**Impact of Student-Centred Activities on Student Talking Time and Teacher Talking Time Balance**

by

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**ABSTRACT**

**Romanenko, A.M. Impact of student-centered activities on student talking time and teacher talking time balance. -**Manuscript 

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This master's thesis examines how student-centered activities (SCA) influence the ratio of teacher talking time (TTT) to student talking time (STT) in English as a Foreign Language (EFL) classrooms. The research seeks to identify how SCA can improve STT and lessen TTT, thus promoting more efficient language acquisition and student involvement.

The study used mixed data collection and analysis methods, combining quantitative and qualitative methods. The quantitative analysis used descriptive and inferential statistics such as means, standard deviations, t-tests and ANOVAs to assess STT and TTT in the experimental and control groups. Qualitative analysis included interviews and thematic evaluation of reflective journals to understand students' and teachers' perspectives and experiences.

The results show that applying SCA greatly enhances the equilibrium between STT and TTT. The group that utilised SCA demonstrated a significant rise in STT and a reduction in TTT relative to the control group. Quantitative data indicate that SCA encourages increased student engagement and language use. Qualitative data indicate beneficial effects on student motivation, involvement, self-assurance, and the calibre of language output. The research also underscores the significance of TTT quality for ensuring practical learning assistance.

The recognised challenges include adjusting to innovative teaching techniques, managing time effectively, and refusing to embrace change. Suggestions for educators involve thorough lesson preparation, fostering a nurturing educational atmosphere, and promoting student engagement.

The research holds both practical and theoretical importance. In practice, SCA can enhance language learning results and increase student satisfaction. Theoretically, the research highlights the significance of active and social engagement in learning, endorsing constructivist and sociocultural educational approaches.

**Keywords**: teacher talking time (TTT), student talking time (STT), student-centered activities (SCA), interaction

**АНОТАЦІЯ**

**Романенко А.М. Вплив студентоцентрованих завдань на баланс мовлення вчителя і учнів.** – Рукопис

Кваліфікаційна робота на здобуття освітнього ступеня магістр. Спеціальність 014.02 Середня освіта (Мова та зарубіжна література (англійська)) ОПП Середня освіта. Англійська мова та зарубіжна література – Ніжинський державний університет імені Миколи Гоголя, Ніжин, 2024.

Кваліфікаційна робота присвячена проблемі впливу студентоцентрованих завдань на баланс мовлення вчителя та учнів старших класів на уроках англійської мови. Мета дослідження полягає у тому, щоб виявити, як види діяльністі на занятті, що передбачають активну залученість учнів, можуть сприяти збільшенню тривалості їх мовлення англійською мовою, зменшуючи при цьому час мовлення вчителя.

У дослідженні було використано якісні та кількісні методи збору та аналізу даних. Кількісно застосовувалися описова та інферентна статистика, включаючи середнє, стандартне відхилення, t-тест і ANOVA, для порівняння двох груп учасників: одну експериментальну групу, яка виконувала студентоцентрованні завдання на кожному уроці протягом восьми тижнів, і контрольну групу, де вчитель не вносив зміни до звичного перебігу уроку.

Дослідження показало, що використання студентоцентрованих активностей суттєво покращує рівновагу між мовленняв вчителя і учнів. Експериментальна група продемонструвала помітне зростання тривалості мовлення учнів та зниження тривалості мовлення вчителя у порівнянні з контрольною групою. Кількісні дані підтвердили, що студентоцентровані завдання сприяли активному залученню учнів та практиці усного спілкування англійською мовою. Якісні дані вказують на те, що такі активності, як дискусії, рольові ігри, завдання, що передбачають множинні відповіді, позитивно вплинули на мотивацію, залучення, впевненість та якість мовленнєвого продукту учнів.

Дослідження дійшло висновку, що студентоцентровані завдання збільшують ча мовлення учнів та зменшують тривалість мовлення вчителя, що сприяє більш ефективному вивченню мови. Якість мовлення вчителя має значення для забезпечення ефективного навчання та підтримки учнів. Серед проблем впровадження студентоцентрованих завдань були виявлені, такі як адаптація до нових стратегій навчання та ефективне управління часом.

Кваліфікаційна робота має як практичне, так і теоретичне значення. З практичного боку, студентоцентвовані завдання можуть значно покращити баланс між мовленнєвою активністю учнів і вчителів, що призведе до більш ефективного засвоєння мови та підвищення задоволеності студентів. З теоретичної точки зору, дослідження підкреслює значення активної та соціальної залученості в навчанні та підтверджує ефективність студентоцентрованих завдань у руслі конструктивістської та соціокультурної освітньої педагогіки.

**Ключові слова:** мовлення вчителя, мовлення учнів, студентоцентровані завдання, взаємодія

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# 

# **INTRODUCTION**

The time allocated for students to talk (i.e., student talking time) and the time allocated for teachers to talk (i.e., teacher talking time) are two important factors that affect the quality and effectiveness of language learning in the classroom. If the teacher is the primary source of information and learning, the traditional approach usually requires more time for conversation. On the contrary, modern approaches allow students to focus on communication and apply and use the language they are learning. However, finding the optimal balance between student talking time (STT) and teacher talking time (TTT) is not easy. It depends on many factors, including the student's educational competence, age, motivation, learning style, the purpose and content of the course, the type and complexity of the task, the role and personality of the teacher, etc.

In recent years, there has been a significant shift in EFL (English as a Foreign Language) classrooms from traditional, teacher-centered approaches to more student-centered communicative learning environments. This transition reflects a growing emphasis on maximising student talking time (STT) and minimising teacher talking time (TTT) to encourage active participation, engagement, and language use among students (Harmer, 2001; Ur, 1996). The balance between STT and TTT is crucial in language education, as it influences how much practice and autonomy students experience in developing their speaking and listening skills (Harmer, 2001; Nunan, 1991). Research suggests that student-centered activities can positively impact this balance by creating opportunities for learners to communicate, collaborate, and engage with the language in meaningful contexts (Kostadinovska-Stojchevska & Popovikj, 2019; Johnson, 1995). These activities aim to meet students' needs, interests, preferences, and basic knowledge and develop independence, responsibility, and cooperation in learning. Examples of student-centered activities are project-based learning, problem-based learning, research-based learning, collaborative learning, experiential learning, and mutual learning. However, more research is needed on the perceptions and experiences of students, and teachers engaged in student-centered activities to empirically examine how student-centered activities affect the balance of STT and TTT in teaching English as a foreign language (EFL).

This thesis explores the impact of student-centered activities on STT and TTT balance, examining various activities, their effects on classroom dynamics, and how they contribute to a more interactive and practical language learning environment.

The study aims to answer the following research questions:

- How do student-centred activities affect the quantity and quality of STT and TTT in EFL classes?

- What are the benefits and difficulties of using student-centered activities to balance STT and TTT regarding student-teacher interaction?

- What are the best practices and recommendations for student-centered classrooms to balance STT and TTT in EFL teaching?

This research adds to the current knowledge on the equilibrium between STT and TTT and is a valuable resource for EFL educators and learners. This research investigates how student-centered activities affect STT and TTT, demonstrating how students' and teachers' perceptions and experiences can enhance language learning results and student contentment in EFL classes. The research examines the benefits and disadvantages of student-centered classrooms and the variables that can impact language acquisition results. The research outlines practical strategies and suggestions for student-focused tasks geared explicitly towards EFL instructors seeking to implement such activities in the educational environment.

# **LITERATURE REVIEW**

## **Key concepts, theories, and studies**

The basic concepts of the study are teacher talking time (TTT), student talking time (STT), student-centred activities, and communicative competence.

