

Classroom Management of Spoken English Language Courses in Private Universities

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**Thesis Submitted in Partial Fulfillment of the Requirements for the
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**CLASSROOM MANAGEMENT OF SPOKEN ENGLISH
LANGUAGE COURSES IN PRIVATE UNIVERSITIES**

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THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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To My Parents

Declaration of Authorship

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I hereby declare that:

1. I am the sole author of this Master's thesis;
2. This thesis is original;
3. This thesis was not previously presented or submitted to any other institution in order to achieve a degree;
4. All main sources have been acknowledged and all verbatim citations have been quoted to ensure that the work is original, and, to the best of my knowledge maintained the plagiarism law;
5. Each work which has been taken from different sources where such work has been referred to and acknowledged inside the content;

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Abstract

English spoken courses have been included, due to the current uprising demands, in the curricula of private universities in Bangladesh, regardless of any faculties. However, very few studies conducted on the classroom management of spoken English language courses, especially at the tertiary level.

Teaching and learning being interlinked to each other, classroom management, by drawing a congenial environment, plays a vital role to the purpose of both teaching and learning to its fruitful end. It is, therefore, essential to explore the managerial styles and strategies practiced in spoken classrooms. The study is anticipated to be helpful for teachers, researchers and course-designers altogether to make them realize the importance of classroom management at tertiary level as well as at other levels of education in Bangladesh.

During the course of the study, ten universities were visited. Data were collected through observation of twenty English language classes and interviews of ten English language teachers. Moreover, there were total of 218 students divided into 27 focus groups who were interviewed to collect the required data. In order to examine the data, two theories had been applied—one was about style and the other, was about strategy as mentioned in the section of theoretical framework. Upon analysis of the obtained data, the research findings indicate that authoritarian style and improper preventive strategies were being applied to handle the managerial matters of spoken courses that lead to an ineffective environment for learning speaking in English as a language skill. The investigation concluded with a couple of recommendations for new measures, which ideally will refresh the teaching of speaking skill in private universities with far more prominent extension and achievement.

Table of Contents

	Page No.
Title page	i
Dedication	ii
Declaration of Authorship	iii
Acknowledgements	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Figures	xi
1. Introduction	1-6
1.1 Introduction	1
1.2 Problem Statement	2
1.3 Purpose Statement	3
1.4 Central Research Questions	4
1.5 Significance of the Study	4
1.6. Delimitation	5
1.7 Limitation	5
1.8 Operational Definitions	5
2. Literature Review	7-29
2.1 Education System of Bangladesh	7
2.2 Private University of Bangladesh	7
2.3 Learning Center of Classroom Management	8
2.4. ELT Background in Bangladesh	9
2.5 Theories of Classroom Management	13

2.5.1 Management of Classroom Components	14
2.5.2 Strategies of Classroom Management	20
2.5.3 Classroom Management Style	20
2.6 Speaking Skill and Present Scenario of Bangladesh	22
2.7 Related Works on Classroom Management in EFL Context	24
2.8 All about Teacher	25
2.9 Learners' Role	27
3. Methodology	30-36
3.1 Introduction	30
3.2 Design of the Study	30
3.3 Theoretical Framework	30
3.4 Sampling	31
3.5 Instrumentation and Material	32
3.6 Setting	34
3.7 Data Collection Procedure	34
3.8 Data Analysis Procedure	35
3.9 Obstacles Encountered	35
4. Findings and Discussion	37-58
4.1 Introduction	37
4.2 Analysis of Teachers' Interview	37
4.3 Analysis of Focus Group Interview	46
4.4 Findings of Class Observations	47
4.5 Result of Interpreted Data	50
4.6 Discussion in Terms of Central Research Question	55
4.7 Discussion on Findings	56

4.8 An Important Data	58
5. Conclusion	59-61
5.1 Introduction	59
5.2 Summary of Findings	59
5.3 Contribution to Research	60
5.4 Practical Implications	60
5.5 Recommendations	60
5.6 Further Studies	61
5.7 Conclusion	61
References	62
Appendices	70-101
Appendix-A: Class Observation Checklist	70
Appendix-B: Interview Questions for Teachers	72
Appendix-C: Focus group Interview Questions for Students	73
Appendix-D: Presentation of Sampled Data of Teachers' Interview	74
Appendix-E: Presentation of Sampled Data of Focus Group Interview of Students	78
Appendix-F: Presentation of Sampled Data of Classroom Observation	88
Biography	102

List of Tables

	Page No.
Table 2.1: Offered ELT Course in Public University	11
Table 2.2: Offered ELT Courses at Private University	12
Table 4.1: Presentation of Interpreted Data	51

List of Figures

	Page No.
Figure 4.1: Preventive Strategies	52
Figure 4.2: Preventive Strategies	53
Figure 4.3: Class Management Style	54
Figure 4.4: Class Management Style	55

CHAPTER – 1

INTRODUCTION

1.1 Introduction

English is a foreign language in Bangladesh. It is difficult to get away from the growing demand of learning to speak in English since its extensive usage have certain impacts in each field of Bangladesh (Mariam, 2013, p.29). The research paper of Chowdhury and Shaila (2011) emphasizes on the foundation courses of English department where speaking skill is included at tertiary level in private universities as irrespectively compulsory for all students.

There have been studies on teaching and practicing speaking skill (Bhattacharjee, 2008; Islam & Islam, 2012; Jahan, 2008; Kabir, 2012; Mariam, 2013; Sikder, 2016) to sort out the reason of failure and how to improve the speaking skill in English. Conversely, the topic of classroom management of spoken English courses at tertiary level in private universities yet seems to be undermined as research works on classroom management is difficult to access.

Currently, the narrowest view of classroom management only deals with disciplinal issues and disruptive behavior of students (Allen, 2010). On the other hand, a properly managed classroom indicates creating a supportive environment where meaningful learning precedes with a good experience (Banks, 2006; Wright, 2006). Otherwise, in the view of Kaulfers (1930), management of a foreign language class is different than the science classes as the theme of a foreign language class demands unique sorts of control, which the classes of sciences do not demand.

Additionally, training on classroom management for ESL (English as a Second Language) or EFL (English as a Foreign Language) context is apparently missing in all

courses of English in Bangladesh. ELT (English Language Teaching) as a course includes not only teaching how to design or what to design for students' learning but also teaching how to manage it for proper learning (Davison & Cummins, 2007). As in Bangladeshi context, it seems that English literature is the educational background of English teachers (Kabir, 2016; Debnath, 2017). Additionally, students of Bangladesh are far away from the implications of ELT though they have mastery on the theoretical knowledge (Huq, 2014). As a result, Kabir (2016) and Debnath (2017) indicate the fact that most of the teachers of secondary and higher secondary level of Bangladesh are not sufficiently trained on ELT methodologies which can be reasons of failure. It is high time to concentrate on how teachers of private universities are managing spoken English classes because effective learning can be accomplished in a properly managed classroom.

1.2 Problem Statement

Classroom management is not restricted neither in the boundary of disciplinary behavior or time management. Rather successful learning and teaching take place in a properly managed classroom. Walter (cited in George, Sakiruddin & Sunday, 2017) states that teachers' way of classroom management may vary in each class, but classroom management is mandatory for effective learning and teaching (Macías, 2018).

Private universities are trying to make an effective learning environment for students as Farooqui (2007) comments that teachers of spoken courses apply and adapt different strategies to develop the speaking skills of students. In order to address the present demand, students of tertiary level, regardless of all faculties, are bound to take the English language courses in Bangladesh at private universities during the first and the second year (Chowdhury & Haider, 2012). However, this sector (private university) is not out of shortcomings (Aminuzzaman, cited in Khan, Rana & Haque, 2014). Adding to it, Debnath (2017) states

that English language teachers of Bangladesh are proficient in literature rather than ELT methodologies, which may be an impediment of success in facilitating English language teaching and learning.

By including spoken English courses in students' academic activities, private universities are trying to put emphasis on speaking skill (Mariam, 2013, p.30). Teaching methods of English language along with the challenges are topics of investigation in many cases, and several studies (Bhattacharjee, 2008; Islam & Islam, 2012; Jahan, 2008; Kabir, 2014; Mariam, 2013; Sikder, 2016) focus on how to improve the present situation of speaking skill. In Bangladesh, few researches (Alam & Kabir, 2015; Huq, 2014) have been done on the classroom management in school level (Bangla medium), which only provide scenario of the primary and the secondary education. However, how to manage students in English speaking classes is a matter of question since the class management of spoken English courses seems to have limited study. More specifically, there is hardly any study conducted on the classroom management of tertiary level spoken English courses in private universities. Therefore, it is necessary to investigate the class management style and strategies of spoken English courses in private universities to examine the existing classroom complexities and teaching environment.

1.3 Purpose Statement

The present study aims to explore the classroom management style and strategies of spoken English courses in private universities of Bangladesh. Since limited number of researches has been done on classroom management of spoken English courses, this study will be insightful to understand the way teachers control the students to produce an effective and conducive learning environment while teaching speaking in English. The research will

present information about the teachers' style and beliefs about classroom management as well as their followed strategies to handle the students in tertiary level.

1.4 Central Research Questions

In order to find out the classroom management of spoken English courses at tertiary level in private universities, this study will address the following research questions:

- a) What types of strategies do teachers follow to manage spoken English language courses of private universities in Bangladesh?
- b) Do teachers follow any particular style to manage the classes of spoken English language courses in private universities of Bangladesh?

1.5 Significance of the Study

This study emphasizes on exploring the current strategies applied by teachers for classroom management of English spoken courses in private universities. As demonstrated by Ur (2003), speaking skill is considered as the identifier of knowing any language among all the four skills languages (p.243). Therefore, data from this research will provide guidance for teachers of spoken courses at tertiary level. The findings of the study will also enable other researchers to obtain information about conditions of classrooms at private universities in Bangladesh. Since studies on classroom management at tertiary level is rare, this study can provide information regarding teachers' attitude towards students, as well as the activities they usually administer or practice to engage students in the class. Moreover, students' expectation about a teacher in a speaking classroom will be investigated. Besides, detailed information about how students act in the classroom and engage themselves with the guidelines of instructors will be presented in the study. Moreover, the study can be a brilliant source for the course designers to design, include and develop more information together for creating exercises on classroom management. Furthermore, specific courses can be designed

and offered accordingly on classroom management for English Department as ELT is not compulsory to become an English language teacher in Bangladesh (Kabir, 2016).

1.6 Delimitation

The research limits its area in two aspects. Firstly, due to restriction of time only two English language classes were observed from the entire semester (four months) along with interview of only one English language teacher from each university. Secondly, the study was conducted on ten private universities which are situated in Dhaka.

1.7 Limitation

Though this study was carefully prepared, it was not out of limitations. Writings and publications found on management of Bangladeshi classroom were limited. Particularly, it was difficult to find out studies on classroom management of English spoken language course at intermediate and tertiary levels. The most available study of classroom management is on secondary level (see Alam & Kabir, 2015) which is focused on general classrooms. For these reasons, books and journal articles which were written by the authors of other countries were used to conduct the study. The main impedance of the study was shortage of researches and surveys on the selected topic.

1.8 Operational Definitions

Classroom Management: Classroom management is defined as the techniques and systems which an instructor uses to keep up an environment in the classroom that is helpful for students' achievement and learning (Allen, 2010). In spite of the fact that there are numerous instructive procedures associated with dealing a classroom, a shared factor of classroom management is ensuring a proper teaching and learning environment for the students (Emmer& Stough, 2011, pp.103-104).

Private University of Bangladesh: The first attempt to build private university was taken by Ziaur Rahman in 1980s, which was approved under the Private University Act of 1992 (PRUA) (Alam, Haque & Siddique, 2007, p.1). Counting on the fact, with the building of North-South university, now the aggregate number of the private universities is 56 (Ashraf & Ibrahim, & Joarder, 2009, p.20) where the medium of instruction is English (Islam, 2013).

CHAPTER – 2

Literature Review

2.1 Education System of Bangladesh

Students of Bangladesh have to cross several stages to complete their education in the educational system. As the education system of Bangladesh has not been developed in an appropriate way, Government of Bangladesh is still attempting to build up the instructional framework by arranging and proposing new thoughts and plans (Prodhan, 2016). Prodhan (2016) adds that according to BANBEIS (2010), 13 types of schools are providing education in Bangladesh. To finish the schooling students need to pass SSC (Secondary School Certificate) or O-level (Ordinary Level) examination (Ahmed, 2013). Ahmed (2013) also comments that students push themselves forward for the intermediate level which takes 2 years. After finishing HSC (Higher Secondary Certificate) or A-level (Advance Level) exam, students start their journey for higher education (Ahmed, 2013).

In order to complete higher degree, students of Bangladesh have two options mainly. Ahmed (2013) mentions that to start the journey of higher education students enroll in universities or in colleges. Moreover, Khan, et al., (2014, p.5) add that at tertiary level Bangladesh students can be admitted either in private or public universities.

2.2 Private University of Bangladesh

In Bangladesh, each year nearly 245, 000 students are ready to enroll in higher education but public universities do not have enough seats for students (Alam et al., 2007, p.17). Moreover, public universities were failing to fill up the demand of higher education due to political engagement, shortage of seats, violence etc, so the idea to establish private university had come to light (Khan, et al., 2014, p.6).

Journey of private university is relatively new and featured as the non-government educational institutions which mainly offer job-oriented courses (Alam et al., 2007, p.17). At present days, private universities of Bangladesh are in demand for its systematic and safe academic environment (Aminuzzaman, cited in Khan, et al., 2014, p.6).

The aim of this sector is to develop the standard of education where it can be matched with international level of education (Farooqui, 2007). However, private universities are not out of challenges and shortcomings. Since private universities have a high demand regarding payment, only rich and affluent family can afford it comfortably (Ashraf, et al., 2009, p.30). However, Aminuzzaman (cited in Khan, et al., 2014, p.6) feels that infrastructural facility, teaching material, library and quantity of full time teachers are questionable of private universities.

Khan, et.al (2014, p.6) further add that public universities have failed to fulfill the demand of higher education which has upgraded the demand of private universities. Though numbers of private universities have impressively expanded during the year of 1991 to 2008, they have failed to show excellence in achieving quality education (Ashraf, et al., 2009).

Apart from providing the platform for education, private universities are now saving about 100 crore Taka which is almost 60% of our yearly budget (Billah, 2013). The report of Daily Star indicates that 40% students of English medium, at present time; do not travel to another country for higher education as they take admission at private universities (Billah, 2013). Therefore, it goes without saying that private universities have conspicuously proved themselves indispensable in the education system of Bangladesh (Billah, 2013).

2.3 Learning Center of Classroom Management

Like any other aspects of education, the topic classroom management needs to be learned. In the view of Allen (2010), teachers can learn about classroom management in three

possible ways: firstly, from the classroom where a teacher usually sits twelve to thirteen years as a student; secondly, in a course where trainee teachers work under an experienced teacher to acquire mastery on teaching skills; and thirdly, in the included courses where the pre-service teachers acquire theoretical knowledge on classroom management. Furthermore, Allen (2010) adds that in-service teachers can enrich their skill of classroom management with the association of books, research works, discussing ideas with colleagues, attending seminars and workshops based on the topics of physiological and social behavior of students. However, she mentions that it is difficult to say the number of teachers who have the pre-service knowledge about classroom management, by practicing the course in America (Allen, 2010). Therefore, the chances of training on language classroom management in Bangladesh are difficult to assure.

2.4 ELT Background in Bangladesh

History of English language teaching has not changed overnight. Before 1971, English was used as a second language in our country though the scenario had changed after the Independent war in 1971 (Ahmed, 2013, p.1328). According to Ahmed (2013, p.1328), after the victory of 1971, people no longer needed to use English mandatorily for official purposes as its demand had declined in some aspects in Bangladesh. Ahmed further adds that globalization and its professional need has motivated people, again, to learn English language for communication which has brought about a major change in the language policy of Bangladesh (2013, p.1328). However, to fill up the demand of new policy, Government of Bangladesh has been introduced Communicative Language Teaching (CLT) in 1996 (Kabir, 2012).

At tertiary level, in each private university the teaching of English is supported with serious importance (Mariam, 2013, p.29). Now, as a subject, ELT (English language teaching) is different than other subjects. According to Davison and Cummins (2007), ELT

includes every element of learning: syllabus design, material designing, creating environment for learning, subject matter etc. Apart from this, Davison and Cummins (2007, p. 232) states the goal of ELT which is as follows:

ELT should be to develop the linguistic and cognitive bilingual potential of English language users, including their language awareness, more systematically and effectively so that they can better function as multilingual individuals in the diverse L2 situations they may encounter outside the classroom.

The above definition assures that ELT as a subject is not same like other subject as it prepares a learner to face the outside world through language. Therefore, Table 2.1 and Table 2.2, show offered ELT courses in public and private universities of Bangladesh:

Table 2.1: Offered ELT Course in Public University¹

Session	Academic Year	University
1997-2002	4 th year	Dhaka University
2005-2006	4 th year	Jagannath University
2005-2006	4 th year	Khulna University
2006-2007	4 th year	Dhaka University
2007-2008	3 rd year	Dhaka University
2007-2009	4 th year	Jahangirnagar University
2008-2009	3 rd year	Dhaka University
2009-2011	4 th year	Jahangirnagar University
2010-2011	3 rd year	Jagannath University
2010-2011	4 th year	Jatiya Kabi Kazi Nazrul Islam University
2010-2012	3 rd year	Dhaka University
2010-2013	2 nd year	Barisal University
2012-2013	2 nd year	Barisal University
2012-2013	3 rd year	Dhaka University
2012-2014	3 rd year	Comilla University
2013-2014	2 nd year	Barisal University
2013-2015	3 rd year	Dhaka University
2014-2016	3 rd year	Dhaka University
2014-2015	3 rd year	Comilla University
2015-2016	3 rd year	Jagannath University

1. ¹ Syllabus: Program outline (2007). Department of English Jahangirnagar University.
2. Course description (2005-2006). Jagannath University.
3. Syllabus, B. A (Honors) in English (2010-2016). Khulna University.
4. Students Handbook, Syllabus (2015-2017). English Department, Dhaka University.
5. Students Handbook, (2014). University of Dhaka.
6. Students Handbook, (2008). University of Dhaka.
7. Students Handbook, (2000). University of Dhaka.
8. Students Handbook, (2003). University of Dhaka.
9. Course Description, (1997-1998). University of Dhaka.
10. Syllabus, (2012-2015). Comilla University.
11. Syllabus, (2010-2011) for B.A. Honours. Jatiya Kabi Kazi Nazrul Islam University.
12. Complete Syllabus, BA Honours in English, (2014-2014). University of Barisal.

