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Kranti Baijali

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Problems of Classroom Management in English Language Teaching

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**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English**

Submitted by

Kranti Baijali

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any University.

Date: 12/02/2024

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Recommendation for Acceptance

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Dedication

I would like to dedicate this thesis to my entire family members who are the ultimate source of love and inspiration for my career path.

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As a result of tireless and regular efforts, I have prepared this study on **Problems of Classroom Management in English Language Teaching**. This thesis would not have been possible to bring in this form without the help of many distinguished personalities, whom I would like to acknowledge from my inner heart. Foremost, I would like to extend my genuine respect and thankfulness to my respected and honourable thesis supervisor, **Dr. Kamal Raj Devkota**, Lecturer of Department of English Education, University Campus, Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as valuable suggestion throughout the study.

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Kranti Bajjali

Abstract

This research study entitled **Problems of Classroom Management in English Language Teaching** aimed to find out the problems of ELT classroom management in terms of physical infrastructure, classroom discipline, and teaching materials and to explore the techniques that basic level English teacher adopt in managing classroom learning process. I used survey research design to accomplish this study. The population of this study was ten English teachers of public schools. I collected data from ten English teachers of five different basic level school of Pyuthan district by using simple random sampling strategy. Data for this study were collected through observation checklist and open-ended questionnaire. Findings of the study showed that majority of the classroom setting up the physical environment were found to be effective management. Likewise, teachers are facing problems while teaching. These problems included diverse language abilities, integrating authentic materials, maintaining engagement through the lesson, addressing the diverse learning pace of individual students and student's disruptive behaviors.

This thesis consists of five main chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problems, significance of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms. The second chapter includes the review of both theoretical and empirical literature, implications of the review along with the conceptual framework of the study. The third chapter deals with the methods and procedures of the study. It includes design and methods of the study population sample and sampling strategy, research tools and techniques, procedures of data collection, data analysis and interpretation procedures and ethical considerations. The fourth chapter deals with analysis and interpretation of data. Then fifth chapter deals with the findings, conclusion and recommendations. Finally references and appendices were attached.

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Chapter I

Introduction

This is the introductory chapter of this study on **Problems of Classroom Management in English Language Teaching**. The chapter consists of background of the study, statement of the problems, objectives of the study, research questions, signification of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

The term management refers to the capacity of controlling and making decisions in a business or similar organization as the process of dealing with or controlling people or thing. “Management is the process of designing or maintaining an environment in which individual working together in a group effectively accomplishes selected aims” (Wehrich & Koontz,1993,p.4). Hence, the process of organization, direction and managing the successful achievement of organizational objective can be described to as management. According to the description given above, management is the process of demonstrating the art of organization in order to achieve objectives. In indicate that management is the process of doing activities effectively, efficiently and with the help of others with the objective achieve goals that have been established. It also involves managing assets, employees, and other challenges the organization has in order to effectively achieve its goals and objectives.

Krishnamucharyulu (2008) defines classroom management as “an organizational function in which learning experiences are performed in the classroom leading to the inculcation of good learning habits” (p.3). The term classroom management has been defined differently by various educators throughout history. In most general terms, classroom management refers to the actions and strategies that

teachers use to maintain order (Doyle, 1986). Likewise, Martin et al. (1998) define classroom management as a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and student's behaviors. Effective classroom management prepares the classroom for effective instruction which is crucial for the progress of learning.

Classroom management has expanded significantly these days from the concept of traditional physical structural shape to induction of newer approaches of student's participation, learner focused teaching, collaborative and cooperative approaches to teaching learning materials development and implementation, making classroom discourses more socio-ethically sound and creating appealing classroom infrastructure and rules for teachers, students and also for the parents. Successful teaching often depends on the ability of the teachers to manage the classroom. Teachers are responsible for managing and monitoring students for better teaching learning environment. Smith and Laslett (1993, p.91) note that "Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning". In the same way, Harmer (2008) mentions:

If we want to manage classroom effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. We also need to consider how we appear to the students and how we use talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role, if any, there may be for the use of the student's mother tongue in

lessons. Successful classroom management also involves being able to deal with difficult situations. (p.34)

Arends (2001), states “classroom management is not an end in itself; it is merely one part of teacher’s overall leadership role. As clearly says, the management of classroom cannot be separated from any other aspects of teaching” (p.157).

Similarly, Crookes (2003) sees a well managed classroom as a relatively orderly room in which “Whatever superficial manifestations of disorder that may occur either do not prevent instruction and learning or actually support them”. Likewise, Evertson and Weinstein in Groves (2009), Classroom management can be defined as the tasks that instructors do to create an environment that encourages and supports learning on both a socioemotional and academic level. Each of the above definitions of classroom management have in common is creating a suitable environment and consequently, order in the classroom to enable instruction and eventually learning. Creating an equitable society, nation or helpful person who will be the designer of society and nation can be greatly enhanced by a classroom that is properly managed. Teachers must need to have an in-depth knowledge of the various kinds of students in their classrooms in order to manage the classroom effectively. Classroom management is more than managing the physical condition of the classroom. It includes the management of holistic aspects of the classroom situation that affects students learning.

We know that, teacher is the main person who is the classroom managers supposed to role model. Today teacher should manage the classroom effectively to make their students enjoy in learning English in the classroom. With good management the class condition will be more live and interesting for the students. Furthermore there are many researchers have done related to only based on the

strategies and techniques of managing classes. So, to address these gaps my study will be based on the problem of classroom management in English Language Teaching being specific to the problems like materials, discipline, physical infrastructure and individual interest. From the description above, I'm interested to carry out this research.

Statement of the Problem

Classroom management is the process of managing physical, psychological and academic environment in the classroom. It is very important aspects for effective teaching. Teaching is a very challenging profession. Here, the challenging is not only for the teachers but also for students. ELT classes can have a number of problems. It is because of having lack of sufficient materials, learner's attitude towards learning, and large number of students in the classroom, physical infrastructure, teachers discomfort, teaching learning process e.t.c. makes teaching and learning problematic. The introduction of ELT in Nepalese education started in 1971 with the implementation of Nepalese education system plan (NESP) and still continues. The current system of English Language Teaching in Nepal is not so good due to number of reasons among them one of the reason is not proper classroom management. While teaching in the classroom, teacher faced a lots of problem such problems were related to sitting arrangement ,teaching materials, to management different background and different ability students, multicultural and multilingual students, large classroom size, physical infrastructure, learners attitude and interest.

Effective classroom management is important for learning because it makes the process of learning more interesting, systematic and meaningful. A well managed classroom gives the students more opportunities for mental growth and development which produces favourable working conditions to learn and makes schools work

enjoyable and interesting. To manage the classroom well, at first teacher has to understand that the students in the classroom come from different background like; different language background, religious background, upper class and lower background, different cultural background e.t.c. Teacher should make learning effective environment in the classroom. When the learning environment arranged properly the classroom becomes achievement oriented and both students and teachers are motivated in learning activities. According to Smith and Leslett (1993,p.85-90) , “Good teacher is able to raise pupil’s self-esteem, develop a positive work ethos without resorting to punitive regime, praise rather than criticize and use pupil’s enthusiasm and interest in a creative and positive way”. Teachers play a vital role in classroom management and therefore they are responsible for creating a well organized classroom in which students can succeed.

The teacher should be constructive in nature to manage the classroom and encourage the students for creative activities. Teacher should be active in using teaching materials according to topic, student's age, student's understanding level e.t.c. for different purposes and also should be active to maintain discipline in the class. So, in this study I have focuses finding out the problems of ELT classroom management in terms of materials, discipline, physical infrastructure at basic level government school.

Rationale of the Study

This study basically deals with problems of classroom management in government aided schools. It presents the problems of classroom management in the selected schools. Furthermore, it also presents the techniques used in managing classes as well as some alternatives for good classroom management. Therefore, it is useful for teachers, readers and also those who are engaged in ELT. It is equally

beneficial for the government to manage the classroom and the English language teachers will be highly benefited. Similarly, it is fruitful for text book writers, teachers, and students, curriculum designers to design curriculum, school administrators and other people who are interested in this field. So, this study can be used as reference materials to manage their classroom effectively.

Objectives of the Study

The objectives of the study were:

- a) To find out the problems of ELT classroom management in terms of teaching materials, classroom discipline and physical infrastructure.
- b) To explore the techniques that basic level English teacher adopt in managing classroom learning process.
- c) To suggest some pedagogical implications based on the finding of the study.

Research Questions

The research questions for this study were:

- a) What are the problems faced by English teachers in terms of physical infrastructure, teaching materials and classroom discipline while managing their classes?
- b) How are the basic level teachers managing English classes in their school?
- c) What are the techniques that the basic level English teachers adopt in managing classroom learning process?

Delimitations of the Study

Every reseach study has limitations with regards to it's target population, research methodology and study area. A single research project is unable to address all aspects of the issuesbecause of the time barriers, financial limits and reasoning. As a result a researcher has to limit the area of their research.

The delimitations of the study are as follows:

- a) The study was limited to the selected English language classes of basic level.
- b) The area of the study was limited to the Pyuthan district.
- c) The study was limited to ten ELT teachers of different schools from Pyuthan district.
- d) Questionnaire and observation checklist were used as main tool for data collection.
- e) The study focused on the problems of the classroom management that teachers face on their English language classes.
- f) The result and findings were generalized only in the target population of this study.

Operational of the Key Terms

The following will be the key words used in my research study:

Classroom management. In this study, the term classroom management is the development of a learning environment in the classroom includes both psychological and physical management.

ELT. English language teaching refers to the any activity or teaching English to non-native speakers.

Management. In this research the term management refers to process of managing resources and materials.

Materials. In this study, the word material is related to things or instrument which helps in teaching learning process.

Physical infrastructure. In this study the term physical infrastructure stands for the physical facilities of the school like; buildings, ground, furniture and along with equipment essential for imparity education.

Discipline. In this research discipline refers to the all behavior performed by students in the classroom.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter includes the conceptual framework of the research, the review of all related theoretical and empirical literatures, and their implications of the research.

Review of Theoretical Literature

This section ‘review of theoretical literature’ has been taken up to extend and horizon of knowledge in the related field as research. It primarily gets escorted to figure out the gap among the earlier literatures and the study I m going to conduct. It consists of concept of classroom management, problems of classroom management, Teaching materials, classroom discipline, physical infrastructure, challenges for teachers and classroom management as time management t. I have reviewed the above topics with the help of different books, articles and websites.

Classroom Management

Vein, Tal (2010) define classroom management as the ability of the teacher to lead the class towards achieving the socio-emotional welfare and learning of the students. Classroom management has been considered an essential skill by both teachers and school administrators (O’Neill, 2016; Stoughton, 2007). Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom. Well managed classroom is important for students achievement because it creates an environment that minimizes disruptions, maximizes instruction time and encourages students to engage in learning.

Stichter et al. (2009), define classroom management as those general environmental and instructional variables that promote consistent classroom wide procedures of set up, structure, expectations and feedback. Similarly, Colvin et al. (1993) who said that rules and routines are powerful preventive components to

classroom organization and management. They establish a behavioral context for the classroom that includes what is expected, what will be reinforced and what will be re-taught if inappropriate behavior occurs. There are different expressions about classroom management; Alberto and Troutman (1987) view, 'it can be defined as a teacher's ability to co-operatively manage time, space, resources and student's behaviors and to provide a climate that encourages students learning" (p.404). It emphasizes the ability of the teacher to manage the classroom for effective teaching. Similarly, Koontz and Weinrich (1993, p.6) said "Management is the process of designing or maintaining the environment in which individual working together in groups efficiently to accomplish selected aims"

According to Wragg (1981, p.7) defines classroom management as "What teachers do to ensure that children engage in the task in hand, whatever they may be". In this case he focuses on how instructor's behaviors in the classroom influence the way they manage their classes. In addition to helping learners achieve their goals for learning, the way teachers behave in the classroom also help learners in managing the class. Managing student's behavior has always been a primary concern of teachers for student misbehaviors have interfered with a positive learning environment (Shin & Koh, 2007). To sum up, management can be defined as systematic and scientific process of organizing, staffing, leading and managing an organization with the objective to accomplish its desired goals and objectives. There is a chance that a effective classroom is going to produce more than average. Ensuring that lessons proceed according to plan in an environment of disruptive student behavior is recognised as classroom management. Balanced students and teacher participation in problem solving in the classroom is essential to good classroom management Proper planning cannot ensure that you will be able to adopt to changing student needs or

classroom dynamics. The objective of the teaching language is to enable learners to become fluent speaker in the English language and to acquire knowledge that must be completely acquired in the classroom. If activities are not set up properly in a classroom, even the most effective ones become meaningless. Therefore, it is crucial to manage classroom behavior skillfully. Based on the above explanation in classroom management the teacher's roles are very important.

Problems of Classroom Management

A problem is an obstacle, difficulty, challenge or any situation that invites resolution. It is that while teachers enter the professional field with great ideas, they find it extremely difficult to implement those ideas due to classroom management issues. A problem implies a desired outcome coped with an apparent deficiency doubt or inconsistently that prevents the outcome from taking place. Effective classroom management is essential in ensuring effective teaching and learning in every learning environment. According to Moskowizand Helpman (1976), "Once teachers loose of their classroom, it becomes increasingly more difficult for them to regain that control". Sonia (2009, p.56) Observed the following problems in classroom management:

- a) Instructions were not clear for students.
- b) Classroom management was not on proper level.
- c) Task is not appropriate for the student's knowledge.
- d) Instructions were too complicated.
- e) The activity did not cover their learning style.
- f) Few auditory learners in the class.
- g) Pre- task activity was omitted.