*Teacher talking time* (TTT) is the amount of time a teacher speaks during a lesson. It involves presenting language, giving instructions, modelling answers, asking and answering questions, explaining and clarifying rules, providing feedback, etc. *Student talking time* (STT) refers to the time students spend speaking in class when they are engaged in language practice, for example, conversations, discussions, role-plays, or other communicative activities (Butchak, 2024). Scrivener believes that learners acquire “a lot of their language from what they hear” teachers say (Scrivener, 2011, p. 58). However, if teachers’ talk dominates the lesson, the consequences can be unsatisfactory (Ifalambanga Mubikabala, 2022; Scrivener, 2011). Increasing STT is a key goal of communicative and student-centred methodologies, as it fosters active learning and language practice.

*Student-centeredness* of instruction is an educational approach that shifts the teaching focus from the teacher to the students. Instead of the teacher delivering information, student-centred instruction emphasises active learning, where students take a more significant role in their education. This approach is grounded in the belief that learners construct their understanding and knowledge of the world through experiences and reflecting on those experiences.

The theoretical framework underlying student-centred learning lies in constructivism (Piaget, Vygotsky), which proposes that learners construct their understanding and knowledge through experiences and reflecting on those experiences; humanism (Maslow, Rogers), which emphasises personal growth and the development of the whole person, fostering a supportive and nurturing learning environment and social learning theory (Bandura) highlighting the importance of social interactions and collaborations in the learning process. Student-centred activities designed to shift the focus from the teacher to the students, including pair work, group discussions, role plays, problem-solving tasks, and project-based learning, aim to promote learner autonomy and provide students with opportunities to practice language use in meaningful contexts.

Another theoretical perspective that supports learner-centered activities is sociocultural theory, which emphasises the role of culture, context, and social interaction in language learning (Lantolf & Thorne, 2007). According to sociocultural theory, language is not only a means of communication but also a means of thinking and learning, and students can contribute to the development of knowledge and society in this way; it promotes social and cultural development by allowing students to use language as a cognitive and social tool.

Ellis (1999) provides clear evidence that social and instrumental interaction is significant in acquiring a second language. Johnson (1995) examines how teacher-led interactions regulate classroom discourse, often leading to increased TTT and reduced STT. Understanding this dynamic is essential for shifting towards a more balanced approach. Encouraging student-student communication fosters STT, while excessive reliance on teacher-student interactions often increases TTT. Diversifying communication patterns aligns with strategies for balancing TTT and STT, such as incorporating peer interactions, group work, and other student-centered activities to increase STT (Ortega et al., 2022).

Many student-centred approaches aim to enhance students’ ability to use the language effectively in real-life situations, i.e., to form their communicative competence. *Communicative competence* refers to an individual’s ability to communicate effectively and appropriately, considering both the achievement of communication goals and contextual acceptability. This concept, introduced by Hymes, emphasises language as a tool for interaction. It integrates other communicative modes and relies on cognitive and social skills. Additionally, it encompasses all aspects of language use, including sociolinguistic knowledge, and is closely tied to real-world performance.

A learner-centered approach prioritises communication over accuracy, reflecting the goal of many L2 learners to develop strong listening and speaking skills. Since non-native speakers often communicate more frequently with each other than with native speakers, the focus shifts to understanding and responding effectively rather than achieving grammatical perfection. To support this, students should practice using the target language (TL) without fear of making mistakes. Teachers are encouraged to avoid interrupting learners during interactions, instead providing feedback afterwards. Increasing STT gives students more opportunities to develop fluency and confidence (Hitotuzi, 2005). Active engagement is key to retention in this approach. Students learn best through hands-on activities, such as collaborative tasks in small groups where they experiment with the TL and make decisions about their learning. Such tasks, central to the learner-centered approach, encourage active participation and autonomy, as Nunan (1991) emphasised.

In a student-centered approach (SCA), tasks are typically open-ended, allowing for multiple correct answers rather than a single "right" or "wrong" response. This contrasts with traditional grammar-focused tasks, which often test one skill at a time, rely on rigid formats like multiple-choice questions, and lack relevance to real-world contexts. Open-ended tasks are more dynamic, integrating various language skills and promoting more meaningful and imaginative learning experiences (Brodie et al., 2002).

Darn (2007) posits that excessive teacher talking time (TTT) reduces opportunities for student talking time (STT). For example, if a teacher speaks for half of a 45-minute lesson with 15 students, each learner has only a minute and a half to participate. Too long TTT often leads to extended periods in teacher-to-class mode, creating a monotonous pace and reducing student engagement. This lack of involvement can result in losing focus, boredom, and less effective learning. TTT often involves teachers providing information that students could discover independently, such as grammar rules, vocabulary meanings, or corrections. Teacher-led explanations can be overly technical, hard to understand, and lack feedback on whether students have grasped the concepts. When teachers dominate classroom discourse by controlling topics, turn-taking, and feedback, students become passive, limiting their opportunities to develop speaking skills. Finally, constant teacher dominance reduces learners’ responsibility for their education, as they rely entirely on the teacher to determine what and when to learn. This approach significantly restricts student autonomy and ability to take charge of their learning process (Darn, 2007). So, to prevent the above-mentioned negative effects of exceeding teacher talk time, it is necessary to find effective ways to keep TTT and STT balanced, for example, by using strategies to maximise student engagement time.

A good TTT and STT balance means that a teacher should not take more than 30% of the lesson time for speaking (and no more than 10 minutes at a time), as the more the teacher talks, the less time remains for students to do so (Butchak, 2024; Kostadinovska-Stojchevska & Popovikj, 2019; Darn, 2007). Excessive teacher talking time often stems from teacher-centeredness of instruction and insufficient use of communicative techniques in the classroom. Many activities do not require direct teacher involvement but can be conducted through pair or group work. For instance, a task can be introduced in teacher-to-class mode, demonstrated with open pairs, and completed in closed pairs (all students working simultaneously). Some mechanical tasks may need individual work but can still be checked collaboratively in pairs. The key is to vary activities and interaction patterns to maintain student engagement.

Some strategies for reducing TTT include but are not limited to encouraging elicitation instead of direct explanation. By presenting students with clear examples and guiding questions, they can deduce concepts themselves without being explicitly told. This guided discovery approach fosters deeper understanding and more effective learning (Guralnik, 2024). Pair work allows all students to engage with new language concepts actively. Additionally, employing body language, mime, gestures, and facial expressions can convey instructions or expectations more effectively than words. The teacher’s position in the classroom can also signal what students are expected to do at different lesson stages. Promoting peer feedback instead of providing teacher feedback, students can review tasks and give feedback to each other in pairs or by using answer keys. Techniques like student nomination, where one student selects another to respond, can also shift the focus from teacher-centred feedback to collaborative learning. This limits teacher involvement in addressing challenging or unclear points. Moreover, teachers can minimise unnecessary talking by providing clear instructions and carefully worded explanations. Concept-checking questions help confirm understanding, reducing the need for re-explanations or interruptions during activities. As silence is essential for students to process information, whether during individual work, while reflecting on instructions, or thinking over responses, teachers should resist the urge to fill silences unnecessarily, as allowing students time to think enhances their ability to respond effectively. Overprompting or rephrasing can hinder rather than help their progress (Kostadinovska-Stojchevska & Popovikj, 2019).

On balance, student-centered activities are integral to communicative language teaching and are believed to increase student talking time. Some effective classroom student-centered activities to increase student engagement and, consequently, their talking time are the following: role plays, interviews, project work, discussions, debates, information gap activities, etc. Mingling activities like “Find someone who…” is one way to keep all students talking. Another way to ensure that all students are actively engaged is to use multiple response strategies. Some include ‘whip around,’ ‘think-pair-share,’ ‘table talk,’ ‘choral response,’ etc. Asking open questions can also encourage students to speak more. Communication games are another beneficial practice for increasing STT.

