

# Problems and Alternative Solutions of Indonesian EFL Teacher Trainees: A One-Decade Portrait of Online and Offline Classes

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**Abstract**—Teacher training and teacher professional development are two interrelated concepts. In order to have professional teachers, teacher training is a necessity. This can be done during one's college years, which is commonly known as a teaching practicum. Senior students as pre-service teachers are trained and taught to enter the real world of teaching. During this teaching practicum, they can gain a lot of experience, learn from the mentor teachers, do administrative tasks that a teacher normally does, learn from the school environment, and face real students as well. Seeing the importance of a teaching practicum and its implications on the students' careers later on as teachers, the researcher then conducted this study. Forty-one student respondents who were doing or had done their teaching practicums were the respondents of this study. Data was collected through reflections that they had to submit by the end of their internship programs. They were pre-service teachers of primary and secondary levels. During their teaching practicums, they faced various problems, most of which were related with classroom management. This study revealed that these student teachers tried alternative solutions to deal with their problems.

**Index Terms**—teacher training, pre-service teachers, classroom problems, alternative solutions

## I. INTRODUCTION

The pre-service teacher training program is not something new in the world of education. It has been a practice that began in the early 1900s. Student teachers or commonly known as pre-service teachers or teacher trainees, acquire some knowledge and practice during the training program. In Indonesia, teaching practicum is a part of the teacher education program which is typically referred to as *Praktik Pengalaman Lapangan* (PPL) (Nurjanah & Lestari, 2021). It is a mandatory course for pre-service teachers in the final year of their university studies (Shalawati & Hadijah, 2018). Teaching practice has so far been considered as a process that should be taken by every teacher candidate in any level of education. This could be at the primary, secondary, or tertiary level (Ariza et al., 2022).

There are at least five aspects involved in teacher education programs. The first point is the student teachers themselves. The second aspect is university lecturers who are the supervisors and experts that help the student teachers before and after their teaching practicums. The next variable is the school mentor teachers who are the experts during the student teachers' teaching practicums. The fourth feature is the school students as the knowledge receivers. Then the last factor is the context and system of education that student teachers have to complete during their teaching practicums (Merç, 2010).

During this teacher-training programs or teaching practicums, there are problems that emerge. The teacher trainees should find solutions to overcome the problems that they face. The expected condition is that these teacher trainees will be able to cope with the problems since they have obtained enough training and are equipped with applicable knowledge about teaching. The reality is sometimes different from the expectation. To better equip pre-service teachers for the challenges they may encounter in their first year of teaching, it is essential for both teacher educators and supervising instructors to offer strategies that can reinforce these teachers' confidence and maintain high motivation (He, 2009).

Looking at the urgency to bridge the gap between the ideal condition and the reality, the researcher then decided to conduct this study. The aim of this study is thus to describe 41 (forty-one) pre-service teachers' problems during their teaching practicums in different levels of primary and secondary education, and how they deal with those problems. This study is guided by two research questions:

1. What problems do pre-service teachers face during their teaching practicums?
2. What solutions do pre-service teachers apply in facing their problems?

This study will hopefully be useful for mentor teachers who give training to the pre-service teachers at school, supervisors, as well as the students themselves. Hopefully, the results of this study will shed light on the field of pre-service teacher training, so that problems will be better anticipated and solutions found to overcome the issues.

This study will also have some pedagogical implications. The first inference is that mentor teachers at school should anticipate what kind of help they could provide for these student teachers in coping with their problems. Giving adequate time for consultation and guidance is a good measure. Another way is to conduct regular meetings, be it online or offline with the student teachers. Another consequence is for the student teachers. They should be creative in finding solutions

to the problems they face during their teaching practicums. Besides that, they should enhance collaboration with other student teachers. They also need to be more sensitive as teachers in recognizing the students' needs and characters.

#### A. *History of Teacher Training*

Here is the history of teacher training in England. In England, teacher training was carried out under a student-teacher system. It was before the Education Act was made in 1902. Because of the donations of the British Society and the National Society, training schools and colleges were finally started. At the beginning of the 19<sup>th</sup> century, primary school teachers began to be trained. In 1890, universities started to get involved in teacher training. Twelve years later, in 1902, teacher training was established as a form of higher education. The establishment of teacher training as a form of higher education enabled new local education authorities to make secondary schools available for student teacher training (The National Archives, 2021). Learning for all teachers must be centrally aligned with teaching, since teachers are also learners (Richert, 2006).

