taught. For instance, at the beginning of the lesson, when the teacher explains and demonstrates the target language, the teacher should speak more; on the other hand the teacher should speak less when the learners need time to get comfortable with the new subject. In general, the instructor should try to keep his speaking to no more than 20% to 30% of the class period. The remaining time should be used by the students to talk and utilize the language. (Bisera Kostadinovska–Stojchevska & vana Popovikj, 2019)

(Harmer, 2000) refers to the period of time that the teacher spends talking in the classroom as Teacher Talking Time (TTT). Additionally, he emphasizes that the role of the teacher in the class should be facilitators, organizer, and planner they should

work in order to decrease Teacher Talk (TT) and enhance Student Talking Time (STT). The STT should be utilized to its maximum ability in order to encourage the student to speak more than the teacher

(Haliti, 2019) mentions that most of teachers do not know the importance of their talk in classroom, teacher talk is seem to be the most importance tool in lesson especially when the teacher know how to use it correctly, this can create an effective atmosphere for the learners. Therefore, when the teachers become more conscious about the importance of their talk, effective learning can be created.

(Mohammed F. O., 2020) Clarify the main strategies that the teachers can use it in order to reduce TTT in their classroom:

1. **Eliciting:** there the teacher can select the answer rather than giving them the correct answer
2. **Concept Checking:** in order to check learners' understanding, the teacher can use open ending questions rather than yes no question
3. **Body language:** the teacher should use body language such as gestures or even the board when teaching a topic.
4. **Instructions:** the teacher should use simple language and clear instructions
5. **Drilling:** assisting the pupils in repeating accurate and significant speech
6. **Silence:** the teacher should be patient and provide the learners with enough time to think and practice
7. **Pair Work and Group Work:** the teacher can divide the class into teams especially when presenting activities.

According to (Bisera Kostadinovska–Stojchevska & vana Popovikj, 2019), there are many elements that can affect amount of TTT such as:

- A. Level of the students
- B. Teachers' experience in teaching
- C. number of students in the classroom

At the same time, TTT can differ between classes taught by the same teacher. Therefore, individual teachers should measure and analyze their TTT in a particular class, though, since this will help them become more conscious of it and evaluate the overall efficacy of their teaching strategy.

2.4 Students Talking Time (STT)

Some students remain silent during the class, particularly while learning a foreign language, in which all the students should talk and use language effectively. Students will have more opportunities to practice, comment, ask questions, and participate in all of the lesson's activities when they are given enough time to speak. Therefore, the length of time students speak in class as opposed to the teacher is known as student talking time, or STT. (Adriosh & Osmana, 2022)

(Mohammed, Zebari, Malo, & Othman, 2020) mention that in the classroom, there have to be some balance between the amount of teacher talk (TTT) and amount of student talk (STT). Reducing student time can effect on student performance, lead the student to be passive, and loss interest to participate with other students. As a result, the teacher will find it challenging to determine whether or not the students have understood the lesson. Hence, it is very important that most of teacher should increase student time in the classroom and reduce their time as much as possible in order to enable the student to be an active learner in the classroom.

2.5 Previous Studies

Many studies dealt with the effect of teacher talking time in teaching English as a foreign language. The following points represent the main studies that investigate teacher talking time.

1. (Mohammed F. O., 2020)

In order to determine if certain semantic subjects and the vocabularies associated with them could be readily recognized and comprehended, the researcher employed methods of observation and evaluation. The mean difference was highly significant in favor of decreasing the TTT, according to the data. This indicates that the TTT was successful since the students improved their knowledge of various semantic subjects, particularly the theoretical ones.

2. (Arellano, Constanza A. Villalobos Rodríguez & Rodrigo F. Arellano, 2018)

In this study, the researcher was based survey in order to study the interactions that begin between the instructor and the students during the English lesson. The results show that most of the interaction in the classroom was controlled by the teacher and even teachers' questions do not enable the students to communicate orally

3. Methods

3.1. Research Tools

The present study adopted a questionnaire which contains 9 items; divided into four parts:

Part One: This part contains 3 items asked about the time

Part two: contains 2 items asked about the content of the lesson.

Part Three: contains 2 items asked about the type of question and amount of time to answer it.

