

CHAPTER ONE

INTRODUCTION

This is the study entitled **Classroom Management in English Language Teaching**. This section consists of general background of the study, English language teaching in Nepal, basic concept of management, classroom management, strategies of classroom management, differences in classroom management, objectives of the study, and significance of the study.

1.1 General Background

Everyone in this world is affiliated with some kinds of work to support his/her life. Among them, teaching profession is one in which people are categorized in different statuses according to their qualifications and experiences they have gained. Teaching in a heterogeneous group is really a difficult job. In our context, English is taken as a Foreign Language. It is being taught from the very beginning to the university level in Nepal. Highlighting the importance of Foreign Language Teaching, Van et al. (1984) say:

Foreign language teaching is a matter of considerable social importance. There is a great demand for it, and in many countries FLT forms an important part of the educational facilities provided. Such provisions include not only forms of regular education, from primary schools to universities, but also company courses, evening classes and summer schools, to mention a few other types of (usually adult) education. (p. 1)

In this 21st century, the notion of teaching has greatly shifted from teacher-centered technique to student centered technique. Regarding student-centered technique, Phyak (2006) writes:

The maintenance of good teaching demands that teachers revisit and review regularly the ways they are applying principles of differentiation, coherence, progressivism and continuity, and balance, not only in the 'what' and the 'how' of their teaching but also in, the 'why' in terms of their core moral purposes. Teachers' commitment to their work will increase student commitment.

Teachers who are able to understand and manage their emotions are better able to understand and manage those of their pupils (p. 29).

Furthermore, the goal of language teaching has also been changed in the present time. Until some years ago, teaching meant just to make the students able to memorize the sentence structures and vocabularies but now days, teaching English means to make the students able to communicate in a real life situation. For this, the linguists have propounded many approaches such as Communicative Language Teaching, Total Physical Response, The Silent Way, and so on. These approaches more or less emphasize student's communicative proficiency rather than linguistic ability only.

1.1.1 English Language Teaching in Nepal

Teaching is purely an academic profession. It is very challenging as well social profession; in the past, it was believed that teaching means just filling the child's empty mind. Brown (1994) defines language teaching as “showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand” (p. 7). Similarly, Stern (1983) mentions language teaching “as the activities which are intended to bring about language learning” (p.21). By his

definition, teaching and learning are the two sides of the same coin. Stern (ibid.) also extends the concept of teaching as:

The supporting activities such as the preparation of teaching materials, as well as making the necessary administrative provision inside or outside the educational system, they all fall under the concept of teaching. A good language teaching theory would meet the condition and needs of learners in the best possible way. (p.21)

Regarding the principles of language teaching, Brown (ibid) mentions the following factors: Who to teach? What to teach? How to teach? Why to teach? When to teach? And, Where to teach?

A good language teaching theory should address the above mentioned factors. In the same way, Harmer (2008, p.1) gives the following tentative reasons for learning the English language: target language community, ESP, school curriculum, culture, advertisement and miscellaneous

Regarding the stages of classroom learning, Mehra (2004) mentions the following five stages:

Stage 1: Beginnings

Stage 2: Establishing Expectations

Stage 3: Identifying and Resolving Conflict

Stage 4: Supporting and Expanding the Learning Community, and

Stage 5: Disbanding the Learning Community

By these stages, he focuses on the useful for planning, implementing, and reflecting on the organization and management of a classroom learning community.

Similarly, Harmer (2008) says "The status of English as one language is challenged by many different Englishes being used around the world and the ownership of English has shifted dramatically" (p.13). English language teaching has now become a world-wide profession. Many journals and books are published day by day related to ELT. Different seminars, workshops and meetings are held in different parts of the world to enhance ELT professionalism.

As we have seen English as a lingua franca in the world, we need to see its situation in the developing countries like Nepal. ELT situation in Nepal is not so good due to many internal and external reasons. Educational trend has been divided into two opposite polar in Nepal. They are as follows:

- i. Government- aided schools
- ii. Private Schools

The situation of government aided schools is very poor even in Kathmandu, the capital city of Nepal. Even very poor parents want to admit their children in private schools. There is a deep-rooted concept that private schools provide sound academic quality in the English language. This is somehow true also because government schools teach all subjects in Nepali except English but private schools teach all subjects in English except Nepali.

Regarding the position of English in Nepalese educational system, Awasthi (2003) says "English has occupied a prominent position in the total education system of Nepal" (p.22). The introduction of ELT in Nepalese education started only, in 1971 with the implementation of Nepalese education system plan (NESP) and still continues. Nowadays Nepalese people have positive attitude

towards the English language. The government has given a high priority to develop the quality of ELT in Nepal. The reason behind this is that on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education, and the knowledge about the wider world.

ELT in Nepal has a clear scope for endless days in the future. There is no alternative to English, a language of global importance, of library, diplomacy, business, education and employment and the promotion of human rights and establishment of democracy. Nepal English Language Teachers' Association (NELTA) has been playing a vital role to develop teacher training and professional development in Nepal for more than one decade.

1.1.2 Management: A Basic Concept

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. "Management is the process of designing or maintaining an environment in which individual working together in group effectively accomplishes selected aims" (Weihrich, and Kootz, 1994, p. 4). So we can say that management is the process of planning, organizing, leading and controlling the work of organizational goals. The above definition, we can say that management is the way of presenting the art of organization to accomplish the goals. It indicates that management is the process of getting work done effectively, efficiently and through other people to achieve expected goals which manage resources, employee and other obstacles to the organization, to fulfill is goal and objective successfully.

