

**CLASSROOM MANAGEMENT AND LEARNING
ENGLISH AT PRE PRIMARY LEVEL**

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

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2016

DECLARATION

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

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DEDICATION

Dedicate to:

My parents; *Mr. Yam Bdr. Shrestha and Mrs. Gunja Maya Shrestha*

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ABSTRACT

The research work entitled **Classroom Management and Learning English at Pre Primary Level** aimed at exploring the state of learning English and teaching learning status of the English language at pre primary level. For this purpose, I have selected single teacher out of total teachers from pre primary level in Ilam district as a sample. Open ended questionnaire and observation checklist were administered for collecting data as a data collection tools. The collected data were analyzed by using both descriptive and statistical approach of data analysis. From the analysis of the collected data it was found that the status and state of English language of pre primary level was poor in this level, almost all the time teacher used Nepali language in the classroom. Minimum materials needed to teach in the classroom were also not available in the child development center. There was insufficient exposure of the English language in classroom. The quality of the teacher was satisfactory but it seemed that there was the lack of practical implication of what they have as a theoretical knowledge in their mind.

This thesis has been organized into five chapters. Chapter one deals with the introduction, background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Chapter two deals with the review of the related theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework of the study. Chapter three includes methodology adopted to carry out the research. It contains design of the study, population, sample and sampling procedure, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Similarly, chapter four deals with the analysis and interpretation of the results and summary of the findings. Chapter five contains the conclusions and recommendation of the study. The references and appendices are attached to the concluding part of the thesis.

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APPENDICES

LIST OF SYMBOLS AND ABBREVIATIONS

CDC	Child Development Center
CLT	Communicative Language Teaching
CUP	Cambridge University Press
EFL	English as Foreign Language
ELT	English Language Teaching
et al.	and other people
F	Frequency
NO	Number
P	Page Number
OUP	Oxford University Press
S.N	Serial Number
TU	Tribhuvan University
www	World Wide Web

CHAPTER ONE

INTRODUCTION

This present study is on **Classroom Management and Learning English at Pre-Primary Level**. This introductory part includes: background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Classroom management has received a great amount of attention in recent years and it is currently great problem for educators in the world. Classroom management is the skill in the organization and presentation of the lesson in such a way that learners are actively involved in the teaching learning process. In other words, ability of the teachers to manage the time, space ,resources ,behaviors of the student, environment of the class etc in teaching learning process. Capizza (2009, p.1) states classroom management as "Establishing a well-organized plan for classroom that is conducive to instruction and learning for students with a variety of academic, social and behavioral needs". In this way classroom management is the concern of how the things are done in the classroom in effective way rather than the concern of how students behave.

The teacher is key variable in the classroom. If the teacher follows suitable environment in the classroom then, there will be good result too. One of a role of the teacher is manager. Teacher doesn't teach to students, just he/she manages the classroom. Most of the teachers devote a disproportionate amount of time and energy disciplining their class rather than managing their class. As an example coaches do not discipline a team; they manage the team. So, classroom management is one aspect of art of teaching. When the time taken by teacher to correct the misbehavior caused by the poor classroom management, it results in lower rate of academic engagement in a classroom.

Nowadays pre-primary schools are attached to the primary level and they are

taught. To manage small kids is more difficult than higher levels students. There may have academic, psychological and physical problems while managing kids. So, authorities should give much attention towards the classroom management of pre primary level.

1.2 Statement of Problem

Classroom management is the great problem to our teachers in recent days. Making daily instruction to small pre-primary level student is more challenging for the teachers and more challenging to learn for the students. Teachers face with the disruptive behavior in their classroom which results in wasted instructional time. Pre-primary level students are more challenging because they have no knowledge about how to learn and what is discipline, teachers should build the concept of learning. If we want to make our house strong, we should make strong foundation. Similarly, pre-primary level students are also foundation for further development. They need more amount of time with them but teachers do not spend amount of time and exposure to students. Physical facilities are also the great problem of management. Lack of physical instructional instrument instructors are facing problems.

Freiberg, Huzinec and Templeton(2009 p.77)state, "When teachers have a rich management and discipline repertoire, students become more self disciplined, minimizing the need to refer students to the office and maximizing instructional time with great opportunities to teach and learn". Educators need to consider whether they have eliminated all instructional impediments and distractions in the classroom. It has been argued that establishing classroom procedure/routines and utilizing actionable techniques such as non verbal cues and positive framing, is extremely vital in an efficient and academically successful classroom.

The success of programme depends upon the ability of anchorman. Likewise, teacher is also keys to conduct the classroom. So, effectiveness of classroom management depends upon the ability of teacher. Availability of the well competent teacher is also main problem in our Nepalese context. There is

limited source and materials in our schools. We should utilize those limited source and materials for the maximum benefit for the students. So, I have focused physical, psychological and teaching aspect as well as teacher factor in my research. And found out the state and status of classroom management at pre-primary level.

1.3 Objectives of the Study

The present study had the following objectives:

- 1) To identify the state of classroom management at pre-primary level.
- 2) To find out teaching and learning status of the English language.
- 3) To suggest some pedagogical implications regarding the classroom management.

1.4 Research Questions

The research questions for this study were:

- i) What is the state and status of English language at pre-primary level?
- ii) What are the main problems of managing English classroom while teaching at pre primary level?
- iii) Why is management needed for the effective classroom?

1.5 Significance of the Study

A number of researches have been carried out in this world. Each and every research work provides some fruitful views or guidelines to those who want to be familiar with that work. This study mainly concerns about management, status of management and earning English at pre-primary level students and it gives some solutions and pedagogical implications of classroom management. Mainly, the teachers of pre-primary level will be benefited from this study. Teachers, readers and the people who are related in this field will be benefited from this study. Similarly, it may be basic research in management field. It helps pre-primary level teachers to understand the state and status of classroom management at pre primary level. From the findings and recommendations they can make their teaching learning effective. It will be helpful to understand the

basic status, problems and needs of pre-primary level for the curriculum developers, syllabus designers, and the people who are in power. So, it will be equally important for the curriculum developers, syllabus designers and the researchers who want to research in this field too.

1.6 Delimitations of the Study

The present study had the following delimitations:

- The study was limited to pre-primary level.
- The study was limited to 30 classes of single teacher from Ilam district.
- Observation checklist and questionnaire was used as main tool for data collection.
- Purposive non-random sampling procedure was used to select the population.
- This study was limited to the classroom management of the pre-primary level only.

1.7 Operational Definitions of Key Terms

Some terminologies used in this research have different meaning depending upon the time, situation and context of its use. So, some main terminologies used in this work can be defined as follows:

Management: It is the process consisting of planning, organizing, actualizing and controlling in the real classroom while teaching at pre-primary level.

Co-instructor: The teacher or facilitator of the pre-primary level appointed by government of Nepal.

Pre-primary level: The level in which before six years students are taught for their physical, mental and emotional development.

Physical management: Managing a physical setup such as desk, bench, blackboard, windows etc.

Psychological management: Behavior management frequently

recommended dealing with the students with disruptive behaviour so that they become ready for successful learning.

Child Development Centre: Centre where before six years kids are taught for their physical, mental and emotional development.

State: Condition or situation of English language learning at pre-primary level.

Status: Rank or position of the pre-primary level students in learning English.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the details of reviewed studies and their implications in the study. In the same way, conceptual framework is also included in this chapter.

