

CHAPTER-ONE

INTRODUCTION

This section consists of general back ground of the study, basic concept of students' motivation, classroom management and objective of the study, significance of the study and delimitation of the study.

1.1 General background

Everyone in the world is affiliated with some kinds of work to support his /her life. Among them, teaching profession is one in which people are categorized in different statuses. Teaching in a heterogeneous group is really a difficult job as different students poses different abilities and desires. In our context, English is taken as a Foreign Language. It is being taught from the very beginning to the university level but only less people get proficiency on it. In order to get proficiency on it, students must be activated in its related activities. Highlighting the importance of foreign language teaching Van at all (1984) say: 'Foreign language teaching is a matter of considerable social importance. There is a great demand for it, and in many countries FLT form an important part of the educational facilities provided. Such provisions include not only forms of regular education, from primary school to universities, but also company courses, evening classes and summer schools to mention a few other types of (usually adult) education. Here students' motivation for ELT classroom is highlighted as it is demand of time and people of today are individually different from each other. Monotonous and teacher centered classes are not effective in this 21st century; the notion of teaching has greatly shifted from teacher-centered technique to student centered technique.

Furthermore, few aspects of education have generated as much concern as classroom management and organization. They are among the most frequently addressed topics for teachers in services; they had the list of concerns of school administrations and have recently attracted more attention from teacher, educators and researchers because a teachers ability to effective manage the classroom and to organize instruction are basic components of teaching(Evertson, Emmer, Sanford and Clement, 1983). Moreover, as classroom management strategies have a strong potential to positively influence student

achievement and learning, they are paramount concern for many teachers, especially novices and teachers who are contemplating new instructional approaches for the first time (Delong and Winter, 1998)

Likewise, there are many studies indicating that classroom management is one of the crucial factors that influence learning. For example, in their study, wang, Heartel and Walberg(1993) identified classroom management as being the first in a list of important factors that influence school learning.

1.1.1Students motivation

According the business study book of +2, the term “motivation” is derived from the word ‘motive’. As a noun the word ‘motive’ means an objective and as a verb it means moving into action. Therefore, motivation is a force, which leads people to act to gain or fulfill objectives. Management gets the works done by working with and through management to gain effective performance from workers. Motivation is a psychological and human aspect. It is the process of creating of willingness among the students to do the work in best possible efficiency. In other word, it is the act of inspiring students to devote maximum effort to achieve their objectives. Motivation helps to involve the students into action and easy to score the goal of the lesson. Motivation is most important factors to keep the students physically and mentally active to teach the different subjects to achieve targeted goal. Motivation is an instrument through which teacher understands why and how students interact and work in accordance with subjective requirement. It energizes behavior of students and directs them towards the attainment of common goal. If all the students involved in activities for classroom it would be very easy and sustainable technique of classroom management and there will be better teaching and learning. In social and political activities such task is taken as empowerment where someone is raised from the foundation but in classroom, capable students are put in to action according to their level. Among strategies of classroom management mentioned in Harmer (2008, p.34): the teacher in the classroom, using voice, talking to students, giving instructions, students talk and teacher talk, using I1, creating lesson stages and different seating arrangement, the next strategy motivating students can be added because in absence of it, classroom cannot be properly managed. Regarding in classroom management, Harmer

(2008, p.43) states: If we want to manage classroom effectively, we must be able to handle a range of variable. Those include how the classroom space is organized, whether students work on their own or in groups and how teachers organize classroom time. We also need to consider how we appear to the students, and how our valuable asset- our voice, the way we talk to students and who talks most in the lesson is another key factor in classroom management. We also need to know what role the students play inside classroom management also involves being able to deal with difficult situations.

Relating to motivating technique Richard and Rodgers (2001, p.26) clarifies the cooperative classroom management in these words: 'Cooperative has antecedent in proposal for peer tutoring and peer monitoring that go back hundreds of years and longer'. The early twentieth century, U.S. educator John Dewey , is usually credited with promoting the idea of building cooperation in to regular and systematic basis. Paudel (2016, p.54) writes in his article on minimizing teacher's addiction by enhancing learner's autonomy in ESL classroom that: If we observe the word academia, especially the western academia, professionals appreciate self – reliant learners and promote learner autonomy as a main goal, where learner are self – directed, taking responsibilities for their own learning which enhances level of learning in ESL classroom.

So, motivating students means put them in action related to their content. In classroom management they enhance their level of understanding and feeling of self if they are properly activated. It directly helps them in their learning.

1.1.2Types of motivation:

Motivation is a force for learning. Children are incorporated and welcomed to participated in daily activities and thus feel motivated to participate because they seek a sense of belonging in their friend circle. Children participation is encouraged and their learning is support by their community and family, furthering their motivation. There are two types of motivations which are as follows:-

- Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it our deep rooted desire have the highest motivational power. Below are some examples

- Acceptance : we all need to feel that we, as well as our decisions, are accepted by our co-workers
- Curiosity: we all have the desire to be in the know.
- Honor: we all need to respect the rules and to be ethical.
- Independence: we all need to feel we are unique.
- Order: we all need to be organized.
- Power: we all have the desire to be able
- Social contact: we all need to have some social interactions
- Social status: we all have the desire to feel important

- Extrinsic Motivation

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the will still be rewarding for the individual performing the task. Extrinsic motivation is external in nature. The most well – known and the most debated motivation is money. Below are some other examples;-

Prizes

Praise in front of the class

1.1.3ELT Classroom Management

For effective teaching, classroom management in an ELT class is a must, which the teacher has to consider and the teacher should be capable as well. EIT classroom management includes several issues ranging from furniture arrangement to discipline , management dynamics. A well-managed classroom will certainly be more productive than usual.

