

**INVESTIGATING CLASSROOM MANAGEMENT PRACTICES OF PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM**Muhammad Reza Zulyansyah Santoso<sup>1</sup>, Sri Lestari<sup>2</sup><sup>1,2</sup>Universitas Esa UnggulEmail: [rezanes07@gmail.com](mailto:rezanes07@gmail.com)<sup>1</sup>, [sri.lestari@esaunggul.ac.id](mailto:sri.lestari@esaunggul.ac.id)<sup>2</sup>

**Abstrak:** Penelitian ini bertujuan untuk menyelidiki bagaimana calon guru bahasa Inggris menerapkan keterampilan manajemen kelas selama praktik mengajar mereka. Beberapa penelitian telah dilakukan tentang keterampilan manajemen kelas oleh calon guru bahasa Inggris, dan diperlukan penyelidikan lebih lanjut tentang penelitian observasional. Partisipan penelitian ini adalah lima calon guru bahasa Inggris, dan studi kasus kualitatif dengan analisis tematik keterampilan manajemen kelas digunakan untuk mengumpulkan data. Peneliti membuat tema prinsip manajemen kelas oleh Douglas Brown dan strategi oleh Jim Scrivener seperti lingkungan fisik, suara, dan bahasa tubuh, pengajaran yang tidak direncanakan, mengajar dalam keadaan yang tidak menguntungkan, gaya mengajar, menciptakan iklim yang positif, pengelompokan dan tempat duduk, selama kegiatan, menetapkan otoritas, menggunakan alat dan teknik, dan bekerja dengan orang lain. Hasil penelitian menunjukkan bahwa keterampilan manajemen kelas oleh calon guru bahasa Inggris diterapkan dengan baik karena prinsip dan strategi diikuti, dan calon guru bahasa Inggris memahami maksud manajemen kelas di kelas.

**Kata Kunci:** Manajemen Kelas, Calon Guru Bahasa Inggris, Praktik Mengajar.

**Abstract:** The study aims to investigate how the pre-service English teachers implement classroom management skills during their teaching practicum. Several studies have already been conducted on classroom management skills by pre-service English teachers, and more investigation is needed on observational research. This study's participants were five pre-service English teachers, and a qualitative case study with a thematic analysis of classroom management skills was used to gather data. The researcher created the theme of classroom management principles by Douglas Brown and strategies by Jim Scrivener such as physical environment, voice, and body language, unplanned teaching, teaching under adverse circumstances, teaching styles, creating a positive climate, grouping and seating, during activities, setting authorities, using tools and techniques, and working with people. The results show that classroom management skills by pre-service English teachers are implemented well because the principles and strategies are followed, and the pre-service English teachers understand the intention of classroom management in the classroom.

**Keywords:** Classroom Management, Pre-Service English Teachers, Teaching Practicum.

**INTRODUCTION**

Classroom management is important for teachers because it has two general purposes. The first is to establish a classroom environment, and the second is to actively contribute to student's academic and social skills (Postholm, 2013). The reason why the teacher had to establish the classroom environment is to create a peaceful environment so the students can contribute to the classroom activities since teachers have a responsibility to create a safe place for students to learn and support them in class. The second reason the teacher needs to actively contribute to the students' academic and social skills is to push all student social skills for their academic purposes. Classroom management is essential for educators to effectively manage the diverse conditions and challenges they face in the classroom (Edmund & Laura, 2014). Franklin & Harrington (2019) found out classroom management can make students participate more in learning activities. Furthermore, Gage & MacSuga-Gage (2017) states classroom management skills that focus on student behavior praise are effective in increasing engagement and disruptive behavior because the teachers can make a comfortable environment for the students.

In classroom management in teaching language lessons, the teacher will face various problems. Soleimani and Razmjoo (2019) identify problems of classroom management in EFL classes. They found there are problems the teacher faced during teaching English as a foreign language such as a) student did not want to speak and participate in English, b) resisting the usage of English in classes, and c) speaking their first language (L1) instead of English during the activities. Similarly, Anwar (2020) found that EFL Teachers in Indonesia stated that the students have a fear of speaking and answering questions, and also not enthusiastic while learning English, and are more likely to use the L1 instead. Mularsih (2023) English teachers often find their students are not at the right proficiency levels, for example, the middle school student did not show the levels of middle school students but showed elementary school student skills instead.

