

Teacher Talk Time (TTT) in EFL classrooms in Bangla and English Medium
Schools

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Dedication

This paper is dedicated to my mother who always inspires and encourages me with her unconditional love and support. I would like to give thank for her words of encouragement and for all the countless times she have been there for me

Declaration

I certify that all material in this study which is not my own work has been indentified and acknowledgment, and that no material is included for which a degree has already been conferred upon me.

Signature

Acknowledgement

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Abstract

This research examines the influence of teacher talk time (TTT) in language or grammar classes at primary level. A questionnaire was designed with a combination of 12 questions of MCQ and 2 open ended questions for collecting data from 102 students of Bangla and English medium schools of Dhaka city. Along with that the researcher observed classes in all the schools. Comparatively Bangla medium schools are more teacher dominated than English medium schools. Finding shows that learners want to practice target language in class more and prefer having feedback individually rather than in front of all. On the other hand both medium schools' teachers show more positive feedback like- "good", "you can do better" rather than using negative words towards students. This research will show how students influence over teacher talk time (TTT) at both medium of schools.

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Chapter 1

Introduction

A language class consists of communication in the class room, pair or group work and other classroom activities and students involvement in the learning process so that learner can learn target language and use it properly. Teacher talk refers to how much teacher talk during class time and it is a vital aspect of a language based classroom. Teachers have to give lots of efforts to learners because to learn second language student's first language interferer in the second language and the way teacher presents himself students get only the input. Teachers talk not only use for information input but also to express their positive attitudes toward their students in second language classroom. Teacher talk can be used as tool to increase students' performance, interaction and to promote positive students' attitudes toward their teachers. Besides, while teaching others subjects the focus is on the content but in language classes both the content and communication between teacher and students develop their language competence. (Rahman, p. 224). Over last few decades it can be seen that, an ideal language teacher is the teacher who motivated his students with positive attitudes, care about the students and all positive attitudes mostly expressed verbally in his talk with them in classroom. Therefore Harmer says that teacher's attitudes; manners play a crucial role to interact with students, and it does not demand any technical expertise (as cited in Rahman, 2014, p.225). Teacher talk generally make a classroom active and sometimes a classroom is successful or not depends on teacher's formulate instruction. On the other hand, sometimes one way interaction makes a classroom motionless. So, the more a class room is interactive the more the learner will get the opportunity to practice and learn second language successfully. The purpose of the paper is to raise teacher's awareness of the importance of talking and minimize teacher talk and maximize students' talk in a language class.

Chapter 2

Literature Review

2.1 Teacher Talk Time

Teacher talk refers to the language used by the teacher when addressing second language learners in classroom interaction. Teacher plays a huge role in class room. In language class teacher gives instruction, feedback using the target language so that students can learn language to negotiate classroom instruction with the teacher and the other students. In traditional classroom teachers tend to teach them as “teacher centered” (Liu & Zhu, 2012, p. 117) where teachers only pass their knowledge, communication between teachers and students were rare and teachers domain mostly. According to Nunan (1991) teacher talk is of crucial importance, not only for organization and management of the classroom but also for the process of acquisition (as cited in Incecay, 2010, p. 277). Similarly, whether a classroom is successful or not depends on a large degree of usefulness of teacher talk (Liu & Zhu, 2012, p. 117). Teachers have the ability to control classroom using L2 and they use second language in an easy way so that everyone can understand easily. Further, teacher’s language capability of teaching is determined by language background, previous language teaching experience (Kaisi & Hemmati, p.96). They decide before class how, when, where and whom language is going to be used in classroom. Teacher talk helps to make class active and share thoughts and ideas to students. In language class teacher and students both interact using the native language, also use register. To emphasize on teacher talk, Bentley stated that children’s early language development takes place very largely through talk.

A teacher cannot understand students’ mind in one day, with experience teacher comes to know how students grasp the attention; they are fast learner or slow etc. Teacher

needs to consider her delivery of speech, neither so fast that students cannot grasp the attention, nor too slow that student's feel bored. As an example: as a native speaker instead of "m" teacher can use the full abbreviation "I am" because native speaker may not understand at the beginner level. While talking in classroom teacher needs choose language carefully, consider their background (Groves & Hoare, 2012, p.83). Similarly, Communicative Language Teaching (CLT) mainly focuses on communication in the class room as a group/pair works on any given task keeping student involvement in the learning process. But if teacher talk time is too much in classroom, it may have harmful effect (Lei, 2009, p.75). Aim of TTT is to get the students into using the language. When the teacher talk time too much in class room then students do not get chance to talk or participate. Only teacher talk becomes one way interaction in class room (Incecay, 2010, p. 278). Similarly in one way interaction it is hard to know whether all students have understood or not. Through the process students response are very few and they can lose interest, find the class room bore doom and reduced learning. The teacher can constantly dominate and controlling the class and the learners take no responsibility for their own learning but they learn what the teacher decides and thus students' participation becomes limited.

2.2 Features of Teacher Talk

When researchers do research they focused on its features and teacher talk has many kinds of features. According to some researchers (Hu xuewen,2003, Dai Weidong & Li Ming, 1998) teacher talk has doubled features. One form refers to teacher talk, like- speed, pause, repetition, modification of teacher talk. Another form refers to the features of the language the teacher use to organize and control classes, the questions they used, the quality and quantity of teacher talk interactional modifications and teacher's feedback (as cited in Yan, 2006, p.13).

2.2.1 The Formal Features of Teacher Talk

Gaies (1977,1979), Henzl (1979), Long (1983b), Long & Sato (1983) they find out all kinds of reason of teacher talk and came up with the following theory:

- 1) Formal adjustments occur at all language levels whether it is primary or tertiary level.

Henzl observed adjustments in pronunciation, in lexis, and in grammar.

- 2) In general, ungrammatical speech modifications do not occur. According to the students, teachers should choose his classroom speech. Because they are the model of the classroom and students follow them the most.

- 3) Interactional adjustments occur: A classroom consists of different level of students and their proficiency levels are different from each other. Teachers should not use same proficiency for all students. Teachers deliver their speech based on student's proficiency level. Long stated that in the syntactic domain, utterance length to children is shorter. It is characterized by clearer articulation, pauses between utterances and an overall slower rate of delivery. On the other hand, in the semantic domain, vocabulary is more restricted, teachers carefully select the words they use according to the students proficiency and level. New words and difficult words are avoided (as cited in Yan, 2006. P. 15).

