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**MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS**

**A STUDY ON CLASSROOM MANAGEMENT TECHNIQUES OF  
ENGLISH LANGUAGE TEACHERS WORKING IN TURKISH  
PUBLIC SCHOOLS ACCORDING TO THEIR CHARACTERISTICS**

**MASTER'S THESIS**

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## ABSTRACT

### A STUDY ON CLASSROOM MANAGEMENT TECHNIQUES OF ENGLISH LANGUAGE TEACHERS WORKING IN TURKISH PUBLIC SCHOOLS ACCORDING TO THEIR CHARACTERISTICS

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The aim of this study is to seek for the views of English language teachers who work in Turkish public schools on classroom management techniques according to their demographic characteristics regarding their gender, age, experience, fields of study and the school type. The focus of this research is to obtain findings especially on five main subjects while managing an ELT classroom – planning critical moments, activities, classroom interaction, attention getting strategies, tools and techniques. The sample consists of 217 English teachers working in public schools in Çorum. Data are collected by a questionnaire including 24 questions. SPSS 21.0 (Statistical Package for Social Sciences) is used to present the quantitative data from the questionnaire. The results of the questionnaire are analyzed with Chi-Squared statistics in order to see whether there is any significant difference between teachers' techniques of classroom management in ELT.

The findings of this study show that most of the participant teachers are consistent with the classroom management techniques placed in the questionnaire used in this study. It means that classroom management techniques are implemented by the teachers by a majority. The differences are especially seen in age and experience factors and in the sub-dimension of classroom interaction while the teachers are totally consistent with using the techniques in activities sub-dimension.

**Key words:** classroom management, techniques, English language teacher, demographic characteristics



## ÖZ

### ÖZELLİKLERİNE GÖRE DEVLET OKULLARINDA GÖREV YAPAN İNGİLİZCE ÖĞRETMENLERİNİN SINIF YÖNETİŞİM TEKNİKLERİ ÜZERİNE BİR ÇALIŞMA

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Bu çalışmanın amacı, devlet okullarında çalışan İngilizce öğretmenlerinin demografik özelliklerine (cinsiyet, yaş, deneyim, alan ve okul tipi) göre sınıf yönetişim teknikleri hakkındaki görüşlerini incelemektir. Bu araştırmanın odak noktası, İngilizce derslerini yönetirken özellikle beş temel konuda (kritik anları planlama, etkinlikler, sınıf içi etkileşim, dikkat çekme stratejileri, araçlar ve teknikler) bulgular elde etmektir. Örneklem Çorum'daki devlet okullarında çalışan 217 İngilizce öğretmeninden oluşmaktadır. Veriler, 24 soru içeren bir anket ile toplanmıştır. Anketten elde edilen niceliksel verileri sunmak için SPSS 21.0 (Sosyal Bilimler için İstatistiksel Paket) kullanılmıştır. Anketin sonuçları, öğretmenlerin İngilizce dersinde kullandıkları sınıf yönetimi teknikleri arasında anlamlı bir fark olup olmadığını anlamak için Ki-Kare istatistikleri ile analiz edilmiştir.

Bu çalışmanın bulguları, katılımcı öğretmenlerin çoğunun, bu çalışmada kullanılan sınıf yönetimi teknikleriyle uyumlu olduğunu göstermektedir. Çalışmada yer alan sınıf yönetişim tekniklerinin öğretmenlerin büyük bir çoğunluğu tarafından kullanıldığı belirlenmiştir. Farklılıklar özellikle yaş ve deneyim faktörlerinde ve sınıf içi etkileşimin alt boyutunda görülürken, öğretmenler aktiviteler alt boyutunda yer alan teknikleri kullanmaya tamamen uyumludur.

**Anahtar Kelimeler:** Sınıf yönetişimi, teknikler, İngiliz dili öğretmeni, demografik özellikler



To My Family and My Husband

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# CHAPTER 1

## INTRODUCTION

### 1.1. Presentation

This chapter presents an introduction into the present study. It provides the related terminology and people in this field of research. The chapter also introduces the problem, the purpose and significance of the study and the research questions to be answered through the conduct of the study. Additionally, the limitations of the study are stated and the key terms are defined for a common understanding with the reader.

### 1.2. Background to the Study

Education, in general terms, is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through some activities such as storytelling, discussion, teaching, training, and research. The purpose of education is to provide individuals with physical, mental and emotional improvement and to make them use the knowledge. The individual becomes learned and skillful through education. Education at schools takes place in classrooms where special communication is needed between students and the teacher. This communication requires specific language and skills to control classroom instruction. Beyond educating the students that are placed in their care, teachers serve many other roles in the classroom such as setting the tone of their classrooms, building a warm environment, mentoring and nurturing students, becoming role models, and listening and looking for signs of trouble.

Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement. We also know that one of the classroom teacher's most important jobs is managing the classroom effectively. While the skills of discipline and classroom management are the foundations of good classroom instruction, it is generally taken for granted that teachers are born with those skills. When mothers and fathers have a baby and become parents, it does not necessarily mean that they have parenting skills. Just

like them, teachers do not have innate skills on classroom management and discipline. In time and with various experiences, they gain the ability of classroom management.

Classroom management is a term that describes the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students (Petty, 2001). Ben (2006) states that effective classroom management strategies are significant to a successful teacher's delivery of instruction. According to Martin, Yin and Baldwin (1998), the term classroom management has a broader and comprehensive construct that describes all teachers' efforts to oversee a multitude of activities in the classroom including learning, social interaction and student behavior.

Teaching is very demanding and challenging, and sometimes an extremely difficult task for teachers to carry out as they have to organize classroom activities and provide an appropriate teaching and learning environment which takes into account every student's needs in the classroom. Students come to the classroom with their own interests, abilities, and personal characteristics. They have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. They are expected to follow instructions and carry out tasks which are given by the teacher so that they can contribute to each other's learning and development by listening well and behaving appropriately. On the other hand, the teacher enters the classroom with his/her own subject knowledge, lesson plan, personal characteristics, attitudes towards teaching as a profession. For these reasons, it is highly important that teachers are able to create and maintain an orderly classroom atmosphere which allows effective learning and teaching to take place.

It is clear that in classroom management teachers are expected to be qualified and skillful in directing instructional activities and groups, implementing of particular techniques to create positive relationships and dealing with misbehavior. Therefore, teachers have been encouraged to search for ways to prevent such behavior from taking place rather than dealing with it (Nunan & Lamb, 1996). Various strategies, such as observing students during class work, being at a proper position to see all students, using body or hand movements and facial expressions, establishing rules at the beginning of the semester and acting accordingly when students break rules (Turanlı, 1999), are employed for the purpose of preventing students' misbehavior (Harmer, 2003; Lewis, 2001; Lickona, 1992; Ur, 1999).

As a result, the present study offers opportunities to study issues on classroom management in the field of EFL. It also provides important insights for school executives at state schools in Turkey by identifying issues on classroom management techniques of English language teachers. Accordingly, this helps administrators and teachers in deciding their policies for their institutions and lessons so as to foster the flow in an ELT lesson.

### **1.3. Statement of the Problem**

Classroom management is the central element of every teacher's daily professional experience. Classroom discipline and control of the process is relatively more manageable in terms of other teachers while speaking the same language with their students whereas the classroom management in language teaching requires more implementation for language teachers.

There has been a tendency to reduce classroom management to a series of procedures and techniques teachers use for managing their classroom groups and lessons, part of the craft knowledge and skills of the profession (Wright, 2005). Classroom management involves both decisions and actions. The actions are what are done in the classroom, e.g. arranging seating. On the other hand, the decisions are about whether to do the actions, when to do them, how to do them and who will do them. Classroom management is to provide successful flow of the course in some way. Scrivener (2011) puts forward that the essential basic skill for classroom management is therefore to be able to look at and read classroom events as they occur and think of possible options available to the teacher, to make appropriate decisions between these options, and to turn them into effective and efficient actions. As the teachers grow in experience, their awareness of possible options will grow.

Gebhart (2006) points out the goal of classroom management to create a classroom atmosphere conducive to interacting in English in meaningful ways in order to provide students with progress. In an ideal EFL classroom, the priority is given to establishing an effective environment for communication, rather than discipline, order or control. Although these elements can contribute to create effective learning environment, they should not be the primary concern of an EFL teacher. The major task of EFL teacher is to manage time and materials, create communicative needs, and involve students in attractive



classroom activities (Brown, 2001). Harmer (2007) also believes that if EFL teachers want to manage their classroom effectively, they have to be able to handle a range of variables including the organization of the classroom space, organization of the classroom time, and whether the students are working on their own or in groups. Moreover, the teacher should consider how s/he appears to the students, and how s/he uses the most valuable asset – his/her voice. Another key factor in EFL classroom management is the way an EFL teacher talks to students and who – teacher or students – talks during the lesson (Brown, 2001). On the other hand, in a study done by Molica and Nuessel (1997) on characteristics of effective English teachers, for instance, maintenance of classroom discipline was viewed as an aspect of classroom environment which is considered critical in their outline of the traits of good language teachers. Some researchers found that in a poorly-managed classroom teachers struggle to teach and students usually learn less than they should, and there are abundance of discipline issues (Martin & Sugarman, 1993; Rose & Gallup, 2004) while a well-managed classroom provides an environment in which teaching and learning can flourish (Marzano, 2003).

It is obvious that teachers have adopted different classroom management techniques in that they self-standardize the way of teaching which is accordance with the type of lesson they deliver. Therefore, it is possible in language teaching to see that foreign language teachers show some different techniques in classroom management as well as similarities with other teachers. This study examines differing patterns of classroom management and control in English language teaching. For example, in language learning process, classroom management can be reduced to a series of techniques for controlling lesson flow and pacing or organizing seating and grouping learners. Clearly, how classrooms are managed affects opportunities for foreign language learning.

A considerable amount of research has been conducted on teachers' classroom management techniques especially dealing with the misbehavior. The behaviors and skills of teachers in classroom management, teachers' job satisfaction levels and understanding the classroom management through new approaches have also been pointed out in the literature (Turanlı & Yıldırım, 1999; Akın, 2006; Toprakçı, 2012; Ersözlü & Çaycı, 2016). Compared to the level of interest in the field of general education, not enough attention is paid to classroom management issues in language classrooms. Furthermore, there have been relatively few studies on a good flow of an English lesson from different points. To

fill the gap, the focus of this research is to obtain findings especially on five main subjects while managing an ELT classroom – planning critical moments, activities, classroom interaction, attention getting strategies, tools and techniques.

#### **1.4. Purpose and Significance of the Study**

The primary aim of this study is to seek for the views of EFL teachers who work in public schools on classroom management techniques according to their demographic characteristics regarding their gender, age, experience, fields of study and the school type. The subsequent questions to be explored in this study are;

- whether there is a consistency or inconsistency among teachers' classroom management techniques specifically focusing on the flow of the course under five main titles; planning critical moments, activities, classroom interaction, attention getting strategies and tools/techniques,
- how teachers assume a variety of roles in class and how these roles may affect language learning and classroom life.

The teachers' responses to the items in the questionnaire are identified to seek for an effective EFL class environment and see what is going on in the classrooms for maintenance of efficient learning environments.

As can be seen, the present study gains significance as the results can shed more light on the classroom management in language teaching. Identifying EFL teachers classroom management techniques might offer insights to curriculum decision-makers about what is going on in the classrooms for maintenance of efficient learning environments. Furthermore, the findings obtained might be useful for the pre- and in-service teacher training programs to improve their management skills for more effective learning environments.

## **1.5. Research Questions**

The present study seeks to find answers to the following research questions:

1. Do male and female EFL teachers differ in their techniques in managing classroom?
2. Is there a significant difference among classroom management techniques of EFL teachers regarding the years of their experience?
3. Do EFL teachers in Secondary Public Schools and EFL teachers in High Public Schools differ in their classroom management techniques?
4. Is there a significant difference among classroom management techniques of EFL teachers in terms of the age?
5. Is there a significant difference among classroom management techniques of EFL teachers in terms of the fields of study?

## **1.5.Limitations of the Study**

There are several limitations to this study as in every study. The findings obtained in this study are limited to views of English teachers having participated in the study, data collection tools used in the study, data analysis methods and 2016 - 2017 academic year when the study was held.

Kumar (1999) writes about the limitations of a study: “You will not have unlimited resources and as this may be primarily an academic exercise, you might have to do less than an ideal job. However, it is important to be aware of – and communicate – any limitations that could affect the validity of your conclusions and generalizations.”

This study is limited to secondary and high state schools in the center of Çorum. Thus, the results of the study cannot be generalized to all schools in Çorum or in Turkey. The findings obtained from the study are limited to views of only 217 English language teachers.

Another limitation of the study is data collection tool used in the study. The study is limited to information gained through quantitative design technique - a questionnaire. The questionnaire on classroom management techniques of EFL teachers used in this study is

specifically designed to explore views on five main subjects - planning critical moments, activities, classroom interaction, attention getting strategies, tools and techniques.

## **1.6. Organization of the Thesis**

This study consists of five chapters.

Chapter I is the Introduction chapter which describes the importance of the classroom management in general sense and mentions previous researches about classroom management. It also includes four research questions and the organization of the thesis.

Chapter II presents a review of related literature on classroom management in ELT classes not only in Turkey but also in the world. It also presents literature review on five main topics which are studied in this study - planning critical moments, activities, classroom interaction, attention getting strategies, tools and techniques.

In Chapter III, the methodological structure of the study is presented. It describes the participants, data collection and instruments and data analysis procedures.

Chapter IV is the presentation of the findings and discussion. The analysis of research results is included in this chapter.

Chapter V is designed to present conclusion and implications based on the findings obtained from the results in Chapter IV.

## **1.8. Definitions of Terms and Abbreviations**

### **1.8.1. Definitions**

*Classroom Management:* Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly. It refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

*Teaching Technique:* The term ‘teaching technique’ refers to the general principles, pedagogy and management strategies used for classroom instruction. A teaching technique

comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning or memorization by students.

*Technique* is a procedure or skill for completing a specific task. Technique is the moment-by-moment application of skill in service of the strategy. A technique is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. It is implementation – procedural variations.

*Strategy* usually requires some sort of planning, the plan to achieve the overall goal. It refers to an organized, orderly, systematic, well-planned procedure.

### **1.8.2. Abbreviations**

*EFL*: English as a Foreign Language

*ELT*: English Language Teaching

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. Presentation

This study investigates classroom management techniques of English language teachers working in Turkish state schools. Within this framework, literature review of this study includes five sections in accordance with the purpose accompanied by the presentation and conclusion of the chapter.

After presenting the chapter, second part consists of an overview of literature on classroom management in general. This part is followed by the third part which analyzes the literature on classroom management techniques in EFL classrooms. The fourth part of the chapter includes the literature review on classroom management techniques studied in this study under different categorizations. In the last part of this chapter, various researches on classroom management in the world and Turkey are presented. Finally, the need for this study is stated.

#### 2.2. Classroom Management in General

It is surely beyond doubt that teachers wish to teach effectively and make learning meaningful for their students. However, their goals are often interrupted by behavioral and academic problems of some students whom they are responsible for. Effective classroom management does not, of course, happen automatically, even with proper teacher and student attitudes and expectations in place (Hue & Li, 2008). According to Hue and Li (2008), how a teacher manages the classroom will have an important influence on whether most of the time is spent on promoting learning or on confronting management and discipline problems. There is no single best way to manage classrooms; and no one model or theory which can address a wide range of situations and difficulties teachers encounter.

The term “classroom management” has been defined in many different ways, depending on the aspect focused on, the particular philosophical thought and functional

approaches followed. Some examples of different views on classroom management are summarized below:

- It is a dimension of effective teaching, and a process through which an effective classroom environment is created (Good & Brophy, 1997).
- According to Campbell (1999), it focuses on student behavior, especially discipline problems and deals with issues of low learning motivation and poor self-esteem.
- Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students (Petty, 2001).
- Classroom management is more general concept than discipline (Martin & Baldwin, 1996).
- Stensmo (1995) defines classroom management as the organization of the classroom as a learning environment; the management skills of teachers', order and care; the grouping of the students for different tasks and patterns of interaction; and the individualization of student learning.
- Classroom management refers to the ways in which student behavior, movement, interaction, etc., during a class is organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively (Richards & Schmidt, 2010).

If you have made these statements once or twice “I wish I had more time! or I spend all my time trying to control the kids! or I can’t fit another table, desk or chair in this classroom!”, McLeod & Fisher & Hoover (2003) assert that you are not alone as classroom management issues overwhelm both new and experienced teachers too many times. Yet, a well-organized and efficiently managed classroom is the essential foundation upon which to build a solid instructional program and a climate of mutual respect and caring between students and teachers (McLeod & Fisher & Hoover, 2003). In fact, analysis of research done over the last 50 years clearly shows that the teacher’s classroom management abilities have more of an effect on student learning than any other category analyzed (Wang, Haertel, & Walberg, 1993–1994).

Research has supported the importance of classroom management for effective teaching and studies demonstrate that more effective teachers generally have better

organized classrooms and fewer behavior problems (Evertson, 1985, 1989). Doyle (1980) also states that maintaining order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. In other words, effective classroom management has been characterized as the process of establishing, maintaining and restoring the classroom environment in an effective way for teaching and learning (Brophy, 1986).

Classroom management comprises many important pieces; the physical classroom, the routines and structures, and the concepts and tasks, all requiring attention when thinking about managing a classroom effectively (Williams, 2009). On the other hand, teachers with high classroom ability tend to have better behavior and instructional management (Martin & Sass, 2010). On one hand, teachers who are emotionally more able to understand their students' needs may have better control on students and classroom atmosphere, thereby promoting student success (Rust, 2014).

Classroom management is considered to be key to effective teaching since classrooms are complex social and cultural settings with multiple events occurring simultaneously (Poole & Evertson, 2013). Traditionally, it was viewed as a matter of exerting control over the learners, but more recently classroom management has been perceived as the art of establishing a good climate and managing instruction effectively (Hue & Li, 2008). The study conducted by Hue and Li (2008) offers that classroom management involves more than just implementing procedures for organizing the students or setting rules for a disciplined classroom - it is about how a teacher establishes his/her authority by offering interesting lessons.

It has been suggested by Doyle (1986), Romi, Lewis, & Roache (2013) that classroom management refers to all actions taken by the teacher to create an effective classroom atmosphere where students could be highly engaged in lessons. According to Brophy and Good (2003), classroom management is different from a discipline plan; it includes the teachers' beliefs and values, as they relate to discipline, but also how they intertwine with various other underlying aspects of the class' structure.

In 2015, a seminal article was published entitled "Effective Classroom-Management & Positive Teaching" by Katharina Sieberer Nagler and it has indicated that



everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to the children and handling their responses, putting routines in place (and then executing, modifying, and reinstituting them), developing rules, and communicating those rules to the students. These are all aspects of classroom management.

### **2.3. Classroom Management in EFL**

For many teachers, whether experienced or novice, controlling classroom environment has been overwhelming. Even teachers with 25 years of experience can still face classroom management 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).

The term “classroom management” in EFL goes a little beyond the general classroom management perception just as because the teaching instrument is a new language. Definitions of classroom management in EFL abound which some of the researchers agree and some consider it from different angles.

According to Scrivener (2012), classroom management is the way teachers manage students’ learning by organizing and controlling what happens in their classroom. Classroom management, based on Nasey (2012), refers to those actions of the teacher which ensure that things get done. Likewise, classroom management applies to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning occur (Martin & Sugarman, 1993). Typically, it is the ability to control what happens in the classroom.

Gower and Walters (1988) propose taxonomy on classroom management issues which are 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. Furthermore, 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 classroom management. Baker and Westrup (2000) also highlight the significance of achieving good

classroom management 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).

It is not the will or desire of any one person which establishes order but the moving spirit of the whole group (John Dewey, 1963). A good classroom manager carefully plans everything that occurs in the classroom from the seating arrangements to instructions for students who finish planned activities early (American Federation of Teachers, 1995-96). McLeod & Fisher & Hoover (2003) asserts that the basic role of the teacher is to be instructional leader and the teacher must deal with the social, intellectual, and physical structure of the classroom. According to them, classroom life involves planning the curriculum; organizing routine procedures; gathering resources; arranging the environment to maximize efficiency, monitoring student progress; and anticipating, preventing and solving problems. McLeod & Fisher & Hoover (2003) explain the key elements of a well-managed classroom in the following way:

- efficient use of time and classroom space
- implementation of strategies that influence students to make good choices, rather than ones that attempt to control student behavior
- wise choice and effective implementation of instructional strategies

Soares (2007) claims that teacher educators overlook the issue of classroom management by putting forward theories and pedagogy that revolve around the concept of ideal learners. Chaves Varon (2008), in looking at the strengths and weaknesses in a teaching practicum, found that student teachers were not being properly trained to manage a classroom, and Insuasty and Zambrano Castillo (2011) identify classroom management as one of the most commonly discussed issues during the feedback sessions between supervisors and pre-service teachers. Classroom management has been identified by pre-service teachers as a subject about which there is fairly wide disparity between what is taught in university classes and seminars and the theoretical construct upon which many behavioral plans are based (Stoughton, 2007). During their practicum, they find disruptive

talking, persistent inaudible responses, sleeping in class, unwillingness to speak in the target language (Wadden & McGovern, 1991) and lack of interest in class (Soares, 2007).

Especially in today's world, the variety of stimuli in learning environments, the reality of social change leading to a diversity in the interests and needs of learners, and the heterogeneity in the background of the students, such as ethnicity, gender, ability, health, nationality, geographic region, social class, and age (Cushner, McClelland, & Safford, 2009; Gay & Howard, 2000) exacerbate the fact that classroom management has been a more serious concern for teachers than it has ever been before (Emmer & Stough, 2001; Milner & Tenore, 2010).

## **2.4. Classroom Management Techniques Studied in This Study**

### **2.4.1. Planning Critical Moments**

“When teachers present a topic with enthusiasm, suggesting that it is interesting, important, or worthwhile, students are likely to adopt this same attitude. Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity” (Helmke, 2012). Nunan and Lamb (1996) state that when one starts actual teaching it becomes clear that efficient language teaching is much more than merely applying a pre-designed plan. Scrivener (2011) argues that the teachers prepare thoroughly; but in class, they teach the learners, not the plan. Planning is imagining the lesson before it happens and it involves prediction, anticipation, and sequencing, organizing and simplifying (Scrivener, 2011).

In his article on how to start a lesson, Rhalmi (2016) points out that the beginning of a lesson is crucial because the most of important part of a lesson occurs during the first five minutes. If the teacher manages to engage students right away and catch their attention, then there is a good chance he or she will not suffer from indiscipline and the delivery of the lesson will go smoothly; it is very important for teachers to start their lesson in a way that attracts students' attention and get them ready for the different points teachers want to teach (Rhalmi, 2016).

One study published in NGL (National Geographic Learning) by Turner examines that in some classrooms, English language learners seem to be lost; these students sit by

themselves, rarely talk or interact with other students, make few attempts to open their books or join into classroom discussions, and gaze silently at the teacher during the instruction. In other classrooms, however, English language learners seem to fit into the flow of classroom life; they are willing to communicate with other students and with the teacher, they take risks to participate in classroom conversations, and they are much more engaged with books and other reading materials during the instruction.

Research has shown that teachers must get to know English language learners in their classroom in five important ways: get to know them as language learners, as literacy learners, as content learners, as cultural learners, and as digital learners. Most of the public schools in Turkey have traditionally viewed children who are learning English as language learners and in some ways literacy and content learners. Language learners study English in two forms: conversational language which enables students to communicate in a variety of informal ways and represents the kinds of social talk, on the other hand, academic language which is conceptual, abstract and content-oriented. Good readers, including those who are learning English, need a variety of literacy skills, including phonemic awareness, phonics, vocabulary, oral reading fluency, comprehension, writing and spelling (August & Shanahan, 2006; Shanahan & Beck, 2006). On one hand, Fitzgerald (1993) argues for the idea “a number of programs for English language learners have focused on discrete parts of the English language (e.g., nouns, verbs) and/or isolated grammatical skills rather than on higher-order processes such as comprehension, summarization, or composition” by emphasizing English language learners are not viewed as content learners.

