Classroom Management Problems and Coping Strategies of Turkish Student EFL Teachers

İngilizce Öğretmen Adaylarının Sınıf Yönetimi ile İlgili Karşılaştıkları Sorunlar ve Bu Sorunlarla Başa Çıkma Yöntemleri

Ali Merç

Anadolu University, Turkey

amerc@anadolu.edu.tr

Gonca Subaşı

Anadolu University, Turkey

goncas@anadolu.edu.tr

Abstract

Classroom management (CM) is one of the most cited problems of pre-service teachers. This study aims to have a closer look at the issue within a qualitative research design by eliciting problems, coping strategies, and the sources of those coping strategies related to CM during teaching practicum. The participants of the study were 12 student EFL teachers (eight female and four male) completing their teaching practicum at Anadolu University, Faculty of Education, English Language Teacher Training Program. The participants were asked to keep diaries related to their CM problems throughout the 12-week teaching practicum. Semi-structured interviews conducted with each teacher candidate and field notes taken by the researchers were also used as the research data. The analyses of the data indicated that student teachers' CM problems were mainly because of the pupils in the classroom. Student teachers themselves, teaching point and materials, and the cooperating teachers were also the sources of the CM problems. Various coping strategies were also elicited to deal with the problems mentioned. The methodology lessons they took, their cooperating teachers, and their previous teachers were cited by the student teachers as the sources of the coping strategies they employed. The findings are discussed along with the current literature on CM, and certain implications and suggestions are provided for a better teaching practice.

Keywords: Classroom management, pre-service teachers, EFL teacher education, foreign language teaching

Öz

Sınıf yönetimi öğretmen adaylarının öğretmenlik deneyimleri boyunca en sık karşılaştığı sorunlardan biridir. Bu çalışma nitel bir araştırma ile bu sorunları, çözüm yollarını ve bu çözüm yollarının kaynaklarını belirlemeyi amaçlamaktadır. Araştırmaya Anadolu Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği programında öğretmenlik uygulaması yapan 12 öğretmen adayı

katılmıştır. Öğretmen adaylarından 12 haftalık öğretmenlik uygulaması boyunca haftalık olarak sınıf yönetimine ilişkin sorunlarını anlatan bir günlük tutmaları istenmiş, ayrıca her bir öğretmen adayıyla yarı yapılandırılmış görüşmeler yapılmış, gözlem ziyaretleri sırasında da notlar tutulmuştur. Verilerin analizi öğretmen adaylarının sınıf yönetimi ile ilgili sorunlarının çoğunlukla sınıflardaki öğrencilerden kaynaklandığı saptanmış olmakla birlikte öğretmen adaylarının kendileri, öğretilecek konu ve materyaller ile uygulama öğretmenleri de sorunların kaynağı olarak ortaya çıkmıştır. Ortaya çıkan sorunların çözümüne ilişkin de çok sayıda çözüm yolu ortaya konmuştur. Öğretmen adayları bu çözüm yollarının kaynağı olarak ise aldıkları öğretim yöntemlerine ilişkin dersleri, uygulama öğretmenlerini ve daha önceki yaşantılarında gözlemledikleri öğretmenleri göstermiştir. Araştırmanın bulguları sınıf yönetimi ili ilgili alan yazın bağlamında tartışılmakta, daha etkili bir öğretmenlik uygulaması için çeşitli öneriler ve çıkarımlar sunulmaktadır.

Anahtar Sözcükler: *Sınıf yönetimi, öğretmen adayları, İngiliz Dili Eğitimi, yabancı dil öğretimi*

Introduction

What was the theme of my first year as a language teacher? It was neither the distinction between learning and acquisition, nor that between fluency and accuracy, it was classroom control. What was on my mind was not the methodological subtleties we had been preoccupied with during training, but whether Oliver from 10a would have a good day or not. My efforts, difficulties and failures to achieve classroom control loom large in this first batch of entries. They do so because episodes like Fell flat on its face had quickly shown me that planning an ideal lesson with ideal material presented in the ideal sequence of learning steps was one thing, but that realizing such a lesson in a class of thirty and against a constant background of little disturbances was quite a little. Only if I was able to control these disturbances would I be able to teach (Appel, 1995, p. 6).

Classroom management (CM hereafter) is an important concern of every teacher; experienced or novice, man or woman, old or young. Student teachers (STs hereafter) of English report to be experiencing a handful of problems related to CM (Merç, 2004). According to Luo, Bellows, and Grady (2000), for many graduate teaching assistants, controlling classroom environments can be overwhelming. Even teachers with 25 years of experience can still face CM problems (Kyriacou, 1991). When the component of a foreign language classroom is added to the setting, the situation becomes even more problematic and uncertain (Fowler & Şaraplı, 2010).

In order to deal with the possible already existing and forthcoming CM problems, teachers from all over the world are employing a number of strategies. Whether these strategies work well for their classrooms, or just fail is the research area for teacher education researchers (Altınel, 2006; Baker, Lang, & Lawson, 2002; Baker & Westrup, 2000; Demir, 2009; Nathan, 1995; Tahir & Qadir, 2012). For building an effective training model, there is an urgent need for the examination of the CM issues in depth and the identification of STs' management techniques that are best suited for effective language teaching. Therefore, this study will show an attempt to provide insights into the pedagogical strategies STs employ to plan, organize, and motivate student learning. Today's STs are likely to become tomorrow's professionals. An inquiry in helping STs become effective classroom managers will benefit not only their students but also language teaching methodology courses provided in faculties of education. Furthermore, although it has found its place in teacher education research and language teaching methodologies, there has been little research done to investigate the CM problems STs face while they are delivering lessons. Therefore, this study is a promising one to explain and interpret the possible specific problems of STs related to CM and their coping strategies.

Review of Literature

The term 'classroom management' is used by some other terms in the language teaching arena interchangeably. 'Classroom control' and 'classroom discipline' are the most commonly used concepts to refer to what we call the management of the classroom during teaching. The term 'classroom management' has its roots from the idea that the words 'control' and 'discipline' may offend teachers as they smack of an authoritarian regime which deny students any rights and respect (Robertson, 1996). In its basic form, CM is defined as encompassing the decisions teachers make concerning their use of space and time: where teachers stand and who they look at; the way they ask questions and check understanding; the way they use their voice (Prodromou, 1992). So, the goal of effective CM is to provide a positive climate that enhances learning (Qinglan, Junyan, & Shongshan, 2010; Tuncay, 2010). The fruitful outcome of a well-prepared physical environment facilitates the learning and teaching process and fosters the class participation of students. On the contrary, a dull, noisy and ill-prepared classroom environment has negative effects on students' learning and participating in activities, which in turn, increases CM problems (Kayıkçı, 2009).

