CHAPTER - ONE

INTRODUCTION

1.1   General Background

Human life is always full of thoughts, emotions, desires and feelings. So, a man needs to express these thoughts, emotions, desires and feelings in his/her daily life. Language is the universal medium through which human beings express all the things and make it easy in their daily routine. Language is the dress of tongue. It makes understanding, commitment and compromise between two human beings. So, it is an inevitable part of human life. Language is human species-specific property and not possessed by other living beings in spite of having some human characteristics in them.

Different linguists, scholars and philosophers define language in various ways but none of them is complete in themselves. However, different definitions given by them share some characteristics of language. According to Sapir (1921), "Language is a purely human and non-instinctive method of communicative ideas, emotions and desires by means of voluntarily produced symbols" (as cited in Lyons, 1981, p. 3). According to this definition, whether it is purely human and non- instinctive is, admittedly, open to doubt. However, so too, as we shall see, is the question, whether languages properly so called are purely human and non- instinctive. Similarly Bloch and Trager (1942, p.5),"A language is a system of arbitrary vocal symbols by means of which a social group co-operates"(as cited in Lyons, 1981,p.4). In contrast with Sapir's definition Bloch and Trager's definition is that it puts all the emphasis upon social function; and, in doing so, as we shall see later, it takes a rather narrow view of the role that language plays in society. It brings the property of arbitrariness and explicitly restricts language to spoken language. Likewise, another definition by Richards et al. (1999) is "Language as........" the system of

human communication which consists of structured arrangement of sounds for their representation into larger units e.g. morphemes, words, phrases, sentences, utterances, etc." (p.196) .

These above-mentioned definitions of 'language' have introduced some of its properties, which some linguists have taken to be essential features of language, as we know them. Most of them have taken the view that languages are system of symbols designed, as it were, for the purpose of communication. So, we conclude that the language is a complex phenomenon used for human communication.

1.1.1 The English Language

The family of language to which English belongs is called Indo-European, a name that derives from the geographical range over which these languages were spoken before some of them spread to the new world: roughly from India to Iceland. Indo-European is only one of perhaps as many as 600 language families that are not demonstrably related to one another, ultimately they must be related to each other because there is good reason to believe that human languages are all designed in basically similar ways and that human language was invented only once in all of its history. The closest relatives of English are the languages belonging to the Germanic branch of Indo-European family i.e. the modern language spoken in Germany like English, Danish, Dutch etc. The entire documentation concerning the early history of English is in Latin. The history of the English Language is traditionally divided into Old - English (450 - 1060), Middle English (1060 - 1476), Early Modern English (1476-1776), Modern English (1776 - Present) Source: Stock well & Minkova (2001, p.30).

Nowadays, the English language is the only one language in the world which is widely accepted as a lingua franca. It has gained the status of mother tongue in some countries, second language in other countries. It is regarded as a foreign

language in some other countries. So today, the English language is globalized and most widely used language.

1.1.1.1 Importance of the English Language

Among all languages in the world the English language is the most prestigious and dominant language. Although English is the language of the largest number of native or first language speakers, it is not necessarily the case that English will remain dominant among world languages. However, there is no doubt that it is and will remain vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities for many years to come.

English is an international language, which is also known as the global language. It is a medium to learn history, culture and life style of the people, who belong to the English language as their mother tongue. It helps to exchange culture and to grip excellent opportunity and it is important for the acceleration process of modernization in Nepal. That is why it can improve human status. As a result, the fame of the English language is spreading day by day. It has facilitated mobility of teachers and students from one country to another. It has opened world-wise knowledge for employment. The importance of English in the present day world of science, technology, commerce, business, trade and education need not be over emphasized.

1.1.1.2 The English Language Teaching (ELT)

Learning may take place without conscious teaching: but teaching is intended to result in personal learning for students and is worthless if it does not do so. According to Ur (2001, p.3)," The concept of teaching is understood here as a process that is intrinsically and inseparable bound up with learning". Regarding the history of language teaching, before beginning of the Roman

Empire, the Roman studies Greek as a second language. During the middle age, Latin was the language of teaching. Methods were mostly limited to Latin Grammars designed to enable clerics to speak, read and write the second language, the language, in which merely all academic learning was done. Dr. Mary Fincchiaro has long been a leader in the field of language teaching in general and in English as a second language in particular at same time.

Deliberation about the nature and quality of teaching and how professional knowledge may be advanced should be recognized and be placed in the context of how teachers actually teach. There are two methods of language teaching:

a. traditional / subject – centered
b. progressive / child – centered

The discussion must be considered with reference to the particularities of teaching and learning in the classroom. Traditional theory holds that a child is a "passive" learner whose mind is 'a bucket to be filled'. While the progressive theory views the child as an "active" learner whose mind is 'a candle to be lit'.

The teacher would have some time or other to face and solve two problems each extensive and serious enough by itself to demand absorbing and undivided attention. These problems are:

1. Mastery of subject matter from the stand point of its educational value and use; or what is the same thing, the mastery of educational principles in their application to that subject matter which is at once the materials of instruction and the basis of discipline and control;

2. The mastery of the technique of classroom management does not mean that the two problems are in any way isolated or independent. On the

contrary, they are strictly correlative. But the mind of the student cannot give equal attention to both at the same time.

The teacher has the ability to integrate all these aspects of his/ her works into one coherent performance so as to teach effectively within a special set of circumstances. It is the notion of practical performance, which is central to the teacher's pedagogical expertise: the ability to keep all the balls in the air as s/he attempts to promote children's (students') learning.

This is one of the defining features of teacher's professional behavior, namely having the knowledge, skill and expertise to foster learning in the particular organization context of the classroom. In course of English teaching, the teacher should manage the classroom instructively and constructively. The role of teacher in a classroom should be controller, organizer, assessor, promoter participant resource, tutor and observer where it is necessary (Harmer 2003, pp. 57 - 62). Thus, 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.

1.1.2 Classroom Management

The topic classroom management can be discussed into the following sub-headings.

1.1.2.1 The Concept of Management

The term management refers to the capacity of controlling and making decisions in business or similar organization or the process of dealing with or controlling people or things. "Management is the process of designing or maintaining an environment in which individuals working together in groups effectively accomplish selected aims" (Koontz and Weihrich, 1993,p.6).

Likewise, for Stoner (1995), "Management is the process of planning, organizing, leading, controlling the work of organizational members and of using all available organizational resources to reach the organizational goals." We can say that management is the way of presenting the art of organization to accomplish the goals.

The above definitions indicate that management is the process of getting works done effectively, efficiently and through other people to achieve expected goals, which manage resources, employees and other obstacles to the organization to fulfil its goals and objectives successfully.

1.1.2.2   Classroom Management

Here, the term management refers to the skill, the organization and presentation of lesson in such a way that all pupils are actively engaged in learning. It emphasizes that learning and teaching are complimentary activities just as successful manager in commerce and industry avoids disputes, which disrupt production. So, in the classroom successful teachers do not constantly have to demonstrate 'who is the boss?' There are times when teachers must exert their authority clearly and unmistakably. Good classroom management depends more upon teachers and children working equitably together because they are confident together than upon peremptory instruction and reigned obedience. So management is one of the valuable aspect for effective teaching.

There are different expressions about classroom management. "It 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" (Alberto & Troutman, 1986, p. 404). It emphasizes the ability of the teacher to manage the classroom for effective teaching. Similarly, according to Richards (1990, p. 38), "Classroom management refers to the

ways in which students' behavior, movement and interaction during a lesson are organized and controlled by the teachers to enable teaching to take place most effectively." Here Richards also insists on the role of teacher to manage and control the classroom for effective teaching. "In order to be effective teacher he must be proactive, facilitative, imaginative classroom managers" (Henson & Eller, 1999, p. 405). Likewise, according to Smith (1995, pp. 85–90), 'Good' teacher is able to raise pupils' self-esteem, develop 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. According to the students what makes a teacher good are; kindness, being patient, tolerant, paying attention to students. In the same way, regarding becoming an effective teacher by Palumbo and Sanacore (2007, p. 67), "Becoming an effective teacher is a unique journey and classroom management is only one important factor that can make the journey more successful of both students and teachers." Thus, we can say that a teacher should have an art managing the classroom for productive teaching.

Good classroom management is a skill that a teacher acquires over time. It does not take one specific way of managing the classroom to have control but actually quite a few different techniques that a teacher moulds into his/her own unique style. One of the most important factors related to good classroom management is a solid understanding of students' personal and psychological needs. This helps the teacher to understand why problems exist in the classroom and between themselves and the students.

