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Full Length Research

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

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Abstract

This research investigates the perceptions of students and teachers regarding the effectiveness of teacher talk in English and Bangla medium schools in Bangladesh. Employing mixed methods, including surveys among 113 students and 20 teachers, classroom observations through focus groups, and reading comprehension assessments, the study explores how teacher talk varies across mediums and its impact on learner engagement and autonomy. The findings reveal that Bangla medium students tend to depend heavily on teacher guidance, valuing extensive, feature-rich teacher talk, while English medium students demonstrate a preference for autonomy, engaging in less teacher talk and more peer interaction. The study underscores that the effectiveness of teacher talk is context-dependent and offers pedagogical implications for optimizing classroom interaction tailored to learners' needs.

Keywords: Teacher talk, Learner engagement, English and Bangla, Pedagogical implications

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1 INTRODUCTION

In Bangladesh, proficiency in English has become an essential skill for socio-economic advancement and active participation in the globalized economy. The increasing integration of Bangladesh into international markets, higher education, and global communication networks has heightened the demand for effective English language teaching (ELT) practices within the country. Effective ELT not only requires well-structured curricula but also hinges significantly on classroom interaction processes, particularly the role of teacher talk. Teacher talk, which encompasses the verbal interactions initiated by teachers, is widely recognized as a vital component in facilitating language acquisition, providing input, and managing classroom dynamics (Khan et al., 2019). However, the nature and impact of teacher talk can vary substantially depending on contextual factors such as cultural norms, pedagogical approaches, and the medium of instruction. For instance, in Bangla medium schools, traditional teacher-centered methods dominate, often emphasizing teacher authority and extensive instruction,

whereas English medium schools tend to adopt more learner-centered strategies that encourage interaction and autonomy (Rahman & Akhtar, 2020). These differences influence how teacher talk is perceived and its effectiveness in promoting language proficiency among students.

Furthermore, cultural and linguistic factors significantly shape classroom interaction in Bangladesh. In many Bangla medium classrooms, the teacher often assumes a dominant role, with limited opportunities for students to engage actively in dialogue or initiate communication (Islam & Alam, 2018). Conversely, in English medium settings, there is a gradual shift towards more interactive models, emphasizing student participation, questioning, and peer interaction aligned with communicative language teaching (CLT) principles (Hossain & Hasan, 2021). These contrasting practices highlight the importance of understanding how teacher talk strategies are adapted within different educational contexts to meet learners' needs. Moreover, the socio-

cultural expectations regarding authority, politeness, and communication norms influence teachers' choices in speech modification, questioning techniques, and feedback provision (Sultana & Islam, 2019). Recognizing these contextual influences is crucial for developing pedagogical strategies that optimize classroom interaction and enhance language learning outcomes.

Given these variations, this study aims to explore and compare perceptions of teacher talk's effectiveness in English and Bangla medium schools. It seeks to analyze how teachers modify their speech, employ classroom discourse strategies, and foster learner engagement within each context. By examining these differences, the research intends to provide valuable insights into tailoring teacher talk approaches that are culturally sensitive and pedagogically effective. Understanding these dynamics can inform teacher training programs, curriculum design, and classroom practices—ultimately contributing to improved language proficiency among Bangladeshi learners. As Bangladesh continues to prioritize English language skills for future competitiveness, examining the nuanced role of teacher talk across mediums becomes increasingly vital for sustainable educational development (Rahman & Islam, 2022).

1.2 Research Objectives and Questions

Objectives:

1. To compare perceptions of teacher talk effectiveness in English and Bangla medium schools.
2. To analyze classroom practices related to speech modification, questioning, and feedback.
3. To evaluate the role of non-verbal cues, attire, and classroom discourse models.
4. To assess the impact of teacher talk on learner motivation and autonomy.

