"Teacher Talk Time in ESL classrooms in Bangladesh"

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Abstract

This research examines the influence of Teacher Talk Time (TTT) in foundation courses of ESL classrooms at the tertiary level. A questionnaire was designed with a combination of 15 questions on the Likert scale and four open ended questions for collecting data from 65 students of two private universities of Chittagong. All these students were from different majoring subjects who took this foundation course to improve their proficiency before beginning their main course of study. The researcher observed the teachers of the same classes on the basis of Douglas Brown's (1984) 'Teachers Observation Form' criteria of teacher observation to find out how they utilize the teacher talk time. Findings show that the students prefer the teacher talk time to be more in the classroom and they want their errors to be corrected immediately. Most of the teachers, on the other hand, ask different display questions such as "this is correct," "Very good" etc. to give a positive feedback to the students. This research will serve other practitioners and learners of ESL courses to modify their TTT in classroom.

Acknowledgement

Preface

My own interest in conducting the research on Teacher Talk Time in ESL classrooms in Bangladesh relates to the fact that I was employed as a teaching facilitator in a private university. I am therefore, aware of the problems the teachers face, not only in reaching an acceptable standard of proficiency in English, but also in coping with the high expectations of the organization and in dealing with a situation in which young learners in University arrive with a wide range of different backgrounds in the learning of English. These learners were intermediate students and had good academic results. They came from different parts of Bangladesh and their academic background was completely in Bangla. They had learnt English only as a subject but had no exposure to it. It came to my view that if the instructions were clear and nicely explained the learner really enjoyed doing the task all by themselves. They loved to do most of the talking to improve their English language. As in their schools or colleges and societies they had no exposure to English language and the teachers themselves spoke in Bangla, so when the students were given a chance to speak in English they really took a whole grip of the whole situation. They eagerly participated in the class. This situation gave me the thought of working on teacher talk time as my research topic. After beginning of my research, I formally observed five teachers who were teaching English to the University learners in first semester; classroom observation and questionnaire was also conducted.

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Chapter 1

Introduction

The aim of every language course in any institution is nothing but to develop language competency. From the teachers' point of view a language course must fulfill the desired objectives set by that particular institution. From the learners' point of view, language classroom is a place to extract as much knowledge one require to improve one's language proficiency. Richards and Lockhart (1994) say that teachers uses the target language as the principal means for giving instructions and directions, modeling target language patterns, and giving feedback on students' performance. The students learn language both to negotiate classroom interaction with the teacher and other students (182). In any language course the teacher aims at developing participants' language competency and conversely participants go through language programme and teachers' instructions to learn and develop their language skills. To a large extent the learners develop their language competency through learning the second language within the classroom with the help of input given during teacher talk time. According to Harmer (1998) "The way that teachers talk to students- the manner in which they interact with them- is one of the crucial skills, but it does not demand technical expertise" (3). Teacher talk motivates a learner to learn his subject to a large extent. Usually teacher talk helps to make class active and to convey the thoughts and ideas to the learners. "The two general rules for giving instructions: they must be kept as simple as possible, and they must be logical (Harmer 4). So, the more a class is interactive the more the learner will get the opportunity to practice in the target language and the more they will learn.

Chapter 2

Background to research

2.1 Definition of teacher talk

The kind of language used by teachers in the classroom with characteristics of slower and louder speech, exaggerated pronunciation and simpler vocabulary and grammar for communication and instruction is known as teacher talk (Richards108). Interaction is a two way communication. Teacher- student interaction mostly takes place within a classroom setting. For a second language learner, classroom is the main place where they are mostly exposed to the target language. In classroom teachers sometimes even repeat the topics or lessons for better understanding of the students. Longman Dictionary of Applied Linguistics (1985) defines "teacher talk" as the variety of language "which is sometimes used by teachers when they are in the process of teaching" (289). In trying to communicate with learners, teachers often simplify their speech, resembling many characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Richards 289). According to Charles Ferguson (1971), "foreigner talk" is defined as "A register of simplified speech... used by speakers of a language to outsiders who are felt to have very limited command of the language or no knowledge of it at all" (qtd.in Brulhart 29). The language that is used by the teachers in the classrooms is totally different from other settings. It has its own specific features with its main objective to communicate with learners and develop their language proficiency. Learning a second language in a non- instructional setting is different from learning in the classroom (Lightbown and Spada109). In non-instructional setting the learners are exposed to a wide range of vocabulary with errors rarely being corrected but within the

classrooms learning is limited to a few hours, errors are frequently being corrected and learners are always in a pressure to perform the four skills as reading, writing , listening and speaking in second language. Teacher talk is carried out in the class when the teachers are giving instructions for completion of any task, for managing activities and for communicating with learners to understand whether they are following teachers' instructions carefully. The time span within which teacher talk is delivered is known as teacher talk time. Similarly, the response of the learners in practicing the language by interacting to what teacher says, promotes communication. According to Rod Ellis (1985), "Teacher talk is the special language that teachers use when addressing L2 learners in the classroom." He also commented that "the language that teachers address to L2 learner is treated as register, with its own specific formal and interactional properties" (145). So, teacher talk is a special kind of register that can only be observed in a classroom where the teacher tries to teach his students. It may consist of instructions to complete a home work, explanation of new task or theories to make the pupils understand a new term of the course or feedback to there performance in class.

Language teaching is a complex process where teachers have to achieve many objectives in the classroom. They have to impart knowledge to the learners. They have to organize their thoughts, ideas and views before putting them forward to their learners. This would help the teachers to achieve the teaching objective. The language used by teachers determines success or failure of the class to a larger degree. Many scholars found that teacher talk makes up around 70% of classroom language (Chaudron, 1988; Cook, 2000). In Bangladesh, classroom or any other language learning institution is the chief source of learning a second language but there are rarely any place where second language can be

spoken outside the classroom environment. The learners make a better use of teacher talk time in learning the second language. In traditional classrooms teacher talk is more content based where the talk is just on the related topic and where the aim of the teacher is just to finish the content of the syllabus on due time. They completely neglect and overlook the learners' needs. The use of class time is largely determined by the teacher and they look upon the textbook to guide curricular and instructional decision making (Relan and Gillani 50)

This research finds out how teacher talk in second language classrooms affects second language learning by viewing learners' ideas about teacher talk time. There are many aspects of teacher talk, but here only the oral form of teacher talk on that is teacher talk time, teacher's assessment and teachers' questioning.

