

**Classroom Management in Teaching of Grammar: A Case of Banke District**

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

**Submitted by  
Sarmila Dhital**

**Faculty of Education  
Department of English Education  
Kirtipur, Kathmandu, Nepal**

**2022**

**Classroom Management in Teaching of Grammar: A Case of Banke District**

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

**Submitted by  
Sarmila Dhital**

**Department of English Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2022**

**T.U. Regd. No: 9-2-280-59-2012  
Fourth Semester Examination  
Roll No: 7228637/073**

**Date of Approval  
Thesis Proposal: 2075/12/11  
Date of Submission: 2021/12/23**

## **Declaration**

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

Date: 2078/10/04

.....

**Sarmila Dhital**

### **Recommendation for Acceptance**

This is to certify that **Ms. Sarmila Dhital** has prepared this thesis entitled **Classroom Management in Teaching of Grammar: A Case of Banke District**, under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2078/10/04

.....

**Dr. Gopal Prasad Pandey (Supervisor)**

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

## **Recommendation for Evaluation**

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

**Signature**

**Dr. Gopal Prasad Pandey**

Reader and Head

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Chairperson)

**Mr. Ashok Sapkota (Supervisor)**

Lecturer

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Member)

**Mr. Guru Prasad Poudel**

Lecturer

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Member)

Date: 2075/12/1

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

### Signature

**Dr. Gopal Prasad Pandey (Supervisor)**

Reader and Head

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Chairperson)

**Dr. Rishi Ram Rijal**

Professor

Department of English Education

Mahendra Ratna Campus, T.U. Tahachal

Kathmandu, Nepal

.....

(Expert)

**Dr. Renu Singh**

Lecturer

Department of English Education

Tribhuvan University, Kathmandu, Nepal

.....

(Member)

Date: 2078/10/04

## **Dedication**

Dedicated

to

**My Dear Parents and Respected Gurus**

Who are the ultimate source of love and inspiration for my career path.

## Acknowledgements

I would like to express my sincere gratitude and appreciation to all the personalities who have assisted me directly or indirectly during the preparation of this study. First and foremost, I am grateful and highly indebted to my respected Guru and thesis supervisor, **Dr. Gopal Prasad Pandey**, Reader and Head, Department of English Education, Tribhuvan University, Kirtipur, for his invaluable guidance, support and assistance while carrying out this research. In fact, this research wouldn't have been possible without his constructive suggestion correct feedback and insightful observation right from the beginning of this research to the end.

Likewise, I am also grateful to **Prof. Dr. Rishi Ram Rijal**, expert, Department of English Education, of my thesis approval and evaluation committee for his constructive suggestions. I am equally thankful to **Mr. Ashok Sapkota**, lecturer, Department of English Education, Tribhuvan University, Kirtipur for his fruitful suggestion and guidance throughout the research proposal. Similarly, my sincere gratefulness goes to **Dr. Renu Singh**, Lecturer, Department of English Education, member of thesis viva for his constructive suggestions and kind support to complete this work.

Similarly, I am equally grateful to my Gurus and Gurumas; **Prof. Dr. Anjana Bhattarai, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Tara Datta Bhatta, Prof. Dr. Bal Mukund Bhandari, Dr. Prem Phyak, and Dr. Ram Ekwel Singh**, for their valuable support, advice, guideline, feedback, instructions and constructive suggestions to accomplish this work.

In addition to this, I would also like to acknowledge all the authors and researchers whose ideas have been of great assistance during the preparation of this thesis. Similarly, I would like to express my sincere gratitude to all the teachers who directly or indirectly taught me and brought to this level.

Finally, I would like thank for all the ELT teachers and government schools of Banke district for their co-operation and support during the data collection process of the study. Eventually, I would like to express my thanks to all my family members, friends' relatives and the entire known and unknown person who assisted me to carry out this study successfully to fruition.

**Sarmila Dhital**



## Abstract

This study entitled **Classroom Management in Teaching of Grammar: A Case of Banke District** has been carried out in order to identify the ways of classroom management in teaching of grammar lessons in community schools. Two secondary level ELT teachers were sampled by using purposive non-random sampling procedures from two different community schools of Banke district. I observed 20 classes (i.e. ten of each teacher) of selected ELT teachers using classroom observation guidelines. I adopted the ethnographic research design. Classroom observation and unstructured interview were used as the main research tools for data collection. The finding of the study showed that classroom was not well managed physically and psychologically due to the lack of physical facilities, teaching materials and poor condition of furniture. The study also revealed the teachers faces multiple challenges while teaching grammar such as; lack of proper arrangement of desk and benches, noisy classes, untrained teachers, misbehavior of students and poor condition of the school building.

This thesis incorporates of five chapters. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. Likewise, the second chapter consists of review of related theoretical review, review of empirical literature, implication of the review for the study along with the conceptual framework of the study. Similarly, the third chapter deals with methodology containing design and method of the study, population, sample and sampling strategy, tools and techniques for data collection, procedures of data collection as well as ethical considerations. In the same way, the fourth chapter includes analysis of data and interpretation of result presented. Finally, the fifth chapter presents the findings, conclusions and policy related, practice related, as well as further research related recommendations. This chapter is further followed by the references and appendices.

## Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Abbreviations</i>	<i>x</i>
<b>Chapter 1: Introduction</b>	<b>1</b>
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Significance of the Study	3
Delimitations of the Study	4
Operational Definitions of the Key Terms	4
<b>Chapter 2: Review of Related Literature and Conceptual Framework</b>	<b>5</b>
Review of Theoretical Literature	5
Classroom management	5
Techniques of classroom management	7
Problems of classroom management	8
Rules of effective classroom management	10
Advantages and disadvantages of classroom management	11
Classroom management in teaching grammar	12
Teaching grammar	14
Grammar and its importance	14
Methods of teaching grammar	15
Techniques of teaching grammar	16
Review of the Empirical Literature	18
Implications of Review for the Study	20

Conceptual Framework	20
<b>Chapter 3: Methods and Procedure of the Study</b>	<b>23</b>
Design and Method of the Study	23
Population Sample and Sampling	24
Sources of Data	24
Data Collection Tools and Techniques	24
Data Collection Procedure	24
Data Analysis and Interpretation Procedures	25
Ethical Considerations	25
<b>Chapter 4: Analysis and Interpretation of Results</b>	<b>26</b>
Classroom management practiced	26
Current situation of the classroom management	26
Condition of furniture for conducting teaching learning activities	27
Teaching materials used while teaching grammar	28
Problems related to students in managing English grammar classes	30
Misbehaviors of the students found in the classroom	31
Ways to manage the noise class	32
Way of managing grammar teaching classroom effectively	33
Role of teachers for classroom management	34
<b>Chapter 5: Findings, Conclusion and Recommendations</b>	<b>36</b>
Findings	36
Conclusion	37
Recommendations	38
Policy related	38
Practice related	38
Further research related	39
<b>References</b>	
<b>Appendices</b>	

### **List of Abbreviations**

EFL	English as foreign Language
ELT	English Language Teaching
ICT	Information Communication Technology
L1	First Language
NELTA	Nepal English Language Teachers Association
OHP	Over Head Projector
Regd. No.	Registration Number
T.U	Tribhuvan University

## Chapter 1

### Introduction

The present study is on **Classroom Management in Teaching of Grammar: A Case of Banke District**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### Background of the Study

Teaching grammar is one of the aspects of language teaching. Grammar is the ways that words can be put together in order to make sentences. In another word, grammar is a structures and patterns that are governed by particular pragmatics constraints. According to Thornbury (1999) "Grammar is a kind of sentences making machine." It is a set of formal pattern in which words of language are arranged to convey the meaning. Grammar teaching is used to teach almost all skills of language. Grammar teaching is necessary to teach any level of people who are involved directly or indirectly in teaching learning activity. From the past, different methods like teaching from rules, teaching from example, teaching through textbook etc. have been used to teach grammar in Nepal. Having only good knowledge about grammar is not sufficient for a teacher. But he/she should also have skills to manage the classroom systematically and effectively.

For effecting teaching grammar, classroom management is a must which the teacher has to consider and the teacher should be capable as well. Classroom management includes several issues ranging from furniture arrangement to discipline, management to dynamics. A well-managed classroom will certainly be more productive than usual. To make good classroom management depends upon teacher and student working equitably together because they both are confident together upon peremptory instruction and reigned obedience. So, management is one of the important for effective teaching. According to Smith and Leslett (1993, pp. 85-90), "Good teacher is able to raise pupils' self-esteem, developed a positive work ethos without restoring to punitive regime, praise rather than criticize and use pupils' enthusiasm and interest in a creative and positive way". Likewise, according to Richards (1990, p.58) "Classroom management refers to the ways in which students' behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively".

By all definitions, we can say that classroom management is a planned and organized activity and procedure which allow for effective teaching and learning. Though there is the use of effective classroom, teacher is expected to manage students' behaviors that focus with the range from consistently attentive to mildly disruptive behaviors. Actually, classroom management is the key aspect of learning. Managing a school is highly individual job. The basic goals of classroom management for all instructors articulated by Eggen and Kauchak (as cited in Campbell 1999, p.34) are as follow:

1. Create best learning environment possible.
2. To develop students' responsibility and self-regulations.

It is not possible to have good/positive learning environment without proper classroom management. Good classroom management involves equal participation of the students and teachers that solves classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or student need. Some of the most important feature of classroom management is 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 periods, we also somehow have to prepare ourselves for the expected behaviors of students. Without the plan of carefully constructed classroom management teacher cannot develop defensive reaction to disruptive students and this will not certainly compromise their effectiveness as teachers. Thus, classroom management is a management of physical as well as psychological management for creating learning environment. And it is also the term used by the teachers to describe the process of ensuring that classroom lesson runs smoothly despite disruptive behavior of students.

