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## ELT Classroom Management Strategies: A Case of Grade Eight in Nepalese Schools

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### Abstract

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Managing the classroom is one of the responsibilities of a school teacher. A well-managed classroom enhances English language teaching and learning. However, the trend of ELT classroom management in Nepalese schools is still unresearched. Therefore, the paper aims to explore the ELT classroom management strategies in grade eight of Nepalese Schools. Following an ethnographical design under a qualitative research approach and involving students and teachers of nine English classes of grade eight from eight schools in Pokhara city as the participants, I collected qualitative information through observation, interview, and FGD. The findings reveal that teachers attempt to manage their classrooms variously. However, classroom management is still incomplete. Instead of formulating new strategies, the rooms are traditionally organised, and the seats are arranged in orderly rows. The teachers follow unauthentic materials as the textbooks, use usual materials and apply lecture techniques for all the lessons. Teachers, educators, school administration, and policymakers should formulate new strategies for managing English classrooms.

**Keywords:** Classroom, English language teaching, classroom management, strategies

### Introduction

The classroom is a learning platform significantly different from other learning places where students and teachers interact to generate knowledge. This statement comprises the abridgement of the definitions of the classroom by Holliday (1994), Wright (2005), Coetzee et al. (2008) and Tudor (2001).

The classroom is the centre of the interaction. Holliday (1994) and Wright (2005) mention that classroom interactions are somewhat distinctive. And Law and Eckes (2010) write that students need a classroom where they are valued for their contribution. They should feel stress-free while using their new language. Therefore, the language classroom should be student-friendly, where students can practice language without hesitation.

Classrooms vary in terms of students' backgrounds. The ideas of Hes (2001) and Jones (2007) support the idea that the school is heterogeneous, and students are all different. It shows that the background of every individual student varies, and this variation influences classroom activities.

In addition to the students' quality, the school schedule, classroom space, quality of furniture, and teaching aids greatly influence classroom interactions. McCarthy (1991) explains that teachers ask predetermined questions in limited numbers in the classrooms, and students answer questions as if they already know the answer. They are not accessible to answer the questions.

Class size also influences the effectiveness of classroom activities; however, there are no uniform ideas regarding class size. Class sizes in schools in Nepal vary greatly, from one-to-one classes to huge classes consisting of around 100 students. Both, too large and one-to-one classes hinder classroom activities. Classes with few students become highly informal, as Harmer (2008) calls them dull and boring. Therefore, learning can be effective in classrooms with a moderate number of students.

At this juncture, managing the classroom is one of the significant roles of a teacher. Combining, 'classroom' and 'management' creates a broader term, 'classroom management' (CM). In this paper, despite its vast area, CM includes only the classroom organisation and its seating arrangement, balancing the behaviour of the teachers and students, planning lessons, constructing and using teaching materials and decorating the classroom.

Despite innumerable studies in this area, questions such as Are the ELT classrooms well managed? And What strategies do the teachers apply for the management of ELT classrooms in schools in Nepal? were unanswered. Since it was crucial to explore and examine the strategies adopted to manage ELT classrooms in schools in Nepal, collecting qualitative data through observation, interview and FGD, the results were analysed and discussed. It concluded that ELT classrooms are not completely managed, they need to be managed appropriately.

### **Review of Literature**

Beginning with managing themselves, the teachers should organise the classroom, arrange the seats effectively, manage the students' behaviour, plan lessons daily, construct and use teaching materials and decorate the classroom.

Scholars define the CM variously. To Harmer (2007a), using the voice situationally, instructing students, managing the time of students and teacher, using students' mother tongue, creating lesson stages, arranging seats and grouping the students means CM. For Wright (2005), managing time, using students' mother tongue and the behaviour of students and teachers is CM. In the words of Lewis (2002) motivating students, managing constraints and managing the teacher's role is CM. Therefore, managing the classroom is managing all the classroom phenomena and making it suitable for learning.

Garrett (2014) discusses five components of CW where the physical design of the classroom including the arrangement of the desk comes first. Establishing rules and routines, developing a caring relationship, and engaging instruction that increases students' motivation and interest in learning and discipline are the second, third, fourth, and final components.