For good management, we need following four essential skills (Basyal, 2010, p. 6).

- i. Technical skill: It is the knowledge of proficiency in activities involving methods, processes and procedures.

- ii. Human skill: It is the ability to work with people: it is cooperative effort; it is teamwork; it is the creation of an environment in which people feel secure and free to express their opinions,
- iii. Conceptual skill: It is the ability to see the "big pictures" to recognize significant elements in a situation, and to understand the relationship among the elements.
- iv. Design skill: It is the ability to solve the problems in ways that will benefit the enterprise.

By these points, we can say that a good manager performs such functions in any managerial sectors: Planning, Organizing, Staffing, Leading and Controlling.

1.1.3 Classroom Management

In the early 1970s, classroom management was seen different from classroom instruction. Teacher's management decisions were viewed as pre-cursors to instruction and were treated in the literature as if they were content free. The image of a teacher was first attending to classroom management, and then beginning instruction without further reference to management decisions. Research in 1980s, however, demonstrated that management and instruction are not separate, but are inextricably interwoven and complex. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior; indeed experiencing problems in this area causes some to leave teaching altogether.

Krishnamacharyulu (2008, p. 3) defines classroom management as “An organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits.” Regarding the differences between classroom management and classroom dynamics, Krishnamacharyulu (ibid.) says, “There is a thin layer of differences between

the two. Classroom dynamics is a more comprehensive term whereas classroom management is restricted to class management, discipline, and control.” Similarly, Mehra (2004, p. 43) notes “A system of actions and activities managed in the classroom to include effective learning through effective teacher-taught relationship or interaction in a controlled atmosphere.” As cited in Thani (2008), Smith and Laslett (1993, p. 91) note that “Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning.” In the same way, Harmer (2008) mentions:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we use talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role, if any, there may be for the use of the students' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations. (p.34)

Focusing on the importance of classroom management Pokhrel (2007) writes:

Tools for teaching is a classroom management method with the focus on positive aspect of it, which is the result of four factors, how teachers regard their students (spiritual dimension), how skillfully they teach content (instructional dimension), and how well they address student

behaviour (managerial dimension) as a language teacher, one has to consider many factors while delivering the content in the classroom.

There are various 'how' and 'what' issues for any teacher to make his/her teaching effective in the classroom. (p.98)

By analyzing these definitions, we can say that classroom management is a planned organized activity and procedure which allows for effective teaching and learning to take place. Through the use of effective classroom management practices, the average classroom teacher is expected to manage student behavior that falls within the range from consistently attentive to mildly disruptive. Actually, classroom management is the key for learning to take place. Managing a school classroom effectively is a highly individualized job. What works for one instructor does not necessarily work- for others.

It is not possible to have a positive learning environment if student's behavior goes unchecked and if students do not develop the sense of responsibility that goes along with being a student. Good classroom management involves equal participation of student and teacher to solve classroom related problems. It is possible to plan well, but not be able to react to the classroom dynamics or student needs. Some of the most important features of classroom management are things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for that we want to teach in a period, we also somehow have to prepare ourselves for the unexpected behavior of the students as well. Without a carefully constructed classroom management plan, teachers may develop defensive reactions to disruptive students and this will most certainly seriously compromise their effectiveness as teachers.

1.1.4 Strategies of Classroom Management

A strategy is a plan intended to achieve a particular purpose. Classroom management strategies are the plans which the teacher applies within the

classroom for effective teaching learning process. The students may have many problems curiosities and obstacles in the learning process. If the teacher could not understand all these factors and treat them in time, they may create more dangerous cases as well. Generally the points given below are the common challenges for teachers (as cited in Basyal 2010):

- A. Physical challenges: School building, classroom itself, availability of teaching materials and availability of playground, toilets
- B. Academic challenges: Fear of speaking in front of the class, distance for learning in groups, failure to understand how to complete an assignment accurately and failing in course or exam.
- C. Non-academic challenges: Difficult in adjusting with group, economic problems and conflict at home.
- D. Disciplinary Problem: Reaching the school late, talking in the class, destroying the school property, neglecting school property, telling lies and copying at examination.

Managing and controlling the behaviour of students in the classroom is a key issue for a teacher. How successfully a teacher can do this has a strong influence on student achievement and attitudes. It is not true that group management techniques come naturally to a person, either the teacher has it or he does not. A few teachers do have those skills; the rests can certainly learn them. The behavior of students in a classroom may vary from person to person. Though a difficult task, effective classroom management strategies can make the work relatively easier for the teachers.

To manage the classroom well, first of all, teacher has to understand that the students in the class come from different walks of life. They have different problems of their own; some can deal with them while some cannot. Stress and conflicts are prominent in the life of students as well. Though they come to school to learn, they have a list of activities in their mind which according to

them, are much more exciting than sitting for a forty five minute period in the class. It is important that the teacher makes this forty-five minute class exciting; so that the students can learn, and at the same time have fun. Here are some points to make the classroom effective: Make the class interesting, talk to the students, deal with disruptive behaviour as quickly as possible and group the class in different groups.