Another factor the teacher needs for good classroom management is establishing positive teacher, student and peer relationships that creates classroom as communities of support. This helps students feel that teachers really have to help them and meet their own basic personal and psychological needs.

The need for good classroom management involves using adequate instructional methods that facilitate clear classroom organization and optimal learning by responding to the academic needs of the individual students and the classroom as a whole. "Fairness and structure-combined with clear expectation and clear lesson in a caring non-threatening environment are the key elements maintaining good classroom management". (Posted by Kim Zurich 3116104 at 2:47:22 p.m.)

According to www .I. to .i.com/ online- tefl module -shtml, there are four important tools the teacher need to know about managing his/ her class which are briefly discussed here.

a.   Giving instructions

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

b.   Using the board

Find out when the board is most useful in the classroom and how to use it effectively. For example, asking students to write answers 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.

c.   Encouraging interaction between students

Find out how to get the class talking. For example, splitting the class into teams when playing games will increase conversation practice.

d.   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 example, sitting of the students in a semi-circle for presentations but into separate areas of the class for group work.

English classroom management refers to the operation and control of classroom activities related with teaching and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. Most of the discussion of classroom management assumes that its main purpose is to save time and energy. Some of the things a teacher should consider in planning classroom management are regulations on seating and attendance, the handling of instructional materials, equipment and the control of activities during the class period.

A well-managed classroom will give the student more opportunities for mental growth and development of good classroom management, which produces favorable marking conditions conducive to good learning and makes schoolwork enjoyable and interesting. Proper teaching management is most important in maintaining a refreshing teaching-learning atmosphere. It involves trained students to respond positively to the teachers' effort along with teachers' performance and behavior with professional manner. A well-managed classroom is pleasure to behold and natural.

1.1.2.3 Rules of Classroom Management

 According to (McManus, 1989, p.1-13), there are four rules of effective classroom management, which are mentioned here.

a.   Rule One: Get Them In

This rule emphasizes the point that a lesson which makes a brisk 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.

b.   Rule Two: Get Them Out

The second rule states that, though most disciplinary problems arise from a poor start to 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 one activity to another. So the teacher needs to consider the two phases of 'concluding a lesson' and 'dismissing a class'.

c.   Rule Three: 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' feelings or self-esteem and sense of competence in a particular subject area will depend to as considerable extent on the teacher's ability to 'get on with it'.

d.   Rule Four: 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 as a whole. This means knowing 'who's who?' and keeping track of 'what's going on?'

1.2   Review of Related Literature

Classroom management is very much important for effective teaching learning process. Proper classroom management helps to achieve the determined objectives of English classroom. The research studies that are analogous to the present study have not been yet conducted in the Department of English Education. However, I have reviewed some books and articles which are found useful or related to some extent to this study. These have been reinforced as follows:

Underwood (1987) focuses on her book about the organizational aspects of teaching English. It has recommended many useful devices to the teacher. It focuses on good way of organizing work in the classroom and useful guidelines on making the most of ones time and resources.

McNamara (1994) focuses on seeing as to how a teacher may manage his/her classroom environment and organizes his/her teaching so as to optimize children's opportunities to learn and engage with the learning tasks, which are provided for them. He further says that time is only the 'container for the curriculum; that is particularly important in the quality of teaching and learning which goes on during lesson'.

Smith and Laslett (1995) emphasize that good classroom management depends more upon teachers and children working equitably together because they are confident together, than upon peremptory instruction and resigned obedience. The book concludes that effective classroom management depends on the quality of support and guidance within the school as well as the talent of the individual teacher.

Bull and Solity (1996) have a book which is written for teachers in initial training and for qualified teachers who seek to enhance their existing practice is

teacher-centered rather than child-centered. It is concerned with the fact that a teacher's presentation and arrangement of learning activities play in encouraging appropriate behavior/learning in their children.

Karki (2001) carried out his M. Phil research on "A Study on Classroom Practices in Primary Schools of Nepal in Relation to the Environmental Education". The purpose of this study was to gain understanding on the classroom practices of grade five environments of education subjects in Nepalese public schools. It also tried to explore factors that influenced classroom practices and ways to improve them. Data were collected through questionnaire with subject teachers, students, observation of classroom practice in selected schools and the analysis of the available documents. It found that the classroom practices were influenced by various factors related to teachers' professional skills, academic background and training. This study concluded the environment and classroom practices in grade five of selected public schools were not satisfactory due to lack of motivation and availability of efficient teachers or required resolves and effective educational policies.

Karmacharya (2001) carried out his M. Phil thesis entitled "Democracy in Classroom Practices in the Primary Schools of Nepal". This study is related to the way of life of children in the classroom. He adopted the critical hermeneutic tradition phenomenological and symbolic interaction to draw instances from the data collected through interview and observation from schools of Kathmandu and Kavre. Given priority to process in classroom practices he found that the teachers treated the children as objects authoritatively. Teachers still have a very rigid view of learning which has led them to be a powerful autocratic leader rather than democratic facilitator in the class. Children have difficulty in linking the lessons and activities with their everyday lives due to pedagogical legitimization and domination i.e. governance through fear and punishment in classroom.

Phyak (2006) in his research article to discussed the strategies used by teachers to interact with their students in the classroom for effective classroom management. He found out that one of the real problems in teaching of English is lack of the interaction strategies from both teachers' and students' side.

Palumbo and Sanacone (2007) highlighted classroom management for effective English language teaching, which includes helping students becomes academically engaged, organizing instruction to accommodate students' strengths and needs and motivating students to be interactive during instructional activities.

Sharma (2007) focused in his article to describe the common classroom settings and to record the condition of classroom interaction. He found that English classrooms were not encouraging for beginners. Even a trained teacher was not found sincere to the importance of classroom setting and classroom interaction in learning.

The above reviews support that well organized classroom management produces the favorable working condition conducting to good learning opportunities for the pupils. It is the door that good teaching must walk through to establish itself in a classroom. Without it, the education of students that society depends on for its own continuity does not have a chance to settle in. Therefore, this study is targeted to find out the condition of English classroom management (physical aspect and teaching aspect) and its effect on students' achievement.

1.3   Objectives of the Study

The objectives of the study were as follows:
   a. To identify and analyze the physical aspects in English classroom of lower secondary and secondary level.

b. To examine teaching aspect and the way of dealing on it in English classrooms of lower secondary and secondary levels.

c. To suggest some pedagogical implications.

1.4   Significance of the Study

The study mainly concerns with the classroom management in government-aided and private schools. Therefore, it shows the status of classroom management in the selected schools. It is useful to the linguistic and pedagogical point of view. The study is expected to be useful for the teachers in initial training and for qualified teachers who seek to enhance their existing practices. It will be particularly useful for the teachers who are just starting their career or for those who wish to rethink their approaches to teaching.

The study can be used as a reference material to develop one's personal management practice. Similarly, it will be fruitful for linguists, curriculum designers, textbook writers, teachers, students to find out how we can enhance the teaching through effective classroom management.

1.5   Definitions of the Related Terms

For the purpose of the study, I used the following terms with their operational meaning:

1) **Classroom Management:** English classroom management is the process of managing the physical resources and teaching aspects.

2) **Lower Secondary School**: These schools which conduct the educational program up to grade eight are lower secondary schools.

3) **Physical Resource Facilities:** Physical resource facilities are physical infrastructures including building, teaching materials, furniture, playground and other concrete materials which help in teaching and learning.

4) **Private School**: Private schools are those schools which are conducted by personal ownership.

5) **Public School**: Public schools are those schools which are conducted by government or local community.

6) **Secondary School**: These schools which conduct the educational program up to grade ten are secondary schools.

7) **Teaching Management**: Teaching management is the total activities inside the classroom which includes the organization of teaching processes while the classes are running.

CHAPTER - TWO

METHODOLOGY

Methodology is, of course, a powerful vehicle for carrying out any investigation completely and successfully. It is essentially a field research based on primary data. However, the secondary data have also been used in making the subject matter of the study clear and comprehensive. The detail strategies of the methodology were adopted to fulfil the above mentioned objectives.

2.1   Sources of Data

Both the primary and secondary sources were used for the data collection.

2.1.1 Primary Sources of Data

The primary sources of data of this study were the students and teachers of lower secondary and secondary level schools in which four government-aided and four private schools in Kirtipur area of Kathmandu district were selected.

