Creating Opportunities for STT (Student Talking Time) in a Large Class:

An Essential Tool for ELT Classroom Management

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Department of English and Humanities (ENH)

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Submitted by:

Tanzia Siddiqua

ID: 06303005

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

شروع الله کے پاک نام سے جو بڑا ہی
مہربان اور نہایت ہی رحم کرنے والا ہے

In the Name of Allah

The Most Compassionate

The Most Merciful

Acknowledgements

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CHAPTER 1

Introduction:

According to Vivian Cook, 'All successful teaching depends upon learning; there is no point in providing entertaining, lively, well-constructed language lessons if the students do not learn. The proof of the teaching is in the learning.'[1] To this point I would like to add that the proof of learning is in their involvement and participation. In order to increase student involvement it is useful to create enough opportunities for student-talk. By using certain classroom management techniques it is possible to create conditions where STT (Student Talking Time) could be maximized to increase student involvement, even in a large classes.

I was appointed as an intern teacher in the English Version (school section) of B.A.F. Shaheen College Dhaka. Since my major is in the ELT and Applied Linguistics stream, I was expected to teach language classes of 6th and 7th grades. These were large classes, as in each class there were about sixty students. Indeed, it had been challenging to provide effective learning for all in each class by checking individual awareness, keeping the learners motivated, correcting written assignments, maintaining discipline, and most importantly creating opportunities for STT to keep the learners involved in learning the language. At this point, the classroom management techniques had been the key to run successful classes.

[1] Cook, Vivian. 2nd Edition. Second Language Learning and Language Teaching. Oxford University Press. 1996 (Page 03)

In this paper, I would explain how the techniques had been effective to increase opportunities for STT, and get the students to talk and involved in large classroom settings.

CHAPTER 2

Literature Review:

2.1 Definition of Student Talking Time (STT):

STT means Student Talking Time. It is the time learners spend talking rather than the teacher talking in class. It can be compared with Teacher Talking Time (TTT). It can be a useful category for observation of teaching, or for self-reflection about teaching.[2] One key element of many modern approaches is to reduce the amount of TTT as much as possible, to allow learners opportunities to speak, and learn from speaking.[3]

For example, setting up pairwork and groupwork with the teacher monitoring, rather than an open class, is a way to increase the STT in an activity.

2.2 Importance of STT:

Jeremy Harmer emphasizes the importance of STT as he claims that, 'getting students to speak – to use the language they are learning – is a vital part of teacher's job. Students are people who need practice, in other words, not the teacher. In general terms, therefore, a good teacher maximizes STT (Student Talking Time) and minimizes TTT (Teacher Talking Time).'[4] What Harmer is saying here is that the

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[2] STT| Teaching English| British Copuncil| BBC. 2009. www.teachingenglish.org.uk. 30th October, 2009. <http://www.teachingenglish.org.uk/think/knowledge-wiki/stt>

[3] Teacher Talking Time| Teaching English| British Copuncil| BBC. 2009. teachingenglish.org.uk. 30th October, 2009. <http://www.teachingenglish.org.uk/think/knowledge-wiki/teacher-talking-time>

teachers should be aware that TTT is not over-used and there is enough STT. In addition to that he is not ignoring the beneficial qualities of TTT as he explains that 'comprehensible input' is 'an important feature in language acquisition'. The idea of 'comprehensible input' is supported by Stephen Krasen's 'Input Hypothesis'[5] where it is written that language is learnt by getting exposure to 'comprehensible input'.

All in all, Harmer suggests, 'The best lessons are ones where STT is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summarize what is happening, tell a story, enter into discussion etc.' Thus he points that there should a balance of TTT and STT in a language classroom and where priority should be given on maximization of STT and minimizing of TTT.

2.3 How STT Helps in Language Learning Process:

STT promotes a number of possibilities in a language classroom. First of all, it ensures that the learners' fluency practice is taking place as Jim Scrivener suggests that 'students can learn to speak by speaking.'[6] The language teacher has to make

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[4] Harmer, Jeremy. 3rd ed. The Practice of English Language Teaching. Pearson Education Limited. 2001 (Page: 04)

[5] Lightbrown, Patsy M and Nina Spada. Revised Edition. How Languages are Learned. Oxford University Press. 2000 (Page : 39)

[6] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 85)

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sure that their learning is not only 'up-to-the-head' stage rather they should be able to use the language to communicate when they want to. On the other hand, the more time a student spends in trying to speak, the more confident he or she becomes. Confidence could motivate a learner for learning a language.

