THE CURRENT STATE OF ELT CLASSROOM MANAGEMENT AND THE CHALLENGES FOR ENGLISH TEACHERS

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Gehendra Prasad Dhakal

Faculty of Education,
Tribhuvan University

Kathmandu, Nepal

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Gehendra Prasad Dhakal has prepared this thesis entitled **"The Current State of ELT Classroom Management and Challenges For English Teachers "** under my guidance and supervision.

I recommend the Thesis for acceptance.

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DECLARATION

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

Date: _____

                                                                    Gehendra Prasad Dhakal

DEDICATION

Dedicated

to

My beloved parents who always inspire me in my life.

ACKNOWLEDGEMENTS

ABSTRACT

This research entitled **"The current state of ELT Classroom Management and the challenges for English teachers"** was carried to find out the classroom management activities and problems of secondary level teachers in ELT classes. The population of my study comprised ten teachers teaching English at secondary level of different ten schools of Kathmandu district. More specifically, 4 classes of one teacher from each school were observed. The schools were selected by using judgmental sampling procedure. The observation checklist and diary were used. The collected data were analyzed and interpreted using mixed method. The overall findings of the study showed that the maximum numbers of classes were congested. Furniture was not sufficient in the class and school as well. There were not well facilitated playgrounds.There were not adequate and comfortable toilets. Every class had a blackboard but they were not in good condition.Teaching materials were not sufficient in the classroom. Apart from some schools, most of them were not found well managed library.

This thesis has been divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, objectives, research questions, significance, and delimitations of the study. Similarly, chapter second deals with the theoretical literature, empirical literature and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, field of the study, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data were presented, analyzed and interpreted applying language and statistical tools like frequency and percentage in the fourth chapter. Accordingly, the fifth chapter   concludes the whole study and put forwards some recommendations of the study at policy level, practice level and further researches. This chapter is followed by references and appendices to make the study reliable, valid and authentic. In nutshell, this whole study is a new light in the field of teaching and learning strategies as well as in SLA.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	Percentage
B. ED	Bachelor in Education
CPU	Cambridge University Press
Dr.	Doctor
e.g.	For Example
EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
etc	Etcetera
Fig.	Figure
i.e.	That is
MoE	Ministry of Education
Mr.	Mister
Mrs.	Mistress
Ms.	Miss
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teacher' Association
No.	Number
OUP	Oxford University Press

P.	Page number
P.P	Pages
Prof.	Professor
Reg. No.	Registration Number
SLA	Second Language Acquisition
T.U.	Tribhuvan University
TL	Target language
Viz	Namely
Vol.	Volume
UNO	United Nations Organization

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CHAPTER-ONE

INTRODUCTION

This study entitled **"The Current State of ELT Classroom Management and the Challenges for English Teachers"** tries to identify the problems in classroom management. It also aims at finding the most frequently used strategies. This section of the proposal deals with the general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and finally the operational definitions of the key terms.

1.2 Background of the Study

Management is the process of managing resources, employees and other obstacles to conduct the organization, to fulfill its goals and objectives successfully. To quote Stoner (1995, p.226), "Management is the process of planning, organizing, leading, and controlling the work of organizational member and of using all available organizational resources to reach the organizational goals". The above definition indicate that management is the process of getting works done efficiently, effectively and through other people to achieve expected goals. The jobs are done by co-coordinating human's physical and financial resources. The people are required to develop, utilize, maintain and to accomplish job duty and goals. They need to be motivated extra efforts to increase productivity and management supports to create enabling environment.

So, "The management process in education system consists of achieving the goals by getting the jobs done with and through people in the context of a changing environment" (Agrawal, 2002.p.113). The jobs need to be done effectively and efficiently through planning and organizing of human resources. Efficiency implies the cost effectiveness and wise use of resources. It is the relationship between input, process and output of the educational system. In the educational institution, for teaching and learning; the teachers,

professors, school supervisors, principles etc., are managed. While efficiency leads to effectiveness without better management of human resources nothing can be expected.

Classroom management includes several issues ranging from furniture arrangement to discipline management with dynamics. A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for the teacher and   it is to enhance the learning environment for students. The strategies teachers use to create such classroom environment have been studied and development as the area of "classroom management "for many years. A well managed classroom will certainly be more productive than usual. In EFL classes this issues is more crucial as language teaching is heavily based on process more than contents. In 1970s and 80s ,researchers and practitioners examined management issues such as how to organize the room ,make it safe and   establish the rules of behavior for the students in that classroom. Management is defined by Randolph (1985, as cited in Gyawali et al., 2061, p.326) as "working with and through others to accomplish the organization's goals". Then, the major reform agenda is to make effective schools on the organizational level. How the teachers manage their classes depend upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the activities that are implemented in the ELT classroom. The activities that the teachers implement in the classes not only help to achieve the goals of learning, but also help to manage the class. So, we can say that learning activities and good management of the class are interrelated factors. Less emphasis on the one factor hinders the other too. Thus, classroom management is a management of physical as well as psychological management for creating learning environment.

1.1   Statement of the Problem

English has played a crucial role serving different purposes across the world. In the context of Nepal too, it has achieved a dominant status. It is taught as a

foreign language in our context. This is why, teaching learning of English has added many more challenges here. There are many reasons for it. Some of the reasons are related to the availability of the resource while others are related to the teachers' expertise, teaching learning contexts and methods. More importantly, the problems are with the classroom management. It is frequently heard that teachers face many problems in classroom management. The problems are associated with teachers, learners and the materials. I myself as a student have observed and experienced such problems in the ELT classes. Therefore, because of these issues and curiosity to know the fact, I came to choose this area as the part of study.

1.3 Objectives of the Study

The objectives of this study were as follows:

  i. To find out the classroom management activities and problems of secondary level teachers in ELT classes.
  ii. To suggest some pedagogical implications.

1.4 Research Questions

This study addressed the following research questions:

  i. What are the activities used by secondary level teachers in managing the classes?

  ii. What are the problems faced by secondary level teachers in managing the classes?

1.5 Significance of the Study

The study mainly concerns with the classroom management in both community and institutional schools. This study will be significant to the readers, teachers and those who are engaged in teaching. They will get some ways for enhancing their classroom management problems. Primarily, the teachers teaching the English language will be highly benefitted. Similarly, it will be equally

important for text book writers, syllabus designers and others persons interested in this field. Likewise, this study was claimed that it will be useful for the further researches to be done in the much related area.

1.6 Delimitations of the Study

The delimitations of the study were as follows:

i. This study was limited to both community and institutional schools of Kathmandu District.

ii. Likewise, this work was limited to teachers of secondary level.

iii. It was also limited to the problems of classroom management in teaching English.

iv. The findings were based on the check list.

v. It was only limited to the 10 secondary level teachers from 10 schools of Kathmandu valley.

vi. Moreover, it was limited to the observation of only four classes of each teacher.