2.1.2 Secondary Sources of Data

The secondary sources of this research were related books for the study e.g. Underwood (1996), Smith and Laslett (1995), Bull and Solity (1996), Harmer (1991), research reports, journals, articles, websites, etc. for widening my insight and knowledge in the related area for the accomplishment of this thesis.

2.2   Sampling Procedure

I selected eight secondary schools in which four schools were government-aided and four were private ones by using non-random sampling design. Regarding the population of the study, there were sixteen teachers, where two teachers in each school viz. one teacher for lower secondary level and another

one for secondary level. Likewise, altogether eighty students were selected, where 5 students were from each level of the schools following simple random sampling procedure.

2.4 Tools for Data Collection

The main tools for the data collection were questionnaire addressed to the teachers and students and checklist for the classroom observation.

2.5 Process of Data Collection

I developed two types of research tools viz. questionnaire and checklist under the guidance of my supervisor. Then, I selected eight schools at Kirtipur. I requested the authority for permission to carry out this research. Later on, I explained the purpose and process of research to the authority. I also requested the teachers, observed their classes with the help of checklists, and requested them to fill up the questionnaires. I observed the classes of those selected teachers twice, altogether thirty-two classes, collected the questionnaires, and thanked all the informants for their kind cooperation.

2.6 Limitations of the Study

The proposed study had the following limitations:

   a. The study was limited to the selected government-aided and public schools of Kirtipur area of Kathmandu district.

   b. The population of my study was concerned with the lower secondary and secondary level schools.

   c. Only physical and teaching aspects of classroom management in English language teaching were observed in this study.

   d. The result was generalized only in lower secondary and secondary level schools of Kirtipur municipality.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data, which were collected through questionnaires and observation sheets. This research study is related with physical resource management and teaching management in English language classrooms of lower secondary and secondary level schools. Physical resources include building, furniture, teaching materials, playground, water and toilet system, computer, language lab. Whereas teaching management includes qualified teachers, teaching methods, use of the available teaching materials, classroom practices, lesson plans. If these factors do not correlate with each other in teaching profession, classroom management will suffer from many problems. Consequently, the quality of learning is degraded.

3.1   Identification of Classroom Management Condition

This topic is mainly concerned with the lower secondary and secondary level English teachers and students' views on condition of the classroom management. The interpretation is based on the responses of the informants. Here, I tried to draw out the fact from the viewpoint through the questionnaires addressed to the teachers and students school-wise.

3.1.1 Public Schools

Four public secondary schools were included within this study, which are interpreted as follows:

3.1.1.1 Jana Sewa Higher Secondary School

A)   Physical Resources Management

Physical resource facilities are the physical infrastructures including building, teaching materials, furniture, playground and other concrete materials which help in teaching and learning processes. Physical management of Jana Sewa Higher Secondary School on the basis of following aspects is presented below.

i)   Teachers' Views

According to lower secondary level English teacher Mr. Hem Prasad Parajuli, physical condition of this school is not very good. There are many problems. The classroom is congested. He added neither classrooms nor the things are managed properly. Similarly, the school lacks English teaching materials due to which it is difficult to teach English.

ii)   Students' Views

a. Teacher does not use teaching materials.

b. Teacher does not move to every corner during the class time.

c. Teacher does not always encourage us to interact in the classroom.

d. We feel hesitation or fear to share our problems with teachers.

B)   Teaching Management

Teaching management is the total activities conducted inside the classroom. It includes the well organization of teaching processes while the class is running. So, a teacher should be professional on his side. In fact, teaching is near to profession rather than occupation because the term teaching is an art and related with mental work in itself. Therefore, a teacher should be artful, expert in subject matter, explorative and scientific in nature to manage the classroom for effective language teaching.

Teaching management of Jana Sewa Higher Secondary School on the basis of teachers' views are presented below.

i) **Teachers' Views**

    a.   Teachers should be conscious of his responsibilities.

    b.   It is better to correlate the teaching aspect with physical aspect so that classroom management becomes effective.

    c.   Teachers should go to the classroom with his planning. This helps him/her to manage the classroom easily.

3.1.1.2 Bishwo Rastriya Secondary School

The information gathered from Bishwo Rastriya Secondary School is presented below:

A) **Physical Resources Management**

i) **Teachers' Views**

There was only one English teacher called Mr. Data Ram Acharya for both lower secondary and secondary level classes. He reported that there were not sufficient teaching materials to present in the classroom and adequate furniture for the students to sit comfortably and even to conduct for group discussion in the class.

iii) **Students' Views**

    a.   Desks and benches are not comfortable for sitting.

    b.   Our teacher does not use teaching materials.

    c.   Our teacher could not pay attention to the whole class.

    d.   From the back and corner benches, we cannot see the blackboard properly.

    e.   Our teacher does not listen to our complaints. He scolds us.

B) **Teaching Management**

i) **Teachers' Views**

a.   Teacher should be responsible towards his profession for effective teaching management.

b.   Competitive environment should be created in the class so that management of teaching becomes fruitful.

c.   For student participation students should be encouraged to take part in different extracurricular activities and prize should be distributed.

3.1.1.3 Vaishnavi Secondary School

The information collected from Vaishnavi Secondary School is interpreted below:

A)   Physical Resources Management

i)   Teachers' Views

According to lower secondary English teacher Mr.Manik Raj Maharjan there are not required teaching materials. Because of congested classroom, there is not enough way for the movement between two columns of benches. Similarly, according to the secondary level English teachers "Especially guardians of our students have low economic income and are beyond own responsibilities towards their children. They do not come to school premises even in the publication of final result, to take the mark- sheet of their kids". He further added, "Our school is poor in physical facilities as it needs additional classrooms and furniture, well facilitated playground, teaching materials etc. Some of the students have not admitted yet."

ii)   Students' Views

a.   We feel difficulty in learning because of noisy classrooms. Our friends have no discipline. They disturb the class.

      b.   Benches and desks are not comfortable enough to sit and write for us.

      c.   From back and corner benches we cannot see blackboard properly.

      d.   Our teachers do not listen our complaint.

B)   **Teaching Management**

ii)   **Teachers' Views**

      a.   Teachers should be sincere towards classroom management.

      b.   Tip- based teaching should be used.

      c.   Communicative habit should be encouraged.

3.1.1.4 Mangal Higher Secondary School

The information collected from questionnaires addressed to the teachers and students of Mangal Higher Secondary School is analyzed below:

A)   **Physical Resources Management**

i) Teachers' Views

According to the lower secondary English teacher Sailata Shrestha, the school has not adequate teaching materials. Even we are not aware of using available teaching materials. Similarly, another teacher added that there is a small playground. Toilets are not much more comfortable. Because of congested classroom, moving from corner to corner is difficult.

ii) Students' Views

      a.   Our teacher does not bring teaching materials while teaching.

      b.   Our school lacks adequate books in library to enlighten our knowledge.

c. Teachers are not pleasing in the classroom.

B) Teaching Management

Teachers' Views

a. Students should be encouraged to speak English in and outside of the classroom.

b. Interaction method should be emphasized to develop the students' performance in English language.

c. Family environment supports the students to involve in different activities.

3.1.2 Private Schools

Four private secondary schools were included within this study, which are interpreted below:

3.1.2.1 Ujjawal Shishu Niketan Academy Boarding School

The information gathered from Ujjawal Shishu Niketan Academy Boarding School is analyzed below:

A)   Physical Resource Management

i)   Teachers' Views

Secondary level English teacher Mr. Lalit Kumar Das views "Overall we have some teaching materials as required for the students. Some of them are collected by us and some of them are collected by themselves". He added, "Actually, they are interested in art and creative work". Another teacher Mr. Basnyat said "There is a lack of sufficient school compound

and still it is muddy. Similarly, I feel lack of materials for sports and teaching English as well."

ii)   Students' Views

    a. Our teacher does not use teaching materials very often (mostly they use marker and whiteboard).

    b. Our English teacher is helpful to us.

    c. Our teacher does not check our homework regularly.

    d. Our teacher sometimes encourages us to interact in the classroom.

B)   Teaching Management

Teaching is not simply an activity that someone as a teacher enters into the classroom, stands in front of the students, reads out the text, explains the text in this and that way. It is one of the arts and creativity to think over how to manage classroom for effective teaching.

i)   Teachers' Views

    a. Teacher should be aware of managing the classroom.

    b. He should move around the whole class and move up to the last benches.

    c. Different techniques should be applied according to the situation.

    d. Classroom should be controlled but democratic way should be followed.

