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By Md. Robiul Islam

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Keywords: *classroom management, teaching english, tertiary college, bangladesh.*

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Classroom Management for Teaching English at Tertiary Colleges in Bangladesh: Challenges and Solutions

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I. Introduction

Classroom management for teaching English is an important issue (Fahmida, 2007) to implement sustainable development goals (SDGs) in the education sector of Bangladesh. Besides, with the need of international communicative competence, it becomes crucial to harvest an education policy that would create global citizens as well as reflect the needs of the learners (Mamun et al., 2011). To do that, effective classroom management is the best solution (Afroze, 2014). However, it is primarily strategies and management of learners learning (Allen, 2010). Billingsley et al. (2018) state that classroom management is the basic to establish effective teaching. On the other hand, Webster-Stratton et al., (2011) opine that the policies of classroom management boost student interest in learning, strengthen academic attainment and school preparation, and lessen classroom troublesome behavior. Besides, it is an analytical factor which includes strong teaching methods, significant content, and an institutional structure to guide fruitful learning (Allen, 2010). However, in modern times, lecturers are given with more complex classrooms. Large class size is a great challenge for lecturers to give direction among diverse students (Webster-Stratton et al., 2011). Thus, practices of active classroom management nourish, inspire, and stimulate learners with various advancing intelligence and educational culture.

a) *Statement of the Problem*

English has achieved the major position of our education system from primary to higher education for its global needs and acknowledgment (Karim, 2018). The government of Bangladesh has always been energetic to assume many projects to advance the students' communicative competence in English. Unfortunately, despite having twelve years of preparation, students cannot acquire communicative competence in English (Karim, 2018). There are many explanations for this catastrophe. The learners are rarely asked to get engaged in a communicative exercise in the classroom (Farooqui, 2014). Also, students do not feel easy to be more active in classroom exercise and they do not like to take liability for their study (Chaudhury, 2011). Furthermore, communication is only fixed among the more progressive students in the classroom (Mamun et al., 2011). Moreover, most of the teachers cannot communicate with each student in the large classroom (Mamun et al., 2011). Also, they are not trained in classroom management issues. Thus, this study looks to address the challenges of classroom management and realizesa way of solutions.

b) *Research Objectives*

Classroom management is a kind of issue which abundantly influences the students' outcome (Jones, 2015). However, the objective of the study is to find out the challenges and solutions of English classroom management through the case study of tertiary colleges in Bangladesh. With this determination, firstly, the study inspects the current practices of English classroom management in tertiary colleges in Bangladesh. Secondly, it finds out the challenges of English Classroom management. Finally, the study

Author: Assistant Professor in English, Ishwardi Government College, Ishwardi, Pabna, Bangladesh. e-mail: robi475495@gmail.com

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investigates a way of a solution to ensure the best practice of classroom management.

c) Research Questions

The study investigates the challenges of classroom management for learning English at tertiary colleges in Bangladesh. Thus, the key research questions for this study are:

i. *What are the current practices of English classroom management at tertiary colleges in Bangladesh?*
ii. *What are the challenges, if any, of English classroom management at tertiary colleges in Bangladesh?*
iii. *What would be the best practices of English classroom management at tertiary colleges in Bangladesh?*

d) Significance of the Study

English is ever present in the life of every citizen around the world. In recent years, educators suggest proper classroom management for acquiring skill in any language. Further, the national education policy of Bangladesh (2010) emphasizes effective classroom management for learning English so that it helps make the country's future cohort for the modest globalized world of the 21st century (Karim, 2018). However, since the learners occupy much time in classroom activities, it is imperative to manage the classroom so that they can learn English fruitfully. This study helps the lecturers to provide pupils with all-out learning milieu. Additionally, teachers will again think about their methods of dealing with the classroom. Conversely, no research is done in this issue at tertiary level colleges in Bangladesh previously. Thus, this study helps the policy makers to ensure quality education for sustainable development of Bangladesh.

II. Review of Literature

Though Bangladesh is a monolingual country, English is used in all subdivision shere (Farooqui, 2014). The author also says that if one is competent in English, he/she can sustain a good position within the country as well as the global margins. For learning English in Bangladesh, communicative methods are being practiced for the last three decades in the classroom with diverse challenges by the lecturers (Karim, 2018). On the other hand, Rasheed (2012) states that there are massive challenges to both students and teachers in Bangladeshi conventional classrooms. However, the main components of classroom management for student teachers are the physical organization of classrooms, instructional management, behavior management, and communication (Atici, 2007).

a) Principles of Classroom Management

For ensuring effective language teaching, it is very significant to follow the principles of classroom management (Brown & Lee, 2015). However, the fundamentals of classroom management primarily include establishment of transparent teacher and student roles, articulation of unambiguous objectives and goals, flexibility, letting students pick some choices, do activities and exercises, taking students' personal interest into knowledge, open-mindedness to all students, exhibiting enthusiasm and a positive attitude, and challenging students of both higher and lower levels of competence (Brown & Lee, 2015). However, the author observes as the head of the department that most of the principles of classroom management are not successfully maintained for teaching English in tertiary colleges in Bangladesh.

b) Physical Organization of Classrooms

Karim (2018) says that the physical organization of a classroom which consists of classroom arrangement, classroom extent, and classroom supervision has not been measured as a portion of learning and culture, but it has countless stimuli on social and theoretical results of the novices. In Bangladesh, the educators as well as the authorities hardly pay care to these truths (Karim, 2018). Besides, visible climate and space are the important foundation of classroom management (Brown & Lee, 2015). The authors also state that learners are impressed by their seeing, hearing, and feeling in the classroom. Ensuring a neat, clean, and orderly classroom, erasing whiteboards before each class period, appropriate arrangement of chairs, taking advantage of visual investigation to interested students, keeping the classroom free from external noises and ensuring efficient operation of heating/ cooling systems are to be created for the physical environment of the classroom, as opined by the authors. Nevertheless, it is a matter of sorrow that the mentioned tools of the physical organization of the classroom are not suitable in most Bangladeshi colleges (Rahman, 2015).

