

Teacher Talking Time: Is It Effective in Language Teaching

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Table of Contents

1	Introduction.....	5
1.1	Background of the Study	5
1.2	Background Information of TTT in Universities across Dhaka	7
2	LITERATURE REVIEW	7
2.1	Teacher Talk Time and Student Talk Time.....	7
2.1.1	Seating arrangement	8
2.2	Issues pertaining to TTT.....	9
2.2.1	Too much time spent on talking by the teacher	9
2.2.2	Using TTT is more instinctive than using STT	9
2.2.3	Self Answerer and Sentence Finisher	10
2.2.4	Pause Eater	11
2.3	The four sub skills in English and its importance	11
2.3.1	Exercising the four domains.....	12
2.3.2	TBL or Task Based Learning.....	12
2.3.3	Task based or PPP.....	12
2.4	Lectures or Tasks.....	13
2.5	TTT in a good light.....	14
2.5.1	Presentations and Storytelling.....	14
2.6	Wait Time's scheme in TTT & STT	15
2.6.1	Pace	16
2.6.2	Chunking	16
2.6.3	Natural Conversation as a Teaching Tool	17
3	METHODOLOGY.....	18
3.1	Methods of Data Collection	18
3.2	Designing Questionnaire	19
3.2.1	Students' Questionnaire	19
3.2.2	Teachers' Questionnaire.....	20
3.3	Sampling of the Survey.....	20

3.4	Data Analysis.....	21
3.5	Limitations of The Study.....	22
4	Results from the Survey.....	23
4.1	Teachers' & Students' Questionnaire w/ Mean score	23
4.2	Interpretation Key for Teacher and Student	24
4.3	Graph Representation of the Findings	25
4.3.1	Students' Questionnaire	25
4.3.2	Teachers' Questionnaire.....	27
5	Conclusion.....	30
5.1	Interpretation Key for Teachers' Response	30
5.2	Interpretation Key Analysis for Students' Response.....	31
5.3	Concluding Remarks.....	32
6	Recommendations.....	33
6.1	Tasks over Lectures.....	33
6.2	Effective Feedback	34
6.3	Improving Introverted Students' Speaking Skills	34

TEACHER TALKING TIME: Is It Effective In Language Teaching**ABSTRACT**

This study is concerned with the effectiveness of Teacher Talk Time within Universities in Bangladesh. It aims to discover the skills that students use in their journey of learning English. These skills, which include Speaking, Writing, Listening and Reading, are the four main foundations for students to learn when attempting to learn a language. By examining TTT and how frequently it is used, an insight can be gathered on the level of how students in Bangladesh acquire and learn English. It is therefore essential to determine whether TTT is a dominant factor in English Language Teaching in the country. The purpose of this study is to explore (a) the desired sub skill of students, (b) Student's and Teacher's class preferences, (c) student anxiety when it comes to corrections, (d) teacher feedback and last but not least (e) the type of teaching the teacher administers. For somewhat diverse results, the study implements teachers' and students' questionnaires which included close ended questions to acquire students' and teachers' attitude and preferences in form of scaling questions to achieve a more authentic value from the respondents. The results show that both teachers and students consider Teacher Talking Time as a teaching tool that has its uses but at the same time preferred lessons towards a more task oriented instruction. Finally, the study suggests some approaches in order to overcome issues in Talk Time and improve communicative skills.

1 Introduction**1.1 Background of the Study**

A brief overview on what Teacher Talk time is will be provided here. When a teacher speaks, he/she is using Teacher Talk Time. Lubin (2015) described it as, the amount of class time a

teacher spends speaking to the students, be it a part of a lecture or a discussion. The length of TTT will greatly affect how a student learns a language. In the same manner, Student Talk Time or STT is the amount of time a student gets to spend speaking in class to the teacher or fellow students. In a Communicative language class, STT is expected to be more than TTT. Communicative Language Teaching is an approach to teaching ESL and EFL classes focusing mainly on interaction. As Rhalmi (2009) asserted, CLT uses interaction as a means and goal of learning a language, thus making the learner able focus on their communication skills which can be achieved by using CLT. For ESL(English as a Second Language) classes, foreign students learn more from a CLT class because in essence, students aim to learn a language in order for them to be able to use it in the outside world.

However, TTT can be beneficial at times. For example, a student can hear how words are uttered and may be able to adapt their accents to a more standard variation of English like American or British. Although not all talk is considered Talk Time. As Lubin (2015) mentioned, written instructions and Non-verbal cues are also to be considered as a time which students do not get to talk and those parts of the instruction time are not considered to be STT either. Therefore, a teacher and student alike can listen to the instruction time without having to talk but at the same time improve their listening abilities. Components will be further examined about TTT and STT and a further in depth look will explore how TTT and STT affects learning. The Literature Review below will target these components and summate all the synopsis that TTT and STT has over Language Instruction.

1.2 Background Information of TTT in Universities across Dhaka

The stakeholders for this study consist of teachers and students and the survey conducted was done in Universities around Dhaka, Bangladesh. Number of Universities where the researcher successfully conducted the surveys were 5. The teachers, chairperson/dean of the department were contacted and permission was requested to conduct the survey.

2 LITERATURE REVIEW

2.1 Teacher Talk Time and Student Talk Time

TTT refers to the time that which that which the teacher spends talking in class. The percentage of time a teacher talks will greatly affect how the language learning and acquisition occurs. Research shows that 60 to 80 percent of teachers use TT (Hattle, 2016). If that's the case, then students who come to a class where the teacher mostly talks, sit back and watch the teacher do most of the work. When a teacher talks majority of the time, the students get less time to work on their communication skills. Hattle (2016) encourages teachers to try and reduce that time in order to enable students to utilize their speaking skills and be more communicative instead of just the teacher talking which makes the class one sided. The more chances students get to interact, the better they will get at communicating. Gossip is not the goal, it is to observe students' existing knowledge and lacks in language. A Times reporter (2018) suggests that teachers refrain from answering the questions too quickly and give the students time to understand the question first before coming up with an answer and having less than two seconds is mostly an inadequate amount of time to respond. Teachers who are aware with how much they talk help in producing

STT. Great teachers are those who are able to give students the skills and confidence to express what they think. (“Defining,” n.d., Voice section, para. 3)

In continuity, STT refers to the time a student uses talking, which also means that the teacher talk time is not being used. When communicating in the outside world, speaking will most surely be involved in order to give and receive, provide and acquire information from one another. For students to get accustomed to this skill, it is essential that they get to practice their speaking skills. Resisting the urge to guide students through every step of an activity by talking is what prevents them from getting time to work through it. (Watson, 2014)

Certainly, student Talk Time can be used not just to get students to practice language but also to improve their skill in speaking. Hierck (2017) discusses how increasing Student Talk Time deepens critical thinking skills as well. He also emphasizes on how technology has made students more communicative at the same time have less time to talk since when these students are outside the classroom, communication can be done just by looking down on their phones. Classes for second language learning are now becoming an even bigger ground for students to have the opportunity to talk more due to technology preventing face to face conversations.

