

**TEACHERS' SKILLS AT MANAGING DISRUPTIVE
CLASSROOM BEHAVIOUR IN ELT**

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

**Submitted by
Nilkantha Dhakal**

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

2012

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DECLARATION

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

Date: 30/04/2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Nilkantha Dhakal has prepared this thesis entitled **‘Teachers’ Skills at Managing Disruptive Classroom Behaviour in ELT’** under my guidance and supervision.

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DEDICATION

*This thesis is dedicated
to*

*my father **Bishnu Hari Dhakal** and late mother **Ruka Dhakal**
who devotedly tried to bring me to this position.*

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April 2012

Nilkantha Dhakal

ABSTRACT

This research work entitled “Teachers’ Skills at Managing Disruptive Classroom Behaviour in ELT Classrooms” is an attempt to analyze and describe teachers’ behaviours from behaviour managerial perspective. In this study, I explored teachers’ skills to manage students’ behaviours for efficient classroom learning and professional development of teachers. It is a qualitative study, based on the multi-method approach, descriptive and narrative analysis of the data. I collected the data from B.Ed. campuses of Kaski district under TU. The required data were collected by using questionnaire for teachers, observation checklist and group interview of the students. The total samples were eight teachers from four campuses. The finding of this research showed that the Teachers’ techniques of responding students’ behaviours in the classroom were not identical. Similarly, communication was the key to success. When teachers used communication as the means to manage classroom disruptions they succeed.

This study consists of four chapters. Chapter one provides theoretical input for behaviour modification from classroom management perspective. This chapter deals with issues related to students’ behaviours, classroom disruption, and teachers’ responses for effective classroom management; causes, types, and ways to manage students’ behaviours in English classes. Chapter two deals with the research methodology adopted for the study in which sources of data, sampling procedures, tools for data collection, processes of data collection and limitations of the study are included. Likewise, the third chapter deals with descriptive and narrative analysis of eight teachers’ responses on misbehaviours of the students; observational and the data from focus group discussion were analyzed. These are based on observed classes, questionnaires, and group interviews. This chapter focuses on empirical evidences on teachers’ attempts to modify students’ misbehaviours for beneficial learning in the classroom. The fourth chapter deals with the research findings and recommendations based on the analysis and interpretation of the data. This chapter is followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	per cent
&	Ampersand
B.Ed.	Bachelor in Education
CA	Campus A
CB	Campus B
CC	Campus C
CD	Campus D
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
etc.	et cetera
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
i.e.	That is
M.Ed.	Masters of Education
M.Phill.	Master of Philosophy
No.	Number
OUP	Oxford University Press
p.	Page
pp.	Pages
S.N.	Serial Number
TU	Tribhuvan University

CHAPTER ONE

INTRODUCTION

1.1 General Background

The late twentieth century has been called the age of communication. Language is not end in itself but it is a means of communication. So, in this communication era, English language has become the lingua franca of the world. It is an international language and global language too. So, language teaching and learning has been emerged as the important need for this global village. Wallace (2010) says, "Language teaching, especially of the great world languages, which are seen as international channels of communication, becomes ever more important" (p.2).

English language teaching has been introduced as a profession. With the need for language teaching, there has been increased demand for language teachers. The practice of language teaching has demanded for teachers' training, materials development, methodological skills and pedagogical values. So is the case in management and planning. More articles and books about English language teaching and applied linguistics have been published. Teaching is very challenging profession, only a few people can teach successfully because teachers need many qualities for successful teaching. Naidu (2009, p.8) mentions:

"The Mediocre Teacher tells,
The Good teacher explains
The superior teacher demonstrates and
The Great teacher inspires".

Language teaching is not a simple task. Teachers have to face many challenges. Teachers should perform many roles to face the challenges. Effective learning takes place only when the classroom is managed well. Classroom management is highly interrelated with classroom instruction and students' learning. Arends (2001) mentions, "Classroom management is not an end in itself; it is merely

one part of a teacher's overall leadership role. In this regard, classroom management cannot be separated from the other aspects of teaching "(p.157). Classroom management is one of the most important challenges for teachers. The skillful teacher can manage the classroom efficiently. Effective classroom management requires that teachers have a firm knowledge of the type of students who are in the classroom. A skillful teacher manages the class properly and makes his class effective and relevant to the lesson. Naidu (2009) argues, "Each teacher has been termed the 'torch-bearer' of the race, the one who with the light of his knowledge removes the darkness on ignorance" (p.1). A teacher moulds the life of thousands of children by shaping the students' behaviours.

The teacher deals with disruptive behaviour of the students in a classroom to make his classroom effective and beneficial. It is teacher's responsibility to manage the disruptive behaviour for controlling the classroom environment. If the teacher does not manage the disruptive behaviour in a language classroom, it closes the door to learn to the students. So, disruptive behaviour management is one of the important tasks that are inseparable from classroom instruction.

An English language class may look less disciplined than classes of other subjects because communicative approaches try to involve pupils into learning activities so that they produce less discipline problems. So a teacher of the English language resorts frequently to strict discipline, he may achieve a good order and control over the class.

Successful language learning takes place only when the teachers use appropriate procedures to manage disruptive behaviour. To make beneficial classroom, proper management of disruption is vital. Collaboration with teachers and administrators is done for effective classroom management.

1.1.1 Classroom Management

Classroom management is one of the important aspects for the effective teaching which includes students' behaviour, physical management and

psychological aspects in an organized way. It is the skills of teacher to manage a classroom. Classroom management is concerned to achieve good standard of teaching. Khadka (2011) defines classroom management as "A broad term that includes establishing classroom, positioning of the students' desk, scanning of the classroom to ensure that students are working, using nonverbal signals, establishing meaningful reward systems and communicating in a clear and effective manner" (p,12). Classroom management has been identified as the physical and psychological management of the language classroom. So, physical setting management and psychological setting management can multiply the benefit in each class. Classroom management is not only the act of teacher's organization effectively but also managing personnel, time and materials of instruction with the management of his/her pupils.

Similarly, Mishra (2007) states, "Classroom management is a term used by many teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term is also implies the prevention of disruptive behaviour" (p.1). These views reflect that classroom management is the holistic management of the instruction in the language classroom for the effective and sustainable learning. Arends (2001) views, "Unless classroom management issues can be solved, the best teaching is wasted, thus making it possibly the most important challenge facing beginning teachers"(p.187). Classroom management is the challenge for amateur teachers and they should learn from these challenges to make their class more beneficial. It is necessary to apply effective instructional methods and methodologies and to make the lessons interesting. So, classroom management is one of the important aspects for teaching. Harmer (1986) writes:

In general we can say that class management is important in so far as it involves the efficiency of the teacher and the learning activities. The most effective activities can be made almost unless if the teacher does not organize them efficiently; if the teacher, with a group of adolescents, allows a discipline problem to arise learning will be adversely affected. (p.200)

Classroom management is a powerful instrument and strong catalyst for change or beneficial classroom. It is one of the inevitable aspects of classroom instruction, which leads us towards the goal of English language pedagogic practices. The purpose of language teaching is to develop learners' communicative ability in learners to communicate with speakers of English and to acquire the knowledge, which fulfills only when the teaching takes place in a classroom. Even the most effective activities become worthless if they are not organized properly in a classroom. So, classroom behaviour should be managed skillfully. Arends (2001, p.158) has mentioned three traditions on classroom management. They are:

(A) Reinforcement Theory

This theory has had a strong influence on classroom management. This theory directs the classroom behaviour with the help of positive and negative reinforces. So, teachers use rewards or punishments to reinforce particular students' behaviours. Arends (ibid) argues that behavioural approach often emphasizes how to control the behaviour of individual students as compared to considering the classroom group and overall learning situation.

(B) Classroom Ecology and Group Process

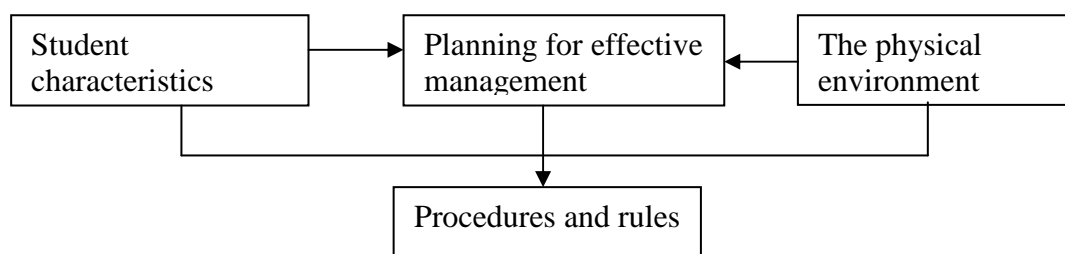
This theory studies classroom management as the involvement of the students in group participation. Arends (ibid) concludes as "Researchers in the ecology and group process tradition are interested in how student's cooperation and involvement are achieved in group settings" (p.159). Teacher intervention directs the students' misbehaviours towards right track.

(C) Child Centered Tradition

John Dewey, Abhram Maslow, Carl Rogers, Erik Erikson are the proponents of this tradition. They believe that human development is possible only when individual initiates learning in his situation because every individual has natural potentiality. Arends (2001) says, "Curriculum should not be prescribed by teachers but instead should aim at promoting students' development and at

meeting students' social and emotional as well as academic needs” (p.163). So, classroom management is self initiation process in child centered tradition.

In studying the behaviours of effective and ineffective manager, Kounin (1970) concluded that the ways teachers handle misbehaviour once it occurs are not the key to successful classroom management. So, planning for effective behaviour management is crucial. Planning for procedures and rules are needed for planning for effective management. In planning procedures and rules for an effective classroom management, teacher must consider both the characteristics of the students and physical environment of their classroom. Eggen and Kauchak (1994, p.493) illustrate as:



According to Scrivener (2005, p.79) common classroom management areas are grouping and seating, activities, authority, critical moments, tools and techniques, and working with peoples.

Communicative approaches have been widely accepted and employed in the English language teaching. Communicative approaches attach great importance to pupils’ active participation in classroom activities, with a firm belief that without pupils’ active participation teaching work will certainly fail, no matter how well it has been planned. The teacher encourages pupils to speak up, play their parts, raise questions, and even argue with their peers or the teacher.

Following Larsen-Freeman (2010, pp.121-136) communicative approaches are established on such a psycholinguistic assumption that effective language teaching and efficient language learning occur only in a positive class climate, which involves three essentials ---easy atmosphere, motivating environment and active participation.

An easy class atmosphere makes pupils feel emotionally easy with learning tasks and the teacher. A tense atmosphere makes pupils nervous and thus

hinders them from participating in communicative activities. In fact, both easy class atmosphere and motivating environment serve this purpose. However, Eggen and Kauchak (1994) view:

Classroom management refers to all the teacher behaviours and classroom organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher responses to student behaviours and the instruction that promotes a climate conducive to student learning.

(p.489)

They claim that effective instructions are achieved in good class order and disciplined environment. For communicative approaches, good class order and control are not the precondition of effective instruction, but the result of effective classroom management. As a matter of fact, the contradiction between class discipline and class participation sets a higher demand for the teacher's classroom management.

1.1.2 Classroom Behaviour

The term behaviour refers to the action or reaction of something under some circumstances. Classroom behaviour means the activities which are done by teacher and students in the classroom whether they are effective or not. Hence, classroom behaviour includes teacher's behaviour and students' behaviour. Teacher's behaviour refers to teaching and students' behaviour means learning. The way what the students and teacher perform in the classroom are classroom behaviours.

