

CHAPTER ONE

INTRODUCTION

This is the study entitled “**Strategies of Classroom Management Used by the Secondary Level English Teachers**” which consists of general background, English language teaching in Nepal, basic concept of management, classroom management, strategies of classroom management, and objectives of the study and significance of the study.

1.1 General Background

Everyone in this world is affiliated with some kinds of work to support his/her life. Among them, teaching profession is one in which people are categorized in different statuses according to their qualifications and experiences they have gained. Teaching in a heterogeneous group is really a difficult job. In our context, English is taken as a Foreign Language. It is being taught from the very beginning to the university level in Nepal. Highlighting the importance of Foreign Language Teaching, Els et al.(1984) say,

Foreign language teaching is a matter of considerable social importance.

There is a great demand for it, and in many countries FLT forms an important part of the educational facilities provided. Such provisions include not only forms of regular education, from primary schools to universities, but also company courses, evening classes and summer schools, to mention a few other types of (usually adult) education (p.1).

In this 21st century, the notion of teaching has greatly shifted from teacher-centered technique to student centered technique. Regarding student-centered technique, Phyak (2006) writes,

The maintenance of good teaching demands that teachers revisit and review regularly the ways they are applying principles of differentiations, coherence, progressivism and continuity, and balance, not only in the 'what' and the 'how' of their teaching but also in the 'why' in terms of their core moral purposes. Teachers' commitment to their work will increase student commitment. Teachers who are able to understand and manage their emotions are better able to understand and manage those of their pupils (p. 29).

Furthermore, the goal of language teaching has also been changed in the present time. Until some years ago, teaching meant just to make the students able to memorise the sentence structures and vocabularies but nowadays, teaching English means to make the students able to communicate in a real life situation. For this, the linguists have propounded many approaches such as Communicative Language Teaching, Total Physical Response, The Silent Way, and so on. These approaches more or less emphasize on student's communicative proficiency rather than linguistic only.

1.1.1 English Language Teaching in Nepal

Teaching is purely an academic profession. It is very challenging as well as social profession. In the past, it was believed that teaching means just fulfilling the child's empty mind. Brown (1994) 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" (p.7). Similarly, Stern (1983) mentions language teaching "as the activities which are intended to bring about language learning" (p.21). 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:

- i. Who to teach?
- ii. What to teach?
- iii. How to teach?
- iv. Why to teach?
- v. When to teach?
- vi. Where to teach?

A good language teaching theory should address those factors. In the same way, Harmer (1983, p.1) gives the following tentative reasons for learning the English language:

- i. Target language community
- ii. ESP
- iii. School curriculum
- iv. Culture
- v. Advertisement
- vi. Miscellaneous

By these points, he focuses on the importance and purposes of studying the English language in the present day situation.

Regarding the English language, Richards and Rodgers (2001) say,

.... 500 years ago it was Latin, for it was the dominant language of education, commerce and religion, and government in the Western world...English gained in importance as a result of political, changes in the Europe, and Latin gradually became displaced as a language of spoken and written communication(p.3).

By this quotation, they focus on the popularity and function of the English language all over the world comparing it with the Latin language.

Similarly, Harmer (2008) 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” (p.13).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. In this regard Richards and Rodgers (ibid.) mention that “language teaching in twentieth century was characterized by frequent change and innovations and by the development of sometimes competing language teaching ideologies”.

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:

- i. Government-aided schools
- ii. Private Schools

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

Regarding the position of English in Nepalese educational system, Awasthi (2003) says “English occupied a prominent position in the total education system of Nepal” (p.22). 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 Teacher’s Association (NELTA) has been playing a vital role to develop teacher training and professional development in Nepal for more than one decade.

1.1.2 Management: A Basic Concept

Weihrich and Kootz (1994) say “Management is the process of designing and maintaining an environment in which individuals working together in groups, effectively accomplish selected aims” (p.1).

This very basic definition has the following characteristics:

- i. As managers, people carry out the managerial functions of planning, organising , staffing, leading and controlling.
- ii. Management applies to any type of organization.
- iii. It applies to managers at all organizational levels.
- iv. The aim of all managers is the same, to create a surplus.
- v. Managing is concerned with productivity, this implies effectiveness and efficiency.

For good management we need four types of skills:

- 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:

- i. Planning
- ii. Organizing

iii. Staffing

iv. Leading

v. Controlling

1.1.3 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.

Wragg (1981) defines classroom management as "what teachers do to ensure that children engage in the task in hand, whatever that may be"(p.7).He focuses on teacher's activities in managing classroom. Similarly, Smith and Laslett(1993) note that "management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning". Likewise, McDonald and Healy (1999) mention that "classroom management is your ability to keep students constructively involved in learning". Another definition by Kindsvatter et al.(1996) is "Management behavior of the teachers are generally those things a teacher does in addition to instructional behavior and are intended to keep students on task"(p.91).In the same way, Alberto and Troutman(1986,p.404 as cited in Hatipoglu, 2000) note "it can be defined as a teacher's ability to co-operatively manage time, space,

resources and student's behavior and to provide a climate that encourages student learning"(as cited in Thani, 2008).

By these definitions, we can say that classroom management is a planned, organized activity and procedure which allows for effective teaching and learning to take 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 to take place. Managing a school classroom effectively is a highly individualized job. What works for one instructor does not necessarily work for others. However, the basic goals of classroom management for almost all instructors, articulated by Eggen and Kauchak (as cited in Campbell, 1999, p.34) are:

- i. To create the best learning environment possible.
- ii. To develop students' responsibility and self-regulation.

It is not possible to have a positive learning environment if student's behavior goes unchecked and if students have not developed 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 the things that students do not necessarily see and instructors 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 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.

1.1.4 Strategies of Classroom Management

A strategy is a plan of action designed to achieve a particular goal. Strategy deals with how part rather than the what. Classroom management strategies are the plans where the teacher applies within the classroom for effective teaching learning process. In our context, the secondary level students are of teen age. 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 dangerous cases as well. Generally, the listed points are common challenges for teachers:

A. Academic Challenges

- i. Fear of speaking in front of the class
- ii. Distance for learning in groups
- iii. Failure to understand how to complete an assignment accurately
- iv. Anxiety when taking test or papers
- v. Failing in course or exam

B. Non-academic Challenges

- i. Difficult in adjusting with group
- ii. Economic problems
- iii. Conflict at home

C. Physical Challenges

- i. School building

- ii. Classroom itself
- iii. Availability of teaching materials
- iv. Play ground

D. Disciplinary problem

A closely related issue with classroom management is the disciplinary problems. Chaube and Chaube (2003, p.133) give the following forms of discipline:

- i. Reaching the school late
- ii. Talking in the class
- iii. Destroying the school property
- iv. Neglecting homework
- v. Bullying the younger students
- vi. Telling lies
- vii. Disrespectful behavior toward the teacher
- viii. Truancy
- ix. Stealing things
- x. Copying at examinations

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 behaviour 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 deal with them while some can't. 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 than sitting for a forty five minute period in the class. It's 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:

- i. Make the class interesting
- ii. Talk to the students
- iii. Deal with disruptive behaviour as quickly as possible

Heyden (2009) gives the following strategies to keep students in a calm environment:

- i. The teacher should keep the lesson moving. If he has a forty-five minute period, he should plan the activities for a whole period. He has to try to get them up out of their seats at least once during the class period. Those students with pent up energy will thank the teacher for it.
- ii. The teacher should not lecture the whole period. Students who are actively engaged in a learning activity are generally not disrupting the class.
- iii. The teacher should talk to his students. If the teacher sees them in the hall, in the market or in the street, he should ask them how they are. If the

students do something nice, the teacher should praise or acknowledge them properly.

