

A STUDY ON TEACHERS' ACTIVITIES FOR MANAGING TEACHING AND LEARNING IN LET CLASSES

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

**Submitted by
Hem Sharma Rijal**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
2016**

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**T.U. Regd. No.: 9-2-48-2724-2008
2nd Year Exam Roll No. 280283/070**

**Date of Approval of the
Thesis Proposal: 30-09-2015
Date of Submission: 30-06-2016**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Hem Sharma Rijal** has prepared this thesis entitled “**A Study on Teachers’ Activities for Managing Teaching and Learning in ELT Classes**” under my guidance and supervision.

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DECLARATION

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

Date: 29-06-2016

Hem Sharma Rijal

DEDICATION

Dedicated

to

my parents

ACKNOWLEDGEMENTS

This study has been possible due to the co-operation, support and kindness of my research supervisor **Dr. Ram Ekwai Singh**, Reader, Department of English Education, whom I sincerely respect and show my gratefulness. His kind help and scholarly guidance greatly helped me to complete this thesis on time without whose supervision, this work would never have appeared in this form.

Meanwhile, I would like to extend my sincere gratitude to guruma **Prof. Dr. Anjana Bhattarai**, Professor and Head, Department of English Education for her valuable inspiration and kind suggestions. I would also like to express my sincere gratitude to **Prof. Dr. Anju Giri** for her invaluable comments and suggestions. Moreover, I would like to extend my gratitude to **Prof. Dr. Laxmi Bahadur Maharjan** for his suggestions.

I am indebted to **Prof Dr. Govinda Raj Bhattarai**, **Prof Dr. Tirtha Raj Khaniya** and **Prof. Dr. Tara Datta Bhatta**, and the other Professors, Readers and Lecturers of the Department of English Education, Tribhuvan University, Kirtipur, for their invaluable and inspirational guidance and suggestions.

I would like to thank **Mrs. Madhavi Khanal** and **Mrs. Nabina Shrestha** for their kind help in library study.

Similarly, I am grateful to all the Head teachers, English teachers and students of different secondary level schools of Parbat district for their valuable responses and supports.

Finally, I am grateful to my family and friends who directly and indirectly supported and encouraged me throughout the entire work.

Hem Sharma Rijal

ABSTRACT

This research work entitled “**A Study on Teachers’ Activities for Managing Teaching and Learning in ELT Classes**” is an attempt to find out activities used by secondary level English teachers for managing teaching and learning in ELT classroom. I purposively selected 20 secondary level English teachers from 20 secondary schools of Parbat district as sample for this study. One secondary level English teacher was selected from each sample school. Non-random judgemental sampling procedure was used to select schools and teachers. Questionnaire and classroom observation checklist were used to collect the data for this study. The findings of the study showed that teachers’ movement and proximity were most useful activities for effective managing of ELT classroom as out of 20 secondary level English teachers, 80 percent of them agreed to these teachers’ issues. Similarly, body language like eye contact, smile and gesture of teachers were found effective activities to manage teaching and learning activities.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of the study, population, sample and sampling strategy, study areas/field, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further research related) followed by references and appendices.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
ed.	:	Edition
ELT	:	English Language Teaching
etc	:	Et cetera
i.e.	:	That is
M.Ed	:	Master's Degree in Education
No.	:	Number
OUP	:	Oxford University Press
Prof.	:	Professor
SLC	:	School Leaving Certificate
T. U.	:	Tribhuvan University
TTT	:	Teacher Talking Time
STT	:	Student Talking Time
TTQ	:	Teacher Talking Quality

CHAPTER ONE

INTRODUCTION

This is the study on **A Study on Teachers' Activities for Managing Teaching and Learning in ELT Classes**. This is the first chapter which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

The act of language teaching is a complex phenomenon though it is an established profession. It is a challenging task for language teachers as it examines one's commitment, expertise, skill and courage. It is an art that requires a sound knowledge on how to handle the children, teaching strategies, curriculum, institution's rules and regulations as well as the availability of materials and how to facilitate understanding in others. Moreover, it requires the investment of a great amount of time, social understanding, intellectual and emotional energy on the part of teachers. Therefore, teaching cannot take place without learning different aspects of ELT as it is done in order to manage and facilitate the learning process.

Teaching can be seen as mediation between language and the learner within the formal context of the classroom. It is widely understood as an act of deliberating the knowledge, skills and attitudes to the learners with an aim of bringing positive change in them. Hansen (1999) conceives teachers' work as a calling, a moral and personal commitment that has to do with cultivating student's mind and spirits. According to him,

Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook

and range of capabilities . . . Other things being equal, a person with a sense of calling comes inhabit the role of teacher more fully than does an individual who treats it as only a job . . . will be more likely to exert a broader and more dynamic intellectual and moral influence on students . . . As a calling teaching is public service that also yields personal fulfillment to the person who provides that service . . . (as cited in Day, 2004, p.16).

Different conceptions of teaching have different implications for teacher preparation. Love of teaching is at the premium in the task of teaching. Without commitment and passion towards teaching loses its value. Head and heart both are involved in a meaningful teaching because it is a challenging task of dealing with human brain, delicate in nature. Teaching is viewed as a kind of an artistic performance. So, teaching technique depends upon the performance of an individual teacher which cannot be predicted easily.

The teacher is the main person who has a key role to foster language learning genuinely and naturally. It is intellectually challenging and it is a matter of having dynamic personality to execute as the classroom situations demand. Teachers are primarily the learners as they are engaged in learning how to teach throughout their lives. This view is supported by Liberman and Miller (1990). They say,

They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for themselves and for the young people in their charge. Learning is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgment, it documents progress over time. Instruction is not technocratic; it is inventive,

craft like, and above all an important human enterprise (as cited in Day, 2004, p.105).

Together with the definition and concept of teaching role of a teacher comes as the central figure in the teaching process. The act of successful teaching demands various roles of the teacher. In this connection, Hopkins (1985, as cited in Head and Taylor 1997, p.94) states “Teachers are too often the servants of heads, advisers, researchers, textbooks, curriculum developers, examination boards or the Department of Education and Science, among others”. Similarly, there are different types of roles of a teacher as: controller, assessor, organizer, prompter, participant, resource and tutor. In order to be able to handle all these roles and responsibilities, teachers should be equipped with sound knowledge and skills. For this, teachers are engaged in lifelong learning and teaching learning activities.

There are different aspects of teaching learning process. Among them, classroom management is a cover term. To manage teaching and learning activities in ELT classroom effectively, teachers have to manage their individual characteristics, their roles and their classroom activities. Nowadays, managing students’ behaviours and teachers’ physical presence in the classroom are important issues of classroom management. In order to bring good results from teachers’ teaching activities, they should learn how to manage their physical presence, voice, instructional activities, students’ grouping in the classroom and so on.

1.2 Statement of the Problem

As teachers are the central to a well managed classroom, certain personal qualities of teachers like personality, voice quality, democratic behaviour, students friendly relations and so on are the basic qualities to the successful management of ELT classroom because they make the teacher someone whom students will respect and want to please not merely obey. Most of the teachers are probably unaware of much of

their activities like proximity, physical appearance, movement, roles and so on in the classroom and its effects on students learning because of their unawareness and insufficient knowledge of classroom management.