1.7   Operational Definitions of the Key Terms

Management: It refers to the way teachers manipulate and organize their classroom activities

Management Problems: It refers to the problems faced by the teachers in organizing the classes.

Community School: It refers to the schools which are financially supported by government of Nepal.

Culture of Management: it refers to the teachers' ways of managing the class in terms of sitting, time allotment and setting of the furniture.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of theoretical and the empirical literature. Moreover, it includes the implications of the review for this study and the conceptual framework utilized to move for the study.

2.1 Review of Related Theoretical Literature

This sub-section discussed the theoretical literatures such as English language, its importance, ELT situation Nepal, classroom management, the role of good classroom management and problems related with the effective classroom management. These issues were dealt under the following sections and sub-sections in details.

2.1.1 The English Language

The world is changeable and language, being social phenomenon as well as living one, cannot certainly be exception of it. There was a significant change towards the view of language after the Second World War in 1945. English has been accepted as an international language of technology and commerce and has emerged as the need and demand of people at large.

English is being used as not only the language of the UNO, but the language of more than sixty countries of the world. English is used as an official language by many countries. About one hundred sixty million people listen to English radio programmes and over sixty million children study English at the primary level. One third books of the world have been written in English, and more than three hundred fifty million people of the world speak English as their native language. It is commonly required for international trade and conference and is the official medium for communication at the sea and in the air. So, it is mostly used as lingua-franca of the world. It has become one of the important tools for

the acceleration of technical development of the country. English is the chief medium of international communication now-a-days.

To sum up, the English language has established itself as the most influential global language of communication in different countries around the world. It is one of the major languages taught in schools and universities. Most countries have adopted either the British or the North American variety of English as a target for teaching and learning purposes. The value of English language is so much that it has attracted a large mass of people world over. As a result, the non-native speakers of English are more than its native speakers today. In this regard, Harmer (2008) states that nowadays, the English language is the only one language in the world which is widely accepted as a lingua franca. It has gained the status of mother tongue in some countries, second language in other countries. It is regarded as a foreign language in some countries so today, the English language is globalized and most widely used language.

2.1.2 Importance of the English Language

In the context of Nepal, the importance of English in multiple fields is increasing day by day. Today, English in Nepal is so extensively used in different sectors such as: business, banking and industry, civilization, advertisement, diplomacy, tourism, mass media, education, foreign affairs, science and technology and so on. This is to say that we cannot confirm its significance to a signified. It has become an indispensable and excellent vehicle for the transmission of modern civilization into the nation.

The English language is so widely used that it often been referred to as a world language although it is not the language with the largest number of native speaker .It is a genuine lingua franca of modern era for international communication. English is ,now a day no longer the property of the people of English speaking countries like Britten, American, Australia, Canada and so on but it has truly become more the property of those whose it as a second and foreign language. So, the monopoly of native speakers over its stack of

knowledge has become a myth . Hence, it has gained the status of the most dominant language on almost all areas like commerce, diplomacy ,mass media, education, politics, law, medicine, science and technology and so on. Moreover, it is the most popular language growing all around the world. Regarding its growing popularity, Crystal (1990), taking the context of China says, "In 1990, everyone was charring a book of elementary English" (p.6). Undoubtedly, it is a passport through which one can visit the whole world and knows English and enjoys the advantages of a world citizen. Not only this, it is also the master key to the storehouse of knowledge which plays the role of library language. It is because more than half of the world's books, newspapers and magazines are published in English these days regularly.

2.1.3 ELT in Nepal

English in Nepal was introduced formally in the school of primary level education system in 1854 AD, when the then prime minister Jung Bahadur Rana established the Durbar High School in Kathmandu .The English language entered in Nepal together with the extension of the British Empire in the Indian sub-continent .Thus, the introduction and development of English in Nepal is closely associated with the establishment of the British Empire in the Indian subcontinent. This school was particularly established for the children of Rana's and had the objective of making the Rana children know English. It started formal beginning of teaching English in higher education. To follow the words of Awasthi (2003, p.22), "The introduction of ELT in Nepalese education started only in 1971 AD and the same year Trivuwan University started B.Ed. program in English education". After the restoration of democracy in 1989 AD, many efforts have been made in the field of ELT. One of the great efforts was the formation of high level National Education Commission (2055) that recommended that ELT should be started from grad 1 of school education. As a result, now English is taught as a compulsory subject in all educational institutions from the very beginning of school education, i.e. grade one to bachelor level which has been appreciated by all the concerned

people. In addition, it is taught as optional subjects at school level education as well as higher level education.

Therefore, teaching of English in Nepalese context has gained a great importance. At the same time it has added the challenges too. In course of English teaching, the teacher should manage the classroom instructively and constructively. The role of teacher in a classroom should be controller, organizer, assessor, promoter, participant resource, and observer where it is necessary (Harmer, 2008, pp. 56-62). Thus, for effective teaching, classroom management, in a language class is must, which the teacher class is must, which the teacher has to consider and the teacher should be capable as well.

2.1.4 Classroom Management

Management is the process of managing resources, employees and other obstacles to conduct the organization, to fulfill its goals and objectives successfully. according to Stoner (1995,p.226) "Management is the process of planning, organizing, leading, and controlling the work of organizational member and of using all available organizational resources to reach the organizational goals" The above definition indicate that management is the process of getting works done efficiently, effectively and through other people to achieve expected goals. The jobs are done by co-coordinating human's physical and financial resources. The people are required to develop, utilize, maintain and to accomplish job duty and goals. They need to be motivated extra efforts to increase productivity and management supports to create enabling environment.

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There are four important tools the teachers need to know about managing their class which are briefly discussed here (as retrieved from www.l.to .i.com\online-tefl module-html):

a) **Using the board**

Using out the board is most useful in the classroom esp. how to use it effectively. For example, asking student to write answer on the board is a great way to get students practicing their spelling, but a teacher must remember that they will be embarrassed if they are wrong, so get the class to spell it together.

b) **Giving instructions**

Making sure the students know what they are meant to be doing is essential and good. Clear instructions are the way to do it.

c) **Arranging seats**

This is an important tool in the classroom and will allow the teacher to better address the need of the class in different situations, for example, sitting of the students in a semi–circle for presentation but in to separate areas of the class for group work.

d) **Encouraging interaction between students**

It is about finding out how to get the class talking. For examples, splitting the class in to teams when playing games will increase conversation practice. Most of the discussion of classroom management assumes that its main purpose is to classroom management are regulations on seating and attendance, the handling of instructional materials, equipment and the control of activities during the class period. English classroom management refers to the operation and control of classroom activities related with and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. A well – managed classroom will give the students more opportunities for mental growth and development of well- managed classroom, which produces favorable working conditions conducting to learning and makes schoolwork enjoyable an interesting . Proper teaching management is most important in maintaining a refreshing teaching-learning atmosphere. It involves trained students to responds positively

to the teacher's effort along with teachers' performance and behavior with professional manner. A well –managed classroom is pleasure to behold and natural.

e) **Time Management**

A teacher can divide class time in to 4 overlapping categories, namely: instructional time, engaged time, allocated time and academic learning time:

〕 Instructional time

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time where in teaching and learning actually takes place. Teachers may spend two or three minutes talking attendance, for example, before their instruction begins.