During the teacher-training program, pre-service teachers have an opportunity to be in contact with the real teaching world. This helps them reinforce, expand, and improve the theories they have obtained in college. During this teaching practicum, pre-service teachers have a chance to develop their skills. Thus, they can be professional teachers (Nguyen, 2014; as cited in Ariza et al., 2022). Teaching practicums also facilitate pre-service teachers to enrich a real teaching context with social and cultural aspects (Ariza et al., 2022).

Professional experiences have been conceptualized in various ways as a practicum or teaching practice (Morrison, 2016; as cited from Le Cornu & Ewing, 2008). In connecting theory with practice, it absolutely demands a strategic reconceptualization of pre-service teaching through pre-service teachers' involvement with professional learning communities. Participation in these professional communities is also needed (Carter, 2012; as cited in Morrison, 2016).

#### B. *Training & Development*

Training and development refer to two different things. Training involves activities that focus on a teacher's current duties, targeting short-term and immediate objectives. This includes understanding fundamental teaching concepts and principles, applying them in practice, and showcasing these methods in the classroom. In contrast, development is distinct from training. It refers to broader growth, not tied to a specific job. Development is oriented towards long-term goals. It also aims to support the ongoing enhancement of teachers' understanding of teaching. Other than that, it helps teachers to understand themselves as teachers (Richards & Farrell, 2005).

#### C. *Teacher Training*

Student teachers' involvement in the teaching practice seems to have a higher effect on the growth of the beliefs about language learning and teaching (Ozmen, 2012). It means that student-teacher immersion in a teaching practicum is very essential. It is therefore unavoidable for teacher candidates to pass higher education, regardless of their level. The preparation needed to equip student teachers or pre-service teachers include both theoretical as well as practical knowledge (Güçlü & Şahan, 2021). In a teaching practicum, which is the practical knowledge, these student teachers will perform their teaching practice (Aimah et al., 2020).

The preparation for the teaching profession should be done by providing a general culture, special field of education, and pedagogical information. It is essential to train skilled teachers who are adaptable, possess critical thinking abilities, are self-aware and attuned to their surroundings, and are committed to endless self-improvement. The effectiveness of education and training in a society depends not only on various factors but also on the success of the teachers. To establish a successful education and training system, it is crucial to have highly qualified and well-prepared teachers. Developing qualified teachers is a gradual process, not something that happens instantly overnight. Therefore, it is vital for teachers to receive thorough education during their early years in the profession and work in their respective fields in alignment with the training they have received (Güçlü & Şahan, 2021).

In Indonesia, teachers are required to master four teacher competencies: pedagogical, personal, social, and professional competencies. A pedagogical competency means a teaching competency. A personal competency refers to the teacher's strong personality, demonstrating maturity and excellence, and serving as a role model for students. A professional competency involves a deep and thorough understanding of the subjects to be taught, along with the ability to apply suitable teaching methods as well as strategies. A social competency is the teacher's ability to communicate effectively and efficiently with students, colleagues, parents, and the broader community (Teachers and Lecturers Law, 2005, No.14; as cited in Nurhattati et al., 2020).

#### D. *The Tension of Teachers*

"A teacher is a moral agent. It is a secret hidden in plain sight (Kumaravadelu, 2012, p. 67)." Almost everything that a teacher does has the potential to carry a moral consequence because a school is an environment of moral instruction and moral struggle. Teachers frequently face tough decisions when balancing the care for their students with the need to enforce the rules they are expected to uphold. Some of the teacher tensions are time constraints, curriculum issues, pulls, and pressures between teachers' belief systems and subsystems, and their emotional attachments to traditional ways of teaching.

A study was conducted on the diaries maintained by teachers during their practicum. It was discovered that these

teachers expressed continuous frustrations with several issues like managing class time, giving clear directions, responding to students' individual needs, and teaching grammar effectively (Numrich, 1996; as cited in Miller, 2009). Another researcher, Farrell (2001; as cited in Miller, 2009), conducted a study on a teacher trainee in Singapore. He revealed that the pre-service teacher had a negative experience of the practicum. The main problems were a lack of positive working relationships with other staff, feeling belittled by how his superiors treated him, and the way he tried to establish credibility with the learners.