Secondly, STT ensures that students learning is a taking place as Jim Scrivener claims that 'an essential lesson that every new teacher needs to learn is that "talking at" the learners does not necessarily mean that learning is taking place; in many cases, TTT (Teacher Talking Time) is actually time when the learners are not doing very much and are not very involved.'[7]

2.4 STT in Large Classes:

In most of the schools of the developing countries the classrooms are naturally large and often over-crowed.[8] According to Penny Ur, 'Large is of course a relative term and what a "large class" is will vary from place to place.'[9] A study done by the team of the Lancaster-Leeds *Language Learning in Large Classes Research Project*

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[7] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 85)

[8] Large Class Sizes in the Developing World: What Do We Know... 16 October. 2009. www.equip123.net/docs/E1-LargeClassrooms.pdf. 2001. <http://www.equip123.net/docs/E1-LargeClassrooms.pdf>

[9] Ur, Penny. 1st published. A course in Language Teaching: Practice and Theory. Cambridge University Press. 1996 (Page 302)

(Project Report No. 4 of Coleman et al., 1989) indicates that an average perception of the large class may be around 50 students.[10] When a class is filled with 50 or 60 students, it is obvious that it becomes hard for the teacher to give each learner enough time to talk and check individual progress. Moreover, the school authorities put 'maintaining discipline' as their primary concern. Therefore, the classes become mostly teacher-centered and the chance of STT is very low and often the result is zero.

But even though the classrooms are large; by using certain organizational skills and techniques, it is possible to create condition in the classroom where learning can take place as the learners get enough opportunities to talk, and get involved into the lesson. In case of discipline, Edward David Allen and Rebecca M. Valette states that 'If the students are actively involved in a class that is set at their linguistic level and that takes into account their interests and backgrounds, they will be so busy learning the language that discipline will, in large measure, take care of itself.'[11]

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[10] Ur, Penny. 1st published. A course in Language Teaching: Practice and Theory. Cambridge University Press. 1996 (Page 146)

[11] Allen, Edward David, and Rebecca M. Valette. Classroom Techniques: Foreign Languages and English as a Second Language. Harcourt Brace Jovanovich, Inc. 1977 (Page 51)

2.5 Classroom Management Techniques:

Jim Scrivener suggests that the essential basic skill for classroom management is to be able to look at the classroom events from time to time and take actions accordingly. It is important to choose the right action from the possible options available. The options might vary depending upon the classroom situations. Several classroom management techniques are described below which could be applicable in a large classroom to increase STT. These are: 1) Student Groupings (Pairs, Groups, Individualized, Whole-class etc.), 2) Seating Arrangement, 3) Classroom Interaction, 4) Eliciting, 5) The Roles that a Teacher Performs (Prompter, Participant, Teaching Aids etc.).

2.5. (a) Student Groupings:

Harmer suggests four types of student groupings in the classes. These are: 1) Whole-class teaching, 2) Students on their own, 3) Pairwork, and 4) Groupwork. Though individualized learning promotes learner autonomy and skills of self-reliance, it does not encourage cooperation among the learners and increase STT, in large measure. Even though it does, it cannot be productive in a large classroom with limited time. In whole-class teaching, each individual student might not get a chance to speak. Even though they get chances, it will be again time-consuming and mind-numbing for the other students.

Pairwork and groupwork activities, on the contrary, could be beneficial. Jim Scrivener claims the teachers 'could maximize learners' speaking time at certain points of the lesson by putting them into pairs or groups and getting them to talk to each other. Thus, instead of two minutes' speaking time in a whole lesson, they all get a lot of speaking practice within a short space of time.'[12] The statement clearly establishes the effectiveness of pairwork and groupwork.

