

CHAPTER–ONE

INTRODUCTION

This study is entitled "Exploring Disruptive Behaviours of Students and their Management in ELT Classroom". It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

1.1 Background of the Study

There are varieties of language spoken in the world. Among them, English is the one which deserves international status. It is also used all over the world as a link language. The English language has broad area in every field like education, business, tourism, mass media and day to day communication. It is being taught as a foreign language in schools, colleges and university levels as compulsory subject in Nepal.

English language teaching is a challenging profession. Teachers face many challenges when teaching. Disruptive behaviour of students is one of the challenging tasks for ELT teachers. Effective learning takes place when the teachers manage disruptive behaviours effectively in ELT classroom.

Classroom management is inseparable part of teaching. A classroom is well managed when the teachers handle the disruptive behaviours of students. Disruptive behaviour management is one of the problems in teaching. Teachers deal with different disruptive behaviours such as teasing, poking, fighting, talking. Such behaviours obstruct teaching learning process. It is the responsibility of teachers to manage and check disruptive behaviours properly. Disruptive behaviour is students' undisciplined activity which obstructs teaching learning process. The term 'disruptive behaviour' is defined as misbehaviour or deviant behaviour of students. It can be defined by various terms such as problematic, immoral or delinquent or misadjusted behaviours of students. According to Harmer (2004, p. 50), the forms of disruptive

behaviours are side talk, shout in class, unnecessary blaming, laughing, turning back frequently, refuse to accept punishment, using slang language, teasing to friends, throwing papers etc. Such disruptive activities in classroom, often obstruct the peace of whole class.

In other words, disruptive behaviour management is one of important tasks for ELT teachers. If the teachers do not address disruptive behaviour properly, the students show different negative activities inside the class. These negative activities hamper for effective teaching. It is teachers' responsibility to handle these activities in proper way.

To achieve specified goals designed by curriculum teachers should manage disruptive behaviours of the students.

1.2 Statement of the Problem

Teachers have different plans and techniques to teach. They implement these plans and techniques in ELT class. But, sometimes, these techniques fail to implement target goals due to unwanted disruptive behaviours from the side of students. These behaviours are side talk, shouting, laughing, whistling, kicking etc. It is very much difficult to control such behaviours for the teachers. They use different strategies to handle it. But the students become disruptive.

In every class, teachers find different disruptive activities of the students. Some of the common disruptive activities are laughing, teasing, poking, kicking, throwing papers, shouting, damaging school property, talking, looking outside, asking irrelevant questions etc. These disruptive behaviours obstruct the ELT classroom. They feel burden to teach them.

Managing disruptive activity is one of the problems to ELT teachers.

Disruptive behaviours obstruct the smoothness of class and teaching learning activities. The intended goals and plans will not be achieved.

So, I selected this issue to find out disruptive behaviours of students faced by ELT teachers and the ways used by ELT teachers to manage them.

1.3 Objectives of the Study

The study had the following objectives:

- (i) To explore disruptive behaviours of the students
- (ii) To find out the management techniques adopted by ELT teachers.
- (iii) To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions of this study:

- (i) What could be the disruptive behaviours in ELT classroom?
- (ii) What could be the best ways of managing it?
- (iii) How do teachers deal with disruptive behaviours?

1.5 Significance of the Study

This study was mainly concerned with finding out the disruptive behaviours of students. It also tried to find out the techniques that teachers used in managing disruptive behaviour of the students. It is fruitful for teachers and students to reach their destination. This study provides an insight to the teachers who is interested in doing research in any field of classroom management and the students' disruptive behaviour management. This study will also be beneficial to overcome the problems in managing disruptive behaviour of the students. All the teachers believe that disruptive behaviours of the students disturb the best classes. It is a burning problem of the present day. Teachers use different techniques for the management of it, but students become out of control. Some of the techniques that teachers use to handle such problems are parents meet, personal counsel, personal guidance, keeping separately, eye contact and physical closeness.

Disruptive behaviour management will be fruitful for teachers, curriculum designers, subject experts and the others who want to carry out further research in the field of students disruptive behaviour management. The study will be beneficial to the teachers who are working in the field of English language teaching. It will be helpful for the teachers in better teaching and adopt

different teaching techniques, to overcome problematic behaviours of students. Similarly, it will be useful for teachers and students who are in practice of teaching. It will also be fruitful for the teachers to manage disruptive behaviour of the students.

1.6 Delimitations of the Study

This study had the following delimitations:

- (i) The study was limited to secondary and lower secondary level teachers of Kirtipur municipality.
- (ii) The tool applied to collect data was a set of questionnaire.
- (iii) The study was limited to explore students' disruptive behaviours and to find out management techniques adopted by ELT teachers.

1.7 Operational Definition of Key Terms

The following are the key terms used in this study:

- (i) **Disruptive behaviours** - Behaviours that persistently impair teaching and learning activities.
- (ii) **Pedagogical skills** – Teaching techniques used in ELT classroom.
- (iii) **Smoothness** – Effective techniques applied in ELT class.
- (iv) **Technique**– Teachers' techniques used to manage disruptive behaviours.
- (v) **Bullying** – To kill or hurt to weak students in the class.
- (vi) **Misbehaviour** – Unadjusted behaviours in ELT class.
- (vii) **Gesture** – The movement of hands, head or face to treat disruptive behaviours.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of the review of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Related Theoretical Literature

The review of related theoretical literature provides an insight to the researcher. It serves as a basis for developing a theoretical framework which helps to investigate the problems that a researcher wishes. The following is the theoretical literature related to explore the students' disruptive behaviours and its management.

2.1.1 An Introduction of Disruptive Behaviours

The undisciplined activity of students perform in ELT classroom is known as disruptive behaviour. According to MC Pherson and Liang (2007) "Disruptive behaviour is disrespectful, annoying or distracting class code and conduct and creating negative activities in classroom". There are various types of disruptive behaviours found in ELT classroom. Some of them are unwillingness to speak target language, making irrelevant noise, talking in class, using sign language, bullying to friends and teachers, making irrelevant noise, talking in class, using sign language, bullying to friends and teachers, talking in class and using mother tongue, etc. Such misbehaviours from the students affect the teaching learning process. Socially unacceptable and misadjusted behaviours are the disruptive behaviours. According to Mishra (2009) "The behaviour that interferes classroom related activities such as studying, learning, practicing." Classroom with disruptive behaviour hampers to reach specified destination.

2.1.2 Forms of Disruptive Behaviour

Students come with their different learning styles, pace, interest and personalities. Similarly, the teachers use different teaching techniques according to their pace and interest. Sometimes, teachers fail to implement their techniques properly because of disruptive behaviours. The students become out of control and show different disruptive behaviours such as unwillingness to speak target language, unwillingness to do given tasks, insulting teachers' instructions, etc. Mishra (2007, pp. 108-110) lists the common disruptive behaviours as:

- Sleeping in class while teaching
- Side talking
- Excessive talking
- Shouting in class
- Eating, chewing, throwing papers, using cell phones and passing notes to friends.
- Disputing the teachers' instructions or expertise.

