

1 Classroom Management for Teaching English at Tertiary 2 Colleges in Bangladesh: Challenges and Solutions

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5

6 **Abstract**

7 The study investigates the challenges and solutions of English classroom management at
8 tertiary level colleges in Bangladesh through the case study of X college. Though the
9 instructional strategy of tertiary colleges shifted from teacher-centered to student-centered
10 learning, still the tertiary colleges are following the traditional classroom management system.
11 For teaching English, the learners are rarely asked to get engaged in a communicative exercise
12 in the classroom. However, to investigate the research problem, the study follows mixed
13 method technique. It finds out the learners? fondness, opinions, learning preferences and
14 atmosphere, and lecturers? instruction systems are involved as substantial for study. It also
15 investigates lecturers? awareness of classroom management and their current practices
16 regarding the issue. After analysing all data collected from teachers and students as well as
17 correlating with other literatures, it is found that teachers are overlooking the realities of
18 classroom management such as seating, grouping, activities, teachers? control over students,
19 appropriate opening and conclusion of the lesson, time management, keeping discipline,
20 problem management, using suitable tools and methods, instruction, nursing, etc. However,
21 the study finds that learners at tertiary colleges in Bangladesh do not get the benefits of the
22 English classrooms.

23

24 **Index terms**— classroom management, teaching english, tertiary college, bangladesh.

25 **1 I. Introduction**

26 lassroom management for teaching English is an important issue (Fahmida, 2007) to implement sustainable
27 development goals (SDGs) in the education sector of Bangladesh. Besides, with the need of international
28 communicative competence, it becomes crucial to harvest an education policy that would create global citizens
29 as well as reflect the needs of the learners (Mamun et al., 2011). To do that, effective classroom management is
30 the best solution (Afroze, 2014). However, it is primarily strategies and management of learners learning (Allen,
31 2010). Billingsley et al. (2018) state that classroom management is the basic to establish effective teaching. On
32 the other hand, Webster-Stratton et al., ??2011) opine that the policies of classroom management boost student
33 interest in learning, strengthen academic attainment and school preparation, and lessen classroom troublesome
34 behavior. Besides, it is an analytical factor which includes strong teaching methods, significant content, and an
35 institutional structure to guide fruitful learning (Allen, 2010). However, in modern times, lecturers are given
36 with more complex classrooms. Large class size is a great challenge for lecturers to give direction among diverse
37 students (Webster-Stratton et al., 2011). Thus, practices of active classroom management nourish, inspire, and
38 stimulate learners with various advancing intelligence and educational culture.

39 **2 a) Statement of the Problem**

40 English has achieved the major position of our education system from primary to higher education for its global
41 needs and acknowledgment (Karim, 2018). The government of Bangladesh has always been energetic to assume
42 many projects to advance the students' communicative competence in English. Unfortunately, despite having

8 B) PHYSICAL ORGANIZATION OF CLASSROOMS

43 twelve years of preparation, students cannot acquire communicative competence in English (Karim, 2018). There
44 are many explanations for this catastrophe. The learners are rarely asked to get engaged in a communicative
45 exercise in the classroom (Farooqui, 2014). Also, students do not feel easy to be more active in classroom exercise
46 and they do not like to take liability for their study (Chaudhury, 2011). Furthermore, communication is only
47 fixed among the more progressive students in the classroom (Mamun et al., 2011). Moreover, most of the teachers
48 cannot communicate with each student in the large classroom (Mamun et al., 2011). Also, they are not trained
49 in classroom management issues. Thus, this study looks to address the challenges of classroom management and
50 realizes a way of solutions.

51 3 b) Research Objectives

52 Classroom management is a kind of issue which abundantly influences the students' outcome ??Jones, 2015).
53 However, the objective of the study is to find out the challenges and solutions of English classroom management
54 through the case study of tertiary colleges in Bangladesh. With this determination, firstly, the study inspects
55 the current practices of English classroom management in tertiary colleges in Bangladesh. Secondly, it finds out
56 the challenges of English Classroom management. Finally, the study investigates a way of a solution to ensure
57 the best practice of classroom management.