Taken together, these results suggest the needs analysis to the teachers which will include learners’ level, needs and expectations, in short, it is better to know who your learners are. Within this context, needs analysis is an important means of carrying out research prior to designing and evaluating lessons/materials/syllabus and it helps draw a profile of students/course in order to determine and prioritize the needs for which students require English (Richards et al, 1992, cited in Jordan, 1997:20).

Decide what to plan and what order to put the stages in (Scrivener, 2011). Organization of the stages of a course is extremely important in enhancing students’ learning. According to Harmer (2001), planning a sequence of lessons is based on the same principles as planning a single lesson, but there are number of additional issues which teachers need to pay special attention to such as before and during, short and long-term

goals, thematic strands, language planning, activity balance. Planning a successful sequence of a lesson means taking all these factors into consideration and weaving them together into a colorful but coherent tapestry (Harmer, 2001).

The ability to perceive the difficulties which may arise during the course is another critical moment in managing the classroom. The aim is to deal with the elements which may challenge the students as far as possible so that the instructional flow is not interrupted and the learning environment is not compromised. “Expert teachers create a classroom climate that welcome admission of errors; they achieve this by developing a climate of trust between teacher and student, and between student and student. The climate is one in which ‘learning is cool’, worth engaging in, and everyone – teachers and student – is involved in the process of learning (Hattie, 2012). Especially in ELT, language analysis is essential which involves some research and careful thinking. “Even after many years teaching, the night before a lesson, I still find myself checking my grammar books, books on usage, a dictionary or two – and then making a few notes” (Scrivener, 2011).

Scrivener (2011, p. 385-386) also states “One of the important steps towards becoming a better teacher involves an increased awareness about what you do now and openness to the possibility of change. After having taught a lesson, it can be tempting to see it completely uncritically in broad shades of extremes either as a huge success or as a complete failure. Some teachers may be tempted not to think about the lesson at all. The alternative is to try and take an objective, more balanced view of what happened: first to recall what happened, and then to reflect on that and look for what was successful and for what could be improved.” Walters & Frei (2007) support the idea that after a lesson, teachers need to assess whether the lesson objectives were met and whether concepts need to be reviewed or retaught in different ways.

#### **2.4.2. Activities**

The classroom environment is influenced by the guidelines established for its operation, its users, and its physical elements (Stronge & Tucker & Hindman, 2004). Milkova (2012) asserts that as you plan your examples and activities, estimate how much time you will spend on each; build in time for extended explanation or discussion, but also

be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding.

According to Scrivener (2011), activities or tasks are the building blocks of an English lesson. He defines this fairly broadly as ‘something that learners do that involves them using or working with language to achieve some specific outcome. The outcome may reflect a ‘real-world’ outcome (e.g. buying train tickets at the station) or it may be a purely ‘for-the-purpose-of-learning’ outcome (e.g. learners fill in the gaps in twelve sentences with present perfect verbs).

Classroom activities as active learning strategy have been drawing broad interest, in which students gain various skills from hands-on experience to practice their communication skills. A number of studies have shown the benefits of classroom activities. For example, Moore (2011) thinks that classroom activities can (1) engage students in learning activities, facilitate learning by doing, and practice communication skills; (2) provide many benefits, give immediate feedback to students, arouse a high degree of students’ interest and enthusiasm, meanwhile allow teachers to work with a wide range of student capabilities, and allow experimentation with a model of the real environment.

Each lesson in each branch contains activities in itself. An English lesson with no activity is unimaginable. The learning process has to be successful in order to make an engagement between the students and the language, actually is quite difficult to find how active students are in the learning process and how thoroughly they take responsibility for knowledge construction have been linked to learning, to favorable learning experiences, and to students’ attitudes (Bonwell & Eison, 1991).

Harmer (2001) suggests that students are given a task to perform and only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments which the students’ performance of the task has shown to be desirable. As noted by Harmer (2001), a typical language lesson will most probably include this suggestion or similar. According to the Scrivener (2011), teachers should have a basic route map plan for running even a simple activity:

- Before the lesson: familiarize yourself with the material and activity; prepare any materials or texts you need.

- In class: lead-in / prepare for the activity.
- Set up the activity (or section of activity), ie give instruction, make groupings, etc.
- Run the activity (or section): students do the activity, may be in pairs or small groups while you monitor and help.
- Close the activity (or section) and invite feedback from the students.
- Post-activity: do any appropriate follow-on work.

Peter F. Drucker (1954) says that until we can manage time, we can manage nothing else. The daily schedule is based on a variety of factors such as state- or district-mandated time periods for a given subject, bus schedules, and local school schedules for special classes, lunch periods, and teacher planning time (McLeod & Fisher & Hoover, 2003). Wong & Wong (1998) describe four different types of school-day time:

- ✓ Allocated time: the total time for teacher instruction and student learning
- ✓ Instructional time: the time teachers are actively teaching
- ✓ Engaged time: the time students are involved in a task
- ✓ Academic learning time: the time teachers can prove that students learned the content and mastered the skill

According to research reported in Wong and Wong (1998), the typical teacher consumes 90 percent of allocated time. Yet the only way a student learns anything is by putting in effort—by learning to work.

“Effective time management is one of the skills necessary for success in school as well as in everyday life and in the work world. Students need time to practice, rehearse, review, apply, and connect new learning and relate it to their everyday lives. Teachers who effectively manage time give their students the best opportunity to learn and to develop personal habits that lead to wise use of time” (McLeod & Fisher & Hoover, 2003).

Teachers are expected to find various techniques for keeping more students on task for more of the instructional time while it may be impossible to expect every teacher to have every student working potentially every second of the day. Research is clear that the most effective teachers minimize wasted time and maximize the time that students are actively engaged in learning (Echevarria & Vogt & Short, 2004). The following list from

the research of Walters and Frei (2007) offers support in ensuring that lessons are well-planned.

- Before the lesson, materials are gathered and preparation for lesson activities is completed.
- Teachers plan to engage students by anticipatory activities that connect their prior knowledge to the content they will be learning and creating excitement for the activity.
- The students are given the chance to practice and apply the skills and new knowledge practice activities with teacher support, as well as independent practice.
- The teacher brings closure to the lesson and ties in key concepts to the overall unit of study.

Once a teacher is actively incorporating these components in daily lesson planning, the teacher may find that students are naturally working more on task simply because there is not time to be engaged in other activities.

Constructivism refers to the teacher's ability to analyze students' understanding and ways of learning and then customize the teaching approach to fit their learning styles (Brooks & Brooks, 1999). During the lesson, teachers try to make sure of student understanding and monitor student learning. While some teachers prefer walking around the classroom just to monitor the students, the others may prefer actively to assist the students who are having difficulty in doing activities.

“Providing help to those who need it and giving alternative tasks to students who have demonstrated mastery of the assignments will help to prevent boredom and classroom disruptions. This will go a long way to ensure proper classroom management. While doing a classroom activity, typical examples of students are those who are slow to complete assignments, who want constant help, who consistently finish early and who are unmotivated. In this case, the teacher might need to reevaluate the amount of work assigned, assign a peer helper for a short period and arrange extension activities that go with each assignment” (Walters and Frei, 2007).



### 2.4.3. Classroom Interaction

The term “interaction” is made up of two morphemes – inter and action. It is a mutual action or influence. Malamah-Thomas (1987) and Dagarin (2005) defines “interaction” as a two-way process which takes place between participants or interactants. In terms of classroom context, interaction usually occurs between teacher and student participants, but also between students and students (Tsui, 2001; Lo & Macaro, 2012; Kim, 2013; Salam & Shahrill, 2014; Scrivener, 2011). Interactions can be embedded into the process and used as a constructive tool to enable development, or they can be a by-product of a more formal classroom occurring through pupil initiation rather than premeditated pedagogical design (Hennessy & Murphy, 1999; Murphy & Hennessy, 2001).

Classroom interaction is a multifaceted phenomenon (Wu, 1998) as it has some distinctive features such as interaction usually follows IRF (Initiation-Response-Feedback) pattern; and underlines some pedagogical methods such as; negotiating meaning, drilling, elicitation, reformulation, TTT (teacher talking time), STT (student talking time), and so on (Walsh, 2006). All these methods are regarded as pedagogical techniques because they entail learning or teaching methodologies (Thornbury, 2006). Besides, Edwards-Groves and Hoare (2012) regard the classroom interaction as a core practice of teaching and learning.

The amount of TTT (Teacher-Talking Time) and STT (Student-Talking Time) relies upon different viewpoints such as pedagogical principles and the particular goals of syllabus (Nunan, 1991; Chaudron, 1988). In this context, a learner centered approach emphasizes more on student talk in the L2 classroom context (Hitotuzi, 2005). Learner centered classes are where the students work collaboratively, STT is high and students are given sufficient time and opportunity to listen and consider the ideas of other students. On the other hand, Cullen (1998) in a study showed that a classroom interaction at a lower secondary school was heavily teacher-led, and the teacher’s excessive talk in the class was supportive for learning.

Long (1996) asserts that interaction facilitates comprehension and acquisition of semantically contingent speech and negotiation for meaning. In other words, interactive input is more important than non-interactive input (Ellis, 1994). Classroom interaction is

beneficial as Krashen's (2013) comprehensible input hypothesis indicates that interactive exposures foster learners' language acquisition.

The communicative language teaching theory reveals that communication and interaction are the purpose of language learning (Richards & Rogers, 1986), and previous studies on communicative language teaching (Hymes, 1972; Nunan, 1991) show that interaction facilitates the learning of language functions as well as of target language forms. On the other hand, Vygotskian sociocultural theory (Hall & Walsh, 2002) views the act of language learning as a social activity in which children build their knowledge through the help and scaffolding of more knowledgeable peers or teachers. Interaction in language classrooms are important social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users (Luk & Lin, 2007). In their research, Luk & Lin (2007) have also found that students develop multiple identities through their classroom interactions with their language teachers.

The study by Long, Adams, McLean, and Castanos (1976) found that students working in small groups produce better language production compared to learners working individually. This suggests that group work offers more opportunities for learners to produce language. Wong-Fillmore (1982) demonstrated that interactions between a teacher and individual students, as well as between and among learners influence L2 learning.

The classroom interaction can contribute to facilitating as well as obstructing learning opportunities (Walsh, 2002). Interaction in classroom centers on learning (Walsh, 2012) – it opens the opportunities of learning. This declaration sounds arguable because students learn from the teacher talk, such as Wasik and Hindman's (2014) study shows that the teacher talk fosters children's vocabulary learning. The children also learn from their own talk when engaging in a pair or group work (Otienoh, 2015). However, some claim that classroom interaction can sometimes hinder learning – such as an excessive teacher talk and intervention may decline learning potential (Walsh, 2002). “The process of designing lessons with meaningful interactions in ESL classrooms may pose several challenges such as incorporating various forms of interactions, achieving the lesson goals through such interactions, participation of students in meaningful interactions, and making sure that all the students engage in conversations and learn from the teachers as well as from themselves” (Thapa & Yin, 2013).

Conversations between and among various parties in the classroom have been referred to as educational talk (Mercer & Dawes, 2008) or exploratory talk and presentational talk (Barnes, 2008); presentational talk is the one-way lecture conducted by the teachers in the classroom which contributes little to encouraging and engaging students in a communicative dialogue; on the other hand, exploratory talk is a purposeful conversation, often deliberately designed by teachers, which provide opportunities to students to engage in “hesitant, broken, and full of dead-end” conversations enabling them to “try out new ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns”.

Another point that should be considered for an effective classroom interaction is to establish a good rapport in the classroom. While emphasizing the importance of rapport, Scrivener (2011) shares his experience on his teachers at school “I find it quite hard to recall details of any specific individual lessons, but I can recall – quite strongly – the way that the teacher related to the class and how I felt in this teacher’s presence. I think of some whose lessons were bright and enjoyable, some whose lessons were frightening and tense, some who seemed to bring out the best in me and some who closed me up.” Houston (1990) has written that the foundation of rapport is to learn yourself enough that you know what style you have and when you are being truthful to yourself.

Carl Rogers, the American psychologist, suggested that there are three core teacher characteristics that help to create an effective learning environment. These are respect (a positive and non-judgmental regard for another person), empathy (being able to see things from other person’s perspective, as if looking through their eyes) and authenticity (being oneself without hiding behind job titles, roles or marks). “When a teacher has these three qualities, the relationships within the classroom are likely to be stronger and deeper, and communication between people much more open and honest. The educational climate becomes positive, forward-looking and supportive. The learners are able to work with less fear of taking risks or facing challenges. In doing this, they increase their own self-esteem and self-understanding, gradually taking more and more of the responsibility for their own learning themselves rather than assuming that it is someone else’s job” (Scrivener, 2011).

#### 2.4.4. Attention Getting Strategies

Success in language learning depends less on materials, techniques and linguistic analyses and more on what goes on inside and between the people in the classroom (Stevick, 1980). However, Chomsky (1988) emphasizes the importance of attention in the learning process by writing “The truth of the matter is that about 99 percent of teaching is making the students feel interested in the material.”

It is difficult for many teachers to attract the attention of the student throughout the lesson, especially language teachers may need to use a bit more techniques to get the students' attention on the language. Harmer (2001) defines the language teacher as a kind of teaching aid, a piece of teaching equipment; the teacher is especially useful when using mime and gesture, as language models, and as providers of comprehensible input.

According to McNeill, gestures are “the movements of hands and arms that we see when people talk.” (1992). Several researchers offer how gestures are advantageous:

- “Gestures may serve to stimulate thought in the gesturer (Goldin-Meadow, 2000)
- “Gestures may serve to connect the concrete, external world, with the abstract, the internal world of thought” (Graham, 1999)
- “Gestures may lessen the cognitive load by decreasing the amount of talk required to communicate an idea” (Goldin-Meadow, 2000)
- “Gestures may also provide individuals with an opportunity to share their thinking in a way that has less perceived social risk” (Goldin-Meadow, 1999; 2000).

“It is not difficult to pretend to be drinking, or to pull a sad face. The ability to demonstrate words like *frightened* or *old* is fairly easy for many language teachers, just as shrugging shoulders can be used to indicate indifference. We can also use gesture to express or demonstrate meaning. Thus, fingers can be used to show how verbs are contracted, and arms can be used to ‘conduct’ choral repetition. Stress can be shown through clapping or clicking fingers, and intonation can be explained through a kind of drawing in the air” (Harmer, 2001).

Some teachers achieve congruity of body language, tone and words intuitively. They are the performers who know how to hold the students' attention effortlessly. In his article, Pulda (2004) argues that always speaking loudly during the lesson or keeping a

weak voice tone to run the lesson smoothly may seem like effective tools for classroom control; however, effective classroom management does not require silence or unproductive noise. Scrivener (2011) draws our attention to using right tone in the classroom by writing “Project your voice clearly, but speak rather than shout. Control the quantity and complexity of what you say. Say what you need to as simply and clearly as possible.”

The use of elicitation during instruction process is another pedagogical and attention getting strategy which prompts the student to be alert and self-correct. The teachers use eliciting technique for various purposes such as eliciting chunks and organized speech (Brown & Yule, 1983), long answers and personal information from students (Doff, 1988).

According to Scrivener (2011), ‘eliciting’ means drawing out information, language, ideas, etc from the students and it is a technique based on the principles that:

- Students probably know a lot more than we may give them credit for;
- Starting with what they know is a productive way to begin new work;
- Involving people in a question-and-answer movement towards new discoveries is often more effective than simply giving lectures.

Whether the elicitation is techniques is more suitable to use in a lower level or an advanced level of EFL classes is a controversial issue among the researchers. The study by Panova and Lyster (2002) demonstrated that the elicitation was more successful in beginner level classes because elicitation led to the highest rate of learner repair. Likewise, Han and Jung (2007 cited in Lee, 2013) concluded that elicitation often used by the teachers resulted in a significant learner repair at lower level classes. On the contrary, Lee’s (2013) study showed that the elicitation resulted in lower rate of learner repair in advanced-level classes; rather, the use of recasts resulted in the highest rate of update.

In his review of eliciting, Scrivener (2011) identifies three steps: (1) I convey a clear idea to the students, perhaps by using pictures, gestures or questions, etc. (2) They then supply the appropriate language, information or ideas, (3) I give them feedback. I can elicit: language, ideas, feelings, meanings, contexts, memories, etc. I can’t elicit: things they don’t know (Scrivener, 2011). Correspondingly, giving clear instructions in an

ESL/EFL class and using ICQs (Instruction Check Questions) is highly important. In my CELTA experience in 2013, one of my tutors said “Please stop asking ‘OK?’ after giving your instructions as it is no way of understanding that your students really understand what to do.” Thus, some tips for better instructions are getting full attention, grading the language, cutting out unnecessary language, staging and planning the instructions, demonstrating and monitoring the activity straight way (CELTA Course, 2013). In the same way, Laura Greenwood, in one of her article about using CCQs (Concept Check Questions), says that it does not matter how a teacher phrases: “Do you understand?” All of these questions are ineffective attempts at checking meaning with ESL/EFL students. According to Greenwood (2011), a concept checking question seeks for the essence of meaning in the target language. By using CCQs, the teacher draws out what the learners know about the new language and clarify and add to learners’ knowledge.

#### **2.4.5. Tools and Techniques**

“Active learning derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways” (Meyers & Jones, 1993). “For the sake of maintaining student interest, and facilitating meaningful, and eventually self-directed learning, it can be very helpful to vary the teaching and learning activities you employ in the classroom. It is likely that you are already using teaching and learning techniques that help students to engage actively with the concepts you are teaching, and there are still more ways to expand the learning experiences you create – some very low risk, some more complex, but all can be effective, especially if you establish this pattern of interaction from the first day of your course” (Celt Tip Sheets, 2010).

Many English language teachers may not have the opportunity of deciding what variety to teach to their students because this may already be authorized by Ministries of Education, school boards, and/or school directors. Nevertheless, teachers can revive their practices with the different varieties of English that exist and consider a balanced approach to teaching English. Such an approach would include two key considerations:

- Teachers need to carefully consider their teaching context: The variety of English emphasized should be based on the teaching context, the teachers (including their

own teaching abilities and style) as well as the learners' educational and cultural needs (McKay, 2002).

- Teachers need to prepare learners for future international English encounters by exposing them to other varieties of English (Matsuda, 2003) and by teaching them strategic competence when interacting with speakers who speak other varieties of English (Farrell & Martin, 2009).

In EFL/ESL classroom management, grading the language is a sort of savior. Grading your language means adjusting your speech to the level of your learners. This can include how fast you talk, how much you utter, and which words you use (phrasal verbs, slang, formal or informal language, etc.). If you speak too quickly or use too much unfamiliar language, learners will not be able to follow your instructions or grammar clarification. In her presentation, Lozier (2014) states that the goal is clarity in grading the language, therefore diplomatic phrasing, deferring/polite language, extra/unnecessary words should be avoided.

Harmer in his book (2001) studies the language study techniques which language teachers can use to ensure that students not only understand the meaning of a language form and how it is used in exchanges or texts, but also clear about its construction:

- **Demonstration:** We can demonstrate the language forms which we want students to study by offering them a situation which shows the language in action and then modeling the language ourselves.
- **Explanation:** We can explain the construction of language in diagrams using the board or overhead projector. We can use finger-pointing e.g. to show how contractions are made.
- **Discovery:** Students can be encouraged to understand new language forms either by discovering them for themselves in a text, or by looking at grammatical evidence in order to work out a grammar rule.
- **Accurate reproduction:** We ask students to repeat new words, phrases, or sentences in a controlled way, correcting them when they get things wrong and showing approval when they use the form correctly.

- Immediate creativity: Where students show an understanding of the meaning, use, and construction of the language form we are focusing on, we can ask them to create their own sentences using the language form.
- Check questions: We can use check questions to see if students have understood meaning and use.

The concentrated attention and sustained interest developed by means of aids are the most important to learning as the child is interested in things s/he can see, hear, touch, taste, plan, make, do and try (Anuradha & Tai, 2010). Thus, effective use of classroom equipment such is another important factor in classroom management.

In an analysis of using the board, Scrivener (2011) argues that one resource that almost every teacher has is a board, whether it is a small board on an easel, a wide chalk board, a pen board or an interactive computer board. “Although it is possible to write randomly on the board as things occur in the class, it is worth paying a little attention to organizing items and here are some board thoughts:

- a vocabulary column for new words, with a second column for examples sentences and notes,
- a substitution table for a new grammar item,
- a space to stick up sketch pictures to help when telling a story,
- questions for students to think about when listening to a recording” (Scrivener, 2011, p. 70).

In their study, Anuradha & Tai (2010) state that an outstanding development in modern education is the increased use of supplementary devices by which the teacher through the use of more than one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretations and appreciations; increase knowledge, arouses interest and even evokes worthy emotions and enriches the imagination of children. According to Harmer (2001), for example, the use of videotapes has been a common feature in language teaching for many years and there are many reasons why video can add a special, extra dimension to the learning experience:

- Seeing language in use: one of the main advantages of video is that students do not just hear language, they see it too.



- Cross-cultural awareness: video uniquely allows students a look at situations far beyond their classrooms.
- The power of creation: when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- Motivation: most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

“With the growing accessibility of the Internet and the possibility of using interactive whiteboards to display video content, we now have a large number of new possibilities for using video films and clips in class. However, it is important that we find ways to exploit video material in more useful ways to help students learn” (Scrivener, 2011).

As well as technology, there are many useful teaching aids in language classrooms such as flashcards, picture stories, storytelling, songs, fillers, lexical games, dictation, poetry, drama, projects and etc. A language teacher should consider employing a range of these in his/her own teaching. Authentic materials such as newspapers, job application forms, envelopes, medicine labels, etc. are also very useful in language teaching. These materials are sometimes known as “realia” and, according to Berwald (1987), realia refers to real objects, not copies, models, or representations-from a particular culture and they are designed for use in real-life situations, not for use as instructional tools. Although not designed for instructional use, realia and other authentic materials provide a wide range of printed and spoken messages that can be used as primary or secondary material in a language classroom (Berwald, 1987).

## **2.5. Research on Classroom Management in the world**

Research all over the world has shown that classroom management is a longstanding issue for both pre-service and experienced teachers as the situations in classroom environments are not stable. While some researches focus on similar points in managing classroom, some researches try to deal with different viewpoints of classroom management.

Jones (1989) in his study points out that teachers must comprehend available methods and use these attentively and systematically in order to effectively utilize updated knowledge in classroom management. Jones (1989) especially studied on teacher skills needed to develop such as organization and instruction, interpersonal relationships and student behavior management for the establishment of effective classroom management. It is concluded that they should not only act as responsible, qualified professionals but also increase the proportion of success while minimizing any possible disapproved behavior of them.

Stensmo (1995) observed 5 teachers of the second grades in a study examining classroom management styles in terms of five management tasks: planning, control, motivation, grouping and individualization. Along with collecting the data through observation, it was reported that one of the teachers focused on subject matter reflecting a production oriented style and adopted teacher defined goals while the other teacher revolved around individual students by caring their needs and feelings, which is a more relation oriented style. “The case studies are compared by specific categories including philosophy of education and the five management tasks and discussed showing how each management style is best suited to particular situations and student needs” (Stensmo, 1995). As a result, it is clearly seen in the study that no one management style is better than another.

Dinsmore (2003) concluded that classroom management was much more than a discipline plan in his action plan. Despite the fact that a teacher’s belief and values are important factors of classroom management, the results show that other elements of class structure such as the amount of teacher preparation, the classroom environment and presentation methods are very effective. Teachers can positively influence classroom management by examining these areas (Dinsmore, 2003).

