

CHALLENGES AND TECHNIQUES IN MANAGING ENGLISH CLASSROOM

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

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DECLARATION

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

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DEDICATION

This thesis is dedicated
to
my parents and wife who devoted their life and took all the pains to make me what I am
today.

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Santosh Kumar Sah

ABSTRACT

The thesis entitled **Challenges and Techniques in Managing English Classroom** is intended to find out the problems and techniques for classroom management in government aided schools of Dhanusha District. To ensure the validity and reliability of the findings, a set of close-ended questionnaire and observation checklists were prepared. It was a survey research. The researcher selected one English teacher from 5 secondary schools using non-random judgemental sampling procedure. The researcher observed 5 classes of each teacher. All teachers provided their personal time to their students. All of the government aided English teachers were in the favour of punishing their students to control the disruptive behavior in classroom. Most of the teachers were against preparing lesson plan for their students. Most of the teachers did not do the frequent communication with his/her students.

The thesis has been divided into five chapters. In the first chapter I discussed about 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. In the secondary chapter, I have dealt with review of the related literature and conceptual framework. It incorporates review of the related theoretical literature, review of the related empirical literature, implications of the review of the study and conceptual framework. In the third chapter, I have dealt with methods and procedures of the study. It includes design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation of results. In the fourth chapter, I have dealt with the analysis of data and interpretation of results. It includes analysis of data and interpretation of the results and findings of the study. In the fifth chapter I have dealt with conclusions and recommendations.

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ABBREVIATIONS AND SYMBOLS

| | |
|--------|-------------------------------------------------|
| % | : Percentage |
| B.S. | : Bikram Sambat |
| CUP | : Cambridge University Press |
| e.g. | : For example (Latin <i>exempli gratia</i>) |
| ELT | : English Language Teaching |
| et al. | : and other people (Latin <i>et alii alia</i>) |
| i.e. | : that is |
| Ltd. | : Limited |
| No. | : Number |
| etc | : et cetera (other similar things) |
| Prof. | : Professor |
| SL | : Second Language |
| S.N. | : Serial Number |
| T.U. | : Tribhuvan University |
| Vol. | : Volume |

CHAPTER ONE

INTRODUCTION

This study is about **Challenges and Techniques in Managing English Classroom**. It is the first chapter which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms used in the study.

1.1 Background of the Study

Language is not an end in itself but it is a means of communication. The late twentieth century has been called the age of communication. So, in this communication era, the English language has become the lingua franca of the world. It is an international language or global language. Therefore, language teaching and learning has emerged as the important need for this global village. In this regard, Wallace (2010, p.2) says, "Language teaching, especially the greatest world languages which are seen as international channels of communication, becomes ever more important."

English language teaching has been introduced as a profession. With the explosion in language teaching, there has been increased demand for language teachers. Crystal (2003, p.12) reveals "The practice of language teaching has demanded for teachers` training, materials development, methodological skills and pedagogical values. So is the case in management and planning. More article and books about English language teaching and applied linguistics have been presented and published."

Teaching is a very challenging profession. Only a few people can teach successfully because teachers need many qualities for successful teaching. According to Naidu (2009,p.8) some qualities of good teachers are:

- The Good teacher explains
- The superior teacher demonstrates and
- The Great teacher inspires

Language teaching is not a simple task. Teachers have to face many challenges. Teachers should have performed many roles to face the challenges. Effective learning takes place only when the classroom is managed well. Classroom management is highly interrelated with classroom instruction and students` learning. Supporting the statement, Arends (2001, p.157) states “Classroom management is not an end in itself; it is merely one part of teacher’s overall leadership role. As clearly says, the management of classroom cannot be separated from any other aspects of teaching.”

Furthermore, Classroom management is one of the challenges for teachers. The skillful teacher can manage the classroom efficiently. Effective classroom management requires that teachers have a firm knowledge of the type of students who are in the classroom. A skillful teacher manages the class properly and makes his class effective and relevant to the lesson. Naidu (2009, p.1) argues, “Each teacher has been termed the ‘torch-bearer’ of the race, the one who with the light of his knowledge removes the darkness on ignorance’s”. A teacher moulds the life of thousands of children by shaping the students` behaviors.

The teacher comes with self-behavior of the student in a classroom to make his classroom effective and beneficial. It is teacher’s responsibility to manage and control the learning situation. If the teacher does not manage the behavior in a language classroom, it closes the door to learn to students. So, disruptive behavior management is one of the important tasks that are inseparable from classroom instruction.

Successful language learning takes place only when the teachers use appropriate procedures to manage class. There is no doubt that English language teacher has a key

role to manage for success. To make beneficial classroom, proper management of classroom is vital. Collaboration with teachers and administrators is done for classroom management.

1.2 Statement of the Problem

Among the different aspects of teaching learning process, classroom management is a crucial one. Effective learning takes place only when the teacher can play the effective managers' role in the classroom. So, classroom management is an art which facilitates teaching and learning. The classroom management provides an effective working environment that is stimulating, supportive, unthreatening and effective for the participants. Only a skilled teacher manages all aspects of classroom including disruptive behavior that ensures beneficial learning environment. Hence, this study tried to find out the techniques used by ELT teachers for classroom management and analyze the problems faced by them.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- i. To find out the challenges and techniques in managing ELT classroom and
- ii. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- (i) What are the challenges in managing ELT classroom ?
- (ii) What are the techniques used by ELT teachers ?

1.5 Significance of the Study

Even though, it is a small work, it mainly aims to give a general picture' challenges faced by the teacher of English in classroom management. So, it is expected that the research will be especially useful for ELT teachers, textbook writers, researchers and novice teachers. It is equally beneficial for the curriculum planners and course designers.

1.6 Delimitations of the Study

The study was limited to the following points:

- (i) The area of the study was confined to Janakpur of Dhanusha district.
- (ii) Altogether 5 teachers were selected from the government aided schools.
- (iii) Non-random judgmental sampling procedure was used for the sample of this study.
- (iv) The data was collected by using questionnaire and observation checklist.

1.7 Operational Definition of Key Terms

Some operational definitions of key terms are:

Challenges : In my study, 'challenges' refers to the challenges faced by the teachers while managing ELT classroom. eg. Lack of teaching materials.

Techniques : For my study, 'techniques' stand for teaching methods used by ELT teachers for classroom management.

Classroom Management : It refers to the process of Ensuring that classroom lessons run smoothly to optimize academic engagement of students in the classroom in my study.