Similarly, Harmer (2008, p.34) has given the following points for effective classroom management:

1. The Teacher in the classroom

Our physical presence can play a large part in our management of the classroom environment. The way we move and stand and the degree to which we are physically demonstrative can have a clear effect on the management of the class.

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. However, there are number of issues to consider which are not just matters of personality or style and which have direct bearing on the students' perception of us. They are: proximity, appropriacy, movement and awareness

2. Using the Voice

Perhaps our most important instrument as teachers is our voice. How do we speak and what our sounds like have a crucial impact on classes. When considering the use of the voice in the management of teaching, there are three issues to think about. They are: Audibility, variety and conservation

3. Talking to Students

The way that teachers talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical

expertise. It does, however, require teachers to empathise with the people they are talking to by establishing a good rapport with them.

4. Giving Instructions

There are two general rules for giving instructions. They must be kept as simple as possible, and they must be logical.

5. Student Talk and Teacher talk

Classes are sometimes criticized because there is too much TTT (Teacher talking time) and not enough SLT (Student Talking time). Good teachers use their common sense and experience to get the balance right.

6. Using the L1

An English language classroom should have English in it, and for as possible there should be an English environment in the room, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' L1.

7. Creating Lesson Stages

We have to include different stages in our lessons. Teachers need to focus the students' attention, or point it in some new direction. This can sometimes be difficult, especially when teachers try to draw a speaking activity to a conclusion or when students are working in groups. Some teachers clap their hands to get the students' attention. Some speak loudly, saying things like, *Thank you ... now can I have your attention, please*, sometimes when teachers speak loudly the students just speak louder in order to force the students to listen to them. Another method is for the teacher to raise his or her hand. When individual students see this, they raise their hands briefly in reply to indicate that they are now going to be quiet and wait for the next stage.

8. Different Seating Arrangements

There are various seating arrangements. They are:

Separate tables: This is especially useful in mixed ability classes where different groups of students can benefit from concentrating on different tasks.

Solowork: It allows students to work at their own speed, allows them thinking time and allows them to individuals. When solowork takes place, students can relax their public faces and go back to considering their own individual needs and progress.

Circle and Horseshoe: In smaller classes, many teachers and students prefer circles or horseshoe. In a horseshoe, the teacher will probably be at the open end of the arrangement. Since that may well be where the board, overhead projector or computer are situated. In a circle, the teacher's position - where the board is situated - is less dominating.

Orderly rows: There are various advantages of this arrangement. The teacher has a clear view of all the students and the students can all see the teacher - in whose direction they are facing. It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to.

9. Different Students Grouping

Whatever the seating arrangements in a classroom, students can be organized in different way: they can work as a whole class in groups, in pairs or individually.

Similarly, Krishnamacharyulu (2008, p. 7) gives the following factors influencing managing classroom activities.

(i) Stages of Learning

Stages of learning vary from preprimary to university. Students differ in their learning needs from stage to stage and therefore universal rules and procedure

cannot be applied mechanically to all stages of learning. Therefore, it is imperative on the part of the teachers to understand the stage of learning, growth and development of the child, nature of children of different age groups and their impact on learning process and classroom management.

(ii) Objectives of Teaching Learning

Objectives of teaching learning serve as a sort of "reference points" to the whole system and it is, therefore, vitally important as a first step in the design of any educational system that the objectives of teaching and learning are spelt out in "unambiguous and measurable terms stage-wise and subject-wise to avoid confusion".

(iii) Models of Teaching

A model of teaching is a plan or pattern that can be used to design instructional material and guide instructions in the classroom and other settings. The most important function of why model of teaching is to improve the instructional effectiveness in an interactive situation of curricula in transaction.

(iv) Conditions of Learning

Learning is a direct personal experience: It is an active, continuous and life long process. There are many theories of learning. All theories attempt to describe and explain the conditions under which learning does and does not occur. Significant learning takes place only in non-threatening environments.

(v) Organizing of Teaching

Teaching is organized into three levels as a continuum from memory level to reflective level. The memory level teaching is the prerequisite for organizing reflective level is the understanding level teaching. It is continuum from thoughtless teaching to most thoughtful teaching.

(vi) Other Important Determinant

There are some other important determinants of classroom management. They are: Components of school subjects, strategies of teaching, forms of motivation and types of discipline of classroom management.

Lastly, all these strategies can be categorized into four broad headings. And all there are the criteria to know the differences of different classroom management. They are: physical strategies, social and cultural environment, psychological strategies and ethical consideration or value dimension

Being a teacher it is very important to have strong management skills. The teacher should try to stop classroom managerial issues before they start. This is the best way to maintain an efficient and effective classroom. The teacher should follow the principle that require the least amount of time and offer the least amount of disruption. When this principle is employed the teacher maximizes time and remains on task while managing the classroom. Obviously, when students are on task, it is less likely that they will disrupt the classroom. Any intervention the teacher makes should take the least amount of effort, time, and create the least amount of unpleasant feelings. Classroom management should not be stressful.

As with so many aspects of education, effective classroom management depends on the quality of support and guidance within the school as well as talent of the individual teacher.

