CLASSROOM MANAGEMENT TECHNIQUES USED BY ELT TEACHERS: A COMPARATIVE STUDY

A Thesis Submitted to the Department of English Education

In the Partial Fulfilment for Master of Education in English

Submitted by

Ananda Khatri

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ananda Khatri** has prepared this thesis **"Class room Management Techniques Used by ELT Teachers: A Comparative Study**" under the my guidance and Supervision.

I recommend this thesis for acceptance.

Date:

                                     _____

                                     Dr. Tara Datta Bhatta

                                     Reader

                                     Department of English

                                     Education

                                     T. U.

                                     Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee**.

Signature

Dr. Chandreshwar Mishra   ....

Professor and Head   Chairperson

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

TU, Kirtipur

Dr. Tara DattaBhatta (Guide)...........................

Reader   Member

Department of English Education

TU, Kirtipur

Mrs. HimaRawal   ....

Lecturer   Member

Department of English Education

TU, Kirtipur

Date:

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

Signature

Dr. Chandreshwar Mishra ....

Professor and Head   Chairperson

Department of English Education

TU, Kirtipur

Dr. Tara DattaBhatta (Guide)...........................

Reader   Member

Department of English Education

TU, Kirtipur

Mr. Raj Narayan Yadav ....

Reader   Member

Department of English Education

TU, Kirtipur

Date:

DECLARATION

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

_____

Date: 22/07/12   **AnandaKhatri**

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ABSTRACT

The present study entitled "Class-room Management Technique Used by ELT Teachers: A Comparative Study". This study aimed to find out classroom management techniques used by private and government lower secondary level English teachers of Palpa district. The objectives of the study were to find out the techniques that were adopted by the teachers. The primary sources of the study were twelve teachers (6 government-aided and 6 private). The population was selected by using non random sampling procedures. Questionnaires and class observation checklists were used as the major tools of the study. It was found that government- aided schools' teachers used techniques like use of teaching materials, motivation, use of lesson plan, group divisions, managing physical facilities etc. whereas private schools' teachers were found using learning by doing methods, interaction with the students, use of punishment, use of gestures, use of group work, pair work etc. as the techniques of classroom management.

This thesis consists of four chapters. Chapter one deals with the introduction which includes general background, review of related literature, objectives, significance of the study and definitions of the related terms. Chapter two includes the methodologies adopted for the study that includes sources of data, sample population and sampling procedure, tool for data collection, process of data collection and limitations of the study. In chapter three, analysis and interpretationhas been presented in different diagrams, tables, pie charts, and graphs. The chapter fourincludes major findings and recommendations followed by references and appendices.

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CHAPTER-ONE

INTRODUCTION

The present research entitled "Classroom Management Techniques Used by ELT Teachers: A Comparative Study". This chapter contains general background, review of related literature, objectives and significance of the study.

1.2 General Background

The language we speak is for expressing, ideas feelings, emotions, views etc. in our daily life. Language is universal medium through which human beings express the things and make easy in their daily routine. Language is the dress of the tongue. It helps to understand commitment and compromise between two human beings. So, it is an inevitable part of human life. Language is human species-specific property and not processed by other living beings in spite of having some human characteristics in them.

Different linguists, scholars and philosophers define language in various ways but they are not complete themselves, however different definitions gives by them share common characteristics of language. According to Richards et al. (1999, p.196) "Language is the system of human communication by means of structured arrangement of sound into larger unit e.g. morphemes, words, sentences, utterance". Sapir (1921) "Language is primary human and non-instinctive method of communication ideas, emotions and desires by means of system of voluntarily produced systems" (as cited in Lyons, 1981, p.3). Block and Trager, (1842, p.5) "Language is a system of or arbitrary vocal symbol by means of which a social group co-operates."

Language has different perspectives to view it to the philosopher language may be an instrument of thought, to the sociologist, a form of behavior. So, we have concluded that language is complex phenomenon used for human communication.

1.1.1 English Language and Its Importance

English language has become only one language in the word, which is widely accepted as a lingua Franca. It has gained the status of mother tongue in some countries and second language in other countries. It is regarded as foreign language. So, today English language is globalized and most widely used language.

Among all languages in the world,the English language is the most prestigious and dominant language. English is an international language, which is also known as the global language. It is medium to learn history, culture and life style of the people who belongs to English language as their mother tongue. That's why, it can improve human status. As a result, the fame of English language is spreading day by day. The importance of English in the present world of science, technology, commerce, business trade and education need not to be over emphasized.

1.1.2 English Language Teaching (ELT)

Learning may take place without conscious teaching, but teaching is intended to result in personal learning for students and is worth less if does not do so. According to Ur, (2001, p.3), the concept of teaching is understood here as a process that is intrinsically and inseparable bound up with learning, different methods, have been emerging day to day. This means that any one single approach, method cannot give complete way for teaching and learning activities. So, as a teacher he has to adopt different method respectively. Teaching is not just mastery of the subject matter and delivery of that subject among the students/learners. Besides this, one most important factor is there is class-room management. As a teacher, he has the ability to integrate all these aspects of his works into in coherent performance so as to teach effectively within a special set of circumstances. It is the notion of practice performance, which is central to the teacher pedagogical expertise: the ability to keep all the balls in the air as the attempts to promote children's learning.

Language teaching is the teaching of all the skills and aspects of language. Different approaches methods and techniques can be used while teaching. There are four language skills; listening, speaking, reading and writing. As a teacher he has to integrate all these aspects of language. But, there is debate among the linguistics as well. Some views that discrete approach is best other one says integrate approach. However, as a teacher he as to incorporate all the skills while teaching English language. In the context of Nepal, there are mainly two types of teacher, one teacher in government school and another teaches in private school. They have been adapting different approach method and techniques' in their classroom. That's why, their result is also different.

1.1.3 Role of Teachers in English Language Classroom

In our daily lives, we fulfil roles that have features of all these defining characteristics. We are, in a multitude of ways, actors of social roles, we need to play different roles in different situations as per the demand and responsibility we bear within society. Here my concern is with 'role of teacher in English language class-rooms'. So, the most striking point in this question is what are teacher roles? During a lesson the teacher needs to manage the activities and the learners in the class-room in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behaviours are called 'teacher roles'.

Even in situations where teachers have primary responsibility for how they teach, they may assume very different roles within their own classrooms. Behind our expectations of role behaviour there lie a set of attitudes and beliefs about the roles in question in the English language classroom. Teaching and learning are essentially social activities, implying role relationship between teacher and learner, learners and learners. These relationships are established, maintained and evaluated thorough communication.

1.1.4 Concept of Management

The term 'management' refers to the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. 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". So we can say that management is the process of planning, organizing, and leading controlling the work of organizational goals. From above definition, we can say that management is the way of presenting the art of organization to accomplish the goals. It indicates that management is the process of getting done effectively, efficiently and through other people to achieve expected goals which manage resource, employee and other obstacle to the organization, to fulfill this goal and objective successfully.

For good management, we need following three essential skills (Paul and Don 1994, p.505 - 511)

a. Organization:

This is an important skill of management. Under organization, there are four main characteristics. They are as follows:

〕 Having material and demonstrations prepared in advance.

〕 Starting on time.

〕 Having well established routine.

〕 Making transitions smoothly and quickly.

b. Lesson Movement

The second set of essential management involves preventing misbehaviors from disrupting the flow within learning activities. Lesson movement emphasizes the strong relationship between effective management and effective

teaching. Lesson movement is maintained through wittiness, overlapping, momentum and smoothness.

c. Communication with Learner

It is another skill of management. As a teacher, he has to do frequent communication with his learner. It may beeither verbal or non verbal communication. In every corner of the classroom, he has to capture his attention. It means teacher should keep in touch with his learners as far as he can.