Sakui (2007) in her study aimed to describe various experiences among EFL teachers while managing the classroom. She observed that some teachers needed to assist in their students’ psychological and emotional problems during breaks or after school. Besides, the researcher concluded that teachers needed to investigate the connection between classroom management and the meeting of academic goals carefully. As a result, the study of Sakui (2007) proposed three different, yet interrelating, ways to analyze classroom management: spatial arrangements, teacher – student roles, and the cognitive

complexity of an activity. “Thus, teachers should be encouraged to find their own useful frameworks and apply them to their own teaching contexts” (Sakui, 2007).

Garrett (2008) conducted a study into recording the classroom management beliefs and practices of three teachers known to implement student-centered instruction and analyzing the relationship between their instructional and managerial approaches. The researcher found that the teachers participated in this study highlighted the importance of student-centered instruction depending on hands-on activities, small group work, projects and discussion to a great extent with the aim of engaging students and fostering active participation. Misbehavior was off thanks to positive learning environment created by three productive teachers.

In their joint study, Mansor & Eng & Rasul & Hamzah & Hamid (2012) studied the characteristics of an effective English teacher and addressed the classroom management issue, as well. The findings were discussed under three categories: teacher role, subject matter, and classroom management. Finally, the researchers proposed six remarkable characteristics of an effective teacher: (i) loving the profession; (ii) being independent from the lesson time; (iii) arranging the classroom environment physically and psychologically well; (iv) good scaffolding; (v) associating values, leadership and thinking skills into the lesson and (vi) setting the classroom rules and boundaries through repetition and humour.

In a study conducted by Nagler (2015) to offer practical information for teachers to become more knowledgeable, skilled and effective in their work, classroom climate, expectations, motivation, and methods for constructive reflection are investigated to support teachers in developing a positive learning environment. Nagler (2015) conducted the study with 13 teachers in an elementary school by using a questionnaire on the following areas: Classroom atmosphere, Clearly structured lessons, Questions from students, Active time to learn, Feedback and praise, Handling mistakes, Teaching and learning that was memorable, Handling troubles, Humor, Behavior of the teacher, Students' behavior indicating motivated learning, School certificate. In general the findings show that the observation from the director and how the teachers rated their own classroom are mostly are not the same. It is important that the teacher gets feedback from another teacher or from the director to the teacher behavior. The results show that the teachers do need more knowledge to teach successfully in the following areas: feedback and praise, handling with mistakes, questions from students, clearly structured lessons.

In the same year, Macias and Sanchez (2015) observed 34 pre-service teachers, 10 practicum supervisors, and 17 cooperating teachers in the EFL teacher education program in a study examining classroom management problems among pre-service foreign language teachers in a teacher education program at a public university in Colombia. The study found the classroom management a serious problem for most pre-service teachers. According to the results of this study, the classroom management challenges pre-service teachers usually face, notwithstanding the school setting, vary from insufficient conditions in the classroom environment, pre-service teachers' seeing themselves as college students, and learners' misbehaviors and low language levels to more precise acts of negative attitudes such as physical aggression, insulting or bullying other students, and showing disrespect to the teacher. Together, it was proved that teachers established rules to maintain control and reinforce consequences for negative behavior; only a few focused on pursuing student involvement and promoting students' positive attitudes toward the class. Furthermore, participants equally asked for alternatives that include a training on classroom management, which has never been offered; more observation tasks, which have been limited to two or three hours before the practicum starts; and promoting and socializing successful teaching practices with new pre-service teachers throughout the practicum.

## **2.6. Research on Classroom Management in Turkey**

Turanlı & Yıldırım (1999) conducted a study on teachers' classroom management behaviors in ELT classes. In this study, two researchers examined the classroom management from the point of view of Turkish students in an English preparatory school. According to the results, teachers were required to be willing to teach, aware of students' individual needs, motivate and encourage the students, be patient, clearly describe the objectives and give necessary feedback. In addition, teachers were also expected to manage time, misbehavior, and classroom environment efficiently.

In a study investigating the relationship between teachers' classroom management skills and their job satisfaction levels, Akın (2006) concluded that there was a positive and significant relationship between two situations and teachers should be equipped with better management skills in order to have high level of job satisfaction. Besides, some

independent variables such as management style of managers, salary, teaching stages and branches were found to affect teachers' classroom management skills and their job satisfaction levels.

In 2009, Eveyik-Aydın & Kurt & Mede investigated the beliefs of one Turkish teacher of English as a foreign language on managing classroom and tried to find out the similarities and/or differences between her classroom management beliefs and existent teaching style. The results were evaluated under three assertions by the researchers: teaching, learning and teacher's role. The participating teacher defined her teaching belief as creating a stress-free and cooperative classroom environment in which students should be allowed freedom to engage in their own interest as well as applying the principles and techniques driven from university-based theories and methods. Secondly, the teacher stated that it was crucial for her students to feel valuable and be perceived as individuals. She also called attention to the continuing nature of learning process and extensive learning outside of the class. Thirdly, the participating teacher defined an effective teacher's humanistic, a guide not a ruler and a facilitator not a director. Her views on managing the classroom efficiently were supported by the observations of the researchers.

Şahin (2012) used a questionnaire to identify effective classroom management behaviors of Secondary School English Language Teachers in terms of the views of teachers and students and identify whether their views differ according to the gender and status. By addressing different dimensions of classroom management such as planning, motivation, teaching, feedback and correction, and preventing misbehaviors in the study, the results show that the frequency of effective classroom management behaviors of English Teachers do not differ while there is a significant difference between the opinions of students and teachers.

In 2012, Toprakçı analyzed the concept of classroom management in a very different way by suggesting a new approach and a new horizon. He claimed that the title of 'Classroom Management' is not used correctly as the classroom is just a room of class in which teaching and learning activities take place and therefore the title of 'Class Management' or 'Class Based Management' will be more accurate. The researcher (2012) suggested that such a conclusion may contribute to the fact that the concept of class management lacks the base of knowledge to be placed on a scientific basis. Thus, the

concept of "class" should be interpreted as an "organization" rather than a classroom. Then the order of the related sciences; Education Management, School Management, "Class Organization Management" or Class Based Management" and "Class Management" will be or should be. The study suggested that researchers should comb through the concept of 'Classroom Management' again.

Ersözülü & Çaycı (2016) examined the opinions of 23 experienced teachers with 25 or more years in teaching profession regarding the changes in their understanding of classroom management in general in order that the study would contribute to the discussions about the development of classroom management which is crucial for student success. Data collected through semi-structured interview form showed that the authority of teachers in classes has decreased and it has become more difficult to maintain discipline in classes because of the changes on behaviors of students from past to present and changes in the roles of teachers. When the results are generally considered, participant experienced teachers are using the classroom management techniques they have acquired in the beginning of their profession in spite of the fact that their desire to adapt to the changes. As a result, it is seen that the teachers participating in the study try to combine their traditional methods in managing classroom with constructivist approach.

## **2.7. The place and the need for this study**

For many years, different researchers have identified numerous theories, practices and characteristics associated with the issue of classroom management. As it is stated above, the significance of classroom management for effective teaching and learning is crucial.

The present study gains significance as the results can shed more light on the classroom management in English language teaching. The present study offers opportunities to study issues on classroom management in the field of EFL from different perspectives. In addition, identifying EFL teachers' classroom management techniques offers insights to curriculum decision-makers about what is going on in the classrooms for maintenance of efficient learning environments. Furthermore, the findings obtained will be useful for the pre- and in-service teacher training programs to improve their management skills for more effective learning environments.

This study also provides important insights for school executives at state schools in Turkey by identifying issues on classroom management techniques of English language teachers. Accordingly, this will help administrators and teachers in deciding their policies for their institutions and lessons so as to foster the flow in an ELT lesson.



## CHAPTER 3

### METHODOLOGY

#### 3.1. Presentation

This chapter presents research questions, description of participants, data collection instrument, data collection procedure, data analysis procedures and limitations of the study.

#### 3.2. Research Questions

The purpose of the study is to understand the views of EFL teachers who work in state schools on classroom management according to their 5 demographic characteristics. These demographic characteristics are gender, age, school type, teaching experience and field of study. The teachers' responses to the items in the questionnaire reflecting their views and beliefs with regard to managing an EFL classroom are identified to seek for an effective EFL class environment and see what is going on in the classrooms for maintenance of efficient learning environments.

The present study seeks to find answers to the following research questions:

1. Do male and female EFL teachers differ in their techniques in managing classroom?
2. Is there a significant difference among classroom management techniques of EFL teachers regarding the years of their experience?
3. Do EFL teachers in Secondary Public Schools and EFL teachers in High Public Schools differ in their classroom management techniques?
4. Is there a significant difference among classroom management techniques of EFL teachers in terms of the age?
5. Is there a significant difference among classroom management techniques of EFL teachers in terms of the fields of study?



### 3.3. Participants of the Research

The planned target group of the study consists of 238 English language teachers teaching English as a foreign language in different secondary and high public schools in the province of Çorum. However, 21 of these teachers refuse to participate in the study and do not answer the items in the questionnaire. Finally, 217 English teachers have participated in the study and answered the questionnaire.

In the first part of the questionnaire, personal background of the participants is identified. As seen in the following table (Table 2.2.1), 63,1% of the teachers are female, 36,9% of them are male. The percentage of participants working in Secondary Schools is 57,6% while the percentage of them working in High Schools is 42,4%. While 35,9% of the teachers are in 29-34 age group, the following percentages are 24,9% for 35-40 age group, 22,1% for 22-28 age group and 17,1% for 41 – more age group. With regard to teaching experience, 28,6% of the participants have 0-5 year-experience and, 19,8% of them have 6-10 year-experience, 32,7% of them have 11-15 year-experience, 13,8% of them have 16-20 year-experience and 5,1% of them have the teaching experience of more than 21 years. Lastly, 73,7% of the teachers are ELT graduates while 26,3% of them have the graduation degree from other fields of study.

**Table 2.1** Distribution of Teachers' Personal Background

<b>Category</b>		<b>Frequency</b>	<b>Percent</b>
		<b>f</b>	<b>%</b>
Gender	Female	137	63,1
	Male	80	36,9
	<b>Total</b>	217	100,0
Age	22-28	48	22,1
	29-34	78	35,9
	35-40	54	24,9
	41-45	26	12,0
	46-more	11	5,1
	<b>Total</b>	217	100,0

	0-5 years	62	28,6
	6-10 years	43	19,8
Teaching Experience	11-15 years	71	32,7
	16-20 years	30	13,8
	21-more	11	5,1
	<b>Total</b>	217	100,0
School Type	Secondary School	125	57,6
	High School	92	42,4
	<b>Total</b>	217	100,0
	English Language Teaching ELT	160	73,7
	English Language and Literature	36	16,6
Field of study	American Culture and Literature	3	1,4
	Translation and Interpretation	0	0,0
	Other	18	8,3
	<b>Total</b>	217	100,0

### 3.4. Data Collection Instrument

In this study, a questionnaire as a quantitative design technique is used to collect data from English language teachers about their classroom management techniques. The questionnaire consists of two parts. The first part is about personal background of the teachers and the second part includes 24 questions about teachers' views and beliefs on classroom management techniques. A cover sheet gives information about the purpose of the study in the very beginning of the questionnaire which assures that the responses of the teachers are reserved.

While preparing the questionnaire of this study, different studies which are similar to the present study are searched and the questionnaires used in those studies are examined. At the end of the research for a questionnaire, 24 questionnaire items are selected from 3 different sources according to the subjects mainly studied in this study. 8 items (7,10,11,12,13,14,17,23) in the questionnaire are adapted from Sari's questionnaire 'The Differences of Classroom Management Styles in Experienced and Novice English Teachers' (2013). 1 item (24) in the questionnaire is adapted from Tuncay's (2003)

questionnaire ‘Class Management in ELT: Who is the ‘Boss’?(2003). Wording of the other 15 questionnaire items (1,2,3,4,5,6,7,9,13,16,17,18,19,20,21) which are derived from different surveys – mainly from Turanlı’s questionnaire ‘Students’ expectations of teachers’ classroom management behaviors in ELT classes. (1999), Kurumehmetoğlu’s questionnaire ‘The Attitudes on Classroom Management Among EFL Teachers in Private and State Primary and High Schools’ (2008) are restructured within the purpose of this study. The questionnaire items focus mainly on five subjects – planning critical moments, activities, classroom interaction, attention getting strategies, tools and techniques while managing an ELT classroom.

A five-point likert scale is used in the questionnaire: 5 (Describes me very well), 4 (Describes me usually), 3 (Describes me somewhat), 2 (Does not describe me), 1 (Describes me not at all).

**Table 2.2** Construction of the questionnaire

<b>Factors</b>	<b>Items</b>	<b>Aims</b>
<b>Planning Critical Moments</b>	1	to learn whether teachers plan how to start the lesson
	2	to learn if the teacher knows what will challenge the students
	3	to learn whether the teacher knows about the students
	4	to see if the teacher gives feedback to herself/himself
	5	to see if the teacher plans what order to put the stages in
<b>Activities</b>	6	to find out what the teacher does while students are on task
	7	to see if the teacher manages the time of the activities
	8	to understand if the teacher can set up the activities and seating without wasting too much time
<b>Classroom Interaction</b>	9	to learn whether the teacher increases student-student interaction
	10	to see whether the teacher pays attention to STT

	11	to see if the teacher encourages the quiet students
	12	to learn the teacher's opinion on who the authority is in the classroom
	13	to see if the teacher relinquish the authority as appropriate
	14	to have information about Teacher Talking Time
	15	to see if the teacher can create good rapport
<b>Attention Getting Strategies</b>	16	to learn if the teacher elicits the point being studied from the students
	17	to see if the teacher uses ICQs (Instruction Check Questions)
	18	to learn whether the teacher gives importance to the concept check
	19	to learn whether the teacher use gestures to help understanding of learners
	20	to understand if the teacher can control his/her voice
<b>Tools and Techniques</b>	21	to see the variety in teaching
	22	to understand if the teacher gives importance to the classroom design
	23	to learn if the teacher uses the classroom equipment efficiently
	24	to find out if the teacher grades the language

After the questionnaire has taken its final form, back translation is performed to ensure precise document translation. This process first includes the initial translation from English into the target language, Turkish by a specialist (ELL, MA) and an equally qualified second instructor (ELL, BA) edits the translation. The target translation is then translated back into English by a separate instructor (ELT, MA) who is independent of the project with no prior knowledge in order to make sure that the original English has been properly translated into the foreign language. Although the back translation is not exactly like the original English text, it gives a fair idea of the content of the text and makes sure that the correct meaning is conveyed.

### **3.5. Reliability of the Questionnaire**

Before conducting the study, three experts' opinions are taken in order to see whether or not the question items of the questionnaire are clear enough, check whether the aims of the study are appropriate and find out whether data collection tool fits to the aims of the study. The experts are chosen from ELT department, Turkish Language Education department and Statistics. The convenience of the questionnaire items and the aims of the study for validity are checked by one of the academician (Assoc. Prof. Dr.) from Hitit University, the department of Turkish Language and Literature. According to the feedback of the expert, three questionnaire items (question 10, 12, 18) are made clearer in Turkish version by simplifying the sentences and dropping superfluous words.

On the basis of the aims of the study with the multiple variables, we have decided to analyze each questionnaire item one by one with a statistician (Assist. Prof. Dr.) from Akdeniz University, Assessment and Evaluation in Education department.

The final draft of the questionnaire is examined by an academic staff from ELT department of Ondokuz Mayıs University. After that process, the questionnaire is piloted to a group of 83 teachers. It is seen that teachers do not have any difficulties in understanding the question items.

### **3.6. Data Collection Procedure**

The data in this study are collected during the Spring Term of 2016/2017 Academic Year. Firstly, necessary permission is obtained from provincial directorate for national education in order to conduct the study.

After assigning the schools where the study is carried out, the public schools in the city center of Çorum province, 26 of which are secondary school and 28 of which are high school are visited. With the guidance of the school managers, English Language Teachers have been interviewed in order to motivate them to participate in the study. Accordingly, the aim of the study is explained clearly to the teachers.

Questionnaires have been delivered to English Language Teachers in each school and asked to be filled in any time in a day. The filled questionnaires have been gathered in the following week. Data collection has lasted 2 months in total.

### **3.7. Data Analysis**

SPSS 21.0 (Statistical Package for Social Sciences) is used to present the quantitative data from the questionnaire. Before analyzing the results, missing values are examined and it seen that there is no missing value in data set.

Frequency tables are created from the responses of the participants to the related questions in order to seek answers to the sub-objectives of the research. In addition, the results of the questionnaire are analyzed with Chi-Squared statistics in order to see whether there is any significant difference between teachers' techniques of classroom management in ELT. The chi-squared test has been used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. In this analysis, the number of pores which the expected value is less than 5 shouldn't exceed 20% of the total number of pores. The interpretation of the results of the significance test is inaccurate if it is exceeded (Büyüköztürk, 2007). Therefore, the results of the terms that provide this requirement have been reported in analyzes made on the relevant substances.

Afterwards, the descriptive analysis has been used to investigate the demographic characteristics and background information of the subjects. The data are described by using descriptive statistics considering each item in the questionnaire. Microsoft Excel packet program is used in order to analyze and present the data from the study.

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1. Presentation

This chapter aims to present the analysis of the data obtained by the questionnaire regarding classroom management techniques of EFL teachers. The questionnaire is distributed to 217 English language teachers working in state schools in Çorum. The responses of the questionnaire items are analyzed and entered into computer and their frequencies, the chi-square result are calculated by means of SPSS. The results are shown in tables to enable the comparison of the data.

#### 4.2. Analysis of the Results of Chi-Square Test

In order to analyze the data obtained from the questionnaire, sub-aims of the study are determined as the following:

- 1- How do EFL teachers' classroom management techniques range in the question items of 'Planning Critical Moments' sub-dimension? Is there any significant difference in teachers' classroom management techniques according to their gender, age, teaching experience, school type and field of study?
- 2- How do EFL teachers' classroom management techniques range in the question items of 'Activities' sub-dimension? Is there any significant difference in teachers' classroom management techniques according to their gender, age, teaching experience, school type and field of study?
- 3- How do EFL teachers' classroom management techniques range in the question items of 'Classroom Interaction' sub-dimension? Is there any significant difference in teachers' classroom management techniques according to their gender, age, teaching experience, school type and field of study?
- 4- How do EFL teachers' classroom management techniques range in the question items of 'Attention Getting Strategies' sub-dimension? Is there any significant

difference in teachers' classroom management techniques according to their gender, age, teaching experience, school type and field of study?

- 5- How do EFL teachers' classroom management techniques range in the question items of 'Tools and Techniques' sub-dimension? Is there any significant difference in teachers' classroom management techniques according to their gender, age, teaching experience, school type and field of study?

Classroom management techniques of EFL teachers are studied through ELT classroom management questionnaire applied to 217 English language teachers working in state schools in Çorum. Chi-square test statistical analysis program is used in order to enquire whether there any significant difference in teachers' classroom management techniques and to compare questionnaire results. The results are presented in the following tables. These tables show the frequency, percentage,  $\chi^2$  and the significance value (p) of the each technique used. The comparison of teachers' classroom management techniques is presented with the "p" significance value. The significant value of each classroom management technique is paid regard to presenting the statistical changes. If the statistical value is  $<.005$  probability level, they are accepted as statistically important.

### **4.3. Findings**

#### **4.3.1. Findings Regarding the First Sub-dimension 'Planning Critical Moments'**

The first research question discussed within the scope of the study is "How do EFL teachers' classroom management techniques range in the question items of 'Planning Critical Moments' sub-dimension? Is there any significant difference in teachers' classroom management techniques according to their gender, teaching experience and school type?" in order to search for answers to this research question, the data obtained by the teachers' answers to 5 question items under 'Planning Critical Moments' sub-dimension is analyzed according to the variables by forming crosstabs. In addition, gap analysis is made according to the variables for the items corresponding the hypothesis of Chi-square test (the statistical value is  $<.005$  probability level). Relevant data are presented respectively.



Table 4.1. I start the lesson in a way that it makes sensation in the students.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	4	42	59	31	136	-		
		%	0,0	2,9	30,9	43,4	22,8	100,0			
	Male	f	1	1	17	47	14	80			
		%	1,3	1,3	21,3	58,8	17,5	100,0			
	Total	f	1	5	59	106	45	216			
		%	0,5	2,3	27,3	49,1	20,8	100,0			
Age	22-28	f	0	0	13	24	11	48	-		
		%	0,0	0,0	27,1	50,0	22,9	100,0			
	29-34	f	0	1	29	36	11	77			
		%	0,0	1,3	37,7	46,8	14,3	100,0			
	35-40	f	0	2	10	30	12	54			
		%	0,0	3,7	18,5	55,6	22,2	100,0			
	41-45	f	1	1	6	10	8	26			
		%	3,8	3,8	23,1	38,5	30,8	100,0			
	46+	f	0	1	1	6	3	11			
		%	0,0	9,1	9,1	54,5	27,3	100,0			
	Total	f	1	5	59	106	45	216			
		%	0,5	2,3	27,3	49,1	20,8	100,0			
	Teaching Experience	0-5 years	f	0	0	19	31	12		62	-
			%	0,0	0,0	30,6	50,0	19,4		100,0	
6-10 years		f	0	0	13	22	7	42			
		%	0,0	0,0	31,0	52,4	16,7	100,0			
11-15 years		f	0	2	21	35	13	71			
		%	0,0	2,8	29,6	49,3	18,3	100,0			
16-20 years		f	1	3	5	11	10	30			
		%	3,3	10,0	16,7	36,7	33,3	100,0			
21+		f	0	0	1	7	3	11			
		%	0,0	0,0	9,1	63,6	27,3	100,0			
Total		f	1	5	59	106	45	216			
		%	0,5	2,3	27,3	49,1	20,8	100,0			
School Type		Secondary School	f	1	4	34	64	22	125	-	
			%	0,8	3,2	27,2	51,2	17,6	100,0		
	High School	f	0	1	25	42	23	91			
		%	0,0	1,1	27,5	46,2	25,3	100,0			
	Total	f	1	5	59	106	45	216			

		%	0,5	2,3	27,3	49,1	20,8	100,0	
Field of study	ELT	f	1	2	42	80	34	159	-
		%	0,6	1,3	26,4	50,3	21,4	100,0	
	ELL	f	0	2	13	15	6	36	
		%	0,0	5,6	36,1	41,7	16,7	100,0	
	TI	f	0	0	1	1	1	3	
		%	0,0	0,0	33,3	33,3	33,3	100,0	
	Other	f	0	1	3	10	4	18	
		%	0,0	5,6	16,7	55,6	22,2	100,0	
	Total	f	1	5	59	106	45	216	
		%	0,5	2,3	27,3	49,1	20,8	100,0	

When Table 4.1 is examined, it is seen that 43.4% of female teachers choose “describes me usually” as an option while this proportion is 58.8% for male teachers. Based on the age of teachers, it can be seen that almost half of the teachers (49.1%) in all age groups choose “describes me usually” as an option. This rate is the highest in 35-40 ages (55.6%) while it is lower in 41-45 ages (38.5%). The average of teachers who have 0-15 year teaching experience is consistent and 50.5% of these teachers usually use this technique. While 36.7% of the teachers who have 16-20 year teaching experience say “describes me usually”, 63.6% of the teachers who have 21 and more year experience choose the option “describes me usually”. 51.2% of the teachers working in secondary schools declare that the statement describes them usually while 46.2% of the teachers working in high schools choose “describes me usually” as an option. Finally, when we look at the considerable rates in the field of study, 50.3% of ELT graduate teachers respond to this item as “describes me usually” while this proportion is 41.7% for ELL graduate teachers. The average of other fields of study graduates who choose “describes me usually” as an option is 44.4%.