### **Classroom Organisation**

Classroom structure determines the seating arrangement of the classroom and it also influences the classroom activities. Guidelines for Developing Type Designs for School Buildings in Nepal (GDTDSBN) (2016) declares an average of 0.9 sq. m per student space for primary schools with an absolute minimum of 0.75 sq. m required per student. The 1.2 sq. m per student space is recommended for secondary schools, while the minimum required space is 1.0 sq. m per student. Likewise, it prescribes a seven-meter distance between the board and the last row of benches, and the minimum distance between the board and the first row of benches is two meters. The minimum floor-to-ceiling height should be 2.75 meters in the mountain. The classroom size should be based on the

number of students, and there should be two doors in a classroom with more than 50 students. The doors should be open towards the nearest exit, and at least one door needs to be wider for wheelchair access. Natural daylight should be exploited to minimise the dependence on artificial lighting. North-facing windows are preferable to the windows facing in other directions.

### **Seating Arrangement**

Seats should be arranged based on the classroom size, student number, and furniture quality. The seating arrangement highly influences classroom activities. Scholars have introduced various seating arrangements, including their strengths and weaknesses. Jones (2007) observes that mobile furniture supports classroom interaction. However, it is hard to manage large classrooms with such furniture. Fixed sets of furniture hinder interactions in the classrooms. In a crowded classroom, teachers hardly reach some students. Introducing seating arrangements such as Orderly Rows, Circles, Horseshoes, and Separate Tables, Harmer (2007a) says that in orderly rows seating arrangement, the teacher views all the students. Lecturing is more straightforward, and the teacher can easily walk up and down.

### **Behaviour of the Teacher and Students**

Managing participants' behaviour in the classroom is one of the teacher's significant tasks. A teacher's physical presence in the classroom can have various meanings in various contexts. Harmer (2007a) describes the presence of the teacher in the classroom in four terms: proximity, appropriacy, movement, and awareness and, he suggests teachers to be simple and logical. For Harmer (2008), preparation, keeping records, and being reliable are the significant tasks of a teacher.

Harmer (2007a) suggests teachers minimise teacher talking time (TTT) to increase students' talking time (STT). After managing themselves, the teacher should manage students' behaviour, which can be a challenging task for the teachers, however, some students would be cooperative and laborious (Coetzee et al., 2008). The teacher should also deal with various authorised and non-authorized groups in the classroom, as Holliday (1994) speculates there can be groups and pairs. Each pair and group will have its own culture and may have non-pedagogic functions such as playing, passing messages, taunting, supporting the teacher and forming relationships. Every member of this group will have pressure, power, and gang groups. The teacher forms formal groups for interaction, and the students form informal groups for various non-academic purposes. Therefore, the teacher should manage all these groups.

For Coetzee et al. (2008), educators dealing with all students in the same way is not appropriate. However, dealing with every student individually in a multilevel classroom is not only a challenge but also a controversial task for teachers. In common sense, dealing with the students individually is an appropriate approach.

### **Classroom Interaction**

The classroom interaction generates knowledge. The more the students interact, the better they learn the language. The nature and types of classroom interaction and students' participation in such interactions depend on classroom context, including the experience of the teacher and the background of students as Tudor (2001) discloses, "...for another student, the same activity may be a stressful and unwelcomed experience ..." (p. 12). Students enjoy interactive context; however, sometimes, the same context becomes stressful and unwelcoming for some other students.

Teachers should focus more on student-student interaction than teacher-student and student-teacher interactions. For Allwright and Bailey (1991) the significant challenges are participants' turn distribution, matching tasks and groups, tone, and code while organising the interactions. Brown (2010) announces that the benefit of classroom interaction is that the students talk more than the

teacher. Ensuring successful learning during interaction in the classroom becomes a significant issue, and every individual should entertain the best possible learning opportunities.

The proper use of techniques makes language teaching interactive. Regarding the use of technique in ELT classrooms, Banstola (2018) and Banstola and Steve (2023) found that by conducting techniques such as role-plays, discussions, group works, pair works, translations, question and answer, storytelling, essay writing, language quiz contests, eloquence, and drilling, the student teachers promoted interactions in ELT classrooms during their teaching practice. However, Thakuri (2012) found that most teachers started their lessons without warm-up activities and many of them promoted teacher-centred activities in their classrooms. Only a few teachers were found encouraging students to interact. Panta (2019) found that teachers and technology were inseparable components. Inadequate resources and orderly rows hinder classroom interactions.