2.1.1 Seating arrangement

The chairs and how it is arranged can affect how STT takes place due to the way they are facing one another. Fisher *et al* (2008) briefly mentioned that most teachers already understand this. They understand that environment determines student behavior and that creating an environment conducive for student talk is very important in ensuring that students really do talk. Proper seating arrangement can also help in determining if a student properly receives the information given by the teacher. By having an ideal seating arrangement, a student may be able to view the room comfortably and locate students and teacher alike with ease. Although there are no ideal

shapes due to varying contexts, an effective shape for where there are not more than 30 students is a shape called the U shape seating arrangement. As Harvey & Kenyon (2013) stated, U shape can help students see around the room and converse easily with another which gives the students and the teacher the ability to see each other easily thus giving both clear and easy access to the view around the room. This arrangement also promotes a more candid and natural eye contact with one another instead of a forced one

2.2 Issues pertaining to TTT

2.2.1 Too much time spent on talking by the teacher

An issue on TTT is that, spending too much time on talking by the teacher reduces the time students will get to practice. Darn (2012) explained that if the teacher talks for half the time in 60 minutes of class with 15 students, each student will get only 2 minutes to speak. Speaking is not as spontaneous for many people as they have to process what to say first and then be able to produce an output which in turn makes it even fewer than two minutes. Strategies can be employed to avoid this, for example, a task can be given by the teacher and the students will have to work in pairs and provide each other comments and opinions. This way makes the class more interactive, helps the students to socialize and get comfortable with their fellow classmates. Letting students think instead of rushing in helps them be more prepared to move into the conversation which increases their participation. (Watson, 2014)

2.2.2 Using TTT is more instinctive than using STT

it is not so easy however to just utilize Student Talk Time because for many, Teacher Talk is almost instinctive, at least for the inexperienced or beginning teachers. Even according to Cooley (2014), it's not only new teachers who have this tendency, all language teachers get into the habit

of talking excessively in lessons particularly in; repeating instructions, saying much more when receiving a contribution, asking lengthy questions and echoing what students have just said in answer to a question.

Additionally, there are some teachers who do not know that they talk excessively in a class due to their formed habit. This habit is detrimental because students will eventually get inattentive. Still, making a Talk designed to instruct students does not make learning a language effective all the time. Barrs (2016), talked about this and called it Unaware Teacher Talk, which he defines as, a Teacher talk that has not been considered or designed in a conscious manner. But revolves more on not how to make Teacher Talk designed for a class but more on how to make Student Talk purposeful.

2.2.3 Self Answerer and Sentence Finisher

Some bothersome traits of TTT are the Self Answerer and Sentence Finisher. The Self Answerer is the type of teacher who asks questions and then answers it because when it is not answered, they are immediately thinking that they are wasting time so as a counter measure they give the answer themselves almost instantly (Kaizen Teaching, 2017) This poses problems for the students as well as for the teacher because the self answerer teaches the students that they are not necessary for the questions to be answered. Sentence Finisher is similar in regards to asking a student, for example, about how their holiday went and halfway finishing what the student was about to say, as a consequence, this may lower the student's confidence. Without strong confidence, a student may become dormant. Students succeed when they believe in themselves. (McClymont, 2018)

2.2.4 Pause Eater

According to Kaizen Teaching, the pause eater is the type of teacher who moves with too much pace (2012), A teacher who does not pause will not allow the student time to process the information that was presented and therefore make the lesson being taught by the teacher not understood by their students.

All in all, these issues are mostly bad habits that prevent students from gaining confidence and time to absorb and process information more smoothly.

2.3 The four sub skills in English and its importance

The four sub skills of English which are Reading, Writing, Listening and Speaking are basic fundamentals of Language and being able to perform well in all four of these will determine the fluency of the person using the language. Rabbitt (2015) points out that many argue as to which of these four sub skills are the most essential for language use and he believes that each sub skill has the same amount of importance. He also pointed out that a student with conversational skill fluency generally become adept at gaining reading and writing fluency as well, more so than the one who has not yet developed their conversational skills. A frequent reader is also benefitted to becoming a better conversationalist due to them being exposed to more lexis.

Therefore, language acquisition does not have just one sub skill that is more important than the other because having good proficiency in all four areas contribute to the mastery of the language.

One should try to learn all four of these sub skills by practicing as much as they can.

2.3.1 Exercising the four domains

There are many ways on how to implement a teaching that would aid students in learning the four sub skills. One of the more effective ways of teaching these sub skills is by giving tasks to the students. Although there are numerous activities for which students can practice their sub skills, acquiring it effectively is the main goal of an ELT instructor to impart, and one of those determining factors are; the students' motivation and freedom of language use. Task based learning is focused on developing the communicative skills of language learners (Ganta, 2013)

2.3.2 TBL or Task Based Learning

Also known as Task based language teaching, which involves accomplishing tasks that are related to the language learning (Zakime, 2018) This approach is also quite the opposite of a teacher centered approach and is more learner centered as the students spend a lot of time talking to each other and in turn, makes the class more enjoyable and motivating. (British Council, 2004) Having freedom to decide on a topic for the task showed that students were likely to engage more with the task (Willis, 2007)

2.3.3 Task based or PPP

PPP or Present, Practice, Produce is a three stage model used for presentation of new language (British Council, 2006). It is a traditional form of language teaching where the teacher mostly does the talking and controls when and what the students have to say and do. This approach includes activities such as verbal repetition drills and filling in the blanks. A brief representation of PPP is that; Present is where the teacher dictates what to do, Practice is where the students verbally repeats given words narrated by the teacher beforehand and then, Produce is where the students will have to use the target language in a role play. Furthermore, students tend to develop

unnatural speech and often forgets the required language needed after the next chapters arrive. (British Council 2004)

2.4 Lectures or Tasks

It is important that a student routinely incorporates observation, deductions skills and culminating a summed up explanation in class as this will be helpful in situations in real life where one has to use their critical thinking skills (Kelly, 2017). The key difference for students between lectures and tasks is control. Whilst lecture does activate students' linguistic knowledge internally, it restricts them into applying it more productively as the teacher is the only one who is doing the talking. Tasks on the other hand provide various perks for students to use all their arsenals in developing and creating the desired language to move forward. As reported by Kelly (2017), there are numerous ways of instructing to facilitate a more authentic learning experience and these are; increasing talk in classroom through discussions and giving examples by associating real world situations with it. Furthermore, another effective way to get students to practice the sub skills and at the same time feel comfortable is by providing them with choices on their reports. By allowing students to choose the topics for their assignments and projects, they feel a sense of empowerment in their language journey whereas if the teacher brings a lesson through lecture, the students may feel unattached to it. Look (2011) also correlates in that she considers good facilitation of teaching by incorporating interactive tasks and that lectures and encourages working in groups to develop an important social skill not just for academic purposes but for life as well. Interactive tasks include Teacher question & answering and Pair work. (pp. 3, 4)

2.5 TTT in a good light

TT is not all bad. There are a number of ways TT can be properly used to benefit the learner. One of those is feedback. Essentially, feedback is used to help learners by providing advice on their work and progress. Direct feedback can be given during the class or after the class. Usually feedback is understood as correcting errors however that is not the case according to Serra (2017), she mentions that feedback can come in the form of praise which turns into a building block to learning due to the encouragement a student receives. Furthermore, Serra (2017) emphasizes that constructive feedback should be those that make the learner aware of their progress and not embarrass anyone in front of their classmates.

2.5.1 Presentations and Storytelling

TTT can be applied in a constructive aspect and one of those forms is through presentations. Since TTT relies on only the teacher, they can get to personally create what they teach and in this case, TTT can be used in presentations that does not only rely on students' reading or listening skills (British Council, 2007). A teacher can use presentations to illustrate an array of data such as people, places, and events in a more visual tone as opposed to if the students were to just listen or read. This also enforces learning in chunks of information and encourages information retention because it is easier for the learners to follow this type of a lesson. (Anevska, 2016)

Another positive side of TTT is Storytelling. Storytelling has always been a compelling and interesting activation of a person's listening skill. Most stories gain the interest of many ears and therefore, is able to impart more of the language that was narrated to the listener because the listener tends to remember information that is interesting and has emotion.

Meganathan (2009) accentuates since there are hardly anyone who has not heard a story since they were kids. Story telling is almost a natural way to talk to someone who will be interested in

what you have to say. In the context of teaching, one may use Story telling as a way to convey historical events and characters of literary works. Since stories have a more intimate approach to a students' mind, learning language is almost naturally occurring and Meganathan believes that language is learned in chunks, and that our brain does not rely heavily on grammar but on the message of the content.

