

**ACTIVITIES USED BY FEMALE TEACHERS IN ELT  
CLASSROOM MANAGEMENT**

**A Thesis Submitted to the Department of English Education**

**In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Rajeshwori Thapa**

**Faculty of Education**

**Tribhuvan University**

**Kathmandu, Nepal**

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## DECLARATION

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

Date: 25/05/2018

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**Rajeshwori Thapa**

## **RECOMMENDATION FOR ACCEPTANCE**

This is certifying that **Rajeshwori Thapa** has prepared this thesis entitled **Activities Used by Female Teachers in ELT Classroom Management** under my guidance and supervision.

I recommended this thesis for acceptance.

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## **DEDICATION**

**This Thesis is dedicated to My parents because of whom I reached here.**

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Date:

**Rajeshwori Thapa**



## **ABSTRACT**

The present study entitled “Activities used by Female Teachers in ELT Classroom Management” aimed to find out classroom management activities used by secondary level female English teachers of Kathmandu district. The primary sources were five teachers with four classes of each. The population was selected by using purposive non random sampling procedure. Interview questionnaires and class observation checklists were used as the tools of the study. It was found that teachers used techniques like use of teaching materials, motivation, warm up activities, providing feedback, use of rhetoric language, frequent walking in the classroom, self checking and peer checking, use of lesson plan, group divisions, managing physical facilities etc.

This thesis consists of five chapters. Chapter one deal with the introduction which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitation of the study, operational definition of the key terms. Chapter two includes the review of related literature, review of empirical literature, implication of the review for the study, conceptual framework. Chapter three contain methods and procedure of the study that includes design of the study, population, sample and sampling strategy, research tool, sources of data, data collection procedure, data analysis procedure and ethical consideration. In chapter four, analysis and interpretation has been presented in different tables. The chapter five includes major findings, conclusion and recommendations followed by references and appendices.

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## LIST OF ABBREVIATIONS

%	—	Percentage
CUP	—	Cambridge University Press
ELT	—	English Language Teaching
etc.	—	Et Cetera
i.e.	—	That is
M.Ed.	—	Masters in Education
NELTA	—	Nepal English Teachers' Association
NESP	—	Nepal Education System Planning
S.N.	—	Serial Number
T.U.	—	Tribhuvan University
U.K.	—	United Kingdom

# CHAPTER ONE

## INTROUDUCTION

The present study "Activities used by Female Teachers in ELT Classroom Management" revolves around the activities of the female teachers in ELT classroom, the role of female teachers in ELT classroom management, status of female teachers and the challenges that they face in ELT classroom management. This section of the proposal deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and finally the operational definitions of the key terms.

### 1.1Background ofStudy

The term 'management' refers to the capacity of controlling and makingdecision in business or similar organization as the process of dealing with orcontrolling people or things. Weihrich andKoontz (1993, p.6) view thatmanagement is the process of designing or maintaining environment in whichindividual working together in group effectively accomplishes selected aims. So we can say that management is the process of planning, organizing, andleading controlling the work of organizational goals. From above definition, I can say that management is the way of presenting the art of organization toaccomplish the goals.

Classroom management refers to all the teacher behaviors and classrooms organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher response to student behaviors and the instruction that promotes a climate conducive to student learning. Discipline is the subject of management that focuses directly on teacher actions in response to the student behaviors that detracts from the order and safety of the environment or interferes with the opportunities to learn. These behaviors, commonly labeled misbehaviors include talking or

leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students making hostile or sarcastic remarks or more seriously fighting assaulting the teacher or carrying weapons to school

We can easily find the teacher's dominant role in classroom management. So, flexible teacher will be able to alter the situation as necessity. Flexibility is the dominant characteristic we would expect from genuinely adaptable teacher (Harmer, 1991, p.258). Classroom management refers to the ways in which student's behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively. Likewise, according to Smith (1995, p.p.85-90), "Good teacher is able to raise pupils self esteem, develop a positive work ethos without resorting to punitive regime, praise, rather than criticize and use pupils enthusiasm and interest in a creative and positive way". It can be defined as a teacher ability to co-operatively manage time, space resources, students' behavior and to provide a climate that encourage students' learning.

Classroom management is a planned and organized activity and procedure which allow for effective teaching and learning. Though there is the use of effective class-room, teacher is expected to manage students' behaviors that focus with the range from consistently attentive to mildly disruptive behaviors. Actually, classroom management is the key aspect of learning. Managing a school is highly individual job. The basic goals of classroom management for all instructors, articulated by Eggen and Kauchak (1994, p.34) are as follows:

- a. Create best learning environment possible.
- b. To develop students' responsibility and self-regulation

As we know teacher is the key agent who is assumed to be the role model of the classroom management. Classroom is the place where students gather to learn. So in the context of present era managing the classroom is very genuine issue as well as increasingly becoming a fundamental need in any quest for effective teaching and learning. Classroom management incorporates the



techniques to prevent disruptive behavior in the classroom. A well managed classroom requires a teacher who is characterized by high knowledge of content, context, pedagogy and personal discipline. (Richards & Lockhart 2005). Similarly, Smith (1995) opines that the success of classroom management effectiveness is depend on teachers personal attributes evident in his or her standard of impeccable ethical and social conduct.

## **1.2 Statement of the problem**

Classroom management includes different aspects such as physical, psychological and managerial etc. The main aspect of the classroom management that has been studied and presented in this paper is about differences in management skill between female teacher and male teacher. Lackoff (1975) claims that females use specific strategies that limit their power and Gardner in his multiple intelligence claims that females have more intuitive power so they are linguistically intelligent whereas males have mathematical intelligence. However, some roles or habits seem to suggest 'more power' is seen as male and 'less power' is seen as female. A lack of self-esteem among many girls maybe the main point of concern when considering gender in the classroom because girls tend to describe themselves as fundamentally different from the way their boy classmates describe themselves. The evidence seems to be clear those girls, in general, offer comments to suggest that they are 'less', and reveal themselves as more self-demeaning and modest than boys in similar situations.

I myself as a teacher have experienced gender role in language classroom management. Here, in this study I tried find out the activities of female teachers observing the real classroom situation and practice. Similarly, the challenges faced by them are also are noticed through the observation. Therefore, because of these issues and curiosity to know the fact, I came to choose this area as the part of study which mainly led by the two issues i.e. what are the classroom management activities used by female teachers and challenges faced by them?

### **1.3 Objectives of the study**

The objectives of this study were as follows:

- i. To find out the classroom management activities used by female teachers of English.
- ii. To find out the challenges faced by female teachers in their classes.
- iii. To suggest some pedagogical implications.

### **1.4 Research Questions**

This study will address the following research questions:

- i. What are the activities used by female teachers in managing the classes?
- ii. What are the challenges faced by female teachers in managing the classes?

### **1.5 Significance of the study**

The study mainly concerns with the Female English Language teachers in classroom management at secondary schools. This study will be significant to the attitudes and roles of female teachers towards their profession as well as the available environment in the schools to make the female teachers aware about their roles and responsibilities in ELT classroom management. They will get some ways for enhancing their classroom management problems. It will be significant to find out the attitude of the female teachers towards other areas like designing curriculum and writing textbooks. This study is expected to be beneficial to minimize problems faced by the female teachers while managing classes.

## 1.6 Delimitations of the Study

The present study had the following limitations:

- i. The study was limited to the activities and challenges of female teachers in ELT classroom management.
- ii. It was only be limited to the five secondary level female teachers and four classes of each.
- iii. It was limited with observation and interview as data collection tool.

## 1.7 Operational Definitions of Key Terms

**Management:** It refers to the way teachers manipulate and organize their classroomactivities.

**Community School:** It refers to the schools which are financially supported by the government of Nepal.

**Large class:** In this study large class refers to the class with more than forty students.

**Challenges:** Obstacles faced by English female teachers inELT classroom management.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes review of the related theoretical literature, review of empirical literature, implications of the review of the study and conceptual frame work.

#### **2.1 Review of Related Theoretical Literature**

This sub-section had discussed about English Language Teaching, Classroom Management, Role of female teachers in English language classroom, Teachers` behaviors in the classroom, Challenges on classroom management, Activities of female teachers in classroom management, Status of women teachers in Nepal. These issues are dealt under the following sections and sub-section in details.

##### **2.1.1 English Language Teaching (ELT)**

Learning and teaching are interrelated terms. Teaching language directly relates with learning of learner's language. 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, different methods, have been emerging day to day. This means that any single approach, method cannot give complete way for teaching and learning activities. So, as a teacher she has to adopt different method respectively. Teaching is not just mastery of the subject matter and delivery of that subject among the students/learners. Besides this, one most important factor is there is class-room management. As a teacher, he has the ability to integrate all these aspects of his works into in coherent performance so as to teach effectively within a special set of circumstances. It is the notion of practice performance, which is central to the teacher pedagogical expertise: the ability to keep all the balls in the air as the attempts to promote children's learning.