Table 4.2. I am aware of the difficulties the students will face in the lesson and come to the class with the solutions.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	0	11	50	75	136	$\chi^2=0,253$ df=2 p=0,881		
		%	0,0	0,0	8,1	36,8	55,1	100,0			
	Male	f	0	0	8	28	44	80			
		%	0,0	0,0	10,0	35,0	55,0	100,0			
	Total	f	0	0	19	78	119	216			
		%	0,0	0,0	8,8	36,1	55,1	100,0			
Age	22-28	f	0	0	7	14	27	48	-		
		%	0,0	0,0	14,6	29,2	56,2	100,0			
	29-34	f	0	0	7	29	41	77			
		%	0,0	0,0	9,1	37,7	53,2	100,0			
	35-40	f	0	0	4	16	34	54			
		%	0,0	0,0	7,4	29,6	63,0	100,0			
	41-45	f	0	0	1	13	12	26			
		%	0,0	0,0	3,8	50,0	46,2	100,0			
	46+	f	0	0	0	6	5	11			
		%	0,0	0,0	0,0	54,5	45,5	100,0			
	Total	f	0	0	19	78	119	216			
		%	0,0	0,0	8,8	36,1	55,1	100,0			
	Teaching Experience	0-5 years	f	0	0	8	19	35		62	-
			%	0,0	0,0	12,9	30,6	56,5		100,0	
6-10 years		f	0	0	5	16	21	42			
		%	0,0	0,0	11,9	38,1	50,0	100,0			
11-15 years		f	0	0	5	25	41	71			
		%	0,0	0,0	7,0	35,2	57,7	100,0			
16-20 years		f	0	0	1	13	16	30			
		%	0,0	0,0	3,3	43,3	53,3	100,0			
21+		f	0	0	0	5	6	11			
		%	0,0	0,0	0,0	45,5	54,5	100,0			
Total		f	0	0	19	78	119	216			
		%	0,0	0,0	8,8	36,1	55,1	100,0			
School Type		Secondary School	f	0	0	8	46	71	125	$\chi^2=2,133$ df=2 p=0,344	
			%	0,0	0,0	6,4	36,8	56,8	100,0		
	High School	f	0	0	11	32	48	91			
		%	0,0	0,0	12,1	35,2	52,7	100,0			

	Total	f	0	0	19	78	119	216	
		%	0,0	0,0	8,8	36,1	55,1	100,0	
Field of study	ELT	f	0	0	17	53	89	159	-
		%	0,0	0,0	10,7	33,3	56,0	100,0	
	ELL	f	0	0	0	13	23	36	
		%	0,0	0,0	0,0	36,1	63,9	100,0	
	TI	f	0	0	0	1	2	3	
		%	0,0	0,0	0,0	33,3	66,7	100,0	
	Other	f	0	0	2	11	5	18	
		%	0,0	0,0	11,1	61,1	27,8	100,0	
	Total	f	0	0	19	78	119	216	
		%	0,0	0,0	8,8	36,1	55,1	100,0	

When looked at Table 4.2, it is seen that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=0.253$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=2.133$ ,  $p>0.05$ ). They agree with the statement “describes me very well”. While three age groups (22-28=56.2%, 29-34=53.2%, 35-40=63%) agree that the statement describes them very well, the other two groups (41-45=50% and 46 more=54.5%) indicate that it describes them usually. Based on the teaching experience, more than half of the teachers with 0-5 year experience (56.5%) and the teachers with 11-15 year experience (57.7%) totally agree with the statement while this proportion is around 54% among the teachers with 16 and more year experience. Besides, half of the teachers with 6-10 year experience choose “describes me very well” as an option. Of the 159 teachers who graduated from ELT department, 56% of the teachers indicate that the statement describes them very well. While 63.9% of ELL graduate teachers report that the statement describes them very well, this proportion increases for TI graduates (66.7%). 61.1% of the teachers who graduate from other fields of study choose “describes me usually” as an option.

Table 4.3. I know the learners' level, interest and aims very well.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	1	4	58	73	136	-		
		%	0,0	0,7	2,9	42,6	53,7	100,0			
	Male	f	0	0	10	33	37	80			
		%	0,0	0,0	12,5	41,2	46,2	100,0			
	Total	f	0	1	14	91	110	216			
		%	0,0	0,5	6,5	42,1	50,9	100,0			
Age	22-28	f	0	0	2	24	22	48	-		
		%	0,0	0,0	4,2	50,0	45,8	100,0			
	29-34	f	0	1	2	38	36	77			
		%	0,0	1,3	2,6	49,4	46,8	100,0			
	35-40	f	0	0	6	17	31	54			
		%	0,0	0,0	11,1	31,5	57,4	100,0			
	41-45	f	0	0	3	8	15	26			
		%	0,0	0,0	11,5	30,8	57,7	100,0			
	46+	f	0	0	1	4	6	11			
		%	0,0	0,0	9,1	36,4	54,5	100,0			
	Total	f	0	1	14	91	110	216			
		%	0,0	0,5	6,5	42,1	50,9	100,0			
	Teaching Experience	0-5 years	f	0	0	2	34	26		62	-
			%	0,0	0,0	3,2	54,8	41,9		100,0	
6-10 years		f	0	1	3	16	22	42			
		%	0,0	2,4	7,1	38,1	52,4	100,0			
11-15 years		f	0	0	5	29	37	71			
		%	0,0	0,0	7,0	40,8	52,1	100,0			
16-20 years		f	0	0	4	9	17	30			
		%	0,0	0,0	13,3	30,0	56,7	100,0			
21+		f	0	0	0	3	8	11			
		%	0,0	0,0	0,0	27,3	72,7	100,0			
Total		f	0	1	14	91	110	216			
		%	0,0	0,5	6,5	42,1	50,9	100,0			
School Type		Secondary School	f	0	0	10	48	67	125	-	
			%	0,0	0,0	8,0	38,4	53,6	100,0		
	High School	f	0	1	4	43	43	91			
		%	0,0	1,1	4,4	47,3	47,3	100,0			
	Total	f	0	1	14	91	110	216			
		%	0,0	0,5	6,5	42,1	50,9	100,0			

		%	0,0	0,5	6,5	42,1	50,9	100,0	
Field of study	ELT	f	0	0	11	73	75	159	-
		%	0,0	0,0	6,9	45,9	47,2	100,0	
	ELL	f	0	0	1	14	21	36	
		%	0,0	0,0	2,8	38,9	58,3	100,0	
	TI	f	0	1	1	0	1	3	
		%	0,0	33,3	33,3	0,0	33,3	100,0	
	Other	f	0	0	1	4	13	18	
		%	0,0	0,0	5,6	22,2	72,2	100,0	
	Total	f	0	1	14	91	110	216	
		%	0,0	0,5	6,5	42,1	50,9	100,0	

As shown in Table 4.3, 53.7% of female teachers state out that the statement describes them very well while 46.2% of male teachers declare that they know about their learners very well. Based on age factor, the answer “describes me usually” is seen in 22-28 age group as 50% and in 29-34 age group as 49.4%. However, 57.4% of the teachers in 35-40 age group, 57.7% of the teachers in 41-45 age group and 54.5% of the teachers in 46+ age group state out that the item describes them very well. What is striking about the results in this table is that the correlation of teachers who choose “describes me very well” as an option increases as the years of teaching experience increases. While 54.8% of teachers with 0-5 year experience say that the statement describes them usually, 72.7% of the teachers with 21 and more year teaching experience declare that the statement describes them very well. As of school type, over half of those working in secondary schools report that the statement describes them very well while this proportion decreases for high school teachers (47.3%). Regarding field of study, almost half of the teachers (47.2%) who are ELT graduates and 58.3% of those who are ELL graduates respond to this item as “describes me very well”. Other fields of study graduates choose “describes me very well” with the ratio of 72.2%.

Table 4.4. Before the lesson, I plan all the teaching procedure, I sequence lesson components.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	5	18	65	48	136	-		
		%	0,0	3,7	13,2	47,8	35,3	100,0			
	Male	f	0	2	25	35	18	80			
		%	0,0	2,5	31,2	43,8	22,5	100,0			
	Total	f	0	7	43	100	66	216			
		%	0,0	3,2	19,9	46,3	30,6	100,0			
Age	22-28	f	0	2	9	28	9	48	-		
		%	0,0	4,2	18,8	58,3	18,8	100,0			
	29-34	f	0	3	17	31	26	77			
		%	0,0	3,9	22,1	40,3	33,8	100,0			
	35-40	f	0	1	9	24	20	54			
		%	0,0	1,9	16,7	44,4	37,0	100,0			
	41-45	f	0	1	6	12	7	26			
		%	0,0	3,8	23,1	46,2	26,9	100,0			
	46+	f	0	0	2	5	4	11			
		%	0,0	0,0	18,2	45,5	36,4	100,0			
	Total	f	0	7	43	100	66	216			
		%	0,0	3,2	19,9	46,3	30,6	100,0			
	Teaching Experience	0-5 years	f	0	3	12	34	13		62	-
			%	0,0	4,8	19,4	54,8	21,0		100,0	
6-10 years		f	0	0	10	17	15	42			
		%	0,0	0,0	23,8	40,5	35,7	100,0			
11-15 years		f	0	3	16	27	25	71			
		%	0,0	4,2	22,5	38,0	35,2	100,0			
16-20 years		f	0	1	3	17	9	30			
		%	0,0	3,3	10,0	56,7	30,0	100,0			
21+		f	0	0	2	5	4	11			
		%	0,0	0,0	18,2	45,5	36,4	100,0			
Total		f	0	7	43	100	66	216			
		%	0,0	3,2	19,9	46,3	30,6	100,0			
School Type		Secondary School	f	0	5	22	57	41	125	-	
			%	0,0	4,0	17,6	45,6	32,8	100,0		
	High School	f	0	2	21	43	25	91			
		%	0,0	2,2	23,1	47,3	27,5	100,0			

	Total	f	0	7	43	100	66	216	
		%	0,0	3,2	19,9	46,3	30,6	100,0	
Field of study	ELT	f	0	4	32	72	51	159	-
		%	0,0	2,5	20,1	45,3	32,1	100,0	
	ELL	f	0	2	7	18	9	36	
		%	0,0	5,6	19,4	50,0	25,0	100,0	
	TI	f	0	0	1	0	2	3	
		%	0,0	0,0	33,3	0,0	66,7	100,0	
	Other	f	0	1	3	10	4	18	
		%	0,0	5,6	16,7	55,6	22,2	100,0	
	Total	f	0	7	43	100	66	216	
		%	0,0	3,2	19,9	46,3	30,6	100,0	

From the table above, we can see that the ratio by which female teachers choosing “describes me usually” as an option outnumbers male teachers (47.8% to 43.8%). The average of all the age groups who say “describes me usually” to this statement is 46.3%. It can be seen from the data in the table related to teaching experience years that inverse proportion has emerged. As the year of teaching experience decreases, the ratio “describes me usually” of the statement increases (54.8% for 0-5 year, 40.5% for 6-10 year and 38.0% for 11-15 year). While 56.7% of the teachers with 16-20 year of teaching experience choose “describes me usually” as an option, 45.5% of the teachers with 21 and more year of experience say that the statement describes them usually. The results between secondary and high school teachers who choose “describes me usually” as an option is not significant (45.6% to 47.3%). According to the teachers’ graduation, 45.3% of the ELT graduate teachers choose the option “describes me usually” for this statement while this rate is half for ELL graduate teachers. On the other hand, 66.7% of TI graduate teachers state out that the statement describes them very well and the rate of the teachers who graduate from other fields is 55.6% for the option “describes me usually”.



Table 4.5. I ask various questions to different students to check whether the subject has been understood.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	0	4	41	91	136	$\chi^2=1,385$ df=2 p=0,500		
		%	0,0	0,0	2,9	30,1	66,9	100,0			
	Male	f	0	0	5	23	52	80			
		%	0,0	0,0	6,2	28,7	65,0	100,0			
	Total	f	0	0	9	64	143	216			
		%	0,0	0,0	4,2	29,6	66,2	100,0			
Age	22-28	f	0	0	1	11	36	48	-		
		%	0,0	0,0	2,1	22,9	75,0	100,0			
	29-34	f	0	0	3	24	50	77			
		%	0,0	0,0	3,9	31,2	64,9	100,0			
	35-40	f	0	0	4	17	33	54			
		%	0,0	0,0	7,4	31,5	61,1	100,0			
	41-45	f	0	0	1	8	17	26			
		%	0,0	0,0	3,8	30,8	65,4	100,0			
	46+	f	0	0	0	4	7	11			
		%	0,0	0,0	0,0	36,4	63,6	100,0			
	Total	f	0	0	9	64	143	216			
		%	0,0	0,0	4,2	29,6	66,2	100,0			
	Teaching Experience	0-5 years	f	0	0	1	17	44		62	-
			%	0,0	0,0	1,6	27,4	71,0		100,0	
6-10 years		f	0	0	1	12	29	42			
		%	0,0	0,0	2,4	28,6	69,0	100,0			
11-15 years		f	0	0	7	21	43	71			
		%	0,0	0,0	9,9	29,6	60,6	100,0			
16-20 years		f	0	0	0	11	19	30			
		%	0,0	0,0	0,0	36,7	63,3	100,0			
21+		f	0	0	0	3	8	11			
		%	0,0	0,0	0,0	27,3	72,7	100,0			
Total		f	0	0	9	64	143	216			
		%	0,0	0,0	4,2	29,6	66,2	100,0			
School Type		Secondary School	f	0	0	5	35	85	125	$\chi^2=0,430$ df=2 p=0,806	
			%	0,0	0,0	4,0	28,0	68,0	100,0		
	High School	f	0	0	4	29	58	91			
		%	0,0	0,0	4,4	31,9	63,7	100,0			

	Total	f	0	0	9	64	143	216	
		%	0,0	0,0	4,2	29,6	66,2	100,0	
Field of study	ELT	f	0	0	9	45	105	159	-
		%	0,0	0,0	5,7	28,3	66,0	100,0	
	ELL	f	0	0	0	13	23	36	
		%	0,0	0,0	0,0	36,1	63,9	100,0	
	TI	f	0	0	0	0	3	3	
		%	0,0	0,0	0,0	0,0	100,0	100,0	
	Other	f	0	0	0	6	12	18	
		%	0,0	0,0	0,0	33,3	66,7	100,0	
	Total	f	0	0	9	64	143	216	
		%	0,0	0,0	4,2	29,6	66,2	100,0	

When looked at Table 4.5, it is seen that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=1.385$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=0.430$ ,  $p>0.05$ ). They agree with the statement “describes me very well”. The majority of the teachers in all age groups respond as “describes me very well” to this statement. However, the ratio decreases as teachers’ age increase (22-28=75%, 29-34=64.9%, 35-40=61.1). The proportion of teaching experience years of teachers is parallel with the proportion of teachers’ age. While the 71% of the teachers with 0-5 year teaching experience and 69% of the teachers with 6-10 year teaching experience choose “describes me very well” as an option, 60.6% of the teachers who have 11-15 year teaching experience say the statement describes them very well. The rates are also over half among the teachers who have more than 16 year of experience (16-20=63.3% and 21 and more=72.7%). As for the field of study, almost two-thirds of the teachers (63.9%) who are ELL graduates say that the statement describes them very well while ELT and other field of study graduates’ proportion is almost the same (66%). Finally, all the teachers who are TI graduates state out that they totally agree with the option “describes me very well”.

### 4.3.2. Findings Regarding the Second Sub-dimension ‘Activities’

The second research question discussed within the scope of the study is “How do EFL teachers’ classroom management techniques range in the question items of ‘Activities’ sub-dimension? Is there any significant difference in teachers’ classroom management techniques according to their gender, age, teaching experience, school type and field of study?” in order to search for answers to this research question, the data obtained by the teachers’ answers to 3 question items under ‘Activities’ sub-dimension is analyzed according to the variables by forming crosstabs. In addition, gap analysis is made according to the variables for the items corresponding the hypothesis of Chi-square test (the statistical value is  $<.005$  probability level). Relevant data are presented respectively.

Table 4.6. While the students are doing any classroom task, I walk around and help the students.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	0	0	1	34	101	136	-
		%	0,0	0,0	0,7	25,0	74,3	100,0	
	Male	f	0	0	3	26	51	80	
		%	0,0	0,0	3,8	32,5	63,7	100,0	
	Total	f	0	0	4	60	152	216	
		%	0,0	0,0	1,9	27,8	70,4	100,0	
Age	22-28	f	0	0	1	9	38	48	-
		%	0,0	0,0	2,1	18,8	79,2	100,0	
	29-34	f	0	0	1	23	53	77	
		%	0,0	0,0	1,3	29,9	68,8	100,0	
	35-40	f	0	0	2	20	32	54	
		%	0,0	0,0	3,7	37,0	59,3	100,0	
	41-45	f	0	0	0	6	20	26	
		%	0,0	0,0	0,0	23,1	76,9	100,0	
	46+	f	0	0	0	2	9	11	
		%	0,0	0,0	0,0	18,2	81,8	100,0	
	Total	f	0	0	4	60	152	216	
		%	0,0	0,0	1,9	27,8	70,4	100,0	

Teaching Experience	0-5 years	f	0	0	1	13	48	62	-
		%	0,0	0,0	1,6	21,0	77,4	100,0	
	6-10 years	f	0	0	1	14	27	42	
		%	0,0	0,0	2,4	33,3	64,3	100,0	
	11-15 years	f	0	0	1	25	45	71	
		%	0,0	0,0	1,4	35,2	63,4	100,0	
	16-20 years	f	0	0	1	8	21	30	
		%	0,0	0,0	3,3	26,7	70,0	100,0	
	21+	f	0	0	0	0	11	11	
		%	0,0	0,0	0,0	0,0	100,0	100,0	
Total	f	0	0	4	60	152	216		
	%	0,0	0,0	1,9	27,8	70,4	100,0		
School Type	Secondary School	f	0	0	3	37	85	125	-
		%	0,0	0,0	2,4	29,6	68,0	100,0	
	High School	f	0	0	1	23	67	91	
		%	0,0	0,0	1,1	25,3	73,6	100,0	
	Total	f	0	0	4	60	152	216	
		%	0,0	0,0	1,9	27,8	70,4	100,0	
Field of study	ELT	f	0	0	2	46	111	159	-
		%	0,0	0,0	1,3	28,9	69,8	100,0	
	ELL	f	0	0	1	8	27	36	
		%	0,0	0,0	2,8	22,2	75,0	100,0	
	TI	f	0	0	0	1	2	3	
		%	0,0	0,0	0,0	33,3	66,7	100,0	
	Other	f	0	0	1	5	12	18	
		%	0,0	0,0	5,6	27,8	66,7	100,0	
	Total	f	0	0	4	60	152	216	
		%	0,0	0,0	1,9	27,8	70,4	100,0	

When looked at Table 4.6, we can see that 70.4% of all the teachers choose “describes me very well” as an option for this statement regarding all the variables. The proportion of female teachers outnumbers male teachers (74.3% to 64.7%). Teachers who are 35-40 years old have the lowest mean score (59.3%) and it is followed by the teachers who are in 29-34 age group (68.8%). Three age groups’ scores are close to each other (22-28=79.2%, 41-45=76.9%, 46 and more=81.8%). Based on teaching experience of the teachers, overall mean score (64.3%) of teachers with 6-10 year experience is basically the same as the score (63.4%) of teachers with 11-15 year experience. While all the teachers with more than 21 year teaching experience say the statement describe them very well, the

proportion for the teachers with 0-5 year experience is 77.4% and it is 70% for the teachers with 16-20 year experience. The response rate of teachers working in secondary schools is 68% and 73.6% for the teachers working in high schools. While the scores of ELT and ELL graduate teachers are close to each other (69.8% to 75%) the score of teachers who graduated from other fields of study is the same (66.7%).

Table 4.7. I never have enough time even to do half of what I plan.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	57	50	17	9	3	136	-		
		%	41,9	36,8	12,5	6,6	2,2	100,0			
	Male	f	28	27	20	4	1	80			
		%	35,0	33,8	25,0	5,0	1,2	100,0			
	Total	f	85	77	37	13	4	216			
		%	39,4	35,6	17,1	6,0	1,9	100,0			
Age	22-28	f	19	19	6	3	1	48	-		
		%	39,6	39,6	12,5	6,2	2,1	100,0			
	29-34	f	30	26	14	4	3	77			
		%	39,0	33,8	18,2	5,2	3,9	100,0			
	35-40	f	21	18	12	3	0	54			
		%	38,9	33,3	22,2	5,6	0,0	100,0			
	41-45	f	12	9	4	1	0	26			
		%	46,2	34,6	15,4	3,8	0,0	100,0			
	46+	f	3	5	1	2	0	11			
		%	27,3	45,5	9,1	18,2	0,0	100,0			
	Total	f	85	77	37	13	4	216			
		%	39,4	35,6	17,1	6,0	1,9	100,0			
	Teaching Experience	0-5 years	f	25	24	7	4	2		62	-
			%	40,3	38,7	11,3	6,5	3,2		100,0	
6-10 years		f	17	15	7	2	1	42			
		%	40,5	35,7	16,7	4,8	2,4	100,0			
11-15 years		f	24	24	19	3	1	71			
		%	33,8	33,8	26,8	4,2	1,4	100,0			
16-20 years		f	16	8	4	2	0	30			
		%	53,3	26,7	13,3	6,7	0,0	100,0			

	21+	f	3	6	0	2	0	11	$\chi^2=2,142$ df=4 p=0,710
		%	27,3	54,5	0,0	18,2	0,0	100,0	
	Total	f	85	77	37	13	4	216	
		%	39,4	35,6	17,1	6,0	1,9	100,0	
School Type	Secondary School	f	49	44	23	8	1	125	
		%	39,2	35,2	18,4	6,4	0,8	100,0	
	High School	f	36	33	14	5	3	91	
		%	39,6	36,3	15,4	5,5	3,3	100,0	
	Total	f	85	77	37	13	4	216	
		%	39,4	35,6	17,1	6,0	1,9	100,0	
Field of study	ELT	f	64	57	26	10	2	159	
		%	40,3	35,8	16,4	6,3	1,3	100,0	
	ELL	f	15	14	5	1	1	36	
		%	41,7	38,9	13,9	2,8	2,8	100,0	
	TI	f	0	2	0	0	1	3	
		%	0,0	66,7	0,0	0,0	33,3	100,0	
	Other	f	6	4	6	2	0	18	
		%	33,3	22,2	33,3	11,1	0,0	100,0	
	Total	f	85	77	37	13	4	216	
		%	39,4	35,6	17,1	6,0	1,9	100,0	

Table 4.7 shows that there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(4) = 2.142, p > 0.05$ ). The results show that teachers in all groups choose “describes me not at all” as an option to a high degree. It means that they can do what they plan for the lesson by a majority. The proportion of female teachers is higher than the male teachers’ (41.9% to 35%). The rates for 3 age groups are basically the same (22-28=39.6%, 29-34=39% and 35-40=38.9%) while the proportion is the highest (46.2%) among 41-45 years old teachers. In respect to teaching experiences of the teachers, the highest proportion (53.3%) is seen among the teachers who have 16-20 year experience. The teachers’ score (40.3%) with 0-5 year experience is almost the same as the teachers’ score (40.5%) with 6-10 year experience. Finally, 40.3% of ELT graduate teachers and 41.7% of ELL graduate teachers state out that the statement describes them not at all; 33.3% of teachers who graduated from other fields of study support the same option. However, 66.7 of TI graduate teachers say that the statement does not describe them.

