

Teacher Talk (TT) in EFL Classrooms in Bengali Medium Schools of Bangladesh

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Dedication

I would like to dedicate my thesis to my beloved mother. I am truly blessed to have her in my life.

Whatever I am today is just because of her. She was always beside me whenever I needed her.

Thank you so much maa for trusting me and supporting me throughout my life.

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Declaration

This thesis is a representation of my original research work and it does not include any content from other sources except those for which due references have been presented. Therefore, I declare that I have not submitted this paper, either in a whole or in a part, for a degree or award in this or any other institution.

Samira Tasnuva

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Abstract

The study attempts to find out how Bengali medium English language teachers utilize their talk in classroom settings. To fulfill that purpose, the research was conducted in four Bengali medium secondary level schools of Dhaka city. It tried to identify the features of teacher talk (TT), the types of questions teachers use and ways in giving feedback. In the study, 162 students and 6 English language teachers participated. For conducting the survey, three part questionnaire was used to get information from both students and English language teachers. The first part contained some general information about the participants. 16 multiple choice questions were in second part and the last part of the questionnaire consisted of only 2 open-ended questions. Classroom observation was also done for collecting research data. The findings of the survey show that Bengali medium English language classrooms are dominated by teachers. Almost all the talk or discussion is initiated by them. Teachers mostly ask display or close ended questions to students. Teachers provide both positive and negative feedback to students.

Key words: Teacher talk (TT), Bengali medium, language classrooms, teachers, utilize.

Chapter 1 – Introduction

1.0 Introduction

There is no classroom that is complete without teaching. Therefore, teachers and their talk in foreign language classrooms have a great importance. The way teachers' deliver lectures denotes how well students will learn and perform in language classrooms. From Yanfen and Yuqin's view point (2010), for instructing students and organizing classroom activities teachers' talk or speech acts as a source of knowledge input to students (p.77). In the context of our country, learning primarily happens in classrooms under the assistance of teacher. The aim of this paper is to identify how Bengali medium secondary level English language teachers use their talk in classrooms. Moreover, it mainly focuses on the teacher talk features, different types of questions teachers ask and the types of feedback teachers give to students in language classrooms.

1.1 Problem Statement

Teacher talk is a crucial part of foreign language teaching. In classrooms, major portion of class time is usually taken up by teachers to talk. Therefore, it is important to know how teachers talk. The study is conducted to identify how Bengali medium secondary level language teachers utilize their talk in classrooms.

1.2 Purpose of the study

In language teaching, teacher talk has a significant part. By using their talk teachers not only controls the classroom activities but also motivates students to learn. However, inappropriate use of teacher talk may hinder student's opportunity to learn. The purpose of this

study is to define how teachers make use of their talk in language classrooms. It considers both students and teachers perception in this regard.

1.3 Central Research Questions

1. What are the teacher talk features (communicative or non-communicative) used by Bengali medium English language teachers in the process of teaching and learning?
2. What types of questions are used by teachers in classrooms?
3. What types of feedback do teachers give to students during the teaching – learning process?

1.4 Significance of the study

The study serves dual benefits. Firstly, it assists to know the current scenario of Teacher Talk in Bengali medium secondary level English language classrooms. Secondly, it will facilitate Bengali medium English language teachers to develop their talk accordingly.

1.5 Limitations

The study was conducted in only four secondary level Bengali medium schools to get deep idea about the existing scenario of teacher talk. In this study, more schools and participants could have been added but the survey was conducted during Ramadan. Due to time constraints it was not possible to add more schools and participants.

Chapter 2 - Literature Review

2.0 Introduction

Teacher's speech or talk is the core of any language classroom. According to Ellis (1985), while addressing classroom language learners, teachers make adjustments to language form and function for facilitating communication. The adjustments teachers make are known as 'Teacher Talk' (p. 145).

2.1 The Definition of Teacher Talk (TT)

Yan (2006) defines 'teacher talk' as a special type of language that is used by teachers in classrooms to instruct students (p. 5). Sinclair & Brazil (1982) mentions that teacher talk is the classroom language that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (as cited in Yanfen & Yuqin, 2010, p. 77). From the view point of Shinde & Karekatti (2010), teacher talk is the modification of teacher's speech in terms of structure, grammar and lexis that depends on the type of the task and the competence of the learner (p. 57). Simultaneously, Nunan (1991) points out that 'teacher talk' are equally significant for both the organization of the classroom and the processes of acquisition (as cited in Incecay, 2010, p. 277). Allwright & Bailey (1991) identifies 'talk' as one of the major ways through which teacher conveys information to learners and also a primary means of controlling learner behavior (as cited in Szendroi, 2010, p. 39). The success of a classroom largely depends on the quality of teacher talk. However, research shows that most of the teachers talk over 70% of the total time. In this way, teachers not only dominate the language classrooms but also restrict the opportunity for students to learn (Setiawati, 2012, p. 36). Price (2003) investigates the amount of TT and suggests that teachers should build awareness among

themselves about their teaching practice and try to avoid ‘needless or over-lengthy explanations or instructions’ while teaching (p. 114). Harmer (2001) points out that the best lessons are ones that provides the opportunity to the students to speak so that they can use the language that they are learning. Furthermore, he considers it as a crucial part of teaching profession (p.36). It can be said that, it is the implementation of language that makes teacher talk either successful or failure one. However, Stern (1983) claims that it is quite difficult to determine the ‘best & effective teacher talk’ since teachers bring certain characteristics like: age, sex, previous education, personal qualities, language background & experience, professional training and so on in language classrooms (as cited in Setiawati, 2012, p. 35).

2.2 The Features of Teacher Talk (TT)

Many studies on TT have focused on its features. It contains various types of features. From Clifton’s (2006) perception, ‘facilitator talk’ is one of the main features of TT. He acknowledges it as an alternative to the teacher-fronted classroom. On the other hand, Cullen (2002) indentifies ‘supportive teacher talk’ as an important one. He emphasized more on the feedback in the learning process (as cited in Incecay, 2010, p. 277).

Another study on TT pays attention to the classroom contexts and it is divided into two categories. One is known as ‘communicative’ features whereas another one is considered as ‘non-communicative’ features. According to Thornbury (1996), communicative features include-

Referential questions. This sort of questions has real communicative purposes. In this case, teacher asks such questions to students to which he/she (the teachers) does not know the answer and can gain various subjective information. An instance can be: ‘what do you think about

current political situation of Bangladesh?’ From Nunan’s (1991) view point, for answering referential questions learners need to put a lot of efforts and depth of processing (p. 30).

Content feedback. Teacher focuses on the message that is conveyed by the student rather than on the form of language. Richards and Lockhart (2000) illustrated a number of ways for providing content feedback. Such as: a) indicating an incorrect response, for instance: ‘that is not right.’ b) praising for any correct response, for example: ‘excellent!’ c) repeating incorrect responses of students. d) summarizing and so on (p. 189).

Wait time. It is the time that is provided by the teacher to the students. Before asking another student, the teacher gives enough time to the first student so that he/she can answer. Furthermore, teachers wait for three or four seconds that enhances student’s response.

Student-initiated talk. Teacher takes the attempt of negotiation of meaning with the students, for example: through the requests for clarification and repetition, and providing ample opportunities to interrupt. It encourages students to invest more in classroom discussions and also put forward a healthy distribution of the ownership of classroom discourse.

On the other hand, non-communicative features do not signify the way language is used in any situation. There are –

Display questions. Teachers excessively use this sort of questions in classrooms. These are questions of which the teacher has the answer and asks to the students to perceive their understanding and knowledge. For example: ‘what is the antonym of night in English?’

Form-focused feedback. Teacher provides feedback to the students by focusing on the structure of the language. Richards and Lockhart (2000) provided some techniques for form-

focused feedback. The techniques are – a) teacher can ask student to repeat what he/she just said. b) teacher can point out the error and ask the student to self-repair. c) teacher can ask another student to correct (p. 190).

IRF pattern. Sinclair and Coulthard (1975) claim the initiation – response – feedback pattern as the main characteristics of TT. They consider it as ‘discourse chain’ in which the teacher initiates the chain by asking question to the students, students respond, then the teacher provides feedback to them before initiating another chain (as cited in Cullen, 1998, p. 181 – 182). However, Clifton (2006) denies the IRF pattern. From his perception, in IRF pattern the teacher acts as a controller and ignores the responsibility of the student to direct the lesson (as cited in Incecay, 2010, p. 277 – 278).