Governmental Aided School: It refers to the government aided schools of Dhanusha district.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is the process where researcher goes through the different sources available related to the proposal study. This chapter consists of the review of theoretical literature, empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Theoretical Literature

This section deals with the review of existed principles, research, articles, journals and so on theories related to this study. Here, I have tried to include some ideas on managing English classroom. This section includes the following theoretical ideas on English classroom management:

2.1.1 Classroom Management

Classroom management is one of the important aspects for the effective teaching that includes students` behavior, physical management and psychological aspects in an organized way. It is the skills of teaching. Khadka (2011, p.12) defines classroom management as “a broad term that includes establishing classroom, positioning of the students` desk, scanning of the classroom to ensure that students are working, using nonverbal signals, establishing meaningful reward systems and communicating in a clear and effective manner.” 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 benefit in each class.

Following Naidu (2009, p.5), Classroom management is not only the act of teacher's organization effectively but also managing personnel, time and materials of instruction with the management of his/her pupils. Eggen and Kauchak (1994, p.489) view:

Classroom management refers to all the teacher behaviors and Classroom organizational factors that leads to an orderly learning Environment. This includes the established routines, school and Classroom rules, teacher responses to student behaviors and the instruction that promotes a climate conducive to student learning.

In this way, Arends (2001, p.187) states "Classroom management is not an end itself but a part of a teacher's overall leadership role." These views reflect classroom management as the holistic management of the instruction in the language classroom for the effective and sustainable learning. Arends (2004) states "Unless classroom management issues are solved, the best teaching is wasted, thus making it possible the most important challenge facing beginning teachers". Classroom management is the challenge for amateur teachers and they should learn from these challenges to make their class more beneficial. It is necessary to apply effective instructional methods and methodologies and to make the lessons interesting. So, classroom management is one of the important aspects for teaching. Harmer (2008, p.200) states:

Class management is important as far as it involves the efficiency of the teacher and learning activities. The most effective activities Can be made almost unless if the teacher does not organize them efficiently; if the teacher, with a group of adolescents, allows a Discipline problem to arise learning will be adversely affected.

The concept of classroom management is a powerful instrument and strong catalyst for change or beneficial classroom. It is one of the inevitable aspects of classroom instruction, which leads us towards the goal of English language pedagogical practices. The purpose of language teaching is to help develop ability in learners to communicate with speakers of English and to acquire the knowledge that fulfills only when the teaching takes place in a classroom. Even the most effective activities become worthless if they are not organized properly in a classroom. So, classroom behavior should be managed skillfully. Arends (2001, p.158) has mentioned three traditions on classroom management. They are:

a. Reinforcement Theory

This theory has had a strong influence on classroom management. This theory directs the classroom behavior with the help of positive and negative reinforces. So, teachers use rewards or punishments to reinforce particular student 'behavior. Arends (2004, p.158) argues that behavioral approach often emphasizes how to control the behavior of individual students as compared to considering the classroom group and overall learning situation.

b. Classroom Ecology and Group Process

This theory studies classroom management as the involvement of the students in group participation. Arend (2004, p.159) concludes as "Researchers in the ecology and group process tradition are interested in how student cooperation and involvement are achieved in group setting." Teacher intervention directs the students' misbehaviors towards right track.

c. Child Centered Tradition

John Dewey, Abhram Maslow, Carl Rogers, Erikson are the originators as well as the promoter of the concept as we are talking about the updated version of the classroom management. They believe that human development is possible when individual initiates learning in his situation because every individual has natural potentiality. Arends (2001,

p.163) says, “Curriculum should not be prescribed by teachers but instead should aim at promoting students’ development and at meeting students’ social and emotional as well as academic needs.” So, classroom management is a self initiation process in child centered tradition.

In studying the behaviour of effective and ineffective manager, Kounin (1970, p.169) concluded that the ways teachers handle misbehavior once it occurs are not the key to successful classroom management. In planning procedures and rules for an effective classroom management, teacher must consider both the characteristics of and the students and physical environment of their classroom. According to Scrivener (2005, p.79) common classroom management areas are:

- Grouping and seating
- Activities
- Authority
- Critical moments
- Tools and techniques
- Working with people

Classroom management includes grouping and seating, activities, authority, critical moments, tools and techniques, working with people.

2.1.2 Classroom Behavior

The terms behavior refers to the action or reaction of something under some circumstances. Classroom behavior means the activities which are done by teacher and student in the classroom either they are effective or not. Hence, classroom behavior includes teacher’ behavior and student behavior. Teacher’s behavior refers to teaching and student's behavior means learning. The way what the students and teacher perform in the classroom are the classroom are classroom behavior.

2.1.2.1 Students Behavior in the Classroom

The action or reaction in action or something in the classroom circumstances by students is called students behaviour in a classroom, In other words, whatever they perform in a classroom is student's behaviour. Mishra (2009, p.44) deals with different forms of students' behaviour. They are troublesome behaviour, emotional behaviour, aggressive behaviour and disruptive classroom behaviour.

2.1.3 Discipline Management

Discipline means the habit of doing our work according to certain rules. Discipline leads us to success where as indiscipline leads us to failure. So, it is the root of success. Eggen and Kauchak (1994, p.489) defines discipline as “The subset of management that focuses directly on teacher actions in response to student that detract from the order and safety of the environment or interferes with opportunity to learn these behaviors commonly labeled misbehavior.” Similarly Harmer (1991, p.209-210) defines “A code of conduct which binds a teacher and a group of students together so that learning can be more effective.” code of conduct determines the classroom behavior, it ensures equal opportunity for both teacher and students. Discipline management is prevention rather than cure which is crucial to establish and maintain effective learning environment. It helps teacher to make classroom efficient. That is why, most of the schools present discipline at the first day of school. This disciplinary view is also in contradiction. For this, Borphy and Good (1997, p.12) states:

The findings coverage on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environment tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians.

Similarly, Eggleston (1992, p.75) views "Bullying illustrates one aspect of school management" That is why, a skillful teacher is required to manage classroom effectively, and otherwise, a teacher does not get success. Rule should not be imposed but are negotiated. Cohen and Manion (1996, p.54) summarize "good classroom management involves establish clear rules where rule are needed, avoiding unnecessary ones, eliminating punitive ones, reviewing them periodically, and changing or dropping them when appropriate" Disciplines are rules about dos and don'ts. A skillful and fair teacher can manage them skillful otherwise they become threats for teacher who deals English language in ELT classroom.