1.1.2.1 Teacher Behaviour in the Classroom

Teacher behaviour is the act of teaching which is demonstrated by teacher in the classroom while teaching. It is also known as teaching. Teacher behaviour is crucial for learning a language. Ryans (as cited in Naidu 2009) defines teacher behaviour as "The behaviour, or activities, or persons they go about

doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others" (p.4). Similarly, Mangal and Mangal (2009) Say, "The term teaching or teacher behaviour refers to the behaviour (verbal and non-verbal) maintained and demonstrated by a teacher at the time of carrying out his teaching activities in the classroom along with his students" (p.391). The way teacher behaves during teaching is almost guided by her/his own personal philosophy and the environment. That is why, teacher behaviour may be regarded as a function of the characteristics of the teachers, his environment and the task in which the teacher engages. Thus, teacher behavior is teaching which include practical classroom activities. These are verbal - questions, explains, and nonverbal - movement, gesture, pause, demonstration, using blackboard, etc. These behaviours are instructional activities practiced by teachers in the language classroom.

Teacher's activities can be based on different subject to subject. Teacher's behaviours can be both desirable and undesirable. But, by nature desirable behaviours are effective for the success of teaching process. Successful teaching takes place only when a teacher performs desirable behaviour in a classroom. Performing desirable behaviour in a classroom is a good sign of well managed classroom. To perform desirable behavior, teacher has to play different roles in a classroom. Harmer (1986, 1991, and 2008) lists different roles of a teacher in English classroom. They are teacher as controller, assessor, organizer, prompter, participants, resource, tutor, and investigator. Similarly, Hedge (2010, pp.26-33) lists the following roles of teachers. They are organizer, resource, manager, controller, counselor, monitor, observer, informants, assessor, prompter, participants, model, tutor, investigator, provider of comprehensible input, motivator, resource person, feedback provider and performer.

Only the best liked teacher can manage class effectively. Different scholars have identified the quality of teachers in three broad terms. They are personal quality, social quality and professional quality. However, we can mention the

following qualities as the hallmarks of good teacher. They are intelligence, health, love of children, effective personality, enthusiasm, a sound philosophy, ability to establish rapport and ability to solve the problems. Hart (as cited in Naidu 2009, p.10) mentions these hallmarks of the best liked teacher:

- Friendly, human cheerful and can 'take a joke' with a pleasant personality and a sense of humor
- Helpful, explained lessons clearly and assisted the students with their out of classroom problem
- Interested in and understands pupils, considerate of pupils feelings, courteous and respects the opinion of the class
- Fairness in grading, examinations, and in handling disciplinary problems
- Has the ability to motivate the students by making classroom work pleasurable and interesting
- A skilled instructor, plans well his work; and knows the subject and how to teach

A skilled teacher is a good philosopher who has content knowledge with the ability to use it in the classroom environment. The teacher performs multiple roles according to the nature of the activities in the context of class. Skillful teacher can manage students' behaviours by performing different roles to make their teaching effective. To make desirable modification in teaching, teachers improve undesirable behaviours of the students and their own. Teacher's undesirable behaviours might be some causes of ineffective classroom, so behaviour modification is a continuous progressive process in teacher's behaviour for professional teachers. Teacher in service training programme or pre-service education seeks the needed modification and improvement of the existing teaching. Modifying the way of interaction with the students and improving own behaviours as a teacher is essentially effective to manage challenges in the English classroom. Mangal and Mangal (2009, p.369) list the following techniques for the modification.

- Interaction analysis and transaction analysis
- Action research
- Micro-teaching

- Role playing (simulation) and gaming
- Teacher evaluation

1.1.2.2 Students Behaviours in the Classroom

The action or reaction in action or something in the classroom circumstances by students is called student behaviours in a classroom. In other words, whatever students perform in a classroom are student behaviours. Mishra (2009) has described various forms of student behaviours. They are troublesome behaviour, emotional behaviour, aggressive behaviour and disruptive behaviour.

In case of teaching and learning process, teacher always complains discipline problem of students that are causes of failure or behavioural problems on internal characteristics of students. The teacher believes that the school environment is a prime location for resilience to be nurtured. Treatment of bad behaviour is implemented to lead to successful outcomes or effectiveness of teaching. Teaching learning process cannot be separated from student behaviours and teacher behaviours. Mishra (2009) states, "Teacher tends to value academic progress over behavioural progress" (p.4). Progress is needed on bad behaviours. Good behaviours are practicing to sustain academic progress. Students' disruptive behaviours should be well managed to get the academic goal in the institution or in the classroom. Harmer (1991) writes, "The most effective activities can be made almost unless if teacher does not organize [disruptive behaviour] properly and disruptive behaviour can spoil the best classes if it is not checked" (p.235).

Successful classroom management includes the use of group contingences to keep the group on task and functioning smoothly without disruption and strategies for dealing with disruptive behaviour to keep individual students involved in productive works.

1.1.3 Disruptive Classroom Behaviour

The term 'disruptive' refers to causing problems, noise, etc. so that something cannot continue. It is a cover term for students' behaviours which are socially

unacceptable. Students' behaviour can often be variously interpreted as misbehaviour or problematic behaviour or immoral behaviour or delinquent behaviour or maladjusted behaviour or deliberately disruptive behaviour. Following Docking (1980) problem behaviour is a problem to a child himself or to others or both. Misbehaviour cannot be regarded as a departure from normal behaviour. Misbehaviours are normal behaviour but they are disobedient and not preferable. Delinquent, deviant and maladjusted behaviour are the forms of misbehavior. Students' misbehaviours are disruptive in nature.

Any behaviour which obstructs the activities or process is called disruptive behaviour. Mishra (2009) states:

A behaviour that interferes with university or university-sponsored activities, including but not limited to classroom related activities studying, teaching, research, intellectual or creative endeavours, administration, service or the provision of communication, computing or emergency services ...classroom disruption means behaviour a reasonable person would view as interfering with the conduct of a class.

(p.107)

Disruptive classroom behaviours are the problematic aspect of behaviour like bad language, violence which interferes to achieve good standard of language teaching and learning. They may be pupils' misbehaviours which distort code of conduct and which are not accepted for the effectiveness of classroom. In general, students' misbehaviours are the sole sources of obstruction of the classroom instruction.

(A) Forms of Disruptive Behaviour

Disruptive behaviour of the students may be adjudged through the seriousness of obstruction and effectiveness of classroom behaviour. The examples of minimally disruptive behaviour are: being late to class, beepers and cell phone

going off during class, gum chewing, reading the newspaper. Mishra (2007, pp.108-110) lists the common disruptive behaviours as:

- Grandstanding
- Sleeping in class
- Prolonged chattering
- Excessive lateness
- Overt inattentiveness
- Eating, drinking, gum chewing, smoking, carrying pagers and cell phones and passing notes
- Unexcused exits from class
- Verbal or physical threats to students or faculty
- Disputing the instructor's authority or expertise

Similarly, Waden and McGovern (1991, as cited in Harmer 2008, p.153) state that the disruptive behaviour of English classes are inaudible responses, sleeping in class, tardiness and poor attendance, failure to do homework, cheating in test and unwilling to speak in target language. Harmer has added the following list:

- Insolence to teacher
- Insulting or bullying other students
- Damaging school property and
- Refusing to accept sanction or punishment

Similarly, Wragg and Dooley (1984, as cited in Cohen and Manion 1996, p.245) have listed some observed common forms of misbehaviours in high frequency to low frequency rank. These are excessively noisy talk, non-verbal behaviour not appropriate to task, irrelevant talk, inappropriate use of materials/equipments, illicit eating/drinking, movement at the wrong time, fidgeting, provoking laughter (derision, not shared humor), teacher interrupted (excluding normal exchanges), physical aggression, damage to materials/equipment, disobeying teacher, cheating, pupil insulted and teacher

insulted. Similarly, Arends (2001, p.159) provides the following types of disruptions:

- Students frequently talking,
- Students not working on a seat work assignment the teacher has given, and
- Students getting out of their seats at inappropriate times.

In case of English classroom the following behaviours can be labeled disruptive behaviour. They are unwilling to use English language, using mother tongue, making irrelevant noise, insolence to teacher and student, coming late, going out in class time, not working homework or class work, frequently talking, disputing to teacher or students, chattering, gum chewing, beeping cell phones, using inappropriate language or slangs, talking or leaving one's desk without permission, tapping a pen, throwing ink to other , passing notes, throwing stone, cheating , poking or hitting other student, making a sarcastic remark, assaulting to teacher, fighting, damaging school's property, etc.

(B) Causes of Disruptive Behaviour

Motivation, beliefs of learners towards English language, teacher, and age factor affect the student's behaviour. Harmer (1991) states:

Disruptive behaviour is not confined to one age group. Eleven-year-olds can become incredibly unruly and noisy, and adolescents may become completely unresponsive and unco-operative. Adult students are disruptive in different ways. They may publicly disagree with the teacher or try to become the class character to the detriment of their peers. (p.249)

Disruptive behaviour can be seen in any ages if the child is emotive, hyperkinetic and suppressed. Similarly, Harmer (1986) presents three possible reasons for discipline problem or disruptive behaviour. They are the teacher,

the students and the institution itself. Teachers are the causes of discipline problem in the sense that they may go to class without proper preparation, may be inconsistent, may issue threats and punishments, may raise their voice, may give boring lectures, may be unfair and may be biased, may have a negative attitude to learning and they may themselves break the codes. Likewise, students themselves behave badly because of time of the day of class running, their attitude towards English, being with friends. And the institution is the cause of disruptive classroom because the institution does not have a recognized policy for dealing with discipline problem. Harmer (2008) accepts Senior's view and says that students' behaviour will be influenced by their current circumstance and by what happens in the lesson because they bring their own personality and learning expectations.

Similarly, Dierenfield (1982, as cited in Cohen and Manion 1996, p.215) shows the causes of disruptive behaviour. They are unsettle home environment, peer pressure, lack of interest in subject, general disinterest in school, inability to do homework, revolt against adult authority, lack of self-esteem, dislike of teacher and use of drug.

Likewise, Cohen and Manion (1996, pp.211-14) describe eight causes of disruptive behaviour of the students. These causes are antipathy to school, social dominance, social isolation, and inconsequential behaviour, ignorance of the rules, conflicting rules/Displacement, anxiety and leadership style as causes of misbehaviour.

1.1.1.4 Discipline Management

Discipline means the habit of doing our work according to certain rules. Discipline leads us to success whereas indiscipline leads us to failure. So, it is the root of success. Eggen and Kauchak (1994) define discipline as "The subset of management that focuses directly on teacher actions in response to student behaviour that detract from the order and safety of the environment or interferes with the opportunity to learn" (p.489). Similarly, Harmer (1986)

defines, "A code of conduct which binds a teacher and a group of students together so that learning can be more effective" (pp.209-210). Code of conducts determines the classroom behavior. It ensures equal opportunity for both teacher and students.

Discipline management is prevention rather than cure which is crucial to establish and maintain effective learning environment. It helps teacher to make classroom efficient. That is why, most of the schools present discipline [code of conduct] at the first day of school. This, disciplinary view is also in contradiction. For this, Borphy and Good (1997) state:

The findings converge on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environment tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians. (p.127)

Similarly, Eggleston (1992) views, "Bullying illustrates one aspect of school management" (p.75). That is why, a best liked skillful teacher is required to manage classroom effectively otherwise, a teacher does not get success. Rules should not be imposed but are negotiated. Cohen and Manian (1996) summarise, "Good classroom management involves establishing clear rules where rules are needed, avoiding unnecessary ones, eliminating punitive ones, reviewing them periodically, and changing or dropping them when appropriate" (p.218).