Chaudron(1988, p.85) found of teacher talk and summarized some research results on teacher talk that shows the classroom modifications:

- 1) Rate of speech is slower.
- 2) Pauses are more frequent and longer.
- 3) Pronunciation is simplified and exaggerated.

4) Teachers more frequently self-repeat.

5) Basic vocabulary is used (as cited in Akter, 2010, p.14).

These findings reflect some aspects of teacher talk. Formal adjustment occurs in all level of language in and out classroom. Teachers choose different words based on students proficiency level.

2.2.2 Functional Features of Teacher Talk

2.2.2.1 The amount of TT (teacher talk time)

In a classroom teacher and student both interaction make a class interesting.

According to SLA theory teacher and student should participate actively .Teachers have to face two tasks in language classrooms: 1) offer enough high-quality English language input; 2) offer more opportunities for students to use the target language (Yan, 2006, p. 15). This line presents the importance of teacher talk time. A teacher is fulfilling his target lesson within time, encouraging students participation in classroom within his class time is known as Teacher Talk Time (TTT) (Akter,2010, p.15). Xuelian Lei stated that teacher talk played an important role to expose their language and give them idea how communicated with others using L2 (as cited in Akter, 2010, p.15). Teacher talk influenced over students a lot, at the same time over teacher talk hamper students. Learners can successfully finished a course by actively participate. When students thoroughly participate in every task, questioning, answering in class actively means they are using their time effectively. Researcher mostly found that in language classes' teachers tend to speak more. In that case students get less opportunity to talk in language class and their proficiency level do not developed. To avoid the problem scholars suggested maximizing student talk and minimizing teachers talk in language classes. Harmer added that the best lessons are ones where STT is maximized.

Getting students to speak -- to use the language they are learning -- is a vital part of a teacher's job (Harmer, 2000: 4).

2.2.2.2 Teachers' Questions

Functions of teacher questions

Through questions teacher get idea about students whether they understand or not. According to Donald, K & Paul D. Eggen (1989) these functions divided into three broad areas- diagnostic, instructional and motivational (as cited in Yan, p.15).

As a diagnostic tool, Questioning is done in the class room by teachers to get a glimpse of what their learners know, think about the topic. Secondly, instructional function focuses on the role that questions helped students to connect new material with previous one (i+1) (as cited in Yan, 2006, p.14). Through questions students get alert pick up new information. Questions also provide the practice and feedback essential for the development. In addition, as the new material is being developed, questions can be used to clarify relationships within the content being discussed. Thirdly, a function that classroom questions perform is motivational. Through questions teachers can engage students actively in the lesson at hand, challenging their thinking and posing problems for them to consider.

Types of teacher's questions

There are three kinds of questions described by Richards & Lockhart (1994, p186)

1. Procedural questions: This question is the opposite of content learning. These questions deal with classroom management, procedures, and routines. The purpose of these questions is to make interact students with classroom, to facilitate their comprehension.

2. Convergent questions: Students prefer to answers convergent questions than divergent questions. This type of questions answers are often “yes”, “no”.
Through this questions teachers focus whether students have any idea or not about the content. Teachers often ask questions so that learners get idea about topic.
3. Divergent questions: It is the opposite of convergent. Teachers encourage asking diverse questions so that they engage in higher level of thinking and provide their own information (as cited in Akter, 2010, p.17).

In addition, Long and Sato have made distinction between “referential” and “display” questions. Referential is referring to the questions that teachers do not know the answers and students give answer without fixed answer. On the contrary, display refers to the questions that teachers know the answers to and which are designed to display particular structure (as cited in Yan, 2006, p.19).

2.2.2.3 Teacher’s Feedback

After finishing any lesson or activity is often used to describe comments, praise, advice is called feedback. According to Gower, Phillips “the aim of feedback is to bring improvement and raise self-awareness” (as cited in Rahman, 2012, p.9). Feedback is how we are performing to reach our goal and it can be both, either positive or negative. In language classes feedback not only raises student’s awareness but also helps them to learn the context meaningfully and construction of the language. Some researcher also suggested that positive attitude of teachers can reduce student’s errors and that is why praising on their success and correcting them in their mistakes is very important. Besides, teacher can use feedback in a motivating way to reduce the gap between the student’s understandings and also how the teacher wants him to develop (Carvaldho, Santos, Conboy & Martins, 2014, p.170). In addition teacher can also give feedback making group where one student correct to another so

that they do not feel down to others. For that reason teacher have to be careful while give feedback because, one way be suitable for one students and may not be suitable to others (Rahman, p. 9). According Hattie (2003), “the key of feedback that is received and acted upon by students” (as cited in Carvaldho, Snatos, Conboy & Martins, 2014, p. 178). As students play the main role of feedback, teacher need to alert whether they are receiving appropriately or not. Therefore Sanetos, Canboy& Martin (2014, p.170) stated students are active agents in the feedback process.

According to Ur, feedback has two main components, error correction and assessment (as cited in Akter 2010, p.9).

Teacher’s Error Correction

Whenever students learn any new thing they do mistakes and it is a natural process of learning. Error occurs when students try to write something with their existing knowledge. According to Edge when students going to perform in class room and under the pressure to use L2 they start to feel nervous and do errors even it is familiar words to them. Further, Lucky Akter stated doing mistakes is a positive side of learning. The more their mistakes are corrected the more they learn properly (Akter, 2010, p.10). Mistakes do not present ones insufficient of knowledge. Making mistakes is an important part of learning because through this they can measure their success of communication (Rahman, 2012 p.7). Learners do mistakes while doing their task but they do not know where the mistakes exactly are. For that reason James stated that it needs to be explained about mistakes and errors clearly (as cited in Rahman, 2012, p.7). Moreover, one of the main points is how correction is expressed, like- gently, supportively, tactfully or rudely cause it effects on students. So teachers have to be careful when correcting. If teachers lose their patients and comments intensive way then students may feel inferior to others and lose confidence (Yan,

2006, p. 22). However, correction with appropriate and politeness is much more important than following traditional structure (Akter, 2010, p.8).