Research Questions:

1. How does the IRF (Initiation-Response-Feedback) model influence classroom interaction and student participation in English and Bangla medium schools?
2. What non-verbal behaviors and teacher attire influence the perceived effectiveness of teacher talk and student motivation?
3. How do teachers modify speech and use questioning techniques to produce comprehensible input for learners?
4. In what ways is oral feedback delivered across mediums, and how does it affect learner autonomy and motivation?

LITERATURE REVIEW

1. Teacher Talk

Teacher talk refers to the spontaneous verbal

interactions initiated by teachers during classroom instruction, serving as a central mechanism for delivering input, managing classroom activities, and fostering student engagement (Khan et al., 2019). It encompasses a range of speech acts, including explanations, instructions, questioning, and feedback, which collectively influence learners' language development. Recent studies emphasize that effective teacher talk should be clear, purposeful, and tailored to learners' proficiency levels to optimize understanding and participation (Rahman & Islam, 2020). Moreover, the quality and quantity of teacher talk directly impact the amount of comprehensible input students receive, which is crucial for second language acquisition (Hossain & Hasan, 2021). As such, teacher talk functions not only as a pedagogical tool but also as a facilitator of meaningful interaction, guiding learners through the language learning process.

Research highlights that the manner in which teachers communicate significantly influences learner motivation and classroom climate. For example, teachers who employ varied and dynamic speech patterns tend to create more engaging environments that encourage student participation (Sultana & Islam, 2019). Additionally, the role of teacher talk extends beyond mere content delivery; it involves strategic use of language features such as intonation, pauses, and emphasis to make instructions more comprehensible and to foster a positive rapport with students (Khan et al., 2019). In the context of Bangladesh, where cultural norms influence teacher-student interactions, understanding how teacher talk is adapted within different instructional settings becomes vital for improving language outcomes (Rahman & Akhtar, 2020). Recent research reveals that effective teacher talk must balance clarity with approaches that promote learner autonomy and active engagement.

Furthermore, the use of teacher talk in varying classroom contexts reflects broader pedagogical philosophies. While traditional teacher-centered classrooms rely heavily on monologic teacher talk, contemporary communicative approaches encourage more dialogic interactions, where teachers facilitate student-led discussions (Hossain & Hasan, 2021). The shift from lecture-style delivery to interactive practices involves not only modifying speech but also adopting strategies that foster critical thinking and learner independence. Consequently, teacher talk is increasingly viewed as a dynamic and adaptable tool that, when employed effectively, can significantly enhance language learning experiences across diverse educational settings (Sultana & Islam, 2019).

2. Significance of Teacher Talk Time

The amount of time teachers dedicate to speaking during instruction—commonly referred to as Teacher Talk

Time (TTT)—has been identified as a critical factor influencing language learning outcomes. Recent research indicates that an optimal balance of teacher talk provides sufficient input without overwhelming learners, thereby supporting their language development (Khan et al., 2019). Excessive TTT, however, can hinder opportunities for student interaction and autonomous learning, especially in communicative classrooms where active participation is essential (Hossain & Hasan, 2021). Studies advocate for a pedagogical shift toward reducing teacher dominance in the classroom, encouraging more student-centered activities that foster meaningful dialogue and peer interaction (Sultana & Islam, 2019). This balance is particularly crucial in the Bangladeshi context, where traditional teacher-centered approaches often dominate, potentially limiting students' opportunities to practice language use independently.

Research in recent years emphasizes that TTT should be strategically managed to maximize comprehensibility and engagement. For example, adopting techniques such as strategic pauses, scheduled questioning, and feedback can help regulate TTT, making it more effective (Rahman & Islam, 2020). Moreover, the use of TTT in alignment with second language acquisition theories suggests that input should be comprehensible and sufficiently frequent to support learning (Hossain & Hasan, 2021). However, findings also indicate that teachers often overestimate the effectiveness of their talk, neglecting the importance of learner-centered practices that promote autonomy and active participation (Khan et al., 2019). Therefore, understanding the dynamics of TTT and its impact on learner engagement remains a key concern for educators aiming to improve ELT practices.

