

**CLASSROOM MANAGEMENT STRATEGIES AND
PRACTICES IN SECONDARY LEVEL ENGLISH CLASSES**

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

**Submitted by
Gyanu Bhujel**

**Faculty of Education
Kanakai Multiple Campus
Surunga, Jhapa
2019**

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Date of Submission :

DECLARATION

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

Date: March 25, 2019

Gyanu Bhujel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Gyanu Bhujel** has prepared this thesis entitled **Classroom Management Strategies and Practices in Secondary Level English Classes** under my guidance and supervision.

I recommend the thesis for acceptance.

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This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

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DEDICATION

Dedicated

to

*My beloved parents who gave me the gift of life, love and care to become a
complete human being*

ACKNOWLEDGEMENTS

This task of thesis writing has really taken me to a newer world. As a result, I have realized a new experience in regard to my study. I have realized that it is a part of the intensive study that gives a person an insight into self-study. In course of writing this thesis, I have fully been inspired by the invaluable suggestions, guidance, co-operation and encouragement. Therefore, at first, I would like to express my sincere gratitude and honor to my respected thesis supervisor **Tirtha Raj Kahrel**, the lecturer at Department of English, for his constant assistance, whole-hearted cooperation, extremely useful suggestions, comprehensive guidance and meticulous supervisions throughout this research work. Without his regular encouragement and constructive feedback, this work would never see the light of completion.

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Gyanu Bhujel

ABSTRACT

The present study entitled Classroom Management Strategies and Practices in Secondary Level English Classes aims to find out the different strategies of classroom management used by the teacher in English language teaching. The main purpose of this study is to know the strategies and existing situation of classroom management in English classes of secondary level. I have selected thirty teachers from thirty different secondary schools of Jhapa district by using judgmental sampling procedure. I used two research tools i.e. observation check-list and open-ended questions to obtain the data. I observed altogether thirty classes of English language teachers to elicit the data. Similarly, a set of questionnaire was administered to the respondents as well to find out their views on the issues of classroom management. The data obtained from the respondents was analyzed and interpreted descriptively using simple statistical tools. The findings of this research work showed that most of the teachers were aware of using strategies and variables of classroom management. They were excellent in managing the classroom.

This thesis consists of five chapters. Chapter one is an introductory part. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two consists of review of the related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter is methodology. It includes design of the study, population, sample and sampling strategy, research tools, data collection procedures and data analysis and interpretation procedures. Similarly, chapter four incorporates analysis of data and interpretation of results and summary of findings. The last chapter deals with conclusion and recommendations.

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LIST OF SYMBOLS AND ABBREVIATIONS

&	:	And
/	:	Slash
CUP	:	Cambridge University Press
Dr.	:	Doctor
e. g.	:	For example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc	:	Et cetera
i.e.	:	That is
Ibid.	:	In the Same Page Number
L1	:	Mother Tongue/ First Language
M.Ed.	:	Masters of Education
Mr.	:	Mister
No.	:	Number
P.	:	Page
Prof.	:	Professor
Regd. No	:	Registration Number
S.N.	:	Serial Number
T.U.	:	Tribhuvan University

CHAPTER-I

INTRODUCTION

This is the study entitled “Classroom Management Strategies and Practices in Secondary Level English Classes”. In this study, I have made an attempt to explore the classroom management strategies at secondary level. The study in this section 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 definitions of the key terms.

1.1 Background of the study

Classroom management for effective teaching in a language class is essential which the teacher has to consider and he 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.

Good classroom management depends more upon teachers and children working equitably together because they are confident together upon positive instruction and obedience. So, management is one of the valuable aspects for effective teaching. According to Weihrich and Kootz (1994, p.4), “Management is the process of designing or maintaining an environment in which individual working together in group effectively accomplishes selected aims”. So, we can say that management is the process of planning, organizing, leading and controlling the work of organizational goals. The above definition indicates that management is the process of getting work done effectively, efficiently and through other people to achieve expected goals which manage resources, employees and other obstacles to the organization.

There are different expressions about classroom management. It can be defined as a teacher’s ability to cooperatively manage time, space, resource and students’ behaviors and to provide an atmosphere that encourages students

learning. To quote Smith and Leslett (1993, pp. 85-90), a good teacher is able to raise pupil's 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. 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. Similarly, Krishnamucharyayulu (2008, p.3) defines classroom management as "an organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits".

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. Learning activities and good management of the class are co-related factors, in which less emphasis on the one factor hinders the others. Thus, classroom management is the management of physical as well as psychological management for creating learning environment.

1.2 Statement of the Problem

In our country, numbers of English language teachers do not seem to know about the typical system of classroom management. They teach without properly managing their classroom. Teaching learning activities are not going on so effectively. The way of managing classroom differs from teacher to teacher or differs in different area and field. While managing classroom, specific type of technique is necessary. Teaching is a complex process which can be conceptualized in a number of different ways. To make this complex process easy, different strategies have been used in the field of English language teaching nowadays, which help the teachers for their professional development. In trying to understand how teachers deal with the dimensions of managing classroom, it is necessary to examine the process which underlies teachers' classroom actions with the help of techniques of managing class.

Teachers have different beliefs about teaching by using different strategies in the classroom.

This study will raise the issues regarding the classroom management of English teachers while teaching English. Second language teachers hold different beliefs about how the target language should be taught and what is the role of classroom management for teaching English. Here, I will try to find out the existing situations of classroom management in community as well as institutionalized schools.

1.3 Objectives of the Study

The objectives of the research were as follows:

- a. To find out different strategies of classroom management used by secondary level English teachers for effective learning of English language.
- b. To find out teachers' views towards classroom management in English language teaching.
- c. To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The research questions of this study are as follows:

- a. What is the existing classroom management at secondary level?
- b. What is the role of teacher in the classroom?
- c. Why is managing a classroom important?

1.5 Significance of the Study

Classroom management is very essential and inevitable as well, to the prospective teachers who want to develop their professionalism in the field of teaching and learning. If the teacher has effective classroom management strategies, he will not face any sort of problems whether it is linguistically, socially and culturally heterogeneous class. Teaching is really a very

challenging job. Classroom management is the skill to make the teaching/ learning activities more fruitful. Teaching without proper knowledge of classroom management becomes a journey without any destination. In sum, this study will be beneficial for those who are directly or indirectly involved in English education like teacher trainers, subject experts, supervisors, observers, policy makers and curriculum designers. This study will equally be beneficial to all who are involved in the field of teaching especially ELT.

1.6 Delimitations of the Study

The present study has the following limitations.

- a. This research was limited to thirty secondary level English language teachers, fifteen teachers from community and fifteen from institutionalized schools.
- b. This study was limited to strategies of classroom management of secondary level schools.
- c. Observation checklist and questionnaire were used as tools to elicit the data.
- d. The study area was the community and institutionalized schools of Jhapa district.
- e. Three classes of each teacher were observed.

1.7. Operational Definitions of the Key Terms

The following key terms are defined in this study.

Classroom Management: Classroom management is a term used by teachers to describe the process of ensuring the classroom lessons run smoothly despite disruptive behavior by students. Here, in this research, it refers to the management of class while teaching by the teachers of Jhapa district.

Classroom Management Strategies: A strategy is a plan of action intended to achieve a particular purpose. Here, classroom management strategies refer to the plans which the teacher applies within the classroom for effective teaching learning process.