〕 Engaged time

Engaged time is also called time on task .During engaged time , students participating actively in learning activities – asking and responding to question, completing worksheets and exercises, preparing skits and presentation, etc.

〕 Allocated time

Allocated time is the total time allocated for teaching, learning and routine classroom procedures like attendance and announcements.

〕 Academic learning time

Academic learning time occurs when students participate actively and are successful in learning activities. Effective classroom management maximizes academic learning time.

2.1.5.2 The Rules of Good Classroom Management

Teaching learning activities formally or informally require certain rule. According to www. Keepandshare.com/…/the five golden –rules of –good – classroom management, there are five golden rules of classroom management which are briefly discussed here:

1. Show your EFL/ESL Pupils that you care about them.

At the same time as being firm and fair in class find opportunity to talk to your ESL students informally outside of class time – for example sharing a walk over to the canteen or down a corridor . When you get the chance ask the children how they are, what sports they like, who their favorite band is at the moment and so on. The children will feel special because you have taken same of your time to speak to them, you know what they like, what they can't want to do when they get home and so on, know what they like, what they can't wait to do when they get home and so on, they will truly feel that you care about them. Another way to communicate that you care is to look at your pupils, make eye contact and smile at them.

2. Be a mentor not a friend and earn the children's trust by being firm, fair and consistent.

Save yourself the humiliation of trying to be the students' best buddy, they will probably laugh at you behind your back. Rather their mentor, a model for them to copy, not only in terms of learning English but also in terms of how you expect them to behave you are someone they can trust and come to for help. Err on the divide of being strict, especially at first. It is harder to become strict if you have been casual and lenient.

The children will trust you if you are consistent, clear in establishing the rules from day on and consistent in applying them. Refuse to go on teaching until your rules are applied. If you are inconsistent, if your yell at the children or lose your cool, suddenly punished a child unexpectedly, put them down, be sarcastic or embarrass them they will know that they cannot trust you

3. Get closer to your EFL/ESL pupils.

Never spend a full class up at the board and or at the front, behind t your barriers of a desk . Instead, perhaps during an ESL writing task some times to sit in next to different students and ask them how they are ,ask them if they have anything in particular they would like to ask you that they have not understood or just tell them that they are doing well and put a couple of tics on their work.

4. Make your teaching style interesting and varied.

Tap in to the different ESL learning styles so that you reach all students in your class. Just standing there talking at the board is not going to interest many children anyway , but aside from that you will miss the children who mainly learn from tactile and kinesthetic experiences. By using a wide variety of ESL classroom games you will by default dabble in auditory, visual, kinesthetic and tactile skills and thus engage all your pupils at least some of time.

The other advantages of ESL classroom games are that they engage and motive the children. It is obvious; if a child is enjoying the learning process then he or she is FAR more likely to pay attention! It is important though   to choose appropriate games for your class size classroom configuration.

5. Praise and encourage good behavior.

Children respond for the better to praise then criticism, which only makes them shrivel up Inside and fell worthless. Never ever, ever use destructive criticism. For too many human beings have a lack of self-love, as it is without propagating it future in the classroom. There is so much good that you can do as an ESL   teacher by increasing your pupils' self- esteem through praise and encouragement.

If you listen to a rather shocking number of parents, they spend their whole time telling their children to stop doing this or doing that, and the whole dialogue is negative .Be conscious and make sure you so not fall in to that trap. Focus on the positive in order to draw more attention to it and apply the universal law of you "you attract what you focus on."

Make sure you give plenty of praise and encouragement to ESL students who are well behaved for example give out task to students who are being good, thank them for being well behaved or for doing something quietly. If a student is being naughty avoid using his or her name children love the sound of their own names- it means they are getting attention.

Focusing on these aspects, Ellis (2000) states the following as the secrets of classroom   management:

a) Classroom management consists of planning lessons, providing a safe learning environment, teaching students, and respondent to student's behavior problems.

b) The ideal classroom is not necessarily quite, but may be "noisy" from the sound emanating from classroom discussions.

c) The tired for most public schools has been problems with discipline problems, with often more time devoted to discipline than teaching.

d) Provide clear expectations for your students. Discipline problems often arise due to unclear expectations.

e) Teach rules, policies and procedures during the first or second day of class.

f) Treat all with respect and convey to students that they are all important. Learn all students name within the first three days.

g) Show enthusiasm and smile. Teacher should model appropriate behaviors, such as patience, humor, courtesy, and manners.

h) Make sure your lessons are well planed and well keep students busy. This can be done with prior planning by using curriculum planning guides, lesson plans, and other materials.

i) Use methodologies that provide stimulations, and step-by –step instructions.

j) Provide time for individual independent practice. This can be used to determine the level of comprehension.

k) Monitor your students; do not let them get out of your sight.

l) Teacher should develop a discipline plan with consequences that can be administered within the classroom. Use referrals to the principle as one of the higher level punishments.

m) Teachers should try to relate instructional activities to things that are important to their students.

n) Keep the line clear between the instructor and the student.

o) Greet students in the hallway and throughout the school.

When teachers work to improve their classroom management strategies they increase the learning experiences. For students and reduce the possibility of discipline problems. The establishment of rules in the classroom is very important factor. Teacher should develop rules for the classroom that help present problems before they start by planning before the beginning of shoot.

Teachers must make sure that all the students and teachers have a clear understanding of the rules. Another important factor is the attitude of the teachers. Teaching with enthusiasm and motivation can create a positive learning experience. Teachers can futures create a positive learning experience by developing a pleasant and appealing classroom.

2.1.5.3 Problems of Classroom Management

The problem is that while teachers enter the field with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. A problem is an obstacle, impediment difficulty or challenge or any situation that invites resolution; the resolution of which is recognized as a solution or contribution towards a known purpose or goal. A problem implies a desired outcome coped with an apparent deficiency doubt or inconsistency that prevents the outcome from taking place.