- iv. When students are being disruptive by talking, polling, pulling or crumpling paper, the teacher should stand by them. This works best for boys. He has to teach from the back of the room also so that the talking students concentrate on the subject matter. This sends them a direct message to stop what they are doing. Most of the times they stop and get back to work.
- v. When the teacher stands by the students, he should talk to them and keep them busy with lessons and if they still are disruptive, he should take them in the hallway. He should ask them 'Are you ok'? Then the students may crumble and tell him that they had a fight with their parents, did not get up on time or are having other issues. If the case is serious, the teacher should send them on to the principal.

Dixie (2008, p.59) gives the following points for effective classroom management:

- i. **Body language:** A good teacher should have proper use of his body language for effective classroom management. The teacher should try to create an imposing and upright body posture to give impression of being controlled. Strong signals are given by our body postures as a means of giving control. There is relative power to sitting and standing. In schools, where pupils are usually required to remain seated, it is powerful to stand next to someone who is sitting. Turning the whole body to face the person being addressed makes conversation seem more personal. It also shows that the teacher is prepared to be fully attentive and ready to share rather than demonstrate.
- ii. **Eye contact:** Eye contact of teachers to the whole class is one of the strategies of classroom management. There is a need to use eye contact to fully involve all pupils in the lessons. Looking at a pupil in an interested

and relaxed manner makes the conversation personal and fully involves them in what is going on in the lesson. It is almost like psychological contact that becomes very hard for the pupil to break. The eyes display our confidence level as well.

- iii. The voice: Voice, along with a positive body stance and use of eye contact, is a very important tool of social control. Many people think that shouting at pupils is the only way to convey displeasure and to turn things round. Shouting should generally be avoided because it tends to mean that the person shouting is not in control of the situation. On the other hand, the voice that is too quiet will be seen as non assertive and could mean that no one takes any notice of the teacher. There should be a regular alter of voice to suit the occasion.
- iv. Gestures: Gestures accentuate what we are trying to say. Appropriate hand gestures can add emphasis to our teaching points and a long way to involving the audience in the preceding. For example, drawing the hands toward the teacher's body can convey both warmth and involvement of pupil in teaching learning process. Dixie (ibid) gives some psychological tips for effective classroom management such as:
 - i. Punctuality
 - ii. Knowing people by name
 - iii. The structure of lessons
 - iv. Using praise appropriately
 - v. Creating tensions in the lessons
 - vi. Scanning and circulating the classroom
 - vii. The tactical pause and 'take up time'

viii. Making the work relevant

ix. Optimum control

Lastly, all these strategies can be categorized into three broad headings:

i. Physical strategies

ii. Academic strategies

iii. Disciplinary strategies

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.

1.2 Review of the Related Literature

Among different aspects of teaching learning process, classroom management is one. The meaning of classroom management is the skill of organizing and 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 strategies of classroom management, it will certainly help for effective learning process. Though there are not exact theses and articles about strategies of classroom management, I have reviewed some books and articles which are partially related to this study.

Bull and Solity (1987) focused in their book on how to manage a class for those teachers who are just joining their teaching profession. They presented their ideas on behaviouristic approach of psychology. This book reflects how psychological principles, strategies and teaching can be applied to improve classroom practices. Similarly, Underwood (1987) stressed on the organizational aspects of teaching English. She focused on a lot of useful devices to the teacher. She also provided some useful guidelines and techniques such as physical aspects, time, space, seat arrangement for effective classroom management. In the same way, Hadfield (1992) stressed on the establishment of a good working relationship with incohesive and uncooperative classes in the present day EFL classes. He also suggested the importance of pair work and group work to develop a harmonious relation among the students. He suggested some practical ways in which a teacher can foster a cohesive and supportive classroom atmosphere for the kind and conducive teaching and learning environment. Likewise, Smith and Laslet (1993) considered classroom management from four aspects: management in the classroom, mediation with individuals, modification of behaviour and monitoring school discipline. They emphasized on practical skills for new teachers and also for those who train or guide them while they gain experience, and combined a practical advice on lesson organization and teaching methods with an exploration of teachers' feeling about themselves and the children they teach. Likewise, McManus (1995) expressed ideas in his book in the most comprehensive and practical way about the disciplinary problems found in school levels. In this book, he

examined the behaviour of nursery to teenagers and also demonstrated how it can be dealt with through teacher's skills, techniques and attitudes. Focusing on the importance of classroom management (Pokhrel, 2007) wrote,

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).

Sharma (2007, p.142) carried out an observational study to find out, and record the classroom setting, condition of classroom movement of teachers and of classroom interaction. Her conclusion was that English classroom is not found encouraging for beginners. Even a trained teacher is also found not sincere to the importance of classroom setting, classroom movement and classroom interaction in learning. Similarly, Ranabhat (2007) carried out a study to find out the teaching strategies applied in Montessori school. The purpose of her study was to figure out how the principles of Montessori education have been applied in the schools of Lalitpur district. Her finding was that teaching learning strategies of Montessori method can give better result in spite of traditional approach. Montessori schools are playing a vital roles for early childhood education and in the pre-primary section by following the Montessori method. In the same way, Dahal (2008), conducted a research on communicative strategies to find out the types and frequencies of communication strategies used by the secondary level English teachers and students. Her finding was that they used sixteen strategies while teaching and

learning English. The most frequent communication strategy was guessing for the students and asking questions for the teachers. Khadka(2008), conducted a study on “strategies used in teaching story” to find out the strategies used in teaching story at primary level. His finding was that new teachers were adopting communicative way of teaching; especially the teachers of private schools, others were using the GT method. He also found that teachers themselves were active in classroom rather than the students. Thani (2008) carried out a research on “Role of classroom management in English Language Teaching”. Her study was intended to identify and analyse the physical resources of the secondary English classrooms. Her finding was that the condition of present classroom management is satisfactory i.e. neither too good nor too bad. Her finding also showed that private schools are better in classroom management in both physical as well as teaching aspects rather than the public ones.

Although there are some researches on strategies, there is no exact study about strategies of classroom management. Thani (2008) conducted a study on Role of Classroom Management but her study was just to find out the physical resources of the secondary level English classroom but my study intends to identify the strategies of classroom management by secondary level English teachers. So my study is totally new in the field of English language teaching. This is solely concerned with the strategies of classroom management which is entirely different than that of Thani.

1.3 Objectives of the Study

The objectives of this study were as follows:

- i. To identify the common strategies used by the secondary level English teachers for classroom management.
- ii. To point out the teachers' opinions on classroom management.
- iii. To suggest some pedagogical implications.

1.4 Significance of the Study

Classroom management strategies are not only necessary but also inevitable to the prospective teachers who want to develop their professionalism in the field of teaching and learning sector. If the teacher has effective classroom management strategies, he will certainly face any sort of linguistically, socially and culturally heterogeneous classes. Teaching is really a very challenging job. Classroom management strategies are the skills to make the teaching/learning activities more fruitful. Teaching without proper knowledge of classroom management strategies become a journey without any destination. My study is useful solely to the novice teachers who have just begun their teaching career. This study will equally be beneficial to in-service teachers also as this is concerned with the classroom managerial factors. Similarly, this study will be helpful to the administrator to establish a good 'code of conduct' in school premises. Likewise, curriculum designers, textbook writers, institutions and parents can take help from this study.

CHAPTER TWO

METHODOLOGY

The following procedures were adopted to fulfill the objectives of the study:

2.1 Sources of Data

I used both primary and secondary sources for the data collection.