The seating arrangement is a very imperative issue for learning (Harmer, 2001).It depends on class size, group size, the style of the furniture and the type of activity (Harmer, 1998). Again, another vital aspect of classroom management is the class size. The large class generally builds up adverse implications of unacceptable results and problems (Harmer, 2001). The challenges in large classes are noise and behavior, feedback and assessment, blended intelligence, personal concentration and the practice of the first language (Jones, 2007). According to Evans and John (1998), a large classroom can be managed following some strategies such as engagement, communication, individualisation, and liberty. Unfortunately, almost all language classes are significantly larger in Bangladeshi colleges (Rahman, 2015). Besides, teachers do not have any training in large classroom management (Karim, 2018). Nevertheless, as suggested by Brown and Lee (2015), measures to solve the problem might involve making each students feel important by learning

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names, assigning students as much collective work as desirable, optimizing the use of pair work and small group work in English, considering the variation in proficiency levels in groups, using tapes, video and yourself for listening comprehension activities, using peer-editing assessment and judgment in written work whenever convenient, giving students home works and challenging tasks for students with higher proficiency, establishing small learning centers in class for individualized works, and organizing informal conversation groups and study groups. It is found in the study of Karim (2018) that all the issues mentioned are the most challenging task at the English classroom in Bangladeshi colleges.

c) *Instructional and Communication Management*

Effective instruction is the key terms of classroom management (Brown & Lee, 2015). To instruct any lesson effectively, a teacher must play multiple roles such as leader, knower, director, manager, counselor, guide, friend, parent, etc. in the classroom (Harmer, 1998). According to Brown and Lee (2015), the teacher's voice and body language are also important for effective classroom management. The most significant condition of good teaching is voice projection. Loud and booming voice is not necessary for good teaching. It is important that students sitting furthest away can hear clearly. Yet non-verbal messages are also very significant for effective classroom management (Brown & Lee, 2015).However, it is observed that most teachers cannot instruct their lessons effectively and cannot maintain voice and body language properly. Again, the author Penny Ur (1996) states that three preventive strategies such as careful planning, clear instruction and staying connected are essential for dealing problems in the classroom. A well planned and organized lesson is a stable power which is almost absent in tertiary colleges as observed by the author. On the other hand, effective teaching gives more emphasis on assignments (Jones, 2007). Dedicated and effective teachers oversee performance on tasks, giving opinions on how satisfactory assignments have been accomplished (Harmer, 2001). However, I observe that the present curriculum of English does not encourage assignment writing in the academic life of students.

There are often multiple proficiency levels among learners in the large class (Jones, 2007). In this circumstance, teachers simply avoid the higher and lower level students and they follow the middle-level students (Jones, 2007). It is a common mistake among teachers. According to Brown and Lee(2015), few techniques to deal with this kinds of problems are: avoiding overgeneralization of proficiency levels, identifying the specific skills and abilities of each students in the classroom, offering choices in individual techniques (written and extra class), using technological aids to boost proficiency levels of the students, measuring the difficulties of the classroom teacher talk for the middle of the range of proficiency and assigning group work for multiple proficiency issues. However, according to Karim (2018), English teachers of college level do not have sufficient classroom management knowledge to deal with the students of multiple proficiency levels and do not know the appropriate techniques to manage the large class.

In a monolingual country like Bangladesh, another common challenge of classroom management is the use of native language in English class (Brown & Lee, 2015). In a foreign language teaching context, an undue overuse of the native language in the classroom remains an issue. Besides, Brown and Lee (2015) state that one should never use native language in the classroom. In this issue, Hall and Cook (2012) suggest that a great amount of time can be saved by using native language for some explanations, linguistic clarifications, instructions for assignments, or literary comments. However, it is found in the study of Karim (2018) that most English teachers in Bangladesh use Bangla as a medium of instruction in the English class.

Another very energetic element of classroom management is the roles and styles of teachers that create a positive classroom climate (Harmer, 2001). In this issue, rapport is an idea that helps produce an environment in the classroom for successful learning (Brown & Lee, 2015). It is the relationship built on trust and respect between teachers and students. The guidelines to build rapport include paying attention to individual student, providing opinions and comments on the improvement of every student, inspiring students to nourish their creativity and views, welcoming and applauding their ideas, acting with them as a team, and creating a proper feel of vicarious delight when they learn something new (Jones, 2007). However, contemplating, speaking and writing that inspires many minds are the result of classroom energy (Brown & Lee, 2015). It is an aspect of creativity started by the communication of students. In addition, spiritual energy drives students to higher commitment and assistance (Brown & Lee, 2015). However, I observe that the above issues are almost non-existent in the classrooms of tertiary colleges in Bangladesh.

Finally, the study of the English language has become a vital accountability started at all levels. Thus, students' language skills are confirmed by practical and good classroom management for the purpose of studying foreign languages in tertiary education (Popescu-Mitroi et al., 2015). The tertiary education aims to enable learners with language skills accompanied by specific words and essential communicative skills. The students get benefit from these skills in the globalized world (Popescu-Mitroi et al., 2015). Yet, learners develop their soft skills in an effective as well as positive classroom environment (Popescu-Mitroi et al., 2015).

