THE RELATIONSHIP BETWEEN TRAINEE TEACHERS' VIEWS AND PRACTICES RELATED TO CLASSROOM DISCIPLINE

ADAY ÖĞRETMENLERİN SINIF DİSİPLİNİ HAKKINDA GÖRÜŞLERİ İLE UYGULAMALARI ARASINDAKİ İLİŞKİ

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ABSTRACT: This paper discusses the relationship between English language trainee teachers' views on how to deal with large classes at the primary school level, create a positive environment in young learners' classroom and hold young learners' attention, and how far their views are reflected in classroom practice. The data were collected by means of questionnaires, tutor logs, discussions (development sessions) and classroom observations over one and a half academic year. The questionnaires shed light on the views of trainees on how to deal with three discipline problems. In their fourth year, trainees systematically wrote tutor logs about their strengths and weaknesses in dealing with these discipline problems and discussed their logs with the researcher at weekly scheduled discussion sessions. Classroom practices were observed by the mentor and researcher at placement schools. The data show that the more teaching experience a trainee has the better his/her views are reflected in classroom practice.

Keywords: classroom discipline problems, teacher views, classroom practice, young learners, English language teacher education

ÖZET: Bu çalışma, İngiliz dili öğretmen adaylarının, ilköğretim düzeyinde kalabalık sınıflarla başa çıkılması, küçük yaştaki öğrenci sınıfında olumlu bir ortam oluşturulması ve çocukların dikkatinin toplanması gibi disiplin sorunları hakkındaki görüşleri ile bu görüşlerin sınıf ortamında ne derece uygulandığını tartışmaktadır. Veriler, bir buçuk yıl boyunca anket toplama, günce tutma, tartışma oturumları ve sınıf gözlemi yöntemleriyle toplanmıştır. Anketler, aday öğretmenlerin bu üç disiplin sorununun çözümü hakkındaki görüşlerini yansıtmaktadır. Aday öğretmenler dördüncü yıllarında, bu üç disiplin sorunuyla başa çıkarken güçlü ve zayıf yanlarını düzenli olarak yazdıkları öğretim güncesi tutmuşlardır. Bu günceler, araştırmacı ile her hafta düzenlenen tartışma oturumlarında paylaşılmıştır. Staj okullarına giden aday öğretmenlerin sınıf uygulamaları, staj öğretmeni ve araştırmacı tarafından gözlemlenmiştir. Veriler, bir öğretmen adayının öğretmenlik deneyimine ne kadar çok sahip olursa, o kadar iyi düzeyde görüşlerini sınıf uygulamasına yansıttığı sonucuna varmaktadır.

Anahtar sözcükler: sınıf içi disiplin sorunları, öğretmen görüşleri, sınıf uygulaması, küçük yaştaki öğrenciler, İngiliz dili öğretmeni eğitimi

1. INTRODUCTION

Due to recent changes in English language teaching (ELT) policy in Turkish education system, English has been started to be taught from the fourth grade of primary education until the final year of secondary education. This important focus of ELT calls for a need to train pre-service English language teachers along with the lines of current trends in teaching English to young learners. In relation to this need, the aims of this paper are to highlight the views of trainee teachers' on some discipline problems that are likely to be experienced at a young learner classroom and to discuss how far their views are reflected in their classroom practices.

1.1. Teacher Views and Classroom Practices

Several studies have investigated the relationship of teacher views and classroom practices in the field of language teaching (Bailey, 1996; Breen et al. 2001; Richards, 1998). These studies collectively show that teachers' views emerge consistently as a powerful influence on their practices. However, it is important to acknowledge that these studies draw on different strands. One strand of studies examines what second and foreign language teachers, at any stage of their careers, think, know, or believe in relation to various aspects of their work. Borg (2003: 84-86) lists the studies on language teacher views focusing on two curricular areas (grammar teaching and literacy instruction) (Meijer, Verloop & Beijaard, 2001; Tsui, 1996). Another strand of research on teacher views entails the study of actual classroom practices and of the relationships between views and classroom practices

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(MacDonald et al. 2001). The second type of research focuses rather on more general processes, such as knowledge growth during teacher education and decision-making, and illustrating these within a language teaching context. This study falls in the second category as it both examines decision-making procedures of senior trainee teachers of English on three topics relevant to classroom discipline and illustrates decision-making procedures within trainees' language teaching contexts.