In the context of Bangladeshi classrooms, striking the right balance of TTT is particularly challenging due to prevailing cultural norms that emphasize teacher authority and lecture-based instruction (Sultana & Islam, 2019). Recent pedagogical reforms advocate for reducing teacher dominance and increasing student talk, which has been shown to enhance language proficiency and motivation (Rahman & Akhtar, 2020). Implementing strategies such as pair work, group discussions, and interactive questioning can effectively decrease TTT while fostering learner autonomy. Overall, managing TTT is not merely about limiting teacher talk but about deploying it strategically to support language development while creating a more engaging and participatory classroom environment (Hossain & Hasan, 2021).

3. Speech Modification Strategies

Effective speech modification is a cornerstone of successful teacher talk, especially in diverse classrooms with learners of varying proficiency levels. Recent research emphasizes that strategies such as slowing speech rate, repetition, strategic pauses, clear

pronunciation, vocabulary simplification, and paraphrasing significantly enhance comprehensibility (Khan et al., 2019). These techniques allow teachers to tailor their language to meet learners' needs, reducing cognitive load and facilitating understanding (Rahman & Islam, 2020). For example, slowing down speech and enunciating clearly helps lower proficiency learners grasp new vocabulary and grammatical structures, thus promoting more effective learning (Sultana & Islam, 2019). Moreover, paraphrasing complex ideas into simpler language enables learners to process input more easily and encourages active participation.

Recent studies also highlight that speech modification not only improves comprehension but also builds learners' confidence and reduces anxiety, especially among shy or less proficient students (Hossain & Hasan, 2021). Teachers who employ strategic pauses and repetitions create opportunities for learners to process information, formulate responses, and participate actively in classroom discourse (Khan et al., 2019). Additionally, vocabulary simplification and contextualization of new terms have been shown to support incidental learning, reinforcing vocabulary retention and usage (Rahman & Akhtar, 2020). These modifications, aligned with theories of input enhancement, serve as scaffolding techniques that bridge gaps between learners' current and target language proficiency levels.

In the Bangladeshi context, where classroom environments often feature large class sizes and diverse proficiency levels, the use of speech modification strategies is particularly vital. Teachers need to be adaptable, employing techniques that optimize comprehensibility without sacrificing content richness (Sultana & Islam, 2019). Training programs aimed at developing teachers' awareness of speech modification strategies have demonstrated positive impacts on learners' engagement and language outcomes (Hossain & Hasan, 2021). Overall, speech modification remains a practical and effective pedagogical approach that supports inclusivity, comprehension, and language development across different educational settings.

4. Interactional Modification

Negotiating meaning through interactional modification strategies such as clarification requests, reformulation, and negotiation plays a crucial role in enhancing learners' comprehension and language development (Owen, 1991). These techniques allow students to seek clarification, confirm understanding, and participate actively in the learning process, thus fostering communicative competence. However, in many traditional teacher-centered classrooms, opportunities for such interactive exchanges are limited, often reducing the chances for learners to engage in meaningful dialogue or negotiate meaning effectively (Sultana & Islam, 2019). Recent pedagogical shifts emphasize the importance of

creating classroom environments that encourage learners to take an active role in interaction, promoting strategies that facilitate successful negotiation of meaning and deeper language processing.

Research indicates that promoting interactional modification strategies significantly improves language acquisition, especially in EFL contexts like Bangladesh, where learners often experience anxiety and limited exposure to authentic communication (Hossain & Hasan, 2021). Teachers trained to employ techniques such as reformulation, prompting, and clarification requests can better scaffold learners' understanding and foster learner autonomy (Rahman & Islam, 2020). Despite their proven effectiveness, integrating these strategies into routine classroom practice remains challenging due to entrenched teacher-centered approaches, highlighting the need for professional development programs that emphasize interactive and learner-centered pedagogies (Khan et al., 2019)..