It can be defined as a teacher's ability to c operatively manage time, space , resources and students' behaviors and to provide a climate that encourages students learning. It emphasizes the ability of the teacher to manage the classroom for effective teaching. Likewise, according to Smith and Leslett (1993, pp. 85 -90),good teacher is able to raise pupils' self- esteem, develop a positive work ethos without restoring to punitive regime, praise rather than criticize and use pupils' enthusiasm and interest in a creative and positive way. According to them what makes a teacher good are; kindness, being patient, tolerant, paying attention to students etc. Similarly, classroom management as a broad term that includes establishing classroom, positioning of the students' desk, scanning of the classroom ensure that students are working, using nonverbal signal, establishing meaningful reward systems and communicating in a clear and effective manner. Classroom management has been identified as the physical and psychological management f the language classroom. So, physical setting management and psychological setting management can multiply the benefits in each class. Wragg(1981,p.7) defines classroom management as “ what teacher do to ensure that children engage in the task in hand, whatever they may be”. Here he focuses on teachers' activities in managing classroom. How the teachers manage their classes depend upon what activities they doo apply in the classroom. Successful and goal oriented learning is always directed the activities that are implement in the classroom. The activities that the teachers implement in the classes not only to achieve the goal of learning, but also to manage the class. According to Wraggg's; definition of classroom management, learning activities and good management of the are co-related factor. Less emphasis on the one factor hinder the other. Thus classroom management is a management of physical as well as psychological management for creating learning environment. Harmer (1986) write In

general we can say that class management important in so far as it involve the teacher and the learning activities. The most effective activities can be made almost unless if the teacher does not organize them efficiently; if the teacher, with a group of adolescents, allows a discipline problem to arise learning will be adversely affected. (p. 200).

1.1.4 Role of students motivation for ELT classroom Management

Student motivation in classroom means putting students on action through motivation and reinforcement to provide practical knowledge and apply learner centered method in method in teaching and learning by which they get the sense of ownership which facilitates long term management of the classroom. I hear, I forget, I see, I remember and I do, I learn so, to learn something we should be involved physically and mentally. In activation of students for classroom management students face different problems and learn multitudes off ideas and solution for classroom management by which they will be perfect in their time of execution.

Harmer (2010,p.44) list different roles of teacher in language classroom as organizer, controller, promoter, participants, resource provider, tutor and investigators.

Similarly, Ghimire (2010,p.8) supported him by listing the following roles of teacher. They are resource organizer, manager, controller, counselor, monitor, observer, informants, promoter, participant, model, tutor, investigator, performer and teaching aid provider of comprehensible input, motivator, resource person, feedback provider, facilitator and observer.

So, if teacher want they can activate students for better learning through different activities but if we practice only GT method as monotonous and student centered technique of English language teaching in Nepal it may be ignored by learners of today. Teacher centered technique leads students towards frustration and fruitless learning so teacher should activate students as their psychology and time demand. Children of this age are dynamic; they want to get success in every activity. They want to get involvement everywhere because learners are not passive. It is an era of post methodology, where multiple methods are used in teaching and learning activities on the basis of

practicality, possibility and particularity. The main focus of post method is to activate students using activity based and student centered method of teaching language through a communicative approach to language teaching. Post method teaching language is an integrate teaching method of postmodern era which is possible only in properly managed classroom because teaching and learning is the lifelong process of person. So, to be successful teacher, motivation of students must occur in classroom. Motivating students is only possible with a post method technique of teaching. It leads to the task based and students centered technique of teaching language in democratic manner which differentiates traditional and modern teacher. Modern teachers due to their ability to motivate students. In this way motivating students in classroom management also can be taken as student centered teaching as task based method of teaching with communicative approach of teaching.

1.2 Statement of the Problem

Several studies have pointed many ideas to improve the field of classroom management in teaching English either from the side of curriculum development center (CDC) or from the policy level. The condition of classroom is not improved in schools of Nepal because course books the physical facilities and trained teachers for perfect classroom management. So, teachers should adopt technique of motivating students for proper classroom management. When teachers talk about classroom management , they usually say that students are noisy , make the room dirty, do not respect to teachers, never complete homework, run over benches, write on wall and tear down the decorations. Generally, in classroom there exist problems related to physical, socio- political and religion, linguistic, philosophical, psychological and problem to peer group. Most of the teachers do not think of the psychology of students, what they want to do and share to administration, teacher, and classmates. Administration or teachers always directs the rule over rules in classroom, even in language classes like English and Nepali they are not allowed to express their feeling. Even in drawing competition they are compelled to draw the picture on given topic. There is no award if their class is properly managed but in the case of mistake they get punishment. They never wish to manage their room themselves in school even they can do better in their home due to fear of

getting punishment. The word is changing rapidly but ELT classrooms seem as it was before because there is no implementation of previous research and there is no such research which is related to student centered classroom management. So the teachers should know the students and motivate them in particular task according to their level. Most play autonomous role in classroom during their period and they also think to manage their class for only 40 minutes then no one takes care of classroom. There are several training and motivation programs for teachers related to classroom management but still teachers are unable to motivate students to manage classroom. So, this research will be mile stone to develop students centered classroom management technique then it will be sustainable classroom management which leads to the quality education. At present most of the classes are autocratic, teacher centered, unmanaged, noisy, dirty and so on. To eradicate such problems from classroom this research plays a vital role.

1.3 Objectives of the Study

This research should be purposeful which helps to identify, analyze and solve related problems. The objectives of this thesis are outlined as follows:

- To identify the existing techniques of classroom management
- To explore the of students' activities in effective classroom management
- To point out some techniques for implementation in ELT classroom management

1.4 Signification of the Study

This research focuses on the motivating students for ELT classroom management as most of the school have problem related to classroom management due to lack of students' participation in classroom management. Findings of this research are useful to those who are interested in the field of teaching and learning. It is signification to the teachers and administration as well as staffs whose role is mainly to manage classrooms. Directly or indirection it is helpful to all educational and environmental factors from local to global level of understanding. Specially, teachers and benefited from the finding this study.

Today people are raising their voice towards democratic teaching and learning .so, we must raise the tune of democracy that there should be participatory method of classroom management. Students are pillar of the nation they must build the nation from developing towards developed in the whole world. This study is related to the way of life of children in the classroom. Teachers are still rigid so there is less learning. To make a democratic and student centered classroom environment it should be managed with technique of motivating students in classroom.

1.5 Delimitation of the Study

This research had following delimitation:

- The study was delimited to the selected four private secondary schools of Biratnagar only.
- Questionnaire, observation and interview were tools to collect primary data for research.
- The study was further delimited to the analysis of the responses obtained from the respondents only.
- This study was delimited only on of motivating students among other techniques for ELT classroom management.
- Further activities were done under guidance of provide guide.

This research has not crossed the criteria or limitations which are mentioned above. The above mentioned area and population are real places and people utilized as a research tool for this paper.

1.6 Operational definition of key term used in this study

Motivation: It refer mobilizing, making use of something or someone in particular area to achieve particular goal, i.e. using students in classroom activities

Management: It means proper use/ decoration /control in classroom or creates favorable environment

Teaching: transmitting / providing one's knowledge or skill to the next one especially in classroom is known as teaching.

