

# The Impact of Teacher Talking Time on the Effectiveness of English Language Teaching

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**Abstract:** The mainstay of the paper is to understand the role and performance of teachers talking time tool to impart English education for the students in the Kingdom of Saudi Arabia. This paper attempts to explore how the language of English has become the standard mode of communication throughout the world. The study revealed that Middle Eastern countries lacking effective English skills make it difficult for them to communicate with the outside world. It further suggested based on the findings of the paper that the students understand the significance of English learning for their career growth. This study also reveals that in order to improve students learning ability, the teachers are required to be more interactive, by discussing topics in class, encouraging the students to converse in English and consider their opinions on subject matter and further improve it in the Middle East.

**Key words:** education, performance, training, interactive, skill

## 1. Introduction

In the Kingdom of Saudi Arabia, the language English is considered to be quite provocative as it existed to be a burning topic of debate loaded with social, political and economic overtones. There has been a rise in the usage of English language in the country due to the impact of modernization and globalization policies adopted in the kingdom of Saudi Arabia (Mahboob & Elyas, 2014). Due to its perceived economic value, the language of English is considered to be vital in the kingdom of Saudi Arabian education system. The economy of Saudi Arabia is highly dependent on a good number of foreign companies that contributed critically to the growth in economy and for the development of the country. Almost among 90 percent of the workers in certain establishments like the shopping complexes, restaurants and hospitals etc. only about 10 percent of their nationals as workers had a good command over the language of English (Al-Braik, 2007). Therefore, one of the major purposes of providing education in English language in the kingdom of Saudi Arabia was to manufacture more students who are satisfactorily able to communicate in English language with these expatriates (Mahboob & Elyas, 2014).

The significance of a teacher and teaching to impart knowledge to students is impeccable as they are regarded as tools to enlighten the ignorant. A teacher is considered to be a hub of the entire education system and their importance cannot be ignored. The effectiveness in a teacher's approach governs the success or the failure of any method or procedure. For a successful delivery of knowledge the expertise and qualification along with attitudes, skills and appreciation of any teacher is essential. Therefore it the teacher's responsibility to handle the

raw input of a nation which are the young students and transform them into an educated human being who are the real human capital and perhaps the real investment of any government or the nation (Khan, 2011).

The present study aims to identify the importance of student involvement in classroom and teacher talk tool in imparting English education to students in terms of imparting English education effectively, and how performance can be improved by shifting teacher centered approach to student centered approach in imparting English education.

Therefore, the following questions have been set to achieve the purpose of the study:

- What is the importance of student involvement in classroom in terms of imparting English education effectively;
- What is the effect of TTT in imparting English education to the students;
- How does teacher talk tool (TTT) helps to improve the student involvement in classroom while taking English classes?
- How the performance can be improved by shifting teacher centered approach to student centered approach in imparting English education?

## **2. Literature Review**

### **2.1 Impact of Teacher Talking Time on the Effectiveness of English Language Teaching**

According to Brown (2001), teacher should minimize his/her teaching time as they have to let students talk and to have their interaction and to not bore them by talking themselves, if they concentrate too much about one topic life grammar rule or some other topic it will reduce learner's participation and interaction.

Teacher talking time is the thing which teacher teachers spend while experimenting explaining, the amount of teachers talking time will not be same it depends upon the syllabus they handle and according to their principles. Introducing new lessons will take ample time than explaining the lesson. In other hand student talking time is the thing which students used to interact; it will become more effective when students involve themselves to take part in discussion or interaction (Cook, 2000).

According to Ellis (1999) instead of teachers working a lot they have to give exercise to the students and let them take initiative and work in an efficient manner. The more teacher works, the less interactions will be from the students. TTT is nothing but teacher interaction during class hours. Initially, teacher should explain more about one topic and later he/she bound to have student's interactions more than she could intend to do in the class hours. But one negative impact in TTT is it'll take more time than need & also claims their teaching will not be up to the level if they work too much.

There are many things which affect the amount of TTT and it varies depends upon the classes. So every teacher should aware of this TTT by analyzing in a various method which is also helping them to improvise their teaching skill. According to Fu & Li (2008) teachers need to make learners understand the purpose of the talk, she/he has to give hint of the particular topics. If learner understands the purpose why they have to participate and what will they have to accomplish in the end of the day then will involve themselves and remain focused on the topic.