3.1.2.2   Creative Academy Secondary Boarding School

The information which I gathered from questionnaires addressed to the teachers and students is analyzed below:

A)   Physical Resource Management

i)   Teachers' Views

According to the secondary level English teacher Mr. Ranu Tamang, "The mass of the students is big. So, some of the classes are rather congested. Because of the tined roofs of the classes (particularly 8, 9, 10 classes) students feel hot especially in summer season". Further, he added, "It would be better if there was the facility of OHP and language lab for effective language teaching"

ii)   Students' Views

a.   We have a library. We go to library in leisure period.

b.   Our English teacher is helpful and pleasing.

c.   We have not sufficient sports materials.

B)   Teaching Management

i)   Teachers' Views

a.   Teaching management should be correlated with management of physical resources.

b.   Students should be made active.

c.   Use of materials makes the class live.

d.   To manage the classroom, it is better to conduct the activity through group division.

3.1.2.3 Panga Secondary Boarding School

The data which I collected from questionnaires addressed to the teachers and students of Panga Secondary Boarding School is presented below:

A)   Physical Resources Management

i)   Teachers' Views

According to the secondary level English teacher Mr. H.B. Thapa, "There are not well ventilated rooms. And desks and benches are not convenient enough for the students". Similarly, another lower secondary English teacher Ms Sailata Shrestha, mentioned, "There is small playground. Toilets are not adequate and comfortable at all. Pure drinking water is not available easily". Further she added, "There are not required teaching materials in our school."

ii)   Students' Views

    a.   Due to the over crowded class, we are disturbed.

    b.   Our teacher does not bring teaching materials while teaching.

    c.   From back and corner benches, we cannot see the blackboard properly and sometimes it is difficult to understand because of poor visibility and reflection of light.

B)   Teaching Management

i)   Teachers' Views

    a.   Teaching materials should be available in class, which help to motivate the students and to control the class.

    b.   Teacher should apply learning by doing method.

    c.   Different methods are designed, used and modified but we are not modified. We use traditional methods in practical life.

    d.   The teacher should be conscious of the classroom management and should be active and make the students active in the classroom as well.

3.1.2.4 Pushpasadan Secondary Boarding School

The data I gathered from questionnaires addressed to the teachers and students of Pushpasadan Secondary Boarding School is interpreted below:

a)   Physical Resource Management

i)   Teachers' Views

    a.   We have well managed library which is beneficial for the students' learning or to broaden their mind.

    b.   Cassettes and CDs are not accessible easily and adequate teaching materials are not available as well.

ii)   Students' Views

    a.   Teachers are co- operative with us.

    b.   We have a library where we go in leisure period.

B)   Teaching Management

i)   Teachers' Views

    a.   Teachers should enter the classroom with well-prepared plan to manage the class.

    b.   Enough teaching aids should be used.

As a conclusion, we can say that the condition of classroom management in both public and private schools was not satisfactory. These schools lacked of required materials. Eventhough, the schools suffered from lots of problems, they were excited to develop their teaching quality competently. Further, we can say that the condition of classroom management of private schools in terms of both physical resources management and teaching management is better than public schools.

3.2   Interpretation of the Data Obtained from the Classroom Observation

This section deals with the classroom observation of sixteen English teachers of lower secondary and secondary levels. I prepared an observation checklist and observed two classes of each teacher. I tried to observe how the teacher

managed the classroom while teaching. I tried to analyze minutely the activities used in classroom and problems faced by the teachers focusing on areas of physical resource management, teachers, and students and teaching management.

3.2.1. Physical Resources Management

a)   Arrangement of the Desks and Benches

This topic deals with the importance of the arrangement of desks and benches in class. Systematic seating helps the students to concentrate their mind on the subject matter and supports group discussion as well. Regarding the arrangement of the students' desks and benches, the fact is presented below:

Table No. 1: Arrangement of the Desks and Benches

Rating Scale	No. of Classes	Percentage
Excellent	-	-
Good	20	62
Average	10	31.25
Below average	2	6.2
Poor	-	-

This table reflects the fact that mostly students' desks and benches were arranged properly. Here, we can see that 62% classes were good whereas 31.25% were average and more than 6.2% were below average. None of the classes was found excellent and poor.

b) Availability of the Teaching Materials

Teaching materials are the backbone of teaching. I found more teaching materials available in private schools in comparison with public schools. The following figure shows that 16.62% classes were good, 65.62% were average

and near about 18.75% were below average in availability of teaching materials in the classroom. None of the classes was found excellent and poor.

Figure No. 1: Availability of the Teaching Materials
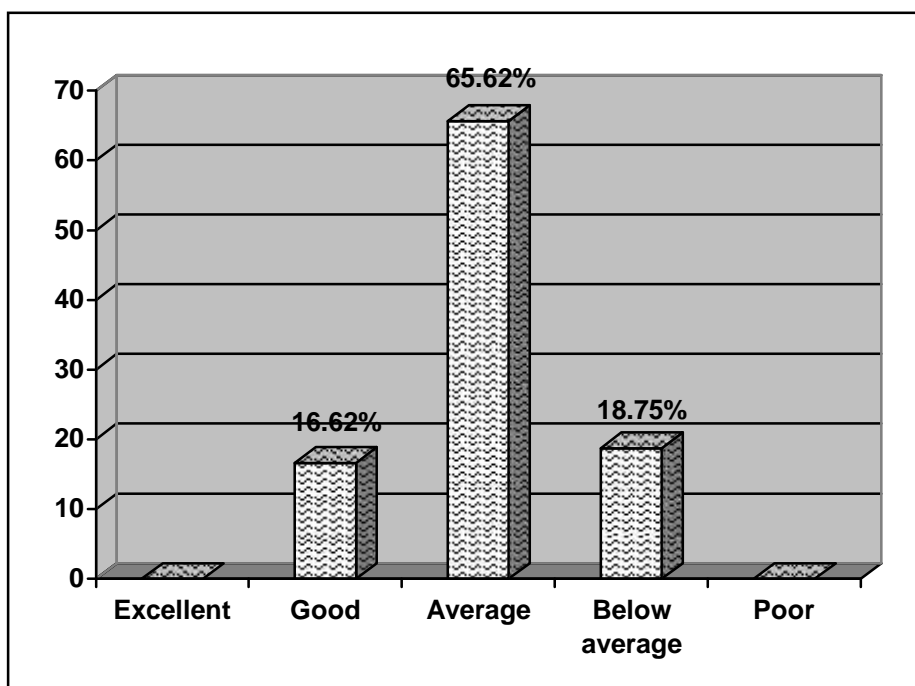
Looking at this figure, we can say that the availability of teaching materials was not satisfactory.

c)   **Files to Record Students' Activities**

Collection and storage of students' activities is one component of classroom management. It is the record of students' talent, creativity, even weaknesses and supports mechanism applied.

Table No. 2: Files to Record Students' Activities

Rating Scale	No. of Classes	Percentage
Excellent	2	6.2
Good	4	12.5
Average	14	43.75
Below average	8	25
Poor	4	12.5

From this table it is revealed that more than 12% were good, approximately 44% classes were average, only 6.2% were below average and more than 12% were poor in the availability of files to record the students' activities. Thus, the condition of recording files of the students was not found satisfactory.

3.2.2 Teacher

a) Personality

Personality is the direct impression, which speaks many things about the person. Good personality is one of identifications of a teacher. The table below shows the fact about the personality of English teachers.

Table No. 3

Personality

Rating Scale	No. of Classes	Percentage
Excellent	6	13.75
Good	12	56.25
Average	6	13.75
Below average	2	6.2
Poor	-	-

This table clearly shows that out of 32 teachers, maximum percentage i.e. 56% teachers were good, 13.75% were average and only 6.2% were below average in their personality. Thus, it is revealed that the personality of the most of the teachers was satisfactory.

b) Self- confidence

Only confident teacher can present the subject matter effectively. It is one of the important weapons for the teacher to maintain the classroom. The figure in pie chart reveals that 50% teachers were found good, 25% were excellent, more than 12% were average and again more than 12% were below average in their

self-confidence. The pie chart below presents the state of self- confidence of the teacher.

