

Classroom Management Practices of Secondary-Level English Teachers¹

Rajan Kumar Kandel, Ganesh Kumar Kandel, & Samiksha Raskoti

Abstract

Effective classroom management supports students' learning engagement and facilitates their language acquisition. This study explores how secondary-level English teachers use various strategies to manage ELT classrooms effectively for enhancing student engagement, better learning, and fostering a positive learning environment. Four teachers from two secondary schools of Birendranagar Municipality were selected purposively as the participants of this study to explore their subjective experiences. The semi-structured interview guideline and classroom observation sheet were used to elicit data based on their experiences and practices. The collected data were coded and analysed thematically. The findings revealed that the teachers created a classroom organization plan for the management of the ELT classroom. The study also explored teachers' classroom management strategies based on instructing students, conducting activities and managing the physical setting. The findings of the study imply that evidence-based effective classroom management practices used for maintaining classroom discipline and creating a culturally responsive English language learning environment inform training modules and resource allocation to enhance pedagogical efficiency.

Keywords: Classroom Management, Strategic planning, Seating arrangement, Students' behaviour management, Student groupings

Introduction

Classroom management, as an art and a science, underpins effective teaching and fosters classroom order, engagement, and a supportive learning environment. Classroom

¹Cite this article as: Kandel, R. K., Kandel, G. K., & Raskoti, S. (2026). *Contemporary Research: An Interdisciplinary Academic Journal*, vol. 9 (1), DOI: <https://doi.org/10.3126/10.3126/craiaj.v9i1.96134>

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Article history: Received on February 26, 2026; Accepted June 8; Published June 25, 2026.

Peer reviewed under the authority of CRAIAJ, academic journal of Ghodaghodi Multiple Campus, Kailali, Nepal, with ISSN 2717-4611 (Print) and ISSN 2717-462X (Online).

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management is a skill of a successful teacher. It incorporates a teacher's effort to systematically arrange students, manage classroom settings and sequences of classroom activities, and use available resources to help students learn better (Wong et al., 2012). Moreover, teaching methods, strategies, and materials should also suit the school context and learning abilities of the students (Natasya & Kembaren, 2025). This helps create a positive classroom environment where the students feel comfortable expressing themselves and participating in class discussions.

Effective classroom management in English language teaching (ELT) requires teachers' growth-mindset attempts to go beyond traditional practices and adopt newer strategies that facilitate learning. Students, when safe and cared for, feel more confident and willing to talk. Fun and interactive activities like games, role-play, and group work also stimulate their learning. Nevertheless, challenges such as large classes, few resources, and a lack of teacher training often make it difficult to teach language skills effectively. It is beneficial to adopt local resources and provide more training to allow students to use English more confidently (Dewan, 2025).

Although more flexible seating options, such as circles, horseshoes, separate tables, or solo seating, could better encourage interactivities and inclusive classroom practices, the current setups do not encourage active participation of students for collaborative activities and discussions (Harmer, 2007). Additionally, teachers' and students' behaviour needs to be changed to foster a positive and friendly relationship between them. Such a friendly relationship is essential for a supportive classroom atmosphere. The learning environment also worsens from a lack of visual appeal, as classrooms are not decorated in ways that make them welcoming or stimulating. It is also the responsibility of school management and administration to ensure that classrooms are well-organised, adequately furnished, and meet spatial requirements (Banstola, 2024).

Psychologists think teachers' classroom management skills are crucial; they might influence students' attitudes toward learning (Lewis, 2001; Rahimi & Karkami, 2015). Various techniques, including group and pair work, questioning, collaboration, and individual work, contribute to managing the classroom more effectively (Flanders, 1970). In this regard, it is essential to examine the classroom management strategies adopted by resource-constrained community schools' secondary-level English teachers in English language classes. It also illustrates what strategies the teachers can appropriately use in such contexts to help students learn English better.

Particularly, this study aims to examine how secondary-level English teachers plan lessons to manage the ELT classes effectively, and to identify the strategies they use to initiate and conclude lessons for enhancing student engagement. The study further aims to explore how teachers ensure instructional clarity to support students' comprehension in the ELT classroom. Additionally, the study seeks to investigate how teachers organize classroom activities and seating arrangements to maintain a sustainable and effective English language learning environment. Finally, it intends to analyze the strategies teachers adopt to foster positive student behaviours in the ELT classroom.