Number of students in the classroom determines the effectiveness of classroom interaction. Too many and a few students may be problematic to make the context interactive. The large number of students in an English classroom can be both a challenge and an opportunity for teachers. Banstola (2023) concludes that the teacher never gets bored in a large class. The teacher can empower some leading students with the roles of a teacher if there are many students in a class. However, sometimes, the teacher feels outnumbered in the class. The teacher may feel frustrated by the overloaded task. It is also a challenge to pay attention to all the students. Managing appropriate topics, assigning equal tasks for all students, creating a proper atmosphere, and selecting suitable language are the key elements to keep in mind for effective interactions.

Using students' mother tongue in the classroom is a debatable issue. On this issue, Edward (2010) writes that teaching through two languages is a permanent or semi-permanent feature in bilingual classrooms. In monolingual classes, students may be more tempted to speak in their shared native language than English when working together in pairs or groups (Jones, 2007). Davies and Pearse (2008) state that the possible uses of English in the classroom include greetings, farewells, instructions, inquires, feedback and chat. Teachers use English only for limited purposes. The use of English also depends on the planning and preparation of the teacher.

Hence, for successful interactions in the English classroom, the teacher should choose an appropriate topic, assign equal tasks to all students or groups, create a suitable atmosphere, and promote the English language.

#### **Planning, Materials and ELT Technology**

Focusing on the importance of lesson planning, Davies and Pearse (2008) write that it avoids potential problems in the material, exploits strengths, and converts the material into lively classroom activities. Similarly, Farrel (2010) opines that a clear plan maximises students' time and minimises their confusion. Farrel (2010) suggests considering students' backgrounds while planning the lesson. However, Thakuri (2012) found that none of the teachers used written daily lesson plans.

While planning the lesson, the teacher should manage the teaching materials based on the lesson, in addition to daily use materials such as textbooks, boards, markers, and erasers. Gnawali (2018) found that teachers only use chalk sticks, markers, boards, textbooks, curriculums, and teacher guides.

Appropriate use of an attractive material makes ELT more effective. Besides the daily used materials, a teacher should manage lesson-specific materials. The teacher should also be skilled at operating ELT devices such as radio, television, speakers, computers, photocopiers, multimedia projectors, language laboratories, interactive boards, the Internet and supplementary materials as per the demands of the lesson.

Various scholars have argued for and against using and not using a textbook. According to Harmer (2007b), a good textbook offers a syllabus, language, content, audio cassettes, methodologies, and other accessories; however, if misused, it imposes learning styles and content on students and teachers, follows an unrelenting format, and sometimes, it is found culturally inappropriate. Regarding it, Harmer (2007a) critically writes that teachers must use the provided textbooks creatively as proposals for action rather than obligatory instructional manuals. However, using textbooks only can be boring and inappropriate. Therefore, it needs more variety. For Harmer (2008) regarding textbook use, the teacher has four alternatives: 'omit,' 'add,' 'adapt' and 'replace.' Therefore, the teacher should select a textbook carefully and use it appropriately. However, using a textbook is not mandatory.

The growing trend of using ICT in ELT classrooms in Nepal is forcing teachers to be technoliterate. However, some schools may need to be well-equipped with these technologies. In this regard, Holland and Skinner (2009) found no electricity in schools. Metsämuuronen and Ilic's (2018) findings revealed that despite a high concentration of resources, infrastructure, and development aid in urban centres, this was not reflected in an uneven distribution of high-performing schools. Laudari and Maher's (2019) significant finding was that factors related to ICT policies, lack of ICT-related teacher training, and lack of resources hindered the use of technology. Panta (2019) reported that teachers and technology were inseparable parts of English teaching and learning. Saud and Laudari (2023) found that the challenges of using ICT in ELT classrooms were misuse or addiction, inadequate infrastructure and poor connectivity, financial barriers, lack of adequate training, and insufficient supportive mechanisms. Hence, properly managing the ICT in the ELT classroom has been a great challenge for teachers. Nevertheless, the teacher can perform better without using ICTs. As Harmer (2007b) shares, "There is a lot you can do with minimal or even no resources" (p. 175).

### **Classroom Decoration**

Regarding classroom decoration, Garrett (2014) writes that the classroom should be made a welcoming and comfortable place by arranging various materials such as posters, students' creations, calendars, routines, and famous quotations. Decorating the classroom walls is a common way to do this.