### **Statement of the Problem**

Teachers' might have been suffered from different issues and problems in the classroom while teaching. They have faced the difficulties such as; seating arrangement, management of teaching materials, and encouragement of students, use of appropriate techniques, motivation, and teacher student relationship and so on towards the classroom management. These problems lead poor classroom management for effective teaching grammar. Managing classroom requires effective techniques like physical management (sitting arrangement, condition of the board) and teaching learning management (Use of word cards ICT tools, students' participations). If teacher have to use proper techniques to manage the classroom, teaching grammar activities are effective

and fruitful. There are so many techniques that teacher use inside their classroom for effective teaching grammar. This study raises the issues regarding the classroom management of English teachers while teaching grammar. Most of the researchers carried out research on classroom management but no one has carried out research on Classroom Management in Teaching Grammar. So, I have studied this research. Here, I aimed to find out the ways of classroom management in teaching of grammar lesson in government school.

### **Objectives of the Study**

The objectives of this study were as follows:

1. To identify the ways of classroom management in teaching of grammar lesson in community schools, and
2. To suggest some pedagogical implications.

### **Research Questions**

This study focused to find out the answers of the following research questions.

1. How do English teachers manage their classes to teach grammar in their classes?
2. What are the ways teachers use to manage the class?

### **Significance of the Study**

Every research study has some significance to relate the concerned individuals. Similarly, this study is beneficial and useful to the stakeholders and practitioners who are involved in the field of English language teaching. It tries to find out the ways of classroom management in teaching of grammar lesson. It also reflects that whether the ELT teachers apply the ideas or techniques for managing classroom or not. In this sense it will be significant to the English language teachers.

Furthermore, this study will be beneficial for those who are directly or indirectly involved in English education like teacher trainer, teacher training instructor, subject expert, supervisor, observer teacher, policy maker, curriculum designer, and trainee teachers. This study will be beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT.

## **Delimitations of the Study**

The present study had the following delimitations:

- 1.This study was conducted in Banke district.
- 2.The area of the study was delimited to two community school of Banke district.
3. Only two ELT teachers were selected from Banke district by using purposive non-random sampling procedure.
4. Classroom observation and unstructured interview were used as the tools for data collection.
- 5.This study was delimited on teacher's ways of classroom management in terms of teaching grammar in community school at secondary level.

## **Operational Definitions of the Key Terms**

The following key terms have been used in this study:

**Classroom Management:** In this research, this term classroom management is a managed of physical as well as psychological management for creating learning environment

**Teaching Grammar:** Grammar teaching refers to systematic ways of grammar teaching, that are used to help learners to develop competence in a unfamiliar grammar.

**Community School:** Community schools are the type of schools that are supported by the government.



## Chapter 2

### Review of Related Literature and Conceptual Framework

This Chapter provides the information of previous research works and other related literature as well as the theoretical and empirical bases of the research. This chapter deals with review of related theoretical literature, review of empirical research implication of review for the study and conceptual framework of the study.

#### Review of Theoretical Literature

This section deals with different theoretical perspectives related to my study.

**Classroom management.** Classroom Management refers to the proper arrangement and organization of the materials and activities while teaching in the classroom. It is one of the important skills of controlling and making decisions in business or similar organization. Various people define classroom management variously. Wragg (1981, p.7) defines classroom management as "What teachers do to ensure that children engage in the task in hand whatever that may be." In this definition, he focuses on teachers' role in managing the classroom. Similarly, Alberto and Troutman (1986, p.404) write, "Classroom management can be defined, as a teacher ability to co-operatively manage time, space, resources and students' behaviors and to provide a climate that encourages students learning"(as cited in Thani, 2008, p.6). It also emphasizes the ability of the teacher to manage the classroom for effective teaching.

Classroom management plays vital role in teaching learning process. Good classroom management involves equal participation of students and teachers to solve classroom related problems. How effectively and to what extent; the students can learn something is directly affected by the classroom environment i.e. classroom management. Managing and controlling the behavior of students in a classroom is a key point for a good teacher. A successful teaching learning activities depend upon how successfully a teacher can do this has a strong impact on student achievement and outcomes. So, effective classroom management strategies make the works relatively easier for the teacher and also the students can learn something in a joyful environment. Regarding the necessity of classroom management strategy for a teacher, Harmer (2008, p.34) states, "If we want to manage classroom effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, how the teachers appear

to the student and who talks most in the lesson. Successful classroom management also involves being able to deal with difficult situations."

Classroom management is a skill that a teacher acquires in course of time. Since a teacher is the key person in the classroom management, he should check every behavior of the students. If the classroom management is poor, the activities that are performed while teaching learning periods will be vain. So, it is not possible to make a good learning environment if students' behaviors remain unchecked. Regarding the importance of classroom management, Brophy (1986) states, "Classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning". Thus, classroom management is very important and inevitable for effective teaching grammar.

There are four important tools the teachers need to know about physical as well psychological managing his/her class which are briefly discussed here ([www. I. to. i.com/online-tefl module-shtml](http://www.I.to.i.com/online-tefl/module-shtml))

***Giving instruction:*** Making sure the students know what they are meant to be doing is essential and good. Clear instruction is the way to do it.

***Encouraging interaction between students:*** Find out to get the class talking. For examples, splitting the class into teams when playing games will increase conversation practices.

***Use the board:*** Find out the board is most useful material in the classroom while teaching and how to use it. For Example, asking students to write answer on the board is a great way to get students practicing their spelling, but the teacher must remember that they will be embarrassed if they are wrong, so get the class to spell it together.

***Arranging seats:*** This is an important tool in the classroom and will allow the teacher to better address the need of the class in different situations. For examples, sitting of the students in a semi-circle for presentation but into separate areas of the class for group work.

English classroom management refers to the operation and control of classroom activities related with and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. Most of the discussion of the classroom management assumes that its main purpose is to classroom management are regulation on seating and attendance, the

handling of the instructional materials, equipment and the control of activities during the class activities.

A well-managed classroom will give the students more opportunities for mental growth and development of well-managed classroom, which produces favorable working conditions conducting to learning and makes schools work enjoyable and interesting. If teachers teach grammar by managing physical as well as teaching management in the classroom, classroom and teaching learning activities will be effective. Proper teaching management and physical management are most important in maintaining a refreshing teaching-learning atmosphere. It involves trained students to respond positively to the teacher's effort along with teachers' performance and behavior with professional manner. A well-managed classroom is a pleasure to behold and natural.

**Techniques of classroom management.** Management is the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims. If there is a well-furnished or organized classroom, of course the teaching learning activities run smoothly despite disruptive behaviors of students. For this a particular manner or style needs to be the teachers since they are key persons in the classroom while conducting the English class. The teacher while teaching a language has to manage the classroom considering different techniques such as physical and psychological management. Like; number of students, seating arrangements, students' attitude towards the activities, giving instruction, warming up and presentation, using appropriate techniques, methods, motivation, reinforcement, teacher student relation and so on. Wraag (1981, p. 7) defines classroom management as "what teachers do to ensure that children engage in the task in hand, whatever they may be". Here, he focuses on teachers' activities in managing classroom. By Wraag's definition of classroom management, we can say that psychological management and good physical management of the class are co-interrelated factors for classroom management. The above mentioned factors mainly come under the following two headings:

***Physical management.*** Physical management means management of physical facilities in the classroom. Physical management involves arrangement of student desk bench, movement between these arrangements, management of teaching materials, shape of classroom and

whiteboard, condition of door, window, roof, installing devices such as the OHP, the computer and so on.

***Psychological management.*** Psychological management refers to teachers' psychological techniques that manage the teaching learning activities in the classroom. The teachers manage their classes depend upon what activities they do apply in the classroom. Successive and goal oriented learning is always directed by the activities that are implemented in the classroom. Psychological management involved encouragement for the students, warming up and presentation, use of appropriate techniques, Teacher's control over the classroom, interaction and eye contact in classroom, teacher student relationship and so on.

Successive and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes do not only help to achieve the goals of learning, but also help to manage the class. So, we can say that learning activities and good management of the class are co-related factors. Less emphasis on one factor hinders the other too. Thus, classroom management is a management of physical as well as psychological management for creating learning environment and it helps for effective and fruitful grammar teaching activities in the classroom.

**Problems of classroom management.** A problem is an obstacle, impediment difficulty or challenges or any situation that invites resolutions; the resolution of which is recognized as a solution or contribution towards a known purpose or goal. A problem implies a desired outcome coupled with an apparent deficiency doubt or inconsistency that prevents the outcome from taking place. The problem is that while teachers enter the profession filled with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. In this regard Bull (1996) states:

How to manage a class is probably the major worry of all teachers in training and young teachers new to the profession worries about behavior management are important but so too are worries about the choice and presentation of materials. Education all psychology offers much which can help young teachers but all too often books about educational psychology concentration on theory without showing how good classroom practice should emerge from this. (p.1)

By analyzing these definitions, we can say that managing the classroom is challenging task each and every teacher while teaching learning activity. So, teacher should be managed physically as well as psychologically for effective teaching and learning.

Sonia (1998, p. 123) found some problems related to classroom management while he observed teachers' classes. Such as, instructions weren't clear for students, classroom management was not on a proper level, pre-task actively was omitted. Similarly, he found low motivation, large classroom, content was not interested according to the students, task is not appropriate for the student's knowledge, and the activity didn't cover their learning style.

