

Classroom management in English teaching and learning process at a secondary school in Nepal

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ABSTRACT

This study investigates the implementation of classroom management at Kanya-CO Education Secondary School Nepal. The investigation covers six points to discuss: the management of the physical environment, learning, procedures and rules, discipline problems, relationships, also voice and body language. Each of these has some characteristics that are compared to those of the classroom observed. The research is categorized as qualitative in nature. It gains the data through video observation showing English teaching and learning process with approximately 40 students. The data are then analyzed based on the criteria aforementioned. Overall, the teacher has applied the postulates thoroughly. However, some weaknesses related to the management of the physical environment, learning, and relationships keep remaining. Accordingly, the paper also provides the suggestions to consider as the teaching and learning process improvement exertion.

Keywords: *classroom management; English teaching and learning process*

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Introduction

Teaching, especially formal one, is germane to the classroom use. The classroom itself has many functions in the teaching and learning process. Besides being used as the place of interaction for negotiation of meaning (Ranasinghe, 2009, p. 6), classroom can become a medium for inspiration, save a lot of insightful things, and turn into a perfect area where good relationship between teacher and the students can be well maintained and finally promote students' development in learning materials (Pianta, 2012, p. 366). All of these benefits, overall, support the teaching and learning process to run well and effectively.

However, the classroom is merely one little thing to create the best teaching and learning process. Teacher is the most responsible agent who can steer the teaching and learning journey to the final destination: students' success or failure to learn the materials. When the teacher knows what should be considered to facilitate the teaching and learning process as well as understands the best technique in teaching based on the students' needs, the students' success can be easily attained. In contrast, when the teacher only teaches the students without paying attention to many aspects in order to make the

students as comfortable as possible, failure might come to an end. All these roles are supported by Francis, O. B., & Oluwatoyin, F. C. (2019, p. 75), Sabrina (2020, p. 75), and Salomon in Biesta (2015, p. 637) who strengthens with a statement that a teacher has at least three responsibilities: doing proper role either delivering the materials or managing class activities, handling students' learning process till the outcomes, and applying the best method and content in line with normative and moral standards.

Since the teacher is regarded as the determinant of either students' success or failure, the teacher needs to learn and apply the classroom management. The term means not only literally that the teacher should manage the classroom condition, but also make sure that all aspects related to the success of the teaching and learning process are controlled.

Classroom management is not only about how to organize the classroom. It is more and broader than that. Brophy in Garret (2014: 3) explains that classroom management is all the actions teachers take to create and maintain an environment conducive to learning. Evertson and Weinstein in Groves (2009) define classroom management as the actions teachers take to create

an environment that supports and facilitates both academic and social-emotional learning. In summary, classroom management is all the actions of the teachers to create and maintain a good environment for the students to learn well and effectively.

The definition then continues with aspects surrounding it. Although classroom condition belongs to the classroom management aspect, yet, there are some other aspects that are important and interconnected in creating the success of teaching and learning process. Ming-tak and Wai-shing (2008, p. 47) give four components of classroom management: management of the physical environment, management of learning, classroom procedures and rules, and management of discipline problems. Garrett (2014, p. 3), as well as Bear, Brophy, Evertson & Weinstein in Scherzinger (2018) add relationships as the next point considered in the classroom management. Besides relationship, Brown (2001, p. 194), and Alderman (2011, p. 40) underlines the importance of teacher's voice and body language. These six components are discussed below.

Physical environment is about how the classroom is managed. There are some sub aspects stated by Brown (2001, p. 192-195) such as seating arrangement, sight, sound, comfort, and availability of equipment. In relation to the first point, the seats can be organized based on the needs. Forming U-shape seating arrangements can grab the students' focus on the teacher. But, when the teacher wants to have pair or group discussion as routine activities, arranging the seats in rows can be an option. Then, sight is considered from the good lighting, either with the use of the sunlight or the lamp(s). The third is about making sure that the class is free from annoying sound from outside such as machinery, street noise, etc. Comfort is another point having broad characteristics such as good heating or ventilating system and clean classroom. The last is about sufficient equipment or media to support the teaching process. From these sub-aspects, the teacher is expected to create the most representative class.

The second consideration is management of learning. It is more concerned on how the teacher can motivate the students to learn. This, explained by Ming-tak and Wai-shing (2008, p. 50-51) is elaborated into three elements: effective planning, meeting the needs of the students, and gaining students' motivation.

Besides management of learning, there is management of classroom procedure and rule. Classroom procedure, as stated by Ming-tak and Wai-shing (2008, p. 53) is beneficial not only for the smooth running of instructional activities but also for reducing the frequency with which teachers need to give instructions for daily classroom events. In addition, rules are important for building students' good discipline (Ming-tak and Wai-shing, 2008, p. 54).