2.2 Literature Review

According to Allwright and Bailey (1991) a classroom research "simply tries to investigate what happens inside the classroom when learners and teachers come together". From giving directions to explaining activities, disciplining learners, giving instructions to the learners what they should do while doing classroom activities, questioning and giving feedback everything is included in teacher talk. Classroom research is also known as 'action research' (Brown 437). According to Giaes (1983) "Classroom process research, is the study of communication in the classroom, has taken different forms: interactional analysis; teacher talk; discourse analysis" (qtd. in Ellis 143). Teacher talk plays a very important role in language learning. According to Nunan (1991) contends that "teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of L2 acquisition. It is important for the

organization and management of the classroom because it is through speech that teachers either succeed or fail to implement their teaching plans" (qtd.in Dong-lin 57). It is an absolute necessary part of language teaching in organizing activities. All language classrooms are not alike. They differ in terms of environment, teaching techniques and methods, allotted time and many other factors. The type and the amount of teacher talk are regarded as an important factor to be able to make decisions confidently and quickly which results in success or failure of classroom teaching. The teacher uses teacher talk and tries to make it simple and easy to understand. Effective teacher talk provides support to facilitate both language comprehension and production of language (Richards and Lockhart 184).

2.3 Features of teacher talk

Teacher talk has many features. Teacher talk has double features. One form refers to the speed, pause, repetition, modifications of teacher talk. The other refers to the quality and quantity of teacher talk, the teachers' questions, interactional modifications and teachers' feedback (qtd. in Dong-lin 58).

2.3.1 Formal features of teacher talk

Gaies (1977; 1979), Henzl (1979), Long (1983); and Long and Sato (1983) observed studies on teacher talk and came up with the following findings:

1) Henzl observed adjustments in pronunciation, lexis and grammar. Formal adjustments occur at all language levels.

2) In general, ungrammatical speech modifications do not occur.

In a classroom, teachers' language should be the model for the students to imitate and to motivate them to learn the second language. So, the words chosen by the teacher should meet the needs of class teaching.

3) Interactional adjustments occur

A language classroom consists of learners of different levels of proficiency. The teacher should not use the same language of teaching for all the students. They select the words to be delivered according to the learners' proficiency level. With beginners, they use more accurate and standard pronunciation; the length of their utterances becomes shorter, speech is pitched higher, exaggerated intonations and so on. Difficulties and complexities in language are avoided (Ellis 145).

Chaudron (1988) investigated teacher talk and summarized some research results on teacher talk that shows the classroom modifications:

1) Rate of speech is slower.

2) Pauses are more frequent and longer.

3) Pronunciation is simplified and exaggerated.

4) Teachers more frequently self repeats.

5) Basic vocabulary is used.

6) More declaratives and statements are used (85).

These above points reflect some properties of teacher talk. Since the research focuses on oral form of teacher talk, more of functional features would be discussed.

2.3.2 Functional features of teacher talk:

2.3.2.1. Amount of teacher talk (Teacher Talk Time)

For the students, the most effective use of their time in the classroom when they are actively using the target language is known as student talk time. It can be in form of answering, questioning, class participation and so on. The effective use of class time by a teacher is fulfilling his target, completing the lesson within the time and also encouraging student participation in classroom is known as teacher talk time. Successful TTT takes place when teachers choose a language level to give instructions that students are already familiar with, to communicate and minimize their talk.

Teacher talk serves as an important factor of language exposure and a way to generate interaction, develop competency and to make learning visible (qtd. in Xuelian Lei 75).

In a classroom in the process of teaching and learning both the teacher and the learners should participate in activities and learning process actively. The teachers should give enough quality input and provide the scope and opportunities for learners to practice the language. Research in language classrooms have established that teachers tend to do most of the talking. That is 70% of the total talk time by devoting more time in instructions, explanations and so on restricting time for other activities and minimizing learners' opportunity. In order to avoid over use of teacher talk time and maximize student talk time, Harmer (1998) points "the best lessons are ones where student talk time is maximized, but where at appropriate moments during the lesson the teacher is not afraid to summarize what is happening (4).

2.3.2.2 Teachers' questions

Questioning is a very important tool used by teachers to control the interaction in classroom. It serves as a technique and a way to keep a check on the learners. According to Gall (1984) in some classrooms over half of class time is taken up by question and answer exchanges (qtd. in Richards and Lockhart 185).

Functions of teachers' questions

Questions can perform a function of giving a clear idea to the teachers about their learners' level of understanding the lesson in the classroom. Questioning is done in the classroom by the teachers to get a glimpse of what their learners know, think about a particular topic and what their knowledge lacks in. It helps the learners to get acquainted with the new learning material and also relate it with the previous learning material. Teachers' questions can make learners participate actively, leading them to utilize their ability by challenging their thinking and giving them problems to solve related to the class task (qtd. in Richards and Lockhart 185).

Types of teacher's questions

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

1) Procedural questions: these questions have to do with classroom management, procedures and routines as opposed to the content of learning. They a different function from questions designed to engage the learners in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction.

2) Convergent questions: these encourage learners' response or focuses on the central theme. These responses are often answers, such as "yes" or "no" or short statements. They do not usually involve higher level thinking but often focuses on the recall of

previously presented information. Language teachers often ask a rapid sequence of convergent questions to help develop aural skills and vocabulary before moving on to some other technique.

3) Divergent questions: these are opposite to convergent questions. They encourage diverse student response which are not short answers and which require students to engage in higher level thinking and encourages students to provide their own information (186).

A further distinction has been made by Long and Sato (1983) between 'referential' and 'display' questions. Referential questions are the ones that teachers do not know the answers of. Display questions are the ones that teachers know the answer of and which are designed to display particular structures. It was found that in naturalistic discourse referential questions are used more frequent than display questions (qtd. in Richards and Lockhart 187).

2.3.2.3 Teachers' feedback

Providing feedback to learners on their performance is another important aspect of teacher talk. Feedback can either be positive or negative and may serve not only to let learners know how well they have performed but also to motivate them and build a supportive classroom climate. In language classrooms, feedback on student's spoken language may be a response either to the content or to what a student has produced or to the form of an utterance.

Feedback has two main components: assessment and correction (Ur 242).

Teachers' correction

All learners make mistakes in the process of learning and they learn when their mistakes are corrected. It is essential for a teacher to point out learners mistakes and provide correction. According to Ur (1996) in correction, some specific information is provided on aspects of learners' performance, through explanation, or provision of better or other alternatives, or through elicitation of these from the learner (247). One very important issue is how correction is expressed: gently or assertively, supportively or as a condemnation, tactfully or rudely. Ur (1996) prefers tactful correction. Teachers should go for the corrections that are best for their learners. They have to be very careful that while correcting they should not degrade the learners so that the learners can keep up their confidence level and will not become upset. A teacher should have a good amount of sensitivity while correcting the students. Ur (1996) believes that teachers could adopt the following techniques to correct students' errors:

1) Not reacting to all mistakes.

2) Indicating the mistake but not providing any further information about what is wrong.

3) Saying what was wrong and providing a model of the acceptable version.

4) Indicating something was wrong and eliciting acceptable version from the learner who had made the mistake.

5) Pointing out to the mistaken part and eliciting an acceptable version from another member of the class

6) Asking the learner who made the mistake to reproduce the corrected version.

7) Providing an explanation of why the mistake was made and how to avoid it.

