

PROBLEMS IN MANAGING ELT CLASSROOM

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

Submitted by

Dinesh Budha

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

2012

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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.

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RECOMMENDATION FOR ACCEPTIANCE

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DEDICATION

Dedicated to

My parents and Teachers
Who always inspired me in my
Academic career.

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This thesis has been prepared for the partial of Master's degree in the English Education. This research work would not have been completed without the careful guidance and encouragement that I received from my Teachers. I owe my sincere debt to all of them.

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Dinesh Budha

ABSTRACT

This research study entitled “Problems in Managing ELT Classroom” attempted to find out the problems in managing ELT classrooms for effective English language teaching. This study accounts for the problems of classroom management in lower secondary and secondary level classes. For this purpose, I collected data in which total sample population of the study was sixty: fifty students and ten teachers. The students were selected by using random (simple random) sampling procedure and the teachers who were teaching at the same level were purposively selected. I developed a check list and questionnaire to collect the data and the data were analyzed descriptively. This study found that the condition of ELT classroom management was not satisfactory. The major problems were such as lack of furniture, teaching materials, proper maintenance of the classroom etc.

This study consists of four chapters. Chapter one deals with the introduction to the research which includes introduction, review of the related literature, and objective of the study and significance of the study. Chapter two discusses the methodology adopted for the study in terms of sources of data, sample population, sampling procedure, tool for data collection, process of data collection and limitations of the study. Analysis and interpretation of the data are given in chapter three. The analysis is presented using three criteria viz. identification of problems of ELT classroom management, interpretation of the classroom observation and analysis. This thesis concludes major findings and recommendations / pedagogical implications in chapter four and ends with references and appendices.

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ABBREVIATIONS

e.g.	-	for example
ELT	-	English Language Teaching
et al.	-	et alli/allia (and other people)
etc.	-	et cetera (other similar things)
i.e.	-	that is (that is to say)
M.Ed.	-	Master of Education
p	-	Page
Pp.	-	Pages
Prof.	-	Professor
S.N.	-	Serial Number
T.U.	-	Tribhuvan University
Viz.	-	Videlicet (namely)
Vol.	-	Volume

CHAPTER ONE

GENERAL BACKGROUND

This study is about " Problems in Managing ELT Classroom." This topic consists a short introduction about classroom management, literature review, objectives of the study and significance of the study.

1.1 Classroom Management

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

There are times when teachers must exert their authority clearly and unmistakably. Good classroom management depends more upon teachers and children working equitably together because they are confident together upon peremptory instruction and reigned obedience. So, management is one of the valuables for effective teaching. There are different expressions about classroom management. Alberto and Troutman (1986) view, "It can be defined as a teacher's ability to co-operatively manage time, space, resources and students' behaviours and to provide a climate that encourages students learning" (p. 404). It emphasizes the ability of the teacher to manage the classroom for effective teaching. Likewise, according to Smith and Leslett (1993, pp.85-90), 'good' teacher is able to raise pupils' self-esteem, develop a positive work ethos without resorting to punitive regime, praise rather than criticize and use pupils' enthusiasm and interest in a creative and positive way. According to them what makes a teacher good are ; kindness, being patient, tolerant, paying attention to students etc. Similarly, Khadka (2011) defines classroom management as "A broad term that includes establishing classroom, positioning of the students' desk, scanning of the classroom to ensure that students are working, using nonverbal signals, establishing meaningful

reward systems and communicating in a clear and effective manner” (p. 12). Classroom management has been identified as the physical and psychological management of the language classroom. So, physical setting management and psychological setting management can multiply the benefits in each class. Wragg (1981, p.7) defines classroom management as “what teachers do to ensure that children engage in the task in hand ,whatever they may be”. Here , he focuses on teachers’ activities in managing classroom. How the teachers manage their classes depend upon what activities they do apply in the classroom. Successful and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes not only to achieve the goal of learning, but also help to manage the class. According to Wragg’s; definition of classroom management, learning activities and good management of the class are co-related factors. Less emphasis on the one factor hinders the other . Thus classroom management is a management of physical as well as psychological management for creating learning environment. Harmer (1986) writes:

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

Dunbar (2004, pp. 7-12) gives four important tools the teacher needs to know about managing his/her class which are briefly discussed here (source -[www. I . to I.Com/online- tefl module-sht. ml](http://www.ItoI.Com/online-tefl-module-sht.ml)).

a. Giving instructions

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

b. Using the board

Good classroom management encompasses effective and appropriate use of the board. For example, asking students to write answer on the board is a great way to get students practicing their spelling but the teacher must remember that they will be embarrassed if they are wrong, so get the class to spell it together.

c. Encouraging interaction between students

Find out how to get the class talking. For example, splitting the class into teams when playing games will increase conversation practice.

d. Arranging seats

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

English classroom management refers to co-operation and control of classroom activities related with teaching and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. Most of the discussion of classroom management assume that its main purpose is to save time and energy. Some of the points a teacher should consider in planning classroom management, regulations on seat plan and attendance, the handling of instructional materials, equipments and the guidance of students activities during the teaching learning activities in the class.

A well-managed classroom gives the students more opportunities for mental growth and development, which produces favorable working conditions to learn and makes schoolwork enjoyable and interesting. Proper teaching management is the key point in maintaining a refreshful teaching-learning atmosphere. It involves trained students to respond positively to the teachers efforts along with teachers performance and behaviors with professional manner. A well-managed classroom is pleasure to behold and natural.

