

Designing English-Medium Classroom Management Course for Non-Natives

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Abstract

This qualitative phenomenological research study explores the practices of instructors teaching through the medium of English as a foreign language, in classroom management course. Data collection instruments are semi-structured interviews and the course syllabi. Phenomenological data analysis techniques (bracketing, determining themes) were employed. Results indicate that instructors do not use a specific model for the classroom management course. The challenges faced with design of an English-medium instruction such as difficulty in finding cultural course materials, lack of confidence among local students, adaptation of international students and the solutions (dividing the course into two parts: theory and practice; sharing own experiences; using tentative course syllabus) of instructors for these challenges were explored, and suggestions for the designers of English-medium courses were discussed.

Keywords: *English-Medium instruction; instructional design; classroom management*