

CHAPTER-ONE

INTRODUCTION

1. Introduction

The present study entitled “Teacher talk time and student talk time in ELT classrooms” consists of seven subsections that is 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 come under introduction.

1.1 Background of the Study

English has been taught as a foreign language in all schools and colleges of both private and government institute for more than one and half century in Nepal. English has been taught as a compulsory subject from grade one to bachelor level. English language is the medium of teaching and learning from nursery level to higher level in most of the private schools and colleges.

The school level curriculum of English has been designed with a view to catering to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing communicative competence on the part of learners. By the end of every class/level of school education in English subject children will be able to use English effectively in a limited set of situations.

Specially, the objectives, language items and language functions, teaching principles, techniques, and assessment system of lower secondary level are based on communicative approach to language teaching. So that this curriculum emphasizes to use learner centered teaching learning activities in ELT class. The classroom teaching learning activities should be based on that curriculum and textbook as it is prepared and designed on the basis of the curriculum. As the lower secondary English curriculum is based on communicative approach (CLT), there must be as much

opportunities for pupils to communicate to each other in pairs or groups or in front of the whole class. However, the contemporary state is not satisfactory when we observe an English class in community school. When we observe an ordinary English class in real life situation in school level, we will find that the teacher spends most of the teaching hour using English language during English class himself/herself instead of facilitating and guiding students' talk. We may be confused whether teacher is learning language or students by observing this contradiction. But if the school level curriculum emphasizes to develop communicative competence in part of learners, the teacher must converse the situation of talk time. It is somehow difficult to observe in real life practice of teaching English in ELT classroom at school level.

Teaching learning activities in ELT class are interaction among students, subject matters, and teacher. Generally, the teacher uses basic or primary skills into ELT classroom thinking that she/he is providing comprehensible input for language learning than reading and writing language skills. According to different media, it has been common to stakeholders of school education that most of English teachers use teacher centred techniques i.e. lecture, explanation, demonstration etc. to teach English subject in ELT classroom. So in such situation, they mostly use speech to teach English subject but such situation leads students to be passive listeners and imitator. However, one sided interaction, discourse has always been part of the ELT classroom. The teachers have long understood the importance of using language to transmit ideas. The teachers' talk for most of the instructional hour while students are quiet and complete their assigned tasks. Students are expected to memorize facts and be able to recite them. It is notable that in most ELT classrooms, the age range, mother tongue, cultural, and individual difference are very diverse. In the same classroom, teachers may have students who are 5 or 6 years old and others who are 10 to 13. Some students' mother tongue is *Maithili* while others' are *Nepali*, *Danuwari*, etc. In the same way, some students are from Hindu culture while others' are from Muslim culture and in the same classroom; some students are fast learners while others are mid or slow learners. However, in our context most of the English teachers use same method, technique, and design similar tasks/activities to teach in ELT classroom. The students of school level are not provided different types of activities according to their

individual differences. They are not organized in collaborative practice. Talking by students was not the norm. In fact, students were punished for talking in class, even if the talk was an effort to negotiate the meaning of language items and to develop communicative competence.

Over time, educators realized that students had to use English language if they were to learn English language. As a result, well-intentioned educators called on individual student to respond to questions. Teachers expected them to use English language in their individual responses, and as students spoke, teachers would assess their knowledge of language. That is not so encouraging. Students need more time to talk, and this structure of asking them to do so one at a time will not significantly change the balance of talk in ELT classroom.

Students are not provided opportunities to use words; they are hearing words but are not using them. According to Bakhtin's (1981, p.293) "The world in language is half someone else's. It becomes 'one's own' only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention". In other words, if students are not using the words/ speech/ language, they are not developing communicative competence. In this scenario, the present study seeks to analyze student talk over teacher talk to find out awareness on teaching learning activities into ELT classroom.

1.2 Statement of the Problem

Classroom teaching learning activities are filled up with interaction among teacher, students and materials. In other words, the language which is available in the classroom can have three sources: teacher, materials and other students. The increase of one source interaction limits other sources so there must be balance of getting input, interaction and output as they are not linear but cyclic process. Teacher talktime in classroom to carry out teaching and learning process successfully is a required fact and cannot be ignored. But the excess of talking by teacher to only one student at a time and telling to whole class at a time at the cost of students' learning is one of the negative factors and should be got rid of. The concept of 'Teacher talk time' (TTT) highlights the amount of time the teacher talks in the class room which puts a negative

impact on teaching learning process. This is one of the drawbacks of traditional classes where teacher adopts the role of explainer or lecturer. In the traditional setting, the teacher is considered the authority of the knowledge and learning and he is supposed to pour down the knowledge in the minds of students through lecturing and speaking all the time in classroom. Modern research in teaching / learning has confirmed that people learn things by doing and experiencing them. An ideal teacher should encourage students to speak in the class so they can experience their mistakes and achievements. Our school level English curriculum also suggests that learning by doing, teaching listening skill by listening, teaching speaking skill by involving them in speaking, teaching reading skill by involving them in reading and teaching writing skill by involving them in writing activities.

Most of English teachers of school level do not teach English subject according to curriculum of that level. The English teachers have been teaching English in whole academic year regularly since 1910 B.S., however, there has not been satisfactory development neither classroom activities nor result of this subject. Education Act 2028, Education Regulation 2059, and different directory have provisioned pre-service, in-service, and refresher training. District Education Office appoints English subject teacher with teaching license. Most of the teachers of community school have been certified trained. (DOE, 2065 B.S.) However, this is not all in all. What has happened is, whatever the data of trained we have in our hands, the data and English teachers classroom performance do not match. The quality of teaching English is not found effective as shown by the result of SLC examination as English is one of the most difficult subjects in which most students fail or attend supplementary examination.

There can be many problems behind this situation of community schools in Nepal such as lack of physical infrastructures and lack of educational resources. One of them may be the teacher talk time and students talk time in ELT classroom, therefore, this study entitled “Teacher Talk Time and Student Talk Time” makes an attempt to find out the situation.

Karn (2011) has described the contemporary situation of ELT classroom activities in most of ELT classroom in Nepal which strengthens the above mentioned arguments.

To highlight the changing classroom activities Karn (2011) writes that gone are the days when teachers used to enter the classrooms, delivered long sermon like lectures and their students lent all ears to them as good audience of *Bhagbad Saptah*.

Omniscient teachers and ignorant students' culture must vanish if teaching is a humanized activity. Lecture creates a hierarchy between teachers and students, which inhibits learners. It treats education similar to banking. "Education becomes an act of depositing, in which the students are depositories and the teacher is the depositor" Freire, (1975 as cited in Karn, 2011, p. 65). He furthermore writes that this narrative character of education makes education authoritative, and thus suppresses the inherent talents of the students. Siemens (2002 as cited in Karn, 2011, p.65) is right to say that ideas are presented as the starting point for dialogue, not the ending point. There is a call for a lot of interaction and discussion between a teacher and students to reach conclusions. But according to his observations reveal that committing and vomiting is the pet technique of most of the teachers. The role of teacher merely as content sharer has virtually killed the true meaning of education. According to him, a true education is to bring out what is hidden in students, i.e. the inherent potentialities. This requires conversation which is interactive, which bestows freedom to students and provides atmosphere to do things critically and also creatively. Lectures are merely informative. This needs to be deconstructed if we want to do realistic education.

In a typical classroom, Freire (1975, as cited in Karn, 2011p. 65-66) states:

- The teacher teaches and students are taught.
- The teacher knows everything and the students know nothing.
- The teacher thinks and the students are thought about.
- The teacher talks and the students listen meekly.
- The teacher disciplines and the students are disciplined.
- The teacher chooses and enforces his choices, and the students comply.
- The teacher acts and the students have the illusion of acting through the action of the teacher.
- The teacher chooses the programme content, and the students adapt to it.
- The teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students.

- The teacher is the subject of the learning process, while pupils are mere objects. According to Karn (2011) “If these are our principles, we are the best depositors but of course bad teachers. Time has come to abandon these old habits and start a new culture of interface, and discussion that is horizontal and hierarchy free.” To find out English teachers’ awareness on the importance of STT over TTT in ELT classroom, one should observe TTT and STT in ELT classroom in reality and one should research on the subject and bring true findings out in the contemporary world.

1.4 Objectives of the Study

The main objective of the study was to bring TTT and STT reality out in ELT classrooms. Specially, the study had the following objectives:

- i) To find out teachers’ awareness on the importance of STT over TTT to develop communicative competence of learners and
- ii) To suggest some pedagogical implications.

1.5 Research Questions

This study was oriented to find out the answers of the following research questions:

- Are teachers aware of the importance of STT over TTT to develop communicative competence of learner?
- Who asks most of the questions?
- Do teachers of English encourage language learners to ask questions?

1.6 Significance of the Study

This study will be significant to those who are interested in teaching and learning English language. As the study was intended to investigate TTT and STT in ELT classrooms which directly found out English teachers’ awareness to use practical strategies and techniques increasing students’ talk in the ELT classroom for better language teacher, for better language learner and for better ELT Classroom. The teacher of English language in lower secondary level will be benefitted to adopt the suggested pedagogical implications. In the same way, students will get benefit by getting appropriate opportunities to talk with students/peers in target language to develop communicative competence. This study also helps English teachers to develop their skill of English language teaching and professional development.

Moreover, this study will also assist to achieve the objectives of the school curriculum. Similarly, this study will be highly significant for the ELT practioners mainly who want to undertake researches in the field of teachers in the field of English language teaching. Moreover, this study will be significant for school supervisor, resource person, District Education Officer, teacher trainer, police maker curriculum designer, and so on.

1.7 Delimitations of the Study

This study had the following points of delimitations:

-) The study was limited within the lower secondary level community schools.
-) This study analyzed the situation of Dhanusha district only.
-) The study analyzed only 8th grade English class.
-) The study population was confined within 30 English teachers of the same district for questionnaire.

1.8 Operational Definition of the Key Terms

Some of the relevant terms used in this study have been defined in following way:

ELT Classroom: A room in a school or college where groups of students are taught English language as second language together at school, college or university. It refers to an instructed environment. Classroom context and outside of classroom context are supposed to be interchangeable.

Students' Talk: A conversation between two or more students/language learners, often about a particular subject/topic when they are involved in teaching learning activities such as pair work, group work etc.

Students talk time: STT refers to the amount of time students spend talking in class. It also refers to how much the students talk during a lesson.

Teacher talk: A conversation with a student or group of or all students when the teacher gives instructions or when providing explanations of and examples for the target language early in the lesson.

Teacher talk time: TTT refers to the amount of time teacher spends talking in class.

It also refers to how much the teacher talks during a lesson.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The second chapter entitled “Review of related literature and conceptual framework” incorporates 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.

2.1 Review of the Related Theoretical Literature

Though a great number of studies have been carried out on Second Language Acquisition field, there is no research carried out on teacher talk time and student talk time in ELT classroom. So this is the first research on teacher talk time and Student Talk in the Department.

Negative effects of teachers talking for an excessive amount of time have been observed in a number of studies. Allwright (1982, p.10) claimed that teachers who ‘work’ too much in the classroom were not teaching effectively. He commented that a good language teacher should be able to ‘get students to do more work’ in the classroom. Ross (1992, pp.192-93 cited in Nunan, 1999, p.209) also indicated that constant teacher talk during the lessons did not significantly improve students’ listening comprehension and communication skills. These studies suggested, at least indirectly, that the amount of TTT might be inversely correlated to the degree of students’ active learning opportunities, *i.e.* the greater the amount of TTT, the less the students get to practice L2 in a classroom and therefore, the less the effectiveness of the lesson (Paul, 2003, p.76). In order to further explore such a relationship between TTT and the student’s learning process, various TTT analyses have been conducted (McDonough and McDonough, 1997). Many of the studies have highlighted that the amount of TTT predicted by the teachers prior to the analyses alarmingly differed from the actual measurement. Richards and Lockhart

(1994, p.3) quoted a comment from a teacher after viewing a videotape of their own lesson as 'I had no idea I did so much talking and didn't let students practice'. Here, it is important to note that although excessive TTT in the classroom has been criticized by many researchers, they usually do not advocate minimizing TTT as an objective. Instead, a number of studies have emphasized the quality or effectiveness (contents) of TTT rather than the quantity. TTT should be allocated to relevant interactions between the teacher and students. At the same time, teacher's utterances need to be explicit and level appropriate for the students in the classroom. Only by doing this, can listening to the teacher's authentic L2 potentially become a significant impetus to L2 acquisition

There are many different variables which could affect the amount of TTT in the classroom (*e.g.* level, experience, and number of students) and TTT can vary among classes of the same teacher. However, Richards and Lockhart (1994) argued that individual teachers should become more aware of their TTT by measuring and analysing it in a specific class, which in turn, may help them assess the effectiveness of their teaching approach in general.