1.1.1 Tips for Effective Classroom Management

Good classroom management involves equal participation of students and teacher to solve classroom related problems. It is possible to plan well, but not to be able to react to the classroom dynamics or students' needs. Some of the most important features of classroom management are the things that students do not necessarily see and instructions they find difficult to describe. We must not only prepare for what we want to teach in a period, we also somehow have to prepare ourselves for the unexpected behaviors of the students as well. Classroom management strategies are the plans where the teacher applies within the classroom for effective teaching learning process.

Bond (2007) has mentioned four effective points of classroom management.

They are :

a) Planned not improvisational

It is better to have a few, rather than many rules. Remember you have to enforce them. You have a right to be in control of your classroom, but do not become obsessed with control. Rules should also be conspicuously displayed in the room.

b) Preventative rather than simply reactive

It may sound cliché, but the best way to prevent classroom misbehavior is to deliver an interesting, fast paced, organized learning experience, particularly ones which actively engage students in the lesson. A dull lesson is an invitation to misbehavior. Most students acting out is simply a reaction to boredom.

While the best, well-prepared teachers occasionally have behavioural infractions in their classroom, they are less frequent and less severe.

Additionally, it is less difficult to recapture students' attention and get them back on- task.

Expect to be tested by some students to determine the boundaries of acceptable behavior and your competency to respond. While such tests are usually minor infractions (whispering, note passing, etc.), they do constitute a challenge to

your classroom control. It is essential to react immediately, calmly and appropriately to these infractions, but it is vital not to overreact.

c) Controlled and organized rather than chaotic

Be sure your rules and expectations are clear. Many teachers have had success with using a class meeting at the beginning of the year to have students formulate rules for the class. Some teachers have not given much thought to what they do want, but only to what they do not want. Such negative focussing is inefficient. Do not assume that students will correctly guess what you expect from them. Also develop high expectations of your students, of their academic performance, as well as classroom conduct. Students will not always meet your expectations, but seldom will they exceed them.

d) An opportunity for all students and teachers to experience success

Use group contracting to reward good performance, both behavioral and academic. This can be done informally or in a more structured, formal contract. It allows the group to earn a group reward, which might be free time to play an educational game, no homework for a night, a field trip or special treat. This helps to give an equal opportunity for all.

1.1.1.1 Tips for Arranging the Classroom

Preserve your classroom momentum at all costs. "Momentum" means every student is on-task, the lesson is rolling along smoothly. Most discipline problems do not occur during periods of momentum, but rather during those periods of chaos-when something has broken the momentum of the lesson. These classroom interruptions may sometimes be beyond our direct control: announcements over the personal assistant, a knock at the door, a fire engine passing the building, or the custodian riding by the window on a power mower. However, sometimes teachers may unwittingly break their own momentum because they did not have the necessary audio-visual equipment ready, by hunting for misplaced items in the middle of the lesson, or by stopping to reprimand an offending student.

Some tips for arranging the classroom (as per Partin, 1996, p. 32) are as follow:

- 1) Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students.
- 2) Set a good example to your students by providing a neat and organized classroom.
- 3) Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors or anything to help make your classroom look aesthetically pleasing.
- 4) Structure your classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
- 5) The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
- 6) Students should be able to see the teacher/ presentation area without having to move or turn around.
- 7) Arrange the room as to allow easy movement.
- 8) Main idea: make your classroom fun, attractive, motivating and functional.

1.1.1.2 Tips for Building Positive Student/Teacher Relationship

Invest in relationship building from the beginning, accumulating a "psychological bank account" with your students. Remember the adage, "They do not care how much you know until they know how much you care." This does not mean trying to be their "buddy." It does mean treating each student with dignity and respect. Show interest in their lives as you chat before and after class. Sure, it takes time, but much of the success of outstanding teachers, such as Jaime Escalante, the celebrated real-life role model for the film, *Stand and Deliver*, can be understood in terms of the caring relationship they

developed with their students. It is case of "You can pay me now or pay me later." You will either spend time building a mutually respectful relationship or you'll spend it later in a classroom power struggle. If you have made regular deposits to the "psychological bank account" you can make withdrawals later when you ask students to comply with your demands. They'll also be more likely to forgive your mistakes than to capitalize on them.

Some helpful tips for building positive student/teacher relationships (according to Partin, 1996, p. 33) are as follow:

- 1) Follow the Golden Rule – Treat each student with respect and kindness.
- 2) Identify a few students each class period and find ways to individually praise them so that by the end of the week every student in your class has been praised.
- 3) Be available before and after school in case a student needs help or simply needs to talk to you.
- 4) Praise students for good work.
- 5) Praise students for effort.
- 6) Establish appropriate levels of dominance and co-operation.
- 7) Create one-to-one interactions with students.
- 8) Display students successful work in the classroom.
- 9) Disclose appropriate personal information that your students might find helpful (i.e. share a personal story that helps you describe a particular point of the lesson).

1.1.1.3 Time Saving Strategies

Always have a couple of "sponge activities" (e.g., small group brainstorm, word puzzle, review game) available which you can use when the unexpected happens (the projector bulb burns out, a visitor comes to the door, or a student becomes ill in class) or when some students complete seat-work or tests ahead of others. A list of students' name with several boxes for each class next to each name. When you have finished grading the assignments, check off the boxes next to the students who have handed in the assignment.

Time saving strategies (as per Partin, 1996, p. 34) are :

- 1) Establish time saving, efficient routines for collecting papers and distributing materials and supplies (i.e. bins for each subject or class, mailboxes for each student or class).
- 2) Establish daily routines.
- 3) Make a "To Do List" at the end of each day so that when you arrive the next morning you know exactly what needs to be done. Prioritize it and list the things that must be done first.
- 4) Create classroom Jobs. This will help save you time and teach them responsibility.
- 5) Create a system for monitoring unfinished assignments.
- 6) Teach your students how to be organized. Encourage them to have separate folder for each class and a home folder for assignments/ notes.
- 7) Create your own filing system. Assign each class a color and keep important lesson materials in each folder.

