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Renuka Ban

Teachers' Efforts in Effective Classroom Management in English Language Teaching at Basic Level

**Teachers' Efforts in Effective Classroom Management in English Language  
Teaching at Basic Level**

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

**Submitted by  
Renuka Ban**

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

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2023**

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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:**08/04/2023

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### **Recommendation for Acceptance**

This is to certify that **Ms. Renuka Ban** has prepared her M. Ed. thesis entitled **Teachers' Efforts in Effective Classroom Management in English Language Teaching at Basic Level** under my guidance and supervision.

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**Dedication**

**to**

**My Late Mother**

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As a result of tireless and regular efforts, I have prepared this study on **Teachers' Efforts in Effective Classroom Management in English Language Teaching at Basic Level**. This thesis would not have been possible to bring in this form without the help of many distinguished personalities, whom I would like to acknowledge from my inner heart. Foremost, I would like to extend my genuine respect and thankfulness to my respected and honourable thesis supervisor **Dr. Hari Maya Sharma**, Lecturer of Department of English Education, Tribhuvan University, Kirtipur, for her insightful suggestions, regular inspiration, encouragement, gratitude and strong co-operation in completing this study.

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## Abstract

This research study entitled **Teachers' Efforts in Effective Classroom Management in English Language Teaching at Basic Level** aimed to analyse the teachers' efforts in effective classroom management in English language teaching at Basic level and find out the challenges faced by the teachers in practicing effective classroom management in English language teaching at Basic level. Keeping the objectives into considerations, four basic level English teachers from two community schools were selected as the sample by using purposive sampling strategy. Data for this study were collected through classroom observation and structured interview with the selected participants/teachers. I visited and revisited the study area to collect and validate the data. After the collection of the data they were analysed and interpreted descriptively through phenomenology research design. Findings of the study showed that ELT teachers decorated the classrooms and arranged the students' seats as a part of their efforts towards physical design of the classroom. Teachers created simple rules and routines which needed to be followed by the students as well as teachers. Similarly, there were two kinds of relationship: they were students-students relationship and teacher-students relationship. Likewise, teachers gave clear instruction, motivated the students and engaged them in classroom activities. Further, it was found that teachers did not give physical punishment in the name of maintaining discipline but they gave educational treatment as a part of their efforts. This thesis also revealed that teachers' faced some challenges in practicing effective classroom management such as physical facilities, use of L1 in ELT classrooms, misbehaviour of students, heterogeneous classrooms and lack of teaching materials.

This thesis consists of five main chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, significance of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms. The second chapter includes the review of both theoretical and empirical literature, implications of the review along with the conceptual framework of the study. The third chapter deals with the methods and procedures of the study. It includes design and methods of the study in detail: research population, sample and sampling procedures, data collection tools and techniques, procedures for data collection, data analysis and interpretation

procedures and ethical considerations. The fourth chapter includes analysis of data and interpretation of the results. Then fifth chapter incorporates findings, conclusion and recommendations. Finally, references and appendices were attached.

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### **List of Abbreviations and Symbols**

CDC	:	Curriculum Development Centre
ELT	:	English Language Teaching
M. Ed	:	Master of Education
MoEST	:	Ministry of Education, Science & Technology
Reg.	:	Registration Number
T.U	:	Tribhuvan University
Vol.	:	Volume

## **Chapter 1**

### **Introduction**

This study entitled "Teachers' Efforts in Effective Classroom Management in English language teaching at Basic Level" and purpose of this study is to analyze the teachers' effort in effective classroom management in English language teaching at basic level and to find out the challenges faced by the teachers in effective classroom management in English language teaching at basic level. This chapter incorporates background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

### **Background of the Study**

Teaching foreign language to the students is not an easy task. But actually, there are many components that make the teaching learning activity run well and effective. Teachers should have an effort when they are teaching in English language to manage their classroom to be an effective classroom.

Generally, effort is state of doing hard- work, power or trying, and the total work done to achieve a particular end. Teachers' effort and performance affect students' performance, one way or another. Teachers' effort is the teacher's way to solve the problem and how to teach their students in the classroom to improve their students' ability. With reference to this, effective classroom management skills are pivotal to fostering a safe and orderly school environment, academic success students, positive working conditions for teacher, and high teacher-retention rates. So, teachers, need to be creative in the classroom, how to manage the students in the classroom well. It is teachers' responsibility to create a supportive, positive, orderly, and conducive learning environment. Therefore, from the above explanation, it can be concluded that effective classroom management is an effort made by the teacher to condition his or her students towards an effective and conducive condition for learning. Thus, managing the classroom is crucial aspect for every teacher in English language teaching. In this research, my concern is classroom management.

The term 'management' refers to the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. Wehrich & Koontz (1993) Defined:

Management is the process of designing or maintaining environment in which individual working together in group effectively accomplishes selected aims. Thus, it can be said that management is the process of planning, organizing, and leading controlling the work of organizational goals. (p.6)

From the aforementioned definition, management is taken as a way of presenting the art of organization to accomplish the goals. Similarly, it also refers to all the teacher behaviors and classrooms organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher response to student behaviors and the instruction that promotes a climate conducive to student learning. Moreover, classroom management refers to the ways in which student's behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively. Likewise, according to Smith (1995, p.85), "Good teacher is able to raise pupils self-esteem, develop a positive work ethos without resorting to punitive regime, praise, rather than criticize and use pupils enthusiasm and interest in a creative and positive way". It can be defined as a teacher ability to co-operatively manage time, space resources, students' behavior and to provide a climate that encourage students' learning.

In addition, classroom management is called as the teacher's control to the students. How to manage the class is the crucial one in maintaining the effectiveness of classroom. A teacher has the role for maintaining the conditions of the class, whether it will be controlled or not. Therefore, teacher plays prominent role in managing classroom. A teacher as a manager conducts a planning, which has difficulties about: instructional syllabus, the structure of the topic will be discussed, time allocation, and learning sources, on the other hand, teacher should pay attention to the physical classroom. Physical classroom can be about seating arrangement, classroom design, and so on. With this regard, Levin (1996, p.32) explains, "Classroom management will enable the teaching-learning process to take place effectively". It is clear from the explanation above that classroom management can be taken as the

actions and strategies of the teachers to maintain, to organize and to control the pupils' behavior, movement and interaction to keep them constructively engaged in English teaching-learning class.

Classroom management does not only include how the teacher or facilitator deliver the curriculum, but it is also concerned with how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well. Further, classroom management is a planned and organized activity and procedure which allow for effective teaching and learning. Actually, classroom management is the key aspect of learning. Classroom management incorporates the techniques to prevent disruptive behavior in the classroom. "A well-managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline" (Richards & Lockhart, 2005). Thus, proper knowledge about content, pedagogy as well as personal discipline are taken as teacher's requirements for well-managed classroom.

In the context of Nepal, English was used by rulers and elite people for their own political and personal benefits and it was not easily accessed for common people in the past. Teachers used to teach in a traditional way but in the present context, teaching is not merely only delivering content, it is more than this in a sense that, teachers need to be prepared to handle any kinds of problems raised within the classroom so he/she need to give efforts in order to make effective classroom management in ELT classroom. Mostly, teachers do not emphasize the classroom management while teaching. They mainly enter the classroom and start to teach lesson instead of managing the classroom. Regarding the classroom management, there are numerous studies such as Thani (2008) conducted a research on the title of "A study on classroom management". The main objective of this study was, to find out the role of classroom management for effective English language teaching at lower secondary level. Similarly, Sharma (2016) conducted a research entitled "Current status and problems of classroom management in ELT". The main objective of his study was to find out current status of managing English language classroom and problems faced in managing at lower secondary level. Similarly, Dahal (2017) also carried out research on "Nature of Conflict and its Management": Classroom Practice of Nepal. It was undertaken to explore the nature and causes of classroom

conflict and to find out the conflict management practices in a community school. Bista (2019) conducted the research entitled “Teacher Training for Classroom Management”: A Narrative Inquiry, The main objectives of this study were to explore the roles of teacher training for classroom management to promote the students learning, to investigate the challenges in the implementation of teacher. Shrestha (2019) conducted a research entitled “Classroom Management and Learning English at Pre-Primary Level”, aimed at exploring the state of learning English and teaching learning status of the English language at pre-primary level. Diniatulhaq, Oktaria and Abbas (2020) carried out a research entitled “Classroom Management strategies in English language teaching”: A perspective of English teachers. The objective of the study was to analyze classroom management strategies in English language teaching. Tabasum, Khan and Jabbar (2022) developed a research on the title of “Challenges and issues faced by Elementary teachers during classroom management”: Comparison between public and private schools. Objective of their study was to investigate the issues and challenges faced by elementary school teachers during classroom management.

Most of the researches have conducted a research related to this area such as problems of classroom management, challenges of classroom management, classroom management in basic level, strategies management, conflict management, teacher training and classroom management and teacher roles in classroom management. But I found no research on “Teachers’ efforts in effective classroom management embedded especially in ELT classroom at basic level (6, 7 & 8) in this area of Nepalese context. These earlier researches do not answer about the teachers’ efforts in ELT classroom management and challenges faced by the ELT teachers in practicing effective classroom management. Here I realized that this area was found missing in other researches. Therefore, I have fulfilled this gap from my study.

### **Statement of the Problem**

Classroom management is the great problem to our teachers in recent days. Making daily instruction at basic level student is more challenging for the teachers as well as for the students. Basic level students are more challenging because they do not have adequate knowledge about how to learn and what is discipline so that, managing such students, teachers should build the concept of learning. In this respect, teachers

are considered to be responsible persons for the management of the classroom. They are required to evaluate and deal all the situations occurred in the classroom in order to make teaching learning activities effective, co-operative and pleasurable. For this, they have to face the problems occurred in the class and manage them properly. In fact, creating effective classroom management is important in learning process. The success or failure of learning is largely determined by the classroom management of the teacher and good teachers are required to be able to creating effective classroom management for their students.

In the field of EFL teaching, classroom management is crucial issue from time to time. Regarding the classroom management, I reviewed many principles, aspects and components given by Garret (2014) and explained theme-wise. Besides this, I also reviewed the Constitution of Nepal (2015), local government (i. e., at the municipality level) is responsible for managing basic and secondary education whereas the provincial and federal governments are responsible for managing higher education. It shows the key roles of local government include monitoring educational activities, managing Grade 8 exam, teacher management, school mapping and resource management. However, there is not mentioned any kinds of teachers' efforts in classroom management. Likewise, I also went through the Curriculum Development Centre (CDC) 2020, and it is also responsible for developing the curriculum, textbooks and teachers' guides. In the same way, I reviewed the Ministry of Education Science and Technology (MoEST) 2019 and it is also associated with the entire school education with its roles in planning, resource management, monitoring, teacher management, and learning management but I did not find any teacher efforts mentioned there. This research indicated that there is still a literature gap i. e., lack of teachers' efforts in effective classroom management in the present context of Nepal.

The global scenario of ELT has entered into anti-method era but we are still with a dogma of outdated methodology. It means, most of the teachers are still following traditional way of teaching and managing the classroom and they do not much more concerned about their efforts in classroom management. Further, many teachers do not recognize their efforts while managing the classroom as they are managing the ELT classroom in a traditional way. So, this study contributed new

information regarding to this topic. To be an effective classroom manager, an English language teacher should manage everything himself/herself everything within the classroom. He/she should focus on managing not only teaching and learning activities but also on the organization of physical design of the classroom, rules and routines, relationship, engaging and motivating instruction, discipline and so on. Therefore, I am interested in carrying out the research “Teachers’ Efforts in Effective Classroom Management in English Language Teaching at Basic Level”.

### **Objectives of the Study**

The objectives of the study were as follows:

- i. To analyze the teachers’ effort in effective classroom management in English language teaching at Basic level.
- ii. To find out the challenges faced by the teachers in effective classroom management in English language teaching at basic level.

### **Research Questions**

The present research study addressed the following questions:

- i. How do the teachers apply effective classroom management in English language teaching at basic level students?
- ii. What challenges do they face in practicing effective classroom management in English language teaching at basic level?

### **Significance of the Study**

A number of researches have been carried out in this world. Each and every research work provides some fruitful views or guidelines to those who want to be familiar with that work. This study mainly concerns about classroom, teachers’ effort in effective classroom management in English language teaching at basic level. More importantly, the teachers of basic level will be benefited from this study. Teachers, readers and the people who are related in this field will be benefited from this study. Similarly, it may be basic research in management field. It will help basic level teachers to create an effective classroom management in English language teaching.

From the findings, they will be able to make their teaching learning effective. Likewise, it will be helpful to find out challenges faced by the teachers in effective classroom management in English language teaching at basic level. Further, it will be equally important for the curriculum developers, syllabus designers and the researchers who want to carry out the researches in this field too. This research will be able to provide insights especially for the researcher and the readers about teachers' effort in effective classroom management in English language teaching. Apart from this, this research will be helpful information and useful references to the next study in relevant research. Practically, this research can be used as reference for the teachers in classroom management, so that teacher can improve their abilities to manage the classroom. Similarly, this research will give more information and knowledge about how to make effective classroom management in English language teaching that will be very useful for the researcher as a prospective teacher as well. For the other researcher, this research will be additional references who conduct research related to classroom management.

### **Delimitations of the Study**

This study had the following delimitations:

- ) The study was limited to the Kathmandu District.
- ) Teachers' effort in effective classroom management in teaching English and challenges faced by basic level English teachers in effective classroom management were observed in this study.
- ) The study was limited to 12 classes of 2 schools and 4 ELT teachers who had at least 5 to 10 years of teaching experiences at basic level from Kathmandu district.
- ) The research was descriptive phenomenological in nature under the qualitative research design
- ) Interview and classroom observation were used as main tools for data collection.
- ) Purposive sampling procedure was used to select the sample.
- ) This study was limited to the classroom management by English Language Teachers of the basic level only especially from Grade 6, 7 and 8.

## **Operational Definitions of the Key Terms**

The key terms of my research study were as follows:

*Basic level English teachers.* In my study, basic level English teachers refer those teachers who teach English from Grade 6 to Grade 8.