58 4 c) Research Questions

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

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

64 5 d) Significance of the Study

65 English is ever present in the life of every citizen around the world. In recent years, educators suggest proper
66 classroom management for acquiring skill in any language. Further, the national education policy of Bangladesh
67 (2010) emphasizes effective classroom management for learning English so that it helps make the country's future
68 cohort for the modest globalized world of the 21 st century (Karim, 2018). However, since the learners occupy
69 much time in classroom activities, it is imperative to manage the classroom so that they can learn English
70 fruitfully. This study helps the lecturers to provide pupils with all-out learning milieu. Additionally, teachers
71 will again think about their methods of dealing with the classroom. Conversely, no research is done in this issue
72 at tertiary level colleges in Bangladesh previously. Thus, this study helps the policy makers to ensure quality
73 education for sustainable development of Bangladesh.

74 6 II. Review of Literature

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

83 7 a) Principles of Classroom Management

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

92 8 b) Physical Organization of Classrooms

93 Karim (2018) says that the physical organization of a classroom which consists of classroom arrangement,
94 classroom extent, and classroom supervision has not been measured as a portion of learning and culture, but it
95 has countless stimuli on social and theoretical results of the novices.

96 In Bangladesh, the educators as well as the authorities hardly pay care to these truths (Karim, 2018). Besides,
97 visible climate and space are the important foundation of classroom management (Brown & Lee, 2015). The

98 authors also state that learners are impressed by their seeing, hearing, and feeling in the classroom. Ensuring
99 a neat, clean, and orderly classroom, erasing whiteboards before each class period, appropriate arrangement of
100 chairs, taking advantage of visual investigation to interested students, keeping the classroom free from external
101 noises and ensuring efficient operation of heating/ cooling systems are to be created for the physical environment
102 of the classroom, as opined by the authors. Nevertheless, it is a matter of sorrow that the mentioned tools of the
103 physical organization of the classroom are not suitable in most Bangladeshi colleges (Rahman, 2015).

104 The seating arrangement is a very imperative issue for learning (Harmer, 2001). It depends on class size, group
105 size, the style of the furniture and the type of activity (Harmer, 1998). Again, another vital aspect of classroom
106 management is the class size. The large class generally builds up adverse implications of unacceptable results
107 and problems (Harmer, 2001). The challenges in large classes are noise and behavior, feedback and assessment,
108 blended intelligence, personal concentration and the practice of the first language (Jones, 2007). According
109 to Evans and John (1998), a large classroom can be managed following some strategies such as engagement,
110 communication, individualisation, and liberty. Unfortunately, almost all language classes are significantly larger in
111 Bangladeshi colleges (Rahman, 2015). Besides, teachers do not have any training in large classroom management
112 (Karim, 2018). Nevertheless, as suggested by Brown and Lee (2015), measures to solve the problem might involve
113 making each students feel important by learning names, assigning students as much collective work as desirable,
114 optimizing the use of pair work and small group work in English, considering the variation in proficiency levels in
115 groups, using tapes, video and yourself for listening comprehension activities, using peer-editing assessment and
116 judgment in written work whenever convenient, giving students home works and challenging tasks for students
117 with higher proficiency, establishing small learning centers in class for individualized works, and organizing
118 informal conversation groups and study groups. It is found in the study of Karim (2018) that all the issues
119 mentioned are the most challenging task at the English classroom in Bangladeshi colleges.