According to Moskowiz & Helpman (1976), once teachers loose of their classroom, it becomes increasingly different for them to regain that control. Also researches by Berliner (1988) and Brophy & Good (1986) show that the time that teachers have take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the students' perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Managing the classroom is a challenging task each and every class should be managed physically as well as psychologically. In one of the researches, when Soniam (2009) observed teachers' class he found the following problems in classroom management:

a. The topic was not interested to the students.
b. Classroom management was not on a proper level.
c. Pre- task actively was omitted.
d. Task is not appropriate for the student's knowledge.
e. Instructions weren't clears.
f. The activity didn't cover their learning style.
g. Low motivation and little control from the teachers.

Soniam (2009) has suggested some solutions to overcome the problems that are found in classroom management. They are as follows:

a. Practice the new vocabulary use different aids to supports all types of learners.
b. Use body language, gestures, eye contract and facial expression.
c. Call the strongest pair of the black board to present their work to the class to present their work to the class.
d. Do the pre – task activity with the class.
e. Check if students are ready for the task according to their previous knowledge.
f. Use a lot of visual supports and flash cards.
g. Find the topic challenging the age group of your students.
h. Monitoradvice and motivate the students with brilliant marks and praise.
i. Work in groups monitor and help weak fair.
j. Make clear and short instructions.

2.2 Review of Empirical Literature

Classroom management plays the vital role for effective teaching learning process. Without proper classroom management, we cannot achieve the determined objectives of English classroom. Several research studies have been carried out by the various researchers with classroom management. Thus, the researcher has made the foundation of his research work based on these previously carried out researches/studies related to this study some of them are reviewed below:

Smith and Laslett (1995) emphasize that good classroom management depends more upon teachers and children working equitably together because they are confident together than upon peremptory instruction and resigned obedience. They conclude that effective classroom management depends on the individual teacher.

Similarly, Bull and Solity (1996) write in a book which is written for teachers in initial training and for qualified teachers who seek to enhance their existing practice is teacher center rather than child at center. It is concerned with the fact that a teacher's presentation and arrangement of learning activities play important role in encouraging appropriate behavior in their children.

Phyak (2006) discusses the strategies used by teachers to interact with their students in the classroom for effective classroom management. He found out that one of the real problem in teaching of English is lack of the interaction strategies from both teachers and students side.

In conclusion, all aforementioned researchers/scholars discuss about the classroom management. This research work deals with problem of classroom management in secondary level in ELT. Therefore, the researcher realized the need of the present research. It mainly focuses the problems of classroom management in public schools. The present work is a new attempt in the exploration of above mentioned untouched areas. To be fact, though a number of studies have been done in the field of classroom management in English as

foreign language situation and English as second language situation at national level and international, the study on the problem of classroom management in secondary level has been left to study with adequate research tools and systematic methodology. Hence, to address this issue, this study will be helpful to shed new light in the field of classroom management.

2.3 Implications of the Review for the Study

To be fact, in the Department of English Education, not any researches have been conducted regarding this very issue. However, I found some of the works done in the foreign context. I went through those works. I got some ideas of classroom management techniques which helped me to prepare my observation check list.

One of the sources that helped for this work was of Smith and Laslett (1995). They emphasize that good classroom management depends more upon teachers and children working equitably together because they are confident together than upon peremptory instruction and resigned obedience. They conclude that effective classroom management depends on the individual teacher. This idea helped me to come up with this topic for the study.

Likewise, from Bull and Solity's (1996) book, I got more ideas of classroom management, especially the techniques. As they say, for qualified teachers who seek to enhance their existing practice is teacher center rather than child - center. It is concerned with the fact that a teacher's presentation and arrangement of learning activities play important role in encouraging appropriate behavior in their children.

From the discussions of Phyak (2006), I got some more ideas the strategies used by teachers to interact with their students in the classroom for effective classroom management. From his own experiences, he had found out that one of the real problem in teaching of English is lack of the interaction strategies from both teachers and students side. It helped me to be more curious about the classroom management of the teachers. To state in a single sentence, the

review of these works supported me for my methodology in general and concept building in specific.

2.4 Conceptual Framework

This study is based up on the following conceptual framework:

Physical infra-structures

Culture of management

Classroom Management

Teacher Competence and

Students' interest, level and attention

Class size

Administrative policies and

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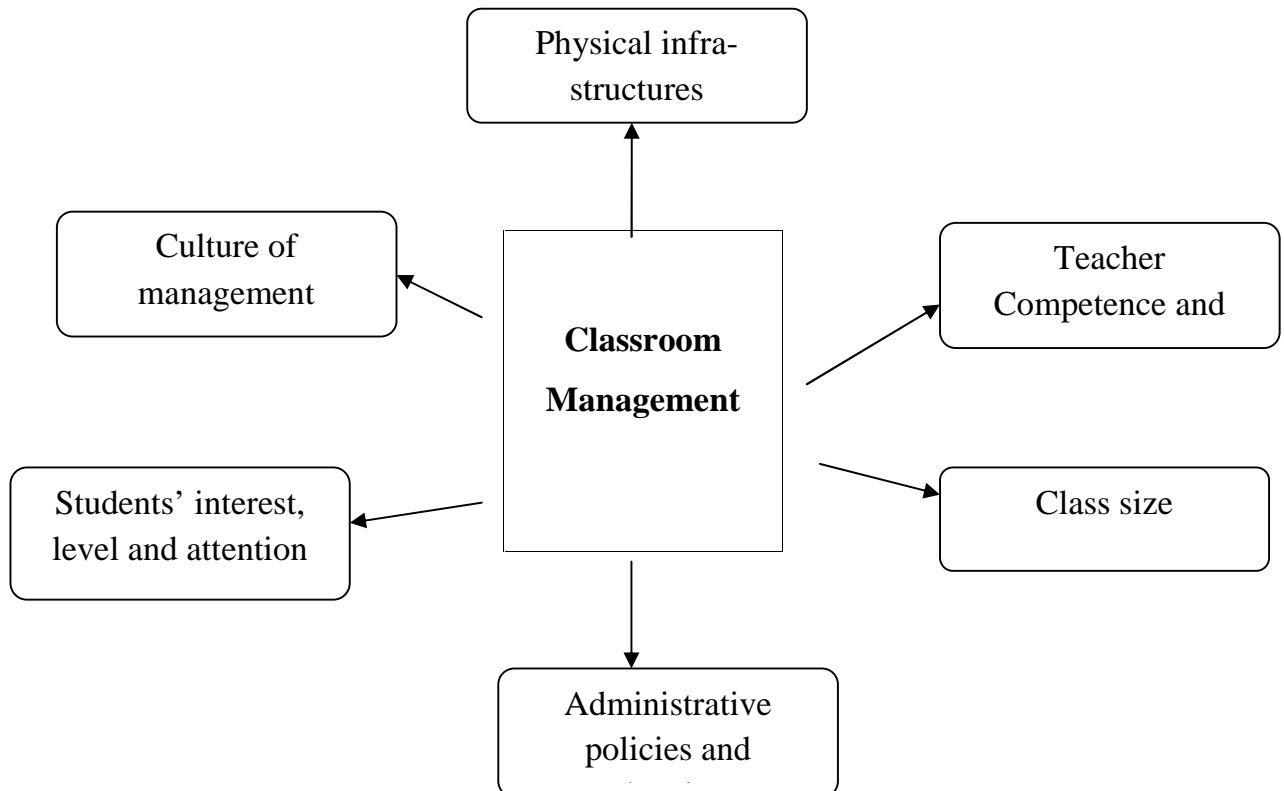
CHAPTER-THREE