Language teaching is the teaching of all the skills and aspects of language. Different approaches, methods and techniques can be used while teaching. As a teacher, he has to integrate all these aspects of language. But, there is debate among the linguists as well. Some views that discrete approach is best, other one says integrate approach. However, as a teacher he is to incorporate all the skills while teaching English language. In the context of Nepal, there are mainly two types of teacher, one teacher in government school and another teaches in private school. They have been adapting different approach, methods and techniques in their classroom. That's why, their result is also different.

### **2.1.2 Importance of Classroom Management**

Classroom management refers to all the teacher behaviours and classrooms' organizational factors that lead to an orderly learning environment. This includes the established routines, school and classroom rules, teacher response to student behaviours and the instruction that promotes a climate conducive to student learning. Discipline is the subset of management that focuses directly on teacher actions in response to the student behaviours that detract from the order and safety of the environment or interfere with the opportunities to learn (Wragg, 1994). These behaviours, commonly labelled misbehaviours include talking or leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students making hostile or sarcastic remarks or more seriously fighting, assaulting the teacher or carrying weapons to school.

“We can easily find the teacher's dominant role in classroom management. So, a flexible teacher will be able to alter the situation as necessary. Flexibility is the dominant characteristic we would expect from a genuinely adaptable teacher” (Harmer, 1991, p.258). A class-room is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for

teacher use to create such class-room environment have been studied and developed as the area of 'Class-room Management' for many years.

In the early 1970s, classroom management was seen different from the classroom inspection. Teachers' management decisions were viewed as precursors to instruction and were treated in the literature as if they were content free. Classroom management includes several issues ranging from furniture arrangement to discipline management. Classroom management refers to the ways in which students' behaviour movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to make place most effectively. Smith (1995, p.p.85-90) says "Good teacher is able to raise pupils self esteem, develop a positive work ethos without resorting to punitive regime, praise, rather than criticize and use pupils enthusiasm and interest in a creative and positive way". It can be defined as a teacher ability to co-operatively manage time, space resources students' behaviour and to provide a climate that encourages students' learning.

It is impossible to have good/ positive learning environment without proper classroom management. Good classroom management involves equal participation of students and teachers that solve the classroom related problems. It is possible to plan well but not be able to react to the classroom dynamics or student need. Some of the most important features of classroom management are the things that students do not necessarily see and instructors find difficult to describe. We must not only prepare for what we want to teach in periods, we also somehow have to prepare ourselves for the expected behaviours of students. Without the plan of carefully constructed classroom management, teacher cannot develop defensive reaction to disruptive students and this will not certainly compromise their effectiveness as teachers.

Thus, the classroom management is the management of physical as well as psychological management for creating learning environment. And, it is also the

term used by the teachers to describe the process of ensuring that classroom lesson runs smoothly despite disruptive behaviour of students.

### **2.1.3 Teachers' Behaviours in the Classroom**

The term behaviour refers to the action or reaction of something under some circumstances. Classroom behaviour means the activities which are done by teacher and students in the classroom either they are effective or not. Hence, classroom behaviour includes teachers' behaviour and students' behaviour. The way what the students and teachers perform in the classroom are classroom behaviours.

Teacher behaviour is the act of teaching, which is demonstrated by teacher in the classroom while teaching. It is also known as teaching or teacher behaviour. Teacher behaviour is crucial for learning a language. Ryans(2009, as cited in Naidu 2009, p. 4) defines teachers' behaviours as "the behaviours, or activities, or persons they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others."Teacher behaviour refers to the behaviour (verbal and non-verbal) maintained and demonstrated by a teacher at the time of carrying out his teaching activities in the classroom along with his students" The way teacher behaves during teaching is almost guided by his own personal philosophy and environment. That is why teacher behaviour may be regarded as a function of the characteristics of the teachers, his environment and the task in which the teacher engages. Thus, teachers' behaviour is teaching function which is practical classroom activities. These are verbal - questions, explains, and nonverbal movement, gesture, pause, demonstration, using blackboard. These behaviours are instructional activities practiced by teachers in the language classroom. Teachers' activities can be different from subject to subject.

Teachers' behaviour can be both desirable and undesirable but by nature desirable behaviours are effective and undesirable behaviours are ineffective

for the success of teaching process Hedge (2008). Successful teaching takes place only when a teacher performs desirable behaviours in a classroom. Performing desirable behaviours in a classroom is a good sign of well managed classroom.

To perform desirable behaviours, teachers have to play different roles in a classroom. Harmer (1991 and 2008) lists different roles of teacher in a language classroom as teacher as a controller, assessor, organizer, prompter, participants, resource provider, tutor, and investigator.

Similarly, Ghimire (2010) supported Hedge says teacher as organizer, resource person, manager, controller, counsellor, monitor, observer, informants, assessor, prompter, participants, model, tutor, investigator, performer, and teaching aid provider of comprehensible input, motivator, resource person, feedback provider, facilitator and observer. Only experienced teacher can manage class effectively. Different scholars have identified quality of a teacher in three broad terms. They are personal quality, social quality and professional quality. However, we can mention the following qualities as the hallmarks of good teacher. They are intelligence, health, love of children, effective personality, and enthusiasm, a sound philosophy, ability to establish rapport and ability solve the problems. Hart (as cited in Naidu, 2009, p.10) mentions the following hallmarks of the best liked teachers.

- ) Friendly, cheerful and can take a joke with a pleasant personality and a sense of humour
- ) Helpful, explained lessons clearly and assisted the students with their out of classroom problem
- ) Interested in and understands pupils considerate of pupils feelings, courteous and respects the opinion of the class
- ) Fairness in grading, examinations and handling disciplinary problems
- ) Has ability to motivate the students by making classroom work pleasurable and interesting



) A skilled instructor, well planned and knows the subject and how to teach

A skilled teacher is a good philosopher who has content knowledge with the ability to use it in the classroom environment Ramsden (1992). The teacher performs multiple roles according to the nature of the activities in the context of class. Skilful teacher can manage students' behaviours by performing different roles to make teachers improve undesirable behaviour of the teacher and students. Teacher's undesirable behaviour might be some causes of ineffective classroom. So, behaviour modification is a continuous progressive process in teacher behaviour for professional teachers. Modifying the way of interaction with the students and improving own behaviours as a teacher is essentially effective to manage challenges in the language classroom.

#### **2.1.4 Role of Female Teachers in English Language Classroom**

In our daily lives, we fulfil roles that have features of all these defining characteristics. We are, in a multitude of ways, actors of social roles, we need to play different roles in different situations as per the demand and responsibility we bear within society Wardhaugh (2008). During a lesson the teacher needs to manage the activities and the learners in the class-room in different ways which is his/her role. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behaviours are called 'teacher roles'.

Even in situations where teachers have primary responsibility for how they teach, they may assume very different roles within their own classrooms. Behind our expectations of role behaviour there lie a set of attitudes and beliefs about the roles in question in the English language classroom. Teaching and learning are essentially social activities, implying role relationship between teacher and learner, learners and learners. These relationships are established, maintained and evaluated thorough communication.

The socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviours are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females. There is some evidence that girls are becoming more academically successful than boys, however examination of the classroom shows that girls and boys continue to be socialized in ways that work against gender equity.

Teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up. Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. "Girls in grades six and seven rate being popular and well-liked as more important than being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and competence as more important." (Bailey, 1992)

### **2.1.5 Techniques and Activities use by Female Teachers in Classroom Management**

Smith and Laslett (1993) emphasizes in their book that good classroom management depends more upon teacher and children working equitable together because they are confident together than upon peremptory instruction and resigned obedience. Lakoff (1975) claimed it was because women may be less confident than men and more nervous about asserting anything too strongly. But other studies (discussed largely by Coates, 1993) claim that women want to create a sense of community (and have reasons to do so) and use forms which, by being less direct, allow for disagreement without any explicit confrontation. Perhaps the use of hedging devices is connected to a

female sense of community building and inclusion and is part maternal (Reay, 2001).

Lakoffs' work in the mid 1970s generated a host of subsequent empirical research in search of evidence to support or discount Lakoff's claim: females use specific strategies in discourse that limit their power. Lakoff's contribution spawned enormous debates on the matter, in large part because her work was considered largely intuitive rather than empirical-her observations came from her own experiences rather than from more structured or 'rigorous' research.

Various studies in this area has shown that, female teachers have the ability to be more structure organize with setting rules in the classroom. They are more patient so they are able to deal with different types of students as well as more emphatic and are better listener which can make them better teacher. Women bear some pain and then see a child smile, I mean, women have some love and affection towards a child as the themselves are mothers. They know how to handle the child emotions and are genetically programmed to be more caring. So their nurture is feminine and children feel more comfortable with female teacher, particularly in the earlier stages of life.