120 **9 c) Instructional and Communication Management**

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

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

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

152 Another very energetic element of classroom management is the roles and styles of teachers that create a
153 positive classroom climate (Harmer, 2001). In this issue, rapport is an idea that helps produce an environment in
154 the classroom for successful learning (Brown & Lee, 2015). It is the relationship built on trust and respect between
155 teachers and students. The guidelines to build rapport include paying attention to individual student, providing
156 opinions and comments on the improvement of every student, inspiring students to nourish their creativity and
157 views, welcoming and applauding their ideas, acting with them as a team, and creating a proper feel of vicarious
158 delight when they learn something new (Jones, 2007). However, contemplating, speaking and writing that inspires
159 many minds are the result of classroom energy (Brown & Lee, 2015). It is an aspect of creativity started by the

160 communication of students. In addition, spiritual energy drives students to higher commitment and assistance
161 (Brown & Lee, 2015). However, I observe that the above issues are almost non-existent in the classrooms of
162 tertiary colleges in Bangladesh.

163 Finally, the study of the English language has become a vital accountability started at all levels. Thus,
164 students' language skills are confirmed by practical and good classroom management for the purpose of studying
165 foreign languages in tertiary education (Popescu-Mitroi et al., 2015). The tertiary education aims to enable
166 learners with language skills accompanied by specific words and essential communicative skills. The students
167 get benefit from these skills in the globalized world (Popescu-Mitroi et al., 2015). Yet, learners develop their
168 soft skills in an effective as well as positive classroom environment (Popescu-Mitroi et al., 2015). However, it is
169 observed that the assessment system of English in tertiary colleges only emphasizes reading and writing skills
170 skipping listening and speaking skills. It is also a great challenge for effective English education in Bangladesh.

171 10 III. Methodology

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

175 11 a) Design

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

182 12 b) Methods

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

188 13 c) Sampling d) Validity and Reliability

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

194 14 e) Ethical Consent

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

198 15 f) Setting

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

202 16 g) Data Collection

203 I take permission from the principal of X college to collect data from the teachers and students through
204 questionnaire. I explain the aim of the research to the principal. As I serve as the head of the department
205 and classroom teacher as well, so it becomes very easy for me to find out the true opinion about the present
206 condition of the teaching-learning environment of tertiary colleges in Bangladesh. However, a major piece of the
207 data is collected from learners' feedback by delivering close-ended questions to them. The lecturers' feedbacks
208 are also collected from the open-ended questions given to them. However, each respondent takes 10 to 20 minutes
209 to read and answer the questions.

210 17 h) Data Analysis

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

215 18 IV. Findings and Discussions

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

219 19 a) Findings and discussion of the Students' Survey

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

222 Effectiveness of research depends on the utility of sampling methods (Hanefar, 2015). The demands for
223 sampling appear straight to define the population on which the research will be organized. To accomplish the
224 target, 34 students and 4 teachers of the department of English in IGC are chosen. I choose the respondent
225 purposively so that I can get actual data. However, in the response to the first question, 94% of the respondents
226 opine that classroom management is always useful for learning English whereas, 6% of students say that it is
227 sometimes good for learning English. Thus, from the opinions of the respondents, it is found that learning English
228 is most likely related to classroom management.

229 The second question is set to investigate the condition of the seating arrangement in X college (Figure -2).
230 According to Brown and Lee (2015), it is the prime issue for the physical management of classroom which affects
231 seriously on effective language learning in the classroom. However, by analyzing the data from this question, it
232 is found that 71% of the students believe that seating arrangement in X college is never good for group and pair
233 works. On the other hand, 23% of the respondents partially agree with the statement. Thus, from this result,
234 it can be said that seating arrangement in X college is not up to the mark and a challenging issue for English
235 classroom management. However, a similar result is also found in the study of Karim (2018).

236 The third question is given to find out whether teachers of X college can personally communicate with every
237 student in each class. In this issue, ??armer The response of the third question shows in Figure 3, where 65% of
238 the total students think that teachers cannot personally communicate with every student in each class. On the
239 contrary, 26% of the students think that teachers can hardly communicate personally with every student. This
240 finding is similar to the study of Brown and Lee (2015) and Rahman (2015) where the large class size in X college
241 and inadequate classroom management knowledge of the teachers are mainly responsible for this problem.

