

CLASSROOM MANAGEMENT PRACTICES REPORTED BY CHILEAN PRE-SERVICE AND NOVICE IN-SERVICE TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (EFL)

Tania Tagle^{1*}, Claudio Díaz², Paulo Etchegaray³, Richard Vargas⁴, Héctor González⁵

^{1*,4,5}Faculty of Education, Universidad Católica de Temuco, Chile; ²Curriculum and Instruction Department, Faculty of Education, Universidad de Concepción, Chile; ³Faculty of Education, Universidad Autónoma de Chile, Chile.

Email: ^{1*}ttagle@uct.cl, ²claudiodiaz@udec.cl, ³paulo.etchegaray@uautonoma.cl, ⁴rvargasc2011@alu.uct.cl, ⁵hgonzalez@educa.uct.cl

Article History: Received on 23rd May 2020, Revised on 5th July 2020, Published on 24th July 2020

Abstract

Purpose of the study: The objective of this study is to reveal classroom management practices reported by Chilean pre-service and novice in-service teachers of English as a Foreign Language (EFL). This is associated with their classroom performance and considering the dimensions of people management, instructional management, and behaviour management.

Methodology: The present study used a qualitative research methodology and a case study design. The participants were 30 pre-service teachers studying in two Chilean universities and 30 novice graduate English teachers from the same institutions. The data collection techniques were non-participant observations concerning the subjects' classroom interventions and semi-structured interviews with stimulated recall based on the former. The researchers analysed the collected data by using the ATLAS.ti software for content analysis.

Main Findings: The results indicate that most of the pre- and in-service EFL teachers declare the implementation of classroom management practices that employed an interventionist approach. This considering the dimensions of people management, instructional management, and behaviour management. Consequently, the research subjects' pedagogical actions tend to be more teacher-centred rather than student-centred.

Applications of this study: This study is related to English as a Foreign Language (EFL) teaching and learning and teacher education. The findings of this research can be useful for English language pre-service teacher education programs and professional development programs. The study suggests the relevance of helping pre- and in-service teachers reflect on their practices to modify their pedagogical beliefs and, consequently, improve the way they teach.

Novelty/Originality of this study: This article considers teachers' classroom management as a comprehensive construct that involves the dimensions of people management, instructional management, and behaviour management. Moreover, the data collection techniques include stimulated recall interviews based on the participants' classroom observation. These techniques can be useful for educational research. Professional development undergraduate and postgraduate courses can also consider these procedures to help individuals examine their teaching practices, and their underlying beliefs, to reflect on them.

Keywords: Classroom Management, English Language Learning, English Language Teaching, Teaching Practicum, Teacher Preparation.

INTRODUCTION

Classroom management is one component of teachers' professional competence, which involves creating a classroom atmosphere that promotes students' learning (Danielson, 2007). Over the years, this has been wrongly perceived only as of the capacity to cope with student misbehaviour (Omoruyi & Aigbedion, 2015). However, this is a more complex construct that covers a diversity of both socio-affective and academic practices, such as fostering interactions within the classroom, encouraging students to learn, being able to manage individuals and groups, organizing materials, among others (Ghafarpour & Nejadansari, 2015).

Pre-service EFL teachers conducting their professional practice perceive classroom management as a challenge (Macías & Sánchez, 2015). It happens as they face certain classroom situations that test the effectiveness of their teaching methods. Furthermore, Mutlu (2014) highlights that pre-service teachers recognize that classroom management is their most significant obstacle and results in them losing the real focus of the teaching process: students' learning.

According to a study carried out by Cabaroğlu (2012), pre-service teachers of English associate classroom management with strategies to deal with learners' misbehaviour. Additionally, Inceçay and Keşli Dollar (2012) mention that, although pre-service teachers may know some theories related to classroom management, they show their inability to put this knowledge into practice in their classroom interventions. In this vein, pre-service EFL teachers doing their professional practicum state that it is difficult for them to apply strategies to help students learn a foreign language as these individuals do not show a favourable disposition and behaviour in lessons (Macías & Sánchez, 2015).

In-service EFL teachers also report difficulties regarding classroom management. Quintero and Ramírez (2011) state that this construct is one of the most recurring concerns experienced by teachers. This since they face problems when trying

to organize the events that occur in their everyday lessons. Different studies have identified those in-service teachers of English report implementing practices based on control and authoritarianism, which mainly focus on student behaviour (Kazemi & Soleimani, 2016; Quek, 2013; Saeedi, 2016). These studies conclude that the overuse of behaviour management does not contribute to students' learning construction, suggesting that teachers should implement more holistic or comprehensive teaching practices.

An earlier study shows that novice EFL teachers are more concerned with following a structured lesson plan and trying to control all classroom events without making adjustments (Mehrpour & Moghaddam, 2008). Unal and Unal (2009) assert that beginning teachers' classroom management practices and beliefs become more interventionist over time despite their teaching preparation has promoted non-interventionist and interactionist practices. From the authors' perspective, this happens because there is a disconnection between undergraduate teacher education programs and real-life school settings. For this reason, it is relevant to investigate novice EFL teachers' classroom practices after they have graduated from a teacher education program.

The antecedents presented above suggest that both pre-service and in-service EFL teachers have weaknesses concerning classroom management practices. These, in turn, may affect English language learning and teaching processes. Therefore, this study focuses on answering the following research questions:

- a) What are the classroom management practices reported by Chilean pre-service teachers regarding their classroom interventions?
- b) What are the classroom management practices reported by Chilean in-service teachers regarding their classroom interventions?

LITERATURE REVIEW

Classroom management

Classroom management relates to a cluster of methods and strategies used to create a classroom environment that facilitates successful teaching and learning processes (Marzano et al., 2003; Scrivener, 2011). Yilmaz (2009) recognizes classroom management as the ability to create and maintain an environment that helps students achieve the lessons' proposed learning objectives. From this viewpoint and, as already mentioned, classroom management is one of the education professionals' priorities when determining the effectiveness of their practices. Similarly, Wolff et al. (2017) refer to classroom management as the set of strategies that a teacher uses to create a suitable environment for learning to occur. The previous authors coincide with the fact that classroom management has two main objectives: to maximize student learning and to minimize the lack of control concerning classroom events.

Villalobos (2011) argues that classroom management is not an isolated or individual aspect, but rather a construct that relates to sub-concepts, such as teacher-student interaction, student behaviour, and motivation. This vision is also supported by some authors, who point out that classroom management includes considering different aspects, such as classroom organization, activity planning, and scheduling, management of relationships, communication within the classroom, and students' behavioural management (Erdogana & Kurt, 2015). From this perspective, classroom management corresponds to a complex construct that includes a series of pedagogical implications to help students develop their fullest potential.

Classroom management is related to three dimensions, which are: people management, instructional management, and behaviour management (Martin et al., 2006; Quek, 2013). People management involves teachers' ideas about the nature of their students as people and ways of communicating/interacting with them. The second dimension, instructional management, refers to teachers' views regarding how to organize learning. These are related to content selection, classroom organization, homework assignments, among other aspects. The third dimension, behaviour management, is associated with teachers' views related to preventing learners' misbehaviour in the classroom. This dimension includes issues such as whether to intervene or not when students misbehave, evaluating the consideration of learners' opinions when setting classroom rules, among others.