This review broadened the knowledge of the topic, clarified the problem, improved the methodology, and determined the procedures for information collection and analysis. It also identified a gap that none of the previous studies has answered: What strategies do the teachers apply for managing ELT classrooms in schools in Nepal? Therefore, this study was carried out to explore and examine the strategies adopted for ELT classroom management.

### **Methodology**

The paper is part of a large-scale qualitative study guided by the philosophy of relativism, which believes in multiple realities. Purposively selecting grade eight of eight schools namely Greenland, Padama, Children Home, Vedanta, Jupiter, Pravat, Janata NM, Janata EM, and Riverside out of 271 schools of Pokhara City, students of these classes and English teachers teaching in those classes as samples, the information was collected through unstructured tools such as observation, interview, and FGD. The information was collected through class observation for more than six months. I noted some useful points, took photographs and made audio and video recordings during observation. I interviewed the teachers frequently and conducted FGDs with the students. I avoided being judgemental by creating an appropriate atmosphere where the participants could share their ideas, feelings and experiences (Cohen et al., 2010). Transcribing the recordings and following Kumar (2011) to identify the main themes of the collected information, I analysed the information by quoting the informants' views. The collection of consent before informants' involvement in the study, the use of

debriefing and member-check techniques, and the use of pseudonyms ensure the study's trustworthiness.

### Results

The paper primarily focuses on the significant components of ELT CM, including classroom organization, seating arrangements and planning, materials and ELT technology, student and teacher behaviour and interaction in the classroom, and classroom decoration. The results are presented under five themes in the following sections.

#### Classroom Organization

The Greenland classroom, which measured 5.58 m long, 4.57 m wide, and 3.35m high, was found on the second floor of the two-story concrete building. The floor was cemented, and the walls and ceiling were plastered; however, they were not coloured correctly. A single door, a pair of windows, and ventilation made the classroom bright and airy. The incomplete electric wiring with only a bare frame, seemed messy.

Likewise, Padma's classroom was on the second floor of a two-story concrete building with a length of 7.84 m, a width of 5.05 m, and a height of 2.92 m. The whitewashed walls of the rectangular classroom were full of students' handwriting. The slightly raised front part of the classroom under the board comforted the teacher while writing on the board. Though only the door remained closed during class, the fixed ventilation and two backside windows brightened the classroom. The back side of the classroom was brighter than the front part.

In the same way, the classroom, which measured 6.4 m long, 7.69m wide, and 3.20 m high, was located on the ground floor of a two-story concrete building of Children's Home. The walls and ceiling were plastered, and the floor was cemented; however, the yellow walls had a long yellowish tinge. Though one of the two doors was permanently closed, two windows, one on each side, made the classroom bright.

Similarly, a medium-sized classroom with 5.54m, 4.75m, and 2.29m in length, breadth, and height was on the ground floor of a two-story building of Vadenta. The floor of the room was roughly cemented. The walls and the ceiling were plastered but were not coloured correctly. The eco of side classes dominated over the spontaneous chirping of birds and insects from the jungle. A whiteboard was placed over the much larger blackboard. The classroom was bright with daylight because of a door, window and ventilation.

Likewise, the classroom, which measured 7.16 m long, 4.93m wide, and 2.69m high, was located on Jupiter's third floor of a four-story concrete building. The stone-textured lower halves of the walls, the whitewashed upper walls and ceiling, the smoothly cemented floor, a door with ventilation over it, and the windows made the classroom bright and attractive.

The classroom was located at the centre of a one-story building of Pravat with 7.49m length, 5.08m breadth, and 2.69m height. The walls and ceiling of the classroom were plastered and painted, and the floor was tiled. The walls' lower halves were painted sky blue, and the upper halves and the ceiling were whitewashed. The room was damp and brightened by the electric light because only the door of the room was closed, and red curtains covered the three windows.

The classroom was on the ground floor of the two-story old building of Janata, NM, which was 6.60 m long, 4.27m wide, and 2.48m high. The walls were roughly plastered, and the floor was cemented; however, the walls and ceiling needed to be washed properly. Despite the door, three windows, and several ventilations, the room was dark and damp because the windows were closed, and the ventilations were fixed.

The grade eight classroom was on the second floor of a two-story old building, 6.01m, 5.02m, and 2.69 m in length, breadth, and height, respectively. A door and a window on each side made the classroom bright. The walls and ceiling were smooth and well-coloured, and the floor was cemented.