Thus, disruptive behaviour management is one of the aspects of classroom management. It can be managed by establishing code of conduct or disciplines. Disciplines are rules about dos and don'ts. A skilled and fair teacher can manage them skillfully otherwise they become threats for teacher who deals with English language in the classroom.

1.1.5 Management of Disruptive Classroom Behaviour

Following Byun (1979) a teacher becomes effective manager of disruptive behavior of students. The behavioural instruction theory infers that learning from behaviour and promoting learning, and changing behaviour are inseparable processes. Teachers use this theory to manage disruptive behaviour. Teachers are able to understand their students more effectively because they understand better the particular likes and dislikes of each student, their behaviour in the classroom and their specific preferred activities. Good and Brophy (1997) states, "The idea that managing students is mostly a matter of handling their misbehaviour successfully" (p.129). So, managing disruptive behaviour refers to the way of handling or dealing with students' disruptive behaviour.

Mishra (2007) states, "Disruptive behaviour management techniques must include strategies for dealing with disruptive and non-disruptive behaviour as well as peer directed behaviours" (p.15). Teachers can use preventive planning techniques, anticipatory responses and systematic interventions to avoid behavioural problems by motivating students. Kounin (1970) observed classrooms to develop information about relationship between teacher behaviour and student behaviour. Kounin was the first person who found the key to good management techniques that elicit students' cooperation and involvement in activities and thus prevent problems from occurring (Good and Brophy, 1997). Accepting Kounin's view Good and Borphy (1997) and Arends (2001) mention the following skills which are used by effective manager to handle for disruptive behaviour:

Withitness: It is the ability 'to have eyes in the back of her head' Kounin calls this skill 'withitness'. Effective managers monitor their class regularly and spot the deviant behaviour quickly and accurately. To have this skill teacher should demonstrate three important features. They are they should *catch the behaviour immediately, catch the right one and response the major one.*

Overlapping: Effective manager can do more than one thing at a time. It is the ability to spot inappropriate behaviour without interrupting his or her lesson.

Signal continuity and momentum in lesson: Effective manager enters classroom with well prepared and able to teach lesson smoothly without any confusion. Effective manager can avoid *content overdwelling, behaviour overdwelling, pacing, and fragmentation* in their teaching. These are obstacles to momentum.

Smoothness: Effective manager makes their flow of lesson smooth avoiding misbehaviour. Smoothness is momentum's close counterpart. A lesson's smoothness is damaged when the teacher *intrudes* on the topic with extraneous information, leaves a topic *dangling* by abruptly dropping not returning to it, or *flip-flop* by dropping the topic in favor of another and returning to it later.

Responding quickly to desist incidences: Effective manager encourages students to desist the serious management problem quickly.

Using reward, privileges and praise: This is the view of reinforcement tradition of behaviour management theory. Effective manager uses reward to encourage desired change. Effective manager uses reward and privileges for behaviour modification. Similarly, effective manager uses verbal praise for good behaviour to diminish disruptive/ inappropriate behaviour.

Coercive, punishment and penalties: Effective manager can impose punishment or penalties if they think they are necessary.

Variety and challenge in seatwork: Effective manager provides the students with tasks that are familiar, easy and challenging. Likewise, effective manager makes their students involve in tasks and group activities and make more enthusiastic.

Accountability: Effective manager makes their students more accountable for their performance.

Effective manager uses to nip misbehaviour in the bud. Similarly, according to Cohen and Manion (1996) the way of handling minor misbehaviours problem

by regular monitoring the class or ignoring them. For repeated minor misbehaviours, effective manager can handle through eye contact, tongue and gesture, physical closeness, inviting a response and using other non-verbal gesture. For persistent disruptive behaviours, effective manager can handle through direct intervention or interview technique. Likewise, Harmer (2008) has listed the following activities to manage disruptive behaviour or problem behaviour.

- Act immediately
- Keep calm
- Focus on behaviour not the students
- Take things forward
- Talk in private
- Use clearly agreed sanctions
- Use college and institution

In the above mentioned paragraphs, different scholars have expressed different ideas. However, they have more or less similar views about dealing with disruptive behaviour. A successful manager (teacher) always tries to adopt his/her techniques for dealing with disruptive behaviour for success. Managing disruptive behaviour depends on the teachers' art and his/her own personal subjective philosophy with his knowledge.

1.2 Review of Related Literature

Among the different aspects of teaching learning process, disruptive behaviour management is crucial one. Effective learning takes place only when a teacher can play the effective managers' role in the classroom and manages the disruptive behaviour properly. Disruptive behaviour management is just one aspect of classroom management, which seems to be a cover term. However, many teachers and writers focus only on organizational and physical management in general. If classroom management is for creating learning environment and maintaining students' involvement, classroom manager cannot

escape from managing disruptive classroom behaviours/misbehaviours. So, classroom management is an art which facilitates teaching and learning. The management of classroom is for the creation of an effective working environment that is stimulating, supportive, unthreatening and effective for all its participants. Only the best liked skilled teacher manages all aspects of classroom management including disruptive behaviour that ensures beneficial learning environment.

Rana (2006) carried out a Research entitled 'The Experience of Being Victims of School Bullying: A Phenomenological Study'. She found that school bullying did not exist only in Nepal but it also existed in the United States, Italy, Canada, Japan, Australia, Newzealand, Germany, Belgium, Spain, Portugal, France, Switzerland, England, Ireland and Finland. She further summarized the consequences of being bullied. They were lower self-esteem, sense of isolation and loneliness, heighten anxiety level, and increase in absenteeism, lowering school learning, poorer physical health, regression and suicidal ideation.

Likewise, Shrestha (2010) carried out a similar type of research entitled ' A Study on Disruptive Behaviour of Students in English Classroom'. He explored the reasons of disruptive behaviour of higher secondary students in English language classroom. In his qualitative study, he used questionnaire, observation and interview schedule as the tools. He analyzed the data with data triangulation process. He concluded that the reason behind the exhibiting disruptive behaviour by the students are due to feeling monotonous, lack of interests, nature of lesson, sex, love, beautiful girl, bad friend-circle, age factor, teacher, principal, parents, etc. He further added that home environment has a key role to play in shaping disruptive behaviours.

In the same way, Basayal (2010) carried out a research on 'Strategies of Classroom Management Used by Secondary Level English Teacher'. He explored the common strategies used by the teachers of English in secondary level for classroom management. In his quantitative study, he used

questionnaire and checklist observation as the tools. He categorized his finding as physical, academic and disciplinary strategies. He found the teachers' treatment on disruptive behaviour of the students were to make them sit in the front bench of the class.

Ghimire (2010) conducted a research entitled 'Role of Teachers in English Language Classroom'. The main objectives of his study were to find out the role of English teacher and learners in a classroom. He only focused on teacher's role but not the managerial role and leadership role of teacher.

Likewise, Rokya (2011) carried out a research entitled 'Teaching Strategies Used in the ELT Classroom'. His quantitative study focused only on teaching strategies rather than classroom management.

The above mentioned books and research works are related to classroom management. According to my knowledge, no research work has been carried out on disruptive classroom behaviour management skills of teachers in English language teaching, i.e., teacher behaviour. So, this was only my attempt to study teachers' skills at managing disruptive behaviour in English classroom. That is why, this study is different from others studies.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i . To analyze teachers' skills at managing disruptive behaviour in English classroom in terms of procedures and rules, classroom organization, lesson movement and communication.
- ii . To list some pedagogical implications.

1.4 Significance of the Study

Even though, it is a small work, it mainly gives a general picture of teachers' skills to manage disruptive classroom behaviour. So, it is expected that the research will be useful especially to the person who is interested in doing research in any fields of classroom management and classroom behaviour. Likewise, it is useful for the prospective teacher, and student teacher who are in practice of teaching. Similarly, this research will be useful for teacher of teachers (i.e., teacher trainers) for conducting training to develop teachers'

skills to manage disruptive behaviour and school administrators, ELT manager as well as curriculum planners, course designers and material writers. This study is also useful for the novice teachers who lack practical knowledge about classroom management in the first year of school life. They can develop various skills to manage their classroom effectively from this study.

1.5 Definition of Important Concepts

Some definitions of the important concepts used in this research work are:

Accountability: Techniques used by teachers to keep students accountable for their performance

Challenge arousal: Techniques used by teachers to keep students involved and enthusiastic

Classroom behaviour: The activities performed by teacher and students in the classroom

Disruptive behaviour: The behaviours that interferes teaching and learning or classroom instructions

'I' Message: Verbal statements which address behaviour rather than personality which describes the effects on the sender and they identify the feelings generated in the sender

Momentum: Force and flow of lesson

Non-verbal behaviour: Tone of voice and body language people use to convey unspoken message

Overdwelling: Going over and over something even after students understand it

Overlappingness: The ability to spot and deal with deviant behaviour while going on that the lesson

Proximity: Physical closeness

Smoothness: Maintaining a central thrust to the person without being diverted by irrelevant incidents or information

Student behaviour: Activities performed by students in the classroom

Teacher behaviour: Activities performed by teacher in classroom

Withitness: The ability to accurately spot deviant behaviour, almost before it starts

CHAPTER TWO

METHODOLOGY

Methodology is a set of methods and techniques to discover a new facts and information about a particular subject matter. So, it can be called an instrument to find out reliable and effective conclusion. This chapter addresses the research methods employed for data collection. I adopted the following procedures to conduct this study.

2.1 Sources of Data

I used both the primary and the secondary sources of data to collect required information for my study.

2.1.1 Primary Sources of Data

This study was primarily based on the primary sources of data. The students of B.Ed. and the teachers who were teaching English to them in B.Ed. campuses under Tribhuvan University were the primary sources of data. Hence, 8 teachers who were teaching English in B.Ed. including 12 students who were studying in B.Ed. majoring in English were the primary sources of the data.

2.1.2 Secondary Sources of Data

I consulted books, previous research works, articles, journals, reports, world wide web and code of conducts of campuses. Some of the secondary sources were Barrish (1969), MacMillan (1973), Harmer (1986, 1991, 2008), Graham (1988), Egglestion (1992), DiGuilio (1994), Cohen and Manian (1996), Brophy and Good (1997), Dollin and Maguire (1999), Arends (2001), Verkuyten (2002), Bhatta (2003), Oliver (2004), Scrivener, (2005), Mishra (2009), Naidu (2009), Bitchener (2010), Ghimire (2010), Shrestha (2010), Prayas (2011), etc.

2.2 Sampling Procedures

With regard to sample size, Patton (1990) mentions that there are no rules for samples size in qualitative enquiry (p.184). So, samples of four campuses from Kaski district under TU were selected for the study using non random sampling procedure. Two teachers of English were randomly selected from the selected campuses. I observed three classes of each teacher with the gap between three to five classes. I interviewed a group of students of each campus. Each group contained three students. I used quota/chunk sampling to select the group of students in each campus for group interview. Hence, 8 teachers and 12 students were the total sample size of this study.

2.3 Tools for Data Collection

Multiple methods are the ways of capturing as much of reality as possible in qualitative study. A multiple method is a triangulation process. Triangulation is a powerful way of demonstrating concurrent validity particularly in qualitative study. I was interested in methodological triangulation (different methods in same occasion) in my qualitative research. So, I used questionnaires for teachers, observation checklist and group interview for students as the tools for data collection. I used both open ended and close ended questionnaires to collect data. I also used observation checklist for classroom observation. I used group interview/focus group discussion to explore the experiences and understandings of the students on teachers' skills on disruptive behaviour management in their English classes. The questionnaire and checklist have been mentioned in appendix-1 and appendix-2 respectively.