Each classroom management dimension also relates to three classroom management styles or approaches: interventionist, non-interventionist, and interactionist. The interventionist approach involves teacher-centred actions (Savran & Çakıroğlu, 2003). Interventionist teachers believe that students learn when their behaviours are reinforced through rewards or punishments (Ghafarpour & Nejadansari, 2015). Therefore, these individuals tend to be controlling and authoritative with students.

Conversely, teachers, whose practices are influenced by a non-interventionist approach, assume in advance that students have an intrinsic motivation to take part in classroom procedures (Yilmaz, 2009). According to Cerit (2011), non-interventionist teachers allow students to make pedagogical decisions and create conditions for them to actively contribute and interact. These professionals also believe in learners' self-regulation, so they avoid teacher intervention.

The interactionist classroom management approach is a combination between the interventionist and non-interventionist styles (Unal & Unal, 2009). Teachers, whose practices are guided by this, implement actions that are both teacher and

student-centred ([Cerit & Yüksel, 2015](#)). In other words, they act together with learners when making decisions about designing and implementing lessons.

English language learning and teaching

English language teaching and learning involves a constructivist-communicative perspective and a traditional view. The teaching process is a dynamic and complex practice since teachers must carry out many processes that depend on different people and the context's needs ([Danielson, 2007](#)). From a constructivist perspective, the primary purpose of teaching, as a social practice, is to help others learn ([Pelech & Pieper, 2010](#)). Within this framework, foreign language teaching centres on the development of receptive and productive skills through communicative and functional processes ([Nunan, 2015](#)). On the contrary, from a traditional perspective, language teaching is related to exhibiting information, such as linguistic contents (grammar and vocabulary) through reproduction and memorization procedures ([Richards & Rodgers, 2014](#)). Within this framework, the teacher's role is to be a classroom authority and a content exhibitor. Along the same lines, students act as passive receivers of information ([Riddell, 2014](#)). The implementation of traditional teaching practices is risky when individuals learn a foreign language because students have few opportunities to functionally use the target language ([Larsen-Freeman & Anderson, 2011](#)). This fact limits the development of language skills.

On the other hand, learning from a constructivist perspective involves a process of meaning construction ([Pelech & Pieper, 2010](#)). In this sense, people relate what they are learning with the knowledge they have previously built, assigning meaning to it. Therefore, rather than memorizing information, the learners' role is to make personal interpretations based on their own experiences and interactions. This vision also encompasses a communicative approach to language learning since individuals develop their communicative competence as long as they are involved in meaningful contexts of exposure to the target language and interaction ([Celce-Murcia, 2014](#)). Language learning, from this perspective, is based on learners' comprehension and production by taking part in authentic communication scenarios.

Conversely, from a traditional perspective, learning is perceived as the association between stimuli from the environment and appropriate individuals' responses or reactions ([Ertmer & Newby, 2013](#)). In this vein, learning a foreign language is associated with habit formation, a product of constant and controlled practice focused on linguistic contents, such as grammar and vocabulary ([Lightbown & Spada, 2013](#)).

METHODOLOGY

The present study employs the qualitative research methodology, with a case study design, to unveil the classroom management practices reported by Chilean pre-service and in-service novice teachers of English. A qualitative case study design was useful since it allowed the profound examination of individuals' self-perceived teaching practices by analysing their oral discourse's meaning ([Merriam, 2009](#)).

Participants

The researchers invited two groups of subjects to collaborate voluntarily. The first group included 30 fifth-year pre-service teachers at two higher education institutions located in southern Chile. They were studying the English language teaching program and, specifically, carrying out their final teaching practicum in high schools located in the eighth and ninth regions of Chile. Their ages ranged from 22 to 25 years.

On the other hand, 30 novice EFL teachers were part of the second group of research subjects. They had graduated from the same higher education institutions mentioned above. Regarding their years of professional experience, the novice EFL teachers had been working for two or three years in high schools located in the eighth and ninth regions of Chile. Their ages ranged from 25 to 30 years.

All participants read and signed a consent letter. This document specified their voluntary collaboration and their anonymity within the study.

Data collection techniques

Firstly, this research considered a non-participant observation as a data collection technique. The researchers had to observe and film all the participants when they implemented an English language lesson in a school. Consequently, the researchers reviewed each subject's recorded classroom intervention and made notes about them by using an observation form (see [Appendix 1](#)). This procedure focused on the participants' classroom management practices.

The researchers used the information they gathered through the classroom observation to conduct a semi-structured interview with stimulated recall (see interview script in [Appendix 2](#)). This data generation technique involves presenting visual stimuli to the study subjects regarding the actions they performed. This procedure helps individuals reflect on their pedagogical practices ([Gass & Mackey, 2017](#)). During the interview, the researchers exposed the participants to performance video segments of their classroom management practices, allowing the subjects to remember and report the actions they implemented during the foreign language lesson.

Each interview took approximately 45 minutes. The researchers performed the interviews in the participants' mother tongue (Spanish) to facilitate their participation and their production of meaningful ideas. Afterward, the authors transcribed and translated the data into English for publication purposes.

Data analysis technique

The researchers used content analysis to process the transcribed interviews by employing the ATLAS.ti software. Within this framework, the authors coded those segments of the participants' discourse linked to the research dimensions. Subsequently, they organized the data, establishing categories, and subcategories that related to classroom management practices reported by pre-service and in-service EFL teachers. This process allowed the creation of two conceptual networks that summarize the main findings.

The data content analysis centred on the classroom management dimensions and approaches that discussed this study's theoretical framework. For this reason, the researchers elaborated the following matrix to guide the data analysis process:

Table 1: Matrix that illustrates dimensions and approaches to classroom management

Approach Dimension	Interventionist	Interactionist	Non-interventionist
People management	Actions fully controlled by the teacher to establish a teacher-student relationship. The teacher plays an authoritarian role to get obedience and complete respect from the students.	Interventionist and non-interventionist actions to promote teacher-student relationships. The teacher implements both strict and flexible procedures.	Actions minimally controlled by the teacher and focused on the students to establish teacher-student relationships.
Instructional management	Actions fully controlled by the teacher to manage classroom events. The teacher establishes classroom routines, monitors student work, selects class assignments and materials, and organizes the room, among other points.	Interventionist and non-interventionist actions to manage classroom events. The teacher and students together prepare a work plan, organize the classroom space and class rules, select activities, among other points.	Actions minimally controlled by the teacher to manage classroom events, which commit students to be responsible for their learning. The teacher asks students to make decisions regarding activities, materials, among other points.
Behaviour management	Actions planned by the teacher, aimed at preventing student disruptive behavior. The teacher uses threat, isolation, physical force or reward.	Actions planned by the teacher associated with strategies proposed by him/her and students to prevent disruptive behaviours. The teacher uses both directive and non-directive procedures.	Planned actions, negotiated between the teacher and students, to provide self-correction opportunities for them. The teacher looks at learners, asks reflective questions, and uses non-verbal language.

