

Classroom Management Techniques Used by Basic Level English Teachers

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

Submitted by

Bindu Diyali

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

2024

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Declaration

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

Date:

.....

Bindu Diyali

Recommendation for Acceptance

This is to certify that **Ms. Bindu Diyali** has prepared this thesis entitled **Classroom Management Techniques Used by Basic Level ELT Teachers** under my guidance and supervision.

I recommend this thesis for acceptance.

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Dedication

Dedicated to

My parents and all the teachers because of whom I am here today.

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I am very much indebted to my respected Guru and thesis supervisor **Dr. Gopal Prasad Pandey**, Reader and Head at Department of English Education, Tribhuvan University Kirtipur, Kathmandu whose painstaking efforts in providing me with scholarly guidance and constant encouragement, and valuable support both at professional and personal levels that inspired me to do more and made this study possible. His patience, enthusiasm, co-operation, suggestions and keen interest in this study are very memorable. His rigorous efforts made me present this research work in this form. Actually I feel very lucky as well as privileged to conduct my research under his guidance.

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Bindu Diyali

ABSTRACT

The present study entitled “Classroom Management Techniques Used by Basic Level English Teachers” aimed to find out the extent and frequently used techniques of classroom management that the Basic level ELT teachers use in the classroom of Birendranagar municipality of Surkhet district. This study was carried out using phenomenological research design. The Basic sources were eight teachers with classroom observation of four classes each. The participants were selected by using purposive random sampling procedure. Interview questionnaires and class observation checklists were used as the tools of the study. The data collected from the field was analyzed qualitatively. The major findings of this study included that all the ELT teachers used classroom management techniques like greeting, sitting arrangement, body language and gesture. They all used it in the classroom in different extent. Among them greeting and sitting arrangement were used mostly in the classroom. However, student’s different learning styles and needs, overcrowded classroom and time management skills on the part of teachers were found as the challenges in classroom management techniques.

This thesis has been organized into five chapters. Chapter one deals with the introduction which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study, operational definition of the key terms. Chapter two includes the review of related literature, review of empirical literature, implication of the review for the study, conceptual framework. Chapter three contain methods and procedure of the study that includes design of the study, population, sample and sampling strategy, research tool, sources of data, data collection procedure, data analysis procedure and ethical consideration. In chapter four, analysis and interpretation has been presented

in different tables. The chapter five consists of major findings, conclusion and recommendations. The recommendations of further presented three levels as policy, practice and further research, references and appendixes at the end.

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Chapter I

Introduction

This chapter contains background of the study, statement of the problem, rationale of the study, objectives of the study, research questions, delimitations of the study, and definitions of the key terms.

Background of the Study

English language teaching is a foreign language serves as the principal means of communication among citizens from different linguistic background. Therefore, it is quite tough to teach learners in an effective environment. Classroom management is crucial in classroom because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management is the process where teachers use to ensure that classroom lessons run smoothly without disruptive behaviour from student's compromising the delivery of instruction.

Brophy and Good (1986) focuses on the less student involvement in academics occurs in the classroom the result shows that the time it takes a teacher to correct misbehaviour brought on by ineffective classroom management techniques. From the viewpoint of the student, successful classroom management entails a cooperative learning environment as well as clear communication of behavioural and academic expectations.

Underwood (1987) states that "teachers, like everyone else, have a variety of abilities and skills and need to make the best possible use of whatever talents they have." This concern with the organizational aspects of English language teaching. It also presents the opinion regarding the ability and skill of organizing all resources in the classroom.

Similarly, Martin and Loomis (2007, p. 208) mentioned "Implementing a fair and firm classroom management plan is among a teacher' most important activities." No doubt, it justifies the same necessity of classroom management.

One of the most crucial aspects of teaching activities is classroom management. There is no denying the importance of classroom management in order for normal class activities to go smoothly. It is simpler to raise the caliber of teaching and learning activities with such administration. A teacher uses a variety of tactics and approaches to aid pupils in learning in the classroom, depending on the particular curriculum. The whole of the teacher's techniques and strategies used in the classroom to teach the pupils as well as all the supporting tasks that must be completed make up classroom management. In the educational system of today, classroom management is regarded very seriously. Researchers in education claim that because new approaches are being used to raise academic standards, the classroom is the only location to consider the good and anticipated changes to the educational system. No matter how much the education system's teacher training and policy are changed, they are worthless if they are not implemented in the classroom's instruction.

One setting for teacher-student interaction is the classroom, where the teacher must go through a very difficult process to make the learning objective a reality. To simplify this difficult procedure, proper classroom management is required. Different teachers and researchers have varied ideas regarding various classroom management techniques or stages. However, teachers will choose which management techniques to use or what procedures to follow. These popular tactics were influenced by a variety of theories and writings about actual life and pedagogy. Likewise, applying learner centred techniques like proper arrangement of physical facilities, handling troubles, teacher as a motivation, utilisation of the teaching materials, evaluation is very

challenging. Qassimi and Nouredine (2021) stated that classroom management is the process of organizing and running the classroom business. Many see it as maintaining order through the control of teachers. However, classroom management is much more than that. This also includes setting up and maintaining the teaching environment so that the educational goals can be achieved (Savage and Savage, 2010).

Many see it as maintaining order through the control of teachers. However, classroom management is much more than that. This also includes setting up and maintaining the teaching environment so that the educational goals can be achieved (Savage and Savage, 2010). Furthermore, classroom management paves the way for teachers to get students to learn, and good classroom management is more than just being strict, authoritarian, or simply being organized. It contains routines, rules, and consequences, and it creates a set of expectations that are used in an organized classroom environment.

Because of this, I am curious about how classroom management techniques are used in ELT settings, as well as the many strategies that teachers regularly employ in their classes, and the difficulties teachers faced while implementing these techniques in the classroom.

Statement of the Problem

Classroom challenges severe problems faced by the teachers and a good teacher has the courage to overcome all these challenges bravely. Some of the common classroom challenges faced by teachers include lack of teamwork, poor physical facilities, arguments and student excuses, etc. Addressing these common classroom challenges can not only help to improve teacher retention rate but also enhance success rates of student and the ultimate quality of education. With changing educational trends and the limitations of teachers in student-centred

classrooms, their existence is getting tougher and tougher every day. However, a timely involvement from the school management and the cooperation from students and parents can help teachers to give their best out.

Merç and Subaşı (2015) mentioned that classroom management (CM) is one of the most cited problems of pre-service teachers. This study aims to have a closer look at the issue within a qualitative research design by eliciting problems, coping strategies, and the sources of those coping strategies related to CM during teaching practicum. The participants of the study were 12 student EFL teachers (eight female and four male) completing their teaching practicum at Anadolu University, Faculty of Education, English Language Teacher Training Program. The participants were asked to keep diaries related to their CM problems throughout the 12-week teaching practicum. Semi-structured interviews conducted with each teacher candidate and field notes taken by the researchers were also used as the research data. The analyses of the data indicated that student teachers' CM problems were mainly because of the pupils in the classroom. Student teachers themselves, teaching point and materials, and the cooperating teachers were also the sources of the CM problems. Various coping strategies were also elicited to deal with the problems mentioned.