Moreover, Walsh (2006) acknowledges the features of TT that are to some extent similar to the features of scholar Thornbury. In the article named ‘*Talking the Talk of the TESOL Classroom*’ Walsh mentions the features of TT, such as: scaffolding, content feedback, form focused feedback, referential and display questions, seeking clarification, teacher echo, teacher interruptions and so on (as cited in Shinde & Karekatti, 2010, p. 58).

However, some researchers provide the features of TT in a different way (Hu Xuewen, 2003, Dai Weidong & Li Ming, 1998). According to them, TT is a special code and it has dual features. The first one is known as form of teacher talk. It includes elements like – speed, pause, repetition and modifications. The second one is the features of the language that teachers use to organize and control classes and it contains following aspects, such as – the quality and quantity of TT, the questions teachers use, interactional modifications and teachers feedback (as cited in Yan, 2006, p. 13).

2.3 Teachers' Speech Modification

Unlike any other issue, teachers' speech modification has great importance in language learning. Teachers have to modify their speech according to the need of the students. For effective teacher talk teachers try to make their words as easy as possible to understand. They also need to do adjustments regarding the range of vocabulary and length of words. Long and Sato (1983), Gaies (1977), Henzl (1979) are aware of all types of phenomenon about teacher talk. Their findings are as follows: Firstly, at all language levels, formal adjustments occur. Gaies identifies that teachers make their utterances syntactically simpler when they interact with their students. Henzl observes adjustments in pronunciation, lexis and grammar. Secondly, ungrammatical speech modifications do not occur. Finally, interactional adjustments occur (as cited in Ellis, 1985, p. 145).

Chaudron (1988) proposed teacher talk in language classrooms with his modifications. Those are:

- Teachers tend to slow their speech while talking to their students. It helps students to understand better.
- While teaching, teachers take either shorter or longer pauses.
- Pronunciation tends to be simplified
- Teachers often simplify their vocabulary. They use more basic ones.
- Teachers use more statements than questions in language classrooms
- Teachers do self-repeat a lot (p. 85).

2.4 Teachers' Questions

In language classrooms, questions are considered as main engines to move forward. If they are poorly used, they can demotivate students (Scrivener, 2012, p. 146). According to Richards & Lockhart (2000), questioning is one of the common techniques that is used by teachers so that they can control classroom interactions (as cited in Setiawati, 2012, p. 36). Therefore, teachers ask a lot of questions in the language classrooms (Szendroi, 2010, p. 41).

2.4.1 Functions of Teachers' Questions

Different types of questions that teachers ask to students have various purposes. Donald & Eggen (1989) divide these functions into three broad categories. The categories are given below:-

Diagnostic. It allows the teacher to comprehend not only what his/her students know or don't know but also how they think about a topic.

Instructional. The role of this function is that it helps students to learn new material and blend it with the previous one. For development purposes, practice and feedback are essential. In this case, previously learned material functions as a base for the new material.

Motivational. It allows teachers and students to actively connect with the lesson. Moreover, it challenges thinking ability of the students and posing problems for them to consider (as cited in Setiawati, 2012, p.36).

2.4.2 Types of Questions

Many studies on TT shed light on categorizing teachers' questions. There are several ways to classify teachers' questions. Barnes (1969) examined the questions asked by teachers and categorized them into four types. The first type is questions starting with 'what' and talks about factual matters. 'How' and 'why' types of questions are in the second category. The third type is 'open' questions and it does not have any fixed answer. Thus, it can be answered in a number of different ways. The last one is about 'closed' questions that can affect and control the behavior of learners. These questions have typically one correct answer or a very limited number of possible answers (as cited in Yan, 2006, p. 18 – 19).

Richards and Lockhart (2000) put stress on the purpose of questions in classroom. They classify them into three categories. 'Procedural questions' are in the first type. They deal with classroom procedures, routines and classroom management. For instance: teacher can ask his/her students whether they have brought dictionaries or not. The second type is known as 'convergent questions'. These questions are proposed to connect students to the lesson. Moreover, this type aids their understanding and promotes classroom interaction. It also persuades short responses, such as: 'yes' or 'no' or 'short statements'. It does not encourage high level thinking. An example can be – a teacher asks a student whether he/she has understood the use of 'preposition'. 'Divergent questions' belong to the final category. These questions are slightly different from convergent questions. They encourage diverse student responses that require higher thinking ability. For example: a teacher can ask a student to analyze a character from a story (as cited in Setiawati, 2012, p.36).

Long and Sato (1983) portray the distinction between ‘referential’ and ‘display’ questions. Referential questions refer to those questions whose answers are not known to teachers thus they can gain subjective information. On the other hand, display questions are intended to display particular structures. Moreover, in language classrooms display questions are more frequently used than referential questions (as cited in Ellis, 1985, p. 145).

Moreover, Scrivener (2012) in his book talks about different techniques to ask questions. Teachers can ask questions to their students in a number of different ways. Such as:

The class as a whole or a choral answer. Lots of students speaking spontaneously

The class as a whole but volunteers to offer answers. Students can answer by hands up

Specific nominated individuals. Teacher indicates a student by name or by gesture

Location-restricted students. Teacher can select a small section of the room by indicating or calling

Category-restricted students. Teacher can ask girls only or those who haven’t answered yet

Random students. Teacher can pick names one by one to ask questions and so on (p. 148).

2.5 Teachers’ Feedback

In language teaching, teachers provide feedback to evaluate the performance of the students. According to Harmer (2001), feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise (p. 99). Richards and Lockhart (2000) define feedback as a useful tool for motivating students and building supportive climate. Feedback can be either positive or

negative and it can be given by means of praise, by any relevant comment or action, by silence or by criticism (p. 270). Wheldal and Merrett (1987) identify a number of studies that show rewards like praises are more effective than punishment. Praise helps to develop their ‘positive thinking’ that is highly effective for learners (as cited in Setiawati, 2012, p. 37). From Ur’s (2000) perception, feedback has two main distinguishable components. One is correction and another one is assessment (p. 242).

2.5.1 Teachers’ Correction

Errors or mistakes are regarded as natural process of learning. Students do errors when they produce something new from their existing knowledge. It becomes a matter of concern for many teachers. Teachers point out errors to their students but don’t get why their students make same mistakes again and again (Harmer, 2001, p. 99). From Brown’s (2001) view point, learner’s errors are significant because they provide the evidence of how language is learned or acquired, what strategies or procedures the learner is employing in discovering the language (p. 205). In the book on mistakes and correction Julian Edge (1989) suggests three broad categories of mistakes. The categories are –

Slips. These are mistakes which students can correct themselves once the mistakes have been pointed out to them.

Errors. These sorts of mistakes students cannot correct themselves and for correcting them, they need explanation.

Attempts. It happens when students try to say something but does not know the correct way of saying it.

It is the sole responsibility of the teacher to identify students' mistakes and provide correction. Correction helps students to clarify their understanding of meaning and construction of language (Yan, 2006, p. 21). However, Harmer (2001) suggested in his book a range of techniques of correction that teachers can apply techniques to correct their students. The techniques are –

Repetition. The teacher can ask his/her students to repeat what they have said. Teacher can say 'again' to the students that will indicate something is not clear.

Echoing. It is one of the ways of pin-pointing an error. In this case, teacher repeats what the student has said by emphasizing on the incorrect utterance of that student. An example can be – 'Flight 309 go to Paris?'

Statement and question. If students make any incorrect responses, the teacher can simply say 'That's not right'.

Expression. Teachers can use simple facial expressions or a gesture if students do any inaccurate responses.

Hinting. It is a quick way of correcting incorrect responses of the students. For example: if students do any mistakes in 'past tense', the teacher can then only use the word 'tense' to make students understand their mistake (p. 106).

Ur (2000) suggests that teachers should go for encouraging or tactful correction. Furthermore, Yan (2006) believes that the learner has reliable intuitive knowledge about what kind of correction helps them most. Thus, teachers have to be careful while correcting their students otherwise students will feel upset and lose their confidence (p. 21 – 22).

2.5.2 Teachers' Assessment

Teachers now and then do the task of assessment whenever their students respond to a question, offer a comment or try a new word or structure (Brown, 2001, p. 402). From Setiawati's (2012) view point, assessment helps teachers to comprehend what their students can and cannot do (p. 37). Teachers' can assess the performance of the students in two ways. When a teacher says, 'That was really good' or 'excellent' is an example of explicit assessment. On the other hand, in implicit way of assessment teachers may not make any comment or correction and pass on to the next student (Harmer, 2001, p. 100). However, students respond well to praise than criticism. According to Yan (2006), assessment has an important purpose that is to help and promote EFL learning (p. 23). It is sad but true that most of the teachers provide feedback to their students on the form of language rather than on the content that the student produces. It is a grave mistake that teachers do. It can demotivate students and they may feel no interest in learning (Harmer, 2001, p. 101). For that reason, Yan (2006) believes teacher talk should be full of approval and encouragement besides confirmation (p. 23).

