

**Effectiveness of Teacher Talk in English and Bangla Medium
Schools of Bangladesh: A Comparative Study**

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August 2013



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A Thesis Submitted to

The Department of English and Humanities

of

BRAC University

by

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In Partial Fulfillment of the requirement for the degree

of

Bachelor of Arts in English

August 2013



BRAC University

Dhaka, Bangladesh

Declaration

This thesis consists of my original work and does not contain any material from other sources except those for which due references has been provided. I hereby declare that I have not submitted this material, either in a whole or in a part, for a degree or award in this or any other institution.

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Dedication

To my loving parents and the best sister in the world for never letting me feel the absence of their immense love and support during all my hard work and obstacles that I faced in life.

Acknowledgement

Firstly, I express my humble gratefulness to Allah who listened to my prayers and let me come this far in life. I am extremely thankful to my dear supervisor Ms. Sabreena Ahmed who not only gave me effective guidance but also motivated me to try harder and stay positive. My utmost gratitude goes to my loving parents and sister who supported me all the way through. Last but not the least, I would like to thank all my friends and other people who helped me directly or indirectly in my research.

Abstract

This paper compares students' perceptions on the effectiveness of teacher talk in English and Bangla medium schools of Bangladesh. For this research, a survey was conducted among 113 students and 20 teachers from English and Bangla medium schools. Simultaneously, classes were taken of two focus groups of students coming from English and Bangla medium schools. This research can be an essential model for English and Bangla medium teachers to improve their teacher talk while taking English classes. It is important to note that the findings of this research show that Bangla medium students are inclined to teacher's guidance and they heavily rely on the importance of the many features of teacher talk. On the contrary, English medium students appear to be autonomous learners as they have little preference for the presence of teacher talk in ELT. Hence, the effectiveness of teacher talk varies according to difference in medium of instruction in schools.

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Chapter 1

1. Introduction

The importance of English language in the global market is increasing day by day. As the job market is becoming more competitive, fluency in English language is required for most employees who seek for jobs. In order to keep up with the competitive global market, each and every individual needs to learn English as a foreign or second language. Therefore, English Language Teaching (ELT) has become the most desired profession at present.

In Bangladesh, every school tends to offer English subject as part of their academic syllabus. There are numerous English medium schools that use English as the medium of instruction for all subjects. Hence, we can see how the learning of English language is prioritised in Bangladeshi context. However, the most crucial aspect of English language teaching is how the teacher conducts the entire class. We know that the teacher serves the students with linguistic input as well as facilitates learning. In this very process, it is very essential for the phenomenon of ‘teacher talk’ to possess not only good quality but justified quantity. Simultaneously, there are many forms of verbal and non verbal cues that influence the quality of teacher talk. It is also worth noting that the nature of teacher talk may vary in terms of English and Bangla medium students. This paper seeks to investigate the process of effective teacher talk and how it may differ in English and Bangla medium schools, from the learners’ point of views.

Chapter 2

Literature Review

2.1. Teacher Talk

Frey (1988) mentions that teacher talk is anything the teacher says spontaneously, without a script, the actual linguistic content of which is created to suit a particular need. What a teacher says or how he/she says it can make a considerable difference in how effectively or economically a language can be learned in classroom setting (p. 681). Simultaneously, Richards (1992) makes a point in the *Longman Dictionary of Language Teaching and Applied Linguistics* by stating that teacher talk is “that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners” (as cited in Yan, 2006, p. 5). Teacher talk can also be termed as the language employed by teachers in language classes and served as a source of input of language knowledge. Also, it can be used to instruct communication and organise classroom activities. Moreover, teacher talk plays a vital role in the teaching process as an interactive device (Yanfen and Yuqin, 2010, p. 77). Also, from Yan’s (2006) point of view we can get the idea that teachers adopt the target language to promote their communication with learners. Learners practice the language by responding to what the teachers say. In return, teachers use the language to encourage communication between learners and themselves. Hence, teacher talk can be termed as communication-based or interaction-based talk. (p.6). So, we can say that teachers should try to understand what language would be more efficient in creating an environment in which students can feel more comfortable, confident and possess the ability to comprehend teacher’s linguistic input.

2.2. Significance of Teacher Talk Time

According to Cullen (1998), teacher talk is recognized as a potentially valuable source of comprehensible input for the learner. Since this is essential for language acquisition, getting teachers to reduce the amount of their talk would not necessarily be in the interests of the learners. All attempts by trainers to root out the 'teacher talk time' (TTT) phenomenon have failed. Such is seen in regions where the teacher's role is traditionally one of transmitter of knowledge and values, and where a preoccupation with reducing TTT would be unrealistic, as well as culturally inappropriate (p. 179).

2.3. Speech Modification

Richards and Lockhart (1996) say that the various kinds of modification in teacher's speech lead to a special kind of discourse which has been referred to as teacher talk. When teachers use teacher talk they try to make their words as easy to understand as possible, and effective teacher talk can accelerate both language comprehension and learner production (p. 184).

Chaudron (1988) includes the following strategies that teachers use to make their words comprehensible.

- **Repetition:** It is a feature that we encounter in teacher talk, and teachers adhere to this strategy in order to make their directions and instructions understandable to learners.
- **Slower rate of speech:** Rate of speech normally refers to the number of words per minute. Teachers tend to talk more slowly in order to help the students to understand better.
- **Using pauses:** Teachers tend to pause more and use longer pauses while teaching, which help students to perceive more time in processing what the teacher has said.

- **Changing pronunciation:** Teachers often use clear articulation and standard style of speech which contain fewer reductions and contractions than they would use outside classroom.
- **Modifying vocabulary:** Teachers often replace a difficult word with what they think is a more commonly used word.
- **Modifying grammar:** Teachers often simplify the grammatical structures of sentences in classroom. For example, teachers may avoid using complex tenses.
- **Modifying discourse:** Teachers may answer their own questions or may repeat themselves in order to make their input more comprehensible (as cited in Richards and Lockhart, 1996, p. 183-184).
- **Paraphrase:** Frey (1988) claims paraphrase to be another art of teacher talk. This is because students get to hear several versions of the same thing, they learn variety of semantics and grammar of the same word and learn to express the same idea in different ways. The teacher must always remember who his/her students are and how far they can take the language input and handle it, according to which the notion of teacher talk must revolve (p. 681).

Again, Owen (1996) confirms that teachers will adjust both the range of vocabulary and the length of words depending on the language level of the group. Also, comprehensibility of vocabulary may be related to the appropriacy of the context in which it is presented and whether it is relevant to the learner, other than its simplicity in terms of length or common use. Also, receptive pauses are used as a comprehension aid, giving students more time to process the input from teacher talk. Teachers often use such pauses to spend time planning on how to modify speech to the competence and need of students. Pauses in teacher talk also prompt students to use target language. On the other hand, productive pauses are used in teacher talk after asking questions or after sentence fragments, declaratives or imperatives.

Also, simplification of syntax can result in ungrammaticality – which may often be termed as a kind of “pidgin” language (p. 43-47). However, Blau (1990) goes on to say that at higher stage of proficiency level neither slowing nor pausing modification is needed (p. 752). On the contrary, Dahl (1981) studied the relationship between the rate of speech and comprehensibility. While conducting the research, he found that most students who understood better were those who were given to listen to messages that were delivered more slowly. Moreover, he claimed that conciseness of information and clarity of articulation is somehow linked to the rate of speech. (as cited in Osborne, 1999, p.10).

2.4. Interactional Modification

Another way of making input comprehensible is through the procedure of interactional modification. As we know that learners are presented with input that is just beyond their level of comprehension, they may negotiate comprehensible input by such means as clarification requests, demands for repetition or reformulation. On the contrary, we can say that opportunities for such interactional modifications are rarely present in teacher-centred classrooms (Owen, 1996, p. 32).

2.5. Teachers’ Questions

Research by Gall (1984) reveals that questioning can stimulate students’ interest, encourage them to think, focus on the lesson content and participate in a lesson (p. 56). Also, teachers can check students’ understanding. Furthermore, teachers’ questioning behaviour prompts students to respond, in return confirming teachers can appreciate their response and listen (Mora & Morgan, 2007, p. 110). In other words, through such phenomenon the teachers can show interest in students’ learning. According to Richards and Lockhart (1996) there are different types of teachers’ questions, they are as follows:

- **Procedural questions:** Teachers often ask procedural questions for the purpose of classroom management. For example, “Did you bring dictionary to class?” “Can you turn on the lights please?”
- **Convergent questions:** These questions require students’ responses which focus on a central theme. The responses are often short answers, such as “yes” or “no” or short statements. It basically allow students to recall previously presented information rather than engaging them into high level thinking. Such questions are asked to develop aural skills, vocabulary and to encourage whole class participation. For example, “Who wrote the novel *Great Expectations*?”
- **Divergent question:** These questions encourage diverse responses from students which require them to engage in high-level thinking and provide their own information rather than recalling previously presented information.
- **Display question:** Teachers know the answers to display questions, and such questions are designed to elicit or display particular structures. For example, “how many months are there in a year?”
- **Referential questions:** Teachers do not know the answers to referential questions. Often questions which require learners to give their views can be termed as referential question, as the teachers are unaware of what the students’ views may be. For example, “Do you think student politics should be banned from Bangladesh? Express your views.” (p. 186-187).
- **Literal question:** Answers to literal questions can be directly lifted from text (Hussin, 2006, p. 2).

Moreover, the authors shed light on the questioning skills that teachers use while asking questions to students in class.

- **Range of questions teachers use:** Teachers often use more of convergent questions rather than divergent questions inside classroom. This is because as convergent questions require short answers, they may provide limited scopes for students to produce and practice the target language. Also, display questions are more frequently asked in whole-class teaching in ELT classrooms.
- **Wait-time:** A vital dimension of teacher's questioning skill is wait-time. It is the length of time the teacher waits after asking the question before calling on a student to answer it. When wait-time lasts for three to five seconds, students' participation as well as the quality of participation increases.
- **Students' participation:** In language classrooms, where students come from varying levels of ability, teachers often direct questions to particular students in class who may be more capable of answering questions. This allows momentum of class to be well maintained (187-188).

Nunan (1989) believes that referential questions prompt a greater effort and depth of processing on the learner's part. Whereas, the same is the case for teacher's part as well (as cited in Thornbury, 1996, p. 282). On the other hand, Lei (2009) points out that students often get bored with display questions and gradually become more and more uncooperative in class. They talk to each other, flip through the books or even fall asleep in class (p. 76).

2.6. Supportive Teacher Talk and Follow-up Move

Cullen (2002) uses the term 'F-move' to refer to feedback or follow-up move which teachers take while conducting ELT classes. Before, the term 'feedback' was mostly used to describe the evaluative role of it, however, in the recent days, it is more preferable to term it as

‘follow-up’ instead, as they claimed that feedback describes the function of the move rather than the move itself (p. 117).