Atici (2007) noted that instructional management, behaviour management, communication, and physical organization of classrooms are the main components of classroom management for student teachers. Student teachers usually tend to use preventive, positive and less intrusive methods, such as non-verbal messages, warnings, and positive reinforcement involving students' instructional activities, to manage student behaviour. The results of the study reveal that although student teachers feel confident about starting a teaching career, they need improvement in understanding child psychology, in experiencing different teaching situations, and in

becoming competent in contemporary teaching methods. Nonetheless, student teachers reported that their sense of efficacy increased from the beginning to the end of the course.

Objective of the Study

The main objectives of this study were as follows:

- i. To explore how much classroom management techniques are used by Basic level school teachers to facilitate effective teaching and learning.
- ii. To examine the common classroom management strategies employed in English language classes.
- iii. To identify the challenges faced by the Basic level ELT teachers while managing the classroom.

Research Questions

The study focused on the following questions to fulfil its objectives:

- i. What kind of challenges do Basic level English language teachers face in the classroom?
- ii. What kind of techniques do Basic level English teachers use in their classroom to manage the class?
- iii. What are the condition, environment and infrastructures in schools for the Basic level classes for managing the classroom?

Significance of the Study

The purpose of this study may be to improve behavior control and classroom organization for students who are at risk of receiving poor education.

This study mainly focused on improving the ELT classroom management by adopting different techniques and makes the classroom more effective as well as useful for teachers to enhance their practice of classroom management. Similarly, this

will make other teachers to aware about implementation of classroom techniques and make them able to share ideas. Moreover, it does not just help to improve their professional development in classroom organization, but also aids students to improve their concentration and focus on their study.

Delimitations of the Study

This study had the following limitations:

1. This study was limited to the classroom management techniques and challenges faced by Basic level English language teachers.
2. The area of study limited to Surkhet District.
3. This study was based on Basic level English language teachers of selected schools.
4. Interview and classroom observation were the research tools.

Operational Definitions of the Key Terms

The key terms of the study are as follows:

Challenges. In this research challenges means the problems that affect Basic level English language teachers in managing the classroom for effective learning.

English Language Teaching (ELT). ELT refers to teaching English to pupils of any age who speak diverse first languages.

Classroom Management. 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 Management Techniques. Classroom management techniques are sets of rules structured in such a way that they specify the guidelines for students so that students act in a specific way itself. These are used for enforcing rules and regulations in a classroom and maintaining.

Chapter: II

Review of the Related Literature and Conceptual Framework

This chapter includes review of related theoretical literature review of empirical literature, implications of the study and conceptual framework.

Review of Related Theoretical Literature

Without having a strong theoretical foundation, a researcher cannot conduct a review of related theoretical literature. I've looked at the relevant theoretical literature under it.

English Language Teaching

The world now only has one language, usually regarded as the lingua franca, and that language is English. It has become recognized as a mother tongue in some nations and a second language in others. It is considered foreign language. As a result, English is now the most commonly spoken language in the world. More people than native English speakers have studied English as a second language. It's learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts.

Even though learning can occur without intentional teaching, intentional teaching is only valuable if it results in students' personal learning. According to Ur (2001, p. 3) "Teaching is viewed in this context as a process that is inextricably linked to learning. New teaching techniques are being developed on a daily basis daily new approaches are being developed". This indicates that teaching and learning activities cannot be fully supported by a single strategy or methodology. He must therefore adopt a unique approach as a teacher. Teaching is more than just being an expert in a subject and imparting that knowledge to pupils or learners. In addition to this, a very

significant component is the daily development of classroom management. Over the past several decades, technology has become a fixture in many homes around the world. Its influence has permeated into all facets of life, including English language teaching. According to (Balaaco 1996) digital learning is "just in time" and on-demand delivering knowledge when and where the employees need it. This concept of "anywhere-anytime" is serving learners on the larger scale.

Sokyrska et al. (2023) stated that “English language teaching has always been an important field of study, especially with the widespread use of English as a global language. Over the years, language teaching methodologies have evolved and adapted to the changing needs of learners, and the digital age has brought about a revolution in language teaching. E-learning platforms have transformed the way language teaching is carried out, and modern trends in English language teaching are increasingly being influenced by digital technologies”. Ahmad, J. (2012) mentioned that “The impact of integrating media technology in ELT classrooms and to statistically analyze how much it assists learners in acquiring four language skills namely listening, speaking, reading and writing”. Teaching a language involves imparting all of its abilities and facets. While educating, a variety of strategies and tactics can be employed.

Classroom Management

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. When classroom-management strategies are executed effectively, teachers minimize the behaviours that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less

effective teacher is a disorderly classroom filled with students who are not working or paying attention. According to Richards (1990, p.58) " Classroom management refers to the ways in which students behaviour movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively". Likewise, Chen, X. (2023) stated that "Classroom management represented different constructs at the student and class level when combining student and teacher perspectives". Igwe and Amirize (2023) "Classroom management embodies the arrangement of teachers and students, seats, adequate and proper walkways in the classroom, and adequate and proper positioning of other classroom furniture to facilitate an effective teaching-learning atmosphere".

Teaching Techniques

Technique is a manner of going about doing anything, particularly the performance or execution of an artistic work or a scientific procedure. Technique for teaching English is the ways of presenting the language to the students. Teaching technique is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique in the class. Technique must be consistent with a method, and therefore in harmony with an approach as well. (Anthony (1963: 96) in Fauziati (2009: 17). Thus, technique includes the real, in-the-moment behaviors and practices that take place when teaching a language using a specific methodology.

Classroom Management Techniques

Classroom-management techniques may appear deceptively simple, but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant amount of skills and experiences. Effective classroom management is an essential teaching skill

and enhances the learning of all students. On the most basic level, classroom management is any technique that teachers use to facilitate instruction and make sure that students are learning most effectively in a smooth classroom environment.

According to Dixie (2008, p.59) have suggested following techniques for classroom management: are body language, eye contact, the voice, gestures. Moreover, classroom management techniques can be defined as the methods and processes that makes the teaching learning activities more interesting, effective and controls the environment of the classroom, so that student can acquire the actual knowledge.

Importance of Classroom Management

Classroom management refers to all the teacher behaviours 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. Discipline is the subset of management that focuses directly on teacher actions in response to the student behaviours that detracts from the order and safety of the environment or interferes with the opportunities to learn. These behaviours, commonly labelled misbehaviours include talking or leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students making hostile or sarcastic remarks or more seriously fighting assaulting the teacher or carrying weapons to school (Paul and Don 1994, p.489).

It is not possible to have good/ positive learning environment without proper classroom management. Good classroom management involves equal participation of students and teachers that solves the classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or student need. Some of the most important features of classroom management are the things that students do not

necessarily see and instructors find difficult to describe. We must not only prepare for what we want to teach in periods, we also somehow have to prepare ourselves for the expected behaviours of students. Without the plan of carefully constructed classroom management, teacher cannot develop defensive reaction to disruptive students and this will not certainly compromise their effectiveness as teachers.