CHAPTER-II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter broadly deals with theoretical concepts related to the literature and language teaching. This also deals with implications of that literature and the conceptual framework developed from the discussed theory and focus of the study. This section includes review of the related theoretical literature, review of related empirical researches and implications of the review for the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

The central focus of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. After reading literature, a number of theories have been developed from different perspectives. Some theoretical literature related to this study are discussed below:

2.1.1 Management: A Basic Concept

The term 'management' refers to the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. In other words, it means managing an activity. According to Wehrich, and Kootz, (1994, p. 4), "Management is the process of designing or maintaining an environment in which individual working together in group effectively accomplishes selected aims". Similarly, Randolph (1985) says management as working with and through others to accomplish the organization's goals. So we can say that management is the process of planning, organizing, leading and controlling the work of organizational goals. From the above definition, we can say that management is the way of presenting the art of organization to accomplish the goals. It indicates that management is the process of getting work done effectively, efficiently and

through other people to achieve expected goals which manage resources, employees and other obstacles to the organization, to fulfill its goal and objective successfully.

According to Bull and Solit (1996, as cited in Basyal, 2010, p. 6) we need following four essential skills for good management.

- i. Technical skill: It is the knowledge of proficiency in activities involving methods, processes and procedures.
- ii. Human skill: It is the ability to work with people: it is cooperative effort; it is teamwork; it is the creation of an environment in which people feel secure and free to express their opinions,
- iii. Conceptual skill: It is the ability to see the "big pictures" to recognize significant elements in a situation, and to understand the relationship among the elements.
- iv. Design skill: It is the ability to solve the problems in ways that will benefit the enterprise.

By these points, we can say that a good manager performs such functions in any managerial sectors: Planning, Organizing, Staffing, Leading and Controlling.

2.1.2 Classroom Management

In the early 1970s, classroom management was seen different from classroom instruction. Teacher's management decisions were viewed as pre-cursors to instruction and were treated in the literature as if they were content free. The image of a teacher was first attending to classroom management, and then beginning instruction without further reference to management decisions. Research in 1980s, however, demonstrated that management and instruction are not separate, but are inextricably interwoven and complex. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The

term also implies the prevention of disruptive behavior; indeed experiencing problems in this area causes some to leave teaching altogether.

Successive 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 help to achieve the goals of learning, but also help to manage the class. Krishnamucharyulu (2008, p. 3) defines classroom management as “An organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits.” Regarding the differences between classroom management and classroom dynamics, Krishnamacharyulu (ibid.) says, “There is a thin layer of differences between the two. Classroom dynamics is a more comprehensive term whereas classroom management is restricted to class management, discipline, and control.”

Similarly, Mehra (2004, p. 43) notes, “A system of actions and activities managed in the classroom to include effective learning through effective teacher-taught relationship or interaction in a controlled atmosphere”. Smith and Laslett (1993, p. 91) note that “Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning.” In the same way, Harmer (2008) mentions:

If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we use talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role, if

any, there may be for the use of the students' mother tongue in lessons. Successful classroom management also involves being able to deal with difficult situations. (p.34)

Focusing on the importance of classroom management Pokhrel (2007) writes:

Tools for teaching is a classroom management method with the focus on positive aspect of it, which is the result of four factors, how teachers regard their students (spiritual dimension), how skillfully they teach content (instructional dimension), and how well they address student behaviour (managerial dimension) as a language teacher, one has to consider many factors while delivering the content in the classroom. There are various 'how' and 'what' issues for any teacher to make his/her teaching effective in the classroom (p.98).

By analyzing these definitions, we can say that classroom management is a planned organized activity and procedure which allows for effective teaching and learning taking place. Through the use of effective classroom management practices, the average classroom teacher is expected to manage student behavior that falls within the range from consistently attentive to mildly disruptive. Actually, classroom management is the key for learning. Managing a school classroom effectively is a highly individualized job. What works for one instructor does not necessarily work for others.

It is not possible to have a positive learning environment if student's behavior goes unchecked and if students do not develop the sense of responsibility that goes along with being a student. Good classroom management involves equal participation of student and teacher to solve classroom related problems. It is possible to plan well, but not be able to react to the classroom dynamics or

student needs. Some of the most important features of classroom management are things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for that we want to teach in a period, we also somehow have to prepare ourselves for the unexpected behavior of the students as well. Without a carefully constructed classroom management plan, teachers may develop defensive reactions to disruptive students and this will most certainly seriously compromise their effectiveness as teachers.

2.1.3 Strategies of Classroom Management

A strategy is a plan intended to achieve a particular purpose. Classroom management strategies are the plans which the teacher applies within the classroom for effective teaching learning process. The students may have many problems curiosities and obstacles in the learning process. If the teacher could not understand all these factors and treat them in time, they may create more challenging cases as well. According to Bull and Solit (1996, as cited in Basyal 2010), generally the points given below are the common challenges for teachers:

- a. Physical challenges: School building, classroom itself, availability of teaching materials and availability of playground, toilets.
- b. Academic challenges: Fear of speaking in front of the class, distance for learning in groups, failure to understand how to complete an assignment accurately and failing in course or exam.
- c. Non-academic challenges: Difficult in adjusting with group, economic problems and conflict at home.
- d. Disciplinary Problem: Reaching the school late, talking in the class, destroying the school property, neglecting school property, telling lies and copying at examination.

Managing and controlling the behaviour of students in the classroom is a key issue for a teacher. How successfully a teacher can do this has a strong influence on student achievement and attitudes. It is not true that group

management techniques come naturally to a person, either the teacher has it or he does not. A few teachers do have those skills; the rests can certainly learn them. The behavior of students in a classroom may vary from person to person. Though a difficult task, effective classroom management strategies can make the work relatively easier for the teachers.

To manage the classroom well, first of all, teacher has to understand that the students in the class come from different walks of life. They have different problems of their own; some can deal with them while some cannot. Stress and conflicts are prominent in the life of students as well. Though they come to school to learn, they have a list of activities in their mind which according to them, are much more exciting and entertaining than sitting for a forty five minute period in the class. It is important that the teacher makes this forty-five minute class exciting so that the students can learn, and at the same time have fun. Here are some points to make the classroom effective: Make the class interesting, talk to the students, deal with disruptive behaviour as quickly as possible and divide the class in different groups.

Similarly, Harmer (2008, p.34) has given the following points for effective classroom management:

1. The Teacher in the Classroom

Our physical presence can play a large part in our management of the classroom environment. 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.

All teachers, like all people, have their own physical characteristics and habits, and they will take these into the classroom with them. However, there are number of issues to consider which are not just matters of personality or style and which have direct bearing on the students' perception of us. They are: proximity, appropriacy, movement and awareness

2. Using the Voice

Perhaps our most important instrument as teachers is our voice. How do we speak and what our sounds are like have a crucial impact on classes. When considering the use of the voice in the management of teaching, there are three issues to think about. They are: Audibility, variety and conservation

3. Talking to Students

The way that teachers talk to students, the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical expertise. However, it requires teachers to emphasize with the people they are talking to by establishing a good rapport with them.

4. Giving Instructions

There are two general rules for giving instructions. They must be kept as simple as possible, and they must be logical.

5. Student Talk and Teacher Talk

Classes are sometimes criticized because there is too much TTT (Teacher talking time) and not enough SLT (Student talking time). Good teachers use their common sense and experience to get the balance right.

6. Using the L1

An English language classroom should have English in it, and far as possible there should be an English environment in the room, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' L1.

7. Creating Lesson Stages

We have to include different stages in our lessons. Teachers need to focus the students' attention, or point it in some new direction. This can sometimes be difficult, especially when teachers try to draw a speaking activity to a

conclusion or when students are working in groups. Some teachers clap their hands to get the students' attention. Some speak loudly, saying things like, *Thank you ... 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. Another method to draw their attention is to raise his or her hand. When individual students see this, they raise their hands briefly in reply to indicate that they are now going to be quiet and wait for the next stage.

