

CLASSROOM MANAGEMENT, COLLABORATION AND TEACHING STRATEGIES OF A TEACHER

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Abstract. This research article is on ‘Classroom Management, Collaboration and Teaching Strategies of a Teacher’ for English Language Learning in a Private School in Kathmandu. This case study research explores how private school teacher creates classroom management and teaching strategies for collaborative learning environment for the English language learners. The study adopted qualitative research method and case study design to collect and analyze data from a single participant. In-depth interview and observation techniques were used to collect rich data. The participant was selected purposively. The study showed that without having teaching qualification, the teacher was recruited to teach English in the school. It raised a question that whether or not the concerned department of the government treats government and private schools equally. It also indicates that the stakeholders such as parents and community in the school perhaps were not much involved in educational activities of the school. It is expected that the research outcome provides a significant ground for creativity, innovation, research, rethinking and reforming in an area of classroom management, collaboration and teaching strategy in Nepal.

Keywords: collaboration teaching; management strategies learning

I. INTRODUCTION

Classroom management refers to actions that an instructor takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and course activities that support students by managing their expectations and behaviors. Classroom management encompasses a variety of skills and techniques that teachers can use to create a high-performing learning environment. At its core, it aims to ensure classes run smoothly, disruptive behaviour from students is kept to a minimum, and teaching materials and activities promote learning. The ultimate goal is to ensure that both the students and the teacher get the most out of the classroom experience [1]. Managing classroom is a matter of challenge. There is a disruptive behavior from the side of a learner. Sometimes, there is misunderstanding in the class. A learner does not show a right courtesy to a teacher. This decline in courtesy and civility is resulting in frustration for instructors and students alike, reduction in student learning and student retention [2]. Feldman [3] characterized four general types of classroom incivility: Annoyances; Classroom terrorism; Intimidation of the instructor; and Threats or attacks on a person or person's psyche.

To attract and hold students, education must continue to look for novel ways to meet up student learning needs as they develop. It is in this spirit that this study is intended to discover collaborative learning environment, and examine how they are affected by environment for English Language learning in private schools in Kathmandu. Garrison and Vaughan [4] assert that it is beyond time that educational institutions recognize that they can no longer continue with traditional educational practices that do not support the needs and expectations of a knowledge society.

Collaborative learning occurs when learners interact to construct common meaning and knowledge. It originates from the early 20th century socio-cultural and activity theories. The importance of learning through social interaction and collaboration has been confirmed repeatedly [5]. Teaching in the 21st century requires educators to extend beyond subject matter and help students fine-tune skills for life, literacy, and learning. Learning skills include critical thinking, creativity, collaboration, and communication. It can be argued that fostering a collaborative learning environment addresses each of the learning skills and prepares students for cooperation outside of the confines of the classroom as contributing members of society [6]. Research Question in this study 1) How is the teacher teaching in class five in private school in Kathmandu creating collaborative classroom

management learning environment for his/her students in the classroom? 2) What strategies does the teacher use to develop collaborative learning environment for the learners?

Concept of Management

The term 'Management' refers to the ability of controlling and making choice in business or similar organization as the process of dealing with or controlling people or things. Kreitner, & Kinicki [7], view that management is a process of manipulative or maintaining an ambience in which individual working together in group successfully accomplishes selected aims. Therefore, we can say that management is the process of planning, organizing, leading and controlling the work of organizational goals. Management is the way of presenting the art of organization to achieve the goals. It indicates that management is the process of getting things done professionally and through other people to attain expected goals which administer resource, employee and other obstacles to the organization, to fulfill this goal and objective successfully. For good management, we need these three vital skills such as organizer, lesson movement and communication with learner. From the above information, it is concluded that a good manager should have these functions: planning, organizing, staffing and leading

Classroom Management

Classroom management refers to all the teacher behaviors and classrooms' organizational factors that guide to an orderly learning environment. This contains the established routines, school and classroom rules, teacher response to student behaviors and the teaching that promotes a climate conducive to student learning. Discipline is the subset of management that focuses directly on teacher actions in response to the student behaviors that detracts from the order and safety of the environment or interferes with the opportunities to learn. These behaviors, commonly labeled misbehaviors include talking or leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students, making hostile or sarcastic remarks or more seriously fighting, assaulting the teacher or carrying weapons to school.