When the prevention of indiscipline by giving rules does not work, the management of discipline problems is needed. In the initial meetings, the teacher may apply praise and reward techniques in dealing with the discipline matter. However, once the students behave disruptively, the teacher can respond to them by giving punishment which is, nowadays, actually not suggested to be used at schools, as it can affect students' academic achievement (Arcia in Evans & Lester, 2010, p. 57).

The fifth point is regarding relationship maintenance between the teacher and the students. A good teacher is the one who can get closer to the students, and treat them as individuals instead of a group of the persons having similar characteristics and problems. Not only maintaining the relations with the students, the teacher, asserted by Garrett (2014, p. 3) also promotes supportive relations among the students.

After a point about the relationship, the teacher's voice and body language become the last point to review. Teaching in the classroom is about facing more than ten students; it could be even forty students. Thus, the teacher needs to have a clear and loud voice which can be heard by the whole students. Moreover, Brown (2001, p. 195) also suggests the teacher to move around the classroom, then use facial and hand gestures to enhance meanings of words and sentences. Besides, good and neat dressing is also a matter of building a positive atmosphere in the classroom.

Furthermore, some related studies are presented here to be bases. As a preliminary insight, a study of classroom management has been conducted by Tshibangu, G. M., & Mulei, B. (2018) who investigate factors behind students' discipline in the practice of classroom management located in Kenya. However, it does not describe the evaluation of the whole classroom management practice. To represent

the evaluation study Habibi, A., et al. in 2018 seek for EFL classroom management in *pesantren* (Islamic boarding school). Yet, it does not delve into only one class. Similar study is also led by Jepketer, A., Kombo, K., & Kyalo, D. (2015) scrutinizing teacher's classroom strategy in public secondary schools in Nandi County, Kenya. This, again, unfortunately does not show a deep discussion in one school or a class.

Methods

This research is qualitative in nature. Video observation was conducted to scrutinize the teaching practice, specifically on the classroom management. In the findings and discussions, the writer analyzed the result by comparing the implementation of classroom management to the literature reviews.

In relation to the video observed, the writer took an English teaching video in the

Findings & Discussion

Management of Physical Environment

The physical condition of the tenth-grade classroom was quite good to conduct the teaching and learning process. The class looked clean and everything there was well organized. Then, it was also bright since the sunlight could easily shine through many open class windows. Furthermore, the open windows made the air circulation run well. Then, on the wall attached a picture and some words related to the material that day. These created meaningful nuance to the classroom and helped the teacher in delivering the material, too. To add the previous things, the teacher also optimized the use of a whiteboard, laptop, and LCD projector and its screen. Instead of being stuck on the book's use over the time, the teacher opted to give his students the interesting explanations and the video example through the screen. However, he still harmonized his teaching through the use of a handbook, the picture on the wall, the whiteboard, and the screen. These flexible ways of teaching in fact could attract the students' attention and avoid them from boredom.

The next points to discuss are the sound and seating arrangement. From the video, it was shown that the annoying sound from the outside was completely absent. That condition gave great possibility for the teacher and the students to take and give the input. In contrast, if numerous exasperating noises come, they might distract

To be specific, this paper analyses how the classroom management of English class in Kanya-CO Education Secondary School Nepal is conducted. From the analysis, it can be measured how successful the teacher is in facilitating the best teaching and learning atmosphere to his students. Thus, the analysis is focused on several important aspects within the classroom management to yield the complete result.

tenth-grade students of Kanya-CO Education Secondary School Nepal. There were approximately 40 students in the classroom. In addition, the material taught there was deducing the meaning of a poem entitled *Where the Mind is without Fear* by Rabindranath Tagore. The video was taken from YouTube.com with the page address <https://www.youtube.com/watch?v=rqRIYIBvDPY>.

attention, memory, up to speech perception (Maxwell in Franklin & Harrington, 2019, p. 6).

Although there is nothing to worry about the sound or noise, it was analyzed that the seating arrangement was problematic. The class was too small to let the 40 students study inside. Thus, the seating arrangement could not be improved. At that time, the students sat in rows with little space. In fact, this disrupted the students' comfort to learn. This is in contrast with Brown's explanation (2001, p. 192) emphasizing that comfort should be considered in the classroom management in order to make effective teaching and learning processes. To be specific, Gremmen, M. C., Van Den Berg, Y. H., Segers, E., & Cillessen, A. H. (2016, p. 751) stipulate that good seating arrangement can promote students' active engagement. The pictures below show the condition of the classroom:



Figure 1
The Condition of the Classroom

Management of Learning

As mentioned by Ming-tak and Wai-shing (2008, p. 50-51), there are three elements in management of learning: effective planning, meeting the needs of the students, and gaining students' motivation. In relation to the first point, the teacher observed had good planning in delivering the materials to the students effectively. This is good since Ball and Forzani (2010, p. 10) argue that teaching is not as simple as just understanding the materials. Instead, a teacher should also know well the steps he or she can take to deliver the materials. He prepared the materials and the media needed, so that he could teach smoothly. Shown in the video, the material was in the book, in the file he presented through the screen, and in the picture and words he placed on the wall. These did not make the students bored in focusing on one point only. Unfortunately, there were too many exercises given to the students. From the video, there were 15 exercises with numbers varied from there up to seven. It was impossible for the students to do them all, as the forms were also various: multiple

