

## **Exploring Classroom Management Techniques: Keys to Success in English Language Classroom**

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### **Abstract**

*Effective classroom management is a cornerstone of fruitful English Language Teaching (ELT), considerably prompting student engagement and learning outcomes. This research paper investigates effective classroom management techniques in ELT, stressing their role in fostering a conducive learning environment. Through analyzing approaches such as student motivation, relationship building with stakeholders, and discipline maintenance, this article explores their significance in an engaging and well-ordered classroom atmosphere. Employing a comprehensive appraisal of current practices and ideas of different scholars portrayed in their works, the study highlights how motivation nurtures a positive learning atmosphere, while robust relationships with students, parents, and colleagues contribute to a supportive educational community. Furthermore, the article examines strategies for preserving discipline that stimulate reverence and responsibility among learners. By incorporating these three key techniques, teachers can build vibrant and all-encompassing classrooms that not only facilitate language acquisition but also empower the students academically in multidimensional ways. The teachers employ a variety of teaching techniques in ELT classrooms based on the students' diverse cultural and educational backgrounds along with the learning contexts, where this study finds these aforementioned techniques more effective for maintaining a learner-friendly classroom management. This paper aims to provide ELT practitioners with actionable intuitions to optimize their classroom management strategies for a more creative learning environment..*

**Keywords:** Classroom management, Motivation, Relationship building, Discipline maintenance, Classroom context

### **Introduction**

Classroom management is considered an essential part of teaching and learning activities. It refers to creating a safe and conducive learning environment. It is simply taken as a



teacher's method of maintaining order in the classroom that is appropriate to student achievement. Van Deventer and Kruger (2003) define classroom management as "planned, organized activities and procedures which allow for effective teaching and learning to take place" (p. 18). It reveals that classroom management is the sum total of well-planned activities organized in proper ways for creating an effective learning environment. For Tracey Garret, classroom management is a systematic process that consists of five key areas: the physical design of the classroom, rules, and routines, relationships, engaging and motivating instruction, and discipline (Garret, 2014, p.3). He means the physical design is overall seating arrangement, rules are related to code of conducts along with timetable, instructors' motivation to engage the learners, relationship denotes teachers' caring and supporting relations with students and parents, discipline focuses on responding and preventing students' misbehavior.

Similarly, Petrorius and Lemmer (qtd. in Coetzee et al. , 2008, p. 24)) opine, "Classroom management is the process of working with and through individuals, groups and other resources, whether they be learners , educators, administrative staff, parents or other stakeholders . . . to accomplish specific learning outcomes" . It ensures that classroom management is the collaborative task of all the concerned stakeholders to achieve certain targeted educational goals and precise learning results. Coetzee et al. (2008) state: "The aim of classroom management is to plan, organize, lead and control the teaching and learning process in such a way that the learner will get the maximum benefit from the process"(p.24). They mean that classroom management aims to maximize the learners' interests by creating an attractive learning climate. Khadka (2011) takes classroom management as "a broad term that includes establishing classroom, positioning of the student's 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). It shows that classroom management needs proper seating arrangement of the students, observing their activities, rewarding, and creating an effective communication platform.

English Language Teaching (ELT) classroom management refers to the administration and guidance of classroom activities concerned with teaching and learning English. The teacher has a pivotal role in managing the classroom in ELT so s/he needs proper techniques. Adhikary (2019) states, "Some of the points a teacher should consider in planning classroom management are regulations on seat plan and attendance, the handling of instructional materials, equipment and guidance of students' activities . . . in the class" (p.1). It denotes that teacher has the great responsibility of physical and psychological management of the language classroom by providing proper guidance, so the students actively participate in teaching-learning activities. Understanding the students for the teachers is a very crucial aspect of language teaching class. According to Wiseman and Hunt (2014), "Teachers can help to ensure students' success when they know their students' strengths, their weaknesses, what interests and what does not interest them, and when they establish a positive relationship with them" (p 23). The eminence of the teacher-student relationship in the classroom is the key to all other aspects of classroom management. Successful teaching usually relies on the skills of the teacher to manage the classroom.



Motivation is one of the key techniques for ELT classroom management. Wiseman and Hunt (ibid.) opine, "Motivation is an internal state that arouses students to action, directs them to certain behaviors, and assists them in managing that arousal and action with regards to behaviors important and appropriate to the learning environment"(p. 9). It energizes and activates students toward learning activities. Classroom management techniques generally encompass motivation, the physical design of the classroom, teachers-students co-operative relationships, flexible rules and routines, discipline issues, dealing with disruptive behavior, managing parental participation, and overall plan for classroom management. For successful learning outcomes, the aforementioned factors have equal status in the ELT classroom and the teachers have to apply them cautiously. This paper examines three key factors of classroom management techniques; motivation, discipline issues, and the relationship building in ELT classrooms.

