

Exploring Classroom Management: The Experiences of English Practice Teachers

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Abstract - Internships provide valuable opportunities for practice teachers to gain hands-on experience in real classrooms, a crucial aspect of their teacher education. However, these experiences can be arduous due to various classroom management issues. This study aimed to explore the challenges and successes faced by English Practice Teachers in Classroom Management, focusing on Teaching Methodology, Classroom Discipline and Routine Implementation. Data was gathered through interviews, and thematic analysis was employed to identify recurring themes in the responses. Challenges were identified in lesson planning followed by managing disruptive behaviors. Despite the challenges, the study also revealed several strategies that led to successes in classroom management. Wise use of resources is one among the top. The guidance and support from cooperating teachers played a crucial role in helping student-teachers overcome the challenges and achieve success in their classroom management efforts.

Keywords – challenges, successes, classroom management, teaching methodology, routine implementation

INTRODUCTION

Practice Teaching is a crucial component of any teacher education program, providing pre-service teachers with the opportunity to apply the theories they have learned in a real classroom setting for the first time. In the Philippine context, Practicum Teaching is a mandatory part of all higher education institutions' teacher education curriculum for degrees like Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd). However, this practicum presents various challenges that pre-service teachers must confront. Some of these challenges include dealing with overcrowded classrooms and managing students with varying levels of language proficiency (Sariçoban, 2010). Among the critical issues faced by student-teachers during their teaching practicum, classroom management stands out as particularly significant (Dwiyani P., Ali Sa., Sri R., and Mirjam A., 2020).

Prior to embarking on their teaching practicum, which involves real classroom experience, student-teachers should possess fundamental classroom management skills (Paramita et al., 2020).

While language-related issues concerning classroom management and disruptive student behavior have been investigated, undergraduate student-teachers expressed the need for further exploration of strategies to handle students' misbehavior and encourage compliance in classrooms (Debreli & Ishanova, 2019).

As a result, the researchers conducted this study to identify the Challenges and Successes faced by English Practice Teachers in Classroom Management.

OBJECTIVES OF THE STUDY

The purpose of this study is to determine the experiences by identifying the challenges and

successes of English practice teachers in classroom management, specifically in:

- a. Instructional Delivery
- b. Behavior Management
- c. Time Management
- d. Management of the Physical Environment
- e. Establishment of Classroom routine

Additionally, this gives recommendation as to how to deal with the major challenge implied in the study.

MATERIALS AND METHOD

The study is qualitative in nature, and utilized a semi-structured interview to target the goal of the study. The data collected from the interview were transcribed and thematic analysis was used to analyze the data.

RESULTS AND DISCUSSION

The result of the study come from the fourth-year pre-service English teachers from Pangasinan State University during their internship at different schools. Their answers were classified and reduced into significant patterns. The different patterns were also aligned on the problems identified in this study.

For the main problem, pertaining to the challenges and successes of research participants focusing on the Instructional Delivery, the themes formulated for challenges are as follows: **1) Difficulty in lesson planning when it comes to objectives; 2) Limited Teaching Resources.** These support Achmad, Diana & Komariah, Endang & Jannah, Wahyuni & Silviyanti, Tengku, 2023 have said, "The other aspect identified as the problems in designing the lesson plan was determining the learning objectives. The student teachers had difficulties when determining the aims that their students need to achieve. The learning objective should be developed from the basic competencies and the indicators." And Muhammad Adil, 2022 have said, "Anything mostly depends on the resources.

The resources which are essential for delivering the lectures of the English language to the students for effective learning are not provided to them. It became very difficult for the teachers to teach without the resources essential for the lectures. The resources include speakers, microphone, projectors, computer systems, and other kinds of digital devices."