242 In language classes, group and pair work are the current solutions for operative instructions (Harmer, 2001).
243 This research also finds out whether the students make group work or pair work in the classroom. Figure 4
244 shows the response of question four; a total of 58% of students say that they hardly practice group and pair work
245 in the classroom. Besides, 21% of the total population say that they sometimes practice it, but the other 21%
246 of the respondents never practice it in the classroom. Thus, it is found from this survey that large class size,
247 lack of proper seating arrangement and teacher's lack of classroom management knowledge cannot encourage the
248 students to do group and pair works in the classroom (Brown & Lee, 2015).

249 The fifth question is asked to investigate whether large class size always creates a communication gap between
250 the teachers and students. Almost all educators agree that large class size is the main challenge of English
251 classroom management. In the reply, most of the students (82%) think that large class size always creates a
252 communication gap between the teachers and students (Figure 5). However, the same findings are also discussed
253 by Karim (2018).

254 The sixth question is given to explore whether students get an opportunity to share their ideas in the classroom
255 or not. However, according to Harmer (2001), students always share their ideas in a student-centered classroom.
256 In response, 29% of students state that they never get an opportunity to share their ideas in the classroom.
257 Again, 53% of the respondents share that they hardly get an opportunity to share their ideas in the classroom
258 and 18% of them opine that they sometimes get an opportunity to share their ideas in the classroom (Figure 6).
259 In fact, this finding also correlates with the findings of Farooqui (2014).

260 The seventh question is set to investigate whether the classroom of X college has enough light and air, noise
261 free and very neat and clean. In this issue, Brown, and Lee (2015) state that the physical environment of
262 the classroom affects greatly on effective learning and student's outcome. Figure 7 represents a mixed opinion
263 regarding the question. By analyzing all the data, it is found that physical management in X college is moderate.

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

268 **20 Figure 8: Duel medium of instruction**

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

272 The ninth question is asked to examine whether teachers give feedback on assigned tasks in the classroom
273 or not. However, in a language class, teachers should give feedback on assigned tasks in the classroom (Brown
274 & Lee, 2015). However, in response, 44% of the respondents inform that their teachers hardly give feedbacks
275 (Figure 9). Moreover, 12% of students say that they never get any feedback on assigned tasks from the teachers.
276 Thus, the survey indicates the disappointing level of pedagogical knowledge of the teachers. Moreover, an almost
277 similar result is also found in the study of Rasheed (2012).

278 The tenth question is asked to study whether teachers of X college follow a lesson plan or not. However, Penny
279 Ur (1996) Figure 10 represents some surprising findings where 67% of the total population say that their teachers
280 sometimes follow a lesson plan. However, 15% of the respondents think that teachers hardly follow lesson plans.
281 Thus, the survey indicates insufficient pedagogical knowledge as well as the lack of attention of the teachers.

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

285 **21 Figure 11: Teacher's use of technological tool**

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

289 The twelfth question is asked to study whether teachers of X college are supportive and caring in the classroom.
290 In an effective classroom, teachers are always supportive and caring (Brown & Lee, 2015). From Figure 12, it is
291 seen that only 23% of the total students say that their teachers are always supportive and caring in the classroom.
292 On the other hand, 59% of the total population say that their teachers are sometimes found supportive and caring.
293 However, 18% of the total respondents think that their teachers are hardly supportive and caring in the classroom.
294 However, almost the same findings are found in another study by Karim (2018). A L W A Y S S O M E T I M
295 E S V E R Y F E W N E V E R

296 **22 b) Findings and Discussion of the Teachers' Survey**

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

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

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

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

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

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

340 **23 c) Findings**

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

343 **24 d) Discussion**

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

370 **25 V. Conclusion and Recommendations**

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

374 **26 a) Recommendations**

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

377 ? Appropriate training should be provided to classroom instructional leaders on classroom management.
378 ? Pragmatic steps should be taken to solve the problems regarding teaching materials such as a multimedia
379 projector, sound system, internet connection, heating-cooling machine, moving chair, etc. ? Teachers should
380 perform various supportive activities for improving learners' communicative competence. ? Students should be
381 inspired to practice English outside the classroom. ? Large classes should be cut into smaller sections.