1.1.1.4 Instructional Tips

Use strategy of praising the students effectively. While verbal praise can be effective in encouraging positive behaviours, it is often used ineffectively. To be most constructive praise should be specific, rather than general. Rather than

"good job" offer specific information on what you liked about the students work: "Excellent paragraph transitions" or "Your use of color in this picture was very unique." Also, be aware that public praise does not work for everyone. It may backfire when used with some adolescents; they will be ribbed by their peers. However, private encouragement still might be influential with such students.

Some instructional tips of classroom management (as per Partin, 1996, p. 36) are as follows :

- 1) Give directions one step at a time and avoid long and detailed directions.
- 2) Use visual aids to help, present and review concepts and directions.
- 3) Provide a variety of learning experiences, including peer teaching, co-operative learning, small group instruction and lecture.
- 4) Provide homework assignment and activities that are meaningful, relevant and instructional.
- 5) Teach students good study habits and provide a variety of different study suggestion.
- 6) Have your class summarize the lesson or activity at the end of each class.
- 7) Provide students with feedback (about what they did right and wrong).
- 8) Help your students set realistic goals.

1.1.1.5 Tips for Creating a Positive Classroom Environment

Reinforce positive behaviours. Many students go through school generally being ignored, as long as they do not "step out of line." They may not be the greatest students, but they do not usually create trouble. They may receive little

of the teacher's time or attention. Find ways to show recognition and appreciation of their gains, even in tiny group. Reward appropriate behaviour, do not ignore it. "Catch the student being good." This involves a different kind of attitude, a new, more positive outlook on the world.

Some tips (as per Partin, 1996, p. 45) are :

- 1) Use humor
- 2) Greet students at the doorway and in the halls.
- 3) Show enthusiasm and be animated.
- 4) Provide opportunities for every student to success
- 5) Model good listening skills by paying attention when students speak.
- 6) Create anticipation for lessons or tasks.
- 7) If a particular student is struggling, provide the student with a classroom buddy who is mature and responsible.
- 8) Create classroom rituals and traditions which build a sense of community.
- 9) Encourage parental and community involvement.

1.1.1.6 Tips for Preventing Misbehavior

Never argue with a student in front of the class. Decline to argue the issue now, but offer to discuss it privately with the student later. Public arguments inevitably lead to someone losing face in front of the class, you or the student. Either way, you lose !

When you do discuss a student's misbehavior, make it clear that you find the behaviour; not the student, unacceptable. Remain firm, yet compassionate. If possible praise what they do well, but encourage improvement in their erroneous ways.

Some helpful tips for preventing misbehavior (as per Partin, 1996, p. 48) are :

- 1) Establish realistic and age appropriate rules and procedures.
- 2) Have discussion with your students opinions and thoughts into your classroom rules and procedures.
- 3) Walk throughout the classroom during lectures and seat work to provide assistance and monitor behaviour.
- 4) Keep class work and assignments separate from behaviour issues.
- 5) Carefully plan each class time and have plans in case you finish early.
- 6) Have extra activities available for students to do when they are bored or finished with all their work.
- 7) Establish routines for transitions and prepare students for transitions by warning them ahead of time.
- 8) Reinforce and praise appropriate behavior.
- 9) When deciding whether or not to intervene with a behaviour, determine if the problem is solely "teacher-owned". Does the behavior simply annoy you or is it harmful to other students?
- 10) Establish a program that teaches self-discipline and responsibility to students. When appropriate, give students extra duties that will help save your time and teach them responsibility.

1.1.1.7 Tips for Handling Students' Discipline Situations

Understand the school's student behaviour code. What disciplinary measures are to be taken for serious infractions (e.g., fighting, drugs, alcohol, truancy). What is the procedure for reporting such problems? How are parents involved in correcting misbehavior? For this, parents should be aware about the result of these activities of their children.

Useful tips for handling student discipline situations (as per Partin, 1996, p. 57) are as follow:

- 1) When correcting misbehavior, communicate in the most private, respectful and positive manner.
- 2) Make all discipline decisions after the "heat of the moment".
- 3) Use appropriate humor to de-escalate conflict situation.
- 4) When you feel as if you or your student is too emotional to handle a particular situation, suggest postponing the discussion until both are prepared to talk it out.
- 5) Instead of blaming, use eye messages to explain why the behavior was disruptive. Instead of saying "you are disruptive" try saying "I lose my concentration when you are talking in class". This helps to avoid an angry retaliation.
- 6) Use positive self-talk to reduce stress and help to remain control. Mentally say things such as "remain calm", "I am doing a good job at handling this situation".
- 7) Attempt to de-escalate situation by providing distraction. These distractions give people the opportunity to cool off.
- 8) Exaggerate issues to help students put the situation in perspective.
- 10) Use stress management techniques such as deep breathing or repeatedly tensing and relaxing your muscles.
- 11) Address only student behaviour rather than personal traits.

1.1.1.8 Problems of Classroom Management

A problem is a challenge or any situation that invites resolution; the resolution of which is recognized as a solution or contribution towards a known purpose. The problem is that while teacher enters the profession filled with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues.

