

**ROLE OF CLASSROOM MANAGEMENT FOR EFFECTIVE ENGLISH
LANGUAGE TEACHING AND LEARNING**

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

Submitted by

Kamala Saru

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2023

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Kamala Saru** has prepared this thesis entitled **Role of Classroom Management for Effective English Language Teaching and Learning** under my guidance and supervision. I recommend the thesis for acceptance.

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DEDICATION

I would like to dedicate this thesis to my father, mother and friends who consistently persuaded me to complete my thesis. Without their constant support this would not have been possible.

DECLARATION

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

Date: 24/06/2023

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Kamala Saru

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ABSTRACT

The research work entitled **Role of Classroom Management for Effective English Language Teaching and Learning** aimed at exploring the status of effective English language teaching and learning. For this purpose, I selected 15 secondary level English teachers of community school in Surkhet district as a sample population. Observation checklist was administered for collecting data as a data collection tool. The collected data were analyzed by using both descriptive and statistical approach. From the analysis, it was found that the status of English language teaching at secondary level was poor, almost all of the time teachers used Nepali language in the classroom. Sufficient teaching materials are needed to teach in the classroom for effective and fruitful learning but it was not available in the class. Materials and physical infrastructures play great roles for effective English language teaching and learning, however it was insufficient in the schools, there were insufficient exposure of the English language in classroom. The main problems of managing English classroom are student management, time management, physical management and classroom management.

This thesis has been organized into five chapters. Chapter one deals with the introduction, background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with the review of the related theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework. Chapter three includes methodology adopted to carry out the research. It contains design of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Similarly, chapter four deals with the analysis and interpretation of the results and summary of the findings. Chapter five contains the conclusions and recommendations of the study. The references and appendices are attached to the concluding part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

CLT	Communicative Language Teaching
CUP	Cambridge University Press
EFL	English as a Foreign Language
ELT	English Language Teaching
F	Frequency
No	Number
OUP	Oxford University Press
TU	Tribhuvan University

CHAPTER 1

INTRODUCTION

This present study is on **Role of Classroom Management for Effective English Language Teaching and Learning**. This introductory part includes: background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Language is a means of communication, it has several identities of a human community and it is a foundation of every culture. Language plays the role of a medium in disseminating and expressing the abstract ideas, views, concepts and opinions of certain cultures. Language is key components that shapes and differentiates one culture from the others. Language is a social, cultural, geographical phenomenon because language is determined by culture. Therefore, English is a global and commonly characterized as a lingua franca and it has played many important roles all over the world, “English has been a very widely used international language in Nepal has become a power language” (Malla, 1977, p. 11). Thus, the English language has become a powerful one in the world because of its richness in culture, education, literature, science and technologies.

Classroom management has received a great amount of attention in recent years and it is currently great problem for educators in the world. Classroom management is the skill in the organization and presentation of the lesson in such a way that learners are actively involved in the teaching learning process. In other words, ability of the teachers to manage the time, space, resources, behaviors of the student, environment of the class etc. in teaching learning process. Capizza (2009, p.1) states classroom management as "Establishing a well-organized plan for classroom that is conducive to instruction and learning for students with a variety of academic, social and behavioral needs". In this way classroom management is the concern of how the things are done in the classroom in effective way rather than the concern of how students behave.

The teacher is key variable in the classroom. If the teacher follows suitable environment in the classroom, there will be good result too. A teacher plays vital role in the classroom for effective English language teaching and learning. A teacher plays role as a manager, adviser, facilitator, good leader, monitoring learner's progress coordinator discipline maintainer, organizer, plan maker and so on. Teacher doesn't teach the students, just he/she manages the classroom. Most of the teachers devote a disproportionate amount of time and energy disciplining their class rather than managing their class. As an example, coaches do not discipline a team; they manage the team. So, classroom management for effective English language teaching and learning is one aspect of art of teaching. When the time taken by teacher to correct the misbehavior caused by the poor classroom management, it results in lower rate of academic engagement in a classroom. To manage secondary level students is more difficult than higher levels students. So, authorities should give much attention towards the classroom management of secondary level.

Statement of Problem

Teaching is the concerted sharing of knowledge and experience, which is generally the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. It is a job or profession of a teacher. The ideas and beliefs that are taught by a teacher or person. This is an action done by both teachers and learners gaining several concepts and skills in an educational environment. According to Ingersoll & David (1986, p.106) teaching is knowledge and skills through professional development. Likewise, Duke (1984, p.25) defines teaching as professional where the responsibility is great.

Classroom management for effective English language teaching and learning is the great problem in recent days. Making daily instruction to secondary level, student is more challenging for the teachers and more challenging to learn for the students. Teachers face disruptive behavior in their classroom which results in wasted instructional time. Secondary level students are more challenging because they have no knowledge about learning and discipline, so teachers should build the concept of learning. If we want to make our house strong, we should make strong foundation. Similarly, secondary level students are also foundation for further development. They need more amount of time with them but teachers do not spend amount of time and

exposure to students. Physical facilities are also the great problem of management. Lack of physical instructional instrument instructors are facing problems.

Freiberg, Huzinec and Templeton(2009, p.77)state, "When teachers have a richmanagement and discipline repertoire, students become more self-disciplined,minimizing the need to refer students to the office and maximizinginstructional time with great opportunities to teach and learn". Educators need to consider whether they have eliminated all instructional impediments and distractions in the classroom. It has been argued that establishing classroom procedure/routines and utilizing actionable techniques such as non-verbalcues and positive framing, is extremely vital in an efficient and academically successful classroom.

The success of program depends upon the ability of anchorman. Likewise, teacher is also keys to conduct the classroom. So, effectiveness of classroom management depends upon the ability of teacher. Availability of the well competent teacher is also main problem in our Nepalese context. There is limited source and materials in our schools. We should utilize those limited source and materials for the maximum benefit for the students. So, I have focused physical, psychological and teaching aspect as well as teacher factor in my research. And found out the state and status of classroom management at secondary level.

Objectives of the Study

The present study had the following objectives:

- 1) To find out the state of classroom management at secondary level
- 2) To find out effectiveteaching and learning status of the English language at secondary level.

Research Questions

The research questions for this study were:

- i) What is the role of classroom management for effective English language teaching and learning?
- ii) What are the main problems of managing English classroom while teaching at secondary level?

iii) Why is management needed for the effective classroom?

Significance of the Study

A number of researches have been carried out in this world. Each and every research work provides some fruitful views or guidelines to those who want to be familiar with that work. This study mainly concerns about management, status of management and learning English at pre-primary level students and it gives some solutions and pedagogical implications of classroom management. Mainly, the teachers of secondary lower secondary and primary level will be benefited from this study. Teachers, readers and the people who are related in this field will be benefited from this study. Similarly, it may be basic research in management field. It helps secondary level teachers to understand the state and status of classroom management. From the findings and recommendation, they can make their teaching learning effective. It will be helpful to understand the basic status, problems and needs of secondary level for the curriculum developers, syllabus designers, and the people who are in power. So, it will be equally important for the curriculum developers, syllabus designers and the researchers who want to research in this field too.

Delimitations of the Study

The present study had the following delimitations:

-) The study was limited to secondary level of class 9 and 10
-) The study was limited to 30 classes of single teacher from Surkhet district.
-) Observation checklist was used as main tool for data collection.
-) Purposive non-random sampling procedure was used to select the population.
-) This study was limited to the classroom management of the secondary level only.

Operational Definitions of the Key Terms

Some terminologies used in this research have different meaning depending upon the time, situation and context of its use. So, some main terminologies used in this work can be defined as follows:

Management: It is the process consisting of planning, organizing, actualizing and

controlling in the real classroom while teaching at secondary level.

Physical management: Managing a physical setup such as desk, bench, blackboard, windows etc.

English language: English is a common language all over the world or global language and English is used as a lingua-franca for many purposes in day-to-day life.