We can easily find the teachers dominant role in classroom management. So, flexible teacher will be able to alter the situation as necessity. Flexibility is the dominant characteristic we would expect from genuinely adaptable teacher [1]. We can study classroom management from different perspectives or different aspects of it. A class-room is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher to create. Such class-room environment has been studied and developed as the area of 'Classroom Management' for many years. In the early 1970s, classroom management was seen different from the classroom inspection. Teachers' management decisions were viewed as precursors to instruction and were treated in the literature as if they were content free. The image of teacher was first attending the classroom management decision.

Classroom management includes several issues ranging from furniture arrangement to discipline management. According to Richards [8] classroom management refers to the ways in which students' behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to take place most effectively. Likewise, according to Smith [9] a good teacher is able to raise pupil's self-esteem, develop a positive work ethos without restoring to punitive regime, praise, rather than criticize and use pupil's enthusiasm and interest in a creative and positive way.

From the above information, we can say that class-room management is a planned and organized activity and procedure which allow for effective teaching and learning. Though there is the use of effective class-room, teacher is expected to manage students' behaviors that focus with the range from consistently attentive to mildly disruptive behaviors. Actually, classroom management is a key aspect of learning.

Teachers' Behaviors in the classroom

Teacher behavior is the act of teaching, which is demonstrated by teacher in the classroom while teaching. It is also known as teaching or teacher behavior. Teacher behavior is crucial for learning a language. The way teacher behaves during teaching is almost guided by his own personal philosophy and environment. Teacher behavior may be regarded as a function of the characteristics of the teachers, his environment and the task in which the teacher engages [1].

Teachers' behavior is teaching function which is practical classroom activities. These are verbal- questions, explains, and nonverbal movement, gesture, pause, demonstration, using blackboard. These behaviors are instructional activities practiced by teachers in the language classroom. Teachers' activities can be different from subject to subject. Teachers' behavior can be both desirable and undesirable behaviors but by nature desirable behaviors are effective and undesirable behaviors are in effective for the success of teaching process. Successful teaching takes place only when a teacher performs desirable behaviors in a classroom. Performing desirable behaviors in a classroom is a good sign of well managed classroom. To perform desirable behaviors, teachers have to play different roles in a classroom. Harmer [1] lists different roles of teacher in a language classroom. They are: teacher as a controller, assessor, organizer, prompter, participants, resource provider, tutor, and investigator.

Similarly, Ghimire [10] supported Harmer by listing the following role of teachers. They are organizer, resource, manager, controller, counselor, monitor, observer, informants, assessor, prompter, participants, model, tutor, investigator, performer, and teaching aid, provider of comprehensible input, motivator, resource person, feedback provider, facilitator and observer. Only experienced teacher can manage class effectively. Different scholars have identified quality of a teacher in three broad terms. They are personal quality, social quality and professional quality. However, we can mention the following qualities as the hallmarks of good teacher. They are intelligence, health, love of children, effective personality, and enthusiasm, a sound philosophy, ability to establish rapport and ability solve the problems.

A skilled teacher is a good philosopher who has content knowledge with the ability to use it in the classroom environment. The teacher performs multiple roles according to the nature of the activities in the context of class. Skillful teacher can manage students' behaviors by performing different roles to make their teaching effective. To make desirable modification in teaching,

teachers improve undesirable behavior of the teacher and students. Teacher's undesirable behavior might be some causes of ineffective classroom. So, behavior modification is a continuous progressive process in teacher behavior for professional teachers. In service training programme or pre-service education seeks the needed modification and improvement of the existing teaching. Modifying the way of interaction with the students and improving own behaviors as a teacher is essentially effective to manage challenges in the language classroom.

Students' Behaviors in the Classroom

The reaction in action or something in the classroom situation by students is called students behavior in a classroom. In other words, whatever they perform in a classroom is students' behavior. Mishra [11], contracts with different forms of students' behavior. They are troublesome behavior, emotional behavior, aggressive behavior and disruptive classroom behavior.

Shrestha [12] says that by nature students will have bad behaviors in general. In case of teaching and learning process, teacher always complains discipline problem of the students that are causes of failure or behavioral problems on internal characteristics of students. The teacher believes on the school environment in a prime location for resilience to be nurtured. Treatment of bad behavior is implemented to lead to successful outcomes or effectiveness of teaching. Teaching learning process cannot be separated from students' behavior and teacher behavior.