2.1.4. Management of Rules and Procedures Followed by the Students

Teacher becomes effective manager of disruptive behaviors by students. The behavioral instruction theory infers that learning from teachers uses this theory to manage disruptive behavior. Teachers are able to understand their students more effectively because they understand better the particular likes and dislikes of each student, their behavior in the classroom and their specific preferred activities. Behaviour Good and Brophy (1997, p.127) states "The idea that managing student is mostly a matter of handling their misbehavior successful." So, managing disruptive refers to the way of handling or dealing with students' disruptive behaviour.

Teachers can use preventive planning techniques, anticipatory responses and systematic interventions to avoid behavioral problems by motivating students. Kounin (1970, p. 44) observed classrooms to develop information about relationship between teacher behaviour and student behaviour. Kounin was the first person who found the key to good management techniques that elicit student cooperation and involvement in activities and thus prevent problems from occurring. Arend (2001, p.158) mentions the following techniques which are used by effective manager to handle for students behaviours:

a. Wittiness

It is the ability 'to have eyes in the back of her head'. Arend (2001, p.158) calls this skill wittiness'. Effective managers monitor their class regularly and spot the deviant behavior quickly and accurately.

b. Overlapping

Effective manager can do more than once thing at a time. It is the ability to spot inappropriate behavior without interrupting his or her lesson.

c. Signal Continuity and Momentum in Lesson

Effective managers enter classroom with well prepared and able to teach lesson smoothly within any confusion.

d. Responding Quickly to Deist Incidences

Effective managers encourage students to deist the serious management problem quickly.

e. Using Reward

This is the view of reinforcement tradition of behaviour management theory effective managers use rewards to encourage desired change.

f. Praise

Effective managers use verbal praise for good behaviour to diminish inappropriate behavior.

g. Variety and Challenge in Seatwork

Effective managers provide the students with task that are familiar, easy and challenging.

h. Rewards and Privileges

Effective managers use reward and privileges for behaviour modification.

i. Coercive, Punishment, and Penalties

Effective manager can impose punishment or penalties if they think they are necessary.

According to Cohen and Manion (1996, p.25) the way of handling minor misbehavior problem by regular monitoring the class or ignoring them. For repeated minor misbehavior effective managers can handle through eye contact, tongue and gesture, physical closeness, inviting a response and using other non-verbal gesture. For persistent disruptive behavior, effective managers can handle through direct intervention or interview technique. Likewise, Harmer (2008, p.23) lists the following activities to manage the challenges:

- Act immediately
- keep calm
- use clearly agreed sanctions
- Talk in private.
- Take things forward
- use schools and institution
- Focus on behavior of the students

In the above-mentioned paragraphs, different scholars have expressed different ideas. However, they have more or less similar views about dealing with students. A successful manager (teacher) always tries to adopt his/her techniques for dealing with disruptive behavior for success. Managing classroom depends on the teachers' art and his/her own personal subjective philosophy with his knowledge.

2.1.5. Roles of Teachers in English Language Classroom

The term 'Role' generally means one's duty or responsibility in a particular situation. The Concise Oxford Dictionary (1982, p.344) defines 'role as actor's part; one function, what person or thing is appointed or expected to do. A participant in any act of communication as cited in Richards and Lockhart (1996, p.98) present the following characteristics of

roles. They involve different kinds of work and different levels of responsibility. They involve different kinds of relationships and different patterns of interaction and communication. They involve different power relationships. In our daily lives, we fulfill roles that have features of all these defining characteristics, we are in a multitude of ways, actors of social roles, we need to play different roles in different situations as per the demand and responsibility we bear within society. Here my concern is with role of teacher in English language classrooms so the most striking question in this regard is what are teachers role? During a lesson, the teacher needs to manage the activities and the different ways. This means he/she needs to behave in different ways at different stages of the lesson. These different kinds of behavior are called teacher roles.

Teachers have primary responsibility for how they teach; they may assume very different roles within their own classrooms. Behind our expectation of role, behavior there lays a set of attitudes and beliefs about the roles in question in the English language classroom. Teaching and learning are essentially social activities, implying role and relationship between teachers and learners. These relationships are established maintained and evaluated through communication.

The important part of teacher's job is to motivate learners. In more recent 'Learner-centered approaches to language teaching.' teacher as a provider of materials and conditions for learning: Similarly, Dykstra (1948, p.4) considers the following characterization of the teacher's role:

Automatons who stand up call roll, talk a lot, give clues ask simple content questions, check for comprehension, check for recall keep records, discipline students bestow grades and generally carry on with clerical tasks far below what their own level of ability might be (as Cited in Wright 1987, p.49).

A classroom that behaves, listens, and learns is one of the ultimate goals of every educator concern. It is also what is needed to make many educators who though

passionate about teaching end with rendering effective service on the job. In reality, effective strategy for building classroom discipline is the Holy Grail that many tired and stressed out educators need to rejuvenate their teaching career are already thinking of quitting the profession to rescind their decisions. Following Wright (1987, p.241) essentially, teachers have the following two major roles in the English language classroom:

- To create the conditions under which learning can take place.
- To impart by a variety of means, knowledge to their learners.

2.1.6. Challenges for Teachers

According to Harmer (2008, p.76), the major challenges for the management of classroom are as follow:

- Teachers are flattered and laughed in the classroom.
- Teachers get the troubles because of weak preparations.
- The managements as well as the teaching learning process cannot be taken together by the teachers.
- The complex challenge appears because of economy for the effective learning process there should be proper physical management as well.
- Teachers get hard to concentrate the students mind in the classroom if the class is large.

According to Harmer (2008, p.76), in depth study, those challenges occur in classroom management:

- a. Academic challenges

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

b. Physical challenges

- School building.
- Classroom itself.
- Availability of teaching materials
- Play ground

c. Disciplinary problem

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

- Reaching the school late.
- Talking in the class.
- Bullying the younger students
- Destroying the school property.
- Neglecting homework.
- Telling lies
- Disrespectful behavior towards the teacher.
- truancy
- Stealing things.

- Copying at examinations.

Managing and controlling the behavior of students in the classroom is a key issue for a teacher. The behavior of students in a classroom may vary from person to person though a different task; effective classroom management can make the work relatively easier for the teachers.

To manage the classroom well, first, teacher has to understand and that the students in the class come from different lifestyles. They have different problems of their own, some 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 than sitting for a forty five minute period in the class, it's important that the teacher makes this forty-five minutes class exciting, so that the students can learn and at the same time have fun. To make the classroom effective; the teacher should make the class interesting, talk to the students and deal with disruptive behavior of students.

2.2 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles, theses and reports of the studies undertaken on Management English classroom under the department of English Education.

