Gender-based views of FL classroom management among October 6 University pre-service teachers

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Abstract

The current study investigated the views of FL pre-service teachers, at the faculty of education October 6 University, of FL classroom management specifically how their views differ in terms of gender. One hundred fourth-year FL pre-service teachers at the faculty of education, October 6 University were randomly nominated to participate in the current study. The participants were divided into two groups according to gender. The current study adopted a quasi-experimental design. A 30-item questionnaire was developed to assess the participants' views of classroom management. The quantitative approach included the use of descriptive statistics (e.g. frequency, mean scores and standard deviation) for the purpose of analyzing the participants' views of FL classroom management. One way analysis of variance was also employed to verify the statistically significant contribution of gender to the participants' views of FL classroom management. Moreover, the qualitative approach was used to analyze the various views of male and female participants regarding the FL classroom management. Results showed the participants' different views of classroom management. In addition, gender was found to be a statistically significant contributor to the participants' variance in viewing classroom management.

Keywords: classroom management, FL teaching practicum, FL pre-service teachers, gender

الأراء القائمة على النوع لإدارة فصل اللغة الأجنبية بين الطلاب المعلمين فى جامعة ٦ أكتوبر

د/ مى أحمد السعيد

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جامعة ٦ أكتوبر

الملخص باللغة العربية

تناولت الدراسة بصفة عامة أراء الطلاب المعلمين فى كلية التربية بجامعة ٦ أكتوبر عن إدارة فصول اللغة الأجنبية، و بصفة خاصة كيفية إختلاف أرائهم إستنادا إلى النوع، و قد تم عشوائيا إختيار مائة من الطلاب المعلمين فى الفرقة الرابعة بكلية التربية جامعة ٦ أكتوبر للمشاركة فى هذه الدراسة حيث تم تقسيمهم إلى مجموعتين طبقا للنوع، و قامت الدراسة على المنهجين الكمى و الكيفى فى تحليل البيانات البحثية و ذلك من خلال إستبيان إدارة الفصل المكون من ٣٠ بندا، و تم تحليل البيانات البحثية كيفيا عن طريق إستخدام الإحصاء الوصفى (مثل معامل التكرار و المتوسط الحسابى و الإنحراف المعيارى) من أجل تحليل أراء المشاركين بالدراسة عن إدارة فصول اللغة الأجنبية، و تم إستخدام تحليل التباين للتأكد من المساهمة الإحصائية المعنوية النوعية على أراء المشاركين عن إدارة فصول اللغة الأجنبية، و كيفيا تم تحليل أراء المشاركين الذكور و الإناث عن إدارة فصول اللغة الأجنبية، و أظهرت النتائج تباين أراء المشاركين فى هذا الشأن ،و أن للنوع مساهمة إحصائية معنوية توضح أراء المشاكين عن إدارة فصول اللغة الأجنبية.

الكلمات المفتاحية" إدارة الفصل- تدريس التربية العملية للغة الأجنبية- الطلاب المعلمين للغة الأجنبية- النوع

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Introduction

Canrinus, Bergem, Klette, and Hammerness (2017) and Barile (2019) defined Classroom management as a comprehensive term which encompasses various strategies, practices and procedures adopted by teachers to provide a good environment for teaching and learning. According to Cabaroglu (2014);Chandra (2015) and Kunesh, and Noltemeyer, (2015), the term is not only restricted to time management but rather includes procedures of lesson planning, how teachers are prepared to deliver instruction, materials, teaching/learning activities, organization of learners, medium of instruction and assessment of instruction, One of the most important challenges encountered EFL student-teachers at faculties of education is classroom management due to its interrelation with FL teaching methods and strategies in general and teaching practice in particular. Kebede (2018), Malmir and Bagheri, (2019) and Marashi and Assgar (2019) explained that even though FL teaching mainly aims to reinforce target language interaction, the EFL novice teachers mostly use the mother tongue in attempting to solve problems of classroom managements. Pagano and Langley (2011) and Miri, Alibakhshi, and Mostafaei-Alaei (2017) clarified that strategies of FL classroom management provide a great challenge to the novice EFL teachers who are supposed to mainly communicate in the target language and concurrently resolve problems using the mother tongue. This challenge is apparently visible in FL classes where learners-based methods are advisable and learners' active participation is required. The occurrence of learners' misbehaviours disturbs the required effective learning environment. In this regard, the importance of classroom management strategies is clearly manifested as they help maintain classroom discipline, provide further effectiveness for the learning environment, and sustain the mutual interaction between the teacher and students. Oliver, Wehby and Nelson, (2015) and Sezer (2017) stated that classroom management strategies can usefully affect the process of teaching and learning a target language. Therefore, it was imperative to test the views of English-majoring pre-service senior teachers at the faculty of education, October 6 University of FL classroom management and how gender can influentially affect such views.