Mishra [11] states that a teacher tends to value academic progress over behavioral progress. Progress is needed on bad behavior. Good behaviors are practicing to sustain academic progress. Students' disruptive behaviors should be well managed to get the academic goal in the institution or in the classroom. Successful classroom management includes the use of group contingences to keep the group on task and functioning smoothly without disruption and strategies for dealing with disruptive behavior to keep individual students involved in productive work.

Collaborative Learning

Despite the term of collaborative learning (CL) has been used in a large variety of ways across different disciplines and fields, there is a lack of consent upon definition of the term [13]. Whereas there is no consensus on what CL is, there are a number of basic features that will be known. Collaboration has become a twenty-first-century tendency. They need in society to feel, think and work together on issues of critical concern has enlarged [14] changing the importance from individual efforts to group work, from independence to community. CL is an educational approach to teaching and learning that involves groups' works to solve a problem, complete a task, or create a product and discover a new thing. CL environment assists the learners to challenge both socially and emotionally in different perspectives [15]. Therefore, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's framework. In a CL setting, learners get the opportunity to communicate with peers, group, present and support ideas, exchange various beliefs, share their knowledge, question other conceptual frameworks, and are actively engaged and participated [16].

CL represents a significant change away from the typical teacher-centered or lecture-centered environment in classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear completely, but it lives along with other processes that are based in students' discussion, group discussion and active work as well as active participation with the course material [17]. Teachers who use CL approaches be likely to think of themselves less as expert transmitters of knowledge to students, CL occurs when small groups of students help each other to learn. CL is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments. It is not having them do the task individually and then have those who finish first help to those who have not yet finished. And it is certainly not having one or a few students do all the work, while the others attach their names to the report [18].

Student Teacher Relationship

Together with this basic understanding of the clear need and importance of relationships in mind, the next segment will focus more on the importance and impact of student-teacher relationships. A request for what constitutes effective teaching will certainly produces a long and diverse list of responses. The list may contain, but not be limited to a teacher's knowledge of subject, pedagogical competence, instructional effectiveness, and classroom management skills. Banner and Cannon [19] explain the difficulty in defining exactly what it means to be an effective teacher, "We think we know great teaching when we come across it, yet we find it impractical to say accurately what has gone into making it great" (p. 3). The situation is further long-winded when bearing in mind whether teaching is an art or a science. A sufficient amount of research exists showing that content and caring are not exclusive possessions; effective teachers highlight both.

Teacher Collaboration

In teacher collaboration where teachers work together in a harmonized way to achieve general goals. Hargreaves and Fullan present a useful field of collaboration from, "Scanning and storytelling (exchange of ideas, anecdotes and gossip), to help and support to sharing (of materials and teaching strategies), to joint work where teachers teach, plan or inquire into teaching together" [20]. This 'joint work' has played a significant role for teachers and students with teaching focusing on work that has possible to improve student outcomes, well-being and self-regulation.

Co – Teaching

Co-teaching takes place when two or more than two teachers share responsibility for a group of students, usually within one workspace, through a shared approach which includes the grouping of resources and joint responsibility [21]. One of the two teachers' is classically a general education teacher with the second teacher a registered special education teacher. By the 1990's emerging research evidenced benefits for special needs students in inclusive classrooms together with teachers reporting professional growth and an improved sense of collegiality [22]. Co-teaching strategies need teachers to understand and agree to mutually developed goals, a shared belief in co-teaching, a belief in the importance of engaging in the roles of teacher and

student, extend functions theory of leadership and a co-operative procedure [21]. These strategies provide chance for teachers to sketch their co-teaching strategically to meet student needs rather than simply working in the same space and teaching separately.

Benefits of Co – Teaching

Co-teaching is significant for the children with disabilities, emotional risks, language delays and those who have English as a second language. All of these benefits are derivative from the more adapted and differentiated teaching afforded by the condition of a co- teacher, the ability to group students according to need, interest and combined problem solving. Besides, students advantage from multiple point of views on the curriculum via several teachers supplementary with teaching and supporting learning .They have also been recognized for students who do not have special needs and interest when in a co-teaching environment with improvements in student social connections and interaction [22]. Children are also capable to study authentic collaboration modeled by their teachers, enhancing their own knowledge, skills, and having positive impact on their social, emotional and learning skills. Teachers recognize a range of benefits when co-teaching together with an increased sense of agency, effectiveness and well-being, enhanced skills and problem solving capability and a decline in feelings of separation [22]. While teachers work in a co-teaching relationship there is a better possibility of using research well-versed practice [23]. Teachers are able to classify important benefits for themselves and students when teaching in an environment enabled by a co-teaching relationship.

