



**TECHNICAL UNIVERSITY OF COTOPAXI  
PUJILÍ CAMPUS**

**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE - ENGLISH CAREER**

**RESEARCH REPORT**

**CLASSROOM MANAGEMENT PROBLEMS IN THE PRE -  
PROFESSIONAL PRACTICES**

Research report before obtaining the bachelor's degree of English Language  
Pedagogy.

**AUTOR:**

Toaquiza Vega Angel Fausto  
Romero Anchatipan Nayeli Nicole

**TUTOR:**

Rosero Menéndez Jorge Luis, M.Sc.

**PUJILÍ - ECUADOR  
MARCH-2024**

## STATEMENT OF AUTHORSHIP

Toaquiza Vega Angel Fausto, with citizenship card No. 1727620039 and Romero Anchatipan Nayeli Nicole with citizenship card No. 1751418581 declare to be the authors of this RESEARCH PROJECT: " **CLASSROOM MANAGEMENT PROBLEMS IN THE PRE - PROFESSIONAL PRACTICES.**", being M.Sc. Rosero Menéndez Jorge Luis, Tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, March 2024.



Toaquiza Vega Angel Fausto  
ID: 1727620039



Romero Anchatipan Nayeli Nicole  
ID: 1751418581

### **ENDORSEMENT BY THE RESEARCH PROJECT TUTOR**

As Tutor of the Research Project on the title: " **CLASSROOM MANAGEMENT PROBLEMS IN THE PRE - PROFESSIONAL PRACTICES** ", Toaquiza Vega Angel Fausto and Romero Anchatipan Nayeli Nicole, of the Pedagogy of National and Foreign Languages career, I consider that this research report is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as has incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2024.



Rosero Menéndez Jorge Luis, M.Sc.  
ID: 0500862727  
**TUTOR**

## ENDORSEMENT OF THE DEGREE COURT

As a Court of Readers, approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Campus, because the applicant: Toaquiza Vega Angel Fausto and Romero Anchatipan Nayeli Nicole, with the title of the Research Project " **CLASSROOM MANAGEMENT PROBLEMS IN THE PRE - PROFESSIONAL PRACTICES** ", has considered the recommendations issued in due course and meets the sufficient merits to be submitted to the act of support of the degree work.

Pujilí, March 2024

For agreement they sign



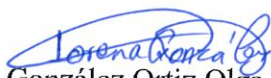
Castro Bungacho Sonia Jimena M.Sc.  
ID: 0501974729

**READER 1 (PRESIDENT)**



Andrade Morán José Ignacio M.Sc.  
ID: 0503101040

**READER 2 (MEMBER)**



González Ortiz Olga Lorena PhD.  
ID. 1002377271

**READER 3 (MEMBER)**

### **GRATEFULNESS**

*For us it is a pleasure to express our enormous gratitude to God, who thanks to his company has filled us with wisdom and support to achieve our goals. To our parents and family, for their great effort and investment they made to cover our needs, for believing in us and encouraging us to continue with our purposes. Finally, to offer our eternal gratitude to our distinguished University, to each one of the professors, collaborators and tutors who guided us and shared their knowledge during our professional formation during the course of our career.*

***Nicole & Angel***

## **DEDICATION**

*This research work is dedicated: To God, my Niñito de Isinche, who has always been my faithful companion and who, with his blessing throughout my life, has protected me and led me to be better professionally. To my family, my brothers Leo and Styben and above all to my parents Carlos and Myriam who have been the best models of struggle and perseverance to progress in life and achieve my dreams, thank you for your sacrifices and your constant support, also for having made me a person with good values. To my other family members for encouraging me and giving me advice when I needed it. Finally, how not to include my friend Daliana who was a great support during the time I was writing this thesis. I wholeheartedly thank my beloved Alma Mater and all the people who make it up.*

**Nicole Romero**

### ***DEDICATION***

*It is a pleasure for me to dedicate this research to my parents and my family, who have been a fundamental part of my life and my professional formation. To my dear professors and tutors at the Technical University of Cotopaxi, who guided me in the best way with their knowledge and support. Finally, to the Rioblanco Alto Educational Unit who with their gratitude and support allowed me to develop my pre-professional internship effectively. Thank you all for being part of my professional formation.*

***Angel Toaquiza***

# UNIVERSIDAD TÉCNICA DE COTOPAXI

**TEMA: "PROBLEMAS DE GESTIÓN DEL AULA EN LAS PRÁCTICAS PRE - PROFESIONALES"**

**Autores:**

Toaquiza Vega Angel Fausto  
Romero Anchatipan Nayeli Nicole

**Tutor:**

Rosero Menéndez Jorge Luis MSc.

## RESUMEN

La gestión del aula es un elemento fundamental en el proceso de enseñanza-aprendizaje, ya que estimula el profesionalismo y compromiso de los futuros profesores de inglés desde su práctica en Instituciones Educativas, donde realizan su primer acercamiento a una realidad educativa y deben garantizar un ambiente de aprendizaje efectivo. El objetivo de este estudio es identificar los principales problemas de gestión del aula en la docencia pre-profesional. Para lo cual, la pregunta de investigación es "¿Cuáles son las posibles causas de los problemas de gestión del aula que enfrentan los profesores de inglés en formación?". En este contexto, el presente trabajo de investigación es de tipo descriptivo con enfoque cualitativo. Además, para la obtención de la información se aplicó una entrevista semiestructurada, la cual fue validada por tres profesores de la Universidad Técnica de Cotopaxi. En este sentido, los participantes en este estudio fueron cinco estudiantes del octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (inglés) de la Universidad Técnica de Cotopaxi-Extensión Pujilí. Luego de la recolección de datos se realizó el análisis y discusión de las respuestas de cada uno de los estudiantes codificados como ST.1.2.3.4.5. Con base en los hallazgos, los entrevistados señalan que los principales problemas surgen de su limitado conocimiento y experiencia en el manejo del aula previo a la ejecución de su docencia pre-profesional, lo que les impide lograr buenos resultados en el aprendizaje del inglés para todos los estudiantes. Para finalizar, se determinaron las principales causas que provocaron dificultad en el buen manejo del aula por parte de los Pre – Service English Teachers durante su práctica, siendo las siguientes: sobrepoblación estudiantil y el escaso conocimiento o dominio de métodos, técnicas y estrategias de gestión de aula.

**Palabras clave:** Enseñanza pre-profesional, Gestión del aula, Profesores de inglés en formación, Principales problemas,



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**PUJILI CAMPUS**  
**UNDERGRADUATE PROGRAM**  
**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**  
**ENGLISH MAJOR**

**THEME: “CLASSROOM MANAGEMENT PROBLEMS IN THE PRE-  
PROFESSIONAL PRACTICES”.**

**Authors:**

Toaquiza Vega Angel Fausto  
Romero Anchatipan Nayeli Nicole

**Tutor:**

Rosero Menéndez Jorge Luis MSc.

**ABSTRACT**

Classroom management is a fundamental element in the teaching-learning process, since it stimulates the professionalism and commitment of future English teachers from their practicum in Educational Institutions, where they make their first approach to an educational reality and must guarantee an effective learning environment. The objective of this study is to identify the main classroom management problems in pre-professional teaching. For which, the research question is “What are the possible causes of the classroom management problems faced by pre-service English teachers?”. In this context, the present research work is descriptive and qualitative approach. Furthermore, to obtain the information, a semi-structured interview was applied, which was validated by three professors from the Technical University of Cotopaxi. In this sense, the participants in this study were five students in the eighth semester of the Pedagogy of National and Foreign Languages (English) major at the Technical University of Cotopaxi-Campus Pujilí. After data collection, the analysis and discussion of the responses of each of the students coded as ST.1.2.3.4.5 was carried out. Based on the findings, the interviewees point out that the main problems arise from their limited knowledge and experience in classroom management prior to the execution of their pre-professional teaching, which prevents them from achieving good results in learning English for all students. Finally, the main causes that caused difficulties in classroom management by Pre-Service English Teachers during their practicum were determined, being the following: student overcrowding and poor knowledge or mastery of classroom management methods, techniques and strategies.