Thus, the classroom management is the management of physical as well as psychological management for creating leaning environment. And, it is also the term used by the teachers to describe the process of ensuring that classroom lesson runs smoothly despite disruptive behaviour of students.

Types of Classroom Management

Although classroom management is the frequently used term, there are various different viewpoints surrounding its exact definition. Doyle (1986) identified classroom management as “the actions and strategies teachers use to solve the problem of order in classrooms” (p. 397). It means that Doyle is concerned about how the disciplines in classrooms were effectively enforced when problems arise. In a broader and more widely accepted sense, Moore and Hansen (2012) did not only claim that classroom management was the immediate reaction of teachers against problems in classroom, but also expanded the meaning of classroom management to “the establishment and maintenance of the classroom environment so that educational goals can be accomplished”. In other words, they emphasized a preventive approach or the routine procedure, which was conducive to students’ learning. In the researcher’s viewpoint, classroom management and discipline should not be interchanged and considered to be the same.

Classroom management can be regarded as an “umbrella” to help teacher to oversee a multitude of learning activities such as social interaction, and student

behavior (Martin, Yin and Baldwin, 1998). Classroom management relates to procedures and routines to the point of becoming rituals, whereas classroom discipline concerns the way people behave and is about self-control. Based on this distinction, it can be seen that Doyle's definition of classroom management is indeed the definition of classroom discipline. To sum up, it is commonly accepted that classroom management is connected to creating a task-oriented environment, predictable and consistent (Wong and Wong, 2005).

Techniques of Classroom Management

Classroom management enhances children's learning. Teachers approach to the management of learning to encourage group work sorts the children informally by ability and among group in a homogenous way. Grouping the children nears a way of maximizing the opportunities of productive, teacher child interaction as well as means of encouraging co-operative among the children and flexibility in curriculum and communication such efforts automatically from collaborative strategy among the both which is very difficult in a traditional classroom. There is no doubt that classroom management is crucial aspects for learning without successful classroom environment teaching cannot be fruitful. It is regarded as an intellectual job as well. According to Dixie (2008, p.59) have suggested following techniques for classroom management:

- Body language
- Eye contact
- The voice
- Gestures

Similarly Hyden (2009, p.69) has given following guideline to keep the students in a calm-environment.

- The teacher should keep the lesson moving,

- The teacher should not lecture the whole period,
- The teacher should talk to his students,
- When students are being disruptive by talking, playing or crumpling paper, the teacher should stand by them.

Roles of Classroom Management in ELT

During a lesson the teacher needs to manage the activities and the learners in the class-room in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behaviours are called 'teacher roles'. Even in situations where teachers have Basic responsibility for how they teach, they may assume very different roles within their own classrooms. Behind our expectations of role behaviour there lie a set of attitudes and beliefs about the roles in question in the English language classroom. Teaching and learning are essentially social activities, implying role relationship between teacher and learner, learners and learners. These relationships are established, maintained and evaluated through communication.

Review of Related Empirical Literature

Classroom and behavioral management techniques are found in school systems worldwide. Akin, et al. (2016) carried out research on "Classroom Management through the Eyes of Elementary Teachers in Turkey: A Phenomenological Study" designed a qualitative inquiry for teachers in Turkey. The main objective of this study was to investigate how teachers perceived classroom management, issues they had recently, their root causes, and the management techniques they employed. A variety sampling method that allowed for a wide range of teachers and grade levels was used to select the participants, which included fifteen elementary school teachers. The information was acquired using an interview

approach that includes open-ended questions regarding the study combining the teacher's knowledge of classroom management, including particular strategies they currently employ in their classroom. As a result of these interviews, the study discovered that improving or altering the physical environment, lesson plans, time management abilities, teacher student relationships, and behavior management abilities led to the production of efficient connections to other students, teachers, schools, classes, curriculum, and parents.

Sanetti et al. (2018) carried out a research entitled “Increasing In-Service Teacher Implementation of Classroom Management Practices through Consultation, Implementation Planning, and Participant Modelling”. The purpose of this study was to evaluate the effectiveness of implementation planning, a strategy involving logistical intervention implementation planning and identification of implementation barriers, and participant modelling, a strategy involving didactic and in vivo intervention training, on teachers’ implementation of an evidence-based classroom management plan. A randomized multiple treatment embedded within a multiple baseline design across participants was used to assess (a) teachers’ adherence to the classroom management plans and quality of implementation and (b) student disruptive behavior in the classroom immediately and at follow-up. The findings showed that participant modelling and implementation was planning both boosted teachers’ adherence and quality, but that these gains were not fully sustained at the 1- and 2-month follow-up. Student disruption behavior also followed a similar trend, it was found. These results demonstrate the requirement for continual implementation assistance for behavioural interventions in schools. We address the implications for upcoming study and practice.

Katharina (2015) carries out a research based on “Effective Classroom-Management & Positive Teaching”. The main objective of this study is to examine practical information for Basic teachers to become more knowledgeable, skilled and effective in their work. He collected the data by distributing questionnaire to 13 teachers at his school on the following areas: Classroom atmosphere, Clearly structured lessons / clear rules, Questions from students, Active time to learn, Feedback and praise, Handling mistakes, Teaching and learning that was memorable, Handling troubles, Humor, Behavior of the teacher (enthusiastic, likes to teach in the classroom), Students’ behavior indicating motivated learning (motivation, enjoyable), School certificate (marks of students). For his research he used quantitative methods (data collection) for the questionnaire for teachers and both quantitative and qualitative methods for his observations. The result showed that they recognize their weaknesses rarely and do not know what factors contribute to good teaching. They recognize flaws in their teaching, although it is already effective and successful.

Wilkinson& Freeman et al. (2020) carried out a research on Professional Development for Classroom management: a review of the literature. The main purpose of this study was to update the understanding of an effective professional development for classroom management. The data were collected from both Basic and secondary sources. They included a total of 74 studies in the review Studies used group experimental or quasi-experimental designs (k=40) and single-case research designs (k=34).They organized results by preparing research question. The results support a prior review that also suggested effective PD (i.e., desired changes in teacher and student behaviour) is predominantly studied at the elementary school level and, in addition to generic in-service trainings, most frequently includes didactic (direct) instruction, coaching, and performance feedback. These results have

important implications for developing effective PD opportunities in the area of classroom management for in-service educators.

Ranjit, R. (2022) carried out research on “Classroom Challenges of Secondary Level English Teachers at Remote Government Schools in Nepal” “The study was conducted to explore Secondary level English teachers’ classroom challenges in the government schools of remote Nepal. The purpose of the study was to identify classroom challenges of English teachers at the secondary level and analyze how the factors affect English Language Teaching in the classroom. Twenty English teachers responded to the questionnaire, four were selected for the interview and five agreed to participate in focus group discussion. The main findings of the study were; the teachers do not understand students’ local language, overcrowded classrooms, students’ mostly use their native language to communicate, limited lesson hours, students’ poor linguistic background and poor classroom condition. The most interesting finding is that none of the teachers was English graduates. They were from other streams like Major Nepali, Math, and Commerce etc.