1.2 Review of the Related Literature

Among different aspects of teaching learning process, classroom management is one. The meaning of classroom management is the skill of organizing, managing a class for effective teaching /learning process. As a teacher, we have to adapt to the level and age of the students we are teaching. Once a teacher loses control of his classroom, it becomes more difficult for him to regain that control. Classroom management is closely linked to issues of motivation,

discipline and respect. It relies upon creating an environment where teacher and students have good faith and understanding. If the teacher has sound knowledge about the of classroom management, it will certainly help for effective learning process. Here, I have reviewed some theses and articles related to my study.

Krishnamacharyulu (2008) focused in his book on how to manage a class for those teachers who are just joining their teaching profession. He presented their ideas on behaviouristic approach of psychology. This reflects how psychological principles, strategies and teaching can be applied to improve classroom practices. Similarly, Underwood (1987 as cited in Basyal, 2010) stressed on the organizational aspects of teaching English. She focused on a lot of useful devices to the teacher. She also provided some useful guidelines and techniques such as physical aspects, time, space, seat arrangement for effective classroom management.

Harmer (2008) in his book *How to teach English* mentioned following points for effective classroom management: the teacher in the classroom, using the voice, talking to students, giving instructions, student talk and teacher talk, using the L1, creating lesson stages, different seating arrangements, different students grouping.

Smith and Laslet (1993) considered classroom and management from four aspects: management in the classroom, mediation with individuals, modification of behaviour and monitoring school discipline. They emphasized on practical skills for new teachers and also for those who train or guide them while they gain experience, and combined a practical advice on lesson organization and teaching methods with an exploration of teachers' feeling about themselves and the children they teach. Mehra (2004) expressed ideas in his book in the most comprehensive and practical way about the disciplinary problems found in school levels. In this book, he examined the behaviour of nursery to teenagers and also demonstrated how it can be dealt with through teacher's skills, techniques and attitudes.

Thani (2008) carried out a research entitled “A study on classroom management”. The objective of her study was to identify and analyze the physical aspects in English classroom of secondary level. The total population of her study was 16 teachers and 80 students. She selected 8 secondary schools in which four schools were government aided and four were private ones. She selected 2 teachers and 10 students from each secondary school. She used 2 research tools viz. questionnaire and classroom observation checklist for the data collection. Her findings of the study showed that there was not appropriate arrangement of furniture particularly for group discussion and for conducting other activities. Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in good condition.

Basyal (2010) carried out a research entitled “Strategies of classroom management used by secondary level English teachers”. The objective of his study was to identify the common strategies used by the secondary level English teachers for classroom management. The total population of his study was all the secondary level English teachers of Syangja district. He selected 9 teachers as a sample for his study. He used classroom observation checklist as a research tool for data collection. The findings of his study showed that use of gesture, eye contact with the students, use of teaching aids and use of chalkboard were more effective strategies for classroom management. Similarly, teacher student interaction and questioning strategies were found most common strategies for classroom management.

Giri (2012) carried out a research entitled “A study on classroom management in teaching English”. The main objective of his study was to find out problems and solutions of classroom management. The total population of his study was all the primary level English teachers. The sample of his study was 10 primary teachers from 10 government aided schools of Bardiya district. He selected 10 government aided schools and 10 teachers (one teacher from each school) using non-random judgemental sampling procedure. Questionnaire and classroom observation checklist were used as a research tool for data

collection. The findings of the study showed that maximum number of classes was congested. Teaching materials were not sufficient in the classroom. Similarly, mostly teachers felt disciplinary problems in the classroom.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To identify different techniques of classroom management used by secondary level English teachers for effective learning of English language.
- ii. To find out teacher's views towards classroom management in English language teaching.
- iii. To point out some pedagogical implications.

1.4 Significance of the Study

Classroom management is not only necessary but also inevitable to the prospective teachers who want to develop their professionalism in the field of teaching and learning sector. If the teacher has effective classroom management strategies he will certainly not face any sort of problems whether it is linguistically, socially and culturally heterogeneous classes. Teaching is really a very challenging job. Classroom management is the skill to make the teaching/ learning activities more fruitful. Teaching without proper knowledge of classroom management becomes a journey without any destination. My study is useful for all the teachers who are in the teaching fields. Similarly, this study will be helpful to the administrator to establish a good 'code of conduct' in school premises. Likewise, curriculum designers, textbook writers, institutions and parents can take help from this study.

CHAPTER TWO

METHODOLOGY

The following procedure was adopted to fulfill the objectives of the study.

2.1 Sources of Data

I used both primary and secondary sources for the data collection.

2.1.1 Primary Sources of Data

The primary sources of data for my study were English language teachers of five government aided schools and five private schools of Kabhre district.

2.1.2 Secondary Sources of Data

The secondary sources of data for my study were the related books e.g. Mehra (2004), Krishnamacharyulu (2008), Harmer (2008) and journals websites and theses.

2.2 Sampling Procedure

Using purposive sampling procedure (a non-random sampling method), I selected five teachers from government-aided schools and five teachers of boarding schools of Kabhre district. I observed thirty classes altogether (three classes per teacher). At that time, I concentrated on the strategies used by the teachers in managing the classrooms.

2.3 Sample of the Study

The sample of this study was 10 English language teachers from the selected schools of Koshihari and Dhulikhel, Kabhre district.

2.4 Tools for Data Collection

The tools for data collection were classroom observation checklist as the main tool and questionnaire forms as the supportive tool.