Table 4.8. I can organize the classroom setting and the students for the activities in a short time.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	2	29	65	40	136	-		
		%	0,0	1,5	21,3	47,8	29,4	100,0			
	Male	f	0	1	16	39	24	80			
		%	0,0	1,2	20,0	48,8	30,0	100,0			
	Total	f	0	3	45	104	64	216			
		%	0,0	1,4	20,8	48,1	29,6	100,0			
Age	22-28	f	0	1	15	18	14	48	-		
		%	0,0	2,1	31,2	37,5	29,2	100,0			
	29-34	f	0	2	16	38	21	77			
		%	0,0	2,6	20,8	49,4	27,3	100,0			
	35-40	f	0	0	6	30	18	54			
		%	0,0	0,0	11,1	55,6	33,3	100,0			
	41-45	f	0	0	7	13	6	26			
		%	0,0	0,0	26,9	50,0	23,1	100,0			
	46+	f	0	0	1	5	5	11			
		%	0,0	0,0	9,1	45,5	45,5	100,0			
	Total	f	0	3	45	104	64	216			
		%	0,0	1,4	20,8	48,1	29,6	100,0			
	Teaching Experience	0-5 years	f	0	1	18	27	16		62	-
			%	0,0	1,6	29,0	43,5	25,8		100,0	
6-10 years		f	0	1	10	21	10	42			
		%	0,0	2,4	23,8	50,0	23,8	100,0			
11-15 years		f	0	1	11	35	24	71			
		%	0,0	1,4	15,5	49,3	33,8	100,0			
16-20 years		f	0	0	5	16	9	30			
		%	0,0	0,0	16,7	53,3	30,0	100,0			
21+		f	0	0	1	5	5	11			
		%	0,0	0,0	9,1	45,5	45,5	100,0			
Total		f	0	3	45	104	64	216			
		%	0,0	1,4	20,8	48,1	29,6	100,0			
School Type		Secondary School	f	0	3	27	60	35	125	-	
			%	0,0	2,4	21,6	48,0	28,0	100,0		
	High School	f	0	0	18	44	29	91			
		%	0,0	0,0	19,8	48,4	31,9	100,0			

	Total	f	0	3	45	104	64	216	
		%	0,0	1,4	20,8	48,1	29,6	100,0	
Field of study	ELT	f	0	1	32	76	50	159	-
		%	0,0	0,6	20,1	47,8	31,4	100,0	
	ELL	f	0	2	5	21	8	36	
		%	0,0	5,6	13,9	58,3	22,2	100,0	
	TI	f	0	0	2	0	1	3	
		%	0,0	0,0	66,7	0,0	33,3	100,0	
	Other	f	0	0	6	7	5	18	
		%	0,0	0,0	33,3	38,9	27,8	100,0	
	Total	f	0	3	45	104	64	216	
		%	0,0	1,4	20,8	48,1	29,6	100,0	

As can be seen from Table 4.8 above, teachers mostly choose “describes me usually” as an option. Female teachers’ scores are basically the same as male teachers’ scores (47.8% to 48.8%). In the same way, the scores of teachers working in secondary schools are almost the same as the scores of teachers who work in high schools (48% to 48.4%). Half of the teachers who are in 41-45 age groups are good at organizing the classroom setting and activities while the highest rate (55.6%) is in 35-40 age groups. Although young teachers who are in 22-28 age groups say that the statement describe them usually, the proportion of them is the lowest (37.5%) when compared to other age groups. This proportion is 49.4% for the teachers in 29-34 age groups and it is 45.5% for the teachers who are more than 46. The ratio of teaching experience years of the teachers is almost parallel with the ratio of their ages. Inexperienced teachers have the lowest score (43.5%) while the highest score is 53.3% for the teachers who have 16-20 year teaching experience. Lastly, ELL graduate teachers’ score outnumbers ELT graduate teachers’ score (58.3% to 47.8%). While 66.7% of TI graduate teachers choose “describes me somewhat” as an option, 38.9% of teachers who graduated from other fields of study choose “describes me usually” as an option.



### 4.3.3. Findings Regarding the Third Sub-dimension ‘Classroom Interaction’

The third research question discussed within the scope of the study is “How do EFL teachers’ classroom management techniques range in the question items of ‘Classroom Interaction’ sub-dimension? Is there any significant difference in teachers’ classroom management techniques according to their gender, age, teaching experience, school type and field of study?” in order to search for answers to this research question, the data obtained by the teachers’ answers to 7 question items under ‘Classroom Interaction’ sub-dimension is analyzed according to the variables by for crosstabs. In addition, gap analysis is made according to the variables for the items corresponding the hypothesis of Chi-square test (the statistical value is  $<.005$  probability level). Relevant data are presented respectively.

Table 4.9. Pair-work and group activities are important elements of my lesson.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	3	12	44	48	29	136	$\chi^2=2,506$ df=4 p=0,644
		%	2,2	8,8	32,4	35,3	21,3	100,0	
	Male	f	0	5	25	31	19	80	
		%	0,0	6,2	31,2	38,8	23,8	100,0	
	Total	f	3	17	69	79	48	216	
		%	1,4	7,9	31,9	36,6	22,2	100,0	
Age	22-28	f	2	5	12	14	15	48	-
		%	4,2	10,4	25,0	29,2	31,2	100,0	
	29-34	f	1	6	31	26	13	77	
		%	1,3	7,8	40,3	33,8	16,9	100,0	
	35-40	f	0	5	18	21	10	54	
		%	0,0	9,3	33,3	38,9	18,5	100,0	
	41-45	f	0	1	7	13	5	26	
		%	0,0	3,8	26,9	50,0	19,2	100,0	
	46+	f	0	0	1	5	5	11	
		%	0,0	0,0	9,1	45,5	45,5	100,0	
	Total	f	3	17	69	79	48	216	
		%	1,4	7,9	31,9	36,6	22,2	100,0	

Teaching Experience	0-5 years	f	2	7	18	19	16	62	-
		%	3,2	11,3	29,0	30,6	25,8	100,0	
	6-10 years	f	1	4	15	16	6	42	
		%	2,4	9,5	35,7	38,1	14,3	100,0	
	11-15 years	f	0	4	28	25	14	71	
		%	0,0	5,6	39,4	35,2	19,7	100,0	
	16-20 years	f	0	2	7	14	7	30	
		%	0,0	6,7	23,3	46,7	23,3	100,0	
	21+	f	0	0	1	5	5	11	
		%	0,0	0,0	9,1	45,5	45,5	100,0	
Total	f	3	17	69	79	48	216		
	%	1,4	7,9	31,9	36,6	22,2	100,0		
School Type	Secondary School	f	2	8	48	38	29	125	$\chi^2=8,001$ df=4 p=0,092
		%	1,6	6,4	38,4	30,4	23,2	100,0	
	High School	f	1	9	21	41	19	91	
		%	1,1	9,9	23,1	45,1	20,9	100,0	
	Total	f	3	17	69	79	48	216	
		%	1,4	7,9	31,9	36,6	22,2	100,0	
Field of study	ELT	f	2	16	53	53	35	159	-
		%	1,3	10,1	33,3	33,3	22,0	100,0	
	ELL	f	1	1	12	18	4	36	
		%	2,8	2,8	33,3	50,0	11,1	100,0	
	TI	f	0	0	0	2	1	3	
		%	0,0	0,0	0,0	66,7	33,3	100,0	
	Other	f	0	0	4	6	8	18	
		%	0,0	0,0	22,2	33,3	44,4	100,0	
	Total	f	3	17	69	79	48	216	
		%	1,4	7,9	31,9	36,6	22,2	100,0	

When looked at Table 4.2, it is seen that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=2.506$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=8.001$ ,  $p>0.05$ ). According to the ages of the teachers, three different options are chosen by the teachers. 31.2% of the teachers in 22-28 age groups choose “describes me very well”, while 40.3% of the teachers in 29-34 age groups choose “describes me somewhat” as an option. The proportion of the teachers who are in 35-40 age groups and choose “describes me usually” as an option is 38.9% and it is half for the teachers who are in 41-45 age groups. It is seen that there are teachers who choose both “describes me usually” and “describes me very

well” as an option with the same percentage (45.5%). The proportions for teaching experiences show similarities with the age groups of teachers; they mostly choose “describes me usually” as an option and the proportions are 30.6% for 0-5 year experience, 38.1% for 6-10 year experience, 46.7% for 16-20 year experience and 45.5% for 21 and more year experience. 39.4% of the teachers who have 11-15 year teaching experience choose “describes me somewhat” as an option. What is interesting about the data in this table is that 53 ELT graduate teachers choose “describes me somewhat” as an option and another 53 ELT graduate teachers choose “describes me usually” as option from 159 ELT graduate teachers. Half of ELL graduate teachers declare that the statement describes them usually.

Table 4.10. I don't give long explanations about the language so my students won't become passive learners.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	1	19	51	44	21	136	$\chi^2=5,225$ df=4 p=0,265		
		%	0,7	14,0	37,5	32,4	15,4	100,0			
	Male	f	2	8	32	32	6	80			
		%	2,5	10,0	40,0	40,0	7,5	100,0			
	Total	f	3	27	83	76	27	216			
		%	1,4	12,5	38,4	35,2	12,5	100,0			
Age	22-28	f	1	7	21	10	9	48	-		
		%	2,1	14,6	43,8	20,8	18,8	100,0			
	29-34	f	1	9	33	26	8	77			
		%	1,3	11,7	42,9	33,8	10,4	100,0			
	35-40	f	1	7	15	24	7	54			
		%	1,9	13,0	27,8	44,4	13,0	100,0			
	41-45	f	0	3	11	10	2	26			
		%	0,0	11,5	42,3	38,5	7,7	100,0			
	46+	f	0	1	3	6	1	11			
		%	0,0	9,1	27,3	54,5	9,1	100,0			
	Total	f	3	27	83	76	27	216			
		%	1,4	12,5	38,4	35,2	12,5	100,0			
	E x	0-5 years	f	2	7	26	17	10		62	-

	6-10 years	%	3,2	11,3	41,9	27,4	16,1	100,0	
		f	1	6	15	14	6	42	
	%	2,4	14,3	35,7	33,3	14,3	100,0		
	11-15 years	f	0	11	28	25	7	71	
		%	0,0	15,5	39,4	35,2	9,9	100,0	
	16-20 years	f	0	2	11	14	3	30	
		%	0,0	6,7	36,7	46,7	10,0	100,0	
	21+	f	0	1	3	6	1	11	
%		0,0	9,1	27,3	54,5	9,1	100,0		
Total	f	3	27	83	76	27	216		
	%	1,4	12,5	38,4	35,2	12,5	100,0		
School Type	Secondary School	f	2	16	50	42	15	125	$\chi^2=0,579$ df=4 p=0,965
		%	1,6	12,8	40,0	33,6	12,0	100,0	
	High School	f	1	11	33	34	12	91	
		%	1,1	12,1	36,3	37,4	13,2	100,0	
	Total	f	3	27	83	76	27	216	
%		1,4	12,5	38,4	35,2	12,5	100,0		
Field of study	ELT	f	3	23	63	50	20	159	-
		%	1,9	14,5	39,6	31,4	12,6	100,0	
	ELL	f	0	3	14	16	3	36	
		%	0,0	8,3	38,9	44,4	8,3	100,0	
	TI	f	0	0	2	0	1	3	
		%	0,0	0,0	66,7	0,0	33,3	100,0	
	Other	f	0	1	4	10	3	18	
		%	0,0	5,6	22,2	55,6	16,7	100,0	
	Total	f	3	27	83	76	27	216	
		%	1,4	12,5	38,4	35,2	12,5	100,0	

As shown in Table 4.10, there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=5.225$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=0.579$ ,  $p>0.05$ ). When looked at the table generally, there teachers who choose “describes me somewhat” while there are teachers who choose “describes me usually” as an option (38.4% to 35.2%). Thus, the proportions of teachers who choose “describes me somewhat” are as followed: 22-28 age=43.8%, 41-45 age=42.3%; 0-5 year teaching experience=41.9%, 6-10 year teaching experience=35.7%, 11-15 year teaching experience=39.4% and ELT graduate teachers=39.6%, TI graduate teachers=66.7%. The rates of teachers who choose “describes me usually” are as followed: 35-40 age=44.4%, 46 and more age=54.5%; 16-20 year

teaching experience=46.7%, 21 and more year teaching experience=54.5% and ELL graduate teachers=44.4%, other fields of study graduate teachers=55.6%.

Table 4.11. I motivate unmotivated students and include them into the flow of the course.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	3	24	52	57	136	-		
		%	0,0	2,2	17,6	38,2	41,9	100,0			
	Male	f	1	0	16	37	26	80			
		%	1,2	0,0	20,0	46,2	32,5	100,0			
	Total	f	1	3	40	89	83	216			
		%	0,5	1,4	18,5	41,2	38,4	100,0			
Age	22-28	f	0	0	8	20	20	48	-		
		%	0,0	0,0	16,7	41,7	41,7	100,0			
	29-34	f	0	3	19	24	31	77			
		%	0,0	3,9	24,7	31,2	40,3	100,0			
	35-40	f	0	0	8	27	19	54			
		%	0,0	0,0	14,8	50,0	35,2	100,0			
	41-45	f	1	0	4	13	8	26			
		%	3,8	0,0	15,4	50,0	30,8	100,0			
	46+	f	0	0	1	5	5	11			
		%	0,0	0,0	9,1	45,5	45,5	100,0			
	Total	f	1	3	40	89	83	216			
		%	0,5	1,4	18,5	41,2	38,4	100,0			
	Teaching Experience	0-5 years	f	0	0	10	23	29		62	-
			%	0,0	0,0	16,1	37,1	46,8		100,0	
6-10 years		f	0	2	13	12	15	42			
		%	0,0	4,8	31,0	28,6	35,7	100,0			
11-15 years		f	0	1	13	34	23	71			
		%	0,0	1,4	18,3	47,9	32,4	100,0			
16-20 years		f	1	0	3	16	10	30			
		%	3,3	0,0	10,0	53,3	33,3	100,0			
21+		f	0	0	1	4	6	11			
		%	0,0	0,0	9,1	36,4	54,5	100,0			
Total		f	1	3	40	89	83	216			
		%	0,5	1,4	18,5	41,2	38,4	100,0			

School Type	Secondary School	f	1	3	26	47	48	125	-
		%	0,8	2,4	20,8	37,6	38,4	100,0	
	High School	f	0	0	14	42	35	91	
		%	0,0	0,0	15,4	46,2	38,5	100,0	
	Total	f	1	3	40	89	83	216	
		%	0,5	1,4	18,5	41,2	38,4	100,0	
Field of study	ELT	f	1	2	32	65	59	159	-
		%	0,6	1,3	20,1	40,9	37,1	100,0	
	ELL	f	0	1	5	15	15	36	
		%	0,0	2,8	13,9	41,7	41,7	100,0	
	TI	f	0	0	1	1	1	3	
		%	0,0	0,0	33,3	33,3	33,3	100,0	
	Other	f	0	0	2	8	8	18	
		%	0,0	0,0	11,1	44,4	44,4	100,0	
	Total	f	1	3	40	89	83	216	
		%	0,5	1,4	18,5	41,2	38,4	100,0	

Table 4.11 shows that the overall response to this statement is positive; teachers choose both “describes me usually” and “describes me very well” as an option. 41.9% of female teachers say that the statement describes them very well while 46.2% of male teachers declare that the statement describes them usually. With respect to the age factor, half of teachers who are in 35-40 and 41-45 age groups choose “describes me usually” and 40.3% of teachers who are in 29-34 age groups choose “describes me very well” as an option. From 48 teachers who are in 22-28 age groups, 20 teachers choose “describes me usually” and another 20 teachers choose “describes me very well” as an option (the rate is 41.7%). In the same way, the proportions of teachers who choose both “describes me usually” and “describes me very well” as an option in 41 and more age groups are 45.5%. Regarding teaching experiences of teachers, the highest rate (54.5%) is seen in teachers with 21 and more year experience by choosing “describes me very well” as an option and the lowest rate (35.7%) is seen in teachers with 6-10 year teaching experience by choosing the same option. While 38.4% of secondary school teachers declare that the statement describes them very well, 46.2% of high school teachers state out that it describes them usually. Lastly, 40.9% of ELT graduate teachers report that the statement describes them usually. However, two options (describes me usually and describes me very well) are chosen at equal rates by ELL, TI and other field of study graduate teachers (41.7% - 33.3% - 44.4%).

Table 4.12. I think the teacher is the most powerful player in classroom dynamics and determines the class structure.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	2	19	57	58	136	-		
		%	0,0	1,5	14,0	41,9	42,6	100,0			
	Male	f	1	9	11	32	27	80			
		%	1,2	11,2	13,8	40,0	33,8	100,0			
	Total	f	1	11	30	89	85	216			
		%	0,5	5,1	13,9	41,2	39,4	100,0			
Age	22-28	f	0	0	7	22	19	48	-		
		%	0,0	0,0	14,6	45,8	39,6	100,0			
	29-34	f	0	2	13	36	26	77			
		%	0,0	2,6	16,9	46,8	33,8	100,0			
	35-40	f	1	4	6	21	22	54			
		%	1,9	7,4	11,1	38,9	40,7	100,0			
	41-45	f	0	4	3	6	13	26			
		%	0,0	15,4	11,5	23,1	50,0	100,0			
	46+	f	0	1	1	4	5	11			
		%	0,0	9,1	9,1	36,4	45,5	100,0			
	Total	f	1	11	30	89	85	216			
		%	0,5	5,1	13,9	41,2	39,4	100,0			
	Teaching Experience	0-5 years	f	0	0	8	28	26		62	-
			%	0,0	0,0	12,9	45,2	41,9		100,0	
6-10 years		f	0	1	6	23	12	42			
		%	0,0	2,4	14,3	54,8	28,6	100,0			
11-15 years		f	1	4	13	28	25	71			
		%	1,4	5,6	18,3	39,4	35,2	100,0			
16-20 years		f	0	4	2	7	17	30			
		%	0,0	13,3	6,7	23,3	56,7	100,0			
21+		f	0	2	1	3	5	11			
		%	0,0	18,2	9,1	27,3	45,5	100,0			
Total		f	1	11	30	89	85	216			
		%	0,5	5,1	13,9	41,2	39,4	100,0			
School Type		Secondary School	f	0	5	21	53	46	125	-	
			%	0,0	4,0	16,8	42,4	36,8	100,0		
	High School	f	1	6	9	36	39	91			
		%	1,1	6,6	9,9	39,6	42,9	100,0			

	Total	f	1	11	30	89	85	216	
		%	0,5	5,1	13,9	41,2	39,4	100,0	
Field of study	ELT	f	1	10	21	62	65	159	-
		%	0,6	6,3	13,2	39,0	40,9	100,0	
	ELL	f	0	1	6	17	12	36	
		%	0,0	2,8	16,7	47,2	33,3	100,0	
	TI	f	0	0	0	2	1	3	
		%	0,0	0,0	0,0	66,7	33,3	100,0	
	Other	f	0	0	3	8	7	18	
		%	0,0	0,0	16,7	44,4	38,9	100,0	
	Total	f	1	11	30	89	85	216	
		%	0,5	5,1	13,9	41,2	39,4	100,0	

As Table 4.12 shows, the overall score for the option “describes me usually” is 41.2% and it is followed by the option “describes me very well” with 39.4%. While 42.6% of female teachers declare that the statement describes them very well, 40% of male teachers state out that the statement describes them usually. The scores in teachers’ age groups show that the views of the teachers about the statement become strong as the ages of them increase. While teachers who are in 22-28 and 29-34 age groups choose “describes me usually” (45.8% and 46.8%), the teachers who are in 35-40, 41-45 and 46+ age groups choose “describes me very well” as an option (40.7%, 50% and 45.5%). The same is a matter of discussion regarding teaching experiences of the teachers. The average of teachers with 0-15 year experience who choose “describes me usually” is 46.4% while this proportion is 51.1% for teachers with 16-21+ year experience choosing “describes me very well” as an option. As for school type, secondary school teachers (42.4%) mostly choose “describes me usually” while high school teachers (42.9%) choose “describes me very well” as an option. Lastly, it is seen that the option “describes me very well” is chosen by ELT graduate teachers with 40.9% and the option “describes me usually” is chosen by the teachers who graduated from other fields of study; the average percentage is 52.7%.



Table 4.13. If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	3	8	36	46	43	136	$\chi^2=1,528$ df=4 p=0,822		
		%	2,2	5,9	26,5	33,8	31,6	100,0			
	Male	f	4	6	20	26	24	80			
		%	5,0	7,5	25,0	32,5	30,0	100,0			
	Total	f	7	14	56	72	67	216			
		%	3,2	6,5	25,9	33,3	31,0	100,0			
Age	22-28	f	3	5	14	11	15	48	-		
		%	6,2	10,4	29,2	22,9	31,2	100,0			
	29-34	f	1	7	18	30	21	77			
		%	1,3	9,1	23,4	39,0	27,3	100,0			
	35-40	f	2	1	10	20	21	54			
		%	3,7	1,9	18,5	37,0	38,9	100,0			
	41-45	f	1	1	9	7	8	26			
		%	3,8	3,8	34,6	26,9	30,8	100,0			
	46+	f	0	0	5	4	2	11			
		%	0,0	0,0	45,5	36,4	18,2	100,0			
	Total	f	7	14	56	72	67	216			
		%	3,2	6,5	25,9	33,3	31,0	100,0			
	Teaching Experience	0-5 years	f	3	5	16	17	21		62	-
			%	4,8	8,1	25,8	27,4	33,9		100,0	
6-10 years		f	1	5	9	18	9	42			
		%	2,4	11,9	21,4	42,9	21,4	100,0			
11-15 years		f	2	4	16	25	24	71			
		%	2,8	5,6	22,5	35,2	33,8	100,0			
16-20 years		f	1	0	9	10	10	30			
		%	3,3	0,0	30,0	33,3	33,3	100,0			
21+		f	0	0	6	2	3	11			
		%	0,0	0,0	54,5	18,2	27,3	100,0			
Total		f	7	14	56	72	67	216			
		%	3,2	6,5	25,9	33,3	31,0	100,0			
School Type		Secondary School	f	6	11	27	41	40	125	$\chi^2=6,946$ df=4 p=0,139	
			%	4,8	8,8	21,6	32,8	32,0	100,0		
	High School	f	1	3	29	31	27	91			
		%	1,1	3,3	31,9	34,1	29,7	100,0			

	Total	f	7	14	56	72	67	216	
		%	3,2	6,5	25,9	33,3	31,0	100,0	
Field of study	ELT	f	4	13	43	50	49	159	-
		%	2,5	8,2	27,0	31,4	30,8	100,0	
	ELL	f	1	1	6	13	15	36	
		%	2,8	2,8	16,7	36,1	41,7	100,0	
	TI	f	0	0	0	2	1	3	
		%	0,0	0,0	0,0	66,7	33,3	100,0	
	Other	f	2	0	7	7	2	18	
		%	11,1	0,0	38,9	38,9	11,1	100,0	
	Total	f	7	14	56	72	67	216	
		%	3,2	6,5	25,9	33,3	31,0	100,0	

As shown in Table 4.13, there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=1,528$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=6,946$ ,  $p>0.05$ ). According to the age factor, there different options are chosen by the teachers. 33.3% of them (29-34 age group) choose “describes me usually”, 31% of them (22-28 and 35-40 age groups) choose “describes me very well” and 25.9% of them (41-46+ age group) choose “describes me somewhat” as an option. Regarding teaching experiences of the teachers, the ones with 6-20 year experience mostly score “describes me usually” as an option, 33.9% of the teachers with 0-5 year experience choose “describes me very well” as an option and 54.5% of the teachers with 21+ year experience state out that the statement describes them somewhat. Finally, the rates for the field of study are as followed: 31.4% of ELT graduate teachers choose “describes me usually”, 41.7% of ELL graduate teachers choose “describes me very well” and the average of the teachers graduated from other fields of study who choose “describes me usually” is 52.8%.

Table 4.14. I talk too much and ask lots of questions during the lesson.