8. Different Seating Arrangements

There are various seating arrangements. They are:

Separate tables: This is especially useful in mixed ability classes where different groups of students can benefit from concentrating on different tasks.

Solo work: It allows students to work at their own speed, allows them thinking time and allows them to individuals. When solo work takes place, students can relax their public faces and go back to considering their own individual needs and progress.

Circle and Horseshoe: In smaller classes, many teachers and students prefer circles or horseshoe. In a horseshoe, the teacher will probably be at the open end of the arrangement, may well be where the board, overhead projector or computer are situated. In a circle, the teacher's position - where the board is situated - is less dominating.

Orderly rows: There are various advantages of this arrangement. The teacher has a clear view of all the students and the students can all see the teacher - in which direction they are facing. It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to.

9. Different Students Grouping

Whatever the seating arrangements in a classroom are, students can be organized in different way: they can work as a whole class in groups, in pairs or individually.

Similarly, Krishnamacharyulu (2008, p. 7) gives the following factors influencing managing classroom activities.

(i) Stages of Learning

Stages of learning vary from preprimary to university. Students differ in their learning needs from stage to stage and therefore universal rules and procedure cannot be applied mechanically to all stages of learning. Therefore, it is imperative on the part of the teachers to understand the stage of learning, growth and development of the child, nature of children of different age groups and their impact on learning process and classroom management.

(ii) Objectives of Teaching Learning

Objectives of teaching learning serve as a sort of "reference points" to the whole system and it is, therefore, vitally important as a first step in the design of any educational system that the objectives of teaching and learning are spelt out in "unambiguous and measurable terms stage-wise and subject-wise to avoid confusion".

(iii) Models of Teaching

A model of teaching is a plan or pattern that can be used to design instructional material and guide instructions in the classroom and other settings. The most important function of why model of teaching is to improve the instructional effectiveness in an interactive situation of curricula in transaction.

(iv) Conditions of Learning

Learning is a direct personal experience: It is an active, continuous and life long process. There are many theories of learning. All theories attempt to describe and explain the conditions under which learning does and does not occur. Significant learning takes place only in non-threatening environments.

(v) Organizing of Teaching

Teaching is organized into three levels as a continuum from memory level to reflective level. The memory level teaching is the prerequisite for organizing reflective level. Reflective level is the understanding level teaching. It is continuum from thoughtless teaching to most thoughtful teaching.

(vi) Other Important Determinant

There are some other important determinants of classroom management. They are: Components of school subjects, strategies of teaching, forms of motivation and types of discipline of classroom management.

Lastly, all these strategies can be categorized into four broad headings. And all there are the criteria to know the differences of different classroom management. They are: physical strategies, social and cultural environment, psychological strategies and ethical consideration or value dimension

Being a teacher it is very important to have strong management skills. The teacher should try to stop classroom managerial issues before they start. This is the best way to maintain an efficient and effective classroom. The teacher should follow the principle that require the least amount of time and offer the least amount of disruption. When this principle is employed the teacher maximizes time and remains on task while managing the classroom. Obviously, when students are on task, it is less likely that they will disrupt the classroom. Any intervention the teacher makes should take the least amount of effort, time, and create the least amount of unpleasant feelings. Classroom management should not be stressful.

As with so many aspects of education, effective classroom management depends on the quality of support and guidance within the school as well as talent of the individual teacher.

2.1.4 Importance of English Language

Today, English language is so widely used that it has often been referred to as “world language” although it is not the language with the largest number of native speaker. It is a genuine lingua franca of modern era for international communication. English is, nowadays no longer the property of the people of English speaking countries like Britain, The United States, and Australia and so on but it has truly become more the property of those who use it as second and foreign language. It has further developed as an inclusive channel of communication and education throughout the universe. Hence, it has gained the status of the most dominant language in almost all fields like commerce, diplomacy, mass media, education, law, medicine, politics, science and technology and so on. Moreover, it is the most popular language growing all round the world. Regarding its growing popularity, crystal (1990, p.6), in the context of China, says, “In 1990, everyone was carrying a book of the thoughts of Chairman Mao, today everyone is carrying a book of elementary English.” Undoubtedly, it is a passport through which one can visit the whole world and who knows English can enjoy the advantages of a world citizen. Not only this, it is also the master key to the storehouse of knowledge which plays the role of library language. It is because more than half of the world’s books, newspapers and magazines are published in English.

In the context of Nepal, the use and importance of English is increasing day by day. Today English in Nepal is extensively used in different sectors such as, banking, business and industry, advertisement, diplomacy, tourism, mass media, education and science and technology. It has become an excellent vehicle for the transmission of modern civilization into the nation.

2.1.5 English Language Teaching in Nepal

Teaching is purely an academic profession. It is very challenging profession as well. In the past, it was believed that teaching means just filling the child's empty mind. Brown (1994, p.7) defines language teaching as “showing or

helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand". Similarly, Stern (1983, p.21) mentions language teaching "as the activities which are intended to bring about language learning". By his definition, teaching and learning are the two sides of the same coin. Stern (ibid.) also extends the concept of teaching as:

The supporting activities such as the preparation of teaching materials, as well as making the necessary administrative provision inside or outside the educational system, they all fall under the concept of teaching. A good language teaching theory would meet the condition and needs of learners in the best possible way (p.21).

Regarding the principles of language teaching, Brown (ibid) mentions the following factors: Who to teach? What to teach? How to teach? Why to teach? When to teach? And, Where to teach?

A good language teaching theory should address the above mentioned factors. In the same way, Harmer (2008, p.1) gives the following tentative reasons for learning the English language: target language community, ESP, school curriculum, culture, advertisement and miscellaneous

Regarding the stages of classroom learning, Mehra (2004) mentions the following five stages:

Stage 1: Beginnings

Stage 2: Establishing Expectations

Stage 3: Identifying and Resolving Conflict

Stage 4: Supporting and Expanding the Learning Community, and

Stage 5: Disbanding the Learning Community

By these stages, he focuses on the useful for planning, implementing, and reflecting on the organization and management of a classroom learning community.

Similarly, Harmer (2008, p.13) says "The status of English as one language is challenged by many different Englishes being used around the world and the ownership of English has shifted dramatically". English language teaching has now become a world-wide profession. Many journals and books are published day by day related to ELT. Different seminars, workshops and meetings are held in different parts of the world to enhance ELT professionalism.

As we have seen English as a lingua franca in the world, we need to see its situation in the developing countries like Nepal. ELT situation in Nepal is not so good due to many internal and external reasons. Educational trend has been divided into two opposite polar in Nepal. They are as follows:

- a. Community Schools
- b. Institutionalized Schools

The situation of government aided schools is very poor even in Kathmandu, the capital city of Nepal. Even very poor parents want to admit their children in institutionalized schools. There is a deep-rooted concept that institutionalized schools provide sound academic quality in the English language. This is somehow true also because government schools teach all subjects in Nepali except English but institutionalized schools teach all subjects in English except Nepali.

Regarding the position of English in Nepalese educational system, Awasthi (2003, p.22) says "English has occupied a prominent position in the total education system of Nepal". The introduction of ELT in Nepalese education started only, in 1971 with the implementation of Nepalese education system plan (NESP) and still continues. Nowadays Nepalese people have positive attitude towards the English language. The government has given a high priority to develop the quality of ELT in Nepal. The reason behind this is that on the one hand, it is helping them to grow and grab different opportunities available within and beyond the borders; it stands synonymously with quality of education, and the knowledge about the wider world.