Classroom management is one of the essential components of good English language learning and teaching process. Generally, in the classroom, there are diversity of students in terms of culture, socio-economic background, gender, race and intelligence. In such mixed classroom, it is one of the challenging jobs for teachers to manage every activity of the classroom environment. Challenges may be in terms of teachers' appropriate roles, movement in the classroom, voices in terms of audibility and so on. Not only this, teachers have to manage teachers' and students' talking time, their instruction technique and students' grouping.

1.3 Objectives of the Study

The objectives of the study were as follows:

- (i) To find out activities used by secondary level English teachers for managing teaching and learning in ELT classes
- (ii) To find out teachers' perceptions on activities used for managing ELT classes, and
- (iii) To suggest some pedagogical implications from this study.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What are the teachers' activities for managing teaching and learning in ELT classes?
- (ii) How do the teachers use their physical presence in the classes?
- (iii) How do the teachers use their voices in the classes?
- (iv) What are the teachers' roles in managing effective environment of the classes?

- (v) What are the current activities of teachers on seating arrangement in the classes?
- (vi) What different students' groupings do the teachers use in the classes?

1.5 Significance of the Study

Success of teaching and learning English is based on teachers' classroom activities like physical appearance, voice, students' grouping, teachers' roles and so on. It is, therefore, a major responsibility for the teachers to create a reassuring classroom environment in which students are prepared to take risks and experiment with the language. Teaching without proper knowledge of classroom management becomes a journey without any destination. Therefore, 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.

As this study will find out the teachers' activities for managing teaching and learning in ELT classroom, first teachers and curriculum designers will be benefited from this study. Teachers can improve their theoretical as well as practical knowledge on English classroom management. They will update themselves with the findings of this study that help them to manage their physical appearance, voice, roles and students' seating and grouping in ELT classroom. In the same way, curriculum designers will update themselves with the findings of this study. Similarly, this study will be very significant for the students who want to know about different types of teachers and their classroom activities. Likewise, this study will also be equally important for the researchers who want to carry out further research work related to similar issues. In conclusion, this study will be beneficial for those who are directly or indirectly involved in teaching and learning activities, like teachers, students, institutions, subject experts, policy makers.

1.6 Delimitations of the Study

This study was delimited to the following areas:

- (i) This study was delimited to the teachers' activities for managing teaching and learning in ELT classes.
- (ii) Similarly, this study was delimited to the twenty English teachers, teaching at the secondary level schools of Parbat district.
- (iii) Likewise, this study was delimited to the twenty secondary level schools of the same district.
- (iv) This study was delimited to the data collected through questionnaire and classroom observation checklist.
- (v) This study was delimited to the survey research design.

1.7 Operational Definition of the Key Terms

Classroom management: It is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students.

Classroom behaviour: The activities performed by teachers and students in the classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the reviewed literature and conceptual framework of the study are included.

2.1 Review of Related Theoretical Literature

These sub-section deals with different theoretical perspectives related to the present research work.

2.1.1 Management: A Basic Concept

Simply, the term ‘management’ refers to the act of running and controlling a business or similar organization. It is the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. According to Wehrich and Kootz (1994, p. 4) “Management is the process of designing or maintaining an environment in which individual working together in group effectively accomplishes selected aims”. So, we can say that management is the process of planning, organizing, leading and controlling the work of organizational goals. In other words, 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, employees and other obstacles to the organization to fulfill goal and objective successfully.

2.1.2 Classroom Management: An Introduction

A classroom is a place where students arrive to learn from different corners of the country. So, they are different from each other in terms of age, cognitive styles, culture, education, ethnicity, language proficiency, gender identity, geographical background and so on. Therefore, creating a safe and orderly environment in the classroom is a survival skill for the teachers that optimize the learning environment of students. The activities used to create such classroom environment have been studied and developed as the area of classroom management.

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. So, simply, it can be defined as a teacher's ability to co-operatively manage time, space, resources, students' behaviours and to provide a climate that encourage students' learning. It emphasizes the ability of the teachers to manage the classroom for effective teaching. Classroom management is closely linked to the issues of motivation, discipline and respect.

According to Richards and Schmidt (1999, p.38) "Classroom management refers to the ways in which students' behavior, movement and interaction during a lesson are organized and controlled by the teachers to enable teaching to take place most effective". Similarly, Wragg (1981, p.7) defines classroom management as "What teachers do to ensure that children engage in the task in hand, whatever that may be". He focuses on teacher's activities in managing classroom. By analyzing the above definitions, we can say that classroom management is a planned, organized activity, and procedure which allows for effective teaching and learning. So, good classroom management is the key factor for effective learning to take place. It is a highly individualized job because what works for one instructor does not necessarily work for others. However, according to Eggen and Kauchak (1994, p.34) the basic goals of classroom management for almost all instructors are as follows:

- To create the best learning environment possible.
- To develop students' responsibility and self regulation.

It is not possible to have a positive learning environment if students' behaviour goes unchecked and if students have not developed the sense of responsibility that goes along with being a student. Becoming an effective teacher is a unique journey and classroom management is only one important factor that can make the journey more successful for both students and teachers.

Thus, good classroom management is a skill that a teacher acquires over time. There is no such specific technique of managing the classroom but different techniques that a teacher moulds into his/her own unique style. One of the most important factors related to good classroom management is to understand the students' personal and psychological needs. This helps the teacher to understand the reasons of problems occurrence in the classroom. In the same way, successful classroom management involves equal participation of students and teachers to solve classroom related problems. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. So, teachers should not only prepare for what to teach in a period but also prepare themselves for the unexpected behavior of the students. 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.

2.1.3 Activities Used in Classroom Management

In Nepalese classroom, students come from many diverse areas. They bring different interest, emotion, style, behaviour, wish in the classroom. So, managing and controlling the behaviour of students in the classroom is a key issue for a teacher. To manage the classroom well, first of all the teacher has to understand that the students in the class come from different walks of life. They have different problems of their own, some deal with them while some cannot. Stress and conflicts are prominent in

the life of students as well. Though they come 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. Generally, the points discussed below are the common activities of classroom management (Wehrich & Kootz, 1994, p.16).

(i) Making the Class Interesting

A forty-five minute period, wherein a teacher just speaks and students only hear, is not at all exciting. It is important that the students themselves participate in the process that making the period an interactive session instead of a dull lecture. Your classroom management strategies should also include effective teaching strategies, which would keep the students glued to the topics. As a teacher you can plan a few activities in the classroom, which will make children get up from their seat and interact with teachers as well as fellow students. Teacher should not forget that the students have a lot of pent up energy which has to be released. Avoid taking the class for full forty-five minutes, you can ensure that the last 10 minutes of the class time are spent in discussions.

(ii) Talking to the Students

Teachers should talk with the students, not just in the classroom or school, but outside as well. Whenever you come across any student in the cafeteria or in your neighborhood grocery store, greet them. If any student has excelled in a particular sport or event, appreciate him or her. Praise their sincere efforts and tell them how they should go on with it. This will make the students feel that you are close to them and you understand them, the result of which will be obviously seen in the classroom.

(iii) Dealing with Disruptive Behaviour

Students tend to be naughty, and at times this naughty behaviour on their part can disrupt the momentum of the entire class. In such a situation, if a teacher tries to yell

at them on the top of his voice, he will himself disturb other students. A wiser thing to do at such a point of time is to just go and stand near that particular student's desk. This will automatically send him a signal that teacher wants him to stop whatever he is doing, and pay attention to teacher. Most often this works in teachers' favour.