First consideration related to CM problems is the sources to fail in managing the classroom. According to Matus (1999), CM problems stem from personal factors such as family problems, home factors, feelings of inadequacy, and financial factors. Likewise, Sasidher, Vanaja and Parimalavenu (2012) listed four main factors which impede classroom management: time, socio cultural differences, lack of student motivation, and large size classroom. Teachers' enthusiasm for teaching is also a key point for managing the class well or not (McKinney et al., 1982). McPhillimy (1996) specifies the issues related to CM as students' always asking out to the toilet, too-high noise level, being unable to identify the perpetrator of an offence when all deny guilt, a playground dispute which continues in the classroom, a pupil who simply refuses to do what he is told, swearing in the classroom, over-familiarity, pupils who hit others, a class which enters the room or area in an over-excited way and is difficult to settle, pupils who run about wildly out of their seats, persistent disruption of a lesson by a pupil or pupils, and a physical fight in the classroom.

A similar taxonomy was proposed by Gower and Walters (1988). According to their taxonomy, the CM issues were seating arrangements, giving instructions, setting up pair and group work, monitoring, using students' names, starting the lesson, finishing the lesson, and the group: its dynamics and the needs of the individuals within it. Moreover, Prodromou (1992) stresses for the importance of the seating arrangements, board usage, nominating the students, and establishing eye contact with the students on the basis of achieving CM. Baker and Westrup (2000) also highlight the significance of achieving good CM in large classrooms. They put forward several strategies such as balancing teacher talking time and student talking time, teacher's insecurity with English, giving clear instructions, considering reasons for using the students' first language in the classroom, using consistent language, questioning techniques, dealing with students with mixed abilities (weak, average, and stronger students). The other commonly used coping strategies for effective CM were listed in Altınel's MA dissertation (2006). In this study, it was found that teachers mostly employed verbal strategies such as verbal warning, communicating with parents, threatening, talking with students and giving responsibilities and also nonverbal strategy such as using eye contact and ignoring in handling misbehavior. Similarly, the aim of Kayıkçı's empirical research study (2009) was to investigate the impact of teachers' CM skills on the discipline behavior of students. The outcomes of the study yielded that a positive teacher-student relation and communication, recognition of student characteristics and needs, motivation of students, setting up definite class rules, and arrangement of classroom environment would diminish students'

misbehavior. The significance of motivation as a remedy for CM problems was also highlighted by another study which was recently conducted by Kerdikoshvili in 2012. The researcher examined the ways of dealing with CM and discipline problems in the Georgian context. The findings of the study revealed that there are close links between the principles of effective CM and the principles of learning and motivation. Moreover, time management is found to be one of the important factors of effective CM.

Based on the concepts stated above, researchers have conducted empirical studies on both STs' problems related to their teaching experiences in general (Aydın & Bahçe, 2001; Veenman, 1984; Korukcu, 1996; Kwo, 1996; LaMaster, 2001; Mau, 1997; Merç, 2004; Valdez, Young, & Hicks, 2000) and related to CM problems in specific (Baker et al., 2002; İnceçay & Dollar, 2012; Luo et al., 2000; Vanci Osam & Balbay, 2004).

More than thirty years ago, Veenman (1984) reviewed 83 different studies to investigate the perceived problems of beginning teachers. On the basis of the outcomes of 83 studies in the field, the problems were categorized and ranked from the most frequently identified ones to less frequently identified ones. The results offered that 'classroom discipline is by far the most serious problem type experienced by beginning teachers. The other serious problems identified were motivating students, dealing with individual differences, assessing students' work, and relations with parents.

In another study, Kwo (1996) identified two major concerns of STs: pacing in relation to time constraints and unexpected learning difficulties. The three STs who took place in the study highlighted in their reflections that they had problems related to learners' own culture, challenging students to higher levels of learning, and responding to unexpected student questions throughout the teaching practicum. Mau (1997), on the other hand, identified the teaching problems of 48 STs from different disciplines of teaching in Singapore with a questionnaire and focus-group interviews, and drew three main categories of problems: personal-survival concerns, pupil concerns, and teaching situation. Among the three categories of concern, the most highly indicated problem areas are, in turn, as follow: maintaining appropriate class control, challenging unmotivated students, and meeting the needs of different kinds of students. As a result, the researcher indicates that it is essential for STs to experience the real classroom teaching as much as possible in order to manage the classrooms better and to deal with individual students more effectively. Valdez et al. (2000)

also conducted a study to identify the problematic classroom situations STs are likely to experience. Their data consist of the well-remembered events of 57 elementary STs. The STs' stories suggested the following most influential problem categories: CM (30%), instruction and learning (48%), individual differences (12%), and other rare items (12%). Furthermore, LaMaster (2001) investigated the field experiences of the STs based on a research project 26 STs participated in the study. The purpose of the study was twofold: to identify STs' teaching goals and to find out their teaching challenges. For the teaching challenges, six categories emerged: student involvement and interest (29%), student behavior and attitude (26%), teaching preparation (19%), motivation of students (12%), communication with students (7%), student skill level (4%), and miscellaneous (3%).

As for the Turkish EFL teaching context, certain studies were conducted to elicit the student teachers' problems in teaching practicum. Korukcu (1996) searched for the problems of Turkish beginning EFL teachers. 67 student and 28 beginning teachers participated in the study by answering a questionnaire. For the aim of the study, beginning teachers reflected on their problems they experience, and the STs pointed out the possible problems that they will be likely to encounter when they become beginning teachers. The findings yield that both beginning and STs reported the following aspects of teaching as problematic: teaching methods, CM, lesson planning, and motivation of students. Within the same aim but a different methodology, Aydın and Bahçe (2001) conducted a study with 67 Turkish EFL STs to identify the difficulties STs had experienced during their teaching experiences. The outcomes of the study offered six main categories of problems experienced by STs. These categories were CM (43%), teaching process (15%), relationship with the students (9%), problems caused by STs' status (8%), and miscellaneous (17%). The highest number of problems stated by the STs was CM which consisted of issues that include dealing with the noise, motivating the students, managing the time, dealing with the problematic students, and nominating the students. Merç (2004) also conducted a study with 99 Turkish EFL STs. The analysis of the student-teacher reflection journals identified the following problem categories related to teaching problems of STs: ST-based problems, student-based problems, cooperating teacher-based problems, educational context/system-based problems, and supervisor-based problems. Among these categories, ST-based problems were sub-categorized as problems in the pre-active stage such as planning and material selection, problems in the active stage like time management, CM, and student involvement, and individual problems of STs such as mental and psychological health problems. The author identified the following problems

related to CM: dealing with late-comers, monitoring students on task, norms of turn-taking, teacher's position in the class, losing the control of the class, dealing with noise, and placing students.

As it is clearly observed in the studies investigating the teaching problems of STs, CM has been one of the most frequently stated problem areas. A limited number of empirical research studies have also been conducted on CM in the field of teacher education. The following studies are specifically about CM problems of the STs and their coping strategies.

Luo et al.'s (2000) empirical study examined the CM issues for teaching assistants via a questionnaire given to 749 participants at the university of Nebraska-Lincoln. The study provides specific information about teaching assistants' perceptions of CM experiences and concerns based on teaching assistant type, gender, teaching experience, and academic discipline. The findings of the study yield that international and US teaching assistants experienced many common problems, but each of the two types of teaching assistants also faced unique problems. More US teaching assistants than international teaching assistants reported experiencing CM problems. The years of teaching assistant teaching experience were significantly related to the number of CM problems and concerns teaching assistants reported. The study also found that teaching assistant type, teaching experience, and academic discipline, but not gender, were significant predictors of classroom problems and concerns.

Another empirical study conducted by Baker et al. (2002) identified CM problems and coping strategies generated by the teachers. The possible CM problems and their possible solutions were categorized under the following titles: time and energy, classroom constraints, reading levels and language skills, student immaturity, safety concerns, required thinking skills, sequencing, support, and materials management.

Vanci Osam and Balbay (2004) investigated the decision-making skills of cooperating teachers and STs. Four cooperating teachers and seven STs took place in the study through various research instruments: video-taping the STs' lessons, the interviews held at post-teaching meetings, the written retrospectives, and the questionnaire. The outcomes of the study showed that while timing and CM were major motives for STs to make shifts in their plans, cooperating teachers were more concerned about discipline problems. The STs in the study indicated that they had to make immediate decisions related to CM quite often. These

decisions were about changes in instructions and in seating arrangements of the students. The participant STs also specified that they were not used to teaching teenagers and to the classroom atmosphere which would lead to possible threats to managing the classrooms.

Recently, in their study, İnceçay and Dollar (2012) analyzed two interrelated aspects: the efficacy of pre-service teachers and its relation to their readiness to manage their classrooms. Furthermore, the relationship among their efficacy beliefs, CM readiness and their implementation in a real teaching environment was also examined. A total of 36 senior students in the ELT department of a foundation university in Istanbul, Turkey participated in the study. The researchers collected data from three instruments: the subscale of the Teachers' Sense of Efficacy Scale concerning CM (Tschannen-Moran & Woolfolk Hoy, 2001), the Teacher Readiness Scale for Managing Challenging Classroom Behaviors (adapted from Baker, 2002) and an observation scale developed in line with the questionnaires. The findings of the study indicated that there was a statistically significant relationship between the pre-service teachers' CM efficacy and their readiness to manage the challenging classroom behaviors. Moreover, no significant difference was found in the implementation of CM skills of pre-service teachers in a real teaching environment. The researchers explained the reason of this result by stating that there was lack of practical knowledge. That is to say, although the students had declarative knowledge about the construct of classroom management, they did not have an adequate level of procedural knowledge, they were not good at putting the theory into practice.

Based on the research studies dealing with teacher education, ST training, and CM, this study aims to answer the following research questions:

1. What are the problems of STs related to CM?
2. What are the strategies that STs employ to cope with the classroom management problems?
3. What are the sources of the strategies that STs employ to cope with the CM problems?

Methodology

Participants

The participants of this study were 12 STs chosen via convenience sampling (Huck & Cormier, 1996). All participants were 4th year students at Anadolu University, Faculty of

Education, English Language Teaching Department who were enrolled in the "Teaching Practicum" course as part of their graduation requirement. The participants had similar backgrounds in terms of the teacher training courses they had taken and the teaching practices they had experienced.

Data Collection

To collect the relevant data for the aim of this study, a number of data collection methods were employed in order to achieve triangulation (Creswell, 2012). The following methods were used for this study:

ST Journals

The participants of this study were required to keep a journal related to their teaching experiences, specifically to their CM. The STs were provided the following instruction:

> *"You are going to keep a journal about you teaching experience throughout this term. You should write and submit journal entries immediately after each time you deliver a lesson. Your main focus will be on your classroom management problems and strategies. Specify the possible classroom management problems you experience while you are teaching, write about how you cope with this/these problem(s), and explain why you chose to use that specific strategy to deal with the problem. You should also write your reasons to choose that specific strategy. In short, explain how you find a solution to the problems related to classroom management."*

Field Notes

The two researchers, as the supervisors to the participants, visited the practicum schools to provide feedback to the STs. The supervisors visited each participant three times in a term. They observed students' problems related to CM and took notes about their problems and coping strategies.

Interviews

All of the participants were interviewed about their CM problems and coping strategies. The interviews were conducted towards the end of the practicum. All interviews were conducted

by the researchers as the supervisors to the participants and were video-taped. The interviewing procedure was semi-structured due to the fact that the interview questions covered only the CM of the STs, especially to clarify their reasons to choose certain coping strategies related to CM problems.

Data Analysis

The data collected for this study were analyzed both qualitatively and quantitatively. Constant Comparative Method (Glaser & Strauss, 1967) was used to analyze the journal entries of the STs. This data analysis method offers the opportunity of drawing categories from the data instead of using a set categorization (Lockhart & Ng, 1995; Zepeda & Mayers, 2002).

Data analysis procedure started with dividing the reflection journals of the STs into communication units. A communication unit (CU hereafter) is defined as "a unit being a separate expression about a thought or behavior" (Langer & Applebee, cited in Mangelsdorf, 1992: 276). The CUs are either in forms of a phrase, or a full sentence, or a paragraph. For example:

> *"This week I practiced 'passive voice'. I made students work in groups of 4. I formed the groups. They work on a picture (each picture was a part of a story and each group had a picture from the story) They worked on the picture then I said 'now you will work in different groups', 'one member in each group will come together and form a new group'. At that time all the students stood up and they tried to form their groups but all of them stood up and there was a big noise in the classroom. I wanted them to sit down but they couldn't hear me. It was difficult to settle them down. At last, I myself tried to form their groups and make them sit down one by one. Of course it took my time."* (Merç, 2004, p. 66).

The sentences written in bold refer to the CUs out of the whole text provided by the ST.

In the present study, CUs were identified for the problems faced and the coping strategies for each problem. The task of dividing the data into CUs was conducted by two raters individually. First, 10 % of the whole data were examined by two raters individually in order to reach a consensus and establish consistency on the wording of the CUs. The rest of the data were analyzed by the two researchers collaboratively.

Inter-rater reliability was calculated by using a 'point by point method' with a formula of the number of agreements divided by the number of the agreements plus disagreements multiplied by 100 (Tawney & Gast, 1984). To provide further reliability, two more colleagues, who were experienced teacher educators, were involved to discuss and pool the findings. The inter-rater reliability was calculated as .90 in this study.

After the CUs appear, the two raters categorized the CUs as the Constant Comparative Method offered. Later, each category and any possible sub-categories were named given the general characteristics of each set based on the teacher education and the literature. When the sub-categories and categories were identified, the number of CUs per category were calculated. Frequency of the problems and coping strategies were found and presented in numbers and percentages.

The analysis of the field notes of the researchers and the answers given by the STs during the interviews were used to support the findings from the journal entries. A form of triangulation was established with the use of field notes and interviews to see whether they matched with the outcomes from the journal entries.

Results

In response to the first research question, a qualitative analysis of the data yielded that the CM problems of STs could be piled in four main categories as the sources of the problems. Table 1 shows the categories with numbers of CUs per category and the percentages. Among these sources, the most frequent was the CM problems stemming from the pupils (77.8 %). The other problem categories reported by the STs were about the STs themselves (9.5 %), teaching point and materials (8.5 %), and the cooperating teachers (4.2 %).

Table 1

CM Problems

	Problems in the Form of CUs	N		%	
1.	*Pupils as the Source*				
	Dealing with Noise	30		33,0	
	Lack of Student Participation	19		20,8	
	Dealing with Naughty Students	10		11,0	
	Uninterested students	7		7,7	
	Students' Talking without Permission	6		6,6	
	Hyperactive Students	5	91	5,5	77,8
	Students' Quarrelling with Each Other	5		5,5	
	L1 Use	4		4,4	
	Test Anxiety	2		2,2	
	Dealing with Late-Comers	1		1,1	
	Dealing with Lazy Students	1		1,1	
	Students walking around the class	1		1,1	
2.	*STs as the Source*				
	Teaching Techniques and Styles	5		45,5	
	Time Management	3	11	27,2	9,5
	Unexpected Situations	2		18,2	
	Teacher Anxiety	1		9,1	
3.	*Teaching Point and Materials as the Source*				
	Teaching Materials	4		40	
	Class Activity	3	10	30	8,5
	Teaching Point	3		30	
4.	*Cooperating Teachers as the Source*				
	Cooperating teacher interference	4	5	80	4,2
	Cooperating teachers' absence in class	1		20	
Total		117		100	

N= Number of CUs

The above categories were shaped based on the problems identified by the STs. Table 1 presents the problem areas in the form of CUs. As STs in this study reported in their diaries, most of the CM problems they experienced in the class were because of the pupils they were supposed to teach. Among these problems, the level of noise in the classroom was placed as the first (33 %). While lack of student participation (20.8 %) and dealing with naughty students (11 %) followed the noise issue, uninterested students (7.7 %), students' talking without permission (6.6 %) hyperactive students in the classes (5.5 %), students quarrelling

with each other (5.5 %), L1 use (4.4 %), test anxiety (2.2 %), dealing with late-comers (1.1 %), dealing with lazy students (1.1 %), and students' walking around the class (1.1 %) were among the reported problematic situations which caused problems in managing the class for the STs.

As an answer to the second research question, the strategies that STs employ to cope with the classroom management problems were identified along with the problems already stated by them. Table 2 presents those strategies to solve the CM problems identified in STs' diaries.

Table 2.

STs' strategies as solutions to the CM problems

Problems	Solution Strategies
Pupils as the Source	
Naughty Students	
	Showing individual interest
	Informing the cooperating teacher
	Changing students' seats
	Shouting at them
	Warning
Naughty students	Changing students' seats
	Warning
	Threatening for punishing students
	Individual talk after class
	Eye contact
	Ignoring
Students' making fun of a new word	Warning in a harsh manner
Hyperactive Students	
	Showing individual interest
	Ignoring
Hyperactive students	Explaining the purpose of the activity
	Ignoring
	Warning
	Being patient
L1 Use	
	Changing the pairs
L1 use	Continuing the activity in the other lesson
	Warning
	Ignoring the use of L1

Problems	Solution Strategies
L1-L2 conflict	Giving more explanatory answers
Teachers' use of L2	Retelling the instruction using mimes & gestures
	Using L1 as the last resort
Lack of Student Participation	
Lack of student participation in class activities	Stating the importance of the subject
	Stating the importance of English in life
	Organizing pair work
	Providing enjoyable activities
	Shotgun nomination
	Threatening the students for not listening to the song
	Warning
	Giving candies as reward
	Threatening for not giving the answers of the activity
	Trying to learn the reason for the misbehavior and promoting help
	Eye contact
	Standing by the student
	Having a chat as a reward
	Showing individual interest
	A game-like activity as a reward
	Showing individual interest
	Peer-feedback strategy
	Explaining the rationale of the activity
	Explaining the rationale of the activity
	Ignoring
	Using praise words
	Making the lesson more attractive
Late-Comers	
Late comers	Letting them in
Lazy Students	
Lazy students	Warning
	Showing individual interest
Noise	
Noise in the class	Eye contact
	Being silent
	A surprise activity as a reward
	Eye contact
	Asking questions to draw students' attention
	Informing the cooperating teacher

Problems	Solution Strategies
	Warning
	Using mimes and gestures
	Being silent
	Being silent
	Warning
	Giving a purpose to listen to others
	Warning
	Using mimes and gestures
	Being silent
	Eye contact
	Listening to a song as a reward
	Eye contact
	Using the class list for nomination
	Warning
	Eye contact
	Giving students responsibilities
	Praising the silent students
	Changing students' seats
	Warning
	Involving them in the lesson
	Changing students' seats
	Stopping the activity
	Warning
Noisy student(s)	Warning
	Eye contact
	Eye contact
	Giving enjoyable activities
	Eye contact
	Warning
	Warning
	Eye contact
	Warning
	Changing students' seats
	Changing students' seats
	Warning
Quarrelling Students	
Quarrelling students	Changing students' seats
	Students' apologizing
	Changing students' seats

Problems	Solution Strategies
	Students' apologizing
	Warning
Students' Talking without Permission	
	Warning
	Ignoring
	Ignoring
Students talking without permission	Eye contact
	Ignoring
	Using praise words
	Letting students who raise their hands speak only
	Letting students who raise their hands speak only
Students walking around the class	
Students walking around the class	Giving students responsibility
Uninterested students	
Students' getting bored	A game-like activity as a reward
	Individual Interest
	Asking uninterested students questions about the topic
Uninterested students	A game-like activity as a reward
	Asking questions about the subject
	Asking questions about the subject
	Using an enjoyable activity
Test Anxiety	
Test anxiety for the following lesson	A game-like activity as a reward
	Giving enjoyable activities
STs as the Source	
Teaching Techniques and Styles	
A new technique for students (Eliciting)	Insisting on the new technique
Beginning the lesson	Using a puzzle
Error correction	Repeating the correct forms
Organizing the group work	Allowing the students to choose their own group members
Unclear instructions	Students repeating the instruction
Student-Teacher Anxiety	
Teacher anxiety	Trying to keep calm
Time Management	
Pacing the lesson	Passing the other activities quickly
	Giving the activity as homework
	Continuing the activity in the other lesson

Problems	Solution Strategies
Unexpected Situations	
Interruption to the lesson from outside	Ignoring
Not giving everyone to answer the questions	Using the class list for nomination
Teaching Point and Materials as the Source	
Class Activity	
A difficult activity for the student(s)	Giving the answers
	Providing individual help
	Passing the other activities quickly
Teaching Point	
A difficult subject	Using L1
Students' having difficulty in understanding the subject	Providing more examples by gestures
Students lack of background info about the subject	Changing the lesson plan
Teaching Materials	
CD player break-down	Changing the lesson plan
Mistake on the handout	Correcting the mistake
Problems on the worksheet	Writing on the board
Students interest in the material (photo) rather than the subject	Ignoring
	Warning
Cooperating Teacher as the Source	
Cooperating teacher behavior	Ignoring the behavior
	Answering the students' questions before the cooperating teacher
Cooperating teacher interruption	Ignoring
	Ignoring
Cooperating teachers' absence in class	Explaining the students the situation

As Table 2 presents, STs employed a variety of techniques to deal with the CM problems they encountered. They seem to have produced 142 different solutions for the mentioned 117 problems identified, which meant that some problems were tried to be solved by means of more than one strategy. For the pupil-based problems, the most frequently used strategies were ignoring the problematic situation or individual student, warning the students about the misbehavior, and use of body language such as mimes, gestures, and establishing eye-contact. There were also other strategies that were sparingly used such as rewarding the students, keeping silent, changing students' seats, showing individual interest to the problem students, and even punishing them.