Classroom management problems occur under two circumstances during question and answer sessions. Generally, students are not asked whether they like a lesson or not, so misbehaviour is their only recourse for providing immediate feedback to the teacher. Second, students may misbehave if they are unclear about expected behavior. Exchanges between teachers and students occur quick by during a question and answer session and teachers seldom make explicit the way they want the class to respond. Thus, students act out because they are unable to read the teacher's mind.

Managing the classroom is a challenging task. Each and every class should be managed physically as well as psychologically. When Soniam (2009,p.56) observed teachers class he found the following problems in classroom management ;

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

Soniam (2009,pp.61-63) has suggested some solutions to overcome the problems that are found in classroom management. They are as follows ;

- a) Make clear and short insturction.
- b) Use body language, gestures, eye contract and facial expression.
- c) Work in groups monitor and help weak students.
- d) Call the strongest pair of the black board to present their work to the class.
- e) Do the pre-task actively with the class.

- f) Check if students are ready for the task according to their previous knowledge.
- g) Use a lot of visual supports and flash cards.
- h) Find the topic challenging the age group of your students.
- i) Practice the new vocabulary use different aids to support all types of learners.
- j) Monitor, advise and motivate the students with brilliant marks and praise.

1.2 Review of the Related Literature

Effective classroom management is very much important for teaching learning process. Proper classroom management helps to achieve the specific objectives of English language classroom. Several researches have been carried out on classroom management. Some related research works are reviewed in the following lines :

Underwood (1987) focused on his book about the organizational aspects of teaching English. He has recommended many useful devices to the teacher. He focuses on good way of organizing work in the classroom and useful guidelines on making the most of ones time and resources.

Palumbo and Sanacore (2007) highlighted classroom management for effective English language teaching, which includes the helping students become academically engaged, organizing instrucion to accommodate students' strengths, needs and motivating students to be interactive during instructional activities.

Bond (2007) in his article named 'Questioning Strategies that Minimize Classroom Management Problems' emphasised on the questioning strategies of classroom management. He found that asking good questions is an important skill that teacher must need to develop for effective classroom management.

Thani (2008) carried out a research work on ‘Classroom Management’. In her research study, she highlighted the role of classroom management for effective English language teaching. She found that the classroom should be managed physically as well as psychologically. To manage the classroom properly educational experts, teachers and students themselves should be conscious.

Basayal(2010) carried out a research on ‘Strategies of Classroom Management Used by Secondary level English Teacher.’ He explored the common strategies used by the teacher of English in secondary level for classroom management. In his quantitative study, he used questionnaire and checklist observation as tools. He categorized his finding as physical, academic and disciplinary strategies. He found the teachers treatment on disruptive behaviour of the students to make them sit in the front bench of the class.

Ghimire(2010)conducted a research entitled ‘Role of Teacher in English Language Classroom’.The main objectives of this study were to find out the role of English teacher and learner in a classroom. He only focused on teacher’s role but not the managerial role and leadership role of teacher.Likewise,Rokya(2011) carried out a research entitled ‘Teaching Strategies Used in the ELT Classroom’.His study focused only on teaching strategies rather than classroom management.

All the aforementioned studies show that well managed classroom is needed for effective language learning. But,none of them is related to Problems in Managing English Language Teaching classroom.

1.3 Objectives of the Study

The objectives of the study were as follows :

- i) To find out the problems in managing English language classroom in lower secondary and secondary levels.
- ii) To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the Study

The study mainly concerns with the classroom management in government-aided schools. It shows the status of classroom management in the selected schools. It is useful for teachers, readers as well as those who are engaged in English language teaching. The teachers who are teaching English language will be highly benefitted. Similarly, it will be fruitful for curriculum designers, textbook writers, teachers, students and other people interested in this field. The study can be used as a reference material to develop one's personal classroom management.

CHAPTER-TWO

METHODOLOGY

Methodology is set of methods and techniques to discover a new facts and information about a particular subject matter. It can also be called an instrument to find out reliable and effective conclusion. This chapter addresses the research methods employed for data collection. I adopted the following procedures to conduct this study.

2.1 Sources of Data

I used of both the primary and secondary sources of data to collect required information for my study.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the students and teachers of lower secondary and secondary levels government-aided schools in Dodhara and Chandani VDCs of Kanchanpur district.

2.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted Harmer (1986), Underwood (1987), Eggen and Kauchak(1994), McNamara (1994), Smith and Laslett (1995), Partin (1996), Dunbar (2004), Phyak (2006), Bond (2007), Palumbo and Sanacore (2007), Sharma (2007) etc. I also consulted research reports, articles, Journals, Websites and other written documents available in printed form and electronic medias which were related to the study.

2.2 Sampling Procedure

I selected five secondary schools by using non-random (purposive) sampling design. I observed classes of each teacher by using observation check list. Regarding the population of the study, there were 10 teachers, where two teachers in each school viz. one teacher form lower-secondary level and another one form secondary level. Likewise, altogether 50 students were

selected, where five students were from each level of the schools following random sampling procedure (simple random sampling).

2.3 Tools For Data Collection

The main tools for data collection were questionnaire and checklist. A set of questions were designed for teachers and students. Similarly checklist was designed for classroom observation.

2.4 Process of Data Collection

I developed two types of research tools viz. questionnaire and checklist. Then, I selected five government-aided schools at Dodhara and Chandani VDC of Kanchanpur district. I requested the authority for permission to carry out research. After, getting permission from authority. I took permission from teachers to observe their classes. I observed the classes of those selected teachers of twenty classes. I collected the data by preparing observation checklist and questionnaires for teachers as well as students.

