EXPLORING TEACHER ROLES IN MANAGING ENGLISH CLASSROOMS AT JUNIOR HIGH SCHOOL LEVEL

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ABSTRACT

Classroom management is essential in English teaching, particularly in secondary schools with diverse learning styles and behaviors. However, limited attention has been given to the roles teachers adopt in managing English classrooms in secondary schools. To address this gap, this study investigates the roles adopted by English teachers in classroom management and examines how these roles influence students' learning experiences and outcomes. This study employed a qualitative method, with data collected through classroom observations and interviews involving one English teacher and 28 students at a secondary school. The results showed that the teacher applied multiple roles, including controller, organizer, assessor, feedback provider, prompter, participant, resource person, and motivator. These roles facilitated students in thinking more effectively, quickly, and enjoyably, enabling them to express their ideas and improve their English proficiency. Moreover, the teacher's roles created opportunities for fostering positive personal relationships both among students and between students and the teacher. Therefore, this finding implies that English teachers should consciously adopt diverse pedagogical roles to create an engaging and supportive learning environment, and future research may further explore how these roles influence student outcomes across different educational contexts.

A. INTRODUCTION

Classroom management is recognized as one of the most essential aspects of effective teaching, particularly in English language learning contexts. Teachers have an important role not only to share knowledge but also to guide, encourage, and manage the class so that learning goals can be reached. According to Ningsih et al., (2025) competent English teachers are not only skilled in the language but also possess strong knowledge of educational science, including the principles of learning, the nature of language, curriculum development, educational psychology, child psychology, and other related fields. This indicates that teachers hold an essential role in creating meaningful tasks that can actively

engage students in learning (Ramdani & Rahmat, 2018). Well-designed tasks not only stimulate students' interest but also help them develop critical thinking and problem-solving skills. Through these activities, students become more involved in the learning process and are encouraged to participate more actively in class. Teachers must keep optimal learning condition, so the students comfortably have feeling of each other and during the learning in class (Zainuddin & Hardiansyah, 2023). In addition, effective classroom management is another key responsibility of teachers. A well-managed classroom provides a supportive learning environment where students feel comfortable and motivated to learn. It also helps reduce unnecessary disruptions, allowing the teaching and learning process to run smoothly.

Moreover, when classroom management is applied effectively, it can maximize students' engagement, particularly in English learning activities. According to Siagian (2022) good management in the classroom can help students to reduce their level of stress. Students are more likely to stay focused, participate in discussions, and complete tasks when the learning atmosphere is well-structured and supportive (Intan et al., 2024). This shows that both task design and classroom management are closely connected in achieving successful learning outcomes. Based on the research results of Zainuddin & Hardiansyah (2023), good classroom management helps teachers develop positive attitudes and fosters stronger relationships with their students. Additionally, classroom management can increase students' motivation in the learning process and contribute to creating a positive classroom environment. Thus, classroom management is closely related to students' learning outcomes, as a well-organized classroom allows learners to focus on language learning without unnecessary distractions. Teachers' effectiveness in managing the classroom significantly influences not only students' academic achievement but also their motivation and attitudes toward English as a subject (Sagita & Mudiyono, 2019).

However, despite broad recognition of these principles, gaps in classroom management practices still exist (Prystiananta, 2020). Teachers often face challenges in balancing authority with approachability, managing large and mixed-ability classes, and applying innovative instructional strategies that align with students' needs and interests (Maulana et al., 2024). In the Indonesian junior high school context, these challenges are further intensified by contextual constraints such as limited facilities, varying levels of student discipline, and diverse socio-educational backgrounds (Windani et al., 2023). Similar conditions are observed at SMP 15 Muaro Jambi, where low student participation in English learning activities and difficulties in maintaining consistent classroom order indicate a gap between ideal classroom management principles and their practical implementation. These conditions highlight the importance of examining how teachers enact their classroom management roles to address such challenges.

Although classroom management has been widely discussed in English language teaching, most previous studies have focused on general strategies and theoretical concepts rather than on the specific roles that English teachers perform in real classroom practice, especially in Indonesian junior high schools. Consequently, empirical evidence explaining how these roles are implemented and how they contribute to student engagement and the effectiveness of English learning activities is still limited. Therefore, this study aims to explore and analyze the specific roles adopted by English teachers in managing English classrooms at SMP 15 Muaro Jambi and to examine how these roles influence student engagement and the overall effectiveness of English learning activities.