382 Again, the enrolment of students in higher education should be justified so that class size cannot be large. ?
383 Time allocation should be expended more on the students' objective-based activities for developing communicative
384 competence rather than mere lecturing. ? Activity-based learning (ABL) may be initiated in large classrooms.

28 VI. CONCLUSION

385 ? Lecturer should develop some principles such as: knowing the name of students, achieving silence before
386 conducting the class, planning lessons thoroughly, keeping eye contact, speaking clearly, walking around the
387 class, being friendly to the students, praising rather than punishing, using humour positively, choosing issues
388 and task that will enable students to be active, and being a role model to the learners (Harmer, 2008). ?
389 The lecturer should also practice some principles for proper English classroom management such as grouping and
390 seating, proper starting and ending of the lesson, time management, behavioral problem management, monitoring,
391 maintaining teacher's control over students, using appropriate tools and techniques, giving instructions, etc.

392 27 b) Limitations of the Study

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

397 28 VI. Conclusion

398 Finally, it is obvious from this study that the learners of tertiary colleges in Bangladesh are not receiving perfect
399 classroom atmosphere for learning English. Though they know the status of English, they show unwillingness
400 to acquire the language as their classrooms are not suitable for them. Besides, the teachers are not trained
401 enough to manage the classroom effectively and have little pedagogical knowledge to various problems created in
402 the classroom. It is expected that the teachers and the scholars will take required steps to confirm determined
403 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.

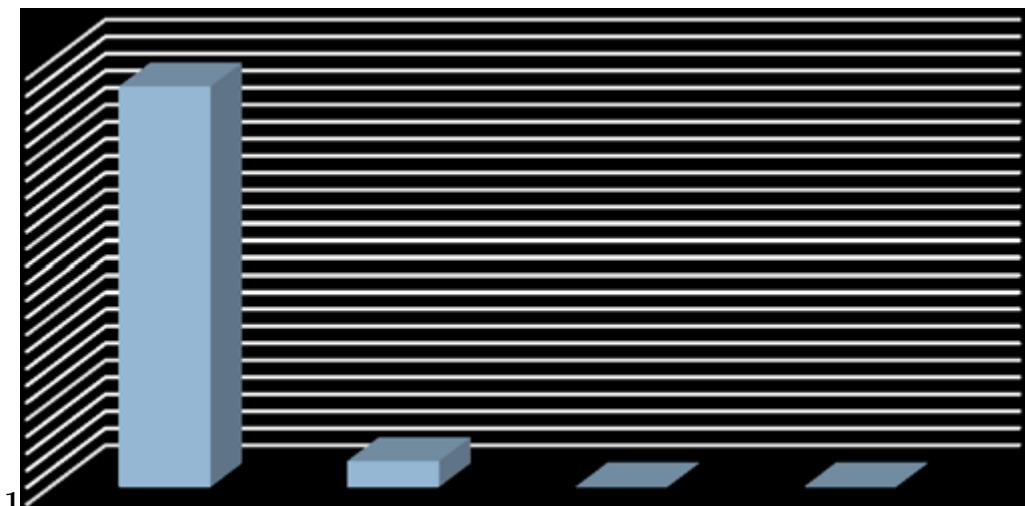


Figure 1: Figure 1 :

