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DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

**THE DIFFERENCES OF CLASSROOM
MANAGEMENT STYLES IN EXPERIENCED
AND NOVICE ENGLISH TEACHERS**

MASTER OF ARTS THESIS

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ABSTRACT

This study investigated the beliefs of the teachers about classroom management in EFL classes in both private and state primary and high schools. The focus of the study was on the differences of classroom management styles in experienced and novice english teachers.

100 English language teachers at different twenty five primary and high schools in Turkey, participated in this study as subjects. They were given a questionnaire. The data was gathered during the autumn of the 2012 – 13 academic year.

The data analysis showed that experienced teachers more depended on rules and structures while novice teachers are more flexible. Experienced teachers generally do not let students behave freely in the classroom. They usually do not exceed their rules and try to stay within their plans. The findings showed that there have been various problems related to those such as, teacher talk, giving instructions, keeping the students on task, learner autonomy , motivation, managing constraints, classroom rules and possible problems.

Since these findings in this study are limited to these kinds of problems in twenty five different primary and high schools in Turkey, it may not be completely true to generalize the results of this research. However, it may give a general idea about the subjects' beliefs and some common problems of the EFL classes for the classroom management in both private and state primary and high schools.

Key Words

Classrom Management

EFL Teachers

ÖZET

Bu çalışma, hem özel hem de devlet ilköğretim ve lise okullarındaki İngilizce sınıflarındaki sınıf yönetimi hakkında öğretmenlerin görüşlerini araştırmak amacı ile yapılmıştır. Çalışmanın odak noktası, tecrübeli ve tecrübeli olmayan İngilizce öğretmenlerinin sınıf yönetim tarzlarındaki farklılıkları göstermektir. Çalışmaya Türkiye’de bulunan farklı yirmi beş ilköğretim ve lise okullarından yüz İngilizce öğretmeni katılmıştır. Katılımcılara bir anket verilmiştir. Sözü edilen veri 2012–2013 öğretim yılının birinci döneminde toplanmıştır.

Çalışma tecrübeli öğretmenlerin sınıf kurallarına daha bağlı kaldığını, diğer yandan yeni başlayan öğretmenlerin ise daha esnek davrandığını göstermiştir. Tecrübeli öğretmenler genellikle öğrencilerinin sınıf içerisinde serbest bir şekilde davranmalarına izin vermezler ve planları dışına çıkmazlar. Yeni başlayan öğretmenler ise daha esnek ve rahat davranırlar.

Çalışmadaki bu bulgular; Türkiye’deki yirmi beş farklı ilköğretim okulları ve liselerle sınırlı olduğundan bu araştırmanın sonuçlarını genellemek tam anlamıyla uygun olmayabilir. Bununla birlikte; öğretmenlerin hem özel hem de devlet ilköğretim ve lise okullarındaki sınıf yönetimi için İngilizce sınıflarında karşılaşılan bazı yaygın problemler ve onların bu problemler hakkındaki düşünceleri üzerine genel bir fikir verebilir.

Anahtar Sözcükler

Sınıf Yönetimi

İngilizce öğretmenleri

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LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

f. : Frequency

p. : Percentage

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Over the past years, cognitive theories' reflections have been observed on education system and the curriculum; and instruction has been influenced by the principles of constructivist approach all over the world (Brophy, 1999). As stated by Elen, Clarebout, Leonard and Lowyck (2007), with the emergence of constructivism, the educational settings have been enriched by the concept of 'student-centered learning environment'. This new concept is used to describe curriculum and instructional setting in which students' learning activities take place. The student-centered approach emphasizes the individual value of the student and attempts to help him develop more positive social and emotional aspects of his behavior.

Classroom management integrates student needs, interests, experiences, and personalization into learning activities. Instructional activities are designed to facilitate self-expression, to encourage consideration of the viewpoint of another, to increase creative acts, to develop purposeful listening and to promote critical thinking. Student-centered learning environments may be in different forms. Bereiter and Scardamalia (cited in Elen et al.,2007) for instance, distinguish between 'messing around', 'hands-on learning or guided discovery', 'learning through problem solving', 'curiosity driven inquiry', and 'theory improvement inquiry'. While student-centered learning environments are various in form and purpose, they

also have common basic features. In most so-called student-centered learning environments learners are charged with an authentic task in order to practice relevant learning experiences. For instance, instead of presenting information on global warming in front of the students in a lecture, students are expected to make a report on the changing weather conditions in their own region.

As a result of this shift in the curriculum and instructional approaches, teachers should adapt their approaches to classroom management. Rogers and Freiberg (1994) suggest that such a change requires teachers to adopt a student-centered rather than teacher-centered orientation toward classroom management. In this new approach, the role of teacher changes from a controller, who is dominant in the classroom, makes all the decisions and demands respect from the students into a guide who facilitates students' learning, encourages students' efforts and is open to discussions. According to the categorization of Martin and Baldwin (1992), the teachers implementing behavioral techniques are more controlling and interventionist while the teachers implementing constructivist techniques should be interactionist and non-interventionist. Such a transition, however, will only be successful when the main actors, i.e., teachers and students, understand and agree with the keystones of so-called 'student centered learning environments' (Elen et al., 2007). The transition period of curriculum requires adaptations of learners' and teachers' roles in the learning environment as well as in real interactions. In order to achieve the objectives of student-centered classrooms it is necessary that teacher's role changes from an authoritarian figure to a guide. Brophy (1985) put the teacher to a facilitator role, not to a prison warden one, and he defined the student as a well-intentioned, reasonable human being, not a wild animal in need of training or a weak individual dominated by emotions or compulsions that he or she cannot control.

When it comes to the definition of classroom management, the term has had various definitions that have been generated by different educators throughout the history. In most general terms, classroom management is associated with the actions and strategies that teachers use to maintain order (Doyle, 1986). Martin, Yin and Baldwin (1998) also defined classroom management as a broader and comprehensive way that describes all teacher efforts to manage a multitude of activities in the classroom including learning, social interaction and students behaviors. In another definition Martin & Baldwin (1992) have stated that classroom management constitutes three broad dimensions; person, instruction and discipline.

In traditional approach, the student was often seen as the recipient of knowledge and teacher was the only controller over the students and subject matter. As a result of behavioral practices to instruction, teachers preferred behavioral classroom management methods that are consistent with their way of instruction. Teacher had to have strong intrusion and management techniques as a component of the behavioral approach (Garrett, 2005). Teacher is the leading person and therefore, has the responsibility of all ongoing issues in the classroom; from students' motivation to misbehaviors.

According to some studies classroom management is one of the crucial factors that affect learning. In one of these studies, Wang, Heartel and Walberg (1993) defined classroom management as being the first in a list of important factors that influence school learning. In the same way, Marzano and Marzano (2003) have reached the same results with Wang and his colleagues (1993) by identifying classroom management as the most significant factor influencing school learning. Ben (2006) stated that effective classroom management strategies are important to a successful teacher's delivery of instruction.

As a result, effective classroom management prepares the classroom for an effective instruction which is important for the process of learning.

1.2 What Is Classroom Management

Schooling aims to prepare students for life in a democracy in which citizens are supposed to control their behavior, care for others and make wise decisions. In well managed classroom students care for and collaborate successfully with one another, make wise choices and continuously struggle to do high quality work that is interesting and significant to them (Levin & Nolan, 2000).

Another purpose of education is to provide students to acquire a simple knowledge and the improvement of the whole person. But, the classroom environment is open to the different and various tasks and events. Sometimes these events happen suddenly and teacher has to cope with all these tasks since he is responsible for the classroom. It is difficult to deal with all the problems and situations which require many abilities to handle. In the same way, Waterhouse (2001) informed that successful teachers are ready to every situation and alert in teaching time because they are aware that classroom environment is multidimensional and they may encounter with anything in any anytime. Most of the events happen unexpectedly and these unpredictable situations are not just the result of the students' misbehavior but also their unexpected questions and responses when they are different from what is expected.

Since classroom is the most common place where teaching and learning created, classrooms can be resembled to ecological systems in which teachers and students as inhabitants interact with a specific place to complete valued tasks. Thus, classroom can be complex and demanding places and what a teacher says and does

may easily affect the classroom climate in varied ways (Ming-tok & Wai-shing, 2008).

Therefore effective classroom management is not maintained automatically even with suitable and knowledgeable teacher and proper student behavior in the classroom. There are many ways to manage it effectively; to have a positive classroom environment effective management is the main factor. Since its main concern is student behavior and their low learning motivation, every activities that teacher applies in the classroom is related with effective classroom management. It includes student participation and attitudes. In order to remove negative atmosphere in the classroom teachers do not need unfavorable tools or punishments. Instead of these negative methods that create unpleasant climate in the classroom, teachers can focus on proactive and beneficial classroom activities (Ming-tok & Wai-shing, 2008).

When the language teaching is concerned, classroom management does not require the language teacher only to explain the grammatical rules, practice the target language and evaluate the students. These are not enough to raise students' attention. Some disciplinary measures are applied for to maintain control of the classrooms by some teachers. Having a reactionary attitude towards students' misbehavior is resulted in ineffective classroom management. One of the biggest problems of first year teachers' is being reactionary not being preventive against chaotic situations in the classroom. Therefore, it is difficult for novice teachers to motivate students about their learning.

It is usually accepted true that teachers were not born with the ability to effectively manage the classroom environment. It is gained by practice. Thus, it is

not surprising that most novice teachers have difficulty in managing their students' behaviors while experienced teachers can handle it effectively and easily.

Therefore, a well-managed classroom is not enabled by being a threatening authority in the classroom. It is necessary to teach students to be their own managers instead of being seen as despot and strict. A safe and positive learning environment is established with effective classroom management strategies. These strategies help teachers to benefit from the curriculums that they teach. Success of the students is associated with effective classroom management as that classroom has a positive and encouraging learning atmosphere.

In addition, classroom management is combination of rules, words and many actions that a teacher apply to keep the classroom 'running smoothly' so that teaching and learning can work efficiently (Groves, 2009). It has two specific objectives; first, it is important to create a necessary condition for inspiring and encouraging learning environment because a positive atmosphere is significant for an effective learning aura in the classroom. Second, an effective classroom environment helps students to develop their social, personal and emotional growth. As it is mentioned, classroom management has two aims; to compose a positive learning environment and help students to promote their total development of a whole person (Ming-tok & Wai-shing, 2008).

It should not be forgotten that it is quite difficult for students to learn in environment where instructional objectives are obscure, learning activities are not included, behavior is disorganized and chaotic and expected outcomes are uncertain. Learning is realized in a variety of instructional arrangements in which there are

large and small group recitation, lectures and demonstrations, independent seatwork, individual projects, cooperative activities. (Zabel 1996).

Therefore, Zabel (1996) emphasized that one of the goals of classroom management is to create a well-organized classroom environment in which students deal with learning activities.

It is said that there are three stages of management; management starts with organizing classroom routines and procedures to prevent behavior problems. Management goes on with general strategies for solving behavior problems. At the last stage, personal relationships are promoted.

Besides, effective classroom management requires educational experiences in which both students and teachers organize the class structure to facilitate efficient teaching and learning. The setting should be stimulating and supportive for learning to occur. Student characteristics and needs found reasonable expectations. Enhancing the competence of all students is related to student behavior and it needs to orchestrate the learning environment effectively. When students fail in a setting, they are supposed to be less motivated to practice the established rules and procedures. It is important to support students' sense of self-efficiency in positive ways to lessen misbehavior to happen. They have difficulty in following expected classroom rules if they feel helpless and powerless (Larrivee, 2005).

Moreover, classroom management is related with how teachers use resources in the classroom. These resources contain time, materials, activities, teacher behavior, and students' behavior. It is defined as how teachers establish rules and

disciplinary actions with students when necessary (Carrigan, *Changing Views about Classroom Management*).

However classroom management does not mean to grow obedient followers to the rules; but it seeks self-management, self-discipline, self-awareness and self-reflection among students (Zabel, 2008).

In recent times it is believed that classroom management is related with participatory learning, higher-order thinking and the social construction of knowledge. They are the parts of democratic teaching process (Zabel, 2008).

1.2.1 Principles of Classroom Management

Establishing a healthy and productive teaching and learning environment is supplied by some principles as follows;

1. It is important for a teacher to show caring and take charge in the classroom, when he or she is communicating with students.
2. Communication must be clear and regular.
3. Enforceable rules are necessary.
4. Teachers must hold high expectations for student and when they confront with misbehavior, they must invoke results in a calm manner.
5. It is better to commend only on students' behavior rather than their personal traits.
6. Teachers must enable students to make appropriate choices.

7. Boring classroom activities are waste of time, so teachers provide a variety of opportunities for students to evaluate their success (Larrivee, 2005).

In addition, effective classroom management expects teachers to develop as reflective practitioner. Effective classroom management is like a path, it cannot be preplanned, it must be lived. Teacher self- awareness, self-control and self-reflection build an effective classroom management. Teachers' responses to the various types of behavior students' display in the classroom give clues about how secure and component teachers' feels. Teachers can solve the problems easily and establish a good teacher student interaction when they have self-efficacy and self-confidence. The psychological, emotional, sociocultural and academic needs of both teachers and students are met by an effective classroom management so long as it supports a climate for teaching and learning. Because most of the students come to school neglected, rejected, abused, hungry and ill and they are sometimes poor prepared for the lesson. Many of them have not had the opportunity to obtain social skills that are necessary to work productively. It is difficult for teachers to deal with some ill behaviors of students and they feel uncomfortable and angry. Besides these, they have to control their feelings and reactions since they are responsible for their students and they are seen as role model for them. It is not easy to respond appropriately despite of such feeling (Larrivee, 2005).

Effective classroom management needs a reflective, purposeful interaction with students, teachers must be aware of their power on them. They can be sources of humiliation or inspiration or they can hurt or heal and they can destroy and build this relationship with their students. In effective classroom management democratic

values can be established on the principles of tolerance, acceptance, respect and compassion (Larrivee, 2005). So, teachers are responsible for inviting, encouraging and engaging the participation of all their students on behalf of equal opportunity for all.

1.2.2 Effective Teaching and Learning Environment

Respecting all students and behaving equally are accepted by learners of any age as an important feature of effective teaching. Students define effective teaching with some characteristics. A teacher must be self-confident, patient and good-humored. They need a real interest in their questions and problems. It is important for their motivation to show a little interest with their work. A positive greeting to the whole class can help teachers to make students believe that they belong to the classroom. It is necessary for a teacher to explain the objective and relevance of what they are teaching in an effective teaching environment. Aim must be clear and basic expectations about how the learning can progress must be outlined when teachers establish learning tasks (Rogers, 2002).

The teacher is aware that his or her voice and behaviors can affect students' attention, motivation and interest. Teachers must know that they should be careful about using their voice, manner, attitude and approach with their visual appearance. To decide when to raise the level and quality of students' thinking the teacher makes a positive and variety of questioning to monitor them. During the lesson, teacher observes the improvement of the lesson and students' general and individual behavior since it influences teaching and learning. While a teacher is monitoring his or her class, he makes proper adjustments about development of a lesson and he discovers some negative behavior (Rogers, 2002).

Rules and discipline are not enough to establish a successful classroom management. It includes the process of establishing and maintaining rules and routines with student involvement. Management is defined as the actions and methods teachers use to solve the problem of order in classroom rather than solutions to disciplinary situations. Responses should be established according to common classroom issues of order that permit them to focus maximum time and energy on the instructional process. Effective teachers are prepared and involve their students actively in teaching and learning process (Stronge, 2007).

Enabling an effective learning environment, the teacher is supposed to make a conscious and eager effort to encourage students in their struggle and improvement. Instead of saying ‘good work’, ‘9 out of 10’, ‘great work’ to their students’ works, they indicate their praise more descriptive. They can say ‘that was a moving and thoughtful description of...in your poem about...’ to encourage their effort. They can use private praise instead of public one because public praise causes unnecessary embarrassment with other students. To focus on only their effort and progress is not enough to give them opportunities for their learning. It is necessary to point out their errors and mistakes for their progress (Rogers, 2002).