Meanwhile, other themes that pertain to successes includes: **3) Teaching interns are resourceful; and 4) Using multimedia during lecture.** These are related to Nida Mufidah, 2019 have said, "to involve students in high learning activities the teacher must be able to create interesting material to make learners interact" both with the learning material and other learners in class. Interaction happens when there is learners' active involvement in learning process. Learners are happy and enthusiastic when they are involved because they feel that they are learning and doing at the same time." and Abbas Pourhosein Gilakjani, 2012 have said, "Facilitators must be aware of a variety of materials available for improving students' language skill, not just one or two texts". The language textbook is no longer the sole source of information. Multimedia programs offer sound and vision, showing how native speakers interact; electronic dictionaries and encyclopedias are available for instant reference; online newspapers provide up-to-date information on current affairs in the countries of the target language. Be flexible, responding to the needs that students have, not just what has been set up ahead of time based on a curriculum developer's idea of who will be in the classroom

- **Difficulty in lesson planning when it comes to objectives**

The challenges faced by the English pre-service teachers when it comes to instructional delivery are because of having a hard time crafting their objectives in lesson plan because some of them are not yet familiar when it comes to lesson planning, they don't know what they

should achieve and what should the learners will learn.

P1:..... I admitted, "Ma'am, I have no idea about lesson planning because it wasn't taught to us during our third year...

P2: The first challenge of course is the crafting of objectives. It should reflect your entire lesson and the students should be able to achieve it.....

P4: Then, in the process of making the lesson plan, one difficulty is in the area of motivation. In the part of motivation, you need to determine how to capture the attention of the children because before you teach, you need to grab their attention.....

P6: When it comes to my instructional delivery before I start my class, I need to first like create or like conduct an objective, effective and firm objective

- **Limited Teaching Resources**

The challenges faced by the pre-service teachers are mostly in the part of teaching equipment such as Television since it is the main source for them to deliver their lesson and there are classrooms who does not have television, speakers and etc.

P1:....So, the challenge was that we didn't have a television...

P3:....cooperating school has no or I mean has lack of teaching equipment such as projector, television and speaker and any modern technology we use nowadays in order to present our discussion for the students....

- **Teaching interns are resourceful**

Despite having lack of teaching equipment teaching interns are still resourceful to addressed the challenges when it comes to delivering the lesson just to give the students they need.

P1:....Of course, we have to be resourceful. I asked the Learning Center for guidance on what to do and what things I needed to prepare...

P2: but I learned that you should be flexible. If it doesn't work for them, change other parts of your lesson....

P3:....it's also convenient to us student teachers because they were able to identify different strategies in order to let students learn...

- **Using multimedia during lecture**

Teaching interns used multimedia to make their lesson more engaging and interesting. In this way the delivery of their lesson to the classes is a success because their students are participating.

P1:...you can present using your laptop, and when you have videos, you can connect your speaker to the laptop so that everybody can hear you.....

P2:....creating a PowerPoint does not need to be over designed, but you can see that it catches the students' attention, it must be simple yet will hook the attention of the students...

P3:... and it's convenient because you will only craft PowerPoint presentation to present your lesson....

P4:... and our cooperating teachers are allowing us to just used power point presentations or video clips to discuss....

For Behavior management, the theme formulated is: **1) Difficulty to manage the class because of student's behavior such as high noise level.** This support the study about "Controlling Noise Levels and Dealing with the Discipline of the Student's Behavior" was one of the difficulties faced by internship student teachers in classroom management. The results of the study found that the teachers are not too strict yet to handle behavioral problems that students bring to the classroom. Many students come to school with behavioral issues, and some do not respect teachers. This can cause stress for the internship teachers.