Sonia (2009, pp.61-63) has suggested some of the solutions to overcome the above problems. They are as follows:

- a) Use body language, gestures, eye contact and facial expression.
- b) Do the pre- task activity in the class.
- c) Make clear, short and slow instruction.
- d) Work in groups, monitor and help weak pairs.
- e) Use a lot of visual support and flash cards.
- f) Do not speak low monotone or high pitch voice.
- g) Find the topic challenging the age group of your students.
- h) Check if students are ready for the task according to their previous knowledge.
- i) Monitor advice and motivate the students with brilliant marks and praise.

There are number of problems we have ti encounter while teaching. While teaching the teacher faced so many problems; some of the major problems experienced by the teachers in teaching English are; large class size, discipline, lack of individual attention, teachers discomfort, students interest, lack of understanding, students interaction and lack of teaching materials.

The solutions to overcome these above problems in classroom management are as follows:

- Teachers should focus learner centered rather than teacher centered. Students are the main part of learning in the classroom, in the absence of students the teaching cannot run properly, so, to make classroom learning process effective and fruitful and focus learner centered technique.
- Break class in to small groups: while teaching in the large size classroom, it is necessary to break class in to small groups; it helps classroom activity run smoothly.

- Teachers should use a lot of teaching materials like, visual, audio, flash cards to make our classroom learning process effective. These materials helps the students understand easily.
- Creating a well managed learning environment: To create well managed physical and psycho-social environments can make the difference between a clam and functioning classroom and a classroom in chaos. Organizing the physical environment ideally class in held in a bright, clean, well –equipped room that accommodates every students comfortably and allows them to move around and work well either individually or in group.
- Treat each student as an individual and respect each student for who he or she is.
- Teacher should encourage all students to participate in class discussion.
- Meet with students informally.
- Assign group work and collaborative learning activities.

Teaching Materials

Teaching materials are the tools which make the teaching learning process more effective and meaningful. Nunan (1992) states that teaching materials are often the most substantial and observable component of pedagogy. Stevick (1957) define it as anything audial or visible which helps your students learn the language more quickly or more accurately is teaching material. The definition says that teaching materials could be of two types; audio which appeals to the sense of hearing and visual which appeals to the sense of seeing. Thus picture, board e.t.c. fall under visual materials whereas tape recorder, radio e.t.c. fall under audio materials. In addition, Cunnings (Richards,2003) summarized the role of materials (particularly text book) in language teaching as a resource for presentation materials; activities for learners

practice and communicative interaction; for learners grammar , vocabulary, pronunciation stimulation and ideas for classroom activities; a support for less experienced teachers.

Generally, teachers tend to use all guidance provided by a text book. However, it is a fact that a textbook does not always meet the variety of conditions in a language class (Ur, 1996; Richards, 2003). Sometimes, teachers need to explore teaching materials outside textbooks and modify them in order to be relevant to the need and demands of particular group of students. Teacher's experiences and understanding of their students is very important in materials development so, that the students are motivated in the target language. According to Tomlinson (1998) materials development refers to anything which is done by writers, teachers or learners to provide sources of language input in ways which maximize the likelihood of intake.

Tomlinson (Richards, 2001) suggests some basic principles in conducting materials development for the teaching of language;

1. Material should achieve impacts, help learners to feel at easy & to develop confidence.
2. What is being taught should be perceived by learners?
3. Materials should require and facilitate learner self- investment, provide the learners with opportunities to use the target language to achieve communicative purpose.
4. Materials should take in to account that positive effects instruction are usually delayed, learners have different learning styles and differ in affective attitudes.
5. Materials should permit a silent period at the beginning of instruction, should not rely too much on controlled practice and should provide opportunities for outcome feedback.

Thus teaching materials can play a significant role in the process of teaching and learning is really beneficial especially for teachers and learners.

Classroom Discipline

Discipline is the required action by a teacher towards a student (or group of students), after the student's behavior disrupts the ongoing educational activity or breaks a pre-established rule created by the teacher, the school administration or the general society. Classroom discipline is not a straightforward concept. The concept is even ill-defined because it is prone to multiple and subjective interpretations (Espelage and Lopes, 2013). Classroom discipline refers to the strategies a teacher uses to manage student behaviors and attitudes during instructional time. It is a complex issue that can not be reduced to a technical or scientific problem. Classroom discipline encompasses complex interactions among teacher variables, student's variables, school variables and societal variables. In fact because classroom discipline is structured around the parceling of power in a specific public space, the issue becomes important politically and educationally (Buzzelli and Johnston, 2001; Pane, Rocco , Miller and Salmon, 2014).

Discipline is an inevitable component of classroom. It is related to the classroom behavior of the both teacher and students. It is also a key component to effective classroom management. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior. Classroom discipline helps for effective and fruitful learning. It helps the teacher to deliver the content knowledge in comprehensive way and the students to listen the class attentively. Teacher plays vital role in creating a disciplined classroom. Penny Ur (2013) has suggested the following roles for the teacher in order to create the well-disciplined classroom;

- i. Teacher should develop a very good classroom management skill.
- ii. Teacher should select an appropriate methodology to deliver the content knowledge according to student's level, ability e.t.c.
- iii. Teacher should maintain good interpersonal relationship with the students.
- iv. He/she should plan the lesson very carefully.
- v. He/she should motivate the students by creating different motivating learning activities.

Similarly, Ur (2003) has given some useful practical tips to deal with the discipline problems in the classroom. They are below;

Before the problem raises. To solve the discipline problems before they arise in the classroom, she suggests four main strategies; make an agreement, plan the lesson carefully, instruct clearly and keep in touch with the students.

When the problem is beginning. For this, she suggests strategies for teacher to adopt; deal with it quickly and quietly, don't take it personally and don't use threats.

When the problem has exploded. For this, she suggests the four main strategies for the teacher to adopt; teacher should explode himself/herself, give an opinion to the students, make an offer that students cannot refuse and call in assistance from higher authority.

Physical Infrastructure

School is a place where students spend most of the time. The main task of school is to provide education which involves a series of programmes and activities. In school, physical infrastructure is referred to buildings, grounds, furniture and apparatus along with equipments essential for imparting education. A school should be set up in a suitable atmosphere. The furniture and the different areas inside the class should be flexible and designed for many uses. The furniture should be created

according to children's dimensions (Matsaggouras, 1988). Teachers should regulate all the conditions of the class such as decoration, color of the class, flowers in the class, temperature, ventilation (Sylwester, 1970). Similarly, there should be space in the class for activities and on the wall for children to put their work up (Charles and Senter, 2008).

Everyone in the classroom is responsible for keeping the classroom in good condition (Sylwester, 1970). A good physical facility means infrastructures, appropriate classrooms, hygienic and child friendly toilets, safe drinking water supply system, easy access for disables, clean and green surroundings and so on. In the context of Nepal the ministry of Education (MOE) and the department of Education (DOE) is overall responsible for planning and development of implementation strategies of school's infrastructure. Department of education (DOE) is expending billions of rupees per year for a large numbers of educational infrastructure constructions and maintenance of classrooms, toilets, water supply e.t.c. But unfortunately in Nepal most of the school's situation is critical, school's physical facilities are not child friendly. These factors affect adversely in the development of children and teaching learning process in the school.

Challenges for Teachers

We know that teaching is a very challenging profession. It is not simple task. In teaching the teachers have to face many challenges like; Teachers get hard to concentrate the students mind in the classroom if the class is large, the management as well as the teaching learning process cannot be taken together by the teachers, teachers get troubles because of weak preparations, and complex challenge appears because of economy for the effective learning process there should be proper physical management as well.

Those challenges will be occur in classroom management:

Physical challenges, Like; school building, teaching materials, play ground and classroom.

Academic challenge, Like; fear of speaking in front of the class, failure to understand how to complete an assignment accurately and anxiety when taking test.

Disciplinary challenges, Like; talking in the class, bullying the younger students, destroying the school's property, neglecting doing homework and disrespectful behaviors towards the teacher.

The teacher has to first recognize that the learners in the class come from different backgrounds in order to effectively manage the classroom. Their demands and psychological state should be recognized. Physical facilities also need to be well managed.

Classroom Management as time Management

Time management is one of the most important parts in classroom management. It plays crucial role in classroom management. According to Kauchak and Eggen (1994, p.225) divide class in to four overlapping categories which helps the teacher to manage his/her classroom. According to them the four overlapping categories are as follows:

Allocated time. Allocated time is the total time allocated for teaching learning and routine classroom procedures like attendance and announcements.

Instructional time. It is the time where teaching and learning actually takes place.

Engaged time. It is also called time on task. During engaged time, students participating actively in learning activities asking and responding to question, completing worksheets and exercises, preparing skits and presentations etc.

Academic learning time. Academic learning time occurs when some of the students actively participate in classroom activities and rest of the students success from the same learning activities.

Empirical Review of Literature

Effective learning takes place only when the teacher can play the effective manager's role in the classroom manage the various behavior properly and learning can be sustained. I have reviewed some of the articles, theses considering them a related literature in the field.

Sharma (2016) conducted a research entitled 'Current status and problems of classroom management in ELT'. His research's primary goal was to figure out the current situation of English language instruction management and problems faced in managing those classes at lower secondary level. A questionnaire and observation checklist were used as research instruments to gather data. The sample was taken from thirty governments aided basic level English teachers of Nawalparasi district by using non-random sampling procedure. His finding showed that the physical facilities were good also found that not paying attention towards the teacher, teasing, side talking, using unpilote words, not doing homework, quarreling and interference of mother tongue were the common misbehavior found in the classroom.

Likewise, Yadav (2016) conducted a research entitled 'Challenges of ELT classroom management'. The main objective of his study was to find out the major challenges of ELT classroom management. The total populations of his study were twenty secondary level English teachers of Sindhupalchok district. The sample of his In conclusion all aforementioned research is about classroom management and strategies of managing classes. Through the literature review, I found that their studies were only based on the strategies and techniques of managing classes. They only

addressed the physical management. But none of them is related to problems of classroom management in ELT. So to address these gaps, my study will be based the problem of classroom management in ELT, being specific to the problems like: materials, physical infrastructure, discipline and individual interest.

Likewise, Keser and Yavuz (2018) conducted a research entitled 'Classroom management problems pre-service teachers encounter in ELT'. The main objective of the study was to rise the awareness of student teachers about the significance of classroom management and to teach classroom management based on ethical issues. The total populations of the study were 44 students from the ELT Department, Balikesir University. All of the participants were the fourth year students and they enrolled 'Teaching practice' course as a must course to complete their graduation requirements. The researchers collected data with the help of mixed method and semi structured interview used as the tools of data collection. The study identified that student teachers mostly encounter with four main classroom management problems. They are; crowded and noisy classes along with talkative students, unmotivated, bored students disturbing the other students within the classroom setting, problems about the interaction and relationship between students and teachers and organization problems.

Subedi (2019) conducted a study entitled 'Politeness in English as a second language classroom discourse' with an attempt to determine the effectiveness of politeness in classroom discourse in secondary level English as a second language classroom. For this study the researcher selected ten different schools from Kaski district purposively. For the collection of data, researcher used primary source as a forty English teachers were given questionnaire for their responses. The researcher used questionnaire as a tool for the data collection. The study found out that

politeness promotes the mutual understanding and harmonious relationship between teacher and students.

Diniatulhaq, Oktaria and Abbas (2020) carried out a research entitled, 'Classroom management strategies in English language teaching: A perspective of English teachers'. The objective of the study was to analyze classroom management strategies in English language teaching. The total populations of the study were three English teachers from different three schools. The study was accomplished with the help of qualitative research which used as a case study design and semi- structured interview as the tools of data collection. The study identified that there are three dominant aspects of classroom management system, namely; Curriculum and instructional managements, behavioral management and environmental management Here instructional and curriculum management includes curriculum planning, lesson planning, scheduling, learning implementation methods and assessments. Management behavior includes how the teacher establishes and enforces rules and procedures, how the teacher starts the lesson, how the teacher builds relationships with students, how the teacher applies discipline and consequences and how the teacher is involved in the learning process. And at last environmental management consists of class settings namely the arrangement of furniture and determining the number of students makes it clear.

Similarly, Giri (2022) carried out a research entitled 'EFL classroom management strategies used by school teachers. The main objective of her study was to explore the strategies used in classroom management in English language teaching classes. The sample was taken from forty English teachers of different ten schools from Kaski district using random sampling procedure. She used questionnaire with open-ended and close-ended questions as a data collection tools. Her finding showed

that most of the teachers used lecture, explanation and illustration very effectively to manage their classroom but demonstration is not used due to a lack of teaching materials, proper knowledge and teachers training.

Finally, Tabasum, Khan and Jabbar (2022) conducted a research entitled 'Challenges and issues faced by Elementary teachers during classroom management: Comparison between public and private schools'. The main objective of their study was to investigate the issues and challenges faced by elementary school teachers during classroom management. The sample of their study consisted two hundred and thirty six elementary level teachers (public=122, private=114) of Kasur district Pakistan using a random sampling techniques. The researchers data was collected by using a questionnaire comprised of a 5- point likert scale format through the survey method. Their finding showed that there was a significant different between the opinion of public and private teachers. There was lack of facilities, classroom management, and parent's involvement in public schools comparison to private schools. And also the elementary school teachers were well aware of the challenges and issues during classroom management. Furthermore there was also significant difference found in the professional experience of the elementary school teachers.