Harmer (2008, p. 153) states that the disruptive behaviours in ELT classes are whispering, sleeping in class, poor attendance, using mother tongue, not working given tasks, cheating in test and unwillingness speak in target language. Other disruptive activities are insulting or bullying other students, damaging school property and refusing to accept sanction or punishment.

Cohen and Manion (1996, P. 245) listed common forms of misbehaviours. These are excessively noisy talk, use of sign language, not working task, irrelevant talk, inappropriate use of materials, unnecessarily movement of body, distracting classroom activities, physical aggression, damage to school material, disobeying teachers, cheating, insulting teachers and friends. Similarly. Arends (2001, p. 159) said these types of disruptions. Frequently talking, not working assignment, getting out of their seats at in appropriate time.

The common disruptive behaviours that found in ELT classroom are unwillingness to use English lg, using mother tongue, making irrelevant noise, insolence to teachers and friends, coming late, going out in class time, not working homework or classwork, frequently talking, disputing to teachers, using cell phones, using inappropriate language or slangs, talking or leaving one's desk without permission, throwing ink to other, throwing stone, cheating, poking to friends, fighting, damasing school property etc.

2.1.3 Students with Disruptive Behaviour

Disruptive students are disobedient and unadjusted in ELT classroom. They show different uncooperative activities inside the classroom. It disturbs the teaching and learning process. similarly it also shatters the teachers' plans and techniques to teach and other students' ability to learn. Disruptive behaviour management is one of the problematic aspects for ELT teachers. Excessive disruptive behaviours from the side of students obstruct the smoothness of class. In this regard, Harmer (1991) says "Disruptive behaviour is uncooperative and unacceptable activities of students. It is a kind of unaggressive and uncooperative activity. The adult students become more disagree with the teachers' instructions and tasks.

Mishra (2009) "The behaviour that interferes classroom related activities such as studying, teaching learning, creative endeavours administration, or the provision of communication, computing or emergency services". These unwanted behaviours interfere classroom code and conduct.

Disruptive behaviour management is one of the problems in classroom. Teachers feel burden to manage disruptive behaviour. It is a challenging task for teachers to deal with disruptive behaviour of students. Teachers especially novice, feel insecure with disruptive behaviours of students. They lose their confidence level.

Harmer (2001) lists the different forms of students' disruptive behaviours are.

- Arriving late
- Interrupting other students' speech or task,

- Bringing drinks and food into the classroom,
- Forgetting to do homework.
- No paying teachers' attention.
- Insolence to the teachers.
- Insulting or bullying to other students
- Damaging school property.
- Refusing to accept sanctions or punishment.

Thus, disruptive behaviour of students is one of the major problematic factors in teaching. It is managed differently, such as establishing strict code and conduct of discipline, parents meet, personal counsel, case study. Skilled teachers can manage the disruptive behaviours of students by effective way.

2.1.4 Students Behaviours in ELT Classroom

The negative activities performed by students inside the ELT classroom are known as students disruptive behaviours. Mishra (2009) described various forms of students behaviours such as troublesome, emotional behaviour, aggressive and disruptive behaviour.

In case of teaching and learning process, teachers always complain about their students' discipline problem. Teacher always believe that the school environment should be well managed with the students disruptive behaviours. Proper treatment of students disruptive behaviours lead to successful teaching learning process. Teaching learning process can't be separated by students behaviours. Mishra (2009) states, "progress is depended on students behaviours. Good behaviours sustain academic progress and bad behaviours cease to get learning." Therefore bad behaviours of students should be well managed to get remarkable academic goal of the institution. Harmer (1991) says, "The effective outcome will be achieved when the teachers control and organize the disruptive behaviours effectively". If the teachers don't check students misbehaviour properly it spoils the best classes.

Successful language learning takes place when the teachers check and manage disruptive students in a organized way. The term 'disruptive' refers to unruly, unwanted and unacceptable behaviours in ELT classroom. It is a cover term which is very much problematic and immoral in ELT classroom.

Misbehaviours are disobedient and unfruitful for ELT classroom. Such behaviours are problematic aspects, in effective teaching. It distorts code and conduct of the schools.

2.1.5 Management Techniques Used for Disruptive Behaviours

The teacher becomes effective manager of disruptive students. The behaviour theory suggest that learning from behaviour, promoting learning and changing behaviour are inseparable processes. Teachers manage disruptive behaviours from the use of this theory. When the teachers are able to understand students' psychology then the classroom will be effective for teaching. So, managing disruptive behaviour refers to the way of dealing with disruptive behaviours of students

Different teachers use different techniques to control the class. The techniques were based on according to nature of students' classroom activities and the context of class. For the modification of students disruptive behaviours the teachers should have good dealing power with the students. Mishra (2007) "Disruptive behaviour management techniques are the strategies for dealing with disruptive students. The strategies that teachers use preventive techniques, anticipatory responses and systematic interventions to avoid behavioural problems of students". Soniam (2009, pp. 61-63) suggested some ways to deal with these behaviours are as follows.

- (a) Use of body language, gestures, eye contact and facial expression.
- (b) Work in groups, monitor and help for weak students.
- (c) Keeping students behaviours record file.
- (d) Giving the pre-task activity in the class.
- (e) Checking participation of students in classroom activities.

- (f) follow up of the teachers instructions
- (g) Use a lot of visual supports and teaching materials.
- (h) Monitor, advice and motivate the students with brilliant marks and praise.
- (i) Giving specific task for presentation.
- (j) Personal guidance and instructions.

The students have many problems, curiosities and obstacles in the learning process. If the teacher could not address these obstacles in time. These factors may create more dangerous situation as well. According to Good and Borphy (1997) mention the following skills which are used by effective manager to handle for disruptive behaviours.

- (a) **Withitness:** It is the ability to have eyes in the back of her 'head' this skills called as 'withitness' effective manager monitor his class regularly and mark the deviant behaviour quickly and accurately. Teachers have to be this skill to demonstrate disruptive behaviour and improve it as soon as possible.
- (b) **Overlapping :** Effective manager should have the ability to mark more than one behaviour at a time. It is the ability to spot inappropriate behaviours without interrupting his or her lesson.
- (c) **Signal continuity and momentum in lesson:** Effective manager enters classroom with well prepared and able to teach lesson smoothly without any confusion. Effective managers can avoid content overdwelling behaviour, pacing and fragmentation in their teaching.
- (d) **Smoothness:** Effective manager makes their flow of lesson smooth avoiding misbehaviour. Smoothness is momentum's close counterpart. The lesson's smoothness is damaged when the teacher intrudes the topic with extraneous information.
- (e) **Responding quickly to desist incidences :** Effective manager encourages students to desist the serious management problem quickly.

- (f) **Using reward, privileges and praise :** This is the view of reinforcement tradition of behaviour management theory. Effective manager uses reward and privileges for behaviour modification.
- (g) **Variety and challenge in seatwork:** Effective manager provides the students with tasks that are familiar, easy and challenging. Likewise, effective manager makes their students involve in tasks and group activities and more enthusiastic.
- (h) **Accountability:** Effective manager makes their students move accountable for their performance.

Similarly, Harmer (2008, P. 34) has given the following points for effective management for disruptive behaviour.

1. The teacher in the classroom

Our physical presence can play a large part in our management of the classroom. The way we move and stand and the degree to which we are physically demonstrative can have a clear effect on the management of the class.