2.4 Processes of Data Collection

First, I visited the selected B.Ed. campuses of Kaski district. I selected the teachers of English and administrators of selected campuses. I requested them for permission to conduct the study in their campuses. After that, the purposes and processes of my research were clarified to the teachers of English and

administrative personnel of selected campuses with their authority. I distributed the questionnaire forms to the concerned teachers and I request them for permission to their class observation. I used participatory classroom observation. The teachers were not informed about the date of their classroom observation. The gaps between the observed classes were three to five classes of each teacher. I observed the classes of those teachers using the checklist that I had prepared before. Finally, I fixed the time and place for the interview with the discussion of the selected students. Then, I interviewed the selected students.

2.5 Limitations of the Study

The study was limited as follows:

- A. The study was limited to four B.Ed. campuses of Kaski district under Tribhuvan University.
- B. The study was limited to the English language classroom management.
- C. The population of this study was the students and teachers of selected B.Ed. campuses of English classroom. The total population of this study was 8 teachers and 12 students from four campuses.
- D. The tools for data collection were only questionnaire, observation checklist and group interview.
- E. Only three classes of each teacher were observed.
- F. Only four groups of B.Ed. students having three in each were interviewed. Those students were from the selected campuses. One group was interviewed from each campus.
- G. This research study was limited only on the teachers' behaviours or teachers' responses towards student behavior in the English classroom.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

I collected information about teachers' behaviours in the classroom to accomplish the goal of this study. These behaviours were drawn from teachers and students, and their classroom practices. The data were collected by using questionnaires, close observation, and group interview. I described, analyzed, and interpreted the information gathered from the students, teachers and my close observation descriptively. I summarized the results of these data in next chapter as findings.

3.1 Reality of Class Composition in Observed Campuses

In my field visit, I concentrated only on the teachers, students, and their classes of B.Ed. first years. My study was limited to the first year of B.Ed. campuses namely: Laxmi Adarsha Multiple Campus, Gupteshwor Mahadev Multiple Campus, Bhadrakali Multiple Campus and Prithvi Narayan Multiple Campus. Laxmi Adarsha Multiple Campus is located in Lekhnath Municipality whereas other three campuses are located in Pokhara Metropolitan city of Kaski district. I paid attention to teacher-student interaction, teachers' responses to student, students' responses in the classroom, teacher talk, especially on teachers' behaviours in the classroom and to their skills on students' behaviours management.

Bhadrakali Multiple Campus runs its B.Ed. classes in morning shift.

Information boards were hung next to the door of each class in this campus.

The surface of the front stage where teachers mostly spend their time is higher than the surface of the class where students sit. B.Ed. classes were running in the ground floor. However, the classes are well ventilated.

Gupteshwor Mahadev Multiple Campus also runs its B.Ed. classes in morning shift. The classes are long and narrow with two entrance doors; and well ventilated windows. The benches were fixed in two rows nine in each. There were few chairs at the back. The seats were comfortable than in the other

campuses. However, it was difficult to move between two rows of benches. The surface of the front stage where teachers mostly spent their time is higher than the surface of the class. The campus runs its B.Ed. classes in the first floor. There are two entrance doors in each class.

Laxmi Adarsha Multiple Campus also runs its B.Ed. classes in morning shift. In day time, school level classes were running in the very classes. The benches were set in three rows containing each seven with their desks. They were fixed. B.Ed. classes were running in the ground floor. However, the classes are well ventilated.

Prithvi Narayan Multiple campus runs its B.Ed. classes in both morning shift and day shift. I selected the classes of morning shift. There are different buildings for different faculties. However, morning classes of B.Ed. were running in 'Law Building' in the ground floor. The classes are large with twelve benches attached with desks in each row. The benches were longer than other campuses. There were four rows of benches and five ways to reach to the back of the class. The blackboard was extremely dusty, scratched and shabby. The windows were with smashed glasses. Merely the wooden frames were to be seen. The coded and name changed informants have been given in appendix-3.

During my observation, I found that most of the times boys and girls sit together in the same bench in all campuses. There was a tacit understanding between boys and girls about their rules so they take seats on the basis of 'first come first criteria'. Some of the students who came first took the seat of the back benches. All the students had to sit in the class facing the teacher and the whiteboard or blackboard hung on the wall near to him/her. Teachers mostly stood on the front stage by the teacher table. In my observation, I rarely saw the teachers going around the classes and talking to the students at the back. Most of the time teachers either dictated the notes to the students or spoke themselves. I found the roles of students in the classroom to be the passive listener.

3.1.1. My Experiences from Field Visit

I reached selected campuses and requested the teachers and administrators with my written covering letter. Most of the administrators seemed to be happy but it was really difficult to observe the classes of particular teachers. Some teachers did not permit me to observe their classes. They even suggested me to collect fake data. In those campuses, I selected other teachers who permitted me to observe their classes. I asked the possible reasons of such behaviours of teachers to the students in group interview. They answered to me that their classes were noisier and they were not confident even in the content. The teachers who taught in B.Ed. were also teaching in school or administering the private English medium school in day time. I prepared my field visit note when I was in the field. It took me one and half months to collect the data from the field.

When I returned from campus C (CC), I encountered with girls who were fighting each other. I captured the scene in my mobile. The school girls (twelfth graders) were fighting and the teachers were unable to convince them not to fight. They took help from the police to separate and convince them.

3.2 The Information Obtained through Questionnaire

Being a researcher to ensure scientific quality of my study considering the ethical issue, I informed my research purposes and processes through written covering letter to informants and administrators of the selected campuses. In order to ensure the confidentiality in the research, private data identifying subject were not reported. Attention was paid to the protection of subjects' privacy by changing the names of individual subject. The informants and their institutions were given codes fictitious names whenever it was possible. The research subjects were guaranteed that their interviews would be treated confidentiality. So, the identification of campus and subjects were kept confidential. The information obtained through questionnaire are presented in the subsequent section.

3.2.1 Planning for Effective Management

Regarding the question ‘which aspect of the classroom management is the most effective for the beneficial classroom?’, many teachers (62%, 5 out of 8) gave emphasis on student’s characteristics. Five teachers (T1, T2, T4, T6 and T8) viewed that students behaviour should be focused on planning for effective classroom management that prevents classroom disruptions. In this connection, a support was given by T1. He said that the aim of teaching was to make the students qualified in subject matter. If the classrooms were managed according to the characteristics of students then the teachers felt relaxed and easy with their teaching. A teacher (i.e., T2) believed that the student characteristics were responsible for her classroom management. Her statement was: “*All learning activities are to be directed upon students. If students are cooperative then it would be easier to achieve the goals or objectives. Sincere students will automatically be motivated in the classroom*”. From her ideas it happens to me that student’s disruptive and unacceptable behaviour can be prevented by planning according to the students’ characteristics. Similarly, T6 said that students’ behaviours played a significant role in language pedagogy. The way they behaved in the classroom had impact on teacher’s procedures. Similar view was given by T4. He said that they could make rules on the basis of their characteristics and involve them according to their nature in different activities. Then, one of them (i.e., T8) put students in the center of the process. He said that learning depends on their characteristics so we should plan according to the nature of the student characteristic.

Other two teachers (T3 and T7) had similar opinion. They viewed that procedures and rules were beneficial for planning effective management. In this connection, T3’s reasons were: “*...because complex behaviours rest on simple process, procedures are operational, not theoretical and rules govern overall behaviours*”. Likewise, T7 put on center for procedures and rules. She said that procedures and rules helped both teachers and students to be bound in the certain criteria. They helped teacher to apply any rules and they made the

whole classroom environment to be self-disciplined if they were strictly followed. Those rules made them avoid from biased.

A different view was given by T5. His focus was on physical environment. In this connection, he pointed that the reasons of focusing physical environment were that sound physical environment helps students to learn better because students do not need to be worried about lacking and facilities. He said that in such environment, students felt easy and relaxed.

From these statements it happens to me that most of the teachers focus on student characteristics while planning effective management because they viewed that student characteristics were the bases for rules and procedures with students learning and teacher satisfaction. However, some strict teachers focus on planning for rules and procedures. They believed on planning procedures and rules that made teacher and students self disciplined. Very few teachers gave prior attention to the physical management.

3.2.2 Procedures and Rules

Regarding the question ‘what are the guidelines to prepare the basic rules for the classroom and to apply them for you?’, T1 pointed out that giving students more opportunities to take part in the programme, solving minor discipline of the students by themselves and rewarding or punishing the students according to their work were the guidelines.

Another teacher (i.e., T2) said that campus A (CA) prepared rules and procedures to be followed by teachers and students. She stated that she made her students more accountable to follow the rules prescribed by authority. She said that she involved her students to orient the rules prescribed by concerned authority. She said that she asked students to deliberate the rules to their friends so as to make them accountable to apply them. But, T3 thought that bachelor level students were matured. She did not take this issue more seriously. She expressed that for bachelor level students, it was not a great issue and not so difficult. They themselves were able to guide them. They felt ashamed when

they showed any decisive manner. However, T4 said that he described the rules in the classroom. His statement was: *“I explain and revise the rules to the students clearly. I make clear about the provision of the rules in the classroom if the rules are not followed”*. For this issue T5 said that he easily encountered them. He mentioned that making students convinced about the benefits of rules, making them to monitor their behaviours themselves, and creating students friendly rules were the guidelines for him to prepare and apply the basic rules in the classroom.

Another teacher (i.e., T6) believed on reinforcement theory. She either used reward or punishment to prepare and apply the rules. In this connection her statement was: *“Both ...decide and strictly follow ... violation yields punishments some short. Those who follow will be rewarded even verbally. Some who disobey get less priority in either classroom or extra-curricular and co-curricular activities.”* Likewise, T7 said that he prepared rules with the involvement of his students and reminded the rules to them. His statement reveals that making the students conscious about the rules; and reminding them the rules time and again makes the students more accountable. Unlike other teachers, T8 said that he prepared rules discussing with administration and use them only after piloting. He stated that he prepared rules involving senior teachers and discussing with administration. Then, he used them in his class only after piloting them in a small group.

Therefore, the arguments of these teachers reveal that majority of the teachers tried to make their students more accountable to follow the rules. Generally, these procedures and rules were prepared by the campus administration. I found that very few teachers thought the rules were not necessary in this level because the students were mature. But, some teachers viewed that it was not necessary to instruct to the Bachelor Level students because they themselves understood and followed the rules. Some teachers used reward and punishment or described the rules time and again. There were not any campuses that oriented the rules the very first day of campus. However, the teachers did not forget to explain or revisit the rules regularly in the class.

3.2.3 Reward or Punishment

Regarding the question ‘what do you use to eliminate undesirable behaviours and to encourage desirable behaviours?’, indeed, three teachers (T2, T5, and T7) disagreed to physical action and they favoured verbal rewards. In this connection T2 said that she used verbal reward to encourage her students. She added that once she used physical action but it did not result well. More often she reminded them about the ground rules. In the same way, T5 supported against punishment. He expressed that it was better to convince them not to show undesirable behaviour than to punish them. Punishment sometimes changed in a threat. Rewards for desirable behaviour might encourage them to repeat the same. Similarly, T7 stated that he used verbal reward to encourage positive behaviours but he did not use punishment to eliminate undesirable behaviours. In fact, three teachers (T3, T4 and T6) used both reward and punishment. T3 favored to use punishment in private but reward in group. She said that she had experienced that the students should not be punished in group. However, they should be rewarded in group. It was easier to treat them in isolation. Just as T6 said, “*Rewards or punishments, to eliminate or encourage... but when we make them to feel about that behaviour they are more effective*”.