Effective teaching is an art in which teachers put teaching techniques together in different ways that draw on their abilities and personality, that meet their students’ individual and group characteristics, that are suitable for the content and skills that they are teaching, and that they have adapted to the unique environmental conditions of their classroom ecosystem. Teaching is an interactive process that involves students and teachers interactions with complex atmosphere of classrooms, schools, communities and cultures. (Zabel, 1996).

Effective teacher must have the ability of knowledge and understanding of the content of the subjects and he or she must be sure about topics being taught, as well as he must possess the ability to manage a class, explain tasks clearly, ask intelligent and suitable questions, and observe and evaluate learning process.

According to some researchers, teacher effectiveness is associated with student achievement. Effective teachers have extraordinary and lasting effect on the lives of their students. The field of education has moved toward a more powerful focus on accountability and on careful analysis of variable that influence educational results, the teacher to be the most effective school-related force in student success (Dunne & Wragg, 2005).

1.2.3 Establishing Rules in the Classroom

Rules are important to have a democratic classroom when they encourage and support all students. A teacher should know that rules aim to supply the permanent value among students. This permanent value is something that everyone needs to feel. Students are not different from teachers. They sometimes have good days and sometimes bad days and they may not want to be in the classroom. The important thing is to let all the students to feel valued by their teachers and their every word. Even if the students sometimes cause problems, it should be known that they are individuals who still have value. Teachers can value students by not fear but with some democratic rules. Democratic rules must be created to equally support and value all students in their learning community. When the rules reflect a set of standards, everyone can feel comfortable. Rules must be valid for both the students and teachers. For example, the teacher who prohibits eating and drinking by students but keeps a cup of coffee handy is violating the rules (McEwan, 2000).

Teachers should not give a long list of do's and do not's since it does not help rules to be effective. When the rules are exerted to cover every conceivable classroom behavior, teacher deals with observing and monitoring even insignificant student behavior. Thus they leave little time for teaching. Especially for high school students, a long lists of do's and do not's are not possible to follow. They visualize teachers who monitor and correct every behavior as unreasonable and controlling. Instead of these disruptive rules, teachers must develop a list of rules that is fair, realistic, reasonable and suitable for classroom environment with students. If they choose not to follow classroom rules, they must witness consequences. The development of suitable consequences is as important as the development of the rules themselves (Levin & Nolan, 2000).

When teachers are establishing rules, they should be careful about their being reasonable and necessary. Rules should be appropriate with the age and characteristics of students. As a second, rules should be clear and understandable; if rules are too abstract for student, they can have difficulty in understanding them and practicing them. Classroom rules should be consistent with school rules; it is necessary to know school rules at first to create new classroom rules. (Weinstein,2003).

Teachers have an effect on the behaviors of students both positively and negatively. It is seen that some teachers are more effective at positive classroom management than others. Engaging and meaningful lesson help nurture this positive student behavior. When students relate the content of the lesson to their lives they behave more appropriate, motivated and attentive. It is important that when teachers deal with inappropriate student behavior, they must be in a manner that includes dignity and decency.

McEwan, (2000) pointed out that in a democratic classroom students are also given a great deal of responsibility for deciding classroom rules. Students are asked to consider about the ways they are treated by others that make them feel good or bad. Their thoughts become the guidelines for classroom behavior. It is important to understand the reason of existence of rules for people. When students understand the existence of rules, they become capable of controlling their own behavior not by following the rules, but choosing to follow them since they make sense.

Rules are designed to provide the guidelines for those behaviors that are required if teaching and learning are to take place. Rules should be used to organize and not to control student behavior (McEwan, 2000).

Research indicates that effective teachers are in control of their classrooms, but they are not obsessed with the idea of control. It is necessary to establish standards of acceptable behavior in a classroom as a first step and then to set some norms or rules of conduct (Partin & Bass, 2009).

The aim of rules is to help students with the structure they need and make them feel that the classroom is a safe environment. A rule includes general expectations and standards and it can identify a wide range of expected behaviors. The number and kind of rules differentiate from one class to another, from one grade to another but every effective teacher has them. There are some common rules for every grade; how students treat each other, when and how student may leave the class and when it is suitable to speak out in the classroom. While teachers are establishing rules, it is necessary to understand the importance of when and how to involve students in it. It is suitable when rules are not just imposed on students but they should be created with them. If teachers involve students in this process,

students are more likely to practice classroom rules their own (Marzano...et all, 2005).

Stronge (2007) has found that effective teachers are prepared and involve their students actively in the teaching and learning process. Rules are not enough to establish a successful classroom management. It involves the process of establishing and maintaining rules and routines with student involvement. Responses should be established according to common classroom issues of order that permit them to focus maximum time and energy on the instructional process.

Classroom rules help to organize some behavioral expectations in the classroom. Effective classroom teachers do not allow students to guess but they explicitly define expectations with their students. They sometimes implicitly show their expectations in spoken or written guidelines. It is important to supply students to know the rules as early as possible. If the rules are put forward just by teachers, students may violate the rules, be disrespectful and rude. Classroom rules are practiced best when they are listed by both teachers and students. Establishing rules should be a whole class activity and teachers should behave as leaders or facilitators asking for definitions. They can take students' opinions about the importance of the rules and how they can benefit from them. (Zabel,1996).

1.2.4 Correcting Student Behavior

The most efficient component of teaching is to have a disciplined classroom apart from knowledge of subject material. Maintaining and conducting a disciplined classroom is the one thing that teachers are often least prepared for (Trimble, 1990).

Consistency is important as the first rule of discipline. It seeks justice and objectivity among students, so it is necessary to avoid favoritism establishing

discipline rules. If the rules are made to be known to every student, it becomes clear to find who is in the wrong and what the punishment should be in case of violating rules. Rules and regulations supply structure that is necessary for all students (Trimble, 1990).

The other rule of discipline is to be flexible. This flexibility appears when a student has a genuine and unique excuse and there may be a real problem in his home life. In these situations it is appropriate to be flexible and to deviate from rules (Trimble, 1990).

Fairness can be suitable as a third rule. When teachers encounter with a slightest problem, it is not suitable to apply for their strict discipline rules. They can change this negative situation to positive one. It is obvious that students do not respect more to their teachers who hand out the rules (Trimble, 1990).

It is appropriate to correct and discipline students for indiscipline cases, but it does not have to be a negative part of every teacher's job. Teachers can build positive teacher student interaction when they are correcting them. The objective of correcting students is to have them reflect on what they did, be unhappy that they disappointed their teachers. While teachers are correcting their students there may be a difference in students' reactions because of the attitude of teacher. Correcting students should not allow them to lose their respect, on the contrary, it should give them a chance to choose their behaviors more wisely in the future (Boynton & Boynton, 2005).

Teaching is a complex process. It looks easy in a well-planned, well-organized classroom, where the class manages itself; the teacher deals with coordinating the learning of students who are respectful and cooperative with each

other and who are interested and busy with their works. On the other hand, teaching appears more complex in a classroom where there is a chaotic atmosphere, an angry teacher who struggles to create safety and order, students have no respect for one another, little learning is realized and there is an environment with mutual hostility (Zabel, 2008).

Infant students expect teachers to be supportive and sympathetic characters who can cope with their emotional and social problems effectively and kindly. Their needs and expectations change as they grow older. They give importance to teacher's subject-knowledge and competence. Students have a concept of the successful teacher which changes as they grow older (Fontana, 1994).

Teen students like and need to be thought well of by their classmates and they feel very depressed if the teacher humiliates them in front of the class. In adolescence, students identify themselves more and more with the adult world and search for some status within the world. For them, to be humiliated in front of their classmates is to be robbed of that status and to be lowered in their eyes.

Great teachers are able to continue to teach their lessons without getting disturbed by discipline problems. Students who have discipline problems want to test teachers to see whether they can distract their teachers. On the other hand, great teachers show them they do not let their lessons to be disturbed every time. (Mendler, Curwin & Mendler, 2008).

Disruptive behavior includes out-of-seat, unauthorized talking, loud talking or other behaviors that give damage to learning environment. When students violate classroom rules, this can be also a part of disruptive behavior. Because rules are established to have an effective learning environment and if this atmosphere is

terminated by these challenging behaviors, the outcome of the lesson cannot be realized. When students attempt to violate rules, teachers can restate the rules to remind them (Cipani, 2008).

Students with negative behavior need confident teachers who have knowledge about what to do and when to control. Thus, when teachers are afraid of their students' challenging behavior, they need to develop a plan that promotes self-confidence.

It needs effort to work at developing relationships with students with behavior difficulties. To change a problematic behavior, a strong relationship is necessary. There is a direct relation between having good lessons and having good behavior. When students feel hopeful, they can show great struggle to be successful and they look more motivated to success and less likely to disrupt (Mendler, Curwin & Mendler, 2008).

1.2.5 Motivating Students in the Classroom

In every classroom, it is common to encounter with unmotivated students who have no enthusiasm to learn the things teachers have to teach. It is difficult to deal with the odds in their classroom. For an effective teaching, teachers must know their eagerness for teaching, learning and their subject matter. These skills support positive relationships with students and encourage their achievement. Teachers can motivate them by supporting them to be responsible for their own learning, maintaining an organized classroom environment, establishing high standards. These teachers are seen as motivational leaders by their students (Stronge, 2007).

Organization of the classroom is as important as a high quality lesson. Teachers plan and prepare everything with some care used to design their lessons. To

organize a classroom, room arrangement, discipline, setting rules and a plan, it is necessary to teach students how their learning environment are necessary components.

The process of motivation is related with learning experience in that learner's preferences, the expectations of the learner, the task that he is responsible for, the teaching process, learning strategies, the resources and the learning environment are realized. The wished motivation should be intrinsic and learners should motivate themselves. To enable this, a learner should have a goal and determination to achieve teaching (Reid, 2007).

Reid (2007) has stated that since motivation is an important component of learning, it needs great care when improving tasks to be sure that they are motivating and the student believes a task is achievable. While students are engaging in a task, it is necessary to encourage their responsibility. They can feel independent in learning and they have a sense of ownership over the task.

One of the main differences between beginning and experienced educators is that novice teachers start with the content of the lesson the first week of school, while their senior teacher gives importance to creating a positive classroom environment. Novice teachers generally have difficulty in controlling classroom. Expert teachers attend classroom rules and procedures early in the school year to take under control of some challenges of classroom management.

The effective teacher does not only support student learning through instructional techniques, strong curriculum materials and rapport with the class, but also establishes an overall environment conducive to learning. Consistency in

behavioral expectations and responses is necessary to orchestrate supportive learning environment. These are applied in a proactive way to create a positive classroom climate (Stronge, 2007).

It is more important how we say something rather than what we say. Generally teachers use 'no' in the classroom environment. The important thing is when teachers say 'no', they maintain dignity of the student to keep their relationship with the student and to continue students' motivation. Saying 'no' with an offering reason is an effective and motivational way. Teachers should have reasons when they say 'no' and these reasons should make sense (Mendler,2008).

1.2.6 The Place of Feedback in Classroom Management

Feedback is defined as teachers' positive responses to students' good work or good conduct that go beyond mere correction. When the students deal with acceptable behaviors, they less likely deal with unacceptable behaviors. Giving feedback motivates students to do what is correct, not motivate them simply to stop doing what is judged to be incorrect (Tauber, 2007).

In order to modify student behavior, teachers can present a reward or remove a reward. Giving a reward is called positive reinforcement , removing a reward is called time-out (Tauber, 2007).

Feedback is especially important for high school student because during adolescence their brain undergo so much building and pruning of synapses. They have difficulty in understanding things the first time they are presented. Their brain learns best by making errors and trials. While the brain takes in new information, certain neurons are activated and the others are not. Feedback completes the cycle of learning and helps teen brains decide which neurons to turn on and which to turn off.

It assists the brain in making adjustments and correcting misinformation. The brain tries one combination and then another until the correct response is learned (Feinstein, 2009).

The important thing is feedback must be timely and specific to be of any use. When the assignment is not returned to the student for weeks, it loses its effect (Feinstein, 2009).

Feedback implies to students that teachers cared enough about their work to read it and think about it. Most teachers want to be like that. The liberal use of feedback in the classroom can often achieve some good results, including the following;

- Getting teens to work harder and more effectively,
- Helping teens to interact more positively with their peers,
- Raising teen' innate self-esteem,
- Convincing teens to remain more loyal to teachers' academic program and to the teacher,
- Enabling teens to achieve better academic grades (Groves, 2009).

Groves (2009) emphasized that when teachers praise, their praises should be sincere, brief and compassionate. When students say something correct no matter how small it is, it is important to praise them in any time. Even if students give incorrect responses, teachers should give feedback them for their trying. In each day, it is necessary to praise every student at least briefly. It is not suitable to praise misbehavior or utter compliments when teachers do not believe. They need to seek out positive behavior and reinforce it (Brookhart, 2008).

There are four types of feedback; feedback about the task of a student. It is given when answers are right or wrong, feedback about the processing of the task, feedback about student self-evaluation or self-confidence and feedback about the student as a person. Among these, feedback about process or strategies used to do the work are most helpful one (Brookhart, 2008).

Feedback is significant to clarify students' thinking and direction of their work. Using feedback can help fill in gaps, extend ideas or make the students aware of their own deeds (Zabel, 2008).

1.3 Characteristics of Experienced and Novice Teachers

Every student wants to learn with teachers who have a sense of humor with their facial expressions and funny words. In the classrooms where there is no laughter, warmth, there is a depressing atmosphere to learn and teach. Learning does not need to be funny every time, but there should be a little humor to share something about our humanity (Rogers, 2002).

According to Rogers, (2002) the aim of leadership, management, teaching and discipline is not to control students, but to help them to control themselves and to enable them to manage their learning. It is important to make clear the purpose of the lesson to establish and maintain authority in the classroom. Students had better know the reason why they are together in school and why they are in the lesson and do the activities. The other significant factor is related with students' attention and motivation. To realize this motivation and attention, it is necessary to show some enthusiasm for lesson and subject. Students involve themselves in any meaningful learning as long as learning activities and tasks are suitable with individual and group learning.

To know students' names early and use them often impress students when teachers address them by their name. Students feel good when teachers tell them some personal knowledge about them. In tough moments, it becomes easy to command respect by their names (Mendler, 2008).

1.3.1 What Shapes Attitudes of Teachers in Classroom Management

Teaching is both an art and a science. Some very effective teachers have had little or no training in teaching methods. Their approaches are spontaneously derived from error experiences rather than from reasoning or observation. Effective teaching combine identifiable instructional strategies. Their approaches change from one teacher to another. The intuitive approaches used by natural teachers have been known by researchers as well. Effective teachers practice art as well as science together. Effective instruction includes intuition, creativity, rapport but these are not always sufficient. A teacher also needs to be knowledgeable about what he or she is teaching and be able to use many different kinds of pedagogical skills (Zabel, 2008).

Rogers, (2002) has pointed 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.

In the classrooms where a teacher just stands in front of the class looking uninterested and bored with what he or she will teach, there is no prepared lesson plan and some key learning aims and tasks, he or she does not use any visual learning cues and does not tie the learning focus into some basic shared experience, his or her

voice does not carry any enthusiasm, it is difficult to set expected learning environment.

A teacher's authority is associated with his or her students' behavior. His or her tones of voice, facial expressions, eye contact are signal for his or her emotional state. Roger's (2002) study found the following:

...When a person behaves in a confident and efficient manner we are inclined to believe that such behavior reflects knowledge and experience. In the school situation the reality is that teachers are in positions of authority in relation to students but their behavior must be consistent with this and hence imply knowledge and experience; thus the teacher can 'claim' authority. (p.83)

Teacher has three roles in the classroom; instructor, manager and person. When he or she is an instructor, he or she is expected to supply suitable instructional activities and tasks. When he or she is a manager, he or she must have effective group management techniques. When he or she is a person, he or she is related with positive human interactions. There should be a balance between over directing students and learning them too much on their own without supplying a structure (Larrivee, 2005).

