REFERENCES

Abongdia, J. A., Adu, E. O., & Foncha, J. W. (2015). Pre-service teachers' challenges during teaching practice in one university in the Eastern Cape, South Africa. *International Journal of Educational Sciences, 11(1)*, 50-56.

Akalin, S. (2015). Effects of Classroom Management Intervention Based on Teacher Training and Performance Feedback on Outcomes of Teacher-Students Dyads in Inclusive Classrooms. *Educational Sciences: Theory and Practice. 15(3)*, 739-758.

Al-Bulushi, A. H., & Al-Issa, A. S. (2017). Playing with the Language: Investigating the Role of Communicative Games in an Arab Language Teaching System. *International Journal of Instruction*, *10*(2), 179-198.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, *13*(4), 544-559.

Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. Qualitative Research in Psychology. *Bristol: University of the West of England, 3 (2)*, 77-101.

Debreli, E., & Ishanova, I. (2019). Foreign language classroom management: Types of student misbehaviour and strategies adapted by the teachers in handling disruptive behaviour. *Cogent Education*, *6*(1).

Francis, D. (1995). The reflective journal: A window to preservice teachers' practical knowledge. *Teaching and teacher Education, 11(3)*, 229-241

Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2015). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. *Journal of Educational and Psychological Consultation, 25(1)*, 1-29.

Hashmi, N. A. (2016). Implementing Multi-media as a Pedagogical Tool in EFL Classroom: Benefits and Barriers. *Journal of Arts and Humanities, 5(9)*, 13-22.

Khanam, A. (2015). A practicum solution through reflection: an iterative approach. *Reflective Practice*, *16*(5), 688-699.

Kusumaningrum, W. R. (2018). Pre-service Teachers' Perceptions of Teaching Future EFL Students: A Micro-ethnography Approach. *Journal of Language Teaching and Research. 9(1)*, 74-79.

Luo, J., Bellows, L., Grady, M. (2000). Classroom Management Issues for Teaching Assistants. *Research in Higher Education, 41*(30), 353-383.

Merç, A., & Subaşı, G. (2015). Classroom management problems and coping strategies of Turkish student EFL teachers. *Turkish Online Journal of Qualitative Inquiry*, *6*(1), 39-71.

Mudra, H. (2018). Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia. The Qualitative Report, 23(2), 319-344.

Mtika, P. (2011). Trainee teachers' experiences of teaching practicum: Issues, challenges, and new possibilities. *Africa Education Review, 8(3)*, 551-567.

Ogonor, B. O. & Badmus, M. M. (2006). Reflective Teaching Practice among Student Teachers: The Casein a Tertiary Institution in Nigeria. *Australian Journal of Teacher Education, 31(2)*, 2.

Papadakis, S. J. (2018). The Use of Computer Games in Classroom Environment. *International Journal of Teaching and Case Studies, 9(1)*, 1-25.

Sieberer-Nagler, K. (2015). Effective Classroom Management and Positive Teaching. *Canadian Center of Science and Education, 9(1)*, 163-172.

Sulistiyo, U., Mukminin, A., Abdurrahman, K., & Haryanto, E. (2017). Learning to Teach: A Case Study of Student Teachers' Practicum and Policy Recommendations. *The Qualitative Report*, 22(3), 712-731.Retrived from https://nsuworks.nova.edu/tqr/vol22/iss333//3