By all definition, we may conclude that a good manager should have the following functions:

- ⟩ Planning
- ⟩ Organizing
- ⟩ Staffing
- ⟩ Leading

1.1.4.1 Classroom Management

Classroom management refers to all the teacher behaviours and classrooms' organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher response to student behaviors and the instruction that promotes a climate conducive to student learning. Discipline is the subset of management that focuses directly on teacher actions in response to the student behaviours that detracts from the order and safety of the environment or interferes with the opportunities to learn. These behaviours, commonly labeled misbehaviours include talking or leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students making hostile or sarcastic remarks or more seriously fighting assaulting the teacher or carrying weapons to school (Paul and Don 1994, p.489).

We can easily find the teacher's dominant role in classroom management. So, flexible teacher will be able to alter the situation as necessity. Flexibility is the dominant characteristic we would expect from genuinely adaptable teacher (Harmer, 1991, p.258).We can study classroom management from different perspectives or different aspects of it.

A class-room is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher use to create such class-room environment have been studied and developed as the area of 'Class-room Management' for many years.

In the early 1970s, classroom management was seen different from the classroom inspection. Teachers' management decisions were viewed as pre-cursors to instruction and were treated in the literature as if they were content free. The image of teacher was first attending the classroom management andthe beginning instruction without further reference to management decision. Classroom management includes several issues ranging from furniture arrangement to discipline management. According to Richards (1990 ,p.58) " Classroom management refers to the ways in which students behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively". Likewise, according to Smith (1995,p.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". Another definition by Alberto and Troutman (1986 p.404) note "It can be defined as a teacher ability to co-operatively manage time, space resources students behavior and to provide a climate that encourage students' learning.

By all definitions, we can say that class-room management is a planned and organized activity and procedure which allow for effective teaching and learning. Though there is the use of effective class-room, teacher is expected to manage students'behaviours that focus with the range from consistently

attentive to mildly disruptivebehaviours. Actually, classroom management is the key aspect of learning. Managing a school is highly individual job. The basic goals of classroom management for all instructors, articulated by Eggen and Kauchak (as cited in Campbell 1999, p.34) are as follows:

a. Create best learning environment possible.

b. To develop students' responsibility and self-regulation

It is not possible to have good/ positive learning environment without proper classroom management. Good classroom management involves equal participation of students and teachersthat solves the classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or student need. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for what we want to teach in periods, we also somehow have to prepare ourselves for the expected behaviours of students. Without the plan of carefully constructed classroom management, teacher cannot develop defensive reaction to disruptive students and this will not certainly compromise their effectiveness as teachers.

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

1.1.4.2Classroom Behaviour

The term behaviour refers to the action or reaction of something under some circumistances. Classroom behaviour means the activities which are done by teacher and students in the classroom either they are effective or not. Hence, classroom behaviour includes teachers' behaviour and students' behaviour. Teacher's behaviour refers to teaching and students' behaviour means learning.

The way what the students and teachers perform in the classroom are classroom behaviours.

a) Teachers' Behaviours in the Classroom

Teacher behaviour is the act of teaching, which is demonstrated by teacher in the classroom while teaching. It is also known as teaching or teacher behaviour. Teacher behaviour is crucial for learning a language. Ryans as cited in Naidu (2009, p. 4) defines teachers'behaviours as "the behaviours, or activities, or persons they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others" . Similarly, 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 inthe classroom along with his students" The way teacher behaves during teaching is almost guided by his own personal philosophy and environment. That is why; teacher behaviour may be regarded as a function of the characteristics of the teachers, his environment and the task in which the teacher engages.Thus, teachers'behaviour is teaching function which is practical classroom activities. These are verbal - questions, explains, and non-verbal movement, gesture, pause, demonstration, using blackboard. These behaviours are instructional activities practiced by teachers in the language classroom. Teachers' activities can be different from subject to subject.

Teachers'behaviour can be both desirable and undesirable behaviours but by nature desirable behaviours are effective and undesirable behaviours are ineffective for the success of teaching process. Successful teaching takes place only when a teacher performs desirable behaviours in a classroom. Performing desirable behaviours in a classroom is a good sign of well managed classroom. To perform desirable behaviors, teachers have to play different roles in a classroom. Harmer (1986, 1991and 2008) lists different roles of teacher in a language classroom. They are: teacher as a controller, assessor, organizer, prompter, participants, resource provider, tutor, and investigator. Similarly,

Ghimire (2010) supported Hedge by listing the following role of teachers. They are organizer, resource, manager, controller, counselor, monitor, observer, informants, assessor, prompter, participants, model, tutor, investigator, performer, and teaching aid, provider of comprehensible input, motivator, resource person, feedback provider, facilitator and observer.

Only experienced teacher can manage class effectively. Different scholars have identified quality of a teacher in three broad terms. They are personal quality, social quality and professional quality. However, we can mention the following qualities as the hallmarks of good teacher. They are intelligence, health, love of children, effective personality, and enthusiasm, a sound philosophy, ability to establish rapport and ability solve the problems. Hart (as cited in Naidu, 2009, p.10) mentions the following hallmarks of the best liked teachers.

) Friendly, cheerful and can take a joke with a pleasant personality and a sense of humor

) Helpful, explained lessons clearly and assisted the students with their out of classroom problem

) Interested in and understands pupils considerate of pupils feelings, courteous and respects the opinion of the class

) Fairness in grading, examinations and handling disciplinary problems

) Has ability to motivate the students by making classroom work pleasurable and interesting

) A skilled instructor, well planned and knows the subject and how to teach

A skilled teacher is a good philosopher who has content knowledge with the ability to use it in the classroom environment. The teacher performs multiple roles according to the nature of the activities in the context of class. Skillful teacher can manage students' behaviours by performing different roles to make their teaching effective. To make desirable modification in teaching, teachers improve undesirable behaviour of the teacher and students. Teacher's

undesirable behaviour might be some causes of ineffective classroom. So, behaviour modification is a continuous progressive process in teacher behaviour for professional teachers. In service training programme or pre-service education seeks the needed modification and improvement of the existing teaching. Modifying the way of interaction with the students and improving own behaviours as a teacher is essentially effective to manage challenges in the language classroom. Mangal and Mangal (2009, p.369) list the following techniques for the medication.

-) Interaction analysis and transaction analysis
-) Action research
-) Micro-teaching
-) Role playing (simulation) and gaming
-) Teacher evaluation

b) Students' Behaviours in the Classroom

The action or reaction in action or something in the classroom circumstances by students is called students behaviour in a classroom. In other words, whatever they perform in a classroom is students' behaviour. Mishra (2009) deals with different forms of students' behaviour. They are troublesome behaviour, emotional behaviour, aggressive behaviour and disruptive classroom behaviour.

Shrestha (2010, p.8) says, "By nature students will have had bad behaviours in general". In case of teaching and learning process, teacher always complains discipline problem of the students that are causes of failure or behavioural problems on internal characteristics of students. The teacher believes on the school environment is a prime location for resilience to be nurtured. Treatment of bad behaviour is implemented to lead to successful outcomes or effectiveness of teaching. Teaching learning process cannot be separated from students' behaviour and teacher behaviour. Mishra (2009, P.4) states, "ateacher tends to value academic progress over behavioural progress" .Progress is

needed on bad behavior. Good behaviours are practicing to sustain academic progress. Students' disruptive behaviours should be well managed to get the academic goal in the institution or in the classroom.

Harmer (1991, p. 235) writes, "The most effective activities can be made almost unless if teacher does not organize (disruptive behaviours) properly and disruptive behaviour can spoil the best classes if it is not checked". Successful classroom management includes the use of group contingences to keep the group on task and functioning smoothly without disruption and strategies for dealing with disruptive behaviour to keep individual students involved in productive work.

1.1.4.3 Challenges on Classroom Management

We have already mentioned that classroom management is a planned, organized activity and procedure that facilitate learning environment. It is the crucial part of leaning as well as a being; ELT teacher has to ideas to manage the successful classroom. Different linguistics has given different ways of classroom management.