Larrivee (2005) stated that when a teacher decides to intervene in the classroom, it needs three phases. At the first phase teachers should determine whether an intervention is warranted or not. Teacher owned problems are concerned with enabling an orderly environment and students are respectful both to the teacher and to classmates. At what point to intervene is the second consideration. As a last point, he should decide to intervene immediately or delay it. Immediate intervention sometimes can be helpful when the student is in a disturbed state or the teacher is at a critical point in a lesson activity. If teachers cannot set limits or intervene when it is necessary, they can have counter aggressive feelings toward students and their

misbehavior. Intervention is necessary if student behavior affects the rights of others, disturbs learning or threatens the safety of the student. Teacher applies to intervention to change the situation.

It is important that students want to know that their participation in the lesson is expected by the teacher. The teacher must remind them that their contribution to the lesson is necessary for their learning process and this will be monitored during the lesson. For instance, students know that during the lesson time they will be asked to consider about the main character and his relationship with his father or mother or 'Ophelia' in an English lesson on Shakespeare's Hamlet. Students will feel the necessity of being prepared about the subject. To achieve students' contribution to the lesson, the teacher should relate the topic to his or her own experiences, gives an example, wants students to explain a given concept in their own words and a summary of the subject or they can explain the concept or subject as if to someone who had never seen or heard (Roger, 2002).

Classroom management is associated with authority. Teacher role as a manager relies on authority, so it creates fear and resentment. Teacher uses 'I' and fixes blame. On the other hand, teacher role as a leader relies on cooperation and it creates enthusiasm. Leader teacher tends to show something instead of just knowing it. Leaders do not stop behavior, but show students what to do. These teachers who carry the qualities of leadership are more reflective, helpful and responsive to students (Larrivee, 2005).

A teacher helps students to develop responsibility and self-control providing opportunities for students to become active participants in their education. It is important for teachers to use methods that include student involvement and

participation with a structured classroom environment. These methods should be based on students' self-esteem, positive interpersonal relationships and mutual respect and caring. There should be a balance between teacher-directed and student-centered activities. To establish this balance, teachers must know which situations and purposes need directive approach and which activities include student involvement (Zabel, 2008).

1.3.2 The Impact of Teacher Experience in Classroom Management

If teachers enjoy using their expert power, students behave as the teachers wished because they see them as a good, knowledgeable teacher who can help them to learn. There are two significant conditions to use this professional competence; (1) It is necessary for students to believe the teacher has both special knowledge and the teaching skills to help them learn the subjects and (2) what the teacher is teaching must be valued by students. They value learning when the knowledge is interesting, it can be used in the real world, they take good marks and they want to reach their personal goal for their future job or college. If this expert power is applied successfully, students value the teacher too. In a primary school all of the teachers are perceived as experts by their little students. However, the teacher is precious with their knowledge, abilities, experience, and success in their high school students' selective eyes (Stronge, 2007).

For the novice teacher, many problems stem from lack of experience. The great handicaps for them are their lack of knowledge of accepted standards, practices, rituals and traditions within the school and a lack of knowledge which the students will be tempted to exploit. (Fontana, 1994).

Teaching experience affects teacher effectiveness and student achievement to a certain point. Experienced teachers are different from rookie teachers in that they have accomplished expertise through real-life experiences, practice time in classroom. These experienced teachers naturally have a greater repertoire of ways to monitor students and establish meaningful learning environment. Experienced teachers know the content and the students they teach and they use efficient planning strategies practicing interactive decision making. These experienced teachers can do more things in less time than novice teachers can (Stronge, 2007).

It is indicated that teachers grow from novices to masters at different years, ranging from five to eight years to master the art, science and craft of teaching. However, the number of years in front of a classroom does not decide whether a teacher is an expert (Stronge, 2007).

1.3.3 Differences in Lesson Planning Between Experienced and Novice Teachers

Lesson planning is the most significant process before teaching. It is stated that ‘it is in planning that teachers translate syllabus guidelines, institutional expectations, and their own beliefs and ideologies of education into guides for action in the classroom. This aspect of teaching provides the structure and purpose for what teachers and pupils do in the classroom (as cited in Tsui, *Understanding Expertise in Teaching*).

Teacher who is regarded as experienced has not just got the ability to apply the book knowledge from pressure training, but also he should be observed in common and exceptional classroom situations. Flexibility and adaptability are sometimes more necessary than a well-written lesson plan since classrooms are

dynamic environments. Novice teachers often hesitate to depart from a plan, but expert teachers can do without it easily making a schedule change. Improvising is the ability of an expert teacher rather than beginners (Stronge, 2007).

There are some differences in lesson planning between novice and experienced teachers. Experienced teachers indicate more autonomy in their planning. While they are taking the curriculum guidelines to build their lessons, the needs of their students and their own aims form new modifications (Tsui, *Understanding Expertise in Teaching*).

The experienced teachers generally do what they are supposed to do, but then they make some changes according to the situation of their students and conditions of the classroom. They are not afraid of making modifications when it is necessary. Unlike the experienced teachers, novice teachers hesitate to cross the line that is driven by the curriculum objectives even though they believe the alternatives may be better than what they are practicing. Novice teachers are more careful about rules and guidelines put forward by people with authority. On the other hand, expert teachers depend on their own judgment and expertise time when planning (Tsui, *Understanding Expertise in Teaching*).

Planning for the school year starts before the first day of school. Thus, new teachers have difficulty in preparing plans. They must begin their first day of teaching with the same abilities in classroom management as more experienced teachers. All of the teachers are expected to be completely familiar with their classroom and the general school environment, have a thoroughly functional classroom management system established for the first day, have both long and short

term instructional plans and to know the differences in their students' abilities, interests, preferred learning styles (Williams, Alley & Henson, 40).

When people do not have a lesson plan, they get lost as they move from point to point in the classroom. In this situation, they are like travelers who have not got a map and more likely to take the wrong way (Williams, Alley & Henson, 40).

It is recommended that teachers must have written documents on lesson plan. New teachers' plans should be much more detailed. They should contain objectives, motivational methods, a table of content, classroom activities, a list of necessary materials, reviews and consolidations and as a last one homework (Williams, Alley & Henson, 40).

It is indicated that experienced teachers display better planning skills with a more hierarchical or organized frame in the presentation of their material. They tend to have a skill to apply a range of teaching strategies and they show more depth and differentiation in learning activities. Their students' learning needs, learning skills, preactive skills and interests are recognized and known better by these experienced teachers. The classrooms are seen better organized around routines and plans for dealing with problems (Stronge, 2007, p.12).

The experienced teachers are tended to engage in longer-term planning. They deal with unit planning, daily planning, weekly planning, term planning and yearly planning in addition to lesson planning. While they are planning these plans according to the curriculum, they also decide a timeline for every topic. They take as a model the previous year to establish new plans (Tsui, *Understanding Expertise in Teaching*).

Novice teachers focus on short-term planning and they usually do not go beyond the next couple of sections or pages. They need to spend time to be prepared for teaching the next day and they do not have energy to think too far ahead (Tsui, *Understanding Expertise in Teaching*).

Experienced teachers are described as more efficient in lesson planning. When it is thought their expertise time, it is not surprising that they always have various plans in their memory and they barely have to design classroom activities from scratch. Their planning includes knowing how the lesson went the last time that was taught. Novice teachers, on the other hand, have less knowledge of their studies and the teaching materials. Since they have no previous experience, they spend most of their time and energy to design activities and techniques. It is implied that what is 'routine' to experienced teachers are 'conscious decisions' to novice teachers (Tsui, *Understanding Expertise in Teaching*).

Novice teachers' lessons are not well organized even if they can be interesting, are not be effective in creating the positive learning environment. Thus, lessons should be planned carefully at the beginning to block unwanted behaviors (Thompson, 150).

In a lesson plan, objectives should be clear and motivating. One of the best ways to emphasize goals is to write them on the board. When a lesson goes poorly, it most likely has two reasons; because teachers are not sure of what the outcome is expected to be or because the objectives were too various with different skills. Recognizing the goals of the lesson can make it enthusiastic and give students and teachers something to struggle for (Mendler, 69).

Tsui stated that experienced teachers rarely need to write detailed lesson plans because of their rich memory of previous lessons. When they are planning lessons, they use their repertoires of well-mastered routines for a variety of situations. They believe that it is impossible to decide every detail on a lesson plan. Experienced teachers have basic, consistent, planned patterns for their teaching and these patterns can be flexible when they are affected by the conditions which intervene in their teaching. These conditions compose of students' behavior and performance, availability of resources, time of the day and year. Experienced teachers are ready to every situation that can occur in the classroom and they have contingency plans. They expect the difficulties that students are possibly to have, and they have in store a variety of routines that they can immediately apply for in response to student cues.

Experienced teachers are aware of the situations that can be confronted in the classroom and they are flexible in their plans. They are open to change in lesson plans. However, novice teachers are not prepared for anticipating problems so they are less flexible in their planning (Mendler, 69).

Students' prior learning, skills, knowledge are important for experienced teachers while they are planning lessons. They are aware of the difficulties that every student has and they make some decisions thinking of their conditions (Mendler, 69).

Experienced teachers, unlike novice teachers, begin their planning considering what their students learned the previous day. Their plans include detailed student actions and test points within the lesson which are used to evaluate student understanding. Their plans are full of their students' behavior as a group and as individuals, the curriculum, classroom organization, student learning. Novice

teachers do not show any guiding logic to their instructional actions (Thompson, 172).

The classroom environment is an unpredictable place where many things occur suddenly and quickly. Jackson (1968) and Smith and Geoffrey (1968) stated that:

A classroom is multidimensional in that many events occur over time, many purposes are served, and many people with different styles and desires participate. The sheer quantity of elements, in other words, is large. In addition, many events in a classroom occur simultaneously. While phrasing a question, a teacher must monitor different levels of involvement in work, search for an appropriate student to answer, anticipate interruptions, and judge whether particular students are violating classroom rules...The simultaneous occurrence of multiple elements shortens the time frame and confers immediacy to the flow of classroom experience. Decisions must be made rapidly with little time for reflection. At the same time, these qualities of classroom life together with a high frequency of interruptions make the course of events at a given moment unpredictable (as cited in Tsui, p.30).

Routines enable teachers to make timing, sequencing and students' behavior predictable. Teacher has to intervene in when the routine is not going ahead as planned. Like a master chess player, experienced teachers can recognize thousands of chess patterns in the classroom thanks to their experience in the classroom.

1.4 Identifying Experience of A Teacher

The definition of what constitutes teacher experience varies greatly across the scant literature on this topic. Novice teachers are relatively easily defined as those with little or no classroom experience. They are often student teachers or teachers who have less than 2 years of teaching experience (Gatbonton, 2008).

Most commonly, studies identify experienced teachers as those who have approximately 5 years or more of classroom experience (Gatbonton, 1999; Martin, Yin, & Mayall, 2006; Richards, Li, & Tang, 1998; Tsui, 2003, 2005).

1.5 Literature Review

The role of teacher in classroom is various, but classroom management is one of the most significant one. A poorly managed classroom cannot provide effective teaching and learning. Chaos is inevitable in the classroom where students are in disorder and disrespectful and there are no rules and procedures. In such situations, the more struggle teachers to teach the less learn students. On the other hand, in well-managed classrooms that is ruled by teacher teaching and learning can develop.

In order to create an effective environment in the classroom teacher should show his effectiveness in the classroom. Marzano and Pickering (2003) explain functions of teachers in an effective classroom with three roles: (1) making wise choices about the most effective instructional strategies to employ, (2) designing classroom curriculum to facilitate student learning, and (3) making effective use of classroom management techniques.

Bahous (2006) explains that sometimes it takes years for one to improve, and to become a better, veteran teacher. Teachers need to understand that as they are experienced in teaching field they will gather a command of their subject. 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 (Bahous, 2006). A successful teacher learns patience, has a good character and is charismatic about the subject they teach. In devoting one's self to improving one's

teaching skills, he or she can gain the interest of the student body and motivate their pupils (Bohous, 2006).

Freiberg (2002) argues that novice teachers have limited range of instructional strategies. These teachers often get trouble with establishing the positive, organized learning environment that is necessary for them to teach and there is always a negative atmosphere for students to learn. As they do not have an efficient management plan, this may cause them to feel disappointed. These new educators need to develop their own working strategies by experiencing their knowledge in teaching field.

Kaliska (2002) argues teachers were in need of an effective classroom management plan that would help bring order and productive learning back into the classroom. Also, as teachers learned more about a variety of classroom management approaches, they would be able to sample techniques that would fit their needs. Not all the classroom management programs researched were geared to the same grade levels. Therefore, teachers would be able to choose the program that would best fit the needs of their own classroom grade level. Teachers would be able to choose an approach to use within the individual classrooms or choose a school-wide approach to enhance student behavior. The planning and creating of classroom rules would also assist teachers in developing efficient and effective rules to promote an orderly and productive learning environment for all students regardless of ability or age group.

Widmer (2003) revealed that most teachers believe it is necessary to have a classroom management plan, but surprisingly, most teachers do not utilize such a plan. With this being said, the survey indicated that 16 of the 98 teachers surveyed would like help developing and implementing a classroom management plan. It is

critical for the administration to address this issue and properly equip its teachers for managing their classrooms.

Discipline is seen as one of the most important issue in classroom management. Discipline is often associated with managing classroom when teachers are asked how they control their classroom (MacKenzie, 1996; Robertson, 1996; Kraut, 2000; Levin and Nolan, 2000; Cummings, 2000; Carter, 2001). Some researches indicate that novice teachers and experienced teachers are different from one another in terms of pertaining to discipline in the classroom. According to Swanson, O' Connor, and Cooney (1990) novice teachers give less instructions and seem to be patient and they interact with students. On the other hand, more experienced teachers establish an appropriate behavior being more directive and applying punishments.

Erasmus (2009) points out it was discovered that educators were unable to facilitate self-discipline or guide learners as they themselves had not learnt to practise and demonstrate the values and principles of self-discipline.

Ur (2003) points out that '.....it is easier to activate students in the way the teachers want, and the time will probably be spent on task, rather than organizational problems or disruptive behavior' (p. 260). According to him, there are three rules to deal with discipline problems; the first one is lesson planning, the second one is giving clear directives and the last one is having a good relationship with the students. Ur (2003) wants teacher to be alert with all his parts of body in the classroom, so that students notice their teacher is aware of them during the lesson.

Classroom management is regarded as one of the most widespread problems especially among new teachers in high schools (Johns, Mac Naughton & Karabinus, 1989; Long & Frye, 1989; Willower, Eidell & Hoy 1967). Teacher behavior is

determined by how to manage classrooms and how to decide appropriate and inappropriate student behaviors (Willower, Eidell & Hoy 1967; Wolfgang & Glickman, 1980, 1986).

Wood (2008) finds out that teachers found problems with poor classroom design, unmotivated students, over crowded classrooms, issues with special needs students, inconsistent administration, and failure of parents to support school discipline. According to the data, storage was a major issue among teachers. They felt that their classrooms were of poor design, which enhanced the difficulty in monitoring students.

Pitsoe (2007) states some background variables were found to affect the classroom management approaches of teachers. A significant difference was found in classroom management approaches of teachers with respect to teaching experience, branch, type of certification and average number of students teachers have in their classes while no significant difference was found with respect to gender variable.

In Turkey, Yaşar (2008) explains that some background variables were found to affect the classroom management approaches of teachers. A significant difference was found in classroom management approaches of teachers with respect to teaching experience, branch, type of certification and average number of students teachers have in their classes while no significant difference was found with respect to gender variable.