**Keywords:** Classroom management, Main problems, Pre-professional teaching, Pre-service English teachers,

## ***AVAL DE TRADUCCIÓN***

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: "**CLASSROOM MANAGEMENT PROBLEMS IN THE PRE PROFESSIONAL PRACTICES**" presentado por: Toaquiza Vega Angel Fausto Y Romero Anchatipan Nayeli Nicole, egresados de la Carrera de: **Pedagogía De Los Idiomas Nacionales y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Atentamente,



Rosero Menéndez Jorge Luis M.Sc.  
**ID:0500862727**  
**TUTOR**



Pujilí, marzo del 2024

## INDEX

COVER PAGE.....	i
STATEMENT OF AUTHORSHIP .....	ii
ENDORSEMENT BY THE RESEARCH PROJECT TUTOR .....	iii
ENDORSEMENT OF THE DEGREE COURT.....	iv
GRATEFULNESS .....	v
DEDICATION .....	vi
DEDICATION .....	vii
RESUMEN .....	viii
ABSTRACT .....	ix
AVAL DE TRADUCCIÓN.....	x
1. GENERAL INFORMATION .....	1
2. PROBLEM STATEMENT .....	2
3. OBJECTIVES.....	4
3.1 General objective .....	4
3.2 Specific objectives .....	4
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED. .....	4
5. JUSTIFICATION .....	5
6. SCIENTIFIC AND TECHNICAL FOUNDATION .....	6
6.1. Research Background .....	6
6.2. THEORETICAL FRAMEWORK .....	7
6.2.1. Classroom Management .....	7
6.2.2. Classroom language.....	8
6.2.3. Seating arrangement in the classroom .....	9
6.2.4. Classroom management instructions .....	9
6.2.5. Strategies of Classroom Management .....	10

6.2.6. Techniques of Classroom Management .....	11
6.2.7. Classroom management Theories.....	12
6.2.8. Classroom Management Problems .....	14
6.2.9. Discipline and Indiscipline .....	15
6.2.9.1. Discipline.....	15
6.2.9.2. Indiscipline .....	15
6.2.10. Behavior .....	16
6.2.11. Pre-Service English Teachers .....	17
6.2.12. Pre - Service English Teachers in Ecuador .....	18
6.2.13. Role of the Pre - Service English Teachers .....	18
6.2.14. Challenges of a Pre - service English teacher .....	19
6.2.15. Common challenges in classroom management during pre-professional teaching. .....	19
6.2.16. Teacher-student relationships and classroom management in pre-professional teaching.....	20
7. METHODOLOGY .....	21
8. ANALYSIS AND DISCUSSION OF RESULTS .....	22
Part 1: Demographics.....	22
a) Educational Unit where the pre-professional teaching was carried out .....	22
b) Duration of the pre-professional teaching .....	22
c) Education levels assigned to carry out the pre-professional teaching .....	23
Part 2: Main problems faced by a pre-service English teacher in his pre-professional teaching .....	23
a) Problems encountered during pre-professional teaching .....	23
b) Affection to the development of the teaching-learning process.....	23
c) Adaptation to the PINE course curriculum, with the classroom management subject .	24
Part 3: Identification of sensations and feelings of pre-service English teachers when faced with problems.....	25

a) Feelings and expectations at the beginning of the pre-professional teaching .....	25
b) Change of sensations during practice .....	26
c) Support from the institutional tutor in the performance with classroom management .	26
d) Current performance in classroom management.....	26
e) Resolution to future problems that you would encounter in your professional practice .....	27
9. RESEARCH IMPACTS .....	29
10. CONCLUSIONS AND RECOMMENDATIONS .....	30
Conclusions.....	30
Recommendations .....	31
11. REFERENCES .....	33

## 1. GENERAL INFORMATION

**Theme:**

Classroom management problems in the pre - professional practices.

**Starting Date:** October 2023

**Ending Date:** March 2024

**Place of Research:** Technical University of Cotopaxi

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** National and Foreign Language Pedagogy: English

**Linked Research Project:** Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

**Work Team:**

Rosero Menéndez Jorge Luis M.Sc.

Romero Anchatipan Nayeli Nicole

Toaquiza Vega Angel Fausto

**Knowledge area:** Education

**Research line:**

Education, Communication and Graphic Design for Human and Social Development

**Research sub-line:** Education Language and Culture

## 2. PROBLEM STATEMENT

Classroom management encompasses a set of guidelines, tactics, and engagements aimed at fostering a productive and harmonious learning environment. It prioritizes student behavior and engagement throughout the teaching process. However, pre-service English teachers encounter distinct hurdles during their training. Choi (2009) identifies various challenges, notably demotivation and disruptive behavior, which impede effective class progression. When students have a little motivation, they often exhibit behaviors such as distraction and excessive talking, disrupting the learning process. These obstacles hinder the seamless flow of teaching and learning interactions (Choi, 2009)

Within the realm of pre-professional teaching, aspiring educators often grapple with the complexities of classroom management, especially when tasked with teaching English as a foreign language. Pre-Service English Teachers undergoing the eight-semester program at Technical University of Cotopaxi encounter diverse challenges in effectively managing their classrooms, hindering the creation of optimal learning environments. Despite the institution's efforts to equip future educators with pedagogical knowledge, a gap persists in comprehending the underlying causes of these classroom management issues within this specific cohort.

Controlling a large classroom presents several challenges for educators. Firstly, maintaining student focus and engagement becomes increasingly difficult as class size grows, leading to potential disruptions. Secondly, individualized attention and support for students may be compromised due to the sheer number of students present. Additionally, managing noise levels and maintaining order can be daunting tasks in a large classroom setting. Moreover, assessing student progress and understanding can be more challenging when dealing with a large group. Furthermore, addressing behavioral issues and conflicts among students may require more time and effort in a large class.

Understanding the theories and strategies of classroom management is crucial for aspiring English teachers as it enables them to establish an optimal educational setting conducive to meaningful teaching and learning experiences. Nevertheless, the limited grasp of classroom management among student trainees at the onset of their internships poses a significant initial challenge. Merely possessing basic knowledge is insufficient for confidently managing a classroom environment (Jayadi & Adi,2022).

Practitioners are encouraged to employ motivational strategies in English language learning (Maulidina et al., 2022). This involves analyzing various aspects of the educational context, including the students' proficiency level, the learning environment, their concentration levels, school performance, and student behavior. By assessing these factors, educators can tailor their approach and apply effective strategies in the classroom that are appropriate for their students' age and level of knowledge

Students of the pedagogy major for national and foreign languages (English) at Technical University of Cotopaxi have highlighted significant challenges during their practical training. Among these, student misbehavior stands out as a major issue, often attributed to overcrowded public school classrooms. The large number of students impedes their ability to conduct classes effectively. Additionally, their struggle with managing classroom dynamics stems from a scarcity of familiarity with effective management strategies. They mainly rely on guidance from university instructors, who draw from personal experiences during their own teacher training. This shortage of comprehensive instruction limits students' proficiency in handling classroom challenges adeptly.

During the pre-professional practices, it has become evident that Pre-Service English Teachers face several key challenges. These include a lack of familiarity with teaching methods, techniques, and classroom management strategies, student disruptive behavior, and feelings of fear and insecurity among practitioners. Additionally, classroom management issues have been observed to hinder students' comprehension of lessons, resulting in poor performance on tests and class assignments.

The inability to master or control the classroom often significantly impacts the teaching-learning process. It is important to note that not all pre-service English Teachers work with the same student groups; some may teach at various levels, including initial education, general basic education, and high school. Consequently, participants described classroom management issues based on the specific level they were assigned to. These challenges prompt the question:

"What are the possible causes of the classroom management problems faced by English teachers in training?"



### 3. OBJECTIVES

#### 3.1 General objective

To identify the most common classroom management problems faced by Pre – Service English Teachers of the eight semester at Technical University of Cotopaxi in teaching as a foreign language.

#### 3.2 Specific objectives

- To establish the theoretical foundations about classroom management problems.
- To define the main findings and results from the data collected on the possible causes of classroom management problems.
- To identify classroom management problems that pre-service English teachers face while teaching English.

### 4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To establish the theoretical foundations about classroom management.	Look for information in papers, scientific magazines, and institutional websites.	Theoretical Framework. Documents of link.
To define the main findings and results from the data collected on the possible causes of classroom management problems.	Apply interviews to pre- service English teachers Analyze the interview responses of pre-service English teachers.	Interview Records Links of papers
To identify classroom management problems that pre-service English teachers face while teaching English.	Analyze and discuss the information found.	recommendations conclusions

*Elaborate by: Romero N. & Toaquiza A. (2024)*

## 5. JUSTIFICATION

Learning a foreign language such as English has been perceived over time as a source of opportunities in various social, work or economic areas. In addition, it is possible that it represents a fundamental place in global communication. Therefore, in order to prioritize the learning of English, strategic, pedagogical, didactic aspects, among others, have been attributed, but above all good classroom management that means generating a more effective training environment for students and teachers.

This research aims to determine the most common classroom management problems faced by pre-service English teachers in the eighth semester of the Pedagogy National and Foreign Language-English major at the Technical University of Cotopaxi, Pujilí Campus in their pre-professional teaching.

In this sense, the review of previous studies on classroom management constitutes a fundamental part of its analysis, revealing the possible problems English teachers generally have.

In consideration of this, authors such as Evertson & Weinstein (2006) cited in Keser, & Yavuz, (2018) emphasize overcoming all possible problems to create a learning environment. On the other hand, from a different perspective, Demirci & Yavaslar (2018) cited in Keser, & Yavuz, (2018) suggest that creativity and collaboration in the classroom are essential factors in modern educational systems, which gives way to the appreciation of management in the classroom.

