

Problems in Managing ELT Classroom: A Case Study of Public Schools of Nepalgunj Sub-Metropolitan, Nepal

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Abstract

This research study entitled “Problems in Managing ELT Classroom” attempted to find out the problems in managing ELT classrooms for effective English language teaching. This study accounts for the problems of classroom management in lower secondary and secondary level classes. For this purpose, I collected data in which total sample population of the study was sixty: fifty students and ten teachers. The students were selected by using random (simple random) sampling procedure and the teachers who were teaching at the same level were purposively selected. I developed a check list and questionnaire to collect the data and the data were analyzed descriptively. This study found that the condition of ELT classroom management was not satisfactory. The major problems were such as lack of furniture, teaching materials, proper maintenance of the classroom etc.

Keywords: ELT, classroom management, physical resources, positive classroom environment, discipline

1. Introduction

This research paper is focused on the problems of ELT classroom in context of Nepal. By collecting primary data from the public school of Nepalgunj sub-metropolitan, Nepal, this research paper is the outcome of the evaluation and analysis of those data.

English classroom management refers to co-operation and control of classroom activities related with teaching and learning English. It is relatively confined to the more mechanical aspects of teaching learning activities. Most of the discussion of classroom management assumes that its main purpose is to save time and energy. Some of the points a teacher should consider in planning classroom management, regulations on seat plan and attendance, the handling of instructional materials, equipment and the guidance of students activities during the teaching learning activities in the class.

A well-managed classroom gives the students more opportunities for mental growth and development, which produces favorable working conditions to learn and makes schoolwork enjoyable and interesting. Proper teaching management is the key point in maintaining a refreshful teaching-learning atmosphere. It involves trained students to respond positively to the teachers efforts along with teachers’ performance and behaviors with professional manner. A well-managed classroom is pleasure to behold and natural.

Good classroom management depends more upon teachers and children working equitably together because they are confident together upon peremptory instruction and reigned obedience. So, management is one of the valuables for effective teaching. There are different expressions about classroom management. Alberto and Troutman (1986) view, “it can be defined as a teacher’s ability to co-operatively manage time, space, resources and students’ behaviours 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. Likewise, according to Smith and Leslett (1993, p. 85-90), ‘good’ teacher is able to raise pupils’ self-esteem, develop a positive work ethos without restoring to punitive regime, praise rather than criticize and use pupils’ enthusiasm and interest in a creative and positive way.

According to them what makes a teacher good are; kindness, being patient, tolerant, paying attention to students etc. Similarly, Khadka (2011) defines classroom management as “A broad term that includes establishing classroom, positioning of the students’ desk, scanning of the classroom to ensure that students are working, using nonverbal signals, establishing meaningful reward systems and communicating in a clear and effective manner” (p. 12).

Classroom management has been identified as the physical and psychological management of the language classroom. So, physical setting management and psychological setting management can multiply the benefits in each class. 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”. Here, he focuses on teachers’ activities in managing classroom. How the teachers manage their classes depend upon what activities they do apply in the classroom. Successful and goal oriented learning is always directed by the activities that are implemented in the classroom. The activities that the teachers implement in the classes are not only to achieve the goal of learning, but also help to manage the class. According to Wragg’s; definition of classroom management, learning activities and good management of the class are co- related factors. Less emphasis on the one factor hinders the other. Thus classroom management is a management of physical as well as psychological management for creating learning environment. Harmer (1986) writes:

In general we can say that class management is important in so far as it involves the teacher and the learning activities. The most effective activities can be made almost unless if the teacher does not organize them efficiently; if the teacher, with a group of adolescents, allows a discipline problem to arise learning will be adversely affected. (p. 200)

Dunbar (2004, p. 7-12) gives four important tools the teacher needs to know about managing his/her class which are briefly discussed here (source -www.I.to I.Com/online-tefl module).

1.1 Giving instructions

Making sure the students know what they are meant to be doing is essential and good. Clear instructions are the ways to do it.

1.2 Using the board

Good classroom management encompasses effective and appropriate use of the board. For example, asking students to write answer on the board is a great way to get students practicing their spelling but the teacher must remember that they will be embarrassed if they are wrong, so get the class to spell it together.