Basayal (2010) carried out a research on 'Strategies of classroom management used by secondary level English teachers'. His aim was to explore the common strategies used by the teachers of English in secondary level for classroom management. It was a survey research. He visited 10 schools of Kathmandu valley and selected 27 students for data collection. He used questionnaire and checklist observation as the tool. His major finding showed that student - centered teaching is more effective than teacher centered teaching.

Ghimire (2012) conducted a research entitled 'Role of Teachers in English Language classroom.' The main objective of his study was to find out the role of English teacher in ELT classroom. It was an experimental research. He visited 10 schools of Jhapa district and selected 35 students for data collection. He used pre-test and post- test as the tools. He found that teachers' role is important for ELT classroom management.

Likewise, Rokaya (2014) carried out a research entitled 'Teaching strategies used in the ELT classroom. His objective was to find out strategies used by English teachers in lower secondary level for classroom management. It was a survey research. He visited 5 schools of Kaski district and selected 25 students for data collection. He used questionnaire and observation checklist as the tools. He found that discussion method is more effective than lecture method in English classroom management nowadays.

Thani (2015) conducted a study on 'The Role of Classroom Management in English language teaching.' His aim was to find out the importance of classroom management in teaching English. It was a survey research. She visited 6 schools of Kathmandu district and selected 15 students for data collection. She used questionnaire and observation checklist as the tools. She found that the physical resources play important role for classroom management in secondary level.

Though, the above studies are about ELT classroom management the areas are also related to my research study. However, none of the above mentioned studies covers the problems and techniques in managing English classroom. Therefore, the present study is different from other studies. The present study aims to find out problems and techniques in managing English classroom.

2.3 Implications of the Review for the Study

There are numerous research works done under the department of English Education. Some of them related to attitudes of teachers, guardians and students towards teaching and learning English. I have selected and went through some of the researches which are

to some extent related and relevant to this present study. After the review of those researches, I got a chance to broaden my knowledge on the research area and boost up confidence to step forward in my study.

From Basayal's research (2010) 'Strategies of classroom management used by secondary level English teacher', I found that student - centered teaching is more effective than teacher centered teaching.

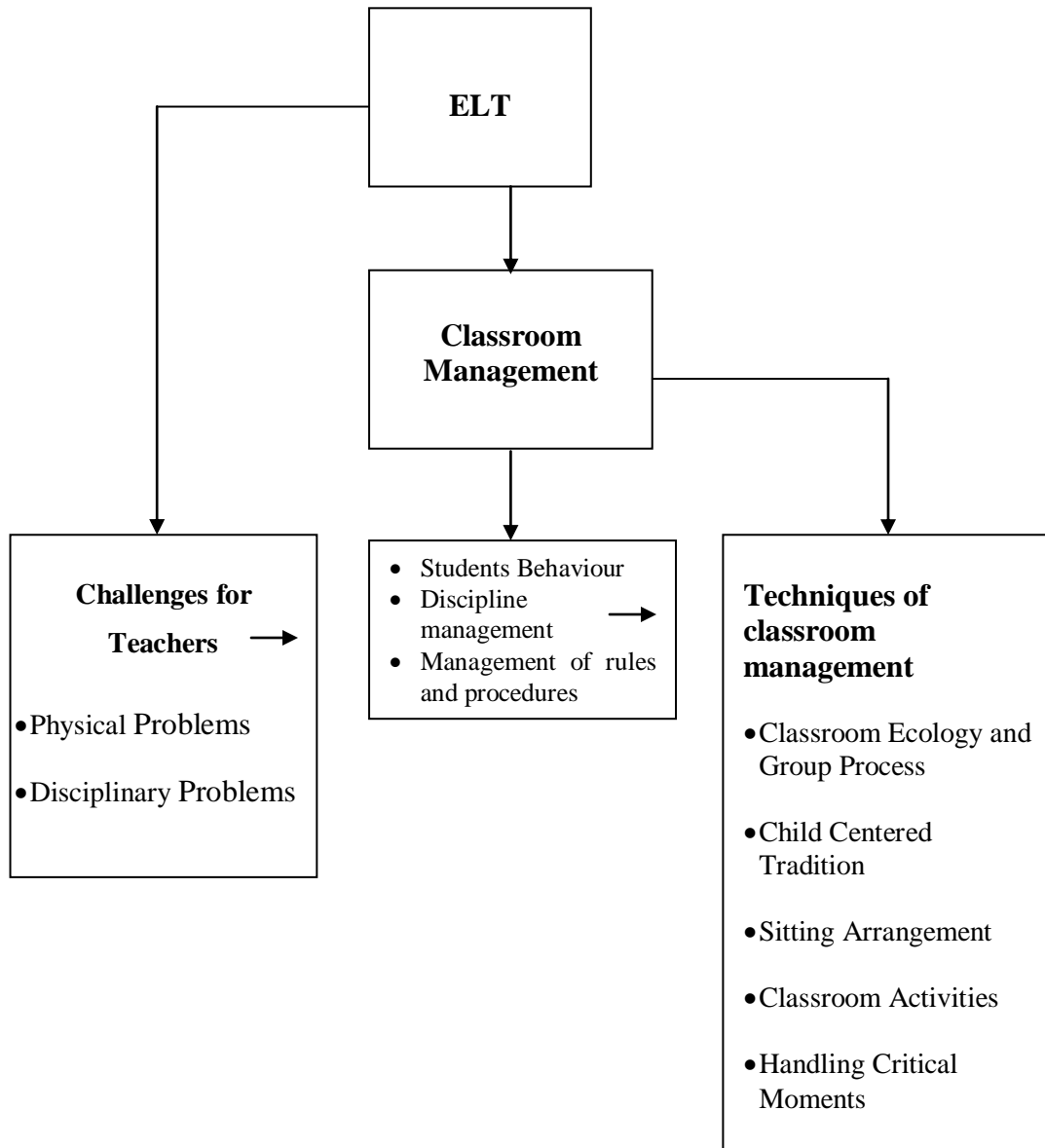
From Ghimire's study (2012) 'Role of Teachers in English Language classroom.' I found that teachers' role is important for ELT classroom management. Likewise, from Rokaya's research (2014) 'Teaching strategies used in the ELT classroom. I found that discussion method is more effective than lecture method in English classroom management nowadays.

From Thani's study (2015) 'The Role of Classroom Management in ELT', I found that the physical resources play important role for classroom management in secondary level.

So, the reviewed sources have become very important for me because they provided me valuable guidelines to go ahead in my research work.