Shah (2022) carried out research on “Teacher’s Self Efficacy (TSE) Classroom Management Practices”. The main purpose of this study was to explore factors related to the TSE and factors for classroom management practices (CMPs). The data were collected using descriptive statistics, correlated analysis and structural equation modelling tools. The main finding of this study is that the teachers with high level of TSE and CMPs tend to proactively apply and acquire new teaching methodologies and adopt innovative CMPs approaches for an effective and empowering classroom management.

Shah and Bhattarai (2023) carried out research on "Factors Contributing to Teachers' Self-Efficacy": A Case of Nepal a study was carried out to explore the

factors contributing to Nepali teachers' self-efficacy. To find out the factors, the study administered the NTSE tool, developed through the e-Delphi technique. A sample of 390 public school teachers was drawn from a population of 3427 teachers in the Kathmandu, Lalitpur, and Bhaktapur districts of Nepal. A cluster sampling technique was used to draw a local government body in each district. The exploratory factor analysis (EFA) was applied using a principal component matrix with varimax rotation. The EFA extraction was further validated by confirmatory factor analysis (CFA). The study found four factors, viz., efficacy in student engagement and efficacy in instructional preparation, which contribute to teachers' self-efficacy in Nepali public schools. The study helps streamline teachers' self-efficacy as a key psychological construct in their professional development opportunities, directly impacting students' academic learning and achievement.

Implications of the Review of the Study

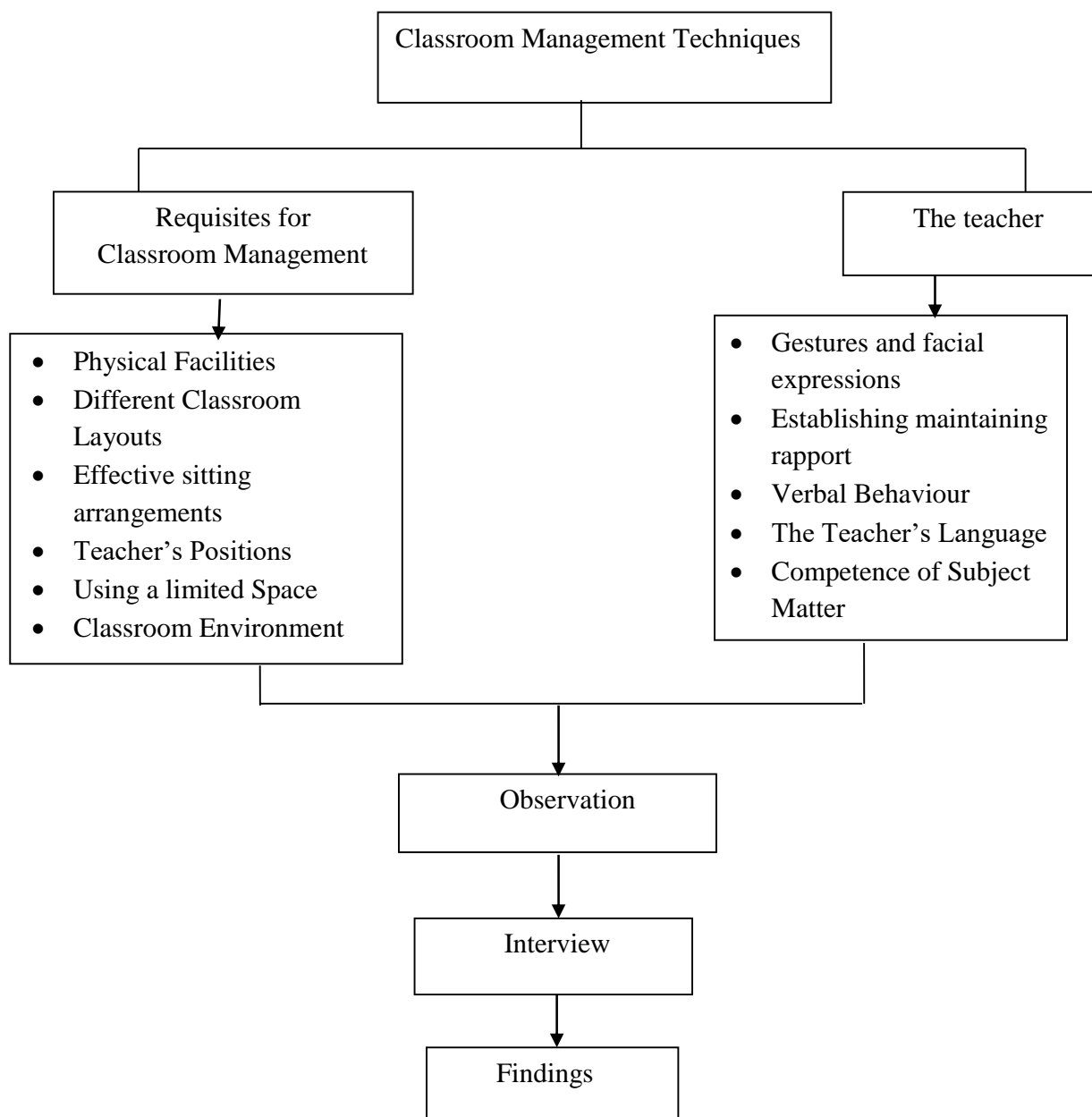
One of the key components of our research is the literature review. The sources used in a literature review might range from books to journal articles to research to previously completed theses. This complete source is quite helpful to us in a variety of ways, such as in helping us to focus on the research subject and be clear about our goals. The theoretical and empirical review literature mentioned above has given my study useful information. In a similar vein, it aids in the formation of research topics, selection of research tools, and data collection. It provided a thorough understanding of the techniques of classroom management in Nepal and other nations. Similarly, I learned about the research gap, which motivates me to investigate the difficulties faced by the ELT teachers while managing the classroom.

This study of Akin, et al. (2016) helped me to know about the relationship of the teachers, students, parents and curriculum by altering the physical environment

and using other techniques and also helps in my research questions and objectives. Similarly, the study of Sanetti, Williamson, Long, and Kratochwill (2018) provided insight about the planning and implementation of the behaviour management in the classroom. Likewise, the study of Katharina Sieberer-Nagler (2015) helped me to know the factors affecting the good teaching and recognizing the weakness and challenges of the teachers. Moreover, Wilkinson, Freeman, Simonsen, .and Sears, et al. (2020) study helped me to get idea about the effective professional development for classroom management. In the same way, from the study of Ranjit, R. (2022), I was able to identify the difficulties secondary English teachers have in the classroom and assess the factors that influence English language instruction. Furthermore, the study of Shah, D.B. (2022) helped me learn about innovative teaching techniques, inventive CMPs approaches, and effective and empowering classroom management. Finally, from the study of Shah and Bhattarai (2023) makes it easier for instructors to use their sense of self-efficacy as a crucial psychological concept in their prospects for professional development, directly influencing the academic accomplishment and learning of pupils.

Conceptual Framework

The term "conceptual framework" refers to the idea in one's head of the study process. The Basic purpose of a conceptual framework is to illustrate the connections between the various concepts and study variables. The following is a diagram that illustrates the conceptual framework of the study:



Chapter: III

Methods and Procedure of the Study

Simply, research methodology refers to an overall plan that is used in the accomplishment of any kind of research studies. For Kothari (2004) all the methods which are used by the researcher during the course of studying his or her research problem are termed as research methods. Further, he says that research methodology is a way to systematically solve the research problem. Moreover, research methodology is understood as the science of studying how research is done systematically.