Penny Ur asserts that groupwork 'fosters learner responsibility and independence, can improve motivation and contribute to a feeling of cooperation and warmth in the class.'[13] Effective and careful organization is needed for any groupwork activity. In contrast, pairwork is easier and quicker to organize. Both groupwork and pairwork dramatically increases the amount of speaking time any one student gets in the class[14].

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[12] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 85)

[13] Ur, Penny. 1st published. A course in Language Teaching: Practice and Theory. Cambridge University Press. 1996 (Page 232)

[14] Ur, Penny. 1st published. A course in Language Teaching: Practice and Theory. Cambridge University Press. 1996 (Page 116 and 117)

2.5. (b) Seating Arrangement:

Use of different seating arrangement promotes STT. It also reduces the monotony in a class as 'it's difficult to sit still for a long time; it's worth including activities that involve some movement, even if only to give people the chance to stretch their legs.'[15] Whatever kind of fixed or movable seating there are in the classroom, Jim Scrivener suggests making use of it. However, it is important to take learners comfort and cultural constraints under consideration.

Seating arrangement may vary from activity to activity. For fixed, semi-fixed and large seating Jim Scrivener suggested a number of seating arrangements. A teacher may ask students to[16]:

- turn around and sit backwards, working with the people behind them;
- sit on the ends of their row and work with people in the next row;
- sit on their desks and talk with people nearby;
- stand up, move around and return to a different seat;
- stand in the aisle space between rows;
- all come to the front (or another open space) to talk.

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[15] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 87)

[16] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 87)

2.5. (c) Classroom Interaction:

Jim Scrivener suggests that 'classroom interaction' is an essential classroom management technique. Penny Ur, in this regard, suggests various 'patterns of interaction'[17]. These are:

TT = Teacher very active, students only receptive

T = Teacher active, students mainly receptive

TS = Teacher and students are fairly equally active

S = Students active, teacher mainly receptive

SS = Students very active, teacher only receptive

TT and T takes place mostly in teacher-centered classrooms where there is more time for teacher-talk rather than student-talk. While TS takes place, there is time for both teacher-talk and student-talk. It promotes teacher-student interaction and student-student interaction. S and SS takes place mostly in learner-centered classrooms where there is more time for student-talk rather than teacher-talk. It promotes student-student interaction and often student-students interaction. That is how different forms of 'classroom interaction' promote STT.

2.5. (d) Eliciting:

Jim Scrivener defines eliciting as drawing out information, language, idea, etc. from the students. 'With this technique, there is a reduction in unnecessary teacher-talk and

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[17] Ur, Penny. 1st published. A course in Language Teaching: Practice and Theory. Cambridge University Press. 1996 (Page 227)

a maximization of student-talk. The students take an active part in the learning, being involved even in the part of the lesson that might otherwise be only teacher explanation. The teacher is able to pinpoint precisely what students need to know and what they still need to work on. The language is learned through a process of guided discovery, and it seems likely that it will be more memorable because of the degree of student involvement in the learning. Confidence is built because their use of language is continuous and does not have to wait for the end of teacher exposition.'[18] From the quotation, it is obvious that elicitation plays a vital role in creating opportunities for the learners to talk and learn a language. It maximizes student involvement into the learning as well as creating learner autonomy in a language class. Scrivener also suggests that the teachers should follow 'elicitation' as a basic teaching technique in the language classes. He asserts that the teacher should be clear about what he wants to teach before going into a lesson. Therefore, to begin a class, the teacher needs to plan how the lesson could be successful, how he or she can get the students' attention and motivate them in order to hold their attention, how can he or she create a relation between lesson objectives with student interests and past classroom activities etc.

According to Jack C. Richards and Charles Lockhart, the beginning of a lesson consists of the procedures the teacher uses to focus the students' attention on the learning aims of the lesson. Research on teaching suggests that the opening, or

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[18] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 99)

"entry," of a lesson generally occupies the first five minutes and can have an important influence on how much students learn from a lesson (Kindsvatter, Wilen, and Ishler, 1988)[19]. From the statement it is understandable that the beginning of a lesson is an important session for the students to get started with the lesson.