2.6 Related Theories

2.6.1 Krashen's Input Hypothesis

In second language learning, input plays a significant role. From Krashen's (1985) view point, learning will take place when learners get access to 'comprehensible input'. Learning happens when learners get exposed to unknown items that are just beyond the learners' level (as cited in Yan, 2006, p. 24 – 25). The input hypothesis says that acquisition occurs when one is exposed to language that is comprehensible (i.e. input that they can understand) and that contains 'i+1'. In the formula of 'i+1', 'i' represents the level of language already acquired and the '+1' is

a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level (Lightbown & Spada, 2006, p. 37). Moreover, Krashen (1985) believes that incomprehensible input does not help in learning. In second language classrooms, teacher talk functions as a prime source of input of language exposure. Thus, teachers should be careful enough to make their input comprehensible and in right quantities (as cited in Yan, 2006, p. 25).

2.6.2 Classroom Interaction and SLA

Interaction is acknowledged as an important concept for English language teachers. The development and success of a class largely depends on it. In the process of interaction two or more people collaboratively exchange their thoughts, feelings or ideas among them (Yanfen & Yuqin, 2010, p. 77). Allwright and Ellis believe that classroom teaching should be treated as interaction. Language teachers can influence the nature of the interaction and by doing so they make the opportunity for learning available to the students. Thus, the study of interaction is beneficial to the study of classroom language learning (as cited in Yan, 2006, p. 77). Long (1996) claims that in classroom interaction conversational and linguistic modifications happen and that lead to acquisition. They provide learners with the necessary input they need. Therefore, learners get the opportunity to understand and use the language (as cited in Yanfen & Yuqin, 2010, p. 77).

Chapter 3 – Methodology

3.0 Introduction

The paper attempts to identify how teachers make use of their talk in classroom settings. It portrays the perception of both students and teachers regarding TT. The particular chapter illustrates the methods used in conducting the research. It includes the research design, participants, setting, and instruments of data collection. Furthermore, data collection and analysis procedure are also stated here for better understanding of the research findings.

3.1 Research Design

For language learning, an effective teacher talk is essential. It not only motivates students to learn more but also functions as a representative of healthy teacher-student relationship. The study is emphasized on the use of teacher talk (TT) in language classrooms. The researcher conducted the survey in few secondary level Bengali medium schools in Dhaka city. The survey contained 16 multiple choice questions and 2 open-ended questions. In the survey, both teachers and students participated. However, students' perceptions have been more emphasized on this research because they are the core of language learning and teaching. Thus, teacher talk should be according to their need. On the other hand, teachers' perceptions are collected to make the research more reliable.

3.2 Participants

It is previously mentioned that the research was conducted at the Bengali medium schools of Dhaka city. In the research, two groups participated. One group was of the teachers and another group consisted of students. All sorts of identifying information (name of the

participants, associated schools/organizations, details of qualification etc) had been kept anonymous for the satisfaction of the participants.

3.2.1 Teachers

In the research, 6 English teachers from four different schools participated. All the participants were English teachers of secondary level and they were selected randomly by the school authorities after the researcher had contacted with them. General profile of the English language teachers are given below:-

Table 3.1

General Profile of English Teachers

Participants	Age	Gender	Academic Background
01	53	Female	MSS, M.Ed
02	40	Male	M.A. in English
03	25	Female	M.A. in English
04	22	Female	B.A. in English
05	26	Female	M.A. in English
06	28	Female	MBA

3.2.2 Students

The research was conducted among 162 male and female students. They are aged from 12-16. All of them were the students of four different Bengali medium schools of secondary level. In each class, the average numbers of students was 20-25.

3.3 Setting

The setting was formal. The researcher conducted the survey in classrooms however before doing so the researcher had to take permission from the authority. In this case, most of the teachers and students were welcoming.

3.4 Instrumentation

The researcher conducted the survey in Ramadan therefore it was not possible for the researcher to take interview of all the participants. For that reason, the researcher chose questionnaire as an instrument for survey to extract maximum information in a limited time. In the research, survey questionnaire and classroom observation checklist were used as the instruments for collecting data. Both of these instruments were used rationally in this research.

Questionnaire was used to get information from both students and English language teachers. For both group of participants same type of questionnaire was used. It had three different parts. At the beginning part of the questionnaire, participants were asked to provide some general information about them. There were 16 numbers of multiple choice questions in the second part and it was designed by following 'Likert Scale'. In this case, each statement had five options and each option had a particular score. The options were 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree'. Moreover, they were ranked from 5 to 1. The whole process was not less than an objective type of test. All the participants were asked to put a tick mark beside the best answer. The last part of the questionnaire consisted of only 2 open-ended questions. It was prepared to get the opinions of all the participants on how teachers make use of their talks in classrooms. Furthermore, classroom observation checklist was also used to get more authentic data.

3.5 Data Collection Procedure

To conduct the survey, the researcher collected data from selected four Bengali medium schools. The data collection was not easy for the researcher. For collecting data, the researcher had to show recommendation letter to the respective authorities of different schools. After that, the researcher got the permission for survey in schools. The survey was done in school premises so the researcher had to be present there on appointed time.

For the research, major data were collected from survey questionnaire that were provided to both teachers and students. Before conducting the survey, the researcher observed English classes to make the research more reliable. The survey was conducted at the end of every class. Both teachers and students were told to mark the option that they thought to be suitable for their situation. It took 10–15 minutes to conduct the whole survey. Once they were done, they returned the questionnaire to the researcher. The researcher helped participants whenever they faced any problem in understanding the questionnaire. However, the number of the students participated in the survey were not same in every class.

3.6 Data Analysis Procedure

All 16 statements of part II from students and teachers survey were taken and analyzed individually. Those statements were used to calculate mean scores. To determine mean scores, at first students and teachers responses in different statements were taken and then those responses were multiplied by five points (strongly agree, agree, neutral, disagree and strongly disagree) of those statements. After that, total and subtotal were calculated and were divided by the number of participants. For better understanding, the mean score of every statement was analyzed by using interpretation scale of Seligar and Shohamy. From part III, the responses of 2 open ended

questions were taken and converted into percentage. All types of responses were presented through tables. Findings from students and teachers survey were explained in different section.

3.7 Obstacles Encountered

The research had some limitations. Firstly, it was not easy for the researcher to get permission from schools. For getting permission, recommendation letter was needed. Secondly, more participants could have been added but the survey was conducted in Ramadan. Due to time constraints it was not possible to add more participants. Lastly, it was sad but true that many students did not answer the last part (open-ended questions) of the questionnaire. Therefore, the researcher had to cancel those papers.

Chapter 4 – Research Findings

4.0 Introduction

The purpose of this chapter is to illustrate data that are collected from students' and teachers' survey questionnaire and classroom observation. The researcher used tables below to explain the findings from the survey. These tables will help readers to visualize survey responses. The second part of the questionnaire contains 16 statements along with 5 choices and it is prepared for both students and teachers (see appendix A & B). The researcher asked students and teachers to choose the option that suits their situation most. The reason for doing so is to get the utmost correct outcome. Data that are obtained from the findings are calculated and analyzed in terms of mean scores. The process of calculating mean score is given below:-

The number on the top in each box indicates the number of students that put a tick mark on that specific option and the number at the bottom in each box indicates the score after conversion into numerical figures. Furthermore, the bottom ones are used to calculate mean scores for each statement. For better understanding, an example is provided here. In the first statement, 74 students choose 'strongly agree' ($74*5$), 67 students go for 'agree' ($67*4$), 12 students select 'neutral' ($12*3$), 8 students prefer 'disagree' ($8*2$) and 1 student choose 'strongly disagree' ($1*1$). Therefore, the mean score of the first statement is 4.26 (total number divided by total number of students). However, the data will be interpreted with the help of interpretation scale. According to the interpretation scale of Seliger and Shohamy (1989), a) 1.00 – 2.25 (strongly disagree/never), b) 2.26 – 3.00 (disagree/ rarely), c) 3.01 – 3.75 (agree/sometimes), d) 3.76 – 5.00 (strongly agree/ always) (p. 214).