2015-2016	4th year	Jahangirnagar University
2016-2017	3rd year	Dhaka University
2016-2018	4th year	Jahangirnagar University
2017-2018	3rd year	Jagannath University
2018-2019	4th year	Jahangirnagar University

Table 2.2: Offered ELT Courses at Private University²

Published Year	University	Course code
2014	Southeast university	Eng 3211
2015	Stamford University	Eng-401
2015	East West University	Eng 436
2017	BGMEA University of Fashion & Technology	ENG 3205
2017	Presidency University	ELT 371, ELT 471, ELT 475
2017	Southeast University	ENG 3235
		Eng 3211

From Table-2.1 and 2.2, it can be clearly seen that ELT as a course is included continuously in the universities after the year 2007. However, the students are mainly taught theories as Huq (2014) has mentioned that one of the reasons why Bangladeshi students are yet far from the reality of ELT. According to Huq (2014), students of tertiary level are mastering the theories of ELT though they have little knowledge of practical scenario due to limited access to observe the facts in reality. Furthermore, Huq (2014) complains on the

13. ² B.A (Hons) in English (N.D). BGEMA University of fashion technology. [Brochure]. SR Tower, Uttara.

14. BA (Hons) in ENGLISH (N.D). Presidency University [Brochure]. Gulshan Dhaka.

15. Academic transcript, 2014. Southeast University.

16. Academic transcript, 2015. Stamford University.

17. Academic transcript, 2009. Eastern University.

18. Undergrade Bulletin (2015). East West University

frustrating fact that students are learning the basics, which includes only the formal and academic knowledge of ELT. Huq (2014) explains that students of elite and middle class are trying to connect the theories of ELT sitting only in the classroom rather practically practicing and teaching the lower-class students. As a consequence, the need of logistic support is felt for the improvement of the current situation for teaching and learning ELT in the classroom Huq (2014, p.75).

2.5 Theories of classroom management

Definition of classroom management is generally interchangeably used with discipline and control which is considered as the narrowest view of classroom management (Allen, 2010). According to Everton and Haris (cited in Allen, 2010), the view on classroom management has changed in the present world of education as emphasis are being put on learning environment for students. Therefore, Tuncay (cited in Merç & Subaşı, 2015, p. 41) states that aim of effective classroom management is to create proper environment where learning progresses. So, management of classrooms is not restricted only in the disciplinary or controlling issues as it used to be in past (Macías, 2018, pp.155-156). Moreover, Brophy (cited in Macías, 2018, p.155) considers that at the present education system, classroom management has shifted from practicing good behavior to engagement in the process of learning; from implementation of reactive strategies to preventive strategies to keep the regularity in procedurals activities; and from one sided power of teacher to the freedom of students for becoming self-regulated individuals in the process of learning. Even, Emmer and Stough (2001, p.104) refer the term academically as “broad view of classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of individual student.” All in all, the improvised version of classroom management points out the implementation of a wide number of

strategies by the instructors to an organized environment where students will be disciplined, focused and thoughtful towards the task in a limited time span, to enhance their learning process (Allen, 2010; Emmer & Stough, 2001). More specifically, the definition of classroom management can be framed with the view of Banks (2014, p.520) as she states that classroom management is a scientific process covering multi-layered dimensions of learning. The present study is based on two theories of classroom management which are described below:

2.5.1 Management of Classroom Components

In 1999, Froyen and Iverson (cited in Grapragasem, Krishnan, Joshi, Krishnan, & Azlin, 2015) explain about three major components of a classroom management which are content management, conduct management and covenant management.

2.5.1.1 Content Management

Content management means when educators oversee space, materials, hardware, the development of individuals and lessons that are pieces of educational modules or program of studies (Korpershoek et al., 2016, p.645). Froyen and Iverson (cited in Grapragasem et al., 2015) say that content management covers that area where a teacher spends time on making lesson plan according to curriculum by following syllabus. Froyen and Iverson (cited in Grapragasem et al., 2015) further say that content management requires creation of new plans for practicing lessons, and activities to manage the lesson environment.

❖ Knowledge of teaching:

Goh states that (cited in Grapragasem et al., 2015) managing a classroom is not an easy job. To perform and to manage the components of content, a teacher needs to have skill and knowledge of teaching (Tuyen, 2015, p.44). Tuyen says that content management requires teacher's understanding, experience and knowledge on the subject matter to teach any particular skill at the tertiary level (Tuyen, 2015, p.44). He continues explaining that

answering queries of students accurately, by implying proper techniques and method in an orderly manner can only be possible for a knowledgeable teacher (Tuyen, 2015, p.44).

❖ **Lesson plan**

It is the duty of a teacher to organize the class through a detailed lesson plan. An organized lesson plan represents the devotion of a teacher to students (Tuyen, 2015, p.43). A detailed lesson plan will allow a teacher to finish a topic even in a large classroom and allow additional time to decide on the methods of handling classrooms (Tuyen, 2015, p.43). In an EFL context, feedback is regarded as a crucial part of classroom management which an effective teacher should not avoid (Syarifah & Emiliasari, 2016). Moreover, feedback does not only help the learners to develop the skill but also it assures teachers' attention towards the students (Chowdhury & Shaila, 2011). Tuyen (2015) clearly states that a teacher should allot time on lesson plan before the class and during the class, if it is needed.

A detailed lesson plan includes the plan of time which is considered as another component of a classroom (Grapragasem et al., 2015). Therefore, students of ELT background say that starting and ending class at exact time is very important in an EFL context (Fowler & Şaraphia, 2010).

❖ **Clear instruction and monitoring**

According to Baker and Westrup (cited in Merç & Subaşı, 2015, p.42), efficient classroom manager needs clear instruction to manage large classroom. For this reason, the teacher is the decider of instruction as only h/she knows the content (Messo et al., 2016, p.262). In an EFL context, instructions should be kept simple as possible by the teacher (Tuyen, 2015). Tuyen (2015) says that a teacher should avoid complex sentences for giving instruction as well as monitoring students' activities to manage disorderly behaviors in the classroom. Furthermore, Tuyen (2015) continues that monitoring of students not only help

to manage the class but also help teachers to find out about the mental state and feeling of students at the tertiary level, which is also important for constructing non-disruptive study in the class.

❖ **Topic selection**

It is a teacher's duty to find out interesting topics; otherwise, the class would be boring enough for the students (Chalmers, 1976). Moreover, according to Tuyen (2015, p.54), while choosing topic for an EFL context, teachers should not keep a blind faith on Western text books or topics since culture is a sensitive and important matter to handle in the class.

❖ **Activities for EFL classroom**

Activities are important in every spoken course. In an EFL context, teacher should make the class active by involving students in several tasks and activities (Tuyen, 2015) since students of EFL context do not get chance practicing English outside of the classroom (Kabir, 2016). In this regard Wright (cited in Tuyen, 2015) claims that pair work and group work can be practiced in an EFL class. Moreover, pair or group work helps to create a comfortable environment for students in class (Marzano et al., 2005, pp.24-25). Generally, group and pair activities allow weaker as well as quieter students to perform in a small circle which is effective in the process of learning (Marzano et al. 2005, p.65). Finally, Brown (cited in Tuyen, 2015) claims that corporative activities (group/pair work) support learners' autonomy.

❖ **Seating plan**

Seating plan is as vital as lesson plan (Banks, 2014). First reason to support the fact is students can become a reason of disturbance if they are given chance to sit with best friends (Banks, 2014, p.520). Secondly, Banks (2014) comments that students have a tendency to

ignore the instructions of teacher by sitting in the last corner of the class. Even, Banks (2014) adds that a teacher can change the regular outlook of a classroom by changing the seating arrangement, which can also provide a sign of welcome among the students (Messo et al., 2016, p.269). Dunbar (2004) feels that seating plan is the easiest management strategy which a teacher should adopt.

2.5.1.2 Conduct Management

Conduct Management eludes, according to, Froyen and Iverson (cited in Grapragasem et al, 2015) those procedural techniques through which a teacher applies to solve various disciplinary issues in the classroom. As a facilitator, a teacher needs to make a balance between involvements of students and maintain discipline in classroom because level of students' involvement can make a noisy class (Ur, 2003, p.263).

A teacher needs to be cautious about the importance of discipline (Ur, 2003). S/he must be aware of the fact that if discipline is not properly exercised from the very first day of teaching, a commotion in the classroom could be inexorable, because conduct management is related to discipline and establishing disciplines (Austin & Omomia, 2014, p.312). Additionally, Grapragasem et.al (2015, p. 138) state about conduct management which is as follows:

also identified as best teaching practices are acknowledging responsible behavior, correcting irresponsible and inappropriate behavior, ignoring, proximity control, gentle verbal reprimands, delaying, preferential seating, time-owed, time-out, notification of parents/guardians, written behavioral contracts, setting limits outside the classroom, and reinforcement systems.

The above definition explains that a serious practice of conduct management definitely helps a teacher to improve the learning process. Occasionally, conduct management is described as a procedure to manage the misbehavior of the disruptive students in the classroom (Doyle cited in Austin & Omomia, 2014, p.312).

❖ **Establishing discipline**

Discipline, learning and classroom management are indispensable facts of a classroom. It has been observed that teachers who establish an effective discipline have to face fewer disciplinary problems in the classroom (Petoda, 2007). Petoda (2007) says that a teacher should establish rules from the first day of the class in school. The common view of discipline (punishment or establishing rule) also relates with; the organization of a lesson, activities, clear instruction, monitoring, motivating students, developing a friendly and interpersonal relationship with students, manner of teachers' speaking, and learners' role (Ur, 2003, p.263). Similarly, Messo et al. (2016) state, that an organized teacher decorates class with schedule as well as creates motivation among students to precede the learning environment in the class. Establishing discipline has a wider view as it is related with the learning activities (Ur, 2003, p.263). Therefore, it should be established from the beginning of the class (Fowler & Şaraplia, 2010).

Developing and maintaining relationship with students is a tricky job for a teacher because researches show that one of the characteristic of effective instructors is not generalizing the ability of all students (O'Ferrall, Green, & Hanna, 2010). In same way, students in EFL context expect a teacher who has abundance of patience and smartness to create friendly environment for students (Zamani and Ahangari, 2016, p.81). As a model for students, a teacher should treat his students properly, like, using 'we' instead of using 'I' during conversation with students (Petoda, 2007; Landau, 2009). However, the most popular view of discipline is related to controlling only the misbehavior of the students which is considered as the "narrowest" view of discipline (Allen, 2010).

2.5.1.3 Covenant Management

Froyen and Iverson (cited in Grapragasem et al., 2015) explain that covenant management deals with social relationship in the classroom, where the classroom is considered as an individual social group. Covenant management concentrates on the social framework of a classroom in which an instructor need to oversee relational connections in the classroom (Korpershoek et al., 2014). Over all, covenant management is about maintaining and developing a warm, healthy and cooperative relationship between teachers and students (Austin & Omomia, 2014, p.312).

❖ Interaction

Interaction takes place in a particular social cultural context which is not always easy to handle as positive interaction does not mean an over friendly relationship between teachers and students (Englehart, 2009). Englehart illustrates (2009) that a teacher can follow various styles such as authoritative, authoritarian and permissive during interaction. Nonetheless, positive interactions between teachers and students promotes certain aspects in a student's life like; creating motivation for learning, social development and comfortable learning environment (Englehart, 2009). Englehart (2009) continues that positive interaction allows a student to ask question in need.

❖ Creating motivation

Motivation is an important fact for learning any subject or skill. While learning English as a foreign language, it is the duty of a teacher to motivate students in the classroom (Tuyen, 2014). Tuyen (2014) explains that teacher can motivate students by: a) communicating with students; b) creating lessons with familiar and real-life context; c) generating a developed learning environment; d) raising the awareness about learning the language; and e) providing feedback.

2.5.2 Strategies of Classroom Management

In 1999, Froyen and Iverson (cited in Korpershoek et al., 2014, p.12) have divided strategies in two sections to manage classroom components. In the model of Froyen and Iverson, when a teacher tries to handle the class through managing content and covenant components, teacher is following preventive strategies (Korpershoek et al., 2016, p.645). On the other hand, imposing immense importance on conduct management to manage the classroom is defined as reactive strategies: punishing, detention and verbal threatening (Korpershoek et al., 2016, p.645). However, in the view of Korpershoek et al., teachers of schools reluctantly use the reactive strategies though they are not unaware of the usage of preventive strategies (2014, p.7). However, giving the assurance of any change in students' behavior after imposing reactive strategies is difficult as the effectiveness of reactive strategies is unclear. Therefore, reasoning the fact Korpershoek et al. (2014, p.7) also point out that teachers fail to match their theoretical knowledge with practical cases or effectiveness of preventive strategies is a matter of concern (2014, p.7). To sum up, in spite of the differences, the preventive and the reactive strategies are not out of fashion as both of the strategies are still often mashed up in a classroom to manage the students' learning environment (Korpershoek et al., 2016, p.646).

2.5.3 Classroom Management Style

As classroom management has a direct impact on study and teaching, Dunbar (2004) has suggested four types of style which a teacher can follow for managing a classroom. Dunbar includes the section under the management style of teacher which is also included in the study of Chamundeswari (2013). Chamundeswari (2013) has identified indifferent style as permissive and laissez-faire style as indulgent where other two styles remain same by name (p.52). According to Dunbar (2004) the four styles are different than each other in characteristics which are as follows:

2.5.3.1 Authoritative Style

The authoritative style can be depicted by social and psychological guidelines. Following this style, teacher is not hostile but rather has clear enunciation regarding why certain activities take places in the learning practices (Chamundeswari, 2013, p.370). According to Dunbar, teachers accept students' activities as well as opinion in a conversation (2004). In addition to it, Dunbar (2004) has specified that punishment is neglected in authoritative style, though firm and maintained discipline is applicable to create a safe conversation.

2.5.3.2 Authoritarian Style

The authoritarian style tends to be depicted by different behavioral bearings which are restorative and restrictive (Dunbar, 2004). According to Dunbar (2004), teachers expect obedient student with politeness, while behavior of teachers is generally cold and strict (2004). Chamundeswari (2013, p.370) adds that authoritarian style doesn't allow students participation in the class as asking question can be a reason of punishment such as, detention, writing multiple times, getting direct punishment from authority etc. Students are not permitted to participate in the process of communication.

2.5.3.3 Indifferent Style

Dunbar (2004) says that in indifferent style of classroom management, teachers have few expectations from students. Dunbar adds that indifferent style represents the absence of association between teachers and students (2004). Since Dunbar (2004) clarifies that the follower of indifferent style is a teacher with low confidence or courage, where students' involvement in practice cannot be assured.

2.5.3.4 Laissez-faire Style

Laissez-faire style shows a circumstance where there is no solicitation on the students and they are viably reinforced in their activities (Dunbar, 2004). According to Dunbar (2004), teachers who follow this style is sensitive about students' feelings and they accept the disturbing attitude of the students (i.e. asking too much questions) as a way of inquiry about the topic (2004).

In brief, it can be said that learning and teaching can be accomplished in different settings where variations can be visible in: learning style, teaching methods, level of engagement, anticipation of teachers, expectations of students, and teaching materials (Dunbar, 2004).

2.6 Speaking Skill and Present Scenario of Bangladesh

Speaking is the act of creating vocal sounds. More specifically, in the view of Torkey (2006, p.30), speaking is a communicative activity which develops meaning by processing information. Burns and Joyce (cited in Torkey 2006, p.30) say that forms and meanings of speaking are not independent as it depends on the context in which it occurs, including the participants, and the purposes of speaking. McDonough and Shaw (cited in Jahan, 2008, p.156) suggest speaking as a “skill which enables us to produce utterances, when genuinely communicatively, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end.” According to Torkey, (2006) spoken language is required to show mastery of the following sub competencies/ skills:

- Linguistic competence
- Discourse competence
- Pragmatic competence

Speaking is defined as the ability to express oneself fluently and appropriately in a particular context, which convey a meaningful message with the correct usage of

pronunciation, grammar, vocabulary, semantic and sensible discourses of the spoken language.

In Bangladesh, students generally do not get a chance of practicing speaking skill outside of the classroom (Huq, 2014; Kabir, 2016). On the other hand, Bangla is the mother tongue of 95% people of Bangladesh and it is used as a medium of instruction in Bangla medium schools both in rural and urban areas (Farooqui, 2007; Huq, 2014). As a consequence, students get confused when they find that at the tertiary level the medium of instruction is English (Huq 2014).

Huq (2014) also points out that Bangladeshi students are hardly evaluated and tested in SSC or HSC examination, though Bangla medium is following CLT (Communicative Language Teaching) approach of teaching since 1996. As a result, incompetency in oral communication shows in using English language after learning *English for Today* book for long twelve years (Chowdhury & Shaila, 2011, p.74). Along with oral incompetency, other prominent problems of Bangladeshi students are; shyness, nervousness, repetition, limited storage of vocabulary, fumbling, usage of mother tongue, pauses, false start, avoiding eye contact, stage fright, unusual gestures, lack practice of syntax, pronunciation and losing face in front of the audience (Khan, 2007, p.9; Huq, 2014, p.73).

