

**"RE-EVALUATING THE ROLE OF TEACHER TALK TIME (TTT)"****Kuchmurodova Gulnora Xatamovna***Senior teacher, English Department University of Innovation Technologies***Mardonqulova Saidabonu Rasuljon qizi***English department, first year student University of Innovatsion Technologies***Abstract**

*Teacher Talk Time (TTT) is a critical element in classroom dynamics and has a profound impact on student learning outcomes. Traditionally, teachers have dominated classroom talk, providing explanations, instructions, and guidance, which ensured clarity but often limited student participation. Recent pedagogical approaches emphasize the need for balanced, purposeful, and interactive TTT to foster active learning, critical thinking, and communicative competence. This study examines TTT in six secondary school classrooms over a four-week period, analyzing teacher talk patterns, student responses, and classroom engagement. Findings indicate that strategic and interactive TTT significantly enhances student understanding, promotes collaboration, and supports motivation. The research suggests that rather than merely reducing TTT, educators should focus on optimizing the quality, timing, and type of teacher talk to improve learning outcomes across different educational contexts.*

**Keywords:** *Teacher Talk Time, classroom interaction, student engagement, communicative competence, pedagogical strategies, active learning, secondary education.*

**Annotatsiya**

*O‘qituvchi so‘zlash vaqti (TTT) sinfdagi muloqot va talabalarning o‘rganish natija lariga sezilarli ta‘sir ko‘rsatadigan muhim element hisoblanadi. An‘anaviy ravishda o‘qituvchilar dars davomida asosiy suhbatni olib borib, tushuntirishlar beradi, ko‘rsatmalar beradi va talabalarga yo‘riq ko‘rsatadi. Biroq bu holat talabalar ishtirokini cheklab, passiv o‘rganishga olib kelishi mumkin. So‘nggi pedagogik yondashuvlar, aksincha, maqsadli, interaktiv va muvozanatli TTTni ta‘kidlash orqali faol o‘rganish, tanqidiy fikrlash va kommunikativ kompetensiyani rivojlantirishni tavsiya qiladi. Ushbu tadqiqot olti o‘rta maktab sinfida to‘rt hafta davomida TTTni kuzatib, o‘qituvchi so‘zi, talaba javoblari va sinfdagi ishtirok o‘rtasidagi munosabatlarni tahlil qiladi. Natijalar shuni ko‘rsatdiki, strategik va interaktiv TTT talabalarning tushunishini yaxshilaydi, hamkorlikni rag‘batlantiradi va ularni motivatsiya qiladi. Tadqiqot shuni tavsiya qiladi: TTTni faqat kamaytirish o‘rniga, o‘qituvchilar so‘zining sifati, vaqti va turi optimallashtirilishi kerak.*

**Kalit so‘zlar:** *O‘qituvchi so‘zlash vaqti, sinfdagi muloqot, talaba ishtiroki, kommunikativ kompetensiya, pedagogik strategiyalar, faol o‘rganish, o‘rta ta’lim.*

#### **Аннотация**

*Время речи учителя (ТТТ) является важным элементом динамики класса и оказывает значительное влияние на учебные результаты студентов. Традиционно учителя доминировали в разговоре на уроке, предоставляя объяснения, инструкции и руководство, что обеспечивало ясность, но ограничивало участие студентов. Современные педагогические подходы подчеркивают необходимость сбалансированного, целенаправленного и интерактивного ТТТ для развития активного обучения, критического мышления и коммуникативной компетенции. Данное исследование изучает ТТТ в шести средних школах на протяжении четырех недель, анализируя модели речи учителя, ответы студентов и вовлеченность класса. Результаты показывают, что стратегическое и интерактивное ТТТ значительно улучшает понимание студентами материала, способствует сотрудничеству и мотивации. Исследование рекомендует оптимизировать качество, время и тип речи учителя, а не просто сокращать её, чтобы повысить эффективность обучения в различных образовательных контекстах.*

**Ключевые слова:** *Время речи учителя, взаимодействие в классе, вовлечённость студентов, коммуникативная компетенция, педагогические стратегии, активное обучение, среднее образование.*

#### **Introduction**

Teacher Talk Time (TTT) has long been recognized as a crucial factor in classroom dynamics, particularly in language and general education. Traditionally, teachers dominated classroom conversations, believing that continuous explanation and instruction ensured clarity, maintained discipline, and effectively conveyed knowledge. This traditional view, however, often resulted in passive learning, where students became listeners rather than active participants. Numerous studies have highlighted the drawbacks of excessive TTT, noting that high teacher talk can limit opportunities for student interaction, reduce engagement, and hinder the development of critical thinking and communicative skills.