2.5 Limitations of the Study

The limitations of the study were as follows:

- i) The study was limited to Dodhara and Chandani VDCs of Kanchanpur district.
- ii) The study was limited to teachers and students of lower secondary and secondary level.
- iii) Only fifty students and ten teachers of two VDCs were selected for the study.
- iv) It was limited to the problems in managing English language teaching classrooms of lower secondary and secondary.
- v) Only check lists and questionnaires were used for collecting data.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data, which were collected through questionnaires and observation sheets. This research study is related to problems in managing ELT classrooms of lower secondary and secondary level schools. Physical resources include building, furniture, teaching materials, playground, water and toilet system, computer, language lab, whereas teaching management includes qualified teachers, teaching methods, use of the available teaching materials, classroom practices and lesson plans. If these factors do not correlate with each other in teaching profession, classroom management will suffer from many problems.

3.1 Identification of Problems of Classroom Management

This topic is mainly concerned with the lower secondary and secondary level English teachers and students views on problems of the classroom management. The interpretation is based on the responses of the informants and data which are collected from observation checklist. Here, I tried to draw out the facts from the viewpoint through the observation checklist and questionnaires addressed to the teachers and students school-wise.

3.1.1 Interpretation of the Data Obtained from the Classroom Observation

This section deals with the classroom observation of ten English teachers of lower secondary and secondary levels. I prepared an observation checklist and observed two classes of each teacher. Altogether, I observed twenty classes. I tried to observe how the teachers managed the classroom while teaching. I tried to analyze minutely the activities used in classroom and problems faced by the teachers focusing on areas of physical resources management and teaching management.

After collecting data from different schools, I analyzed them under different headings as follows:

3.1.2 Physical Resources Management

a) Arrangement of the Desks and Benches

Systematic seating helps the students to concentrate their mind on the subject matter and supports group discussion as well. Regarding the arrangement of the students' desks and benches, the fact is presented below:

Table No. 1

Arrangement of the Desks and Benches

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	13	65
Average	5	25
Below Average	2	10
Poor	-	-

According to table, here we can see that 65% classes were good whereas 25% were average and more than 10% were below average. None of the classes was found excellent and poor. Thus, the arrangement of desks and benches play a significant role in managing the ELT classes

b) Availability of the Teaching Materials

I found less teaching materials available here. Despite the availability of the teaching materials, the teachers were not found to have been able to use them efficiently. This might be due to the lethargy and unwillingness of the teachers in using them.

Table No. 2

Availability of the Teaching Materials

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	2	10
Average	16	80
Below Average	2	10
Poor	-	-

The above table shows that 10% classes were good, 80% were average and about 10% were below average in availability of teaching materials in the classroom. None of the classes was found excellent.

c) Files to Record Students' Activities

Collection of students' activities is one of the important components of classroom management. It is needed for good and effective classroom management.

Table No. 3

Files to Record Students' Activities

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	-	-

Average	2	10
Below Average	2	10
Poor	16	80

This table shows that more than 10% classes were average, 10% classes were below average and more than 80% classes were poor in the availability of files to record the students' activities. Thus, the condition of recording files of the students was very poor. Hence, this leads students towards deteriorating academic achievement and in the absence of students' personal files their classroom behaviours cannot be evaluated. As a result, English language teaching classes cannot be managed as expected in advance.

3.1.3 Students

a) Interest and Motivation

Students should be made actively involved in the class. For this, they should be participated in listening to the teacher and do activities so that the class could be automatically controlled. Regarding the interest of the students, information can be presented below:

Table No. 4

Interest and Motivation

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	10	50

Average	8	40
Below Average	2	10
Poor	-	-

According to this table 50% classes were found good to motivate the students. Nearly about 40% classes were found average and 10% classes were below average to show their interest and motivation in their study.

b) Participation in the Classroom Activities

Adequate participation of the students is required to manage classroom teaching properly. That is to say, the more students participate in learning process the more they learn. Eventually, this leads towards meaningful and successful learning processes so as to actualize real and effective classroom management. Regarding the participation of students, the information can be presented below:

Table No. 5

Participation in the Classroom Activities

Rating Scale	No of classes	Percentage
Excellent	-	-
Good	10	50
Average	10	50
Below Average	-	-
Poor	-	-

Out of the sampled population 50% classes were found good and 50% classes were average in student participation. The participation of the student in the classroom activities largely depends up on the encouraging behavior and motivation of the teachers towards learning process. Therefore the more the students participate in the classroom activities the better the result will be. However, the result was not so satisfactory.

c) Follow up of the Teachers' Instruction and Participation in Activities

The class in which the students follow the teachers' instruction and participate in classroom activities time and again is the identification of successive teaching management. In other words, if teachers' instruction and students participation are not followed up properly, we cannot come to conclusion whether the lessons taught are well understood by the students or not. And this later creates some sorts of problem in classroom management. The observation study is presented in the following table:

Table No. 6

Follow up of the Teachers' Instruction and Participation in Activities

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	8	40
Average	8	40
Below Average	4	20
Poor	-	-

This table clearly shows that 40% classes were good, 40% were average and again 20% were below average in following classroom activities. The result was not so satisfactory.

3.1.4 Teaching Management

a) Warming up

Before starting the actual class the teacher warms up the students so as to connect and engage them in teaching learning activities. Thus, it is said that motivation is the wick of each and every learning process

Table No. 7
Warming UP

Rating Scale	No. of classes	Percentage
Excellent	4	20
Good	8	40
Average	6	30
Below Average	-	-
Poor	2	10

I observed 20 classes to see how far the students were given warm up activities. About 20% were found excellent, 40% were good, 30% were average and 10% were poor in warming up activities. Therefore, it can be concluded that the result was not so satisfactory.

b) Presentation

It is most important aspect to manage classroom properly. Presentation should be coherent, organized and systematic. It equally helps teachers to make the classroom effective and meaningful in terms of delivering teaching inputs to

the students. It also helps students achieve the learning experiences taught in the classroom.