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However, it is observed that the assessment system of English in tertiary colleges only emphasizes reading and writing skills skipping listening and speaking skills. It is also a great challenge for effective English education in Bangladesh.

III. Methodology

This study investigates the challenges and solutions for English Classroom management at tertiary colleges in Bangladesh. The research designs, methods, sampling, setting, validity and reliability, ethical consent, data collection, and data analysis are discussed in this section.

a) Design

This study is quantitative and qualitative in nature. Thus, it is mixed method research. It finds out the learners' fondness, opinions, learning preferences, and atmosphere, and lecturers' instruction systems are involved as substantial for study. It also investigates lecturers' awareness of classroom management and their current practices regarding the issue. To find out the challenges of English classroom management, there are 12 major questions for students and another five major questions for teachers under central research questions. The questions highlight the current practices of English classroom management in tertiary colleges in Bangladesh.

b) Methods

This study uses several methods to get the answers to different research questions. For the qualitative part, the method is an interview, and for the quantitative part, the method is survey. For both of the methods, the questionnaire is the instrument. For the interview, questionnaire includes five semi-structured questions whereas for the survey it includes twelve items of four point's Likert Scale. Data collected through different instrument make data triangulation possible.

c) Sampling

Effectiveness of research depends on the utility of sampling methods (Hanefar, 2015). The demands for sampling appear straight to define the population on which the research will be organized. To accomplish the target, 34 students and 4 teachers of the department of English in IGC are chosen. I choose the respondent purposively so that I can get actual data.

d) Validity and Reliability

I am very careful about the validity and reliability issues of the study. For this reason, I carefully choose the respondents. To ensure the reliability, the questionnaire is used to investigate the issue. Besides, the data are analyzed with MS Excel, and the findings are presented graphically. Also, to ensure accuracy and consistency of study, the findings are also correlated with the findings of different articles. To gain the validity of data, triangulation has been done by collecting the same data through the different instrument.

e) Ethical Consent

While conducting this study, I try to sustain all the ethical consent very strictly. Firstly, I properly maintain the acknowledgment of others' work. Secondly, before collecting data, all respondents read and sign the ethical consent form. Finally, there is no ambiguity at any stage of the work.

f) Setting

Two types of populations are involved in this study such as students and teachers of the department of English in X College. I carry out a survey and interview for students and teachers through questionnaire. The survey is done for the students on the classroom and the interview is done for the teachers in the seminar room.

g) Data Collection

I take permission from the principal of X college to collect data from the teachers and students through questionnaire. I explain the aim of the research to the principal. As I serve as the head of the department and classroom teacher as well, so it becomes very easy for me to find out the true opinion about the present condition of the teaching-learning environment of tertiary colleges in Bangladesh. However, a major piece of the data is collected from learners' feedback by delivering close-ended questions to them. The lecturers' feedbacks are also collected from the open-ended questions given to them. However, each respondent takes10 to 20 minutes to read and answer the questions.

h) Data Analysis

After the collection of data from students, they are analysed with MS excel. The identities of the respondents are hidden. Firstly, the opinions of the students and teachers have been analyzed. Then all of the data are summarized and interpreted separately. I analyse the data collected from students quantitively and teacher's opinion qualitatively keeping touch with the central questions.

IV. Findings and Discussions

The purpose of this chapter is to analyze the data collected from students and teachers to find out the current practices of English classroom management intertiary colleges in Bangladesh. The findings are also discussed according to the survey, interview, personal observation, and review of the literature.

a) Findings and discussion of the Students' Survey

This part of the study discusses the first central research question. Many thought-provoking realities have been found in the replies of the students' survey.

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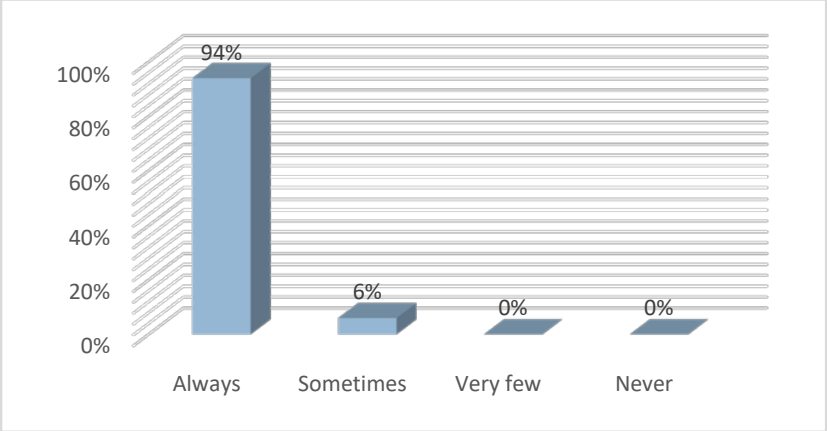

Figure 1: Whether classroom management is effective

Figure 1 Reports whether classroom management is helpful for learning English or not. This is the fundamental question which justifies the significance of research objectives.

However, in the response to the first question, 94% of the respondents opine that classroom management is always useful for learning English whereas, 6% of students say that it is sometimes good for learning English. Thus, from the opinions of the respondents, it is found that learning English is most likely related to classroom management.

The second question is set to investigate the condition of the seating arrangement in X college (Figure- 2). According to Brown and Lee (2015), it is the prime issue for the physical management of classroom which affects seriously on effective language learning in the classroom.