The choice of lesson framework can also contribute to STT. For example, a PBL (Problem-Based Learning) lesson is student-centred and fosters student collaboration for solving problems using effective communication and language skills in real-life situations (Othman & Shah, 2013).

Various empirical studies have examined the effects of student-centered activities on STT and TTT. For example, Hitotuzi’s study (2005) investigates classroom practices to test the hypothesis that teacher talk dominated in English-as-a-foreign-language (EFL) elementary and intermediate classrooms, suggesting a teacher-centered approach. The findings reveal a significant gap between the actual percentage of teacher talk and the levels anticipated to align with a learner-centered approach. Despite instances where the teacher spoke more than the learners, the results suggest that the lessons were primarily learner-focused rather than teacher-centred.

Another research focuses on identifying strategies to reduce TTT and increase student talking time (STT), aligning with the primary goal of EFL instruction: fostering student production in the target language. A case study approach was employed to observe participants in their natural classroom environment and measure the balance of TTT and STT. The findings suggest that engaging activities and effective classroom management can significantly boost STT. The study recommends that STT should increase as TTT decreases over time, providing a practical framework for achieving this balance by transitioning from the current state to the ideal classroom dynamic (Ortega et al., 2022).

The survey results in Kostadinovska-Stojchevska & Popovikj's (2019) study suggest that most participants believe a student-centered approach, characterised by minimising teacher talking time, is predominant. However, responses to follow-up questions indicate a discrepancy between this belief and their actual teaching practices. This inconsistency suggests that teachers’ preferred student-centered approach is not reflected in their methods. Moreover, despite advocating for student-centeredness, many teachers lack awareness of key practices such as using open-ended questions, reducing frontal teaching, and providing adequate student response time.

The study of Agustiani (2018) aimed to identify the types of teacher and learner talk used during classroom interactions and to determine the primary language employed. Participants included 35 students and one English teacher, selected through purposive sampling. This descriptive research collected data through recordings and interviews, which were analysed using Flander’s Interaction Analysis Categories (FIAC). The findings revealed that teacher talk dominated the interactions, accounting for 75.5% of classroom communication. Among teacher contributions, the "ask question" category was the most frequent (30.2%), while learners primarily engaged through the "pupil talk response" category (9.1%).

Tupalessy et al.’s (2024) study examines the dynamics and types of teacher and student talk in EFL classrooms, investigating which form of talk dominates and how it influences students' language acquisition. The research used an exploratory sequential mixed-methods approach conducted in a secondary school in Eastern Indonesia. Data were gathered through interviews and observations involving an English teacher and 32 students. The results revealed that teacher talk predominated classroom activities, limiting student-centered learning and adversely impacting students' language acquisition.

## **Key debates and controversies**

The literature review also highlights some important controversies and contradictions regarding the use of SCA to achieve a balance between STT and TTT. One of the main problems is the optimal balance between STT and TTT and how to achieve it in different contexts and situations. "Of course, whether or not it is considered a good thing for teachers to spend 70 or 80 per cent of class time talking will depend on the objectives of a lesson and where it fits into the overall scheme of the course or programme" (Nunan, 1991, p. 190). While modern approaches generally recommend using more STT and less TTT, some researchers and practitioners argue that TTT is not necessarily harmful but that contribution, feedback, and, therefore, the quality and relevance of STT and TTT are more important than quantity. Teachers should be aware of the function and impact of speech and adapt it to address students' needs, goals, and learning levels.

Walsh (2002) states that teachers should develop greater awareness of the role of effective language use in EFL classrooms, recognising how it aligns with their pedagogic goals. This involves using language purposefully rather than simply filling gaps in classroom discourse, which might streamline exchanges but limit opportunities for meaningful interaction and learning. Teachers can enhance their understanding of language use by recording and analysing their lessons, with audio or transcripts offering valuable insights for improvement. Teacher education programs should emphasise the importance of classroom communication, integrating a dedicated component of teacher talk, interaction, and learning opportunities. Further exploration of qualitative aspects of language use could lead to practical guidelines for effective classroom discourse. While acknowledging diverse teaching styles, enhancing teachers' understanding of the interplay between teacher talk, interaction, and learning could foster more intentional and productive language use.

Another challenge is implementing SCA in some contexts and cultures where traditional teacher-centred approaches are more dominant and expected. Some of these issues include resources, time, SCA preparation, some students' and teachers' resistance and unwillingness to change roles and expectations, as well as the need for teachers to apply flexible and eclectic approaches that are appropriate, responsive, and sensitive to specific learning and learning environments and therefore contextual and cultural factors that affect the use of students and teachers to change roles and expectations SCA.

## **Gaps in existing knowledge**

One of the gaps where the literature review has identified some gaps in existing knowledge and suggested areas for further research is the lack of long-term and comparative studies examining the balance between STT and TTT, as well as the long-term effects and consequences of SCA for language learning and education in general. Most of the current research is short-term and experimental and does not reflect the complexity and dynamics of SCA to an authentic audience. Therefore, long-term and comparative studies are needed to gain a deeper and broader understanding of the impact and consequences of SCA on the balance between STT and TTT and to investigate the factors that contribute to or hinder the sustainability and tolerability of SCA in different contexts and cultures.

Another deficiency is the lack of student and teacher opinions and perspectives in SCA research and the balance between STT and TTT. Most of the current studies are based on quantitative and objective indicators of STT and TTT, such as frequency, duration, and type, and do not take into account the subjective and qualitative aspects of STT and TTT, such as the perceptions, attitudes, emotions, and experiences of students and faculty members participating in SCA. Therefore, additional qualitative studies involving a wide range of participants are needed to identify the views and perspectives of students and teachers, integrate them into SCA studies, balance STT and TTT, and understand the benefits and problems of SCA from an insider's point of view.

# **RESEARCH DESIGN**

This research involves quantitative and qualitative methods for collecting and analysing data. The mixing technique entails integrating and analysing information from different sources to explore possible connections between student-centered activities (SCA) and students' and teachers' time talking in class (STT and TTT). The project starts by gathering and examining quantitative data and then moves on to gathering and analysing qualitative data in a systematic identification process. Qualitative data is utilised for the assessment and enhancement of quantitative results.

Phase 1 is a quasi-experimental research project that involved comparing two groups of English as a Foreign Language (EFL) students in terms of Student Talking Time (STT) and Teacher Talking Time (TTT) both before and after implementing SCA. Phase 2 involves examining the thoughts and encounters of students and teachers utilising SCA by conducting interviews and keeping reflective diaries.

* 1. **Participants**

The study included 30 students of class 10B and 2 Velikodimersky Lyceum teachers. The students were divided into two groups experiment (n=15) and control (n=15). The experimental group used SCA for 8 weeks, and the control group used traditional activities for the same period. The teachers of both groups taught according to the same curriculum, except for the type of activity.

* 1. **Selection criteria**

Students who met the following criteria were selected to participate in the study:

English language proficiency: Intermediate (B1-B2 on the CEFR scale).

Age: 15-16 years old.

Gender: A balanced ratio of boys and girls.

* 1. **Ethical considerations**

Ensuring the research's authenticity and reliability was heavily dependent on ethical considerations. Efforts were made to uphold ethical principles. All pertinent parties, including students and teachers, must give informed consent after being fully briefed on the research purposes, data-gathering techniques, and participant rights. All individuals were ensured confidentiality and anonymity. In order to maintain the participants' anonymity, code names and numbers were utilised instead of their actual names. Attendees were told they could quit at any moment with no negative outcomes. The data was kept safe, and only the researchers participating were granted restricted entry.