On the other hand, Sonia (1998, p. 124) has suggested solution of overcome the problems that are found in classroom management. They are as follows:

1. Make clear and short instructions.
2. Use body language, gestures, eye contract and facial expression.
3. Work in groups monitor and help weak fair.
4. Call the strongest pair of the black board to present their work to the class to present their work to the class.
5. Do the pre-task actively with the class.
6. Check if students are ready for the task according to their previous knowledge.
7. Use a lot of visual supports and flash cards.
8. Find the topic challenging the age group of your students.
9. Practice the new vocabulary use different aids to support all types of learners.
10. Monitor advice and motivate the students with brilliant marks and praise.

Managing the classroom is the sets of variables the teachers need to be mastered in order to conduct a comfortable circumstance for students to learn. An understanding student' personal and psychological needs, equal participation of the students and teacher to solve classroom related problems, motivate the students, use body gesture while teaching, to give clear and short instructions. Use of ICT tool, work in pair and groups are the effective classroom management strategies and techniques that overcome the problems which are found in the classroom management.

**Rules of effective classroom management.** For effective teaching, classroom management in a language class is a must which the teacher has to consider and the teacher should be capable as well. Classroom management includes several issues ranging from furniture arrangement to discipline, management to dynamic. A well-managed classroom will certainly be more productive than usual. According to Mc Manus (1995, p. 1-13), there are four rules of effective classroom management. They are:

***Get them in.*** This rule emphasizes the point that lessons which make a risk start will avoid the difficulties which can arise if pupils are not promptly engaged in useful activity. The process of 'getting them in' can be seen to involve three phases, greeting, seating, and starting.

***Get them out.*** The second rule states that, though most disciplinary problems arise from a poor start a lesson, another vulnerable time providing many opportunities for trouble making is the end of teaching session. For this reason, get them out is cited as the second rule of classroom management. Carefully planning the end of the lesson is a crucial part of the way in which experienced teachers successfully handle transition from activity to another so the teacher needs to consider the two phases of 'concluding a lesson' and 'dismissing a class'.

***Get on with it.*** In this context, it refers to the main part of the lesson, the nature of its content and the manner of its presentation. Pupils' feeling of self-esteem and sense of competence on a particular subject area will depend on to a considerable extent on the teacher's ability to 'get them with it'.

***Get on with them.*** Teachers develop good personal relationships with their pupils by fostering mutual trust and respect. To do this effectively, they need to be aware of child as an individual and be sensitive to the mood of the class and whole. This means knowing who's who? And keeping track of what's going on?

Effective classroom management is being to implement and maintain classroom discipline in an effective manner. Rules are the foundation of effective classroom management. The extent to which students know the rules and how to follow the rules is positively correlated with appropriate behavior. Rules for the classroom should reflect and support school-wide expectations, yet tailored to promote behavior specific to the classroom setting. Proper classroom management rules make grammar teaching effective, systematic and fruitful.

**Advantages and disadvantages of classroom management.** Managing the classroom is a very challenging job. Although, managing to a large heterogeneous class is challenging, there are no doubt so many advantages and positive aspects too. Moreover, teaching English in a well-managed classroom is more beneficial because language is a means of communication, sharing of ideas between and among people. Regarding the advantage of classroom management, G.C. (2011, p.10) says, "Classroom management is not only necessary but it is inevitable in any classroom teaching and in large ELT in particular." Classroom management is especially fruitful in a large heterogeneous class because there exists' diversity in the students in terms of knowledge, cultural background, linguistic, age and so on. Similarly, Harmer (2008, p.178) says, "Big groups have disadvantages of course, but they also have one main advantage - they are bigger , so that humor , for example, is funnier , drama is more dramatic , a good class feeling is warmer and more enveloping." Thus, in my view, big classroom management has great numbers of advantages which can be listed below:

1. It makes the teaching learning activities smooth, effective, and fruitful.
2. It works as a vehicle using all available materials or resources to accomplish the goals.
3. A well - managed classroom will give the students more opportunities for their mental growth and development.
4. It enhances mutual learning among the students between students and teachers.
5. Good discipline is much more likely to occur if the classroom setting and activities are structured and arranged.

Virtually no area is free from problem. In each and every field there exist some pros and cons. So, the other field, there are also some disadvantages in managing a classroom. Such disadvantages are listed below:

1. It is difficult to conduct smooth running class.
2. Discipline is a problem.
3. Activating the quiet and shy students is difficult.
4. The class becomes noisy.
5. Teaching is worthless.

6. Activities like sleeping in the classroom, tardiness, cheating in the tests, disruptive talking, inaudible responses, an un-willingness to speak the target language and soon become a burning issue for teachers.

Above mentioned advantage and disadvantage of the classroom management, we can say that successfully classroom managing the classroom teacher can increase students' success and create a productive and cooperative learning environment for teaching grammar.

**Classroom management in teaching grammar.** Grammar is the ways that words can be put together in order to make sentences. In other word, grammar is the key term to generate infinite number of acceptable and correct sentences. Thornbury (1999, p.15) says, "Grammar is a kind of sentence making machine." It is a set of formal pattern in which words of language are arranged to convey the meaning. It is used to teach almost all skills of language. i.e. reading, writing, Speaking, and so on. Grammar is very helpful for effective language learning. Grammar teaching is necessary to teach any level of people who are involved directly or indirectly in teaching learning activities. Teaching grammar is an important part of language learning to construct the functional knowledge of language. So, teaching grammar is very much essential in every walk of life.

Having only good knowledge about grammar is not sufficient for a teacher. But he/she should also have skills to manage the classroom systematically and effectively. The role of teacher in the classroom should be controller, organizer, promoter, motivator, participant resource, and observer where it necessary (Harmer, 2008, p. 56-62). Thus, classroom management is one of the essential aspects of ELT which needs to be considered for effective teaching. A well-managed classroom will certainly be more productive than usual.

In this regard, Harmer (2008) mentions:

If we want to manage classroom effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, how the teachers appear to the student and who talks most in the lesson. Successful classroom management also involves beings able to deal with difficult situations (p.34).

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



Tools for teaching is a classroom management method with the focus on positive aspects of it, which is the results of four factors, how teachers regard their students (spiritual dimension), how skillfully they teach content (instructional dimension) and how well they address student behavior (managerial dimension) as a language, one has to consider many factors while delivering the content in the classroom. There are various, how, and what issues for any teachers to make his/her teaching effective in classroom (p.53).

By analyzing these definitions, we can say that classroom management is a planned organized activity and procedure which allows for effective teaching and learning 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. Classroom management is the key for learning to take place. Managing a school classroom effectively is a high individualized job. Generally, a teacher manages the classroom by applying the following techniques:

***Using the mother tongue.*** Mother tongue is often called the first language of someone. It is very useful to teach English grammar especially while describing the rules. It makes the class very effective.

***Grouping the students.*** To manage the classroom in teaching grammar, grouping the students is another technique conducted by teachers. If students are grouped, they engage in their learning tasks. So, they get great chances to learn. Harmer (2008, p.43) says "In pairs and groups, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole class management." Thus, group works give the students chances for greater independence.

***Making group monitor.*** By making group monitor, the classroom can be managed. Teachers can enlist the help of a few group leaders. They can be used to handout copies, check that everyone in their group has understood a task, collect work and give feedback.

***Motivating to the students.*** Motivation is the internal drive of a person. If students are motivated, they become more interested in their lesson. There is a saying "If the class is motivated first the teaching is half done." So, the teachers should motivate to their students.

Classroom management and teaching grammar are interrelated to each other in the sense of grammar teaching. We used different types of techniques like; create a positive learning

environment that student feel safe, manage class time most effectively, engage students in lectures thus boosting confidence, organized learning opportunities, manage classroom resources in an effective manner to make grammar classroom more effective and systematic.

**Teaching grammar.** Grammar teaching is one of the essential aspects of language teaching. Teaching of grammar plays a central role in language teaching. It is very important for teachers as well as students. So, it should be taught and learnt in English language class room. Mainly, there are two different kinds of views towards teaching of grammar. One view is that grammar is useful for effective language learning. And another view is that grammar should not be taught during teaching learning. New mark (1979, as cited in Ur 1996, p.77) against grammar teaching says, "The importance is that the study of grammar as such is neither necessary nor sufficient for learning to use a language." Whereas Hawkins (1984, as cited in Ur 1996, p.77) supports grammar teaching saying "Grammar, approached as a voyage of discovery into the patterns of language rather than learning of prescriptive rules, is no longer a bogey word."

From the above mentioned views, I come to conclude that teaching grammar is a controversial issue now. But it is essential to teach grammar in our context. A large number of teachers, students and especially who are non-native speakers or second language learners of the English language are benefited from being taught English grammar. The grammatical system should be taught most frequently and effectively in EFL classrooms. In support of teaching grammar, Celce-Murcia and Larsen-Freeman (1999, p.1) says, "The more teachers know about grammar, the more expeditiously they should be able to raise a learner's consciousness about how the language works." Thus, knowledge of grammar is a must to teach language effectively.

**Grammar and its importance.** Grammar is regarded as an integral part of language. There may not be such languages that do not consist of the grammar. It means that a language is not complete in the absence of grammar. It is one of the central parts of teaching and learning languages. Those who have involved themselves in teaching and learning languages, they should require adequate knowledge of grammar.

Different people define grammar in different ways. Cross (1992, p.26) defines grammar as "The body of rules which underlie a language is called its grammar." Similarly, in Ur's (1996, p.75) words, "Grammar is sometimes defined as the way words are put together to make correct sentences." In Ur's definition we can say that grammar is the connection of words and word

groups in an acceptable unit of a language. Cowan (2008, p.3) says, "Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language." Grammar is a rule driven approach of language. It is a constituent of any language. Thornbury (1999, p.1) defines grammar as "A description of the rules that governs how a language's sentences are formed." Grammar is the study of forms that are possible and acceptable in a particular language.