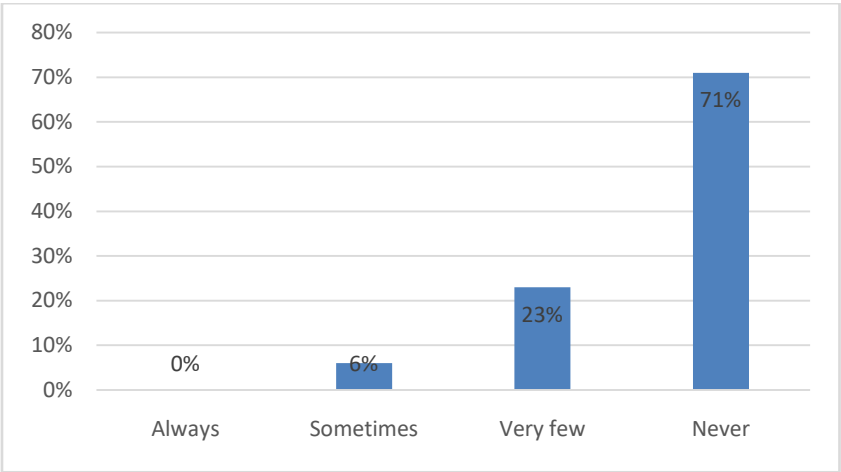

Figure 2: Condition of Seating Arrangement

However, by analyzing the data from this question, it is found that 71% of the students believe that seating arrangement in X college is never good for group and pair works. On the other hand, 23% of the respondents partially agree with the statement. Thus, from this result, it can be said that seating arrangement in X college is not up to the mark and a challenging issue for English classroom management. However, a similar result is also found in the study of Karim (2018).

The third question is given to find out whether teachers of X college can personally communicate with every student in each class.In this issue, Harmer (2001) opines that teachers personally communicate with each student in alanguage class.

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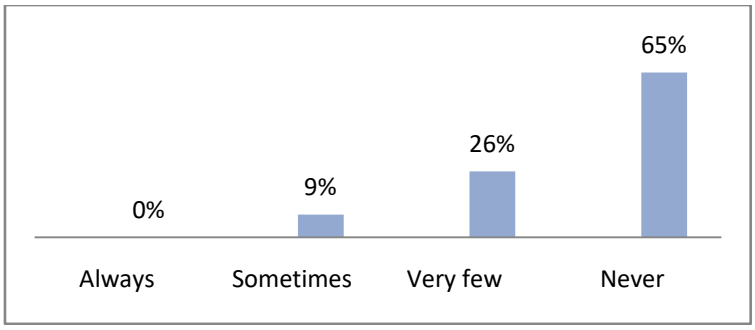

Figure 3: Personal communication of teachers with every students

The response of the third question shows in Figure 3, where65% of the total students think that teachers cannot personally communicate with every student in each class. On the contrary, 26% of the students think that teachers can hardly communicate personally with every student. This finding is similar to the study of Brown and Lee (2015) and Rahman (2015) where the large class size in X college and inadequate classroom management knowledge of the teachers are mainly responsible for this problem.

In language classes, group and pair work are the current solutions for operative instructions (Harmer, 2001). This research also finds out whether the students make group work or pair work in the classroom.

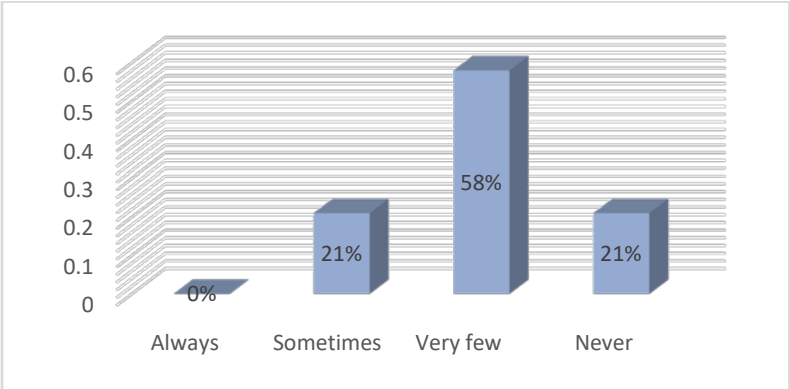

Figure 4: Whether students make group or pair work

Figure 4 shows the response of question four; a total of 58% of students say that they hardly practice group and pair work in the classroom. Besides, 21% of the total population say that they sometimes practice it, but the other 21% of the respondents never practice it in the classroom. Thus, it is found from this survey that large class size, lack of proper seating arrangement and teacher's lack of classroom management knowledge cannot encourage the students to do group and pair works in the classroom (Brown & Lee, 2015).

The fifth question is asked to investigate whether large class size always creates a communication gap between the teachers and students. Almost all educators agree that large class size is the main challenge of English classroom management.

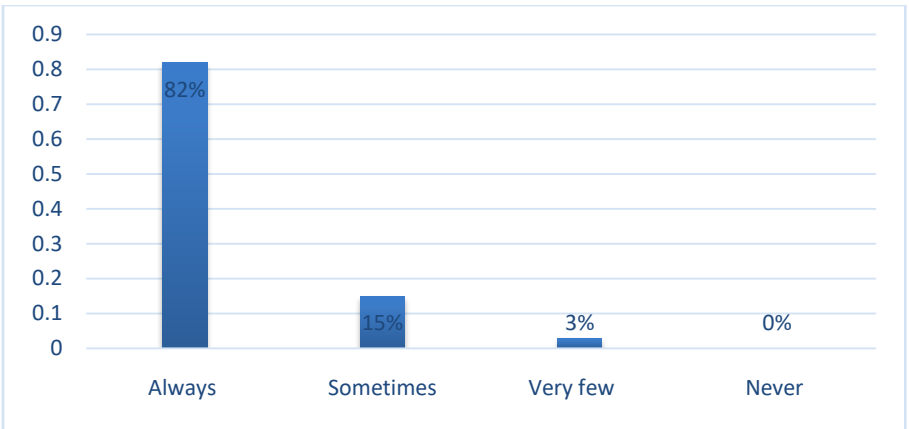

Figure 5: Whether large class creats a communication gap

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In the reply, most of the students (82%) think that large class size always creates a communication gap between the teachers and students (Figure 5). However, the same findings are also discussed by Karim (2018).