1.3 Class Talk

Encouraging interaction between students to find out how to get the class talking. For example, splitting the class into teams when playing games will increase conversation practice.

1.4 Arranging seats

This is an important tool in the classroom and will allow the teacher to better address the needs of the class in different situations.

Good classroom management involves equal participation of students and teacher to solve classroom related problems. It is possible to plan well, but not to be able to react to the classroom dynamics or students' needs. Some of the most important features of classroom management are the things that students do not necessarily see and instructions they find difficult to describe. We must not only prepare for what we want to teach in a period, we also somehow have to prepare ourselves for the unexpected behaviors of the students as well.

Preserve your classroom momentum at all costs. "Momentum" means every student is on-task, the lesson is rolling along smoothly. Most discipline problems do not occur during periods of momentum, but rather during those periods of chaos-when something has broken the momentum of the lesson.

These classroom interruptions may sometimes be beyond our direct control: announcements over the personal assistant, a knock at the door, a fire engine passing the building, or the custodian riding by the window on a power mower.

However, sometimes teachers may unwittingly break their own momentum because they did not have the necessary audio-visual equipment ready, by hunting for misplaced items in the middle of the lesson, or by stopping to reprimand an offending student. Some tips for arranging the classroom (as per Partin, 1996, p. 32) are as follow:

- Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students.
- Set a good example to your students by providing a neat and organized classroom.
- Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors or anything to help make your classroom look aesthetically pleasing.
- Structure your classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
- The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
- Students should be able to see the teacher/ presentation area without having to move or turn around.
- Arrange the room as to allow easy movement.
- Main idea: make your classroom fun, attractive, motivating and functional.

1.5 Problems of Classroom Management

Classroom management problems occur under two circumstances during question and answer sessions. Generally, students are not asked whether they like a lesson or not, so misbehaviour is their only recourse for providing immediate feedback to the teacher. Second, students may misbehave if they are unclear about expected behavior. Exchanges between teachers and students occur quick by during a question and answer session and teachers seldom make explicit the way they want the class to respond. Thus, students act out because they are unable to read the teacher's mind.

Managing the classroom is a challenging task. Each and every class should be managed physically as well as psychologically. When Soniam (2009, p. 56) observed teachers class he found the following problems in classroom management;

- a) Instructions were not clear for students.
- b) Classroom management was not on proper level.
- c) Pre-task actively was omitted.

- d) Task is not appropriate for the student's knowledge.
- e) The topic was not interested to the students.
- f) Low motivation and little control from the teachers.
- g) The activity did not cover their learning style.

2. Review of the Related Literature

Effective classroom management is very much important for teaching learning process. Proper classroom management helps to achieve the specific objectives of English language classroom. Several researches have been carried out on classroom management.

Classroom management strategies are the plans where the teacher applies within the classroom for effective teaching learning process. Bond (2007) has mentioned four effective points of classroom management. They are:

- a) Planned not improvisational
- b) Preventative rather than simply reactive
- c) Controlled and organized rather than chaotic
- d) An opportunity for all students and teachers to experience success

These classroom interruptions (Partin, 1996, p. 32) “may sometimes be beyond our direct control: announcements over the personal assistant, a knock at the door, a fire engine passing the building, or the custodian riding by the window on a power mower”. However, sometimes teachers may unwittingly break their own momentum because they did not have the necessary audio-visual equipment ready, by hunting for misplaced items in the middle of the lesson, or by stopping to reprimand an offending student. Partin (1996) gives some useful tips for handling student discipline situations in his research.

Underwood (1987) focused on his book about the organizational aspects of teaching English. He has recommended many useful devices to the teacher. He focuses on good way of organizing work in the classroom and useful guidelines on making the most of one's time and resources.

Palumbo and Sanacore (2007) highlighted classroom management for effective English language teaching, which includes the helping students become academically engaged, organizing instruction to accommodate students' strengths, needs and motivating students to be interactive during instructional activities.

Bond (2007) in his article named “Questioning Strategies that Minimize Classroom Management Problems” emphasized on the questioning strategies of

classroom management. He found that asking good questions are an important skill that teacher must need to develop for effective classroom management.