From the above mentioned definitions, we can come to realize that grammar is one of the important aspects of language that contains a set of rules of a particular language. The rules govern how words of a language are put together to make logical, acceptable and correct sentences.

Grammar is important for those who are being engaged in English Language Teaching (ELT) directly or indirectly. It helps to use and identify infinite number of sentences in course of speaking and writing. Cowan (2008, p.2) emphasizing the need and importance of grammar says, "Having an accurate, comprehensive understanding of English grammar will make you feel more confident as a teacher and will also help you garner the respect of your colleagues and students." Not only the teachers but also the students should know the English grammar. Hutchinson (as cited in Thornbury, 1999, p.14) says, "A sound knowledge of grammar is essential if pupils are going to use English creatively." So, we can't deny the importance of teaching and learning

***Methods of teaching grammar.*** Grammar is the combination of the words and word groups is an acceptable structure. There are various methods of teaching grammar. But at present, two important methods are practiced which are remarkably known as inductive and deductive methods which are briefly discussed below:

***Deductive method.*** Deductive method is very famous in the field of teaching grammar. This method is also known as an old and traditional method which was devised in order to teach Latin and Greek in bygone days. In this method, the grammatical rules are explained before presenting examples. In other words, rules of grammar are presented and then examples are given on the basis of the rules before the learners. Regarding the deductive method, Thornbury (1999, p.29) states, "A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied."

Similarly, Richards et al. (1999, pp98-99) define, "Deductive is an approach to language teaching in which learners are taught rules and given specific information about language." For example: Teacher writes rules on the board 'is ' is used with singular and 'are' is used with plural and writes two examples as follows: There is a student. There are students. in this way students writes examples of their own following the rules.

From the aforesaid definition, we can simply define the deductive method as a rule driven method. It begins with the presentation of underlying grammatical rules and then is followed by various examples and explanation of the rules. In this method, clear explanation is practiced until the rule is internalized. Thus, it is short and time saving method.

***Inductive method.*** Inductive method is known as modern, scientific and innovative than deductive one. This method is also known as a rule discovery method. It is the specific language teaching method which focuses the use of language rather than presentation of information about language. In other words, information and given examples about languages are given first and then rules are produced on the basis of the examples and information given.

In the process of defining inductive method of language teaching, Thornbury (1999, p.64) defines "An inductive approach starts with some examples from which rule is inferred." Similarly, Richards et al. (1999, pp.98-99) states, "In inductive learning, learners are not taught grammatical or other types of rules directly but are left to discover or induce rule from their experience of using the language." While the teacher teaches grammar by applying this method, first he/she imparts the information and gives ample examples and asks the students to elicit the rule from given examples, after that the teacher makes the students practice in oral and written way. For example, they will hold up a book and say, this is a book. They will do the same showing other objects. Then they will hold up several books and say, these are my books. After giving several examples of the plural form they will contrast the two forms. In this way, inductive method is communicative, student-centered and problem solving method.

**Techniques of teaching grammar.** Grammar teaching technique is a classroom activity, a pedagogical device, a part of actual classroom procedure. In other words, a technique is implementation which actually takes place in a classroom. It is a real classroom procedure or activity that the teacher and students implement to carry out certain teaching tasks effectively. Regarding the technique, Anthony (1963, as cited in Richard and Rodgers, 2001, p.19) says: "A

technique is implementation that which actually takes place in classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well."

Ur (1996, p.84) has stated various techniques of teaching grammar. They are given below:

**Awareness.** This technique is used to make the students alert to the activities that they are going to encounter in the classroom. The teacher can provide some kind of discourse, extracts from newspaper articles and the students are asked to find out the forms and meanings of the simple past tense that they can find from the extracts. It is done to attract the students' attention towards the lesson. So that they can easily be familiar with such forms or meanings before the teacher starts to teach formally in the class.

**Controlled drills.** While teaching using this technique learner are given very clear and closed -ended cues to practice linking words such as 'but' or 'and' etc. And sentence formation. Learners are provided with sufficient examples of the structure pre-determined by teachers.

For example,

John drinks tea but he doesn't drink coffee.

a. like: Ice-cream/Cake b. speak: English/Italian

**Meaningful drills.** In this technique, the teacher asks the student to compose true statements about them according to the following model, e.g. H/She likes ice-cream, or H/She does not like ice-cream.

- enjoy: playing football b. drink: wine

**Guided drills.** Learners form sentences of their own according to a set pattern but exactly what vocabulary they use is up to them, e.g. Practicing conditional clauses, learners are given the cue if I had a million dollars, and suggest in speech or writing, what they would do.

**Free sentence composition.** In this technique, students are provided a visual or situational cue, and asked to write their own answer, e.g. A picture showing a number of people doing different things is shown and they are asked to write sentences by describing the action of people.

***Discourse composition.*** In this technique, students are asked to write a passage according to a given task, (you have seen a good friend cheating in an important test and asked to recommend a solution.

In an ideal classroom a teacher helps the students to learn through different techniques and methods. By proper use of those techniques and methods a teacher can create a well-organized classroom. Teachers are using different methods and techniques in the classroom. Using different methods and techniques breaks the monotonous tone of the class and give the new look in grammar teaching. So in the conclusion I want to say that classroom management will not be a challenging task for any teacher if they have proper knowledge of different theories of teaching methods and techniques. The only thing that they have to do is to concentrate on the proper implication of those techniques according to the classroom environment and situations. If the teacher can manage classroom properly and can generate all the methods and techniques, it is obvious that both teachers and students will enjoy the class.

### **Review of the Empirical Literature**

Every researchers work requires the knowledge of previous studies to fulfill the target objectives and to validate the study. Empirical literature is the evidences or proofs of research carried which helps to expand the knowledge related field. Up to now, various research studies have been carried out in Nepal and outside the Nepal related to the topic. Those researchers have been reviewed here to facilitate or help my research. They are as follow:

Sharma (2007) conducted the study entitled "ELT Classes and Instructional Management: An Observational Study. The objective of her study is to explore the condition of classroom movement of teacher and to find out the common classroom setting. The population of this study was 14 government aided schools in Gorkha district were selected using purposive sampling procedure. She used classroom observation checklist tool to collect data. She focused in her article tries to bring the clear picture of ELT classrooms out in respect to classroom setting, movement of teachers and classroom interaction of government-aided schools with reference to Nepal. It tries to show the classroom scenario of Nepalese government-aided schools in a remote area. She found that the English classrooms were not found encouraging for beginners. Even a trained teacher was also found not sincere to the importance of classroom setting, classroom movement and classroom interaction in learning.

Thani (2008) carried out a research work on "A study on Classroom Management". The objective of her study was to identify and analyze the physical aspect of the lower secondary and secondary level classes. She mainly used survey research design. The total population of the study was 16 teachers and 80 students. She selected 8 secondary school in which 4 were private and four were government ones. She selected 2 teachers and 10 students from each secondary school using purposive non random sampling procedure. Both classroom observation checklist and questionnaire were selected for her study purpose. Her findings of the study showed that there was not appropriate arrangement of furniture particularly for group discussion for conducting other activities.

Basayal (2010) carried out a research on "Strategies of Classroom Management Used by Secondary Level English Teachers". The objective of his research is to find out the strategies of classroom management used by secondary level English teacher and to suggest some pedagogical implication. The sample size of his study selected forty ELT teachers from Kathmandu district. In his quantitative study, he used questionnaire and observation checklist as tools. He explored the common strategies used by the teacher of English in secondary for classroom management. He categorized his findings as physical academic and disciplinary strategies. He found the teachers' treatment on disruptive behavior of the students to make them sit in the front bench of the class.

Dhungana (2011) carried out a research entitled "Classroom Management in Teaching of Speaking Skill". The main objective of his study was to identify the ways of managing classroom to tackle the problems in teaching speaking at lower secondary level. He used survey research design. He used observation checklist tool to elicit data from the respondents. The population of his study was 10 teachers of 10 different school using Judgment sampling procedure while collecting data. He concluded that in majority of classes the teachers used the native language most of the time as the medium of instruction.

Popescu (2014) conducted the study entitled "Classroom Management Strategies and Techniques: A Perspectives of English Teacher Trainees." The main objective of her study is to identify teacher trainees' opinions and perceptions of classroom management, from the perspectives of English students who are training to become teacher at primary and secondary level. The population of the study was 41 Romanian third-year senior students. She used

questionnaire tool to collect data. She focused in her article tries to assess teacher trainees' opinion and attitudes towards the classroom management strategies and techniques as perceived through the lenses of the beginning teacher, with little teaching experiences. She concluded that teacher trainees have broadly understood the main principles of classroom management, strategies and techniques needed in order to become a successful teacher of English for primary and secondary school level.