B. METHOD

This study employs a qualitative descriptive design to investigate the roles of English teachers in classroom management at SMP 15 Muaro Jambi. Qualitative research is considered appropriate for capturing detailed and contextual understandings of teachers' experiences, practices, and challenges in managing the classroom (Creswell & Guetterman, 2019). This approach allows for an in-depth exploration of the subjective and situational factors that influence teachers' roles in creating effective classroom management. The research was conducted at SMP 15 Muaro Jambi. The participants consisted of three English teachers selected through purposive sampling based on specific criteria, including having a minimum of three years of teaching experience and actively teaching English at the junior high school level during the time of the study. Teachers were chosen based on their active role in English teaching and classroom management as well as their willingness to participate in the study.

To collect the data, semi-structured interviews and classroom observations were employed. Each interview lasted approximately 30–45 minutes, allowing teachers to openly share their perspectives while enabling the researcher to explore specific issues related to the research questions. In addition, classroom observations were conducted twice for each teacher to complement the interview data by capturing their actual classroom management practices. The observations focused on interaction patterns between teachers and students, the implementation of classroom rules, and the various roles performed by teachers during English learning activities. Then, the data were analyzed using thematic analysis following the framework proposed by Braun and Clarke (2021). This method is widely employed in qualitative research to systematically identify, analyze, and report meaningful patterns or themes within qualitative data. The analysis process involved several stages, including familiarization with the data, generating initial codes, searching for potential themes, reviewing and refining themes, defining and naming themes, and interpreting the findings to develop a comprehensive understanding of teachers' roles in classroom management. To enhance the trustworthiness of the findings, member checking and peer debriefing were conducted to ensure the credibility and consistency of the analysis (Hasibuan et al., 2023).

C. FINDINGS AND DISCUSSION

1. The Roles Adopted by English Teachers in Classroom Management

This section presents and discusses the research findings obtained from classroom observations and interviews conducted at SMP 15 Muaro Jambi. The findings focus on the roles adopted by the English teacher in managing English instruction for eighth-grade students and examine how these roles influence students' learning experiences and learning outcomes. The analysis identified eight key roles performed by the teacher: controller, organizer, assessor, feedback provider, prompter, participant, resource person, and motivating personality.

Controller

In the role of a controller, the teacher was observed managing the class by closely monitoring students' activities. Classroom observation showed that the teacher walked around the classroom, checked students' progress, and made sure they worked on tasks independently. This was also emphasized in the interview, where the teacher explained the importance of encouraging students to rely on their own effort rather than copying from others. It can be seen from the following excerpts:

> *"I asked students to work on their own exercises because I want them to be independent and not rely on cheating from friends"* [KL].

Interview data from teacher indicated that the teacher's role as a controller was to maintain discipline and foster student responsibility. At the same time, Karagianni et al., (2023) argue that teachers should implement modern educational approaches and plan all aspects of their teaching based on students' readiness. By doing so, they are able to create a classroom environment that promotes high academic achievement and proper behavior, helping to shape future citizens who possess critical thinking, responsibility, social awareness, and active participation in community life. In addition, interviews with students revealed that collaborative learning was also emphasized in the classroom. Students mentioned on June 15th, 2025, that the teacher encouraged them to work in groups to build communication and teamwork. It can be seen from the following excerpts:

> *"When the teacher teaches in class, he asks us to study in groups, because learning in groups makes you learn to interact with each other"* [JK].

> *"This is certainly useful to hone us so we can work in teamwork"* [RH].

Interview data from students indicated that teacher's role as a controller also acts as an organizer, providing structured learning activities that enhance students' social interaction and cooperative skills. Ibrahim (2016) explains that teachers play a vital role in facilitating learning by designing tasks that not only challenge students intellectually but also cater to their individual abilities and interests. By assigning multipurpose duties, teachers encourage students to engage actively and take responsibility for their own learning, fostering autonomy. This approach aligns with the teacher's role as an organizer, as structured activities provide clear guidance while promoting collaboration, communication, and teamwork among students (Rindu & Ariyanti, 2017).

Organizer
In the role of an organizer, the teacher was observed structuring classroom activities by giving clear instructions and setting rules to guide the learning process. Classroom observation showed that the teacher introduced educational games to increase student participation and make lessons more enjoyable. To keep the class under control, he reminded students to stay calm and avoid making noise before the game began, showing how organization supports both discipline and active learning. It can be seen from the following excerpts:

> *"Hello my student, I have some game to you, so I have condition when we play game. You have to be quiet and calm, don't be noisy. Do you understand?"* [AD].