Teacher's Assessment

Assessment is the process of evaluation or judgment of students. Through assessment teacher get to know whether their students are learning properly or not. It is the “crucial link” between learning out comes, teaching and learning activity (“The”, p.4). Similarly, Bachman (2004) defined assessment as “a process of collecting information about something that we are interested in, according to procedures that are systematic and substantially grounded” (as cited in Ketabi&Ketabi, 2014, p.435). Through assessment teachers decide where their learners are at now, where they need to go, how they will improve. However, the measurement of assessment can be marked by number or verbal description. In language class teachers assess their students very often. While assessing students’ teachers used some word like- good, try it more, excellent etc. Furthermore they usually have some questions in their minds like- when and how we will assess students. The questions what and why rarely come to teachers mind (Ketabi&Ketabi 2014, p.436). Teacher’s assessment may encourage students or may discourage them. Teacher need to be very careful while they assess their students. Negative words they can say positively like- try again- have another try, you can do better than that ect (Yan, 2006, p. 24). On the other hand Brown’s definition of informal assessments is unplanned comments and feedback (as cited in Katabi, 2014, p.437). As it is informal it has no record and in every second of teaching they are always giving feedback like- Nice, good. In EFL classroom teachers assess their students informally most. Besides, some teachers also do summative assessment or formative assessment. Summative assessment is “of” teach (“teachers”, p.7). Through the name it can assumed that it summarize the whole course and teacher give comments or assess them by exams

(Ketabi&Ketabi, 2014, p.436). According to Brown(2005) this kind of assessment shows what objectives have been reached but it lacks any suggestions to improve their performance (as cited in Yan, 2006, p.24). On the contrary formative assessment is “for” teaching (“teachers”, p.7). The assessment is used at the beginning of the instruction and after giving the instruction teacher check whether they understood or not. The assessment is aimed to help to teaching by feedback appropriately (Ketabi & Ketabi, 2014, p. 437). Through the assessment learners received feedback, analyze it and have chance to work on it before exams.

2.3 Methods (Deductive and Inductive)

Learning a second language mean knowing its grammatical structure of that language. But grammar is a tool for learners to acquire language. According to Nunan(1991) the traditional classroom was a place where learners received systematic instruction in the grammar, vocabulary, pronunciation of L2 and practiced the new features completely (as cited Koutouzi & Korutatu, p.2). The whole process is known as Grammar Translation method (GTM) and it involved a deductive approach of language learning where exercise come after the explanation of the rule or principle (Koutouzi&koeutatu, p.2). In addition, in this method grammar rules are learned explicitly to students and given exercise for practice applying the rule. The method is more predictable to students because teacher selects the topic or information and the sequence of presentation. The deductive method can be faster and efficient way to teach large number of classroom. On the other hand, another method where learners learn grammar rules implicitly is called inductive method. It begins with specific details, examples and ends with an abstract (Freeman, p. 17). According to Prince & Felder the “subconscious approach” or “implicit approach” rejects the traditional deactivate methods of teaching grammar and tries to teach grammar of using inductive method where

learner will be more engage in teaching learning process (Prince & Felder, 2006, p.125).

Kontozi & Kourata stated that this method impose more responsibility to students for their own learning than deductive method does and that is why it is leaner centered as well (p2).

Both the methods have advantage and disadvantages of learning and they are given below:

Advantages of Deductive method

- Wider scope of subject matter because the instruction is direct by stating at once the rule.
- It is quick process
- Teachers have not to worry about what questions to asked for learners to generalization

Disadvantages of Deductive method

- Passive learning. Less involvement on part of the learners.
- There is less scope of activity
- It is a down ward process of thought and leads to useful results.

Advantages of Inductive method

- Learning becomes more interesting because teachers begin with experience.
- It is full of activity.
- It helps the development of the learners' higher order thinking skill.

Disadvantages of Inductive method

- It requires more time.
- It demands more experienced teacher. (Prince& Felder, p.130).

2.4 Related Theory

We acquire language only when we understand language. The Input hypothesis only refers to language acquisition and not to language learning, Language input (listening comprehension and reading) is important in the language program and that fluency in speaking or writing in a second language will naturally happen after learners have built up sufficient competence through comprehending input (Wang, 2010, p.1) According to the input hypothesis, second language learners require comprehensible input, represented by $i+1$, here i is presented the pervious or existing knowledge of learners and 1 is refers the next level of acquisition. Teacher talk actually serves as the main source of input of language exposure in classroom learning, which is more vital for second language learning and so teachers should make their input comprehensible and in the adequate quantities (Ghari & Moinzadeh, 2011, p.1181). If learners get input clearly or they understand better then they communicate successfully and behind that teachers play a vital role in language acquisition so teachers should make their input comprehensible. To oppose the input hypothesis Merrill Swain came up with another hypothesis where he allows second language learners to identify gaps in their linguistic knowledge and subsequently attend to relevant input (“The”, 2013, p. 2). According to Swain output hypothesis refers the act of producing language, under certain conditions, part of the process of second language (Swain, p.5). If input hypothesis is for language acquisition then for grammar competence “comprehensible output” needed. Teachers after giving proper input, teachers need to give more time to think, give more chance to participate to produce second language. Both input and output are playing important role for learner to learn and produce L2.

Besides, Long's interactional hypothesis suggests that students acquire second language easily if they are able to constantly interact with their partners or peers using who target language with greater proficiency. Long focus on “negotiation for meaning” (Wang, 2010, p.176). Classroom interactional tasks that stimulate negotiation for meaning may motivated learners to acquire and provide native language. The classroom interactional tasks often contain learner classroom participation, group work, teacher talk, role plays, etc. (Wang, 2010, p.176). According to SLA theory both teachers and students should participate in language classrooms actively. Learners feel interested to learn when they have chance to interact with others. Similarly through classroom interaction teachers initiate for meaning to students.

2.5 Elicitation

A language classroom makes a successful classroom when teacher, student or student, student make meaningful interaction. The interaction occurs between teacher and students when teachers explain everything to them or want to know students understanding towards the lesson. In language class teachers do elicitation because they want to know whether students know from previously or not (Nathan & Kim 2007, p.20).Elicitation technique is a technique to by teachers to elicit students' responds and to stimulate students to talk in the classroom. Through the technique students encouraged to take part in the classroom activity. Elicitation enables teachers to start from where the learners are and then to work forward from there (Scrivener, p.73). The learners have a real effect on the outcomes of the lesson in terms of ideas, language and pace. Moreover, Sasmita, Jufri and Tiarina stated that the technique makes students more active because it increases students talk time, maintain students' attention, draw on what students already know, special care for weak students, motivate students to learn (p.20).