2.1 Review of Related Theoretical Literature

Research is the systematic inquiry to describe, explain, predict and control the observed phenomenon. It is the scientific study made on the topic or a problem under the specified condition. Every research is carried out on the foundation of previous study. Previous study can be guidelines for the later ones. For the review of the theoretical literature we should study the related literature, which are concerned with the related topic. Here, in my research I have reviewed ELT situation in Nepal, English language learning, concept of management, classroom management, good classroom management and classroom management as time management, physical management and psychological management. Similarly, I have reviewed the problems of classroom management, pre-primary classroom management and English language learning at pre-primary level. I have reviewed the above topics with the help of different books, articles and websites.

2.1.1 ELT Situation in Nepal

It is very difficult to say exactly when the English language teaching started in the world. However, some of the researches show that it was started in the 20th century. According to Richards and Lockhed (2010, p.1),

Language teaching came into its own as a profession in the 20th century.

The whole foundation of current language teaching was developed during the early part of 20th century as applied linguistics and other

sought to develop principle and procedures for the design of teaching methods and material drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods.

In Nepal, ELT was started when the Rana prime minister, Janga Bahadur Rana established Durbar High School at Thapathali, Kathmandu as the influence of United Kingdom tour. At that time, he had invited two English teachers from United Kingdom to handle the school and curriculum design. Nowadays, English is a compulsory subject from grade one to secondary level. Private school has an English medium curriculum and some of government aided school have also English medium curriculum. However, English was not introduced in the higher education until 1918 AD. Trichandra College, the first college in the Kingdom was established. Then formal beginning of teaching English at higher level was started. According to Awasthi (2005, p.22), "The introduction of ELT in Nepalese education started only in 1971 AD with the implementation of National Education system plan 1971". The same year Tribhuvan University started B.Ed. programme in English education. When the High Level National Education Commission (2059) recommended that ELT should be started from grade one of school, which added a new brick in English education in Nepal. As a result English is taught as a compulsory subject from grade one to secondary level.

In course of English language teaching the teacher should play the role of instructor, facilitator and guide as well. And while managing classroom s/he should manage the classroom instructively and constructively. Thus, not only in English language teaching but also to all kinds of teaching teacher should be capable of effective management of classroom.

2.1.2 English Language Learning

English has been widely used lingua franca around the world. Since the concept of global village is developing, it has been a means of survival skill. English is taught as a second or foreign language in almost all the countries of the world nowadays. There is a penetrating effect of English in every sector of today's society. Harmer (2007) states:

Not everyone sees the growth of English as the benign or even desirable phenomenon. Many people worry about what it means for the cultures and languages it comes into contact with seeing its teaching as forms of cultural or linguistic imperialism. (p.16)

Focusing on the globalization of English language, Swales, (1993) mentions:

English has also become a lingua franca to the points that any literate, educated person on the face of the globe is in very real sense deprived if he does not know English, poverty, famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation.

Linguistic deprivation is a less easily noticed condition but one nevertheless of the great significance. (pp. 283-284)

English language teaching has carried a long standing history in the page of language teaching. Howatt (1997) states:

The history of English language teaching is vast subject the spread of English round of the world in the wake of trade, empire-building, migration and settlement has ensured the teaching of the language a role, some time central, some time peripheral in the educational history of virtually every country on earth. (p.5)

Howatt further argues that during the first half of the 15th century, the teaching of English as a foreign language emerged an autonomous profession. The intellectual foundation for this autonomy rested on the fusion of the reforming trade tradition inherited from the previous century: the applied linguistic approach of the Reform Movement and the monolingual methodology of direct method.

Nowadays, English is taught as a compulsory subject from grade one in government aided schools as well. Almost fifty percent of schools both private and public use English as a medium of instruction. As students can earn university degree specialization in the English language, ELT is developing as a profession.

For the upliftment of society and for the promotional growth, English language teacher should cope with new techniques and principles of language teaching according to the changing concept.

2.1.3 Teaching Language Skills

We use language in terms of four skills, i.e. listening, speaking, reading and writing and their sub skills. The four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. The skills are often divided into two types: receptive and productive.

They are given below:

1. Listening (receptive)
2. Speaking (productive)
3. Reading (receptive)
4. Writing (productive)

2.1.3.1 Teaching Receptive Skills

Listening and reading skills of language involve receiving messages and are therefore often referred to as receptive skills. The receptive skills involve active participation of the listener or reader.

- 1. Listening:** Listening is the first language skill. Underwood (1989) says: “Listening is an activity of paying attention to and trying to get meaning from something we hear.”
- 2. Reading:** Reading is one of the important skills to develop linguistic and communicative ability in the target language. The main reason for reading is to get exposure of the language and use it in either in spoken form or written form.

Following Harmer (1991), efficient readers or listeners predict what they are going to hear and read; the process of understanding the text also involves the prediction that listeners or reader make. The L2 learners, therefore, need to develop the skills of making predictions about information or content of the text. These skills are known as predictive skills. Similarly, very often we read and listen because we want to extract specific bits of information from the texts. According to (Harmer, 2007);

Receptive skill is a term used for reading and listening skills where meanings extracted from the discourse. Productive skill is term for speaking and writing, skills where students actually have to produce language themselves.

The two skills: speaking and writing are producing language and when we listen or read we are trying to extract meaning of what we have read or listened to. However, listening and reading also demand considerable language activation on the part of the listener and reader. We cannot access meaning unless our brains are fully engaged with the texts that we have heard or read. In this respect, the receptive skills such as listening and reading cannot be interpreted as passive skills on the part of listener and reader. These are also

productive and active skills in the sense that they engage people in thinking, responding, understanding, and following. Thus, teaching activities of listening and reading skills should be focused on production as well as comprehension and perception.

2.1.3.2 Teaching Productive Skills

Speaking and writing require language users to produce the language features orally and graphically; this is why they are known as productive skills. Though we can draw some common features of these skills, they are different in many ways, mainly because of the sub skills involved in them. Speaking involves segmental as well as supra segmental features such as stress, pitch and intonation. It is also supported with extra linguistic or non-verbal devices such as gestures and signals. Writing, on the other hand, involves scripts, punctuation marks and patterns.

1. **Speaking:** It can be defined as the ability to express oneself fluently and appropriately in a target language. Those who can communicate in a language are called the speakers of that language.
2. **Writing:** It is one of the productive skills of a language. It is a skill in which sequence of sentences are arranged in a particular order and linked together in certain ways involving the components of writing viz. mechanics, coherence, cohesion, and orthographic and par orthographic texts.

Harmer (1991), argues that the single most important difference between writing and speaking concerns the need for accuracy. When teaching writing and speaking, therefore, there are special considerations to be taken into account. For example, in the teaching of writing skill, we need to focus on the features such as spelling, punctuation, organization of discourse, clarity, and formality. When teaching speaking, special considerations should be made on the features such as stress, intonation, gestures, timing speed, contexts and settings.

2.1.4 Teaching Language Aspects

To be a complete itself a language has its aspects. Every language has language aspects or system namely pronunciation, vocabulary, grammar and language functions. The teaching materials help enhance language aspects. Ur (1996) categorizes the language aspects and the activities as follows.

- 1. Teaching Pronunciation:** It involves recognizing transcribing sounds, recognizing rhythm and stress and intonation patterns. He focuses on listening to accents (identifying elements of foreign pronunciation, preparing materials, analyzing, pooling and comparing, drawing conclusions), improving learners' pronunciation and pronunciation and spelling as the activities for teaching pronunciation.
- 2. Teaching Vocabulary:** To teach vocabulary the need of it should be identified then the vocabularies should be presented. Introducing different ideas for vocabulary work the test should be conducted at the end.
- 3. Teaching Grammar:** The grammar is one of the important components or the aspects of language. Defining grammar, identifying the place of grammar teaching, clarifying about grammatical terms, presenting and explaining grammar, grammar practice and activities and being aware about grammatical mistakes are some of the ideas and activities of teaching grammar.
- 4. Teaching Language Functions (topic, situations, notions and functions):** Identifying topics and situations, being aware of current notions and functions, teaching chunks of language (From text to task and task to text), and combining different kinds of language segments are some of the ideas and activities regarding teaching language functions.