Learning: change behavior through practice and training or transmitting knowledge is called learning

Classroom: The place where teachers teach and learners learn; especially in schools

Activating: It refers mobilizing, making use of something or someone in particular goal, i.e. using students in classroom activities

Reinforcement: It is the process in which award is provided to make sustainable learning.

Manager: A person who manages program; here specially, principals, teachers and students in related field.

Post method: teaching language through different methods which are practical, possible and appropriate in real situation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Researchers get several ways / ideas about their research work from literature review. To complete this research following related literature reviews were done as theoretically, thematically and empirically.

2.1 Theoretical Review of Literature

This research is based on modern view of education that there should be post method in teaching as we are in postmodern era, where teachers follow student centered classroom activities. Teachers become only guide not director because students and parents want communicative method of teaching and task based language learning. Here, two main term classroom and management are focused. So, as theoretical literature review for this research the researcher has studied books, journal and articles related to motivation of learners during classroom management. It makes very easy to make concept of management and classroom which are directly related to motivation of learners.

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

Peterson and plowman as cited in chopra (1999) declare that,“ management may be defined as a technique by means of which the purposes and objectives of a particular human group are determined, clarified and effectuated.” In the same way joseph and

Massie, cited in chopra(1999), “Management is the process by which a cooperative group directs action towards common goals.” Similarly, management is defined as “ Every people have the ability to shift roles rapidly when they recognize that the situation and its demand clearly require major change.” (Robbins,2001,p.227)

With the help of above mention definition, management can be generalized as a vital organ of an organization which manages the work and the people at work. It is creative and innovation force which secures the maximum result by the use of available resources, materials, human, methods, machines etc. These operations include: production, distribution and human relation. Management is the way of presenting the art of organization to accomplish the goals. It indicates that management is the process of getting work done effectively, efficiently and through other people to achieve expected goals which manage resources, employee and other obstacles to the organization, to fulfill is goals and objective successfully. Here also if students are activated there will be good classes through better management procedures.

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

Smith and laslet (1993) considered classroom and management from four aspects: management in the classroom, mediation with individuals, modification of behavior and monitoring school discipline. They emphasized on practical skill for new teachers and also for those who train or guide them while they gain experience and combined a practical advice on lesson organization and teaching methods with an exploration of teachers’ feeling about themselves and children they teach. Methra (2004) expressed ideas in the most comprehensive and practical way about the disciplinary problems found in school levels. In this book, he examined the behavior of nursery to teenagers and also

demonstrated how it can be dealt with through teacher's skills, techniques and attitude. Teacher's classroom management is classically identified as one of the most important variables to understand students' classroom misbehavior (Doyle, 1986; Brophy, 1996) classroom management refers to the set of strategies used by the teacher to increase students' cooperation and engagement and to decrease students' disruptive behavior, thus keeping an appropriate learning environment. (Postholm 2013). This involves the management of classroom space, time and activities as well as the management of student behavior, taking into account teacher's characteristics, skill and competencies (Djigic and stojiljkovic, 2011). It is not unusual however to find classrooms where rules and procedures are not explicit. This may happen if the teacher both believes that the students are familiar with classroom rules and that the students do not need to be reminded about those rules (Piwowar, Thiel, and Ophardt, 2013).

2.2 Empirical Review of Literature

Shrestha (2010) in his study entitled ' Disruptive behavior of students in English language classroom' has focused on identifying the causes and perceived attitude on disruptive behavior of grade Eight students in English language classroom. In order to complete his study, he employed three tools; observation, questionnaire and interview schedule. He found that classroom management is the main component in language classrooms. Teachers see different thing as the priorities in management.

Khatri (2010) also conducted research in "classroom management techniques used by ELT teacher : A comparative study," with his findings demonstrating that maximum use of teaching materials and provision of equal participation in learning was emphasized by government school teachers. Similarly, most of the teachers were using different techniques as providing motivation, treating misbehaviors immediately and focusing on equality in the classroom. Communication with the students, managing physical facilities like, desk, benches and boards and agreed sanctions were also found as effective classroom technique. Likewise, making group division, teaching from simple to complex order, and preparing daily lesson plans were some techniques adopted by the government school teachers. Interaction, use of punishment, gestures and talking individually were the techniques used by the private school teacher to manage classroom. Regular eye

contact with the student, use of lesson plans, proper management of physical facilities and use of verbal and nonverbal behaviors were also found to be techniques utilized in managing classrooms.

Achhami (2012) in his research “ learner centered techniques used by secondary level English teacher” puts his view that the maintenance of good teaching demands that teachers revisit and review regularly the way they are applying principles of differentiation, coherence, progressivism, and continuity, and balance, not only in the ‘ what’ and the how of their teaching but also in the ‘why’ in term of their core moral purposes. Teachers ‘commitment to their work will increase students' commitment. Teachers who are able to understand and manage their emotions are better able to understand and manage those of their pupils.

Ram (2014) found in this research entitled “classroom management in English language teaching” that classroom management is necessary for effective learning as it promotes learning in a livelier, systematical and meaningful manner. Most of the teacher expressed opinions that number of students, class size, and interference of mother tongue and lack of sufficient teaching materials were the common problems in classroom management. Most of the teachers were aware of variables like proximity, appropriate movement and personality in their classroom. He also found that most of the teachers’ use of gestures, facial expressions and mime techniques make their ideas and abstract thing more clear to manage classroom. Some teachers were unaware of benefits of students talking time because they were talking continuously without involving the students in any interaction. That was the main cause of classroom problems; however ,the majority of teachers were excellent in maintaining balance between student talking time and teacher talking time. They were very clear that it was students who were learning the language not the teachers. Similarly, classroom management refers to the way in which students behavior, movement and interaction during a lesson are organized and controlled by the teachers Richards (1990)

To maintain order and to keep the group on task and moving ahead, not to stop and punish those students who are misbehaving (Greewood and parkay, 1989)

The best teacher anticipates when misbehaviors are likely to occur and intervene early to prevent them. The most effective interventions are subtle, brief and almost private. They do not, therefore interfere with classroom activities “cole and chan 1987)

Marzano and Marzano (2003) also stated that classroom management is a key to high students achievement. In their research, they found out that teachers’ actions in their classroom have twice the impact on students achievement as do schools policies regarding, curriculum, assessment, staff collegiality and community involvement effective classroom manager provides effective instruction, so management is an integral part of learning process.