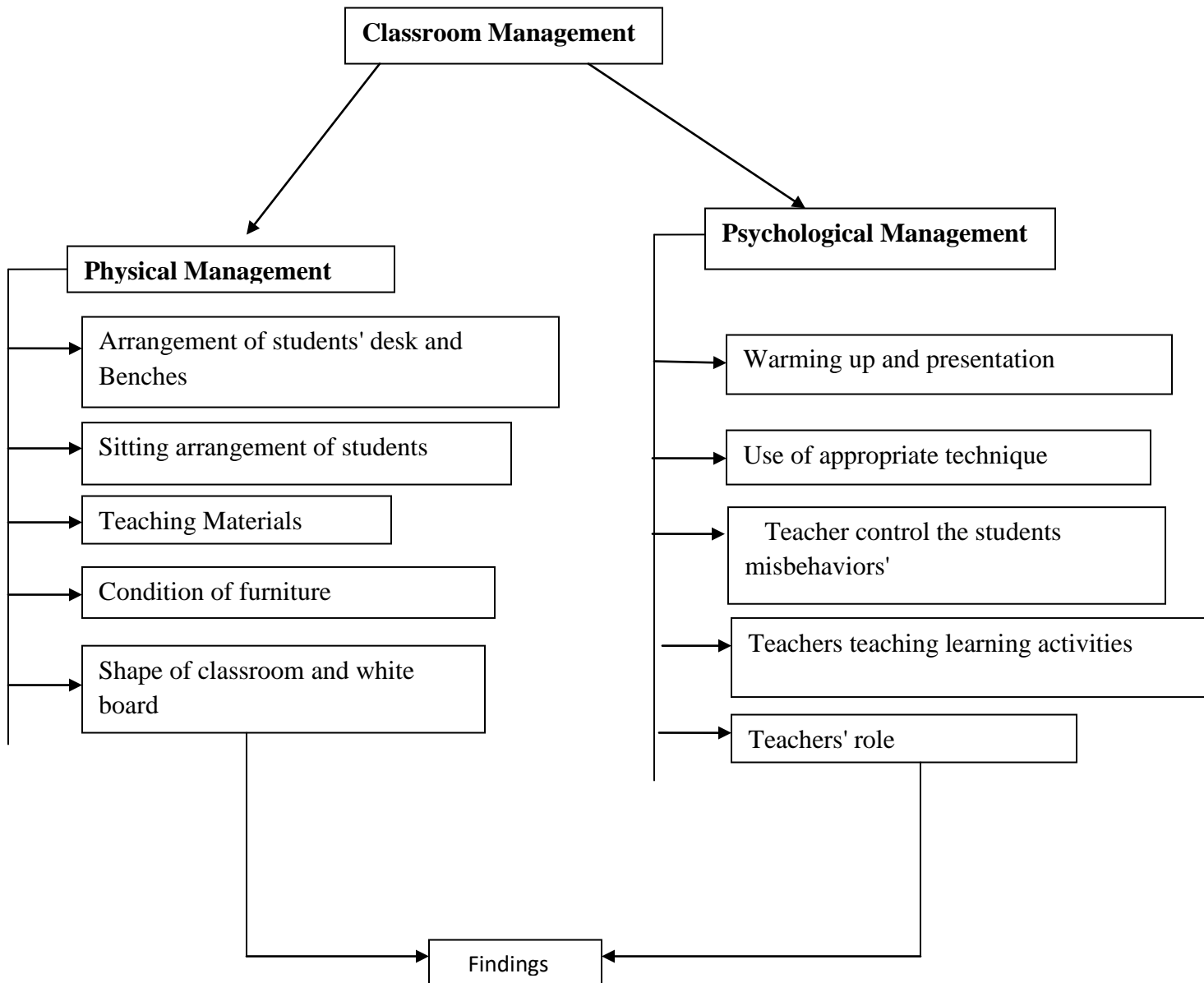
### **Implications of Review for the Study**

Reviewing the related literature play the important role for only research because it helps to brings the clarity and focus on research problem. Reform methodology and contextualize the finding. As a researcher I have reviewed different previous study which is related to my study. From the study of Sharma (2007), I got the idea about the importance of classroom setting, classroom movement and classroom interaction in learning. Similarly, from the study of Thani (2008) and Dhungana (2011), I got the theoretical ideas about classroom management. In the same way, from the study of popescu (2016) and Basyal (2010), I got the idea about strategies and techniques of classroom management. Through the theoretical and empirical studies, I got clear direction to conduct the research. The central focus of reviewing is to examine and evaluation of previous research work and established the relevance of the study to my own study those research question and in different situation. So after reviewing all these research work, I updated myself with research process and methodological tools which were very beneficial to my research work.

### **Conceptual Framework**

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. This study "Classroom management in teaching of grammar: A Case of Banke District in community school, was based on following:





On the basis of above mentioned conceptual framework, this research study has been focused on ways of classroom management in teaching of grammar in government school. Managing the classroom is one of the most important parts in successful teaching. There are many variables to handle such as the variety of students, the classroom of sitting, the activities for students to do, and most of all, the teachers' physical presence and their ability to respond. In course of grammar teaching the teacher should manage the classroom systematically and effectively. The teachers manage their classroom physically as well as psychologically.

Physical management refers to the overall design and layout of classroom and its learning centers. Teachers should design the environment by organizing its spaces, furnishing, and materials to maximize the learning opportunities and the engagement of every student. An arrangement of desk and benches, teaching materials, shape of the classroom, condition of blackboard/whiteboard, roof, window, door and sitting arrangement comes under physical management. All these activities are very important and necessary for successful and effective teaching grammar.

On the other hand, psychological management refers to the teachers' psychological techniques used in the classroom for manage the teaching learning activities such as warming up and presentation, behavior of student, understand students' personal and psychological need, encouragement/motivate of students, involve equal participation of the student and teacher to solve classroom related problems etc.

A well-managed classroom will certainly be more productive than usual. If the teacher should well manage physical as well as psychological in the classroom, teaching grammar is always successive and effective.

## **Chapter 3**

### **Methods and Procedure of the Study**

This methodological chapter includes the design and method of the study, population sample and sampling strategy, research tool, source of data, data collection procedure, data analysis procedure and ethical consideration.

#### **Design and Method of the Study**

In fact, research method refers to the procedure or the way of carrying out of the study in order to achieve the objectives efficiently with fixed time frame. It can be said the outline of the basis of which the study proceeds ahead. The present study was used on qualitative research design. Under the qualitative research procedures there are various research designs that can be applied to investigate a phenomenon among them; Ethnography research design was used to complete the objectives of this study. Ethnography is the in-depth study of naturally occurring behavior within a culture or social group. Fetterman (2010) defines, "Ethnography is the art and science of describing a group or culture. The description may be of a small tribal group in an exotic land or a classroom in middle-class suburbia." The main purpose of the ethnographic research is to discover the insider's view of reality. In this type of research, the researcher keeps himself/herself busy in activities like, watching, listening asking and recording. The researcher must take his/her role explicitly. He needs to determine his role as insider or outsider in the situation. Ethnographic researcher use observed more than ones to established the reliability of observation.

To fulfill the objectives of the study, I have observed Grammar Teaching classrooms of community schools at Banke district in order to find out the ways of classroom management in teaching of grammar. Similarly, I have conducted unstructured interview with English language teachers to discuss on the ways adopted by teachers to manage their classroom and what. In order to collect data from natural setting, I have adopted participants' observation technique. I have developed the guidelines of the classroom observation. Similarly, I have kept record of classroom observation on my dairy keeping note. I have observed twenty classes of two English language teachers (ten of each teacher). Moreover, I have conducted unstructured interview with each teacher. Therefore, I have used classroom observation and interview as a research design tools because they provided me an authentic and reliable data to precede my research work.

## **Population, Sample and Sampling**

The English teachers of different community schools of Banke district were the study of population. There were two secondary level English teachers from two different Community schools as the sample of the study. Sample of the study was two English teachers. Purposive non-random sampling procedure was used to select the sample population for the study. I observed 20 classes (i.e. ten of each teacher) of selected ELT teachers using classroom observation guidelines.

## **Sources of Data**

Both primary and secondary sources of data were used for this study. The primary data were collected from two secondary level ELT teachers of Banke district. The teachers were belonged to the government school. For the secondary sources of data, I was consulted the different book, thesis, journals, articles, online resources and other published materials related to the topic.

## **Data Collection Tools and Techniques**

While researching, research tool is key element to the researcher for data collection. In order to collect data, I collected field-based information using data collection tools; Classroom observation, and interview as main tools. The major data collection techniques for this study were classroom observation and unstructured interview.

## **Data Collection Procedure**

In order to collect the required data, I followed the following processes:

At first, I developed observation and interview guidelines and got prepared for conducting interview. And then I used purposive non-random sampling procedures that I had selected the sample for my study. Then, I informed the participants of the study and explained briefly on the purpose and process of the research. After getting permission from authority, I took permission from teachers for interview and to observe their classes. Then, I conducted an interview with both teachers and interview was recorded on mobile phone. Then, I observed the ten classes of each teacher and noted every day classroom activities on dairy keeping note by observation guidelines. Finally, I thanked the informants for their co-operations.

### **Data Analysis and Interpretation Procedures**

After coding, recording and building themes from data was analyzed and interpreted in a narrative way with descriptively and thematically.

### **Ethical Considerations**

In course of conducting of research, the researcher should be careful about ethical issues. To maintain the ethicality my research by taking permission of sample population that are two English language teachers of Banke district by informing them about my research purpose. Likewise, I kept the responses of the respondents confidential and the ideas generated in this research was my own expect from the cited one. Similarly, another important ethical aspect is about plagiarism. To avoid the risk of plagiarism I have given dew attention on honestly, accuracy, truthfulness and credit to the author of books, journals, articles and participants.

## Chapter 4

### Analysis and Interpretation of Results

Analysis and interpretation of the result is an integral part of research. This section contains an analysis and interpretation of collected qualitative data. The obtained data were analyzed in a narrative way with descriptively and thematically. The data obtained through the interview and classroom observation have been presented analyzed under various themes and sub-heading as presented below:

**Classroom management practices.** For exploring the ways of classroom management in terms of teaching grammar, I interviewed with two teachers and observed their real classroom management using interview questionnaire and observation guidelines while teaching grammar. The data obtained from the teachers was analyzed and interpreted in different headings based on interview and observed classroom as below.