2.4 Conceptual Framework

Conceptual Framework helps to get the general understanding of the study and its depth. The present research study was based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the design and methods of the study, study area/field, population, sample and sampling strategy, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures:

3.1 Design and Method of the Study

The design of this study was survey research. Survey research is the most popular design of research used in social science including in the field of education. Survey research is quite an old technique and was largely developed in the 18th century. Survey research is a kind of research which studies large and small population by selecting and studying sample chosen from the population. Survey is usually done in the natural setting. Data in survey design are collected through questionnaires, interviews and test scores. According to Cohen and Manion (1985):

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigation to small scale studies carried out by a single researcher. The main purpose of survey research is to obtain a snapshot of condition, attitudes and events at a single point in time (as cited in Nunan, 1992, p. 140).

Thus, from the above mentioned definition, we can say that survey research is carried out to illuminate important educational issues. Surveys are used mostly in large scale researches where a huge population is required to be included in the research.

Generalization of the findings is focused in this research. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive approach. It is not a recursive study because all research tasks do not go simultaneously but it is a step-wise study. Since my study was related to

educational issues and got factual information, the use of survey design was reasonable for it.

As research is a systematic process of investigating ideas, we cannot conduct it haphazardly. In order to conduct a research activity, Nunan (1992, p. 141) suggests the following eight step procedures of survey research:

Step 1: Defining objectives

In order to carry out any type of research work, the first task of any researcher is to define objectives of the study. So is the case with survey research. What we want to find out should be clearly written in our research work. If we carry out research work without defining objectives, it will lead us nowhere. Therefore, defining objectives is the first and most important thing in any research design.

Step 2: Identify target population

Under this step, target population of the study is mentioned, for example, students, and teachers.

Step 3: Literature review

Under this step, related literature is reviewed. It helps to know about what others have said or discovered about the issues.

Step 4: Determining sample

In this step, we need to be clear about the total population that we are going to survey. At the same time, what kind of sampling procedure we are going to use to select those study population, e.g., random sampling, non-random sampling, or mixed sampling is also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaires, interview and observation check-list.

Step 6: Designing survey procedure

After preparing appropriate tool for data collection, the process of data collection should be mentioned. Thus, in this step, we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools.

Step 8: Determining reporting procedure

Finally, after analyzing the data we have to prepare report of our research. It can be written in a narrative way with description.

I used survey research because it helps to collect large amount of data and it also includes the views of many people in a short period. It is a hypothetico- deductive study. It is also known as cross-sectional studies as it is used to find out the practically, applicability and appropriacy of certain events, issues, situation, generalizing the present status in details.

3.2 Study Area/ Field

The area of this study was based on 5 secondary schools of Janakpur. The field of this study was about the problems of techniques in Managing English classroom.

3.3 Population, Sample and Sampling Strategy

The population of this study included all the teachers of government aided secondary schools of Janakpur. Among them, I selected 5 secondary schools. I selected one English teacher from each school using non-random judgmental sampling strategy.

3.4 Data Collection Tools and Techniques

I prepared a set of questionnaire and an observation checklist for the teachers to find out problems and techniques in managing English classroom. I observed five classes of each teacher and filled up the observation checklist.

3.5 Data Collection Procedures

First of all I prepared a set of questionnaire and observation checklist for teachers. I went to the field and build rapport with teachers. Then I purposively selected one teacher from each government aided secondary school. I explained briefly about my research study and inform them about what they supposed to do. I distributed the questionnaires and request to respond. At the end, I collected the questionnaire from them. I observed 5 classes of each teacher and filled up the observation form.

3.6 Data Analysis and Interpretation Procedures

To complete the study, data was analyzed in a narrative way. However, quantitative data was analyzed and interpreted with the help of simple statistical computation like- mean median ratio and so on. Moreover, I presented the facts in different lists, tables and diagram in order to present those more explicitly so as to draw to conclusion of the study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data collected through questionnaire. Similarly, the summary of the findings is also included in this chapter.

4.1 Analysis of Data and Interpretation of the Results

In order to carry out this study, five secondary level English teachers teaching in different schools of Dhanusha district and the report of their questionnaire was taken as the primary source of data. This required information for the study was elicited through the pre-determined set of questionnaire and observation checklist. The analysis and interpretation of data in consideration with objectives and research question is discussed in following sections.

As the study intended to find out the Challenges and techniques in managing English classroom at secondary level. I administered fifteen objective questions and observation checklist. So, the data obtained through questionnaire are analyzed and interpreted separately.

4.1.1 Analysis of questionnaire Related to Challenges

Analysis of questionnaire related to challenges can be presented under the following sub-headings:

4.1.1.1 Challenges Occurring in the Class-room

It was asked to find out the reason of challenges that teachers have to face in the class-room teaching and learning. The responses varied from teacher to teacher. Their responses are given as follows:

T₁ says that many challenges like students' behaviours towards teachers, environmental problems and social problems.

T₂ views that economic condition, study attitudes, age and teachers' activities were the some challenges that occur in the classroom.

T₃ says that lack of students' vocabulary power and less conscious guardians were the some challenges.

Similarly, T₄ says that multi ethnic background and multi culture are the reasons to bring the classroom challenges.

T₅ says that students have come from different background and culture. So, it creates challenges in to the classroom.

T₆ opines that careless of the teachers as the main causes of the challenges. So, he should be very much careful about the students' behaviours.

It is clear from the responses of the teachers that multicultural and multilingualism, teachers' and students' behaviours and economic condition of the students were responsible to create problems in the classroom.

4.1.1.2 Challenges in Effective Management

This question tried to explore the challenges that a teacher has to face in his/ her daily class-room practice. The challenges given by different teachers are given below:

In response of this question, T₁ says that challenges like lack of furniture, light, ventilation and large classes were the challenges in creating effective management in classroom practice.

T₂ views challenges like lack of instructional materials, vocabulary power, hard labour of the students and large number of the students.

T₃ says the challenges like ventilation problems, small classes and lack of teaching materials were the challenges in creating effective management in the classroom.

T₄ mentions challenges like stealing the things and destroying the school properties were the main challenges in the management

Similarly, T₅ opines that disobedient, teasing teachers, lack of physical facilities and untrained teachers were the main problems.

T₆ views that tearing the paper, cheating the others' books, talking in the class were the main challenges that affect in creating effective classroom management.

Outnumbered of students, lack of teaching materials, small classes, talking in the class, bullying the younger students, stealing the things and destroying the school property were responsible for hindrance in creating effective management in the classroom.