2.6 Wait Time's scheme in TTT & STT

Invented by Mary Rowe in 1972, Wait time is the moment of silence from when a teacher asks a question to when a student answers. The benefits of wait time are irreplaceable in language teaching. Roberts (2012) emphasizes that having wait time promotes better, longer and more self assured answers from the students. Noticeably, this is due to the time they are given to think. Likewise, waiting after a student provides answers also encourages extra thoughts to be added by the student and sometimes gives other students a chance to add or intervene. Wait Time mainly addresses STT in that majority of this time involves the thinking time of students. Therefore, Student Talking Time could also conveniently be defined as Student Thinking Time. It is important to note that Wait Time is like many, a skill that gets better with practice. Asking questions that are close ended, those that only require a 'yes' or 'no' as a sufficient answer hinders Wait Time usage due to not having the need for students to formulate or construct an answer of moderate length. Yakubi & Rokni (2012) mentions that the researches done in classroom interaction were low when it came to Wait Time. Therefore, Wait Time in itself is insufficient. It is dependent on how it is used to be effective (Roberts, 2017)

2.6.1 Pace

This refers to how fast the class is moving in terms of the lessons. An article posted by the British Council (2010), commented that pacing can have a setback on the learner and that too fast or too slow a pace can affect the learner's ability to analyze the information provided or the lesson done. Therefore, one good way to determine whether the lesson had a very quick pace or a slow one is by asking the class if they felt that the right amount of time was spent on all the activities conducted. Their answers would be the ideal feedback for ideas on how long a teacher is to adjust the pace of a lesson. Keeping students engaged has a lot to do with the pacing of the lesson. If the lesson is too quick, the students may lag behind and become unable to grasp key words which transition through the next chapter or topic. Too slow and the students may become bored and lose interest on the topic at hand. Another article posted by Impact Teachers (2016) explain that in order to grab the students' attention, It is absolutely crucial to gauge the speed of the lesson. One of the factors that they listed which indicates a pace being too slow is too much TT and that too long an explanation consumes and eradicates not only the class time but also the attention of the learners. Other factors include; having the same materials, presenting in the same style and having the students pair up with the same partner over and over. This repetitive action majorly affects the pacing of the class. They illustrate ways to cope up with this type of habit and these are; either to use different types of activities, or present in a different manner or group the students in random.

2.6.2 Chunking

This is a method which utilizes the teaching of a lesson into parts or bite sized chunks. By dividing the information presented into chunks, students will be able to easily grasp the contents of a lesson. When it came to communication outside of the class, Nagel (2011) suggests that

chunking is a very helpful tool and it is best used with phrases and that grammar and vocabulary is not important in order for a person to be able to use a phrase as long as it will serve their intended outcome. Nagel gives an example of when he used a foreign language and it is in the context of purchasing items. He did not know any proper form to use the language at the time but solely used the phrases he had heard from people and associated their actions to what they said and he was able to utter the same phrase and get the same result even without knowing the language. However in classrooms, chunking can be converted not just into phrases but into activities and lectures. A teacher can use chunking to make the lessons taught into portions and micro lectures and activities can be mixed wherein a small lecture is given followed by a student centered activity. (Impact Teachers, 2016)

All in all, knowing the right amount of pace for the class will determine the amount of information absorbed. Too slow a pace, and students get bored. Too fast a pace, students lose track. Research however leans more into having a more than average speed rather than less in order to keep students' behavior in check as the students will try to focus more on the work rather than noise that can interrupt their train of thought in listening.

2.6.3 Natural Conversation as a Teaching Tool

Natural Conversation is what occurs during group discussions, pair work and even Teacher Questioning. This is a highly effective tool in teaching as this lets the students feel as though they are normally conversing like they do outside the class. It provides the students a comfortable vibe due to its authentic nature of talking. By having Natural Conversation in class, students will feel much less hesitant whenever they have issues on their language and wants those issues clarified. In turn, this allows open communication between teacher and student and the student is able to directly ask a question without fear of being humiliated or scolded. Natural

conversations that occur in pair work are evidence that this tool present an aura of calm for the students and will eventually lead to a more interactive and social classroom environment. In a journal by Ngowananchai (2013), he shows teachers in Thailand trying to create a more natural occurring environment by having the students go outside of the classroom and do the pair work there and they had found success in interaction as the students were free to talk with their peers as they would normally outside of class but with an activity assigned to them that is related to the lesson (p. 401).

Additionally, the grammatical mistakes were not corrected as to prevent loss of confidence amongst the students. However, they were still given feedback on their errors at the of the activity.

3 METHODOLOGY

3.1 Methods of Data Collection

The methods used for this study include:

- Teachers' Scale Questionnaire
- Students' Scale Questionnaire Survey
- Researcher's Observations and Summations

Questionnaires provide many opportunities for a researcher to collect required information that will serve their research. Of those benefits include: practicality, quick results, scalability topic coverage, and anonymity. One of the biggest advantages is being able to ask as many questions as you like regarding a topic that needs further analysis on. (Debois, 2016)

According to McLeod (2018), questionnaires provide the ordinal data through use of close ended questions and this often utilizes a rating scale to find out the position and attitudes of the

respondents therefore questionnaire are favorable for the researches because the responses can be ranked.

3.2 Designing Questionnaire

The first part asked for some basic information. This was to collect some minor objective data. Here, facts about the students, course, and experience are given by the learners and teachers.

To fit the needs of the research queries, the researcher developed a rating scale questionnaire which involves the use of acquiring the attitudes of the learners as well as the teachers. The responses were represented by the following: '1' as 'Strongly Disagree', '2' as 'Disagree', 3 as 'Neutral', '4' as 'Agree' and '5' as 'Strongly Agree'.

Additionally, in the first part of the questionnaire, the researcher asked some of the students' and teachers' basic information. Again, this was done to gather some amount of objective data. Here, the teachers' line of teaching and years of experience were gathered. For students, their degree undertaking information was taken. Names were optional for the students to give. Comparing objective data collection to the rating scale questions, rating scale is more subjective. It is geared towards obtaining an aspect of opinion and feelings. (Barr, 2013)

3.2.1 Students' Questionnaire

For the students' questionnaire, instrumentation used for the first part is called Existing information (Brown, 1995) and basic information was provided such as biographical data and the course program detail. Last but not least, for the second part, rating scale type of

questions were used to gather the student's views, attitudes and feelings on TTT which they had to rank in terms of importance.(Brown, 1995)

3.2.2 Teachers' Questionnaire

For the first part which is basic information, in similar form, this would revolve around the existing information and the bio data style survey.(Brown, 1995) Provided in this section were data such as the name of the instructor, their occupation, their subject area and years of teaching the course. For the second part of the teacher's questionnaire, Likewise, questionnaire also consisted of statements in which they had to rate their answers based on their views, attitudes and feelings on Talk Time, Lectures, Tasks, Feedback, etc. (Brown, 1995)

3.3 Sampling of the Survey

To obtain the varying data, the researcher visited multiple universities across Dhaka, five in which he was able to conduct the survey in. The total number of subjects was 89. A teacher from every University was interviewed and had answered the questionnaire provided by the observer. Of the three Universities, two classes each were given the questionnaires and the remaining two Universities had one class each. All of the students were in undergraduate level and although some were doing their Bachelors in Business Administration, they were taking English courses as a prerequisite to their degree. The average number of students per class was 7 to 18 students. All of the institutions visited were under coeducation system.