2.1.1 English Language Teaching

There are various methods of ELT developed around the globe in different times. Among them some are out dated for example grammar translation method and deductive method and some are still in use for example lecture method and demonstration method. There have been lots of changes in English language teaching. Richards and Rodgers (2009, p.3) mention that changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and language learning. Nowadays communicative approach to teaching English languages is being practiced in ELT classroom. The main purpose of teaching English in school level is to develop communicative competence in the learners and to make them enable to communicate in the English language

Communicative language teaching (CLT) took place in later half of the 19th century as the reactions to all the preceding methods that could not focus on real communication. In the 1970s David Wilkins looked at what notions language expressed and what communicative functions people performed with language (Harmer, 2007). Linguists' concern was not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. This reconceptualization had a profound effect on language teaching methodology. In the earliest version of CLT meaning was emphasized over form; fluency over accuracy. It also led to the development of differentiated courses that reflected the different communicative needs of learners. This need based approach also reinforced another trend that was emerging at the time that of learner centered education (Nanan, 1998). Hymes (1984 as cited in Larsen-Freeman, 2000) says that CLT method gives emphasis on the rule of use without which the rules of grammar would be useless. He lists four components. The first is whether or not something is formally possible. The second is whether or not something is feasible. The third is whether or not something is appropriate and the fourth is whether or not something is actually done.

CLT is introduced with the design of school level English curriculum and textbook in 1995 in Nepal in order to enhance the students' communicative skills. Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

) Communicative Language Teaching (CLT) emphasizes the communication in the classroom, pair and group activities and student involvement in the learning process. As a result, it's believed that the teacher's presence in the classroom should be reduced.

-) Excessive TTT limits the amount of STT (student talking time) and results in teacher-centered lessons, loss of concentration, boredom and limited speaking skills.
-) If TTT is much more than STT, the learners don't take any responsibility for their own learning but learn what the teacher decides and when. Student autonomy is thus limited.
-) There are both advantages and disadvantages to TTT. One should reduce TTT where and when it is necessary. However, bearing in mind the nature of the communicative classroom s/he should be careful at how TTT is used rather than trying to reduce it to minimum.

Another important method, under communicative approach is cooperative language learning, which aims to foster cooperation rather than competition, to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities (Richards and Rodgers 2009, p. 195).

2.1.2 Communicative Competence

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. The term was coined by Dell Hymes in 1966, reacting against the perceived inadequacy of Noam Chomsky's (1965) distinction between competence and performance. To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other". The approach pioneered by Hymes is now known as the ethnography of communication. Scholars have found communicative competence as a superior model of language following. Hymes' opposition to Chomsky's linguistic competence. This opposition has been adopted by those who seek new directions toward a communicative era by taking for granted the basic motives and the appropriateness of this opposition behind the development of communicative competence.

The notion of communicative competence is one of the theories that underlie the communicative approach to foreign language teaching. Canale and Swain (1980 as cited in Richards and Rodgers, 2009, p. 13) talk about the four components of communicative competence:

1. grammatical competence: words and rules
2. sociolinguistic competence: appropriateness
3. strategic competence: appropriate use of communication strategies
4. discourse competence: cohesion and coherence

A more recent survey of communicative competence by Bachman (1990) divides it into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence. Strategic Competence is associated with the interlocutors' ability in using communication strategies

Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education and central to good classroom practice.

2.1.3 Different Views on Foreign/ Second Language Learning

Constructivist Approach/Connectionist: According to this approach, Gass and Selinker (2008, p.219) mention the emphasis is on usage by learners. Learning does not rely on an innate module, but rather it takes place based on the extraction of regularities from the input.

Input : Input in behaviorist view is the language(forms/stimuli) which learners are exposed learning a language involved in imitation as its primary mechanism and it in mentalist view is exposure of a natural language which activates the learner internal mechanisms that are human specific and are innately present in human mind (i.e.principles and parameters of the target language.). Corder(1967 as cited in Gass,

and Selinker, 2008, p.305) says Input refers to what is available to the learner whereas intake refers to what is actually internalized/ taken in by the learner.

Input in SLA (Krashen's Input Hypothesis) : Krashen's input hypothesis (1985 as cited in Sharma,2010, p.125) centrally concerns with comprehensible input ($i+1$) is the basic requirement for L_2 processing in the learners mind. To develop naturally the language features requires natural setting of the acquisition. The setting can be designed to make it a natural even inside the classroom. Krashen believes in learnability feature of language. It is suggested that language is not taught by teachers but to be learnt by learners. So, in the instructed SLA, the teachers can make the instruction setting natural – like, by providing enough opportunities for the learners to get comprehensible input.

Output in SLA: Output in SLA refers to the attempts of the L_2 learners to produce second language utterances. Output doesn't necessarily mean the final product of L_2 acquisition process. It can be a deviant form in the beginning, but later it develops to a target like form. Input is not sufficient for acquisition because when one hears language one can often interpret the meaning without the use of syntax. Production may force the learner to move from semantic processing to syntactic processing. In case of language learning, output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge. In other words, output has traditionally been viewed as a way of practicing what has previously been learned. This was certainly the trust behind early methods of (i.e. drill and repetition) mode was in vague.

Swain (1985 as cited in Gass and Selinker, 2008, p.326) has introduced the notion of comprehensible output or “pushed” output or stretched in their production as a necessary part of making themselves understood. In so doing, they might modify a previous utterance or they might try out forms that they had not used before. Output as merely repetition may be less useful than output where learners are given opportunities to incorporate new forms into their production.

Socio-cultural Theory of SLA: Socio- cultural theory is primarily concerned with the social and cultural dimensions of L_2 acquisition process. Interaction is the central component of L_2 acquisition/ learning. Target language interaction becomes the means

in L₂ mediated learning, regulation, scaffolding and zone of proximal development, micro-genesis and private and inner speech. From the socio-cultural perspective, L2/foreign language learning is viewed as a collaborative activity in which the language itself plays the role of as a tool for making meaning in the socio-cultural context. Above all views on language learning focus on involvement of the learners/students in actual language activities and the teacher is to provide as much as opportunities to expose through foreign language.

2.1.4 School Level English Curriculum

Skills	1	2	3	4	5	6	7	8	Time allotment (weighting)
Listening	40%	35%	30%	25%	25%	30%	25%	20%	
Speaking	40%	35%	30%	25%	25%	30%	25%	20%	
Reading	10%	20%	20%	25%	25%	20%	25%	30%	
Writing	10%	10%	20%	25%	25%	20%	25%	30%	

ng)

Source: DOE (2065)

All lessons integrate the four skills. Below are the guidelines showing the relative importance of the different skills from grades 1 - 8.

-) 45- Minutes period, 5 days a week for roughly 150 days in one academic year from grades 1to 5.
-) 45- Minutes period, 6 days a week for roughly 180 days in one academic year from grades 6to 8.
-) 45- Minutes period, 5 days a week for roughly 150 days in one academic year from grades 9to 10.
-) Though specific objectives for each language skills are clearly mentioned in Secondary level English curriculum (9-10), time

allotment (weighting) has not mentioned for showing the relative importance of the different skills. However, the allocation of marks in the SLC examination has indicated in the grid below.

Skills	Listening	Speaking	Reading	Writing	The abo
SLC Marks	10	15	40	35	

ve mentioned data shows time for different language skills learning but it does not clearly show STT and TTT. When we calculate time for English subject of each grade, it is in hours 120, in days 5 in average. So we can imagine input, exposure and interactions of the learners that they get in the classroom.

However, the distribution of the students is not equal school to school and to different regional area. According to Education Act, 2028 and Education Regulation, 2059, the minimum distribution of the students is in *Himal*, *Pahad*, and in *Terai* and valley 40,45 and 50 respectively (KKBS, 2067 B.S.). We can imagine the condition of the learners when teacher model interaction and teacher centred techniques are used in the classroom.

2.1.4.1 Teaching Principles of Lower secondary Level

Teaching English to learners in Grade 6, 7 and 8 should follow the following maxims:

-) Teaching and learning should be learner centred.
-) Pair work and individual participation should be well facilitated.
-) Use of mother tongue in the classroom should be avoided as far as possible.
-) To avoid the use of mother tongue, gestures, games, pictures and role playing should be used.
-) All students have the English textbook and an exercise book.
-) Listening and speaking practice/ tasks should follow by written tasks and not the vice versa.
-) Spelling and punctuation marks should be considered equally as important as grammar.

-) Information-gap activities in a recycled pattern should be organized to avoid drill and rote memorization.(e.g. read and match, picture description, elicitation from pictures, listen and write, read and say.)
-) Classroom activities should encourage integrated – skill activities.
-) Task – based activities should be encouraged.

(Source: DOE, 2065)

2.2 Review of Related Empirical Literature

There are a few researches related to student talk time and teacher talk time in ELT classrooms in the Department of English Education. However, this area is one of the widely researched areas in the field of classroom talk in different parts of the world.

Some of them are as follows:

Phyak (2006) carried out a research on 'How does a Teacher Interact with Students in an English classroom: A case of government aided school' He selected government-aided school out of Kathmandu valley using purposive sampling method. The major objective of his study was to find out the discourse strategies used by teachers to interact with their students in the classroom. Out of discourse strategies, his sole focus was on politeness and indirect speech acts. He reached a conclusion that there was one-way interaction in the classroom. The classroom language used by both teachers and students was not polite. He found that it was not due to the power relationship but due to culture and lack of exposure. Students were found to use impolite language. His study revealed that one of the real problem in teaching of English in the context of Nepal was the lack of classroom interaction strategies from both teachers' and students' side.

Rawal (2006) conducted a research to find out 'The role of Input and Interaction in Learning the English Language'. It was concluded that the modified input and interaction are more effective than the textbook input and interaction in learning the language functions of English in the context of Nepal.

Similarly, Neupane (2006) carried out a research on 'Analysis of Classroom Discourse.' He compared the classroom discourse of grade VIII of private and government schools. He found out that the classroom discourse was generally

dominated by the teachers on both types of schools but the domination was a bit flexible in the public schools in comparison to the private ones. However, the teacher-student relationship was closer in the private schools than in the public ones.

Napoles (2006) conducted a research entitled 'The Effect of Duration of Teacher Talk on the Attitude, Attentiveness and Performance Achievement of High School Choral Students'. The purpose of this study was to isolate the variable of duration of teacher talk and determine whether it relates to student attentiveness, student attitude, and performance achievement. The experiment research design was used to investigate so there were two intact groups and in both group there were 18 to 23 participants students. A digital video camera and an mp3 digital recorder were used to collect data. Results concerning attitude indicated that there were differences between beginning and advanced groups. Beginning students had no preference for either piece and liked both pieces the same. Advanced students preferred the piece that was rehearsed under the high teacher talk condition. Results concerning attentiveness indicated that both beginning and advanced students were highly attentive but significantly less attentive during teacher talk intervals than during performance intervals. Compared to beginning students, advanced students were generally less attentive. Although rehearsals incorporating less teacher talk yielded higher overall attentiveness levels, students were less attentive during the briefer periods of teacher talk. This was the case for both groups. Performance of the selection the advanced chorus rehearsed under the high talk condition was rated the highest overall, and the selection the beginning chorus rehearsed under the high talk condition was rated the lowest overall. The study was two of two separate levels i.e. beginning and advanced level so that it was recommended to carry only one level at a time because results were quite different for the two levels.

Inamulah (2008) carried out a study on 'Teacher-Student Verbal Interaction Patterns at the Tertiary Level of Education'. The main objective of the study was to explore Teacher-Student verbal interaction patterns at tertiary level education in the North West Frontier Province of Pakistan using Flanders' Interaction Analysis system. The sample population of the study was 25 classrooms at the tertiary level and the number of the teachers was twenty- five. The observation sheet developed by Flanders (1970)

was used as an instrument of class observation. Finally, it was revealed that more than two-thirds of the talking time was for teachers' talk.

Mubark (2010) conducted a study on 'Helping Teachers Increase Student Talking Time'. The purpose of the study was to examine the impact on the volume of learners' oral production in English lessons. The participants in the study were two teachers of class four and 40 students of the class. Peer observation and workshops were used as research tools. The findings of the study showed that the teachers showed positive awareness of the contribution of learners could make to classroom discourse after intervention research tools.

Dahal (2010) carried out research on the title "Exploring Adjacency Pairs in Classroom Interaction" His study was intended to compare the frequency of teachers initiation and students initiation in the classroom interaction. His finding was that in most of the classroom the first pair parts were initiated by the teacher. Similarly, his findings proved that the classroom interaction was dominated by teachers as most of the conversations were initiated by the teachers and students were asked to succeed them.

Chimariya (2011) carried out research on the title 'A Study of Classroom Interaction at Secondary Level.' This study primarily was intended at finding out various types of classroom interaction practiced in secondary classes of Sankhuwa-sava district. This study finding was that in most of the secondary level classroom the first and most parts of questions were initiated by secondary level English teachers. In the same way, this study proved that the most types of classroom interactions were dominated and initiated by secondary level English language teachers.

Dhital (2011) carried out research on the title 'Teacher Talk in English as a Foreign Language'. Her study was intended to find out the type of teacher's question and the roles of teacher's feedback at secondary level of Bhaktapur district. She used recording as a tool for data collection. Her findings proved that secondary level English teachers use different types of questions to elicit, to provide and to assess learners' input and crucial role in providing feedback to students by teachers' feedback.