Teaching: The job or profession of a teacher. Something that is taught through experience, which: sharing of knowledge and ideas, an experience which is usually organized within a discipline and ideas and beliefs that are taught by a teacher or person.

Classroom management: Classroom management is the way that the teachers manage students' learning by organizing and controlling what happens in the classroom.

Language: System of communication which consists of set of sound and written symbols which are used by people.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the details of related theoretical literature, review of empirical literature and their implications of the review for the study. In the same way, conceptual framework is also included in this chapter.

Review of Related Theoretical Literature

Research is the systematic inquiry to describe, explain, predict and control the observed phenomenon. It is the scientific study made on the topic or a problem under the specified condition. Every research is carried out on the foundation of previous study. Previous study can be guidelines for the later ones. For the review of the theoretical literature, we should study the related literature, which are concerned with the related topic. Here, in my research I have reviewed ELT situation in Nepal, English language learning, concept of management, classroom management, good classroom management and classroom management as time management, physical management and psychological management. Similarly, I have reviewed the problems of classroom management, effective classroom management and English language learning at secondary level. I have reviewed the above topics with the help of different books, articles and websites.

ELT Situation in Nepal

It is very difficult to say exactly when the English language teaching started in the world. However, some of the researches show that it was started in the 20th century. According to Richards and Lockhed (2010, p.1),

Language teaching came as a profession in the 20th century. The whole foundation of current language teaching was developed in the 20th century as applied linguistics and others sought to develop principle and procedures for the design of teaching methods and material drawing on the fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods.

In Nepal, ELT was started when the Rana prime minister, JangaBahadurRana established Durbar High School at Thapathali, Kathmandu as the influence of United Kingdom tour. At that time, he had invited two English teachers from United Kingdom to handle the school and curriculum design. Nowadays, English is a compulsory subject from grade one to secondary level. Private school has an English medium curriculum and some of government aided school have also English medium curriculum. However, English was not introduced in the higher education until 1918 AD. Trichandra College, the first college in the Kingdom was established. Then formal beginning of teaching English at higher level was started. According to Awasthi (2005, p.22), "The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education system plan 1971". The same year Tribhuvan University started B.Ed. programme in English education. When the High-Level National Education Commission (2059) recommended that ELT should be started from grade one of school, which added a new brick in English education in Nepal. As a result, English is taught as a compulsory subject from grade one to secondary level.

In course of English language teaching the teacher should play the role of instructor, facilitator and guide as well. And while managing classroom s/he should manage the classroom instructively and constructively. Thus, not only in English language teaching but also to all kinds of teaching teacher should be capable of effective management of classroom.

English Language Learning

English has been widely used lingua franca around the world. Since the concept of global village is developing, it has been a means of survival skill. English is taught as a second or foreign language in almost all the countries of the world nowadays. There is a penetrating effect of English in every sector of today's society. Harmer (2007) states:

Not everyone sees the growth of English as the benign or even desirable phenomenon. Many people worry about what it means for the cultures and languages it comes into contact with seeing its teaching as forms of cultural or linguistic imperialism.

Howatt further argues that during the first half of the 15th century, the teaching of English as a foreign language emerged an autonomous profession. The intellectual foundation for this autonomy rested on the fusion of the reforming trade tradition inherited from the previous century: the applied linguistic approach of the Reform Movement and the monolingual methodology of direct method.

Nowadays, English is taught as a compulsory subject from grade one in government aided schools as well. Almost fifty percent of schools both private and public use English as a medium of instruction. As students can earn university degree specialization in the English language, ELT is developing as a profession.

For the upliftment of society and for the promotional growth, English language teacher should cope with new techniques and principles of language teaching according to the changing concept.

Teaching Language Skills

We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types: receptive and productive. They are given below:

1. listening (receptive)
2. speaking (productive)
3. reading (receptive)
4. writing (productive)

Teaching Receptive Skills: Listening and reading skills of language involve receiving messages and are therefore often referred to as receptive skills. The receptive skills involve active participation of the listener or reader.

- a. Listening:** Listening is the first language skill. Underwood (1989) says: "Listening is an activity of paying attention to and trying to get meaning from something we hear."
- b. Reading:** Reading is one of the important skills to develop linguistic and communicative ability in the target language. The main reason for reading is to get exposure of the language and use it in either in spoken form or written form.

Harmer (1991), efficient readers or listeners predict what they are going to hear and read; the process of understanding the text also involves the prediction that listeners or reader make. The L2 learners, therefore, need to develop the skills of making predictions about information or content of the text. These skills are known as predictive skills.

Teaching Productive Skills

Speaking and writing require language users to produce the language features orally and graphically; this is why they are known as productive skills. Though we can draw some common features of these skills, they are different in many ways, mainly because of the sub skills involved in them. Speaking involves segmental as well as supra segmental features such as stress, pitch and intonation. It is also supported with extra linguistic or non-verbal devices such as gestures and signals. Writing, on the other hand, involves scripts, punctuation marks and patterns.

- a. **Speaking:** It can be defined as the ability to express oneself fluently and appropriately in a target language. Those who can communicate in a language are called the speakers of that language.
- b. **Writing:** It is one of the productive skills of a language. It is a skill in which sequence of sentences are arranged in a particular order and linked together in certain ways involving the components of writing viz. Mechanics, coherence, cohesion, and orthographic and par orthographic texts.

Harmer (1991) argues that the single most important difference between writing and speaking concerns the need for accuracy. When teaching writing and speaking, therefore, there are special considerations to be taken into account. For example, in the teaching of writing skill, we need to focus on the features such as spelling, punctuation, organization of discourse, clarity, and formality. When teaching speaking, special considerations should be made on the features such as stress, intonation, gestures, timing speed, contexts and settings.

Effective English Language Teaching and Learning Aspects

To be a complete itself a language has its aspects. Every language has language aspects or system namely pronunciation, vocabulary, grammar and language functions. The teaching materials help enhance language aspects. Ur (1996) categorizes the language aspects and the activities as follows.

- 1. Teaching Pronunciation:** It involves recognizing transcribing sounds, recognizing rhythm and stress and intonation patterns. He focuses on listening to accents (identifying elements of foreign pronunciation, preparing materials, analyzing, pooling and comparing, drawing conclusions), improving learners' pronunciation and pronunciation and spelling as the activities for teaching pronunciation.
- 2. Teaching Vocabulary:** To teach vocabulary the need of it should be identified then the vocabularies should be presented. Introducing different ideas for vocabulary work the test should be conducted at the end.
- 3. Teaching Grammar:** The grammar is one of the important components or the aspects of language. Defining grammar, identifying the place of grammar teaching, clarifying about grammatical terms, presenting and explaining grammar, grammar practice and activities and being aware about grammatical mistakes are some of the ideas and activities of teaching grammar.
- 4. Teaching Language Function:** Identifying topics and situations, being aware of current notions and functions, teaching chunks of language (From text to task and task to text), and combining different kinds of language segments are some of the ideas and activities regarding teaching language functions.

The Concept of Management

Management is the process of maintaining the environment to accomplish the task. In other words, management is the field of human behavior where manager plan, organize, staff, direct and control human and financial resources in an organized group in order to achieve the desired goal.

In the past, management was not considered as an important part of development. Only in the 19th century management became the separate field from the contribution of economists in course of development of industry. Before 19th century, there was the great problem regarding labor efficiency and wage payment system in the field of production. In search of such problems, people began to recognize management is the separate field of study.

Koontz and Weinrich (1993, p.6) say, "Management is the process of designing or maintaining the environment in which individual working together in groups efficiently to accomplish selected aims".

Likewise, Stoner (1995, p.3) says, "Management is the process of planning, organizing, leading and controlling the work of organizational members and of using all available organizational resources to reach the organizational goal".

The above definition indicates that management is the process of getting works done efficiently, effectively and through other people to active expected goals. In addition, it is the process of managing resources, employs and other obstacles to conduct the organization to fulfill its goals and objectives successfully. In conclusion, we can say that management is the systematic and scientific way of planning, organizing, staffing, leading and controlling to achieve the desired goals and objectives of an organization.