*Basic level students.* In my study, Basic Level Students consist of Schooling from Grade 6 to Grade 8.

*Challenges.* Obstacles faced by English teachers in practicing effective ELT classroom management at basic level.

*Classroom management.* In my research study, classroom management refers to the teachers' ability or skill to organize the class which is concerned about physical design of classroom, rules and routine, relationship, engaging and motivating instructions, and discipline of the classroom maintained by the teachers.

*ELT.* English Language Teaching refers to the any activity or teaching English to non-native speakers.

*Physical management.* Managing physical setup such as desk, bench, blackboard, windows, decoration of the classroom etc.

*Psychological management.* Behavior management frequently recommended dealing with the students with disruptive behavior so that they become ready for successful learning

*Teachers' efforts.* It refers to a kind of power, hard-work, and a total work done by the teachers in order to achieve a particular work especially in English language teaching.

## Chapter 2

### Review of the Related Literature and Conceptual Framework

This section includes the review of related theoretical and empirical literature along with the implications of related review. Furthermore, it also deals with conceptual framework of the study.

#### Review of the Related Theoretical Literature

Research is the systematic inquiry to describe, explain, predict and control the observed phenomenon. It is the scientific study made on the topic or a problem under the specified condition. Every research is carried out on the foundation of previous study. Previous study can be guidelines for the later ones. For the review of the theoretical literature we should study the related literature, which are concerned with the related topic. Here, in my research I have reviewed ELT situation in Nepal, concept of classroom management, Teacher as a Manager, Teachers' Efforts, Effective Teaching, Time Management Skills, Effective Classroom Management. Similarly, I have reviewed the problems of classroom management. I have reviewed the above topics with the help of various books, articles, thesis and websites they are given below as subheadings.

**English Language Teaching (ELT) in Nepal.** It is very difficult to say exactly when the English language teaching started in the world. However, some of the researches show that it was started in the 20<sup>th</sup> century. According to Richards & Lockhead (2010):

Language teaching came into its own as a profession in the 20<sup>th</sup> century. The whole foundation of current language teaching was developed during the early part of 20<sup>th</sup> century as applied linguistics and other sought to develop principle and procedures for the design of teaching methods and materials drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods. (p.1)

In Nepal, the formal education introduction of English into education system was during the Rana era (1846-1951) after the Rana Prime Minister Junga Bahadur Rana visited England in 1851 and was impressed by the British System of education. According to Caddell (2007), “The first school he established in 1854 was called Durbar High and was intended for only members of his family and his elite supporters.” Likewise, “Rana educated themselves in English and built stronger diplomatic ties with the British to maintain their continuous autocratic rule in Nepal”(Eagle, 2000). At that time, he had invited two English teachers from United Kingdom to handle the school and curriculum design. Nowadays, English is a compulsory subject from grade one to secondary level. Institutional school has an English medium curriculum and some of community aided school have also English medium curriculum. However, English was not introduced in the higher education until 1918 AD. Trichandra College, the first college in the Kingdom was established. Then, formal beginning of teaching English at higher level was started. According to Awasthi (2005, p.22), "The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education system plan 1971". The same year, Tribhuvan University started B.Ed. program in English education. When the High Level National Education Commission (2059) recommended that ELT should be started from grade one of school, which added a new brick in English education in Nepal. As a result English is taught as a compulsory subject from grade one to secondary level. Beside these, Graddol (2006) states, “Studies in individual countries, such as Nepal, indicate that the actual flow may be 10 times or more than (recognized)”. Thus, English is widely regarded as a gateway to wealth for national economics, organizations and individuals. Likewise, Larsen Freeman (2003) states, “For many people, learning English is more than supporting a hobby. Indeed, English is a necessary skill for many guest workers, who leave their home countries in search of better-paying jobs elsewhere.” By this statement, it is assumed that, English language is compulsory for getting good job, adjusting to the new environment as well as for the betterment of individuals’ life.

In course of English language teaching the teacher should play the role of instructor, facilitator and guide as well. And while managing classroom s/he should manage the classroom instructively and constructively. Thus, not only in English

language teaching but also to all kinds of teaching teacher should be capable of effective management of classroom.

**Teacher as amanager.** A teacher is someone who has the knowledge and expertise to instruct students. “A manager is defined as someone who organizes, manages, supervises and control the work of subordinates to attain predetermined goals” (Corbelt, 2017; Ginebra, 2013). A manager should be smart, creative, present himself/herself professionally and be highly proficient so that managerial skills are crucial in the process of teaching and learning. In the past, teachers’ work was just to teach the students inside the four walls of class but now, it has been paradigm shift in the field of education so, as being a teacher, he/she has to manage all the elements that involved in teaching and learning activity. “As a manager, the teacher is indeed responsible for making sure that students and other teaching materials are used efficiently so that the school programs target is achieved” (Isku, 2020). It is said that teachers as a manager, need to take responsibility to use teaching materials efficiently in order to achieve target programs of the school.

The teacher’s role as a manager is defined by Banasiak&Karczmarzyk(2018) who stated, “Teachers’ position as manager”. Teachers’ role is not just to teach the lesson rather transfer of knowledge to students, support the quality of school work, improve student competitiveness and academic achievement of students as well as build the positive image of the school in the society. Similarly, McBer (2000) stated, “Teacher as manager, can create environment which provide opportunities to learn and change in behavior in which pupils are well managed and motivated for learning.” It means to say that teacher as manager, he/she has to develop such environment that gives opportunities to learn and change in students’ behavior where students are well managed and motivated towards learning. Teachers as manager must always be creative and have a high imagination in managing everything related to learning. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching strategies and the use of learning media. As a manager in the class, the teacher has a role and a big influence in improving in students’ learning outcomes. The development of students enthusiasm for learning, or interest in learning material, and a pleasant learning atmosphere is determined by quality of the teacher. The function of the real teacher is not merely teaching but in this case the

teacher more focused on managerial skills or position in leading class learning. Therefore, teacher as a manager leader learning in the classroom that can managing the teaching learning process for influence the students so they want to conduct learning activities in accordance with predetermined goals. In managing learning process, the teacher functions as a manager. In other words, as a person leader so that it can be said teacher is perceived as a manager in the classroom.

**Teachers' efforts.** Effort is a kind of endeavor to accomplish any task in an effective way. According to Webster dictionary (2004), "Effort is conscious exertion of power, hard-work, a serious attempt, something produced by exertion or trying". Effort is often used synonymously such as strategy, techniques, skills or endeavor. Here, teachers' effort is the teachers' way to solve the problem how to teach their students in the classroom to improve students' ability as well as to develop the teachers' capacity to deal with uncertain ambiguity within the classroom.

Teaching in English subject is more difficult to make the students' understand and manage the class at the same time. Therefore, the basic and important element in teaching and learning is the teacher. The teacher in the classroom is the whole people, an expert in the profession, as well as an expert in the field of pedagogical and psychological knowledge. Teacher is a professional educator who has responsibility in educating, teaching, supervising, directing, training, assessing, and evaluating learners. Now a day, teachers are required to have the knowledge and skills of various teaching strategies. Therefore, teachers have to be able to create a comfortable and conducive classroom management to make the students enjoy in the learning at the same time. As a result, the goal of the learning can be achieved. Effective teachers are able to figure out not only what they want to teach, but also how to do so way that student can understand and use the new information and skills. Teacher should have an efforts and strategies when they are teaching in English language to manage their classroom to make effective.

With this regard, I found some ideas regarding the teachers' efforts given by Ilham and Litiloli (2017, p. 109) and Licokona (2013). They emphasized the teachers' efforts in effective classroom management. The teachers have the power to instill values and characters to the students, at least in three ways:

- J Teacher can be an effective compassionate, loving and respectful the students, helping them succeed in school, building their confidence, and getting them to understand what is moral by seeing how their teachers treat them with good ethics.
- J Teachers can become models, ethical people who show their high respect and responsibility both inside and outside of the classroom. Teachers can also set an example in matters that relating to morals and their reasons.
- J Teachers can be ethical mentors, give moral instruction and guidance through explanations, class discussions, storytelling, personal motivation, and provide corrective feedback when there are students who hurts their friends or hurt themselves.

Above points show the teachers' effort in order to make effective learning and manage the classroom. Moreover, teachers' explanations, classroom discussion, storytelling, personal motivation and feedback can be used as efforts in the classroom management while teaching.

**Effective teaching.** Effective teaching is concerned with strategies, ability to make a positive impact on a student's life and academic career, including the capacity to teach important skill sets, introduce new concepts and manage any classroom concerns. "Effective teaching is about organizing all the goals in order to succeed learning"(Kadianaki, 2008). It means, effective teaching does not only refer to teach the predetermined plans but it is also about organizing the goals such as creating environment for academic and social emotional learning. According to Borich (2014), "Effective teaching is about recognizing the interactive methods between teacher and students in the class that influences cognitive and sentimental student's performance. Teaching should be considered as art". He also emphasized the interactive method in which all the students can participate in the classroom activities through which, students' performances can be promoted. Likewise, "All talents teachers have such as music, art etc. should be used throughout the teaching process"(May, 2011). According to this, every teacher has some kinds of skills like; music and art which should be used during the teaching learning process to make class fruitful. At the same time, teachers have to manage the class such as physical arrangements, routines, discipline and so on to run class smoothly. Furthermore, "Some specific knowledge or

strengths a teacher may have in a certain subject such as Mathematics, Geography etc. could be incorporated in the lesson, promoting children interests”(Underwood, 1987). He focused that teachers need to have specific knowledge or strengths in a certain subjects like Mathematics and Geography in order to promote the students’ interests.

The role of the teacher in effective teaching is of vital importance, but teaching is not only under the teachers’ control, it is also based on the interaction between students and teacher. In order for teaching to be effective children should be active listeners who know their rights and their responsibilities and understand the need of implementing consequences when there is unwanted behavior. But why is teaching not always effective? There may some factors that are related to an ineffective teaching such as lack of eye contact, lack of children interest, students’ misbehavior and lack of teachers’ efforts.

**Classroom management.** ‘Classroom management’ is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Classroom is a place where teaching learning process takes place. Classroom management is the skill, in the organization and presentation of lesson in such a way that the learners are actively involved in the teaching learning process for the achievement of prescribed goal. Classroom management includes physical management, teaching aspect management and psychological management. The well managed classroom will certainly be more productive than usual.

Wragy (1981, p.7) defined, “Classroom management as what teachers do to ensure that children engage in the task in hand, whatever that may be”. Here, he emphasizes on teachers’ activities in order to manage their classes depend upon what activities they do conduct within the classroom. Likewise, management is defined by Randolph (1992, p.320) "Working with and through others to accomplish the organization goals". He states that major agenda of the classroom management is organization of classroom and it refers to organization of classroom with others to achieve goals of organization. In other words, classroom management is a process of ensuring that classroom lessons run smoothly despite disruptive behaviors by

students. It becomes increasingly more difficult for them to regain that control. The classroom environment not only provides a context for learning and includes the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience. There are three aspects regarding the classroom management according to Santhanam (2022) such as; Learner attributes: includes previous experience, knowledge and social background, Physical setting: such as; desk and benches, seats of the students, white/black-boards etc. Teachers' ability: to monitor particular kinds of activities. Likewise, there are three aspects of classroom management. They are briefly described below:

***Classroom management as a time management.*** Time management is crucial factor for every teacher while managing the classroom. Teachers' work is not solely the teaching predetermined objectives but they need to be aware of time management. The term 'classroom management is a time management' is the concept of Eggen and Kauchak (2008) and they stated, "The goal of classroom management is not to only maintain orders but to optimize students' learning". They divided class time into four overlapping categories such as allocated time, instruction time, engaged time and academic learning time. Likewise, Laurie & Hellsten (2002) also divided time in to three categories such as long-range planning, short-range planning and time attitude. Here, long-range planning means to have long objectives and having disciplined routines. It takes long time to accomplish any task. In the same way, short-range planning is the capability to set out and systematize responsibilities in the short period of time. It also focuses daily or weekly activities, emphasizes daily behaviors and certain works. Time attitude deals with perception of how the time requires to be used up or planning including utilizing short and long period or perception of how an individual is in control of time and making constructive utilization of time. Here, I focused on Eggen and Kauchak ideas. They are as follows:

***Allocated time.*** Allocated time is the total time allocated for teaching, learning and routine classroom procedure like attendance and announcements. It is concerned with what appears on a students' schedule, for instance "drawing 1: 15-2:00 pm".

***Instruction time.*** Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time where in teaching and

learning actually takes place. Teachers may spend two or three minutes taking attendance, for example, before their instruction begins.

*Engaged time.* It is also called the time on task. During engaged time, students participate actively in learning activities such as; asking and responding questions, completing worksheet and exercises, preparing skills and presentation etc.

*Academic learning time.* Academic learning time occurs when some of the students actively participate in classroom activities and rest of the student success from the same learning activities. Effective classroom management maximizes academic learning time.

From the above time management categories given by Eggen & Kauchak and Laurie & Hellsten, it can be concluded that ideas given by Laurie & Hellsten are different because their ideas are less applicable in the field of education but they have focused overall time management planning whereas ideas given by Eggen & Kauchak are more practicable in the field of education. Therefore, I focused on their ideas.

***Classroom management as a physical management.*** Teachers and students are influenced by physical condition in the class. Everston & Harris (1999) viewed, “It as a physical management, the form of physical environment is facilities and infrastructure, it can be filled and support the interaction that happen in the class.” It is concerned with classroom peace, clean, health and comfortable physical facilities in the classroom management. Further, the physical management also belongs to building of the class, ventilation, air-conditioner, seating arrangement, lighting and students’ placement. In this regard, Matsaggouras (1988) stated, “The furniture should be created according to children’s dimensions”. It refers, the furniture should be designed in terms of students’ age, level and size or it should be flexible as well. Teachers should regulate all the conditions of the class such as decoration, color of the class, flowers in the class, temperature, ventilation. Further, Charles & Senter (2008) also stated, “There should be space in the class for activities and on the wall for children to put their work up”. It refers there should be enough space in order to paste the students’ activities. In addition, according to Kyrides (1999), “Effective adjustment of the school class that promotes the interaction among students, reduces discipline problems”. From this statement it is said that, good

environment promotes interaction between students and teachers in the classroom and also helps to maintain the problems regarding the students' behavior.