2.1.5 The Concept of Management

Management is the process of maintaining the environment to accomplish the task. In other words, management is the field of human behavior where manager plan, organize, staff, direct and control human and financial resources in an organized group in order to achieve the desired goal.

In the past, management was not considered as an important part of development. Only in the 19th century management became the separate field from the contribution of economists in course of development of industry. Before 19th century, there was the great problem regarding labour efficiency and wage payment system in the field of production. In search of such problems, people began to recognize management is the separate field of study.

Koontz and Weinrich (1993, p.6) say, "Management is the process of designing or maintaining the environment in which individual working together in groups efficiently to accomplish selected aims". Likewise, according to George R Terry, "Management is the distinct process consisting of planning, organizing, activating and controlling activities performed to determine and accomplishes the objectives by the use of people and resources." Another Scholar Stoner et al, (1995, p.3) says, "Management is the process of planning, organizing, leading and controlling the work of organizational members and of using all available organizational resources to reach the organizational goal".

The above definition indicates that management is the process of getting works done efficiently, effectively and through other people to active expected goals. In addition, it is the process of managing resources, employs and other obstacles to conduct the organization to fulfill its goals and objectives successfully. In conclusion, we can say that management is the systematic and scientific way of planning, organizing, staffing, leading and controlling to achieve the desired goals and objectives of an organization.

2.1.6 Classroom Management

Classroom is a place where teaching learning process takes place. Each and every teacher wants to maximize their effectiveness of teaching. For the effective teaching learning, the classroom should be well managed.

Classroom management is the skill, in the organization and presentation of lesson in such a way that the learners are actively involved in the teaching learning process for the achievement of prescribed goal. Classroom management includes physical management, teaching aspect management and psychological management. The well managed classroom will certainly be more productive than usual. In 1970s and 80s researchers and practitioners examined management issues such as how to organize room, to make it safe and to establish the rules of behavior for the students in that classroom. Wragy (1981, p.7) defines, classroom management as "what teachers do to ensure that children engage in the task in hand, whatever that may be". Likewise, management is defined by Randolph (1992, p.320) as "working with and through others to accomplish the organization goals". He says that major agenda of the classroom management is organization of classroom .Teachers activity is focused in a classroom management. How the teachers manage their classes depends upon what activities they do apply in the classroom.

In other words, classroom management is a process of ensuring that classroom lessons run smoothly despite disruptive behaviors by students. It becomes increasingly more difficult for them to regain that control. From the students' perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as co-operative learning environment.

There are three aspects of classroom management. They are briefly described below:

2.1.6.1 Classroom Management as a Time Management

Time management is also crucial in classroom management. Eggen and Kauchak (1994, p.225) divide class into four overlapping categories. They are as follows:

- I. Allocated time: Allocated time is the total time allocated for teaching, learning and routine classroom procedure like attendance and announcements.

- II. Instruction time: Instructional time is the time where in teaching and learning actually takes place.
- III. Engaged time: It is also called the time on task. During this phase students participate in learning activities i.e. asking and responding questions, coming worksheet and exercises, preparing skills and presentation etc.
- IV. Academic Learning time: Academic learning time occur when some of the students actively participate in classroom activities and rest of the student success from the same learning activities.

2.1.6.2 Classroom Management as a Physical Management

A logical starting point for classroom management is planning and arranging the physical set up of classroom. So, the students will engage in a variety of activities in different areas of room. We need to permit orderly movement, minimize distractions, and make efficient use of the available space A well organized and managed classroom will help students to be self motivated, self-discipline, and responsible. The organization of classroom directly affects student behavior and learning. Some physical aspects to consider are room arrangement, seating, bulletin boards, white board/black board, displays, lighting and temperature of room. A clean, safe and attractive classroom will help build a classroom community and stimulate learning.

2.1.6.3 Classroom Management as a Psychological Management

Each and every types of learning is affected by psychology. Psychological management is prerequisite for the effective learning activities. Without being psychologically ready student cannot involve in effective teaching learning activities. The disruptive behavior of student should be managed. Behavior management frequently recommended to deal with students with disruptive behaviors are as follows:

- Caring supporting relationship with and among students.
- Organize and implement instruction in ways that optimize students' access to learning.

- Use group management methods that encourage students to engagement with academic tasks.
- Promote the development of student social skills and self regulation.
- Use appropriate interventions to assist students who have behavior problems.

Classroom management is closely linked to issues of motivation, discipline and respects. Methodologies remain a matter of passionate debate among teachers, techniques vary depending upon beliefs and ability of a teacher and educational psychology also effect in applying techniques in classroom. Traditional classroom management focuses on behavior modification although many teachers see using behavioral approaches alone as overly, simplistic. There are the different techniques regarding classroom management such as corporate punishment, rote discipline, preventive techniques but techniques may vary from teachers to teachers. We can conclude that learning activities and good management of the classes are co-interrelated factors. Less emphasis on the one factor hinders the others too. Thus, classroom management is the management of physical, educational as well as psychological management for creating learning environment.

2.1.7 Good Classroom Management

The effectiveness of teaching learning depends upon effective classroom management. So, the most important action an effective teacher takes at the beginning of the year is creating a climate for learning. The general way of good classroom management at the beginning of the year according to Howard Miller, (2000 p.1), are as follows:

- I. Develop a set of written [expectations](#) you can live with and enforce.
- II. Be consistent. Be consistent. Be consistent.
- III. Be patient with yourself and with your students.

- IV. Make parents your allies. Call early and often. Use the word "concerned." When communicating a concern, be specific and descriptive.
- V. Don't talk too much. Use the first 15 minutes of class for lectures or presentations, then get the kids working.
- VI. Break the class period into two or three different activities. Be sure each activity segues smoothly into the next.
- VII. Begin at the very beginning of each class period and end at the very end.
- VIII. Don't roll call. Take the roll with your seating chart while students are working.
- IX. Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.
- X. Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
- XI. Keep your sense of perspective and your sense of humor.
- XII. Know when to ask for help.

Thus, above mentioned view shows that creating climate for learning plays a vital role in teaching learning activities. It focuses all three aspects i.e., physical, psychological and teaching aspect. For the good classroom management, if we consider and manage all these three aspect we can do better in teaching learning field.

2.1.8 Problems in Classroom Management

A Problem is an obstacle, impediment, difficulty or challenge or any situation that invites resolution. In other words, the problem is that while teachers enter the professional field with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. How to manage a classroom is the major worry of the entire teacher in training small kids. Behavior management, choice and presentation of materials, physical

management of classroom, and psychological management of kids are major problems of classroom.

Managing the classroom is challenging task, each and every class should be managed physically as well as psychologically. Soniam (2009, p.10) observed the following problems in classroom management:

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

In addition to it, it is much more problematic to manage the kids who are under six years old. We should know about their psychological condition and their demands. Similarly physical facilities should also be well managed. In Nepalese context there are not well facilitated classroom. So, these all can be the problems of classroom management.