For the ST-based problems, the solution strategies were not as general as the ones stemming from the pupils. STs tried to solve those problems by providing specific solutions. For example, for an unclear instruction as a reason for a CM problem, the STs preferred to repeat the instruction. Similarly, for the time management problems, they preferred either to pass the other activities quickly, or to provide individual help, or to give the activity as homework. In the same vein with the ST-based problems, the CM problems stemming from the teaching points or teaching materials were addressed in different manners. For example, a difficult classroom activity as the reason for a CM problem was dealt with by the STs via passing the other activities quickly, or via providing individual help for the poor students, or via giving the answers directly. Cooperating teacher-based problems were, on the other hand, tried to be solved by either ignoring the behavior (their interruption to the STs' lesson) or with a quicker reply than the cooperating teachers.

In response to the third research question, the sources of the strategies that STs employ to deal with the aforementioned CM problems were identified. STs' diaries, the interviews conducted with them, and the field notes taken by the researchers were used as the data sources to pinpoint these sources. The qualitative analysis of the data yielded three main sources: the methodology courses that STs received during their training (74.1 %), taking the cooperating teachers as models (14.1 %), and taking their previous teachers in secondary or high school years as models (11.8 %). Table 3 shows the categories with numbers of CUs per category and the percentages.

Table 3

Sources of Coping Strategies

Source	N	%
The methodology courses	100	74,1
The cooperating teachers	19	14,1
Previous teachers of their own	16	11,8
Total	135	100

N= Number of CUs

The methodology courses that STs took as teacher trainees helped them a lot in dealing with the CM problems during the teaching practicum. Especially the courses on dealing with

young learners were reported to be helpful for a successful class control. Cooperating teachers were also the models for the STs to deal with the CM problems. They were supposed to observe their cooperating teachers during the whole year in their lessons and write some observation reports, which fortunately resulted in some training: using the cooperating teacher techniques to deal with the CM problems. Finally, some STs reported using the techniques that their previous teachers used to employ. To sum up, the theoretical lessons learnt in the teacher training institution, modelling the cooperating teacher, and modelling the past teachers were the main sources for the CM strategies that STs employed.

Discussion and Conclusions

The aim of this study was to find out the CM problems that EFL STs experience throughout their teaching experience and to document the sources of the CM strategies they use to deal with those problems with the help of STs' own reflections on their experiences. In the extracts presented below, there are some explanations made by STs about the classroom incidents that caused CM problems in their teaching experiences.

As the most frequently stated CM problem, dealing with the irritating level of noise in the classroom and how the ST dealt with it was explained by ST5 as follows:

> *"On that day, we had practice and production activities on Simple Present and frequency adverbs. When I delivered the handouts and gave time for the activities, most of the students did them well but, some of them were uninterested. While they were studying, I monitored the classroom and walked around these noisy and uninterested students. After they gave their answers, I also asked the uninterested ones whether they agreed or not. I also wanted students to write their answers on the board and then I wanted noisy ones to clean the blackboard. Sometimes I used eye-contact rather than verbal warning because I think eye-contact is much more effective than the verbal one. Verbal warning probably increases the bad behavior. Also, the students do not feel ashamed among their friends with eye-contact. So, I could see the effectiveness of these strategies."*

Students' not participating in the lesson was among the sources of the CM problems STs faced. ST1 suffered from this situation and the measures s/he took was reflected in his/her diary as follows:

> *"I was practicing 'too and enough' in that lesson. Because I had showed some of my photographs for eliciting in the previous lesson, they asked whether I brought some photographs again. I did not know why, but I could not manage the class*

properly in that lesson. They always tried to talk with each other and ignore the activities. In fact, they could answer the questions correctly, but most of them did not want to do the activities. At first, I tried to be flexible and ignored them but they just sat and talked. At the end, I got really angry and warned them in a harsh manner. Fortunately, they stopped talking and did the activities. I think they understood that I was really angry."

Another problematic situation was about a complaint by ST3 about the naughty students. Here, the students were 'uninterested', and they were and making noise in the class, which altogether resulted in a loss of class control. S/he explained the situation with these words:

"On 9th May, the subject was a reading passage about being jealous. I thought that it was a very good reading passage because jealousy was related to anyone to some extent. I thought that the lesson would be enjoyable, but I was disappointed. Few of the students read the passage, most of them were uninterested and some of them were buy with making noise. I took the names of two students who were noisy and uninterested. And I told them that I would give their names to their English teacher. This was a warning for other students as well. After that, the classroom was less noisy than previous moments. They never stayed silent and calm during the lesson, because they were too naughty to listen to me."

In a similar vein, a student, identified as 'hyperactive' by the ST8 was enough to spoil the lesson causing the ST to lose her/his concentration to teach and manage the class well:

"The mentor teacher told us to prepare a plan any kind of skill to teach. 8th classes are a bit different from other students due to LGS. I was the teacher of 8J. So, I chose to prepare a writing lesson plan to teach writing a paragraph through story telling. I told half of the story and then asked them to guess the ending and write a suitable conclusion paragraph in groups of 4. One of the students, X was a problematic student and he caused some problems during the lesson. At the beginning of the lesson, we played the game-hangman. I divided the class into two A and B. He asked me 'where is group C?'. I looked at him because I had not expected something like that. I stopped and explained him that we needed only two groups in a polite way. He seemed OK. But he continued to show disturbing manners throughout the lesson. Sometimes I stopped and explained the reasons. But sometimes I only said 'OK!', and continued to do the activities as if I had not heard him. I do not think that his aim is to draw the attention or spoil the class atmosphere because the things he said were related to the lesson. But he had a different perspective. He focused on the unspoken or unimportant things related to the lesson. Punishing, or telling him not to talk during the lesson were not good strategies I think because these strategies would not make him participate in the lesson. In fact, he is a successful and respectful student."

In a foreign language lesson, students are mostly supposed to interact in L2. However, some students might insist on the use of L1, which, in turn, could result in a chaos in the classroom as ST2 illustrates in her/his diary:

> *"In fact, the cooperative teacher uses English in her lesson, but she gives her instructions in Turkish. So the students were not trained in this way. In my lesson, when I gave the instruction, the students did not understand what I said. They said 'yes, yes, OK or yes teacher, sure'. They also said these words in a mocking way. So I tried to tell the instruction by using the gestures and mimics. Sometimes, they really did not understand what they were going to do. So at the end, I used Turkish, I told the instruction in Turkish."*

The next category of problems belonged to the ones stemming from the STs themselves, as stated by the participants. In this category, inadequacy to use the necessary teaching techniques and teaching styles comprised almost half of the CM problems (45.5 %). Managing the class time effectively (27.2 %), dealing with unexpected situations (18.2 %), and teaching anxiety (9.1 %) were the other problematic areas. As an example to this category, one of the students, ST9 explained the hard time s/he experienced about using a new teaching technique:

> *"In my last lesson, I was teaching Perfect tense to 7/A. Their teacher had taught the structure before I taught. As I learned, I started with eliciting. I asked some questions to the students but they answered my questions directly by using the new structure. For example, when I asked 'where is she?' they answered this question as 'she has opened the window'. And from this situation, I understood that they were not listening to my questions, so I tried to ask my questions by changing the tone of my voice. Then, they could not answer my questions. I changed my questions as 'Is she in front of the window?' So at the end, they understood and answered. I realized that they were not accustomed to eliciting. They memorized everything. They did not want think in different ways."*

As the third category as sources of the CM problems, ten CUs were identified on teaching materials (four CUs), classroom activity (three CUs), and teaching point (three CUs). Here, ST5 explained how difficult it was to deal with the problems on the worksheets as follows:

> *"In my lesson I prepared practice activities for Simple Present tense. Before the lesson, I copied them. But some numbers of the questions or some words which were used for the blanks were not on the paper because I skipped some parts while copying. So in the lesson, the students asked me about these problems. I wanted to write them on the board but I had written the rules of the structure on the board and those rules must be on the board till the end of the lesson. When I*

found a place on the board I wrote the missing words and numbers but the board seemed very confusing. So I understand that I must use the board in an organized way. I prepared a board view beforehand attached to my lesson plan but I did not expect to face such a problem. So I understood that I should have thought of such problems."

In the last category of CM problems, cooperating teachers were found to be the causes of five incidents by the STs. Cooperating teachers' interference (four CUs) and the cooperating teachers' absence in the class (one CU) while a student teach is delivering a lesson were the two basic sources for STs' CM problems. This category, even though it is low in number, is one of the most noticeable irritations that created upon STs to lose not only the class control but also their self-confidence and motivation about teaching. ST11 explained a classroom incident about her/his cooperating teacher behavior in her/his words as follows:

"Last week, X (peer-teacher) and I taught obligation 'must'. While X was talking to students, out teacher always prevented X from teaching. He repeated the question X asked, translated the questions or words into Turkish. I thought that he was breaking X's authority and I was so irritated. Then, it was my turn, practice and production parts belonged to me. After I had given the instruction, he repeated it very loudly and many times. Then, he translated it into Turkish. For example, in the meaningful activity, there were 3 groups and envelopes. Each group chose an envelope, there were 4 cards in it. The students would try to complete the sentence on each card, and they would get 5 points for each correct answer. Unfortunately, all of the groups got 20 points at the end of the activity because of him. He always helped the student who could not answer, so the student gave the correct answer by the help of him. I was so irritated again, and I began to ignore his behaviors for several times. I did not choose the student who was chosen by the teacher to speak. Even if he gave the correct answer in an activity, I consistently asked the question to the class until I got the correct answer."

Similarly, ST8 complained about the misbehavior by her/his cooperating teacher that resulted in a loss of class control as follows:

"After my presentation, I delivered handouts to students and we started doing the practice part. I gave time for the activity and I started to walk around in the class. While I was walking, the teacher was walking too. Some students wanted to ask some questions. They did not ask questions to me, they started asking to him. While they were asking, I tried to answer their questions instead of him because it was my lesson and I wanted to be the authority in class. So, I did not want him to interrupt my lesson. One of the students even said 'I asked to Mr. X, not you' and

> *I said 'There is no problem, but you know this is our activity so I can help you' I became a bit angry when she said it."*

Likewise, ST10 was in complaint about the fact that s/he could not improve her/his own classroom management skills because of the cooperating teacher. S/he wrote:

> *"Since the first minute of my lesson, he had tried to manage the class. Time to time he answered the questions or explained them. He explained the instruction by speaking Turkish. When students could not answer the questions he shouted at them. While students were doing exercises, he helped them. On the basis of my experience I can say that I could not even control my own class."*

The results of the present study revealed that STs in the school practicum lessons were faced with various problematic behaviors of the students in the process of English learning-teaching. Among these problems were the uninterested, lazy, noisy, naughty, hyperactive students, and students' quarrelling with each other, talking without permission, and walking around the class. This finding also corroborates the outcomes of Altınel's study (2006). According to the results of her study talking to friends, making noise, dealing with other things and talking without permission were recorded as mostly faced misbehaviors. Likewise, Demir (2009) listed similar misbehaviors of students such as students' coming unprepared to the classroom, their lack of attention, and especially their speaking without permission, and being disrespectful to the teacher by making too much noise and moving around the class. Lack of student motivation, causing students to be uninterested and lazy, is considered as one of the important factors leading disruptive behavior also mentioned in Sasidher et al.'s study (2012).

The findings of the current study indicated that teaching techniques and styles, teaching point, materials and activities could be the other sources for CM problems. These sources seem to be very appropriate in the light of the Kadir and Qadir's study (2012). The researchers found that beginning English teachers in Pakistan were also faced with organization of class work, insufficient and inadequate teaching materials and supplies related to CM and these problems had negative effects on the learning-teaching process. In like manner, Turanlı and Yıldırım (1999) emphasized the role of 'instructional dimension' which is equal to the teachers' behaviors to present the teaching point and organize the learning activities effectively by using various teaching materials. Bringing variety to the classroom environment will decrease monotony in class, which in turn, will help teachers to establish effective CM (Kaya &

Dönmez, 2009). If teachers do not use different methods to attract students' attentions and display their richness of method knowledge and expertise in practice, these make CM harder (Demir, 2009).

The data analysis of the present study also indicated that there were three sources of coping strategies, namely, the methodology courses, cooperating teachers and previous teachers of the participants for effective CM. One of the participants, ST6 reported below how s/he implemented the things s/he learned in the methodology lessons to find out a sound solution for noisy students.

> *"When I first started the lesson, I recognized that the students were eager to participate in the lesson, but they also seemed to be noisy. I showed some pictures to the whole class and asked eliciting questions. But, while I was asking the questions, some students tended to ask irrelevant questions and make noise. As a solution, I tried to remember the techniques which I learned in the methodology courses to keep them quiet. I addressed the questions directly to those noisy students. They tried to understand the questions and answer by looking at the pictures. They were still making noise, but at least they were talking about the teaching point. Also, I gave some responsibilities to the noisy students such as letting them deliver handouts, clean the board as another tactic. In short, I can say that using different and interesting materials, directing questions to noisy students instead of telling them to be quiet, and giving some responsibilities helped me to make noisy students participate in the activities and take their attention. I am armed with some useful tactics which were taught in the methodology courses to deal with such problematic issues in class."*

The significant role of STs' cooperating teachers and their previous teachers also shaped their repertoire coping strategies. Their observations during practicum and memories of the problematic incidents and solutions helped them a lot for handling with disruptive behavior. ST3, ST8 and ST10 explained how they imitated the solutions of their teachers successively.

> *"I gave my instruction for my production activity in the 6th class. I wanted them to complete the dialog on their own first and then work in pairs to ask some questions about that dialog. I observed that when I gave my instruction, most of the students could not understand what to do. I chose one of the brightest students in the class who understood the instruction and wanted her to explain it to her friends. My cooperative teacher often does this and I observe that it works well. So, I decided to do the same thing, and in this way, I did not have to repeat my instruction or tell it in Turkish."*

"This week I studied listening with 7ᵗʰ graders. This was the first listening activity they had ever dealt. Therefore, I wondered how they reacted to the lesson, whether they could understand the sentences or not. As I expected there were a few students who preferred to stay silent during the lesson. I did my best to draw their attention, but it was not easy. Neither did they listen to the tape, nor did they do the activity at first. Then, I realized that they were busy with a cell-phone. After first listening, I warned the whole class 'do not deal with something else, listen to the tape attentively'. Then, we listened to the tape once more, answered the questions. Meanwhile, I realized once more that they were still not interested in the activity and went on playing with the cell-phone. I started to walk towards them and stood by them for a few minutes and looked at their empty sheets without saying anything. I did not warn them directly. They understood what I tried to mean by looking at my eyes. It really worked, changing your position and eye contact. My cooperative teacher Mrs. X sometimes uses these strategies and it was my turn to try out. I am pleased to see that they worked."

"On Friday, the lesson was reading and the subject was 'the founder of Modern Turkey'. The warm-up and pre-reading stage was very good. The class was not as noisy as the previous weeks. But, when we came to during-reading stage, the noise began to increase. The students started not to listen to each other. I sometimes used eye-contact to make the student realize his/her bad behavior. And, sometimes I stopped my talking and the lesson and I kept silent for a period of time. Then, they got surprised and looked at me trying to understand the reason of my silence. I stared at the noisy ones one by one and they noticed that I was doing this on purpose. They began to realize what they did was wrong and to be silent and participate in the activities. At the end of the lesson, I thanked them for their silence and participation. My English teacher in high-school acted in this way to take our attention. I remembered her action and found it applicable."

For the first source of coping remedy, the STs as the study subjects of the current research reported that the information given in the methodology courses helped them to handle with CM problems. This finding is line with the results of İflazoğlu Saban's study (2009). According to the researcher, ELT students put the information they learned in various methodology courses into practice through school practicum lessons. Likewise, as İnceçay and Dollar (2012) pinpointed, the declarative knowledge given in the methodology courses and the procedural knowledge gained through practicum will obviously increase the efficacy and readiness levels of pre-service ELT teachers to manage classroom in a real environment.

As for the second and third sources of dealing with CM problems, STs in the current study stated that they took both their cooperating teachers and previous teachers as role models and

imitate these teachers' coping strategies for the remedy of misbehavior. This finding also concurs with the results of Fowler and Şaraplı's study (2009) in the sense that as future teachers, the STs want to see their educators as effective classroom managers and if they observe enthusiasm and well-established CM, they will use these issues in their own classes. Similarly, Turanlı and Yıldırım (1999) pointed out that pre-service teachers had high expectations from their teachers with regard to effective CM since they think that their teachers should be equipped with essential skills to manage both the class and students. Furthermore, Chien (2014) claimed that student teachers were able to develop their classroom management skills via observing their mentor teachers' instructions and having conversations with them regarding their experiences.

Suggestions and Implications

It is a well-known fact that for an effective teaching learning process, CM is indispensable. In other words, teachers with effective teaching and management activities are one of the most significant variables on the teaching and learning process. Hence, CM directly influences the learning environment and even creates necessary impetus for the student to learn the teaching point. The present study, by investigating the pre-service ELT teachers' implementation of CM skills, provided insights into the importance of the CM from a different perspective. It is believed by learning these STs' CM efficacy, teacher educators and educational researchers can design effective pre-service teacher education programs.

The study put forward that STs suffer from various classroom management problems either because of themselves or other parties involved in the learning/teaching process. While some classroom management problems are inevitable for even the best teacher, STs should be made aware of the possible obstacles they are likely to face both during practice teaching and in real teaching. The methodology courses are probably the places for this. In other words, providing teacher trainees with the opportunities to observe and experience the possible CM managements at the early stages of teacher training process would be helpful. Similarly, how those problems are dealt with should be given to students not only in theoretical manner but also by providing sample cases such as the ones in this study. Bearing in mind that there is never one way to deal with a classroom issue, they can be shown various tools to cope with the difficulties. STs in this study believed that most of the CM problems were solved with the help of the methodology courses they took during their training process, which clearly

indicates the importance of those pre-practicum courses in the teaching practicum. Hence, teacher trainers should be very careful in designing and implementing those courses.

Cooperating teachers, on the other hand, play a key role in teacher training. Although some student teachers in this study reported benefiting from their cooperating teachers to deal with some of the CM problems, the amount is not in the expected level. Therefore, CTs should better serve the STs in their journey to become real teachers by providing them the opportunity to both explicitly stating the CM strategies and giving them a chance to discuss and implement those strategies in their teaching. Finally, the student teachers should keep in mind that it is normal to experience CM problems in the lessons. The optimum mechanism to overcome these problems is to keep calm, applying the appropriate CM strategies, and keeping on learning through teaching.

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Genişletilmiş Öz

Sınıf yönetimi en deneyimlisinden en deneyimsizine pek çok öğretmenin en sık karşılaştığı sorunlardan biridir. Öğretmen adaylarının sınıf yönetimi ile ilgili sorunlar yaşaması kaçınılmazdır. Alanda incelenen çalışmalar öğretmen adaylarının sınıf yönetimi ile ilgili karşılaştıkları güçlükleri ve bunlara etkili çözümler üretmek için başvurdukları yolları saptamayı amaçlamıştır. Ancak, özellikle Türkiye ve yabancı dil olarak İngilizcenin öğretimi bağlamında sınırlı sayıda çalışma yapıldığı gözlenmektedir. Bu kapsamda söz konusu çalışma nitel bir araştırma ile İngilizceyi yabancı dil olarak öğretmen Türk öğretmen adaylarının sınıf yönetimi ile ilgili sorunlarını, sorunlara yönelik çözüm yollarını ve bu çözüm yollarının kaynaklarını belirlemeyi amaçlamaktadır.