4.1.2 Analysis of Questionnaire Related to Technique

Analysis of questionnaire related to technique can be presented under the following sub-headings:

4.1.2.1 Providing Personal Time to Students

This was the closed ended question to know whether the teachers provide personal time to their students or not in helping and solving the problems that students have. The following table show about proving personal time to students by teachers:

Table 1

Providing Personal Time to Students

| Rating | No. of teacher | percentage |
|--------|----------------|------------|
| Yes | 5 | 100% |
| No | - | - |

| | | |
|-------|---|------|
| Total | 5 | 100% |
|-------|---|------|

Source : Field Survey, 2017

The table number 1 shows those six out of six teachers provide personal time to their students. It is found that all the teachers provide their personal time to their students in government aided schools.

4.1.2.2 Telling Students about Basic Rules before Starting Class

This question mainly concerned with some basic rules that students have to follow in the classroom. The data collected on this issue is shown as follows:

4.1.2.3 Punishing the Students

This question was asked to find out the teachers' view whether they punished their students or not. The responses given by the teachers are given in the following table :

Table 2

Use of Punishment

| Rating | No. of teacher | Percentage |
|--------|----------------|------------|
| Yes | 5 | 100% |
| No | - | - |
| Total | 5 | 100% |

Source : Field Survey, 2017

The table number 2 shows that all of the government-aided English teachers punish their students. It is found that teachers punish the students to control the disruptive behaviours in classroom.

4.1.2.4 Preparing Lesson Plan for Classroom

Planning the lesson is an important aspect of teaching. So, as a teacher, he has to prepare lesson plan for his everyday class-room presentation. The responses given by the teachers are given in the table 3.

Table 3
Preparing Lesson Plan for Classroom

| Rating | No. of teacher | Percentage |
|--------|----------------|------------|
| Yes | 1 | 20% |
| No | 4 | 80% |
| Total | 5 | 100% |

Source : Field Survey, 2017

The table 3 shows that one of the teacher is in favour of preparing lesson plan for classroom. Four teachers are against preparing lesson plan for their students. It is found that teachers do not want to teach by preparing themselves.

4.1.2.5 Taking Care of the Misbehaviours of Students

This question was asked whether they draw the concern of teachers towards the behaviours of students. The responses varied teachers to teachers that are shown in the following table:

Table 4
Taking Care of the Misbehaviors of Students

| Rating | No. of teacher | Percentage |
|--------|----------------|------------|
| Yes | 4 | 80% |
| No | 1 | 20% |

| | | |
|-------|---|------|
| Total | 5 | 100% |
|-------|---|------|

Source : Field Survey, 2017

The table 4 shows that four teachers (i.e. 80%) are aware of the misbehaviours of the students in the classroom, but 1 teacher (i.e.20%) is not aware about the misbehaviours which can be referred below:

T₁ mentions some misbehaviours like side talking, joining the tail, forgetting homework etc.

T₂ finds misbehaviours like quarreling each other, making noise, teasing teachers etc.

T₃ mentions that side, talking, looking outside, tearing the paper are some misbehaviours.

T₄ has the similar experience. He says that making noise, disrespecting teacher, cheating friends' books are the main misbehaviours in the classroom.

T₅ also mentions similar points like, side talking bullying the younger student fighting each other etc. are the misbehaviours of the students.

T₆ says that destroying the desk, bench door and window, disobedience etc are the main misbehaviours of the students.

The above mentioned data show that side talking, teasing teacher, tearing others book, making noise, joining tail, quarrelling each other were the some misbehaviours of the students seen in the classroom teaching and learning.

4.1.2.6 Frequent Communication with Students

This question intended to explore the fact whether they communicate frequently with students or not. Teachers' responses are presented in the table below:

Table 5

Frequent Communication with Students

| Rating | No. of teacher | Percentage |
|--------|----------------|------------|
|--------|----------------|------------|

| | | |
|-------|---|------|
| Yes | 2 | 40% |
| No | 3 | 60% |
| Total | 5 | 100% |

Source : Field Survey, 2017

From the table 5, it can be said that 2 teachers (i.e.40%) frequently communicate with students whereas 3 teachers (i.e. 60%) do not do the frequent communicate with his/her students. It is found that teachers do not want to communicate with them.

4.1.2.7 Understanding by Class-room Management

This question was asked to get the general ideas about the classroom management. I tried to find out the concept of management on the part of teacher side. In the response of this question, different teachers answered different views. They are as follows:

T₁ says that the class-room management is the process to manage the necessary elements in class-room like light, furniture black board and marker.

T₂ views that it is the way to manage useable and the need- based teaching materials and according to its subject matter, group, division of the students' cleanliness and attractive classroom.

T₃ says that the use of teaching materials in appropriate situation in the classroom is known as classroom management.

T₄ says that it is the way to create a situation where students can learn the content easily.

T₅ says that it is the process to manage the physical as well as the psychological aspect that teacher has to do.

T₆ views that management is preparing of all kinds of things that appear into the class-room.

From the obtained data, it is clear that classroom management is managing necessary elements in the classroom and making favourable conditions for teaching and managing teaching materials. It is also helpful for the effective teaching and learning.

4.1.2.8 Importance of Classroom Management

This question was asked to find out the importance of the classroom management. In responses, the teachers said 'yes' and the responses are given below:

In opinion of T₁ it is necessary for effective language, class. It creates learner's interest, and they become eager to learn.

T₂ views that it helps to do effective teaching for student's age with their behaviour and attitude.

T₃ says that without class-room management, teaching will be meaningless.

Similarly, T₄ views that it is necessary to increase student's educational achievement.

T₅ say that it facilitates teaching and learning.

T₆ views that classroom management creates environment to teach and learn the expected content from teacher and students side respectively.

What is concluded from the above data is that classroom management helps for effective teaching, gearing up the students' learning and increasing students' educational achievement.

4.1.2.9 Motivation for Language Learning

Motivation is the key factor for learning the language and equally important for class-room management as well. In responses of this question, teachers put their different thoughts which are as follows:

T₁ responds that motivation is the key which opens learner mental box, and eager them to learn.

T₂ says that it makes curious for students by motivating them.

T₃ views that motivation is the soul of language learning.

T₄ Says that motivation is the key part of learning. It directs students towards success.

T₅ have the similar view that the motivation is the important aspects of learning. He further says that to run learning activities properly, motivation is needed.

T₆ views that it helps students to learn the subject matter easily, and also facilitates in learning.

The responses clearly show that the motivation is the soul of the language learning and key of it. This also reveals that motivation only prepared student to learn the thing, drew their attention, opened mental box and made the students eager to learn.

