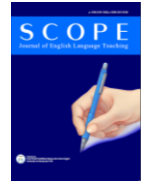




# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## Classroom Management and Demonstrating in Giving Feedback in EFL Class Workshop for English Teachers Professional Development

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### KEYWORDS

Classroom Management;  
 Feedback;  
 Professional Development;  
 Workshop

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### A B S T R A C T

This study investigated the impact of workshops on classroom management and feedback strategies in teaching English as a Foreign Language (EFL). The main issue addressed was the challenge of inconsistent classroom management and ineffective feedback methods, which affected student engagement and academic achievement. This study aimed to understand how professional development could enhance teachers' instructional practices. Using a narrative inquiry methodology, data were collected through questionnaires and in-depth interviews. The questionnaire employed a Likert scale to measure teachers' perceptions, while interviews provided deeper insights into their experiences. Data were analyzed using narrative analysis to identify key patterns and themes. Triangulation was conducted by cross-checking participants' responses to ensure the validity of findings. The results indicated that the workshop positively transformed teachers' feedback methods, making them more targeted, meaningful, and student-centered. In terms of classroom management, the most effective strategies included setting clear expectations, fostering positive relationships, engaging students through interactive activities, and maintaining consistent discipline. This study provided new insights into how workshops addressed common challenges in EFL teaching and highlighted the importance of continuous professional development. The findings offered recommendations for improving workshop design and curriculum development to support the ongoing growth of English teachers in Indonesia.

### INTRODUCTION

English as a Foreign Language (EFL) education plays a crucial role in developing students' language skills. Effective classroom management and feedback-giving are two essential competencies that English teachers must possess to create a conducive learning environment. Classroom management is a fundamental aspect of

teaching methodologies, particularly in addressing students who exhibit disruptive behavior in class (Gilmour et al., 2022). Obee et al, (2023) emphasize that classroom management is a key area requiring continuous professional development to maintain an environment conducive to effective teaching and learning (Clark et al., 2023). In EFL settings, classroom management is even more critical, as students face language barriers and come from diverse cultural backgrounds. Therefore, teachers

must employ strategies that foster a positive and engaging classroom atmosphere while effectively addressing these challenges.

In addition to classroom management, providing feedback in EFL classes is vital for enhancing student learning (Ruelmann et al., 2023). Effective feedback ensures that students do not experience unintended discriminatory effects or adverse learning outcomes (Gálvez-López, 2023). Within the teaching-learning process, feedback plays a central role across educational contexts, including language instruction. Teachers serve as key figures in helping students improve their language proficiency by offering guidance, constructive comments, and academic support. Feedback not only facilitates language development but also contributes to students' motivation and engagement. The manner in which students perceive teacher feedback influences their willingness to engage with the curriculum and learning resources (Chen, 2021; Sotlikova, 2023).

Professional development workshops on classroom management and feedback-giving in EFL contexts are essential for enhancing English teachers' competencies. The primary objective of these workshops is to provide teachers with structured training that fosters their professional growth (Heron & Wason, 2023). Traditional professional development programs often fall short of their intended goals because they tend to be brief, one-day, off-site sessions with limited alignment to institutional objectives (Dauenhauer et al., 2023). A well-structured workshop, however, can offer a more effective platform for teachers to refine their classroom management skills and develop strategies for providing meaningful feedback to students.

Workshops serve as an interactive learning environment where teachers can exchange experiences, discuss challenges, and collaborate on finding effective solutions. They provide opportunities for teachers to engage in hands-on activities, role-playing scenarios, and peer feedback sessions that simulate real classroom situations (Haffari et al., 2024). By participating in such workshops, teachers gain practical insights into managing student behavior, maintaining discipline, and implementing constructive feedback strategies. These professional development activities are particularly valuable for EFL teachers, as they allow educators to adapt their teaching methods to diverse linguistic and cultural contexts while ensuring that students receive supportive and effective instruction.

Studies conducted in the United States have demonstrated the impact of workshops in refining teaching strategies. For example, research by Chang et al., (2020) found that

workshop-based teacher training improved instructional techniques by helping teachers identify student performance levels and tailor their approaches accordingly. Similarly, in Indonesia, workshops focused on developing teaching materials and learning aids have played a crucial role in enhancing instructional quality (Mulyana et al., 2023). Given the dynamic nature of curriculum changes and the diverse needs of students, Indonesian teachers benefit significantly from workshops that equip them with updated pedagogical strategies.