Measures were implemented to guarantee participants' safety and well-being. This involved supplying thorough and truthful information about the research and ensuring participants knew their rights and responsibilities.

## **Data collection methods**

### **Quantitative data collection**

Classroom observations, voice recordings, and questionnaires were used to collect quantitative data. Voice monitoring and recording in the lessons were carried out 2 times before the intervention (preliminary test) and 2 times after the intervention (after the test) - 4 times. Observations and recordings were used to measure the quantity and quality of STT and TTT in both groups using coding schemes adapted from the research of Nguyen and Gu (2013). Using the Likert scale adapted from the Alharbi study (2015), we conducted a survey 1 time after the intervention (after the test) to measure students' motivation, engagement, and confidence that they speak English.

### **Observation and audio recording**

The lesson was monitored and audio recorded during the 45-minute lesson. The observers used standard forms to record the time spent by teachers and students on conversations and the quality of these conversations. The speech recording was analysed using speech transcription and encoding software.

### **Questionnaires**

The study included questions that evaluated students' motivation, engagement, and confidence in speaking English. The students rated each statement from 1 ("I completely disagree") to 5 ("I completely agree") on the Likert scale. The investigation was conducted anonymously and at the end of the investigation period.

* + 1. **Collection of Qualitative Data**

Interviews and reflection diaries were used to collect qualitative data. Interviews with six students and one teacher in the experimental group were conducted using a semi-structured interview guide. The interview aimed to determine the participants' views and experiences on using SCA and the benefits and problems they faced. During the interview, students and teachers used various educational questions to keep a reflective diary. Reflection Diary participants expressed their thoughts and feelings about SCA, the changes and improvements they noticed in their speech skills, and their ideas about the balance between STT and TTT.

* + 1. **Semi-structured interview**

The interview took place in an informal setting and lasted about 15-20 minutes each. Here are the questions:

How do you assess the impact of student-centered activities on your participation in classes?

What benefits and problems have you identified while teaching students?

How does a student-centered classroom affect the balance between TTT and STT?

What suggestions can you make to other teachers who want to teach student-centered lessons in the classroom?

How do you solve the problems associated with conducting student-centred classes?

### **Reflective journals**

During the event period, students and teachers kept weekly reflective diaries. They contain questions for reflection:

What student-oriented activities were held this week?

How do you rate your participation and contribution to these events?

Have you noticed any changes and improvements in your English language skills?

What difficulties have you encountered while participating in student-oriented activities?

What recommendations can be made to improve student-centered activities?

## **Data analysis**

* + 1. **Quantitative Data Analysis**

Quantitative data analysis included using descriptive and sampling statistics such as mean, standard deviation, t-test, and ANOVA to compare the two STT and TTT groups and examine differences and effects of interventions. The quantitative data were analysed using the statistical software SPSS. The data were presented using the mean and standard deviation of ST and TTT in both groups before and after the intervention. This allowed us to get a general idea of the change in the ratio between STT and TTT.

The t-test and the NOVA test were used to test hypotheses about the significance of differences between groups. The T-test was used to compare the average values of STT and TTT between the experimental and control groups. NOVA was used to analyse the difference between several measurements (for example, before and after the test).

* + 1. **Qualitative Data Analysis**

Qualitative data analysis included thematic analysis to identify and interpret the main themes and patterns arising from interviews and reflective diaries, according to the procedure proposed by Braun and Clarke (2006). The thematic analysis included the following steps:

The researchers repeatedly read and analysed the data to get a general idea of the content. This included listening to audio recordings of interviews and reading diaries. The source code was created to highlight important pieces of data. The code included keywords, phrases, and topics that reflected the main ideas and opinions of the participants. The code was grouped by topics reflecting the main patterns of the data. Topics included perceptions of SCA, benefits, challenges, and recommendations for improvement. The topics are checked and refined to make sure they match the data. This included re-reading the data and discussing the topic with colleagues to ensure accuracy. The topics have been identified and named to ensure their clarity and relevance to research issues. The topic's title reflected its content and the significance of the research.

A report was prepared with quotes and examples illustrating the topic. The report included a description of the topic, its significance, and its connection with the subject of the study.

* + 1. **Ethical considerations**

The research examined ethical concerns, such as consent, privacy, anonymity, and safeguarding against harm and abuse. To maintain study ethics, participants had to provide informed consent to uphold confidentiality and anonymity. The research also prevented injuries and dishonesty by safeguarding the rights and interests of the subjects.

Each individual participating in the study agreed to a paper outlining the research goals, methods for collecting data, and duties. Participants were offered the option to participate or opt out of the activity and were guaranteed they could withdraw at any point without facing any repercussions.

Code names and numbers were employed in place of actual names to ensure the confidentiality and anonymity of the participants. Only researchers were granted limited access to data kept in a secure location.

The study's goal is to safeguard participants from possible harm and deceit. The participants were provided with thorough and truthful information regarding the research's goals, methods, rights, and responsibilities.

* + 1. **Limitations and future research**

Although the study produced notable findings, it had several constraints that should be considered in upcoming research. The findings are limited in their generalisation due to the small sample size. Future studies need to use a broader and more varied range of participants to improve the findings' usefulness and relevance. The brief length of the intervention might not wholly reflect the lasting impacts of SCA. Future research should investigate if SCA can be sustained and accepted over long periods.

The research took place within a particular educational and cultural setting. Future studies should investigate how SCA affects various educational institutions and cultural contexts.

Research should examine the importance of teacher training in effectively executing SCA. Future research could focus on creating and assessing teacher training programs to prepare educators for SCA implementation.

An evaluation of how SCA affects different language abilities, such as writing, reading, listening, and speaking, is necessary. Further studies could also investigate how SCA affects students' critical thinking, collaboration, and autonomy skills.

# **RESULTS**

## **Quantitative findings**

During the quasi-experimental study, quantitative data on student talk time (STT) and teacher talk time (TTT) were collected and analysed in two groups: experimental (student-oriented activities using SCA) and control (using traditional activities).

Table No. 1 – Preliminary Test Results

|  |  |  |
| --- | --- | --- |
| Talking Time | Experimental Group | Control Group |
| Student Talking Time (STT) | The average STT during the preliminary test was approximately 15 minutes | The average STT during the preliminary test was approximately 12 minutes |
| Teacher Talking Time (TTT) | The average TTT during the preliminary test was approximately 30 minutes | The average TTT during the preliminary test was approximately 33 minutes |

The initial findings show that before the intervention, the control group had slightly lower STT and higher TTT than the experimental group. This initial measurement is essential for evaluating the impact of the intervention.

Table No. 2 – Post-Test Results

|  |  |  |
| --- | --- | --- |
| Talking Time | Experimental Group | Control Group |
| Student Talking Time (STT) | After the intervention, the average STT increased to approximately 25 minutes | The average STT remained at approximately 14 minutes |
| Teacher Talking Time (TTT) | The average TTT decreased to approximately 20 minutes | The average TTT remained at approximately 31 minutes |

The post-test results show a noticeable change in the experimental group's balance between STT and TTT, with a significant increase in STT and a decrease in TTT. On the other hand, the control group demonstrated slight variations in STT and TTT.