Dixie (2008, p. 5) gives the following activities for managing teaching and learning in ELT classroom:

(i) Body language

A good teacher should have proper use of body language for effective managing of teaching and learning activities in the classroom. The teachers should try to create an imposing and upright body posture to give impression of being controlled by their posture as a means of giving control. In schools, where pupils are usually required to remain seated, it is powerful to stand next to someone who is sitting. Turning the whole body to face the person being addressed makes conversation seem more personal. It also shows that the teacher is prepared to be fully attentive and ready to share rather than demonstrate.

(ii) Eye contact

Eye contact of the teachers to the whole class is one of the activities of managing teaching and learning in the classroom. There is a need to use eye contact to fully involve all the pupils in the lessons. Looking at a pupil in an interested and relaxed manner makes the conversation personal and fully involves them what is going on in the lesson. It is almost like psychological contact that becomes very hard for the pupil to break. The eyes of teachers display their confidence level as well.

(iii) The voice

Voice, along with a positive body stance and use of eye contact is a very important tool of social control. Many people think that shouting at pupils is the only way to convey displeasure and to run things round. Shouting should generally be avoided because it tends to mean that the person shouting is not in control of situation. On the

other hand, the voice that is too quiet will be seen as non assertive and could mean that no one takes any notice of teacher. There should be a regular alter of voice to suit the occasion.

(iv) Gestures

Gestures accentuate what are trying to say. Appropriate use of gesture can add emphasis to the teaching points and a long way to involving the audience in the preceding. For example, drawing the hands towards the teachers' body can convey both warmth and involvement of pupil in teaching learning process. In addition to these activities, Dixie (ibid) gives some psychological tips for effective management of teaching and learning activities in the classroom.

- Teachers' punctuality
- Knowing students by names
- Using praise appropriately
- Making the work relevant
- Creating tensions in the lessons

In addition to the key ideas above, Harmer (2008, p. 34) has given the following points for effective managing of teaching and learning in the classroom:

(a) The Teacher in the Classroom

Teachers' physical presence can play a large part in the management of the classroom environment. The way teachers move and stand, and the degree to which they 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 towards their teachers. They are: Proximity, appropriacy, movement and awareness.

(b) Using the Voice

Perhaps our most important instrument as teachers is our voice. How 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.

(c) 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.

(d) Giving Instructions

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

(e) Student Talk and Teacher Talk

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

(f) 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.

(g) 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.

(h) 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.

(i) Different Students Grouping

Whatever the seating arrangement in a classroom is, students can be organized in different ways. They can work as a whole class in groups, in pairs or individually.

2.1.4 Teacher Behaviour in the Classroom

Simply, the term behaviour refers to the actions or reactions of an object or organism, usually in relation to the environment. Here, in this context, it refers to the way person behaves, especially towards other people. It is a cover term. It can be a good or bad behaviour. Classroom behaviour of teacher is a significant factor for effective teaching and learning process. According to Samadarsi (1998, p.7), “Teachers’ warmth and enthusiasm consistently show a positive correlation with student achievement, what the teacher says and does is so significant in establishing classroom atmosphere that it cannot weight the effects of materials, methods and educational facilities”.

Moskowitz (1976, p. 4) says, “The teachers’ behaviours are divided into two types of influences direct and indirect. The direct categories limit the actions of students and their opportunity to participate. The indirect categories encourage the actions of students and their opportunity to participate”

Teachers’ activities can be based on the nature of subject matter. Similarly, teachers’ behaviours can be both desirable and undesirable. By nature desirable behaviours are effective for the success of teaching process. Successful teaching takes place only when teacher performs desirable behaviour in a classroom. Performing desirable behaviour in a classroom is a good sign of well managed classroom. To perform desirable behaviour, teacher has to pay different roles in a classroom. Harmer (2007, pp.235-243) mentions the multiple roles of teacher in English classroom, they are; controller, assessor, organizer, prompter, participant performer, tutor, investigator, motivator, resource, feedback provider, facilitator and observer.

Mangal and Mangal (2009, p. 391) say, “The term teaching or teacher behaviour refers to the behaviour (verbal and non-verbal) maintained and demonstrated by a

teacher at the time of carrying out his teaching activities in the classroom along with students". The way teacher behaves during teaching is almost guided by his/her own personal philosophy and environment. That is why, teacher behaviour may be regarded as a function of the characteristics of the teachers, his/her environment and the task in which the teacher engaged. Thus, teachers' behaviour in teaching which include practical classroom activities like verbal questions, explanations and non-verbal movement, gesture, pause and demonstration activities are practiced by teacher in the language classroom.

2.1.5 Roles of Teachers and Students in ELT Classroom

Many methods have come and gone in the last 100 years in the pursuit of the best methods like Grammar Translation, Direct, Structural, Audio-lingual, Situational, Communicative method, and so on. However, none has finally achieved overwhelmingly better results in the sense that they ignored the cultures of the local learners or multicultural education. We also agree the view that single method cannot address the classroom reality. In this context, culture not only refer to social, artistic, intellectual traditions associated with a particular social, ethnic or national group but refers to the understanding and practices that are shared within groups of people. In this regards, we can summarize the roles of language teachers and students on the basis of different methods especially grammar translation (GT) to communicative method.

GT method takes teacher as the source of knowledge and authority, teacher as dominating personality and student as hard-working follower and passive listener. Likewise, teacher was taken as director, partner of the students and students as active participant from the direct method perspective. Moreover, according to audio-lingual method, teacher is taken as orchestra leader, director, controller, monitor, guide and as student as imitator/reactive role and according to OSS approach teacher as model, conductor, controller/manipulator and student as active imitator of the teacher. On the other hand, communicative approach advocates teacher as the facilitator, counselor, organizer, manager, co-communicator, guide and student as active participant.

Based on this summary, we can say that traditional pedagogy did not take teachers as transformative intellectual but they only took teachers as passive technicians. Similarly, students were taken as passive listeners or active imitator but they did not provide the students with opportunity to play vital role in their own learning.

Different scholars have presented different roles of teachers which they perform in the language classroom situations, For instance, according to Karavas-dukas (1995, as cited in Hedge, 2010, p. 26), teacher can play different roles like instructor, presenter, manager, psychologist, co-operator, friend, source of inspiration, and so on. Likewise, according to Harmer (1991), a large number of roles i.e. controller, assessor, prompter, participant, tutor, resource person, etc can be performed in ELT classroom.(as cited in Hedge,2010, p. 25). According to Kumaravadivelu (2003), teacher should play the role as a passive technician, reflective practitioner and transformative intellectual. (as cited in Poudel, 2011.p. 15).

Similarly, many people believe students need to play active role in learning. According to Hedge (2010), they should play the active role in contributing course designing, activity designing, developing approaches that are more independent and practicing and using new methodology.