Interview data from teacher indicated that clear evidence of the teacher's role as an organizer in the classroom. Before beginning the game, the teacher gave simple instructions and reminded students to stay quiet and calm. This indicates that the teacher prepared the activity in an organized way to keep order and make sure the game worked well. By doing this, the teacher not only made learning more enjoyable but also set clear rules that helped students stay focused. This proves that the teacher's role as an organizer supports classroom management and improves the effectiveness of English learning. Karagianni et al., (2023)

support this the teacher's strategy was effective in maintaining a balanced learning atmosphere. By setting clear rules and promptly addressing disruptions, the teacher ensured that educational games not only captured students' interest but also functioned as meaningful learning tools.

The interview results also emphasized that games are not only entertaining but also valuable tools for enhancing the learning process. This structured approach highlights how classroom organization and the use of engaging. It can be seen from the following excerpts:

> *"You arrange the class well, then the class will run optimally* [DW]*"*

> *"By providing comfort and minimal time to understand the lesson, the class becomes conducive* [MG]*"*

Interview data from students indicated that classroom organization directly influences the quality of learning and student engagement. Moreover, the teacher highlighted the importance of preparation and being a role model for students by mastering the teaching materials before entering the classroom. Pahrizal et al., (2025) mention that a teacher who comes well-prepared and demonstrates professionalism provides students with a reliable example to follow in both academic and behavioral aspects. The findings provide clear evidence that the teacher's role as an organizer was reflected through structured instructions and clear rules before starting classroom activities, such as educational games. This practice helped maintain order, minimized distractions, and created a balance between enjoyment and discipline.

Assessor
In the role of an assessor, the teacher was observed regularly evaluating students' performance during and after lessons. Classroom observation showed that assessment was not only used to give scores but also to guide students in reaching their learning goals. Through fair evaluations that considered each student's progress, the teacher encouraged learners to stay motivated, understand their strengths and weaknesses, and remain actively engaged in the learning process. It can be seen from the following excerpts:

> *"The assessments were used not only to provide grades but also to set clear learning goals so that students could understand what was expected of them and strive to achieve those objectives* [SI].

Interview data from teacher indicated that assessment was not only intended to give students grades but also to set clear goals that guided their learning. This indicates that assessment had a broader function in shaping students' understanding of what was expected and encouraging them to work toward those objectives. Such evidence confirms that assessment plays a vital role in improving both student learning and teacher performance. This aligns with Apsari & Haryudin (2017), who argue that assessment is one of the most essential elements of instruction. As Ningsih et al., (2025) explain, assessment is not only a tool for measuring results but also a dynamic process that improves the quality of teaching and learning. The teacher also noted that the outcomes of assessment help him plan better teaching strategies and provide more effective guidance for students. In this way, assessment becomes more than a judgment of outcomes; it serves as a formative process that supports ongoing learning and contributes to the overall effectiveness of classroom practices (Prawisanthi et al., 2023).

Furthermore, interviews with students highlighted that the teacher often corrected mistakes as part of his assessment role, which not only helped learners recognize their weaknesses but also motivated them to improve. It can be seen from the following excerpts:

> "*the teacher usually addressed errors after class rather than immediately, to avoid making students feel insecure*". [HD]

> "*Sometimes the teacher used indirect remarks or light sarcasm to point out mistakes without discouraging them*". [DS]

Interview data from students indicated that the teacher applied a sensitive approach when correcting students' mistakes. Through this approach, he monitored and supervised students during lessons, creating a more supportive and comfortable classroom environment. This finding supports the view of Hannum & Kardena (2021). who argue that teachers can make the learning process more effective by using varied teaching methods and providing continuous guidance so that students feel supported rather than judged. Overall, these results demonstrate that assessment, when integrated with constructive feedback and encouragement, functions as more than a measurement tool. It becomes a formative process that strengthens both student performance and confidence. By adopting such methods, teachers can help learners grow academically while also building a positive learning atmosphere that motivates them to stay engaged.