Classroom Management

Classroom is a place where teaching learning process takes place. Each and every teacher wants to maximize their effectiveness of teaching. For the effective teaching learning, the classroom should be well managed.

Classroom management is the skill, in the organization and presentation of lesson in such a way that the learners are actively involved in the teaching learning process for the achievement of prescribed goal (Mandal, 2008). Classroom management includes physical management, teaching aspect management and psychological management. The well managed classroom will certainly be more productive than usual. In 1970s and 80s researchers and practitioners examined management issues such as how to organize room, to make it safe and to establish the rules of behavior for the students in that classroom. Wragy (1981, p.7) defines, classroom management as "what teachers do to ensure that children engage in the task in hand, whatever that may be". Likewise, management is defined by Randolph (1992, p.320) as "working with and through others to accomplish the organization goals". He says that major agenda of the classroom management is organization of classroom. Teachers activity is focused in a classroom management. How the teachers manage their classes depends upon what activities they do apply in the classroom.

In other words, classroom management is a process of ensuring that classroom lessons run smoothly despite disruptive behaviors by students. It becomes increasingly more difficult for them to regain that control. From the students' perspective, effective classroom management involves clear communication of

behavioral and academic expectations as well as co-operative learning environment. There are three aspects of classroom management. They are briefly described as below:

Classroom Management as a Physical Management

According to Koontz and Werich(1993,p.6), “logical starting point for classroom management is planning and arranging the physical set up of classroom”. So, the students will engage in a variety of activities in different areas of room. We need to permit orderly movement,minimize distractions, and make efficient use of the available space A wellorganized an managed classroom will help students to be self-motivated, self-discipline, and responsible. The organization of classroom directly affects student behavior and learning. Some physical aspects to consider are room arrangement, seating, bulletin boards, white board/black board, displays, lighting and temperature of room. A clean, safe and attractive classroom will help build a classroom community and stimulate learning.

Classroom Management as a Psychological Management

Sharma (2008) states that each and every type of learning is affected by psychology,psychological management is prerequisite for the effective learning activities. Without being psychologically ready student cannot involve in effective teaching learning activities. The disruptive behavior of student should be managed. Behavior management frequently recommended to deal with students with disruptive behaviors are as follows:

-) Caring supporting relationship with and among students.
-) Organize and implement instruction in ways that optimize students' access to learning.
-) Use group management methods that encourage students to engagement with academic tasks.
-) Promote the development of student social skills and self-regulation. · Use appropriate interventions to assist students who have behavior problems.

Scrivener(2012),Classroom management is closely linked to issues of motivation, discipline and respects. Methodologies remain a matter of passionate

debate among teachers, techniques vary depending upon beliefs and ability of a teacher and educational psychology also effect in applying techniques in classroom. Traditional classroom management focuses on behavior modification although many teachers see using behavioral approaches alone as overly, simplistic. There are the different techniques regarding classroom management such as corporate punishment, rote discipline, preventive techniques but techniques may vary from teachers to teachers. We can conclude that learning activities and good management of the classes are co-interrelated factors. Less emphasis on the one factor hinders the others too. Thus, classroom management is the management of physical, educational as well as psychological management for creating learning environment.

Teacher's role for Effective Classroom Management

The effectiveness of teaching learning depends upon effective classroom management. So, the most important action an effective teacher takes at the beginning of the year is creating a climate for learning. The general way of good classroom management at the beginning of the year. According to Miller, (2000 p.1), they are as follows:

- i. Develop a set of written expectation you can live with and enforce.
- ii. Be consistent. Be consistent. Be consistent.
- iii. Be patient with yourself and with your students.
- iv. Make parents your allies. Call early and often. Use the word "concerned." When communicating a concern, be specific and descriptive.
- v. Don't talk too much. Use the first 15 minutes of class for lectures or presentations, then get the kids working.
- vi. Break the class period into two or three different activities. Be sure each activity segues smoothly into the next.
- vii. Begin at the very beginning of each class period and end at the very end.
- viii. Don't roll call. Take the roll with your seating chart while students are working.
- ix. Keep all students actively involved. For example, while a student does a

presentation, involve the other students in evaluating it.

- x. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
- xi. Keep your sense of perspective and your sense of humor. xii. Know when to ask for help.

Thus, above mentioned view shows that creating climate for learning plays a vital role in teaching learning activities. It focuses all three aspects i.e., physical, psychological and teaching aspect. For the good classroom management, if we consider and manage all these three aspects, we can do better in teaching learning field.

Problems in Classroom Management

According to Bull(1996) states that a problem is an obstacle, impediment, difficulty or challenge or any situation that invites resolution. In other words, the problem is that while teachers enter the professional field with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. How to manage a classroom is the major worry of the entire teacher. Behavior management, choice and presentation of materials, physical Management of classroom and psychological management are major problems of classroom.

Managing the classroom is a challenging task, each and every class should be managed physically as well as psychologically. Soniam (2009, p.10) observed the following problems in classroom management:

- (a) Instructions weren't clear for students.
- (b) Classroom management was not on a proper level.
- (c) A pre-task activity was omitted.
- (d) Task is not appropriate for the student's knowledge.
- (e) The topic was not interesting to the students.
- (f) Low motivation and little control from the teachers.
- (g) The activity did not cover their learning style.

In addition to it, it is much more problematic to manage the kids who are

under six years old. We should know about their psychological condition and their demands. Similarly, physical facilities should also be well managed. In Nepalese context there are not well facilitated classroom. So, these all can be the problems of classroom management.

English Language Teaching and learning

Malla (1977) states English is an international language, it is spoken all over the world. In Nepalese context English is taught and learned as a foreign language. In Nepalese context, learners are from different background, cultural and cross-cultural setting so it may be difficult to implant English language in their brain. We should be conscious about how children learn, how language is understood interpreted and created in different contexts. We should be aware about how language is used in across culture and across situations, and how all these processes relate to foreign language development. So, teacher should be well known about how to manage the class according to the foreign language situation consisting mother tongue.

State of English language classroom management at secondary level seems poor in our context. There may have different problems regarding managing English classroom according to foreign language situation. According to Glyan (1992), teacher must recognize and celebrate cultural and language diversity, have confidence in learner's ability to learn, be flexible and supportive of students creativity and independence. The students' family and community are valuable partner in education. All of these characteristics can be generalized to teachers of all types of classrooms but it is especially important that teachers working with English language learning students have these qualities since non-English speakers have extra obstacles to overcome and must learn a dual curriculum in the time it takes their pairs to learn one.

Review of Empirical Literature

Classroom management plays the vital role for effective teaching learning process. Without proper classroom management, we cannot achieve the determined objectives. Different research studies have been carried out by various researchers on classroom management. I have made foundation of research work based on this previously carried out research studies related to this study.

Thani (2008) has carried out research entitled "The Role of Classroom Management". The main objective of this study was to identify and analyze the physical resources of the secondary level English classrooms. She has selected eight secondary schools by using non-random sampling procedure. She found out that among different managing aspect of the classroom management, physical management plays the main role in classroom management. She also focused that private schools are better in managing both physical as well as teaching aspects rather than public schools. Her finding showed that condition of the classroom management in private school is satisfactory and government school is poor. She used questionnaire and observation checklist as the main tool for data collection.

Bashyal (2010) has carried out research entitled "Strategies of Classroom Management used by Secondary Level English Teacher". The main objective of this study was to explore the major strategies adopted by secondary level English teacher. He selected nine teachers from government aided secondary Schools by using purposive non-random sampling procedure. He used questionnaire and checklist as the main tool for data collection. He found out different strategies for the management. Mainly, he found out that the teachers' treatments on disruptive behavior of the students were to make them sit in the front bench of the class.