Literature Review

Classroom management strategies used in ELT classrooms

Classroom management is a foundational component of effective ELT, particularly in diverse and evolving learning environments. Recent studies have highlighted a wide range of strategies employed by teachers to foster engagement, maintain discipline, and enhance instructional delivery. Diniatulhaq et al. (2020) categorized classroom management strategies into three broad domains: curriculum and instructional management, behavioral and strategies management, and environmental structuring. Building on this, Karimova (2025) emphasized the need to create a positive classroom environment through student motivation, well-established routines, and consistent behavior management to increase student attentiveness and reduce behavioral issues. Similarly, Aziza et al. (2024) focused on speaking classes, where time management, rule enforcement, and seating arrangements were particularly crucial in fostering student participation and maintaining classroom order. The study reported that problem-solving, encouraging students to obey classroom rules, building an interactive learning environment, and allowing them to use English actively were visible strategies used in the ELT classroom. Cultural relevance is another emerging theme in ELT classroom management. Herdi et al. (2023) argued that integrating local cultural content into ELT not only boosts learner engagement but also strengthens students' cultural identity, thereby creating a more inclusive and respectful classroom environment.

From these studies, several common strategies have been identified, such as setting clear classroom rules, maintaining routines, leveraging technology, adapting to students' socio-cultural contexts, and fostering positive student-teacher relationships. One finding common across the studies is the instrumental use of rules, routines, and time management in maintaining a disciplined and well-managed classroom (Diniatulhaq

et al., 2020; Karimova, 2025). Technology integration has also been discovered to be a key strategy, particularly in post-pandemic classrooms. Pedagogical approaches such as differentiated instruction, breaking down activities, and culturally responsive content maintain students' interest and cater to students' diverse learning requirements (Karimova, 2025). For example, Herdi et al. (2023) shed light on how the integration of local cultures in lesson content made learning relevant and contextual, reducing behavioral problems and enhancing engagement. In ELT speaking classes, Rokhaniyah et al. (2024) revealed that the lecturers prioritized spatial disposition, peer interaction protocol, and active participation norms to build a positive atmosphere for speaking. Different classroom management approaches were found to be most effective in developing students' confidence and alleviating classroom anxiety.

Dealing with the challenges of contemporary ELT classrooms

Teaching is a very challenging job in this technologically advanced and globally connected world where students are ambitious, hypothetical and critical. It is really difficult to cope with the students and manage effective teaching and learning in heterogeneous and low-resourced classrooms. The major challenges include different abilities of students, large class size (Harmer, 2007), less use of student-centred methods, lack of use of instructional materials and lack of transfer of teacher professional development (TPD) training, as well as classroom management (Ale, 2023). Teaching methods also play a crucial role in students' learning achievement. Dang and Nguyen (2024) claim that language proficiency depends on teachers' teaching methods applied in class in the EMI context. Research has highlighted the important impact of direct facilitation and interactive classroom instruction for enhancing students' self-regulated learning (Asaro-Saddler & Saddler, 2010; Lam, 2014), where students share their difficulties, help each other, and contribute to building a cooperative and friendly environment in the ELT classroom.

Research gap

Overall, the literature examined above suggests that effective ELT classroom management is multifaceted, involving structure, engagement techniques, and contextual awareness. Those teachers who can make their management style suit their students' requirements, by using available technology, contextual adaptation of the materials and resources, or classroom layout, attain higher levels of classroom control, student motivation, and learning achievement. Although literature highlights the importance of

classroom management, when and how Nepalese secondary-level English teachers use different strategies of classroom management and how effective the strategies appear in their contexts is a less explored issue. So, this study tries to explore what classroom management strategies teachers use and how they experience and practice using such strategies in their classrooms.

Methodology

We used qualitative research to obtain and analyze classroom management strategies of secondary-level English teachers in managing the classroom. Particularly, we adopted a multiple case study design as it allowed us to identify patterns and themes through cross-case comparisons among the teachers and explore stronger evidence compared to single cases (Creswell & Poth, 2018). We assume that the case can be explored better through the experiences and practices of many participants in similar contexts. Additionally, it strengthens the depth, credibility, and transferability of the findings in comparison to the single case (Halkias, 2022; Yin, 2017). In this sense, the selection of a multiple case study design for this study has been justified.