Unlike them, T1 and T8 showed their interest only in favor of punishments. They stated that they punished their students. In this connection, T1 said that he did not use reward to encourage positive behaviours but he used punishment to eliminate undesirable behaviours of his students.

The statements of those teachers reveal that physical action was not only harmful to the students but they were harmful to teachers, too. Majority of the teachers used verbal reward rather than punishment to eliminate undesirable behaviours of their students. However, they said that reasonable punishments could be given in private to discourage repeated misbehaviours of the students in the form of communication. Perhaps, the most accessible means of reward for teacher was the use to praise (verbal reward) in the classroom which was applicable and effective in the classroom. Most of the kinds of approval were in the form of verbal praise in front of the rest of the class than in private for effective management of classroom disruption.

3.2.4 Nonverbal Communication

Regarding the question about nonverbal communication two teachers (T7 and T8) wanted proximity, facial expression, eye contact, vocal variation, body orientation, and gesture in the classroom. T1 said that those were sufficient to manage misbehaviour of the students. However, T3 did not think that body orientation was better for her. For T4, proximity and body orientation did not play a vital role in effective management of classroom disruption. Similarly, T2 thought that proximity, eye contact, gesture, and beating duster/stick on the desk or table were helpful to manage disruption of the English classroom. However, T6 put center on facial expression and gesture. But, for T5 proximity, use of time, waiting, pausing and clapping with vocal variation were the means to manage his classroom as non verbal communication.

From their views it appears to me that all of the teachers used gesture as nonverbal communication and most of the teachers liked proximity, facial expression and eye contact. Some teachers used vocal variation and very few teachers applied body orientation. Out of them use of time, pausing, beating duster/stick on the desk/table for loud noise and clapping were used to attract the attention to the students who repeated misbehaviours in English classes.

3.2.5 Characteristics of Effective Classroom Manager

Regarding the questions ‘what are the basic characteristics of effective classroom manager?’, different teachers reacted differently. One teacher (i.e. T1) stated that fluent in subject matter with standard performance, cooperative, friendly with students and ability to use nonverbal communication were the qualities of an effective manager. Likewise, T2 said that monitoring students’ behaviour, managing classroom in terms of physical learning environment, addressing their responses in time on task and responding student’s queries, confusions and sadness outside the classroom too were the basic characteristics of effective manager. Another teacher (i.e., T3) focused on teachers’ content and experiential knowledge. She said that self confidence, commanding power

and good personality were the essential characteristics of the effective manager. Unlike T3, T2 focused on students and said that the ability to know the characteristics of individual students, the ability to behave students on the basis of student's behaviours, knowledge of skills and methods of managing disruptive students were the qualities of effective manager. Likewise, T5 thought that perpetual eye contact to the students, interactive nature with a lot of space to students' discussion, friendly behaviour, encouraging attitudes and fluency in English were essentials for an English teacher. A different view was given by T6. She said that the teacher who became popular was the one who gave more care to those who violated class rules and treated equally to all without biasness. Likewise, supporting T3, T7 said, "*Commanding power, ability to create conducive classroom, content knowledge, and fair and brevity are the essential characteristics of an effective manager*". But, T8 said that commanding power and content knowledge were enough for a teacher.

From these arguments it appears to me that commanding power, self confidence, unbiasedness (fair), ability to establish relation, communicative ability and ability to treat psychologically, cooperation and eagerness to perform profession were the characteristics of an effective manager. Moreover, the core qualities of an effective teacher for managerial perspectives were ability to understand students and helping them according to their nature.

3.2.6 Why Ignore Misbehaviour?

Regarding the questions 'why do teachers ignore misbehaviours of the students in the classroom?', T2 disagreed and said that I did not agree, teachers must not ignore inappropriate behaviours, as such those behaviours harm the learning process. But some teachers might consider some behaviours which did not harm the class. A different types of experience expressed by T3. Her statement was: "*Misbehaviours should be noticed but should not be given much importance as treatment of convince in isolation is more effective*".

Most of the teachers (T1, T4, T5, T6, T7 and T8) accepted that they ignored some inappropriate behaviours in the classroom. The reasons were intimacy,

fear, minor problems, etc. In this connection, T1 said that teachers pretended that they ignored misbehaviour in the classroom because of over intimacy, fear of young students and sense of little responsibility. In this connection T4 said that teachers ignored misbehaviour in the classroom only at that time when they were in pressure of lesson and when students knew the teachers faults. Likewise, T5 argued that teachers ignored misbehaviour because they might be fed up with such behaviours or they might not be students' friendlier teachers who always afraid of them. Similar reasons were given by T6. She said, "*Sometimes in the name of being superior, sometimes to be quite near to the students, sometimes fear of students' threats and fear of lack of administrators support teacher does not give proper attention thinking that they are unnecessary*". But, what T7 said was different from other teachers. He said that some teachers thought that they were minor misbehaviours or chance for first time. But, some other teachers ignored misbehaviours because angry students would show their teachers' faults. Some other teachers ignored because the behaviours were causes of teacher's faults.

From these expressions it becomes clear to me that most of the students were too near to the teachers so teachers ignored minor misbehaviours. The striking reasons were that they either were afraid of their faults or physical attack on them. Some teachers did not own their responsibility and told them these were the first time misbehaviour because they thought that they did not get administrators support. Some teachers ignored misbehaviours because they put it forward for private talk or for others involvement.

3.2.7 Dealing with Repeated Misbehaviour

Repeated misbehaviours are serious even if these behaviours are minor by nature. If we eliminate these behaviours using different handling techniques, it helps us to run our classes easily. Regarding the question 'what will you do for repeated misbehaviours?', T1 said that first she requested then alerted the first request to them, and next step was personal talk. Consultation with administrators, contact with parents, making decision along with administrative

personnel and parents were the final stage to deal with repeated misbehaviours. In the same way T2 stated that she watched them with care, requesting and scolding were done before making them stand by asking questions or slapping (optional) and sending to office and reporting to parents were the steps to deal with repeated misbehaviours.

For this question T3 expressed that the first steps to deal with repeated misbehaviour were ignoring or indirectly satire. Later she followed with maximum eye contact, meeting in isolation and giving much more attention to him/her to know if there was any change or not. This means she followed up her students after her effort to change. Likewise, T4 said personal talk, addressing or pointing before the whole class, reporting to senior teachers or administration and consulting with parents were the steps to manage repeated misbehaviours in the classroom. Ignoring, requesting, trying to convince them were done before scolding, sending him out from classroom and report to administration for future process of punishment. These were the steps to deal with repeated misbehaviour for T5.

Similarly, T7 said that he gave prior warning and then last warning. If it did not work well she gave a simple flattery to them, and physical punishment followed by expel from school. Another teacher (i.e., T8) used non verbal communication to manage repeated misbehaviours of the students. He said the steps were eye contact, facial expression, proximity, gesture, and some type of punishments.

The above expressions of teachers suggest that T3 was aware of the student's behaviours and use of punishment. It also seemed that she knew students and their behaviours. Three teachers (i.e., T1, T5 and T8) seemed to be strict teachers and they used physical punishment for repeated misbehaviours. Their solution was not so practical that might be a threat to them if they applied in their real life. However, the punishment might be simple use of satire as T3 said or T5 did. From the viewpoints of T2 and T3 it appears to me that they were aware of students' motivation and psychology with understanding the

situation. One teacher (i.e., T3) always tried to solve her problem even if the challenges arouse. She said, *“It will be better to take help from seniors because they may be more experienced than us. The other thing is that two heads are better than one head. Effective communication will be helpful to them”*.

Consultation with parents (as T2 and T4) might be difficult in the senior grades where students are very far from their parents. Any way personal communication, help from seniors and administration will be beneficial. Expel from classroom (as T1, T5 and T8) is not a great practical solution because if they sent out students from the classroom, their lesson would be left. Students come to learn and it would not help us to achieve goals and objectives of curriculum. The endeavour of T7, using nonverbal communication that followed by punishment is also not sufficient because they said that punishments decreased motivation rather than increased. So, personal and private communication seems a great solution to teachers to manage disruption in the classroom.

3.2.8 Long term Solutions for Disruptive Behaviour

Regarding the question ‘what are the long term solutions for disruptive behaviour?’, most of the teachers focused on counseling for potentially disruptive situation to be able to maintain the flow of lesson. T1 pointed three solutions as, *“Counselling, developing parents-teacher relationship to report them and managing more section with adjustable numbers”*. He believed that the sole cause of disruptive behaviour was the large class. Preparation of rules and their application with occasional guidance and counselling tend to be the final solution for T2. She said that developing ground rules in line with student’s participation, applying them strictly in the school and conducting guidance and counselling programme in institution occasionally were the long term solutions to her. Similarly, T3 wanted to make students accountable. She said that meeting in isolation time and again, asking their own problems and giving responsibility to them, etc. were the solutions for eliminating classroom disruption. Sometimes communication might be a cause of disruption in

English classroom; a great care is required while applying communicative techniques in English classroom. For T4 counseling and involving the students in other communicative activities were the suggestions for long term solutions for disruptive behaviours. Unlike them, T5 said that psychological treatments with counselling were the better options. His four steps for long term solutions were finding the root cause of misbehaviour and psychological treatment (step-1), counselling was the better option, involving students in the task and suspension or expulsion (final solution).

One of the teachers (i.e., T6) was not satisfied with the expert designed course. She expressed that proper care and counselling and providing specially designed course with communicative task would be the sole source of long term solution for disruptive behaviours. She thought that when they engaged in task they could not get chance to perform such misconduct. Students home background, previous experiences were the sole causes of disruption for T8. He said that diagnosing the home background, trying to understand his/her interests and counselling were the long term solutions. Motivation in learning with their involvement and solving environmental problem were the solutions of disruptive behaviour of students for T7. His expression was: *“Motivating students towards the subject matter, creating friendly environment and regular counseling are the solutions to me”*.

From these expressions it also becomes clear to me that no doubt proper guidance and counselling were the principal solutions for the disruptive classroom behaviour. In addition to counselling, the positive relationship between teacher and students is long term solutions for disruptive behaviours. Understanding student's needs and psychological context, providing proper course according to their nature of students motivate students in learning. Teacher characteristics were also the causes of disruption because teacher might not provide proper course, guidance, etc. Preparing procedures and rules then applying them properly work well to manage for success. Thus, proper communication along with counselling, positive class climate- easy

atmosphere, motivating environment and active participation were the solutions for disruption in the classroom. To apply the rules for making students accountable was also a solution for classroom disruption. These psychological treatments are some solutions for teachers. Anyway, they said proper communication played crucial role for managing disruption.

3.2.9 Teachers' Responses to Undisciplined Students

In the piloting stage, teachers argued that their responses were different to disciplined and undisciplined students. They said that they had negative indication with undisciplined one. Regarding the question 'how do you behave undisciplined students in the classroom?', most of the teachers (T1, T2, T5, T7 and T8) said that they provided great care with asking difficult questions in the classroom to undisciplined students. In this connection, T1 said that he asked more questions; he gave more focus to that person and he made him or her to write the matter on the board. Similar view was given by T2, here is what she said: "*I ask them difficult questions frequently when I see misbehaviour that makes others to stop*". Similarly, T5 said that he kept regular eye contact to him/her. Likewise, T7 said that he asked questions frequently to them calling their name and T8 also did the same. He said that he made them stood in front of the class asking difficult questions.