Meanwhile, other themes that pertain to successes include: **2) Teaching interns establish authority to the class; and 3) Giving rewards such as compliment or positive feedback makes the student disciplined**, these are related to the study “Clear and Concise Rules and Procedures that were Consistently Enforced in the Class” was the successes of the teaching intern in classroom management. The student teachers provide a rule that is powerful. This is one of their strategies for managing a classroom. Rules provide the behavioral framework of the classroom by outlining behavior that is expected of students, the behaviors that will be valued, and the behavior that will result in disciplinary action and in the study, “Positive Attitudes Towards their Students Build Strong Relationships with them to Promote Good behavior”. Teachers try to create a friendly and open-minded environment in the classroom to ease the burden of classroom management. The result of the study was found that teaching provides engaging and interactive activities in the class, good teacher-pupil relationships, and peer collaboration. Establish clear expectations and consequences, build positive relationships with students, and provide meaningful feedback.

- **Difficulty to manage the class because of student’s behavior such as high noise level.**

In managing the behavior of students, teaching interns are facing challenges such as disciplining the students because of their disrespectful way to others, the sounds that they are creating is hard to control which often disturbed the class.

P1: ... the kids are unruly, and some of them are rude. They will point out what you're wearing and things like that...

P2: ... I have a class that are very disrespectful they repeat what I say and when I count to keep them quiet, they will say the next number...

P3: ... I was astonished about, about the behavior of my student because imagine even you are in speaking in front, they have discussion in their chairs talking to their seatmate if not they are playing online games through their gadgets like that and it's hard for me to control them ...

P4: ... sometimes they still use their cellphones even though we're in class....

P5:.. many are really naughty and noisy, always chatting and then our students are mostly boys, there are a lot of boys than to a girl so it is hard for them to manage...

P6: ... nowadays students are sensitive and looking for fun learning way teaching...

- **Teaching interns establish authority to the class.**

To manage the behavior of the students teaching interns established authority to the class in this way they can discipline students in a right way.

P1:.... you must claim your space and establish your authority, as they say. So, whenever I enter the room, I have practiced that whenever I come into the room, they look at me...

P2: ... once I said stop doing those unnecessary things during my discussion, they will listen it's just they need to they need to be called out before they stop ...

P4: ...what I do is I tell them that once I confiscate their cellphones, I won't give them back directly. Either they have to get it from their adviser or their adviser will inform them that the student cannot retrieve it unless a parent comes to collect it....

- **Giving rewards such as compliment or positive feedback makes the student disciplined.**

In managing the behavior of the learners, it is important to think of strategies that will help you discipline them and teaching interns have these strategies like giving the students rewards for

behaving well such as giving compliments and building connection with them.

P1: ... You need to build connections even if they're not your students, so every time you walk on campus, they'll notice you.

P2: ... I started chatting with them after class and blend in to their interest, so now we can understand each other better. ...

P3: ... I would give them tasks if they are not listening and I give plus points minus points for those students who will not behave and will behave well.

P6: ... I am giving them sort of rewards and you need to be also aware on how to give them like public compliments because that's the students need right now, they need to boost their moral and confidence....

For Time management, the themes formulated are as follows: **1) Difficulty in attaining the lesson plan because of limited time to teach; 2) Extended paper work.**

These support to the research entitled, "Problems of Pre-service Teachers during the Practicum: An Analysis of Written Reflections and Mentor Feedback" by Rachid Moussaid and Badia Zerhouni, findings show that: Time management was a major concern that received much attention till the last TP period. Based on their frequency, inability to cover the whole lesson plan (414), wait time issues (196) and inadequate timing of activities (96) were the main problems of time management. Trainees found it very difficult to finish all the planned activities. Additionally, some trainees were unable to estimate exactly the time each activity would take while teaching. The majority tended to time activities shortly and, thus, including more tasks to fit the 50-minute span.

Meanwhile, other themes that pertain to successes include: **3) Managing rules of classroom and timetable.** This is related to Alter, P. Haydon, T. 2017 have said, "One of the Challenges that student Teachers' faces during their practicum is Classroom management where it referring to how things are generally carried out

in the classroom. Dr. Marvin Marshall explains, "Classroom management deals with how things are done. Classroom management has to do with procedures, routines, and structure. Classroom management is the teacher's responsibility" (Marshall, 2003). Creating and implementing effective classroom rules and procedures are critical for maintaining a safe and productive learning environment. It was identified as integral part of creating effective classroom management as they are relatively simple and focus on preventing challenging behaviors.