2.5 Process of Data Collection

After preparing the questionnaire and observation checklist, I visited the selected schools of Kabhre district. After that I established rapport and requested with selected teachers to carry out my research. Then, I explained the purpose and process of research to sampled population. I also asked for their permission to observe their classes with the help of classroom observation checklist. After that I observed their techniques of classroom management and filled up the observation checklist. After observing the class, questionnaire forms were handed to the concerned teachers. Finally, I collected the questionnaire from the teachers.

2.6 Limitations of the Study

The study had the following limitations:

- i. The study was limited to the selected five government aided schools and five private schools of Kabhre district.
- ii. This study was limited to English class only.
- iii. The population of my study was English language teachers of the selected schools.
- iv. It was confined to the classroom observation form and questionnaire as the tools for data collection.
- v. Only three classes of each teacher were observed and a set of questionnaire was distributed to each selected teacher.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The data were collected through classroom observation check-list and questionnaire about different issues of classroom management.

3.1 Government-aided and Private Schools

Five government-aided secondary schools of Kavre district were included within this study. They were: (i) Shree Jagriti Higher Secondary School, Chaurin (ii) Shree Bagdevi Secondary School, Bhumlu Salle (iii) Shree Janata Secondary School Kolanti, Kavre (iv) Bhumesthan Higher Secondary School, Birta (v) Shree Prabha Higher School, Kartike Deurali-2. Similarly, five private schools of kavre district were included within this study. They were: (i) Dhulikhel English Boarding School, Dhulikhel (ii) Bal Niketan Higher Secondary School, Banepa (iii) Mount View Secondary Boarding School, Dhulikhel (iv) Gyan Jyoti English Secondary School, Banepa (v) Rambhakta Memorial School, Banepa.

3.1.1 Data Collected Through Classroom Observation Checklist

This section is concerned with the observation of thirty classes of secondary level English teachers. I prepared an observation checklist and observed thirty classes of ten selected teachers (three classes of each teacher) to find out their awareness about different issues of classroom management. I used two rating scale in the classroom observation checklist to address teachers awareness about the issues of classroom management. They were 'Yes' and 'No'. If the teachers were aware about the given issues of classroom management then they were ticked under 'Yes' rating scale otherwise in 'No' rating scale. In analysis

section, I have given detailed explanation of different issues. Moreover, I have set some criteria to analyze the collected data. These criteria are as follows:

- (i) Most effectively used 100%
- (ii) More effectively used 50% above
- (iii) Less effectively used 50% below
- (iv) Least effectively used 0%

In classroom observation checklist, I included different issues under different nine headings. They were as follows:

- (i) Teacher in the classroom
- (ii) Using the voice
- (iii) Talking to students
- (iv) Giving instructions
- (v) Students talk and teacher talk
- (vi) Using the L1
- (vii) Creating lesson stages
- (viii) Different seating arrangements
- (ix) Different student grouping

3.1.1.1 Analysis of Teacher

A teacher has many roles to play in the class. Among them, one is that of manager. He has to manage everything that makes learning and teaching successful. So while managing the classroom, the teacher should manage his physical presence properly in the class. The teachers' clothes and his physical presence play a vital role in the management of the classroom environment. Furthermore, the way he moves and stands in the class, how close to the students he appears, how he maintains personal contact with the students, what degree of formality he exhibits in the class, and so on are very important to manage successful classroom atmosphere.

Despite different natures existing in different teachers, it is not always possible to have uniformity in their physical presence in the class but there are some common issues to consider while managing the physical appearance. They are proximity, appropriacy, movement, awareness, etc. Now these issues are discussed and analyzed on the basis of collected data from classroom observation check-list.

(i) Aware of Variable of Proximity

Simply, proximity refers to closeness or nearness. This is one of the variables of classroom management. The teachers have to maintain reasonable physical proximity to the students. But it is difficult to define reasonable physical proximity because some students want their teachers to be very close but some others wish have a longer distance from the teachers. So teachers should consider how close they want to be to the students they are working with. Some students dislike it if the distance between them and the teacher is too small. For others, on the other hand, distance is a sign of coldness. Teachers should be conscious of their proximity and, in assessing their students’ reactions to what is happening in the classroom, they should take this into account. Therefore, teachers are obliged to maintain appropriate proximity differently with different students. Those teachers who are aware of this variable always find themselves successful in managing the classroom for effective language teaching. The table below shows the awareness of teachers about the issue of proximity in the classroom.

Table No. 1
Aware of Variable of Proximity

Rating	No. of Classes	Percentage
Yes	17	56.67%
No	13	43.33%
Total	30	100%

The above table shows that out of 30 classes in 17 (56.67%) classes teachers were found more effectively managed their proximity in their classroom whereas in 13 (43.33%) classes less effective.

(ii) Aware of Variable of Appropriacy

Appropriacy refers to the extent to which something is suitable or acceptable. So, deciding how close to the students teachers should be when they work with them in the classroom is a matter of appropriacy. How do the teachers sit or stand in the classroom is also a matter of consideration for effective management classroom. Many teachers sit with the students when they work in pairs or groups. Some teachers are even happy to sit on the floor and in certain situations in course of teaching. Some students find this kind of informality worrying. Similarly, many students put off their concentrating in the classroom.