Hence, this chapter deals with the research design, population, sample, and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Research Design

I followed qualitative research approach in my research. I adopted a phenomenological research design. According to Creswell (2014) phenomenological research design seeks to understand the subjective experiences and perspectives of individuals about a particular phenomenon or concept. The Basic objective of this design is to provide a detailed description of the phenomenon from the participants' point of view. It involves studying the experiences of individuals as they occur in their natural setting, without imposing any preconceived notions or hypotheses. The research process typically begins with the identification of the phenomenon of interest, followed by the selection of participants who have experienced the phenomenon.

Population, Sample and Sampling Strategy

The study conducted in the Birendranagar Municipality Surkhet district where English teachers at the Basic level were included in my study's population. Eight basic level English teachers were took interview and 32 classes were observed. I further used purposive random sampling method to select the population for this study. Moreover, each teachers were selected from private and public schools both and selected teachers will make up the sample of my study. Selected population was fill up the questionnaire as well as checklist for the actual result of the study.

Research tools

In this study, I used interview and observation checklist as a main research tool for the data collection.

Sources of data

On the basis of research objectives and my research method of the study, both of the Basic and Secondary sources of data was applied as the main research source for data collection.

Primary Sources of Data

In Basic sources of data collection, thirty two classes of eight Basic level English teachers was observed.

Secondary Sources of Data

Regarding secondary sources of data collection, different books, journals, articles, and content related websites will be used to collect data.

Data Collection Procedures

The data collection collected after getting permission from Department of English Education Tribhuvan University. The formal permission for the study took from concerned authority of selected schools of Surkhet. Each schools and teachers

were selected according to their availability and convenient time. After that, I visited the related school about the purpose of the study to make the aware and be cooperative throughout the period of research. Similarly, selected populations were took interview about the classroom management techniques that are used by them in their ELT classroom with the clear instruction. Respondents will be requested to fill up the questionnaire, then after completed questionnaire will be collected immediately by researcher to prevent data contamination. Completed interview coded with number instead of name. Furthermore, I observed the thirty four classes of the selected teachers on the basis of prepared checklist to get the actual information. In the end of this process, I expressed appreciation for their cooperation.

Data Analysis and Interpretation Procedure

The method of qualitative data analysis used to analyze the data obtained for this study. Following that, I begun gathering data using the raw information from the questionnaire, interview and classroom observation checklist. Based on a questionnaire and observation, the data analyzed and presented in a descriptive and correlated manner. The information gathered by providing a questionnaire, taking an interview, and observing thirty two classes of eight teachers at Basic level schools in the Surkhet district. In qualitative research, the gathered data was grouped under several headings, analysis and interpretation techniques were presented.

Ethical Considerations

Formal approval letter took from the Central Department of English Education and from concerned authority of selected schools. The teachers were selected without any discrimination of ethnicity, cultural and socio-economic status. Respondents gave liberty to withdraw for the study any time. During the study period, all ethical considerations maintained for all the respondents. I made sure confidentiality of the

information was also be maintained by not disclosing their information to others and it will only for my research purpose only.

Chapter IV

Analysis and Interpretation of the Data

This chapter includes the presentation, analysis and the interpretation of the results. The data have been accumulated from the eight English teachers who have been teaching English language at Basic level. Their stories reflected the techniques of classroom management while teaching English in ELT classroom. The analysis and interpretation of data has been subsumed under following:

- i. Classroom Management Plan*
- ii. Sitting Arrangement*
- iii. Facilitation in the Classroom*
- iv. Challenges in the Management*
- v. Management inside the Classroom*

Classroom Management Plan

A classroom management plan is a set of rules designed to hold students accountable for their behavior. It also details procedures for how a classroom operates throughout a school day, such as procedures for when students take tests or when there are emergency situations. For example, an elementary classroom management plan may have a rule that all students must raise their hand before speaking. Failure to follow this rule may result in a warning the first time, followed by a time-out the second time. It may also outline how students line up at the door at the end of class. I took interview with the Basic level English teachers.

In responses to the question 'How do you create a classroom management plan?' With this regard T₁ replied that; *even though developing a classroom management plan is a quick task, it is essential for determining how the classroom will operate.* Similarly, T₂ and T₃ shared their views; *classroom management plan ensures that each student receives the same treatment.*

Likewise, T₄ expressed that *the classroom management plan is the set of goal that occur the learners expected goals and the expecting procedures.* T₅ and T₆ shared their opinions, *by developing and implementing a classroom management plan, teachers also give guidelines to follow when students misbehave.*

From the above interview schedule, it can be concluded that classroom management plan is a set of guidelines and procedures that teachers use to create and maintain an effective learning environment in their classroom. It is proactive approach to managing student behavior that involves establishing clear expectations, rules, and consequences, and providing students with the support and resources they need to meet these expectations.

Sitting Chart Ahead of the Classroom. When I first made my class seating diagrams, I arranged the students in five rows of five desks. By last names, I put the students in alphabetical order. With this technique, I was always aware of the names of students and their current whereabouts. The straightforward alphabetized technique proved useful for tracking each student's participation individually. But, after using this simple seating arrangement, I began to observe personality conflicts among the students. For instance, my outgoing students would frequently muffle the voices of my introverted students. On the other hand, during class discussions, I observed students from opposing sides of the room create solid, encouraging relationships. In

responses to the question 'how they arrange the sitting chart ahead of the classroom'.

In this regard, one of the participants responded:

If at all possible access a sitting chart ahead of time so you can make name tents for each student to grab on their way into class and take to their desks or arrange with the classroom teacher a time before your lesson starts for students to create their own name tents on a piece of paper. These name tents should be used each time you have class and will not only assist in your learning the students names, but will eliminate the need to reference a seating chart and take time and attention away from the students.

Similarly, another respondent said: *If at all feasible, use the sitting plan in advance to create name tents that each student may pick up and bring to their desks. Instead, work with the classroom instructor to schedule a period before your session begins for students to write their own name tents on a piece of paper. Every time you teach, you should use these name tents since they will not only help you remember the names of the students, but they will also save you from having to consult a sitting chart, which would otherwise take the kids' time and focus away from studying.*

In the similar vein, another participant responded: *A thoughtful sitting plan is crucial to fostering calm and a positive atmosphere in the ELT classroom. Another participant responded that; students have ample of opportunity to begin disengaging just by gazing down at a sitting chart and looking for their name.*

From the above interview, it can be concluded that a sitting charts are commonly used in elementary and secondary schools, as well as in higher education institutions. They can be particularly helpful for teachers who are responsible for large classes or multiple sections, as they allow them to keep track of which students are present and engaged in the learning process.