**Current situation of the classroom management.** Current situation of the classroom is one of the keys to success in teaching and learning activities. Well designed classroom management by teacher will have a positive effect on students learning outcomes. In order to know the current situation of the classroom management, teachers were asked "What is the current situation of the classroom management of your classroom?" In responses of this question, they said:

T1 opined,

*The current situation of my classroom is not well managed due to the lack of physical facilities like: lack of teaching materials, poor condition of white board and large number of students.*

T2 viewed,

*In my school the current situation of my classroom management is not satisfactory. The sitting style of students; taller students are in front side and some shorter students are back side of class.*

On the basis of the above responses, it reveals that the condition of the classroom in selected schools was not satisfactory. Furthermore, the teacher tried to manage the classroom

considering different factors such as physical facility, teaching learning management, number of students, and attitudes towards activities while teaching.

While observation of their classroom practices, I found that there were similar conditions in the classroom of both selected teachers. I found that the classroom of both teachers (T1 and T2) was not managed effectively due to the lack of physical facilities and large number of students. There were the students sitting on the benches uncomfortably. The teachers tried to follow the rotational model to manage the class effectively while teaching grammar. The both teachers (T1 and T2) classroom the ways of arranging desks and benches were orderly rows which made difficulty to conduct pair work, group work, and collaboration in learning and to provide feedback to the students. The classroom management affected the students' learning and the teacher's conduct with one another. Students did not equally participate in learning activities. Similarly, I saw the teachers could not manage the effectively the classroom environment, students' need and their interests because they did not have enough physical facilities and other excessive materials for managing class. Students had problem to see written notes on the boards from the last bench. Thus, physical facilities, large number of students and large class size are creating problems for teaching grammar in the classroom.

From the overall observation and responses, I came to know that there were their current conditions of classroom management situation were not good. There was problem of managing the large classroom effectively without sufficient physical facilities. Hence, classroom management has great influence on teaching learning grammar. Rotation is a way of managing the class effectively but due to the large number of students, it has created problem for the teacher to the large number of students in teaching grammar in the classroom.

**Condition of furniture for conducting teaching learning activities.** Condition of furniture plays a significant role in the effectiveness of students learning. The well conditioned of furniture make the comfort to conduct the teaching learning activities effectively. In order to know the condition of furniture for conducting teaching and learning activities, they were asked "What is the condition of furniture for conducting teaching and learning activities?" In responses of this question, they said:

T1 said,

*The condition of furniture for conducting teaching learning activities in my classroom is very good but desks and benches are managed in orderly rows.*

T2 opined,

*The condition of furniture for conducting different activities in my classroom is satisfactory. I cannot conduct different activities due to the lack of space of classroom and setting of furniture.*

On the basis of above responses, it reveals that the condition of furniture of both schools for conducting activities was satisfactory but sitting arrangement of desks and benches are not well managed and there is lack of sufficient space for conducting different activities in the classroom.

While observation of their classroom, I found that the setting arrangement of furniture was traditionally in both schools. In the classroom of T1 and T2, the furniture was not arranged according to level and nature of students. Moreover, the arranged classroom furniture of both schools was not equipped and child friendly. I found all the classes were managed in orderly rows. Students of both T1 and T2 classroom were being seated only in orderly rows. The teachers could not conduct other activities rather than pair work and group work due to the space of classroom and setting of furniture.

On the basis of above responses and classroom observation, it can be concluded that the condition and setting of furniture was not modern and child friendly. It was traditional which was not the level of students and context of lesson.

**Teaching materials used while teaching grammar.** Teaching materials are tools used in teaching as a supplement in the classroom instruction to enhance the interest of student. Teaching materials are key factor in creating effective teaching learning environment. Use of teaching materials in grammar teaching classroom helps both teachers and students in teaching learning process. In order to know teaching materials used while teaching grammar, they were asked "What are the teaching materials that you use while teaching grammar to your students in your ELT classroom?" In responses of this question, they said:



T1 responded,

*I don't use various kinds of teaching materials like: sentence cards, word cards. I used only daily used materials, such as: text book and guide book and grammar book while teaching grammar.*

T2 expressed,

*I used not only daily used materials like text book, white board, marker, guide book etc. Sometimes, I used ICT tool like: projector, online sources for teaching grammar and word cards, sentence cards etc.*

After observing teachers' responses, it reveals that the teaching materials have been playing prominent roles in teaching and learning activities. Both teachers only use text book, grammar book and topic related other materials. Sometimes they used ICT tools and online resources for grammar teaching. The teaching materials have been playing prominent roles in teaching and learning.

During my classroom observation, I found that only some limited materials like white board, marker, grammar book and text book were used. Similarly, as an extra material, T2 only used ICT tools in their classroom. Hence, when I was studying in schools' level, my teachers used to use above mentioned limited materials but at present, I still found the same materials to teach to teach students inside the classroom. In the book, there were limited teaching activities related to grammar, due to the limited number of teaching materials, like text book, white board, marker, it was difficult for the teacher to teach all the activities related to topic properly. When I was observing class, I found only one change from past to present i.e. we were taught with black board but now, the teachers teach with the white board in public schools. During my classroom observation, I did not find any other additional teaching learning materials like: online sources, and ICT related materials while teaching grammar inside the classroom. Both teachers tried hard to maintain large number of students and they taught their students without sufficient teaching materials.

From the overall observation and responses, I came to realize that teaching materials are important to make classroom activities effective and fruitful. But the lack of proper teaching materials limits to expand different activities in grammar teaching classroom. Thus, sufficient teaching materials make teaching grammar more effective and fruitful in the classroom.

**Problems related to students in managing English grammar classes.** In order to know the problems in managing classes related to students interest, family background, ability and differences, they were asked, "What are the problems you have been encountered while managing your grammar teaching classroom?" In responses to this question, they said:

T1 said,

*It is very difficult for me to manage my class effectively because some students have lack of interest; have low ability, discipline problem, low motivate class, some students are disruptive nature, where others are differently able students in the same classes.*

T2 told,

*I have faced many problems related low motivation, low participation, noisy classroom, nonsense talking, discipline, respect and so on. Heterogeneous classroom, lack of appropriate teaching materials, etc. were also the problems that I have facing in managing grammar teaching classes.*

On the basis of above responses, it can be concluded that low motivation, low participants, lack of interest, low ability students, nature of introvert students, discipline problem, family background, lack of economical availability, students level, lack of using appropriate teaching materials were the reasons that hindered in managing grammar teaching classroom.

While observation of their classroom, I found that there were quite similar conditions as the interviewee stated. In the classroom of T1 I had found that students were not so much cooperative and disciplined in the classroom. They were not intrinsically motivated on their study which directly hinders in the process of managing grammar teaching classroom effective. In the same way, in the classroom of T2 it was found that most of the students were introvert having low level of understanding and interest on study. Though students were from different cultural and economic background, they were from different language background i.e. Tharu and Nepali. However, there was the problem with using inappropriate materials in proper context. Likewise, students of both teachers' (T1 and T2) classroom were found with the problem of L1 interferences in the process of teaching and learning process in the classroom. I also found similar problems like: students having poor background of English, less enough exposure to learn English language and less time to give opportunities to involve students in different learning activities.

From the overall observation and responses, I came to realize that low motivation, low participants, nature of introvert students, family background, lack of economic availability, socio-cultural factors and student's level and interest, lack of using appropriate teaching materials, discipline problem, noisy classroom, heterogeneous classroom were the students related problems that hindered in managing grammar teaching classroom.

**Misbehaviors of the students found in the classroom.** Students' misbehavior is behavior that is not acceptable to other students. Misbehaviors causes disturbance in the classroom and makes it difficult for student to enjoy the teaching learning process. In order to know the misbehaviors of the students in the classroom, they were asked "What types of misbehaviors do students perform in the process of teaching grammar in the classroom?" In responses to this question, they said:

T1 viewed,

*Some students perform immoral behaviors like side talking, quarreling and teasing with their friends in my classroom while teaching.*

T2 responded,

*In my classroom some students are out of discipline and make a noisy class which hampers the whole class and they do not take actively participate in teaching learning activities.*

On the basis of above responses, it can be concluded that using impolite words, teasing, quarrelling, noising, fighting, not doing assignment on time and so on were the misbehaviors or immoral behaviors of students that teachers faced in their everyday classroom.

During the classroom observation of both selected teachers (T1 and T2) students were not found to be serious and active towards their learning in both classes. Especially in the classroom of T1, I had found that some of the students made side talks which disturbed the whole class. Similarly, some students were talked unnecessary discussion with their friends in last bench of the classroom while teacher teaching.

Similarly, in the classroom of T2, students were not intrinsically motivated towards their study. They were showing misbehaviors in the classroom. Sometimes they did quarrelling,

fighting and teasing with their friends using impolite words. Moreover, it was found that students from both schools were not doing their assignment properly on time.

From the overall observation I conclude that there was the same condition noticed in the classroom. There were some immoral behaviors like, side talking, nonsense talking, unnecessary discussion, impolite word use, and teasing mostly shown by the students in both classrooms of T1 and T2.

**Ways to manage the noise class.** In order to know the ways to manage the noisy class, they were asked "How do you manage if your classes become noisy?" In responses to this question, they said:

T1 said,

*If the classroom becomes noisy, I asked the question for those students who make noise in the classroom. Sometimes, I motivate, encourage and praise students according to their interest.*

T2 expressed,

*If the classroom becomes noisy I divide the class into different pair work and group work and provide assignment and ask them to share their answer in front of the classroom. More prominently, noise of the students automatically controlled when I start teaching. Sometimes, I share some funny jokes, history telling, encouraged with them.*

On the basis of above responses, it can be said that the both teachers conducted different activities to manage their noisy classes. When the class becomes noisy, they did the activities like: motivating and encouraging according to students' interest and level, share funny jokes, asking question, involving student's pair work and group work in order to make their classroom effective.

