THE ATTITUDES ON CLASSROOM MANAGEMENT AMONG EFL TEACHERS IN PRIVATE AND STATE PRIMARY AND HIGH SCHOOLS

YÜKSEK LİSANS TEZİ

Özlem KURUMEHMETOĞLU

BURSA 2008

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DANIŞMAN
Yrd.Doç.Dr. Zübeyde Sinem GENÇ

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Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı) Üye
Akademik Unvanı, Adı Soyadı Akademik Unvanı, Adı Soyadı
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ABSTRACT

Yazar   : Özlem KURUMEHMETOĞLU

Üniversite   : Uludağ Üniversitesi

Anabilim Dalı   : Yabancı Diller Eğitimi

Bilim Dalı   : İngiliz Dili Eğitimi

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THE ATTITUDES ON CLASSROOM MANAGEMENT AMONG EFL TEACHERS IN PRIVATE AND STATE PRIMARY AND HIGH SCHOOLS

This study investigated the beli efs of the teachers a bout classroom management in EFL classes in both private and state primary and high schools. The focus of the study was on the possible problems in classroom management and how to deal with them.

55 English language teachers at differe nt twenty primary schools and fifteen different high schools in Bursa, Turkey, participated in this study as subjects. They were given a questionnaire. The data was gathered during the autumn of the 2007 – 08 academic year.

The results revealed that Englis h language teachers believed that the students **aren't interested in English lessons, the students are unmotivated and the students talk** very much. These are the most common problems for the classroom management that the teachers believed and faced to face everyday in their language classes. The findings divulged that there have been various problems related to those such as, cheating, teacher talk, giving instructions, keeping the students on task, the importance of the voice and the body language of the te achers, the effects of the large and crowded classes, motivation, the **teachers' roles, management of the time.**

Since these findings in this study are limited to these kinds of problems in twenty different primary schools and different fifteen high schools in Bursa, 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 the** some common problems of the EFL classes for the cl assroom management in both private and state primary and high schools.

Key Words

Primary School	Classrom Management	State School	English Language
High School	Private School	EFL Teachers	

ÖZET

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ÖZEL İLKÖĞRETİM VE LİSE OKULLARI İLE DEVLET İLKÖĞRETİM VE LİSE OKULLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN SINIF YÖNETİMİNDEKİ TUTUMLARI

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, sınıf yönetimindeki olası problemler ve bunlarla nasıl başa çıkılması ile ilgilidir.

Çalışmaya Türkiye'de Bursa'da bulunan farklı yirmi ilköğretim okullarından ve on beş farklı lise okullarından elli beş İngilizce öğretmeni katılmıştır. Katılımcılara bir anket verilmiştir. Sözü edilen veri 2007–2008 öğretim yılının birinci döneminde toplanmıştır.

Sonuçlarda da açığa vurulduğu gibi öğretmenler öğrencilerin İngilizce derslerine karşı ilgisiz olduğuna, öğrencilerin motive olmadıklarına ve sınıfta çok fazla öğrenci konuşması olduğuna inanmışlardır. Bunlar öğretmenlerin dil sınıflarında her gün yüz yüze geldikleri ve yaşadıkları en fazla karşılaşılan yaygın problemlerdir. Bulgular bunlarla bağlantılı olarak; kopya çekme, öğretmen konuşması, talimatlar verme, öğrencilere görev verme, öğretmenlerin sesleri ve vücut dillerinin önemi, kalabalık sınıfların etkisi, isteklendirme, öğretmenlerin rolleri, zaman yönetimi gibi problemler de ortaya çıkmıştır.

Çalışmadaki bu bulgular; Bursa'daki yirmi farklı ilköğretim okulları ve on beş farklı lise okulları ile 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

İlköğretim Okulu	Sınıf Yönetimi	Devlet Okulu	İngiliz Dili
Lise Okulu	Özel Okul	İngilizce Öğretmenleri	

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<div align="right">Özlem KURUMEHMETOĞLU</div>

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Abbreviations	Bibliographic Information
EFL	English as a Foreign Language
Pps	Private Primary Schools
Sps	State Primary Schools
Phs	Private High Schools
Shs	State High Schools
Freq.	Frequency
Perc.	Percentage
A	Always
O	Often
ST	Sometimes
N	Never
M	Male
F	Female

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Being a language teacher doesn't mean only explaining the grammatical rules, practicing the target language and evaluating the students. It doesn't mean that students' attention can only be raised by means of them. Many teachers are constantly looking for an arsenal of effective disciplinary measures that will allow them to maintain control of their classrooms. What they don't realize is that non-productive or disruptive behavior is almost always the result of ineffective classroom management. Some of the most well-meaning teachers fall into the trap of wasting precious time and energy trying to correct chaotic situations that could easily have been avoided by being preventive not being reactionary. Especially first year teachers' biggest problem is the motivation of the students which is classroom management's main concern.

A teacher should not be the threatening authority in the classroom. He/she should teach students to be their own managers so that the teacher would not be seen as despot and strict. The teachers should know how to manage the class and to teach the students to manage themselves, this means to expose the students behave properly. As teachers, we seem to spend a lot of time worrying about the behavior of the students we teach, but what exactly is the importance of classroom management? Effective classroom management strategies and skills seem to be the most important abilities a teacher can have.

Classroom management cuts right to the heart of everything that we do as teachers, and without effective classroom management strategies we are left unable to deliver the curriculum effectively. A safe and positive learning environment must be created within our classroom; otherwise pupils will not be able to access and benefit from the curriculum that we teach.

Effective classroom management is of critical importance to the success of the students however; promoting a positive learning atmosphere and minimizing the poor behavior of the students that we teach does not have to be just something that we are born with. Classroom management strategies and techniques can be taught, and they can be learned.

Even the most experienced and effective teachers experience poor student behavior in their classroom on occasion. It's very important to overcome, and learn from these challenges that separate the best teachers from the rest. Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of problems. The most effective decisions in classroom management are based on a clear concept of the goals and intented outcomes that a teacher wishes to accomplish.

Classroom management and discipline cannot be taught. This is absolutely not true. And yet so many teachers, and even more ex-teachers, believe that it's true. The fact is that most teachers weren't born with the ability to effectively manage student behavior. It needs practice. And it can be taught. Just like riding a bike. Another thing for successful classroom management is that; the best way to get a class to behave is to make them like you. The aim of a language teacher is not to be his/her students' friend. The teacher is there as an authority figure to teach and guide the students into making the right choices in life. The fact is students can tell which teachers just want to be liked. And they don't respect them. The teachers with the best classroom management and discipline are the ones who don't care how much their students dislike them. And their classes always end up loving them for it!

1.2. The Purpose and the Significance of the Study

The aim of this study is to put forward the attitudes and views of EFL teachers who teach in state and private primary and high schools on classroom management. In addition, this study aims to reveal the differences and similarities of younger and older students in primary and high schools in classroom management.

There are different definitions of classroom management. It can be defined as "The teacher's capability to cooperatively manage time, space, resources and student roles and student behaviors to provide a climate that encourages learning." (Alberto & Troutman, 1986:404) According to specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of school and classroom management.

It is really inevitable that different teachers have different philosophies or orientations to classroom management. Some teachers tend to spell out positive consequences of desired behaviors and adopt reward-based strategies, whereas others tend to inform students of negative consequences of undesired behaviors and adopt punishment-based strategies. Sometimes teachers and students see things different and the differences in perception between the teacher and the students contribute to discipline problems. There is also a common idea that the better the teacher and the more effective the classroom the higher the quality of teaching and learning process.

A lot of studies have been conducted on classroom management. For example; Kagan's (1992) analysis of forty studies on professional growth has shown that change in new teachers can only come from a restructuring of their prior beliefs. Woolfolk (1995) found that past learning might create barriers to the learning of new material and procedures. Thus, new teachers may have difficulty implementing new models of classroom management because previous knowledge and experiences with other forms of management inhibit new learning. Many inexperienced teachers have stated that they had an insufficient repertoire of classroom management strategies to use when faced with a misbehaving student (Tucker, Plax, and Kearney, 1985).

The work of other researchers (Orstein and Levine, 1981) also revealed that it is beneficial for teachers to use humor to hold student interest and reduce classroom tensions and to remove distracting materials, such as athletic equipment or art materials that encourage inattention or disruption during the lesson.

Another study which focused on behavior of elementary and secondary teachers in the beginning of the year has shown that the above mentioned effective management practices produce much more positive outcomes when they are enacted from the very first day of school. Research shows that teachers who are ineffective managers at the beginning of the year find it very difficult to establish and maintain control in their classrooms later on. (Emmer, 1982; Emmer and Evertson, 1980; Evertson, 1983).

It has also been found that effective managers intervened more quickly when disruptions occurred than did ineffective managers, and their interventions go results more quickly (Pestello, 1989). Especially in high school students, researchers (Broophy, 1983, 1986; Doyle, 1989) have noted that the best results are obtained through vigilantly reminding students about the rules and procedures of the school and classroom and monitoring their compliance with them.

Many students do not always know how to manage their behavior. It is a common theme for parents to be frustrated by teenagers' lacks of ability to mange their own behavior. Children themselves are frustrated with their lack of ability to cope with the problems they see in life. Suicide rates have skyrocketed in the past 30 years. "Suicides have increased 300 percent in the past thirty years, while suicide attempts have risen 350 percent to 700 percent" (Edwards, 1989: 59).

Control of students by teachers tends to be regarded as the goal of classroom discipline. This emphasis on control is so pervasive that control by teachers is often seen by educators as more important than the learning that goes on in the classroom. (Edwards, 1994; Glasser, 1984) states that control is necessary for the psychological balance in one's life. It is a common trait of human beings to want control in their lives. In schools this is carried to such an extent that discipline itself is often seen as synonymous with control. "In schools, the most widely and practiced interpretation of the word discipline is control" (Wlodkowski, 1982:2).

Yet every year, educators say, many bright and potentially effective young teachers quit in despair because they cannot get their classrooms under control. As teacher shortages grow, the loss of these promising newcomers worries many educators and leads them to wonder whether more can be done.

"I believe classroom management is more of a challenge today than at any other time in our history," said Janet Steward, a successful elementary school teacher in Morrisville Vermont, whose advice is often sought on the issue. Academic standards are more demanding, family problems are greater and it is "a formidable task for a young teacher entering the profession and looking at 25 to 30 years of maintaining classroom discipline and meeting all students' needs under these circumstances," she said. (Mathews, Washington Post Staff Writer)

Rod Vick, who teaches English at Mukwonago (Wis.) High School, said education schools assume that management skills will be learned during practice teaching, which typically occurs during the last semester of college. But the education schools "have little control over the veteran teacher who is supposed to be doing the mentoring," he said. "I have seen situations where an education student was dumped into a classroom on day one and told, 'It's all yours.' The veteran teacher disappeared." (Mathews, Washington Post Staff Writer)

1.3. Research Questions of the Study

As seen in the researches and their findings there are lots of aspects of classroom management. For the purposes of this study, the following research questions have been formulated. In this paper, four main research questions are examined about classroom management of EFL teachers.

1) What are the attitudes of EFL teachers towards classroom management in private primary schools?

2) What are the attitudes of EFL teachers towards classroom management in state primary schools?

3) What are the attitudes of EFL teachers towards classroom management in private high schools?

4) What are the attitudes of EFL teachers towards classroom management in state high schools?

A questionnaire is planned to be administered about the classroom management for EFL teachers in primary and high schools. After gathering data through the questionnaire and taking the views of the EFL teachers in primary and the high schools. Results will be discussed and implications for better classroom management will be provided.

It is a common sense that following simple strategies established for classroom management would help to have an orderly classroom environment that will improve students' learning outcomes while providing for an atmosphere that is structured and consistent. This also shows that the teacher is serious about teaching and learning. Motivating, challenging, and engaging students as a teacher strive for high expectations will not only help to improve student behavior in school and academic accomplishments but will also provide the key for students to understand how to act in a moral and ethical way in society.

1.4. Organization of the thesis

The present study consists of six chapters. Chapter I is the introduction chapter. In this chapter, the importance of classroom management in language teaching is briefly mentioned. Previous researches about classroom management are discussed. Four research questions and the organizations of the thesis are presented.

Following the introduction chapter, a review of related literature is presented in Chapter II. The views on classroom management are mentioned.

Chapter III presents the methodology of the study, describes the participants, the data collection procedures and data analysis.

Chapter IV is the presentation of the results. The analysis of the research results was included in this chapter.

Chapter V is devoted to discuss the research questions in the light of the findings obtained from the fourth chapter.

Chapter VI presents the summary and the conclusion of the study considering the results of the analysis with the implications of it and suggestions for the further research.

CHAPTER II

REVIEW OF LITERATURE

2.1.   Introduction

The aim of the present study is to put forward the attitudes of EFL teachers on classroom management in private primary and high schools and the attitudes of EFL teachers on classroom management in state primary and high schools. After presenting the attitudes of EFL teachers on classroom management in private and state primary and high schools, this study then focuses on the common problems in classroom management with its some aspects.

This chapter focuses on the literature relevant to the present study. First, it examines the previous studies on classroom management with young learners in primary schools. Second, it elaborates on previous studies on classroom management with older students in high schools. Finally, common problems on classroom management are examined.

2.2.   PREVIOUS STUDIES ON CLASSROOM MANAGEMENT WITH YOUNGER STUDENTS

It can be incredibly daunting for primary learners to come to a class where the teacher speaks most of the time in an unfamiliar language, English. Initially they may be curious, but they can soon become lost and bewildered and transfer their interest to their pencil case, their classmates, their colored pencils, the space under the table, and so on, if they are not given some simple strategies to help become involved in the lesson. (Wilson, 2006)

Teachers have to manage their classrooms well so their teaching can be effective. Good management creates an environment that helps students learn. Good classroom management reveals and influences your attitude, talents, perceived role,

voice and body language. It strongly affects teacher-student interactions, including the challenges associated with teaching to large groups of young learners.

One place to start is to consider that each class you teach is likely to include students of about the same age. Thus, your students will probably be children, adolescents or adults, not all three.

When you teach children, it is important to differentiate between two life stages – young children who are 5-8 years old and mature children who are 8-11. In terms of how their minds work, the mature children are cognitively close to adolescents and adults. Young children, by contrast, are cognitively closer to Martians.

The adult world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children don't always ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do.

In both cases, young learners have special requirements. They have short attention spans, and require lots of physical play and teacher patience. They sometimes have trouble differentiating between fact and fiction. They have little life experience, but buckets of honesty. And while they may have respect for authority, they have a great deal of imagination. A teacher may feel that on some levels communication is impossible. (McKenzie and Brown, 2007)

There are lots of previous case studies on classroom management with younger learners in primary schools made by Janeen Carrigan. I want to present some of them.

2.2.1. Classroom Rules wi th Young Learners in Primary School:

Mrs. Iipinge has been teaching grade 2 at Okashana PS for 9 years and currently has 26 learners. She earned her grade 12 certificate, worked with a correspondence course for Azalia and is now participating in the BETD in-service programme as well as the BES project.

When she first began to observe Mrs. Iipinge she noticed that learners were not always sure what were expected of them as there were no formal written classroom rules.

There were school wide policies posted in the staff room such as "learners must not come late at school", but as far as classroom policies Mrs. Iipinge assumed each child instinctively knew good behavior from bad behavior. This was an open invitation to some learners to push the boundaries which often resulted in learners coming late both to school in the morning and at break without an excuse, talking with their neighbor, hitting other learners, and not participating in lessons, especially group work.

These problems were rather easy to Mrs. Iipinge to solve once she learned through her workshops and BETD that she should create classroom rules and punishments with her learners. When reflecting upon the topic of classroom management the first thing Mrs. Iipinge mentioned was indeed class rules. She and her learners set up classroom rules that they need to obey. Nobody is able to cross it.

When any of the mutually accepted rules have been broken by a learner there are certain punishments to be given which were agreed to by learners at the beginning of the year. These include politely asking learners to stop the misbehavior, conducting meetings with learners after school to discuss the problem and solutions to it, cleaning the classroom after school or sending the learner to the disciplinary committee.

Mrs. Iipinge's learners now know exactly what is expected of them. They made the rules which are prominently displayed in front of the classroom at all times. In this way learners can also keep an eye on each other to make sure that every learner manages him/herself.

2.2.2. Group Work with Young Learners:

Ms. Angombe began teaching at Ombili PS four years ago with only a grade 12 certificate and no formal training. Since then she has attended the Reform Workshop for grade 12 (1996), is working toward completing her Instructional Skills Certificate and is an active participant in the BES programme.

When she first visited Ms. Angombe's class all of the learners were sitting in rows facing the chalkboard and were not allowed to talk with each other. Because she knew that group work was important Ms. Angombe would try to put it into every lesson she observed even though the tasks consisted mostly of busy work and there was little or no co-operation among the learners in each group. In most cases the learner with the pencil did everything. Reflecting upon her attempts at group work prior to 1998 Ms. Angombe said, at that time she told the learners to work in groups without choosing a leader, a reporter or secretary. She did not know appropriate activities.

Ms. Angombe's group work skills have drastically changed in the past two years during which time she has worked continually on improving them. Though teaching an overcrowded, combined class of grades 2 and 3 she effectively uses group work in her classroom. The learners are seated together on the floor in front of the classroom because there are not enough chairs and desks for all of the learners. These groups work together and even have special animal names for each such as elephant and donkey.

Every time the groups meet they elect a leader, a reporter and a secretary whom change each time the group meets in order to ensure the participation of each learner. Ms. Angombe always ensures that the group is not merely doing busy work. Whether learners are discussing ideas, solving problems, playing games, dramatising, etc., the activities are all methods of helping them meet the objectives of the lesson.

2.3. PREVIOUS STUDIES ON CLASSROOM MANAGEMENT WITH OLDER STUDENTS

McKenzie-Brown (2007) states that when a teacher teaches adolescents, he/she is dealing with a different crowd. They often have attitude. They respond to peer-pressure. They are often insecure, their hormones may be running wild, and they are developing life experience. As they go through the rapid transition between childhood and adulthood, they are often seeking knowledge and self-identity. Many challenge authority, and in the language classroom that means the teacher.

Teaching older students can be a challenge, especially if a teacher is fresh out of college. A teacher is only 3 or 4 years older than the oldest of them and that can create some definite discipline problems. However, there is no reason this should ever occur, if you remember a few simple things.

First, a teacher has a lot of education and experience that these older students don't. Whatever they know about English, or however grown up they think they are, a teacher is far beyond them. Keep this in mind when you go into your classroom, and display this attitude to your students. If a teacher goes into the classroom nervous, uncertain, and apologetic, his/her students won't respect you at all. They may treat the teacher like a buddy; they may simply ignore him/her. Either way, the outcome isn't good.

If a teacher enters his/her classroom with confidence and a clear idea of his/her own skills and knowledge, his/her students will notice this and will respect the teacher. If a teacher command (not demand) respect, they will give it to the teacher. Act like a teacher has a complete handle on what he/she is doing, even if a teacher is not completely confident. However, don't go overboard. If a teacher makes a mistake, don't be so desperate to appear perfectly in control that a teacher does not correct himself/herself. Many young teachers make the mistake of either being too easy or too hard, both because they're insecure

Classroom management is not difficult. Basically, just remember what gives the authority to be a teacher: The teacher's superior knowledge and maturity. The teacher must use those things, and don't be afraid to let students see that's what a teacher is doing also have fun, and be confident. (Hillard, 2002)

Especially aggressive students are very problem in high school environment. Aggressive student behaviors are of concern to every school in the nation. Discovering ways to help teachers prevent and/or respond to such student behavior is of great importance. This reported research sought to discover if and how teacher behaviors impact student aggression in the classroom. In doing so, the researcher did not set out to blame teachers for student aggression; the goal was to discover how teachers might modify behavior and react in ways that will help create positive and peaceful classroom environments – and prevent student aggressive behaviors that can result in violence..

Aggressive student behaviors are of concern to every school in the nation. Discovering ways to help teachers prevent and/or respond to such student behavior is of great importance. This reported research, made possible by a grant from the Regents' Initiative for Excellence in Education (2000-2003), sought to discover how teacher behaviors may impact student aggression in the classroom.

There has been a great deal of research conducted on the topic of teacher behavior. However, within this broad category, this particular research sought out specific information on how teacher behavior affects student aggression. In doing so, the researcher did not set out to blame teachers for student aggression; the goal was to discover how teachers can modify behavior and react in ways that will help create positive and peaceful classroom environments – and prevent student aggressive behaviors that can result in violence. The literature supports this effort: "If administrators and teachers want to change student behavior and attitudes, they should start by modifying their own behavior and attitudes. Students learn to act in the ways we have taught them to act. (Moore, 1997:71). Van Acker, Grant, and Henry (1996) echo this sentiment when they state, "teachers require information on their pattern of interaction with individual students. Only then would differential treatment of specific students become evident" (p. 332).

In a study on student aggression and teacher behavior in high school (Spaulding & Burleson, 2001), teachers reported that they see the following behaviors in fellow teachers: bullying, derogatory comments, gossip, disrespect of authority, harassment, predetermined expectations of others, discord between individuals and groups, and angry outbursts. Not only did teachers witness these actions among their peers, but, when asked to label these behaviors, they identified them as either violence or precursors to violence. Interestingly, these are some of the very behaviors schools are trying to eradicate from the student population; yet, eradication efforts will find only limited success if teachers are modeling inappropriate behaviors. As one respondent said, "Teachers model expectations – if they show aggression, they will get aggression" (Spaulding & Burleson, 2001).

The literature documents similar findings to those of the Spaulding and Burleson (2001) study discussed above. Hymen and Perone (1998) determined that at least 50-60

percent of all students experience maltreatment by an educator at least once in their school careers. Furthermore, research has found that a school may unwittingly contribute to student aggression through inappropriate classroom placement, irrelevant instruction, inconsistent management, overcrowded classrooms, rigid behavioral demands, or insensitivity to student diversity (Gable, Manning, and Bullock, 1997; Gable and Acker, 2000). Conversely, findings show that elements which may curb aggression include a positive school climate, identification of and response to early violence warning signs, relevant coursework which is neither to simple or too complex, clear classroom rules and expectations, and the avoidance of power struggles (Gable and Acker, 2000).

Other research has explored more specific teacher behaviors and results. For instance, Mullins, Chard, Hartman, Bowlby, Rich, and Burke (1995) studied teachers' responses to children who were depressed. They discovered that there was an increase in a teacher's self-reported level of personal rejection and a decrease in the level of personal attraction to children who were depressed. Furthermore, the same decrease in personal attraction and increase in personal rejection were found for boys aged six through eleven who showed an increase in social problems or delinquency. Finally, Mullins (1995), et al., reported that teachers' negative responses to these troubled students were likely to grow stronger over time.

Van Acker, Grant, and Henry (1996) drew several conclusions from their research on school violence in high school. First, they found a connection between school climate and violence resulting in the knowledge that schools can aversely affect student behavior. Secondly, they posit that teachers may displace their own feelings of anger and aggression onto students. And, thirdly, they discovered that the lack of positive teacher feedback for appropriate student behavior were likely to create inappropriate behavior in students. They describe this phenomenon in the following manner:

The lack of predictable feedback following desired behavior appears to suggest a situation in which the high school may well provide a context for the exacerbation of undesired social behavior on the part of students most at risk for demonstrating aggressive and violent behavior (p. 331).

Krugman and Krugman (1984) echoed this idea of students behaving according to what is expected of them. They wrote that students adapt quickly to whatever label a teacher gives them in order to fit in the classroom environment.

Students with social, emotional, or behavioral problems are greatly affected by the way others respond to them and to the feedback that they receive. Pace, Mullins, Beesley, Hill, and Carson, (1999) stated that, it is argued that older children who have significant emotional and behavioral problems respond less positively to others and thus elicit fewer positive responses and more negative responses from others in interpersonal relationships. These problems create a lower sense of acceptance or attraction toward the learner and may increase avoidance and rejection toward the learner. Thus, as suggested by the authors, these processes may become entangled in a vicious circle of reciprocal causation (p. 151).

Moreover, White and Jones (2000) wrote "a consistent flow of public correction of a child may serve to exacerbate the negative impressions peers often have of disruptive, non-compliant classmates" (p. 320). This negative impression can be countered over time, but the reputation earned earlier is difficult for a student to overcome.

Further research documents how a teacher's response to a student affects that student academically. Carr, Taylor, and Robinson (1991) found that children who misbehave in response to instruction receive less instruction than do compliant children. Carr (1991), et al., refers to this student behavior as "punishment of teaching efforts" (p. 532). Such punishment may lead to the "curriculum of non-instruction" whereby the teacher and the student covertly decide to leave one another alone (Acker, Grant, and Henry, 1996, p. 331).

A qualitative study of teacher behavior and its impact was done on "high school students". Grounded theory methods were utilized for collecting, coding and analyzing the data. Guided by grounded theory, the data are "inductively derived from the study of the phenomenon it represented (in this case, teacher behavior on student aggression) and verified through systematic data collection and analysis of the data" (Strauss & Corbin, 1990:23). In other words, the data collection and analysis stood in reciprocal relationship with one another (i.e., such that data collection lead to analysis, and

analysis lead to further data collection). Glaser (1978), Glaser and Strauss (1967), and Strauss (1987) refer to this process of constantly switching back and forth between data collection and analysis as the constant comparative process of grounded theory.

Specifically, data was collected through a qualitative questionnaire. The questionnaire was distributed to the study participants. Upon collection of the responses, each questionnaire was searched line by line to find units of data that served as (1) the basis for defining categories and (2) as a spring board for additional data collection. Follow up interviews were conducted with participants when new data emerged or when questions of intent were discovered.

Criteria were used to promote the credibility of the research. Credibility, according to Lincoln and Guba (1985), refers to the extent to which findings are accurate representations of the phenomena under study. Credibility criteria included triangulation, peer debriefing and member checking.

The questionnaire began with six questions related to demographics and five questions related to the respondents' teacher education training. Following these initial questions were seven open-ended questions covering teacher behavior and student behavior. In addition, the survey asked the participants to label twenty-two teacher and student behaviors (identified by research literature) as precursors, violent acts, or neither. They were then asked if they see these same behaviors in students at their schools and whether or not they believed that teachers engage in such behaviors. Finally, the questionnaire provided space for additional comments.

Furthermore, teachers need to be aware of the nonverbal messages they are sending as well as how to interpret the nonverbal messages being sent by students. Understanding nonverbal communication is important because when verbal and nonverbal messages conflict, the nonverbal messages are, generally, the ones that will be received. Teachers must pay careful attention not only to what they say to students, but how they say it. The same applies to the nonverbal communications that students have with one another in the classroom. Aggression builds slowly from other emotions such as anger, frustration, depression, and embarrassment. An observant teacher will be able to discern subtle but serious shifts in a student's mood and demeanor, and take appropriate action and interest in that student. One survey respondent summed up the

comments of others by saying, "Those (teachers) who maintain good order in the classroom, show respect for others, and have high expectations for appropriate behaviors do not usually have violence issues to face" (emphasis in original).

Basically, these answers are the direct opposites of the behaviors given in response to the first question, particularly those listed under the category of classroom management. By far, the most common answer to what teachers do that may increase the chances of a violent situation was humiliating, provoking, or demeaning students publicly. For many of the respondents, it comes down to the issue of respect. There is no doubt that teachers expect to be treated with respect; however, according to the responses received, there is a problem with teachers who do not respect students. One teacher commented that "even the 'worst' kid can be treated respectfully within the classroom (by the teacher), and problems usually will not escalate into violence."

Along with the lack of respect for students is the concern among our respondents that some teachers do not care about students, verbally bully students, are belligerent towards students, and, in general, have a poor rapport with them. One respondent stated, "I think that many teachers don't like kids, but they choose to teach. If there is any way to get the concept that you must like children in order to teach, that would be great." This concern is supported in the literature. Anderson and Anderson (1995) studied pre-service teachers' attitudes toward children and found that 15% of the subjects in their study had negative attitudes toward children. They also found evidence that pre-service teachers are even more distrustful and hold more negative attitudes toward students after completing student teaching. Such teachers will be unhappy and frustrated in the classroom and will be less likely to display the attitudes, behaviors, and skills needed to decrease the risk of aggression and violence in the classroom.

Additional pitfalls for teachers include: not listening to students, negative body language, not noticing warning signs, and being too nice or passive. Just as one of the traits of an effective teacher was building positive relationships with students, one of the behaviors of a teacher more likely to experience student aggression did not understand the problem represented through student actions. For example, one teacher related how she knew her students well enough to know that one particular eighth grader was unusually irritable and emotional. In an effort to understand his behavior, the teacher

found out that his parents and sibling had moved while he was at school. They left no forwarding address. They were tired of feeding a big, growing boy and thought that he would be able to fend for himself. He did this for a few days by staying with friends but he was at a loss for any long-term solution to his problem. Through support services, the school arranged to help this student with his needs. Such events are more common than not in our high need schools. While there is no way to know if this student would have become violent, the teacher did feel that his emotions were becoming increasingly aggressive. When faced with such increasing emotions, the potential for violence does exist.

Finally, the respondents said that teachers who do not ask for help from other adults might increase the likelihood of classroom aggression. Teaching can be a very isolated occupation, and for those experiencing problems with students, this isolation may seem even more profound. These are times when it is imperative that help is sought. Just as teachers need to watch students for changes in behavior, fellow teacher and administrators should also be observant of one other for such changes. One respondent mentioned that school administrators need to support teachers, but this support will be limited if administrators, or other teachers for that matter, do not know what kind of support or assistance is needed. (Angela Spaulding**)**

This project has resulted in an important first step towards helping teachers in high school to become aware of their classroom behaviors and to finding concrete and practical ways to adapt behavior in order to promote a peaceful classroom environment. Such modifications will benefit not only the teachers themselves but also students and schools especially in high schools.

2.4.   PREVIOUS STUDIES ON COMMON PROBLEMS IN CLASSROOM MANAGEMENT

Principals and other administrators play an important role in establishing effective discipline throughout both primary and high school. They lead in creating a

vision for the organization, develop a philosophy of positive discipline, and establish an overall orderly environment through reasoned rules and policies. It's up to the leaders of the school to support teachers and model respectful human interaction. They provide positive reinforcement, as well as punishment, and intervene in a supportive and corrective manner when needed. Nevertheless, positive discipline isn't made in the principal's office. Good teachers make it happen in the classroom, in the hallways, on the playground, and in every other corner of the school every day of the year.

A principal doesn't have to be the best disciplinarian in the school, but does need to know what good discipline looks like and what it takes to achieve it. The most powerful and enduring thing you can do to foster positive discipline in your school is to coach teachers in effective classroom management. Where teachers are strong, effective principals support them and help them get even better. Where teachers are weak, principals have to teach them the secrets of successful classroom management and overall discipline. It begins by helping all teachers, beginners and veterans alike, to understand the real-world dynamics of today's classroom. Controlling classroom behavior isn't the same as it was a few years ago. (Hall, 1994)

2.4.1. It's a different classroom today in primary and   in high school

Everyone who works in or around schools knows that it's a dramatically different classroom today. Kids are different. The problems are different. What teachers can and can't do is different. What works and doesn't work are different. Classroom management is a tougher job than it used to be. (It's not impossible, however, because good teachers are doing it every day with the support of savvy leaders who know how to help.) Taking charge of an elementary or secondary classroom today means understanding the many differences that have occurred in the last ten years:

 • Class sizes are generally larger and classrooms more crowded.
• More handicapped students (some with near life-threatening impairments) are now mainstreamed into the regular classroom.
• Classroom populations are more diverse and racially mixed.

• Noncompliance is common. (Discipline guru Lee Cantor reports that, "Tough kids comply with 40% or less of teacher requests.")

• There is much more verbal abuse and use of profanity and obscenities by students at all ages (even kindergarten).

• Kids have more problems at home.

• Students are more streetwise.

• Younger students are involved in drugs, sex, and gangs.

• More kids are quick to resort to violence to make a point or settle an argument.

• Students and parents are more ready to resist and challenge authority (including all school personnel).

• Weapons are much more likely to be present in the classroom.

• More and more students are unafraid and unmoved by reprimands and other traditional discipline techniques.

• Parental support and involvement have diminished in many areas.

• There are more limits (rules, regulations, case law) on teacher behavior and authority.

• There are a greater number of lawsuits directed at teachers and school administrators.

• There are more mandates and expectations imposed on the classroom. A society under siege wants schools to fix our kids and make everything OX again." Although many of these changes may influence classroom behavior negatively, the basic elements of a good classroom haven't changed:

1. All students can still learn.

2. Most children need and want some limits and structure.

3. Students respond to honesty and respect.

4. All children thrive on success and recognition.

5. Kids still want a teacher, not another "pal." (Hall, 1994)

Once teachers understand the new nature of the classroom, they can adjust their Professional strategies accordingly. Obviously, some of the old techniques, such as writing "I won't" 100 times, standing in the hall, rapping knuckles or corporal punishment, don't usually work very well today. Even out-of-school suspension is now

suspected because many students enjoy the time off too much. Classroom control can't be established solely through punishment anymore – if it ever could be. Today's teachers have to adopt some fresh approaches to classroom management.

(Hall, 1994)

2.5. SCHOOL DISCIPLINE

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve noncriminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. For example, Gottfredson, Daniel Duke, Moles (1989) calculate that in six middle schools in Charleston, South Carolina, students lost 7,932 instructional days--44 years!--to in-school and out-of-school suspensions in a single academic year.

It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When Johns Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems: Rules were unclear or perceived as unfairly or inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-

administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching (Gottfredson, 1989).

After reviewing dozens of studies on student behavior, Duke agreed with many of the Gottfredsons' conclusions. Orderly schools, he noted, usually balance clearly established and communicated rules with a climate of concern for students as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infractions than large schools typically have.

Working to change the above-mentioned characteristics may decrease disruptive behavior. First, rules and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. Meyers and Pawlas (1989) recommend periodically restating the rules, especially after students return from summer or winter vacation.

Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for the school's discipline system. Consistency will be greater when fewer individuals are responsible for enforcement. Providing a hearing process for students to present their side of the story and establishing an appeal process will also increase students' and parents' perceptions of fairness.

The Gottfredsons suggest creating smaller schools or dividing large schools into several schools-within-schools (Duke, 1989). This has been done in several Portland, Oregon, middle schools that have large numbers of at-risk students. For example, as Director of Instruction Leigh Wilcox explained, Lane Middle School has been divided into three minischools, each with a complete age range of students taught by a team of teachers (Wilcox, 1992).

Discipline policies should distinguish between categories of offenses. Minor infractions may be treated flexibly, depending on the circumstances, while nonnegotiable consequences are set for serious offenses. Actual criminal offenses may be reported to the police as part of a cooperative anticrime effort (Gaustad, 1991).

2.5.1. Defining a New Role for Teachers in Discipline

Principals must help all teachers realize that: (1) there's no automatic respect any more; (2) classrooms can't be run by teacher edict alone; and (3) adults "can't take scalps" in the classroom without serious repercussions. Successful teachers earn their wings every day by demonstrating confidence, competence, and caring. The tools of effective classroom management in the nineties include: (Hall, 1994)

• Empowering;
• Coaxing;
• Influencing;
• Modeling;
• Facilitating;
• Mentoring;
• Resourcing;
• Negotiating.

More than being an enforcer or punisher, teachers today gets better results by serving as coach, cheerleader, and champion of excellence. A major portion of maintaining discipline has become boosting student self-esteem. The two most significant changes in the role of teacher as disciplinarian in recent years have been the following: (Hall, 1994)

1. Teachers are now sometimes the first and/or only authority figure in a child's life who espouses values of civility, mutual respect, and cooperation. (You can't count on parents teaching manners or social skills at home anymore.