Team Teaching

Team teaching has its origins in the American Middle school movement of 1963. The approach consisted of a structure of five to six teachers assigned to 75 150 students in a, ‘school within a school’; known as a ‘Team’. Team teaching also became popular in the 1960’s and 70’s within the progressive schooling movement and open plan classrooms. However, the team teaching experienced in the open plan movement and the team teaching in the Middle School Movement were quite different. Team teaching in Middle Schools does not need teachers to teach in the same physical space at the same time. It is more typical for teachers in this environment to have their own classroom and to ‘team’ with four or five other teachers being cooperatively responsible from an administrative perspective for a large group of children. Team teaching, as referred to in current literature, most commonly reflects this middle school approach. Team teaching in the open plan classroom was a purposeful paradigm shift away from the industrial model of the teacher directed authoritarian classroom [24]. In this context, team teaching represented two or more teachers, (more often in primary schools) planning, teaching and working together in the same space with the equivalent of two or more classrooms of children.

Benefits of Team Teaching

Students learning in a team teaching environment grow the help of multiple 65s on the curriculum and the opportunity to view the dynamics of a range of teachers [25]. Teachers are capable to maximize their own strengths and minimize weaknesses; learning from colleagues in a supportive and collaborative environment. The opportunity to plan co-operatively assists team teachers to enlarge a broader overview of the curriculum making connections for students and reducing the grain storage effect of subject disciplines.

Team teachers have opportunities to hold colleagues with problem solving, utilizing the knowledge, skills and experience as well as approach in the team and like co-teaching, are able to model collaborative skills for their students. The Centre for Educational Research and Innovation disagrees team teaching provides an appropriate structure for professional learning communities via collaborative analysis of pedagogy therefore, enabling teachers to recover practice on an ongoing basis. Team teaching presents a positive option to traditional classroom teaching and in particular to the grain storage curriculum effect apparent in more traditional schools [25].

II. RESEARCH METHODS

Research methodology is a scientific strategy to find the solution of problem [26], It helps the researcher to evaluate the result and take rational decision. This study follows a qualitative research method and a case study design. Only one participant was selected purposively from one private school, located in Kathmandu. In-depth interview and observation techniques were followed to collect data. Data were collected from the documents [27]. Methodology consists of three stage-setting statement of purpose, reviewing literature and deciding sample, and analysing and interpreting the information. Methodology is an essential theory that governs how the research should proceed [28]. Case study is a useful design to study the real-life context and examine the specific phenomenon in which one systematically looks at a specific case [29]. To explore perceptions and practices of collaborative learning environment, I designed this study as a case study to study the case in a natural setting. This study was particularly designed as a single embedded case study design which highlighted the case of collaborative learning environment at private school in Kathmandu.

Interview guides help researcher to focus an interview on the topics at hand without constraining him/her to a particular format. This freedom can help interviewer to tailor questions to the interview context/situation, and to the people he/she is interviewing [29].

Since interviews alone cannot reliably present an accurate picture, I collected observation data. As Adler and Adler [30] suggests, “for as long as people have been interested in studying the social and natural world around them, observation has served as the bedrock source of human knowledge”. Like interviews, observation as a data collection technique can be structured or unstructured to varying degrees, with qualitative observations at the more unstructured end of the continuum [31]. Qualitative observations tend to be open ended, and actions and events are recorded as they naturally unfold. In the present study, data was

collected from observations of teacher practice in the classroom as well as participant observations in the CLC. Detailed descriptions of the participants' practice, recorded through field notes, enabled me to have a better understanding of the possible influence of participation in the CLC on their practice.

As a participant observer during the CLC meetings, my role differed from what it was as an observer in the teachers' classrooms. In these group meetings, my role changed from a more detached observer of the situation, to both participant in and observer of the situation [31].