Selection of research site and participants

At first, two schools from Surkhet were selected as the sites of the study purposively. Then, we set strict inclusion criteria to select the cases from the resource-constrained schools of Birendranagar Municipality for this study. Four English teachers from those two schools were chosen as the participants in this study. They were well-experienced teachers who possessed a long experience of classroom management skills and strategies. All the selected teachers were experienced in teaching English in different contexts for more than a decade. For maintaining gender equality, the section consisted of two female and two male teachers, but all represented different ethnic and cultural backgrounds. Instead of giving pseudonyms, they were coded as T1, T2, T3, and T4 to anonymize their genders also. However, the participants selected were information-rich, and we assumed that they could provide in-depth insight (Halkias, 2022; Yin, 2017) into the case of classroom planning and management strategies in English language teaching.

Research methods, tools, and data collection process

To explore teachers' subjective experiences, semi-structured interviews were used. Simple steering questions were listed in the interview guideline before taking the interview. Similarly, classroom observation was also used to observe what strategies teachers used and how such strategies worked in their classroom practices. A

comprehensive observation template was prepared to record the observation data (Wragg, 2002). The interviews allowed the teachers to share their experiences, ideas, and issues faced while managing their classrooms, whereas observation reflected what they actually did and how it worked in the classroom (Stake, 2013; Wilson, 2014). We met the teachers and requested them to provide time and location for the interview and for their class observation. We also shared the information sheet and obtained their informed consent.

Data Analysis

The data obtained through interviews and observation were analysed and interpreted descriptively in order to derive the findings. Initially, 40 codes were identified from the data. Then, they were merged, deleted, some were even added and edited to make them precise, non-repetitive, and representative of the whole data. Finally, the 25 codes were collated into five overarching themes of the study based on the research questions. Figure 1 illustrates the thematic structure of the study derived from the interpretation of the data, consisting of the finalised 25 codes collated and assembled into five overarching themes, viz., planning for better classroom management, lesson initiation and wrapping strategies, instructional clarity for student guidance, classroom activities and seating management, and nurturing positive student behaviours.

Figure 1

Thematic Structure of the Study, Consisting of Overarching Themes and Codes

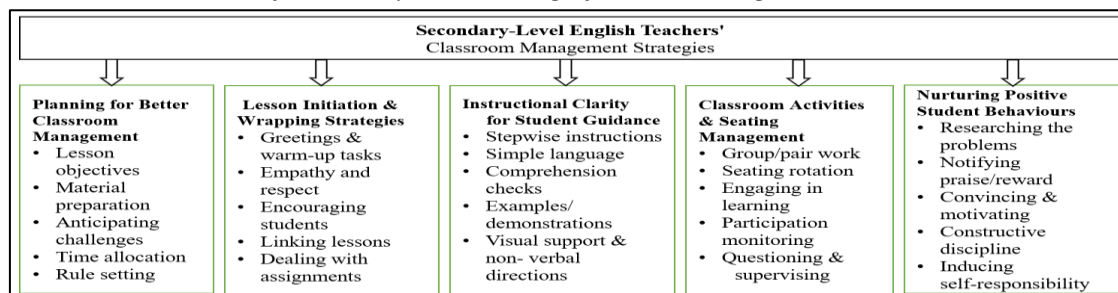


Figure 1 shows how the five interconnected strategies adopted by the participant teachers contributed to effective ELT classroom management through well-considered planning, smart beginning and careful ending, effective instructional clarity, appropriate activities and seating arrangements, and nurturing of better habits of learning. Overall, it helped them maintain a cohesive classroom management framework.