Table 1: Survey Sample

Type	Number
------	--------

1. Teachers' questionnaire	84
2. Students' questionnaire	5

The number of students in each institution is given below:

Table 2 – Comprehensive Sample Plan

Institution	Teachers	Classes	No. of Students
University A	1	2	8
			10
University B	1	2	7
			8
University C	1	2	11
			11
University D	1	1	15
University E	1	1	14

3.4 Data Analysis

The data collected was calculated through the use of mean scores as well as percentage. This was done in order to present a more comprehensive analysis on the information gathered. For the mean score, each category of 'Strongly Disagree' to 'Strongly Agree' were numbered from 1 to 5 (e.g. 1=Strongly Disagree and so on). The number of respondents who chose a category was then recorded on a sheet. Afterwards, the number of respondents (e.g. 4 respondents) who chose a category (e.g. '1' or 'Strongly Disagree')

was then multiplied to that number of category.(e.g. 4x1). Each of the category was multiplied with the number of respondents who chose it and the sum of all the multiplied 'category number' & 'respondents pick of the category number' was divided into the total number of respondents{(e.g. $(4 \times 1) + (20 \times 2) + (24 \times 3) + (30 \times 4) + (6 \times 5) = 266/84 = 3.1$)}. The average is therefore represented as the mean score of that question. To give a brief description on mean score, it is the value of a particular set of statement equal to the sum of all values in the statement divided by the total number of respondents. (Hamel, 2011)

For the calculation of the percentage component, the total number of respondents who chose a category was divided into the entire number of respondents.

3.5 Limitations of The Study

The constraints faced by the researcher include the timing, resources and the people involved. Although the surveyor was able to conduct the research, it was still difficult to manage as it was unlikely for him to have done the survey across Bangladesh because this costs not only time, but money as well. It was not easy to find students at the time the survey was being conducted due to many of the institutions having programs and expos. Some of those institutions had done all their exams earlier than the rest and some of the Universities were undergoing admission.

In terms of the people involved, it was one of the major issues when the survey was done. Categories of people and their information have been gathered such as; the target group, audience, needs analysts and the resource group (Brown, 1995, p.37). In this target group, the people involved were mainly the students or the learners of the course. The target group posed concern as the number of students who attended the class were not all

present. For the audience group, this involves the teachers, administrators and the chairman who contributed to this survey for it to be permitted for the researcher to conduct. Which means that the letter from the analyst's University did not mean instant access to do the survey. The researcher had to ask permission from 3 different audience groups and there were times when the teacher was available but not the chairman or the chairman was available but the teachers were not.

4 Results from the Survey

4.1 Teachers' & Students' Questionnaire w/ Mean score

No.	Statements	Teachers' questionnaire results	Students' questionnaire results
A.	Layout and Design		
1.	Teacher gives lectures more than tasks (For Teacher) It's better to give more tasks than lectures (For Student)	4	3.42
2.	I like listening more than speaking in class (For Teacher) Having an interactive class is better than a silent class (For Student)	5	3.82
3.	I like being given tasks more than listening to lectures (For Teacher) Giving feedback is as important as giving tasks (For Student)	5	3.15
4.	I don't mind being corrected in front of class (For Teacher)	4	3.67

	I prefer my students working with a pair (For Student)		
5.	Teacher usually explains by giving examples (For Teacher) Class should have more discussions rather than lectures (For Student)	4	4.26
6.	Teacher gives students time to think for answering (For Teacher) Waiting 10 seconds or more for an answer is acceptable (For Student)	4.2	3.8
7.	Feedbacks & corrections should be given privately (For Teacher) It's best to give feedbacks and corrections on the spot (For Student)	4.6	3.04
8.	I ask for help when I want clarifications (For Teacher) Student Talk Time is better than Teacher Talk Time (For Student)	4.6	4.01
9.	I like doing tasks in pairs rather than alone (For Teacher) It's better to teach with a steady pace than a fast one (For Student)	4.6	3.82

4.2 Interpretation Key for Teacher and Student

The researcher has classified an interpretation key in order to illustrate the Teachers' and Students' level of attitude towards each statement of the survey. The interpretation key used for the Teachers' and Students' position was:

Table 3 – Interpretation Key

	Interpretation Key
Strongly Disagree	1.00 - 2.25
Disagree	2.26 - 3.00
Agree	3.01 - 3.75
Strongly Agree	3.76 - 5.00

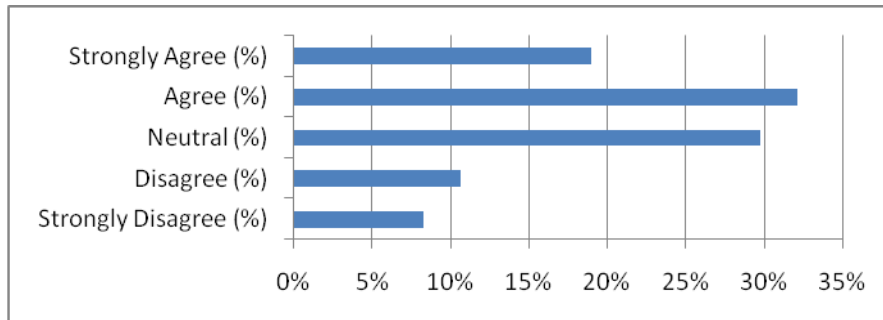
Above shows that the higher means score value indicates a greater level of acknowledgement and a lower score value demonstrates a lower level of acknowledgement. This was done for the purpose of measuring the Teachers' and Students' acceptance level on Teacher Talking Time, Wait Time and Talking Time in general.

4.3 Graph Representation of the Findings

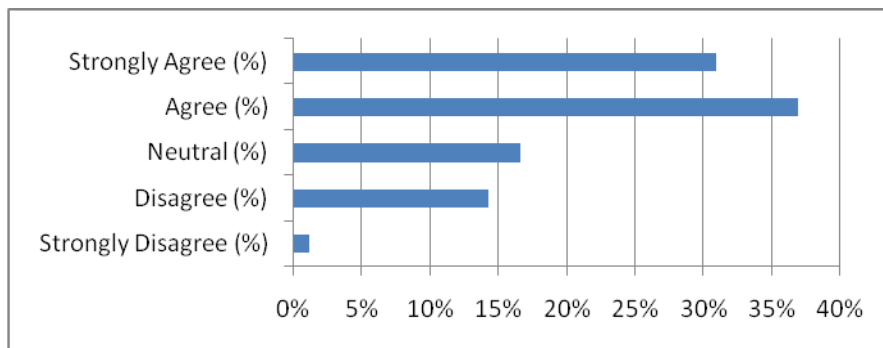
4.3.1 Students' Questionnaire

Other than utilizing mean score representation, the researcher had decided to apply a percentage calculation to the data in order to demonstrate further elaboration on the findings. Here, the graph representation of the findings in percentage will be displayed for each item:

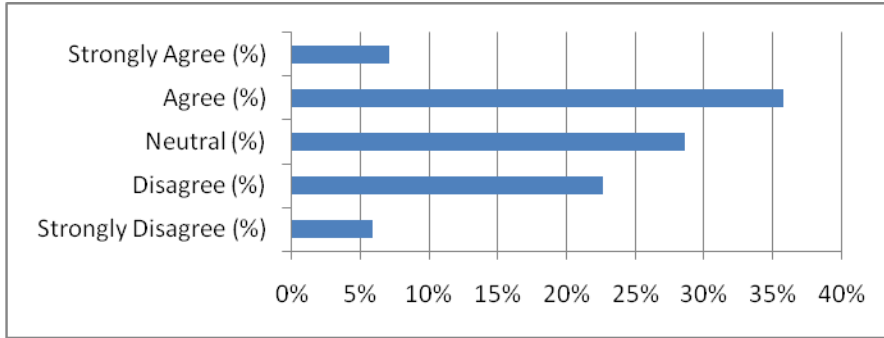
Teacher gives more lecture than tasks



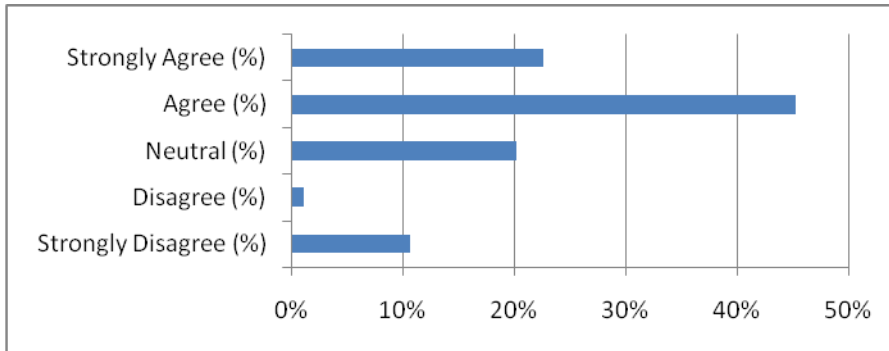
I like listening more than speaking in class



