

The Effect of Teacher Talk Time (Ttt) Strategy on the Awareness of Semantic Topics

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ABSTRACT:

The present study aims at understanding, explaining and assessing the teacher talk time (TTT) strategy, which has become an increasingly important teaching strategy for teachers at EFL university classrooms, namely, University of Zakho, School of Languages, Department of English. The third-year students were noticed to have some difficulties in understanding some semantic topics and be inactive to participate in classroom activities. That is why; the TTT strategy was found very helpful in reducing the time allocated for the teacher. Hence, the teaching process would be a kind of student-centered. By applying the technique of implementing group discussions, the researcher followed the methods of observation and evaluation to discover whether different semantic topics and vocabularies related to them could be identified and understood easily. In conducting a t-test and multiple comparison correlations by SPSS, the results showed that the mean difference was highly significant in favor of reducing the TTT. This means that the TTT was found effective because the students developed their skills in the awareness of some semantic topics especially the theoretical ones.

Keywords: Group discussion, Semantics, Teacher Talk Time (TTT)

1. Introduction

The use of strategies in the process of teaching and learning plays a very significant rule. As it is known, there are many reading strategies suggested by reading specialists and educators. Strategies differ because they are adopted depending on types of texts (i.e. literary or scientific) and level of education (preschool, elementary, high school or university). These strategies may have any purpose such as understanding words, phrases and sentences, organizing information in a text, improving attention and concentration, interest, and so on. Failure to achieve these purposes leads to lack of reading comprehension.

The teacher talk time (TTT) strategy that is used here in the current study is presented and developed by some teaching specialists and pedagogists including Willis (1990), Paul (2003) and Hitotuzi (2005). Their studies provided new insights into the ways EFL teachers teach in the classroom.

The strategy understudy focuses on its quantity and/or quality within the EFL classroom. In other words, the amount of time allocated for the TTT should be minimized so that the teaching process will be a kind of student-centered. Here, the learners can practice more skills, organizing brainstormed information about any topic understudy. Here, the TTT strategy helps the students with mastering vocabularies and topics to gain knowledge on how to be aware of these vocabularies semantically. In this paper, the TTT is limited to an EFL classroom where semantic topics are presented. In brief, reducing the amount of TTT will make the class more interesting for learners (Lubin, 2018: 1).

2. Statement of the Problem

In the process of teaching, the researcher noticed that third year EFL students from the English Department, University of Zakho, did not understand some semantic topics. Such difficulty of understanding the semantic topics was observed when the teacher (the researcher) gave lectures in traditional methods, allocating much time to the teacher, not the students. In an attempt, the researcher applied the TTT strategy to enhance the participants (i.e. students) comprehend the topics

understudy in a better way. Hence, the main problem of the study is the following:

- There has been little, if any, statistical evaluation of reducing the TTT for the purpose of understanding and developing the awareness of semantic topics.

3. Research Questions

Studies concerning the semantic awareness especially the awareness and mastery of new semantic vocabularies and topics are not widespread in a context where Kurdish is the official language and English is the second language. The effects of applying the TTT strategy on assessing the awareness of semantic topics are taken into consideration. Though the TTT strategy is more suitable to be applied on primary, secondary and high school EFL learners, such a strategy is applied to the students (i.e. EFL learners) of English Department in the University of Zakho. The third-year students were noticed to have some difficulties in understanding some semantic topics and were inactive to participate in classroom activities. Hence, the current study tries to answer the following questions:

1. How the EFL university students' awareness of semantic topics is assessed?
2. Does the TTT strategy work for comprehending semantic topics in EFL classrooms?

4. Aims of the Study

On the basis of the above mentioned research questions, the study investigates:

1. Assessing how the EFL university students understand some semantic topics.
2. Measuring the effect of the TTT strategy on the awareness of semantic topics, reducing the amount of time allocated for the strategy.