ELT in Nepal has a clear scope for endless days in the future. There is no alternative to English, a language of global importance, of library, diplomacy, business, education and employment and the promotion of human rights and establishment of democracy. Nepal English Language Teachers' Association (NELTA) has been playing a vital role to develop teacher training and professional development in Nepal.

2.2 Review of Empirical Literature

Among different aspects of teaching learning process, classroom management is one. The meaning of classroom management is the skill of organizing, managing a class for effective teaching /learning process. As a teacher, we have to adapt to the level and age of the students we are teaching. Once a teacher loses control of his classroom, it becomes more difficult for him to regain that control. Classroom management is closely linked to issues of motivation, discipline and respect. It relies upon creating an environment where teacher and students have good faith and understanding. If the teacher has sound knowledge about the classroom management, it will certainly help for effective learning process. Here, I have reviewed some theses and articles related to my study.

Phyak (2006) conducted the study entitled “How does a Teacher Interact with Students in English Classroom.” The objective of his study was to find out the strategies used by teachers to interact with their students in the classroom. In this research article he discussed the strategies used by teachers to interact with their students in the classroom for effective classroom management with the help of observation checklist tool. He found out that one of the real problems in teaching of English is lack of the interaction strategies from both teachers and students side.

Sharma (2007) carried out the study entitled “ELT Classes and Instructional Management.” The objective of his study was to find out the techniques of interaction in the classroom. He focused in his article to describe the common classroom setting and to record the condition of classroom interaction. He used

observation checklist to elicit data from the informants. Non-random judgmental sampling procedure was used in his study. He found that English classrooms were not encouraging for beginners. Even a trained teacher was not found sincere to the importance of classroom setting and classroom interaction in learning.

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 8 secondary schools in which four schools were government aided and four were institutionalized ones. She selected 2 teachers and 10 students from each secondary school. She used 2 research tools viz. questionnaire and classroom observation checklist for the 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. Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in good condition.

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 common strategies used by the secondary level English teachers for classroom management. The total population of his study was all the secondary level English teachers of Syangja district. He selected 9 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.

Dhungana (2011) conducted the study entitled “Classroom Management in Teaching of Speaking Skill”. In his research, he aimed to identify the ways of managing classroom to tackle the problems in teaching speaking at lower

secondary level. He used observation checklist tool to elicit data from the respondents. Similarly, ten teachers were selected from ten different schools of Bardiya district. He used judgmental sampling procedure while collecting data. He concluded that in majority of classes, the teachers used the native language most of the time as the medium of instruction.

Silwal (2011) studied on “The Techniques Used by Trained and Untrained Teachers in Teaching Reading Comprehension”. The main objective of this study was to find the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven. The tool of this study was questionnaire. The sample size of this study was forty teachers from Kaski district. The finding showed that trained teachers were rather students-centered and skill oriented whereas untrained teachers were teacher-centered and knowledge oriented.

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 judgmental 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 was congested. Teaching materials were not sufficient in the classroom. Similarly, mostly teachers felt disciplinary problems in the classroom.

The aforementioned researches are related to the management of classroom. Some of them are related to interaction in classroom, some are related to management of instructional material in classroom, some are related to role of classroom management for effective English language teaching and some are to strategies of classroom management but this research is different than theirs. In

my research work I have tried to find out the existing situation of classroom management in community and institutionalized schools.

2.3 Implications of the Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the review is to ensure researcher read widely around the subject area in which s/he is interested. As a researcher, I have gone through different existing literature and reviewed them. After reviewing the empirical literature, there are some implications for this research. It has become the theoretical background to this study and it has facilitated me to select appropriate research methodology.

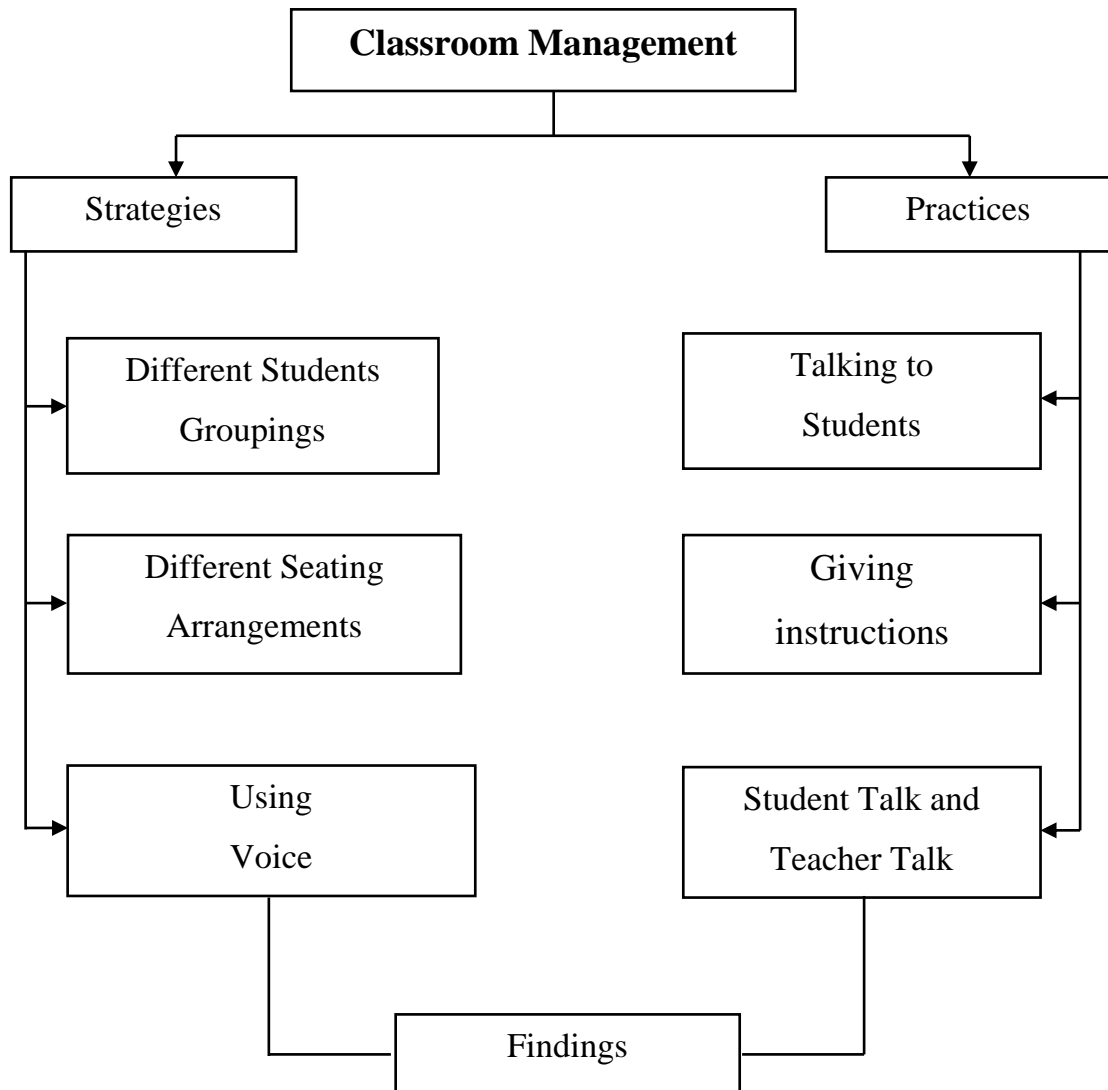
All the reviewed studies are related to the periphery of classroom management. I have taken lots of ideas and information about my study based on procedure, methodology, sources of data, tools and so on. After reviewing all those research works, I updated myself with research process and methodological tools that are very beneficial to my present research work. The review became essential to examine and evaluate what has been said before on the topic and what has not been said yet for finding new area for further research. The review of above literature has number of implications in my research.