The classroom for class eight was located in a temporarily constructed building in Riverside. It was square and 4.95m long, 2.72m wide, and 4.11m high. The room was made of concrete blocks, and the tin roof was bright because of a door and one window on both sides.

The average space per student was 0.944 sq.m in Greenland, 0.989 sq. m in the Padma, 0.984 in Children Homes and 1.687 in Vedanta. In the same way, 1.60 sq. m in Jupiter, 0.928 sq. m in Pravat, 0.599 sq. m in Janata NM, 1.00 sq. m in Janata EM and 1.22 sq. m in Riverside.

### **Seating Arrangements**

In all classrooms, the furniture sets were arranged in orderly rows facing the board. Twenty-seven students were placed in two rows of wooden furniture on metal frames in Greenland. Boys were found changing their seats frequently during sessions. A medium-sized whiteboard with a big tear at the centre, scaffolded by an old wooden desk, was placed on a cemented blackboard in front of the class.

On the front wall of the class, a medium-sized whiteboard was placed on a big blackboard in Padma. The two fixed wooden furniture sets on metal frames were arranged in two rows for forty-seven students.

A whiteboard donated by a club was hung on the front wall of the class in Children Homes. Fifty students were arranged in three rows of wooden fixed furniture sets on metal frames. Male and female students were together in a row but on separate benches. An old wooden podium was at the front of the class to comfort the teacher.

Fifteen boys were arranged in seven sets of faded wooden furniture, ordered in two rows in Vedanta. Likewise, the sets of green plastic and metal furniture were arranged in two rows, with enough space between the rows at the front for 22 students in Jupiter. A podium was at the front of the class, and the whiteboard was hung on the front wall.

The fixed sets of plastic and metal furniture were arranged in three rows, with enough space in front and between the rows in Pravat. Each desk had a drawer under it that was wide enough to write comfortably. The students were arranged by gender specifically. The furniture sets were arranged in two rows with enough space in front and between the rows in Janata NM. The female students were mainly on the right side, and the male students were on the other. However, there was no gender-wise separation.

In Janata EM, the long sets of well-polished wooden furniture fixed on metal frames were arranged in two rows with enough space between them. A donated whiteboard was hung on a blackboard.

Five fixed sets of simple furniture with enough space to walk around were arranged in two rows in Riverside. A whiteboard was placed on a blackboard on the front wall.

### **Behaviour and Interaction of the Participants**

Some students, curiously, initiated the interaction on current issues. In Uma's class, one of the male students asked, "Miss, Nepal ma pani CORONA virus aako ho ra? Manipal ma eutaa patient layaako cha re ke" (Miss, is there CORONA virus even in Nepal? As I heard a Corona infected patient has been admitted to Manipal). She responded, "Malai tes sambandhi tha chaina" (I do not know this). The student again added, "Birat sir le sabia lai mask lagayera aaija vaneko cha re ke" (Birat sir has asked everyone to wear a mask while coming to school). Instead of addressing the student's curiosity,

Uma shifted the students' attention to the lesson saying, “aba two minutes hai” (Now, you have only two minutes to complete the task). This discourse showed that the student wanted to discuss the contemporary issue of CORONA in the classroom; however, the teacher ignored it. Despite the sincerity of the issue, Uma refused to continue the discourse because the students raised the issue when their lesson started.

Pointing at a crack at the centre of the whiteboard, one of the students said, “Miss, ramrod dekhauna ko lagi to pani me tidings na” while Uma was cleaning the board. (Miss, please erase even that crack to beautify the board). In the same way, one of the students having low vision complained: “Maile aankha dekheko chaina kya miss, problem bhairachha”. (I have not seen it, Miss. I am having a low vision problem). The teacher responded to the student, “Agaadi gayera basna ta ja problem bhaya”. (If you have a problem, go to the front row). When Uma’s mobile rang, one of her students said, “Miss, keep your mobile in a silent mood”. Uma responded, “Sorry”. On the same issue, another student added in Hindi, “Galati sab se hoti hain.” (Everybody commits mistakes.) Uma used the Nepali language to instruct, warn and evaluate her students such as, “Padhne belaa maa bahira gayera basne” (You bunked your class while I was teaching). Students were interacting in Nepali. The teachers and students were found using English only for greetings. There was no practice of taking turns. However, while Padam was writing on the board, one of the students said, “Sir, spelling wrong”. Padam thanked the student for pointing out his error.