There are some contextual factors that influence personal identities. The factors deal with the negotiation of professional identities and are influenced by contextual factors. The factors include the workplace, curriculum, language policy, cultural differences, social demographics (study of people) of the school and students, institutional practices, teaching resources, and some others (Borg, 2009).

### *E. Previous Studies*

A researcher examined ninety-nine (99) Turkish EFL teachers who participated in the study. They were asked to write reflections on their teaching experiences. The data was analysed by breaking the reflection reports into smaller communication units, each of which was named and labelled based on the issues encountered by the student teachers. The categories were further divided into three time periods, based on the timing of the communication units as identified by the student teachers. The analysis revealed five main categories that served as the sources of the student teachers' challenges. They were the individual problems of student teachers, student-based problems, cooperating teacher-based problems, educational context/ system-based problems, and supervisor-based problems (Merç, 2010).

From the study, there were some important findings. Student teachers indicated that student-related issues were the second most commonly encountered problems, accounting for 24.3% of the five main categories. These student-related problems were further categorized into nine groups. The most frequently cited issue within this category was students' motivation, which represented 25.2%. Other notable issues included students' adjustment to the new teacher and unfamiliar classroom procedures, which accounted for 22.2%. The next categories were students' participation (19%), disruptive student behavior (16%), self-reported problems of pre-service EFL teachers throughout the teaching practicum, including students' unfavourable attitudes (8.8%), students' characteristics (4.6%), the use of L1 (1.7%), students' learning speed (1.7%), and classroom materials or resources, which accounted for 0.8% (Merç, 2010).

Another study was done by Ishartono and Sufahani (2019). The aim of their study was to analyse the metacognition of male and female pre-service teachers in using PowerPoint (PPT) as a learning tool. The study revealed both similarities and differences between male and female pre-service teachers in their approach to developing PowerPoint as a learning media. The similarity was that both male and female respondents followed the same process in creating PowerPoint as a learning tool. However, the differences between the two groups were as follows. First were the aspects they chose as considerations in developing PowerPoint. Next, there were differences in how to evaluate the development process. Then the last difference was in the selection of colors used in designing the PowerPoint that had been developed.

Prastomo and Listyani's (2020) study on six student teachers doing their teaching practicum in a junior high school in Central Java, Indonesia, found that the six student teachers experienced four problems. The problems were related to the new environment, school students, student teachers' background knowledge and experiences, and mentor teachers. Mentor teachers are acknowledged for their practical expertise in the teaching profession, which complements the theoretical knowledge that student teachers gain from the university (Maphalala, 2013).

Güçlü and Şahan (2021) also conducted a study, which was an evaluation of the process of training Turkish candidate teachers. In Turkey, teacher education is divided into three stages: pre-service teacher education, candidate teacher education, and in-service teacher education. From their study on the evaluation of the teacher candidacy training process, it was concluded that teacher preparation programs emphasize practical experience. Additionally, it was found that candidacy training supports new teachers in adjusting to both the institution they will work at and the teaching profession itself. The last conclusion is that candidate teacher education aims to enable prospective teachers to cope with various difficulties they may encounter (Güçlü & Şahan, 2021).

Two other researchers, İsperton and Selcuk (2021), also conducted a case study on videoconferencing (VC)-based EFL teacher training with six pre-service Syrian EFL teachers. Data was collected through a series of observations during the VC-based EFL practicum. Teacher diaries were used to assess changes in teaching strategies before and after the training. The study's results showed that pre-service EFL teachers were able to adopt more communicative and student-centered teaching methods, fostering a friendly and engaging environment in synchronous VC-based EFL classes.

## II. RESEARCH METHODOLOGY

This research was qualitative in nature. According to Creswell (2009), in qualitative research, the researcher tries to establish the meaning of a phenomenon. It is done by finding the participants' perspectives. One fundamental aspect of data collection in qualitative research is observing participants' behaviours by actively engaging in their activities. There are several methods for collecting data in qualitative research, including observations, textual or visual analysis of books or videos, and individual or group interviews. However, the most frequently used methods are interviews and focus groups (Gill et al., 2008). Qualitative research deals with people's experiences, ideas, and emotions or feelings. The purpose of qualitative research is to understand human phenomena in a natural setting (Ugwu & Eze, 2023).