2. Teachers must be part of a school wide discipline team and help out with discipline outside their own classrooms. Effective school staffs operate as a unit, not as a '(star system" with each individual striving to have the best classroom and not worrying about anything else. It takes the entire staff working together to create a totally effective

learning environment. To make it in the classroom today, teachers must be risk-takers and mold breakers. It's not enough to merely enforce the old rules. Good teachers must be willing to bend the rules when necessary, and even throw out the old rules if that's what it takes to save a child from the abyss of the streets. Principals need to teach teachers that rules are tools, not scriptures. (Hall, 1994)

The key to successful classroom management is good teaching, not rules. Boredom, failure, and frustration teach kids to be troublemakers. In a classroom where learning is fast-paced, relevant, success-oriented, and makes sense to each student, behavior management becomes a secondary concern. When the classroom is a place of learning-excitement, students don't have time to get everything done that they want to do, including getting into trouble. Obviously, changing times and changing learners call for different teaching techniques and strategies. Teaching can't be a static profession. Teachers who plan to teach tomorrow the way they teach today should have quit teaching yesterday. It's part of your job as school leader to help teachers stay up-to-date in the classroom, to learn how the best teachers are teaching today, and to understand what works and what doesn't with contemporary students.

Effective teaching today has to be rooted in a curriculum where all students succeed. The best curriculum in the world however, won't come alive for learners if teachers don't practice effective instructional strategies.

Some teachers become so preoccupied with classroom management that they have little time left for teaching. They have it backwards. Good teaching comes first. Good behavior follows. The better the curriculum and instruction, the better the discipline. If you help your teachers expand and modernize their repertoire of teaching techniques", you help them improve classroom control at the same -time. Of course, it takes more than up-to-date curriculum, lesson designs, and teaching techniques to solve all discipline problems. There are lots of other classroom management methods your teachers need to know about. (Hall, 1994)

2.6.   PRAISE FOR CLASSROOM MANAGEMENT

Most educators agree that children need to be in supportive, friendly environments. But recent research indicates that some teacher attempts to create such environments by using praise may actually be counterproductive.

The purpose of this digest is to give teachers new insights into ways to make their statements of praise more effective and consistent with the goals most early childhood educators have for children, namely, to foster self-esteem, autonomy, self-reliance, achievement, and motivation for learning. Most teachers praise students in order to enhance progress toward these goals. However, current research poses the possibility that some common uses of praise may actually have negative effects in some or all of these areas. (Hitz, Randy - Driscoll, Amy, 1989)

Some praise statements may have the potential to lower students' confidence in themselves. In a study of second graders in science classrooms, Rowe (1974) found that praise lowered students' confidence in their answers and reduced the number of verbal responses they offered. The students exhibited many characteristics indicative of lower self-esteem, such as responding in doubtful tones and showing lack of persistence or desire to keep trying. In addition, students frequently tried to "read" or check the teacher's eyes for signs of approval or disapproval.

In a series of six studies of subjects ranging in age from third grade to adult, Meyer (1979) found that under some conditions, praise led recipients to have low expectations of success at difficult tasks, which in turn decreased the persistence and performance intensity at the task. It seems that certain kinds of praise may set up even the most capable students for failure. No student can always be "good" or "nice" or "smart." In order to avoid negative evaluations, students may tend not to take chances and attempt difficult tasks.

Many teachers attempt to use praise as a form of positive reinforcement in order to motivate students to achieve and behave in positive ways. However, as Brophy (1981) points out, trying to use praise as a systematic reinforcer in a classroom setting is impractical. Even if teachers were able to praise frequently and systematically, say once

every 5 minutes, the average student would still be praised less than once every 2 hours. Brophy's research disclosed the reality that much teacher praise is not deliberate reinforcement, but rather, is elicited by students--the students actually condition the teacher to praise them.

Even if teachers could praise students systematically, there is still some indication that such praise would not be effective. Researchers point out that at best praise is a weak reinforcer. Not all young children are interested in pleasing the teacher, and as children grow older, interest in pleasing the teacher diminishes significantly. Esler (1983) reports that correlations between teachers' rates of praise and students' learning gains are not always positive, and even when correlations are positive, they are usually too low to be considered significant.

Some researchers (Martin, 1977; Stringer and Hurt, 1981) have found that praise can actually lessen self-motivation and cause children to become dependent on rewards. Green and Lepper (1974) found that once teachers began praising preschool children for doing something they were already motivated to do, the children became less motivated to do the activity.

Research demonstrates that various forms of praise can have different kinds of effects on different kinds of students. Students from different socioeconomic classes, ability levels, and genders may not respond in the same way to praise. The use of praise is further complicated by the fact that it may have differential effects depending on the type of achievement being measured. For example, praise may be useful in motivating students to learn by rote, but it may discourage problem solving.

2.7.   PRAISE AS A CLASSROOM MANAGEMENT TOOL

Teachers of young children are especially likely to try to use praise as a way to manage individuals or groups of children. A statement such as "I like the way Johnny is sitting" is often aimed not only at Johnny's behavior but also at nudging children in the group to conform. Teachers of older students would never get away with such control

techniques. Even young children who may not be able to articulate their frustration with such blatant manipulation may show their resentment by defiantly refusing to conform or by imitating the "misbehaving" child. (Kounin, 1970)

Kounin (1970) did extensive observations in kindergarten classrooms in order to gain insight into effective management practices. He found that smoothness and maintenance of the momentum of classroom instruction and activities were the most powerful variables in controlling deviant behavior and maintaining student attention. Praise did not contribute to effective classroom management.

2.8.   PRAISE VERSUS ENCOURAGEMENT

Research indicates that there are effective ways to praise students. The terms "effective praise" and "encouragement" are often used by researchers and other professionals to describe the same approach. In this paper, we will refer to both as "encouragement."

To praise is "to commend the worth of or to express approval or admiration" (Brophy, 1981:5). Dreikurs, Brophy (1982) say that praise is usually given to a child when a task or deed is completed or is well done. Encouragement, on the other hand, refers to a positive acknowledgment response that focuses on student efforts or specific attributes of work completed. Unlike praise, encouragement does not place judgment on student work or give information regarding its value or implications of student status. Statements such as "You draw beautifully, Marc," or "Terrific job, Stephanie," are examples of praise. They are nonspecific, place a judgment on the student, and give some indication of the student's status in the group.

Encouragement, on the other hand:

*Offers specific feedback rather than general comments. For example, instead of saying, "Terrific job," teachers can comment on specific behaviors that they wish to acknowledge.

*Is teacher-initiated and private. Privacy increases the potential for an honest exchange of ideas and an opportunity for the student to talk about his or her work.

*Focuses on improvement and efforts rather than evaluation of a finished product.

*Uses sincere, direct comments delivered with a natural voice.

*Does not set students up for failure. Labels such as "nice" or "terrific" set students up for failure because they cannot always be "nice" or "terrific".

*Helps students develop an appreciation of their behaviors and achievements.

*Avoids competition or comparisons with others.

*Works toward self-satisfaction from a task or product.

Children have an intrinsic desire to learn. Ineffective praise can stifle students' natural curiosity and desire to learn by focusing their attention on extrinsic rewards rather than the intrinsic rewards that come from the task itself (Brophy, 1981). This kind of praise replaces a desire to learn with blind conformity, a mechanical work style, or even open defiance. On the other hand, teachers who encourage students create an environment in which students do not have to fear continuous evaluation, where they can make mistakes and learn from them, and where they do not always need to strive to meet someone else's standard of excellence. Most students thrive in encouraging environments where they receive specific feedback and have the opportunity to evaluate their own behavior and work. Encouragement fosters autonomy, positive self-esteem, a willingness to explore, and acceptance of self and others. (Hitz, Randy - Driscoll, Amy, 1989)

2.9.   STUDENT MOTIVATION IN CLASSROOM MAN   AGEMENT

Infants and young children appear to be propelled by curiosity, driven by an intense need to explore, interact with, and make sense of their environment. As one author puts it, "Rarely does one hear parents complain that their pre-schooler is 'unmotivated'" (Raffini, 1993).

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated with drudgery instead of delight. A large number of students--more than one in four--leave school before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning.

Awareness of how students' attitudes and beliefs about learning develop and what facilitates learning for its own sake can assist educators in reducing student apathy.

2.9.1. WHAT IS STUDENT MOTIVATION?

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988). An extrinsically motivated student performs "in order to obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers or teacher approval (Lepper, 1988).

The term motivation to learn has a slightly different meaning. It is defined by one author as "the meaningfulness, value, and benefits of academic tasks to the learner--regardless of whether or not they are intrinsically interesting" (Marshall, 1987). Other notes that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning (Ames, 1990).

2.9.2. WHAT FACTORS INFLUENCE THE DE VELOPMENT OF STUDENTS' MOTIVATION?

According to Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)."

Children's home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying.

When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning. Conversely, when children do not view themselves as basically competent and able, their freedom to engage in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished.

Once children start school, they begin forming beliefs about their school-related successes and failures. The sources to which children attribute their successes (commonly effort, ability, luck, or level of task difficulty) and failures (often lack of ability or lack of effort) have important implications for how they approach and cope with learning situations.

The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence (Raffini, 1993). As Stipek (1988) notes, "To a very large degree, students expect to learn if their teachers expect them to learn."

School wide goals, policies, and procedures also interact with classroom climate and practices to affirm or alter students' increasingly complex learning-related attitudes and beliefs.

And developmental changes comprise one more strand of the motivational web. For example, although young children tend to maintain high expectations for success even in the face of repeated failure, older students do not. And although younger children tend to see effort as uniformly positive, older children view it as a "double-edged sword" (Ames, 1988). To them, failure following high effort appears to carry more negative implications--especially for their self-concept of ability--than failure that results from minimal or no effort.

2.9.3. ARE THERE ADVANTAGES TO INTRINSIC MOTIVATION?

Does it really matter whether students are primarily intrinsically or extrinsically oriented toward learning? A growing body of evidence suggests that it does.

When intrinsically motivated, students tend to employ strategies that demand more effort and that enable them to process information more deeply (Lepper, 1988).

Condry and Chambers (1978) found that when students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision-making strategies than did students who were extrinsically oriented.

Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward (Lepper, 1988).

Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits.

Although students' motivational histories accompany them into each new classroom setting, it is essential for teachers to view themselves as "active socialization agents capable of stimulating...student motivation to learn" (Brophy, 1987).

Classroom climate is important. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning.

Various task dimensions can also foster motivation to learn. Ideally, tasks should be challenging but achievable. Relevance also promotes motivation, as does "contextualizing" learning that is, helping students to see how skills can be applied in the real world (Lepper, 1988). Tasks that involve "a moderate amount of discrepancy or incongruity" are beneficial because they stimulate students' curiosity, an intrinsic motivator (Lepper, 1988).

In addition, defining tasks in terms of specific, short-term goals can assist students to associate effort with success (Stipek, 1987). Verbally noting the purposes of specific tasks when introducing them to students is also beneficial (Brophy, 1986).

Extrinsic rewards, on the other hand, should be used with caution, for they have the potential for decreasing existing intrinsic motivation.

What takes place in the classroom is critical, but "the classroom is not an island" (Maehr and Midgley, 1991). Depending on their degree of congruence with classroom goals and practices, schoolwide goals either dilute or enhance classroom efforts. To support motivation to learn, school-level policies and practices should stress "learning, task mastery and effort" rather than relative performance and competition. (Maehr and Midgley, 1991)

2.9.4. WHAT CAN BE DONE TO HELP UNMOTIVATED STUDENTS IN THE CLASSROOM?

A first step is for educators to recognize that even when students use strategies that are ultimately self-defeating (such as withholding effort, cheating, procrastination, and so forth), their goal is actually to protect their sense of self-worth (Raffini,1993).

A process called attribution retraining, which involves modeling, socialization, and practice exercises, is sometimes used with discouraged students. The goals of

attribution retraining are to help students to (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up; and (3) attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability (Brophy, 1986).

Other potentially useful strategies include the following: portray effort as investment rather than risk, portray skill development as incremental and domain-specific, focus on mastery (Brophy, 1986).

Because the potential payoff--having students who value learning for its own sake--is priceless, it is crucial for parents, teachers, and school leaders to devote themselves fully to engendering, maintaining, and rekindling students' motivation to learn.

2.10. LARGE HIGH SCHOOLS

Essentially all of the research on high school size conducted in the past 30 years suggests that we need to move to much smaller schools (Gregory, 2000). In response to these findings, school administrators have attempted to subdivide big high schools into smaller entities. This reviews recent research on the movement to break up large schools and discusses five types of error common among such attempts--***errors of autonomy, of size, of continuity, of time, and of control.***

Research on school size has changed over time. Studies conducted 30 or more years ago tended to favor larger schools. More recently, research has favored smaller schools (or called into question the interpretations of earlier research). The research is complicated by semantics; "small" to some means under 200 students; many see a realistic goal to be 400-500 students; and a few see high schools of 800 as small enough. And size, of course, has little direct effect on how schools function. It is a set of mediating variables that has the more direct impact to which we should direct our attention.

Space does not allow an adequate summary of the research on school size, but several good reviews are available (Cotton, 1996; Williams, 1990; Raywid, 1999; and Gregory, 2000). Even the popular literature of the past few years has been sprinkled with articles extolling the virtues and successes of small schools. This public dialogue is reflected in a recent national poll of high school parents and teachers; 66 percent of the parents and 79 percent of the teachers favored smaller high schools (Public Agenda, 2001). Heeding the message, large high schools are now attempting to remake themselves into smaller, more personal institutions.

Cotton reviews a newer body of research and commentary on the widespread efforts to create small learning communities in large schools. The Learning First Alliance (2001) has provided an extensive treatment of efforts to downsize that focuses on safety issues, and Nathan and Febey (2001) describe the reconfigured physical settings of 22 newly created small schools in 12 states. Two recent major studies in urban contexts document the promise of recent breakup efforts. Stiefel, Iatarola, Fruchter, and Berne (2000) analyzed cost and achievement data for all of New York City's high schools, both large and small, and Wasley et al. (2000) have described in detail the early successes of Chicago's small elementary, middle, and high schools.

Despite growing support for smaller schools, high schools have continued to grow in size. This disparity exists for several reasons. The high school plays a complex role in its community. Reformer Ted Sizer calls it a "diabolically complicated system" (1996, p. xi). The high school is often more than a place of learning. It may be one of the few entities that unify a community--a source of community pride and a central gathering place.

As mentioned earlier, one response to calls for smaller schools is to break up big high schools into smaller entities, each typically serving 200 to 500 students. "Breaking Ranks" (National Association of Secondary School Principals, 1996), a widely-used manual for breaking up a big school to create schools within a school (SWAS), suggests a maximum of 600 students. Rather than changing the form of schooling, proposals favoring schools of this size seem to be modest efforts--what Wasley and Lear (2001) term shallow implementations--to personalize a familiar model that is fundamentally

impersonal in nature. The idea is not new, dating back at least to the "house" structures of the '60s.

There is little evidence that this strategy is successful, even though hundreds of high schools currently are pursuing it. If the central intent of such breakup efforts is simply to create more personal forms of the familiar comprehensive high school, many recent attempts may have achieved a certain success. But the goals of these efforts suggest more; they seem to seek a cultural renaissance, not a remodeling (National Association of Secondary School Principals, 1996).

A pervasive problem is that characteristics built into the basic design of most breakup efforts make it impossible for them to cross over into the world of successful new small schools which do have very different cultures (Meier, 1995; Gregory, 1993). Five common errors--of autonomy, size, continuity, time, and control--restrict many schools from crossing the big/small cultural divide.

2.10.1. ERRORS OF AUTONOMY

An often stated goal of breakup efforts is that the former, big school with all its traditions--interscholastic sports, clubs, and music groups--will remain. These entities are the very--arguably the only--cultural glue that still binds together all the disparate pieces of big, anonymous schools. Mixed allegiances are difficult to maintain. The long established big school culture tends to kill off the nascent small school cultures. Some services--counseling, discipline, food service--may also remain centralized, either to nurture the big-school identity, comply with its notions of specialization, or achieve economies of scale in the big building's infrastructure. Because these services remain the tasks of specialists, each tends to become depersonalized and remote from the more local lives of the SWAS. These factors undermine SWAS efforts to build their own identities.

2.10.2. ERROR S OF SIZE

In breakup efforts, SWAS are often designed as administrative units that are big enough--400 to 600 students--to justify a principal. Then the faculties of each SWAS are so large--25 to 40 teachers--that they have almost as much trouble talking to each other as large high school faculties do. Socially constructing the vision of the new, small school becomes more difficult. Consequently, faculties revert to big-school strategies: either the vision is created by the principal and teachers are expected to go along with it, or some sort of representative governance council is created. Under either of these circumstances, the vision has to be very persuasive or very familiar to gain the faculty's endorsement. The latter is frequently the case, which tends to preserve the big-school culture.

2.10.3. ERRORS OF CONTINUITY

Every high school contains three kinds of students: beginners who need orientation and acclimation, those who are completing their requirements for graduation, and those who are somewhere in between. A natural response to these stages is to create specialized programs for each of these groups. (The majority of the proposals received thus far by the U.S. Office of Education Small Learning Communities grant program entailed the creation of transition programs for freshmen.) Similarly, some schools seek to develop senior institutes. But each of these smaller experiences creates more transitions to be accomplished and segregate older students from younger ones. They are predicated on the age-old idea that only the older generation can teach the young what they must know to succeed (Mead, 1970). As a result, just as students establish themselves in a new setting, they are asked to move on.

Just at the time when they become valuable teachers and leaders of younger students, they are removed to a new setting where they are once again off-balance beginners.

2.10.4. ERRORS OF TIME

Continuing to offer esoteric electives across all SWAS is an attractive option in these sub school configurations. It is seen as a way to maintain the best of both worlds: the rich curriculum of a large, comprehensive high school and the more personalized environment of a small school. To accommodate movement between SWAS, they often adopt a common bell schedule. But the bell schedule makes it difficult to do much programmatically that's different from what the big school was able to do. It may, for example, make it difficult for an individual student or a group of students to leave the campus for one day, let alone for a week or longer, to pursue learning in the community and beyond. Responding spontaneously to an unexpected learning opportunity--whether it's a visiting author or a full solar eclipse that will be visible in a nearby state--is almost as remote a possibility for the SWAS as it is for a large high school. Traditional schedules also promote traditional notions of faculty load. For example, powerful advising programs that go hand-in-hand with high levels of independent learning become difficult to justify.

2.10.5. ERRORS OF CONTROL

That so little independent learning occurs in big schools is not accidental; such independence is antithetical to the levels of control that must take primacy in them. Confining so many students in one place creates a situation that is uncomfortable for the adult community (Sizer, 1984), one that quickly becomes scary if not kept under tight control. Freedom of movement is a necessary prerequisite to many powerful forms of

learning. Students must be well-known and trusted for such freedom to be possible. Even much smaller SWAS still have the problem of their students being strangers when they move elsewhere in the building. Because many control problems of big schools remain in a big building, many of the control issues that constrain more informal teaching and learning also remain. Getting reform right. Reform is devilishly difficult to pull off, even under the most favorable of circumstances. Many schools of our future, even some spawned by breaking up big high schools, will have quite different cultures than the archetypical American comprehensive high school. Large high schools can find help in avoiding the errors described here by taking advantage of the extensive technical assistance now available. Two regional sources of assistance are rapidly gaining national status. They are the Small Schools Workshop at the University of Illinois at Chicago (http://www.smallschoolsworkshop.org**), and the Small Schools Project of the** Center on Reinventing Public Education at the University of Washington (http://www.smallschoolsproject.org**). Both run conferences and workshops and** maintain Web sites rich in resources. Several brief but helpful advice papers are available from the Small Schools Project (Center on Reinventing Public Education, n.d.-a,b,c) and Kathleen Cotton's recent review is a must-read for those contemplating breaking up large high schools.

Can we expect large high schools to reculture themselves so completely? Can they do it? Half the responding teachers in large high schools in the aforementioned Public Agenda survey (2001) anticipated widespread opposition from their communities if a breakup effort were attempted. In the next 10 years we should know whether creating truly new small schools out of existing large high schools is even possible.

The Bill and Melinda Gates Foundation are finding the breakup of about 50 high schools in Washington State alone. (Gregory and Tom, 2001)

2.10.6. CLASS SIZE

How large should classes be? How can the class size affect the classroom management? Research indicates that the relationship between class size and instructional effectiveness depends on many related variables, such as age level of students, subject matter taught, and instructional methods used. Recent statistical syntheses of this research reveal that the instructional benefits of smaller classes are most significant for classes numbering under 20 students; in those with 25 to 40 students class size has little overall effect on educational quality.

Class size is a policy issue that has perennially divided teachers and policymakers, especially during contract negotiations. Common sense tells us, as teachers argue that smaller classes facilitate increased student-teacher interaction, allow for thorough student evaluation, and provide (potentially) far greater flexibility in teaching strategies.

Smaller classes also reduce teachers' workload per class and, therefore, permit teachers to allocate more time to class preparation and less to grading papers or tests. Finally, smaller classes tend to minimize student discipline problems because teachers can more easily keep all students under their watchful eye, allowing more time for instruction and reducing the emotional strain of teaching.

Common sense also tells us, however, that smaller classes are considerably more expensive for a school district to maintain because they require a lower student-teacher ratio (hence an expanded teaching staff) and more classroom space per student population (hence expanded or remodeled facilities).

Are the benefits of smaller classes worth the cost? This question has generated acrimonious debate between organizations representing teachers and administrators respectively, but the issues involved in the debate are too complex and various to yield a simple judgment for or against reducing class size.

2.10.6.1. IS CLASS SIZE RELATED TO STUDENT ACHIEVEMENT?

Until recently, research offered little help in resolving the class size controversy. In his 1978 review of research on the topic, Thompson maintained that research findings were necessarily inconclusive because of the intrinsic relativity in the definition of "small" or "large," the inherent imprecision of outcome measures, the subjectivity of process measures, and the plethora of uncontrolled variables in even the best research designs (1978). Thompson concluded that the relationship of class size to educational effectiveness involves too many complex issues to be reduced to a single testable hypothesis.

From 1978 to 1980, however, three controversial "meta-analyses" of class size research were published by Glass and Smith; these analyses have since come to dominate discussion of the issue. Smith and Glass employed sophisticated statistical methods to correlate the findings of 80 studies that yielded over 700 comparisons of smaller and larger classes with respect to student achievement, classroom processes, and teacher and student attitudes. Their conclusion is unequivocal: a positive correlation can be drawn between smaller classes and all these variables.

Smith and Glass came under attack almost immediately by the Educational Research Services, which published an extensive critique of their methods and findings. ERS's principal objections were that statistical "meta-analysis" precludes identification of meaningful clues contained in the research, that conclusions are over generalized from a few "well designed" studies that received disproportionate emphasis, and that the findings as a whole do not justify general class size reductions.

The latter objection is based on graphs from the Smith and Glass studies themselves, showing that improvement in student achievement and other educational variables does not become dramatic or significant until class size is reduced below 20 pupils. Such a goal is simply not financially feasible in most school districts without drastic remodeling of facilities and expansion of personnel.

Since ERS published its critique, others have arrayed themselves for or against Smith and Glass, whose studies have become a point of reference in nearly everything written on the subject.

2.10.6.2.   IN WHAT SETTINGS ARE SMALLER CLASSES MOST BENEFICIAL?

In general, research findings show that smaller classes are likely to be most beneficial for younger (elementary school) students, economically or educationally disadvantaged students, and exceptional students at both ends of the scale--gifted and disabled.

Research has shown that smaller classes are most beneficial in reading and mathematics at the elementary level, while at the secondary level class size tends to make little difference for student achievement in most subject areas. The areas where smaller classes are most likely to be advantageous at the secondary level are those that emphasize acquisition of skills rather than mastery of content--areas such as industrial arts, fine arts, music, and writing.

A number of studies, such as one by Shapson and colleagues, have demonstrated that teachers do not necessarily modify their teaching strategies when placed in smaller classes. Shapson found that class size makes a large difference to teachers in terms of their attitudes and expectations, but little or no difference to students or to instructional methods used. He concluded that teachers need to be trained in instructional strategies for various size classes. (Ellis, Thomas I., 1984)

2.10.6.3. THE ADVANTAGES OF SMALL SCHOOLS FOR CLASS MANAGEMENT

Americans are rediscovering the small school. Education has proclaimed that "bigger is better" for so long that many have become believers in a doctrine which they have not truly examined. Indeed, the largeness of many of our schools may be one factor contributing to declines in test scores and increases in violence among students (Wynne, 1978). The restructuring of schools to smaller entities may ameliorate some of the problems facing today's educators.

School enrollment size has been the major criterion used to identify small schools. Although disagreement exists over what enrollment figure should be used to determine "small," the figure most commonly accepted is 300 or less. In the 26,000 of these schools, over one half million students are enrolled and 50,000 teachers employed (Swift, 1984).

Where are America's small schools? Although small public schools do exist in large cities, the vast majority are located in rural areas (Sher, 1977). The advantages of smallness can be summarized as follows:

--Students are at the center of the school. --Discipline is usually not a serious problem, thereby resulting in an increase in time spent learning. --Teachers still have a sense of control over what and how they teach. --A minimum of bureaucracy allows for more flexibility in decision making. --Low pupil-teacher ratios allow for more individualized instruction and more attention given to students. --Relationships between students, teachers, administrators, and school board members tend to be closer. --Parental and community involvement tends to be stronger than in larger schools.

Research has not yet revealed an "optimum" school or district size. The studies which have been conducted show a broad range enrollment for the "best size" school. The Education Research Service (Research Action Brief, 1982) summarized 119 publications printed between 1924 and 1974 regarding school size. The differences for optimum size varied by as much as 370 students for elementary schools, 50 students for middle schools, 679 students for junior high schools, and over 1700 students for senior high schools. Due to differences in the design and methodology of the many studies

summarized, it is difficult to compare them and thus impossible to draw hard and fast conclusions.

Although research on optimum school size has provided mixed results, most teachers and parents clearly feel that class size radically affects the quality of instruction and achievement of students. A summary of research on class size suggests that (Glass, 1982):

--Class size is strongly related to student achievement. --Smaller classes are more conducive to improved student performance than larger classes. --Smaller classes provide more opportunities to adapt learning programs to individual needs. –Students in small classes have more interest in learning. --Teacher morale is higher in smaller classes.

2.10.6.4. HOW DO CHARACTERISTICS AND PRACTICES OF "EFFECTIVE SCHOOLS" RESEARCH RELATE TO SMALL SCHOOLS?

Recent research has identified numerous practices and characteristics associated with effective schools. Among characteristics commonly noted are (Fried, 1982):

--A school climate that is orderly, serious, safe, and attractive. --A clear school mission where there is consensus on goals for the school, consensus on teacher objectives and priorities assigned to those objectives. --Strong leadership by the principal which focuses on instruction. --High expectations for student achievement which are clearly communicated to students. --Instructional activities absorb most of the day. --There is an evaluation system which includes student progress, the staff, and the school itself. --Supportive home/school relations.

Small schools need not apologize for their size. The strengths inherent in small schools clearly support characteristics and practices associated with findings emanating from "effective schools" research. The challenge facing administrators, teachers, parents, and students attending small schools is to capitalize on many advantages of smallness in order to provide the most meaningful education possible. (Barker, Bruce O., 1986)

CHAPTER III

METHODOLOGY

3.1. Introduction

The methodological procedures of the present study are described in this chapter. It presents the background of the methodology, subjects and the research instruments used in the study and the data analysis procedure.

3.2. Background of the Methodology

The aim of the study is to investigate the attitudes of EFL teachers who work at private and state primary and high 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, to identify the teachers' views and beliefs with regard to classroom management especially in private and state primary and high schools and to provide implications for teaching and learning English in an effective class environment by using the teachers' responses to the data collection instrument.

The data collection was carried out in different primary schools and high schools in Bursa during the autumn of the 2007 -08 academic year. The data was collected from twenty primary school and fifteen high schools. Among these primary schools, five of them were private and rests of them were state primary school. Among these high schools, five of them were private and the rest of them were state high school. In order to find out the teachers' views on the classroom management in language classroom, a questionnaire included ten parts. These parts were divided some items. In addition to, in the last part of the questionnaire is an "open answer". This section was designed as a short interview with the EFL teachers to get the ideas from them on classroom management.

For the present study, quantitative approach is believed to be the most appropriate one since it is based on the idea of making sense of the data. Therefore, the data obtained from the teachers' questionnaire was evaluated in the light of quantitative approach.

Quantitative approach was used for counting and measuring the data in order to analyze the results. Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity, generalizability and reliability. These techniques cover the ways research participants are selected randomly from the study population in an unbiased manner, the standardized questionnaire or intervention they receive and the statistical methods used to test predetermined hypotheses regarding the relationships between specific variables. The researcher is considered external to the actual research, and results are expected to be replicable no matter who conducts the research. (Weinreich, 2006)

3.3.   Subjects

The data was collected from EFL teachers some of whom work in private and state primary school and some of them work in private and state high schools in Bursa, Turkey. The subjects included in the study were randomly selected.

The EFL teachers participated in this study as subjects since the aim of the present study is to find out the views and perspectives of EFL teachers about classroom management in their language classrooms in private or state primary school and in private or state high school. Participation was voluntary. Teachers' names and especially their schools' names were not written on the questionnaire. Teachers did not identify themselves clearly in the questionnaire. The data was gathered during the autumn of the 2007 -08 academic year.

3.4. Data Collection Instrument

Since the aim of the present study is to find out the possible answers to the research questions, questionnaire was used as an instrument in this study to answer those questions.

There was a questionnaire.

1) Questionnaire for the EFL teachers

3.5. The Questionnaire

Questionnaires enable to reach large populations, to find out the objects' judgments and opinion, to investigate their experiences on a specific topic and to identify a problem related to the subjects and their priorities in relation to a specific topic. (Ekmekçi, 1999:22)

In the present study, a questionnaire to EFL teachers consisting of ten parts was designed to get the information from EFL teachers. The questionnaire was given in the target language due to the fact that the EFL teachers know English well so they can answer all the questions easily. Although the questionnaire in the target language, anxiety and ambiguity due to the misunderstandings were not observed. Since it was out of the aim of the study.

3.6. Questionnaire for the Teachers

Part I (Teacher Talk) consists of two items. In each part and their items, teachers were given the same choices. Part II (Giving Instructions) consists of three items. Part III (Keeping the Students on Task) consists of three items. Part IV (Your Voice and Body Language) consists of three items. Part V (Teaching Large Classes) consists of four items. Part VI (Possible Problems in Your Classroom) consists of six items. Part VII (Motivation) consists of three choices and the teachers wanted the select only the

one which was the best for themselves. Part VIII (Managing Constraints) consists of three choices as in part VII. Part IX (Teachers' Roles) consists of three choices as in part VII and VIII.

Part X (Open Answer) consists of two items. In the first item, the teachers were asked to write the most common problems for the classroom management in their language classroom. In the second item of tenth part, the teachers were asked to write whether they want to add something related to the classroom management that was not mentioned in that questionnaire.

Table 3.6.1. The Structure of Part I

TEACHER TALK

AIM	ITEMS
To get information about how much the participant teachers talk during their lessons.	1
To learn the teachers give long or short explanations to their students.	2

Table 3.6.2. The Structure of Part II

GIVING INSTRUCTIONS

AIM	ITEMS
To find out beliefs of the teachers on whether they give the instructions verbally or nonverbally.	1
To learn if the teachers want to the students guess their instructions or not.	2
To get information about the teachers write the instructions on the board for the students.	3

Table 3.6.3.   The Structure of Part III

KEEPING THE STUDENTS ON TASK

AIM	ITEMS
To learn whether the teachers give importance to the task for meaningful interaction.	1
To get information about the students get start to some discussion that is not related to the topic that the teacher give.	2
To learn if the teachers interrupts their students to comment on their tasks.	3

Table 3.6.4.   The Structure of Part IV

YOUR VOICE AND BODY LANGUAGE

AIM	ITEMS
To get information about the teachers deal with only their notes and plans.	1
To learn where the teachers stand in the class for their lessons.	2
To examine whether the teachers make eye contact with all students while they are teaching.	3

Table 3.6.5.   The Structure of Part V

TEACHING LARGE CLASS   ES

AIM	ITEMS
To learn whether the teachers use feedback, peer editing and evaluation in written work.	1
To give information about the teachers give some extra work for challenging.	2
To find out what kind of reminders that the teachers use to remember their students.	3
To learn if the teachers give limited feedback to their students' written works.	4

Table 3.6.6.   The Structure of Part VI

POSSIBLE PROBLEMS IN YOUR CLASSROOM

AIM	ITEMS
To get information about the teachers remember their students' names or not.	1
To learn what ways the teachers follow for cheating during the exam.	2
To get information about what kind of ways the teachers follow to solve the disciplinary problems.	3
To find out when and where the teachers solve the disciplinary problems.	4
To learn whether the teachers use technology in their classroom or not.	5
To get information about the teachers apply their plan during the lesson time.	6

Table 3.6.7.   The Structure of Part VII

MOTIVATION

AIM	ITEMS
To learn that the teachers influence the class by motivating the unmotivated students.	1
To get information whether the teachers use intrinsic or extrinsic motivation.	2
To find out the beliefs of the teachers deal with only particular students.	3

Table 3.6.8.   The Structur e of Part VIII

MANAGING CONSTRAINTS

AIM	ITEMS
To learn that the teachers give the group activity depending on their students' levels.	1
To get information about what kinds of classes activities can be applied for whole classes.	2
To find out that the teacher grade the goals for the members of the group whether their	3

language competence in a multilevel classes.	

Table 3.6.9.   The Structure of Part IX

TEACHERS' ROLES

AIM	ITEMS
To get information about how teachers make quick decision.	1
To learn if the teacher is the most powerful player in the class or not.	2
To examine the importance of the relationships among the teachers.	3

Table 3.6.10. The Structure of Part X

OPEN ANSWER

AIM	ITEM S
To give information what kind of problems that the teachers have in their class.	1
To learn if the teachers want to add something on classroom management or not.	2

3.7.   Data Collection Procedure

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

The data was gathered during the autumn of 2007-08 academic year.

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

Participants were explained the purpose of the study to motivate them take part in it.

3.8. Data Analysis

In the present study, quantitative research method was used to analyse the obtained data. The subjects of this study were composed of the teachers of two types of schools.

In this study which was carried in state or private primary school and state or private high schools about the classroom management. The aim of the study is to learn about the views of the EFL teachers in primary and high schools on classroom management in their language classroom.

The data was described by using descriptive statistics considering each item in the questionnaire. In analysis and presentation of the data from the study Microsoft Excel packet programmes was used. The statements were analysed by the help of item analysis with tables and graphs.

CHAPTER IV

RESULTS

4.1. Introduction

This chapter is devoted to the presentation of the results obtained from the questionnaire. The aim of the present questionnaire was to learn the teachers' attitudes towards the classroom management in their EFL classroom in state or private primary schools and state or private high schools.

4.2. The Results of the Questionnaire

The teachers were given a questionnaire. The questionnaire consisted of ten parts in itself. These parts were consisted of some items.

4.2.1. General Results of Questionnaire

4.2.1.1. General Distribution of the Teachers

In this section, according to all kinds of the schools the results of general distribution of the teachers' in all schools is presented together.

GENERAL DISTRIBUTION OF THE TEACHERS

		SPS	PPS	SHS	PHS
☐	F	24	4	19	8
☐	%	43	7	35	15
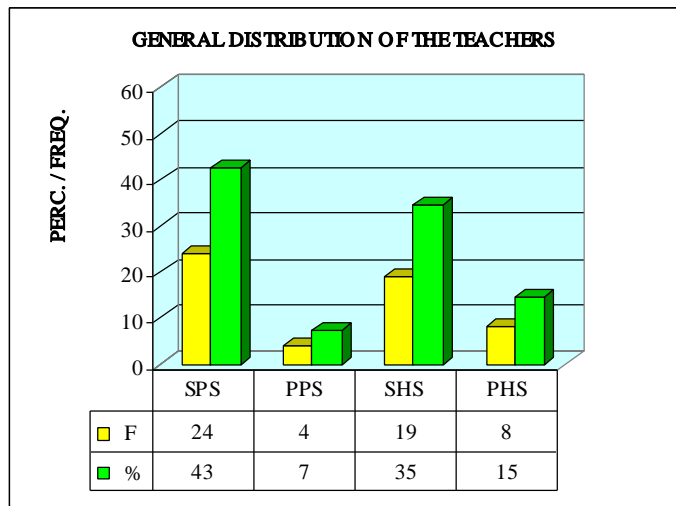
Graph 4.2.1.1: General distribution of the teachers

According to this table, 43 % of the participant teachers answered the questionnaire in the state primary school while 7 % of the teachers were in the private primary school. On the other hand, 35 % of the teachers were given this questionnaire in state high school and 15 % of them were in private high school.