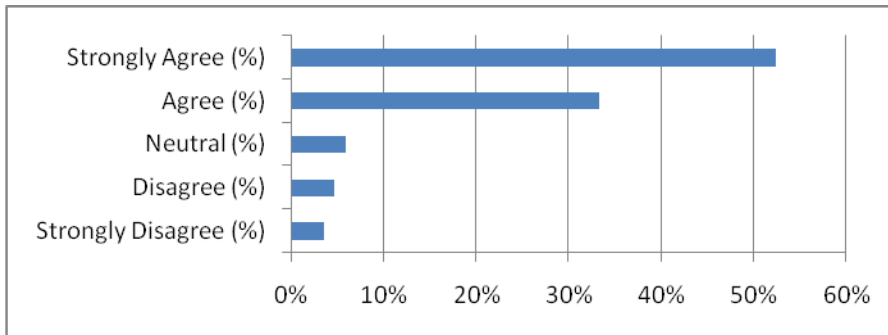
I like being given tasks more than listening to lectures



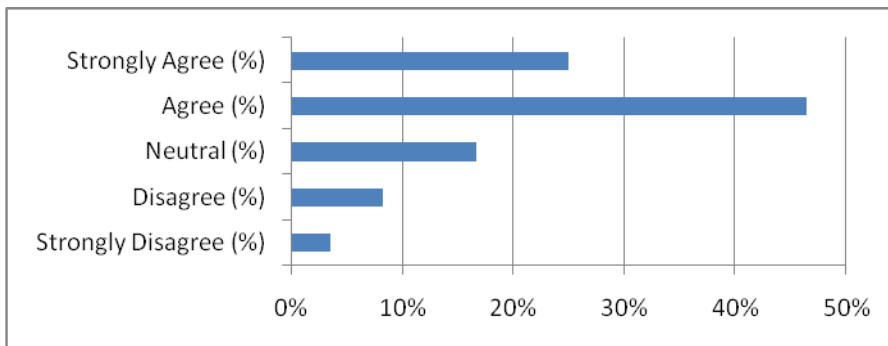
I don't mind being corrected in front of class



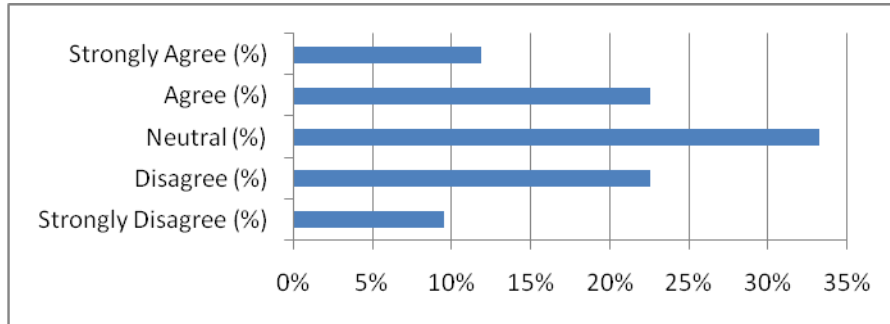
Teacher usually explains by giving examples



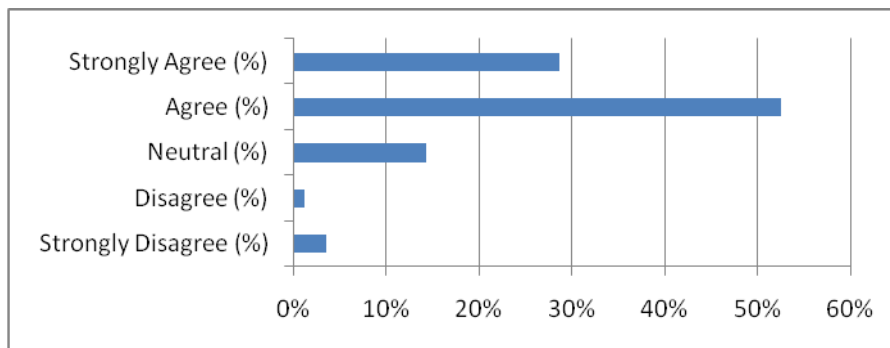
Teacher gives students time to think for answering



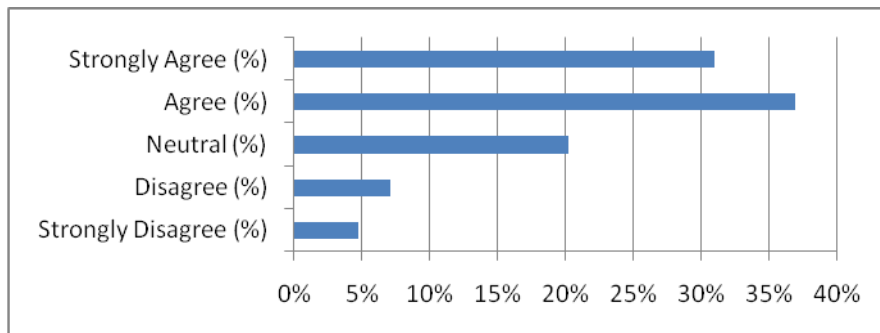
Feedbacks and corrections should be given privately



I ask for help when I want clarifications



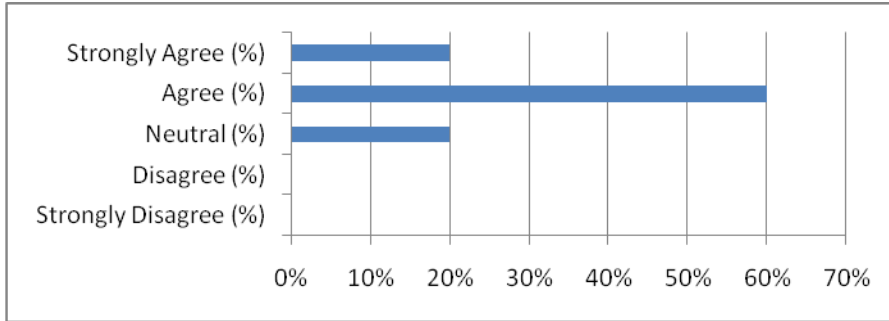
I like doing tasks in pairs rather than alone



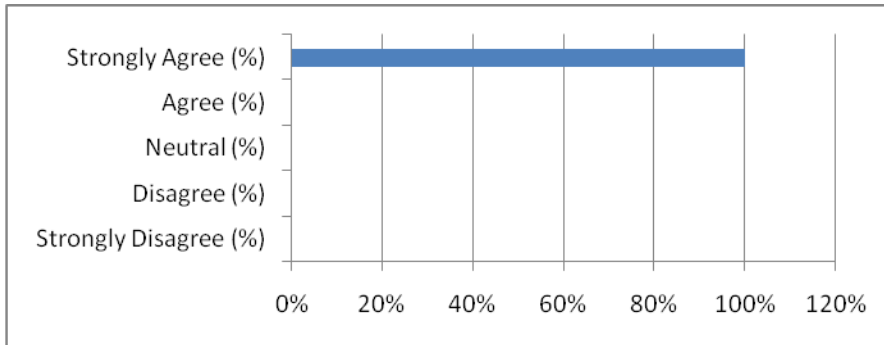
4.3.2 Teachers' Questionnaire

As with the Students' Questionnaire percentage scores, the same will be applied in this section for the Teachers' Questionnaire