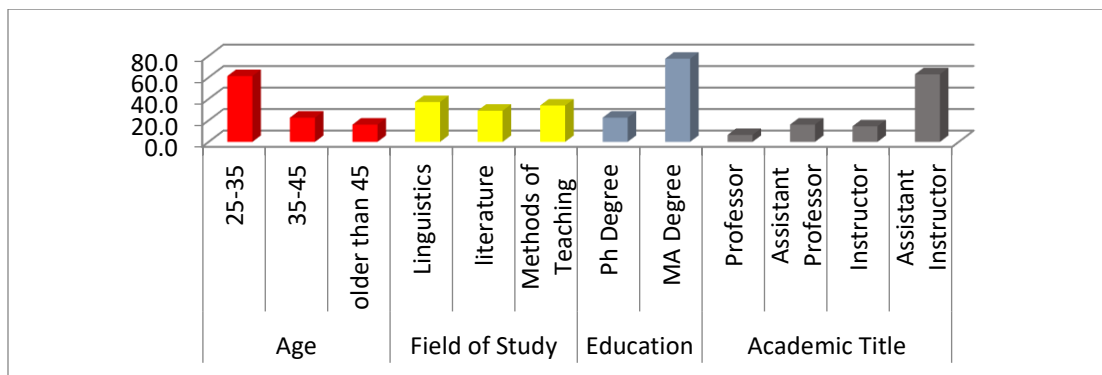
Part Four: contains 2 items asked about type of teaching approach.

In order to save time and efforts, the researchers use Google Form and sent the questionnaire online to the participants. The test was carried out on 20/8/2023. The subjects are asked to choose only one option from a variety of options. The statistical analysis of the data was calculated by using SPSS 26 software program

3.2 Subjects

The participants of this research were 62 Iraqi EFL university teachers, chosen randomly from different Iraqi universities; the following chart (1) shows more details about the participants:

Chart (1) Demographic Information



3.4 Questionnaire

3.4.1 Validity and Reliability

Validity and reliability are the main two features of good test. As said by (Mousavi, 2012) a test is considered valid when it measures what it is intended to

measure, there are two forms of test validity: content validity and face validity. A test's contents are considered valid if they accurately reflect linguistic skills, norms, etc. (Mousavi, 2012). After carefully studying the subject file, the questionnaire items for this study were chosen. Face validity, on the other hand, describes how the test seemed to students.

However, test consistency over time is referred to as reliability. This indicates that if the exam is given again, the results mostly stay the same. To determine whether the questionnaire items were reliable, Cronbach's Alpha was used with a percentage 70% which is enough to admit the questionnaire to the subject.

3.4.2 Pilot Study

The purpose of doing a pilot study is to find out how long it takes to complete each questionnaire item. Thus, on 1/8/2023 a pilot study was conducted for ten teachers who were chosen randomly from the sample.

3.4.3 Administration of the Questionnaire

The questionnaire was applied on 20/8/2023. The questionnaire sent electronically to the subject through their official e-mails, and they were informed on how to answer the questions carefully.

4 Data Analysis

According to table (1) the statistical analysis of the first three items of the questionnaire indicated the following: the highest average is given to the first item **(How much time do you spend talking in your class?)** with mean 5.919 and Std. Deviation 1.060, which show that 40.3% of EFL teacher spend 70% of the lesson talking since 25 teacher choose (70% of the time of the lesson) option. Afterward

the third item (**How much time do you spend in frontal work**) with mean 3.064 and Std. Deviation 1.706; this illustrate that 38.7 of Iraqi EFL spend 50% of the lesson teaching in front of the class since 24 teacher choose (50% of the time of the lesson) option. The last level goes to the second item (**According to Your experience, how much time do the students talk in your class**) with mean 2.741 and Std. Deviation 1.525; this means that 38.7 the teachers mention that their students speak only 20% of the time of the lesson since 24 teacher select (20% of the time of the lesson) option.

According to table (1) the weighted average of the first three items of the questionnaire is (4), as a general tend according to 7–point Liker’s scale since 3.908 lies in the interval [3.58– 4.43].

Table (1) Statistical Analysis of First Three Items

item	Questions		The Time of the Lesson							Mea n	std. deviati on	Rank
			10 %	20 %	30 %	40 %	50 %	60 %	70 %			
1	How much time do you spend talking in your class?	N	0	0	1	4	19	13	25	5.9	1.060	٦
		%	0	0	1.6	6.5	30.6	21.0	40.3	19		
2	According to Your experience,	N	12	24	9	6	9	.	٢	2.7	1.525	٣
		%	19.4	38.7	14.5	9.7	14.5	.	3.2	41		

	how much time do the students talk in your class													A s sho wn in tabl e (2), the stati stical
3	How much time do you spend in frontal work	N	13	21	3	0	24	1	0	3.0	1.706	٣		
		%	21.0	33.9	4.8		38.7	1.6		64				
Mean										3.908				
std. deviation										0.816				

analysis indicate that 48.4% of Iraqi EFL teacher see that teaching literature content require from them to speak more than the student since 30 teachers select (Literature Content) option with mean 1.935 and std. deviation 0.721; in other hand, 53.2% of the Iraqi EFL teacher mention that literature content require from the students to speak since 33 teachers choice (Literature Content) with mean 1.951 and std. deviation 0.687