Student centered method, group work, learning by doing method, playing with game are the techniques use by them in classroom management. It means co-operative learning essentially involves students learning from each other in groups. It is the way that students and teachers work together. Child friendly teaching, learning by doing, use of materials can be the techniques for class management. Use of materials helps learners to feel at ease and facilitate learner self-investment and opportunities for outcome feedback. Managing seats of students, making lesson plan and regular interaction are the techniques for classroom management. Eye contact with students, clarity of voice, gestures, motivation to the students etc. are the techniques for classroom management. Good voice projection and use gestures to demonstrate things and use facial expressions to show emotion. Placement of desks and benches, focus

to all students, presenting lesson logically, fixing materials in proper places, and motivation to the students are the best techniques for classroom management. Thus, student centered teaching, child friendly teaching, more practical classes, learning by doing method, group work and pair work, presenting lesson logically, fostering and sustaining student motivation are some specific techniques use for effective classroom management. Female teachers encourage students by word and deed, offering teacher support and guidance manage classes effectively.

The class makes interesting using various language games, discussion on the particular topic, debate, telling contextual jokes and stories etc. to motivate the students. It is believed that motivation is an important non-linguistic factor for learning language. Motivation inspires the learning process and creates better opportunities in the activities. The use of different language games provide better learning environment which always pushed towards success. Today, it is expected that teaching methods, techniques and activities should be student centered and students should get chance to learn taking part themselves in various activities in a cooperative and collaborative environment. Different activities such as group work and pair work are the key strategies to involve all the students in the classroom activities focusing on their ability. Both group work and pair work give the students chances for greater independence. Because the students are working together without the teacher controlling every move, they take some of their own learning decisions which motivate the students towards their learning. Additional activities such as lectures, small group projects, role-playing, skits, partner discussions and debates bring variety use by teachers to motivate the students. Variety is the key to engaging students. Variety brings motivation and, thus, it provides inspiration for learning creates the learning environment and pushes the learners towards success.

## **2.1.6 Issues of Female Teachers for Classroom Management**

Classroom management is a planned, organized activity and procedure that facilitate learning environment. It is the crucial part of leaning as well as a being; ELT teacher has to have ideas to manage the classroom successfully. Different linguists have given different ways of classroom management. But, there are some challenges for successful classroom management that hinder to classroom management. Eggleston, (1992, pp.489-490) mention the following management problems. They are explained separately in the following sections:

### **1. Sociological Factors**

The first reason is sociological, involving a variety of factors including increasing in crime and poverty in our society. The social climate of our culture has changed. Most children are now raised either in families in which both mother and father work outside the home or by single parents. Many children spend more hours watching television each day than they spend on their study, including the time they actually spending on school. It is hard to punish a child for misbehaving when you understand his home situation directly causes him to misbehave the way he does. Too much time must be spent counselling and teaching children better way to handle anger, stress, and frustration. The breakdown of families causes poor self-esteem and result indiscipline problems. Though the misbehaviors of the children make the classroom management challengeable for both male and female teachers. It is experienced that female teachers face more challenges to manage effectively. It is mainly because of patriarchal social system and its effect on children's concept. As a teacher I have experience that children think female teacher more weak, loyal, and emotional than male. They take female teachers less controller and more listeners. So, they become more attentive in the class of male teacher in comparison to that of female teacher. It makes the classroom management to more challengeable for female teachers.

## **2. Energy and Effort**

The second reason for persistent management problems is that teachers sometimes feel overwhelmed by the effort required to maintain order. For them, it is simply easier to run a laissez-faire classroom. If the student doesn't destroy the room and some semblance of instruction exists, the teacher ignores misbehaviour. It is necessary to have balanced and sufficient energy and effort to manage the classroom. As females are more polite and emotional they seem kind hearted than males. But sometimes the situation demands to be bold, autocratic and controller. In this regard female teachers sometimes may feel having less energy and effort to manage the classroom effectively. Likewise females themselves think that they are less energetic mainly because they are don't.

## **3. Lack of Information**

The third problem is that historically teacher has had only a few maxims together with their institution to guide them in making management decisions. A teacher requires institutional academic social and all sort of information. All the teachers need to be engaged in making management decisions. In this case too female may have various challenges if they have lack information about the sociological, institutional scenario of the teaching. Individual develops a bag of tricks that worked for them, for at least allowed them to survive. Chaube and Chaube (2003 p. 133)

- ) Teaching the school rate
- ) Talking in the class
- ) Destroying the school property
- ) Bullying the younger student
- ) Irrespective behaviour towards teacher
- ) Stealing things
- ) Cheating at examination

### **2.1.7 Status of Women Teachers in Nepal**

The Fourth World Conference on women held in Beijing presents: Nepal, A Himalayan country situated in South Asia, is one of poor countries of the world. Majority reason behind this is the political instability and undemocratic rule for long other crucial factors for being the country very poor are due to lack of awareness and access to quality education. As a result, people have superstitious beliefs, there is gender discrimination and political leaders have decreased political vision. The socio-economic status of women in Nepal is very poor. The women are being discriminated in every aspect of the society. These and so many other factors have contributed to turn Nepal a lower human development state.

Generally the status of women in Nepal seems pathetic. Though the status of women has been little bit raised then it was at past. They are still deprived of many facilities and rights which they deserve. Nowadays, some people are aware about the girls' education and the government has also conducted various programs regarding women rights but the women are still low in number on every sector.

Nepal is a country of great geographic, cultural, ethical, religious diversity. Across the diversity, the majorities of communities in Nepal are patriarchal. A women's life is strongly influenced by her father, husband and son. Such patriarchal practices are further reinforced by the legal system. Women's relative status, however, varied from one ethnic group to another. The economic contribution of women is substantial but largely unnoticed because their role was taken as for granted.

Ethical data have proved that situation of Nepalese women is too severe to compare with men. Women's situation is very poor in health education, political participation, income generation, self-confidence, decision making access to policy making and human rights. At large part of women's work is not considered as economic activity. There are very few women working in

ELT classroom management in Nepal. Women are excluded economically, socially and politically in Nepal. Those women who are in the frontline and may be working in high profile may be few and their voice is rarely heard (Bhandari, 2012)

In Nepal, people were greatly influenced by different freedom struggles. They rose against the Rana Regime. Women like Mangala Devi Singh, Sahana Pradhan started coming together and from 1914 until 1952, several women's organizations were born to raise the political and social consciousness among women in Nepal. While we talk about the women's participation in politics, the common and general answer constitutes as the root cause in poverty and lack of education indeed.

Nepali women have made significant contributions for the democratic process in Nepal. However, discrimination against women still exists even within the politics. Women face hegemonic women characters from their male counterparts. They have always been kept away from the decision making roles. Socially and economically, men are always considered as superior to women, breadwinner, head of the family and the caretaker and this is major cause for the low participation of women in civil services in Nepal is in the traditional phase even though women are participating in the political field but it is not up to the level. In order to change the status of women in Nepal, socio-cultural change is required which takes a lot of time. (Bhandari, 2012)

### **2.1.8 Reflection of Female Identity in English Language Classroom**

This study highlights the impact of gender differences in English Language Teaching. It explores students' learning styles as affected by the notions about men and women differences in communication. The collected data is to reveal their attitudes towards speaking to different sex, strategy to express opinion, group work preferences, activeness/passiveness, and their perception to increase English skills dealing with sex difference. It is revealed that female than male students were reluctant to speak to different sex; female preferred the



direct way to express opinions (writing), work with the same sex, and tended to be passive in class. In addition, females saw the high possibility to increase their English skills by working with the same sex but the reverse is true for males. These different styles of female and male students in learning English were affected by the notions of women's' language.

Gender differences which are socially and culturally constructed are of the interesting phenomena in contemporary society. Their impacts can not only be seen in political life, where women fight their political rights, or in households, in which women fight to reduce household harassment. Discourse on gender differences, in fact, also exists in the use of language for communication and therefore they should be treated differently.

One characteristic of women's language as stated by Lakoff (1976) is the great tendency of women in using lexical hedges (e.g. you know, sort of, well, you see), tag questions (*she's very nice, isn't she?*), rising intonation on declaratives (*it's really good*), empty adjective (*divine, charming, cute*), hypercorrect grammar (consistent use of standard verb forms), super polite forms (indirect requests), avoidance of strong swear words (*fudge, my goodness*) etc.

Other research on language and gender also reveals the differences between men and women in using language for communication. One of them is that women are more polite than men. Hobbs (2003:243) notes that when talking with the same sex peers, women will use many positive politeness strategies. On the other hand, men in similar circumstances do not show this tendency. Lakoff (1976:74) also states that 'women tend to speak with reference to the rules of politeness, conversational implicature and interpersonal exploration whereas men tend to speak with reference to the rules of conversation and straight factual communication.'

Another difference is that women are more passive than men. If they are talking, they tend to show that they are not sure about what they are saying.

The passiveness and tentativeness of women in communication are affirmed by Vanfossen(2001:2), who showed that women like using tag questions, (*It's really cold in here, isn't it?*), etc.