The sixth question is given to explore whether students get an opportunity to share their ideas in the classroom or not. However, according to Harmer (2001), students always share their ideas in a student-centered classroom.

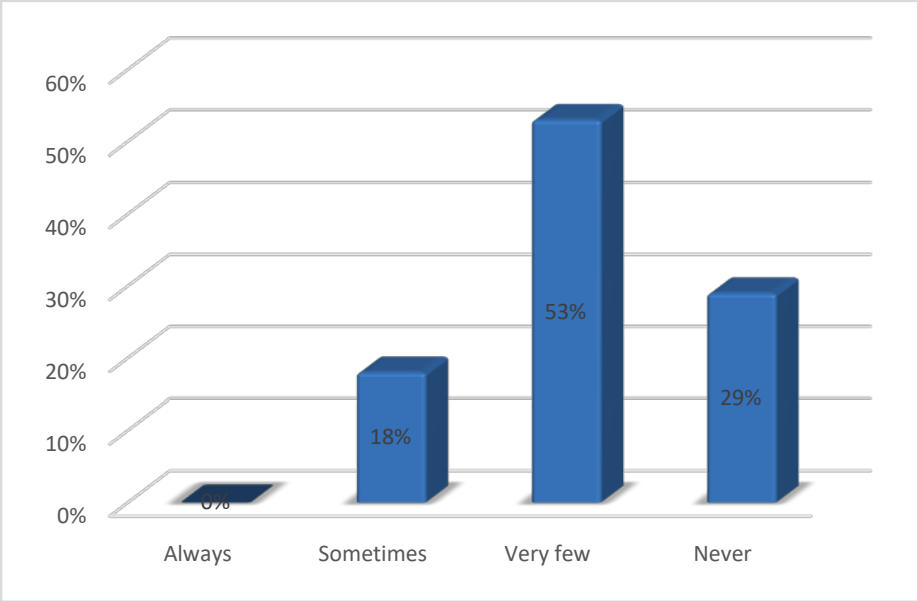

Figure 6: Whether students get opportunity to share their ideas

In response, 29% of students state that they never get an opportunity to share their ideas in the classroom. Again, 53% of the respondents share that they hardly get an opportunity to share their ideas in the classroom and 18% of them opine that they sometimes get an opportunity to share their ideas in the classroom (Figure 6). In fact, this finding also correlates with the findings of Farooqui (2014).

The seventh question is set to investigate whether the classroom of X college has enough light and air, noise free and very neat and clean. In this issue, Brown, and Lee (2015) state that the physical environment of the classroom affects greatly on effective learning and student's outcome.

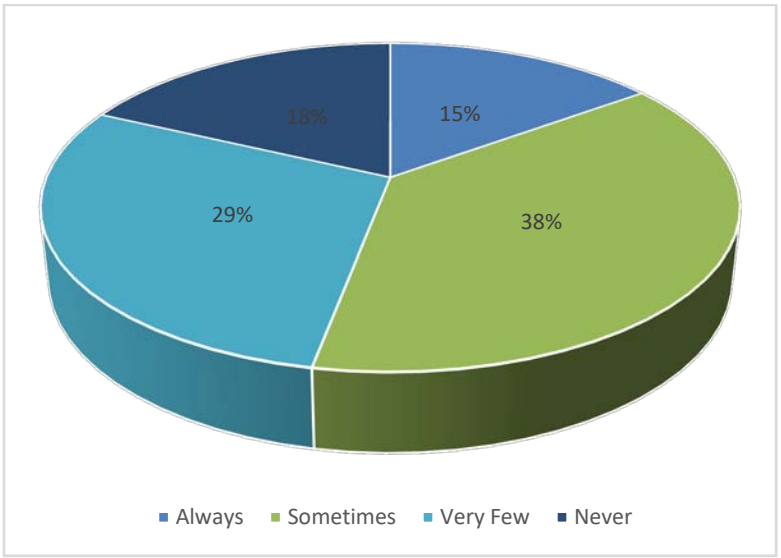

Figure 7: Physical environment of classroom

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Figure 7 represents a mixed opinion regarding the question. By analyzing all the data, it is found that physical management in X college is moderate.

The medium of instruction is a very significant issue in monolingual countries like Bangladesh. Using Bangla in English class is a very challenging issue (Harmer, 2001). The eighth question is asked to find out whether student thinks dual-medium (both English & Bangla) of instruction makes hindrance learning English properly or not.