Hence, all the positions teachers take sitting on the edge of tables, standing behind a lectern, standing on a raised dais, etc. make strong statements about the kind of person the teacher is. Therefore, it is important for the teachers to consider what kind of effect such physical behavior has on the students whom they are teaching and the relationship that they wish to create with them. Thus, if teachers want to manage classroom effectively such a relationship is crucial. In my study, I observed 30 classes of teachers to find out their awareness on the variable of appropriacy. I found some teachers were excellent in maintaining their physical presence according to the psychology and nature of the students. The realities I found about teachers in the classroom are given in the following table.

Table No. 2
Aware of Variable of Appropriacy

Rating	No. of Classes	Percentage
Yes	19	63.33%
No	11	36.67%
Total	30	100%

The above table shows that out of 30 classes in 19 (63.33) classes, teachers were found more effectively maintaining the appropriacy in the classroom. Whereas in 11 (36.67) classes teachers were found less effective in maintaining apropiacy in the classroom.

(iii) Movement of teachers

Movement of teachers is one of the most important aspect of classroom management. In the classroom, teachers use different kinds of movement to attract the attention of students. Some teachers like to spend most of their class time in one place, at the front of the class, to the side or in the middle of class. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. In fact, such kind of movement is a matter of personal preferences of teachers. Motionless teachers always bore students whereas most successful teachers move around the classroom to some extent. Thus, how much teachers move around in the classroom will depend on their personal style and preferences? Similarly, where they feel most comfortable for the management of the class is the matter of their personal choice.

In my study, I found many teachers actively moved in the classroom. They were found sometimes in front of the class and in others time in middle of the class. I found some teachers were totally motionless in my study. They taught sitting on the chair or standing in one place of time. The following table shows the data:

Table No. 3
Movement of Teachers

Rating	No. of Classes	Percentage
Yes	20	66.67%
No	10	33.33%
Total	30	100%

The above table shows that out of 30 classes in 20 (66.67%) classes teachers moved more effectively to manage the classroom. On the other hand in 10 (33.33%) classes I found some teachers were standing in front of the class and sitting on the chair to teach the students.

(iv) Personality of Teachers

Personality refers to a trait of individual. A good personality of teachers is very important in the classroom to motivate the students. In other words, personality of teachers is one of the aspects of classroom management. Under, personality of teachers I wanted to find out their uniform, dress up, competency over subject matter, psychological knowledge of students, cultural and socio-cultural knowledge of society. The following table shows the data:

Table No. 4
Personality of Teachers

Rating	No. of Classes	Percentage
Yes	25	83.33%
No	5	16.67%
Total	30	100%

The above table shows that personality was very important technique to manage the classroom. Out of 30 classes in 25 (83.33%) classes I found teachers were more effective in maintaining personality in their classes whereas only in 5 (16.67%) classes teachers were found weak regarding this variable.

3.1.1.2 Analysis of Teachers' Voice

Voice is one of the most important instruments of teachers. How do teachers speak and what their voice sounds and like have a crucial impact on classes. According to Harmer (2008, p.36), there are three issues to think about when we consider the voice of teachers in the classroom. They are audibility, variety and conservation. Teachers' voice should be audible but it should not be unnecessarily loud. They should be aware of whether the students at the back of the class can hear them just as well as those at the front or not. Speaking too softly or unpleasantly loudly is both irritating and unhelpful for students.

Teachers' voice must vary depending upon the type of the lesson and type of the activity. The variety in teachers' voice quality and volume makes students pay their attention what is being said.. Therefore, the teacher's voice quality and volume must vary from one situation to next.

Similarly, teachers have to take great care of their voice because they have to save it properly. Harmer (2008, p. 36) says just like opera singers, teachers have to take great care of their voices. Teachers should breathe properly in the class. It means they should remain relaxed. Moreover, it is important that they vary their voices throughout a day, avoiding shouting whenever possible. So they can conserve their vocal energy. Thus, conserving the voice is one of the things that teachers should take into account when planning a day's or a week's work. I observed 30 classes of ten teachers and found differences in teachers' voice. Generally, the classroom of government- aided schools are big and students are also more in number. So, in such classes teachers' voice may be different in comparison to small class. In found teachers of private schools were alert and aware of their voice in terms of audibility, variety and conservation of vocal energy. The actual data I found in course of classroom observation is given below.

Table No. 5
Analysis of Teachers' Voice

Rating	No. of Classes	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

The above table shows that out of 30 classes in 24 (80%) classes teachers were found more effectively using voice in the classroom which is the best technique to manage the classroom. Whereas only in 6 (20%) classes teachers were found less effective in maintaining this variable.

3.1.1.3 Analysis of Teachers' Talk

How does a teacher talk to students or in what manner s/he interact with them is one of the crucial skills of a teacher. Teacher talks to students in a different way. Most of the time teachers adapt their language to make it understandable to the young students. Apart from adapting their language, teachers also use physical movements, rough –tune, gesture, facial expressions and mime.

Rough tuning is the simplification of language which both parents and teachers make in order to increase the chances of their being understood. Many teachers also use gestures to demonstrate things like the past tense. They use facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book or filling a glass and drinking. Gestures, expression and mime should become a natural adjunct to the language we use, especially with students at lower levels.

Thus I observed 30 classes of the 10 teachers. I observed how they talk to the students, whether they rough tune their language or not. Similarly how often they use gesture, feature, expression and mime to demonstrate language. The following table presents the data.