4.1 Findings from Students' Survey

4.1.1 Findings from Students' Questionnaire (part II)

Response to statement 1.

Table 4.1.1.1

The Teacher Talks Mostly in Class

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
01	74*5	67*4	12*3	8*2	1*1		
	370	268	36	16	1	4.26	Strongly Agree
No. of students in percentage	45.67%	41.35%	7.40%	4.93%	0.61%		

The data from table 4.1.1.1 revealed that language classrooms are dominated by the teachers. Teachers mostly talk in classrooms. In this case, 45.67% students strongly agree, 41.35% students agree with the statement. Only 7.40% students make neutral responses. On the hand, 4.93% of students disagree and 0.61% of students strongly disagree with the statement. Therefore, the mean is 4.26 and according to the interpretation scale it is strongly agree.

Response to statement 2.

Table 4.1.1.2

The Teacher Gives Students Enough Chances to Talk and Discuss in Class

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
02	19*5	33*4	23*3	57*2	30*1		
	95	132	69	114	30	2.71	Disagree

No. of students in percentage	11.72%	20.37%	14.19%	35.18%	18.51%
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In table 4.1.1.2, it is seen that 11.72% students choose strongly agree. 20.37% of students do agree with the statement. 14.19% students mark neutral option. However, majority of the students 35.18% disagree and 18.51% strongly disagree with the statement. The mean score is 2.71 and from the view point of interpretation scale it is disagree. It means that majority of the students don't get enough chances to talk or discuss in class.

Response to statement 3.

Table 4.1.1.3

The Teacher Explains Everything to Students

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
03	109*5	50*4	2*3	1*2	0*1		
	545	200	6	2	0	4.64	Strongly Agree
No. of students in percentage	67.28%	30.86%	1.23%	0.61%	0%		

Table 4.1.1.3 showed that majority of the students 67.28% do strongly agree and 30.86% do agree with the statement. It means that teachers explain everything to them. A few students 1.23% choose neutral option. Only 0.61% disagrees with the statement. The mean score is 4.64 that show students do strongly agree with the statement.

Response to statement 4.

Table 4.1.1.4

The Teacher Asks Questions to Students in Class

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
04	39*5	99*4	19*3	4*2	1*1		
	195	396	57	8	1	4.05	Strongly Agree
No. of students in percentage	24.07%	61.11%	11.72%	2.46%	0.61%		

In table 4.1.1.4, it is seen that 24.07% students do strongly agree, 61.11% agree, 11.72% choose neutral, 2.46% mark disagree and 0.61% do strongly disagree with the statement. It means teachers ask questions to students. The mean score for the statement is 4.05 and in interpretation scale it is strongly agree.

Response to statement 5.

Table 4.1.1.5

The Teacher Asks Questions with Fixed Answers

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
05	44*5	44*4	26*3	14*2	34*1		
	220	176	78	28	34	3.30	Agree
No. of students in percentage	27.16%	27.16%	16.04%	8.64%	20.98%		

According to table 4.1.1.5, the percentage for strongly agree and agree is same and that is 27.16%. 16.04%, 8.64% and 20.98% is the percentage of neutral, disagree and strongly disagree. The mean is 3.30 and it is agree according to the interpretation scale. It means in classrooms teachers ask questions with fixed answers.

Response to statement 6.

Table 4.1.1.6

The Teacher Asks Questions with No Fixed Answers

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
06	19*5	17*4	76*3	41*2	9*1		
	95	68	228	82	9	2.97	Disagree
No. of students in percentage	11.72%	10.49%	46.91%	25.30%	5.55%		

The data from table 4.1.1.6 revealed that teachers don't ask questions without fixed answer. Here, 11.72% strongly agrees and 10.49% agrees with the statement. Huge number of students provides disagreement and strong disagreement with the statement. The percentage is 25.30% and 5.55%. The mean is 2.97 and from the view point of interpretation scale it is disagreed statement.

Response to statement 7.

Table 4.1.1.7

Students Prefer to Answer the Questions in Chorus

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
07	45*5	69*4	19*3	10*2	19*1		
	225	276	57	20	19	3.68	Agree
No. of students in percentage	27.77%	42.59%	11.72%	6.17%	11.72%		

It is seen that in table 4.1.1.7, the mean is 3.68 and according to the interpretation scale it is agree. In this case, 27.77% of students do strongly agree, 42.59% agree, 11.72% choose neutral option. On the other hand, only little number of students 6.17% disagrees and 11.72% strongly disagrees with the statement.

Response to statement 8.

Table 4.1.1.8

Students Prefer to Answer Any Question by Volunteering

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
08	7*5	3*4	40*3	42*2	70*1		
	35	12	120	84	70	1.98	Strongly Disagree
No. of students in percentage	4.32%	1.85%	24.69%	25.92%	43.20%		

Above table 4.1.1.8 showed that students do not like to answer in class when their teacher asks to volunteer. Majority of the students 43.20% strongly disagree and 25.92% disagree with the statement. Some students 24.69% provide neutral perception as well. Positive responses are few. The mean is 1.98 and interpretation scale identified it as strongly disagreed statement.

Response to statement 9.

Table 4.1.1.9

Students Prefer to Answer Question in Class When Teacher Calls out by Names

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
09	68*5	55*4	32*3	3*2	4*1		
	340	220	96	6	4	4.11	Strongly Agree
No. of students in percentage	41.97%	33.95%	19.75%	1.85%	2.46%		

According to table 4.1.1.9, students answer questions when they are called out by name. The mean is 4.11 so it is easily understood that students strongly agree with the statement. In this case, 41.97% of students do strongly agree with the statement. 33.95% is the percentage for agree. Disagreement is also seen here. 2.46% students choose strongly disagree.

Response to statement 10.

Table 4.1.1.10

The Teacher Gives Students Lengthy Time to Think about the Question

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
10	3*5	1*4	29*3	74*2	55*1		
	15	4	87	148	55	1.90	Strongly Disagree
No. of students in percentage	1.85%	0.61%	17.90%	45.67%	33.95%		

The data in table 4.1.1.10 showed that teachers do not wait much to get students response. Most of the students like 45.67% do disagree and 33.95% do strongly disagree with the statement. 1.85% of students strongly agree with the statement. The mean is 1.90 that shows strong disagreement according to the interpretation scale.

Response to statement 11.

Table 4.1.1.11

The Teacher Asks a Question before Nominating Students to Answer

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
11	57*5	51*4	24*3	27*2	3*1		
	285	204	72	54	3	3.81	Strongly Agree
No. of students in percentage	35.18%	31.48%	14.81%	16.66%	1.85%		

In the table 4.1.1.11, it is viewed that students support teacher's technique of asking a question first then nominate the name of the student. Thus, the mean is 3.81 and interpretation scale identified it as strongly agreed statement. 35.18% do strongly agree with the statement. However, many students 16.66% show disagreement with the statement.

Response to statement 12.

Table 4.1.1.12

The Teacher Asks a Question after Nominating Students to Answer

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
12	27*5	56*4	56*3	17*2	6*1		
	135	224	168	34	6	3.50	Agree
No. of students in percentage	16.66%	34.56%	34.56%	10.49%	3.70%		

Table 4.1.1.12 showed that students mostly prefer teachers to nominate them first and then ask a question. 34.56% do agree with the statement. Moreover, the same amount of students chooses neutral option. Fewer students 10.49% provide disagreement with the statement. However, the mean is 3.50 and it is agree according to the interpretation scale.

Response to statement 13.

Table 4.1.1.13

The Teacher Gives Feedback on Language or Grammar

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
13	49*5	68*4	21*3	20*2	4*1		
	245	272	63	40	4	3.85	Strongly Agree

No. of students in percentage	30.24%	41.97%	12.96%	12.34%	2.46%
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Here, in table 4.1.1.13 it is seen that teachers make focus on the grammar of the students. 30.24% of students do strongly agree and 41.97% agree with the statement. Neutral opinion is provided by 12.96% of students. Moreover, 12.34% students show disagreement with the statement. The mean is 3.85 with strong agreement in interpretation scale.

Response to statement 14.

Table 4.1.1.14

The Teacher Gives Feedback on Content

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
14	10*5	2*4	39*3	72*2	39*1		
	50	8	117	144	39	2.20	Strongly Disagree
No. of students in percentage	6.17%	1.23%	24.07%	44.44%	24.07%		

The data in table 4.1.1.14 shows that teachers give no importance to content. Majority of the students' opinion is negative that also identifies that. 44.44% do disagree with the statement. However, some students make neutral and positive opinion. The mean is 2.20 and it is strongly disagree in the scale.