4.2.1.2. General Gender Distribution of the T   eachers

GENDER
General

	F	%
M	14	25
F	41	75
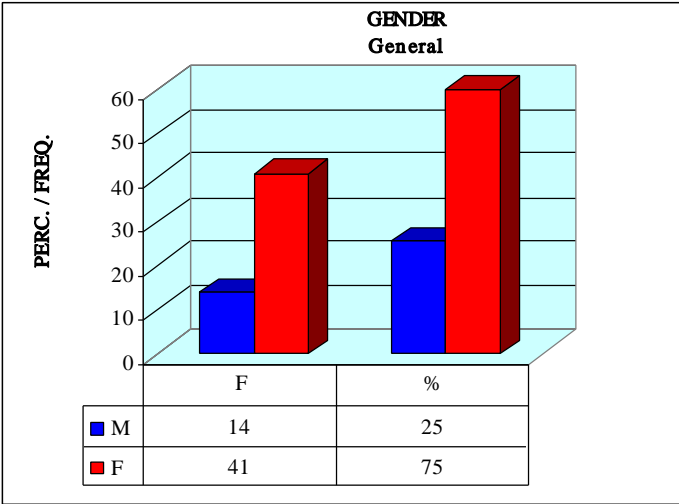
Graph 4.2.1.2: General gender distribution of the teachers

25 % of the teachers who were answered the questionnaire were male while 75 % of them were female teachers.

4.2.1.3. General Age Distribution of the Teachers

GENERAL AGE DISTRIBUTION OF THE TEACHERS

	20 - 30	31 - 40	41 - 50	51 - 60
SPS	22	1	1	0
PPS	3	1	0	0
SHS	13	5	1	0
PHS	5	3	0	0
F	43	10	2	0
%	78	18	4	0
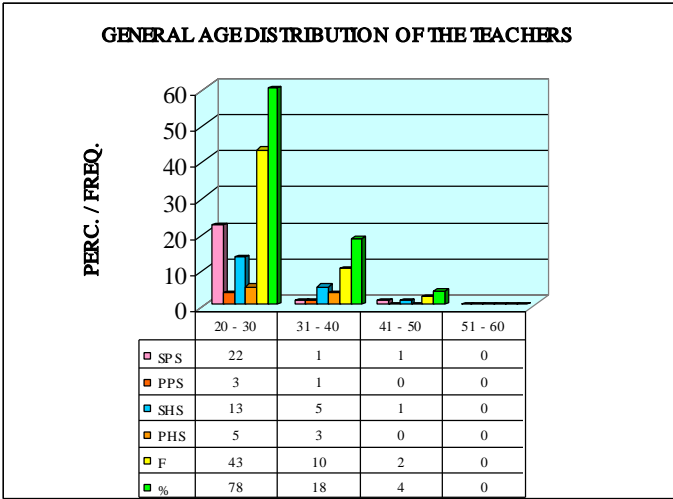
Graph 4.2.1.3: General age distribution of the teachers

78 % of the participant teachers were between 20-30 years old while 18 % of them were 31- 40 years old and 4 % of the teachers were 41-50 years old.

52

4.2.1.4. General Experience Distribution of the Teachers

GENERAL EXPERIENCE DISTRIBUTION OF THE TEACHERS

	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25
SPS	18	5	0	0	1
PPS	3	1	0	0	0
SHS	10	7	1	1	0
PHS	4	1	2	1	0
F	35	14	3	2	1
%	64	25	5	4	2
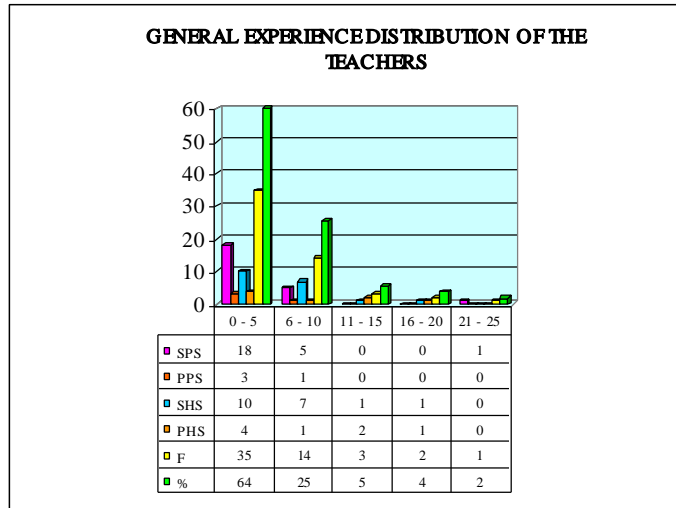
Graph 4.2.1.4: General experience distribution of the teachers

64 % of the teachers had an experience of 0-5 years in their jobs. On the other hand, 25 % of them had an experience of 6-10 years while 5 % of them were had an experience of 11-15 years. Besides, 4 % of the teachers had the experience of 16- 20 years and 2 % of 55 teachers had an experience of 21-25 years in their jobs.

4.2.1.5. General Satisfaction Distribution of the Teachers

GENERAL SATISFACTION DISTRIBUTION OF THE TEACHERS

	YES F	YES %	NO F	NO %
SPS	15	39	9	56
PPS	4	10	0	0
SHS	13	33	6	38
PHS	7	18	1	6
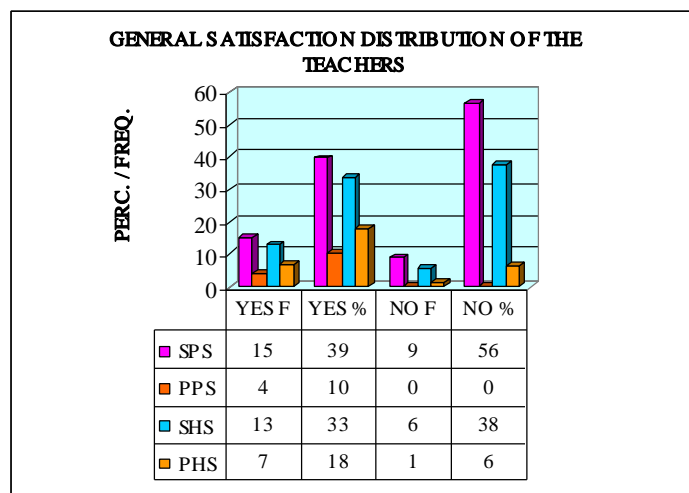
Graph 4.2.1.5: General satisfaction distribution of the teachers

In general, 38 % of 24 teachers were satisfied with their jobs while 56 % of 24 teachers weren't satisfied with their jobs in state primary schools. In private primary schools, 10 % of 4 teachers were satisfied with their jobs. On the other hand, 33 % of 19 teachers were satisfied with their jobs but 38 % of 19 weren't satisfied with their jobs. In private high schools, 18 % of 8 teachers were satisfied with their jobs while 6 % of them weren't satisfied with their jobs.

4.2.2. The Results of Part 1

"TEACHER TALK "

ITEM I: *I talk too much and ask lots of questions during the lesson.*

ITEM 1

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	4	2	3	2	11	20
O	10	1	11	2	24	43
ST	9	1	5	4	19	35
N	1	0	0	0	1	2

BELIEFS
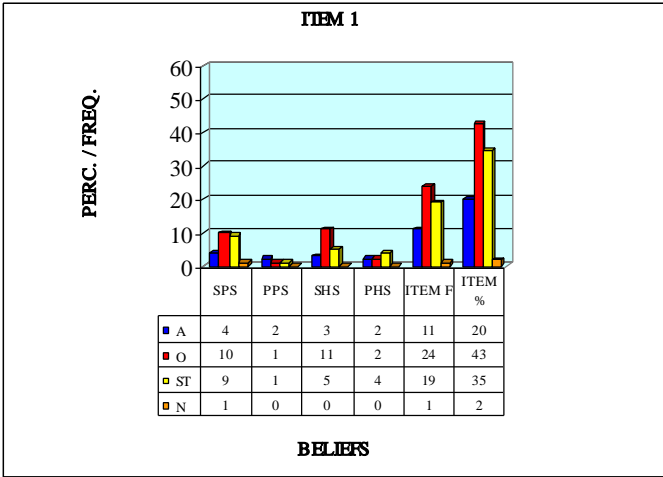
Graph 4.2.2.1: General distribution of teachers' ideas about item I of part 1

In all schools investigated in this study, 20 % of the teachers stated that they talk too much and always ask lots of questions during the lesson while 43 % of them tented to often ask and talk during their language class. However, 35 % the teachers sometimes talk too much and ask lots of questions during the lesson. On the other hand, 2 % of them never did this item.

ITEM II: *As a teacher, I don't give long explanation about the language so my students won't become passive learners.*
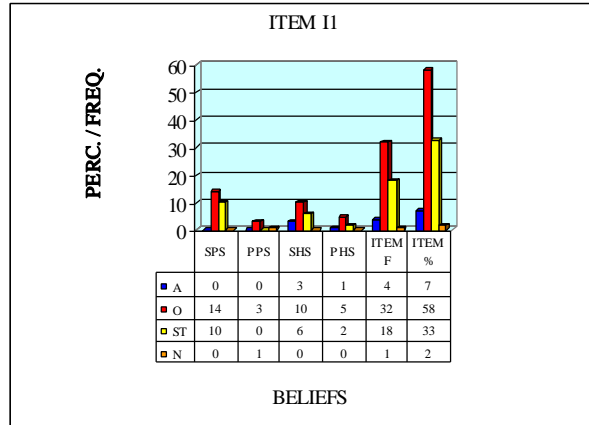
Graph 4.2.2.2: General distribution of teachers' ideas about item II of part 1

7 % of the teachers in all schools always gave long explanation about the language so their students wouldn't become passive learners while 58 % of them often gave long explanation about the language but 33 % of the teachers sometimes did it and the rest of the teachers, that is, 2 % of them never gave long explanation for the language so their students wouldn't become passive learners.

4.2.3. The Results of Part 2
"GIVING INSTRUCTIONS"

ITEM I: *I give instructions verbally and role-play them, showing the students what they are to do.*
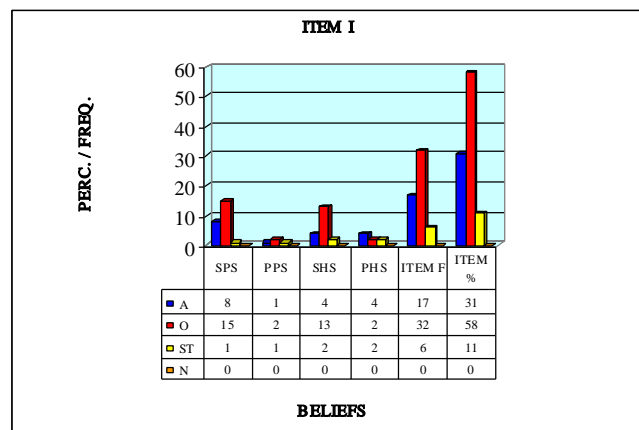
Graph 4.2.3.1: General distribution of teachers' ideas about item I of part 2

31 % 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, 58 % of the teachers often did this item. However, 11 % of the teachers sometimes agreed with this statement and there was no teacher who said I never gave instructions verbally and role-play them, showing their students what they are to do.

ITEM II: *I mimic the instructions as students guess what they are supposed to do.*

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	11	1	4	3	19	34
O	7	2	6	3	18	33
ST	5	1	9	2	17	31
N	1	0	0	0	1	2
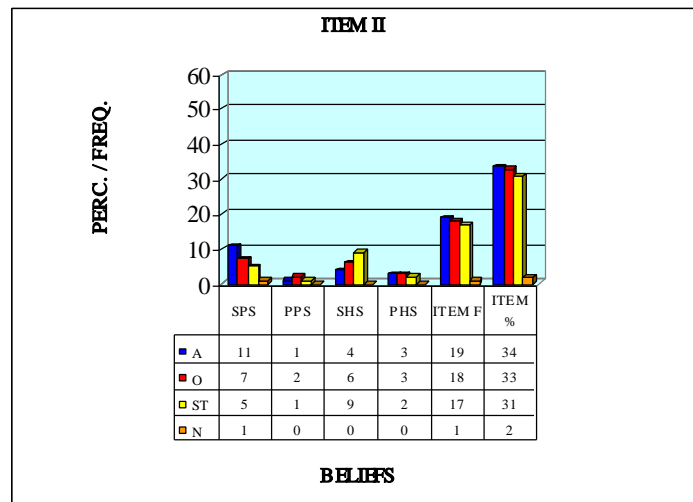
Graph 4.2.3.2: General distribution of teachers' ideas about item II of part 2

According to 34 % 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, 33 % the teachers often tented to do this item but 31 % of these teachers sometimes tented to mimic the instructions as students guess what they were supposed to do. However, 2 % of them never applied this item in their language classroom.

ITEM III: *I write instructions on the board.*

ITEM III

	SP S	PPS	SHS	PHS	ITEM F	ITEM %
A	5	0	3	2	10	18
O	8	1	2	0	11	20
ST	9	3	10	5	27	49
N	2	0	4	1	7	13

BELIEFS
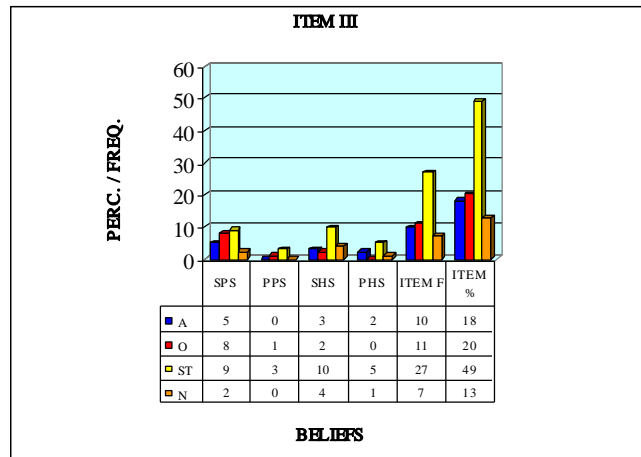
Graph 4.2.3.3: General distribution of teachers' ideas about item III of part 2

18 % of the teachers always tented to write instructions on the board in their language classroom while 20 % of them often write the instructions on the board. 49 % of the teachers sometimes agreed with this item but 13 % of the teachers in all kinds of schools never did this statement.

4.2.4. The Results of the Part 3

"KEEPING THE STUDENTS ON TASK "

ITEM I: *Keeping the students on task is an important part of providing students with opportunities for meaningful interaction.*

ITEM I

	SP S	PPS	SHS	PHS	ITEM F	ITEM %
A	13	3	15	6	37	67
O	10	1	4	2	17	31
ST	1	0	0	0	1	2
N	0	0	0	0	0	0

BELIEFS
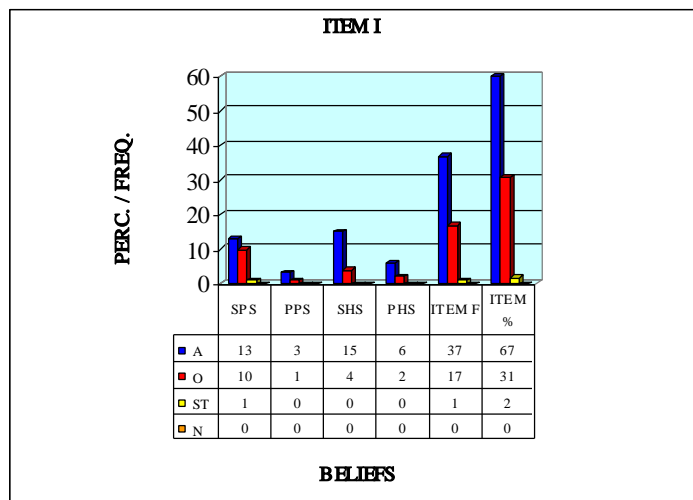
Graph 4.2.4.1: General distribution of teachers' ideas about item I of part 3

67 % 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 31 % of them often believed with this statement but 2 % of the teacher sometimes did it and there was no teacher who said never about this item.

ITEM II: *In my class, some students sometimes have heir own discussions on matters unrelated to the task.*

ITEM II

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	2	0	2	0	4	7
O	4	1	3	2	10	18
ST	15	2	12	6	35	64
N	3	1	2	0	6	11

BELIEFS
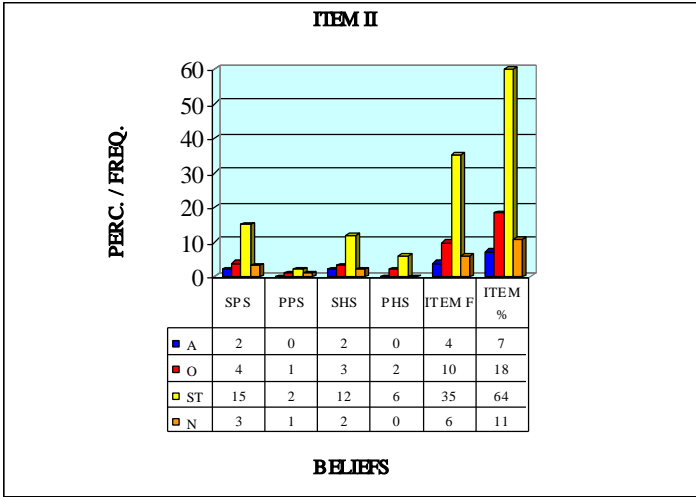
Graph 4.2.4.2: General distribution of teachers' ideas about item II of part 3

According to 7 % of the teachers in all kinds of the schools always tented to make their students have their own discussions on matters unrelated to the task in their language classroom while 18 % of them often did this item but 64 % of these teachers sometimes applied this situation in their English lesson. However, 11 % of the teachers never supported this idea.

ITEM III: *I interrupt a student in groups to make a comment on a task or ask a question.*

ITEM III

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	0	1	2	0	3	5
O	9	1	6	2	18	33
ST	13	2	10	6	31	57
N	2	0	1	0	3	5

BELIEFS
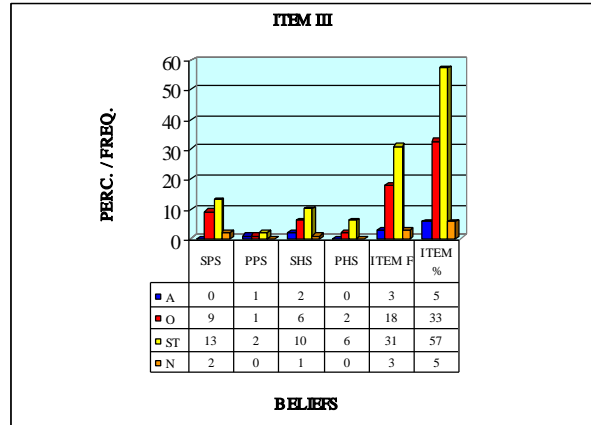
Graph 4.2.4.3: General distribution of teachers' ideas about item III of part 3

5 % of the teachers in all kinds of the schools always tented to interrupt a student in groups to make a comment on a task or ask a question. On the other hand, 33 % of them often agreed with this statement but 57 % of these teachers sometimes applied this in their language classroom. However, 5 % of the teachers never did this item during their less

4.2.5. The Results of Part 4

"YOUR VOICE AND BODY LANGUAGE "

ITEM I: *I bury myself in my notes and plans.*

ITEM I

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	0	0	0	0	0	0
O	5	0	2	2	9	16
ST	10	1	6	1	18	33
N	9	3	11	5	28	51

BELIEFS

Graph 4.2.5.1: General distribution of teachers' ideas about item I of part 4

There were no teachers who always buried themselves in their notes and plans while 16 % of the teachers often tented to bury themselves in their notes and plans. 33 % of them sometimes applied this item in their class. 51 % of the teachers never did this situation.

ITEM II: *I plant my feet firmly in one place for the whole hour.*

ITEM II

PERC. / FREQ.

|	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	2	0	0	0	2	4
O	1	0	2	0	3	5
ST	5	0	3	0	8	15
N	16	4	14	8	42	76

BELIEFS
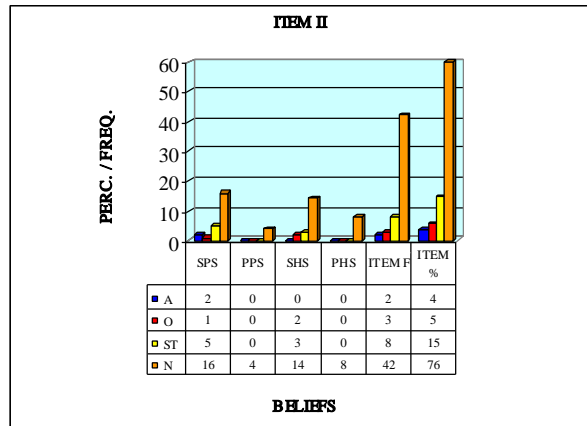
Graph 4.2.5.2: General distribution of teachers' ideas about item II of part 4

4 % of the teachers in all kinds of the schools always tented to plant their feet firmly in one place for the whole hour while 5 % of them often agree with this item but 15 % of these teachers sometimes planted their feet firmly in one place in their language classroom and 76 % of the teachers disagree with this situation and never planted their feet firmly for the whole hour.

ITEM III: *I make frequent eye contact with all students in class.*

ITEM III

PERC. / FREQ.

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	20	4	16	5	45	82
O	4	0	2	3	9	16
ST	0	0	1	0	1	2
N	0	0	0	0	0	0

BELIEFS
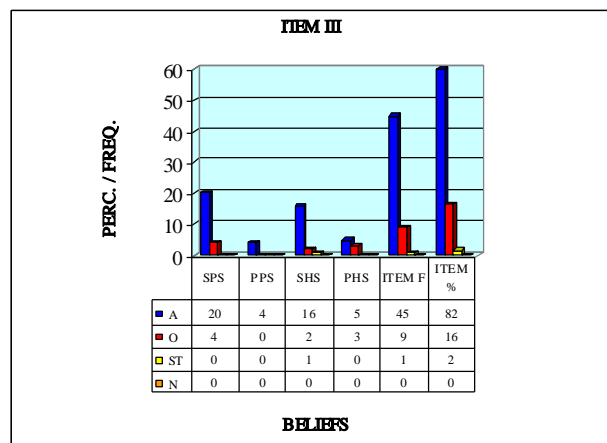
Graph 4.2.5.3: General distribution of teachers' ideas about item III of part 4

According to 82 % of all the teachers at the schools believed of making frequent eye contact with all students in class is very important while 16 % of the teachers often did this item in their class but 2 % of them sometimes applied this during English lessons. There were no teachers who weren't agreed with this idea.

4.2.6. The Results of Part 5

"TEACHING LARGE CLASSES "

ITEM I: *I use peer-editing, feedback and evaluation in written work whenever appropriate.*
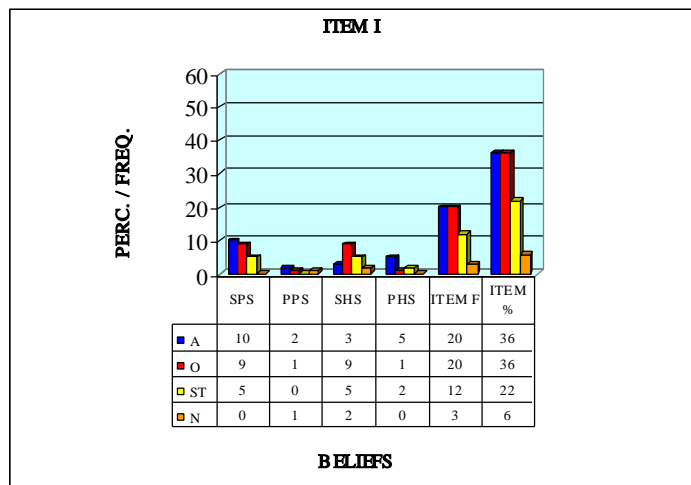
Graph 4.2.6.1: General distribution of teachers' ideas about item I of part 5

36 % of the teachers at all kinds of the schools always tented to use peer-editing, feedback and evaluation in written work whenever appropriate while 36 % often believed that situation but 22 % of the teachers sometimes applied this in their English classroom. However, 6 % of these teachers never agreed with this item.

ITEM II: *I give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.*

ITEM II

	SP S	PPS	SHS	P HS	ITEM F	ITEM %
A	3	2	4	4	13	24
O	12	2	10	3	27	49
ST	8	0	5	1	14	25
N	1	0	0	0	1	2

BELIEFS
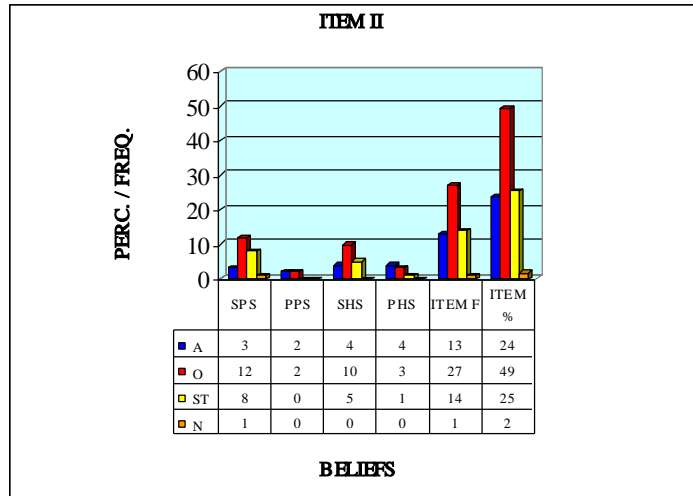
Graph 4.2.6.2: General distribution of teachers' ideas about item II of part 5

According to 24 % of the teachers always agreed with the idea of giving students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency while 49 % of them often applied this item in their class but 25 % of teachers at all kinds of the schools sometimes believed the importance of giving students a range of extra class work. However, 2 % of the teachers never agreed with this item.

ITEM III: *I try to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course.*

ITEM III

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	11	1	9	0	21	38
O	5	2	3	5	15	27
ST	4	1	4	0	9	17
N	4	0	3	3	10	18
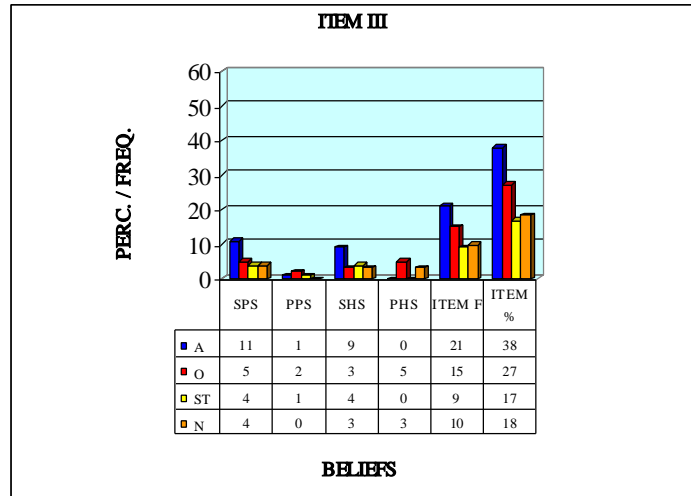
Graph 4.2.6.3: General distribution of teachers' ideas about item III of part 5

38 % of the teachers always agreed with the idea of trying to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course while 27 % of them often believed this situation but 17 % of the teachers sometimes applied this in English lessons and 18 % of them never applied this situation for remembering their students' names.

ITEM IV: *I give limited feedback on my students' written work.*

ITEM IV

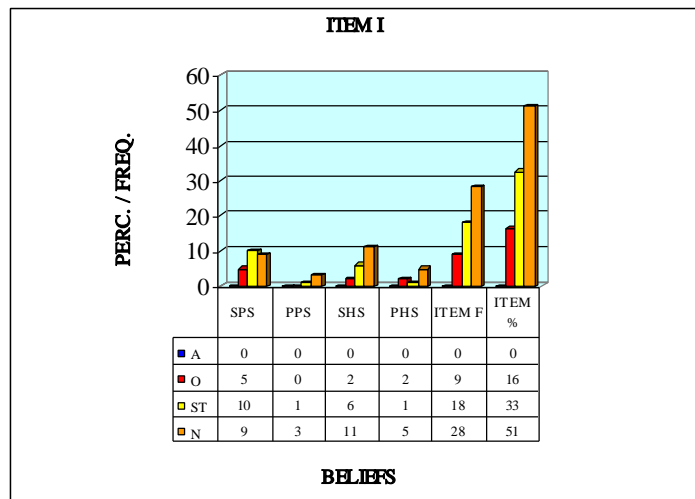|	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	2	0	0	0	2	4
O	5	0	7	3	15	27
ST	9	1	8	2	20	36
N	8	3	4	3	18	33
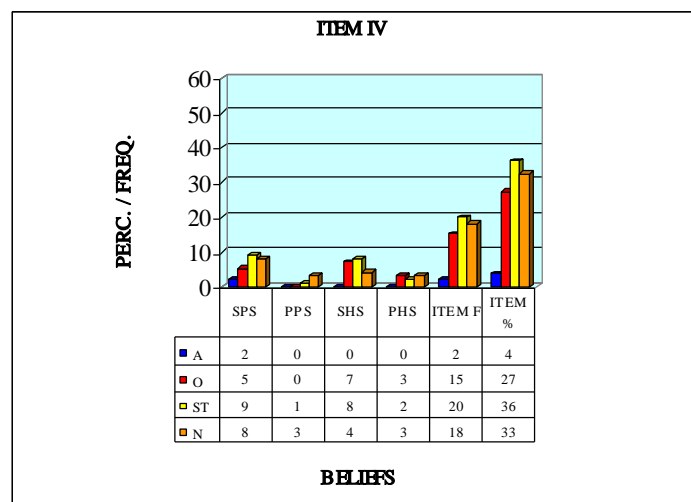
Graph 4.2.6.4: General distribution of teachers' ideas about item IV of part 5

4 % of the teachers at all kinds of the schools always tented to give limited feedback on their students' written work. On the other hand; 27 % of them often applied this situation in their class. 36 % of the teachers sometimes believed the importance of giving limited feedback on their students' written work but 33 % of them never agreed with this item.

4.2.7. The Results of Part 6

"POSSIBLE PROBLEMS IN YOUR CLASSROOM"

ITEM I: I never remember my students' names.

ITEM I

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	0	0	0	0	0	0
O	0	0	0	0	0	0
ST	10	0	6	2	18	33
N	14	4	13	6	37	67

BELIEFS
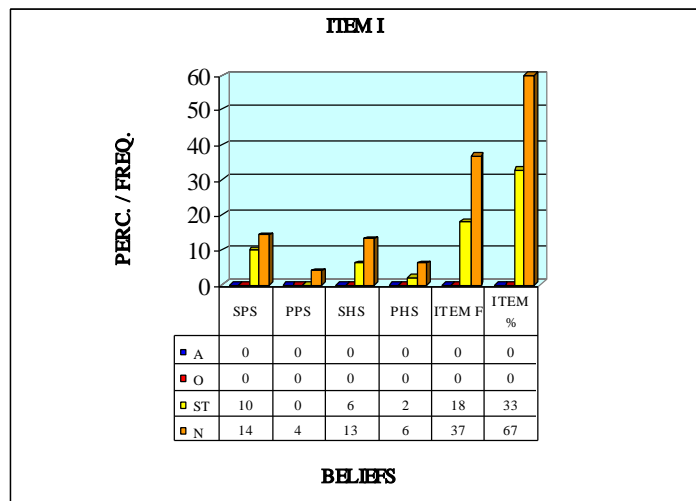
Graph 4.2.7.1: General distribution of teachers' ideas about item I of part 6

There were no teachers who selected "always" or "often" choices. Only 33 % of the teachers sometimes remember their students' names. Besides, 67 % of the teachers never agreed with this idea of never remembering their students' names in their language class.

ITEM II: *My first step to solve a perceived problem of cheating is to ascertain a student's own perception.*

ITEM II

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	4	1	3	1	9	16
O	8	2	9	5	24	44
ST	12	0	7	1	20	36
N	0	1	0	1	2	4

BELIEFS
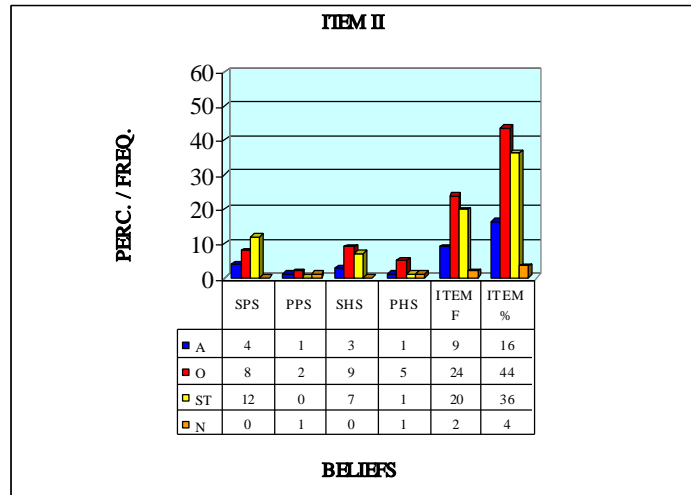
Graph 4.2.7.2: General distribution of teachers' ideas about item II of part 6

According to 16 % of the teachers always agree with the importance of students' own perception in the matter of cheating while 44 % of them often agreed with this situation but 36 % of the teachers sometimes believed that and 4 % of the teachers never agreed with this item.

ITEM III: *In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.*

ITEM III

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	11	3	6	4	24	44
O	10	1	10	4	25	45
ST	3	0	3	0	6	11
N	0	0	0	0	0	0

BELIEFS
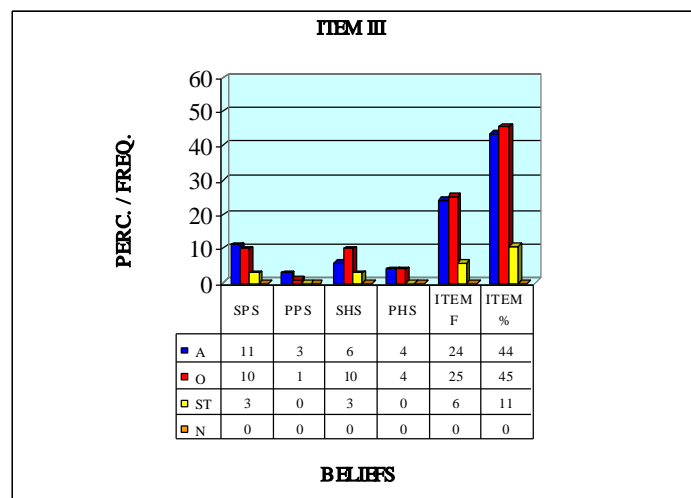
Graph 4.2.7.3: General distribution of teachers' ideas about item III of part 6

44 % of the teachers of all kinds of the schools always tried to find the source of the problem rather than treating the symptoms while 45 % of them often agreed with the idea of this solution of disciplinary problems but 11 % of the teachers sometimes believed that and no one never disagreed with this situation in their English lessons.