The reference to discipline problems rarely seems to be an issue in the classrooms described in the literature on language teacher training (Borg, 2003). The term 'classroom discipline' is used in this study as "a state in which both teacher and learners accept and consistently observe a set of rules about behaviour in the classroom whose function is to facilitate smooth and efficient teaching and learning in the lesson" (Ur, 1996). The contribution of this study to the field is that it investigates trainee teachers' views about the discipline problems they experience in their teaching contexts. Richards and Pennington (1998 pp. 187-188) examine the impact of large classes, unmotivated students, and students' resistance to new ways of learning. Similar to those, this study examines the teacher views about dealing with large classes, creating a positive environment, and holding attention. However, the scope of this study is young learners' classroom.

As my review of the related literature suggests, two studies on teacher views have been carried out in Turkey. Cabaroğlu and Roberts (2000) work with 20 students on a postgraduate certificate in education secondary in Modern Languages at a British University. They examine the change in teachers' views during a one-year postgraduate course and assert claims about the manner in which trainees' views change during teacher education. Tercanlıoğlu (2001), on the other hand, works with 132 pre-service EFL teachers in Turkey and examines their views of themselves as readers and future reading teachers. She reports that pre-service EFL teachers were not very enthusiastic about teaching reading, though they accepted they would need to teach it as part of a language course. This present study is similar with these two studies in terms of the nature of the research as a large scale survey and with the second study in terms of context. However, this study differs from them in terms of the research aim, which is to examine the decision-making procedures of trainees on three classroom discipline problems at primary school level.

1.2. Dealing with Large Classes

The first discipline problem is how to deal with large classes at the primary school level. As the rate of young population is high in Turkey, large class size is one of the mostly encountered educational problems by in-service high school English language teachers. 'Large' is a relative term, and what a 'large class' is will vary country to country and even place to place in the same country. In some countries a group of twenty students at language classrooms may be considered large, in some places numbers may even go up. Tosun (1987) defines 'a large classroom' as "containing 40-80 students". Probably, however, the exact number does not really matter: what matters is how the teacher sees the class size. Therefore, the definition of 'a large class' should be understood as relevant to any class perceived as large, regardless of the actual number of learners in it. In relation to this point, the following research question is directed to the trainee teachers: "How can you check that your pupils are listening and even more important, that they understand?"

1.3. Creating a Positive Environment

Unmotivated learners are another classroom discipline problem that most of the teachers may experience. There are some ELT studies which discuss both the importance of motivation in language learning (Gardner, 1980) and the types of motivation (Gardner & Lambert, 1972). The scope of this study, however, is about teacher training. Therefore, this study discusses the teacher's responsibility to motivate learners (Girard, 1977) by creating a positive classroom environment that is both relaxed and stimulating in order people to learn best in a positive physical, emotional, and social environment (Dryden & Vos, 2001). In relation to this point, the following research question is directed: "Remember your own primary school days. Did you like the subjects you were good at? And if you felt you were 'bad' at a subject, was that a turn-off, so that you didn't want to continue? How would you create a positive environment in which your students and you feel a sense of achievement?"

1.4. Holding Attention

Fluctuations in learner attention are the last discipline problem that is discussed in this paper. Some temporary lowering in learner interest can be caused by factors beyond the teacher's control such as "the need of the learner to take a short break" (Ur, 1996) or external distractions. There are also certain teacher behaviours which can quickly catch learner interest such as "addressing the whole class rather than individuals", "writing on the board", "conducting pair and group work" (ibid.: 283). Apart from teacher behaviours, "an interesting topic, the need to convey meaningful information, a game-like fun task, attention-catching materials, appeal to learners' feelings or a challenge to their intellect" are suggested in the literature (ibid.: 23). In relation to this point, the following research question is directed: "You have a class of very lively young learners, who are always keen and well-behaved at the beginning of lessons, but, who soon get bored and restive. What can you do to keep them interested throughout a 40 minute lesson?"

2. METHOD

2.1. Participants and Site

The study took place at Muğla University, Faculty of Education, Department of English Language Teacher Training and lasted for one and a half year. 65 trainee teachers formed groups of 5 or 6 students working with a volunteer mentor as a research participant at the placement school. 10 mentors, whose teaching experience ranges from 10 to 15 years participated in this study. During the half year, the trainees were studying at the second semester of their third year in a 4-year undergraduate programme. By this time, they took courses related to teaching methods and approaches and classroom management. In their final year of undergraduate study, they attended the school placement module in both fall and spring terms. School placement took place in six different primary schools within Muğla city centre. The schools are government-funded state schools and mix gender. The schools were selected randomly.