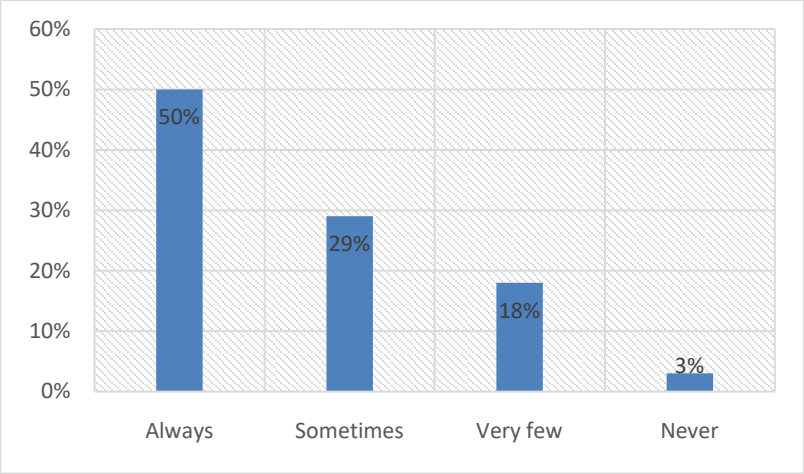

Figure 8: Duel medium of instruction

In response, 50% of students strongly agree with the statement while 29% of the total population opines that the dual medium sometimes prevents them from learning English properly (Figure 8). Thus, the findings indicate that the medium of instruction in English class should be in English (Rahman, 2015).

The ninth question is asked to examine whether teachers give feedback on assigned tasks in the classroom or not. However, in a language class, teachers should give feedback on assigned tasks in the classroom (Brown & Lee, 2015).

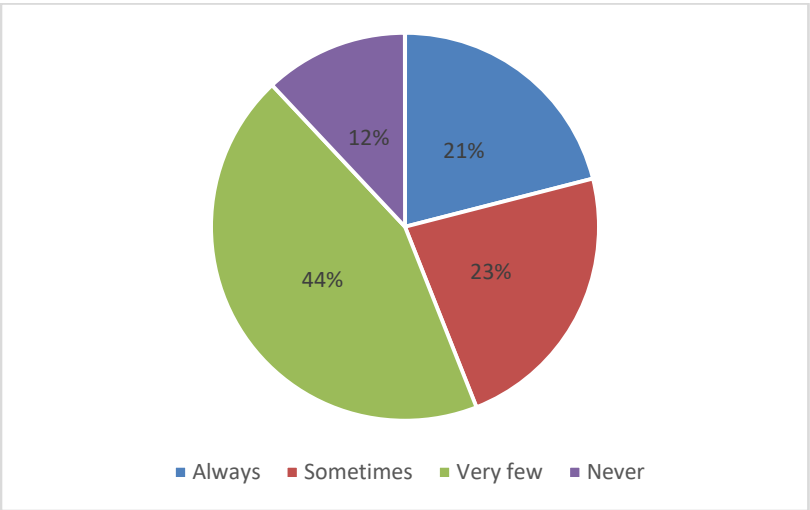

Figure 9: Teachers feedback on assigned tasks

However, in response, 44% of the respondents inform that their teachers hardly give feedbacks (Figure 9). Moreover, 12% of students say that they never get any feedback on assigned tasks from the teachers. Thus, the survey indicates the disappointing level of pedagogical knowledge of the teachers. Moreover, an almost similar result is also found in the study of Rasheed (2012).

The tenth question is asked to study whether teachers of X college follow a lesson plan or not. However, Penny Ur (1996) states that a careful lesson plan is essential for dealing problem in the classroom.

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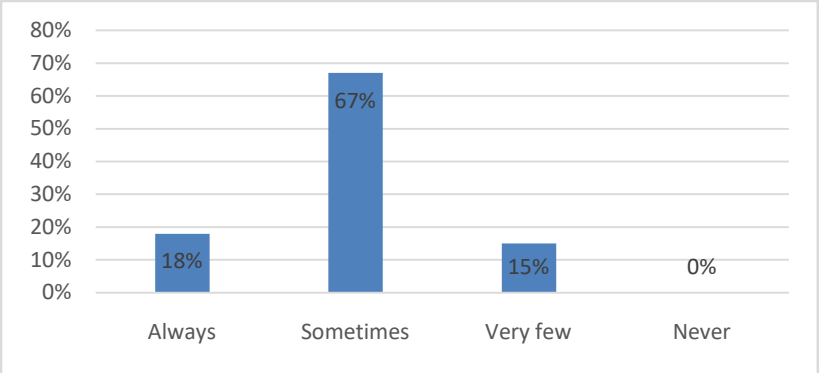

Figure 10: Lesson plan of Teacher

Figure 10 represents some surprising findings where 67% of the total population say that their teachers sometimes follow a lesson plan. However, 15% of the respondents think that teachers hardly follow lesson plans. Thus, the survey indicates insufficient pedagogical knowledge as well as the lack of attention of the teachers.

The eleventh question is asked to study whether teachers use technological tools in the classroom or not. However, according to Brown and Lee (2015), the use of technological aids boosts proficiency levels of the students in English.

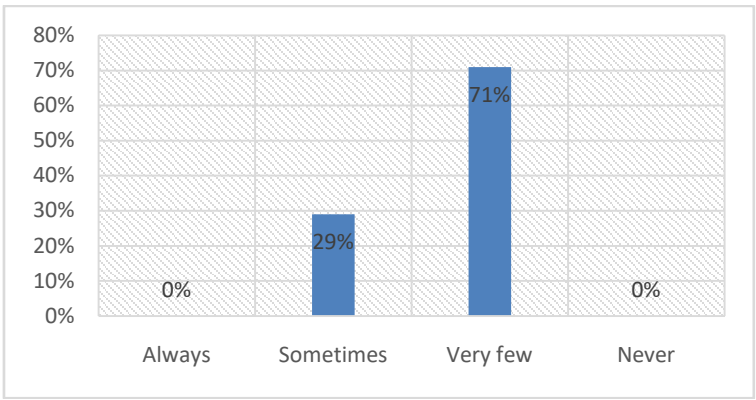

Figure 11: Teacher's use of technologcal tool

It is disappointing that 71% of the total respondents opine that their teachers hardly use technological tools in the classroom (Figure 11). Thus, the findings imply the reluctance and poor technological knowledge of the teachers to use technological tools in the classroom. It also a challenging issue for managing an English classroom.