2.5. (e) The Roles that a Teacher Performs:

Harmer explains that a teacher's role is vital in classroom management. Within the classroom the roles of a teacher may change from activity to activity. Whatever roles the teacher performs, it should be kept in mind that, 'the measure of a good lesson is the student activity taking place, not the performance of the teacher.'[20] Harmer suggests a number of roles that a teacher could perform in a class to promote STT. These are: 1) Prompter, 2) Participant, and 3) Teaching Aid.

By being a prompter, a teacher could 'nudge' a student forward in a discreet and supportive way to talk more about an issue. In that way, the teacher is allowing more time for student-talk. For this, he could occasionally offer words or phrases and

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[19] Jack C. Richards. Charles Lockhart. Reflective Teaching in Second Language Classrooms. USA. Cambridge University Press 1996.

[20] Harmer, Jeremy. 3rd ed. The Practice of English Language Teaching. Pearson Education Limited. 2001 (Page: 56)

suggest the students to say something. However, he or she needs to do it sensitively and encouragingly.

In some cases, the teacher could participate with the students. Harmer claims that students do enjoy having the teacher with them. Being a participant, the teacher gets as much time as any one student in class and it allows everyone to talk in turn or jump into a discussion. However, the teacher has to be careful that he or she does not dominate the proceedings. A teacher could be 'a piece of teaching equipment'[21] by using mime and gesture. Jim Scrivener suggests that by developing a range of gestures (and facial expressions) a teacher could save repeating basic instructions and increase opportunities for learner-talk.[22] Teachers could use gestures for indicating time as well. However, the gestures should be familiar with the students and should be culturally accepted.

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[21] Harmer, Jeremy. 3rd ed. The Practice of English Language Teaching. Pearson Education Limited. 2001 (Page: 64)

[22] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 95)

CHAPTER 3

Practical Application:

3.1 Experiences as an Intern:

I taught the language classes of 6th and 7th grades in the English Version (school section) of BAF Shaheen College Dhaka, as I was appointed there as an intern. The learners were of secondary level and the number of students in each class was about 60. The timing for each class was about 45 minutes. As time and resources were limited, it had been a challenging task to create opportunities for STT in each class. To keep the classes active and involved, I used classroom management techniques regularly as a basic requirement for teaching in a language class.

3.1. (a) The Obstacles :

At the beginning of teaching I sorted out the problems regarding the classes. I asked the regular teachers if student partcipation was given importance and if it was satisfactory. They claimed that all the students were not interested in participation; the girls tended to participate less, introvert learners were not willing to talk at all, it was difficult to provide opportunities of STT for each learner, and in most cases it was difficult to motivate the learners for the lesson. After teaching a few classes I found the same problems recurring. For deeper understanding of the problems, during period breaks, I sorted out the reason for their less participation by asking a few students what trouble they face. The girls said that they do not feel comfortable to talk in front of the whole-class. Others claimed that they feel bored as they keep attending

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simultaneous classes, sitting in the same place and listening to the teachers. Some also said that they do not feel interested in the topic.

I found it problematic to check individual action and improvement, as well as conducting the class within limited time. As the syllabuses were prescribed, there was no scope of setting activities according to learners' needs and preferences. The classes were of mixed abilities; some students needed more time to think and grasp the lesson or the questions asked. In addition, there was a lacking of sufficient teaching aids provided for the classes. Only resources were the board and chalk, the text books, and printed syllabuses. The seats were not movable; there were fixed four rows of benches and in each bench two students sat together. Establishing rapport was challenging as there were many students in the classes. All in all, the problems needed to be solved immediately as these were the barriers to lead effective classes.

3.1. (b) Implementation of Techniques:

The more effective the class is, the more the learners will achieve a better proficiency in English. With the aim of conducting effective classes, I incorporated classroom management techniques. In order to increase a lot of speaking practice for the learners in the large classrooms, I incorporated pairwork and groupwork activities in different lessons wherever it was applicable. I found that by putting the learners into pairs and groups at certain points of the lesson, I could not only maximize learners' speaking time but also create interest among them for the lesson. In addition, it kept them active and saved teaching time. It also solved a number of problems stated above,

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such as, the introvert learners and the girls participated more as there was enough scope of STT. In the process, the students also got more time to think on the lessons or the questions asked. While monitoring them, I suggested and encouraged the learners to use L2 as I found that they were using L1. As I could talk with the members of each group, it was beneficial for solving their problems regarding the lesson as well as establishing rapport. Thus even though the syllabus was prescribed, because of pairwork and groupwork activities the classes became enjoyable and motivating.