Rana(2011) carried out research entitled "Techniques Used by the Primary Level English Teachers in Teaching Vocabulary". His main objective of his research was to find out the teaching techniques used by the primary of English teachers in teaching vocabulary in terms of teaching meaning of new word, teaching pronunciation and teaching spelling. He collected data from ten primary level English teachers of Baglung District, using random purposive sampling procedure. It found that 80% of the teachers used modelling as a technique for teaching pronunciation of a new word. They pronounced new words in the class and asked their students to repeat the words after them

Bhudha (2012) conducted the research entitled "Problems in Management ELT Classroom" with the objective to find out the problems in managing ELT classrooms for effective English language teaching. The sample population of his study were sixty: fifty students and teachers of lower secondary and secondary level. He has used random sampling procedure, checklist and questionnaire as a research

tool for data collection. In his study Finding shows the condition of ELT classroom management is not satisfactory.

Dhakal (2012) has carried out research entitled "Teachers' Skills at Managing Disruptive Classroom Behavior in ELT Classroom". The main objective of this study is to analyze teachers' skill at managing disruptive behavior in term of procedures and rule, classroom organization, lesson movement and communication. He selected eight teachers and twelve students from four colleges of Kaski district by using non-random sampling procedure. He used questionnaire, observation checklist and interview as a main tool for data collection. Finding shows that effective communication is the key to success and there was a gap between teachers' knowledge and their practice in the classroom. He also added that student's behavior is also influenced by teacher behavior.

Khatri(2012) conducted the research entitled “Classroom Management Techniques used by ELT Teachers: A Comparative Study”. With the objective to find out classroom management techniques used by private and government lower secondary level English teachers of Palpa District. And to find out the techniques that are adopted by the teachers. He has used 12 teachers as a sample population with random purposive sampling procedure.

Mandal (2012) carried out a research work entitled “Techniques used in Teaching Mixed Ability EFL Classroom”. The main objectives of his study were to find out techniques used by English teacher in teaching mixed ability EFL classroom. The research design of this study was survey he used both primary and secondary sources of data collection. He selected 40 teachers, 20 from secondary level as a simple population for this study from Dhanusa district, non-random sampling procedure was used in order to select the sample for this study. Questionnaire was used as a research tool for the data collection.

Similarly, Shrestha (2013) carried out research entitled “Teaching Characteristics Associated with the English Language Classroom Management” with the objective identifying the teachers’ characteristic associated with the English language classroom management in the terms of caring, firmness and democratic qualities. He has used five teachers’ and 20 students as a sample population by using

non-random judgmental procedure. He has used observation, questionnaires and group interviews as a research tool for data collection. The study of his finding shows the democratic characteristic shown to a greater extent although all kinds of other characteristics shown by teachers. In his research, Questionnaire and classroom observation checklist were used as a tool for data collection.

Similarly, Bhattra (2015) carried out research entitled, “Management English classes at secondary level”. The objective of her study was to find out the problem in possible solutions of those problems. The total population of this study consisted of 45 respondents out of them 25 were students and 20 teachers from secondary level English teachers using random sampling procedure. She used questionnaires and observation checklists as a research tool. Her finding shows that problems managing English classes are: physical problems i.e., setting management and arrangement of desk and benches, teaching learning materials and electricity and student’s problems.

Likewise, Dhakal (2015) carried out research entitled “The Current State of ELT Classroom Management and the Challenges Teachers of English Faced”. His research objectives were to find out the classroom management activities in ELT classes. The sample population of his study was 10 teachers teaching at secondary schools of different ten 10 schools of Kathmandu district. He has used the observation checklist and diary as a tool and he has used mixed method research design with non-random purposive sampling procedure. His finding shows that the maximum numbers of classes are congested. Furniture is not sufficient in class and not well facilitated playground and not in good condition. The toilets are not comfortable and teaching materials are not sufficient and not a good management library.

Thapa(2017) conducted research entitled “Activities Used by Female Teachers in ELT Classroom Management”. Her main objective was to find out classroom management activities used by secondary female English teachers of Kathmandu district. Her primary source of data were five teachers with four classes of each. She used purposive non random sampling procedure. Interview, questionnaire and observation checklist were used as the tools of data collection. The main finding of her study was that the teachers used techniques like use of teaching materials, motivation, warm up activities, providing feedback, used of rhetoric language,

frequent walking in the classroom, self-checking and peer checking, use of lesson plan, group division, managing physical facilities.

Implication of the Review for the Study

Reviewing the related literature is one of the further most important parts of any research studies. By reviewing the theoretical and empirical literature, the researcher got the significant ideas, information and guidelines about role of classroom management for effective English language teaching and learning. General concept of effective classroom management has become clear by consulting different books, journals, articles and thesis.

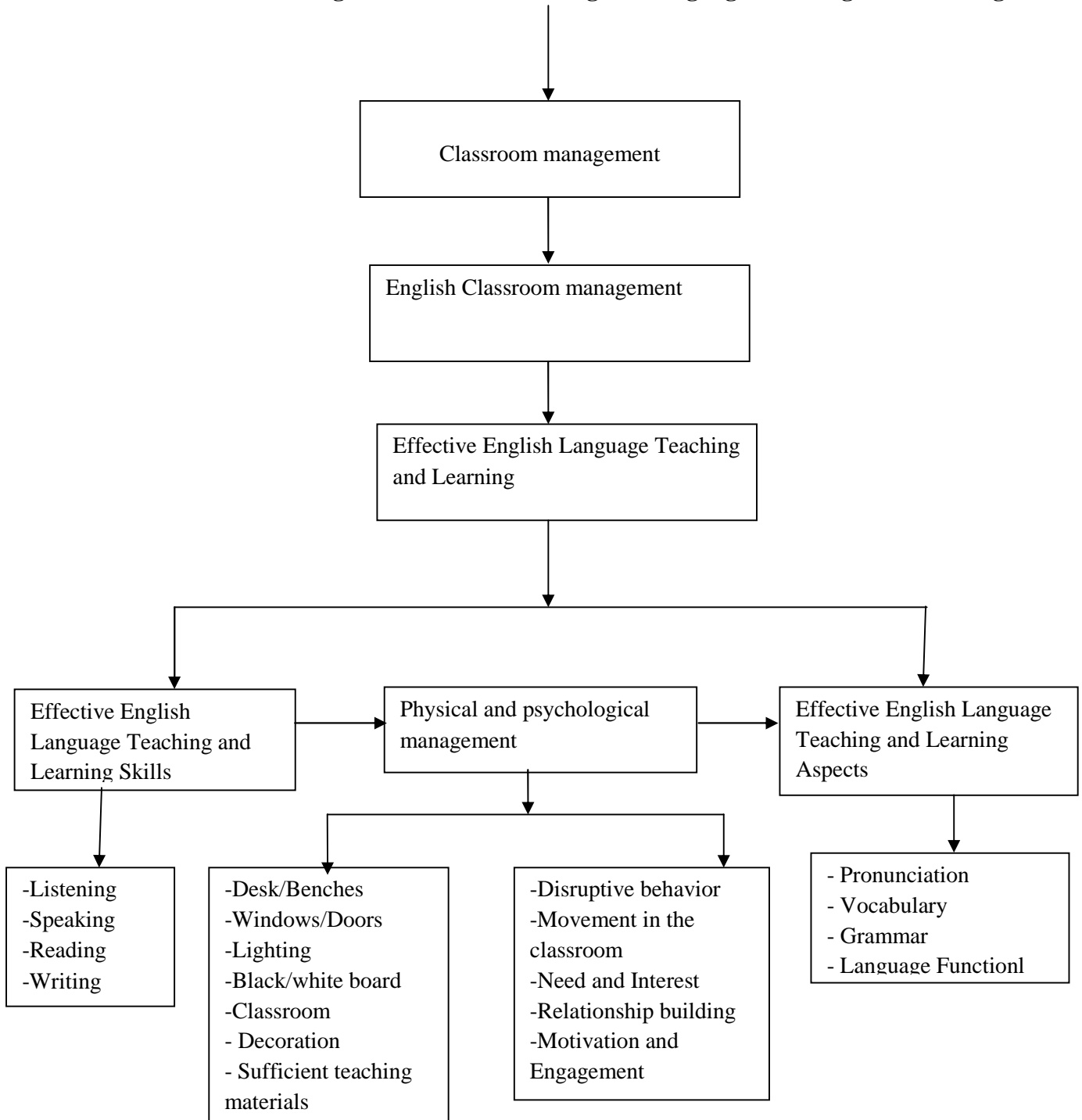
However, researchers further have consulted various journals, articles, reports, thesis etc., to make my research work clearer. In literature review, our main focus was to examine and evaluate what has been done on every topic and build the relevance of this information to the current research work.