Classroom management in English classes is more challenging than other subjects for pre-service teachers. Merc and Subasi (2015) found the pre-service English teachers' students were always utilize L1 and did not like when the pre-service English teacher used English to communicate because the students started mimicking and disrespecting the pre-service English teacher's accent. Pre-service teachers did not understand how important classroom management is their students' academic outcomes. Different from the real purposes of

classroom management to establish and create student contribution, pre-service teachers frequently believed that teaching was only imparting knowledge to students thus, to create encouraging learning conditions, they needed to gain a strong grasp of; the classroom management (Aliakbari & Bozorgmanesh, 2015; Hai, 2023). Korkut (2017) found pre-service English teachers did not yet implement classroom management effectively. Korkut finding is also similar to Kwok's (2021) revealed that pre-service teachers from various majors who were taking microteaching classes did not guarantee the pre-service teacher would apply classroom management effectively in the actual school. Serliana et al. (2021) found pre-service teachers have various challenges such as disrespecting the teacher, sleeping during activities, and lack of participation of the students during an online teaching practicum. They stated future studies need to explore the pre-service teacher strategies of classroom management in class.

Several studies have found that it is crucial to know what pre-service English teachers do in class along with how they imply classroom management. Sahin (2023), studying teaching practicum in English Language Teaching (ELT), states that it requires further research and detailed investigation in ELT class during the teaching practicum. Similarly, Woodcock & Reupert (2017) studying the classroom management by various pre-service teachers in three countries Canada, Australia, and the United Kingdom, has limitations in the classroom management data. Woodcock and & Reupert suggest that future research, including observational research, to get know what the pre-service English teachers actually do in the classes. Furthermore Yasin (2022) has limitations on the data sources; a further study is needed to clarify which effective classroom management or research has shown a practice of classroom management in English classes. To conclude, the research above shows that classroom management in ELT still needs more investigation, especially during the time of teaching practicum by the pre-service teachers, which this study will investigate.