In fact, women are different from men not only in verbal communication but also in nonverbal communication. One study by Griffin et.al(1999) looked at the use of nonverbal communication: eye contact, gestures, smiles, personal space, touch and interpretation of nonverbal cues, and found that 67.5% of females establish more eye contact than men do, 75.5% use more gestures than males and 83.7% typically smile more often than a male does. This result shows that women are more comfortable using sensitive communicators than verbal communication.

## **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 objective English Classroom. Several studies have been carried out by the various researchers with classroom management. Among them, few are carried at the department of English Education, T.U. I have reviewed the related research works carried out in the Department of English Education.

Manus (1995) has carried out the research on “Problem of classroom management in primary level”. His objective was to find out several problems in primary level English classroom. He found that it is very difficult to manage the primary level classroom. In this regard, teacher has to be trained, qualified and capable to understand the psychology of students.

Thani (2007) has done the research in the same field entitled “A study on classroom management”. She focused on general concept of management. She found in her research that good classroom management is very crucial part of learning activity. She mentions that one single criterion is not enough for managing the class.

Shrestha (2010) carried out the research in the same field. His research title was "A study on disruptive behavior of student in English classroom". He tried to find out the different behaviors of the students that teacher has to face into the classroom. He found in his research that teacher should not avoid the disruptive behavior done in the class i.e. sleeping in the class, even participation, uneven participation etc. while to make classroom successful.

Bhandari(2012) conducted a research "A study on attitudes of female teachers towards teaching English". She attempted to find out the ELT situation in Nepal, the female teachers attitudes towards teaching English, the difficulties and obstacles that the female teacher faced. Her study found out the female teachers' attitude towards teaching English and their difficulties in the context of Nepal. However, the study did not clearly show the roles and responsibilities and the contributions that the female teachers give in ELT classroom management.

Paudyal (2012) conducted a research on " Being a woman teacher in Nepal:experiences of social experiences of exclusion and inclusion."she attempted to find out the social exclusion and inclusion, they have experienced in their life because of their gender. Her study found out about the female teacher's attitudes towards their profession. She used the survey research design to elicit the data from the information. She found out the reasons of social exclusion and inclusion and why most of the females are interested in teaching.

Dhakal (2015) conducted a research entitled "The current state of ELT classroom management and the challenges for English teachers". The main objectives of the research were to find out the classroom management activities and problem classes. The research was limited to the Kathmandu district and observation checklist as the major tool. The major findings of the research showed that most of the schools had problems of physical infrastructure, adequate implementation of teaching materials, trained teachers and usage of innovative teaching strategies as well sound interaction between.

Shrestha (2015) conducted a research entitled "Activities of female teachers for their professional development" was to find out the attitude of female teachers towards their profession and problems faced by female teachers in their teaching profession. The research was limited to the Bara district and questionnaire was used as the research tool. The finding of the research showed that female teachers play vital roles in teachers' development as they perform their duties well as a teacher that they promote in girl's education. Teaching in Nepalese context for female's really challenging and full of obstacles because of various reasons Like, burden of duties both at school and home as Nepal is a male dominant teaching, lack of trainings to develop professionalism etc. .

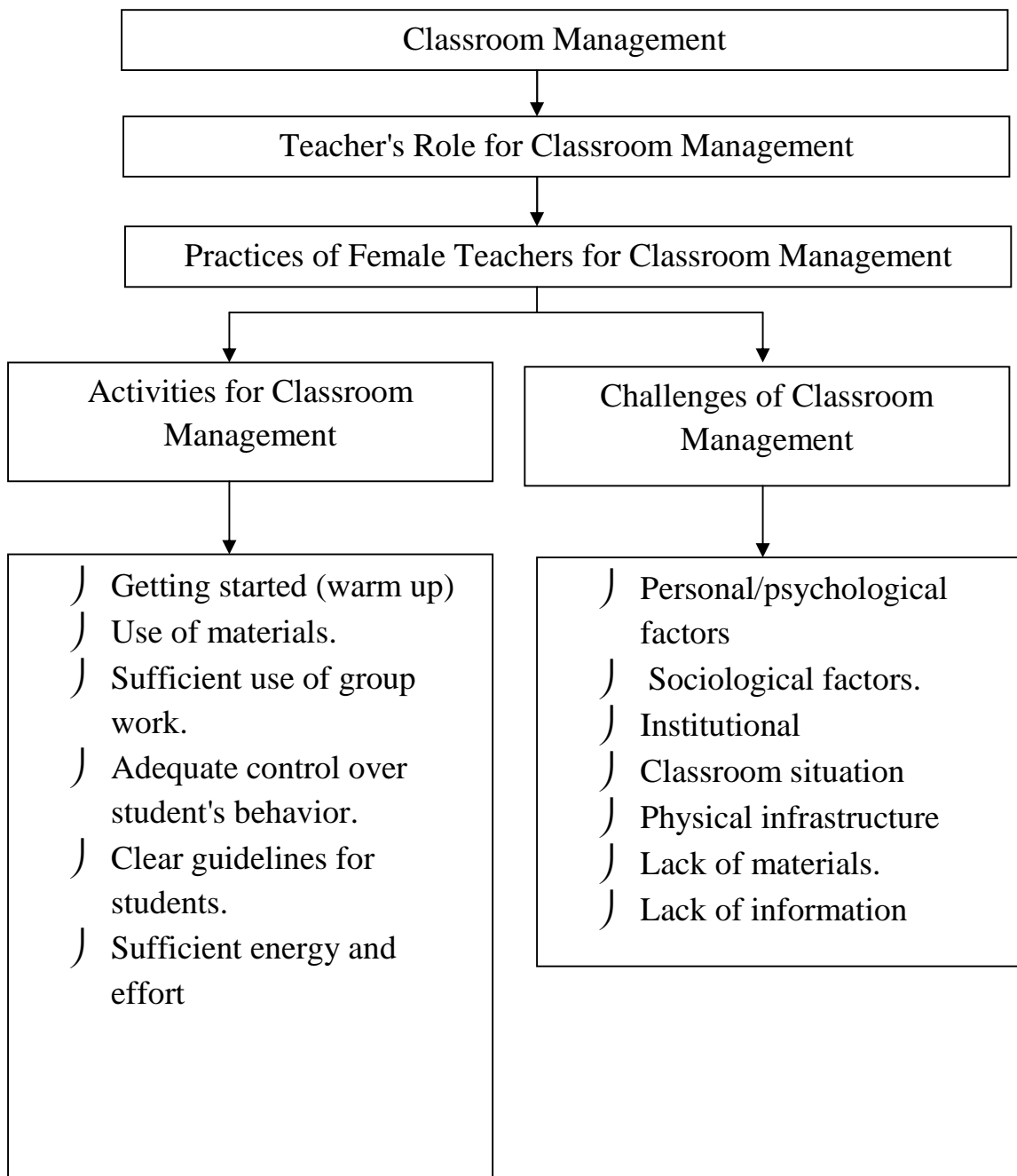
Although many researchers have been conducted in this field none of the above mentioned studies particularly focused the activities and challenges of female teachers in ELT classroom management to my knowledge. Therefore, this study is different from the already existed research. It means, this study attempted to find out the particular activities of female teachers and challenges they face in ELT classroom management. Similarly, semi structured interview and observation checklist as research tools are taken as the more effective tools to collect fact data regarding activities and challenges being based on the ground reality. This research therefore is different from others.

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

In addition to the practice implications, research study has also revealed implication for further research. All the researches, which are mentioned above, were conducted in the field of ELT teaching materials and their use in the classroom. My research is also related to the activities of female teachers in classroom management. For the present study, review of related literature helps to understand the subject area, conceptualize the research problem clearly and precisely into selecting the methodology to obtain answers of related problem. The review of the literature has provided me a lot of ideas about the methodological aspect of conducting experimental research from Smith and Laslett (1995). Likewise, I got the idea about tools of the study by Shrestha

(2015) who had used check list as a tool of data collection. Similarly, I got a lot of idea about population, sample and sampling strategy of data collection by Thani (2007). By the help of the review of above mentioned research study, I developed horizon of theoretical knowledge about survey research.

## Conceptual Framework



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This section consists of design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations.

#### **3.1 Design of the Study**

A research design is a fixed set of procedure of conducting a research. There are several designs in practice. I used survey design to conduct this study. Survey is a research design that is widely used in social science and educational researches. Primarily it is carried out in the search of attitudes, beliefs, and behavior of a large population. It is mostly useful to generalize the finding to a particular problem on the basis of the data obtained from the large sample of related universe. It is different from other designs such as experimental, case study, etc in terms of sample, tools, generalization of result. It is the best design to study the practice of an entity in the large population such as strategies used by teachers to face the professional challenges.