In this way, according to the previous authors, this contributes to the development and improvement of future pre-service teachers, in this case belonging to the Technical University of Cotopaxi, since they emphasize the difficulties that they generally present and must overcome, due to the value of learning a foreign language through proper classroom management. Being a challenge that not only involves learning it, but also overvaluing an optimal learning environment.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1. Research Background**

The following are some studies on the classroom management experiences of pre-service English Teachers in pre-professional teaching of English as a foreign language. According to Jayadi & Adi (2022), they developed a descriptive study with a quantitative approach to inquire about the main problems faced by a pre-service English teacher in classroom management. The sample consisted of 56 students belonging to the English teaching program in the Fakultas Ilmu Budaya at Brawijayaand University (FIB UB), who were doing their pre-professional teaching during the 2019/2020 academic term. Through the sampling technique and the use of interviews and surveys, data were obtained such as that the main problems faced by English teachers in internships are excessive noise from students, students' disinterest and students' lack of interest in the subject.

Maulidina et al. (2022) mention that they developed narrative research with a quantitative approach with the aim of finding out the main problems related to classroom management and the strategies applied by trainee teachers during their professional training. The participants were 20 trainee English teachers belonging to the 4th level of English language at Cirebon University (Indonesia). Through the technique of thematic analysis and the application of questionnaires, interviews and documentary evidence, the data collected revealed that the main problem faced by English teachers-in-training is mainly related to the aspect of classroom management.

Muhammand et.al (2022), developed this qualitative reflective practice research to understand the challenges faced by trainee English teachers during their teaching practice. This research targets English language trainee teachers and English language curriculum micro teaching students. Interviews and observation of the trainee teachers of the PPL program at al-Junaidiyah Biru Bone Islamic Institute were used as the research technique for data collection. The data obtained shows that the English teacher trainees face several problems such as: Seating position, students' inclination of rules and regulations, difficulty in comprehension, students' disinterest and lack of class control. The purpose of this study was to learn about novice teachers' classroom management skills, analyze personality, situation-specific cognitive skills and performance. The results should help us understand the relationship between pedagogical knowledge, self-efficacy beliefs and professional vision as situation-specific cognitive skills

and performance in first-year teaching practice. Lack of classroom management skills at this stage is cited as a major cause of burnout or dropout (Junker et.al,2021).

The purpose of this descriptive qualitative study was to determine the extent to which classroom management presents challenges for foreign language teachers in training in public university teacher education programs in Colombia. The study also sought to identify classroom management challenges, ways to address them, and alternatives for improving preschool teachers' classroom management skills. The results revealed that classroom management is a serious problem, with challenges ranging from inadequate classroom conditions to misbehavior. Establishing rules and enforcing consequences for misbehavior are the main approaches to classroom management, although more exposure to real classrooms and learning from others with experience are alternatives for improving classroom management skills. (Macias & Sanchez ,2015).

According to Cohorte & Brito (2020), in their research work, they show a mixed study (qualitative and quantitative), in order to analyze a non-violent approach within classroom management to improve EFL. Their study was conducted in a public institution, with a sample of 30 students, and the data collection technique was through interview and observation. Two phases were carried out, in which progress in students' oral production was assessed before and after. Finally, the results indicate that the non-violent communication approach applied shows an improvement in one of the productive English-speaking skills.

Most researchers argue that pre-service English teachers face a number of challenges during their pre-professional teaching. They point to indiscipline and overcrowding as the main classroom management problems. It can be added that in Ecuador there is no information relevant to problems faced by pre-service teachers during their practicum.

## **6.2. THEORETICAL FRAMEWORK**

### **6.2.1. Classroom Management**

Cornejo et al. (2017) emphasize the importance of placing students at the forefront of the foreign language learning process to encourage active participation and lively interaction in the classroom. This approach ensures the development of both productive and receptive communication skills.

In line with this perspective, effective classroom management adopts a preventive approach, aiming to cultivate a positive classroom environment. Here, the teacher prioritizes guiding students towards appropriate behavior, thereby enhancing components crucial for their learning process. The previously described is aligned with Scriver (2012), who provides a contribution in his book that expresses:

My main job as a teacher is to create adequate conditions in which learning is most likely to happen, but what type of environment is that one? Each teacher has a different concept regarding this aspect, but it is a vital question, especially to reflect about the environment you would have wanted to belong during your learning process when you were a child, even if you got to the point of hating it at the time (p.29).

At the same time, it shows a technique called "putting yourself in the student's shoes" emphasizing the teacher's imagination, in which, for a moment you forget everything you know and prioritize your dreams and needs. And the question is: can you imagine the best possible environment within which you would learn most successfully? Asking this question helps the teacher decide the type of learning environment he wants to use when teaching, but above all prioritize optimal results for students.

### **6.2.2. Classroom language**

It is important to analyze the language used by teachers in the classroom, and in turn the way they use it, in order to break down stereotypes and establish a relationship between language and educational processes. An interesting question thus arises to question the language in the classroom: how does the teacher's language affect the learning of their students?

According to Morales (2014), language is a fundamental component in school. It is an influential linguistic environment due to the fact that students are confronted almost all day long with language, whether it is the teacher's spoken language, the language of other students or the written language of books. Therefore, teaching is inconceivable without verbal language.

Dialogue as a form of pedagogical communication between teacher-student contributes to the transmission, construction of knowledge and the formation of an autonomous and independent person. Therefore, classroom language can be defined as the verbal interaction that takes place in the classroom between teacher and student to facilitate their communication.

### **6.2.3. Seating arrangement in the classroom**

The establishment of seating arrangement may be associated with other aspects of classroom management, such as instruction, classroom interaction, group formation, supervision, maintenance of discipline, etc. Zerlin (2009).

In addition to playing a key role in students' interaction with each other, it helps the teacher to consider seating arrangements that are most appropriate for each pre-planned activity, affirms (Scrivener,1994, p.87). He also suggests that circles, squares and horseshoes, rather than parallel rows, are effective in increasing interaction, establishing eye contact with all group members and creating a sense of equality, so that their contributions are more productive.

In this sense, if this aspect is not presented correctly, it can affect other important elements of the classroom. For example, the difficulty presented by the pre-service English teacher in capturing the student's attention without the seating arrangement as an approach that contribute to the proper classroom management.

### **6.2.4. Classroom management instructions**

Instructions are defined as the process of establishing directions so that students can perform a task or work effectively. Giving instructions is not an easy task, in many occasions students fail to develop a task effectively and this is due to the lack of knowledge that a teacher should have to give instructions. (Kemma,2019).

It is important to plan the instructions prior to the development of a class, Kemma (2019) argues that "students will not have problems understanding the activity if their teacher thinks about the instructions and prepares them in advance, that is, thinks about the right words and illustrations to use. Instructions should be brief and concrete so that students understand and are not confused when executing an activity or rule." (Pag.75)

Many researchers agree that not modulating the mouth correctly or babbling is a problem during the delivery of instructions. To avoid such problems, it is necessary for teachers to plan instructions in advance and to find simple and effective ways for students to understand the instructions. One strategy applied by teachers is to indicate an instruction based on an example or model of the work to be done by the students. The teacher's language is the main tool for giving instructions and this can be supported by non-verbal language so that the indication

reaches the student effectively. At the end of each instruction, it is important to ask the students if they understood the activity to be performed.

### **6.2.5. Strategies of Classroom Management**

Following Korpershoek et al. (2014) One of the main objectives of classroom management is to create productive environments for the development of student learning. For that reason, it is essential that teachers and practicing teachers manage classroom management strategies with the aim of improving the educational environment and creating norms of coexistence with students. It is important to know the difference between preventive and reactive strategies. Preventive strategies are used to prevent behavioral problems. In contrast, reactive strategies are used for the control of behavior problems. Korpershoek et al. (2014) argues that "Establishing rules and procedures and favorable teacher-student relationships are considered preventive strategies, whereas disciplinary interventions such as reprimands or punishments are considered reactive strategies" (p.12).

It is important to mention that both preventive and reactive strategies can work together during the control of a class. Similarly, both strategies can be applied to all members of a class. For example, the application of strategies can be applied through the discussion of rules, regulations and the implementation of punishments. The aim of strategies is to intervene in classroom management and use them to control student behavior (Korpershoek et al,2014). However, no systematized classification of preventive and reactive strategies has been found, but Korpershoek et al (2014) following Evertson & Weinstein (2006) state that strategies can be classified into different dimensions which are as follows.

- Behaviorally focused teacher interventions. This focuses exclusively on the teacher. That is, changing the attitude and behavior of teachers and the application of better strategies that control a class.
- Interventions focused on the teacher-student relationship. It is focused on forming a bond between teacher and student and therefore managing to work together in creating a comfortable environment to carry out the teaching-learning process.
- Interventions focused on student behavior. This part is focused exclusively on student behavior and self-control. That is, students should be responsible for their own behavior.