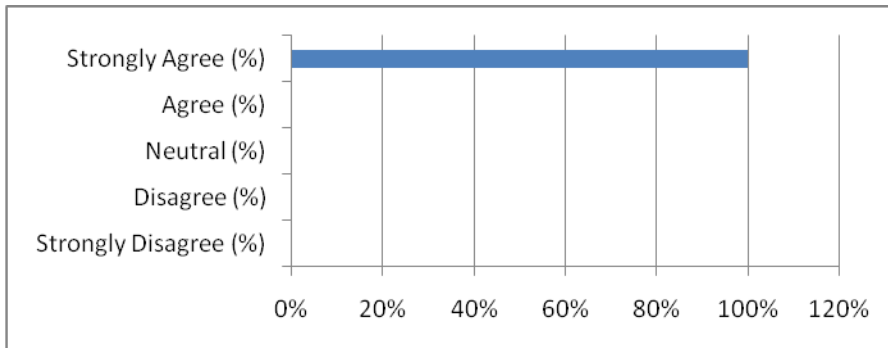
It's better to give more tasks than lectures



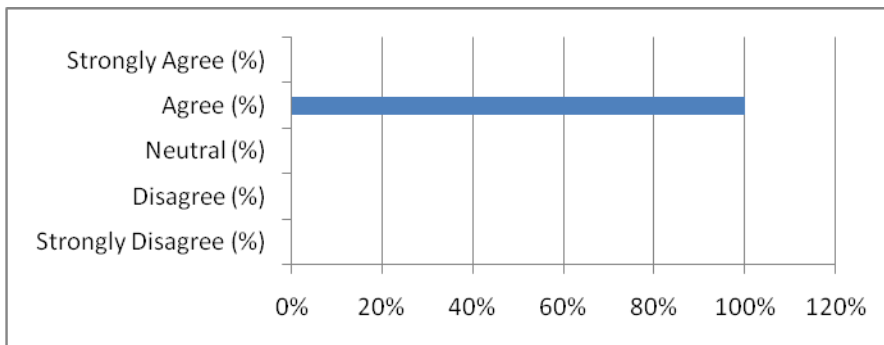
Having an interactive class is better than a silent one



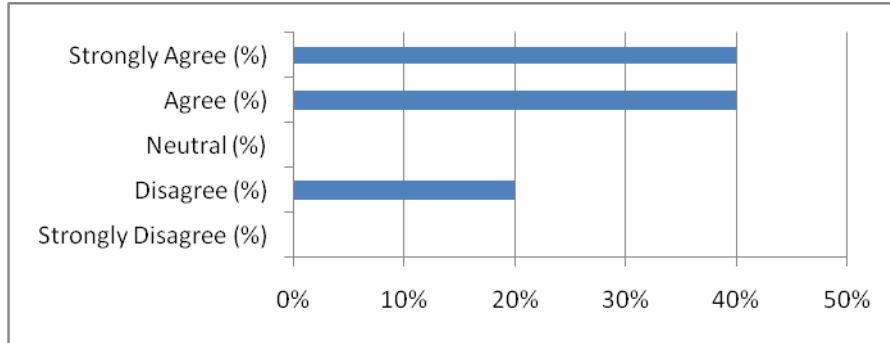
Giving feedback is as important as giving tasks



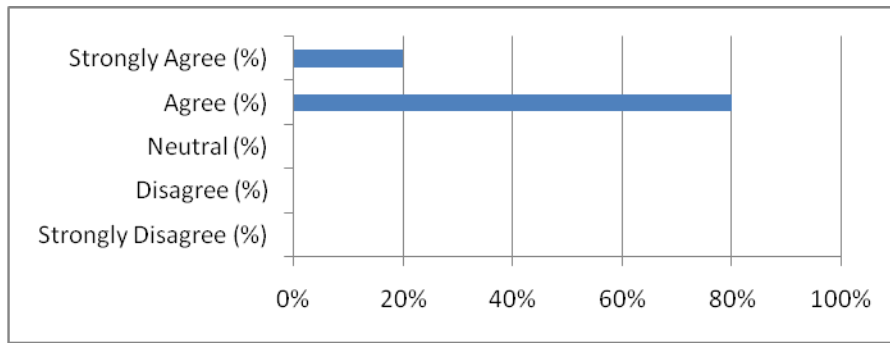
I prefer my students working with a pair



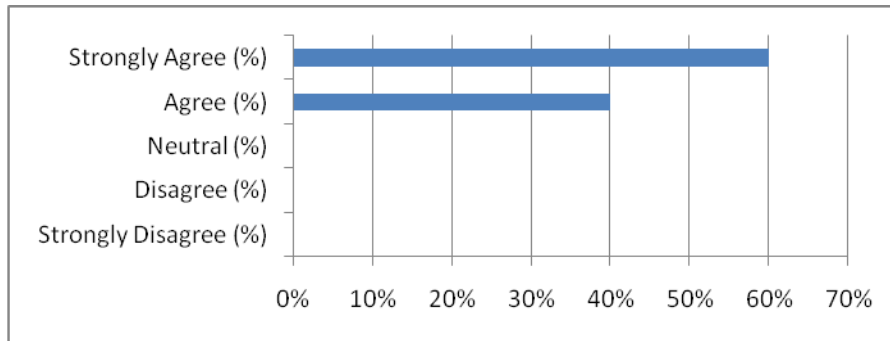
Class should have more discussions rather than lectures



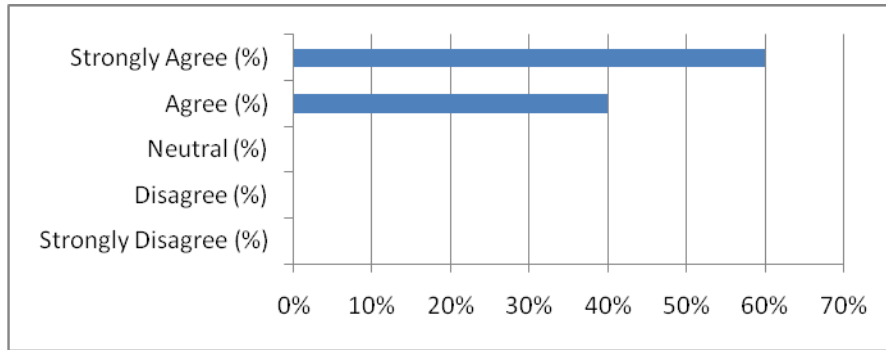
Waiting 10 seconds or more for an answer is acceptable



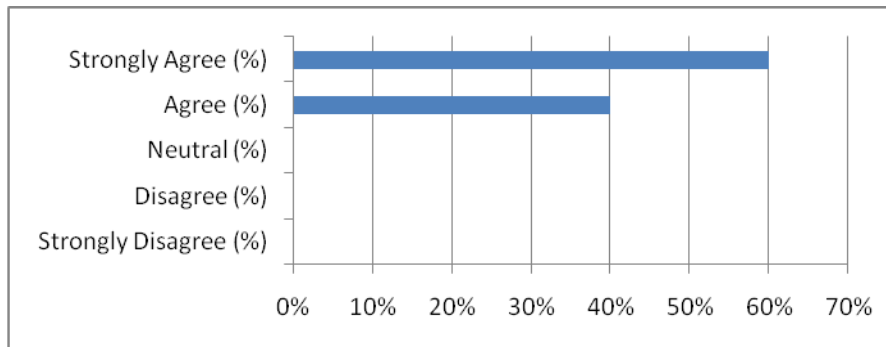
It's best to give feedbacks and corrections on the spot



Student Talk Time is better than Teacher Talk Time



It's better to teach with a steady pace than a fast one



5 Conclusion

The objective of the study was to observe if TTT is a dominant factor in English Language Teaching in Bangladesh. Other purposes of this study were to explore (a) the desired sub skill of students, (b) Student's and Teacher's class preferences, (c) student anxiety when it comes to corrections, (d) teacher feedback and (e) the type of teaching the teacher administers. The findings from the survey shall be explained individually as follows:

5.1 Interpretation Key for Teachers' Response

3.76 – 5.00 = all the teachers leaned towards the belief that it is better to give more tasks than lectures.