Cohen, Manion, and Morrison (2010, p.205) state that, "Survey gathers data at a particular point of time with the intention of describing the nature of existing conditions, or identifying standards against which existing Conditions can be compared, or determining the relationship that exist between specific events". They further mention that survey can be exploratory, in which no assumptions or models are postulated but relationships and pattern are explored through correlation, regression, factor analysis; it can also be confirmatory, in which a model, cause relationship or hypothesis is tested. Thus, survey research is a type of research which studies large and small population by selecting sample population chosen from study population. It is generally conducted to obtain a snapshot of condition, attitudes, perception or belief over something at

a single point of time. It can also be a longitudinal in process if the study is developmental research of survey.

The present study was based on survey design which is conducted in a large number of populations for more generalization in finding. I used survey design because it is useful for gathering information on attitudes and preferences, beliefs and predictions, behavior and experiences of both past and present. It is assumed to be the best research in educational programme to find out public opinion on certain issues, to find out behaviors and activities of different professionals at a single point of time. Survey research is standardized; it is relatively free from several types of errors. Since my study aims to find out the activities and challenges faced by large number of English female teachers in classroom management by capturing data from questionnaires, observation schedules and interview. The findings are generalizable and applicable to the whole group.

### **3.2 Population, Sample and Sampling Strategy**

The population of the study was female English teachers teaching at different schools of Kathmandu valley. As it is considered that the large populations with direct contact are the more reliable study is. More specifically, four classes of each teacher from each school were observed. I observed four classes of each teacher by using observation checklist and also took interview of them. However, I selected five female English teachers teaching at five schools as the sample being based on non-random purposive sampling procedure.

### **3.3 Research Tools**

Multiple methods are the ways of capturing as much of reality as possible in qualitative study. A multiple method is a triangulation process. Triangulation is a powerful way of demonstrating concurrent validity particularly in qualitative study. I was interested in methodological triangulation (different methods in same occasion) in my qualitative research. So, I used observation checklist



and interview for teachers as the tools for data collection. I used observation checklist for classroom observation. I used interview to explore the experiences and understandings of the teachers on teachers' activities on classroom management in their ELT classes.

### **3.4 Sources of Data**

Data can be defined as the qualitative or quantitative values of a variable. I used both the Primary and the Secondary sources of data to collect required information for this study:

#### *a) Primary Sources*

Primary source of data are the first handed data that are collected from the real source such as data obtained from relative respondent. Regarding this study. I had consulted both primary source of data (English female teachers teaching at secondary schools of Kathmandu District) that are still to consult. Primary data was collected through observation checklist and interview.

#### *b) Secondary Sources*

On the other hand, secondary data are second hand data that is obtained from mostly document such as government publication, earlier researches, books, article, and journals and so on. Secondary data (related book, report, article, journals) that I have already consulted. For the secondary data, related literatures were reviewed. Some of them are Best and Kahn(1996), Bull and Solit (1996), Wragg(1981), Underwood(1987), Harmer(1991), Nunan(1992), Smith and Leslent(1993), Hedge(2008), Bhandari(2012), Poudyal(2012).

### **3.5 Data Collection Procedures**

I applied the following procedures to collect data for my research purpose:

- a. At first, I prepared observation checklist along with interview questionnaire.

- b. Then, I visited the selected schools, talk to the concerned authority, built rapport with them and explained them the purpose of the study to get their permission to consult female teachers in English Language Classroom.
- c. After getting permission from the authority, I requested female teachers to let me observe their classes.
- d. The data was collected observing classes of every teacher by using observation check list.
- e. Then, I interviewed with them.
- f. Finally, from the data obtained I analyzed and came to the conclusion.

### **3.6 Data Analysis Procedures**

The process of data analysis was started after the collection of raw data from interview. It can be seen as the process of organizing data, structuring them, and getting meaning from the raw information. In this present study recorded interview was transcribed and translated in written form then analyzed, interpreted and presented descriptively.

### **3.7 Ethical Considerations**

Ethical consideration is an important matter in the research. Every respondent has their right to privacy. It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation and so can provide sufficient data. So, ethical consideration is highly required.

For the ethical consideration, I built rapport with the concerned people and also provided them participant information statement to inform them about the purpose of my study. Then consent form approved from the Department of English Education, TU were distributed them asking to sign in order to get permission for data collection. I explained my purpose and made them know that their presence in my study would be voluntary. They were assured that all

identifiable personal information will be strictly kept confidential and no names will be mentioned in the thesis as well as in any publications.

## **CHAPTER FOUR**

### **ANALAYSIS AND INTERPRETATION OF DATA**

This chapter consists of the analysis and interpretation of the data collected from the primary sources to fulfill the determined objectives of the study. The data collected from the interview, questionnaire and classroom observation checklist have been analyzed and interpreted in this section. For the analysis and interpretation I have separated data taken from interview, questionnaire and observation. Then I made theme from the data and analyzed them being based on the objectives.

#### **4.1. Analysis and Interpretation of Observation**

This section consists of the analysis and interpretation of the data concerns with the observation of 20 classes of 5 different secondary level female English teachers interms of their activities while managing ELT classroom. In order to find out the teachers activities, I observed four classes of a five different teacher. Through that observation, I filled the checklist containing different aspects. The results are analyzed in the following section by using table. In the analysis and interpretation, I have made theme as follows:

##### **4.1.1 Warm Up Activities**

Use of warm up is an essential aspect of classroom management which provides fun to the students and makes them ready for further lesson. Allwright (1984) considers that warm up activities are designed to attract students' attention, to help them put aside distracting thoughts and to get them ready to focus individually and as groups on whatever activities that follow. So, we could say a warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class. Use of warm up activities increases students' attention and helps us link the processes of the class. The observation of the female teachers shows the following practices of warm up activities.

**Table. 1**

**Use of warm up activities**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	15	75	5	25

The above table shows that 75percent of the total classes were found starting with warm up activities whereas in the rest of the classes the teacher started the topic directly without any warm up activity. This indicates that most of the teachers use warm up activities before starting the lesson.

**4.1.2 Rhetoric Language**

Rhetoric language is one of the aspects used in ELT classroom. “Rhetoric refers to the study and uses of written, spoken and visual language. It investigates how language is used to organize and maintain social groups, construct meanings and identities, coordinate behavior, mediate power, produce change and create knowledge.” Using rhetoric language helps the teachers writing or speaking effectively and persuasively. It enriches students’ ability or capacity for understanding and communicating. I observed whether the female teachers used rhetoric language or not. The following table shows the finding of the observation.

**Table. 2**

**Use of rhetoric language**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	3	15	13	85

As it is presented in the table above, very few classes were found using rhetoric language to encourage students towards their study. On the other hand majority of the classes found out of use. This prevails that majority of the teachers showed their hesitation in using artistic language. Thus, female teachers are seemed to be introvert.

### 4.1.3 Polite Language

Using polite language in the classroom is one of the most important quality of teacher. Using polite language helps the teacher develop rapport with the students, supports their teaching. I observed whether the female teachers used polite language or not. The following table shows the finding of the observation.

**Table. 3**

#### Use of polite language

No. of classes	Yes /Percentage		No /Percentage	
20	18	90	2	10

From the above figure, it is clear that among the total 20 classes, 90 percent of them were found using polite language while dealing with the classroom issues, and only 10 percent seemed rude. It indicates that almost all of the female teachers were conscious in using polite language.

### 4.1.4 Motivating the Students

Motivation is the key which opens learner mental box and eager them to learn. Motivation, the social-psychological factor is a predictor of language learning success. It energizes learners learn a language. Motivation helps students to learn the subject matter easily and also pushes the learners towards success. I

observed whether the female teachers provide motivation or not. The following table shows the finding of the observation.

**Table. 4**

**Motivation of the students**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	10	50	10	50

The table No. 4 shows that half of the classes (50%) were found motivated and rest of them seemed demotivated. Thus, female teachers are found less interested in providing motivation.

**4.1.5 Students participation in the Classroom Activities**

In an ideal class it is expected to involve all the students in teaching learning classroom activities regardless their proficiency, ability and seating positions. Regarding this strategy used in ELT class, the data obtained from the teachers is shown follows:

**Table. 5**

**Participating the Students in the Classroom Activities**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	16	80	4	20

From the above figure, it is clear that sixteen classes out of 20 were found to have strong involvement of students in classroom activities. On the contrary to this, few classes seemed inactive. This shows that most of the female

teachers claimed that they can participate all the students in the classroom activities and only few ones cannot.

#### **4.1.6 Teaching Materials**

Materials play crucial role in language learning and in fulfilling curriculum objectives. They are also important for motivation of learners and regulation of the learnt items and they make it easier for the learners to raise their conscious. Using teaching materials helps the teachers to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These materials play a large role in making knowledge accessible to a learner and can encourage a student to engage with knowledge in different ways. I observed whether the female teachers used teaching materials or not. The following table shows the finding of the observation.