- Interventions focused on the socioemotional development of students. It is focused on the socioemotional aspect of students, creating emotional bonds of students towards others.

Classroom management strategies are important because they create productive and reactive educational environments. These can be used by the pre-service teacher in order to maintain a pleasant learning. These are important resources that contribute to providing a better organization and promoting better learning results.

### **6.2.6. Techniques of Classroom Management**

The job of a teacher is not an easy task. Control, classroom management and student behavior are challenges that a teacher faces every day during his or her professional work. For that reason, it is important to apply techniques that help the teacher to better manage the classroom (Doyle,1986).

It is essential to apply classroom management techniques because through them, Pre -Service English teachers can control and manage the behavior of the students in order to avoid the generation of indiscipline during the development of their class. A classroom management technique is important to create a good environment for learning English.

#### **6.2.6.1. Establish good communication**

Maintaining good communication between students is important to create a good learning climate and generate friendly ties between the student and the teacher. The teacher can apply simple techniques such as showing empathy and listening to their students. Students will feel more confident and will be willing to participate in class (Doyle,1986).

Communication is an important tool for expressing ideas, emotions and feelings. Establishing good communication between the teacher and the students helps to make their relationship clear and effective to avoid misunderstandings.

#### **6.2.6.2. Get and keep the attention of your students.**

Getting students interested in learning a new class is not an easy task, teachers must apply dynamic activities that attract the attention of their students. The most common activities used by teachers are: Develop entertaining and dynamic classes, create activities where the student



participates actively and on their own initiative and adapt topics that are of interest to students within the lesson plan. (Doyle, 1986).

Several researches reflect how the development of dynamic and entertaining classes are effective in maintaining students' attention and obtaining better learning results. This mechanism would help ensure that the information being taught is received for the most part.

#### **6.2.6.3. Maintain contact with families**

Teamwork between the teacher and the family is important during the development of learning, in many occasions students tend to misbehave and it is the duty of teachers to communicate to their representatives to work on the behavior of students from home. Maintaining family communication not only helps to generate a good learning climate, it also helps to solve problems and work on students' disruptive behavior (Doyle,1986).

The family is part of human development, and this is accompanied by society and the educational community. Therefore, this relationship is important in the education of students, as it helps to correct aspects of behavior that establish better principles and values that guide their development.

#### **6.2.6.4. Create a good classroom climate**

Creating a good learning climate in the classroom is important to strengthen and foster motivation to learn. Having a good learning environment generates that student are motivated and actively participate in the teaching-learning process. The main techniques that can be applied are: Rewarding positive attitudes, encouraging respect among classmates, creating a collaborative work environment and working on students' self-esteem. (Doyle, 1986).

Stimulating the interest and motivation of students in a classroom plays a relevant role, due to the importance of providing an appropriate environment for the teaching-learning process, in this way both the teacher and the students feel more committed and productive, cultivating positive behaviors and reducing cases of indiscipline

#### **6.2.7. Classroom management Theories**

There are several classroom management theories utilized by teachers throughout their classes. These theories are grounded in psychological frameworks aimed at understanding students'

attitudes and behaviors. One such theory is the non-interventionist approach, where students are primarily responsible for their own control. According to Djigic & Stojiljkovic (2011), this approach emphasizes the learner's inner thoughts and feelings, while behavioral norms are developed under teacher supervision.

In contrast, the intervening approach posits that the external environment, including people and facilities, plays a significant role in human development. Teachers employing this approach strive for complete control over the classroom environment (Djigic & Stojiljkovic, 2011). Another theory, the interactionist approach, finds a middle ground between the non-interventionist and intervening approaches. It focuses on the activities individuals undertake to influence their surroundings.

Similarly, the interventionist approach examines how the environment impacts student behavior, with classroom management being a collaborative effort between teacher and student (Djigic & Stojiljkovic, 2011). The authors suggest that employing an interactionist approach may be the most effective method for classroom control. They argue that it fosters a stimulating learning environment and a classroom climate conducive to optimal student outcomes (Djigic & Stojiljkovic, 2011).

In contrast, Akbaba & Altun (1998) mention the following:

Based on the data analysis, the Interventionist classroom management approach is the most frequently used one by the teachers. It seems that teachers still determine the rules by themselves and like to run the classroom with these rules. They also support or prevent behaviors with reinforcements (p.9).

Research shows that the most commonly used classroom management approaches are: the interactionist model which mentions that behavior management is shared between the student and the teacher. Classroom control is developed through norms established by the teacher with input from the students. In contrast, the interventionist model is focused solely on the work of the teacher. The teacher elaborates rules and norms focused primarily on behavior (Djigic & Stojiljkovic, 2011; Akbaba & Altun, 1998). This research informs us about the different classroom management approaches and models used during the development of a classroom. In addition, it allows you to know which model gives you better results in behavior management, and which model Pre-service English Teachers should use during the development of their pre-professional practices.

Classroom management theories mention a series of structures that teachers need to employ to encourage student development in the classroom. Since these theories are based on psychological foundations that help understand attitudes and behaviors with relevant and previously applied studies that explain how individuals' access and acquire knowledge

#### **6.2.8. Classroom Management Problems**

Pre - Service teachers' teaching practice experiences are a useful research topic that can help inform and improve teacher education. In pedagogical practice, teachers' knowledge and skills are continuously growing in the form of learning strategies and competence issues. Maulidina et al. (2022) argues that, researching the experience of Pre-Service Teachers is a topic that provides insight into the main problems that prevent a teacher from having problems with classroom management. Likewise, the importance of the methods and strategies employed by teachers in the face of classroom management problems is described.

Maulidina et al. (2022), citing Orlich et al. (2010), argue that classroom management faces various challenges, including motivational, instructional, and disruptive behavior issues (p.32). According to Yardimci et al. (2017), motivation problems arise when individuals fail to connect their situations with the tasks at hand, especially when students struggle to embrace their roles as learners (p.14).

In terms of classroom management, it is essential for teachers to understand students' learning abilities' structure. They must direct students' intellectual resources toward consolidating ideas that can be organized into complex information systems (Maulidina et al., 2022). Another critical aspect is instructional problems, as highlighted by Maulidina et al. (2022), following Gunawan (2017). Teachers often exhibit preferences for students with better learning outcomes, neglecting those with lower outcomes. These instructional issues result in different treatment for students, leading to varying expectations in the classroom (Maulidina et al., 2022; Orlich et al., 2009, p.33).

Disruptive behavior problems, generated by students' character or behavior, present another challenge. Therefore, teachers must implement strategies aimed at developing students' character (Maulidina et al., 2022). It is crucial for teachers to familiarize themselves with diverse classroom management strategies, as they will frequently encounter different types of

problems. Pre-Service English teachers must understand the array of issues that arise during class development to implement effective strategies for improving classroom management.

According to several authors who have identified classroom management problems, they include challenges such as bad behavior, overcrowding, etc. but they also indicate that their emergence lies when the teacher does not fulfill his or her fully qualified role, causing them to face various difficulties that do not help their correct socialization of knowledge.

### **6.2.9. Discipline and Indiscipline**

#### **6.2.9.1. Discipline**

Discipline is defined as the willingness of human beings to show qualities such as conduct, respect, responsibility and order in order to fulfill their obligations effectively. In simple words, discipline is defined as order and it is a primary requirement that each subject must possess before the different social strata. Discipline is directly related to the ethics of each person (Jekayinfa, 2013). Many authors add that "Disciplined behavior is a necessity for individuals, small groups, organizations, national health and survival" within each social sphere of human interaction (Jekayinfa,2013, p.2).

Discipline is defined as a set of positive qualities; these can be good behavior and good values. Discipline is an aspect that must be fulfilled effectively since it is linked to the demonstration of the ethics of each individual and is considered necessary for disciplinary survival within a group, organization or any social environment. In the educational field, discipline is an important aspect that allows highlighting a person's academic and family training.

#### **6.2.9.2. Indiscipline**

In contrast, indiscipline is described as the non-compliance with codes, rules and regulations that each subject must comply with within society. People who do not comply with the norms established by an entity or social establishment are known as undisciplined. Indiscipline is a term used to describe a violation of the established norms and attempt against the correct functioning of an entity or institution. Infringement of rules and codes of operation hinders the functioning and order established by society. According to the Oxford Advanced learners' Dictionary, it defines indiscipline as "the lack of control in the behavior of a group of people"

in simple words, indiscipline is the poor ability of human beings to comply with rules (Jekayinfa,2013, p.2).

Indiscipline is a series of unethical behaviors that contribute to malpractice and violation of the rules and norms of an entity. Within the educational field, several aspects of indiscipline that affect the proper development of a teaching-learning process have been evidenced, among the main ones are described: Academic dishonesty, lack of respect, non-compliance with tasks and violation of internal regulations. The objectives set by an institution can be achieved as long as the members of a group are committed to comply with the rules and regulations implemented by the institutions, otherwise the objectives will not be achieved (Jekayinfa,2013).