METHODS AND PROCEDURES FOR THE STUDY

To fulfill the objectives of this study, the following methodology was adopted:

3.1 Design of the Study

This research design is a survey one. It is an overall plan and a framework which guides the researcher systematically to complete the study. It is the most commonly used method of investigation in educational research which may scope from a large scale investigation like school improvement plan.

According to Cohen and Manion (1985, as cited in Nunan, 2010, p. 140), surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small scale studies carried out by a single researcher .The purpose of a survey is to obtain snapshot of conditions, attitudes, and events at a single point in time.

3.2 Population Sample and Sampling Strategy

To become scientific any research work must be specific. It is done among the large number of population. Therefore, the population of my study was ten teachers teaching at secondary schools of different ten schools of Kathmandu district. More specifically, 4 classes of one teacher from each school were observed.

The researcher observed classes of each teacher by using observation check list. The schools were selected by using judgmental sampling procedure. Moreover, the researcher kept the diaries of all the teaching events.

3.3 Study Area/Field

The study area of this research was Kathmandu Valley. Moreover, ten schools were selected.

3.4 Tools for Data collection Tools and Techniques

The researcher used observation checklist as the major tool for collecting data.

3.5 Data Collection Procedures

The researcher employed the following procedure to collect the data for the completion of this research work:

i.   The researcher was prepared observation checklist.

ii.   He visited the selected schools talk to the authority, built rapport with them and explain them the purpose of the study to get their permission to consult English Language classroom.

iii.   After getting permission from the authority, the English teachers were met from and requested them to let observe their classes.

iv.   The data were collected observing classes of every teacher by using observation check list.

v.   The same procedure was continued till the required information is obtained

3.6 Data Analysis and Interpretation procedures

The collected data were systematically analyzed, interpreted and presented descriptively as well as analytically using statistical tools like tables and other diagrams. Further, the elicited data were analysed and interpreted with the systematic procedures.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of the data which were collected through questionnaires and observation checklist. This research study is related with physical resource management and teaching management in English language classrooms at secondary level. Physical resources include building, furnitures, teaching materials, playground, water and toilet system, computer etc., whereas teaching management includes qualified teachers, teaching methods, use of available teaching materials, classroom practices, lesson plans and ample use of information and technology. If these factors do not correlate with each other in teaching profession, classroom management will suffer from many problems. In fact, this heading deals with 'Results' and 'Discussion'.

4.1 Results

The analysis and interpretation of the collected data has been made and drewn the results in depth under this sub-heading. The major findings were presented as follows.

4.1.1 Physical Aspects

Regarding the physical aspects in the classroom management, the following findings have been derived.

1. It was found that the maximum numbers of classes were congested.

2. Furniture was not sufficient in the class and school as well.

3. There were not well facilitated playgrounds.

4. There were not adequate and comfortable toilets.

5. Every class had a blackboard but they were not in good condition.

6. Teaching materials were not sufficient in the classroom.

7. None of the schools were found well managed library.

4.1.2 Teaching Aspects

Regarding the teaching aspects in the classroom management, the following findings have been derived.

1. Teachers were found using usual materials.

2. Teachers did not move to every corner during the class time.

3. Teachers were not use different techniques according to the situation.

4. Due to the over crowded class, students were disturbed.

5. Mostly teachers faced disciplinary problem in the classroom.

6. Majority of the teachers were not found with framework of teaching while the class running.

7. Interaction and classroom practice were not satisfactory.

8. Most of the teachers did not use mime and gesture.

9. Majority of the teachers presented lesson in the classroom with no encouragement to the shy students.

10. In majority of classes the English language was not used as the medium of instruction.

4.2 Discussion

The collected data were analysed and interpreted under this sub-heading in details. The data were categoried into varoius section and sub-sections and dealt accoridingly.

4.2.1 Analysis of ELT Classroom of Different Schools

This topic is mainly concerned with the conditions of the classroom management of various schools in Kirtipur. The interpretation is based on the facts that the researcher had found. The following were the conditions of various schools.

⟩ Gorakhnath Secondary School

When I entered into the ELT classroom as well as school, I saw the physical condition of this school was not very good. There were many problems. The classroom was congested. In addition, when i asked the ELT teacher She added that neither classroom nor the things were managed properly. Similarly, the school lacked English teaching materials due to which it was difficult to teach English..

⟩ Baishnabi Secondary School

⟩ The information gathered from Baishnabi Secondary School is presented below:

As the school as well as ELT class were observed, there were not sufficient teaching materials to present in the classroom and adequate furniture for the students to sit comfortably.

⟩ Kirti Secondary School

When i visited the school it was found that this school had not adequate teaching materials. Even teachers were found not aware of using available teaching materials. They had a small playground for students and classrooms were found congested as well.

⟩ Bhaghbhairav Secondary School

The physical condition of this school was appeared not very good. There were many problems. The classrooms appeared congested. The school lacked adequate English teaching materials.

⟩ Mangal Higher Secondary School

As I visited the above school, I found that there were ample teaching materials. The school was sound in physical facilities as it needs additional classrooms, furniture and well playground.

⟩ Laboratory Higher Secondary School

Since the above school and ELT classroom were observed, classrooms were appeared well managed and playground was enough even to play the national level games. The school had sufficient teaching materials and physical facilities.

⟩ Janasewa Higher Secondary School

Regarding physical resources management, there were enough physical facilities in this school. There were healthy classrooms and comfortable furniture. There were proper teaching materials.

⟩ Balkumary Secondary School

This school was seemed to have many problems i.e, there were not well managed classrooms. Playground was too small and the school lackd adequate teaching materials in order to conduct the effective classes.

⟩ Bishwa rashtra Secondary School

In the context of the above school, there were not well managed physical facilities and enough teaching materials. Buildings were too old and playground was found also small.

⟩ Pushpasadan Secondary School

In connection to the physical management of this schoo, it was seen that it had plenty teaching materials and sufficient school compound. Classrooms were found also well managed and effective. There was a small playground. There were adequate and comfortable toilets.