(249)

Correction helps students to clarify their understanding of the meaning and construction of the language (Harmer 62). It is also necessary to praise learners for their success. Encouraging words like "good, Ok, well done, thank you" and so on (Harmer 63) helps learners to perform well and boosts up their motivation to learn the language.

Teacher's assessment

Assessment is a technique to inform the learner how well they have performed, do they need to improve and overall how much they know their work. A grade in percentage on an exam would be one example; or the response "No" to attempted answer or "Excellent" at the end of a written exam (Ur 242). Below is the list of words or phrases that the teachers use for evaluating learners' performance.

1) Confirmation like "good", "right", "well done", "correct", "no", "it is wrong", "is the answer correct?" and so on.

2) Encouraging words like "that is better", "try again", "can do better", and "take your own time" and so on. It is totally up to the teacher to decide what kinds of words, phrases or sentences they would prefer to encourage their learners, create positive learning environment and for effective learning to take place (qtd. in Yanfen and Yuqin 81).

2.4 Related theories

According to Krashen's input hypothesis, learners acquire language only by understanding or receiving comprehensible input. He considers the idea that language learning is propelled by the receptive skills rather than by the productive ones. The input hypothesis gives the answer to the question of how a language learner develops

competency over time. This competency is possible due to interpreting the context of the language we are hearing or reading and our knowledge of the world. The learners need input that contains good examples of language forms to make second language acquisition successful (qtd. in Ellis 157). The input hypothesis tells us how a language acquirer develops competency over time. A language acquirer who is at level 1 should get input at i (level i+1), in other words, only when a language acquirer understands language that contains structure one step ahead of what they know. Acquisition takes place when the learners understand the language which automatically happens if the communication is successful. Teacher talk actually serves as the main source of input of language exposure in classroom learning, which is more crucial for second language learning and so teachers should make their input comprehensible and in the adequate quantities.

The idea 'comprehensible input' has been criticized by researchers. Swain's output hypothesis puts forward an argument that only comprehensible input is not sufficient but comprehensible output is also needed for learners' grammatical competency. Besides giving adequate input, teachers should provide opportunities, give learners more time to practice, should pressure the learners to produce the second language. Both input and output are very essential for a learner to learn and produce second language. In particular, Swain (1995) proposes three ways in which talk contributes to second language acquisition:

1) Talk plays a noticing role; it triggers a consciousness-raising function with respect to language structures.

2) Talk performs a hypothesis testing function; it represents the speaker's best guess and with feedback learners modify their input.

3) Talk performs a metalinguistic function; students use language to reflect on language. Promoting student learning of the target language, in classroom settings student talk provides teachers with data to guide their teaching and performance of the student. If opportunities are not provided for students to produce the target language, it is difficult for teachers to know how to monitor their progress and to be responsive to their particular needs (qtd. in Boyd and Rubin 498).

2.5 Classroom interaction and SLA

It can be said that language used in the classroom affects the nature of interaction which in turn affects the chances for learning. According to second language acquisition (SLA) theories, both the teacher and the students should participate in language classrooms actively. Fillmore (1982) in one of her researches investigated how classroom interaction affects the rate of SLA. Her study also suggests that both the quantity and the quality of input is influential in determining the rate of SLA (160). Learners will learn well when they are given enough chances to interact in classroom conversations. Interaction is important for language learning which can be done only through talking and in conversations. Classroom interaction is mainly realized by IRF (teachers' initiate-students' respond- teachers' feedback) structure. In this the teacher initiate interaction by asking questions which creates more interaction activities, and can prompt students to participate in all kinds of negotiation of meaning. Negotiation makes input comprehensible and promotes SLA (Ellis142).

2.6 Bangladesh Perspective:

In Bangladesh, the target language or second language is rarely used; classroom becomes the main place of exposure for it. According to Begum Shahnaz Sinha (2001) English has been taught for more than a hundred and fifty years in the English medium schools and private universities of Bangladesh. It is assigned as the major language for achieving classroom activities successfully (169). According to D.A. Wilkins (1972) "society creates the context of learning and within this we try to meet the needs of the individual" (qtd. in Sinha 169). Since English is the second language in Bangladesh people developing educational policy feel that there should be high levels of proficiency in second language learners.

The four skills of language learning- listening, speaking, reading and writing are expected to be acquired by the learners, but the major interest in English classrooms is reading and writing with little or no attention paid to listening and speaking (Sinha 171). The classrooms become the ideal place where the learners are in continuous contact with the teachers who use the second language as their medium of communication and instruction. According to Parrish (2004) the language that teachers use in class can have tremendous impacts on success of interactions they have with students. The learners can also practice the second language with their fellow learners together (175), but in Bangladesh the learners consider this language as the most difficult and terrifying subject and they tend to suffer a kind of English Phobia. They study the language either to obtain marks, to secure position in merit list or just to get pass marks. It culminates into a higher rate of failure in higher and secondary schools. Only very few learn English to know and enjoy the language. According to F.L. Franke (1986) "a language could be best taught by using

it actively in the classroom rather than using analytical procedures that focus on explanation of grammar rules...' (Sinha 170). Hence it is very much essential for a teacher to play the role of a guide, helper, facilitator and not just a lecturer.

Chapter 3

Research Design

3.1 Objective

To find out students' views and opinions about ideal teacher talk time with that of actual teacher talk time in English foundation course at the tertiary level classrooms of Bangladesh.

3.2 Research questions

1. What is the amount of teacher talk time and student talk time (STT) of the total class time in English foundation course at the tertiary level?

2. What patterns of referential and display questions different teachers use in the classroom?

4. What impact do these questions have on language learning?

5. What are the different types of teachers' assessment and praises?

6. What kind of feedback is given to learners by teachers' when the error occurs?

3.3 Participants

Teachers

In this research five teachers of two private universities were surveyed who teach English to the learners in the 1st semester. They are all aged from 28 to 55 years. All of them have completed M.A. in English except for two who have done there PhDs. These teachers have the experiences of teaching in many private universities and they also have presented research papers at many seminars and conferences of various universities in Bangladesh. They are experienced teachers of the two private universities and represent

the main constituents of the teaching faculty. The teachers are represented as T1, T2, T3,

T4 and T5.

Table 1: Qualifications and years of experience of the teachers.

Number of teachers	Gender	Educational background	Teaching Experience
T1	Female	M.A, complete education in English	10 years
T2	Male	PhD	20 years covering most universities in Bangladesh.
T3	Male	PhD	10 years
T4	Female	M.A	5 years
T5	Female	M.A from a public University.	5 years

Students

Sixty five learners of the faculty of Arts and Humanities from two private universities

were given written questionnaires to be answered in order to get a more detailed and

complete data. Each questionnaire took about 20 minutes to complete. These learners had

entered the university courses with a very little verbal knowledge and understanding of

the second language. The average size of each class varied from 25-30 learners. This

research was conducted within two months with the condition that the names of these

universities will not be revealed in the research. The learners were given briefings about the objectives of the research prior to distribution of the questionnaires.