2.1.1 Primary Sources of Data

The primary sources of data for my study were the English language teachers of nine government-aided secondary schools from three VDCs of Syangja district.

2.1.2 Secondary Sources of Data

The Secondary sources of data for my study were the related books e.g. Underwood (1987), Smith and Laslett (1995), Harmer (2008), Dixie (2008), and journals, websites and theses.

2.2 Sampling Procedure

Using purposive sampling procedure (a non-random sampling method), I selected nine teachers from government-aided secondary schools of Syangja district. I observed thirty-six classes altogether (four classes per teacher). At that time; I concentrated on the strategies used by the teachers in managing the classrooms.

2.3 Population of the Study

The population of my study was secondary level English teachers from the selected schools of Syangja district.

2.4 Tools for Data Collection

The tools for collecting the data were classroom observation checklist as the main tool and the questionnaire forms as the supportive tool.

2.5 Process of Data Collection

At first, I visited the selected schools of Syangja district. I requested the authority for permission to carry out my research. After that, I explained the purpose and process of research to the English teachers of respected level. I also requested them to observe their classes with the help of classroom observation checklist. Then, I observed the strategies of classroom management adopted by them and filled up the observation checklist. I also noted those strategies in my diary which were different from the points mentioned in the checklist. After observing the class, I distributed the questionnaire forms to the concerned teachers. Finally, I collected the filled questionnaire from the teachers.

2.5 Limitations of the Study

The study had the following limitations:

- i. The study was limited to the selected nine government-aided secondary schools from Syangja district.
- ii. Only the strategies adopted by teachers for classroom management were studied.
- iii. The study was limited to English classes only.
- iv. The population of my study was the English language teachers of the schools in question.
- v. It was confined to the classroom observation form and questionnaire as the tools of data collection.
- vi. Only four classes of each teacher were observed and a set of questionnaire was distributed to each selected teacher.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter mainly deals with the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study. The sole objective of this study was to find out the common strategies of classroom management used by the secondary level English teachers. Equally, this study tried to find out (point out) the opinions of secondary level English teachers toward classroom management. That is why, the analysis and interpretation of the collected data was done under the two broad headings:

- Classroom Observation of Teachers
- Teacher's Opinions on Classroom Management

Firstly, the collected information was tabulated and analyzed and interpreted in detail by using simple statistical tools viz. percentage, tables, bar diagrams and pie-chart.

3.1 Data Collected through Class Observation

This section is concerned with the observation of thirty six classes of secondary level English teachers. I prepared an observation checklist and observed thirty six classes of nine selected teachers (4 classes of each teacher) at that time when they used strategies of classroom management. Here, I mostly concentrated to observe what strategies were used by the teachers. For analyzing the employed strategies, I used two rating scale observation checklist having – 'Yes' and 'No'. 'Yes' if the mentioned strategy is used by the teacher otherwise 'No'. Here, the individual strategies as obtained from the observation checklist have been analyzed and interpreted under the various headings:

- i) Physical strategies
- ii) Academic strategies

iii) Disciplinary strategies

I had noted down the strategies in the diary which were not mentioned in the checklist. These strategies were found during the study. So, I have analyzed them into this section.

3.1.1 Analysis of Physical Strategies

During the study, various types of physical strategies were used by the teachers. They have been analyzed and interpreted in the following sub-headings.

3.1.1.1 Clarity of Voice

This strategy assumes that teacher's voice should be very simple, polite, clear and interesting. If the teacher uses threatening and very shouting nature of voice, it will not be helpful for learning the language. There should be a balance between assertive and too quiet voice of the teacher. The following table shows the data:

Table No. 1

Clarity of Voice

Rating	No. of Classes	Percentage
Yes	33	91.66
No	3	8.33
Total	36	100

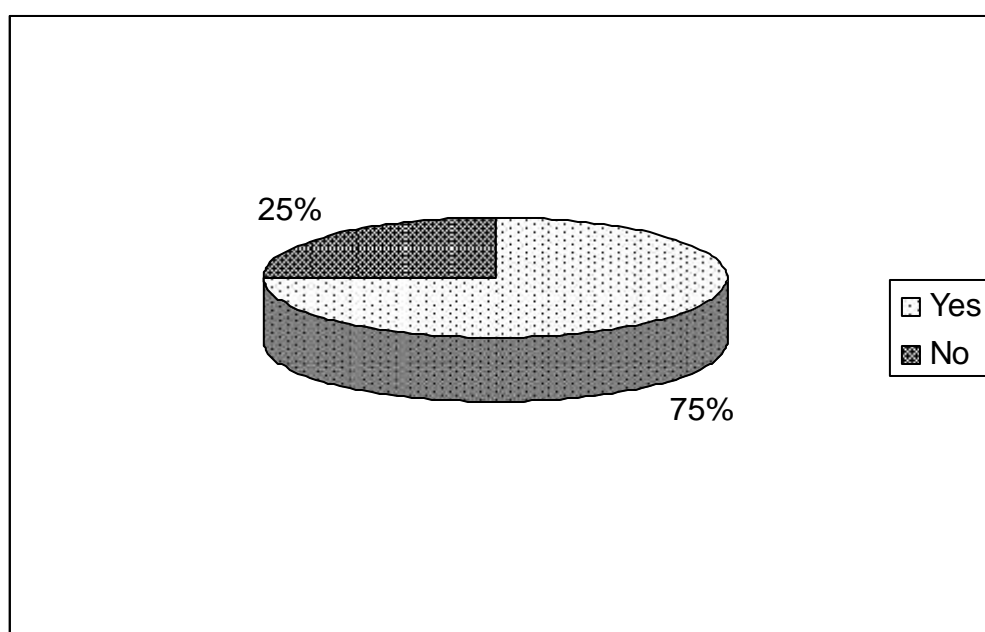
It was found that the majority of the teachers used voice appropriately in the classroom. Out of 36 classes, 91.66 % of classes were found appropriate with reference to this strategy. They used very simple language according to the level and interest of the students except in some classes.

3.1.1.2 Appropriate Use of Gesture

Gestures and postures are very important qualities for a language teacher. They will certainly be helpful to guess and find out the meaning from the context. They are very useful to teach emotional vocabularies and action words. The data has been presented in the following figure:

Figure No. 1

Appropriate Use of Gesture



From the above diagram, it was clear that most of the classes were effective regarding this strategy. Only a few numbers of classes were not found effective with reference to this one. The reason behind this can be that the teachers are not well exposed to the extra linguistic features of the English language.