The twelfth question is asked to study whether teachers of X college are supportive and caring in the classroom. In an effective classroom, teachers are always supportive and caring (Brawn & Lee, 2015).

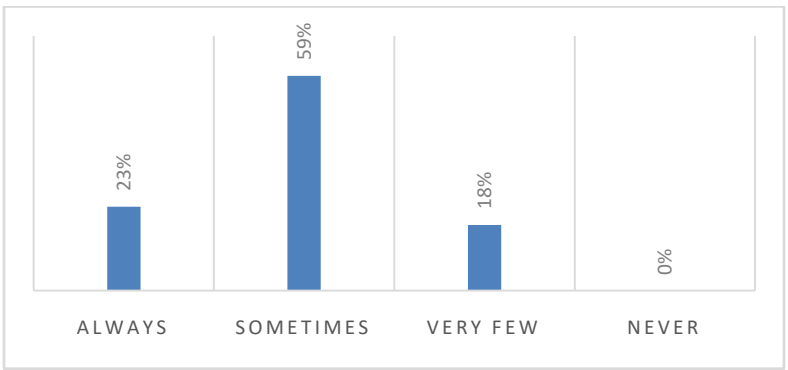

Figure 12: Whether teachers are supportive and caring

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From Figure 12, it is seen that only 23% of the total students say that their teachers are always supportive and caring in the classroom. On the other hand, 59% of the total population say that their teachers are sometimes found supportive and caring. However, 18% of the total respondents think that their teachers are hardly supportive and caring in the classroom. However, almost the same findings are found in another study by Karim (2018).

b) Findings and Discussion of the Teachers' Survey

This part of the study analyzes the first research question among three central questions. However, many challenging truths have been found in the responses of the teachers' interview through questionnaire. Teachers are generally asked grounded on five questions. Responses of four teachers are not all the same. There are resemblances as well as alterations in their replies.

The first question is set to find out whether teachers face any challenge in conducting their class or not. They are also asked to mention the challenges that they face in the classroom. In the responses of the first question, all of the four teachers inform that they face challenges in conducting the classes. Further, they mention that large class size, proper seating arrangement, inadequate teaching materials and lack of proper training of teachers are the major challenges for effective teaching and learning in X college. On the other hand, the same findings are also found in the study of Karim (2018). However, one respondent also adds that a weak language background of the students is also a challenging issue for effective student outcome. Another respondent thinks that lack of computer literacy of teachers and their reluctance to use ICT tools in the classroom are also challenging for ensuring effective language teaching. However, Rahman (2015) states that a weak language background of students and lack of computer literacy of teachers are challenging for effective language teaching in Bangladesh.

The second question is asked to investigate whether the teachers face any challenge to deal with the mixed ability students in the classroom or not. In this issue, Jones (2007) in his book "Student-centred Classroom" shows various strategies to deal with mixed ability students. However, In the response of the second question, all teachers opine that they face challenges in conducting with the students of mixed ability in the classroom. Two teachers share that they usually generalize the students in the classroom. Besides, one respondent follows the advanced students. On the contrary, one respondent states that he tries to understand the ability levels of the students and use various techniques according to their ability levels. The existing literature suggests that the teachers of X college lack instructional knowledge of managing mixed ability students. Thus, it is clear from this investigation that the teachers of X college do not follow any specific method to manage or control mixed ability students.

The third question is asked to find out whether teachers face any challenge to make group work and pair work of students in English class or not. According to Jones (2007), making group and pair work are an effective technique of language classroom management. However, in the response of the third question, three teachers admit that they cannot make any group and pair work in the classroom due to large class size, scarcity of time and improper seating arrangement. One teacher says that he sometimes tries to do that but faces huge challenges to implement. However, the almost same result is also found in the study of Rahman (2015).

The fourth question is asked to investigate whether teachers of X college face any challenge to use technological tools in the English classroom or not. According to Brown and Lee (2015), one of the effective methods of dealing large classroom is the proper use of technological tools. However, In the response of this question, two teachers share that they never use technological tools in the classroom. They do not feel interested in using multimedia projector and laptop. On the contrary, two teachers sometimes use laptop and multimedia projector in the classroom. However, Karim (2018) states that a teacher's lack of technological knowledge is a challenging task for successful language teaching.

The fifth question is given to find out the way of local solutions to overcome the challenges. In the response of this question, all the teachers think that the enrolment of students in higher education should be justified so that class size cannot be large. I agree with this statement. Besides, Government and the National University of Bangladesh should take proper steps in arranging training of teachers on pedagogical issues and computer literacy and should give fund to colleges so that they can solve the existing problems regarding seating arrangement and physical management of the classroom.

c) Findings

The challenges found from students and teachers' survey and interview, review of the literature and my observations are given below:

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Table 1: Challenges found in Teaching and Learning Environment in Tertiary Colleges

Areas of Practice	Current Practices
Teaching and learning environment	1. No proper seating arrangement. 2. No neat, clean and orderly classroom. 3. Classroom is not free from external noise. 4. No heating/cooling system in the classroom. 5. No moving or desk chair for group and pair work. 6. Lack of communication and collaboration 7. No careful lesson plan and clear instruction. 8. Extremely large class size 9. No guideline and training for large classroom management. 10. Teachers' unwillingness to use technological aids. 11. Lack of group work and pair work in large classroom. 12. No freedom of students to take decision and choose the topic. 13. Lack of positive and friendly classroom environment.