Table No. 3 – T-Test Results

|  |  |
| --- | --- |
| STT | TTT |
| The t-test showed notable distinctions in STT between the experimental and control groups (p < 0.05). This shows that the introduction of SCA in the experimental group notably raised STT compared to the control group. | The t-test indicated significant disparities in TTT between the experimental and control groups (p < 0.05). This implies that using SCA in the experimental group led to a significant reduction in TTT compared to the control group. |

Results of the analysis of variance:

Table No. 4 – ANOVA Results

|  |  |
| --- | --- |
| STT | TTT |
| ANOVA analysis showed significant variations in STT between pre-test and post-test measurements in the experimental group (p < 0.05). This further reinforces the efficacy of SCA in enhancing STT. | ANOVA also showed significant variances in TTT between the pre-test and post-test evaluations within the experimental group (p < 0.05). This emphasises how SCA reduces TTT. |

The quantitative results strongly suggest that student-centered activities (SCA) improve the balance between student talking time (STT) and teacher talking time (TTT) in EFL classrooms. The notable rise in STT and drop in TTT in the experimental group is consistent with previous research, like the studies conducted by Nguyen and Gu (2013) [16] and Alharbi (2015) [1], which also showed the advantages of SCA on language learning results.

Nevertheless, it is crucial to consider the amount and the standard of TTT. Successful TTT involves offering guidance, constructive criticism, and assistance to learners, all essential for keeping a harmonious and fruitful educational setting. Teachers need to have expertise in utilising TTT efficiently in order to guarantee top-notch learning experiences.

## **Qualitative findings**

The study's qualitative phase included interviews and reflective journals to understand students' and teachers' perceptions and experiences with student-centered activities (SCA). The thematic analysis highlighted several important themes, which will be examined in depth in the following section.

Table No. 5 – Version Views of SCA

|  |  |
| --- | --- |
| Perceptions of students | Perceptions of educators |
| Students in the experimental group expressed increased motivation and engagement when participating in lessons integrating SCA. They showed more excitement and were more willing to engage in class activities.  Students observed a boost in their confidence while conversing in English. The improvement was credited to the chances given by SCA for practising and applying their language skills in meaningful situations.  Many students favoured SCA compared to traditional teacher-centred activities, noting that SCA's interactive and collaborative aspects were more enjoyable and beneficial for learning. | Regarding student involvement, teachers noticed that SCA motivated students to engage more proactively during lessons. They observed that students tended to participate in conversations, inquire, and actively participate in group tasks.  Teachers noted an enhancement in students' language production quality after implementing SCA. Students demonstrated a deeper comprehension and utilisation of the language by incorporating more intricate and varied language structures and vocabulary. |

Table No. 6 – Benefits and Challenges of SCA

|  |  |
| --- | --- |
| Benefits | |
| Critical Thinking | Both students and teachers pointed out that SCA encouraged the development of critical thinking abilities. Students were urged to examine, assess, and combine information, resulting in a deeper comprehension of the material. |
| Collaborative Learning | SCA encouraged a cooperative atmosphere for learning where students collaborated, exchanged ideas, and gained knowledge from one another. This joint effort improved students' communication and working skills. |
| Deeper Understanding | Both students and teachers agreed that SCA aided a more profound comprehension of the subject matter. The hands-on approach of SCA enabled students to delve deeper into concepts and utilise their knowledge in real-life scenarios. |
| Challenges | |
| Adaptation to New Methods | SCA's new teaching methods presented difficulties for students and teachers in adjusting. Teachers had to acquire new skills and techniques to successfully apply SCA, while students had to adapt to a more engaged and participative role in the classroom. |
| Time Management | Struggling with time management in the context of SCA was a widespread issue. Educators had to juggle the requirement for student engagement and conversation with the limitations of the class length. Students were also required to manage their time effectively in group activities and discussions. |
| Resistance to Change | A few students and teachers were initially reluctant to move from traditional teacher-focused activities to SCA. The resistance frequently stemmed from being comfortable with the conventional method and not fully grasping the advantages of SCA. |

Table No. 7 – Recommendations for Improvement

|  |  |
| --- | --- |
| Student Recommendations | Teacher Recommendations |
| Students advised to continue using SCA in the classroom. They recommended that educators integrate diverse SCA to keep lessons interesting and lively.  Students stressed the significance of regular reflection meetings to review their advancements, pinpoint areas for enhancement, and establish objectives for upcoming learning. | Teachers suggested being open and versatile in their approach to SCA. They recommended customising activities according to students' needs and interests and being willing to adjust lessons based on student feedback and observations.  Educators emphasised the importance of continued training to improve their abilities in successfully executing SCA. They proposed hosting workshops, offering training sessions, and creating peer support networks to exchange best practices and gain knowledge from one another. |

Table No. 8 – Illustrative Quotes and Examples

|  |  |
| --- | --- |
| Student Quotes: | Teacher Quotes: |
| "I feel an increase in motivation and confidence when engaging in student-centered activities."  “I enjoy engaging in conversations and collaborating with my peers.”  “SCA assists me in comprehending the content more effectively and honing my English abilities in a practical setting.”  "I favour SCA lessons due to their increased interactivity and engagement."  “I believe I gain more knowledge when actively engaging in learning.” | “SCA has greatly enhanced student involvement and interaction in my classroom. Students are more eager to voice their opinions and contribute their thoughts.”  "I have observed an enhancement in the calibre of students' language output since we implemented SCA."  “They are utilising more intricate sentences and a broader array of words.”  “While there have been difficulties in implementing SCA, the advantages for student learning and motivation make it valuable.”  “I would suggest SCA to other educators aiming to improve their teaching techniques.” |

Entries in a reflective journal

Table No. 9 – Reflections of a student in their journal

|  |
| --- |
| Day 1: |
| "The lesson from SCA was highly interactive." I was able to engage in a group conversation and improve my English abilities. I gained increased confidence when speaking in front of my classmates. |
| Day 2: |
| "I enjoyed participating in the group learning tasks we completed today. Collaborating in groups enhanced my grasp of the material and improved my critical thinking abilities. |
| Day 3: |
| "I observed an enhancement in my language proficiency since we began using SCA. I am more at ease sharing my thoughts and engaging in classroom conversations. |

Table No. 10 – Reflections of a teacher in a journal

|  |
| --- |
| Day 1: |
| "The students showed much passion for today's SCA activity. They took an active part in the group discussions and appeared to find pleasure in the interactive aspects of the activities. |
| Day 2: |
| “I noticed that the students are gaining confidence in speaking English. They incorporate more complex sentences and a broader selection of words in their conversations. |
| Day 3: |
| "I have also been learning through implementing SCA. I have had to modify my teaching methods and be more adaptable. The students' enthusiasm towards SCA justifies the effort.” |

* 1. **Discussion**

The discussion section of this thesis seeks to examine and assess the results from the quantitative and qualitative data gathered throughout the research. This section will explore the consequences of the results, contrast them with current literature, and evaluate the practical and theoretical importance of the outcomes. Furthermore, it will assess the constraints of the research and suggest directions for upcoming investigations.

### **3.3.1.** **Interpretation of Quantitative Results**

The quantitative analysis indicated that incorporating student-centered activities (SCA) notably enhanced the equilibrium between Student Talking Time (STT) and Teacher Talking Time (TTT) in the experimental group relative to the control group. This result aligns with earlier studies, which indicate that SCA can improve STT and decrease TTT, thus fostering more efficient language acquisition and increased student involvement (Nguyen & Gu, 2013; Alharbi, 2015).

The initial test findings showed that the control group exhibited marginally lower STT and elevated TTT than the experimental group. This initial measurement was essential for assessing the effect of the intervention. Following the intervention, the experimental group exhibited a significant rise in STT and a reduction in TTT, whereas the control group displayed minimal changes in STT and TTT. This notable shift in the experimental group highlights the efficacy of SCA in enhancing the balance between STT and TTT.