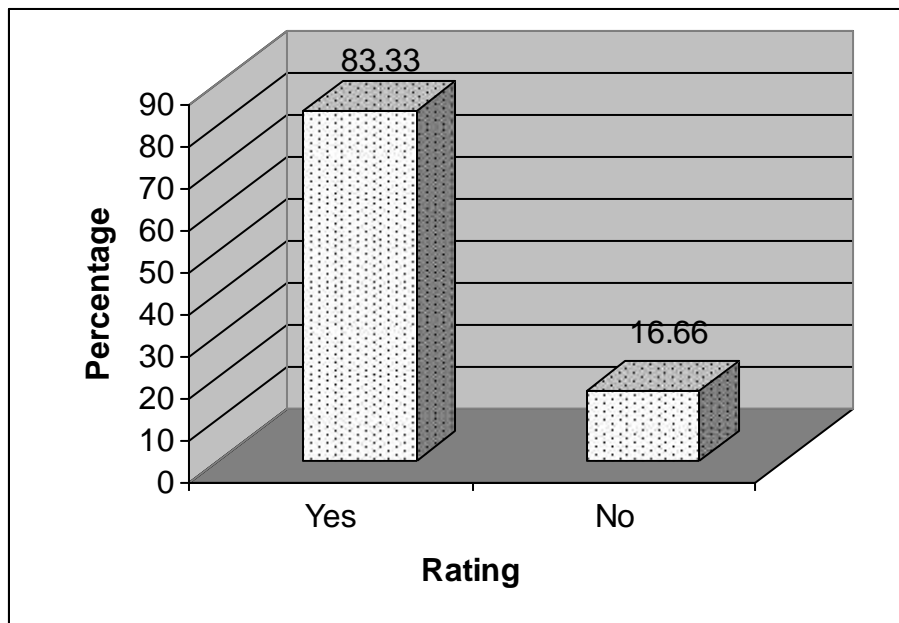
3.1.1.3 Regular Eye Contact with Students

This is also one of the important strategies of classroom management. The regular eye contact with the students helps them to develop a sense of strong participation in the teaching learning activities. The teacher should try to

engage them by watching their activities throughout the whole period. As English teachers, we have to make students involve in language learning activities in a best possible way. It keeps the student under the control of teacher psychologically. The following diagram shows the data:

Figure No. 2

Regular Eye Contact with Students



the above diagram shows that in almost all classes i.e.83.33% of total classes, the teachers used this strategy in an effective way whereas 16.66% of them were not found teaching using this strategy.

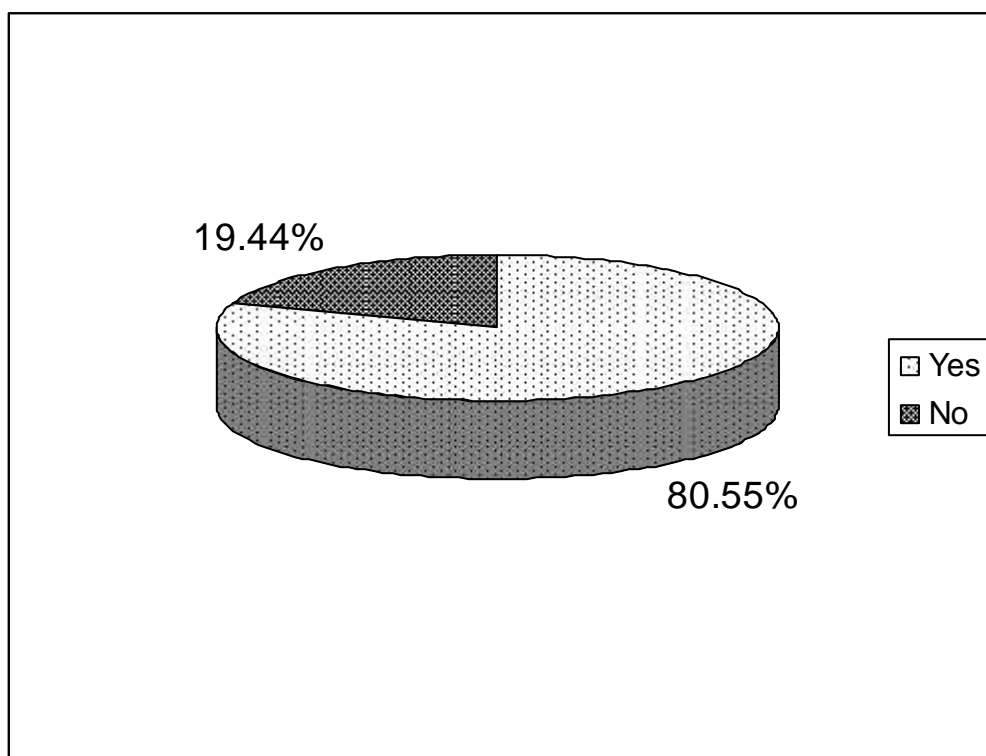
3.1.1.4 Skill of Using Teaching Aids

This is a strategy to use teaching aids skillfully in the classroom. A good teacher should have sound skill in the use of these aids. They facilitate in the learning process. If the teacher uses different types of materials, the classroom becomes very vivid and lively. Various types of materials such as audio, video or both can be brought into the classroom. The more we use the teaching

materials, the more students learn the language. They make the classroom very interesting. The following figure shows the data:

Figure No. 3

Skill of Using Teaching Aids



According to the above diagram it was found that in the majority of the classes i.e.80.55%, the teachers used this strategy effectively.

3.1.1.5 Proper Use of Chalkboard

Chalkboard is one of the most important teaching aid .The appropriate use of it certainly helps in language teaching. The teacher should know how much space is to be allocated for student section and how much for exercise section while teaching in the classroom. It is mostly used to draw pictures, dialogue practice and teaching of vocabulary. The following table shows the data:

Table No. 2

Proper Use of Chalkboard

Rating	No. of Classes	Percentage
Yes	28	77.77
No	8	22.23
Total	36	100

The above table shows that in a large number of classes i.e.77.77% the teachers employed this strategy effectively where as 22.23% of the total classes were not so effective regarding in the use of chalkboard.

3.1.1.6 Use of the Textbook

Textbook, in our context, has been a major tool for teaching learning activities. This is a widely used material all over the world. The textbook consists of different kinds of texts, vocabularies, exercises and so on. Here, I wanted to find out whether the teachers always depended on the text books or they sometimes used other reference materials such as newspapers cut outs, pictures, etc. The following figure shows the data:

Table No. 3

Use of Textbook

Rating	No. of Classes	Percentage
Yes	36	100
No	-	-
Total	36	100

The above table presents the data that in all classes; the teachers used the textbook as a sole source of teaching material. No teacher was found using other reference materials except pictures in one or two classes.

3.1.2 Analysis of Academic Strategies

While observing 36 classes of secondary level English teachers, different academic strategies were used by them. The employed strategies have been analyzed and interpreted in the following section:

3.1.2.1 Planning of Lesson

Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity which students can recognize, work with in, and react to. In other words, lesson planning means deciding the techniques and materials for the presentation of a lesson before the teacher enters the classroom. In this section, I tried to find out whether the secondary level English teachers used daily lesson plans or not. The following table shows the data.

Table No.4

Planning of lesson

Rating	No. of Classes	Percentage
Yes	-	-
No	36	100
Total	36	100

The above table displays the data that out of 36 classes observed, no teacher was found teaching lesson with a lesson plan.

3.1.2.2 Group Work and Pair Work

Group work and pair work make students engage in interaction to each other. They are learner centered techniques. They are very useful for teaching students in an interactive way. In this study, I wanted to explore whether the

teachers conducted this strategy or not in their classes. The following table shows the data.

Table No. 5
Group Work and Pair Work

Rating	No. of Classes	Percentage
Yes	12	33.33
No	24	66.66
Total	36	100

From the above table, it was found that in the majority of the class i.e.66.66%, the teachers did not conduct such activities during the study. The teachers responded to it as a difficult task to conduct the activities in the large classes. They were not well trained about how to conduct these activities.

3.1.2.3 Use of Mother Tongue in the Classroom

In the second language teaching classroom, excessive use of mother tongue is not entertained. The assumption behind this is that the student can learn English quickly if they get enough exposure of the second language. In this section, I tried to find out how often the teachers used their mother tongue while teaching English. Minor use of it was considerable but regular use of it was put in 'No' section. The following table shows the data:

Table No. 6
Use of Mother Tongue in the Classroom

Rating	No. of Classes	Percentage
Yes	10	27.22
No	26	72.22
Total	36	100

The above table reveals the data that in a very few classes i.e. 27.77%, they used this strategy. The teachers used this strategy because their students could not understand the meaning of the lesson in the English language properly. They are not habituated to speak in English all the time.