Kurumehmetoğlu (2008) finds out that In EFL classes, teaching English lesson in Turkey is really very hard for the teachers because the students do not want to listen to the lesson in English, they do not understand anything while the teacher speaks in English. The students also should be motivated by both intrinsic and

extrinsic motivation during the class because most of the students are reluctant and unmotivated toward learning English.

Soltay (2007)'s study displayed that there were not any significant differences in novice teachers, experienced teachers and student teachers' beliefs regarding instructional management, behaviour management and people management dimensions. It should be noted that in the entire analysis, the novice teachers had higher scores than both the experienced teachers and the student teachers who took part in the study. The other result is novice teachers and student teachers held a more non-interventionist belief toward classroom management than experienced teachers.

İlgar (2007) found that some of the classroom management skills that need to be improved are the ability to use educational equipment in coordination with the subject matter of the lesson, the ability to direct learner's time to productive activities, rather than controlling the misbehaviors.

Erol's study (2006) indicates that there found to be no problem in carrying out of regulations and behaviors necessary for classroom management and methods which primary school teacher apply to tackle with students who shows undesired behavior in the classroom.

Yıldız (2006) researched that the approaches put into practise by teachers to overcome misbehaviors were; giving responsibility, giving advice and warning, using eye contact and mimics, communicating with students in a positive manner.

Ceren (2008) studied that teachers should prepare instructional materials before the class to prevent waste of time, so they can increase the effectiveness of the lesson using these materials.

Terzi (2001) revealed that teachers are in some extent autocratic, completely democratic but this must be developed in some ways. Opinions of teachers on

classroom management styles do not vary in terms of sex, and there is a significant difference in their opinions on autocratic management style in terms of age.

It is certain that new educators encounter many different new experiences in the classroom. They are expected to have an efficient lesson planning and effective classroom management in order to have their own manner and approach creating individual style of classroom management.

1.6 The Aim of the Study

New teachers have enthusiasm for teaching and especially with higher classes they may have difficulties to manage classroom effectively and do not know how to handle with some problems. Some methods or approaches practiced by experienced teachers may help novice teachers to overcome this difficulties.

Applying punishments is not a permanent solution and they create a negative atmosphere in the classroom. On the other hand, it is generally observed that the more experienced teachers apply different management strategies to create a positive aura and their strategies may be more effective to promote the growth of students in the classroom.

When studies on classroom management are checked, it has been found that there are insufficient studies on this field and its relation with experience of teachers. As a result of this, this study aims to find out the differences between novice teachers and experienced teachers classroom management strategies in schools and to research the underlying reasons of some problems that are encountered in teaching field.

The other aim of the study is to describe how experienced and novice teachers can best manage the task of handling a class of teens and managing their learning setting.

Besides it aims to describe to what extent the new teachers and their experienced colleagues adapt their classroom management techniques and strategies to new curriculum. It also tries to explain different managing styles, practical considerations associated with good classroom control and differences in lesson preparation and organization between novice and experienced teachers.

It is believed that there is a need for this study because most of the teachers were knowledgeable novice teachers who quickly found that they knew nothing of controlling the classroom environment. When it is looked for answers in the literature, there was found nothing that assisted novice teachers in motivating uninspired students, monitoring an extremely large classroom environment, staying organized, managing his/her time, covering the curriculum and managing supplies and equipment.

Overwhelmed and drowning in both student behavior problems and paperwork, this study found solutions to novice teachers' struggles by talking with experienced teachers. They had overcome similar problems and were able to offer sound advice that made novice teachers into the teacher they will be in the future.

It was estimated that there could have been a difference between novice teachers' perceptions of classroom management beliefs and experienced teachers' perceptions of classroom management beliefs. In addition, it was expected that there could have been a relationship between teachers' expertise in teaching and classroom management. If this relation exists, this study aims to reveal it .

CHAPTER 2

METHODOLOGY

The purpose of the study is to examine the views on classroom management among experienced and novice English teachers working in Turkey. The present chapter includes research questions, description of participants, data collection instrument, data collection procedure and data analysis procedures of the study.

2.1 Research Questions

The aim of the study is to investigate the attitudes of EFL teachers who work at private and state schools about classroom management. It is undertaken to find out possible problems in teaching and learning English in Turkish education system in terms of classroom management. The teachers' views and beliefs with regard to classroom management are identified in an effective classroom environment are provided by using the teachers' responses to the data collection instrument.

The study, therefore, seeks to find answers to the following questions:

1. What is the description and profile of teachers' attitudes to classroom management?
2. What are the differences between experienced and novice teachers' perceptions on classroom management?

2.2. Participants

The target group of the study consisted of 240 English teachers teaching English as foreign language in different secondary schools, high schools and prep classes of universities in Turkey. 25 of these teachers took part in pilot study of the

questionnaire. 80 of these teachers refused to answer the questionnaire. 135 of the teachers returned the questionnaire. The analysis of the questionnaire indicated that 20 of the teachers had not completed the questionnaire properly. The exact number of subjects was 100 at the end of the data collection process. As seen in Table 2.2.1 %34 of the teachers are male, %66 of them are female. %80 of teachers are ELT graduates while %20 of them are Non-ELT graduates. As for the teaching experience, %44 of them have 0-5 year-experience, %16 of them have 6-10-year-experience, %17,0 of them have 11-15-year-experience and %1 of them have 16-20 years, %22 of them have experience of more than 21 years.

Table 2.1 Distribution of teachers

Category		Frequency	Percent
Gender	Male	34	34,0
	Female	66	66,0
Field of study	ELT	80	80,0
	Non-ELT	20	20,0
Teaching Experience	0-5 years	44	44,0
	6-10 years	16	16,0
	11-15years	17	17,0
	16-20years	1	1,0
	21- more	22	22,0

2.3 Instrument

In this study a questionnaire with two main parts was designed to obtain data about teachers towards Classroom Management: the part of personal background and the one with 28 questions about teachers' attitudes on Classroom Management. At the beginning the second part of the study included 28 questions. After the pilot

study 7 of the questions were excluded because of unclarity. Before the questionnaires were handed out to the teachers, a cover sheet which explains the purpose of the study and assuring that their responses would be confidential was added.

In the preparation process of the questionnaire, different questionnaires for different surveys have been searched. First part of the study is about personal background of teachers. Second part is the questions on Classroom Management First 17 questions are adapted from Kurumehmetoğlu's questionnaire 'The Attitudes on Classroom Management Among EFL Teachers in Private and State Primary and High Schools'(2008). Kurumehmetoğlu's (2008) questionnaire focuses on different aspects of language teaching and learning. These aspects are 'teaching in large classes', 'body language', 'possible problems', 'managing constraints', 'teacher talk' and 'motivation'. Other questions were derived from Soltay's (2007) questionnaire which was developed to research decision making skills of student teachers, novice and experienced teachers.

The questions are chosen from this questionnaire but wording of the questions have been changed according to the study. Classroom management, decision making process, classroom rules, learner autonomy, giving feedback, disruptive behaviors are the factors inquired in those questions. By this way, most of the aspects have been repeated in the questionnaire in order to make the questionnaire more reliable.

Teachers answer the questions on a four-point Likert scale: 4 (Describes me well) 3 (Describes me usually) 2 (Describes me somewhat) 1 (Describes me not at all) .

Table 2.2 Construction of the questionnaire

FACTORS	ITEMS
Teacher Talk	Question 1 , to get information about how much the participant teachers talk during their lessons
	Question 2 , to learn the teachers give long or short explanations to their students
Giving Instructions	Question 3 , to find out beliefs of the teachers on whether they give the instructions verbally or nonverbally.
	Question 4 , to learn if the teachers want to the students guess their instructions or not.
	Question 17 , to get information about the teachers are the most powerful player in classroom or not.
Keeping the students on task	Question 5 , to learn whether o the task for meaningful interaction.
	Question 6 , to learn if the teachers interrupts their students to comment on their tasks.
Possible Problems	Questions 9-10 , to get information about waht kind of ways the teachers follow to solve the disciplinary problems.
	Question 11 , to find out when and where the teachers solve the disciplinary problems.
	Question 12 , to learn whether the teachers use technology in their classroom or not.
	Question 13 , to get information about the teachers apply their plan during the lesson time.
	Questions 21-28-29 , to learn what the teachers do when the students are repeatedly off-task. Questions 30-31 , to find out how the teachers

	behave when they meet with disruptive behaviors.
Motivation	Question 14 , to learn that the teachers influence the class by motivating the unmotivated students.
	Question 15 , to get information whether the teachers use intrinsic or extrinsic motivation.
	Question 18 , to find out if the teacher use feedback or not.
Managing Constraints	Question 24 , to learn whether the teachers stay within their plans.
	Questions 25-26 , to get information about what kinds of class activities can be applied for the whole class.
Classroom Rules	Questions 19-20 , to learn whether the teachers come up with a set of classroom rules.
Learner Autonomy	Questions 22-23-27 , to find out whether the students are free to talk about their problem or not.

Part I consists of two items and it is about teacher talk. In each part and their items, teachers were given the same choices. Part II consists of three items and it is about giving instructions. Part III consists of two items and it is about keeping the students on task. Part IV consists of three items and it is about learner autonomy. Part V consists of 10 items and it is about possible problems. Part VI consists of three items and it is about motivation. Part VII consists of three items and it is about managing constraints. Part VIII consists of two items and it is about classroom rules.

2.4 Reliability of the Questionnaire

In order to comprise a valid study the first drafts of the questionnaire were given to the experts from Maltepe University. Experts evaluated the questionnaire in terms of content validity, face validity and clarity of items. Then, the questionnaire was revised and some necessary changes were made. After that process, the questionnaire was piloted to a small group of 25 teachers and 7 of the questions were omitted.

In addition to test the reliability of the present questionnaire, Cronbach-alpha values of the Likert-type questions in second part of the questionnaire were calculated. Cronbach-alpha value has been found to be $\alpha = 0,86$

Reliability evaluation criteria according to Cronbach-alpha value are given in Table 2.4.1 below (Ozdamar, 2004, p. 633).

Table 2.3 Reliability evaluation criteria for a value

a value	Reliability of the instrument
$0.00 < \alpha < 0.40$	No Reliability
$0.40 < \alpha < 0.60$	Low Reliability
$0.60 < \alpha < 0.80$	Quite Reliability
$0.80 < \alpha < 1.00$	High Reliability

According to table 2.3, cronbach-alpha value of the questionnaire is high and represents high level of reliability.

2.5 Data Collection Procedure

The data was gathered during the autumn of 2012-13 academic year.

Data collection lasted three months. The questionnaire was designed and administered to the participants at a certain time and in randomly chosen state or private schools.

Purpose of the study was explained to the participants to motivate them take part in it.

The data was collected after the subjects were asked whether they wanted to participate or not.

2.6 Data Analysis

The data gathered via questionnaires were coded and entered to the SPSS 16.0 (Statistical Package for Social Sciences). Afterwards, the descriptive analysis was used to investigate the demographic characteristics and background information of the subjects.

The aim of the study is to learn about the views of the EFL teachers in private and state schools on classroom management in their language classroom. The statements were analyzed by the help of item analysis with tables and graphs.

CHAPTER 3

RESULTS

This chapter is devoted to the presentation of the results obtained from the data analysis. The findings will be represented according to the research questions.

The first question is ‘What is the description and profile of teachers’ attitudes to classroom management?’ The second question is ‘What are the differences between experienced and novice teachers’ perceptions on classroom management?’

3.1 The description and the Profile of the Teachers’ Attitudes

Teachers’ attitudes towards the classroom management comprise eight variables. They are *teacher talk, giving instructions, keeping the students on task, possible problems, motivation, managing constraints, classroom rules, and learner autonomy*.

The first factor of the questionnaire is teacher talk. This variable consists of two items. The first item is ‘I talk too much and ask a lot of questions in the lesson’, and the second item is ‘as a teacher I don’t give long explanation about the language so my students won’t become passive learners’.

Table 3.1. Distribution of the teachers' replies to item 1.

Item 1. I talk too much and ask lots of questions during the lesson.		
Replies	F	%
Describes me not at all	23	23,0
Describes me somewhat	18	18,0
Describes me usually	40	40,0
Describes me well	19	19,0
Total	100	100

As it is given in the Table 3.1. 19 % of the participants marked *Describes me well*, 40 % of them marked *Describes me usually*. 18 % of them marked *Describes me somewhat*, and 23 % marked *Describes me not at all*.

Table 3.2. Distribution of the teachers' replies to item 2.

Item 2. As a teacher I don't give long explanation about the language so my students won't become passive learners.		
Replies	F	%
Describes me not at all	22	22,0
Describes me somewhat	26	26,0
Describes me usually	34	34,0
Describes me well	18	18,0
Total	100	100

As it is given in the Table 3.2. 18 % of the participants marked *Describes me well*, 34 % of them marked *Describes me usually*. 26 % of them marked *Describes me somewhat*, and 22 % marked *Describes me not at all*.

Table 3.3. General attitudes of teachers according to the first factor

Factor 1		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Teacher talk	f	37	74	44	45	200
	%	18,5	37,0	22,0	22,5	100

According to the table 3.3., 18,5 % of the participants marked *Describes me well*, 37 % of them marked *Describes me usually*. 22 % of them marked *Describes me somewhat*, and 22,5 % marked *Describes me not at all*.

The second factor of the questionnaire is giving instructions. This variable consists of three items. The first item is ‘I give instructions verbally and role-play them, showing the students what they are to do.’, and the second item is ‘I mimic the instructions as students guess what they are supposed to do’ and the third item is ‘according to my opinion; teacher is the most powerful player in classroom dynamics and determines the class structure’.

Table 3.4. Distribution of the teachers' replies to item 3.

Item 3. I give instructions verbally and role-play them, showing the students what they are to do.		
Replies	F	%
Describes me not at all	22	22,0
Describes me somewhat	6	6,0
Describes me usually	36	36,0
Describes me well	36	36,0
Total	100	100

As it is given in the Table 3.4. 36 % of the participants marked *Describes me well*, 36 % of them marked *Describes me usually*. 6 % of them marked *Describes me somewhat*, and 22 % marked *Describes me not at all*.

Table 3.5. Distribution of the teachers' replies to item 4.

Item 4. I mimic the instructions as students guess what they are supposed to do.		
Replies	F	%
Describes me not at all	25	25,0
Describes me somewhat	15	15,0
Describes me usually	27	27,0
Describes me well	33	33,0
Total	100	100

As it is given in the Table 3.5. 33 % of the participants marked *Describes me well*, 27 % of them marked *Describes me usually*. 15 % of them marked *Describes me somewhat*, and 25 % marked *Describes me not at all*.

Table 3.6. Distribution of the teachers' replies to item 14.

Item 14. According to my opinion; teacher is the most powerful player in classroom dynamics and determines the class structure.		
Replies	F	%
Describes me not at all	6	6,0
Describes me somewhat	18	18,0
Describes me usually	32	32,0
Describes me well	44	44,0
Total	100	100

As it is given in the Table 3.6. 44 % of the participants marked *Describes me well*, 32 % of them marked *Describes me usually*. 18 % of them marked *Describes me somewhat*, and 6% marked *Describes me not at all*.

Table 3.7. General attitudes of teachers according to the second factor

Factor 2		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Giving instructions	f	113	95	39	53	300
	%	37,6	31,6	13,0	17,6	100

As it is given in the Table 3.7. 37,6 % of the participants marked *Describes me well*, 31,6 % of them marked *Describes me usually*. 13 % of them marked *Describes me somewhat*, and 17,6 % marked *Describes me not at all*.

The third factor of the questionnaire is keeping the students on task. This variable consists of two items. The first item is 'I believe keeping the students on task is an important part of providing students with opportunities for meaningful interaction' and the second item is 'I interrupt a student in groups to make a comment on a task or ask a question'.