Figure no. 2: Self-confidence
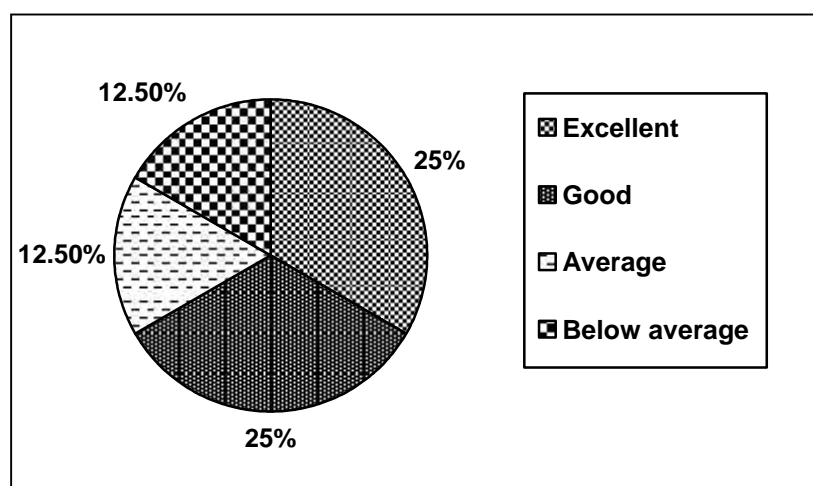
Therefore, we can say that most of the lower secondary and secondary level English teachers were found confident in their classes.

c)   Competence

If the teacher has not adequate knowledge of the subject matter, he cannot perform his duties successfully. The research study concludes the following result.

Table No. 4:Competence

Rating Scale	No. of Classes	Percentage
Excellent	6	18.75
Good	20	62.5
Average	8	18.75
Below average	-	-
Poor	-	-

According to this table, more than 62% teachers were good in their competence of the subject matter. Near about 19% teachers were excellent and again the same percent with average option. Therefore, it reflects the fact that majority of the teachers were found good. So, the result was satisfactory.

d) Performance

Performance is the practical quality of a teacher. Performance capacity with its competence is the best trait of a good teacher. Here I observed 32 classes of the teachers to find how many teachers were confident in their performance. This observation showed that among 32 classes, more than 62% teachers were good, more than 12% were excellent, and near about 19%, teachers were average and 6.2% were below average in their performance. None of the teachers were found poor in scale. So the result seemed satisfactory.

3.2.3. Student

a) Interest and Motivation

To achieve the objectives of the lesson, students should be made actively involved in the class. For this, they should be participated in listening to the teacher and do the activities, so that the class could be automatically controlled. Regarding the interest of the students, the information can be presented below.

Table No. 6: Interest and Motivation

Rating Scale	Number of Classes	Percentage
Excellent	6	18.75
Good	16	50
Average	7	31.87
Below average	3	9.37
Poor	-	-

Out of the sampled population 50% classes were found good to motivate the students. Approximately 19% classes were found excellent. Near about 32%

classes were found average and 9.37% were below average to motivate the students. Thus, it is revealed that most of the students were found motivated in doing activities.

b)   Participation in the Classroom Activities

Students are the main components of teaching. So, adequate participation of the students is required to manage classroom teaching properly. The following figure given below shows that 43.75% classes were good, more than 37% classes were average, more than 12% classes were excellent and 6.20% classes were found below average in student participation. The following figure presents the state of students' participation in the classroom activities.

Figure No. 3 :Participation in the Activities
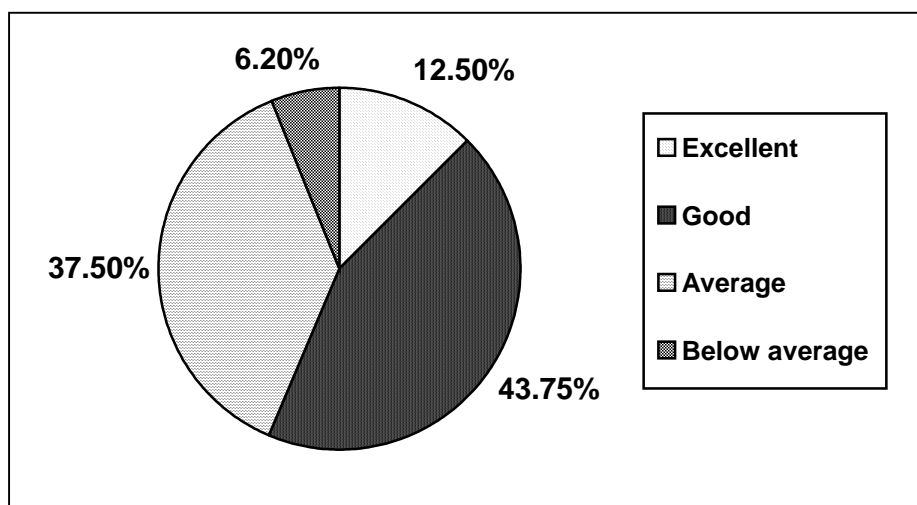
This figure shows the fact that majority of the classes were good at students' participation but the result was not so satisfactory.

c)   Follow up of the Teachers' Instructions and Participation in Activities

The class in which the students follow the teachers' instructions and participate in classroom activities time and again is the identification of successive teaching management. The data drawn from the observation study is presented in the following table.

Table No. 7: Follow up of Teacher's Instruction and Participation in Activities

Rating Scale	No. of Classes	Percentage
Excellent	8	25
Good	20	62
Average	2	6.2
Below average	2	6.2
Poor	-	-

Aforementioned table shows the fact that 62% classes were good, 25% were found excellent, 6.2% were average and again 6.2% were below average in following classroom activities. Further, I found the students mechanically follow the instructions and be involved in activities rather than responding to them.

3.2.4   Teaching Management

a.   Warming up

I observed 32 classes to see how far the students were given warm up activities. Among these observed classes, 43.75% were found good whereas 18.75% were excellent in warming up activities. Similarly, 25% classes were found average and more than 12% were below average and none of the classes was poor in warming up activities. The following bar diagram reflects the fact more vivid.

Figure No. 4: Situation of Warming up
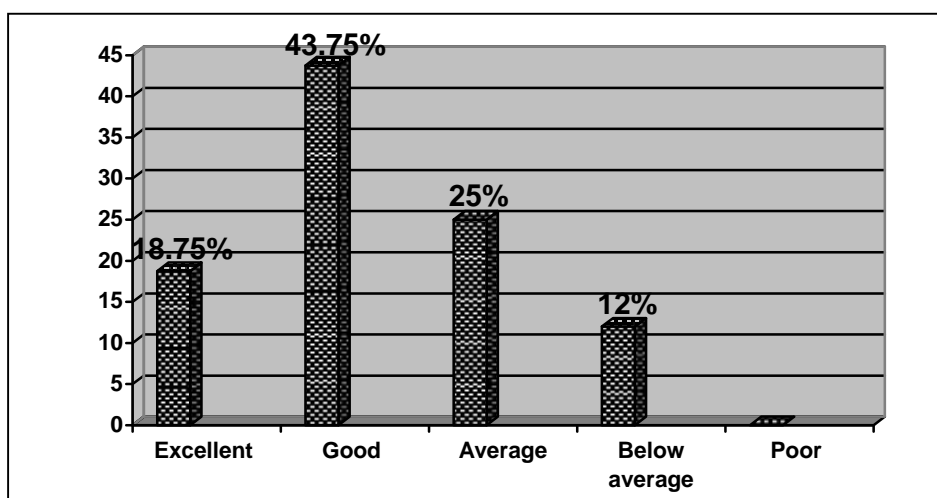
Hence, the result does not seem to be so satisfactory.

b)   Presentation

Presentation is one of the most important aspects to manage teaching properly. It should be coherent, organized and systematic. In observation it was found that 43.75% classes were good, 18.75% were average and again 18.75% were below average. Moreover, I found excellent in presentation in 25% classes. The data can be presented as below.

Table No. 8: Presentation

Rating Scale	No. of Classes	Percentage
Excellent	8	25
Good	14	43.75
Average	26	18.75
Below average	26	18.75
Poor	-	-

Therefore, it can be concluded that the classrooms were satisfactory in the presentation of the subject mater.

### c.	Classroom Practice

There are different classroom techniques used to make the classroom live. For the successful management of teaching an organized and systematic classroom practice should be emphasized. According to this figure, among 32 observed classes 50% were found good in classroom practice. In the same way, 25% classes were found average, 18.75% were found below average and 6.20% were found excellent. The figure below presents the situation of classroom practice in the class.