**Table.6**  
**Use of teaching materials**

No. of classes	Yes /Percentage		No /Percentage	
20	6	30	14	70

The figure above displays that out of 20, only 6 classes (i.e. 30%) were found using teaching aids but rest of them 14 classes (i.e. 70%) were not found so. This data reveals that majority of the female teachers failed in using materials in the classroom.

#### **4.1.7 Interesting Activities in ELT Classroom**

The classroom activities should be interesting to the students. If the activities are not interesting, they will start showing disruptive and undisciplined behavior in the class and the whole class goes out of



control. Conducting interesting activities help teachers warm up the students, make classes fun and exciting, and keep students hooked on to learning. I observed whether the female teachers conducted interesting activities in ELT classroom or not. The following table shows the finding of the observation.

**Table. 7**

**Conducting interesting activities**

No. of classes	Yes /Percentage		No /Percentage	
20	10	50	10	50

This above figure displays the data that half of the classes were found making their class interesting using various language games, discussion on the particular topic, debate, telling contextual jokes and stories etc. Whereas half of the classes were not found so interesting. They adopted just lecture method but did not make any interesting student centered activities. The classes in which activities were interesting, all the students were involved in teaching learning process actively without showing undisciplined behavior and other classes where the activities were not interesting, the students were found passive and showing undisciplined behavior and deviated from the main stream of the class.

**4.1.8 Conducting Group Work and Pair work**

Group work and pair work are the key strategies to be applied in such large ELT classes. Today, it is expected that teaching methods, techniques and activities should be student centered and students should get chance to learn taking part themselves in various activities in a cooperative and collaborative environment. Collaboration and co-operation can be achieved through group work and pair work. Conducting group work and pair work help teachers make students engage in interaction to each other. I observed whether the female

teachers conducted group work and pair work or not. The following table shows the finding of the observation.

**Table.8**

**Conducting group work and pair work**

No. of classes	Yes /Percentage		No /Percentage	
20	13	65	7	35

The figure above shows that out of 20, only in 13 classes (i.e. 65%), group work and pair work were found to be conducted and rest of them 7 classes (i.e. 35%) were not found to be adopted these techniques. This data infers that in majority of the classes, group work and pair work were found to be adopted. The classes where this strategy was adopted were found existing and interesting than the classes where it was not conducted. Thus, most female teachers feel enjoy in conducting pair and group work.

**4.1.9 Encouraging Quiet and Introvert Students**

The students are of various natures. Some of them are introvert and some extrovert. Generally, the students with extrovert nature, bright students and the students sitting on the front benches speak more but the students with introvert nature, weak and sitting on the back benches are found to speak less. Then, the students who do not take part actively in the classroom activities start making noise and showing undisciplined behavior. So, all the students should be given equal opportunity to speak and especially the weak introvert and sitting on back benches should be encouraged to speak. The data obtained from the observation is presented in the following table.

**Table. 9**

**Encouraging Quiet and Introvert Students**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	6	30	14	70

As shown in the above figure 70% of the total classes were not found to be used this activity but only 30 % classes were found using this strategy. From this indication we infer that majority of teachers were not found to encourage the quiet, weak and introvert students to speak and involve in active classroom activities. Only the bright and extrovert students and those who sit on the front benches were focused.

**4.1.10 Walking Around the Classroom**

A teacher is the dynamic and mobile participant in the classroom teaching and learning process. S/he should not stand as a pillar in front of the class. Rather s/he should walk frequently around the classroom with the eye to eye contact / to every individual so that the teacher could have control over the whole class taking their attention and not giving chance for side talk, disruptive and undisciplined behavior in the large class. Even it helps to listen the teachers' voice clearly for the back benches students. The presentation of the data obtained is as below:

**Table. 10**

**Frequent Walking Around the Classroom**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	17	85	3	15

The figure above displays that out of total classes observed, 85 per cent female teachers used this strategy and only 15 per cent did not. This data infers that most of the teachers walked frequently around the classroom. And it was found that the classes where the teachers walked around the students neither tease each other, nor did they listen to the teacher and the classes were in control of the teacher. Thus, female teacher were seen to be capable in maintaining control in the classroom.

#### **4.1.11 Self Checking and Pair Checking**

Checking a large number of written assignments in ELT classes is one of the problems to be faced by the teachers. In this case, the teacher can use the strategy of self checking and pair checking to check their written assignments which helps them to save their time as well as develop co-operation among students. For this, the teacher can write the correct answer on the board and ask them to check themselves tallying with. The data obtained from class observation is presented below:

**Table. 11**

#### **Self Checking and Pair Checking**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	7	35	13	65

The above figure shows that majority of the classes i.e. 65percent of the classes were found not having this activity in the classroom but rest of them were found using this strategy. It means majority of the teachers were not aware in self-checking and pair checking.

#### 4.1.12 Giving Feedback to the Students

Feedback is one of the essential aspects to be considered by the teacher in teaching process. Feedback is information given to the students that helps them close the gap between where they are now with their work, and where they could be. Providing feedback helps the teachers focus on a student's individual development and improvement. I observed whether the female teachers gave appropriate feedback to the students or not. The following table shows the finding of the observation.

**Table. 12**

#### **Giving Feedback to the Students**

<b>No. of classes</b>	<b>Yes /Percentage</b>		<b>No /Percentage</b>	
20	15	75	5	25

The figure above shows that majority of the classes i.e.75 percent were found using this strategy in the total class observed and rest of the 25 percent were not. This data indicate that majority of the teachers gave feedback to the students in a whole group in the class. Thus, female teachers are seemed to be conscious in providing feedback.

#### 4.2. Teachers' Opinion on Classroom Management

I included twelve points regarding the activities of classroom management. The same interview schedule was used to five different female teachers in order to fulfill my research objectives. The responses are analyzed in the following sub-topics:

#### 4.2.1. Teachers' Understanding of Classroom Management

The teachers were asked to have the general concept on related topic, classroom management. It was asked to take the view of female teachers what classroom management means. One of the teachers viewed, "*classroom management is to create learning environment and favorable and feasible condition for students and teachers.*" It means classroom management taken as the supportable environment to teach and learn in the classroom.

The same question was asked to another teacher and she responded that classroom management is a process of making arrangement of materials while teaching. According to her, classroom management is the only settlement of the teaching materials in the classroom. She only focused on the arrangement of the materials.

Another teacher viewed, "*classroom management..... it is a way to create a place or room for teaching and learning which facilitate learning activities.*" She believed that good classroom management is the facilitator of teaching and learning. She further said that it is done to run classroom properly.

Next teacher statement was, "*classroom management as the broad term which is managing the class in terms of physical, psychological and instructionally supportive environment.*" She focused on the overall aspect of classroom in the classroom management. Teacher must consider students sitting to psychological aspect to manage the classroom and it makes learning more effective.

Next teacher had the similar views with the above teacher. She further said that managing the class in terms of physical, psychological and instructionally supportive environment.

These responses of the teachers clearly show that classroom management is to create learning environment, the way of managing the class in terms of physical and psychological supportive environment and making a suitable

condition for teaching and learning. This indicates that female teachers viewed that classroom management is the broad term that is for better teaching learning activities. Though some teachers viewed classroom management is the arrangement of teaching learning activities, most of the teachers believed that classroom management is the process of arrangement of everything in the classroom for effective learning. It can be concluded that classroom management is the process of creating the best learning environment in the classroom teaching and learning.

#### **4.2.2. Importance of Classroom Management for Effective English Language Class**

The teachers were asked to find out female teachers' intention regarding the classroom management. Most of the female teachers said 'Yes' because they gave the following reasons: One of the teacher said that effective classroom management is based on a learnable set of skills. She explained teachers can acquire the skills necessary to successfully manage a classroom. It helps how to manage English language class and also helps to create good environment. It means successful classroom management offers methods for establishing order and expectations, enlisting parental support and using the disciplinary hierarchy. *"If the teacher has built a positive reputation for the child, and if the child senses the teacher believes in them, and then the teacher is disappointed in them, that can be jarring,"* Eyster says.

The same question was asked to another teacher and she responded that it is important to establish a positive relationship with the class. Without management teaching will be ineffective and valueless. She focused on the mutual understanding between the teacher and the students.

Another teacher had the similar views with the previous fellow and also she added that praise is a powerful tool. *"Praise can be used to transform a student's image, uplift the entire class, and reinforce the values you seek to*

*promote in the classroom.” Eyster says, “It creates a template for their own behavior moving forward.”*

Another teacher viewed that classroom management is important to create a safe learning environment. Successful classroom management facilitates the learning. She believed that successful classroom management establishes a classroom culture in which students are required to respect one another. Eyster says, “*A respectful, safe environment is one in which kids are listening to each other and responding to each other.*” He suggests posing open-ended questions that encourage a dialog among the students. Most important, teachers should never tolerate mocking, cruelty, impatience or disrespect directed at a classmate.