Other three teachers (T3, T4 and T6) had different idea to respond disruptive students. In this regard T3's expression was that she tried to be a friend of disruptive students to identify the cause that made them disruptive. She also said that she gave a greater attention to them. Supporting her T4 said that he made them seat with disciplined students separating from undisciplined colleague. He did not talk more in the classroom; he talked them in private after he consulted with senior teachers and parents. His statement reveals that the teachers' role as a counsellor and a close friend to the students to minimize disruptions in the classroom. Likewise, T6 argued for the use of care for the disruptive students. She said that she provided care to them with frequent eye contact. She knew that different teachers reacted differently to the disruptive students.

From these arguments it also becomes clear to me that most of the teachers asked difficult questions focusing on disruptive students thinking that it would minimize classroom disruptions. They stated that the teacher's eyes contacted with disruptive students. This becomes clear that the more the students' disruptive behaviours occur, the more the teachers make eye contact to them. Most of the teachers asked difficult questions frequently to the disruptive students following other minor punishments. Some other teachers focused on the students rather than behaviours or they try to manage the seats.

3.2.10 Skills to Manage Disruptive Behaviour

Regarding the question 'what are the basic skills to manage disruptive behaviours in the classroom?', most of the teachers focused on teachers ability to understand the students. Out of eight questionnaires this question was only responded by three teachers (T3, T6 and T7). Their views were not the same about the skills for managing disruptive behaviour. One of them (i.e., T3) said that providing especially designed assignments to them is a skill for managing disruption. For this issue, T7 expressed that if he found the disruptive behaviour in his class, he would try to establish intimate relationship with them. He gave assignment that might motivate them. He said to me that the reason, once he took physical action it became a great issue to him. It was his school level experience. However, he did not punish his students but he said he used rewards to bachelor level even master level students from that day when he punished a fourteen years boy.

Another teacher (i.e., T3) expressed a different view. Here is what she said: *"S/he should not be criticized in group. I can ignore the behaviours until they are harmful to others. I talk with him/her out of the classroom"*. This statement reveals that she treated such students in private when it did not harm to others.

From these responses, I come to a conclusion that teachers think and provided specially designed assignment or task which would motivate students and engage on them. Getting intimacy and private talk without disrupting the classroom atmosphere were the teacher's skills for managing disruptive classroom to those teachers.

3.2.11 Experiences of Teachers

I requested the teachers to share their experiences of modifying the undisciplined behaviours of any students. Regarding this question about their experiences of modifying students' behaviours T5 said that he was struggling for such issues. He said that he called a student who was disruptive at his home and he communicated with him privately. It did not work well. Then, he was trying to modify the behaviours of such students. All the teachers expressed that they had many stories. However, their stories revealed that effective communication was a preventive approach to modify student's undesirable behaviours. In this connection, T2 said that she modified the behaviours of undisciplined students who always used to tease and insult others and even he used drugs. She explored the reality of the students and consulted with parents and administration. Slowly, she was able to make him a disciplined and a hard working student.

One of them (i.e., T1) expressed his experiences. He modified student's silliness behaviours to acceptable behaviours. First, he used physical punishment which helped to increase such behaviours rather than decrease. He got threatening to leave a job from that school. A young and strong student told him leave the job showing a knife. Slowly, T1 established positive relation with him and tried to make him accountable for leading. It worked well and he succeeded.

Another teacher (i.e., T3) said that she faced many undisciplined students in her ten years of teaching experience. She encountered a disruptive student who did not pay attention to his study and used to disrupt other students. Firstly, she tried to ask questions to attract his attention to her that he could not answer. Those events made him shy because all the students laughed at him. She helped him and kept him in touch with verbal praise. This attempt made her successful, but it took time. She said that then she was very happy because he had completed his study of master's degree successfully from TU.

A different experience was expressed by T6. She said that she had modified the students' behaviours by finding their problems with specially designed assignments. Her four students tended to be disruptive due to language problem. Her continuous effort of teaching and assigning specially designed assignment to them according to their level worked well.

One of them (i.e., T4) expressed his story remembering seven years back while he was teaching in seventh grade. He tried to manage the physical environment of the class. Regular planning with physical management reduced the disruptive behaviours of the classes. He used to establish positive relation with them and started to communicate privately. That worked well to modify students' misbehaviours.

The story of T7 was different and recent. He said that it was his last year's experience. Then, the student was studying in the third year in the same campus. He encountered a disruptive student who used to make noise, insulting others and come with half trousers in the campus carrying a folded copy in his pants' pocket. All the teachers used to tell that the student was their problem in the classroom. He established a positive relation with him with the help of facebook account. This event made T7 know him well and then he was a good friend and student to him. All the teachers even administrative personnels were surprised by seeing his nature that day.

From the opinions and experiences of the teachers I came to know that good communication was the strong and best tool for modifying students' behaviours. Teacher's responsibility and continuous effort were the requirements to change the misbehaviours of students. All the teachers tried to explore the reality with the means of communication. The other necessary things were done that treatments were required according to their needs as specially designed assignment given to them. Private talk and increased intimacy to them helped to decrease undesirable behaviours. The true stories expressed by teachers clarify that the intimacy with students decreased disruption and increased the relationship with students.

3.3 The Observational Information

In order to collect data, I also employed observational tool. I prepared a list of behaviours of teachers' to be observed in the classroom. I observed twenty four classes of eight teachers. I found some behaviours frequently occurred, some were infrequent and some were not seen at all. The detailed observed behaviours of the teachers have given in appendix-4. The overall behaviours which I observed were listed in the order of their frequencies.

Table No. 1

Teachers' Behaviours	Frequency	Percentages
Nonverbal communication	81	28.02
Unable to identify misbehaviours	51	17.64
Ignore misbehaviours	46	15.91
Obstacles to momentum	34	11.76
Obstacle to smoothness	23	7.95
Withitness	12	4.15
Active listening	10	3.62
Use of 'I'-message	9	3.11
Starting on time	8	2.76
Making transition smoothly and quickly	4	1.38
Begin with rules and procedures	3	1.03
Overlappingness	3	1.03
Ownership: whose problem is it?	3	1.03
Preparing materials in advance	1	0.34
Establishing routines	1	0.34
Involvements of seniors or parents	0	00
	289	100

From my observation, I came to conclude that only few teachers (i.e.12.5%, 3 out of 24) begun their class with rules and procedures. I did not find any teacher who encouraged others participation (seniors and parents) to manage

classroom disruption. The analyses of the behaviours of teachers presented in figure No. 2 shows that most of the time teacher used (81 out of 289, 28.02%) nonverbal communication to manage disruption in the classroom. In most of the cases either teacher could not find the misbehaviours (51 out of 289, 17.64%) or did not manage the disruptive behaviours (46 out of 289, 15.91%) in the classroom. The very infrequent behaviours were establishing routines (1 out of 289, 0.34%) and preparation of the material in advance (1 out of 289, 0.34%).

3.3.1 Procedures and Rules

In the class observation, I found that most of the teachers did not begin their lessons with procedures and rules. Most of the students of campus B (CB), CC and campus D (CD) were coming without their uniforms whereas the students of CC were in uniforms. Almost all teachers and students were speaking Nepali language in the classroom. Students were late and teacher waited them standing by the door. In CA, I found that students entered without asking permission from the teachers but it was not found in CB, CC, and CD. In some cases, I found that teachers revisited the rules and procedures even if they were not followed.

3.3.2 Class Organization

I observed twenty four classes of eight teachers in four campuses. In CA and CC students waited their teacher staying and gossiping outside the classroom whereas in CB and CD students waited their teacher being inside the classroom. But, they did not engage them in the task. I found that the teachers came and waited their students until they settled well.

In the observation, 12.5% (3 out of 24) of the teachers began their classes with rules and procedures and 33% (8 out of 24) of the teachers started their class on time. Only 4.16% (1 out of 24) of the teachers came with materials more than daily used materials. In this connection, in her second observation, I found T3 carried some pieces of worksheets and she signaled the students to pass these papers forward having one with them. In the same way, 16.66% (4 out of 24) of the teachers made transition smoothly and quickly to their formal lesson.

From the observation of the classes of these teachers it appears to me that beginning of the class and end of the class were challenging to them. The off task periods were difficult them to handle because they did not begin their lesson on time or they did not have enough materials or they did not have enough knowledge to handle the transition. I also found that teachers could not hold the transition of off task period easily.

3.3.3 Lesson Movement

The teachers were unable to spot all misbehaviours in the classroom. Regarding this, the observational data show that 17.64% (51 out of 289) of the disruptive behaviours were not identified.

What I saw in T2's classroom in CA was a boy of the forth bench pulled the two ends of scarf of a girl who was sitting on the third bench. He made a knot and he shifted to the bench where I was sitting. It was the sixth bench. T2 did not notice it. He tried to draw my attention to that girl and he started to giggle. When I was just moving towards him she stopped the lesson and stared at me and ordered me to stop. Then, the girl started to move and she noticed that she was tied on the back of her desk. Other students started to laugh and she tried to unfasten herself. And T2 angrily shouted calling her name whether she did not see her in the classroom. She stopped the lesson and again added she did not like such students who always looked back. She again added that she did not like such students in her class.

In the same way, overlappingness occupied 1.03% (3 out of 289) of the overall behaviours of teachers. However, the obstacles of the momentum and smoothness found 11.76% (34 out of 289) and 7.95% (23 out of 289) of the overall behaviours respectively.

From these data it appeared to me that the teachers of English did not find all of the misbehaviours of the students. And, even they did not manage all the misbehaviours which they had noticed. The causes of misbehaviours were the obstacles of momentum (overdwelling content and overdwelling behaviour, fragmentation) and obstacles of smoothness (intrusion, flip-flop, dangling). The

teachers did overlap teaching along with dealing with the misbehaviour. The teachers did not spot all the misbehaviours, when they spot the misbehaviours they did not find the more deviant one.

3.3.4 Communication

No doubt human beings communicate verbally. From the observation of the classes of the teachers it made me clear that nonverbal communication had a powerful influence for managing disruption in ELT classroom. In the observation, the highest frequency of teacher behaviours (81 out of 289, 28.02%) were nonverbal cues. Teachers' active listening behaviours occupied 3.46% (10 out of 289) of the overall behaviours respectively. I did not notice any others involvement for managing classroom disruption.

From the data obtained through classroom observation it appeared to me that the maximum responses of teachers towards students' misbehaviours came in the form of teacher's nonverbal communication. Teachers also used 'I'-message and made the students understood about whose problem was it in some respect. A powerful means was that active listening for effective management. This issue correlated with the responses of questionnaire, where most of the teachers' responses were that good communication was essential tool for the long term solutions for classroom disruptions.

3.4 The Information from Group Interview

I also conducted a group interview to collect data thinking that it can generate wider ranges of responses than in individual interview. Cohen, Manion and Morrision (2010) say that "One technique within the methodology of interviewing to have grown in popularity is that of group interviewing" (p. 373). In the class observation time, I established the relation with students and arranged a group in each campus consisting three in each. The students were participated equally with each other in the interaction. The campus wise information of group interviews are presented and analyzed in the subsequent section.