Feedback
In the role of feedback is very important because it helps students improve their learning step by step. Classroom observation showed that the teacher often gave constructive feedback in a polite way, making sure students understood their mistakes without losing confidence. Instead of criticizing directly, the teacher guided students to find the right answer and gave encouragement, which motivated them to keep learning. It can be seen from the following excerpts:

> "*To encourage students' enthusiasm for learning, I make it a point to share motivational words that inspire them. Typically, after a lesson, I offer praise that helps strengthen their intention to learn.*" [AD]

Interview data from teacher indicated that the teacher's way of giving motivational words and praise after lessons helped students maintain their interest and confidence in learning. This finding supports the view that feedback is not only about correcting mistakes but also about encouraging students to stay active and engaged. In other words, feedback was often expressed through appreciation and recognition of students' efforts, which further increased their motivation and willingness to improve (Hannum & Kardena, 2021).

Evidence of these roles in practice could be seen when the teacher corrected students' answers in a polite way during class discussions. Instead of directly saying they were wrong, he guided them to discover the correct response by providing hints and encouragement. For example, when students struggled with vocabulary, the teacher gave simple clues or asked guiding questions that led them to the right answer. This method showed that feedback was not only focused on errors but also helped students think critically and gain confidence in their abilities. Such practices illustrate how feedback functioned as both correction and

motivation, supporting a positive learning environment. It can be seen from the following excerpts:

> *"When the teacher gives praise after my answer, I feel more confident to try again, even if I make mistakes."* [ST]

The interview results provide clear evidence of the teacher's role as a feedback provider in classroom practice.

Prompter

The teacher's role as a prompter was shown through his ability to motivate students and guide them to take part actively in class activities. Classroom observation showed that the teacher encouraged students to join role play by letting them choose fun characters, which increased their enthusiasm and interest in learning. This approach not only made the lesson more interactive but also helped students feel more curious and engaged in the process. The following excerpt provides evidence of this practice:

> *"I ask students to divide into groups and start role play games. This game is an activity that helps them learn in a fun, non-monotonous way, which makes students more curious and interested in the learning process"* [AD].

Interview data from teacher indicated that clear evidence of the teacher's role as a prompter, where he motivated students to join role play activities in a fun and non-monotonous way. This practice reflects how encouragement can build a positive and dynamic classroom atmosphere. In line with this, the teacher also played an important part in guiding students when they felt hesitant or ran out of ideas during role play. Instead of giving direct answers, he provided small prompts that helped students to continue the activity. This method encouraged students to stay engaged, think critically, and communicate with their peers more effectively.

> *"When studying in groups, sometimes some members do nothing, but the teacher tells us to help each other in the group."* [HD]

> *"The teacher assessed us based on how cohesive we were as a team in completing the activities."* [DS]

Interview data from students indicated that strong evidence of the teacher's role as a prompter in practice. These statements demonstrate that the teacher guided students to focus on collaboration and responsibility within the group. This practice aligns with the idea that a prompter's role is not simply to provide answers but to direct students toward independent and critical thinking (Khanh, 2024). By encouraging them to share ideas and take initiative, the teacher helped students develop both teamwork and autonomy.

Participant

The role of the teacher as a participant can be seen in the way he joined classroom activities and interacted directly with students. Classroom observation showed that the teacher not only delivered the lesson but also took part in students' activities to make the class more active and engaging. His participation created a lively learning atmosphere, while still ensuring that students remained the main focus of the activity. This balance shows that the

teacher's involvement supported the learning process without reducing student independence. It can be seen from the following excerpts:

> *"If I teach, I have to give my best to the students, not only by delivering the material and assigning tasks, but also by participating in their activities so that learning in the classroom comes alive."*[AD].

Interview data from teacher indicated that clear evidence of the teacher's role as a participant in classroom activities. His involvement helped control student attitudes, provide guidance, and ensure that no one was left behind during the learning process. Students also confirmed that the teacher encouraged teamwork, supervised their work, and motivated them to participate actively. This finding aligns with Putri et al., (2024), who highlight that teachers acting as participants should support students without dominating the class. By joining in discussions and group activities, the teacher made the learning environment more dynamic and meaningful. At the same time, his balanced participation gave students the opportunity to remain the main actors in the classroom. These practices demonstrate that the teacher's role as a participant not only supports classroom management but also strengthens collaboration, motivation, and student engagement in English learning. It can be seen from the following excerpts:

> *"The teacher is always responsible for helping us understand the material. He encourages us to work together in groups, ensures no selfishness, and supervises assignments so that no one is left behind.* [HD]

Interview data from students indicated that teacher participation is essential for student engagement and understanding. Active teacher participation can increase student engagement and deepen understanding, but it must be balanced with opportunities for learners to express themselves (Errisuriz et al., 2021).