Source: Authors' elaboration

RESULTS/FINDINGS

Classroom management practices reported by Chilean pre-service EFL teachers

The category of *classroom management skills reported by Chilean pre-service EFL teachers*, exhibited in a conceptual network (see Figure 1), and is associated with the following subcategories: *people management*, *instructional management*, and *behaviour management*.

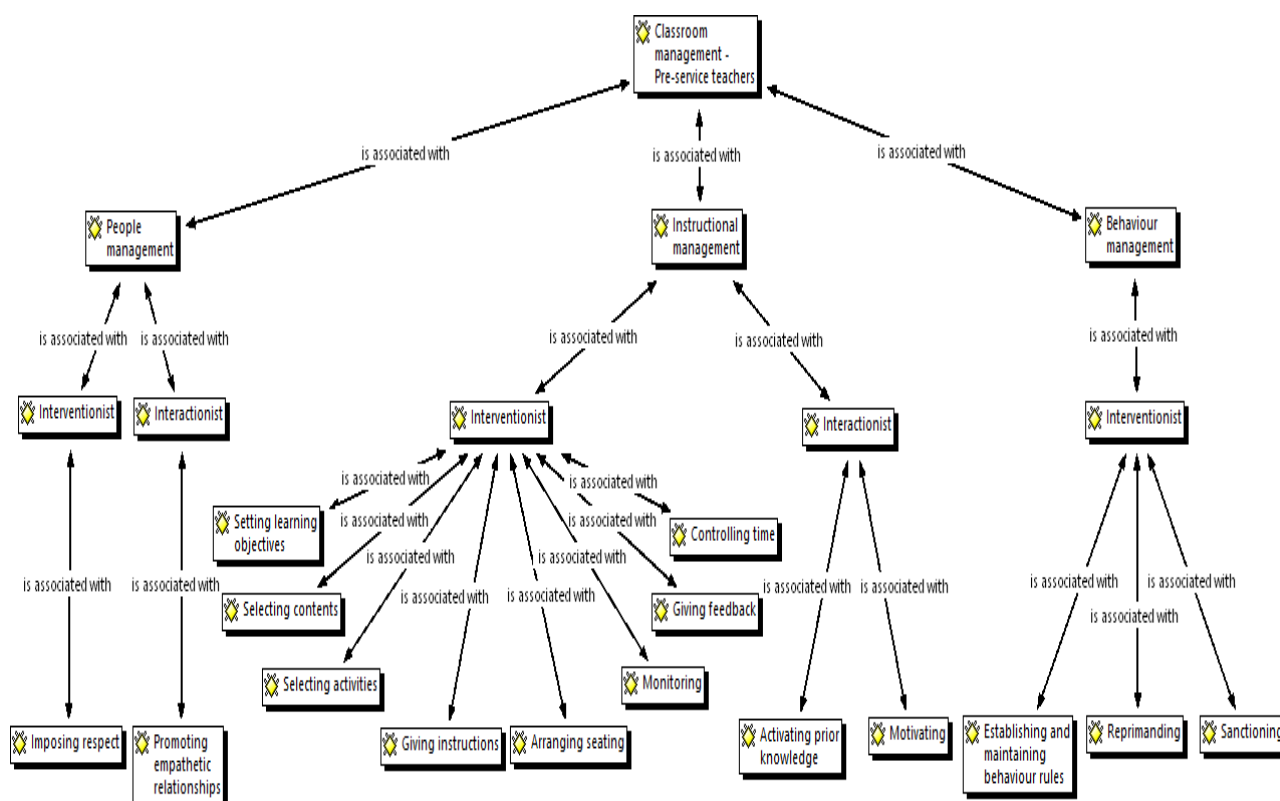


Figure 1: Classroom management practices reported by Chilean pre-service EFL teachers

Source: Authors' elaboration through software ATLAS.ti

People management

Utilizing a semi-structured interview based on non-participant classroom observation, the findings suggest that some pre-service EFL teachers' classroom management practices centred on the *people management* dimension. These are related to ideas that pre-service teachers have about learners' characteristics and development, besides their relationship with them. Considering this area, the participants suggest that they implemented *interventionist* actions. The following excerpt illustrates that one research subject focuses on *imposing respect*: 'For me, respect for the teacher and among the students is fundamental. Therefore, if this does not happen, I am obliged to do something and stop these situations' (E02 [70:70]). From this perspective, another interviewee also referred to this point, noting: 'Students do not respect each other, nor do they respect the teachers, thereby exceeding the limits. Because of this, I try to reinforce respect between them when they express their opinions' (E29 [18:18]).

Considering *people management*, some participants also allude to the implementation of *interactionist* practices because they reported that they had restricted their role and encouraged learners' participation. One of these actions relates to *promoting empathetic relationships*. This view encompasses the pre-service teachers' effort to create a close and trusting environment with students. One participant commented: 'My most notable ability was to establish empathetic relationships. That was never a problem. They felt relaxed to discuss content or comment' (E06 [73:73]). *Promoting empathetic relationships* is also exhibited in the following interview segment: 'I try to be close to the students and listen to them when they need. I want them to feel that I am not a police officer in the class, that I care about their learning' (E21 [66:66]).

Instructional management

The pre-service EFL teachers' responses, when they watched their recorded performance, also revealed *instructional management* practices. This dimension refers to the ability to organize and carry out the pedagogical process. Regarding the participants' approach in this area, their actions are mainly *interventionist* since they make all the decisions related to teaching and learning. One of these practices is associated with *setting learning objectives*. As expressed by the interviewees, they were those who decided on the class goals. The following interview segment illustrates this viewpoint: 'The lesson's objective was to identify general and specific information from oral and written texts. Every time I teach a reading or listening activity, that is the objective I formulate' (E08 [16:16]). Similarly, another participant pointed out: 'The objectives of my class were to read a job advertisement and write the same type of text. These were selected because students need to read and produce different types of texts that I am teaching to them' (E27 [16:16]).

Regarding *instructional management*, the participants also referred to *selecting contents* as another *interventionist* action since these professionals establish the types of knowledge they teach in lessons. In this sense, one of the pre-service

teachers pointed out that: 'The lesson's contents were grammar and vocabulary related to the prepositions of place. The coursebook that students use in class included these' (E03 [18:18]). Another participant indicated a similar view: 'One of the lesson's contents was the nominal subject clauses. I had to consider this because it was part of the grade's annual plan, which my tutor teacher of the educational establishment had proposed' (E18 [24:24]).

Considering *instructional management*, the pre-service EFL teachers referred to *selecting activities*. This action involves an *interventionist* nature since these individuals were those who decided on the pedagogical process tasks. Concerning this, one of the trainee teachers talked about the implementation of reading activities: 'The students had to quickly read the book, extracting the main ideas associated with different characters... I chose this activity so that they could work more (he refers to the skill development)' (E23 [22:22]). Likewise, another participant alluded to grammar practice in English: 'When I perform the class, I present the grammar structure on the board. I planned this activity so that the students could learn the grammar and create their sentences' (E04 [62:62]).