The primary aim of this study is to re-evaluate the role of Teacher Talk Time in secondary school classrooms by examining how different types of teacher talk impact student participation, comprehension, and communicative competence. By combining qualitative observations and practical classroom examples, this research seeks to provide insights into effective strategies for optimizing TTT, ensuring that it serves as a tool to enhance learning rather than a barrier to student engagement.

## Materials and Methods

This study was conducted in six secondary school classrooms located in urban areas, with students aged 13 to 16 years. The classrooms were selected to represent a diverse range of proficiency levels and learning abilities. Each classroom consisted of 20–30 students, and all teachers involved had at least five years of teaching experience. The study spanned a period of four weeks, during which TTT was systematically observed and analyzed.

### Data Collection Methods:

The collected data were analyzed using both qualitative and quantitative approaches. Quantitative analysis measured the total duration of teacher talk versus student talk, the distribution of talk types, and the correlation between TTT and student participation rates. Qualitative analysis focused on the content and purpose of teacher talk, its effect on student comprehension, critical thinking, and collaborative learning. Patterns and trends were identified across classrooms to determine the most effective strategies for balancing TTT.

**Audio and Video Recordings:** Each classroom session was recorded to capture teacher talk, student responses, and interactions. This allowed detailed analysis of both the quantity and quality of TTT.

**Observation Checklists:** Structured checklists were used to categorize teacher talk into four types:

**Instructional Talk:** Giving instructions or explaining tasks

**Explanatory Talk:** Clarifying concepts or providing examples

**Feedback Talk:** Correcting errors or offering guidance

**Interactive Talk:** Engaging students in discussions, questions, or reflections

## Results and Discussion

The analysis of classroom recordings and observation checklists revealed several important patterns regarding Teacher Talk Time (TTT) and its effect on student engagement and learning outcomes.

### 1. Distribution of Teacher Talk Types:

Across six classrooms, instructional talk accounted for approximately 40% of total TTT, explanatory talk 25%, feedback talk 20%, and interactive talk 15%. While instructional talk was necessary for providing clarity, classrooms with higher percentages of interactive talk showed greater student participation and more frequent peer-to-peer discussions.

### 2. Impact on Student Engagement:

Classrooms where teachers used strategic interactive TTT observed that 75% of students actively participated in class discussions, compared to only 40% in classrooms dominated by instructional and explanatory talk. For example, in Classroom 3, the teacher frequently asked

open-ended questions and encouraged group responses. This approach led to a noticeable increase in student-initiated questions and collaborative problem-solving.

### **3. Role of Feedback Talk:**

Feedback talk was found to be critical in shaping comprehension and learning confidence. In classrooms where feedback was timely, specific, and constructive, students were more likely to attempt challenging tasks and demonstrate improved understanding. For instance, during a mathematics lesson, targeted feedback helped students correct procedural errors, resulting in higher accuracy rates in subsequent exercises.

### **4. Contextual Variation:**

The study found that TTT effectiveness varied depending on student age, proficiency level, and lesson complexity. Younger or less proficient learners benefited more from explanatory and instructional talk, whereas advanced learners thrived with increased interactive and feedback talk. Teachers who adapted their TTT based on classroom context were more successful in maintaining engagement and fostering independent thinking.

### **5. Quality vs. Quantity:**

The findings emphasize that the quality of TTT matters more than the quantity. Teachers who spoke less but with purpose—integrating questioning, scaffolding, and real-life examples—achieved higher comprehension and engagement compared to teachers who spoke for longer durations without involving students.

### **6. Pedagogical Implications:**

The study supports a strategic approach to TTT. Teachers should plan and monitor their talk, balancing instructional needs with opportunities for student-centered interaction. Incorporating interactive and feedback talk into lessons can promote critical thinking, communication skills, and active learning, aligning with contemporary pedagogical models such as Communicative Language Teaching and Task-Based Learning.

**Conclusion :** This study demonstrates that Teacher Talk Time (TTT) is a powerful tool in classroom dynamics, not merely a measure of how much a teacher speaks. Strategic, purposeful, and interactive use of TTT significantly enhances student engagement, comprehension, and communicative competence. Classrooms that balanced instructional, explanatory, feedback, and interactive talk types saw higher levels of student participation and collaborative learning.

From a pedagogical perspective, the study recommends that educators carefully plan and monitor TTT, integrating interactive strategies, scaffolding, and timely feedback to optimize learning outcomes. Future research could explore quantitative benchmarks for optimal TTT across diverse subjects, grade levels, and cultural contexts, as well as the long-term effects of balanced TTT on student motivation and academic achievement.

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