Furthermore, Huq (2014) mentions that students are the product of GTM (Grammar Translation Method) as their participation in the study, is a rare scenario in any speaking class. He comments that students prefer teacher centered class (Huq, 2014). Huq (2014) adds that teachers of Bangladesh are the product of GTM too and they are not trained enough about CLT approach of teaching. For this reason, TTT (Teacher Talking Time) prevails STT (Student Talking Time) in the classrooms of Bangladesh (Huq, 2014).

Now, teacher is the resource and real doer in the class for facilitating interaction or any conversation. In this regard, they need to push the students for participating and interacting in the class by designing more speaking activities in English (Zamani & Ahangari, 2016, p.20). Moreover, Zamani & Ahangari (2016, p.20) comment that urge of teachers motivate students in an EFL context.

All private universities have at least, one separate course for English language along with other English courses (Jahan & Jahan, 2008) in Bangladesh. However, to what extent students' level of speaking has improved cannot be measured since the study of Mariam (2013) adds that students of private universities are not proficient in speaking English, even after doing spoken English courses.

2.7 Related Works on Classroom Management in EFL Context

Classroom management is an important part of teaching for any level but primary and secondary classes seem to be the major focus of research in most of the EFL and ESL contexts. In Malaysian context, the way primary or trainee teachers solved the disciplinary issues creating non-disruptive classroom environment was considered with importance (Nagler, 2016; Majid et al., 2014). In both articles, teachers' motivation, mistakes and abilities to solve problems during class were prioritized (Nagler, 2016; Majid et al., 2014).

Researchers had tried to investigate the relationship between style of classroom management and disciplinary problems of students in few international schools in Thailand (Chellal, 2013). In same way, 90 teachers of secondary level in India were interviewed to know about their class management style (Chamundeswari, 2013). Additionally, in another study, researchers targeted secondary schools of Punjab to figure out the solution of managerial issues which occurs in the overloaded classroom (Shaheen, Khan, Tariq, Mahmood & Hamid, 2013). Furthermore, Syarifah and Emiliarisi (2016) had investigated on

primary EFL classrooms of Vietnam to figure out the managerial strategies of teacher for an effective learning environment. Syarifah and Emiliarisi (2016) also recommend some new techniques and tricks of management after interviewing students. Then, exploratory view of classroom management in FL (Foreign Language) education is presented by Macías (2018) where he had tried to show the bridge between classroom management and teaching methods of target language in a detailed way. In next, Fowler and Şaraplıa (2010) had represented the view as well as the expectations regarding managerial methods of EFL classroom, where 88 ELT students were interviewed. According to them, classroom management is just as important to students as it is to teachers (Fowler and Şaraplıa, 2010). Then, Evans (2012) looked at pre-service and in-service training and how teachers handle the students of K-12 in EFL context. Similarly, the study of Merç & Subaşı (2015) is also based on pre-service teachers.

Considering the context of Bangladesh, management of classroom seems to be bounded in primary and secondary level (Alam & Kabir, 2015; Shikdar 2016).

2.8 All about Teacher

A teacher is considered as a role model in many cases (Soares, 2007). More specifically, personality and attitude of a teacher have an immense effect on the classroom as well as the students (Austin & Omomia, 2014, p.316). It is the duty of a teacher to establish a good environment for the students to produce a creative and effective lesson (Zamani & Ahangari, 2016).

❖ Humor

Using humor is important to establish a healthy relationship with students (Pham, 2014). Even, at tertiary level, using humor in the EFL class helps to create a learning environment which balances the natural order of speaking skill (Pham, 2014). As shown in

the research, students feel comfortable and closer to those teachers who smiles in the class and have a clear sense of using humor (Pham, 2014, pp.87-88).

❖ **Body language**

Body language is not less important than lesson plan (O’Ferrall et al., 2010). O’Ferrall et al. (2010) say that not only with a perfect lesson plan but also a perfect gesture and tone of teacher assure motivation of students, which is very important for maintaining discipline in the classroom. Similarly, students of ELT have affirmed using eye contact as an effective method to manage the EFL (Fowler & Şaraplia, 2010).

❖ **Outlook**

Positive outlook is considered as an important feature of an effective teacher (Zamani & Ahangari, 2016, p.71). Harmer (2001) considers that in the class, students like teachers who look presentable to them. Besides, presentable outlook develops the idea of organized teacher (Harmer, 2001, p.3). Harmer (2001) continues in the book that proper outlook of teachers provide confidence to conduct the class. According to Wong and Wong (cited in Sampson, 2016, p.6), the outlook of a teacher cannot be avoided as it keeps up respect in the mind of students for the teacher. Additionally, the study of Lightstone, Francis, and Kocum (2011) shows that formal attire upholds the credibility of teachers at tertiary level.

A study on attire Butler, Roesel and Prenni (cited in Sampaon 2016, pp. 20-21) state that teachers who are formal, receives more manageable content as students are easily ready to be convinced by a professional looking teacher.

❖ **Usage of target language:**

Using target language in the FL classroom is unified with classroom management (Evans, 2012; Macías, 2018). In the study of Evans (2012), clear practice of target language

is considered as a variable because it has a positive effect on students' behavior in the classroom. Similarly, Kang (cited in Macías, 2018, p.158) shows that the students prefer those teachers who are good in the usage of TL for maintaining discipline during the class.

However, teachers of FL class regularly use mother tongue: to control the students, to save time and to explain content (Macías, 2018. p.160). Nation (cited in Macías, 2018) states that usage of TL in the classroom can be a contributing factor in the teaching and the management of classroom (p.159). Therefore, the closing statement of Macías (2018) has directed to more studies on the usage of TL in the management of classroom.

Froyen and Iverson (cited in Austin & Omomia, 2014) found that teachers who could balance between reactive and preventive strategies can produce an effective classroom. However, Harmer (2001) believes that classroom is not all about teachers because students have some duties to perform.

2.9 Learners' Role

While strategies are applied by teachers, students should incorporate themselves in the strategies to be better learners by caring of their study (Harmer, 2001, p.9). According to Harmer (2001, pp. 8-10), learners should be motivated and be enthusiastic in the class. Learners' autonomy will make them feel energetic towards activities which will be helpful for a teacher. Even, Eveyik-Aydın et al. (cited in Macías, 2018, p.161) add that like teachers, students have a role in managing a classroom which should be reinforced by the teachers. However, autonomous learners are not appreciated in the speaking classes of Bangladesh (Mariam, 2013). Mariam's study shows that English has an immense importance in private universities though teachers seem to discourage their opinions while the students try to choose topics by their own in spoken classes (2013).

Classroom management in a FL context is challenging for the teachers as Borg (cited in Macías, 2018, p. 158) comments that teachers of foreign language education have some distinctive features which, can immensely effect on classroom management, are listed below:

- A FL teacher needs to have mastery on target language as instruction of any activities is given through target language. Occasionally, it can be a problematic issue as FL learners do not have enough knowledge about the TL.
- A teacher of FL class is not only an instructor but also a designer of diverse activities (group/pair/individual work). According to Borg (cited in Macías, 2018, p. 158) instructor of another subject definitely do not require to be a designer.
- The duty of a FL teacher is ensuring the engagement of students for a particular context in the classroom which is not compulsory for the instructor of other discipline.

Similarly, Syarifah and Emiliasari (2016) explain that in an EFL class, teacher needs more attention on activities, organization, choice of materials, seating arrangement, monitoring and time management to manage the classes as students rarely get any chance to practice English language outside of the class.

Even, Macías (2018, p.161) distinguishes some of the features of FL classroom such as closemouthed students, alienation with FL, refusal to speak in the target language and little respect for target language. According to Macías (2018, p.160), the distinctive features of FL classrooms have a powerful impact on classroom management. It put a mark on teachers' management skills by placing a teacher into hurdle while managing classroom (Macías, 2018, p.160). Furthermore, abundance of negative class participation is tough to ignore in FL classroom which is pointed out by Wadden and McGovern (cited in Macías, 2018 p.160). The study of Wadden and McGovern (cited in Macías, 2018, p.160) states that negative class participation means continuous misbehavior of students, disruptive gossiping, sleeping during

the class and aversion in using TL. Now, concerning about the students of Bangladesh, no difference is visible while teaching English. For example, Khan (2007) states that, students of Bangladesh are shy, nervous and hesitate to participate in oral and performance – based activities (individual, group and pair). Fowler and Şaraplıa (2010) emphasizes on warm relationship between teacher and students. Fowler and Şaraplıa (2010) feel that students perform better when expectation of the instructor seems clear in the class. Additionally, in the study of Zamani and Ahangari (2016, p.81), it is shown that in EFL context, students prefer English instructors who are able to maintain both friendly relationship and firm discipline in the classroom with patience.

CHAPTER – 3

Methodology

3.1 Introduction

This chapter includes the methodology of the study and explains the design of the research. The theoretical framework, setting, instrumentation, sampling and materials which were used to collect and analyze the data are elaborately discussed in this chapter. This chapter also includes the obstacles which were encountered during the research.

3.2 Design of the Study

The main focus of the study was to explore the classroom management styles and strategies of spoken English courses, which are commonly applied for managing the students of private universities in Bangladesh. The research was based on a qualitative method which included the interviews of both students and teachers of ten private universities.

As triangulation approach was used, 10 teachers and 218 students of 10 private universities were interviewed in the study. Moreover, 20 classes had been observed to collect data for the research.

3.3 Theoretical Framework

Theoretical framework consisted of two theories to analyze the data. The first theory is about the management of three components of the classroom which is designed by Froyen and Iverson (1999). Froyen and Iverson (cited in Grapragasem et al., 2015) have stated that a teacher needs to take care of three components: content, conduct and covenant management to manage a class. The theory of Froyen and Iverson adds that content management deals with subject matter of syllabus where conduct management deals with students' behavior in the class (cited in Grapragasem et al., 2015). On the other hand, Froyen and Iverson mention that (cited in Austin & Omomia, 2014) covenant management deals only with the social

relationship: students' relationship with the teacher and with the other students in the classroom. Froyen and Iverson (cited in Grapragasem et al., 2015) states that managing three components is not an easy job to accomplish though it is mandatory for an active class. This theory was used in this research to find out about: lesson plan, interaction with students, applied materials, the behavior of teacher with the students and management of time.

The second theory is about classroom management style which is given by Dunbar (2004). Dunbar explains that a teacher can easily follow any of the four styles in the class to manage the students. The four styles of classroom management (Dunbar, 2004) are as follows (see literature review for details):

- a) Authoritarian style
- b) Authoritative style
- c) Indifferent style
- d) Laissez-faire style

The above four styles are different in nature. The authoritarian style of management allows a teacher with the freedom to become strict with the students by not allowing them to interrupt in the class (Dunbar, 2004). On the other hand, Dunbar (2004) explains that in the authoritative style, a teacher's behavior is less strict than the authoritarian style, while creating a disciplined environment.

Indifferent style is about teacher's capability to handle the classroom. Teachers, who follow indifferent style, have less demand for students. As a consequence, engagement with students is less than the other styles (Dunbar, 2004). Finally, in laissez-faire style, the teacher allows students' participation and encourages their freedom to a great extent; so, the repetition of questioning is considered as an interest, rather than disturbance (Dunbar, 2004).

In Dunbar's view, knowing classroom management is "equally" important like other components of teaching and learning (2004). Therefore, this theory was used to analyze the behavior of teachers in the class with students and the way to conduct the class.

3.4 Sampling

This research was conducted on the students who were progressing with their under-graduation degree in ten private universities situated in Dhaka. It had adopted convenient sampling while choosing universities for collecting data. The students who participated were in the first or second semester of their study. They were doing the foundation courses on English language which were designed by combining four skills of English language.

In the research, 10 teachers had been interviewed, containing one teacher from each university, all of whom were taking spoken English classes. In this study, ten teachers had been interviewed. Each teacher was full time faculty with M.A. in Linguistics and ELT or M.A. in English degrees. On the basis of interviews, two teachers were found to have language background. Except one teacher, all teachers were ranked in the position of lecturer.

In total 218 students were interviewed in 27 focus groups. Then, data were collected from 20 observed classes; two classes from each university.

3.5 Instrumentation and Material

The mobile recorder was used to record the interviews of teachers. However, few interviews could not be recorded since some universities had objection against recording. Interview of students were written in bullet points. Then, the checklists were used to observe the classes and questions were used for interviewing both teachers and students. Finally, photocopies of checklists, pen, and paper were also used as materials.

3.5.1 Checklist

The checklist (Appendix–A) was used to observe the spoken English courses. The checklist was divided into seven sections and points of each section emerged from the theoretical discussion of chapter two.

The first section of the checklist was all about lesson structure. The second section of the checklist included the subject-matter (content) of teaching which was selected by the teachers to practice and improve students' oral skills. The third section covered the relationship between teacher and student in the class. This section mainly focused on the interaction between teacher and students. Then, the researcher included teacher's teaching style where language, outlook as well as usage of humor by a teacher in the class had been observed. The fifth section only focused on students and their desire to learn in the class. The final two sections covered seating arrangement and physical description of the class. The checklist ended with a space for the followed style of the teacher to manage the class.

3.5.2 Interview Questionnaire for Teachers

The researcher had prepared 10 open-ended questions for teachers which were shown in Appendix–B. Each question was prepared to focus on the central research questions such as question number 4, 5, 6, 7, 8, and 9 were put in the interview questionnaire to elicit information about the central research question number one. Then, question number 1, 2, 3, 4, 5 and 9 were designed to find out the answer to central research question number two. However, question number 10 was included to find out the view of teachers' attire and the relationship between teachers' attire and classroom management.

3.5.3 Interview Questions for Students

Interview questions were also prepared for students where 10 questions were included in Appendix-C. In the study, question number 4 and 5 had been included to elicit information

about central research question number one. On the other hand, rests of the questions (1, 2, 3, 6, 7, 8 and 9) were put in the questionnaire to elicit information for central research question number two. Additionally, question number 7 was designed in a way that it could answer both central research questions. Finally, question number 10 was included to know the view of students as students' opinion matters regarding the attire of teachers.

3.6 Setting

The data of this study were collected in three different stages from formal and informal settings.

In the first stage, class observations and interviews of eight teachers were completed in a formal setting and interview of teachers were a semi-structured interview. However, interview of one teacher had been taken in an informal setting. Generally, most of the teachers were interviewed at their convenient time.

Interview of the students was taken after the class in the absence of teacher in all universities. Some focus group interviews were taken in the classroom while others were outside of the classroom.

3.7 Data Collection Procedure

Data collection procedure had started by taking permission from the authority of the university. Therefore, the researcher had to meet with the authority (Chairman of the English department/ Co-coordinator of the English department) and had to submit the photocopy of the permission letter which was provided by the supervisor of the thesis. Then, the researcher contacted with the course instructor to fix time, days and dates for class observation. Except for one university, all classes of spoken courses had been observed before the lunch break.

To complete the second stage of data collection, the instructors of spoken courses were requested to leave the students for interview. Additionally, some interviews

accomplished before the classes and outside of the classes. Even, to make comfortable environment, Bangla was used during interview.

It took at least 20 minutes to interview the students. For class observations, the researcher reached the university earlier than the students and the teachers. Generally, most of the classes were about 90 minutes although two universities had allotted 50 minutes for spoken English classes.

Moreover, the interview of teachers took less time than the interview of students. The maximum duration of interviews was 16 minutes and minimum duration was 5 minutes. Before interviewing, teachers' permission had been taken to record them.

3.8 Data Analysis Procedure

The procedure of analyzing data started with the checking of class observations checklists. Though the results were written in the qualitative method, the percentages of the result were shown in the study. Then, the researcher analyzed the interview of students and teachers one after another and discussed in a descriptive manner. The overall analyzing process was based on a theoretical framework to answer the central research questions of the study.

3.9 Obstacles Encountered

The researcher faced a number of obstacles while collecting data from different universities. Firstly, it was difficult to get permission from ten universities. In the second step, some teachers were uncomfortable about the interviews. In spite of having permission, the interview two teachers could not be recorded. Finally, the interviews of two teachers were through writing. However, some teachers and majority of students were very eager about the interview but the tight schedule of the classes caused problems in this case. As a result, the

researcher had to go to some universities several times and needed to wait for hours. In few cases, mobile numbers of some students were taken.

Finally, changing class schedule was not uncommon at the tertiary level. To avoid clashes between two dates and two universities, the researcher had unlisted some universities from the selected list of universities. Otherwise, it was impossible to attend two universities at the same time because midterm was already placed on the schedule of the semester plan. In order to choose another university, the researcher had followed the same procedure for getting permission.

CHAPTER – 4

Findings and Discussion

4.1 Introduction

This chapter discusses the result of the collected data from the perspectives of teachers' interview, students' interview, and class observations. In order to analyze the data, two theories had been used. They are the strategies of classroom management by Froyen and Iverson (1999) and styles of classroom management by Dunbar (2004). Each interview and class observation was interpreted based on these two theories of classroom management where the former contained the analysis of strategies and latter contained the analysis of style. The data were analyzed descriptively. Additionally, each section provides a general discussion on the findings of interviews and class observation.

4.2 Analysis of Teachers' Interview

In this study, ten teachers were interviewed. The collected data of the teachers' interview is provided in Appendix- D and analysis of the interviewed data is as follows:

4.2.1 Teacher One (T1)

T1 relies on preventive strategies to manage the class. According to the instructor of U1, internalizing the meaning through explanation is the strategy to manage spoken classes. Moreover, engaging students in a peaceful environment is the definition of classroom management. Bringing up the mentioned statement, T1 maintained the features of content management. In response to the third question, T1 pointed out that without the formation of discipline among the students, the large classrooms cannot be maintained.

T1 clarified that yelling is never an accurate idea to manage the students of spoken course. Instead of yelling, students should be explained the content in plain language and

should be engaged in the activities to avoid hodgepodge. Similarly, T1 imposed on the importance of providing instant feedback on students' grammar and pronunciation.