Response to statement 15.

Table 4.1.1.15

The Teacher Directly Tells Students about Their Mistakes

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
15	65*5	60*4	21*3	10*2	6*1		
	325	240	63	20	6	4.03	Strongly Agree
No. of students in percentage	40.12%	37.03%	12.96%	6.17%	3.70%		

According to table 4.1.1.15, teachers directly tell students about their mistakes. It is a good practice in language classrooms. Here, 40.12% of students do strongly agree and 37.03% of students choose agree. Some students provide neutral opinion as well. The mean is 4.03 and it is strongly agree according to the interpretation scale.

Response to statement 16.

Table 4.1.1.16

The Teacher Lets Students Find Their Mistakes

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
16	36*5	61*4	49*3	13*2	3*1		
	180	244	147	26	3	3.70	Agree
No. of students in percentage	22.22%	37.65%	30.24%	8.02%	1.85%		

In table 4.1.1.16, it is seen that the mean is 3.70 and it is agree in interpretation scale. 37.65% of students do agree with the statement. Neutral opinion is also provided here. In some language classrooms students do not get the chance of correcting their mistakes. Thus, 8.02% of students give disagreement.

4.1.2 Findings from Students' open-ended questionnaire (part III)

Response to question 1.

Table 4.1.2.1

The Teacher whether Motivates Students or Not with Some Examples of Praising

Question No. 1	Positive Response	Negative Response
No. of students in percentage	95.06%	4.93%

The data in table 4.1.2.1 showed that 95.06% students agree that their teacher praises them when they make correct responses. Different teachers praise differently to their students. Some teachers say 'good', 'brilliant', 'excellent', 'thank you', 'well done' or 'keep it up' whereas other teachers say 'great job, dear' with a smile. However, some students provide negative response to this question. It is sad but true that many students do not get appreciation from their teacher when they do correct response. The percentage is 4.93%. After hearing correct responses, their teacher tells them to sit down.

Response to question 2.

Table 4.1.2.2

Teachers Initiative for Incorrect Responses

Question No. 2	Positive Response		Negative Response
	No. of students in percentage	Repetition	Shout/Embarrassment
		34.56%	6.17%
		59.25%	

According to table 4.1.2.2, it is seen that in language classrooms teachers use three different techniques when their students make incorrect responses. 34.56% students said that their teacher repeat their incorrect response and tell them to correct it by their own. If students fail to do so, teacher provides correct response at that time. Another way or technique of correcting student's incorrect responses is to offer facial expression or hints. Majority 59.25% of students choose facial expression or hinting. However, some teachers shout at their students when they make incorrect response. 6.17% students get embarrassment by their teacher. Teachers should not do such awful activity in classrooms because it demotivates students to learn. Moreover, it creates a negative image of the teacher.

4.2 Findings from Teachers' Survey

4.2.1 Findings from Teachers' Questionnaire (part II)

Response to statement 1.

Table 4.2.1.1

Teachers Prefer to Talk Mostly in Class

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
01	2*5	3*4	0*3	0*2	1*1		
	10	12	0	0	1	3.83	Strongly Agree
No. of teachers in percentage	33.33%	50.00%	0.00%	0.00%	16.67%		

Table 4.2.1.1 showed that all the teachers talk most of the time in class. Thus, the mean is 3.83 and it is denoted as strongly agree in the interpretation scale. It also means that Bengali medium language classrooms are teacher-centered. Teachers act as a controller in class.

Response to statement 2.

Table 4.2.1.2

Teachers Prefer to Give Enough Chances to Students for Talking and Discussing in Class

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
02	3*5	3*4	0*3	0*2	0*1		
	15	12	0	0	0	4.50	Strongly Agree
No. of teachers in percentage	50.00%	50.00%	0.00%	0.00%	0.00%		

The data in table 4.2.1.2 showed that teachers want to give chances to students for talking and discussing in class. The mean score is 4.50 and according to the interpretation it is strongly agree.

Response to statement 3.

Table 4.2.1.3

Teachers Prefer to Explain Everything to Students

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
03	2*5	4*4	0*3	0*2	0*1		
	10	16	0	0	0	4.33	Strongly Agree
No. of teachers in percentage	33.33%	66.66%	0.00%	0.00%	0.00%		

Here, in table 4.2.1.3 it is seen that all the teachers explain everything to their students. Teachers' believe that if they don't provide explanation to students, students may face problems in understanding. Thus, students can lose their interest in learning. For that reason, they think explanation is necessary for students. The mean score is 4.33 and it is strongly agree in the scale.

Response to statement 4.

Table 4.2.1.4

Teachers Prefer to Ask Questions to Students in Class

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
04	4*5	2*4	0*3	0*2	0*1		

	20	8	0	0	0	4.67	
No. of teachers in percentage	66.66%	33.33%	0.00%	0.00%	0.00%		Strongly Agree

According to table 4.2.1.4, teachers ask questions to students whenever they get time in class. All teachers do strongly agree and agree with the statement. The mean is 4.67 and it also indicates that the response of the statement is strongly agreed.

Response to statement 5.

Table 4.2.1.5

Teachers Prefer to Ask Questions with Fixed Answers

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
05	2*5	1*4	3*3	0*2	0*1		
	10	4	9	0	0	3.83	Strongly Agree
No. of teachers in percentage	33.33%	16.67%	50.00%	0.00%	0.00%		

Table 4.2.1.5 portrayed mix responses of teachers. 50.00% of teachers provide neutral response to the statement. One teacher shows agreement with the response and rest of the two teachers offer strong agreement. The mean is 3.83 and interpretation scale also illustrated it as strongly agreed statement.

Response to statement 6.

Table 4.2.1.6

Teachers Prefer to Ask Questions with No Fixed Answers

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
06	1*5	0*4	2*3	3*2	0*1		
	5	0	6	6	0	2.83	Disagree
No. of teachers in percentage	16.67%	00.00%	33.33%	50.00%	0.00%		

The data in table 4.2.1.6 showed that teachers do not ask questions without fixed answer. It is not effective for students. Only one teacher strongly agrees with the statement. Majority of the teacher make disagreement with the statement. However, some teachers provide neutral perception as well. The mean is 2.83 and it is disagree in the scale.

Response to statement 7.

Table 4.2.1.7

Teachers Prefer Students to Answer Questions in Chorus

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
07	0*5	0*4	4*3	0*2	2*1		
	0	0	12	0	2	2.33	Disagree
No. of teachers in percentage	0.00%	0.00%	66.66%	0.00%	33.33%		

According to table 4.2.1.7, teachers do not prefer their students to answer in chorus at all. Teachers do not consider it as a good way of answering questions in class. Two teachers provide strong disagreement in this regard. However, neutral viewpoints are also seen in the table. The mean is 2.33 and interpretation scale considered it as disagreed statement.

Response to statement 8.

Table 4.2.1.8

Teachers Prefer Students to Volunteer to Answer

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
08	2*5	4*4	0*3	0*2	0*1		
	10	16	0	0	0	4.33	Strongly Agree
No. of teachers in percentage	33.33%	66.66%	0.00%	0.00%	0.00%		

In table 4.2.1.8, it is visualized that teachers appreciate when students volunteer to answer any question. It is a good practice in language classrooms. By using the technique of asking questions, teachers get an idea about students understanding. All teachers show strong agreement and agreement for the statement. The mean is 4.33 and in interpretation scale it is strongly agree.

Response to statement 9.

Table 4.2.1.9

Teachers Prefer to Call out Students by Names to Answer

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
09	1*5	4*4	1*3	0*2	0*1		
	5	16	3	0	0	4.00	Strongly Agree
No. of teachers in percentage	16.67%	66.66%	16.67%	0.00%	0.00%		

The data in table 4.2.1.9 illustrated that teachers ask questions by calling out their student's name. Almost all teachers either do strongly agree or agree with the statement. Only one teacher chooses neutral option. The mean score is 4.00 and according to the interpretation scale it is strongly agree.

Response to statement 10.

Table 4.2.1.10

Teachers Prefer to Give Lengthy Time to Students to Think about the Question

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
10	0*5	0*4	3*3	2*2	1*1		
	0	0	9	4	1	2.33	Disagree
No. of teachers in percentage	0.00%	0.00%	50.00%	33.33%	16.67%		

Table 4.2.1.10 enlighten that teachers are not interested to give long time for students response. 50.00% teachers do disagree and rest of the teachers provides neutral opinion. The mean is 2.33 and it is disagreement according to the interpretation scale.