Figure no. 5: Classroom Practice
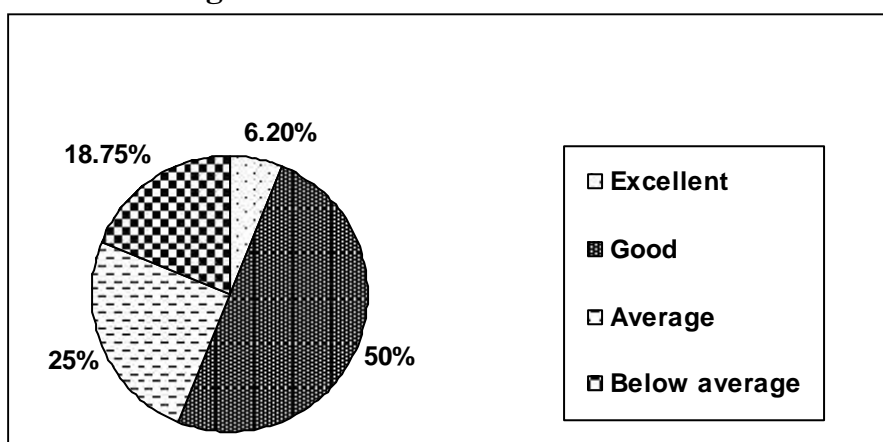
The figure above shows that majority of the teachers tried to conduct classroom practice.

### d)	Use of Appropriate Techniques

Use of appropriate technique to lunch the subject matter in a proper situation is a vital aspect to manage teaching. The teacher should have tactic to select and use the adequate technique according to the situation. In this research study, I found 50% good to perform appropriate techniques. Similarly, more than 12% were average, again more than 12% were below average, and 6.2% were found

poor to implement appropriate technique for effecting teaching management. The table clarifies the fact below.

Table No. 9

Use of Appropriate Techniques

Rating Scale	No. of Classes	Percentage
Excellent	6	18.75
Good	16	50
Average	4	12.5
Below average	4	12.5
Poor	2	6.2

From the displayed result, it is proved that the teachers were not much concentrate in using different techniques.

e)   Use of the Blackboard

Blackboard is one of the important, readily available and cheapest teaching materials. It should be used properly. I observed 32 classes to find out how much the blackboard was in condition and how much the teachers used it properly in their classes. The observation showed that even though the blackboard was in condition some of teachers were not conscious of using it properly. According to the checklist, 15.62% classes were excellent, 56.25% were good and 28.12% were below average in using the blackboard properly. So the displayed result seems that the uses of blackboard in classes were satisfactory.

f)   Teachers' Command over the Subject Matter

Commanding voice is one of the best traits of a teacher to maintain teaching profession. Fluency adds some flavor on it. Therefore, command of the subject

matter is a kind of effective weapon regarding the classroom management. The following table displays the teachers' command over the subject matter.

Table No. 10: Teachers' Command over the Subject Matter

Rating Scale	No. of Classes	Percentage
Excellent	14	37
Good	13	40.62
Average	4	12.5
Below average	2	6.2
Poor	-	-

According to this table, more than 34% teachers were found excellent in the command of their voices .Likewise 40.62% were good, 12.5% were found average and 6.2% were below average in their command over the subject mater.

g)   Teachers' Control over the Classroom

Teachers should not be authoritative in the classroom. She /he should behave as a facilitator. Most of the teachers in private schools were found more authoritative than in the government-aided schools but the classes in the government-aided schools were found nosier and out of control.

Table No. 11: Teachers' Control over the Class

Rating Scale	No. of Classes	Percentage
Excellent	6	18.75
Good	18	36.25
Average	6	18.75
Below average	2	6.2
Poor	-	-

Thus, it can be concluded that most of the lower secondary and secondary level English teachers succeeded in controlling the class.

h)   Discipline

Discipline is an ornament and one of the strong moral weapon to improve life. So, it is inevitable for students. Mostly teachers face discipline problem in the classroom. I found the disciplinary problems more in government-aided schools than private ones. This figure reveals the fact that 43.75% classes were good, more than 12% were excellent, 25% were average, 9.37% were below average and more than 3% were poor in establishing discipline in the classroom.

Figure No. 6: Discipline in the Classroom
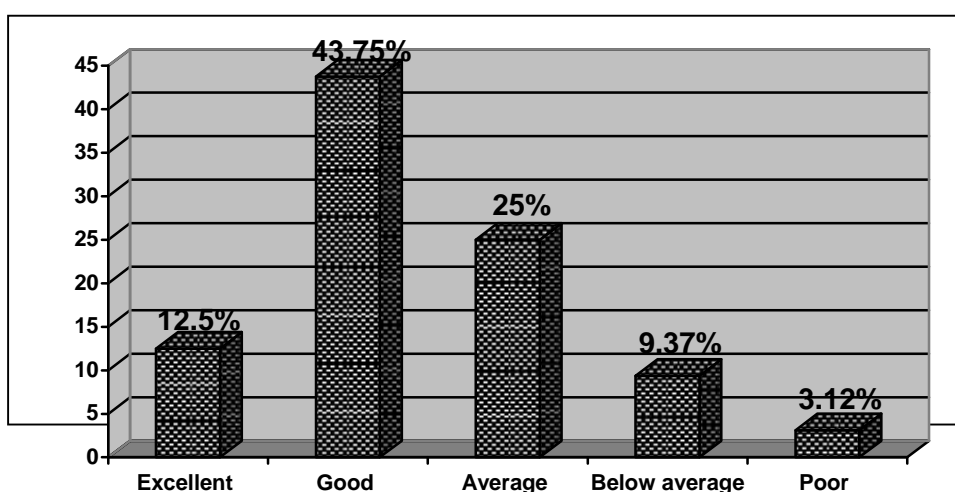
So, it can be concluded that most of the classes were good at discipline in the classroom.

h.   Use of Teaching Materials

Teaching materials are essential elements for successful teaching. I observed different classes of the teachers to find out how often they used the teaching materials in their classes. In this research, teachers were found using usual materials rather than new ones. Likewise, public schools were found using more teaching materials rather than the government-aided schools. The following figure shows that the majority of the teachers i.e. 50% were average,

near about 22% were good and only 6.2% were excellent and approximately 22% were below average in using teaching materials in their classes.

Figure No. 7:Use of Teaching Materials
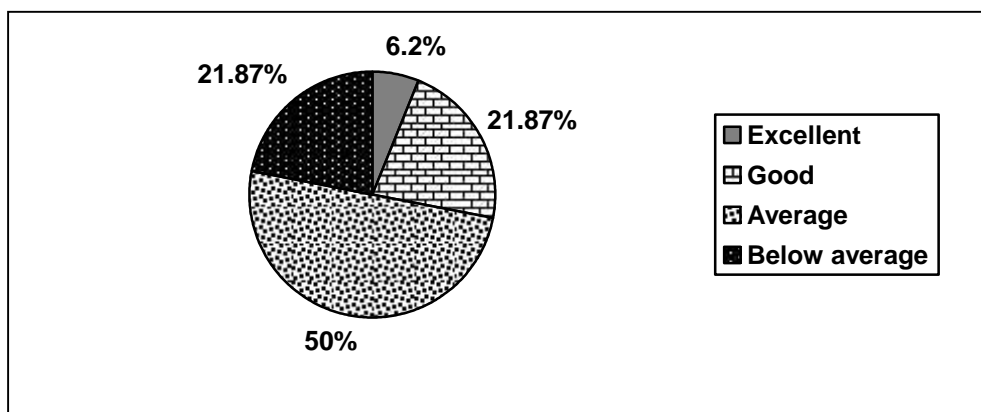
Above figure displays the fact that majority of the teachers did not give much attention on the use of teaching materials in their classes.

i)   Interaction in the Classroom

Interaction technique has a vital role in language teaching. Teachers should be responsible for managing the classroom in terms of interaction techniques in order to attain objectives. Interaction in private schools seemed better than government-aided schools. The following table reflects the condition of interaction in terms of both teacher- students interaction and students-students interaction.

Table No. 12: Interaction in the Classroom

Rating Scale	No. of Classes	Percentage
Excellent	2	6.2
Good	14	43.75
Average	10	31.25
Below average	4	12.5
Poor	2	6.2

This table clarifies that 43.75% classrooms were good. Likewise, more than 6% classes were excellent, 31.25% were average, more than 12% were below

average and again more than 6% were poor in the implementation of interactive technique in the classroom. The observation showed that in spite of applying teacher-students interaction technique, the teachers could not give much attention on students-students interaction in their classes.

j.   Provision of Immediate Feedback

I observed thirty- two classes to find out whether the teacher used the technique of immediate feedback or not. Out of them, 56.25% classes were found good in providing immediate feedback to the students whereas 18.75% were excellent, again, 18.75% were average, and more than 6% were found below average. The table below presents the information more vividly.