The study aims to explore key aspects of effective classroom management in English Language Teaching (ELT) by examining the most impactful techniques that facilitate an optimal learning environment. Specifically, it seeks to analyze how motivation serves as a crucial strategy for enhancing student engagement and improving language acquisition outcomes. Additionally, the research will scrutinize the significance of building strong relationships with stakeholders—including students, colleagues, and parents—in fostering a well-managed classroom and improving overall learning results. Furthermore, the study will evaluate the role of consistent and fair disciplinary practices in contributing to successful ELT classroom management. By addressing these objectives, the research intends to provide valuable insights for educators to create more structured, engaging, and productive language learning environments.

To operationalize these objectives, the study addresses three central research questions: First, *which classroom management techniques most effectively enhance engagement and learning outcomes in ELT?* Second, *how do motivational strategies underpin successful classroom management?* Third, *in what ways do stakeholder relationships and disciplined environments collectively foster effective ELT classrooms?* By interrogating these dimensions, the research aims to equip educators with evidence-based frameworks for optimizing language instruction.

## **Methodology**

The study systematically examines and interprets the classroom management techniques presented in scholarly literature, books and articles. It adopts textual analysis approach identifying key techniques for effective classroom management in ELT. The subjective interpretation of the ideas is carefully undertaken to draw conclusion. For this purpose different books on concerned concept are consulted as the main source of information for discussion. To be more precise, the books such as *An Educator's Guide to Effective Classroom Management* (Coetzee et al., 2008), *Best Practice in Motivation and Management in the Classroom* (Wiseman and Hunt, 2014), *Effective Classroom Management: The Essentials* (Garrett, 2014),



*Classroom Management Strategies: Gaining and Maintaining Students' Cooperation*, 7<sup>th</sup> edition (Cangelosi, 2014), and *Classroom Management* by Peace Crops (2008) are the primary sources of data in this research paper. Besides these, different articles, journals, research reports, and websites available in printed or in electronic forms concerned to classroom management techniques are consulted. Moreover, my professional teaching experiences for 18 years are also the sources of the study. The ideas of the scholars are critically examined and interpreted associating with classroom management. In other words, the subjective interpretation of the ideas is employed throughout the research paper. Under discussion, three key classroom management techniques in ELT; motivation, discipline maintenance and relationship building are discussed followed by the findings and conclusion.

## Findings

Classroom management is considered as a challenging task, since the students of diverse cultural background and learning capabilities accompany in the classroom. The teacher has crucial role in overall managing aspects, and creating sound learning environment. Hunt and Wiseman (2014, pp. 41-41) claim, “no pilot would have an airport without a flight plan nor would a coach enter an athletic contest without a game plan. Likewise, no teacher should enter the classroom without having plans to instruct, motivate, manage, and deal with students’ problems. . .” It implies that teacher needs to be well-planned to cope with the problems that occur in the classroom, and to make the classroom full of learning environment. The information obtained from the different books, journals, and articles consulted during my study regarding classroom management provide the following findings: The teacher is a manager, motivator, relationship builder, and discipline maintainer.

Motivation and management are inseparable concepts that function as two sides of the same coin, making it essential for teachers to understand both in order to create a practical and enjoyable classroom environment. **First and foremost**, the teacher, as a motivator, must foster a stimulating learning atmosphere where students actively engage in the learning process, as motivation serves as the nucleus of all effective classroom management techniques. **Additionally**, building strong relationships with key stakeholders—including students, peers, and parents—plays a crucial role in establishing a conducive learning environment, since mutual respect and care among these groups form the foundation of successful classroom management. **Furthermore**, parental involvement in learning activities enhances the classroom climate, reinforcing students' motivation and commitment. **It is also important to note** that classroom management should not be confused with discipline; rather, it encompasses a broader set of strategies to maintain an orderly and productive learning space. **To achieve this**, schools must develop clear discipline policies, behavioral standards, classroom procedures, and safety protocols, all of which help address disruptive behaviors while promoting a well-managed and supportive educational setting. **Ultimately**, by integrating these elements, teachers can cultivate an engaging, structured, and harmonious classroom that maximizes student learning and growth.