5. Hypotheses

Following quantitative and qualitative statistical methods, the research hypotheses below were tested by applying different

research tools to answer the research questions mentioned in 1.2 above. At this point, these hypotheses were stated at the level of 0.05 and divided into null and alternative:

Null hypothesis: There is no statistical difference between the average marks measured before and after the reduction of Teacher Talk Time (TTT) in improving the EFL learners' awareness of semantic topics.

Alternative hypothesis: There is a statistical difference between the average marks measured before and after the reduction of TTT.

The above hypotheses were proposed to show whether reducing the amount of time devoted for the TTT strategy improves the EFL learners' awareness of semantic topics or not.

6. The Model Adopted

The current study adopts the reduction of TTT that was presented by Willis (1990) and Hitotuzi (2005). The TTT has been applied to assess the comprehension and awareness of some semantic topics given to EFL learners in university settings. The accomplishment of research model basically depends on implementing group discussions in classroom. In order to assess the students' awareness of semantic topics, the researcher followed the procedure below:

1. The conceptual view of meaning by Ferdinand de Saussure, one of the theories of meaning, was explained to the students in traditional methods. That is, a teacher-dominated style with an increase of the TTT was presented.
2. The students had their first exam on this semantic topic (pre-test).
3. The same topic was further explained by adopting the TTT strategy. In other words, the time allocated for teacher talk was reduced.
4. The students had their second exam on this semantic topic (post-test).
5. The results of the two exams were compared to each other, showing statistical significance.

7. Literature Review

The strategies that are used in the teaching and learning processes may have any purpose such as understanding words, phrases and sentences, organizing information in a text, improving attention and concentration, interest, and so on. In this section, the concepts of semantics as a discipline, classroom interaction, and the application of Teacher Talk Time (TTT) strategy are reviewed. Also, the techniques that are used to reduce the TTT are tackled.

7.1. Semantics: A Preliminary Outline:

Semantics (from Greek *Semantikos*), which is a subfield of linguistics, is the scientific study of the meaning of words, phrases and sentences (Palmer, 1981: 1). The term of semantics is a recent addition to the English language. Scholars, linguists and philosophers have been debating the question of "What is meaning?", but no one has presented a satisfactory answer to it. That is why; the study of meaning has been a difficult task. This is due to the following reasons (Lyons, 1981: 136; Fromkin and Rodman, 1988: 205):

1. What we refer to with the word "meaning" has some kind of reality.
2. Meaning is changeable. That is, new words and lexical items are invented and added to language while other disappear.
3. The word "meaning" itself has many meanings. For instance, the meanings of the word "mean" in sentences like *I mean to help you.*, *He means the mall.*, and *I mean the other story* are explained as *want to*, *go to* and *talk about* respectively.

4. There are different types of meaning. They include the conceptual, associative, stylistic, social, thematic, prosodic meanings, among others.

These basic reasons lead to make the EFL students face difficulties in understanding the content of some semantic topics especially the approaches of the study of meaning.

7.2. Classroom Interaction:

Interaction between EFL teachers and students is essential for the learning process. According to Scarino and Liddicoat (2009: 39), the term *interaction* is defined as "a social process of meaning-making and interpreting, and the educational value of interaction grows out of developing and elaborating interaction as a social process". This definition explains that the process of teaching and learning is not only manifesting language to the students, but the process as a whole is a kind of social interaction.

The interaction between teachers and students plays an integral role in the teaching and learning process. This has been widely argued that "only through interaction the learners are able to decompose the target language structures and derive meaning from classroom events" (Chaudron, 1993: 82). Hence, the meaningfulness and effectiveness of classroom events depend on the type of communication constructed between the teacher and the learners.

7.3. Teacher Talk Time (TTT):

In traditional classrooms, communication between teachers and students were rare. The process of teaching is often "teacher centered", where teachers only pass their knowledge, without having any interaction with the students (Liu and Zhu, 2012: 117).