Akbaba and Altun (1998) also defined classroom management with the phrase “classroom climate” and stated that classroom management related to preparing specific rule, establishing a warm climate and maintaining an orderly environment with solving strategies

Like many educators, martin and yin (1997) supported that classroom management is a powerful dimensions of teachers effectiveness. Effective student behavior management has always been an essential issue in the mind of educators. Thus, effective classroom management plays a significant role for constructive educational environment for both learners and educations.

2.3 Research Gap

In the course of reviewing the literature relating to my research topic, many books, journal articles and desertions dealing with techniques of classroom management in ELT classes were studied. A lot of information were given in different books: management a basic concept, NELTA journal, different theories of learning, teachers’ journal, research methodology, the practices of English language teaching, how to teach English, office management and organization and classroom in management. All the books have discussed this study in general.

Similarly, related dissertation had selected in order to fulfill my research queries which provide some guidelines for my study. Those are:

Shrestha (2010) in his study entitled “Disruptive behavior of students in English language classroom” has focused on identifying the causes and perceived attitude on disruptive behaviors of higher secondary students in English language classrooms. Likewise, Khatri (2012) also conducted research in “classroom management techniques used by ELT teachers: A comparative study,” with his findings demonstrating that maximum use of teaching materials and provision of equal participation in learning was emphasized by government school teachers. Achhami (2012) “use of learner-centered techniques by secondary level English teachers” with objectives of finding techniques used by teachers, Thani(2014) “A study on classroom management”, Ram (2014) “ classroom management in English language teaching.” With objectives to find out teachers’ views towards classroom management in English language teaching and point out some pedagogical implications.

Whatever the books, journals, dissertation and articles it is found that none of them corresponded to this study. So findings this study are intended to fill up the gap.

2.4 Conceptual Framework

In the following conceptual framework classroom management is viewed from two different angles: with motivating students and without activating students. When we activate students for ELT classroom management there is more students' participation with active and effective learning procedure takes place by which both learners teachers can achieve expected objectives but in other side classroom management without motivating students results in less students' participation where passive and poor learning procedure take place which cannot support to achieve expected objectives of particular lesson. So, Motivating students for ELT classroom management is must in teaching and learning procedures which is demand of postmodern period.

CHAPTER-THREE

METHODOLOGY

This chapter deals with sub topics: sources of data, sampling procedures, sample of study, tools for data collection and procedures of data collection. It is a quantitative research study so data is collected from both primary and secondary sources by using questionnaire, observation checklist and interview.

3.1. Design of the Study

This study was the quantitative research design. Quantitative research is a process of inquiry based on testing a theory or hypothesis using statistical techniques. It is a scientific way of answering questions and testing hypothesis in relation to investigation of events or phenomena, their properties and relationships. Mackey and Gass(2005,p.2) as cited in Sapkota (2015) view quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out. This type of analysis is used in many areas, like second language acquisition, sociolinguistics, geography, sociology, education, psychology and natural sciences.

3.2. Sources of Data

This study used both primary and secondary sources for the data collection.

Tool for data collection as observation, questionnaire were used as primary sources and books and journals as secondary sources of data collection through which statistical data were collected as it is quantitative research.

3.2.1. Primary Sources of Data

The primary sources of data for the study were English language teachers and students of grade eight of four private schools of Biratnagar, morang, district. The researcher went to school to observe how a teacher manage his/her classes during teaching and the

researcher wanted to know, is teacher motivate his/her students to control classroom. He /She made a list to get primary data.

3.2.2. Secondary Sources of Data

Secondary source one of the most effective sources where from sufficient information and guideline to run the research towards success path. The secondary source is most important resource which shows direction to go ahead. The research is completed with the help of related books e.g. Mehra(2004), Harmer(2008), Journals, websites and related thesis.

3.3. Sampling Procedure

In this study four private schools of Biratnagar were selected as cluster random sampling procedure and selected principals, teachers and students of particular schools from the whole teachers: government and private schools' teachers.

3.4. Sample Population of the Study

Principals, secondary English teachers and students of grade eight of selected schools were sample population for this study.

3.5. Tools for Data Collection

The tools are very important things to collect data for research. First of all researcher arranged check list for observation to know how many teachers are aware of motivating students to manage the classroom for effective learning and researcher made questionnaires to ask to teachers and students how they arrange their classroom for better teaching and learning. So, the tools for data collection were classroom observation checklist, questionnaire and test.

3.6. Procedure of Data Collection

After preparing the questionnaires and observation checklist, the researcher visited the selected four schools of Biratnagar then established rapport and took permission from selected principals and teachers to carry out the research after that explained the purpose

and procedures of research to sample population and observed their techniques of classroom management and filled up the observation checklist. After observing the classes, made an interview to principals and questionnaire forms were handed to the concerned teachers and students; especially, English teachers and students of grade eight. Finally, data for this research was collected.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with the analysis and interpretation of the data collected from the primary sources. The data was collected through classroom observation check-lists, interviews and questionnaires about the process of motivating students as a techniques for ELT classroom management in secondary schools of Biratnagar

4.1. Data Collection through Classroom Observation and Guidelines

This section is concerned with the observation of four classes of grade eight English teachers. I prepare an observation checklist and observed classes of four teachers to find out their awareness about different issues of classroom management. I used three rating scale in the classroom observation checklist to address teachers and students' awareness about the issue of management. They were 'fair', acceptable and 'poor'. If the teachers and students were clearly aware about the given issues of classroom management then they ticked under 'fair' and just aware were ticked under 'acceptable' rating scale otherwise in poor rating scale. In analysis section, I have given detailed explanation of different issues.

In classroom observation checklist for teachers, I included different techniques under different five heading. They were as follows:

- Teachers' perception on classroom management.
- Teachers' perception on students motivation
- Practices of classroom management
- Effectiveness of activities of students.
- Pedagogical implication of motivating students.

4.1.1 Analysis of Teachers' Responses

A teacher has many roles to play in the class. Among them, one is that of manager. He has to manage everything that makes learning and teaching successful. So, while managing the classroom, the teacher should manage his physical presence properly in the class. The teachers' clothes and his physical presence play a vital role in the management of the classroom environment. Furthermore, the way he moves and stands in the class, how close to the students he appear, 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.