Previous studies have discussed various aspects of professional development workshops for English teachers. Fonseca et al., (2015) examined changes in teachers' feedback practices through a classroom-based professional development workshop, highlighting its role in improving instructional effectiveness. Yu et al., (2024) explored the construction of a learning environment in a novice teacher workshop for classroom management, emphasizing strategies for fostering an engaging and well-managed classroom. Additionally, Ashiboe-Mensah (2024) investigated effective teaching approaches for classroom management workshops, focusing on Ghanaian teachers' perspectives and evaluations. These studies underscore the significance of professional development in enhancing teaching practices. However, further research is needed to explore the intersection of classroom management and effective feedback strategies in EFL teacher workshops, particularly in demonstrating best practices for delivering feedback in writing classes.

Recognizing the challenges faced by English teachers, this study aims to bridge the gap in existing research by exploring how workshops can enhance teachers' skills in classroom management and providing feedback in EFL settings. Krasniqi & Ismajli, (2022) emphasize that classroom management is crucial in determining both teacher effectiveness and student achievement. Therefore, understanding workshops that focus on these aspects is essential for fostering teachers' professional growth and improving teaching outcomes.

The purpose of this study is to investigate English instructors' perspectives and identify strategies and approaches that they consider effective for classroom management and feedback-giving in EFL contexts. The study focuses on understanding how teachers perceive key aspects of classroom management and feedback after participating in the workshop, providing insights into their opinions and preferences for implementing these strategies in EFL classrooms. By addressing this gap, the study aims to contribute to the ongoing professional development of English teachers and improve the learning experiences of EFL students. The research questions in this study are;

1. What is the perception of English teacher regarding classroom management and giving feedback in EFL classes after attending the workshop?
2. What strategies and approaches are considered effective by English teacher regarding classroom management and giving feedback in EFL classes after attending the workshop?

The purpose of this study is to investigate English instructors' perspectives and identify strategies and approaches that they consider effective for classroom management and feedback-giving in EFL contexts. The study focuses on understanding how teachers perceive key aspects of classroom management and feedback after participating in the workshop, providing insights into their opinions and preferences for implementing these strategies in EFL classrooms. By addressing this gap, the study aims to contribute to the ongoing professional development of English teachers and improve the learning experiences of EFL students.

**METHOD**

**Research Design**

This study employed a narrative inquiry approach to explore English teachers' experiences in classroom management and providing feedback after attending the Classroom Management and Demonstrating in Giving Feedback in EFL Class workshop. This approach aimed to understand how teachers interpreted, adapted, and implemented the strategies learned from the workshop into their teaching practices. Narrative inquiry enabled researchers to analyze participants' lived experiences through their personal stories and reflections (Sunday et al., 2020).

The research progress was evaluated through the collection and analysis of qualitative data obtained from in-depth interviews and questionnaires (Ramdani et al., 2022). The participants' narratives provided insights into how the workshop training supported them in managing classrooms and delivering effective feedback to students in the English as a Foreign Language (EFL) learning context.

The narrative inquiry approach was particularly relevant to this study as it allowed for a deeper exploration of the meaning behind teachers' experiences in implementing classroom management techniques and feedback strategies acquired from the workshop. By analyzing participants' personal experiences, this study captured the complexities and challenges teachers faced in applying new strategies. Through this approach, the study aimed to present a comprehensive depiction of how the workshop contributed to improving teachers' skills in classroom management and feedback delivery within the EFL learning environment.

**Research Participants**

The participants in this study were six English teachers who had attended the Classroom Management and Demonstrating in Giving Feedback in EFL Class workshop. These teachers were selected based on their experience and involvement in implementing classroom management strategies and feedback techniques learned from the workshop. The selection criteria ensured that participants had practical insights into applying these strategies in an English as a Foreign Language (EFL) classroom.

To provide a clearer overview of the participants' backgrounds, the following table presents their details:

**Table 1** Teacher Profile and Workshop Attendance

Participant	Years of Teaching Experience	Workshop Attendance	Institution Type	High
Teacher 1	8 years	Yes	Public School	High
Teacher 2	6 years	Yes	Public School	High
Teacher 3	5 years	Yes	Private School	High
Teacher 4	7 years	Yes	Public School	High
Teacher 5	3 years	Yes	Private School	High
Teacher 6	2 years	Yes	Public School	High

These teachers provided valuable insights into how the workshop influenced their teaching methodologies, classroom management strategies, and feedback practices. By analyzing their experiences, this study aimed to explore the effectiveness of professional development workshops in enhancing English teachers' classroom management and feedback delivery skills in EFL learning environments.