ITEM IV: *I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.*

	SPS	PPS	SHS	PHS	ITEM F	ITEM %
A	6	1	5	3	15	27
O	11	2	13	4	30	55
ST	6	1	1	1	9	16
N	1	0	0	0	1	2
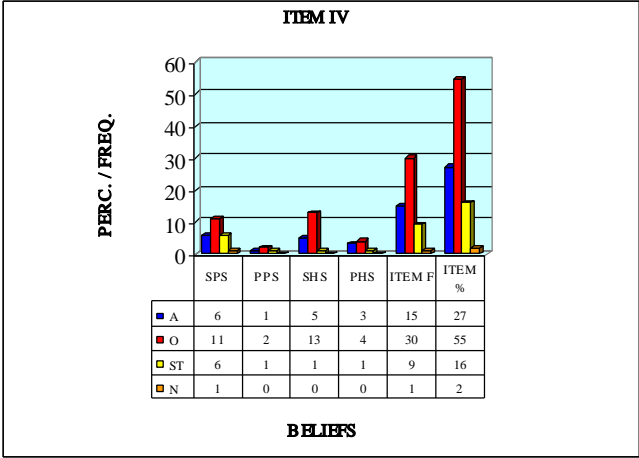
Graph 4.2.7.4: General distribution of teachers' ideas about item IV of part 6

According to 27 % of the teachers of all kinds of the schools always agreed with the idea of resolving the disciplinary problems outside of class time besides 55 % of them often applied this solution in their class. 16 % of the teachers sometimes did this situation and 2 % of them never applied this item.

ITEM V: *I use all kinds of electrical equipments and know how to work them during my lesson.*
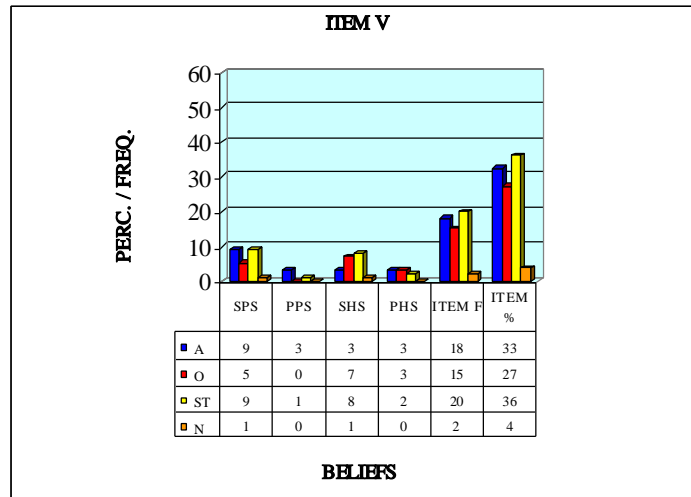
Graph 4.2.7.5: General distribution of teachers' ideas about item V of part 6

33 % of the teachers always used all kinds of electrical equipments and know how to work them during their lesson while 27 of them often used technology in their English classroom but 36 % of the teachers sometimes applied this situation and 4 % of them never used all kinds of electrical equipments.

ITEM VI: *I never have enough time even to do half of what I plan.*
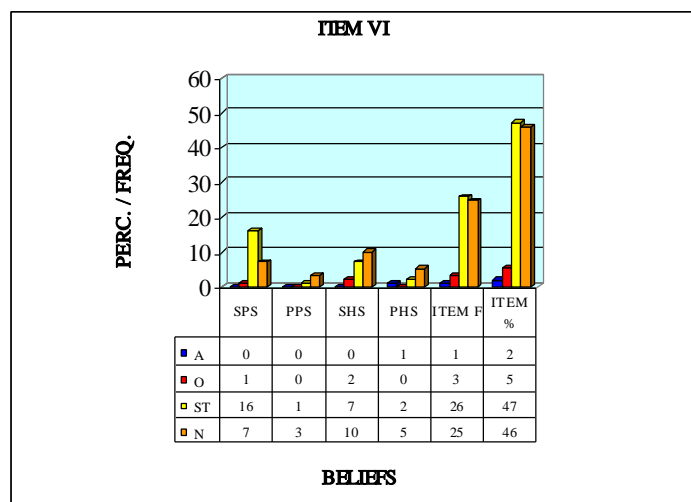
Graph 4.2.7.6: General distribution of teachers' ideas about item VI of part 6

2 % of the teachers always believed that they never had enough time even to do half of what I plan while 5 % of them often agreed that situation but 47 % of the teachers sometimes believed that they have never have enough time for their lessons and 45 % of them never agreed with this item.

4.2.8. The Results of P art 7

"MOTIVATION "

ITEM I: I influence the classroom environment by motivating unmotivated students.

ITEM II: As a teacher I encourage my students through both intrinsic and extrinsic motivation.

ITEM III: In my opinion; motivation only deals with the behavior of particular students.

	SPS	PPS	SHS	P HS	ITEM F	ITEM %
I	5	0	3	2	10	18
II	2	3	15	5	25	46
III	17	1	1	1	20	36
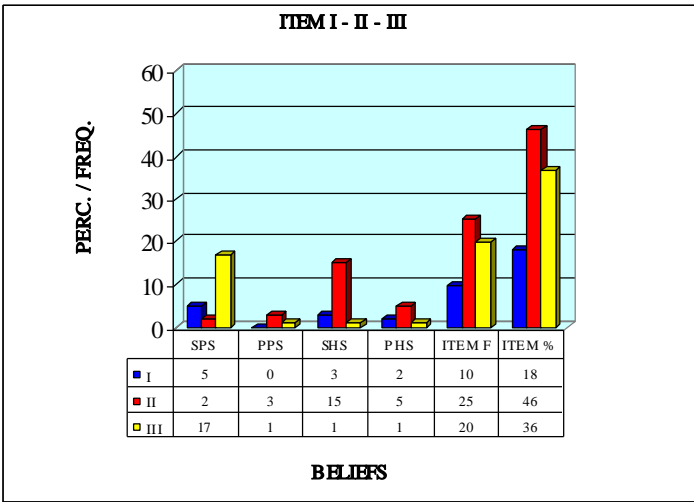
Graph 4.2.8.1: General distribution of teachers' ideas about item I-II-III of part 7

According to 18 % of the teachers agreed with the item I while 45 % of them believed item II and 36 % of the teachers tented to agree with item III.

4.2.9. The Results of P art 8

"MANAGING CONSTRAINTS"

ITEM I: If I give group activities I let the students select one of them depending on their levels and their interests.

ITEM II: I decide which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.

ITEM III : *In a multilevel class, I grade the goals for different members of the group according to their language competence.*

	SPS	P PS	SHS	P HS	ITEM F	ITEM %
I	3	1	3	2	9	16
II	16	3	14	5	38	69
III	5	0	2	1	8	15
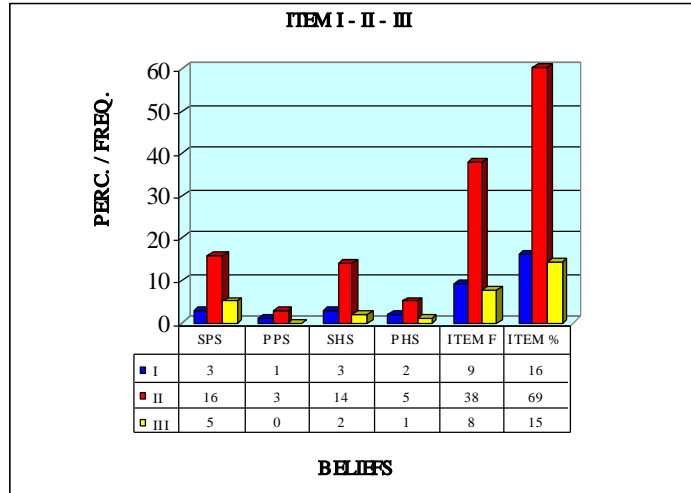
Graph 4.2.9.1: General distribution of teachers' ideas about item I-II-III of part 8

16 % of the teachers tented to agree with the item I. On the other hand, 69 % of the teachers applied the item II in their lessons. However, 15 % of them agreed with the idea of item III.

4.2.10. The Results of Part 9

"TEACHERS' ROLES"

ITEM I*: Teachers have to make quick decisions about whether to answer a student's question, postpone or dismiss it.*

ITEM II: *According to me; teacher is the most powerful player in classroom dynamics and determines the class structure.*

ITEM III: *The teachers' roles include relationships with colleagues.*

ITEM I - II - III

	SP S	P PS	SHS	P HS	ITEM F	ITEM %
I	8	0	4	4	16	29
II	13	4	9	3	29	53
III	3	0	6	1	10	18
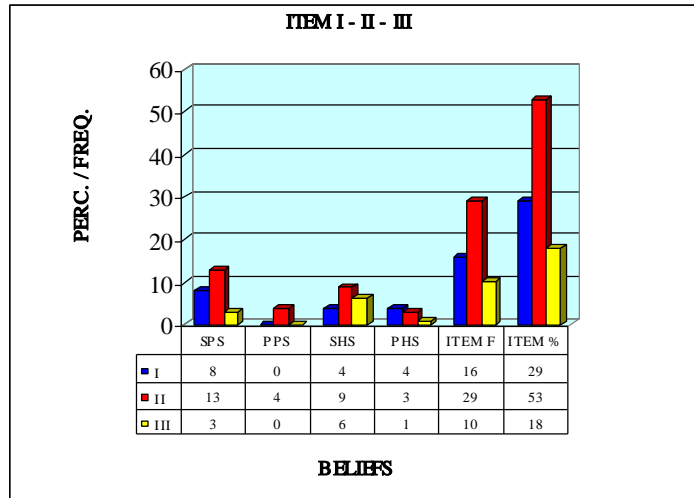
Graph 4.2.10.1: General distribution of teachers' ideas about item I-II-III of part 9

29 % of the teachers believed the item I while 53 % of the teachers agreed with the idea of item II and 18 % of them believed the importance of the relationships among teachers.

4.2.11. The Results of Part 10
"OPEN ANSWER"

In this section the EFL teacher wrote three most common problems that occurred in their classes. The results were shown in below.
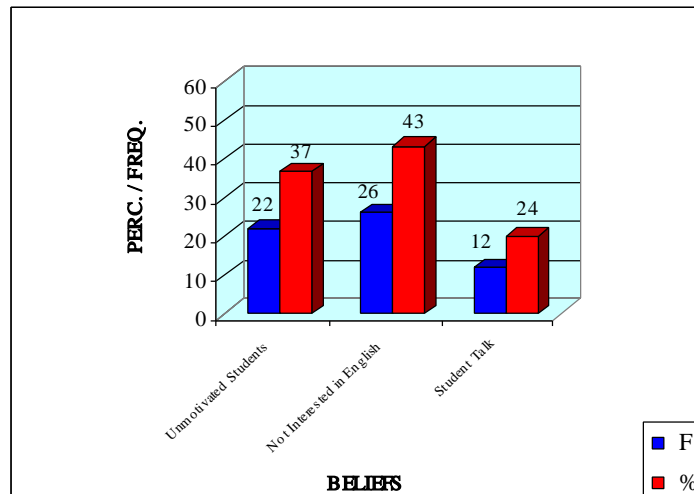
Graph 4.2.11.1: General distribution of teachers' ideas about open answer of part 10

According to 37 % of the teachers agreed that most of the students were unmotivated toward English lesson. Besides, 43 % of the teachers believed that problem the students weren't interested in English lesson, they didn't pat attention to English and also the students didn't comprehend the importance of learning a foreign language. In addition to these problems 24 % of the teachers insisted on the student talk. According to them their students talk during the lessons very much and asked irrelevant questions.

4.3.1. The Results of Private Primary Schools' Teachers Questionnaire

4.3.1.1. General Gender Distribution of the Teachers

GENDER Private Primary School		
	PPS F	PPS %
M	2	50
F	2	50
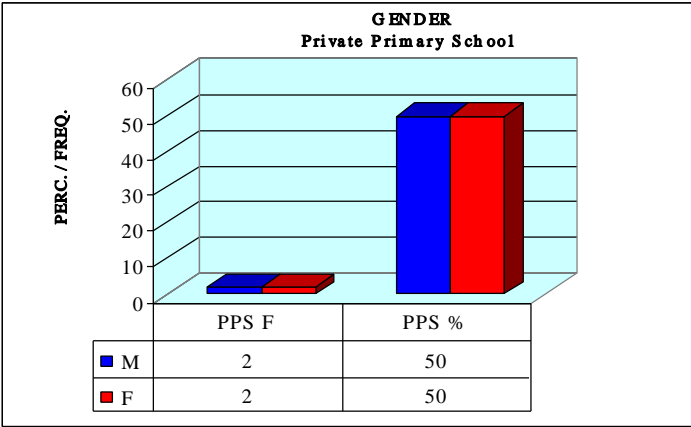
Graph 4.3.1.1: General Gender Distribution of the Teachers in PPS

In private primary schools, % 50 of the teachers was male and % 50 of them was female.

4.3.1.2. General Age Distribution of the Teachers

AGE Private Primary School				
	20 - 30	31 - 40	41 - 50	51 - 60
M	1	1	0	0
F	2	0	0	0
F	3	1	0	0
%	75	25	0	0
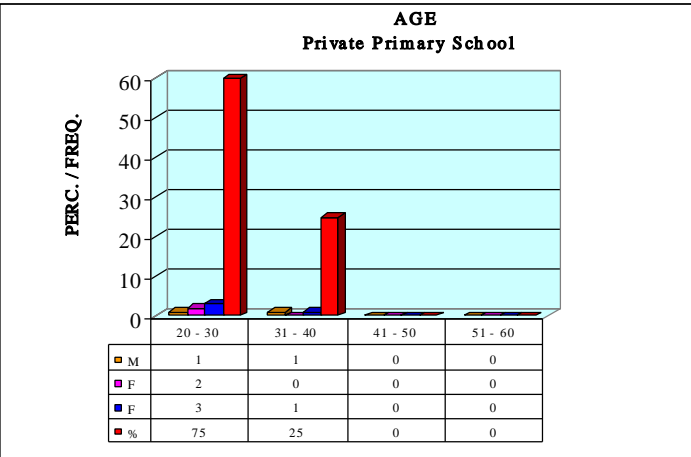
Graph 4.3.1.2: General Age Distribution of the Teachers in PPS

According to 75 % of the teachers were between 20- 30 years old. Besides, 25 % of them were between 31-40 years old in private primary schools.

4.3.1.3. General Experience Distribution of the Teachers

EXPERIENCE
Private Primary School

	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25
M	1	1	0	0	0
F	2	0	0	0	0
F	3	1	0	0	0
%	75	25	0	0	0
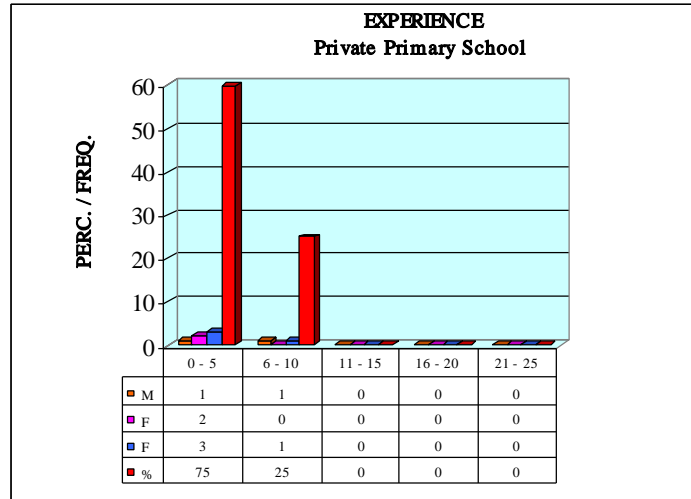
Graph4.3.1.3: General Experience Distribution of the Teachers in PPS

75 % of 4 teachers in private primary schools were nearly had an experience 0-5 years and 25 % of them had an experience with their jobs about 6-10 years.

4.3.1.4. General Satisfaction Distr   ibution of the Teachers

SATISTFACTION
Private Primary School

	MALE F	MALE %	FEMALE F	FEMALE %
YES	2	100	2	100
NO	0	0	0	0
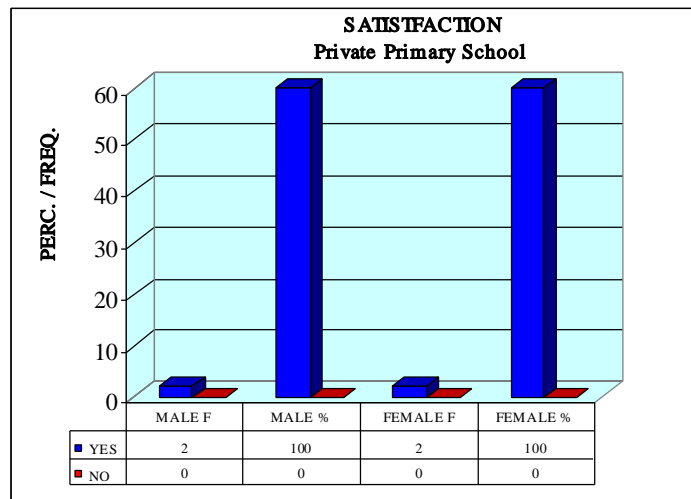
Graph4.3.1.4: General Satisfaction Distribution of the Teachers in PPS

In private primary schools, both female and male EFL teachers were satisfied with their jobs in their own schools.

4.3.2. The Results of Part 1

"TEACHER TAL K"

ITEM I: *I talk too much and ask lots of questions during the lesson.*
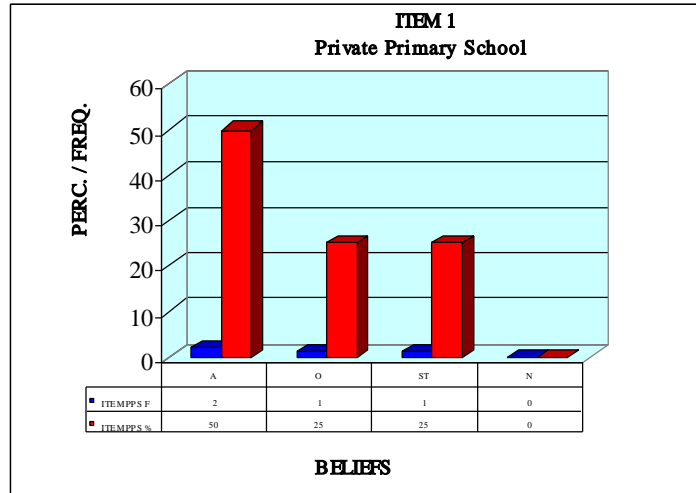
Graph 4.3.2.1: The distribution of the teachers' ideas in PPS about item I of part 1

50 % of the teachers always tented to talk too much and ask lots of questions during the lesson while 25 % of them often agreed with this idea and also 25 % of 4 teachers sometimes agreed with this item.

ITEM II: *As a teacher, I don't give long explanation about the language so my students won't become passive learners.*
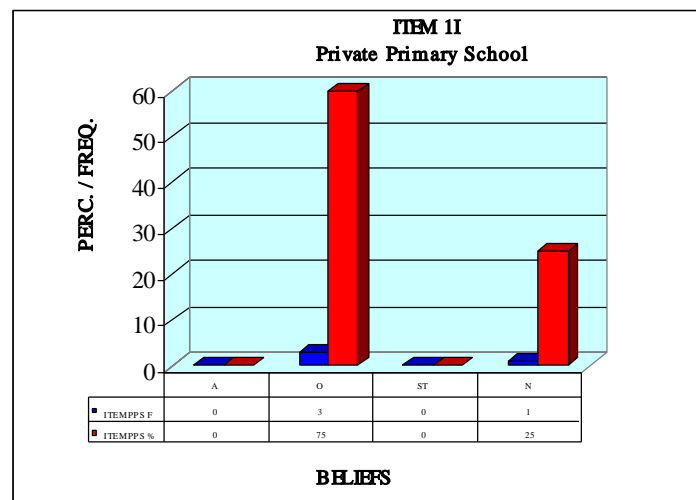
Graph4.3.2.2: The distribution of the teachers' ideas in PPS about item II of part 1

According to 75 % of the teachers often believed that statement. On the other hand, 25 % of them never agreed with the idea of not giving long explanation about the language so their students won't become passive learners.

4.3.3. The Results of Part 2

"GIVING INSTRUCTIONS"

ITEM I: *I give instructions verbally and role-play them, showing the students what they are to do.*

Graph 4.3.3.1: The distribution of the teachers' ideas in PPS about item I of part 2

25 % of the teachers pointed out the importance of giving instructions verbally and role-play them, showing the students what they are to do while 50 % of the teachers often agreed with this statement but 25 % of them sometimes applied this item in their classroom.

ITEM II: *I mimic the instructions as students guess what they are supposed to do.*

ITEM 1I
Private Primary School

	A	O	ST	N
ITEM PPS F	1	2	1	0
ITEM PPS %	25	50	25	0

BELIEFS
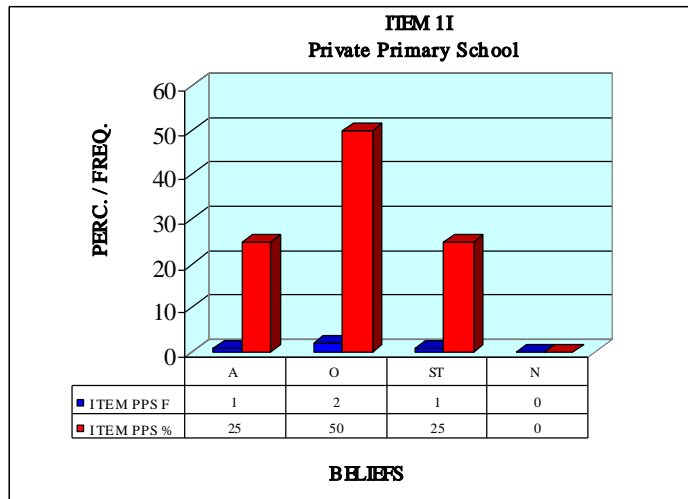
Graph4.3.3.2: The distribution of the teachers' ideas in PPS about item II of part 2

According to 25 % of the teachers always paid attention to mimic the instructions as students guess what they are supposed to do. On the other hand, 50 % of them often greed with this statement and 25 % of the teachers in private primary schools sometimes believed this situation.

ITEM III: *I write instructions on the board.*

ITEM 1II
Private Primary School

	A	O	ST	N
ITEM PPS F	0	1	3	0
ITEM PPS %	0	25	75	0

BELIEFS
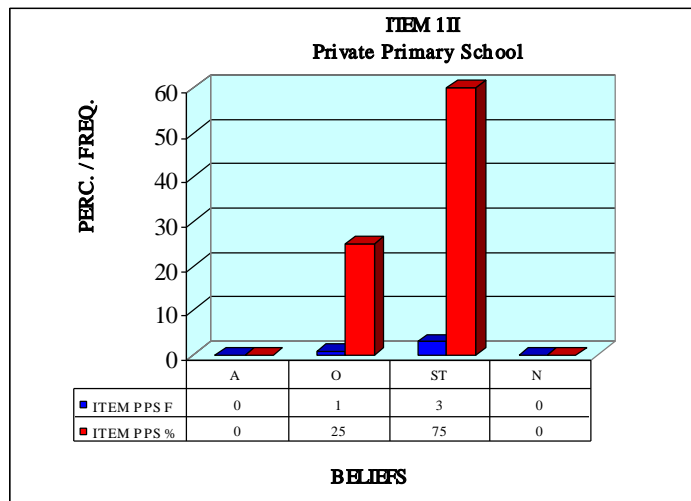
Graph4.3.3.3: The distribution of the teachers' ideas in PPS about item III of part 2

25 % of the teachers in private primary schools often tented to write instructions on the board while 75 % of the teachers sometimes agreed to do this in their language classrooms.

4.3.4. The Results of the Part 3

"KEEPING THE STUDENTS ON TASK "

ITEM I: *Keeping the students on task is an important part of providing students with opportunities for meaningful interaction.*

ITEM 1
Private Primary School

	A	O	ST	N
■ ITEM PPS F	3	1	0	0
■ ITEM PPS %	75	25	0	0
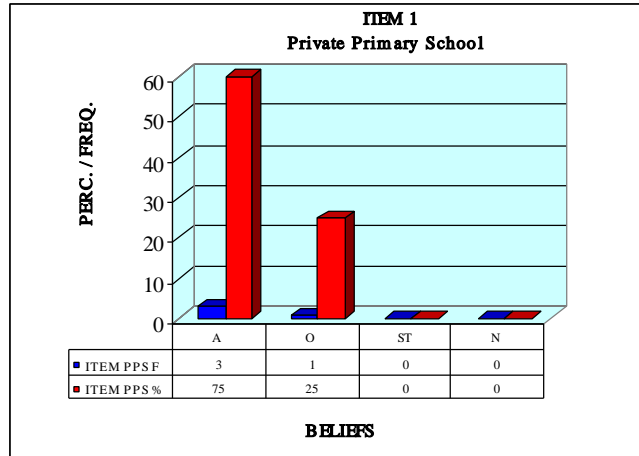
Graph4.3.4.1: The distribution of the teachers' ideas in PPS about item I of part 3

75 % of the teachers always believed the importance of keeping the students on task is an important part of providing students with opportunities for meaningful interaction. On the other hand, 25 % of the teachers often agreed with this statement in the class.

ITEM II: *In my class, some students sometimes have their own discussions on matters unrelated to the task.*

ITEM 1I
Private Primary School

	A	O	ST	N
■ ITEM PPS F	0	1	2	1
■ ITEM PPS %	0	25	50	25
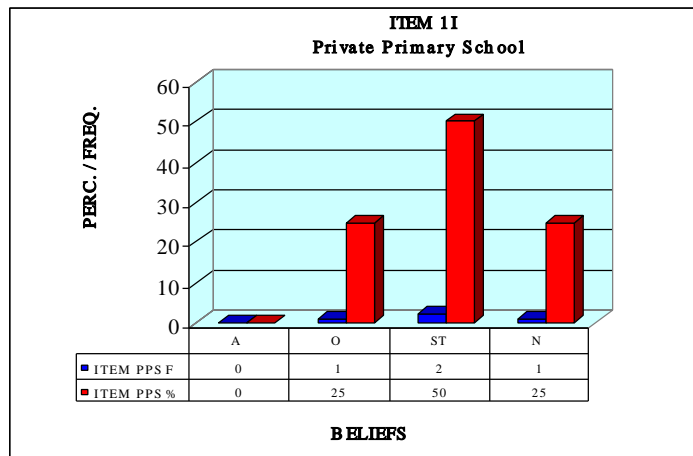
Graph4.3.4.2: The distribution of the teachers' ideas in PPS about item II of part 3

According to 25 % of the teachers in private primary schools often tented to make the students sometimes have their own discussions on matters unrelated to the task. Besides; 50 % of the teachers sometimes applied this statement in their English classes but 25 % of them never agreed with this item.

ITEM III: *I interrupt a student in groups to make a comment on a task or ask a question.*
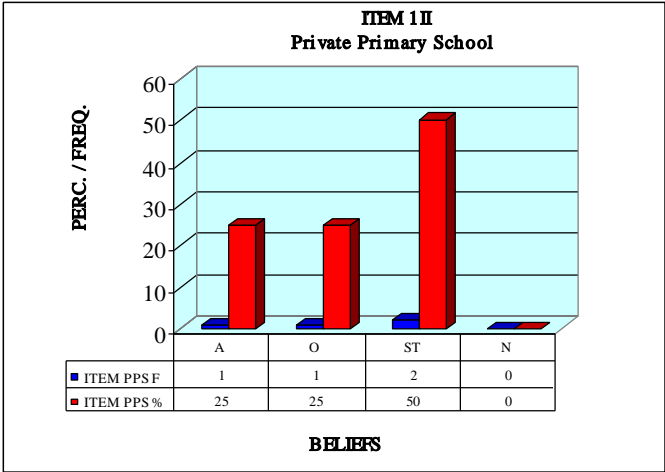
Graph4.3.4.3: The distribution of the teachers' ideas in PPS about item III of part 3

In this item; 25 % of the teachers in private primary schools always tented to agree that situation while 25 % of them often interrupted a student in groups to make a comment on a task or ask a question. 50 % of them sometimes did this statement in their English lessons.

4.3.5. The Results of Part 4

"YOUR VOICE AND BODY LANGUAGE "

ITEM I: *I bury myself in my notes and plans.*

ITEM 1
Private Primary School

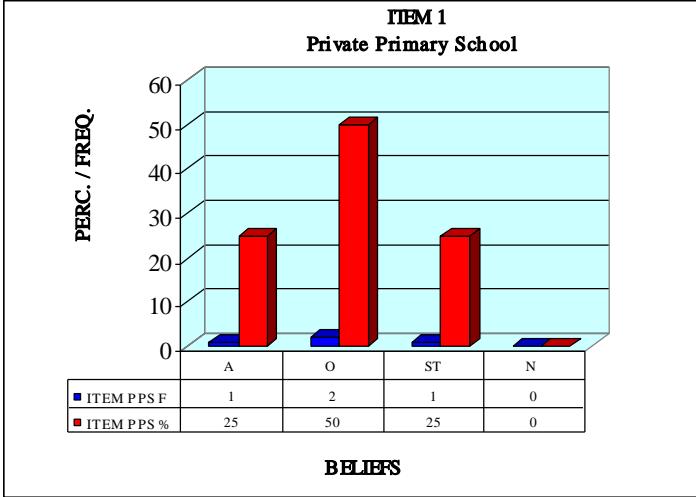|	A	O	ST	N
■ ITEM PPS F	0	0	1	3
■ ITEM PPS %	0	0	25	75

BELIEFS
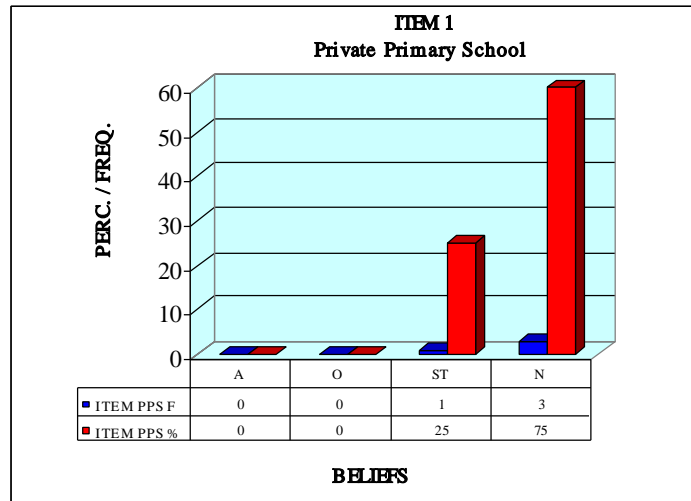
Graph4.3.5.1: The distribution of the teachers' ideas in PPS about item I of part 4

According to 25 of the teachers in private primary schools sometimes agreed to bury themselves in their notes and plans. Besides, 75 % of them disagreed with this situation.

ITEM II: *I plant my feet firmly in one place for the whole hour.*

ITEM 1I
Private Primary School

	A	O	ST	N
■ ITEM PPS F	0	0	0	4
■ ITEM PPS %	0	0	0	100

BELIEFS
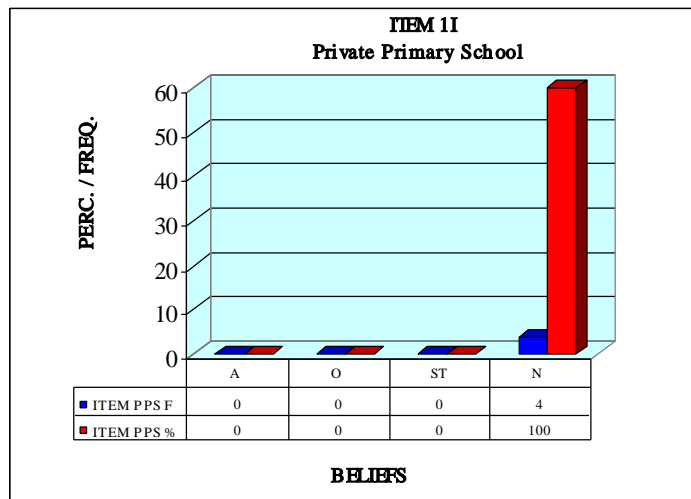
Graph4.3.5.2: The distribution of the teachers' ideas in PPS about item II of part 4

In private primary schools, all of the teachers disagreed with this idea and never planted their feet firmly in one place for the whole hour.

ITEM III: *I make frequent eye contact with all students in class.*

ITEM 1II
Private Primary School

	A	O	ST	N
ITEM PPS F	4	0	0	0
ITEM PPS %	100	0	0	0
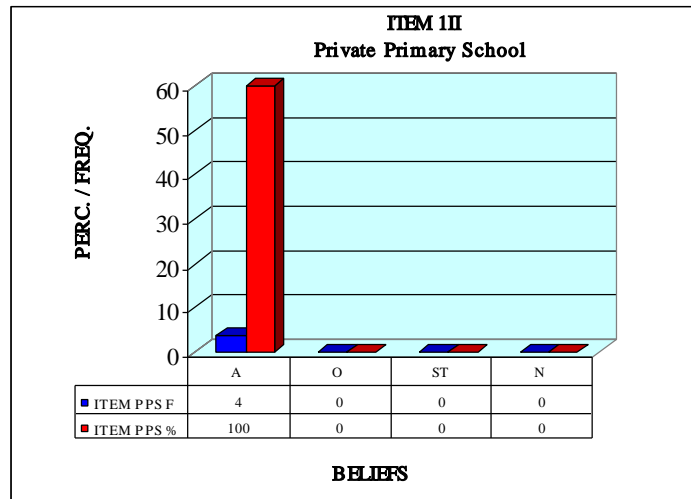
Graph4.3.5.3: The distribution of the teachers' ideas in PPS about item III of part 4

In private primary schools, all of the EFL teachers always agreed with the idea of making frequent eye contact with all students in their language classroom.

4.3.6. The Results of Part 5

"TEACHING LARGE CLASSES "

ITEM I: *I use peer-editing, feedback and evaluation in written work whenever appropriate.*

ITEM 1
Private Primary School

	A	O	ST	N
ITEM PPS F	2	1	0	1
ITEM PPS %	50	25	0	25
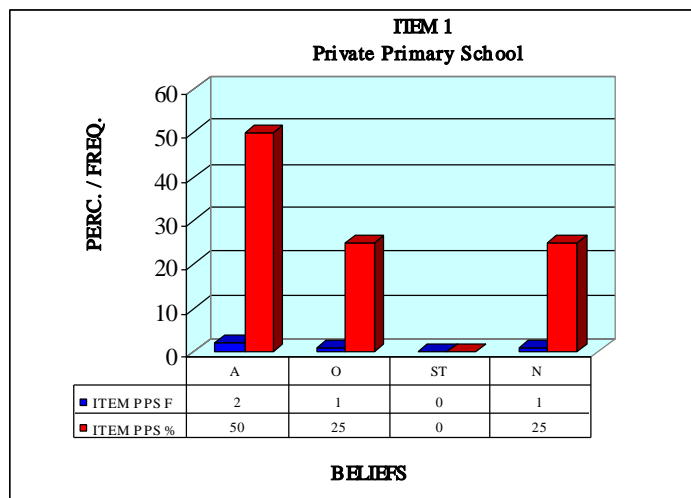
Graph 4.3.6.1: The distribution of the teachers' ideas in PPS about item I of part 5

According to 50 % of the teachers in private primary schools always tented to agree that they used peer-editing, feedback and evaluation in written work whenever

appropriate while 25 % of them often believed this idea but 25 % of these teachers never agreed with this situation.

ITEM II: *I give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.*
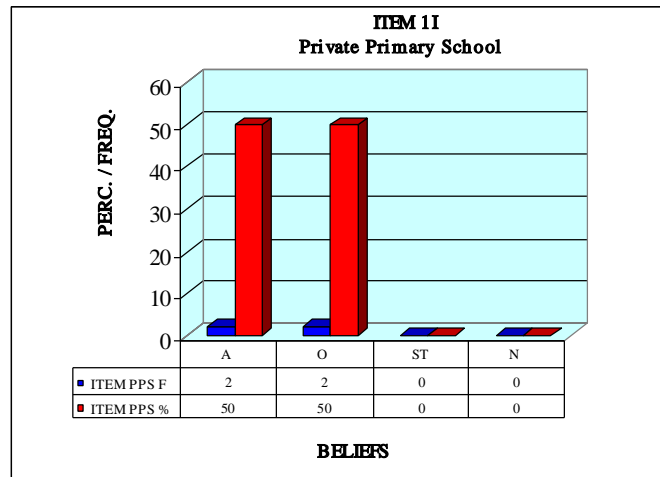
Graph4.3.6.2: The distribution of the teachers' ideas in PPS about item II of part 5

In private primary schools, 50 % of the teachers always agreed to give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency. Besides, 50 % of them often agreed with the idea of that situation.