Response to statement 11.

Table 4.2.1.11

Teachers Prefer to Ask Questions before Nominating Students to Answer

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
11	0*5	6*4	0*3	0*2	0*1		
	0	24	0	0	0	4.00	Strongly Agree
No. of teachers in percentage	0.00%	100.00%	0.00%	0.00%	0.00%		

According to table 4.2.1.11, teachers ask question before nominating a student to answer. All teachers do agree with the statement. The mean is 4.00 and in interpretation scale it is strongly agree.

Response to statement 12.

Table 4.2.1.12

Teachers Prefer to Ask Questions after Nominating Students to Answer

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
12	2*5	2*4	2*3	0*2	0*1		
	10	8	6	0	0	4.00	Strongly

No. of teachers in percentage	33.33%	33.33%	33.33%	0.00%	0.00%	Agree
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Here, in table 4.2.1.12, it is visualized that teachers nominate students first and ask questions later. Most of the teachers do agree or strongly agree with the statement. Two teachers provide neutral viewpoints. The mean is 4.00 and according to interpretation scale it is strongly agree.

Response to statement 13.

Table 4.2.1.13

Teachers Prefer to Give Feedback on Language or Grammar

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
13	2*5	4*4	0*3	0*2	0*1		
	10	16	0	0	0	4.33	Strongly Agree
No. of teachers in percentage	33.33%	66.66%	0.00%	0.00%	0.00%		

The data in table 4.2.1.13 showed that teachers pay attention to student's grammar while providing feedback. All teachers either do strongly agree or agree with the statement. The mean is 4.33 and it is strongly agree in the interpretation scale.

Response to statement 14.

Table 4.2.1.14

Teachers Prefer to Give Feedback on Content

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
14	1*5	1*4	4*3	0*2	0*1		
	5	4	12	0	0	3.50	Agree
No. of teachers in percentage	16.67%	16.67%	66.67%	0.00%	0.00%		

In table 4.2.1.14, it is seen that teachers make focus on the content while providing feedback. Two teachers do strongly agree and agree with the statement. Neutral perception is provided by four teachers. The mean score is 3.50 and it is agree according to the interpretation scale.

Response to statement 15.

Table 4.2.1.15

Teachers Prefer to Tell Students about Their Mistakes Directly

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
15	3*5	2*4	1*3	0*2	0*1		
	15	8	3	0	0	4.33	Strongly Agree
No. of teachers in percentage	50.00%	33.33%	16.67%	0.00%	0.00%		

According to table 4.2.1.15, teachers tell their students about their mistakes. Only one teacher provides neutral view point and rests of the teachers either do strongly agree or agree with the statement. The mean score of the statement is 4.33 and interpretation scale also identified it as strongly agreed statement.

Response to statement 16.

Table 4.2.1.16

Teachers Prefer to Give the Opportunity to Students to Find out Their Mistakes

Statement No.	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	According to Interpretation Scale
16	3*5	3*4	0*3	0*2	0*1		
	15	12	0	0	0	4.50	Strongly Agree
No. of teachers in percentage	50.00%	50.00%	0.00%	0.00%	0.00%		

Table 4.2.1.16 showed that teachers provide students the opportunity to identify their mistakes. It is an effective practice for students. All teachers either do strongly agree or agree with the statement. The mean is 4.50 and it is strongly agree according to the interpretation scale.

4.2.2 Findings from Teachers' open-ended questionnaire (part III)

Response to question 1.

Table 4.2.2.1

Teacher's Stance regarding Praising for Correct Responses of the Students

Question No. 1	Positive Response	Negative Response
No. of teachers in percentage	100.00%	0.00%

The data in table 4.2.2.1 showed that teachers do praising when their students make correct responses. Examples of praising are – ‘very good’, ‘thank you’, ‘excellent’ etc. No negative response is provided by any teacher.

Response to question 2.

Table 4.2.2.2

Teacher's Stance for Incorrect Responses of the Students

Question No. 2	Positive Response		Negative Response
	Repetition	Facial expression/Hints	Shout/Embarrassment
No. of students in percentage	16.67%	66.67%	16.67%

In table 4.2.2.2, it is portrayed that different teachers follow different techniques for correcting student's incorrect responses. 66.67% teachers use facial expressions or hints to students so that they can understand something has been done wrong. Only one teacher said she repeats incorrect responses of the students. Another teacher responded negatively. She loses her temper and shouts at students when they make any mistake.

4.3 Findings from Classroom Observation

4.3.1 Teachers' Observation

For making the study more authentic, the researcher observed language classes as well. In this case, the researcher mainly focused on aspects like – preparation, presentation, execution and teacher – student interaction. The following table illustrates findings from classroom observation.

Table 4.3.1

Teachers' Observation

Statements	T1	T2	T3	T4	T5	T6
01. Teacher started the class on time	Yes	No	Yes	Yes	Yes	Yes
02. Teacher was well prepared and organized for the class	Yes	No	Yes	Yes	Yes	Yes
03. Teacher used/circulated materials that were appropriate to student level	Yes	Yes	Yes	Yes	Yes	Yes
04. Teacher explained class material in an understandable manner	Yes	No	Yes	Yes	No	No
05. Teacher provided students with clear & concise instructions	Yes	No	Yes	Yes	Yes	No
06. Teacher asked and answered questions carefully and acceptably	Yes	Yes	Yes	Yes	No	Yes
07. Teacher's pronunciation, intonation, fluency and usage of language was appropriate	Yes	Yes	Yes	Yes	Yes	No
08. Teacher encouraged and assured students participation	Yes	No	Yes	Yes	No	No
09. Teacher's feedback motivated students	Yes	Yes	Yes	Yes	No	No
10. Students were free enough to ask questions or provide their opinions	Yes	Yes	Yes	Yes	Yes	Yes
11. Teacher was helpful enough to solve students problems	Yes	No	Yes	Yes	Yes	Yes
12. Teacher moved around the class and made eye contact with students	Yes	Yes	Yes	Yes	No	No
13. Teacher was able to control the class	Yes	No	Yes	Yes	Yes	Yes

Table 4.3.1 Teachers' Observation (adopted from Fisher, Fraser and Cresswell 1995: 8 - 19)

Above table clearly portrays the scenario of teacher talk in different language classrooms. The duration for each class was 40 – 45 minutes. As T1 was an experienced teacher, she managed her 45 minutes class properly. Moreover, she was on time in her class that showed how organized she was. She taught grammar to the students and talked most of the time in class. After explaining the concept of ‘article’, she asked questions to students. Most interesting part was that she frequently asked questions to those students who remained quiet in class. She encouraged students to participate by positively reinforcing them. She didn’t scold students if they made any mistakes. Furthermore, she helped students by hinting if they didn’t able to respond. She taught students by moving around the whole class and made eye contact with each and every student. On top of that, she knew the names of every student. No need to say that her voice, pronunciation was clear enough to grab students’ attention. On the other hand, researcher found completely opposite scenario in the class of T2. In his 40 minutes class, he was more than 10 minutes late. He just came in class and standing in one place, explained the notion of ‘sentence’. Neither he greeted his students nor did he make any eye contact with them. Some students faced difficulties in understanding the lesson. Moreover, the teacher did not try much to help them. After teaching the students, he gave some exercises to do and without giving any feedback he moved on another exercise. Moreover, in his class few selected students just talked and rest of the students were quiet. The researcher found the classes of T3 and T4 better than T2. These two teachers had a great passion for their subject and that reflected in their teaching. They explained lessons to students in an understandable manner. Moreover, T3 provided students the opportunity to express their opinions. After finishing the lesson T3 asked her students whether they liked the class or not. The researcher appreciated T3’s way of teaching a lot. T4 asked questions to students in class but didn’t give much time to students to think for an answer. She was good but

had the tendency of self-answering. However, T5 and T6's class were less effective. They were less experienced in this field. The researcher observed that both the teachers followed traditional way of teaching. They took the class standing in one place and made eye contact with students sitting in front rows. It was not good at all. In this way, they motivated less active students to become more inactive in class. Nonetheless, T6's pronunciation was not inspiring. She had some problems with pronunciation. The researcher observed that while instructing students to open page no 'one twenty one', she repeatedly said to open page no 'on twenty on'. T6 should work on her pronunciation otherwise students would lose their interest in learning. For the betterment of the students it was necessary. Above all, the researcher's experience was good. Almost all the teachers were helpful.