While observation of T1 classroom, I found he often asked his students to do the revision from previous lesson and sometimes he used to share funny jokes, motivate and encouraged his students. Similarly, he used to make his students involvement in pair work in order to manage the noise of the classroom.

Teacher: *could you tell me what did we learn yesterday?*

Students: Shouted loudly, 'yes sir'..

Teacher: *hey, you last bench!* (Pointing out the students who makes side talks)

Teacher: *Could you tell me two sentences of present perfect tense.*

Students: All students became silent.

Similarly, T2 generally used to share funny story in his classroom in order to attract the attention of students when his became noisy. Sometimes, he also engaged his class by providing different pair works in order to control the noise classroom.

From the overall observation and responses, I concluded that motivate and encourage the student according to their interest and level, to create student friendly environment, to share funny jokes and stories, involving students in pair work and group work, asking question, revision previous lesson and so on are the activities for effective ways to manage the noise classroom.

**Way of managing grammar teaching classroom effectively.** In order to know the way of managing grammar teaching classroom effectively, they were asked "How do manage your grammar teaching classroom to make it more effective?" In responses to this question, they said:

T1 stated,

*I mostly use student centered technique like pair work, group work to involve and engage my student in different teaching and learning activities in my class. Similarly, comfortable arrangement of physical facilities and provide positive feedback to them which help me to manage my grammar teaching classroom effectively.*

T2 express,

*I manage my grammar teaching classroom effectively in various ways. I generally motivate and encourage the students and creating students' friendly environment. Similarly, I create learning environment to my students by providing them different classroom assignment considering their level and interest in groups and pairs.*

On the basis of above responses, it can be concluded that using learner centered technique, creating well learning environment, encouraging and motivating the students, involving the students in different activities, managing adequate physical facilities, etc. are the striking factors which need to be considered in order to manage grammar teaching classroom effectively.

During the classroom observation both selected teachers (T1 and T2), it was found that they used similar strategies and techniques while managing their grammar teaching classroom effectively. Especially, in the classroom of T1, I found him involving his students in pair work, group work and discussion activities. Similarly, during the class, he used to praise his students and provide positive feedback like *well done!*, *very good*, *keep it up*; *you did very well* to them during effective. In the same way, in the classroom of T2, I found that he also practiced pair work and group work strategies in his classroom in order to make his grammar teaching classroom more effective. The teacher called a pair and asked student1 write the one active sentence on the white board and student2 asked active sentence change into passive sentence. They write:

Student1: *He has written a letter.* (Change in passive voice)

Student2: *A letter has been written by him.*

Teacher: *well done!*

I found, only some limited materials like textbook, white board and markers were used. He tried hard to maintain large number of students and he taught them without sufficient teaching learning materials.

After analyzing the teachers' responses and classroom observation, it can be said that both teachers (T1 and T2) used similar techniques and activities in their classroom. They used learner centered techniques, teaching through ICT tools and creating well environment, managing adequate physical facilities etc. are the striking factors which need to be considered in ordered to manage grammar teaching classroom effectively.

**Role of teachers for classroom management.** Teachers' roles are more conducive to creating an interactive classroom. Teachers play a vital role to manage the classroom effectively. Teachers play the role of manager, motivator, and performer in the classroom while teaching. In order to know the role of teachers for classroom management, they were asked "What is the role of teacher for management in the classroom?" In the responses to this question, they said:

T1 said,

*As a motivator, supporter, mentor, an instructor is the teachers' role in the classroom management.*

T2 Expressed,

*As a performer, evaluator, manager, co-operator is the teachers' role in the classroom management.*

On the basis of above responses, it reveals teachers play different role in the classroom for effective teaching. Teachers' role as a performer, evaluator, manager, mentor, an instructor, and co-operator and so on.

While observing their classroom, it was found that there was quite similar teachers' role in the classroom for management. The following teachers' roles were found in the classroom:

- As a motivator
- As an observer
- As a performer
- As an instructor
- As a manager
- As a co-operator
- As a supporter

From the overall observation and responses, I came to know teachers are manager as they manage everything in the classroom. They arrange the sitting arrangement of the students, teaching materials, their own voice and space for activities. Thus, the roles of teachers are indispensable in the classroom.

## Chapter 5

### Findings, Conclusion and Recommendations

This chapter deals with findings and conclusion of the research on the basis of collected data. It also consists of some pedagogical implications for policy level, practices level and further research on the basis of the finding of the study.

#### Findings

On the basis of analysis and interpretation of the data obtained from classroom observation and interview, the main findings are presented. Class observation and interview as a tool used to collect the required data. Two teachers were selected to conduct this study. The teachers were from community schools of Banke district. The data were analyzed descriptively. From the rigorous analysis of the data, the following results have been found.

- From the classroom observation, it was found that the current situation of the classroom management in selected schools was not good condition while teaching grammar.
- Similarly, it was found that all the classes were managed in orderly rows while teaching grammar.
- Furthermore, it was found that physical facilities of classroom and sitting arrangement of students were not modern and students' friendly at the time of teaching grammar. It was not proper arrangement according to students' level and nature.
- Likewise, it was found that they rarely used the supplementary materials like: word cards, sentence cards, ICT materials, online sources and so on. They used only daily used materials like: text book, white board and markers while teaching grammar in the classroom.
- During the classroom observation, it was found that lack of students' interest, low motivation, nature of introvert students, low students' participations, large number of students, lack of proper teaching materials were the reasons the hindered in managing classroom and students' learning activities.
- Likewise, it was found that, not doing assignment on time, teasing, side talks, quarrelling, making unnecessary discussion were the misbehavior of students, that the teachers had been faced in their everyday classroom, that factors affect in managing effective teaching.



- Similarly, it was found that both teachers expressed that using student centered techniques, managing adequate physical facilities, creating student friendly environment, providing positive feedback, involving students in different activities in the classroom encouraging and motivating students according to their interest and ability etc. were the main factors which needed to be considered to manage grammar teaching in the classroom.
- Finally, it was found that, teachers play the different role, as a manager, supporter, motivator, performer, observer, and an instructor for effective classroom management while teaching grammar.

## **Conclusion**

This study intends to get the picture of ways of classroom management while teaching grammar. Teacher managed their classrooms engaging students in groups, pairs, providing positive feedback with them creating friendly environment, controlling noisy classes, using effective teaching materials, motivating students according to their interest, needs and abilities. The finding of the study give insight regarding community schools are not well managed physically as well as psychologically in Nepal in general and in two of the selected schools in particular. The study has revealed that there are many factors responsible for not well managed classroom while teaching grammar. The major problems behind the poor classroom management include lack of furniture, lack of adequate teaching materials, teacher careless, careless of school administrations, poor conditions of school building, and traditional method of teaching learning activities, noisy classes, and low motivation of students, misbehavior of students and poor arrangement of desk benches. These factors play a great role to poor classroom management while teaching and as a result, the teaching learning activities is not effective and fruitful. However, highly managed classes and quality of education have inverse relationship with one another. So, the teachers, schools administrations give the proper attention to manage their classes physically as well as psychologically for effective teaching learning activities.

Thus, Classroom management is a must in the success of any teaching learning activities.

## Recommendations

On the basis of the findings and the conclusion of the study, I would like to suggest some of the recommendations to the policy related, practice related, and further research related. They are briefly discussed in the following sub heading:

**Policy related.** Some of the implications of the research for the policy level are mentioned here in the following points:

- i. The ministry of education and concerned authorities should provide with adequate physical facilities for manage the classes.
- ii. The ministry of education and concerned authorities, governmental organization, and other concerned authorities should provide teacher training for professional development and psychological management of their classroom.
- iii. Likewise, one of the findings of the study shows that the current situation of grammar teaching classroom was not satisfactory. Therefore, police level and concerned authority need to concern on revising the current policies to bring some necessary changes in the field of ELT classroom such as proper management of physical facilities, developing suitable teaching materials and use of ICT devices in ELT classroom.
- iv. It should help to design syllabus according to the user's perspectives.

**Practice related.** Only making policies and plan does not help to implement them effectively unless these policies are implemented effectively in the field. So, on the basis of the findings derived from analysis and interpretation of the data. I would like to recommend following implications have been made for practice level:

- i. One of the findings showed that classroom management is very necessary for effective teaching and learning activities. Therefore, ELT teachers need to consider the classroom management aspects in order to make grammar teaching and learning activities efficient and effective.
- ii. Teacher should use the appropriate method for teaching grammar.

- iii. The teachers should focus on proper arrangement of physical facilities (arrangement of desk benches, teaching materials, condition of whiteboard) in the classroom while teaching learning activities.
- iv. The teachers should encourage the students actively for effective teaching learning activities.

**Further research related.** This research was qualitative research based on classroom ethnographic research design. The findings of this research may provide as valuable secondary resource materials for other researchers who are keen interested to carry out research in related field. This study mainly focused on ways of classroom management in community school in terms of grammar teaching. Since my research was only limited to grammar teaching classroom of Banke district, however, it cannot be claimed that the findings of the study are applicable for all ELT classes of Nepal. Therefore, new research can analyze the other aspects of ELT which are not mentioned in my study. Some of the areas where further research can be conducted under this field are presented below:

- i. This study was limited the ways of classroom management in teaching of grammar in community schools. So, the researcher can be more interesting and productive if the researcher would carry out research based on affecting factors of managing ELT classes, the teachers' related factor, students' related factors, and economical factors and so on.
- ii. The further researchers can conduct an action research on classroom management in terms of grammar teaching in community schools.
- iii. Likewise, the researcher collected data from only two ELT teachers' of banke district. The research would be more valid and authentic if the number of participants can be increased.
- iv. This research does not give emphasize to why teachers are not managed their classes rather it only focuses on ways of management teachers classes. So, prospective researcher can focuses on this issue.
- v. This research provides new research areas which are left to be investigated.