Likewise, Ramesh introduced the topic "Federalism in Nepal" and initiated an interactive lesson. Despite several attempts, he failed to engage his students in the lesson. Similarly, while remaining silent in class, Dip encouraged his students to practice anything of their interest; however, they remained passive.

Showing much dissatisfaction with her job, Uma complained to the school administration for not supporting her in creating an English environment. Regarding the level of students, she said, "In community schools, students are weak. If I speak English, they complain. The administration does nothing." These words show the conflict between Uma and the school administration. Padam’s students complained, “He does not let us go to the washroom even in the emergency of menstruation. Many of us go home getting permission from our class teacher."

#### **Planning, Materials and ELT Technology**

The effectiveness of classroom activities depends on the teacher's lesson planning. None of the teachers planned their lessons daily. However, one teacher was found using a chart in only one lesson, and he was also found using the multimedia projector with the support of an IT teacher for one lesson. Uma replaced the textbook with an unauthorised practice book.

All teachers asked the same questions: "What lesson will we discuss today"? "Do you have a red pen"? Uma was found asking for time repeatedly in her class as, “kati chha time”? (how much time do we have now?) She also used her mobile phone frequently to check the time. Some teachers used students’ books and asked for paper to erase the board. All the practices showed that teachers need daily lesson plans to enter their classes.

Responding to the question, "How often do you use ICT in your classroom"? Padam said, "Such materials can be used. It is not done by now... If we use the computer and the projector, they will learn more". Likewise, responding to another question, “How often does your teacher use Mobile Phone, Internet, Computer and other devices in your English classroom”? One student in FGD answered, “We go to the computer lab in computer period”. Hence, it shows that the teacher does not use the computer laboratory to teach English.



### **Well-decorated Classrooms Promote English Learning**

Many of the classrooms were undecorated and some walls needed to be better decorated because a few faded posters, pictures, charts and students' paintings made it unattractive. Other materials I found on the walls were class routines, wall clocks, calendars, frames of gods and goddesses, school calendars, a timetable, a name list of students and empty wooden pinboards with green falatin cloth.

The playthings and some rough sheets of paper spread on the tin box at the top of a steel cupboard at the backside of the class the two frames of the gods and goddesses on the wooden rack in the right corner of the classroom and a half-filled dustbin with a broom at the right corner unbeautified the classroom of Padma. Likewise, a corner bookcase with some coursebooks, dirty sheets of paper, and a small white plate for students' presence was placed at the door but not in use in Janata NM and did not contribute to English learning. The room had a ceiling fan with twisted and crumpled blades in Jupiter.

A jar of drinking water on a metal frame with a red plastic jug, a wooden bookcase with a few dirty sheets of paper and two ceiling fans installed in the Janata NM and Janata EM contributed nothing to the English learning. However, some students' drawings, charts and flowers, 'English Speaking Zone' on A4 size white paper, a chart of fundamental rights and a students' name list, a map of Nepal and a human anatomy chart on the wall of Janata EM assisted English learning to some extent. However, the cassette player, the multimedia projector in Janata NM and Janata EM, and a corner library were set up to promote English learning. Besides these practices, no new strategy was used to decorate the classrooms.

### **Discussion**

Appropriate seating arrangement in a well-organized classroom promotes interactions where students learn English successfully. The organization of the room influences the seating arrangement in the school. However, the result shows that only the classrooms of Vedanta, Janata EM, and Riverside meet the minimum criteria of GDTDSBN (2016), which is 0.9 sq.m. per student for primary schools and an absolute minimum of 0.75 sq.m per student for secondary-level students.

None of the classrooms meets the minimum length and height requirement of GDTDSBV (2016) which is 7 meters and 2.75 meters, respectively, in the mountains. In the small and dark classroom, the teacher and students hardly interact. Only the five classrooms have direct access to the outdoors and the arrangement of permanently fixed sets of furniture in all the classrooms contrasts with the provision of GDTDSBN (2016) "classroom should have direct access to the outdoor for multiple learning opportunities... furniture layout should be considered to have several flexible layout options..." (p. 16).