In this study, the participants were 41 pre-service teachers. They were selected as participants because they were student teachers that did their teaching practicums under the researcher's supervision. They did their teaching practicums in different schools and at various times. They did their teaching practicums between 2013 and 2021, in primary and secondary schools. The data from this research was mainly derived from journals that the participants submitted at the end of their teaching practicums. The data collection instrument was thus questions in a journal that the participants had to answer at the end of their teaching practicums. The participants' data is presented in the table below.

TABLE 1  
PARTICIPANTS' DATA

Students' Initials	Gender	Year of Teaching Practicum	TP Site
Participant 1 - 6	5 F, 1 M	2013, offline	SHS
Participant 7-16	9 F, 1 M	2018, offline	JHS
Participant 17-24	7 F, 1 M	2019, offline	Primary School
Participant 25-28	2 F, 2 M	2020, online	Primary School
Participant 29-34	5 F, 1 M	2021, online	Primary School
Participant 35-37	2 F, 1 M	2022, offline	JHS
Participant 39-41	3 F, 1 M	2023, offline	Primary School

Note: JHS: junior high school; SHS: senior high school; TP: teaching practicum

One of the requirements of the teaching practicum is that they had to submit a teaching reflection at the end of their practicums. Their teaching journals and reflections were used as data for this study.

### III. FINDINGS AND DISCUSSION

In this part, the problems faced by pre-service teachers during their teaching practicums and the solutions are discussed. There are three main themes in this section: pre-service teachers' problems, the solutions they chose, and what supervisors should do.

#### A. Pre-Service Teachers' Problems

All the student teachers' problems can be seen in Appendix. The student teachers' problems varied from internal to external ones. They are summarized in Table 2.

TABLE 2  
STUDENT TEACHERS' PROBLEMS

Total Number	Problems Faced	Students' Initials
21	Problems from the student teachers themselves: psychological and non-psychological (time, material adaptation) ones	1, 3, 4, 5, 6, 7, 12, 14, 16, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 36, 37
20	Student-related problems	1, 2, 3, 5, 7, 8, 13, 14, 16, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40
18	CRM (classroom management)	2, 4, 8, 12, 15, 16, 17, 26, 27, 29, 30, 31, 32, 33, 34, 39, 40, 41
4	Administrative work	8, 9, 11, 14
8	Technical problems (LCD, Internet)	5, 25, 29, 30, 31, 32, 33, 34
2	Mentor teacher – related problems	7, 10
3	Scheduling	9, 10, 13
1	Noise from outside the classroom	4
1	No problems	28

From 41 pre-service teacher respondents, various problems were found. The problems varied from internal problems within the pre-service teachers themselves to external problems. The internal problems could be divided into two kinds, psychological and non-psychological ones. The psychological problems were, among others, anxiety or nervousness, fear to face the students, a lack of self-confidence, and apprehension about not being able to offer interesting activities. The non-psychological problems within the pre-service teachers covered problems like an inability to manage the time well and difficulties to adapt materials from sources to be taught online. One of the student teachers, Student 26, expressed her nervousness in her teaching journal.

#### Excerpt 1

*I felt so excited but also nervous at the same time. I was afraid if I couldn't teach the students well. I also thought that this teaching practicum would be challenging and difficult. The teaching learning process had to be done during the coronavirus (COVID-19) pandemic, and all the teaching and learning processes were done through online meetings. (Student 26's reflective teaching journal)*

This is in line with research done by Eksi and Yakışık (2016). The findings indicated that the student teachers who became their respondents experienced anxiety. The anxiety was due to the stress of being evaluated and because of students' problematic behavior in the classroom. This study was carried out with 52 pre-service language teachers at a state university in Turkey during their practicum period (Eksi & Yakışık, 2016).

Problems rooted from external factors were also experienced by the respondents. Those problems included student-related issues, classroom management matters, administrative work complications, and technical obstacles. Other

problems were related to mentor teachers, noise, and scheduling. There was only one student who did not encounter any problems (Student 28).

Students 29-34 admitted that classroom management was a difficult problem to handle. These students did their teaching practicums during the pandemic. This is stated in Excerpt 2.