Indiscipline is characterized by the non-compliance with codes, rules and regulations within a social group, which leads to the development of disruptive behavior that interferes negatively in different social aspects. A person who does not respect the codes is considered as undisciplined. In the educational context, indiscipline is reflected in different ways, such as academic dishonesty, lack of respect, failure to comply with tasks and activities, and violation of the codes and statutes established by the educational entity or teachers.

#### **6.2.10. Behavior**

Behavior is considered an effective factor of students because it is an instrumental phenomenon in terms of disposition and abilities towards learning. In the same way, the desire to learn is considered the key to success, since it is closely related to the teaching-learning process, which largely determines the academic performance and behavior of learners in the educational field (Khadka & Poudel, 2022). Although several factors play a role in determining student readiness, the teacher's teaching style in the school/classroom has a significant impact on student readiness (i.e., motivation). Also, the willingness to communicate and the behavior of each student have a positive influence on the student's professional preparation.

A student's behavior often tends to be completely different from that of other children for this reason teachers can monitor students' behavior in various ways and can make changes (Kirkpatrick,2019). On the other hand, a student's behavior often tends to be completely different from that of other children. For this reason, teachers can monitor students' behavior in various ways and can make changes. In other words, teachers each year within the classrooms observe different student behaviors. This means that their daily routine and the way they teach

different strategies may change because the overall goal is to support students academically and socially by implementing support and positive behavior.

On the other hand, the classroom management plays a significant role in the behavior of the students to produce beneficial impacts on learning because the teacher transmits confidence and competence in one's own abilities. Also, they tend to have good team management, as classes focus on appropriate behavior, effective teaching and positive action. Also, in classrooms with low levels of disruptive behavior planning and consistency are required (Parsonson,2012)

Behavior is a fundamental aspect that influences students in both good and bad ways in their academic performance. For that reason, effective classroom management is imperative to foster conducive learning environments and positively shape student behavior. The confidence and security of the Pre - Service English Teachers generate that the students recognize what their role is within the classroom promoting appropriate behavior to develop their work as a practicing teacher effectively.

#### **6.2.11. Pre-Service English Teachers**

According to Castañeda & Trujillo (2018), the teacher training process is achieved through the accumulation of knowledge gained from experience. They assert, "The objective of language teacher training is to prepare them to teach effectively in any school context" (par.12). The process of training English teachers typically involves pre-professional practice during the final years of their university studies. Immersion in the educational context is crucial for student teachers; they must actively participate in classrooms with real students to gain firsthand experience in the teaching-learning process and develop their skills. Teacher training is ideally conducted collaboratively, with the guidance and support of a tutor or mentor who can provide feedback and correct any significant errors (Castañeda & Trujillo, 2018)

It means, a pre-service teacher is someone who applies everything learned theoretically in an institution, in order to gain experience and thus complete their preparation depending on the duration that is established for them. These activities assigned in his or her practicum by an authority must be carried out responsibly, always demonstrating ethics and professionalism when fulfilling their service

### **6.2.12. Pre - Service English Teachers in Ecuador**

According to Cajas & Cherres (2023), Pre-Service English Teachers are considered a fundamental part of improving English language teaching in Ecuador. In addition, they are considered as the people in charge of improving the language skills of students to prepare them academically so that they can face this globalized world. The Ministry of Education of Ecuador, through agreements with universities, schools and entities interested in the improvement of the English language, carries out programs where pre-service English teachers provide their services as English teachers and thus seek the way where practitioners improve their skills and abilities to develop a class through methods, techniques and strategies acquired during the course of their teacher training. (Cajas & Cherres,2023)

Pre - Service English Teachers in Ecuador are considered as entities that have to raise the knowledge and command of the foreign language in the country. For the integral development of the interns. The Ministry of Education together with educational entities work through agreements so that the interns can develop their linguistic and classroom management skills within a real context.

### **6.2.13. Role of the Pre - Service English Teachers**

Preservice English teachers have a fundamental role within the educational system, as they receive significant training throughout their teacher training within universities. According to Richards & Farrell (2005), pre-service English teachers are individuals in charge of imparting knowledge and developing students' language skills. In addition, pre-service English teachers are mentioned as facilitators of language acquisition and inspire students to understand and learn a new language. As time goes by, universities in charge of teacher training expect future English teachers to develop theoretical and practical knowledge focused on second language learning. Through their knowledge, pre-service English teachers should contribute significantly to the integral development of their students. (Richards & Farrell,2005)

The role of the pre-service teacher is important, since with their renewed knowledge they contribute to the teaching-learning process within an institution. They have the responsibility to collaborate theoretically and put them into practice when they need them, since many of them develop new teaching methods, strategies or techniques that help build better learning. Evidently, they do not completely fulfill all the responsibilities as a teacher, since they do not

correspond to them, however they can develop many others that are assigned to them by the authority of the institution where they provide their service.

#### **6.2.14. Challenges of a Pre - service English teacher**

During the pre-professional practice, teachers in training face several challenges. As a first point of analysis we have, to the effective development of classroom management strategies. Creating a friendly learning environment, managing student behavior requires a balance between theory and practice within the actual teaching context. It also poses a challenge to language proficiency and fluency, especially for practitioners who are not native speakers, which affects their confidence and ability to communicate and teach language skills effectively. Another challenge is the pressure to meet academic standards and expectations while performing many activities such as lesson planning, assessment and material development which contributes to feelings of stress and burnout. Despite the many challenges, Pre-service English teachers have the opportunity to develop their skills through self-reflection and co-evaluation with their tutor (Richards & Farrell, 2005).

Pre-service English teachers undergo various challenges during their pre-professional teaching. Among these, the application of effective classroom management strategies and the management of student behavior stand out as primary concerns. Additionally, ensuring fluency and correct usage of the English language poses a significant hurdle, especially for non-native speakers. Furthermore, there is the pressure to meet academic expectations, compounded by tasks such as lesson planning, assessment, and the development of didactic materials.

#### **6.2.15. Common challenges in classroom management during pre-professional teaching.**

Major classroom management challenges during pre-professional teaching include sustaining engagement with behavioral learners, finding ways to address diverse learning needs and manage disruptive behavior, and establishing norms and rules of control within the classroom. Often, the main problems are due to the difficulty practitioners have in implementing discipline strategies that maintain a positive learning environment (Smith & Jones, 2019).

It can be noted that the challenges presented by pre-service are due to several factors, including the deficient practical experience, which makes it difficult to control the classroom management adding that many of them are not fully prepared to face the needs that appear over time and that tend to be numerous and of greater criticality.



### **6.2.16. Teacher-student relationships and classroom management in pre-professional teaching.**

The teacher-student interaction is very important and crucial in classroom management during pre-professional practice. Establishing a cordial relationship contributes to building a positive and effective learning environment to put into practice the different classroom management strategies. Pre-service English teachers prioritize the creation of trust-related activities with students to address behavioral challenges during the development of a class. Similarly, creating an emotional bond between teacher-students can enhance student engagement and motivation to improve academic performance and achieve practitioners' learning goals. (Russell,2005)

The interaction between teachers and students plays a crucial role in fostering a positive learning environment essential for effective teaching and learning. Pre-Service English Teachers are tasked with cultivating trust among their students through engaging activities that sustain their focus and enthusiasm for learning English. Moreover, fostering a warm rapport with students aids in effectively managing and controlling their behavior.

## 7. METHODOLOGY

The present research adopts a qualitative approach, allowing for the exploration of classroom management problems through observation and non-numerical data collection (Aspers & Corte, 2009). Using a descriptive approach, this study seeks to understand the challenges faced by pre-service teachers during their practicum.

Conducted at Technical University of Cotopaxi, a public institution located in the urban area of Pujilí city, Cotopaxi province, this research focuses on classroom management issues within the context of teaching English as a foreign language. The research methodology involves analyzing the object of study and collecting data through information and interviews addressing personal experiences (Creswell et al., 2017).

Five students from the eighth semester of the Pedagogy of National and Foreign Languages (English) major at the Technical University of Cotopaxi-Campus Pujilí, were interviewed to discuss common classroom management problems (see Appendix 1). Participants were selected using purposive sampling, where individuals and sites are intentionally chosen to understand the central phenomenon (Creswell, 2007).

Taking this into account, the students were selected according to the needs of the researchers, it means that they met the desired characteristics to more accurately determine the main difficulties in terms of classroom management.

The data collection method employed semi-structured interviews, allowing for flexibility within a predetermined thematic framework (George, 2023). This approach facilitated the exploration of participants' experiences and perspectives regarding classroom management challenges in teaching English as a foreign language.

To analyze the gathered data, thematic analysis was employed, a qualitative research method involving the application of interviews followed by transcription and analysis for information gathering (Caulfield, 2023). This method facilitated the identification of recurring themes and patterns related to classroom management problems faced by pre-service English teachers.