Documents are commonly considered as historical records. They can be primary sources of data that include 'manuscripts, charters, laws, archives of official minutes or records, files, letters, memoranda, memoirs, biography, official publications, newspapers, magazines, maps, diagrams, catalogues, films, paintings, inscription, recordings, transcriptions, log books and research reports [28]. Cohen, Manion and Morrison state that these sources can be the base of the research as the literature. In the research, the literature enables the researchers to carry out a traditional, locate their work in context and learn from previous endeavors. The study will explore sufficient literature for analysis and interpretation of collaborative learning environment. In this research, journal articles, previous researches, newspapers, reference books, online information, etc are the major sources of documentary evidence. This will support the researcher to critically investigate events, developments and experience of the past [32]. Singh defines documentary research as historical research that deals with previous experience and aims to justify social problems by discovering event, fact and attitude.

III. RESULTS AND DISCUSSION

The data from a single participant who belongs to a private school located in Kathmandu district is described, presented, analyzed and interpreted in the following ways:

Case of a School

The case lies in a private school in Kathmandu. I followed the process and procedure to explore much more about classroom management, collaboration, teaching strategies and English language teaching environment in this school, particularly in a teacher's Grade V classroom. I had asked interviews with a teacher who taught English in a primary school and observed her five classes. I intended to explore much more about her classroom resource management and teaching strategies.

The school is situated in a peaceful and pleasing environment. Since the establishment of the school in 2007, the school in a decade seemed to be well-established institute in the capital city. The school building looked as if it had required facilities for teaching and learning. The school as a co-educational institute taught the children from Kindergarten level to Grade Ten. Over 200 students that consisted of about 150 boys and 50 girls seemed to be an average number of students in the school. In my observation note, I reflected that the classroom facilities with internet and computer lab seemed to provide with a good learning environment for the students.

From my observation, I reflected that the peaceful and pleasing environment and well-equipped classrooms with various teaching materials would support the teachers for involving children in interactivities in the classroom [33]. The school seems good. The school management composition does not seem more academic. Even the infrastructure part is strong.

Participant: Mrs. Shrestha

Mrs. Shrestha was primary English teacher in this school when I had interviews with her for my study. She loved teaching profession even if she was a student of Science in higher secondary level. She had been teaching English for three months by the time I met her in this school for her class observation.

I had studied in the college in the morning and I stayed at my home in the day time. My uncle requested me to teach in that school and I went there. What I thought was teaching at school was better than staying at home idle. At first I felt shy to teach. It was very difficult to teach for me. It was very tough and challenging task for me but nowadays it gives me pleasure and knowledge.

Her expression reflects that although initially she entered teaching profession because of someone in her family, she later realized that engaging at some works would benefit her education. Her comment also indicates that she has overcome her initial challenges of teaching and has been enjoying the profession since then.

When I met her in her school and talked about my research project, she was interested in participating in the project. She became shy. I explained about my research and she was highly interested in my topic, approach and my particular methodology. She had completed her higher secondary school in Science and later on she had changed her faculty and joined Bachelors in Business Accounting. She was planning to appear in her first semester examination. She said:

I am a student of commerce and it was very difficult for me to deliver inside the classroom. Teaching English to me was challenging because of my background. It was difficult for me to deliver the information.

From her expression, I understood that she had limited knowledge of teaching because of her business studies background and earlier Science which do not lead to teaching. Her expression also reflects that she experienced difficulties to start her teaching career without teacher education knowledge and skills [34].

She stated that she had taught in the school for three months when we had this interview. When I observed her school, she actively did caring and sharing among the students in the class. I reflected in my notes that she seemed to be enjoying her teaching as I had always seen her getting pleasure with the students while teaching inside the classroom [23]. However, I found that she rarely move round inside the classroom when teaching. Instead, she taught her students without standing during her whole period. From her usual habit lecturing in the class, I reflected that she needed to be provided intensive training on English language teaching in the classroom. However, I found that in a five days class observation she was always regular and punctual. She always

used to come to the school in casual uniform. It indicated that she required to go for a professional development training to be a professional teacher [34]. Moreover, she said:

It was difficult for me to move here and there because the class is too congested. It was very difficult to be here in school uniform because I was not habituated to use such a formal uniform and it is very difficult to express me as well.

Her expression reflects that perhaps she lacked both pedagogical knowledge and teacher personality. However, she tended to create English speaking environment in the school premises. She made rules and regulation inside the school with her students. For example, if the students talked in Nepali in and outside the classroom, they had to pay one rupee for every mistake. When I asked her why she imposed the regulation on the children, she explained that she wanted to create English language environment. It compelled them to speak English.