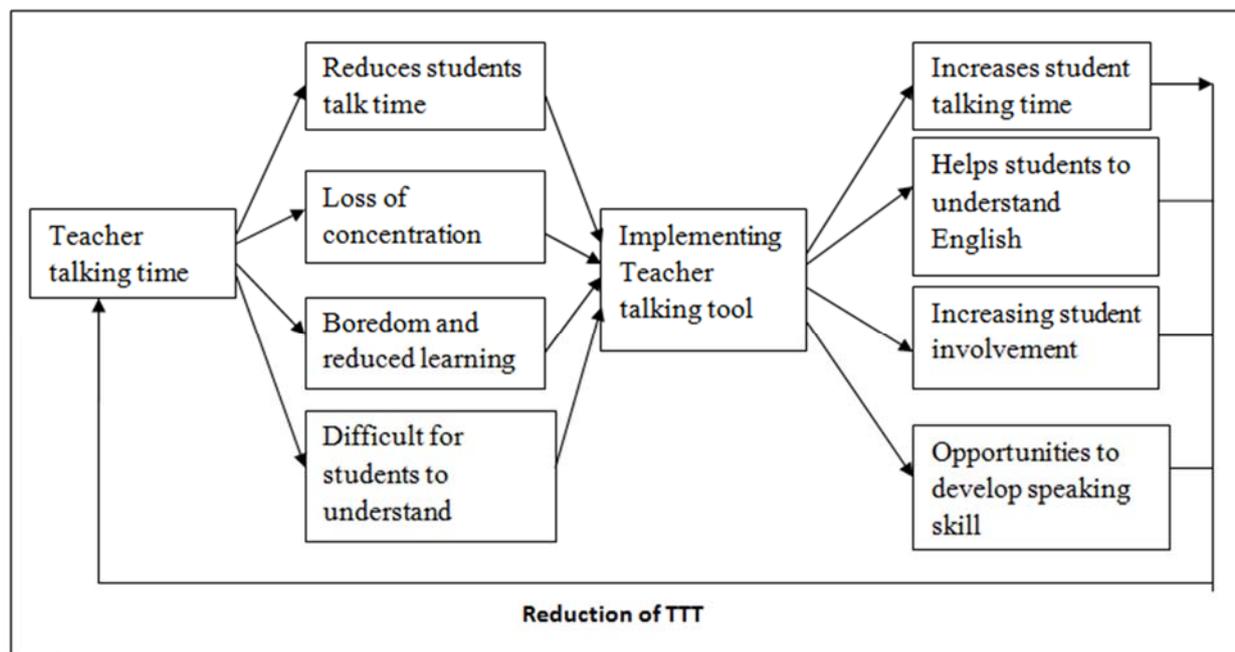
### **2.2 Study on Level of Student Participation in English Classrooms in Saudi Arabia**

According to Krashen (2005) the participation of students in EFL classrooms in Saudi Arabia is declined due to various reasons such as Lack of Pronunciation, Lack of Vocabulary, Lack of Fluency, Negative lecturer traits

discourage student's participation, lack of preparation Lack of practice was another cause of student's hesitate to participate in the class. The majority of participants nearly 88% of the students concurred that speaking in front of the whole class caused panic for most of the learners. His present study found that 64.2% of students are afraid of speaking in front of others in class.

According to Arab world English Journal, in the teacher's evaluation only 80% of the students participated in the CEFR A2 level because lack of English reading skills. English Language is taught as a second language is also one of the reasons of low presence of student in the classrooms.

### 2.3 Conceptual Framework and Hypothesis



#### Hypotheses

1) Null Hypothesis: Increase in the talking time of teachers at English classes does not reduce the student taking time in the classroom.

Alternate Hypothesis: Increase in the talking time of teachers at English classes reduces the student taking time in the classroom.

2) Null Hypothesis: Increase in the talking time of teachers at English classes does not affect the concentration of the students in the classroom.

Alternate Hypothesis: Increase in the talking time of teachers at English classes affects the concentration of the students in the classroom.

3) Null Hypothesis: Increase in the talking time of teachers at English classes does not cause a boredom and reduced learning environment at the classroom.

Alternate Hypothesis: Increase in the talking time of teachers at English classes cause a boredom and reduced learning environment at the classroom.

4) Null Hypothesis: Increase in the talking time of teachers at English classes does not make it difficult for the students to understand English language.

Alternate Hypothesis: Increase in the talking time of teachers at English classes makes it difficult for the

students to understand English language.

5) Null Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will not increase the students’ talking time in the English classes.

Alternate Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will increase the students’ talking time in the English classes.

6) Null Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will not help students understand English language better.

Alternate Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will help students understand English language better.

7) Null Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will not increase the student involvement in the classroom.

Alternate Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will increase the student involvement in the classroom.

8) Null Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will not create an opportunity for the students to develop their English speaking skills.

Alternate Hypothesis: Implementation of the “Teacher Talking Tool” at the classrooms will create an opportunity for the students to develop their English speaking skills.

### **3. Research Methodology**

The study is intended to discover the answers for the issues on the role and importance of student involvement in classroom in terms of imparting English education effectively, find the effectiveness of teacher talk tool and to find the performance can be increased on the locating of the teacher centered method to student.

The investigation is a numerical one and it follows the mixed method as the research paradigm. The design used is the descriptive design and the sampling method used is the simple random sampling to avoid bias and qualitative data will be collected by using the purposive sampling method. The target firms are the 120 students and 2 English language teachers of the S.A schools. The study includes both the primary and secondary information.