Likewise, opposing GDTDSBN (2016) guidelines, "Two doors shall be provided if the number of students exceeds 50. All doors should open towards the nearest exit, and at least one door needs to be wider for wheelchair access". Only one classroom with 50 students had two doors; however, the back door was fixed. Neither did the doors open outwards towards the nearest exit, nor were the doors wide enough for easy access for wheelchairs in the classrooms.

All the classrooms, except two, lack natural brightness. In Pravat, despite the well-painted walls and ceiling and the beautifully tiled floor, the classroom was found damp and dark because the door and windows were closed, and the windows were covered by red curtains blocking the sunlight and air. Therefore, the students suffer from the glare on the whiteboard in the Pravat classroom, which contrasts with the provision of GDTDSBN (2016). Natural daylight should be exploited, and the glare

must be avoided. Though the classrooms are not as bright as they should have been, no case has been reported as hypothesised by GDTDSBN (2016) as "all the rooms and facilities should have visibilities, so that the pupils can have protection from abuse by teachers or older students, particularly during after school hours" (p. 1). Hence, as Khaniya and Williams. (2009) concluded, "classroom conditions remained less than ideal in many schools" (p. 202). The condition of the classrooms could have been better.

The primary and significant components of CM, organisation, and seating arrangement determine the type and quality of classroom activities, as Wright (2005) focuses on managing 'space' while discussing classroom management. However, the teachers can only support the school authority in classroom management because monetary decisions go beyond the teacher's capacity. The findings show that the seats in all the classrooms are arranged in orderly rows where approximately five students are accommodated on each set facing the action zone, which resembles the findings of Gnawali (2018). It is also supported by Thakuri (2012) that the seatings were arranged in rows and columns with very little use of classroom space by the teacher.

For Harmer (2007a) the orderly row is a more appropriate seating arrangement for a large class where the teacher has a clear view of all the students, and the students see their teacher. It enables the teacher to lecture by maintaining eye contact with the students. The teacher quickly walks up and down and deals with the whole class by making personal contact with individual students. The teachers need not arrange and rearrange the seats. A slightly raised platform at the front of the class comforts the teacher when viewing the students' behaviour. However, it hampers communicative activities. The backbenchers hardly hear the frontbenchers and the teacher. All this means that interactive activities are less effective in this arrangement. As Holland and Skinner (2009) and Khaniya and Willams (2009) found, there was no problem with furniture and electricity.

In the same way, Banstola's (2022) findings that some teachers struggle to engage their students in their lessons are reflected in Ramesh's failure to engage his students while introducing the new topic 'Federalism in Nepal' and Dip's inability to promote autonomy in one of his lessons. It contrasts with the idea of Law and Eckes (2010) that the students should be wanted and respected for themselves and their contribution, as stress-free as possible, where they feel free to attempt to use their new language without fear of correction, ridicule and punishment. The finding contrasts Garrett's (2014) idea that a productive learning environment can often be noisy because learning is not passive.

As Holliday (1994) supposes, multiple complex interactions take place in the classroom ... one of the students' curiosities about the COVID- 19 was ignored by Uma because of her limitations, however, considering Holliday's (1994) view that the purpose of education is not only to teach language skills but also to take students through a complex process in preparation for life in their society, the teacher should have managed time for the discussion on COVID-19 in the classroom so that students would be informed about the infection, symptoms, effects, and precautions. They would make themselves ready to avoid the virus.

Jivan's experience, "They have their groups and gangs. When a gang member is punished, the other gang members laugh at the punished one", matches with Padma FGD members' disclosure, "There are three groups and different gangs." Both classroom trends reflect Holliday's (1994) assumptions that informal groups within the classroom will also have non-pedagogic functions. Therefore, teachers need more strategies despite calling parents and punishing students.

Asking a piece of paper to erase the writing on the board, erasing the writing with their hands, repeatedly checking the time on their mobile, and conforming it with students during the lesson shows their inconsistent, unplanned, unskilled, and unprepared classroom teaching practices. This finding is

supported by the report of Thakuri (2012) that instead of planning the lesson, the teachers entered the classroom with a marker ignoring the students' greetings and asking for homework and the page number of the lesson to be taught. Both the findings opposed the idea of Davies and Pearse (2008) that the teachers should have planned their lessons to avoid potential problems with the material

The inartistic decoration and bare walls made the classroom unwelcoming which goes against the principles of Garrett (2014) that there should be an aesthetically pleasing classroom environment. Bare walls may make the classroom like a cold and impersonal institution.