2.6 Bangladesh Perspective

In Bangladesh learners have limited scope to use target languages as our classroom are teacher oriented. As teachers play crucial role in developing speaking skill they can make group, pair work with in students. So that students open up their mouths however in Bangladesh it seems very rare. Teachers mostly control classroom. The reasons behind is our class room size is very large. For the situation teachers cannot assign all students and cannot arrange group or pair work for speaking. According to Bhattacharjee teachers' influences students to learn language if they interact with students actively and also learners can communicate with each other but in Bangladesh happened the opposite one (p. 22). The learners of Bangladesh seems very scare to use English while speak. They feel shy, nervous while they use target language with their fellow friends and others. To emphasis that Kabir (2014) said that students do not get proper environment in class to practice English speaking (p. 31).Especially Bangle medium schools students are taught in unfriendly, non- supportive environment. As a result the students are losing interest in learning second language, have no interest to participate in classroom activity and forcefully participated only for marks. Few students learn English throughout enjoyment. According to Bangladesh perspective most of the teachers teaches them using grammar translation method (Bhattacharjee, p. 23). The four skills of language learning- listening, speaking, reading and writing are expected to be acquired by the learners but Bangladeshi teachers believe if learners are proficient in reading and writing they will be able to speak fluently if needed, no guidance are needed. With the concept they used a traditionally grammar book like- English for today focuses on grammar rather than communication (Kabir, 2014, p. 20). On the other hand, to oppose it Franke (1986) says "a language could be best taught by using it actively in the classroom rather than using analytical procedures" (As cited Rahman, p 23). Therefore, teachers play main role to guide students for speak in class.

Chapter 3

Research Design

3.1 Objective

The objective of the research is to compare the effects of Teacher Talk Time (TTT) in EFL class at primary level at English and Bangla medium schools.

3.2 Research Questions

1. Does the time that teacher take talking help to reach the objective of learning the lesson successfully?
2. How does a teacher give feedback and correction to the students?

Research Methodology

3.3 Participants

Teachers

In the research four teachers of four different schools participated in the survey and among them three teachers teach them English second paper and another teaches English first paper in class five. They aged from 25 to 45. All of them are completed MA in English except two, one is currently busy with his Ph.D. and another one completed only her graduation in Sociology. The teachers are represented as T1, T2, T3, and T4; first two are from Bangla medium school and the rest are from English medium schools.

Table: 1 Qualifications and years of experiences of the teachers

Numbers of teachers	Gender	Educational Background	Teaching Experience
T1	Female	Graduated in Sociology	6 years
T2	Female	MA completed in English	8 years
T3	Female	MA completed in English	6 years
T4	Male	Ph.D.	No experience. Teaching for his dissertation

Students

In the research 105 students participated in survey and among them half were from Bangla medium schools and the rest of learners were from English medium schools. The Bangla medium schools' students were preparing for their 2nd term exams and English medium schools' students were preparing for their final exams. Their proficiency level of English was from elementary to pre- intermediate level. The average students of each class were from 25-35.

3.4 Instrument

Questionnaire The questionnaires consisting of 14 multiple choice questions and two open ended questions were given to students to find out the learner's idea about teacher talk time. Similarly, to know the idea of the teachers eight multiple choices questions and two open ended questions were added to their questionnaire.

3.5 Procedure

Questionnaires were distributed to the students and teachers to know their views on teacher talk time in class and also researcher observed classroom.

Classroom Observation

Classroom observation was done in regular class time and before observing class the researcher had to take permission of principals of each school. Though principals knew about the observation in advance they did not inform the class teacher. As a result the teachers could not prepare in advance and the researcher could see authentic class room. The observation was on regular class of both the medium while two schools were doing the revision class for upcoming final exams. Details of each class were listed by the researcher.

3.5 Method Analysis

Collected data was arranged on a Microsoft Excel Spread Sheet. Percentages were calculated displayed on different tables. A mixed method of analysis consisting of both qualitative and quantitative methods was employed to analyses the data.

3.6 Significance

This research will help teachers of English and Bangla medium to control their teacher talk time (TTT) so that the learning output is enhanced in students.

Chapter 4

Findings and analysis

4.1 Results of Questionnaire for Students (Part I)

Teacher's talk is a crucial part to learn a second language and the more they interact with students, learners will learn better. Whether a class is successful or not depends on the effectiveness of teacher's talk time. The table given below represents students and teachers responses on teacher's talk time and it turned into percentages. The results of survey have been given below:

Table 1: Teacher gives task after completing their lesson

Medium	Option	Number of students	Percentage
Bangla	Yes	40	39
	No	17	16
English	Yes	45	44
	No		
	Neutral		

In table 1, comparing the two medium of schools, English medium give task 100% after completing any lesson and by doing task students want to improve their grammar so that they can write answer & speak in a better way. In Bangla medium schools some say no but the majority of yes.

Table 2: Teacher use example before start any topic

Medium	Option	Number of students	Percentage
Bangla	Yes	43	42
	No	14	13
English	Yes	42	41
	No	3	2
	Neural		

According to the table, majority of the students think that the teacher uses example before starting any new topic so that they can understand better.

Table 3: Teacher starts topic by giving definition

Medium	Option	Number of students	Percentage
Bangla	Yes	33	32
	No	23	22
English	Yes	33	32
	No	12	11
	Neutral	1	0.98

Here in table 3, Bangla and English medium schools both are agreed with the statement. Traditional teachers start class by giving definition of the topic. Most of the teachers think before examples definition helps more and it will make them easy to complete daily task. On the other hand, 22% from Bangla medium schools and 11% from English medium schools did not agree with the statement and they prefer examples more than definition. 1% of the students responded to neither.

Table 4: It is better if the teachers explain everything to them

Medium	Option	Number of students	Percentage
Bangla	Yes	56	54
	No	1	1
English	Yes	42	41
	No	3	2
	Neutral		

In the following table, 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. Students prefer to keep silent during class time and very few students said no.

Table 5: Learners prefer MCQ questions rather than open ended question

Medium	Option	Number of students	Percentage
Bangla	Yes	47	46
	No	9	8
English	Yes	36	35
	No	9	8
	Neutral	1	1

46% of Bangla medium schools and 35% of English medium schools agreed with the statement and they like to answer MCQ questions. So according to the table, the higher number of students prefers MCQ questions rather than open ended or broad questions. On the other hand, the rest of the students like to answer broad questions so that they can express their thoughts and ideas in different way and only 1% was neutral.