2.1.9 Pre-primary Classroom Management

The level which trains the kids who are under six years old is known as pre-primary level. The main aim of this level is to develop physical, emotional, mental and social feelings. It prepares for the primary level. Pre-primary education is available only to the minority of children exclusively in urban settings. The department of education has also developed and implemented a community based pre-primary programme. At the village and municipality levels, the village and municipality education committee is responsible to coordinate the child development activities at the local level. Latest statistics 2009, indicates that there are over 33,404 pre-primary classes in the country. Out of 33,404, 86.1% are running as community based and rest 13.9% of the

pre-primary classes are run under institutional school. Learning materials have been perched through the district education offices and being distributed to the child development centre. Special trainings are given to make learning materials out of locally available materials. Pre-school centers are different from home atmosphere. Here, they interact with care givers, teachers and pair group.

The managing aspect of this level is very difficult job. Different types of students are in a single classroom and they do not have the concept of learning, the teachers have to implement the concept of learning in their mind. Small kids want free and fair environment to learn. They want to play, they need more materials. They should be psychologically ready for learning than only they can learn in effective manner.

2.1.10 English Language Learning at Pre-primary Level

English is an international language. It is spoken all over the world. In Nepalese context English is taught and learned as a foreign language. In Nepalese context, children are from different background, cultural and cross-cultural setting so it may be difficult to implant English language in their brain. We should be conscious about how children learn, how language is understood interpreted and created in different contexts. We should be aware about how language is used in across culture and across situations, and how all these processes relate to foreign language development. So, teacher should be well known about how to manage the class according to the foreign language situation consisting mother tongue.

State of English language classroom management at pre-primary level is seems poor in our context. There may have different problems regarding managing English classroom according to foreign language situation. Teacher must recognize and celebrate cultural and language diversity, have confidence in children's ability to learn, be flexible and supportive of students creativity and independence. The students' family and community is valuable partner in education. All of these characteristics can be generalized to teachers of all types

of classroom but it is especially important that teachers working with English language learning students have these qualities since non-English speakers have extra obstacles to overcome and must learn a dual curriculum in the time it takes their pairs to learn one.

In our Nepalese context to teach English at pre-primary level is difficult job. So, I have studied the state of management and status of English language learning at pre-primary level which may help to recognize the situation and give some ideas for the further development in management field.

2.2 Review of Empirical Literature

Classroom management plays the vital role for effective teaching learning process. Without proper classroom management, we cannot achieve the determined objectives. Different research studies have been carried out by various researchers on classroom management. I have made foundation of research work based on this previously carried out research studies related to this study. Some of them are reviewed on the next page:

Thani (2008) has carried out a research entitled "The Role of Classroom Management". The main objective of this study was to identify and analyze the physical resources of the secondary level English classrooms. She has selected eight secondary schools by using non-random sampling procedure. She found out that among different managing aspect of the classroom management, physical management plays the main role in classroom management. She also focused that private schools are better in managing both physical as well as teaching aspects rather than public schools. Her finding showed that condition of the classroom management in private school is satisfactory and government school is poor. She used questionnaire and observation checklist as the main tool for data collection.

Bashyal (2010) has carried out a research entitled "Strategies of Classroom Management used by Secondary Level English Teacher". The main objective of this study was to explore the major strategies adopted by secondary level English teacher. He selected nine teachers from government aided secondary

schools by using purposive non-random sampling procedure. He used questionnaire and checklist as the main tool for data collection. He found out different strategies for the management. Mainly, he found out that the teachers treatments on disruptive behavior of the students were to make them sit in the front bench of the class.

Shrestha (2010) has carried out a research entitled "A Study on Disruptive Behavior of Students in English Classroom". He selected English teachers of higher secondary schools along with their students by using simple random sampling. In his study he used questionnaire, observation checklist and interview as the main tool of data collection. He focused in his research that teacher should not avoid the disruptive behavior like sleeping in the class, even participation, uneven participation etc. to make classroom successful. He tried out to find out the different behavior of higher secondary level students that teacher has to face into the classroom. He also mentioned that home environment play key role in shaping disruptive behavior of the student.

Dhakal (2012) has carried out a research entitled "Teachers' Skills at Managing Disruptive Classroom Behavior in ELT Classroom". The main objective of this study is to analyze teachers' skill at managing disruptive behavior in term of procedures and rule, classroom organization, lesson movement and communication. He selected eight teachers and twelve students from four colleges of Kaski district by using non-random sampling procedure. He used questionnaire, observation checklist and interview as a main tool for data collection. He found that effective communication is the key to success and there was a gap between teachers' knowledge and their practice in the classroom. He also added that student's behavior is also influenced by teacher behavior.

All aforementioned research shows about the classroom management. This research work deals with state of classroom management and status of learning at pre-primary level. Therefore, I realized the need of present research. I have

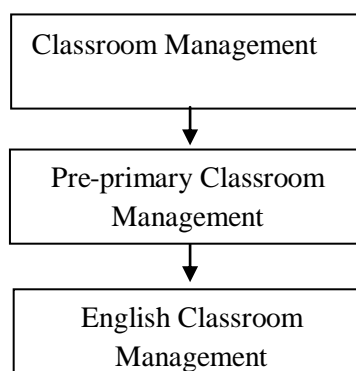
focused managerial aspect of classroom management at pre-primary level and how the children learn English at pre-primary level.

2.3 Implications of Review for the Study

All these reviews mentioned above are some extent related with my study. After reviewing this study I have got lots of ideas regarding classroom management. Thani (2008) pointed out that classroom management in private school is better than the government schools so I decided to see the management status of government schools. Similarly, Bashyal (2010) explored the major strategies used by secondary level English teachers in government schools and from his ideas, I have got ideas regarding the strategies of classroom management. In the same way, Shrestha (2010) showed the different disruptive behaviours of the higher secondary level classroom students and also showed the key role of homely environment in managing the classroom, which gave me different ideas regarding the management of disruptive behaviours of classroom and the concept of environment in classroom. Similarly, Dhakal (2012) pointed out the skills at managing disruptive classroom behaviours in ELT classroom and also pointed out the key role of teacher's behaviour is influential to manage the disruptive behaviours of the students so I also focused the teacher's behaviours too. In order to conduct this type of study, they all have used survey type of research and I have also used the similar types of research design in my study. They have used observation and questionnaire as the main tools of the data collection. I have also used the same tools for data collection.

2.4 Conceptual Framework

This study on **Classroom Management and Learning English at Pre-primary Level** is based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodologies have been adopted to fulfill the above mentioned objectives:

3.1 Design of the Study

To identify the state and English language learning status in pre-primary level, I have followed survey research design. Survey is the descriptive research. In survey research, researcher gathers data at particular point of time especially to describe the nature of the existing situation or to identify more standard one against the existing situation Cohen and Manion (1985, as cited in Nunan, 1992 p.145)

Survey is the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through the small-scale studies carried out by single research. The purpose of survey research is generally to obtain snap shot of condition attitudes and events at the single point of time.

According to Kidder (1981, p.81) "Survey is the best research design carried to find out public opinion and the behavior and attitudes of different professionals to access certain activities and study certain trends almost at a single point of time".

There are some steps of survey research which are presented by Nunan (1992, p.160) are as follows:

Step 1: Define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 5: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

All in all, survey is the descriptive research which is used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics. The purpose of survey is generally to find out opinion, beliefs, and attitudes on a certain issues as well as to find out behaviors of different professionals which are quite related subjective of my research study.

3.2 Population, Sample and Sampling Strategy

Every research study is carried out in certain area or locality and particular number of population should be selected for the convenience of the study. To accomplish the targeted objectives of my research, I have selected single teacher out of total teachers by using purposive non-random sampling procedure from Pre Primary Centre in Ilam district. I have used observation checklist and questionnaire as a research tool, and found out the state of management and teaching learning status of English language at pre-primary level, observing 30 classes of single teacher.