2.6.1. Evaluative and Discoursal Roles of Follow-up

Evaluative role of follow-up has been a traditional practice in ELT throughout the history of time. Chaudron (1988) talks about the function of evaluative role of follow-up, which provide students with feedback and allow them to “confirm, disconfirm and modify their inter-language rules”. The focus is on the form rather than the content. The feedback may be an acceptance or rejection of the student’s response, for example, feedback given by the words “no,” “good” “excellent” etc. Or it may be given in the form of imposing display questions. Sometimes, a repetition of response with a low or questioning intonation is used to indicate the incorrect response given by students. On the other hand, in terms of discoursal role of follow-up, referential questions (with no pre-determined right or wrong answer) are asked rather than display questions, explicit corrections are not made but rather reformulation of student’s utterances are made in a more linguistically acceptable form. The focus is on content rather than form, with an aim to develop and sustain a dialogue between teacher and the class (as cited in Cullen, 2002, p. 119).

2.6.2. Features of Effective Follow-up in terms of Teacher-Talk

The following strategies that teachers use can be considered as effective follow-up. The first three strategies fall under the broad heading of discoursal role of follow-up while the latter can be termed as an amalgamation of both the roles of follow-up.

- **Reformulation:** The teacher’s reformulation acts as a way of converting student’s output as comprehensible input for the whole class, in order to provide the class with a model of correct usage without interrupting the flow of discourse.

- **Elaboration:** Sometimes, elaboration is made by teachers to ensure learners' understanding of the content. Teachers provide a linguistically richer source of input for class while also showing interest in what the students are saying, by the process of elaboration. This as a result causes the teacher talk to appear as rather supportive and can enhance learning.
- **Comment:** In order to promote natural and communicative language use in classroom, comments given by teacher play an important role.
- **Repetition:** Such procedure is followed to acknowledge student's response and confirming it as acceptable, in the process it is furthermore ensured that the rest of the class have heard it. Often repeating with rising or low intonation cause the teachers to display questions, interest or express their astonishment. It is basically done to confirm the ideas that students make.
- **Responsiveness:** It refers to the general quality that teachers exhibit to listen and respond meaningfully while showing interest in the content of students say. There are two kinds of responsiveness, one is 'minute-by-minute choice of contingent response to what the pupils have to say,' and the other is to identify problems and raise them as topic of discussion (Cullen, 2002, p. 124-125).

2.6.3. Feedback on Content

Similarly, Richards and Lockhart (1996) talk about two kinds of feedback. The first one is feedback on content. There are various ways by which feedback on content can be given, they are as follows:

- Acknowledging a correct answer. For example, "Good," "Right," "Yes," etc.
- Indicating an incorrect answer. For example, "No, that is incorrect" or "Mmm."

- Praising. Teacher compliments a student for giving an answer. For example, “That was excellent” or “You came up with a very smart answer!”
- Expanding or modifying a student’s answer. Teacher responds to a vague answer by providing more information or rephrasing the answer in teacher’s own words.
- Repeating.
- Summarising. The teacher gives a summary of what students had said.
- Criticising. Teacher criticises the student for the kind of response provided.

2.6.4. Feedback on form

The following are the techniques used to give feedback on form.

- Asking the student to repeat what he/she said.
- Pointing out the error and asking student to self-correct.
- Commenting on an error and explaining why it is wrong, without having the student repeat the correct form.
- Asking another student to correct the error.
- Using a gesture to indicate that an error has been made (p. 189-190).

Also, Yanfen and Yukin (2010) carried out their research and reached a conclusion that when students fail to provide with correct response or remain silent, the teachers normally prefer to prompt students in order to get them to come up with a suitable answer. On the contrary, students prefer to be informed instead by the teachers. Also, that teacher’s criticism or ignorance should be avoided in class, and students prefer to receive comments rather than just being acknowledged (p. 84- 86). Demonstration of interest and respect in student’s learning is another vital issue in teacher talk. A teacher can adhere to such discipline by giving oral feedback to students’ response, demonstrate that he/she

knows students' names, makes an effort to get to know students, smile at the students, maintains eye-contact with students, praise or encourage students' work, etc (Mora and Morgan, 2007, p. 110) .

2.7. Non-Verbal Teacher Behaviour

Language teachers often focus more on the “essence” of subject matter or verbal expressions rather than the non-verbal aspects which relate to their discourse in the classroom and are considered to be an essential source of support for the development of affect in teacher talk. Mora and Morgan (2007) highlight the following non-verbal behaviours which tend to influence the quality of teacher talk and work in the process of motivating students and facilitating learners.

- **Voice and Vocal effect:** Our voice plays the role of presenting ourselves other than providing language input. There is a difference between first voice and second voice. The first voice includes choice of words, whereas, the second voice includes tone; intonation, softness, harshness, volume, speed, transmission of feelings etc. It is essential to be aware of the second voice while talking. Teachers often control classes with their voice. They adjust the volume and pitch of their voice in order to get students' attention and sustain it.
- **Eye contact:** It is suggested that teacher must have eye contact with all the students in class. If a teacher does not maintain this while doing the talk, it acts as a source of disconfirmation rather than confirmation. Not only it de motivates students but it also refers to the fact that teachers are not in control of the situation.
- **Facial Expression:** Facial expressions actually help us to understand each other's feelings, attitude and other parts of the message that is in need to be transmitted. A teacher can use such expression to show interest in the subject, this is turn can motivate students to have similar interests. Often, correcting errors by giving facial

expressions can be more effective and less threatening. On the other hand, when a student provides with correct response, often a smile would be more effective rather than saying “that’s right!”

- **Proximity:** It is often seen in classes following IRF sequence, that the teacher always stands in front of the class and is in full authority. However, in more communicative classrooms, it is often seen that teacher consults with groups or ask questions from other parts of the room so that he/she can relate to all students. The latter is preferred more than the former as most students will feel that the second voice of the teacher is denying her as she takes total control of the class by standing in front of the class, as though he/she is only talking to the students in the first row (p. 112-115).

Maxom (2009) adds more to the above claim by highlighting some of the key factors of teacher’s body language, as he asserts the fact that students learn the body language of English speakers by watching the teachers in ELT classes. Teacher’s uses of body language are as follows:

- **Smiling and frowning:** Our faces emerge to be a strong indicator of approval or disapproval. Hence, if a teacher smiles more often in class, students feel encouraged and comfortable. On the contrary, a frowning face can indicate the incorrect response that a student may have made, which may eventually cause the student to self-correct.
- **Nodding:** Nodding head can actually assist learners to feel as though the teacher is listening to their words and showing interest in their learning. It also confirms students that they are doing well in class and that real communication is taking place as the teacher understands what they are saying.
- **Hums:** In English *hmmm* can mean “yes”, “no” or “other things”. It is a good way for a teacher to express his/her opinion unobtrusively.

- **Pointing to clues:** If a classroom consists of charts, instructional posters or boards hanging on the walls, teachers can always take advantage of it by pointing at the information written on it, whenever they take attempts to correct students' incorrect responses. For example, when a student makes a grammatical mistake, the teacher may point at the board where grammatical rules are written instead of correcting the error in words. This can often cause students to work their brains and sort out their problems more tactfully (p.178).

2.8. Teacher's Attire

Acikgoz (2005) says that 'dress up smartly' is fairly constant between all age groups. However, with other characteristics there is a much wider variation. For instance, it is more important to 9 graders as compared to 11 graders according to a study done in Turkish setting (p. 108). Rollman (1980), Peterson and Johnson (1985) investigated the effects on differing levels of formality of teachers' dress. The results of both studies determined that no one style emerged as most favourable. However, informally dressed teachers were generally seen as more sympathetic and fair while the more formally dressed teachers were viewed as more knowledgeable and controlled. (as cited in Butler and Roesel, 1989, p. 57).

In addition to that, research by Butler and Roesel (1989) yielded new findings that the teachers adopting clothes at the extremes elicited the greatest reactions. The teacher in jeans was viewed as fun, approachable, not especially knowledgeable, commanding limited respect and not looking like a teacher. In contrast, the suited teacher was seen as unapproachable, an authority figure who assigns homework, and possess the image of a teacher (p. 59).

2.9. Use of First Language in Teacher Talk

Auerbach (1993) suggests that the use of first language (L1) provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English (as cited in Schweers, 1999, p.6), from

which we can clearly state that the use of native language somehow interjects into the teaching and learning process of ELT classrooms. Macaro (n.d.) explores five factors that most commonly lead to the use of first language by modern language teachers in England.

- Teachers resort to the first language to give instructions, after trying multiple times in getting activities going in the second language. In special cases when tasks that are assigned to students turn out to be crucial, it is important for teachers to get the students to carry out the task successfully. Hence, use of L1 comes in handy as explaining tasks become easier for teachers.
- Teachers use L1 in order to translate and check comprehension
- Teachers often use L1 while giving individual comments to students.
- Teachers use L1 in the process of giving feedback to students, as it appears to be more 'real'.
- Teachers tend to adhere to the use of L1 in order to maintain discipline. For example, if a teacher scolds in his/her first language rather than the target language, it indicates that she is very serious (as cited in Jingxia, 2008, p. 60).

In addition to that, a survey conducted by Schweers (1999) in a Puerto Rican University came up with the result that 86.2% students prefer teachers to explain difficult concepts in Spanish language while learning English. Also, a high percentage of classroom population preferred use of L1 in class when teachers; introduce new materials or new vocabulary items, check for comprehension, joke around with students or help them feel more confident and comfortable in class (p.8).

2.10. Teacher Talk in Classroom Discourse

2.10.1. Interaction in ELT classroom

Yanfen and Yukin (2010) quote “interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people. Through the interaction with teachers, students can increase their language store and use all languages they possess” (p. 77). Therefore, we can say that interaction plays a big role in the part of teacher talk. As Long (1996) goes on to say that interaction in classroom facilitates acquisition because of conversational and linguistic modification that occur in discourse and that serves the learners with input they need. Through such interaction learners can understand the language better and perceive further opportunities for output (p. 77).

2.10.2 IRF Classroom Discourse

Sinclair’s & Coulthard’s (1975) discourse model conducts a typical IRF (teacher initiation–student response–teacher feedback) sequence via which the teacher tells things to students, which can be referred to initiative move. Next, the students say and do things according to what the teacher said previously via the initiative move, this can be labelled as response move. Lastly, via the follow up move teachers evaluate what students say or do. Every exchange in the process of IRF model tends to help students to gain knowledge (Lei, 2009, p. 75). Jones (2009) went on to explain how unequal power relationship between teachers and students persist in classroom discourse which follows IRF sequence. This is because teachers tend to control the lesson, dominate in interactions and initiate exchanges. (p. 3-4).

However, The IRF sequence with greater initiative moves serves as a powerful pedagogic device for transmitting and constructing knowledge” (Cullen, 2002, P. 118). Seedhouse (1996) mentions about the presence of IRF move in parent-child talk, and therefore, attempts by communicative theories should be made to promote it in classroom contexts rather than to

banish it. However, we know that follow-up moves persists both inside and outside classrooms, in the former, it emerges as something normal and predictable and vice versa in the latter (p. 20).

2.10.3. IRF model & Teacher Talk

IRF model is a traditional pattern in English Classrooms. Yanfen & Yukin (2010) explain that 'initiation' is the move in an exchange, led by a teacher which generally initiates an interaction between teacher and students. Some key points in 'initiation' move are as follows:

- **Questions:** The most straightforward way to initiate interaction would be asking questions by the teachers which can motivate learners to take part in the process of interaction inside the classroom. Different types of questions may be asked in this stage. For example; convergent question, divergent question, literal question, etc.
- **Invitation:** The teacher may use interrogative sentences and imperatives to ask students to do some sort of activity. For example, "I would like you to work in groups now."
- **Direction:** In a traditional classroom discourse adhering to the IRF model, we often see that the teacher takes up the authoritative position. Hence, via the initiation move the teacher may give directions which the students will have to obey. For example, the teacher may say, "stand up and read the first passage aloud."