Due to various 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 physical appearances. They are proximity, appropriateness, movement, awareness, etc. Now these issues are discussed and analyzed on the basis of collected data from classroom observation checklist.

4.1.1.1. Teachers' perception on Classroom Management

Simply defined, perception refers to general knowledge and a person's view on something. This is an important technique of observing classroom management. Teachers must have the general knowledge on classroom management. Teachers should be conscious of their classroom and in assessing their students' reactions to what is happening in the classroom, they should take this into account. Therefore, teachers are obliged to have general knowledge and skill of students' motivation manage classroom. So, teacher must have knowledge and skills which are motivational to the students and lead to increased cooperation. So, it is essential to check the teachers whether they manage class or not before starting their lesson.

Table No. 1

Teacher's perception on classroom management

Observed items	Responses rating			Responses in percentage		
	Fair	acceptable	poor			
Aware of classroom management	2	3	0	40	60	0
Skills on classroom management	2	2	1	40	40	20
Motivational	4	1	0	0	80	20
Cooperative	4	1	0	80	20	0

The above table shows that, 40 percent class teachers were fairly aware and 60 percent teachers are acceptably aware on classroom management. In the case skills on classroom management 40 percent are fair, 40 percent are acceptable and 20 percent teachers are still poor. 80 percent teachers were acceptably motivational and 20 percent teachers are still poor. Similarly, 80 percent teachers were cooperative to students and 20 percent teachers were acceptably cooperative to the students in the case of classroom management.

4.1.1.2. Teachers' perception on motivating students

Motivation refers to putting students in action with full confidence to manage the classroom. So, in deciding how to motivate students for ELT classroom management the teachers should make active participation of students for its effectiveness. Many teachers work with the students when they are in pair or groups. Some teachers are even happy to be cooperative and democratic in the course of teaching. Some students have problems working with teachers, but most of the students are happy according to psychology and nature of the students. The realities here found about teacher s' perception on motivating students are shown in table below.

Table No: 2

Teachers' perception on motivating students

Observed Items	Responses Rating			Responses in Percentage		
Aware of Motivating Students	0	5	0	0	100	0
Aware of Learner Centered Method	4	1	0	80	20	0
Aware of Individual Differences	2	2	1	40	40	20
Aware of Feedback and reinforcement	2	2	1	40	40	20

The above table shows that all teachers were acceptably aware on motivating students Classroom, where only 80 percent's teachers were practicing learner centered method by Motivating students and 20 percent were acceptably practicing it. Similarly, 40 percent teachers were fairly aware of individual differences, 40 percent are acceptably aware of individual differences and 20percent teachers are still poor. Likewise, Feedback and reinforcement for classroom management were fairly done by 40 percent,40 percent were acceptable and 20 percent are still poor on it.

4.1.1.3 Practices of Classroom Management

Practices of classroom management here means, existing techniques used in the classroom. This study has focused on four techniques of classroom management: teachers themselves use of teachers' instructions use of group activities and motivating students. In this study, researcher found that many teachers provide instructions and motivate students for group activities. The following table outlines the data:

Table No.3

Practices of Classroom Management

Observed item	Responding Rating			Responses in percentage		
	Fair	Acceptable	Poor			
Teachers themselves	0	0	5	0	0	100
Use of teachers instructions	5	0	0	100	0	0
Use of group activities	2	3	0	40	60	0
Motivating students	0	2	3	0	40	60

The above table shows that out of five classes, no English teachers manage classroom themselves but all teachers give instructions very fairly, 40 percent teachers are fair in group activities and 60 percent teachers are acceptably in group division but only 40 percent teachers acceptably motivate students where 60 percent were still poor to motivate students to manage classes.

4.1.1.4 Effectiveness of Motivating Students' in Language Classroom

We can involve students in any at any cost, but the main objective of this study is to motivate students in classroom management. Here the term motivating refers the act of inspiring students to devote maximum effort for achieving objectives. Most of the practices are done through dictatorial an authoritative way, but this is not suitable in present era, so we must involve students in democratic manner with learner centered techniques of classroom management

Table no. 4

Effectiveness of Motivating Students

Observed items	Responding Rate			Responses in percentage		
	Fair	Acceptable	Poor			
Aware on benefits of guidance	5	0	0	100	0	0
Aware on benefits of group discussion	4	1	0	80	20	0
Aware of benefits of motivating students	0	4	1	0	80	20

From given table it is come know that 100 percent teachers responded on effectiveness of motivating students for ELT classroom management.80 percent teachers were fairly aware on group discussion where 20 percent teachers were acceptably aware on it. Likewise, 80 percent teachers were acceptably practicing it as a technique of classroom management where 20 percent were poor on it. They said it takes short time to manage and students learn by doing which helps them in the future and throughout their lives.

4.1.1.5 Pedagogy Implication of Motivating Students

How teachers talk to students or in what manner they interact with them is one of the crucial skill of teachers. Teachers talk to students in different ways. Mostly teachers adapt their language to make it understandable to the students. Apart from adapting their language, teachers also use physical movements, rough –tune, gesture, facial expressions and mimes.

Table No. 5

Pedagogical Implication of Motivating students

Observed item	Responding Rating			Responses in percentage		
	Fair	Acceptable	Poor			
Aware on use of local material	0	2	3	0	40	60
Use of learner centered material	0	5	0	0	100	0
Contextual classroom management	0	2	3	0	40	60

Only 40 percent teachers were acceptably aware on using locally available materials where still 60 were poor to do it but 100 percent teachers were found to use learner – centered techniques acceptably for classroom management. Contextually, 40 percent teachers were acceptably managing their classroom but rest 60 percent were still getting confusion on it.

4.1.2. Analysis of Students’ Responses

This observation was done to find out the teachers’ attitudes and abilities of classroom management. It was done in the absence of teachers in classroom because children give real information what they are being faced the problem or facilities from the ELT teaches. Students are the main part of classroom. A teacher must manage their his /her class for forty minutes but for students, they must manage for day to ensure effective learning. So, it is important to analyze students in case of classroom management. To analyze students for classroom management researcher had prepare a checklist and observed over 120 students from four different schools on the basis of four heading with different issues / terms which are below:

- Students’ perception on classroom management.
- Practices of classroom management

- Effective of motivating students
- Pedagogical implication of motivating students

Detail description and analysis of given topic are shown in figures below:

4.1.2.1 Perception of Motivating Students for Classroom Management

Research observed the classroom management procedures in selected five schools by using checklist from students' side. Most of the students were aware on it. When teacher tried to manage proper environment for teaching and learning they cooperated to that they were in rules and regulation of the school and classroom. They were sitting properly, raising hands before asking questions to the teacher, making group discussion and so on. They were ready to obey the rules of school and particular class to maintain good environment of teaching and learning. They were also aware on need of classroom management.