Greet the students as they enter the classroom. Classroom greetings are the main things that teachers do to establish and nurture a classroom, where students can work together and care for each other. Student greetings also provide an opportunity to briefly check-in with each student enabling to visually or verbally assess their emotional state before begin teaching. The responses to the question how do you greet the students as they enter the classroom. In this regard, one of the participants responded:

Greeting is important for students to feel a sense of belonging and to know you are excited about being at school and they are a part of the class. "I am glad you are here today" or "welcome to class". Also, to show students are playing on time with them and look forward to seeing them again, always say good bye and reference when teachers will see them again for the next lesson.

Similarly, another respondent said: *Students need to be greeted in order to feel like they fit in the class and to know that you are happy and excited to be at school. Welcome to class, or I'm happy you're here today. Always say good-bye and mention the time that the teachers will see students again for the next lesson to show students that you liked your time with them and are looking forward to seeing them again.*

From the above interview, the researcher concluded that when teachers greet the students as they enter the classroom, it's important to be enthusiastic and authentic. By taking the time to welcome students and make them feel valued and appreciated, teacher can help to build stronger relationships and promote a more positive and productive classroom culture.

Creating an Agendum for Each day. Agenda is a list of activities that teachers want to cover during the classroom management. The main purpose of the agenda is to give participants a clear outline of what should happen in the meeting,

who will lead each task and how long each step should take. Having this information before and during the meeting should ensure that it proceeds efficiently and productively.

I took interview with the Basic level English teachers. In the responses to the question how do you creating an agendum for each day with the T₁, he replied that; *when I started to teach lesson on time and quickly review what is listed on the agenda for the lesson. Check off agenda items as they are completed to build on a sense of accomplishment and to help students know what is coming up next. This helps students understand there is a routine followed during your class time and a predictability of what is coming up next.*

Similarly, T₂, T₄ and T₅ shared their views, *when I first began teaching lessons on time and or quickly reviewing what was on the agenda for the lesson. Check off agenda items as they are completed to give students a sense of accomplishment and to let them know what is coming up next. This helps students understand that there is a routine that is followed during the class time and that what is coming up next is predictable.*

It can be concluded that an agenda is a plan or schedule that outlines the tasks or activities that you need to accomplish in a given day. It can help you to prioritize your time and stay on track, and can also help to reduce stress and anxiety by providing a sense of structure and direction.

Management of the Teaching and Learning

Classroom management appears to be one of the most recurring teachers' concerns, namely for beginning teachers. This may be related to the fact that the ideals that the beginning teacher formed during teacher training are replaced by the reality of school life where much of their energy is often transferred to learning how

to survive in a new school culture. Despite the vast amount of research on classroom management from a general education perspective, the particular impact of foreign language instruction on classroom management issues appears to be rather scarce. Teacher and educators in foreign language programs and foreign language teachers themselves must be aware of the impact that particular features of foreign language instruction such as target language use, interaction patterns, and communicative competence can have on the process of managing the classroom. In the responses to the question how they balance the teaching and facilitating the lessons.

In this regard, one of the participants responded: *Depending on the students learning style they may learn best when reading, listening, writing the information down, or maybe even moving around the classroom a bit. While we can't accommodate each student's learning style each time we can make an effort to allow students opportunities to actively respond.*

Similarly, T₂ expressed that; *typically, teaching entails the class listening to information shared by a teacher or facilitator, whereas facilitating entails sharing knowledge and involving the audience in the lesson.*

On the other hand, T₃, T₄ and T₆ expressed that; *teaching typically involves the class listening to information shared by a teacher or facilitator, whereas facilitating involves sharing knowledge and involving the audience in the lesson. Look for opportunities for students to actively respond and participate. Allow students to read aloud, write on the board/smart board, answer questions aloud, and assist you during the lesson. Depending on the student's learning style, they may learn best by reading, listening, writing the information down, or even moving around the classroom. While we cannot accommodate every student's learning style, we can make an effort to give students opportunities to actively respond.*

From the above interview, it can be concluded that balanced teaching and facilitating of lessons is essential to create an effective learning environment. It involves a harmonious blend of different teaching styles, strategies, and techniques to ensure that students achieve the desired learning outcomes while enjoying the process.

Circulate the ELT Classroom. Classroom management includes several issues ranging from furniture arrangement to discipline management with dynamics. A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for the teacher and it is to enhance the learning environment for students. How the teachers manage their classes depend upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the activities that are implemented in the E LT classroom. The activities that the teachers implement in the classes not only help to achieve the goals of learning, but also help to manage the class. So, we can say that learning activities and good management of the class are interrelated factors. Thus, classroom management is a management of physical as well as psychological management for creating learning environment.

I asked to put her views on how they balance the teaching and facilitating the lessons. In this regard, one of the participants responded:

Circulate the ELT classroom to keep students interested and attentive.

Students must not only pay attention and follow where teachers are, but it also allows the opportunity to ensure that students are on task.

Similarly, *participation responded that; circulate the ELT classroom to keep students interested and focused. Not only must students pay attention and follow where teachers are, but it also provides an opportunity to ensure that students are on task.*

Sitting Arrangement Conducive for Learning. Sitting arrangements are important for classroom setting events because they have the potential to help prevent problem behaviours that decrease student attention and diminish available instructional time. Evidence supports the idea that students display higher levels of appropriate behaviour during individual tasks when they are seated in rows with disruptive students benefiting the most. I asked to put her views on how they balance the teaching and facilitating the lessons. In this regard, one of the participants responded:

While during some lesson activities teacher may have students working in groups with desks connected, typically when student's desks are arranged in rows students tend to stay on-task, focus, listen and complete more work. During activities promoting or encouraging student engagement a u-shape or circle might be effective, but overall other arrangements may help with managing disruptive behaviors. Check in with the classroom teacher ahead of time because the teacher may already have a seating assignment that works and has certain students in certain seats.

Similarly, another respondent responded that; while some lesson activities may require students to work in groups with desks connected, students tend to stay on task, focus, listen, and complete more work when their desks are arranged in rows. A u-shape or circle may be effective during activities that promote or encourage student engagement, but other arrangements may help with managing disruptive behaviors. Check in with the teacher ahead of time because the teacher may already have a seating assignment that works and has specific students in specific seats.

It can be summarized that a sitting arrangement that is conducive to learning is an important factor in promoting engagement, participation, and success among

students. An ideal seating arrangement should promote collaboration, communication, and active learning, while also being comfortable and conducive to concentration.

Facilitate to the Students with Instructions

Facilitating the English Language Teaching classroom when giving instructions is crucial for creating a positive and productive learning environment. Clear instructions can help students understand tasks better, reduce confusion, and improve overall classroom management. Here are some tips on how to facilitate the ELT classroom. I asked to put her views on how do you balance the teaching and facilitating the lessons. In this regard, one of the participants responded:

I used simple and clear language when giving instructions. Avoid using jargon or complex vocabulary that may confuse students. Use short sentences and break down complex tasks into smaller, manageable steps.

From the T₂ response, he shared;

I used visual aids such as pictures, diagrams, or videos can be effective in clarifying instructions. Use them to complement your verbal instructions and help students understand tasks better. After giving instructions, check for understanding by asking students to repeat the instructions back to you or asking them questions about the task. This ensured that students have understood what is expected of them and reduce the chances of confusion.