However, absence of reciprocal relationship with students in the interview showed the absence of covenant management. Therefore, it can be assumed that the instructor manages the class by managing the content only. The instructor expressed satisfaction with his university as all facilities for teaching are provided there. However, large classroom size is a hindrance, though the instructor has never faced any disciplinary problems in the spoken classroom.

T1 likes to follow two styles in the class: authoritarian and authoritative style. Firstly, T1 keeps attention on the study and avoids shouting at any cost which is the feature of the authoritative style. However, the interview provides information about T1's preference of traditional classroom and passive learners for speaking activities which deals with authoritarian style.

4.2.2 Teacher Two (T2)

T2 does not mention about punishment or scolding which indicates that classroom is managed through preventive strategies. Answering the first question, T2 clarified that the way she manages the classroom to ensure a good classroom environment for teaching is the definition of classroom management. T2 believes that discipline is significant because, without discipline one cannot manage a classroom. But again, the definition of discipline may vary from teacher to teacher. In her view, to have a well-managed classroom, there needs to be an order to balance between control and freedom. T2 feels that discipline is not synonymous with forcing rules and regulations.

T2's opinion about discipline suggests that managing classroom does not stand without discipline. In the support of this opinion, T2 explained that positive and friendly

attitude is helpful for managing any disciplinary problem. Additionally, the instructor had drawn attention to bring variation in content for discussion where students will be allowed to speak up and give their opinion. T2 feels that, if students are given space for expressing opinions, they would not interrupt the learning process. More particularly, she believes that freedom of students in a controlled environment is important to handle any disciplinary problem.

On the contrary, T2 confirmed that students of her spoken course are disciplined but often they ignore instructions in the class. Interestingly, T2 considers feedback as a tool to motivate students. She accepts that lesson plan helps to organize the class and manage the content easily. Moreover, T2 said that seating arrangement provides space to her, which is helpful for monitoring the class.

Furthermore, T2 pointed out few common problems of speaking class which included: hesitation, shyness, nervousness etc. To solve these problems, T2 tries to inspire her students which cost time. As a result, often unsolved problems become disciplinary issues.

T2 feels that a well-equipped classroom (multi-media) can increase students' attention and make them more focused which is the indication to improving content management in the classroom.

Regarding style, T2 definitely follows mixed style in the class. Since T2 manages the class through an organized lesson plan and prefer active participation of students, it can be considered as authoritative style. On the other hand, allowing freedom to a great extent of students a feature of the indifferent style.

4.2.3 Teacher Three (T3)

T3 confirmed that the classes of spoken English courses are managed mainly by dealing with preventive strategies. Answering the first question, she affirmed that classroom

management is the strategy which instructors use to maintain control in the classroom. So, classroom management does not stand alone without establishing discipline. Thus, T3 says that, from the beginning of class discipline should be established and maintained.

To manage the class, T3 pays attention to lesson plan and group activities. She drew expressed the fact that managing a class demands teaching content. Notably, to sort out disciplinary problems such as asking many questions, getting emotional in the class, T3 does not follow the reactive strategy. To ignore reactive strategies, T3 involves emotional and problematic students with lots of activities. Moreover, she believes that teaching general behavioral rules and general grammatical rules will be helpful for avoiding disciplinary issues. In terms of feedback, T3 does not prefer giving feedback. According to the instructor feedback takes time, which is a problem in private university as each semester has limited number of classes. On the contrary, T3 believes that good students achieve excellence through feedback. However, T3 does not mention anything about weak students.

It is more important to note that T3 considered covenant management important than any other components. She emphasized on the benevolent motivation, for breaking the ice and creating attachment with the students. She believes that establishment of emotional support is important as adult students cannot be punished. Besides, being aware of about students' psychology is important, which can be started by knowing the name of each student. By managing covenant components, T3 favored the good students. It boosts confidence as well as holds the attention of the audience.

The main disciplinary problem T3 faces in the class is, when students receive phone calls during the class. Interestingly, T3 has made a unique way of punishing. For example, if any student receives a phone call in class, she asks the student to give a treat to class.

T3 follows an authoritarian style. She was confident about lesson, activities and seating arrangement of the class. However, T3 prefers a traditional classroom where students should be treated strictly.

4.2.4 Teacher Four (T4)

Perceived information of the interview of T4 showed evidence of preventive strategies. According to T4, classroom management is about engaging students in activities through self-interest. She denied that silent class refers to a well-managed class. For her, balancing between engagement and communication of students is the definition of classroom management. T4 does not hesitate to improvise course outline at any time.

Students of T4 face common problems of speaking: such as shyness, unconfident in body language, hesitation, vocabulary issues, nervousness, and fear. T4 feels that feedback should be provided about class performance. She generally allows meeting during office hour for sensitive students. For maintaining discipline, T4 joins students' conversation. For example, if students are chatting about Facebook by ignoring the group discussion, T4 tries to implement Facebook in the topic.

In order to receive better delivery of the lecture, T4 urged for the need of a microphone. On the other hand, T4 expects the attention of authority for the latecomers who often turn to be interrupter of the lesson. In real, it further seems that time management is rather difficult to maintain. Overall, T4 follows a mixed approach made of authoritative and laissez-faire style.

4.2.5 Teacher Five (T5)

T5 manages time in the classroom to ensure a learning environment. T5 confirmed that discipline is significant because without discipline classroom cannot be managed.

However, the definition of discipline may vary. In the view of T5, to have a well-managed classroom, there needs to be an order with balance between control and freedom.

While conducting class, T5 faces several challenges regarding management and disciplinary matters such as adult students, large class size, shyness, hesitation, and poor knowledge of English language. To overcome the challenges, T5 applies content management like, engaging in activities, repeating activities, and practicing speaking in a group. Even, to avoid reactive strategy, T5 avoids or ignores the comments of problematic students in class.

Interestingly, T5 considers instant feedback as a tool to teach students rather than managing a classroom. On the other hand, she thinks that classroom management mainly focuses on time management. T5 accepts that lesson plan helps to organize the class and to manage the content easily. Moreover, seating arrangement provides space to T5 which is helpful for monitoring the class.

T5 explained that a well-equipped classroom (multi-media) can increase students' attention and make them more focused in the lessons and activities. Besides, large class size with limited duration of time is not easy to manage. T5 said that giving lecture would be easier with a microphone. Along with these, T5 mentioned that late coming students and noises from outside were reasons of interruption in the class. Particularly, T5 was not concerned about covenant management.

T5 definitely follows a mixed style in the class. Since T5 manages the class through without verbal threatening and organized lesson plan, which includes activities and communicative lessons, she follows the authoritative style. On the other hand, T5 allows freedom of students at a great extent which is a feature of indifferent style.

4.2.6 Teacher Six (T6)

T6 confirmed that, the classes of spoken course are managed through preventive and reactive strategies. T6 designs group activities in the lesson plan to manage content. T6 said that different activities require different seating style to make it easier.

In order to sort out disciplinary problems such as talkative students, T6 does not implement reactive strategies. To handle the class, she involves students with lots of activities. On the other hand, T6 does not hesitate to follow reactive strategy such as showing more arrogance with arrogant students; it is one of her implemented strategy. She believes that students should recognize the ultimate leader of the class. However, T6 hardly prefers giving feedback as she feels that feedback is not always helpful for managing the class. On the contrary, she believes that students love appreciation, whereas negative comments offend many students. Otherwise, the basic problem for managing a spoken class is time management.

T6 is rarely concerned about covenant management than any other components and did not mention about the establishment of friendly relationship with students. So, authoritarian style is preferable to T6 while managing the classroom.

4.2.7 Teacher Seven (T7)

While handling the classes of spoken course, T7 applies preventive strategies. She believes that managing a class demands teaching content. Therefore, T7 works on lesson plan by including group activities. She mentioned that students of rural area are not aware of proper classroom behavior which is also an issue of the class. However, T7 does not adopt reactive strategies. She prefers giving feedback.

Answering question number nine, T7 had expressed her dissatisfaction with present facilities. To improve the learning environment, she suggested the need of couple of items:

multi-media classroom, spacious room, and small class size. T7 follows an authoritarian style but does not impose any direct penalty on students.

4.2.8 Teacher Eight (T8)

Interview with T8 shows that she prefers preventive strategies to maintain and conduct the classes. According to the T8, classroom management is about engaging students in activities. She put emphasized on the selection of topic and materials. If the materials are not selected properly, mature students would feel bored in the class. Furthermore, T8 explained that if the materials or topics are appropriate, students feel interested to participate and do not disturb others in the class.

T8 gives instant feedback to teach students. She is rarely concerned about covenant management and prefers controlled environment in the class. Hence, T8 follows the authoritarian style of management.

4.2.9 Teacher Nine (T9)

To sort out any problem, T9 never applies reactive strategies in the class. Rather he places confidence in applying antecedents. Using antecedents and reminding students of their behavior is the indication that covenant management is managed in the class. To manage the class, T9 pays attention to lesson plan focusing on the learners' demand.

Authoritative style and preventive strategies were followed in the classes of T9. He is careful about content which prioritizes student's demand. Similarly, covenant management is applied accurately.

4.2.10 Teacher Ten (T10)

T10 thinks that classroom management is all about teachers' capacity to control the students and feels that class size creates hindrance to monitor the class properly. T10's students of the spoken class have behavioral problem like arrogance, ignorance towards T10.

Additionally, some students enter the class after smoking, which disgusts T10 and other students.

T10 implements a variety of tricks to avoid reactive strategies. For example, T10 announces CR (class representative) to that student who is the most problematic in the class, to create a peaceful and learning environment. She believes in the importance of covenant management. In doing so, she establishes friendly bond with the problematic learners and make proper use of out them.

T10 follows the authoritarian style in the classroom as she maintains strict rules and regulation in the class. Though she applies tricks to manage the class, her strict approach with the students of tertiary level cannot be ignored.

❖ **General Discussion on Teachers' Interview**

The overall research findings from interview of ten teachers show that – classroom management does not only refer to imposing rules but also internalizing the meaning of content to create an effective learning environment, where learning will enhance automatically. One teacher (T5) defines time management as classroom management. Moreover, another teacher (T4) thinks that learners have a role in managing a class. However, T10 thinks that classroom management is completely about controlling students.

All teachers agreed on group and pair works while handling speaking activities in the classroom. Then, answering question number seven, all teachers agreed that organized lesson plan and seating arrangement were used to manage a class because it allows a teacher to monitor the classroom. Some teachers (T2, T4, T5, and T9) considered feedback as an essential tool to teach properly and to build a responsive relationship with the students in the class. So, like content management, covenant management can be established through the feedback session. However, few teachers (T3, T6, and T10) were passive towards giving

feedback as they considered feedback as wastage of time. In their (T6 and T10) view, feedback can hurt students' mentality which can affect their performances.

Like any other class, teachers faced various disciplinary issues in the English spoken course. To solve general disciplinary problems teachers prefer preventive strategies such as engaging students in speaking activities, clearing the fact/content, using tricks to occupy students etc. However, T6 reluctantly uses reactive strategy to solve the disciplinary issues. More specifically, T6 was profoundly interested to be the authority in the class and over the class.

Since the teachers are following preventive strategies, the authoritative style is found to have taken the place of prominence. Teachers are firm and put faith in establishing rules from the beginning of the class. They prefer to plan activities in advance to avoid any unpleasant situations. Particularly, the perceived information clarifies the fact that teachers of spoken courses have the knowledge to manage the class. Their sincerity leads to the fact that authoritative style should be preferred while expecting a perfect class.

4.3 Analysis of Focus Group Interview

The result of focus group interview is interesting than the results of other two interviews of the study since students had different views. Firstly, students like the spoken English classes as well as the teachers of spoken courses. To illustrate, 76% (166 students out of 218) of interviewed students feel good in the spoken class and 73% (160 students out of 218) of the students like the instructors of such a course.

Students expressed about their problems of speaking in English which matched with the findings from previous studies (Khan, 2007; Huq, 2014). Students of private universities faced several problems while practicing speaking such as lack of unconfidence, shyness, hesitation, nervousness, vocabulary selection, stage fright and the complexity to understand English. Speaking in an EFL context is not an easy ability to acquire since speakers face

several problems (Widiati and Cahyono, 2006, p. 278). Widiati and Cahyono (2006) illustrate about problems such as hesitation and self-confidence of EFL speakers while practicing English.

Teachers tried to maintain some features of content management. Most of the students appreciated the fact that they got the chance to participate in speaking classes. They said that they like talking in the class. Even, 47% (102 students out of 218) of the students felt that they had accomplished speaking activity without facing any reactive strategy.

However, reactive strategies were applied irregularly since interviewing of 23% (50 out of 218 students) of the students revealed that teachers used verbal threatening in the class. Even, 47% of the students expressed that they were monitored, which was less than half of the interviewed students. Moreover, 11% (23 out of 218 students) of the students clarified the idea about question number eight where the teachers managed the class with a strict approach. More specifically, it was difficult to ignore since 49.54% (108 out of 218 students) of the students were happy about maintaining a healthy relationship with the teacher. Maintaining preventive strategies, the teachers failed as 32% of the students (70 students out of 218) stated that teacher was helpful in the class, they were not helpful outside (office hour/ over the phone) of the classes. Only 42% (91 out of 218 students) of the students felt that teachers were always helpful which less than total interviewed students. This again, showed lack of covenant management in the classes of spoken English language. Finally, the result of focus group interview is that English spoken courses of private universities are maintained through both preventive and reactive strategies. Moreover, the analysis of students' interview shows that authoritative style is prominent in the class.

4.4 Findings of Class Observations

In class observations, some points were important and therefore, needed to be focused in the study. The first and foremost point was that most of the teachers did not monitor the

class; T7, T1, T6, T2 were always in their comfort zone (i.e., the front part of the class) while conducting English spoken courses. Conversely, T5 and T10 did not monitor the class due to unspacious classrooms. Therefore, students did various things in the classroom such as sleeping, completing the assignment of other subjects, playing games, and gossiping.

Secondly, most of the teachers gave little attention to designing activities for spoken English class. Only T4 and T9 used proper lesson plans, prepared materials, time management and clear instructions in the classes of spoken English course. The overall result of the class observations was that only in four classes of two universities (U4 and U9); the teachers had maintained the components of content properly.

Majority of the teachers did not use components of covenant management, and they failed. Two teachers (T4 and T8) maintained and managed a healthy relationship with students. Additionally, instructors used the personal experience of students as examples during activities. For this reason, students pay attention in class which ultimately resulting a managed classroom. Some of the teachers (T7, T6, and T3) ignored insights of students as well as adopted reactive strategies (scolding, threatening, shouting and verbal warning) to conduct the classes. Moreover, some teachers (T3, T6 and T10) were not continuously following conduct approach for managing the class.

Furthermore, time management often became the cause of behaving strictly with the students, for instance, T3 was late in Day 1 which caused students to finish the activity less than scheduled class time.

In the same way, unplanned time management of T3 saved time in the second day where students of U3 were gossiping. As a result, they were scolded though the fault should be imposed on T3. Similarly, classes of T2 were not organized for students and they were disturbing. T6 failed to manage preventive strategies and adopted conduct approach. She chose topics of Western context but could not accept the view of students about the Western

world. It is better to say that, if the teacher has an objection to western belief and thoughts, topics need to be changed rather threatening students. On the other hand, few teachers (T7, T5, and T1) were ignoring students and their comments. For example, T7 had failed to manage students on the second day of class observation. In Day 2, students of U7 were not listening to teacher or each other during activity. Even, students were ignoring the instructions of T7. So, most of the teachers were unsuccessful to manage content management which showed preventive strategies were not properly applied in the class.

Since students of the tertiary level were adults, it was difficult for teachers to punish them like school students. For this reason, conduct approach used through scolding, threatening and shouting at students. As all teachers were not continuously implementing reactive strategies, improper preventive strategies were applied to conduct the class.

While conducting the classes of spoken English, teachers mainly preferred indifferent style. Only two teachers (T4 and T9) had an organized lesson plan for the spoken class.

In the observed classes, verbal and non-verbal languages were used by teachers. T5 and T6 spoke in a low voice, which was difficult to hear where T1 spoke too fast and students could not grab the content of the lecture. So, it was a managerial issue. Since students could not hear the instruction properly, they repetitively asked their classmates and the teachers what was said.

To manage content and covenant, teachers did not hesitate using Bangla, especially while giving instructions, and managing the students during activities. Classes of T1, T2, T7, T4, T6, and T10 were generally conducted with the usage of Bangla for giving instruction. This scenario can be compared to Evans (2012), who states that instructors of foreign language use native language for instruction to save time. Additionally, Macías (2018) states that teachers use native language to avoid repetition and to make a clear instruction.

Surprisingly, only a few teachers (T4, T9, and T8) used jokes in the class. Most of them were strict and used plain language to communicate with the students. Using humor was the least applicable strategy for managing the classrooms at private universities while conducting spoken English classes.

Since students are an integral part of a class, their role cannot be ignored (Harmer, 2001, pp.8-10). Students were motivated and well behaved while they were practicing speaking activities like debate, pair, discussion, group discussion, answering, and questioning. For example, students of U4, U8, U9, U7, and U3 were motivated and clam in the class as speaking activities were designed for practicing speaking skills. On the other hand, students of U1, U2, U5, and U10 were gossiping, sleeping, or getting bored in the class as no specific activities were designed for them. All in all, to handle disruptive students in the class a teacher needs to design speaking activities where students can actually participate and perform. So, a properly managed spoken English class obviously demands spoken activities.

According to Banks (2014), the physical description of the classroom is important, which includes the available materials in the classrooms such as, whiteboard, AC, chairs, fans and proper ventilation system. However, room size is a concerned matter. For example, T5 and T10 could not monitor the students as the room was not spacious. It was difficult for teachers to go to each student. Furthermore, T7 created a chaotic class in the second day due to unspacious classroom for spoken activities. If the classroom was spacious, T7 could have handled the students and spoken activities easily. Finally, most of the teachers were satisfied with the facilities of the classroom.