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Findings

The findings were derived after triangulating data obtained from both sources: interviews and observations. Different themes were generated on the basis of both research questions or objectives and the pattern of the data. The overall result is presented with the help of the following themes:

Planning for better classroom management

A classroom management plan is a structured, proactive guide detailing a teacher's established expectations, rules, and procedures for creating a positive and safe learning environment. Students feel safe, motivated, and supported in a well-managed classroom. It helps them focus on learning without any extraneous disruption. The teachers, in this study, also expressed that they used classroom management plans and all the students were supposed to follow that plan in the classroom. Violation of such rules set by teachers resulted warning the first time, followed by a time-out the second time. Regarding the questions related to the classroom management plan, the experience shared by T1 is quite interesting. T1 said, "*Even though developing a classroom management plan is a quick task, it is essential for determining how the classroom will operate, what materials are needed, what problems may arise and how to solve them within the allotted time*". Similarly, other teachers argued that a classroom management plan supports each student to have equal access to the classroom participation opportunities. In this regard, T2 and T3 shared that the classroom management plan ensures that each student receives the same treatment. Unlike other teachers, T4 presented ideas on what a classroom management plan includes rather than why it is needed. He said, "*The classroom management plan is the set of rules and strategies that includes the learners' expected goals and the expected procedures*".

The observation of their classes also showed that they were also found doing whatever they expressed in the interview regarding the classroom management plan. Although they did not have any written plan, they tried to set up some activities, procedures and other behaviour codes of the students orally before engaging in activities. They may not have prepared the written plan because of their confidence that they could teach with their plans in their head, or they might not have had time to write their plan. We found teachers telling what they were going to do, how they were going to do it, and what sort of environment and activities teachers expected from students orally to students.

From the above interview and observation data, it can be concluded that teachers view a classroom management plan as an important tool for creating an organized and fair learning environment. They believe that even though creating the plan may not take much time, it plays a key role in guiding how the classroom functions. Teachers agree that such a plan helps ensure all students are treated equally and fairly. They also see it as a way to help students reach their learning goals by following clear steps and procedures.

Lesson initiation and wrapping strategies

Classroom greetings are the main things that teachers do to establish rapport with students and make them feel comfortable and respected in a classroom. The participants were asked to put their views on whether they greeted the students as they entered the classroom or not, and why they did so. In this regard, one of the participants, T3 said:

I greet my students and share that I am glad with my students in the class. I say they have made the classroom lively and vibrant. I recap the earlier lesson in short before beginning. Also, to show I am taking care of students, I say goodbye to them or look forward to seeing you again, see you again for the next lesson, before leaving the classroom every day.

Similarly, as reported by another teacher, why and how teachers greeted, welcomed students and took formal leave from the classroom is quite interesting. Regarding this T2 said:

Students need to be greeted in order to make them feel like they are respected and valued in the class, and let them know that you are happy and excited to be at school. I welcome my students and encourage them, develop friendly relationships and diagnose their learning problems if they have. I deal with the earlier lesson and the assignments given the previous day.

As expressed in the interview, teachers were also found welcoming their students in the classroom much more warmly and cordially. They high-fived, jumped, and appeared friendly, even funny, through role plays, gestures, postures, and facial expressions while greeting and taking leaves. The students seemed quite happy, and teachers were also found ending the classroom formally and taking leave with students saying goodbye and with promises to meet them on next class.

From the above expression of the teachers and classroom observation, it was found that when teachers greet the students as they enter the classroom, it makes students enthusiastic and motivated. Such activities strengthen friendly relationships and avoid gaps between them. By taking the time to welcome students and make them feel valued

and appreciated, teachers can help to build good relationships and promote a more positive and productive classroom culture.

Instructional clarity for student guidance

Running the ELT classroom smoothly with proper instruction is crucial for creating a positive and productive learning environment. Clear instructions can help students understand tasks better, reduce confusion, and improve overall classroom management. The participants provided different ideas on how to lead the ELT classroom teaching and instruct students together. In this regard, among the participants, T3 said:

I use simple and clear language while giving instructions. I never use jargon or complex words that would confuse the students. Use short sentences and break down complex tasks into tiny steps. I also present demo sometimes to make them clear what they need to do.

However, giving instructions and managing the classroom properly from another participant, T2 is quite different. He expressed his techniques of giving instruction and managing the classroom in the following way:

I use visual aids such as images, illustrations, or videos, which can be effective in clarifying instructions. I use them to support my verbal instructions and help students comprehend tasks. After I give instructions, I check for understanding by asking students to repeat the instructions back to me or asking questions about the task.

In the same way, T4, in the manner of giving suggestions to other teachers too, expressed his experiences. He shared:

I use gestures; gestures can be an effective way to make directions comprehensible. I use gestures towards actions, directions, or procedures, and tell students to use gestures to communicate with one another. I repeat instruction, if necessary, especially when the work is complex. I repeat instructions differently or use alternative words to make students understand better.