3.3 Study Area/Field

I have selected classroom management as broad field and status and state of pre- primary classroom management as particular as the area of my study. I selected single teacher out of total teachers from Saraswati Bal Bikash Kendra, Chamita, Ilam as the population of my study. 30 classes of the single teacher were selected as the sample of my study.

3.4 Data Collection Tools and Techniques

In order to collect the data I have used open ended questionnaire to elicit the opinion and checklist to collect the data.

3.5 Data Collection Procedures

I followed the following process to collect the data. For this purpose, I have adopted the following steps:

- At first I visited the selected child development centre in Ilam district to get permission and explained briefly about purpose of my research.
- Then I established rapport with the concerned teacher.
- After that I have observed the classes and asked different questions with the help of check list and questionnaire, and thanked to the informant and authority for the kind co-operation.

3.6 Data Analysis and Interpretation Procedure

This chapter is mainly concerned with the analysis and interpretation of the data collected from the questionnaire. The systematically collected data were analyzed descriptively and correctively on the basis of questionnaire and checklist as a research tool. I have presented the facts in different list and tables. The data were collected from the 30 classes of a single teacher of Saraswati Bal Bikash Kendra, Chamaita, Ilam by observing different classes. This study was carried out to find out the status and state of classroom management at pre primary level.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this chapter, I have collected, analyzed and interpreted the results from the collected data from primary sources. The primary data were obtained through questionnaire and observation checklist as a tool. I had collected the data from Saraswati Bal Bikash Kendra, Chamaita-2, Ilam. I observed 30 classes of the single teacher. An attempt has been made here to describe the status and state of classroom management in our Nepali context. 21 questions were open ended where respondent had to write few words or sentences to express her opinions. Topic wise analysis and interpretation of the data collected from the checklist and questionnaire have been presented below:

4.1 Analysis of Data and Interpretation of Results

Here, obtained data are analyzed and interpretation has been made on the basis of analysis.

4.1.1 Condition of the Classroom Management

Different broad term are discussed in this section, they are: physical facilities, teacher and student activities. The data are collected through observation checklist, observing regular 30 classes of the single teacher have presented below:

4.1.1.1 The Condition of Physical Facilities

This section of the thesis deals with analysis and interpretation of physical facilities and the condition of arrangement of facilities. They are described in the sub headings like facilities, arrangement, supporting materials, etc. They are systematically presented on the next page:

(a) Condition of Available Facilities

This sub section of the thesis deals with different indicators like shape of the classroom, drinking water, toilet, facilities of musical instruments like Madal, Sarangi and electricity.

On the basis of 30 observed classes, there was average shape of the classroom at Shree Saraswati Bal Bikash Kendra, Chamaita, Ilam. Similarly, the condition of drinking water was satisfactory, drinking water was found in good condition for 14 days and in average condition for 16 days. Likewise, regarding facility of toilet, it was found in good condition in all 30 days. It shows that the condition of the toilet in child development center is good.

Similarly, regarding facility of musical instrument like Madal, Sarangi, etc, she used Madal to sing a song for 1 day but there was not availability of the Sarangi. There was availability of Madal for 24 days and five days she did not bring Madal. It shows that there is low use of instrument like Madal, Sarangi etc. And there was not the facility of electricity in the classroom.

(b) Condition of Arrangement of Available Physical Facilities

This sub section of the thesis deals with the different indicators to observe the proper management of available materials. Some of the indicators like arrangement of mat and carpet, condition of window, door, floor, roof etc, visibility of white board, exercise book keeping system, proper arrangement of available materials and arrangement of dustbin.

On the basis of 30 observed classes, the condition of arrangement of mat and carpet was not in very good condition. It was found properly managed for 6 days but for 24 days it was in disorder condition. So, high frequency of the arrangement of mat and carpet was only in average condition.

Similarly, the condition of window, door and roof in the classroom was only in average condition. It was found in good condition for 14 days and was found in only average condition for 16 days. It shows that the condition of the window, door and roof is not in good condition. Likewise, white board was visible but

she rarely used whiteboard in her teaching learning activities. In the same way, exercise book keeping system was not in good condition. It was not systematic for all 30 days in the class. It was kept everywhere in the classroom.

Likewise, proper arrangement of available materials was also in average condition, materials was properly managed for 15 days but in remaining 15 days, she didn't use materials except daily used materials. So, it shows that arrangement of the available materials is only satisfactory condition it means it is not in good condition. Likewise, dustbin was not in proper condition, dustbin was managed well for 24 days, it was not managed for 4 days and 4 days dustbin was not there. And, the condition of collecting student work is in average condition, she collected students work to learn the language for 15 days, she did not care such a work for 14 days and 1 day she just came and sent students to their home.

Above descriptions show that, the condition of arrangement of available facilities are not in good condition. That should be managed and arranged in proper condition.

(c) Condition of Supporting Materials

This subsection of the thesis deals with the condition of supporting materials like materials, English materials, accessibility of facility of chants, songs, books, pictures, map ,objects and models, and pocket chart. The summarized description of the observation has been presented below:

On the basis of 30 observed classes in the child development center, she rarely used materials in the classroom. Pictures and cartoon watch were used for two days to show the time, she just gave to read and write for 20 days and she just wasted the time for 8 days by asking to class work. So, it shows that the condition of using materials is not in good condition in our pre primary level. Similarly, regarding the condition of English materials, English alphabet chart was used for 5 days, she did not discuss English for 25 days. It shows that the

condition of the English materials and discussion of English is in very poor condition.

Likewise, regarding the condition of accessibility of chants songs and books, she gave book of chants to see for 14 days but she did not use those materials for specific teaching learning activities. All other remaining days, materials were same so it shows that there is the average accessibility of materials like chants, songs and books in the pre primary level. In the same way, regarding the condition of accessibility of pictures, maps, objects and models, she used some of the materials like pictures, models in her classroom for 17 days and such materials were not used for 13 days. It shows that there is less accessibility of pictures, maps, objects and models in classroom. And the condition of pocket chart was only in average condition, there was pocket chart but that was useless she did not use that material. It shows that there is less use of the pocket chart in the classroom.

It shows that the condition of supporting materials is not in good condition at the pre primary level.

4.1.1.2 The State of Teacher

This section of thesis deals with the state of teacher in managing the classroom. It is described as basic quality of the teacher, skill of the teacher, and the language aspect of the teacher etc. They are briefly described on the next page:

(a) Basic Qualities of Teacher

This subsection of the thesis deals with the condition of basic qualities of the teacher like personality, performance, attitude, self confidence, amiability, command and smartness. The summary of the observation has been presented below:

On the basis of 30 observed classes, personality of the teacher was good, she came roughly for 4 days but she showed good personality in all other days in the classroom. It shows that the personality of the teacher is good. Similarly, the performance of the teacher was good in the class. It was good for 18 days, which was in average condition for 12 days. So, the performance of the teacher is also satisfactory at the pre primary level.

Likewise, she had good attitude towards English language. In the majority of the days, i.e. 18 days, she showed good attitude towards English language. On another topic self confidence, she seemed confident. She taught confidently in the classroom for 16 days and she showed average confident for 14 days. It shows that there is satisfactory self confidence of the teacher in the classroom.