As the students sat in rows of benches, I could easily divide the class into four groups and give them pairwork activities. Sometimes, as there were many students in class I suggested groupwork activities by asking them to make groups of four. In that case, I suggested the first two students of a row to turn around and join the next two students just behind them. As the entire class sat in this manner, setting up groupwork also became simple and solvable. In this way, in one row there were two or three groups consisting of four students. For each row, I often selected a monitor or reporter who presented for their row. I gave them challenging activities such as tricky questions, debates etc. and the students of each row competed with the ones of the other. Thus, changing of seating arrangement reduced boredom of the learners, kept their affective filters low, and made them active.

As a consequence of setting up groupwork and pairwork activities, eliciting students' knowledge, and change of seating arrangement various classroom interaction patterns

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emerged such as teacher-student interaction, student-student interaction, and often student-students interaction. These promoted more STT.

In order to motivate the learners I 'elicited' their knowledge from previous learning and/or lesson, discussed the goal of the lesson for the day and described it's importance through relating with the real world need or academic need etc. I found that 'elicitation' plays a vital role in maximizing STT and keeping the learners attentive in class.

I performed a number of roles as a teacher in different lessons to increase student-talk and foster leraners autonomy. I found it important to think on the roles beforehand which are going to be performed in different activities. In that way it becomes clear about how lessons are going to be conducted and that saved a lot of time for teaching. However, I often had to change those while teaching in order to maintain the flow of the classes. The classrooms possess a traditional look where the teacher is at the front and all the students sit in rows of fixed benches facing the teacher.

As the classes were large, it was way too difficult to monitor or observe the progress of each individual. Moreover, it was difficult to prompt and to assess them because of the same problems. However, it is not impossible to be so. Much student-talk happened when I gave them groupwork and pairwork being an organizer, they were interested when I also started participating in some cases and also when I encouraged them in different tasks such as role-play. Thus it is clear that being a prompter,

assessor or feedback provider, and teaching aids creates opportunities for STT and student involvement.

Examples:

7th Grade: Morning Walk (Suggested Topic)

I wrote the title on the board and drew a circle around it. I asked the students to pair up and think on the topic. Then I asked what the key points are coming in their minds for the title. It was a really good session as they came up with lots of points through brainstorming. For example: keeps in shape, improves blood circulation, boosts up energy level , pleasant, controls appetite, for all age groups, sharpens memory, helps sleep, reduces health risks, cure diseases, most natural exercise etc. I also added a few points and tried to participate with them. The entire work looked like a 'word web' on the board.

It was a good warm-up activity for the speaking class. The students enjoyed the activity and their participation was satisfactory.

7th Grade: Telephone (Suggested Topic)

At the beginning of the lesson, I showed the students a picture of the first telephone and asked what it looked like. As they could answer correctly I moved on by asking them to name some of the latest phone models. They came up with Nokia N96, Nokia E71, and Samsung etc. Then I asked if they could tell a number of functions of the phones. Almost everybody said something such as: capture image, video, use of

internet to download and store flies, active radio, listening songs, useful battery functions etc. I also participated with the learners a little by saying one or two phone model(s) and function(s). Here, I performed as a participant which is one of the important roles of a teacher. Student-talk increased significantly as I started participating with them.

7th Grade: Value of Time (Suggested Topic)

At one point of the lesson I gave the students a role-play activity. It was a groupwork. There were four members in a group and they had to write a dialogue on any one of the following topics and any two (based on lottery) had to act out:

1. A teacher and a not so punctual student.

2. A person who missed the flight and a slow taxi-cab driver.

3. A late pizza delivery person and the angry customer.

4. An angry boss and a late manager.

5. A student who has exam the next day, studying late at night and the worried parent.

I had to perform encouragingly to create interest among the learners to act out. In that way I was a performer as I made positive facial expressions, gestures and movements. While they were performing, some of them were having lack of vocabulary. Therefore I supported them a little by offering a few words and often using words like: 'Aha...', 'And...' etc. That's how I was also a prompter. But I found that being a

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prompter was difficult in the classes. I could only support a few students while they were talking but I could not do this for all the students. Student-talk increased in this activity as they discussed about the activity among themselves, planned and practiced for the dialogue.