Table 3.8. Distribution of the teachers' replies to item 5.

Item 5. I believe keeping the students on task is an important part of providing students with opportunities for meaningful interaction.		
Replies	F	%
Describes me not at all	0	0,0
Describes me somewhat	22	22,0
Describes me usually	27	27,0
Describes me well	51	51,0
Total	100	100

As it is given in the Table 3.8. 51 % of the participants marked *Describes me well*, 27 % of them marked *Describes me usually*. 22 % of them marked *Describes me somewhat*, and 0 % marked *Describes me not at all*.

Table 3.9. Distribution of the teachers' replies to item 6.

Item 6. I interrupt a student in groups to make a comment on a task or ask a question.		
Replies	F	%
Describes me not at all	17	17,0
Describes me somewhat	49	49,0
Describes me usually	23	23,0
Describes me well	11	11,0
Total	100	100

As it is given in the Table 3.9. 11 % of the participants marked *Describes me well*, 23 % of them marked *Describes me usually*. 49 % of them marked *Describes me somewhat*, and 17 % marked *Describes me not at all*.

Table 3.10. General attitudes of teachers according to the third factor

Factor 3		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Keeping the students on task	f	62	50	71	17	200
	%	31,0	25,6	35,5	8,5	100

As it is given in the Table 3.10. 31 % of the participants marked *Describes me well*, 25,6 % of them marked *Describes me usually*. 35,5 % of them marked *Describes me somewhat*, and 8,5 % marked *Describes me not at all*.

The fourth factor of the questionnaire is possible problems. This variable consists of ten items. The first item is ‘my first step to solve a perceived problem of cheating is to ascertain a student’s own perception.’ and the second item is ‘in resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.’ The third item is ‘I resolve the disciplinary problems outside of class time so that valuable class minutes aren’t spent focusing on one student’, the fourth one is ‘I use all kinds of electrical equipment and know how to work them during my lesson’, the fifth one is ‘I never have enough time even to do half of what I plan’, the sixth one is ‘when a student does not complete an assignment on time, I will deduct points accordingly’, the seventh one is ‘when a student is repeatedly off-task, I will most likely ask the student if something is wrong’, the eighth one is ‘when a student does not complete an assignment on time, I will assume that the student has a good reason’, the ninth one is ‘when a student bothers other students, I will immediately tell the student to be quiet and stop it’, and the last one is ‘when I have a student that is being disruptive in class, I ignore the behavior and hope it stops without intervention’.

Table 3.11. Distribution of the teachers' replies to item 7.

Item 7. My first step to solve a perceived problem of cheating is to ascertain a student's own perception.		
Replies	F	%
Describes me not at all	2	2,0
Describes me somewhat	29	29,0
Describes me usually	53	53,0
Describes me well	17	17,0
Total	100	100

As it is given in the Table 3.11. 17 % of the participants marked *Describes me well*, 53 % of them marked *Describes me usually*. 29 % of them marked *Describes me somewhat*, and 2 % marked *Describes me not at all*.

Table 3.12. Distribution of the teachers' replies to item 8.

Item 8. In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.		
Replies	F	%
Describes me not at all	0	0,0
Describes me somewhat	8	8,0
Describes me usually	40	40,0
Describes me well	52	52,0
Total	100	100

As it is given in the Table 3.12. 52 % of the participants marked *Describes me well*, 40 % of them marked *Describes me usually*. 8 % of them marked *Describes me somewhat*, and 0 % marked *Describes me not at all*.

Table 3.13. Distribution of the teachers' replies to item 9.

Item 9. I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.		
Replies	F	%
Describes me not at all	3	3,0
Describes me somewhat	19	19,0
Describes me usually	32	32,0
Describes me well	46	46,0
Total	100	100

As it is given in the Table 3.13. 46 % of the participants marked *Describes me well*, 32 % of them marked *Describes me usually*. 19 % of them marked *Describes me somewhat*, and 3 % marked *Describes me not at all*.

Table 3.14. Distribution of the teachers' replies to item 10.

Item 10. I use all kinds of electrical equipments and know how to work them during my lesson.		
Replies	F	%
Describes me not at all	4	4,0
Describes me somewhat	41	41,0
Describes me usually	21	21,0
Describes me well	34	34,0
Total	100	100

As it is given in the Table 3.14. 34 % of the participants marked *Describes me well*, 21 % of them marked *Describes me usually*. 41 % of them marked *Describes me somewhat*, and 4 % marked *Describes me not at all*.

Table 3.15. Distribution of the teachers' replies to item 11.

Item 11. I never have enough time even to do half of what I plan.		
Replies	F	%
Describes me not at all	35	35,0
Describes me somewhat	27	27,0
Describes me usually	34	34,0
Describes me well	4	4,0
Total	100	100

As it is given in the Table 3.15. 4 % of the participants marked *Describes me well*, 34% of them marked *Describes me usually*. 27 % of them marked *Describes me somewhat*, and 35 % marked *Describes me not at all*.

Table 3.16. Distribution of the teachers' replies to item 18.

Item 18. When a student does not complete an assignment on time, I will deduct points accordingly.		
Replies	F	%
Describes me not at all	6	6,0
Describes me somewhat	18	18,0
Describes me usually	53	53,0
Describes me well	23	23,0
Total	100	100

As it is given in the Table 3.16. 23 % of the participants marked *Describes me well*, 53 % of them marked *Describes me usually*. 18 % of them marked *Describes me somewhat*, and 6 % marked *Describes me not at all*.

Table 3.17. Distribution of the teachers' replies to item 26.

Item 26. When a student is repeatedly off-task, I will most likely ask the student if something is wrong.		
Replies	F	%
Describes me not at all	23	23,0
Describes me somewhat	11	11,0
Describes me usually	31	31,0
Describes me well	35	35,0
Total	100	100

As it is given in the Table 3.17. 35 % of the participants marked *Describes me well*, 31 % of them marked *Describes me usually*. 11 % of them marked *Describes me somewhat*, and 23 % marked *Describes me not at all*.

Table 3.18. Distribution of the teachers' replies to item 27.

Item 27. When a student does not complete an assignment on time, I will assume that the student has a good reason.		
Replies	F	%
Describes me not at all	7	7,0
Describes me somewhat	31	31,0
Describes me usually	50	50,0
Describes me well	12	12,0
Total	100	100

As it is given in the Table 3.18. 12 % of the participants marked *Describes me well*, 50 % of them marked *Describes me usually*. 31 % of them marked *Describes me somewhat*, and 7 % marked *Describes me not at all*.

Table 3.19. Distribution of the teachers' replies to item 28.

Item 28. When a student bothers other students, I will immediately tell the student to be quiet and stop it.		
Replies	F	%
Describes me not at all	9	9,0
Describes me somewhat	23	23,0
Describes me usually	27	27,0
Describes me well	41	41,0
Total	100	100

As it is given in the Table 3.19. 41 % of the participants marked *Describes me well*, 27 % of them marked *Describes me usually*. 23 % of them marked *Describes me somewhat*, and 9 % marked *Describes me not at all*.

Table 3.20. Distribution of the teachers' replies to item 29.

Item 29. When I have a student that is being disruptive in class, I ignore the behavior and hope it stops without intervention.		
Replies	F	%
Describes me not at all	48	48,0
Describes me somewhat	23	23,0
Describes me usually	21	21,0
Describes me well	7	7,0
Total	100	100

As it is given in the Table 3.20. 7 % of the participants marked *Describes me well*, 21 % of them marked *Describes me usually*. 23 % of them marked *Describes me somewhat*, and 48 % marked *Describes me not at all*.

Table 3.21. General attitudes of teachers according to the fourth factor

Factor 4		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Possible Problems	f	271	362	230	137	1000
	%	27,1	36,2	23,0	13,7	100

As it is given in the Table 3.21. 27,1 % of the participants marked *Describes me well*, 36,2 % of them marked *Describes me usually*. 23 % of them marked *Describes me somewhat*, and 13,7 % marked *Describes me not at all*.

The fifth factor of the questionnaire is motivation. This variable consists of three items. The first item is 'I influence the classroom environment by motivating unmotivated students' and the second item is 'As a teacher I encourage my students through both intrinsic and extrinsic motivation.' The third item is 'I believe teachers should provide feedback regarding the quality of performance.'

Table 3.22. Distribution of the teachers' replies to item 12.

Item 12. I influence the classroom environment by motivating unmotivated students.		
Replies	F	%
Describes me not at all	5	5,0
Describes me somewhat	8	8,0
Describes me usually	38	38,0
Describes me well	49	49,0
Total	100	100

As it is given in the Table 3.22. 49 % of the participants marked *Describes me well*, 38 % of them marked *Describes me usually*. 8 % of them marked *Describes me somewhat*, and 5 % marked *Describes me not at all*.

Table 3.23. Distribution of the teachers' replies to item 13.

Item 13. As a teacher I encourage my students through both intrinsic and extrinsic motivation.		
Replies	F	%
Describes me not at all	0	0,0
Describes me somewhat	1	1,0
Describes me usually	43	43,0
Describes me well	56	56,0
Total	100	100

As it is given in the Table 3.23 56 % of the participants marked *Describes me well*, 43 % of them marked *Describes me usually*. 1 % of them marked *Describes me somewhat*, and 0 % marked *Describes me not at all*.

Table 3.24. Distribution of the teachers' replies to item 15.

Item 15. I believe teachers should provide feedback regarding the quality of performance.		
Replies	F	%
Describes me not at all	1	1,0
Describes me somewhat	5	5,0
Describes me usually	29	29,0
Describes me well	65	65,0
Total	100	100

As it is given in the Table 3.24. 65 % of the participants marked *Describes me well*, 29% of them marked *Describes me usually*. 5 % of them marked *Describes me somewhat*, and 1 % marked *Describes me not at all*.

Table 3.25. General attitudes of teachers according to the fifth factor

Factor 5		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Motivation	f	170	110	14	6	300
	%	53,3	36,6	4,6	2,0	100

As it is given in the Table 3.25 53,3 % of the participants marked *Describes me well*, 36,6% of them marked *Describes me usually*. 4,6 % of them marked *Describes me somewhat*, and 2 % marked *Describes me not at all*.

The sixth factor of the questionnaire is classroom rules. This variable consists of two items. The first item is ‘During the first week of the class, I will allow the students to come up with a set of classroom rules’, and the second item is ‘I believe class rules are important because they shape the student’s behaviour and development.’

Table 3.26. Distribution of the teachers’ replies to item 16.

Item 16. During the first week of the class, I will allow the students to come up with a set of classroom rules.		
Replies	F	%
Describes me not at all	12	12,0
Describes me somewhat	12	12,0
Describes me usually	33	33,0
Describes me well	43	43,0
Total	100	100

As it is given in the Table 3.26. 43 % of the participants marked *Describes me well*, 33 % of them marked *Describes me usually*. 12 % of them marked *Describes me somewhat*, and 12 % marked *Describes me not at all*.

Table 3.27. Distribution of the teachers' replies to item 17.

Item 17. I believe class rules are important because they shape the student's behaviour and development.		
Replies	F	%
Describes me not at all	4	4,0
Describes me somewhat	5	5,0
Describes me usually	32	32,0
Describes me well	59	59,0
Total	100	100

As it is given in the Table 3.27. 59 % of the participants marked *Describes me well*, 32 % of them marked *Describes me usually*. 5 % of them marked *Describes me somewhat*, and 4 % marked *Describes me not at all*.

Table 3.28. General attitudes of teachers according to the sixth factor

Factor 6		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Classroom rules	f	102	65	17	16	200
	%	51,0	32,5	8,5	8,0	100

As it is given in the Table 3.28. 51 % of the participants marked *Describes me well*, 32,5 % of them marked *Describes me usually*. 8,5 % of them marked *Describes me somewhat*, and 8 % marked *Describes me not at all*.

The seventh factor of the questionnaire is managing constraints. This variable consists of three items. The first item is 'I specify a set time for each learning activity and try to stay within my plans', and the second item is 'I believe that students need direction in how to work together', and the third one is 'I believe that students need direction in how to work together'.

Table 3.29. Distribution of the teachers' replies to item 19.

Item 19) I specify a set time for each learning activity and try to stay within my plans.		
Replies	F	%
Describes me not at all	0	0,0
Describes me somewhat	11	11,0
Describes me usually	45	45,0
Describes me well	44	44,0
Total	100	100

As it is given in the Table 3.29. 44 % of the participants marked *Describes me well*, 45 % of them marked *Describes me usually*. 11 % of them marked *Describes me somewhat*, and 0 % marked *Describes me not at all*.

Table 3.30. Distribution of the teachers' replies to item 20.

Item 20. I believe that students need direction in how to work together.		
Replies	F	%
Describes me not at all	4	4,0
Describes me somewhat	5	5,0
Describes me usually	32	32,0
Describes me well	59	59,0
Total	100	100

As it is given in the Table 3.30. 59 % of the participants marked *Describes me well*, 32 % of them marked *Describes me usually*. 5 % of them marked *Describes me somewhat*, and 4 % marked *Describes me not at all*.

Table 3.31. Distribution of the teachers' replies to item 21.

Item 21. I believe that students need direction in how to work together.		
Replies	F	%
Describes me not at all	0	0,0
Describes me somewhat	10	10,0
Describes me usually	35	35,0
Describes me well	55	55,0
Total	100	100

As it is given in the Table 3.31. 55 % of the participants marked *Describes me well*, 35 % of them marked *Describes me usually*. 10 % of them marked *Describes me somewhat*, and 0 % marked *Describes me not at all*.

Table 3.32. General attitudes of teachers according to the seventh factor

Factor 7		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Managing Constraints	f	158	112	26	4	300
	%	52,6	37,3	8,6	1,3	100

As it is given in the Table 3.32. 52,6 % of the participants marked *Describes me well*, 37,3 % of them marked *Describes me usually*. 8,6 % of them marked *Describes me somewhat*, and 1,3 % marked *Describes me not at all*.

The eighth factor of the questionnaire is learner autonomy. This variable consists of three items. The first item is 'Students in my classroom are free to use any materials they wish during the learning process', and the second item is 'I believe students should judge the quality of their own work rather than rely on what the teacher tells them', and the third one is 'If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair'.

Table 3.33. Distribution of the teachers' replies to item 22.

Item 22. Students in my classroom are free to use any materials they wish during the learning process.		
Replies	F	%
Describes me not at all	8	8,0
Describes me somewhat	20	20,0
Describes me usually	27	27,0
Describes me well	45	45,0
Total	100	100

As it is given in the Table 3.33. 45 % of the participants marked *Describes me well*, 27 % of them marked *Describes me usually*. 20 % of them marked *Describes me somewhat*, and 8 % marked *Describes me not at all*.

Table 3.34. Distribution of the teachers' replies to item 23.

Item 23. I believe students should judge the quality of their own work rather than rely on what the teacher tells them.		
Replies	F	%
Describes me not at all	4	4,0
Describes me somewhat	19	19,0
Describes me usually	31	31,0
Describes me well	46	46,0
Total	100	100

As it is given in the Table 3.34. 46 % of the participants marked *Describes me well*, 31 % of them marked *Describes me usually*. 19 % of them marked *Describes me somewhat*, and 4 % marked *Describes me not at all*.

Table 3.35. Distribution of the teachers' replies to item 24.

Item 24. If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair.		
Replies	F	%
Describes me not at all	29	29,0
Describes me somewhat	15	15,0
Describes me usually	34	34,0
Describes me well	22	22,0
Total	100	100

As it is given in the Table 3.35. 22 % of the participants marked *Describes me well*, 34 % of them marked *Describes me usually*. 15 % of them marked *Describes me somewhat*, and 29 % marked *Describes me not at all*.