In the same way, teacher was amiable with students. She listened student's voice and she helped to students problems. She helped excellently to students for 6 days, she helped in good condition for 24 days. It shows that the teacher is amiable with the students. Similarly, she had good command over teaching learning activities in the classroom, almost all days i.e. 27 days she commanded better in the classroom, only 3 days she had shown weak command in the classroom. And, all the days she seemed smart in the classroom.

All of the above discussion shows that, the condition of the basic qualities of teacher seems satisfactory in the child development center.

(b) Skill of the Teacher

This subsection of the thesis deals with the use of different techniques while teaching, management skill, supporting and encouraging to learn language, facilitating to learn language, giving feedback in and out of the classroom, giving different roles to perform and learn language, inspiring to learn language, skill to participate in a group, skill to use audio visual, materials to

learn language (using), skill to make decisions and set goals to learn language, giving work to learn language etc. The summary of the observation has been presented below:-

On the basis of 30 observed classes, different techniques like imitation, role play, pair work, mime, realia etc were used for 4 days in the classroom. She conducted her classroom without using such materials for 26 days. She just used drill technique to run all the classroom activities. It shows that the condition of using different techniques while teaching in English classroom is only in average condition which is not satisfactory.

Similarly, classroom was not well managed. It was well managed in one day. The classes were not managed well for 21 days, different materials were not in the respected places, and she did not manage her time too. Classroom was totally unmanaged for 8 days. It shows that the management skill of the teacher is poor.

Likewise, she supported and encouraged to learn language individually for 10 days. But, individual student was not cared and supported for 9 days, students were in unmanaged condition in 1 day. It shows that teacher only sometime supports to learn the English language in the classroom which is unsatisfactory.

In the same way, students were well facilitated to learn English language for 15 days, but she ignored to English language in the remaining days. She did not conduct any of the English activities in the classroom. It shows that the condition of facilitating to learn English language is only in average condition.

Similarly, students were given feedback in and out of the classroom for 2 days. But, she just practiced usual exercise like copying for 28 days and she did not do any of the feedback and follow up activities after her teaching learning activities. It shows that teacher conduct less amount of feedback activities in the classroom.

On the topic, giving different roles to perform the language, only sometimes she gave some roles to perform the language. Students were given chance to perform and play the role for 21 days and they were not given any chance to play role for 9 days. It shows that the condition of the giving different roles to perform English language is not good in the pre primary level.

Likewise, regarding inspiring to learn language, Students were inspired to learn language for 15 days, they were averagely inspired to learn language for 12 days and 3 days she seemed lazy herself. It shows that the condition of inspiring to learn the language is satisfactory. On the another topic, skill to participate in a group, students were actively participated in a group for 3 days and in the remaining days she sometimes participated to the students in a group. So, the participation of the students is low.

Similarly, regarding skill to use audio visual, cartoon was shown in one day but that was not effective. In other days she did not use audio visual in the class. So, it seems that she has not good skill to use audio visual aid in the classroom. In the next topic, using materials to learn language, some materials like cartoon, watch, pictures etc were used for 5 days but in the majority of days i.e.25 days she used just daily used materials. Similarly, I saw average skill to set decisions and goals goals in the classroom. And lastly, regarding giving work to learn language, students were given work for three days, students were just practiced in copying exercise in the class for 17 days and 10 days she did not give any work in the classroom. It shows that there is less amount of work to learn language.

From the above discussion, we came to know that the condition of different skill of the teacher is only in average condition.

(c) Language Aspect of Teacher

This subsection of the thesis deals with the language used by the teacher as a classroom language. Here, we discuss about language, verbal behavior, the rate of Nepali language used by teacher and rate of English Language used by

teacher in the daily classroom situation. The summary of the observation has been presented below:-

On the basis of 30 observed classes, regarding the topic language aspect of the teacher, she used fine language for 14 days in the classroom and 16 days she used average language. So it shows that the language of the teacher is average. Similarly, regarding the topic verbal behavior, most of the day verbal behaviour of the teacher was good.

Likewise, for almost time she practiced Nepali based activities in classroom. While teaching English she used Nepali language except some words like good morning, good afternoon etc. It shows that practices of the Nepali language based activities are in high ratio in the classroom. There should be also some more exposure towards English language.

And, the condition of using English language was very poor, the chart of alphabets was shown in 1 day, English words was rarely used for all the remaining days in the class and in other days she did not used English language. It shows that there is very low exposure of English language in the classroom. So, exposure of English language should be increased.

Thus, the above description shows that exposure of English language in the classroom is less at pre primary level.

4.1.1.3 Students Activities

This section of thesis deals with the condition of student activities in classroom. It is described in terms of a four language skills (i.e. listening, speaking, reading and writing). They are described below:-

(a) The Condition of Listening Activities

This subsection of thesis deals with the listening activities of students. Here, we discuss about taking curiosity in listening English songs and rhymes, responding and copying rhymes and songs, enjoying to learn English through

listening, Listening and reciting English letters, trying to listen English words, Listened English materials etc. The summary of the results has been presented below:-

On the basis of 30 observed classes, regarding taking curiosity in listening English songs and rhymes, students took high curiosity to listen English for 5 days, and 25 days there was not listening class. The above discussion shows that students are curious to learn the language. But there is less exposure on listening.

Similarly, regarding the topic responding and copying rhymes and songs, mimicry was used for 1 day and students respond on mimicry, they copied or drilled to teachers voice in the remaining days and sometime they copied writing exercises. It shows that there is average condition of responding and copying exercises in the classroom.

Likewise, regarding the topic enjoying to learn English through listening, rhymes was presented for 2 days as a listening materials. She just used her voice and students were less interested through her voice, there were other written and oral exercises for 6 days. It shows that they are interested in listening through audio or visual materials and they are less interested through teacher's voice.

In the same way, regarding the topic listening and reciting English letters, students were presented English alphabet chart and asked to repeat English letters for 1 day, they just repeated English alphabets for 17 days. Other exercises were practiced for 12 days. It shows that the condition of listening and reciting English is less fruitful to students.

Similarly, regarding the topic trying to listening English words, they averagely tried to listen English words for 26 days and they were not interested to listen English words curiously for 4 days.

There were less English listening materials so she used those materials accordingly. Listening materials were used only sometimes for 20 days and 10 days she didn't use listening related materials. It shows that there is few amount of the materials that is used for listening.

Thus, we can conclude that the condition of listening activities in the English classroom is also not satisfactory in the child development centre.

(b) The Condition of Speaking Activities of the Student.

This subsection of the thesis deals with the speaking activities of the students. Here, we discuss about trying to speak English in classroom, performing English words without hesitation, confidence to utter English words and chunks, correct utterance of English words, songs rhymes responding to the teacher and participating in English etc. The summary of the observation has been presented below:

On the basis of 30 classes observation, regarding the topic trying to speak in classroom, English language was used curiously for 2 days, and other days they were not eager to speak in class, they just repeated what the teacher pronounced and for 5 days they were totally in passive manner. Students didn't try to speak in classroom well so it shows that there is lack of sufficient exposure of oral English in the classroom.

Similarly, regarding the topic performing English words without hesitation, students' performance was found in average condition for 12 days and they didn't perform well for 18 days. It shows that students hesitated to speak in the classroom.

Likewise, regarding the topic confidence to utter English words and chunks, they performed some of the chunks like good morning, good afternoon etc for 11 days in average condition and they did not perform English words and chunks for 19 days in the class. The discussion shows that majority of the students don't have confidence to utter the English words and chunks.

In the same way, regarding the topic correct utterance of English words, songs and rhymes responding to teacher, she was responded actively for 2 days because she gave practice on rhymes, same words and chunks were repeated for 19 days and they did not utter such words and chunks for 9 days. It shows that utterance of the English words, songs and rhymes responding to teacher are also not in good condition.