2. Using the voice

Perhaps our most important instrument as teacher is our voice. How do we speak and what our sounds like have a crucial impact on classes. When considering the use of the voice in the management of teaching plays vital role.

3. Talking to students

The way of teachers' talk to the students, is one of the crucial teacher skills for behaviour management but it doesnot demand technical expertise establishing good rapport. The way of talking to the students also play the vital role for the management of the classroom.

4. Using the L1

An English language classroom should be an English environment in the room, where English is heard and used as much as possible it is advisable for teachers to use English as often as possible, and students to communicate as much as possible.

7. Creating Lesson Stages

We have different stages in lesson planning. Teachers need to focus the students attention and point it in some new direction. This can be difficult. Especially when teachers try to draw students' attention towards learning teachers use different techniques. These are groupwork, some teachers clap their hands to get students' attention. Some speak loudly, saying things like now. ... Can I have your attention, please sometimes when teachers speak loudly the students just speak louder in order to force the students to listen to them.

8. Giving instruction

Making sure the students actively engaged to the tasks, instructions given by teachers should be clear. Soniam (2009, PP. 61-63) suggested some solutions to overcome the problems that are found in classroom management are as:

- a. Make clear and short instruction.
- b. Use body language, gestures eye contact and facial expressions.
- c. Works in groups monitor and help weak students.
- d. Call strongest pair in front of the black board to present their works.
- e. Do the pre-task activity in the class.
- f. Check if students are ready for the task according to their previous knowledge.
- g. Find the real cause of disruptive behaviour and their management.

2.2 Review of the Related Empirical Literature

Literature review refers to an act of reviewing the related researches before carried out the research. It was a written summary and critique of research relating to a particular issue. Here, I found several researches had been carried out on the disruptive behaviour management. I had reviewed some of the researches related to my study in the following points.

Harmer (2008) in his book how to teach English mentioned following points for effective classroom management. The teacher in the classroom, using the voice, talking to students, giving instructions, student talk and teacher talk,

using the L1, creating lesson stages, different seating arrangement, different students groupings.

Thani (2008) carried out a research entitled "A study on classroom management" The objective of her study was to identify and analyze the physical aspects in English classroom of secondary level. The total population of her study was 16 teachers and 80 students. She selected secondary schools in which four schools were government aided and four were private ones. She selected, 2 teachers and 10 students from each secondary school. She used two research tools viz. questionnaire and classroom observation checklist for data collection. Her findings of the study showed that there was not appropriate arrangement of furniture particularly for group discussion and for conducting other activities.

Basyal (2010) carried out a research entitled "Strategies of Classroom Management Used by Secondary Level English Teachers." The objective of his study was to identify the strategies used by the secondary level English teachers for classroom management. The total population of his study were all the secondary level English teachers of Syangja district. He selected 10 teachers as a sample for his study. He used classroom observation checklist as a research tool for data collection. The findings of his study showed that use of gesture, eye contact with the students, use of teaching aids and use of chalkboard were more effective strategies for classroom management. Similarly, teacher student interaction and questioning strategies were found most common strategies for classroom management.

Shrestha (2010) carried out a similar type of research entitled "A Study on Disruptive Behaviour of Students in English Classroom'. He explored the reasons of disruptive behaviour of higher secondary students in English language classroom. In his qualitative study, he used questionnaire, classroom observation and interview schedule as the tools. He analysed the data triangulation process. He conducted that the reason behind the exhibiting disruptive behaviours by the students are due to feeling monotonous, lack of interests, nature of lesson, bad friend-circle, age factor, teacher, principal,

parents, etc. He further added that home environment has a key role to play in shaping disruptive behaviours.

Giri (2012) carried out a research entitled "A Study on Classroom Management in Teaching English." The main objective of his study was to find out problems and solutions of classroom management. The total population of his study was all the primary level English teachers. The sample of his study was 10 primary teachers from 10 government aided schools of Bardiya district. He selected 10 government aided schools and 10 teachers (one teacher from each school) using non-random judgemental sampling procedure. Questionnaire and classroom observation checklist were used as a research tool for data collection. The findings of the study showed that maximum number of classes were congested. The teaching materials were not sufficient in classroom. Similarly, mostly teachers felt disciplinary problems in classroom.

In the same way, Khatri (2012) carried out a research under the title of "Classroom management techniques used by ELT teachers. A Comparative study." His objectives of the study was to find out classroom management techniques used by private and government lower secondary level English teachers of Palpa district .The sample size was twelve teachers (Six government aided and six private). Under methodology, his sampling procedures was non random sampling procedure. He has used questionnaire and class observation, checklist as the research tools for the study. He found that government aided schools teachers used the techniques like use of teaching materials, motivation, use of lesson plan, group division, managing physical facilities etc. where as private schools teachers were found using learning by doing methods, interaction with the students, use of punishment, use of gesture, use of group work, pair work etc as the techniques of classroom management.

Similarly, Dhakal (2012) carried out a research under the title of "Teachers' skills at Managing Disruptive Classroom Behaviour in ELT." The objectives of his study was to find out the teachers skills at managing disruptive behaviours in English Classroom in terms of procedures of rules, classroom organization, lesson movement and communication. As the sample he included eight

teachers from four campuses. He has used qualitative design which focused on the multi method approach, descriptive and narrative analysis for the data. He has collected the data from B.Ed. campuses of Kaski district under T.U. In his study he had used questionnaire, checklist and interviews as the tools. After the research, he had found that communication is the key to success. When teachers used communication as the mean to manage classroom disruptions they succeed.

According to Pun (2015) carried out a research under the title of "Teachers perception on disruptive behaviours management in ELT classroom." The objectives of the research was to find out teachers perceptions on disruptive behaviours at primary level, and find out the teachers' management technique on implement those problems". The tools for data collection were questionnaires for teachers and classroom observation checklist. The population were thirty English teachers to representing the localities of Dang district. The researcher sampled the population through the use of non-random sampling procedure. He found that majority of teachers (i.e. 90%) teachers were found self confidence to manage disruptive behaviours. It means they feel easy to deal. Likewise, most teachers used problem solving activities to manage disruptive behaviours. Sometimes, teachers used non verbal communication to eliminate disruptive behaviours.

As mentioned above, many researches were carried out in the Department of English Education, T.U. in the field of disruptive behaviour management. But my study was a single study and different from all of the studies in terms of objectives, methodology and findings. Moreover my research study was concerned to explore students disruptive behaviours and management techniques applied by ELT teachers.