In the context of *instructional management*, another interventionist practice reported by the participants, after watching their recorded classroom performance, was *giving instructions*. In this sense, they usually presented information to learners providing guidelines about class activities. The following interview segment evidences this perspective: 'I give instructions before the students carry out any activity' (E25 [67:67]). In the same way, another trainee teacher states that one of their classroom management practices is related to: 'Giving them instructions (referring to students) so that they understand the classroom procedures... they need to have the opportunity to explain to other classmates how to perform an activity' (E22 [57:57]).

From an *interventionist* perspective, *arranging seating* was another *instructional management* action the pre-service EFL teachers reported. Along this line, the interviewees alluded to the need to structure how students locate themselves physically and socially in the classroom space. An interview referred to this action as follows: 'I started the class with rows, one student sitting next to the other, but when learners had to get together to practice the song, they formed groups. Later, they sat down in rows again' (E20 [30:30]). Likewise, another participant expressed a similar viewpoint: 'Many times, if the activities required in pairs, they worked in lines. If there were group activities, I arranged the room that way. Generally, I arrive earlier in the classroom to arrange the seating' (E05 [40:40]).

Regarding the pre-service teachers' responses, *monitoring* was also an *interventionist* practice linked to *instructional management*. In this sense, these participants affirmed that, when they implemented lessons, they needed to walk around the classroom, making sure that learners were appropriately carrying out the activities. This practice did not emphasize checking the quality of learners' classwork. About this, one research subject stated: 'I try to walk around the room, reviewing all the students' work. I am always insisting on them to complete the activities to achieve the class objectives' (E13 [54:54]). Similarly, another participant also alluded to this: 'I constantly go to the seats of students who are not participating, those who are doing something else. By doing this, they pay attention to the class' (E17 [62:62]).

Within the *instructional management's* dimension, the pre-service teachers reported they *gave feedback* as another *interventionist* practice. According to the interviews based on the classroom observation recording, some participants referred to providing information to learners about their performance in class activities, focusing primarily on the mistakes they made. The following interview excerpt evidences this perspective: 'I was giving the students feedback while I was speaking to the groups. I also did this at the end of class when they had to present their work. They had to identify their mistakes to correct them immediately' (E30 [39:39]). Along this line, another participant, after watching her recorded classroom intervention, stated that he provided feedback focused on grammatical aspects: 'I corrected the students' exercises on grammar. I said *try again*, or *this is not zero conditional*. *Check your notes*' (E26 [34:34]).

Controlling time was another *interventionist* practice associated with *instructional management*, which the pre-service EFL teachers mentioned. Within this framework, the participants declared that they interfered in class activities to indicate the minutes allocated for each task or announce when students had to finish. The subsequent excerpt exemplifies this fact: 'I informed about the activities' deadlines. I got used to it, and there is a good response from the students. I repeat to the learners that they have a certain number of minutes left for each activity' (E12 [83:83]). Based on this perspective, another subject made a similar comment, referring to his recorded classroom intervention: 'I wrote, on the board, the specific minutes that each activity would take. During the lesson, I reminded the students of this fact' (E07 [46:46]).

On the other hand, in terms of *instructional management*, some of the pre-service EFL teachers reported they implemented *interactionist* practices. In this sense, the trainee teachers made pedagogical decisions based on promoting student-centred actions. One of these practices involved *activating prior knowledge*. The participants expressed they encouraged students to relate what they already knew with the new knowledge. The following statement illustrates this perspective: 'The students activated their prior knowledge on the subject by reviewing vocabulary about the technology they had learned in previous lessons' (E10 [12:12]). Likewise, another participant stated: 'The students watched a Microsoft PowerPoint presentation, which included images of Chilean artists or bands. This resource was useful for them to activate their previous knowledge associated with the topic of an oral text' (E09 [55:55]).

Additionally, regarding *interactionist practices* related to *instructional management*, the pre-service EFL teachers referred to *motivating students* after watching their recorded performance. Within this framework, the interviewees

mentioned that they tried to implement practices that extrinsically or intrinsically motivated learners. One participant mentioned an example of this action, declaring he enhanced students' intrinsic motivation: 'If the learners were hesitant to answer, I would say *come on, you can do it*. I tried to motivate them by saying that there was no problem if they were wrong' (E14 [72:72]). Similarly, another interviewee stated that he used a technological resource to generate student motivation, alluding, in this case, to extrinsic motivation: 'I chose this activity (it refers to his filmed intervention) to motivate students, making them feel more valued. They always need to know they can do more things' (E28 [26:26]).

Behaviour management

As mentioned by the pre-service EFL teachers in the semi-structured interview, based on their filmed intervention, their classroom management practices were also focused on *behaviour management*. These were related to the participants' efforts to avoid and/or act against the behavioural problems of learners. In this sense, the pre-service teachers reported practices that were mostly *interventionist* since these involved punishments to avoid or suspend disruptive behaviours. Concerning this, some of the participants indicated that *establishing and maintaining behaviour rules* would have helped prevent problems in their class sessions. The subsequent interview segment presents this viewpoint: 'I communicated the classroom rules the students knew in advance. I made sure these were considered by them' (E19 [83:83]). Another research subject made a similar comment: 'I presented the rules and instructions clearly, at first, to control the class. I insisted on avoiding the use of headphones or their mobile phones. I also made efforts to get the students to be silent' (E24 [62:62]).

Within the *behaviour management*'s framework, the pre-service EFL teachers also expressed the *interventionist* practice of *reprimanding learners*. In this context, the study subjects commented they needed to consider the verbal reprimand to suspend students' disruptive behaviours in the classroom. In this regard, one participant alluded to an action she implemented when students talked to each other: 'When everyone is talking, I tell them off once. If they do not pay attention, I yell at them. I ask students to be quiet' (E11 [54:54]). Another trainee teacher referred to a similar interventionist practice when explaining what he does if a student shows a disruptive attitude: 'I raise the volume of my voice, yelling at students when they misbehave. It is useful to call them by their names' (E15 [59:59]).

Concerning *behaviour management*, the pre-service EFL teachers also reported they *sanctioned learners* as an *interventionist practice*. Along this vein, the interviewees stated that, in their classes, it was necessary to penalize students to demonstrate the consequences of their actions. This vision is presented as follows: 'The students knew in advance that if they misbehaved, I would write their name on the board. If I wrote a person's name twice, I would immediately register a negative comment in the class record book' (E16 [67:67]). Similarly, another participant mentioned: 'One of my classroom rules implies that students cannot talk to each other. If they break this, they will receive a negative remark in their class record book's entries' (E01 [89:89]).

Classroom management practices reported by Chilean novice in-service EFL teachers

The category of *classroom management practices reported by novice in-service EFL teachers*, exhibited in the conceptual network (see Figure 2), is associated with the following subcategories: *people management*, *instructional management*, and *behaviour management*.