Next teacher explained, “*variety is the key to engaging students for effective English language class. Examples include lectures, small group projects, role-playing, skits, partner discussions and debates.*” She further opined that it helps to achieve determined objectives. Without it, we cannot provide the intended concept about the subject matter. “*Variety adds pep and energy to a class. Beyond that, it also allows different children to shine,*” Eyster says. It means teachers who have been teaching the same subject for years can maintain their interest by varying their lesson plans and teaching tactics.

The responses indicate that classroom management is needed for managing teaching learning process, establishing order and expectations, enlisting parental support, using the disciplinary hierarchy. It is important to stay united with the rest of the class, to create safe learning environment, uplift the entire class and reinforce the values you seek to promote in the classroom. Without proper class management teaching will be ineffective, valueless or intended objective cannot be fulfilled and it is needed for good learning environment. This shows the importance of classroom management for effective English language class.



### 4.2.3. Teachers' perspective on complexity of classroom management

The teachers were asked to find the perception of female teachers whether complex or simple job in teaching about classroom management. One of the teacher opined, *“it is very complex task to manage because of student disruptive behaviors, large classes, and weakness of school management inproviding plenty of teaching resources.”* According to her, disruptive behaviors fail to keep individual students involved in productive work. It can spoil the best classes if it is not checked. There are many learners' differences in large classes such as difference on language learning ability, their cultural background, learning style, age, attitude to the language, mother tongue, learning experiences, multilevel orientation etc. Thus, a large class has many students including those who communicate in English at a variety of different levels.

Another teacher opined,

*Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach and students most likely learn much less than they should.*

Next teacher viewed that cause of teachers' teaching knowledge and skills, students from different community were the reasons. According to her, a female teacher who does not prepare lessons well brings complexity in teaching. She also added effective classroom management is the development of a quality relationship between the teacher and the students in the classroom. Thus, developing relationships is knowing and understanding the learner.

Next teacher had the similar view in response to the question that above teacher has given. *“The most effective classroom managers do not treat all students the same. Effective managers employed different strategies with different types*

*of students.*” According to her, female teachers with effective classroom management skills are aware of high needs students and have a repertoire of specific techniques for meeting some of their needs.

Another teacher said that noisy classroom, haphazard presentation and unequal participation of students were the main reasons to make this job very complex. Though she supported the different views that if all the resources are available it is simple and interesting job.

It can be concluded that unequal participation, large class, disruptive behavior and unqualified and unskilled teachers were the reasons that brought problems in classroom teaching and learning.

#### **4.2.4 Activities used by teachers to motivate the students**

The classroom activities should be interesting to the students. If the activities are not interesting, they will start disruptive and undisciplined behavior in the class and the whole class goes out of control. The question was asked to take the view of female teachers what activities used by teachers to motivate the students. One of the female teacher said that the class was making interesting using various language games, discussion on the particular topic, debate, telling contextual jokes and stories etc. to motivate the students. It is believed that motivation is an important non-linguistic factor for learning language. The second teacher opined, “*Motivation is important for successful language learning..... Motivation inspires the learning process and creates better opportunities in the activities.*” She preferred different interesting activities such as warm up, jokes, different rhetoric languages etc. According to her, the principle of interest is very significant for ensuring participation and solving the disciplinary problems.

Next teacher expressed her view,

*The use of different language games provide better learning environment which always pushed towards success. Today, it is*

*expected that teaching methods, techniques and activities should be student centered and students should get chance to learn taking part themselves in various activities in a cooperative and collaborative environment.*

Similarly, another teacher supported the view of former fellow. Also, she expressed the idea of singing situational songs in the classroom which better attracts the attention of students.

Another female teacher's statement was, "different activities..... like group work and pair work are the key strategies to involve all the students in the classroom activities focusing on their ability." She added that they are very useful techniques for teaching students in an interactive way. According to her, both pair work and group work give the students chances for greater independence. Because the students are working together without the teacher controlling every move, they take some of their own learning decisions which motivate the students towards their learning.

Different activities such as lectures, small group projects, role-playing, skits, partner discussions and debates bring variety used by teachers to motivate the students. Variety is the key to engaging students. Variety brings motivation and, thus, it provides inspiration for learning creates the learning environment and pushes the learners towards success. Thus, motivation is the key factor for learning the language and equally important for classroom management as well.

#### **4.2.5. Student's equal participation in learning**

The question was asked to seek the female teachers have done equal treat or not. In fact, without the equal participation,, the classroom environment cannot run properly. So, the equal participation is the most important aspect for effective language class. The responses given by the female teachers are presented below:

One of the teachers said,

*To ensure equal participation in learning, I have to use different activities like group work, pair work, taking individually etc. Both group work and pair work make students engage in interaction to each other. They are very useful activities for teaching students in an interactive way. Thus, both group work and pair work give the students chances for greater independence.*

According to her, equal treatments, motivation, inspiration to the students were the ways to ensure equal participations.

Second teacher had the similar views that she also divided the students in many small groups and conducted the different tasks. She added that equal chance in every activity like extracurricular activities, classroom teaching, sports so on were needed for equal participation.

Next teacher viewed, *“I ensure most equal participation in learning by focusing students’ equality.”* She also agreed with the view of former fellow that determining the turn of students was the way to ensure equal participation in learning.

Another teacher opined that providing them equal chance of learning, respecting their needs, level of knowledge and age ensured the equal participation.

Next teacher had the same views to ensure equal participation; she gave the similar tasks to each student and monitor one by one. Similarly, she said that treating all students equally was the best way to ensure participation.

The above data helped to conclude that providing equal opportunity, motivations and inspiration, treating equally and respecting their needs, likes and dislikes etc. ensured equal participations in learning processes.

#### **4.2.6 Dealing with students misbehavior**

This question was asked to take the view of female teachers that they have to face different misbehaviors in the classroom. Those behaviors really affect the classroom management. One of the teachers said, “*the disruptive talking, chronic avoidance of work, teaching teacher, playing with mobile, interfering with teaching activities, were the misbehavior found in the classroom.*” She usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and she had to spend a great deal of time and energy to manage the classroom.

The same question was asked to another teacher and she responded that harassing classmates, verbal insults, cheating other books, tearing the paper, rudeness to teacher, destroying whiteboard. According to her, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and her classmates.

Another teacher viewed, “*rough speaking, fighting each other, stealing, ignorance, drinking on campus, daydreaming, not completing homework, talking in class, lesson disruption were the misbehaviors.*” She focused on the behaviors that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student.

Next teacher had the similar view with the previous teacher. She added the misbehaviors that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching and learning.

Regarding the question, “what sorts of misbehaviors of students?” Next teacher put,

*Bullying, fighting, not obeying rules were the examples of misbehaviors, inking clothes, fighting with each other were the misbehaviors. Likewise, eating inside the class, nonverbal noise, disobedience, talking out of turn, slowness, unpunctuality, hindering others, physical aggression, untidiness, and out of seat were several examples of misbehaviors.*

The above responses show that all female teachers were very careful about misbehavior i.e. bullying, verbal abuse, fighting, forgetfulness, non attentiveness, gambling, reading other materials, and doing other things, not obeying rules, teasing teacher, using mobile while teaching and forgetting homework etc. were misbehaviors the female teachers had to face in their everyday classroom practice.

#### **4.2.7 Techniques for Effective Classroom Management**

The teachers were asked to find out the specific techniques used for effective classroom management. It was asked to take the view of female teachers which techniques used. One of the teachers viewed, “*student centered method, group work, learning by doing method, playing with games were the techniques of classroom management.*” It means cooperative learning essentially involves students learning from each other in groups. It is the way that students and teachers work together.

The same question was asked to another teacher and she responded that child friendly teaching, learning by doing, use of materials could be the techniques for class management. According to her, use of materials helps learners to feel at ease and facilitate learner self-investment. She focused on the materials that provide opportunities for outcome feedback.

Another teacher said,

*Managing seat of students, making lesson plan, using teaching lesson plan and regular interaction were the techniques for classroom*

*management. I believed that the teacher has a clear view of all the students and the students can all see the teacher- in whose direction they are facing. Orderly rows imply teachers working with the whole class. It makes lecturing easier; enabling the teacher to maintain eye contact with the people she is talking to.*

Next teacher also had the similar concept with the above teacher. She further said eye contact with students, clarity of voice, gestures, motivation to the students etc. were the techniques for classroom management. She focused on good voice projection and use gestures to demonstrate things and use facial expressions to show emotion. She further explained gesture, expression and mime should become a natural adjunct to the language we use.

Similarly, another teacher viewed “*Placement of desks and benches, focus to all students, presenting lesson logically, fixing materials in proper places, motivation to the students were the best techniques of classroom management.*” She believed the importance of student motivation, can create a desire to learn. Some students have a practical reason for their study: they want to learn an instrument so they can play in an orchestra, learn English. According to her, one way of helping students to sustain their motivation is to give them some responsibility for themselves, and that they should be the ‘doers’ in class which means that they will have some decision-making power over the choice of which activity to do next.