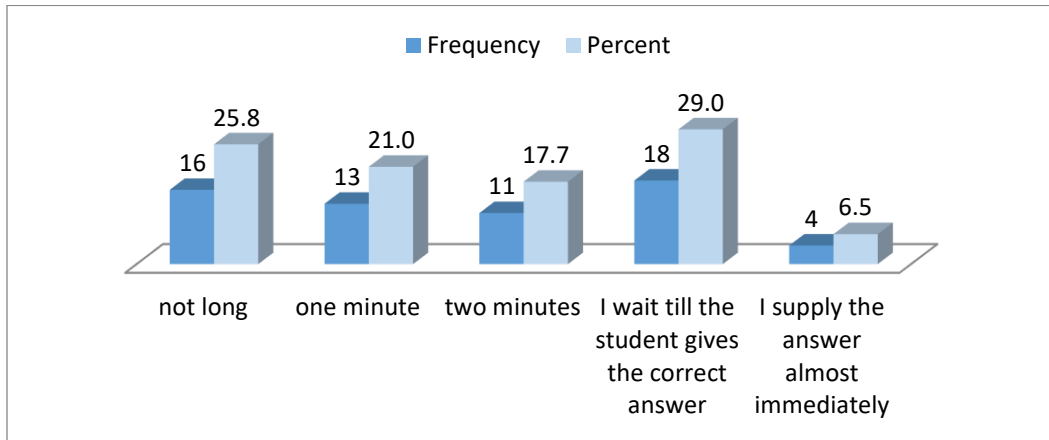
Table (2) Statistical Analysis of Fourth and Fifth Items

Items	Questions		Linguistic	Literature	Methods of	Mean	std. deviation
4	What type of content requires more Teacher Talking Time	N	18	30	14	1.93	0.721
		%	29.0	48.4	22.6	5	
5	What type of content	N	16	33	13	1.95	0.687

	requires the student to speak more than the teacher	%	25.8	53.2	21.0	1	
Mean						1.9395	
std. deviation						0.60849	

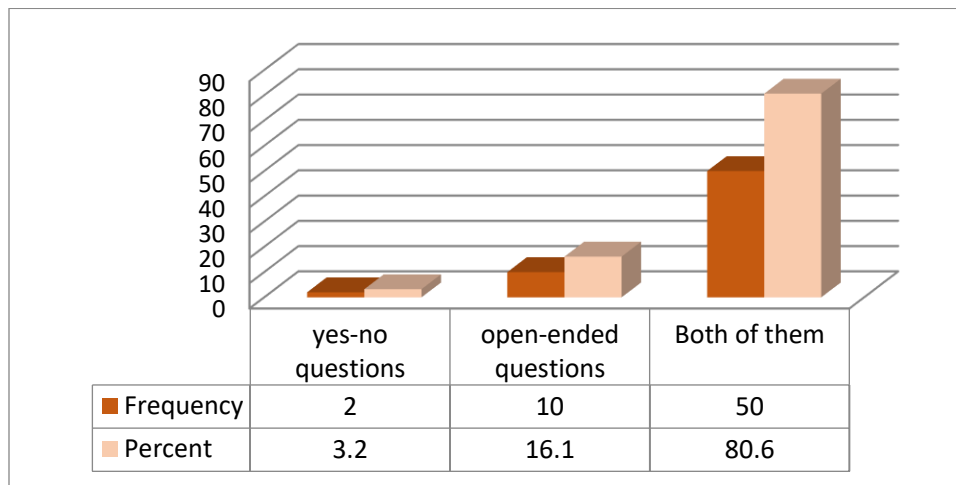
As shown in chart (2), the results indicated that 29% of the Iraqi EFL teachers mention that when they ask their students a question they wait till the students gives the correct answer, since 18 teacher select (I wait till the student gives the correct answer) for the sixth item (**How much time do you wait for student to answer your question**) with mean 2.693 and std. deviation 1.31

Chart (2) Statistical Analysis of Sixth Item



Concerning the sixth item, the results show that 80% of teachers use yes –no questions and open ended questions since 50 teachers select (both of them) option for the seventh item (**Which of these types of questions are more present in your class?**) with mean 2.774 and std. deviation 0.493

Chart (3) Statistical Analysis of Seventh Item



According to table (3), the results indicated that 69.4% of Iraqi EFL teacher believes that both of teacher –centered approach and student –centered approach should be used in the classroom since 43 select (**Both of them**) option for the eighth item (**According to your experience, which approach should prevail in the classroom?**) with mean 2.612 and std. deviation 0.636. Concerning the last item

(Which approach increases the immediate retention of information?), the results show that 59.7% of Iraq EFL teacher see that using both of teacher –centered approach and student –centered approach can enhance the students’ abilities to recall of knowledge immediately since 37 teachers elicit **(Both of them)** option with mean 2.516 and std. deviation 0.646