In the school placement module, during the fall term of the fourth year, trainees were required both to build foundational knowledge by writing weekly tasks and to establish a critical perspective for exploring ways to overcome discipline problems in the language classroom. Trainees taught at least once during a school term and commented on their teaching sessions by writing a tutor log. During the spring term of the fourth year, trainees conducted actual teaching during ten class hours in a school term.

The teacher training model used in this study is 'the reflective model' (Wallace, 1993). The reflective model enables the successful practice of three-way teacher-centered collaboration among teacher trainees, mentors at the placement schools, and teacher trainers at the university. In my application of the reflective model of teacher training, the trainee observes (1st semester) or teaches (2nd semester) lessons; then reflects alone (e.g., writing tutor logs) or in discussion with others (e.g., discussing with the tutor and peers in development sessions), in order to work out theories about teaching; then tries these out again in practice (i.e., at the placement school). Such a cycle aims for, Schön (1983) states, continuous improvement and the development of personal theories of action.

2.2. Materials and Data Collection Procedures

The first procedure involves the application of the questionnaire to the third year trainees at the end of the spring semester. Answers in questionnaires are clustered under some headings and the range of answers is discussed with the light of trainees' comments on tutor logs.

Table 1: Questionnaire

1-<u>Dealing with Large Classes</u>: How can you check that your pupils are listening and even more important, that they understand? 2-<u>Creating a Positive Environment</u>: Remember your own primary school days. Did you like the subjects you were good at? And if you felt you were 'bad' at a subject, was that a turn-off, so that you didn't want to continue? How would you create a positive environment in which your students and you feel a sense of achievement? 3-<u>Holding Attention</u>: You have a class of very lively young learners, who are always keen and well-behaved at the beginning of lessons, but, who soon get bored and restive. What can you do to keep them interested throughout a 45 minute lesson?

The second procedure is conducting discussion sessions in which collaborative discussions among research participants (the mentor, trainee and researcher) about lesson plans, teaching materials, trainees' weekly written reports (in the first semester of the fourth year) and trainees' teaching practices (in the second semester of the fourth year) take place. These sessions can also be named as development sessions because they involve the three stages of teacher development 'teaching practice, private reflection, and sharing with colleagues' (Ur, 1996).

The third procedure is filling in tutor logs after each teaching session. The mentor and researcher together discuss and fill in a teaching evaluation form after each trainee's teaching session. Not only tutor logs are collected and discussed but also teaching evaluation forms are distributed and discussed among research participants for 30 minutes each week.

As the fourth procedure, both the mentor and researcher observe trainees' classroom teaching sessions at the placement school.

The following table shows the data collection procedures:

Table 2: Data Collection Procedures

Trainee Teacher 3rd year, 2nd semester	School Placement Observation Stage 4th year, 1st semester	School Placement Teaching Stage 4th year, 2nd term
Questionnaire	Discussions (development sessions) Tutor Logs Classroom Observation	Discussions (development sessions) Tutor Logs Classroom Observation

3. RESULTS AND DISCUSSION

3.1. Questionnaire

The results of the questionnaire are clustered in two groups as 'trainees' views about a particular discipline problem' and 'how their views are reflected in their classroom practices'. The results show that although trainee teachers have more than one view on how to deal with each discipline problem, they can reflect just one of their views in their classroom practices. However, towards the end of their fourth year, it is observed that all of the trainees increase the ability to reflect their views to their classroom practices. Thus, the classroom practices observed towards the end of study have more variations based on trainees' views.

In order to make the point clear, the matching view and classroom practice are underlined at the tables. Following the tables, some quotations from the tutor logs are also included to exemplify the trainees' views.

Table 3: Dealing with Large Classes

How trainees' views are reflected in their classroom practices	Trainees' views about dealing with large classes
Trainees divide students into groups.	In order to deal with large classes: 1-Teachers should carry out peer evaluation among groups. 2-Teachers should give responsibility to each group member. 3-Teachers should arrange students to do a group work (GW) or a pair work (PW) activity.
Trainees use observation technique in the classroom.	In order to deal with large classes: 1-Teachers should check facial expressions. 2-Teachers should make a mistake to check whether students are listening to them.
Trainees ask questions to the students.	In order to deal with large classes: 1-Teachers should choose a student from the class list and direct a question to him/her. 2-Teachers should grade questions from easy to difficult. 3-Teachers should use different question types such as closed or open-ended questions.
Trainees do different types of classroom activities.	In order to deal with large classes: 1-Teachers should design interesting activities using Total Physical Response (TPR) Method. 2-Teachers should appeal to different learner types such as visual, audial, kinesthetic learners. 3-Teachers should design story making activities. 4-Teachers should show some pictures. 5-Teachers should choose interesting topics.
Trainees evaluate students in different ways.	In order to deal with large classes: 1-Teachers should make mini quizzes, pop-up quizzes, exams. 2-Teachers should record students' speech. 3-Teachers should carry out portfolio assessment. 4-Teachers should give positive feedback. 5-Teachers should vary the assessment method.
Trainees state the goal of the lesson.	1-Teachers should explain the importance before the lesson. 2-Teachers should make each student aware of the goals of an activity.
Trainees improve physical conditions of the classroom.	1-Teachers should wander in the classroom. 2-Teachers should put desks into U or circle shape.

The fact that the teacher is very much less able to attend to every individual in the class means that in order for the class to function well, the students themselves must help by teaching each other and working together (Ur, 1996). The following is a similar account suggested by a trainee teacher who emphasises the use of peer-teaching and collaboration:

"In a large class, I try to make all pupils participate in the lesson by using an activity. For example, one student says a sentence and another contributes to it, then another adds something so they create a story. It requires listening and understanding." (Trainee 1)

In order to create a positive environment for learning in young learners' classroom, some trainees mention about story telling activities. Ur (1996: 113) states that "if the story is well-chosen, learners are likely to be motivated to attend and understand in order to enjoy it". The following is an extract from a trainee teacher's questionnaire:

"First of all, before the lesson starts, to motivate students, I would tell them a short story or refer to news or talk about the weather. Then, the lesson starts." (Trainee 2)

Table 4: Creating a Positive Environment

How trainees' views are reflected in their classroom practices	Trainees' views about creating a positive environment
Trainees use various activity types.	In order to create a positive environment: 1-Teachers should encourage GW, drama, role play, games, songs, stories, jokes, pictures, flash cards. 2-Teachers should focus on multiple intelligences. 3-Teachers should do some TPR activities. 4-Teachers should use additional teaching materials.
Trainees choose appropriate tasks to the level of students.	In order to create a positive environment: 1-Teachers should personalize the topic according to students' hobbies. 2-Topics should be familiar so that students can talk. 3-Teachers can use the first language (L1). 4-Teachers should introduce the new item in a context.
Trainees pay attention to the psychological aspects of students.	In order to create a positive environment: 1-Teachers should behave friendly towards students. 2-Teachers should spend time with students in/outside of the classroom. 3-Teachers should help students with their learning problems. 4-Teachers should make students believe that they can achieve. 5-Teachers should make students feel relaxed by being a councellor rather than a controller.
Trainees give feedback.	In order to create a positive environment: 1-Teachers should nominate volunteers to answer. 2-Teachers should carry out self-assessment tasks. 3-Teachers should provide peer correction. 4-Teachers should give rewards to the winners.
Trainees design a course syllabus.	In order to create a positive environment: 1-Teachers should give alternative course syllabus. 2-Teachers should involve students to select the topics of a syllabus.
Trainees pay attention to the physical conditions of the classroom.	In order to create a positive environment: 1- Desks should be arranged in a U-shape. Heating and lighting should be adequate. The size of classroom should be appropriate to the number of students. 2-Teacher makes the classroom colourful with pictures, posters, photos, play music in the lesson. 3-Teacher puts a message box. 4-Teacher uses name tags/labels.
Trainees succeed in classroom management.	In order to create a positive environment: 1-Teachers should decide the classroom rules with students.