## Discussion

The three key components of classroom management techniques in ELT classroom; motivation, discipline maintenance, and relationship building are examined here in the following chapters:

### Motivation

Motivation of the students is the significant aspect of classroom management technique. When the students are naturally motivated to learn, they pursue tasks energetically and wholeheartedly. A teacher as a motivator has to understand all the students and create positive learning environment where students can actively participate in learning activities. “Nothing happens in the absence of motivation” (Hunt & Wiseman, 2014, p.16). Emphasizing on motivation, Hunt and Wiseman take it as the central point for effective teaching, and creating enjoyable and encouraging climate in classrooms. Khatri (2016)) insists on “. . . Effective classroom management is closely related to students’ motivation. The more motivation students have, the more effective classroom management is. Students can be motivated by many factors including physical, emotional and social needs” (p. 82). So, motivation is the integral part of classroom management that provokes students’ interests, directs them to behave well, and stimulates them to learn effectively. Teachers need to create a student-friendly climate in the classroom, so that their physical, passionate, and communal needs get fulfilled. Similarly, Hunt and Wiseman assert: “Environment where students feel safe, both physically and emotionally, where they feel desired and cared for, and where they feel as though they ‘fit in’ or belong, contribute significantly higher level of motivation”(p. 86). It indicates that learner-centered environment guides to right track even the unmotivated students.

Motivation in the classroom helps student stay positively, engage actively, and participate freely with curiosity in learning activities. Levin and Nolan (qtd. in Hunt and Wiseman, 2014, p. 9) argue motivation as an “Inner drive that focuses behavior on a particular goal or task and causes the individual to be persistent in trying to achieve the goal or complete the task successfully”. It shows that motivation energizes behavior of the language learners to accomplish the targeted goals in estimated time framework. The teachers must have theoretical as well as practical knowledge of motivation as Hunt and Wiseman (2014) point out, “Effective teachers not only understand what motivation is, they also, know how to apply this understanding to motivate their students” (p.46). They identify four dimensions of motivation: interest, relevance, expectancy, and satisfaction which are concerned to students’ curiosity, connectivity of their needs with teachers’ instructions, successful completion of lesson, and balance between intrinsic motivation and extrinsic reward (pp. 46-47). “Extrinsic motivation means that a person is motivated by something external. Intrinsic motivation means that a person works because of an inner desire to be successful at a certain task” (Coetzee et al., 2008, p. 103). In intrinsic motivation, the students find teachers’ instructions pleasant, rewarding, and satisfying, so they do not need incentives or punishments whereas extrinsically motivated students participate in learning activities for getting something of value.



The intrinsically motivated students are task-oriented, co-operative, and feel relaxed in the language classroom. Cangelosi (2014) asserts, “Students can be intrinsically motivated to engage cooperatively in learning activities when those activities focus on problems the students feel a need to solve”(p. 234). It reveals that collaborative learning atmosphere is the result of proper motivation to the students. “ The teacher needs to create a friendly interactive atmosphere by motivating students to respect each other, . . . help the weak, provide interesting reading topics, and energize their emotions and feelings” ( Megawati et al., 2020, p. 24). It ensures that motivation is necessary for the students in each aspects of learning and for this; the teacher is the overall manager in the classroom. Hunt and Wiseman point out: “The most effective classroom managers do not treat all students the same, but treat all students equitably and tend to use different strategies with different types of students” (p.24). They intend that the students need different types of motivating strategies as they differ in their nature and interests. The teacher needs to encourage low-achieving students to be task-oriented and active in interactive situations.

### **Discipline Maintenance**

Creating a disciplined classroom is one of the crucial components of effective classroom management technique in ELT. It is required that every teacher collaborating with the concerned stakeholders need to design classroom rules, establish standards for classroom conduct, procedures for classroom routines, and school wide discipline and safety policy (Cangelosi, 2014, p.140). Learners’ participation in formulation process of classroom rules, standards, and routine, helps create conducive learning environment. Coetzee et al. ( Coetzee et al., 2008, pp.217-218) put forward procedures regarding classroom rules such as; announce at the beginning of the year, post them in the classroom, apply consistently in an unprejudiced and fair manner, follow natural justice, write in clear and understandable way, and interconnect with the school policy and school’s code of conduct. If the rules are displayed and utilized as mentioned in above lines, the classroom climate will be learner friendly. Similarly, establishing standards for classroom conduct is another important aspect in classroom management. “Standards for classroom conduct are formalized statements that provide students with general guideline for the types of behaviors that are required and those are prohibited” (Cangelosi, 2014, p. 140). The standards are concerned with the necessary and unnecessary activities in different situations in the classroom. The well-formulated rules and standards assist in developing conducive learning environment in the classroom. The proper use of routine and the successful implementation of school policy help maintain discipline in the classroom.