Variable	Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square	
Female	f	3	9	34	60	30	136	$\chi^2=3,527$

	Male	%	2,2	6,6	25,0	44,1	22,1	100,0	df=4 p=0,474		
		f	2	7	28	27	16	80			
	%	2,5	8,8	35,0	33,8	20,0	100,0				
	Total	f	5	16	62	87	46	216			
		%	2,3	7,4	28,7	40,3	21,3	100,0			
Age	22-28	f	2	7	14	19	6	48	-		
		%	4,2	14,6	29,2	39,6	12,5	100,0			
	29-34	f	3	3	23	32	16	77			
		%	3,9	3,9	29,9	41,6	20,8	100,0			
	35-40	f	0	4	14	21	15	54			
		%	0,0	7,4	25,9	38,9	27,8	100,0			
	41-45	f	0	1	7	12	6	26			
		%	0,0	3,8	26,9	46,2	23,1	100,0			
	46+	f	0	1	4	3	3	11			
		%	0,0	9,1	36,4	27,3	27,3	100,0			
	Total	f	5	16	62	87	46	216			
		%	2,3	7,4	28,7	40,3	21,3	100,0			
	Teaching Experience	0-5 years	f	3	9	18	24	8		62	-
			%	4,8	14,5	29,0	38,7	12,9		100,0	
6-10 years		f	2	2	12	17	9	42			
		%	4,8	4,8	28,6	40,5	21,4	100,0			
11-15 years		f	0	2	22	30	17	71			
		%	0,0	2,8	31,0	42,3	23,9	100,0			
16-20 years		f	0	2	6	12	10	30			
		%	0,0	6,7	20,0	40,0	33,3	100,0			
21+		f	0	1	4	4	2	11			
		%	0,0	9,1	36,4	36,4	18,2	100,0			
Total		f	5	16	62	87	46	216			
		%	2,3	7,4	28,7	40,3	21,3	100,0			
School Type		Secondary School	f	3	10	35	48	29	125	$\chi^2=0,966$ df=4 p=0,915	
			%	2,4	8,0	28,0	38,4	23,2	100,0		
	High School	f	2	6	27	39	17	91			
		%	2,2	6,6	29,7	42,9	18,7	100,0			
	Total	f	5	16	62	87	46	216			
		%	2,3	7,4	28,7	40,3	21,3	100,0			
Field of study	ELT	f	4	11	44	63	37	159	-		
		%	2,5	6,9	27,7	39,6	23,3	100,0			
	ELL	f	0	1	11	18	6	36			
		%	0,0	2,8	30,6	50,0	16,7	100,0			
	TI	f	0	1	1	0	1	3			
		%	0,0	33,3	33,3	0,0	33,3	100,0			

	Other	f	1	3	6	6	2	18
		%	5,6	16,7	33,3	33,3	11,1	100,0
	Total	f	5	16	62	87	46	216
		%	2,3	7,4	28,7	40,3	21,3	100,0

Table 4.14 shows that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=3,527, p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=0,966, p>0.05$ ). In all cases, teachers mostly choose “describes me very well” as an option for this statement. The proportions for the age groups are 39.6% in 22-28 age group, 41.6% in 29-34 age group, 38.9% in 35-40 age group and 46.2% in 41-45 age group. However, 36.4% of the teachers who are in 46 and more age group choose “describes me somewhat” as an option. While the proportions are close to each other among teachers who have 6-20 years teaching experience (average percentage is 40.9%), the lowest rate is 36.4% for teachers who have 21 and more year experience. Lastly, 39.6% of ELT graduate teachers and half of ELL graduate teachers choose “describes me usually” as an option while this proportion is 33.3% for the teachers who graduated from other fields of study.

Table 4.15. Creating a stress-free, emotionally safe and motivating atmosphere helps in ELT environment.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	0	0	14	55	67	136	-
		%	0,0	0,0	10,3	40,4	49,3	100,0	
	Male	f	0	0	6	34	40	80	
		%	0,0	0,0	7,5	42,5	50,0	100,0	
	Total	f	0	0	20	89	107	216	
		%	0,0	0,0	9,3	41,2	49,5	100,0	
Age	22-28	f	0	0	6	12	30	48	-
		%	0,0	0,0	12,5	25,0	62,5	100,0	
	29-34	f	0	0	8	38	31	77	
		%	0,0	0,0	10,4	49,4	40,3	100,0	

	35-40	f	0	0	3	25	26	54	
		%	0,0	0,0	5,6	46,3	48,1	100,0	
	41-45	f	0	0	3	10	13	26	
		%	0,0	0,0	11,5	38,5	50,0	100,0	
	46+	f	0	0	0	4	7	11	
		%	0,0	0,0	0,0	36,4	63,6	100,0	
Total	f	0	0	20	89	107	216		
	%	0,0	0,0	9,3	41,2	49,5	100,0		
Teaching Experience	0-5 years	f	0	0	9	17	36	62	
		%	0,0	0,0	14,5	27,4	58,1	100,0	
	6-10 years	f	0	0	3	22	17	42	
		%	0,0	0,0	7,1	52,4	40,5	100,0	
	11-15 years	f	0	0	6	33	32	71	
		%	0,0	0,0	8,5	46,5	45,1	100,0	
	16-20 years	f	0	0	2	14	14	30	
		%	0,0	0,0	6,7	46,7	46,7	100,0	
	21+	f	0	0	0	3	8	11	
		%	0,0	0,0	0,0	27,3	72,7	100,0	
Total	f	0	0	20	89	107	216		
	%	0,0	0,0	9,3	41,2	49,5	100,0		
School Type	Secondary School	f	0	0	15	54	56	125	
		%	0,0	0,0	12,0	43,2	44,8	100,0	
	High School	f	0	0	5	35	51	91	
		%	0,0	0,0	5,5	38,5	56,0	100,0	
	Total	f	0	0	20	89	107	216	
		%	0,0	0,0	9,3	41,2	49,5	100,0	
Field of study	ELT	f	0	0	14	62	83	159	
		%	0,0	0,0	8,8	39,0	52,2	100,0	
	ELL	f	0	0	4	17	15	36	
		%	0,0	0,0	11,1	47,2	41,7	100,0	
	TI	f	0	0	1	2	0	3	
		%	0,0	0,0	33,3	66,7	0,0	100,0	
	Other	f	0	0	1	8	9	18	
		%	0,0	0,0	5,6	44,4	50,0	100,0	
	Total	f	0	0	20	89	107	216	
		%	0,0	0,0	9,3	41,2	49,5	100,0	

As can be seen from Table 4.15, almost half of all the teachers state out that the statement describes them very well. The proportion of male teachers is higher than the female teachers' (50% to 49.3%). The rates for 2 age groups are basically the same (22-

28=62.5%, and 46+=63.6%) while the proportion is the lowest (48.1%) among 35-40 years old teachers. In respect to teaching experiences of the teachers, the highest proportion (72.7%) is seen among the teachers who have 21 and more year experience. The rate of high school teachers outnumbers the rate of secondary school teachers (56% to 44.8%). Over half of those who are ELT graduates and half of those who are the graduates of other fields choose “describes me very well” as an option while 47.2% of ELL graduate teachers choose “describes me usually” as an option.

#### 4.3.4. Findings Regarding the Fourth Sub-dimension ‘Attention Getting Strategies’

The fourth research question discussed within the scope of the study is “How do EFL teachers’ classroom management techniques range in the question items of ‘Attention Getting Strategies’ sub-dimension? Is there any significant difference in teachers’ classroom management techniques according to their gender, age, teaching experience, school type and field of study?” in order to search for answers to this research question, the data obtained by the teachers’ answers to 5 question items under ‘Attention Getting Strategies’ sub-dimension is analyzed according to the variables by forming crosstabs. In addition, gap analysis is made according to the variables for the items corresponding the hypothesis of Chi-square test (the statistical value is  $<.005$  probability level). Relevant data are presented respectively.

Table 4.16. I give clues and time to students to discover the teaching point.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	0	2	7	58	69	136	-
		%	0,0	1,5	5,1	42,6	50,7	100,0	
	Male	f	0	0	2	45	33	80	
		%	0,0	0,0	2,5	56,2	41,2	100,0	
	Total	f	0	2	9	103	102	216	
		%	0,0	0,9	4,2	47,7	47,2	100,0	
Age	22-28	f	0	0	2	22	24	48	-

		%	0,0	0,0	4,2	45,8	50,0	100,0	
	29-34	f	0	2	5	34	36	77	
		%	0,0	2,6	6,5	44,2	46,8	100,0	
	35-40	f	0	0	1	29	24	54	
		%	0,0	0,0	1,9	53,7	44,4	100,0	
	41-45	f	0	0	1	12	13	26	
		%	0,0	0,0	3,8	46,2	50,0	100,0	
	46+	f	0	0	0	6	5	11	
		%	0,0	0,0	0,0	54,5	45,5	100,0	
	Total	f	0	2	9	103	102	216	
		%	0,0	0,9	4,2	47,7	47,2	100,0	
Teaching Experience	0-5 years	f	0	1	2	26	33	62	
		%	0,0	1,6	3,2	41,9	53,2	100,0	
	6-10 years	f	0	0	4	24	14	42	
		%	0,0	0,0	9,5	57,1	33,3	100,0	
	11-15 years	f	0	1	2	34	34	71	
		%	0,0	1,4	2,8	47,9	47,9	100,0	
	16-20 years	f	0	0	1	13	16	30	
		%	0,0	0,0	3,3	43,3	53,3	100,0	
	21+	f	0	0	0	6	5	11	
		%	0,0	0,0	0,0	54,5	45,5	100,0	
Total	f	0	2	9	103	102	216		
	%	0,0	0,9	4,2	47,7	47,2	100,0		
School Type	Secondary School	f	0	1	7	58	59	125	
		%	0,0	0,8	5,6	46,4	47,2	100,0	
	High School	f	0	1	2	45	43	91	
		%	0,0	1,1	2,2	49,5	47,3	100,0	
	Total	f	0	2	9	103	102	216	
%		0,0	0,9	4,2	47,7	47,2	100,0		
Field of study	ELT	f	0	2	5	76	76	159	
		%	0,0	1,3	3,1	47,8	47,8	100,0	
	ELL	f	0	0	2	14	20	36	
		%	0,0	0,0	5,6	38,9	55,6	100,0	
	TI	f	0	0	1	2	0	3	
		%	0,0	0,0	33,3	66,7	0,0	100,0	
	Other	f	0	0	1	11	6	18	
		%	0,0	0,0	5,6	61,1	33,3	100,0	
	Total	f	0	2	9	103	102	216	
		%	0,0	0,9	4,2	47,7	47,2	100,0	

From the table above we can see that teachers choose two options (describes me usually and describes me very well) at an almost equal rate (47.7% and 47.2). While 56.2% of male teachers report that the statement describes them usually, the option “describes me very well” is chosen by 50.7% of female teachers. Half of the teachers who are in both 22-28 and 41-45 age groups choose “describes me very well” while more than half of the teachers who are in 35-40 and 46+ age groups score “describes me usually” as an option. Almost the same rate (53%) is seen in teachers who have 0-5 year and 16-20 year teaching experience choosing “describes me very well” as an option. 47.9% of the teachers who have 11-15 year teaching experience choose two options at the same rate. The highest rate is 57.1% for the option “describes me usually” chosen by the teachers with 6-10 year teaching experience. 54.5% of the teachers with 21 and more year experience also choose “describes me usually” as an option. 47.2% of secondary school teachers declare that the statement describes them very well; on the other hand, high school teachers choose “describes me usually” as an option. Lastly, it seen that two options are chosen by ELT graduate teachers at an equal rate (47.8%) while 55.6% of ELL graduate teachers choose “describes me very well” as an option. The average rate of the teachers graduated from other fields of study who choose “describes me usually” is 63.9%.

Table 4.17. I give instructions verbally and make sure my students know what to do.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	0	0	6	48	82	136	$\chi^2=3,668$ df=2 p=0,160
		%	0,0	0,0	4,4	35,3	60,3	100,0	
	Male	f	0	0	9	27	44	80	
		%	0,0	0,0	11,2	33,8	55,0	100,0	
	Total	f	0	0	15	75	126	216	
		%	0,0	0,0	6,9	34,7	58,3	100,0	
Age	22-28	f	0	0	3	22	23	48	-
		%	0,0	0,0	6,2	45,8	47,9	100,0	
	29-34	f	0	0	2	28	47	77	
		%	0,0	0,0	2,6	36,4	61,0	100,0	
	35-40	f	0	0	4	16	34	54	
		%	0,0	0,0	7,4	30,0	63,0	100,0	



	41-45	%	0,0	0,0	7,4	29,6	63,0	100,0	
		f	0	0	2	7	17	26	
	46+	%	0,0	0,0	7,7	26,9	65,4	100,0	
		f	0	0	4	2	5	11	
	Total	%	0,0	0,0	6,9	34,7	58,3	100,0	
		f	0	0	15	75	126	216	
Teaching Experience	0-5 years	f	0	0	3	27	32	62	
		%	0,0	0,0	4,8	43,5	51,6	100,0	
	6-10 years	f	0	0	3	15	24	42	
		%	0,0	0,0	7,1	35,7	57,1	100,0	
	11-15 years	f	0	0	2	24	45	71	
		%	0,0	0,0	2,8	33,8	63,4	100,0	
	16-20 years	f	0	0	4	7	19	30	
		%	0,0	0,0	13,3	23,3	63,3	100,0	
	21+	f	0	0	3	2	6	11	
		%	0,0	0,0	27,3	18,2	54,5	100,0	
	Total	f	0	0	15	75	126	216	
		%	0,0	0,0	6,9	34,7	58,3	100,0	
School Type	Secondary School	f	0	0	6	45	74	125	$\chi^2=2,143$ df=2 p=0,343
		%	0,0	0,0	4,8	36,0	59,2	100,0	
	High School	f	0	0	9	30	52	91	
		%	0,0	0,0	9,9	33,0	57,1	100,0	
	Total	f	0	0	15	75	126	216	
		%	0,0	0,0	6,9	34,7	58,3	100,0	
Field of study	ELT	f	0	0	10	50	99	159	
		%	0,0	0,0	6,3	31,4	62,3	100,0	
	ELL	f	0	0	1	13	22	36	
		%	0,0	0,0	2,8	36,1	61,1	100,0	
	TI	f	0	0	0	2	1	3	
		%	0,0	0,0	0,0	66,7	33,3	100,0	
	Other	f	0	0	4	10	4	18	
		%	0,0	0,0	22,2	55,6	22,2	100,0	
	Total	f	0	0	15	75	126	216	
		%	0,0	0,0	6,9	34,7	58,3	100,0	

As shown in Table 4.17, there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=3,668$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=2,143$ ,  $p>0.05$ ). The results show that teachers in all groups choose “describes me very well” as an option to a

high degree (58.3%) for this statement. The scores increase proportionally as the ages of teachers increase: 22-28=47.9%, 29-34=61%, 35-40=63% and 41-45=65.4%. It is the same case for teaching experience years of the teachers: 0-5 year=51.6%, 6-10 year=57.1, 11-15 year=63.4% and 16-20 year=63.3%. Finally, the proportions of ELT and ELL graduate teachers who choose “describes me very well” as an option are close to each other (62.3% to 61.1%). The average rate of other fields of study graduates choosing “describes me usually” is 61.1%.

Table 4.18. If there is any new point related to the subject being studied, I write it clearly on the board.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	2	11	36	87	136	-		
		%	0,0	1,5	8,1	26,5	64,0	100,0			
	Male	f	0	0	7	28	45	80			
		%	0,0	0,0	8,8	35,0	56,2	100,0			
	Total	f	0	2	18	64	132	216			
		%	0,0	0,9	8,3	29,6	61,1	100,0			
Age	22-28	f	0	2	2	19	25	48	-		
		%	0,0	4,2	4,2	39,6	52,1	100,0			
	29-34	f	0	0	8	19	50	77			
		%	0,0	0,0	10,4	24,7	64,9	100,0			
	35-40	f	0	0	4	14	36	54			
		%	0,0	0,0	7,4	25,9	66,7	100,0			
	41-45	f	0	0	3	7	16	26			
		%	0,0	0,0	11,5	26,9	61,5	100,0			
	46+	f	0	0	1	5	5	11			
		%	0,0	0,0	9,1	45,5	45,5	100,0			
	Total	f	0	2	18	64	132	216			
		%	0,0	0,9	8,3	29,6	61,1	100,0			
	Teaching Experience	0-5 years	f	0	2	6	20	34		62	-
			%	0,0	3,2	9,7	32,3	54,8		100,0	
6-10 years		f	0	0	3	15	24	42			
		%	0,0	0,0	7,1	35,7	57,1	100,0			

	11-15 years	f	0	0	5	16	50	71	
		%	0,0	0,0	7,0	22,5	70,4	100,0	
	16-20 years	f	0	0	3	9	18	30	
		%	0,0	0,0	10,0	30,0	60,0	100,0	
	21+	f	0	0	1	4	6	11	
		%	0,0	0,0	9,1	36,4	54,5	100,0	
Total	f	0	2	18	64	132	216		
	%	0,0	0,9	8,3	29,6	61,1	100,0		
School Type	Secondary School	f	0	2	11	41	71	125	-
		%	0,0	1,6	8,8	32,8	56,8	100,0	
	High School	f	0	0	7	23	61	91	
		%	0,0	0,0	7,7	25,3	67,0	100,0	
	Total	f	0	2	18	64	132	216	
		%	0,0	0,9	8,3	29,6	61,1	100,0	
Field of study	ELT	f	0	1	12	42	104	159	-
		%	0,0	0,6	7,5	26,4	65,4	100,0	
	ELL	f	0	0	4	12	20	36	
		%	0,0	0,0	11,1	33,3	55,6	100,0	
	TI	f	0	1	0	0	2	3	
		%	0,0	33,3	0,0	0,0	66,7	100,0	
	Other	f	0	0	2	10	6	18	
		%	0,0	0,0	11,1	55,6	33,3	100,0	
	Total	f	0	2	18	64	132	216	
		%	0,0	0,9	8,3	29,6	61,1	100,0	

Table 4.18 above illustrates that the response rate is 61.1% at the option “describes me very well” for all the factors. While the score of female teachers is 64%, this rate is 56.2% among male teachers. The proportions of the teachers who are in 29-45 age groups are close to each other: 39-34=64.9%, 35-40=66.7% and 41-45=61.5%. While 22-28 years old teachers’ rate is more than half (52.1%), it is 45.5% among teachers who are 46 and more years old. The scores increase clearly as the teaching experience years of the teachers increase: 0-5=45.8%, 6-10=57.1%, 11-15=70.4%. The scores of the teachers who have 16-21+ year teaching experience are also high (16-20=60% and 21 and more=54.5%). It is seen that the proportions of high school teachers (67%) are higher than the proportions of secondary school teachers (56.8%). Lastly, almost two-thirds of ELT graduate teachers (65.4%) totally agree with on statement while this proportion is more than half (55.6%) among ELL graduate teachers.

Table 4.19. While teaching, I use body language, gestures and facial expressions to convey the message to the students.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	0	5	29	102	136	-		
		%	0,0	0,0	3,7	21,3	75,0	100,0			
	Male	f	0	0	1	21	58	80			
		%	0,0	0,0	1,2	26,2	72,5	100,0			
	Total	f	0	0	6	50	160	216			
		%	0,0	0,0	2,8	23,1	74,1	100,0			
Age	22-28	f	0	0	0	4	44	48	-		
		%	0,0	0,0	0,0	8,3	91,7	100,0			
	29-34	f	0	0	4	16	57	77			
		%	0,0	0,0	5,2	20,8	74,0	100,0			
	35-40	f	0	0	1	17	36	54			
		%	0,0	0,0	1,9	31,5	66,7	100,0			
	41-45	f	0	0	1	10	15	26			
		%	0,0	0,0	3,8	38,5	57,7	100,0			
	46+	f	0	0	0	3	8	11			
		%	0,0	0,0	0,0	27,3	72,7	100,0			
	Total	f	0	0	6	50	160	216			
		%	0,0	0,0	2,8	23,1	74,1	100,0			
	Teaching Experience	0-5 years	f	0	0	0	7	55		62	-
			%	0,0	0,0	0,0	11,3	88,7		100,0	
6-10 years		f	0	0	0	13	29	42			
		%	0,0	0,0	0,0	31,0	69,0	100,0			
11-15 years		f	0	0	5	17	49	71			
		%	0,0	0,0	7,0	23,9	69,0	100,0			
16-20 years		f	0	0	1	11	18	30			
		%	0,0	0,0	3,3	36,7	60,0	100,0			
21+		f	0	0	0	2	9	11			
		%	0,0	0,0	0,0	18,2	81,8	100,0			
Total		f	0	0	6	50	160	216			
		%	0,0	0,0	2,8	23,1	74,1	100,0			
School Type		Secondary School	f	0	0	3	27	95	125	-	
			%	0,0	0,0	2,4	21,6	76,0	100,0		
	High School	f	0	0	3	23	65	91			
		%	0,0	0,0	3,3	25,3	71,4	100,0			

	Total	f	0	0	6	50	160	216	
		%	0,0	0,0	2,8	23,1	74,1	100,0	
Field of study	ELT	f	0	0	5	37	117	159	-
		%	0,0	0,0	3,1	23,3	73,6	100,0	
	ELL	f	0	0	1	6	29	36	
		%	0,0	0,0	2,8	16,7	80,6	100,0	
	TI	f	0	0	0	0	3	3	
		%	0,0	0,0	0,0	0,0	100,0	100,0	
	Other	f	0	0	0	7	11	18	
		%	0,0	0,0	0,0	38,9	61,1	100,0	
	Total	f	0	0	6	50	160	216	
		%	0,0	0,0	2,8	23,1	74,1	100,0	

When looked at Table 4.19, it is clearly understood that almost three out of four (74.1%) of teachers choose “describes me very well” as an option for the statement. The rate of female teachers is 75% and it is 72.5% among male teachers. Closer inspection of the table shows that the rates of teachers decrease as the ages of the teachers increase. Accordingly, the rate of teachers who are 22-28 years old is quite high (91.7%). It is followed by the teachers who are in 29-34 age group (74%), who are in 35-40 age group (66.7%) and who are 41-45 age group (57.7%). The same case is seen in teaching experience years of the teachers. While the proportion of the teachers who have 0-5 year teaching experience is 88.7%, it is 60% among the teachers who have 16-20 year teaching experience. Although the rates of secondary and high school teachers are close to each other, the rate of secondary school teachers outnumbers the rate of high school teachers (76% to 71.4%). Finally, it is seen that 73.6% of ELT graduate teachers, 80.6% of ELL graduate teachers, all of TI graduate teachers and 61.1% of the teachers who graduated from other fields of study totally agree on the statement.

Table 4.20. During the lesson, I try to use right voice tone as the students are trying to understand a different language.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	0	12	41	83	136	$\chi^2=5,108$ df=2 p=0,078		
		%	0,0	0,0	8,8	30,1	61,0	100,0			
	Male	f	0	0	1	26	53	80			
		%	0,0	0,0	1,2	32,5	66,2	100,0			
	Total	f	0	0	13	67	136	216			
		%	0,0	0,0	6,0	31,0	63,0	100,0			
Age	22-28	f	0	0	2	7	39	48	-		
		%	0,0	0,0	4,2	14,6	81,2	100,0			
	29-34	f	0	0	7	29	41	77			
		%	0,0	0,0	9,1	37,7	53,2	100,0			
	35-40	f	0	0	3	17	34	54			
		%	0,0	0,0	5,6	31,5	63,0	100,0			
	41-45	f	0	0	0	10	16	26			
		%	0,0	0,0	0,0	38,5	61,5	100,0			
	46+	f	0	0	1	4	6	11			
		%	0,0	0,0	9,1	36,4	54,5	100,0			
	Total	f	0	0	13	67	136	216			
		%	0,0	0,0	6,0	31,0	63,0	100,0			
	Teaching Experience	0-5 years	f	0	0	3	11	48		62	-
			%	0,0	0,0	4,8	17,7	77,4		100,0	
6-10 years		f	0	0	4	19	19	42			
		%	0,0	0,0	9,5	45,2	45,2	100,0			
11-15 years		f	0	0	5	23	43	71			
		%	0,0	0,0	7,0	32,4	60,6	100,0			
16-20 years		f	0	0	0	11	19	30			
		%	0,0	0,0	0,0	36,7	63,3	100,0			
21+		f	0	0	1	3	7	11			
		%	0,0	0,0	9,1	27,3	63,6	100,0			
Total		f	0	0	13	67	136	216			
		%	0,0	0,0	6,0	31,0	63,0	100,0			
School Type		Secondary School	f	0	0	6	36	83	125	$\chi^2=1,759$ df=2 p=0,415	
			%	0,0	0,0	4,8	28,8	66,4	100,0		
	High School	f	0	0	7	31	53	91			
		%	0,0	0,0	7,7	34,1	58,2	100,0			

	Total	f	0	0	13	67	136	216	
		%	0,0	0,0	6,0	31,0	63,0	100,0	
Field of study	ELT	f	0	0	11	49	99	159	-
		%	0,0	0,0	6,9	30,8	62,3	100,0	
	ELL	f	0	0	0	12	24	36	
		%	0,0	0,0	0,0	33,3	66,7	100,0	
	TI	f	0	0	1	1	1	3	
		%	0,0	0,0	33,3	33,3	33,3	100,0	
	Other	f	0	0	1	5	12	18	
		%	0,0	0,0	5,6	27,8	66,7	100,0	
	Total	f	0	0	13	67	136	216	
		%	0,0	0,0	6,0	31,0	63,0	100,0	

As shown in Table 4.20, it is seen that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=5,108$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=1,759$ ,  $p>0.05$ ). as shown in the table, the response rate is 63% at the option “describes me very well” regarding all the characteristics of the teachers. The proportions of the teachers who are 29-34 and 46 and more age group are close to each other (53.2% and 54.5%) and the proportions of the teachers who are 35-40 and 41-45 age group are also close to one another (63% and 61.5%) while this proportion is the highest (81.2%) among teachers who are in 22-28 age group. Likewise, the highest rate (77.4%) is seen among the teachers who have 0-5 year teaching experience. However, the lowest rate (45.2%) is seen among the teachers who have 6-10 year experience. The rates of other teachers who are have 11-21 and more year teaching experience are close to each other (the average is 62.5%). Lastly, 62.3% of ELT graduate teachers totally agree on the statement while 66.7% of the teachers who graduated from other fields of study support the statement totally.