Excerpt 2

*The second obstacle faced was classroom management. We had difficulty to monitor all the students. It was hard to know whether all the students turned on their cameras and paid attention to the lessons. Because we used Google Meet in the classes, we were limited to only seeing several students on the platform. Furthermore, when we presented a lesson using only one device, we could only pay attention to the slides and it was hard to alternate between changing the slides and monitoring the students.* (Students 29 – 34's teaching journal)

Classroom management is manifested in skills and techniques used by teachers to make students focused, be attentive, and be productive academically. If the classroom management system works effectively, teachers can minimize behavior that may become an obstacle for individual as well as group learning. Classroom management can be considered as teachers' strategies in creating and maintaining a conducive, disciplined learning environment (Santhanam, 2022).

Similar problems were also found from six pre-service teachers in their study. The first problem was being in a relatively new environment. It means the environment outside campus had so far been their comfort zone. The next problem was the school students. The mentor teachers were ranked third. And the last problem dealt with the student teachers' background knowledge and experiences (Prastomo & Listyani, 2020).

Regarding the many problems that pre-service teachers may face, maintaining pre-service teachers' motivation seems to be crucial. To better equip pre-service teachers for potential challenges in the first year of teaching, it is essential for both teacher educators and supervisors to offer strategies that reinforce pre-service teachers' confidence. On top of that, they also have to maintain their motivation (He, 2009).

#### B. Pre-Service Teachers' Solutions in Handling Problems

Presented in Table 2 are the solutions or strategies that the 41 pre-service teachers did to handle their problems. The most frequently chosen strategy is disciplining the students. As many as 13 pre-service teachers did it. Students 17 – 24 mentioned, "*Disciplining the students during a lesson contributes to our classroom management.*" This is in line with what Subiarto et al. (2021) stated.

Education is an essential aspect in human life. Reinforcing disciplined traits in education should be started as early as possible. A successful character education is the foundation to build students' characters in the next level of education. This will also be the foundation for their social life. Through disciplined character reinforcement, a young generation who is full of knowledge, is cultured, has good morals, and is civilized will be born (Subiarto et al., 2021).

The second and third rankings of the solutions are trying to be creative and using interesting online games. They were both done by seven pre-service teachers. Next, modifying online class activities according to the class situation and monitoring students using the Google Meet list of participants were done by six students. These six students did their teaching practicum in 2021 when the pandemic was still happening. The next three strategies were building a good relationship and consulting with the mentor teacher (5), relaxation/ psychological healing (3), understanding students' characteristics (3), and using more interesting teaching techniques & AVA (3). In terms of understanding learners, Student 13 stated her opinion in the following excerpt.

Excerpt 3

*As I know, good or bad situations in class are usually caused by students' behavior. I realize that every student has his or her own uniqueness and characteristics, which makes each student unable to be treated in the same way.* (Student 13's reflective teaching journal)

Understanding learners means thinking about various things, which influence learners' motivations and abilities to study successfully. It also means adjusting the lesson plans, materials, teaching methods, and learning environment, so that they all go together with an individual learner's needs as well as the whole group's characteristics. Some factors that need consideration are the age, culture, languages spoken at home, strengths, weaknesses, personality, self-confidence, interest, motivation, learning preference, learning experiences, and the ability to study independently (Gorman, 2019).

Having good relationships between the student teachers and the mentor teachers is essential during the teaching practicum. To promote student teachers' well-being and foster their growth during their teacher education, it is important to explore the relationships between student teachers and their mentors during field experiences. The quality of the "mentor-mentee relationship" is considered a crucial factor in shaping field experiences that benefit the well-being of both sides, the mentors and the mentees (Deer-Goethe, 2021, p. 9).

The next strategy is consulting with friends (done by two pre-service teachers), giving more interesting activities and offline games, improving time management skills, and trying to get students' attention. All these were done by two pre-service teachers. Giving rewards or gifts, improving soft skills, listening to the students' complaints, talking to the students, trying to be patient, and attempting to speak louder were the next strategies done by the pre-service teachers. A study on the impacts of rewards given to vocational students majoring in Office Administration Automation found that rewards had a positive impact on the learning outcomes (Saleh et al., 2022).

Regarding consultation with friends or colleagues, there are some positive points that can be derived. One of them is the need for fresh opinions on the teaching methods that need to be updated that teachers may not know. The help of a

colleague's advice can help improve the teaching methods to be better (Handal, 1999).