2.3 Implications of the Review for the Study

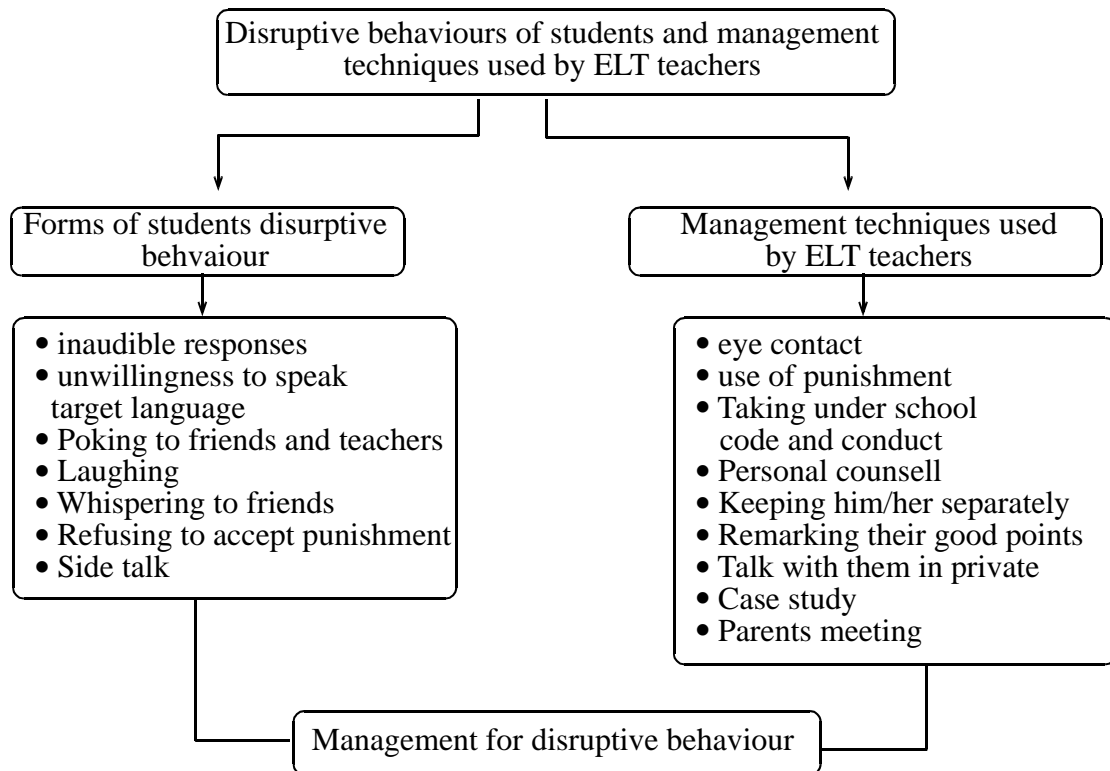
The Literature review was an integrate part of my entire research process. It helped to bring clarity and focus on research problem. It was a valuable contribution to go through further entire research process.

As a researcher, I went through different studies regarding disruptive behaviour management in ELT classroom. After reviewing the above works. I got a lots of ideas regarding classroom management techniques adopted by ELT teachers. Classroom, management strategies used by secondary ELT teachers, presented by Basyal. I got a lots of ideas about teachers' techniques for management the class. This reviewed literatures provided me the guidelines for my research to carried out. Shrestha (2010) had used questionnaire, observation checklist and interview as the tools for data collection. So I also followed the same tool for my data collection. Giri (2010) conducted a survey research design by using purposive non-random sampling strategy procedure for sample. Similarly, Harmer (2008) presents some of the techniques to move the classroom warmly. These reviewed empirical researches also helped me to refine my study which focus to explore the disruptive behaviours and management in ELT classroom, in-depth study.

This study was to explore disruptive behaviours of students and find management techniques in depth. After studying various studies presented from various researchers. These reviewed literatures provided me the guidelines and shaped the methodology to carry out research. After I went through various works by many researchers. My research study was different from others. I used survey design and set of questionnaire was the tool used to collect data for my research.

2.4 Conceptual Framework

Through the reviewed of the related literature mentioned in the preview section, the researcher is curious enough to carry out the study to investigate the students' disruptive behaviours and management in ELT classroom. The inculcation of the aforementioned literature review and other consulted relevant materials, the researcher conceptualized the following conceptual framework.



CHAPTER–THREE

METHODS AND PROCEDURE OF STUDY

Methodology was a set of technique and strategy to discover new facts and findings about a particular issue. The following methodology was adopted for my study.

3.1 Design and Method of the Study

The topic of the research was to 'Explore Disruptive behaviours of Students and management techniques used by E.L.T. teachers. I followed qualitative and quantitative design. The tool used for data collection was set of questionnaire. The design of the study was survey. To define the survey research, various scholars had defined differently. According to Nunan (1992, p. 210) "The main purpose of survey research was to obtain a snapshot of conditions attitudes and events at a single point." Similarly, according to Cohen et al. (2000), "Survey research was the most commonly used method in educational research and may vary from large scale government investigation to small studies carried out by a single researcher."

The main purpose of a survey research was to find out public opinions on certain issues, certain educational programme, to find out behaviours of different professional study, study certain trends at a single point of time and to compare the findings with the standard one. Survey research is carried out in a large number of population.

(i) Process of Survey research

We cannot conduct research haphazardly. Research is a systematic process of investigation. In order to get specific and reliable data, every design has own specific process. Survey research had also own specific processes. Cohen, et al. (2010, p. 200) discusses the following steps or processes of survey research.

1. Defining or formulating objectives.
2. Decide the kind of survey.
3. Expanding theoretical knowledge related to topic.
4. Writing the research proposal and tools.
5. Piloting the research tool.
6. Sampling the population.
7. Going to the field and contacting with the informants.
8. Establishing rapport with respondents.
9. Distributing research tool to the respondents
10. Collecting the information from concern authority
11. Analyzing the data
12. Comparing the data
13. Calculating and finding the data.
14. Listening the suggestions.

For this research I followed the same processes.

3.2 Population, Sample and Sampling Strategy

The population of the study were all the teachers from Kirtipur municipality who were teaching at Secondary and lower secondary levels. The students who were studying at same levels. The researcher sampled the thirty English teachers of ten different schools. The researcher adopted judgemental non-random purposive sampling procedure to collect the data.

3.3 Study Area/Field

The research area of the study was ten different schools of Kirtipur municipality. The sample of the study consisted of thirty English teachers from ten different schools. Non random purposive sampling strategy was used to collect the data.

3.4 Data Collection Tools and Techniques

The researcher used single tool to collect the data for the fulfillment of specified objectives. The tool used to collect data was the set of questionnaire for teachers. Open and close ended questions were used. They were supposed to be effective, appropriate and feasible for this study. Questions were distributed to the English language teachers who were teaching English at secondary and lower secondary levels.

3.5 Data Collection Procedure

In order to collect the authentic data, the researcher visited ten different schools of Kirtipur municipality and established good rapport with concerned teachers and head teachers. After the clarification of the purpose and getting approval, the researcher talked with concerned teachers and handed over the questionnaire to appeal them to write their views in that questionnaire. I selected thirty secondary and lower secondary English teachers using non random, purposive sampling procedure. Then, the questionnaire were collected from the concerned teachers for further research.

3.6 Data Analysis and Interpretation Procedure

Survey design is qualitative and quantitative in nature. Having a survey research, it has the characteristics of both qualitative and quantitative analysis. In this study, the researcher analyzed the raw data descriptively and statistically. The qualitative data had analyzed and interpreted descriptively. Quantitative data had analyzed by statistical tools such as tables, percentages.