#### 4.3.5. Findings Regarding the Fifth Sub-dimension ‘Tools and Techniques’

The fifth research question discussed within the scope of the study is “How do EFL teachers’ classroom management techniques range in the question items of ‘Tools and Techniques’ sub-dimension? Is there any significant difference in teachers’ classroom management techniques according to their gender, age, teaching experience, school type

and field of study?” in order to search for answers to this research question, the data obtained by the teachers’ answers to 4 question items under ‘Tools and Techniques’ sub-dimension is analyzed according to the variables by forming crosstabs. In addition, gap analysis is made according to the variables for the items corresponding the hypothesis of Chi-square test (the statistical value is  $<.005$  probability level). Relevant data are presented respectively.

Table 4.21. I often include different activities such as role-play, watching movie, discussions or games to the lesson.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	1	50	45	40	136	-		
		%	0,0	0,7	36,8	33,1	29,4	100,0			
	Male	f	0	3	21	32	24	80			
		%	0,0	3,8	26,2	40,0	30,0	100,0			
	Total	f	0	4	71	77	64	216			
		%	0,0	1,9	32,9	35,6	29,6	100,0			
Age	22-28	f	0	0	15	20	13	48	-		
		%	0,0	0,0	31,2	41,7	27,1	100,0			
	29-34	f	0	1	34	22	20	77			
		%	0,0	1,3	44,2	28,6	26,0	100,0			
	35-40	f	0	3	12	24	15	54			
		%	0,0	5,6	22,2	44,4	27,8	100,0			
	41-45	f	0	0	8	7	11	26			
		%	0,0	0,0	30,8	26,9	42,3	100,0			
	46+	f	0	0	2	4	5	11			
		%	0,0	0,0	18,2	36,4	45,5	100,0			
	Total	f	0	4	71	77	64	216			
		%	0,0	1,9	32,9	35,6	29,6	100,0			
	Teaching Experience	0-5 years	f	0	0	23	24	15		62	-
			%	0,0	0,0	37,1	38,7	24,2		100,0	
6-10 years		f	0	2	18	12	10	42			
		%	0,0	4,8	42,9	28,6	23,8	100,0			
11-15 years		f	0	2	22	27	20	71			
		%	0,0	2,8	31,0	38,0	28,2	100,0			



	16-20 years	f	0	0	7	11	12	30	
		%	0,0	0,0	23,3	36,7	40,0	100,0	
	21+	f	0	0	1	3	7	11	
		%	0,0	0,0	9,1	27,3	63,6	100,0	
	Total	f	0	4	71	77	64	216	
		%	0,0	1,9	32,9	35,6	29,6	100,0	
School Type	Secondary School	f	0	3	40	47	35	125	-
		%	0,0	2,4	32,0	37,6	28,0	100,0	
	High School	f	0	1	31	30	29	91	
		%	0,0	1,1	34,1	33,0	31,9	100,0	
	Total	f	0	4	71	77	64	216	
		%	0,0	1,9	32,9	35,6	29,6	100,0	
Field of study	ELT	f	0	4	53	51	51	159	-
		%	0,0	2,5	33,3	32,1	32,1	100,0	
	ELL	f	0	0	10	18	8	36	
		%	0,0	0,0	27,8	50,0	22,2	100,0	
	TI	f	0	0	2	1	0	3	
		%	0,0	0,0	66,7	33,3	0,0	100,0	
	Other	f	0	0	6	7	5	18	
		%	0,0	0,0	33,3	38,9	27,8	100,0	
	Total	f	0	4	71	77	64	216	
		%	0,0	1,9	32,9	35,6	29,6	100,0	

When looked at the table 4.21, it is seen that teachers give various responses to this statement. Although the highest overall rate (35.6%) is seen in the option “describes me usually”, there are teachers who choose the option “describes me somewhat” with 32.9% rate per cent and who choose the option “describes me very well” with 29.6% rate per cent. 36.8% of female teachers choose “describes me somewhat” while 40% of male teachers choose “describes me usually” as an option. Teachers who are in 22-28 age group (41.7%) and 35-40 age group (44.4%) support the option “describes me usually” whilst teachers who are in 41-45 (42.3%) and 46 and more (45.5%) age groups choose “describes me very well” as an option. 44.2% of the teachers who are in 29-34 age group say that the statement describes them somewhat. Regarding teaching experiences of the teachers overall mean score (38.7%) of teachers with 0-5 year experience is basically the same as the score (38%) of teachers with 11-15 year experience; they agree with the option “describes me usually”. Almost two-thirds of the teachers (63.6%) who have 16-20 year experience say that the statement describes them very well; this proportion is 63.6% among teachers who have 21

and more year experience. On the other hand, 42.9% of the teachers with 6-10 year teaching experience choose “describes me somewhat” as an option for this statement. Secondary and high school teachers differ in two options; 37.6% of secondary school teachers choose “describes me very well” while 34.1% of high school teachers choose “describes me somewhat” as an option. What is interesting about the data in this table is that ELT graduate teachers differ in 3 options and the proportions are basically the same (around 32.5%). On the other hand, half of ELL teachers choose “describes me usually” as an option.

Table 4.22. Physically well-organized classroom is very important in ELT.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	0	0	10	27	99	136	$\chi^2=0,095$ df=2 p=0,954
		%	0,0	0,0	7,4	19,9	72,8	100,0	
	Male	f	0	0	5	16	59	80	
		%	0,0	0,0	6,2	20,0	73,8	100,0	
	Total	f	0	0	15	43	158	216	
		%	0,0	0,0	6,9	19,9	73,1	100,0	
Age	22-28	f	0	0	3	9	36	48	-
		%	0,0	0,0	6,2	18,8	75,0	100,0	
	29-34	f	0	0	5	13	59	77	
		%	0,0	0,0	6,5	16,9	76,6	100,0	
	35-40	f	0	0	2	13	39	54	
		%	0,0	0,0	3,7	24,1	72,2	100,0	
	41-45	f	0	0	5	5	16	26	
		%	0,0	0,0	19,2	19,2	61,5	100,0	
	46+	f	0	0	0	3	8	11	
		%	0,0	0,0	0,0	27,3	72,7	100,0	
	Total	f	0	0	15	43	158	216	
		%	0,0	0,0	6,9	19,9	73,1	100,0	
Teaching Experience	0-5 years	f	0	0	3	10	49	62	-
		%	0,0	0,0	4,8	16,1	79,0	100,0	
	6-10 years	f	0	0	3	8	31	42	
		%	0,0	0,0	7,1	19,0	73,8	100,0	

	11-15 years	f	0	0	6	17	48	71	
		%	0,0	0,0	8,5	23,9	67,6	100,0	
	16-20 years	f	0	0	3	6	21	30	
		%	0,0	0,0	10,0	20,0	70,0	100,0	
	21+	f	0	0	0	2	9	11	
		%	0,0	0,0	0,0	18,2	81,8	100,0	
Total	f	0	0	15	43	158	216		
	%	0,0	0,0	6,9	19,9	73,1	100,0		
School Type	Secondary School	f	0	0	9	24	92	125	$\chi^2=0,111$ df=2 p=0,946
		%	0,0	0,0	7,2	19,2	73,6	100,0	
	High School	f	0	0	6	19	66	91	
		%	0,0	0,0	6,6	20,9	72,5	100,0	
	Total	f	0	0	15	43	158	216	
		%	0,0	0,0	6,9	19,9	73,1	100,0	
Field of study	ELT	f	0	0	8	31	120	159	-
		%	0,0	0,0	5,0	19,5	75,5	100,0	
	ELL	f	0	0	4	8	24	36	
		%	0,0	0,0	11,1	22,2	66,7	100,0	
	TI	f	0	0	1	0	2	3	
		%	0,0	0,0	33,3	0,0	66,7	100,0	
	Other	f	0	0	2	4	12	18	
		%	0,0	0,0	11,1	22,2	66,7	100,0	
	Total	f	0	0	15	43	158	216	
		%	0,0	0,0	6,9	19,9	73,1	100,0	

As shown in Table 4.22, it is seen that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=0,095$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=0,111$ ,  $p>0.05$ ). The overall response to this question is very positive; 73.1% of the teachers choose “describes me very well” as an option regarding all the characteristics of the teachers. In all the age groups, the scores are basically the same. However, the score of the teachers who are in 41-45 age group is low (61.5%) when compared to other age groups. The proportion of teaching experience years of teachers is almost parallel with the proportion of teachers’ age. The highest proportion (81.8%) belongs to the teachers who have 21 and more year teaching experience and the lowest proportion (67.6%) is seen among teachers who have 11-15 year experience. Finally, the rate of ELT graduate teachers is 75.5% while the rate of teachers who graduated from other fields of study is 66.7%.

Table 4.23. I use different kinds of equipment (board, aids, technology, etc.) and know how to work them during my lesson.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square		
Gender	Female	f	0	0	15	50	71	136	$\chi^2=4,202$ df=2 p=0,122		
		%	0,0	0,0	11,0	36,8	52,2	100,0			
	Male	f	0	0	4	24	52	80			
		%	0,0	0,0	5,0	30,0	65,0	100,0			
	Total	f	0	0	19	74	123	216			
		%	0,0	0,0	8,8	34,3	56,9	100,0			
Age	22-28	f	0	0	4	20	24	48	-		
		%	0,0	0,0	8,3	41,7	50,0	100,0			
	29-34	f	0	0	10	23	44	77			
		%	0,0	0,0	13,0	29,9	57,1	100,0			
	35-40	f	0	0	3	19	32	54			
		%	0,0	0,0	5,6	35,2	59,3	100,0			
	41-45	f	0	0	1	8	17	26			
		%	0,0	0,0	3,8	30,8	65,4	100,0			
	46+	f	0	0	1	4	6	11			
		%	0,0	0,0	9,1	36,4	54,5	100,0			
	Total	f	0	0	19	74	123	216			
		%	0,0	0,0	8,8	34,3	56,9	100,0			
	Teaching Experience	0-5 years	f	0	0	6	24	32		62	-
			%	0,0	0,0	9,7	38,7	51,6		100,0	
6-10 years		f	0	0	5	13	24	42			
		%	0,0	0,0	11,9	31,0	57,1	100,0			
11-15 years		f	0	0	6	25	40	71			
		%	0,0	0,0	8,5	35,2	56,3	100,0			
16-20 years		f	0	0	2	8	20	30			
		%	0,0	0,0	6,7	26,7	66,7	100,0			
21+		f	0	0	0	4	7	11			
		%	0,0	0,0	0,0	36,4	63,6	100,0			
Total		f	0	0	19	74	123	216			
		%	0,0	0,0	8,8	34,3	56,9	100,0			
School Type		Secondary School	f	0	0	10	45	70	125	$\chi^2=0,523$ df=2 p=0,770	
			%	0,0	0,0	8,0	36,0	56,0	100,0		
	High School	f	0	0	9	29	53	91			
		%	0,0	0,0	9,9	31,9	58,2	100,0			

	Total	f	0	0	19	74	123	216	
		%	0,0	0,0	8,8	34,3	56,9	100,0	
Field of study	ELT	f	0	0	7	56	96	159	-
		%	0,0	0,0	4,4	35,2	60,4	100,0	
	ELL	f	0	0	7	11	18	36	
		%	0,0	0,0	19,4	30,6	50,0	100,0	
	TI	f	0	0	1	0	2	3	
		%	0,0	0,0	33,3	0,0	66,7	100,0	
	Other	f	0	0	4	7	7	18	
		%	0,0	0,0	22,2	38,9	38,9	100,0	
	Total	f	0	0	19	74	123	216	
		%	0,0	0,0	8,8	34,3	56,9	100,0	

Table 4.23 above illustrates that there is no significant difference between the levels of female and male teachers ( $\chi^2(2)=4,202$ ,  $p>0.05$ ) and there is no significant difference between the levels of secondary and high school teachers ( $\chi^2(2)=0,523$ ,  $p>0.05$ ). More than half of the teachers choose “describes me very well” as an option for this statement. The rates of teachers in all age groups are basically the same; they are more than half. The highest rate (65.4%) is seen among the teachers who are in 41-45 age group. The proportion of teaching experience years of teachers is almost parallel with the proportion of teachers’ age. Likewise, the highest proportion (66.7%) belongs to the teachers who have 16-20 year teaching experience. Lastly, the rate of ELT graduate teachers is 60.4% whilst this rate is half among ELL graduate teachers. The rate of TI graduate teachers is 66.7% and the rate of teachers who graduated from other fields of study is 38.9%.

Table 4.24. I speak English at a level the students do not have difficulty in understanding.

Variable			Describes me not at all	Does not describe me	Describes me somewhat	Describes me usually	Describes me very well	Total	Chi-square
Gender	Female	f	1	1	10	42	82	136	-
		%	0,7	0,7	7,4	30,9	60,3	100,0	
	Male	f	4	2	7	24	43	80	
		%	5,0	2,5	8,8	30,0	53,8	100,0	
	Total	f	5	3	17	66	125	216	
		%							

		%	2,3	1,4	7,9	30,6	57,9	100,0			
Age	22-28	f	2	0	3	17	26	48	-		
		%	4,2	0,0	6,2	35,4	54,2	100,0			
	29-34	f	2	2	6	23	44	77			
		%	2,6	2,6	7,8	29,9	57,1	100,0			
	35-40	f	1	1	6	15	31	54			
		%	1,9	1,9	11,1	27,8	57,4	100,0			
	41-45	f	0	0	1	9	16	26			
		%	0,0	0,0	3,8	34,6	61,5	100,0			
	46+	f	0	0	1	2	8	11			
		%	0,0	0,0	9,1	18,2	72,7	100,0			
Total	f	5	3	17	66	125	216				
	%	2,3	1,4	7,9	30,6	57,9	100,0				
Teaching Experience	0-5 years	f	3	1	4	18	36	62	-		
		%	4,8	1,6	6,5	29,0	58,1	100,0			
	6-10 years	f	0	1	2	15	24	42			
		%	0,0	2,4	4,8	35,7	57,1	100,0			
	11-15 years	f	2	1	9	24	35	71			
		%	2,8	1,4	12,7	33,8	49,3	100,0			
	16-20 years	f	0	0	2	6	22	30			
		%	0,0	0,0	6,7	20,0	73,3	100,0			
	21+	f	0	0	0	3	8	11			
		%	0,0	0,0	0,0	27,3	72,7	100,0			
	Total	f	5	3	17	66	125	216			
		%	2,3	1,4	7,9	30,6	57,9	100,0			
	School Type	Secondary School	f	3	1	11	37	73		125	-
			%	2,4	0,8	8,8	29,6	58,4		100,0	
High School		f	2	2	6	29	52	91			
		%	2,2	2,2	6,6	31,9	57,1	100,0			
Total		f	5	3	17	66	125	216			
		%	2,3	1,4	7,9	30,6	57,9	100,0			
Field of study	ELT	f	5	2	12	48	92	159	-		
		%	3,1	1,3	7,5	30,2	57,9	100,0			
	ELL	f	0	1	2	13	20	36			
		%	0,0	2,8	5,6	36,1	55,6	100,0			
	TI	f	0	0	0	1	2	3			
		%	0,0	0,0	0,0	33,3	66,7	100,0			
	Other	f	0	0	3	4	11	18			
		%	0,0	0,0	16,7	22,2	61,1	100,0			
	Total	f	5	3	17	66	125	216			
		%	2,3	1,4	7,9	30,6	57,9	100,0			

As can be seen from the table above, it is clearly seen that more than half of the teachers choose “describes me very well” as an option. Accordingly, the rate of female teachers outnumbers the rate of male teachers (60.3% to 53.8%). What is striking about the results in this table is that the correlation of teachers increases as the ages of them increase. While the score of teachers who are 22-28 is 54.2%, this proportion reaches up to 72.7% among teachers who are 46 and more years old. Regarding teaching experience years, the rates of teachers with 16-20 and 21 and more year experience are quite high (73.3% and 72.7%). The score of teachers with 11-15 year experience is 49.3%. Although the scores are close to each other, the rate of secondary school teachers outnumbers the rate of high school teachers (58.4% to 57.1%). Finally, the scores of ELT and ELL graduate teachers are basically the same (57.9% to 55.6%); the average proportion of the teachers who graduated from other fields of study is 63.9%.

## CHAPTER 5

### CONCLUSION AND IMPLICATIONS

#### 5.1. Presentation

The final chapter presents the discussion of the results; conclusions ensued from the data obtained by the participants and the implications for further research.

#### 5.2. Summary of the Research

This study aims at seeking for the views on classroom management techniques of English teachers working in public schools in Çorum according to their characteristics. Teachers reflect their ideas on the pre-established 24 classroom management techniques under 5 titles: Planning Critical Moments, Activities, Classroom Interaction, Attention Getting Strategies and Tools and Techniques. The ultimate purpose of the study is to examine the lack of research into a good flow of an English lesson. Thus, the study aims to find answers to the following questions:

1. Do male and female EFL teachers differ in their techniques in managing classroom?
2. Is there a significant difference among classroom management techniques of EFL teachers regarding the years of their experience?
3. Do EFL teachers in Secondary Public Schools and EFL teachers in High Public Schools differ in their classroom management techniques?
4. Is there a significant difference among classroom management techniques of EFL teachers in terms of the age?
5. Is there a significant difference among classroom management techniques of EFL teachers in terms of the fields of study?



The participants of the study are 217 English language teachers who are working in public schools in Çorum. In order to collect appropriate data, a questionnaire as a quantitative design technique is used and the results of the questionnaire are analyzed with Chi-Squared statistics.

### **5.3. Discussion of the Results**

#### **5.3.1 Planning Critical Moments**

The first five question items focus on planning critical moments while managing an English language classroom. The results show that more than half of the teachers use the techniques indicated in the questionnaire: starting the lesson sensationally, being aware of the difficulties in the lesson, knowing about the learners, planning and sequencing the course components and checking the understanding Rogers (2002) points out that in an effective management, lessons are prepared well, communication in the classroom must be clear, some energy must be put to deal with student attention and interest, learning tasks and activities are clarified.

According to the data results regarding the age and teaching experience factors of the teachers, a decline is seen in the proportions. Inexperienced teachers are inclined to use these techniques more frequently. As the teachers have become more experienced, the frequency of using these techniques decreases. “If a teacher is regarded as experienced, it should mean that s/he is able to follow the instructions in the book and apply them in common and exceptional classroom situations. Flexibility and adaptability sometimes go beyond a good lesson plan. Inexperienced teachers often keep the lesson plan, but expert teachers can easily make a schedule change during the course. Improvisation is the ability of an experienced teacher rather than beginners” (Stronge, 2007).

Another important result is that secondary school teachers’ ratings for using the aforementioned classroom management techniques are some more higher than the ratings of high school teachers; which may be explained by the fact that younger learners need more help in the critical periods when young children are better in learning or even acquiring second language than adults.

### 5.3.2. Activities

The following three questions (6, 7, 8) examine the course of events regarding the classroom activities. The analysis indicates that the teachers assist the students in doing classroom activities, they can do what they plan for the lesson and they are good at setting up the activities with a successful timing by a majority. More than 70% of the teachers totally agree with helping students while they are on task. There are several possible explanations for this result. According to Walters and Frei (2007), providing help to those who need it and giving alternative tasks to students who have demonstrated mastery of the assignments will help to prevent boredom and classroom disruptions, which will go a long way to ensure proper classroom management. In Scrivener's route map plan for running the activities (2011), teachers run the activity and students do it while the teachers monitor or help. On the other hand, Harmer (2001) suggests that the students are given a task to perform and only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments which the students' performance of the task has shown to be desirable. The results of the current study show that the teachers most probably support these ideas. However, one may query the term of autonomy in language learning. Thus, this result is disagreeable with the study of Benson (2011) indicating that autonomy is the capacity to take control over one's own learning. Accordingly, the participant teachers who reach certain saturation level (e.g. 35-40 age groups and having 11-15 year teaching experience) slightly give up the intervention on the students doing activities.

The participant teachers assert that they can do what they plan for the lesson by a majority. This result is in accord with the studies of McLeod & Fisher & Hoover (2003) indicating that effective time management is a necessary skill for success in school and teachers who can manage time efficiently create an environment in which students learn and develop skills that lead to wise use of time. On the other hand, the teachers' score on organizing the classroom setting and activities in a short time is relatively low. That is to say that they still use this technique, but they are found to be hesitant to give an assertive response when compared to using other techniques.

### 5.3.3. Classroom Interaction

In the third sub-dimension “classroom interaction”, teachers participating in the study answer 7 questions (9 -15). The results show variance in that teachers choose three different options from “describes me somewhat” to “describes me very well”. For example, two classroom management techniques - using pair-work and group activities during the lesson and changing a classroom rule with students – are used by all the participant teachers to a certain extent. However, the observed difference between the novice and experienced teachers in using these two techniques is significant. The results show that young teachers are more enthusiastic about increasing student-student interaction and setting up rules with the students when compared to experienced teachers who set most probably their own rules during the lesson. The study carried out by Long, Adams, McLean, and Castanos (1976) that have noted the importance of working in small groups suggests that learners produce better language production compared to learners working individually. On the other hand, it can be concluded from the results that teachers who have more than 21 year teaching experience try to apply their traditional methods in managing classroom with constructivist approach as seen in the study of Ersözülü & Çaycı (2016). They assert that it has become more difficult to maintain discipline in classes because of the changes on behaviors of students from past to present and changes in the roles of teachers. An interesting result about using aforementioned two techniques is that teachers graduating from other field of study totally agree with the statements although we expect ELT graduate teachers to apply these techniques more efficiently.

Other results stemmed from three questions (11,12,15) show that there is a mean difference among teachers’ scores with respect to gender, experience and school type. That is to say when compared to male teachers, female teachers are more eager to motivate unmotivated students including them into the flow of the course and they think the teacher is the most powerful player in classroom dynamics and determines the class structure. It is seen that secondary school teachers pay attention to the motivation of unmotivated students while high school teachers agree with them somewhat less. In addition, the results show that young teachers are found to be more enthusiastic about the classroom management techniques mentioned. Although most of the teachers definitely support a stress-free environment in an English classroom by creating a good rapport during the course, the score of teachers who graduated from other fields of study and having 6-15 year teaching

experience is proportionally low. This can be explained by the fact that teachers lose their motivation some time after their start to work. The first year(s) are always going to be tough, but one needs to gain a full command of their subject, methodology, and classroom management system along with an understanding of assessment to survive in the classroom and become a good teacher (Bohous, 2006).