Next, comes the 'response' move. The students mainly respond to what the teachers say or tell them to do. However, as this move is taken by the students which does not fall under the broad heading of teacher talk, further discussions on this topic will be avoid in the rest of the paper.

Lastly, the ‘follow up’ move is taken by the teacher again. The teacher mainly evaluates the responses made by students and gives feedback. The following are the different ways by which follow up move takes place:

a) Follow up to incorrect responses:

- **Inform:** It is a direct way to help students to realise their mistakes. Explicit information about the linguistic form may be given by the teacher in terms of the problem that may have been suspected in student’s response. Often it is done by means of giving definition, signalling the problem or negotiation of meaning.
- **Prompt:** The teacher gives a clue which can help student to notice the nature of error they made, or request for clarification can be made by the teacher. Furthermore, the teacher may repeat that part of a student’s incorrect response in order to arouse the attention of the student to the error.
- **Encouragement:** The teacher may encourage the student by giving hope or courage.
- **Criticising:** The teacher may often provide learners with strict comments which may appear to be harsh. For example, “you have done it very badly” or “that is incorrect! Did you study at all?”
- **Ignoring:** In this case, no attention is given by the teacher to the student. Or the teacher may turn to the next student instantly for a response, if the other student gives incorrect response. For example, “Ok, sit down, next one!” or “Bari, could you help him?”

b) Follow up to correct response:

- **Comment:** Comments are given by teachers to encourage students who managed to give correct responses along with encouraging others in class. Also, it help other students to notice the correct response given by one of their fellow classmates.

- **Acknowledgment:** It refers to the brief feedback given by the teacher. For example, “Ok good!” or “That’s right!” (p. 77-81).

2.10.4. Other Aspects of Classroom Discourse

- **Imperatives:** Teachers tend to use more polite imperatives with students from advanced group than students from beginner’s group (Owen, 1996, p. 47)
- **Conventional patterns of classroom talk:** Teachers often tend to dominate classroom interaction as they control topics and allocation of turns, judging the acceptability of pupil’s contribution and policing inappropriate behaviour. Students talk much less than the teacher, and in most cases they only respond to the teacher. Whole class discourse is typically structured in IRF cycle (Lefstein and Snell, 2011, p. 2). Furthermore, Lei (2009) also asserts the fact that acquisition is facilitated by negotiation of meaning in interaction through asking for clarification or repetition, and giving students opportunities to interrupt teachers. However, in teacher centred classroom such is not the case and there is no interaction among students in class (p. 77).
- **Code Switching in Teacher Talk:** Code-switching is the altering use of two or more languages by bilingual or multilingual speakers within one conversational episode. This phenomenon is widely seen in teaching process in order to build a bridge from known (native language) to the unknown (target language) (Jingxia, 2008, p. 59-60). Macaro (n.d.) investigated the reasons behind code switching by teachers and found that it is done so for the sake of efficiency and convenience, to impose discipline and keep control of class. Also, to clarify instructions, give feedback, translate and to check comprehension, teachers often switch to L1 (as cited in Jingxia, 2008, p. 60). Jingxia (2008) conducted a research in China and yielded new findings that frequent use of Chinese language in explaining test papers helped students to understand

better, which as a result caused more class time to be saved. Simultaneously, accurate comprehension of vocabulary items, grammatical points, sentence structures and cultural information, etc is required so teacher depend more on L1. This is because teachers often fear that target language strategies and non-linguistic techniques may lead to misinterpretation (p. 65).

2.11. Oral Motivation

For many years educators and researchers made various attempts to find out teacher-specific variables that can contribute in the process of motivating students towards teachers and learning. Cook (2008) mentions that motivation goes in both directions. High motivation causes successful learning; in reverse, successful learning causes high motivation. The process of creating successful learning which can spur high motivation may be under the teacher's control. It is general if students have interest in a particular song, topic or exercise, then it often emerges from the interest the teacher himself shows in his teaching process. Obvious enjoyment by the students is not necessarily a sign that learning is taking place (p. 136-139). Acikgoz (2005) says that prescriptive behaviour should be avoided in classroom settings by the teacher in terms of classroom management. The classroom climate influenced by the teacher tends to have a great impact on learner's motivation and attitude towards learning. When a teacher is being purposeful; task-oriented, relaxed, warm, supportive and has a sense of order and humour in an integrated sense, it helps to facilitate student's learning even better. Mutual respect and rapport conveyed in terms of teacher talk are other important factors which facilitate learning in a positive way. All components mentioned above help students to realise that the teacher understands, shares and values their feelings as individuals. Furthermore, teacher-expressive characteristics such as warmth, enthusiasm and extroversion can also reinforce motivation and positive attitude towards learning for students. Therefore,

we can go on to say that how the teacher is as a person can also contribute to overall motivation factor.

In addition to that, the author of the article conducted a research and found out some characteristics in terms of teacher talk which play the role of being contributory factors in escalating oral motivation among learners. They are as follows:

- Teachers should have a sense of humour in their talk.
- Teachers should be friendly in their rapport as well as behaviour.
- Being able to have conversation with the teacher.
- Positive teacher in terms of teacher talk or attitude.

Factors which demotivate students were also investigated.

- Teachers who yell or shout on the students
- Teachers who lack expression and control in terms of teacher talk
- Teachers who walk around the class all the time (p. 103-104).

According to Kong (2009) there are two main elements that enhance students' motivation in ELT classrooms.

- **Display of high expectation and praise by teachers:** Teacher's high expectation on students can stimulate their learning, on the basis of extrinsic motivation theory. For example, a teacher may say "You can do it if only you try. I know you are very intelligent... I will help you out, just start working on the project," such a statement not only portrays the high expectation that the teacher has for the student, but also provides student with emotional support and confidence the teacher has in the student's work. Similarly, praise is another tactic for motivating learners. In addition to that, teachers can ask for questions to students in class, allow more time to answer and give more encouragement to stir up their arousal.

- **Create a relaxed and positive climate:** Classroom climate is an important factor as it provides an environment that encourages both achievement and motivation. In a friendly atmosphere, students feel more secure and their sense of understanding is promoted. Such a classroom climate can be created by the teachers if they allow students to discuss broadly without having the fear of expressing views which may be different from others. When students make mistakes, teachers can describe them as opportunities for improvement with warm comments. Also, teachers may smile more and encourage students. In order to promote interaction in classroom teachers can stand closer to students (p. 148).
- **Knowing Names:** Mora and Morgan (2007) found that a student who thinks that the teacher does not know his/her name will often feel as if he/she is invisible in the group (p. 112). Gorham (1988) mentions that addressing students by their names and asking for their opinions is more important in large classes where it is difficult to establish the atmosphere of psychological closeness (as cited in Mora and Morgan, 2007, p. 112).

2.12. Cultural dimensions of a teacher's roles

Richards and Lockhart (1996) explain that teaching is an activity which is embedded within a set of culturally bound assumptions about teachers, teaching and learners. In some cultures, teaching is viewed as a teacher-controlled and direct process. Whereas, in Western education, attitude towards learning and teaching focuses on individual learner creativity and cause teachers to facilitate learning and encourage independent learning in class (p. 107).

2.13. Autonomous learners

Autonomous learners tend to take responsibility for their own learning. Autonomy is considered to be desirable for philosophical, pedagogical and practical reasons. As we know

that learners have the right to make choices regarding their learning. Also, it is needed for preparing learners for a rapidly changing future, in which independent learning remains essential for effective functioning in society. The outcome of learners acting more autonomously may be an increase in enthusiasm for learning (Cotterall, 1995, p. 219). On the other hand, Lee (1998) states the factors that develop autonomy in learning.

- **Flexibility:** Flexibility indicates that students can change options according to their needs and interests in the learning process.
- **Peer Support:** Learner autonomy is somewhat social apart from being individual. It causes students to act independently as well as cooperate with others, as a socially responsible person. Interaction, negotiation, collaboration, etc., are important factors in promoting learner autonomy

On the other hand, the paradox of learner autonomy seems to be that the more autonomous students (those who do not seek help and support from teachers) tend to be less motivated and enthusiastic (p. 283).

2.14. Krashen's Input Hypothesis

Krashen (1985) proposes that in order for individuals to acquire a second language, they need to have adequate comprehensible input. Language input needs to be at a level just beyond the learner's current level. Krashen terms this as $i+1$. In this formula, i is the input at learner's current proficiency level, and $+1$ means a step beyond that level. Therefore, the language can be made comprehensible in the following ways:

- Use of visuals, relia and gestures. Multiple means of instruction and a visually rich classroom can help students to understand the information that is being presented to them.
- Provide input that is meaningful to learners.

- Build redundancy into teaching. Teacher can say things in more than one way, have students to see the language, hear the language and “do things” with the language (sorting pictures, ranking, etc.)
- Create achievable tasks for learners. Learners with limited literacy can demonstrate understanding by pointing to pictures and sorting pictures as they complete a listening activity (as cited in Parrish, 2004, p. 13).

Chapter 3

Research Design

3.1 Objective

To examine the effectiveness of teacher talk in ELT (English language teaching) classrooms on the basis of students' responses.

3.2 Research Question

1. What is the impact of IRF (teacher initiation–student response–teacher feedback) model on both English medium and Bangla medium schools?
2. What are the non-verbal behaviours which influence the quality of teacher talk and play a role in motivating students from both English and Bangla medium schools?
3. How do teachers modify speech to make it a comprehensible input for learners in English medium and Bangla medium schools?
4. In what ways do teachers give oral feedback to students in English medium and Bangla medium schools?
5. What types of questions do teacher normally ask in English medium and Bangla medium schools?
6. How do English medium and Bangla medium students define the effectiveness of teacher talk?

3.3. Significance of the study

This research can be a model for English and Bangla medium teachers in order to help them improve their teacher talk according to learners' needs.

3.4. The Participants

- a. **Students:** The research was conducted among 113 randomly selected students from both English and Bangla medium schools. 43 students were from English medium schools (Scholastica and South Breeze school). The rest of 70 students were from

Bangla medium schools (Viqarunnisa Noon School and Sher-e-Bangla Nagar Govt. Boys' High School). The students were from class IX.

- b. **Focus groups:** A total of 10 randomly selected English medium students and 10 Bangla medium students formed two separate focus groups, and were considered for the empirical investigation. The students were from class IX and each came from different schools. For example, Scholastica, Sunnydale, South Breeze, Sher-e- Bangla Nagar Govt. Boy's/Girl's High school, etc.
- c. **Teachers:** In this research, a survey was conducted among 20 English language teachers of four different schools. 10 teachers were from Bangla medium schools and 10 were from English medium schools. The teachers taught class IX students. All the teachers had a M.A degree from different public universities, such as Chittagong University, Dhaka University, Rajshahi University, etc.; except for one who had a BBA degree from a private university.