Table No.6

Students' perception on classroom management

	Responses rating			Responses in percentage		
	Fair	Acceptable	Poor			
Aware of classroom management	30	90	0	0	25	75
Participation	0	105	15	0	87.5	12.5
Motivational	0	120	0	0	100	0
Aware of group working	120	0	0	100	0	0
Cooperation	120	0	0	100	0	0
Contextual classroom	0	0	120	0	0	100

Above table shows that 25 percent students were fairly aware on classroom management where 75 percent were acceptably aware on it. 87.5 percent students acceptably want to participate 12.5 percent do not want to participate in classroom management. 100 percentage students told their teachers acceptably motivate them. All of them were fair on group working so they were cooperation inn manner but in the case of contextual classroom management 100 percent students were not benefited

4.1.2.2 Practices of Classroom Management

Different teachers in different classroom practice different techniques of classroom management. Some teachers manage their classes themselves without taking help of students but some work in the group, they only provide instructions of managing classroom, some activate some with motivational speeches and so on and some provide role order to manage the classroom when students must work turn by turn. How they manage their classes let's see in given table.

Table No. 7

Practices of Classroom Management

Observed item	Responses Rating			Responses in percentage		
	Poor	Acceptably	Poor			
Teachers themselves	0	30	90	0	25	75
Following teachers' instruction	113	07	0	94.16	3.84	0
Group division	120	0	0	100	0	0
Motivating students	20	60	40	16.66	50	33.44

In the above table, the utilized practices classroom management are displayed accordingly, 25 percent teachers classes acceptably but 75 percent never manage

their classes themselves .16 percent fairly and 3.84 percent students acceptably get instructions. All students work on group division as their teachers do it very fairly. As the whole activating students is only 16.66 percent students fairly got motivated, 50 percent acceptably and 33.44 percent students were never motivated by their teachers.

4.1.2.3 Effectiveness of Motivating Students in Language Classroom

To be an effective postmodern technique there must be multiple hands and ideas to perform a task, so motivating students is most important to manage the classroom. There is a well – known saying that two heads are always better than one. Many people perform multiple tasks in a day or short period of time with minimal effort when classroom management is utilized correctly, and teachers also feel pleasure when students are engaged in classroom management.

Table No. 8

Effectiveness of motivating students

Observation items	Responses Rating			Responses in percentage		
	Fair	Acceptably	Poor			
Motivated to better management	90	25	5	75	20.83	4.16
Applicable in real life	120	0	0	100	0	0
Timely execution of task	30	30	60	25	25	50
Friendly environment	50	48	22	41.66	40	18.33
Sustainable classroom management	120	0	0	100	0	0

In this study effectiveness of activities of the was observed on the basis of motivation for better management, and it was found that 75 percent students were fairly where 20.83 percent were acceptably motivated but rest were never motivated. All of them showed that these techniques are fairly useful in real life; however, it took long time to manage classroom. Whatever the original classroom condition it was rarely friendly process which 100 percent ensured for sustainable classroom management.

4.1.2.4 Pedagogical Implication of Motivating Students

In the research field, whatever we assess is limited to those day to day activities that may have effective implication in our future daily activities. We discover problems as they arise and study these to arrive at solutions and apply these solutions to related fields. Here the techniques of motivating students can also be applied in the field of education to manage the classroom. Researcher provided set of question related to pedagogical implication of motivating and collected the following data

Table No: 9

Pedagogical Implication of Motivating Students

Observed items	Responses Rating			Responses in percentage		
	Fair	Acceptably	Poor			
Benefits of guidance	120	0	0	100	0	0
Benefits of group work	120	0	0	100	0	0
Effective learning	90	0	25	75	0	25
Use of local materials	25	80	15	20.83	66.66	12.5
Contextual classroom	0	100	20	0	83.33	16.67

All students were of pedagogical implication of motivating students for classroom management in the sense that they were fairly aware of the benefits of group work and

teachers' guidance 75 percent students were aware on effective will learning through motivating students. 83.33 percent students were positive that there will be contextual arrangement of classroom in acceptable manner. However, they lacked the awareness of the benefits of working with teachers so we must apply this technique to the pedagogy in the classroom in any country.

4.2. Analysis and Interpretation of the Data Collected Through questionnaire

This section is mainly concerned with the analysis and interpretation of teachers and students' views towards classroom management in English language teaching. Data is analyzed on the basis of objectives of the study. Data was collected through questionnaires. I provided different types of open-ended questions on the basis of objectives I had previously set for this study to identify teachers' personal views and students' response towards the management of classroom for effective learning of English language. Not only this, these questions were also intended to find out secondary level English teachers and students' beliefs and experiences on pedagogical implication of learners centered classroom management through motivation of students. All together four English teachers of class eight and 120 students' views were collected through questionnaires which were analyzed according to three objectives of this study which are described as follow:

4.2.1. Perception and Existing Techniques of Classroom Management

Questionnaires were designed on the basis of common practices of common practices of classroom management techniques, perception of classroom management through motivation of students, problems, effectiveness and pedagogical implications of motivating students for ELT classroom management. From the collected data classroom management can be defined as a teachers' ability to co-operatively manage time, space, resources and students' behaviors and to maintain an environment that encourages students to learner by doing. Many teachers gave their views on the classroom management as the management of physical facilities (table, chair, bench, desk, and blackboard), teaching materials but some of them mentioned student's attitude. Most of

the teachers and students were aware of classroom management. They preferred motivating students rather than other autocratic practices of classroom management because of its important role in teaching learning. But both teachers and students are facing problem on classroom management due to ignorance of students' role and lack of material as demand of time and content. In brief, they claimed that everybody must maintain teaching and learning activities inside the classroom. Almost all the respondents opined that classroom management is a necessity for effective learning, because it promotes learning in a livelier, systematic, meaningful, and objective manner. Some of them added that teaching and learning cannot be imagined without motivating students for effective classroom management. To support above definition, Koontz and Weihrich (1993,p.6) view that "Management is the process of designing or maintaining environment in which individual working together in group effectively accomplishes selected aims".