7th Grade: The Postman (Suggested Topic)

In order to elicit the student's previous knowledge on the topic I wrote the topic on the board and asked what key points were coming in their minds. The students came up with points as uniform, letters, bags, post-cards, tips etc. But one problem occurred during the activity. The problem was that the girls tended to participate less even though I encouraged them to do so. They were shy to participate in front of the whole class. As there were too many students, it was difficult to focus on individual awareness and their participation. Thus I told the girls to pair up and add ideas. It worked as the girls came up with points such as late delivery, not needed much these days, tiring work etc.

Other Problems:

In general, there were some problems throughout the 2nd term in the classes in 7th grade. The syllabus was given at the beginning of the year and some used to come prepared in the classroom. In most cases, I found that most of the students had written or answered the same thing because they studied and may be also memorized from the same book. Therefore, each time for an activity, I included some questions to be answered or situations to be thought about or problems to be solved based on the

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topic. In that way, they had to be creative as memorization was not that effective and therefore their answers varied.

6th Grade: Textbook Classes

For textbook classes, I did not have any choice other than following the textbook. I found that not all the topics and activities created interest among them. For example: when there were topics such as 'The Strange Big Bean', 'Help! Help! Fire! Fire!' they were interested in doing the role-plays and activities given. But when there were other topics such as 'Sabina's Grandmother' etc. they were less interested. In addition, not all the role-play activities were effective. For example, there was one role-play activity where one student had to pretend to be 'Sahanara Begum' and the other had to be 'Karim'. The students did not want to participate as one had to act as a female and the other as a male. When two boys were participating, the other students simply started laughing and within a second the peaceful class became chaotic. As I could not think of any suitable solutions, I simply ignored the activity after giving a try.

CHAPTER 4

Recommendation:

'Classroom activities' is one crucial element of classroom management. However, as syllabuses were prescribed, there was no scope of setting up different class activities. The syllabuses were given at the beginning of the year and the learners often used to come prepared in the classroom. In most cases, I found that most of the students used to come up with the same answers when a question was asked. It was because they studied and often memorized from the same textbook. In order to solve the problem, I used to ask them different questions based on the same topic or problems to be solved on the same situation. In that way, they had to be creative as memorization was not that effective and therefore their answers or suggestions varied.

There were students of mixed proficiency in both classes. Some needed more time to think on the answer(s) and some were faster than others. Jim Scrivener suggested that 'flying with fastest' should be rejected as it prevents learning of the majority of the students. It only leads to run the class at the speed of the top two or three students and to lose the rest completely.[23] In this case, I incorporated groupwork and pairwork. I found it essential to identify the student's level of proficiency because a student's prior experience and skills of second language are significant factors in their current learning.

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[23] Scrivener, Jim. 2nd ed. Learning Teaching: A guidebook for English language teachers. MACMILLAN. 1994. (Page: 107)

One preference for this was to identify the levels of learners and set them into different groups:

Solid Group: In this kind of group all students were of same level. There were different groups from high to low proficiency in the classroom. I set up different time limit, amount of work, type of work (easy/difficult) for each group for the same activity. It was done for activities that involve games; specially as warm-up task for any activity. Often I increased the level of difficulty of questions for each group.

Mixture: In this group I put strong students with weak ones so that the weak students get exposures from peers when they interact. In the mean time, I checked and ensured if all students were participating, using L2, and no one was threatened by peer pressure. Thus I promoted a co-operative learning situation in most classes, where the students performed better as they were motivated to talk a lot in the class.

By using certain teaching aids, it is possible to increase the time needed for teaching in a class. As the aids were limited, it used to take much time to conduct the lessons. In the case, the idea of making best use of aids was not beneficial. Often I gave the learners photocopied materials for warm-up activities such as pictures or a small text. But it was not effective for a long term administration.