From the above explanation, physical management is all about managing the classroom situation like temperature, ventilation of the classroom, decoration, seating arrangement, interaction between students, discipline problems, building of the school as well as lighting of the classroom.

***Classroom management as a psychological management.*** Each and every types of learning is affected by psychology. Psychological management is prerequisite for the effective learning activities. Everston & Harris (1999) defined, "Psychological management is considered as behavior management and it is important for creating appropriate environment for learning in the classroom". The behavior within the classroom is at the root of the learning. If there are constant disruptions, students will be spending less time on their study therefore, teachers must be able to manage the students' behavior in the classroom to make effective learning. Without being psychologically ready student cannot involve in effective teaching learning activities. The disruptive behavior of student should be managed by the teachers.

As a teacher, he/she need to create caring and supporting relationship with and among the students, organize and implement instruction in ways that optimize students' access to learning and also can use group management methods that encourage students to involve the academic learning. Further, teachers can promote the development of students' social skills and self-regulation as well as use appropriate interventions to assist students' who have behavior problem.

Classroom management is closely linked to issues of motivation, discipline and respects. Methodologies remain a matter of passionate debate among teachers, techniques vary depending upon beliefs and ability of a teacher and educational psychology also effect in applying techniques in classroom. Traditional classroom management focuses on behavior modification although many teachers see using behavioral approaches alone as overly, simplistic. There are the different techniques regarding classroom management such as corporate punishment, rote discipline, preventive techniques but techniques may vary from teachers to teachers. We can conclude that learning activities and good management of the classes are co-

interrelated factors. Less emphasis on the one factor hinders the others too. Thus, classroom management is the management of physical, educational as well as psychological management for creating effective classroom management.

**The goals of classroom management.** Generally, goals of classroom management are to maximize appropriate conduct, minimize the students' misbehavior, develop positive relationships with students or overall management of the classroom. Regarding this, I have drawn two scholars' ideas; Garret (2014) has given two goals whereas Eggen and Kauchak (2007) have given three goals of classroom management. They are as follows respectively. According to Garret (2014):

*Creating an environment for academic learning.* Academic learning refers to learning content specified in state content standards such as learning to read and write, learning to reason, learning to science, math, and social studies and etc.

*Creating an environment for social-emotional learning.* Social-emotional learning promotes growth in social skills and the ability to express emotion maturely. Classroom is well managed only when the teacher can create an environment that promotes both kinds of learning.

Likewise, according to Eggen and Kauchak (2007):

*Create positive classroom climate.* Teachers can create a positive classroom climate by demonstrating caring, valuing students'. Teachers have to create a fresh environment so that students will be motivated towards learning. Another way to create a positive environment is to learn students' names from the very start of the school year. It is somehow related with the idea of Garret's first goal as well.

*Maximize opportunity for learning.* Establishing routines is a way to stay organized and bring efficiency to the classroom. It is also taken as academic learning time. Thus, considering this teachers have to make an ample opportunity for learning to the students.

*Develop learners' responsibility.* An important strategy for shaping students' responsibility involves rule setting and consequences. Rules should be

understandable and teachers should encourage students' input so that, students are responsible for their own learning and behavior.

Based on the classroom management goals given by Garret (2014) and Eggen & Kauchak (2007) above, both of their ideas are more or less similar but 'maximize opportunity for learning' mentioned by Eggen & Kauchak is a bit different because they emphasize the learning time which is not mentioned by Garret. To conclude, the goal of classroom management is creating and maintaining classroom condition so, learning process and learning objective can achieve well.

**The principles of classroom management.** Principles play significant role in order to make classroom effective and productive. According to Zook (2020), there are six principles regarding the classroom management such as using proper names, forms simple rules in the class, establish the relationships, identifying the timing for disruption, awareness and obtain commitments from students between teaching and learning methods. These are similar with the principles of Daryanto & Suwardi (2016-148-150). Here, I focused on the principles of Daryanto and Suwardi as stated below:

*Warmly and enthusiastic.* Warmly and enthusiastic is necessary in the learning process, teachers who are familiar with the learners always shows enthusiastic in his/her work, and activity will be successful in implementing the classroom management.

*Challenge.* Using words, actions, ways of working or challenging material will increase the passions learners to learn, thus reducing the possibility of the advent deviant behavior.

*Varies.* The use of tools or media, teaching style, pattern of interaction between teachers and learners will reduce the appearance of interference, increase the learners' attention, so as to achieve effective classroom management and avoid saturation of learners.

*Flexibility.* Behavioral flexibility teachers to change their teaching strategies can create an effective learning climate. Flexibility of teaching can prevent the occurrence the loudness of learners, no attention and no assignment.

*The emphasis on positive things.* Basically in teaching and educating teachers should emphasize the positive things and avoid focusing on negative things. The emphasis on the positive things that repression by teachers to students' positive reinforcement and awareness of teachers to avoid mistakes that could interfere with the learning process.

*Discipline.* The final goal of the management of the classroom is students can develop self-discipline and teachers should be examples of self-control and implementation responsibilities. So, teachers should be disciplined in every way if they want their students to participate disciplined in all respects.

Both principles of classroom management given by Zook(2020) and Daryanto&Suwardi (2016) are important as well as their ideas are similar but I focused the principles given by Daryanto&Suwardi (2016) because their principles are more clear in comparison to Zook. In conclusion, these principles are essential for effective classroom management in ELT classroom.

**Components of effective classroom management.** According to Garret (2014,p.3),“Classroom management as a process consisting of the following five components areas: organizing the physical design of classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues”. Besides, content management, conduct management and convent management are also the components of classroom management given by (Iverson &Froyen, 1999). Here, content management is associated with instructional management skills, activities and dealing with instruction related to discipline problems. Similarly, conduct management is about knowing what the teachers want their students to do and involve them in the activities. Likewise, convent management emphasizes the classroom group as social system where teacher and students' roles and expectation shape the class into an environment conducive to learning. Though, these are also major components regarding the effective classroom management however, I focused on Garrets' (2014) ideas. They are stated as follows:

*Physical design of classroom.* The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning

centers and material are located, where heavily used items such as the pencil sharpeners are.

*Rules and routine.* Rules and routine both are essential components of an effective classroom management in order to develop conducive learning environment. In addition to rules, routines are important for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient and orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures. Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little description and loss of time as possible.

*Relationships.* Effective classroom manager always develops caring and supportive relationship with students as well as parent and also promote supportive relation among students. It can be also assumed that, having strong relationship with students make the classroom friendly in a sense that, students can express their feelings and work together. Academic success depends on these close relationship and guidance that the teachers and students have with one another.

*Engaging and motivating instruction.* This is the fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. Teachers also understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson. On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson. Effective manager develops instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.

*Discipline.* The last component of classroom management is discipline. Discipline is the required action by a teacher toward a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Discipline is also taken as guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior of the students.

Based on the classroom components above, it can be said that classroom components play prominent role in creating effective classroom management in ELT classroom and other subjects as well. Both the ideas given by Garret (2014) and Iverson & Froyen (1999) can be applied in the classroom while managing the classroom and Garret's components are more clear and helpful in creating effective classroom management in comparison to Iverson and Froyen. Because of this reason, I prepared my research being based on the ideas given by Garret (2014) in this study.

**Effective classroom management.** Effective classroom management is associated with managing the elements that are involved within the classroom. "Effective classroom management has been characterized as the process of establishing, maintaining, and restoring the classroom environment in an effective way for teaching and learning" (Brophy, 1986). It refers to all actions taken by the teacher to create an effective classroom atmosphere where students could be highly engaged in lessons. Effective classroom management requires teachers to be expert at employing multiple strategies and to be skilled at recognizing when practices are ineffective and modifications are necessary. Effective classroom management skills are essential for teachers. Unfortunately, many teachers do not receive adequate training in classroom management prior to beginning their teaching careers and feel unprepared for the demands of managing student behaviors in classroom.

Zane, (2012) cited in Nkomo & Fakrogha (2016) explains, "Effective classroom management as ensuring your classroom lesson run smoothly, establishing rules,

motivating students to participate, maintaining discipline, and creating a safe learning environment in which students can succeed, all factors that contribute to effective classroom management”. Effective classroom management strategies support and facilitate effective teaching and learning. Effective classroom management is generally based on principle of establishing a positive classroom environment encompassing effective teacher-students relationship. In addition, Lakshmi(2010) stated, “Well-managed classroom should achieve a balance between consistent disciplines and praise”. This is to say, managed classroom should be concerned with the teachers’ attitudes, skills, desires, a setting of expectations, and positive actions. Thus, effective classroom management is an integral factor that promotes a good teaching-learning environment and is concerned with the teachers’ attitudes, skills, desires, a setting of expectations, and positive actions.

**The rules of effective classroom management.** A crucial component of any successful classroom management is establishing and enforcing the classroom rules. Teachers have to clearly explain the classroom rules and ensure to make the students understand. Once the rules are explained, teachers must follow through any consequences of students who do not follow the rules. It is essential for teachers to manage effective classroom. Teachers can create classroom rules in order to manage the classroom smoothly according to their needs. There are numerous rules regarding the classroom management such as; be prepared for the class, be on time, be creative, praise the students’ work and be responsible. These are the common rules. With this regard, Smith and Laslett (1993) have given four rules of effective classroom management as follows:

***Get them in.*** The process of “get them in” can be seen to involve three phases:

***Greeting.*** Before the class arrives the teachers establish the rule for the students to enter the class. There is also the vital practical advantage of being able to check that the room is tidy, that materials are available, displays arranged, and necessary instructions or examples are written on the board. This will help to provide the mental composure essential to relaxed assurance.

***Seating.*** Seating plays one of the most important roles in classroom management. Teachers may choose to encourage children to sit with friends to promote co-

operation or involve in some activities in doing so, learning will be more fruitful. A seating plan shows who sits where quickly enables teachers to learn and use individual names, so later grouping will be desirable, it is very useful for at least first few lesson if a fixed pattern is set and maintained.

*Starting.* Starting a lesson smoothly and promptly depends not only on managing the physical entrance and disposition of the student body but also the mental tuning-in of the student mind. Right at the start of the lesson there is something for them to do: games, work-cards, anything, because they rarely arrive at the same time. Whatever the subject or topic each lesson should start with some activity which occupies every student quietly, whilst teachers deal with registration, latecomers, lost or malfunctioning equipment. The type of activity will depend on the age and ability of the child and the nature of the lesson, but it must be something within each child capacity to accomplish without additional help.

*Get them out.* Planning the end of the lesson is a crucial part of the way in which experienced teachers successfully handle transition from one activity to another. Thus, teachers need to consider the two phases of concluding a lesson and dismissing a class.

*Concluding.* Smith point out this time to give positive feedback to students, praising good work and reassuring those who have had difficulties that next time things will be different. It is an opportunity to refresh, restate and reinforce at theme of the lesson. It can also be a good idea to reserve some time for a game, quiz or story so that the conclusion of the lesson becomes a reward for earlier effort, particularly for those who may find the main subject content a bit of a struggle.

*Dismissing.* Decisions about the precise method for dismissing a class will vary according to the age of the pupils. It is important to remember that classes are never just leaving one place; they are going to another. Children should be helped to cue in to their next activity. The sequence should be clearing up and collecting books and material, checking up on learning and giving feedback, enjoying a game or other relaxing end to the session.

***Get on with it.*** In this context, it refers to the main part of the lesson, the nature of its content and manner of its presentation. Pupils' feelings of self-esteem and sense of competence in a particular subject area will depend to a considerable extent on the teacher's ability to get on with it.

***Content.*** Difficulties in learning and consequent problems with behavior often happen because the content of a lesson is not matched to the ability of the students to whom it is delivered. Method and materials should also be closely examined to see that learning experiences are suitable and study tasks are attainable for students with a range and diversity of aptitudes and abilities. Activities planned for the beginning and conclusion of the session will go some way to achieving these aims, but it is also important to provide variety in the main body of the lesson particularly in double periods. Finding the correct balance is not always easy, too much of the same thing becomes tedious, too many changes become confusing, but most lessons should involve some listening, some looking, some thinking, some talking, some reading and some writing.

***Manner.*** Positive relationships develop from the manner in which people communicate with each other. For teachers, this means thinking about how they address and question to the children and how they convey expectations about behavior. The manner in which a teacher addresses a class reflects an attitude and conveys a message not only through what is said but also through how it is said. Before speaking to the class it is essential that attention is gained by getting students to stop work and listen carefully. Facial expression and tone of voice are as important to any communication as making sure that it is heard. Another aspect of the manner of teaching is the point and purpose of the teacher's use of questions. A more positive is for teachers to see questioning as a means of checking whether material is understood and to treat an incorrect answer.

***On with them get.*** Teachers develop good personal relationships with their students by fostering mutual trust and respect. To do this effectively, teachers need to be aware of each student as an individual and be sensitive to the mood of the class as a whole. This means knowing who's who and keeping track of what's going on.

*Who's who.* Awareness of individual differences begins with the mundane but essential task of learning names and putting them accurately to faces. An active strategy should then be employed to re-visualize the plan, to scan the room mentally recalling names whilst students are working and to always address questions and comments by name. Other useful tactics in fixing names and faces are adding a brief written comment using the students' name each time work is marked and taking every opportunity to chat informally to students outside classroom in playground, corridor and dining room so that some additional background information is added to the teachers' mental picture.

*What's going on.* Few class or group of students within a class likely to be sopurposefully malevolent as to set out on a planned campaign of disruption. However, individually minor irritations can develop collectively into more serious sources of friction. Acquiring this sensitively to the class atmosphere depends on a combination of mobility and marking. When working at one student's desk or with a group around a table, a brief glance around the rest of the room will identify any potential trouble spots. Through this active involvement at child level, allied to the aforementioned lighthouse technique when addressing the class as a whole, the teacher becomes more responsive to the prevailing mood of the group and better able to judge the times for emphasis on serious brisk endeavor or for more relaxed and lighthearted amusement.