In conclusion, maximum research is about classroom management and strategies of managing classes. Through the literature review, I found that their studies were only on the strategies and techniques of managing classes. But none of them is related to specific problems of classroom management like materials, discipline and physical infrastructure. So to address these gaps, my study was based on the problems of classroom management in ELT, being specific to the problems like; materials, physical infrastructure and discipline. This research different from those of all the

other researches mentioned above. Thus, this current work provides a new attempt to investigate those previously unexplored areas.

Implication of the Review

Kumar(2012) states that literature review is an integral part of the research process and makes a valuable contribution to almost every operational step. In addition, Cresswell (2012) states that literature review is a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature in to topics and documents a need for the proposed study.

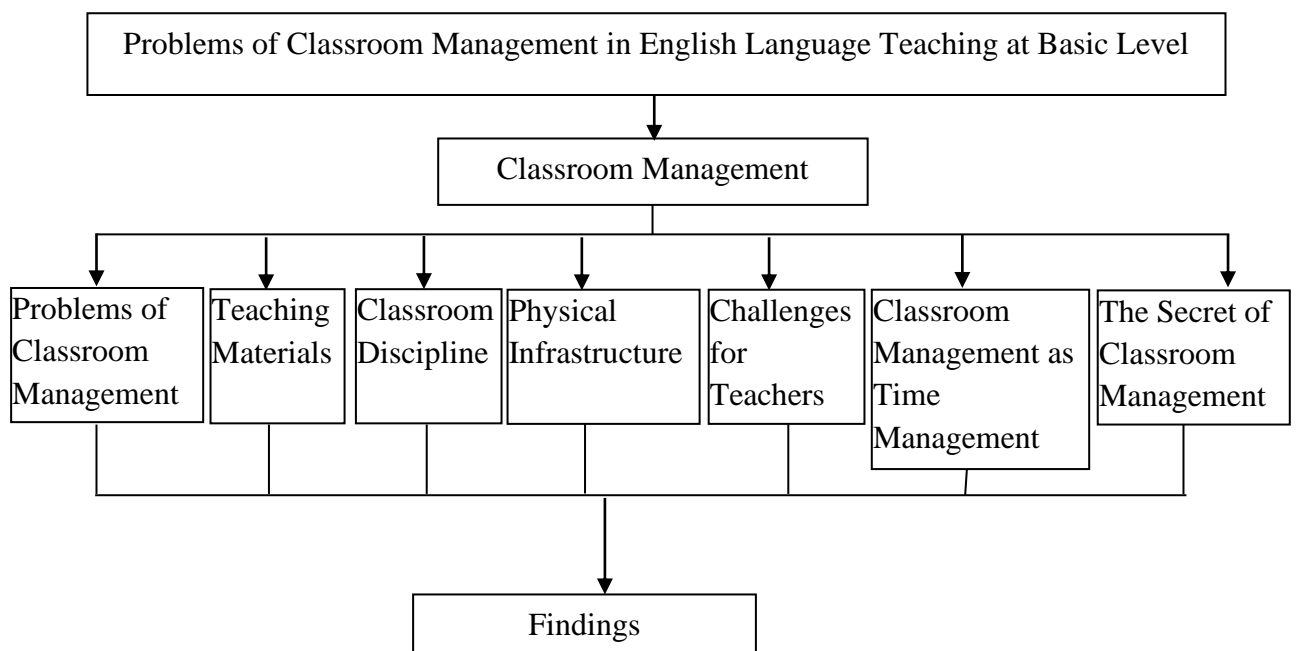
For the purpose to acquire methodological insights develop my knowledge in the subject that was selected, and gain a theoretical and conceptual understanding of the research problem, I have investigate both the empirical and theoretical literatures in the field of this study. These studies have been helpful to me in a numerous ways. In regards to the previously reviewed materials, Giri (2022), Sharma (2016) and Yadav (2016) helped me select the research question and put it in the perspective of the Nepalese situation. These research gave me even more encouragement as I formed my objectives and method. Likewise, the studies conducted by, Subedi (2019); Sharma (2016) and Tabasum, Khan and Jabbar (2022) helped me to develop the theoretical and conceptual understanding of the field. Moreover, the research studies conducted by Keser & Yavuz (2018); Diniatulhaq, Oktaria and Abbas (2020); made me familiar with the classroom management problems and classroom management aspects. They also provided support me to selecting the research's method. Furthermore, I got support regarding of data ccollecting tools. Moreover, the study carried out by Yadav (2016), Sharma (2016) and Giri (2022) were also provided me to developing the conceptual framework.

In summary, these all literatures played very significant role in my study from the beginning. It helped me to refine my research methodology and also broadened my knowledge base in my research areas, helped to bring the clarity and focus on research problem and contextualize findings. Throughout my duties as a researcher, I consumed a variety of books, articles and journals. By reviewing the available research, it becomes clear that no single study conducted by anyone contributed to the enhancement of English language classroom management.

Conceptual Framework

A conceptual framework is a visual representation of the assumed connections among the ideas under investigation. According to Kurar (2012), a conceptual framework serves as the foundation for research subject that often focuses on sections. He adds further to explain that it describes the components of the theoretical framework that the researcher selectd to use as a foundation of their research. Therefore, it is assumed that the conceptual framework describes how the researcher will analyse the research problem.

Here, the conceptual framework for my study on “Problems of Classroom Management in ELT at basic Level” is presented based on the following conceptual framework:



Chapter III

Methods and Procedures of the Study

Research methodology, put simply is an overarching strategy utilised to carry out any type of research study. The science of examining the systematic procedures involved in conducting research is known as research methodology. Particularly research methodology takes into consideration the logic behind the procedures one uses in the context of his or her research study in addition to discussing the research methods themselves (Kothari, 2004).

In a consequence the research design and methodology, population sample and sampling techniques, study area, data collection tools, data collection processes and data analysis procedures are all included in this chapter.

Design and Methods of the Study

I choose a survey research design for this study because it is carried out across a wide range of groups to figure out public views on particular subjects, evaluate particular educational programmes, and determine professional and other behaviour. A standardised questionnaire is given to a sample of respondents chosen from the population in survey research. Nunan (2010) cited Cohen and Manion (1985,p.140). In educational research, survey is the most widely used descriptive method. Survey can range in size from small scale studies conducted by a single researcher to large scale government investigations. The aim of the survey is to represent the situation of issues, beliefs and happenings at a certain points in time.

Population Sample and Sampling Strategy

Here, the populations of this study consisted of all the basic level English teachers of Pyuthan district. Out of them, the sample of the study included ten teachers from Pyuthan district. It was not possible to include all the population in this

study because of time and others constraints. So, the selection was done through the use of purposive sampling procedure. Ten basic level English teachers from five different community schools representing at least two teachers from each of the school were taken as sampling.

Research Tools

There are different tools to collect data from the selected population. In this study, I used only two tools for gathering required information through questionnaire and observation checklist. In this regard I used open- ended questions in the questionnaire. Finally, I was also observed the twenty classes of the respondents with the help of checklists. All the designed questions aimed to collect data about “Problems of Classroom Management in ELT at basic Level”.

Sources of Data

Hence, the procedures of collecting data are selected according to the intended research design. Thus, sources of data are those who provide the researcher information and specifics to support the findings. In this case both primary and secondary sources of data were used in the research process.

Primary Sources

Here the primary sources of data for this study were collected from sample population by administering the questionnaire.

Secondary Sources

Here, the secondary sources of data for this study were the earlier literatures, different books, Thesis, journals, articles and use different internet sites so on.

Data Collection Procedures

I collected the data from both primary and secondary sources by administering the questionnaire. At first, I visited the selected schools, talk to the authority, build

friendly rapport with them and explain them the purpose of the study to get their permission to consult English language teachers. After getting permission from the authority, I consulted the English Language teachers, build rapport with them, explain them the purpose of the research and request them to take part in responding the questionnaire. I distributed the questionnaire and collect their views on it. Then, I observed twenty classes with observation form. I collected the questionnaire thanking the informants and school's authority for their cooperation.

Data Analysis Procedures

The collected data were tabulation, transcribed, analyzed, interpreted and presented descriptively with the help of illustration and effective language.

Ethical Considerations

It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation. So, ethical consideration is highly required.

While undertaking this study, I followed all the ethical aspects taken into the considerations in a research. I used the information collected from the participants only for the study purposes. Pseudonyms were used to protect each school and all participants involved in the study. Each participants clearly understood that their real name would always be protected by using pseudonyms throughout the course of the research study and corresponding analysis.

Chapter IV

Analysis and Interpretation of Results

This chapter addresses the analysis and interpretation of data which was collected using various research tools using a descriptive methodology. Both classroom observations and questionnaires were used to gather the data. Following a systematic examination analysis of the data, the findings were arranged thematically. Data analysis and result interpretation to achieve the purpose of this study, I gathered data regarding "Problems of classroom management in ELT at basic Level." I used observation checklists and questionnaires to collect the necessary data. Using basic statistical methods like percentages and I have tabulated, documented analysed and evaluated the data I have gathered from the teachers and attentive observation. I conducted a quantitative analysis of data. It involves using analytical, descriptive and interpretative patterns to analyse data that has been gathered. In this study, I explained respondent's opinions in order to analyse the findings. In terms of data analysis and interpretation , I went over the collected data multiple times to gain a better understanding of the perspectives provided by the respondents. And I divided every single item of information I had gathered into the respected responders. It was helpful to me in developing a detailed description of their perspectives on the following topics; building and maintaining relationships between teachers and students; the need for guidelines; the need for rules and procedures; managing discipline; understanding behaviour; alternatives to punishment and classroom management strategies that to as much as possible, express reality. Two main headings were analyzed and interpreted based on the available data.

- Questionnaire and
- Classroom Observation Checklist

The following sections provide an analysis of the data gathered from primary sources.

Classroom Management

The teachers' responses to each question undergo qualitative analysis and interpretation, particularly for open-ended questions. In my study, some teachers provide similar answers while others offer differing ones. To organize these responses, teachers' answers are coded, decoded, and grouped together based on similarities. The open-ended questionnaire is administered to a sample of teachers for this purpose. Subsequently, the data is interpreted and analyzed under specific headings as follows.

Perception on Classroom Management

Classroom management is an on-going process where educators and schools establish and maintain rules, regulations, and consequences for negative behavior while promoting and teaching positive behaviors. Implementing classroom management strategies enhances social behaviors and increases academic engagement and achievement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). I endeavored to explore the concept of classroom management from the perspective of teachers. In response to this query, various teachers provided differing viewpoints. These include:

Teacher 1 says that "Classroom management is a process of managing the environment to accomplish the task." Effective classroom management is centered on creating a structured setting by setting precise guidelines and consistent routines. This approach establishes a clear framework for student behavior and academic activities, reducing disruptions and creating an environment conducive to learning. By outlining expectations and implementing consistent routines, students know what to anticipate,

enabling them to focus more on educational tasks, ultimately enhancing their engagement and facilitating a more effective learning process.

Teacher 2 says that "For me, it's about creating a positive classroom culture where respect and cooperation among students are paramount, leading to a conducive learning atmosphere." This perspective emphasizes the importance of fostering a positive classroom environment centered on respect and cooperation among students. By prioritizing these values, it aims to create an atmosphere where students feel valued and supported, contributing to a setting conducive to effective learning. This approach focuses on cultivating a culture where mutual respect and collaboration are fundamental, ultimately enhancing the overall learning experience for everyone involved.

Teacher 3 says that "Classroom management is a building relationship with students emotionally and psychologically." This viewpoint underscores the significance of establishing strong connections between teachers and students. By prioritizing relationship-building, the teacher aims to create a supportive and trusting environment within the classroom. This belief stems from the idea that when students feel understood, respected, and valued by their teacher, they are more likely to engage positively in the learning process. This approach considers a solid teacher-student bond as fundamental to fostering a classroom dynamic where students are motivated, responsive, and willing to participate, thus contributing to effective classroom management.

Teacher 4 says that "Classroom management is the skill in the organization and presentation of the lesson which includes management of time, physical facilities, environment e.t.c." Through skillful management, a classroom becomes a haven for

collaboration, nurturing a space where students confidently exchange ideas, fostering an environment teeming with active participation in learning.

Teacher 5 says that "Classroom is a safe place where students feel emotionally and physically secure to express themselves and learn without fear of judgment." Creating a safe classroom space goes beyond physical security; it encompasses emotional well-being crucial for effective learning. This approach involves fostering an environment where students feel emotionally and physically safe enough to express their thoughts, opinions, and concerns without the fear of criticism or ridicule. It requires cultivating an atmosphere of trust, respect, and inclusivity, where students feel valued, understood, and supported in their learning journey. When students feel emotionally secure, they are more likely to engage actively, participate in discussions, take risks, and explore new ideas, contributing to a richer learning experience. This safe space is integral to nurturing students' confidence, fostering positive relationships, and promoting a culture of respect and acceptance within the classroom, ultimately enhancing their academic growth and personal development.

Teacher 6 says that "Classroom management is the process to create well learning environment for learners." Through positive connections, a conducive learning environment blossoms, empowering both teacher and student in their educational journey.