CHAPTER–FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter is mainly related to the analysis and interpretation of collected data through primary sources. The data as gathered through questionnaire. The data were analyzed and interpreted both qualitatively and quantitatively. The qualitative data were analyzed and interpreted descriptively. On the contrary, the quantitative data were analyzed and interpreted using simple statistical tools such as tables and percentages.

4.1 Analysis of Data and Interpretation of the Results

The researcher collected data through ten different schools of Kirtipur municipality. Thirty teachers were sampled from ten different schools. A set of questionnaire was used as a tool for data collection. The main objective of the study was to "Explore Disruptive Behaviours of Students and Management Techniques Used by ELT teachers."

4.1.1 Analysis of the Teachers Views on Disruptive Behaviours of Students

Teachers asked to write their views on Disruptive Behaviours of students. Different teachers viewed it differently. Most of the teachers (T1, T4, T5, T6, T7 and T8) viewed disruptive behaviours differently. In this connection, T1 said that disruptive behaviour is uncooperative activities of students in classroom. It is anti-social activities done by students. Likewise T4 said, it is a kind of disorder behaviours performed by students. He also added that, it is unwanted behaviour of students which drive the students' and teachers' concentration. From these unwanted activities from students, teachers forget some terms and phrases while teaching. Similarly, T6 said, that, it is the manner of interrupting someone's task or speech while teaching. The undisciplined activities of students cease to achieve remarkable goals and objectives. Another teacher T7 said, disruptive behaviour means not feeling well students behaviours. It breaks the smoothness of class. He also added that

disruptive behaviour means asking irrelevant questions during teaching time. Such type of unnecessary questions from students didn't help teachers to run their plans and techniques smoothly. For this issue T8 said that, it is undisciplined behaviours of students which shatter or break the peace of class. Teachers feel discomfort to handle the classroom. Due to the disruptive behaviours of the students in teaching and learning process.

In this regard, T9 said that disruptive behaviour is a disorder or distractive activities performed by students. They distract the attention of both teachers and students. Another teacher T10 said that disruptive behaviour means the negative activities done inside the classroom by students. These activities hamper teaching learning process. Likewise (T12) said disruptive behaviour means breaking the classroom principles and laws designed by school as code and conduct.

From these views of teachers, it came to know that disruptive behaviours distract teaching learning process. Teachers forget some terms and phrases as they planned to teach. On the other hand, the intended goals and plans designed by curriculum will be unsuccessful.

4.1.2 Misbehaviours faced by ELT teachers

Regarding the question teachers were asked "How often do you face such type of disruptive behaviours of students?" They viewed differently as follows:

Table No. 1
Misbehaviours Faced by ELT Teachers

S.N.	Question	Responses of Teachers							
		Always		Sometimes		Frequently		Daily	
		No.	%	No.	%	No.	%	No.	%
2	"How often do you face such misbehaviours?"	-	-	28	93.33	6	7	-	-

Regarding this table, it shows that 28 teachers (i.e. 98%) face *sometimes* the disruptive behaviours. But two teachers (i.e. 7%) face *frequently*. None of teachers face disruptive behaviours *daily* and *always*. It said the majority of teachers face *sometimes* only the students disruptive behaviours.

4.1.3 Disruptive Behaviours Found in ELT Classroom

Regarding this question, "Which of following disruptive behaviours of students do you find in your class?" Teachers asked to tick on the following behaviours that they were faced in ELT class. They viewed differently.

Table no. 2

Disruptive Behaviours Faced in ELT Classroom

SN	Question	Disruptive Behaviours	Responses of Teachers			
			Yes		No	
			No.	%	No.	%
3	"Which of following disruptive behaviours do you find in your classroom?"	a. Arriving late in class	14	47	6	20
		b. Frequently going outside	5	16.66	25	83.33
		c. Laughing	23	76.66	7	23.33
		d. side talking	23	76.66	7	23.33
		e. Not obeying instructions	10	33.33	20	66.66
		f. Unnecessary questions asking	10	33.33	20	66.66
		g. Bullying to friends and teachers	8	26.66	22	73.33
		h. Use of slang language	9	30	21	70
		i. Shout in class	13	46.33	17	56.66
		j. Sleeping in class	10	33.33	20	66.66
		k. Turning back	14	46.66	16	53.33

The above table shows the disruptive behaviours of the teachers faced in ELT classroom. It is analysed that out of thirty teachers, fourteen teachers (i.e. 47%) find their students *arrived late in class* whereas six teachers (i.e. 20%) find their students arrived school in time. Here five teachers (i.e. 16.66%) find their students *frequently go outside* at the time of teaching but 25 teachers (i.e. 83.33%) don't find outside going students during teaching time. Similarly, twenty three teachers (i.e. 76.66%) find their students *laughing* at teaching time. Regarding, *side talk* twenty three (i.e. 76.66%) find their students doing side talk. In this way ten teachers (i.e. 33.33%) only find their students doing *side talk*. Ten teachers (i.e. 33.33%) find their students *disobedient*.

Regarding unnecessary questions from students, teachers marked that (i.e. 33.33%) only find their students asked *unrelevant questions during* teaching time. But twenty-five teachers (i.e. 66.66%) find their students asking relevant questions, at the time of teaching. For the issue of bullying friends and teachers eight teachers (i.e. 26.66%) find their students *bulled to teachers and friends*. But twenty-two (i.e. 73.33%) didn't find such activities of students. For the use of *slang language*. Nine teachers (i.e. 30%) find that their students use slang language in class. Whereas twenty-one (i.e. 70%) teachers find their students use polite language. Likewise thirteen teachers (i.e. 33.33%) find the students *shout in class*. Ten teachers (i.e. 33.33%) find students *sleep in class* whereas 20 teachers (i.e. 66.66%) find the students actively engaged in teaching learning activities. For the issue of *turning back in class*, fourteen teachers (i.e. 46.66%) find the students turned back in the class time.

From the analysed data, the majority of teachers (i.e. 76.66%) or twenty three teachers find the students laughed and do side talk during teaching time. But few teachers i.e. five teachers (16.66%) find their students going outside.

4.1.4 Disruptive Boys or Girls

For this issue, teachers asked the question that "who misbehaved excessively in ELT class" The responses of teachers were shown below.

Table No. 3

Percentage of Disruptive Boys or Girls

S.N.	Question	Teachers' Responses			
		Boys		Girls	
		No.	%	No.	%
4	"Who disrupts excessively boys or girls?"	25	83.33	3	10

According to this table, it indicates that twenty five teachers (i.e. 83.33%) find *boys* most disruptive in comparison to *girls*. But less teachers (i.e. 10%) find their girls students disrupted than boys. The average of the teachers find the boys most disruptive in class.

4.1.5 Reward or Punishment

Regarding disruptive behaviours management, the teachers were asked to choose the option which one they applied in class.

Table No. 4

To Eliminate Disruptive Behaviours

S.N.	Question	Responses			
		Reward		Punishment	
		No.	%	No.	%
5	"Do you use reward or punishment to eliminate disruptive behaviour of students?"	17	56.66	13	43.33

Through the analysis of data, teachers (i.e. T1-T30). It generalised that teachers use different techniques to eliminate students disruptive behaviours. It is generalised that seventeen teachers (i.e. 56.66%) use *Reward* to manage such behaviours they were sincere teachers who understand and aware of students

psychology and feeling. But some teachers, (i.e. 43.33%) or fourteen teachers were so much strict who use *punishment* to the treatment disruptive students.