To create a succeed education, a good classroom management will be so much needed, because by applying these rules, a teacher can control, organize and prompt a class well. Therefore, above mentioned rules are essential for the effective classroom management in the present context. Only creating the rule does not mean they work well rather it should be applicable, interesting and implemented within the classroom.

**Challenges in classroom management.** A challenge is an obstacle, impediment, difficulty or problem or any situation that invites resolution. In other words, it is that while teachers enter the professional field with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. How to manage a classroom is the major issue of the entire teacher in training small kids. Behavior management, choice and presentation of materials, physical

management of classroom, and psychological management of kids are major problems of classroom. Managing the classroom is challenging task, each and every class should be managed physically as well as psychologically. In this regard, Sonia (2009, p.10) observed the following problems in classroom management:

- (a) Classroom management was not on a proper level.
- (b) Task is not appropriate for the student's knowledge.
- (c) The topic was not interested to the students.
- (d) Low motivation and little control from the teachers.
- (e) The activity did not cover their learning style.

According to Harmer (2008, p.76), the major challenges for the management of classroom are as follow:

- (a) Teachers get the troubles because of weak preparation.
- (b) The management as well as the teaching learning process cannot be taken together by the teachers.
- (c) The complex challenge appears because of economy for the effective learning process there should be proper physical arrangements as well.
- (d) Teachers get hard to concentrate the students' mind in the class if the class is large/heterogeneous.

The above challenges are similar in some extent. Both of them state the challenges in classroom management. In addition, it is problematic to manage the students who are studying at basic level. We should know about their psychological condition and their demands as a teacher. Similarly physical facilities should also be well managed. In Nepalese context there are still not well facilitated classroom. Therefore, these all can be the challenges of classroom management.

From the aforementioned literature review what I realized is different authors have given different ideas, assumptions, concepts related to this topic such as principles, components, aspects and rules of classroom management. Among them, my concern is to focus only on components of effective classroom management and challenges faced by ELT teachers in practicing effective classroom management at basic level. In this respect, physical design of classroom, rules and routines,

relationship, engaging and motivating instruction and discipline by the ELT teachers are emphasized in order to analyze ELT teachers' efforts in effective classroom management at basic level.

### **Review of Empirical Literature**

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. In this case, a literature review is an effective evaluation of selected documents on a research topic. It may form an essential part of the research process or may constitute a research project in itself. In the context of a research paper or a thesis, the literature review is a critical synthesis of previous research. Therefore, this section is an attempt to review the related studies, articles and reports studies and old theses have been reviewed considering them as related literature and also as evidence to the present study. In the Department of English Education, some research works have been carried out in the field of classroom management. This study is quite a new field of study in this context. A research on the topic "Teachers' Efforts in Effective Classroom Management in English Language Teaching at Basic Level" has not been carried out yet. I have reviewed some of the studies as a review of empirical literature in this section.

Smith and Laslett (1995) stated, "Good classroom management depends more upon teachers and children working equitably together because they are confident together than upon peremptory instruction and resigned obedience". They focused that effective classroom management depends on the quality of support and guidance within the school as well as the talent of the individual teacher.

Bull and Solity (1996) viewed, "Teachers in initial training and for qualified teachers who seek to enhance their existing practice is teacher centered rather than child-centered". It is concerned with the fact that a teacher's presentation and arrangement of learning activities play important role in encouraging appropriate behavior in their children.

Thani (2008) conducted a research on the title of "A study on classroom management". The main objective of this study was, to find out the role of classroom

management for effective English language teaching at lower secondary level. Total population of the study was selected 80 students using random sampling procedure and 16 teachers were selected per level by using random sampling procedures under the survey research design. Questionnaire and check-list were developed for data collection as tools. It was found that Private schools were better in classroom management in both physical and teaching aspects rather than public ones.

Dhungana (2011) conducted the study entitled “Classroom Management in Teaching of Speaking Skill”. The main objectives of this study were to explore the teaching speaking skill in classroom management. The research is based on survey research design. Total population of the study was four secondary level English teachers who were selected purposefully. Questionnaire and open-ended questions were used for the collection of data collection. The study showed that teachers’ speaking skills were good.

Similarly, Sharma (2016) conducted a research entitled “Current status and problems of classroom management in ELT”. The main objective of his study was to find out current status of managing English language classroom and problems faced in managing at lower secondary level. Questionnaire and observation checklist were used as tools for data collection. The population of this study was taken from thirty governments aided basic level English teachers of Nawalparasi district by using non-random sampling procedure. His finding showed that the physical facilities were good and also found that not paying attention towards the teacher, teasing, side talk, not doing homework, quarreling and interference of mother tongue were the common misbehavior found in the classroom.

Dahal (2017) also carried out research on “Nature of Conflict and its Management”: Classroom Practice of Nepal. It was undertaken to explore the nature and causes of classroom conflict and to find out the conflict management practices in a community school. The research design was qualitative-ethnographic in which participant observation, informal interview and discussion methods were employed to gather information. The participants were selected purposively and the research field was selected on the basis of convenience. Total population in this study was 77 students and 3 teachers. From the field study it was found that there was a gap between the students and the teacher in the classroom which produced conflict. The nature of

conflict was associated with the school codes, pedagogical process, behavior of the teacher, race, caste, gender, scores of the students, and the use of technology among the students and the teachers. It was found that students needed changes in the school codes, teachers' behavior and pedagogical processes, but the teachers maintained the status quo. It was also found that whipping, tolerating, avoiding, compromising, collaborating, self-initiating, self-suppressing and twisting were the methods of conflict management practiced in the school classroom. Among these methods, compromising, collaborating and self-initiating were found very effective. He found that there was a gap between the students and the teacher in the classroom which produced conflict.

Bista (2019) conducted the research entitled “Teacher Training for Classroom Management”: A Narrative Inquiry, The main objectives of this study were to explore the roles of teacher training for classroom management to promote the students learning, to investigate the challenges in the implementation of teacher training for classroom management and to suggest some pedagogical implications. The research is based on narrative inquiry research design and qualitative method in nature. The participants of this study were four secondary level English teachers who were selected purposefully. In-depth interview was used for the collection of data, and thematic approach was applied for the analysis and interpretation of the data. Furthermore, the study showed that teacher training program has brought positive change in the professional career of teachers. After attending the teacher training program, teachers are being able to design material, make use of the designed materials in the class, use various techniques while teaching, prepare and use lesson plan and manage the classroom properly. In this research, he explored the roles of teacher training for classroom management to promote the students learning, to investigate the challenges in the implementation of teacher training for classroom management. This study also showed that teacher training program has brought positive change in the professional career of teacher.

Shrestha (2019) conducted a research entitled “Classroom Management and Learning English at Pre- Primary Level”, aimed at exploring the state of learning English and teaching learning status of the English language at pre-primary level. Single teacher was selected out of total teachers from pre-primary level in Ilam district

as a sample. Open ended questionnaire and observation checklist were administered for collecting data as a data collection tools. The collected data were analyzed by using both descriptive and statistical approach of data analysis. It was found that the status and state of English language of pre -primary level was poor, almost all the time teacher used Nepali language in the classroom. Minimum materials needed to teach in the classroom were also not available in the child development center. There was insufficient exposure of the English language in classroom. It was also found that condition of learning English at pre-primary level is still poor.

Diniatulhaq, Oktaria and Abbas (2020) carried out a research entitled “Classroom Management strategies in English language teaching: A perspective of English teachers. The objective of the study was to analyze classroom management strategies in English language teaching. Total populations of the study were three English teachers from different three schools. Method of this study was qualitative research design under the case study and semi-structured interview as the tool for data collection and finding of this study were, teachers used different strategies such as behavior management, environmental management, instructional and curriculum management.

Finally, Tabasum, Khan and Jabbar (2022) developed a research on the title of “Challenges and issues faced by Elementary teachers during classroom management: Comparison between public and private schools. Objective of their study was to investigate the issues and challenges faced by elementary school teachers during classroom management. Two hundred and thirty six elementary level teachers (public: 122, private: 144) of Kasur district Pakistan were taken as sample of population by using a random sampling procedures under the survey research design. Their findings showed that, there were different opinions between public and private teachers. There was a lack of facilities, classroom management and parents’ involvement in public schools comparison to private school. Further, elementary teachers were well aware of the challenges and issues during classroom management. And there was also significant difference found in the professional experience of the elementary school teachers.

Based on those previous studies, it is assumed that all the researches have stated same kinds of problems like strategies of classroom management, problems of

classroom management and those studies does not seem different from each other as well as no any researches have conducted yet and none of the earlier researches have analyzed the teachers' efforts in effective classroom management in English Language teaching and challenges faced by the teachers in practicing effective classroom management in English Language teaching at basic level. Therefore, this study addressed such aspects. Thus, this research is different from those of the reviewed and my study is helpful to reduce such gaps. Beyond this, my study addressed the components such as physical design of the classroom, rules and routines, relationships, engaging and motivating instruction and discipline under the teacher's efforts in effective classroom management in ELT classroom at basic level.

### **Implications of Review for the Study**

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject/ area in which s/he is interested in. Kumar (2009, p. 30) states, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding". By this, it can be said that, in the process of reviewing any literature, it takes time and sometimes, we become frustrate but when we review any literature and we get the ideas at that time it is regarded as reward.

To be specific, I reviewed different research works, articles and books which are related to present work in the previous section. All the reviewed studies are related to the periphery of classroom management. After reviewing those works, I got information on classroom management in ELT. I became able to pinpoint the theoretical perspectives and methodological dimensions to strengthen my study ahead. Moreover, I up dated myself with research process and methodological tools.

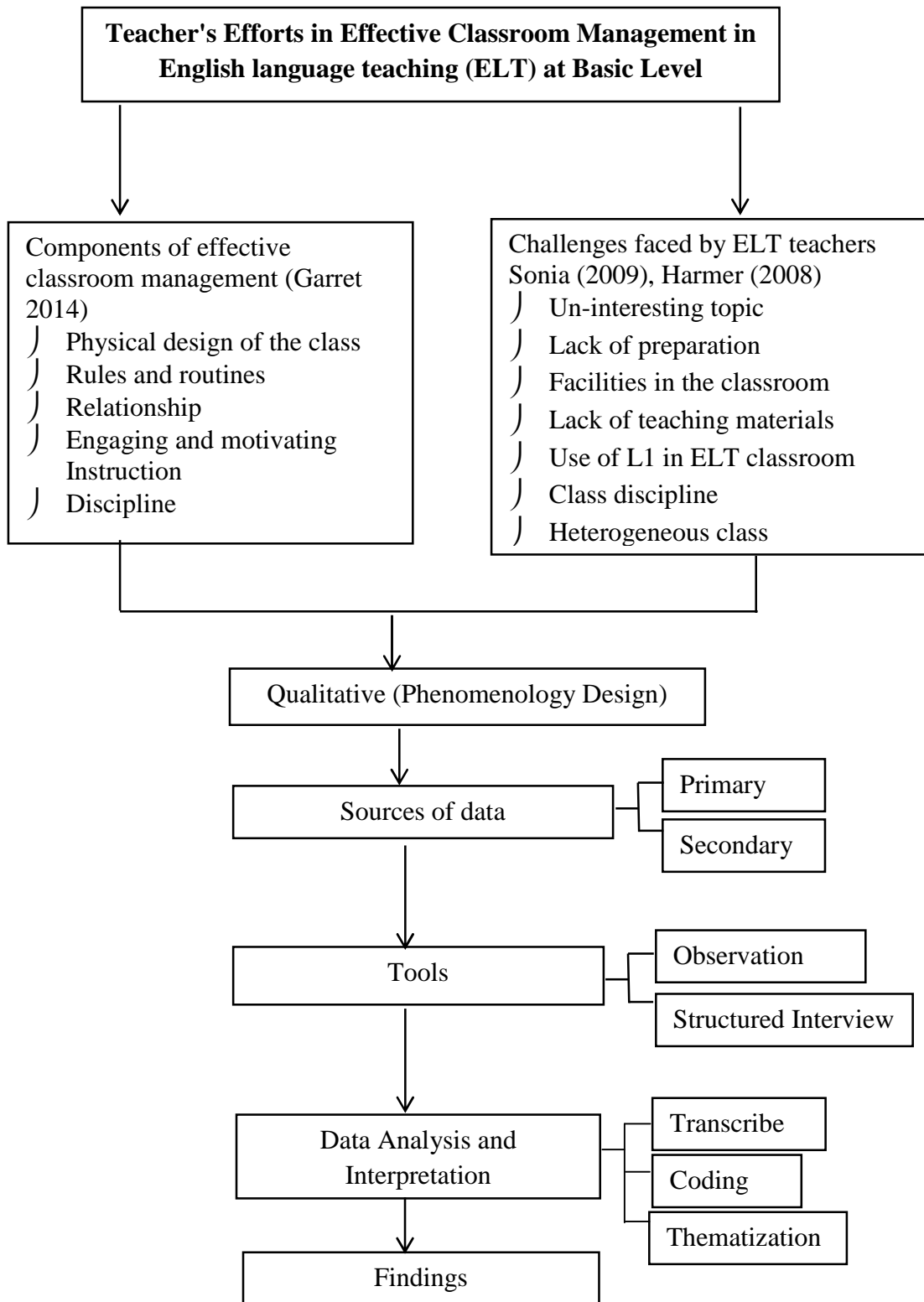
All these reviews mentioned above are some extent related with my study. After reviewing this study I have got clear ideas regarding the classroom management. Thani (2008) pointed out that classroom management in private school is better than the government schools so I decided to see the teacher's efforts in ineffective classroom management at basic level. Similarly, Sharma (2016), Dahal (2017), Shrestha (2019) and Bista (2019) assisted me in the selection of the research

problem contextualizing it with the Nepalese scenario. These studies further supported me in the development of objective and research methodology. Likewise, the studies by Tabasum, Khan and Jabbar (2022), Dhungana (2011) were also helpful for my study.