In the case of techniques teachers responded whatever they have experienced in their classroom were as follow:

- **Teachers themselves autonomously :** using gesture, changing quality of voice, being punctual, coming with lesson plan, being in strict rule and knowing students with name.
- **Giving instruction to the students:** changing seat arrangement, get them in, get them out and motivating students.
- **Working together with students:** get on with, being cooperative.
- **Giving order to administration:** asking help to arrange the students in proper order and keep the students in discipline.
- **Involving students:** providing role, making task force.

Large number of students in the classroom used to be difficult to manage. However, teachers' techniques of motivating students, competence over the subject matter and their diversity in the techniques of teaching make it possible. Many teachers opined that they would not find their classes noisy because they always use students centered techniques,

cracks jokes and story related to topic to motivate the students. They also said that noise occur when they practice students centered and communicative method of language teaching. Discipline is necessary in every sector. In education nothing can be achieved without it. To maintain discipline of the students they must motivate in every activity of the school, some responsibilities should be handed them. One of the teachers said that motivating students in any curricular and extracurricular activity of school is maintaining their discipline. They learn it from sport, interschool competitions, peer groups and teachers when they attain in meeting and other formal programs.

4.2.2. Practices and Effectiveness of Motivating Students for ELT Classroom Management

Similarly, opinion varied when it came to the question of which specific techniques were utilized for effective classroom management. Most of the teachers said they use modern technology, and learner – centered technique for effective classroom management. Similarly, others opined that they would arrange the furniture decorate the classroom according to context and situation. Moreover, they would use strip story, role play, question answer and mini projects for effective management of classroom to achieve student motivation. All of them were agree that student’ participatory method would be very effective so motivating students also one of the learner – centered, participatory, task based and democratic technique of classroom management so, it is very effective and suitable and suitable technique in this postmodern period than 100 percent teacher and students were agree to its implementation in the field of teaching and learning.

4.2.3 Findings

The main findings of this study were classroom management is compulsory for effective leaning as it promotes learning more lively, systematically and meaningfully. Most of the teachers shared the opinion that providing instruction /guidelines, framing group works, making students responsible, working with teachers to motivate students are techniques highly regarded in ELT classroom management. Most of the teachers were aware of the democratic, student centered and post methodologies of teaching and

contextual classroom management and it is recommended that mostly, it is the duty of teachers to manage their classroom for effective teaching and learning of language that they can only motivate students but not compel them. Teachers and administration should pay more attention on planning and designing classroom. Everything should be according to rules and regulation of particular field. Administration and teachers should be in favor of students. It is recommended that teachers should adapt postmodern method of teaching and they should motivate students for ELT classroom management.

After the completion of analysis and interpretation of the data, the major findings of the study are summarized as follows:

- It is found that classroom management is compulsory for effective learning as it promotes learning more lively, systematically and meaningfully.
- Most of the teachers shared the opinion that providing instructions/guidelines, framing group works, making students are techniques highly regarded in ELT classroom management.
- All the teachers were aware of democratic, student centered and post methodologies of teaching and contextual classroom management.
- Most of the teachers were aware of variable like perception of classroom management, motivation of students, different practices of classroom management, way of providing instructions, benefits of motivating students, seating arrangement and their implication in classroom.
- It was found that motivation of students is very important to develop their inner capacity not only in classroom management but in any program.
- It was found that motivation of students in classroom management takes short time to institute but it lasts for long period of time, because students feel a sense of belonging to their own class.
- It was found that teachers should be only being a guide for classroom management. There must be maximum motivation of students because their

learning may be permanent if they follow the process of learning by doing, it may be a foundation for their career.

- In this study, most of the teachers were supporting motivating students via different student roles and groups, ranging from students counsel, house captains, class leaders, ECA captain and so on. These groups took on the task to manage different sectors of school and class.
- It was found that most of the students were happy to participate in different activities of school not only in classroom management. They want to show their ability in front of teachers and other friends.
- It was found that most of the classes were decorated by students, benches were set according to their plan, each day they perform group work from sweeping floor to preserving all teaching material used in the class.
- It was found that majority of teachers were excellent in motivating students for different purposes.
- It was found that most of the teachers knew when and how motivate students.
- Regarding seating arrangement, I found students were sitting in orderly rows in al
- Lastly, there was tendency to each whole class lasses.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATION

This research mainly focused on finding out the “existing techniques and role of students’ activities for ELT classroom management”. This is the final chapter of this study which deals with summary, conclusion and implications. The first chapter, introduction includes the background, statement of the problem, rational of the study, objectives, significance and delimitations of the study. Second chapter deals with the theoretical and empirical literature reviews. On the basis of the theoretical and empirical literature review, the conceptual framework was developed. It gives the information of the study, population of the study, sampling procedure, sample size, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in fourth chapter. This chapter summarizes and concludes the whole study in the first two sections. Some implication of the study in policy level and practice level and are presented in this section. More specially, this chapter is divided in to two parts: conclusion and implementation.

5.1 Conclusion of the Study

This study mainly addressed to existing techniques, role of students’ activities and importance of students’ participation for effective ELT classroom management. Questionnaires, observation check list and test were used as a research tool and analyzed the data as it is a quantitative research. The analysis showed that 40 percent of the teachers were fairly found aware and skillful 60 percent were acceptably aware on motivating students for ELT classroom management. They also claimed that all teachers must be motivational and cooperative to the students. 100 percent teachers had positive perception on motivating students and they were also practicing democratic way of giving instruction and working in group but still 60 percent teachers were new to the term motivating students for ELT classroom management techniques. 100 percent teachers were agreed that motivating students for ELT classroom management is an effective technique of classroom management so they were ready to apply the techniques very soon.

Teachers are always superior in the classroom so they handle their classes as they like because they are adult. Adult people can escape from the problem too. They can make correction of their mistakes and some time they can hide it so here students were also taken as respondent that they give real information. All the students were familiar to classroom management so 100 percent students participate and cooperate to their teachers as they get motivation and reinforcement very fairly. As practices of classroom management their 100 percent teachers give instruction to them and make group division but only 33.34 percent motivate them in acceptable manner. All students were agreeing on effectiveness of motivating students that it inspires for better learning, it is applicable in real life situation; it is friendly and supporting to maintain sustainable classroom management. Due to its measurable and predictable advantages all students were agree to its pedagogical implication.