Thus, it is concluded that the most of teachers used reward to treat with disruptive students.

4.1.6 Dealing with Students' Repeated Misbehaviour

Dealing with repeated misbehaviour of students is challenging task for ELT teachers. Teachers used different handling techniques to deal with such behaviours. Regarding this issue teachers asked to write their techniques to manage repeated misbehaviours. The question that given to write for teachers was "What will you do those students who repeat disruptive behaviours in class?" For this issue teachers said their views differently (T5) said that he kept them separately from other students and gave him personal counsel. T2 said he talked with their parents and find out cause of problems then if the behaviour is not changed he carried out case study. Similarly for this (T3) added that she found the main cause of problem and suggest accordingly and she warned them not to do frequently. If she didn't find any improvement she took them under school code of conduct. Likewise (T4) said that he suggested them and provide positive feedback, for his good points.

One of the teachers (T8) said that he provided extra works to them, asked relevant questions of lessons and talk to their parents about their misbehaviours. Likewise another teacher T7 added his views that he warned them as well as reward with positive points and give feedback for negative one if the behaviour will be not changed he will use strict physical punishment. In this way, T9 said that he threatened the students, and if the problem is much he sent them out of class. Another teacher i.e. T6 said he called him alone and counsel him positively and make him to realised his mistakes himself.

From these expressions of teachers it also becomes clear to me that no doubt proper guidance and feedback were fruitful for disruptive behaviour management. In addition to that counselling, showing positive relationship as friends, understanding students psychology and motivation for providing

proper guidance, according to nature of students to motivate learning were the best solutions for disruptive behaviour management. More teachers used such type techniques in their class. But some teachers (i.e. T8 and T9) were very much strict in discipline, they used strict punishment, threaten them rudely. Expelled from class or send them out of class. These were the techniques which were not so much practical in teaching profession. Because such kinds of treatment tortured the students psychology and motivation. Use of excessive punishment students felt over dominated and their creation would be suppressed. Sometimes students may leave the school. Use of nonverbal communication such as eye contact, gesture and expression were some how practical than strict punishment. In this way, positive treatment is better in comparison to punishment. It is fruitful for teachers, students and curriculum designer. The intended goals and plans will be successfully fulfilled.

4.1.7 Skills Used for Uncooperative Students

Teachers asked to tick on best techniques to manage uncooperative students in ELT classroom. The question was that "How do you treat to uncooperative students in ELT classroom." The teachers presented different handling techniques to manage disruptive students. The following table shows the teachers' techniques use to deal with uncooperative students in ELT classroom.

Table No. 5

Skills Used for Uncooperative Students

SN	Question	Techniques	Teachers	Percentage
7	"How do you deal with uncooperative students?"	i. Ignore	2	6.66
		ii. Use of clearly agreed punishment	19	63.33
		iii. Use of strict punishment	3	10
		iv. Threatening to them	6	20

From the above table describes that picture of whole teachers that they used different techniques to deal with uncooperative students. It was generalised that

two teachers (i.e. 6.66%) *ignore* to the uncooperative students. But nineteen teachers (i.e. 63.33) prefer to use clearly agreed punishment to them. Similarly three teachers (i.e. 10%) were very much strict. They use strict punishment to deal with those behaviours. Regarding the use of 'threatening' six teachers (i.e. 20%) like to threat to those students who were uncooperative in classroom.

From the analysed data, it is cleared that the majority of teachers (i.e. 63.33%) like to use clearly agreed punishment to the students. Some ignored such activities of students. But few teachers only liked to use strict punishment to them.

4.1.8 Dealing with unnecessary points of the students

Teachers faced unnecessary questions from their students at the time of teaching. They used different techniques to handle such kinds of questions in ELT classroom. Regarding this issue the question, "How do you deal with students' unnecessary questions at the time of teaching" was asked. Teachers viewed differently. Out of thirty teachers only twenty seven teachers responded this question. Three teachers (T2, T5, T6) surrounding. They were used different techniques to manage students' unnecessary questions. Regarding this question T3 said that first he listened to them only, later he advised them not to do so. If they did not change, he warned them. For this issue, T5 said that he used strict punishment to them. He was a strict teacher. If behaviour was not changed then he used to physical punishment. But T6 was a sincere teacher. He didn't give punishment to them instead he wanted to know clear ideas about their confusion and tried to give them a clear solution by good communication.

Another teacher T1 said that he tried to change the topic and convinced his/her logical points and sometimes he presented himself as a strict teacher and listened his/her problems without any reaction. Likewise T8 said that he beat them and made him/her to listen calmly. Common views were expressed by (T7 and T9) they said that they sent those students out of class and asked what were their confusions. Finally they reported to the Principal or the Co-ordinator of the school.

From these responses, it was revealed that the teachers used different techniques for the treatment of students for their unnecessary points. Regarding this issue (T5, T3, T2) were sincere they did not use punishment. It means they treated positively to the students and tried to find out the cause of problems. T7, T9, T8 were strict to those students. They threatened them negatively instead of suggesting them politely. Such types of rude behaviours helped students to lose their self-confidence, power and creativity.

4.1.9 Characteristics of ELT Teachers to Address Disruptive Behaviours

Regarding the question "What are the characteristics of ELT teachers to address disruptive behaviours of students?" Teachers asked to tick on the following behaviours. The following table clearly showed the teachers views that they marked on following characteristics.

Table No. 6

Characteristics of ELT Teachers to Address Disruptive Behaviour

S.N.	Question	Characteristics of teachers	Frequency	Percentage
9	"What are basic characteristics of ELT teachers to address disruptive behaviours?"	i. Self confidence	18	60
		ii. Command in subject matter	20	66.66
		iii. Use of appropriate techniques	22	73.33
		iv. Responding them politely	14	46.66
		v. Dealing power	17	56.66

The table shows that the majority of teachers (i.e. 73.33%) or twenty two teachers view teachers should have the "*use of appropriate techniques*" according to nature of disruptive behaviours. Regarding *Self confidence* eighteen teachers (i.e. 60%) view that they should have self confidence to deal with them.

Likewise, twenty teachers (i.e. 66.66%) view they should have *command over their subject matter*. Responding use of *polite behaviours* fourteen teachers (i.e. 46.66%) believe that teachers should have positive responding power to handle such behaviours. Other seventeen teachers (i.e. 56.66%) believe that teachers should have *good dealing power*.

From the analysed above table it is clear that the majority of teachers (i.e. 66.66%) say that they should have skills to use appropriate techniques to handle such problems of students.