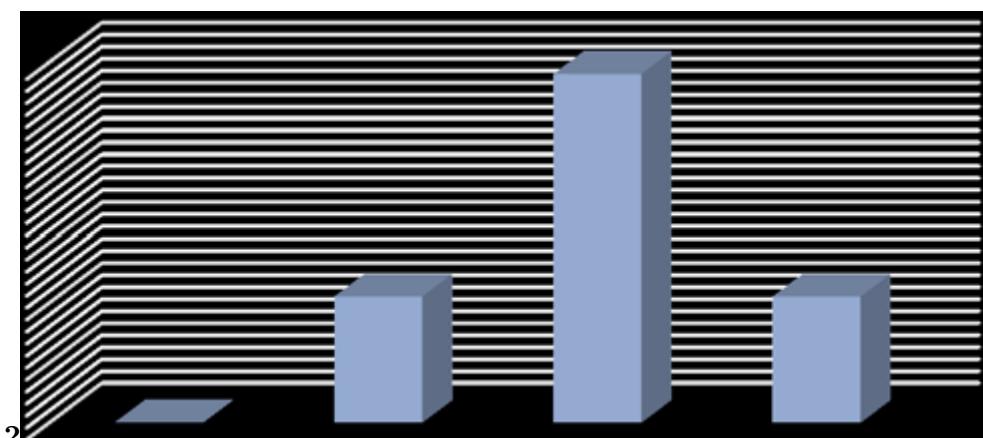


Figure 2: Figure 2 :



Figure 3: Figure 3 :

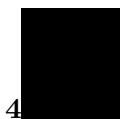


Figure 4: Figure 4 :



Figure 5: Figure 5 :

