

REFERENCES

- Adzongo, P. I., & Olaitan, T. O. (2019). *EFFECTIVE TEACHING AND CLASSROOM MANAGEMENT: A TOOL FOR QUALITY EDUCATION IN NIGERIA*.
- Ahmad, N. J., Ishak, N. A., Samsudin, M. A., Meylani, V., & Said, H. M. (2019). Pre-service science teachers in international teaching practicum: Reflection of the experience. *Jurnal Pendidikan IPA Indonesia*, 8(3), 308–316. <https://doi.org/10.15294/jpii.v8i3.18907>
- Bayram-Jacobs, D., & Hayırsever, F. (2016). Student-centred Learning: How Does It Work in Practice? *British Journal of Education, Society & Behavioural Science*, 18(3), 1–15. <https://doi.org/10.9734/bjesbs/2016/28810>
- Ben-Chaim, D., & Zoller, U. (2001). Self-perception versus students' perception of teachers' personal style in college science and mathematics courses. *Research in Science Education*, 31(3), 437–454. <https://doi.org/10.1023/A:1013172329170>
- Borg, S. (2017). Teachers' Beliefs and Classroom Practices. In *The Routledge Handbook of Language Awareness* (pp. 75–91). Routledge.
- Borg, S., & Al-Busaidi, S. (2012). *Learner Autonomy: English Language Teachers' Beliefs and Practices*. www.britishcouncil.org
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Debreli, E. (2016a). Pre-service Teachers' Belief Change and Practical Knowledge Development during the Course of Practicum. *Journal of Education and Training Studies*, 4(7), 37–46. <https://doi.org/10.11114/jets.v4i7.1513>
- Debreli, E. (2016b). Pre-service Teachers' Belief Change and Practical Knowledge Development during the Course of Practicum. *Journal of Education and Training Studies*, 4(7). <https://doi.org/10.11114/jets.v4i7.1513>
- Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78–86. <https://doi.org/10.5539/elt.v10n4p78>
- Gill, A. Kr., & K. (2017). Teaching Approaches, Methods and Strategy. *Scholarly Research Journal for Interdisciplinary Studies*, 4(36). <https://doi.org/10.21922/srjis.v4i36.10014>
- Goldin, G. A. (2005). Affect, Meta-Affect, and Mathematical Belief Structures. In

Beliefs: A Hidden Variable in Mathematics Education? (pp. 59–72). Kluwer Academic Publishers. https://doi.org/10.1007/0-306-47958-3_4

- Harmer, J. (1998). *The Practice of English Language Teaching* (Fourth Edition).
- Kabilan, M. K., Hussin, H., Zul-Qarna, N., Abdullah, A. C., Ismai, H. N., & Khan, M. A. (2017). International teaching practicum in Bangladesh: An investigation of TESOL pre-service teachers' professional development experiences. *Malaysian Journal of Learning and Instruction, Special issue*, 117–140.
- Kaymakamoglu, S. E. (2017). Teachers' Beliefs, Perceived Practice and Actual Classroom Practice in Relation to Traditional (Teacher-Centered) and Constructivist (Learner-Centered) Teaching (Note 1). *Journal of Education and Learning*, 7(1), 29. <https://doi.org/10.5539/jel.v7n1p29>
- Kim, Y., & Choi, M. (2019). Out of the book and into the classroom: The experiences of Korean social studies pre-service teachers in an international teaching practicum in the United States. *Asia-Pacific Journal of Teacher Education*, 47(2), 176–192. <https://doi.org/10.1080/1359866X.2018.1444142>
- Larenas, C. D., Hernandez, P. A., & Navarrete, M. O. (2015). A case study on EFL teachers' beliefs about the teaching and learning of English in public education. *Porta Linguarum*, 23, 171–186.
- Maguire, M., & Delahunt, B. (2017). Doing a Thematic Analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars. *AISHE-J*, 8(3), 3351–33514. <https://doi.org/10.1109/TIA.2014.2306979>
- Mihaela, V., & Alina-oana, B. (2015). (When) Teachers' Pedagogical Beliefs are Changing? (When) teachers' pedagogical beliefs are changing? *Procedia - Social and Behavioral Sciences*, 180(October), 1001–1006. <https://doi.org/10.1016/j.sbspro.2015.02.191>
- Msangya, B. W., Mkoma, S. L., & Yihuan, W. (2016). Teaching practice experience for undergraduate student teachers: A case study of the department of education at Sokoine University of Agriculture, Tanzania. *Journal of Education and Practice*, 7(14), 113–118.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Stergiopoulou, E. (2012). Comparing experienced and inexperienced foreign language teachers' beliefs about language learning and teaching. *Research on*

Steiner Education, 3(1), 103–113.

Suárez Flórez, S. A., & Basto Basto, E. A. (2017). Identifying Pre-Service Teachers' Beliefs About Teaching EFL and Their Potential Changes. *PROFILE Issues in Teachers' Professional Development*, 19(2), 167–184. <https://doi.org/10.15446/profile.v19n2.59675>

Walker, R. J. (2008). *Twelve Characteristics of an Effective Teacher A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers' Opinions.*