- **Difficulty in attaining the lesson plan because of limited time to teach**

Teaching interns faced challenges in attaining their lesson in the class because of limited time to teach. The lesson plan that was made for a certain topic is not fully attained.

P2:..one hour is not enough for you to achieve the MELC (most Essential learning Competency) that they developed...

P3:..the challenging part as a teaching intern is to deliver the lesson within an hour my students are grade seven so we cannot, we cannot easily or I cannot easily implement the lesson in just an hour...

P4:..there are instances when I can't finish the lesson because there are interruptions, such as someone entering the room with an excuse, something to say, or a visitor...

P5:..there are topics that is difficult or too long especially we are, our DLP the 7 e's lesson plan so there are a lot of parts there, from A-J but most of the time it's only A-I because the J is for additional activities or remediation or assignment...

- **Extended paper works.**

Teaching interns was having a hard time in managing their time because of extended paper works such as they have a soft copy lesson plan and they need to write it again, creating their instructional materials is time consuming plus the

worksheets that the school they are giving them to accomplished which makes it hard for them to master the lesson fully.

P1: ... Aside from the tasks given when you are deployed, we also have tasks at PSU. In our FS1, we already have 10 worksheets. In FS2, another 10 worksheets for deployment, teaching internship, another 10 worksheets, and it doesn't end there. Aside from that, we were required to write the lesson plan, so we already had printed materials, and on top of that, we had to write it, so it's time-consuming...

P5: ...the most consuming time is the evaluating learning where they will have quizzes, activities, performance task that is why in passing we take a long time to pass the works ...

- **Managing rules of classroom and timetable.**

Teaching interns cope with the challenge of time management by managing the rules for their class and providing a timetable. Whenever the class starts, teaching interns refrain from having conversations with students. They strictly follow the objectives, and when students are having a hard time with some activities or assessments, teaching interns will adjust their rules, such as letting the students take home their activities in order for the class to proceed to the discussion. Teaching interns also include their objectives in their instructional materials so that students are aware of the flow of their discussion.

P2: ...what I do is I give them more time and if they can't really finish it, I just let them do the activity at home.

P6: ... I always set aside the what do we called this "chikahan session" because chikahan session is time consuming...

For the Management of Physical Environment, the theme formulated is: **1) Lack of equipment's, uncomfortable facilities and**

rooms. This support Akomolafe, C. O., & Adesua, V. O., 2016 have said, "It appears that the physical facilities in the school setting go a long way to motivate students to learn. Physical facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning. Experience has shown that most of the physical facilities that are germane to effective learning/academic performance of students appears not to be sufficient in our public secondary schools today. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. The status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. It seems that the provision of these school facilities has dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programs. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning; this will invariably lead to high performance. A close observation of the performance of secondary school students perhaps could be traced to lack of physical facilities and a motivating learning environment. Most schools seem to lack the necessary facilities that could enhance effective teaching and learning as a result little is expected from students in terms of academic performance. Experience shows that inadequate physical facilities have some adverse effect on students' interest to learn. Hence, this may invariably affect their academic performance. In a situation where students are not having access to normal facilities like library equipment and inadequate seats in the classroom it is observed that these could contribute to low performance of students. Apart from protecting student from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of

other physical facilities that could enhance the level of motivation and academic performance of students.”