In addition to the required number of furniture sets for students and a whiteboard in each classroom, a few additional materials, such as plastic at the corner, a steel cupboard with some dirty paper and a tin box at the top, exhibit the untidy management of the classroom in Padma, the old wooden stand for the teacher and a small and unmaintained whiteboard placed right outside the door for students' presence in the Children Home, a wooden teacher's stand in front of the classroom in Jupiter, the jar of drinking water on a metal frame with a red plastic jug on it and the wooden bookcase in the right corner of the room with few pieces of dirty papers in Janata NM and EM exhibit the untidy management of the classroom. A corner library in a donated cupboard in the left corner of the room consisting of sixteen books in Riverside shows a clear picture of the decoration of the ELT classroom in the schools.

The handwritten charts of grammar rules and structure, a class routine and small pieces of students' faded paintings pasted on the blackboard in Greenland closely resemble Garrett's (2014) view on classroom decoration. Likewise, Padma's three small paintings pasted on the uncovered part of the blackboard, handwritten charts pasted on the wall and frames of gods and goddesses neither decorated the classroom nor enhanced the ELT because they were tedious. The English language written in the paintings needed to be complete, and there needed to be language in the frames. However, spread playthings and some rough sheets of paper on the tin box at the top of a steel cupboard at the backside of the class, the frames of the god and the goddess on the wooden rack in the right corner of the classroom, and a half-filled dustbin with a broom at the right corner evidence the ugly atmosphere of the school, which in Garrett's (2014) words, is congested and trafficked. The condition of all these classrooms displays the teachers' deco-illiteracy because neither these materials decorate the classroom nor promote English learning.

The permanently installed multimedia projector, some small drawings of the student, the wall clock and a bookcase with some course books, charts and flowers, 'English Speaking Zone' on A4 size white paper, a cassette player, the map of Nepal and the human anatomy chart in Janata EM and Janata NM demonstrate the teacher's passion for the classroom decoration. Likewise, the Corner Library, four charts of numerical tables on A4 size paper, and the half-hung faded painting of students show the teacher's ignorance and negligence towards classroom decoration in Riverside. Hence, the classrooms need to be appropriately decorated. A few areas of some classrooms are decorated unskillfully and unattractively with old, deemed, and faded materials with little, inaccurate, or no language. Coetzee et al. (2008) report, "It has often been observed that educators do not manage classrooms according to what they have learned in educator preparation programs. Rather, they manage as their classrooms were managed when they were students" (p. 163); the teachers do not use any strategies to manage their classrooms in better ways.

### **Conclusion and Implications**

The way of CM depends on the teacher's skills and the condition of the school. The quality of the CM influences the whole classroom activities. The CM includes the classroom organisation and arrangement of seats, managing the behaviour of students and teachers, classroom interaction, lesson

planning, managing teaching materials and ELT technologies, and classroom decoration. After analysing the qualitative data, it was found that the English classrooms are managed variously, however, they need to be managed more adequately. Classrooms are managed traditionally without applying any specific strategies. The classrooms must be better organised, and the seats must be arranged appropriately. In all the classrooms, the seats are arranged traditionally, and this arrangement needs to be fully exploited. Teachers and students need to behave appropriately. Neither the teachers plan their lessons nor decorate their classes.

Therefore, the ELT classrooms should be organised to ensure 0.9 sq. m per student space with an absolute minimum of 0.75 sq. m per student for the primary level. There should be 1.2 sq.m per student for the secondary level, while the minimum space required is 1.0 sq. m per student. The distance between the board and the last rows of the benches should be seven meters, and the minimum distance between the board and the first row of the benches should be 2 meters. The minimum floor-to-ceiling height should be 2.75 meters in the mountain. The concerned authority should replace the Orderly Rows seating arrangement with Circles or Horsehoes, or Separate Tables, or Solo seating arrangements based on context of the school. If Orderly Rows is chosen, it should be exploited fully. The School Management Committee and school administration should organise the classroom and manage the furniture quality. Arranging seats, planning lessons, and using attractive teaching materials appropriately promote an interactive atmosphere in the school. The teachers should be student-friendly by developing cordial relationships with the students and sustaining the relationship. The classroom should be made a pleasant and welcoming place by decorating the classroom with attractive materials.

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