5. Teachers' Questions

Questions are essential tools for stimulating student engagement, assessing comprehension, and fostering critical thinking skills in the classroom (Gall, 1984). Different types of questions—procedural, convergent, divergent, display, and referential—serve various pedagogical purposes, from checking understanding to encouraging creative responses (Khan et al., 2019). Effective questioning techniques, such as providing adequate wait-time and encouraging student participation, can significantly enhance classroom interaction and learning outcomes, especially in ESL contexts where language practice is vital (Hossain & Hasan, 2021). In Bangladesh, where traditional teacher-centered approaches often limit student input, adopting strategic questioning practices can help shift the classroom dynamic towards more interactive and learner-centered modes of instruction.

Recent research emphasizes that well-designed questions not only promote language use but also help develop higher-order thinking skills and learner autonomy (Rahman & Islam, 2020). Teachers who employ a variety of question types tailored to learners' proficiency levels and provide sufficient wait-time foster more meaningful exchanges and reduce learner anxiety (Sultana & Islam, 2019). Moreover, incorporating open-ended and divergent questions encourages students to express ideas, justify opinions, and participate actively, which is crucial for developing communicative competence. Therefore, effective questioning remains a core pedagogical strategy that, when applied thoughtfully, enhances both language skills and cognitive development in diverse classroom settings.

6. Supportive Teacher Talk and Follow-Up

Follow-up moves such as reformulation, elaboration,

praise, and acknowledgment are vital components of supportive teacher talk that scaffold learners' understanding and motivation (Cullen, 2002). These strategies help clarify content, reinforce correct responses, and provide learners with positive reinforcement, which in turn sustains engagement and confidence (Rahman & Islam, 2020). For example, reformulating students' responses or elaborating on their ideas not only confirms understanding but also models correct language use, serving as an effective teaching aid. Moreover, timely feedback on both content and form fosters a supportive classroom atmosphere, encouraging learners to take risks and actively participate without fear of failure (Khan et al., 2019).

Recent studies highlight that effective follow-up strategies are especially important in multilingual classrooms like those in Bangladesh, where learners often face anxiety and linguistic challenges (Hossain & Hasan, 2021). Teachers who skillfully employ praise, acknowledgment, and elaboration create a positive feedback loop that promotes learner autonomy and motivation. Additionally, these strategies contribute to the development of a supportive classroom climate, essential for language learners to practice and improve their skills confidently (Sultana & Islam, 2019). Overall, well-structured follow-up moves are key to scaffolding learning, ensuring learners remain motivated and engaged throughout the instructional process.

7. Non-Verbal Behaviors and Teacher Attire

Facial expressions, eye contact, gestures, proximity, and attire influence classroom rapport and motivation (Mora & Morgan, 2007; Acikgoz, 2005). Positive non-verbal cues foster a supportive learning environment.

8. Use of First Language (L1)

Non-verbal communication, including facial expressions, eye contact, gestures, proximity, and attire, significantly influences classroom rapport, motivation, and student engagement (Mora & Morgan, 2007). Positive non-verbal cues such as smiling, nodding, and maintaining eye contact foster an environment of trust and support, encouraging learners to participate more actively (Acikgoz, 2005). Additionally, teachers' use of gestures and appropriate physical proximity can clarify instructions, demonstrate enthusiasm, and reduce anxiety, thereby creating a more welcoming and inclusive classroom climate. Recent research emphasizes that teachers' attire also impacts perceptions of authority and approachability, which can influence students' motivation and respect in the classroom (Sultana & Islam, 2019).

In the Bangladeshi context, where cultural norms shape teacher-student interactions, the strategic use of non-verbal behaviors can enhance effective communication and classroom management (Rahman & Akhtar, 2020). Teachers who consciously employ positive

non-verbal cues are more likely to build rapport with students, foster motivation, and create a supportive learning environment conducive to language acquisition. Moreover, professional attire and body language are important for establishing authority and respect, especially in traditional settings where hierarchical classroom dynamics prevail (Mora & Morgan, 2007). Overall, non-verbal behaviors and teacher appearance play a crucial role in shaping the emotional and social climate of the classroom, directly impacting learner engagement and classroom effectiveness.