Statement of the problem

The current study generally investigated the views of FL pre-service teachers, at the faculty of education October 6 University, of FL classroom management and how their views differ in terms of gender. The present study verified the null hypothesis that perception of classroom management does not differ in terms of gender.

Study Questions:

The present study attempted to answer the following questions:

1. Why is classroom management an important factor for FL teaching practicum?
2. How do the FL pre-service teachers at the faculty of education October 6 University view classroom management?
3. How do the FL classroom management views differ among the FL pre-service teachers in terms of gender?
4. Does gender affect the target students' views of FL classroom management?

Aim of the Study:

The present study aimed to:

1. Emphasize the importance of classroom management in the FL teaching practicum.
2. Analyze the FL classroom management views among the pre-service teachers at the faculty of education October 6 University?
3. Explore the gender differences among the FL pre-service teachers' views of classroom management.
4. Verify the statistically significant contribution of gender to the participants' FL classroom management views.

Significance of the study

The present study might be significant because it could contribute to the literature of FL instruction and curriculum in the context of FL teaching and learning in Egypt. It also helps to develop teaching strategies for the fourth year students at October 6 University during their teaching practicum. It sheds light on the various factors contributing to the FL pre-service teachers' views of classroom management. It revealed the potential influence which gender may have of shaping the views of the novice teachers on classroom management.

Delimitations

The expected findings of the present study is mainly restricted to improvement of FL teaching practicum at the faculty of education October 6 University. In addition, the expected findings can also be

useful to other higher learning institutions conducting FL teaching practicum.

Conceptual Framework and Literature Review

Theoretically, the current study is based on three classroom management theories, namely Skinner's behaviorist theory, Glasser's choice theory and Canter's theory of assertive discipline. The combination of these theories involves three approaches: interventionist, noninterventionist, and interactionalist. According to Stough, Montague, Landmark, and Williams-Diehm (2015), the interventionist approach to classroom management refers to the rules and disciplinary procedures which FL teachers adopt in order to control the class. Lv (2020) explained that the non-interventionist approach enables FL teachers to manage classroom issues prior to the classes as students realize the work they will be doing and what they are expected to achieve. Lopes and Oliveira (2017) clarified that the third approach (i.e. interactionalist) combines the features of both interventionist, noninterventionist approaches. Based on the interactionalist approach, FL teachers determine the treatment ways which their students prefer to solve classrooms problem. As such FL teachers can changes to their classes. In other words, the responsibility of classroom management is common between teachers and students within the framework of the interactionalist approach. Therefore, the three classroom management theories were chosen to help improve the selected participants' performance in teaching practice and provide them with guiding strategies to attain effective management of FL classrooms, particularly they were in need for gaining teaching experience.

In addition, the review of literature as indicated below explains that several factors are intricately entwined to facilitate the successful and effective classroom management. Some of these factors are related to the FL teachers, EFL students, and the learning institutions. The present study's participants are student-teachers; they are doing their teaching practice in order to acquire the best strategies that enable them to fulfill their teaching mission successfully. In order to successfully provide EFL fourth-year students at the faculty of education, Oct 6 University with the necessary knowledge and proper teaching strategies, it was incumbent to look into factors and variables which affect their performance in FL teaching practice. Since most studies focused on other factors rather than gender in assessing FL teachers' performance in classroom management, it was felt necessary to investigate the gender influence on the participants' performance in classroom management. The selection of gender as an independent variable of the present study is based on the research's observation during the teaching practice academic course.