And on the topic, participating in English based activities, she made the students practice on rhyme for 1 day and student participated actively, she made them practice averagely in copying alphabets and drilling oral sounds for 13 days, they did not practiced well for 16 days. So, there is less practice on English based activities.

Thus, the above discussion shows that, the condition of speaking activities is also not in satisfactory condition.

(c) The Condition of Reading Activities of the Students

This subsection of the thesis deals with the condition of the reading activities of the students. Here, we discuss about curiosity to read letters, words etc, trying to identify letters and, trying to match the words with pictures. The summary of the observation has been presented below:

On the basis of 30 observed classes, regarding the topic curiosity to read letters words etc, students were curious to read letters and words for 24 days, they were not interested for 6 days. It shows that students have high curiosity to read letters, words etc. But they were more interested if words were associated with pictures.

Similarly, regarding trying to identify letters, it was tried to identify for 5 days in good condition, and for 25 days there was only in average condition. So, it shows that there is satisfactory condition of trying to identify letters in the classroom. Likewise, regarding the topic trying to match the words with

pictures, students were more curious to match the words with letters. They tried to match words with pictures excellently for 7 days and 23 days was in good condition. It shows that students are curious and motivated with pictures and they tried to match the words with the pictures.

Thus, the above discussion shows that the condition of reading activities from student side was good. They were curious in doing different activities.

(d) The Condition of Writing Activities of Students.

This sub section of the thesis deals with the condition of writing activities of students. Here, we discuss about writing alphabets, writing words, making pictures, copying etc. The summary of the observation has been presented below:

On the basis of 30 observed classes, regarding writing alphabets, students were practiced to write alphabets for 18 days. They practiced partially for 12 days. It shows that the condition of the writing alphabets is in satisfactory condition.

Similarly, regarding the topic writing words, students were practiced to write words averagely for 19 days. Students were not practiced to write words for 11 days. So, it shows that students are weak in writing English words.

Likewise, regarding the topic drawing pictures, students were excellent to draw pictures and they were curious too. They had done excellent for 7 days and they had done well for 23 days. It shows that students are curious and interested to read through materials like pictures.

In the same way, regarding copying pictures and alphabets, they were copied well for 7 days, for 22 days they copied averagely and 1 day in below average condition. It shows that there is average condition of the copying English words. So, they should be practiced in copying and other writing activities.

Thus, the above discussion shows that, students are very good in making pictures and they are weak in writing words. So, the condition of writing activities is in average condition.

4.1.2 Teacher's Perception on Classroom Management

Under this topic the respondent was asked to respond to a set of questions related to her perception on the classroom management. The respondent was given a set of questions under this topic. All of the questions were open ended. The question dealt with the general concept of the classroom management in relation to English language. They are presented below:

4.1.2.1 Classroom Management

This section deals with the perception of teacher on classroom management. The sampled teacher opined that classroom management is the skill in the organization and presentation of the lesson, which includes management of time, physical facilities, environment etc.

4.1.2.2 Necessity of Classroom Management

This section deals with the necessity of classroom management regarding the necessity of classroom management, she said that classroom management is needed in teaching learning activities, it is essential in teaching learning activities because none of the teacher can teach properly without management of the classroom.

4.1.2.3 Influence of Physical Facilities on Classroom Management

This section especially deals with the Influence of physical facilities in classroom management she stated that classroom management is essential in teaching learning activities, it plays vital role, without teaching materials, students feel difficult in learning.

4.1.2.4 Amount of Time for the Student Activities

This section deals with the amount of time for the student activities the respondent opined that sufficient amount of time is needed for the student activities but lack of sufficient materials, teachers are not able to engage all the students.

4.1.2.5 Punishment to Children to Manage the Class

This section deals with giving punishment to children to manage the class. Regarding the question teacher opined that teachers should not punish to the children because they are small, if they are punished they will not come at school.

4.1.2.6 Children with Disruptive Behaviour

This section deals with the availability of the children with disruptive behaviour. The sampled teacher stated that number of the students is with disruptive behaviour, due to the disruptive behaviour teachers are feeling difficult in managing the class.

4.1.2.7 Sufficient Amount of Time to Children to Play

This section deals with the giving sufficient amount of time to children to play. According teacher's view they are given the sufficient amount of time to play, they play in classroom and also they sleep in their own class.

4.1.2.8 Use of Teaching Material

This section deals with the use of teaching materials in classroom by teacher. The sampled teacher stated that teacher should use teaching materials but there is not sufficient amount of materials so they use only those materials which they have.

4.1.2.9 Children from Different Community

This section deals with whether the children are from different communities or not. The sampled teacher stated that children are from different communities

with their different cultures and beliefs.

4.1.2.10 Main Problems of Classroom Management

This section deals with the main problems of classroom management in teaching pre primary level. Regarding this question the respondent said that main problems of the classroom management are: managing children, physical facility, teaching English, to make them ready to learn etc.

4.1.2.11 Main Solutions of Classroom Management While Teaching at

Pre-Primary Level

This section deals with the main solutions of classroom management while teaching at pre-primary level. She opined that making lesson plan, using the locally available materials, keeping all students work, managing available facility, dividing the class etc. are main solutions of the classroom management.

4.1.2.12 Lexical Chunks Used with Pre primary Level Students

This section deals with the use of lexical chunks by pre primary level students. According to the respondent good morning, go out, stand up, how are you, come in, thank you, that's good, hurry up, try out, sit down, etc. are the lexical chunks used with pre primary level students

4.1.2.13 Curiosity in Learning English Words and Chunks by Students

This section deals with the curiosity in learning English words and chunks by students. The sampled teacher opined that students are too much curious in learning English words and chunks.

4.1.2.14 Concept of Number and Time in English

This section deals with the way of giving the concept of number and time in English. She opined that teachers give the concept of number and time showing the number chart, asking to count the friends, watch made by cartoon etc.

4.1.2.15 Present Facilities are Sufficient in Teaching English or Not

This section deals with the view of the teacher about the available English materials at present. Teacher stated that present facility is not sufficient for effective teaching, only limited facilities are in CDC. So, they are facing problems in teaching English in pre primary level.

4.1.2.16 Other Facilities Needed for Effective Management and Teaching

This section deals with whether other facilities are needed to them or not for effective management of the classroom. She stated that especially financial aspect is much and other facilities like musical instrument, video player, English chart and model are needed for the effective management.

4.1.2.17 Influence of Physical Facilities in Learning English

This section deals with the influence of physical facilities in learning English. She stated that physical facilities greatly influence in teaching learning English and they also feel easy if there is good amount of materials, without that difficult to motivate.

4.1.2.18 State of Learning English at Pre-Primary Level

This section deals with the state of learning English at pre-primary level. She stated that the state of pre primary level is poor in our community, there are not sufficient materials, and teachers have not got any training since many years.

4.1.2.19 Role of Facilities to Increase the Learning Status

This section deals with the role of effective facilities to increase the learning status of the students. She stated that especially physical facility plays main role, if there is not any physical facility none of the teacher can do well in their teaching learning activities. Physical facilities plays great role in teaching and learning activities

4.1.2.20 Techniques Used While Teaching English Letters, Words and

Chunks

This section deals with the techniques used while teaching English letters, words and chunks. According to her some of the techniques used while teaching English letters, words and chunks are chanting, playing, retelling, demonstrating, translating, etc.

4.1.2.21 English Words Commonly Used With Students

This section deals with the English words commonly used with students. She stated that some of the English words are: go, come, stand up, sit down, thank you, out, pick, carry, hand, pen, clock, father, mother, teacher, etc.