9. Classroom Discourse & Interaction Models

The IRF (Initiation-Response-Feedback) model structures classroom interaction but may limit genuine dialogue (Sinclair & Coulthard, 1975). Modifications or alternative approaches can foster more student-centered communication.

10. Oral Motivation & Learner Autonomy

Teacher enthusiasm and high expectations are critical factors that foster oral motivation among learners, creating an engaging and supportive classroom environment (Kong, 2009). When teachers display genuine interest and confidence, students are more likely to participate actively, take risks, and develop their speaking skills. Promoting learner autonomy—encouraging students to take responsibility for their own language learning—further enhances confidence and motivation, leading to more authentic language use and sustained engagement (Cotterall, 1990). Recent research says that autonomous learners are better equipped to manage their language development, as they develop skills such as self-assessment, goal setting, and strategic learning, which contribute to long-term language proficiency (Little, 2019).

Furthermore, fostering learner autonomy involves creating opportunities for self-directed speaking activities, peer collaboration, and reflective practices that empower students to control their learning process (Nunan, 2018). Teachers who cultivate a positive classroom climate, provide meaningful choices, and encourage risk-taking significantly boost oral motivation and independence. Especially in contexts like Bangladesh, where traditional teacher-centered approaches are common, integrating strategies that promote autonomy can lead to more confident speakers and more dynamic classroom interactions (Hossain & Hasan, 2021). Overall, nurturing oral motivation and autonomy is essential for developing fluent, confident communicators capable of functioning effectively in real-world situations.

11. Cultural Dimensions

Cultural perceptions and values significantly influence

teaching styles and classroom dynamics. In many traditional educational settings, especially in Asian countries like Bangladesh, teacher-centeredness remains dominant, emphasizing authority, rote learning, and passive reception (Richards & Lockhart, 1996). Such approaches are deeply rooted in cultural norms that value respect for authority and hierarchical relationships. Conversely, Western educational philosophies tend to promote learner independence, critical thinking, and interactive participation, reflecting cultural values that emphasize individualism and self-expression (Kumaravadivelu, 2020). These contrasting perspectives shape how teachers perceive their roles and how students engage with learning tasks.

Recent research highlights the importance of cultural sensitivity in implementing pedagogical approaches, suggesting that adopting Western-style learner-centered practices requires careful adaptation to local cultural norms and expectations (Hossain & Hasan, 2021). For example, encouraging open discussion and learner autonomy may challenge traditional notions of respect and authority in some contexts but can be effective when integrated thoughtfully. Cross-cultural studies indicate that blending elements of both approaches—respecting cultural values while promoting active learner participation—can lead to more effective language learning environments (Richards & Lockhart, 1991). Recognizing and addressing cultural dimensions is thus essential for designing culturally responsive teaching strategies that foster engagement and learner development.

12. Krashen's Input Hypothesis

Krashen's Input Hypothesis posits that language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current proficiency level ($i+1$). This input should be meaningful, contextualized, and accessible enough to promote natural language development without overwhelming the learner (Krashen, 1985). Speech modification techniques, such as simplifying vocabulary, speaking slowly, and providing contextual cues, support this process by making input more understandable and facilitating effective intake of new language forms (Hossain & Hasan, 2021). When learners receive such input consistently, they are more likely to acquire correct language structures and expand their communicative competence organically.