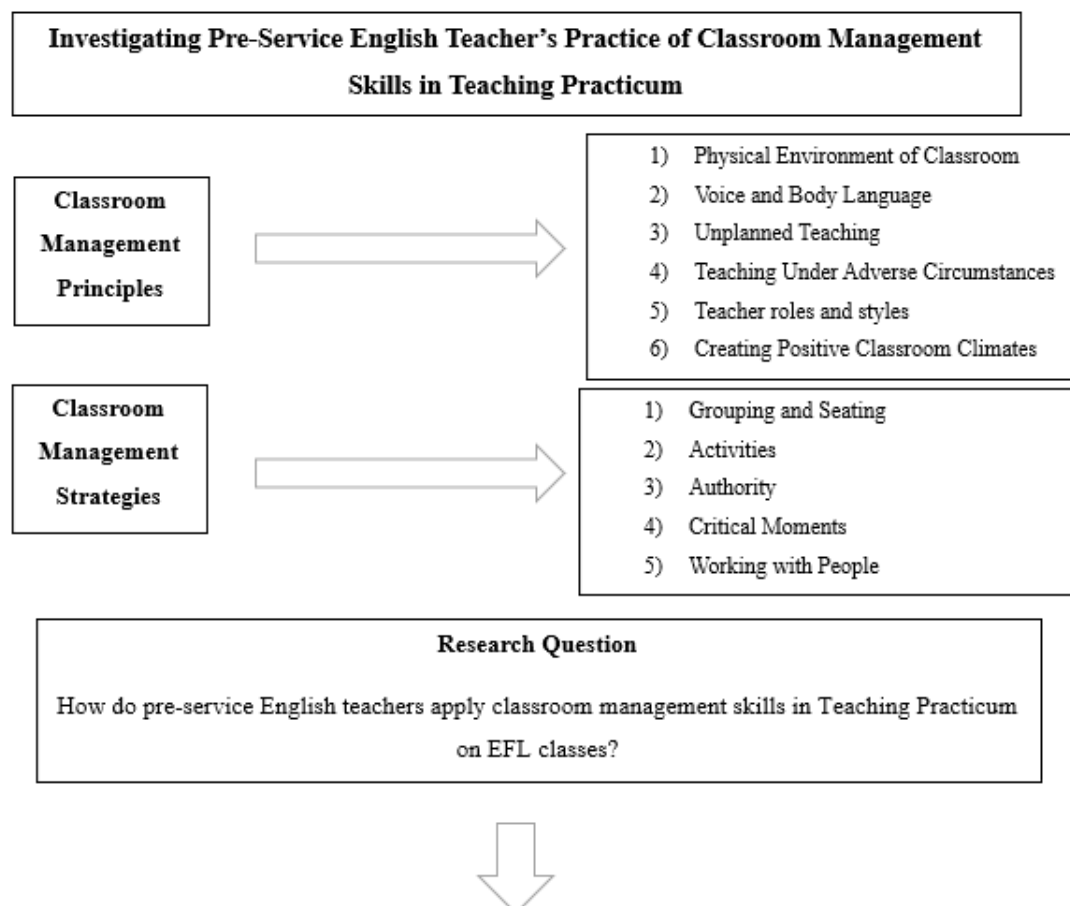
### **Previous Studies**

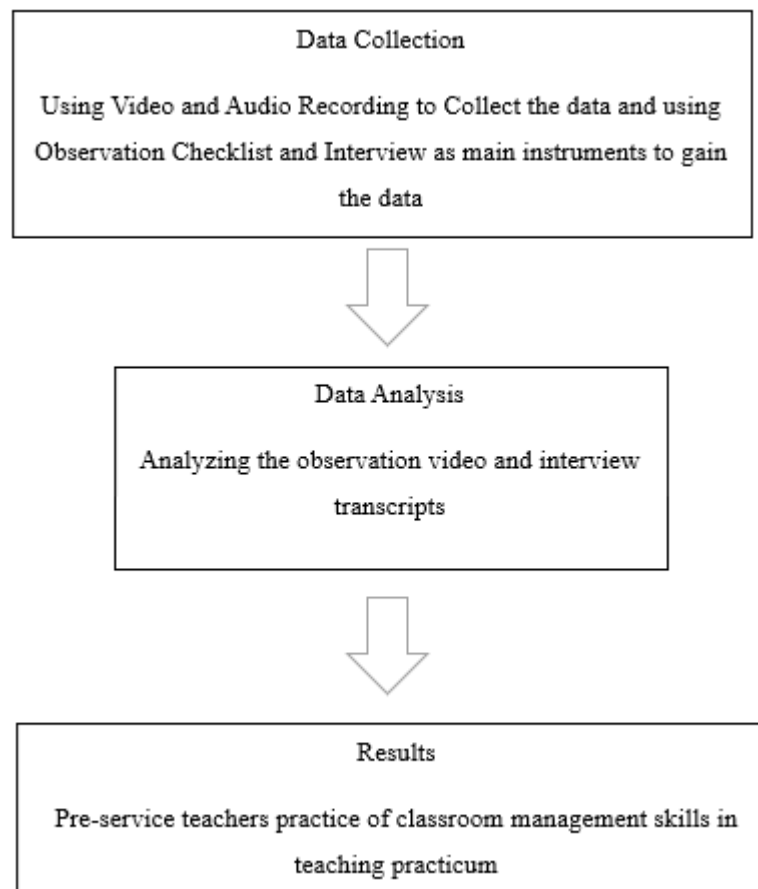
Several studies have analyzed the pre-service English teachers during teaching practicum. Nketsia (2023) analyzing the pre-service foreign language teachers' perception during the teaching practicum views the practicum as a good platform for experiencing teaching especially when it comes to language teaching. In Indonesia seems differently, when pre-service English teachers practice their teaching during teaching practicum their classroom was hampered by the students' noise, indolence, lack of interest, unplanned conversation, and

disrespect and the pre-service English teacher can't have a good classroom management since bothered by them (Mudra, 2018). Previous study by Kaur and Kumari (2017) studying the effect of classroom management on teacher effectiveness of teacher trainees showed that classroom management skills during the teaching practicum increase the personality of the teacher. The study results show the parameter of personality development in classroom management affects teacher performance. Based on the several studies indicated that classroom management are good skills that can improve teacher and student performance but there are plenty pre-service English teachers that struggle to have classroom management skills.

### Conceptual Framework

Conceptual framework made based on Classroom management principles by Brown (2015) and Classroom management strategies by Scrivener (2005) in order to answer this study question "How do pre-service English teachers apply classroom management skills in Teaching Practicum on EFL classes?" by using observation and interview with the participants of the research.