As for the realization of effective classroom management, Pianta (2006) pointed out that effectiveness of managing classroom encompass several factors such as teachers' attitudes, positive actions, expectations, etc. Lakshmi also asserted that classroom management is not only restricted to discipline but includes rewards as well. Lakshmi (2010) explained that the teachers' ability to achieve effective classroom management does only require well-learning environment but also creation of good relationship between teachers and students. According to Oliver, Wehby and Nelson (2015), good communication between teachers and students if fundamental for effective classroom management because it prompts students to positively interact to teachers' instruction. In other words, the good communication of teachers and students is fruitful for the process of teaching and learning; it increases the students' involvement in the classroom and decreases their disruptive behaviour. For instance, Marashi and Assgar (2019) examined the effect of teachers' strategies of effective classroom management on the EFL learners' anxiety. The results indicated that the EFL learners experienced less anxiety and enjoyed learning English when their teacher used more techniques of classroom management. In addition, Dias-Lacy and Guirguis (2017) investigated how novice teachers handled classroom challenges. The results indicated that novice teachers encountered different challenges that hindered the effective classroom management. These challenges include the novice teachers' inability to cope with learning related issues, students' misbehavior, constraint of time management, and stress resulted from overload work. In this regard, Sezer (2017) and Debreli (2019) reported that effective classroom management was useful in handling classroom problems.

Kwok (2017) examined the classroom management beliefs and actions of 87 first-year teachers enrolled at a teacher-program in a public university in the Midwest. The participants taught English at urban elementary and secondary schools. Data were collected using a survey which contained items related to the participants beliefs of the classroom management definition and importance. Moreover, Kwok qualitatively analyzed five cases of the participants in detail. As for findings, the majority of participants often asserted the necessity for having a system of behaviour contained in their conception of classroom management. They also emphasized the importance of having good relationship between teachers and students. Kwok concluded that the participants employed behavioural actions as a means to realize instructional

purposes. That is, academic systems can be recognized through imposing discipline and good behaviour.

Habibi, Mukminin, Najwan, Sofwan, Haswindy, Marzulina, Sirozi, and Harto (2018) qualitatively examined the classroom management problems which encountered Indonesian eight EFL teachers at an Islamic boarding school and how those teachers overcome such problems in that FL context. Data were collected through three instruments, namely semi-structured interviews, group discussion and observation. Habibi et al. found that the main problems facing Indonesians EFL teachers revolved around eight aspects. Most of Indonesian EFL learners are not motivated to learn English. Indonesian EFL teachers found problems in handling students' behaviours; they were unable to balance between punishment and encouragement. The trilingual nature of the Islamic-school based FL classrooms in Indonesian in which English and Arabic are taught besides the mother tongue. This phenomenon caused difficulty for EFL teachers to determine the medium of classroom management. The performance of Indonesian EFL teachers is challengeable in classroom management. The participants' low financial income which, in turn, adversely affected their teaching performance. The participants expressed difficulty in managing time for teaching. Most of the Indonesian EFL teachers are not majoring in English, but they are forced to teach English in an attempt to compensate for the lack of English specialized teachers. The Indonesian EFL teachers found difficulty in managing FL classrooms because of the large classes. Habibi et al. reported that the Indonesian EFL teachers adopted certain strategies in handling the disobedient students such as verbal warning, providing a piece of advice, eye contact, and physical punishment which came last among such strategies. Based on the observation, the performance of Indonesian EFL teachers was marked by certain foibles. These foibles include less preparation of lesson planning, vague instruction, lack of learning activities and inability to organize group work.