3.4. Procedure

Questionnaire

Questionnaires were given to the students to investigate the learners' ideas towards teacher talk and their evaluation of teacher talk. The questionnaire had two parts. Part I was composed of 15 items in which modified Likert Scale was used and Part II had 4 open ended questions. The respondents were asked to rate the level at which they agree or disagree with a statement on the Likert scale. The percentage and mean score of each statement indicated whether majority of the respondents supported the statement or not. The open ended questions gave the respondents a scope to express their opinions about teacher talk in classrooms.

Classroom observation

During the classroom observation, the research was performed by observing the teaching sequence without informing the teacher in advance. It was done to collect data in its natural setting. The complete process of what happens within a regular classroom was observed. A total of ten classes comprising of two classes of each teacher were observed. Details of each class were listed by the researcher. Then the teacher talk was analyzed with the research questions which this research has set out. Classroom observation was done with the help of some of the criteria (see appendix 2) adapted from (Christison and Bassano's 'Teachers Self-Observation Form (1984)) Brown's (2001) (432).

3.5. Method of Analysis:

The returned filled questionnaires were taken, and turned into percentages. The mean score of each question of the Likert scale was calculated to find out what is preferred by the students. The returned filled-up questionnaires were taken, and data were analyzed. The mean score of each question of the Likert scale was calculated to find out what is preferred by the students. Results of teacher observation have been divided into categories for easier understanding and discussion.

3.6. Significance

The information collected from the research will serve as the basis of basic characteristics of the teacher talk time in foundation English courses which will be helpful to improve teacher talk time in other ESL courses.

Chapter 4

Findings and Analysis

4.1 Results of the questionnaire (Part- I)

Interaction between the teacher and the students, and constructive feedback from the teacher's side affect their second language learning to a certain extent. The tables given below shows the students' response to different statements on teacher talk time on the modified Likert scale (see appendix- 1). Each of the questions had the following points against each of the statements on the scale:

5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly Disagree

If the total mean score of a statement is more than 3 among all the students, then the majority of them have supported the statement. If the score is less than 3, it means that only a few respondents have supported the statement. On one side if the score on the scale is between 3.1 to 4, that means the learners agree with the statement; if the score is between 4.1 to 5 means the learners strongly agree. On the other hand, if the mean score is between 2.1 to 3, then that means the majority learners disagree with the statement. If the mean score is between 1 to 2 have strongly disagreed with the statement.

Table 2:

It is better if the teacher explains everything to me					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
No. of Students	30	24	9	2	0	
Percentage	46.1%	37%	13.9%	3%	0	4.3

In table 2, it can be seen that 46.1% (30 learners) strongly agree and 37% (24 learners) agree that teachers should explain everything in class. So we can say that a total of 54 learners that includes more than half prefer lecture mode in class. Although we are trying to implement CLT to make classroom more interactive, most of the learners prefer more of teacher talk and lecture mode in classroom. The total mean is 4.3 on the Likert scale which shows that the majority of students prefer the teachers to explain everything in classroom.

Table 3:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
The learners want to be asked questions and given a chance to answer in class						
Student number	20	33	11	1	0	4.1
Percentage	30.7%	50.8%	16.9%	1.5%	0	

According to Table 3, 50.8% (33 learners) strongly agree and 30.7% (20 learners) agree that they should be given chance to answer in class. These learners are the ones who do most of the talking and are very positive about their proficiency. 16.9% (11 learners) and 1.5% (1 learner) do not want chances to answer in class and these are the shy students who have less proficiency of the language are usually back bencher who like to stay out

of the teacher's gaze. The total mean score is 4.1 on the Likert scale shows that the majority of students strongly agree that they want to be asked questions and given a chance to answer questions in class.

Table 4:

The learners want the teacher to give problems to work on in class						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	22	24	14	1	4	3.9
Percentage	33.9%	37%	21.5%	1.5%	6.1%	

Table 4, shows that 33.9% (22 learners) and 37% (24 learners) want teacher to give them problems to work on in the class. They want to improve their speech and practice new language. On working with problems would help them in learning the language better. The total means score is 3.9 on the Likert scale shows the majority of students agree as they want problems given by the teacher to be solved by them in the class. 7.6% (5 learners) do not want problems to be worked on in class.

Table 5:

Learners want to answer questions in Chorus						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	9	11	23	10	12	2.9
	13.0%	16.0%	35.3%	15.3%	18.4%	

In above Table 5, 35.3% (23 learners) stay neutral to answering question no. 4 in chorus. 33.7% (22 learners) disagree and total 30.8% (20 learners) respond from the range of "agree" to "strongly agree". It can be said that proficient learners do not prefer answering in chorus. Weak learners who fear English prefer answering in chorus. The total means score is 2.9 on the Likert scale shows the majority of students disagree with answering questions in chorus. It can be said that there are still majority learners who are not confident about the language.

Table 6:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Learners want to answer questions being called out by names						
Student number	11	16	20	13	5	3.2
Percentage	16.9%	24.6%	30.7%	20%	7.7%	

We can see from Table 6, that a majority of the learners that is 41.5% (27 learners) response range from "agree" to "strongly agree" and 30.7% (20 learners) remain neutral to the fact that they want to answer question being called out by their names. The total mean score is 3.2 on the Likert scale shows the majority of students agree with the thought of answering questions being named. As they want to be familiar to all in the class and to the teacher. According to the learners they feel paid attention to by the teachers when their names are called out in class. They also agree that it motivates them to work harder for improving their language proficiency.

Table 7:

Learners volunteer for answering questions						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	7	19	21	11	7	3.1
Percentage	10.8%	29.2%	32.3%	16.9%	10.8%	

Here in Table 7, though it was seen that a majority of students agreed to answer questions voluntarily (40%, 26 learners) but it was not reflected in the total class time. Most of the learners kept quiet until the teacher pointed at them or called their names. 32.3% (21 learners) remained neutral. The total mean score is 3.1 on the Likert scale which shows the majority of students agree with the statement of answering questions voluntarily. As a result we can say that only proficient and good learners prefer voluntary answering in class.

Table 8:

Learners prefer questions those have fixed answers						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean

exam and have a degree. It was observed that many learners learn English not out of interest in the subject but just they have to pass exam. 23% (15 learners) strongly agree and 35.3% (23 learners) agree and the total means score is 3.8 on the Likert scale shows the majority of students agree and prefer questions to be answered with fixed answers.

Table 9:

Learners prefer open ended questions without fixed answers					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	11	14	12	16	12	2.9
Percentage	16.9%	21.5%	18.5%	24.6%	18.5%	

The results of Table 9, reveal that 24.6% (16 learners) disagree and 18.5% (12 learners) strongly disagree to the question that students prefer answering questions without fixed answers as it would hinder in getting better results and grades. The total mean score is 2.9 on the Likert scale that shows the majority numbers of learners do not prefer to answer questions without fixed answers but in the previous question the majority wants to answer questions with fixed answers.