But, there are some challenges for successful classroom management that hinder to classroom management. Paul and Don (1994, pp.489-490) mention the following management problems. They are explained separately in the following sections:

1. Sociological Factors

The first reason is sociological, involving a variety of factors including increasing in crime and poverty in our society. The social climate of our culture has changed. Most children are now raised either in families in which both mother and father work outside the home or by single parents. Many children spend more hours watching television each day than they spend on their study, including the time them actually spending on school. it is hard to punish a child for misbehaving when you understand his home situation directly causes him

to misbehave the way he does . . . Too much time must be spent counseling and teaching children better way to handle anger, stress , frustration. The breakdown of families causes poor self-esteem and result indiscipline problems.

2. Energy and Effort

The second reason for persistent management problems is that teacher sometimes feels overwhelmed by the effort required to maintain order. For them, it is simply easier to run a laissez-faire classroom. If the student don't destroy the room and some semblance of instruction exists, the teacher ignores misbehavior.

3. Lack of Information

The third problem is that historically teacher has had only a few maxims together with their institution to guide them in making management decisions. Individual develops a bag of tricks that worked for them, for at least allowed them to survive.

Chaube and Chaube (2003 p. 133)

⟩ Teaching the school rate

⟩ Talking is the class

⟩ Destroying the school property

⟩ Bullying the younger student

⟩ Irrespective behavior towards teacher

⟩ Stealing things

⟩ Cheating at examination

1.1.4.4 Techniques of Classroom Management

Classroom management enhances children's learning. Teachers approach to the management of learning to encourage group work sorts the children informally by ability and among group in a homogenous way. Grouping the children nears a way of maximizing the opportunities of productive, teacher child interaction as well as means of encouraging co-operative among the children and flexibility in curriculum and communication such efforts automatically from collaborative strategy among the both which is very difficult in a traditional classroom.

There is no doubt that classroom management is crucial aspects for learning without successful classroom environment teaching cannot be fruitful. It is regarded as an intellectual job as well. According to Dixie (2008, p.59) have suggested following techniques for classroom management:

⌡Body language

⌡Eye contact

⌡The voice

⌡Gestures

Some psychological tips by Dixie (ibid)

⌡ Punctuality

⌡ Knowing people by name

⌡ The structure of lesson

⌡ Using praise appropriately

⌡ Scanning and circulating the class-room

⌡ Optimum control

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

）The teacher should keep the lesson moving,

）The teacher should not lecture the whole period,

）The teacher should talk the his students,

）When students are being disruptive by talking, polling or crumpling paper, the teacher showed stand by them. He should take to them and keep them busy with lesson and if they are still disruptive, he should take them in a hall way.

1.1.4.5 Rule of Classroom Management

According to Manus (1989, pp.1-13), there are four rules of effective class-room management. They are

1. Rule one: get them in

This rule emphasizes the point that lessons which make a risk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity. The process of 'getting them in' can be seen to involve three phases, greeting, seating and starting.

2. Rule Two: get them out

The second rule states that, though most disciplinary problems arise from a poor start to a lesson, another vulnerable time providing many opportunities for trouble making is the end of teaching session. For this reason, get them out cited as the second rule of classroom management. Carefully planning the end of the lesson is a crucial part of the way in which experience teacher successfully handle transition from one activity to another so the teacher needs to consider the two phase of ' concluding a lesson' and 'dismissing a class'

3. Rule Three: get on with it

In this context, it refers to main part of the lesson, the nature of its content and the manner of its presentation. Pupils feeling or self esteem and sense of competence on a particular subject area will depend to as considerable extent on the teacher's ability to 'get on with it'.

4. Rule Four: get on with them

Teachers develop good personal relationship with their pupils by fostering mutual trust and respect. To do this effectively, they need to be aware of child as an individual and be sensitive to the mood of the class and whole. This means knowing who's who? And keeping track of what's going on?

1.2 Review of Related Literature

It provides basic knowledge to the study that is carried out. To carry out the present study, the following literature reviews were done which are as follows:

Underwood (1987) focuses on her book about the organizational aspects of teaching English. It has recommended many useful devices to the teacher. It focuses on good way of organizing work in the class-room and useful guidelines on making the most of one time and resources.

Namara (1994) focuses on seeing as to how a teacher may manage his/her classroom environment and organizes his/her learning so as to optimize children's opportunities to learn and engage with the learning tasks, which are provided to them the further says that time is only the container for the curriculum; that is particularly important in the quality of teaching and learning which goes on during lesson.

Smith and Laslett (1995) emphasizes in their book that good classroom management depends more upon teacher and children working equitably

together because they are confident together than upon peremptory instruction and resigned obedience.

Phyak (2006) has written an article on "How Does Teacher Interact with Students in English Classroom". The study aims to find out the strategies used by their students in the classroom for effective classroom management. He found out that one of the real problems in teaching of English was lack of the interaction strategies from both teachers and students side.

Shrestha (2008) has carried out the research in the same field. His research title was "A Study on Disruptive Behavior of Student in English Classroom". He tried to find out the different behaviors of the students that teacher has to face into the classroom. He found in his research that teacher should not avoid the disruptive behavior done in the class i.e. sleeping in the class, even participation, uneven participation etc. while to make classroom successful.

Giri (2008) has carried out the research on "Problem of Classroom Management in Primary Level". He tried to find out several problems in primary level English classroom. Hefound that it is very difficult to manage the primary level classroom. In this regard, teacher has to be trained, qualified and capable to understand the psychology of students.

Thani (2008) has done the research in the same field entitled "A Study on Classroom Management". She focusedon general concept of management. She finds in her research that good classroom management is very crucial part of learning activity. She mentions that one single criterion is not enough for managing the class.

Bashyal (2010)carried out research on "Strategies of Classroom Management Used by Secondary Level English Teacher". He tried to explore the major strategies adopted by the secondary level English teachers. Encourage, feedback,motivation etc were the majorstrategies for classroom management.

After having reviewed the related literature, it was found that none of the studies focused on classroom management techniques used by ELT teachers. Hence, the study is different from the rest of the studies.

1.3 Objectives of the Study

The objectives of present study were as follows:

      a. Toanalyze and compare classroom management techniques used by government-aided and private English school teachers.

      b. To suggest some pedagogical implications.

1.4 Significance of the Study

The studywas mainly concerned with the classroom management techniques adopted by government and private school teachers. This study shows that the comparisons of different techniques used by school teachers working in different conditions. This study is expected to be useful for teacher in initial training and for qualified teachers who seek to enhance their existing classroom practice. Both school teachers can interchange their techniques for classroom management. This study can also help to share the ideas among the teacher to teacher. The study can be used as a reference material to develop teachers' personal management practices. Similarly, this studywill be fruitful for linguists, curriculum designers, textbook writers, teachers and students. Teachers will get benefits to find out how they can enhance teaching and learning through effective classroom management.

CHAPTER-TWO

METHODOLOGY

The following methodologies were adopted to carry out the study.

2.1 Sources of Data

Both the primary and secondary sourcesof data were used to carry out this study.

2.1.1 Primary Sources of Data

The teachers of twelve lower secondary level schools (6 government-aided and 6 private) fromPalpa districtwere selected as the primary sources of data.

2.1.2 Secondary Sources of Data

The secondary sources of my research were the selected books e.g., Wheldale and Merret (1990),Harmer (1991),Yardleg (1996), Kelly and, Morrison (1998), Baniya (2007) and journals and articles.

2.2 Population of the Study

English teachers (6 government-aided and 6 private schools' teachers) were the population of this study.

2.3 Sampling Procedure

Twelve lower secondary level schools (6 government-aided and 6 private) were selected by using non-random sampling design. With the reference of classroom observation checklist, six classeswere observed particularly focusing on the physicalcondition and classroom practices of classroom management in ELT in Palpa district.

2.4 Tools for Data Collection

I used questionnaire as a basic tool and check list of the class observation as a supportive tools for data collection.

2.5 Process of Data Collection

At first, I visitedPalpa district and selected the twelve schools. I requested the authority for permission to carry out my research. Later on, I explained the purpose and process of research to the authority. I also requested to the teachers for their class observation and answering the questionnaire.