For this study, I reviewed various works of previous researchers. After reviewing previous research works, I updated myself with research processes and methodological tools which are very beneficial to my research work. Review helped me in writing the theoretical literature about the state of classroom management. It also helped me to broaden the horizon of my knowledge of research programs. It can enable us to contextualize our findings in relation to the existing body of our knowledge. They provided me with theoretical ideas and knowledge related to my research.

Conceptual Formwork

Conceptual framework is the graphic or narrative form of a research which is represented through a diagram. It is representative of the different variables and their relationship with research thought or understanding. The conceptual framework of my study will be as follow.

Classroom Management for Effective English Language Teaching and Learning



CHAPTER 3

METHODS AND PROCEDURE OF THE STUDY

The following methodologies have been adopted to fulfill the above-mentioned objectives:

Design of the Study

To identify the state and English language learning status in secondary level, I have followed survey research design. Survey is the descriptive research. In survey research, researcher gathers data at particular point of time specially to describe the nature of the existing situation or to identify more standard one against the existing situation Cohen and Manion (1985, as cited in Nunan, 1992 p.145)

Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through the small-scale studies carried out by single research. The purpose of survey research is generally to obtain snap shot of condition attitudes and events at the single point of time.

According to Kidder (1981, p.81) "Survey is the best research design carried to find out public opinion and the behavior and attitudes of different professionalsto access certain activities and study certain trends almost at a single point oftime".

There are some steps of survey research which are presented by Nunan (1992, p.160) are as follows:

- Step 1: Define objectives
- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 5: Design survey procedure
- Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

All in all, survey is the descriptive research which is used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics. The purpose of survey is generally to find out opinion, beliefs, and attitudes on a certain issue as well as to find out behaviors of different professionals which are quite related subjective of my research study.

Population, Sample and Sampling Strategy

Every research study is carried out in certain area or locality and particular number of populations should be selected for the convenience of the study. To accomplish the targeted objectives of my research, I have selected 15 teachers out of total teachers by using purposive non-random sampling procedure from secondary level in Surkhet district. I have used observation checklist as a research tool, and found out the state of management and teaching learning status of English language at secondary level, observing 30 classes of 15 teachers.

Study Area/Field

I have selected classroom management as broad field and status and state of secondary level teacher's classroom management as particular as the area of my study. I selected 15 teachers out of total teachers from Surkhet district, as the population of my study. 30 classes of 15 teachers were selected as the sample of my study.

Data Collection Tools and Techniques

In order to collect the data, I have used the observation checklist to collect the data.

Data Collection Procedures

I followed the following process to collect the data. For this purpose, I have adopted the following steps:

- 1) At first I visited the selected secondary school in Surkhet district to get permission and explained briefly about purpose of my research. · Then I

established rapport with the concerned teacher.

-) After that I have observed the classes with the help of check list, and thanked to the informant and authority for the kind co-operation.

Data Analysis and Interpretation Procedure

This chapter is mainly concerned with the analysis and interpretation of the data collected from the observation checklist. The systematically collected data were analyzed descriptively and correctively on the basis of observation checklist as a research tool. I have presented the facts in different list and. The data were collected from the 30 classes of 15 teachers in Surkhet district by observing different classes. This study was carried out to find out the status and state of classroom management secondary level.

Ethical Consideration

This is the most important aspect to be considered while doing our research work. To be ethical, the research study was more reliable and valuable. Therefore, the researcher was conscious about ethical issues and takes the responsibility of the whole research. Before collecting data, the researcher got permission with the supervisor, individual teacher and school administration for the study. Researcher and provided short information about the research to the teachers and head teachers.

In this research I had followed following steps of ethical consideration;

- a. First I took permission from the teachers.
- b. I gave short information to the teachers.
- c. I disclosed the purpose of my study.
- d. To collect the data, I built trust with the respondents.
- e. Last but not least, I gave proper credit to the authors and writers of different literature that I employed in my research.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, I have collected, analyzed and interpreted the results from the collected data from primary sources. The primary data were obtained through observation checklist as a tool. I had collected the data from Surkhet district. I observed 30 classes of the 15 teachers. An attempt has been made here to describe the status and state of classroom management in our Nepali context. Topic wise analysis and interpretation of the data collected from the checklist have been presented below:

Analysis of Data and Interpretation of Results

Here, obtained data are analyzed and interpretation has been made on the basis of analysis.

Condition of the Classroom Management

Different broad terms are discussed in this section, they are: physical facilities, teacher and student activities. The data are collected through observation checklist, observing regular 30 classes of the 15 teachers have presented below:

The Condition of Physical Facilities

This section deals with analysis and interpretation of physical facilities and the condition of arrangement of facilities. They are described in the sub headings like facilities, arrangement, supporting materials, etc. They are systematically presented on the next page:

a. Condition of Arrangement of Available Physical Facilities

This section deals with the different indicators to observe the proper management of available materials. Some of the indicators like arrangement of desk and bench, condition of window, door, floor, roof etc., visibility of white board, exercise book keeping system, proper arrangement of available materials and arrangement of dustbin.

On the basis of 30 observed classes, the condition of window, door and roof in the classroom was only in average condition. It shows that the condition of the

window, door and roof is not in good condition. Likewise, white board was visible but

Teachers rarely used whiteboard in their teaching learning activities. In the same way, exercise book keeping system was not in good condition. It was not systematic in the class. It was kept everywhere in the classroom. The teachers rarely used locally produced materials in their teaching learning activities.

Teacher didn't use materials except daily used materials. So, it shows that arrangement of the available materials is only satisfactory condition it means it is not in good condition. Likewise, dustbin was not in proper condition it was not managed well.

Above descriptions show that, the condition of arrangement of available facilities are not in good condition. That should be managed and arranged in proper condition.

(b) Condition of Supporting Materials

It deals with the condition of supporting materials such as, chants, songs, books, pictures, map, objects and models, and pocket chart. The summarized description of the observation has been presented below:

On the basis of 30 observed classes in the secondary level, she/her rarely used materials in the classroom. She just gave to read and write and she just wasted the time by asking to class work. So, it shows that the condition of using materials is not in good condition in secondary level. Similarly, English song and chant used by the teachers. It shows that the condition of the English materials and group discussion is in poor condition.

It shows that the condition of supporting materials is not in good condition at the secondary level.

The State of Teacher

It is described as basic quality of the teacher, skill of the teacher, and the language aspect of the teacher etc.

a. Basic Qualities of Teacher

It deals with the condition of basic qualities of the teacher like personality, performance, attitude, self-confidence, amiability, command and smartness. The summary of the observation has been presented as below:

On the basis of 30 observed classes, personality of the teacher was good, she/he showed good personality in all days in the classroom. It shows that the personality of the teacher was good. Similarly, the performance of the teacher was good in the class. So, the performance of the teacher was satisfactory.

Likewise, she had good attitude towards English language. He/ she seemed confident. She taught confidently in the classroom. It shows that there was satisfactory self-confidence of the teacher in the classroom.