## **8. ANALYSIS AND DISCUSSION OF RESULTS**

In order to analyze the principal classroom management problems by pre-service English teachers in their practicum, the primary requirement for data collection was the Interview Guide Aimed at Pre-Service English teachers, in order to determine aspects distributed in three parts, that are: 1. Demographics, 2. Main problems faced by pre-service English teachers, 3. Identification of sensations and feelings of the pre-service English teachers. To collect the information, the interview was carried out to five students of the eighth cycle of the Pedagogy of National and Foreign Languages-English major at the Technical University of Cotopaxi, which have been coded as ST.1,2,3,4, and 5. To analyze the gathered data, thematic analysis method was employed, with a transcription of the interviewees' responses. This activity allows researchers to examine the perceptions of the pre-service English teachers and will be reinforced with arguments from other investigations that consolidate the present research work.

### **Part 1: Demographics**

#### **a) Educational Unit where the pre-professional teaching was carried out**

Regarding the development of the pre-professional teaching for pre-service English teachers, 3 students were determined in Latacunga, 1 student in Saquisilí and 1 student in Pujilí, all belonging to the public sector in the province of Cotopaxi., which was carried out thanks to the distribution of those who make up the coordination of work-practices of the Pedagogy of National and Foreign Languages-English degree.

#### **b) Duration of the pre-professional teaching**

In order to complete the hours corresponding to the pre-professional teaching of the Pedagogy of National and Foreign Languages - English degree at the Technical University of Cotopaxi, the pre-service English teachers participated for one school year in the Educational Units, where 4 of the students interviewed stated that they had developed their pre-professional teaching in two stages established in the months of April to July 2023, composed of 13 weeks, 15 hours of weekly pedagogical classes, and the second stage developed from August to November 2023 with 14 weeks, 25 hours of weekly pedagogical classes, completing 8 months of work practices. On the other hand, 1 of the students interviewed did it during the 2022-2023 school year, consisting of 18 weeks with 12 hours per week of pedagogical classes in the first

period, and 18 weeks with 15 pedagogical hours per week in the second period, complying 10 months of work practices.

### **c) Education levels assigned to carry out the pre-professional teaching**

During the pre-professional teaching period, according to the researchers' analysis, the pre-service English teachers were assigned to the Educational Units with Preparatory, Elementary Basic, Middle Basic and Higher Basic courses that in accordance with what was established by the Ministry of Education in Ecuador are grades distributed from 1st to 10th, which the pertinent authorities of each Institution were in charge of administering to the students from UTC.

## **Part 2: Main problems faced by a pre-service English teacher in his pre-professional teaching**

### **a) Problems encountered during pre-professional teaching**

All interviewees unanimously reported that they encountered several problems during their pre-professional teaching, with the most common problems being difficulty controlling misbehavior and inexperience in applying classroom management strategies. They attributed this to several factors, especially overcrowding, or the environment where they took place as the main causes of bad behavior and disorder during classes.

During teaching practice, practitioners often face significant challenges, especially with regard to student behavior and limited knowledge of effective classroom management strategies. The problem of disruptive student behavior is mainly generated by overcrowding of students within each classroom and added to that insufficient management knowledge aggravate these behavioral problems. To face these challenges effectively it is necessary to equip Pre-Service English Teachers with the necessary skills and knowledge to help them play a role according to the standards they set for themselves. Improving and meeting challenges has the reward of creating positive experience and knowledge that leads to academic success. Vascones (2012)

### **b) Affection to the development of the teaching-learning process**

According to the responses obtained, it is determined that it is important to know about classroom management prior to the execution of the first day of classes, in order to anticipate

problems and control bad behavior, so that it does not affect the academic development of the students and pre-service English teachers.

According to (Emmer et al., 1980), in education it has long been assumed that the incorporation of the first day of school is an opportunity to lay the foundation for the entire school year, principally the role of establishing rules during the first weeks in order to control the students.

### **c) Adaptation to the PINE course curriculum, with the classroom management subject**

Classroom management is defined as a teacher's ability to provide a quality environment through classroom management strategies, methods, and techniques that enable the teacher to control student behavior. It is possible that students at the beginning of learning English may feel a little motivated to learn the language. However, as time goes by, this interest diminishes, generating student misbehavior that impedes the development of an effective class. If the teaching-learning process fails, it is the duty of teachers to examine their classroom management methods and adjust certain mistakes to improve the class. The teacher is always in control of the classroom and the environment. (Qinglan ed.al,2010).

Thus, considering the above, it can be argued that the subject of classroom management is very important for the development and training of a pre-service teacher. Furthermore, it is suggested that this subject be taught at a level prior to the beginning of the pre-professional teaching. So that, in this way, the student trainees start their pre-professional teaching with a broad knowledge of classroom management and allow them to face all kinds of disciplinary and behavioral problems.

Based on the experiences described by the interviewees, a contrast and comparison of the results was made regarding the problems faced by a pre-service English teacher during their pre-professional teaching. The analyzed data show that all the interviewees mentioned that one of the main problems is the little knowledge they have before doing their pre-professional teaching. They mentioned that they should have more bases and knowledge about strategies, methods, and classroom management techniques.

As a second point, 100% of the interviewees mentioned that the overcrowding of students in a classroom interferes negatively with the teaching-learning process. In a large classroom, it is difficult to observe and control all students. While the teacher is doing their work, there is always a group of students who generate disorder and therefore do not pay attention to the

indications, which is reflected in poor academic performance and low grades on tests or class work.

As a third point, the interviewees describe that one of the factors for students not paying attention is boring classes and the lack of resources and recreational activities. When students are bored, they start to do other activities which generate disorder and indiscipline during the development of a class.

Lastly, the bad behavior of students is the main factor that prevents practicing teachers from developing their class normally. If a student does not do homework, does not comply with the rules of coexistence, and makes a lot of noise, it generates indiscipline and threatens the classroom management of a pre-service English teacher. Additionally, 80% of the interviewees ST1, ST2, ST4, and ST5 mentioned that an adjustment should be made to the curriculum. They suggested that the subject of classroom management should be taught one semester before the beginning of the pre-professional teaching. Conversely, the other 20% ST3 mentioned that an adjustment should not be made, as the subject of classroom management is taught at the same time as the beginning of the pre-professional teaching, and that is where it really serves us.

### **Part 3: Identification of sensations and feelings of pre-service English teachers when faced with problems.**

#### **a) Feelings and expectations at the beginning of the pre-professional teaching**

Genç (2016) argues that "those that pre-service teachers expressed their feelings of ineffectiveness and being outdated in the feedback they attempted to provide on various issues of pre-service teachers' teaching practices." For that reason, it is important that pre-service teachers have extensive knowledge of classroom management prior to their pre-professional teaching (p.682).

In conclusion, the main sensations and feelings that a pre-service English teacher experiences prior to the beginning of the pre-professional teaching are fear, fear and nervousness when facing for the first time the real context, giving classes for the first time, being in front of a large number of students, facing the main problems of behavior and discipline and above all starting the teaching process with a limited knowledge of classroom management.

### **b) Change of sensations during practice**

The feelings that teachers experience the most are fear, fear and anxiety. These are feelings that are mostly experienced by people who begin their practice at pre-school levels, due to not knowing how to control the behavior of students during the development of any classroom activity. However, these emotions are changing for security, love and confidence because many practitioners self-evaluate and seek ways to improve their performance as a teacher and look for strategies, techniques and methods to improve their performance around improving student behavior. (Silva,2022).

The pre-service English teachers experienced feelings and emotions of fear, nervousness, frustration, and uncertainty at the beginning of the pre-professional teaching. As time went by, these feelings changed. As time went by, these feelings changed, because they became more secure thanks to the confidence of the tutors, the students and their own confidence and security when facing these problems on a daily basis.

### **c) Support from the institutional tutor in the performance with classroom management**

Experience and knowledge are very important to achieve the objectives set before a class. Tutors are the people in charge of providing information and guiding trainee teachers during their teacher training. During the teacher training process, tutors should fulfill the role of observers and suggest and correct the main mistakes made by the trainee teachers after the end of the class. (Genç, 2016).

Based on the responses obtained, the work of the pre-service English teacher improves over time. This is due to the feedback provided by the tutor teacher based on his or her experience and knowledge in classroom management. In many cases the absence of the tutor is a major problem because without his or her tutoring the teacher in training will not be able to correct his or her main mistakes when teaching classes.

### **d) Current performance in classroom management**

A very important aspect mentioned by some researchers is self-efficacy and how pre-service English teachers, based on reflections and expressions, improve their performance as English teachers. In several cases, pre-service teachers are forced to look for ways that help them to

better develop classroom management. Levels of self-efficacy and confidence are aspects that change teaching practice in various ways. In contrast, practitioners who had low levels of self-efficacy had more problems managing student behavior in the classroom. Finally, practitioners mentioned that they now feel more confident and willing to face the main problems involved in classroom management. (Junker & Holodyski,2021)

Based on the opinions of the interviewees, they currently feel more confident in their performance. It is mentioned that thanks to the support of the tutors and their recommendations plus the self-preparation they have had. They mention that their current performance is very different than at the beginning and that they currently face all kinds of problems more effectively than at the beginning of their pre-professional teaching.