Basayal (2010) carried out a research on “Strategies of Classroom Management Used by Secondary level English Teacher.” He explored the common strategies used by the teacher of English in secondary level for classroom management. In his quantitative study, he used questionnaire and checklist observation as tools. He categorized his finding as physical, academic and disciplinary strategies. He found the teachers treatment on disruptive behaviour of the students to make them sit in the front bench of the class.

All the aforementioned studies show that well managed classroom is needed for effective language learning. They all studied about the classroom management, not about how to manage ELT classroom. None of them is related to Problems in Managing English Language Teaching classroom. So, this research is based on the problem which is untouched by the previous researchers and writers.

3. Methodology

In this research, I adopted the following procedures to conduct this study.

3.1 Sources of Data

I used of both the primary and secondary sources of data to collect required information for my study.

3.1.1 Primary Sources of Data

The primary sources of data of this study were the students and teachers of lower secondary and secondary levels government-aided schools in Nepalgunj Sub-metropolitan, Banke district.

3.1.2 Secondary Sources of Data

For the facilitation of the study, I consulted Harmer (1986), Underwood (1987), Eggen and Kauchak (1994), McNamara (1994), Smith and Laslett (1995), Partin (1996), Dunbar (2004), Phyak (2006), Bond (2007), Palumbo and Sanacore (2007), Sharma (2007) etc.

I also consulted research reports, articles, Journals, websites and other written documents available in printed form and electronic media which were related to the study.

3.2 Sampling Procedure

I selected five secondary schools by using non-random (purposive) sampling design. I observed classes of each teacher by using observation check list.

Regarding the population of the study, there were 10 teachers, where two teachers in each school viz. one teacher form lower-secondary level and another one form secondary level. Likewise, altogether 50 students were selected, where five students were from each level of the schools following random sampling procedure (simple random sampling).

3.3 Tools for Data Collection

The main tools for data collection were questionnaire and checklist. A set of questions were designed for teachers and students. Similarly checklist was designed for classroom observation.

3.4 Process of Data Collection

I developed two types of research tools viz. questionnaire and checklist. Then, I selected five government-aided schools at Nepalgunj Sub-metropolitan, Banke district. I requested the authority for permission to carry out research. After, getting permission from authority, I took permission from teachers to observe their classes. I observed the classes of those selected teachers of twenty classes. I collected the data by preparing observation checklist and questionnaires for teachers as well as students.

3.5 Limitations of the Study

The limitations of the study were as follows:

- The study was limited to Nepalgunj Sub-metropolitan, Banke district
- The study was limited to teachers and students of lower secondary and secondary level.
- Only fifty students and ten teachers were selected for the study.
- It was limited to the problems in managing English language teaching classrooms of lower secondary and secondary.
- Only check lists and questionnaires were used for collecting data.

4. Analysis and Interpretation

This research study is related to problems in managing ELT classrooms of lower secondary and secondary level schools. Physical resources include building, furniture,

teaching materials, playground, water and toilet system, computer, language lab, whereas teaching management includes qualified teachers, teaching methods, use of the available teaching materials, classroom practices and lesson plans. If these factors do not correlate with each other in teaching profession, classroom management will suffer from many problems.

4.1 Identification of Problems of Classroom Management

This topic is mainly concerned with the lower secondary and secondary level English teachers and students views on problems of the classroom management. The interpretation is based on the responses of the informants and data which are collected from observation checklist. Here, I tried to draw out the facts from the viewpoint through the observation checklist and questionnaires addressed to the teachers and students school-wise.

4.1.1 Interpretation of the Data Obtained from the Classroom Observation

This section deals with the classroom observation of ten English teachers of lower secondary and secondary levels. I prepared an observation checklist and observed two classes of each teacher. Altogether, I observed twenty classes. I tried to observe how the teachers managed the classroom while teaching. I tried to analyze minutely the activities used in classroom and problems faced by the teachers focusing on areas of physical resources management and teaching management.

After collecting data from different schools, I analyzed them under different headings as follows:

4.1.2 Physical Resources Management

4.1.2.1 Arrangement of the Desks and Benches

Systematic seating helps the students to concentrate their mind on the subject matter and supports group discussion as well. Regarding the arrangement of the students' desks and benches, the fact is presented below:

Table 1

Arrangement of the Desks and Benches

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	13	65
Average	5	25
Below Average	2	10
Poor	-	-

According to table, here we can see that 65% classes were good whereas 25% were average and more than 10% were below average. None of the classes was found excellent and poor. Thus, the arrangement of desks and benches play a significant role in managing the ELT classes.