Students should play the role of active agent of their learning process. They should feel the sense of ownership and help their teacher to make language learning process from insider perspective. In addition, teachers should play the following roles in the language classroom:

- a) Teacher as a reflective practitioner (s/he should involve-in-action and on-action)
- b) Teacher as an ethnographer (s/he should carry out ethnographic research to address the cultural issues in the learning or acquisition process)
- c) Teacher as an action researcher (s/he should carry out an action research to bring change in the classroom practices or improve classroom practices)

- d) Teacher as a transformative intellectual (s/he should play the significant role for transformation of the schooling and society by
- involving students themselves to raise opposition voices
 - raising the critical awareness on the part of students
 - seeking critical classroom practices
 - creating and adapting materials for critical pedagogy
- e) Teacher as a cultural diplomat (s/he should give equal emphasis on all the cultures that his or her students have in the classroom. S/he should not impose his or her culture on the students but appreciate and promotes all the cultures that his or her students have).
- f) Teacher as a active social agent (s/he should play significant role in changing the society's beliefs, values, ideologies, behaviours, cultures, custom, and so on. S/he should involve in raising the critical awareness on the part of learners who are being deprived in their rights and others. S/he should involve in those activities/ tasks/projects which focus on the personal liberation, justice, self-actualization and equality.
- g) Teacher as a manager, organizer, director, facilitator (s/he should manage, organize, facilitate learning situation or activities very tactfully and carefully)
- h) Teacher as an active technician (s/he should involve in the process of curriculum development, syllabus designing, course development, materials development and so on).

2.2 Review of Related Empirical Literature

Some of the past related theses carried out in the department of education have been reviewed here:

Thami (2008) carried out a research entitled “A study on classroom management”. The objective of her study was to identify and analyse the physical aspects in English classrooms 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 using purposive non-random sampling procedure. 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 work on the title “Strategies of classroom management used by secondary level teachers”. The main objective of his study was to identify the common strategies used by the secondary level English teachers for classroom management. He selected nine secondary level English teachers as sample from nine government-aided secondary schools of Syangja district using non-random sampling procedure. Classroom observation checklist and questionnaire were used as research tools for data collection. The findings of the study showed that use of gestures, eye contact with the students, use of teaching aids and use of black board were more effective strategies for classroom management. Similarly motivation technique was found more effective strategies in 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, most teachers felt disciplinary problems in the classroom.

Dhakal (2012) carried out a research entitled “Teachers’ skills at managing disruptive classroom behaviour in ELT classroom”. The objective of his study was to analyse teachers’ skills at managing disruptive behaviour in terms of procedures and rules, classroom organization, lesson movement and communication. He selected eight teachers and twelve students from four higher secondary schools of Kaski district by using non-random sampling procedure. He used questionnaire, classroom observation checklist and interview as tools for data collection. The findings of the study showed that effective communication was the key to success and there was a gap between teacher’ knowledge and their practice in the classroom. He added that student behaviours were influenced by teacher characteristics. He mentioned that the teachers’ techniques of responding students’ behaviours in the classroom of one teacher to another were not identical.

Ram (2014) carried out a study on “Classroom management in English language teaching”. His main objective was to identify the different classroom management strategies used by the teachers for classroom management in government-aided schools and private schools. The population for this study was all the government-aided and private secondary level teachers. Altogether ten teachers, five from government-aided and five from private secondary schools were selected using non-random sampling method as a sample. He used classroom observation checklist as the main tool as well as diary and questionnaire as the supportive tools. The findings of the study showed that out of 30 classes, talking to students, using the voice, use of gesture, regular eye contact with students, and way of using teaching aids, performance capacity and skills of classroom management were found more effective strategies in private schools than government-aided schools.

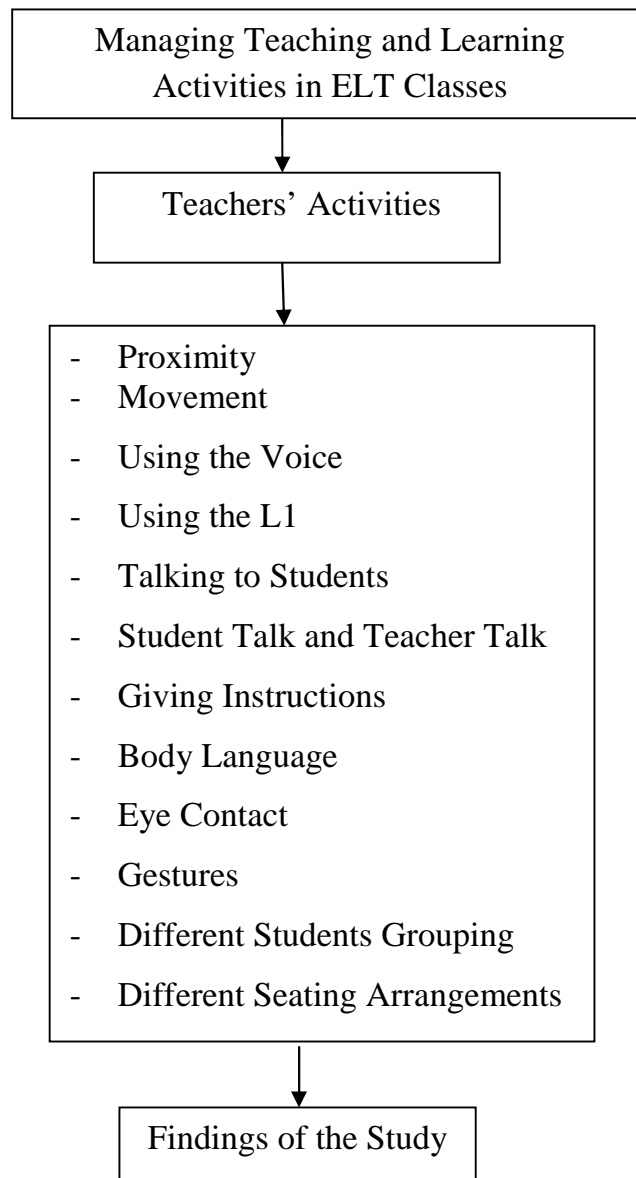
2.3 Implications of the Review for the Study

Determining and reviewing the related literature is the central and most important task for researcher in any research. It helps to bring the clarity and focus on research problem, improve methodology and contextualize the findings. Reviewing the literature is a continuous process. It begins before a research problem is finalised and continuous until the report is finished. A literature review is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarise, evaluate and clarify this literature. It should give a theoretical basis for the research and help us to determine the nature of our own research. We have to select a limited number of works that are central to our research area rather than trying to collect a large number of works that are not as closely connected to our topic area. Although reviewing literature can be time consuming, daunting and frustrating, it has many advantages as it provides theoretical background to our topic, refine our research methodology and contextualize our findings.

Therefore, as a researcher, I have gone through different existing literature and other different articles, books, along with past researches. Thami (2008) and Basyal (2010) research work helped me in theoretical literature review of this study. Moreover, these studies updated me with the survey research design. Similarly, Giri (2012) and Ram (2014) research work had direct and indirect implications to this study. Their studies helped me to frame the title and objectives of this study. In the same way, through their studies I updated myself with the steps of survey research design, tools of data collection and methodological part. Likewise, Dhakal (2012) research work helped me in theoretical as well as in framing open-ended and close-ended questions of this study. In conclusion, all those past researches have described about the classroom management and classroom behaviours of ELT teachers. Hence, these reviewed studies helped me in my research area, justified the research and provided a context for the research. Similarly, these literature reviews enabled me to learn from the previous theory on the subject and illustrated how the subject has been studied.

2.4 Conceptual Framework

The present research study on the title “A Study on Teachers’ Activities for Managing Teaching and Learning in ELT Classes” will be based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

Under this chapter, design and method of the study, population, sample and sampling strategy, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure are included.