4.2.2 Interpretation of the Data obtained from the classroom observation

This section deals with the classroom observation of ten English teachers of secondary level. I prepared observation checklist and observed 4 classes of each teacher. The main purpose of this study was to find out the challenges that ELT teacher tend to face regarding classroom management.

4.2.1 Physical Resources Management

- Arrangement of the Desk and Benches and the way of movement between these arrangements

Arrangement of the desk and benches plays the vital role in classroom management. We can arrange desk and benches according to our need in the classroom. Regarding the arrangement of the students' desks and benches and way of movement between these arrangements, the fact is presented below.

Table No. 1: Arrangement of the Desks and Benches and Ways of Movement between These Arrangements

Arrangement of desks and benches	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	15	30	25	50	10	20	-	-

Here, we can see that 30% classes were good in the arrangement of desks and benches whereas 50% were average and 20% were below average. None of the classes was found excellent.

- **Availability of the teaching materials**

Regarding the availability of the teaching materials, the following table shows that 26% classes were good, 44% were average, 24% were below average and 6% were poor in availability of teaching materials in the classroom. None of the classes was found excellent.

Table No. 2: Availability of the Teaching Materials

Availability of the Teaching Materials	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	13	26	22	44	12	24	3	6

Looking at this table, we can say that the availability of teaching materials was not satisfactory.

- **Shape of the classroom**

Classroom should be appropriate and comfortable according to the population of the students. It plays vital role for effective teaching and learning.

Table No. 3: Shape of the Classroom

Shape of the Classroom	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	10	20	35	70	2	4	-	-

Regarding the shape of the classroom, we can see that 6% classes were excellent, 20% were good, 70% were average and 4% were below average. So, we can say that shape of the classroom was not satisfactory.

- **Condition of window, door, blackboard, floor and roof**

The following figure shows that 10% classes were excellent, 20% were good, 50% were average, 10% were below average and 10% were poor.

Table No. 4: Condition of Window, Door, Blackboard, Floor and Roof

Condition of Window, Door, and Blackboard	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	10	20	25	50	5	10	5	10

This table also shows that, it was not appropriate for effective teaching and learning.

4.2.2 Teacher

- **Personality**

Good personality is one of identification of a teacher. Attractive personality speaks many things about the person that can determine the performance of the students as well as attraction of them to the classroom activities.

Table No. 5: Personality

Personality	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	8	16	15	30	25	50	2	4	-	-

Regarding the personality of the teacher, this table shows 16% teachers were excellent, 30% were good, 50% average and 4% were below average.

- **Self Confidence**

The table reveals that 14%, teachers were excellent, 36% were good, 44% were average and 6% were below average. The table below presents the state of self confidence of the teacher.

Table No. 6: Self Confidence

Self Confidence	Excellent		Good		Average		Below average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	7	14	18	36	22	44	3	6	-	-

Looking at this table we can say that most of the teachers were found average in their classes.

- **Attitude**

The following table presents the attitude of the teachers towards classroom management. My participant teachers had different attitudes in classroom while they were teaching. During my research, I found the following results regarding attitude of them.

Table No. 7: Attitude

Attitude	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	19	38	21	42	-	-	-	-

Here, we can see that 20% teachers were excellent, 38% were good and 42% were average. So, the table shows the attitude of the teachers was satisfactory.

- **Language**

The classes were also observed to find out the use of the target languages. The situation of the use of the target language is presented below.

Table No. 8: Language

Language	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	20	40	5	10	5	10

The table shows that 10% classes were excellent regarding the use of target language, 30% were good, 40% average, 10% were below average and 10% classes were poor. This result shows the variations in language use in the

classroom. Less numbers of teachers are using target language in their classroom.

- **Competence of Subject Matter**

The teachers must have adequate knowledge of the subject matter otherwise s/he cannot perform his/her duties successfully. The research study concludes the following result.

Table No. 9: Competence of Subject Matter

Competence of Subject Matter	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	8	16	22	44	20	40	-	-	-	-

According to this table, 16% teachers were excellent in their competence of the subject matters, 44% were good, and 40% were average. Therefore, it reflects the fact that majority of the teachers were found good.

- **Performance capacity**

Here, the researcher observed 4 classes of each ten teachers to find how many teachers were confident in their performance. This observation showed that 10% teachers were excellent, 40% teachers were good and 50% teachers were average. So, the result seemed satisfactory. The following figure presents the performance capacity of the teachers.

Table No. 10: Performance Capacity

Performance Capacity	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	20	40	25	50	-	-	-	-

4.2.3 Student

- Interest

Regarding the interest of the students the information can be presented below.

Table No.11: Interest of the Students

Interest of the Students	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	15	30	20	40	15	30	-	-	-	-

Here, the table shows that 30% classes were found excellent, 40% were found good, and 30% were found average. None of the classes were found below average and poor. So, the result seemed satisfactory.

- **Attention**

Students are the main component of teaching. So, they must pay attention in teaching learning activities. Without attentive students, no teacher can perform proper way in the classroom. The following table presents the students attention in the classroom activities.

Table No. 12: Attention

Attention	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	12	24	20	40	8	16	-	-

The table shows that 20% classes were excellent, 24% were good, 40% were average and 16% below average. The majority of the classes were average. So, the result was not satisfactory.

- **Asking Relative Questions**

Student should be curious about the subject matter. They can ask different relative questions in the classroom. The following table shows the fact about the asking relative questions.

Table No. 13: Asking relative questions

Asking relative questions	Excellent		Good		Average		Below average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	25	50	5	10	-	-

Here, the table depicts that 10% classes were excellent, 30% were good, 50% average and 10% were below average. So, the result was not satisfactory.

- **Response of the Teacher's Question**

Regarding the response of the teacher's question the information can be presented below.

Table No.14: Response of the Teacher's Question

Response of the Teacher's Question	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	10	20	15	30	20	40	5	10	-	-

The table shows that 20% classes were excellent, 30% were good, 40% were average and 10% were below average. So, the result was not satisfactory

- **Participation in the Classroom Activities**

The following table shows that 10% classes were excellent, 30% were good, 40% were average and 20% were below average in student participation. The

following table presents the state of students' participation in the classroom activities.

Table No. 15: Participation in the Classroom Activities

Participation in the Classroom Activities	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	20	40	10	20	-	-

This table shows the fact that majority of the classes were average at student's participation. So, the result was not satisfactory.

  ▪ **Follow Direction and Other Activities**

The data drawn from the observation study is presented in the following table.