4.1.2.2 Availability of the Teaching Materials

I found less teaching materials available here. Despite the availability of the teaching materials, the teachers were not found to have been able to use them efficiently. This might be due to the lethargy and unwillingness of the teachers in using them.

Table 2

Availability of the Teaching Materials

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	2	10
Average	16	80
Below Average	2	10
Poor	-	-

The above table shows that 10% classes were good, 80% were average and about 10% were below average in availability of teaching materials in the classroom. None of the classes was found excellent.

4.1.3 Students

4.1.3.1 Interest and Motivation

Students should be made actively involved in the class. For this, they should be participated in listening to the teacher and do activities so that the class could be

automatically controlled. Regarding the interest of the students, information can be presented below:

Table 3

Interest and Motivation

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	10	50
Average	8	40
Below Average	2	10
Poor	-	-

According to this table 50% classes were found good to motivate the students. Nearly about 40% classes were found average and 10% classes were below average to show their interest and motivation in their study.

4.1.3.2 Participation in the Classroom Activities

Adequate participation of the students is required to manage classroom teaching properly. That is to say, the more students participate in learning process the more they learn. Eventually, this leads towards meaningful and successful learning processes so as to actualize real and effective classroom management. Regarding the participation of students, the information can be presented below:

Table 4

Participation in the Classroom Activities

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	10	50
Average	10	50
Below Average	-	-
Poor	-	-

Out of the sampled population 50% classes were found good and 50% classes were average in student participation. The participation of the student in the classroom activities largely depends up on the encouraging behavior and motivation of the teachers towards learning process. Therefore the more the students participate in the classroom activities the better the result will be. However, the result was not so satisfactory.

4.1.4 Teaching Management

4.1.4.1 Use of Teaching Materials

Teaching materials are backbone of teaching learning process. In the absence of teaching materials, it is very hard to manage a classroom perfectly. These are necessary elements for successful teaching. In this research, teachers were found using usual materials rather than new one Table No. 9.

Table No. 5

Use of Teaching Materials

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	4	20
Average	14	70
Below Average	2	10
Poor	-	-

The above table shows that the majority of the teachers i.e. 70% were average and 20% were good and 10% were below average in using teaching materials in their classes. This table shows that majority of the teacher did not use teaching materials in their classes.

4.1.4.2 Use of Appropriate Techniques

The teachers should have tactic to select and use the adequate technique according to the situation. Teaching techniques are not only paramount in managing the classes but also inevitable in making the classes successful and meaningful. However teaching techniques can vary as the teachers.

Table 6

Use of Appropriate Techniques

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	8	40
Average	8	40
Below Average	4	20
Poor	-	-

In this research study, I found 40% good, 40% were average and 20% were below average to perform appropriate techniques. According to given table, the result was not much satisfactory.

4.1.4.3 Discipline

Discipline is an ornament of the students. It is one of the strong moral weapons for human beings. So, it is necessary for students. The great Tibetan-American Buddhist monk Geshe Keisang Gyatso says in his work *How to solve our Human Problems*. “Discipline is a like a great earth that supports and nurtures the crops” (as cited in Eggen & Kauchak, 1994, p. 632). Most of the teachers face discipline problem in the classroom.

Table 7

Discipline in the Classroom

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	8	40
Average	6	30
Below Average	4	20
Poor	-	-

The above table shows the facts that 40% classes were good, 30% classes were average, 20% classes were below average and 10% classes were poor in establishing discipline in the classroom. Thus, it can be concluded that most of the classes were not good at discipline in the classroom.

4.1.4.4 Interaction in the classroom

Teachers should be responsible for managing the classroom in terms of interaction techniques in order to attain objectives. Interaction plays vital role in language teaching. The table below presents the information:

Table 8

Interaction in the Classroom

Rating Scale	No. of classes	Percentage
Excellent	-	-
Good	4	20
Average	7	35
Below Average	7	35
Poor	2	10

According to this table, 20% were good, 35% were average, 35% were below average and 10% were poor in the implementation of interactive technique in the classroom. The result was not satisfactory.