2.6 Limitations of the Study

The proposed study had the following limitations

a. The study was limited to the government-aided and private ELT teachers of Palpa district.

b. TwelveEnglish teachers were selectedas the population of the study.

c. The study was only limited to classroom management techniques used in lower secondary level.

d. The tools of this study were only limited to questionnaire and checklist.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from primary source to fulfil the determined objectives of the study. The analysis and interpretation of the collected data is madeunder two broad headings.

-) Questionnaire to get teachers' opinion.

-) Class-observation of the teachers' through checklist.

This study mainly concerned with comparison of different techniques adopted by the private and government English teachers. So, the data collected from primary sources are analyzed separately in the following sections.

3.1. Government-aided School

3.1.1 Teachers' Opinion on Class-room Management

The responsesof teachers to each question are analyzed and interpreted qualitatively for open- ended questions and with the help of percentage and table for close- ended questions. The data are analyzed below.

Q. N. 1. What do you understand by class-room management?

This question was asked to get the general ideas about the classroom management. I tried to find out the concept of management on the part of teacher side. In the response of this question, different teachers answered different views. They are as follows:

T_1 says that "The class-room management is the process to manage the necessary elements in class-room like light, furniture black board / marker etc."

T_2 viewsthat it is the way to manage useable and the need- based teaching materials and according to its subject matter, group, division of the students' cleanliness and attractive classroom.

T_3 says that the use of teaching materials in appropriate situation in the classroom is known as classroom management.

T_4 says that it is the way to create a situation where students can learn the content easily.

T_5 says that it is the process to manage the physical aswell as the psychological aspect that teacher has to do.

T_6 views that management is preparing of all kinds of things that appear into the class-room.

From the obtained data, it is clear that classroom management is managing necessary elements in the classroom and makingfavourable conditions for teaching and managing teaching materials. It is also helpful for the effective teaching and learning.

Q.N.2. Do you think it is necessary for effective English language class? Why / Why not?

This question was asked to find out the importance of the classroom management. In responses, the teachers said 'yes' and the responses are given below:

In opinion of T_1 it is necessary for effective language, class. It creates learner's interest, and they become eager to learn.

T_2 views that it helps to do effective teaching for student's age with their behaviour and attitude.

T_3 says that without class-room management, teaching will be meaningless.

Similarly, T_4 views that it is necessary to increase student's educational achievement.

T_5 say that it facilitates teaching and learning.

T_6 views that classroom management creates environment to teach and learn the expected content from teacher and students side respectively.

What is concluded from the above data is that classroom management helps for effective teaching, gearing up the students' learning and increasing students' educational achievement.

Q.N. 3 In your opinion, why do problems occur in the class-room?

It was asked to find out the reason of problem that teachers have to face in the class-room teaching and learning. The responses varied from teacher to teacher. Their responses are given as follows:

T_1 says that many problems like students' behaviours towards teachers, environmental problems, social problems etc.

T_2 views that economic condition, study attitudes, age and teachers' activities were the some problems that occur in the classroom.

T_3 says that lack of students' vocabulary power and less conscious guardians were the some problems.

Similarly, T4 says that multi ethnic background and multi culture are the reasons to bring the classroom problems.

T_5 says that students have come from different background and culture. So, it creates problems in to the classroom.

T_6 opines that careless of the teachers as the main causes of the problems. So, he should be very much careful about the students' behaviours.

It is clear from the responses of the teachers that multicultural and multilingualism, teachers' and students'behaviours and economic condition of the students were responsible to create problems in the classroom.

Q.N.4. What problems do you have in creating effective management in the class?

This question tried to explore the problems that a teacher has to face in his/ her daily class-room practice. The problems given by different teachers are given below:

In response of this question, T_1 says that problems like lack of furniture, light, ventilation and large classes were the problems in creating effective management in classroom practice.

T_2 views problems like lack of instructional materials, vocabulary power, hard labour of the students, large number of the students, etc.

T_3says the problems like ventilation problems, small classes and lack of teaching materials were the problems in creating effective management in the classroom.

T_4mentions problems like stealing the things and destroying the school properties were then main problems in the management

Similarly, T_5 opines that disobedient, teasing teachers, lack of physical facilities and untrained teachers were the main problems.

T_6 views that tearing the paper, cheating the others' books, talking in the class were the main problems that affect in creating effective classroom management.

Outnumbered of students, lack of teaching materials, small classes, talking in the class, bullying the younger students, stealing the things and destroying the school property were responsible for hindrance in creating effective management in the classroom.

Q.N. 5 How important is motivation for the success in language learning?

Motivation is the key factor for learning the language and equally important for class-room management as well. In responses of this question, teachers put their different thoughts which are as follows:

T_1 responds that motivation is the key which opens learner mental box, and eager them to learn.

T_2 says that it makes curious for students by motivating them.

T_3 views that motivation is the soul of language learning.

T_4 Says that motivation is the key part of learning. It directs students towards success.

T_5 have the similar view that the motivation is the important aspects of learning. He further says that to run learning activities properly, motivation is needed.

T_6 views that it helps students to learn the subject matter easily, and also facilitates in learning.

The responses clearly show that the motivation is the soul of the language learning and key of it. This also reveals that motivation only prepared student to learn the thing, drew their attention, opened mental box and made the students eager to learn.

Q.N.6 Do you provide personal time?

This was the closed ended question whether they provided personal time to their student or not in helping and solving the problems that students have. The following table showed the data:

Table No. 1

Personal Time Provided by the Teachers

Rating	No. of teacher	percentage
Yes	6	100
No	-	-
Total	6	100

The table number one show thatsix out of six teachers i.e. all teachers provided their personal time to their students.

Q.N.7. Do you tell your students basic rules before starting your class?

This question mainly concerned with some basic rules that students have to follow in the classroom. The data collected on this issue is shown as follows:

Figure No. 1

Agreed Sanction
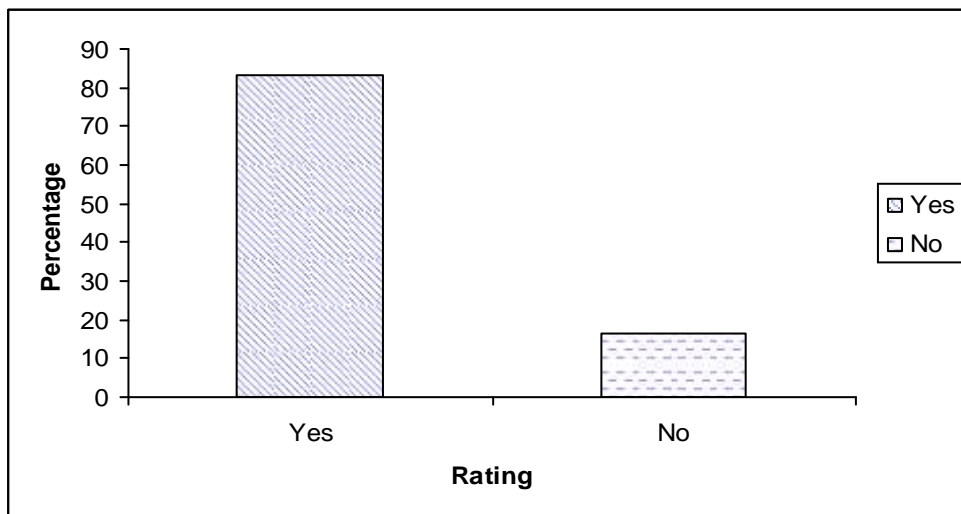
The above diagram displays that the majority of the teacher, i.e. 83.34%, teachers started class with telling basic rules and only 16.66% teacher did not say any rules.

Q.N.8. Do you punish your students?

This question was asked to find out the teachers' view whether they punished their students or not. The responses given by the teachers are given in the following table.

Table No.2

Use of Punishment

Rating	No. of teacher	Percentage
Yes	6	100%
No	-	-

The table number two shows that all of the government-aided English teachers were against of punishing their students.