Table No. 8

Presentation

Rating Scale	No of classes	Percentage
Excellent	-	-
Good	10	50
Average	8	40
Below Average	2	10
Poor	-	-

In this observation, it was found that 50% classes were good, 40% classes were average and 10% classes were below average in presentation.

c) Use of Teaching Materials

Teaching materials are backbone of teaching learning process. In the absence of teaching materials, it is very hard to manage a classroom perfectly. These are necessary elements for successful teaching. In this research, teachers were found using usual materials rather than new one

Table No. 9
Use of Teaching Materials

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	4	20
Average	14	70
Below Average	2	10
Poor	-	-

The above table shows that the majority of the teachers i.e. 70% were average and 20% were good and 10% were below average in using teaching materials in their classes. This table shows that majority of the teacher did not use teaching materials in their classes.

d) Use of Appropriate Techniques

The teachers should have tactic to select and use the adequate technique according to the situation. Teaching techniques are not only paramount in managing the classes but also inevitable in making the classes successful and meaningful. However teaching techniques can vary as the teachers

Table No. 10
Use of Appropriate Techniques

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	8	40

Average	8	40
Below Average	4	20
Poor	-	-

In this research study, I found 40% good, 40% were average and 20% were below average to perform appropriate techniques. According to given table, the result was not much satisfactory.

e) Teachers' Command over the Subjects Matter

Command over the subject matter is a kind of effective weapon regarding the classroom management. The data drawn from the observation study is presented in the following table:

Table No. 10

Teachers' Command over the Subject Matter

Rating Scale	No of classes	Percentage
Excellent	4	20
Good	8	40
Average	6	30
Below Average	2	10
Poor	-	-

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

f) Discipline

Discipline is an ornament of the students. It is one of the strong moral weapons for human beings. So, it is necessary for students. The great Tibetan-American Buddhist monk Geshe Keisang Gyatso says in his work *How to solve our Human Problems* ". Discipline is a like a great earth that supports and nurtures the crops"(as cited in Eggen and Kauchak, 1994 p. 632). Most of the teachers face discipline problem in the classroom.

Table No. 12

Discipline in the Classroom

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	8	40
Average	6	30
Below Average	4	20
Poor	-	-

The above table shows the facts that 40% classes were good, 30% classes were average, 20% classes were below average and 10% classes were poor in establishing discipline in the classroom. Thus, it can be concluded that most of the classes were not good at discipline in the classroom.

g) Interaction in the classroom

Teachers should be responsible for managing the classroom in terms of interaction techniques in order to attain objectives. Interaction plays vital role in language teaching. The table below presents the information:

Table No. 13
Interaction in the Classroom

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	4	20
Average	7	35
Below Average	7	35
Poor	2	10

According to this table, 20% were good, 35% were average, 35% were below average and 10% were poor in the implementation of interactive technique in the classroom. The result was not satisfactory.

h) Provision of Immediate Feedback

Effective feedback is necessary in teaching and learning process. According to Eggen and Kauchak (1994, p. 599) "Feedback is information about current behavior that can be used to improve future performance and its role in improving learning is clear and well documented." So, the immediate feedback is essential in classroom. The positive feedback is always fruitful to students

Table No. 14

Provision of Immediate Feedback

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	4	20
Average	12	60
Below Average	4	20
Poor	-	-

I observed 20 classes to find out whether the teacher used the technique of immediate feedback or not. Out of them, 20% were found good, 60% were average and 20% were below average in providing immediate feedback to the students. Thus, the result was not so good.

i) Achievement of the Objectives

The clear specification of learning goals would give teachers a clearer focus for their instruction and also provide direction for students. The main aim of teaching is to attain the set of objectives. Unless and until learning goals are achieved, we cannot claim that our classes are well managed and our teaching learning process is effective.

Table No. 15
Achievement of the Objectives

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	8	40
Average	8	40
Below Average	4	20
Poor	-	-

The above table shows that 40% teachers were good, 40% teachers were average and 20% teachers were below average to achieve the objectives.

The result was not so satisfactory.

3.2 Analysis of Data Collected from Selected Schools

Five lower secondary and secondary public schools were included within this study, which are interpreted as follows:

3.2.1 Ambika Secondary School

A) Physical Resources Management

Physical resource facilities are the physical infrastructures including building, teaching materials, furniture, playground and other concrete materials which help in teaching and learning processes. Moreover, effective physical environment of school can be organized by taking into account the points such

as the use of space, the location and accessibility of resources, seating arrangement, management of noise issues and the temperature of the room .The problems of managing physical resources of Ambika Secondary School on the basis of following aspects are presented below:

i) Teachers' Views

According to lower secondary level English teacher T1 physical condition of this school is not very good. There are many problems. The classroom is congested. There are not sufficient benches in the classroom. He added neither classrooms nor the physical infrastructure is managed properly. Similarly, there are not sufficient teaching materials, like tape recorder, computer etc.

ii) Students' Views

- a) Blackboards are not properly managed.
- b) Teachers do not use teaching materials due to their lack.
- c) From the back and corner benches, we cannot see the blackboard properly.
- d) There are not sufficient benches and desks.
- e) Classrooms are not spacious enough.