On the contrary to Habibi et al., Keser and Yavuz (2018) investigated the problems and strategies of classroom management of Forty four Turkish EFL pre-service teachers based on a mixed method perspective. The participants were asked to respond to three main questions about their perception of classroom management concept; problems which they faced while doing the teaching practicum, and the strategies which they adopted to solves such problems. The participants unanimously agreed that classroom management is a three dimension concept. It encompasses the maintenance of ideal class and effective learning environment; it involves discipline and students' motivation and

it sustains teacher-students interaction. The participants summed their encountered problems as classroom organization, crowded classes, disturbance caused by talkative students, and disturbed teacher-students relationship. The researchers also asserted the important role of teacher-students relationship in managing FL classes. They indicated that the tendency of shouting adopted by some teachers irritates students and extremely affects their relationship with students. Keser and Yavuz recommended some strategies to help teachers manage their classes. Teachers are advised to set rules at the early beginning of the classes and often remind students of these rules. They can also strengthen their relationship with their students through knowing them well. Teachers had to organize activities prior to the classes and adopt various methods of teaching to cater for their students' different learning styles.

Mohammed (2021) investigated problems which Saudi FL novice and experienced teachers encountered while teaching English at the secondary school level. Data were elicited by using a 33-item questionnaire distributed to fifty participants. Mohammed found that the lack of experience on the part of novice Saudi FL teachers affected their views of classroom management in comparison to their experienced counterparts. They need to relate their beliefs and practices of classroom management to certain realities of teaching. They also need to develop skills of solving classroom problems. The novice Saudi FL teachers need to gain further experience in judging the appropriateness of their students' behavior because this ability extremely determines the teacher's behaviour within the classroom. The novice Saudi FL teachers also need further training to handle classroom challenges in order to increase the potentiality of successful learning for their students and to improve the education quality. Mohammed emphasized the influential role of teaching experience on the improvement of the practices of both behavioural and instructional classroom management. Mohammed suggested that problems of classroom management can be overcome through reorganizing classroom activities, providing activities which motivate students to learning English, studying the causes behind problems occurrence, and coordinating efforts with teachers of other subjects.

Method

Research Design

The design of the current study is based on a combination of three classroom management theories, namely Skinner's behaviorist theory, Glasser's choice theory and Canter's theory of assertive discipline. The present study is based on the quantitative and qualitative approach of the

elicited data. Examples of other studies that adopted qualitative and quantitative approach include Cresswell (2012), Canh (2014), Merç and Subaş (2015); Mohammed (2021), and Marghany (2022). The quantitative approach included the use of descriptive statistics (e.g. percentage and mean scores) for the purpose of analyzing the participants' views of FL classroom management. One way analysis of variance was also employed to verify the statistically significant contribution of gender to the participants' views of FL classroom management. Moreover, the qualitative approach analyzed the various views of male and female participants regarding the FL classroom management.

Participants

One hundred fourth-year FL pre-service teachers at the faculty of Education, October 6 University participated in the current study. The participants were divided into two groups according to gender. The first group comprised fifty female participants while the second group included fifty male participants. The participants are selected randomly among the fourth year undergraduates because they are doing their FL teaching practicum at the second academic year 2021-2022.

Data Collection

Data were collected during the second term of the academic year 2021-2022 by using a 30-item questionnaire of classroom management adapted from Kwok (2017), Miri, et. al (2017), Marashi and Assgar (2019), and Mohammed (2021). Twenty five of the questionnaire items described the participants' definition of the classroom management and its importance. The other five items described the participants' use of the Arabic language in giving instructions to their students. The four-response Likert scale was used to describe the participants' responses to the questionnaire items. That is, strongly disagree (SD=1), disagree (D=2), agree (A=3) and strongly agree (SA=4).

Procedures

The 30-item questionnaire was administered to the one hundred participants in two different sessions with each session lasted for one and a half hours. That is, one session was allocated for the male participants while in the other session the questionnaire was administered to the female participants. The participants were asked to choose one of the four possible responses to the thirty items. Participants were also given an explanation of the four-response abbreviations. The study was also piloted in prior using a sample of 30 participants. It aimed to check the difficulty, easiness and clarity of the questionnaire items. The pilot study

showed the Cronbach alpha was .89 indicating a high reliability coefficient.