Resource Person
The role of the teacher as a resource person can be seen in the way they provide guidance, drills, and exercises to support students' understanding. From the observation and interview, it was clear that the teacher not only explained the material but also adjusted teaching methods when students had difficulty. The teacher also acted as a motivator, giving encouragement and clear instructions before assignments so that students could complete tasks with more confidence and less confusion.

> *"As a teacher, I serve not only as an educator but also as a motivator, since it is important to continually encourage students to boost their interest in learning. I guide my students while they work on exercises or assignments to prevent confusion, and I explain beforehand what they are expected to do so that completing tasks becomes easier for them"* [KL].

The interview results show that the teacher positioned himself not only as an educator but also as a motivator who constantly encouraged students to stay engaged in the learning process. This approach also built students' confidence, as they felt supported and better prepared to complete their tasks independently. This finding is in line with the view of Maba et al., (2025), who argue that teachers play a crucial role in motivating students and providing them with structured guidance in learning. By giving step-by-step explanations and offering direction before students begin their tasks, teachers create a supportive learning environment where students can complete assignments more effectively. Therefore, motivation, guidance, and clear instructions from the teacher become key elements in shaping a more meaningful and successful learning experience.

> *"Mr. AD always gives us training so we can absorb more... if not optimal, then there are things that need to be modified from the previous form of learning so that we can understand the learning optimally"* [LS].

Interview data from students indicated that teacher regularly provides exercises to help students strengthen their understanding of the lesson. This reflects the teacher's dual role, not only as an educator but also as a motivator who ensures that students stay engaged and enthusiastic during the learning process. This finding is consistent with Lena et al. (2024), who highlight that motivation is one of the most important factors in successful learning. Even if lessons are carefully prepared, they will not have the desired effect if students lack interest or willingness to learn. By offering training, adjusting strategies, and maintaining students' enthusiasm, the teacher creates a supportive environment that helps learners achieve better results. This proves that continuous motivation and adaptive teaching methods are essential to make learning more meaningful and effective.

Motivating Personality

In the aspect of motivating personality, the teacher takes an important role in keeping students active and enthusiastic during learning. Based on the observation and interview, the teacher not only provides drills and exercises to check students' understanding but also adjusts teaching methods when needed. His way of giving motivation, guidance, and advice helps students stay focused, confident, and responsible in completing their tasks. It can be seen from the following excerpts:

> *"I motivate students to keep their interest in learning. I give clear explanations before assignments, provides guidance to avoid confusion, and offers advice when needed. I also allow students to ask questions and reminds them to submit their work on time"*
> [SI].

The interview results indicate that the teacher plays a key role in creating an effective and engaging learning atmosphere. This indicates that teachers' effectiveness in managing the classroom significantly influences students' motivation and attitudes toward English as a subject (Sagita & Mudiyono, 2019).

2. Influence of Teachers' Roles on Students' Learning Experiences and Outcomes

The findings indicate that the various roles enacted by the English teacher had a significant influence on students' learning experiences and learning outcomes. These influences were evident in three main areas: linguistic, behavioral, and affective outcomes.

Linguistic Outcomes

The teacher's roles as a resource person, prompter, and feedback provider contributed to students' improvement in vocabulary mastery and speaking confidence. By providing clear explanations, relevant examples, and timely feedback, the teacher helped students understand new vocabulary more easily and use it appropriately in spoken interactions. The teacher's encouragement and prompts also reduced students' hesitation when speaking English, enabling them to express their ideas more confidently during classroom activities. The English teacher stated:

> *"I try to introduce new vocabulary gradually and always relate it to students' daily life. When students hesitate to speak, I usually give prompts or simple clues so they can continue speaking without feeling afraid of making mistakes. I also give feedback after they speak to help them improve."* [SI]

The interview results show that the teacher's role as a resource person, prompter, and feedback provider helped improve students' vocabulary and speaking confidence. This indicates that good management in the classroom can help students to reduce their level of stress (Siagian, 2022). This statement was supported by Students, who explained:

> *"Before, I was afraid to speak English because I did not know many words. But now, the teacher often explains new vocabulary clearly and helps us when we forget words. I feel more confident to speak in front of the class."* [LI]

> *"The teacher does not directly say we are wrong. She gives feedback and examples, so I can understand my mistakes. Because of that, I am not afraid to try speaking English."* [HS]

These responses indicate that supportive feedback and prompting helped students expand their vocabulary and increase their confidence in speaking English. This indicates that positive feedback and guidance played an important role in improving students' linguistic outcomes. As stated by Intan et al., (2024) that students are more likely to stay focused, participate in discussions, and complete tasks when the learning atmosphere is well-structured and supportive.