In the same vein, T₃ shared;

I used gestures; gestures can be an effective way to clarify instructions. Use gestures to indicate actions, directions, or procedures, and encourage students to use gestures to communicate with each other. Repeat instructions if necessary, especially if the tasks were complex. Repeat instructions in a different way or use different words to help students understand better.

In conclusion, facilitating the ELT classroom when giving instructions is crucial for creating a positive and productive learning environment. Using simple and clear language, visual aids, checking for understanding, providing examples, using gestures, using models, and repeating instructions are all effective ways to facilitate the ELT classroom when giving instructions.

Avoidance of Answer. Avoiding answering and stalling during a lesson is a common behavior among students who are unprepared or struggling to understand the material. This can be frustrating for both the teacher and the student, as it can prevent progress from being made in the classroom. There are many reasons why a student may choose to avoid answering or stall during a lesson. Some students may lack confidence in their ability to answer the question correctly, while others may be hesitant to speak up in front of their classmates. Some students may also be distracted or disinterested in the material being taught, which can make it difficult for them to focus and engage with the lesson. I asked to put his views on who do you avoid answering too many questions and stalling the lesson. In this regard, one of the participants responded:

When stalling the lesson I used a variety of strategies to encourage students, such as asking open-ended questions, providing clear and concise instructions, and using engaging and interactive teaching methods. It may also be helpful to provide students with extra support and resources outside of class, such as one-on-one tutoring or online resources, to help them better understand the material and build their confidence.

From the T₂ response, he shared;

Avoiding answering and stalling during a lesson can be a challenging behavior to address, but with patience, understanding, and a commitment to student

success, teachers can help their students overcome these obstacles and achieve their academic goals.

Similarly, T₃ and T₄ shared;

When a student avoids answering a question, they may be trying to hide their lack of knowledge or understanding on the topic. They may also be afraid of being wrong and looking foolish in front of their peers. However, by not participating in class discussions, they miss out on opportunities to learn and improve their understanding of the subject matter.

In the same regards, T₅ articulated;

Stalling the lesson is an unproductive behavior that can disrupt the flow of the class. When a student stalls the lesson, they may ask irrelevant or off-topic questions, make unnecessary comments, or purposely take longer to answer a question. This behavior can be frustrating for both the teacher and other students who are trying to stay engaged and on task.

At last, T₆ shared his experiences; *teachers can set clear expectations and consequences for unproductive behaviors like avoiding answering questions or stalling the lesson. By establishing classroom rules and consequences, teachers can help ensure that all students are held accountable for their actions and that the learning environment remains productive and focused.*

From the above interview schedule, it can be concluded that avoiding answering questions and stalling the lesson are behaviors that can hinder learning and progress in the classroom. By creating a supportive classroom environment and setting clear expectations, teachers can help students overcome these behaviors and maximize their learning potential.

Willingness of Students. Willingness is an essential aspect of classroom management that plays a crucial role in the success of both students and teachers. It refers to a student's readiness to engage in learning activities and participate in classroom discussions. A willing student is someone who is eager to learn, willing to take on challenges, and has a positive attitude towards classroom activities. This includes establishing classroom rules and consequences for misbehavior, as well as setting achievable learning targets. When students understand what is expected of them, they are more likely to be willing to participate in classroom activities. I asked to put his views on how do you willing for students to give a litter to get a lot. In this regard, T1 shared his strategy:

Ultimately, willingness is a mind-set that students must develop over time. As a teacher, it is your job to create an environment that encourages this mind-set and fosters a love of learning. By doing so, you can help your students develop the skills and knowledge they need to succeed both in and out of the classroom.

T₂ also expressed; *I promote willingness in the classroom, teachers can provide opportunities for student choice and autonomy. When students feel that they have a say in what they are learning or how they are learning, they are more likely to be willing to participate. Teachers can also provide positive feedback and reinforcement to encourage students and build their confidence.*

Regarding this T₃ and T₄ articulated; *when students are willing, they are more likely to engage in learning and demonstrate positive behaviors, which can contribute to a more productive and effective classroom environment.*

In conclusion, willingness is an important characteristic for students in classroom management. Teachers can promote willingness by providing opportunities for student choice and autonomy, as well as positive feedback and reinforcement. By

fostering willingness in their students, teachers can create a positive and engaging classroom environment that promotes learning and success.

Challenges for Conducting the Classroom Management

Classroom management is a crucial part of teaching and is essential for creating a safe and productive learning environment. Effective classroom management ensures that all students can engage in learning activities and achieve their full potential. However, managing a classroom can be challenging and requires a teacher to balance the needs of individual students with the needs of the group as a whole. I took interview with the Basic level English teachers. I asked to put his views on how do you manage the challenges that occur in classroom management. In this regard, one of the participants responded: *students come to the classroom with different learning styles and needs, which can make it difficult for teachers to deliver lessons that meet the needs of all students. Teachers must identify and accommodate these differences by using various teaching strategies and resources to provide a differentiated learning experience for all students.*

Regarding this T₂ and T₃ articulated; *classroom size can also pose a challenge for teachers, especially when they have a large number of students. With a high student-teacher ratio, it can be difficult to manage the classroom effectively and ensure that all students receive the attention and support they need. Teachers must be creative in finding ways to engage all students in the learning process.*

Based on T₅ interview, it can be said that; *managing time effectively is also a challenge in classroom management. Teachers must balance the need to cover all curriculum requirements with the need to provide students with enough time to engage in learning activities and participate in class discussions. Time management*

skills are crucial to creating a structured and organized learning environment that maximizes learning opportunities.

From the above interview schedule, it can be concluded that the classroom management is a critical aspect of teaching that requires teachers to balance the needs of individual students with the needs of the group as a whole. Teachers must be aware of the challenges they may face and develop strategies to manage them effectively. By addressing these challenges, teachers can create a positive and productive learning environment that fosters student engagement and achievement.

Management inside the Classroom

I went to S₁, S₂, S₃, S₄, S₅, and S₈..... schools of Birendranagar Municipality of Surkhet. When the teacher entered the classroom, all students stood and greet to the teacher. She started her class with checking students' homework. She started the real classroom activities such as, warm up activities like jokes; stories, etc. were regularly used in all time in classrooms. Similarly, T₂ sometimes used in warm up activities in classroom. Regarding this, T₃ gave lecture while teaching in classroom. Question answer activities were regularly used in classroom. Checking handwriting was regularly used in classroom. When I observed the T₅ class, I found he always checking homework regularly used in classroom. Drilling about the previous topic was regularly used in classroom. Comparing about some topic was regularly used in classroom. Narrating was regularly used in classrooms. Observed the class of S₃, he conducted group work and pair work regularly in classroom. It was found that the classes were regularly used in circle method. Teaching materials were regularly found in classroom. First language was regularly used in the classrooms. Teaching materials were sometimes used in the classrooms. Teachers' feedback to the students was regularly found in classroom. Observing the class of T₄, I found that the student's

comments were regularly expressed in the classroom. Use of technology (web materials) was never used in the classroom. It shows that use of web materials was very poor. Above classrooms activities shows that most of the classroom activities were conducted regularly in classrooms.