**Data collection and analysis**

To achieve triangulation of data sources, this study employed two different data collection methods: questionnaires and in-depth interviews. These methods were used to explore English teachers' perceptions of classroom management and feedback delivery in EFL classes after attending the workshop. The combination of both data collection techniques allowed for a more comprehensive understanding of how teachers interpreted and applied the strategies they had learned.

The questionnaire utilized a 5-point Likert scale to measure teachers' perceptions, with response options as follows: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The questionnaire was distributed via Google Forms and contained closed-ended questions that enabled teachers to rate their level of agreement with various

statements related to classroom management strategies and feedback techniques learned from the workshop. Additionally, open-ended questions were included to allow participants to elaborate on their experiences and provide further insights.

Following the completion of the questionnaire, in-depth interviews were conducted to further explore the teachers' responses and clarify any ambiguities. These interviews provided an opportunity to gain detailed narratives on how the workshop influenced their teaching practices. Through these discussions, teachers could express their challenges, adaptations, and reflections on implementing classroom management and feedback strategies in an EFL learning environment.

The collected data was analyzed using narrative analysis, which involved reviewing transcripts or original texts to identify patterns, check for errors, and ensure that the analysis accurately reflected participants' experiences. To enhance validity, cross-checking with participants was conducted to verify interpretations and confirm that the findings genuinely represented their perspectives.

**RESULTS AND DISCUSSION**

*The perception of English teachers regarding classroom management and giving feedback in EFL classes after attending the workshop*

Following the workshop on classroom management and giving feedback in EFL classes, the teachers were asked to fill out a questionnaire distributed via Google Forms. The questionnaire consisted of five questions regarding teachers' perceptions of the topics covered in the workshop, using a 5-point Likert scale: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The purpose of the questionnaire was to assess the extent to which the workshop influenced teachers' skills in classroom management and providing feedback in EFL classrooms. The results from the questionnaire provide a clear picture of teachers' perceptions after attending the workshop, and the descriptive statistical analysis of the collected data is presented below.

**Table 2** Teacher Perceptions of Workshop Effectiveness in EFL Classroom Management and Feedback

No.	Items	SA	A	N	D	SA
1	The workshop improved my ability to manage classroom behavior effectively in EFL classes.	5	0	1	0	0
2	The strategies taught in the workshop helped me deliver feedback to students in a more constructive and clear manner.	5	0	0	1	0

3	I feel more confident in applying the classroom management techniques learned from the workshop in my EFL classroom.	6	0	0	0	0
4	The feedback methods introduced in the workshop are practical and suitable for the EFL learning environment.	3	0	3	0	0
5	The workshop provided me with valuable tools to enhance my students' engagement and participation in the EFL classroom.	5	1	0	0	0

For item 1, regarding *"The workshop improved my ability to manage classroom behavior effectively in EFL classes"* the questionnaire results show that 5 teachers answered Strongly Agree, while 1 teacher answered Neutral. From the interview results, the teacher who chose Strongly Agree stated, *"The workshop was extremely helpful in improving my classroom management skills. I learned effective strategies to maintain discipline and engage students more actively. The techniques, such as setting clear expectations and using positive reinforcement, have made a significant difference in how my students behave during lessons. I feel much more confident managing my classroom now."* This teacher felt that the strategies learned were very useful in improving classroom management skills and had a positive impact on managing student behavior.

On the other hand, the teacher who chose Neutral mentioned, *"I think the workshop provided some useful strategies for managing classroom behavior, but I haven't had enough time to fully implement them in my classroom yet. Some techniques seem relevant, but I feel I need more practice to see significant improvement. It may also depend on the specific challenges in each class."* This teacher felt that while the workshop provided useful strategies, they had not yet had enough time to fully implement them in their classroom and needed more practice to see significant improvement. Additionally, they pointed out that the challenges in each class might affect how effectively the strategies are applied.