When I was a student at that time we followed paying fine system to develop English. In this case I undertook the paying fine system to the students. It helps to develop their English language.

Her expression reflects that she tried to replicate her school life experience into her teaching strategies to develop English language in her school. However, I doubt that whether the children were following her system and learning English from such a restricted environment where the children might be interested in following such punishment. As a result, her strategy of developing English environment in the school and classroom would not work.

Mrs. Shrestha's Management of Classroom Resources

When I entered into class five the classroom decoration indicated that the environment was well-organised for teaching English. However, the organization of furniture was traditional which did not seem to be suitable for collaborative activities [10]. For example, I found there were thirty students and three students in each bench. In our interviews, she said:

In this class here are thirty students. Here is no space to move here and there. The classroom is congested. If we walk inside the classroom we touch with the students and the student cannot walk properly.

However, I reflected in my observation notes that the traditional design of the furniture did not seem to be major obstacle to conduct the collaborative class. Nevertheless, she often followed her teaching with direct instruction rather than trying to engage the children in group activities to provide them environment for communication [16]. Her teaching strategies indicate that she required necessary teacher training to develop pedagogical knowledge of teaching English.

Mrs. Shrestha expressed her dissatisfaction towards the school administration for not providing sufficient resources for teaching activities in the classroom. She complained that the school administration did not support her for classroom management and teaching activities. She explained:

When I got appointed in this school I found that the classroom was like this and I talked with the school in charge. He said, "You have to teach we will manage it." Later on they didn't care about the classroom. The administration is careless. They don't like to manage the classroom properly. They don't care about the teaching materials whatever needed inside the classroom. They did not guide the teacher if they faced the problem.

From her expression, I understood that if the administration provided sufficient teaching materials for the teachers, the teachers would help them create collaborative and interactive learning environment for the children to learn [20]. However, it is revealed that she needed to learn more about collaborative learning environment for English teaching.

Mrs. Shrestha's teaching Strategies in the classroom

Here in my interviews with Mrs. Shrestha, she talked about teaching plans, designing teaching materials and classroom teaching activities. She said:

I don't prepare a lesson plan before teaching. I don't know how to manage the class as well. I am new for in this field.

Her comment indicates that as if she is not qualified for teaching profession. However, she had been teaching English for primary children. It raised a question whether the private schools in the cities in Nepal are more commercial than educational.

When I asked her why she preferred to teach by seating in a chair of whole period, she blamed the school and, expressed her frustration that the school administration did not support her to create teaching environment in the school:

There is no space to move here and there. The classroom is small. I want help from the school administration and from the other teachers. But I do not get help from the school. So, I cannot generate English learning environment.

In my observation of Mrs. Shrestha's classroom, I found that she followed teacher-centred teaching strategies. For example, on the first day of classroom observation, Mrs. Shrestha introduced me to her students and requested me to have a seat in a bench at the back. It was very difficult for me to go at the last bench because there was no space in the middle of the row. She started to teach the lesson without discussing the previous lesson. I went back and sat there. She started to teach without raising a different kind of question to revise the previous lesson. She didn't write the lesson, period, time and date. She asked her students to take out their book and asked them to turn page 119. And she wrote chapter 12 on the board. Then she sat on the chair and started to read the passage. She entered into the first paragraph and explained the things line by line. The students requested her to explain in Nepali. She started to explain all those things in Nepali. Meanwhile, one of the students requested her to give the meaning of 'Seashore'. She didn't give the meaning of the word and said that she would explain that the following day. She sat in one place and translated all the paragraphs into Nepali in her whole class. She never moved around in the class and never stood from that place. She completed the long passage within a period.

She never tried to understand the levels and interest of the learners. She read the paragraph by herself and explained at the same time. Her students stayed like as a statue. At the same time, students looked at their friends' face. Some of the students didn't look at his/her book. They only looked at the teacher but the teacher did not look at the students. In my observation of her several classes, I only noticed her standing when she had to write book page on the board and answer of all the questions. Students copied

the answer whatever she had written on the board. At the end of each class, she asked the class to make a note of homework in their diaries.