Summary of the Findings

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

- i. From interpretation of data, it was found that most of the teachers created a classroom management plan for managing the ELT classroom.
- ii. Regarding the seating management, most of the teachers created seating chart ahead of the classroom.
- iii. From interview, it was found that the teachers greeting their students as they enter the classroom.
- iv. It was found that the Basic level English teachers created an agendum for each day for managing the ELT classroom.
- v. Regarding balancing and facilitating the lessons, most of the teachers have practice and believed that the balancing and facilitating the lesson is necessary to manage the ELT classroom.
- vi. It was found that most of the Basic level teachers have practiced new techniques through the help of internet, training and workshop. They believed in applying different techniques according to the level and abilities of the students.
- vii. It was found that the most of the teachers were circulated the ELT classroom for managing the classroom.

- viii. From interview, most of the teachers were created seating arrangement conducive for learning.
- ix. Teaching materials were not sufficient in the class and school as well.
- x. Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in condition.
- xi. There were not appropriate arrangement of furniture particularly for group discussion and conducting other activities.
- xii. The condition of recording the files of the students' activities were found satisfactory i.e. (80%) classes were keeping files to record the student' activities.
- xiii. Teachers were found using usual materials rather than new ones.
- xiv. It has been found that teachers unsuccessful effort to manage classroom disruptions were also the causes of classroom disruptions.
- xv. It has been seen that there was a gap between teacher's knowledge and their practice in the classroom. What they said was not practiced by them.
- xvi. There were book corner and flannel board in the classroom.
- xvii. Interaction among the teachers-students, the students were quite rare.

Chapter V

Conclusions, Implications and Recommendation

The findings of the study helped me to draw the conclusions. Further, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations and implications to be applicable at different levels.

Conclusions

Classroom Management is an important aspect of teaching. However, the teacher might have here unknown about the importance of management. The teachers viewed that the strategies they adopted in seating arrangement, creating an agendum for each day, balancing and facilitating the lessons, seating chart ahead of the classroom, facilitate the ELT classroom when giving instructions and arousing wiliness of students were used to manage the ELT classrooms more effectively. Moreover, while using those techniques Basic level teachers faced multiple challenges such as time management, resource management and native language interference. I studied on different techniques of classroom management and the result shows that most of the teachers used classroom management techniques. Similarly, the teachers used different techniques like; greeting, sitting arrangement, gestures, creating agendum and so on. These techniques helped teachers to run their classes in a good manner. However, there are some challenges too that has been faced by the teachers. The Teachers had to face various challenges while initiating the classroom such as; large size of the classroom, lack of learning resources, time management etc.

Recommendation

The following recommendations have been done on the basis of the findings of the study. The major recommendations have been made applicable at policy level, practice level and further research related.

Policy Level

The most determining factor in any sectors is the policy implemented by the country or state. Generally, ELT classroom management is highly influenced by the policy of nation. To develop ELT classroom management in our context, greatly help to enrich educational standard of our country and to develop students to become competent and get command over English in particular. In this regard, I would like to point out some of the recommendations effective for policy making level below.

- i. There should be compulsory provision of monitoring and supervision of the schools in order to ensure whether they have met the basic requirements regarding infrastructures and super governing sound academic standard.
- ii. Government policies should be oriented to structure or not to develop the overall status of ELT by investing ample fund, conducting seminar, induction programmers, training and conference in Education and for ELT teachers respectively.
- iii. Especially, policy making government organizations and institutions such as MoE, NCED and nongovernment organizations such as NELTA should include ELT classroom management policies and provide ample information on it.

Practice Level

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. The following

recommendations are regarded more useful to the ELT teachers, administrators and students.

- i. Teachers should go to the classroom with her planning.
- ii. Teachers should pay attention to motivate the students.
- iii. Congested classroom really disturbs the teaching management. So, the classroom has to be accommodative.
- iv. Furniture should be adequate and comfortable enough so that students feel easy to have seats and to be involved in discussion.
- v. The teachers should provide feedback to the students to encourage them more in learning and to remove their hesitation.
- vi. Teachers should be provided the training of effective classroom management.

Further Research Level

Regarding the further researches in the field of ELT classroom management, it is important that large-scale research should be carried out taking almost all the schools into consideration in order to find out the current state of ELT classroom management techniques and the challenges faced by the Basic level ELT teachers so that its findings could facilitate in making policy and designing programmes related the ELT. Considering the limitations of this study, some directions for the further research seem to be fruitful.

- i. It helps to formulate contextual ELT curriculum, materials, strategies and trainings.
- ii. Further researches are expected to carry out the study on ELT classroom management by taking account the different techniques.

- iii. This research will be the fruitful for the English teachers who are teaching at Basic level.
- iv. This research will be the secondary sources for upcoming researches.

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APPENDIX-I

Interview Protocol to the English Teachers'

This questionnaire is an attempt to collect data for my research, Classroom Management techniques Used by Primary Level English Teachers. While taking the interview, I asked those questions from the following area and explore the techniques for classroom management in great detail.

1. How do you create a classroom management plan?
2. Do you have access to a seating chart ahead of the classroom?
3. How do you greet the students as they enter the classroom?
4. How do you create an agendum for each day?
5. How do you balance teaching and facilitating the lessons?
6. Do you circulate the ELT classroom?
7. How do you find a seating arrangement conducive for learning?
8. How do you facilitate the ELT classroom when giving instructions?
9. How do you avoid answering too many questions and stalling the lesson?
10. Are you willing for the students to give a little to get a lot?
11. How confident are you in managing current behavior problems in your classroom?
12. What strategies do you use the most or regularly to maintain a classroom setting?
13. What do you see as your greatest challenge in classroom management?
14. Do you feel you are a good classroom manager? Why?
15. What kind of challenges did you face to manage the ELT classroom?

APPEXDIX-II

Observation Checklist Regarding ELT Teachers'

EH=Extremely High, H=High, F=Frequently, L=Low and EL= Extremely Low

S.N.	Activities	EH	H	F	L	EL
1	Use of L1 in the classroom					
2	Use of L2 in classroom interaction					
3	Teacher talk time in the classroom					
4	Task orientation					
5	voice clarity in classroom					
6	Initiate problem solving					
7	Positive reinforcement					
8	Negative reinforcement					
9	Corrections					
10	Use of audio-visual aids					
11	Gestures					
12	Humor					
13	Praising the students					
14	Postures in classroom					
15	Punishing bad students					
16	Smile while giving answer to the students					
17	Help to the students for teaching learning activities all the time in the classroom					
18	Sensitive to students' difficulties and abilities					
19	Attention among students appropriately					
20	Integrate into classroom activities					
21	Managing in to classroom learning activities					

Appendix- III

Visited schools for my research work

1. Shree Jana Higher Secondary School, Birendranagar-5
2. Shree Hari Dil Bhumi Secondary School , Birendranagar-6
3. Bulbule Academy, Birendranagar-3
4. Shree Bhairavsthan Secondary School, Birendranagar-2
5. South Asian Scholars Academy, Birendranagar-3
6. Surkhet Horizon Academy, Birendranagar-4
7. Celindine Academy, Birendranagr-4
8. Eager Bridge Boarding Secondary school, Birendranagar-10