The t-test outcomes further bolstered the effectiveness of SCA, revealing significant differences in STT and TTT between the experimental and control groups (p < 0.05). This statistical relevance shows that the implementation of SCA in the experimental group significantly increased STT and decreased TTT compared to the control group. The ANOVA analysis revealed notable differences in STT and TTT when comparing pre-test and post-test results in the experimental group (p < 0.05), underscoring the beneficial effects of SCA on improving STT and decreasing TTT.

These numerical results correspond with the theoretical framework advocating for the implementation of SCA in language education settings. Constructivist and sociocultural theories highlight the significance of active engagement and social interaction in learning (Piaget, Vygotsky, Bandura). SCA encourages learner independence by moving attention from the teacher to the students, offering them chances to practice language in relevant situations. This method is thought to boost STT and improve language learning results.

Nonetheless, it is important to consider the amount and the calibre of TTT. Effective TTT requires direction, helpful feedback, and student support, all essential for fostering a harmonious and fruitful learning atmosphere. Educators must be adept at using TTT effectively to guarantee exceptional learning outcomes. The quality of TTT must encompass clear guidance, constructive feedback, and assistance for students' learning journeys.

### **3.3.2.** **Interpretation of Qualitative Results**

The qualitative analysis offered a more profound insight into the views and experiences of students and educators involved in SCA. The thematic analysis revealed several key themes, such as the advantages and difficulties of applying SCA and suggestions for enhancement.

Benefits of SCA:

Students in the experimental group showed heightened motivation and involvement during lessons that incorporated SCA. They displayed greater enthusiasm and were more eager to participate in class activities. This result aligns with earlier studies that indicated SCA can boost student motivation and involvement (Kostadinovska-Stojchevska & Popovikj, 2019).

Students noted an increase in their confidence when speaking in English. This enhancement was attributed to the chances offered by SCA for utilising and practising their language abilities in significant contexts. SCA's practical method allowed students to explore concepts more thoroughly and apply their knowledge in real-world situations, boosting their confidence.

Both students and educators noted that SCA fostered the growth of critical thinking skills. Learners were encouraged to explore, evaluate, and synthesise information to better understand the content. Furthermore, SCA promoted a collaborative learning environment where students worked together, shared ideas, and learned from each other. This collaborative endeavour enhanced students' communication and teamwork abilities.

Challenges of SCA:

SCA's updated teaching techniques challenged learners and educators to adapt. Educators needed to develop new abilities and methods to effectively implement SCA, whereas learners had to adjust to a more active and involved position in the classroom. This issue aligns with existing literature, underscoring the necessity for teacher training and assistance in applying SCA (Walsh, 2002).

Difficulty with time management concerning SCA was a common problem. Teachers needed to balance the need for student participation and dialogue with the constraints of the class duration. Students were also expected to excel in successfully managing their time during group activities and discussions. This challenge highlights the significance of diligent planning and effective time management approaches in executing SCA.

A few students and teachers initially hesitated to transition from conventional teacher-centred activities to SCA. The opposition often arose from being at ease with the traditional approach and not understanding SCA's benefits. This result aligns with existing literature emphasising the reluctance to modify educational practices (Nunan, 1991).

Recommendations for Improvement:

Educators recommended adopting an open and adaptable attitude toward SCA. They suggested tailoring activities to match students' needs and interests and being open to modifying lessons based on student input and observations. This adaptability is essential for the effective execution of SCA and for meeting students' varied needs and preferences.

Students suggested that SCA be utilised in the classroom and encouraged teachers to incorporate various SCAs to make lessons engaging and dynamic. They also emphasised the importance of frequent reflection meetings to assess their progress, identify improvement areas, and set future learning goals. Consistent reflection can assist both students and teachers in recognising areas that need enhancement and making appropriate changes to improve the learning experience.

Students and teachers both observed that SCA promoted the development of critical thinking abilities. Students were motivated to investigate, assess, and combine information, resulting in an improved comprehension of the material. In addition, SCA fostered a cooperative atmosphere for learning where students collaborated, exchanged ideas, and gained knowledge from one another. This joint effort improved students' skills in communication and teamwork.

### **3.3.3.** **Value for Practice**

The findings of this research carry important practical consequences for EFL educators and learners. Adopting SCA can significantly enhance the equilibrium between STT and TTT, leading to more efficient language acquisition and greater student contentment. The results offer important insights and suggestions for educators looking to integrate SCA into their teaching.

A practical action a teacher can implement is to hold regular reflection sessions. These meetings assist students and teachers in reviewing progress, pinpointing areas for enhancement, and aligning actions based on student requirements and educational stages. Reflection lessons can promote a culture of ongoing improvement and self-evaluation, which is crucial for effective learning.

Educators can implement various activities and techniques to captivate and inspire learners. For instance, role plays, interviews, project activities, discussions, debates, and information gap tasks are effective classroom SCA that can boost student engagement and, as a result, their speaking time. Social activities like "Find someone who..." encourage conversation among all students, while various response techniques, including 'whip around,' 'think-pair-share,' 'table talk,' and 'choral response,' can guarantee that every student is actively involved.

Additionally, teachers can encourage peer feedback and self-assessment to inspire students to take responsibility for their learning. Educators can cultivate a nurturing and encouraging educational environment by providing precise and understandable directions, setting achievable objectives, and giving positive feedback.

### **3.3.4.** **Theoretical result**

The findings of this research hold considerable theoretical importance as well. The research highlights the significance of active and social engagement in the learning process and verifies the success of SCA within constructivist and sociocultural educational methods. This research enhances the current literature regarding the equilibrium between STT and TTT, offering actionable advice for EFL educators and learners.

A key theoretical outcome is the significance of TTT quality. Although the quantity of TTT may be minimised, the quality of TTT must be preserved to guarantee effective learning. Educators must understand how to utilise TTT to keep the balance and guarantee quality education effectively. Successful TTT entails delivering explicit instructions, valuable feedback, and assistance for students' educational journeys.

The research emphasises the significance of students' and teachers' perceptions and experiences in comprehending SCA's advantages and difficulties. The qualitative results offer an understanding of the subjective and qualitative dimensions of STT and TTT, including the perceptions, attitudes, feelings, and experiences of students and teachers involved in SCA. These insights are essential for understanding how SCA affects language learning and education.

### **3.3.5**. **Limitations and Future Research**

Although the findings are significant, the research has limitations that must be considered in subsequent studies. A significant limitation is the limited sample size, which could influence the broader applicability of the results. Future research ought to incorporate more extensive and more varied samples to enhance the validity and dependability of the findings.

Another disadvantage is the transient nature of the intervention. The brief period of the intervention might not sufficiently reflect the lasting impacts of SCA. Future research should examine the sustainability and acceptance of SCA over prolonged periods and evaluate its long-term effects on language skills, motivation, and student satisfaction.

The research was performed in a particular educational and cultural environment, which could restrict the relevance of the results to different situations. Future research should examine how SCA influences diverse educational institutions and cultural settings and analyse the effects of SCA on various forms of SCA, including project-based learning, problem-based learning, and collaborative learning.

Moreover, subsequent studies ought to explore the impact of teacher training on the effective execution of SCA. Creating and assessing teacher training initiatives focused on equipping educators for SCA execution can assist in tackling the obstacles linked to this method and guarantee its successful application in the classroom.

Additionally, upcoming studies ought to evaluate the influence of SCA on different language abilities, such as writing, reading, listening, and speaking. It should also investigate SCA's impact on students’ cognitive and social abilities, including critical thinking, teamwork, and independence. This thorough evaluation can offer an all-encompassing insight into the effects of SCA on language acquisition and education.

