

**STRATEGIES OF CLASSROOM MANAGEMENT USED BY  
SECONDARY LEVEL ENGLISH TEACHERS**

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

**Submitted by  
Chudamani Basyal**

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

**2010**

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**Date of Submission: 2067/01/..**

## **DECLARATION**

I hereby declare that 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.

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Chudamani Basyal** has prepared this thesis entitled **‘Strategies of Classroom Management Used by the Secondary Level English Teachers’** under my guidance and supervision.

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# **DEDICATION**

Dedicated

to

My parents and teachers.

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April, 2010

**ChudamaniBasyal**

## ABSTRACT

The present study entitled “**Strategies of Classroom Management Used by Secondary Level English Teachers**” was an attempt to find out common strategies of Classroom Management and to point out the teachers’ opinions about classroom management. Both primary and secondary sources of data were used during the study. For primary data, nine Secondary Level English teachers from government-aided schools were selected from Syangja district as the sample and four classes of each teacher were observed with the help of classroom observation checklist and a set of questionnaires was distributed to the selected teachers to draw their opinions on classroom managerial problems. The data collected from both tools were analysed and interpreted using different statistical tools. After the analysis, it was found that textbook, interaction (teacher-student), and questioning technique were most effectively used. It was also found that clarity of voice, appropriate use of gesture, eye contact with the students, skill of using teaching aids, chalkboard using, motivation, use of rewards and punishment, treatment for bullying nature of students, classroom discipline management, discussion with the colleagues and praise were more effectively used strategies whereas group work and pair work, use of mother tongue and interaction (student-student) were less effectively used strategies. Planning for lesson was the least effectively used strategy in the class room.

This study consists of four chapters: chapter one starts of the general background, review of the related literature, objectives of the study and its significance. Chapter two deals with methodology which consists of sources of data, population of the study, sampling procedure, tools and process of data collection, and limitations of the study. Likewise, chapter three consists of analysis and interpretation of the raw data with the help of percentage, tables and diagrams. Finally, the last chapter deals with the findings and recommendations of the study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

Dr.	- Doctor
e.g.	- Exempli gratia (for example)
ELT	- English Language Teaching
ed.	- Edition
et al.	- and others
etc.	- Et Cetera
FLT	- Foreign Language Teaching
i.e.	- Id est (that is)
M. Ed.	- Master in Education
NELTA	- Nepal English Language Teachers' Association
NESP	- Nepal Educational System Plan
No.	- Number
OUP	- Oxford University Press
P.	- Page
Per.	- Percentage
Prof.	- Professor
Reg.	- Registration
TU	- Tribhuvan University
UK	- United Kingdom
Viz.	- Videlicet ( Latin,namely)
Vol.	- Volume