Student centered teaching, child friendly teaching, more practical classes, learning by doing method, group work and pair work, presenting lesson logically, fostering and sustaining student motivation were some specific techniques used for effective classroom management. It means female teachers viewed that encourage them by word and deed, offering teacher support and guidance manage a class effectively.

#### **4.2.8 Challenges Facing in Managing Class**

As a female teacher, she has to tackle the different problems in the classroom. For managing the class, the problems they have faced as follows: Regarding the question ‘what challenge do you face to manage the class?’ One of the teacher’s statements was,

*Majority of the classrooms are made up of multilevel groups where students have different needs and learning styles. This type of heterogeneity may enrich the variety of social interaction, more life experiences and knowledge, more varied options, more interests and ideas but it also creates situations that challenge teacher’s resourcefulness while trying to give each student an opportunity to learn and successes in English language learning.*

The same question was asked to second teacher and she responded that the situation is more challenging in our context where the classrooms are not well equipped, and are very small in size. Teachers are not well trained; materials are not sufficient and only have to depend on textbook, higher influence of another tongue, influence of traditional GT method.

Similarly, next teacher opined that teaching English in large multilevel and heterogeneous class by the untrained, no studios, old and less proficient teachers in a very poor equipped and unmanaged classroom focusing on the individual differences, creating interactive and cooperative environment and using student centered method and techniques is not a game playing with a child.

Thus, it can be said that selecting the appropriate to all the students in multilevel ELT class is another problem for the teacher. The level of the students’ interest, learning pace may require multiple tasks and materials. Similarly, another teacher viewed that in ELT class, all the students may not have the same interest. So, keeping all the students interested in the classroom is another challenge. Furthermore, she said that students get bored because she



can't find topic and activities that keep them all interested. Some of the students may be interested in one topic and activities but others may not be.

The next teacher opined,

*The misbehaviors of the children make the classroom management challengeable. It is experienced that female teachers face more challenges to manage effectively. It is mainly because of patriarchal social system and its effect on children's concept. Children think female teacher more weak, loyal and emotional than male. They take female teachers less controller and more listeners. So, they become more attentive in the class of male teacher in comparison to that of female teacher. It makes the classroom management more challengeable for female teachers.*

Thus, lack of proper teaching materials, disruptive behaviors, weakness of school management system, lack of motivation of the students, lack of economic availability, lack of sufficient materials, student's level and interest, lack of rewards etc. was the reasons that hindered creating good classroom environment.

#### **4.2.9 Socio-cultural related factors affecting female teachers**

The respondents were asked to show their degree of agreement in relation to the socio-cultural related factors, which are believed to affect women's participation the respondents said, "*female teachers can also be intelligent enough as men as in leading schools.*" It means she don't consider male teacher as more intelligent than female teacher in leading schools.

The same question was asked to another teacher and she responded that "*now the perception of the community has changed towards women leadership and they accept our leadership.*" She assured that female teacher can also possess high skill and ability to lead schools and can be chosen by male teachers and

also there are so many exemplary female teachers who are leading class management successfully.

Another female teacher stated,

*Female teachers are not moved into administrative position due to social and cultural factors. It means male teachers prefer male than female for school leadership position. Likewise, men and women are socialized differently to assumed different roles. In fact, there is a belief that, it is difficult for women to lead male teachers. Women's lack of support from family (partner) affects their participation. Women are not effective in maintaining social discipline.*

Another teacher opined,

*Attitude of women towards themselves i.e. personal factors. Women still acknowledge the world as 'masculine'. They exhibit poor risk taking of themselves and they underestimate their abilities and perceive themselves as less skillful and passive in leadership.*

One of the female teacher participant said, *"the way we are socialized affects our interest to seek leadership position. Even if there is a possibility to compete for school leadership position, most of us are not willing to work in a leadership position."*

In relation to this, Limerick and Anderson (1999) said that women's under-representation in management positions may be attributed to women's own decisions and interest, not to apply for leadership position. This may be due to lack of confidence, gender-based socialization, fear of failure and lack of competitiveness.



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter includes the major findings of the research based on analysis and interpretation of data. It includes three level recommendations i.e. policy related, practice related and further research related derived on the basis of the findings of the study.

#### **5.1 Findings**

Based on the analysis and interpretation of data the following findings were derived and listed as follows:

- a. Seventy- five percent of classes were started with warm-up activities but to find minimal use of rhetoric language in the classroom.
- b. Eighty percent teachers agreed to involve students' equal and active participation in the classroom activities but only 20 per cent teachers succeed to adopt as their claim. Generally, it was found that only the brighter, extrovert and sitting on the front benches dominated the whole class.
- c. Ninety percent classes were found using polite language in the classroom whereas few female teachers had rude teaching style.
- d. Half of the teachers know making their activities interacting through various student centered activities but they did not apply in the classroom on the other hand 50% teachers were found making their activities interesting in the ELT classes.

- e. Seventy percent of classes were found using teacher centered method.
- f. Similarly, it was also found that providing more time for interaction, use of punishment, use of gestures and talking individually were the techniques used by female teachers.
- g. Likewise, teachers were found using inductive method, group division, immediate feedback, motivation and regular eye contact with the students in managing their classroom.

## **5.2 Conclusion**

After the analysis and interpretation of data, it is found out that female teacher use different activities to their students in the class in one way or another way. Different interesting activities such as warm up, jokes, small group project, role play, group work and pair work, language games, debates, situational songs etc. bring variety used by teachers to motivate the students. Though there are some similar techniques used by teachers, there is a significant difference between them in terms of their use of different. Regular eye contact with students, use of lesson plans, proper management of physical facilities and use of verbal and non verbal behaviors were also found as the techniques used by them in managing classroom.

I think different teachers reacted differently. It appeared to me that commanding power, self confidence, unbiasedness (fair), ability to establish relation, communicative ability and ability to treat psychologically, cooperation and eagerness to perform profession were the qualities of an effective manager. Moreover, it might lead to the core qualities of an effective female teacher for managerial perspectives were ability to understand students and helping them according to their nature.

### **5.3 Recommendations**

On the basis of above findings the following recommendations have been made.

#### **1. Policy Related**

- a. Maximum use of teaching materials and provision of equal participation in the learning help for good management of classroom. So, teachers should be aware of using such techniques in the classroom.
- b. The students can learn so much from their friends through co-learning. So, the teachers are suggested to encourage the students to learn more from the brighter students which is beneficial for both in such classes.
- c. Policy makers are suggested to develop to course to create learner autonomy consulting libraries, searching websites developing their responsibilities themselves.

#### **2. Practice Related**

- a. Techniques such as providing motivation, treating misbehaviors immediately, focusing students equally, teaching through simple to complex order and preparing daily lesson plans create the better learning environment. So, such special technique should be used by the teachers for improvised teaching.
- b. Communication with the students, managing physical facilities like, desk, benches and boards, agreed sanction, learning by doing method, child friendly teaching are helpful in managing classroom practices. So, such techniques should be considered while teaching in the classroom.
- c. Class-room should be democratic. Teacher should be a friend of students with regards to their age, interests, learning desires.
- d. Only having knowledge about anything is not so important, the knowledge should be reflected in the practices. So, the teachers are

suggested to be aware in the implementation of the strategies in their real classroom teaching.

- e. The teachers are suggested to make their classroom teaching interesting through various activities like games, debate, interaction etc. to get the students attention and solve their disciplinary problems created by boredom and their passive role.

### **3. Further research Related**

This present study has found out many differences in terms of the use of classroom teaching techniques but not the factors that make them different. It may be worthwhile to undertake studies in the following areas in order to understand some of the issues raised in this study:

- a. Gap between the theoretical knowledge of teachers and their real classroom practice of assessment.
- b. Teachers' perception toward classroom management

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## Appendix - 1

### Classroom Observation Form

(To be filled after every class observation)

Name of the teacher: .....

Name of the institute:.....

No. of students: .....

Date: .....

Observer: .....

S.N.	Observation Items	Yes	No	Remarks
1.	Teacher warms up students.			
2.	Teacher uses rhetoric language in the class.			
3.	Use of polite language.			
4.	Teacher conduct interesting activities			
5.	Teacher motivates the students.			
6.	Teacher participates all students in classroom activities			
7.	Teacher uses teaching materials.			
8.	Teacher conduct group and pair work activities			
9.	Frequent walking in the classroom			
10.	Use of self and pair checking			
11.	Encouraging the Quiet and Introvert Students to Speak			
12.	Teacher provides feedback.			

## Semi Structured Interview Schedule

s

1. Teachers' understanding of classroom management
2. Importance of classroom management for effective English language class
3. Teachers' perspective on complexity of classroom management
4. Activities used by teachers to motivate the students
5. Student's equal participation in learning"
6. Dealing with students misbehaviors
7. Techniques used for effective classroom management
8. Challenges facing in managing class
9. Social psychological factors affecting female teachers