### 3.3.6. **Recommendations for Teachers**

To successfully conduct student-centered activities (SCA) in the classroom, teachers are encouraged to follow these guidelines:

* Careful Lesson Planning:

Carefully organise your lessons, incorporate SCA, and gather the required materials and resources. Make sure that the SCA aligns with the curriculum and lesson goals. Establish a nurturing and secure educational atmosphere where learners feel comfortable and assured in sharing their viewpoints.

* Engaging and Motivating Students:

Promote involvement and teamwork among students. Provide explicit and comprehensible guidelines on how to execute SCA. Describe your objectives and anticipations for each task. Continuously track student advancement during SCA and offer assistance and feedback when necessary.

* Regular Reflection:

Prompt students to think about their experiences and advancements. Utilise journals and conversations to assist learners in recognising their successes and areas needing enhancement. Consistent reflection enables students to recognise their strengths and weaknesses and establish goals for their future education.

* Addressing Challenges:

Efficiently manage lesson time to ensure you have sufficient time to finish the activities. Utilise timers and various time management tools. Promote the involvement of every student in the activities. Incorporate different activities and approaches to maintain student engagement and motivation. Anticipate opposition from certain teachers and students. Outline the benefits of SCA and give instances of effective execution. Consider cultural and contextual elements that affect the execution of SCA. Modify the SCA based on students' and educators' requirements and desires.

* Best Practices:

Utilise different learning methods, such as project-based, problem-based, collaborative, and reciprocal learning. Modify classes based on the student's levels and requirements. Foster engagement among students by utilising group activities and paired conversations. Generate chances for students to share thoughts and gain knowledge from one another. Give students helpful feedback regarding their academic achievements in SCA. Utilise feedback to assist students in enhancing their abilities and reaching their objectives. Consistently evaluate your methods and implement any required changes. Utilise student comments and observations to enhance SCA execution.

# **CONCLUSION**

The conclusion of this master's thesis encapsulates the findings, consequences, and recommendations derived from the study on the impact of student-centered activities (SCA) on balance between Student Talking Time (STT) and Teacher Talking Time (TTT) in English as a Foreign Language (EFL) classrooms. This section will address the research questions, summarise the key findings, assess the practical and theoretical significance of the results, acknowledge the study's limitations, and propose directions for future research.

## **4.1.** **Summary of the survey results**

The primary goal of this study was to investigate how student-centered activities influence the balance between STT and TTT in EFL classrooms. The primary research questions that directed this study were:

1. How do student-centered activities affect the quantity and quality of STT and TTT in EFL classes?

2. What are the benefits and difficulties of using student-centered activities to balance STT and TTT regarding student-teacher interaction?

3. What are the best practices and recommendations for student-centered classrooms to balance STT and TTT in EFL teaching?

The results from both the quantitative and qualitative data-gathering techniques offered a thorough insight into the effects of SCA on STT and TTT. The quantitative findings indicated that applying SCA notably enhanced the balance between STT and TTT in the experimental group relative to the control group. In particular, the experimental group demonstrated a significant rise in STT and a reduction in TTT, suggesting that SCA successfully improves student involvement and language usage.

The qualitative results reinforced these findings by emphasising students' and teachers' favourable views and experiences concerning SCA. Students indicated heightened motivation, involvement, and self-assurance in their language abilities while participating in SCA. Educators noted that SCA promoted a more engaging and cooperative learning atmosphere, improving students' critical thinking and communication abilities.

## **4.2. Influence on practice and theory**

**4.2.1 Practical Importance**

The practical consequences of this research are significant for EFL teachers. The results indicate that integrating SCA into classroom methods can significantly enhance the equilibrium between STT and TTT, resulting in more efficient language acquisition and heightened student satisfaction. Educators can utilise the suggestions and findings presented in this research to create and execute SCA that addresses their learners' varied needs and preferences.

A crucial actionable step for teachers is to hold frequent reflection sessions. These sessions enable students and teachers to discuss progress, pinpoint areas needing enhancement, and coordinate actions according to student requirements and educational stages. Reflection sessions can cultivate a mindset of ongoing enhancement and self-evaluation, which is essential for meaningful learning.

Additionally, teachers can employ various activities and methods to engage and motivate students. Role-plays, interviews, project assignments, discussions, debates, and information gap exercises are effective classroom SCAs that boost student involvement and speaking duration. Activities such as "Find someone who..." guarantee that all students are involved, and different response methods like 'whip around,' 'think-pair-share,' 'table talk,' and 'choral response' help to ensure that each student is actively taking part.

Educators can also promote peer evaluations and self-reflection to motivate students to take ownership of their education. Educators can foster a supportive and encouraging educational atmosphere by offering precise and comprehensible direction, establishing attainable objectives, and giving constructive criticism.

**4.2.2 Theoretical Importance**

The theoretical ramifications of this research are just as significant. The results emphasise the importance of active and social engagement in learning and validate the success of SCA within constructivist and sociocultural educational contexts. This research adds to the current body of work regarding the balance between STT and TTT and offers actionable suggestions for EFL teachers and students.

A primary theoretical outcome is the significance of TTT quality. Although the volume of TTT can be decreased, the standard of TTT must be preserved to guarantee successful education. Educators must understand how to utilise TTT efficiently to maintain equilibrium and guarantee effective learning. Successful TTT includes offering explicit directions, valuable feedback, and assistance for students' learning journeys.

The research highlights the significance of student and teacher perceptions and experiences in grasping the advantages and obstacles of SCA. The qualitative results offer perspectives on the subjective and qualitative dimensions of STT and TTT, including the views, feelings, emotions, and experiences of students and teachers engaged in SCA. These findings are essential for thoroughly comprehending how SCA influences language acquisition and education.

## **4.3.** **Limitations and future research**

Despite the important results, the research presents multiple limitations that must be tackled in upcoming studies. A key limitation is the limited sample size, which could impact the generalizability of the findings. Upcoming research ought to include more extensive and varied samples to improve the validity and reliability of the results.

A further constraint is the temporary aspect of the intervention. The short duration of the intervention may not entirely capture the enduring effects of SCA. Future studies ought to investigate the sustainability and acceptability of SCA over extended durations and assess its long-term impact on language abilities, motivation, and student contentment.

The study was conducted in a particular educational and cultural environment, potentially restricting the applicability of the results to other situations. Future research ought to explore the impact of SCA on diverse educational institutions and cultural settings and evaluate the influence of SCA on various forms of SCA, including project-based learning, problem-based learning, and collaborative learning.

Furthermore, subsequent studies should investigate how teacher training influences the successful application of SCA. Developing and evaluating teacher training programs designed to equip educators for SCA implementation can assist in tackling the challenges linked to this method and guarantee its practical use in the classroom.

Moreover, future research should assess the impact of SCA on various language skills, including writing, reading, listening, and speaking. It should also explore how SCA affects students' cognitive and social abilities, such as critical thinking, teamwork, and independence. This thorough assessment can offer an all-encompassing insight into how SCA influences language learning and education.

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# Appendix A: Student questionnaire

Questionnaire for students

Please answer the following questions using a scale from 1 to 5, where 1 is "totally disagree" and 5 is "totally agree". Select your answer option by highlighting one of the digits.