Data Analysis

Tables 1 and 2 introduce the descriptive statistics of the participants' responses to the 30-item questionnaire. The mean scores and frequencies indicate that the male and female participants positively responded to the questionnaire items that support the importance of FL classroom management and its strategies. This finding is compatible with those findings reported by Kwok (2017), Keser and Yavuz (2018), Habibi, et el. (2018), and Mohammed (2021). However, they differed in the agreement degree to these items as the total frequency of male participants strongly agree responses was (2363) compared to (2500) for the female participants. Meanwhile, the total frequency of male participants agree responses was (444) compared to (332) for the female participants. In other words, the male and female participants responses varied between strongly agree and agree in positively expressing their views on the importance of FL classroom management and the strategies that enable them to manage the FL classes. Furthermore, the total frequency of male participants' strongly disagree and disagree responses (119) and (51) exceeded that of the female participants (115) and (22) respectively. This variance occurred as both groups of participants varied in their views on the use of Arabic language in giving instruction and managing their FL classes.

Table 1: Descriptive statistics of the male participants' responses to the questionnaire items

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
1. Intervention is a must to prevent students' talk about inappropriate times	0.12	6	0.08	4	0.9	45	0.9	45
Table Cont. 2. Students' chat in the classroom is limited	0.02	1	0.08	4	1.00	50	0.8	40
3. Students' good behavior should be rewarded					1.5	75	0.5	25
4. Classroom rules					1.54	77	0.46	23

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
depend on students' input								
5. Students can move around in the class without teachers' permission	1.64	82	0.36	18				
6. A student will be moved away if talks to a neighbour student					1.66	83	0.34	17
7. Strictness organizes students' compliance in the classroom					1.6	80	0.4	20
8. Students should be firmly redirected to the task if they get off it					1.54	77	0.46	23
9. Students should follow rules at all times					1.68	84	0.32	16
10. Off task behaviour should be monitored during the class					1.5	75	0.5	25
11. Classroom rules are strictly enforced to control students' behaviour					1.76	88	0.24	12
12. Students should comply to classroom rules					1.8	90	0.2	10
13. The whole class Table Cont. instruction should be used to control the classroom					1.72	86	0.28	14
14. Collaborative					1.78	89	0.22	11

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
learning should be used to find out questions in the classroom								
15. Students should be engaged in active discussion					1.84	92	0.16	8
16. A teacher should stick to a teaching daily routine in classroom					1.86	93	0.14	7
17. Students' projects should be based on their input					1.66	83	0.34	17
18. Classroom should be based on group work					1.84	92	0.14	8
19. The classroom should be based on inquiry-based learning					1.8	90	0.2	10
20. Students' transition from one activity to another should be directed.					1.94	97	0.06	3
21. Instruction should be adjusted to students' needs					1.72	86	0.28	14
22. Teaching should be based on direct instruction					1.6	80	0.4	20
23. Pre-planned learning activities should not be adjusted					1.86	93	0.14	7
24. Students' Table Cont. interaction should be					1.76	88	0.24	12

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
encouraged								
25. Classroom management is a key element for successful learning					1.78	89	0.22	11
26. Arabic should be used in teaching English					1.82	91	0.18	9
27. The use of Arabic in teaching English ensures students' better understanding					1.9	95	0.1	5
28. It is easy to use Arabic when teaching English					1.84	92	0.16	8
29. The use of Arabic motivate students' leaning of English					1.92	96	0.08	4
30. The use of Arabic in teaching English achieves better control of the class	0.6	30	0.5	25	0.5	25	0.4	20
Total		119		51			2363	444

Table 2: Descriptive statistics of the female participants' responses to the questionnaire items

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
1. Intervention is a must to prevent Table Cont. students' talk at inappropriate times			0.1	5	1.3	65	0.6	30
2. Students' chat is limited in the classroom			0.04	2	1.3	65	0.66	33

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
3. Students' good behavior should be rewarded					1.6	80	0.4	20
4. Creation of classroom rules depends on students' input					1.76	88	0.24	12
5. Students can move around in the class without permission	1.9	95	0.1	5				
6. A student will be moved away if he talks to a neighbour student					1.9	95	0.1	5
7. Strictness organizes students' compliance in the classroom					1.94	97	0.06	3
8. Students should be firmly redirected to the task if they get off it					1.8	90	0.2	10
9. Students should follow rules at all times					1.92	96	0.08	4
10. Off task behaviour should be monitored during the class					1.9	95	0.1	5
11. Classroom rules are strictly enforced to control students' behaviour					1.92	96	0.08	4
12. Students should Table Cont. comply to classroom rules					1.88	94	0.12	6
13. The whole class instruction should be used to control the classroom					1.8	90	0.2	10
14. Collaborative					1.8	90	0.2	10