3.4.1 Campus A

In CA, T1 and T2 taught English in B.Ed. The students (i.e., S1, S2 and S3) were studying in B.Ed. majoring in English. I interviewed them after the observation of the classes of T1 and T2.

3.4.1.1 Procedures and Rules

In their interview they said that S1 and S3 sat at the middle of the class whereas S2 came late and sat at the back. They said to me that T2 came ten minutes after the class time started only with notebook, duster and marker. She rarely used blackboard. They said that she did not start the lesson with rules and procedures. The statements what they said was she entered and asked them to dictate. Preparing rules and procedures and applying them were not duty of teachers but they were the duty of campus. So, they were regular in uniform because gatekeepers from the gate did not permit them if they were out of uniforms. They added that sometimes T1 used to carry helmet in the class and sometimes he received mobile in the classroom too.

From these statements it appears to me that students of CA did not follow the basic rules. In CA to make rules and ask them to follow were taken as the responsibilities of the campus. Teachers' role was only to teach.

3.4.1.2 Classroom Organization

They said that T1 and T2 entered the classroom without materials about ten minutes later than the class time. In this connection pointing to T1, one student said to me that it was his teachers' nature to come late without materials sometimes even without chalk and duster. He asked students to carry chalk and duster from other class. They said that teachers did not give homework and class work too. In this connection, S3 said "*neither they give... nor we do*". They said to me that T1 tended to be angry with them and T1 smiled with them with misbehaviours.

From these statements it appears to me that T1 did not manage transition smoothly and quickly. Both the teachers came to the class late and without

materials. They did not pre-prepare well. They took fewer responsibilities to manage classroom disruptions.

3.4.1.3 Lesson Movement

The students in their interview said to me that most of the time teachers did not spot misbehaviours if they spot they ignore many of the misbehaviours in the classroom. In this connection one of the student said, “*They come ...teach... go not anymore.*” Students clearly understand T1’s voice but not his behaviours. They said that his pronunciation was good, good at English; he was fluent in English. They did not like him because he asked questions but he did not answer those questions and he taught only for the first three benches. They added that the students went out before the teacher and none of the students asked permission to go out but T1 remained silence. In this connection, S2 gave a surprising attitude. He inquired to me whether I asked permission in TU. He said to me that they were campus level students, not school or plus two so that they did not ask permission. He added that if they asked permission other laughed there. Answering my questions he said that in his campus the teachers only gave lectures. The teachers neither discussed and revisited the rules nor answered students’ questions of the students. He even questioned to me that the reasons of asking such questions that had universal answer (student do not ask permission, teachers only gives lectures in campus level) whether they were useful to my thesis.

From the statements of the discussion it appeared to me that the students and teachers of this campus were very irresponsible for managing disruptions and following the basic rules. They might not pay attention towards basic rules or not followed the procedures and rules. Teaches were not able not to make the lesson momentum and smoothness and the way they focus students were not acceptable to all the students in the classroom.

3.4.1.4 Communication

In case of nonverbal communication, they said that T1 used nonverbal cues such as gesture, eye contact, but he did not apply proximity. This was not

found in T2. Both teachers did not involve seniors to manage classroom disruption. In this connection, I asked them whether you were called or not in private for communication. The students' responses to this question were different than other campus; one of them said that they had not any experience about that. They added if they called for other students they did not know about it. I found that the teachers used 'I' message to manage classroom disruption. Another student said that they stopped the lesson and told satirically to make noise, it did not harm to him; they will know in the examination. From these statements I came to conclude that teachers used non verbal cues properly even if they did not call their students for private.

From the interview statements it appears to me that they did not spot all misbehaviours. Sometimes, they ignored some of them. Teachers were less responsible towards managing classroom disruption. They did not prepare well and went to class without materials. They neither gave any work nor did they use different methods and techniques while responding students' misbehaviours. Students were so proud and thought that senior could be disruptive. They thought that rules and procedures were only for junior level. However, they communicated properly thinking that they reduce classroom problems.

3.4.2 Campus B

In CB, T3 and T4 taught English in B.Ed. The students (i.e., S4, S5 and S6) were studying in B.Ed. majoring in English. I interviewed them after the observation of the classes of T3 and T4.

3.4.2.1 Procedures and Rules

In the interview, the students told me that students stayed inside the classroom or sometimes they went to canteen when teacher was not in the classroom. Teachers came and taught them without telling rules and regulations. Sometimes, to make students enter in the classroom, teachers stood by the door until the students came and entered in the classroom. The rules were not informed to the students at the beginning of the class. T3 easily and quickly started the lesson but T4 enforced the students to be ready. Sometimes, he started to teach before the students did not settle well.

3.4.2.2 Classroom Organization

In their interview they said that teachers mostly used chalk, duster and their notebook as the teaching materials. They added that T3 came on time and begun her lesson. She gave them homework and classroom work. But, T4 generally spent five minutes talking in the office and came late. In this connection one of them said, *“It is not only today...it is his routine. He comes... teaches ...and goes. He stays only twenty to thirty minutes in the classroom.”*

From this statement it appears to me that T4 did not take more responsibilities whereas T3 was an active teacher who was responsible for teaching, managing disruption and students' learning.

3.4.2.3 Lesson Movement

They said to me that T3 was a strict teacher. Students feared with her. She was punctual and wanted to make her students more disciplined. She could spot all the misbehaviours. But, T4 was different. He was neither punctual nor followed the basic rules. However, they stated that he ordered his students to follow the rules. In this connection one of them said, *“He teaches us in **Bhaisi** English but ask us to speak good at English or even he cannot speak fluently as his students (her classmate) speaks.”*

What I conclude from their interview was that the strict teacher's classes were automatically silenced. A teacher is a model. Teacher behaviours influenced students' behaviours. It showed that all teachers were not equally able to make smoothness and momentum to their lesson in the classroom.

3.4.2.4 Communication

They said to me that both teachers used nonverbal communication to manage classroom disruption. In this connection one of them said with miming that T3 seemed calm and used fingers (*yasari kya* sir, miming) while teaching. She came back to the class and asked questions to the students who made noise. But, T4 stood and looked from the front of the class; he feared to come back. She had never seen him back or middle of the class. They said that teachers

sometimes would call disruptive students to the office and they did not know what they would say. What I conclude from the interview was that T3 was able to use nonverbal cues such as proximity gesture, etc. But, it was not found in T4's classes. I found that teachers called the students for private communication.

From the interview of these students it appears to me that a teacher is a model and his/her behaviours influence the students' behaviours. Teachers used communication as the tool for managing classroom disruption. Teachers used both verbal and nonverbal communication to manage students' misbehaviours.

3.4.3 Campus C

In CC, T5 and T6 taught English in B.Ed. The students (i.e., S7, S8 and S9) were studying in B.Ed. majoring in English. I interviewed them after the observation of the classes of T5 and T6.

3.4.3.1 Procedures and Rules

They said that the teachers were punctual in CC. From the interview, I found that both T5 and T6 would enter the classroom within 5 minutes after the bell rung. They said that they were informed individually about campus rules and regulations in the first day individually. All the teachers and students were responsible to apply them. In this connection, one of them said that in the first day Vice-Principal sir said to me to wear black jacket and black shoes as the uniforms. Then I used uniforms. T6 was a strict madam; she was always in the same uniforms. So, they were bound to follow the rules and regulations. They said that some other students who did not follow the rules they rarely came to the campus; they were not regular students. One of them added that the rules should be strictly followed but it was not found in their campus.

From these statements it comes in my mind that administrators made the rules in CC. Those rules were not strictly followed. However, all of them (teachers and students) had equal responsibility to follow the procedures and rules.

3.4.3.2 Classroom Organization

In the interview the students said that the teachers of CC came on time and started the lesson without materials. One of them (i.e., T6) gave homework and would check it to the next day calling two students in front of the class. In this connection a student said that teachers used books, duster, marker and notebooks too. Both sir and madam were the same to give homework.

Homework was given. Madam called him that day because that day was his turn to present homework so he did. It was in the case of madam, sirs were different. But, T6 gave only. He did not check it next day. He pointed to me and added that I must listen that day; he said he would check it the following day. That was only his saying. He did not check so students did not do.

Regarding the question ‘how do they spot disruptive behaviours?’, one of the girl blamed that boys were disruptive but girls were not disruptive. In their class the number of the boys was less than the girls. So, their class was less disruptive than others classes. However, another student added that their teachers were quite creative. Therefore, students could not deceive their teachers if they knew they punished the students.

From these statements it appears to me that the teachers started their lesson on time. Some teachers established routines and make the students accountable for their responsibilities. Students were also responsible and accountable for their work. The students of this campus feared with some teachers. They followed the rules because campus had informed them and teachers also did the same.

3.4.3.3 Lesson Movement

In the interview, the students said that their teachers spotted misbehaviours and responded the major one. In this connection one of them said that teachers were strict in English class therefore they had less noisy class than other subject classes. Teachers spotted the very small things. Those students took their favorite teacher’s name and added that teachers were quite creative and used simple and fluent English. The teacher called them in Mahendrapool too, if she

saw them there. All of them respected her. Another student said that she was a strict madam that day the two students came late in the class and asked permission from her. She permitted other student but he did not get permission and he was sent back. I asked the reason of sending him back but he denied revealing his fault.

From these statements, it appears to me that the teachers of this campus were able to spot the misbehaviours of the students. And they addressed the major one. Both the students and teachers were accountable to follow the rules informed by campus.

3.4.3.4 Communication

From the interview, it was found that all the teachers used nonverbal cues. However, others involvement in the classroom was not fond. One of them said that teachers found and scolded so they did not make a noise in the classroom. Similarly, another student's statement was "We follow the rules and sirs also sometimes remind us as do this and not to do that, etc." There was good communication with teacher, parent and administrators. I met a parent name Sukumaya in the office and she inquired me that if I was a brother of a student. This reveals that they used to talk with parents too.

From the statements found in the interview it appears to me that the students of CC were less disruptive. Teachers were also disciplined and creative. All were accountable to follow procedures and rules. Teachers would find deviant behaviours and acted immediately. However, all procedures and rules were not followed strictly. They established good relation with parents too.

3.4.4. Campus D

In CD, T7 and T8 taught English in B.Ed. The students (i.e., S10, S11 and S12) were studying in B.Ed. majoring in English. I interviewed them after the observation of the classes of T7 and T8.

3.4.4.1 Procedures and Rules

In their interview, the students said that students were not well informed about the rules. In this connection, one of them said that they did not inform about the rules because they were busy in enrolling them there. Another student said that they informed them only about the class time at the very first day of the campus. However, they followed the basic rules. They attracted my attention to them and said that they tried to follow the basic rules of that campus.

Moreover, they added that campus made the rules. In some cases, they informed them in the information board and the students and teachers followed the rules informed by campus.

From these statements it appears to me that rules were not informed to the students verbally. However, knowingly or unknowingly all the teachers and students followed the basic rules in CD. Teachers and students followed the rules prescribed by the campus that were noticed in the information board.

3.4.4.2 Classroom Organization

In the interview, one student said that teachers did not carry the materials in the classroom and the teachers came late. Regarding the question ‘do your teachers come in time?’ their responses were like this “*Ha ...ha... our teachers are CLED (all of them laugh)*”. On my queries about CLED they stated that ‘*Come Late Early Depart*’. Another student said that T7 became angry with them if they talked to him anything when he was late. In this connection their statement was “*Teachers come late because they teach other campuses too even in the morning shift. They leave 10 minutes before and come 10 minutes after the classroom to maintain the time for the way to reach one campus to another*”.