In the same way, teacher was amiable with students. She/he listen student's voice and she helped to students problems. She helped excellently to students. Similarly, she had good command over teaching learning activities in the classroom, she commanded better in the classroom. And, all the days she/he seemed smart in the classroom. All of the above discussion shows that, the condition of the basic qualities of teacher seems satisfactory.

b. Skill of the Teacher

This section deals with the use of different techniques while teaching, management skill, supporting and encouraging to learn language, facilitating to learn language, giving feedback in and out of the classroom, giving different roles to perform and learn language, inspiring to learn language, skill to participate in a group, skill to use audio visual, materials to learn language (using), skill to make decisions and set goals to learn language, giving work to learn language etc. The summary of the observation has been presented below:

On the basis of 30 observed classes, different techniques like imitation, role play, pair work, mime, realia etc. used rarely in the classroom. Teachers conducted their classroom without using sufficient materials, they just used drill technique to run all the classroom activities. It shows that using different techniques while teaching in English classroom was not satisfactory.

Similarly, the classes were not managed well, different materials were not in the respected places, and they did not manage her time too. It shows that the management skill of the teacher was poor.

Likewise, she supported and encouraged to learn language individually. But individual student was not cared and supported; students were in unmanaged condition. It shows that teacher only sometime supports to learn the English language in the classroom which is unsatisfactory.

In the same way, students were facilitated by the teachers to learn English language, but she/he ignored to English language in the remaining days. They conducted the English activities rarely in the classroom. It shows that the condition of facilitating to learn English language is only in average condition.

Similarly, students were given feedback in and out of the classroom. But, she just practiced usual exercise like copying and she/he did not do any of the feedback and follow up activities after her teaching learning activities. It shows that teacher conduct less amount of feedback activities in the classroom.

On the topic, giving different roles to perform the language, sometimes she/he gave different roles to perform the language. Students were given chance to perform and play the role. It shows that the condition of the giving different roles to Perform English language was not good.

Likewise, regarding inspiring to learn language, Students were less inspired to learn language. It shows that the condition of inspiring to learn the language was not satisfactory.

Similarly, regarding skill to use audio visual that was not effective. In other days they did not use audio visual in the class. So, it seems that she had not good skill to use audio visual aid in the classroom. It shows that there is less amount of work to learn language.

From the above discussion, we came to know that the condition of different skill of the teacher was not good condition.

(c) Language Aspect of Teacher

It deals with the language used by the teacher as a classroom language. Here, we discuss about language, verbal behavior, the rate of Nepali language used by teacher and rate of English Language used by Teacher in the daily classroom situation. The summary of the observation has been presented below:

On the basis of 30 observed classes, regarding the topic language aspect of the teacher used good language in the classroom. Regarding the topic verbal behavior, most of the day verbal behavior of the teacher was good.

Likewise, for almost time she /he practiced Nepali based activities in classroom. While teaching English she used Nepali language. It shows that practices of the Nepali language-based activities are in high ratio in the classroom. There should be also some more exposure towards English language.

And, the condition of using English language was very poor, the English words was rarely used for all the remaining days in the class and in other days she/he did not used English language. It shows that there was very low exposure of English language in the classroom. So, exposure of English language should be increased. Thus, the above description shows that exposure of English language in the classroom was less.

Students Activities

It deals with the condition of student activities in classroom. It is described in terms of four language skills (i.e., listening, speaking, reading and writing). They are described below:

(a) The Condition of Listening Activities

It deals with the listening activities of students. Here, we discuss about taking curiosity in listening English songs and rhymes, responding and copying rhymes and songs, enjoying learning English through

Listening, Listening and reciting English letters, trying to listen English words, Listened English materials etc. The summary of the results has been presented below:

On the basis of 30 observed classes, regarding taking curiosity in listening English songs and rhymes, they were high curious to listen but there was not listening class. The above discussion shows that students are curious to learn the language. But there was less exposure on listening.

Similarly, regarding the topic responding and copying rhymes and songs, mimicry was used and students respond on mimicry, they copied or drilled to teacher's voice in the remaining days and sometime they copied writing exercises. It shows that there was average condition of responding and copying exercises in the classroom.

Likewise, regarding the topic enjoying learning English through listening, rhymes was presented as listening materials. She/he just used her/his voice and students were less interested through her voice, there was other

Written and oral exercises. It shows that they are interested in listening through audio or visual materials and they were less interested through teacher's voice.

In the same way, regarding the topic listening and reciting English letters, students were presented English vocabulary and meaning and asked to repeat English letters, they just repeated English vocabulary and meaning. It shows that the condition of listening and reciting English was less fruitful to student. There was less English listening material.

It shows that there were few amounts of the materials that were used for listening. Thus, we can conclude that the condition of listening activities in the English classroom was also not satisfactory.

b. The Condition of Speaking Activities of the Student.

It deals with the speaking activities of the students. Here, we discuss about trying to speak English in classroom, performing English words without hesitation, confidence to utter English words and chunks, correct utterance of English words, songs rhymes responding to the teacher and participating in English etc. The summary of the observation has been presented below:

On the basis of 30 classes' observation, regarding the topic trying to speak in classroom, they were not eager to speak in class, they just repeated what the teacher pronounced, and they were totally in passive manner. Students didn't try to speak in classroom well so it shows that there was lack of sufficient exposure of oral English in the classroom and less interested to speak English language. Students felt hesitate to speak in the classroom.

Likewise, regarding the topic confidence to utter English words and chunks, they performed some of the chunks, but they did not perform English words. The discussion shows that majority of the students don't have confidence to utter the English words and chunks.

Thus, the above discussion shows that, the condition of speaking activities was also not in satisfactory condition.

(c) The Condition of Reading Activities of the Students

It deals with the condition of the reading activities of the students. Here, we discuss about curiosity to read letters, words etc., trying to identify letters and, trying to match the words with pictures. The summary of the observation has been presented below:

On the basis of 30 observed classes, students were curious to read letters and words. It shows that students have high curiosity to read letters, words etc. But they were more interested if words were associated with pictures.

Students were curious and motivated with pictures and they tried to match the words with the pictures.

Thus, the above discussion shows that the condition of reading activities from student side was good. They were curious in doing different activities.

(d) The Condition of Writing Activities of Students.

It deals with the condition of writing activities of students. Here, we discuss about writing alphabets, writing words, making pictures, copying etc. The summary of the observation has been presented below:

On the basis of 30 observed classes, regarding writing, students were practiced to write paragraph they practiced partially. The condition of the writing was in satisfactory condition.

Similarly, regarding the topic writing words, students were practiced to write words the students were good in writing English words.

Likewise, regarding the topic drawing pictures, students were excellent to draw pictures and they were curious too. It shows that students were curious and interested to read through materials like pictures. It shows that there was average condition of the copying English words. So, they should be practiced in copying and other writing activities.

Necessity of Classroom Management

I observed 30 classes, I found that Classroom management was needed for effective English language and teaching learning activities, it is essential in teaching learning activities because none of the teacher can teach properly without management of the classroom.

Influence of Physical Facilities on Classroom Management

I observed 30 classes, I found that classroom management was essential in teaching learning activities, it plays vital role, without teaching materials, without proper management of physical infrastructure like desk, bench, roof, wall, whiteboard, dustbin, electricity, fan and wall, students feel difficult in learning. To make for effective English language and teaching teacher should manage each and everything.

Amount of Time for the Student Activities

I observed 30 classes, I found that sufficient amount of time was needed for the student activities but they got less time to discuss to each other. The teacher was taken more time than the student. So, the student should get plenty of time to build self-confidence and to develop their knowledge as well as for effective English language teaching and learning

Children with Disruptive Behavior

I observed 30 classes; I found that teacher was not able to control the student's misbehavior. I found students misbehavior like fighting with friends, teasing with friends, bullying to friend and teacher, shouting in the classroom, sleeping in the classroom while teaching, frequently going outside, laughing, asking unrelated question, arriving late in the classroom, and disturbing other students. The students misbehavior was not making teaching English language learning effective. So, the teacher should manage the students' misbehavior for effective English language teaching and learning.

Use of Teaching Material

I observed 30 classes, I found that the teacher was using material like picture, card whiteboard and exercise book and less teacher used modern technique. I found that less amount of material. So the teacher should use properly different kind of material to make for effective English language teaching and learning.

Learners from Different Community

I observed 30 classes; I found that students were from different communities with their different cultures and beliefs. So, the teacher should address the diverse culture and their interest to make learning effective and successful.