Teacher 7 says that "Classroom management is about teaching students how to self regulate, collaborate and engage positively within a group setting." Active engagement serves as the cornerstone of efficient management, as captivating lessons and interactive activities captivate students, diminishing behavioral disruptions. By fostering engagement, educators cultivate a focused learning environment, enhancing comprehension and diminishing disruptions in the classroom.

Teacher 8 says that "Classroom management is the key to success academically it directly influences academic success. A well-managed classroom allows for better concentration, participation, and ultimately, improved learning outcomes." Efficient management profoundly impacts academic achievement, enabling enhanced concentration, active participation, and, consequently, elevated learning outcomes within a well-structured classroom environment. Through adept management strategies, students can channel their focus, contribute actively, and achieve heightened academic success.

Teacher 9 says that "It's not just about managing behavior; it's about teaching students how to self-regulate, collaborate, and engage positively within a group setting." Beyond behavior management lies the crucial task of imparting vital skills: self-regulation, collaboration, and fostering positive engagement among students within group dynamics. Educators play a pivotal role in guiding students to autonomously regulate, collaborate effectively, and engage positively, preparing them for success in diverse social contexts.

Teacher 10 says that " Classroom management is a delicate balance between authority and approachability. It is the skill in the organization and presentation of lesson which includes management of time, environment e.t.c." Managing a classroom involves asserting control while also being approachable and supportive. Navigating the classroom dynamic necessitates a delicate equilibrium between wielding authority for control and maintaining an approachable, supportive demeanor to foster a conducive learning environment. Effective classroom management hinges on the harmonious blend of authority and approachability, allowing for discipline while encouraging student comfort and receptiveness to learning.

Establishing clear expectations and routines shapes a structured environment, minimizing disruptions and enhancing student engagement. Prioritizing a positive classroom culture based on respect and cooperation fosters an atmosphere conducive to learning. Building strong teacher-student relationships forms the foundation for a supportive and engaged classroom dynamic. Creating a collaborative environment encourages active student participation and idea sharing. Ensuring a safe emotional and physical space encourages open expression and supports students' confidence and academic growth. These diverse strategies underscore the importance of a balanced approach encompassing structure, respect, relationships, collaboration, safety, and a conducive atmosphere for effective classroom management and enhanced learning outcomes.

Management of the Physical Environment

The classroom physical learning environment is the classroom surrounding including the spatial arrangement of furniture, ceiling, chalkboard, lighting, fittings, decorative and all the physical enablers of teaching and learning in the classroom. Conducive classroom physical environment is an agent of intellectual stimulation and important factor in strengthening the child's educational development. The researcher asked the teachers according to the theme i.e. do you think classroom management is needed in your teaching learning activities? Do the physical facilities influence in your classroom management?

Regarding to this questions, sample teachers 1 says that "*Classroom management is essential for effective learning. Physical facilities play a role; an organized, conducive space enhances management.*" Effective teaching relies on indispensable classroom management, where structured order and established routines significantly enhance the learning process. The impact of physical facilities is notable;

an organized and conducive space actively contributes to streamlined management strategies, fostering an optimal environment for teaching and learning.

Teacher 2 says that *"Absolutely, classroom management is crucial because without management none of the teacher can teach properly. Physical facilities affect management; a well-designed space supports smooth operations and student engagement."* Classroom management is undeniably crucial, setting the foundational tone for a conducive learning environment. The influence of physical facilities is evident; a well-designed space facilitates seamless operations and bolsters student engagement, contributing to an effective teaching-learning dynamic.

Teacher 3 says that *"Yes, classroom management is vital in guiding students. A conducive environment promotes focus. Physical facilities matter; adequate resources and space influence behavior and engagement."* Classroom management is vital in guiding students towards success, fostering focus within a conducive environment. Adequate resources and space within physical facilities significantly impact behavior and student engagement, playing a pivotal role in effective teaching and learning dynamics.

Teacher 4 says that *"Without a doubt, classroom management is essential. It creates a structured learning environment. Physical facilities impact management; a well-equipped classroom aids in smoother interactions and engagement."*

Undoubtedly, classroom management is essential for fostering a structured and productive learning environment. The influence of physical facilities cannot be overstated; a well-equipped classroom significantly contributes to smoother interactions and heightened engagement among students, enriching the overall teaching and learning experience by providing an optimal setting for academic growth and participation.

Teacher 5 says that *"Definitely, classroom management is needed because it creates positive learning environment. It maintains order for effective teaching. Physical facilities are influential; a comfortable, organized space aids in managing behavior and fostering learning."* classroom management stands as a pivotal aspect ensuring orderliness for effective teaching practices. The influence of physical facilities is substantial, as a comfortable and organized space plays a vital role in managing behavior and cultivating an environment conducive to fostering learning experiences. The synergy between effective management and well-arranged physical spaces profoundly impacts the overall educational journey, enabling a harmonious and conducive atmosphere for both educators and students alike.

Teacher 6 says that *"Absolutely, classroom management is fundamental for learning. It cultivates discipline and engagement. Physical facilities have an impact; an optimized space supports effective management."* classroom management serves as a fundamental pillar for facilitating effective learning experiences. It plays a pivotal role in fostering discipline and fostering active engagement among students. The influence of physical facilities is noteworthy; an optimized space contributes significantly to facilitating effective management strategies, creating an environment conducive to enhanced learning outcomes and smoother operational efficiency within the classroom setting.

Teacher 7 says that *"Yes, classroom management is crucial in facilitating learning. It ensures a conducive environment. Physical facilities do influence management; a well-maintained classroom positively impacts behavior and participation."* classroom management plays a crucial role in facilitating an optimal learning environment by ensuring order and structure. The impact of physical facilities is evident; a well-maintained classroom significantly contributes to positive

behavior and increased participation among students, highlighting the importance of an organized space in supporting effective management practices for enhanced learning experiences.

Teacher 8 says that "*Certainly, classroom management is necessary for a productive learning atmosphere. It streamlines activities. Physical facilities play a role; a well-equipped classroom aids in managing behavior and enhancing learning experiences.*" Effective classroom management is indispensable in fostering a productive learning atmosphere by orchestrating smooth and structured activities. Physical facilities are instrumental; a well-equipped classroom plays a crucial role in managing behavior and elevating learning experiences, emphasizing the significance of a conducive environment in optimizing educational outcomes and student engagement.

Teacher 9 says that "*Without a doubt, classroom management is essential. It fosters a positive learning environment. Physical facilities are influential; a well-designed space contributes to effective management and engagement.*" classroom management is essential, cultivating a positive learning environment crucial for student growth. The impact of physical facilities is notable; a well-designed space significantly contributes to effective management strategies, fostering engagement, and optimizing the learning experience, highlighting the pivotal role of conducive physical environments in educational success.

Teacher 10 says that. "*Absolutely, it is very important to manage classroom well because it encourage students to learn more. Physical facilities plays vital role, without that student feel difficulties while learning*". Classroom management is pivotal for successful teaching, laying the foundation for an organized and conducive learning environment. The significance of physical facilities is apparent; their impact

on behavior and participation shapes overall management strategies, underscoring the importance of well-equipped spaces in enhancing teaching methodologies and fostering active student engagement within the classroom.

The consensus among teachers underscores the pivotal role of classroom management in fostering effective teaching and learning. Structured order and established routines are deemed indispensable for enhancing the learning process. Physical facilities play a substantial role in supporting management strategies, with an organized, conducive space positively impacting engagement and creating an optimal learning environment. This synergy between effective management and well-equipped spaces profoundly influences educational outcomes and student engagement, emphasizing the significance of a conducive physical environment in facilitating successful teaching practices.

Managing Student Behavior in Classroom

The goal of classroom management is to provide students more chances to experience all of the tasks that teachers perform to set up the students, resources, time and space in a way that facilitates learning. Encouraging students to reach their full potential enables them to form suitable behavioural habits. Instructors need to be able to handle unexpected situations and regulate student behaviour in the classroom by implementing efficient management techniques. Creating a healthy classroom environment and managing the classroom effectively are crucial objectives for all educators.

Teacher 1 says that *"I've encountered mostly like side talking, defiance, and inattentiveness. I analyzing student's behavior through observation ."* In my experience, disruptions such as talking out of turn, defiance, and inattentiveness have occurred. To analyze these behaviors effectively, I focus on observing patterns,

understanding triggers, and carefully assessing the context. This approach helps address underlying issues and enables targeted strategies for managing and improving student behavior.

Teacher 2 says that *"Instances of disrespect, off-task behaviors, and disruptions occur occasionally. I analyze student behavior through observation, noting triggers, and employing discussions or reflections to understand the root causes."* At times, I've noticed instances of disrespect, off-task behaviors, and occasional disruptions in my classroom. To understand and address these behaviors, I rely on observation, noting specific triggers, and initiating discussions or reflections with students. This approach aids in uncovering the root causes, enabling a proactive strategy to manage and rectify student behavior effectively.

Teacher 3 says that *"I've noticed disruptions like talking during lessons, lack of participation, and occasional defiance. Analyzing behavior involves assessing individual and group dynamics, understanding triggers, and implementing strategies tailored to each student's needs."* In my classroom, I've observed disruptions such as talking during lessons, a lack of participation, and occasional defiance. To analyze and manage these behaviors effectively, I focus on assessing both individual and group dynamics. Understanding specific triggers helps tailor strategies to meet each student's needs, fostering a conducive learning environment by addressing underlying behavioral issues.

Teacher 4 says that *"Some students making noises, exhibit off-task behavior, and occasional disruptions. Understanding behavior requires observing patterns, communication, and using tools like behavior charts or reflections to identify and address underlying causes."* In my experience, some students display defiance, off-task behavior, and occasional disruptions. To comprehend and address these

behaviors effectively, I emphasize observing patterns, encouraging open communication, and utilizing tools such as behavior charts or reflections. These methods aid in identifying underlying causes and enable targeted interventions to support students in managing their behavior positively.

Teacher 5 says that *"I've observed disruptions such as talking out of turn, defiance, and lack of focus. Analyzing behavior involves tracking patterns, observing triggers, and employing positive reinforcement strategies or discussions to address and modify behavior."* In my observations, disruptions like talking out of turn, defiance, and lack of focus have been noticed among students. To analyze and address these behaviors effectively, I prioritize tracking behavior patterns, identifying triggers, and employing strategies such as positive reinforcement or discussions. This approach aims to modify behavior by addressing underlying causes and fostering a more conducive learning environment.

Teacher 6 says that *"Misbehavior includes disruptions like talking out of turn, disrespect, and inattentiveness. Analyzing behavior involves consistent observation, recognizing triggers, and fostering open communication to address underlying issues."* Within the classroom, misbehavior manifests as disruptions such as talking out of turn, disrespect, and inattentiveness. To effectively analyze and manage these behaviors, I emphasize consistent observation, identifying triggers, and promoting open communication. This approach allows for addressing underlying issues and fostering a supportive environment conducive to improved behavior and learning outcomes.

Teacher 7 says that *"Instances of disruptions like talking out of turn, lack of participation, and occasional defiance have been noted. Analyzing student behavior involves monitoring patterns, identifying triggers, and using various strategies like*

positive reinforcement or individual discussions." I've observed disruptions such as talking out of turn, lack of participation, and occasional defiance among students. Analyzing their behavior entails monitoring patterns, identifying triggers, and employing diverse strategies like positive reinforcement or individual discussions. This approach aids in addressing underlying causes, fostering positive behavior, and enhancing student engagement within the classroom setting.

Teacher 8 says that *"I've encountered off-task behavior, disruptions, and occasional defiance in my classroom. Analyzing behavior entails observing triggers, assessing situational factors, and employing strategies such as positive redirection and fostering a supportive environment."* In my classroom, I've faced off-task behavior, disruptions, and occasional defiance. Analyzing student behavior involves observing triggers, assessing situational factors, and implementing strategies like positive redirection and creating a supportive atmosphere. This method aims to address underlying causes, redirect behavior positively, and cultivate an environment conducive to learning and student success.

Teacher 9 says that *"Disruptions like talking out of turn, lack of engagement, and occasional defiance have been observed. Analyzing behavior involves continuous observation, recognizing patterns, and employing strategies like positive reinforcement and individual conversations."* Observing disruptions like talking out of turn, lack of engagement, and occasional defiance has been part of my classroom experience. Analyzing these behaviors entails continuous observation, identifying patterns, and utilizing strategies such as positive reinforcement and individual conversations. These methods help address behavioral issues, encourage positive change, and foster an environment conducive to improved student engagement and learning outcomes.

Teacher 10 says that *"Instances of disruptions, including talking out of turn, defiance, and off-task behavior, occur sporadically. Analyzing behavior involves tracking patterns, identifying triggers, and employing proactive measures like positive reinforcement and redirection to address behavioral issues."* Sporadic disruptions, such as talking out of turn, defiance, and off-task behavior, have been observed in my classroom. To analyze and manage these behaviors effectively, I focus on tracking patterns, identifying triggers, and implementing proactive measures like positive reinforcement and redirection. This approach aims to address behavioral issues by fostering positive changes and maintaining an engaging learning environment for students.

Across various experiences, teachers encountered disruptive behaviors like talking out of turn, defiance, and lack of engagement. Their methods for analyzing student behavior involve consistent observation, recognizing patterns, identifying triggers, and employing diverse strategies such as positive reinforcement, discussions, and situational assessment. These approaches aim to foster a supportive learning environment, address underlying issues, and encourage positive changes in behavior for enhanced student engagement and improved learning outcomes.