Table 3.36. General attitudes of teachers according to the eighth factor

Factor 8		Describes me well	Describes me usually	Describes me somewhat	Describes me not at all	Total
Learner Autonomy	f	113	92	54	41	300
	%	37,6	3,6	18,0	13,6	100

As it is given in the Table 3.36. 37,6 % of the participants marked *Describes me well*, 3,6 % of them marked *Describes me usually*. 18 % of them marked *Describes me somewhat*, and 13,6 % marked *Describes me not at all*.

3.2. Results of the Instructors' Perception of the Factors Regarding Their Experience Differences.

According to expertise level teachers' replies will be given below. Results related to all items of the questionnaire will be presented factor by factor.

Expertise level of the teachers have been defined into two groups. The first group is the teachers who have more than 10 years of experience will be accepted as '*experienced*'. The second group is the teachers who have experience less than 10 years and accepted as '*novice*'.

In the methodology part the evaluation procedure was explained. According to it, if the participant marks "*describes me not at all*" or "*describes me somewhat*" this means that the participant has a resistance to the notion of promoting classroom management in the given classroom activity. An entry in the "*describes me usually*" and "' describes me well'" column is interpreted as strong support of principles of Classroom Management.

The first factor is '*teacher talk*'. Questions 1 and 2 are about objectives of an English course and classroom management on it.

The first item in the variable is 'I talk too much and ask lots of questions during the lesson'. The answers are analyzed in the following table 3.2.1.

Table 3.2.1. Experience and teacher talk, item 1

Experience		Q1				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	7	24	13	44
	P	,0%	15,9%	54,5%	29,5%	100,0%
6-10	F	0	6	7	3	16
	P	,0%	37,5%	43,8%	18,8%	100,0%
11-15	F	1	4	9	3	17
	P	5,9%	23,5%	52,9%	17,6%	100,0%
16-20	F	0	1	0	0	1
	P	,0%	100,0%	,0%	,0%	100,0%
21- more	F	22	0	0	0	22
	P	100,0%	,0%	,0%	,0%	100,0%

In all schools investigated in this study, 19 % of the teachers stated that they talk too much and always ask lots of questions during the lesson while 40 % of them tented to usually ask and talk during their language class. However, 18 % of the teachers sometimes talk too much and ask lots of questions during the lesson. On the other hand, 23 % of them never did this item.

The second item in the variable is ‘As a teacher I don’t give long explanation about the language so my students won’t become passive learners’. The answers are analyzed in the following table 3.2.2.

Table 3.2.2. Experience and teacher talk, item 2

Experience		Q2				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	15	18	11	44
	P	,0%	34,1%	40,9%	25,0%	100,0%
6-10	F	0	4	9	3	16
	P	,0%	25,0%	56,2%	18,8%	100,0%
11-15	F	0	7	6	4	17
	P	,0%	41,2%	35,3%	23,5%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	22	0	0	0	22
	P	100,0%	,0%	,0%	,0%	100,0%

18 % of the teachers in all schools always gave long explanation about the language so their students wouldn't become passive learners while 34 % of them usually gave long explanation about the language but 26 % of the teachers sometimes did it and the rest of the teachers, that is, 22 % of them never gave long explanation for the language so their students wouldn't become passive learners.

Table 3.2.3. Correlation between experience and teacher talk

		EXPERIENCE	f1
EXPERIENCE	Pearson Correlation	1	-,804**
	Sig. (2-tailed)		,000
	N	100	100
f1	Pearson Correlation	-,804**	1
	Sig. (2-tailed)	,000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation is -0.80 and there is a negative correlation between experience and the first factor, 'teacher talk'.

The second factor is 'giving instructions'. Questions 3, 4, 14 are about objectives of an English course and classroom management on it.

The first item is 'I give instructions verbally and role-play them, showing the students what they are to do'. The answers are analyzed in the following table 3.2.4.

Table 3.2.4. Experience and giving instructions, item 1

Experience		Q3				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	2	22	20	44
	P	,0%	4,5%	50,0%	45,5%	100,0%
6-10	F	0	2	5	9	16
	P	,0%	12,5%	31,2%	56,2%	100,0%
11-15	F	0	2	9	6	17
	P	,0%	11,8%	52,9%	35,3%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	22	0	0	0	22
	P	100,0%	,0%	,0%	,0%	100,0%

36 % of the teachers in all the schools tented to always give instructions verbally and role-play them, showing their students what they are to do. On the other hand, 36 % of the teachers usually did this item. However, 6 % of the teachers sometimes agreed with this statement and 22% of the teachers never gave instructions verbally and role-play them, showing their students what they are to do.

The second item is ‘I mimic the instructions as students guess what they are supposed to do’. The answers are analyzed in the following table 3.2.5.

Table 3.2.5. Experience and giving structures, item 2

Experience		Q4				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	2	10	12	20	44
	P	4,5%	22,7%	27,3%	45,5%	100,0%
6-10	F	1	3	6	6	16
	P	6,2%	18,8%	37,5%	37,5%	100,0%
11-15	F	0	2	9	6	17
	P	,0%	11,8%	52,9%	35,3%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	22	0	0	0	22
	P	100,0%	,0%	,0%	,0%	100,0%

According to 33 % of the teachers in all schools always tented to mimic the instructions as students guess what they were supposed to do. On the other hand, 27 % the teachers usually tented to do this item but 15 % of these teachers sometimes tented to mimic the instructions as students guess what they were supposed to do. However, 25 % of them never applied this item in their language classroom.

The third item is ‘According to me; teacher is the most powerful player in classroom dynamics and determines the class structure’. The answers are analyzed in the following table 3.2.6.

Table 3.2.6. Experience and giving structures, item 3

Experience		Q17				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	5	10	17	12	44
	P	11,4%	22,7%	38,6%	27,3%	100,0%
6-10	F	0	3	8	5	16
	P	,0%	18,8%	50,0%	31,2%	100,0%
11-15	F	1	5	7	4	17
	P	5,9%	29,4%	41,2%	23,5%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

According to 44 % of the teachers in all schools think that teacher is the most powerful player in classroom dynamics and determines the class structure. On the other hand, 32 % the teachers usually tended to think this item but 18 % of these teachers sometimes tended to think like that. However, 6 % of them never think this item.

Table 3.2.7. Correlation between experience and giving instructions

		EXPERIENCE	f2
EXPERIENCE	Pearson Correlation	1	-,754**
	Sig. (2-tailed)		,000
	N	100	100
f2	Pearson Correlation	-,754**	1
	Sig. (2-tailed)	,000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation is -0.75 and there is a negative correlation between experience and the second factor, '*giving instructions*'.

The third factor is '*keeping the students on task*'. Questions 5 and 6 are about objectives of an English course and classroom management on it.

The first item is 'I believe keeping the students on task is an important part of providing students with opportunities for meaningful interaction'. The answers are analyzed in the following table 3.3.8.

Table 3.3.8. Experience and keeping the students on task, item 1

Experience		Q5				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	0	12	32	44
	P	,0%	,0%	27,3%	72,7%	100,0%
6-10	F	0	0	5	11	16
	P	,0%	,0%	31,2%	68,8%	100,0%
11-15	F	0	0	10	7	17
	P	,0%	,0%	58,8%	41,2%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	22	0	0	22
	P	,0%	100,0%	,0%	,0%	100,0%

According to 51 % of teachers in schools always tended to agree that keeping the students on task is an important part of providing students with opportunities for meaningful interaction. On the other hand, 27 % of the teachers usually applied this statement in their language class but 22 % of them sometimes agreed with this idea.

The second item is ‘I interrupt a student in groups to make a comment on a task or ask a question’. The answers are analyzed in the following table 3.2.9.

Table 3.2.9. Experience and keeping the students on task, item 2

Experience		Q6				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	8	17	10	9	44
	P	18,2%	38,6%	22,7%	20,5%	100,0%
6-10	F	3	4	7	2	16
	P	18,8%	25,0%	43,8%	12,5%	100,0%
11-15	F	6	5	6	0	17
	P	35,3%	29,4%	35,3%	,0%	100,0%
16-20	F	0	1	0	0	1
	P	,0%	100,0%	,0%	,0%	100,0%
21- more	F	0	22	0	0	22
	P	,0%	100,0%	,0%	,0%	100,0%

In schools, 11 % of teachers always interrupted a student in groups to make a comment on a task or ask a question while % 23 of the teachers usually applied this statement while making a comment in language class. 49 % of them sometimes do this but 17 % of them never agreed this item.

Table 3.2.10. Correlation between experience and keeping the students on task

		EXPERIENCE	f3
EXPERIENCE	Pearson Correlation	1	-,642**
	Sig. (2-tailed)		,000
	N	100	100
f3	Pearson Correlation	-,642**	1
	Sig. (2-tailed)	,000	
	N	100	100

Pearson correlation is -0.64 and there is a negative correlation between experience and the third factor, '*keeping the students on task*'.

The fourth factor is '*possible problems*'. Questions 9, 10, 11, 12, 13, 15, 18, 19, 21, 28, 29, 30, 31 are about objectives of an English course and classroom management on it.

The first item is ‘My first step to solve a perceived problem of cheating is to ascertain a student’s own perception’. The answers are analyzed in the following table 3.2.11.

Table 3.2.11. Experience and possible problems, item 1

Experience		Q9				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	18	12	14	44
	P	,0%	40,9%	27,3%	31,8%	100,0%
6-10	F	0	3	11	2	16
	P	,0%	18,8%	68,8%	12,5%	100,0%
11-15	F	2	7	7	1	17
	P	11,8%	41,2%	41,2%	5,9%	100,0%
16-20	F	0	1	0	0	1
	P	,0%	100,0%	,0%	,0%	100,0%
21- more	F	0	0	22	0	22
	P	,0%	,0%	100,0%	,0%	100,0%

17 % of the teachers always tented to solve a perceived problem of cheating is ascertain a student’s own perception while 52 % of them usually agreed with this statement and 29 % of the teachers sometimes applied this item in their classroom. However 2 % of the teachers never do this.

The second item is ‘In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms’. The answers are analyzed in the following table 3.2.12.

Table 3.2.12. Experience and possible problems, item 2

Experience		Q10				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	4	20	20	44	4
	P	9,1%	45,5%	45,5%	100,0%	9,1%
6-10	F	3	8	5	16	3
	P	18,8%	50,0%	31,2%	100,0%	18,8%
11-15	F	1	11	5	17	1
	P	5,9%	64,7%	29,4%	100,0%	5,9%
16-20	F	0	1	0	1	0
	P	,0%	100,0%	,0%	100,0%	,0%
21- more	F	0	0	22	22	0
	P	,0%	,0%	100,0%	100,0%	,0%

52 % of the teachers always tried to find the source of the problem rather than treating the symptoms while 40 % of them usually tended to apply this statement in the matter of solving disciplinary problems but 8 % of the teachers sometimes agreed with this item.

The third item is ‘I resolve the disciplinary problems outside of class time so that valuable class minutes aren’t spent focusing on one student’. The answers are analyzed in the following table 3.2.13.

Table 3.2.13. Experience and possible problems, item 3

Experience		Q11				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	3	7	21	13	44
	P	6,8%	15,9%	47,7%	29,5%	100,0%
6-10	F	0	3	7	6	16
	P	,0%	18,8%	43,8%	37,5%	100,0%
11-15	F	0	9	4	4	17
	P	,0%	52,9%	23,5%	23,5%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

According to 46 % of the teachers always tented to resolve the disciplinary problems outside of class time so that valuable class minutes aren’t spent focusing on one student. On the other hand, 32 % of the teachers usually solved the disciplinary problems as mentioned in this item but 19 % of them sometimes agreed with this statement and 3 % of them never did this.

The fourth item is ‘I use all kinds of electrical equipments and know how to work them during my lesson’. The answers are analyzed in the following table 3.2.14.

Table 3.2.14. Experience and possible problems, item 4

Experience		Q12				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	4	9	10	21	44
	P	9,1%	20,5%	22,7%	47,7%	100,0%
6-10	F	0	7	3	6	16
	P	,0%	43,8%	18,8%	37,5%	100,0%
11-15	F	0	3	8	6	17
	P	,0%	17,6%	47,1%	35,3%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	22	0	0	22
	P	,0%	100,0%	,0%	,0%	100,0%

34 % of the teachers always tented to use all kinds of electrical equipments and know how to work them during my lesson while 21 % of them usually agreed with this statement but 41 % of the teachers sometimes use the technology in their English classrooms and 4 % of them never use electrical equipments in their lessons.

The fifth item is 'I never have enough time even to do half of what I plan'.

The answers are analyzed in the following table 3.2.15.

Table 3.2.15. Experience and possible problems, item 5

Experience		Q13				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	23	12	6	3	44
	P	52,3%	27,3%	13,6%	6,8%	100,0%
6-10	F	6	7	2	1	16
	P	37,5%	43,8%	12,5%	6,2%	100,0%
11-15	F	6	8	3	0	17
	P	35,3%	47,1%	17,6%	,0%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	22	0	22
	P	,0%	,0%	100,0%	,0%	100,0%

4 % of the teachers always agreed that they never had enough time even to do half of what I plan. On the other hand, 34 % of the teachers usually agreed with this statement but 27 % of them sometimes agreed with this item and 35 % of the teachers disagreed with this item.

The sixth item is ‘I specify a set time for each learning activity and try to stay within my plans’. The answers are analyzed in the following table 3.2.16.

Table 3.2.16. Experience and possible problems, item 6

Experience		Q21				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	2	12	17	13	44
	P	4,5%	27,3%	38,6%	29,5%	100,0%
6-10	F	1	3	9	3	16
	P	6,2%	18,8%	56,2%	18,8%	100,0%
11-15	F	2	3	5	7	17
	P	11,8%	17,6%	29,4%	41,2%	100,0%
16-20	F	1	0	0	0	1
	P	100,0%	,0%	,0%	,0%	100,0%
21- more	F	0	0	22	0	22
	P	,0%	,0%	100,0%	,0%	100,0%

23 % of the teachers always agreed that they specify a set time for each learning activity and try to stay within their plans. On the other hand, 53 % of the teachers usually agreed with this statement but 18 % of them sometimes agreed with this item and 6 % of the teachers disagreed with this item.

The seventh item is ‘When a student does not complete an assignment on time, I will assume that the student has a good reason’. The answers are analyzed in the following table 3.2.17.

Table 3.2.17. Experience and possible problems, item 7

Experience		Q28				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	8	16	20	44
	P	,0%	18,2%	36,4%	45,5%	100,0%
6-10	F	0	2	7	7	16
	P	,0%	12,5%	43,8%	43,8%	100,0%
11-15	F	0	1	8	8	17
	P	,0%	5,9%	47,1%	47,1%	100,0%
16-20	F	1	0	0	0	1
	P	100,0%	,0%	,0%	,0%	100,0%
21- more	F	22	0	0	0	22
	P	100,0%	,0%	,0%	,0%	100,0%

35 % of the teachers always tended to assume that the student has a good reason while 31 % of them usually agreed with this statement but 11 % of the teachers sometimes assume that the student has a good reason and 23 % of them never do this.

The eighth item is ‘When a student bothers other students, I will immediately tell the student to be quiet and stop it’. The answers are analyzed in the following table 3.2.18.

Table 3.2.18. Experience and possible problems, item 8

Experience		Q29				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	5	17	17	5	44
	P	11,4%	38,6%	38,6%	11,4%	100,0%
6-10	F	1	6	5	4	16
	P	6,2%	37,5%	31,2%	25,0%	100,0%
11-15	F	1	8	5	3	17
	P	5,9%	47,1%	29,4%	17,6%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	22	0	22
	P	,0%	,0%	100,0%	,0%	100,0%

12 % of the teachers always tell the student to be quiet and stop it while 50 % of them usually do this item and 31 % of the teachers sometimes tell the student to be quiet and stop it but 7 % of them never apply this.