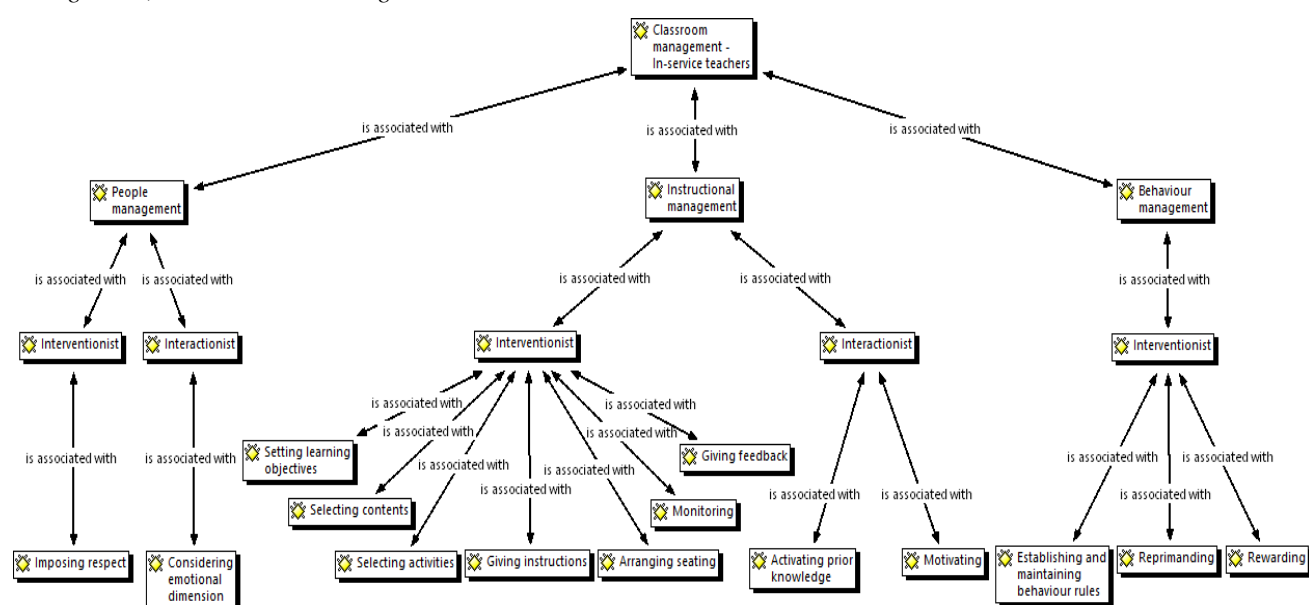


Figure 2: Classroom management practices reported by Chilean novice in-service EFL teachers

Source: Authors' elaboration through software ATLAS.ti

People management

Based on the classroom management practices reported by the novice in-service EFL teachers when they observed their filmed classroom intervention, they referred to *people management* actions. Along these lines, some participants carried out the *interventionist* action of *imposing respect*. The teachers pointed out the relevance of this aspect considering students' personal development, as evidenced as follows: 'I constantly told the students they must respect the teacher and their classmates. I was interested in this because we are forming individuals. They must know how to cohabitate in the real world' (P04 [94:94]). In this context, another teacher commented: 'If they say a nickname or a bad word to each other, I have to act immediately since respect among them is necessary. By doing this, I avoid that they got treated inappropriately or that they disrespect the teacher' (P13 [59:59]).

On the other hand, associated with *people management*, some teachers of English referred to *interactionist practices*. In this sense, they expressed the need to carry out joint work between the teacher and learners, taking into account and accepting their different characteristics. For this reason, the participants indicated that *considering the emotional dimension* was a relevant aspect of their teaching practices as this directly impacted students' learning. The following interview excerpt evidences this perspective: 'I believe students learn from their hearts. In this way, learning occurs on its own because if they experience an emotional breakdown, they will hardly be able to build their knowledge' (P07 [50:50]). Based on the above, another teacher pointed out: 'Before thinking about the content, I focus more on how to get to students' hearts by considering what they like. If I am going to teach, for example, grammar, I do it through games and songs, something appealing to them' (P16 [11:11]).

Instructional management

The novice EFL teachers also reported classroom management practices that focused on *instructional management*, which presented characteristics similar to those evidenced by the pre-service teachers who participated in this study. They referred to *setting learning objectives* as one *interventionist* practice. The following comment reflects this vision: 'The lesson's objective I formulated was to listen and understand an audio track in English. The purpose of this was to develop listening comprehension skills' (P18 [15:15]). Along the same line, another participant pointed out: 'I stated the class objective related to reading comprehension because students needed to reinforce that comprehension ability in English' (P24 [10:10]).

Considering the novice EFL teachers' responses centred on their filmed classroom performances, another *interventionist* practice associated with *instructional management* was *selecting contents*. In this context, this action included making decisions considering the types of knowledge that the English language lessons would cover. One participant's interview excerpt reflects this view: 'I decided to teach the verb tenses that the students had studied in previous classes. For this reason, it was necessary to help them remember the past continuous tense and related verbs' (P12 [30:30]). Another interviewee made a similar statement: 'Students had to study about healthy and unhealthy eating habits. That is why I decided to teach them, also, vocabulary in English regarding other areas, such as natural sciences and physical education' (P22 [30:30]).

In terms of the English language teachers' filmed classroom interventions, they referred to *selecting activities* as an *interventionist* action within the *instructional management* dimension. Regarding this practice, as the findings associated with pre-service teachers suggested, these professionals chose the lesson's tasks. The following excerpt reflects this view: 'I decided to include activities in which students recognized verbs included in songs. Once they found their meanings, they had to complete sentences. I selected this activity so that they could practice how to use verbs' (P09 [22:22]). Another interviewee also referred to this action by pointing out: 'When I made the lesson plan, I took the activities from the coursebook I use to teach the subject. However, I created the last ones that students carried out' (P23 [21:21]).

Within the *instructional management's* framework, another *interventionist* practice reported by the in-service teachers involved *arranging the seating*. In this sense, they stated that they decided to impose a traditional classroom organization, which corresponded to vertical rows facing the board. From their points of view, this was to avoid learners' disruptive behaviours. However, some of them reported modifying the seating arrangement only on certain occasions. Regarding this, one interviewee stated: 'When I implement activities in which they have to talk more, I change the classroom organization. As I taught grammar in this lesson, students needed to concentrate without losing their focus. For this reason, they worked in rows' (P08 [26:26]). Another participant mentioned a similar practice: 'Arranging the room in a circle would lead to students talking more. They can start working, but then they will get distracted' (P17 [36:36]).

Based on the in-service teachers' *interventionist* practices associated with *instructional management*, they reported that *classroom monitoring* was essential to them. They indicated it was necessary to confirm that students were doing the class activities appropriately. However, these subjects did not refer to checking the quality of learners' classwork. The following interview segment illustrates this vision: 'I went around the room and tried to monitor each student. I verified if they were working or if they needed help' (P03 [50:50]). Along this line, another participant indicated a similar perspective while watching his recorded performance: 'I was monitoring that all the students worked and understood the

text. I think this is an effective classroom management technique. It has worked well for me in most of my lessons' (P05 [50:50]).

The in-service teachers reported they *gave feedback* during the class as another *interventionist* practice associated with *instructional management*. Within this framework, many participants pointed out that, in the teaching and learning process, it was crucial to provide feedback to learners, mostly emphasizing the mistakes they made. One of the interviewees comments: 'When I gave feedback, I corrected the students' work so that they could modify their mistakes' (P02 [36:36]). Similarly, another research subject stated: 'I gave enough feedback, which is a kind of formative assessment. I told the students if they had done the activities well, if they had made mistakes and how they could correct their mistakes' (P11 [34:34]).