4.1.2.10 Ensuring Students Participation in Learning Activities

This question tries to seek the teachers has done equal treat or not. In fact, without the equal participation the class-room environment cannot run properly. The responses given by the teachers are given below:

T₁ says that to ensure equal participation in learning, he had to use different activities like, group work, pair work and talking individually.

T₂ has the similar views that he also divided the students in many small groups and conducted the different tasks.

T₃ views that he ensured mostly equal participation in learning by focusing students' equality.

T₄ has the same views to ensure equal participation; he gave the similar tasks to each student and monitor one by one.

T₅ says that dividing into groups and sharing the ideas were the best way to ensure equal participation.

T₆ says that providing the task to the students according to their capacity was the best way.

These views clearly expressed that by dividing students into different groups, providing similar task, focusing all students equally and talking individually helped equal participation in learning in the classroom.

4.1.2.11 Techniques Used for Class-Room Management

This question mainly explored different techniques used in the classroom by the teachers. The responses given by the government-aided English teachers are given below:

T₁ mentions the classroom management techniques like, changing sitting style, putting the board in centre and managing the light.

T₂ uses techniques like, use of materials, inductive method, group division and keeping the teaching materials in proper place.

T₃ mentions similar techniques like, inductive method, teaching simple to complex order and use of teaching materials.

T₄ adopts techniques like, group division, giving personal time and provide immediate feedback.

T₅ mentions the techniques like use of motivation, talking individually and regular eye contact are the main techniques of class-room management.

T₆ has been using the same techniques like group division and use of enough teaching materials.

The above points help us to summarize that the use of teaching materials, use of inductive methods, teaching the content from simple to complex, from known to unknown order, division of the students if the number is high, managing the physical things, personal immediate feedback and motivation were some techniques adopted by the government-aided ELT teachers to manage their class.

4.1.3 Analysis of Class- Observation Check List

While collecting the data from checklist, I observed three classes of a teacher. Through that observation, I filled the checklist containing different aspects. The results are analyzed in the following section by using table. While observing the classes, I have made different criteria that were as follows:

4.1.3.1 Physical Facilities

Physical facilities are the most important elements for successful class - room management. It includes various aspects like arrangement of desk, shape of the class-room, electricity, blackboard and drinking water.

Table 6

Physical Facilities

| Rating | Percentage |
|---------------|------------|
| Excellent | 9.22 |
| Good | 31 |
| Average below | 16 |
| Below average | 18.78 |
| Poor | 25 |
| Total | 100 |

Source : Field Survey, 2017

The physical facilities of school was 9.22% were excellent, 31% good, 16%, average 18.78% below average and 25% poor. Hence, the physical facilities of the schools seemed poor or that was not satisfactory.

4.1.3.2 Teachers' Behaviours

Teacher is the key part of the learning. It is believed that teacher has to play great role to make class-room successful. Teacher has to perform or should have tactics to use the adequate technique according to the situations. In order to this, teachers' personality, attitude, self confidence, verbal behaviours, language etc. were observed through check list. Which can be presented in the table 7.

Table 7
Teachers' Behaviours

| Rating | Percentage |
|---------------|------------|
| Excellent | 56 |
| Good | 12 |
| Average | 25 |
| Below average | 6 |
| Poor | 1 |
| Total | 100 |

Source : Field Survey, 2017

The table 7 reveals that 56% (more than half) were excellent in teachers' behaviours. Similarly, 12% were good, 25% were average, 6% were below average and 1% was found poor in their behaviours. It is found that most of the teachers behaviours play important role in classroom.

4.1.3.3 Students' Activities

Teacher is the key elements of learning. Similarly, the students are the equally important factors for learning as well. So, as a teacher, we cannot ignore the students. What they do in the class also affects the management. To run the class properly, the behaviours of students should be observed or should be treated properly. The collected information

through checklist is presented below in which students' interest, attention participation, follow the direction and other action are observed:

Table 8

Students' Activities

| Rating | No. of classes | Percentage |
|---------------|----------------|------------|
| Excellent | 5 | 20 |
| Good | 5 | 20 |
| Average | 10 | 40 |
| Below average | 3 | 12 |
| Poor | 2 | 8 |
| Total | 25 | 100 |

Source : Field Survey, 2017

The data show that 20% students were found excellent in classroom practice. Similarly, 20% were good, 40% average, 12% were below average and 8% are found poor. It shows the fact that most of the government school students are not properly engaged in learning activities.

4.1.3.4 Presentation/ Class-room Practice

There are different class-room techniques used to make the class-room live. For the successful management of teaching, an organized and systematic class-room practice should be emphasized. Presentation or class-room practice are the dominant factors for successful class-room management. Under presentation and class-room practice, I have

incorporated topics like warming up, discussion, role play, pair work, discipline interaction etc. which can be shown in the table 9.

Table 9

Presentation/ Class-room Practice

| Rating | No. of classes | Percentage |
|---------------|----------------|------------|
| Excellent | 5 | 20 |
| Good | 5 | 20 |
| Average | 10 | 40 |
| Below average | 3 | 12 |
| Poor | 2 | 8 |
| Total | 25 | 100 |

Source: Field Survey, 2017

The table 9 show shows that 20% students were found excellent in classroom practice. Similarly, 20% were good, 40% average, 12% were below average and 8% are found poor. It shows that most of the government school teachers used pair work, group work, project work for classroom management.

4.1.2.1 5 Evaluation System

Evaluation system is an important element for learning. Achievement whether the student has learnt the content or subject matter during the course of teaching is measured through the evaluation. Without evaluation, our learning may not be meaningful. So, this should be done by the teacher. The table below shows about the evaluation system:

Table 10
Evaluation System

| Rating | Percentage |
|---------------|------------|
| Excellent | 15.75 |
| Good | 19.25 |
| Average | 60 |
| Below average | 5 |
| Total | 100 |

Source: Field Survey, 2017

The table 10 shows that 15.75% are found excellent, 19.25% good, 60% average and 5% are found to be below average in the evaluation system. The result is not satisfactory. Evaluation system has an important role on classroom management.

4.2 Summary of the Findings

This study aimed to find out the Challenges and Techniques in Managing English Classroom. The findings of the study has been presented on the basis of challenges and techniques:

4.2.1 Findings Related to Challenges

- Multicultural and multilingualism, teachers' and students' behaviours and economic condition of the students were responsible to create problems in the classroom.
- Outnumbered of students, lack of teaching materials, small classes, talking in the class, stealing the things and destroying the school property were responsible for hindrance in creating effective management in the classroom.