3.2.2 Laxmi Higher Secondary School

The information collected form Laxmi Higher Secondary School is presented below:

A) Physical Resources Management

i) Teachers' Views

According to secondary level English teacher T2 physical condition of this school is not good. He said that there were not sufficient teaching materials as well as other furniture for the students in the class.

ii) Students' Views

- a) Our teachers do not use teaching materials due to lack of those
- b) Desks and benches are not comfortable for sitting.
- c) Our teachers do not encourage us to interact in the classroom due to large class.
- d) From the back and corner benches, we cannot see the blackboard properly.
- e) Classrooms are not clean and tidy because of carelessness of school administration.
- f) There is lack of cupboard and flannel board in the classroom.

3.2.3 Bhanu Higher Secondary School

The information which I gathered from the questionnaires addressed to the teachers and students are analyzed below:

A) Physical Resources Management

i) Teachers' Views

According to lower secondary level English teacher T3 views, there are not sufficient teaching materials and other things. Classroom are congested, there is not enough way for the movement between two columns of benches. Similarly, according to the secondary level English teacher T4, "especially guardians of our students have low economic income and are beyond own responsibilities towards their children. They do not come to school premises even in the publication of final result to take mark-sheet of their kids." Guardians are not fulfilling their duties and responsibilities towards their children.

ii) Students' Views

Students are facing different problems in their classes. Their views are listed as follows:

- a) Benches and desks are not comfortable enough to sit and write for us.
- b) From back and corner benches, we cannot see blackboard properly.
- c) We feel difficulty in learning because of noisy classrooms. Our friends have no discipline. They disturb the class due to unmanaged class.
- d) Seats are not properly managed.
- e) Large number of students hinder in checking homework regularly.

3.2.4 Sharada Higher Secondary School

The information collected from questionnaires addressed to the teachers and students of Sharada Higher Secondary School is analyzed below:

A) Physical Resources Management

i) Teachers' Views

According to the secondary English teacher T5 the school has not adequate teaching materials. There are not well ventilated rooms. Desks and benches are not convenient enough for the students. Even teachers are not aware of using available teaching materials. Toilets are not much more comfortable. Because of congested classroom, moving from corner to corner is difficult. Another teacher T6 said, "There is a lack of materials for sports and teaching as well."

ii) Students' Views

- a) Our teachers do not use teaching materials very often (mostly they use chalk and blackboard.)
- b) Our class does not have adequate ventilation.
- c) Due to the overcrowded class, we are disturbed.
- d) Desks and benches are not comfortable for sitting.

- e) Rain water enters the classroom due to lack of proper maintenance of windows and door.

3.2.5 Kalika Secondary School

The data which I collected from questionnaires addressed to the teachers and students of Kalika Secondary school is presented below:

A) Physical Resources Management

i) Teachers' Views

According to the secondary level English teacher T7, "There are not well facilitated rooms. Desks and benches are not convenient enough for the students." There are many problems. The school lacks English teaching materials due to which it is difficult to teach English.

ii) Students' Views

- a) Teachers do not use teaching materials.
- b) From back and corner benches, we cannot see the blackboard properly and sometimes it is difficult to understand because of poor visibility and reflection of light.
- c) Our teachers could not pay attention to the whole class due to a large number of students.
- d) The walls of classroom are not plastered (This creates a lack of interest in students towards learning).
- e) There is lack of ceiling fan and light in the classroom

As a conclusion, we can say that the condition of the ELT classroom was not satisfactory. These schools lacked required materials. The schools suffered from lots of problems. The English teachers have to face lots of problems due to lack of teaching materials as well as other physical weaknesses of the school. The classrooms of these schools are not spacious enough to manage the students properly. Due to lack of ventilation, congested rooms, untrained

teachers, inadequate benches; the overall teaching learning activities of these schools are adversely affected.

3.3 Suggestions Given by the Informants

The informants were asked to list out some of the problems regarding classroom management that they have been facing in course of the classroom teaching and give some suggestion as well. I have mentioned these problems in 3.2 school wise, which can be solved applying different ways. Some of the suggestions given by informants are listed below:

- a) The teachers should be sincere to the role of classroom management for effective language teaching.
- b) Teachers can prepare some teaching materials for effective language teaching.
- c) It is better to correlate physical resources management with teaching management for effective language teaching.
- d) Teachers should be active in using teaching materials for different purposes.
- e) Teachers should have commanding power and capacity to control the class.
- f) Teachers should encourage the involvement of the students.
- g) Teachers should conduct games in the classroom.
- h) Training about classroom management should be conducted.
- i) Teachers should be active, broad-minded and tricky to maintain discipline in the class.

We can conclude that proper classroom management is necessary for effective English language teaching.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

The major concern of this study was to find out the problems in managing ELT classroom. I closely observed and studied the problems faced by teachers in managing ELT classroom. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

4.1 Findings

On the basis of the rigorous analysis and interpretation of the data, the following findings are extracted:

- i. Teaching materials were not sufficient in the class and school as well.
- ii. Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in condition.
- iii. There were not appropriate arrangement of furniture particularly for group discussion and conducting other activities.
- iv. The condition of recording the files of the students' activities were not found satisfactory. Because 80% classes had not provision of keeping files to record the student' activities.
- v. Teachers were found using usual materials rather than new ones.
- vi. Students-students interaction was quite rare.
- vii. I found that teachers unsuccessful effort to manage classroom disruptions were also the causes of classroom disruptions.
- viii. I found that there was a gap between teacher's knowledge and their practice in the classroom. What they said was not practiced by them.
- ix. Classrooms were not spacious enough.
- x. There were not cupboard and flannel board in the classroom.