Gender-based views of FL classroom management among October 6 University pre-service teachers

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
learning should be used to find out questions in the classroom								
15. Students should be engaged in active discussion					1.92	96	0.08	4
16. A teacher should stick to a teaching daily routine in his classroom					1.92	96	0.08	4
17. Students' projects should be created based on their input					1.8	90	0.2	10
18. Classroom should be based on group work					1.8	90	0.2	10
19. The classroom should be based on inquiry-based learning					1.88	94	0.12	6
20. Students' transition from one activity to another should be directed.					1.92	96	0.08	4
21. Instruction should be adjusted to students' needs					1.76	88	0.24	12
22. Teaching should be based on direct instruction					1.84	92	0.16	8
23. Pre-planned learning Table Cont. activities should not be adjusted					1.7	85	0.3	15
24. Students' interaction should be encouraged					1.8	90	0.2	10
25. Classroom management is a key element for successful learning					1.86	93	0.14	7

Items No.	SD		D		SA		A	
	MS	F	MS	F	MS	F	MS	F
26. Arabic should be used in teaching English					1.58	79	0.42	21
27. The use of Arabic in teaching English ensures students' better understanding					1.6	80	0.4	20
28. It is easy to use Arabic when teaching English					1.54	77	0.46	23
29. The use of Arabic motivate students' leaning of English					1.5	75	0.5	25
30. The use of Arabic in teaching English achieves better control of the class	0.4	20	0.2	10	0.72	36	0.48	24
Total		115		22		2500		332

Table 3 reveals that the mean score of the female pre-service teachers (1.99) was higher than that of the male participants (0.99). Similarly, the female participants' standard deviation (9.69) exceeded that of their male counterparts (4.53). The descriptive statistics indicates that there was higher variance in the female participants' responses to FL classroom management questionnaire than that of the male pre-service teachers.

Table 3: Descriptive statistics of the participants' views of FL classroom management

Group	No. of Participants	Mean score	Standard Deviation	Lower	Upper
Male	50	0.9923	4.537	6,08731	9.731620
Female	50	1.9986	9.698	11.36024	17.50816

Table 4 presents the results of ANOVA to test the null hypothesis that FL classroom management does not differ in terms of gender among the Egyptian EFL pre-service teachers. Table 3 indicates that the male and female participants differed significantly in their views of the FL classroom management and its strategies. This difference is statistically

significant as the p value was < 0.05. The difference was statistically significant in favour of the female participants. Therefore, the present study rejects the null hypothesis and concludes that the views of Egyptian FL pre-service teachers differed according to their gender.

Table 4: ANOVA of gender and participants' responses to the questionnaire items

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	101.004	50	74.210	172.583	.000
Within Groups	12.158	50	.123		
Total	113.162	100			

Classroom management questionnaire

The qualitative analysis dwells on analyzing the views of both male and female FL pre-service on classroom management strategies. Essentially, all participants have common agreement on the discipline, rules, and procedures that help maintain an effective learning environment in the FL classes. However, the differences in the male and female participants' views revolved around the extent and degree of agreement and disagreement. For instance, the female participants chose strongly agreed response more than their male counterparts in different items of classroom discipline. They were more committed than their male participants to intervene for preventing students' talk at inappropriate times. They also were keener on curbing students' chat in the classes. They showed more strongly agreement than the male participants in the necessity of rewarding students' good behavior. They had higher frequency compared to the male participants in the strongly disagreement response to allowing the students' free movement in the class without permission.