Meanwhile, other theme that pertain to successes include: **2) Takes initiatives to clean.** This is related to an article about Cleaning Tradition is a way to get students involved in cleaning classrooms after school. It helps to promote students understanding of life skills such as personal responsibility. Aimed at children ages 6-18, all students can participate in making their school a tidier place. Classrooms are busy places with lots of people doing many different things. Naturally, classrooms can look very messy by the end of the day. There is research to suggests that children in tidy classrooms tend to be happier than those in messy ones. However, when students are the ones largely creating the mess it is natural that they ought to be the ones to clean it up. The time spent cleaning after school is relaxing and offers students the opportunity to talk with friends and engage with students of other ages. Students of all ages help each other, allowing older students to act as mentors and younger children to find role models. Teachers have observed how their bond with students has strengthened as they can interact with them in a relaxed context. This allows teachers to fully understand how well students get on with one another. It also provides an opportunity for teachers to chat with students and to get to know them outside of the formal, learning environment.

- **Lack of equipment, uncomfortable facilities and rooms.**

Teaching interns faced challenges in management of physical environment because some schools are lack of equipment like the classroom has no ceiling, no electric fans which the students felt uncomfortable so they cannot focus on the lessons.

P2:....there are also classrooms in bad condition, and there are also classrooms where you can barely sit. Even your chair as a teacher, you will give it to the learners so that they can be comfortable...

P3:...some of those equipment appliances are unable to use which one this one it cannot be longer use because it was being destroyed by the students and the cooperating school doesn't have enough budget to replace that equipment and unable to use for this work in the normal.. some only seats at Monoblock without so meaning they will write if they are writing its only on their lap....

P4: ...it's really hot because there's a lack of electric fans. In one of my classes, the ceiling was removed, so it's really hot. Sometimes, instead of listening to me, the children fall asleep.

P5:....and there are other rooms that are really dirty...

P6:...I am assigned in a public school where the facilities are not enough. We don't have enough very well facilitated resources. It's kind of hard for me to manage physical environment.....

- **Takes initiatives to clean**

Managing the physical environment is one of the challenging part for teaching interns because they don't have the capacity to buy equipment for their students just to make them comfortable but they have the initiative to do things that at least can lessen the problems when it comes to the physical environment such as giving their own seat to their students, having the initiatives to clean and lead their class and do DIY materials that can help the class.

P1: ... I arrive early, I wait for the classroom to open. Once the classroom is open, my cooperating teacher tells me to clean the room and assign tasks to the students, like sweeping and erasing anything written on the board...

P2: ... what I do is I come in early and check if they are really cleaning. Sometimes they don't clean the classroom thoroughly, so what I do is I supervise them and help them clean so that the classroom can be properly cleaned, and they can be Conducive for learning....

P3: ... we are able to borrow equipment from other classroom who are complete on that and there are extra equipment such as electric fan because it's really hot and the teachers are supportive with each other

P4: ... when they bring cardboard or have it on the side, I tell them that if they don't have anything to do, they can divide it and use it as a fan...

P5: ... strict about cleaning, they clean before entering and then clean before going home. And then, sometimes we also get time for cleaning, of course you can't start your class if your room dirty, right

P6: ... You need to provide resources we need to find ways to give them resources that they don't have. As a teaching intern you need to give a little sacrifice....

For the Establishment of Classroom Routines, the theme formulated is **1) Difficulty in managing the class because of student's behavior, unable to participate and difficulty in remembering routines**. This support to Gan (2013), Coskun (2013), and Yusof et.al (2014) have said, student teachers often lack sufficient knowledge and experience in managing a classroom. Specially, they struggle with controlling noise levels, dealing with disruptive behavior of students and motivating their students to participate in the lesson. There are obstacles encountered by a respondent where students are not yet fully obedient to these rules, sometimes students still often fuss and play alone with their friends while teaching is taking place. Based on the interviews and observation, even though the pre-service teacher was friendly, caring, and attentive to the students, the pre-service teacher still could not direct or manage the students to respect and pay attention to the teacher during the classroom activities. The students were disrespect to their teacher, such as they did not pay attention to the teacher when the teacher explained the material or gave instructions to the students.”