## RESEARCH METHODS

In this study, the type of research approach was qualitative method. The most suited for this research is qualitative data since this case focuses on developing an in-depth understanding of a case (Creswell, 2012). A case study is examined in detail, such as a phenomenon, event, situation, organization, or social unit. A case study is suitable to the current research, which studies the phenomenon that happened in pre-service English teacher classroom management. Case studies rely on multiple data sources and this study used data collection sources such as observation and interviews (Yin, 2018). As this research is a case study, a descriptive method was used as the research aim is to explore how pre-service English teachers practice their classroom management skills in teaching practicum. The researcher collecting the data by observation and interview as the primary instruments of the research. The observation was conducted first using the observational checklist that has been made by the researcher based on Brown (2015) and Scrivener (2005) theory. Five pre-service English teachers were recorded by the researcher twice in EFL class of the middle school in West Jakarta, Indonesia. The recording has been conducted twice in two weeks because due to the same schedule with

another pre-service English teacher and the teaching practicum conducted near the mid test date. To have deep understanding and results due to the time limitation of the observation, the researcher was conducting an interview with the pre-service English teachers to validate the observation result and the strategies of the pre-service English teachers. After collecting enough data from the observation and interview, the collected data has been analyzed using a few procedures. The data was analyzed using deductive thematic analysis technique by coding the variable of classroom management skills by Brown (2015) and Scrivener (2005). The researchers using coding table for the research variable that including the theme, code, definition, and sub theme to categorizing the observation data and interview transcript. After categorizing and coding, the data defined and describe each variable of how the classroom management will be applied by the participants.

## **RESULTS AND DISCUSSION**

### **Results**

#### **A. Physical Environment**

Based on observation, all five participants used Chalkboard well to illustrate the example of the subject they taught. For example, PST4 uses chalkboard to create notes for the students to write on their book and also write a sentence example with the formula on the board for the student to understand the “simple past tense”.

*“I often use the blackboard because firstly, the projector is a bit difficult to set up in class so I mostly write on the blackboard, and then also many of the students do not have printed books so the only one who has printed books is me.” -PST4-*

Based on the two observations, PST4 did not use the projector in her classes, and the researcher asked why she did not use a projector to help her in teaching. PST4 stated that the projector was difficult to set because the class did not have a projector, and the PST had to borrow it. she stated all the students had no books, so she had to write them down on the chalkboard.



*Picture 4.1. Chalkboard Use by PST4*

Other things on physical environment based on observation that four participants prepared the equipment well. For example, before entering the classes they already have the projector on their hands so when the class starts, they just turn it on and start the lesson immediately (look picture 4.1).



Picture 4.2 Projector usage

The picture above illustrates the usage of a projector by the pre-service English teachers during their teaching practicum. The picture shows PST5 using projector as media to explain the English subject “simple present tense” to the 8<sup>th</sup> grade students. Other equipment such as marker, eraser and book was already prepared by the PSTs during the teaching practicum, but there were moments when one pre-service English teachers were not well prepared because the class got delayed due to PST1 did not prepare the marker and the marker was out of tint. During the observation, it takes a lot of times about fifteen minutes only to fill the marker tint.

None of the participants setting seating arrangements due to situational reason and personal reason. Based on observation, all participants used the seating arrangements that already determined by the school. The participants were interviewed about why they did not change the seating arrangements and PST 2 and 5 give reason why they did not conduct seating arrangements.

*“For problems in seating management, I did not make too many changes or did not make any changes at all because I also saw that the position was already like that from the beginning so I did not make changes because I was afraid that if I changed it, the learning would become less conducive. So maybe because they are already comfortable like that, so I don't make many changes.”-PST5-*

Based on PST5 reason of did not conducting seating arrangement was because he is afraid student will be uncomfortable if they changed their seating arrangements in English subject and kept the seating arrangement as determined by the school.

**B. Voice and Body Language**

PST2, 4, and 5 use voice and body language as Brown explain in the theories, they have loud and clear voices that represent teacher confident, they have gestures that represent brightness and warmth of a teacher such as PST2 explain the materials with hand gestures and movement to the students. Meanwhile PST1 and 3 did not meet the standards of voice and body language. During the observation PST1 did have loud and clear voices but he did not have any specific gestures and he only stayed at one place most of the time, and PST3 use movement a lot during teaching practicum but once a students told the researcher that the PST3 voices is unclear and did not get heard in the students on the backseat.