Recent studies reinforce the importance of providing sufficient, appropriately challenging input to promote language development, especially in ESL/EFL settings (Rahman & Islam, 2020). Teachers can support Krashen's hypothesis by employing strategies like scaffolding, contextualization, and speech modification to ensure that input remains comprehensible and meaningful. Additionally, creating a rich language

environment where learners are exposed to authentic language use enhances acquisition. Research indicates that when teachers focus on providing input that aligns with learners' current developmental stage, language learning becomes more natural, engaging, and effective, ultimately leading to greater fluency and proficiency over time (Khan et al., 2019).

3. METHODOLOGY

Participants

Students: 113 students from classes IX in four schools—43 from English medium and 70 from Bangla medium.

Teachers: 20 English language teachers—10 from each medium, holding at least a Master's degree.

Focus Groups: 10 students from each medium, selected randomly, participated in classroom observations and interviews.

Instruments

- Structured questionnaires for students and teachers (see Appendices 1 & 2).
- Classroom observations through focus groups.
- Reading comprehension tests to assess learning outcomes.
- Lesson plans designed with contrasting features: one incorporating comprehensive teacher talk, the other with minimal features.
- Teacher evaluation sheets and student feedback forms.

Procedure

- Four classes (two in each medium) were conducted: one with features of effective teacher talk, another with minimal features.
- Classroom interactions were observed, recorded, and analyzed qualitatively and quantitatively.
- Questionnaires measured perceptions of teacher talk and teaching practices of students as well as teachers.
- Reading comprehension tests evaluated learning impacts.
- Data was triangulated to ensure validity.

4. FINDINGS

1. Students' Perceptions and Responses

Bangla Medium Students:

- Depend heavily on teacher guidance, valuing extended teacher talk, elaboration, immediate feedback, and use of Bangla for explanations.
- 96% report frequent use of mother tongue during class.
- Prefer teacher-centered classrooms with extended

teacher talk, speech modification, and teacher authority.

- Expressed that teacher talk facilitates understanding and confidence, especially for difficult concepts.

English Medium Students:

- Favor autonomous learning, minimal teacher talk, and peer interaction.
- 72% deny frequent use of mother tongue, preferring English-only instruction.
- Respond well to less speech modification, more open-ended questions, and opportunities for self-correction.
- Perform better in tests when given autonomy, indicating the effectiveness of reduced teacher talk.

2. Classroom Practices

Speech Modification:

- Bangla medium teachers extensively use speech modification—slower speech, pauses, clear pronunciation, simplifying vocabulary, and employing Bangla for explanations.
- English medium teachers use speech modification less frequently, relying more on English and interaction strategies.

Questioning Techniques:

- Bangla medium teachers primarily use convergent, procedural, and literal questions, often following the IRF model.
- English medium teachers employ diverse question types, including divergent and higher-order questions, encouraging critical thinking.

Feedback and Follow-up:

- Bangla medium teachers frequently use immediate verbal feedback, reformulation, and elaboration, maintaining teacher authority.
- English medium teachers favor peer and self-correction, with less emphasis on teacher-led feedback, fostering learner autonomy.

Non-Verbal Behaviors & Attire:

- Teachers from both mediums maintain eye contact and use gestures; Bangla medium teachers tend to adhere to formal attire, reinforcing teacher authority.
- English medium teachers often adopt informal attire, promoting approachability.

3. Classroom Discourse Models and Interaction Patterns

- Bangla medium classrooms predominantly follow the

IRF sequence, emphasizing teacher control and input.

- English medium classrooms exhibit more interactive patterns, encouraging student initiation, peer discussion, and reduced teacher dominance.

4. Learner Autonomy and Motivation

- Bangla medium students demonstrate dependence on teacher guidance, perform better in teacher-led classes, and favor extended teacher talk.

- English medium learners show higher autonomy, perform well with less teacher talk, and prefer opportunities for self-directed learning, resulting in higher

Medium	Class	Full Marks (%)	80% or Above (%)	Lower Scores (%)
Bangla	A	70	30	0
Bangla	B	50	30	20
English	A	80	20	0
English	B	90	10	0

- Bangla medium students performed better when teacher talk was extended and feature-rich, aligning with their dependency.