With the help of reviewed literature, I became able to add something new to the existing literature through this research. These reviews helped me to broaden my knowledge as well. I studied and reviewed numerous articles, thesis, books by various scholars during my research in order to accomplish my study.

## Conceptual Framework

This study on **Teacher's Efforts in Effective Classroom Management in English language teaching at Basic level** was based on the following conceptual framework



Conceptual framework helped me to make a tentative scheme of research. I was aware it can be used to construct the research design. “The research cannot begin with a conceptual blank sheet or a traditional focus” (Pole & Morrison, 2003, p.75). It means, without conceptual framework, the research cannot begin so the researcher has to open his/her conceptual development. Further, Creswell (2012) defined, “Conceptual framework is a visual model of research which guides the research questions”. It means, conceptual framework is considered as visual picture through which research questions can be developed. Therefore, I made my conceptual framework which was the roadmap of my study and guided by the above framework.

The research is phenomenology research design which describe about the classroom management used by the English teachers’ in teaching English at basic level. It is also considered to be mental image which differ from individual to individual and it is also taken as logical conceptualization or master plan of entire research. With reference to this, it is developed based on literature review regarding to my topic. This topic includes mainly two aspects i. e., components of classroom management Garret (2014) and challenges faced by ELT teachers in an effective classroom management at basic level. I used descriptive phenomenological research design under the qualitative method. Both primary and secondary sources of data were used. Likewise, observation and interview were as tools for data collection. Data analysis and interpretation was accomplished through transcribing, coding, and thematizing. At last, main themes were highlighted as findings. It was the way of applying my conceptual framework in my study.

## Chapter 3

### Methods and Procedures of the Study

In this chapter I have presented the design and method of the study, population samples, sampling strategy, research tools, sources of data collection, data collection procedures, data analysis procedures and ethical considerations.

#### Design and Method of the Study

In fact, research method refers to the procedures or the ways of carrying out the study in order to achieve the objectives efficiently within the fixed time frame. It can also be said the outline on the basis of which the study proceeds ahead. To explore the teachers' efforts in effective classroom management in English language teaching, I followed descriptive phenomenology research design under the qualitative research. There are several approaches in phenomenology: Husserl's transcendental phenomenology; Heidegger's hermeneutical phenomenology; and Merleau-Ponty's idea of perception. Among them, I followed Husserl's transcendental phenomenology. It is also called as descriptive phenomenology. "Transcendental phenomenology (TPh), largely developed by Husserl in the 20<sup>th</sup> century, is a philosophical approach to qualitative research methodology seeking to understand human experience" (Moustakas, 1994). The goal of descriptive phenomenology is to describe the universal essence of an experience a lived, which represents the true nature of phenomenon.

According to Van Manen (1997), "Phenomenology involves capturing and describing how 'they [individuals] perceive it [phenomena], describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others.'" It means phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon. Phenomenologists focus on describing what all participants' have in common as they experience a phenomenon. More importantly, it is an approach that helps in describing the lived experiences of an individual is known as phenomenological research. The phenomenological method focuses on studying the phenomena that have impacted an individual. This approach highlights the specifics and identifies a phenomenon as perceived by an

individual in a situation. It can also be used to study the commonality in the behaviors of a group of people. In this regard, Creswell & Poth (2018) defines, “Phenomenology is used for studies that are focused on understanding the essence of a particular group of people’s lived experiences”. From this definition, it can be stated that the purpose of conducting a phenomenological study is to describe and interpret the experience of participants’ in order to understand the “essence” of the experience as perceived by the participants. According to Dermot (2000), “Through phenomenological approach, we can only uncover the essence of an experience through a study of the particulars as they are encountered in lived experience”. Thus, this study focused on examining the teachers’ efforts and challenges faced in practicing effective classroom management at basic level.

According to Ary, Jacobs, Razavieh, & Sorenson (2006), “A phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it” (p. 461). The researcher collects data directly from the phenomenon being studied. Bogdan & Biklen (2007, p. 25) defined, “Bracketing as an idea that informants take for granted as true”. In this phenomenological study, the focus is based on using the data gathering through teachers’ interviews and classroom observation about the teachers’ efforts and challenges faced by ELT teachers in practicing effective classroom management at basic level. Ary et al. (2006) stated, “From an analysis of the interview data, the researcher writes descriptions of the participants’ experiences and how those experiences were perceived”. The procedures were used in this phenomenological study as suggested by Creswell (1992). First, a phenomenon to study was selection of problem. Second, the researcher had to prepare for the field work. Third, data was collected from participants using structured interview and classroom observation. Fourth, data was analyzed through transcribing, coding and thematizing and common themes were then categorized and shared using rich and descriptive detail. Data in phenomenology designs were collected through observation and interview in this study.

It followed the stepwise procedures to succeed it systematically. In my study I followed several procedures based on the ideas of Creswell (1992) as:

Step: 1 Selection of research problem

Step: 2 Preparation for the field-work

Step: 3 Field-work/interview/observation

Step: 4 Data analysis and interpretation

The above steps present an outline of the phenomenological research. While carrying out a phenomenological research, at first, I selected the research problems. Then, I prepared for the field-work by forming observation form for components of classroom management and questionnaire for structured interview. Next, I observed the selected teachers' classroom based on the components in order to find out their efforts on those components and took their interviews regarding to those components and challenges faced in practicing effective classroom management at basic level. At the same time, I recorded the interview and noted on the diary. Finally, I analyzed and interpreted those obtained data through transcribing, coding and thematizing procedures.

### **Participants**

In this phenomenological study, participants were selected through purposive sampling procedure. This study involved four English teachers teaching at two schools of Kathmandu District from community schools. The participating teachers (Teacher-A, B, C and D) completed Master's degree from education faculties of Tribhuvan University. Their teaching experience ranged from 5 to 20 years and aged between 30 to 45 years. For this two/two ELT teachers were selected from both schools. More specifically, twelve classes of four ELT teachers were observed. I observed three classes each of them in order to analyze their efforts towards components of classroom management. I observed them by using observation form and also took three interviews each of them. Interviews were conducted to find out their challenges in practicing effective classroom management as well as to analyze their efforts regarding the classroom management.

### **Research Tools**

I used observation form and took interview for teachers as the tools for data collection. I used observation form to analyze teachers' efforts and I

conducted interview to find out efforts and challenges in practicing effective classroom management in ELT at basic level.

### **Sources of Data**

Both primary and secondary sources of data were used in this study.

**Primary sources of data.** Primary source of data are the first handed data that are collected from the real source such as data obtained from relative participants. Regarding this study, teachers' lived experience and their classroom observation were primary sources of data. For this, I consulted with English teachers teaching at basic level of Kathmandu District.

**Secondary sources of data.** On the other hand, secondary data are second hand data that is obtained from mostly document such as government publication, earlier researches, books, article, and journals. For the secondary data, I studied different books, thesis, journals, online resources and other published materials related to my topic. Some of them were Best and Kahn (1996), Garret (2014), Bull and Solity (1996), Harmer (1991), Nunan (1992), Smith and Laslett (1993), Sharma (2016), Thani (2008), Dahal (2017), Bista (2019), Shrestha (2019), Tabasum, Khan and Jabbar (2022) related to the study.

### **Data Collection Procedures**

I had collected the data by preparing observation form and conducting interviews of the teachers. After receiving approval letter from Tribhuvan University, I contacted the both school principals. Initial contact enabled me to share information about my phenomenological study. After getting permission, I asked principals to recommend teachers who have well experienced in classroom management while teaching English at basic level. Four participants in this study taught English at basic level from two community schools were selected. After that, series of classroom observation and series of interviews were conducted of those selected ELT teachers of twelve classes according to their convenience. Individual interview was mainly conducted through face-to-face interview. In data collection procedures, I applied following techniques and used instruments in my research.

**Observation.** Observation is one of the most frequently used tools in research. Kumar (2005, p.120) defines, “Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomena as it takes place”. It means observation is an activity of watching and listening with careful, purposeful, systematic and selective way of collecting data. As a researcher, I used structured observation method for gathering information. Structured observation is very systematic or structured in nature in which the researcher carefully defines each unit of behavior that is aimed to be observed. In addition, the researcher is confident on what s/he is going to do and prepares all the required materials for the observation before going to the field. In this research, I observed all the teachers’ efforts in ELT classroom concerning about components of classroom management in terms of physical design of the classroom, rules and routines, relationship, engaging and motivating instruction and discipline at basic level. For this, I observed three classes of each four ELT teachers from both schools and I also filled observation form regarding the teachers’ efforts. I enjoyed almost time with the students and teachers observed directly. I became familiar with those ELT teachers who were connected with the classroom management. It also helped me to internalize the teachers’ efforts in effective classroom management. This process seemed unsystematic in the beginning and it was somewhat uncontrolled and haphazard. However, I became habitual with such process in the fieldwork. In this way, I observed teachers’ efforts through structured observation.

**Interview.** An interview is a direct conversation between a researcher and an individual or group to elicit information. Burns (1997, p. 329) defines, “An interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer to elicit information, beliefs or opinions from another person tries”. It means, an interview is a way of verbal interchanging and it can be taken through face to face or by telephone to elicit the information. There are two types of interview according to Kumar (2007) such as structured interview and unstructured interview. I used structured interview to collect information regarding the components of classroom management and challenges faced by ELT teachers in practicing effective classroom management at basic level in this study. In structured interview, the interviewer asks the pre-determined questions in a fixed order. The interviewer follows interview schedule is a list of pre-determined and pre-ordered questions. For

this, I engaged in formal conversation with the teachers without disturbing natural setting. It was more time consuming nature because it took three days to take interview of each four ELT teachers from both schools. I had prepared questions in a written form before interviewing them.

### **Data Analysis and Interpretation Procedures**

This chapter was mainly concerned with the analysis and interpretation of the data collected from the interview and classroom observation. The systematically collected data was analyzed descriptively on the basis of interview and observation as research tools. The data were collected from the 12 classes of 2 schools of Kathmandu District by observing classes of ELT teachers and interviewing them. To analyze the data, I used following procedures in my study.

**Transcribing.** After the collection of information, I transcribed these information in the full of text in Nepali language as possible. Furthermore, I translated these texts into English language. My information notes were in the random form and I made it in a readable form. I picked up the major points from the observation and interview of participants from the information collection process and highlighted them in the notes and I transcribed them in understandable language.

**Coding.** The coding of the data in terms of categories provides an important infrastructure for understanding the essence of the field. "It plays an active role in the process of finding the real nature of field and reflects the complexity of the field" (Hammersley & Atkinson, 2007). I noted down all the information using the verities of signs, symbols and main points of the participants' sayings in my diary which made me easier to make transcriptions. From my diary, I modified the coded information into the readable and understandable language.

**Thematization.** After collecting relevant information, I made different themes to make easier for analysis and interpretation. "Thematization is the process of making different headings and subheadings concerning with research questions which is known as the potential analytic categories" (Bernard, 2006). He means that theme is the specific pattern of meaning found from observation and interview and it captures something important about information which is associated with research question. "It

is a pattern of response and meaning of data set” (Willing, 2013). Similarly, according to Braun & Clarke (2006), “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data”. Therefore, themes refer to the main ideas of the research which are formed on the basis of the categorization and grouping of similar types of information. I classified all information into the category or theme in order to make easier analysis and interpretation on the basis of issue.

### **Ethical Considerations**

Ethical consideration is the essential aspect while conducting research work. Every respondent has their right to privacy. It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation and so can provide sufficient data. Thus, ethical consideration is highly required.

While undertaking this study I followed all the ethical aspects taken into the considerations in a research. I built rapport with the concerned participants and informed them about the purpose of my study. No activity was done that harmed the participants, population, physical, mental and psychological aspect. I used the information collected from the participants only for the study purposes. The collected data, findings and conclusion were presented honestly and systematically with no reduplication. Pseudonyms were used to protect each school and all participants involved in the study. Each participant clearly understood that their real name would always be protected by using pseudonyms throughout the course of the research study and corresponding analysis. The plagiarism was avoided by showing citation and references. Similarly, I had tried my best to keep it safe from plagiarism.

## Chapter 4

### Analysis of Data and Interpretation of Results

This chapter deals with the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study. The data collected from the interview, and classroom observation have been analyzed and interpreted in this section. For the analysis and interpretation, I have separated data taken from interview and observation. Then I made theme from the data and analyzed them based on the objectives. Based on the observation which had been done by the researcher during the teachers' efforts in effective classroom management, the researcher found some findings. The researcher did the observation in the classroom when the teacher taught the English in the classroom. Researcher observed all the efforts made by the ELT teachers in effective classroom management in terms of physical design of the classroom, rules and routines, relationship, engaging and motivating instruction and discipline. English is taught by four teachers from two community schools. The findings of the research concerning to the teachers' efforts in effective classroom management in English language teaching at basic level are presented in following themes.

#### **Analysis and Interpretation of Observation**

This section consists of the analysis and interpretation of the data concerns with the observation of 12 classes of 4 ELT teachers in 2 basic level community schools in terms of their efforts while managing ELT classroom. In order to find out the teachers' efforts, I observed three classes of each teacher. Through that observation, I filled the observation form containing different components regarding the classroom management. The results are analyzed in the following section through as theme in terms of classroom observation and interviews regarding the components of classroom management.

**Teachers' efforts in effective classroom management in English language teaching at basic level.** In this part, I discussed the teachers' effort in creating effective classroom management in English language teaching at basic level. Concerning to the teachers' efforts, I applied Garret's theory of effective classroom

management into five components. There were physical design of the classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

***Physical design of the classroom.*** The first component of effective classroom management is the physical design of the classroom. Garret (2014, p. 13) stated, “One of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom.” Generally, physical design of the classroom is associated with overall design and layout of a given classroom and its learning centers which consists arrangement of students’ seat, teachers’ desk, teaching materials and classroom atmosphere. Here I focused on seating arrangement, placement of materials, decoration of the classroom and lighting under the physical design of the classroom given by Garret (2014).

