



Towards Sustainable Language Learning:

**AI for Vocabulary Development
and Teacher Balance**



Jolanta Lesiak, Poland



“Even miracles take a little time.”

– the Fairy Godmother, “Cinderella”



Jan



**a third-year
student of the
Military Academy**



**excelling at
military subjects**



**severely
underperforming
in English**



higher motivation for military subjects

**severely
underperforming
in English**



higher motivation for military subjects

low engagement

**severely
underperforming
in English**



**severely
underperforming
in English**

higher motivation for military subjects

low engagement

slower language acquisition in adulthood



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higher motivation for military subjects

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slower language acquisition in adulthood

poor teaching methods



**severely
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higher motivation for military subjects

low engagement

slower language acquisition in adulthood

poor teaching methods

weak foundation



**severely
underperforming
in English**

weak foundation





Jan



**a fifth-year
student of the
primary school**



3 times a week



**3 times a week
45 minutes**



22 seconds



DO I TALK TOO MUCH IN CLASS? A QUANTITATIVE ANALYSIS OF ESL CLASSROOM INTERACTION

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Abstract

Teacher-learner interaction in the classroom is dictated by how well the teacher manages classroom talk-time which has a direct influence on learner achievement in an ESL Classroom. Teachers often perceive that they allocate enough time for student talk time; however, the past literature suggests that teacher talk-time takes around 70-75% of overall time in the class. The purpose of this study is to analyze the TTT (Teacher Talk-Time) in the context of ESL classroom in Pakistan. Convenience based sampling was used to assess the Teacher Talk-Time through observational method. Findings of 12 sessions (30 hours) showed that average Teacher Talk-Time was 65% of the total classroom time. The study highlights that ESL teachers need to improve the Learner Talk-Time (LTT) as the analysis showed that on average each student only gets 22 seconds of talk-time in an ESL class. A blended learning model can help ESL teachers to eliminate some of the talk-time and engage learners with meaningful activities that encourage classroom interaction in the target language.

Keywords:

Classroom Interaction; ESL; Language Teaching; Teacher Talk-Time

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A. Introduction

The development of modern teaching methodologies, along with the rise of Communicative Language Teaching, has led to a greater emphasis on finding the right mix of talking time in the class. The learning process improves, if there is adequate time for learners to talk with teachers and are

involved in different peer activities which encourage them to talk more. Teachers' excessive talking time limits the learners' opportunity to practice speaking; whereas, too little talking time may lead to a weak understanding of the lesson.

The whole concept of a learner-centered ESL classroom is aimed at learners producing, in the target

speaking time per lesson = 22 seconds
lessons per week = 3
 $22 \times 3 = 66$ seconds per week

school weeks per year – 40 weeks
 $66 \times 40 = 2,640$ seconds per year

over 12 years before we meet:
 $2,640 \times 12 = 31,680$ seconds

$31,680 \div 60 = 528$ minutes
 $528 \div 60 = 8.8$ hours



8.8 hours



weak foundation





to make
defeat; num
verb (used without
Obsolete. frustrated.

frustration *noun* [fruh-strey-sh
: act of frustrating; state of being
: something that frustrates, as
feeling of dissatisfaction
from unfulfilled



frustration



frustration





**external
pressures**



**less than
45 minutes**



AI



AI



**Vocabulary
Development**

AI



**Vocabulary
Development**

Teacher Balance



THANK YOU

REFERENCES:



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