In the context of *instructional management*, the in-service teachers also argued they implemented *interactionist* practices. From their viewpoint, they performed these actions so that both students and teachers played an essential role in the pedagogical process. One of these actions was *activating prior knowledge*. As expressed by the interviewees, they provided opportunities for learners to connect the knowledge they had already constructed with what they were going to learn. In their own words, this was to create meaningful learning as one participant stated as follows: 'In the lesson's pre-activities, I planned an activity by which students had to brainstorm information. This task was to help them activate their prior knowledge so that they could effectively take part in the class' (P14 [21:21]). Another interviewee also referred to the importance of this practice, pointing out that: 'The activation of prior knowledge was essential in the lesson because I was going to work with two verb tenses that had been reviewed previously in class. The students successfully put into practice the content within the class' (P15 [30:30]).

Additionally, regarding *instructional management*, another *interactionist* practice the in-service EFL teachers reported, when they watched their filmed classroom intervention, corresponded to *motivating learners*. According to the interviewees, a teacher must find a way to captivate the students' interest by implementing different activities and using educational resources. The following interview segment illustrates this perspective: 'I selected a song so that students could listen, and to motivate them because my classes were in the afternoon and sometimes they did not want to do anything' (P06 [21:21]). Another participant commented on this fact: 'On the spur of the moment, I decided to run a contest or an activity to get them interested in the lesson' (P21 [12:12]).

Behaviour management

The classroom management practices acknowledged by the in-service EFL teachers when they watched their filmed interventions were also associated with *behaviour management*. This dimension focuses on maintaining student discipline in the classroom, trying to avoid disruptive behaviours. According to the participants' oral discourse in this context, the actions they performed were mostly *interventionist* since they acted directly carrying out control actions as in the case of *establishing and maintaining behavioural rules*. This, from the participants' perspective, focused on avoiding disruptive behaviours. In this sense, a teacher alluded to a classroom management practice that he believed was evident in his filmed pedagogical performance: 'I constantly reiterated the classroom rules within the lesson; for example, I pointed out that they had to be silent. I reminded them of being silent while their classmates were giving opinions' (P26 [72:72]). Along the same lines, another teacher stated: 'I made the students remember the rules at the beginning of the class so that we could have a favourable environment where there was respect. It was always necessary to remind them of this. They used to forget this fact' (P25 [52:52]).

Based on *behaviour management*, another *interventionist* practice that teachers reported they implemented corresponded to *reprimanding students*. Similar to what the pre-service EFL teachers participating in this study mentioned, these interviewees indicated that they orally admonished students to redirect their disruptive actions. Regarding this, one of the teachers argued: 'This group of students has only boys, so I must maintain an authoritative image to manage discipline. I usually reprimand those who are not working. I am always setting limits' (P20 [62:62]). Another participant alluded to a similar practice: 'I do not like it when students do not work and waste time in class, so I scold them and explain why I am upset' (P10 [57:57]).

The novice in-service EFL teachers, within the framework of *behaviour management*, also recognized *rewarding learners*, an *interventionist* action. Most of the interviewed teachers considered the need to reward students who behaved appropriately or performed the requested tasks. One of the novice teachers commented on this vision: 'I walked around the classroom reviewing if students wrote down the lesson's contents or if they were carrying out the activities. Accordingly, I stamped the word excellent or well done in their notebooks' (P01 [33:33]). Likewise, another participant indicated: 'I ask the students for their worksheets at the end of the class. I review them and give additional scores to those who worked well. This action helps them increase the grade they get' (P19 [57:57]).

DISCUSSION OF RESULTS

After watching their recorded classroom interventions, both pre-service and novice in-service EFL teachers reported they implement similar classroom management practices. First, within the framework of people management and from an interventionist perspective, both groups of participants require respect towards the teacher and among students themselves. The existence of this practice, as previously mentioned, reflects that the participants tend to control

interpersonal relationships within the classroom to create an environment of respect. According to [Barreda \(2012\)](#), this fact relates to the characteristics of an authoritarian teacher, who imposes how students cohabitate in the classroom, sanctioning anyone who does not comply with the stipulated behaviours. From this author's view, learners can see their freedom to act among peers restricted as the teacher conditions their behaviour. This practice could affect students' learning and self-regulation capacity since an authoritarian teacher could prioritize the fulfilment of the rules over learning in the classroom.

On the other hand, the findings indicate the existence of interactionist practices related to people management, which were reported by both groups of participants. The pre-service teachers recognize they implement actions associated with the promotion of empathetic relationships in the classroom. Similarly, novice teachers argue it is necessary to consider an emotional environment to manage the class successfully. Regarding the first action, [Llorent and López \(2012\)](#) argue that good relationships in the classroom strengthen propitious learning development as they foster a trusting environment for students. Otherwise, [García \(2012\)](#) refers to the importance of emotions for learners' meaningful knowledge construction. In this context, the author alludes to the relevance of this dimension for teacher education programs, considering that a comprehensive teacher must consider students' emotional development.

Regarding instructional management, both groups of participants mention similar practices that tend to be interventionist in nature. These actions are exclusively teacher-centred, such as making decisions regarding a lesson's objectives, contents, and activities. This scenario is complicated when considering that the research subjects would not base their foreign language lessons on learners' interests and needs, a necessary action to foster meaningful learning ([Danielson, 2007](#)). Both groups of participants also organize the seating arrangement and actively monitor students in class from an interventionist perspective. In this manner, the subjects' actions show a concern to ensure that students do what has been assigned to them, regardless of the quality of what learners do. This type of practice contradicts the guidelines emanating from the communicative approach to teaching English. These state that teachers must act as learning facilitators, providing tools and conditions for individuals to develop their communicative competence in the foreign/second language ([Duff, 2014](#)).

The results also reveal another interventionist practice associated with instructional management implemented by the research subjects, which corresponds to giving feedback. Both groups of participants focus these procedures on correcting students' mistakes. This type of practice employs the audiolingual method principles (see, for example, [Celce-Murcia, 2014](#)), promoting a conception of language learning related to habit formation. This view contradicts the natural language generation in communication situations, in which mistakes are a source of learning.

Concerning the previous idea, pre-service and novice teachers' tendency to be more interventionist in terms of instructional management is common since it is methodologically beneficial for them to have a high level of control over class procedures ([Martin & Shoho, 2000](#)). Implementing interventionist practices means that decisions regarding teaching are mostly made by the teacher, with minimal or rather no students' participation. These types of teacher-centred practices could make foreign/second language teaching and learning impossible considering the communicative approach perspective ([Nunan, 2015](#)). This requires learners' active work when putting language skills into practice in authentic and interactive situations.

Considering the instructional management dimension, both pre-service and novice EFL teachers implement interactionist practices. One of these actions corresponds to the activation of students' prior knowledge, a practice that would facilitate the construction of new knowledge associated with the English language based on what students have learned ([Medwell et al., 2017](#)). Likewise, another interactionist practice related to the instructional management dimension involves motivating learners, seeking to create the conditions where they become committed to their learning process. This practice is essential when learning and teaching English since, if learners are not motivated, it is unlikely that they will develop the foreign/second language skills independently ([Dörnyei & Ushioda, 2013](#)).