#### **e) Resolution to future problems that you would encounter in your professional practice**

Education has proven to be a key component for conflict resolution, as it provides school strategies, alternatives to violence, and also support in the development of social competencies, empathy, creativity and cognitive skills (Bodine and Crawford, 1998).

Which means that talking about educational problems involves considering situations that require reflection, research and experience that provide solutions and define a strategy that leads to resolving difficulties in the teaching-learning process.

Based on the testimonies of the interviewees, a contrast was made with the data obtained regarding their feelings and emotions before, during and after their pre-professional teaching. All the interviewees agreed that the first sensation they experienced was uncertainty because they did not know the real context of a classroom. Another of the sensations mentioned was the nervousness of not knowing how to deal with many students due to the little knowledge of classroom management that the interns had. Similarly, they mentioned that they had emotions of happiness for being the first time to develop a class as an English teacher and that motivated them to start their pre-professional teaching in a great way. On the other hand, according to the answers obtained, 100% of the interviewees affirm that the performance of the English teacher in internship improves with time. As a result of the guidance and feedback from their teacher-guide. The guiding teacher should be a support for the intern and correct the main mistakes made during the development of a class. Thanks to the support and recommendations



given by the mentor teacher, the pre-service English Teachers feel more confident and more secure to face any kind of problems both now and in the future as English teachers.

## **9. RESEARCH IMPACTS**

The present research work will have an educational and social influence because the study reveals the main classroom management problems faced by pre-service English teachers in their pre-professional teaching. This research provides information that impacts the educational and social field, since education emerges as a social phenomenon not only for its purposes of integrating people into society from an early age, but because it contributes to the development and confrontation of their reality. Therefore, since it is an educational problem, researchers recommend comparing subsequent studies to determine what other elements influence and how to solve the improvement of the English teaching-learning process.

Furthermore, it is necessary to take into account that the problems detected have been in order to guarantee that authorities and future pre-service English teachers understand the importance of knowledge about classroom management, in order to establish a behavioral support system from the beginning, and obtain valuable results from the innovation of classroom organization as a tool that generates professional, personal and institutional development in its future educators.

## 10. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

- The theoretical aspects related to the main classroom management problems faced by pre-service teachers have been defined, which have revealed the interaction between various challenges ranging from conditions such as the difficulty of controlling bad behavior in a classroom with overcrowding of students, to how the teacher establishes himself emotionally to face these difficulties.
- Regarding the identification of classroom management problems faced by pre-service English teachers during their practicum, aspects such as indiscipline, disinterest and resource limitation have been highlighted. Furthermore, the main reason is the ambiguous and indefinite knowledge that pre-service teachers have about precise rules or regulations to apply them correctly in their practicum. This reduces the optimal conditions to achieve good results in learning English in the students of the Educational Units.
- Finally, responding to the last objective, according to the findings and through the analysis of the interviews carried out with the pre-service teachers, it was possible to define that the main problem has to do with the indeterminate knowledge they have about classroom management prior to the execution of their practicum, causing an adverse effect on a correct teaching-learning process.

## Recommendations

- To gain a comprehensive understanding of the challenges encountered by pre-service English teachers, it is crucial to delve deeper into theoretical foundations and conduct further research on the subject. Currently, there is a scarcity of research on classroom management and its impact on the facilitation of effective teaching practices. While researchers tend to focus on methods, techniques, and learning strategies, there is a notable lack of emphasis on classroom management and its core components. Therefore, there is a pressing need to bridge this gap in the literature by exploring the complexities of classroom management and addressing the primary issues that hinder the smooth conduct of classes. By expanding our knowledge in this area, we can better equip pre-service teachers with the necessary skills and strategies to navigate the challenges they may encounter in the classroom.
- A key recommendation is to cultivate more dynamic classrooms enriched with engaging activities and playful materials that capture students' interest and foster a positive learning environment. By implementing these strategies, students are not only entertained, but are also less likely to develop disruptive behaviors, thus improving the overall teaching-learning process. In addition, it is imperative that prospective English teachers possess a thorough knowledge of classroom management. This includes the effective socialization of rules and regulations and the promotion of a cooperative environment between students and teachers. By equipping trainee teachers with these skills, they can create an inclusive and conducive learning environment that fosters active participation and mutual respect.
- To address the challenges of classroom management effectively, it is essential to implement a more detailed monitoring system for pre-service English teachers and their teaching practices during their pre-professional training. Additionally, it is recommended that the pedagogy curriculum for Pedagogy of national and foreign languages (English). at the Technical University of Cotopaxi undergoes adjustment. Specifically, it is proposed that the subject of classroom management be incorporated into the sixth level of the curriculum, preceding the commencement of internships. This adjustment will ensure that pre-service English teachers are equipped with

comprehensive knowledge of classroom management before they encounter the practical challenges and responsibilities of teaching.

## 11. REFERENCES

- Akbaba, S., & Altun, A. (1998). Teachers' Reflections on Classroom Management. <https://files.eric.ed.gov/fulltext/ED425148.pdf>
- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research? *Qualitative sociology*, 42, 139-160. <https://link.springer.com/article/10.1007/s11133-019-9413-7>
- Castañeda-Trujillo, J. E. (2018). Pre-Service English Teachers' voices about the teaching practicum. <https://www.redalyc.org/journal/4994/499453925010/html/>
- Cajas, D., Chicaiza, V., & Cherres, K. (2023). How are we preparing future English teachers?: A study of the curricular variations among selected efl undergraduate programs. *Kronos–The Language Teaching Journal*, 4(1), 20-30. [https://drive.google.com/file/d/11xTk9bvx2AX3xa242LRV4M2DIANtkIIT/view?usp=drive\\_link](https://drive.google.com/file/d/11xTk9bvx2AX3xa242LRV4M2DIANtkIIT/view?usp=drive_link)
- Caulfield, J. (2023). How to do thematic analysis | Step-by-Step Guide & Examples. Scribbr. <https://www.scribbr.com/methodology/thematic-analysis/>
- Cohorte II, L. E., & Brito, T. V. R. (2020). Cuenca, Ecuador. <https://core.ac.uk/download/pdf/328376605.pdf>
- Cornejo Elizondo, E., Mejías García, L., & Sánchez Zúñiga, C. (2017). El enfoque por tareas y el manejo de aula en las clases de inglés de enseñanza media. *Contextos: Estudios De Humanidades Y Ciencias Sociales*, (38), 111-127. Recuperado a partir de <http://revistas.umce.cl/index.php/contextos/article/view/1338>
- Clanchy, K., Minahan, C., Cardell, E., & Bialocerkowski, A. (2022). Development and evaluation of a pre-professional identity workshop: A case study in exercise science. *Journal of Teaching and Learning for Graduate Employability*, 13(1), 155-170. <https://search.informit.org/doi/pdf/10.3316/informit.868812515798006>
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New Delhi: Sage Publications. [https://www.researchgate.net/profile/Daliborka-Luketic/publication/320521456\\_Book\\_Review\\_Nacrt\\_istrzivanja\\_kvalitativni\\_kvanti](https://www.researchgate.net/profile/Daliborka-Luketic/publication/320521456_Book_Review_Nacrt_istrzivanja_kvalitativni_kvanti)

tativni\_i\_mjesoviti\_pristupi/links/5a8ad103aca272017e62aa7a/Book-Review-Nacrt-  
istrazivanja-kvalitativni-kvantitativni-i-mjesoviti-  
pristupi.pdf?\_sg%5B0%5D=started\_experiment\_milestone&origin=journalDetail&\_rt  
d=e30%3D

Diana Valerevna Abduramanova (2021). METHODS OF TEACHING ENGLISH AS A  
FOREIGN LANGUAGE. *Academic research in educational sciences*, 2 (8), 260-263.  
doi: 10.24412/2181-1385-2021-8-260-26  
[https://www.ares.uz/storage/app/media/2021/Vol\\_2\\_No\\_8/260-263.pdf](https://www.ares.uz/storage/app/media/2021/Vol_2_No_8/260-263.pdf)

Djigic, G., & Stojiljkovic, S. (2011). Classroom management styles, classroom climate and  
school achievement. *Procedia-Social and Behavioral Sciences*, 29, 819-828.  
[https://drive.google.com/file/d/1549owrs1ecNmwhQLugEm8BOgFKRUQnwO/view?  
usp=sharing](https://drive.google.com/file/d/1549owrs1ecNmwhQLugEm8BOgFKRUQnwO/view?usp=sharing)