Following their statements it was clear to me that teachers did not come in time and they became angry if they talked about class time to their teachers.

3.4.4.3 Lesson Movement

In CD, T8 could spot the deviant behaviours and respond immediately. One of them said that T8 always repeated the rules and responded for misbehaviours. However, T7’s classes were noisy. No one responded him because he did

nothing to them who made noise in the classroom. In this connection, another student supported and said that boys started to make a noise when T7 left or shifted the lines of the books. Neither his handwriting nor his voice was clear. One of them added, *“Always ‘isn’t it’ very boring classes. Some students spent time counting his ‘isn’t it’ once some of my friends said to us that he repeated ‘isn’t it’ 161 times in a single period.”*

From these statements it appears to me that teacher’s spoken language and way or style to speak influenced their lesson. Teachers did not spot all the misbehaviours and did not respond them because they had problems for managing momentum and smoothness of the lesson. Some teachers repeated some particular phrases that made the classes boring and students became disruptive that inhibited the learning.

3.4.4.4 Communication

Both teachers used nonverbal cues in the classroom. In CD good communication between teachers and students was not found. In this connection, one of the student said that T8 frowned his eye brows with a loud clap, but T7 came near and asked the questions to the student who made noise in the classroom. Sometimes teachers used ‘I’ message. They said, *“T7 stops the lessons and asks why they do so”*. One teacher (i.e., T8) became angry and used ‘I’ message. In this connection, another student caricatured his teacher and said that T8 said to them that they needed to take an exam, and request them not to make noise because those behaviours harmed to the students.

From the interview with students it appears to me that in campus D, the communication procedures well not well enough. Teachers and administrators were less responsible to make their students accountable about rules and procedures. Teachers were not punctual and they neither carry the materials nor managed transition well. The obstacle in momentum and obstacle in smoothness were found in their lesson.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The major concern of this study was to analyze teachers' skills in term of preventive approach of behaviours management in English classes of B.Ed. first year. I closely observed and studied the way teachers manage their classes, transitions in the classes and the way they behave and their responses towards students' behaviours. Taking the objectives of the study in center I have concluded the findings and recommendations.

4.1 Findings

On the basis of the rigorous analysis and interpretation of the data, the following findings are extracted.

4.1.1 Holistic Findings

- I found that the teachers' techniques of responding students' behaviour in the classrooms of one teacher to another were not identical.
- Effective communication was the key to success. When teachers used communication was the tools to manage disruption they became successful.
- I found that there was a gap between teacher's knowledge and their practice in the classroom. What they said was not practiced by them.
- In most of the cases students' behaviours were influenced by teacher characteristics. Therefore, teacher characteristics had an important effect on student's learning and motivation.

4.1.2 Findings Based on Managerial Skills

The findings based on the analysis and interpretation of data, related to teachers' managerial skills has been extracted. They are as follows:

- All of the campuses prepared the rules. But, I found that in most of the campuses both teachers and administrators did not have special vision about procedures and rules to apply.

- Most of the teachers came late in the classroom. Almost all of the teachers did not have specially designed materials and they were unable to make transition smoothly and quickly.
- I found that teachers could not spot all the misbehaviours of the students in the classroom. Some misbehaviours were ignored in the classroom.
- Withitness and overlappingness were very uncommon in the classroom. Most of the teachers' classes lacked of smoothness, and momentum.
- Effective communication was the key to success. All of the teachers used non verbal communication in the classroom to manage classroom disruption.
- I found that the intimacy with students decreased classroom disruption and increased motivation towards learning.
- All the teachers said that the qualities of an effective teacher for managerial perspective were ability to understand students and helping them according to their nature.
- Teachers' responsibility and continuous effort were the requirements to change misbehaviours of the students.
- All the forms of the misbehaviours of the students were not identical. They were influenced by different factors. That is why, I found that the nature of the misbehaviours were not identical in all campus.
- I found that teachers unsuccessful effort to manage classroom disruptions were also the causes of classroom disruptions.

4.2 Recommendations or Pedagogical Implications

On the basis of the findings, the following recommendations have been made.

- I found that there was a gap between teacher's knowledge and their practice in the classroom. So, it is recommended that the teacher of English should use their knowledge in their practical life to manage classroom disruption.

- It is suggested that the administrators and teachers should take equal responsibilities to manage classroom.
- Classroom disruption should be managed wisely and appropriately. Teachers should try new approaches while managing them.
- It is suggested that the teachers of English should establish procedures and set the rules to provide standards for acceptable behaviours. Rules should be designed and students should be encouraged to follow them to create positive class climate.
- Teachers are suggested to prepare their lesson before they go to the class. Materials should be prepared and demonstrated in advance.
- The major deviant behaviours should not be ignored if they interfere the instructions. Teacher should be clever and creative to spot and respond the student's misbehaviours.
- Communication should be used effectively to manage disruption in the classroom. Effective training should be given to the teachers to prepare them for effective communication.
- It is recommended that teachers should use verbal reward rather than punishments. They should be an active listener to understand them.
- This study is just an entry in the Department of English Education so that we need to make more detailed study. There are various variables to affect the teachers' skills to manage classroom disruption. Therefore, this study opens the door for detailed study for future researches.
- All the forms of misbehaviours of the students were not identical. They were influenced by different factors. It is recommended that the teachers who faced many disruptions in their classroom should conduct action research and manage the disruption according to the nature of the behaviours.

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Appendix-1
Questionnaire for Teachers

Campus' Name:

Date:

Teacher's Name:

Designation:

Dear sir and madam,

The questionnaire is a part of my research study entitled 'Teachers' Skills at Managing Disruptive Behaviour in ELT' under the supervision of Mrs. Saraswati Dawadi, Lecturer at the Department of English Education, T.U., Kirtipur. Most of the teachers face difficulties in their classroom teaching due to disruptive classroom behaviour. I will analyze teachers' skills from behaviour managerial perspectives.

Your kind cooperation in completion the questionnaire through the authentic and reliable information will be great value to me. Any responses you provide will be kept entirely anonymous. I assure you that it does not harm to you at all. Rather, it will be beneficial for the amateur teachers who are newly recruited in the school or campus.

Researcher

Nilkantha Dhakal

M.Ed. Second Year

T.U., Kirtipur

Q. 1. Which aspect of the classroom management is the most for effective for the beneficial classroom?

- Physical environment
- Students characteristics
- Procedures and rules

Why do you think it is more beneficial?

Q. 2. You and your students follow the basic rules. Please, give some guidelines to prepare and apply them.

Q.3. Teacher uses rewards or punishments to eliminate undesirable behaviour and to encourage positive behaviour. What experiences do you have?

Q.4. Which of the following non-verbal communications is suitable in managing students' disruptive behaviours? You can tick more than one option or all.

- | | |
|---|--|
| <input type="checkbox"/> Proximity | <input type="checkbox"/> Vocal variation |
| <input type="checkbox"/> Body orientation | <input type="checkbox"/> Facial expression |
| <input type="checkbox"/> Eye contact | <input type="checkbox"/> Gesture |

You can add more other options.

Q.5. What are basic characteristics of the effective classroom manager (teacher)?

Q.6. In your opinion, why do you ignore inappropriate behaviour in the classroom?

Q.7. What do you do for the students who repeat misbehaviours in the classroom?

Q.8. What are the long term solutions for disruptive behaviour?

Q.9. How do you behave undisciplined students in the classroom?

Q.10. If you have any skills to manage the disruptive behaviour in the classroom, please mention them.

Q.11. Do you have any memorable incident of modifying the undisciplined behaviour of any students. You are requested to mention your own experiences?

Appendix-2

Classroom Observation Checklist

Name of Campus:

Time:

Name of Teacher:

Subject:

S.N	Teacher's Responses	Frequency	Remark
1.	Begins with rules and procedures		
2.	Organization		
	• Prepares materials and demonstrates in advance		
	• Starts on time		
	• Has well established routine		
	• Makes transition smoothly and quickly		
3.	Lesson movement		
	• Withitness		
	• Overlapping		
	• Obstacles in momentum		
	• Obstacles in smoothness		
4.	Communication		
	• Nonverbal behaviour		
	• Use of 'I'-message		
	• Ownership: whose problem is it?		
	• Active listening		
	• Encourage senior/parents involvement		
5.	Unable to identify misbehaviour		
6.	Ignores misbehaviour		

Appendix-3

The coded and name changed informants of this study are as follows.

S.N.	Campuses	Teachers	Students
A.	CA	Bishnuhari Dhakal (T1) Ruka Tiwari (T2)	Chandra Kshetri (S1) Manish Tiwari (S2) Prasad Tiwari (S3)
B.	CB	Ganga Neupane (T3) Baikuntha Dhakal (T4)	Ranjana Neupane (S4) Kabita Subedi (S5) Priya Baral (S6)
C.	CC	Bijaya Dhakal (T5) Shushma Subedi (T6)	Shushila Dhakal. (S7) Ganesh Kandel (S8) Gangadhar Parajuli (S9)
D.	CD	Bishal Subedi (T7) Shiva Neupane (T8)	Kamala Lamichhane (S10) Ranju Kharel (S11) Lok Bahadur Rana (12)
Total	4	8	12

The campuses from where I collected data to accomplish this study are given in alphabetical order. They are:

- Bhadrakali Multiple Campus, Gaudakomukh, Pokhara
- Gupteshwor Mahadev Multiple Campus, Chhorepatan, Pokhara
- Laxmi Adarsha Multiple Campus, Shishuwa, Lekhnath
- Prithvi Narayan Multiple Campus, Bagar, Pokhara

Appendix-4
The Observed Behaviours of Teachers

S.N.	Teacher's Responses	Frequency of Behaviours								Total Bevs.	% in 289	% in 24	
		T1	T2	T3	T4	T5	T6	T7	T8				
1.	Begins with rules and procedures	-	-	1	1	1	-	-	-	3	1.03	12.50	
2.	Organization												
	Preparing materials and demonstrating in advance	-	-	1	-	-	-	-	-	1	0.34	4.16	
	Starting on time	1	-	2	1	-	3	1	-	8	2.76	33.33	
	Having well established routine	-	-	1	-	-	-	-	-	1	0.34	4.16	
	Making transition smoothly and quickly	-	1	1	-	1	-	1	-	4	1.38	16.66	
3.	Lesson movement												
	Withitness	-	1	3	1	2	3	-	2	12	4.15	24 classes of 8 teachers were observed to collect intended data.	
	Overlapping	1	1	-	1	-	-	-	-	3	1.03		
	Obstacles in momentum	3	6	3	8	1	4	4	5	34	11.76		
	Obstacles in smoothness	3	3	2	4	3	1	2	5	23	7.95		
4.	Communication												
	Nonverbal behaviour	11	9	13	9	6	4	25	4	81	28.02		
	Use of 'I'-message	2	3	-	2	-	1	-	1	9	3.11		
	Ownership: whose problem is it?	-	-	1	1	1	-	-	-	3	1.03		
	Active listening	1	1	2	-	2		4	-	10	3.46		
	Encouraging seniors/parents involvement	-	-	-	-	-	-	-	-	-	-		
5.	Unable to identify misbehaviour	11	19	5	4	2	3	2	5	51	17.64		
6.	Ignoring misbehaviour	7	10	3	7	3	3	3	10	46	15.91		
Total										289	100		

TEACHERS' SKILLS AT MANAGING DISRUPTIVE CLASSROOM BEHAVIOUR IN ELT

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-NILKANTHA DHAKAL, 2012