4.5 The Result of Interpreted Data

The analysis from three points of view (interview of the teachers, interview of the students and classroom observation) are shown in the Table: 4.1 which include the styles and strategies of selected ten universities.

Table 4.1: Presentation of Interpreted Data

University	Style/ Strategy	Teachers' interview	Students' interview	Class observation	
1.U1	Strategy	Preventive	Improper preventive strategy	Improper preventive strategy	
	Style	Authoritarian authoritative	Indifferent	Indifferent	
2.U2	Strategy	Preventive	Preventive	Improper preventive Strategy	
	Style	Authoritative Indifferent	Indifferent	Indifferent	
3.U3	Strategy	Preventive	Preventive	Improper preventive strategy	
	Style	Authoritarian	Authoritative	Authoritarian	
4.U4	Strategy	Preventive	Preventive	Preventive	
	Style	Authoritative Laissez faire	Authoritative	Authoritative laissez faire	
5.U5	Strategy	Preventive	Preventive	Preventive	
	Style	Authoritative Indifferent	Laissez-faire Indifferent	Indifferent	
6.U6	Strategy	Preventive Reactive	Preventive Reactive	Preventive Reactive	
	Style	Authoritarian	Authoritarian	Day 1	Day 2
				Indifferent	Authoritarian
7.U7	Strategy	Preventive	Preventive Reactive	Improper preventive strategy	
	Style	Authoritarian	Authoritarian	Day 1	Day 2
				Authoritarian	Indifferent
8.U8	Strategy	Preventive	Preventive	Preventive	
	Style	Authoritarian	Authoritative	Day 1	Day 2
				Authoritative	Indifferent
9.U9	Strategy	Preventive	Preventive	Preventive	
	Style	Authoritative	Authoritative	Authoritative	
10. U10	Strategy	Preventive	Preventive reactive	Preventive Reactive	
	Style	Authoritarian	Authoritarian	Day 1	Day 2
				Indifferent laissez-faire	Authoritarian

The results of Table: 4.1 suggest that nine interviewed teachers always apply preventive strategies. Moreover, Figure 4.1 shows that 90% of the teachers draw attention on preventive strategies. Only one teacher (T6) prefers reactive strategies along with preventive strategies.

Focus group interview results (Table: 4.1) show that six teachers (T2, T3, T4, T5, T8, and T9) applied preventive strategies in the class and three teachers (T6, T7 and T10) made use of both of the strategies. Nonetheless, only one teacher (T1) applied improper preventive strategies. Then, according to classroom observations (Table 4.1), four teachers (T4, T5, T8 and T9) followed preventive strategies to manage the class, where two teachers (T6 and T10) used both reactive and preventive strategies. However, four teachers (T1, T2, T3 and T7) continued the spoken course with improper preventive strategies. As a result, it is shown in Figure 4.1 that only 40% of the spoken English classes are managed by maintaining preventive strategies.

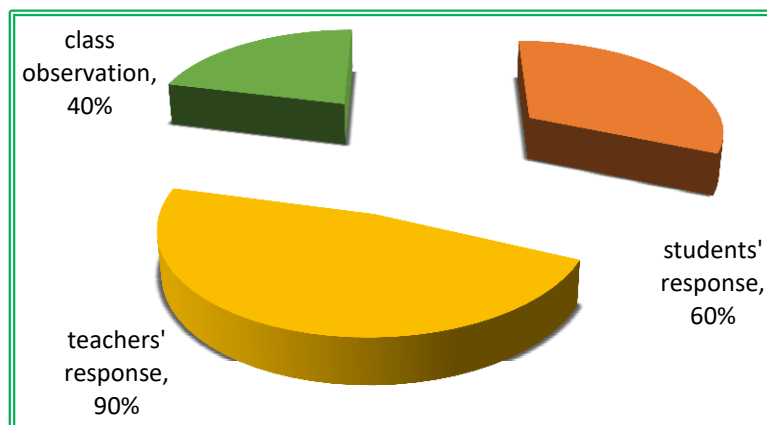


Figure 4.1: Preventive strategies

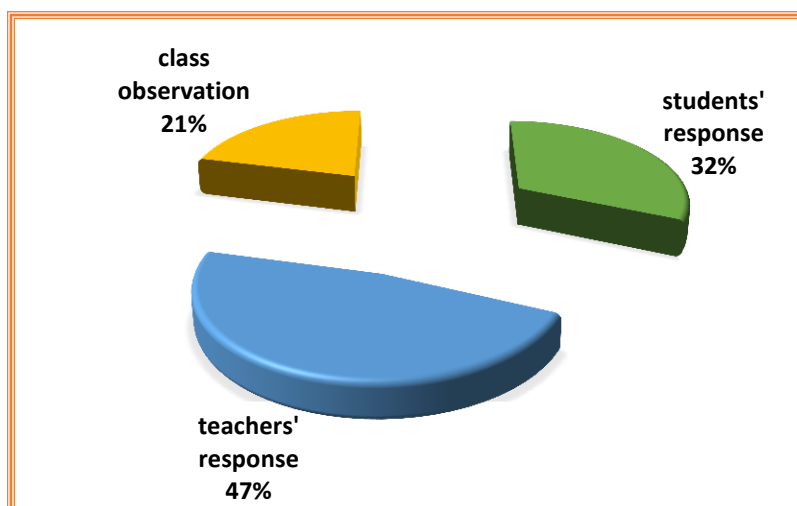


Figure 4.2: Preventive strategies

Figure 4.2 shows that teachers believe 47% components of spoken English course are handled through preventive strategies. On the other hand, students find that 32% components of the classroom management are managed through preventive strategies. However, the percentage of preventive strategy is decreased, because class observation report shows that 21% of the classes are handled through preventive strategies.

According to Table 4.1, it can be assumed that classroom management of spoken English course in private universities is a significant matter of concern. In Figure 4.4, it is shown that authoritarian style received 55% approval from teachers which refers to the preference of teacher-centered classroom. The next preferred style is authoritative style as it is followed by 30% of the teachers while managing the components of the class. To put it another way, the minimum percentage of authoritative style shows the teacher-centered learning scenario of the classroom. In the third position, indifferent style (10%) is followed by teachers in the class. Finally, only 5% of the classrooms were managed by the laissez faire style.

According to teachers' interview, the authoritarian style is followed, but in students' view authoritative style is applied for maintaining most of the classes. As reported in Figure

4.3, students assured that 40% components of the classroom were handled by authoritative style. The view can be also supported by the statement of Huq (2014), where he states that students of Bangladesh prefer teacher-centered classroom. In this case, it is important to realize that authoritarian style promotes teacher-centered classroom. As students are habituated with the authoritarian style, they are used to the dominating the behavior of the teacher.

Classroom observation report reveals that the preferred classroom management style is indifferent style as 47% spoken classes are conducted by this style (see Figure 4.3). In the observed classes, six teachers had followed the indifferent style, where three of the styles were blended with other styles. Figure 4.3 shows that authoritative (20%) and authoritarian (25%) styles were followed to manage two individual classes. Table 4.1 shows that teachers mixed up the authoritative style with other styles. Finally, 10% teachers had followed 10% of laissez-faire style (see Figure 4.4) to conduct classes of spoken English language.

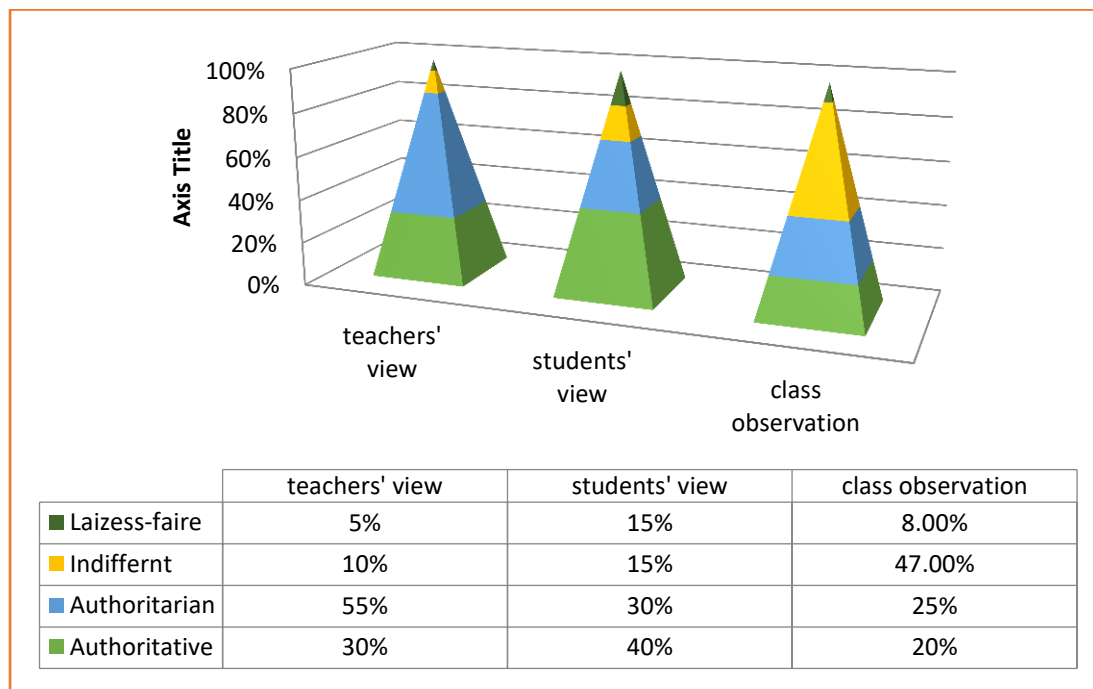


Figure 4.3: Class management style

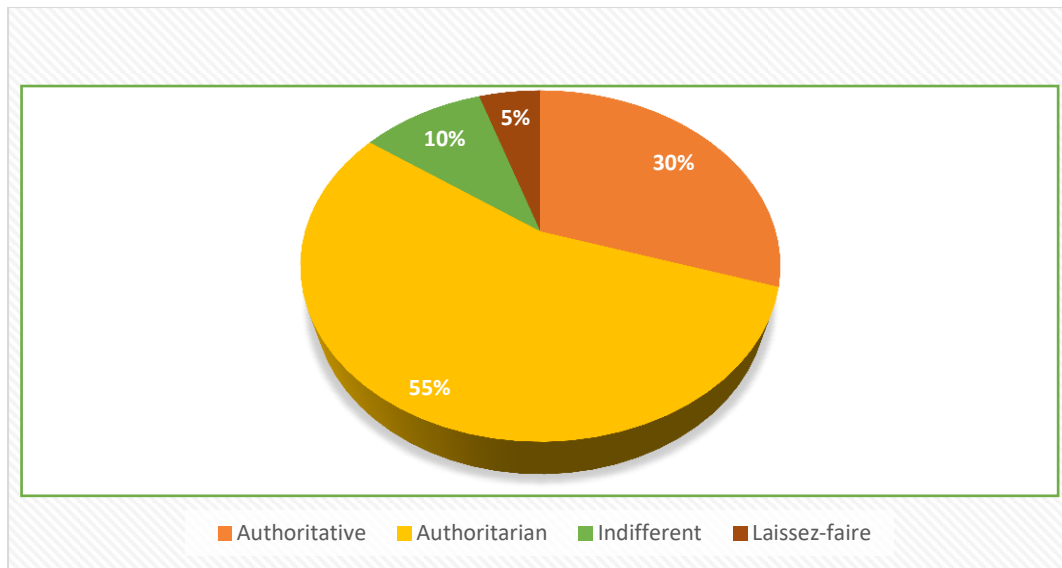


Figure 4.4: Class management style

4.6 Discussion in Terms of Central Research Question

4.6.1 Answer to Central Research Question Number One

The central research question number one intends to explore the managerial strategies which teachers follow to manage the students in the spoken English classes of private universities in Bangladesh. The study suggests that the spoken classes of private universities are managed by improper preventive strategies. Most of the teachers profoundly accept that preventive strategies should be followed to manage the classes. Teachers’ interview shows that teachers manage the classes with proper lesson plans which include ensuring time management, monitoring students, seating arrangement, designed material, clear instruction and feedback session. However, from class observation, it was found that teachers failed retain on their beliefs as most of them ignored monitoring and building a healthy relationship with students. Even students’ interviews showed that teachers’ lack competence on preventive strategies. Students clearly expressed that teachers of spoken English classes often scold them to accomplish tasks. Moreover, students face difficulty to create a friendly relationship with the teacher which disappoints them.

4.6.2 Answer to Central Research Question Number Two

The second central research question of the study aims to find out the managerial style which is followed by the teachers to manage the spoken English language courses in private universities of Bangladesh. According to the study, teachers of private universities follow the authoritarian style to conduct the spoken English courses. According to Figure 4.4, 55% English spoken courses are managed by this style. To illustrate the point, attention can be drawn to the fact that 55% (Figure 4.4) of the teachers prefer the authoritarian style of management, indicating that they are the products of traditional classroom (Huq, 2014). Even, factual evidences show that teachers learn about classroom management from that environment (classroom) where they have studied for a period of time as student themselves (Evans, 2012, p.3). However, students feel that only 30% (Figure 4.3) of the teachers follow authoritarian style which indicates that students are habituated with the traditional classroom. As students of the study were continuing their first or second semester, they were still bounded by the traditional classroom teaching style of Bangladesh where the teacher used to have the authority (Huq, 2014). Therefore, this can be a reason why students have considered authoritarian style as authoritative style. Interestingly, teachers claim to follow the authoritarian style in the classroom, but students feel that authoritative style is generally followed by the teacher.

4.7 Discussion on Findings

The overall findings of the study provide a clear the idea that English spoken courses of private universities are maintained through improper preventive strategies. As a result, classes of English spoken courses lack monitoring, proper instruction, speaking activity, unorganized lesson plan, and unprepared material which facilitates disruptive behavior in the class. However, teachers are aware of the management of a classroom and effective learning.

At the same time, following authoritarian style indicates a non-communicative class. In the view of Dunbar (2004), authoritarian style of classroom management discourages communication in the class and allows punishment if students are unable to be submissive to the teacher. The data presents the fact that, private universities are not allowing a perfect style to manage the classes of spoken course. To illustrate the point attention can be drawn to both the styles and the strategies that are followed in the class. As mentioned before, the authoritarian style of management refers to a non-learning environment of English spoken course. Since speaking skill includes turn-taking, interruption, conversational skill, oral practice, it is difficult to perform in the class where authoritarian style is followed. It can be said that students of the private universities are deprived of an environment where speaking in English can be learned.

Interconnection between classroom management strategy and style is significant (Grapragasem et al., 2015) as founded in this study. The spoken courses were managed through improper preventive strategies where monitoring, explanation, and seating arrangement were missing. Similarly, authoritarian is the preferred style for managing the classroom of spoken English courses in private universities, which do not allow any explanation to students or variation in the seating arrangement.

More specifically, the authoritarian style allows strictness and traditional view of the classroom, which is prominent in the adopted improper preventive strategies in many cases of the study. All in all, it can be assumed that authoritarian style is the reason for following improper preventive strategies in the spoken courses. Conversely, the teachers adopted authoritarian style to cover up the improper preventive strategies in the spoken English courses.

4.8 An Important Data

This study includes a point about outlook (attire) of the teachers which is related to classroom management. However, according to Harmer (2001, p.3), presentable attire helps a teacher to be confident in front of students in the class.

The triangulation approach of the study has brought up variations in the result. Firstly, from the perspective of 3% of the teachers, attire does not matter at all. However, others teachers considered outlook as a deciding factor to manage the class; T6 and T7 believed that students prefer a teacher with good looks and proper sense of fashion. Even, T3 said that attire of teacher can be used as a weapon to turn the mind of the students to religion.

Even, class observations had shown that teachers maintained the professional look by wearing the formal clothes. In the classes of spoken English courses, female teachers were wearing shalwar kameez and male teachers were wearing a T-shirt, jeans, Punjabi and pajama. Additionally, neither teachers (male and female) were wearing fancy shoes nor applied glossy make-up to conduct the class. However, students of this study had different views about the professional and preferred outlook of the teacher. According to the focus group interview, 37% students (108 out of 218) prefer the informal look of the instructor whereas 16% students (40 out of 218) are ready to accept both looks of an instructor.

According to the students, the teacher should avoid western outfit since the majority of the people of Bangladesh are Muslim. As a cause, 24% students (70 students out of 218) always expect that a teacher should be dressed up both formally and religiously. Moreover, seven students (3%) clearly imposed that a female teacher needs to wear hizab and borka by following the rules of Islam. For 14 students, out of 218 (7% students), outlook of a teacher is not a fact to talk about and has no relation to learning environment.

CHAPTER – 5

CONCLUSION

5.1 Introduction

Mastering in each skill is important to become a balanced communicator, yet the capability to speak skillfully provides the speaker certain dominance over the audience (Mariam, 2013). Considering the present situation of Bangladesh either to ensure a good job or to be successful in business, good command on English has become mandatory (Farooqui, 2007). However, teaching language in an EFL context requires some distinctive characteristics which can be considered as managerial challenges for the teachers in the classroom (Macías, 2018, p.158). Therefore, to handle any challenges of classroom management, language teachers apply various strategies in the classroom (Merç & Subaşı, 2015). Therefore, this study attempted to investigate about the classroom management strategies and styles of English spoken courses at private universities.

5.2 Summary of Findings

The result of the study suggests that teachers generally prefer preventive strategies; that is, organized lesson plan, activities, and clear instructions, monitoring, and using students' experience in the class to activate their learning in a friendly environment. However, teachers fail to implement the proper form of preventive strategies for lack of speaking activities, monitoring, organized lesson plans, and clear instructions, which were found to be in many of the classes. Teachers avoid reactive strategies and are unable to apply preventive strategies. The preferred style of class management is the authoritarian style which indicates a low learning environment for English spoken courses in private universities. Since, authoritarian style allows dominance of teacher, students' views and activities are highly controlled. The style bans all freedom of students by allowing traditional classroom

for teaching. As a result, a feature of CLT is ignored in the classroom as CLT considers learner-centered classroom where the teacher is a facilitator (Khan, 2013).