4.2.2 Findings Related to Techniques

- All teachers provided their personal time to their students.
- All of the government-aided English teachers were in the favour of punishing their students to control the disruptive behavior in classroom.
- Most of the teachers (i.e. 80%) were against preparing lesson plan for their students.
- Most of the teachers (i.e. 60%) do not do the frequent communicate with their students.
- Classroom management is helpful for the effective teaching and learning.
- Classroom management helps for effective teaching, gearing up the students' learning and increasing students' educational achievement.

- Motivation only prepared students to learn the things, drew their attention, opened their mental box and made the students eager to learn.
- Most of the government school teachers used pair work, group work, project work for classroom management.
- Teachers' and students' behaviours and economic condition of the students were responsible to create problems in the classroom.
- Use of teaching materials, use of inductive methods, teaching the content from simple to complex, from known to unknown order, division of the students if the number is high, managing the physical things, personal immediate feedback and motivation were some techniques adopted by the government-aided ELT teachers to manage their class.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of the study on the basis of analysis. Then it suggests some recommendations in accordance with the findings.

5.1 Conclusions

The thesis entitled "Challenges and Techniques in Managing English Classroom." is intended to discover the problems and techniques for classroom management in government aided schools of Dhanusha District. To ensure the validity and reliability of the findings, a set of close-ended questionnaire and five observation checklists were prepared. The answer sheets were prepared for the six teachers teaching in five different secondary schools of Dhanusha district. The finding of the study can be summarized below:

- The responses clearly show that the motivation is the soul of the language learning.
- Dividing students into different groups, providing similar task, focusing all students equally and talking individually helped equal participating learning in the classroom.
- Personal immediate feedback and motivation are some techniques adopted by the government-aided ELT teachers to manage their class.
- The physical facilities of the schools seemed poor or that were not satisfactory.
- It was found that 5% of the students are below average in the evaluation system.

5.2 Recommendations

The following implications are suggested at the different levels on the basis of the findings derived from the study for the pedagogical purposes. Three levels of implications are presented in this part:

5.2.1 Policy Related

This is the highest level of recommendation. The things that are recommended at the level would change the whole system of the country. Some of the implications of the study at policy related are:

- The policy makers should be aware about the challenges and techniques in managing English classroom.
- The infrastructure must be managed throughout the nation for ELT classroom management.
- Curriculum should also contain about using ELT classroom management in effective manner.
- The policy makers, text book writers, course developers and curriculum designers should include the use of teaching materials, use of inductive methods, teaching the content from simple to complex, from known to unknown order, division of the students if the number is high, managing the physical things, personal immediate feedback and motivation for ELT classroom management.

5.2.2 Practice Related

This is the level of actual recommendation of the policies into classroom practice. According to the findings of the study some of the recommendation for this level are:

- The teachers should have proper knowledge about ELT classroom management.
- The learners should learn the content actively by involving in pair and group work, in group discussion, in problem solving ways and so on.
- Teachers should apply all the techniques like group division, eyes contact, proper uses of teaching materials that they have received for ELT classroom management.
- The teachers should be given comprehensive input, exposure and high motivation in their classroom intervention for classroom management.
- There should be collaboration between teacher, student, teacher- guardians and students- students in the process ELT classroom management.

5.2.3 Further Research Related

Some of the implications that would be helpful for those who attempt to conduct research under the related area of my study are as follows:

- Further research in the field of ELT must be carried out in order to help the policy makers on the importance of classroom management in ELT.
- Further experimental investigation should be conducted by focusing on the benefits in language teaching and learning for students in classroom management.
- High scale study is required to enlarge the field of ELT in Nepal with reference to classroom management.

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APPENDIX I

Questionnaire for the Teachers:

Dear Sir

Questionnaire is a part of my research study entitled 'problems and techniques in managing English classroom under the supervision of **Mr. ReshamAcharya**. My study will try to find out the problems and techniques in managing English classroom.

Date:

School:

Teachers Name:

Designation:

(√) Tick the best answers

Activities Related to Classroom

1) Do you enter the classroom with a smiling face?

- a) Yes b) No..... c) sometime.

2) Do you always use instructional material in classroom?

- a) yes b)No c)sometime

3) Have you ever given chance for discussion to your students?

- a) Yes b) No c) sometime

4) Do your students become serious on your presentation?

- a) Only good students.

b) No at all

c) When I present new lessons.

5) Is your teaching teacher centered?

a) Yes b) No c) sometime.

6) What is the main cause of uncontrolled classroom?

a) Large number of students in class.

b) Students uninterested in lesson

c) Not at all

7) Do the students ask question during the period?

a) Yes b) Sometimes c) No

Challenges Related toTeacher

8) Are you happy with the progress of your students?

a) Quite alot b) a little c) very little d) not at all

9) Students should be autonomous in the classroom.

a) Strongly agree b) agree c) neither agree not disagree

10. How do you analyze the behavior of students while teaching?

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.....

11. It is said that classroom should be student centered.Do you believe that the class will be disciplined in this situation?

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Challenges Related to Classroom Management

12. What can be the major techniques for the managing classroom?

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13. What are the major challenges you have faced in ELT classroom?

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14. What are the solutions to get rid of those challenges?

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15. Do you have any new idea to manage the classroom?

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.....

APPENDIX II

Classroom Observation Checklist

Name of the school:

Time:

Name of the teacher:

Period:

Subject:

| S.N | Activities | yes | No | Remark |
|-----|-----------------------------------------|-----|----|--------|
| 1 | Responses for misbehavior | | | |
| 2 | Comes to the front | | | |
| 3 | calls the student | | | |
| 4 | over-used content | | | |
| 5 | Behavior over dwelling | | | |
| 6 | fragmenting spoken language | | | |
| 7 | Ignorance of misbehavior immediately | | | |
| 8 | Pacing | | | |
| 9 | becomes calm | | | |
| 10 | smile with misbehaviors | | | |
| 11 | angry with positive behavior | | | |

| | | | | |
|----|----------------------------------------------|--|--|--|
| 12 | Rewards with positive behavior | | | |
| 13 | punishment with inappropriate behavior(what) | | | |
| 14 | stop the lesson when it occurs and restarts | | | |
| 15 | Non-verbal language | | | |
| 16 | Request | | | |
| 17 | Act immediately | | | |
| 18 | Focus on student | | | |
| 19 | Focus of behavior | | | |
| 20 | Talk in private | | | |
| 21 | Equality rules | | | |
| 22 | Overlapping | | | |
| 23 | Coercion, penalties or punishments | | | |
| 24 | Order | | | |

APPENDIX V

List of Teachers' Name

1. RakeshYadav
2. Ashok Karna
3. RanjitSah
4. Ram AshishMandal
5. Jagdish Ray