ITEM III: *I try to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course.*
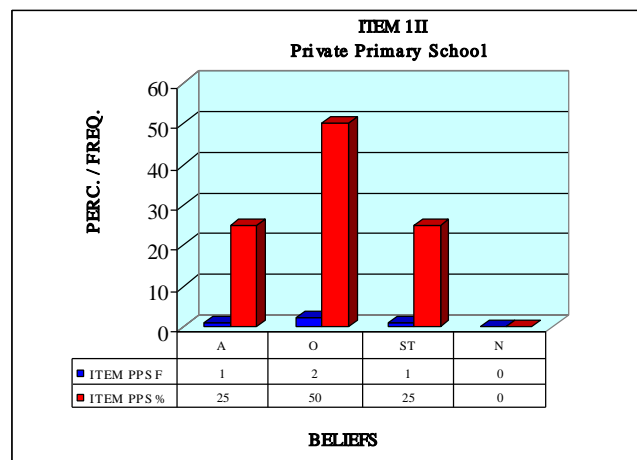
Graph4.3.6.3: The distribution of the teachers' ideas in PPS about item III of part 5

According to 25 % of the teachers always believed the importance of trying to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. On the other hand, 50 % of them often agreed with this item and 25 % of the teachers sometimes tented to apply this in their class.

ITEM IV: I give limited feedback on my students' written work.

ITEM 1V
Private Primary School

	A	O	ST	N
ITEM PPS F	0	0	1	3
ITEM PPS %	0	0	25	75
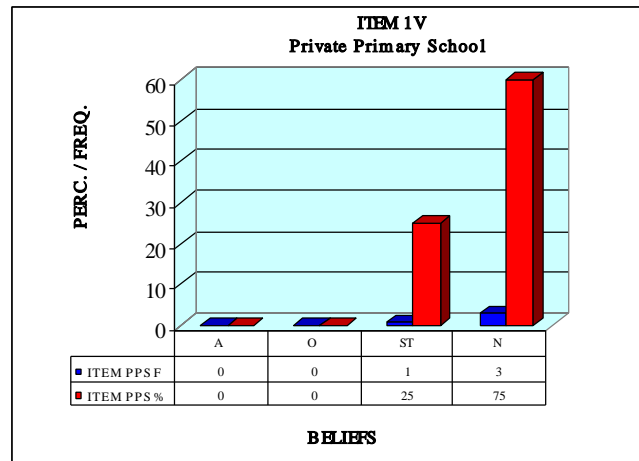
Graph4.3.6.4: The distribution of the teachers' ideas in PPS about item IV of part 5

25 % of the teachers sometimes believed to give limited feedback on their students' written work while 75 % of them never agreed with this statement.

4.3.7. The Results of Part 6

"POSSIBLE PROBLEMS IN YOUR CLASSROOM"

ITEM I: I give limited feedback on my students' written work.

ITEM 1
Private Primary School

	A	O	ST	N
ITEM PPS F	0	0	0	4
ITEM PPS %	0	0	0	100
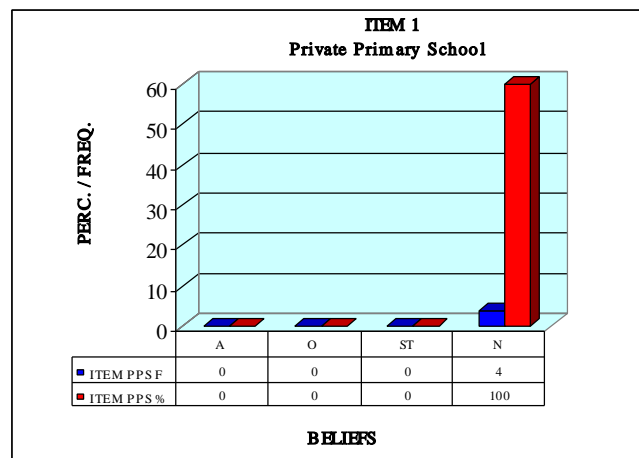
Graph4.3.7.1: The distribution of the teachers' ideas in PPS about item I of part 6

In private primary schools, all of the teachers never agreed with the idea of never remembering of their students' names.

ITEM II: *My first step to solve a perceived problem of cheating is to ascertain a student's own perception.*

ITEM 1I
Private Primary School

	A	O	ST	N
■ ITEM PPS F	1	2	0	1
■ ITEM PPS %	25	50	0	25

BELIEFS
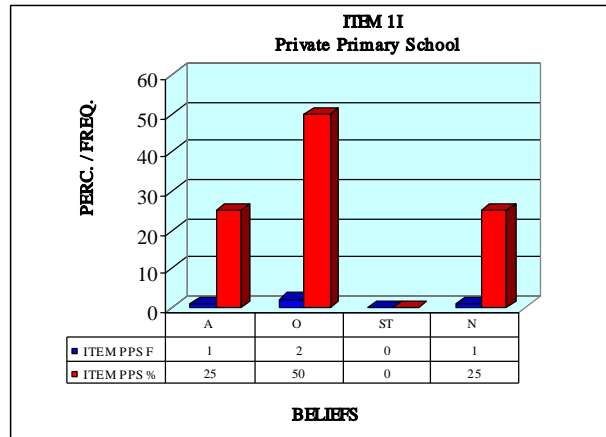
Graph4.3.7.2: The distribution of the teachers' ideas in PPS about item II of part 6

According to 25 % of the teachers always tented to agree that their first step to solve the perceived problem of cheating is to ascertain a student's own perception while 50 % of them often believed that the student's own perception was the first step in the matter of cheating. On the other hand; 25 % of the teachers never agreed with the idea of this item.

ITEM III: *In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.*

ITEM 1II
Private Primary School

	A	O	ST	N
■ ITEM PPS F	3	1	0	0
■ ITEM PPS %	75	25	0	0

BELIEFS
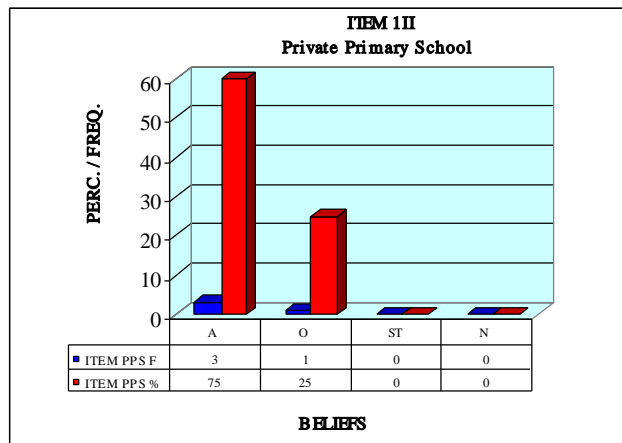
Graph4.3.7.3: The distribution of the teachers' ideas in PPS about item III of part 6

75 % of the teachers always tented to try to find the source of the problem rather than treating the symptoms in the matter of the disciplinary problems. Besides, 25 % of them often applied this situation in their English classroom.

ITEM IV: *I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.*

ITEM 1V
Private Primary School

|	A	O	ST	N
ITEM PPS F	1	2	1	0
ITEM PPS %	25	50	25	0

BELIEFS
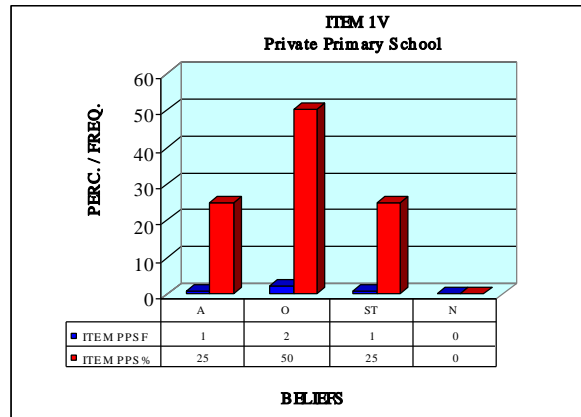
Graph4.3.7.4: The distribution of the teachers' ideas in PPS about item IV of part 6

According to 25 % of the teachers always tented to agree that they resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student while 50 % of them agreed the importance of that situation but 25 % of them sometimes applied this in their language classroom.

ITEM V: *I use all kinds of electrical equipments and know how to work them during my lesson.*

ITEM V
Private Primary School

	A	O	ST	N
ITEM PPS F	3	0	1	0
ITEM PPS %	75	0	25	0

BELIEFS
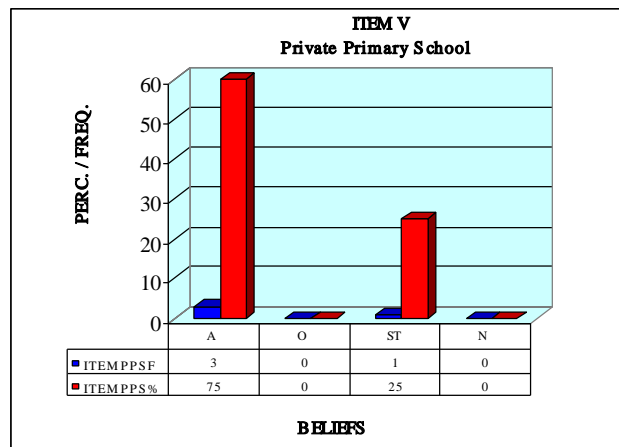
Graph4.3.7.5: The distribution of the teachers' ideas in PPS about item V of part 6

75 % of the teachers always used all kinds of electrical equipments and know how to work them during my lesson. Besides, 25 % of them sometimes used the technology in their language classrooms.

ITEM VI: I never have enough time even to do half of what I plan.

| | ITEM V1 Private Primary School | | | |
PERC. / FREQ.	A	O	ST	N
ITEM PPS F	0	0	1	3
ITEM PPS %	0	0	25	75

BELIEFS
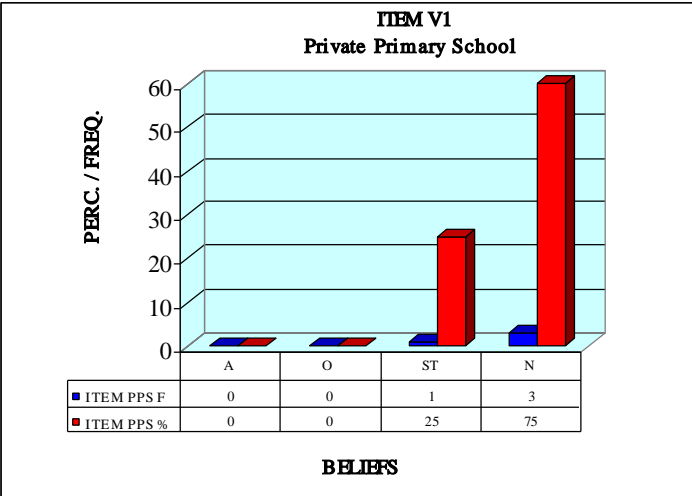
Graph4.3.7.6: The distribution of the teachers' ideas in PPS about item VI of part 6

According to 25 % of the teachers sometimes agreed that not having enough time even to do half of what they plan whereas 75 % of them disagreed with this idea.

4.3.8. The Results of Part 7

"MOTIVATION "

ITEM I: I influence the classroom environment by motivating unmotivated students.

ITEM II: As a teacher I encourage my students through both intrinsic and extrinsic motivation.

ITEM III : In my opinion; motivation only deals with the behavior of particular students.
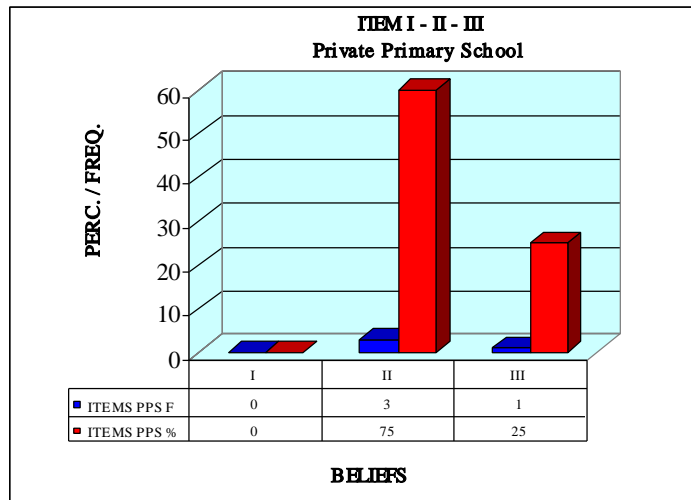
Graph 4.3.8.1: The distribution of the teachers' ideas in PPS about item I-II-III of part 7

In private primary schools, EFL teachers didn't agree with the situation I besides, 75 % of them agreed with the idea of the second item but 25% of the teachers believed the fact that motivation only deals with the behavior of particular students.

4.3.9. The Results of Part 8

"MANAGING CONSTRAINTS"

ITEM I: *If I give group activities I let the students select one of them depending on their levels and their interests.*

ITEM II: *I decide which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.*

ITEM III: *In a multilevel class, I grade the goals for different members of the group according to their language competence.*
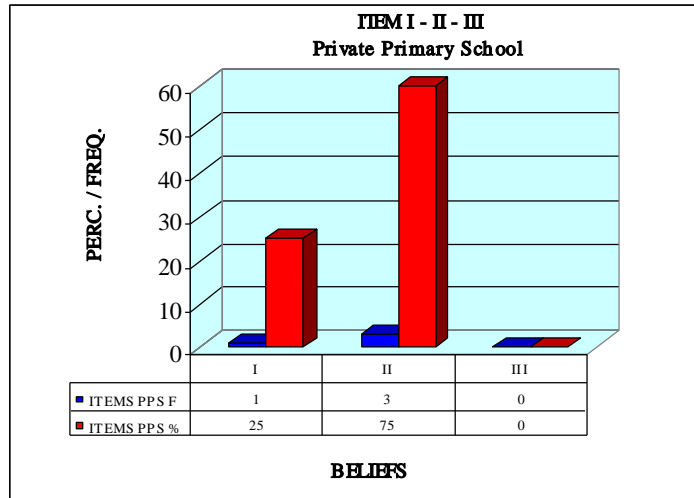
Graph 4.3.9.1: The distribution of the teachers' ideas in PPS about item I-II-III of part 8

According to 25 % of the teachers tented to agree with the idea of item I, on the other hand 75 % of them strongly agreed with the statement II and they paid attention to which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.

4.3.10. The Results of Part 9

"TEACHERS' ROLES "

ITEM I : Teachers have to make quick decisions about whether to answer a student's question, postpone or dismiss it.

ITEM II: According to me; teacher is the most powerful player in classroom dynamics and determines the class structure.

ITEM III: The teachers' roles include relationships with colleagues.
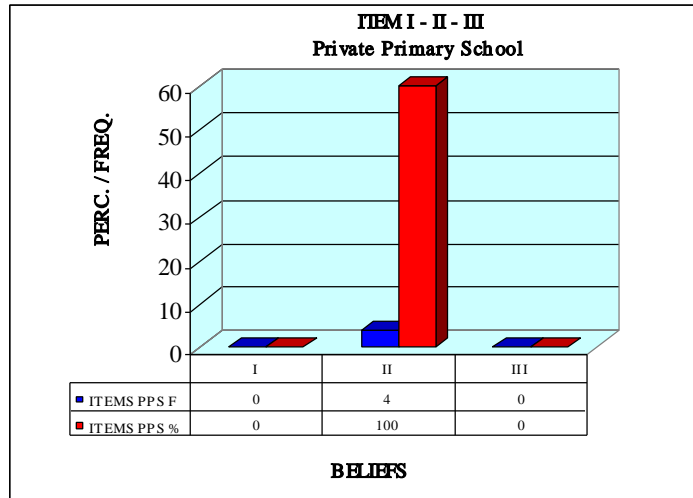
Graph4.3.10.1: The distribution of the teachers' ideas in PPS about item I-II-III of part 9

In private primary schools, all of EFL teachers believed that teacher was the most powerful player in classroom dynamics and determines the class structure and they agreed with the second item.

4.3.11. The Results of Part 10

"OPEN ANSWER"

In this section the EFL teachers of private primary schools wrote three most common problems that faced to face in their language lessons.
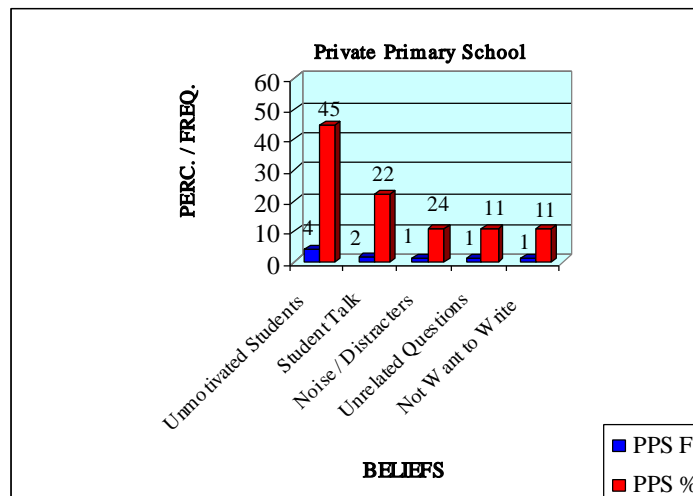
Graph4.3.11.1: Distribution of the teachers' ideas in PPS about open answer of part 10

In this graph, 5 common problems were shown together because results of the problems were near each other. Unmotivated students were the first problem according to the teachers in private primary teachers because 44 % of them were agreed with that problem while 22 % of them mentioned about the problem of student talk. 24 % of the teachers complained about the noise and distracters in the class. On the other hand, 11 % of them wrote unrelated questions and 11 % of the teachers also said that students didn't want to write.

4.4.1. The Results of State Primary Schools Teachers' Questionnaire

4.4.1.1. Gender Distribution of the Teachers

GENDER State Primary School		
	SPS F	SPS %
■ M	4	17
■ F	20	83
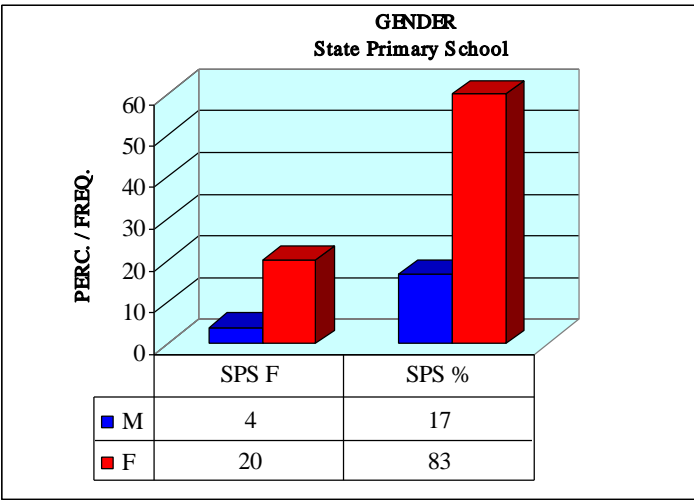
Graph 4.4.1.1: General Gender Distribution of the Teachers in SPS

In state primary schools, 17 % of the teachers were consisted of male teachers and 83 % of them were consisted of female teachers.

4.4.1.2. General Age Distribution of the Teachers

AGE
State Primary School

	20 - 30	31 - 40	41 - 50	51 - 60
M	3	0	1	0
F	19	1	0	0
F	22	1	1	0
%	92	4	4	0
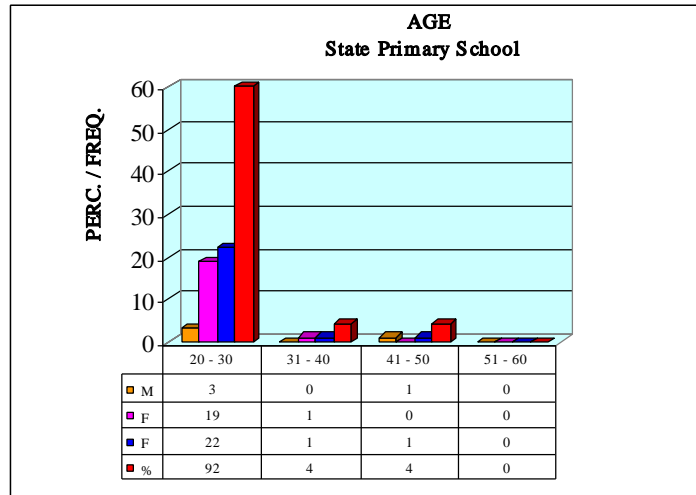
Graph 4.4.1.2: General Age Distribution of the Teachers in SPS

According to 92 % of the teachers in state primary schools, were between the age of 20-30, on the other hand 4 % of them were between 31- 40 years old and 4 % of the teachers were between 41-50 years old.

4.4.1.3. General Experience Distribution of the Teachers

EXPERIENCE
State Primary School

	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25
M	1	2	0	0	1
F	17	3	0	0	0
F	18	5	0	0	1
%	78	22	0	0	4
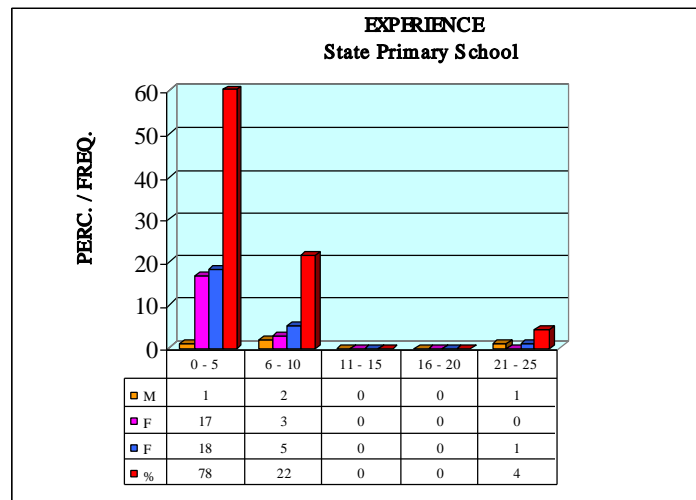
Graph 4.4.1.3: General Experience Distribution of the Teachers in SPS

According to 78 % of the teachers had an experience between 0-5 years while 22 % of them had an experience with their jobs nearly between 6- 10 years and 4 % of them had an experience between 21-25 years.

4.4.1.4. General Satisfaction Distribution of the Teachers

SATISFACTION
State Primary School

	MALE F	MALE %	FEMALE F	FEMALE %
YES	1	25	14	70
NO	3	75	6	30
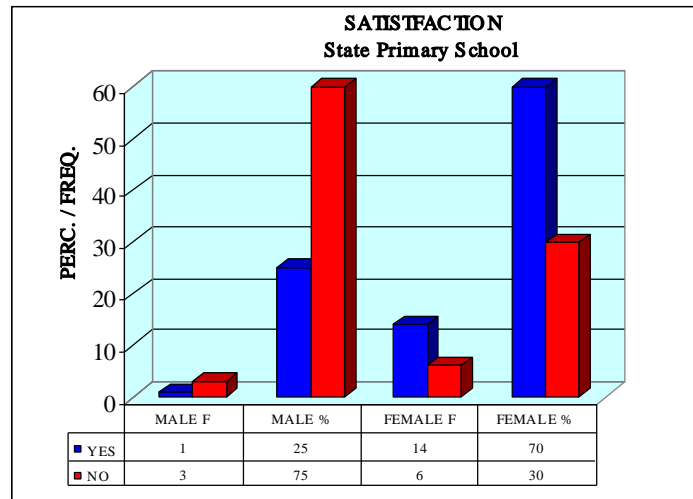
Graph 4.41.4: General Satisfaction Distribution of the Teachers in SPS

In state primary schools, among male teachers 25 % of them were satisfied with their jobs while 75 % of male teachers weren't satisfied with their jobs. On the other hand, among female teachers 70 % of them were satisfied with their job but 30 % of them weren't satisfied with their jobs.

4.4.2. The Results of Part 1

"TEACHER TALK "

ITEM I: *I talk too much and ask lots of questions during the lesson.*

ITEM 1
State Primary School

	A	O	ST	N
ITEM SPS F	4	10	9	1
ITEM SPS %	17	42	38	4

BELIEFS
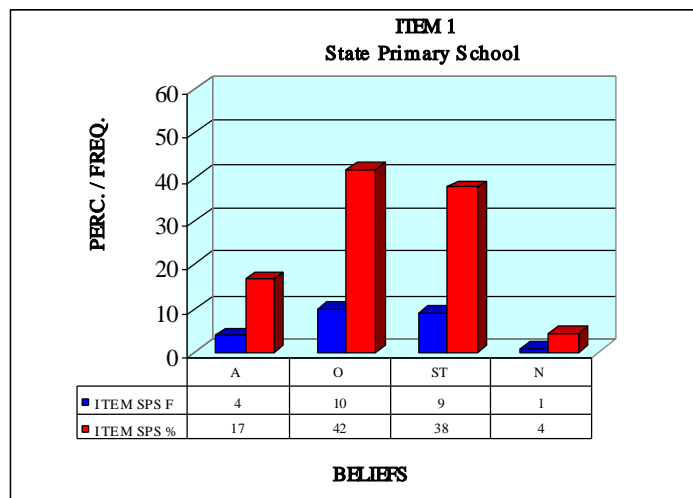
Graph 4.4.2.1: The distribution of the teachers' ideas in SPS about item I of part 1

In state primary schools, 17 % of teachers always tented to agree that they talked too much and ask lots of questions during the lesson while 42 % of the teachers often applied this situation in their classes but 38 % of them sometimes agreed with this idea and 4 % of the teachers never did this statement in the classrooms.

ITEM II: *As a teacher, I don't give long explanation about the language so my students won't become passive learners.*

ITEM 1 I
State Primary School

	A	O	ST	N
■ ITEM SPS F	0	14	10	0
■ ITEM SPS %	0	58	42	0

BELIEFS
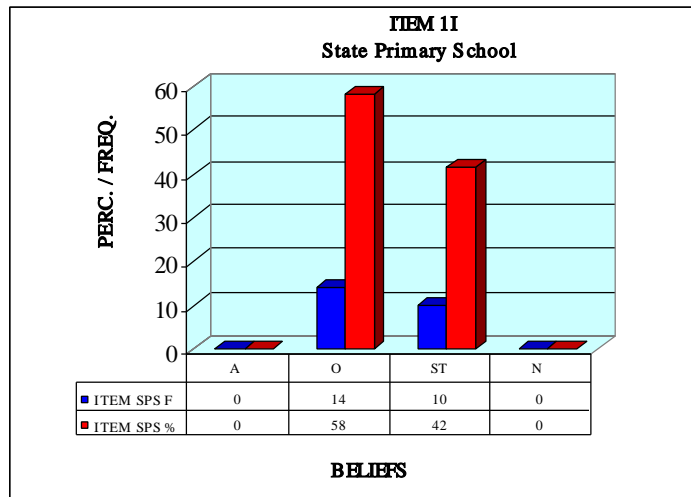
Graph 4.4.2.2: The distribution of the teachers' ideas in SPS about item II of part 1

According to 58 % of teachers in state primary teachers often tented to agree that they didn't give long explanation about the language so their students won't become passive learners while 42 % of the teachers sometimes gave long explanation about the language so their students won't become passive learners.

4.4.3. The Results of Part 2

"GIVING INSTRUCTIONS"

ITEM I: *I give instructions verbally and role-play them, showing the students what they are to do.*
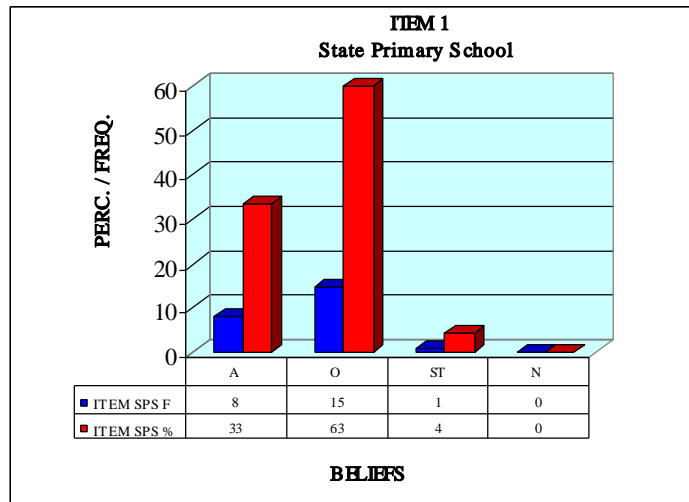
Graph 4.4.3.1: The distribution of the teachers' ideas in SPS about item I of part 2

In state primary schools, 33 % of teachers always gave instructions verbally and role-play them, showing the students what they are to do. On the other hand, 63 % of them often applied this in their classes but 4 % of the teachers sometimes did this item in their language lessons.

ITEM II: *I mimic the instructions as students guess what they are supposed to do.*
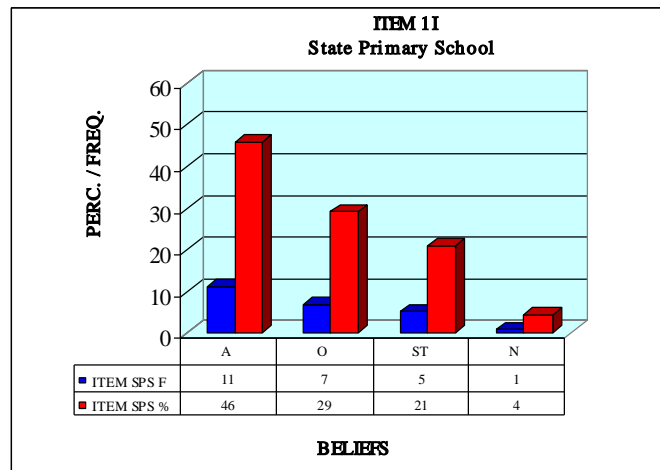
Graph 4.4.3.2: The distribution of the teachers' ideas in SPS about item II of part 2

According to 46 % of the state primary teachers always mimicked the instructions as students guess what they are supposed to do. Besides, 29 % of the teachers often did this situation in the class but 21 % of them sometimes applied this situation in the classroom and 4 % of teachers never agreed with this statement.

ITEM III: *I write instructions on the board.*

ITEM 1 II
State Primary School

	A	O	ST	N
ITEM SPS F	5	8	9	2
ITEM SPS %	21	33	38	8
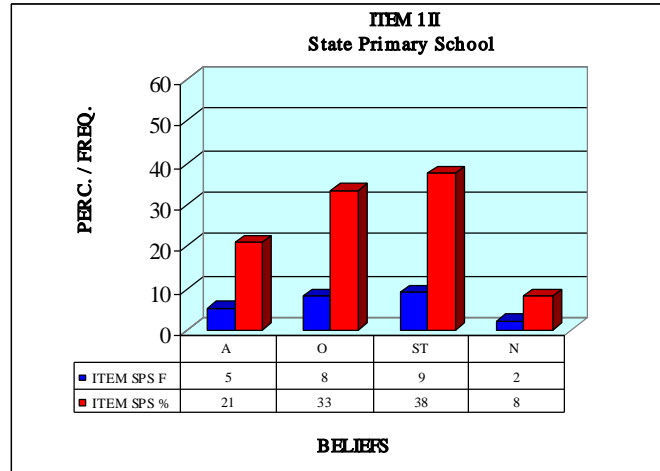
Graph 4.4.3.3: The distribution of the teachers' ideas in SPS about item III of part 2

In state primary schools, 21 % of teachers always wrote instructions on the board while 33 % of them often applied this statement. However, 38 % of the teachers sometimes agreed with it but 8 % of them disagreed with this situation.

4.4.4. The Results of Part 3

"KEEPING THE STUDENTS ON TASK "

ITEM I: *Keeping the students on task is an important part of providing students with opportunities for meaningful interaction.*

ITEM 1
State Primary School

	A	O	ST	N
ITEM SPS F	13	10	1	0
ITEM SPS %	54	42	4	0

BELIEFS

Graph 4.4.4.1: The distribution of the teachers' ideas in SPS about item I of part 3

According to 54 % of teachers in state primary schools always tented to agree that keeping the students on task is an important part of providing students with opportunities for meaningful interaction. On the other hand, 42 % of the teachers often applied this statement in their language class but 4 % of them sometimes agreed with this idea.

ITEM II: *In my class, some students sometimes have their own discussions on matters unrelated to the task.*

ITEM 1I
State Primary School

	A	O	ST	N
ITEM SPS F	2	4	15	3
ITEM SPS %	8	17	63	13

BELIEFS
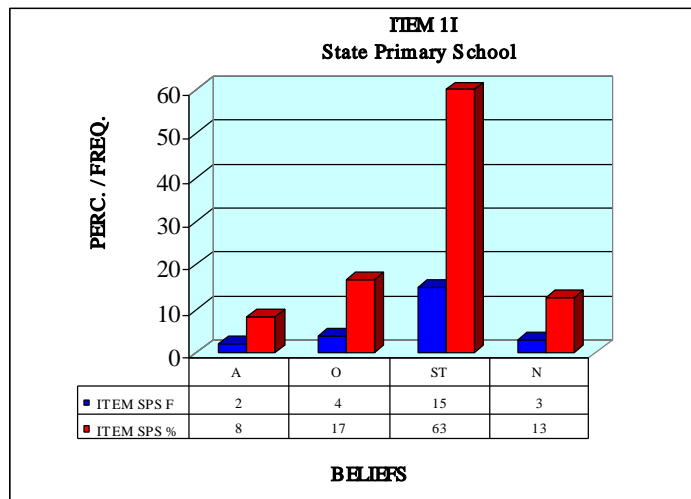
Graph 4.4.4.2: The distribution of the teachers' ideas in SPS about item II of part 3

8 % of the teachers always agreed that some students sometimes have their own discussions on matters unrelated to the task. Besides, 17 % of them often faced to face

with this situation in their class. 63 % of the teachers sometimes agreed with this statement but 13 % of them disagreed with this item.

ITEM III: *I interrupt a student in groups to make a comment on a task or ask a question.*

ITEM 1 II
State Primary School

	A	O	ST	N
■ ITEM SPS F	0	9	13	2
■ ITEM SPS %	0	38	54	8

BELIEFS
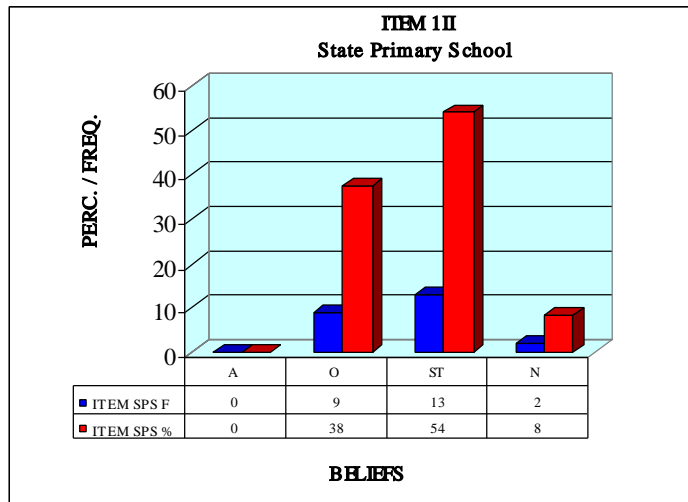
Graph 4.4.4.3: The distribution of the teachers' ideas in SPS about item III of part 3

In state primary schools, 38 % of teachers often interrupted a student in groups to make a comment on a task or ask a question while % 54 of the teachers sometimes applied this statement while making a comment in language class but 8 % of them never agreed this item.