I had the opportunity to visit a number of schools and observe how classroom management techniques are implemented in their language classes. The institutions I observed were: 1) Sunbeams School, 2) Bangladesh Engineering School, 3) Shaheed Anwar Girls' High School, 4) BRAC School (Ashulia), and 5) Happy Times International School. Sunbeams School . Happy Times International School follows international curriculum whereas the other schools follow the national one. The stdudents were in the pre-intermediate level.

In Sunbeams School, the teacher introduced the guests. When everybody settled down, the teacher first asked the students if they knew about the BDR situation; that was the current event and thus authentic since it related to real life situations. Also she asked what they had been thinking about the incident; through this she was eliciting students' previous knowledge on the topic and encouraging the students to participate. She maintained "Wait-time;" that is, she gave students enough time to think. Students started by saying: "it was brutal," "hellish," "evil," "barbaric" etc. and the teacher was motivating them by praising them and asking for more words. Soon students got more interested and suggesting even better words and the teacher was being a co-communicator as she also participated by saying quite a few words. That was a good warm-up activity. Then the teacher introduced the first lesson topic as she wrote it down on the board. Again, she went for eliciting the students' knowledge. Students participated and talked about their ideas on the topic. It was an open discussion where students were participating by raising their hands. The teacher give feedback by elaborating the ideas by adding this and that information to those and

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often making sure if everybody heard their peers' ideas. Also she suggested peer feedback; she asked students if they agree with their peers or not and what they want to add if they agree or disagree. So, student-talk, teacher-student interaction and student-students interaction occurred. As opportunities were created for STT, almost all the students participated by saying different things; the teacher was successful by encouraging broad participation.

Bangladesh Engineering School and Shaheed Anwar Girls' School are traditional Bengali medium schools where they follow national curriculum. In both the classes the teachers were authoritative and there were not much scope of STT. However, the teacher asked questions to a few students but they were not much participative. It could have been more interesting and effective if the teacher could create opportunities for STT by suggesting group activities, bringing authentic materials in class, eliciting the students' knowledge, suggesting role-plays or games or debate or discussion if applicable, using resources properly like the board, changing the setting arrangement, establishing rapport etc.

In Happy Time International, the teacher created scope for STT by eliciting the students' previous knowledge and including class discussion. But most of the students were introvert and shy to participate. In BRAC School (Ashulia), we found there were teacher-student interactions, student-student interaction, and student-students interaction in the class, as the teacher incorporated groupwork and pairwork activities. The teacher was being a participant at certain points of the lesson. These

increased the amount of STT and student involvement was significantly high in the class.

STT is an important tool for classroom management. However, it is challenging to increase STT in large classes. As in the English medium schools the classes were not large, it was easy for the teachers to check individual awareness and increase opportunity for STT whereas in the Bengali medium schools the teachers had much difficulty in those areas.

CHAPTER 5

Conclusion:

STT enhances student involvement in a classroom as it allows the learners' opportunities to speak, and learn from speaking. Many have emphasized the important of STT claiming that it is essential in a L2 language classroom. It not only ensures that the learners' fluency practice is taking place but also confirms that learning is happening for any particular lesson.

However, most often it becomes challenging to maximize STT in large classroom settings. At this point, it is beneficial to use certain classroom management techniques to promote STT and advance the student involvement where they get to speak a lot in classroom. Such organizational skills include, incorporating groupwork and pairwork that consists of adding variety in seating arrangement and promoting different interaction pattern, eliciting knowledge from the learners' previous learning, and performing different roles as a teacher such as being a prompter, feedback provider or assessor, participant etc.

During class observations of different schools around Dhaka City, we found that classroom management techniques are essential to promote STT and conduct effective classes. I found these useful even during my internship in BAF Shaheen College Dhaka, as I applied the techniques in real-life teaching. It was because, these solved a number of problems which used to occur in the language classes taken by the

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regular teachers, and opened up ways for improving teaching in an effective manner where learning can take place. Thus, it can be said that indeed, implementation of these techniques enhanced student involvement and promoted learning even if the class is large.

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