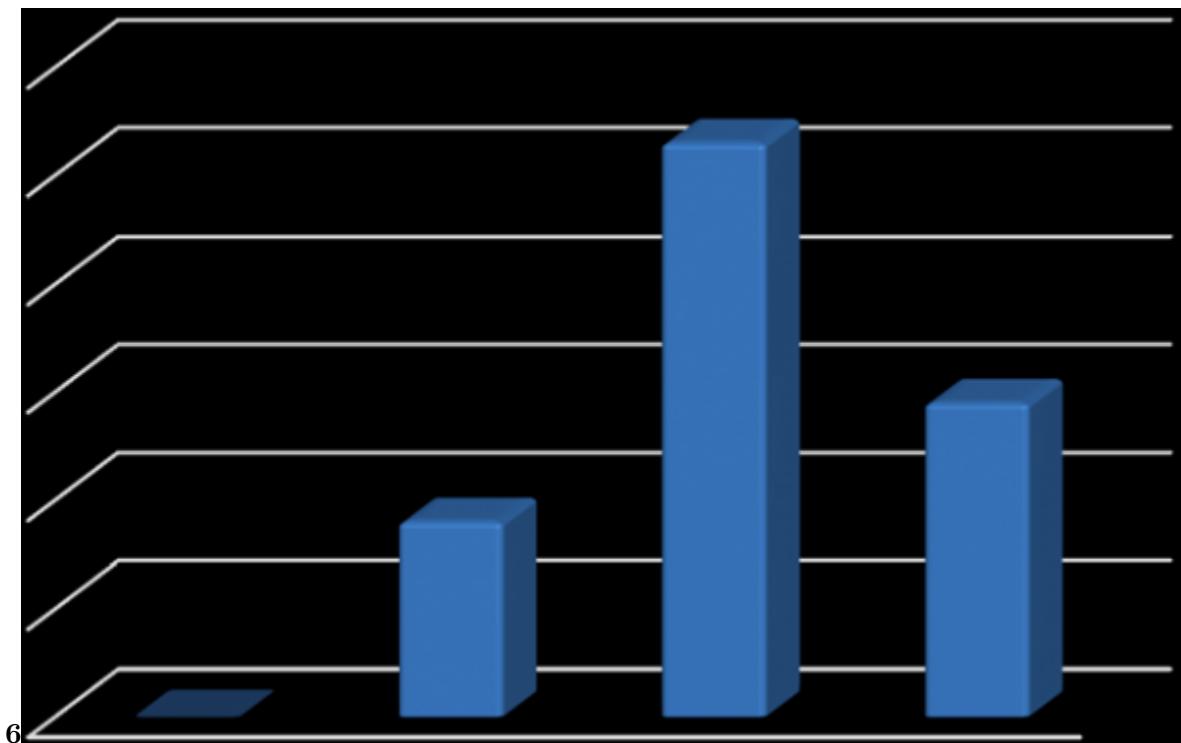
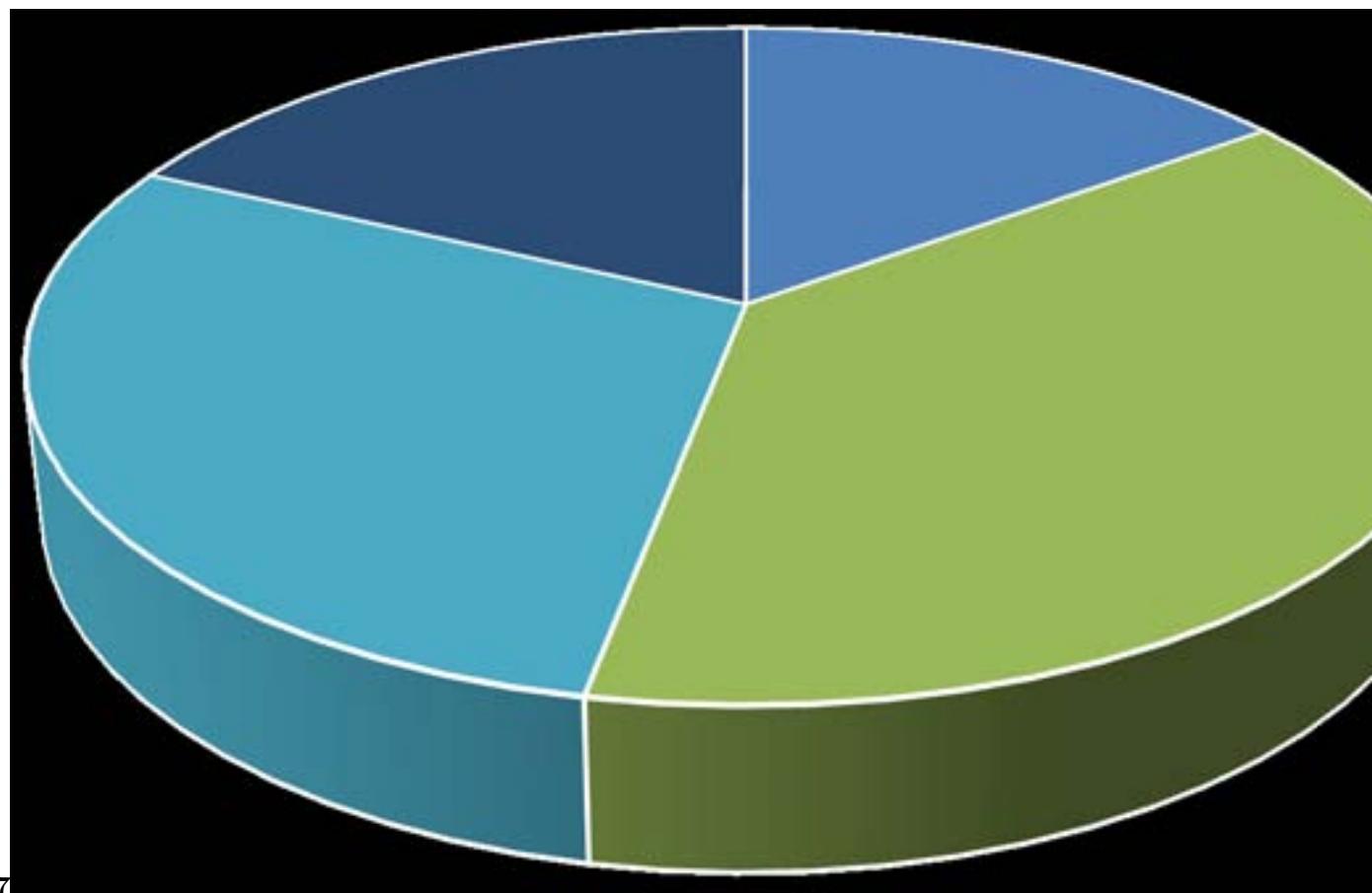