Table 10:

It would be better if the teacher gives longer time to think about questions					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	10	21	15	15	4	3.2

Percentage	15.3%	32.3%	23%	23%	6.1%	

From table 10, we can see that about 47.4% (31 learners) prefer the teacher giving them longer wait time to think before answering questions but it was noticed that a few of the good but not proficient learners preferred keeping quiet when a question was asked. In this process, the teacher has less time to complete his lesson. To solve the problem, the teachers tend to answer most of the questions themselves or just simply ask another learner to answer the question. The total mean score is 3.2 on the Likert scale shows that the majority of the students agree that it would be better if the teacher gives longer time to think about questions. It is a common practice of the teachers to ask a question to the students and then not wait for their responses and answer it themselves. Teachers should not do that and give some time to the students to answer.

Table 11:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Learners want to be encouraged by teachers' instant verbal feedback						
Student number	23	28	9	3	2	4.03
Percentage	35.3%	43%	13.9%	4.6%	3%	

is 4.03 on the Likert scale shows the response of the majority of students to be seconding the statement that they want to be encouraged by teacher's instant verbal feedback.

Table 12:

Learners want the teacher to point out all errors					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	25	29	5	3	3	4.07
Percentage	38.4%	44.6%	7.7%	4.6%	4.6%	

Table 12, shows that more than half of the learners, about 83% (54 learners) of total participants want the teacher to point out all their errors. 6 learners disagree with the fact as they fear English. The learners feel that in a classroom only the teacher is able to notice even the smallest error. Being corrected by the teacher would help the learner to learn better from their errors. The total means score is 4.07 on the Likert scale shows that the majority of the students agree that they want the teacher to point out all errors as it will be helpful to them in not committing any error again.

Table 13:

Learners want to correct their own errors					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	28	20	11	3	3	4.03
Percentage	43%	30.7%	16.9%	4.6%	4.6%	

Total 43% (28 learners) and 30.7% (20 learners) chose "Strongly agree" and "Agree" respectively to the statement "Learner want to correct their own errors". The total means score is 4.03 on the Likert scale shows the majority of students agree that if they correct their error they would be careful while doing their work. The result of this table is contradictory to the results of Table 12. The students prefer the teachers to correct their errors a bit more than

Table 14:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	31	15	12	4	3	4.03
Percentage	47.6%	23%	18.5%	6.1%	4.6%	

47.6% (31 learners) and 23% (15 learners) of the student participants "Strongly agree" and "Agree" respectively that they learn better when pointed immediately at the error. 18.5% participants (12 learners) remain neutral and total 10.7% participants (7 learners) do not agree with the statement. It helps them to know about the error and also helps them to avoid it in future tasks. The total means score is 4.03 on the Likert scale shows the majority of the respondents agree that if they are immediately notified of their errors, they learn and perform better.

Table 15:

Learners want to practice target language in class					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	24	17	11	8	5	3.72
Percentage	36.9%	26.1%	16.9%	12.3%	7.7%	

Table 15 shows that a total of 63% (41 learners) prefer to practice new language in class because if they utter any word with a wrong pronunciation they would be under the observation of the teacher and the teacher would correct them. To them, practicing the target language in class is essential because it is the only means and place to communicate in second language where they would be under the guidance of the teacher. The total mean score is 3.72 on the Likert scale shows the majority of students agree that practicing the target language in class with the teacher and among themselves helps to learn the language with proper pronunciation, fluency and interest.

Table 16:

Learners want more chances to talk and discuss in class					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total mean
Student number	28	24	9	3	1	4.15
Percentage	43%	36.9%	13.9%	4.6%	1.5%	

Table 16 shows the results of the statement "Learners want more chances to talk and discuss in class". Total of 79.9% (52 learners) students "Strongly agree" and "Agree" with the statement because they can practice the language among their peers by this process. Moreover, the teacher is there in the classroom to correct them and peer correction is also possible to implement; but outside classroom there is no one to correct the learners if they are wrong. The total mean score of 4.15 on the Likert scale shows that the majority of students strongly agree that they want more chances to talk and discuss in class as it helps in learning and knowing the language better.

4.2 Results of the questionnaire (Part II)

Table 17:

The teacher talk time should be			
Students' Response	Less than 20mins	20mins	25-30mins	35-40 mins
Student number	5	18	36	6
Percentage	7.7%	27.7%	55.4%	9.2%

From the Table 17, we can say that around 55.4% (36 learners) believe that teacher talk time should be between 25-30 minutes. A high number of learners think that their class time is of one hour where teacher talk time should be for not more than 25-30 minutes. Many of learners believe that the teacher talk time is far more than they expect. (27.7%) want to minimize teacher talk time into exact 20 minutes so that they have more time to practice the target language according to their thoughts expressed in the last question in questionnaire about their suggestions of teachers' talk time and verbal feedback to be. They want the feedback to be instant, motivating and encouraging.

Table 18:

The teacher talk time in my present English classroom is				
Students' Response	Not sufficient	Sufficient	A little more than required	Much more than required
Student number	7	28	19	11
Percentage	10.8%	43%	29.2%	17%

From table18, we can say that the learners around 43% (28 learners) believe that teacher talk time is sufficient in their present class. These are the learners who prefer more of lecture mode in the class where due their anxiety and fear they prefer to do less talking in the classroom. 29.2% (19 learners) think that teacher talk time is a little more than what they believe should be as a result they want more time to practice the second language. 17% (11 learners) accepts that a teacher talk time is a much more than required and 10.8% (7 learners) admit that teacher talk time is not sufficient.

Table 19:

How long is the teacher talk time on an average in your class at the moment?				
Appropriate minute	Less than 20	20	25-30	35-40
Student number	5	10	24	26
Percentage	7.7%	15.3%	37%	40%

From table 19, it is observed that 40% (26 learners) says that the teacher talk time in their class at moment is more than 35 minutes. A majority number 37% (24 learners) believe that teacher talk time at the moment in their class is between 25 to 30 minutes. 15.3% (10

learners) believe that it is 20 minutes and 7.7% (5 learners) say that teacher talk time is less than 20 minutes.

4.3. Results of Classroom Observation:

4.3.1. Teacher Observation:

The observation criteria was created based Brown's Teacher's Observation criteria(2001: 432).The observation form was divided into four major aspects such as preparation, presentation, execution and teacher and student interaction.