Table 6: It would be better if the teachers give longer time to think about questions

Medium	Option	Number of students	Percentage
Bangla	Yes	40	39
	No	17	16
English	Yes	33	32
	No	12	11
	Neutral		

According to the table 6, Bangla and English medium schools' students want time before answer any questions and most of the students kept silent when they were asked. As class time was very short teachers had to talk more to finish his lesson plan. It happened most in bangle medium that teachers ask questions and without waiting they answer it by themselves.

Table 7: Learners want feedback from teachers in front of all

Medium	Option	Number of students	Percentage
Bangla	Yes	28	27
	No	28	27

English	Yes	33	32
	No	12	11
	Neutral	1	1

In the above table 7, more than half of the students (both medium schools) want feedback from teacher in front of all. They submit the class work as soon as possible and get feedback based on their performance so that they can improve and do not repeat the same mistake further. The rest of the students seem scary of getting feedback in front all and after finishing their class work they do not even bother to show because they think it is insulting. On the other hand, few were neutral.

Table 8: Learners prefer feedback individually

Medium	Option	Number of students	Percentage
Bangla	Yes	33	32
	No	22	21
English	Yes	27	26
	No	18	17
	Neutral	2	2

Table 8, regarding feedback individually 32% of Bangla medium schools and 26% of English medium schools say yes. On the other hand, a huge number of students (21%) of Bangla and 17% of English medium do not want feedback from teachers as their confident is less and scared of mocking by others. And 2% were neutral.

Table 9: Learners want to correct their own errors

Medium	Option	Number of students	Percentage
Bangla	Yes	39	38
	No	18	17
English	Yes	36	35
	No	9	8
	Neutral		

As majority of students' shows yes in both medium schools most of the students want to find out errors by their own. They are concerned about their class work. Before they submit they do revise so that those same mistakes do not repeat.

Table 10: Learners get chance to talk in Bangla in classroom

Medium	Option	Number of students	Percentage
Bangla	Yes	35	34
	No	20	19
English	Yes	42	41
	No	3	2
	Neutral	2	2

According to the table 10, in Bangla medium schools' most of the students (34%) get chances to talk in bangle as they are from Bangla medium schools. In their English language or 2nd paper class they are not even allowed to use English. Teachers are also use L1 while taking class.

Table 11: Learners want to practice target language in class

Medium	Option	Number of students	Percentage
Bangla	Yes	38	37
	No	19	18
English	Yes	27	26
	No	18	17
	Neutral		

In the above table, more than half of the students want to practice target language in class so that teachers can correct their mistake instantly and make proper pronunciation. Conversely, some students from both medium schools do not want to practice because they feel shy in front of all.

Table 12: Learners get benefited by teacher's speech in learning English

Medium	Option	Number of students	Percentage
Bangla	Yes	53	51
	No	4	3
English	Yes	43	42
	No	2	1
	Neutral		

Through the table, it can be said that no matter which medium school it is, teacher's pronunciation, talking style, intonation everything have impact on learners and they follow their personality consciously or unconsciously.

Table 13: Learners prefer when teacher is speaking more in class

Medium	Option	Number of students	Percentage
Bangla	Yes	42	41
	No	15	14
English	Yes	43	42
	No	2	1
	Neutral		

According to the table, students from both medium of schools like only teacher talks in class and very few responses were "No" because they want to interact with teachers and want to share their thoughts, ideas as well.

Table 14: Learners want more chances to talk and discuss in class

Medium	Option	Number of students	Percentage
Bangla	Yes	33	32
	No	24	23
English	Yes	39	38
	No	6	5
	Neutral		

In table 14, combining the two medium of schools, learners want more chance to talk and discuss in class. If they stuck anywhere teachers are always ready to help them. On the other hand, 23% of Bangla medium schools and 5% of English medium schools prefer to keep silent. Mostly Bangla medium school's students do not want to participate and remain silent.

4.1.2 Results of questionnaire of students (Open ended) Part II

Table 15

Teacher talk makes the class interesting or teacher-student both can make the class interesting. Why?

Here in table 15, different students gave different answers as it was open ended questions. More than half of the students supported both participations (teacher- students) during class time but their cause were different. English medium school's students think that if teacher and students both participate then the class would be interesting. For participation of both the class would not go in a monotonous process. The environment will be friendly enough to share their thoughts, ideas. On the other hand, few students of Bangla medium schools think for both participation classes would be interesting. Though they gave different opinion both participation like- students' can ask question easily if they needed, they can corporate easily with each other. As they cannot ask questions or cannot interact with teachers easily they think both interactions make a classroom better for learning. Moreover, Bangla medium schools and English medium schools supported this so that they can share their ideas, thoughts about the topic. Through two way communication teacher will get to

know student's previous knowledge and he/she can provide knowledge to the students.

Conversely, only Bangla medium school's students think that only teacher's talk can make a class interesting. As they get less chance to participate, they feel scared to interact with teachers. Some students think for participating teacher can get annoyed and give punishment. Furthermore, teacher knows better than students so that only teacher talk makes a class interesting rather than two way communications. Naturally teacher presents his/her speech in an organized way and module the whole class in a nice way so that students think they will not be able to do that and prefer to keep silent. There were also few students who believe only teacher interaction make them understand in a clear way. If any students interact or participate then others feel irritated during the class time. On the other hand, a small number of students were neutral. In the above questions there were mixed responses of students.

Table 16

Teacher- student interaction or only teacher's lecture will be beneficial
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According to the table of 16, there were also mixed responses of every student. The majority of students of both medium of schools believe that teacher and student interaction will be beneficial. Their interaction makes a class room better than one way interaction. Even they will learn easily if teacher use Bangla with examples. If teachers explain them all things in details that will help them learn more successfully. On the other hand, a small group of people were neutral. They did not bother to response any questions. Similarly both medium of schools prefer only one way interaction so that they do not have to participate.

4.2 Results of Questionnaire of teachers (Part I)

Table 1: Teacher gives task after completing lesson

Medium	Option	Number of teachers	Percentage
Bangla	Yes	2	1
	No		
English	Yes	2	1
	No		
	Neutral		

According to the table, both medium of schools' teacher's responses are same. They all gave exercise after finishing their lesson whether they understood or not properly.