In terms of behaviour management, similarities considering the participants' reported practices are identified. Both pre-service and novice teachers refer to establishing and maintaining behaviour norms, in addition to reprimanding students, practices that are interventionist. Different studies have indicated that teachers, regardless of their years of professional experience, demonstrate a tendency to control students' disruptive attitudes through actions, such as punishment or reward ([Unal & Unal, 2009](#); [Wolff et al., 2017](#)). Likewise, [Mahmoodi et al. \(2015\)](#) argue that internal policies and realities of the educational establishments where teachers work influence their tendency of absolute behavioural control over students. This happens in schools with a large number of students, where teachers and administrators enhance disciplinary measures as the basis for conducting classes.

Based on behaviour management from an interventionist perspective, pre-service EFL teachers refer to actions such as sanctioning learners, while novice teachers reward them. Both practices seek to minimize behaviours considered disruptive or detrimental in the classroom. They centre on the reinforcement theory principles developed by Skinner (cited in [Pellón et al., 2015](#)), which establish the need to carry out positive or negative reinforcements to control learners' actions. The implementation of these types of actions positions the learning process from a behavioural perspective, making it impossible to develop meaningful learning ([Gürçay, 2015](#)).

[Quek \(2013\)](#) emphasizes that the desire to lead the teaching-learning process, and all the aspects that underlie it, are triggered by the fear that pre-service and beginning teachers have of losing their students' attention. This situation is due to their limited knowledge in the educational field and their representations relating to how to act correctly, based on their previous experiences in professional contexts and/or in their professional preparation. According to [Quek \(2013\)](#), implementing punitive practices is an appropriate option for inexperienced teachers, who consider it necessary to punish disruptive behaviours for helping them learn.

Considering the implementation of classroom management practices that could unsatisfactorily impact student learning, [Gürçay \(2015\)](#) states that undergraduate pedagogical courses can be useful to provide information to pre-service teachers on how to teach. However, they may not help them improve their teaching. Accordingly, this author suggests encouraging pre-service teachers at the university preparation level to implement classes in real teaching contexts. [Yilmaz and Çavaş \(2008\)](#) emphasize the importance of professional practicum since, in this instance, future teachers can expand their knowledge about teaching and learning, improving their classroom performance subsequently.

The analysis carried out identified that both pre-service and novice EFL teachers implement similar classroom management practices. Besides, despite this is usually a matter of concern for both groups, as reported in this manuscript's theoretical framework, undergraduate teacher education programs may help trainee teachers develop to a small degree the aspects related to this teaching skill. This situation, in turn, could be associated with the pre-service teachers' permanence of traditional representations about teaching and learning, which influence their pedagogical practices. From this viewpoint, [Tagle et al. \(2017\)](#) emphasize that the restructuration or modification of pedagogical beliefs is difficult because they are rooted in the pre-service and in-service teachers' long-term memory. Therefore, future teachers of English, at the undergraduate level, should have opportunities to question and reflect on the low effectiveness of interventionist practices associated with people, instructional, and behaviour management in terms of English language learning.

CONCLUSION

Based on the research findings, it was possible to identify that both pre- and in-service teachers implement, for the most part, classroom management practices focused on an interventionist approach. This fact means that participants develop authoritative actions related to the three dimensions of classroom management, which correspond to people, instructional, and behaviour management. In this sense, firstly, both groups of participants indicated that they implemented interventionist practices associated with people management through actions that they imposed on the learners dictating how they had to interact with their peers and with the teacher in the classroom. The implementation of these actions could limit the students' behavioural self-regulation.

On the other hand, both groups of participants also report having implemented interventionist actions regarding instructional management. This means that pre-service and novice teachers make decisions regarding teaching methods, controlling the choice of objectives, contents and activities, the seating arrangement, and the feedback process according to their deliberations. The teaching practices framed in this approach do not consider students' needs in English language learning, which could limit their communicative competence development.

Regarding behaviour management, both pre-service and novice teachers state that they have implemented practices that are mostly linked to an interventionist approach. They focus on eradicating behaviours that are considered disruptive through sanctions and rewarding those that are appropriate. Based on the above, these traditional practices not only condition the students' actions but also show how crucial behavioural control is for teachers.

In summary, the classroom management practices reported by the participants encompass a traditional teaching proposal, without many differences between both groups. Considering this scenario, it is vital to highlight the existence of these similarities between them, understanding that the novice teachers graduated from the same universities where the pre-service teachers were studying when conducting this research. In this context, teacher education programs, through didactics and practicum courses, should help trainee teachers to reflect on their classroom management performance continually. This could help them transform their traditionalist representations about teaching and learning English into others more communicative and constructivist.

LIMITATION AND STUDY FORWARD

This study is cross-sectional as the researchers collected the data at an exact point in time. Therefore, the authors of this manuscript recommend that future research work on classroom management examines how pre-service or in-service teachers' practices change over time, monitoring the same research subjects. Likewise, correlating participants' perceptions, attitudes, and beliefs on classroom management could also be a contribution to the areas of English language teaching and teacher education.

ACKNOWLEDGEMENT

This study was financed by research grant FONDECYT 1191021, which is titled "Estudio correlacional y propuesta de intervención en evaluación del aprendizaje del inglés: las dimensiones cognitiva, afectiva y social del proceso evaluativo del idioma extranjero" (Correlational study and intervention proposal in English language learning assessment:

Cognitive, affective, and social dimensions of the English language assessment process). This was sponsored by the National Commission for Scientific and Technological Research (Comisión Nacional de Investigación Científica y Tecnológica, CONICYT) of the government of Chile.

AUTHORS CONTRIBUTION

The first, the second, and the third authors carried out the data analysis, elaborated the manuscript, and reviewed associated literature. The fourth and fifth authors contributed to the data analysis process and reviewed literature related to the study.