On the basis of the finding of the study, it is concluded that effective teaching and learning depend upon the contextual classroom environment. Moreover, classroom should be managed according to the context where the teachers is going to teach and who the learner are. Students' participation is essential in order to practice the method and techniques being sensitive to particular context and particular group of learners. So, to be particularity students' motivation in democratic manner is needed.

5.2. Recommendation

This section deals with the recommendation given for the educational/ pedagogical implications that will be used in future and the recommendations for further study will be helpful to the other researches. Based on finding and conclusions the major implication of the study for educational practice can be presented under the following level.

5.2.1. Policy Level

Policy is principal or protocol to guide and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or a protocol. The policy makers often make right decision for the wrong reasons. It is said that many policies are as follows:

- Administration and policy maker should be in favor of students and teachers.

- Government should adapt new system of classroom management as democratic as possible.
- Classroom should be friend and learner centered.
- It is recommended to introduce economic technique of classroom management which is motivating and co-operating students.
- Government should provide training and refreshment related to classroom management for effective English language class.

5.2.2. Practical Level

On the basis of the study, several pedagogical implications can be drawn as the useful insight for the educational bodies.

- Teachers as well as administrations of the school should manage their classroom in such a way where students cannot manage, i.e. to provide required materials: dustbins, brooms and other materials.
- Mostly, it is the duty of teachers to manage their classroom for effective teaching and only motivation can make effective language learning but not compel them.
- Teachers and administration should pay more attention on planning, designing of classroom management.
- Everything should be according to rules and regulations of particular field.
- It is recommended that teachers should adapt postmodern method of teaching.
- Teachers can carry out experimental research to find out effectiveness of learner- centered technique.
- Teachers should take great care of when and how to work with students.

- Teachers are recommended to use different seating arrangement while teaching.
- It is recommended that teachers should give more time to students in any type of activity. Teachers just demonstrate but students fulfill the task.
- Lastly, it is recommended that teachers should divide students in different pair groups, group works, so that they learn collaboratively.

5.2.3. Further Research

Research is regular process of investigation and exploration. In the field of research, no work is considered to be final and research is complete in itself. The results and finding of one research help to identify the new area for further research. I do not claim that the present study covers the perception of ELT teachers in classroom management. So the present study is mainly based on the data collected from 4 English language teachers and their 120 students. However, I have tried my best to find out the teachers and students' techniques and practices of classroom management. Finally, this study generated some questions which need to be verified. Some of them are:

- This study would be a valuable secondary source for the researchers.
- It would be step to new research areas which are left to be investigated. For example, researcher can compare the perception of student motivation and other techniques of classroom management and its use in ELT classrooms by carrying out a similar research on similar title.
- This kind of study was limited to Biratnagar only. So, similar study should be conducted in other areas/districts or as a whole in related topic.

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Appendix I

Guidelines for the Classroom Observation

Name of the teachers:-

qualification:-

Name of the school:-

Class:-

	Observation Items	Responses		
		Fair	Acceptable	Poor
1	Perception of classroom management			
	- Aware on classroom management			
	- Skill on classroom management			
	- Motivation			
	- Cooperation			
2	Perception on motivating students			
	- Aware on motivating students			
	- Aware of learner centered method			
	- Aware of individual differences			
	- Aware of feedback and reinforcement			
3	Perception of classroom management			
	- Teachers themselves			
	- Use of teachers' instruction			
	- Use of group activities			
	- Activating students			
4	Effectiveness of activities of students			

	- Benefits of guidance			
	- Benefits of group discussion			
	- Benefits of Activating students for classroom management.			
5	Pedagogical implication of activating students			
	- Teachers' awareness in the use of local materials			
	- Use of learner centered materials			
	- Contextual classroom management			

Researcher

Shiv Shankar uranw

Koshi Multiple Campus

Appendix II

GUIDELINES FOR THE CLASSROOM OBSERVATION

Number of the student: -

Classroom:-

Name of the school:-

Date:-

	Observed item	Responses		
		Fair	Accepted	Poor
1.	Perception an motivating students for classroom management			
	- Aware on classroom management			
	- Participation on classroom management			
	- Motivational			
	- Aware of group working			
	- Cooperative			
	- Contextual classroom management			
2	Practices of classroom management			
	- Teachers themselves			
	- Following teachers' instructions			
	- Group division: turn by turn			
	- Motivating students			
3	Effectiveness of students' activities			

	- Motivated to better classroom management			
	- Applicable in real life			
	- Friendly environment			
	- Sustainable classroom management			
4	Pedagogical implications of motivating students			
	- Benefits of guidance			
	- Benefits of group working			
	- Contribution to better learning			
	- Using local materials to manage classroom			
	- Contextual classroom management			

Researcher
 Shiv Shankar Uranw
 Koshi campus

APPENDIX III
QUESTIONNAIRE FOR THE

Dear sir / Madam

This questionnaire is a part of my research study entitle “ student motivation for English classroom language classroom Management in class eight of Biratnagar”, under the supervision of Mr. Ganesh Dulal, lectuer of the Department of English Education, Sanothimi Campus. Most of the teachers face difficulties in their teaching due to inappropriate classroom atmosphere. My study tries to find out the strategies and techniques for effective classroom effective classroom management in class Eight. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me.

Thank you

Researcher
Shiv ShhankarUranw
Koshi Campus

APPENDIX IV
QUESTIONNAIRE FOR TEACHERS

Name of school: Date:

Est. date:

Name of teachers: Contact:

Academic qualification:

1. How do you define students' motivation techniques?

.....

2. How often do you practice motivation techniques in your classroom?

.....

3. What are the major problems you have faced in ELT classroom?

.....

4. In your view, is it an effective technique?

.....

5. What benefits we may achieve by students motivation techniques?

.....

6. Can we motivate students for classroom management?

.....

THANK YOU FOR YOUR KIND SUPPORT

APPENDIX V

QUESTIONNAIRE FOR STUDENTS

Name of school: Date:

Est. date:

Name of students: Grad:

1. What is the definition of classroom management?

.....
.....

2. Do your teachers motivate you for classroom management? Do you feel responsible?

.....
.....

3. How do you manage your classroom if teachers allow you to do it?

.....
.....

4. How often do co- operate to teachers for classroom management?

.....
.....

5. Can 'student motivation' be the technique of classroom management? How?

.....
.....

6. Can we motivate students for classroom management?

.....
.....

THANK YOU FOR YOUR KIND SUPPORT