TABLE 3  
STUDENT TEACHERS' STRATEGIES IN HANDLING PROBLEMS

Number	Strategies	Students' Initials
13	Disciplining students	13, 15, 17-24, 26, 27, 41
7	Trying to be creative	2, 12, 18, 27, 17-18, 26
7	Using interesting online games	25, 29, 30, 31, 32, 33, 34
6	Modifying online class activities according to the class situation	29, 30, 31, 32, 33, 34
6	Monitoring the students using the Google Meet list of participants	29, 30, 31, 32, 33, 34
5	Building good relationships & consulting with the mentor teacher	8, 10, 11, 12, 16
3	Relaxation/ psychological healing	3, 15, 27
3	Understanding students' characteristics	13, 15, 18
3	Using more interesting teaching techniques & AVA	5, 12, 13
2	Consulting with friends	7, 16
2	Giving more interesting activities & offline games	3, 40
2	Improving time management skills	2, 9
2	Trying to get students' attention	4, 25,
1	Giving rewards or gifts	39
1	Improving soft skills	9
1	Listening to the students' complaints	1
1	Talking to the students	38
1	Trying to be patient	8
1	Trying to speak louder	4

There were ten students. However, Student 14, Students 20-24, Student 28, and Students 35-37 did not mention in their journals the solutions they took to handle their problems.

#### IV. CONCLUSION

From the study, it is clear that almost all student teachers had problems. The problems varied from internal as well as external ones. However, each of these pre-service teachers had their own solutions to overcome their respective problems. They had to survive and struggle in doing their teaching practices.

Regarding the limitations of the study, several aspects need to be improved. First, this study only employed one data collection method, that is, questionnaires. Future researchers can use other appropriate methods to obtain data and validate it. They can conduct interviews with the student teachers as well as do some observations.

The other limitation is the imbalanced number of male/female student respondents. The female students far outnumbered the male students. Out of 41 student teachers, who were the respondents of the study, only 8 were male, while the other 33 students were female. Future researchers can address this matter, so that the number of male and female respondents is equal.

This study may have implications on the literature of teaching practices done by university students. New insights may be discovered from this study on the various problems that student teachers face. The same contributions can be made in dealing with the solutions that these students applied to overcome their problems.

#### APPENDICES

##### A. Pre-Service Teachers' Problems

TP Setting	Students' Class Year	F/M	Initials	Problems Faced
2013 (Offline, SHS)	2006	F	Student 1	Fear of giving uninteresting activities
				Nervousness
				Passive students
	2009	F	Student 2	CRM
				Passive students
	2009	F	Student 3	Nervousness: sometimes went blank and forgot what to say
				Not getting students' attention
				Passive students
				Personality: a shy person
	2009	F	Student 4	CRM (one group did not get a picture, but nobody told her)
				Noise: marching band outside the classroom
				Voice (too soft)
2009	F	Student 5	Nervousness	
			Passive students	
			Technical problem: LCD projector	
2009	M	Student 6	Nervousness	
			Time management	
2018	2015	F	Student 7	Being unable to give equal attention to the students