3.5 The Instruments

- I. **Questionnaire for students:** Questionnaires were distributed among students from two English medium schools and two Bangla medium schools. The questionnaires consisted of 14 multiple choice questions and two open-ended questions (see appendix 1).
- II. **Questionnaire for teachers:** Teachers were given questionnaires from both English and Bangla medium schools. Questionnaires consisted of 14 multiple choice questions and 3 open-ended questions (see appendix 2).
- III. **Articles:** Two different articles were given out to the focus groups in two consecutive classes. These newspaper articles were authentic materials and covered recent events in Bangladesh (see appendix 3 & 4).
- IV. **Worksheets:** Two sets of worksheets were given out to the focus groups based on the

articles they read for specific classes. The worksheets consisted of three True/False questions and one open ended question. The tests checked students' reading comprehension and how much the teacher's input was able to help them in answering the questions (see appendix 5 & 6).

- V. **Teacher's Evaluation sheet:** Focus groups were asked to evaluate the teacher's performance on their evaluation sheets. It comprised of 11 multiple choice questions (see appendix 7).

3.6. Procedure

- 1) **Teaching reading comprehension to focus groups:** The researcher taught four classes, two of which consisted of 10 English medium students (Class A and B) and the rest of two consisted of 10 Bangla medium students (Class A and Class B). She followed a set of lesson plans for each of class A and class B (see appendix 8 & 9), to find out the effectiveness of teacher talk via IRF (Initiation-Response-Feedback method) sequence of classroom discourse. However, lesson plan for Class A consisted of many features of teacher talk according to theories, whereas, in lesson plan for class B, most of the features of teacher talk remained absent. Students were also given the opportunity to evaluate the teacher on the last day of class.
- 2) **Survey:** A survey was conducted among English and Bangla medium schools, as 43 students from English medium and 70 students from Bangla medium schools were given questionnaires. Simultaneously, 20 teachers from both English and Bangla medium schools were handed out with separate questionnaires as they also took part in the survey.

.7. Method of Analysis:

A mixed method of analysis was employed to analyse both the qualitative and quantitative data. Triangulation of research was achieved with a combination of teachers' response, students' response and results from focus group teaching. Microsoft Excel 2007 was used to organise collected data and calculate the percentages of students'/teachers' response.

3.8. Limitation:

This research has a few limitations. Firstly, more classes could have been taken for focus groups in order to come up with further accurate results. Also, a survey could have been conducted on a larger percentage of students and teachers. Unfortunately, due to time constraints on focus groups' part and lack of access to many schools, such limitations emerged in the process of research.

Chapter 4

Findings

4.1. Students' Responses

There were 16 questions in the questionnaire for the students (see appendix 1). The following table shows the questions asked to the students and their responses:

Questions	Bangla Medium				English Medium			
	Percentage (%)				Percentage (%)			
1. I only respond when teacher questions or directs me to say/do something.	Yes	No	No Comments		Yes	No	No Comments	
	70	20	10		70	15	15	
2. Teacher always gives oral feedback.	Yes	No	No Comments		Yes	No	No Comments	
	91	3	6		84	12	4	
3. Teacher shows interest and elaborates students' answers.	Yes	No	No Comments		Yes	No	No Comments	
	71	27	2		70	9	21	
4. Teacher encourages students by praising.	Yes	No	No Comments		Yes	No	No Comments	
	63	14	23		49	35	16	
5. Teacher's oral feedback to incorrect response.	Points out mistakes immediately	Gives non-verbal clues to indicate the incorrect response.	Both	None	Points out mistakes immediately	Gives non-verbal clues to indicate the incorrect response.	Both	None
	49	4	43	4	16	58	14	12
6. Teacher shouts/embarrasses students for giving incorrect response.	Yes	No	No Comments		Yes	No	No Comments	
	24	71	5		21	67	12	
7. Teacher acknowledges/ gives positive comment on	Yes	No	No Comments		Yes	No	No Comments	
	70	14	16		79	9	12	

students' correct responses.								
8. Teacher maintains eye-contact with all.	Yes	No	No Comments		Yes	No	No Comments	
	71	8	21		72	19	9	
9. While teaching teacher always:	Stands or sits in front of class	Walks around or stands in different places	Both	None	Stands or sits in front of class	Walks around or stands in different places	Both	None
	8	66	26	0	10	20	70	0
10. Teacher always smiles and has lively facial expression.	Yes	No	No Comments		Yes	No	No Comments	
	66	17	17		56	28	16	
11. Teacher's questions are based on the following.	Information given directly in text	Information not given directly in text and students has to undergo process of high-level thinking	Both	None	Information given directly in text	Information not given directly in text and students has to undergo process of high-level thinking	Both	None
	9	11	74	6	2	42	54	2
12. Teacher questions which can:	Aid classroom management.	Deal with facts and logic and focus on central theme.	Both	None	Aid classroom management.	Deal with facts and logic and focus on central theme.	Both	None
	23	4	73	0	14	7	72	7
13. I am allowed to interrupt teacher's lecture and express my views.	Yes	No	No Comments		Yes	No	No Comments	
	57	43	0		47	44	9	
14. Teacher is friendly enough to talk about topics outside our syllabus.	Yes	No	No Comments		Yes	No	No Comments	
	60	30	10		77	23	0	

Table 1: Students' questionnaire with responses

Section B

The following open ended questions were asked to the students.

- **Does your teacher use Bangla language along with English while taking class? If yes, how often and when does she normally switch to Bangla?**

In response to the open ended question, 96% of Bangla medium students claimed that their teacher uses mother tongue in class. On the other hand, 28% of students from English medium schools confirmed that use of mother tongue by English teachers take place in class, whereas, the rest of 72% denied such a statement. A chart is given below to show the reasons for which teachers switch to Bangla language in ELT classrooms of Bangla medium schools.

Reasons for Using L1	Bangla Medium Percentages (%)
1. To explain difficult concepts.	66
2. To explain meanings of words.	21
3. To translate questions	10
4. To translate topics	18
5. To build rapport	1
6. For classroom management	19
7. For scolding	16

Table 2: Reasons why English teachers use Bangla language in class

Section C

- **Does your teacher do the following things while talking in class?**
 - ✓ Using slower rate of speech
 - ✓ Pausing between sentences

- ✓ Using present tense more while talking
- ✓ Using shorter sentence than long, complex sentence.
- ✓ Paraphrasing
- ✓ Having clear pronunciation
- ✓ Talking loudly
- ✓ Using easy words

The last question was asked to find out the different types of modification of speech that take place in teacher talk. The chart provides with the results and percentages as indicated below.

Speech Modification	Bangla Medium Percentages (%)	English Medium Percentages (%)
1. Use of easy words	93	70
2. Loud and clear voice	86	84
3. Using present tense more	80	47
4. Using shorter sentences	85	47
5. Paraphrasing	43	40
6. Using Slow rate of speech	30	47
7. Pausing between sentences	47	51

Table 3: Types of speech modification in teacher talk.

4.2. Teachers' Responses

There were 17 questions in the questionnaire for the teachers (see appendix 2). The following chart shows the questions asked to the teachers and their responses:

Questions	Bangla Medium				English Medium			
	Percentage (%)				Percentage (%)			
1. Students are only allowed to respond when I ask questions or direct them to say/do something.	Yes	No	No Comments		Yes	No	No Comments	
	90	10	0		30	70	0	
2. I always give oral feedback.	Yes	No	No Comments		Yes	No	No Comments	
	80	20	0		90	10	0	
3. I show interest and elaborate students' answers.	Yes	No	No Comments		Yes	No	No Comments	
	100	0	0		70	10	20	
4. I often encourage students by praising.	Yes	No	No Comments		Yes	No	No Comments	
	100	0	0		100	0	0	
5. Oral feedback to incorrect response by teacher:	Points out mistakes immediately	Gives non-verbal clues to indicate the incorrect response.	Both	None	Points out mistakes immediately	Gives non-verbal clues to indicate the incorrect response.	Both	None
	30	10	60	0	70	0	30	0
6. I shout/embarrass students for giving incorrect response.	Yes	No	No Comments		Yes	No	No Comments	
	0	100	0		0	100	0	
7. I	Yes	No	No Comments		Yes	No	No Comments	

acknowledge/ give positive comments on students' correct response.	100	0	0		100	0	0	
8. I maintain eye-contact with all the students.	Yes	No	No Comments		Yes	No	No Comments	
	100	0	0		60	20	20	
9. While teaching I always:	Stand or sit in front of class.	Walk around or stand in different places	Both	None	Stand or sit in front of class.	Walk around or stand in different places	Both	None
	10	80	10	0	10	80	10	0
10. I always smile and have lively facial expression.	Yes	No	No Comments		Yes	No	No Comments	
	80	20	0		80	10	10	
11. I ask questions based on the following.	Information given directly in text.	Information not given directly in text and students has to undergo process of high-level thinking.	Both	None	Information given directly in text.	Information not given directly in text and students has to undergo process of high-level thinking.	Both	None
	10	20	70	0	0	20	80	0
12. I ask questions which can:	Aid classroom management.	Deal with facts and logic and focus on central theme.	Both	None	Aid classroom management.	Deal with facts and logic and focus on central theme.	Both	None
	10	20	70	0	0	20	80	0
13. Students are allowed to interrupt my lecture and express their views.	Yes	No	No Comments		Yes	No	No Comments	
	100	0	0		90	10	0	

14. I prefer to be friendly to my students.	Yes	No	No Comments	Yes	No	No Comments
	100	0	0	100	0	0

Table 4: Teachers' questionnaire with responses

Section B

The following open ended questions were asked to the teachers.

1. What teaching method do you use?

In answer to the first question, 100% of Bangla medium teachers said that they adhere to CLT method. Whereas, 60% of English medium teachers mentioned that they use CLT method, while the rest of 40% claimed that they use Eclectic method while teaching.

2. Do you use Bangla language in teaching? If yes, why and when do you prefer to do so?

In response to the second open ended question, 100% of Bangla medium teachers said that they use Bangla language in ELT classes. On the contrary, 80% of English medium teacher confirmed that they do not use Bangla language while teaching. A chart is given below to show the reasons for which Bangla medium teachers switch to L1 in ELT classes.

Reasons for Using L1	Bangla Medium Percentages (%)
1. To explain difficult concepts.	70
2. Comparative use of language	10
3. To explain meaning of words	10
4. To translate topic	10

5. To give example	10
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Table 5: Reasons why English teachers use Bangla language in class**Section C**

- **Do you modify your speech while talking to the students in terms of the following:-**
 - ✓ Using slower rate of speech
 - ✓ Pausing between sentences
 - ✓ Using present tense more while talking
 - ✓ Using shorter sentence than long, complex sentence.
 - ✓ Paraphrasing
 - ✓ Having clear pronunciation
 - ✓ Talking loudly
 - ✓ Using easy words

The last question was asked to find out the different types of modification of speech that takes place in teacher talk. The chart provides with the results and percentages as indicated below.

Speech Modification	Bangla Medium Percentages (%)	English Medium Percentages (%)
1. Use of easy words	100	40
2. Loud and clear voice	70	70
3. Using present tense more	60	30
4. Using shorter sentences	70	70
5. Paraphrasing	30	30
6. Using Slow rate of speech	20	40
7. Pausing between sentences	60	30

Table 6: Types of speech modification in teacher talk.