Managing Discipline and Challenging in ELT Classroom

A well-managed and disciplined classroom leads to increased student engagement, achievement, and overall success. It also creates a positive learning environment where students feel safe, respected, and supported. A disciplined classroom is essential for learners and teachers to succeed. Developing your classroom management skills is the key to maintaining a respectful and learning-positive environment. Do you punish to your students to manage the class? How do

you manage if the class becomes very noisy? What are the major challenges you faced in ELT classroom?

Teacher 1 says that "I prioritize positive reinforcement and corrective measures over punishment. If the class becomes noisy, I use attention-grabbing techniques or group activities to regain focus. Major challenges include addressing varying English proficiency levels and keeping all students engaged." I prioritize positive reinforcement and corrective approaches rather than punishment in class management. When faced with noise, I employ attention-grabbing methods or group activities to restore focus. Major challenges revolve around accommodating diverse English proficiency levels and ensuring continuous engagement among all students.

Teacher 2 says that "No, I don't punish, if they are punished they will not come from tomorrow. To manage noise, I employ signals for attention or incorporate interactive tasks. Major challenges involve diverse language abilities and maintaining engagement throughout the lesson." My primary focus isn't on punishment; I prioritize setting clear expectations and redirection in classroom management. To handle noise, I utilize attention-grabbing signals or interactive tasks. Major challenges encompass catering to diverse language abilities and sustaining student engagement consistently throughout the lesson.

Teacher 3 says that "No, punishment is not my primary approach. When noise escalates, I introduce quiet-time activities or collaborative tasks. Challenges include catering to individual learning styles and managing large class sizes." I refrain from punitive actions and prefer discussing expected behavior in my classroom management approach. If noise increases, I introduce quiet-time activities or collaborative tasks to regain focus. Major challenges involve catering to diverse

learning styles and effectively managing larger class sizes while maintaining engagement.

Teacher 4 says that *"My focus is on positive reinforcement rather than punishment. I manage noise by employing non-verbal cues or transitioning to structured group work. Challenges are diverse language abilities and maintaining engagement through the lesson."* I prioritize positive reinforcement over punitive measures in managing my classroom. To address noise, I use non-verbal cues or shift to structured group activities. Challenges include effectively integrating technology and accommodating varying proficiency levels among students.

Teacher 5 says that "I believe in constructive approaches over punishment. When noise disrupts, I use interactive tools or set clear signals for quietness. Major challenges include addressing cultural differences and adapting content for diverse learner needs." I prefer constructive approaches to punishment in classroom management. In response to disruptive noise, I employ interactive tools or establish clear signals for quietness. Major challenges involve navigating cultural differences and adapting teaching content to suit diverse learner needs within the classroom.

Teacher 6 says that "Punishment isn't my method; I prefer discussions on classroom expectations. If noise increases, I utilize active learning techniques or incorporate short breaks. Challenges involve managing time constraints and balancing grammar-focused lessons with communicative activities." I don't rely on punishment; instead, I initiate discussions on classroom expectations. In cases of increased noise, I implement active learning techniques or introduce short breaks. Challenges include managing time limitations and striking a balance between grammar-focused lessons and communicative activities within the curriculum.

Teacher 7 says that "No, I do not punish, but sometimes it needed. To manage noise, I use engaging tasks or transition to a different activity. Challenges encompass maintaining motivation and adjusting content for mixed proficiency levels." I refrain from punitive actions, favoring positive reinforcement and discussions on behavior. When noise arises, I employ engaging tasks or shift to alternative activities. Challenges involve sustaining motivation levels and adapting content to accommodate varying proficiency levels among students.

Teacher 8 says that *"Punishment isn't my approach; I emphasize positive behavior and redirection. When noise rises, I introduce interactive games or use visuals to regain focus. Challenges include fostering speaking skills in quieter students and managing classroom dynamics."* I don't adopt a punitive approach; instead, I focus on positive behavior and redirection. In situations of increased noise, I introduce interactive games or visuals to re-engage students. Challenges include encouraging speaking skills in quieter students and effectively managing the dynamics within the classroom.

Teacher 9 says that *"I prioritize positive strategies and discussions on class conduct rather than punishment. To address noise, I incorporate engaging tasks or use call-and-response methods. Major challenges involve integrating authentic materials and addressing individual learning pace."* I prioritize positive strategies and discussions for managing class conduct, avoiding punitive measures. For addressing noise, I include engaging tasks or utilize call-and-response methods. Major challenges revolve around integrating authentic materials and addressing the diverse learning pace of individual students.

Teacher 10 says that *"No my primary focus is not on punishment, I prioritize setting clear expectations and redirection in classroom management.r. If the class*

gets noisy, I employ interactive tasks or group work. Challenges include managing mixed-level classes, encouraging participation from all students, addressing cultural differences and adopting content for diverse learner needs." I avoid punitive actions, focusing on positive reinforcement and behavior reminders. When noise escalates, I utilize interactive tasks or group work to restore focus. Challenges involve managing mixed-level classes effectively and encouraging participation among all students within the classroom environment.

Prioritize positive reinforcement over punishment, utilizing various strategies to manage noise and behavior in the classroom. Challenges encompass diverse language abilities, maintaining engagement, adapting content for different learner needs, integrating technology effectively, addressing individual learning styles, and managing large class sizes. Their emphasis on constructive approaches and discussions on behavior highlights their commitment to creating a conducive and engaging learning environment while tackling multifaceted challenges within ELT classrooms.

Classroom Grouping and Management Techniques

Teachers handle many issues in a day, from disciplinary and behavior issues to a lack of adherence to the daily schedule cases. Consistently experiencing such challenges can sometimes make the teaching profession feel unrewarding. Luckily, teachers can use various classroom management strategies to inspire compliance among students.

It starts with having a solid classroom management plan that outlines the methods and techniques for running a classroom and each lesson. From there, teachers can also upgrade their classroom management skills through a degree in education and apply these additional 20 strategies to manage their classrooms

better. How do you divide the class in groups to manage classroom practice? What types of specific techniques do you use for effective classroom management?

Teacher 1 says that *"I often use a mix of random selection and strategically planned groups based on students' abilities and personalities, I divide the weak and talent student in each group. This helps in fostering diversity within groups while ensuring each student gets a chance to work with different peers."* "In my classroom, I frequently employ a balanced approach when forming student groups. Sometimes, I opt for random selection, allowing chance to determine group compositions, which promotes inclusivity and prevents favoritism or bias. Additionally, I strategically plan some groups based on a careful consideration of students' abilities, personalities, and learning styles and also I implement cooperative learning techniques. This deliberate approach enables me to create diverse teams where students with varying strengths and traits collaborate effectively. By fostering this diversity within groups, I aim to cultivate an inclusive environment that encourages students to learn from one another's perspectives and skills. Furthermore, this method ensures that each student has the opportunity to work alongside different peers, promoting a sense of equality and enhancing their collaborative skills as they engage with a variety of personalities and learning approaches."

Teacher 2 says that *"One technique I find effective is the use of differentiated grouping based on learning styles and strengths. This way, I can ensure that each group has a mix of talents, enabling them to support and learn from one another."*

"I've discovered that a highly effective method involves creating groups based on the diversity of students' learning styles and strengths. By carefully considering how each student learns best and identifying their individual strengths, I tailor groupings to include a mix of these various talents within each team. This deliberate differentiation

ensures that every group becomes a microcosm of diverse abilities, allowing students to contribute their unique skills and learn from one another. For instance, a group might comprise individuals strong in different subjects or with varying problem-solving approaches. This diverse mix encourages mutual support and collaboration, fostering an environment where students not only learn the subject matter but also gain valuable insights and perspectives from their peers. Ultimately, this technique promotes a cooperative learning atmosphere where students complement each other's strengths, leading to a richer and more comprehensive understanding of the material."

Teacher 3 says that "*For manage classroom practice I often divide by grouping both talent and weak students in a group so, that all can learn equally. I use different techniques like; role play, group work e.t.c. and also implementing a reward system for positive behavior encourages students to stay on track while also setting consequences for disruptions,*" "Effective classroom management begins with establishing clear and consistent guidelines right from the start of the academic year. I believe in setting transparent expectations that outline the behavior and academic standards I anticipate from my students. This helps create a structured environment where everyone knows what is expected of them. To incentivize positive behavior, I implement a reward system that acknowledges and reinforces students' adherence to these expectations. Rewards could range from verbal praise and recognition to tangible rewards or privileges. Simultaneously, there are clear consequences in place for disruptions or failure to meet the set standards. These consequences are consistently applied and are fair, serving as a deterrent to undesirable behavior while encouraging accountability. This combination of clear expectations, positive reinforcement, and fair consequences forms the backbone of my classroom management strategy, fostering a conducive learning environment where students are

motivated to meet and exceed expectations while understanding the consequences of their actions."

Teacher 4 says that *"I often divide the students in to mix group. This helps students adapt to various working styles, builds tolerance, and minimizes the formation of cliques."* "In my classroom, I frequently used to follow the students centered method such as, disson, group work, pair work e. t. c. and also employ a rotating group strategy, deliberately changing the composition of student groups at regular intervals. This method serves multiple purposes that benefit the students' social and academic growth. Firstly, it enables students to adapt to different working styles and team dynamics. By regularly experiencing new group settings, students become more flexible and adaptable, learning to collaborate effectively with a diverse range of peers. Secondly, this strategy helps in building tolerance among students. Working with different classmates fosters understanding, appreciation, and respect for various perspectives and approaches to problem-solving. Thirdly, by consistently altering group compositions, the likelihood of cliques forming is minimized. This prevents the exclusion of certain individuals and encourages a more inclusive classroom environment where students interact with a wider range of peers. Overall, the rotating group strategy not only enhances students' adaptability and tolerance but also contributes to a more cohesive and inclusive classroom dynamic, promoting positive social interactions and diverse collaborations."

Teacher 5 says that *"To manage the classroom effectively, I establish a routine with structured transitions between activities. This helps in minimizing downtime and keeps students engaged and focused."* An essential aspect of effective classroom management involves establishing a structured routine with carefully planned transitions between activities. By implementing a consistent routine, students become

familiar with the flow of the class, knowing what to expect and what is expected of them during each phase of the lesson. Structured transitions play a pivotal role in minimizing downtime. When transitioning smoothly from one activity to another, there's less opportunity for distractions or disruptions to occur. This efficiency in transitioning keeps the momentum of the class going, ensuring that valuable instructional time is maximized. Furthermore, a well-structured routine contributes to keeping students engaged and focused. Knowing the schedule and what comes next helps students mentally prepare for the next task, reducing off-task behavior. As a result, students are more likely to remain attentive and actively participate in the learning process. Overall, establishing a routine with structured transitions is an effective classroom management technique that optimizes instructional time, minimizes distractions, and promotes a conducive environment for student engagement and focus."

Teacher 6 says that *"I employ a combination of self-selected and teacher-assigned groupings, allowing students some autonomy while also ensuring balanced and diverse groups for collaborative work."* In managing group activities, I blend both self-selected and teacher-assigned groupings. This approach offers students a degree of choice in their partnerships while ensuring that each group comprises a balanced mix of talents and personalities. It grants students autonomy in some instances while aiming for diverse and cohesive teams, fostering effective collaboration and learning experiences."

Teacher 7 says that *"I use a seating chart that rotates periodically, enabling students to work with different peers. This strategy helps in building a sense of camaraderie and respect among classmates."* I implement a dynamic seating chart that undergoes periodic rotations, allowing students the opportunity to sit with various

peers throughout the academic term. This deliberate rotation fosters an environment where students interact and collaborate with different classmates, promoting the development of camaraderie and mutual respect among them. Through this strategy, students have the chance to engage with a diverse range of perspectives, enhancing their social skills, empathy, and understanding of their peers."

Teacher 8 says that *"In terms of managing the classroom, I employ proactive strategies like providing clear instructions, modeling expected behaviors, and implementing a variety of engaging activities to maintain students' interest and participation."* When it comes to classroom management, I adopt proactive approaches that set a solid foundation for a conducive learning environment. Clear and concise instructions are crucial, as they ensure students understand the tasks at hand, minimizing confusion and off-task behavior. Additionally, I find it effective to model expected behaviors, demonstrating the standards and conduct I expect from my students. This helps in setting a positive example for them to follow, creating a classroom culture centered around respect and responsibility. Moreover, I employ a diverse range of engaging activities designed to capture students' interest and maintain their active participation. These activities are tailored to different learning styles, ensuring inclusivity and catering to varied student preferences. By combining these strategies, I aim to create a classroom atmosphere conducive to learning, where students feel motivated, engaged, and empowered to succeed."

Teacher 9 says that *"I implement cooperative learning techniques such as jigsaw or think-pair-share, fostering teamwork and mutual accountability within groups. This helps in maintaining a positive classroom atmosphere"* As part of my teaching approach, I incorporate cooperative learning methodologies like the jigsaw or think-pair-share techniques. These methods actively involve students in

collaborative activities where they work together in small groups or pairs to share ideas, solve problems, or discuss concepts. By employing these cooperative learning strategies, students learn to collaborate effectively, fostering teamwork and mutual accountability within their groups. These activities promote active participation, engagement, and communication among students, cultivating a positive classroom atmosphere built on respect, cooperation, and shared responsibility for learning outcomes. Ultimately, these techniques not only enhance students' understanding of the subject matter but also contribute significantly to creating a supportive and encouraging classroom environment."