**C. Unplanned Teaching**

The participants were asked how their reaction when dealing with the unexpected questions. Based on observation there are only two PSTs that deal with this situation, PST2 and PST4. PST2 deal with unexpected questions from the student, he got asked about his personal life such as having wife or family. PST2 deal with it naturally and casually answering that he is not in relationship. The researcher asked the PST2 about his feeling after got question like that and PST2 answer that:

*"I was kind of shocked. Then, I answered jokingly and educated them a bit about the question." -PST2-*

PST4 have unexpected situation during the observation, in the first meeting she planned to use projector to explain the materials but there a shocking situation that the electricity on school were shutted down. With a good anticipation, PST4 directly changing plan into using the whiteboard to teach the students because she always had a backup plan during teaching activities"

*"Yes, of course, sometimes there are things that are unexpected. So we have to be smart to analyse the situation. For example, I have done, I have made the material in the projector, eh in the laptop for the projector. But even though I can't, I change the method by maybe dictating, or I don't write it down to a writing place, or I explain the material orally. We definitely as teachers have to, yes, we have to explain. We must have a backup plan." -PST4-*



**D. Teaching Under Adverse Circumstances**

Teaching under adverse circumstance is a condition where the situation of the classroom was involved by many aspects such as large classes, multiple levels, using target language, disciplinary, and cheating students.

*“Sure, of course. Especially in grade 7 where they didn't get English at primary school. So, there's a gap like that.” -PST2*

To solve the problems, PST1 giving them extra motivation to push them to learn English and PST2 is following advice from the teacher to draw more example on board and giving prize for quiz. PST 3 and 5 have the same solution by giving them extra chances to answer the questions because they think at least the students are trying to solve the questions. Lastly, PST4 were using strategies by explaining over and over to the students that did not understand the subjects.



*Picture 4.3 PST2 giving prize after winning the quiz*

There is unique situation there are classes have a child with special needs, all the three participants were asked about how they treat the children with special needs (*table 4.2*).

*“I don't think that they are a child with special needs and should be differentiated from his other friends, no. Instead, I support him and encourage him to do the same things as his friends. Instead, I support him and encourage him to do the same things as his friends.” -PST4*

The participant trying not to differentiate the treatment since she though differentiate something will make the student with special needs felt offended. The strategies that PST4 used was always giving the student same treatment as other such as pointing out to come forward to try speaking English and answering questions on board.

**E. Teacher Roles and Styles**

During the observation occurred, PST1 likely to use a role as a friend by using informal language such as “Gue” and “Lu” towards the students. The researcher asked the PST1 why he using informal language to the students and he answer

*‘Actually, no, but to get closer to steal the student heart, I think it just needs to be done.’*  
-PST1-

PST1 realized that is not good for the students but he it due to attract the student attention because he thought it will be stole the student heart while in the other side PST4 during the observational research were steady and serious during the teaching activity and even she made few rules on little detail on her class with fixed outcomes.

*“Little things like, for example, if a student wants to go to the toilet, I get them used to asking permission in English.”* -PST4-

PSTs4 set teachers roles as a teacher that serious taking on a lesson such as making rules in classes such as do not late join the class if they did the students will be punished such as answering questions about English subject or even sing a song in English, she also made rules about asking permission such as asking to go to the toilet must be in English not in Bahasa Indonesia. During the observation there are two students late in her classes and they got asked to introduce themselves in English language as the punishment, the point of the set of the rules is to get the students discipline and get used to using English language in a small condition.

**F. Creating Positive Climates**

Creating positive climates were conducted by PST1 who always maintaining communication with the students inside and outside the classes. PST1 building the relationship with students felt like a friend relationship not like a teacher-students as usual such as using informal language “Gue” and “Lu” for communication. While PST5 starting the lesson by doing ice breaking “Simon Say” in the classes to make them learn new vocabulary.



Picture 4.4 PST5 Implementing Simon Says to Generate Energy

*“Warming up with light things like simon said so that they also in learning activities later in delivering the material they can be more focused because before I must have had learning that maybe before my class there was learning that might make them tired, bored or what. This is a form of drawing their attention back and becoming more focused in the learning activities that I will convey, and it is also a form of them getting or knowing new vocabulary in their ears.” -PST5-*

### **G. Grouping and Seating**

None of the participants were using grouping and seating during the teaching practicum. The researcher asked the participants about the reason why they did not conduct grouping and seating arrangement during the teaching practicum.

*“Incidentally, when you recorded me at that time the material was preposition so I personally think that preposition material is not suitable for grouping so I prefer to make the students work individually for fill in the blank questions like that and other questions.” -PST2-*

Based on PST2 statement, the reason why the pre-service English teachers did not conduct the grouping strategies was because the materials that currently taught by the pre-service English teachers were not suit with grouping activities.