Meanwhile, other theme that pertain to successes include: **2) Teaching interns established classroom routines rewards for students, provide classroom rules**. This is

related to Grossma, 2004 have said, “To Promote a Classroom Environment with Consistent and Clear Expectations”, a first step is to develop and clearly convey classroom rule. Rules can be thought of as the foundation of effective classroom management. They encourage students to accept responsibility for their own behavior. Rules and routines are essential components of an effective classroom management plan and go a long way with respect to develop a conducive environment to learn. Rules that were applied before starting learning and teaching activities, including listening to people who were talking, raising their hands when they wanted to interrupt the conversation, and speaking directly to main problem. Therefore, in applying the rules, of course there are sanctions if students violate the rules. Sanctions are the last step given to students if students break the rules. This is to ensure that all students are accountable for what they do.” Teachers reported that their successes in classroom management were due to their ability to use positive reinforcement, establish routines and procedures, and provide engaging and interactive. (Al-Attayah,2012).

- **Difficulty in managing the class because of student's behavior, unable to participate and difficulty in remembering routines.**

Teaching interns also faced problems when it comes to establishing classroom routines because even if there are rules that was Imposed in the class everyday learners are still hard to manage because some of them are not following those rules which greatly affected the class.

P1: ... I've experienced latecomers. That's my challenge: how to get them to come early when it's not within my control if they do or not...

P2: ... Because those three rules are always in my PowerPoints, so they already know what to expect in my class because they know my rules. It's just hard to achieve being on time especially in the first period, you can't be angry because they have valid reasons....

P3: ... The establishment of classroom routines for the challenge is no longer strictly followed because it is prohibited due to what we call CPP or the Child Protecting Policy. As much as possible, I should not get angry with the children. That's the advice given to me by my cooperating teacher. Never get angry with the children...

P4: ... As soon as you enter, your students already know, "Oh, it's a different subject, I need to set aside the previous one." In the establishment of classroom routine, the challenges I encounter are when I enter and they are doing a different subject or engaging in a different activity...

P5: ... The challenge, maybe to forget, but most of the time when I adjusted, maybe after 1 week I was able to do the routine, classroom routine which is based on my lesson plan. Because your CT is always there to guide you...

- **Teaching interns established classroom routines rewards for students, provide classroom rules and check them holistically.**

In order for teaching interns to overcome their problem in establishing classroom routines they give rewards for learners to follow the rules in classroom, this way the routines were being done appropriately because students are engaged and feel interested. It is also important to check your students regularly as part of the routine because it is a big factor that can affect their attention to learn.

P1: ... We must check the child holistically—their emotions, cognition, and affective domains. Because if one of those is disrupted, learning won't be effective. So always check on your students because they are the receivers of your information and the contributors...

P3: ... I encountered difficulties controlling them on the first day, but through my perseverance and determination to make an impact on their lives as a teaching

intern, I saw how they grew. Being a teacher is fulfilling, although the paper work..

P4: ... what I do to capture their attention is I repeat the greeting until all of them stand up...

P6: ... so, you need to provide motivational games that let them get their attention and it is very effective and kind of fun. You are interacting with your students and they are also interacting with the. It is important to build relationship with them...

Among the challenges and success that the teaching interns faced during their internship cooperating teachers has its great role in guiding them because of them the teaching interns are guided to the difficulties they encountered that leads them to think of strategies to overcome those challenges.

P1: They discussed each item in the DepEd order and then they gave me a sample DLP, Detailed Lesson Plan. "This is what you should do." It's always like that. Make sure that at the end of the day, you have a conversation with your CT.

P2: ...you should always listen to your cooperating teacher (CT) because they are the ones who are immune to this situation.

P3: ...The establishment of classroom routines for the challenge is no longer strictly followed because it is prohibited due to what we call CPP or the Child Protecting Policy. As much as possible, I should not get angry with the children. That's the advice given to me by my cooperating teacher. Never get angry with the children...