4.2 Analysis of Data Collected from Selected Schools

Five secondary public schools were included within this study, which are interpreted as follows:

4.2.1 Narayan Secondary School

4.2.1.1 Physical Resources Management

Physical resource facilities are the physical infrastructures including building, teaching materials, furniture, playground and other concrete materials which help in teaching and learning processes. Moreover, effective physical environment of school can be organized by taking into account the points such as the use of space, the location and accessibility of resources, seating arrangement, management of noise issues and the temperature of the room. The Problems of managing physical resources of Narayan Secondary School on the basis of following aspects are presented below:

4.2.1.1.1 Teachers' Views

According to lower secondary level English teacher T1 physical condition of this school is not very good. There are many problems. The classroom is congested. There are not sufficient benches in the classroom. He added neither classrooms nor the physical infrastructure is managed properly. Similarly, there are not sufficient teaching materials, like tape recorder, computer etc.

4.2.1.1.2 Students' Views

- a) White boards are not properly managed.
- b) Teachers do not use teaching materials due to their lack.
- c) From the back and corner benches, we cannot see the blackboard properly.
- d) There are not sufficient benches and desks.
- e) Classrooms are not spacious enough.

4.2.1.1.3 Saraswati Secondary School

The information collected form Saraswati Secondary School is presented below:

4.2.1.2 Physical Resources Management

4.2.1.2.1 Teachers' Views

According to secondary level English teacher T2 physical condition of this school is not good. He said that there were not sufficient teaching materials as well as other furniture for the students in the class.

4.2.1.2.2 Students' Views

- a) Our teachers do not use teaching materials due to lack of those
- b) Desks and benches are not comfortable for sitting.
- c) Our teachers do not encourage us to interact in the classroom due to large class.
- d) From the back and corner benches, we cannot see the blackboard properly.
- e) Classrooms are not clean and tidy because of carelessness of school administration.
- f) There is lack of cupboard and flannel board in the classroom.

4.2.3 Dhambojhi Secondary School

The information which I gathered from the questionnaires addressed to the teachers and students are analyzed below:

4.2.3.1 Physical Resources Management

4.2.3.1.1 Teachers' Views

According to lower secondary level English teacher T3 views, there are not sufficient teaching materials and other things. Classroom are congested, there is not enough way for the movement between two columns of benches. Similarly, according to the secondary level English teacher T4, "especially guardians of our students have low economic income and are beyond own responsibilities towards their children. They do not come to school premises even in the publication of final result to take mark-sheet of their kids." Guardians are not fulfilling their duties and responsibilities towards their children.

4.2.3.1.2 Students' Views

Students are facing different problems in their classes. Their views are listed as follows:

- a) Benches and desks are not comfortable enough to sit and write for us.
- b) From back and corner benches, we cannot see whiteboard properly.

- c) We feel difficulty in learning because of noisy classrooms. Our friends have no discipline. They disturb the class due to unmanaged class.
- d) Seats are not properly managed.
- e) Large number of students hinder in checking homework regularly.

4.2.4 Mangal Prasad Secondary School

The information collected from questionnaires addressed to the teachers and students of Mangal Prasad Secondary School is analyzed below:

4.2.4.1 Physical Resources Management

4.2.4.1.1 Teachers' Views

According to the secondary English teacher T5 the school has not adequate teaching materials. There are not well ventilated rooms. Desks and benches are not convenient enough for the students. Even teachers are not aware of using available teaching materials. Toilets are not much more comfortable. Because of congested classroom, moving from corner to corner is difficult. Another teacher T6 said, "There is a lack of materials for sports and teaching as well."

4.2.4.1.2 Students' Views

- a) Our teachers do not use teaching materials very often (mostly they use chalk and blackboard.)
- b) Our class does not have adequate ventilation.
- c) Due to the overcrowded class, we are disturbed.
- d) Desks and benches are not comfortable for sitting.
- e) Rain water enters the classroom due to lack of proper maintenance of windows.

4.2.5 Yuddha Secondary School

The data which I collected from questionnaires addressed to the teachers and students of Yuddha Secondary school is presented below:

4.2.5 Physical Resources Management

4.2.5.1 Teachers' Views

According to the secondary level English teacher T7, "There are not well facilitated rooms. Desks and benches are not convenient enough for the students." There are many problems. The school lacks English teaching materials due to which it is difficult to teach English.