Traditionally, classroom management is synonymous with discipline. It is just a misconception. Garrett (2014, p.1) argues, “. . . discipline is certainly an important component of classroom management; it is not the only component”. It shows that discipline is one element of managing classroom but not a single authoritative aspect. Burden (qtd. in Hunt and Wiseman, p.10) defines discipline as “the act of responding to misbehaving students in an effort to restore order”. Misbehavior is inappropriate and unwanted sudden task of the student that threatens the productive classroom environment. The teacher must identify the source of



misbehavior and take actions to stop the problem in future. “It is important to recognize that student misbehavior to be analyzed and then addressed in a situational manner as such behaviors are contextual. What may prompt a behavior in one student may not another” (Hunt and Wiseman, 2014 p. 238). It suggests that one rule is not enough to address misbehavior, so the teacher needs individually contextualized knowledge to settle the unacceptable behaviors. It further asserts that teachers often identify rules for learner behavior specific to their individual classrooms as part of their own personal management and discipline plan.

### **Building Relationship**

Relationship building is another key factor in classroom management technique. The caring and mutual relationship between the students and the teachers, students and students, teachers and parents, and institutions and parents, help ensure stimulating learning environment. For creating teacher-learner relationships, Coetzee et al. (2008, p.88) suggest that open and professionally appropriate dialogue, openness and transparency, interdependence, separateness, mutual meeting of needs, caring manners, and opportunities for personal discussion are the necessary in classroom. It is the teacher’s responsibility to develop caring and mutual relationships among the students in the classroom. Garrett (2014, p. 60) emphasizes on some strategies to teachers to develop teacher-student relationships as; be welcoming, be a real person, maintain a sense of humor, provide extra help, be available to talk, be sensitive to students’ personal concerns, learn about students’ cultural backgrounds, encourage to regulate learning, and take a personal interest. The students need caring and safe environment from their teachers to cooperate, follow classroom rules and routines, and participate in learning activities with full enthusiasm. For this condition, a teacher needs to be welcoming, frank, helpful, and full of information regarding students’ individual interests and cultural background. Teachers with caring disposition and encouraging manners are preferred by the students in their language classroom.

Relationships among the students also have a potent effect on classroom management. Since the student have common learning goals, it is necessary to develop interconnectivity among them, and it is the responsibility of the teacher to create such environment. Garrett (ibid, p.50) asserts, “The key to developing positive interpersonal relationship among students is to provide students with opportunities to form connections with their classmates”. It adds that when the students get connected with each other, there appear fewer problems, and the classroom becomes more supportive and comfortable. Similarly, a parent-teacher relationship is another element of classroom management. The parents and the teachers need to work together to achieve success for the learners, and for this communicating with parents is essential. Coetzee et al. (2008, pp.141-142) suggests the involvement of parents in; information-giving activities, information sharing activities, classroom activities, resourcing activities, and home based activities. As the moderators between the parents and institutions, it is the teacher’s professional responsibility to work for building mutual and cooperative relationship with the parents by involving them in different activities for getting targeted academic goals. To foster cooperative relationships with parents, Garrett (pp.54-55) suggests; send welcome letters at the beginning of



the school year, make first interaction positive one, deliver positive notes and mails, send progress notes at home, welcome parent input, invite in classroom and school activities, and develop a class website. These activities enhance parental involvement to their children's education, so the classroom becomes more productive and goal-oriented.

## Conclusion

Effective classroom management is undeniable aspect in English language classroom. Classroom management indicates to diverse types of skills and abilities that are put into practice by the teachers to make the students attentive, participatory, curious and disciplined. Paudel (2) argues: "Classroom management consists of techniques and attitudes, through which the instructors exercise control on the classroom environment, so the learning of the students gets up-graded". It refers that classroom management is concerned with students' learning achievement, and for this the teacher having positive attitude needs to apply different techniques to properly manage the classroom. The motivated, disciplined and sharing cultured students actively engage in the learning activities, so the teacher needs to emphasize on the key factors of classroom management techniques such as motivation, discipline issues and relationships building. Classroom management is simply taken as a teacher's method for maintaining order in classroom that is supportive to student accomplishment. So, the teacher is the manager or the chair of classroom affairs that occur during the learning activities, and it is his responsibility to settle them in friendly manner. The teacher requires motivating the unmotivated students, encouraging and convincing them for their lively involvement in the classroom activities. The sharing relationships among teachers and students, students and students, and teachers and parents establish mutual cooperation, and enhance comfortable learning environment. The rules, routines, standards of conduct, strategic policies of the school and their proper application ensure to reduce disruptive behavior help to maintain discipline in the classroom. Hasan (2021) suggests: "Classroom management encompasses developing student's behavior and their self-discipline and handling what is happening in the classroom"( p.1). Plenty of labor is necessary to the teacher to manage the classroom having the students of different attitudes and cultural as well as educational background.

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