From the review of Sharma (2007), I got the theoretical background of my study that helped me to understand the subject area better and helped to conceptualize research problems clearly and precisely. It helped me to select sampling procedure. Similarly, the review of Thani (2008) helped me to prepare observation checklist and design questionnaire. The review of Bashyal (2010) helped me to choose the research topic. Furthermore, Giri (2012) provided me knowledge about classroom management.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between

different variables. It is the plan or frame on which the readers conceptualize the whole ideas. Thus, the present study is based on the following conceptual framework.



CHAPTER-III

METHODS AND PROCEDURE OF THE STUDY

This chapter consists of the design, population, sample and sampling strategy, study area or field, research tools, data collection tools and techniques, and data analysis and interpretation procedure of the study.

3.1 Design of the Study

There are various research designs practised in different fields of studies. The researcher has to select a design to conduct a research. The selection of a particular design is the choice of the researcher him/herself but the selected design should be appropriate to meet the objective of the research. Kumar (2009) states, “A research design is a plan for structure and strategy of investigating so convinced as to obtain answer to the research question or problem”. According to my research objectives, I have chosen survey research design as the design of the study. It is one of the popular design in research in social science including in the field of education. To quote Hutson (1990, as cited in Ojha and Bhandari 2013, p.202), “survey research is the method of collecting information by asking a set of pre-formulated question in a pre-determined sequence in a structural questionnaire to a sample of individual so as to be representative of a defined population”.

Survey is usually done in natural setting. Data in survey design are collected through questionnaire, interviews, test scores, attendance rates, results of public examinations, attitude scales etc. According to Kerlinger (1986, as cited in Ojha and Bhandari, 2013, p.203), “survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables”.

According to Nunan (1992, p. 140), “the main purpose of survey is to obtain a snapshot of conations, attitudes and events at s single points of time aiming to

obtain an overview of phenomenon, events, issues or a situation”. Further, he goes on mentioning the following survey research procedures:

- Step 1: Define objectives
What do we want to find out?
- Step 2: Identify target population
Who do we want to know about?
- Step 3: Literature review
What have others said/ discovered about this issue?
- Step 4: Determine sample
How many subjects should we survey and how to identify these?
- Step 5: Identify survey instruments
How will the data be collected?
- Step 6: Design survey procedure
How will the data collection actually be carried out?
- Step 7: Identify analytical procedure
How will the data be assembled and analyzed?
- Step 8: Determine reporting procedure
How will result be written up and presented?

Survey research has wide and inclusive coverage. The notion of survey implies the idea that the research should have wide coverage. Through this research design, a great deal of information can be obtained by studying larger population. Since the present study attempts to find out the classroom management strategies in English language class at secondary level, it can be best achieved by survey research design. Therefore, I selected this research design in my research study.

3.2 Population, Sample and Sampling Strategy

The population of the study was secondary level English teachers of Jhapa district whereas the sample of the study consisted of thirty ELT teachers from thirty different schools. Three classes of each teacher were observed with the help of observation check-list. I concentrated on the techniques and strategies used by the teachers in managing the classrooms. Likewise, a set of open-ended question was administered to the teachers in order to find out the techniques and strategies used for classroom management. Non-random judgmental sampling procedure was employed to select the sample population.

3.3 Study Areas or Field

I have selected Jhapa district as the area of my research for the purpose of carrying out the research. To be specific, classroom management strategies in English class at secondary level schools in Jhapa district was studied.

3.4 Data Collection Tools and Techniques

The tool for data collection was classroom observation checklist as the main tool and questionnaire as the supportive tool.

3.5 Data Collection Procedures

After preparing the questionnaire and observation checklist, I visited the selected schools of Jhapa district. After that, I established rapport and request with selected teachers to carry out my research. Then, I explained the purpose and process of research to sampled population. I asked for their permission to observe their classes with the help of classroom observation checklist. After that I observed their techniques and strategies of classroom management and filled up the observation checklist. After observing the class, I distributed the questionnaire to concerned teachers. Finally, I collected the questionnaire from the teachers.

3.6 Data Analysis and Interpretation Procedures

The collected data for this study was analyzed with the help of statistical tools as tables and frequency count percentage. The data was analyzed and interpreted statistically and descriptively on the basis of check-list and questionnaire.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected through classroom observation check-list and questionnaire from the respondents are analyzed and interpreted to find out the classroom management strategies in English language class at secondary level.

4.1 Analysis of Data and Interpretation of the Results

This section is concerned with analysis and interpretation of the result. Analysis and interpretation of the collected data are presented in tables and they are followed by descriptions.

4.1.1 Data Collected Through Classroom Observation Checklist

This section is concerned with the observation of thirty classes of secondary level English teachers. I prepared observation checklist and observed thirty classes of six selected teachers (five classes of each teacher) to find out their awareness about different issues and strategies of classroom management. I used two rating scale in the classroom observation checklist to address teachers awareness about the issues of classroom management. They were 'Yes' and 'No'. If the teachers were aware about the given issues of classroom management then they were ticked under 'Yes' rating scale otherwise in 'No' rating scale. In analysis section, I have given detailed explanation of different issues. Moreover, I have set some criteria to analyze the collected data. These criteria are as follows:

- i. Most effectively used 100%
- ii. More effectively used 50% above
- iii. Less effectively used 50% below
- iv. Least effectively used 0%

In classroom observation checklist, I included different strategies/issues under different nine headings. They were as follows:

- (i) Teacher in the classroom
- (ii) Using the voice
- (iii) Talking to students
- (iv) Giving instructions
- (v) Students talk and teacher talk
- (vi) Using the L1
- (vii) Creating lesson stages
- (viii) Different seating arrangements
- (ix) Different student grouping

4.1.1.1 Analysis of Teacher

A teacher has many roles to play in the class. Among them, one is that of manager. He has to manage everything that makes teaching and learning successful. So while managing the classroom, the teacher should manage his physical presence properly in the class. The teachers' clothes and his physical presence play a vital role in the management of the classroom environment. Furthermore, the way he moves and stands in the class, how close to the students he appears, how he maintains personal contact with the students, what degree of formality he exhibits in the class, and so on are very important to manage successful classroom atmosphere.

Despite different natures existing in different teachers, it is not always possible to have uniformity in their physical presence in the class but there are some common issues to consider while managing the physical appearance. They are proximity, appropriacy, movement, awareness, etc. Now, these issues are discussed and analyzed on the basis of collected data from classroom observation check-list.

(i) Aware of Variable of Proximity

Generally, proximity refers to closeness or nearness. This is one of the variables of classroom management. The teachers have to maintain reasonable physical proximity to the students. But it is difficult to define reasonable physical proximity because some students want their teachers to be very close but some wish to have a longer distance. So, teachers should consider how close they want to be to the students they are working with. Some students dislike it if the distance between them and the teacher is too small. For others, on the other hand, distance is a sign of coldness. Teachers should be conscious of their proximity and, in assessing their students' reactions to what is happening in the classroom, they should take this into account. Therefore, teachers are obliged to maintain appropriate proximity differently with different students. Those teachers who are aware of this variable always find themselves successful in managing the classroom for effective language teaching.

From the table in Appendix I, out of 90 classes, in 54 (60%) classes, teachers were found more effectively managed their proximity in their classroom whereas in 36 (40%) classes, it was found less effective (see Appendix I).