Table 20:

Teacher's Observation					
	T1	T2	T3	T4	T5
1. The teacher was well prepared and well organized in class.	Yes	Yes	Okay	No	Yes
2. The class material was explained in an understandable way.	Yes	Yes	Okay	No	No
3. Directions were clear and concise and students were able to carry them	Yes	Yes	Okay	No	No

out.					
4. Materials were presented at students' level of comprehension.	Yes	Yes	No	No	Yes
5. An appropriate portion of class time was dedicatied for students' production	Yes	Yes	No	No	No
6. The teacher asked and answered questions carefully and satisfactorily.	Yes	Yes	Yes	Yes	Yes
7. The teacher knew when the students were having trouble understanding	No	Yes	Yes	No	No
8. The teacher showed interest	Yes	Yes	Yes	Yes	Yes

and enthusiasm for the subject taught.					
9. The teacher was able to adapt to unanticipated situations.	Yes	Yes	Yes	No	Yes
10. The teacher moved around the class and made eye contact with students.	Yes	Yes	No	No	No
11. The teacher knew students' name.	Yes	Yes	No	No	Yes
12. The teacher positively reinforced the students.	Yes	Yes	No	No	No
13. Appropriate error perception and correction.	Yes	Yes	Yes	No	Yes
14. Personal Appearance	Good	Good	Good	Good	Good

15. Pronunciation, intonation, fluency and appropriate use of language.	Yes	Yes	Yes	No	No
16. Teacher encouraged and assured full student participation in class.	Yes	Yes	No	No	No
17. The class felt free to ask questions, to express their own ideas.	Yes	Yes	No	No	No
18. The teacher was able to control and direct the class.	Yes	Yes	Yes	No	No
19. The students were comfortable during individual activity.	Yes	Yes	No	No	No

Table 20, gives us a clear idea about the teacher's way of conducting the class. T1, T4 and T5 are the teachers with less experience and same qualification of M.A degree.

T1 is a teacher who implements new teaching techniques, T5 tries to implement CLT and T4 uses the traditional teaching techniques.

T2 and T3 are the most qualified and experienced teachers among the five. They have PhDs (see table 1.), the two teachers having the same qualification and degree but have different way of teaching and presenting skill.

T2 implements CLT, he enjoys his subject, teaching and staying amid his learners and where as T3 have a monotonous way of teaching by taking most of the time of the class hour. He likes his subject but feels bored with the learners. He finishes the lessons in class within the time, as a result minimizes student talk time, participation and makes the classroom more teachers dominated and authoritative.

Except T4, the other teachers were well organized and well prepared for the class. Their directions were clear and the materials were presented in a concise manner at students' level of comprehension. In the classes of T1 and T2 an appropriate percentage of the class time was student production where students felt free to ask questions and express their ideas except T5 though presented the materials well but the percentage of student production in her class was low. All the teachers showed an interest in their respective subjects as it was reflected as each teacher asked and answered questions carefully.

The personal appearance of the teacher in front of the class is an important factor that adds to his teaching and his presentation in front of the learner. Eye contact is a very important element in language teaching as it creates an alert atmosphere within the

classroom and the learners know that they have to be attentive. Pronunciation, intonation and fluency are very important factor that a teacher should have to attract and keep his learners attentive but it is not found with T4 and T5. The class did not feel free to ask questions, to express their own ideas in the class of T3, T4 and T5. As a result the learners did not utilize the given time properly when they were asked to work on problems within a specific time.

Teacher talk time is important in our Bangladeshi context but with proper and attractive pronunciation and fluency to keep our learners' interest for the language.

4.3.2 Total teacher talk time:

The time for communication between the learner and the teacher is 1hour which is occupied both by the teacher talk and the student talk The percentage of teacher talk time and student talk time in regard to the 1hour is presented below in (Table 21). According to other researchers findings teacher talk occupies a greater amount of class time. Among the five subject teachers, two of them occupy 50 minutes and the rest three is less to the total class time. Teachers mostly dominate the classes and are more centered while learners' are only observers of teacher talk. Obviously, now the results are in contrast with the students expectations towards teacher talk time. According to my observations, the result concludes that still now many teachers are influenced by old teaching methods commonly used to take control of most happenings in classroom from teaching to conducting activities in classroom. Learners' sits in the classroom as passive listeners and mere observers with a few opportunities to respond or speak.

Table 21:

Amount of teacher talk, student talk and percentage in total class time						
Teachers	Teacher Talk Time		Student Talk Time		Other activities	
	Teacher minutes	Percentage	Student minutes	Percentage	Other minutes	Percentage
T1	30	50%	10	17%	20	33.3 %
T2	25	42%	10	17%	25	42%
T3	50	83.3%	10	17%	0	0
T4	50	83.3%	10	17%	0	0
T5	35	58%	15	25%	10 (if possible)	17%

Other activities refer to classroom activities related to the subject or topic that includes writing exercises, reading of any texts or performing any classroom task and so on. In this part of class time there is no talking either by the teacher or the learner.

With the help of observation of five teachers in their respective classrooms T3, T4 and T5 teacher classes where the teacher talk time has reduced more student talk time and the time for other activities making the classroom more teacher centered and creating a boring atmosphere. As a result students learning and thinking process is minimized. They are not active and they cannot keep their attention focused on the teacher. On the other hand, classes of teacher T1 and T2 are more active, there is enough time for both student talk and other activities along with the teachers' lectures. As a result, learners literally enjoy these particular classes and they become active participants. The teacher also gets a

clear idea of student participating. Ultimately, from my observation and the result it can be suggested that teacher talk time should be reduced.

4.3.3 Influence of Teachers' Questions:

Teachers' questioning is an important aspect for influencing language learning within a classroom. In the classroom a total of 10 questions were used by the classroom teachers, to keep a check on the learners learning and their understanding of second language.

The teacher observation shows that in a classroom there is a preference for display question to referential questions. The learners do not like divergent questions so much as it engages them in higher level of thinking. They are encouraged to provide their own information. It was used by the teachers in between the lessons.. There were very few convergent questions just to develop the learners' aural skills and to encourage everyone's participation.

Table 22:

Teachers' use of questions				
			Convergent questions	
Teachers	Procedural questions	Divergent questions	Display questions	Referential questions
T1	1	1	5	3
T2	1	1	3	5
T3	3	1	6	0

T4	4	0	6	0
T5	1	1	4	4

Although all five teachers differed in their teaching experiences and abilities, their teaching techniques are almost the same All of them have a tendency to use display questions such as "these are examples of verbs- play, sing, dance. Am I right?"; "Did the parliament implement new amendments?"; "Is it correct?" and so on for engaging the learners. It motivated the learner to think and give response through producing answer in target language. These teachers question the learners to check their understanding, to find out the gap of knowledge in order to give more information, to review their learning and to make them practice. Teachers mainly focus on learners' literal understanding of text such as phrases, expressions but neglect students practice of language. Referential questions are useful as well as helpful for the development of learners' communicative competence. So teachers should use more of referential questions to bring out the learners' feelings and to encourage them to participate in classroom learning. It indicates learners' desire and expectations towards the opportunity of learning the second language. All teachers should try to give opportunities, direct all instructions in such a way that each and every learner in class gets an equal opportunity to participate in. teachers uses less of divergent questions as it takes longer time to think. The teacher T1, T2 and T5 uses more of referential questions except T3 and T4.