3.1 Design and Method of the Study

While carrying out any research work, researchers have to follow a certain research design. There are different research designs, such as experimental, quasi-experimental, survey, historical, ethnographic, case study, action research and so on. Among them, this research study was based on survey research design.

Survey research is the most commonly used method of investigation in educational research. Survey research in education involves the collection of information from members of group of students, teachers or other persons associated with educational process. It is a superficial study of an issue or phenomenon. Therefore, survey research design is considered most reliable to the present topic of this study. To define the survey research, various scholars have put forward their unique views. According to Kidder (1981, p.81) “Survey is the best research design carried out in order to find out public operation, and the behaviours and attitudes of different professional to access certain activities and to study certain trends almost at a single point of time”. Similarly, according to Cohen and Manion (1985 as cited in Nunan, 2010, p. 140) “Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and /or events at a single point of time”.

Survey research is always carried out in the natural setting. So, I have selected this research design because it provided me an authentic and reliable data to proceed my research work. It helped me to find out the secondary level English teachers’ activities

for managing teaching and learning activities in ELT classroom. Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, survey research is a systematic process of investigating ideas, concepts and views of respondents that cannot be conducted haphazardly. Therefore, in order to conduct survey research, researchers have to follow the above systematic process.

3.2 Population, Sample and Sampling Strategy

All the secondary level English teachers of Parbat district were population of this study. Because of small-scale study, it was difficult to collect data from each and every member of the population. Therefore, the required sample consisted of 20 secondary level English teachers and 20 schools of the same level. One secondary level English teacher was selected from each sample school. Purposive non-random sampling procedure was used to select the schools and teachers as sample for this study.

3.3 Study Areas/ Field

Parbat district, secondary level schools of the same place and English teachers of the same place were research areas for this study. Teachers' activities in managing teaching and learning in ELT classroom was the field of this study.

3.4 Data Collection Tools and Techniques

The tools of data collection for this study were questionnaire and classroom observation checklist. On the basis of the title, objectives and research problems of this study, these tools were devised.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected twenty secondary level schools of Parbat district and established rapport with the headmasters. After clarifying purpose and getting approval, I visited the selected teachers and handed over questionnaire. I requested them to fill it up and return as soon as possible. Similarly, I requested them to give permission for observing their classes. After getting permission, I observed three classes of each teacher. Altogether I observed sixty classes of those teachers.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, two types of research tools were used viz. questionnaire and classroom observation checklist. Thus, the collected data were put under different headings and then analyzed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

Under this chapter, the data which were collected from questionnaire and classroom observation checklist are analysed and interpreted in order to derive the results of this study.

4.1 Analysis of Data and Interpretation of the Results

This section is mainly concerned with the presentation, analysis, and interpretation of the results. The collected data from the twenty English teachers were presented, analyzed and interpreted in order to find out activities used by secondary level English teachers for managing teaching and learning in ELT classrooms. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.1.1 Analysis of Data Collected through Questionnaire

First of all, all the twenty selected secondary level English teachers were given a set of questionnaire in order to find out their perceptions, views and concepts on the given questions. And then, those collected views, perceptions and concepts were analyzed and interpreted. Therefore, the following section consists of the analysis that I found in the collected data.

4.1.1.1 Teachers' Physical Presence

In order to find out secondary level English teachers' perceptions on nature of teachers' physical presence in the ELT classroom to make teaching and learning effective, a statement was given to them. The statement was '*Teachers' physical presence in the classroom like proximity and movement should be maintained reasonably so that teaching and learning activities will go smoothly in the*

classroom.'. In response to this statement, I got the following opinions of the teachers which are given under the following table:

Table 1

Teachers' Physical Presence

Responses	No. of the teachers	Percentage
Agree	16	80%
Undecided	4	20%
Disagree	-	-
Total	20	100%

The above table shows that out of 20 secondary level English teachers, 80 percent of them agree with the statement that teachers' physical presence in the classroom like proximity and movement should be maintained properly for effective use of teaching learning activities whereas 20 percent undecided with the statement. Thus, we can conclude that teachers' physical presence in the classroom should be properly maintained so that teaching and learning activities should run smoothly.

4.1.1.2 Use of Classroom Instructions Based on Needs, Interests and Nature of the Topic

In order to find out secondary level English teachers' use of classroom instructions based on needs, interests of the students and nature of the topic, they were given a statement. The statement was '*Teachers should use classroom instructions on the basis of students' needs, interests and nature of the topic so that students learn in a better way*'. In response to this statement, I got following data which are given in the table of next page:

Table 2

Use of Classroom Instructions Based on Needs, Interests and Nature of the Topic

Statement	No. of the teachers	Percentage	Response
<i>Teachers should use classroom instructions on the basis of students' needs, interests and nature of the topic so that students learn in a better way.</i>	14	70%	Agree
	4	20%	Undecided
	2	10%	Disagree
Total	20	100%	

The above table shows that out of 20 secondary level English teachers, 70 percent of them agree with the statement that teachers' should use classroom instructions on the basis of students' needs, interests and nature of the topic, 20 percent undecided whereas 10 percent disagree with the statement. Thus, we can conclude that classroom instructions should be used on the basis of students' needs, interest and nature of the topic so that teaching learning activities go smoothly in the ELT classroom.

4.1.1.3 Activities Used when Students Make Noise in ELT Classroom

In response to the question, '*What activities did you use when students make noise in the classroom?*' I got following responses from the secondary level English teachers which are given in the table of next page:

Table 3

Activities Used when Students Make Noise in ELT Classroom

Question aspect	No. of the teachers	Percentage	Activities
<i>What activities did you use when students make noise in the classroom?</i>	15	75%	Individual works, involve students in pair/group work, asking oral questions from the taught lessons and so on.
	5	25%	Classwork, starting lesson on the basis of students' interest and giving rewards to the talents students
Total	20	100%	

The above table shows that out of 20 secondary level English teachers, 75 percent of them use individual work, pair/group work, ask oral questions from the taught lessons and so on whereas 25 percent of the teachers use classwork, starting lesson on the basis of students' interest and give rewards to the talents students whenever students make noise in the classroom.

4.1.1.4 Activities Used when Students Keep Using Nepali in English Classroom

In response to the question, '*What did you do if students keep using Nepali language in English classroom?*' I got following responses from the secondary level English teachers which are given in the table of next page:

Table 4**Activities Used when Students Keep Using Nepali in English Classroom**

Question aspect	No. of the teachers	Percentage	Activities
<i>What did you do if students keep using Nepali language in English classroom?</i>	11	55%	Discuss about importance of English language, playing language games and playing the roles of motivator and facilitator
	7	35%	Involve students in pair/group and individual work and praising students' classwork
	2	10%	Address students' needs, interests and learning habits in the classroom.
Total	20	100%	

The above table shows that out of 20 secondary level English teachers, 55 percent of them use the activities like discussion about the importance of English language, playing language games and playing the roles of motivator and facilitator in order to motivate the students whenever their students use Nepali in English classroom. Similarly, 35 percent of them involve students in pair/group and individual work and praising students' classwork as encouragement technique whereas 10 percent teachers address students' needs, interests and learning habits in the classroom to encourage their students' learning English.