Main Problems of Classroom Management

The main problems of classroom management in teaching secondary level were managing learners, physical facility, teaching English, to make them ready to learn. If the teacher should manage properly, it becomes English language learning effective and successful.

Main Solutions of Classroom Management While Teaching

I observed 30 classes, I found that the main solutions of classroom management was making lesson plan, using the locally available materials, keeping all students work, managing available facility etc. The teacher prepared group work, pair work, solo work, role play, storytelling, group discussion and drill and so on.

Present Facilities are Sufficient in Teaching English or Not

I observed 30 classes, I found that present facility was not sufficient for effective teaching and learning, only limited facilities were available in school. So, they were facing problems in teaching English in secondary level. The teacher, stakeholder, and the administrator were responsible to facilitate the classroom well.

Other Facilities Needed for Effective Management and Teaching

I observed 30 classes, I found that most of the teacher used exercise book, chart, and picture which was not sufficient for effecting English language teaching so other facilities like teaching materials, audio and video player, English chart and model are needed for the effective management.

State of Learning English at Secondary level

I observed 30 classes, I found that the state of secondary level was poor in our community school, there were not sufficient materials, and teachers have not got any training since many years. And physical infrastructure was not available in the classroom

Role of Facilities to Increase the Learning Status

I observed 30 classes, I found that especially physical facility plays main role, if there was not any physical facility none of the teacher can do well in their teaching, learning activities. Physical facilities play great role in teaching and learning activities

Summary of Findings

On the basis of the presentation, rigorous analysis and interpretation of the data and according to the sampled teacher, the major findings were given below;

(a) State of Classroom Management

The condition of the physical facilities was poor in the secondary level

- i. There was not appropriate arrangement of furniture as per the need of children to conduct the activities.
- ii. Management of English supporting materials was poor, because the indicators like English materials, chants, songs, books, pictures, maps,

models were rarely used.

- iii. Supporting materials were less in secondary level. Majorities of the days, supporting materials was in average
- iv. The condition of basic quality of the teacher was satisfactory. Teacher was amiable, performance was good, she/he had good attitude towards English language, she/he was good personality, performance was good/he, and she seemed smart in classroom.
- v. Skill of the teacher was poor. The teacher had poor skill to use materials and handling the class in effective way.
- vi. Condition of the English language was very poor in classroom because there was less exposure in English based activities.
- vii. Students were curious of listening English but there were fewer amounts of listening materials in classroom.
- viii. Students try to speak English in classroom but they were not able to practice longer chunks. It shows that there was the lack of English exposure to the students.
- ix. The condition of the reading activities from student side was good. They were excellent in matching the words with pictures and curious to read the letters.
- x. Students were good and curious to make the pictures but they were not good at writing words and letters.

(b) Teaching Learning Status of English Language in secondary Level

- i. Teaching learning status of English language was poor in secondary level because almost all the time teacher used Nepali language in her teaching learning activities.
- ii. English teaching materials was not sufficient in the class.
- iii. Teachers were using usual materials rather than newer ones.
- iv. I found that there was a gap between teacher's knowledge and her practice in the classroom.
- v. Use of vocabulary and lexical chunks were only limited and they were rarely used.

- vi. Classrooms were not spacious enough so students are not involved in different activities.
- vii. The main problems of managing English classrooms were student management, physical management, psychological management and time management

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations from the close analysis of the data and its implications of the different levels:

Conclusions

This research was conducted to find out the status and state of classroom management in secondary level in relation to English language. On the basis of findings from the analysis and interpretation the researcher has made the clear conclusion which is concerned with the summary of each five chapter.

The topic of my study is “Role of Classroom Management for effective English Language Teaching and Learning”. Different broad topics like condition of available physical facilities, arrangement of available physical facilities, condition of supporting materials and English materials, condition of the basic quality of the teacher, skill of the teacher to manage English classroom, language aspect of the teacher, condition of the listening activities of students, condition of speaking activities of students, condition of reading activities of students, condition of writing activities of students were discussed. Teacher aspect was good but they focused on theoretical knowledge rather than practical knowledge. There was the poor condition of English materials as well as managing the classroom as the English classroom.

The physical facilities and the materials play a vital role while managing English classroom. So, there was the poor condition of such materials at secondary level school and the condition of the English language was also poor at secondary level. In conclusion, we can say that there was not good condition of English language in our secondary level classrooms.

Recommendations

On the basis of findings of the study recommendation have been made under following three areas (policy related, practice related and further research related) as below:

Policy Related

For the improvement of the quality of the English education in Secondary level government should be aware of the practice, needs and further improvement of the system. My study encompasses all the following things which are quite beneficial for policy makers:

-) Policy maker should formulate clear cut policy regarding the Secondary level school management.
-) Government should be given training for the teacher to manage English language classroom
-) The teacher should create interactive environment and should give them opportunity to speak in English language
-) Government should invest adequate budget especially in the English improvement at secondary level. · Government should provide sufficient materials for the special management of the classroom

Practice Related

My research is equally advantageous for those who are at practice level. Therefore, I can confidently assert that my research is much significant for the teachers especially for secondary level who do different activities at practice level.

Major implications of the study in this level are:

-) More exposure should be given to them and use of English materials should be optimized.
-) The teacher should motivate shy students and should apply modern techniques
-) Teachers should prepare their lesson before they go to the class. Materials should be prepared and demonstrated in advance.
-) I found that there was a gap between teacher's knowledge and their practice in the classroom. So, it is recommended that the teacher should use their knowledge in their practical life to manage classroom.
-) The teacher should be facilitator, motivator, helper, and adviser
-) The teachers should use locally available teaching materials as per the need of

the classroom. They should not be depended only to the materials provided by government.

Further Research Related Level

-) Only few studies are carried out in this field, other researcher can conduct research work in this field. That will contribute to improve the present condition regarding problems in managing ELT classroom.
-) This study will be highly beneficial for the researchers who are interested in conducting further studies in this broad field and reach their destination.
-) This research study is based on at secondary level so other researcher can conduct research work at other level like primary and lower secondary.

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APPENDIX-I

CHECK- LIST FOR THE CLASSROOM OBSERVATION

This Observation checklist is prepared to draw information for the work entitled "**Role of Classroom Management for Effective English Language Teaching and Learning**". Which is carried out under the guidance of Dr. Hari Maya Sharma, Lecturer in Department of English Education, T.U., Kirtipur, Kathmandu. I hope that you all co-operate with me to fill of this checklist, where this data will be invaluable contribution to accomplish this work.

Name of school: Shree Shiva Secondary School, Surkhet, Jarbuta

Subject: Creative English

Name of teacher: Deepak Lamichhane

Topic: Dance

Grade: 9

S.N	Observed items	Responses				
		Excellent	Good	Average	Below average	Poor
1	Teacher's awareness in classroom					
	-Aware of variable of proximity and appropriacy					
	-Aware of variable of students' diversity					
	-Use of proper body language					
	-Use of teacher's voice					
	-Giving instruction					
	-Rapport building					
2	Physical Facilities of Classroom Management					
	-Arrangement of desk benches					
	-Shape and size of classroom					
	-Electricity					
	-Drinking Water					
	-Condition of window, door floor, roof in classroom					
	-Sufficient teaching materials					
	-Visibility of white board					
	-Classroom environment					

3	Effective teaching and learning language skills					
	-Listening					
	-Speaking					
	-Reading					
	-Writing					
4	Effective Teaching and Learning Language aspect					
	-Pronunciation					
	-Vocabulary					
	-Grammar					
	-Language Function					