Doyle, W. (1986). *Classroom Management Techniques and Student Discipline*.  
<https://files.eric.ed.gov/fulltext/ED315883.pdf>

El Kemma, A. (2019). Giving effective instructions in EFL classrooms. *International Journal  
for Innovation Education and Research*, 7(1), 74-92.  
<https://scholarsjournal.net/index.php/ijier/article/view/1286/909>

Enghoff, H. (2009). What is taxonomy? –An overview with myriapodological examples. *Soil  
organisms*, 81(3), 441-451.  
[https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=fa387d431a007b89  
0e35b259c4b39148fcec74bc](https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=fa387d431a007b890e35b259c4b39148fcec74bc)

Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers:  
Strategies for teacher learning*. Cambridge University  
Press.[https://www.researchgate.net/profile/Pornapit-  
Darasawang/publication/249251998\\_Professional\\_Development\\_for\\_Language\\_Teac  
hers/links/53ead65b0cf28f342f44edbf/Professional-Development-for-Language-  
Teachers.pdf](https://www.researchgate.net/profile/Pornapit-Darasawang/publication/249251998_Professional_Development_for_Language_Teachers/links/53ead65b0cf28f342f44edbf/Professional-Development-for-Language-Teachers.pdf)

George, T. (2023). *Semi-Structured Interview | Definition, Guide & Examples*. Scribbr.  
<https://www.scribbr.com/methodology/semi-structured-interview/>

- Jayadi, R. F., & Adi, S. S. (2022). Classroom management problems faced by pre-service teachers of english education program in senior high schools. *EDUCAFL: Journal of Education of English as Foreign Language*, 5(1), 20-27. [https://drive.google.com/file/d/1UYFYEiZ1yIKnkbcsvEWMAZK7xAKTHtyH/view?usp=share\\_link](https://drive.google.com/file/d/1UYFYEiZ1yIKnkbcsvEWMAZK7xAKTHtyH/view?usp=share_link)
- Jekayinfa, A. A. (2013). Discipline and indiscipline in higher educational system. <http://eprints.abuad.edu.ng/97/1/DISCIPLINE%20AND%20INDISCIPLINE%20IN%20HIGHER%20EDUCATIONAL%20SYSTEM%20IN%20USE.pdf>
- Junker, R., Gold, B., & Holodynski, M. (2021). Classroom management of pre-service and beginning teachers: From dispositions to performance. *International Journal of Modern Education Studies*, 5(2), 339-363. <https://www.redalyc.org/pdf/1692/169239786006.pdf>
- Keser, K. & Yavuz, F. (2018). Classroom management problems pre-service teachers encounter in ELT. *Cypriot Journal of Educational Science*. 13(4), 511–520. <https://files.eric.ed.gov/fulltext/EJ1202192.pdf>
- Khadka, J., & Poudel, N. (2022). Learners' Behavior in the Classrooms of Nepali Private Schools. *International Journal of Professional Development, Learners and Learning*, 4(2), ep2210. <https://www.ijpdll.com/download/learners-behavior-in-the-classrooms-of-nepali-private-schools-12328.pdf>
- Kirkpatrick, M., Akers, J., & Rivera, G. (2019). Use of behavioral skills training with teachers: A systematic review. *Journal of Behavioral Education*, 28, 344-361. [https://drive.google.com/file/d/1D4smvQk06RLyvvzNSdRRjzvMXkluHmV3X/view?usp=drive\\_link](https://drive.google.com/file/d/1D4smvQk06RLyvvzNSdRRjzvMXkluHmV3X/view?usp=drive_link)
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2014). Effective classroom management strategies and classroom management programs for educational practice. *Groningen: GION onderwijs/onderzoek*. [https://drive.google.com/file/d/1OB3FwnQU38oY9UAyxSeNL8XAQc-LloJl/view?usp=drive\\_link](https://drive.google.com/file/d/1OB3FwnQU38oY9UAyxSeNL8XAQc-LloJl/view?usp=drive_link)



- 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. <http://www.scielo.org.co/pdf/prf/v17n2/v17n2a05.pdf>
- Maulidina, N., Maisa, M., & Rozak, D. R. (2022). Pre-Service Teachers' Voices: The Challenges in Dealing Classroom Management Problems During Teaching Practice. *Linguistics and ELT Journal*, 10(2), 32-40. [https://drive.google.com/file/d/1ZIS4OpKjv7q6OwKFVVPREfgppQnzYq0v/view?usp=drive\\_link](https://drive.google.com/file/d/1ZIS4OpKjv7q6OwKFVVPREfgppQnzYq0v/view?usp=drive_link)
- Morales, M. (Ed.). (2014). LENGUAJE Y ESCUELA MICHAEL STUBBS. [https://www.academia.edu/8852528/LENGUAJE\\_Y\\_ESCUELA\\_MICHAEL\\_STUBBS](https://www.academia.edu/8852528/LENGUAJE_Y_ESCUELA_MICHAEL_STUBBS)
- Muhammand, A, Q, Syarifuddin & S, Weda (2022). The Analysis of The Pre-Service Teachers' Classroom Management Challenges in Their Teaching Practice. *Journal of Art, Human & Social Studies*, 2(5), ISSN 2747-2671. [https://drive.google.com/file/d/1Bdmxkzbbz9ZKcClyg4PyAMCj24F7PMvD/view?usp=share\\_link](https://drive.google.com/file/d/1Bdmxkzbbz9ZKcClyg4PyAMCj24F7PMvD/view?usp=share_link)
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2009). *Teaching Strategies: A Guide to Effective Instruction*. <http://books.google.com/books?id=aKuEYJdGyTIC&pgis=1>
- Parsonson, B. S. (2012). Evidence-Based Classroom Behaviour Management Strategies. *Kairaranga*, 13(1), 16-23.
- Russell, L. (2005). It's a question of trust: balancing the relationship between students and teachers in ethnographic fieldwork. *Qualitative Research*, 5(2), 181-199. [https://www.researchgate.net/profile/Lisa-Russell-2/publication/249731143\\_It's\\_a\\_question\\_of\\_trust\\_Balancing\\_the\\_relationship\\_between\\_students\\_and\\_teachers\\_in\\_ethnographic\\_fieldwork/links/5649a08b08ae451880af0894/Its-a-question-of-trust-Balancing-the-relationship-between-students-and-teachers-in-ethnographic-fieldwork.pdf](https://www.researchgate.net/profile/Lisa-Russell-2/publication/249731143_It's_a_question_of_trust_Balancing_the_relationship_between_students_and_teachers_in_ethnographic_fieldwork/links/5649a08b08ae451880af0894/Its-a-question-of-trust-Balancing-the-relationship-between-students-and-teachers-in-ethnographic-fieldwork.pdf)

- Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge University Press.
- Scrivener, Jim. 2nd ed. *Learning Teaching: A guidebook for English Language Teachers*. MACMILLAN. 1994.  
[https://drive.google.com/file/d/1SUBsLjbfWUXrUk3kvEQE6B72bqAiXsHU/view?usp=drive\\_link](https://drive.google.com/file/d/1SUBsLjbfWUXrUk3kvEQE6B72bqAiXsHU/view?usp=drive_link)
- Wubbels, T., Brekelmans, M., Den Brok, P., Wijsman, L., Mainhard, T., & Van Tartwijk, J. (2014). Teacher-student relationships and classroom management. *Handbook of classroom management*, 2, 363-386.  
[https://books.google.es/books?hl=es&lr=&id=XUhsBAAQBAJ&oi=fnd&pg=PA363&dq=Teacher-student+relationships+and+classroom+management+in+pre-professional+internships.&ots=q-Va4\\_u0sU&sig=4QkEQkw7JqtsGqtgRvfInBpt94s#v=onepage&q=Teacher-student%20relationships%20and%20classroom%20management%20in%20pre-professional%20internships.&f=false](https://books.google.es/books?hl=es&lr=&id=XUhsBAAQBAJ&oi=fnd&pg=PA363&dq=Teacher-student+relationships+and+classroom+management+in+pre-professional+internships.&ots=q-Va4_u0sU&sig=4QkEQkw7JqtsGqtgRvfInBpt94s#v=onepage&q=Teacher-student%20relationships%20and%20classroom%20management%20in%20pre-professional%20internships.&f=false)
- Yardimci, F., Bektaş, M., Özkütük, N., Muslu, G. K., Gerçeker, G. Ö., & Başbakkal, Z. (2017). A study of the relationship between the study process, motivation resources, and motivation problems of nursing students in different educational systems. *Nurse education today*, 48, 13-18.  
[https://drive.google.com/file/d/1CeGY5Im1IUmN9dw4BymjapStAllQOm\\_/view?usp=sharing](https://drive.google.com/file/d/1CeGY5Im1IUmN9dw4BymjapStAllQOm_/view?usp=sharing)
- Zerin, S. (2009). *Classroom management: Seating arrangements in ESL classroom*.  
<https://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/173/06103006.pdf?sequence=>