4.2.5.1.2 Students' Views

- a) Teachers do not use teaching materials.
- b) From back and corner benches, we cannot see the blackboard properly and sometimes it is difficult to understand because of poor visibility and reflection of light.
- c) Our teachers could not pay attention to the whole class due to a large number of students.
- d) The walls of classroom are not plastered (This creates a lack of interest in students towards learning).
- e) There is lack of ceiling fan and light in the classroom

As a conclusion, we can say that the condition of the ELT classroom was not satisfactory. These schools lacked required materials. The schools suffered from lots of problems. The English teachers have to face lots of problems due to lack of teaching materials as well as other physical weaknesses of the school. The classrooms of these schools are not spacious enough to manage the students properly. Due to lack of ventilation, congested rooms, untrained teachers, inadequate benches; the overall teaching learning activities of these schools are adversely affected.

4.6 Suggestions Given by the Informants

The informants were asked to list out some of the problems regarding classroom management that they have been facing in course of the classroom teaching and give some suggestion as well. I have mentioned these problems in 3.2 school wise, which can be solved applying different ways. Some of the suggestions given by informants are listed below:

- a) The teachers should be sincere to the role of classroom management for effective language teaching.
- b) Teachers can prepare some teaching materials for effective language teaching.
- c) It is better to correlate physical resources management with teaching management for effective language teaching.
- d) Teachers should be active in using teaching materials for different purposes.
- e) Teachers should have commanding power and capacity to control the class.
- f) Teachers should encourage the involvement of the students.
- g) Teachers should conduct games in the classroom.
- h) Training about classroom management should be conducted.
- i) Teachers should be active, broad-minded and tricky to maintain discipline in the class.

- j) We can conclude that proper classroom management is necessary for effective English language teaching.

5. Findings and Recommendations

The major concern of this study was to find out the problems in managing ELT classroom. I closely observed and studied the problems faced by teachers in managing ELT classroom. The information obtained from the analysis and interpretation of the data yielded the following results as the findings of the study.

5.1 Findings

On the basis of the rigorous analysis and interpretation of the data, the following findings are extracted:

- Teaching materials were not sufficient in the class and school as well.
- Even though each English classroom had a blackboard or whiteboard, it was not in appropriate size and in condition.
- There were not appropriate arrangement of furniture particularly for group discussion and conducting other activities.
- The condition of recording the files of the students' activities were not found satisfactory. Because 80% classes had not provision of keeping files to record the student' activities.
- Teachers were found using usual materials rather than new ones.
- Students-students interaction was quite rare.
- I found that teachers unsuccessful effort to manage classroom disruptions were also the causes of classroom disruptions.
- I found that there was a gap between teacher's knowledge and their practice in the classroom. What they said was not practiced by them.
- Classrooms were not spacious enough.
- There were not cupboard and flannel board in the classroom.

5.2 Recommendations or Pedagogical Implications

On the basis of the findings, the following recommendations have been made:

- School administration should manage the adequate teaching materials.
- Boards should be prepared appropriately according to size of the class and condition.
- School administration as well as teacher should manage proper seat plan and furniture according need.

- The system of keeping record files of the student's progress and activities time and again is the identification of systematic classroom management. Thus, the schools and teachers should be habituated on this aspect.
- Teachers should prepare their lesson before they go to the class. Materials should be prepared and demonstrated in advance.
- The language teachers should encourage the students-students interaction in the classroom.
- Communication should be used effectively to manage disruption in the classroom. Effective training should be given to the teachers to prepare them for effective communication.
- I found that there was a gap between teacher's knowledge and their practice in the classroom. So, it is recommended that the teacher of English should use their knowledge in their practical life to manage classroom description.
- School administration should manage the spacious classroom. School administration should manage cupboard and flannel board in the classroom.
- The teachers should use teaching materials as per the nature of the lesson.
- Further researches are to be carried out in this field meticulously. That will contribute to improve the present condition regarding problems in managing ELT classroom.
- It is suggested that the administrators and teachers should take equal responsibilities to manage classroom.

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