4.3. Focus Groups' Responses

Students were asked to evaluate the teacher on the basis of two classes that they attended consecutively (see appendix 7). The following table marks the questions asked to the students and their responses in the process of teacher's evaluation.

Questions	Class A Percentages (%)		Class B Percentages (%)		Both Percentages (%)		None Percentages (%)	
	Bangla Medium	English Medium	Bangla Medium	English Medium	Bangla Medium	English Medium	Bangla Medium	English Medium
1. Teacher's language input seemed comprehensible.	100	40		10		50		
2. Teacher's use of Bangla language helped us to understand difficult concepts.	100	80		10		10		
3. Teacher's use of Bangla language helped me to feel more comfortable and confident in class.	100			70		30		
4. Teacher talk time was justified in class.	100	20		70				10
5. Teacher showed respect and interest in my learning.	100	60				40		
6. Teacher motivated me to think critically	100	90						10

while answering questions.								
7. Feedback was effective.	70	10	30	80		10		
8. Class was fun and interesting.	100	20		70				10
9. Teacher motivated me to try harder and stay positive in class.	80	70	20			20		10
10. Which class was mostly liked by students.	100	10		70		20		
11. Teacher's attire was appropriate for class.	100					100		

Table 7: Teacher's evaluation by focus groups.

4.4. Focus Group's Test Scores

Students had to sit for a test on reading comprehension at the end of both the classes. Their scores and calculation of percentages are given below.

Total Test Scores	Percentages (%)	Bangla Medium Percentages (%)		English Medium Percentages (%)	
		Class A	Class B	Class A	Class B
5	100	70	50	80	90
4.5	90				
4	80	30	30		10
3.5	70		10	20	
3	60		10		

Table 8: Students' test scores

Chapter 5

Discussion

5.1. Analysis of Students' and Teachers' Responses

- In response to the first question, 70% of both English and Bangla medium students respond in class only when the teacher imposes a question on them or directs them to say or do something. Though, 90% of Bangla medium teachers agreed to such a fact, 70% of English medium teachers denied. Therefore, we can say that Bangla medium teachers agree that the initiative move from the IRF model remains present, as students are only allowed to think critically when the teacher asks them to. However, English medium teachers deny such a fact which indicates that the IRF sequence of classroom discourse remains less comparatively. While analysing the results from focus groups, we can see that Bangla medium students prefer the initiative move led by teachers from the IRF sequence, as 100% of them considered teacher talk time to be justified and believed that not only teacher showed respect and interest in their learning but also motivated them to think critically in class A, via which the teacher followed IRF model in classroom and initiated questions on a higher level. On the contrary, the results prove that English medium students do not prefer the initiative move led by teachers, as they prefer to be independent and autonomous learners, as 70% of English medium students believed that teacher talk time was justified in Class B, where the teacher did not follow IRF sequence of classroom discourse and hence allowed student talk time to exceed teacher talk time. It is worth mentioning though that 60% of English medium students claimed that teacher showed respect and interest in their learning in class A, from which we can say that teacher's questionings inhibit greater interest in their learning, according to English medium students' response.

However, we can say that they do not prefer teacher centred classrooms and would rather go for reduced teacher talk time.

- The response to the second question proves whether teachers provide students with oral feedback in class whenever they give an answer. 91% of Bangla medium students and 84% of English medium students claimed that teacher always gives oral feedback whenever they respond in class. Similarly, 80% of Bangla medium teachers and 90% of English medium teachers ensured that they always give oral feedback. From such findings we can say that the ‘follow-up’ move from IRF sequence of classroom discourse is being practiced in both Bangla and English medium schools. Also, in terms of focus group results, we noticed how 100% of Bangla medium students said that teacher talk time was justified and teacher showed respect and interest in their learning when it comes to class A. Also, 70% of them mentioned feedback was effective in class A and 80% believed that teacher motivated them to try harder and stay positive in class A. We know that in class A constant feedback was given as IRF sequence was followed. Therefore, the ‘follow-up’ move seems to be more beneficial for Bangla medium students. On the contrary, only 10% of English medium students claimed that feedback was effective in class A and 80% mentioned that feedback was effective in class B. Again, from this finding we can state that English medium students prefer self correction or peer correction, other than teacher’s continuous feedback, which was practiced in class B. Furthermore, this can be linked to the essence of autonomy in learning, as English medium students do not rely on teachers constant guidance and feedback and prefer to be autonomous learners.
- Elaboration is considered to be a discursal role of follow-up, which often causes the very process of giving oral feedback to be rather effective. 71% of Bangla medium students and 70% of English medium students admitted that teachers adhere to giving

this type of feedback. Whereas, 100% of Bangla medium teachers and 70% of English medium teachers agreed to such a statement as well. In terms of the findings from focus group results, we noticed that 70% of Bangla medium students considered feedback to be effective when the teacher elaborated their answers via the ‘follow-up’ move. Also, 100% of them agreed that teacher showed respect and interest in their learning in Class A, via which teacher gave continuous feedback via the IRF model. On the contrary, as long as English medium students are concerned, though a lot of students said that teacher showed respect and interest in their learning in class A, 80% of them actually stated that feedback was effective in B. Hence, we can say that elaboration is a type of feedback which works better for both Bangla medium compared to English medium students, from learners’ perspectives.

- In response to question no. 4, 63% of Bangla medium students said that teachers praise students to encourage them, whereas 23% chose not to answer this question. Again, only 49% of English medium students made such a claim, although 100% of both Bangla and English medium teachers assert the fact that they do praise students in class. The praising words may be as follows; “good,” “excellent,” “well done,” etc. Hence, teachers’ and students responses contradict. Thus, we can see that praising by teacher is not present to a high level in all the schools while analysing students’ responses which contradict with teachers’ responses. In case of focus group results, we can see that 100% of Bangla medium students believed that teacher showed respect and interest in their learning in class A where teacher encouraged them by praising, 70% of them thought feedback to be effective in the same class, whereas, another 80% said that the teacher motivated them to try harder and stay positive in class A. From which we can determine that praise is an effective tool in terms of teacher talk which facilitates learning for Bangla medium students. On the other hand,

70% of English medium students claimed that teacher motivated them to try harder in class A, which implies the fact that even English medium students prefer to be praised in class by teachers, though they did not consider class A's feedback to be more effective than class B.

- Question no. 5 aims to investigate the process of giving oral feedback by teachers to incorrect response. 49% of Bangla medium students claimed that teachers point out their mistakes immediately, while 43% of them said not only do teacher point out their mistakes immediately but sometimes they give non-verbal clues to indicate the incorrect answer. The same reply came from more than half of Bangla medium teachers (60%). However, 70% of English medium teachers said that they point out mistakes immediately, while 58% of English medium students' responses contradict here, as they claimed that teachers usually give non-verbal clues to indicate incorrect response. We know that non-verbal clues to indicate incorrect response by teachers can often be less threatening and allow students to feel more comfortable in class. Thus, 80% of English medium students considered feedback to be effective in class B according to focus group findings, which indicate that English medium students prefer to be corrected via non-verbal communication with teachers, instead of being pointed out every time. However, Bangla medium students do not adhere to similar preference, as 70% of them considered class A's feedback to be more effective through which teacher gave different types of verbal feedback.
- Question no. 6 was asked to find out whether teachers discourage students' and deteriorate their learning capacity by scolding or embarrassing them for giving incorrect response in class. This serves as a major tool for criticism in ELT and is suggested that teachers should not criticise or misbehave with students for making mistakes. According to survey, we found that 71% of Bangla medium students

ensured that teachers do not practice such harsh behaviour in class, whereas, another 67% of English medium students made similar claim. On the contrary, 100% of both Bangla and English medium teachers mentioned that they never scold or embarrass students for making errors. As a result, we can see that students from both English and Bangla medium schools prioritise students' feelings and teachers do not behave in any way that can de motivate learners.

- Teacher's acknowledgement or giving positive comments to correct answers is considered to be a key ingredient in effective feedback. Not only it motivates students to be more positive but it also shows the amount of respect and interest teachers have in students' learning, as more students prefer to be given comments by the teacher. From the survey, we found that 70% of Bangla medium students and 79% of English medium students said that teacher acknowledges or gives positive comments to their correct response in class. Whereas, 100% of teachers from both English and Bangla medium schools claimed similar response. However, in terms of focus group analysis, we can see that majority of Bangla medium students considered feedback to be effective in class A where acknowledgement and positive comments were given, on the contrary, more English medium students preferred feedback to be effective in class B, which highlights the fact that these creative learners do not always need to be acknowledged or praised as they have more confidence in them.
- Question no. 8 and 10 were asked to investigate the amount of non-verbal behaviour that teachers follow in the teaching process and how it enhances the effectiveness of teacher talk. 71% of Bangla medium students and 72% of English medium students asserted the fact that teachers do maintain eye contact with all the students, whereas, 100% of Bangla medium and 60% of English medium teachers made similar claim. Comparatively, a few number of students ensured that teachers always smile in class

and have lively facial expressions. As 66% of Bangla medium students and 56% of English medium students mentioned such a statement. Although, 80% of both English and Bangla medium teachers mentioned that they do provide the class with such non-verbal acts via teacher talk. Thus, we can see that teachers maintain eye contact with all the students in both English and Bangla medium schools, in order to prevent any student from feeling as though he/she is disconfirmed, also it indicates the fact that teacher is in control of the class. However, we can see that many students from both English and Bangla medium schools did not confirm that teachers smile or give lively facial expressions in class. Such non-verbal behaviour help students to feel more encouraged, comfortable and indicate that teachers are showing interest in students' learning, which remains absent in teacher talk from learners' point out views. In order to rank its effectiveness, we can see that a larger percentage of students felt that the teacher showed interest in their learning and helped them to feel motivated in class A for both English medium and Bangla medium students, which highlight the effectiveness of non-verbal behaviour that enhance the quality of teacher talk.

- Question no. 9 was asked to find out the effectiveness of proximity in terms of teacher talk. 66% of Bangla medium students said that teacher walks around the class or stands in different places while teaching, whereas, 70% of English medium students confessed that teacher also sits or stands in front of the class along with walking around. However, 80% of both Bangla and English medium teachers ensured that they only walk around or stand in different places of the class. Therefore, we can see that more than half of the students from both English and Bangla medium schools claim that teachers do walk around in class while many English medium students also claim that classes often tend to be teacher centred as the teacher sits or stands in front of the class along with walking around. From focus groups' findings, we can see that 100%

of Bangla medium students considered class A to be more fun and interesting, in which teacher walked around and tried to relate with the students by standing in different places. On the contrary, 70% of English medium considered class B to be fun and interesting, in which teacher stayed fixed in one position. This furthermore gives us the idea that teacher's proximity matters to Bangla medium students more, as they may prefer the teacher to move around more and be able to relate to them. On the contrary, such issues hardly bother English medium students as they are autonomous learners and teacher's movement around the class do not matter to them to a high extent, perhaps because teacher's presence may not even be essential for them, as only 20% of English medium students believed teacher talk time to be justified in class A, in which the teacher's presence was more prominent in terms of teacher talk.