4.3.4 Response of students to Teachers' Questions:

With the help of classroom observation it was noticed that teachers' instructions and questions were directed to all the learners in the class to keep them interacting among themselves and the teacher.

It was observed that in an English language classroom, teachers' questions are answered by learners in four ways: by volunteering, being called out by students' names and teacher's self answering. The result (see table 6.) makes it clear that a huge number of learners (mean score 3.2) prefer to answer questions being named. The learners who are the active participants of the class and who have a better level of English proficiency prefer to answer questions being nominated by the teachers and called out by their names. Teachers enjoy nominating as it gives them the idea about the individual learners' understanding of the lesson. On the contrary, sometimes nominating makes the shy learners passive. It was also noticed that in order to conduct all activities properly and on time sometimes teachers often do all answering by themselves. As a result, learners become more dependent on the teachers. They expect to receive all information relevant for getting good marks in the exam instead of thinking actively. Ultimately the classroom becomes dull.

4.3.5 Feedback of the Teacher:

Giving feedback to the learners is an essential aspect of a classroom instruction. Providing feedback changes learners' behaviour and attitude in a classroom. Positive feedback is very much effective than negative feedback as it encourages and motivates a learner. According to Nunan (1991), positive feedback has two principal functions: to let

students know that they have performed correctly and to increase motivation through praise

4.3.6 Types of assessments and praises:

The teachers under observation praised their learners quite often, in which short and simple praises were used such as "Excellent"; "Good! You are improving"; "Good try! But frame your sentence correctly"; "Yes that is what I wanted to listen" and so on. It was clearly seen that none of them used any negative feedback. The teachers gave a positive assessment followed by a negative one which showed that they knew how to present students' errors in a way that will be more acceptable to the students. Ultimately, no direct negative assessment was found in the classrooms. The actual teachers' feedback that the students like to get is seen in the result of the questionnaire. It is noticed that a majority of learners strongly believe that they like to be encouraged by teacher's instant verbal feedback to improve their proficiency in the language. They also believe that their respective subject teachers usually provide positive feedback and so all of them believe that they are not criticized by the teacher.

4.3.7. Error correction

Making an error is very normal in the learning process of the student. Error reflects gaps in a learner's knowledge; they occur because the learner does not know what is correct (Ellis 17). Learners' errors were investigated on the following basis, namely "self-repair by providing a clue"; "ignoring and correcting later"; "asking another student" and "explicit corrections". It was observed that explicit correction and asking another student to answer was the common way of treating student error among all the teachers. Ultimately these two ways of error correction inhibited them from elaborating from other

activities thus inhibit their attempts in learning the language. Hence we can say that explicit corrections and self repair by providing clue are the two most desirable ways of error corrections preferred by learners. Very few learners preferred to be ignored in classroom and corrected later. The table discussed previously (see table 14.) show that a large number of students prefer to be corrected immediately by the teacher.

4.4 Discussion

It can be seen, that the amount of teacher talk influences learners' second language learning. According to Krashen's input theory and Swain's output hypothesis the learners have input of something in order to give the output.

A classroom and its on going activities are in total control of the teacher through their talk. If the teachers put a check and control their talk time, the students will get enough talk time and with the help of teacher's encouragement they can contribute to the talk time of the class. According to Harmer (1998), "getting students to speak- to use the language they are learning- is a vital part of the teacher's job. Students are the people who need the practice, in other words, not the teacher. Therefore a good teacher maximizes STT and minimizes TTT". We can see that T1, T2 and T5 are good teachers who minimize their talk and maximize STT.

In the research it was seen that majority of students has a strong desire for talking and participating in the classroom. They all wish to participate in class discussion and given a chance to talk and corrected immediately verbally if committed an error. It was also noticed that a majority of learners wish to answer questions with fixed answers as these are those learners who feel shy because of their proper lack of communicating in the

target language. And the percentage 35.3% (23 learners) and 29.2% (19 learners) agree that they learn English for performing better results and getting better grades.

They want to practice and given more chances to talk and discuss in class but are less reluctant because it can be seen that through the exchange of question and answer session the teachers get a clear idea of the learners' knowledge and about his learning. When the teachers ask a question a majority of them tends to speak in Bangla. When they are reinforced to speak in English many have the tendency to be silent.

Teachers try giving the learners a longer time to think about questions and many of the learners agree but the time constrain does not allow the teacher to do it. It was seen that weak learners never spoke up and learners with anxiety performed less because of their low confidence level. The students who were confident about their learning but not their proficiency never volunteered to answer in the class as they feared English and felt of being mocked by the proficient students of the class. From the questionnaire, the learners' interest of voluntary participation was neutral but the learners never performed it in the class. They always kept silent and waited till the teacher called their names in the class. There is a contradictory among the learners as they prefer any way of receiving feedback and being corrected by the teacher or among themselves.

Moreover, the overall result after the calculations from the questionnaire shows that throughout the course, the learners have the interest of speaking in classrooms. American scholar Wong- Fillmore puts forward two conditions for successful SLA. In a classroom Teacher talk time is completely related to students' language proficiency. She found, that when low level language proficiency prevails among students, successful SLA occurs in teacher fronted classrooms. She puts forward that in a classroom either there should be

enough learners who wants to communicate; the other is the learners must have high level language proficiency in order to communicate with teacher and among themselves. We can see that Fillmore conditions prevail in our class as some ESL classrooms in Bangladesh that I have observed are teacher dominated and there are learners with English background with high level of proficiency wishes to communicate with the teacher. In the research it is seen that in an ESL classroom there is more of teacher talk then student talk. Generally there is superiority of teacher talk over student talk. Student talk time is only for not more than 10 minutes which occur in between the lessons either for enquiry about lessons, answering questions or any problems. It can be said that teachers dominate or control tightly what happens within a classroom. Student talk is neglected and they have very little opportunity to talk. Ultimately this research results imply that the environment in the classroom is not best suited to the learners learning. Teacher talk time should be minimized by allowing students to do most of the talking with the teacher and among themselves but at the same time teacher talk time should not be minimized blindly. Students can definitely be fluent by speaking to their peers. According to Harmer (1998), "the best lessons are the ones where STT is maximized…Good teacher use their common sense and experience to keep balance right" (4).

The two common English books used in class are "English Grammar in Use" written by Raymond Murphy and "High School English Grammar" written by P.C. Wren and H. Martin have been used for many years as the main English textbooks along with many more books in these universities.

Above all we can say that how much ever we try to implement CLT and introduce the student talk time in the class, the anxiety prevails within the learners. The classrooms atmosphere and the teacher should not be authoritative. There should be no distinction of superiority among the learners especially among the learners of English medium schools. As a result it would increase the level of production of English in our country especially among the learners from Bangla medium schools.