(ii) Aware of Variable of Appropriacy

Appropriacy refers to the extent to which something is suitable or acceptable. So, deciding how close to the students teachers should be when they work with them in the classroom is a matter of appropriacy. How do the teachers sit or stand in the classroom is also a matter of consideration for effective management of classroom. Many teachers sit with the students when they work in pairs or groups. Some teachers are even happy to sit on the floor and in certain situations in course of teaching. Some students find this kind of informality worrying. Similarly, many students put off their concentration in the classroom.

Hence, all the positions teachers take sitting on the edge of tables, standing in front of the board standing on a raised dais, etc. make strong statements about the kind of person the teacher is. Therefore, it is important for the teachers to consider what kind of effect such physical behavior has on the students whom they are teaching and the relationship that they wish to create with them. Thus, if teachers want to manage classroom effectively such a relationship is crucial. In my study, I observed 90 classes of 30 teachers to find out their awareness on the variable of appropriacy. I found some teachers were excellent in maintaining their physical presence according to the psychology and nature of the students.

From the table in Appendix II, out of 90 classes, in 60 (66.67%) classes, teachers were found more effectively maintaining the appropriacy in the classroom. Whereas in 30 (33.33%) classes, the teachers were found less effective in maintaining apropriacy in the classroom (see Appendix II).

(iii) Movement of teachers

Movement of teachers is one of the most important aspect of classroom management. In the classroom, teachers use different kinds of movement to attract the attention of students. Some teachers like to spend most of their class time in one place, at the front of the class, to the side or in the middle of class. Others spend a great deal of time walking from side to side, or striding up and down the aisles between the chairs. In fact, such kind of movement is a matter of personal preferences of teachers. Motionless teachers always bore students whereas most successful teachers move around the classroom to some extent. Thus, how much teachers move around in the classroom will depend on their personal style and preferences. Similarly, where they feel most comfortable for the management of the class is the matter of their personal choice.

In my study, I found many teachers actively moved in the classroom. They were found sometimes in front of the class and sometimes in middle of the class. I found some teachers were totally motionless in my study. They taught sitting on the chair or standing in one place of time.

From the table in Appendix III, out of 90 classes, in 57 (63.33%) classes, teacher moved more effectively to manage the classroom. On the other hand, in 33 (36.67%) classes, I found some teachers were standing in front of the class and sitting on the chair to teach the students (see Appendix III).

(iv) Personality of Teachers

Personality refers to a trait of individual. A good personality of teachers is very important in the classroom to motivate the students. In other words, personality of teachers is one of the aspects of classroom management. Under, personality of teachers I wanted to find out their uniform, dress up, competency over subject matter, psychological knowledge of students, cultural and socio-cultural knowledge of society.

The table in Appendix IV shows that personality was very important technique to manage the classroom. Out of 90 classes, in 72 (80%) classes, I found teachers were more effective in maintaining personality in their classes whereas only in 18 (20%) classes teachers were found weak regarding this variable (see Appendix IV).

4.1.1.2 Analysis of Teachers' Voice

Voice is one of the most important instruments of teachers in teaching and learning. How do teachers speak and what their voice sounds are like have a crucial impact on classes. According to Harmer (2008, p.36), there are three issues to think about when we consider the voice of teachers in the classroom. They are audibility, variety and conservation. Teachers' voice should be audible but it should not be unnecessarily loud. They should be aware of whether the students at the back of the class can hear them just as well as those at the front or not. Speaking too softly or unpleasantly loudly is both irritating and unhelpful for students.

Teachers' voice must vary depending upon the type of the lesson and type of the activity. The variety in teachers' voice quality and volume makes students

pay their attention what is being said. Therefore, the teacher's voice quality and volume must vary from one situation to next.

Similarly, teachers have to take great care of their voice because they have to save it properly. Harmer (2008, p. 36) says just like opera singers, teachers have to take great care of their voices. Teachers should breathe properly in the class. It means they should remain relaxed and comfortable. Moreover, it is important that they vary their voices throughout a day, avoiding shouting whenever possible so that they can conserve their vocal energy. Thus, conserving the voice is one of the things that teachers should take into account when planning a day's or a week's work. I observed 30 classes of six teachers and found differences in teachers' voice. Generally, the classroom of government- aided schools are big and students are also more in number. So, in such classes teachers' voice may be different in comparison to small class. I found teachers of institutionalized schools were alert and aware of their voice in terms of audibility, variety and conservation of vocal energy.

The table in Appendix V shows that out of 90 classes, in 69 (76.67%) classes, teachers were found more effectively using voice in the classroom which is the best technique to manage the classroom. Whereas, only in 21 (23.33%) classes, the teachers were found less effective in maintaining this variable (see Appendix V).

4.1.1.3 Analysis of Teachers' Talk

How does a teacher talk to students or in what manner s/he interacts with them is one of the important skills of a teacher? Teacher talks to students in different ways. Most of the time teachers adapt their language to make it understandable to the young students. Apart from adapting their language, teachers also use physical movements, rough –tune, gesture, facial expressions and mime.

Rough tuning is the simplification of language which both parents and teachers make in order to increase the chances of their being understood to draw the attention as well. Many teachers also use gestures to demonstrate things like

the past tense. They use facial expressions to show emotions such as happiness and sadness, and mime to demonstrate actions such as opening a book or filling a glass and drinking. Gestures, expression and mime should become a natural adjunct to the language we use, especially with students at junior levels.

Thus, I observed 90 classes of the 30 teachers. I also observed to find how they talk to the students, whether they rough tune their language or not. Similarly how often they use gesture, expression and mime to demonstrate language.

The table in Appendix VI shows that teacher's talk was very important technique to manage the classroom. Out of 90 classes in 63 (70%) classes, I found teachers were more effective in adapting language and using facial expression in their classes whereas in 27 (30%) classes teachers were found weak regarding this variable (see Appendix VI).

4.1.1.4 Analysis of Teachers' Instruction and Evaluation

The instruction technique of a teacher in the classroom is important aspect of classroom management? The best activity in the world is a waste of time if the students do not understand what they are supposed to understand. Teachers should ask themselves different questions before giving instructions. For example, what is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first? When teachers give instruction to the students, it is also important for them to check whether they have understood or not.

Teachers should also evaluate the students after the completion of every lesson. In my study, I found some teachers were unconsciously neglecting this issue of classroom management. They just got into the topic and finished the lesson. They rarely evaluated the students after finishing the lesson.

The table in Appendix VII indicates that out of 90 classes in 45 (50%) classes, teachers were found effective in instructing and evaluating their students whereas same number of classes were found weak in instructing and evaluating

their students. These teachers did not evaluate their students after completion of the lesson (see Appendix VII).

4.1.1.5 Analysis of Students' and Teachers' Talk

Teacher talking time and student talking time should go in balanced way in the classroom. Sometime, overuse of teacher talking time is inappropriate because the more a teacher speaks, the less chance there is for the students to practice their own speaking. It is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for reading and writing. So a good teacher maximizes student talking time and minimizes teacher talking time. Good teacher talking time may have beneficial qualities if they know how to talk to students, if they know how to rough tune their language to the students' level. While observing the classes I found most of the teachers were aware of benefits of teacher talking time, student talking time and teacher talking quality. The table shows the data clearly.

The table in Appendix VIII shows that in most of the classes i.e. 69 (76.67%) teachers were found very well in maintaining balance between TTT and STT. In those classes, I found teacher maximizing STT and minimizing TTT. Moreover, teacher talking quality was also maintained using appropriate comprehensible input, clear voice and rough tuning. Whereas, in few classes i.e. 21 (23.33%), the teachers were found weak regarding awareness and benefits about TTT, STT and TTQ. In those classes I found overuse of TTT (see Appendix VIII).