### **H. Activities**

Based on observation, the pre-service English teachers have various usage. For example, PST2 seems in the first observation monitoring discreetly and choose to be vanish in the first observation during the activities but in the second observation PST2 started to actively monitoring the students works eventhough still choose to be Vanish in the students works. Different with PST4 that seems actively monitor and participating in the student activities by doing movement around the classes and asking the student what makes them struggle in the classes.

### **I. Authority**

Only one participant who started the class by explaining the authorites of a teacher and rules in PST4 classes. In the beginning of teaching activity, there are student who late join her class and she disciplined the students by ask them to sing in English.

*“I have to limit these things to prevent like yes, good manners. good, good. I also tell the students that even though I am an intern teacher here, I am still a teacher. That's why they all have to call me Miss, not Sis.” -PST4-*

After that situation, PST4 explaining rules and norm in her classes such as must be join on time if they are come late, they will be disciplined as the previous students did. PST4 also establishing her authorities by telling the students that they must call her “Miss or Ms” in classes.

*I usually ask students to come forward if for example the student has started to lose focus, but in general it is usually through random attendance like that.”-PST3-*

While the other participants use their authorities only to pointing students to come forwards in the classroom which actually brown described as a good classroom management since they point out the students that rarely active in the classroom.

### **J. Tools and Techniques**

Based on observation all the participants used the tools very well such as using projectors and whiteboard. PST1, 2, 3, and 5 used the projector to create an interactive activity such as playing games and quiz. Tools were used by the most PSTs was projectors and chalkboard use, the PST2 was the participants that maximizing the usage of projectors in his classes.



Picture 4.5 Students Answer the Answer on Board

The image above was one of example of the exercises that PST2 shown in the projector. The students will write down in their book and answer it but PST2 order the students to answer it in front of the class where the projector project the screen of PST2 laptop screen (picture 4.7).

### **K. Working With People**

Based on observation only 1 PST that conducting working with people in the classroom, PST1 conducting the strategies by doing what the students wants by listening to them that they wanted to watch movies together so the PST1 start a movie “paddington” for the students. After that as their discussed with the students, PST1 gave them question in English about the

movie they watched.

## **Discussion**

The implement of classroom management skills by the pre-service English teachers are solving the research question because the implementing of the classroom management by the pre-service English teacher were inline with the main theories of classroom management principles by Brown (2015) and Classroom management strategies (2005) supported by the previous studies. A previous research by Mudra (Mudra, 2018) that telling about the problems becoming pre-service English teacher in Indonesia actually found in this research such as unplanned conversation, but the rest of challenges such as students noise, lack of interest, and disrespect from the students did not happen in this research which indicated a good classroom management skills as Dube et al (2023) explained that the pre-service English teacher in this research can involving passive students such as a students who in need, can preventing students from behaving by setting authorities in class, and figuring which activities that suited for the students in the classroom. From indicator of good classroom management by Dube et al (2023) it can be concluded that the pre-service English teacher in this research implement the classroom management principles and strategies during the teaching practicum was pretty excellent because they understand the concept of real classroom management as explained in previous chapter (Harmer, 2007; Postholm, 2013; Saputra, 2021; Wolff et al., 2021).

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

The aim of this study was to explore how pre-service English teachers practice their classroom management skills in teaching practicum and answering the research question about how the pre-service English teachers implementing classroom management skills during teaching practicum. Classroom management skills that including principles and strategies that used are well managed by the pre-service English teachers in the research. The classroom management that implemented by the pre-service teachers were based on student interest and focused on creating an environment that comfort for students to learn English. The pre-service English teachers in this research shows the good classroom management were indicated where the teachers are aware of the students needs and creating good environment for the learners to learn the lesson (Dube et al., 2023; Weinstein & Schafer, 2016). Furhtermore, the research are filling the research gap from the previous studies which need observational research about how

the actual practice of classroom management by pre-service English teacher (ŞAHİN, 2023; Woodcock & Reupert, 2017; Yasin et al., 2022). The research also proofing reseach from Kwok (2021) who found that pre-service English teacher in Indonesia was not understand the concept of clasroom management, this research findings showed that the pre-service English teacher understand that classroom management is all about creating comfort environment learning as Wolff et al (2021) described

### **Suggestion**

The researcher conducted the research with only five pre-service English teachers in Indonesia. As result the bigger data with larger participants could be implemented in the further research to have various results of the classroom management skills to validating this research about the implement of classroom management by the pre-service English teachers in Indonesia

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