The ninth item is ‘When I have a student that is being disruptive in class, I ignore the behavior and hope it stops without intervention’. The answers are analyzed in the following table 3.2.19.

Table 3.2.19. Experience and possible problems, item 9

Experience		Q30				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	4	15	14	11	44
	P	9,1%	34,1%	31,8%	25,0%	100,0%
6-10	F	2	3	7	4	16
	P	12,5%	18,8%	43,8%	25,0%	100,0%
11-15	F	3	5	6	3	17
	P	17,6%	29,4%	35,3%	17,6%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

41 % of the teachers always ignore the behavior and hope it stops without intervention. However 27 % of them usually apply this while 23 % of the teachers sometimes do this and 9 % of them never ignore the behavior and hope it stops without intervention.

The tenth item is ‘I would like help to develop and implement a classroom management plan’. The answers are in the following table 3.2.20.

Table 3.2.20. Experience and possible problems, item 10

Experience		Q32				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	12	20	8	4	44
	P	27,3%	45,5%	18,2%	9,1%	100,0%
6-10	F	4	6	2	4	16
	P	25,0%	37,5%	12,5%	25,0%	100,0%
11-15	F	4	7	6	0	17
	P	23,5%	41,2%	35,3%	,0%	100,0%
16-20	F	0	1	0	0	1
	P	,0%	100,0%	,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

30 % of the teachers always tend to develop and implement a classroom management plan while 16 % of them usually tend to do this and 34 % of them sometimes develop and implement a classroom management plan and 20 % of them never tend to do this.

Table 3.2.21. Correlation between experience and possible problems

		EXPERIENCE	f4
EXPERIENCE	Pearson Correlation	1	,010
	Sig. (2-tailed)		,922
	N	100	100
f4	Pearson Correlation	,010	1
	Sig. (2-tailed)	,922	
	N	100	100

Pearson Correlation is 0,010 and there is a negative correlation between experience and the fourth factor, *'possible problems'*.

The fifth factor is *'motivation'*. Questions 14, 15, 18 are about objectives of an English course and classroom management on it.

The first item is 'I influence the classroom environment by motivating unmotivated students'. The answers are analyzed in the following table 3.2.22.

Table 3.3.22. Experience and motivation, item 1

Experience		Q14				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	3	6	21	14	44
	P	6,8%	13,6%	47,7%	31,8%	100,0%
6-10	F	1	0	6	9	16
	P	6,2%	,0%	37,5%	56,2%	100,0%
11-15	F	0	2	11	4	17
	P	,0%	11,8%	64,7%	23,5%	100,0%
16-20	F	1	0	0	0	1
	P	100,0%	,0%	,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

49 % of the teachers always tend to influence the classroom environment by motivating unmotivated students and 38 % of them usually agree with this item while 8 % of them sometimes do this and 5 % of the teachers never influence the classroom environment by motivating unmotivated students.

The second item is 'As a teacher I encourage my students through both intrinsic and extrinsic motivation'. The answers are analyzed in the following table 3.3.23.

Table 3.3.23. Experience and motivation, item 2

Experience		Q15				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	1	20	23	44
	P	,0%	2,3%	45,5%	52,3%	100,0%
6-10	F	0	0	10	6	16
	P	,0%	,0%	62,5%	37,5%	100,0%
11-15	F	0	0	13	4	17
	P	,0%	,0%	76,5%	23,5%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

56 % of the teachers always tend to encourage their students through both intrinsic and extrinsic motivation and 43 % of them usually do this while 1 % of the teachers never apply this item.

The third item is ' I believe teachers should provide feedback regarding the quality of performance'. The answers are analyzed in the following table 3.2.24.

Table 3.3.24. Experience and motivation, item 3

Experience		Q18				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	0	17	27	44
	P	,0%	,0%	38,6%	61,4%	100,0%
6-10	F	0	0	7	9	16
	P	,0%	,0%	43,8%	56,2%	100,0%
11-15	F	1	4	5	7	17
	P	5,9%	23,5%	29,4%	41,2%	100,0%
16-20	F	0	1	0	0	1
	P	,0%	100,0%	,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

65 % of the teachers always believe teachers should provide feedback regarding the quality of performance and 29 % of them usually believe this while 5 % of them sometimes believe teachers should provide feedback regarding the quality of performance and 1 % of them never tend to think like this.

		EXPERIENCE	f5
EXPERIENCE	Pearson Correlation	1	,390**
	Sig. (2-tailed)		,000
	N	100	100
f5	Pearson Correlation	,390**	1
	Sig. (2-tailed)	,000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.2.25. Correlation between experience and motivation

Pearson Correlation is 0,39 and there is a positive correlation between experience and the fifth factor, '*motivation*'.

The sixth factor is '*learner autonomy*'. Questions 22, 23, 27 are about objectives of an English course and classroom management on it.

The first item is ‘Students in my classroom are free to use any materials they wish during the learning process’. The answers are analyzed in the following table 3.2.26.

Table 3.2.26.. Experience and learner autonomy, item 1

Experience		Q23				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	4	19	21	44
	P	,0%	9,1%	43,2%	47,7%	100,0%
6-10	F	0	4	5	7	16
	P	,0%	25,0%	31,2%	43,8%	100,0%
11-15	F	0	2	10	5	17
	P	,0%	11,8%	58,8%	29,4%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

55 % of the teachers always tend to allow students to use any materials they wish and 35 % of them usually tend to let this while 10 % of the teachers sometimes allow them to do this item.

The second item is ‘I believe students should judge the quality of their own work rather than rely on what the teacher tells them’. The answers are analyzed in the following table 3.2.27.

Table 3.2.27. Experience and learner autonomy, item 2

Experience		Q24				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	3	13	12	16	44
	P	6,8%	29,5%	27,3%	36,4%	100,0%
6-10	F	1	3	7	5	16
	P	6,2%	18,8%	43,8%	31,2%	100,0%
11-15	F	4	4	7	2	17
	P	23,5%	23,5%	41,2%	11,8%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

45 % of the teachers always believe students should judge the quality of their own work rather than rely on what the teacher tells them but 27 % of them usually believe this and 20 % of them sometimes tend to believe this while 8 % of them never believe this item.

The third item is ‘If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair’. The answers are analyzed in the following table 3.2. 28.

Table 3.2.28. Experience and learner autonomy, item 3

Experience		Q25				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	2	9	16	17	44
	P	4,5%	20,5%	36,4%	38,6%	100,0%
6-10	F	0	4	9	3	16
	P	,0%	25,0%	56,2%	18,8%	100,0%
11-15	F	2	6	6	3	17
	P	11,8%	35,3%	35,3%	17,6%	100,0%
16-20	F	0	0	0	1	1
	P	,0%	,0%	,0%	100,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

46 % of the teachers always think that if students agree that a classroom rule is unfair, then they would replace it with one that students think is fair while 31 % of them usually think in this way but 19 % of them sometimes do this and 4 % of the teachers never apply this item.

Table 3.2.29. Correlation between experience and learner autonomy

		EXPERIENCE	f6
EXPERIENCE	Pearson Correlation	1	-,055
	Sig. (2-tailed)		,587
	N	100	100
f6	Pearson Correlation	-,055	1
	Sig. (2-tailed)	,587	
	N	100	100

Pearson correlation is -,055 and there is a negative correlation between experience and the sixth factor, '*learner autonomy*'.

The seventh factor is '*classroom rules*'. Questions 19, 20 are about objectives of an English course and classroom management on it.

The first item is ‘During the first week of the class, I will allow the students to come up with a set of classroom rules’. The answers are analyzed in the following table 3.2.30.

Table 3.2.30. Experience and classroom rules, item 1

Experience		Q19				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	6	7	20	11	44
	P	13,6%	15,9%	45,5%	25,0%	100,0%
6-10	F	2	2	6	6	16
	P	12,5%	12,5%	37,5%	37,5%	100,0%
11-15	F	3	3	7	4	17
	P	17,6%	17,6%	41,2%	23,5%	100,0%
16-20	F	1	0	0	0	1
	P	100,0%	,0%	,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

43 % of the teachers always tend to allow the students to come up with a set of classroom rules and 33 % of them usually do this while 12 % of the teachers sometimes tend to do this and 12 % of them never allow the students to come up with a set of classroom rules.

The second item is ‘I believe class rules are important because they shape the student’s behaviour and development’. The answers are analyzed in the following table 3.2.31.

Table 3.2.31. Experience and classroom rules, item 2

Experience		Q20				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	2	4	15	23	44
	P	4,5%	9,1%	34,1%	52,3%	100,0%
6-10	F	2	0	6	8	16
	P	12,5%	,0%	37,5%	50,0%	100,0%
11-15	F	0	1	10	6	17
	P	,0%	5,9%	58,8%	35,3%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

59 % of the teachers always tend to believe that class rules are important because they shape the student’s behaviour and development and 32 % of them usually believe this while 5 % of them sometimes believe this item and 4 % of them never believe this.

		EXPERIENCE	f7
EXPERIENCE	Pearson Correlation	1	,436**
	Sig. (2-tailed)		,000
	N	100	100
f7	Pearson Correlation	,436**	1
	Sig. (2-tailed)	,000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.2.32. Correlation between experience and classroom rules

Pearson correlation is,43 and there is a positive correlation between experience and the seventh factor, '*classroom rules*'.

The eighth factor is '*managing constraints*'. Questions 24,25 and 26 are about objectives of an English course and classroom management on it.

The first item is 'I specify a set time for each learning activity and try to stay within my plans'. The answers are analyzed in the following table 3.2.33.

Table 3.2.33. Experience and managing constraints, item 1

Experience		Q22				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	6	24	14	44
	P	,0%	13,6%	54,5%	31,8%	100,0%
6-10	F	0	3	9	4	16
	P	,0%	18,8%	56,2%	25,0%	100,0%
11-15	F	0	2	11	4	17
	P	,0%	11,8%	64,7%	23,5%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

44 % of the teachers always specify a set time for each learning activity and try to stay within their plans and 45 % of them usually tend to do this while 11 % of them sometimes specify a set time for each learning activity and try to stay within their plans.

The second item is ‘I believe that students need direction in how to work together’. The answers are analyzed in the following table 3.2.34.

Table 3.2.34 Experience and managing constraints item 2

Experience		Q23				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	0	4	19	21	44
	P	,0%	4%	19%	21%	100,0%
6-10	F	0	4	5	7	16
	P	,0%	4%	5%	7%	100,0%
11-15	F	0	2	10	5	17
	P	,0%	2%	10%	5%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	1%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	22%	100,0%

55 % of the teachers always believe that students need direction in how to work together while 35 % of them usually believe this and 10 % of them sometimes believe that students need direction in how to work together.

The third item is ‘I believe students need the structure of a daily routine that is organized and implemented by the teacher’. The answers are analyzed in the following table 3.2.35.

Table 3.2.34. Experience and managing constraints, item 3

Experience		Q27				Total
		Describes me not at all	Describes me somewhat	Describes me usually	Describes me well	
0-5	F	7	14	14	9	44
	P	15,9%	31,8%	31,8%	20,5%	100,0%
6-10	F	2	2	9	3	16
	P	12,5%	12,5%	56,2%	18,8%	100,0%
11-15	F	0	3	8	6	17
	P	,0%	17,6%	47,1%	35,3%	100,0%
16-20	F	0	0	1	0	1
	P	,0%	,0%	100,0%	,0%	100,0%
21- more	F	0	0	0	22	22
	P	,0%	,0%	,0%	100,0%	100,0%

40 % of the teachers always believe students need the structure of a daily routine that is organized and implemented by the teacher and 32 % of them usually believe this while 19 % of them sometimes believe students need the structure of a daily routine that is organized and implemented by the teacher. However 9 % of them never believe this item.

Table 3.2.36. Correlation between experience and managing constraints

		EXPERIENCE	f8
EXPERIENCE	Pearson Correlation	1	,575**
	Sig. (2-tailed)		,000
	N	100	100
f8	Pearson Correlation	,575**	1
	Sig. (2-tailed)	,000	
	N	100	100

Pearson correlation is 0,57 and there is a positive correlation between experience and the eighth factor, '*managing constraints*'.

CHAPTER 4

DISCUSSION

In the present chapter, a discussion of the findings is presented according to variables. The results of the questionnaire and their possible reasons are discussed according to the research questions. The aim of the study is to investigate teachers' attitudes towards classroom management.

In this study, I generally focus on Kurumehmetoğlu's study because there are some common variables and questions in two studies. As a result of this, I usually compare my results with her ones.

4.1 What is the Description and Profile of Teachers' Attitudes to Classroom Management?

In this part the variables comprising teachers' attitudes to classroom management will be discussed in order.

4.1.1 What is the place of teacher talk in the EFL classrooms for classroom management?

In the light of the questionnaire results, most of the EFL teachers in all kind of the schools tended to talk in their English lessons. Teacher talk is central in the language class not only for classroom organization and for the process of language acquisition (Nunan, 1991) but also as a means for taking student behavior under control (Allwright & Bailey, 1991). This study has shown that teachers tend to talk in the classroom.

Kurumehmetoğlu (2008) states that ‘teacher talk’ is accepted as a special type of discourse since the modifications in teachers’ speech can lead to it. When teachers use ‘teacher talk’ they are trying to make themselves as easy to understand as possible, and effective teacher talk may provide essential support to facilitate both language comprehension and learner production. Krashen (1985) argues that this is how teachers provide learners with ‘comprehensible’ input, which he sees as the important ingredient for second language acquisition.

Therefore, the usefulness of teacher talk has been at times questioned, as the language to which second language learners are exposed in the classroom is often unlike the language they will encounter in talking to native speakers outside the classroom.

The results of this study show similarities with Kurumehmetoğlu’s study in terms of *teacher talk*. In her study, most of the teachers are tented to often talk and ask questions during the lesson.

4.1.2 What is the importance of giving instructions in EFL classrooms for classroom management?

In the light of these results of the questionnaire, we can add that teachers may encounter with various difficulties that are related to both classroom management and teacher speech when delivering oral classroom instructions. Ur (1991) defines instructions as "the directions that are given to introduce a learning task which entails some measure of independent student activity". She proposes some suggestions for giving effective explanations and instructions. Although she does not make a difference between directions for younger students or older students, her recommendations may well be applied to teaching younger students. She advises teachers to know ahead what words and illustrations to use. She also recommends

making sure to have all the students' attention before giving instructions and giving them at the beginning of an activity before dividing students into groups or handing out materials. The other advice is the use of repetition or paraphrase as well as the presentation of the instructions in different modes. She remarks teachers should be brief in explanations, but this should also be considered when giving instructions to younger students and mainly if these contain a string of directives.

In summary, in order to avoid misunderstandings context is very important (Holmes, 1983). It is necessary to provide rich contextual clues, including gestures, objects and pictures. Kurumehmetoğlu (2008) concludes that teachers should try to avoid code-switching to the first language. This has an effect on students' talk for different reasons but mainly because as mentioned above teacher talk is sometimes the only live target language available to them. Nunan (1991) cites a study of target language use carried out by Zilm which revealed that an increase on the teacher's part in the use of the target language was followed by a parallel increase in the use of the foreign language by the students.

In Kurumehmetoğlu's study, most of the teachers often gave instructions verbally and role-play them. This study also reached same results in terms of *giving instructions* with Kurumehmetoğlu's study.

4.1.3 How do teachers keep the students on task during the lesson?

In the light of the results of the questionnaire, in order for meaningful learning to take place, students must be paying attention and be engaged in the current task. Kurumehmetoğlu (2008) argues engaging students in class does not take extra class time. In order to successfully facilitate learning, teachers must continually keep students engaged in the classroom. She suggests some strategies that will keep students engaged and on task. Knowing their name and background is one of these.

This implies that the teacher cares about the students. The other advice is asking questions about how class is going and what you want to learn in this class, since they are ways to not only learning more about students, but also, it helps to judge the effectiveness of your teaching methods. Students are intrinsically motivated when their teachers know about them.