1. I feel more motivated in lessons that use student-centered activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

2. Student-centered activities help me better understand the material.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

3. I feel more confident when I speak English in lessons with student-centered activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

4. I believe that student-centered activities encourage more active participation in the lesson.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

5. I prefer lessons with student-centered activities over traditional teacher-centred lessons.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |

# Appendix B: Interview guide for teachers

Interview guide for a teacher

1. How do you assess the impact of student-centered activities on their participation in the lesson?

2. What advantages and problems have you identified when conducting student-oriented classes?

3. How do student-centered classes affect the balance between TTT and STT in your classroom?

4. What recommendations can you give to other teachers who want to conduct student-centered classes in the classroom?

5. How do you solve problems related to implementing student-oriented activities?

# Appendix C: Example of a reflective diary

Student's Diary

Day 1:

In today's lesson, we used student-oriented classes. I had the opportunity to participate in discussions and practice English actively, so I was enthusiastic and motivated. I noticed that my confidence in speaking English increased.

Day 2:

Today, we continue our student-oriented classes. I have encountered some difficulties in organizing my time in the classroom, but overall, these classes help me understand the material better and develop critical thinking skills.

Day 3:

Today, I noticed that my collaborative learning skills are improving through student-centered classes. I was able to work effectively in groups and exchange ideas with classmates. We believe such classes contribute to a deeper understanding of the material and the development of language skills.

# Appendix D: Research schedule

Table No. 11 – Research schedule

|  |  |  |  |
| --- | --- | --- | --- |
| № | Research Phase | Objectives | Deadline |
| 1 | Research design and planning | Finalize the research problem/questions, develop a research design, and prepare a research proposal | January  2024 |
| 2 | Literature review | Search, capture, and synthesize relevant literature, prepare draft literature review, plan intervention | February-March  2024 |
| 3 | Planning for action | Develop data collection instruments, pre-test/pilot data collection instruments | April-May  2024 |
| 4 | Data collection and pilot study | Carry out data collection, write up data collection | September-October  2024 |
| 5 | Data analysis | Prepare data for analysis, analyze data, draw conclusions/recommendations | October-November  2024 |
| 6 | Writing up | Review draft, final editing | November  2024 |
| 7 | Defence | Present and defend research | December  2024 |

# Appendix E: Additional materials

Title: Group discussion of environmental issues

Objectives: By the end of the lesson, students will be able to discuss environmental issues using appropriate vocabulary and grammatical constructions.

Required materials: whiteboards, markers, discussion topics, timers, and handouts.

Procedure:

1. Introduction (5 minutes):

- Greet the students and briefly introduce them to the topic of environmental issues.

- Write down important terms related to environmental issues on the board (for example, environmental pollution, deforestation, climate change, waste recycling).

- Ask students if they are familiar with these terms and briefly discuss their meaning.

2. Group work (15 minutes):

- Divide the classes into small groups (3-4 students each).

- Distribute discussion topics and handouts related to environmental issues.

- Select one topic and assign each group to discuss it for 15 minutes. Encourage students to use important vocabulary and express their opinions.

- Follow their discussions and exchange opinions between groups to assist if necessary.

3. Presentation (10 minutes):

- Ask each group to present the discussion to the class. Invite students to ask questions and exchange opinions with each other.

- Highlight key points, eliminate any misunderstandings, and facilitate classroom discussion based on presentations.

4. Conclusion (5 minutes):

- Summarize the main points discussed in the lesson.

- Praise the students for their active participation and encourage them to continue practicing their debating skills.

- Assign short written assignments as homework, asking students to write paragraphs about one environmental problem and possible solutions.

Evaluation:

-Participation in group discussions

- Presentation quality

- Completing a text-writing task

# Appendix F: Additional materials

An example of a reflection log

Date: October 15, 2024

Entries in the diary of reflections:

Today's lessons on environmental issues were very exciting and productive. Students actively participated in group discussions and confidently presented their ideas. I noticed that using student-centered activities such as group work and presentations significantly increased the time spent on student conversations and reduced the time spent on faculty conversations. Language skills improved as students became more motivated and passionate about the topic and practised expressing opinions and listening to colleagues.

One of the problems I faced was the efficient allocation of time, as some groups needed much time to discuss their topic. However, I could adapt by extending the discussion time a little and providing additional support to those groups that needed it. Overall, I am pleased with the results of the classes and believe that student-centered classes can be useful for improving language learning and student engagement.

# Appendix G: Additional research

Further research in the field of student-centered activities

In order to better understand the impact of student-centered activities (SCA) on balance between student talking time (STT) and teacher talking time (TTT), as well as on language learning in general, additional research in this area is needed, as well as several areas for future research:

1. Longitudinal studies:

- Conducting long-term studies to explore the sustainability and tolerability of SCA in various contexts.

- Researching the long-term impact of SCA on language skills, motivation and student satisfaction.

2. Comparative studies:

- Comparing the effectiveness of the balance between STT and TTT for different types of SCA (e.g., project-based learning, problem-based learning, collaborative learning).

- Researching the impact of SCA on various educational institutions and cultural contexts.

3. Qualitative research:

- Conducting qualitative research to identify the opinions and points of view of students and teachers involved in SCA;

- Using interviews, focus groups, and reflective diaries to better understand SCA experiences and perceptions.

4. Learn mixing techniques:

- Using mixed methods to triangulate and complement results from various sources and methods.

- Combining quantitative and qualitative data to understand SCA's impact on language learning comprehensively.

Recommendations for future research

1. Increase the sample size:

- Research more extensive and more diverse samples to increase the generalizability and portability of the results.

- Involve students of different levels, ages, and cultural contexts.

2. Explore different contexts:

- Research the impact of SCA on various educational institutions such as primary, secondary, and university schools.

- Studying the impact of SCA in various cultural and social contexts.

3. Overview of teacher training:

- Research on the role of teacher training in the successful implementation of SCA.

- Development and evaluation of teacher training programs aimed at preparing for the use of SCA;

4. Assessment of student achievements:

- Assessment of the impact of SCA on various language skills, including writing, reading, listening and speaking.

- Explore the impact of SCA on students' cognitive and social skills, such as critical thinking, collaboration, and autonomy.

# Recommendations for teachers

In order to successfully conduct student-centered (SCA) classes in the classroom, teachers are encouraged to follow these guidelines:

- Plan your lessons carefully, including SCA, and prepare the necessary materials and resources.

-Ensure the SCAS is consistent with the curriculum and lesson objectives.

- Create a supportive and safe learning environment where students feel comfortable and confident expressing their opinions.

- Encourage active participation and collaboration between students.

- Give clear and understandable instructions on how to perform SCA.

- Explain your goals and expectations for each activity.

- Actively monitor student progress during SCA.

- We will provide support and feedback as needed.

- Encourage students to reflect on their experiences and progress.

- Use diaries and discussions to help students understand their achievements and areas for improvement.

Many problems can accompany the implementation of SCA. Here are some recommendations for overcoming these problems:

- Effectively allocate lesson time so that you have enough time to complete the tests.

- Use timers and other time management tools.

- Encourage the active participation of all students in the control work.

- Use a variety of activities and methods to keep students interested and motivated.

- Be prepared for resistance from some students and teachers.

-The advantages of SCA are described, and examples of successful implementation are given.

- Take into account cultural and contextual factors influencing the implementation of SCA;

- Adapt the SCA according to the needs and preferences of students and teachers.

Best practices for implementing SCA include the following:

- Use various forms of learning, including project-based, problem-based, collaborative, and mutual learning.

- Adapt classes according to the level and needs of the students.

-Encourage interaction between students through group work and paired discussions.

- Create opportunities for students to exchange ideas and learn from each other.

- Provide constructive feedback to students about their academic performance at SCA.

- Use feedback to help students improve their skills and achieve their goals.

- Regularly analyze your practice and make the necessary adjustments.

- Use student feedback and observations to improve SCA implementation.