DEDUCTIVE APPROACH: THE CAUSE OF TEACHER-TALKING-TIME

by:
Armando Aboganda

Inside the classroom, there should be an equal amount of student talks and teacher talks during instructions. Teacher-talking time should be minimized specifically when the curriculum is designed as student-centered. However, there are instances that the dominance of teacher-talking-time is unavoidable as the teachers are the primary sources of learning. They are instructing that initiates conversations in the learning environment. When the teacher talks are prevalent, the students’ role becomes the recipient of the information being discussed.

Keddie (2017) claimed that teacher talk is pertaining to the teacher talking time. Albeit of its negative reputation, for people tend to judge that teacher talks may result to teacher-centeredness, Keddie still highlighted that teacher talk is a significant utterance inside the classroom as it is used as the source of language input to transmit knowledge, and information among the learners. In the classroom discourse, the teachers are initiating communication to breed an interaction among the students. It is an avenue to create a classroom discourse and interaction. Torres and Bird (2017) shared that conversational competence may develop through verbal interaction. Hence, teachers should use the teacher talk to encourage the learners to converse inside the classroom.

One of the teaching methods that lets the discussion to prevail the teacher talks is the deductive approach. As posited by Ahmadzai et. al. (2019), a deductive method of instruction is more teacher-centered as the instructor’s role is to deliver the new concepts by explaining. The students are receiving the information and will be instructed to practice the learning in a certain time. This method is commonly used by the teachers.
when they are dealing with difficult or complicated concepts that the students are needed to be highly motivated in learning and creating an output.

References:

