# 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; ınstructional design; classroom management*

## Introduction

Although it is argued that the mother tongue education is more effective than foreign language medium of instruction (Heugh, 2002), English as a foreign language has become the dominant medium of instruction in Turkey. This paper examines the role of English in the instructional design decisions and processes of classroom management course from the viewpoints of course instructors in a high reputated university in Turkey.

### English-Medium Instruction in Higher Education

The increasing domination of English as the world's leading medium of communication has begun to have impact on educational institutions. The studies indicate that the age of learning compulsory English in Asia-pacific countries is surprisingly decreasing in recent years (Nunan, 2003). Most of the nations adapted their curricula by integrating compulsory English courses even in kindergarten level. To be world-renowned, in many other nations such as Hong Kong, China, Korea, India, Southern Africa, and Turkey, higher education institutions incorporate English-medium instruction in their curricula (De Wet, 2002; Ibrahim, 2001). English has also gained a momentum among European higher education institutions that focus on internalisation (Wende, 1997). Besides internalization, staff mobility, student exchange, and the common language of teaching and research materials are some of the drivers behind Englishization among European higher education institutions (Coleman, 2006).

Whereas the main purpose seems to be an internalization which means to support student and staff mobility, what lies beneath the reality is to increase the competitiveness of higher education institutions (Vinke et al., 1998). Recruitment of international staff and students are essential so as to enhance an institution's prestige. Therefore, to strengthen the competitiveness, higher education institutions raise the attractiveness and accessibility by designing their curricula in international language (Jensen & Johannesson, 1995). Moreover, owing to the universities' dual responsibility of teaching and researching, the university ranking system is another driver behind Englishization. This dual duty requires the ability of publish in acknowledged journals which means, in turn, the ability of publish in English language, and serve their graduates good employment opportunities are some of the main criteria of gaining high ranking in reputation lists. A large-scale study with the participants of 19 European countries shows that while 8 percent of programs were delivered through English in 90s, this number is increased to 100 percent in Finland and the Netherlands in 2000s (Maiworm & Wachter, 2002). Besides the university reputation and employment concerns, another factor of English-medium instruction lies behind an economy of textbook markets created by Western publishing companies (Alidou, 2004).

EMI (English-medium instruction) can be considered as a demand and supply process. While universities adopt their instruction in English to establish a recognition, families demand EMI with the belief of better education in English is prerequisite to ensure a better life (Gao, 2008). The literature on foreign-medium of instruction has firmly established that English-medium programs serve some benefits for students. Learning English in undergraduate level might help students to get admission from post-abroad education easier or possibility of finding a better work in the market (Gao, 2008) but to what extend instructors and student incorporate with the requirements of English-medium courses is controversial. Despite its benefits, there is a growing consensus among educators that EMI increases the workload of students and affects the quality of education negatively (Gao, 2008; Vinke et al., 1998). In Zonneveld (1991) the pace of instruction found slower in EMI courses than native language-medium courses in the Netherland Wageningen University of Agricultural Sciences, and students believe that the amount of subject matter covered in the class is decreasing owing to the pace of delivery. Furthermore, the atmosphere of lessons is less enjoyable than the other courses since it is difficult to make jokes and telling anecdotes in foreign language. In this sense, both teachers' and students' attitudes toward EMI courses are found negative when compared with the courses delivered in native language (Tung et al., 1997). Higher education institutions are faced with different type of instructional problems arising from inadequate use of foreign language by lecturers (Klaassen & De Graaff, 2001). Thus, instructors' lack of clarity, redundancy, and expressiveness in EMI courses affect the attainment of instructional objectives negatively (Vinke, 1995). In line with this argument, Ammon and McConnell's (2002) review also reveals that staff and students need further training to improve their language skills, instructors do not have high motivation to teach in English, native speaker tutors' inability to adapt to non-native speaking students, lack of interest of non-native speaking students toward EMI courses, loss of confidence and failure of students in EMI courses, inequity of assessment for native and non-native English speakers (Smith, 2004). Further, recent studies indicate that although EMI courses help students to improve their English skills especially the listening, students have negative attitudes toward EMI lectures and do not think that their comprehension level of EMI courses are not high enough, courses become more teacher-centered and students have less opportunities for meaning making and scaffolding (Chang, 2010; Suliman & Tadros, 2011; Yi Lo & Macaro, 2012). While the effect of EMI on student learning and attitudes is known by teacher educators, the literature on the effects of EMI on instructional practices and procedures is still its infancy. In other words, even though significant number of studies has been devoted on the effects of EMI on student outcomes, there is limited number of research focuses on the effect of English-medium courses on lecturers' performance (Vinke et al., 1998; Zonneveld, 1991).