Another way to engage students is to always be open to student's comments. You have to be ready to accept criticism or even acknowledge the fact that your ideas are not working. A good way to gather information about your teaching practices is to simply ask your students to write about your teaching methods and their suggestions. The classroom is a dynamic environment, and you must always be assessing the effectiveness of your teaching strategies. If a strategy is not effective, you must be willing to accept this and look into finding a different teaching strategy (Kurumehmetoğlu, 2008).

The results of this thesis's data analysis and Kurumehmetoğlu's study show similarities. In both studies, teachers often agreed with the idea that keeping the students on task is an important part of learning.

4.1.4 How can you deal with some possible problems that occurred in your EFL classes?

In resolving the disciplinary problems teachers have to find firstly the source of the problem rather than treating the symptoms. These problems can have many reasons that are initiated by the teacher or by the students in the class. The word discipline may not always refer to the students' misbehavior. Because discipline problems caused by teachers arise from a number of sources, lack of preparation, inadequate training in discipline techniques, and attitude toward students (Soltay, 2007).

Kurumehmetoğlu (2008) argues knowing your subject and your topic is the best discipline tool. The next best tool is to convey your knowledge to the students. Also the teacher must have fun learning and telling his/her classes about what the teacher learned, even in areas not related to his/her classes. In addition to that matter, most of the teachers in all schools agreed that they tended to resolve the disciplinary problems outside of the class time. It is really important for the classroom atmosphere. If the teacher has a crowded class and if the teacher deals with a distracting student it means the teacher loses his/her class control besides his/her students' also lose their concentrations on the lesson.

This thesis's analysis reached the same results with Kurumehmetoğlu's study in terms of teachers' dealing with possible problems.

4.1.5 What is the importance of motivation for classroom management?

Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Ruth Peters states that, "academic achievement is more a product of appropriate placement of priorities and responsible behavior than it is of intelligence." (Peters, 2002) Intelligent students are often out-performed by less bright students with high motivation. If a child is motivated enough he/she can accomplish learning of any scale.

Teachers must often deal with students who are unmotivated. As discussed by Sonntag (1969), having good lesson content and a positive atmosphere in the classroom will assist in this. Every student has different backgrounds, cultures and home life. Susi (1996) discusses behaviors that may impede learning. Some behaviors may be due to developmental disabilities, psychological problems or

injuries; while other issues may stem from feelings of discrimination, physical or verbal abuse in the home or from peers, living in poverty and some other reasons. Koutsoulits (2003) indicates that for the classroom environment with these issues to function, the teacher needs to provide love along with work and most important affective communication that shows the teacher cares and allows the students to feel comfortable working in a learning environment where they can trust and feel safe.

The main idea of motivation is to capture the child's attention and curiosity and channel their energy towards learning. Intrinsic motivation is motivation from within the student (Lumsden, 2002). An intrinsically motivated student studies because he/she wants to study without any other pressure. The material is interesting, challenging and rewarding, and the student receives some kind of satisfaction from learning.

An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like getting high marks or passing a test or getting a new cloth, or to avoid a penalty like a failing grade (Lumsden, 2002). It seems that when intrinsic motivation is low or absent, student uses extrinsic motivation. Although extrinsic motivation can, and should, be used with intrinsically motivated students, too. If students aren't given a reward or credit for their efforts and no feedback is given to the student, then most students' intrinsic motivation would begin to decrease. (Lile, 2002)

Teachers in Kurumehmetoğlu's study usually believed the importance of encouraging their students through motivation. This thesis's study has found some results with Kurumehmetoğlu's study.

4.1.6 What is the importance of managing constraints for the classroom management?

Kurumehmetoğlu (2008) states it is really inevitable that a teacher should design his/her activities according to the students' level. Some activities also can be done by individually or some of them can be done in pairs or in groups. These activities may call for the whole class work. When you design and apply them you must observe the students' level and you must ask yourselves which activities fit them the best.

In this study, teachers also agreed that class activities can best be done individually, in pairs or groups.

4.1.7 What is the role of classroom rules in classroom management?

In a study by Logan (2003), it is suggested that master teachers have effective discipline procedures, self-discipline, insure the students know the standards of the classroom environment, and have the ability to regulate student behaviors based on the occasion and environment. They understand that the only person they really can control 100% is his or her self. A good teacher models the behaviors they wish for their students to learn, however one needs to realize that in a school setting that every teacher may have different rules, allow different behaviors, and different procedures for many of the same things being taught. A teacher needs to continue to reinforce the behaviors they deem necessary so that the students can adjust period by period and from semester to semester.

Procedures and rules are a major area of importance. The teacher needs to set a limited amount of rules that are simple and easy for the student and also easy to remember for the teacher. The AFT report (2003) states that one should not have more than six rules that remain consistent throughout the year. However, it is noted

in this report that one may have up to 60 procedures to insure a classroom that runs smoothly (AFT, 2003).

Wood (2008) states the report discusses the notion that good teachers continue to go over and reinforce their rules all year. To do this, one first needs to know the differences between rules and procedures. Rules are standards of what one should do or not do in a classroom, where as procedures are steps to follow that insure that the students comply to the rules and/or steps needed to complete each task.

Similar to Kurumehmetoğlu's study, in this study it was also found that experienced teachers were tended to set classroom rules and practice them in their lessons. Novice teachers were more flexible about rules. However in general, most of the teachers preferred to establish rules in the classroom.

4.2 What are the Differences between Experienced and Novice Teachers' Perceptions on Classroom Management?

It is accepted that there are a lot of differences between experienced and novice teachers. Experienced teachers are expected to have various management strategies because of their expertise time in their job. It is indicated that experienced teachers use classroom rules much more than novice teachers. From the beginning of school they set rules and believe that classroom rules shape students' behavior. Experienced teachers are aware of the importance of procedures and rules and they insure the students know the standards of the classroom environment. On the other hand, novice teachers are more flexible and see classroom rules as not very necessary.

Experienced teachers specify a set time for each learning activity and try to stay within their plans. They do not prefer to step out of their plans. Novice teachers

let students to behave more freely in the classroom. On the other hand experienced teachers want to direct the students according to their own rules. They want students to stay within a structure of a daily routine.

Generally; according to the results of the teachers' questionnaire, most of the teachers tended to often ask and talk during their language class. That is, 55,5 % of the teachers tended to talk very much during their lessons. On the other hand, 44,5 % of the teachers sometimes or never gave long explanation about the language so their students won't become passive learners.

In general, most of the teachers, that is 68,6 % of them often gave instructions verbally and role-play them, showing the students what they are to do. On the other hand, 20,6 % of the teachers sometimes or never agreed with the idea of giving instructions verbally and role-play them.

According to the general results of the questionnaire; 56,6 % of the teachers in all the schools always agreed with the idea of keeping the students on task is an important part of providing students with opportunities for meaningful interaction. On the other hand, but 43,8 % of these teachers sometimes or never agreed that their students sometimes have their own discussions on matters unrelated to the task in their class.

44 % of teachers often agreed with the idea of solving a perceived problem of cheating are to ascertain a student's own perception. 52 % of them often believed the importance of the resolving disciplinary problems, by trying to find the source of the problem rather than treating the symptoms. 46 % of them often applied that they resolved the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student. On the other hand, 34 % of the teachers sometimes applied that they used all kinds of electrical equipments and know how to

work them during their lesson and 4 % of the teachers sometimes believed that they had never enough time for their lessons.

Generally, 89,9 % of teachers often believed the importance of encouraging their students through both intrinsic and extrinsic motivation.

In general, 89,9 % of the teachers applied decided which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work in their lessons.

43% of the teachers often allow the students to come up with a set of classroom rules and 59% of them always tend to believe that class rules are important because they shape the student's behavior and development.

4.3 Conclusion

It is researched that there are insufficient studies on classroom management and its relation with experience of teachers. As a result of this, this study aims to find out the differences between novice teachers and experienced teachers classroom management strategies in schools and to research the underlying reasons of some problems that are encountered in teaching field.

The data was obtained from the teachers in different private and state primary and high schools. The instrument used to collect data was a questionnaire to the EFL teachers. Each statement in the questionnaire was analysed item by item with the help of graphs and tables.

The main goal of this thesis is to find out different management styles between experienced and novice English teachers. However, this study indicated that there is no remarkable difference between these experienced teachers and novice teachers when it is measured by the items of my questionnaire.

This study showed that there is no relation between experience and teacher talk. If a teacher is experienced, this does not mean he/she talks a lot or gives long explanations in the classroom. According to the results, most of the teachers generally tended to talk during the lesson but this is not in a large scale. The other teachers who do not prefer to talk a lot in the classroom expect the students talk and participate in the lesson.

The study's other result is there is no relation between experience and giving instructions. When teachers give instructions this behavior does not change according to their expertise time in classroom. Most of the teachers prefer to give instructions verbally but they should be careful to have all the students' attention before giving them at the beginning of an activity. Teachers' instructions should be clear and brief in explanations.

There is not any relation between experience and keeping the students on task since teachers have different styles and they apply their styles with different methods. Knowing students' names and background and asking their ideas about teachers' teaching methods are some advices to keep them on task during the lesson. This also helps teachers to assess the effectiveness of their teaching strategies.

In this study there is a relation between experience and motivation. Experienced teachers always influence the classroom environment by motivating unmotivated students while novice teachers' answers change. Most of the teachers believe the importance of encouraging their students through motivation. Teachers should deal with unmotivated students since these students may affect the other motivated students and change the classroom atmosphere in a negative way. Teachers should pay attention to capture all of the students' attention during the lesson to prevent any negative classroom climate.

The other relation is between experience and classroom rules. It is found that experienced teachers pay more attention to classroom rules than novice teachers.

Another result stemmed from the analysis was the teacher role. The teachers admitted that class activities must be done individually, in pairs or groups, and whole-class work in their lessons. By the same token, most of the teachers in all schools believed in the importance of encouraging students through both intrinsic and extrinsic motivation.

The other result that most of the teachers agreed on was that they tended to often ask and talk during their language class. While they were teaching English they gave instructions verbally and role-play them, showing the students what they are to do. It is also very necessary for keeping the students on all kinds of tasks during the lesson. In this study, it is concluded that most of the teachers admitted that keeping the students on task is an important part of providing students with opportunities for meaningful interaction.

4.4 Limitations of the Study

As the present study focused on the place of the classroom management in an EFL classrooms for the teachers, the results of the research can be used as links between theory and practice.

The present study was carried out in order to find out the differences between experienced and novice teachers' perceptions on classroom management and the description and profile of teachers' attitudes to classroom management. The data was gathered from twenty five primary and high schools. It may not be true to generalize the results to any other setting. So, in a further study the number of the schools can be increased to obtain more reliable data.

Although in this study it has been stated on the front page of the questionnaires circulated, it may still stay a little ambiguous whether the novice teachers who took part in this study already knew a lot about the ELT classroom activities and classroom management styles. In other words, some novice teachers especially new beginners have very little opportunity to practice classroom activities in the classroom environment and they may have not any idea about the subjects of the study. As a result of this, their answers to the questions come from just their ideas, but not from their practises in the classroom.

4.5 Suggestions For Further Research

The study revealed that novice teachers have very little idea about classroom management strategies. Before asking novice teachers about classroom management strategies, the researcher should be sure about their prior knowledge on it. Novice teachers should be chosen among the teachers who have at least 3 years of experience time in the classroom.

Finally, the future studies should research the relation between classroom management and the students' academic success in EFL courses. Also, they can research classroom management problems they face in their language classroom.

4.6 Implications

As the present study focused on the differences of classroom management styles in experienced and novice English teachers, the results of the research can be used as links between theory and practice.

It is found that there are two areas that novice teachers may need help from the experienced teachers. Rules in the classroom are set in a more disciplined way by the experienced teachers and they apply them from the beginning of the school to the end of the school.

The other area is; motivation. The students also should be motivated by both intrinsic and extrinsic motivation during the class because most of the students are reluctant and unmotivated toward learning English. Experienced teachers give more importance to motivation than novice teachers.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR TEACHERS ON CLASSROOM MANAGEMENT

This questionnaire is made for the master thesis on the attitudes of the EFL teachers for classroom management. The aim of the questionnaire is to learn the difference between novice teachers' and experienced ELT teachers' perceptions of their classroom management beliefs and practices.

I believe that you give friendly and objective answers to the statements on the classroom management.

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 classroom management will keep in secret.

Personal Background:

1. Gender: Male Female

2. Age

22-28 29-34 35-40 41-45 46-50

over 51

3. Name of the university you graduated from: _____

4. Field of Study:

English Language Teaching

English Language and Literature

American Culture and Literature

Translation and Interpretation

Linguistics

Other: (please specify)

5. Highest academic degree you have: University
MA (in) _____
PhD (in) _____

6. Teaching experience:
0-5 years 6-10 years 11-15 years 16-20 years over
21 years

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

4 (describes me well) 3 (describes me usually) 2 (describes me somewhat) 1 (describes me not at all)

1) I talk too much and ask lots of questions during the lesson.

4	3	2	1
---	---	---	---

2) As a teacher I don't give long explanation about the language so my students won't become passive learners.

4	3	2	1
---	---	---	---

3) I give instructions verbally and role-play them, showing the students what they are to do.

4	3	2	1
---	---	---	---

4) I mimic the instructions as students guess what they are supposed to do.

4	3	2	1
---	---	---	---

5) I believe keeping the students on task is an important part of providing students with opportunities for meaningful interaction.

4	3	2	1
---	---	---	---

6) I interrupt a student in groups to make a comment on a task or ask a question.

4	3	2	1
---	---	---	---

7) My first step to solve a perceived problem of cheating is to ascertain a student's own perception.

4	3	2	1
---	---	---	---

8) In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.

4	3	2	1
---	---	---	---

9) I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.

4	3	2	1
---	---	---	---

10) I use all kinds of electrical equipments and know how to work them during my lesson.

4	3	2	1
---	---	---	---

11) I never have enough time even to do half of what I plan.

4	3	2	1
---	---	---	---

12) I influence the classroom environment by motivating unmotivated students.

4	3	2	1
---	---	---	---

13) As a teacher I encourage my students through both intrinsic and extrinsic motivation.

4	3	2	1
---	---	---	---

14) According to me; teacher is the most powerful player in classroom dynamics and determines the class structure.

4	3	2	1
---	---	---	---

15) I believe teachers should provide feedback regarding the quality of performance.

4	3	2	1
---	---	---	---

16) During the first week of the class, I will allow the students to come up with a set of classroom rules.

4	3	2	1
---	---	---	---

17) I believe class rules are important because they shape the student's behaviour and development.

4	3	2	1
---	---	---	---

18) When a student does not complete an assignment on time, I will deduct points accordingly.

4	3	2	1
---	---	---	---

19) I specify a set time for each learning activity and try to stay within my plans.

4	3	2	1
---	---	---	---

20) I believe that students need direction in how to work together.

4	3	2	1
---	---	---	---

21) Students in my classroom are free to use any materials they wish during the learning process.

4	3	2	1
---	---	---	---

22) I believe students should judge the quality of their own work rather than rely on what the teacher tells them.

4	3	2	1
---	---	---	---

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

4	3	2	1
---	---	---	---

24) I believe students need the structure of a daily routine that is organized and implemented by the teacher.

4	3	2	1
---	---	---	---

25) When a student is repeatedly off-task, I will most likely ask the student if something is wrong.

4	3	2	1
---	---	---	---

26) When a student does not complete an assignment on time, I will assume that the student has a good reason.

4	3	2	1
---	---	---	---

27) When a student bothers other students, I will immediately tell the student to be quiet and stop it.

4	3	2	1
---	---	---	---

28) When I have a student that is being disruptive in class, I ignore the behavior and hope it stops without intervention.

4	3	2	1
---	---	---	---

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