5.3 Contribution to Research

This study shows the stylistic and strategical ways of managing the spoken courses of English language in private universities. The result shows that, by applying authoritarian style and improper preventive strategies, teachers of private universities have prepared an ineffective classroom. For this reason, students are deprived of practicing English speaking skill in the class. Also, the most available research work of classroom management is on the secondary level in Bangladesh (see Alam & Kabir, 2015) where the study focuses on the general classroom scenario instead of the English spoken courses. Thus, this study will be helpful for teachers, researchers and course designers as it will enrich and add further information about: classroom management of English spoken course at tertiary level in relation to the theories of classroom management.

5.4 Practical Implications

The capacity to speak well in English is a fundamental need to fit oneself in this age of globalization (Khan, 2013). As a result, the teaching of spoken English skills has been prioritized in all educational institutions of Bangladesh. So, this study will be helpful for conducting further researches in the context of Bangladesh as it presents used materials and activities at tertiary level by the teachers. Besides, it can be anticipated that reader of this study will become aware of the hampering situations of management at the tertiary level that will urge them to think of further suggestions for creating a good learning environment.

5.5 Recommendations

The following recommendations can be made based on the findings of the study:

- the teacher needs to design more speaking activities such as pair work, group work, individual presentation, and role play to engage students in the class.
- humor can be used to manage the classes of English spoken courses.
- infrastructure facilities of the private universities need to be improved. Additionally, teachers need more logistic support (multimedia classroom, language lab, microphone etc).
- authorities should impose some strict rules and regulations on students.
- training on EFL classroom management should be included as a requirement for teachers of spoken courses in private universities.
- the teachers need to be open-minded about students' opinion like live-in relationship, homosexuality.

5.6 Further Studies

As the researcher had collected data only from selected private universities, further studies can be conducted on public university and national university. Advanced research can be conducted on classroom management by comparing the scenarios between private and public university. As the, selected universities are situated in Dhaka city. Therefore, further studies can be conducted on other universities outside the city.

5.7 Conclusion

From the findings of the study, it is evident that classroom management of spoken English courses is accomplished through improper preventive strategies and authoritarian style. It represents teacher-centered classrooms, where learning environment is hampered along with the values of students' freedom regarding studies. If private universities desire to develop students' speaking competency, the recommendations suggested in this study may be considered to manage the classrooms of English spoken courses.

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Appendix-A

Class Observation Checklist

Instructor- _____ Date- _____ Time- _____
 Class Observed- _____ Department _____
 Number of students- _____ Observer— _____

1.Lesson structure	Always	Never	Often	Comments
1.1.Reviews previous day's content				
1.2. Gives overview of day's course content and next class				
1.3 Well planned lecture				
1.4. Students activities				
1.5 Monitoring the class				
1.6 Managing of time and material properly				
1.7 Clear instruction				
2.Subject Matter content				
2.1. Level of topic is appropriate				
2.2. Explaining the concept				
3.Teacher-student Interaction				
3.1. Encouraging students.				
3.2. Asked questions to monitor Students' understanding				
3.3. Providing time to questions and response.				
3.4. Restated questions and answers when necessary				
3.5. Feedback (General, Instant)				

4. Teacher's teaching style	Good	Acceptable	Comments
4.1 Verbal Paralanguage			
4.2. Non-verbal paralanguage			
4.3.Appropriacy of language			
4.4. Usage of humor			
4..5.Outlook			

5. Learner's role	Good	Acceptable	Comments
5.1 Students are motivated			

6. Sitting arrangement	Comments		
7. Classroom description			

*** Which style is followed?

Observer sign: -----

Appendix-B

Interview Questions for Teachers

1. What is classroom management in your view?
2. How do you manage your speaking classroom?
3. How is classroom management related to discipline?
4. Which disciplinary problem is prominent in your classroom?
5. What are the difficulties do you face while taking a speaking class?
6. What sort of strategies do you generally use to solve the disciplinary problems and manage the classroom?
7. Does a sorted-out lesson design and a sitting arrangement is useful for dealing with a class? How is it useful?
8. Do you think feedback is essential to handle a classroom? How is it helpful?
9. What other facilities can help you to manage the class easily?
10. Do you think outlook of a teacher help to manage a speaking classroom? Can you explain about it?

Appendix-C

Focus group Interview Questions for Students

1. How do you feel in your speaking class?
2. What do you think about the instructor of your speaking class?
3. Do you get enough chance to talk in your speaking class?
4. What kind of problems do you face while doing your speaking class?
5. How does your instructor handle the speaking classroom?
6. Does your instructor help you about the lesson outside of the classroom?
7. Does your teacher monitor you always in the classroom?
8. Do you think your instructor manage your speaking class properly?
9. What type of behavior do you expect from your instructor? Has your expectation of the teacher gone up?
10. Does outlook of your instructor matter to you? Can you explain it?

Appendix-D

Presentation of Sampled Data of Teachers' Interview

List of teachers	Questions									
	1	2	3	4	5	6	7	8	9	10
T1	Engage, Not shouting	Without shouting internalizing meaning	Ss ³ were disciplined	No disciplinary problem	Large class room	1.Engaging in reading 2.Plain Simple language 3.Explain The concept And not shouting	1.Plan makes things arrange 2.Never changed sitting arrangement	1.Feedback was important 2.Specially on grammar and pronunciation	No facility was needed	Not important at all
T2	Ensure learning environment	1.Lesson plan 2.Group Work and interaction (Not forcing)	1.Discipline and control were related 2.Making a balance between order and freedom	1.Mainly Ss were disciplined 2.Often try to ignore instruction	1.Refusal to speak 2.Shy, nervous 3.Need to be encouraged	1.Positive attitude 2.Be a friend 3.Giving space 4.Different topics for discussion	1.Both were helpful 2.Lesson plan help to earn goals 3.Sitting arrangement for reaching to all Ss	1.Most important part of teaching 2.Motivate students by drawing their attention into instruction	Multi-media classroom	No answer
T3	1.Tough as Ss were grown up 2.Motivation 3.Knowing name 4.Encourage to create	1. By Teaching activities 3. Good student will carry out next class	1. Without disciplined nothing can be done 2. Sweet punishment 3. Establishing rules	Receive phone	1.Asking too much question 2.Emotional Ss	1.Giving Treat for receiving phone call 2.Teaching general rules of grammar 3.Involve Ss with load of	1.Lesson plan organizes the plan of overall semester	1.Feedback kills time 2.Feedback was for studious Ss to be excellent	1.Multimedia was helpful 2. No facility was further needed.	1. Dress brings respect. 2. It matters. Ss learn from teacher

³ Students

	attachment with Ss to be Aware of Ss psychology		from first day			activities				
T4	<p>1. Depends both on teachers and Ss</p> <p>2. Ss should be engaged</p> <p>3. Ss need to take interest</p> <p>4. Engagement of Ss</p>	<p>1. Engage in activities</p> <p>2. Joining in Ss activities.</p>	<p>1. Establishing rules from first day.</p> <p>2. Ss were grown up and disciplined cannot impose on them</p>	<p>1. Do not know the rules and regulation</p> <p>2. Few Ss think themselves more mature than teacher</p>	<p>Ss do not want to speak and listen</p>	<p>1. Join in Ss' activities</p> <p>2. Changing topic if necessary</p> <p>3. Improvising course outline to improve Ss learning and engage them</p>	<p>1. Ss interest and motive was prioritized</p> <p>2. Choose a topic according their level</p> <p>3. Knowing Ss name for maintaining rapport.</p>	<p>1. Feedback was a tool on their identity</p> <p>2. Gather some common problems and provide general feedback</p> <p>3. Office hour was allotted for sensitive student</p>	<p>1. Management of time is difficult (for late Ss)</p> <p>2. Late Ss interrupt the class</p> <p>3. A microphone will be helpful for distant speaking</p>	<p>It varies: According to context teacher needs to dress up</p>
T5	<p>1. Time should be divided</p> <p>2. Main focus was time management</p>	<p>1. Giving Ss activities</p> <p>2. lecture</p> <p>3. Discipline was mandatory in everything</p>	<p>1. Believe in parallel things</p> <p>2. Not complete freedom</p>	<p>1. Beginner level</p> <p>2. Some Ss were too mature to teach anything</p>	<p>1. Few Ss were in beginner level (It was a problem)</p> <p>2. Usual problem makes student uncomfortable</p>	<p>1. Repeat activities</p> <p>2. Avoid problematic Ss</p> <p>3. Dividing time</p> <p>4. Doing group work</p>	<p>Lesson plan organizes everything</p>	<p>1. Feedback was important</p> <p>2. Instant feedback was better.</p>	<p>1. Space was a problem and time is limited</p> <p>2. Less interruption of late comers</p> <p>3. microphone will be helpful</p> <p>4. noise was coming from outside</p>	<p>Outlook does not matter.</p> <p>Teacher will teach to do make up and dress up</p>

T6	involve Ss (to avoid chaos)	1. Involve Ss in the class 2. Need to understand Ss psychology	1. Discipline is everything 2. Without Discipline classroom was difficult to handle.	1. Talking too much 2. Tired	Time management	Group work	1. Lesson plan was very important 2. Organize the class 3. Activities become easier for sitting arrangement. 4. Different activities require different style	1. Not always 2. Ss like appreciation only.	1. Language club 2. Time duration should be increased 3. Large number of class was a problem	1. Very important 2. Ss like teachers who does look stylish
T7	1. Most difficult 2. Difficult during speaking activities 3. Classroom management is part of learning	Engaging Ss in activities.	1. Discipline was everything. 2. Without discipline classroom was difficult to handle	1. Ss outside of Dhaka do not know how to behave. 2. Not taking interest in others activity holding attention 3. Browsing internet	1. Large classroom was problem 2. Some Ss feel offend when they were called to give a presentation 3. Uncertain	1. Engage in activities. 2. Asking Ss questions	1. Organize class 2. Objective and goal Were included	1. Feedback was important for week Ss. 2. Sensitive student should be helped in feedback session.	1. Need a spacious room 2. Multi-media will be helpful 3. Large classroom	1. Ss of U7 prefer formal outlook and it matters 2. In U7 Ss count teachers according to dress up.
T8	1. Depends on teacher 2. Activities and engagement of Ss 3. Ss have a role	1. Lecture 2. Activities (Group and pair work)	Classroom management and discipline were interrelated	1. Heterogeneous Ss' needs to be handled 2. Sensitive Ss	1. Competence 2. Unconfident 3. Foreign language	1. According to situation 2. No fixed rules	1. Teacher needs to improvise techniques according to situation. 2. Positive behavior 3. Instructive and constructive	1. Organized lesson 2. Learner needs was focused. 3. Learners Had to play the major rule by following lesson plan.	1. Enough technological support was available 2. Bookshelf 3. Chat, decorated classroom	1. Teacher's needs to be formal since teacher as a motivator of students 2. Outlook was not

							behavior should be followed 4. Teacher should be witty to handle the situation			be imposed rather maintain by himself as a presenter
T9	1. Depends on teacher's capacity 2. Control is vital	Group work, pair work	One to one communication	1. Noisy Arrogant student 2. Behavioral disorder 3. Coming Ss after Smoking	Monitoring cannot be possible	1. Giving importance to indiscipline Ss 2. Description 3. Need more authoritative steps to solve problems	1. Organized class 2. Help to manage activities	One to one feedback	1. Class size Multi-media 2. Sound system	1. Outlook was not important mainly (persona is vital)
T10	1. Ss response 2. Ss engagement	1. Noisy classroom 2. By controlling 3. Holding Ss attention	Without discipline nothing can be completed properly	1. Forcing Ss to talk 2. Difficult to stop Ss 3. Talking with friends. 4. Often talking with Ss kills time 5. Some students talk too much but others do not 7. One student dominates others		1. Ss were mature 2. Careful Topic selection 3. Careful material selection topic was even changed if Ss interest was fallen down 4. In group work talk with individual student 5. Checking Ss and explaining to Ss	1. Organize class 2. Prepared class 3. Material was Prepared	1. Important but not mandatory 2. Feedback was important for learning. Sometimes feedback was not helpful. 3. All about ego	1. Revolving chairs and head phone should be needed 2. Large class was difficult to handle 3. More sound boxes and language club necessary 4. Ss number was large. 6. More infrastructures were needed	1. Little extent 2. Beauty takes attention and it helps in management for few classes

Appendix-E

Presentation of Sampled Data of Focus Group Interview of Students

University	Focus group	Question									
		1	2	3	4	5	6	7	8	9	10
U1	1 (7Ss)	Nice, enjoying (2 Ss)	<ul style="list-style-type: none"> • Dominate • Strict • Never ask opinion 	No (Teacher talks mainly)	<ul style="list-style-type: none"> • What to say, how to say, vocabulary, shyness, nervous 	<ul style="list-style-type: none"> • Lecture • No activities 	<ul style="list-style-type: none"> • Inside helpful • Outside: Never went to teacher 	Standing in front	<ul style="list-style-type: none"> • No idea (3 Ss) • No • He chats in class over mobile 	Friendly	Formal outlook (2 Ss)
		Feel sleepy (5 Ss)								Always (Never went to meet him)	Informal outlook (5 Ss)
	2 (10 Ss)	Nice, enjoying (4 Ss)	<ul style="list-style-type: none"> • Do not know (1 Student) • Dominate (9 Ss) • Weird • Never ask opinion 	No (Teacher talks mainly)	<ul style="list-style-type: none"> • What to say, how to say, vocabulary, shyness, nervous 	<ul style="list-style-type: none"> • Lecture • No Activities 	<ul style="list-style-type: none"> • Inside helpful • Never went to teacher (5 girls felt unsafe) 	Standing in front	<ul style="list-style-type: none"> • No • T1 chats during class in mobile • Laugh loudly 	Friendly	Formal outlook (7 Ss)
		Sleepy, boring (6 Ss)								Always (Never will go to meet him)	Informal outlook (3 Ss)
	3 (8Ss)	Nice, enjoying	<ul style="list-style-type: none"> • Dominate • Strict (5 Ss) • Never ask opinion 	No (Teacher talks mainly)	<ul style="list-style-type: none"> • What to say, how to say, vocabulary, shyness, nervous 	<ul style="list-style-type: none"> • Lecture • No activities 	<ul style="list-style-type: none"> • Inside helpful but • Outside Never went to teacher • Does not allow call to him (2 Ss) • Meet at outside is not allowed (2 Ss) 	Standing in front	<ul style="list-style-type: none"> • No • Teacher chats in class in mobile, laugh loud 	Friendly	Formal outlook (6 Ss)
		Feel sleepy (2 Ss)								Always (Never went to meet him)	Informal Outlook (2 Ss)
U2	1	Pleasant, Fun, enjoyable	<ul style="list-style-type: none"> • Nice 	<ul style="list-style-type: none"> • Yes (Tell) 	<ul style="list-style-type: none"> • What to say, how 	<ul style="list-style-type: none"> • No activity 	Inside the class very cooperative	Monitoring always, Caring	Yes (Teacher tells)	<ul style="list-style-type: none"> • All times Friendly 	Informal outlook makes teacher

			<ul style="list-style-type: none"> Cute Encourage idea 	Ss to talk)	to say, vocabulary, shyness, nervous	<ul style="list-style-type: none"> Lecture Inspire to speak 	Never ask for help in outside		Ss to talk, No one disturbs in class)	<ul style="list-style-type: none"> Not ever went to meet 	friendly
U3	1	Fun , nice	<ul style="list-style-type: none"> Best teacher in the institute Never ask opinion of Ss (5 Ss) 	Yes (Ss always get chance)	*Difficulties in sentence structure What to say, confusion	Pair work, individual work	Very helpful	Monitoring always	Yes (No one disturbs in class)	Easy, Friendly, never upset	Outlook doesn't matter
U4	1 (9 Ss)	Enjoying, nice, funny	<ul style="list-style-type: none"> Nice, girly, pious excellent Each time ask for opinion 	Yes (Ss always get chance)	<ul style="list-style-type: none"> What to say, how to say, vocabulary, shyness, nervous, afraid, eye contact 	<ul style="list-style-type: none"> Lecture, Activity (Group and pair) Positive behavior 	<ul style="list-style-type: none"> Helps inside and outside Phone call allows 	<ul style="list-style-type: none"> Always monitoring during the activity Helping Ss with vocabulary, information 	<ul style="list-style-type: none"> Organized teacher Better than previous teacher of spoken course Uses English than other teachers 	Friendly, cooperative never disappointed	Formal look (4 Ss)
	2 (9 Ss)	Enjoying, nice, funny	<ul style="list-style-type: none"> Nice, girly, pious Excellent Each time ask for opinion 	Yes (Ss always get chance)	<ul style="list-style-type: none"> What to say, how to say, vocabulary, shyness, nervous, afraid, eye contact 	<ul style="list-style-type: none"> Lecture, activity: group and pair Positive behavior 	<ul style="list-style-type: none"> Helps inside and outside Allow to call her 	<ul style="list-style-type: none"> Always monitoring during the activities Helping Ss with vocabulary, information 	<ul style="list-style-type: none"> Organized teacher Better than previous teacher of spoken course Uses English more than another teacher 	Friendly, cooperative, never disappointed	Formal look (2 Ss)
	3 (8Ss)	Enjoying, nice, funny	<ul style="list-style-type: none"> Nice, Superb, girly, pious 	Yes (Ss always get chance)	<ul style="list-style-type: none"> What to say, how to say, 	<ul style="list-style-type: none"> Lecture, activities (individual, group and 	<ul style="list-style-type: none"> Helps inside and outside 	<ul style="list-style-type: none"> Always monitoring during the activity 	<ul style="list-style-type: none"> Active teacher and better than previous 	Friendly, cooperative, never disappointed	Formal look (5 Ss)