In Turkey, while Turkish is the main language of instruction, the number of universities offering EMI is increasing gradually. Many public and private universities incorporate English as a medium of instruction. These EMI higher education institutions attract students who desired to improve their English for overseas study or career advancement. The role of EMI in Turkish education can be explained as "In Turkey English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish." (Dogancay-Aktuna, 1998, p.37). In Kırkgöz (1999), undergraduate students from economics department report having a difficulty in understanding main concepts in EMI courses. In addition, even though Turkish students have high motivation in learning English with regard to the future benefits of it, they find subject matter more difficult when it is delivered through EMI (Kırkgöz, 2005). Although considerable effort has been committed to understand the effects of EMI on student learning in many African, Asian, and European higher education institutions, the number of studies focusing on the effects of EMI in Turkish higher education institutions is limited. Thus, the bulk of this research has targeted to the experiences of lecturers of Turkish universities. In other words, the present paper aims to initiate this discussion within Turkish situation by focusing on some of the challenges that Turkish university instructors face when designing an EMI classroom management course.

**Designing Research-Based Instruction**

Classroom management (CM) is one of the most argued topics among teacher educators. Classroom management is associated with class discipline and eliminating misbehaviors while promoting the intended ones. In this sense, CM course can be defined as a survival guide for teacher in developing some of the most vital knowledge and skills to be an effective. The recent literature consistently shows that especially novice teachers find themselves insufficient and unprepared in terms of managing their classes (Browers & Tomic, 2000; Duck, 2007; Freiberg, 2002; Meister & Melnick, 2003; Stoughton, 2007). A significant body of research also attests to the fact that there exist a incongruence between classroom management and instruction with an aim to reconnect these two (Boostrom, 1991; Hansen, 1993; Martin, 1997; as cited in Richardson & Fallona, 2001). In other words, teachers who have insufficient in managing their classes are also ineffective in teaching their subject matter, in turn, this leads teachers feel insufficient and unsuccessful, and so, burnout and increase the likelihood of leaving the profession (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). Consequently, in teacher education programs, greater emphasis needs to be placed on developing teacher candidates' classroom management skills to be able to equip more competent and effective teachers. Enhancing the knowledge and skills of teachers in effective classroom management involves a systematic approach to teacher preparation. According to Darling-Hammond (2006) the main dilemma in pre-service teacher education is the gap between theory and practice. How to bridge the gap between theory and practice is strongly associated with the qualities of pre-service teacher education programs. In this sense, establishing teacher education programs onto the scientific manner is essential. Which elements should be considered, how educational goals and objectives should be written, which topics should be covered by instruction, what resources and materials are necessary to achieve learning outcomes are some of the core questions of the designers of teacher education programs.

In answering such questions, when planning instructional designs (ID), some sorts of models are used. A model can be defined as a representation of complex issues, concepts, and processes, which includes set of plans and makes abstract instances to more concrete, understandable and clear (Gustafson & Branch, 1997). Coming from this angle, since instruction is a set of plans, concepts and processes, instructional design models are formulated to conceptualize representation of instruction with graphical illustrations (Ryder, 2010). In other words, ID models are the guidelines instructional

designers follow in order to create a workshop, a course, a curriculum, an instructional program, or a training session, that show the path and the relationships between the steps of a development by representing this path by graphics. ID in higher education is one of the most popular issues in recent years (Stes et al., 2010). As stated in the literature, ID approaches have an important role in defining and determining the aims of the course, preparing instruction process, deciding the materials and sources, and evaluation techniques and process.

The first rule of succeed in harmony of the classroom is to provide a well-designed instruction (Lemlech, 1988). In other words, to ensure the success in classroom management, design of a high quality in instruction is imperative. That is, the high quality in ID helps teachers to ensure classroom organisation and desired student behaviors in the classroom. Randolph and Evertson (1994) argue that classroom management and instruction can not be thought separately since classroom management interweave with instruction. Şentürk and Oral (2008) argue that ID is not only an essential factor in scientific dimension of the effective course design, but also for a qualified classroom management. There has long been a debate on the teaching and learning approaches of classroom management adopted by teachers; the earlier studies showed that classroom management approaches proposed more authoritarian and disciplinary perspectives with effects of systems management approaches, industrial revolution, and mass education (Bullough, 1994; Lasley, 1994; Skiba & Peterson, 2003), which leave its place to more learner-oriented approaches (Randolph & Evertson, 1994). It is possible to meet many studies that implement a constructivist, and learner-centered approaches as a basic theme of classroom management course in the literature (Akar & Yıldırım, 2009; Martinez et al., 2001). The significant amount of work is devoted to understand the instructional approaches of classroom management course design. However, there is limited number of studies focusing on the processes and procedures of designing a foreign language-medium classroom management course. Located in the capital of Turkey, Middle East Technical University (METU) is one of the pioneering universities which was established as an English-medium instructed university. Thus, the focus of this study is the processes and procedures of English-medium CM course served at METU. In the light of this rationale, the main motivation of this study is to provide research and recommendations related to design procedures of EMI course, specifically addressing the area of classroom management. With this purpose in mind, this study is designed to explore the practices of instructors teaching through the medium of English in classroom management course in a well-known Turkish university. Following research questions are formulated:

1. How do the instructors design EMI classroom management course?
2. What are the basic problems of the existing instructional processes of English-medium classroom management course?

## Method

### Design and Participants

The approach adopted is that of qualitative, phenomenological methodology, seeking to get an in-depth, somewhat narrowly focused, complex image of procedures and offering insight rather than broad generalisations. Using phenomenological methodology, this study aims to explicit "the meaning of the lived experiences for several individuals about a concept or the phenomenon" (Creswell, 1998, p. 51). The phenomenological perspective will help researchers in providing rich data on which procedures instructors employed, and what problems they faced with during the design of an EMI course. In order to obtain a description of the instructors` experiences in classroom management course semi-structured in-depth interviewing was used since interviews are considered to the primary data gathering technique in phenomenological studies (Bogdan & Biklen, 1998). The sample of the

study was selected purposively. The main criteria is to give classroom management course at least one semester. Thus, four instructors participating in the study were from the Department of Educational Sciences at Middle East Technical University, who are the instructors of Classroom Management (CM) course, one Professor, two Associate Professor, and one Assistant Professor. Among the four professors, two of them had their PhD degrees from abroad whereas the other two instructors earned their PhD in Turkey. Instructors' ages ranged between 35 and 44, and three of them were female and one of them was male. They were instructing at this course between 4 and 8 semesters.

**Data Collection Instruments and Procedures**

Prior to the data collection, researchers applied for the Applied Ethics Research Center to get an approval of Human Subject Ethics Committee. As soon as getting an approval, interview protocol including semi-structured questions was prepared by the researchers. Expert opinions were taken from two instructors from Curriculum and Instruction department. With respect to the expert opinion, interview protocol was revised through the depth, scope, and appropriateness to the research questions and it was finalized accordingly. Interview protocol consisted of two sections namely demographic information and design of CM course. In the first section, there were six questions regarding age, gender, teaching experience and educational background. On the other hand, second section comprised of thirteen questions. Some of the questions in the protocol were; *Could you please explain, how did you design this course? Did you consider any kinds of instructional design model while developing your EMI course? What are the strengths and weaknesses of your design procedure?*

Interviews were conducted by the researchers through face-to-face communication at instructors' offices. Interviews lasted approximately an hour. Besides interviews, course syllabi were collected and analysed to ensure data triangulatio. Triangulation means that many sources of data could better explain a phenomena than a single data source, and is essential to enhance the construct validity (Bogdan & Biklen, 1998; Creswell, 1998; Yıldırım & Şimşek, 2006; Yin, 1994). Among researchers a great deal of importance is given to reliability and validity issues since the research without rigor loses its trustworthiness (Morse et al., 2002). Different procedures exist in order to checking on or enhancing validity and reliability (Creswell, 1998; Fraenkel & Wallen, 2006). In this study, multiple data sources (interviews with instructors, document analysis), multiple investigators (two researchers) were used in order to enhance validation through triangulation. The researchers had already conducted the study with the faculty members of the same department they worked with which enhanced *prolonged engagement.* Through peer review, debriefing, as a method to ensure the construct validity, the whole process of the research was checked by external scholars. For instance, after designing the interview schedule, it was improved with the help of expert opinions in the field to check the meaning, wording and purpose. Furthermore, the inter-coder agreement is one of the most important measures of trustworthiness of qualitative research (Kurasaki, 2000). Thus, to eliminate the risk of bias and subjectivity, both researchers coded the same data. It was observed that the codes and themes showed high parallelism and similarity across the researchers. By means of thick descriptions, the research setting was explained clearly and in detailed way. In addition to these applications, the researchers took other measures to ensure the validity and reliability; all the interviews were recorded with the consent of the interviewees so that all the data were collected without any trouble and absence of expressions. After collecting the data, the researchers transcribed all the interviews by themselves in order to become more familiar with the data.

## Data Analysis

Firstly, interviews were transcribed and filed separately. The codes were assigned to participants and their syllabi with letters (Instructor A, B, C, and D; Syllabus A, B, C, and D). Then, in the analysis part, the data were read over and over again while taking notes in order not to overlook any single detail that may serve for the better understanding of the research questions. The data analysis initiated with data reduction (or bracketing) as described by Creswell (1998) and Husserl (1960). In the first cycle of coding, data were labeled by descriptive codes. In doing this, the less important sections were eliminated and researchers begin to develop themes that responded to the guiding research questions. Next, in the second cycle coding, related codes were identified under the major themes. In the document analysis part, course syllabi were arranged and placed on a table to be able to compare each part for each instructor. Syllabi were analyzed through research questions.

## Results

In this section, data gathered from interviews and course syllabi analysis were combined and discussed together. Existing English-medium CM course design procedures along with problems and suggestions were presented.

### Existing English-Medium CM Course

*The Form, ID Models, and the Approach of the Course* At the beginning of the interview, instructors were asked about if there existed a defined course format for CM course. Instructor A, C, and D stated that there was not a defined format proposed by Higher Education Council of Turkey or the department. Instructor A and C mentioned that they designed this course by themselves. On the other hand, whereas Instructor B preferred to use the overall format of the designed CM courses by other instructors, Instructor D revised the previous formats accordingly while she was designing the course.

When instructors were asked about their use of any instructional design model while designing CM courses, all instructors responded that they did not use any. However, Instructor A and C agreed on that Posner's course design could be influential and effective if the course would have been re-designed. To illustrate Instructor C said:

> *"If you know what you would like to do then, Posner`s design works. As Posner`s design is a kind of course design it follows a step by step structure. Personally, it seems to be more sympathetic more applicable. For instance, Smith and Ragan`s model makes me think like it is more effective in school-beyond contexts. I don`t feel like it is for university environments such as writing test items and so on. I mean it is not for me to write test items beforehand and then design the course."*

Instructors had different reasons for not using an instructional design model. To begin with, Instructor A, proposed that content of this course has an important role in designing instruction of CM course and added that classroom management had its own needs in itself. On the other hand, Instructor B and D reported that although they did not think to use any instructional design model; they revised the course periodically according to the needs and flow of the course during the semester. Accordingly, Instructor C reported that she prepared a tentative course syllabus for CM course and she applied changes when needed. Lastly, Instructor C, stated that "Course design is an endless process that continues during the semester while thinking the suggestions of the students, their characteristics, and classroom dynamics."

Owing to the studying constructivism in CM in PhD dissertation, Instructor A strongly incorporated this approach in her course. Similarly, as Instructor B adapted from Instructor A's course syllabus and materials, she used and applied constructivism approach, too. Lastly, Instructor C and D stated that they aimed to create a learner based classroom environment while considering the needs of the students.

*Aims, Objectives and Content of the Course* Higher Education Council (YÖK) gives the description of the course in teacher education catalogue as:

> "Basic concepts related to classroom management, communication and interaction within the classroom, definition of classroom management, different aspects and features of the classroom management in maintaining discipline in the class, in-class and out-of-class factors affecting classroom atmosphere, models of classroom management, development and administration of rules in the classroom, physical arrangement of the classroom, management of disruptive behaviour in the classroom, timing in the classroom, classroom organisation, establishment of a positive classroom atmosphere" (YÖK, 2012).

In semi-structured interviews, instructors were asked whether there were different aims of the CM course other than YÖK's, Instructor A pointed that the basic aims of this course were to help students' in experiencing overall classroom management course process, and putting theory into practice. In addition, Instructor B stated that although she did not know about YÖK's aims, aim of her course was to develop students' self classroom management approach. On the other hand, Instructor C criticized YÖK for not defining the specific aims of the course. Similar to Instructor A and C, Instructor D also implied that learning classroom management by experiencing in real classroom environment was important which gave the change of putting theory into practice for students.

The objectives and the content of the CM course were defined in all four syllabi. Instructors reported that while deciding on the objectives and the content of the course, Instructor A and C established their objectives based on research. Similarly, while determining the course content, Instructor A reported that the content of her course was determined based on the results of her PhD dissertation. She further explained that she identified the content matter in accordance with the existing literature, learner needs and other dimensions of the CM course. Similarly, Instructor C designed the course content based on the interviews conducted with teachers about their CM needs and difficulties they encountered. On the contrary, Instructor B reported that she did not work on the course objectives or content as she adapted the course the way Instructor A instructed. Instructor D explained that she revised and updated the course syllabus almost every semester. However, she did not apply major changes in the objectives and content part of the course.

*Methods* Instructors were asked about teaching-learning methods they used. As both Instructor A and B`s course designs were based on constructivism, their instructional strategies were also similar and included discussion, lecturing, case study, group and/or pair work. However, Instructor C and D reported that there was not a specific instructional method for the course. They added that classroom dynamics and students' characteristics and needs guided the course methods and they sometimes lectured, sometimes applied practice-based or theory-based activities accordingly. The syllabi of three courses also included the same methods with what instructors reported in the interviews. In Syllabus D, there was not a separate method section but Instructor D informed students that participation in class discussions and group work was encouraged.

*Materials* Instructor A revised the materials of the already designed course and added new cases and current books to the process based on the data that obtained in her PhD dissertation. Instructor B and D used the same materials with Instructor A. While considering students' needs and classroom dynamics, Instructor C decided on the materials and revised the current books different from the existing required books generally used in the course. All instructors reported that they enriched the course content by using cultural specific cases and Turkish articles. These findings were supported by syllabi analysis. All four syllabi gave reference to their teaching materials-resources. In addition to a long reference list related to the course, Syllabi A, B, and D presented required two textbooks whereas Instructor C includes one required textbook. All the books suggested in all four syllabi were written in English by American and British writers.

*Evaluation* Instructor A explicated that she decided on the evaluation process by considering the course objectives. In evaluation process, Instructor C stated that he considered students' needs. Regarding the syllabi of the CM courses, all four courses employed both formative and summative evaluation techniques. The components of the evaluation process of Syllabi A, B, and D were similar. However, Syllabus C had different style of evaluation among all three. The basic components of evaluation were determined in all four syllabi as participation in class discussions and group work, midterm, portfolio, final exam, and individual or group case or article presentation on phases of classroom management. In case or article presentation, students were expected to search for Turkish cases and articles, and present them in English.

**Problems of Existing English Medium Instructed CM Course**

To answer the second research question, instructors were asked about the design problems of EMI course. All instructors in the interview mentioned different problem situations in their instructional process. Inconsistency between course content and Turkish context was the main problem for Instructor A and B, while distracted and unmotivated students during the course were a problem for Instructor C and D. Instructor D illustrated that when she feels students' unmotivated looks, she sometimes speaks in Turkish, asks questions so as to enhance students` class participation and uses humor to take their attention. She added that she revises and applies changes in the tentative CM syllabus considering the flow of the course.As the existing design of CM course delivered by English-medium instruction, the main reason of low motivation and interest among students toward CM course emerged from EMI. Instructor A stated that

> *"You tell the students that please read this chapter before coming to class. The cases in the chapter take their attention and they say that "Teacher this case may not be faced with in our classrooms." What is the reflection of this in our culture? Which situations do our teachers face with? What can be done? You adapt your lecture by revising the chapter and the cases... Students point that we would like to read culturally more suitable examples."*

Accordingly, Instructor B stated that "English is the language of developed countries. Thus, the cases and the sources of misbehaviors given in the books written in English. These cases are based on the situations of modern countries which do not match with our realities." To tackle with the first problem, Instructor A, B, and D integrated "cultural specific" cases and journal papers related with Turkish Education System to their designs. However, the common problem discussed by all instructors is the difficulty in finding Turkish cases written in English. Therefore, instructors added supplementary materials written in Turkish. Another EMI-based problem highlighted by Instructor D was lack of confidence among local students. She further added that she had one international student in her class and the cultural integration was another problem she encountered with.

Moreover, Instructor A and C suggested an additional practice class integrated into CM course for an internship. In this part, students might visit schools and have real experiences in a real classroom environment or teaching practice course might be offered at the same term with CM course. By way of illustration, Instructor A and C commented on internship and field practice respectively:

> *"Actually it would be better if we could be able to collaborate with students when they are having field practice so as to give feedback to their work. We are doing in-class micro teaching activities. In doing this, they are getting familiar with practical applications."*

> *"Field practice course is offered at the 2nd semester. However, I do think that it would be better if it could be offered at the 1st or 2nd semester in the 4th year. It affects instructional design through a number of ways like our decisions on designing a theory-based or practice-based course."*

## Discussion and Implications

This article investigates and describes the design of CM course in a English medium university. Design is defined as the analysis of learner characteristics, pre-existing learning, and performance indicators, development, implementation, evaluation and management of instructional/non-instructional processes, besides intends to improve learning and performance in a variety of settings, institutions, and the workplaces (Reiser, 2007). For a long while, design has been considered as a formal discipline, and finally, started to be considered as "an artistic science" (Crawford, 2004, p.414). Regardless of their experiences in their profession, CM is considered as one of the toughest areas in relation to their job (McCormack, 1997). Therefore, a qualified ID is not only an essential factor in scientific dimension of the effective course design, but also vital for an effective classroom management (Şentürk & Oral, 2008). The purpose of the present study was to explore the existing design procedures of EMI classroom management course in an English-medium university. While the importance of designing an ID model is acknowledged by instructors, they did not employ any type of ID model during their course design process. According to the results, two instructors designed their CM course based on scientific data gathered by interviews and observations. In course design process, they tried to figure out the needs of students and teachers in relation to the basic classroom management skills and knowledge which is one of the best ways to start at a design. In spite of considerable efforts, there is still a strong need for a research-based instructional design for CM course.

The origins of the ID models go back to World War II since many scientists and psychologist worked on experimental research to develop educational settings and materials for military services (Reiser, 2007). Gagne, Briggs and many fathers of the area impressed the substantial influence on educational context. There are several approaches, numerous viewpoints and thus several theoretical models and philosophical expectations so as to conform the needs and expectations of the instructional designer in a proper way (Crawford, 2004). Rowland (1993) claims two perspectives of ID; (a) "logical, rational and systematic" ID perspective which demands "rules, principles, and procedures," and (b) "intuitive, creative, or artistic" ID perspective (p. 88). Although there are many studies on the latter perspective, the former perspective is still the dominating base of currently used ID models (Dick et al., 2005). Some of these models have had notable influence on designers' ID decisions for a long time. One of them is Tyler's design. In Basic Principles of Curriculum and Instruction, Ralph Tyler (1969) introduces a linear view of curriculum planning which gives special emphasis to planning, describing three steps involved: selection, organization and evaluation of learning experiences. His model centers on these four fundamental parts in order to develop curriculum and plan of instruction. On the other hand, Smith and Ragan`s (2005) model consists of

three main parts namely, analysis, strategy and evaluation. Furthermore, Posner and Rudnitsky (2006) propose a model not an instructional model but a course design. From their viewpoint, designing a course is a special work of general process of curriculum development. On the other side, Oliva (2001) introduces a model that combines curriculum and instruction and carefully explores issues and challenges at each stage. Among the numerous ID models, one of the most widely used model is ADDIE (Analysis, Design, Development, Implementation, and Evaluation) which is a simplified model of designing learning resources (Peterson, 2003), employing a linear procedure for designing (McDonald & Mayes, 2007). In ADDIE models, designers generally consider the learner characteristics, goals and objectives, teaching and learning strategies, evaluation tools and techniques (Gagne et al., 1992; Morrison et al., 2004; Uduma & Morrison, 2007). Hamdani et al. (2011) advocate that instructional design processes have more different characteristics than the ADDIE models which propose following a custom pattern without consideration of different conditions. These models are also criticized since they focus on phases and they do not guide designers either in taking steps of selection of an appropriate method in some context or performing the activities (Vidal-Castro et al., 2012). Gustafson and Branch (1997) also highlight the differences of newer models from generic ADDIE models; in contrast to recent models which are more flexible, and iterative, ADDIE models require a rigid linear process starting from analysis to evaluation. Still being one of the most commonly known ID approach, ADDIE have mostly behavior-oriented perspectives falling between behaviorism and cognitive learning theory that requires teaching predetermined knowledge and skills to reach the desired student outputs (Conrad & TrainingLinks, 2000; Elengold, 2001; Hamdani et al., 2011).

Although there are many opponents of systematic ID models, they are still the best ones used in designing a course or a program. The suggestion here is to apply the procedures of a model which is directly appropriate with the target instructional design. In classroom management context, the initiating questions should be asked by designers such as: With whom do we design or our instruction?, What are the stakeholders of CM?, What are the problems and weaknesses of existing designs?, What are the needs of learners, society, subject matter?, What are the aims, purposes and objectives of CM course? These questions can be extended by asking about determining the approach and philosophy of the course, how to select teaching methods and materials, how to evaluate learning outcomes and so on. As stated in the course syllabi there are many aims of CM course. One of the common aims defined in the course syllabi is preventing student misbehaviour. It is widely known that one of the most important reasons of new teachers' feeling of burnout and leaving teaching profession is student misbehavior (Public Agenda, 2004). In addition, without well informed and skilled in classroom management strategies, most of the teachers start their profession by being managed rather than manage the classroom (Clement, 2010). Consequently, the teachers who involve in effective classroom management course situations will start the profession one step ahead. From this point of view, designing an effective classroom management course is imperative. Based on this conclusion, this paper recommends for future researchers to conduct a wider study with more instructors of EMI classroom management course, and students in order to reach an appropriate ID model for EMI classroom management course.

On a broad view, the primary role of ID model is to provide the appropriate process through which an instructional product is developed, as described through an instructional design model (Crawford, 2004). Thus, as stated by Hamdani et al. (2011), models offer explicit guidance to instructors on how to develop an instruction, when to write instructional objectives, how to select materials and resources, and how to evaluate the instructional process, and outcome, and in turn, this model will also help designers in understanding whole process or a system by simplifying the complexities into clarified steps. To reach a model, data need to be collected through systematic class observations, document analysis, and in-depth interviews. Further research should also be conducted by the

application of the model through defined steps. After the implementation, the problems and weaknesses of the model should be discussed as well as strengths.

Besides, ID models, the teaching and learning approaches and different theories have more popularity in shaping the classroom environment than ever. Today, mass education has just about to lose its power and instruction is modified to a more learner-centered perspective (Baturay, 2008). The opponents of the former designs have recently developed constructivist ID models which tend to reject the idea of universal truths in educational contexts (Hamdani et al., 2011; Lebow, 1993). Constructivist IDs are task-based which demands higher order thinking skills, and high levels of processing such as creative problem solving, critical thinking and discovery (Ertmer & Newby, 1993). Consistent with the literature and current trends, the instructors in this study adopted their course design based on either learner-centered or constructivist approaches.