The results surveying the student talking time and teacher talking time show that there is no significant difference between the levels of female and male teachers and there is no significant difference between the levels of secondary and high school teachers. The results show difference regarding age and experience factors. While young teachers prefer giving long explanations about the language and talking too much during the course by asking lots of questions to the students, it seems that competent teachers adopt learner-centered approach which emphasizes more on student talk in the second language classroom context (Hitotuzi, 2005). On the other hand, Cullen (1998) in a study shows that a classroom interaction at a lower secondary school is heavily teacher-led, and the teacher's excessive talk in the class is supportive for learning.

#### **5.3.4. Attention Getting Strategies**

With respect to maintaining a good flow of an English course, the frequency of five classroom management techniques involved in "Attention Getting Strategies" sub-dimension are searched: eliciting, using ICQs (instruction check questions), concept checking, using gestures and controlling voice. The results show that the teachers use these techniques at a high rate. However, they choose two options (describes me usually and describes me very well) while stating their views on eliciting. For example, the proportion of female teachers outnumbers the male teachers' score. At the same time, secondary schools teachers' score is higher than the score of high school teachers. Regarding age, experience and field of study factors, two different responses are still observed and the proportions are close to each other. Eliciting is such a technique in language teaching that we are not exaggerating if we give it the magic wand. In reviewing the literature, Scrivener (2011) explains the benefits of this technique in his study: the students take an active part in the learning, the language will be more memorable because of the degree of student

involvement in the learning and as a result, confidence is built because their use of the language is continuous.

The participant teachers transparently give the answer “describes me very well” at a high rate in using other four classroom management techniques. When we examine the results closely, it is seen that the female teachers use these techniques more when compared to male teachers. The rate of secondary school teachers is higher than the rate of high school teachers. It can be explained by the fact that young learners are more alert to learn new language items when compared to elder ones, thus secondary school teachers often use these techniques. Harmer (2001) specifies the language teacher as a kind of teaching aid and a piece of teaching equipment; the teacher is especially beneficial when using mime and gestures as they are language models providing comprehensible input.

No matter how high the rates of using the attention getting strategies, it is clearly seen that the results reveal the difference regarding age and experience factors. The experienced teachers use ICQs and CCQs more when compared to young teachers. This is most probably because they are not competent to using them. As for the other classroom management techniques – using gestures and controlling the voice, the matter is vice versa in that the rates decrease as the experience year increases. The rate is quite high in young teachers. A strong relationship between the age factor and using aforementioned techniques can be explained by the thrill of their youth. Young teachers generally try to be funny and interesting. Thus, it is not difficult for them to pretend to be something or someone.

### **5.3.5. Tools and Techniques**

The final four classroom management techniques examined in the questionnaire are about using the classroom tools and some specific techniques efficiently. These are: variety in teaching, designing classroom, using classroom equipment efficiently and grading the language. According to the results, most of the participant teachers state that they use these techniques during their course. However, there are several important points to be discussed about the results.

While 35.6% of the participant teachers choose “describes me usually” as option, 32.9% of them choose “describes me somewhat” as an option which states their views on using variety in teaching such as using role-play, watching a movie, discussions, game, etc. It can be seen from the results that female teachers abstain from adding variety to their lessons when compared to male teachers who usually use this technique during their course. On the other hand, the results illustrate that high school teachers are using the technique somewhat while secondary school teachers use it usually. Actually, teachers should carefully consider their teaching context, thus this result may be related to the curriculum they have to follow already authorized by Ministries of Education and school boards. In secondary schools, the language items to be thought which are generally in elementary level can make the variety possible during the course. In addition, expert teachers state that they definitely use this technique by choosing the option “describes me very well”. It is not easy to add variety to the lesson for new teachers while they try to carry out objectives, motivational methods, classroom activities, reviews and consolidations (Williams & Alley & Henson, 1999). Experienced teachers know the content and their students and they use efficient planning strategies practicing them for many years: these experienced teachers can do more things in less time than novice teachers can (Stronge, 2007). According to the results of the present study, one unanticipated finding is that ELT graduate teachers choose three different options from “describes me somewhat to describes me very well” at the same rate. This finding is unexpected and suggests that it needs further research.

For the other 3 classroom management techniques taking part in the final sub-dimension, teachers’ rates are quite high and close to each other. It shows that the great majority of the participant teachers pay attention to physically well designed classroom, they use different kinds of classroom equipment such as board, aids, technology, etc. efficiently and grade the language by speaking English at a level the students do not have difficulty in understanding. Ceren (2008) studies that teachers should prepare instructional materials before the class in order to use the time better, thus they can perform an effective lesson using these materials. It is still observed from the results that veteran teachers use these techniques more than the novice teachers; they are experienced as they generally do what they are supposed to do.

## **5.4. Conclusion, Implications and Further Research**

### **5.4.1 Conclusion**

The term “classroom management” has been studied by many experts in many different ways, depending on the aspect focused on, the philosophical dimension and practical approaches followed. While there are researchers who support that classroom management is something to deal with student behavior and discipline problems, it is also possible to observe researchers who regard classroom management as the organization of the lesson to foster student learning. In language teaching, the term gains a broader meaning such as 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 (Gower and Walters, 1988).

This study is conducted to understand the classroom management techniques of English language teachers who work in public schools in Çorum. 217 teachers participate in the present study and according to their characteristics such as gender, age, experience, school type and field of study; they give opinion on pre-established 24 classroom management techniques under 5 sub-dimensions: planning critical moments, activities, classroom interaction, attention getting strategies, tools and techniques. The data obtained is analyzed with Chi-Squared statistics in order to see whether there is any significant difference between teachers’ techniques of classroom management in ELT.

The findings of this study show that most of the participant teachers are consistent with the classroom management techniques placed in the questionnaire used in this study. It means that classroom management techniques are implemented by the teachers by a majority. The differences are especially seen in age and experience factors and in the sub-dimension of classroom interaction while the teachers are totally consistent with using the techniques in activities sub-dimension. Three different options (describes me somewhat – usually – very well) are generally chosen for the techniques: using pair-work and activities, getting STT, encouraging quiet students, relinquishing the authority when needed and creating good rapport. The results show difference especially in age and experience factors as well as gender and school type.

Besides, one technique use in other each sub-dimension shows difference according to the results. For example, in the sub-dimension “Planning Critical Moments”, the rates

for knowing the learners' level, interest and aims decline based on the age and experience factors. In the sub-dimension "Attention Getting Strategies", different scores for the eliciting technique are observed in each factor describing the characteristics of the teachers. Finally, in the sub-dimension "Tools and Techniques", the rates for the technique of variety in teaching show difference in terms of options (describes me somewhat – usually – very well) chosen by the teachers.

#### **5.4.2 Implications and Further Research**

The present study focuses on classroom management techniques used for a good flow of an English lesson. The techniques included in this study refer to significant points which need to be examined in the further studies again and their relations with the characteristics of English language teachers. Furthermore, the same research is likely to be done in terms of students' views. In this research, the participant teachers' views indicate that how classroom interaction can be managed in a language classroom need to be studied deeply. In addition, more research on insufficiency of novice language teachers should be done and thereby the suggestions should be given in details.

In EFL classes in Turkey, it is really very hard for teachers to conduct an English lesson as the difference between Turkish and English as a language is a gap; the structures of them are totally different. Thus, the teachers should find the best way to teach English efficiently in a limited course time. This requires competence in classroom management techniques. Although the participant teachers declare that they mostly use the techniques examined in the present study, some points show the deficiencies and need to be dwelled on. However, the actual practices of the teachers are query. The further researches can be supported with detailed interviews with teachers or students and observations in an English classroom for a semester to identify the teachers' management practices and to get more realistic information about them.

To summarize, this study demonstrates that English language teachers, especially new beginners and secondary school teachers need more practice on classroom management techniques after getting the necessary training theoretically. Within this context, education programs should be organized by the experts coming from universities



or research centers. Although teachers may have different characteristics, they should adopt a common policy on how to manage a language classroom efficiently.



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## APPENDICES

### APPENDIX 1

#### QUESTIONNAIRE IN TURKISH

### İNGİLİZCE ÖĞRETMENLERİNİN SINIF YÖNETİMİ TEKNİKLERİ ÜZERİNE BİR ANKET ÇALIŞMASI

Bu anket, Çorum Merkez devlet okullarında görev yapmakta olan İngilizce Öğretmenlerinin sınıf yönetimi teknikleri üzerine yapılan bir tez çalışması için hazırlanmıştır. Anketin amacı, İngilizce Öğretmenlerinin sınıf yönetiminde kullandıkları teknikler hakkındaki görüşlerini öğrenmektir.

Anket **24 sorudan** oluşmaktadır. Anketteki sorulara objektif ve samimi bir şekilde yanıt vereceğinizden hiç kuşku olmamakla birlikte, çalışmanın bilimsel bir değeri olduğundan bu çalışmada yer alan kişilerin her türlü bilgisi gizli kalacaktır.

Aşağıdaki her bir ifadeyi okuduktan sonra, size en çok uyan durumun yanına/altına (X) işareti koyunuz. Katkılarınızdan dolayı teşekkür ederim.

#### Kişisel Bilgiler:

1. Cinsiyet:  Kadın  Erkek
2. Yaş:  22-28  29-34  35-40  41-45  46-üzeri
3. Çalıştığınız Kurum:  Ortaokul  Lise
4. Deneyim:  0-5 yıl  6-10 yıl  11-15 yıl  16-20 yıl  21 yıl ve üzeri
5. Alan:  İngilizce Öğretmenliği  
 İngiliz Dili ve Edebiyatı  
 Amerikan Kültürü ve Edebiyatı  
 Mütercim Tercümanlık  
 Diğer (Lütfen Belirtiniz) \_\_\_\_\_

## SINIF YÖNETİMİ TEKNİKLERİ – ANKET

Aşağıdaki her bir ifadeyi okuduktan sonra, size en çok uyan durumun altına (X) işareti koyunuz.

### DURUM:

(5) kesinlikle beni anlatıyor (4) genellikle beni anlatıyor

(3) kısmen beni anlatıyor (2) beni tanımlamıyor (1) beni hiç tanımlamıyor

İfadeler	5	4	3	2	1
1. Derse başlarken kullandığım yöntemler öğrencilerde merak uyandırır.					
2. Öğrencilerin derste zorlanacaklarını düşündüğüm noktaları belirler, çözümleriyle birlikte sınıfa gelirim.					
3. Öğrencilerin seviyesini, ilgilerini ve amaçlarını çok iyi bilirim.					
4. Dersten önce tüm öğretme yöntemlerimi planlarım, yani ders öğelerinin hepsini belli bir sıraya koyarım.					
5. Konunun anlaşılıp anlaşılmadığını teyit etmek için farklı öğrencilere çeşitli sorular sorarım.					
6. Öğrenciler herhangi bir sınıf içi etkinliği yaparken, sınıfta dolaşır ve onlara yardım ederim.					
7. Ders için planladığımın yarısını bile yapmaya zamanım olmaz.					
8. Etkinlikler için sınıf ortamını ve öğrencileri kısa bir sürede organize edebilirim.					
9. İkili çalışma ve grup aktiviteleri dersimin önemli unsurlarındandır.					
10. Öğretilen dil ile ilgili fazla açıklama yapmam, böylelikle öğrencilerim pasif-öğrenici olmazlar.					
11. Motivasyonu düşük olan öğrencileri motive ederek ders akışına onları da dâhil ederim.					
12. Öğretmenin sınıf dinamiğinde en belirleyici etken olduğuna inanırım ve ona göre davranırım.					

<b>13.</b> Öğrenciler sınıf içi bir kuralın adil olmadığını düşündüklerinde, onların adil bulduğu bir kural ile o kuralı değiştiririm.					
<b>14.</b> Ders boyunca çok konuşur ve çok soru sorarım.					
<b>15.</b> Gerginlikten uzak, duygu bakımından güvenli ve motive edici bir sınıf atmosferi oluşturmaya çalışırım.					
<b>16.</b> Öğrencilerin öğretilen konuyu keşfetmesi için ipucu ve zaman veririm.					
<b>17.</b> Sözlü olarak talimatları veririm ve öğrencilerimin etkinlik ile ilgili ne yapacaklarını bildiklerinden emin olurum.					
<b>18.</b> Öğretilen konu ile ilgili yeni bir öğretme noktası olduğunda, onu tahtaya net bir şekilde yazarım.					
<b>19.</b> Ders anlatırken, öğrencilere mesajı iletebilmek için vücut dili, el, kol ve yüz ifadeleri kullanırım.					
<b>20.</b> Öğrenciler farklı bir dil anlamaya çalıştıkları için ders boyunca doğru ses tonu kullanmaya özen gösteririm.					
<b>21.</b> Derste sık sık farklı etkinliklere (rol canlandırma, film izleme, tartışma, oyun, vb.) yer veririm.					
<b>22.</b> Fiziksel olarak iyi organize edilmiş bir sınıf İngilizce dersi sınıflarında çok önemlidir.					
<b>23.</b> Ders boyunca çeşitli araçları(tahta, yardımcı eğitimciler, teknoloji, vb.) mutlaka kullanırım ve onların nasıl kullanılacağını bilirim.					
<b>24.</b> Öğrencilerin anlamada zorluk çekmeyeceği bir seviyede İngilizce konuşurum.					



## APPENDIX 2

### QUESTIONNAIRE IN ENGLISH

#### QUESTIONNAIRE FOR EFL TEACHERS ON CLASSROOM MANAGEMENT

This questionnaire is prepared for the master thesis on classroom management techniques of EFL teachers working in state schools in Çorum. The aim of the questionnaire is to learn the views of the EFL teachers' classroom management techniques.

I believe that you give friendly and objective answers to the statements on the questionnaire. Please after reading the statements completely, choose the best choice that fits you and put *(X) under or next to your choices*.

As the questionnaire has a scientific quality, the person who complied and its information on this study will keep in secret.

#### Personal Background:

1. Gender:  Male  Female
2. Age:  22-28  29-34  35-40  41-45  46-more
3. School Type:  Secondary School  High School
4. Teaching experience:  0-5 years  6-10 years  11-15 years  
 16-20 years  over 21 years
5. Field of Study:  
 English Language Teaching  
 English Language and Literature  
 American Culture and Literature  
 Translation and Interpretation  
 Other (Please specify) \_\_\_\_\_

Please indicate your opinion about each of the statements below. Your answers are confidential.

**5 (Describes me very well), 4 (Describes me usually), 3 (Describes me somewhat), 2 (Does not describe me), 1 (Describes me not at all).**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1.</b> I start the lesson in a way that it makes sensation in the students.					
<b>2.</b> I am aware of the difficulties students will face in the lesson and come to the class with the solutions.					
<b>3.</b> I know the learners' level, interest and aims very well.					
<b>4.</b> Before the lesson, I plan all the teaching procedure, I sequence lesson components.					
<b>5.</b> I ask various questions to different students to check whether the subject has been understood.					
<b>6.</b> While the students are doing any classroom task, I walk around and help the students.					
<b>7.</b> I never have enough time even to do half of what I plan.					
<b>8.</b> I can organize the classroom setting and the students for the activities in a short time.					
<b>9.</b> Pairwork and group activities are important elements of my lesson.					
<b>10.</b> I don't give long explanations about the language so my students won't become passive learners.					
<b>11.</b> I motivate unmotivated students and include them into the flow of the course.					
<b>12.</b> I think the teacher is the most powerful player in classroom dynamics and determines the class structure.					

<b>13.</b> If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair.					
<b>14.</b> I talk too much and ask lots of questions during the lesson.					
<b>15.</b> Creating a stress-free, emotionally safe and motivating atmosphere helps in ELT environment.					
<b>16.</b> I give clues and time to students to discover the teaching point.					
<b>17.</b> I give instructions verbally and make sure my students know what to do.					
<b>18.</b> If there is any new point related to the subject being studied, I write it clearly on the board.					
<b>19.</b> While teaching, I use body language, gestures and facial expressions to convey the message to the students.					
<b>20.</b> During the lesson, I try to use right voice tone as the students are trying to understand a different language.					
<b>21.</b> I often include different activities such as role-play, watching movie, discussions or games to the lesson.					
<b>22.</b> Physically well-organized classroom is very important in ELT.					
<b>23.</b> I use different kinds of equipments(board, aids, technology, etc.) and know how to work them during my lesson.					
<b>24.</b> I speak English at a level the students do not have difficulty in understanding.					

## APPENDIX 3

### Questionnaire Application Permission

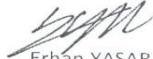
#### KOMİSYON TUTANAĞI

- İlgi : a) Milli Eğitim Bakanlığı 2012/13 sayılı genelgesi.  
b) Valilik Makamı'nın 24.01.2017 tarih ve 43436584-125.99-E.942683 sayılı oluru.  
c) Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğü'nün 25.01.2017 tarih ve 67284360-605.01/1669 sayılı yazısı.

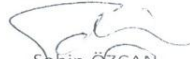
Başkent Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz dili öğretimi tezli yüksek lisans program öğrencisi Esra AKDOĞAN "Özelliklerine Göre Devlet Okullarında Görev Yapan İngilizce Öğretmenlerinin Sınıf Yönetimi Teknikleri Üzerine Bir Çalışma" adlı teziyle ilgili olarak Çorum merkeze bağlı Devlet okullarında görev yapan İngilizce öğretmenlerinin katılımı ile çalışma yapma isteğine ilişkin isteği ilgi (c) yazı ve eklerinde talep edilmiştir.

Valilik Makamı'nın ilgi (b) oluru ile oluşturulan komisyon üyeleri, söz konusu çalışmanın evraklarını inceleyip değerlendirmesini yapmak üzere 06.02.2017 pazartesi günü saat 14.30'da Müdürlüğümüz Ar-Ge Biriminde toplandı.

Söz konusu çalışmanın müracaat evrakları Bakanlığımız ilgi (a) genelgede belirtilen hükümler çerçevesinde incelenmiş olup; çalışmaya katılacak öğretmenlerin tamamıyla gönüllülük esasına göre katılımları okul müdürlüklerince sağlanması; çalışmada öğretmenlere yöneltilecek soruların ilgi (c) yazı ekinde sunulan, üç (3) sayfadan oluşan ve incelemesi tamamlanarak mühürlenmiş formlara göre yapılması, çalışmanın da Eğitim-Öğretim faaliyetlerini aksatmadan ilgili okul müdürlüklerince yapılacak olan planlama dahilinde yapılmasını belirten işbu komisyon tutanağı müştereken imza altına alınmıştır.06.02.2017



Erhan YAŞAR  
Şube Müdürü  
Başkan



Şahin ÖZCAN  
Öğretmen  
Üye



Hayati ÖZDEMİR  
Öğretmen  
Üye



İsmail Serdar YAKAR  
Öğretmen  
Üye

## APPENDIX 4

### The List of Schools to Conduct the Study in Çorum

N O	CITY	DISTRICT	SCHOOL / INSTITUTION
1	ÇORUM	Merkez	Atatürk Anadolu Lisesi
2	ÇORUM	Merkez	Şehit Abdullah Tayyip Olçok Anadolu Lisesi
3	ÇORUM	Merkez	Şehit Erol Olçok Anadolu İmam Hatip Lisesi
4	ÇORUM	Merkez	Eti Anadolu Lisesi
5	ÇORUM	Merkez	İnönü Anadolu Lisesi
6	ÇORUM	Merkez	Bahçelievler Mesleki ve Teknik Anadolu Lisesi
7	ÇORUM	Merkez	Hasanpaşa Mesleki ve Teknik Anadolu Lisesi
8	ÇORUM	Merkez	Çorum Mesleki Teknik Anadolu Lisesi
9	ÇORUM	Merkez	Hitit Mesleki ve Teknik Anadolu Lisesi
10	ÇORUM	Merkez	Fatih Anadolu Lisesi
11	ÇORUM	Merkez	Öğretmen Mukadder Akaydın Anadolu Lisesi
12	ÇORUM	Merkez	Başöğretmen Anadolu Lisesi
13	ÇORUM	Merkez	Fen Lisesi
14	ÇORUM	Merkez	Özejder Sosyal Bilimler Lisesi
15	ÇORUM	Merkez	Cumhuriyet Anadolu Lisesi
16	ÇORUM	Merkez	Buharaevler Kız Anadolu İmam Hatip Lisesi
17	ÇORUM	Merkez	Buharaevler Mesleki ve Teknik Anadolu Lisesi
18	ÇORUM	Merkez	Mehmetçik Anadolu Lisesi
19	ÇORUM	Merkez	Bilge Kağan Mesleki ve Teknik Anadolu Lisesi
20	ÇORUM	Merkez	75.Yıl Cumhuriyet Mesleki ve Teknik Anadolu Lisesi
21	ÇORUM	Merkez	Bahçelievler Anadolu Lisesi

22	ÇORUM	Merkez	Çorum Spor Lisesi
23	ÇORUM	Merkez	Güzel Sanatlar Lisesi
24	ÇORUM	Merkez	Çorum Belediyesi Prof. Dr. Hayreddin Karaman Anadolu İmam Hatip Lisesi
25	ÇORUM	Merkez	Danişmend Gazi İmam Hatip Ortaokulu
26	ÇORUM	Merkez	23 Nisan Ortaokulu
27	ÇORUM	Merkez	Gazipaşa Ortaokulu
28	ÇORUM	Merkez	Dumlupınar Ortaokulu
29	ÇORUM	Merkez	Mehmet Akif Ersoy Ortaokulu
30	ÇORUM	Merkez	Mimar Sinan Ortaokulu
31	ÇORUM	Merkez	Cumhuriyet Ortaokulu
32	ÇORUM	Merkez	Yıldırım Beyazıt İmam Hatip Ortaokulu
33	ÇORUM	Merkez	Kocatepe Ortaokulu
34	ÇORUM	Merkez	Mustafa Kemal Ortaokulu
35	ÇORUM	Merkez	Yavuz Sultan Selim Ortaokulu
36	ÇORUM	Merkez	75. Yıl Cumhuriyet Ortaokulu
37	ÇORUM	Merkez	80. Yıl Cumhuriyet Ortaokulu
38	ÇORUM	Merkez	Öğretmen Salim Akaydın Ortaokulu
39	ÇORUM	Merkez	Başöğretmen Atatürk İmam Hatip Ortaokulu
40	ÇORUM	Merkez	Yunus Emre Ortaokulu
41	ÇORUM	Merkez	Türkiyem İmam Hatip Ortaokulu
42	ÇORUM	Merkez	Toki Şehit Şükrü Özyol Ortaokulu
43	ÇORUM	Merkez	Karşıyaka Ortaokulu
44	ÇORUM	Merkez	Yatılı Bölge Ortaokulu
45	ÇORUM	Merkez	Toprak Sanayi İmam Hatip Ortaokulu
46	ÇORUM	Merkez	Yavruturna Ortaokulu

47	ÇORUM	Merkez	İnkılap Ortaokulu
48	ÇORUM	Merkez	Dr. Sadık Ahmet Ortaokulu
49	ÇORUM	Merkez	Toprak Sanayi Ortaokulu
50	ÇORUM	Merkez	Suheybi Rumi İmam Hatip Ortaokulu



## CURRICULUM VITAE

### PERSONAL INFORMATION

**Surname, Name** : Akdoğan, Esra  
**Nationality** : Turkish  
**Date and Place of Birth** : 28/02/1989 – Çorum  
**Marital Status** : Married  
**E-mail** : esraakdogan@hitit.edu.tr

### EDUCATION

DEGREE	INSTITUTION	GRADUATION
MA	Başkent University – Institute of Educational Sciences – English Language Teaching	2017
BA	Ondokuz Mayıs University – Faculty of Education – English Language Teaching	2013
High School	Çorum Atatürk High School	2007

### BUSINESS EXPERIENCE

YEAR	INSTITUTION	POSITION
2014 – Current	Hitit University, Çorum/Turkey	Instructor
2013 - 2014	University of Turkish Aeronautical Association, Ankara/Turkey	Instructor