***Seating arrangement.*** According to observation, basic level English teachers of both community schools applied usually two types of seating arrangement such as orderly rows and separate table depended on the related content and activity of the day. Based on the observation, the ELT teachers set the seating arrangement mostly in orderly rows when the teacher told and presented the content use the board. Generally, teachers used orderly rows when the teachers explained the lesson and conducted a pair work. In doing so, the teacher had a clear view of all students and the students also can see the teacher. In this regard, Harmer (2007) explains, “In effective classroom management, there are some numbers of things that must be considered these include how classroom space, where the students are working on their own or in groups and how we organize classroom time.” Thus, the teachers do not only plays a role in the teaching process, but also play a role in making classroom arrangements and creating a learning system that is fun and creative for students. Further the arrangement depend on class size, number of students, type of desks and benches in the classroom, goals of teaching, or type of activity to take place in the classroom. Orderly rows imply teachers working with the whole class. Therefore, the teacher applied orderly rows to set the students’ seating arrangement.

In the learning process, usually some teachers asked the students to make pair group as their efforts. In this regard, Harmer (2007) stated, “Pair work and group work are possible even when the class is arranged in orderly rows, students can work

with their friends next to them or in front of them or behind them.” Similarly, Garret (2014, p. 29) also states, “The advantage of used orderly rows is easy for the teacher to move around and talk with individuals or with pairs.” Therefore, the teachers applied orderly rows to set the students’ seating arrangement. Similarly, most of the teachers’ desks were kept in front of the class but teachers used those desks only while taking students’ attendance otherwise, most of the teachers did not stand in front of the desks rather they remained moving in the class while teaching. However, most of the time, some teachers (teacher A & teacher D) used front desk instead of moving in the class and they taught from the desk.

Based on the observation, the teacher (C) arranged the students, seat in separate table when he asked students to work in group discussion that was newspaper writing. This finding also support the theory of Harmer that separate table is useful arrangement for group learning and work. The tables and chairs that were close each other made it easier for students in the group to see each other and discussed together. Therefore, the teacher used separate table to set the students’ seating arrangement. These indicated that the teacher of basic level managed the seating arrangement in various ways depending on the lesson activities according to the content.

*Placement of materials.* Based on the observation of both schools, classrooms’ walls were separated into various subjects as there were subject-wise materials pasted on the respective corner. Regarding the ELT classroom, there were materials pasted on the wall related to the lesson such as chart having healthy habit, chart with mobile phones and uses/disadvantages, rules written in English to be followed by the students etc. and those materials were developed by the students with the help of the teachers. Likewise, there were subject-wise pocket chart near the white-board in each class where story, poem, article and English dictionary related to the content can be found and students can study those books in leisure time.

*Decoration of the class.* Decorated classroom can positively impact the learning environment. It is crucial element in creating effective learning environment in this century. Based on the observation, I found some decoration in the classroom like bulletin boards. Especially bulletin boards were used in Grade 6, 7 and 8 as well. It was used to display students’ work, classroom rules, some quotes written in English

and English vocabularies related to the lesson. These showed the classroom attractive and pleasurable. In the same way, I found subject-wise wall corner pasted works of the students which was decorated with different colorful papers. In this way, I found such decoration during the observation in both schools.

*Lighting in the classroom.* Lighting is an important consideration ineffective classroom and students' perform better academically in classroom settings that have comfortable, high quality lighting. Taking it into consideration, I observed the condition of classroom lighting whether the classes were lighting or not. On the basic of classroom observation of both schools, there were classes having good lighting except some classes. There were not natural light in some classes such as Grade 6 of school (A) and grade 8 of school (B) and there were tube-lights to lighten the classroom. From the observation it can be concluded that, in every schools there must be natural light in the classroom because natural light is better that artificial light though artificial light may help a little but it does not have the same effect like natural light.

Concerning to physical design of the classroom, classroom atmosphere is also significant aspect in managing the classroom and it is generally concerned about seating arrangement. Regarding this aspect teachers were asked questions 'what do you do to manage classroom atmosphere before starting the lesson?' And teacher (A) opined,

*Before learning begins, I always arrange the students' seats as comfortable as possible according to the activities to be carried out. If the activity is a group discussion, I use a separate table to make it easier for students to work together with their groups. If there is lesson to be explained I usually use an orderly rows design to make it comfortable and easier to see the conditions of all the students, then I start teaching according to what has been planned in the lesson plan.*

From the above statement he means that, he always arranges students' seat, he uses separate table for group discussion and orderly rows for explaining the lesson as well as he teaches according to the lesson plan. Similarly, teacher (B) also stated, "To make teaching learning activities effective, there should be good atmosphere in the

*classroom so, I usually manage the seating position of the students and I also check the condition of the students whether students are ready to learn or not*". Here teacher (B) also arranges the seating position and checks the students condition whether they are ready to learn or not. Likewise, teacher (C) viewed, "*Before starting the lesson, I ask the students' conditions whether their health is good or not and they have brought necessary materials or not and then, I arrange the students' desks and benches if they are not properly managed.*" He means that he also asks the students' health condition, materials that are required for the classroom and arranges the desks and benches. Finally, teacher (D) viewed, "*Creating a good classroom atmosphere is seating arrangement so, I usually manage the students' seat whether they are in correct position or not.*" He also focuses the students' seat as he manages the students' seating position according to their respective seat.

Based on the above interviews with teachers, all the teachers viewed that they usually arrange the students' seat as well as ask the students' condition to manage classroom atmosphere before starting the lesson in the classroom.

***Rules and routines.*** Classroom rules are set of rules and guidelines that the teacher imposes that the students must follow whereas routines are order that we do things, with reference to this, Garret (2014, p. 29) stated, "Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior." He means to say here, classroom rules are overall conduct or something that must be followed but routines are more specific to certain task and gives direction in order to complete the task.

Based on the observation finding, the teacher applied simple rules and routines that the teachers applied as efforts during the learning process in the classroom such as speak English during the English period, do not eat in the classroom, do not talk when the teacher is explaining, pay attention to the teacher, do not make noise, inter the class on time, do your assignments that have been given by the teacher, do not be absent more than two times in a week, listen to others, collaborate with friends. Thus, when if there are students who violate these rules will get treatment or educational punishment by the teacher. For example; when a student talked to their friends while

the teacher is teaching then, the teacher came to his/her desk and asks the student to explain the content in front of their friends that has been delivered by the teacher or asked student to do activity that are related to the learning. Similarly, students who are absent then they have to explain the previous lesson. In this way, all the punishments were educational punishment which aims to educate and make students understand the lesson clearly as well as reduce the rate of absent students. All the rules that the teachers applied were very important things that must be applied in the classroom to make classroom effective in ELT classroom.

There were some routines that I found during the observation and these were followed by the ELT teachers from both schools while managing the classroom. Routines are essential for the overall fluidity of the classroom. Based on observation from both schools, I found English teachers had some routines that have been applied in the classroom to handle their students. Among the routines were always greet when entered the classroom and it supports the rules 'Greeting' given by Garret. Similarly, always doing simple exercise before starting the lesson such as hands up and hands down, fingers warm up etc. and it is also related to the rules 'starting' given by Garret. Further, arrange students' seats as comfortable as possible which was related to the Garret's rules 'seating'. Moreover, ask permission when exiting the classroom or going to the toilet. These were their efforts towards routines followed in the ELT classroom in order to manage effective classroom at basic level students.

Apart from above routines of ELT teachers, the students always requested to the teachers when the student exit the classroom. When I was observing in the classroom, there was a student who would go to the toilet. Firstly he stood up and then said, "*May I go to the toilet sir*". Then the teacher answered "*please*". And when the student back to the classroom, he greeted "*May I come in sir?*". By this, it is also perceived as classroom rules and good attitude in the classroom.

From the above observation, it is clear that the arrangement of seating position remind the previous lesson and relating to the content to be taught and before leaving the class, asking permission were some rules which is applied as an effort in ELT classroom. In this regard, Garret (2014, p. 29) states, "Most classroom have many different needed routines, and it is critical for teachers to work out what these will

be".He means that classrooms have many different routines which is critical for the teachers to apply so, teachers need to be very careful in applying routines because those routines should be appropriate and should not be burden to the students.

There were some rules that the ELT teachers applied in the classroom. For this teachers were asked during interview to know their rules and question was 'what rules do you apply in teaching English in the classroom to make effective classroom management?' Teacher (A) viewed, "*I usually apply simple rules in order to make effective classroom such as be attentive to your teachers while teaching, always be on time, keep your classroom clean, wait for your turn in queue etc.*" Similarly, teacher (B) opined, "*I make simple rules to apply for example; finish your classwork on time, help your friends in need, speak in English during English period etc.*" Likewise, teacher (c) stated, "*Rules are mandatory for managing effective classroom so I normally have some rules such as collecting assignment by group leader, learn collaboratively in leisure period, enrich your English vocabularies etc.*" Finally, teacher (D) also viewed, "*I apply simple rules in the classroom such as complete your classwork on time, ask permission before outing and entering the classroom and decorate English corner by making materials related to the content etc.*"

From the above responses from the teachers, all the teachers had more or less similar rules that were applied in the classroom to manage the classroom effectively. All the teachers focused simple rules to be applied within the classroom in order to manage ELT classroom at basic level.

**Relationship.** The third component of effective classroom management is developing caring relationship. Garret (2014, p. 34) states, "The idea of developing caring relationships is often overlooked during conversations about classroom management". When the teacher has a good relationship with the students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules procedures along with the consequent disciplinary actions. Based on observation, there were two types of relationship.

*Students-students relationships.* Relationships among the students in the classroom have a strong impact on classroom management. The key to developing

positive interpersonal relationships among students was to provide students with opportunities to connections with their classmates. When I was observing the class 8 in fourth period, teacher (C) was creating the group to prepare weekly newspaper in order to conduct in assembly. This task was given house-wise and whose task is excellent, that will be awarded as a best house of the week in newspaper writing. Thus, it was very interesting task and all the students were participated. It showed that the teacher used team-building activities which require small group to work and discussed together about a task successfully and students were working collaboratively. By this, it can be assumed that there was good relationship among students. This activity also promoted positive interconnections among students because they had to work together to finish and succeed the task.

To encourage relationship between students, the teachers arranged the students to work in group or practice in pairs. It supports the theory of Harmer (2007) "That teacher should encourage interaction between students rather than only between student than teacher, and teacher and students". Therefore, it is said that good teachers are able to flexible, using different class groupings for different activities. The teacher managed the learning activities mostly in lecturing method.

*Teacher-students relationships.* Teacher-students relationship in the classroom is a positive relationship between the teacher and the students in efforts to gain trust and respect from both sides and it must be like a friendship. In this regard, relationship between students and teacher (A) was not so good because his classes were less interactive as he did not allow his students to speak more in the classroom. He wanted his students to be disciplined. Similarly, relationship between students and teacher (B) was good in comparison to teacher (A). He allowed his students to speak more and he emphasized the students' interests towards learning by telling story. Sometimes, he also used to tell his students to share whatever the students want in the classroom beside daily routines so that students feel more comfortable with the teacher. Likewise, teacher (C) used individual presentation for each student to stand up in-front of the class to tell story. The other students were sat on their seat and asked questions related to the topic. Further, teacher gave open-ended questions for the students related to the topic 'festival'. From the observation of teacher (C), relationship between students and teacher was good. Finally, relationship between

students and teacher (D) seemed poor in a sense that teacher (D) just taught the content and he did not try to understand what the students' want to do. Apart from it, he did not let the students to share their ideas towards content. Thus, all three observation of teacher (D), I did not find any interactive classroom activities conducted by the teacher. He directly entered the classroom and used to teach without asking the students' condition and classroom environment. It shows that there is not good relationship between the students and teacher (D) in ELT classroom.

Based on observation finding, the teacher (C and B) had a good relationship between students but teacher (A and D) had not so good relationship between students and teachers. During the lesson, the teacher sometimes gave some questions to draw the students' attention and to check the students' understanding towards lesson. The teacher also gave opportunities for students who did not understand the lesson to ask the teacher because it was an attempt to close and make good relationship with students. These were some efforts made by ELT teachers from both schools in managing effective classroom.

Concerning to the relationship, I had interviewed with the teachers to know the relationship with teachers and students by asking question 'what kinds of relationship do you create with your students within the classroom and outside the classroom?' Regarding this question, teacher (A) stated:

*To build good relationship with students I use a personal approach, not only communication in the class, but also outside the classroom, motivating students towards learning and I generally use simple language when teaching and learning activities take place in order to make them understand. Sometimes I also use group activities so that students can discuss to solve a problem and do a task well together.*

He means that he uses personal approach inside and outside the classrooms, motivates the students, uses simple language while teaching and uses group activities to maintain good relationship with students. Similarly teacher (B) stated, "*At the beginning of my lesson, I often give students the perception of motivation about the importance of learning English in the future and I also pay more attention, for example try to know the names of students one by one because it is important.*"

Therefore, he gives the perception of motivation about the importance of learning English at the beginning as well as tries to memorize the students' name.

The teacher (C) stated, *"I memorize all my students' name, because it is an attempt to close and make good relationship with students"*. The teacher (D) views, *"I provide opportunities to ask questions and practice speaking English for the students who do not understand the lesson that are related to the lesson and I will be available whenever students need even outside the classroom as well"*. From their statements it is clear that they memorize all the students' name, give opportunities to ask question and they will be available whenever students' need in order to maintain good relationship with students.

Based on interview findings, to build good relationship with students the teachers use personal approach, not only communication in the class, but also outside the classrooms, motivating students towards learning, providing opportunities to ask any questions, being available in need and explaining the contents using simple language.

***Engaging and motivating instruction.*** The fourth component of classroom management is engaging and motivating instruction, which involves using instructional techniques that increase students' motivation and interest in learning. Garret (2014, p. 63) states, "The more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson". To implement a lesson smoothly, teacher must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after lesson in order to implement an engaging motivating instruction.

