

ABSTRACT

Arli Maulana Mulyawandi, Investigating EFL Classroom Management Practices between Internationally and Nationally-Certified Teachers at One of Private Senior High Schools in Bandung.

Although teacher professional development is widely recognized for enhancing pedagogical competence, limited empirical research examines how distinct teacher certification pathways shape actual classroom application in secondary EFL context. This qualitative case study investigated the classroom management practices of internationally-certified (CELTA) and nationally-certified (PPG) EFL teachers at a private senior high school in Bandung, Indonesia. Respectively, this study explored the way both teachers implemented classroom management, as well as differences and challenges they experienced during the practice. There were two teachers selected purposively—both with more than ten years of teaching experience—participated in this study. Data were collected through classroom observations, semi-structured interviews, and lesson plan analysis. Moreover, this study was analyzed by using Braun and Clarke's Thematic Analysis. The findings affirmed that both teachers managed their classroom, interaction, students' participation, behavior and time, skillfully based on the certification they had done. Nevertheless, both teachers' differences were derived from their pedagogical orientation. Teacher A (CELTA) exhibited a strong student-centered, communicative approach portrayed by structured lesson staging, proactive monitoring, and interactive checking techniques. In contrast, Teacher B (PPG) demonstrated a curriculum driven approach with instructional objectives, learner needs, and technology integration. Both teachers encountered shared challenges regarding student motivation, behavioral management, curriculum coverage, and limited instructional time. This study concludes that although teacher certification pathways foster distinct pedagogical orientations, classroom practices remain dynamically negotiated through professional experience and local contextual demands.

Keywords: classroom management, EFL teachers, CELTA, PPG, teacher certification, pedagogical orientation, case study