Table 2: It is better if teachers explain everything to students

Medium	Option	Number of teachers	Percentage
Bangla	Yes	2	1
	No		
English	Yes	2	1
	No		
	Neutral		

Here table 2, 1% of Bangla medium schools and 1% of English medium school's teachers think that their students feel comfortable if they explain everything to them and that is why they talked more than students.

Table3: Teachers feel comfortable to ask MCQ or open ended questions (without fixed answers) to students?

Medium	Option	Number of teachers	Percentage
Bangla	One word		
	Open ended		
	Mixed	2	2
English	One word		
	Open ended	1	0.98
	Mixed	1	0.98
	Neutral		

In table 3, most of the teachers except one feel comfortable to ask mixed (one word+ open ended) questions so that they can know how to answer those questions. On the other hand, one English medium school's teacher likes to ask open ended questions to teach express their thoughts, feelings, ideas.

Table 4: Teachers want to give longer time to think about questions

Medium	Option	Number of teachers	Percentage
Bangla	Yes	2	2
	No		
English	Yes	2	2
	No		
	Neutral		

In the responses of the statement both medium of schools replied same. They want to give time to students for response. But in real classroom they did not wait for a minute and continue the class.

Table 5: Teachers prefer to give feedback in front of all

Medium	Option	Number of teachers	Percentage
Bangla	Yes		
	No	2	2
English	Yes	2	2
	No		
	Neutral		

According to table 5, 1% of Bangla medium did not want to give feedback in front of all and 2% of English medium schools want. Bangla medium school's teachers think giving feedback in front of all is insulting and de motivating.

Table 6: Teachers give them chance to find out their errors of their own

Medium	Option	Number of teachers	Percentage
Bangla	Yes	2	2
	No		
English	Yes	2	2
	No		
	Neutral		

In table 6, all the teachers give their students chance to find out errors of their own so that they do not repeat the same mistake again. That is why they always tell their students “before submit give revise”.

Table 7: Teachers prefer give examples before start any topic

Medium	Option	Number of teachers	Percentage
Bangla	Yes	2	2
	No		
English	Yes	2	2
	No		
	Neutral		

In the following table, the entire teacher gave answers that they give lots of example instead definition but in real class room except one teacher of English medium schools, other teachers used definition of grammar topic without introduction of the topic.

Table 8: Students get enough chance to speak in English

Medium	Option	Number of teachers	Percentage
Bangla	Yes	2	2
	No		
English	Yes	2	2
	No		
	Neutral		

Though the table shows Bangla medium school's students get enough chance to talk in English but in reality they get enough chance to talk in their mother tongue. On the other hand, English medium school's students get enough chance to use L2 and they are not allowed to use L1.

4.2.1 Results of Questionnaire of Teachers (Open ended) Part II

Table 9: Teacher is comfortable with only classroom lecture

In the above statement four teachers gave different answers. One teacher of English medium schools (T3) said only class room lecture is not enough. According to the teacher outdoor or video lecture is also essential for the betterment of the students. Similarly another teacher of English medium schools (T4) replied that teacher and students interactions are helpful for entire class. On the other hand, Bangla medium schools teachers have different opinion. T2 has given the definition of the questions. He did not give his opinion on that but exposed his bookish knowledge. The rest teacher was neutral. She did not bother to answer the questions.

Table 10: Two way communications (Teacher and student) make a class room better

Here table 10. All the teachers believe that two way communications make a class room better. But in real class room only one way communication occurred, especially in Bangla medium schools which presents as T1 and T2. Learners were more frightened to response in class except two or three. In English medium schools they were mixed. Some were responding intentionally and some were asked by teacher. But they were more confident than the Bangla medium schools.

4.3. Results of Class Observation

4.3.1 Teachers Observation

In teachers' observation, it has been shown that all the teacher's system of taking class. Their system of taking class more or less same way and the duration of their class were about 40 to 50 minutes. T1 and T2 are teachers of Bangla medium schools and the rest of two (T3, T4) are of English medium schools. Their ways of teaching style are given below:

T3 is more experienced than T4 (chap3, table 1) and their way of teaching style had some similarities. Both were prepared for the class and came up with lesson plan. Though T3 had revision class for the upcoming exams and he followed a grammar book for the class. On the other hand, T4 had regular class and according to the lesson plan he taught his students following a grammar book. Though T4 had no experience (chap3,table 1) of teaching but his teaching style did not show that. He taught his students in an interesting way, moving around the whole class. He gave lots of examples before going into the topic and after finishing topic he gave exercise so that students get clear idea of the topic. On the other hand, T3 started class without any warm up activity following inductive method and mostly she emphasized on spelling. When she gave right answers of exercise she repeated spelling twice, thrice. Both the teachers were prepared to answer questions if students faced any problem. Their voice, pronunciation, intonation were clear enough for grabbing students' attention and they enjoyed the whole class.

Compared to that, T1 and T2 were much more traditional than them. They came into class and without interacting with students they started class. They had no proper eye contact, not even moved around the class. T1 was seated in her table and T2 stand at the same place where she began her class. After teaching a few items, they gave exercise and without giving instant feedback they started next exercise, though T1 checked their copy after all exercises

are done and gave all feedback. On the other hand, T2 did not bother to check their copy and at the end of the class she gave home work and finished the class. T1 was much more interactive with students and there were few selected students who only responded intentionally and rest of students kept silent. Both the teacher used Bangla in class time and gave all instruction in Bangla, though T1 gave instruction very clearly, like –what, how they have to do all instruction has been given in a clear way. But T1’s pronunciation (English words) was not motivating students much. On the other hand, T2 was nervous that she could not concentrate on the class properly.

Among four teachers there were also some similarities that all were prepared for the class and prepared for questions to answer. Among four, three teachers did not move around the class as the class rooms were narrow. The English medium school’s teachers used English in an easy way and both the medium were enough able to control the class room.

4.3.2 Total Teacher Talk and Student Talk Time

When teacher, students both interact in equal way it makes a class room better. In order to find out how teacher’s talk time and student’s talk time in EFL class room, the researcher observed four schools. The teacher tended to speak in English most. The class time duration was about 40 to 50 minutes and table 29 represents the percentage of teacher and student talk time. The first two are of Bangla medium schools and the next two are of English medium schools. An English medium school’s teacher tends to talk more in English than Bangla medium school’s teachers’. Students interact very few, only they were supposed to responses (Bangle medium schools) when they are asked. English medium school’s students interact more than Bangla medium schools and they were free with their teacher as well.