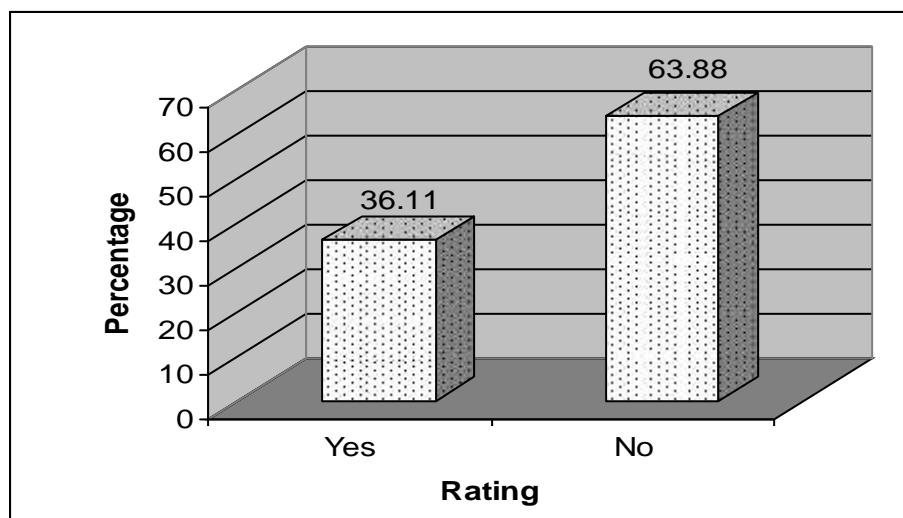
3.1.2.4 Dialogue Practice in the Classroom

Language teaching with dialogue becomes very practical and useful. This is a student-centered activity where the students themselves involved in it. In this section, I wanted to explore whether the teachers used this strategy or not.

The following figure presents the data.

Figure No. 4

Dialogue Practice in the Classroom



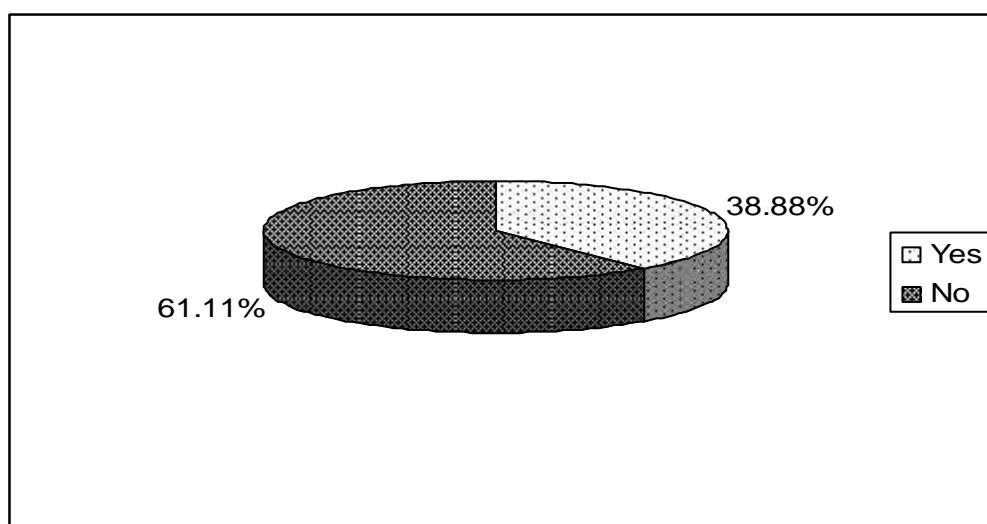
The above diagram displays the data that in the majority of the classes, the teachers did not use this strategy. The percentage of the classes employing this strategy was just 36.11%. The teacher did not use dialogue because almost all classes were large in number. It was very difficult for them to manage the classroom in such a situation.

3.1.2.5 Interaction (Student–Student)

Interaction between/among students makes them able to communicate in English better than the one way flow of teacher's lecture. There should be enough interaction among the students because it creates the real life use of English in classroom. The following figure shows the data:

Figure No. 5

Interaction (Student–Student)



The above figure shows that only a few number of classes were found effective in this regard. The majority of the classes were not found appropriate for practicing student-student interaction. Only in a few numbers i.e. 38.88% of classes, the teachers were found practicing this strategy.

3.1.2.6 Interaction (Teacher–Student)

Most of the teachers in our context prefer to use teacher–student interaction strategy than student–student one because the teachers in government aided schools are practicing the same technique for many years. While interacting with the students, they used question answer technique, drill technique, etc. The following table shows the data.

Table No. 7

Interaction (Teacher-Student)

Rating	No. of Classes	Percentage
Yes	36	100
No	-	-
Total	36	100

From the above table, in all of the classes, the teachers were found using this strategy. This is because it is very widely used and easy technique of managing classroom in such crowded classes.

3.1.3 Analysis of Disciplinary Strategies

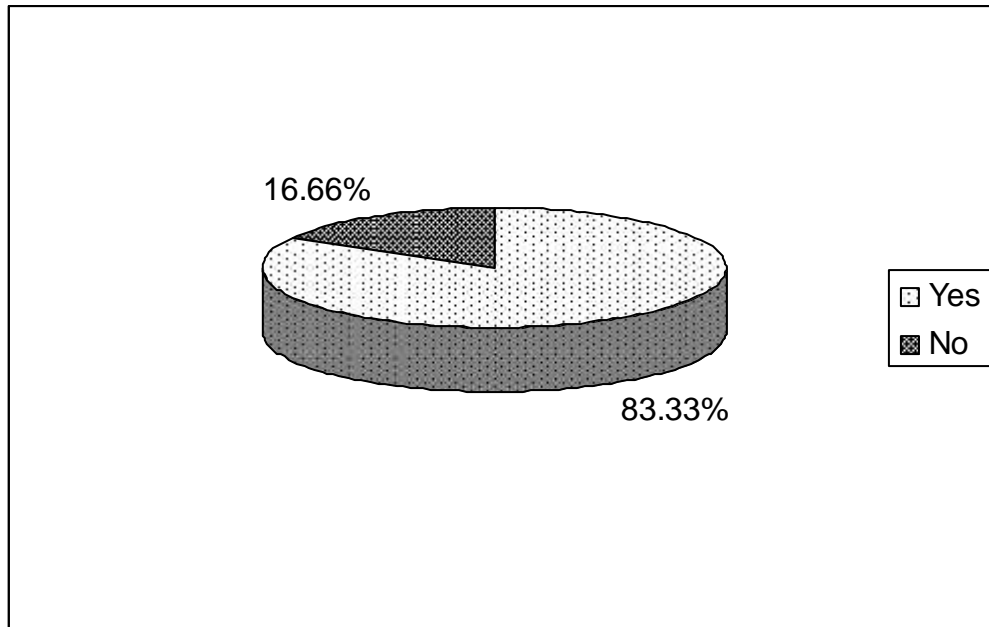
In this section, I have included those strategies which are used to maintain the disciplinary activities. Generally, we regard students' discipline as one of the essential qualities of the students. It is necessary for every school to enforce certain rules of conduct to ensure discipline. Conversely, discipline is essential if rules are to be implemented. If the students and the teachers of a school are not disciplined, it will be difficult for the school to realize the goals of education-namely, all round development.

