

INTERNATIONAL CONFERENCE ON
“ENVIRONMENT, AGRICULTURE & HUMAN WELFARE: AN OVERVIEW OF
SUSTAINABLE GOALS OF FUTURE”
26TH November, 2023

**Examining English Language Teachers Perspectives on Effective
Classroom Management Strategies**

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Abstract

Effective classroom management is an essential component of successful English language teaching, as it creates a structured, supportive, and engaging environment in which learners can participate actively and develop their language skills. This study examines English language teachers' perspectives on effective classroom management strategies, focusing on the practices they consider most useful for maintaining discipline, encouraging participation, managing diverse learners, and promoting positive teacher–student relationships. The study explores teachers' views regarding strategies such as establishing clear classroom rules, setting consistent expectations, effective time management, positive reinforcement, cooperative learning, engaging instructional activities, and constructive feedback. It also considers the challenges teachers encounter in managing classrooms with different levels of language proficiency, learning styles, motivation, and behavioural needs. The study emphasizes that classroom management extends beyond maintaining discipline and involves creating an inclusive learning environment that supports communication, collaboration, and learner autonomy. Teachers' experiences and professional knowledge play an important role in selecting management strategies that are appropriate to particular classroom contexts. The research further highlights the importance of teacher flexibility, emotional awareness, effective communication, and the integration of learner-centered approaches. Understanding teachers' perspectives can provide valuable insights for improving teaching practices, professional development programs, and institutional support systems. Overall, the study suggests that effective classroom management in English language education requires a balanced combination of clear structure, positive relationships, active learning, and adaptive teaching strategies to enhance both classroom behaviors and language-learning outcomes.

Keywords: Classroom management, English language teaching, teacher perspectives, teaching strategies, learner engagement, classroom discipline, student participation, teacher–student relationships, language learning, learner-centered education.