4.4.5. The Results of Part 4

"YOUR VOICE AND BODY LANGUAGE "

ITEM I: *I bury myself in mynotes and plans.*
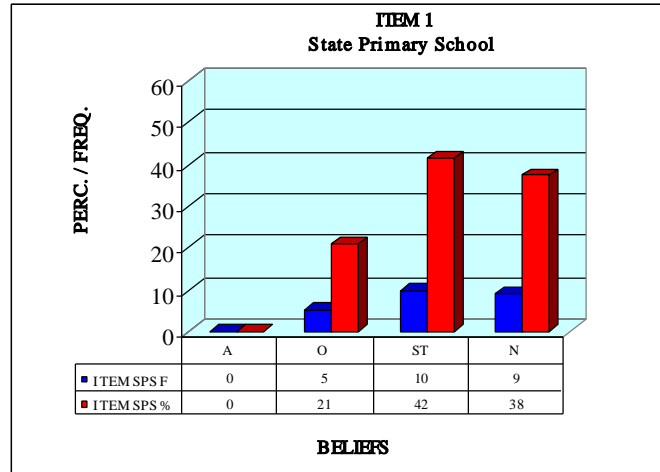
Graph 4.4.5.1: The distribution of the teachers' ideas in SPS about item I of part 4

According to 21 % of the teachers often buried themselves in their notes and plans. On the other hand, 42 % of them sometimes agreed with this item but 38 % of them never agreed and never buried themselves in their notes and plans.

ITEM II: *I plant my feet firmly in one place for the whole hour.*
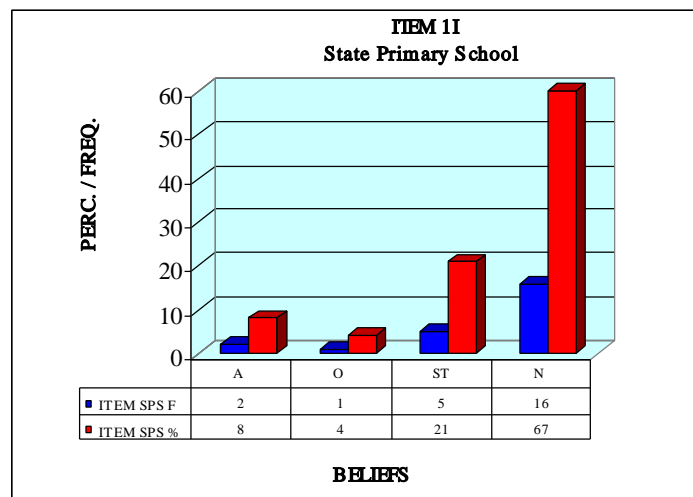
Graph 4.4.5.2: The distribution of the teachers' ideas in SPS about item II of part 4

8 % of teachers always applied this situation in their classroom while 4 % of the teachers often agreed with this item but 21 % of them sometimes planted their feet firmly in one place for the whole hour and 67 % of them disagreed with this statement.

ITEM III: *I make frequent eye contact with all students in class.*
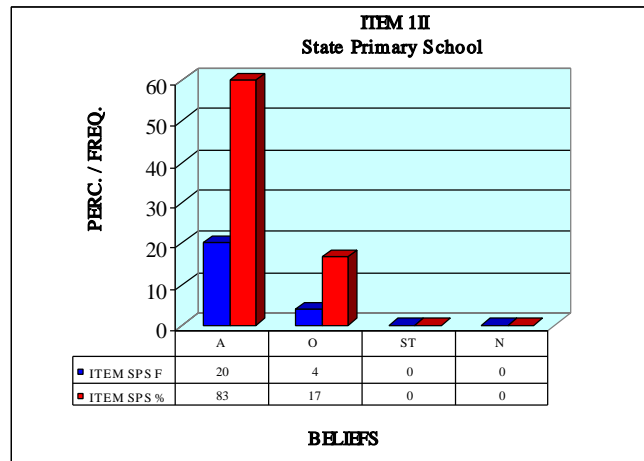
Graph 4.4.5.3: The distribution of the teachers' ideas in SPS about item III of part 4

83 % of the teachers in state primary schools always made frequent eye contact with all students in class. Besides, 17 % of them often agreed with this item.

4.4.6. The Results of Part 5

"TEACHING LARGE CLASSES "

ITEM I: *I use peer-editing, feedback and evaluation in written work whenever appropriate.*

Graph 4.4.6.1: The distribution of the teachers' ideas in SPS about item I of part 5

According to 42 % of the teachers always tented to use peer-editing, feedback and evaluation in written work whenever appropriate. On the other hand, 38 % of the teachers often applied this item in large classes but 21 % of them sometimes agreed with this situation.

ITEM II: *I give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.*

ITEM 1 I
State Primary School

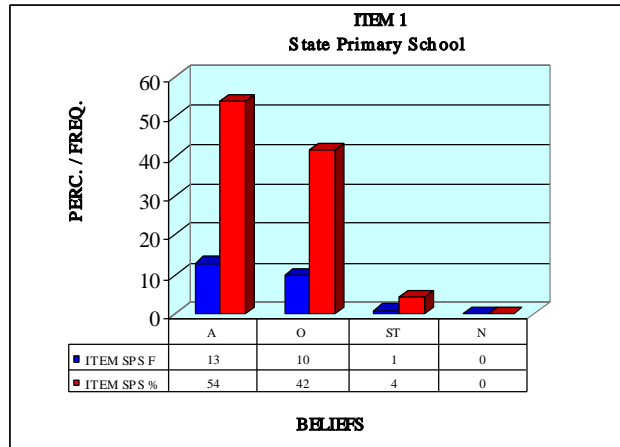|	A	O	ST	N
ITEM SPS F	3	12	8	1
ITEM SPS %	13	50	33	4

BELIEFS
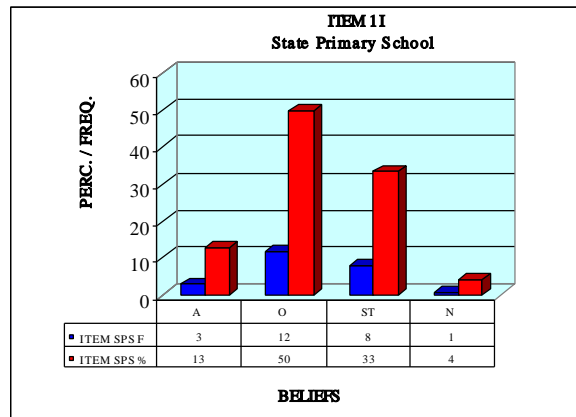
Graph 4.4.6.2: The distribution of the teachers' ideas in SPS about item II of part 5

In state primary schools, 13 % of teachers always gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency while 50 % of them agreed with this item but 33 % of the teachers sometimes applied this situation in their classes and 4 % of them disagreed with this idea.

ITEM III: *I try to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course.*
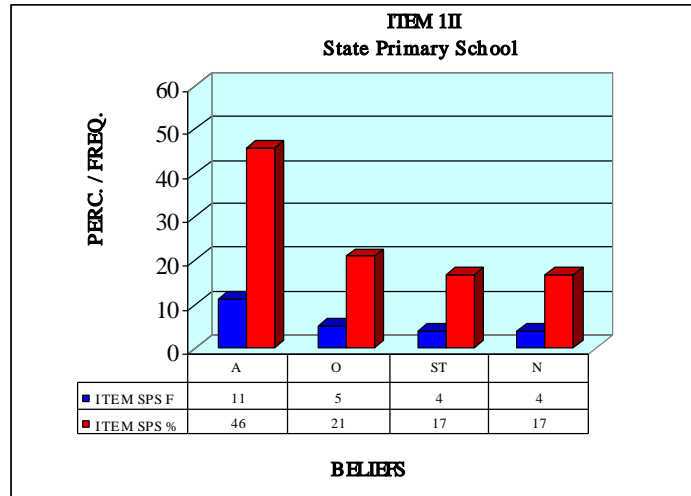
Graph 4.4.6.3: The distribution of the teachers' ideas in SPS about item III of part 5

46 % of the teachers always tented to agree that they tried to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. On the other hand, 21 % of them often agreed with that situation but 17 % of the teachers sometimes applied this method to remember their students' names besides 17 % of teachers never did this statement.

ITEM IV: *I give limited feedback on my students' written work.*
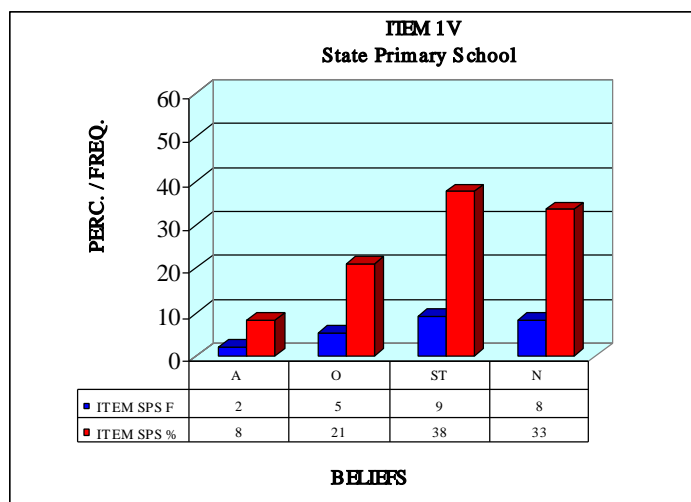
Graph 4.4.6.4: The distribution of the teachers' ideas in SPS about item IV of part 5

According to 8 % of the teachers always gave limited feedback on their students' written work while 21 % of them often agreed with this item. On the other hand, 38 % of the teachers sometimes applied this statement in their classroom but 33 % of the teachers never gave limited feedback on their students' written work.

4.4.7. The Results of Part 6

"POSSIBLE PROBLEMS IN YOUR CLASSROOM   "

ITEM I: I never remember my students' names.

	A	O	ST	N
ITEM SPS F	0	0	10	14
ITEM SPS %	0	0	42	58
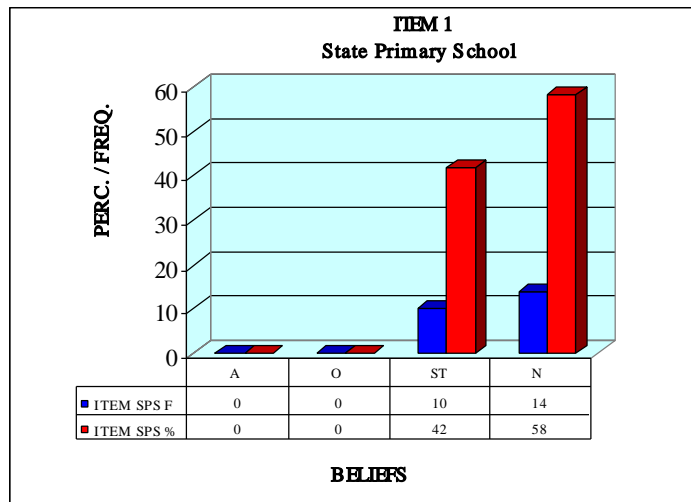
Graph 4.4.7.1: The distribution of the teachers' ideas in SPS about item I of part 6

In state primary schools, 42 % of the teachers sometimes agreed that they never remembered their students' names. Besides, 58 % of teachers disagreed with this statement.

ITEM II: *My first step to solve a perceived problem of cheating is to ascertain a student's own perception.*

ITEM II
State Primary School

|	A	O	ST	N
■ ITEM SPS F	4	8	12	0
■ ITEM SPS %	17	33	50	0

BELIEFS
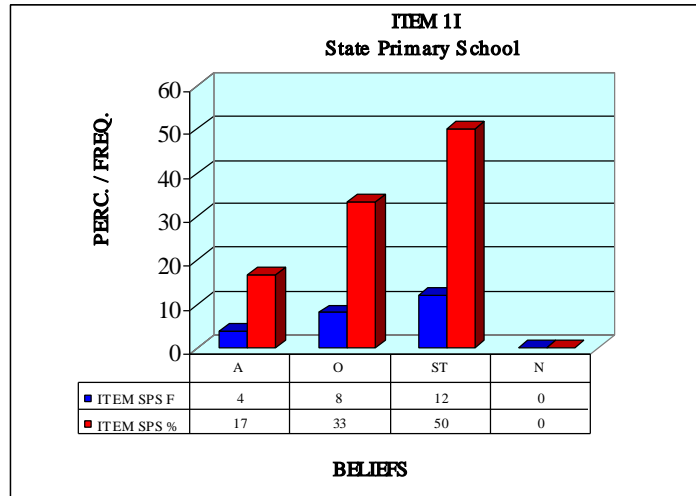
Graph 4.4.7.2: The distribution of the teachers' ideas in SPS about item II of part 6

17 % of the teachers always tented to solve a perceived problem of cheating is to ascertain a student's own perception while 33 % of them often agreed with this statement and 50 % of the teachers sometimes applied this item in their classroom.

ITEM III: *In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.*

ITEM III
State Primary School

	A	O	ST	N
■ ITEM SPS F	11	10	3	0
■ ITEM SPS %	46	42	13	0

BELIEFS
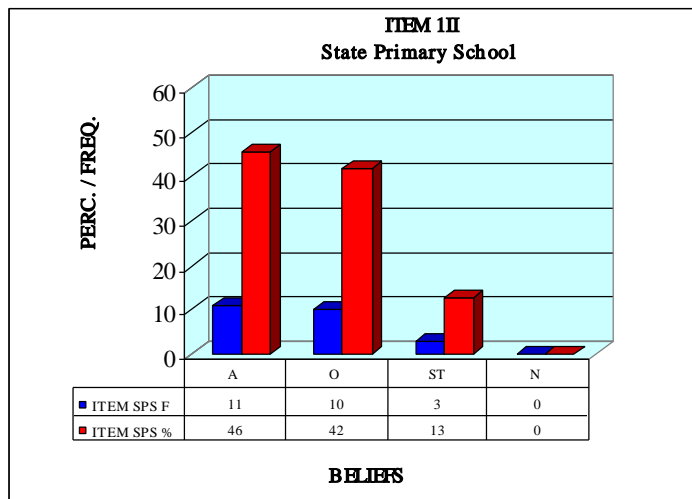
Graph 4.4.7.3: The distribution of the teachers' ideas in SPS about item III of part 6

46 % of the teachers always tried to find the source of the problem rather than treating the symptoms while 42 % of them often tented to apply this statement in the matter of solving disciplinary problems but 13 % of the teachers sometimes agreed with this item.

ITEM IV: *I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.*
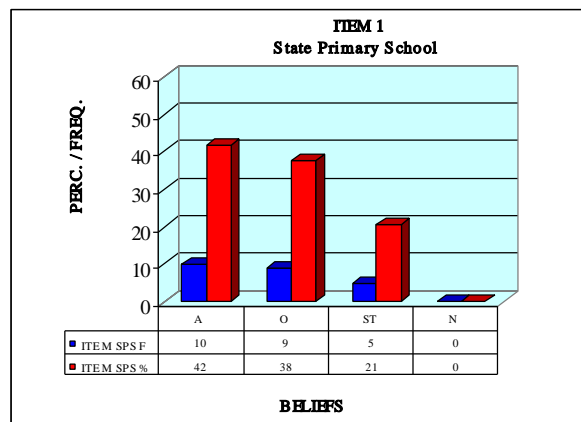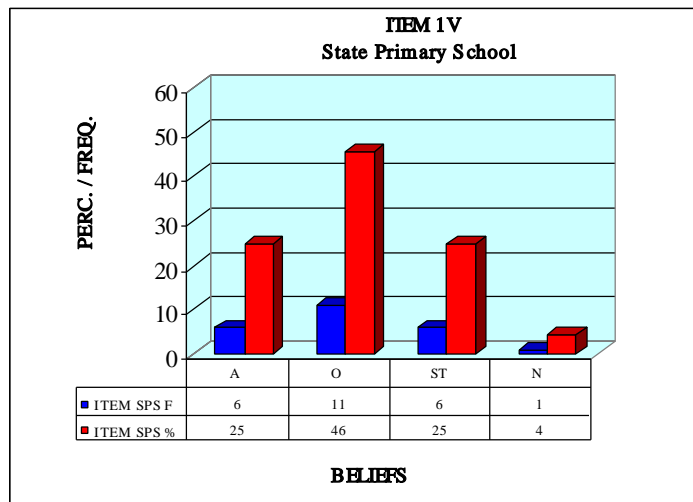

Graph 4.4.7.4: The distribution of the teachers' ideas in SPS about item IV of part 6

According to 25 % of the teachers in state primary schools 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, 46 % of the teachers often solved the disciplinary problems as mentioned in this item but 25 % of them sometimes agreed with this statement and 4 % of them never did this.

ITEM V: I use all kinds of electrical equipments and know how to work them during my lesson
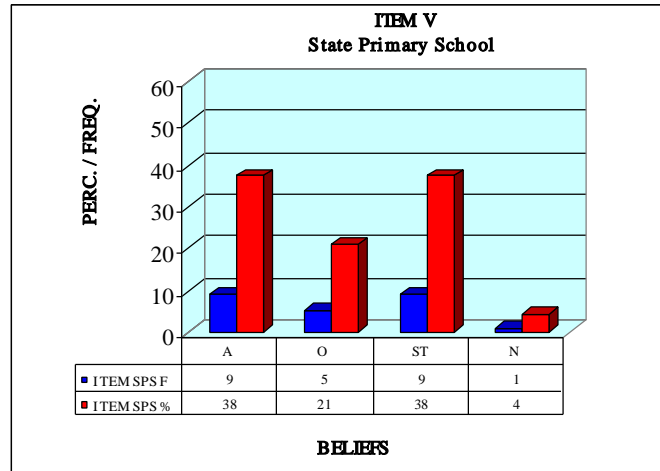
Graph 4.4.7.5: The distribution of the teachers' ideas in SPS about item V of part 6

38 % 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 often agreed with this statement but 38 % of the teachers sometimes use the technology in their English classrooms and 4 % of them never use electrical equipments in their lessons.

ITEM VI: I never have enough time even to do half of what I plan.
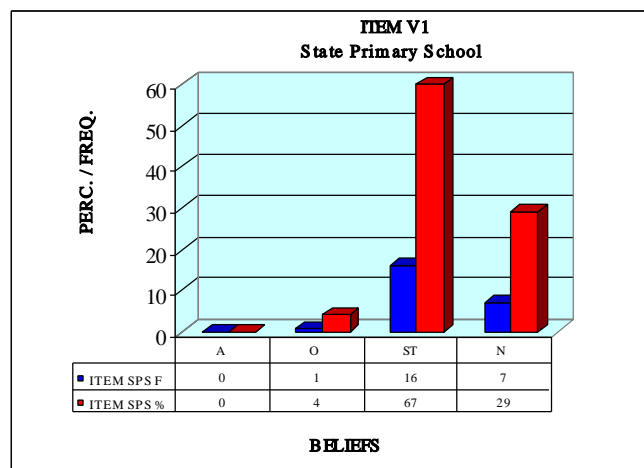
Graph 4.4.7.6: The distribution of the teachers' ideas in SPS about item VI of part 6

4 % of the teachers often agreed that they never had enough time even to do half of what I plan. On the other hand, 67 % of the teachers sometimes agreed with this statement but 29 % of them disagreed with this item.

4.4.8. The Results of Part 7

"MOTIVATION "

ITEM I: I influence the classroom environment by motivating unmotivated students.

ITEM II: As a teacher I encourage my students through both intrinsic and extrinsic motivation.

ITEM III : In my opinion; motivation only deals with the behavior of particular students.

	I	II	III
■ ITEMS SPS F	5	2	17
■ ITEMS SPS %	21	8	71
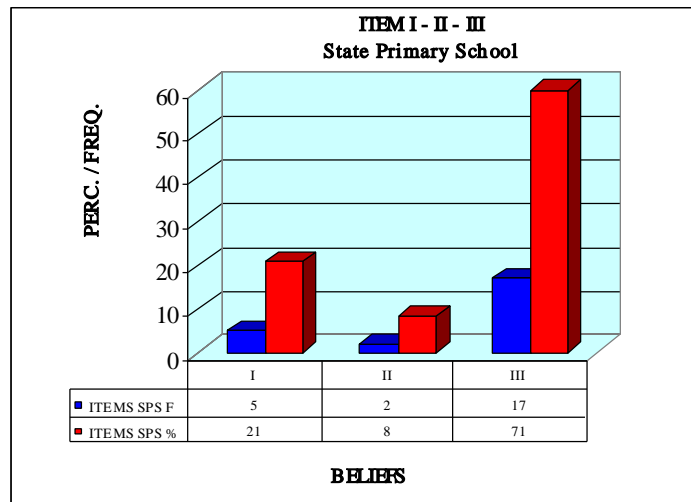
Graph 4.4.8.1: The distribution of the teachers' ideas in SPS about item I-II-III of part 7

According to 21 % of the teachers tented to influence the classroom environment by motivating unmotivated students while 8 % of them agreed with the idea of encouraging their students through both intrinsic and extrinsic motivation. Besides, 71 % of them agreed with the third item.

4.4.9. The Results of Part 8

PART 8 : "MANAGING CONSTRAINTS"

ITEM I: If I give group activities I let the students select one of them depending on their levels and their interests.

ITEM II: I decide which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.

ITEM III : In a multilevel class, I grade the goals for different members of the group according to their language competence.
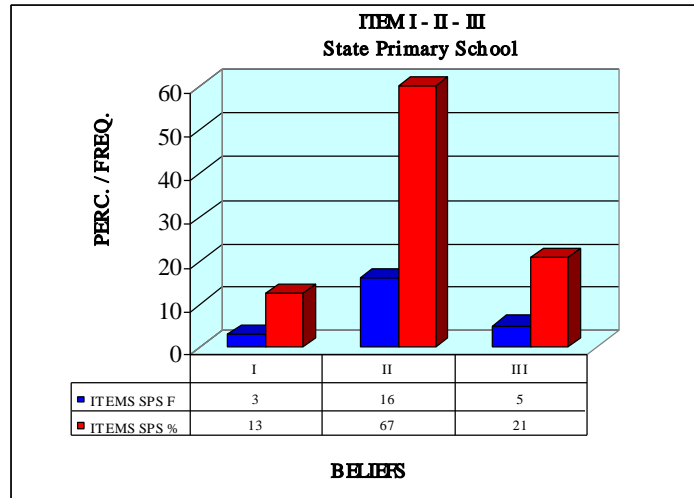
Graph 4.4.9.1: The distribution of the teachers' ideas in SPS about item I-II-III of part 8

       13 % of the teachers agreed that if they gave group activities they let the students select one of them depending on their levels and their interests. On the other hand, 67 % of them believed that they decided which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work but 21 % of them agreed with the item III.

4.4.10. The Results of Part 9

"TEACHERS' ROLES"

ITEM I : *Teachers have to make quick decisions about whether to answer a student's question, postpone or dismiss it.*

ITEM II: *According to me; teacher is the most powerful player in classroom dynamics and determines the class structure.*

ITEM III: *The teachers' roles include relationships with colleagues.*
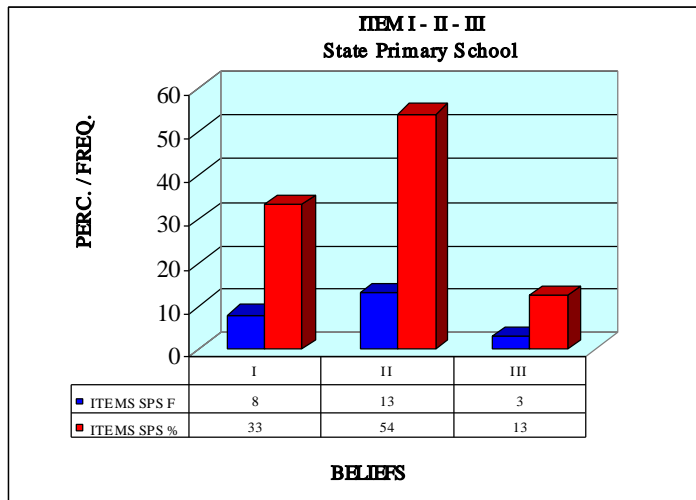
Graph 4.4.10.1:The distribution of the teachers' ideas in SPS about item I-II-III of part 9

According to 33 % of teachers in state primary schools tented to agree that they have to make quick decisions about whether to answer a student's question, postpone or dismiss it while 54 % of them believed that teacher is the most powerful player in classroom dynamics and determines the class structure. But 13 % of the teachers agreed with the importance of the relationships with the teachers.

4.4.11. The Results of Part 10

"OPEN ANSWER"

In this section, the ELT teachers of state primary schools wrote three most common problems that occurred in their classroom.
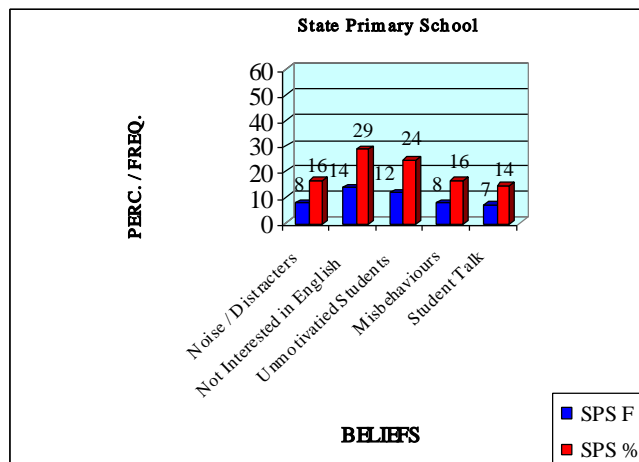
Graph 4.4.11.1: Distribution of the teachers' ideas in SPS about open answer of part 10

Five problems were mentioned here. Results of the problems were near to each other. 16 % of the teachers agreed with the problem of noise and distracters while 29 % of them complained about that the students weren't interested in English. On the other hand; 24 % of them agreed that some of the students were unmotivated in lessons and 16 % of the teachers faced to face misbehaviors students during the lesson. Besides, 14 % of them wrote student talk as a problem for classroom management.

4.5.1. The Results of Private High Schools Teachers' Questionnaire

4.5.1.1. General Gender Distribution of the Teachers

GENDER
Private High School

	PHS F	PHS %
M	3	37
F	5	63
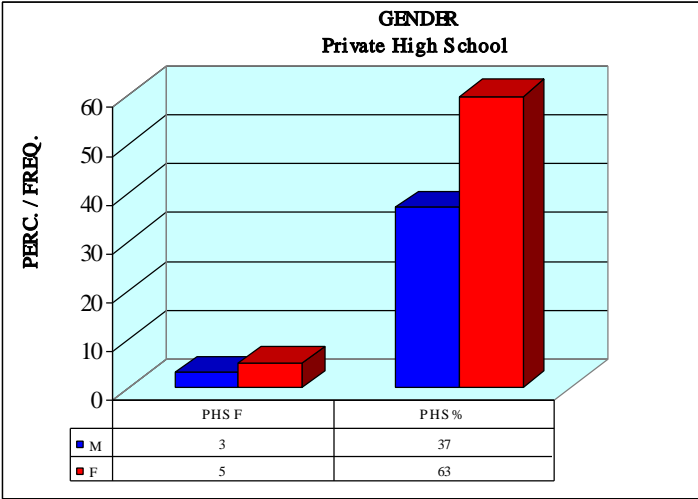
Graph 4.5.1.1: General Gender Distribution of the Teachers in PHS

In private high schools, 38 % of the teachers were consisted of male teachers and 63 % of them were consisted of female teachers.

4.5.1.2. General Age Distribution of the Teachers
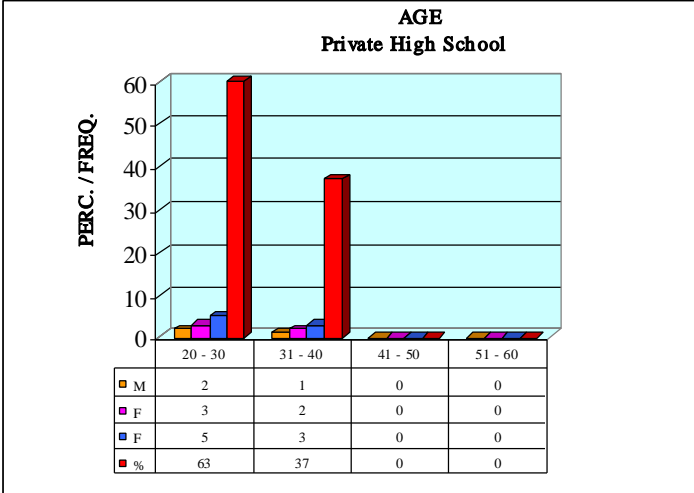
Graph 4.5.1.2: General Age Distribution of the Teachers in PHS

According to 63 % of the teachers were between 20-30 years old and 38 % of them was between 31- 40 years old in the private high schools.

4.5.1.3. General Experience Distribution of the Teachers
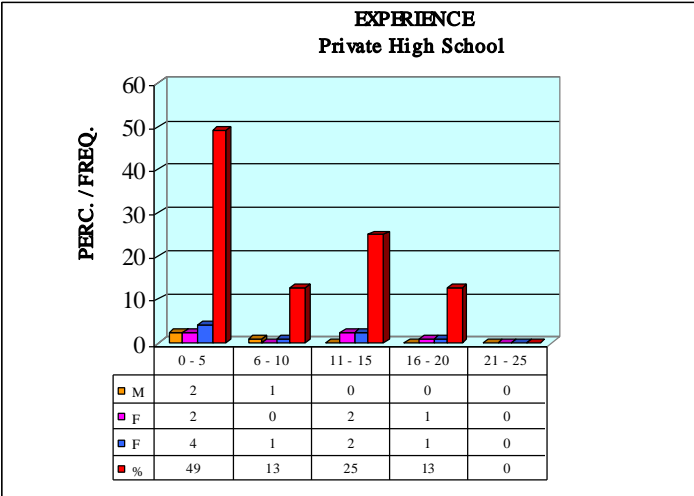
Graph 4.5.1.3: General Experience Distribution of the Teachers in PHS

50 % of the teachers had an experience with their jobs between 0-5 years. On the other hand, 13 % of them had an experience between 6-10 years and 25 % of them had an experience between 11-15 years besides, 13 % of the teachers had an experience nearly between 16-20 years in private high schools.

4.5.1.4. General Satisfaction Distribution of the Teachers
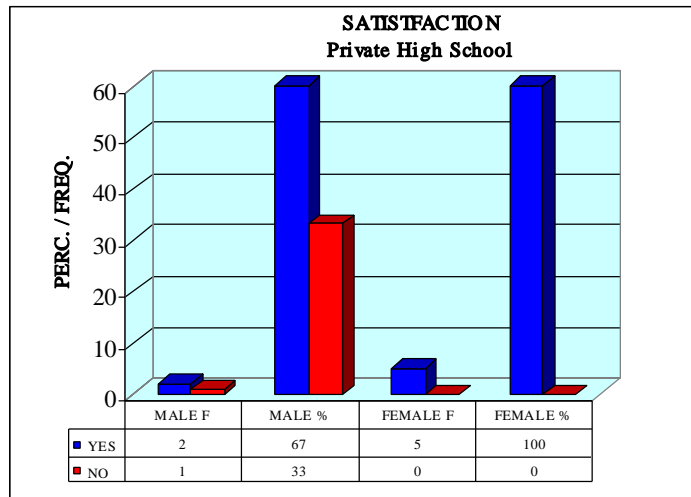
Graph 4.5.1.4: General Satisfaction Distribution of the Teachers in PHS

In private high schools, 67 % of male teachers were satisfied with their jobs while 33 % of male teachers weren't satisfied with their jobs. On the other hand, all of the female teachers, that is 100 % of them were satisfied with their jobs.

4.5.2. The Results of Part 1

"TEACHER TALK "

ITEM I: I talk too much and ask lots of questions during the lesson.
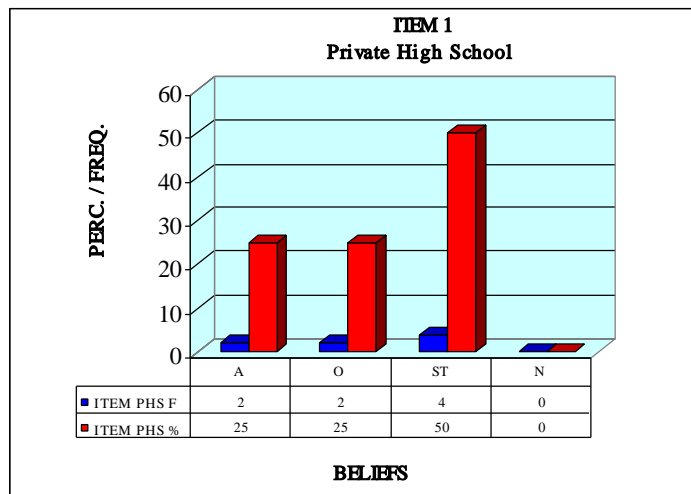
Graph 4.5.2.1: The distribution of the teachers' ideas in PHS about item I of part 1

According to 25 % of the teachers always agreed that they talked too much and ask lots of questions during the lesson while 25 % of them often applied this statement in their classroom and 50 % of the teachers sometimes agreed with this item.

ITEM II: *As a teacher, I don't give long explanation about the language so my students won't become passive learners.*

	ITEM 1 I Private High School			
	A	O	ST	N
ITEM PHS F	1	5	2	0
ITEM PHS %	13	62	25	0
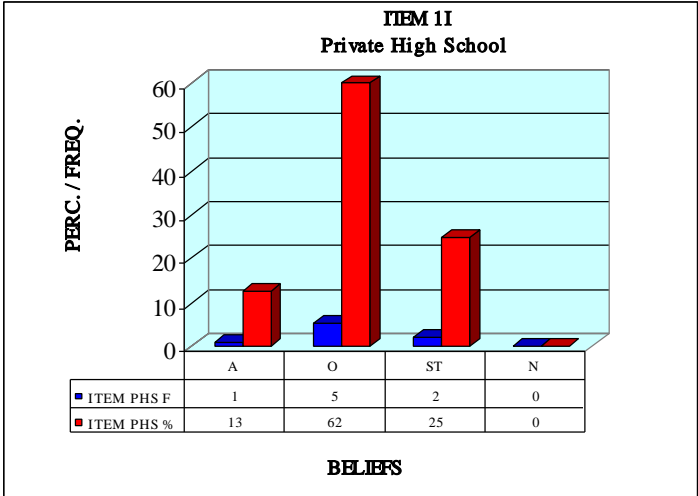
Graph 4.5.2.2: The distribution of the teachers' ideas in PHS about item II of part 1

13 % of the teachers always agreed with that they didn't give long explanation about the language so my students won't become passive learners while 63 % of them often applied that statement in the class but 25 % of the teachers sometimes agreed with this item.

4.5.3. The Results of Part 2

"GIVING INSTRUCTIONS"

ITEM I: *I give instructions verbally and role-play them, showing the students what they are to do.*

Graph 4.5.3.1: The distribution of the teachers' ideas in PHS about item I of part 2

In private high schools, 50 % of the teachers always gave instructions verbally and role-play them, showing the students what they are to do while 25 % of the teachers often applied this statement in the classes but 25 % of them sometimes agreed with this statement.

ITEM II: *I mimic the instructions as students guess what they are supposed to do.*
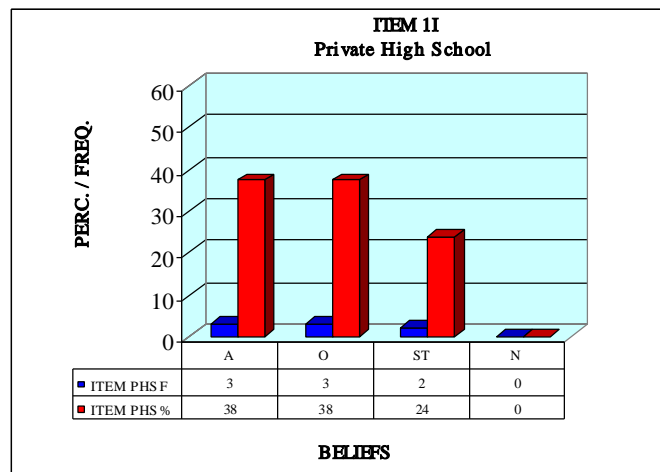
Graph 4.5.3.2: The distribution of the teachers' ideas in PHS about item II of part 2

According to 38 % of the teachers always mimicked the instructions as students guess what they are supposed to do. On the other hand, 38 % of them often agreed with this statement and 25 % of the teachers sometimes applied this situation in their English lessons.