Q. N. 9 How do you ensure your students equal participation in learning activities?

This question tries to seek the teachers has done equal treat or not. Infact, without the equal participation the class-room environment cannot run properly. The responses given by the teachers are given below:

T_1 says that to ensure equal participation in learning, he had to use different activities like, group work, pair work, talking individually, etc.

T_2 has the similar views that he also divided the students in many small groups and conducted the different tasks.

T_3 views that he ensured mostly equal participation in learning by focusing students' equality.

T_4 has the same views to ensure equal participation; he gave the similar tasksto each student and monitor one by one.

T$_5$ says that, dividing into groups, sharing the ideas etc were the best way to ensure equal participation.

T$_6$ says that providing the task to the students according to their capacity was the best way.

These views clearly expressed that by dividing students into different groups, providing similar task, focusing all students equally and talking individually helped equal participation in learning in the classroom.

Q.N.10 Do you prepare lesson plan for everyday class presentation?

Planning the lesson is an important aspect of teaching. So, as a teacher, he has to prepare lesson plan for his everyday class-room presentation. The responses given by the teachers are given in the pie chart below.

Figure No.2

Use of Lesson Plan
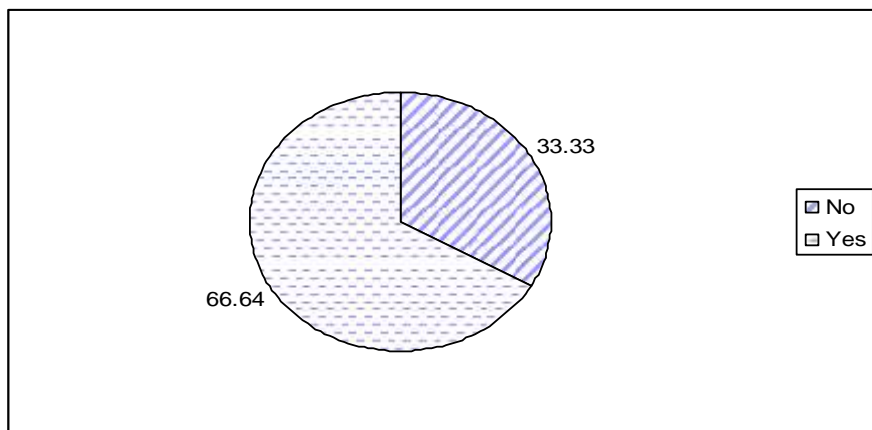
Thepie chart reveals that most of the teachers i.e. 66.66%, prepared the lesson plans in their everyday class and 33.34% of teachersdid not use lesson plans in teaching and learning in the classroom.

Q.N. 11 Do you take care of the misbehavioursof the students? What sorts of misbehaviours have you found in your class-room?

These mixed types of question were asked to draw the concern of teachers towards the behaviours of students. The responses varied teachers to teachers that are shown in the following table.

Table No. 3

Care of Misbehaviours by the Teachers

Rating	No. of teacher	Percentage
Yes	6	100
No	-	-

The table number three shows that 100 % of the teachers were aware of the misbehaviours of the students in the classroom. The responses given by the teachers are as follows:

T_1 mentions some misbehaviours like side talking, joining the tail, forgetting homework etc.

T_2 finds misbehaviours like quarreling each other, making noise, teasing teachers etc.

T_3 mentions that side, talking, looking outside tearing the paper were some misbehaviours.

T_4 has the similar experience. He says that making noise, disrespecting teacher, cheating friends' books were the main misbehviours in the classroom.

T_5 also mentions similar points like, side talking bullying the younger student fighting each other etc. are the misbehaviours of the students.

T_6 says that destroying the desk, bench door and window, disobedience etc were the main misbehabviours of the students.

The above mentioned data show that side talking, teasing teacher, tearing others book, making noise, joining tail, quarrelling each other were the some misbehaviours of the students seen in the classroom teaching and learning.

Q. N. 12 Do you do frequent communication with your students?

This question intended to explore the fact whether they had done frequent communication with students or not. Teachers' responses are presented in the diagram below:

Figure No.3

Teachers' Communication with Students
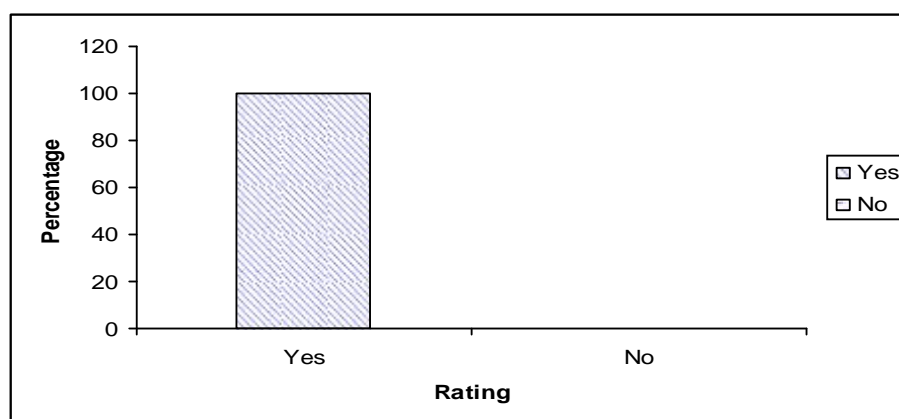
From the diagram number three, it can be said that 100% of the teachers did the frequent communication with his/her students in many respects.

Q.N 13 What types of specific techniques do you use for effective class-room management?

This question mainly explored different techniques used in the classroom by the teachers. The responses given by the government-aided English teachers are given below:

T_1 mentions the classroom management techniques like, changing sitting style, putting the board in centre, managing the light, etc.

T_2 uses techniques like, use of materials, inductive method, group division, keeping the teaching materials in proper place, etc.

T_3 mentions similar techniques like, inductive method, teaching simple to complex order and use of teaching materials.

T_4 adopts techniques like, group division, giving personal time and provide immediate feedback.

T_5 mentions the techniques like use of motivation, talking individually, regular eye contact, etc. are the main techniques of class-room management.

T_6 has been using the same techniques like group division, use of enough teaching materials, etc.

The above points help us to summarize that the use of teaching materials, use of inductive methods, teaching the content from simple to complex, from known to unknown order, division of the students if the number is high, managing the physical things, personal immediate feedback and motivation were some techniques adopted by the government-aided ELT teachers to manage their class.

3.1.2 Analysis of Class- Observation Check List

While collecting the data from checklist, I observed three classes of a teacher. Through that observation, I filled the checklist containing different aspects. The results are analyzed in the following section by using table, pie charts, graphs etc.While observing the classes, I have made different criteria that were as follows:

3.1.2.1 Physical Facilities

Physical facilities are the most important elements for successful class - room management. It includes various aspects like arrangement of desk, shape of the class-room, electricity, blackboard, drinking water, etc. The following bar diagram reflects the fact more vividly.

Physical Facilities
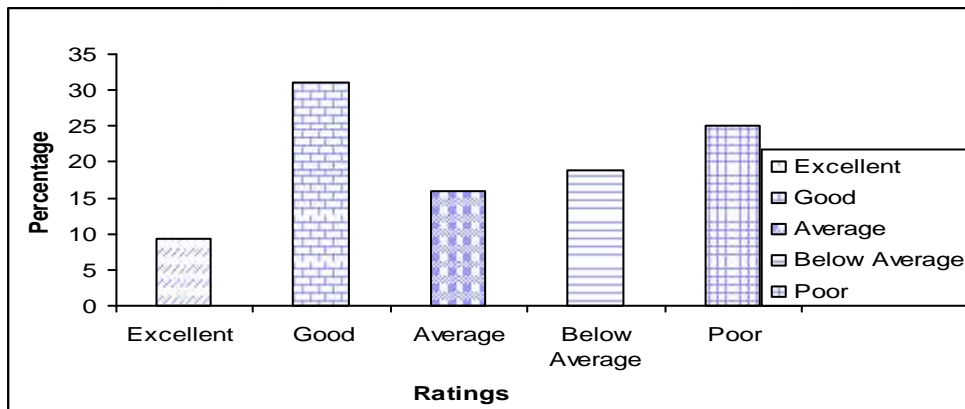
The above diagram shows that the physical facilities of school was 9.22% were excellent, 31% good, 16%, average 18.78% below average and 25% poor. Hence, the physical facilities of the schools seemed poor or that was not satisfactory.