Table 2: Challenges found in Teaching and Instructional Leadership

Areas of Practice	Current Practices
Teaching and managerial capacity of college	1. Lack of proper training for the capacity development of the teachers 2. Lack of pedagogical knowledge of teachers 3. Absence of professional accountability 4. Negative mind, attitude and beliefs 5. Insufficient administrative & technical support 6. Lack of strategic plans & classroom observation 7. Lack of vision, mission and goal

Table 3: Challenges found in Soft Skills Programs

Areas of Practice	Current Practices
Soft skills programs	1. Lack of emphasis on teamwork and idea exchange in academic practices 2. Absence of focusing on open-mindedness and self-motivation among the students 3. Absence of inspiring students regarding creativity, innovation & experimenting 4. Absence of interpersonal skills and public speaking

d) Discussion

This part of the study discusses the second chief research question. The aim of this question is to investigate the challenges of classroom management while teaching English in tertiary colleges in Bangladesh. The first central question of this study investigates the current practices of English classroom management at tertiary colleges in Bangladesh. After analyzing all data collected from teachers and students as well as correlating with other literature, it is found that teachers are not aware of classroom management for teaching English. They are overlooking the realities of classroom management such as seating, grouping, activities, teachers' control over students, appropriate opening, and conclusion of the lesson, time management, keeping discipline, problem management, using suitable tools and methods, effective instruction, nursing, etc. However, learners do not get the benefits of the English classrooms. Comparing the data of student and teachers survey and interview, the author gets a clear view of the current picture of English classroom at tertiary colleges in Bangladesh. In the responses of the learners, it is found that they want to learn English in classrooms with healthier environment. Besides, they have many criticisms against the current learning methods and the teachers' way of instruction. In the responses of teachers and students, it is found that there are many challenges behind English classroom management at tertiary colleges in Bangladesh. Firstly, teachers have not enough training on English classroom management and communicative language teaching methods. So, their roles and responsibilities in the classroom are not clear to them. Most of the teachers follow the traditional lecture method in communicative English class. Secondly, the physical organization of classrooms is not up to mark. Classrooms have not enough facilities for a multimedia projector, audio system, and internet connectivity. Thirdly, the seating arrangement is not satisfactory for the language classroom. There is no desk/moving chair in the classroom for arranging group work and pair work which is must in an effective language class. Finally, all the classes are very large. In large classes, tertiary colleges face many challenges such as: providing directives, maintaining classroom discipline, arranging group works, defining a new concept, seeking for answers, weak language background of the students, drilling with new words, working with faster and slower learners, exam time, inadequate resources, practicing language skills, giving comments, reluctance of learning and using ICT tools by teachers, etc. The findings of students and teachers' survey and interview show that the tutors are incapable of managing the class. On the contrary, few teachers can manage the class and use the time effectively because of their experiences.

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V. Conclusion and Recommendations

The study finds out the challenges of classroom management in learning English at tertiary colleges in Bangladesh. The objective of this study is to see the instructors' consciousness regarding classroom management as well as students' awareness on their learning result in classroom climate.

a) Recommendations

Based on the outcome of the investigation, the following recommendation have been made to fulfill the requirements of the third research question.

- Appropriate training should be provided to classroom instructional leaders on classroom management.
- Pragmatic steps should be taken to solve the problems regarding teaching materials such as a multimedia projector, sound system, internet connection, heating-cooling machine, moving chair, etc.
- Teachers should perform various supportive activities for improving learners' communicative competence.
- Students should be inspired to practice English outside the classroom.
- Large classes should be cut into smaller sections. Again, the enrolment of students in higher education should be justified so that class size cannot be large.
- Time allocation should be expended more on the students' objective-based activities for developing communicative competence rather than mere lecturing.
- Activity-based learning (ABL) may be initiated in large classrooms.
- Lecturer should develop some principles such as: knowing the name of students, achieving silence before conducting the class, planning lessons thoroughly, keeping eye contact, speaking clearly, walking around the class, being friendly to the students, praising rather than punishing, using humour positively, choosing issues and task that will enable students to be active, and being a role model to the learners (Harmer, 2008).
- The lecturer should also practice some principles for proper English classroom management such as grouping and seating, proper starting and ending of the lesson, time management, behavioral problem management, monitoring, maintaining teacher's control over students, using appropriate tools and techniques, giving instructions, etc.

b) Limitations of the Study

This research has been conducted in X college only. Moreover, the research has been limited to one college only due to time constraints. Even it would be almost impossible to get in and reach the students of all classes. If there were more time available, then data would be collected from some other colleges as well. So, it was difficult to generalize the challenges of English classroom management of tertiary level in Bangladesh.

VI. Conclusion

Finally, it is obvious from this study that the learners of tertiary colleges in Bangladesh are not receiving perfect classroom atmosphere for learning English. Though they know the status of English, they show unwillingness to acquire the language as their classrooms are not suitable for them. Besides, the teachers are not trained enough to manage the classroom effectively and have little pedagogical knowledge to various problems created in the classroom. It is expected that the teachers and the scholars will take required steps to confirm determined learning chance for the students. However, creating a friendly, relaxing, collaborative and encouraging classroom climate contribute to the establishment of language performance attertiary colleges in Bangladesh.

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