

**TEACHER TALK IN ENGLISH AS A FOREIGN LANGUAGE**

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

**Submitted by  
Anu Dhital**

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2011

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

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that Mrs. Anu Dhital has prepared this thesis entitled “**Teacher talk in English as Foreign Language**” under my guidance and supervision.

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## **DECLARATION**

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

Date: 2068-03-29

.....

Anu Dhital

# **DEDICATION**

**This thesis is dedicated to**

**My parents, husband and son**

## ACKNOWLEDGEMENTS

First of all, I would like to record my gratitude to **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education, my thesis supervisor for his advice, supervision and guidance from the initial stage of this work till the last. It was extraordinary experience of working with him throughout the research work. Above all and the most needed, he provided me unflinching encouragement and support in various ways.

I am grateful in every possible ways to the respected **Guru Prof. Dr. Jai Raj Awasthi**, Department of English Education and Chairperson of English and Other Foreign Language Education Subject Committee, for his encouragement and inspiring suggestions both to complete the research and in my academic life.

I am equally indebted to **Prof. Dr. Tirth Raj Khaniya**, **Prof. Dr. Govinda Raj Bhattarai** and **Dr. Laxmi Bahadur Maharjan** for their constructive suggestion and kind co-operation. I gratefully acknowledge **Dr. Bal Mukunda Bhandari**, Reader, Department of English Education, without his continual guidance and persistent help this work would not have been possible. Similarly I would like to express my sincere gratitude to **Prem Phyak**, my thesis guidance committee member, whose advice and supervision has proved the backbone of this research. Likewise, I gratefully thank to the respected teachers **Dr. Anjana Bhattari**, **Dr. Tapasi Bhattacharya**, **Mr. Vishnu Singh Rai**, **Mrs. Saraswati Dawadi**, **Mrs. Hima Rawal**, **Mr. Bhesh Raj Pokhrel** and other members of the Department for their valuable suggestions and all other kinds of academic support.



It is a pleasure to express my gratitude wholeheartedly to the Principal, teachers especially **Mr. Binod Baral, Mr. Madhu Upadhaya, Mr. Sushil Kumar Adhikari, Miss Ranjana Bajgain** and students, especially secondary level students for their kind co-operation to provide me a place for research.

I would like to thank **Mr. Rudra Paneru, Mr. Susil Upreti, Mr. Shiva Poudel, Mr. Yogendra Kandel** and **Mr. Lava Pokhrel** for their support. I also would like to thank my relatives **Mr. Chandra Prasad Acharya, Mr. Dipak Raj Khanal, Mr. Ramesh Dhodari, Mrs. Sita Dhital, Mrs. Rita Dhital, Mrs. Sunita Dhital, Mr. Ram Prasad Neupane** and **Mr. Ghanashyam Kandel** for their moral and technical support. Most indebted thanks goes to my husband **Mr. Dilip Kumar Sharma** and son **Master Aadi Sharma** for their continuous support without whom this whole work would have remained as incomplete. Finally, I would like to thank everybody who was important to the successful realization of thesis. I would like to express my apology that I could not mention personally one by one.

Anu Dhital

## **ABSTRACT**

During this time, English is being used as the foreign language in our context. Earlier than a century English is being taught in Nepal. Teacher talk is the utmost so it must be taken into consideration for effective English language teaching and learning. The main objective of the study is to find out the type of teachers' questions and purpose of using them. It's another objective is to find out the effectiveness of teachers' feedback. The researcher used both primary and secondary sources of data. The primary data was elicited from one hundred and sixty students of grade nine and ten and their four English teachers of SOS Hermann Gmeiner School, Sanothimi, Bhaktapur by recording their ten classes each. After analyzing and interpreting the data the researcher found that the use of short questions was focused on listening, speaking, reading and grammar exercises whereas long questions on writing. Teachers' feedback for reforming students' answers was found to be more effective than the help or feedback from other students.

The study includes four chapters. Chapter one consists of general background, which contains definition, impacts and features of teacher talk. This also contains the literature review, objectives and significance of the study. Chapter two deals with methodology that incorporates sources of data, population of the study, sampling procedures, tools for data collection and limitations of the study. Chapter three contains analysis and interpretation of the data. And chapter four includes summary, findings and recommendations. The references and appendix attached with a CD form the concluding part of the thesis.

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## LIST OF ABBREVIATIONS

CUP	Cambridge University Press
Dr.	Doctor
ed.	edition
e.g.	exempli gratia (For Example)
etc.	et cetera
G	Group
h.w.	homework
i.e.	id est (that is)
L2	Second Language
M. Ed.	Master in Education
N.D.	No Date
No	Number
NNS	Non-native Speaker
NS	Native Speaker
OUP	Oxford University Press
P	Page
pp	pages
Prof.	Professor
S	Student

SLA	Second Language Acquisition
SN	Serial Number
SOS	Save Our Soul
SS	Students
T	Teacher
TT	Teacher Talk
TU	Tribhuvan University
UK	United Kingdom
USA	United States of America
viz	Namely
vs	Versus