- Question no. 11 and 12 were asked to dig deeper and search for the types of questions that teachers ask verbally in both English and Bangla medium schools. As it turned out, 74% of Bangla medium students claimed that teachers ask literal and divergent questions in class, also, 73% of them admitted that teachers ask both convergent and procedural questions. 70% of Bangla medium teachers claim that they ask all four types of questions in class verbally. On the contrary, 54% of English medium students said that both literal and divergent questions are asked in class, where as a larger percentage (42%) compared to Bangla medium learners (11%) claimed that teachers only ask divergent questions. Simultaneously, 72% of them confirmed that teachers ask both procedural and convergent questions. In addition to that, 80% of English medium teachers admitted that teachers ask all four types of questions. Hence, from the findings we can clearly see that divergent questions are asked more in English medium schools. Also, a large percentage of students and teachers assert the fact that all four types of questions are asked. Hence, we can say that critical thinking is

practiced in English medium schools more with the presence of divergent questions in teacher talk. While conducting classes on focus groups, it has been found that 100% of Bangla medium students and 90% of English medium students stated that teacher motivated them to think critically while answering questions in class A, as more divergent questions were asked in the class. Thus, we can say that English medium students practice thinking critically more in ELT classes and perhaps it helps them to be more capable of answering divergent questions, which furthermore allows them to be creative learners.

- Question no. 14 helps us to identify the teaching pedagogy of both English and Bangla medium schools, in terms of the level of autonomy students are permitted to have in classroom settings based on teacher talk. We can see that almost half of the students from Bangla medium (43%) and English medium (44%) students said that they are not allowed to interrupt teacher's lecture and express their views. Although, 100% of Bangla medium teachers and 90% of English medium teachers claim otherwise. From students' point of views we can see that they are not allowed to be autonomous learners in class and disrupt the flow of teacher talk to a high extent, as they cannot initiate questions or nominate topics of interest. This is a matter that needs to be taken into consideration, as focus group results indicate that English medium students tend to be autonomous learners or creative learners, which require them to have the freedom to express views in class and initiate questions by interrupting the flow of teacher talk. This is because 70% of English medium students considered class B to be fun, interesting and the teacher talk time to be more justified, as IRF sequence of classroom discourse was not followed and students were given the chance to express their opinions in class, even if they disagree with the teacher. However, the traditional curriculum of schools in Bangladesh and cultural dimension

of teacher's role prevent access to practice such freedom in the learning process. It may be considered inappropriate behaviour and indecency if students interrupt teacher's lecture and express their views, which may even contradict to what teachers say. Hence, we can state that teacher talk in Bangladesh adheres to the conventional pattern of teacher talk, via which the role of power play remains active.

- Lastly, 60% of Bangla medium students and 77% of English medium students mentioned that teacher is friendly in class. On the other hand, 100% of teachers from both English and Bangla medium schools provided with similar response. Thus, various forms of non-verbal cues (smiling, nodding, proximity, eye-contact, lively facial expressions, etc.), types of feedback (positive comment, acknowledgment, elaboration, etc.), building rapport in class by using first language, displaying high expectation from students and positive behaviour by teachers often serve as contributory factors for creating warm and friendly personalities of teachers. It is essential in the process of boosting up students' motivation and making them feel more comfortable in class. However, we can see that in Bangla medium school teachers are not as friendly compared to English medium schools, from students' point of views as the results contradict. Now, if we look at the findings of focus group, we can see teacher's personality does not matter much to English medium students, as 70% of students had fun in class B, in which student-initiated talk exceeded teacher talk time. Hence, once again it proves English medium students to be rather autonomous. However, teacher's friendly personality matters to Bangla medium students, as 100% of them enjoyed class A more in which demonstration of teacher's friendly behaviour had been portrayed. Unfortunately, the findings say that Bangla medium teachers are not as friendly as they should be comparatively.

5.2. Analysis of Students' and Teachers' Responses to Open-ended Questions

- In response to the first question, 96% of Bangla medium students said that teachers use Bangla language in teacher talk. Also, 100% of Bangla medium teachers said the same thing. However, 72% of English medium students denied teacher's use of mother tongue in teacher talk, simultaneously 80% of English medium teachers denied as well. According to students' response, reasons for using mother tongue in ELT classes are to explain difficult concepts; meanings of words, to translate topics and questions, to build rapport, for classroom management or scolding. Here another important point that can be said is that teachers' psychology often cannot easily detect the use of mother tongue while scolding, as rage of anger is a psychological emotion that prevents the conscious self from realising the actions that they are taking. Maybe this is the reason why a large percent of teachers did not address the use of mother tongue while scolding in class, though students from Bangla medium schools claimed the opposite. However, Bangla medium teachers only mentioned reasons as that of; explaining difficult concepts and meanings of words, comparative use of language, to translate topics and give example. Thus, we can see that use of mother tongue often facilitates learning as it helps the students to understand difficult points, as well as understand the teacher better and feel more comfortable in class as the teacher uses mother tongue for classroom management and to build rapport. Findings from focus groups reflect similar results, as we can see that 100% of Bangla medium students and 80% of English medium students felt that the teacher helped them to understand difficult concepts better while using Bangla language in class A. On the contrary, 100% of Bangla medium students felt more confident

and comfortable in class when teacher used mother tongue, and vice versa for 70% of English medium students who preferred class B in which teacher hardly used mother tongue. Hence, we can state that Bangla medium students tend to be more familiar with use of mother tongue in ELT classes, however, it is not highly needed for English medium students comparatively

- Speech modification in teacher talk is considered as one of the key features. Hence, it maximises the quality of teacher talk. Majority of the Bangla medium students affirmed that teachers tend to use easy vocabulary in class (93%), their voice tend to be loud and clear (86%), they use present tense (80%) and shorter sentences more (85%). In case of English medium students, more than half of its population confirmed that teachers tend to use easy words (70%), have loud and clear voice (84%), pause between sentences (51%). On the contrary, more than half of English medium teachers claimed that they make their voices loud and clear and they tend to use shorter sentences. More than 50% of Bangla medium teachers claimed that they use easy words, have loud and clear voice, use shorter sentences and pause more between sentences. Thus, the findings prove that teachers in Bangla medium schools tend to modify their speech more compared to English medium schools. However, while analysing focus group results, we encounter the importance of comprehensible input to exceed when it comes to Bangla medium students compared to English medium students. As the data says that 100% of Bangla medium students felt that teacher's language input was comprehensible in class A in which speech modification was adjusted in teacher talk. On the opposite side, 50% of English medium students said that teacher's language seemed comprehensible in both class A and B, though 40% made similar response as Bangla medium students. However, the results indicate that speech

modification in teacher talk facilitates learning on a higher level for Bangla medium students comparatively. Simultaneously, if we focus on Krashen's input hypothesis, we can say that language input can be transformed into a level just beyond the learners' current proficiency level, by the use of; gestures, relia, and teachers can say things in more than one way. Thus, such phenomenon is largely seen in the process of speech modification, which is more visible in class A via teacher talk.

- Teaching method is a topic of discussion in the process of ELT. This question seeks to find out the difference in teaching methods in both English and Bangla medium schools. A total of 60% of English medium teachers said that they use Communicative language teaching (CLT) method, and the remaining 40% said that they use eclectic method. On the other hand, 100% of Bangla medium teachers mentioned that they follow CLT method. From the above discussion, we can see that 100% CLT method is not practiced in class, as most students cannot nominate topic of interest or initiate questions. Also, we can see that Bangla medium schools follow the IRF pattern of teacher talk, which restricts communicative interaction and causes most interactions to be teacher led. Eclectic method may be the case for both English and Bangla medium schools, as teachers follow different strategies in the teaching process, and they emerge to be elements of different methods.

5.3. Analysis of Focus Groups' Responses

- In response to question no. 4, we can see that 100% of Bangla medium students claimed that class A's teacher talk time was justified, whereas, 70% of English medium students claimed that class B's teacher talk time was justified. The difference in response can be explained in numerous ways. In class A, the IRF model of

classroom discourse caused the teacher to initiate questions or direct students to say/do something, this in turn caused the teacher to have authority in class. Also, teacher constantly gave feedback to every student's response in different ways. The teacher modified speech, used mother tongue more and asked more questions along with motivating students to try harder and come up with correct answers. Therefore, such phenomenon increases teacher talk time compared to student talk time, and the Bangla medium students are emphasizing more on the extended quantity and quality of teacher talk while comparing teacher talk time of both the classes.

English medium students are quite the opposite. They prefer student talk time to exceed teacher talk time. As they prefer to nominate topic of interests or initiate questions and they do not rely on teacher's feedback but rather like the process of self and peer correction. English medium students are not in need of speech modification or use of mother tongue in teacher talk in order to understand the lesson better or feel comfortable in class. Also, they do not favour IRF sequence of classroom discourse. Hence, they felt that teacher talk time of class B was more justified, as such elements as discussed above remained present in class B.

- While analysing the results of question no. 10, the discussion above may further explain why 100% of Bangla medium students liked class A more, whereas, 70% of English medium students preferred class B more. Furthermore, the findings focus on the aspects of autonomous and creative learning that remain visible among English medium students, and vice versa for Bangla medium students who tend to be more dependent on teacher's lecture.
- Question no. 11 highlights students' perception on teachers' attire. We know that teacher's attire creates an image of the teacher which furthermore influences learners' perception on teachers. Therefore, learners' perspectives tend to matter in ELT classes

via which students encounter teacher talk, which escalates their attitude and responses to the teachers. In turn, this can be linked to the acquisition of second language as their perceptions play a role in the process of being motivated to learn. As it can be seen that 100% of Bangla medium students prefer teacher to possess the image of being in control, knowledgeable and authority figure, as they considered teacher's attire in class A to be appropriate, which was rather a formal dress up (Shelwar kameez). Hence, such image of teachers is usually found in teacher centred classrooms. Nevertheless, 100% of English medium students favour teacher's attire in both the classes. Not only they prefer the formal look of teachers as Bangla medium students, but they also like to learn from teachers who carry image that portrays characteristics of warm personality, as that of; sympathetic, fair, fun and approachable. This is because the teacher wore jeans and t-shirt in class B, which can be termed as rather casual and informal dress up in Bangladeshi context.

5.4. Analysis of Focus Group's Test Results:

We can see that 70% of Bangla medium students scored full marks in class A's test, and the rest of 30% scored 80% marks. Although, half of the class scored full marks in class B as well, the remaining 30% scored 80% marks, 10% scored 70% marks and the rest of 10% scored 60% marks.

Moreover, if we are to look at the test results of English medium students. We can see that 80% of students scored full marks in class A's test and the remaining 20% scored 70% marks. In opposition to that, class B's test scores indicate that 90% of students scored full marks, while the remaining 10% scored 80% marks.

Thus, the results say that Bangla medium students displayed poor performance in class tests taken in Class B compared to Class A. Hence, they heavily rely on teacher's

constant guidance, as both quality and quantity of teacher talk is essential in determining the effectiveness of teacher talk and how it is facilitating their learning. Also, Bangla medium students are aware of the fact that they prefer extended teacher talk time with rich quality which can facilitate learning. On the other hand, English medium students appeared to be autonomous learners, as they prefer reduced teacher talk time and do not feel the need of various forms of adjustments in teacher talk in order to lace it with the richness of its quality. We can see that they performed well in Class B's test. Hence, they are not only creative learners but they can also perform better when they are given the freedom in classroom to initiate questions, discuss among peers and encounter less involvement of teacher talk in their learning. So, we can say that English medium students prefer minimised teacher talk time. On the contrary, there is an explanation for the remaining 10% of students to score 80% marks despite being autonomous learners. As discussed earlier in literature review, we know that more autonomous students tend to be less enthusiastic in class. Such may be the case for the remaining 10% of English medium students who scored less.