Table (3) Statistical Analysis of eighth and ninth Items

Items	Questions		teach er– center ed	stude nt– center ed	Bot h of the m	Mea n	std. deviati on
8	According to your experience, which approach should prevail in the classroom?	N	5	14	43	2.6	0.636
		%	8.1	22.6	69.4	12	
9	Which approach increases the immediate retention of information?	N	5	20	37	2.5	0.646
		%	8.1	32.3	59.7	16	
Mean						2.564	
std. deviation						0.523	

Conclusions

Based on the statistical analysis of the subject, the present study concludes the following points:

1. Concerning the first question of the study, the results show that the teacher controls the majority of classroom; since 40% of the Iraqi EFL University teachers mention that they spent 70 of the time they talking in the lesson. This confirms the idea that most of Iraqi EFL classroom is dominated by the teachers.
2. The percentage of student talk in the classroom is only 20% of the time of the lesson which means that most of students become listeners rather than active participants. This significantly impacts on their achievement since they need more to practice how to use and produce the target language more than only receiving the knowledge from the teacher.
3. 38% of Iraqi EFL teacher spent 50% of their time teaching in front of the class. This idea comes from traditional techniques where the instructor is the one who provides the content to the class orally. According to this method, pupils are considered passive learners who are expected to provide right output as soon as they get grammatical input.
4. Iraqi EFL teachers should pay more attention to the importance of student talk during the lesson especially in EFL classroom; therefore they should try to decrease their time and increase students' time in the lesson.
5. The instructor is the one who speaks the most during the entire lesson. The students do not engage in conversation; they just respond to the questions that are posed. Therefore, when teachers were asking their students a question,

- 29% of Iraqi EFL teachers say they wait until the student provides the right response.
6. Most of questions that used by Iraqi EFL teachers were yes –no questions and open –ending questions; for the reason that open–ended and yes/no questions have different learning outcomes and contribute in different ways to the process. Therefore, most of teachers frequently prefer using both types of questions
 7. It was revealed that 53.2 of Iraqi EFL teachers believes that in literature classes, students should speak more than the teacher since literature classes often involve interpreting texts, discussing themes, analyzing characters, and exploring different perspectives. By speaking more, students practice and develop their critical thinking and analytical skills, which are essential for understanding complex literary works.
 8. Regarding the second question of the present study, most of teachers see that teaching literature requires speaking more than the students as literature often involves complex texts that require in–depth explanation and contextualization. Teachers need to provide background information, explain themes, and analyze literary devices, which naturally leads to more teacher talk.
 9. Concerning the last questions of the present study, Iraqi EFL teachers see that using both of teacher –centered approach and learner –centered approach should be used in the classroom. Similarly, teachers should use both teacher–centered and learner–centered approaches because each approach has unique benefits and, when combined, they create a more balanced and effective learning environment.

Recommendations

The present study presents the following recommendations in order to decrease teacher talking time and increase students talking time in the classroom:

1. Lower TTT encourages students to participate more actively, fostering engagement and deeper learning.
2. Encourage more group projects and student-led conversations so that students can study subjects and exchange ideas with little assistance from teachers.
3. Assign presentations or teaching responsibilities to students, giving them the opportunity to explain concepts to the class.
4. Ask Open-Ended Questions that prompt students to think critically and discuss their ideas with peers.
5. Use active learning strategies such as think-pair-share, peer teaching, and collaborative projects to promote student engagement and participation.

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Appendix: The Questionnaire

Dear Teachers

As a part of our research at Mustansiriyah University – College of Arts, We are conducting study to check " **The Use of Teacher Talking Time TTT among Iraqi EFL University Teachers: An Analytical Study** ". We will appreciate if you respond to the following questionnaire.

Note: your response will be held in strictest confidence and will remain anonymous.

Researchers

Gender:

Age:

Academic Title:

Education:

Field of Study:

Part one:

N	Items	70% of the	60% of the	50% of the	40% of the	30% of the	20% of the	10% of the
1	How							

	much time do you spend in talking in your class?							
2	Accordin g to Your experien ce, How much time do the students talk in your class?							
3	How much time do you							

spend in frontal work?							
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Part Two:

No.	Items	Linguistic content	Literature content	Methods of Teaching
4	What type of content requires more Teacher Talking Time			
5	What type of content requires the student to speak more than the teacher			

Part Three:

No.	Items	not long	one minute	two minut es	I elicit the answer	I supply the answer almost immediatel y
6	How much time do you wait for student to answer					

your question?					
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No.	Items	yes-no questions	open-ended questions	Both of them
7	Which of these types of questions are more present in your class?			

Part Four:

No.	Items	student-centered	teacher-centered	Both of them
8	According to your experience, which approach should prevail in the classroom?			
9	Which approach increases the immediate retention of information?			