(Offline, JHS)				Not getting a chance to observe the mentor teacher
				Passive students
	2015	F	Student 8	CRM
				Doing too much administrative work
				Passive students
	2015	F	Student 9	Doing too much administrative work
				Schedule clash (School schedule/ activities and teaching time)
				Sudden change of teacher trainees' office to the multimedia room or language lab
	2014	M	Student 10	Inadequate communication with the mentor teacher
				Not getting feedback from the mentor teacher
				Schedule clash (school schedule/ activities and teaching time)
	2015	F	Student 11	Doing too much administrative work (correcting students' work, being a committee member for Bulan Bahasa, preparing students for an English competition, sending letters to other schools)
	2015	F	Student 12	CRM
				Teaching techniques
				Time management
	2015	F	Student 13	CRM
				Schedule clash (school schedule/ activities and teaching time)
				Students' behavior
		F	Student 14	Doing too much administrative work (correcting students' work, being a committee member for Bulan Bahasa, preparing students for an English competition, sending letters to other schools)
				Fear of not being able to give equal chances to all students
			Students' inability to understand instructions	
			Time management	
	F	Student 15	CRM	
	F	Student 16	CRM	
			Handling hyperactive students	
			Handling talkative students	
			Inability to make interesting activities	
2019 (Offline, Primary School)	2016	M	Student 17	CRM
	=	F	Student 18	CRM
		F	Student 19	CRM
		F	Student 20	CRM
		F	Student 21	CRM
		F	Student 22	CRM
		F	Student 23	CRM
		F	Student 24	CRM
2020 (Online, Primary School)	2017	M	Student 25	Fear of handling the students
				Internet connection
				Teaching technique (not knowing how to teach interestingly on GM)
				Voice which is too soft
		F	Student 26	(online) CRM
				Being unable to give equal attention to the students
				Fear of not being able to teach well
				Lack of self-confidence
				Nervousness
		F	Student 27	Feeling afraid if the students could not understand the materials
				Feeling bored in the first week: only observing the mentor teachers
				Forgetting to tell the classroom rules
				Having to check all students' exercises in one week
				Late submission of the students' tasks
			Managing students/ the class online	
			Nervousness	
			Noisy students	
			Time consuming activities/ preparation: making and editing teaching videos; making online activities	
	M	Student 28	No problems at all	
2021 (Online, Primary School)		M	Student 29	Adapting the materials from books to online materials
				CRM
				Internet connection
				Passive students
		F	Student 30	The same as Student 29
	F	Student 31	The same as Student 29	
	F	Student 32	The same as Student 29	

		F	Student 33	The same as Student 29
		F	Student 34	The same as Student 29
2022 (Offline, JHS)		F	Student 35	Nervousness, Students' bad behavior
		M	Student 36	Time management
		F	Student 37	Nervousness
2023 (Offline Primary School)		M	Student 38	Naughty students
		F	Student 39	Classroom management, Naughty students
		F	Student 40	Classroom management, Naughty students
		F	Student 41	Classroom management

### B. Pre-Service Teachers' Solutions

Initials	Solutions
Student 1	Listening to the students' complaints (like understanding of the materials) Trying to be a friend for the students
Student 2	Adding more animations on the slides Displaying answers on the slides Improving her teaching phase (making it quicker)
Student 3	Giving more interesting activities Trying to be more relaxed Trying to have positive thoughts
Student 4	Trying to get students' attention by asking students about their favorite actors or singers Trying to be calm and careful Trying to be more focused Trying to speak as loudly as she could
Student 5	Adding more pictures on the PPT slides
Student 6	Asking students to do the exercises as homework
Student 7	Consulting with friends
Student 8	Consulting the mentor teacher Making classroom rules/ keeping the disciplined Trying to be patient Trying to understand students' characteristics
Student 9	Improving soft skills Improving time management skills
Student 10	Reminding students of the importance of communication with the mentor teacher
Student 11	Hoping that the mentor teacher in the future will be more communicative
Student 12	Trying to be creative Trying to make good lesson plans Having good communication with the mentor teacher
Student 13	Attracting students' attention using interesting teaching techniques Reminding students of the importance of respect and politeness Trying to understand students' characteristics
Student 14	No specific solution mentioned
Student 15	Realizing that teachers cannot treat all students with the same strategy Reminding students to be silent when they are not supposed to speak Reminding students of the "red book" (a book which lists all violations that students did) Trying to remember students' names

	Trying to understand students' characteristics
Student 16	Consulting with friends Consulting with the mentor teacher
Student 17	Disciplining students
Student 18	Trying to be creative and interesting in teaching
Student 19	Using realia/ real objects
Student 20	No specific solution mentioned
Student 21	No specific solution mentioned
Student 22	No specific solution mentioned
Student 23	No specific solution mentioned
Student 24	No specific solution mentioned
Student 25	Listening to the students' opinions to get their attention Trying to use interesting online games Trying to build a good learning atmosphere
Student 26	Trying to be assertive Trying to be creative
Student 27	Asking students to mute their microphones Trying to be creative in AVA: adding pictures) Trying to be relaxed
Student 28	No specific solution mentioned
Student 29	Creating interesting games Monitoring the students using the GM list of participants Modifying class activities according to the class situation
Student 30	
Student 31	
Student 32	
Student 33	
Student 34	
Student 35	No specific solution mentioned
Student 36	No specific solution mentioned
Student 37	No specific solution mentioned
Student 38	Talking to the students
Student 39	Giving rewards to the students
Student 40	Making creative activities & games
Student 41	Making rules

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