Teacher 10 says 5 that *"For dividing the class into groups, I often consider students' personalities and learning preferences, ensuring a mix of leadership qualities in each group. This way, students can learn from one another and develop important social skills."* "When dividing the class into groups, I take into account the diverse personalities and learning preferences of students. I intentionally create groups that encompass a blend of different traits, including leadership qualities, across each team. This deliberate approach allows students to interact with peers who possess varying strengths and characteristics, fostering an environment where they can learn from one another. By ensuring a mix of leadership qualities within each group, students are exposed to different leadership styles and are encouraged to develop their own leadership skills. Moreover, this diverse group composition aids in the development of essential social skills such as communication, teamwork, and understanding, empowering students to collaborate effectively while learning from the unique perspectives and strengths of their peers."

Employs a mix of random and planned groupings to foster diversity, ensuring all students collaborate with various peers. Focuses on differentiated grouping based

on learning styles and strengths to cultivate a diverse range of talents within groups. Emphasizes clear expectations, implementing a reward system for positive behavior and consequences for disruptions. Utilizes a rotating group strategy, promoting adaptability, tolerance, and inclusivity among students. Establishes structured routines and transitions to minimize downtime and keep students engaged. Combines self-selected and teacher-assigned groupings for collaborative work, providing autonomy within diverse teams. Uses a rotating seating chart to enable students to work with different peers, fostering camaraderie and mutual respect. employs proactive strategies like clear instructions, behavioral modeling, and engaging activities to maintain student interest and participation. Implements cooperative learning techniques to foster teamwork, accountability, and a positive classroom atmosphere. Considers students' personalities and learning preferences when forming groups, ensuring a mix of leadership qualities to enhance social skill development and peer learning.

Teaching Materials Usage

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement. Do you use teaching materials while teaching your students? What kinds of material do you use?

Teacher 1 says that *"Yes, I do use various teaching materials to enrich my lessons. I utilize textbooks, worksheets, and educational videos to provide diverse*

perspectives and engage students in different learning modalities." As part of my teaching approach, I integrate an assortment of teaching materials to enhance the depth and engagement of my lessons. Textbooks serve as a foundational resource, offering structured content and reference points for students. Additionally, worksheets provide hands-on practice and reinforcement of concepts covered in class. I also incorporate educational videos, leveraging multimedia to offer diverse perspectives, visually stimulate learning, and cater to various learning styles. By utilizing this range of materials, aim to provide a multi-dimensional learning experience that accommodates different modalities, ensuring that students have access to varied resources that support their understanding and engagement with the subject matter."

Teacher 2 says that "Absolutely, teaching materials are an integral part of my lessons. I rely on visual aids such as charts, graphs, and info graphics to illustrate concepts, making learning more accessible and stimulating for students and also I use according to topic." Teaching materials play a fundamental role in how I structure and deliver my lessons. Visual aids, such as charts, graphs, and info graphics, serve as powerful tools to visually represent complex information and illustrate key concepts in a clear and comprehensible manner. These visual aids not only make abstract ideas more tangible but also cater to diverse learning styles, enhancing accessibility and comprehension for students. By utilizing visual representations, I aim to create a stimulating learning environment that encourages active engagement and helps students grasp and retain information more effectively. These tools serve as a bridge between theoretical concepts and practical understanding, fostering a deeper comprehension of the subject matter among my students."

Teacher 3 says that "Yes, I use a combination of traditional and digital teaching materials. Along side textbooks, I integrate online resources, interactive

presentations, and educational apps to cater to diverse learning styles and interests." In my teaching approach, I employ a versatile mix of both traditional and digital teaching materials to create a well-rounded learning experience for my students. While textbooks provide a solid foundation, I also integrate various online resources, interactive presentations, and educational apps into my lessons. These digital tools offer diverse ways for students to engage with the material, catering to a range of learning styles and individual interests. Online resources provide up-to-date information, interactive content, and multimedia elements that supplement and enrich the curriculum. Interactive presentations allow for dynamic and visually stimulating content delivery, enhancing student engagement. Educational apps offer interactive learning experiences, fostering a hands-on approach to comprehension and allowing students to explore concepts in innovative ways. By blending these traditional and digital materials, I aim to create a comprehensive learning environment that accommodates the diverse needs and preferences of my students while leveraging the advantages of both mediums for effective learning outcomes."

Teacher 4 says that "Teaching materials are fundamental to my teaching approach. I often create locally available materials, including handouts, diagrams, and simulations, tailored specifically to reinforce key concepts and facilitate understanding." Teaching materials serve as the cornerstone of my instructional strategy. I take a proactive approach by crafting personalized materials, such as handouts, diagrams, and simulations, designed with a specific focus on reinforcing essential concepts and aiding students' understanding. These custom-made resources are tailored to align closely with the curriculum and the specific needs of my students. Handouts condense information into easily digestible formats, offering supplementary materials that reinforce classroom learning. Diagrams and visual representations are

created to simplify complex ideas, offering clarity and aiding in visual comprehension. Simulations, on the other hand, provide interactive experiences that immerse students in practical applications of theoretical knowledge. By developing these tailored materials, I aim to provide targeted support, foster deeper understanding, and facilitate a more engaging learning experience that resonates effectively with my students."

Teacher 5 says that *"Certainly, I employ a mix of tangible and multimedia resources. From manipulatives and models for hands-on learning to podcasts and virtual tours for an immersive experience, I aim to offer a rich variety of materials to support my teaching."* "In my teaching methodology, I believe in utilizing a diverse array of resources that cater to different learning preferences. I incorporate tangible resources such as manipulatives and models, which allow students to engage in hands-on activities, fostering experiential learning and deepening their understanding of abstract concepts through physical interaction. These manipulatives and models serve as effective tools for tactile learners, providing a concrete representation of theoretical ideas. Alongside these tangible resources, I integrate multimedia elements into my teaching, including podcasts and virtual tours. Podcasts offer auditory learning experiences, presenting content in an audio format that can be accessed anytime, enhancing flexibility in learning. Virtual tours provide immersive, visual experiences that transport students to different places or scenarios, enriching their understanding through interactive exploration. By blending these tangible and multimedia resources, I aim to create a dynamic learning environment that caters to diverse learning styles, promoting engagement, comprehension, and retention of the subject matter among my students."

Teacher 6 says that *"Yes, I use a combination of traditional and modern teaching materials. I integrate real-life examples, multimedia presentations, and online articles to connect classroom learning to the real world and enhance students' critical thinking skills."* In my teaching methodology, I employ a blend of both conventional and contemporary teaching materials to create a well-rounded learning experience. Traditional teaching methods, such as incorporating real-life examples, enable students to relate theoretical concepts to practical, everyday situations. By contextualizing lessons with real-world applications, students can better comprehend and appreciate the relevance of what they are learning. Additionally, I leverage modern teaching resources like multimedia presentations and online articles to introduce diverse perspectives and current information. Multimedia presentations add a dynamic element to lessons, providing visual and auditory stimulation that captures students' attention and facilitates comprehension. Online articles offer access to up-to-date information and varying viewpoints, encouraging students to critically evaluate information sources and develop their analytical skills. By integrating these traditional and modern teaching materials, my goal is to bridge the gap between classroom learning and real-world scenarios, fostering critical thinking skills and preparing students for practical application beyond the classroom."

Teacher 7 says that *"Teaching materials play a vital role in my instruction. I utilize experiments, props, and demonstrations for interactive learning, fostering curiosity and active participation among students."* Teaching materials are indispensable in my teaching methodology as they serve as catalysts for interactive and engaging learning experiences. I leverage various tools such as experiments, props, and demonstrations to create hands-on and participatory lessons. Experiments offer a practical approach to understanding theoretical concepts, allowing students to

observe phenomena firsthand and engage in scientific inquiry. Props serve as tangible aids that make abstract ideas more concrete and relatable, enhancing students' understanding through visual and tactile experiences. Demonstrations provide visual illustrations of concepts, captivating students' attention and making learning more vivid and memorable. By employing these interactive teaching materials, I aim to foster curiosity and active participation among students. Such interactive experiences not only stimulate interest and engagement but also encourage a deeper understanding of subject matter by making learning an active and immersive process."

Teacher 8 says that *"Absolutely, I believe in the power of multisensory learning. I incorporate audiovisual materials, manipulatives, and interactive whiteboard activities to appeal to different senses and cater to diverse learning styles in my classroom."* "I strongly advocate for multisensory learning as it acknowledges the diverse ways students absorb information. To facilitate this, I integrate various tools like audiovisual materials, manipulatives, and interactive whiteboard activities into my lessons. Audiovisual materials engage students' auditory and visual senses, providing a dynamic way to present information and cater to both auditory and visual learners. Manipulatives, such as tangible objects or hands-on materials, stimulate the tactile and kinesthetic senses, allowing students to physically interact with concepts, which is beneficial for kinesthetic learners. Interactive whiteboard activities offer a versatile platform for engaging multiple senses simultaneously, encouraging active participation and accommodating different learning preferences. By incorporating these multisensory materials, I aim to create a comprehensive learning environment that addresses diverse learning styles, fostering deeper comprehension and retention of knowledge among students."

Teacher 9 says that *"Yes, I rely on a wide array of teaching materials to create dynamic lessons. From textbooks and articles to educational games, multimedia presentations, and guest speakers, I aim to make learning engaging and comprehensive for my students."* As an educator, I believe in crafting dynamic and comprehensive learning experiences by drawing from a diverse range of teaching materials. Traditional resources such as textbooks and articles provide foundational knowledge, offering in-depth information and serving as reference materials. However, I also incorporate innovative approaches like educational games, which infuse fun and interactivity into lessons while reinforcing key concepts. Multimedia presentations enrich lessons by providing visual and auditory stimuli, enhancing engagement and aiding in better understanding. Additionally, I invite guest speakers, experts in various fields, to offer firsthand insights and diverse perspectives, creating a more interactive and real-world connection for my students. By utilizing this wide array of teaching materials, I aim to create an engaging, multifaceted learning environment that caters to different learning styles and interests, encouraging active participation and fostering a deeper understanding of the subject matter."

Teacher 10 says that *"Teaching materials are an essential component of my teaching practice. I utilize authentic materials such as newspapers, primary sources, and case studies to provide real-world context and encourage critical analysis and discussion among students."* Teaching materials form a fundamental part of my teaching approach, and I prioritize the use of authentic resources like newspapers, primary sources, and case studies. These materials offer real-world context, allowing students to connect classroom learning to current events, historical perspectives, and practical applications. Newspapers provide up-to-date information and diverse viewpoints, fostering discussions on contemporary issues. Primary sources offer

firsthand accounts and original documents, encouraging critical analysis and enabling students to engage directly with historical events or original research materials.

Additionally, case studies present practical examples that prompt students to apply theoretical knowledge to real-life scenarios, enhancing problem-solving skills and critical thinking. By incorporating these authentic materials, I aim to stimulate students' curiosity, encourage analytical thinking, and promote insightful discussions that deepen their understanding and appreciation of the subject matter.

These ten teachers all emphasize the crucial role of teaching materials in their instructional methods. They utilize a diverse range of resources, including textbooks, multimedia presentations, manipulatives, real-life examples, and interactive tools like educational games and simulations. Each teacher tailors their materials to engage various senses, cater to diverse learning styles, and foster critical thinking. They use authentic resources like primary sources, newspapers, and case studies to provide real-world context, encouraging discussions and enhancing students' understanding. Ultimately, their goal is to create dynamic, comprehensive learning experiences that accommodate individual needs, promote engagement, and deepen students' grasp of the subject matter.

Balancing Student Activities, Proximity, and Personal Time

We are standing, seated or crouching in front of, to the side of or behind learners sends out a message with regard to what we want them to do. Our choice will depend on the aim of the activity in progress. There are times when we will want to be the focus of all of our students' attention, others when we will want to be addressing groups, pairs or individuals in the class and also times when we will want to be entirely unobtrusive. Proximity control is an effective and easy classroom management strategy. It is easy because all a teacher needs to do is move toward a

disruptive student. Physical closeness to a student has been proven to redirect the student back on task. Do you give sufficient amount of time for the student's activities? While teachings do you sit on your chair or get yourself close to the students? What are the main solutions of classroom management while teaching at basic level? Do you provide personal time to students? Why?

Teacher 1 says that *"Yes, I prioritize allocating ample time for student activities to encourage engagement and active participation. During teaching sessions, I often move around the classroom, getting closer to students, facilitating discussions, and providing personalized attention as needed."* In my teaching practice, I place a high priority on ensuring that students have sufficient time for various activities, fostering their engagement and active involvement in the learning process. During teaching sessions, I consciously choose to move around the classroom rather than confining myself to a stationary position. This enables me to get closer to students, actively engaging with them, facilitating discussions, and offering personalized attention whenever necessary. By being physically present and accessible, I think the solutions of classroom management are managing diverse learning styles of student's, making lesson plan, use proper teaching materials e.t.c."

Teacher 2 says that "In my classroom, I ensure there's dedicated time for student activities to reinforce learning. While teaching, I prefer not to confine myself to a chair; instead, I actively engage with students, circulating around the room to offer guidance and support." " I consciously avoid staying seated for extended periods during teaching sessions. Instead, I actively move around the classroom, engaging with students on a more personal level. This interaction allows me to offer guidance, provide support, and encourage active participation, creating a dynamic and inclusive learning environment that promotes deeper understanding and student

engagement. According to my point of view encouraging participation among all students within the classroom environment and increasing teaching materials are the solutions of classroom management."