In the questionnaire results for item 2, *"The strategies taught in the workshop helped me deliver feedback to students in a more constructive and clear manner,"* 5 teachers answered Strongly Agree, and 1 teacher answered Agree. Although there is a difference in the responses, both answers indicate that the teachers agree with the statement. Strongly Agree shows a very high level of agreement, while Agree also reflects strong agreement, though not as intense as Strongly Agree. One teacher who answered Strongly Agree shared in the interview, *"The workshop taught me how to deliver feedback in a way that is not only*

clear but also motivating. I now focus on highlighting the students' strengths before discussing areas that need improvement, which makes the feedback more constructive and encourages them to work harder." This teacher felt that the techniques learned in the workshop had helped make the feedback given more positive and motivating for students to improve.

Next, for item 3, regarding "I feel more confident in applying the classroom management techniques learned from the workshop in my EFL classroom," all respondents chose Strongly Agree, indicating that they feel highly confident in applying the classroom management techniques learned from the workshop in their EFL classrooms. This unanimous response reflects the teachers' strong belief in the effectiveness of the strategies they learned. One teacher who answered Strongly Agree shared in the interview, "The workshop gave me a solid understanding of effective classroom management strategies, and I now feel much more confident in applying them with my students. The techniques we learned, like how to set clear expectations and maintain a positive learning environment, have helped me create a more structured and engaging classroom." This teacher expressed that the approaches learned in the workshop provided a greater sense of confidence in managing the classroom and fostering a positive learning atmosphere.

Next, for item 4, regarding "The feedback methods introduced in the workshop are practical and suitable for the EFL learning environment," 3 teachers answered Strongly Agree, and 3 teachers answered Neutral. The Strongly Agree responses indicate that these teachers found the feedback methods taught in the workshop to be very practical and well-suited for their EFL classroom environments. One teacher who answered Strongly Agree stated in the interview, "The feedback methods were very applicable to my classroom. I especially appreciate the emphasis on providing timely and specific feedback, which helps students improve in real-time. The strategies also encourage a positive and supportive learning environment, making it easier for students to accept constructive criticism."

On the other hand, the teachers who chose Neutral felt somewhat uncertain about applying the methods in their classrooms. One teacher who answered Neutral said, "The feedback methods are useful, but I feel that they need to be adjusted depending on the specific needs of my students. While the methods seem effective, I haven't had enough time to fully implement them in my classroom, and I think it depends on the dynamics of each group of students." This teacher felt that while the feedback methods introduced were helpful, they needed more time to adapt the

techniques to better fit the specific needs of their students in the classroom.

And the last, for item 5, regarding "The workshop provided me with valuable tools to enhance my students' engagement and participation in the EFL classroom," 5 teachers answered Strongly Agree, and 1 teacher answered Disagree. The Strongly Agree responses indicate that the majority of teachers felt that the workshop provided valuable tools to boost student engagement and participation in their EFL classrooms. One teacher who answered Strongly Agree shared in the interview, "The workshop provided me with practical strategies for increasing student engagement. I learned how to incorporate interactive activities and provide more opportunities for students to speak and collaborate. These methods have significantly improved my students' participation and overall enthusiasm during lessons."

On the other hand, one teacher who chose Disagree mentioned in the interview, "I believe some of the strategies introduced were useful, but I haven't seen a significant change in my students' engagement. The techniques seem good in theory, but they are hard to apply consistently in my class due to the size of the group and the varying levels of student ability." This teacher felt that although the strategies introduced in the workshop seemed effective, they had not observed significant changes in student engagement, especially due to challenges related to class size and varying student abilities.

The results from the questionnaire and interviews reveal a generally positive perception of the workshop among English teachers regarding classroom management and feedback in EFL classes. The majority of teachers strongly agreed that the workshop improved their ability to manage classroom behavior effectively and provided them with valuable tools to enhance student engagement and participation. They found the feedback strategies taught in the workshop to be constructive, clear, and motivating for students. All teachers expressed confidence in applying the classroom management techniques they learned, though some teachers felt they needed more time and practice to fully implement the feedback methods. While the workshop was seen as effective overall, one teacher noted challenges related to class size and varying student abilities that affected the application of certain strategies.

### ***The strategies and approaches are considered effective by English teachers regarding classroom management and giving feedback in EFL classes after attending the workshop***

This questionnaire aims to evaluate the effectiveness of strategies and approaches used by English teachers in classroom management and providing feedback after

attending the workshop. Respondents will assess to what extent the strategies learned have helped improve teaching effectiveness in EFL (English as a Foreign Language) classes using a Likert scale: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The descriptive statistical analysis of the collected data is presented below.