4.1.1.5 Specific Techniques for Managing Indisciplined Students in ELT Classroom

In response to the question, ‘*How did you manage your indisciplined students in ELT classroom?*’ I got following responses from the secondary level English teachers which are given in the table below:

Table 5

Specific Techniques for Managing Indisciplined Students in ELT Classroom

Question aspect	No. of the teachers	Percentage	Activities
<i>How did you manage your indisciplined students in ELT classroom?</i>	11	55%	Using language games, teaching materials like realia, pictures, cutouts and matchstick figures , group work, pair work,
	6	30%	Using games, group work, pictures, short stories and jokes
	3	15%	Using role play, lecture technique, project work, songs and group work.
Total	20	100%	

The above table shows that out of 20 secondary level English teachers, 55 percent teachers provide teaching activities like language games, teaching materials like realia, pictures, cutouts and matchstick figures, group work and pair work for managing indisciplined students. Likewise, 30 percent teachers provide games, group work, pictures, short stories and jokes as teaching activities whereas 15 percent teachers provide teaching activities like role play, lecture technique, project work, songs and group work in their classroom for effective managing of indisciplined students and ELT classroom.

4.1.1.6 Classroom Activities Used to Attract the Students' Attention in the Classroom

Teachers can use different types of activities in the classroom to attract the students' attention towards the lesson. Regarding the most important classroom activities to attract the students' attention in the classroom, I got the following data which are given in the table below:

Table 6

Classroom Activities Used to Attract the Students' Attention in the Classroom

No. of the teachers	Percentage	Activities to attract the students' attention in the Classroom
14	70%	Body language, eye contact, teachers' voice, gesture, knowing and calling students by their name, using praise appropriately and making classroom interesting by cracking jokes, singing songs and so on.
4	20%	Body language, eye contact, teachers' voice and gesture.
2	10%	Body language, eye contact, teachers' voice and gesture and knowing and calling students by their names.

The above table shows that out of 20 secondary level English teachers, 70 percent of them use body language, eye contact, teachers' voice, gesture, knowing and calling students by their name, using praise appropriately and making classroom interesting by cracking jokes, singing songs and so on as the most important activities to attract their students' attention in the classroom. Similarly, 20 percent teachers use body language, eye contact, teachers' voice and gesture whereas 10 percent teachers use body language, eye contact, teachers' voice and gesture and knowing and calling

students by their names as the most important activities to attract their students' attention in the classroom.

4.1.1.7 Teachers' Practices of Involving Students in Pair Work

Regarding the teachers' practices of involving students in pair work, I got the following data which are given in the following table:

Table 7

Teachers' Practices of Involving Students in Pair Work

No. of the teachers	Percentage	Teaching technique they used	Responses	Reasons they used
15	75%	Pair work	According to the nature of the topic	Develops self confidence of the students
5	25%	Pair work	sometimes	Develops curiosity towards learning

The above table shows that out of 20 secondary level English teachers, 75 percent teachers use pair work according to the nature of the topic as it develops self confidence in the students whereas 25 percent teachers use it sometimes as it develops curiosity of students towards learning.

4.1.1.8 Teachers' Practices of Involving Students in Group Work

Regarding the teachers' practices of involving students in group work, I got the following data which are given in the table of next page:

Table 8

Teachers' Practices of Involving Students in Group Work

No. of the teachers	Percentage	Teaching technique they used	Responses	Reasons they used
13	65%	group work	According to the nature of the topic	Develops communicative competence in the students
7	35%	group work	sometimes	Develops speaking ability

The above table shows that out of 20 secondary level English teachers, 65 percent of them use group work according to the nature of the topic as it develops communicative competence in the students whereas 35 percent of them use it sometimes as it develops speaking ability of the students.

4.1.1.9 Roles Performed by the Teachers while Students Work in Pair and Group Work

A teacher has many roles to perform in the classroom. She/he has to manage everything that ensures the successful teaching and learning activities in the classroom. Regarding the roles performed by the secondary level English teachers while students work in pair and group, I got the following data which are given in the table of next page:

Table 9

Roles Performed by the Teachers while Students Work in Pair and Group Work

Teaching techniques	No. of the teachers	Percentage	Roles played by the teachers
Pair work and group work	10	50%	Director, monitor, manipulator, facilitator, co-communicator, friend and resource person
	6	30%	Controller, manager, organizer and counselor
	4	20%	Guide, conductor, instructor and prompter

The above table shows that out of 20 secondary level English teachers, 50 percent of them perform the roles of director, monitor, manipulator, facilitator, co-communicator, friend and resource person while students work in pair and group. Likewise, 30 percent of them perform the roles like controller, manager, organizer and counselor whereas 20 percent teachers perform the roles like guide, conductor, instructor and prompter while students work in pair and group work.

4.1.1.10 Individual Factor in Language Learning Process

In response to the statement, ‘*Do you agree that individual factor of the students is key factor in language learning process?*’ I got only one answer that is all the secondary level English teachers agreed with the statement.

4.1.1.11 Good Classroom Management Ensure better Learning

In response to the statement, '*Do you think a good classroom management ensures the better learning of the students?*' I got similar views from the secondary level English teacher that is all the teachers agreed with the statement.

4.1.2 Analysis of Information Collected from Classroom Observation Checklist

This section is concerned with the observation of 60 classes of twenty secondary level English teachers. I prepared an observation checklist and observed sixty classes of twenty selected teachers (three classes of each teacher) in order to find out their classroom activities for managing teaching and learning in ELT classroom. I used two rating scale in the classroom observation checklist along with running commentary section. The rating scale was 'Yes' and 'No'. If the teachers were aware about the given issues of classroom activities then they were ticked under 'Yes' rating scale otherwise in 'No' rating scale. Similarly, comments were written under running commentary section.

4.1.2.1 Analysis of Activities Related to Teachers' Physical Presence

While managing the classroom for effective teaching and learning of English language, teachers should manage their 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, movement, personality, etc. Now these issues of classroom and teachers are analyzed and interpreted on the basis of collected data from classroom observation check-list.

(a) Analysis of Teachers' Proximity

Simply, proximity refers to closeness or nearness. The teachers have to maintain reasonable physical proximity in the classroom while teaching students. The table below shows the data that I found in my study.

Table 10

Analysis of Teachers' Proximity

Rating	No. of classes	Percentage
Very close	38	63.33%
Less close	22	36.67%
Total	60	100%

The above table shows that out of 60 observed classes in 38 (63.33%) classes teachers found more effectively managed their proximity in their classroom whereas in 22 (36.67%) classes less effective.

(b) Analysis of Teachers' Movement

Movement of teachers is one of the most important aspects of classroom management. In the classroom, teachers use different kinds of movement or activities to attract the attention of students towards the lesson. However, movement of teacher in the classroom is of their personal preference. In my study, teachers were found spending most of their class time in one place, in front of the class, to the side or in the middle of class. While others were found spending 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 was a matter of personal preferences of teachers. Motionless teachers always bore students in the classroom and the environment of the class. 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. I found many teachers actively moved in

the classroom to attract their students' attention and to impart their knowledge successfully. They were found sometimes in front of the class and in others time in middle of the class. In other words, teachers moved in the class on the basis of situation, need and personal preferences. I found some teachers were totally motionless in the class. They taught sitting on the chair or standing in one place of time. The following table shows the data:

Table 11

Analysis of Teachers' Movement

Rating	No. of classes	Percentage
Yes	42	70%
No	18	30%
Total	60	100%

The above table shows that out of 60 observed classes in 42 (70%) classes teachers moved more effectively to attract the students' attention and to maintain classroom environment. On the other hand, in 18 (30%) observed classes I found some teachers were standing in front of the class and sitting on the chair to teach the students. Thus, it can be concluded that teachers' movement is necessary in the classroom for effective managing of teaching and learning of English language.