Chapter 6

Conclusion

The research depicts that the quality of teacher talk can be considered as a vital aspect in the process of ELT. On the contrary, quantity of teacher talk may vary for different learners in terms of difference in schools and the medium of instruction that it follows. We found that English medium students are mostly autonomous learners and they prefer very less of teacher talk in class. Therefore, minimisation of teacher talk time is more justified for these learners. Hence, the very features of teacher talk which enhance its quality, are not entirely considered effective when it comes to English medium students. In opposite to that, Bangla medium students appear to be rather dependent on teachers and prefer teachers to adhere to the features of teacher talk in order to provide them with linguistic input. This not only maximises teacher talk time but also serve learners with constant guidance and effective feedback in the process of ELT. So, we can ensure that not every feature of teacher talk can be defined as an effective tool for learners, neither is there any specific requirement for a balance in teacher talk time and student talk time in order for it to be suitable for ELT. Such aspects of teacher talk may vary among different learners in terms of the difference in schools and the medium of instruction that the schools follow.

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Appendix 1

Questionnaire for Students

School (optional) _____

Class _____

Number of total students in class _____

A. Please put a tick mark on your choice of answer.

- 1) I only respond in class when the teacher asks me a question or directs me to say or do something.
- 2) When I give an answer in class, the teacher always gives oral feedback.
- 3) When I say something in class, the teacher shows interest and elaborates my answer.
- 4) The teacher often encourages me by praising. If answer to question no. 4) is Yes, then provide examples of some words your teacher uses to praise you.
- 5) When I make an incorrect response in class, the teacher:
 - i. Points out my mistake immediately
 - ii. Repeats the incorrect sentence/ gives facial expressions or non-verbal clues to indicate the incorrect response.
- 6) The teacher often shouts or embarrasses me if I give an incorrect response.
- 7) The teacher always acknowledges my correct response or gives positive comment.
- 8) The teacher looks at every student in class and monitors them.

	*YES	* NO	*NO COMMENT
	*YES	* NO	*NO COMMENT
	*YES	* NO	*NOT ALWAYS
	*YES	* NO	*NO COMMENT
	Examples of praising words:		
	*i	* ii	*BOTH *NONE
	*YES	* NO	*NO COMMENT
	*YES	* NO	*NO COMMENT
	*YES	* NO	*NO COMMENT

9) The teacher always:

- i. Stands or sits in front of the class while teaching.
- ii. Walks around or stands in different places of the class while teaching.

10) The teacher always smiles and has lively facial expression when classes are going smooth.

11) Teacher only asks questions based on the following :

- i. Information given directly in texts. eg: “What is the name of the boy in the story?”
- ii. Information not given directly in text and we need to go through the process of high level thinking. eg: “What is the moral of the story? relate it to your own life experience. “

12) Teacher asks us questions which can:

- i. Aid classroom management. eg: “Did you bring your books?”
- ii. Deal with facts and logic and focuses on a central theme. eg: “*Who wrote the novel Great Expectations?*”

13) I am allowed to interrupt teacher’s lecture and express my viewpoint, even if I disagree.

14) The teacher is friendly enough to talk about topics outside our syllabus.

*i * ii *BOTH *NONE

*YES * NO *NO COMMENT

*i * ii *BOTH *NONE

*i * ii *BOTH *NONE

*YES * NO *NO COMMENT

*YES * NO *NO COMMENT

B. Answer the following question in short.

Does your teacher use Bangla language along with English while taking class? If yes, how often and when does he/she normally switch to Bangla? e.g. to explain difficult concepts, for scolding or classroom management, etc.

C. Place tick mark in reference to the question as provided. You can choose more than one answer if required

Does your teacher do the following things while talking in class?

- Using slower rate of speech
- Pausing between sentences
- Using present tense more while talking
- Using shorter sentence than long, complex sentence
- Paraphrasing
- Talking loudly and clearly
- Using easy words

Appendix 2
Questionnaire for Teachers

Name of School _____

Gender _____

Duration of Experience _____

Academic Qualification _____

Institution of last graduation-

A. Place a tick mark on your choice of answer.

- 1) Students are allowed to respond in class only when I ask them questions or direct them to say or do something.
- 2) I always give oral feedback to each student's response.
- 3) I prefer to show interest and elaborate students' answers.
- 4) I often encourage students by praising.
If answer to question no. 4) is Yes, then provide examples of some words you use to praise your students.
- 5) When students make incorrect responses in class, I always:
- i. Point out their mistakes immediately
 - ii. Repeat the incorrect sentence/ give facial expressions or non-verbal clues to indicate the incorrect response.
- 6) I often shout or embarrass my students if they give an incorrect response.
- 7) I always acknowledge each student's correct response or give a positive comment.
- 8) I look at every student in class and monitor them.

*YES	*NO	*NO COMMENT	
*YES	*NO	*NO COMMENT	
*YES	*NO	*NO COMMENT	
*YES	*NO	*NO COMMENT	
Example:			
*i	* ii	*BOTH	*NONE
*YES	*NO	*NO COMMENT	
*YES	*NO	*NO COMMENT	
*YES	*NO	*NO COMMENT	

9) While teaching, I always:

- i. Stand or sit in front of the class.
- ii. Walk around or stand in different places of the class.

10) I always smile and have a lively facial expression when classes are going smoothly.

11) Do you ask questions based on the following:

- i. Information given directly in texts. eg: “What is the name of the boy in the story?”
- ii. Information not given directly in text and we need to go through the process of high level thinking. eg: “What is the moral of the story? relate it to your own life experience. “

12) Do you ask questions which can:

- i. Aid classroom management. eg: “Did you bring your books?”
- ii. Deal with facts and logic and focus on a central theme. eg: “Who wrote the novel *Great Expectation*?”

13) Students can interrupt my lecture and express their views.

14) I am friendly with my students.

*i * ii *BOTH *NONE

*YES *NO *NO COMMENT

*i * ii *BOTH *NONE

*i * ii *BOTH *NONE

*YES *NO *NO COMMENT

*YES *NO *NO COMMENT

B. Answer the following questions in short.

1. What teaching method do you use? eg: Grammar-translation method, Communicative language teaching, Direct method, Audio Lingual Method, Eclectic method, etc.

2. Do you use Bangla language in teaching? If yes, why and when do you prefer to do so?

C. Place tick marks in reference to the question as provided. You can choose more than one answer.

Do you modify your speech while talking to students in terms of the following:-

- Using slower rate of speech
- Pausing between sentences
- Using present tense more while talking
- Using shorter sentence than long, complex sentence.
- Paraphrasing
- Having clear pronunciation
- Talking loudly
- Using easy words

Appendix 3

Reading Material for Class-A

A murder: who will explain?



*“Chhatra League activists” beat and hack a youth named Bishwajit, mistaking him for an opposition supporter. The photo was taken in front of Victoria Park in Old Dhaka yesterday. Bishwajit died of his injuries later. **Right**, mourning relatives of the deceased.*

Photo: STAR Staff Correspondent

An ardent fan of cricket, Bishwajit Das watched the Bangladesh-West Indies match at a shop next to his tailoring house on Saturday. To celebrate the Bangladesh win, he then partied with his friends at his shop late that night. Little did he know it would be his last celebration.

Yesterday, the 24-year-old was killed in an attack by a group of Bangladesh Chhatra League activists, who took him for a pro-blockade activist, witnesses said.

A group of 10-12, swooped on him near Bahadur Shah Park in Old Dhaka around 8:30am on his way to work. They beat him with sticks and iron rods and hacked him with sharp weapons. Bishwajit died after he was taken to Mitford Hospital for treatment.

According to dozens of eyewitnesses, the attackers are BCL activists of Jagannath University (JnU), but the university unit dismissed the claim.

It all began around 8:30am when a group of pro-opposition lawyers brought out a procession, marching towards Bahadur Shah Park in support of the opposition-called blockade.

A group of BCL activists of JnU attacked the procession and beat up some lawyers, witnesses said. In a few minutes, a sound of an explosion was heard nearby and the BCL men started chasing pedestrians.

Bishwajit, who was also among the pedestrians, ran for life and got into a nearby building, said Ripon Sarder, a rickshaw puller who took him to the hospital.

"They [the attackers] were beating him even as he was running for life," Ripon added.

According to family members, Bishwajit was not involved with any political party. Originally from Shariatpur, he used to live with his elder brother at Hrishikesh Das Lane at Sutrapur.

"He used to go to his shop and come home from there, and he was not involved in anything else. He was fond of cricket," said Rocky Das, a cousin of Bishwajit.

Family members also criticised the hospital authority for its negligence in treating him. But the hospital authorities dismissed the allegation. They said the victim died of excessive bleeding.

Babul Sur, owner of the market at Shakhari Bazar where Bishwajit's shop was, said Bishwajit used to run the shop all by himself.

"Generally he used to keep his shop open from 10:30am to 10:00pm, six days a week. On Fridays he kept it open till 2:00pm and then played cricket with children on the roof of the market and streets," he said.

Appendix 4

Reading Material for Class-B

Published: Friday, May 10, 2013

SAVAR BUILDING COLLAPSE

Woman pulled out alive

Reshma found almost unhurt, rushed to Savar CMH



Rescue workers rescue a woman from the rubble of the collapsed Rana Plaza building on Friday. The woman, identified by local media only as Reshma, was rescued on Friday after spending 17 days trapped under the rubble of a Bangladesh factory building that collapsed killing more than 1,000 people, police and military officials said.

Photo: Reuters

Miraculous as it may sound, female garment worker was rescued alive, almost unhurt, from inside the rubble of Rana Plaza Friday afternoon, the 17th day into the country's worst building collapse.

Named Reshma, the woman in violet *kamiz* and pink scarf was pulled out from the basement debris at 4:16pm after a 45-minute operation.

"It's good to see the light after so many days," a lanky Reshma said in a feeble voice, trying to smile at the jubilant rescuers and journalists.

With no sign of injuries in her body, she was whisked off to Combined Military Hospital in Savar.

"We have to check whether there is any biochemical changes in her body due to her stay inside the debris for such a long time," Lt Col Hasan Morshed told reporters at the CMH. Just a few minutes earlier, the rescuers were pulling out more bodies of dead victims, many of who are hard to be identifiable, from the rubble as the death toll crossed 1,000 mark the same day.

Hailing from Koshigari village in Ghoraghat upazila of Dinajpur, Reshma used to work on the second floor of the now flattened nine-storey Rana Plaza.

THE MIRACLE

Seconds after a team of rescuers invited journalists to visit a portion of the debris near a small puddle, army warrant officer Abdur Razzak who was standing guard near a hole, saw a stick coming out through a narrow hole, moving.

Hurriedly removing the gravels, he saw the face of a woman through the hole.

“What could be more pleasing than to seeing a survivor standing there on the 17th day of the collapse and asking us to bring her out from there?” Maj Moazzem Hossain told The Daily Star.

Identifying herself as Reshma, she replied that she was in good health when asked whether she could hold a bit more to let the rescuers make way into the rubble.