Araştırmaya Anadolu Üniversitesi Eğitim Fakültesi İngilizce Öğretmenliği programında öğretmenlik uygulaması yapan 12 öğretmen adayı katılmıştır. Öğretmen adaylarından 12 haftalık öğretmenlik uygulaması boyunca haftalık olarak sınıf yönetimine ilişkin sorunlarını anlatan bir günlük tutmaları istenmiştir. Bu günlüklerde öğretmen adaylarının anlattıkları her derse ilişkin o derste karşılaştıkları sınıf yönetimine ilişkin sorunları ayrıntılı bir şekilde betimlemeleri ve bu sorunlarla başa çıkmak için ne tür yöntemler kullandıklarını yine detaylı bir şekilde açıklamaları istenmiştir. Ayrıca, her bir öğretmen adayıyla yarı yapılandırılmış görüşmeler yapılmış, gözlem ziyaretleri sırasında da notlar tutulmuştur. Öğretmen adaylarıyla yapılan görüşmeler sırasında bahsettikleri sınıf yönetimi ile ilgili sorunları ve çözüm yolları irdelenmiş, bu sorunları çözerken kullandıkları yöntemleri neye dayandırdıkları da sorgulanmıştır. Böylece, veri toplama araçları çeşitlendirilmiş, nitel araştırma desenine uygun bir veri toplama süreci sağlanmıştır.

Elde edilen veriler 'Sürekli Karşılaştırmalı Analiz' yöntemi (Glaser & Strauss, 1967) kullanılarak analiz edilmiştir. Bu yöntem verilerin belli bir teori üzerine oturtulması yerine eldeki verinin sürekli birbiriyle kıyaslanarak teorinin elde dilmesi esasına dayanır. Bu noktada, analizler iki araştırmacı tarafından ayrı ayrı yapılmış, daha sonra araştırmacıların bir araya gelip sonuçları karşılaştırmasıyla son bulmuştur. Sınıf yönetimi ile ilgili her bir ifade alt kategorilere ayrılmış, benzer alt kategoriler de bir araya gelerek üst kategorileri oluşturmuştur. Bu işlem hem sorunların hem de çözüm yollarının ortaya çıkmasını sağlamıştır.

Verilerin analizi öğretmen adaylarının sınıf yönetimi ile ilgili sorunlarının çoğunlukla sınıflardaki öğrencilerden kaynaklandığı saptanmış olmakla birlikte öğretmen adaylarının kendileri, öğretilecek konu ve materyaller ile uygulama öğretmenleri de sorunların kaynağı olarak ortaya çıkmıştır. Öğrencilerden kaynaklı sorunlar gürültü ile başa çıkma, öğrencilerin derse katılmaması, yaramaz öğrencilerle başa çıkma, ilgisiz öğrenciler, öğrencilerin söz almadan konuşmaları, hiperaktif öğrenciler, sınıf içerisinde birbiriyle tartışan öğrenciler, derste Türkçe kullanımı, sınav kaygısı, derse geç kalan öğrenciler, başarısız öğrencilerle uğraşma ve sınıfta izin almadan dolaşan öğrencilerin bulunması olarak saptanmıştır. Öğretmen adaylarının kendilerinden kaynaklanan sorunlar ise kullandıkları öğretim yöntem ve teknikler, zaman yönetimi, karşılaşılan beklenmedik durumlar ve öğretme kaygısı olarak bulunmuştur. Diğer bir başlık altında ise öğretilecek konu ve materyallerle ilgili sorunlar saptanmıştır. Son olarak, uygulama öğretmenlerinin derse müdahale etmeleri ve ders anlatımı esnasında sınıfta bulunmayışları uygulama öğretmenlerinden kaynaklanan başlıca sorunları teşkil etmiştir.

Ortaya çıkan sorunların çözümüne ilişkin de çok sayıda çözüm yolu ortaya konmuştur. Öğrencilerden kaynaklanan sorunlar için temelde bireysel yaklaşımlar, uyarma, yok sayma, göz teması kurma, ses yükseltme, tehdit etme, ödül ya da ceza verme, sessiz kalma vs. gibi teknikler kullanıldığı saptanmıştır. Öğretmen adaylarının kendilerinden kaynaklı sorunlar içinse farklı aktivite ya da yönergeler kullanma, öğrencileri yeniden organize etme, yok sayma gibi yollara başvurulduğu gözlenmiştir. Öğretilecek konu ve materyallerle ilgili sorunlar için ise Türkçeye dönme, bireysel yardım sağlama, yok sayma, ders planında değişikliğe gitme gibi yöntemler kullanıldığı görülmüştür. Uygulama öğretmenlerine ilişkin sorunlarda ise davranışı yok sayma en temel teknik olarak ortaya çıkmıştır.

Öğretmen adayları bu çözüm yollarının kaynağı olarak ise çoğunlukla aldıkları öğretim yöntemlerine ilişkin dersleri göstermişlerdir. Bunun yanında, uygulama öğretmenleri ve daha önceki yaşantılarında gözlemledikleri öğretmenleri de öğretmen adaylarının kullandıkları çözüm yollarına kaynak teşkil etmişlerdir.

Araştırmada elde edilen sonuçlar alanda daha önce yapılan çalışmalarla karşılaştırılmış, benzerlikler ve farklar ortaya konmuştur. Bulgular öğretmen adaylarının günlüklerinde ve görüşmelerde kullandıkları ifadeler örneklenerek desteklenmiştir.

Bu çalışmanın işaret ettiği en önemli çıkarım sınıf yönetiminin etkili öğrenme ve öğretme sürecinin vazgeçilemez bir parçası olduğudur. Çünkü sınıf yönetimi öğrencilerin öğrenmesine doğrudan etki etmekte, bunun yanı sıra, sınıf ortamını öğretime uygun hale getirmeye yardım etmektedir. Bunların farkında olarak, öğretmen yetiştiren kurumlar ve öğretmen eğiticileri öğretmen yetiştirme programlarını daha etkili hale getirebilirler. Ayrıca, öğretmen adayları sınıf yönetimi ile ilgili sorunların normal olduğunu, en deneyimli öğretmenlerin bile zaman zaman bu tür sorunlarla karşılaştıklarını bilmelidir. Bu sorunlarla başa çıkmada en önemli görev uygulama öncesinde aldıkları öğretim yöntemlerine ilişkin derslere düşmektedir. Bu derslerde, sınıf yönetimi ile ilgili teorik bilgilerin yanında uygulamaya dönük çalışmalar da yapılmalıdır. Örneğin, örnek ders uygulamaları ile belli sorunlar ve bununla olası başa çıkma yolları tartışılmalıdır. Uygulama öğretmenleri de öğretmen yetiştirmede önemli bir rol oynamaktadır. Öğretmen adayları uygulama öğretmenlerinden sınıf yönetimi konusunda yeterince yardım alamadıklarını belirtmektedirler. Uygulama öğretmenleri öğretmen adayları ile ders anlatımından sonra sınıfta karşılaşılan sınıf yönetimi ile ilgili sorunları tartışmalı, olası çözüm önerilerinde bulunmalı, böylelikle öğretmen adayları için etkin bir rol model haline gelmelidirler.