Management of Classroom Procedures and Rules

There was little information regarding the classroom procedures and rules, since the teacher did not say anything about those guidelines. Nevertheless, the teaching process looked so well-organized. The example was when the teacher came in and out of the class, the students would stand and say greetings or farewell to him. Besides, there was no student asking about the procedure of doing the exercise, indicating that the students had already known about it. As a consequence, the instructional activities could run smoothly, and discipline could be taught maximally, as stated also by Ming-tak and Wai-shing (2008, p. 53-54).

Management of Discipline Problems

There was no discipline problem detected from the video observation. All of the students paid attention to the teacher's explanation. Sometimes when the students got involved in the

Management of Relationship

Relationship was considered by the teacher as something important. Accordingly, instead of lecturing all the time, he sometimes pointed some students to discuss with him. This

choice, question and answer, gap filling, true and false, as well as matching.

In relation to the second point in the management of learning, the teacher taught in order to make the students understand about the material of the poem that day. He started with some questions to lead the students to the topic, and then gave them the material accompanied with explanation and example. Furthermore, he also enriched the students with the explanation about the difficult words. All of the teacher's procedures in teaching led to the students' need: material understanding.

The last part is about how the teacher motivates the students. In the video, it was shown that the teacher used many things to support the teaching. It in fact motivated the students to focus on the material. In addition, the teacher did not take control all the time. He sometimes asked the students to engage in the discussion and answer his questions. The teacher's engaging the students made the class situation alive. Accordingly, it was not difficult for the teacher to motivate them in learning.

discussion, they were a little bit noisy, but the noise was from the sake of successful group discussion. This of course signifies the success of the teacher to practice discipline to his students, and finally suspension or punishment can be diminished, as suggested by Arcia in Evans & Lester (2010, p. 57).

The statement before might trigger any teacher getting problems with students' discipline. The students are presumably asked to have 'inner' discipline anywhere and anytime. However, from the study conducted by Demirdag (2015), it is concluded that the teachers who are not capable enough in managing a classroom, in this context are engaging, motivating, and activating the students, have more discipline referrals than the ones mastering classroom management. This, in fact, supports the big role of the teacher to rouse the students' active participation with good manners.

was actually fruitful to maintain the relationship between the teacher and the students. However, he did not approach the students directly to know their problems related to the material. He only stayed and monitored the class condition from the front of the classroom. This actually can

be improved by active supervision by the teacher which, stated by Haydon & Kroeger in Gage,

Management of Voice and Body Language

Brown (2001, p. 194) underlines voice and body language to create good classroom management. The teacher observed also accorded with Brown's idea by directly managing his voice and body language in the classroom. From the observation, it was analysed that the teacher's voice was loud and clear. It was proven by the students at the back who could answer the questions from the teacher. Besides,

Conclusions and Suggestions

Every teaching and learning process needs good classroom management in order to make it run smoothly and effectively. As observed, the instructional activities occurring in Nepali Secondary School have been in the same track with six postulates in creating a conducive environment to teach and learn. The teacher has optimized the management of the physical environment, learning, procedures and rules, discipline problems, relationship, also voice and body language. Nonetheless, there are also some weaknesses to improve later.

As the first thing to consider, it is expected that the school can consider limiting the student number and providing more space for the teacher to vary the seating arrangement or to do physical activities inside since the class size is not balanced with the number of the students. Secondly, in relation to the excessive tasks, it is suggested that the teacher can calculate the right number or the task based on the time allotment. It is needed to get the students optimal work in

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Scott, & MacSuga-Gage (2018, p. 2), is effective to reduce the disruptive behaviour possibility.

the teacher also used body language to point on something or to emphasize what he was saying. His body language showed his optimism and confidence in teaching. Thus, the teaching activity could be more perfectly conducted. This is also in line with Gower and Walters in Zeki (2009, p. 1444) emphasizing that body language or gesture, along with other aspects such as eye contact and other forms of non-verbal communication, can create good relationships between teacher and students.

doing the task instead of giving much work and resulting student' exhaustion and their worst work. Last, the teacher is suggested to build relationships between him and his students more intensively. The relationship here means knowing more about the students as individuals and understanding about their problems and their ways to treat them. This can be done by approaching them one by one when they are doing the tasks, for example.

A recommendation for the future research is also emphasized. As nowadays people prefer online learning for their medium to adjust their needs with Covid-19 pandemic, the research focusing on online classroom management needs to be conducted. Although the classroom is only on the screen, it must need some management as well as the one in the offline learning system. In addition, the management differences that might occur in the research could be a new insight that every teacher needs to know and adapt into each system for the optimum way in serving the students.

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