- English medium students excelled in autonomous settings with reduced teacher talk.

5. DISCUSSION

The findings highlight that the effectiveness of teacher talk is highly context-specific, influenced by medium of instruction, classroom practices, and socio-cultural factors. This aligns with the research objectives to compare perceptions of teacher talk effectiveness and analyze classroom practices related to speech modification, questioning, and feedback, as well as to evaluate non-verbal cues and their influence on teaching and learning.

In Bangla medium classrooms, teachers employ extended, feature-rich talk, utilizing speech modification techniques such as slower speech, deliberate pauses, and clear pronunciation to facilitate comprehension. These practices support Krashen's input hypothesis, which emphasizes the importance of comprehensible input for language acquisition. The dominant IRF (Initiation-Response-Feedback) pattern reinforces teacher control, phonological elaboration, and authoritative discourse, creating a classroom environment conducive to building foundational vocabulary and confidence among learners. This supports the objective of analyzing classroom practices related to speech modification and questioning, illustrating how traditional models serve immediate comprehension but may limit genuine interaction.

Contrastingly, English medium classrooms promote

test scores.

5. Cultural and Contextual Influences

- Cultural norms in Bangladesh favor teacher-centered classrooms, impacting the use and perception of teacher talk.

- Teachers' attitudes towards dress, attitude, and language use influence classroom dynamics and learner perceptions.

6. Test Scores and Performance

learner autonomy through minimal teacher talk, emphasizing peer interaction, critical questioning, and self-correction. This approach fosters an environment where students are encouraged to take responsibility for their learning, aligning with the research question regarding how teacher talk influences learner autonomy and motivation. The use of diverse questioning techniques and peer feedback enables students to develop critical thinking skills, suggesting a shift towards more dialogic and learner-centered discourse models.

Non-verbal cues and teacher attire also significantly impact perceptions of effectiveness. In Bangla medium settings, formal attire and authoritative gestures reinforce teacher authority and classroom control, aligning with a more traditional, teacher-centered approach. Conversely, informal dress and approachable demeanor in English medium classrooms foster a positive, open classroom climate that promotes learner autonomy and motivation. These findings address the research question about how non-verbal behaviors influence teacher talk effectiveness and motivation.

Classroom discourse models play a crucial role in shaping learner engagement. While the IRF sequence effectively facilitates basic communication and vocabulary acquisition, it may restrict authentic, spontaneous interaction. Encouraging more learner-initiated interaction and reducing teacher dominance can enhance language development and motivation, especially for autonomous learners. This insight responds to the research question regarding how discourse models impact classroom engagement and language development.

5.2 Implications for Pedagogy

Based on these findings, pedagogical strategies

should be tailored to the context. In Bangla medium classrooms, teachers should continue employing speech modification and elaboration techniques to support dependent learners but also incorporate more learner-centered activities to promote active engagement. In English medium settings, teachers should leverage students' autonomy by promoting peer interaction, critical questioning, and reducing reliance on teacher talk, thus aligning with Krashen's input hypothesis and fostering autonomous learning.

Furthermore, integrating positive non-verbal cues, appropriate attire, and fostering a supportive classroom climate are universally beneficial practices that enhance teacher-student rapport and motivation. Rethinking traditional discourse patterns like IRF to incorporate more dialogic and natural interactions can further improve language acquisition and motivation across contexts.

6. CONCLUSION

This comparative study reveals that teacher talk's effectiveness varies according to the medium of instruction and learners' developmental needs. In Bangla medium schools, extensive, supportive, and feature-rich teacher talk sustains learner confidence and comprehension. In English medium schools, fostering learner autonomy through reduced teacher talk and increased peer interaction enhances engagement and performance.

Educators should tailor their pedagogical approaches, balancing speech features and interaction patterns to optimize language learning. Future research could explore longitudinal impacts and incorporate classroom innovations to further refine teaching practices.

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