EIA (2011) program carried out a study on ‘The Classroom Practices of Primary and Secondary School Teachers Participating in English in Action.’ The purpose of this study was to indicate the extent of change observed in the classroom practice of teachers participating in EIA with reference to that observed in a baseline study of a sample of schools prior to the intervention. It was a large-scale quantitative observation study of teaching and language practices among teachers and students participating in the EIA Primary and Secondary program. The populations of the study were all primary and secondary level teachers and students. The sample population was 350 primary teachers and 141 of secondary teachers and one class of each teacher was observed. The purposive random sampling procedure was used. Observation was used as a tool of data collection from each teacher’s class. The primary findings were teacher talking and student talking time and other activities, types of teachers talk and students’ talk both in L₁ and L₂. Finally, the study found evidence of positive change in teacher practices and the use of English by both students and teachers in the classes observed.

Setiawati (2012) conducted a study on ‘A Descriptive Study on the Teacher Talk at EYL classroom’. This descriptive study is conducted to find out how teachers make use of their teacher talk naturally in classroom settings and to reveal the suitable amount and the students’ perception of teacher talk. The sample population was the fourth grade of a school and three English teachers who teach in that class.

Questionnaires, interview, teacher observation sheet, field notes, audio and video recording of class observation. However, the study was just a small – scale exploration, the study showed promoting the awareness of teachers in using their language in classroom.

Although, above mentioned researches are somehow relevant to my study, no research has been done on teacher talk time and student talk time in ELT classrooms at lower secondary level schools in Dhanusha district. None of them has used questionnaire for teachers to find out TTT and STT. The objectives and questions of my study are different from their studies. It is significant here to mention that talking time is very important aspect of language teaching and learning process because of the fact that language is primarily in spoken form. In the same way classroom talking time

(interaction among students and teacher in ELT Classroom) is a very important factor that determines that achievement of students in language, which will determine their further learning. Therefore it is very necessary to have a research to probe STT over TTT in English classes. Thus, this study is different from the rest of the studies carried out in the department till present date and the researcher hopes that this research will be fresh research in the department.

2.3 Implications of the Review for the Study

The review above is to some extent related to my study. After reviewing those works I have got a number of ideas regarding teacher talk time and students talk time in ELT classroom and finding out teachers' awareness of importance of talking time to develop communicative language competence. Reviewing the literature is very helpful in shaping research problem. It helped me to understand the subject area better. It also helped me to understand the relationship between my research problem and the body of knowledge in the area. Specially, I got information about actual findings of their studies. After reviewing those research works, I got ideas on how to collect data to find out teacher talking time and student talking time in ELT classroom. Likewise, I got ideas of data collection tools.

A thorough literature review helps to ensure the professional knowledge of the study and it helped me to understand how the findings of this study fit into the existing body of knowledge. Moreover, it helped to contextualize the findings of the study. It also helped to develop the theoretical framework from which this study emerged. It also helped me to develop the conceptual framework which was the basis of the investigation.

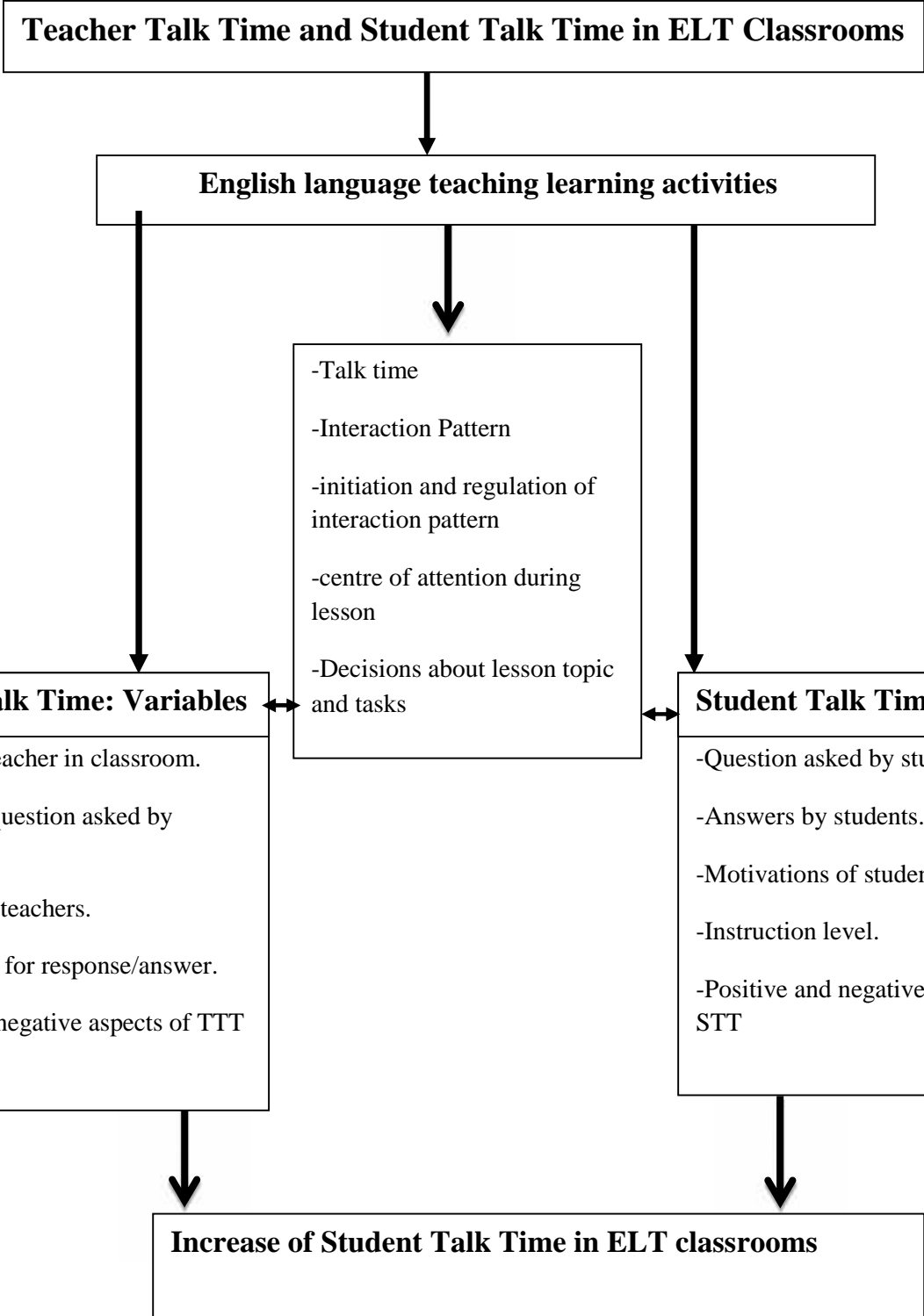
To be specific, the study of Phyak (2006) and Inamulah (2008) helped me to understand the interaction pattern in ELT classroom and lack of use of interaction strategies in ELT classroom. The study of Rawal (2006) and Neupane (2006) widened my concept regarding TTT and STT. Likewise, the study of Napoles (2006), Mubbark (2010), and Dahal (2010) provided knowledge on different facets of TTT and STT and to design questionnaire.

Similarly, the study of Chimariya (2011) helped me to design the method of the study. Finally, the study of Setiawati (2012) helped me to design tools and research methodology. It also helped me to study the problems systematically and logically.

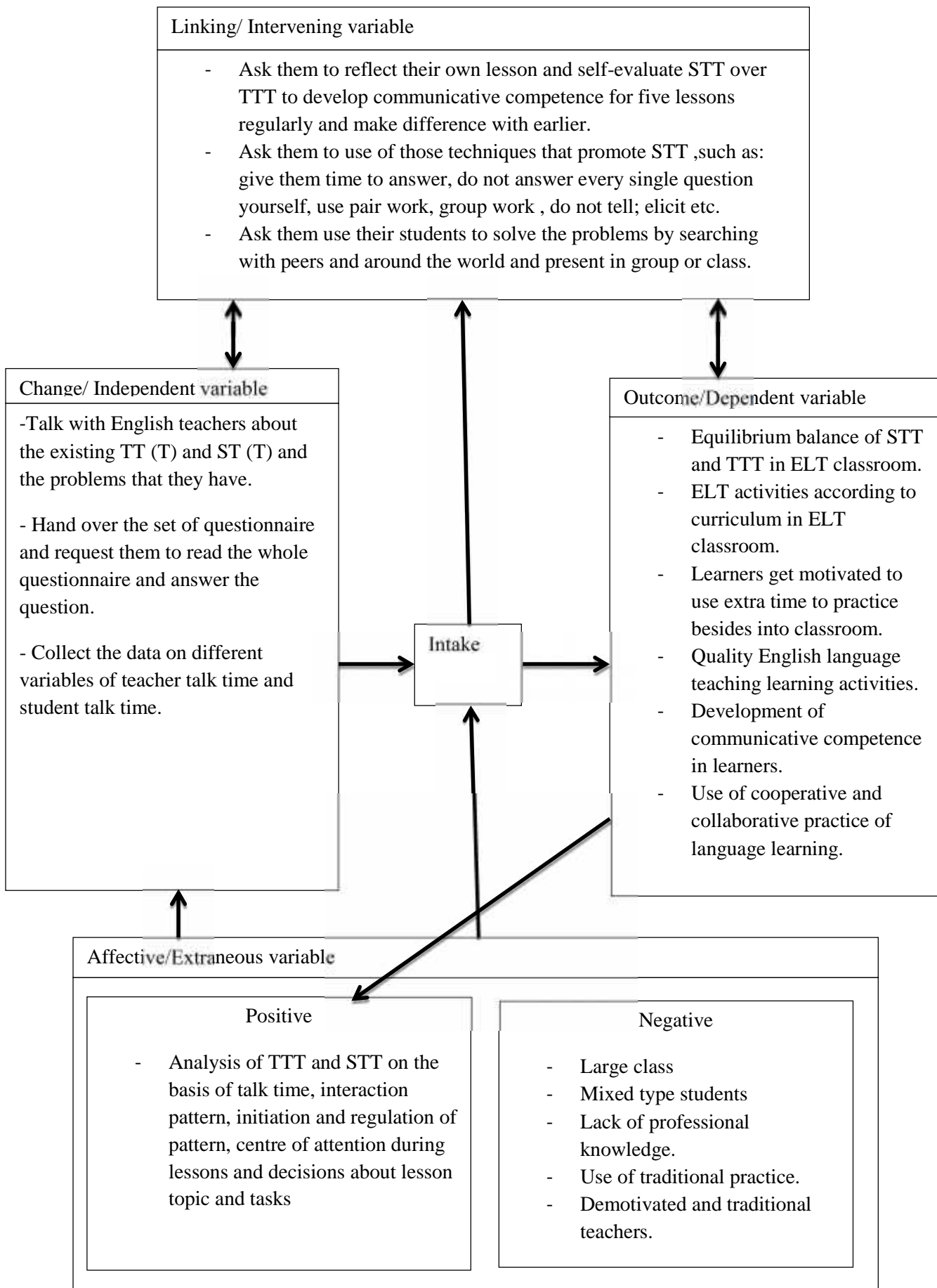
2.4 Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the picture of the study from where readers conceptualise the whole idea at the first glimpse.

The study on “teacher talk time and student talk time in the ELT Classroom” was based on the framework. It shows the activities that were done by the researcher to conduct the study. It also shows that how the researcher found the TTT and STT reality and the teachers’ awareness on the importance of STT over TTT to develop communicative competence.



2.4.1 Conceptual Framework of the Study



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological part of this research. It includes the design and method of the study, population sample and sample strategy, study area/field, data collection tools, data collection procedures and data analysis and interpretation procedure.

3.1 Design and Method of the Study

A research design is a plan, structure and strategy of investigation so conceived as to obtain answer to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing hypothesis and its operational implications to the final analysis of data. To find out the teacher talk time and student talk time the researcher followed mixed research design i.e. both qualitative and quantitative in general. Specially, the survey research design in particular. In this type of research, researcher visits different fields to collect data.

Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter relationship of social and psychological variables (Kerlinger, 1978).

According to Nunan (1992, p.140) “The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time”. Survey is one of the important research method used in educational investigation. It is mainly carried out to find out people’s attitude, opinions and the specified behavior on certain issues, phenomena, events and situation. The finding of survey is generalizable and applicable to the whole group. No other research strategy matches the strengths of survey research in its potential for handling external validity. Survey is one of the cross- sectional studies. The structured tools are used to collect quantifiable data and selection of the representative sample is a must. It is a hypothetico- deductive study.

According to Nunan (1992) the stages of survey research are: Define objective, identify target population, literature review, determine sample, identify survey instruments, design survey Procedure, identify analytical procedure, and determine reporting Procedure.

3.2 Population, Sample and Sampling Strategy

All the lower secondary English teachers of Dhanusha district were the population of the study. In doing so, thirty lower secondary level English language teachers from public schools were the sample of the study. The sample respondents were selected through purposive non-random sampling procedure.