4.1.10 Use of Nonverbal Communication

Teachers were asked to tick on the following disruptive behaviours that they used to eliminate disruptive behaviours of students in ELT class. Regarding this issue the question asked to teachers was "which of following nonverbal communication do you use to eliminate students disruptive behaviours?" The responses of teachers are as follow:

Table No. 7

Use of nonverbal communication

S.N.	Question	Aspects	Yes		No	
			No.	%	No.	%
10	"Which of following non-verbal communication do you use to eliminate disruptive behaviours?"	(i) Eye-contact	28	93.33	2	6.66
		(ii) Facial expression	18	60	14	46.66
		(iii) Use of sign language	8	26.66	22	73.33
		(iv) Use of gesture	13	43.33	17	56.66
		(v) Use of praising words	8	26.66	22	73.33
		(vi) Physical closeness	8	26.66	22	73.33

This table shows use of non verbal communication used by ELT teachers for eliminating students misbehaviours. It is analysed that majority of teachers (i.e. 93.33%) or twenty eight teachers use eye contact. Whereas only two teachers (i.e. 6.66%) do not use it. Regarding the use of Facial expression, eighteen teachers (i.e. 60%) use facial expression to those disruptive students. But fourteen teachers donot use it. Regarding the use of sign language, eight teachers (i.e. 26.66%) only use that type of language, whereas twenty two (i.e. 73.33%) don't use such type of techniques. Likewise, praising words were use by eight teachers (i.e. 26.66%). In this regard (73.33%) or twenty two teachers donot use it. Physical closeness was used by 8 teachers (i.e. 26.66%).

The table shows the clear data that majority of teachers, or 28 teachers (i.e. 93.33%) commonly use eye contact to eliminate disruptive behaviours of students.

4.1.11 Disruptive Behaviours in ELT Classroom

Teachers were asked to list different disruptive behaviours that they faced in their classroom. It was found that the teachers had different kinds of disruptive behaviours and they described differently. T1 listed the disruptive behaviours of students such as poking to friends from behind, kicking on legs, side talking and throwing paper ball towards friends. T2 listed writing on desks, playing with unnecessary things with his hands and giggling friends. Likewise T4 found their students gossiping in the class out of subject matter, turning frequently back, not listening to teachers' instructions and suggestions and shouting in classroom. Another T3 said writing on a piece of paper and sharing to friends, pulling, pinching on hair, whispering etc. Likewise T7 listed, being over smart between other students, eating, chewing gum, looking outside while teasing, fighting and raising irrelevant questions. T8 listed the disruptive activities of students such as engaging in unrelated activities, teasing to teachers, unnecessarily blaming to one another, and doing other silly activities. Similarly, T9 listed the disruptive behaviours such as writing homework of

another subject, whispering each other, sleeping in the class, in the name of headache, not doing class work etc.

4.1.12 Effects of Disruptive Behaviours on Teaching

Regarding the question "What are the effects of disruptive behaviours on teaching?" Teachers came up with different understanding and conclusions. T1 said that it hampered the goal of teaching and teachers forgot some phrases and terms regarding lessons. Similarly T2 said that it made the class less effective and teaching could not move smoothly and hindered to achieve the objectives. T3 said that it disturbs teachers' plans and students to learn and students cannot get proper knowledge about particular subject. Similarly, T3 said that it hampers to get particular goal of teaching. Another teachers T7 said that objective of lesson plan may fail. Course of lesson will be incomplete and annual plan may be failure. T4 said that teaching cannot run smoothly.

4.1.13 Experiences of Teachers

I requested teachers to share their experiences to modifying the undisciplined behaviour of students. Regarding this question, the teachers shared their experiences to modifying students behaviour. T5 said that he had one boy his name was Prem Rana. He was intelligent and good in his study. He was talented in extracurricular activities. But he behaved rudely and used to mock his friends, didnot do homework and didnot concentrate in reading. Later he encouraged his positive points like handwriting and other points slowly and gradually changed his rude behaviour in surprising way. All the teachers expressed their views which they faced. However, their stories revealed that effective communication could help to prevent students from commitment of undesirable bahaviours. In this connection T2 said that she modified the behaviours of undisciplined students by noticing not responding their behaviours. He kept record for few weeks, then those behaviours changed at last. Similarly another teacher T4 said that she had a boy who disobeyed and shout in class. Then she tried to find out the cause of problems after that she

dealt with those problems politely and suggested him to remark his good points.

One of the teachers (i.e. T2) expressed his experiences. He said there was a student who always used to disturb the class then, one day he met him alone and praised his good works and reminded him not to do so. After a month he found his behaviour changed and gave him a prize also. In this way, he modified his silliness behaviours by positive encouragement. Likewise T6 shared his experiences. He said that he had one student in class eight. He was very much talkative and disturbing his friends. Later he kept him sitting separately from his friends. Then he realized his mistakes and improved his behaviour. The attempt made by him become successful.

A different experience was shared by T7 he said that he found that he had a grade student 10 named Pawn Magar who was very aggressive and furious by nature. Even he couldn't control his anger and showed violent activities at the time of teaching. All the friends of him were afraid of his silly behaviour. Later he found out the cause of problem and gave him a personal counselling positively. Then he realised his mistakes and improved it. Likewise T4 said that he had a student of Grade IX whom he counselled in the presence of the guardian and Principle. Then he realised his mistakes and changed his behaviour.

From the opinions and experiences of the teachers, I came to know that good communication and positive treatment is the best tool for modifying students behaviour. Some teachers tried to find out the cause of problem and counselled them in private to change their undesirable behaviours. The stories expressed by teachers clarify that the intimacy with students decreased disruption and increased the relationship with students.

4.2 Summary and the Findings

The research was carried out to explore disruptive behaviours of students and their management by ELT teachers. The researcher elicited the views of teachers on students disruptive behaviours that they had faced and managed

techniques adopted by them. The researcher had prepared a set of questionnaire as the tool for data collection. She selected thirty different secondary and lower secondary from Kirtipur municipality and purposive non random sampling was the procedure of data collection. The researcher listed major findings and implications on the related topic. Both descriptive and statistical method were used to analyse the data.

- (i) The majority of teachers (i.e. 76.66%) or twenty three teachers, out of thirty found their students side talking, Laughing, shouting, poking friends, arrived late in class.
- (ii) Regarding disruptive percentage of boys or girls most teachers (i.e. 83.33%) found, the boys were disruptive in comparison to girls.
- (iii) Similarly, seventeen teachers (i.e. 56.66) used reward to eliminate disruptive behaviours.
- (iv) Dealing with uncooperative students, teachers dealt with those students positively. It means they suggested them according to their psychology.
- (v) Regarding dealing with unnecessary points of the students. Teachers were treated politely. They tried to find the main cause of problems and made them clear to their confusion.
- (vi) From the analysed data, teachers discussed on the points of use of non verbal communication they used eye contact, use of gesture, facial expression, using praise words and encourage students learning etc.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher had presented the conclusions of the research and recommendations of the study on the basis of the policy related, practice related and further research related level. The following conclusions and recommendations of the study have been drawn on the basis of analyzed data.

5.1 Conclusion

After analyzing and interpreting the data, it was found out that students disruptive behaviours and management techniques adopted by ELT teachers.