			<ul style="list-style-type: none"> support idea 		vocabulary, shyness, nervous, afraid, eye contact	pair) <ul style="list-style-type: none"> Positive behavior 	<ul style="list-style-type: none"> Allow to call her 	<ul style="list-style-type: none"> Help Ss with vocabulary, information 	teacher of spoken course <ul style="list-style-type: none"> Uses English more than other teachers 		Informal look (3 Ss)
U5	1 (9 Ss)	Nice(5 Ss)	Nice , Young	No (4 Ss)	Shyness insecurity, body language, what to say, how to say, vocabulary, nervous, afraid, eye contact	<ul style="list-style-type: none"> Only lecture Ss learn theories and grammar No speaking activity except introduction 	Yes	<ul style="list-style-type: none"> cannot come since space was an issue No rebuke 	<ul style="list-style-type: none"> No (class is chaotic) 	Friendly (Not strict at all) Never disappointed	Formal outlook(7Ss)
		Boring sleeping (Ss)		Yes (5Ss)							Informal look

					<ul style="list-style-type: none"> Cannot listen to teacher (2 Ss) 						(2 Ss)
2 (10 Ss)	Nice(5Ss)	<ul style="list-style-type: none"> Nice, young 	No (4 Ss)	<ul style="list-style-type: none"> Shy, body language, what to say, how to say, vocabulary, nervous, afraid, eye contact 	Only lecture	Yes (5Ss)	<ul style="list-style-type: none"> Teacher cannot come since space was an issue No scolding 	<ul style="list-style-type: none"> Ss do not know No (class is chaotic) 	pleasant	<ul style="list-style-type: none"> Not strict (never disappoint) 	Any outlook is preferable
	Boring , Sleeping(5Ss)	<ul style="list-style-type: none"> Never ask for opinion 	Yes (6Ss)			No (5Ss)					
3 (5 Ss)	enjoying	<ul style="list-style-type: none"> Nice , Young 	No (4 Ss)	<ul style="list-style-type: none"> How to say, nervous shyness, unconfident body language, what to say, vocabulary, afraid, eye contact Can not listen to T5 (2 Ss) 	Only lecture	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Teacher cannot come since space was an issue No scolding Ss played game (5 Ss) 	<ul style="list-style-type: none"> Ss do not know No (class is chaotic) 	<ul style="list-style-type: none"> Friendly 	<ul style="list-style-type: none"> Not strict at all Never interrupts Ss 	Formal outlook and wearing hizab is important (5Ss)
	Boring,	<ul style="list-style-type: none"> Have not ask of opinion 	Yes (1student)			<ul style="list-style-type: none"> Do not know (3 Ss) 					

	4 (8 Ss)	Nice	<ul style="list-style-type: none"> Nice , young 	No (4 Ss)	<ul style="list-style-type: none"> How to say, nervous shyness, unconfident body language, what to say, vocabulary, afraid, eye contact Do not understand English always Cannot listen to teacher (3 Ss) 	Only lecture	Yes:5	<ul style="list-style-type: none"> Teacher cannot come since space was an issue Never scolds Played game during class (2 Ss) 	<ul style="list-style-type: none"> Ss do not know No (class is chaotic) 	<ul style="list-style-type: none"> Friendly Not strict at all never disappoint 	<p>Outlook was important. (Especially in our culture)</p> <p>Girls should wear borka (Boys mainly)</p>
		Boring sleeping		Yes (4Ss)			<ul style="list-style-type: none"> Maybe, Do not know (3 Ss) 				
U6	1 (7 Ss)	Nice, funny, new , superb	Good, polite, girly,	Yes (Ss can talk)	<ul style="list-style-type: none"> How to say, nervous shyness, unconfident body language, what to say, vocabulary, afraid, eye contact Cannot listen to teacher (2 Ss) 	Activities (group, pair work)	<ul style="list-style-type: none"> Helpful inside the classroom Not helpful outside of the class(2 Ss) 	<ul style="list-style-type: none"> Never moves Do not like robotic attitude (3 Ss) 	Yes. No(3 Ss)	Friendly, cooperative. Needs to be more active (3 Ss)	formal outlook was important (6 Ss) Informal outlook was acceptable
		Scolds (do not like two scolding during activity: 3 Ss)									
	2 (8 Ss)	Nice, funny, new, excellent	Good, polite, girly	Yes (Ss can talk)	<ul style="list-style-type: none"> How to say, nervous shyness, unconfident body language, what to say, vocabulary, afraid, eye 	Activities (group, pair work)	Helpful inside the classroom	Moves in the class (Do not like it : 2 Ss)	<ul style="list-style-type: none"> Yes (Teacher was good but her voice was not loud) No idea (Never have any spoken) 	Friendly, cooperative (4 Ss) Needs to be more friendly	Formal outlook was important (5 Ss)
		Do not know (2Ss)	<ul style="list-style-type: none"> Strict: (2 Ss) Scolds (do not like two scolding during activity:3 Ss) 								

					<ul style="list-style-type: none"> contact Cannot listen to teacher (4 Ss) 				course: 5 Ss)		Informal outlook was acceptable
	3 (5 Ss)	Nice, funny, new, brilliant	Good, polite, girly (3 Ss) <ul style="list-style-type: none"> Scolds during activity (3 Ss) Needs to be more friendly (4 Ss) 	Yes (Ss can talk)	<ul style="list-style-type: none"> How to say, nervous shyness, unconfident body language, what to say, vocabulary, afraid, eye contact Cannot listen to teacher (1 student) 	Activities (group, pair work) <ul style="list-style-type: none"> Helpful inside the classroom Not helpful at the outside of the class (3 Ss) 	<ul style="list-style-type: none"> never moves in the class Do not like (1 student). 	Yes (good teacher was but her voice was not loud) <ul style="list-style-type: none"> No idea (Never done any spoken course:2 Ss) 	Friendly, cooperative	Formal outlook was important (1 student) <ul style="list-style-type: none"> Informal outlook was acceptable 	
U7	1 (8 Ss)	Nice, Enjoying Interesting, normal <ul style="list-style-type: none"> Boring activities (3Ss) 	Nice, friendly <ul style="list-style-type: none"> Dominating Moody (4 Ss) 	Yes <ul style="list-style-type: none"> No, limited time (3 Ss) 	<ul style="list-style-type: none"> Uneasy shyness, unconfident body language, what to say, how to say, vocabulary, , afraid, eye contact Do not understand English always 	Activity; group and pair <ul style="list-style-type: none"> Scolds during (4 Ss) 	<ul style="list-style-type: none"> Helpful (Inside the class and office hour) Do not allow to call Often SMS is allowed 	Yes <ul style="list-style-type: none"> No (Teacher generally never comes at the backside of the class: 3 Ss) 	Yes (No one is allowed to disturb in her class) <ul style="list-style-type: none"> No Yes (4Ss) 	Friendly, cooperative, Easy, funny, sense of humor <ul style="list-style-type: none"> Formal look was good but informal outlook was acceptable 	

2 (8 Ss)	Nice, loving, Exciting,	Nice friendly	Yes	<ul style="list-style-type: none"> • Shy, unconfident , body language, What to say, how to say, vocabulary, nervous, afraid, eye contact • Do not understand English always 	<ul style="list-style-type: none"> • Rightly (Activity: group and pair, lecture) • Scolds during (4 Ss) 	<ul style="list-style-type: none"> • Helps inside the class and office hour • Do not have time for everybody always in office hour • Do not allow to call • Often SMS was allowed 	Yes (Help us with information)	Yes (No one was allowed to disturb in her class)	Friendly, Easy, funny, sense of humor, happy	<ul style="list-style-type: none"> • Formal look was good but informal outlook was acceptable • Ideal teacher with proper and nice dress up (4 Ss) 	
		Dominating, moody Strict. Do not allow learners 'autonomy (4 Ss)	No, limited time (4 Ss)				No (generally, never comes at the backside of the class: 6 Ss)		<ul style="list-style-type: none"> • No • Yes (2Ss) 		
3 (7 Ss)	Nice, Enjoying, Interesting, Normal	Nice friendly	Yes	<ul style="list-style-type: none"> • Uneasy shyness, unconfident body language, what to say, how to say, vocabulary, , afraid, eye contact 	Activities (lecture, group, pair work, single presentation)	<ul style="list-style-type: none"> • Helps Inside the class and office hour • Do not allow to call • Often SMS was allowed 	Yes	Yes. (No one was allowed to disturb in her class)	Friendly, cooperative, Easy, funny	Formal look is good but informal outlook is acceptable	
		Dominating, moody, makeup queen (2 Ss)	No (never selected for practice; disappointed 4 students)				No (teacher generally never comes at the backside of the class:4Ss)		<ul style="list-style-type: none"> • No • Yes (4Ss) 		
	Boring teacher (5Ss)										

U8	1 (8Ss)	Very nice, Enjoyable, active, funny	Ladylike, Friendly, Easy, Cute, good teacher	Yes	<ul style="list-style-type: none"> • Uneasy shyness, unconfident body language, what to say, how to say, vocabulary, , afraid, eye contact 	Activities (lecture, group, pair work, individual presentation)	<ul style="list-style-type: none"> • Helps inside the class and office hour • Do not allow to call (3 Ss) • Often SMS was allowed 	Always monitoring	<ul style="list-style-type: none"> • Excellent teacher • Effective teacher • Allow Ss choice • No Scolding • Knows what to do 	<ul style="list-style-type: none"> • Nature is friendly, cooperative • Never 	<ul style="list-style-type: none"> • Formal outlook was essential (6 Ss) • Informal outlook was acceptable
	2 (5Ss)	Very nice, Enjoyable, active, funny	Ladylike, Friendly, Easy, cute	Yes	<ul style="list-style-type: none"> • Worried shyness, unconfident body language, what to say, how to say, vocabulary, , afraid, eye contact • Do not understand English always 	Activities (lecture, group, pair work, individual presentation)	<ul style="list-style-type: none"> • Helps inside the class and office hour • Do not allow to call (1 Student) • Often SMS was allowed 	Always monitoring	<ul style="list-style-type: none"> • Worthy teacher • Knows what to do • Allows Ss choice • No Scolding 	<ul style="list-style-type: none"> • Friendly, cooperative • Never • Needs to be stricter 	<ul style="list-style-type: none"> • Formal outlook was important • Informal outlook was acceptable
	3 (9 Ss)	Very nice, Enjoyable, active	Ladylike, Friendly, Easy cooperative	Yes	<ul style="list-style-type: none"> • body language, what to say, how to say, vocabulary, , afraid, eye contact. • Do not understand English always 	Lecture, Activities, Never scolding,	<ul style="list-style-type: none"> • Helps inside the class and office hour • Do not allow to call (3 Ss) • Often SMS was allowed 	<ul style="list-style-type: none"> • Always monitor • Can't use mobile (4 Ss) 	<ul style="list-style-type: none"> • Excellent teacher • Effective teacher • Allows our choice • No scolding 	<ul style="list-style-type: none"> • Friendly, cooperative • Never • Busy in office hour 	<ul style="list-style-type: none"> • For mal outlook was important • Informal outlook was acceptable
U9	1 (7Ss)	Nice, Confuse,	cooperative	Yes	<ul style="list-style-type: none"> • Shy unconfident 	Lecture, Activities,	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • Monitori ng 	<ul style="list-style-type: none"> • Yes (Never scold, 	<ul style="list-style-type: none"> • Friendly, easy 	<ul style="list-style-type: none"> • Teacher is always formal

		At loss, funny, exciting			<p>body language, what to say, how to say, vocabulary, , afraid, eye contact afraid</p> <ul style="list-style-type: none"> • Tough in front of audience • Tough to understand English often <ul style="list-style-type: none"> • Do not like to speak as it was difficult 	<p>Never scolding,</p> <p>Activities: pair and group work, individual speech</p>	<ul style="list-style-type: none"> • Never went to teacher (5Ss) • T9 was busy(2 Ss) 	<p>always</p> <ul style="list-style-type: none"> • Helping Ss with needed information. • Uses mobile phone in the class (5 Ss) 	Interactive)	<ul style="list-style-type: none"> • Like the instructor 	in outlook
2 (8Ss)	Nice, Shy, Confuse, At loss, funny, exciting	cooperative	Yes	<ul style="list-style-type: none"> • Eye contact, Shyness, unconfident , body language, what to say, how to say, vocabulary, nervous, afraid • Tough in front of audience • Tough to understand English often <ul style="list-style-type: none"> • Do not like to speak as it 	<p>Lecture, Activities, Never scolding,</p> <p>Activities: pair and group work, individual speech</p>	<ul style="list-style-type: none"> • Never went to teacher(3Ss) 	<ul style="list-style-type: none"> • Monitoring always • Helping Ss with needed information. • Uses mobile phone in the class (5Ss) 	Yes (Never scold, Interactive)	<ul style="list-style-type: none"> • Friendly, easy • Like the instructor 	Formal outlook is good	

					was difficult						
	3 (10Ss)	Nice, Shy, Confuse, At loss, funny, exciting	Friendly, easy, cooperative	Yes	<ul style="list-style-type: none"> Eye contact, Shyness, unconfident, body language, what to say, how to say, vocabulary, nervous, afraid Tough in front of audience (15 Ss) Tough to understand English often Do not like to speak as it was difficult 	Lecture, Activities, Never scolding, Activities: pair and group work, individual speech	<ul style="list-style-type: none"> Yes Never went to teacher (6Ss) T9 was busy (3 Ss) 	<ul style="list-style-type: none"> Monitoring always Helping Ss with needed information. Uses mobile phone in the class (6 Ss) 	Yes (Never scold, Interactive)	<ul style="list-style-type: none"> Friendly, easy Like the instructor 	Formal outlook is good
U10	3 groups	Good, funny, enjoying	Good, modest	Yes : always (20 Ss)	<ul style="list-style-type: none"> Worried shyness, unconfident body language, what to say, how to say, vocabulary, , afraid, eye contact Tough in front of audience (15 Ss) Tough to understand English often 	<ul style="list-style-type: none"> Handles the class through activities Often Scolds 	<ul style="list-style-type: none"> Inside the classroom teacher was moderate At outside maybe helpful Ss never went to teacher 	<ul style="list-style-type: none"> Always monitor Strict behavior 		<ul style="list-style-type: none"> Friendly, easy, nice Often Threat in facial expression Never went 	<ul style="list-style-type: none"> Formal outlook was good As a Muslim the teacher should wear hizab (7 Ss)
		Boring (12 Ss)	<ul style="list-style-type: none"> strict, boring (15 Ss) Never ask for opinion 	Often (5 Ss)							

Appendix-F

Presentation of Sampled Data of Classroom Observation

List of University	Day	Class management style	Lesson structure	Subject matter	Teacher –student interaction	Teachers’ teaching style	Learner’s role	Seating arrangement	Classroom description
U1	1	Indifferent	<ul style="list-style-type: none"> • No lesson plan • Material was book only • No activities • 10/12 words were repeated • listening to lecture • Not monitoring, instruction 	<ul style="list-style-type: none"> • Syllable, articulation • Reading from text • No activity 	<ul style="list-style-type: none"> • No interaction • Teacher dominated class • No quires • No answer • Feedback on American pronunciation 	<ul style="list-style-type: none"> • Dominating • Chatting over pone • Unclear voice • Body language was not appropriate 	Not motivated	Traditional seating arrangement (no change)	<ul style="list-style-type: none"> • Class size was big, spacious • proper ventilation, light, tables for two Ss • a pillar in the middle of the classroom • T1 can easily move and come to every student • Slangs were written on the wall • Double desk with two single chair
	2	Indifferent	<ul style="list-style-type: none"> • No lesson plan and monitoring actually (late 8 minute) • Material was 	<ul style="list-style-type: none"> • Grammar : tense 	<ul style="list-style-type: none"> • Interacting with 2 Ss only • No queries 	<ul style="list-style-type: none"> • Dominating and Unclear voice • Not listening to teacher 	Not motivated	Traditional seating arrangement (no change)	Same as previous class

			<ul style="list-style-type: none"> book only Recitation from book (10 minutes) Command than instruction 			<ul style="list-style-type: none"> Body language was not appropriate 			
U2	1	Indifferent	<ul style="list-style-type: none"> planned lesson Individual presentation No monitoring Material was book Instruction was not clear and not followed 	<ul style="list-style-type: none"> Topic was not appropriate (about patriarchy) Boys were confused Telling the meaning of vocabulary 	<ul style="list-style-type: none"> Interacting about topic Not friendly Dividing student in Bangla an English medium Feedback on midterm 	<ul style="list-style-type: none"> Verbal Paralanguage was good Nonverbal paralanguage was good Using Bangla often No humour Formal outlook 	Most of the students were not motivated	Traditional seating arrangement (no change)	<ul style="list-style-type: none"> Walls are not clean, lighting is not appropriate There is a board on academic dishonesty on the wall AC was working A clock, two fans are there Floor was clean steel framed wooden chair
	2	Indifferent	<ul style="list-style-type: none"> No lesson plan actually Material was book only Reading 	<ul style="list-style-type: none"> Topics- fast food, raining, supporting details Comparing paragraph 	<ul style="list-style-type: none"> No interaction knows Ss name General feedback 	<ul style="list-style-type: none"> Verbal paralanguage was good Nonverbal paralanguage was good 	<ul style="list-style-type: none"> Ss were motivated to talk in English but not teacher 	Traditional seating arrangement (no change)	Same as previous class