3.76 – 5.00 = every single Teacher interviewed strongly agreed in having an interactive class and much preferred it to a class that is silent.

3.76 – 5.00 = all of the Teachers highly believed that giving proper feedback to their students is equally as important as giving tasks

3.76 – 5.00 = All teachers agreed that they would prefer their students to work in pairs

3.76 – 5.00 = A good amount of teachers highly agree that their classes should include discussions more than lectures

3.76 – 5.00 = Most teachers agree that waiting (or not talking) for 10 seconds or more for the students to give their answers is acceptable and none of them disagreed otherwise.

3.76 – 5.00 = Majority of the teachers strongly support that it is best to give feedbacks and corrections for students' errors (e.g. grammatical, pronunciation) right away

3.76 – 5.00 = Greater number of teachers highly acknowledge that Student Talking Time is better than Teacher Talking Time and none disagreed.

3.76 – 5.00 = Most of the teachers strongly agreed that teaching with a steady pace is favorable to teaching with a fast pace.

Based on the interpretation key on the Teachers' position, it can be said that all of the teachers were in favor of having an interactive and task oriented class which focuses on more discussions, feedbacks and pair/group work.

5.2 Interpretation Key Analysis for Students' Response

2.26 – 3.00 = A majority of the students stated that the Teacher instructs the class by giving more lectures than tasks.

3.76 – 5.00 = A greater number of students strongly felt that they have more of a listener's personality (e.g. introvert) than a speaker's one (e.g. extrovert).

3.01 – 3.75 = More students preferred more that they were given more tasks as opposed to being given more lectures

3.01 – 3.67 = Most of the students agreed that having their mistakes corrected in front of class is not an issue to them and that they are not bothered by it.

3.76 – 5.00 = More than half of the students strongly agreed that their teachers taught by giving and explaining a topic with multiple examples

3.76 – 5.00 = Majority of the students believed that the teacher gave them more time to think when answering or, to come up with a response in a discussion

3.01 – 3.75 = Many students agreed and strongly agreed that feedbacks should be given when their peers are not around however the majority of the students were unsure whether they wanted the feedback from the teacher given privately or in class.

3.76 – 5.00 = A great deal of students mentioned that when they needed clarifications, they were not hesitant to ask.

3.76 – 5.00 = A bigger number of students strongly agreed that they preferred doing tasks with someone rather than doing it alone

Based on the estimation for the Students' response, it can be said that although even though the students' personalities were of introverts ('likes listening more than speaking'), most of them actually prefer a class that is more interactive, task oriented and candid.

5.3 Overall Remarks

To sum up, students were generally introverted since they preferred listening over speaking.

They don't like to speak. However, this does not mean that they like the teacher to speak more because their responses dictated otherwise. Study shows that students like being given more

tasks than listening to lectures even though on another question, they answered that they liked listening more than speaking.

Therefore, students are reluctant in speaking, comfortable with listening more but at the same time, prefer to get tasks which would indicate that they have the desire to activate their English speaking, listening, reading and writing skills more.

It is the duty of the teacher in this case, to design better syllabus or lesson plans which would incorporate more tasks and less speaking from the teacher in order to meet the expectations of the students. Although the teachers preferred more tasks over lectures, the results from the students' responses showed that the teachers somewhat relied on giving more lectures than tasks.

Finally, the results show that both the Teachers and Students subconsciously desire a class that is not reliant on TTT and all of the teachers did not disagree on STT, Wait Time and tasks being more present in class even though they do not practice it most of the time. The students were also more open to having a class that consisted of discussions, tasks and feedback which are factors that involves a more communicative classroom and learning environment.

6 Recommendations

6.1 Tasks over Lectures

A better way of teaching students to practice language is by providing them with tasks that encourage freedom of control. A lesson that has tasks where students can utilize all four sub skills are shown to be most beneficial for language acquisition. Examples of a versatile task would be asking students to form a group, preferably in pairs and each group is given a topic to discuss from a chapter of the lesson after a the given time is up. This method would require the

student to read the passage, write down important key notes and then formulate what they will report verbally in front of the class by what they understood from the passage. Finally, once the reporting begins, fellow students who are sitting also activate their listening skills because they will have to listen to the reporters/speakers. Another activity effective for improving reading, speaking, writing and listening altogether (e.g. in terms of pronunciation and interpretation of language input) is by organizing the students into pairs and one student will go and read a premade text and then go back to their partner and relay the information to them, then the partner has to write down what they heard. Afterwards, the pair is interchanged and they repeat the activity on a different premade text. (Bowen, 2013) This way, both the student pair get to work on their sub skills equally.

6.2 Constructive Feedback

Before receiving feedback, the researcher thinks that the student must first be motivated to receive it. Therefore, praises from the teacher such as, “Thank you for your brilliant effort however, I would like to add that you can do it better by...” can go a long way in giving students the encouragement to improve further. However, excessive praise is counterproductive and moderation is essential. McFadziem (2015) suggested that too much of any behavior even if it is positive can be redundant and may hinder the learning process. (p.17)

6.3 Improving Introverted Students’ Speaking Skills

Since the results of the survey showed that most of the students preferred listening more than speaking, the teacher will have to design an activity that will build their students’ confidence and speak more often and freely in and out of class. It is not about having the right pronunciation or being grammatically correct, the main objective of the teacher should be to encourage speaking

in any way in order to improve communication skills which is needed in and outside of the classroom. One way to do that is by designing speaking activities for the whole class. Liu (2017) proposed that, students should just “fake it, till they make it”, which connotes that speaking correctly is not the most important goal for a learner, but she said, trying to speak clearly and loudly is what matters most for a student learning a foreign language. Therefore, Liu (2017) suggested that, in order to get comfortable in speaking clearly and vibrantly students should try to speak as though they were speaking to their hard of hearing grandparent. Liu (2017) also advises that encouraging the students into speaking outside of class and trying to speak as loud as one can when they get the chance is a great practice tool to improve the confidence of the learners

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Appendices

Appendix: I

Questionnaire for the Students

Questionnaire for the Student

In order to determine your preferences about teacher talking time and student talking time, we have devised a survey for you to answer. Your cooperation and honest answers are highly appreciated. All information will remain confidential and will only be used for educational purposes. Thank you!

Basic Information

Name(optional):.....

Organization/University:.....

Degree undertaking:.....

QUESTIONNAIRE

1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
Items:				
a. Teacher gives lectures more than tasks	1	2	3	4 5
b. I like listening more than speaking in class	1	2	3	4 5
c. I like being given tasks more than listening to lectures	1	2	3	4 5
d. I don't mind being corrected in front of class	1	2	3	4 5
e. Teacher usually explains by giving examples	1	2	3	4 5
f. Teacher gives students time to think for answering	1	2	3	4 5
g. Feedbacks & corrections should be given privately	1	2	3	4 5
h. I ask for help when I want clarifications	1	2	3	4 5
i. I like doing tasks in pairs rather than alone	1	2	3	4 5

THANK YOU for answering this Questionnaire!

Appendix: II

Questionnaire for the teachers

Questionnaire for the Teacher

This survey is made for you, the teacher, in order to acquire information about teacher and student talking time which will help in this research and may be of use for future academic improvement. Your cooperation and honesty is highly appreciated. All information listed here will remain confidential and will only be used for educational purposes.

Name:.....

Occupation:.....

Your subject area:.....

Years you have been teaching this course:.....