Table 2

Amount of teacher and student talk time and percentage in total class time								
Teacher		Teacher talk time		Student talk time		Other activities		
	Class duration	Minutes	%	Minutes	%	Minutes	%	
T1	40	20	50	5	12.5	15	37.5	
T2	30	20	66	4	13.3	6	20	
T3	40	12	30	8	20	12	30	
T4	45	28	62.2	7	15.5	10	22.2	

Other activities refer to class work, students' response etc. In this part, teacher only gave instruction and without students' responses they were bound to finish the work. The environment of the class room was boring. Because T1 and T2's class room was organized in a traditional way. They started class without any greetings, without any warm up activity. More than half of time only teacher talked without giving attention to them. In contrast, T3 and T4 were much more interactive. Though T3 started class traditionally but students were free enough to ask any questions. Even if the teacher made any mistake students pointed out without any fear. The environment of the class was nice. On the other hand, T4 start class with greetings and students were free to ask questions while facing any problem. All the four

classes had fixed time to solve the class work and after finishing time some teachers gave direct answer and some gave indirect.

4.3.3 Teacher's Feedback

After giving any task every teacher gave feedback of their students whether these are English medium schools or Bangla medium schools. Giving feedback is an essential part of every student as learning point. Different teacher give feedback in different ways. Some are like to give feedback explicitly and some are giving implicitly. Traditional class room interact with students followed a common pattern, like- teacher start the class, students response and then teacher provide feedback to learners. Through feedback learners get their position and the way of improve that is why teachers give feedback in a positive way rather than negative feedback.

4.3.4 Types of Assessment and Praises

Teachers sometimes praise and sometimes scold based on given task. The four different teachers differently praise and scold their students. They assess their students informally because very often give feedback using "Good", "you are on the right track" and by the words teachers are giving positive reinforcement to their students. They know how to present students error to the entire class room. Furthermore, some teachers give instant feedback after completing every task and some give feedback finishing whole task. Through this way they also assess formative. Contrary, there were few teachers who did not appreciate the students and used negative words as feedback. "Did you absent last class?" "what are you doing?", "How will you pass the upcoming exam" using this words teachers showing his annoy to the students. By this way, teacher wanted to tell the students that for doing better he has to try a lot. This feedback frightened his students and for that no one wants to share their

answers with teachers. According to teachers behavior he wants to give positive reinforcement by negative feedback.

Chapter 5

5.1 Discussion

Throughout the research, it is clear that in language class teachers' communication is important because it influences learners' L2 learning. According to Krashen's and Swain's theory (1984) the learners' have input of something in order to give the output (as cited in Swain, p.5-6).

The teacher through their talking is able to control a total classroom and activities of others. If a teacher controls their talk time then students get chance to participate and encouraged to do other activities in classroom. As students need to practice so, teachers need to make sure whether all students participated or not. Therefore, Harmer (1998) mentioned a good teacher maximizes STT and minimizes TTT (as cited in Rahman, 2012, p.2). However, in real classroom most of the time teachers act traditionally and students get few chances to participate. Moreover, majority of the students say that the teacher uses example before starting any new topic so that they can understand better, but in real classroom except one class (English medium school) all teachers start their lesson without giving any example. Both the medium of schools did not even give any idea before start the class.

In the research, it has been found that most of the students of both English and Bangla medium schools have strong desire to speak, participate in classroom activity and tend to correct their error by them. But the students were very nervous while they were supposed to answer or participate or present. Most of the time, they were silent except few students who talked more. Not only that but also when teachers asked any question they tend to speak in Bangla and if they were forced to speak in English they remained silent. On the other hand, in English medium schools the learners were friendlier with teachers and participated in every classroom activity, teachers do not even have to force them for speaking in English. English

medium schools' shows the majority of yes to use Bangla during class time but in real class room they were strictly prohibited using Bangla during class time. It was also noticed that majority of students prefer to answer MCQ rather than open ended questions, so that they can obtain marks easily. They were much more flexible to answer Multiple Choice Questions (MCQ), though teachers asked them to answer both types (MCQ + Open ended).

Teachers try to give the learners, a longer time to think about questions and many of the learners agree with that, but it is beyond the rules. As a result weak students remain silent and seem scary for their low confidence. Moreover, learners learn better if teachers explain them everything. It is because they believe teachers have all the knowledge about everything. Again, if the teacher uses an interesting method then students learn better and learn each topic they teach. In addition, from the questionnaire both medium schools' majority of the students want feedback from teachers' individually. They were nervous and for being mocked in front of all they prefer to remain silent so that teachers do not pick them for feedback and give individual direct feedback. On the other hand, English medium schools' students were much more flexible and they took direct feedback of the teacher positively. They were less nervous than Bangla medium schools while feedback. For this reason, Dr. Ellis stated that direct feedback is better than indirect feedback because it is helpful for weak students who have low proficiency in language (as cited in Akter,2010, p. 44).A researcher has shown that positive feedback can not only let the learners know that they successfully finish their learning task but also stimulates their learning interests and motives (Lieu, p.119). Therefore, Nunan (1991), positive feedback is better than negative feedback in the progress of learner's learning behavior (as cited in Yan, 2006, p.). Moreover, Bangla medium schools' teachers also think that giving feedback in front of all is insulting so they prefer to give feedback individually as they think it would raise self-awareness. Furthermore, in language class there should be enough scope to practice targeted language. Students even want to practice their targeted