Based on observation, to achieve succeed in the learning process, the teachers hadengaged the students in group work for example, teacher (A) asked students to create an attractive environment and teacher gave clear direction and materials to the students and asked students to repeat the direction. The teacher engaged all the students actively by monitoring all the students, if they did not progress, the teacher motivated those students and made them to learn. By that effort, teacher believed that all students can learn. But in first and second observation, teacher (A) did not make such efforts. Similarly, teacher (D) divided the students into five groups in order to

prepare presentation on the topic of 'Food habits' in which all the students were engaged and motivated. Harmer (2001, p. 38) states, "There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical". Based on observation, during explaining the lesson, all the teachers used mix language method. Firstly teacher explained in English, then teachers repeated and translated to Nepali. It aims to train students to get used to using English and then translated to make it easier for students to understand because only using English they did not properly understand. When the students did not understand, the teacher would repeat it. I also found that the English teacher (B) gave reward by saying "good/excellent" and gave big applause to students who dare to ask questions and practice the question given so it is what the Smith&Laslett (1993) defines, 'concluding' which refer to way of giving positive feedback to the students, praising good works. This was a kind of technique to motivate students in learning process. In the same way, teacher (C) also divided students into five different groups. Each group included five members in order to develop vocabulary chart on the topic of 'festival'. Firstly, teacher gave direction to the students how to select words, colors and chart paper clearly. Secondly, teacher provided feedback on their task and those groups who did not prepare well, the teacher again provided direction to make vocabulary chart. In this way, teacher provided clear instructions, engaged and motivated the students on task as a part of their effort in ELT classroom.

The question asked in interview session related to students' engaging activities was 'what kinds of activities do you conduct to engage the students equal participation in your class?' in order to seek the teachers have done equal treat or not. In fact, without the equal participation, the classroom environment cannot run properly. Thus, the equal participation is the most important aspect for effective classroom. The responses given by the teachers are presented below:

The teacher (A) viewed,

*To ensure equal participation in learning, I use different activities like group work, pair work, individually work etc. Both group work and pair work make students engage in interaction to each other. They are very useful activities for teaching students in an interactive way. Thus, both group work and pair work give the students chances for greater independence.*

According to him, equal treatments, motivation, inspiration to the students were the ways to ensure equal participations.

Teacher (B) had the similar views that he also divided the students in many small groups and conducted the different tasks. He added, equal chance in every activity like extracurricular activities, classroom teaching and sports were needed for equal participation.

The teacher (C) opined, *“Providing them equal chance of learning, respecting their needs, level of knowledge and age ensure the equal participation”*. And the teacher (D) viewed, *“To ensure equal participation; I usually give the similar tasks to each student and monitor one by one and treating all students equally is the best way to ensure participation.”*

In conclusion, pair work, group work discussion and individual works were the activities which were given by the teachers to promote equal participation of the students inside the classroom. The above data also helped to conclude that providing equal opportunity, motivations and inspiration, treating equally and respecting their needs, likes and dislikes etc. ensured equal participations in learning processes.

***Discipline.*** The final component of effective classroom management is discipline. Discipline is something that is crucial in everything, including in the learning process in the classroom. Discipline is not only about punishment rather it is both preventing and responding to behavior problem in the classroom. Based on observation findings, to create discipline in the beginning of the lesson, teachers made a learning contract with the students regarding simple rules that provide reward and consequence but do not burden students so that students can be disciplined in the learning.

In the first observation, teachers from both schools asked students to enter school on time at the time determined by school regulations. Teachers also reminded students to follow the specified schedule. Further, he asked students to use school uniforms based on schedule. Apart from it, teachers maintained tidiness and cleanliness of clothes in accordance with school regulations. Moreover, teacher asked students if unable to attend school, then must include a letter to the class teacher as a

part of their efforts. Therefore, these were common efforts from all the teachers in order to maintain discipline in ELT classroom. Similarly, in the second observation, teachers did not repeat all the rules and regulations but reminded only some most needed rules such as complete your classwork on time, do not talk unnecessarily in the class and complete your group work etc. Likewise, in the third observation, most of the teachers only asked students to enter class on time, pay attention to your teacher. But teachers did not ask to wear proper uniform, write letter to your class teacher etc. But if the students were making noise, teacher (A) did not scold them rather he would go to near to the students and tried to find out their problems in order to maintain discipline.

From the above observation, most of the teachers had similar efforts to maintain discipline while managing effective classroom. Teachers did not give any physical punishments to the students in the name of maintaining the discipline but they called them and came closer to the students who did not pay attention to the lesson or the students who disturb the other students.

Regarding the discipline, the question ‘how do you keep disciplined to your students to manage effective classroom?’ was asked during interview and teacher (A) opined,

*Making students silent during the whole class doesn't mean that they are in well discipline and in the name of maintaining discipline, teachers should not control the class rather teachers need to appreciate the students' feelings and treat them as like their friends. In doing so, students can express their thoughts in front of the teachers. Therefore, in my class, I usually make the students ready to learn, I respect their feelings and try to understand their interest as well as I do not scold them in the name of keeping them in discipline even if they are making noise. Instead of scolding them, I try to find out their problem why they are making noise so, I do not apply them any hard and fast rules in order to make them discipline.*

According to him, he emphasizes the students' feelings and tries to understand their interest but he doesn't scold the students in order to keep them in discipline but

he tries to find out their problems to maintain discipline in the ELT classroom. Similarly, teacher (B) stated,

*To form discipline in the classroom for students, at the beginning of the learning phase I make a study contract with the students, a kind of simple rules in the classroom that are easy for the students to remember but not burdensome. I also always get prepared before teaching, so students will be enthusiastic, besides that I also give rewards and consequences to students. Rewards are given to students who are active in the classroom and consequences such as making assignments for students who absent and if there are students making noise I usually call and come closer to the students, then ask them to present the lesson in front of the class to their friends.*

From the above statement of teacher (B), he makes study contract with the students by forming simple rules at the beginning, gets prepared before teaching, gives rewards as well as he calls and gets closer to the student who makes noise in the classroom to manage ELT classroom. Similarly, teacher (C) also stated, *“To manage effective classroom, I make students discipline by motivating, rewarding, appreciating their works in the class.”* Similarly teacher (D) also argued, *“To maintain discipline, I become friendly in front of the students so that students become familiar and they obey what I am teaching.”*

From the above statements by the teachers, they did not give any physical punishments to the students in the name of maintaining the discipline but they gave threaten or warn when there were students who did not pay attention to the teachers’ instruction. The teacher also called them and came closer to the students who did not pay attention to the lesson or the students who disturb the other students. It can be concluded that the teacher tried to overcome students’ deviant behavior.

**Challenges faced by the teachers in practicing effective classroom management in English language teaching at basic level.** Managing the classroom is not an easy task for ELT teachers at basic level because it needs patience, strong desires and efforts as well from the teachers’ side. In apply anything, there are some problems. During the observation and interview with basic level English teachers of two schools, I asked the question regarding the challenges in practicing effective

classroom management in English language teaching at basic level and I found some challenges in practicing effective classroom management and those challenges are interpreted as themes below.

***The facilities in the classroom.*** The facilities in the classroom of basic level were not enough. Based on an interview and observation, the teacher mentioned that the first challenge was lack of school facilities.

One of the challenge in both schools was a school's facilities as there were not class-wise projectors so, teachers had to take the students in to another room to show any kind of story or any other lesson from projector because there were not class-wise projectors it caused students felt uncomfortable in learning or they had to sit in a queue for their turn.

Similarly, there was lack of teaching materials except subject-wise book corner. Teacher (A) stated, "*It takes long time to create teaching materials as well as school administrations do not provide materials that are required to make materials*". Here teacher's (A) statement is related to the challenges of classroom management pointed by Harmer (2008), as he stated that because of economic condition, physical arrangement such as teaching materials cannot be prepared. Similarly, teacher (B) opined, "*Instructional materials, weak vocabulary power, lack of hard labor of the students and large number of the students are some challenges for classroom management at basic level.*" Teacher (C) also stated, "*Lack of teaching materials, sometimes destroying the school's properties are some challenges for effective classroom management at basic level.*" Similarly, teacher (D) also opined, "*The main challenges for classroom management at basic level is lack of proper desks and benches because these existing furniture are not appropriate for creating all sorts of activities in a sense that if we have to conduct group discussion, these furniture do not work properly.*" From the above statements given by the teachers, it is clear that most of the teachers were found to be facing physical facilities such as teaching materials and furniture in practicing effective classroom management in ELT classroom.

***Use of L<sub>1</sub> in English language classroom.*** It was a common challenge of both schools. The challenge was the use of L1 in the classroom. As per the rules of the schools, neither teachers nor the students are allowed to speak L1 in the classroom

which causes a great number of challenges for the teachers. The teacher(A)mentioned, *“Most of the students use Nepali language to communicate rather than speaking English even in ELT classroom as well so it is challenging for ELT teachers to manage classroom.”* Similarly, teacher (B) also stated, *“most of the students do not speak in English in ELT class in community school because all the subjects are taught in Nepali medium except English therefore, they speak Nepali language in English period as well.”* Likewise, teacher (C) also opined, *“Although English speaking is recommended by the school and the teachers, students turn to their mother tongue and they do not take the rules seriously. Often, they make fun of students who use L2 mostly in the class.”* He means that English speaking is prescribed by the school and the teachers but students often their mother tongue instead of taking rules seriously and they also make fun of friends who speak English in the classroom. Finally, teacher (D) stated, *“Making students speaking English in community school is most challenging job for ELT teachers because students are found to be speaking Nepali languages inside and outside the classroom.”*

It is clear from responses given by all the ELT teachers, teaching English especially in community school for basic level students are challenging. All the subjects are taught in Nepali medium except English so it is major challenges for ELT teachers to teach English and manage the classroom.

***Class discipline.*** The next challenge in practicing effective classroom management was the class discipline. According to teacher (A),

*Next problem is most of the students from uneducated family background, their home environment is not so good and they have not learnt moral lesson from their home so, sometimes students become less disciplined in classroom attendance, some students often come late for certain reasons such as not prepared meal, forgot to do homework and other activities at the school.*

He means, students from uneducated family are not learned moral lesson so they do not follow schools’ rules, some students come late in class and some students make noise while taking attendance and do not pay attention so these are the hindrance for classroom management in ELT classroom. Similarly teacher (B) pointed,

*While teaching, sometimes I notice some noisy students talk with each other and make fun of others and it is very difficult to teach and at the same time control them and I usually go close to them, give them treatment, do not let them, then ask them to explain the lesson or do activities related to lesson or sing a song or dance.*

According to him, noisy students make him difficult to teach and manage the classroom at the same time so it is considered as challenging while managing the ELT classroom. The teacher (C) opined,

*“Tearing papers, not following classroom rules, stealing friend’s materials and not completing classwork especially in Grade 6, 7 and 8 are some challenges for ELT teachers in practicing effective classroom management.”* According to his statement, especially Grade 6, 7 and 8 students are challenging for ELT teachers for managing classroom because such activities hinder classroom management in ELT teachers. Similarly, teacher (D) also opines, *“The misbehaviors of the children make the classroom management challengeable. It is experienced that teachers face more challenges to manage classroom effectively.”* He means, misbehaviors like fighting, stealing, destroying by the students are challenging for classroom management.

Thus the above responses given by ELT teachers are challenges related to class discipline in practicing effective classroom management at basic level.

***Heterogeneous classroom.*** Heterogeneous classroom consists of students having different abilities, interests or background knowledge, caste, ethnicity and so on within the classroom. Heterogeneous classroom is one of the most challenging problem in recent days to handle within the ELT classroom. In this regard, teacher (C) stated:

*Majority of the classrooms are made up of multilevel groups where students have different needs and learning styles. This type of heterogeneity may enrich the variety of social interaction, more life experiences and knowledge, more varied options, more interests and ideas but it also creates situations that challenge teacher’s resourcefulness while trying to give each student an opportunity to learn and successes in English language learning.*

This statement is similar with the challenges given by Harmer and Sonia as they pointed large or heterogeneous class as well as having different interest from the different students are challenging for effective classroom management. Similarly, the same question was asked to teacher (A) and he pointed,

*The situation is more challenging in our context where the teachers are not well trained; materials are not sufficient and only have to depend on textbook, higher influence of mother tongue, influence of traditional GT method. This statement is associated with Harmer's challenges as he pointed that weak preparation of the teacher is major challenge for the teacher in ELT classroom management.*

Similarly, teacher (B) opined,

*Teaching English in large multilevel and heterogeneous class by the untrained, no studios, old and less proficient teachers in a very poor equipped and unmanaged classroom focusing on the individual differences, creating interactive and cooperative environment and using student centered method and techniques is not a game playing with a child.*

This statement is also similar with the previous statement as well as related to Sonia and Harmer as they stated, heterogeneous class and weak preparation are also the major challenges for classroom management. Thus, lack of proper teaching materials, disruptive behaviors, weakness of school management system, lack of motivation of the students, lack of economic availability, lack of sufficient materials, students' level and interest, lack of rewards etc. were the reasons that hindered practicing effective classroom environment. Therefore, it can be said that selecting an appropriate technique to all the students in multilevel ELT class is really challenging task. The level of the students' interest, learning pace may require multiple tasks and materials and all the students may not have the same interest. Therefore, keeping all the students interested in the classroom is another challenge. Furthermore, it is difficult to find out topic and activities that keep them all interested because some of the students may be interested in one topic and activities but others may not be.

***Dealing with students' misbehavior.*** Regarding to this theme, what types of misbehavior do you find in your class and how do you deal with these problems?' was asked to take the view of teachers that they have to face different misbehaviors in the classroom while managing effective classroom in English language teaching. The teacher (A) responded, "*Disruptive talking, avoidance of work, teasing teacher, side talk are the misbehavior found in the classroom and I deal such problems by giving educational punishment such as ordering them to prepare project work or telling him/her to decorate English wall.*" He usually reported that these disturbing behaviors in the classroom are intolerable and he had to spend a great deal of time and energy to manage the classroom which is really challenging task and he deals with these problems by providing educational punishment.