- (i) It was clear that disruptive behaviour is one of problems in ELT classroom.
- (ii) The intended goals and plans set by curriculum design will be unsuccessful due to disruptive behaviours of students.
- (iii) From the analysed data it was clear that out of thirty teachers Seventeen teachers (i.e. 56.66%) used reward to treat with disruptive students.
- (iv) It was analyzed that majority of teachers (i.e. 73%) viewed that teachers should have good use of appropriate techniques, according to nature of students.
- (v) The techniques that teachers were used to manage disruptive students were personal counsel, parents meeting, case study, finding the cause of problems, use of punishment, remarking good points, speaking politely, encouraging and motivating them in a positive way, making class monitor, asking lesson related questions, sending them from out of class etc.
- (vi) The majority of the teachers that they faced the disruptive behaviours of students were side talking, laughing, teasing, throwing papers, shouting in class, throwing papers, poking friends, kicking friends, blaming friends, interrupting others speech or task, throwing papers etc.
- (vii) It was also revealed that majority of teachers (i.e. 76.66%) found their students side talk and laughing in their class.

- (viii) Regarding use of non verbal communication (i.e. 93.33%) teachers used to prefer eye contact to manage disruptive behaviours.

5.2 Recommendations

On the basis of the above conclusion following recommendations have been suggested for further researcher.

5.2.1 Policy level

The highest level implementation of the study. This study can bring change entire educational system. The following are the recommendations that have been made from this study.

- (a) As in the conclusion mentioned that disruptive behaviour of students is one of the problems in classroom management. So teachers were should be aware to implement such activities.
- (b) Similarly, teachers should have different ability to conduct classroom activities according to nature of students behaviours.
- (c) It was also suggested that teachers should be conscious to solve these problems.
- (d) It was found that disruptive behaviours management at secondary and lower secondary level is very challenging. Special training should be provided for the management of disruptive students.
- (e) Similarly, positive encouragement and motivation will better to treat disruptive students.

5.2.2 Practice level

This is the level at which discussed about policy to put the theory into practise. The policies are implemented in the classroom. The following is the practice related level recommendations that have been made at this level.

- (a) Teachers are required to manage disruptive behaviour of students wisely.
- (b) Classroom activities should be increased to make students involvement.
- (c) While interacting with disruptive students teachers should be friendly.

- (d) Participation of the students in group activities should be increased.
- (e) Teachers are required to find out the cause of students' problem and treat them positively.
- (f) Positive encouragement, feedback, personal meeting are needed to treat disruptive students.
- (g) Similarly, Teachers needs to have good dealing power to treat disruptive students.

5.2.3 Further Research Level

No, research is complete itself. There are many areas which are not addressed by this study, scholars who are interested to explore in this area have been following recommendations for carrying out further research.

- (a) The researcher will provide valuable secondary source for the teachers.
- (b) It will provide new research areas who wanted to carry out research in the field of ELT classroom management.
- (c) This study is concerned to explore disruptive behaviours and management techniques addressed by ELT teachers.
- (d) It will also help the teachers to explore the appropriate techniques to manage disruptive students.

References

- Arends, R. (2001). *Learning to teach*. Singapore: McGraw-Hill Book Companies.
- Basayal, C. (2010). *Strategies of classroom management used by secondary level English teachers*.
- Cohen, L. & Manion, L. (1996). *A guide to teaching practice*. London: Routledge.
- Cohen, L. et al. (2000). *Research Methods in education*. (5th edition). London: Routledge.
- Cohen, L. Manion, L. & Morrision, K. (2007). *Research methods in education*. London: Routledge.
- Dhakal, N. (2015). *Teachers perception on classroom management*. An unpublished M.Ed. Thesis, Kathmandu.
- Ghimire, A.B. (2010). *Roles of teachers in English language classroom*. An unpublished M.Ed. Thesis, Kathmandu.
- Giri, D. (2012). *Classroom management in teaching English*.
- Harmer, J. (1986). *The practice of English language teaching*. London: Longman.
- Harmmer, J. (2008). *The practise of English language teaching*. (4th edition). London: Longman.
- Khatri, A. (2012). *Classroom management techniques used by ELT teachers: A comparative study*. An unpublished M.Ed. Thesis, T.U. Kirtipur.
- Kounin, J.S. (1970), *Discipline and group management in the classroom*. New York: Holt, Rinchart and Winson.
- Mishra, R.C. (2007). *Classroom management*, New Delhi: APH Publishing Corporation.

Mishra, R.C. (2009). *Classroom behaviour*. New Delhi: APH publishing corporation.

Pun, D. (2015). *Teachers perception on classroom management*. An unpublished M.Ed. Thesis, Kathmandu.

Shrestha, R. (2010), *A study on disruptive behaviour of students in English classroom*. An unpublished M.ed. Thesis, Kathmandu : TU.

Thani, D. (2008), Classroom management: Behaviour approach, *Young Voices of ELT*, 6. 123-125.

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

Date:

This questionnaire is a part of my research study entitled "Exploring Disruptive Behaviour of Students and their management in ELT classroom". Under the supervision of Dr. Laxmi Bahadur Maharjan Professor, Tribhuvan University, Kirtipur. Your co-operation will have great value to accomplish my research. Please feel free to put your responses as required by questionnaire. I honestly assure you that the responses made by you will be remained confidential for the academic purpose.

Thank You.

Researcher
Rachana Rana
T.U., Kirtipur, Kathmandu

Personal Details:

Name:

Name of Institution:

Qualification:

Experience:

Please go through the questionnaire and feel free to answer the questions that seek your individual perception towards managing disruptive behaviour of students.

1. What is disruptive behaviour in your opinion? Please define in a sentence or two.

.....

.....

.....

.....

6. What will you do the students who refuse to accept your punishment?

(i)

(ii)

(iii)

(iv)

(v)

7. What do you do the students who do not co-operate in classroom activities?

(a) Ignore (b) Use clearly agreed punishment

(c) Giving strict punishment (d) By threatening

8. What do you do for the students who repeat disruptive behaviours in classroom?

(i)

(ii)

(iii)

(iv)

9. How do you deal to the students who unnecessarily argue in your points at the time of teaching? Please mention in points.

(i)

(ii)

(iii)

(iv)

(v)

10. Which of following way do you adopt to the students who disrupt you frequently at the time of teaching?

(a) Take them under school code and conduct

(b) Giving them personal counsel

(c) Finding out the cause of problem

You can add more than it.

.....

.....

.....

.....

11. What will you do when you find your students are chatting in cell phone at the time of teaching?

(i)

(ii)

(iii)

(iv)

(v)

12. How do you treat the students who encourage others colleagues to disturb the classroom?

(i)

(ii)

(iii)

(iv)

(v)

13. Which of following characteristics should have an ELT teachers to address disruptive behaviour management? You can choose more than one.

- (a) Self confidence
- (b) Command in subject matter
- (c) Use of appropriate techniques
- (d) Responding them politely
- (e) Dealing power

You can add more options

.....

.....

.....

.....

14. Which of following non-verbal communication do you use to eliminate students' disruptive behaviour management? Tick on the following points.

- (a) Eye-contact
- (b) facial expression
- (c) Use of sign language
- (d) Use of gesture
- (e) Use of praise appropriately
- (f) Physical closeness

15. What other sorts of disruptive behaviours do you find in your classroom? Please list them.

- (i)
- (ii)

(iii)

(iv)

(v)

(vi)

16. How does disruptive behaviour affect in ELT classroom teaching?

.....
.....
.....
.....

17. Do you have any memorable incidence of modifying the undisciplined behaviour of any students. You are requested to mention your experiences.

.....
.....
.....
.....

Thank You