language in class but the negativity of surrounding environment and some other negative cause stop them from doing so. Therefore, Bangla medium schools' students get less chance for practice than English medium schools' students. Both English and Bangla medium schools' start their class traditionally where learners received systematic instruction in grammar, vocabulary, and pronunciation of second language. Teacher give task after complete their explanation and teachers control the whole class. Besides, teachers start their classes without any warm up activity or any types of introduction. According to Scrivener elicitation increases students talk time and they get attentive in classroom activity (p.132). However, the traditional teachers do not even elicit student's response towards the lesson and that is why students were less interested to take part in classroom activity. For that teacher talk time increases instead of participation of the students. On the other hand, the more students "negotiate for meaning" (Wang, 2010, p.172) the more they learn. Teachers only followed a specific grammar book in their language class, which is on rules and definition. Teachers even rarely used examples outside the book. As a passive learning, both English and Bangla medium schools' followed only book and without the bookish examples, they do not use practical examples (Kontozi & Koematou, p.2). Additionally, it can be seen that the overall result from the questionnaire shows throughout the class learners want to speak in target languages. As for learning language, both input and output are equally important so without output students are not able to know their proficiency level (Swain, p.12). On the other hand, the perspective of Bangladesh shows huge difference between the teaching method of both Bangla and English medium schools'. One-way English medium not only get chance to use targeted language but also have a positive surrounding environment and teachers are supportive towards them. On the contrary, Bangla medium schools' students do not get affirmative opportunity and teachers are not flexible enough to help them. Furthermore, in Bangla medium schools' teachers are more dominated in class than English

medium schools and students get less chance to participate due to passive learning system. Generally, teacher has the power of superiority so students get less chance to talk. Student time of involvement is very little proportion to overall class time, which happened for answering the questions or some other problems. Again, participation of student is highly discouraged and less opportunity of participation is given to Bangla medium schools, as well as teacher controls them mostly. From the research it can be said that environment in the classroom is not suited for the learners learning and teacher talk should be minimized and give chance students to participate equally.

5.2 Learner's Expectation

It was noticed that learners get very less opportunity to speak in classroom. Outside the classroom students get limited access to English and according to our context outside society they do not get practical situation to practice the oral form of communication. That is why Harmer stated that "reception as a part of production" (p.251). For produce something new, practical work must need whether it is speaking or written. Moreover, students like to questions with fixed answers because they are tend to gain marks. The whole class focuses on specific structure of grammar rather than a language class (Bhattacharji, p.22). As a result learners do not treat English as a communication and for gain marks they only participated. Throughout the survey it was seen that they want more chance to practice second language and for having more chance in and out of the classroom they can expose the target language properly. Similarly, students of both mediums of schools were dependent on teacher for correction and feedback. They feel better if teachers explain everything to them. As teachers controlled everything and most activity are done by teachers, learners get dependent on teachers most. For their low confidence they do not participate any activity as voluntary (Bhattacharji, p. 20).On the other hand, students sometimes voluntary attend in classroom

activity but for teacher's negative responses de motivate them. That is why students get scared to participate and think twice thrice before answer anything. Besides, sometimes teachers are wanted to give chance every student but for time constraint they cannot do it. Especially Bangla medium schools classroom are large than English medium schools and that is why without taking learner's response they continue the class which increase teacher talk time.

5.3 Limitation of the Research

The research would have been more valid if the researcher got opportunity to visit more schools of both English and Bangla medium schools for collecting data. Again, the comparison would have been justified better if further authentic data has been given. Only four schools allowed for conducting research along with observations by giving conditions that the name of both the schools and teachers will not be published. Based on the precondition some teachers allowed conducting the research. However, one of the classes was allowed to observe from these schools. In addition, there were only four teachers and 102 students participated in the research. The numbers of participation were limited and the survey, which is done by teachers and students are not authentic, as they were confused while answering questions. Moreover, these four schools are located in the same area of Bangladesh and based on this few data it is tough for the researcher to take decision and comment about schools of Bangladesh.

5.4 Recommendation

As the students of the research are from primary level, they are able to learn second languages by any kind of teaching method very easily. Therefore, the teacher needs to keep this in mind at the time of delivering their speech. Both the Bangla and English medium

schools students should be treated in the same way. Teachers have to be more careful while teaching targeted language to Bangla medium students so that they are influenced enough and get chance to practice. If the teachers are able to create a friendly atmosphere where every students can participate without any kind of fear or being mocked then the students will participate more. Along with the grammar book teachers of both medium of both schools can follow some language activity like- to see a picture and describing in sentence what they think, before start any topic teachers can give clue so that they think and give answer and so on. Along with that, teachers can also give chance to students to take a class weekly so that they can learn to present or share their thoughts.

Conclusion

This research is all about controlling teachers' talk time so that students can learn successfully target language. The more teachers give them chance to expose second language inside and outside the classroom the more they learn in target language. As it is not only content based but also communication, two way interactions makes learners learn successfully. Teacher talk means to control and manage classroom properly but only teacher talk or through one way interaction teacher never makes a class room better. Similarly, teachers not only give input to students but also need to give chance to enough output of learning. On the other hand, Bangla and English medium schools' teachers have no practice of the most common techniques of CLT and that is why students find to difficult to develop four skills of English.

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(Open Ended Questions)

Part 2

1. Do you think that only teacher talk makes the class interesting or teacher-student both can make the class interesting? Why?

Ans:

2. Which one will be beneficial, teacher- student interaction or only teacher's lecture? Why?

Ans:

Appendix 2

Part 1

Questionnaire for teachers

1. Do you give task after complete lesson?
a) Yes b) No c) Neutral

2. Do your students feel comfortable if you explains everything to them?
a) Yes b) No c) Neutral

3. Do you ask your students MCQ or open ended questions most?
a) Yes b) No c) Neutral

4. Do you give time students to think about questions to answer?
a) Yes b) No c) Neutral

5. Do you prefer to give feedback in front of all?
a) Yes b) No c) Neutral

6. Do you give them chance to find out errors of their own?
a) Yes b) No c) Neutral

Open Ended

Part 2

1. Do you comfortable only classroom lecture?

Ans: _____

2. Do two way communications (Teacher and student) make a class room better?

Ans: _____

Classroom Observation was done based on these criteria

Teachers Observation

Table 1:

	T1	T2	T3	T4
Materials were appropriate for the class	Yes	Yes	Yes	Yes
Teacher was prepared for solving students problem	Yes	Yes	Yes	Yes
Teacher's feedback inspired students	Yes	Yes	Yes	Yes
Teacher's gestures helped students during the class time	No	Yes	Yes	Yes

The teacher moved around the class and made eye contact with students	No	No	No	Yes
Personal appearance	Average	Good	Good	Average
Teacher motivated students and helped students in class room	No	Yes	Yes	Yes
Student were free enough to ask questions to teachers	Yes	Yes	Yes	Yes
Teacher's pronunciation, intonation inspired students to use second language	No	No	Yes	Yes

Teacher was able to control the class room	Yes	No	Yes	Yes