3.3 Study Area/Field

The area of this study was Dhanusha district and the field of it was concerned to the study of teacher talk time and student talk time in ELT classrooms.

3.4 Data Collection Tools and Techniques

The researcher used the following data collection tools to collect the required information for the study:

3.4.1 Interview/Discussion

The researcher talked with the English teachers first about existing situation of STT and TTT, related terms of questionnaire and related terms such as communicative competence, part of curriculum, etc. to find out teacher's awareness on the importance of STT over TTT to develop communicative competence of language learning.

3.4.2 Questionnaire

The questionnaire set for teachers was used to elicit data regarding teacher talk time and students talk time in ELT classroom and to find out teacher's awareness on the importance of STT over TTT to develop communicative competence of language learning.

3.5 Data Collection Procedures

In order to collect data at first, the researcher visited District Education Office of Dhanusha and took the list of lower secondary schools.

- Then he selected thirty lower secondary level English Teachers with the purposive non-random sampling procedure.
- Then he visited in the field to meet the teachers and authorities of the schools. He sought consent from the head teacher.
- He established rapport with the teachers who teaches English subject in grade eight and communicated with them regarding the purpose of his visit.
- The researcher talked with the English teachers first about existing situation of STT and TTT, related terms of questionnaire and related terms such as communicative competence, part of curriculum, etc. to find out teacher's awareness on the importance of over TTT to develop communicative competence of learners.
- He handed over the questionnaire set and requested them to read the whole questionnaire and answer the questions.
- He requested them to reflect their own lesson and self-evaluate STT over TTT to develop communicative competence for five lessons regularly and make difference with earlier.
- He asked them to use of those techniques that promote STT. Such as pair works, group work, give them enough time answer, etc.
- He requested them to use their students to solve the problems by searching with peers and around the world and present in group or class
- He received/collected the response sheet after one week of handed over.
- Finally he thanked them.

3.6 Data Analysis and Interpretation Procedures

Qualitative data were analyzed in a narrative way with description.

Quantitative data were analyzed and interpreted with the help of simple statistical computation like percentage and frequency. Then they are presented and displayed in different tabular and graphical forms.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter is concerned with the analysis and interpretation of the data collected through interview and questionnaire. In order to carry out this study, the researcher followed survey design. Thirty lower secondary level English teachers were selected by purposive non-random sampling procedure. The questionnaire set was used as the tools to collect the data. After taking interview/discussion with the teachers and collecting response sheets, I came to analysed and interpreted the data. The data have been analysed and interpreted below.

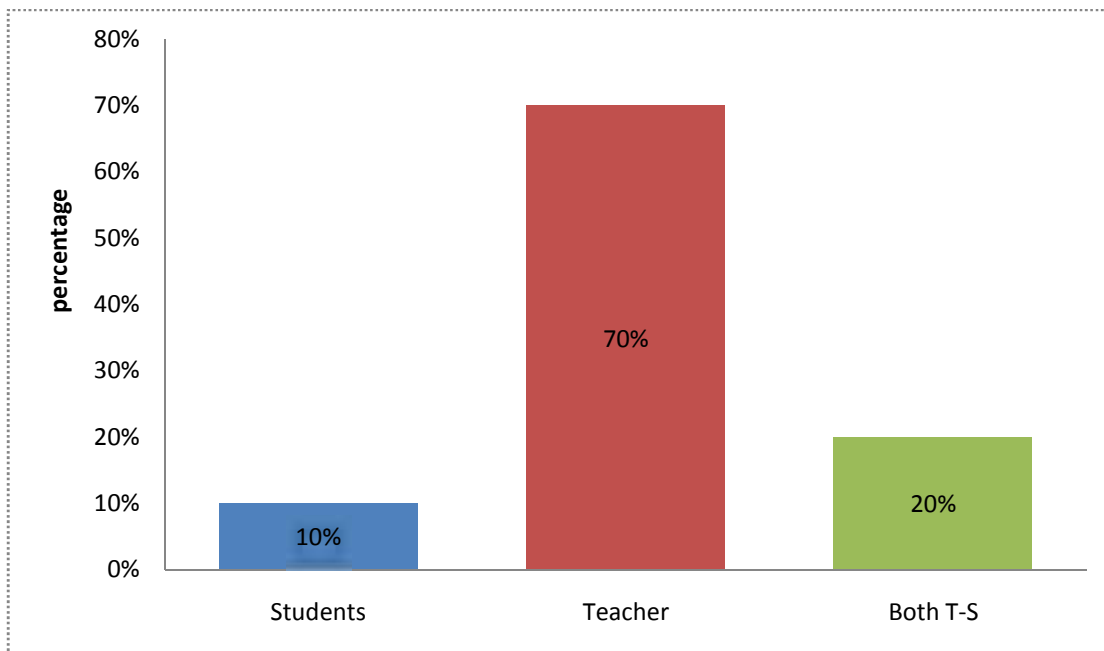
4.1 Analysis and Interpretation of the Data

This research work is primarily concerned with the primary sources. The data for this research work were collected through questionnaires. The researcher discussed with thirty English teachers to find out teachers' awareness on the importance of over TTT to develop communicative competence. He received the response sheets of questionnaire. The systematically collected data have been analysed, interpreted and tabulated descriptively in detail. The analysis has been carried out under the following headings:

4.1.1 The Talking Person

The researcher found that both the teacher and students used English language in ELT classroom as it was the fact but the amount of language and the duration of time were varied.

Figure 1
The Talking Person in ELT Classroom



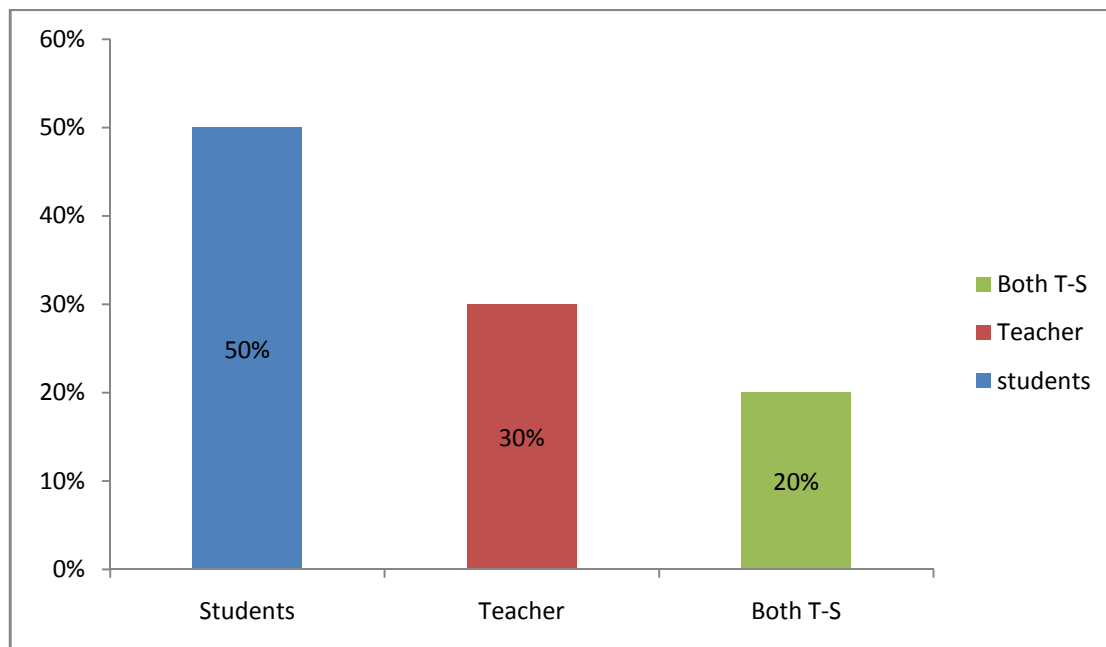
The above figure shows that all of thirty teachers said that they occupied 70% of time of period to use English language while students listened to them and remained passive in average. They said that they warmed up class and presented/ initiated lesson activities. They also said that they explained language items which they taught and asked questions to students. They further added that they gave feedback and information and instruction to the activities. As they took maximum time to do these things which left little time for interaction between students. They said that students used 10% of period hour time to practice teaching items which were presented. The teacher said that different types of activities were organized for the students for the practice. They said that in the practice section students talked and communicated with other students. Similarly, they said that both the teacher and students spent 20% of class period hour for evaluation of teaching learning activities. The teacher said that they gave feedback and corrected errors communicating with the students. Thus, a majority of talk time and language (i.e. 70%) were consumed by the teachers at the

time when the researcher discussed and gave them questionnaires before finding out awareness on the importance of STT over TTT in ELT classrooms.

4.1.2 The Talking Person in ELT Classroom (Later)

The researcher talked with the English teachers about existing situation of STT and TTT, related terms of questionnaire and related terms such as communicative competence, part of curriculum etc. to find out teacher's awareness on the importance of over TTT to develop communicative competence of learners. He requested them to reduce TTT and maximize STT and encourage students. He requested them to reflect their own lesson and self-evaluate STT over TTT to develop communicative competence for five lessons regularly and make difference with earlier. He asked them to use of those techniques that promote STT. Such as pair works, group work, give them enough time answer, etc.

Figure 2
The Talking Person in ELT Classroom (Later)



After the discussion and interview with the teachers, they decided to reduce TTT and increase STT. So students could get more opportunity to learn language by using it

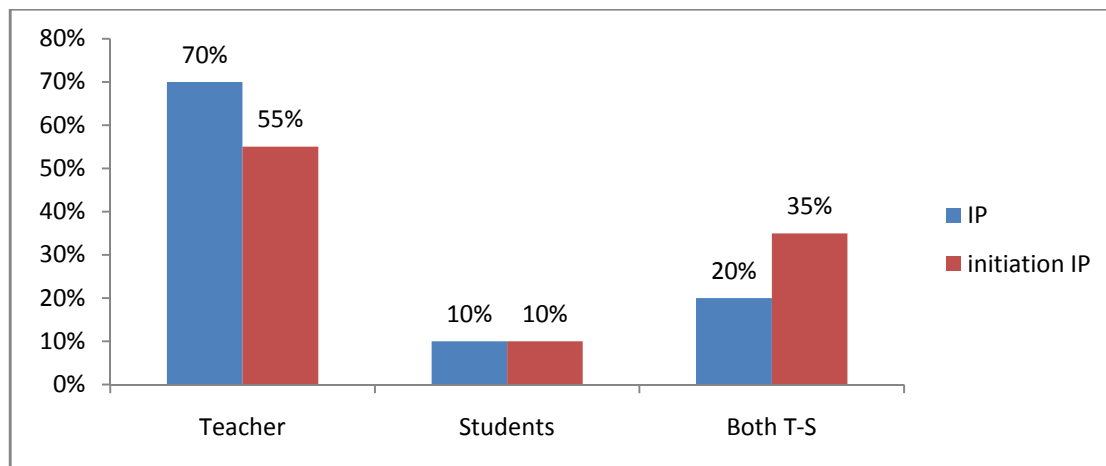
which was helpful for developing communicative competence. The above figure clearly shows that out of 100% period hour, the teachers said that students used 50% of time to use language in tasks and activities among students after finding out teachers' awareness on the importance of over TTT. The teachers said that they limited TTT up to 30% of period time in average according to nature of subject matters. Similarly, the respondents said that both the teachers and students communicated in ELT classroom and spent 20% of time. Thus, 70% of time was used by students in using language which is certainly helpful in developing communicative competence and students' autonomy.

4.1.3 The Interaction Pattern

Interaction pattern refers to how the persons communicate with each other and how they take turn. The initiation of pattern refers to the persons who start the interaction and the regulation of pattern refers to how they control and spread the interaction.