3.1.3.1 Use of Rewards for Positive Behaviour

The importance of reward and punishment has been recognized to maintain discipline in schools. To appreciate the students for the good work done and to encourage these in this habit, rewards are given. Rewarding students is one of the important strategies of the teacher. The following figure shows the data:

Figure No. 6

Use of Rewards for Positive Behaviour



The above figure displays the data that in majority of classes i.e. 88.34 %, the teachers were found using rewards for the positive behaviour of the students. While rewarding the students, they used verbal rewards such as 'Good', 'Excellent', 'Well Done', etc. only 16.66% of them did not use any kind of rewards.

3.1.3.2 Use of Punishment for Negative Behaviour of the Students

The aim of the school should be an all-sided development and maintenance of discipline with love. In school management, punishment is not a desirable strategy of the teacher. Even then the necessity of punishment is felt in practice. Our society is surrounded by an unhealthy atmosphere In a democratic set up, students are not physically punished. The teachers should have treated the students positively but they punish the pupil even physically. In this study, I wanted to find out whether they used the punishment for negative behaviour or not. The data is presented in the following table:

Table No.8

Use of Punishment for Negative Behaviour of the Students

Rating	No. of Classes	Percentage
Yes	26	72.22
No	10	27.77
Total	36	100

The above table shows the data that in the majority of the classes i.e. 72.22%, the teachers used this technique. The reason behind this can be that the teachers were habituated to punish the student rather than reward them. They felt very easy to punish the students whenever the students committed the mistakes.

3.1.3.3 Treatment for Bullying Nature of Students

In a heterogeneous classroom, there are no students with the similar nature. Some of the students have calm nature whereas others are offensive ones. Some of them always try to dominate and threaten others either physically or mentally. The teachers should have knowledge to treat such type of students in a positive way. In this study, I wanted to find out whether the teachers treated them properly or not. The following table shows the data:

Table No.9

Treatment for Bullying Nature of Students

Rating	No. of Classes	Percentage
Yes	25	69.44
No	11	30.55
Total	36	100

The above presented data shows that in most of the classes, the teachers treated the students having such kind of nature. In some cases, the students showed

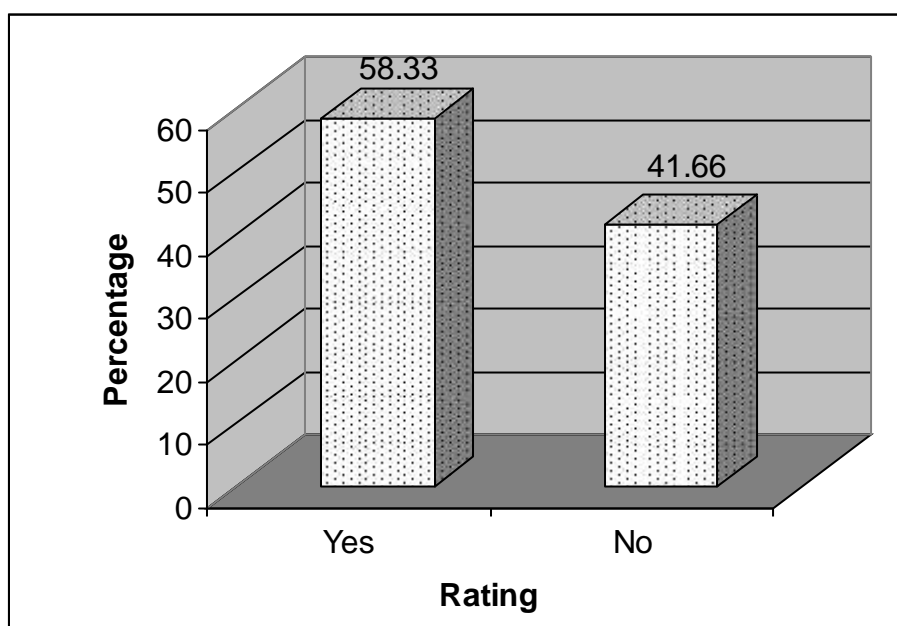
abnormal behaviour such as beating other students, throwing papers towards other students, etc.

3.1.3.4 Skill of Managing Classroom Discipline

The responsibility for indiscipline does not rest only with the students, but also with the teachers. Hence, for its eradication, the cooperation of all the concerned is necessary. He can talk at first, with the students individually, then colleagues in the office and finally with their parents also. The teacher should consider all those factors while managing the classroom. The following figure shows the data.

Figure No.7

Skill of Managing Classroom Discipline



The above diagram shows that in 58.33% classes, the teachers were found managing the classroom discipline properly whereas 41.67 % of them were not so effective regarding this issue. The teachers who tried to solve the disciplinary problem talked with the colleagues most because they could share the ideas with each other.

3.1.3.5 Praise for Appropriate Behaviour of the Students

When the students do well in their learning activities, the teacher should not hesitate to praise them. This does not mean that he should exaggeratedly praise them but in an appropriate way. This fosters a sense of good habit in them. He can use verbal rewards such as 'Good', 'Excellent', and so on. The following table shows the data:

Table No.10

Praise for Appropriate Behaviour of the Students

Rating	No. of Classes	Percentage
Yes	29	80.55
No	7	19.44
Total	36	100

On the basis of the above table, it was found that in the majority of the classes, the teachers used this strategy to manage the classroom discipline of the students. In the classroom, they used the praising words when the students showed homework, class work, success in exams, etc.

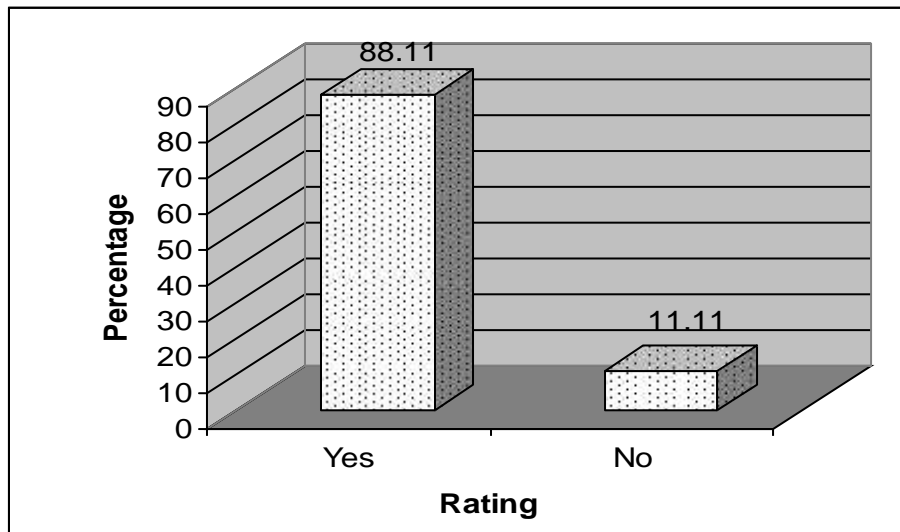
Beyond these strategies, I found some other strategies which were not included in the checklist but I had noted them in a diary during the study. They are interpreted and analyzed as below:

(1) Motivation

Motivation is an inner drive, impulse and desire to encourage somebody to do something. Motivated learners are those who are eager to invest effort in teaching learning activities. The teacher can use this strategy before teaching any lesson in the classroom. Motivation arouses students' interest in the subject matter. In my study, I tried to explore whether the teachers actually motivated the learners or not. The following figure shows the data:

Figure No.8

Motivation



The above figure shows the data that in most of the classes, the teachers employed the motivational strategy to arouse the students' interest in the lesson.

