

**EXPLORING DISRUPTIVE BEHAVIOURS OF STUDENTS AND  
THEIR MANAGEMENT IN ELT CLASSROOM**

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

**Submitted by  
Rachana Rana**

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

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2016**

**T.U. Reg. No.: 9-2-415-20-2008  
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**Date of Approval of the thesis  
Proposal Approval : 18-4-2016  
Date of Submission of Thesis: 20-9-2016**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Rachana Rana** has completed the research is entitled **Exploring Disruptive Behaviours of Students and their Management in ELT Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **DECLARATION**

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

Date: 18-09-2016

**Rachana Rana**

# **DEDICATION**

**Dedicated**

**to**

My Sister "Hira Rana" who always inspired me in my academic career.

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my respected guru and thesis supervisor **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, T.U. Kirtipur. For his invaluable guidance, co-operation, inspiration, encouragement and constructive suggestions to bring this thesis in this form from the very beginning. It would not have possible to come up with this thesis in this form, without his inspiring and fruitful help. I feel myself very lucky to have worked his under guidance and supervision.

I am very much grateful to **Dr. Anjana Bhattarai**, Professor and Head, Department of English Education, T.U., one of three members of evaluation committee of my thesis for insightful and constructive suggestions to carry out this study. Likewise, I would like to record my acknowledgement to my respected guruma **Prof. Dr. Anju Giri**, Reader, member of guidance committee for her valuable suggestions, ideas and words of encouragement. Similarly I would like to express my sincere gratitude to **Mrs. Madhu Neupane** for her good suggestions during the viva of thesis proposal.

Similarly, I am equally grateful to **Prof. Dr. Govinda Raj Bhattarai**, **Mrs. Hima Rawal**, **Mrs. Saraswoti Dawadi**, **Mrs. Bhesh Raj Pokharel**, **Mr. Khem Raj Joshi**, **Mr. Ashok Sapkota**, **Mr. Resham Acharya**, **Mr. Laxmi Prasad Ojha** and all the teachers of the Department of English Education for class lectures, great inspiration, encouragement and invaluable ideas regarding this research.

I am grateful to all my teachers, who taught me from primary to university level.

I am also equally thankful to **Mrs. Madhavi Khanal** and **Ms. Nabina Shrestha**, librarians, Department of English Education for providing different reference books and material to complete this work.

I would like to express my gratitude to my family members and relatives who inspire to bring me in this stage.

I highly appreciate the support from my friends **Shreedevi Khadka**, **Muna Kunwar**, **Ganga Dumre**, **Yagya Regmi**, **Sita Giri**.

Last but not the least, I am thankful to Jee Computer Center which helped me to complete my entire thesis works.



## ABSTRACT

The present thesis is entitled **Exploring Disruptive Behaviours of Students and their Management in ELT Classroom** aimed to find out disruptive behaviours of students and management techniques used by ELT teachers. To achieve the objectives a set of questionnaire was a tool used for the collection of data. Thirty secondary and lower secondary English teachers from ten different schools were the sample of the study. A set of questionnaire was distributed to each teacher. The data were collected through non random purposive sampling procedure. Keeping these objectives in consideration, the data were collected from the sample teachers. The data were analysed and interpreted both qualitatively and quantitatively. After the analysis and interpretation of data, most of the teachers found the common disruptive behaviours in ELT class were laughing, teasing, shouting, poking, side talking, throwing papers, asking unnecessary questions, pushing and kicking friends. Teachers' techniques used to handle those problems were personal counsel, case study, speaking politely, keeping record, parents meet and reporting school code and conduct. The researcher found the teachers used different strategies to handle over those problems.

This thesis consists of five chapters. Introduction is introductory chapter. This chapter includes background information of the study, statement of problem, objectives of the study, significance of study, delimitations of study, research questions and operational definition of key terms. Chapter two consists of Review of related literature, review of related empirical literature, implications of the review for the study and conceptual framework. Chapter three discusses the design and method of the study, sampling procedure, data collection tools and procedure and Data analysis and interpretation. Chapter four concludes major findings, conclusions and recommendations of the study. The fifth chapter includes conclusions and recommendations along with policy related, practice related and further research related recommendations. Finally the references and appendices have been included.

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## LIST OF ABBREVIATIONS

%	–	Percent
B.A.	–	Bachelor of Arts
B.Ed.	–	Bachelor of Education
E.L.T.	–	English Language Teaching
EFL	–	English as a Foreign Language
i.e.	–	That is
No.	–	Number
OUP	–	Oxford University Press
P	–	Page
Pp.	–	Pages
S.N.	–	Serial Number
T.U.	–	Tribhuvan University
T <sub>1</sub> -T <sub>30</sub>	–	Teachers
Viz.	–	Namely
Prof.	–	Professor
e.g.	–	For example