4.1.2.2 Analysis of Activities Related to 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.

In this study, I observed 60 classes of twenty secondary level English teachers and found differences in their uses of voice. Generally, the classroom of government-aided schools is big and students are also more in number. So, in such classes teachers' voice may be different in comparison to small classes. I found teachers of private schools were alert and aware of their voice in terms of audibility, variety and conservation of vocal energy. They were taking great charge of their students' behaviour. They were modifying their voice to attract their students' attention towards them. Similarly, teachers of government-aided schools also took charge of their voice and students behaviour but little different from private ones. The actual data I found in course of classroom observation is given below.

Table 12

Analysis of Teachers' Voice

Rating	No. of classes	Percentage
More effective	47	78.33%
Less effective	13	21.67%
Total	60	100%

The above table shows that out of 60 observed classes in 47 (78.33%) classes teachers were found more effectively using voice in the classroom which is the best technique to motivate the students and manage the classroom. Whereas only in 13 (21.67%) classes teachers were found less effective in maintaining this variable.

4.1.2.3 Analysis of Teachers' Talk

How a teacher talks to students or in what manner s/he interacts 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 60 classes of the 20 teachers. I observed how they talked to the students, whether they rough tuned their language or not. Similarly how often they used gesture, facial expression and mime to demonstrate language. The following table presents the data.

Table 13

Analysis of Teachers’ Talk

Rating	No. of classes	Percentage
More effective use of language	50	83.33%
Less effective use of language	10	16.67%
Total	60	100%

The above table shows that teacher’s talk was very important in managing teaching and learning. Out of 60 observed classes in 50 (83.33%) classes I found teachers were more effective in adapting their language and using facial expression in their classes whereas only in 10 (16.67%) classes teachers were found weak regarding this variable.

4.1.2.4 Analysis of Teachers' Instruction and Evaluation

How a teacher instructs student in the classroom is an 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 this study, I found some teachers were unconsciously neglecting this issue of classroom management for effective learning of English language. They just used to finish the lesson. They rarely evaluate the students after finishing the lesson. The following table shows the data clearly:

Table 14

Analysis of Teachers' Instruction and Evaluation

Rating	No. of Classes	Percentage
Yes	30	50%
No	30	50%
Total	60	100%

The above table shows that out of 60 observed classes in 30 (50%) classes teachers were found more effective in instructing and evaluating their students. Whereas in 30 (50%) classes teachers were found weak in instructing and evaluating their students. These teachers did not evaluate their students after finishing the lesson.

4.1.2.5 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 teachers talk; the less chance there is for the students to practice their own learning. 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 teachers 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 15

Analysis of Students' and Teachers' Talk

Rating	No. of classes	Percentage
Yes	44	73.33%
No	16	26.67%
Total	60	100%

The above table shows that in most of the classes i.e. 44 (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. 16 (26.67%), teachers were found weak regarding awareness and benefits about TTT, STT and TTQ. In those classes, I found overuse of TTT.

4.1.2.6 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 far as possible, there should be 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 classrooms whether they were aware of this issue or not. The table in the next page presents the data:

Table 16

Analysis of the L1 Use

Rating	No. of the classes	Percentage
Yes	43	71.76%
No	17	28.33%
Total	60	100%

The above table shows that in 43 (71.76%) 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 a few classes i. e. in 17 (28.33%) classes 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.

4.1.2.7 Analysis of Students' Seating Arrangements

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.

In my study, I found all the classes were managed in orderly rows. Students were being seated in orderly rows. I did not find any other seating arrangement in the classroom. 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. Thus, in my study, I found all the classes were organized in orderly rows.

4.1.2.8 Analysis of Different 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 a few 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 mainly practices of teaching whole class and sometimes in group and pairs by the teachers.

4.1.2.9 Analysis of Body Language

Action speaks louder than words. Teachers can create more impressions through non-verbal communication in the ELT classroom than knowledge of subject matter and verbal fluency. There is a language of body expression and motion that play pivotal role in the language classroom. When a message is communicated without using a word, the process requires non-verbal cues to be transmitted and received. Non-verbal communication forms an important part in the ELT classroom. To make the interaction and communication more clear and comprehensible different types of non-verbal communications area used. Non-verbal communication can be divided into two types. They are body language and paralinguistic features. Body language involves aspects such as personal appearance, walk, gestures, facial expressions, hand movements, posture and eye contact whereas paralinguistic features include a person's voice, volume, pitch, rate, pauses, articulation, and voice modulation. In this study, I found sufficient use of body language by the secondary level English teachers while managing teaching and learning in ELT classrooms. I found body language like eye

contact; smile and gesture of teachers were effectively used by all the teachers in the classroom.

4.2 Summary/Discussion of the Results

This study was limited to the twenty secondary level English teachers. Those English teachers were selected from Parbat district in order to find out activities used by secondary level English teachers for managing teaching and learning in ELT classroom. In order to collect the data for this study, questionnaire and classroom observation check list were used as research tools. Hence, the results provided by these research tools are given below:

-) It was found that out of 20 secondary level English teachers, 80 percent of them agreed with the statement that teachers' physical presence in the classroom like proximity and movement should be maintained properly in order to make teaching learning activities effective in the ELT classroom.
-) Likewise, it was found that teachers should use classroom instructions on the basis of students' needs, interests and nature of the topic so that teaching learning activities would go smoothly in the ELT classroom.
-) In the same way, it was found that out of 20 secondary level English teachers, 75 percent of them used individual work, pair/group work, ask oral questions from the taught lessons whenever students make noise in the classroom.
-) Similarly, out of 20 secondary level English teachers, 55 percent of them used the activities like discussion about the importance of English language, playing language games and playing the roles of motivator and facilitator in order to motivate the students when they use Nepali in English classroom.
-) Likewise, it was found that out of 20 secondary level English teachers, 65 percent of them used group work according to the nature of the topic as it develops communicative competence in the students.
-) Similarly, out of 20 secondary level English teachers, 70 percent of them used body language, eye contact, teachers' voice, gesture, knowing and calling students by their name, using praise appropriately and making classroom interesting by

cracking jokes, singing songs and so on as most important activities to attract their students' attention in the classroom.

- J In the same way, out of 20 secondary level English teachers, 75 percent teachers used pair work according to the nature of the topic as it develops self confidence in the students.
- J Likewise, out of 20 secondary level English teachers, 55 percent of them provided teaching activities like language games, teaching materials like realia, pictures, cutouts and matchstick figures, group work and pair work for managing indisciplined students.
- J Similarly, it was found that a good classroom management ensures the better learning of the students as all the teachers agreed with the given statement.
- J In the same way, it was found that individual factor of the students is key factor in language learning process as all the secondary level English teachers agreed with the given statement.
- J Likewise, out of 20 secondary level English teachers, 50 percent of them performed the roles of director, monitor, manipulator, facilitator, co-communicator, friend and resource person while students work in pair and group.
- J Similarly, out of 60 observed classes in 38 (63.33%) classes teachers were found more effectively managed their proximity in their classroom.
- J Likewise, out of 60 observed classes in 42 (70%) classes teachers moved more effectively to attract the students' attention and to maintain classroom environment students friendly.
- J It was found that body language like eye contact, smile and gesture of teachers were effectively used by all the teachers in the classroom.
- J Similarly, out of 60 observed classes in 50 (83.33%) classes, I found teachers were more effective in adapting their language and using facial expression in their classes.
- J Likewise, out of 60 observed classes in 30 (50%) classes teachers were found more effective in instructing and evaluating their students.
- J It was found there was good balance between TTT and STT. In observed classes, I found teacher maximizing STT and minimizes TTT.