In contrast, the TTT, which is a significant teaching strategy, refers to how much teacher talk during class time. In the teaching process, and whether the teacher time allocated for the teaching process is increased or decreased, "teachers have to give lots of efforts to learners" in the classroom (Zahin, 2015: 1). It can be said that the more a classroom is interactive the more the learner will get the opportunity to practice and learn second language successfully.

In *Longman Dictionary of Language Teaching and Applied Linguistics*, Richards (1992: 471) defines the teacher talk as:

"that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners".

This reflects that in order for the TTT to be highly effective, there should be a kind of balance between increasing and decreasing the teacher time in the classroom. If the amount of TTT is too much, it may affect the teaching process in a way or another, making the students be inactive with no talk or participation (Lei, 2009: 75). Hence, it will be difficult for the teacher to assess the students whether they have understood the material well or not, leaving them without any responses as well as a boring atmosphere (Incecay, 2010: 278).

Overall, the TTT is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities. Nunan (1991: 194) maintains that:

Teacher talk is of crucial importance.... It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans.

7.3.1. Techniques Used for Reducing the TTT:

One of the crucial procedures of making the TTT strategy more helpful and more effective is to reduce the amount of teacher talk spent on speaking inside the classroom. Cardenas (2013: 31) and Lubin, (2018: 3-5) present some techniques that could be beneficial for teachers when reducing the TTT:

1. Eliciting: to elicit concepts and answers from the students rather than providing them all the time.
2. Concept Checking: asking open questions rather than yes-no questions to check the students' understanding.
3. Body language: to use body language, gestures and the board when explaining a topic.
4. Instructions: to make the instructions provided by the teacher simpler as much as possible.
5. Drilling: helping the students to repeat correct and meaningful utterances.
6. Participation: to encourage the students to participate in every event in the class (instructions, examples, exercises, etc.)
7. Silence: to be patient and give the students time for thinking about an answer.
8. Students' confidence: to be positive about making errors by the students.
9. Pair Work and Group Work: Setting up pair work and teamwork.

Implementing these techniques in the EFL classroom can facilitate the decrease of TTT. Reducing the TTT is an important aspect of creating a communicative classroom.

7.4. Some Previous Studies:

Many research papers have been written on the application of TTT in EFL classrooms. Studies have shown the advantages and effects of increasing and/or decreasing the amount of time allocated to the TTT.

Davies (2011) investigated the use and effectiveness of decreasing the TTT in the classroom. By adopting a qualitative methodology and a tool for recording the speech of the teacher and students (33 in number) in the classroom, the time devoted for both the teacher and students was recorded as MP3 tracks. The results of the analysis indicated that the study had a positive impact on the overall TTT effectiveness and efficiency in the studied classroom. However, the teacher's talk became a

necessity for the students to perform activities easier. Finally, the perception of topics understudy was more successful.

Tsegaye and Davidson (2014) showed the proportion of TTT in six preparatory schools Ethiopian context. It was found that EFL teachers of these schools used an average of 83.4% while the students have got only an average of 16.6% of the classroom time to talk. This implies that teachers gave less opportunity to their students' classroom interaction. Another reason why teachers use much more time is that they rarely allow students to engage in group and pair works.

In her thesis, Zahin (2015) examined the influence of TTT in language or grammar classes at primary level. A questionnaire was designed with a combination of 14 multiple choice questions of for collecting data from 102 students of Bangla and English medium schools of Dhaka city. A mixed method of analysis consisting of both qualitative and quantitative methods was employed to analyses the data. This was achieved via Excel sheets. Classroom observation was done in regular class time, especially when dealing with group work. In a response to a question whether it is better if teachers explain a specific topic to the students, 41% of English medium schools and 54% of Bangla medium schools feel comfortable if teachers explain everything to them as the class controlled by teachers. However, the findings showed that the more teachers give their students time to expose second language inside and outside the classroom, the more they learn in target language.