Figure 3

The Interaction Pattern and Initiation of Interaction Pattern



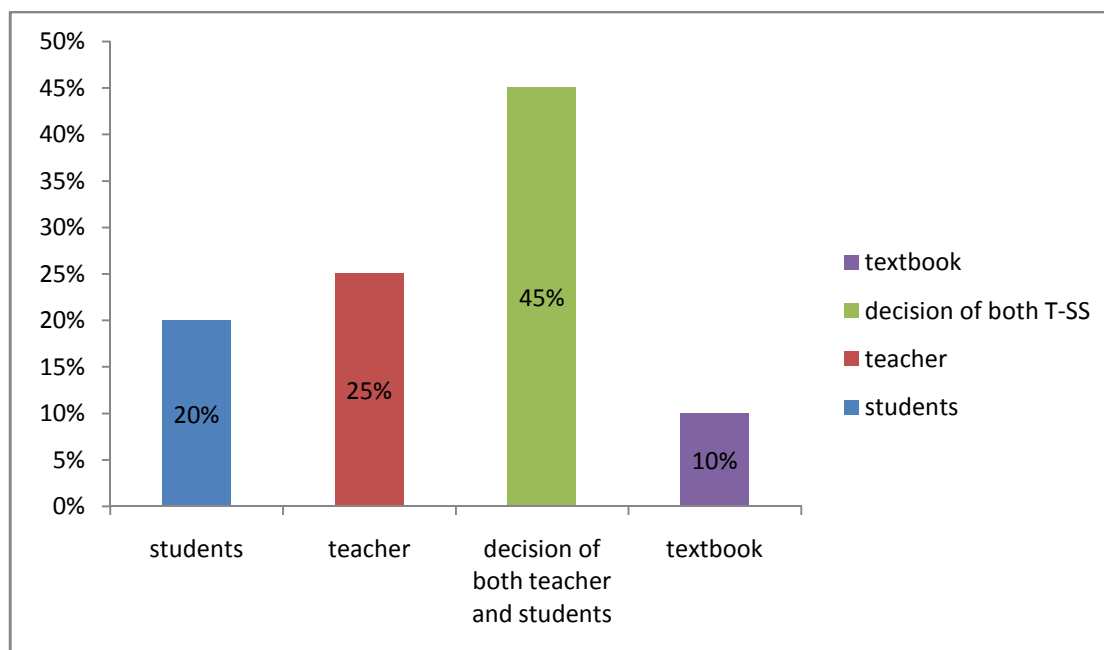
The teachers said that the interaction pattern that the teacher initiated and talked to whole class of students at a time was of 70%. They said that only in 10% of time students communicated with each other. Similarly, the teachers said that they evaluated, gave feedback and correct errors in 20% of talk time with students. Thus, it is said that a majority of interaction patterns in which the teacher talked to whole class were dominated by the teachers.

The teacher said that a majority of initiations of interaction pattern (i.e. 55%) were used by the teachers. As the figure clearly shows the teachers said that students occasionally and rarely initiated and regulated interaction pattern in ELT classroom i.e. 10%. Similarly, the teacher said that 35% of initiation times of interaction pattern fell on teachers and students group. Thus, it is said that a minority of students (i. e. 10%) initiated the interaction in the classroom. However, a large majority of initiation times of interaction pattern (i. e. 55%) were used by the teachers.

4.1.4 Decisions about Lesson Topic and Activities

This topic clarifies who takes decisions about lesson topic and classroom activities. Whether the teacher himself/herself takes decision or let the students make decision. This topic also informs whether the teacher allows students in the lesson conclusion to connect their learning, to reflect on, reformulate and articulate their learning or not.

Figure 4
Decisions about Lesson Topic and Activities

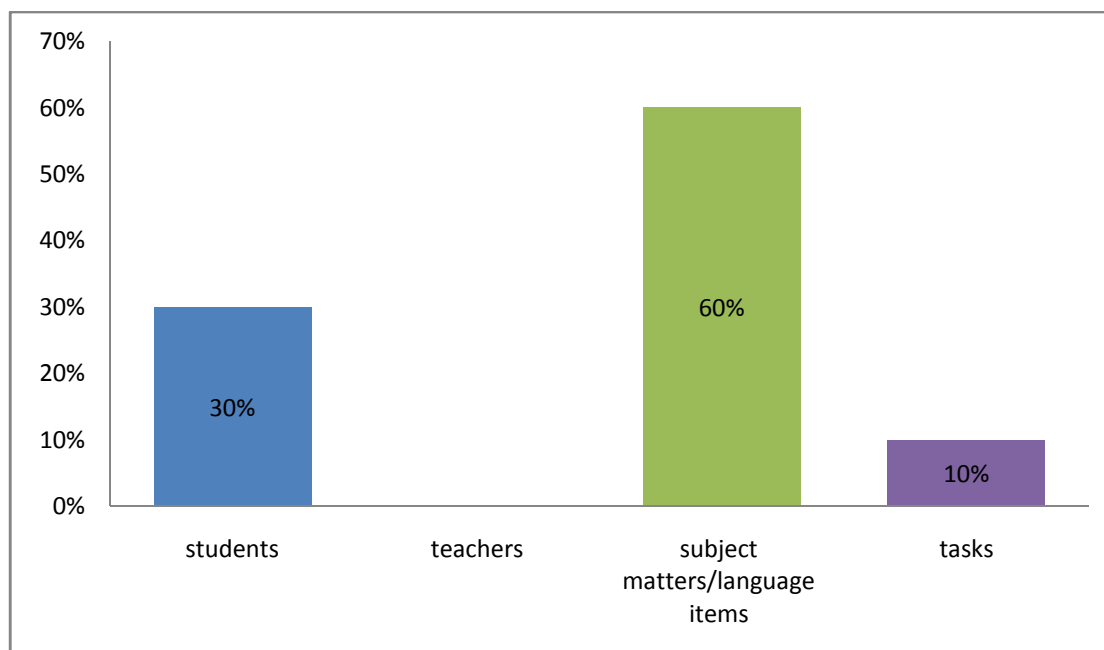


As the above figure shows, all the teachers said that 20% of classroom decisions about lesson topic and classroom activities were taken by students. Similarly, they said that 25% decisions were taken by the teachers themselves. The great thing was as they said that a majority of decisions (i.e.45%) about the class lesson topic and activities were taken by both the teacher and the students. However, they said that 10% of classroom decisions about lesson topic and classroom activities were taken according to text book. Thus, it is said that a majority of decisions about lesson topic and tasks were taken by both students and teacher.

4.1.5 The Centre of Attention during Lessons

The centre of attention during ELT lessons should be students in communicative language teaching. The teachers should organize lesson activities and tasks according to learners' need and interest. Language functions should be interacted in real life situations.

Figure 5
The Centre of Attention during Lessons

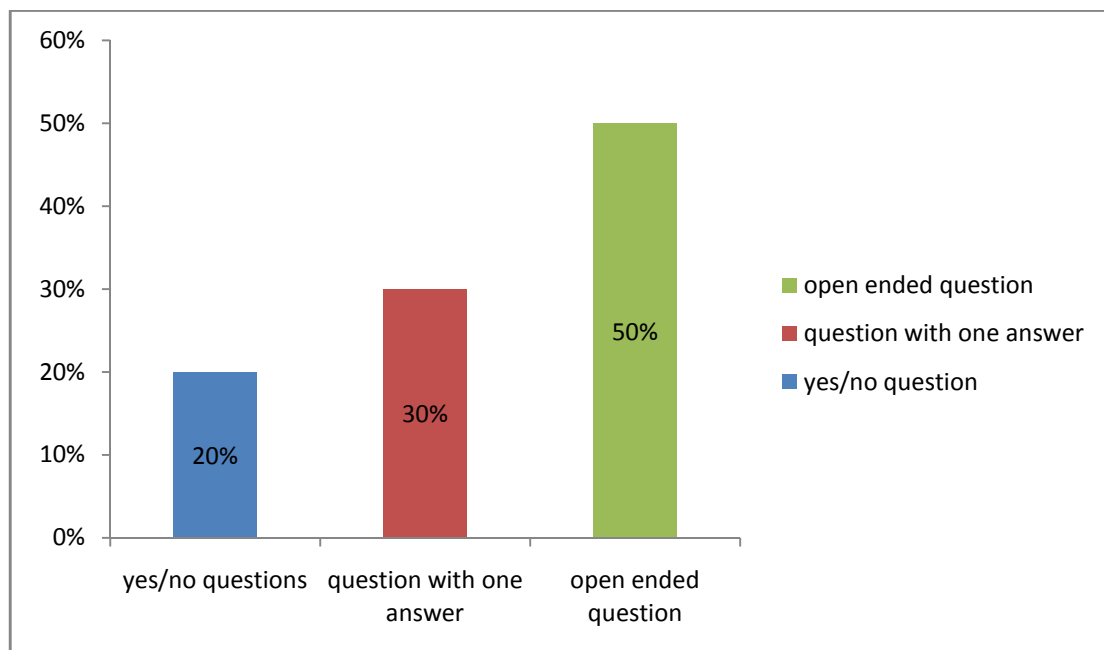


The above figure displays that out of thirty teachers, nine teachers (i. e. 30%) said that the students were the centre of attention during lessons in ELT classrooms. None of the teachers reported that the teacher was the centre of attention during lessons. However, eighteen teachers (i.e.60%) out of thirty teachers said that in a large majority of classes subject matters, language items, teaching items and language functions were the centre of attention during lessons. Only three teachers (i. e. 10 %) said that tasks and language activities were the centre of attention during lessons. Thus, it is said that a large majority of the teachers (i. e. 60%) teach English subject taking attention of teaching items. Only a minority of the teachers (i.e. 30%) teach English subject taking attention of students

4.1.6 The Type of Question Asked by Teachers

The teachers said that they asked questions mostly while they talked to students. They further added that most of the questions were based on the lesson activities and asked to assess the students orally.

Figure 6
The Type of Question Mostly Asked by Teachers



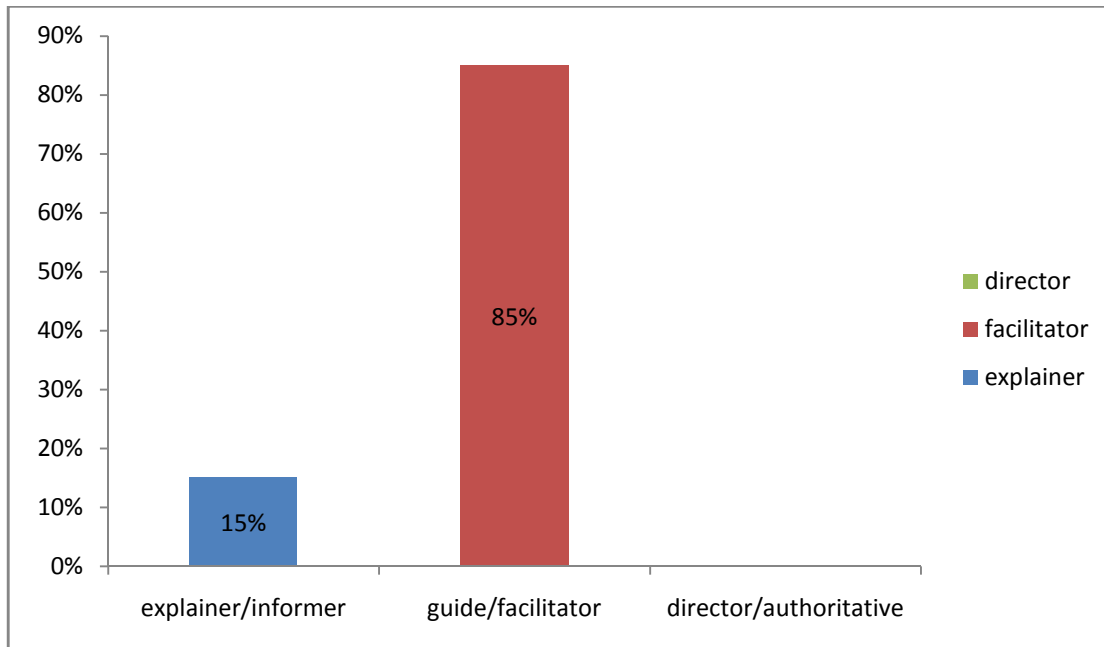
As the above figure shows, the teacher said that 20% of questions asked by the teachers were of Yes/no question. Similarly, they said that 30% of the questions asked by them were of questions with one right answer based. They further added that such type of questions was based on lesson and tasks. It was good thing they said that a majority of questions (i.e. 50%) were open ended probing questions which were helpful to connect language activities to real life.

They also said that they mostly directed the questions to whole class first and received response one by one. They further added that they showed gestures, nodding head etc. (i.e. non-verbally) mostly than verbally while receiving responses.

4.1.7 The Role of Teacher in classroom

The role of English teacher in the communicative classroom is to facilitate the communication process between all participants in the classroom and between the participants and the various activities required in the text. This provides students with scaffolding to advance their communicative competence. It equally tends them to be an active participant in the classroom.