Stopping the use of heavy machines to avert any accident, the rescuers asked her to move a little away.

Then creating a big hole with light handheld instrument, like hand saw, hammer and drilling machine, the rescuers brought her out finally at 4:16pm.

ALL NOT LUCKY

Another woman Shaheena was found surviving inside the debris on April 28, more than 100 hours after the building collapse.

But rescuers could not pull her out of the rubble alive even after trying their best.

Ezazuddin Kaikobad, 35, who along with five other rescuers, including two army personnel, entered a tunnel inside the rubble of Rana Plaza on April 28 to pull out garment worker Shaheena, who got trapped behind a beam on the third floor.

When Ezaz was cutting a rod with power saw, a fire broke out from the sparks that originated from the rod-cutting, prompting the rescue team to retreat immediately.

He was admitted to the burn unit of CMH in Dhaka with around 55 percent burn injuries.

He died in a Singapore hospital on May 5.

Appendix 5

Worksheet for Class-A

Name: _____

Class: _____

School: _____

A. Read the following sentences and identify whether they are True or False. Tick “T” if the sentence is True and tick “F” if the sentence is False.

1. Bishwajit was only 24 years old.
2. Bangladesh Chhatra League activists of Dhaka University attacked Bishwajit.
3. Bishwajit was taken to Ayesha Memorial Hospital after being injured by BCL activists.

*T	*F
*T	*F
*T	*F

B. Read the following statement carefully and answer the question given below.

“Student politics should be banned from Bangladesh.”

1. Do you agree or disagree with the above statement? Give reasons for your answer and express your views.

Answer:

Appendix 6

Worksheet for Class-B

Name: _____

Class: _____

School: _____

A. Read the following sentences and identify whether they are True or False. Tick “T” if the sentence is True and tick “F” if the sentence is False.

1. Reshma was rescued after being trapped for ten days.
2. Reshma used to work on the 2nd floor of Rana Plaza.
3. Reshma was taken to Combined Military Hospital in Savar, after being rescued.

*T	*F
*T	*F
*T	*F

B. Read the following statement carefully and answer the question given below.

“The rich people and Government should give more attention to each and every garment worker’s life.”

1. Do you agree or disagree with the above statement? Give reasons for your answer and express your views.

8. Class was fun and interesting.

Please write a few reasons for your answer in the space provided.

*Class A	* Class B
*Both	*None
Reasons: _____	

9. Teacher motivated me to try harder and stay positive in class.

*Class A	* Class B
*Both	*None

10. Which class did you like more?

*Class A	* Class B
*Both	*None

11. Teacher's attire was appropriate for class.

*Class A	* Class B
*Both	*None

Appendix 8
Lesson Plan
Class-A
(Nashra Hussein)

Date:	01 July 2013, Monday
Time:	5:30 pm to 6:30 pm
Duration:	1 hour
Numbers of students:	10
Medium of Instruction:	English
Physical condition of the classroom:	A small sized classroom with chairs, tables, printed pictures, worksheets, reading text.

Learner Profile:

Age:	15 to 16 years old
Class:	Class-9
Proficiency level of L2:	
Cultural and Language background:	Bangladeshi students with Bangla as L1.
Purpose for learning English:	To teach them to read for; detailed comprehension (Scanning), gist (skimming) and go through the process of predicting

Aim:

To develop skills of predicting, reading for gist and detailed comprehension.

Objectives:

- 1) To allow students to make interpretation by the use of L2, furthermore, practice speaking during pre task via which elicitation will take place.
- 2) To motivate students to identify detailed information from reading text.
- 3) To motivate learners to participate in active reading.
- 4) To enable learners to think critically and participate more in terms of responding to questions.
- 5) To facilitate learning by prompting enthusiasm among students.
- 6) To provide students with comprehensible input and enhance their level of understanding.
- 7) To show respect and interest in learner's effort while giving effective feedback and asking questions orally.
- 8) To follow the IRF sequence of classroom discourse and maximise teacher talk time.

Teaching Aids:

- 1) A news paper article titled "A Murder: Who will Explain?" Daily Star.
- 2) Photocopies of the article for all the students
- 3) Worksheets
- 4) Printed pictures

Lesson Procedure:**Content**

Stage, duration and type of interaction	Teacher Activities	Student Activities	Materials
1) Warming up: Pre-task activities Whole class	1) Asks students about their knowledge of violence and riots (convergent & divergent questions) 2) Pictures are shown 3) Asks	1) They share their knowledge with the teacher 2) They look at the	1) Printed pictures

10 minutes	students about the ideas they get from the pictures and how they feel (divergent question) 4) Varying types of feedback are given to their response (elaboration, acknowledgment, inform, prompt, encouragement, reformulation). 5) Students are asked to elicit the topic of the lesson at this point.	pictures and try to associate it with their background schema. 3) They guess what the topic of the lesson can be.	
2) Reading Skill: Few students are directed to stand up and read, while the rest of the class follow (15 minutes).	6) Selects a few students in turn to read passages of the article. 7) Gives feedback to reading errors immediately (minute by minute contingency).	3) Selected students read from the article and others listen and try to follow	2) Photocopies of the article 'A Murder: Who will Explain?'
3) Reading Skills: Whole class 15 minutes	8) Asks questions regarding the article (literal & divergent questions). 9) Invites learners to speak up in class and express their views while responding to teacher's questions. 10) Gives feedback accordingly (elaboration, acknowledgment, inform, prompt, encouragement, reformulation). 11) Displays sense of humor and positive attitude in the 'initiative' move and 'feedback' moves. 12) Uses L1 when needed while explaining difficult concepts or meanings of words.	4) Students answer questions and respond to teacher's invitation one at a time.	----
4) Reading skills Whole class 1 minute.	13) Worksheets are given out. 14) Gives instruction for the test.	5) Students listen to the instructions carefully.	Worksheets
5) Reading skill	—	6) Students	Worksheets

Whole class 15 minutes.		complete their test.	
7) Post activity: Whole class 4 minutes	15) Asks students if they liked the topic. 16) Establishes rapport. 17) Displays appreciation for participating.	7) Students respond to teacher.	—

Possible Problems:

1) The students may have trouble understanding the article.

Solutions:

1) As teacher talk time is maximised, teacher will explain difficult concepts if they have trouble understanding.

Materials:

- Printed pictures
- Worksheets
- News paper articles

Note:

Reading skill is the focus of the lesson and use of authentic material and relia remains present. The IRF model is being applied in terms of classroom discourse. Speech modification is taken into consideration; as slow rate of speech, pausing between sentences, loud and clear pronunciation, use of easy vocabulary, modification of discourse and paraphrasing information are being incorporated in teacher's speech. Use of non-verbal cues and gestures by the teacher are taking place. The teacher walks around the class while teaching, smiles more often, nods, displays lively facial expression while conducting class. Use of native language to explain difficult concepts or meanings of words, and various forms of questions and effective feedback are being practiced. The motive is to facilitate learning in order to enhance their level of motivation, participation and comprehension of reading materials in class. Lastly, it is important to note that most of the features of teacher talk in

accordance to the theories, as mentioned in the literature review section, have been implemented in the class via teacher talk.

Appendix 9
Lesson Plan
Class-B
(Nashra Hussein)

Date:	02 July 2013, Tuesday
Time:	5:30 pm to 6:30 pm
Duration:	60 minutes
Numbers of students:	10
Medium of Instruction:	English
Physical condition of the classroom:	A small sized classroom with chairs, tables, worksheets, reading text.

Learner Profile:

Age:	15 to 16 years old
Class:	Class-9
Proficiency level of L2:	
Cultural and Language background:	Bangladeshi students with Bangla as L1.
Purpose for learning English:	To teach them to read for; detailed comprehension (Scanning), and gist (skimming).

Aim:

To develop skills of reading for gist and detailed comprehension.

Objectives:

- 1) To enable students to identify detailed information from reading text.
- 2) To enable learners to participate in active reading.
- 3) To enable learners to undergo process of low-level thinking while answering questions.
- 4) To exceed student talk time from teacher talk time.
- 5) To allow students to experience autonomous learning by letting them go through the process of self correction, peer correction, students can initiate questions and topic for discussion, students can seek for clarification.

Teaching Aids:

- 1) A news paper article titled, “Woman Pulled Out Alive,” Daily Star.
- 2) Photocopies of the article for all the students
- 3) Worksheets

Lesson Procedure:**Content**

Stage, duration and type of interaction	Teacher Activities	Student Activities	Materials
1) Warming up: Pre-task activities Whole class 5 minutes	1) Reads out the topic of the lesson. 2) Explains what the topic means in short.	1) They listen to what the teacher says.	1) Photocopies of the article ‘Woman Pulled Out Alive.’
2) Reading Skill: Few students are directed to stand	2) Selects a few students in turns to read passages of the article.3) Students are told to ask questions in between	2) Selected students read from the article and others listen and	

<p>up and read, while the rest of the class follow.</p> <p>(23minutes).</p>	<p>in order to seek for clarification or initiate topic of interest. 4) Students can self-select in terms of answering their peers' questions if they want to. 5) Teacher strictly uses L2 in class only.</p>	<p>try to follow</p> <p>3) Students can ask divergent questions or question for clarification, initiate topics of interest. In this process they will also undergo the process of self correction or peer correction.</p>	
<p>3) Reading Skills:</p> <p>Whole class</p> <p>10 minutes</p>	<p>6) Asks only a few questions regarding the article (literal and display questions). 7) Feedback to correct responses are not given, whereas to incorrect responses, feedback is given in the form of ignoring, asking the next student for correct response or giving non verbal cues to indicate the incorrect response. This is done in order to minimize teacher talk time and maximize student talk time and facilitate peer-correction.</p>	<p>4) Students answer questions.</p> <p>5) They go through the process of self-correction and peer-correction orally.</p>	----
<p>4) Reading skills</p> <p>Whole class</p> <p>1 minute.</p>	<p>8) Worksheets are given out.</p> <p>9) Gives instruction for the test.</p>	<p>6) Students listen to the instructions carefully.</p>	2) Worksheets
<p>5) Reading skill</p> <p>Whole class</p> <p>20 minutes.</p>	—	<p>7) Students complete their test.</p>	3) Worksheets

6) Post activity: Whole class 1 minute.	10) Wishes the students good bye.	8) Students wish the teacher good bye in turn	<hr style="width: 10%; margin: auto;"/>
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Possible Problems:

1) They may have trouble understanding the text.

Solutions:

1) Peer correction will take place in class orally in order to come up with a solution in case if they have trouble understanding.

Materials:

- Worksheets
- News paper articles

Note:

Reading skill is being practiced in class. IRF model is not being followed in terms of classroom discourse. Student talk time is being maximized and negotiation of meaning is taking place among student-to-student as well student-to-teacher. Use of L1 is prohibited in classroom. Speech modification and other forms of non-verbal behavior and gestures are being used at a moderate level, compared to Class A. Teacher will mostly sit in front of the class. Positive attitude will not be shown and feedback will be minimized compared to Class A, in order to minimize teacher talk time. Instead, students will negotiate meaning and undergo the process of peer-correction or self correction. Teacher may occasionally give non verbal clues to indicate incorrect response. Students are allowed to initiate different types of questions and topic of interest in the process. In this case, we can see that autonomous learning is being practiced instead of focusing more on the quality of teacher talk.