3.1.2.2 Teachers' Behaviours

Teacher is the key part of the learning. It is believed that teacher has to play great role to make class-room successful. Teacher has to perform or should have tactics to use the adequate technique according to the situations. In order to this, teachers' personality, attitude, self confidence, verbal behaviours, language etc. were observed through check list. The following graph clarifies the fact.

Figure No. 5

Teachers' Behaviours
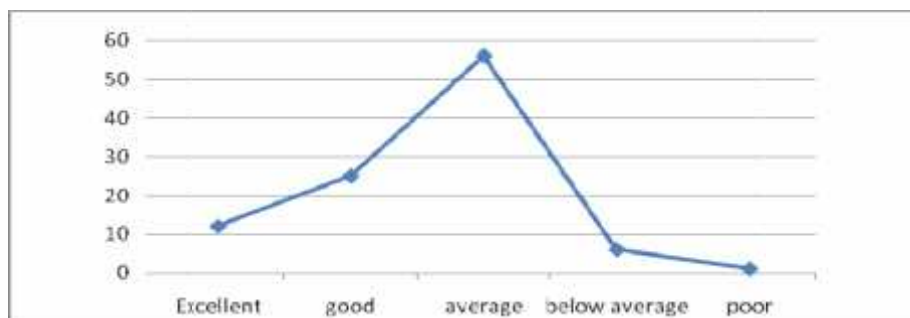
The graph number five reveals that 56% (more than half) were average in teachers' behaviours. Similarly, 12% were excellent, 25% were good, 6% were below average and 1% was found poor in their behaviours.

3.1.2.3 Students' Activities

Teacher is the key elements of learning. Similarly, the students are the equally important factors for learning as well. So, as a teacher, we cannot ignore the students. What they do in the class also affects the management. To run the class properly, the behaviours of students should be observed or should be treated properly. The collected information through checklist is presented below in which students' interest, attention participation, follow the direction and other action were observed.

Table No. 4

Students' Activities

Rating	No. of classes	Percentage
Excellent	3	12.22
Good	4	24.78
Average	8	53
Below average	2	7
Poor	1	3
Total	18	100

The table number four shows the fact that most of the government school students were not properly engaged in learning activities. The data show that 12.22% students were found excellent in classroom practice. Similarly, 24.78% were good, 53% average, 7% were below average and 3% were found poor.

3.1.2.4 Presentation/ Class-room Practice

There are different class-room techniques used to make the class-room live. For the successful management of teaching, an organized and systematic class-room practice should be emphasized. Presentation or class-room practice is the

determined factors for successful class-room management. Under presentation and class-room practice, I have incorporated topics like warming up, discussion, role play, pair work, discipline interaction etc. The data collected through check list is presented in the pie chart below.

Figure No. 6

Presentation and Class-room Practice
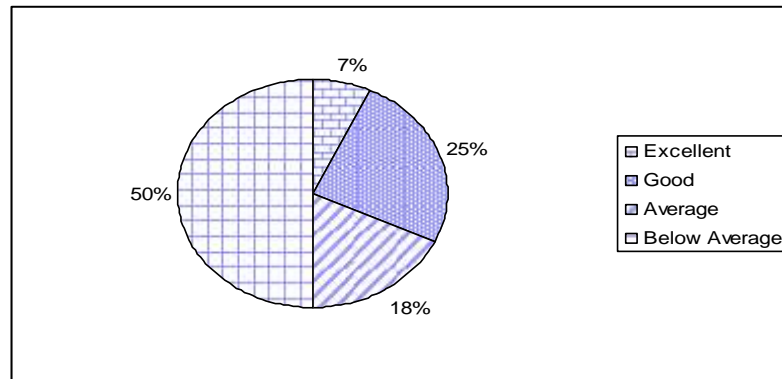
The figure number six shows that the majority of the teachers were not conducting their class properly.

3.1.2.5 Evaluation System

Evaluation system is an important element for learning. Achievement whether the student has learnt the content or subject matter during the course of teaching is measured through the evaluation. Without evaluation, our learning may not be meaningful. So, this should be done by the teacher. The data collected from the checklist are analyzed in the following table.

Table No. 5

Evaluation System

Rating scale	No. of Classes	Percentage
Excellent	3	15.75
Good	4	19.25
Average	10	60
Bellow average	1	5
Poor	-	-
Total	18	100

The table number five shows that 15.75% were found excellent, 19.25% good, 60% average and 5% were found to be below average in the evaluation system. The result is not satisfactory.

3.2 Private Schools

The six private schools were included in this study which is interpreted as follows:

3.2.1 Teachers' Opinionson Classroom Management

During the collection of data, I prepared or included thirteen questions regarding the classroom management. The same questionnaire was given to the private school teachers which were given tothe government school teachers as well. The responses are analyzed in the following ways.

Q.N.1. What do you understand by class-room management?

This question was asked to have the general concept on related topic, classroom management. The responses given by the private English teachers are analyzed in the following ways:

T_1 views that class-room management is to create learning environment and favourable and feasible condition for students and teachers.

T_2 says that class-room management is a process of while teaching.

T_3 says that it is to prepare from all sector for the class to teach the things effectively.

T_4 has the similar views with T_3. He says that it is done to run class-room properly.

T_5 says that it means the managing the class interms of physical, psychological, and instructionally supportive environment.

T_6 says that it is way to create a place or room for teaching and learning which facilitate learning activities.

The responses of the teachers clearly show that classroom management is to create learning environment, the way of managing the class interms of physical and psychological supportive environment andmaking a suitable condition for teaching and learning. It can be concluded that class-room management is the process of creating the best learning environment in the class-room teaching and learning.

Q.N. 2 Do you think it is necessary for effective English language class? Why/ Why not?

The question was asked to find out teachers' intention regarding the management. This question tried to explore the views or responses on the given topic. Most of the teachers said 'Yes' because they gave following reasons:

T_1 says that it helps how to manage English language class and also helps to create good environment.

T_2 believes that without management teaching will be ineffective and valueless.

T_3 says that without it, we cannot provide the intended concept about the subject matter. Similarly, he says that it facilitates the learning and creates safe place for learning as well.

T_5 believes that it helps to achieve determined objectives.

T_6 says that it manages teaching learning process.

The responses expressed that classroom management is needed for managing teaching learning process, without proper management teaching will be valueless or objective cannot be fulfilled andfor learning environment. This shows the importance of class-room management.

Q. N. 3 In your opinion, why do problems occur in the classroom?

This question was asked to find the problems that teacher has faced into the class-room teaching and learning.The responses from the teachers are given below:

T_1 opines that disruptive behaviours, large classes, unqualified teachers, weakness of school management were some reasons that brought problems in the class-room.

T_2 says that valueless class-room teaching, misunderstanding among the students, teachers' behaviours were the main reasons for bringing problems.

T_3 views that cause of teachers' teaching knowledge, students from different community were the reasons.

T_4 has the similar view in response to the questions that T_3 has given.

T_5 says that noisy class-room, haphazard presentation and unequal participation were the main reasons.

T_6 similarly says that illogical treatment, different community of speech, ethnicity etc. was the main reasons that brought problems into the class-room teaching learning.

Haphazard presentation, illogical treatment, unequal participation, large class, disruptive behavior and unqualified teacher were the reasons that brought problems in class-room teaching and learning.

Q.N.4. What problem do you have in creating effective management in the class-room?

As a teacher, he/she has to tackle the different problems in the class-room. For managing the class, in private English teacher, the problems they have faced are given below:

T_1 says that lack of proper teaching materials, disruptive behaviours, weakness of school management system and lack of motivation were the main problems that hindered management.

Similarly, T_2 opines that small dark class-room, lack of teaching materials, outnumbered of students were the main problems for effective management.