Figure 7
The Role of Teacher in Classroom

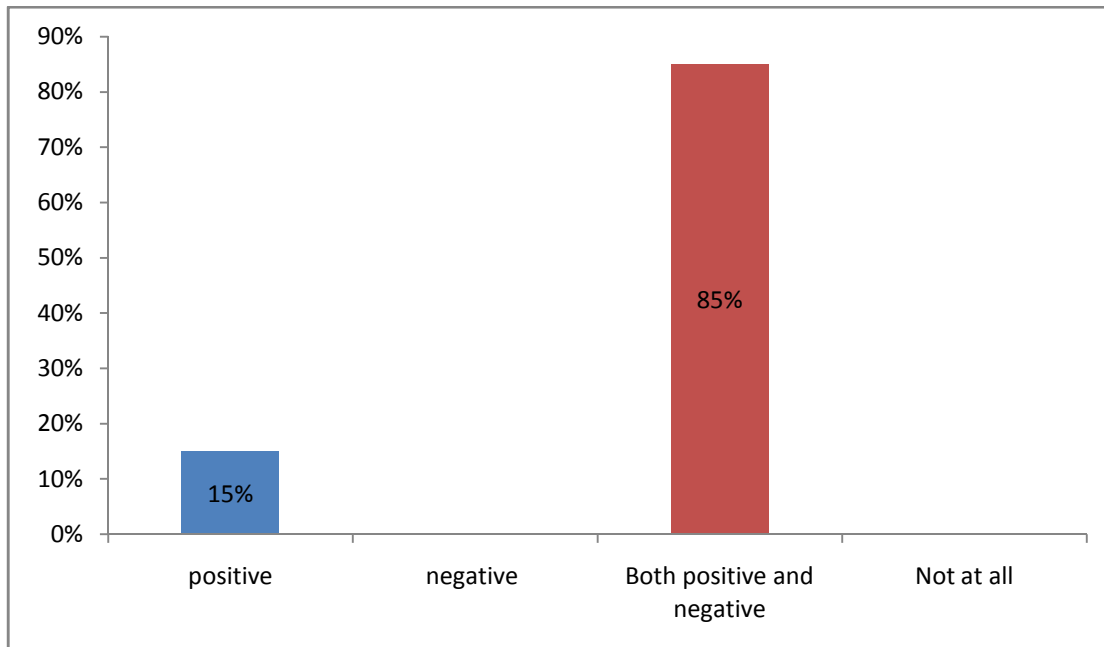


The above figure shows that out of thirty teachers, twenty six teachers (i. e. 85%) said that they performed as the role of guide and facilitator which was good for ELT class. However, only four teachers (i. e. 15%) said that they performed as the role of explainer and informer. In fact, the role of teachers should be dynamic as per the need of the class. Thus, a majority of teachers were found to be performing the role of facilitator and guide to enhance the communicative competence of the students.

4.1.8 Feedback by the Teachers

Figure 8

Feedback by the Teachers

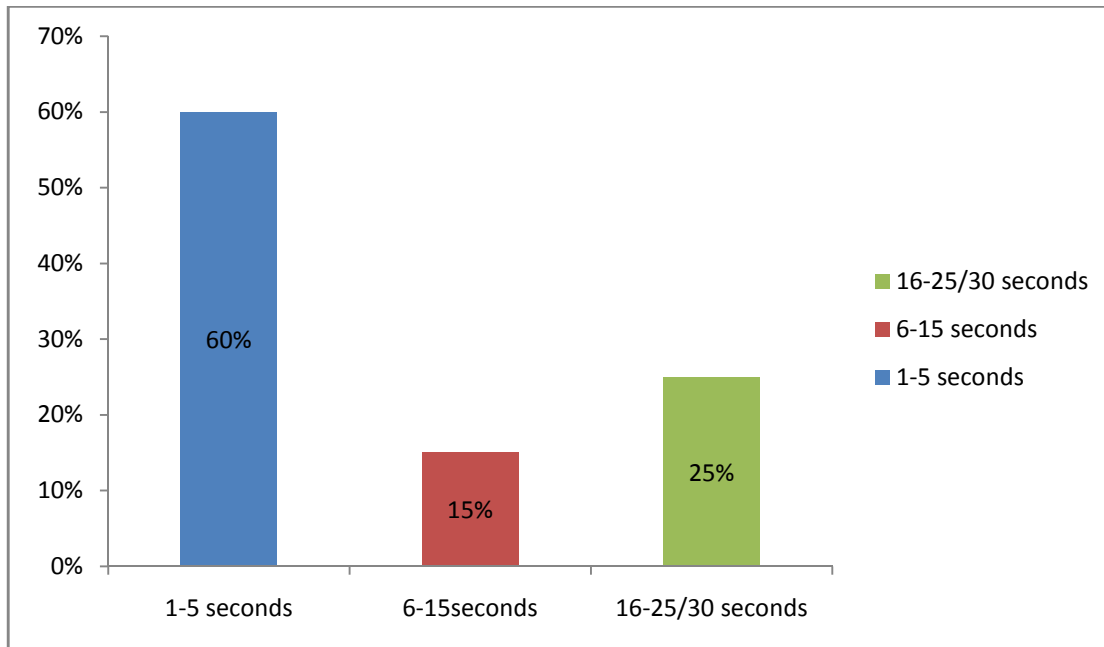


As the above figure shows that out of thirty teachers, four teachers (i. e. 15%) said that they gave positive feedback. None of the teachers said that they only used negative feedback. However, twenty six teachers said that they used both type of feedback i.e. positive and negative feedback to students in classrooms. They further added that they mostly provided explicit feedback to all the students that specifically linked lesson goals to students' responses and performance. Thus, it is said that a large majority of teachers (i.e.85%) were found to give both type of feedback namely Positive feedback and negative feedback.

4.1.9 Waiting Time for Response/Answer

When anyone asks a question, they expect an answer/response. Similarly, the teachers expect an answer after asking a question. There comes a gap of time which called waiting time before getting answers. A teacher should allow sufficient time before expecting an answer so that the student can process questions and produce a quality answer.

Figure 9
Waiting Time for Response/Answer

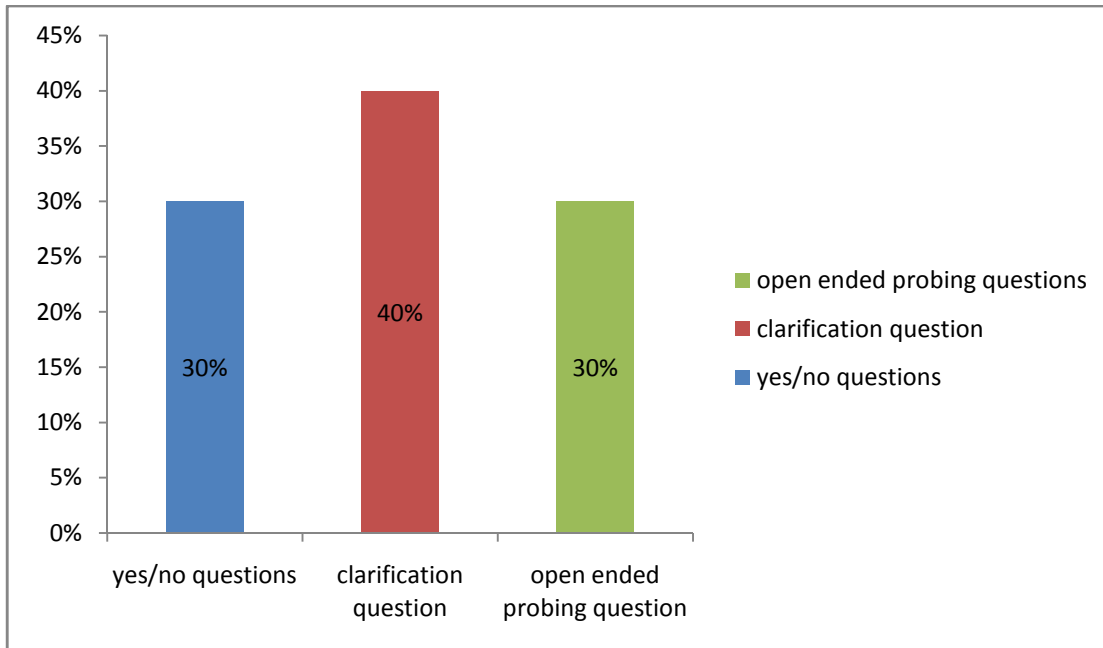


As the above figure clearly displays that out of thirty teachers, eighteen teachers (i. e. 60 %) said that they waited up to 5 seconds before expecting an answer. Similarly, four teachers (i. e. 15%) said that they gave 6-15 seconds time to process the question and produce a quality answer. However, eight teachers (i. e. 25 %) said that they allowed sufficient wait-time (i.e. 16-25/30 seconds) before expecting an answer. Thus, a minority of the teachers (i. e. 25%) were found to provide sufficient wait-time (i. e. 16-25/30 seconds) to produce a quality answer. However, a large majority of teachers were found that they provided a little time (i. e. 1-5 seconds) to produce a quality answer.

4.1.10 Questions Asked by Students

The students ask different types of questions to their teacher. They can be information seeking questions, yes/no questions, clarification question, open ended probing question etc. The researcher had given these three options to be ticked out namely Yes/no questions, clarification question, open ended probing question.

Figure 10
Questions Asked by Students

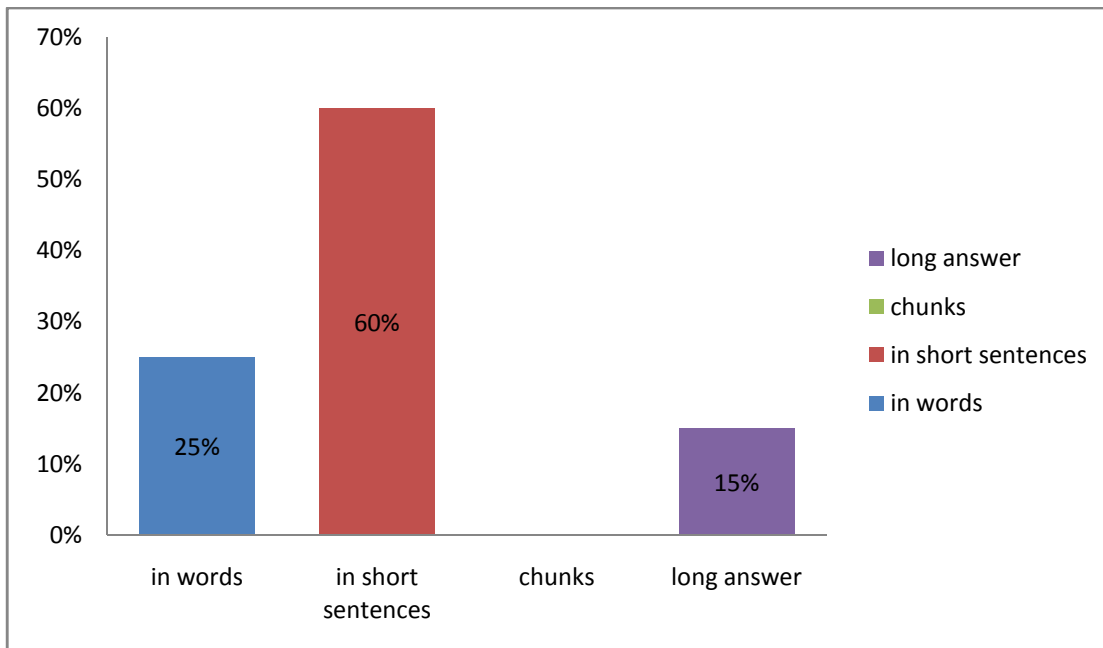


As the above figure shows, all the thirty teachers said that 30 % questions which the students asked to their teacher were yes/no questions. Similarly, they said that 40 % questions which the students asked to their teacher were clarification questions and they said that only 30 % questions which the students asked to their teacher were open ended probing questions. Thus, it is said that students mostly asked clarification questions to be clear of explanations and instructions.

4.1.11 Answers by Students

Most of students answer the questions where some may not give answers but all the students want to give the answers. It may be the case that they cannot express and produce any words but they have feelings, ideas, opinions etc. They may answer in words, sentences or gestures. They may be short answers or long answer. The researcher had given the four options viz. in words, in short sentences, chunks and long answer.

Figure 11
Answers by Students

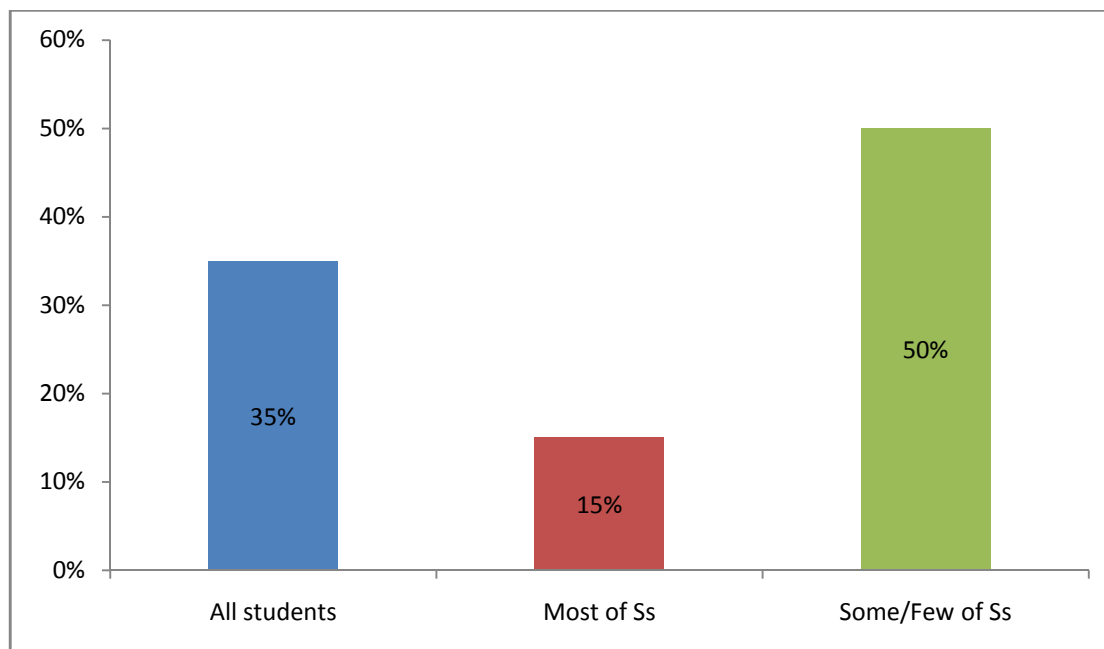


From the above, all the thirty teachers said that 25 % students answered using words of teachers' questions and peers' questions. Similarly, they said that a majority of students (i.e.60%) gave the answers using short sentences but no teachers ticked chunks option. However, they said that only 15 % of students gave long answers of teachers' questions and peers' questions. They further added that students talked lesson activities most than personal experiences with the teacher and students. Thus, it can be said that a minority of students (i. e. 15%) were able to give long answer. However, a majority of students were only able to give answer in short sentences.