From the above interview and classroom observation, it is obvious that teachers utilize a variety of effective strategies to make students understand directions clearly in the English Language Teaching classroom. They preferred using concise and easy language, breaking tasks into minute steps to avoid confusion. It was evident from the classroom observations that they use illustrations, diagrams, and videos to support verbal guidance, making tasks easier to understand. Instructors also check the understanding of the students by asking them to repeat the instructions or answer questions on the task. The observation data also showed that gestures are also a proper way of showing action

or instructions, especially for students who might find it difficult to be instructed verbally. Instructing in different ways also helps students grasp the tasks more easily.

Classroom activities and seating management

Teachers expressed different ways of managing students' activities. T1 and T2 shared almost similar ways. Regarding this T1 expressed:

I involve students in pair and group work. I engage in activities. I manage them seat in rotation. Sometimes I invite them in front of the classroom and teach other students what they learned. I often ask questions if they unnecessarily talk. Sometimes I give problem to students, ask them to discuss and solve problem themselves.

However, the ways of classroom management of T4 are quite different to that of T1, T2 and T3. He said,

I move all over the classroom after greeting students. I check their seating, book and other necessary materials. I often engage them in reading themselves at first and share what they understand. I often give them writing task and time limit if they talk. I often ask bright and less intelligent students sit together and share. I bring noisy students on the first bench.

The teachers were also found doing the activities they shared in the interviews in their classroom. It revealed that different teachers have different strategies for conducting classroom management and seating arrangements. They often seem to take the help of questions and activities to control the noise of the students. Classroom observation showed that the teachers' role in students' seating arrangement and student participation through asking questions and collaborating with the students was contextually effective and decisive. Students were found attentive and active in their classrooms.

Nurturing positive student behaviours

One of the important issues of classroom management is the behavioural aspects of the students. Teachers are often heard complaining about the unexpected behaviour of the students. In this study, too, teachers expressed their diverse experiences regarding how they managed the disruptive behaviour of the classroom. T2 said: "*I first convince students. Sometimes, I tell them moral stories. I change their seats if they talk too much. I often keep mischievous students on the first bench*". Similarly, T3 expressed different ideas. He said:

I study students' behaviour. I study their family background too. I use action research too. Sometimes, I make such students classroom leader and give them responsibility. I tell them that I will call their parents and take action against them if they frequently

disobey classroom rules and regulation. I sometimes warn them to stop disruptive behaviour in the classroom.

T4s' ideas also vary from other teachers' ideas. He shared:

I make classroom rules with the help of students. I make them sign and paste on wall. I remind them if they break the rule. I change their seating place and pair with different students. I convince them taking alone and motivate them for learning. I often give heavy assignment to those who break the classroom rules and regulation. I keep their record of misconducts and tell them they will lose their practical marks as well if continue misconducts.

The interview's data and classroom observation discovered that teachers followed different ways to manage the disruptive behaviours of the students. Such skills seemed quite constructive and personalised. The observation record showed that many of the tasks they shared during the interviews were implemented in their classroom practices. All the teachers were found changing students' benches every day. One teacher invited a student from the middle of class who turned back to talk to her friend and produced a noticeable noise to come and sit on the front bench. Two of them even substituted the students who shared the same bench. They also told students to read the code of conduct on the front wall of their class, which they decided to follow strictly. Meanwhile, some teachers also told powerful moral stories in English to motivate the students. Similarly, during the classroom observation, I witnessed a noteworthy moment as a teacher before leaving the class said her students, "Assignment for tomorrow, complete exercise three; I used to assign you two exercises otherwise, but today, you listened carefully and participated in the class activities actively, so I reduced one". It showed that the teachers assign them homework based on their students' classroom performance. The observation record revealed that teachers' techniques vary from motivating students to taking action against their mischievous behaviors.