Teacher 3 says that *"Yes, I do give sufficient amount of time for activities. I incorporate interactive activities and use positive reinforcement to encourage participation. I frequently move around the classroom to engage closely with students."* Keeping all student's work, managing physical facilities, dividing the class e.t.c. are the solutions of classroom management. To stimulate engagement, I integrate interactive activities that encourage active student participation. Additionally, I leverage visual aids and group work strategies as effective tools to sustain the class's engagement, ensuring a focused and dynamic learning experience that caters to diverse learning styles."

Teacher 4 says that *"Absolutely, I make it a point to provide personal time to students according to student's needed. Offering individual attention allows me to address their unique learning needs, build rapport, and understand their strengths and challenges, fostering a supportive learning environment."* Within my teaching practice, I prioritize allocating personal time to students, recognizing its significance in catering to their individual learning requirements. By offering one-on-one attention, I can effectively address their specific needs, fostering a deeper understanding of their strengths and challenges.

Teacher 5 says that *"Student activities are integral to my teaching approach, and I ensure they have sufficient time for hands-on learning experiences. To promote engagement, I often vary my teaching position, sometimes sitting while teaching, but frequently moving around to interact closely with students."* As an educator, I place considerable importance on integrating student activities into my teaching

methodology, allowing ample time for hands-on learning experiences. To encourage active participation and foster engagement, I adopt a flexible approach to my teaching stance. While I occasionally remain seated for certain instructional segments, I frequently move around the classroom to engage closely with students. This dynamic teaching approach allows for interactive discussions, personalized assistance, and closer interaction, contributing to a more immersive and engaging learning environment."

Teacher 6 says that *"In managing a basic-level classroom, establishing clear rules and expectations is crucial. I employ techniques such as positive reinforcement, structured activities, and implementing a reward system to maintain discipline and encourage active participation."* Effectively managing a basic-level classroom necessitates laying a strong foundation through the establishment of explicit rules and expectations. To maintain a conducive learning environment, I employ various strategies such as positive reinforcement techniques, structured activities, and the implementation of a reward system. These methods not only help in fostering discipline but also serve as incentives, encouraging students to actively participate while providing a framework for consistent behavior, creating a supportive atmosphere for learning.

Teacher 7 says that *"Yes, personal time with students is essential. It allows for addressing individual concerns, offering guidance, and building meaningful connections, which positively impacts their learning experience and overall well-being."* Allocating personal time to students holds significant importance within my teaching approach. This dedicated time enables me to address individual queries, provide tailored guidance, and establish meaningful connections with each student. These interactions not only address their academic concerns but also contribute to

their emotional well-being, fostering a supportive environment that positively impacts their learning journey. By offering personalized attention, I aim to create a conducive atmosphere that nurtures their holistic development and enhances their overall educational experience.

Teacher 8 says that *"I allocate specific time for student activities, recognizing their importance in consolidating learning. While teaching, I adopt a flexible approach, sometimes sitting to facilitate certain activities, and at other times, moving closer to students to offer assistance."* In structuring my teaching sessions, I deliberately set aside dedicated periods for student activities, acknowledging their pivotal role in reinforcing and solidifying learning. To cater to diverse instructional needs, I maintain a flexible teaching approach. This flexibility involves occasionally adopting a seated position to facilitate certain activities, while alternatively moving closer to students during interactive segments, enabling me to provide prompt assistance and foster a more engaging and supportive learning atmosphere."

Teacher 9 says that *"In basic-level teaching, effective classroom management involves incorporating interactive and engaging activities. I utilize techniques like group work, individualized tasks, and visual aids to maintain a conducive learning environment."* Managing a basic-level classroom effectively revolves around integrating interactive and stimulating activities into the curriculum. To achieve this, I employ various strategies such as organizing group work sessions, assigning individual tasks tailored to students' needs, and utilizing visual aids to reinforce concepts. These techniques not only sustain a conducive learning atmosphere but also encourage active participation and comprehension, fostering an engaging educational experience conducive to student learning."

Teacher 10 says that *"Certainly, providing personal time to students is part of my teaching philosophy. It allows me to address their queries, offer additional support, and nurture a supportive relationship that aids in their academic and personal growth."* "Within my teaching approach, I prioritize allocating personal time to students as it aligns with my teaching philosophy. This dedicated time enables me to attend to students' questions, offer supplementary support, and foster a nurturing relationship that contributes to their academic advancement and personal development. By providing this individualized attention, I aim to create a supportive learning environment that empowers students to thrive academically and personally, establishing a rapport that promotes their overall growth and success."

Allocating ample time for student activities to encourage engagement and personalized attention. Actively engaging with students, often moving around the classroom instead of remaining seated. Utilizing structured routines, positive reinforcement, and interactive activities for effective classroom management at a basic level. Providing personal time to address individual needs, fostering a supportive learning environment. Balancing different teaching positions to encourage varied interactions and hands-on learning experiences. Establishing clear rules and expectations, employing positive reinforcement and structured activities for discipline and participation. Recognizing the importance of interactive and engaging activities in basic-level teaching. Prioritizing personal time with students for guidance, support, and holistic development.

Analysis and Interpretation of the Data Obtained from the Class Observation

Check List

My institution has a formal system of classroom observation and the researcher developed checklist questions. Two options are presented: yes and no. The following is an analysis and presentation of the ten instructor responses.

Physical Facilities

Physical facilities includes arrangement of students desk benches, teaching resources, gathering and keeping student's work, student activity files, condition of black board/ white board, electricity, drinking water, use of dustbin and condition of window, door, floor, roof in classroom. It is crucial to facilitate smooth and orderly movement while reducing potential distractions, optimizing space utilization. A well-structured and adeptly managed classroom fosters self-motivation, self-discipline, and accountability among students. The spatial organization significantly influences student conduct and academic progress.

Table 1: Physical Facilities

S.N.	Physical Facilities	No. of Teachers			
		Yes	No		
1	Arrangement of student's desk and benches.	6	4		
2	Teaching Materials.	7	3		
3	Collecting and storing students work.	8	2		
4	Files to record students activities.	4	6		
5	Black board/ White board.	5	5		
6	Electricity.	7	3		
7	Drinking Water.	6	4		
8	Dustbin.	5	5		
9	Condition of window, door, roof, floor in classroom.	7	3		

Based on the information shown in table 1, six teachers (60%) out out of ten arrangement of student's desk and benches, while 4 (40%) did not. Similarly, 7 (70%)

teaching materials, where as 3 (30%) did not use teaching materials. When it came to collecting and storing students work, 8 (80%) collecting and storing students work while the remaining 2 (20%) did not. With regard to files to record student's activities, 4 (40%) teachers' recorded clear files and evidence, while 6 (60%) did not. Moreover, 5 (50%) teachers use black board/ White board whereas 5 (50%) did not. Similarly, School have drinking water 6 (60%) and 4 (40%) did not provide clean or drinking water for pupils. School managed dustbin 5 (50%) some school not clear about it 5 (50%). In School Condition of window, door, roof, floor in classroom 7 (70%) school used it and another 3 (30%) did not managed -well.

A majority of teachers arranged desks and benches and used teaching materials, while some did not. Most teachers collected and stored students' work but a few did not. Only a minority of teachers maintained clear files and evidence of student activities. An equal number of teachers used blackboards/whiteboards and those who did not. Regarding school amenities, some schools did not provide clean drinking water or manage dustbins adequately. Classroom conditions were well-maintained in a majority of schools, while some lacked proper management of windows, doors, roofs, and floors.

Teacher's Role as Classroom Model

The broad range of abilities and strategies teachers use to keep their pupils on the goal, focused, orderly, and academically productive during class are often referred to as classroom management. Teachers that implement successful classroom management strategies reduce the behaviours that hinder learning for both individual students and groups of students, while increasing the behaviours that improve learning. Effective teachers typically have good classroom management abilities.

Table 2: Teacher's Role as Classroom Model

2	Teacher	No. of Teachers			
		Yes	No		
1	Personality	8	2		
2	Attitude	6	4		
3	Self- confident	5	5		
4	Language	7	3		
5	Competence of subject matter	6	4		
6	Performance capacity	7	3		

Table shows that Out of 10 teachers evaluated, 8 (80%) exhibit the desired personality traits while 2 (20%) do not possess those traits. Among the evaluated teachers, 6 (60%) display the preferred attitude, while 4 (40%) do not reflect those attitudes. There is an equal split here, with 5 teachers (50%) showing self-confidence and the other 5 (50%) lacking in this attribute. Out of 10 teachers 7 (70%) demonstrate proficiency in language, whereas 3 (30%) seems to lack proficiency in this area. Out of 10 teachers 6 (60%) seem well-versed in their respective subjects, while 4 (40%) may not exhibit the desired level of competence. Similar to language proficiency, 7 teachers (70%) show strong performance capacity, while 3 (30%) appear to have weaker performance capacity.

Most teacher's exhibit desired personality traits, but a minority do not. There's a majority showing the preferred attitude, but a significant portion does not reflect those attitudes. Self-confidence is evenly split among the evaluated teachers. Proficiency in language is more prevalent among most teachers, but some lack proficiency. Regarding subject matter competence, a majority are well-versed, but a significant portion may not have the desired level of competence. Strong performance capacity is observed in most teachers, yet a few seem to have weaker performance capacity.

Active Participation of Student

Table 3: Active Participation of Students

	Students	No. of Students	
		Yes	No
1	Interest	5	5
2	Attention	6	4
3	Asking relative questions	8	2
4	Response of the teacher's questions	7	3
5	Participation in activities	6	4
6	Follow direction and other activities	7	3

Interest among students is evenly split, with half showing interest and the other half not displaying interest. 60% of student's exhibit attention, while 40% seem to lack attention. There's a high rate of asking relevant questions, with 80% of students doing so and only 20% not asking relevant questions. When it comes to responding to teacher questions, 70% of students participate while 30% do not. 60% of students actively participate in activities, while 40% do not engage in these activities. Similarly, 70% of students follow directions and participate in other activities, while 30% do not comply or participate.

The assessment of student behaviors highlights a diverse spectrum of engagement within the classroom. While interest among students is evenly split, with half showing interest and the other half not demonstrating interest, there's a higher percentage of students exhibiting attention compared to those who lack attention. Encouragingly, a majority of students display a proactive approach by asking relevant questions, indicating an eagerness to learn. Additionally, students actively engage in responding to teacher questions, reflecting a significant level of classroom interaction. However, there is room for improvement in participation rates, students do not actively participate in general activities, mirroring a similar percentage of students who don't follow directions or engage in other classroom-related tasks. Addressing

these areas could enhance overall student involvement and interaction within the learning environment.

Teaching Learning Process

The teaching-learning process, or the education process, has been defined as a systematic, sequential, planned course of action on the part of both the teacher and learner to achieve the outcomes of teaching and learning. Education in values is an issue of great relevance in today's society.

Table 4: Teaching Learning Process

S.N.	Teaching learning process	No. of Teachers	
		Yes	No
1	Warming up	6	4
2	Presentation	8	2
3	Use of teaching materials	6	4
4	Use of appropriate techniques	5	5
5	Teacher's command over subject matter	7	3
6	Teacher's control over the classroom	6	4
7	Solving disciplinary problems	6	4
8	Interaction in the classroom	5	5
9	Encouraging the shy students	7	3
10	Classroom practice	8	2
11	Provision of immediate feedback	5	5

Warming up techniques are utilized by 60% of teachers, while 40% do not apply such methods. Presentation skills are well-utilized by 80% of teachers, but 20% seem to lack in this aspect. 60% of teachers use teaching materials appropriately, while 40% do not. Half of the teachers (50%) apply appropriate techniques, but the other half do not. The majority of teachers (70%) demonstrate strong command over their subject matter, with 30% lacking in this area. Classroom control is maintained by 60% of teachers, but 40% seem to struggle with control. Similarly, disciplinary problems are solved effectively by 60% of teachers, while 40% find it challenging. Classroom interaction occurs among 50% of teachers, while the other 50% may have limited interaction. Most teachers (70%) encourage shy students, while 30% do not focus on encouraging shy students. The majority of the teachers (80%) make involves

students in classroom practice but (20%) do not focus on that. Immediate feedback is provided by 50% of teachers, while the other 50% may not offer immediate feedback.

While a majority of teachers effectively demonstrate presentation skills and command over subject matter, a significant portion may lack these strengths.

Warming up techniques, appropriate use of teaching materials, and applying suitable techniques exhibit a balance between utilization and non-utilization among teachers.

Classroom interaction and encouraging shy students also demonstrate a split among teachers, indicating that half actively engage while the other half may need improvement in these areas.

Strategies Used to Solve the Problems

Table 5: Strategies Used to solve the Problems

S.N	Strategies used to solve the problems	No. of Teachers	
		Yes	No
1	Praise positive behavior	5	5
2	Give clear positive direction	6	4
3	Use problem solving strategy	8	2
4	Use group incentives	5	10
5	Use nonverbal sign to redirect student who is disengaged	7	3

According to table half of the teachers (50%) utilize praise for positive behavior, while the other 50% may not actively employ this strategy. 60% of teachers give clear positive directions, whereas 40% do not consistently utilize this approach. A large majority (80%) of teachers use problem-solving strategies to address issues, while 20% might not engage in this method. The use of group incentives is divided, with 50% of teachers employing this strategy and the other 50% not utilizing it. Most teachers (70%) use nonverbal signs to redirect disengaged students, while 30% may not frequently use this approach.