Involving the learners in choosing the content of the course may also increase the positive environment in language learning (Johnson, 2000). The following is an extract about designing a course syllabus from a trainee's questionnaire:

"Choosing the goal is very good issue at that point. First of all I would give a list that we would study during that term and I would give a list again as an alternative and let my students choose what they want. Since they like topics at which they are good." (Trainee 3)

In principle, the teaching processes of presenting, practising, and testing correspond to strategies used by many good learners trying to acquire a foreign language on their own. They make sure they "perceive and understand" (O'Malley & Chamot, 1990) new language. The following is a trainee's extract on choosing appropriate task:

"I would prepare activities or tasks that are related to students' interests and level. For example, boys like football very much. And one day, I would prepare an activity related to football. And girls, as to say, like astrology, for example. And the other day I would prepare an activity related to astrology. This activity is liked by girls. Or another option is an activity which is loved by both

girls and boys. For example, both girls and boys love 'love affairs' and such an activity can be given to them. If they like the topic, they achieve most of the activities. And the more they achieve, the more they are motivated." (Trainee 4)

Good learners make conscious efforts, that is, "learn it thoroughly" (O'Malley & Chamot, 1990). The following is a trainee's extract on maintaining psychological aspects:

"There were lessons I did not like in my school days. And the reason of this is the attitudes of my teacher toward me and my friends. In order to create a positive environment in class, firstly, I approach to my students in a positive way. I make them love not only me but also my lesson. If there is a student who doesn't like me, I try to find what the problem is with him/her by meeting him/her out of the lesson. Because it is important that the student sees that the teacher concerns with him/her." (Trainee 5)

Good learners "check themselves" (O'Malley & Chamot, 1990). The following is a trainee's extract on giving feedback:

"First of all, we should not have a judging attitude. A student being corrected by the teacher might be irritated or feel himself insufficient for the lesson. That is why we should provide peer correction in the classroom." (Trainee 6)

Improving the physical conditions of a language classroom is another factor that some trainee teachers emphasise in creating a positive learning environment.

"First of all, we should create a good atmosphere in the classroom. In the class, the shape of desks, light, etc. are important in learning. I make a U-shape in the classroom. So students can see their faces and interaction between them can be increased. In order to motivate the students, I ask questions or I tell a short story. I try to make them relaxed. For example, lights are important. We should use the appropriate light in the classroom. And also heat and the size of class are important."(Trainee 7)

Some classroom strategies to improve the physical conditions in language classrooms are also suggested:

"I put a message box to the class. Students can send and receive message to each other with the help of teacher. Teacher also can send messages to students. It improves their literacy skills." (Trainee 8)

"Labels: Children's names are written on the chair or classroom tools' names like chair, board can be written. Posters: Children's birthday dates, or the books that they have read can be written on the colourful poster. Messages: Classroom rules or the things that children shouldn't forget should be written on message box. For example; do not forget to bring your crayons on Friday." (Trainee 9)

Table 5: Holding Attention

How trainees' views are reflected in their classroom practices	Trainees' views about holding attention
Trainees use different activity types.	In order to hold students' attention: 1-Teachers should add variety to the lesson. 2-Teachers should tell their memoirs. 3-Teachers should use Multiple Intelligence Theory (MIT). 4-Teachers should design fun and interesting activities. 5-Teachers should encourage GW, competition, and reward.
Trainees develop personal strategies to hold their young learners' attention.	In order to hold students' attention: 1-Teachers should adjust to a higher voice tone. 2-Teachers should make use of non-verbal communication. 3-Teachers should pay attention to timing. 4-Teachers should raise curiosity. 5-Teachers should give questionnaires.

A trainee suggests talking about out-of-topic issues such as giving some personal information to learners:

"To hold bored and restive children's attention, I would tell some stories or memoirs from my own life as students are always interested in teachers' life (of course in a language in their level)."(Trainee 10)

Effective timing and appropriate use of teaching materials are also emphasised:

"The reason why they are getting bored is because of the same way of teaching during the whole-lesson time. Even a cartoon can be boring when it is shown more than it is necessary. Timing is important, for all kinds of activities, teaching and application time should be adjusted." (Trainee 11)

Applying questionnaires to find out the reasons for learners' lack of attention is included is another suggested view:

"At first, I would try to make general picture (for myself) of what they dis/like, what they are interested in, what kind of learners they are, what kind of people they take as models, etc. by handing out questionnaires, for example. Then, I may apply these when I see that they have lost their attention to the lesson." (Trainee 12)

3.2. Tutor Logs

Tutor logs reflect trainees' strengths and weaknesses in dealing with three discipline problems in their teaching sessions which they did at least once in the first semester and ten times in the second semester of their final year. From their logs we may come to the conclusion that in the first semester, trainees find it difficult to put their views into practice to deal with classroom discipline. They state that they feel themselves neither students nor teachers in the language classroom. They are not students because they are both equipped with the necessary information about teaching and responsible for communicating with the academic staff at the placement school. They are not teachers because they own neither a degree nor a classroom of their own. Being at the placement schools just one day within a week for only three class hours make them feel unfamiliar with the educational context and incompetent in dealing with discipline problems.