Figure 6: Figure 6 :



7

Figure 7: Figure 7 :

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

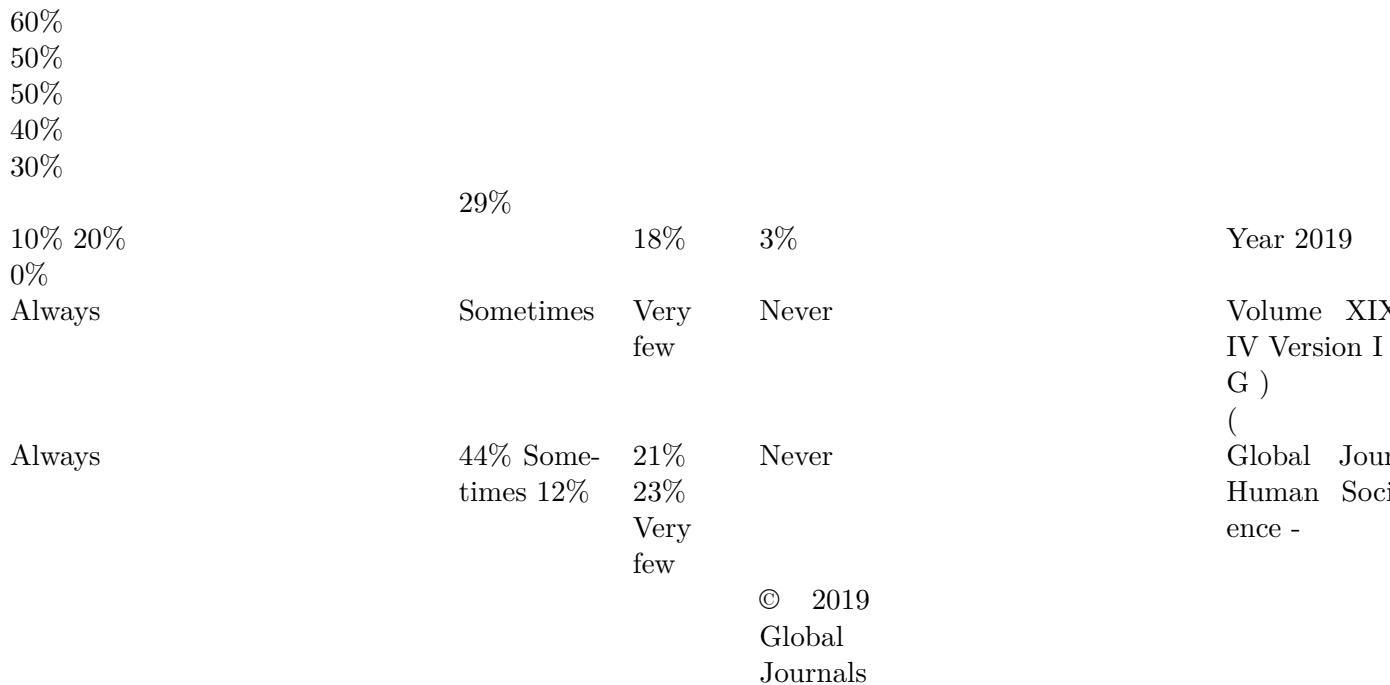


Figure 8:

20191

Areas of Practice	Current Practices
Prac-	
tice	
	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 Teaching instruction.
and learn-	8. Extremely large class size
ing	
environment	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.

Figure 9: Year 2019 Table 1 :

2

Areas of Practice	Current Practices
Practice	
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

Figure 10: Table 2 :

3

Areas of Practice	Current Practices
Soft skills	<ol style="list-style-type: none">1. Lack of emphasis on teamwork and idea exchange in academic practices2. Absence of focusing on open-mindedness and self-motivation among the students
programs	<ol style="list-style-type: none">3. Absence of inspiring students regarding creativity, innovation & experimenting4. Absence of interpersonal skills and public speaking

Figure 11: Table 3 :

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