The use of praise for positive behavior and the consistent provision of clear positive directions show an even split among teachers, with 50% employing these strategies and the other 50% not consistently utilizing them. Encouragingly, a large majority of teachers (80%) adopt problem-solving strategies to address issues within the classroom, indicating a strong focus on this approach. However, the use of group incentives presents a balanced division, with half of the teachers employing this strategy and the other half not utilizing it. Most teachers (70%) use nonverbal signs effectively to redirect disengaged students, yet 30% may not frequently utilize this approach to the same extent.

Chapter V

Findings, Conclusion and Implications

This chapter deals with the major findings of research, conclusion, implication drawn from the study and recommendation for the further study. In this chapter the researcher includes finding, conclusion and implication on the basis of observation and respondent's view.

Findings

On the basis of the analysis and interpretation of the data, the followings summary of the findings has been drawn:

- Teachers' perspectives on classroom management highlight the significance of balancing structure with nurturing positive classroom cultures, emphasizing relationships, active student engagement, and emotional safety. These varied viewpoints underscore the holistic nature of effective management for promoting academic success and a supportive learning atmosphere.
- The physical design of the classroom the teachers used orderly rows while explaining the lesson and used separate table while giving the task in group. But most of the teachers used orderly rows while teaching. This indicated that the teacher managed the seating arrangement in various ways depending on the lesson activities according to the content.
- Likewise, teachers are facing challenges while teaching. These challenges included diverse language abilities, integrating authentic teaching materials, maintaining engagement through the lesson, addressing the diverse learning pace of individual students and student's disruptive behaviors.
- Similarly, in the classroom, setting up the physical environment including the furniture, floor, amount of the light, security, accessibility, hygiene, comfort

and necessary learning materials as well as the temperature, ventilation and noise level were found to be effective management techniques. This interplay between effective management techniques and well-equipped spaces significantly shapes educational outcomes and student engagement, highlighting the crucial role of a conducive physical environment in facilitating successful teaching practices.

- Through diverse teaching experiences, It was found that teachers have encountered disruptive student behaviors encompassing instances of talking out of turn, disrespect, exhibit defiance, off task behaviors and disengagement.
- To analyze these behaviors, teachers employ consistent observation, pattern recognition, trigger identification, and a range of strategies like positive reinforcement, discussions, and situational assessments.
- These methods are geared towards nurturing a supportive learning atmosphere, addressing root causes of disruptive behavior, and promoting positive behavioral shifts. The goal is to enhance student engagement and facilitate improved learning outcomes by fostering a conducive and supportive educational environment.
- Their approach encompasses a wide array of resources, including textbooks, multimedia presentations, manipulatives, real-life examples, and interactive tools such as educational games and simulations.
- Each educator customizes their materials to engage multiple senses, accommodate diverse learning styles, and stimulate critical thinking. They integrate authentic resources like primary sources, newspapers, locally

available materials and case studies to offer real-world context, fostering discussions and enriching students' comprehension.

- The finding reveals a multifaceted approach employed by educators to enhance student engagement and personalized attention. This involves allocating adequate time for student activities, active interaction by moving around the classroom, structured routines, and positive reinforcement.
- It was found that majority of the teachers focus on providing individualized attention to address student needs, encouraging a supportive learning environment, and incorporating varied teaching positions to encourage diverse interactions and hands-on learning experiences. Clear rules and expectations, along with interactive activities, are used for effective classroom management.
- Moreover, there's recognition of the importance of interactive and engaging activities in basic-level teaching, prioritizing personal time for guidance, support, and the holistic development of students.

Conclusion

As a researcher, I realized that classroom management in ELT at basic level is not a simple task, it is challenging task. English teacher hold the most important role in teaching and learning activities. The teachers as facilitator to implement the learning process to make class effective. One of the most important things in this case is about how a teacher manages a classroom. The study shows that most of the English language classrooms management in the government schools needs an improvement. Most of the factors governing the English classroom management in all the schools seems to be good in an average with few excellent numbers and some even in poor condition. All the teachers are trying to use the best strategies they can apply for the proper classroom management in English Language Teaching but still

the situation of physical infrastructure, teaching learning process, students behaviour, diverse language abilities, authentic teaching materials e.t.c are causing the problems in the classroom management. Selection of appropriate techniques and self confidence of the teachers also plays an important role in classroom management in English language teaching.

The comprehensive exploration of educators' insights and practices reveals a variety of strategies and approaches crucial to effective teaching and learning. Classroom management emerges as a multifaceted construct, encompassing various methodologies aimed at fostering a structured, respectful, and engaging environment conducive to learning. Teachers' perspectives underscore the balance needed between structured routines and cultivating positive classroom cultures, emphasizing relationships, active engagement, and emotional safety as pivotal aspects in facilitating academic success and a supportive learning atmosphere. It becomes evident that effective classroom management extends beyond behavior control; it involves empowering students towards self-regulation, collaboration, and positive engagement, while balancing authority with approachability. This holistic approach converges various strategies to enhance learning outcomes.

Moreover, the interplay between classroom management and well-equipped physical spaces significantly influences educational outcomes and student engagement. The significance of a conducive physical environment in facilitating successful teaching practices is highlighted alongside the multifaceted strategies employed by educators to manage disruptive behavior and nurture a supportive learning atmosphere. The utilization of diverse teaching materials tailored to engage multiple senses and accommodate diverse learning styles exemplifies educators' commitment to crafting dynamic, comprehensive learning experiences. Integrating

authentic resources to provide real-world context enriches students' understanding and fosters critical thinking.

Educators' multifaceted approach toward enhancing student engagement and personalized attention through diverse strategies such as active interaction, structured routines, and positive reinforcement underscores their commitment to creating a supportive learning environment that caters to individual needs and fosters holistic student development. In essence, these collective findings illuminate the intricate nature of effective teaching, emphasizing the educators' role as architects of engaging, supportive, and comprehensive learning experiences that nurture student growth and understanding. Finally it is also found that physical facilities in the classroom, heterogeneous class, use of L1 in ELT class and lack of teaching materials, misbehaviour of the , diverse learner needs were some challenges that have been facing by ELT teachers in practicing effective classroom management at basic level. So, from this study I would like to suggest that government school are good state in English language classroom management and to improve it to best possible level they have to increase the teaching materials in the classroom, properly manage the physical infrastructure, environment of the classroom, provide classroom management and skill development training to the teachers which will increase the knowledge, handling student's misbehaviours and self confidence of the teachers. Most of the public schools are good in overall analysis to be the best possible level public schools need to adopt and learn from the modern and proven practices in the classroom management especially in English language classroom.

Recommendations

It will be useful for ELT teachers in managing effective classroom. It is not only applicable and beneficial for teachers, but also policy makers and researchers for

their further research. The recommendations of this study can be discussed in three different levels.

Policy Related

Policymakers can prioritize ongoing professional development programs for educators to enhance their skills in diverse classroom management strategies. This could include workshops, training sessions, and resources focused on fostering positive classroom cultures, promoting student engagement, and addressing behavior management.

Policy initiatives should prioritize allocating resources for creating well-equipped physical learning environments. Investment in infrastructure, facilities, and technology can significantly impact student engagement and learning outcomes. Policies can encourage the development of flexible and diverse curricula that allow for the integration of varied teaching materials. Emphasis on authentic resources and teaching tools that cater to diverse learning styles can enrich students' educational experiences. Recognizing the importance of holistic student development, policies can advocate for initiatives that encourage educators to prioritize personalized attention, emotional safety, and relationship-building within the classroom. Policy frameworks can emphasize inclusive education by supporting strategies that cater to diverse student needs, encouraging active interaction, and fostering a supportive learning environment that accommodates individual differences.

School administration should manage the adequate teaching materials as well as teachers also should use teaching materials as demonstrated in the class. It is suggested that administrators and teachers should take equal responsibilities to manage classroom problems. Supporting research initiatives that delve into the effectiveness of various classroom management approaches and their impact on

student outcomes can guide policy decisions. Evaluating the correlation between effective classroom management and educational achievement can inform policy implementation. Creating platforms for educators to collaborate and share best practices can be an integral part of policy implementation. Encouraging dialogue among educators can lead to the dissemination of effective strategies and foster a culture of continuous improvement. The government of Nepal should provide training to teachers who have facing problems and challenges in ELT classroom management.

Practice Related

All the ELT practitioners need to be conscious on making listening test smoother. All the policies go in vain if good practices are not being happened. Thus, for the effective practice the following recommendations can be made:

1. Prioritize fostering positive classroom cultures by nurturing relationships, emphasizing emotional safety, and encouraging active student engagement. Implement strategies to build trust and respect among students and between students and teachers.
2. Adopt a multifaceted approach to classroom management that goes beyond behavior control. Implement structured routines, positive reinforcement, and collaborative activities to empower students in self-regulation and positive engagement.
3. Incorporate a wide range of teaching resources, such as multimedia presentations, real-life examples, interactive tools, and authentic materials like primary sources. Tailor these materials to engage multiple senses and accommodate diverse learning styles, promoting critical thinking and real-world connections.

4. Actively engage with students by moving around the classroom, allocating adequate time for activities, and providing individualized attention. Establish clear rules and expectations while using positive reinforcement to manage classroom behavior and encourage participation.
5. Create an environment that supports holistic student development by prioritizing personalized time for guidance, offering support, and addressing individual needs. Balance different teaching positions to encourage varied interactions and hands-on learning experiences.
6. Engage in ongoing professional development to enhance skills in classroom management, instructional methodologies, and the integration of diverse teaching materials. Collaborate with peers to share best practices and continuously improve teaching strategies.
7. Regularly reflect on classroom dynamics, teaching approaches, and the effectiveness of management strategies. Adapt and refine practices based on observations and student responses to optimize learning experiences.

Recommendations for the Further Study

The Pyuthan district's basic level English Language Teaching classroom management provided as the only foundation for this study. Therefore, more research in this area is anticipated and is needed. Further guidance was given as follows:

- Finding of this study would be valid for the English teacher at basic level of Pyuthan district, so it suggest to national wise research on it as well as for the different level.
- Other researchers are suggested to carry out research to related ELT classroom such as strategies, challenges, methods e.t.c.

- It would suggest to study about the classroom management strategies adopted by English language Teacher.
- It would suggest to study about effect of classroom management in ELT.
- The further researcher can be carried out the others classroom management strategies used by teacher.
- The same research can be concluded in the teacher of other level too.

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Appendices

Appendix I

Questionnaire for the Teachers

Dear Sir/Madam,

This questionnaire is a part of my research study entitled '**Problems of Classroom Management in English Language Teaching at Basic Level**' under the supervision of **Dr. Kamal Raj Devkota**, Lecturer of Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in the completion of the questionnaire through the authentic and reliable information will be of great value to me. This research will be only used for academic purpose.

Thank you.

Researcher

Kranti Bajjali

T.U., Kirtipur, Kathmandu

School's Name:

Teacher's Name:

Gender:

Teaching Experience:

- a. What do you understand about classroom management? Do you think classroom management is needed in your teaching learning activities?

.....
.....
.....

- b. Do the physical facilities influence in your classroom management?

.....
.....

c. What sorts of misbehavior of students have you found in your classroom?

.....
.....

d. How do you analyze the behavior of students while teaching?

.....
.....

e. Do you punish to your students to manage the class?

.....
.....

f. How do you manage if the class becomes very noisy?

.....
.....

g. What are the major challenges you faced in ELT classroom?

.....
.....

h. How do you divide the class in groups to manage classroom practice?

.....
.....

i. What types of specific techniques do you use for effective classroom management?

.....
.....

j. Do you use teaching materials while teaching your students?

.....
.....

k. What kinds of material do you use?

.....
.....

l. Do you give sufficient amount of time for the student's activities?

.....
.....

m. While teachings do you sit on your chair or get yourself close to the students?

.....
.....

n. What are the main solutions of classroom management while teaching at basic level?

.....
.....

o. Do you provide personal time to students? Why?

.....
.....

Thank You for your kind co-operation!

Appendix- II

Checklist for the Classroom Observation

Date:

Name of the Teacher:

Gender: Male () Female ()

Name of the School:

Number of Students:

Teaching Class:

Type of School: Public

Teaching Item:

Subject:

S.N	Items for Observation	Responses		
		Yes	No	Remarks
1	Physical Facilities:			
	Arrangement of students desk and benches			
	Teaching Materials			
	Collecting and storing students work			
	Files to record students activities			
	Black board/ White board			
	Electricity			
	Drinking Water			
	Dustbin			
	Condition of window, door, roof, floor in classroom			
2	Teacher			
	Personality			
	Attitude			

	Self- confident			
	Language			
	Competence of subject matter			
	Performance capacity			
	Pleasing			
3	Students			
	Interest			
	Attention			
	Asking relative questions			
	Response of the teacher's questions			
	Participation in activities			
	Follow direction and other activities			
4	Teaching learning process			
	Warming up			
	Presentation			
	Use of teaching materials			
	Use of appropriate techniques			
	Teacher's command over subject matter			
	Teacher's control over the classroom			
	Solving disciplinary problems			
	Interaction in the classroom			
	Encouraging the shy students			

	Classroom practice			
	Provision of immediate feedback			
5	Strategies used to solve the problems			
	Praise positive behavior			
	Give clear positive direction			
	Use problem solving strategy			
	Use group incentives			
	Use non verbal sign to redirect student who is disengaged			