From this observation, I reflected that she was one of the representative teachers of private schools in Nepal who had a lack of knowledge and skills of teaching [35]. Her teaching strategies raised a huge question that whether or not the parents of those schools know about how their children were taught in the schools and what they learned from the school [12]. I also reflected in the notes that whether the government needs to investigate how the private schools recruit teachers and what level teachers are recruited in the schools.

Student Behavior in the Classroom

When I entered into the school I found the students playing in the playground with their friends. Mrs. Shrestha in our interviews explained that students in her school premises preferred to communicate in English and they had fine system if they talked in Nepali language. She added that there were class monitors to watch Nepali speakers and report to her. However, I found that the students had conversations in Nepali whenever they needed to talk to their friends. The school monitor also did not care about the Nepali speakers.

From the observation, I reflected that perhaps Mrs. Shrestha would not care much about English because the students neglected her disciplinary action, her penalty system against the violation of English speaking environment. It also raised a question that in the name of English teaching, whether privatization of education was much commercialized.

Mrs. Shrestha in the interview did not focus on students' group activities in learning English in the classroom. In my observation of her classes, I found that she sat in a chair in her most of the teaching period. The students neglected Mrs. Shrestha's instruction inside the classroom. They did not complete the given task in time in the classroom. Mrs. Shrestha usually explained all the content in Nepali language in her classroom. At the same time, some of the students listened to her carefully but rest of the students did their other subject homework.

From my observation, I reflect that Mrs. Shrestha became passive in her teaching instead of involving the students in various group discussions, presentations and interactions [36]. I found that Mrs. Shrestha needed training and sufficient skills to involve children in learning activities and make her teaching effective. Apart from this, it showed that she did not prepare the daily lesson plan. The students doing incomplete homework of other subjects in Mrs. Shrestha's classroom indicated that she perhaps needed to have more knowledge and skills of behavior management in her classroom [11]. However, students' enthusiastic questions while reading texts indicated that they were curious to learn English.

Issues Raised by this Case

From the interview with Mrs. Shrestha, I knew that she belonged to a student of Bachelor of Business Studies and earlier Science. But, she was involved in the teaching field without meeting the certain criteria of education policy like teaching qualification and teacher's license. Perhaps she has lack of teaching techniques. It seems to me that there is lack of monitoring system in the teacher recruitment in private schools and there is the system of recruiting their relatives as a teacher to handle the teaching learning activities.

From Mrs. Shrestha's comments against administration and the other members of the school who gave less priority to providing sufficient resources for teaching activities in the classroom. I understood that whether the school intended to create the collaborative learning environment for the students. I believed that if the administration provided sufficient teaching materials for the teachers; the teachers would help them create interactive learning environment for the children to learn English. The traditional design of the furniture did not seem to be major obstacle to conduct the collaborative class [21]. Nevertheless, she often followed her teaching with direct instruction rather than trying to engage the children in group activities to provide them environment for communication. It indicates that she required necessary teacher training and teaching skills to develop pedagogical knowledge of teaching English.

Her expression indicates that perhaps she lacked both pedagogical knowledge and teacher personality. However, she tended to create English speaking environment in the school premises. She needed to have continuous training to develop and update her professional skills.

IV. CONCLUSION

The school outlook reflected that the teachers as well as students would get supportive environment for interactivities in the classroom. However, Mrs. Shrestha's qualification would not support her for making her teaching effective. Because she was a Science graduate and a student of Bachelor of Business Studies, but not of teacher education, she perhaps had either limited or no knowledge of teaching strategies. It was a challenge for her to stay in teaching profession and she would not have knowledge of teaching English for primary school children. Without having teaching qualification, she was recruited to teach English in the school. It raised a question that whether or not the concerned department of the government treats government and private schools equally. It also indicates that the stakeholders like parents and community in the school perhaps were not much involved in educational activities of the school. It might have allowed the school freedom to recruit unqualified teachers and commercialise their schools with their own interest rather than being responsible towards the future of the children, communities and the nation. In Mrs. Shrestha's classroom, traditional design of the furniture did not seem to be an obstacle as the number of students was manageable. However, her direct instruction teaching approach dominated learners' role in the classroom. Although she expressed and tried to create English speaking environment in the school with cash penalty system for children's every breach of English

speaking rule, her idea was not found effective. Instead, it required her to find how to motivate children to speak English and develop their English competence.

V. REFERENSI

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