4.3.2 Teachers' Questions

Teachers' question plays a key role in language classrooms. They ask questions for various reasons. Sometimes they ask questions to figure out whether students know a particular concept or not. On the other time, teachers ask questions to connect students with the lesson. Teacher observation illustrates that Bengali medium teachers tend to ask a lot of display questions in class. Teachers ask questions like – 'what is the opposite of down in English?' 'What are the two important elements of nature?' 'A one taka note ---- Is it correct?' 'And, but, or, not only.... but also, either or ... neither nor, yet ----- these are the examples of coordinator -- -- Am I right?' and so on. These questions help teachers to know whether students understand the lesson or not. Student's literal understanding of text is checked by asking such questions. However, teachers ignore student's practice of language by not asking referential questions. In language classrooms procedural and convergent questions are common. For example: 'Have you brought grammar book?' 'Why are you talking in class?' 'Do you understand the process of

sentence conversion?’ and so on. Students answered teacher’s questions in different ways, like – by volunteering, by nominating or by being called out by names. However, choral answers were mostly used. Sometimes teachers provide self-answer to students thus it makes them more dependent on teachers.

4.3.3 Teachers’ Feedback

Students make mistakes in the learning process, is the common scenario of language classrooms. Teachers rectify those mistakes of students by various means. However, mostly explicit corrections, self-repair by hinting/clue or the process of repetition are used in classrooms. From the observation, it is identified that students like most immediate correction by their teachers. Sometimes teachers provide negative feedback, like – shouting or criticism to students. However, positive feedbacks are also insured. Teachers give students short and simple praises. Examples are ‘good try!’, ‘keep it up’, ‘thank you!’ etc.

Chapter 5 – Discussion

The study is intended to identify how teachers make use of their talk in classroom settings. It tries to reveal the actual scenario of Bengali medium EFL classrooms. Furthermore, the researcher takes an attempt to identify teacher talk features, the types of teachers' questions and ways of giving feedback in language classrooms.

Findings from teachers and students questionnaire and classroom observation portray that in Bengali medium secondary level language classrooms, teachers talk most of the time (see tables 4.1.1.1 & 4.2.1.1). From explaining a concept or idea to providing feedback, teacher does everything (see tables 4.1.1.3 & 4.2.1.3). Teachers decide which student will participate and when. In reality, students respond at that time when their teachers ask them to do or to say something. Teachers do not give any chance to students to discuss in class. Students' survey findings also identified the same (see table 4.1.1.2). Though, language learning and teaching are for students, they participate passively in language classrooms. It is very unfortunate but true that Bengali medium language teachers still follow the traditional or non-communicative method. IRF pattern is followed in those language classrooms. In the process of IRF, teacher initiates, students respond and teachers provide feedback. The discourse chain do starts and ends with the teacher. It is needless to say, teachers act as a controller in language classrooms. It restricts communicative interaction in language classrooms. Clifton (2006) shows disapproval for IRF pattern. For him, the pattern disempowers students (as cited in Incecay, 2010, p. 277 – 278). It snatches away student's right to participate in classroom discussions. Therefore, for the betterment of the students, teachers should not allow such practices in language classrooms. Moreover, there is a belief that adolescents are impolite and uncooperative thus they cannot be good language learners. It is the responsibility of the teacher to provide enough opportunities to

students to speak in classrooms. From the view point of Harmer (2001), if teachers can engage teenagers in classroom activities, they can be best language learners. They have not only a great capacity to learn but also have a great potential for creativity. Furthermore, they are passionate to things of interest (p. 39). Even from the findings of students' survey the researcher identified the same issue. Students are willing to take part more in classroom discussions. For making it happen, teachers have to take initiative. It is only possible at that time when teachers will lessen their classroom discussion.

Questions are the core of any language classroom. Teachers ask questions to keep control of the lesson or to identify what is going on in classroom (see tables 4.1.1.4 & 4.2.1.4). Learning actually takes place or not that teachers get to know by asking questions to students (Suter, 2001, p. 7). For different purposes, teachers ask different questions in classrooms. 'What' and 'why' types of questions are frequent in Bengali medium language classrooms. Teachers now and then ask questions to students like: why they are talking in class or why they are late in class or what they are doing. Research findings show that Bengali medium teachers ask mostly 'closed' questions to students (see tables 4.1.1.5 & 4.2.1.5). It is because closed questions have one correct answer or very limited number of possible answers. Students take less time to answer closed questions thus teachers ask this type of question frequently. To explore whether students understand a particular concept or not, teachers can ask closed questions to students. However, by asking closed questions teachers just restrict student's knowledge to bookish language. Moreover, it encourages memorization. On the other hand, open question has benefits. By not asking open questions to students, teachers ignore the usefulness of open questions in language learning (see tables 4.1.1.6. & 4.2.1.6). Open questions are full of potentials as it does not have any fixed answer. Thus, it allows students to use their creativity. Students can answer it the way

they want to answer. Teachers mostly ask display questions to students than referential questions. For confirmation checks and clarification requests, teachers use referential questions. Display questions are shorter and syntactically less complex thus teachers ask this sort of questions more in classrooms. However, teachers fail to see the long term benefit of referential questions. Zhao emphasized more on using referential questions. It offers opportunity to students to practice more target language (as cited in Yan, 2006, 46). It has real communicative purposes that lack display questions. Moreover, the high frequency use of referential questions suggests two way flow of information in classrooms. It usually happens from teachers to students and students to teachers. However, the opposite picture exists in Bengali medium classrooms. Those classrooms are centered on one way flow of information. Teachers act a sender of information and students perform as a receiver of that information. Teachers' survey result suggests that they prefer students to answer either in volunteering process or by calling out their names (see tables 4.2.1.8 & 4.2.1.9). In reality, teachers prefer choral answer where lots of students speak spontaneously. They belief choral answers take less time however denies the fact of focusing more on weak or inactive students. Choral answers encourage inactive students to become more reluctant in language classrooms. In language classrooms, teachers sometimes ask a question first then nominate students or do vice-versa (see tables 4.1.1.11, 4.1.1.12, 4.2.1.11 & 4.2.1.12). According to Scrivener (2012), teachers should ask a question first, take a pause and then nominate a student. He considers it as an effective process of asking question because it makes the whole class to think about the question (p. 149). In addition to that, students want more time to think of an answer but teachers don't do so (see tables 4.1.1.10 & 4.2.1.10). As a result, many students fail to answer teachers question in class. Teachers provide self-answer when students do delay in answering a question. Though, it is not always possible for teachers to wait for students'

responses, sometimes they can do that to see whether it raises the rate of student's response or not.

Providing feedback on student's performance is one of the common and important classroom practices that teachers do. Feedback can change student's behavior and attitude in language classrooms. Teachers can assess student's performance both in explicit or implicit manner. When students do well, teachers can explicitly say 'Good job!' Similarly, when student's performance is not up to the mark, teachers can provide him/her implicit feedback by not making any comment or correction. Furthermore, teacher's feedback can be positive or negative that depends on the situation. Research identifies positive feedback more effective than negative ones. From Nunan's (1991) perception, positive feedback has dual functions. Firstly, it allows students to get an optimistic idea about their performance. Secondly, it enhances motivation among students through praises (as cited in Yan, 2006, p. 41 – 42). From the research findings, it is also proved that positive feedback has great impact on students and their performance. Though, teachers occasionally give feedback, it acts as an inspiration to students. In Bengali medium language classrooms, teachers do provide positive feedbacks when students perform well (see tables 4.1.2.1 & 4.2.2.1). They mostly offer short and simple praises like – 'Good! You are improving', 'Thank you!', 'Good try' and so on to students. Students feel good when their teachers praise them. It develops positive thinking among students and leads them to perform well in classrooms. In spite of knowing the fact that positive feedback has high potentials, some Bengali medium teachers provide negative feedback when students make any mistake (see tables 4.1.2.2 & 4.2.2.2). They lose temper and shout at their students. Teachers should refrain themselves from doing such unpleasant practices in language classrooms because it creates a negative impact on students mind and demotivated them to learn.

While providing feedback most of the Bengali medium teachers focus more on language or grammar than content (see tables 4.1.1.13 & 4.1.1.14). Though in survey teachers said they focus on both the item (see tables 4.2.1.13 & 4.2.1.14), in reality they do not do so. Even students survey provides negative opinion in this regard. They mainly emphasize on grammar and try to find out whether their students correctly use verb, tense, preposition, spelling or not. Teachers completely ignore the content. According to Harmer (2001), it is a severe mistake that teachers do in language classrooms. He believes what students' choose to say/write is as valuable as they choose how to say/write it (p. 101). However, Bengali medium language teachers fail to visualize it. They do not understand the fact that grammar and content both are equally important for language learning.