4.1.12 Motivation of students

Figure 12

Motivation of students

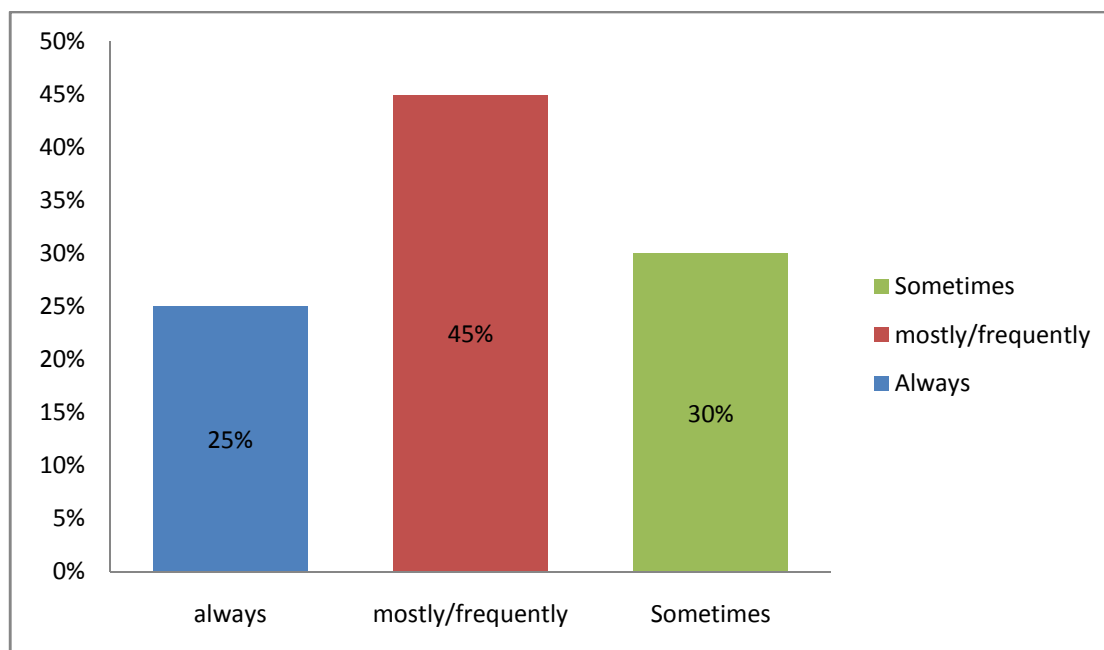


As the above figure shows that out of thirty teachers, eleven teachers (i. e. 35%) said that they had all the students motivated in ELT classroom. Similarly, four teachers (i. e. 15 %) said that they were able to motivate most of the students in the classroom but fifteen teachers (i.e. 50%) said that they were able to motivate some/ a few of students in the classroom. Thus, it can be said that some or few students were motivated in a large majority of ELT classes (i.e. 50%).

4.1.13 Instruction Level

This topic reveals that whether the teachers' teaching learning activities are on their level. It also informs they state clear instructions with examples or not. The teacher should share with students the specific nature of the task, the rationale for learning and its value. It should ensure students are aware of that they will be expected to demonstrate to show achievement of the task. It should authentically respond to students learning needs in a way that supports and extends their learning. It also should incorporate exciting material and ways to teach.

Figure 13
Instruction Level



As the above figure displays that out of thirty teachers, seven teachers (i. e. 25%) said that teachers' teaching learning activities were **always** according to students' level. Similarly, fourteen teachers (i.e. 45 %) said that teachers' teaching learning activities were **mostly** according to students' level. However, nine teachers (i. e. 30 %) said that teachers' teaching learning activities were **sometimes** according to students' level. Thus, it is said that about in 70 % teaching learning classes the teachers cared students' need but in 30 % teaching learning classes, the teachers cared students' need rarely.

4.1.14 Techniques /Strategies used to Increase Students' Talk (Time)

The following techniques/ strategies were used to increase students' talk (time) by the thirty English teachers.

-) Answering questions orally.
-) Story -telling.
-) Role play
-) Pair work

-) Group work
-) Use of picture cues.
-) Reading aloud
-) Using language games, puzzles and chants
-) Describing a given picture.
-) Information gap activities.
-) Use of provoking news, headlines, quotes to get students express their opinions/ ideas.
-) Use of role play and kept in mind that activities need to be set up so all the students (strong/weak) are encouraged to speak.
-) Provided safe speaking situations and relaxed atmosphere.
-) Had students use English generally into classroom and outside of classroom.

The above list of techniques and strategies which were used to increase students' talk (time) are mostly similar to lower secondary level English curriculum. This list reveals that lower secondary English teacher student centred techniques to increase students talk time. Thus, it can said that an English teacher must use students centred techniques to teach English language to develop communicative competence.

4.1.15 Reasons behind Students' Passiveness

The following reasons were reported behind students' passiveness in the classroom by the thirty teachers. Lots of English teachers complain that students do not talk enough. They are quiet. They just sit there and do not communicate with other students.

- Maximum teacher talking time.
- Students felt fear of making mistakes.
- They were not given chances to speak/ use English (to share ideas.).
- They did not understand what the teacher was telling them. (Lack of previous language class Knowledge.)
- They got a little time so that they could not think in such period.
- Students did not speak English as it was not mandatory to use language.
- They had unwillingness to participate in language teaching.

- Inhibition.
- Lack of confidence in their ability to use language.
- Insufficient practice in a supportive environment.
- Complete laziness.
- Extreme introverted nature.
- They were not realized the benefits of speaking English.
- The teacher answered each and every question.
- They could not think of response and become nervous when the teacher asked any question related to topic.

The above list of the reasons behind students' passiveness in ELT classrooms which were reported by the thirty teachers shows that maximum teacher talking time is main cause. However, they were unaware of the importance of students talk time. They were unaware of reducing teacher talk time and increasing students talk time to develop communicative competence of learner.

4.1.16 Encouraging Techniques

The following techniques/ strategies were reported by the thirty teachers to encourage students to communicate in ELT classroom. These techniques were specially used for encouraging reluctant students to participate in speaking activities in ELT classroom.

- Convinced students that they could do better if they tried to use language.
- Making mandatory participation in tasks and activities.
- Students were involved in preparing thing for the tasks and activities and later they participated in the tasks.
- They were involved in rehearsal practice so that they could repair their mistake.
- Designed those activities and tasks which were exciting and interesting based on easy language.(Reduced the level of task difficulty.)
- Gave clear instructions and trainings in discussion skills.
- Use of games and fun techniques.
- Showed interest in what students say.
- Avoided boredom and confusion over tasks.

- Asked few students to monitor the speaking activities of other then give feedback.
- Encouraged shy students and gave a lot of scaffolding.
- Use of pair and group work for activities.
- Gave clues to guess answers.
- Asked questions to whole class and received answers one by one.
- Use of Open ended questions instead of yes/no question.
- Provided safe speaking situation and relaxed atmosphere.
- Allowed sufficient time to think and form ideas and time to express them.
- Built a supportive learning environment.
- Promoted positive attitudes among students.

The above list of the encouraging techniques which were reported by the thirty English teachers shows that they have knowledge of encouraging techniques to guide to communicate between students but on the basis of talk time teachers' domination were reported.

4.1.17 Positive and Negative Aspects of Teacher Talking

The following positive aspects of teacher talking which were experienced in ELT classroom by the thirty teachers are:

-) Teacher talking gave information and ways to learn something.
-) It encouraged students to speak and learn language.
-) It gave good technique to handle/solve the problems.
-) The teacher could explain things to the whole class at once.
-) Students could learn useful things from the language used by a teacher.
-) Teacher was a good model for pronunciation and practice language.
-) The teacher could ask questions to make them think about their subject matters.
-) It was helpful to give feedback and correct errors made by students.
-) It was helpful while giving facilitation and guidance to students for language learning.
-) The teacher motivated students by eliciting information of previous lesson.

-) It was used for presenting lesson, classroom management etc.
-) It was used for storytelling and to build rapport with students.

The following negative aspects of teacher talking which were experienced in ELT classroom by the thirty teachers are:

-) It limited the amount of students talking time.
-) Too much teacher talking reduced time and opportunity to arrange pair work, group work, role play, debates etc.
-) It pulled students on the teacher's way.
-) Students became passive.
-) The students would have only one main source of listening.
-) Learning without doing resulted into boring and tiring classes and teacher centred teaching if it was too much.
-) It left a little time and opportunity for students practice.
-) It made the teacher spend much more energy and tired.
-) It caused the teacher to leave the class without any evaluation and outcome of learning.

The above list of positive and negative aspects of teacher talking which were reported by the thirty teachers shows that they have knowledge of teacher talk time but they do not properly use in their English language teaching learning activities as there was not proportionate equilibrium between teacher talk time and student talk time. This can raise their awareness to realize to increase STT and reduce TTT and bring proportionate equilibrium between teacher talk time and student talk time to develop communicative competence.

4.1.18 Positive and Negative Aspects of Students Talking

The following positive aspects of students talking which were experienced in ELT classroom by the thirty teachers are:

-) Student talking helped to develop language skills and communicative competence.
-) It helped to develop learners' autonomy to learn language.

-) Students learned language by using it.
-) They could share ideas and learn from each other which would be fun and motivating for students.
-) When they used language, the teacher could see which areas of language are causing problems and need feedback.
-) Teaching learning activities would be interesting as they learnt language by using it.
-) They could develop fluency with accuracy.
-) They got opportunities to become familiar with new materials and exponents.
-) Most students enjoyed active engagement activities as opposed to long lectures.
-) It helped to create a comfortable classroom with a positive atmosphere where speaking was valued and everyone had a chance to talk.
-) Students had more chances to experiment with and personalize the language rules. They could mix previous vocabulary and grammar structures with English language of lessons.
-) As they spoke more, they relied on their skills and repaired the miscomprehension.

The following negative aspects of students talking which were experienced in ELT classroom by the thirty teachers are:

-) It made the classroom noisy and students used mother tongue.
-) Students used grammatically wrong utterances and developed ungrammatical rules about language use.
-) It was difficult for a teacher to hear what everyone was saying.
-) They learn wrong pronunciation of some words.
-) The teacher had to prepare a lot to handle the classroom. S/he had to design various types of activities.
-) At the lowest levels, they were not able to communicate effectively with each other.
-) It needed courageous and dynamic students.

The above list of positive and negative aspects of students talking which were reported by the thirty teachers shows that they have knowledge of students talk time but they do not properly use in their English language teaching learning activities as there was not proportionate equilibrium between teacher talk time and student talk time. This can raise their awareness to realize to increase STT and reduce TTT and bring proportionate equilibrium between teacher talk time and student talk time to develop communicative competence.

4.1.19 The Reasons behind Minimizing TTT and Maximizing STT

The following reasons were reported by the thirty teachers behind minimizing teacher talk time and maximizing students talk time for a better ELT classroom:

-) Students got much opportunity to use English language items and develop communicative competence of language.
-) They needed to produce language in real life conversation to learn language.
-) They could notice their own mistake and repair it.
-) Learning outcomes of lower secondary level would be achieved.
-) Students could construct and develop their hypothesis about language use.
-) They could take responsibility to learn language and build students' autonomy.
-) They would be able to use English language for self-expression and become independent by relying on themselves.
-) Made teaching learning process more genuine and realistic.

The above list of the reasons behind minimising TTT and maximising STT which were reported by the thirty teachers shows that an English teacher should establish a proportionate equilibrium between teacher talk time and student talk time. This also reveals that the English teacher realized the importance of students talk time over teacher talk time to develop communicative competence and students' autonomy.

4.2 Summary of Findings

This research work entitled "Teacher Talk Time and Student Talk Time in ELT Classrooms" has made an attempt to find out lower secondary level English teachers'

awareness on the importance of students talk time over teacher talk time to develop communicative competence of learners. It has also explored the reality of TTT and STT from ELT classrooms. The research work is of paramount importance to provide knowledge on the classroom techniques and strategies that an English teacher can adopt to encourage students to communicate/talk and reduce teacher talking to make teaching learning effective. The study shows that a majority of teachers had the concept of talking most of class period hour in the name of providing and presenting comprehensible input to the students to develop communicative competence. However, they were unaware of importance of students' talk time to develop communicative competence. Some of the major findings of the study have been outlined below:

A majority of talk time and language in ELT classrooms (i.e.70%) were consumed by the teachers before finding out teachers' awareness about student talk time.