Table No. 16: Follow Direction and other Activities

Follow Direction and other Activities	Excellent		Good		Average		Below average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	6	12	30	60	14	28	-	-	-	-

The table shows the facts that 12 % classes were excellent, 60% were good and 28% were average. None of the classes were found below average and poor. So, the result seemed satisfactory.

3.2.4 Teaching Management

- **Warming up**

The following table shows that 6% classes were excellent, 30% were good, 40% were average, 20% were below average and 4% were poor in warming up activities.

Table No. 17: Warming up

Warming up	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	15	30	20	40	10	20	2	4

Therefore, it can be concluded that classroom were not satisfactory in warming up activities.

- **Presentation**

In observation it was found that 16% were excellent, 40% were good, 36% were average and 8% were below average. The data can be presented as below.

Table No. 18: Presentation

Presentation	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	8	16	20	40	18	36	4	8	-	-

Observing the result, it can be concluded that the classrooms were satisfactory in the presentation of the subject matter.

- **Use of Appropriate Techniques**

The teacher should have tactic to select and use the adequate technique according to the situation. In this research study, I found 12% excellent to perform appropriate techniques. Similarly, 36% were good, 40% were average, 6% were below average and 6% were found poor to implement appropriate techniques for effecting teaching management.

Table No. 19: Use of Appropriate Techniques

Use of Appropriate Techniques	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	6	12	18	36	20	40	3	6	3	6

From the displayed result, it is proved that the teachers were not much concentrate in using different techniques.

- **Classroom Practice**

According to this table, 10% classes were found excellent in classroom practice. In the same way, 30% classes were found good, 40% classes were found average and 20% classes were found below average. The table below presents the situation of classroom practice in the class.

Table No. 20: Classroom Practice

Classroom Practice	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	15	30	20	40	10	20	-	-

The table above shows that majority of the teachers tried to conduct classroom practice.

- **Teachers' Command over the Subject Matter**

Command of the subject matter is a kind of effective weapon regarding the classroom management. The following table displays the teachers' command over the subject matter.

Table No. 21: Teachers' Command over the Subject Matter

Teachers' Command over the Subject Matter	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%)
	10	20	15	30	20	40	5	10	-	-

According to this table, 20% teachers were found excellent, 30% were found good, 40% were found average and 10% were found below average in their command over the subject matter.

- **Teachers' Control over the Classroom**

Regarding the teachers' control over the classroom, the information can be presented below.

Table No. 22 Teachers' Control over the Classroom

Teachers' Control over the Classroom	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	9	18	15	30	21	42	5	10	-	-

Thus, it can be concluded that the result was satisfactory.

- **Solving Disciplinary Problem**

This table reveals the fact that 10% classes were excellent, 20% were good, 30% were average, 30% were below average and 10% were poor in solving disciplinary problems in the classroom.

Table No. 23: Solving Disciplinary Problem

Solving Disciplinary Problem	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	5	10	10	20	15	30	15	30	5	10

According to the table, mostly teachers faced discipline problems in the classroom. So the result was not satisfactory.

Interaction in the classroom

The following table reflects the condition of interaction in the classroom.

Table No. 24: Interaction in the classroom

Interaction in the classroom	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	2	4	8	16	20	40	10	20	10	20

The table clarifies that 4% classes were excellent, 16% classes were good, 40% classes were average, 20% classes were below average and 20% classes were poor in the implementation of interactive techniques in the classroom. The observation showed that interaction in the classroom was not satisfactory.

- **Feedback**

The result of the use of feedback in the classroom is tabulated below.

Table No. 25: Feedback

Feedback	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	17	34	25	50	5	10	-	-

From the above table it is clear that 6% classes were excellent, 34% classes were good, 50% classes were average and 10% classes were below average. Thus, it can be concluded that most of the teachers provided feedback to the students in the classroom.

- **Achievement of objective**

Among the observed classes 4% teachers were found excellent to achieve the objectives. Similarly, 30% classes were good, 46% classes were average and 20% classes were below average. The data is presented in the following table.

Table No. 26: Achievement of Objective

Achievement of Objective	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	2	4	15	30	23	46	10	20	-	-

The above mentioned table displays the fact that the achievement of objectives was satisfactory.

- **Use of Mime and Gesture**

The following table shows that use of mime and gesture in the classroom.

Table No. 27. Use of Mime and Gesture

Use of Mime and Gesture	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	2	4	15	30	22	44	10	20	1	2

The above table shows that 4% teachers were found excellent, 30% were good, 44% were average, 20% were below average and 2% were poor in using mime and gesture. The majority of the classes were in average.

- **Clear Instruction**

Instruction helps to make students curious about the subject matter. The use of clear instruction while teaching in the classroom is presented below:

Table No. 28: Clear Instruction

Clear Instruction	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	3	6	10	20	19	38	10	20	5	10

The above table shows that 6% class were excellent 20% were good, 38% were average, 20% were below average and 10% were poor in using clear instruction. So, the result was not satisfactory. Most of the teachers should provide clear instruction to carry out the activities and task successfully.

- **Encouraging the Shy Students**

Each and every student is different in their nature. It creates problems in the classroom, if the shy students in the high. The teacher should have the ability to encourage the shy students to speak in the classroom. The following table shows the result of the observation regarding the teacher's encouragement to shy students.

Table No. 29: Encouraging the Shy Students

Encouraging the Shy Students	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	10	20	20	40	13	26	7	14

The above table shows that 20% classes were good, 40% classes were average, 26% classes were below average and 14% classes were poor in encouraging the shy students. None of the classes were excellent. So the result was not satisfactory.

- **Eye contact**

The following table presents the use of eye contact in the classroom.

Table No. 30: Eye Contact

Eye Contact	Excellent		Good		Average		Below Average		Poor	
	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
	-	-	13	26	21	42	10	20	6	12

The above table shows that 26% classes were good, 42% classes were average, 20% classes were below average, 12% classes were poor and non of the classes were found excellent. So, the result was not satisfactory.

CHAPTER-FIVE
CONCLUSIONS AND RECOMMENDATIONS

The major concern of this study is to indentify the current state of ELT classroom management and the challenges the ELT teacher face as well as to provide solutions to the problems. In this connection, this chapter deals with conclusion and recommendations drawn by the researcher after the analysis and interpretation of data. This chapter is divided into two parts: conclusion and recommendation. Further, recommendation is divided in to policy, practice and research level.

5.1 Conclusion

This study entitled **"The Current State of ELT Classroom Management and the Challenges for English Teachers"** tries to identify the problems in classroom management. It also aims at finding the most frequently used strategies. As we know, Language is the 'species -specific' and 'species -uniform' possession of human beings. It is God's special gift to mankind. It can be argued that without language the present status of human civilization would have remained impossible. Language is ubiquitous. It is present everywhere - in our thoughts and dreams, prayers and meditations, relations and communication and remains in our mind as a storehouse of knowledge. It is also the maker or unmaker of human relationships. Without language, man would have remained only a dumb animal.