The same question was asked to teacher (B) and he stated, "*Bullying, fighting, not obeying rules are the examples of misbehaviors, inking clothes, fighting with each other are the misbehaviors. Likewise, eating inside the class, noise, disobedience, talking out of turn, hindering others, untidiness, and out of seat are several examples of misbehaviors and I deal with such problems by providing individual treatment.*" Through this statement, he explored the misbehavior found in classroom such as fighting, not following rules eating inside the classroom etc. and he deals with such problems by providing individual treatment.

The teacher (C) viewed, "*Rough speaking, fighting each other, stealing, ignorance, not completing homework, unnecessary talking in class, violating explicit rules are the misbehaviors and I deals with these problems by encouraging them do not repeat the same misbehavior time and again.*" He focused on the behaviors that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student. And teacher (D) had also the similar view with the above statements, "*Unnecessary noise while teaching, stealing friends' tiffin, fighting, not completing work on time are some misbehavior that are usually found in the classroom and I deal with these problems by motivating them do not repeat such behavior in the classroom.*"

The above responses show that teachers were very careful about misbehavior i.e. bullying, verbal abuse, fighting, forgetfulness, non- attentiveness, gambling, reading other materials, and doing other things, not obeying rules, teasing teacher and

forgetting homework etc. were misbehaviors that the teachers had to face in their everyday classroom practice while effective classroom in English language teaching at basic level. Further, they deal with such problems by providing individual feedback as well as educational punishment in the classroom.

***Techniques for effective classroom management.*** Teachers were asked to find out the specific techniques used for effective classroom management. The question, ‘What techniques do you follow to make your teaching more effective?’ was asked to take the view of teachers which techniques used. The teacher (A) viewed, “*Student-centered method, group work, learning by doing method, are the techniques of classroom management that I usually follow.*” He applies such techniques which promotes cooperative learning and involves students learning from each other in groups. It is the way that students and teachers work together.

The teacher (B) stated,

*Managing seat of students, making lesson plan and regular interaction are the techniques for classroom management in my class.*” He further stated, “*Eye contact with students, clarity of voice, gestures, motivation to the students etc. are the techniques for classroom management.* He focused on good voice projection and use gestures to demonstrate things and use facial expressions to show emotion.

The same question was asked to teacher (C) and he responded that, “*child friendly teaching, learning by doing, use of materials are the techniques for class management.*” According to him, use of materials helps learners to feel at ease and facilitate learner self-investment. He focused on the materials that provide opportunities for outcome feedback. Similarly, teacher (D) also viewed “*Placement of desks and benches, focus to all students, presenting lesson logically, fixing materials in proper places, motivation to the students are the best techniques of classroom management.*” He believed the importance of student motivation and it can create a desire to learn. Some students have a practical reason for their study and they want to learn an instrument so they can play in an orchestra, learn English. According to him, one way of helping students to sustain their motivation is to give them some responsibility for themselves, and that they should be the ‘doers’ in class which means

that they will have some decision-making power over the choice of which activity to do next.

From the above explanation it can be concluded that, student-centered teaching, child friendly teaching, more practical classes, learning by doing method, group work and pair work, presenting lesson logically, fostering and sustaining student motivation were some specific techniques used by ELT teachers for effective classroom management.

## Chapter 5

### Findings, Conclusion and Recommendations

In this chapter, this study has been concluded. Especially, the main findings derived from the chapter four are presented briefly. This chapter deals with the findings, conclusion and recommendations as below.

#### Findings

Based on the analysis and interpretation of data, findings were derived and presented here. In this research, the researcher conducted the descriptive phenomenological research in order to describe the teachers' efforts in effective classroom management in English language teaching at basic level. This research described and analyzed of teachers' efforts in effective classroom management in English language teaching and the challenges faced by the teacher in practicing effective classroom management in English language teaching at basic level.

Based on research findings and discussion, there were several points that can be concluded as following description. There were five components of effective classroom management applied by the teachers in English language teaching at basic level. The five components were: physical design of classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

The physical design of classroom, the teachers used two kind of seating arrangement; orderly rows and separate table. The teachers used orderly rows while explaining the lesson and used separate table while giving the task in group. But most of the teachers used orderly rows while teaching. This indicated that the teacher managed the seating arrangement in various ways depending on the lesson activities according to the content. In addition, both the schools' walls were decorated by pasting various works such as rules in bulletin boards and materials related to the content. Apart from it, most of the classrooms were lighted except some classes. While implementing rules, teachers made some learning contract with the students in the beginning of class. There were some routines also that the teacher applied in the classroom. Rules and routines in the classroom were aimed to make the students more

discipline and enjoy in the learning process so the goals of the teaching could be achieved. There were two types of relationships. Firstly, students-students relationships, the teachers used team-building activities which require small group discussion to work together to accomplish a task successfully. Secondly, teacher-students relationships, the teacher used personal approach to close to the students and before the lesson started the teachers often gave the motivation for the students. This activity aimed to increase the students talk. In engaging and motivating instruction, the teacher used the material such as chart paper. The teacher also used whiteboard while teaching and writing. The teacher would ask the students after the teacher taught to know whether the students got the content or not. When the students did not understand, the teacher would repeat it. The teacher also gave reward by saying 'good' and gave big applause in order to motivate the students towards learning.

To create discipline, the teacher tended to give treatment or warn when there were students who did not pay attention to the teachers' instruction. The teachers called the students and came close to them who did not pay attention to the lesson or the students who disturb the other students but some teachers' efforts seemed poor in managing effective classroom. In this way, the teachers were able to make the classroom atmosphere pleasant and made students felt comfortable in the classroom to study, so that the lessons conveyed were easy to understand and the goals of the learning itself were easy to achieve. Most interview results from the teachers, they gave good responses towards the teachers' efforts in effective classroom management. Moreover, there were some teachers who used teaching materials very rare. Likewise, teachers faced some challenges in practicing effective classroom management such as lack of teaching materials, use of L1 in ELT class, heterogeneous class and misbehavior of the students. At the same time, the ELT teachers applied some techniques to deal with such misbehavior of the students for instance, if the students were making noise unnecessarily or if the teachers saw any disruptive behavior from the students, the teachers would go close to them and try to find out their problems. Additionally, the teachers applied student-centered method, learning by doing and project based learning in order to reduce such misbehavior and make engaged learning. But no human is perfect, sometimes teachers can also make mistakes because we are all human.

Effective classroom management is not only created by one party but requires good cooperation from all parties, including teachers, students, classroom facilities, and others. The teachers need to have abilities to manage the class effectively and students also should actively participate to manage the classroom. Moreover, there is need of adequate facilities which help to support the learning process to run well.

### **Conclusion**

As a researcher, I realized that classroom management in ELT at basic level is not a simple task, it is a challenging task. Due to the globalization of the world, the scope of English language has been rocketed. It has been titled as international lingua-franca. It is spoken every neck and corner of the world. It is used everywhere; education, business, science, culture, agriculture and arts. In this era of 21<sup>st</sup> century, it is highly demanding task for learning English language as language is used for communication among human beings. English teacher hold the most important role in teaching and learning activities. Teacher as a facilitator to implement the learning process to make class effective. One of the most important things in this case is about how a teacher manages a classroom. With this regard, 'Teachers' efforts in effective classroom management in English language teaching at basic level' has become major issue in this study.

From the results and discussions, it can be concluded that most of the teachers from both schools were found to have making efforts towards components of classroom management in order to make effective classroom in ELT at basic level. Based on the collected data, teachers were conscious about giving punishment as they did not apply any physical punishments rather they provided educational punishment as a part of their effort in managing the classroom. Similarly, teachers created rules and routines that need to be followed by the students as well as teachers to make classroom effective in ELT. Further, teachers established positive relationship between teachers and students. It was also found that, teachers arranged the students' seats and asked the condition of the students before they start teaching. Furthermore, teachers created group work, pair work, individual work and team building activities to engage the students in equal participation in the classroom. It is also found that teachers used student-centered method, child friendly environment, learning by doing method in order to make teaching effective. Finally, it is also found that, physical facilities in the

classroom, heterogeneous class, use of L1 in ELT class, and lack of teaching materials, misbehavior of the students were some challenges that have been facing by ELT teachers in practicing effective classroom management at basic level.

### **Recommendations**

It will be indispensably useful for ELT teachers in managing effective classroom. It is not only applicable and beneficial for teachers, but also policy makers and researchers for their further research. The recommendations of this study can be discussed in three different levels.

**Policy related.** Here, recommendations at policy level concern with the Government of Nepal, Ministry of Education (MOE), authority of district level and school and other concerning authorities who should be responsible for formulating policy for classroom management. The concerned bodies should formulate with clear vision, planning, and policy of the teachers' effort in effective classroom management in ELT classroom.

- ) This study plays crucial role to dig out the teachers' effort in effective classroom management in ELT at basic level challenges faced by ELT teachers in practicing effective classroom management.
- ) The government, curriculum or syllabus designers, methodologists, language teachers, and text book writers are humbly requested to follow, focus and explore teachers' effort in effective classroom management.
- ) It can be part and parcel to formulate policies for creating effective classroom management in the schools.
- ) The ELT personalities and other concerned agencies should encourage components of classroom management while teaching.
- ) School administration should manage the adequate teaching materials as well as teachers also should use teaching materials and demonstrated in the class.
- ) The system of keeping record files of the student's progress and activities time and again is the identification of systematic classroom management. Thus, the schools and teachers should be habituated on this aspect.

- ) Schools should be aware of constructing desks and benches that suit for conducting all sorts of activities because present furniture was not comfortable to conduct such activities.
- ) Effective training should be given to the teachers to prepare them for effective classroom management.
- ) School administration should manage class-wise projectors rather than having only one projector in the school.
- ) The concerned authorities should focus on collaboration among teachers and learners; and learners and learners.
- ) It is suggested that the administrators and teachers should take equal responsibilities to manage classroom.
- ) Eventually, the results of this study suggest that the Government of Nepal, Ministry of Education Science and Technology (MOEST), Schools and other concerned bodies should step their attempt on teachers' effort regarding the classroom management.

**Practice related.** Secondly, the implications of this research at practice level deals with day to day life or practical fields with the implementations of curriculum at classrooms, colleges, institutions, and so on. The ELT practitioners such as, curriculum developers, linguists, textbook writers, material producers, language teachers, supervisors and other concerned agencies can utilize this study. The major implications of this study in practice level are as follows:

- ) Based on the analysis and interpretation of all the data, it was proved that teachers' effort in effective classroom management seems to be highly fruitful and effective for the teachers. Thus, teachers' effort should be applied in the ELT classroom by the teachers to create effective classroom management.
- ) The teachers should follow, focus and explore more techniques approaches and let the students practice freely in various small groups under their guidance in language classes in order to manage classroom effectively.
- ) Teachers' effort is essential for building rapport, developing confidence, co-operation, positive attitudes, decreasing unfair competition and shyness of the students. Hence, teachers' effort should be implemented by all the English language teachers.

- ) Teachers' effort makes students aware, alert, mindful and conscious in the classrooms, and avoids misbehavior of the students.
- ) It encourages students to be active participation in the classrooms, encourages to find out the problems and helps to solve the problems.
- ) It encourages teachers to be sincere with the needs and interests of the students.
- ) Teachers' effort motivates the teachers to bridge the gaps between teachers and learners and creates good favorable environment and relationships among teachers and students.
- ) It provides pedagogical considerations and implications to the teachers for the enhancement and betterment in classroom management.
- ) Lastly, teachers' effort is considered as a part and parcel in creating effective classroom management in ELT classroom. Therefore, it should be given as the highest priority in the context of Nepal.

**Further research related.** The current study which was carried out in a government aided school situated in Budhanilkantha. The result of the single study is insufficient to decide the effectiveness of teachers' effort in effective classroom management in ELT class at basic level. Thus, more experimental research, action research, and ethnographic researches can be carried out.

Other researches which help to develop speaking skills such as describing pictures, texts; and techniques like debate, dialogue, dramatization, role play and so on should be carried out.

- ) The researchers can conduct other research designs such as experimental research design, ethnographic research design, action research designs visiting other schools from different parts and corners of the country to find out teachers' effort in classroom management.
- ) The researchers can conduct research on the role of teachers in ELT classroom management.
- ) As this study gives ideas on how teachers' effort plays pivotal role for managing effective classroom, further researches can be carried out to dig out the ways of promoting classroom management skills of teachers.

- ) The further research should address relevance and role of teachers' effort in classroom management in ELT.
- ) At last, this research is only limited to teachers' effort in effective classroom management in ELT classrooms. Therefore, other researches are suggested to carry out.

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## Appendices

### Appendix I

#### Classroom Observation Form

**Name of the teacher:**

**Date:**

**Name of the institute:**

**Time:**

**No. of the students:**

**Topic:**

**Grade:**

S.N	Components of the Classroom Management	Description
1	Physical design of the classroom ) Seating arrangement ) Placement of materials ) Decoration ) Lighting	
2	Rules and routines ) Greeting ) Seating ) Starting	
3	Relationship ) Students-students relationship ) Teacher-students relationship	
4	Engaging and motivating Instruction ) Giving instruction ) Engaging ) Motivating	
5	Discipline ) Misbehavior ) Teacher action	

## **AppendixII**

### **ComponentsRelated Questions for Structured Interview**

1. What do you do to manage classroom atmosphere before starting the lesson?
  - ) Seating arrangement
  - ) Students' condition
2. What rules do you apply in teaching English in the classroom to make effective classroom management?
3. What kinds of relationship do you create with your students within the classroom and outside the classroom?
4. What kinds of activities do you conduct to engage the students to participate in your class?
  - ) Group work
  - ) Pair work
  - ) Individual work
5. How do you keep disciplined to your students to manage effective classroom?

### **Challengerelated questions for structured Interview:**

1. What challenges you have been facing in teaching English in practicing effective classroom management in English language teaching at basic level?
2. What types of misbehavior do you find in your class and how do you deal with these problems?
  - ) Disruptive behavior
  - ) Noisy classroom
3. What techniques do you follow to make your teaching more effective?
  - ) Students-centered method
  - ) Teacher-centered method
  - ) Communicative method
  - ) Learning by doing