

TEACHER TALK TIME AND STUDENT TALK TIME IN ELT CLASSROOMS

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Manog Kumar Mahato**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2016**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr.Manog Kumar Mahato** has prepared this thesis entitled **Teacher Talk Time and Student Talk Time in ELT Classrooms** under my guidance and supervision.

I recommend the thesis for acceptance.

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DECLARATION

I, hereby, declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 4th April, 2016

.....

Manog Kumar Mahato

DEDICATION

Dedicated

to

My family and teachers who made me what I am today.

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This study has been possible due to the co-operation, support and kindness of my supervisor **Dr. Anjana Bhattarai**, Professor and Head, Department of English Education, whom I sincerely respect and show my gratefulness. Her kind help and scholarly guidance greatly helped me to complete this thesis. Without her supervision, this work would have never appeared in this form.

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ABSTRACT

This research work entitled “**Teacher Talk Time and Student Talk Time in ELT Classrooms**” is an attempt to find out lower secondary level English teachers’ awareness on the importance of students talk time over teacher talk time to develop their communicative competence of language learning and to promote students’ autonomy. In order to carry out this study, the researcher followed the survey design. The data were collected by utilizing the primary source. Thirty English teachers from lower secondary level public schools were selected by using purposive non-random sampling procedure to carry out the study. Interview and questionnaire were the tools for collecting data. The researcher analysed and interpreted the data presenting in graphs and tables with description. From the study, he found that a majority of teachers were unaware of teacher talk time and student talk time in ELT classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background /context of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms are included. The second chapter covers the review of the related theoretical literature, reviews of related empirical literature, implications of the review for the study and conceptual framework of the study. The third chapter deals with the design and method of the study, population, sample and sampling strategy, study area/field, data collection tools, data collection procedures and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of the data and summary of the findings. The fifth chapter deals with conclusions and recommendations followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
CLT	:	Communicative Language Teaching
Dept.	:	Department
DoE	:	Department of Education
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
etc.	:	Et cetera
i.e.	:	That is
IP	:	Interaction Pattern
L2	:	Foreign/ Second Language
Prof.	:	Professor
STT	:	Students' Talk Time
TTT	:	Teacher Talk Time