4.4.1 Learners' Expectation

It was noticed that the learners preferred questions with fixed answers because this helped them in getting better grades. It was obvious that they enjoyed answering questions with fixed answers as they knew the language of the book and were able to answer. They wanted the teacher to motivate them to answer rather than being biased towards a few good students who respond well in class. According to Tsui (1996), establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in class. They want their teachers to involve themselves in discussions including their feelings regarding second language to reduce their anxieties about language learning. Although in language classes, teachers and the educational policy makers of Bangladesh tries to implement CLT in classrooms learners still prefers lecture mode in class.

In the majority of language classrooms the common pattern is that of an active teacher and passive learners (Shamim 124). In the ten classes observed it was found that the learners were dependent on the teacher for correction and feedback. Their self confidence level was low. There was a lot of communication between the teacher and the learner with more time covered by the teacher talk time. Most of the activities were done with

the help of the teacher. It is difficult for the teacher to get response from the learner (Tsui 145), as most of them were shy and would not speak up. According to Chaudron (1988); Lucas (1984); and Sato (1982) (qtd. in Tsui, 145) "the problem of getting students to respond is acute with Asian students, who are more reserved and reticent". It was noticed that in some classes learners' were eager to learn but were unable to bring themselves to participate actively in class. This was especially due to their lack of confidence, nervousness, afraid of losing face in front of the class and also because they were uncomfortable with the surroundings. Many of them were reluctant to speak in English and many more were not interested, but if the teacher gave an opportunity to answer in the native language, he or she gave a huge response. As a result voluntary participation was less. In one of the institution as the number of learners in a particular semester were more than 100 and there were around 30 learners in a particular section. Most of the teachers were common to all the sections, as result it became difficult for the teacher to remember the names of the learners. During the question and answer session they looked into their registers and called the learners' with their ID which hindered voluntary participation from the learners' side. Another important aspect was that the time constraint that did not allow the teacher for longer wait time which increased teacher talk time and reduced the evident of participation and self correction in class. Therefore few of the classes were not interactive class.

Chapter 5

5.1 Limitation of the research

The research would have been valid if the researcher got the opportunity to go to more universities for collecting data. The universities gave the permission for conducting research and observations of the teachers were allowed on the precondition that the name of the teachers and the universities will not be revealed and only 10 classes were allowed to observe. The paper involves about two universities located in one region of Bangladesh. We cannot take the decision of this research for overall universities of Bangladesh. This research includes information only about five teachers and 65 students. The numbers of participants were limited. The questionnaires filled by the learners were not accurate as they consulted one another while filling it up.

5.2 Recommendation

Young learners are energetic, lively and it is easier to motivate them So every language teacher should make the best use of it. It is not that our learners' do not know the language but are reticent in the language. If every language teacher does a need analysis of the learner at the beginning of the course, it would be very helpful for the teacher in knowing the student better. If they create the atmosphere by allowing the learner to have time to think, to check with one another or even create an atmosphere where the learners can admit their problems and faults without fear and if the teacher acts as a facilitator it would help in creating a good learning atmosphere where even there would be possibility for shy and hesitant learners to participate actively. To make it possible teachers could allocate some time of her class or a whole class where classroom discussions between the

teacher and learner combined with a low anxiety classroom atmosphere would be effective for the learners to make themselves feel free with the teacher.

5.3 Conclusion

This research is all about engaging students in successful second language learning with the help of teacher talk time. From the above theories and concepts it can be said that a classroom can facilitate language learning by providing opportunities for the learners to converse and communicate in target language. There should be enough of comprehensible input for the learners in the classroom. Teachers are expected to initiate learners for reorganizing their language. Teacher talk is the means to control the classroom and it also gives us an idea of what happens around the ESL classrooms. We can say that to a certain extent teacher talk does affect the second language learning in language classrooms. To conclude, in spite of certain limitations, this was a small scale exploration that reveals partial views of classroom research. Its findings will contribute to examining second language teaching classrooms.

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Appendix 1

Questionnaire for students

Grade_____ Date_____ Age_____ Gender _____

(Direction: This questionnaire has only two parts I and II. Please read the questions carefully in part I and circle in only one column. Part II (Q16 to Q18) underline what you think to be correct and in (Q19) write in few lines your own view.

--------PART - I ---------

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. It is better if the teacher explains everything to me.	5	4	3	2	1
2. the learners want to be asked questions and given chance to answer in class.	5	4	3	2	1
3. The learners want the teacher to give problems to work on in class.	5	4	3	2	1
4. Learners want to answer questions in Chorus.	5	4	3	2	1

5. Learners want to answer questions being called out by names.	5	4	3	2	1
6. Learners volunteer for answering questions.	5	4	3	2	1
7. Learners prefer questions those have fixed answers.	5	4	3	2	1
8. Learners prefer open ended questions without fixed answers.	5	4	3	2	1
9. It would be better if the teacher gives longer time to think about questions.	5	4	3	2	1
10. Learners want to be encouraged by teachers' instant verbal feedback.	5	4	3	2	1
11. Learners want	5	4	3	2	1

the teacher to point out all errors.					
12. Learners want to correct their own errors.	5	4	3	2	1
13. Learners want their errors to be immediately pointed out.	5	4	3	2	1
14. Learners want to practice target language in class.	5	4	3	2	1
15. Learners want more chances to talk and discuss in class.	5	4	3	2	1

--------PART - II ---------

Q16. The teacher talk time should be

    A. 15-20 minutes   B. 20 minutes   C. 25-30 minutes   D. 35-40 minutes

Q17. The teacher talk time in my present English classroom is

    A. not sufficient B. sufficient C. a little more than required D. much more than

                                        required

Q18. How long is the teacher talk time on an average in your class at the moment?

    A. 15-20 minutes   B. 20 minutes   C. 25-30 minutes   D. 35-40 minutes

Q19. Please give your own suggestions on how you would like the teacher's talk time and verbal feedback to be.

_____

_____

_____

_____

Thank you for your kind Co-operation.

Appendix 2

Teacher observation was done based on these criteria

1. The teacher was well prepared and well organized in class.

2. The class material was explained in an understandable way.

3. Directions were clear and concise and students were able to carry them out.

4. Materials were presented at students' level of comprehension.

5. An appropriate portion of class time was dedicated for students' production.

6. The teacher asked and answered questions carefully and satisfactorily.

7. The teacher knew when the students were having trouble understanding.

8. The teacher showed interest and enthusiasm for the subject taught.

9. The teacher was able to adapt to unanticipated situations.

10. The teacher moved around the class and made eye contact with students.

11. The teacher knew students' name.

12. The teacher positively reinforced the students.

13. Appropriate error perception and correction.

14. Personal Appearance.

15. Pronunciation, intonation, fluency and appropriate use of language.

16. Teacher encouraged and assured full student participation in class.

17. The class felt free to ask questions, to express their own ideas.

18. The teacher was able to control and direct the class.

19. The students were comfortable during individual activity.