Table No. 6
Analysis of Teachers' Talk

Rating	No. of Classes	Percentage
Yes	25	83.33%
No	5	16.67%
Total	30	100%

The above table shows that teacher's talk was very important technique to manage the classroom. Out of 30 classes in 25 (83.33%) classes I found teachers were more effective in adapting language and using facial expression in their classes whereas only in 5 (16.67%) classes teachers were found weak regarding this variable.

3.1.1.4 Analysis of Teachers' Instruction and Evaluation

How does a teacher instruct a student in the classroom is important aspect of classroom management? The best activity in the world is a waste of time if the students do not understand what they are supposed to understand. Harmer (2008, p.37), says "There are two general rules for giving instructions: they must be kept as simple as possible and they must be logical." Teachers should ask themselves different questions before giving instructions. For example, what is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first? When teachers give instruction to the students, it is also important for them to check whether they have understood or not. Teachers should also evaluate the students after finishing every lesson. In my study, I found some teachers were unconsciously neglecting this issue of classroom management. They just used to finish the lesson. They rarely evaluate the students after finishing the lesson. The following table shows the data:

Table No. 7
Teachers' Instruction and Evaluation

Rating	No. of Classes	Percentage
Yes	15	50%
No	15	50%
Total	30	100%

The above table shows that out of 30 classes in 15 (50%) classes teachers were found more effective in instructing and evaluating their students. Whereas in 15 (50%) classes teachers were found weak in instructing and evaluating their students. These teachers did not evaluate their students after finishing the lesson.

3.1.1.5 Analysis of Students' and Teachers' Talk

Teacher talking time and student talking time should go in balanced way in the classroom. Sometime, overuse of teacher talking time is inappropriate because the more a teachers, the less chance there is for the students to practice their own speaking. It is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other thing, too, such as reading and writing. So a good teacher maximizes student talking time and minimizes teacher talking time. Good teacher talking time may have beneficial qualities if they know how to talk to students, if they know how to rough tune their language to the students' level. While observing the classes I found most of the teachers were aware of benefits of teacher talking time, student talking time and teacher talking quality. The table shows the data clearly.

Table No. 8

Analysis of Students' and Teachers' Talk

Rating	No. of Classes	Percentage
Yes	22	73.33%
No	8	26.67%
Total	30	100%

The above table shows that in most of the classes i.e. 22 (73.33) teachers were found very well in maintaining balance between TTT and STT. In those classes, I found teacher maximizing STT and minimizes TTT. Moreover, teacher talking quality was also maintained using appropriate comprehensible input, clear voice and rough tuning. Whereas in few classes i. e. 8 (26.67) teachers were found weak regarding awareness and benefits about TTT, STT and TTQ. In those classes I found overuse of TTT.

3.1.1.6 Analysis of the L1 Use

Each student comes to the classroom with at least one language i. e. mother tongue, often called L1. Therefore, is it appropriate for the students to use the L1 in class when their main aim is to learn L2? An English language classroom should have English in it, and as for as possible, there should be an English environment in the classroom, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students L1. Moreover, in many classrooms around the world there are students with a variety of different L1s and as a result, the use of L1 becomes more problematic. In such situations, it is still useful to get students to think of similarities and differences between their L1 and L2 but they will have to explain these differences in English. Thus, in the second language classroom, excessive use of mother tongue should not be entertained. The assumption behind this is that the student can learn English quickly if they get enough exposure of the second language. But sometimes the use of L1 is also required

to make some concepts and abstract ideas more clear. Thus, teachers and students should be very careful about the use of L1 i. e. where and when L1 should be used in classroom. In this section, I tried to find out how often the teachers and students use their mother tongue in English classroom whether they were aware of this issue or not. The table below presents the data.

Table No. 9
Use of L1

Rating	No. of Students	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

The above table shows that in 21 (70%) classes teachers were aware of benefits of L1 use. Use of L1 in the classroom is not wrong but teachers and students should always borne in mind that too much use of L1 in the classroom sometimes creates problem in multilingual classroom. Only in few classes i. e. in 9 (30%) teachers were found unaware of this variable because I found students were using very often their mother tongue to address the questions of teachers, and teachers were not taking any actions.

3.1.1.7 Analysis of Seating Arrangement

Generally, in the classroom of Nepal students sit in orderly rows. In such seating arrangements students will have desks in front of them to write on. According to Harmer (2008), there are different seating arrangements in the classroom. In other words students sit in different ways in the classroom. They are solowork, circle, separate table and horseshoe.

There are many advantages of seating in orderly rows. Teachers have clear view of all the students and the students can all see the teachers in whose direction they are facing. These kind of seating arrangements make teachers' lecture easier. Moreover, it enables the teachers to maintain eye contact with

the people he or she is talking to. In orderly rows, teachers can easily walk up and down making more personal contact with individual students and watching what they are doing. In my study, I found all the classes were organized in orderly rows.

3.1.1.8 Analysis of Students Grouping

In the classroom students can be grouped or organized in a different ways: they can work as a whole class, in groups, in pairs or individually.

Whole class teaching can be dynamic and motivating. By treating everyone as part of the same group, teacher can build a great sense of belonging of being part of a team. However, when a class is working as a whole group, it is necessarily the case that individual students get fewer individual opportunities either to speak or reflect. Whole class teaching is less effective if we want to encourage individual contributions and discussion, since speaking out in front of a whole class is often more demanding. In my study, I found there were practices of teaching whole class by the teachers.