Class:9

Subject: Creative English

Date:2080/01/10

Period: 1st

School:Shree Shikhar Secondary Level Surkhet, Bheriganga 5

Topic:Health is Wealth

Name of teacher: Janak Subedi

I entered in the classroom earlier than subject teacher. After a couple of minutes, the subject teacher entered in the classroom and warm-up with the students. He started his class and wrote the title on the whiteboard. The title was Health is Wealth then he introduced the title and asked them to tell the definition of health and to make a list about its importance on whiteboard. The students were interested to write on the whiteboard but less students got chance to write on whiteboard. The teacher discussed the lesson clearly. He used Nepali language in his teaching and learning activities. The students felt uncomfortable and hesitated to speak in English language, I observed whole class and found that he used Nepali language in his whole teaching activities. Similarly, the classroom was not neat and clean but the desk and benches were not managed well. So the students were not feeling comfortable to sit on the bench. The whiteboard was visible from the last bench. The classroom was not looking attractive, window, roof, wall, and door were not looking good. The teacher focused on only to explain the lesson but not focused in interaction and group discussion. I found that the classroom was not interactive so the classroom should be interactive to make English language teaching and learning effective the students get chance to speak in English language

Class:10

Subject:English

Date:2080/01/10

Period: 3rd

School: Anand Secondary School, Gumi, Surkhet

Topic:Festivals and Celebrations

Name of Teacher: Sagar Chanda

I went to the last bench to observe the teacher teaching skill and to observe the physical infrastructure then the teacher entered in the classroom and warm up with the students .the teacher wrote the title on the whiteboard .The title was Festivals and Celebrations .He motivated the students by giving the example of festivals such as Dashain, Tihar, Holi and Eidetc. then he started his lesson and discussed clearly .He delivered content at the right time .He did not ask them any type of question duringteaching time. He finished his lesson without using materials. He was not able to manage the students misbehavior .The last bench students were making noise and less students were interested in learning English language .I found that the teacher was not able to handle classroom. The classroom was not neat and clean, desk and bench were not managed well. The whiteboard was visible from the last bench .door, roof,window,and exercise keeping system was not looking good.He used marker and exercise book. He gave assignment to the student

Class:9

Subject: Creative English

Date:2080/01/12

School: Shree Jana Secondary School, Birendranagar-6

Topic:Thomas and Jerry

Name of Teacher: Unik Shrestha

He entered in the classroom and warm-up with the student's.I went to the last bench to observe the classroom as well as to observe how to teach them, how to manage class,what types of material they use in the classroom as well as the physical infrastructure. The teacher started the class and wrote the title, title was Thomas and Jerry. The title was interesting. The teacher selected the two students and gave them name Thomas and Jerry ,then he started to explainthe story and the students were interesting to listen the story.I found that in comparison of lesion and the story , the students were more curious to learn story than lesion similarly, the shape and size of classroom was not enough ,condition of window,door,floorand roofwas not looking good .sufficient materials were not available in the classroom,classroom environment was not good .Teacher told them to write story about anythingelse.

Class:9

Period:2

Subject: Creative English

Date:2080/01/13

Topic:Thomas and Jerry

School:Shree Jana Secondary School, Birendranagar-6

Name of teacher: Unik Shrestha

He entered in the classroom and checked homework and gave them feedback. He started his class continuously. He wrote difficult word and pronounced these word and helped them to pronounce these word.He wrote the meaning of these word and asked them the meaning of these word. The classroom space was not enough. Desks and benches were not arranging properly. The classroom was not looking attractive.It looked like very old. Whiteboard was looking good and dustbin was not keeping inside the classroom. Thetemperature of the classroom was so hot.The electricity was not available regularly.He completed the exerciseclearly. I found that the teacher didn't use material due to lack of sufficient material.He finished his task and gave them homework.

Class:10

Subject:English

Period:1st

Date:2080/01/15

School: Amarjyoti Namuna Secondary School, Birendranagar-12

Topic: Health and Wellness

Name of Teacher: Debit Timilsina

Teacher entered in the classroom and warm up with their students. He started the class at the right time but students were coming late. The teacher motivated them by asking question like have you ever been to hospital for treatment? Then students replied the answer of these question. The teacher explained about the title clearly. He delivered lesson with the help of lecture method. Teacher was fully confidence and his voice was loud and clear. The classroom was not neat and clean, dustbin was in outside of the classroom, whiteboard was visible from the last bench, and desk and bench were not arranged properly. I found that the physical infrastructures and materials were not available in the classroom.

Class: 9

Topic: Dance

Subject: Creative English

Date: 2080/01/18

School: Shree Shiva Secondary School, Surkhet, Jarbuta

Name of teacher: Deepak Lamichhane

The teacher entered in the classroom and warm-up with the student's. I went to the last bench to observe the class. He looked like very smart and his voice was clear. The teacher started his class by asking question like do you like dance? And most of the student replied answer yes and they were curious and ready to learn due to the interesting topic. The teacher gave the example of famous dancer of Nepal. And he started his class and explain lesson with the help of the example of famous dancer. He used marker and textbook but material like picture and audiovisual material. The classroom was not looking attractive. The smell was coming from the toilet, toilet was near and the studs were not in discipline, they were fighting, shouting, frequently going outside of the classroom and teasing with their friend. The teacher tried to manage classroom but not able to handle effectively. Condition of window, door, roof, wall, desk and bench were not arranged properly. Sufficient material were not available, shape of size of classroom was not looking good.

Class: 10

Period: 3

Date: 2080/01/19

Subject: English

School:Gagretal Secondary School,Birendranagar-11

Name of Teacher: Susant Khadka

The teacher entered in the classroom and motivated them by asking question from previous lesson. At first, the teacher was looking good and his voice was clear. His teaching style was good,he organized good Friday program inside the classroom.The program was good,there was some instruction for the students.Most of the students were participated but less students were not participated due to insufficient time. The teacher was not able to manage time that's why all students were not getting chance to participate in this program. The classroom was looking noise, classroom environment was crowded, the classroom was not neat and clean, desk and bench were not arranged properly, wall looked like old, whiteboard was good, dustbin and fan was not available in the classroom. I found that the students were interested to participate in this program which helped to build their confidence and helped to make English language teaching and learning effective.

Class: 10

Subject: English

Topic: Work and Leisure

Date: 2080/01/20

School:Shree Saraswoti Secondary School, Lekbesi -6

Name of Teacher:Pukar Adhikari

I entered in the classroom before the subject teacher. After a few minutes, subject teacher entered in the classroom and warm-up with their students. He started the title and wrote the title on the whiteboard. The title was work and leisure. Teacher was fully confident. He looked like strict. He did not allow to talk unnecessary in the classroom. His voice was audible. Homework assigned to the student. The classroom was not clean and dustbin was not there inside the classroom, desk and bench was arranged systematically in comparison with other schools, the shape and size of the classroom was good, condition of window, roof, wall, door, and roof was looking good in comparison to other school. I found that the large size of class, students were making noise which made teaching English not effective.

Class: 9

Date: 2080/01/21

School: Shree Balbatika Secondary School, Birendranagar -11

Subject: creative English

Topic: Death is a fiction

Name of teacher: Rajesh Rana

The teacher entered in the classroom and motivated them by asking previous question from previous lesson to check the knowledge of the students. He was punctual, his voice was clear; he used material like marker, whiteboard and exercise book. His teaching skill was good. He finished lesson at the right time but not used local material, the temperature of the classroom was not good so students felt bore due to hot temperature of classroom, fan was not there, desk and bench was not good in the classroom whiteboard was looking visible, his voice was commanding.

Class: 10

Subject: English

School: Shree Namuna Secondary School, Lekbesi -10

Date: 2080/01/22

Name of teacher: Ganesh Subedi

Topic: Science and Experiment

He entered in the classroom and warm-up with their students. He started his class and wrote the title name was science and experiment. He motivated them by asking question, how does water boil? And students replied the answer but no one gave sufficient answer, due to lack of practical knowledge. Teacher's performance was good and he had good attitude towards English language. He did not use computer, and projector. He explained lesson briefly with help of lecture method. The classroom was not clean, exercise book was not keeping systematically, it was keeping unsystematically, dustbin was in outside of the classroom, the whole classroom was looking congested so the white board was not visible from the last bench, experiment material was not available in the classroom, I found that there was lack of practical knowledge.