To talk about English, it is most widely used and famous language which has become the world contact language till date. it is used as medium of instruction as well as a the most important subject in Nepal.With regard to my present study, most of the ELT classes were observed in connection to the English language teaching and learning process and the challenges faced by the teachers in different schools in Kathmandu during the lesson.

The whole study has been presented dividing into five different chapters. The first chapter, 'introduction includes the background of the study, statements of

the problems, , objectives of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the content that necessitates the study the rationale behind selecting the topic, problem that are to be answered in the study, purpose of the study, significance or the usefulness of the study and scope of the work to be performed.

In the second chapter, I attempted to review the knowledge or the theories which could guide my study. The theoretical literatures harmer (2008), Crystal (1990,p.6), Awasthi (2003,p.22), Argawal (2002), stoner(1995) regarding English language, importance of English, ELT in Neopal and classroom management were reviewed and discussed in this chapter. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedure. It attempts to lead the whole research study. Collected data were presented, analyzed and interpreted in the fourth chapter. The data were tabulated and analysed using language and simple statistically tools. The major findings are like it was found that the maximum numbers of classes were congested.Furniture was not sufficient in the class and school as well.There were not well facilitated playgrounds.There were not adequate and comfortable toilets.Every class had a blackboard but they were not in good condition.Teaching materials were not sufficient in the classroom. Apart from some schools, most of them were not found well managed library.

The last chapter concludes the whole study and recommends some implications of this study for the policy level, practice level and further research policy

level, practice level and for further research. This chapter is followed by references and appendixes to make the study reliable, valid and authentic.

The major findings of this study showed that most of the schools had problems of physical infra structure, adequate implimentation of teaching materials, trained teachers and usage of innovative teaching strategies as well sound interaction between.

To sum up, since most of the schools were poor in infrastructure, they need to strengthen the sound infra structures. The concerned authories should pay attention to manage sufficient instructional materials in order to create the effective ELT class. Similarly, the ELT teachers need different induction programmes, well mentoring and trainings to make them trained and professional. In addition, the students centered teaching strategies should be used to make effective class.

5.2 Recommendations

The present research work is the researcher' sincere attempt to find out the current state of ELTclassroom management and suggest some useful findings needed in the field of ELT. It is one step of discovery which is not discovered with due attention in ELT classroom management at secondary level. All the findings of study are thought highly useful in teaching and learning of English, materials production, particularly in ELT classroom management and in the field of SLA. Here, we can point out in policy and practice level recommendations under following sub- headings.

5.2.1 Policy Level Recommendations

The most determining factor in any sectors is the policy implemented by the country or state. Generally, ELT classroom management is highly influenced by the policy of nation. To develop healthy ELT classroom management and conduct effect ELT class in our context, the proper policies should be formed from national level which should, in general, greatly help to enrich

educational standard of our country and to develop students to become competent and get command over English in particular. In this regard, I would like to point out some of the recommendations effective for policymaking level below.

a. There should be compulsory provision of monitoring and supervision of the schools in order to ensure whether they have met the basic requirements regardings infrastructures and super-structure or not for governing sound academic standard.

b. Government policies should be oriented to develop the over all status of ELT by investing ample fund, conducting seminar, induction programmes, training and conference in Education and for ELT teachers respectively.

c. Especially, policy making government organizations and institutions such as MoE, NCED and nongovernment organizations such as NELTA should include ELT classroom management policies and provide ample information on it

5.2.2 Practice Level Recommendations

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. The following recommendations are regarded more useful to the ELT teachers, administrators and students.

a. Teachers should go to the classroom with his planning.

b. Creative environment should be created in the class so that management of teaching becomes fruitful.

c. Teachers should pay attention to motivate the students.

d. Congested classroom really disturbs the teaching management. So, the classroom has to be accommodative.

e. Furniture should be adequate and comfortable enough so that students feel easy to have seats and to be involved in discussion.

f. The teachers should use appropriate teaching materials according to the need.

g. The language teachers should encourage the students to interact in the classroom.

h. Classroom practice should be emphasized.

i. Target language should be used in the classroom.

j. Mime, gesture and eye contact are non verbal languages. The teachers should focus on verbal as well as non-verbal language to make the classes interesting.The concerned people related to the teaching profession should be conscious about classroom management.

k. Regarding the importance of classroom management, almost all teachers viewed positively but they could not use practically. So, the teachers must be practical as well.

l. The teachers should provide feedback to the students to encourage them more in learning and to remove their hesitation.

m. Teachers should be provided the training of effective classroom management.Teachers should show enthusiasm and smile.

5.2.3 Further Research related Recommendations

In fact, no work is final and no research complete in itself. Regarding the further researches in the field of ELT classroom management, it is important that a large scale research should be carried out taking almost all the schools into consideration in order to find out the current state of ELT classroom management and the challenges the ELT teachers face in class so that its findings could facilitate in making policy and designing programmes related the ELT. Considering the limitations of this study, some directions for the further research seem to be fruitful.

a. It helps to formulate contextual ELT curriculam, materials, strategies and trainings as per the society/community, geography and cultures.

b. Further research are expected to carry out the study on ELT classroom management by taking account the different dimensions ELTClass in to account like level of students, attitudes, appitudes, homogenity and heterogenity of students.

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Appendix – I

Checklist for Classroom Observation

Name of the teacher: Date:

Name of the school: Gender:

Class: Type of school: Public

Teaching item: Number of students:

S.N	Observation items	Responses				
		Excellent	Good	Average	Below Average	Poor
1.	**Physical facilities, activities and sources used**					
	-Building of school					
	-arrangement of students desk and benches					
	-way of movement between these arrangement					
	-teaching materials					
	-collecting and storing students' work					
	-shape of the classroom					
	-blackboard uses					
	-dustbin					
	-Condition of window, door, floor, roof in classroom					
2.	**Teacher**					
	-personality					
	-attitude					

	-self-confidence					
	-pleasing					
	-language					
	-competence of subject matter					
	-performance capacity					
3.	**Students**					
	-interest					
	-attention					
	-asking relative questions					
	-response of the teachers questions					
	-participation in activities					
	-follow direction and other activities					
4.	**Teaching management**					
	-warming up					
	-presentation					
	-use of appropriate technique					
	-teacher's command over subject matter					
	-teacher's control over the classroom					
	-solving disciplinary problem					
	-classroom practice					

	-interaction in the classroom	50				
	-feedback					
	-achievement of objectives					
	-use of mime and gesture					
	-clear instruction					
	-encouraging the shy students					
	-eye contract					
	-use of easy language					
	-management of groups/pairs					