3.1.2 Analysis and Interpretation of the Data Collected Through Questionnaire

This section is mainly concerned with the analysis and interpretation of teacher's views towards classroom management in English language teaching. Teachers' views were collected through questionnaires. I had set different types of open-ended questions to find out teachers' personal views towards the management of classroom for effective learning of English language. Not only this, these questions were also indented to find out secondary level English teachers' beliefs, maxims and experiences about the classroom management. All together ten teacher's views were collected through questionnaires.

Classroom management can be defined as a teacher ability to co-operatively manage time, space, resources and students' behaviors and to provide a climate that encourages students learning. Many teachers gave their views on the

classroom management as the management of physical facilities (table, chair, bench, desk, and blackboard), teaching materials, and student's attitudes towards learning. Some of the teachers opined that classroom management is a task for creating an appropriate environment for teaching and learning activities inside the classroom. Almost all the teachers said classroom management is very necessary for effective learning because it promotes learning more lively, systematic, meaningful and objective.

Regarding the problems that occur in managing classroom, most of the teachers opined the following problems: number of students and class size, interference of mother tongue, lack of teaching materials, addressing students need and interest, managing students learning activities, etc. Large number of students in the classroom is always difficult to manage. However teachers' competence over the subject matter and their diversity in the technique of teaching make it possible. Many teachers opined that they would not find their classes noisy because they always use student centered technique, cracks jokes and story related to topic to motivate the students. Discipline is necessary in every sector. In education nothing can be achieved without it. If students are not disciplined they can learn nothing. They always disturb the environment of the school and class.

In reference to how the teachers behave with the indiscipline students in the classroom, most of the teachers said that they would always maintain rules and regulation in the classroom, and whenever they would find any students breaking the rules and discipline of the classroom, they would punish or sent them to the headmaster. Regarding students homework many teachers opined that whenever they would find their students not doing homework, they would ask the reason and encourage them benefits of doing such work while others said they would punish them.

Similarly, In reference to the question what specific techniques do you use for effective classroom management, opinions came in varied way. Some teachers said they use modern technology, and student-centered technique for effective

classroom management. Similarly others opined that they would arrange the furniture decorate the classroom. Moreover, they would use strip story, role play, question answer and mini project for effective management of classroom.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the detailed analysis of the data, the following findings have been extracted:

-) It was found that classroom management is very necessary for effective learning as it promotes learning more lively, systematically and meaningfully.
-) Most of the teachers opined that number of students, class size, interference of mother tongue, lack of sufficient teaching materials were common problems regarding management of classroom.
-) I found most of the teachers' physical presence i. e. how s/he stands, walks, dresses up, instructs and talks to the students in the classroom were very effectively.
-) Most of the teachers were aware of variables like proximity, appropriacy, movement and personality in their classroom.
-) I found movement of teachers i. e. how s/he moves, stands and take posture in the classroom, is important technique of classroom management.
-) Teachers' personality was another technique that I found in my study used by teachers to manage classroom more effectively.
-) It was found that variables like proximity and appropriacy were very effectively maintained by teachers in their classroom.
-) It was found that teachers' quality of voice was another important technique of classroom management.
-) In my study, most of the teachers were found aware of their voice quality regarding audibility, variety and conservation of vocal energy.

-) It was found that most of the teachers were clever in rough-tuning and adapting their language to make it comprehensible to the students.
-) It was found that most of the teachers use of gestures, facial expressions and mime techniques to make their ideas and abstract things more clear as well as to manage classroom.
-) It was found that few teachers were unaware of benefits of student talking time because they were talking continuously without involving the students in interaction.
-) It was found that majority of teachers were excellent in maintaining balance between student talking time and teacher talking time. They were very clear that it was students who were learning the language not the teachers.
-) It was found that most of the teachers knew when and how to use L1 in the classroom.
-) Regarding seating arrangement, I found students were sitting in orderly rows in all classes.
-) Lastly, I found there was tendency to teach whole class.

4.2 Recommendations

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

-) Teachers as well as administrations of the school should manage their classroom in such a way where students can talk, put their opinions and problems frankly to the teachers.
-) Mostly, it is the duty of teachers to manage their classroom for effective teaching and learning of language considering all the variables like teachers' physical presence, voice, student talk and teacher talk, use of L1, discipline and seating arrangements of teachers. So, it is

advisable for teachers to borne in mind these things while in the classroom..

-) Teachers and administrations should pay more attention on the variables like number of students, class size, use of mother tongue and teaching materials.
-) Teachers' personality and movement were found more appropriate techniques to manage classroom. So it is suggested that teachers should always pay their attention on these variables in their classroom.
-) Teachers' voice should be audible, clear and comprehensible to the students.
-) It is recommended that teachers should adapt and rough-tune their language according to the situation and level of the students.
-) Teachers should take great care of when and how to use L1 in the classroom.
-) Teachers' voice should vary depending upon the type of lesson and type of activity.
-) Teachers are recommended to use gestures, facial expressions and mime to demonstrate and show emotions and different actions in the classroom.
-) It is recommended that teachers should give more time to students to talk in the classroom because it is students who are learning language not the teachers. But teachers' talking quality is also maintained in the classroom in terms of rough-tuning, adaptation and simplification.
-) Lastly, it is recommended that teachers should divide students in different pair groups, group works, so that they learn collaboratively.

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