In the second semester, trainees emphasize that due to being inexperienced in teaching at actual language classrooms, they cannot follow the steps that they have planned to deal with each discipline problem. They also mention that before teaching, they have prepared lesson plans, teaching materials, some activity types to overcome discipline problems but on the spur of teaching they miss some points in their plans. They sometimes experience that what they have prepared and planned are not applicable to that particular group of young learners. Thus, they need to adjust themselves to the participants and teaching context.

Tutor logs imply that trainees transfer their reservations, which they have at the observation stage at the placement school, to the second semester –teaching stage at the placement school. However, it is important to note that the reservations start to fade away after a few months of teaching experience at the placement schools at the second semester. By the end of the second semester, most of the trainees state that they feel themselves ready to start their teaching careers and overcome the discipline problems they face at the beginning of the teaching experience.

4. CONCLUSION

As the theoretical outcome, this study emphasises that the effective teacher development is school-based and therefore has foundations on teachers' experience, needs and views. In this respect, this study confirms with the conclusion of Gürşimşek's study (1998: 28) in the way that "a cooperative rather an individual type of understanding should be adopted in our pursuit to develop a modern teacher development schemes". Therefore, 'the reflective model' (Wallace, 1993) should be valued in teacher training as it enables the successful practice of three-way teacher-centered collaboration among teacher trainees, mentors at the placement schools, and teacher trainers at the university.

The pedagogical outcome of this study is that pre-service training activities should be carefully planned in order to ensure that teachers develop professionally without being constricted in their perception of professional growth (Varah et al.1986). This pedagogical outcome is parallel with that of Borg's study: "Cognition not only shapes what teachers do but is in turn shaped by the experiences teachers accumulate" (2003, p. 95).

Previous studies have demonstrated that teachers develop and change their attitudes and beliefs during pre-service education and on the job training (Jacko et al. 1981; Jordan & Follman, 1993). Therefore, it is highly advisable, as stated by Erden (2004), to develop courses and organise seminars concerning discipline problems to pre-service teachers. Due to lack of research in the Turkish context in this area, I hope that the data obtained is used as a knowledge base in conducting future studies and in planning, organizing, and offering teacher development opportunities.

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GENİŞLETİLMİŞ ÖZET

Bu çalışma, İngiliz dili öğretmen adaylarının, ilköğretim düzeyinde kalabalık sınıflarla başa çıkılması, küçük yaştaki öğrenci sınıfında olumlu bir ortam oluşturulması ve çocukların dikkatinin toplanması gibi sınıf içi disiplin sorunları hakkındaki görüşleri ile bu görüşlerin sınıf ortamında ne derece uygulandığını tartışmaktadır. İlköğretim düzeyinde kalabalık sınıflarda ders verilmesi bu çalışmada ele alınan ilk disiplin sorunudur. Türkiye'de genç nüfus oranı yüksek olduğu için kalabalık sınıflar ilköğretim düzeyinde çalışan İngilizce öğretmenlerinin en çok karşılaştıkları disiplin sorunudur. Çoğu öğretmenin karşılaşabileceği başka bir disiplin sorununu güdülenme düzeyi düşük öğrenciler oluşturur. Çocuklarda dikkat dağılması ise bu çalışmada ele alınan sonuncu disiplin sorunudur.

Bu çalışma için veriler, bir buçuk yıl boyunca anket toplama, günce tutma, tartışma oturumları ve sınıf gözlemi yöntemleriyle toplanmıştır. İlk olarak anket uygulaması, İngilizce Öğretmenliği Bölümü'nde üçüncü sınıf ikinci dönemde okuyan öğretmen adaylarına yapılmıştır. Bu zamanlamadaki amaç, İngiliz Dili öğretmeni adaylarından staj okullarında henüz öğretmenlik deneyiminde bulunmadan ilköğretim düzeyinde kalabalık sınıflarla başa çıkılması, küçük yaştaki öğrenci sınıfında olumlu bir ortam oluşturulması ve çocukların dikkatinin toplanması gibi sınıf içi disiplin sorunları hakkındaki görüşlerini almaktır. Anket sonuçları belli başlıklar altında gruplandırılmıştır. Grupların çeşitliliği, İngiliz dili öğretmeni adaylarının öğretim güncelerinde yazdıkları notların ışığında tartışılmıştır. Anketler, aday öğretmenlerin bu üç disiplin sorununun çözümü hakkındaki görüşlerini yansıtmaktadır. Anket verilerinin değerlendirilmesi sonucunda aday öğretmenlerin belirtilen üç disiplin sorununun çözümü hakkında çok çeşitli görüşlere sahip oldukları saptanmıştır. Bu görüşler, tablolar halinde çalışma içerisinde belirtilmiştir.