-) Similarly, it was found that teachers were aware of benefits of L1 use in ELT classroom.
-) I found all the classes were managed in orderly rows.
-) I found there were mainly practices of teaching whole class and sometimes in group and pairs by the teachers.
-) It was found that out of 60 observed classes in 47 (78.33%) classes, teachers were found more effectively using voice in the classroom which is the best technique to motivate the students and manage the classroom.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has explored the activities used by secondary level English teachers for managing teaching and learning in ELT classrooms. In this study, 20 secondary level English teachers from Parbat district were sampled. Similarly, 20 secondary level schools were selected from the same place as sample and from each school one teacher was selected. Purposive non-random judgemental sampling strategy was used to select the sample of this study. Similarly, two types of research tools were used in this study. They were questionnaire and classroom observation checklist. Similarly, it was found that out of 20 secondary level English teachers, 80 percent of them agreed with the statement that teachers' physical presence in the classroom like proximity and movement should be maintained properly in order to make teaching learning activities effective in the ELT classroom. Likewise, it was found that out of 60 observed classes in 47 (78.33%) classes, teachers were found more effectively using their voice in the classroom which is the best technique to motivate the students and manage the classroom. In the same way, it was found that out of 20 secondary level English teachers, 75 percent of them used individual works, pair/group work, ask oral questions from the taught lessons whenever students make noise in the classroom. Similarly, it was found that out of 60 observed classes in 50 (83.33%) classes, teachers were found more effective in adapting their language and using facial expression in their classes.

5.2 Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusions will be utilized in the following mentioned levels. The recommendations on these levels have been presented separately below:

5.2.1 Policy Related

The following policy related recommendations can be made:

-) There should be regular provision of practical and skill-based training, seminar and workshop to all the ELT teachers to make them expert in teaching profession.
-) Similarly, secondary level English teachers should be trained by the concerned authority or government regarding new trends in English language teaching to use maximum number of learner friendly techniques like individual work, group work, pair work for effective managing of teaching and learning activities.
-) There should be frequent observation and monitoring programme in ELT from the authorized agencies.

5.2.2 Practice Related

The following practice related recommendations can be made:

-) Rewards and punishment should be maintained among the teachers to develop their teaching profession.
-) Concerned authority should develop teachers', administrators' and ELT managers' awareness towards the usefulness of teachers' personality, proximity, clear and audible voice and interaction to manage the classroom effectively.
-) Teachers can carry out action research for better management of teaching learning activities focusing on individual differences, effectiveness of teaching activities.

5.2.3 Further Research Related

The following further research related recommendations can be made:

-) The findings of this research work could provide as a valuable secondary resource materials for other research workers who are interested in better management of ELT classrooms.
-) The further researcher can explore the effectiveness of different teaching and learning activities in ELT classrooms.

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Appendix 1

Questionnaire for the Teachers

Dear Sir/Madam

This questionnaire is a part of my research study entitled “**A Study on Teachers’ Activities for Managing Teaching and Learning in ELT Classes**” under the supervision of **Dr. Ram Ekwel Singh**, Reader, Department of English Education, T.U., Kirtipur. Success of teaching and learning English depends on the appropriate activities and techniques of the teachers. Therefore, this study is going to be carried out in order to find out secondary level English teachers’ classroom activities for managing teaching and learning activities in ELT classes. Hence, your cooperation in completion of this questionnaire through the authentic and reliable information will be of great value to me. At the same time, I assure you that your identity and individual responses will be kept confidential, and the findings of the survey will be used only for research purposes.

Thank You

Researcher

Hem Sharma Rijal

T.U., Kirtipur, Kathmandu

Name of the teacher:

Date:

Name of the school:

Class:

Please go through the following questions and give the true answers.

(i) Teachers' physical presence in the classroom like proximity and movement should be maintained reasonably so that teaching and learning activities will go smoothly in the classroom.

(a) Agree

(b) Undecided

(c) Disagree

(ii) Teachers should use classroom instructions on the basis of students' needs, interests and nature of the topic so that students learn in a better way.

(a) Agree

(b) Undecided

(c) Disagree

(iii) What activities do you use when students make noise in the classroom?

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(iv) What do you do if students keep using Nepali language in English classroom?

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(v) How do you manage your indisciplined students in your classroom?

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(vi) What types of specific techniques do you use for effective classroom management? Please write in points.

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(vii) Which of the following activities do you think is the most important to attract the students' attention in the classroom?

- (a) Body language, eye contact, teachers' voice, gesture
- (b) Knowing and calling students by their name
- (c) Using praise appropriately and making classroom interesting by cracking jokes, singing songs and so on
- (d) All the above

(viii) How often do you involve your students in pair work?

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(ix) How often do you involve your students in group work?

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(x) Why do you involve your students in pair work?

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(xi) What types of roles do you mostly perform in the classroom?

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(xii) What types of roles do you perform while students work in pair?

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(xiii) What types of roles do you perform while students work in group?

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(xiv) Do you agree that individual factor of the students is key factor in language learning process?

- (a) Agree
- (b) Disagree
- (c) Undecided

(xv) Do you think a good classroom management ensures the better learning of the students?

(a) Agree

(b) Disagree

(c) Undecided

Appendix II

CHECK-LIST FOR THE CLASSROOM OBSERVATION

Name of the teacher: -

Class:-

Name of the school:-

S. N.	Observed Activiites	Responses		Running Commentary
		Yes	No	
1.	Activities Related to Teachers' Physical Presesnce			
	<ul style="list-style-type: none"> - Teachers' proximity in the class - Teachers' movement in the class 			
2	Activiites Related to Teachers' Using the Voice			
	<ul style="list-style-type: none"> - Audibility of voice - Variety and clarity in the voice - Conservation of energy (vocal energy) 			
3	While Talking to Students			
	<ul style="list-style-type: none"> - Aware of variable of rough-tune - Use of gestures - Use of facial expressions - Use of mime 			
4	Giving Instructions			
	<ul style="list-style-type: none"> - Whether the teachers evaluate the students after fininshing the lesson 			

5	Students' Talk and Teachers' Talk in the Classroom			
	<ul style="list-style-type: none"> - Teacher talking time (TTT) - Students talking time (STT) - Teacher talking quality(TTQ) 			
6	Using the L1			
	<ul style="list-style-type: none"> - Use of L1 in the classroom - Use of English language by the teacher 			
7	Different seating arrangements			
	<ul style="list-style-type: none"> - Orderly rows - Circles - Horseshoes - Separate tables 			
8	Different students groupings			
	<ul style="list-style-type: none"> - Whole class - Group work - Pair work - Solowork - Class to class 			
9	Use of Body Langaue			
	<ul style="list-style-type: none"> - Eye contact - Gesture - Smile - And others.... 			

Researcher

Hem Sharma Rijal

T.U., Kirtipur, Kathmandu