Table No. 13

Provision of Immediate Feedback

Rating Scale	No. of Classes	Percentage
Excellent	6	18.75
Good	18	56.25
Average	6	18.75
Below average	8	6.2
Poor	-	-

Thus, it can be concluded that most of the teachers provided immediate feedback to the students in the classroom.

k.   Achievement of the Objectives

The main aim of teaching is to attain the set objectives. Among the observed classes, 56.25% teachers were found good to achieve the objectives. Similarly, more than 18% classes were excellent, 18% were average, and more than 6% classes were below average. The data is presented in the following figure:

Figure No. 8

Achievement of the Objectives
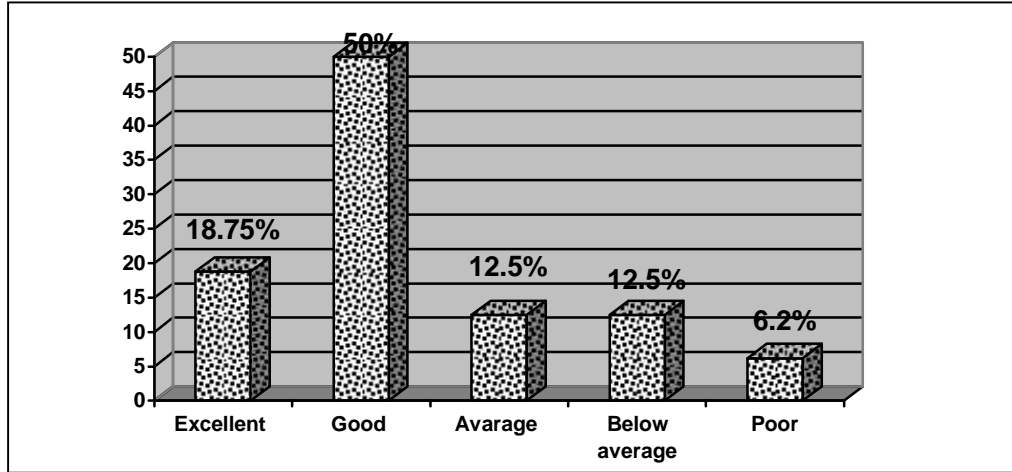
The above-mentioned figure displays the fact that the achievement of objectives was satisfactory.

3.3   Analysis and Interpretation of the Responses from Open-ended Questionnaire

This section is mainly concerned with the lower secondary and secondary level English teachers' views towards "Role of the Classroom Management in English Language Teaching." The analysis is mainly based on the open-ended questions in which the responses of the English language teachers are interpreted.

Classroom management is solid understanding of classroom teaching and learning as well as understanding of students' personal and psychological needs. This helps the teachers to understand why problems arise in classroom between them and students. Some of the teachers give their views on the classroom management about the appropriate place, materials, space, experienced and qualified teachers as a whole. Some of them relate it as a

team- work and a meeting point of teachers, students, classrooms and others. Maximum number of teachers agreed that classroom management is an act of creating constructive environment for effective teaching with the help of available physical resources. Thus, we can conclude that it is the door that good teaching must walk through to establish itself in a classroom.

Regarding the importance of classroom management almost teachers view positively. They said that it is inevitable to improve students' ability to manage the productive situation in the classroom and to manage the administration appropriately as well. Similarly, some of the teachers viewed that it helps to develop self-confidence to the teacher and even to students. Some of them opined that the knowledge and implementation of the classroom management develops the habit of economy in maintaining the classroom even within the available resources for purposeful and productive teaching. Along with these, it develops the nature of responsibility of a teacher, as it is one of a supportive tool to control the class democratically.

In reference to the implementation of the knowledge of classroom management, the classroom observation shows that most of the classes were not satisfactory. About 46% classes were well managed, however, about 54% faced difficulty in the implementation of classroom management in English language teaching due to lack of physical resources, low of teacher's capacity, lack of knowledge on classroom management and implementation of classroom activities. The study reflects the fact that the condition of private schools seemed well than public schools.

I listed out some of the techniques used in the real classroom to maintain the classroom according to priority. The responses of the informants are shown as follows:

Table No. 14

Instructional Techniques on the basis of Priority

S.N.	Instructional Techniques	1st	2nd	3rd	4th
1	Lecture and discussion	5	4	3	4
2	Demonstration and role play	4	4	3	5
3	Explanation and Illustration	6	4	4	2
5	Group work and individual work	2	5	4	5
6	Others.............	-	-	-	-

The table shows the fact that the use of explanation and illustration techniques were prioritized.

Likewise, the informants were asked to prioritize classroom activities.

Table No.15

Teaching Activities on the Basis of Priority

S.N	Teaching Activities	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	Drill	-	-	1	2	3	2	2	1	1	4
2	Pair work/ group work	5	4	1	4	2	-	-	-	-	-
3	Role play	5	4	2	4	1	-	-	-	-	-
4	Discussion	6	3	4	3	-	-	-	-	-	-
5	Debate	-	-	-	1	2	2	4	5	-	2
6	Story telling	2	2	3	3	3	2	2	2	-	1
7	Speeches/ prepare talk	-	2	2	2	3	3	1	1	-	-
8	Communication games	2	3	4	1	2	1	-	-	-	-
9	Describing something	1	-	1	4	4	2	1	-	3	-
10	Finding the difference	-	-	1	3	4	2	1	2	3	-

The table given above reveals the fact that discussion activity falls in priority followed by pair work/ group work, role-play, describing things, communicative games in terms of priority.

The informants were asked to list out some of the problems regarding classroom management that they have been facing in course of the classroom teaching and give suggestions as well. I have mentioned these problems in 3.1 school-wise, which can be solved applying different ways. Some of the suggestions given by informants are listed below.

a. Teaching is an art. Teacher is an artist. So, the teacher should be constructive in nature to manage the classroom.

b. Teachers should be sincere to the role of classroom management for effective language teaching.

c. Some classes are needed to be divided further.

d. It is better to correlate physical resources management with teaching management for effective language teaching.

e. Teachers can prepare some teaching materials themselves. They can employ the students to do such type of creative work.

f. Teachers should be active in using teaching materials for different purposes.

g. They need to possess commanding power and capacity to control the class.

h. They should encourage systematic involvement of the students.

i. They have to praise the students frequently.

j. Teacher should be active, energetic, broad- minded and tricky to maintain discipline in the class.

k. Training about classroom management should be conducted.

Overall study reflects the fact that Nepal is a developing country and it lacks adequate physical facilities as it faces many problems in teaching management. Similarly, classroom management is better in private schools than public

schools. Consequently, private schools had much more achievement than public ones. So, we can conclude that proper classroom management is a crux which is inevitable for effective English language teaching.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

The major concern of this study is to identify the role of classroom management for effective English language teaching. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

4.1 Findings

Findings are presented under two sub-headings.

4.1.1 Physical Aspect

Regarding the physical aspect in classroom management, the following findings have been extracted:

1. It was found that there were not required numbers of English classrooms in lower secondary and secondary level schools.

2. Teaching materials were not sufficient in the class and school as well. Even teachers were not willing to use available teaching materials.

3. There was not appropriate arrangement of furniture particularly for group discussion and conducting other activities.

4. Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in condition.

5. The condition of recording the files of the students' activities were not found satisfactory. Because 80% classes had not provision of keeping files to record the students' activities.

4.1.2 Teaching Aspect

Regarding the teaching aspect in classroom management, the following findings have been extracted:

1. Teachers were found using usual materials rather than new ones. Along with this, public schools were found out using more teaching materials than government-aided schools.

2. Teachers were found to have good command over subject matter but some of them were not seemed confident in their profession.

3. Mostly teachers faced disciplinary problem in the classroom. The classes of public schools were suffered with discipline problem rather than private ones.

4. Majority of the teachers were not found with framework of teaching while the class running.

5. Student-student interaction was quite rare in the public schools but the students interacted and shared their ideas more in the private schools.

6. The teachers in both types of schools generally dominated classroom practice but the domination was a bit flexible in public schools in comparison to private ones. Further, I found the teacher-student relation closer in the private schools than in the public schools.