QUESTIONNAIRE

1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
Items:				
a. It's better to give more tasks than lectures	1	2	3	4 5
b. Having an interactive class is better than a silent class	1	2	3	4 5

c. Giving feedback is as important as giving tasks	1	2	3	4	5
d. I prefer my students working with a pair	1	2	3	4	5
e. Class should have more discussions rather than lectures	1	2	3	4	5
f. Waiting 10 seconds or more for an answer is acceptable	1	2	3	4	5
g. It's best to give feedbacks and corrections on the spot	1	2	3	4	5
h. Student Talk Time is better than Teacher Talk Time	1	2	3	4	5
i. It's better to teach with a steady pace than a fast one	1	2	3	4	5

Thank You for completing this questionnaire!

Appendix: III

Researcher's Observations and Summations

Percentage Poll Sheet for Students' Questionnaire

Questions	TOTAL	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total
Question 1:	84	8%	11%	30%	32%	19%	100%

Teacher gives lectures more than tasks							
Question 2: I like listening more than speaking in class	84	1%	14%	17%	37%	31%	100%
Question 3 : I like being given tasks more than listening to lectures	84	6%	23%	29%	36%	7%	100%
Question 4: I don't mind being corrected in front of class	84	11%	1%	20%	45%	23%	100%
Question 5: Teacher usually explains by giving	84	4%	5%	6%	33%	52%	100%

examples								
Question 6: Teacher gives students time to think for answering	84	4%	8%	17%	46%	25%	100%	
Question 7: Feedbacks & corrections should be given privately	84	10%	23%	33%	23%	12%	100%	
Question 8: I ask for help when I want clarifications	84	4%	1%	14%	52%	29%	100%	
Question 9: I like doing tasks in pairs rather than alone	84	5%	7%	20%	37%	31%	100%	

Score Account of Students' Questionnaire

Respondent	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9
------------	------------	------------	------------	------------	------------	------------	------------	------------	------------

1	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Agree	Strongly Agree
2	Neutral	Agree	Neutral	Strongly Disagree	Agree	Agree	Neutral	Strongly Agree	Strongly Agree
3	Neutral	Strongly Disagree	Strongly Agree	Neutral	Neutral	Neutral	Agree	Strongly Agree	Agree
4	Agree	Disagree	Neutral	Agree	Agree	Agree	Neutral	Agree	Strongly Agree
5	Agree	Agree	Strongly Agree	Strongly Disagree	Neutral	Neutral	Disagree	Strongly Agree	Strongly Agree
6	Neutral	Agree	Neutral	Agree	Agree	Strongly Agree	Neutral	Agree	Neutral
7	Agree	Strongly Agree	Neutral	Neutral	Strongly Agree	Strongly Agree	Agree	Agree	Neutral
8	Strongly Disagree	Disagree	Agree	Agree	Agree	Agree	Disagree	Strongly Disagree	Agree
9	Agree	Agree	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Neutral
10	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree
11	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree
12	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Neutral	Agree	Agree
13	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree
14	Neutral	Disagree	Agree	Agree	Strongly Agree	Neutral	Agree	Agree	Agree
15	Neutral	Disagree	Strongly Disagree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Neutral
16	Neutral	Agree	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
17	Neutral	Disagree	Agree	Agree	Agree	Strongly Agree	Disagree	Agree	Agree
18	Agree	Neutral	Agree	Strongly Agree	Agree	Strongly Agree	Disagree	Agree	Strongly Agree
19	Neutral	Neutral	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree
20	Agree	Disagree	Neutral	Strongly Agree	Agree	Agree	Agree	Agree	Agree
21	Neutral	Disagree	Strongly Agree	Neutral	Agree	Neutral	Neutral	Agree	Agree

22	Strongly Agree	Agree	Neutral	Agree	Agree	Agree	Neutral	Neutral	Agree
23	Neutral	Agree	Neutral	Neutral	Strongly Agree	Agree	Neutral	Neutral	Disagree
24	Neutral	Neutral	Neutral	Agree	Strongly Agree	Agree	Disagree	Neutral	Agree
25	Disagree	Neutral	Neutral	Neutral	Disagree	Disagree	Disagree	Neutral	Disagree
26	Strongly Agree	Agree	Agree	Neutral	Agree	Agree	Neutral	Agree	Agree
27	Strongly Agree	Agree	Agree	Neutral	Agree	Neutral	Disagree	Neutral	Agree
28	Disagree	Neutral	Disagree	Strongly Agree	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Neutral
29	Disagree	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree	Strongly Disagree	Agree	Strongly Agree
30	Neutral	Agree	Agree	Strongly Agree	Strongly Agree	Neutral	Strongly Disagree	Strongly Agree	Neutral
31	Strongly Agree	Neutral	Agree	Agree	Agree	Neutral	Disagree	Strongly Agree	Strongly Agree
32	Neutral	Strongly Agree	Disagree	Agree	Agree	Agree	Neutral	Strongly Agree	Disagree
33	Agree	Strongly Agree	Neutral	Strongly Disagree	Agree	Agree	Neutral	Agree	Strongly Agree
34	Neutral	Strongly Agree	Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Neutral	Strongly Agree	Strongly Disagree
35	Disagree	Agree	Neutral	Agree	Strongly Agree	Agree	Neutral	Neutral	Disagree
36	Neutral	Strongly Agree	Agree	Agree	Strongly Agree	Agree	Disagree	Agree	Strongly Agree
37	Agree	Strongly Agree	Neutral	Agree	Disagree	Neutral	Disagree	Agree	Neutral
38	Strongly Agree	Strongly Agree	Neutral	Neutral	Strongly Agree	Agree	Agree	Agree	Agree
39	Strongly Disagree	Disagree	Agree	Strongly Disagree	Disagree	Disagree	Neutral	Strongly Disagree	Strongly Disagree
40	Strongly Disagree	Disagree	Agree	Strongly Disagree	Disagree	Disagree	Neutral	Strongly Disagree	Strongly Disagree
41	Agree	Neutral	Disagree	Strongly Agree	Strongly Agree	Agree	Disagree	Neutral	Strongly Agree
42	Agree	Strongly Agree	Neutral	Neutral	Agree	Agree	Neutral	Agree	Strongly Agree

Count (N)	84	84	84	84	84	84	84	84	84
Not Answered	0	0	0	0	0	0	0	0	0
Total	84	84	84	84	84	84	84	84	84
Strongly Disagree	7	1	5	9	3	3	8	3	4
Disagree	9	12	19	1	4	7	19	1	6
Neutral	25	14	24	17	5	14	28	12	17
Agree	27	31	30	38	28	39	19	44	31
Strongly Agree	16	26	6	19	44	21	10	24	26
TOTAL	84	84	84	84	84	84	84	84	84

Percentage Poll Sheet for Teachers' Questionnaire

Respondent	TOTAL	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	TOTAL
Question 1: It's better to give more tasks than lectures	5	0%	0%	20%	60%	20%	100%
Question 2: Having an interactive class is better than a	5	0%	0%	0%	0%	100%	100%

silent class							
Question 3: Giving feedback is as important as giving tasks	5	0%	0%	0%	0%	100%	100%
Question 4: I prefer my students working with a pair	5	0%	0%	0%	100%	0%	100%
Question 5: Class should have more discussions rather than lectures	5	0%	20%	0%	40%	40%	100%
Question 6: Waiting 10 seconds or more for an answer is acceptable	5	0%	0%	0%	80%	20%	100%
Question 7: It's best to give feedbacks and	5	0%	0%	0%	40%	60%	100%

corrections on the spot								
Question 8: Student Talk Time is better than Teacher Talk Time	5	0%	0%	0%	40%	60%	100%	
Question 9: It's better to teach with a steady pace than a fast one	5	0%	0%	0%	40%	60%	100%	

Score Account of Teachers' Questionnaire

Respondent	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9
1	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
2	Agree	Strongly Agree	Strongly Agree	Agree	Disagree	Agree	Agree	Strongly Agree	Agree
3	Agree	Strongly Agree	Strongly Agree	Agree	Agree	Agree	Strongly Agree	Agree	Agree