(ii) Discussion with the Colleagues

No teacher is perfect in himself. He should discuss the problems, difficulties and other issues to his colleagues. Multiple ideas are better than the single one. During my research work, I noted some teachers discussing to the issues of teaching /learning activities in the school. The following table presents the data:

Table No. 11

Discussion with the Colleagues

Rating	No. of Classes	Percentage
Yes	31	86.11
No	5	13.88
Total	36	100

The above table displays the data that in most of the classes, the teachers were found employing this strategy. The teachers talked about the problems of disciplinary and academic issues in the classroom.

(iii) Questioning Strategy

This is a deep-rooted technique in our society to check student's knowledge over the subject matter. If the classroom is very noisy and disturbed, the teachers can attract their attention towards the subject matter by asking some questions to the students. In my study, I noted this strategy employed by the selected teachers in the diary. The data is presented and analyzed as below:

Table No.12

Questioning Strategy

Rating	No. of Classes	Percentage
Yes	36	100
No	-	-
Total	36	100

The above table displays the data that in all classes, the teachers used this strategy to control the classroom and attract the attention of the students. During my study, I saw most of the classes were very large having 70-100

students. The teacher asked some question whenever the class became uncontrolled.

3.2 Holistic Analysis of Strategies

In this section, I analyzed the whole strategies of managing classroom used by secondary level English teachers. Here, the analysis has been made on the basis of the data obtained from the classroom observation of selected teachers. For observation, I used an observation checklist incorporating different strategies which were organized into three main headings:

Physical strategies

Academic strategies

Disciplinary strategies

To analyze the data, I have set some criteria into four groups:

- 1) Most effectively used – 100%**
- 2) More effectively used– 50% above**
- 3) Less effectively used– 50% below**
- 4) Least effectively used– 0%**

3.2.1 The Holistic Analysis of the Physical Strategies

The holistic analysis of the Physical Strategies has been presented below:

Table No.13

Holistic Analysis of Physical Strategies

Strategies used	Classes	
	Yes (%)	No (%)
1.Clarity of voice	91.66	8.33
2.Appropriate use of Gesture	75	25
3.Regular Eye contact	83.33	16.66
4.Skill of Using Teaching Aids	80.55	19.44
5.Proper Use of Chalkboard	77.77	22.22
7.Use of Textbook	100	-

From the above table, it was found that the use of textbook was the most effectively used strategy. Likewise, appropriate clarity of voice, use of gesture, regular eye contact with the students, skill of using teaching aids and proper use of chalkboard are more effectively used strategies.

3.2.2 Holistic Analysis of Academic Strategies

The Holistic Analysis of Academic Strategies has been presented below:

Table No.14

Holistic Analysis of Academic Strategies

Strategies used	Classes	
	Yes (%)	No (%)
1.Planning of lesson	100	-
2.Group work and Pair work	33.33	66.66
3.Use of mother tongue	27.77	72.22
4.Dialogue practice	36.11	63.88
5. Interaction(student–student)	38.88	61.11
6. Interaction (Teacher–student)	100	-
7. Motivation	88.88	11.11
8. Discussion with the colleagues	86.11	13.88
9. Questioning strategies	100	-

The above table displays the data that interaction (Teacher–student) and questioning strategies were most effectively used strategies where as motivation and discussion with the colleagues are more effectively used strategies. On the other hand, planning of he lesson was the least effectively used strategy whereas group work and pair work ,use of mother tongue, dialogue practice and interaction(student-student) were less effectively used strategies.

3.2.3 Holistic Analysis of Disciplinary Strategies

The Holistic Analysis of Disciplinary Strategies has been presented below:

Table No.15

Holistic Analysis of Disciplinary Strategies

Strategies used	Classes	
	Yes (%)	No (%)
1.Use of Rewards for positive Behaviour	83.33	16.66
2.Use of Punishment for negative Behaviour	72.22	27.77
3.Treatment for bullying nature of students	69.44	30.55
4.Skill of managing classroom disciplinary	58.33	41.66
5.Praise for appropriate Behaviour of the students	80.55	19.44

From the above table, it was found that the teachers were found using all these disciplinary strategies more effectively. The reason behind this can be the discipline is an inseparable part of teaching/learning activities. All teachers were equally conscious of the disciplinary problems of the students. One important point here is that all teachers from the selected schools gave more focus on disciplinary strategies than the other two.

3.3 Teachers' Opinions on the Strategies of Classroom Management

This section mainly concerns with the secondary level English teachers' opinions towards the classroom management. For this, I have collected the data from the questionnaire. In order to draw the teachers' views, a set of the questionnaire was used as a supportive tool including one close-ended questions with two alternatives viz. 'Yes' or 'No' and seven open-ended questions with various opinions. The responses of teachers to each question were analysed and interpreted in detail for open-ended question, and with the help of percentage and table for close- ended question. The detail description is given below:

Q.N.1 Do you enter the classroom with the smiling face?

This question was asked to the teachers to arouse their interest in the topic of the study. The following table shows the data:

Table No.16

Rating	No. of Teachers	Percentage
Yes	9	100
No	-	-
Total	9	100

The above table shows that all teachers were very positive toward the topic of the study i.e. classroom management. All of them responded positively with reference to this question. I found all teachers entering the classroom saying “Hello!”, “How are you!”, “Good morning!” etc. The present question is a kind of motivating strategy of the teachers.

Q.N.2 In your opinion, what is the main cause of uncontrolled classroom?

This question was asked to find out their opinions about the uncontrolled classroom. In response, the teachers had the similar ideas as below:

- > Lack of interest in the study on the part of the students
- > Lack of interesting teaching materials
- > Lack of adequate command over subject matter of the teacher
- > Excessive use of lecture method
- > Inefficiency of teaching strategies in teachers
- > Physical problems
- > Large number of students
- > No lesson plan and no teaching skills, etc.

From the above responses, it was found that there is a not single cause for uncontrolled classroom. Many factors affect the environment of classroom atmosphere.

Q.N.3 If the classroom is very noisy, what strategies do you apply?

To check the teachers' opinions about noisy classroom, this question was given to them. But their responses varied from teacher to teacher. Their responses were like these:

- > Motivating students
- > Change of teaching method
- > Using attractive teaching aids
- > Making students participate in classroom activities
- > Avoid of lecture method, etc.

The ideas collected from the data showed that different strategies can be applied to control the noisy classroom. During the study, most of the teachers used questioning technique to deal with the noisy classroom.

Q.N.4 Have you ever used rewards for positive behaviour of the students?

This question intended to explore the ideas about the use of reward which is the positive reinforcement for the student learning. Teachers' responses are presented below:

- > Excellent!
- > Thank you!
- > Well done!

- > Keep on doing this!
- > Appreciating!
- > Praising, etc.

This question was about whether the teachers use rewards or not in the classroom. The responses showed that most of the teachers used verbal rewards to the students.

Q.N.5 What strategies do you use to stop the disruptive behaviour of the students?

This question intended to find out the strategies to prevent the disruptive behaviour of the pupil. The classroom can not be run smoothly if there are unwanted behaviours of the students. The responses are presented below:

- > Such students should not be allowed to repeat that behaviour.
- > I manage them to sit on the front bench and watch them.
- > Observation of the background of the student.
- > I ask them questions.
- > I try to avoid such behaviour verbally, etc.

The above responses showed that the teachers have varied ideas for dealing with the disruptive students.

Q.N.6 What are the main physical problems in your school?

Every school more or less has physical problems. In order to find out the physical problems in the classroom, I asked them this question. The data has been presented below:

- > Lack of sufficient furniture
- > Lack of teaching materials
- > Lack of sufficient rooms
- > Lack of pure drinking water
- > Lack of enough light
- > Lack of well ventilated rooms
- > Blackboards are not smooth
- > No table for keeping teaching materials, etc.