The findings of the study showed that the teachers planned their lessons and classroom management strategies to achieve the expected outcomes based on their perceived beliefs and learning. They thought it helped maintain a good classroom order and induce students' inclusive and active participation. They also tried to implement it in their practices. The teachers attempted to make the initiation, classroom delivery, and ending of the lesson attractive. They perceived that it helped strengthen students' classroom participation. They also worked with the students to encourage them to use English. They made their class interesting through role plays, and appropriate gestures,

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postures, and physical activities. They believed that clarity in instructing students can help them understand the content and perform better. Their instructions seemed understandable to the students. They opined that a required change in seating of the students would help them maintain classroom order and control the mischievous behaviour of some students. Also, they shared and practised that motivating and praising students could nurture their positive learning and good habits. A friendly and cooperative classroom environment helped students learn English from teachers and their friends because it increased interaction, classroom language exposure, and the use of English both in speech and writing.

Discussion

The findings of this study indicate that English language teachers use different classroom management strategies. This aligns partly with the three divisions of classroom management strategies: context adaptation, instructional structuring, and behavioral management, which are useful for maintaining discipline, rules and regulations and make well maintained classroom (Diniatulhaq et al., 2020; Karimova, 2025). Similar to the result of the study carried out by Samaddar and Sikdar (2024) in Indian context that revealed developing good interpersonal relationship, frequent communication, careful observation of the students' activities, listening students' voice and doing positive behaviour as the best strategy of smooth classroom management, teachers in this study also shared that they keep good relationship with students, study their behaviors and if needed carry out action research to solve disruptive behavioral problem that hampers classroom management. Teachers shared that if students are informed of classroom expectations beforehand, it minimizes behaviour problems and creates a sense of order.

Similarly, teachers' experiences and observation reports reveal that praise and rewards, positive reinforcement, are also extremely prevalent to motivate students and to elicit proper behaviour. It also aligns with the findings of the qualitative study carried out by Abidin and Muhammad (2024) in the context of Indonesia, which reports careful planning, flexible seating arrangements, teachers' motivation and praise, the use of media, smooth interactions between teachers, and students support smooth classroom management. Rokhanyah et al. (2024) highlight spatial organization, student interaction rituals, and conventions of active participation to create a positive atmosphere for speaking. Such activities help in facilitating students' confidence and minimising classroom tension. Teachers in this study also emphasise students' seating management,

establishing a rapport with them and an honouring and trusting teacher-student relationship, collaboration and cooperation through group and pair work among students and between teachers and students through frequent talking and sharing, which are also important for classroom harmony. Their ideas further reveal that good instruction styles and effective teacher-student relationships are the most significant determinants for the creation of an effective and conducive learning environment in ELT classes.

Overall, the literature reviewed and teachers' responses in this study suggest that effective ELT classroom management is replete with complexity, such as structure, engagement techniques, and situational responsiveness. Teaching classroom management styles that are congruent with their students' needs, whichever of room setup, cultural diversity, management of disruptive behaviour, classroom instructions or electronic media that ensures higher classroom control, student engagement, and learning outcomes. A class action plan, as a list of procedures and policies that govern how the class functions, is a bulwark for upholding order and fairness in the classroom. It is quite clear what the students are expected to do and what they receive when they violate a policy. Having such a standard plan gives the students an idea of what they are supposed to do and ensures that all are treated equally with fairness.

Managing the disruptive behaviour of students is one of the important issues of classroom management. Systematic review by Salama et al. (2025) focuses on positive reinforcement, fair practices, and classroom organization as important issues of classroom management. The findings indicate that positive reinforcement reduces disruptive behaviours, strengthens student engagement in learning activities, improves student-teacher relationships and reduces aggression. Teachers shared ideas and classroom observation facts of this study also reveal that a good management plan creates a safe and orderly environment, which maximizes learners' focus and confidence and reduces students' disruption in the teaching and learning activities. The teachers also highlight that to provide additional support for comprehension, teachers need to resort to visual aids like photographs, sketches, or videos and share motivational stories. These aids add additional meaning and make hard-to-get concepts easier, especially for visual learners and motivate students to study. Instruction is transmitted to learners by teachers using hand movement and body positioning that makes instruction easier and therefore adds to meaning without necessarily relying on words alone. Staging students to use gestures when working together makes learning easier and allows for an interactive

environment for learning. This aligns with the findings of a study (Vahedi, 2025) that focuses on the use of audio and video, gamification, frequent dialogue between teacher and student, and motivational methods as a significant strategy in managing the classroom that increases students' motivation and participation in learning. Creating a supportive and flexible classroom environment helps to reduce undesirable behaviours and fosters active learning. Aside from behavior management, the manner in which teachers greet students in the classroom is also important in creating a positive classroom culture.