The female participants highly strongly agreed compared to the male participants to items such as students should be moved away if they talked to their neighbouring classmates; students' compliance to classroom rules, and monitoring students during the FL class. On the contrary to the male participants, the female participants showed more commitment to classroom management strategies. These strategies include (1) collaborative learning, students' engagement in active discussion, (2) adhering to daily-teaching routine, (3) group work, (4) inquiry-based learning, and (5) direct instruction. The female participants exerted more flexibility in adjusting pre-planned activities than their male

counterparts. This flexibility is necessary to encourage students' participation and motivate their effective learning. The difference between the two groups of participants was visible in their views of using the Arabic language for giving classroom instruction. The male participants were in favour of providing classroom instruction in Arabic compared to their female counterparts. This finding highlights the needs for further investigation into the necessity and extent of using the mother tongue in FL classroom management. Indeed, this controversial question is crucial in the process of foreign language teaching and learning because it has pros and cons.

Discussion, Implications of FL teaching practicum and conclusion

The present study concluded that the pre-service teachers at October 6 University importantly viewed the FL classroom management strategies. Such an importance is visibly evident in their responses of positive agreement to the questionnaire items. Strong agreement and agreement responses were commonly chosen by both groups of participants in a clear indication of their positive views on the importance of classroom management strategies. Both groups of participants commonly agreed to the procedure, rules, and disciplines of managing FL classes in order to provide an effective learning environment. However, the extent of such an agreement varied between *strongly agree* and *agree* responses according to the participants' gender. Furthermore, the two groups of participants varied in their views of using the Arabic language to provide classroom instruction. Thus, there is a need for further investigation of this outstanding issue of using L1 as a medium of FL instruction. This issue seriously affects the process of teaching and learning English not only in Egypt but in other countries where English is classified as a second or foreign language. In this regard, female participants highly varied in their views on FL classroom management strategies compared to their male counterparts. The findings are consistent with those of Kwok (2017), Keser and Yavuz (2018), Habibi, et el. (2018), and Mohammed (2021). Based on ANOVA results, this variance was statistically significant in favour of the female participants. Thus, the present study rejects the null hypothesis that the pre-service teachers' views on FL classroom management do not vary according to gender.

Instructors in charge of teaching practicum at October 6 University can make use of these findings in order to improve the students' performance in teaching practice. As such instructors can emphasize the strategies which students need to realize the effective classroom

management. October 6 University EFL pre-service teachers need further emphasis on guiding their use of classroom management based on their gender. Instructors should be aware of the various views of the pre-service teachers in order to provide highly effective teaching-practice training. They should help the male pre-service have better teaching practice by amending their views on certain classroom management strategies as they need to exert more strictness in applying strategies of FL classroom management. These strategies include prevention of students' talks, curbing students' chat, students' compliance, and rewarding students' good behavior. The male pre-service teachers also need further training to amend their views on other crucial classroom management strategies. These strategies are pertinent to collaborative learning, students' engagement in active discussion, adhering to daily-teaching routine, group work, inquiry-based learning, and direct instruction. The male pre-service teachers at October 6 University are in need to be further trained on the procedures of adjusting the pre-planned learning objectives and activities to cater to their students' needs, particularly if time allocated for certain objectives or activities runs out. This procedure will help them effectively plan their lessons. Instructors of teaching practicum are advised to train the FL pre-service teachers, particularly males, on narrowing the use of the mother tongue when providing classroom management instruction. This is important as it helps the FL pre-service teachers avoid code-switching during the FL classes. Hence, they can provide their classes with proper input. Furthermore, the strategy of narrowing the mother tongue during the FL classes has a positive effect on the learners' attention and focus which will not be distracted due to the use of Arabic language. Indeed, avoidance of using the mother tongue can also help motivate the students' learning, engagement and participation in the classroom learning activities.

Recommendations for further research

The present study recommended the following topics for further research:

1. A potential study can be conducted using different variables such as age, demographic location, and years of experience to examine the views of classroom management.
2. A study can investigate EFL learners' views on the student-teacher relationship and how such views can influence the EFL teachers' practice of classroom management.
3. A study can
4. examine the impact of EFL learners' academic achievements on the modification of classroom management strategies.

5. A study can be carried out to discuss the effect of EFL learners' different learning styles on modifying the strategies of managing FL classrooms.

6. A study can be conducted to investigate the effects which different teacher-training progammes may have on the development of EFL pre-service teachers' pedagogical skills of classroom management.

7. A comparative study can examine the differences between FL classroom management strategies in private and public schools.

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