Dördüncü yılın ikinci döneminde, İngiliz Dili öğretmeni adaylarından on hafta boyunca haftada en az bir ders saati ders işlemeleri istendi. Her ders anlatımı deneyiminden sonra, öğretmen adaylarından bu üç disiplin sorunuyla başa çıkarken güçlü ve zayıf yanlarını yazdıkları öğretim güncesi tutmaları istendi. Bu günceler, araştırmacı ile her hafta düzenlenen tartışma oturumlarında paylaşılmıştır. Bu tartışma oturumları öğretmen gelişiminin üç aşaması olan öğretmenlik deneyimi, kişisel yansıtma ve diğer meslektaşlarla paylaşımı içerdiği için 'gelişim oturumları' (Ur, 1996) olarak da adlandırılabilir. Gelişim oturumları, staj okulu olarak aynı ilköğretim okuluna giden bir grup öğretmen adayı ile araştırmacı arasında gerçekleşmektedir. Gelişim oturumları, mesleki uygulamada öğretmen adaylarının karşılaştıkları sorunları tartışmak amacıyla özel olarak geliştirilmiştir. Gelişim oturumlarının başlıca amacı sınıf içi disiplin sorunlarıyla başa çıkarken ilk olarak hissedilecek stresin tamamen doğal bir olgu olduğunu öğretmen adayına aktarmak ve bu stresle başa çıkmak için öğretmen adayına bazı yollar önermektir. Gelişim oturumlarında disiplin sorunlarını çözme amaçlı uygulanacak ders planları, öğretim materyalleri, öğretmenlik deneyimleri yorumları hakkında grup içi işbirlikli tartışma ortamları büyük ölçüde desteklenir. Staj okullarına giden aday öğretmenlerin sınıf uygulamaları, staj öğretmeni ve araştırmacı tarafından gözlemlenmiştir. Öğretmen adaylarından her ders anlatımlarından sonra öğretim güncesi tutmaları istenmiştir. Staj öğretmeni ve araştırmacı birlikte her aday öğretmenin ders anlatımını izler, tartışır ve her aday öğretmene ait öğretmenlik değerlendirme formu doldururlar. Aynı staj okuluna giden her öğretmen adayı grubu, grup olarak araştırmacı ile her hafta otuz dakika görüşür. Bu görüşmeler sırasında hem öğretme günceleri toplanır ve tartışılır hem de öğretmen değerlendirme formları aday öğretmenlere dağıtılır ve tartışılır. Gelişim görüşmeleri, aday öğretmenlerin söz konusu olan üç disiplin sorununun çözümü hakkındaki görüşlerini ve staj okullarında bu sorunlarla ilgili deneyimlerini anlatmak için daha fazla olanak sağlamaktadır.

Öğretim güncelerinde belirtilen görüşlerden, İngiliz Dili öğretmeni adaylarının sınıf içi disiplin sorunları ile ilgili dördüncü sınıf birinci dönemde duydukları kaygıları ikinci döneme de taşıdıkları görülmektedir. Ne var ki, bu kaygıların ikinci dönemde staj okullarında birkaç aylık ders anlatımından sonra yok olduğunu belirtmek gerekir. İkinci dönemin sonunda çoğu öğretmen adayı öğretmenlik mesleğine hazır olduğunu ve öğretmenlik deneyimlerinin başında yaşadıkları zorlukları aşabileceğini belirtmiştir. Bu çalışmanın sonucu olarak bir öğretmen adayının öğretmenlik deneyimine ne kadar çok sahip olursa, o kadar iyi düzeyde görüşlerini sınıf uygulamasına yansıttığı veri analizinden elde edilmiştir.