## References

- Basyal, C. (2010). *Strategies of classroom management used by secondary level English teacher*. An unpublished thesis of M.Ed., T.U., Kirtipur.
- Brophy, J. E. (1986). *Classroom management techniques*. Research Article: Michigan State university.
- Bull, S.L. & Solit, J.E. (1996). *Classroom management: Principle to practice*. London: Crom Hell Ltd.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. London: Routledge.
- Cowan, R. (2008). *The teacher's grammar of English*. India: CUP.
- Cross, D. (1992). *A practical handbook of language teaching*. London: Prentice Hall.
- Dhungana, Y. P. (2011). *Classroom management in teaching of speaking skill*. An unpublished thesis of M.Ed., T.U., Kirtipur.
- Eggen, P. & Kauchak, D. (1994). *Educational psychology classroom connection*. Newyork: Machillan Collage Publishing Company.
- Fetterman, D. M. (2010). *Ethnography Step-by-step* (Third ed.). Los Angeles: SAGE.
- G.C., L. (2011). *Strategies used by the teachers in large ELT classes*. An unpublished thesis of M.Ed., T.U., Kirtipur.
- Harmer, J. (2008). *The practice of English language teaching*. London: Longman.
- Mc Manus, M. (1995). *Troublesome behavior in the classroom. Meeting individual need*. London: Routledge.
- Murcia, C.M. & Larsen-Freeman, D. (1999). *The grammar book*. USA: Heinle and Heinle publisher.
- Pokhrel, B. R. (2007). *ESL teachers in the classroom: Some considerations*. *Journal of NELTA*, 12, 1-2.
- Popescu, T. (2014). *Classroom management strategies and techniques: A Perspective of English teacher trainee*. Article from <https://www.researchgate.net/publication>.

- Richard et al. (1999). *Dictionary of language teaching and applied linguistics*. London: Longman.
- Schwandt, T.A. (2007). *The sage dictionary of qualitative inquiry* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage publication.
- Sharma, H.M. (2007). *ELT classes and instructional management: An observational study*. *Journal of NELTA*, 12, 1-2.
- Smith, C.J. & Leslett, R. (1993). *Effective classroom management*. London: Routledge.
- Sonia, M. (1998). *Managing discipline in school*. London: Longman.
- Thani, D. (2008). *A study on classroom management*. An unpublished thesis of M.Ed., T.U., Kirtipur.
- Thornbury, S. (1999). *How to teach grammar*. England: Pearson education limited.
- Underwood, M. (1987). *Effective classroom management. A practical approach*. London: Longman.
- Ur, P. (1996). *A course in language teaching*. Cambridge: University press.
- Wragg, E.C. (1981). *Classroom management and control: A teaching skill workbook*. Macmillan: London.
- [www.I.to.i.com/Online-tefl](http://www.I.to.i.com/Online-tefl) module-shtml four important tools the teachers need to know about managing class.

## **Appendices**

### **Participant Information Statement**

Dear Sir/Madam

I am going to carry out the research study entitled **Classroom Management in Teaching of Grammar: A Case of Banke District** as the partial fulfillment of the master's Degree in English Education under the supervision of my respected guru **Dr. Gopal Prasad Pandey**, Head and Reader, Department of English Education, T.U. Kirtipur. Participation in this study is completely voluntary. In order to collect data I will observe the classroom teaching of ELT teachers and conduct interview with the ELT teachers. Your cooperation in the completion of the study will be the great value for me. I assure you that responses made by you will be exclusively used confidently only for present day.

Thank you.

**Researcher**

**Sarmila Dhital**

**Central Department of Education English**

**T.U., Kirtipur, Kathmandu**

## **Appendix I**

### **Guidelines for Classroom Observation**

Name of Teacher:

Observed classroom:

Name of Schools:

Teaching Item:

Qualification of Teacher:

Date:

- Current situations of classroom management
- Condition of physical facilities
- Role of the teachers
- Motivation of students
- Problems related to the students
- Use and availability of teaching materials
- Behavior of the students in the classroom
- Practices of group work and pair work
- Ways of manage the noisy classes
- Ways of manage grammar teaching classroom

## **Appendix-II**

### **Unstructured Interview Guidelines for Teachers**

Name of Teacher:

Name of Schools:

Qualification of Teacher:

Date:

- Current situation of classroom management
- Condition of physical facilities
- Activities of the classroom such as pair work and group work
- Teachers role for classroom management
- Ways to manage grammar teaching classroom
- Teaching techniques practiced in the classroom
- Use of teaching materials in the classroom
- Problems related to the students
- Ways of manage the noisy class



### Appendix-III

#### Interview transcription

Teacher's Name: Durga Bahadur oli

School's Name: Shree Shiva Shakti Higher Secondary School, Rapti-Sonari-08, Banke

**Researcher:** What do you think about classroom management? How do you explain it in your words?

**Respondent:** *Classroom management refers to the proper arrangement and organization of materials and activities while teaching in the classroom.*

**Researcher:** What is the current situation of the classroom management in your school?

**Respondent:** *The current situation of my classroom is not well managed due to the lack of physical facilities and large number of students.*

**Researcher:** What is the condition of furniture for conducting teaching learning activities?

**Respondent:** *The condition of furniture for conducting teaching learning activities in my classroom is very good but desks and benches are managed in orderly rows.*

**Researcher:** What are the teaching materials that you use while teaching grammar to your students in your ELT classroom?

**Respondent:** *I don't use various kinds of teaching materials. I use only daily used materials, text book and guide book and grammar book while teaching grammar.*

**Researcher:** What are the problems you have been encountered while managing your grammar teaching classroom?

**Respondent:** *It is very difficult for me to manage my class effectively because some students have lack of interest; have low ability, discipline problem, low motivate class, some students are disruptive nature, where others are differently able students in the same classes.*

**Researcher:** What types of misbehavior do students perform in the process of teaching grammar in the classroom?

**Respondent:** *Some students perform immoral behaviors like side talking, quarreling and teasing with their friends in my classroom while teaching.*

**Researcher:** How do you manage if your class becomes noisy?

**Respondent:** *If the classroom becomes noisy, I asked the question for those students who make noise in the classroom. Sometimes, I motivate, encourage and praise students according to their interest.*

**Researcher:** How do you manage your grammar teaching classroom to make it more effective?

**Respondent:** *I mostly use student centered technique like pair work, group work to involve and engage my student in different teaching and learning activities in my class. Similarly, comfortable arrangement of physical facilities and provide positive feedback to them which help me to manage my grammar teaching classroom effectively.*

**Researcher:** What is the role of teacher for management in the classroom?

**Respondent:** *As a motivator, supporter, mentor, an instructor is the teachers' role in the classroom management.*

## Appendix-III

### Interview transcription

Teacher's Name: Than Bahadur Kunwar

School's Name: Shree Durga Bhawani Secondary School, Rapti-Sonari-02, Banke

**Researcher:** What do you think about classroom management? How do you explain it in your words?

**Respondent:** *Classroom management is the process of organizing various aspects such as: arrangement of desk and bench, teaching materials and teaching activities.*

**Researcher:** What is the current situation of the classroom management in your school?

**Respondent:** *In my school the current situation of my classroom management is not satisfactory.*

**Researcher:** What is the condition of furniture for conducting teaching learning activities?

**Respondent:** *The condition of furniture for conducting different activities in my classroom is satisfactory. I cannot conduct different activities due to the lack of space of classroom and setting of furniture.*

**Researcher:** What are the teaching materials that you use while teaching grammar to your students in your ELT classroom?

**Respondent:** *I use daily use materials like text book, white board, marker, guide book etc. Sometimes, I use ICT tools and online sources for teaching grammar.*

**Researcher:** What are the problems you have been encountered while managing your grammar teaching classroom?

**Respondent:** *I have faced many problems related low motivation, low participation, noisy classroom, nonsense talking, discipline, respect and so on. Heterogeneous classroom, lack of appropriate teaching materials, etc. were also the problems that I have facing in managing grammar teaching classes.*

**Researcher:** What types of misbehavior do students perform in the process of teaching grammar in the classroom?

**Respondent:** *In my classroom some students are out of discipline and make a noisy class which hampers the whole class and they do not take actively participate in teaching learning activities.*

**Researcher:** How do you manage if your class becomes noisy?

**Respondent:** *If the classroom becomes noisy I divide the class into different pair work and group work and provide assignment and ask them to share their answer in front of the classroom. More prominently, noise of the students automatically controlled when I start teaching. Sometimes, I share some funny jokes, history telling, encouraged with them.*

**Researcher:** How do you manage your grammar teaching classroom to make it more effective?

**Respondent:** *I manage my grammar teaching classroom effectively in various ways. I generally motivate and encourage the students and creating students friendly environment. Similarly, I create learning environment to my students by providing them different classroom assignment considering their level and interest in groups and pairs.*

**Researcher:** What is the role of teacher for management in the classroom?

**Respondent:** *As a performer, evaluator, manager, co-operator is the teachers' role in the classroom management.*

## **Appendix IV**

### Name of Selected Schools

- Shree Shiva Shakti Higher Secondary School, Rapti-Sonari-08, Banke
- Shree Durga Bhawani Secondary School, Rapti-Sonari-02, Banke