Behavioral outcomes

The roles of controller and organizer played an important role in increasing students' participation and maintaining classroom discipline. Clear instructions, well-structured activities, and consistent classroom rules encouraged students to stay focused and actively participate in learning tasks. As a result, students were more engaged in group discussions, pair work, and classroom interactions, while disruptive behaviors were minimized. The teacher explained:

> *"I always set clear rules at the beginning of the lesson and organize activities such as group work and pair work. When students know what they should do, they become more focused and actively participate in the lesson."[AD]*

The interviews revealed that the teacher's roles as a controller and organizer had a positive influence on students' participation and discipline. The teacher emphasized the importance of setting clear classroom rules and organizing learning activities, such as group work and discussions. Clear instructions helped students understand what was expected of them during the lesson. As claimed by Rindu & Ariyanti (2017) that structured activities provide clear guidance while promoting collaboration, communication, and teamwork among students. Students confirmed this experience:

> *"The class is more organized now. When the teacher gives clear instructions, we know what to do, so we are more active in discussions and group work." [HD] "If someone is noisy, the teacher reminds us calmly. Because of that, the class is more disciplined, and we can concentrate better during English lessons."[LS]*

These responses show that effective classroom organization and clear rules encouraged active participation and improved discipline among students.

Affective outcomes
the teacher's roles as motivator and participant positively influenced students' motivation and self-confidence. The teacher's supportive attitude, positive reinforcement, and willingness to participate in activities alongside students created a comfortable and encouraging learning atmosphere. This environment helped students feel valued and confident, which in turn increased their motivation to learn English and their willingness to take risks in using the language. The teacher stated:

> *"I try to motivate students by giving praise and encouragement, especially when they try to use English. Sometimes I also join the activities to show them that learning English can be fun."[KL]*

The affective outcomes of learning were strongly influenced by the teacher's role as a motivator and participant. This indicates that teachers' effectiveness in managing the classroom significantly influences not only students' academic achievement but also their motivation and attitudes toward English as a subject (Sagita & Mudiyono, 2019). It is also supported by student's statement below.

> *"When the teacher gives praise, I feel happy and more motivated to learn English. I am not shy anymore because the teacher supports us."[DW] "The teacher is friendly and always encourages us. I feel more confident and motivated to participate in English class."[MG]*

These findings suggest that the teacher's supportive attitude and motivational strategies created a positive learning atmosphere that enhanced students' motivation and confidence. This finding supports Mawaddah (2022), who explains that teachers have a dual role as both educators and motivators. Beyond delivering knowledge, teachers are responsible for encouraging students to stay engaged and motivated in the learning process. Without motivation, students often struggle to absorb lessons, while motivated learners show greater enthusiasm and participation. In this way, Mr. AD's approach of combining training with

motivation helps students build stronger mastery of the material while maintaining their interest in learning.

D. CONCLUSION

This study investigated the roles adopted by English teachers in managing English classrooms and their influence on students' learning experiences and learning outcomes at SMP 15 Muaro Jambi. The findings show that the teacher's various roles play an important role in creating an effective and supportive learning environment. Rather than focusing on a single role, the teacher combined multiple roles to guide, motivate, and interact with students, which helped improve students' engagement, confidence, and English proficiency. The results suggest that English teachers need to be adaptive in enacting different classroom management roles in response to classroom situations and students' needs. Such flexibility contributes to more interactive, well-organized, and motivating learning activities. Therefore, teacher education and professional development programs should place greater emphasis on strengthening teachers' ability to recognize, adapt, and integrate diverse instructional and managerial roles to support effective English learning. Despite its contributions, this study has several limitations. The research was conducted in a single school and involved only three English teachers, which may limit the generalizability of the findings to other educational contexts. Future research is encouraged to involve a larger number of schools and teachers across different educational levels in order to provide broader and more comprehensive insights into how teachers' classroom management roles influence student engagement and learning outcomes in English language education.

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