4.1.1.6 Analysis of the L1 Use

Each student comes to the classroom with at least one language i. e. mother tongue, often called L1. Therefore, is it appropriate for the students to use the L1 in class when their main aim is to learn L2? An English language classroom should have English in it, and as for as possible, there should be an English environment in the classroom, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as

often as possible, and not to spend a long time talking in the students' L1. Moreover, in many classrooms around the world there are students with a variety of different L1s and as a result, the use of L1 becomes more problematic. In such situations, it is still useful to get students to think of similarities and differences between their L1 and L2 but they will have to explain these differences in English. Thus, in the second language classroom, excessive use of mother tongue should not be entertained. The assumption behind this is that the student can learn English quickly if they get enough exposure of the second language. But sometimes the use of L1 is also required to make some concepts and abstract ideas more clear. Thus, teachers and students should be very careful about the use of L1 i. e. where and when L1 should be used in classroom. In this section, I tried to find out how often the teachers and students use their mother tongue in English classroom whether they were aware of this issue or not.

The table in Appendix IX shows that in 60 (66.67%) classes teachers were aware of benefits of L1 use. Use of L1 in the classroom is not wrong but teachers and students should always borne in mind that too much use of L1 in the classroom sometimes creates problem in multilingual classroom. Only in few classes i. e. in 30 (33.33%) teachers were found unaware of this variable because I found students were using very often their mother tongue to address the questions of teachers, and teachers were not taking any actions (see Appendix IX).

4.1.1.7 Analysis of Seating Arrangement

Generally, in the classroom of Nepal students sit in orderly rows. In such seating arrangements students will have desks in front of them to write on. According to Harmer (2008), there are different seating arrangements in the classroom. In other words students sit in different ways in the classroom. They are solo work, circle, separate table and horseshoe.

There are many advantages of seating in orderly rows. Teachers have clear view of all the students and the students can all see the teachers in whose direction they are facing. These kind of seating arrangements make teachers' lecture easier. Moreover, it enables the teachers to maintain eye contact with the people he or she is talking to. In orderly rows, teachers can easily walk up and down making more personal contact with individual students and watching what they are doing. In my study, I found all the classes were organized in orderly rows.

4.1.1.8 Analysis of Students Grouping

In the classroom students can be grouped or organized in a different ways: they can work as a whole class, in groups, in pairs or individually.

Whole class teaching can be dynamic and motivating. By treating everyone as part of the same group, teacher can build a great sense of belonging of being part of a team. However, when a class is working as a whole group, it is necessarily the case that individual students get fewer individual opportunities either to speak or reflect. Whole class teaching is less effective if we want to encourage individual contributions and discussion, since speaking out in front of a whole class is often more demanding. In my study, I found there were practices of teaching whole class by the teachers.

4.1.2 Analysis and Interpretation of the Data Collected Through Questionnaire

This section is mainly concerned with the analysis and interpretation of teachers' views towards classroom management in English language teaching. Teachers' views were collected through questionnaires. I had set different types of open-ended questions to find out teachers' personal views towards the management of classroom for effective learning of English language. Not only this, these questions were also indented to find out secondary level English teachers' beliefs, maxims and experiences about the classroom management.

All together views of thirty teachers from thirty different schools were collected through questionnaires.

Classroom management can be defined as a teacher ability to co-operatively manage time, space, resources and students' behaviors and to provide a climate that encourages students learning. Many teachers gave their views on the classroom management as the management of physical facilities (table, chair, bench, desk, and blackboard), teaching materials, and student's attitudes towards learning. Some of the teachers opined that classroom management is a task for creating an appropriate environment for teaching and learning activities inside the classroom. Almost all the teachers said classroom management is very necessary for effective learning because it promotes learning more lively, systematic, meaningful and objective.

Regarding the problems that occur in managing classroom, most of the teachers opined the following problems: number of students and class size, interference of mother tongue, lack of teaching materials, addressing students need and interest, managing students learning activities, etc. Large number of students in the classroom is always difficult to manage. However teachers' competence over the subject matter and their diversity in the technique of teaching make it possible. Many teachers opined that they would not find their classes noisy because they always use student centered technique, cracks jokes and story related to topic to motivate the students. Discipline is necessary in every sector. In education nothing can be achieved without it. If students are not disciplined they can learn nothing. They always disturb the environment of the school and class.

In reference to how the teachers behave with the undisciplined students in the classroom, most of the teachers said that they would always maintain rules and regulation in the classroom, and whenever they would find any students breaking the rules and discipline of the classroom, they would punish or send them to the headmaster or the principal. They also responded that they would council them. Regarding students homework many teachers opined that

whenever they would find their students not doing homework, they would ask the reason and encourage them benefits of doing such work while others said they would punish them, sometimes they would contact the guardians as well.

Similarly, in reference to the question what specific techniques do you use for effective classroom management, opinions came in varied way. Some teachers said they use modern technology, and student-centered technique for effective classroom management. Similarly others opined that they would arrange the furniture decorate the classroom and involve in group discussion. Moreover, they would use strip story, role play, question answer and mini project for effective management of classroom.

4.2 Summary of Findings

On the basis of the detailed analysis of the data, the following findings have been extracted: It was found that classroom management is very necessary for effective learning as it promotes learning more lively, systematically and meaningfully.

- I found that most of the teachers' physical presence i. e. how s/he stands, walks, dresses up, instructs and talks to the students in the classroom were very effectively.
- Most of the teachers opined that number of students, class size, interference of mother tongue, lack of sufficient teaching materials were common problems regarding management of classroom.
- It was found that movement of teachers i. e. how s/he moves, stands and take posture in the classroom, is important technique of classroom management.
- Most of the teachers were aware of variables like proximity, appropriacy, movement and personality in their classroom.
- Teachers' personality was another technique that I found in my study used by teachers to manage classroom more effectively.

- In my study, most of the teachers were found aware of their voice quality regarding audibility, variety and conservation of vocal energy.
- It was found that variables like proximity and appropriacy were very effectively maintained by teachers in their classroom.
- It was found that most of the teachers were clever in rough-tuning and adapting their language to make it comprehensible to the students.
- It was found that teachers' quality of voice was another important technique of classroom management.
- It was found that most of the teachers use of gestures, facial expressions and mime techniques to make their ideas and abstract things more clear as well as to manage classroom.
- It was found that majority of teachers were excellent in maintaining balance between student talking time and teacher talking time. They were very clear that it was students who were learning the language not the teachers.
- It was found that few teachers were unaware of benefits of student talking time because they were talking continuously without involving the students in interaction.
- It was found that most of the teachers knew when and how to use L1 in the classroom.
- Regarding seating arrangement, I found students were sitting in orderly rows in all classes.
- Lastly, I found there was tendency to teach whole class.

CHAPTER-V

CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with conclusion and recommendations which have been obtained from the analysis and interpretation.

5.1 Conclusion

The main purpose of this research was to know the strategies and existing situation of classroom management in English classes of secondary level. Furthermore, I have tried to find out the teachers' views on different classroom management issues as well. For this purpose, I prepared observation check-list and a set of open-ended questionnaire to obtain the data. The sample of this study was six teachers who are working in secondary level schools of Jhapa district. I observed altogether thirty classes, five of each teacher. It was a survey research based on quantitative and qualitative analysis of the data.

The findings of this research showed that the teachers used different strategies in the classroom as per the circumstances for managing the class. It was found that they have mixed views regarding the issues in classroom management. The large number of students in the classroom, use of mother tongue, lack of teaching materials make difficulty in managing the class. However, some teachers do not have difficulty due to the strict rules of school administration, student-centered teaching methods.