Students' engagement is essential to reducing students' disruptive behaviour. An effectively defined classroom management plan establishes order and justice, helps teachers build rapport and trust, because polite teaching strategies enable students' comprehension and achievement of objectives. A study (Shank & Santiago, 2022; Asiyai, 2011) in the American context identifies a lack of practical approaches related to classroom behaviour, a lack of a proper plan to address behavioural issues, and minimal evidence-based classroom management training as great problems teachers are facing. However, Teachers in this study reported students' numbers, material availability, or student capacity as a challenge. Simple language, visual support, non-verbal cues, and an open process may overcome some of these barriers. As the findings of the qualitative participatory study in the context of South Africa (Omodan et al., 2025) that reveals students' empowerment, making them feel respected and honored and active participation in decision-making processes and creation of democratic and collaborative environment as some basic things for good classroom management, teachers of this study also focus on the conduction of group work, pair work, task based and interactive classroom activities that creates cooperation and collaboration for establishing good relationship with students and understanding them as effective strategies of classroom management. These findings suggest that successful classroom management in ELT is a complex set of behavioural and strategic skills of teachers and administrators that integrates adaptability and situational awareness. Within the global ELT context in perpetual methodological development, especially with the growing emphasis on blended and distance education, future researchers should create scalable and sustainable managerial frameworks, even in lower-resourced or culturally diverse classrooms.

Conclusion and Implications

This study examines secondary-level English teachers' planning, classroom management, execution of classroom activities, and strategies adopted to encourage an interactive, inclusive, and sustainable English language learning environment. The study employed classroom observation and interviews of four purposively selected secondary-level English teachers grounded in a multiple case study design. The findings derived from the thematic analysis of data underscore the pivotal role of teachers' classroom management strategies in students' English language learning. It showed that the classroom management plan is the focus of creating a good teaching and learning environment in the classroom. It keeps the classroom structured by clearly communicating rules, expectations, and consequences. It keeps everyone to the same expectation, and it provides a consistent way of addressing both academic and behavioral challenges. Such a plan is especially useful in classroom management of large or diverse classes, where there are often differences in students' learning styles and behaviors. With the use of an articulated plan, teachers can reduce confusion, work more effectively over time, and stay focused on instruction and learning goals. Another significant finding is the value of teacher-student contact, especially at the beginning and ending of each class. Small phrasal chunks, such as welcome to class, I'm glad you are here today, goodbye, take care of your study/homework, etc., make students feel valued and noticed.

Teachers in the resource-constrained schools follow motivating strategies, such as sharing moral stories, and pre-established classroom rules, such as informing parents, giving additional practical tasks, and warning or force-correcting students. The classroom code of conduct pasted on the walls informs and reminds students of their requirements, duties and responsibilities. The findings also showed teachers' consciousness on management of the students' behavioural aspects through changing their seating arrangements and class and home assignments for improving teaching and learning activities. Overall, teachers' shared ideas and classroom observation reflect that teachers can adopt classroom strategies, such as careful monitoring of students behaviour, moving round class and supporting students, frequent talking with them, use of students-centered activities, respectful language and behaviour with students, talking to parents, sharing, carrying out action research, proper seating arrangement, motivating and encouraging students and if needed using constructive punishment for ensuring students' better learning and conducive classroom management. On the contrary, criticising, warning or

giving constructive punishment or giving individual counseling should be done privately so that the students do not feel humiliated publicly at any time, even when they have committed mistakes.

The study implies that greater focus in teacher preparation programs should be given on building positive relationships with the students. Teachers need to understand how to use visual aids, hand gestures, and basic language while giving instructions. These strategies not only benefit ELT classrooms but also benefit teaching other subjects. Effective ELT classroom management, positive relationships between teachers and students, and effective instruction contribute to a safe classroom and self-assured motivation to learn. By focusing on these areas, teachers can build more inclusive, supportive, and productive classroom communities. As this study was based on data collected from a small number of participants from a particular context, further extensive and long-term studies incorporating many schools from different geographical regions may provide a wider picture of ELT classroom management strategies adopted by the teachers in different contexts.

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