ITEM III: *I write instructions on the board.*

ITEM 1 II
Private High School

	A	O	ST	N
■ ITEM PHS F	2	0	5	1
■ ITEM PHS %	25	0	62	13

BELIEFS
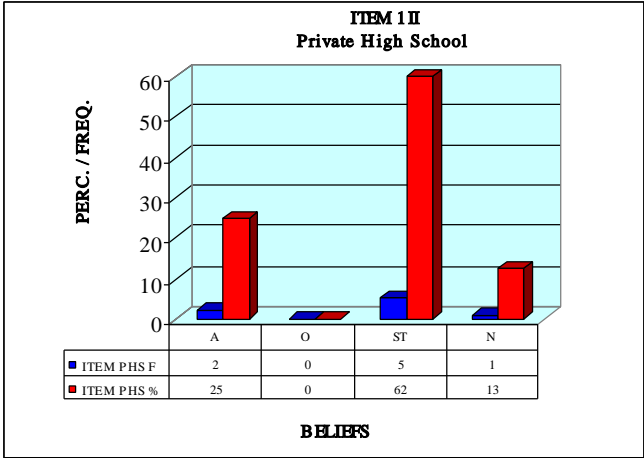
Graph 4.5.3.3: The distribution of the teachers' ideas in PHS about item III of part 2

In private high schools, 25 % of teachers always tented to agree that they wrote the instructions on the board while 63 % of them sometimes applied this method in the class but 13 % of the teachers never agreed with this statement.

4.5.4. The Results of Part 3

"KEEPING THE STUDENTS ON TASK "

ITEM I: *Keeping the students on task is an important part of providing students with opportunities for meaningful interaction.*

ITEM 1
Private High School

	A	O	ST	N
ITEM PHS F	6	2	0	0
ITEM PHS %	75	25	0	0

BELIEFS
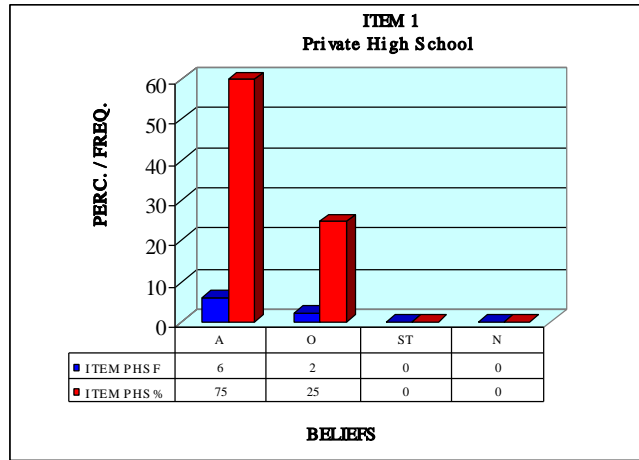
Graph 4.5.4.1: The distribution of the teachers' ideas in PHS about item I of part 3

According to 75 % of the teachers always tented to agree that keeping the students on task is an important part of providing students with opportunities for meaningful interaction. Besides, 25 % of them often believed that statement.

ITEM II: *In my class, some students sometimes have their own discussions on matters unrelated to the task.*

ITEM 1I
Private High School

	A	O	ST	N
ITEM PHS F	0	2	6	0
ITEM PHS %	0	25	75	0

BELIEFS
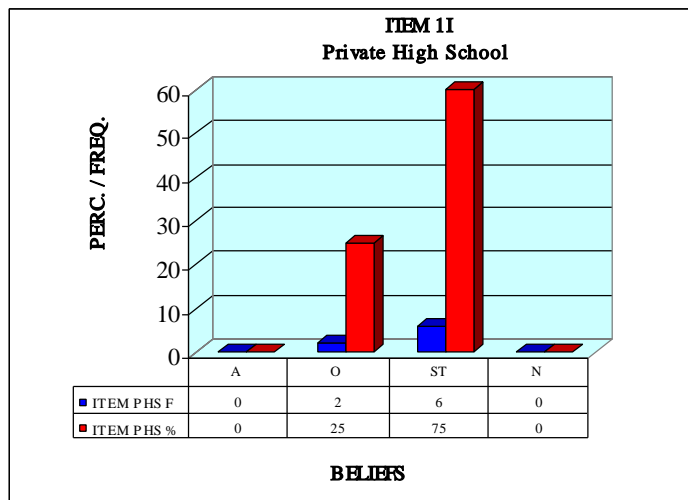
Graph 4.5.4.2: The distribution of the teachers' ideas in PHS about item II of part 3

In private high schools, 25 % of the teachers often agreed that some students sometimes have their own discussions on matters unrelated to the task in their classes while 75 % of the teachers sometimes believed that statement.

ITEM III: *I interrupt a studen t in groups to make a comment on a task or ask a question.*

ITEM 1 II
Private High School

	A	O	ST	N
ITEM PHS F	0	2	6	0
ITEM PHS %	0	25	75	0

BELIEFS
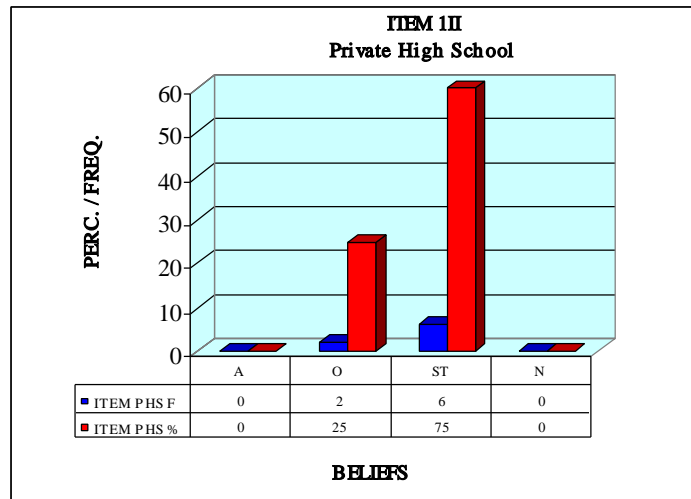
Graph 4.5.4.3: The distribution of the teachers' ideas in PHS about item III of part 3

25 % of the teachers of private high schools often interrupted a student in groups to make a comment on a task or ask a question. On the other hand, 75 % of them sometimes agreed with this statement.

4.5.5. The Results of Part 4

"YOUR VOICE AND BODY LANGUAGE "

ITEM I: *I bury myself in my notes and plans.*

ITEM 1
Private High School

	A	O	ST	N
■ ITEM PHS F	0	2	1	5
■ ITEM PHS %	0	25	13	62

BELIEFS
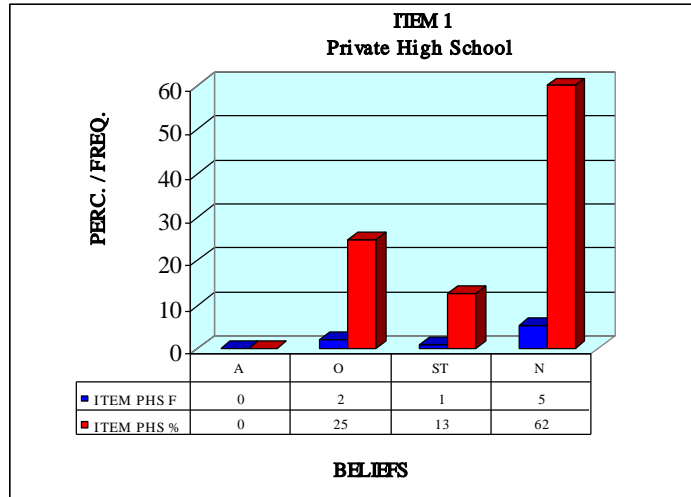
Graph 4.5.5.1: The distribution of the teachers' ideas in PHS about item I of part 4

According to 25 % of the teachers often agreed that they buried themselves in their notes and plans while 13 % of them sometimes faced to face with this situation and 63 % of 8 teachers disagreed with this item.

ITEM II: *I plant my feet firmly in one place for the whole hour.*

ITEM 1I
Private High School

	A	O	ST	N
■ ITEM PHS F	0	0	0	8
■ ITEM PHS %	0	0	0	100

BELIEFS
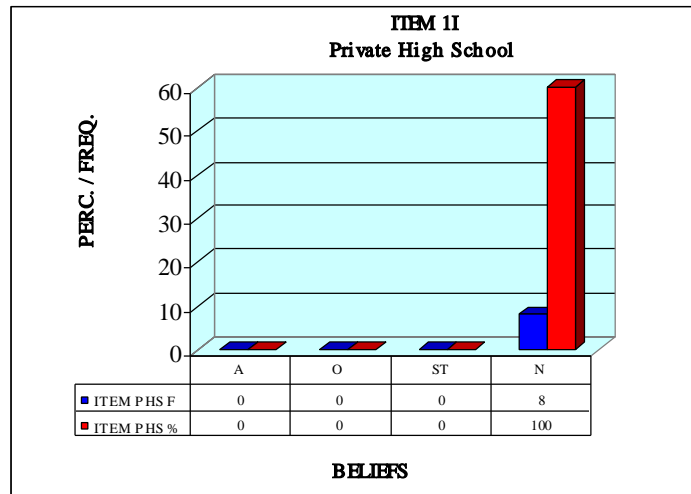
Graph 4.5.5.2: The distribution of the teachers' ideas in PHS about item II of part 4

In private high schools, all of EFL teachers disagreed with the idea of planting their feet firmly in one place for the whole hour during their English classrooms.

ITEM III: *I make frequent eye contact with all students in class.*

	A	O	ST	N
ITEM PHS F	5	3	0	0
ITEM PHS %	62	38	0	0
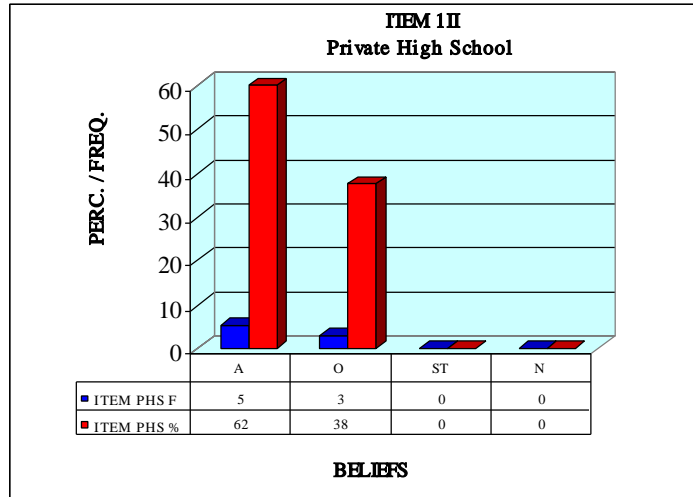
Graph 4.5.5.3: The distribution of the teachers' ideas in PHS about item III of part 4

63 % of the teachers always tented to agree that they made frequent eye contact with all students in class. On the other hand, 38 % of them often applied this statement in the classrooms.

4.5.6. The Results of Part 5

"TEACHING LARGE CLASSES "

ITEM I: *I use peer-editing, feedback and evaluation in written work whenever appropriate.*

ITEM 1
Private High School

	A	O	ST	N
ITEM PHS F	5	1	2	0
ITEM PHS %	62	13	25	0

BELIEFS
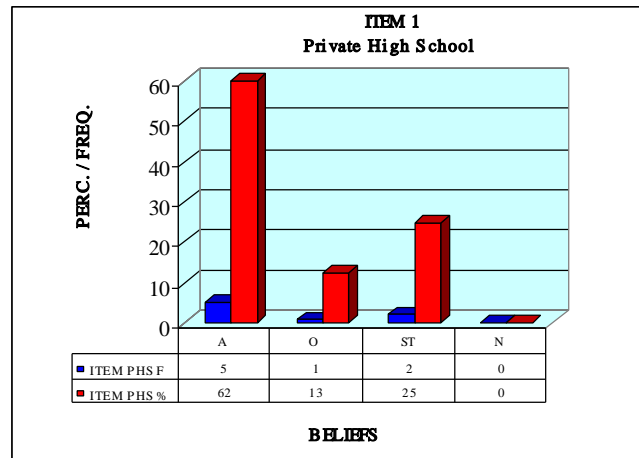
Graph 4.5.6.1: The distribution of the teachers' ideas in PHS about item I of part 5

According to 63 % of the teachers always belied the importance of using peer-editing, feedback and evaluation in written work whenever appropriate while 13 % of the teachers often applied this method in the classes but 25 % of the teachers sometimes agreed with this situation.

ITEM II: *I give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.*

ITEM 1I
Private High School

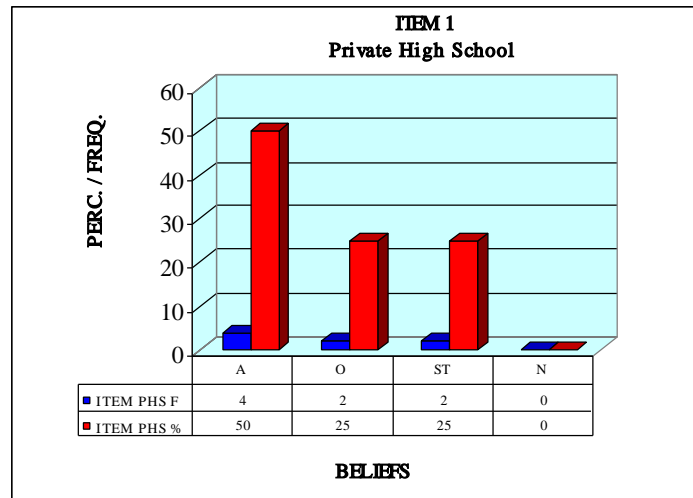|	A	O	ST	N
ITEM PHS F	4	3	1	0
ITEM PHS %	50	37	13	0

BELIEFS
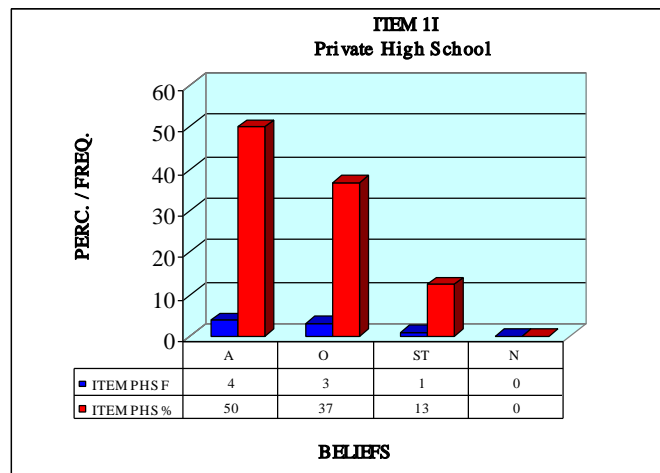
Graph 4.5.6.2: The distribution of the teachers' ideas in PHS about item II of part 5

50 % of the teachers always agreed with this statement while 38 % of them often agreed this item but 13 % of the teachers sometimes gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.

ITEM III: *I try to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course.*
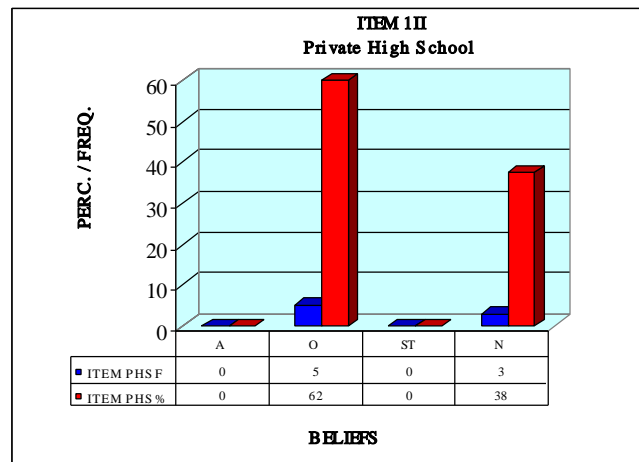
Graph 4.5.6.3: The distribution of the teachers' ideas in PHS about item III of part 5

According to 63 % of the teachers of private high schools, often tried to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. On the other hand, 38 % of them disagreed with this situation.

ITEM IV: *I give limited feedback on my students' written work.*
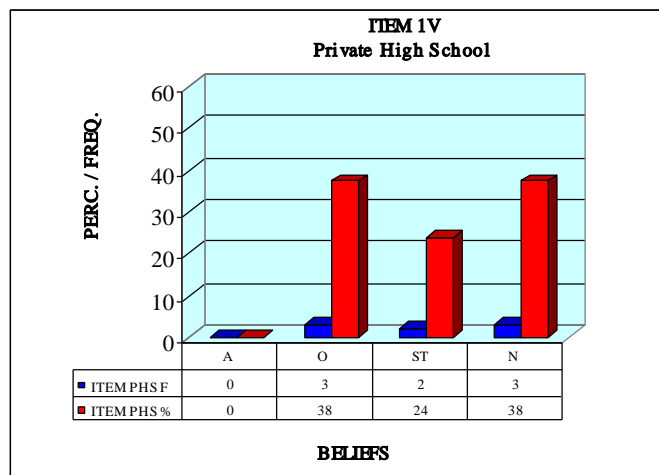
Graph 4.5.6.4: The distribution of the teachers' ideas in PHS about item IV of part 5

In private high schools, 38 % of the teachers often gave limited feedback on their students' written work while 25 % of them sometimes applied this statement in their language classrooms. Besides, 38 % of them never applied this in the classes.

4.5.7. The Results of Part 6

"POSSIBLE PROBLEMS IN YOUR CLASSROOM "

ITEM I: *I never remember my students' names.*

	A	O	ST	N
ITEM PHS F	0	0	2	6
ITEM PHS %	0	0	25	75
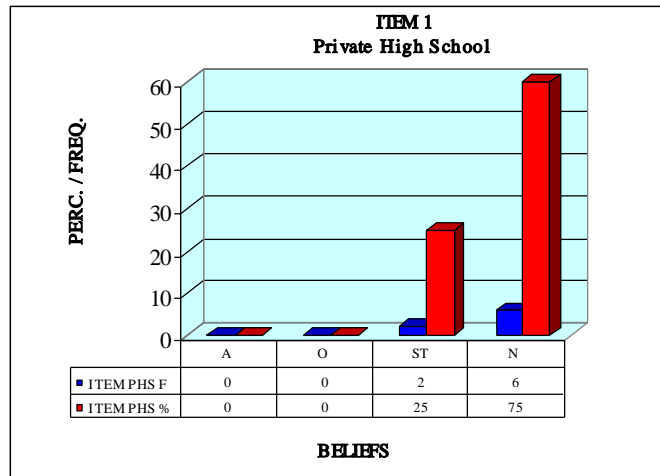
Graph 4.5.7.1: The distribution of the teachers' ideas in PHS about item I of part 6

According to 25 % of the teachers sometimes agreed that they never remembered their students' names while 75 % of them disagreed with this statement.

ITEM II: *My first step to solve a perceived problem of cheating is to ascertain a student's own perception.*

	A	O	ST	N
ITEM PHS F	1	5	1	1
ITEM PHS %	13	61	13	13
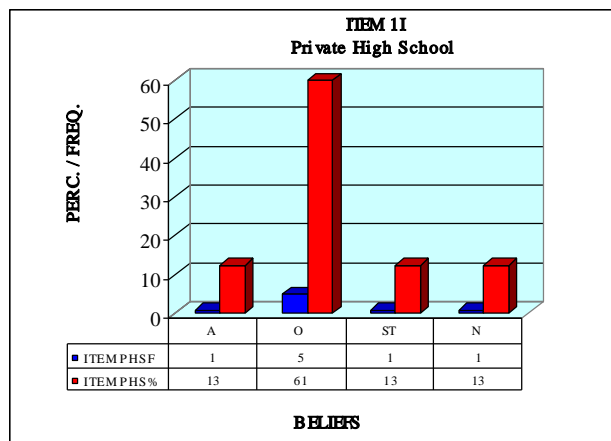
Graph 4.5.7.2: The distribution of the teachers' ideas in PHS about item II of part 6

13 % of the teachers always tented to agree that their first step solve a perceived problem of cheating are to ascertain a student's own perception. On the other hand, 63 % of the teachers often applied this method as mentioned in item but 13 % of them agreed with this statement and 13 % of the teachers disagreed with it.

ITEM III: *in resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.*

ITEM 1II
Private High School

	A	O	ST	N
■ ITEM PHS F	4	4	0	0
■ ITEM PHS %	50	50	0	0

BELIEFS
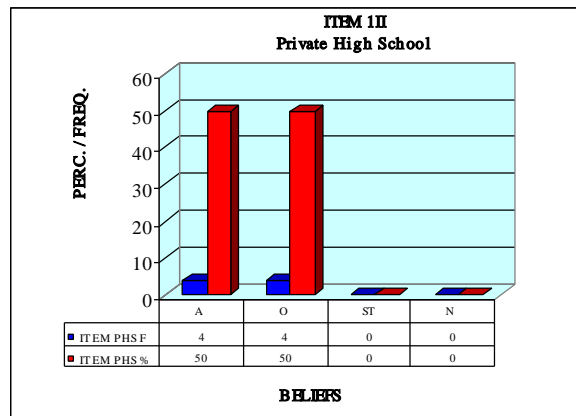
Graph 4.5.7.3: The distribution of the teachers' ideas in PHS about item III of part 6

According to 50 % of the teachers always believed the importance of finding the source of the problem rather than treating the symptoms. Besides, 50 % of them often applied this matter in the matter of disciplinary problems.

ITEM IV: *I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.*

ITEM 1V
Private High School

	A	O	ST	N
■ ITEM PHS F	3	4	1	0
■ ITEM PHS %	37	50	13	0

BELIEFS
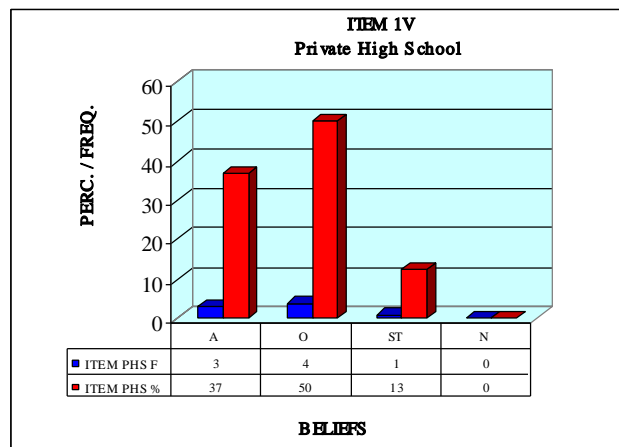
Graph 4.5.7.4: The distribution of the teachers' ideas in PHS about item IV of part 6

38 % of the teachers always tented to agree that they resolved the disciplinary problems outside of class time so that valuable class minutes weren't spent focusing on one student. On the other hand, 50 % of them often solved the disciplinary problems in their language classes like this item and 13 % of the teachers sometimes applied this situation in the classes.

ITEM V: *I use all kinds of electrical equipments and know how to work them during my lesson.*
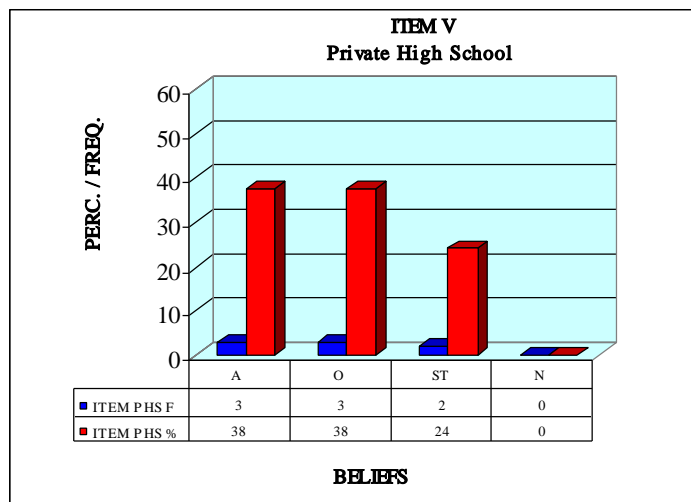
Graph 4.5.7.5: The distribution of the teachers' ideas in PHS about item V of part 6

According to 38 % of the teachers always used all kinds of electrical equipments and know how to work them during their lesson. On the other hand, 38 % of them often applied this statement in their language classes but 25 % of them sometimes agreed with this situation.

ITEM VI: *I never have enough time even to do half of what I plan.*

ITEM V1
Private High School

	A	O	ST	N
■ ITEM PHS F	1	0	2	5
■ ITEM PHS %	13	0	25	62

PERC. / FREQ.

BELIEFS
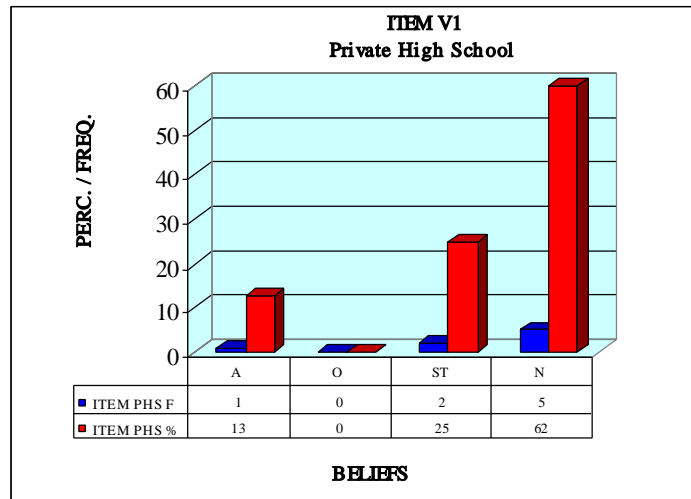
Graph 4.5.7.6: The distribution of the teachers' ideas in PHS about item VI of part 6

13 % of the teachers always agreed that they never had enough time even to do half of what they planed. On the other hand, 25 % of them sometimes agreed with this idea and 63 % of the teachers disagreed with this statement.

4.5.8.   The Results of Part 7

"MOTIVATION "

ITEM I*: I influence the classroom environment by motivating unmotivated students.*

ITEM II: *As a teacher I encourage my students through both intrinsic and extrinsic motivation.*

ITEM III : *In my opinion; motivation only deals with the behavior of particular students.*
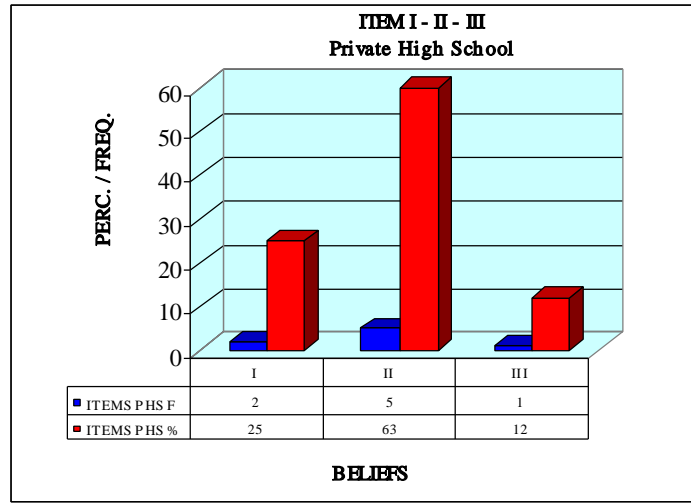
Graph 4.5.8.1: The distribution of the teachers' ideas in PHS about item I-II-III of part 7

In private high schools, 25 % of the teachers tented to agree that they influenced the classroom environment by motivating unmotivated students while 63 % of them believed the importance of encouraging their students through both intrinsic and extrinsic motivation and 13 % of the teachers agreed with motivation only deals with the behavior of particular students.

4.5.9. The Results of Part 8

"MANAGING CONSTRAINTS"

ITEM I: *If I give group activities I let the students select one of them depending on their levels and their interests.*

ITEM II: *I decide which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.*

ITEM III : *In a multilevel class, I grade the goals for different members of the group according to their language competence.*

ITEM I - II - III
Private High School

	I	II	III
■ ITEMS PHS F	2	5	1
■ ITEMS PHS %	25	63	12
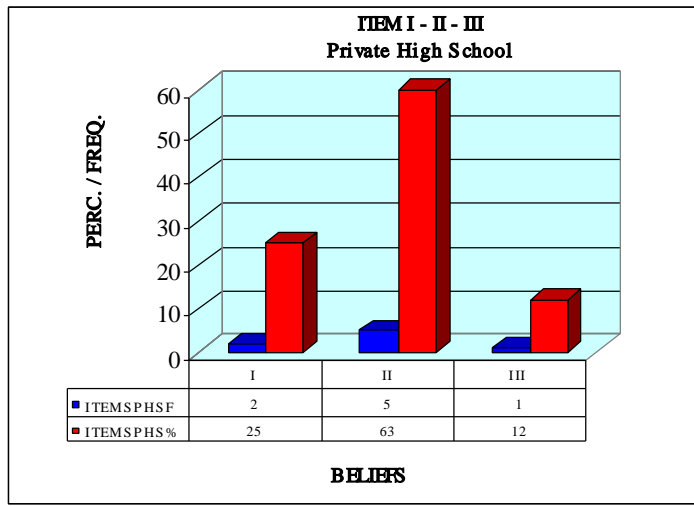
Graph 4.5.9.1: The distribution of the teachers' ideas in PHS about item I-II-III of part 8

According to 25 % of the teachers believed the first item however 63 % of them decided which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work and 13 % of the teachers agreed to grade the goals for different members of the group according to their language competence in a multilevel classes.

4.5.10. The Results of Part 9

"TEACHERS' ROLES"

ITEM I : Teachers have to make quick decisions about whether to answer a student's question, postpone or dismiss it.

ITEM II: According to me; teacher is the most powerful player in classroom dynamics and determines the class structure.

ITEM III: The teachers' roles include relationships with colleagues.

ITEM I - II - III
Private High School

	I	II	III
■ ITEMS PHS F	4	3	1
■ ITEMS PHS %	50	38	12

BELIEFS
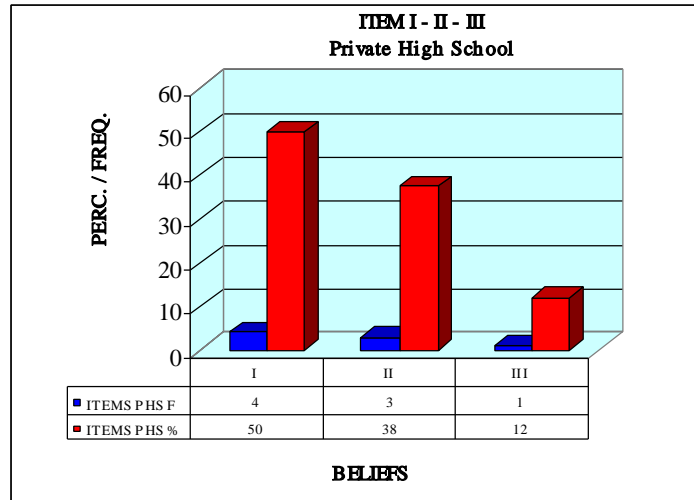
Graph 4.5.10.1: Distribution of the teachers' ideas in PHS about item I-II-III of part 9

50 % of the teachers believed that teachers have to make quick decisions about whether to answer a student's question postpone or dismiss it. Besides, 38 % of them agreed that teacher is the most powerful player in classroom dynamics and determines the class structure and 13 % of them insisted on the importance of the relationships among the teachers at schools.

4.5.11. The Results of Part 10

"OPEN ANSWER"

In this section, the EFL teachers of private high schools wrote three most common problems that occurred in their language classes.

Private High School
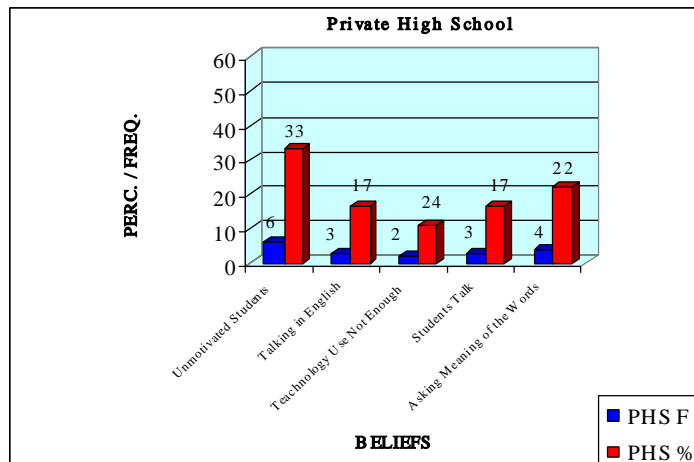
Graph 4.5.11.1: Distribution of the teachers' ideas in PHS about open answer of part 10

Five common problems were mentioned here again because the results of the problems were near to each other. According to 33 % of the teachers agreed that the students were unmotivated. 17 % of them wrote as a problem that the students didn't want to talk in English during the lessons because they didn't understand anything in English. 24 % of them agreed that technology use wasn't enough in the classes and according to 17 % of the teachers agreed that student talk was very much. Besides, 22 % of them said that students always asked meaning of the words; they didn't want to look the words up in their dictionary. Because they were lazy to do this.

4.6.1. The Results of State High Schools Teachers' Questionnaire

4.6.1.1. General Gender Distribution of the Teachers
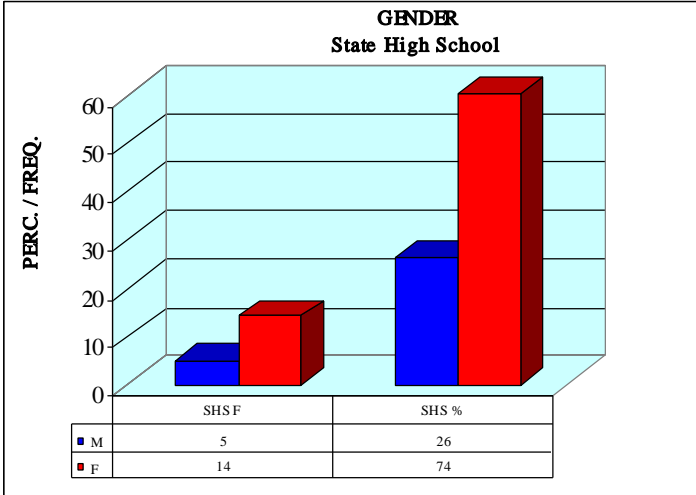
Graph 4.6.1.1: General Gender Distribution of the Teachers in SHS

In state high schools, 26 % of them were male teachers and 74 % of them were female teachers.