Table 3 Teachers Strategies for Classroom Management and Feedback in EFL Classes

No	Question	SA	A	N	D	SD
1	The strategies taught in the workshop are effective in maintaining classroom discipline in EFL classes.	4	0	2	0	0
2	The feedback methods introduced in the workshop have been successful in improving students' performance in EFL classes.	4	0	0	2	0
3	The strategies learned in the workshop help create a more engaging and interactive classroom environment in EFL classes.	2	2	0	2	0
4	The techniques provided during the workshop have proven to be practical and effective in addressing common challenges in EFL classrooms.	2	0	4	0	0
5	The workshop has enhanced my ability to give constructive feedback that motivates students to improve in EFL classes.	4	2	0	0	0

For item 1, regarding *"The strategies taught in the workshop are effective in maintaining classroom discipline in EFL classes,"* the questionnaire results show that 4 teachers answered Strongly Agree, while 2 teachers answered Neutral. From the interview results, the teacher who chose Strongly Agree stated, *"The strategies from the workshop helped me reduce disruptions and maintain discipline. Clear instructions and positive reinforcement made a big difference."* This teacher felt the strategies were effective in improving classroom discipline. On the other hand, the teacher who chose Neutral mentioned, *"The strategies are useful, but I haven't seen major changes yet. I need more time to apply them fully."* This teacher felt that while the strategies were helpful, they needed more practice to see significant results.

For item 2, regarding *"The feedback methods introduced in the workshop have been successful in improving students' performance in EFL classes,"* the questionnaire results show that 4 teachers answered Strongly Agree, while 2 teachers answered Neutral. Based on the interview, one teacher who chose Strongly Agree shared, *"The feedback techniques from the workshop have made a noticeable difference. Providing clear and structured feedback has helped students understand their mistakes and improve their writing."* This teacher found the methods highly effective in enhancing student performance. Meanwhile, a teacher who chose Neutral explained, *"The strategies are good, but I haven't seen a significant change yet. Some students still struggle to use the feedback effectively."* This teacher felt that while the techniques were useful, more time and practice were needed for students to fully benefit from them.

Next item 3, regarding *"The strategies learned in the workshop help create a more engaging and interactive classroom environment in EFL classes,"* the questionnaire results show that 2 teachers answered Strongly Agree, 2 teachers answered Agree, and 2 teachers answered Neutral. One teacher who chose Strongly Agree stated, *"The strategies from the workshop have made my classes more interactive. Students participate more actively, and discussions are more dynamic."* This teacher felt that the strategies significantly improved student engagement in the classroom. In contrast, a teacher who chose Neutral mentioned, *"The strategies seem useful, but I haven't seen much change yet. Some students still hesitate to participate, so I need to find ways to adapt them better."* This teacher believed the methods had potential but required further adjustments to suit their classroom dynamics.

For item 4, regarding *"The techniques provided during the workshop have proven to be practical and effective in addressing common challenges in EFL classrooms,"* the questionnaire results show that 2 teachers answered Strongly Agree, while 4 teachers answered Neutral. The teacher who answered Strongly Agree stated, *"The techniques have been very practical in addressing classroom disruptions and increasing student focus."* Meanwhile, the teacher who answered neutral mentioned, *"The techniques are useful, but I haven't seen major changes yet. I need more time to fully implement them."*

For item 5, regarding *"The workshop has enhanced my ability to give constructive feedback that motivates students to improve in EFL classes,"* the questionnaire results show that 4 teachers answered Strongly Agree, and 2 teachers answered Agree. All participants responded positively. One teacher who answered Strongly Agree stated, *"The workshop has helped me give clearer and*

*more motivating feedback. I've noticed that students are more engaged and willing to improve after receiving constructive feedback that is specific and encouraging."* The results indicate that the workshop effectively enhanced teachers' ability to provide constructive feedback, which has had a positive impact on motivating students to improve in EFL classes. All participants found the strategies valuable in improving their feedback methods.