P5: ...your CT is always there to remind you of the things that you have forgotten to do, so that is the routine.

CONCLUSION AND RECOMMENDATION

From the foregoing findings of the study, the following conclusions were drawn:

a. For instructional delivery, they had experienced difficulty in crafting effective objectives for their lesson plan and limited teaching resources available to use, which made it difficult for practice teachers to effectively deliver their lessons in the class. However, for their successes, they were able to demonstrate resourcefulness by adapting and finding alternative methods to engage students in the learning process and they were able to utilize multimedia in lectures.

b. For behavior management, managing the class was difficult because of the students' disruptive behavior, lack of self-discipline, and disrespect for the practice teachers. However, the teaching interns were able to establish their authority in the classroom, which helped to better regulate student conduct. They also encourage discipline by giving their pupils encouraging feedback and rewards, which helped them connect with them and build the right relationships.

c. For time management, the challenges that were identified are the difficulty in attaining the lesson plan due to limited time and extended paperwork's. Nevertheless, practice teachers managed and maintained structured classrooms and timetables, which contributed to effective time management.

d. For the management of the physical environment, the challenge that the English Practice Teachers encountered is the lack of teaching equipment, uncomfortable facilities, and rooms. Some schools lacked resources and equipment, like the absence of a ceiling in a classroom, not enough chairs for the students, and lack of electric fans resulting in students feeling uncomfortable and unable to focus on class. Hence, for their successes they take the initiative

to alleviate issues with the physical environment. This includes giving their own seats to students, supervising, and helping students in cleaning the classroom, and creating DIY materials that will benefit the class.

e. For the establishment of classroom routines, practice teachers express difficulty in managing the class because of student's behavior, unable to participate and difficulty in remembering routines. Teaching interns encounter challenges when it comes to establishing classroom routines because, even if there are rules that are set in the class every day, learners are still hard to manage because some of them are not following those rules, which greatly affects the flow of the class. The teaching interns establish classroom routines and rewards for students, provide classroom rules and check them holistically. They give rewards for learners who follow classroom rules resulting in the proper execution of the classroom routines due to the students' engagement and interest.

However, among the challenges and success that the teaching interns faced during their internship cooperating teachers has its great role in guiding them because of them the teaching interns are guided to the difficulties they encountered that leads them to think of strategies to overcome those challenges. The practice teachers used a variety of teaching techniques to enable student's communicative abilities. Furthermore, the successes of the pre-service teachers in terms of their teaching help them to have a better connection with their students and it only proves that they handle their students with love and care towards their passion. The result of this study can be used as a platform by stakeholders to lessen the challenges and maintain the successes of English Practice Teachers in Classroom Management.

On the basis of the above findings and conclusions, the following recommendations are made:

For Teaching Intern Coordinators:

Conduct trainings and seminars to enhance knowledge and standards on Lesson planning before deploying students for their teaching internship.

For Professors/Teachers:

1. Focus on teaching the students how to make the lesson plan as early as their first year in college so that they will not have a hard time doing so during their internship.
2. Limit the worksheets or paperwork given to the teaching interns, especially when they are currently in their internship so they can still focus on how to teach their students.

For Cooperating Schools:

1. Invest in teaching equipment as it is essential in delivering the lessons effectively.
2. Reconstruct the facilities that are in bad condition to provide a conducive learning environment for teachers and students.

For Students:

1. Always show respect to the teaching interns.
2. Actively participate in class and follow the rules implemented by the teaching interns, just as you would with the teachers.
3. Learn to be sensitive to time, especially during discussions or activities, to avoid interrupting the flow of the discussion.
4. Be mindful of the boundaries between the teacher and the student relationship.

By implementing these recommendations, it can help the teacher education programs to improve the student-teachers' competence and address the problems that the future teaching interns will encounter in classroom management where they can produce future teachers that are competent enough to teach.

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