4.2 Recommendations or Pedagogical Implications

On the basis of the findings, the following recommendations have been made:

- i. School administration should manage the adequate teaching materials.
- ii. Boards should be prepared appropriately according to size of the class and condition.
- iii. School administration as well as teacher should manage proper seat plan and furniture according need.
- iv. The system of keeping record files of the student's progress and activities time and again is the identification of systematic classroom management. Thus, the schools and teachers should be habituated on this aspect.
- v. Teachers should prepare their lesson before they go to the class. Materials should be prepared and demonstrated in advance.
- vi. The language teachers should encourage the students-students interaction in the classroom by giving clues or creating favorable situation focusing on students' participation.
- vii. Communication should be used effectively to manage disruption in the classroom. Effective training should be given to the teachers to prepare them for effective communication.
- viii. I found that there was a gap between teacher's knowledge and their practice in the classroom. So, it is recommended that the teacher of English should use their knowledge in their practical life to manage classroom description.
- ix. School administration should manage the spacious classroom.
- x. School administration should manage cupboard and flannel board in the classroom.

- xi. The teachers should use teaching materials as per the nature of the lesson.
- xii. Further researches are to be carried out in this field meticulously. That will contribute to improve the present condition regarding problems in managing ELT classroom.
- xiii. It is suggested that the administrators and teachers should take equal responsibilities to manage classroom.

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www.schoolmentalhealth.org

Appendix-I

S.N.	Name of School
1	Ambika Secondary School
2	Laxmi Higher Secondary School
3	Bhanu Higher Secondary School
4	Sharada Higher Secondary School
5	Kalika Secondary School

Appendix – III

Check list for the Classroom Observation

Name of the Teacher :

Date :

Name of the School :

Gender : Male () Female ()

Teaching Class :

Type of School :

Public

Teaching Item :

Number of Students :

S.N.	Observed Items	Responses				
		Excellent	Good	Average	Below Average	Poor
	Physical Facilities					
1	Arrangement of student desk and benches					
	Way of movement between these arrangement					
	Teaching materials					
	Collecting and storing students work					
	Files to record students activities					
	Shape of the classroom					
	Blackboard or Whiteboard					
	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 teacher's questions					
	Participation in activities					
	Follow direction and other activities					
4.	Teaching management					
	a) Warming up					
	b) Presentation					
	c) Use of teaching materials					
	d) Use of appropriate					

	technique					
	e) Teacher's command over subject matter					
	f)Teacher's control over the classroom					
	g) Solving disciplinary problem					
	h) classroom Practice					
	i) Interaction in the classroom					
	j) Provision of immediate feedback					
	k) Achievement of objectives					

Appendix – IV

Questionnaire for Teachers

Dear Sir/ Madam,

This questionnaire is a part of my research study entitled "Problems of Classroom Management in Rural Schools" under the supervision of Ms. Saraswati Dawadi the Lecturer of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the present study.

Thank you

Researcher

Dinesh Budha

T.U.,Kirtipur, Kathmandu

School's Name :

Date :

Teacher's Name :

Number of Students :

Qualification :

Gender : Male () Female ()

Experiences :

Type of School :

Public

Training (if any) :

1. Do you feel easy to manage the classroom ?

a) Always b) Sometimes c) Never

2. Are there sufficient materials for teaching English in the classroom ?

a) Yes b) No

3. Is the furniture appropriate for comfortable sitting and study ?

9) (a) How would you define classroom management ?

.....
.....

(b) Do you think it is inevitable for effective teaching in the English language class ?

.....
.....

10) (a) What items are included within physical resources ?

.....
.....

(b) How can you co-relate physical resour in the classroom practice for effective classroom management ?

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

11) What is the role of teacher in classroom management ?

(i)

.....

(ii)

.....

(iii)

.....

12) What possible ways of arousing interest for the learners do you use in the classroom ?

(i)

.....

(ii)

.....

(iii)

.....

13) Which instructional techniques do you follow mostly ? Put down the numbers 1-5 according to the priority .

a) Lecture

b) Discussion

c) Demonstration and role play

d) Explanation and illustration

e) Group work

f) Others

14) Complete the following Table :

S.N.	Problems related to the physical facility	Problems related to the classroom practice
a		
b		
c		
d		

15) How can the physical infrastructures can be improved in your school ?

.....

.....

16) How can the classroom practices can be improved in your classroom?

(i)

.....

(ii)

.....

(ii)

.....

Thank you very much for your kind co-operation

Appendix – V

Questionnaire for Students

Name of School :

Class :

Name of Students :

No. of Student :

Type of School : Public

Gender : Male () Female ()

Please tick (\checkmark) the Correct answer of the following questions.

- 1) Are there sufficient benches desks in the classroom?
a) Yes b) No
- 2) How many students do you sit on a bench ?
a) 5 b) 4 c) 3 d) 2
- 3) Are there separate desks and benches, for group discussion ?
a) Yes b) No
- 4) Do you feel easy to share your problem with your teacher ?
a) Yes b) No
- 5) Are you interested in your teacher's teaching ?
a) always b) Sometimes c) Never
- 6) Does your teacher move every corner during there class ?
a) always b) Sometimes c) Never
- 7) Please write down the numbers (1-5) according to the priority for all the materials that your teacher use while teaching.
 - i) Chalk/ Duster / Textbook
 - ii) Picture / Sentence cards/ pocket chart
 - iii) Computer /OHP/ Language Lab
 - iv) Diary
 - v) Tape recorder

vi) Others.....

8) Does your teacher encourage you to interact in the classroom?

a) always b) Sometimes c) Never

9) Does your teacher conduct any games in classroom ?

a) Yes b) No

Thank you