Based on the results from the questionnaire and interviews, it can be concluded that the strategies and approaches introduced in the workshop are considered effective by English teachers in improving classroom management and providing constructive feedback in EFL classes. Most teachers reported positive impacts, especially regarding classroom discipline, with strategies like clear instructions and positive reinforcement being particularly effective in reducing disruptions. However, some teachers felt they needed more time to fully implement these strategies and observe significant results. Similarly, the feedback methods taught were highly regarded for improving student performance, with clear and structured feedback making a noticeable difference, though some teachers still needed more time for full application. The workshop also contributed to creating a more engaging and interactive classroom environment, with many teachers noting increased student participation, though some needed to adapt the strategies to suit their classroom dynamics. Overall, the workshop successfully enhanced teachers' abilities to address common challenges and motivate students through constructive feedback, leading to an overall positive impact in EFL classrooms.

### **Discussion**

This study shows that the workshops conducted to enhance English teachers' abilities in classroom management and providing feedback in EFL (English as a Foreign Language) classes had a significant positive impact on their perceptions and skills. Overall, the majority of teachers found the strategies and approaches taught in the workshop effective in improving classroom discipline and providing constructive feedback.

Based on the survey results, most teachers reported that the workshop improved their ability to manage student behavior more effectively. Interview findings also revealed that teachers who felt strategies like giving clear instructions and using positive reinforcement were particularly helpful in reducing disruptions and maintaining discipline in the classroom. In line with this finding, Allahyari et al., (2023) explain that teacher training, particularly in classroom management, can enhance teachers' cognitive skills in applying techniques suitable for the EFL context. Thus, the workshop not only helped teachers face daily challenges in the classroom but

also increased their confidence in creating a more structured learning environment.

However, some teachers expressed that although the strategies provided in the workshop were useful, they felt the need for more time to fully implement them in their classrooms. This aligns with the perspective of Hoo et al', (2022), who argue that while training provides essential skills, the effective application of these strategies often requires time and further adjustments according to classroom dynamics.

For feedback, the majority of teachers felt that the feedback methods taught in the workshop were very useful in improving students' performance. The clear and structured methods, which emphasized reinforcing positive aspects first, proved to motivate students to improve their work. Ghulam Mujtaba Yasir et al., (2023) also argue that constructive and motivational feedback can increase student engagement in the learning process and provide clear guidance toward achieving learning goals.

However, some teachers felt that although these feedback methods were effective, not all students could fully take advantage of the feedback provided. Some students still struggled to implement the feedback, indicating that the application of feedback techniques requires further adjustments based on individual students' needs. This is consistent with the findings of (Karim et al., 2023), who state that feedback is not only useful for improving students' basic learning skills but also requires a tailored approach to ensure its effectiveness.

Regarding the creation of a more interactive and engaging classroom environment, the majority of teachers reported increased student participation after applying the strategies taught in the workshop. Strategies such as implementing interactive activities and providing more opportunities for students to speak and collaborate proved to increase students' enthusiasm during lessons. Ahmad (2022) summarizes several approaches that can be used to improve classroom management, which not only focus on space arrangement and routines but also on developing student interest and applying interactive teaching techniques.

However, some teachers felt that despite seeing the potential of these strategies, they had not yet observed significant changes in student engagement. This suggests that factors such as class size and students' ability levels may affect the effective implementation of these strategies. Therefore, there needs to be a continuous effort to adapt these strategies to the challenges present in each class.

Suggestions made by some teachers for improving the workshop include the need for more hands-on practice sessions so that workshop participants can immediately apply what they have learned. This aligns with the views of Planas & Alfonso (2023), who emphasize the importance of providing more practical ideas during workshops to make it easier for teachers to practice the skills taught. In addition, continuous teacher training, both formal and informal, should be considered to support the overall professional development of teachers ( Cho, et.al, 2020)

## CONCLUSION

This study has the potential to have a substantial impact on daily teaching practice, teacher professional development, and broader changes in the context of English as a foreign language (EFL) education in Indonesia. Educational institutions and related parties are encouraged to invest in continuous professional development programs, focusing on hands-on practices and real-world applications of classroom management and feedback strategies. These workshops should provide more time for teachers to refine their skills in actual teaching scenarios and include peer or mentor feedback. A collaborative environment where teachers share experiences can also be beneficial. Policymakers should integrate such programs into ongoing teacher evaluation systems to ensure continuous improvement. Future researchers could assess the long-term impact of these workshops, their effectiveness across diverse classroom settings, and their correlation with student performance, offering insights to further enhance professional development programs.

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