REFERENCES

1. Barreda, M. S. (2012). *El docente como gestor del clima del aula: Factores a tener en cuenta* [Master's thesis]. Universidad de Cantabria.
2. Cabaroğlu, N. (2012). Prospective EFL teachers' perceptions of classroom management and misbehavior. *Çukurova University Faculty of Education Journal*, 41(1), 117-132.
3. Celce-Murcia, M. (2014). An overview of language teaching methods and approaches. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 2-14). National Geographic Learning.
4. Cerit, Y. (2011). The relationship between pre-service classroom teachers' self-efficacy beliefs and classroom management orientations. *Buca Eğitim Fakültesi Dergisi*, 30, 156-174.
5. Cerit, Y., & Yüksel, S. (2015). Teacher's perceptions of classroom management orientations in Turkish and Latvia contexts: A comparative study. *Journal of Educational and Instructional Studies in the World*, 5(3), 1-10.
6. Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Association for Supervision and Curriculum Development.
7. Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315833750>
8. Duff, P. A. (2014). Communicative language teaching. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 15-30). National Geographic Learning.
9. Erdogana, M., & Kurt, A. (2015). A review of research on classroom management in Turkey. *Procedia - Social and Behavioral Sciences*, 186, 9-14. <https://doi.org/10.1016/j.sbspro.2015.04.212>
10. Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. <https://doi.org/10.1002/piq.21143>
11. García, J. A. (2012). La educación emocional, su importancia en el proceso de aprendizaje. *Revista Educación*, 36(1), 97-109. <https://doi.org/10.15517/revedu.v36i1.455>
12. Gass, S. M., & Mackey, A. (2017). *Stimulated recall methodology in applied linguistics and L2 research* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315813349>
13. Ghafarpour, H., & Nejadansari, D. (2015). EFL teachers' attitudes and beliefs on class control and leadership styles in two different contexts. *Journal of Applied Linguistics*, 1(1), 59-65.
14. Gürçay, D. (2015). Preservice physics teacher's beliefs regarding classroom management. *Procedia - Social and Behavioral Sciences*, 174(12), 2430-2435. <https://doi.org/10.1016/j.sbspro.2015.01.913>
15. İnceçay, G., & Keşli Dollar, Y. (2012). Classroom management, self-efficacy and readiness of Turkish pre-service English teachers. *ELT Research Journal*, 1(3), 189-198.
16. Kazemi, A., & Soleimani, N. (2016). On the relationship between EFL teachers' classroom management approaches and the dominant teaching style: A mixed method study. *Iranian Journal of Language Teaching Research*, 4(2), 87-103.
17. Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
18. Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
19. Llorent, V., & López, R. (2012). Estudio de las relaciones interpersonales en aulas con alumnos "diferentes". *Campo Abierto*, 31(2), 87-109.
20. Macías, D. F., & Sánchez, J. A. (2015). Classroom management: A persistent challenge for pre-service foreign language teachers. *PROFILE, Issues in Teachers' Professional Development*, 17(2), 81-99. <https://doi.org/10.15446/profile.v17n2.43641>
21. Mahmoodi, M. H., Izadi, N., & Dehghannezhad, M. (2015). An investigation into the relationship among EFL teachers' reflection, classroom management orientations, and perceptions of language learning strategies and students' L2 achievement. *Applied Research on English Language*, 4(2), 25-42.
22. Martin, N. K., & Shoho, A. R. (2000, January). *Teacher experience, training, & age: The influence of teacher characteristics on classroom management style* [Paper presentation]. Annual Conference of the Southwest Educational Research Association, Dallas, TX, United States. <https://files.eric.ed.gov/fulltext/ED440963.pdf>
23. Martin, N. K., Yin, Z., & Mayall, H. (2006, February). *Classroom management training, teaching experience and gender: Do these variables impact teachers' attitudes and beliefs toward classroom management style?*

- [Paper presentation]. Annual Conference of the Southwest Educational Research Association, Austin, TX, United States. <https://files.eric.ed.gov/fulltext/ED494050.pdf>
24. Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works*. Association for Supervision and Curriculum Development.
 25. Medwell, J., Wray, D., Minns, H., Griffiths, V., & Coates, E. (2017). *Primary English: Teaching theory and practice* (8th ed.). Learning Matters.
 26. Mehrpour, S., & Moghaddam, M. (2018). Exploring novice and experienced Iranian EFL teachers' beliefs representations: A more vivid picture. *International Journal of Language Studies*, 12(2), 17-50.
 27. Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
 28. Mutlu, G. (2014). Challenges in practicum: Pre-service and cooperating teachers' voice. *Journal of Education and Practice*, 5(36), 1-8.
 29. Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge. <https://doi.org/10.4324/9781315740553>
 30. Omoruyi, K. I., & Aigbedion, I. M. (2015). The impact of classroom management on students' academic performance in selected junior secondary schools in municipal area council, Abuja. *International Journal of Education and Research*, 3(9), 141-154.
 31. Pelech, J., & Pieper, G. (2010). *The comprehensive handbook of constructivist teaching: From theory to practice*. Information Age Publishing.
 32. Pellón, R., Miguéns, M., Orgaz, C., Ortega, N., & Pérez, V. (2015). *Psicología del aprendizaje*. Universidad Nacional de Educación a Distancia.
 33. Quek, C. L. (2013). Exploring beginning teachers' attitudes and beliefs on classroom management. *New Horizons in Education*, 61(2), 13-33.
 34. Quintero, J., & Ramírez, O. (2011). Understanding and facing discipline-related challenges in the English as a foreign language classroom at public schools. *PROFILE, Issues in Teachers' Professional Development*, 13(2), 59-72.
 35. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
 36. Riddell, D. (2014). *Teach EFL: The complete guide*. John Murray Learning.
 37. Saeedi, M. (2016). EFL teacher's attitudes and beliefs regarding classroom management style: The case of gender and teaching experiences. *European Journal of Education Studies*, 2(1), 58-69.
 38. Savran, A., & Çakıroğlu, J. (2003). Differences between elementary and secondary preservice science teachers' perceived efficacy beliefs and their classroom management beliefs. *The Turkish Online Journal of Educational Technology – TOJET*, 2(4), 15-20.
 39. Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.
 40. Tagle, T., Díaz, C., Alarcón, P., Ramos, L., Quintana, M., & Etchegaray, P. (2017). Creencias sobre los roles del profesor y del estudiante que poseen futuros docentes de inglés en dos universidades chilenas. *FOLIOS*, 45, 113-126. <https://doi.org/10.17227/01234870.45folios113.126>
 41. Unal, Z., & Unal, A. (2009). Comparing beginning and experienced teachers' perceptions of classroom management beliefs and practices in elementary schools in Turkey. *The Educational Forum*, 73(3), 256-270. <https://doi.org/10.1080/00131720902991343>
 42. Villalobos, X. (2011). Reflexión en torno a la gestión de aula y a la mejora en los procesos de enseñanza y aprendizajes. *Revista Iberoamericana de Educación*, 55(33), 1-7. <https://doi.org/10.35362/rie5531590>
 43. Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. A. (2017). See and tell: Differences between expert and novice teachers' interpretations of problematic classroom management events. *Teaching and Teacher Education*, 66, 295-308. <https://doi.org/10.1016/j.tate.2017.04.015>
 44. Yilmaz, H., & Çavaş, P. (2008). The effect of the teaching practice on pre-service elementary teachers' science teaching efficacy and classroom management beliefs. *Eurasia Journal of Mathematics, Science and Technology Education*, 4(1), 45-54. <https://doi.org/10.12973/ejmste/75305>
 45. Yilmaz, K. (2009). Pre-service secondary science and mathematics teachers' classroom management styles in Turkey. *Asia-Pacific Forum on Science Learning and Teaching*, 10(2), 1-15.

APPENDICES

Appendix 1: Classroom observation form

No.	Recorded lesson's segment (minutes/seconds)	Code and narrative description	Focus (interview question number)
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			
(8)			
(9)			
(10)			

Appendix 2: Semi-structured interview script

1. What role(s) did you play in the recorded class? Why?
2. What role(s) did the students play in the recorded class? Why?
3. What classroom management practices did you implement in the recorded class? Why?
4. Considering your performance in the recorded class, what were your strengths in terms of classroom management? Why?
5. Considering your performance in the recorded class, what were your weaknesses in terms of classroom management? Why?