The above discussion shows that the teacher has different ideas regarding the classroom management though she didn't use those ideas in her actual classes. She didn't make and use any of the locally available materials as the teaching materials and she was only limited to the materials provided by government. On the other hand, she has also the good aspect of teaching, she doesn't use to punish to the students. She has provided valuable ways of solving the problems regarding classroom management. She has some of the knowledge regarding

classroom management, but she hasn't the key ideas to implement it so it seems that she needs training and special type of encouragement in her professional paths.

4.2 Summary of Findings

On the basis of the presentation, rigorous analysis and interpretation of the data and according to the sampled teacher, the major findings of the study are summarized and presented on the next page:

(a) State of Classroom Management at Pre Primary Level

- I. The condition of the physical facilities is average in the pre primary level but electricity is not available in the center. There is not appropriate arrangement of furniture as per the need of small kids to conduct the activities.
- II. Management of English supporting materials is poor, because the indicators like English materials, chants, songs, books, pictures, maps, models are rarely used.
- III. Supporting materials is less in pre primary center. Majorities of the days, supporting materials is in average and below average condition.
- IV. The condition of basic quality of the teacher is satisfactory. Teacher is amiable, performance is good, she has good attitude towards English language, she has good personality, average performance, and she seems smart in classroom.
- V. Skill of the teacher seems poor. Teacher has poor skill to use materials and handling the class in effective way.
- VI. Condition of the English language is very poor in our pre primary level classroom because there is less exposure in English based activities.

- VII. Students are curious of listening English songs and rhymes but there are fewer amounts of listened materials in classroom.
- VIII. Students try to speak English in classroom but they are not able to practice longer chunks. It shows that there is the lack of English exposure to the students.
- IX. The condition of the reading activities from student side is good. They are excellent in matching the words with pictures and curious to read the letters.
- X. Students are good and curious to make the pictures but they are not good at writing words and letters.

(b) Teaching Learning Status of English Language in Pre Primary Level

- I. Teaching learning status of English language is poor in our pre primary level because almost all the time teacher used Nepali language in her teaching learning activities.
- II. English teaching materials are not sufficient in the class and the Child Development Center as well they so they are not using materials.
- III. Teachers are using usual materials rather than newer ones. Creativity is not seen in teacher's daily activities.
- IV. I found that there is a gap between teacher's knowledge and her practice in the classroom. She wrote different ideas about classroom management but she didn't practice any of those ideas in the classroom. What she said was not practiced.
- V. Use of vocabulary and lexical chunks are only limited and they are rarely used.
- VI. Classrooms are not spacious enough so students are not involved in different activities.
- VII. The main problems of managing English classroom are student management, physical management, psychological management, time management etc.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations from the close analysis of the data and its implications at the different levels:

5.1 Conclusions

This research was conducted to find out the status and state of classroom management in the pre-primary level in relation to the English language. On the basis of findings from the analysis and interpretation, the researcher has made the clear conclusion which is concerned with the summary of each of the five chapters.

The topic of my study is “Classroom Management and Learning English at the Pre-Primary Level.” Different broad topics like the condition of available physical facilities, arrangement of available physical facilities, condition of supporting materials and English materials, condition of the basic quality of the teacher, skill of the teacher to manage the English classroom, language aspect of the teacher, condition of the listening activities of students, condition of speaking activities of students, condition of reading activities of students, condition of writing activities of students were discussed. From the discussion, it is concluded that there was a low amount of different facilities in the Child Development Center. The teacher aspect was good in the center but there was a lack of practicality of the theoretical knowledge that they have. There was the poor condition of English materials as well as managing the classroom as the English classroom.

The physical facilities and the materials play a vital role while managing the English classroom. So, there was the poor condition of such materials in the Child Development Center and the condition of the English language is also poor in the pre-primary level. In conclusion, we can say that there is not a good condition of the English language in our pre-primary level classroom.

5.2 Recommendations

On the basis of findings of the study recommendation have been made under following three levels (policy level, practice level and further research level) as below:

5.2.1 Policy Related

For the improvement of the quality of the English education in pre primary level government should be aware of the practice, needs and further improvement of the system. My study encompasses all the following things which are quite beneficial for policy makers:

- Policy maker should formulate clear cut policy regarding the pre primary school management.
- Government should be given training by the concern authority on managing classroom in general and English language classroom in particular.
- Authority persons should provide the teachers theoretical knowledge as well as practical aspect.
- Government should invest especially in the English improvement.
- Government should provide sufficient materials for the special management of the classroom

5.2.2 Practice Related

My research is equally advantageous for those who are at practice level. Therefore, I can confidently assert that my research is much significant for the teachers especially for pre primary level who do different activities at practice level. Major implications of the study in this level are:

- i. English should be given emphasis as like to other areas. More exposure should be given to them and use of English materials should be optimized.

- ii. The system of keeping record files of the student's progress and activities time and again is the identification of systematic classroom management. Thus, and teacher should be habituated on this aspect.
- iii. Teachers should prepare their lesson before they go to the class. Materials should be prepared and demonstrated in advance.
- iv. I found that there was a gap between teacher's knowledge and their practice in the classroom. So, it is recommended that the teacher should use their knowledge in their practical life to manage classroom.
- v. The teachers should use locally available teaching materials as per the need of the classroom. They should not be depended only to the materials provided by government.

5.2.3 Further research related level

The implication of the research study for further research cannot be exaggerated. Thesis writing is the broad field; thousand of the studies can be carried out in this field. Many emerging ideas are there in this field. The study only talks about the classroom management and learning English at pre primary level. It does not talk about other areas which should be explored in the field of classroom management. Only few studies are carried out in this field. Further researches are to be carried out in this field meticulously. That will contribute to improve the present condition regarding problems in managing ELT classroom. This study can just add a brick to carry out similar research on the basis of its findings. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further studies in this broad field and reach their destination.

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APPENDIX-I

Questionnaire

This questionnaire is prepared to draw information for the work entitled "Classroom Management and Learning English at Pre-Primary level". Which is carried out under the guidance of Mr. Resham Acharaya, Teaching Assistant in Department of English Education, T.U., Kirtipur, Kathmandu. I hope that you all co-operate with me too fill of this questionnaire, where this data will be invaluable contribution to accomplish this work.

Name of teacher:

Name of child development centre.....

Date:

Researcher

Khagendra Kumar Shrestha

i) What is classroom management?

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ii) Do you think classroom management is needed in your teaching learning activities?

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iii) Do the physical facilities influence in your classroom management?

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iv) Do you give sufficient amount of time for the student activities?

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v) Do you punish to your children to manage the class?

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vi) Are your children with disruptive behaviour?

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vii) Do you provide sufficient amount of time to your children to play?

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viii) Do you use teaching material while teaching your children?

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ix) Are your children from different community?

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x) What are the main problems of classroom management?

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xi) What are the main solutions of classroom management while teaching at pre-primary level?

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xii) List any ten lexical **chunks** that you use with your students.

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xiii) Do your students give curiosity in learning English words and chunks?

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xiv) How do you give the concept of number and time in English?

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xv) Are the present facilities sufficient in teaching English to this level?

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xvi) What other facilities are needed for effective management and teaching?

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xvii) Do physical facilities influence the rate of learning English at this level?

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xviii) What is the state of learning English at pre-primary level in your community?

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xix) Do effective facilities increase the learning status of your teaching?

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xx) What are the techniques that you use while teaching English letters, words, chunks etc?

xxi) What are the English words that you commonly use with your students?

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