The results of this investigation have also identified some of the effects of English as a global language on practices in CM course. Instructors mentioned on the need for supporting the theoretical content with more practical applications, and enriching the content with Turkish context which was not included into the course content enough. The findings also imply that course content needs to be supported by the theoretical basis of the program with practical applications. For instance, instructors can give projects which provide students a chance of observing and practicing what they have learned in CM class. Therefore, this study suggests integrate a "teaching practice" or "internship" so that students have an opportunity to experience in a "real" classroom environment. In doing this, students might have the chance of connecting theory and practice dimensions of CM. As an alternative way, the course might be offered at the same semester with the teaching practice course. Furthermore, CM course needs to be supported with cases, articles, and videos appropriate for Turkish context. A couple of weeks might be devoted to study and critique of Turkish articles and/or cases. Moreover, using cases from Turkish schools in the classroom will be beneficial in that context since case-based instruction seems to be one of the most effective pedagogical approaches for framing problems and facilitates experience-based knowledge construction (Williams, 1992). Therefore, theory sessions might start with lectures given by instructor; continue with group and individual activities, discussion and reflection on case studies, problem solving tasks and school observations. These cases might include not only text parts, but also visual parts. All the course materials should be aligned with the overall philosophy and approach of the design. Lastly, this part of the ID model also includes the decision of evaluation procedures based on the overall approach of the course.

In addition, most prominent among the findings were the difficulty in finding textbooks with cases and situations that were appropriate for Turkish context. To cope with the problem of material inequalities, university administration should support instructors by using some kinds of academic or economic incentives to prepare appropriate course pack or textbook in English. Further, finding other type of course materials like cases, articles, and videos including how to deal with the misbehaviors occurring in Turkish classrooms were another difficulty. There is little evidence in the literature about the problems and difficulties of design process of EMI courses that instructors faced with (Vinke et al., 1998; Zonneveld, 1991). In this sense, this study contributes literature in terms of exploring the problems experienced by instructors while designing EMI course. Another problem instructors experienced was the incongruence between the different realities of education systems between Turkey, Britain, and the US. Instructors needed to use instructional materials written by American or British authors. It is obvious that, there are notable differences among Turkish and English classroom settings; whereas the most commonly cited problems in Turkish schools are noise, not waiting for turn-taking, complaining about peers, inattentiveness, smoking and off-task behavior, other nations have problems of drug and alcohol use, teen pregnancy, dropping-off school, cyber-bullying, etc in

their schools (Akkok et al., 1995; Allen, 2010; Atıcı & Merry 2001; Malone et al., 1998). This explains why the cases and solutions discussed in the books do not match with the school problems in Turkey. Consistent with the literature, another EMI based problem highlighted by instructors in this study was the lack of confidence and low motivation in the class. This finding is one of the common problems of EMI courses that may cause students lack their interest, loss their confidence and fail to adapt among students (Smith, 2004; Tung et al., 1997).

It should be accepted that English is a Lingua Franca, and in the time of being a global village, English will continue to become widespread language more and more. Students and faculty members will continue to participate Erasmus-Sokrates programs in order to socialize with foreign cultures and experiences which have valuable impacts on their professional and private lives (Coleman, 2006).

Moreover, higher education institutions will continue to adapt English-medium instruction to get more recognition by developed countries, and get higher rankings due to the increasing number of indexed publications, hosting more foreign students, researchers and faculty members, and the number of graduates with comparatively better jobs. Although English is a global language, there is little research on its impact on educational systems around the world (Nunan, 2003). The most of the work is devoted on the effects of EMI on student learning, especially the students with lower language skill competencies. Literature shows that besides positive effects, EMI creates some vital learning acquisition problems. However, the effect of EMI on policy and instruction level is still its infancy. When the issue put into the context, instead of suggesting the language change for international universities, it is better to search for the answers of how to develop more qualified EMI courses. Given the findings outlined and discussed above, then, a number of measures should be taken by Turkish or other higher education institutions that offer all or some part of their courses in English. The measures in relation to design procedures of instruction presented here are meant to facilitate classroom management course to minimize any loss of educational quality.

Future studies in the assessment of design of CM course could be developed in many ways. First, it is strongly recommended that, the findings might be enriched by the ideas of the local and international undergraduate students besides instructors who offered CM course. In doing this, researchers might suggest an ID model for English-medium instructed CM course. In the following step, this ID model might be employed to see the strengths and weaknesses of the design. All of these efforts may help researchers and scholars identify best designs for English-medium instructed CM course.

**Note:** This study is the broader version with additional data collection of the work named "Instructional design approaches of instructors: A METU case" which was presented in the 18th National Educational Sciences Congress at Kusadası/Turkey.

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