5.2 Recommendations

On the basis of the findings of the study, the following recommendations have been made under three different levels i.e. policy related, practice related and further research related.

5.2.1 Policy Related

The recommendations on policy level are as follows:

- The syllabus designers or curriculum planners should introduce new teaching methodology according to the level of students. Teacher training program should be launched.
- The physical aspects of classroom should be student friendly. So, the policy makers should work on it.
- Policy makers should pay more attention on the variables like number of students, class size, and use of mother tongue and teaching materials.
- For the improvement of quality of education, government and other related bodies should make strong policies and have proper implementation.

5.2.2 Practice Related

Recommendations on practice level are as follows:

Teachers as well as administrations of the school should manage their classroom in such a way where students can talk, put their opinions and problems frankly to the teachers.

- Teachers' voice should be audible, clear and comprehensible to the students.
- Teachers should take great care of when and how to use L1 in the classroom.
- Teachers are recommended to use gestures, facial expressions and mime to demonstrate and show emotions and different actions in the classroom.
- The teacher should provide feedback to the students to encourage them more in learning and to remove hesitation.

5.2.3 Further Research Related

The recommendations on further research level are as follows:

- This research study can be an important secondary source for other research.
- This study was conducted only in Jhapa district. So, it can be conducted in other districts as well.
- If the researchers use the interview as the data collection tool in place of questionnaire and observation check-list, the findings may be different from the current research.
- This study is limited to the strategies of classroom management. Similarly, other issues of classroom management can be studied.

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APPENDIX - I

AWARE OF VARIABLE OF PROXIMITY

Rating	No. of Classes	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

APPENDIX - II

AWARE OF VARIABLE OF APPROPRIACY

Rating	No. of Classes	Percentage
Yes	20	66.67%
No	10	33.33%
Total	30	100%

APPENDIX - III

MOVEMENT OF TEACHERS

Rating	No. of Classes	Percentage
Yes	19	63.33%
No	11	36.67%
Total	30	100%

APPENDIX IV

PERSONALITY OF TEACHERS

Rating	No. of Classes	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

APPENDIX V
ANALYSIS OF TEACHERS' VOICE

Rating	No. of Classes	Percentage
Yes	23	76.67%
No	7	23.33%
Total	30	100%

APPENDIX VI
ANALYSIS OF TEACHERS' TALK

Rating	No. of Classes	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

APPENDIX VII
TEACHERS' INSTRUCTION AND EVALUATION

Rating	No. of Classes	Percentage
Yes	15	50%
No	15	50%
Total	30	100%

APPENDIX VIII
ANALYSIS OF STUDENTS' AND TEACHERS' TALK

Rating	No. of Classes	Percentage
Yes	23	76.67%
No	7	23.33%
Total	30	100%

APPENDIX IX

USE OF L1

Rating	No. of Students	Percentage
Yes	20	66.67%
No	10	33.33%
Total	30	100%

APPENDIX - X

CHECK-LIST FOR THE CLASSROOM OBSERVATION

Name of the teacher:

Class:

Name of the school:

Date:

S. N.	Observing Items	Responses	
		Yes	No
1.	The teacher in the classroom		
	- Aware of variable of proximity		
	- Aware of variable of appropriacy		
	- Movement		
	- Personality		
2	Using the voice		
	- Aware of variable of audibility		
	- Aware of variable of variety		
	- Aware of variable of conservation (vocal energy)		
3	Talking to students		
	- Aware of variable of rough-tune		
	- Use of gestures		
	- Use of facial expressions		
	- Use of mime		
4	Giving instructions		
	- Whether the teachers evaluate the students after finishing the lesson		
5	Students talk and teacher talk		
	- Aware of benefits of teacher talking time (TTT)		
	- Aware of benefits of students talking time (STT)		
	- Aware of benefit of teacher talking quality(TTQ)		

6	Using the L1		
	- Teacher awareness in the use of L1		
	- Use of English language by the teacher		
7	Different seating arrangements		
	- Orderly rows		
	- Circles		
	- Horseshoes		
	- Separate tables		
8	Different student groupings		
	- Whole class		
	- Group work		
	- Pair work		
	- Solowork		
	- Class to class		

Researcher
 Gyanu Bhujel
 Kanakai Multiple Campus
 Surunga

APPENDIX - XI
QUESTIONNAIRE FOR THE TEACHERS

Dear Sir/Madam,

This questionnaire is a part of my research study entitled "**A Study on Classroom Management Strategies in English Class at Secondary Level**", under the supervision of Tirtha Raj Kharel, Lecturer of the Department of English Education, Kanakai Multiple Campus, Surunga. My study tries to find out the strategies and techniques for effective classroom management in secondary level schools. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me.

Thank You

Researcher
Gyanu Bhujel
Kanakai Multiple Campus
Surunga.

Name of the school:

Name of the teacher:

Date:

Qualification:

1. What do you mean by classroom management?

.....
.....

2. Do you think it is necessary for effective English language class?
Why?

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

3. What problems occur in managing classroom?

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

4. What do you do if the class is very noisy?

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

5. What do you do if students keep using their own language?

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

6. How do you behave with the undisciplined students in your classroom?

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

7. How do you divide the class in groups?

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

8. What do you do if students don't do homework?

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

9. How do you reward for positive behaviour of the students?

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

10. Do you provide personal time to students? Why/Why not?

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

11. What types of specific techniques do you use for effective classroom management? Write in points.

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

Respondent

Researcher

Appendix – XII

NAMES OF THE SCHOOLS WITH ADDRESS

Community Schools

S.N.	Name of Schools	Address
1	Birendra Secondary School	Bhadrapur, Jhapa
2	Bhadrapur Secondary School	Bhadrapur, Jhapa
3	Chandra Bhanu Jyoti Secondary School	Bhadrapur, Jhapa
4	Mahendra Secondary School	Haldibari, Jhapa
5	Panchayat Secondary School	Haldibari, Jhapa
6	Haldibari Secondary School	Haldibari, Jhapa
7	Durga Secondary School	Birtamod, Jhapa
8	Jana Jagriti Secondary School	Haldibari, Jhapa
9	Mahendra Jyoti Secondary School	Birtamod, Jhapa
10	Mahendra Ratna Secondary School	Birtamod, Jhapa
11	Devi Secondary School	Birtamod, Jhapa
12	Saraswati Secondary School	Birtamod, Jhapa
13	Mohanmaya Secondary School	Birtamod, Jhapa
14	Pancharatna Secondary School	Birtamod, Jhapa
15	Bir Amar Singh Secondary School	Birtamod, Jhapa

Institutionalized Schools

S.N.	Name of Schools	Address
1	Modern English High School	Bhadrapur, Jhapa
2	Bright Star English Boarding School	Bhadrapur, Jhapa
3	Emerald Academy	Bhadrapur, Jhapa
4	Bibhuti Vidhya Mandir	Bhadrapur, Jhapa
5	Moran Memorial English Boarding School	Bhadrapur, Jhapa
6	Canary English Boarding School	Haldibari, Jhapa

7	Children Garden Secondary School	Haldibari, Jhapa
8	Birat Jyoti English Boarding School	Birtamod, Jhapa
9	Little Flowers English School	Birtamod, Jhapa
10	Anarmani Liberty School	Birtamod, Jhapa
11	Commoner's Home for Education	Birtamod, Jhapa
12	Newton's Academy	Birtamod, Jhapa
13	Kankai English Boarding School	Birtamod, Jhapa
14	Brighter English School	Birtamod, Jhapa
15	Tower Temple English School	Birtamod, Jhapa