The above responses showed that the government-aided schools do not have enough physical facilities. Unless the schools are well-facilitated physically, the teaching learning activities can not be improved as expected.

Q.N.7 How do you behave with the indisciplined students in the classroom?

The present question was asked to find out the teachers' opinions about the disciplinary problems of the students. Classroom discipline is a state in which both teacher and student accept and consistently observe a set of rules about behavior in the classroom whose function is to facilitate smooth and efficient teaching and learning in a lesson. The responses are given below:

- > I try to be appealing to all equally
- > If the indiscipline is out of control, the students may be punished emotionally
- > I always behave in a positive way

- > I will give them suggestions
- > I will inform their guardian, etc.

The responses reflected that indisciplined students can be treated variously. Most of the teachers preferred to punish the students rather than counseling them individually.

Q.N.8 If a problem occurs in the classroom, with whom do you discuss at first?

- Collogues why
- Principal why?
- Parents why? ...
- Not at all. why?

This item tried find to out the person who the teacher likes to talk about the problem. Every teacher should have faced the problem in his teaching career. It is better to discuss with the concerned people before deciding in himself. Their responses are presented below: For the first question, the teachers' views were like this:

Table No.17

S.N.	People	No. of teacher	Percentage
1	Colleagues	6	66.66
2	Principal	1	11.11
3	Parents	2	22.22
4	Not at al.	-	-
	Total	9	100

The above table shows the data that 66.66% of teachers preferred to talk with the colleagues because they felt easy to share ideas and experiences with each other. A minority of teachers responded that they liked to talk with the principal and the parents.

For the next item, the responses were like these:

I want to talk with my colleagues because-

- > The solution is easier from them.
- > To solve the problem together.
- > For sharing and controlling the class properly.

I want to talk with the principal because-

- > I should not take responsibility.

I want to talk with the parents because -

- > It is easier to know the students' background.

From the above responses, most of the teachers preferred to talk with their colleagues.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the detailed analysis of the data, the following findings have been extracted:

4.1.1 Findings Based on Physical Strategies

- i) Out of 36 classes, use of gestures, eye contact with the students, use of teaching aids and use of chalk board were more effective strategies.
- ii) Among many physical strategies, only the use of textbook was the most effectively used strategy.
- iii) The main physical problems faced by the teachers in the classroom management were lack of: - furniture, well-ventilated rooms, drinking water, electricity, teaching materials, etc.
- iv) However, the teachers were found not equal in using all these physical strategies.

4.1.2 Findings Based on Academic Strategies

- i) The most common academic strategies were: teacher-student interaction and questioning strategies.
- ii) Among academic strategies, more effective strategy was: motivation.
- iii) The government-aided schools were found very poor employing communicative strategies such as group work and pair work, dialogue practice and interaction (student-student).

- iv) The English teachers were found teaching lessons without planning of lessons which are desirable in teaching English in the classroom.
- v) A few number of teachers used their mother tongue while teaching English that is not entertained while teaching of a foreign language such as English.
- vi) From the study, it can be concluded that the causes of uncontrolled classroom were lack of students' interest in subject matter, lecture method, large number of students, etc.

4.1.3 Findings Based on Disciplinary Strategies

- i) Disciplinary strategies were more effectively used strategies among the teachers. The teachers were much more conscious about the disciplinary issues than the academic issues.
- ii) Their views on the treatment of disruptive behaviour of the students were to make them sit in the front bench of the class, suggesting, etc.
- iii) The teachers' views on positive behaviour of the students were rewarding them verbally.
- iv) Lastly, the teachers were not found so practical as they responded in the questionnaire forms. There was a gap between theory and practice in a great deal.

4.2 Recommendations

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

4.2.1 Recommendations Based on the Physical Strategies

- i) The teachers are suggested not only to depend on the textbooks but also on the verities of materials such as newspaper, pictures, etc.
- ii) The administration should provide the adequate physical facilities to enhance the learning atmosphere in the classroom.
- iii) The teachers are suggested to use gestures and mime properly in the classroom so that the students would not have difficulties in grasping the meaning of the words.

4.2.2 Recommendations Based on the Academic Strategies

- i) The teachers are suggested to make daily lesson plan. It makes the teaching systematic, easier and objectives of the lesson are ensured. Teaching becomes outcome oriented.
- ii) They are also suggested to use learner-centered techniques. Communicative activities such as group work and pair work, practice of dialogue and interaction (student-student) should be practiced in the classroom.
- iii) The teacher should provide information to the students about their competence or the value of their accomplishments.
- iv) The focus should be on academic tasks and learning as the central purpose of student effort, rather than on good behaviour of its own sake.

4.2.3 Recommendations Based on the Disciplinary Strategies

- i) A majority of teachers concentrated on disciplinary issues. This shows that teachers have very low leadership power. So they are

suggested to develop the leadership power to handle the class smoothly.

- ii) They are suggested to handle disciplinary issues individually.
- iii) There should be a good cooperation between teachers and the administration (principal). It becomes easier for both parties to face any sort of problems such as academic and disciplinary issues.
- iv) The teachers should specify the praiseworthy aspects of the students.
- v) Good discipline is much more likely to occur if the classroom setting and activities are structured and arranged to enhance cooperative behaviour. So the teachers are suggested to follow the cooperative style of teaching.
- vi) Teachers are suggested to follow the 'code of conduct' of the school.

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APPENDIX-I

Classroom Observation Checklist

Name of the School:

Name of the Teacher:

Class:

Date:

Period:

S.N.	Strategies	Yes	No
1	Clarity of Voice		
2	Appropriate use of Gestures		
3	Regular Eye contact with students		
4	Skill of using teaching aids		
5	Interaction(student-student)		
6	Interaction(student-teacher)		
7	Proper use of chalkboard		
8	Use of Rewards for positive behaviour		
9	Use of Punishment for negative behaviour		
10	Planning of lesson		
11	Treatment for bullying nature of student		
12	Use of mother tongue in the classroom		
13	Dialogue practice in the classroom		
14	Skill of managing classroom discipline		
15	Groupwork and pairwork		
16	Use of textbook		
17	Use of praise for appropriate behaviour		

Note: If any strategies found.....

APPENDIX-II

Questionnaire for the Teacher

Date:

Dear Sir,

This Questionnaire is a part of my research study entitled “**Strategies of Classroom Management Used by the Secondary Level English Teachers**”, under the supervision of Mr.Bhesh Raj Pokhrel,teaching assistant at the Department of English Education.T.U.,Kirtipur. Most of the teachers face difficulties in their teaching due to inappropriate classroom atmosphere. My study tries to find out the strategies for effective classroom management. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I assure you that the responses made by you will be exclusively used only for the present study.

Q.No.1. Do you enter the classroom with a smiling face?

➤ Yes No.

Q.No.2.In your opinion, what is the main cause of uncontrolled classroom?

➤
.....

Q.No.3.If the class is very noisy, what strategies do you apply?

➤
.....

Q.No.4. Have you ever used rewards for positive behaviour of the students?

➤ Yes No.

If Yes, what are they?

Q.No.5. What strategies do you use to stop the disruptive behaviour of the students?

➤
.....

Q.No.6. What are the main physical problems in your classroom?

➤
.....

Q.No.7. How do you behave with the indiscipline students in your classroom?

➤
.....

Q.No.8. If a problem occurs in the classroom, with whom do you discuss at first?

Collogues why?

Principal why?

Parents why? ...

Not at all. why?

.....

.....

Informant

Researcher

Thank you for your kind cooperation.