4.2   Recommendations/Pedagogical Implications

Based on the aforementioned findings, the following pedagogical implications are recommended:

1. The concerned people related to the teaching profession should pay attention towards the role of classroom management in language classroom. Educational experts, teachers and the students themselves should be conscious of it.

2. Even though the teachers gave their positive and knowledgeable opinion towards the role of classroom management in language teaching they could not use practically. So, the teacher must be practical as well.

3. Congested classroom really object the teaching management. So, the students should be kept according to the access of the classroom.

4. Furniture should be adequate and comfortable enough so that students feel easy to have seats and to involve in discussion.

5. The teacher should use the blackboard with proper way.

6. The system of keeping recording files of the student's progress and activities time and again is the identification of systematic classroom management. Thus, the schools and teachers should be habituated on this aspect.

7. The teachers should used teaching materials as per the nature of the lesson in question.

8. A language teacher should be democratic in nature. Consequently, the students can put forward their problems and opinion frankly.

9. Regarding public schools, the language teachers should encourage the students along with private schools to interact in the classroom by giving clues or creating favorable situation focusing on students' participation.

10. The teachers should build up their confidence to manage the class. For this, s/he should have complete knowledge of subject matter.

11. Classroom practice had not much more emphasized in the class. Even though most of the teachers maximally used illustration and explanation methods, lecture and discussion methods, they should emphasis pair work, group work, demonstration methods too for much more students' participation.

12. The teachers should involve in different trainings time to time to increase their understanding and practical knowledge of classroom management.

13. If the present status of classroom management is supported properly, the students may achieve the better opportunities at the international level.

14. Further researches are to be carried out in this field meticulously. That will contribute to improve the present condition regarding classroom management.

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APPENDIX - I

Name of Schools			
S.N.	Public Schools	S.N.	Private Schools
1.	Jana Sewa Higher Secondary School	1.	Panga Secondary Boarding School
2.	Vaishnavi Secondary School	2.	Creative Secondary Boarding School
3.	Mangal Higher Secondary School	3.	Ujjwal Shishu Niketan Boarding School
4.	Bishwo Rastrya Secondary School	4.	Pushpasadan Secondary Boarding School

APPENDIX - II

Actual Physical Resources Management

S.N.	Name of School	School Building	Availability of Teaching Materials	Furniture	Condition of Blackboard	Cleanness of the Classroom
1.	Jana Sewa S.S.	Plastering but not convenient	Average	Not sufficient furniture	Good	Average
2.	Bishwo Rastrya S.S.	Pastering but not well condition	below average	Not needed furniture	Average	Below average
3.	Mangal S.S.	Use of block, tin and cement but not so comfortable	Average	Not sufficient furniture	Good	Average
4.	Vaishnavi S.S.	Plastering but not well managed	Below average	Not needed and comfortable furniture	Average	Below average
5.	Ujjwal Shishu Niketan S.S.	Plastering but some congestedness	Average	Needed furniture available	Good	Good
6.	Panga S.S.	Plastering but congested	Average	Not sufficient furniture available	Average	Good
7.	Creative Acedemy S.S.	Use of block, tin and cement and well manage but congested	Good	Needed furniture available	Good	Excellent
8.	Pushpasadna S.S.	Plastering, attractive and well managed	Good	Needed furniture available	Good	Excellent

APPENDIX- III

NAME OF THE TEACHER

1. Shekhar Shing Dangol
2. Hem Prasad Parajuli
3. Pralad Maharjan
4. Sumitra Shrestha
5. Data Ram Acharya
6. Bhawani Thapa
7. Yuba Raj Neupane
8. Manik Raj Maharjan
9. Tulsi Chhetri
10. Chunamani Rijal
11. Sailata Shrestha
12. H.B. Thapa
13. Ranu Tamang
14. Bishwamani Dhakal
15. Jagat Basnyat
16. Lalit kumar Das

APPENDIX-IV

CHECKLIST FOR THE CLASSROOM OBSERVATION

Name of the teacher: -　　　　　Date: -

Name of the school: -　　　　　Gender: -Male ( )　　Female ( )

Teaching class: -　　　　　Type of School: Public ( )　Private ( )

Teaching item: -　　　　　Number of students:-

S.N	Observed Items	Responses				
		Excellent	Good	Average	Below Average	Poor
1	**Physical facilities** -Arrangement of student desk and benches					
	-Way of movement between these arrangement					
	- Teaching materials					
	- Collecting and storing students' work					
	-Files to record students activities					
	-Shape of the classroom					
	- Blackboard					
	- Dustbin					
	- Condition of window, door, floor, roof in classroom					
2	**Teacher** - Personality					
	- Attitude					
	- Self-confidence					
	- Pleasing					
	- Language					
	- Competence of subject matter					
	- Performance capacity					

3	**Students**					
	- Interest					
	- Attention					
	- Asking relative questions					
	- Response teacher's questions					
	- Participation in activities					
	- Follow direction and other activities					
4	**Teaching Management**					
	- Warming up					
	- Presentation					
	-Use of teaching materials					
	-Use of appropriate technique					
	-Teacher's command over subject matter					
	-Teacher's control over the classroom					
	-Solving disciplinary problem					
	-Classroom practice					
	-Interaction in the classroom					
	-Provision of immediate feedback					
	-Achievement of objectives					

Researcher

Debaki Thani

T.U. Kirtipur, Kathmandu

APPENDIX - V

Questionnaire

Dear Sir/Madam,

This questionnaire is a part of my research study entitled **"A Study on Classroom Management"** under the supervision of **Dr. Jai Raj Awasthi** the Professor of the Department of English Education, T.U. Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire through the authentic and reliable information will be of great value to me. I would assure you that the responses made by you will be exclusively used confidentially only for the present study.

Thank you

Researcher

Debaki Thani

T.U. Kirtipur, Kathmandu

School's name: Date:

Teacher's name: Number of students:

Qualification: Gender: Male ( )   Female ( )

Experiences: Type of school: Public ( ) Private ( )

Training (if any):

1. Are there sufficient materials for teaching English in the classroom?

   a. Yes ☐   b. No ☐

2. Is the furniture is appropriate for comfortable sitting and study and even for group discussion?

   a. Best ☐   b. Good ☐   c. Fair ☐   d. Poor ☐

3. Do you feel easy to manage the classroom?

   a. Always ☐   b. Sometimes ☐   c. Never ☐

5. How do you encourage back benchers to participate in learning activities?

………………………………………………………………………….

………………………………………………………………………….

6. Do you interact with your students in the classroom?

    a. Always ☐ b. Usually ☐ c. Sometimes ☐ d. Never ☐

7. (a) Which activities do you prefer to conduct frequently? Select by giving numbers (1-10) according to their priority.

Drill	Story telling
Pair work/Group work	Speeches prepare talk
Role-play	Communication games
Discussion	Describing something
Debate	Findings the differences

Others.................................

(b) How often do you allow your students to speak voluntarily?

a. Frequently ☐ b. Sometimes ☐   c. Seldom ☐

8. (a) Do you conduct any games in classroom practice?

    a. Yes ☐ b No ☐

(b) If yes mention any four types of games.

(i)   (iii)

(ii)   (iv)

9. How would you define classroom management?

…………………………………………………………………

…………………………………………………………………

(a) Do you think it is inevitable for effective teaching in the English language class?

…………………………………………………………………...............

i..

ii...

iii..

10. What items are included within physical resources?

…………………………………………………………………

…………………………………………………………………

(b) How can you co-relate physical resources in the classroom practice for effective classroom management?

………………………………………………………………….

…………………………………………………………………

11. What is the role of teacher in classroom management?

i.…………………………………………………………………

ii..

iii..

12. (a) What possible ways of arousing interest for the learners do you use in the classroom?

i……………………………………………………………………

ii……………………………………………………………………

iii……………………………………………………………………

13. Which instructional techniques do you follow mostly?

   a. Lecture and discussion

   b. Demonstration and role play

   c. Explanation and illustration

   d. Group work and individual work

   e) Others..

14. Complete the following table:

S.N	Problems related to the physical facility	Problems related to the classroom practice
a		
b		
c		
d		

15. How can the physical infrastructures can be improved in your school?
   ....
   ....

16. What may be the appropriate ways to improve classroom practice in your classroom? (Mention any three)

   i..

   ii...

   iii...

Thank you very much for your kind co-operation.

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