- i. After finding out teachers' awareness about student talk time it was found that 70% of time was used by students in using language which is certainly helpful in developing communicative competence and students autonomy and the teachers limited TTT up to 30% of period time in average according to nature of subject matters.
- ii. The interaction pattern that the teacher initiated and talked to whole class of students at a time was of 70 %.
- iii. Most of the questions were asked by the teachers while they talked to students than by students. It was good thing that a majority of questions (i.e. 50%) were found open ended probing questions.
- iv. 85% of teachers were found performing the role of guide and facilitator which was good for ELT class.
- v. A majority of teachers (i.e.85%) were found to give both type of feedback namely Positive feedback and negative feedback to students.
- vi. It was found that only 25 % of teachers allowed sufficient wait-time (i.e. 16-25/30 seconds) before expecting an answer of question to students.
- vii. It was found that a majority of decisions (i.e.45%) about the class lesson topic and activities were taken by both the teacher and the students.

- viii. It was found that 40 % questions which the students asked to their teacher were clarification questions.
- ix. It was found that in a large majority of classes (i.e.60%) subject matters, language items, teaching items and language functions were the centre of attention during lessons.
- x. It was found that only some or few students were motivated in a large majority of ELT classes (i.e. 50%).
- xi. It was found that 70% teachers were found to let students communicate themselves to develop learners' autonomy.
- xii. It was found that 80% students were found attentive during periods of their performance when they actively engaged in tasks and activities.
- xiii. In most of the classes, the teachers were found to use the communicative techniques and strategies such as answering questions, story –telling, role play, pair work, group work, use of picture cues, reading aloud, using language games, puzzles and chants etc. to increase student talk time.
- xiv. In most of the classes, the students were found to be passive because of maximum teacher talk time, lack of opportunities to talk, fear of making mistakes, poor in subject matters etc.
- xv. In most of the classes, pair and group work, allowing enough time for answers, mandatory participation, rehearsal practice, convincing students to speak, tasks on easy language and games etc. were used by the teachers to encourage students to communicate in ELT classroom.
- xvi. In most of the classes, developing communicative competence and promoting learners' autonomy were the main two reasons were found behind minimizing teacher talk time and maximizing students talk time for a better ELT classroom.

CHAPTER-FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

School level English curriculum is guided with communicative approach and it aims to develop communicative competence. To achieve this goal, a teacher needs to teach English for meaningful and purposive communication. For that teachers should give their students ample of opportunities to use English language. There must be balance of getting input and interaction between students and the teacher. The interaction between the teacher and students constitutes a most important part in all classroom activities. Appropriate teacher talk time can create harmonious atmosphere for student – student interaction and at the same time promotes a more friendly relationship between teachers and students as the teacher encourages students to work in pairs or groups, and consequently creates more opportunities for interactions among students. To be a successful and good teacher, s/he should be flexible to switch off within different roles like guide, councilor, facilitator, organizer as per the need of the classroom. The teacher should establish a proportionate equilibrium between Teacher Talking Time and Students Talking time which promotes students’ autonomy to take responsibility of language learning. Thus, a proportionate equilibrium between TTT and STT plays a vital role to develop communicative competence and to promote learners’ autonomy.

This study entitled “Teacher Talk Time and Student Talk Time in ELT Classrooms” has made an attempt to find out lower secondary level English teachers’ awareness on the importance of students talk time over teacher talk time to develop communicative competence of learners and to promote students ‘autonomy. The whole study is incorporated within the five different chapters. In the first chapter, the researcher attempted to make appropriate context for conducting the study. Then the statement of problem, the objectives of the study, research questions that were to be answered,

significance of the study, delimitations of the study and operational definition of the key terms were all grouped under the first chapter.

The researcher broadened his knowledge related his topic studying the ELT journals by Allwright (1982) and Thornbury (1996) and books by Cohen (2010), Gass and Selinker (2008), Harmer (2007) and Kumar (2006) and reviewing empirical researches completed in the Department of English Education. Moreover, the researcher frequently visited different websites to get researches such as EIA (2011), Inamullah (2008), Mubark (2010), Napoles (2006) and Setiawati (2012) to review and to get detailed knowledge. From those studies he got insightful ways to proceed this study. On the basis of the review of related literature, he developed conceptual framework to conduct this study.

The methods and procedures of the study had been described in third chapter. The design of the study was survey and the data were collected by utilizing the primary sources. Thirty teachers from lower secondary public schools were selected by using purposive non-random sampling procedure to carry out the study. Interview with the teachers and questionnaires were the tools for collecting data.

Similarly, he set the parameters and embarked through it in course of his analysis and interpretation in fourth chapter. From the above study, he found that a majority of teachers were unaware of TTT and STT in ELT classrooms and their awareness was raised on importance of STT over TTT by discussing related factors of classroom talk and activities.

5.2 Recommendations

This research work entitled “Teacher Talk Time and Student Talk Time in ELT Classrooms” has made an attempt to find out lower secondary level English teachers’ awareness on the importance of students talk time over teacher talk time to develop communicative competence of learners and to promote students ‘autonomy. It has also explored the reality of TTT and STT from ELT classrooms. The research work is of paramount importance to provide knowledge on the classroom techniques and strategies that an English teacher can adopt to encourage students to communicate/talk

and reduce teacher talking to make teaching learning effective. From interpretation and summary of the findings of the study, the following recommendations can be suggested.

5.2.1 Policy Related

The main recommendations of the study at this level are as follows:

- i. This study shows a clear image of communicative class and role of teacher and students in TTT and STT. on the basis of it, it can be recommended that the curriculum designer should utilize this study to design a communicative curriculum of language.
- ii. The syllabus designer should design syllabus according to the need and interest of the students.
- iii. Different training programmes should be designed for English teachers.
- iv. The course content should be more practical.
- v. The course should be the close to educational pedagogy.
- vi. The school should develop an atmosphere of involving students in communicative activities.

5.2.2 Practice Related

The main recommendations of the study at this level are as follows:

- i. The teacher should establish a proportionate equilibrium between Teacher Talking Time and Students Talking time and encourage students to communicate with other students.
- ii. The teacher should make their classroom teaching interesting through various activities like games, debates, interaction etc. get the students attention and solve the in disciplinary problems caused by boredom and their passive role.
- iii. The students can learn so much from their friends through co-learning. So, the teacher should encourage the students to participate in pair work and group work activities.

- iv. The teacher should conduct student centred activities like group work, pair work, role play, etc. to develop collaborative and interactive environment in the classroom.
- v. Students should be given ample of opportunities to use language to develop communicative competence and promote learners autonomy.
- vi. The teacher should use different teaching materials and tasks in the classroom to arouse interest in the students to participate in different activities.

5.2.3 Further Research Related

This study helps to provide knowledge to conduct the research on the topics like the TTT and STT, strategies used by the novice teacher to teach English language, the classroom activities of English teacher, interaction between the teacher and students, etc. Moreover, it helps to conduct research in other similar fields. Thus, researchers are benefitted by the following way:

The new researchers are suggested to carry out their studies on other aspects of Teacher talk time and students Talk time like classroom techniques, learners activities and so on.

The new researchers are suggested to carry out their studies on large scale research of increasing students talk time, classroom activities that reduce TTT and so on.

The new researcher will get good secondary data while they study on other aspects of research work.

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Appendix-I

TTT and STT Questionnaire

Dear Sir/Madam

I am going to carry out a research work entitled “Teacher Talk Time and Student Talk Time in ELT Classrooms” for the partial fulfillment of my master of Education in English at T. U. under the supervision of Mr.Sajan Kumar Karn, Lecturer, Department of English Education, T. U. Kirtipur. I collect data using this questionnaire.

Teacher’s name:

Name of institution

Address.....Qualification.....

ExperiencedDate

DIRECTIONS: Please answer all items and add extra comments if you wish.

1. Think about a lesson you have given recently. How much did you talk, how much did your students talk and how much did you and your students talk in ELT classroom?
 - a) Teacher% b) Students% c) Both T-S.....%
2. What is the interaction pattern in your classroom?
 - a) The teacher talks at one time to whole class.%
 - b) Students talk to each other in pairs/ groups.%
 - c) The teacher talks with individual student.%
3. Who initiates and regulates the interaction in the classroom?
 - a) Teacher% b) Students.....% c) Both T-S
4. Do the learners help make decisions about the class activities and lesson topics?
 - a) Yes- fully based% c) No-T based
 - b) Yes – decision of both Ss&T.....% d) No- at all: only book%
5. What is the centre of attention during the lesson?
 - a) Teaching item b) students c)teacher d)tasks

6. Who asks most of the questions in classroom?
 a) Teacher b) Students c) Both the T and Ss
7. What is the role of the teacher in the classroom?
 a) Informer/ explainer b) guide/facilitator c) authoritative/director
8. What kind of questions does the teacher ask most?
 a) Yes/no questions% c) open ended probing questions...%
 b) Questions with one right answer% d).....
9. What kind of feedback does the teacher give to questions?
 a) Negative b) Positive c) Both d) Not at all
10. How much time does the teacher give/allow before expecting an answer? (To process questions and produce a quality answer.)
 a) 1-5 Seconds b) 6-15 Seconds c) 16-25/30 Seconds
11. What kinds of questions do the students ask?
 a) Yes/no questions.....% b) Clarification question%
 c) Open ended probing question.....% d)
12. How do the students give answers?
 a) in words.....% b) in short sentences%
 c) chunks.....% d) long answer.....%
13. Are your students motivated and interested to learn?
 a) All students b) Most of Students c) Some/ few of students
14. Is your instruction on their level?
 a) Always b) Mostly/ Frequently c) Sometimes
15. If you think that English teachers should increase students' talk (time). Mention three realistic techniques/activities.
 a)
 b)
 c)
16. There are several reasons why students are quiet in ELT classroom. Can you mention three of them?
 a) b) c)

17. How do you encourage the students to ask and to speak/ participate in speaking activities in the classroom?

- a)
- b)
- c)

18. State 3 positive things about 'Teacher talking'.

- a.
- b.
- c.

19.State 3 negative things about 'Teacher talking'.

- a.
- b.
- c.

20. State 3 positive things about 'Student talking'.

- a.
- b.
- c.

21. State 3 negative things about 'Student talking'.

- a.
- b.
- c.

22. Do you think English teacher should avoid teacher talking time for a better classroom? Why or why not?

- a.
- b.
- c.

Appendix-II

Name of Respondents	Name of Institutions
Mr. Ranjit Kuwar	Shree Lower Secondary School Dholwaja Kiratpur
Mr. Rambaran Yadav	Shree Higher Secondary School Ramdaiya Bhawadi
Mr. Gurudev Mandal	Shree Higher Secondary School Ramdaiya Bhawadi
Mrs. Anita Yadav	Shree Dwarika Lower Secondary School Raghunathpur.
Mr. Saroj Das	Shree Shankar S. School Dhanauji
Mr. Karma Prasad Sah	J. J. H. Secondary School Godar
Mr. Birendra Lal Karn	B. H. Secondary School Bahuarwa
Mr. Udaya Yadav	Girija H. S. Secondary School Phulgama.
Mr. Narayan Kishor Yadav	Tri. A.H. Secondary School Bindi
Mr. Anand Kumar Thakur	Ra. J. H. Secondary School Kurtha.
Mr. Sunil Kumar Yadav	Janata H. Secondary School Mangraha
Mr. Dharendra Yadav	Yadav Secondary School Belhi
Mr. Ramji Das	Go. Pra. H. Secondary School Basahiya
Mr. Manoj Thakur	Janaki Secondary School Janakpur.

Mr. JibachYadav	Bhanu H. Secondary School Kishanpur
Mr. Ram LalitYadav	Bhanu H. Secondary School Kishanpur
Mr. Ram DyalYadav	Secondary School Bhuchkrapur
Mr. Kiran Kumar Singh	Sa. U. S. S. Bengadawar
Mr. ChudamaniBaral	Sa. U. S. S. Bengadawar
Mr. Dilip Thakur	Pragatishil S. S. Hathmunda
Mr. ArunKuamr Thakur	S. S. S. ThillaSabaila.
Mr. GyanKuamarYadav	J. H. S. S. Simararigadhi
Mr. Raslal Thakur	H. S. S. PritpurParwata
Mr. ShibchandraMandal	H. S. S. Baghchauda.
Mr. DhaniklalMahato	Shibshakti H. S. S. Bateswar.
Mr. SyamnandanJha	Laxminiya H. S. S. Kumhraura.
Mr. Shrawan Kumar Yadav	BilatBauku H. S. S. Madan
Mr. BirendraKuamrRai	F. C. G. H. Secondary School Barkurwa.
UpendraYadav	J. H. S. S. Baniniya.
IndalYadav	J. S. S. Kajararamaul