T_3 views that lack of time, guardian's comments etc. were the problems for class-room management.

T_4 has the similar concept with T_3. He further says that lack of time, untrained teacher, were main problems for creating effective management.

T_5 says that students' level and interest, lack of economic availability, lack of rewards were the problems to create effective management.

T_6 further says that large class, lack of physical facilities, out number of students etc were the problems.

Lack of teaching materials, lack of motivation of the students, lack of economic availability, lack of sufficient materials and student's level and interest were the reasons that hindered creating classroom management.

Q. N. 5 How important is motivation for the success in language teaching?

It is believed that motivation is an important non-linguistic factor for learning language. The responsesare given below:

T_1 says that "Motivation is important for success in language learning. Motivation inspires the learning process and creates better opportunities in the activities."

T_2 says that it is important for successful learning. It can control class and attention of the students as well.

T_3 views that motivation always pushed towards success.

T_4 views that motivation created learning environment. So, it was important.

Similarly, T_5 says that it created the environment where the learner learned best by being involved in it.

T_6 views that it encouraged students to learn the things.

Motivation provides inspiration for learning; creates the learning environment and pushes the learners towards success.So, this is important for language learning.

Q.N. 6 Do you provide personal time?

The responses given by the teachers are analyzed in the following table.

Table No.6

Teachers' Personal Time

Rating	No. of teachers	Percentage
Yes	6	100
No	-	-

It can be concluded from the table that 100 % teachers provided their personal time to their students.

Q.N. 7 Do you tell your students basic rule before starting your class?

The responses given by the teacher are analyzed in the table:

Table No. 7

Agreed Sanction

| Rating	No. of. Teacher	Percentage
Yes	6	100
No	-	-

It can be concluded that 100% of teachers started their classes by informing rules that students had to follow during the classroom teaching and learning.

Q. N. 8 Do you punish your students?

Punishment is not supposed to be good way for teaching. I wanted to collect idea from the private ELT teachers what they thought about. The data are presented below:

Figure No.7

Use of Punishment
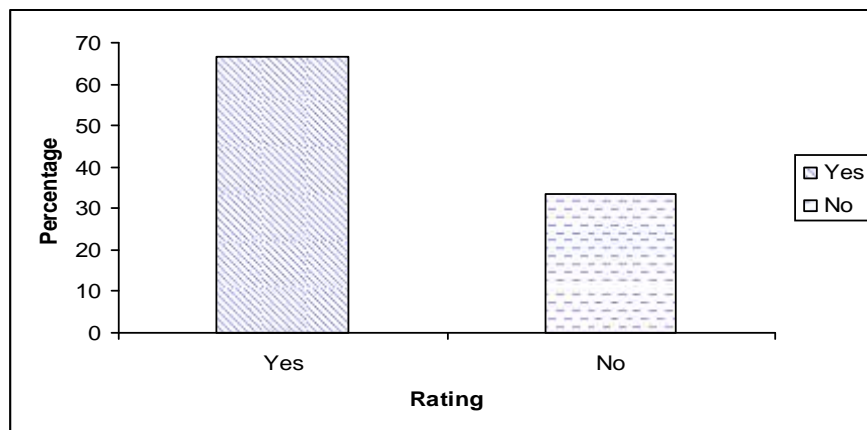
The figure number seven reveals that the private schools' teachers mostly used punishment. 66.66% believed that punishment was necessary to handle the disallowed behaviours in the classroom and 33.39% were found notproviding punishment to their students.

Q.N. 9 How do you ensure your student's equal participation in learning?

Infact, the equal participation is most important aspects for effective language class. The responses given by the teachers are presented below:

T_1 says that equal treatments, motivation, inspiration to the students were the ways to ensure equal participations.

T_2 says that equal chance in every activity like ECA, class-room teaching, sports so on were needed for equal participation.

T_3 views that determining the turn of students was the way to ensure equal participation in learning.

T_4 also had the similar view with T_3.

T_5 says that providing them equal chance of learning, respecting their needs, level of knowledge and age ensured the equal participation.

T_6 similarly says that treating all students equally was the best way to ensure participation.

The above data helped to conclude that providing equal opportunity, motivations and inspiration, treating equally and respecting their needs, wants and desires etc. ensured equal participations in learning processes.

Q. N. 10 Do you prepare lesson plan for everyday classroom presentation?

The following table shows the responses given by the teacher regarding preparation of the lesson plan while teaching.

Table No. 8

Use of Lesson Plans

Rating	No. of Teachers	Percentage
Yes	4	66.66
No	2	33.34

The above table reveals that 66.66% teacher prepared lesson plan and 33.34% were found not preparing and using lesson plan.

Q.N. 11 Do you take care of the misbehaviour of students? What sorts of misbehaviours are they?

As a teacher, he has to face different misbehaviours into the classroom. Those behaviours really affect the classroom management. The responses given by the teachers are given below:

T_1 says that talking in the class, teasing teacher, playing with mobile, were the misbehaviour found in the class-room.

T_2 says that cheating others books, tearing the paper destroying blackboard were the misbehaviours.

T_3 views that rough speaking, fighting each other ignorance were the misbehaviours.

T_4 had the similar view with T_3.

T_5 says that bullying, fighting, not obeying rules were the examples of misbehaviours.

T_6 had the similar views that forgetting homework, inking clothes, fighting each other were the misbehaviours.

The responses show that all teachers werevery careful about misbehavior i.e.bullying, fighting not obeying rules, teasing teacher, using mobile while teaching and forgetting home work etc. were misbehavioursthe teachers had to face in their everyday class-room practice.

Q.N. 12 Do you do frequent communication with your students?

Communication is the most important part of teaching. So, this question was asked to the teachers of private school. The responses given by them are given in the table below.

Table No. 9

Teachers' Communication

Rating	No. of Teachers	Percentage
Yes	6	100%
No	-	-

The table number nine reveals that most of the teachers communicated with their students. This was the good way of teaching.

Q. N. 13. What types of specific techniques do you use for effective classroom management? Write in points:

This question was asked to the teachers. The responses from the teachers are given as follows:

T_1 says that student centered method, group work, learning by doing method, playing with games were the techniques of class-room management.

Similarly, T_2 views that child friendly teaching, learning by doing, use of materials could be the techniques for management.

T_3 says that managing seats of students, making lesson plan, using teaching lesson plan and regular interaction were the techniques for classroom management.

T_4 also had the similar concept with T_3. He says that use of materials, lesson plan and regular interaction were the techniques for class-room management.

Similarly, T_5 views that "Placement of desks and benches, focus to all students, presenting lesson logically, fixing materials in proper places were the best techniques of classroom management".

T_6 says that eye contact with students, clarity of voice, gestures, motivation to the students etc were the techniques for classroom management.

Student centered teaching,child friendly teaching, more practical classes, learning by doing method, group work and peer work technique and presenting lesson logically were some specific techniques used for effective class-management by the private ELT teacher of Palpa district.

3.2.1 Analysis of Class Observation Checklist

Observation checklist was another tool used to collect data. Data collected from observation checklist are analyzed one by one in the following section.

3.2.1.1 Physical Facilities

Physical facilities involves such things like black board, electricity, drinking water, teaching materials arrangement of desks, windows, floor, roofs etc. The collected information is presented in the table.