			<p>from book</p> <ul style="list-style-type: none"> No instruction Late 10 minute Not monitoring 	<ul style="list-style-type: none"> Contrasting paragraph explain about paragraph and how it works 		<ul style="list-style-type: none"> Using Bangla often No humour Formal outlook 	<ul style="list-style-type: none"> Not motivated 		
U3	1	Authoritarian	<ul style="list-style-type: none"> Lesson plan was not appropriate 30 minutes Ss were not doing anything Teacher was 10 min late Group Discussion and Group activities Always monitoring during group activity Instruction was clear 	<ul style="list-style-type: none"> Topics- Journey by various transport, fast food, study leave, vacation During group discussion teacher was explaining 	<ul style="list-style-type: none"> Interaction with student was extremely low One student was scolded Ss were unmotivated They are referred by lazy, laissez-faire Feedback to only one student 	<ul style="list-style-type: none"> Voice , tone was clear Strict facial expression Using Bangla often Used adjectives: lazy, intolerable Not supportive No joke Outlook Formal 	<ul style="list-style-type: none"> Ss were motivate Ss were involved in learning 	<ul style="list-style-type: none"> *Traditional seating arrangement Change in seating: circle made for group discussion 	<ul style="list-style-type: none"> room was spacious, unclear room, working AC, sound system is good , white board, podium No multi-media facility steel framed wooden chair with desk good lighting facility
	2	Authoritarian	<ul style="list-style-type: none"> Lesson plan was not organized 30 minutes Ss were not doing anything Teacher was 30 min late 	<ul style="list-style-type: none"> Topics- about your university Properly explained Explaining how to use perfect 	<ul style="list-style-type: none"> Interaction with student was good Enough time was provided to response Supporting Ss Ss asked several 	<ul style="list-style-type: none"> Voice , tone was clear Using Bangla often Used adjective: 	<ul style="list-style-type: none"> Ss were motivate Ss enjoying Not disturbing 	<ul style="list-style-type: none"> Traditional seating arrangement 	<ul style="list-style-type: none"> Room is spacious Steel framed wooden chair with desk and (Chairs and

			<ul style="list-style-type: none"> Listening and dialogue practice (individual work) Always monitoring during group activity Time for activity was maintained properly and Instruction was clear 	tense <ul style="list-style-type: none"> Using Bangla to explain 	questions	lazy, intolerable <ul style="list-style-type: none"> Not supportive No joke Outlook Formal 	at all		boards are not clean) <ul style="list-style-type: none"> Proper ventilation system and AC is not working, no multi-media The room is not clean, fans are not working properly No decoration in the class
U4	1	Authoritative and laissez-faire	<ul style="list-style-type: none"> Organized lesson plan and instruction was clear Answering questions Telling symbols Taking notes Teacher was 10 min late Always monitoring during activity Time for activity was 	<ul style="list-style-type: none"> Sound Symbols Presentation skill Explained concept with examples properly Giving simple examples: monosyllabic and two-syllabic words 	<ul style="list-style-type: none"> Interacting with Ss Encouraging Ss Ss asked questions and talk with teacher General feedback was given 	<ul style="list-style-type: none"> Verbal paralinguistic was good Nonverbal paralinguistic was good No scolding No joke was told 	<ul style="list-style-type: none"> Ss were enjoying (they were new with sound) Funny example were told 	<ul style="list-style-type: none"> Orderly rows 	<ul style="list-style-type: none"> Room is spacious teacher can move easily Plastic chair with fixed arm desk, whiteboard AC is on, Projector can be setup easily Room is clean proper ventilation

			maintained properly						
	2	Authoritative and laissez-faire	<ul style="list-style-type: none"> Lesson plan was organized Review on lesson had been done Answering Questions and Practicing symbols Debate Taking notes Always monitoring during activity with clear instruction Time for activity was maintained properly 	<ul style="list-style-type: none"> Consonant sounds Sounds were explained with examples Public university vs. private university 	<ul style="list-style-type: none"> Encouraging Ss Welcoming and creating interest Flexible Ss were interacting with each other and teacher Individual feedback on mistake after debate 	<ul style="list-style-type: none"> Verbal paralanguage was good Nonverbal paralanguage was good No scolding Ss No joke was told 	<ul style="list-style-type: none"> Ss were excited about debate Well performed in group activity No chaos though it was a debate 	*Traditional seating arrangement <ul style="list-style-type: none"> Change in seating: face to face seating for debate 	Same as previous class
U5	1	Indifferent	<ul style="list-style-type: none"> Lesson plan was on grammar No review on previous study No speaking activities Time was managed properly Material was book Not 	<ul style="list-style-type: none"> Topics: tense, noun, person, adjective Exercises on F/B Explaining grammar with examples, structure 	<ul style="list-style-type: none"> Interaction was minimum Ss were doing activities Late Ss were asked to come at office hours General feedback was given 	<ul style="list-style-type: none"> Voice was timid Eye contact was not excellent Voice was clear Language was not clear (Stammering) Never used Bangla Robotic 	<ul style="list-style-type: none"> Mix classroom Some were learning Some were not learning 	No seating plan and no plan to arrange seats for activity	<ul style="list-style-type: none"> Room was not spacious (moving is not possible for T5) and clear Sound was coming from outside AC was not working Not plenty of

			<p>monitoring the class (Ss were chatting last benchers)</p> <ul style="list-style-type: none"> • Individual grammar activity 			<p>attitude (stick in same places)</p> <ul style="list-style-type: none"> • Formal outlook • No funny jokes 			<p>seats</p> <ul style="list-style-type: none"> • No power point facility • Plastic chair with fixed arm desk, whiteboard • lack of chairs
2	Indifferent	<ul style="list-style-type: none"> • Unorganized lesson plan • Review of lesson was done • Time was not managed since material was not prepared properly • Instruction was not clear • Discussion in group • Presentation • Difficult to move in congested classroom • Time was not calculated properly 	<ul style="list-style-type: none"> • Topics- Myself, vacation, rainy day, university life favorite teacher, best friend, best memory. • Teacher helped in discussion of Ss 	<ul style="list-style-type: none"> • Couldn't manage time for interaction • Individual feedback attempted to give 	<ul style="list-style-type: none"> • Voice was timid • Eye contact was not good • Voice was Clear and Not scolding at all • Language was unclear (Stammering) • Never used Bangla • Trying to move and reach to each student • Formal Outlook and no funny jokes 	<ul style="list-style-type: none"> • Some were interested in class activity • Not participating in interaction (13 Ss) 	<ul style="list-style-type: none"> • Traditional seating arrangement • Change: Pair seating style 	<p>Same as previous class</p>	

U6	1	Indifferent	<ul style="list-style-type: none"> • Unorganized lesson plan • Student activity was debate • No material was used • Instruction was confusing • Time was not managed • Chaotic classroom 	<ul style="list-style-type: none"> • Topics: Love marriage vs. arrange marriage • Describing the rule of debate during 	<ul style="list-style-type: none"> • Encouraging Ss by giving reward • Reward was early leaving from the class • Asked to participate uninterested Ss • No feedback 	<ul style="list-style-type: none"> • Robotic expression • No humour • Voice was too low to listen • Using Bangla 	<ul style="list-style-type: none"> • Mix class • Some were sleeping (7 Ss) • Some Ss were discussing 	<ul style="list-style-type: none"> • Traditional seating arrangement • No seating plan and no plan to arrange seats for debate 	<ul style="list-style-type: none"> • Big, spacious classroom, proper-multi-media • Few number of students • Good ventilation system , AC is good, permanent projector, white board • Plastic and wooden chair with fixed arm desk, whiteboard • Room was clean
	2	Authoritarian	<ul style="list-style-type: none"> • No lesson plan • No instruction • No activity • Time was not maintained and teacher left early • Not moving at all 	<ul style="list-style-type: none"> • Analyses of advertisement • Explaining through power point 	<ul style="list-style-type: none"> • No interaction at all • Ss were not asking anything • Teacher became offended on Ss comments about living relationship in America • Teacher's facial expression was firm • Ss were afraid of saying anything further 	<ul style="list-style-type: none"> • Robotic expression • No humour • Voice was too low to listening • Usage of non-motivating words • Not Using Bangla • Threaten Ss 	<ul style="list-style-type: none"> • Mix class • Some Ss were leaning (10 Ss) • Some Ss were discussing 	<ul style="list-style-type: none"> • Traditional seating arrangement • No way to monitor for instructor 	<ul style="list-style-type: none"> • Big, spacious classroom, Good Ventilation system, AC is good, permanent projector, white board • Room was clean • Multi-media is not

			<ul style="list-style-type: none"> Power point was used for lecture 			for the topic like live-in relationship			<p>working properly(dark (projector) students at the back were facing problems)</p> <ul style="list-style-type: none"> Plastic and wooden chairs with fixed arm desk, whiteboard Seats are not even arranged properly (at the back seats are dirty)
U7	1	Authoritarian	<ul style="list-style-type: none"> Well organized lesson plan Review of lesson was done Activity of Ss were listening and practicing speaking No material was used and No instruction was given Monitoring as teacher was not moving at all 	<ul style="list-style-type: none"> Helping Ss with information Topics- Happiest moment, Saddest moment, Birthday, First day at university, First day at school, Favorite food 	<ul style="list-style-type: none"> Not too much interaction Teacher was trying to encourage student with simple Bangladeshi content for example Ss were not asking questions Some were not interested Extra time was given but not appreciated General feedback was given though individual presentation 	<ul style="list-style-type: none"> Verbal paralanguage was good Non-verbal paralanguage was not appropriate Too strict expression while managing class No joke was told Trying to get easy with Ss Teacher look was formal 	<ul style="list-style-type: none"> Mix Classroom Ss were not saying anything 	<ul style="list-style-type: none"> Orderly rows No change 	<ul style="list-style-type: none"> AC is not working (students are not feeling good at all) Improper electrical connection (Plugs) are not working One chair was broken suddenly and everybody is laughing and wasting time

			<ul style="list-style-type: none"> • Strict about time management 		had taken	<ul style="list-style-type: none"> • Shouted 			
2	Indifferent	<ul style="list-style-type: none"> • Unorganized lesson plan • Review of lesson was done • Activities of Ss were listening and practicing • Practicing speaking on topic (Individual presentation) • Material was not managed properly: Hindi music was played • Unclear instruction • Monitoring as teacher was moving • Seating arrangement was not appropriate • Strict about time management • Class was a chaos 	<ul style="list-style-type: none"> • Explanation was not given • Topics- Friendship, favorite star, Favorite film, worst watched movie, myself 	<ul style="list-style-type: none"> • Interaction was a chaos • Encouraging Ss • Extra Time was given • No feedback 	<ul style="list-style-type: none"> • Verbal paralanguage was good • Non-verbal paralanguage was appropriate • Too indifferent while managing class • No joke was told • Trying to get easy with Ss • Bangla was used frequently • Teacher look was formal 	<ul style="list-style-type: none"> • Ss were chatting and interested in playing • Ss were laughing • Ss were scratched (2ss) in hand 	<ul style="list-style-type: none"> • Traditional seating arrangement • Half circle: seating like the game of musical chair 	<ul style="list-style-type: none"> • The class is congested for 31 students (difficult to practice any activities in the classroom) • Bad Ventilation system is • No multi-media facility • Ss cannot even see the presenter • turmoil for mosquito biting the last benchers • No available seat for students • Plastic chair with fixed arm desk, 	

									whiteboard <ul style="list-style-type: none"> Ss came in the class and leave to take a chair Ss are not getting any chair
U8	1	Authoritative	<ul style="list-style-type: none"> Well planned lecture Received previous lesson Time was maintained Activities were well managed Material was prepared Instruction was clear Monitoring By walking to each group Seating arrangement was managed 	<ul style="list-style-type: none"> Topics- Facebook, money, internet, creative thinking Ss choose pictures for topic Topics explained while monitoring 	<ul style="list-style-type: none"> Interaction with teacher was going on. Ss were asked and answer questions Knows Ss name Teacher provided enough time to reply General feedback was given Attention was given to each student No harsh comments for late comers 	<ul style="list-style-type: none"> Verbal paralanguage was good Non-verbal paralanguage was appropriate No scolding No usage of Bangla No jokes Trying to link Ss with funny comments Teacher look was formal 	<ul style="list-style-type: none"> Ss were enjoying the class They like the teacher and the class 	At first, seating position is traditional then puzzle group seating was arranged	<ul style="list-style-type: none"> It is spacious (Teacher can move easily) Multi-media facility is available AC is working Room, chairs, boards are clean Steel framed wooden chair
	2	Indifferent	<ul style="list-style-type: none"> Well planned lecture 	<ul style="list-style-type: none"> Vowel symbols Explained with 	<ul style="list-style-type: none"> Interaction was good Ss answered 	<ul style="list-style-type: none"> Verbal paralanguage was good 	<ul style="list-style-type: none"> Ss were enjoying the sound 	<ul style="list-style-type: none"> Traditional seating arrangement 	Same as previous class

			<ul style="list-style-type: none"> • Time was not maintained • Teacher was late and left early • No Activity • Material was not prepared • No Instruction • Not monitoring Ss were gossiping when lecture was going on 	example.	<ul style="list-style-type: none"> • teacher's question • Time was provided to response • No chaos 	<ul style="list-style-type: none"> • Non-verbal paralanguage was appropriate • No scolding • Plenty usage of Bangla • No jokes • Teacher look was formal 	and examples	<ul style="list-style-type: none"> • No change 	
U9	1	Authoritative	<ul style="list-style-type: none"> • Well planned lecture • Reviewed previous lesson • Time was maintained • Activities were well managed • Activities: reading book, taking notes, individual speech • Material was book and it was prepared 	<ul style="list-style-type: none"> • Topics: Industrial field trip, business trip, explaining concept • Pre-activity was reading 	<ul style="list-style-type: none"> • Interaction was limited • Teacher was encouraging Ss to ask questions • Ss were asking question • Buzzing sound was in the class 	<ul style="list-style-type: none"> • Verbal paralanguage was good • Non-verbal paralanguage was appropriate • No scolding • Plenty usage of Bangla • No jokes • Teacher look was formal 	<ul style="list-style-type: none"> • Ss were confused • Topic was too difficult for the Ss • Ss were helped by the teacher 	<ul style="list-style-type: none"> • Orderly row • No change in seating arrangement 	<ul style="list-style-type: none"> • All facility of multi-media, AC , a podium • Room is congested for 30 students • Room is not spacious • Plastic chair with desk

			<ul style="list-style-type: none"> • Instruction was clear • monitoring by walking to each group late for class • Seating arrangement was managed 						
2	Authoritative	<ul style="list-style-type: none"> • Well planned lecture and reviewed previous lesson • Time was maintained and activities were well managed • Material was book and it was prepared • Activity: group discussion and individual presentation • Instruction was clear • monitoring by walking to each group 	<ul style="list-style-type: none"> • Topics- Industrial field trip, Business trip • Explaining concept with examples • Trying to connect with study tour for making topic easy 	<ul style="list-style-type: none"> • Interaction was not happening at all • Teacher was encouraging Ss to ask questions • Ss were asking question • Buzzing sound was in the class 	<ul style="list-style-type: none"> • Verbal paralanguage was good • Non-verbal paralanguage was appropriate • No scolding rather teasing Ss • Plenty usage of Bangla • No jokes • Teacher look was formal 	<ul style="list-style-type: none"> • Ss were not interested as topics were too difficult for the Ss • Ss were motivated as T9 Observed the class 	<ul style="list-style-type: none"> • Orderly row • Group seating style 	<ul style="list-style-type: none"> • All facility of multi-media, AC , a podium • Room is congested for 30 students • Room is not spacious • Plastic chair with desk 	

U10	1	Indifferent and laissez-faire	<ul style="list-style-type: none"> Well planned lecture Reviewed previous lesson Time was maintained Activities were well managed Activities: listening to teacher, answering to teacher Material was book and it was prepared Instruction was clear and monitoring was appropriate 	<ul style="list-style-type: none"> Presentation skill. Explaining single important skill of presentation. 	<ul style="list-style-type: none"> Interaction with teacher was not going on Ss were asked and answered questions Knows Ss name Teacher did not provide enough time to reply General feedback was given Attention was not given to each student Harsh comments for late comers Scolding Ss without understanding them Ss were scared 	<ul style="list-style-type: none"> Verbal paralanguage was good Non-verbal paralanguage was not appropriate Teacher facial expression was strict Scolding Ss No jokes Teacher look was formal 	<ul style="list-style-type: none"> Ss were not interested Some were interested but scared of asking question 	<ul style="list-style-type: none"> Style of seating was traditional 	<ul style="list-style-type: none"> It is not a language or ordinary classroom It is lab room of the faculty of science There are heavy instrument of physics in the room Multi-media not available It does not have proper lighting No AC wooden benches, whiteboard The classroom is unspacious
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	2	Authoritarian	<ul style="list-style-type: none"> • Not planned lecture • Reviewed previous lesson • Time was not maintained • Only practicing presentation (7 Ss) • Activities were well managed • Activities: presentation practice • Instruction was clear • Not monitoring at all as Ss were chatting, browsing mobile 	<ul style="list-style-type: none"> • Topics- Cultural activities, You Tube, Cricket match, athlete • Motivating for speaking 	<ul style="list-style-type: none"> • Interaction with teacher was not going on • Motivating Ss but indicating them as a good batch • Teacher was asking question to precede learning • Instant feedback was given 	<ul style="list-style-type: none"> • Verbal paralanguage was good but non-verbal paralanguage was not appropriate • Teacher facial expression was strict • Bangla was used • No jokes or even smile • Teacher look was formal 	<ul style="list-style-type: none"> • Ss were not interested • Some were interested • Last benches were browsing mobile 	seating setup was in auditorium	<ul style="list-style-type: none"> • 2nd class was in auditorium (room is changed for presentation) • It was facilitated with multi-media, AC desk • No decoration • Room was not clear
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Biography

Tasnim Rahman had obtained her B.A. (Hons.) degree in English from Southeast University. She was a student of humanities and got certified in S.S.C and H.S.C from Rajuk Uttara Model College. While pursuing the degree in M.A. in ELT, she with one of her classmates, Ziaur Rahman, published an article titled, Pragmatic ELT Policies of Neighboring Countries—Recommendations for Bangladesh, in *International Journal of English Language, Literature and Humanities*. She was a former English language teacher of Future Foundation School for three years. During the time-period of her thesis, she has presented two papers in IER Conference 2018 and in 8th BELTA International Conference 2018 respectively. Her areas of interest include: teacher education and continuous professional development.