### **4. Results and Discussion**

#### **4.1 Students of Saudi Arabia and the English Language**

The inferences made from analysing the data collected shall be discussed in this section. This study provided insights on the system of education followed in Saudi and ways to improve it. Sessa (2005) stated that Saudi students have no interest in learning the English language which results in the lack of motivation to learn English, lack of suitable English environment, lack of confidence and interest. Of the students who participated in this study about 66.7% said that they had the willingness to learn the English language while about 54.2% of the respondents strongly agreed that they consider English language important for their growth which is a good number considering only 50% were reported to have attended English classes on a regular basis. Hence Turner (2005) had rightly stated that there was an increase in the level of interest among students to learn English. But learning is two way process with no positive outcome from a one sided discourse. Hence the majority of the responses in this study stated that they would learn better when the teacher makes the sessions interactive and

makes the students involved in discussing topics. Attention is what controls concentration and when the teacher has the attention of the students, it helps them comprehend concepts and make sense of what is being taught. Attention can be drawn through active involvement. 37.5% of the students have reported that they get bored when the teacher talks extensively about topics, while 25% felt that this impeded their talking time in the class. The focus of the teacher is student and not the other way around. The teacher giving extensive talks reduces student motivation and as 24.5% of the students agreed with, does not help them understand the concepts being thought. According to Fu & Li (2008) teachers need to make learners understand the purpose of the talk, she/he has to give hint of the particular topics. If learner understands the purpose why they have to participate and what will they have to accomplish in the end of the day then will involve themselves and remain focused on the topic. Many teachers tend to talk too much and they forget it will affect student's participation. Cooperation and participation is also the thing which enhances their communication level and learning enthusiasm.

#### **4.2 Role of TTT in Teaching**

TTT is a tool that helps teachers have well designed interactions with students during class hours. When responses from students who experienced the TTT method of observation took the questionnaire, there was an unexpected rate of positive response on TTT. Overall, a clear majority of about 70.8% of the respondents in this study expressed that the teacher teaching tool (TTT) was effective in teaching English language. Ellis (1999) in his study had claimed that instead of teachers working a lot they have to give exercise to the students and let them take initiative and work in an efficient manner. The more teacher works, the less interactions will be from the students. Corresponding to this idea, about 43.3% of the respondents strongly agreed that TTT encourages group learning and activities, which can promote interactive learning rather than comprehending hour long lectures. In support of this Brown (2001) suggested that teachers should minimize teaching time as they have to let students talk and have their interaction and not bore them by lecturing uncontrollably. If they concentrate excessively on one topic like grammar rule or sentence construction, it will reduce learner's participation and interaction. The TTT balances the time between the teacher and the student and as inferred by 40.8% of the respondents, TTT allowed more time for them to talk. By doing this it allowed students to express their opinions, ideas and level of comprehension.

According to Krashen (2005), the participation of students in EFL classrooms in Saudi Arabia is declined due to various reasons such as Lack of Pronunciation, Lack of Vocabulary, Lack of Fluency, Negative lecturer traits discourage student's participation, lack of preparation Lack of practice was another cause of student's hesitate to participate in the class. Nearly 88% of the students concurred that speaking in front of the whole class caused panic for most of the learners. His present study found that 64.2% of students are afraid of speaking in front of others in class. The current study points at about 42.5% 40.8 of the respondents strongly agreeing that comfort level with English language is increasing after TTT is used to observe ELT. About 40.8% said they get more opportunities to enhance their English speaking skills when TTT is implemented in class. Thus it is seen that the implementation of TTT can help to not only improve the understanding of English language but also improve communication on larger scales which is also a sign of improved confidence and group discussion abilities. Overall about 42.5% of the respondents agreed that TTT can facilitate greater learning in the class which though is not a clear majority, still suggests that the students of Saudi Arabia, though lag in their grasp of the English language are willing to try innovative strategies to improve their communication and interaction abilities in English.

## 5. Conclusion and Recommendation

English language has become the standard mode of communication throughout the world and the Middle Eastern countries lacking effective English skills makes it difficult for them to communicate with the outside world. Thus it is essential for schools to have a strong English curriculum that not only grounds theoretical knowledge but also incorporate practical learning, communication and interaction that can help build confidence in the students. From the present study, it is agreeable to state that students do realize the important of the English language and are willing to learn it. The teacher is the facilitator who can carry across the knowledge and develop it into a skill within the student. But as this study has already made it clear, it depends on the teacher on what means they would use to inculcate a learning habit and increase the ability of the student to grasp the language. This study says that in order to improve students learning ability, the teacher is required to be more interactive, by discussing topics in class, encouraging the students to converse in English and consider their opinions on subject matter. With the rise of global expansions, the world is getting accustomed to being fluent English speaking communities. Hence the tool investigated here-in and many more of such kind will be depended upon to improve English language in the Middle East.

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