Table No. 10

Physical Facilities

Rating	No. of classes	Percentage
Excellent	4	25.92
Good	10	50
Average	3	22.22
Below average	1	1.86

The table number shows the physical facilities of private school. It shows that 25.95% schools were found excellent, 50% good, 22.22% average and 1.86% were found below the average. It means that even private schools were not well-equipped in physical facilities.
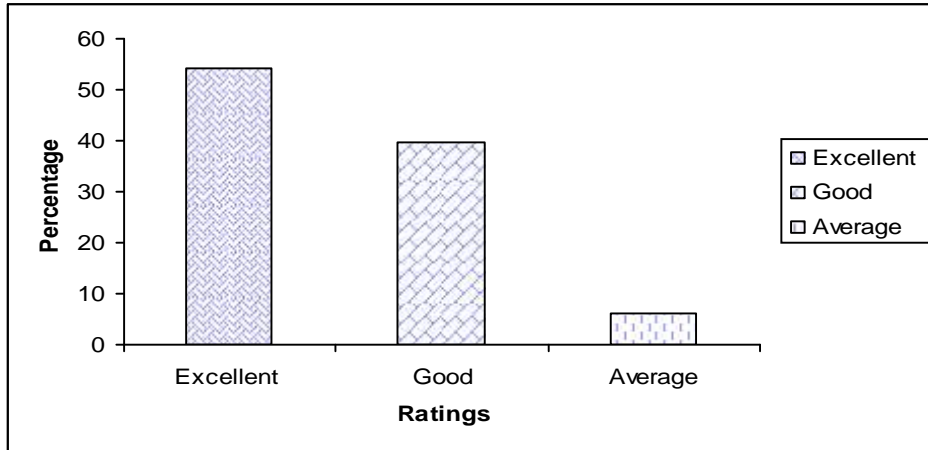
3.2.1.2 Teachers' Behaviours

What teacher does in the class-room is much important. The behaviours of the teachers really affect the class-room management. Under this topic, I tried to

findout teacher's personality, attitude, self-confidence, verbal behaviour, language etc. through check list. The data is shown in the following diagram.
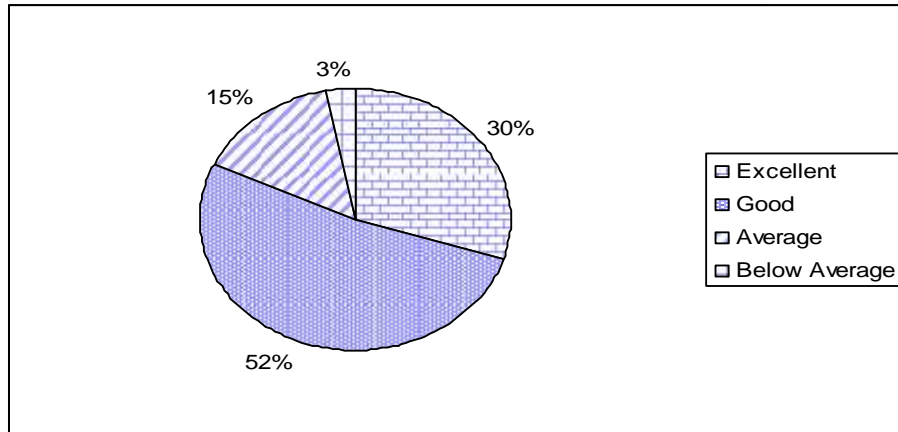
Figure No. 8

Teachers' Behaviour

The figure number eight shows that 54.16% were found excellent, 39.58% good and 6.26% were found average in behaviours. The result seemed satisfactory.

3.2.1.3 Students' Activities

Students are the main part of the learning. In absence of students, the teaching cannot run properly. So, the role of the students in the class-room cannot be ignored or underestimated. In checklist, I tried to observe students' interest, attention, their participation, responses towards the teachers, etc. The data is presented in pie chart.
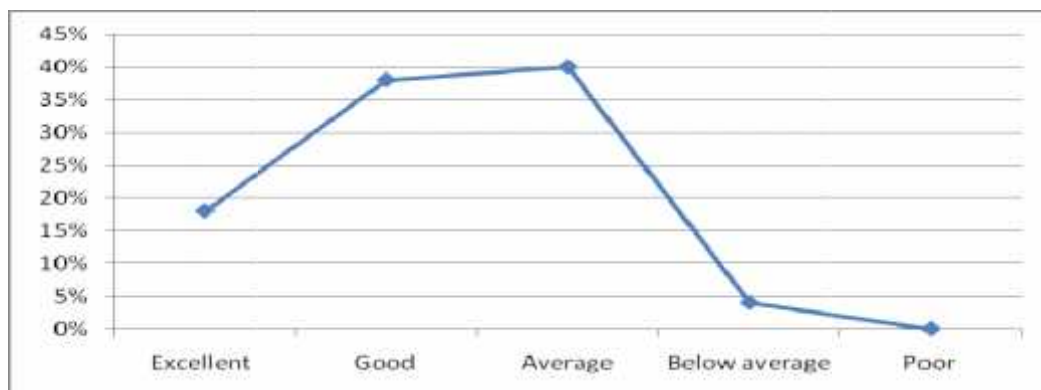
Figure No. 9

Students' Activities

The figure number nine reveals that 30% were found excellent, 52% good, 15% average and 3% were found below average in learning activities. The result seemed satisfactory.

3.2.1.4 Presentation and Classroom Practice

The class-room presentation and practices also determine the environment of class-room. It includes several components like warming up, relevancy ofcontent, discipline, interaction discussion, role play etc. The data collected on this has been presented below.

Figure No. 10
Presentation and Classroom Practice

The figure number ten shows that 18% class-room practice were found excellent, 38% good, 40% average and 4% were found the below average.

3.2.1.5 Evaluation System

Evaluation is the measuring rod. It is used to find out specially students' learning achievement and success. It is generally done after the completion of the lesson or unit. Without the evaluation, the teaching learning becomes meaningless or vain. So, as a teacher, he/ she has to follow the evaluation system in the classroom. The data from checklist are given in the table.

Table No. 11

Evaluation System

Rating	No. of classes	Percentage
Excellent	4	22%
Good	11	58%
Average	3	20%
Total	18	100

The presented table explores that 22% evaluation system were found excellent, 58% good and 20 % were found average in private schools. Under evaluation system, I observed objectives' achievement, evaluation techniques, teacher's feedback etc.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of analysis and interpretation of the data, the following findings and recommendations have been made:

4.1. Findings

Findings are presented into two sub headings:

4.1.1 Techniques Used by Government-aided Teachers

I.   It was found that maximum use of teaching materials and provision of equal participation in the learning was emphasized by the government school teachers.

II.   Similarly, most of the teachers were found using different techniques such as providing motivation, treating misbehaviours immediately and focusing students equally.

III. Likewise, it was found that making group division, teaching through simple to complex order and preparing daily lesson plans were some techniques adopted by the government school teachers.

IV.   Communication with the students, managing physical facilities like, desk, benches and boards and agreed sanction were also found as classroom techniques in the classroom.

The above mentioned techniques were used by the government-aided ELT teachers in their classroom presentation to handle their classroom properly.

4.1.2 Techniques Used by Private English Teachers

I. Private school teachers were found using learning by doing method, child friendly teaching and group work and pair work techniques in the classroom management.

II. Similarly, it was also found that providing more time for interaction, use of punishment, use of gestures and talking individually were the techniques used by the private school teachers.

III. Regular eye contact with students, use of lesson plans, proper management of physical facilities and use of verbal and non verbal behaviours were also found as the techniques used by private school teachers in managing classroom.

IV. Likewise, teachers were found using inductive method, group division, immediate feedback, motivation and regular eye contact with the students in managing their classroom.

The aforementioned techniques were specially used by the private teachers of Palpa district.

4.2 Recommendations

On the basis of above findings the following recommendations are made.

I. Maximum use of teaching materials and provision of equal participation in the learning help for good management of classroom. So, teachers should be aware of using such techniques in the classroom.

II. Techniques such as providing motivation, treating misbehaviours immediately, focusing students equally, teaching through simple to complex order and preparing daily lesson plans create the better learning environment. So, such special technique should be used by the teachersfor improvised teaching.

III. Communication with the students, managing physical facilities like, desk, benches and boards, agreed sanction, learning by doing method, child friendly teaching are helpful in managing classroom practices. So, such techniques should be considered while teaching in the classroom.

IV. The teachers should make immediate responses to their students.

V. The physical facilities should be strengthened specially in government - aided schools in comparison with private schools.

VI. The evaluation system was weak in government-aided schools. So, the evaluation system should be emphasized.

VII. Teachers should adopt reward and punishment techniques.

VIII. Class-room should be democratic. Teacher should be friend of the students.

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