8. Semantic Topics for EFL Students

The discipline of semantics covers a variety of topics given to EFL students in any course book. Hence, the semantic topics given to the third year students in the English Department, School of Languages, University of Zakho, include the following table:

Table 1: Semantic Topics for EFL Students

No.	Semantic Topics	Purpose
1	The concept of semantics and meaning	To give clear definitions for the terms <i>semantics</i> and <i>meaning</i>
2	Difficulty of the study of meaning	To let the students know why the study of meaning is to a degree difficult, presenting the main reasons
3	Types of meaning	To classify meaning into different types such as conceptual, associative, social, stylistic, prosodic, thematic meanings, etc.
4	Theories of meaning	To shed light on the approaches of the study of meaning: naming, concepts, contextual view, behaviorism, mentalism.
5	Sense vs. reference	To show the relationship between linguistic elements (words, phrases and sentences) and non-linguistic elements (objects and entities).
6	Ambiguity	To focus on the different levels of ambiguity.
7	Sense relations	To divide the sense (lexical) relations into synonymy, antonyms, hyponymy, homonymy, taxonomy, etc.
8	Collocations	To let the students know how words go in company with other words.
9	Idioms	To explain the main types of idioms (total, partial and phrasal verbs)
10	Style	To present the different styles (formal and informal) of individuals.

Not all the above mentioned topics were taken as raw material for the TTT strategy. Only the approaches to the study of meaning were used as categorized content for showing the applicability and functionality of reducing the TTT strategy, allocating much more time to the students' rule, group discussions and mini presentations by the students. In brief, such a strategy is a very significant tool in stimulating the EFL learners work together as one unity, getting remarkable benefits

from their classroom interaction. This latter concept, i.e. *classroom interaction*, is defined first in the sub-section below, then the TTT strategy is explained.

9. Methodology

The research technique that is used here in the study is observation and evaluation. Participants were 32 undergraduate third-year students (18 males, 14 females) who were enrolled

in a class of explaining the topics of semantics at the English Department, University of Zakho. This class lasted for two separate hours and it was arranged especially for the purpose of our study. One class was devoted for increasing the teacher talk time (TTT) and the second class for reducing the TTT. The statistical analysis outcomes are measured throughout the procedures mentioned in The Model Adopted part above. In this class, the researcher observed the process of teaching and learning closely. Following the teacher's instructions and explanations, the students understood the material better.

9.1. Implementing Group Discussions:

Group discussions are very beneficial in the teaching and learning process. Arends (1997: 201) states that discussion gives the students public opportunities to talk about and play with their own ideas, providing them motivation to engage in discourse beyond in the classroom. Hence, the students will be

able to construct more knowledge. Burke (2011: 88) lists six basic advantages of group discussions: (1) gaining much information, (2) creativity, (3) comprehending topics easier, (4) yielding greater satisfaction, (5) better understanding of the group members, and (6) having better social relations.

The researcher implemented groups of 5-6 people to discuss the selected semantic topic (i.e. the conceptual view of meaning) among themselves. Here, the teacher stood as a facilitator, explaining the roles and instructions.

The semantic topic text was divided into six pieces. Each group was given a reading text. After having a discussion of 7-10 minutes, the team leaders had their first round clockwise. For instance, the team leader in the first group joined the second group, the one in the second group joined the third group, and likewise. The team leaders explained their topics to their joined groups, having helpful discussion about the topic. A sample of group work design is shown in the following figure:

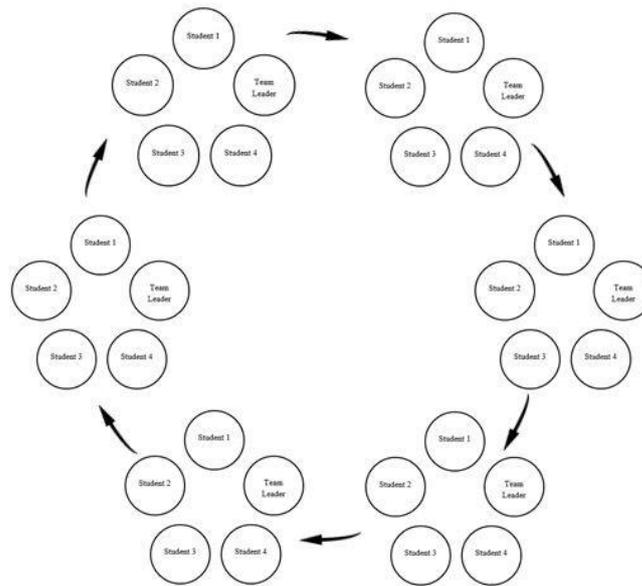


Figure 1: A Sample of Group Discussion

10. Data Analysis and Results

After explaining some of the semantic topics especially the conceptual view of meaning to the third year students and applying the techniques of the TTT strategy, the researcher evaluated the students. Two exams out of 20 scores were done. One exam was considered a pre-test where the selected semantic topic was explained in traditional teaching methods. The second exam was regarded as a post-test where the students' awareness of the same topic was assessed via

reducing the TTT. Then the data were analyzed by using the t-test and multiple comparisons, which were run by SPSS. The results (i.e. the students' scores in both the pre- and post-test) were entered into SPSS for statistical purposes. (See Appendix 1 for the difference between these scores.)

The mean and standard deviation of the scores obtained on Exam 1 (Mean = 1.50), which was done before applying the TTT strategy, and Exam 2 (Mean = 13.64) after assessing the strategy, are compared and presented in Table 2 below:

Table 2. Mean and standard deviation of scores obtained on Exam 1 and Exam 2.

	Mean	N	Std. Deviation	Std. Error Mean
Exam1	1.50	32	.504	.063
Exam2	13.64	32	2.645	.331

There is a remarkable difference between the means of score averages calculated in the two exams. Hence, it was necessary to calculate the p-value in order to show the statistical significance.

In conducting a paired t-test by SPSS, the results showed that the mean difference was highly significant at the 0.05 level. This is clear from Table 3 below: Sig = .000, p < 0.05.

Table 3. Significance and mean difference of scores obtained on Exam 1 and Exam 2.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Exam1 and Exam2	-12.141-	2.481	.310	-12.760-	-11.521-	-39.150-	63	.000

In other words, the students enrolled in class of semantics performed a wider range of abilities in understanding the conceptual view of meaning after adopting the TTT strategy. Here, it can be concluded that the research hypothesis is accepted and the null hypothesis is rejected. That is, the TTT strategy is considered effective in developing the EFL students' awareness of semantic topics.

11. Discussion

In the present study, the participated students did two exams out of 20 marks. One exam was done after explaining the topic in traditional methods such as the lecture style, where the teacher was considered the controller and the all-time speaker in the class. The teacher provided many examples. The second exam was done on the same topic after adopting the TTT strategy. In conducting a paired t-test calculation by SPSS, the results presented that the students developed their skills in the awareness of some semantic topics especially the theoretical ones. Their abilities in the two exams appeared to vary much over time. This is obvious from the mean differences in Table (2). In addition, the alternative hypothesis is accepted because there were highly statistical significances (Sig = .000, $p < 0.05$) between the score averages obtained from the two exams. This suggests that the TTT strategy effectively works with studying, understanding and developing the awareness of semantic topics given to the EFL students, Department of English, School of Languages, University of Zakho. This is because the students were more comfortable, freer in talking about their topics in teamwork settings.

12. Conclusions

The points of conclusion that are arrived at throughout the current study are the following:

1. The TTT strategy is to an extent seen effective in developing the awareness of some theoretical semantic topics in EFL university settings.
2. The time allocated to a teacher of Semantics, whose role is observing, can be reduced by implementing group discussions for the students.