In the process of language learning, students make mistakes or errors and it is very natural. Student's error signifies that there is a gap in their knowledge. It helps teachers to know how language is acquired and what type of strategy students employ while learning language. Different students make different types of error and often that becomes a great concern for teachers. Findings from students and teachers survey show that teachers provide corrections when students make any mistake however that depends on the type of mistakes made by students. Teachers mainly provide 'explicit correction' (see tables 4.1.1.15 & 4.2.1.15). It is a common practice of error correction. Teachers prefer to directly tell students about their mistakes. Sometimes they provide a 'clue/hint/facial expression with self-repair' to students (see tables 4.1.1.16 & 4.2.1.16). Other times teachers repeat incorrect responses of the students and then correct them. However, students prefer teachers' correction more than self-repair. Unfortunately, in reality Bengali medium teachers do not bother much in correcting student's error. They occasionally give exercise in class or provide chance to students to discuss in class

and do corrections. By ignoring correction, teachers deny the fact that correction helps to elucidate misconception. For the betterment of the students, teachers should provide corrections to student's production.

Chapter 6 – Conclusion

6.0 Introduction

Learning does not happen without teaching. The success of teaching largely depends on the way teachers talk in language classrooms. It is the responsibility of the teachers to use their talk in such a way that will motivate students to learn and provide opportunity to use that language in classrooms. Thus, it can be said that teacher talk (TT) is a crucial part of foreign language learning and teaching. The paper aims to identify how teachers make use of their talk in classroom settings. It tries to uplift the current scenario of teacher talk (TT) in Bengali medium secondary level English language classrooms. The study considers both teachers and students perception in this regard.

6.1 Summary of the Findings

It was already mentioned that a questionnaire with 16 statements and 2 open ended questions were arranged for both teachers and students to find out their opinion regarding teacher talk in Bengali medium classrooms. Each statement had five options and participants had to mark an option that suits their situation most. After that, calculations were done based on the findings.

The findings show that Bengali medium English language classrooms are dominated by teachers. Almost all the talk or discussion is initiated by them. There is no student oriented talk or discussion. In the classrooms, teachers follow IRF pattern, a non-communicative method. Teachers come to the class, deliver lecture, ask a few question to students, sometimes give

exercises to perform, and provide positive/negative feedback on that and leave the class. More or less Bengali medium English language class functions in this way.

6.2 Contribution to Research

Teacher talk is an integral part of any classroom thus it has a great impact on teaching. Thus, many significant researches are done on teacher talk. The paper tries to incorporate some major literature about teacher talk (TT) in language classrooms.

6.3 Practical Implication

The findings portray that Bengali medium classrooms are teacher dominated, traditional one. Students usually don't get the scope to talk or discuss in class and become inactive learners in language classrooms. To alter the current scenario, teachers must provide enough scope and environment to students to talk.

6.4 Recommendations

If Bengali medium English language teachers talk mostly in class, that will not provide much benefits to students in language classrooms. However, some accurate steps can bring fruitful outcomes. Firstly, in language classrooms teachers should not be too much authoritative. Instead of that teachers should provide some liberty to students so that they can take the responsibility of their own learning. It is possible at that time when teachers will grant opportunity to students to share or discuss their ideas in class. Secondly, Teachers should not restrict their students by asking display or closed questions only. Open-ended and referential questions are full of potentials. Open ended questions do not have any fixed responses so students can write it from their own. No memorization is needed thus creates less pressure on

students. On the other hand, referential questions have real communicative purposes. It not only allows students to practice target language more but also enhances their knowledge. Thirdly, teachers should give sufficient amount of wait time to students to respond. Teachers should not forget that their three or four second wait time creates positivity among students and enhances students' response. Fourthly, teacher should acknowledge both language/grammar and content while providing feedback. They should not ignore the fact that what students try to say or write is as precious as they prefer how to say or write it. Lastly, if any teacher wants to give negative feedback to students, that should be given supportively and warmly. Teachers should not embarrass or shout at their students because it may lessen students' self confidence. Moreover, students may feel frustrated and lose motivation for learning.

6.5 Further Studies

The study is a small-scale exploration and the findings may reveal partial views of classroom research. Further studies can be done in different levels of education. Educational institutions outside Dhaka need to be taken into consideration for future research.

6.6 Conclusion

In fine, it can be said that teacher talk is a significant part of language classrooms. Therefore, to attain success in this regard, some adjustments need to make. In our context, success will come at that time when teacher and student both contribute to the class.

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Appendix A

Questionnaire for Students

Direction: This questionnaire is just a part of my research work. It does not involve judgments on any teacher/student/any educational institution thus it will not do any harm to anyone. The questionnaire contains three parts (part I, part II, and part III) only. You have to answer all the parts. Any kind of help from you will be highly appreciated. Thank you!

Part I

Class: _____ Age: _____ Gender: _____

Total number of students: _____

Part II

Please read the questions carefully and put a tick (√) mark on the option that best describes you.

1. The teacher talks most of the time in class

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

2. The teacher gives us enough chances to talk and discuss in class

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

3. The teacher explains everything to me

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

4. The teacher asks me questions in class

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

5. The teacher asked questions with fixed answers

- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
6. The teacher asked questions with no fixed answers
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
7. I like to answer the questions in chorus
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
8. I like to answer any question when the teacher asks to volunteer
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
9. I like to answer question in class when teacher calls out by names
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
10. The teacher whenever asks me any question in class, gives me lengthy time to think about the question
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
11. The teacher asks a question first and then nominates me to answer
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
12. The teacher nominates me first and then asks a question
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
13. The teacher pays attention to my language or grammar while providing feedback
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
14. The teacher pays attention to the content while providing feedback
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
15. The teacher directly tells me about my mistakes
- (5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree
16. The teacher lets me find my mistakes

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

Part III

Write short answers of the following questions

1. Does your teacher motivate you by praising when you do correct responses? If yes, provide some examples of praising.

Answer:

2. What does your teacher do when you do any incorrect responses?

Answer:

Appendix B

Questionnaire for Teachers

Direction: This questionnaire is just a part of my research work. It does not involve judgments on any teacher/student/any educational institution thus it will not do any harm to anyone. The questionnaire contains three parts (part I, part II, and part III) only. You have to answer all the parts. Any kind of help from you will be highly appreciated. Thank you!

#Part I

Gender: _____

Age: _____

Educational Qualification: _____

Part II

Please read the questions carefully and put a tick (✓) mark on the option that best describes you.

1. I prefer to talk most of the time in class

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

2. I prefer to give enough chances to students for talking and discussing in class

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

3. I prefer to explain everything to students

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

4. I prefer to ask questions to students in class

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

5. I prefer to ask questions with fixed answers

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

6. I prefer to ask questions with no fixed answers

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

7. I prefer students to answer questions in chorus

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

8. I prefer when any student volunteers to answer any question

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

9. I prefer students to ask question by calling out their names

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

10. I prefer to ask question in class and give lengthy time to students to think about the question

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

11. I prefer to ask a question first and then nominate a student to answer

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

12. I prefer to nominate a student first and then ask a question

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

13. I prefer to pay attention to students language or grammar while providing feedback

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

14. I prefer to pay attention to the content while providing feedback

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

15. I prefer to tell students about their mistakes directly

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

16. I prefer to give the opportunity to students to find out their mistakes

(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree

Part III

Write short answers of the following questions

1. Do you motivate students by praising when they do correct responses? If yes, provide some examples of praising.

Answer:

2. What do you usually do when students do any incorrect responses?

Answer:

Appendix C

Classroom Observation Checklist

(Adapted from Fisher, Fraser and Cresswell, 1995, p. 17)

Statements	Responses	
	Yes	No
01. Teacher started the class on time		
02. Teacher was well prepared and organized for the class		
03. Teacher used/circulated materials that were appropriate to student level		
04. Teacher explained class material in an understandable manner		
05. Teacher provided students with clear & concise instructions		
06. Teacher asked and answered questions carefully and acceptably		
07. Teacher's pronunciation, intonation, fluency and usage of language were appropriate		
08. Teacher encouraged and assured students' participation		
09. Teacher's feedback motivated students		
10. Students were free enough to ask questions or provide their opinions		
11. Teacher was helpful enough to solve students' problems		
12. Teacher moved around the class and made eye contact with students		
13. Teacher was able to control the class		