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Appendix 1

The Students' Scores Obtained in the Two Exams

Exam 1	Exam 2
13	11
16	12
11	13
12	14
11	12
12	15
10	17
12	19
12	20
11	12
15	13
13	15
10	12
17	17
11	16
15	15
12	15
9	14
14	14
11	17
15	14
13	15
10	12
8	16
12	14
11	14
16	16
11	13
14	11
20	17
12	17
13	19

تأثير استراتيجية الوقت المخصص للتدريسي على فهم مواضيع علم الدلالة

الخلاصة:

تهدف هذه الدراسة إلى فهم وشرح وتقييم إستراتيجية الوقت المخصص لتحديث التدريسي (TTT)، والتي أصبحت استراتيجية تدرّس فائقة الأهمية للتدريسيين في المستوى الجامعي، خاصة في قسم اللغة الانجليزية، فاكولتي اللغات، جامعة زاخو. و لوحظ أن طلاب السنة الثالثة يواجهون بعض الصعوبات في فهم بعض الموضوعات الدلالية وأنهم غير نشيطين للمشاركة في أنشطة الفصل. لذلك وجد ان استراتيجية TTT مفيدة للغاية في تقليل الوقت المخصص للتدريسي، أي جعل عملية التدريس تتركز على الطالب. من خلال تطبيق اسلوب المناقشات الجماعية في الصف، اتبع الباحث أساليب الملاحظة والتقييم لاكتشاف امكانية تحديد وفهم الموضوعات الدلالية المختلفة والمفردات المتعلقة بها بسهولة. عند إجراء اختبار t وعلاقات المقارنة المتعددة بواسطة البرنامج الاحصائي SPSS ، أظهرت النتائج أن المعدل الحسابي كان ذا أهمية كبيرة لصالح تقليل استراتيجية TTT ، هذا يعني أن هذه الاستراتيجية قد وجدت فعالة لأن الطلاب طوروا مهاراتهم في إدراك بعض الموضوعات الدلالية وخاصة الجانب النظري.

الكلمات الدالة: مناقشة المجموعات، علم الدلالة، الوقت المخصص للتدريسي.

كارتیکرنا ستراتيجيا دهمی تهرخانکری بو ماموستای لسهر تیگههشتنا بابهتین واتاسازی

پۆخته:

ئهف هه کولینه ههوله که بو تیگههشتن و شروفه کرن و هه لسه نگاندا ستراتيجيا دهمی ناخفتنا ماموستای (TTT) کو نوکه لسهر ناستی زانکوی گه له ک گرنگیا خو یا هه، تابهته پشکا زمانی ئینگلیزی ل فاکولتیا زمانان، زانکوی زاخو. وهسا هاته تیبینی کرن کو خوینده قانین قوناغا سی ل پشکا ناقبری ب سانه می دهندهک بابهتین واتاسازی، تابهته یین تیوری، ناگههن و پشکداریا وان یا کیمه، لهوما ستراتيجيا TTT بو کیمکرنا دهمی تهرخانکری بو ناخفتنا ماموستای هاته بکارهینان و دیاربوو کو ستراتيجیه کا باشه. ئهف چهنده هاته ب جه ئینان ب ریکا گهنگه شه کرنا بابهته د گروپاندا، و رولی ماموستای ئی بنی سهر به رشتیکرنا وان بوو. ئبو دیارکرنا ئه نجامان به نامی SPSS یی ناماران و ئیستا t هاتنه بکارهینان، و ئه نجامان هوسا دیارکر کو تیکرایا نمران زلایی ناماری فه گرنگیا خو یا هه و د بهرزه وهندیا کیمکرنا نمران زلایی ناماری فه گرنگیا خو یا هه و د بهرزه وهندیا کیمکرنا TTT دابوو. ئهفه وی چهندی دگههینیت کو ئهف ستراتيجیه بو پیشقه برنا شیانین خوینده قانان بو وهرگرتنا بابهتین واتاسازی یا کارابه.

په یقین سهرهکی: گهنگه شه کرنا گروپان، واتاسازی، دهمی تهرخانکری بو ماموستای.