4.6.1.2. General Age Distribution of the Teachers

AGE
State High School

	20 - 30	31 - 40	41 - 50	51 - 60
M	1	4	0	0
F	12	1	1	0
F	13	5	1	0
%	68	27	5	0
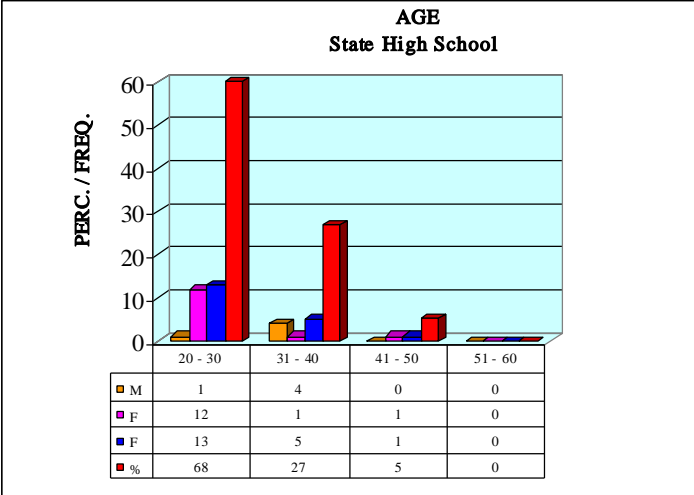
Graph 4.6.1.2: General Age Distribution of the Teachers in SHS

According to 68 % of the teachers in state high schools were between the age of 20-30 while 26 % of them were between 31-40 years old and 5 % of them between 41-50 years old in their jobs.

4.6.1.3. General Experience Distribution of the Teachers

EXPERIENCE
State High School

	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25
M	1	3	1	0	0
F	9	4	0	1	0
F	10	7	1	1	0
%	53	37	5	5	0
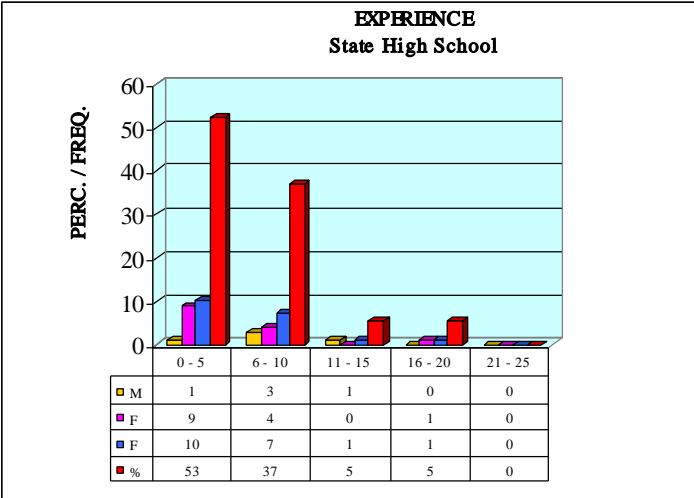
Graph 4.6.1.3: General Experience Distribution of the Teachers in SHS

53 % of the teachers in state high schools had an experience with their jobs between 0-5 years. On the other hand, 37 % of the teachers of state high schools had an

experience between 6-10 years old and 5 % of them had an experience between 11- 15 years in their jobs besides, 5 % of the teachers had an experience 16-20 years.

4.6.1.4. General Satisfaction Distribution of the Teachers

SATISTFACTION
State High School

	MALE F	MALE %	FEMALE F	FEMALE %
■ YES	4	80	9	64
■ NO	1	20	5	36
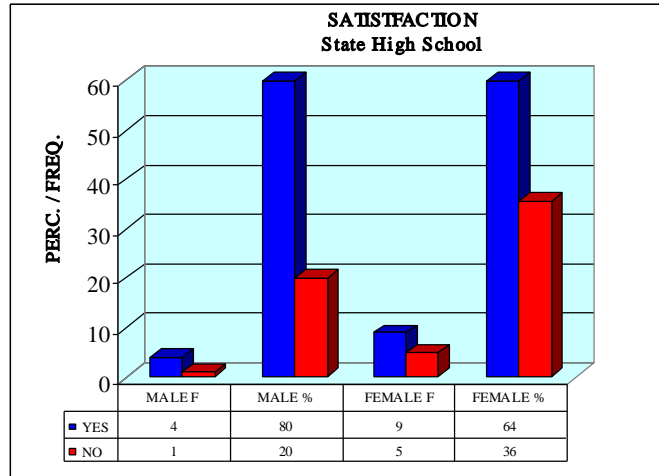
Graph 4.6.1.4: General Satisfaction Distribution of the Teachers in SHS

In state high schools, 80 % of male teachers were satisfied with their jobs while 20 % of them weren't satisfied with their jobs. On the other hand, 64 % of female teachers were satisfied with their jobs but 36 % of them weren't satisfied with their jobs.

4.6.2. The Results of Part 1

"TEACHER TALK "

ITEM I: I talk too much and ask lots of questions during the lesson.

ITEM 1
State High School

	A	O	ST	N
■ ITEM SHS F	3	11	5	0
■ ITEM SHS %	16	58	26	0

BELIEFS
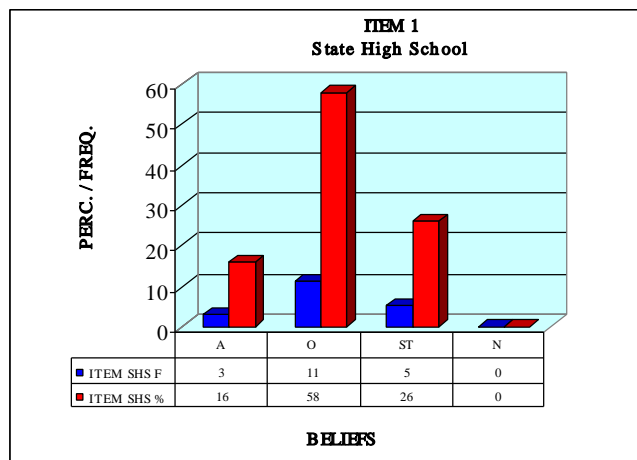
Graph 4.6.2.1: The distribution of the teachers' ideas in SHS about item I of part 1

According to 16 % of teachers always agreed that they talked too much and ask lots of questions during the lesson while 58 % of the teachers often agreed with this statement and 26 % of them sometimes did this situation in the classroom.

ITEM II: *As a teacher, I don't give long explanation about the language so my students won't become passive learners.*

ITEM 1I
State High School

	A	O	ST	N
ITEM SHS F	3	10	6	0
ITEM SHS %	16	52	32	0

BELIEFS
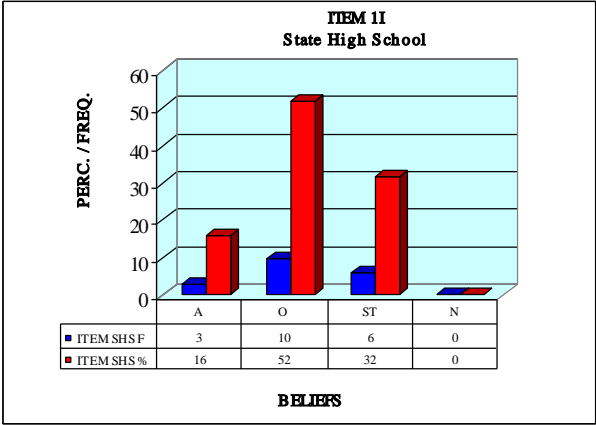
Graph 4.6.2.2: The distribution of the teachers' ideas in SHS about item II of part 1

16 % of the teachers always tented to agree that they didn't give long explanation about the language so their students won't become passive learners while 53 % of the teachers often applied this statement and 32 % of them sometimes agreed with this item.

4.6.3. The Results of Part 2

"GIVING INSTRUCTIONS"

ITEM I: *I give instructions verbally and role-play them, showing the students what they are to do.*

Graph 4.6.3.1: The distribution of the teachers' ideas in SHS about item I of part 2

In state high schools, 21 % of the teachers always gave instructions verbally and role-play them, showing the students what they are to do. On the other hand, 68 % of the teachers often applied this and 11 % of teachers sometimes agreed with this idea.

ITEM II: *I mimic the instructions as students guess what they are supposed to do.*
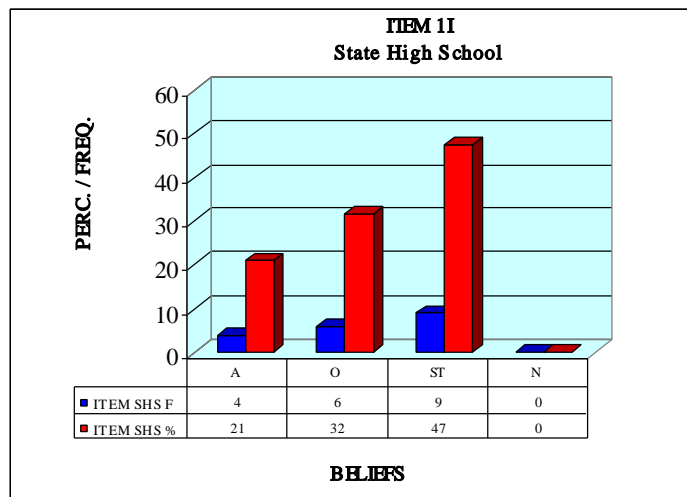
Graph 4.6.3.2: The distribution of the teachers' ideas in SHS about item II of part 2

21 % of the teachers always agreed that they mimicked the instructions as students guess what they are supposed to do while 32 % of the teachers often did this situation in their language classes but 47 % of the teachers sometimes applied this statement.

ITEM III: *I write instructions on the board.*
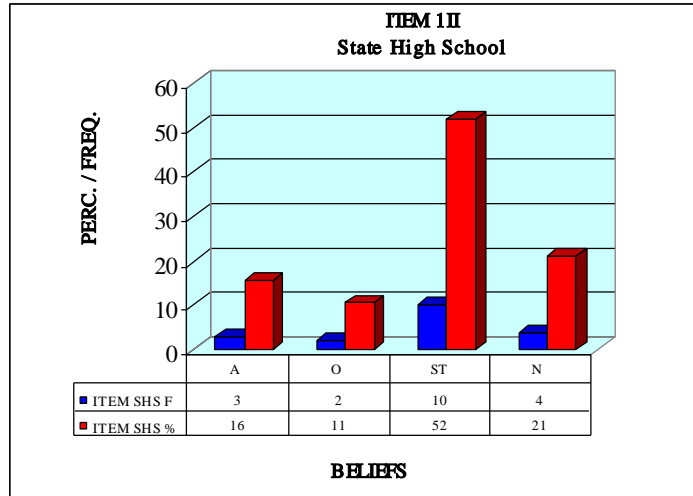
Graph 4.6.3.3: The distribution of the teachers' ideas in SHS about item III of part 2

In state high schools, 16 % of the teachers always agreed with the idea of writing instructions on the board. However, 11 % of the teachers often applied this in their classrooms but 53 % of them sometimes agreed with this statement and 21 % of them disagreed with this item.

4.6.4. The Results of Part 3

"KEEPING THE STUDENTS ON TASK "

ITEM I: *Keeping the students on task is an important part of providing students with opportunities for meaningful interaction.*
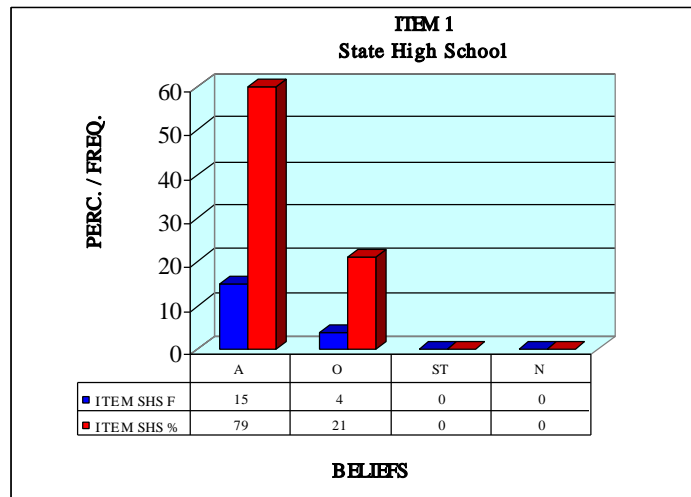
Graph 4.6.4.1: The distribution of the teachers' ideas in SHS about item I of part 3

79 % of the teachers always believed that keeping the students on task is an important part of providing students with opportunities for meaningful interaction. Besides, 21 % of them often applied this in their classes.

ITEM II: *In my class, some students sometimes have their own discussions on matters unrelated to the task.*
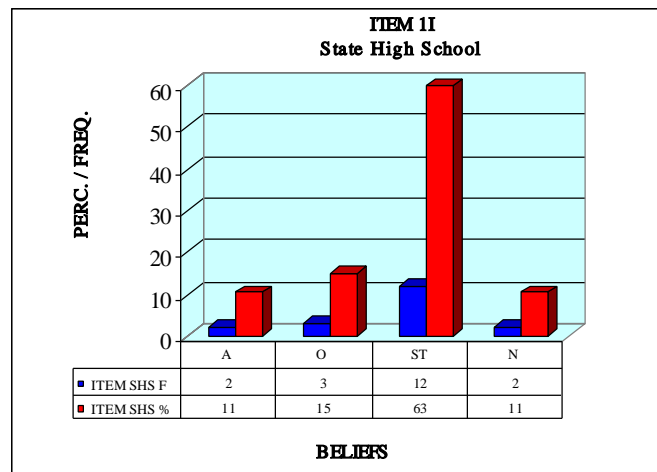
Graph 4.6.4.2: The distribution of the teachers' ideas in SHS about item II of part 3

According to 11 % of the teachers always tented to agree that some students sometimes have their own discussions on matters unrelated to the task while 16 % of the teachers often applied this statement and 63 % of them sometimes let their students have their own discussions on matters unrelated to the task but 11 % of them disagreed with this idea.

ITEM III: *I interrupt a student in groups to make a comment on a task or ask a question.*

	ITEM 1II State High School			
	A	O	ST	N
ITEM SHS F	2	6	10	1
ITEM SHS %	11	31	53	5
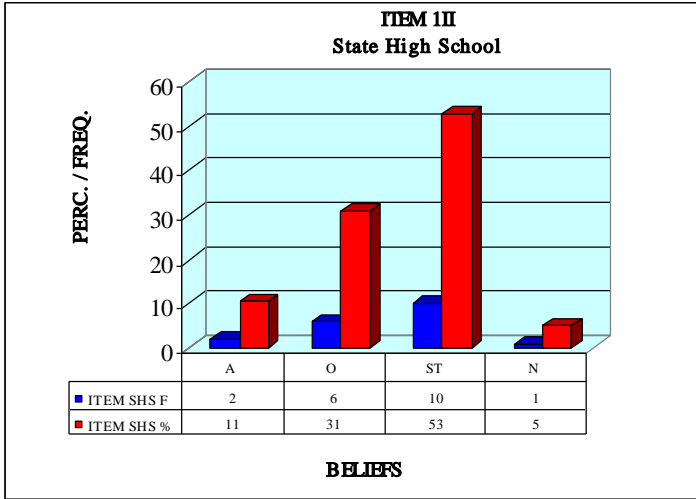
Graph 4.6.4.3: The distribution of the teachers' ideas in SHS about item III of part 3

11 % of the teachers always interrupted a student in groups to make a comment on a task or ask a question while 32 % of the teachers often applied this method in their English lessons and 53 % of them sometimes agreed with this item but 5 % of them never applied this.

4.6.5. The Results of Part 4

"YOUR VOICE AND BODY LANGUAGE "

ITEM I: *I bury myself in my notes and plans.*

ITEM 1
State High School

	A	O	ST	N
ITEM SHS F	0	2	6	11
ITEM SHS %	0	10	32	58

BELIEFS
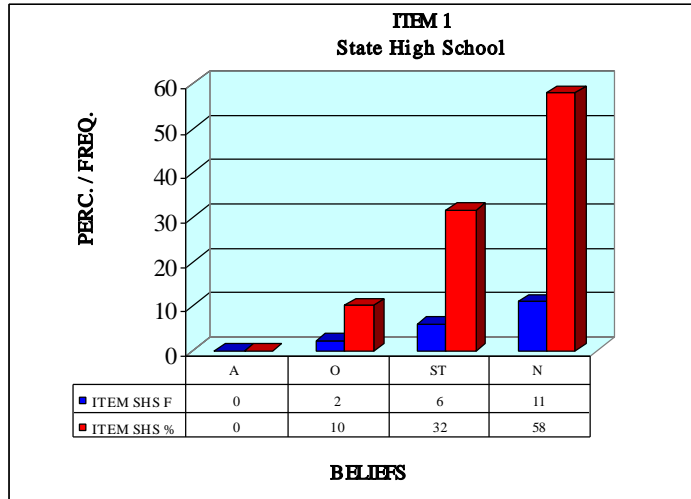
Graph 4.6.5.1: The distribution of the teachers' ideas in SHS about item I of part 4

In state high schools, 11 % of the teachers often buried themselves in their notes and plans. However, 32 % of the teachers sometimes agreed with this situation and 58 % of them disagreed with this item.

ITEM II: *I plant my feet firmly in one place for the whole hour.*

ITEM 1I
State High School

	A	O	ST	N
ITEM SHS F	0	2	3	14
ITEM SHS %	0	10	16	74

BELIEFS
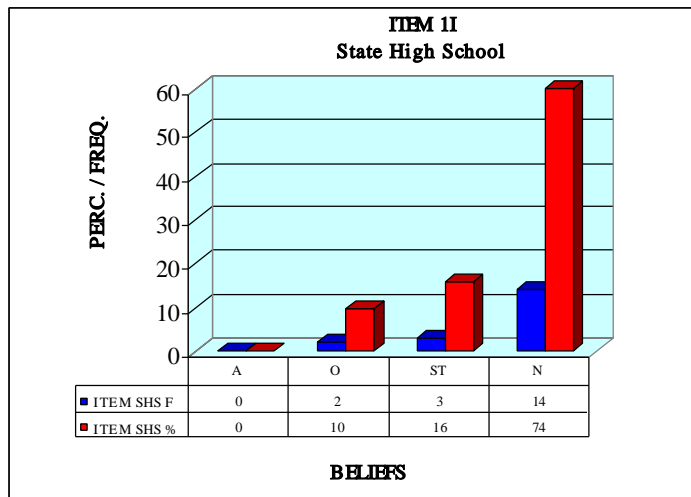
Graph 4.6.5.2: The distribution of the teachers' ideas in SHS about item II of part 4

According to 11 % of the teachers often planted their feet firmly in one place for the whole hour but 16 % of them sometimes faced to face with this situation and 74 % of 19 teachers disagreed with this statement.

ITEM III: *I make frequent eye contact with all students in class.*

ITEM 1II
State High School

	A	O	ST	N
ITEM SHS F	16	2	1	0
ITEM SHS %	84	11	5	0

BELIEFS
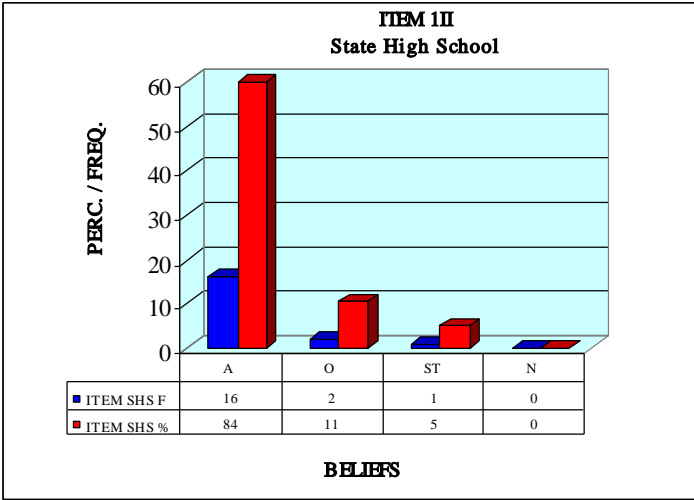
Graph 4.6.5.3: The distribution of the teachers' ideas in SHS about item III of part 4

In state primary schools, 84 % of the teachers always tented to make frequent eye contact with all students in class while 11 % of them often applied this statement and 5 % of the teachers sometimes greed with this idea.

4.6.6. The Results of Part 5

"TEACHING LARGE   CLASSES"

ITEM I: *I use peer-editing, feedback and evaluation in written work whenever appropriate.*
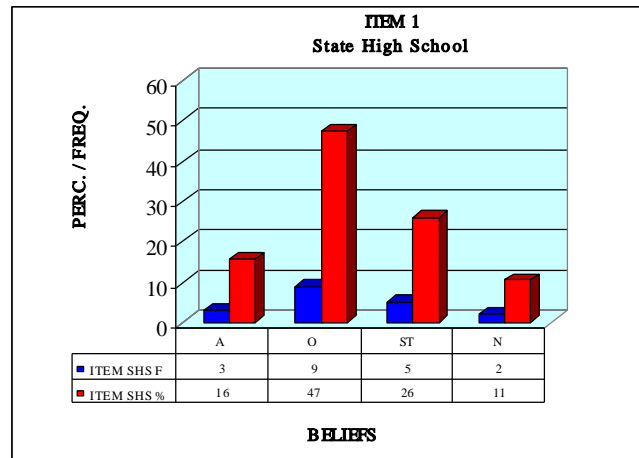
Graph 4.6.6.1: The distribution of the teachers' ideas in SHS about item I of part 5

16 % of the teachers always believed the importance of using peer-editing, feedback and evaluation in written work whenever appropriate. However, 47 % of the teachers often applied this method in their classroom but 26 % of them sometimes agreed with this idea and 11 % of them never applied this item in their language classes.

ITEM II: *I give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.*
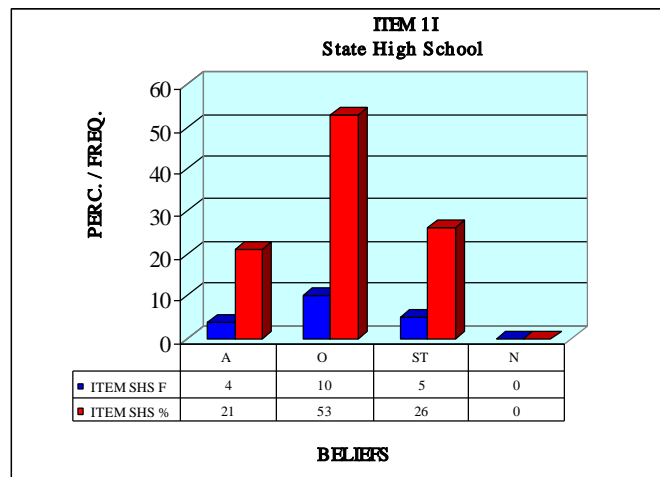
Graph 4.6.6.2: The distribution of the teachers' ideas in SHS about item II of part 5

21 % of the teachers always gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency while 53 % of them often applied this statement and 26 % of the teachers sometimes agreed with this idea.

ITEM III: *I try to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course.*
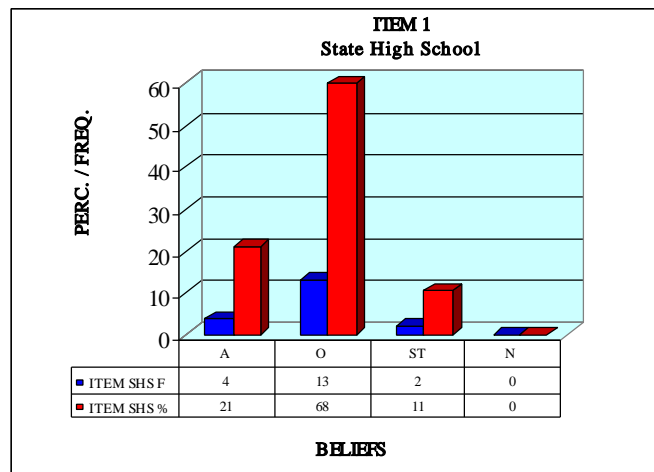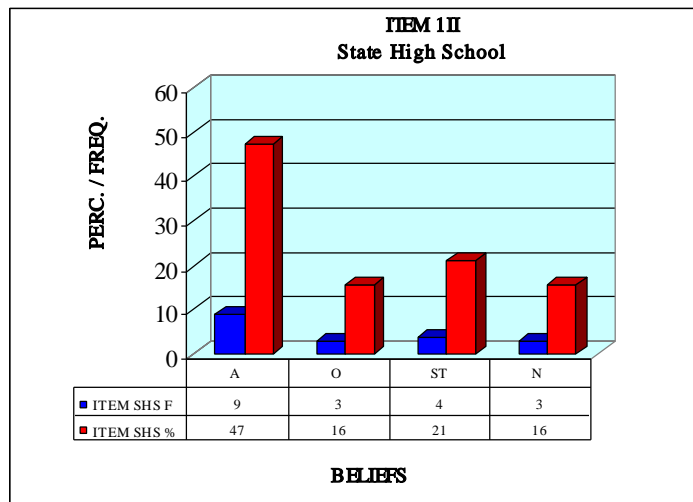

Graph 4.6.6.3: The distribution of the teachers' ideas in SHS about item III of part 5

According to 47 % of the teachers tented to agree that they tried to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. However, 16 % of the teachers often learnt their students' names by applying this method mentioned in item but 21 % of them sometimes agreed with this idea and 16 % of them disagreed with it.

ITEM IV: *I give limited feedback on my students' written work.*
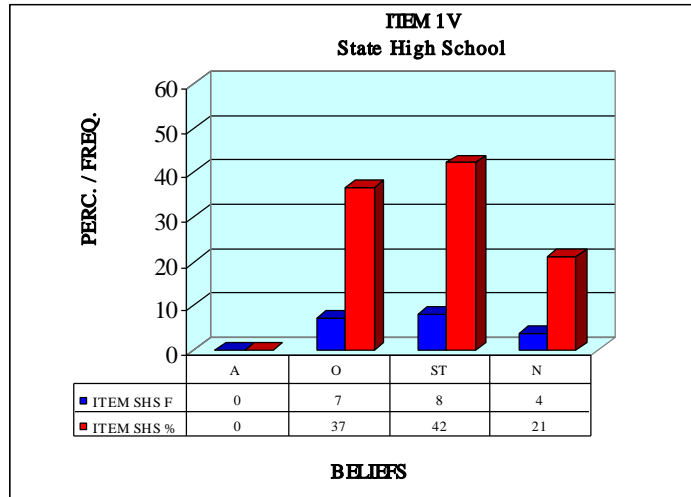
Graph 4.6.6.4: The distribution of the teachers' ideas in SHS about item IV of part 5

37 % of the teachers often gave limited feedback on their students' written work. On the other hand, 42 % of them sometimes applied this situation in their language classrooms but 21 % of them never agreed with this item.

4.6.7. The Results of Part 6

"POSSIBLE PROBLEMS IN YOUR CLASSROOM"

*ITEM I:* *I never remember my students' names.*
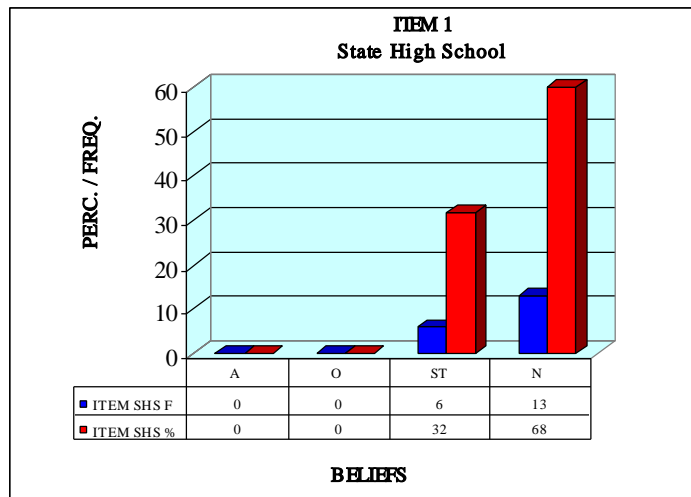
Graph 4.6.7.1: The distribution of the teachers' ideas in SHS about item I of part 6

In state high schools, 32 % of the teachers sometimes tented to agree that they gave limited feedback on their students' written work. Besides, 68 % of them never applied this statement in English lessons.

ITEM II: *My first step to solve a perceived problem of cheating is to ascertain a student's own perception.*
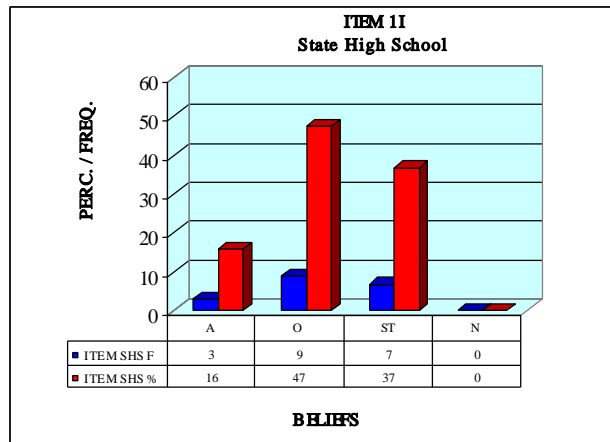
Graph 4.6.7.2: The distribution of the teachers' ideas in SHS about item II of part 6

According to 16 % of the teachers always tented to solve a perceived problem of cheating is to ascertain a student's own perception while 47 % of them often followed this solution in the problem of cheating and 37 % of the teachers sometimes applied this statement in their language classrooms.

ITEM III: *In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.*
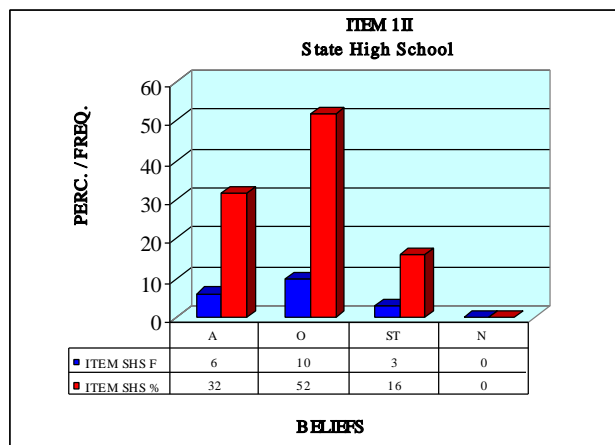
Graph 4.6.7.3: The distribution of the teachers' ideas in SHS about item III of part 6

32 % of the teachers always tented to try to find the source of the problem rather than treating the symptoms. On the other hand, 53 % of the teachers often applied this method in resolving the disciplinary methods but 16 % of them sometimes agreed with this idea.

ITEM IV: *I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.*
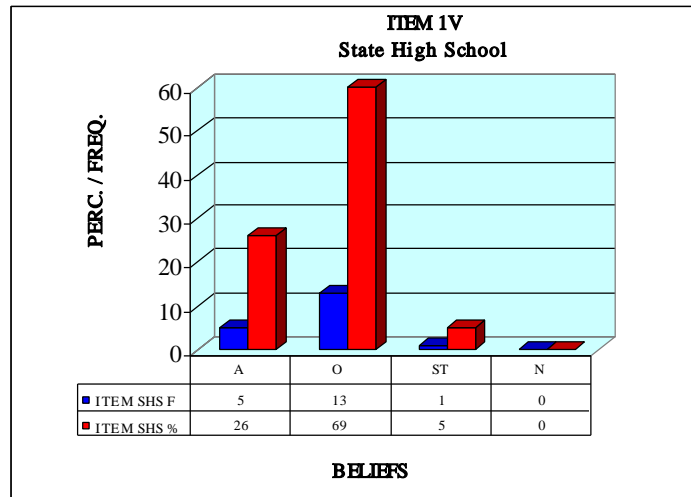
Graph 4.6.7.4: The distribution of the teachers' ideas in SHS about item IV of part 6

26 % of the teachers always believed the importance of resolving the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student. On the other hand, 68 % of them often agreed with this statement, 5 % of the teachers sometimes applied this in their English lessons.

ITEM V: *I use all kinds of electrical equipments and know how to work them during my lesson.*
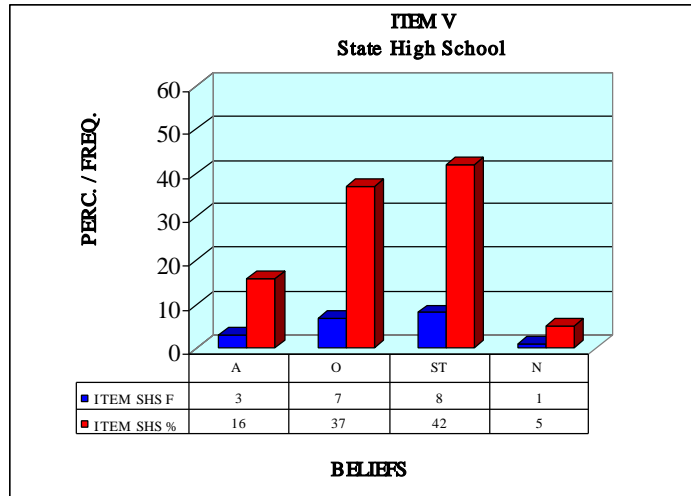
Graph 4.6.7.5: The distribution of the teachers' ideas in SHS about item V of part 6

In item V, 16 % of the teachers always used all kinds of electrical equipments and know how to work them during my lesson while 37 % of the teachers often used the technology in their classes. On the other hand, 42 % of them sometimes applied this statement but 5 % of them never used electrical equipments.

ITEM VI: *I never have enough time even to do half of what I plan.*
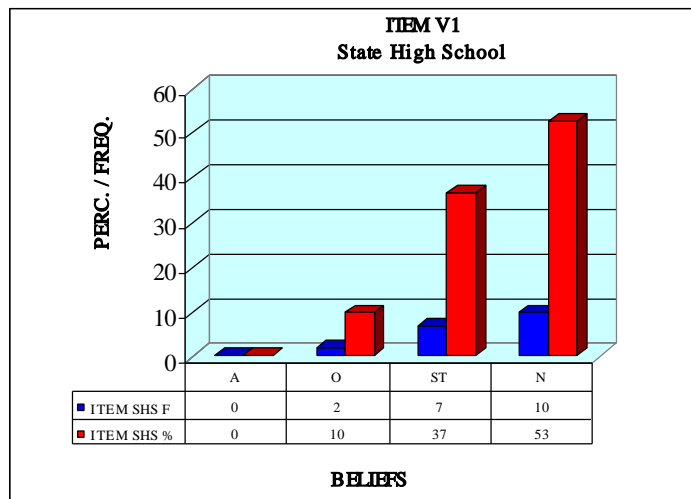
Graph 4.6.7.6: The distribution of the teachers' ideas in SHS about item VI of part 6

According to 11 % of the teachers often agreed that they never had enough time even to do half of what they planed. However, 37 % of them sometimes faced to face with this situation but 53 % of the teachers disagreed with this item.

4.6.8. The Results of Part 7

"MOTIVATION "

ITEM I: I influence the classroom environment by motivating unmotivated students.

ITEM II: As a teacher I encourage my students through both intrinsic and extrinsic motivation.

ITEM III : In my opinion; motivation only deals with the behavior of particular students.

ITEM I - II - III
State High School

	I	II	III
ITEMS SHS F	3	15	1
ITEMS SHS %	16	79	5

BELIEFS
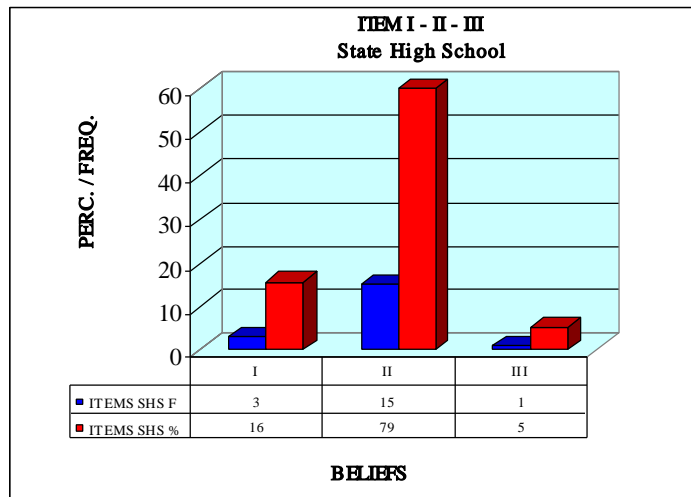
Graph 4.6.8.1: The distribution of the teachers' ideas in SHS about item I-II-III of part 7

16 % of the teachers tented to influence the classroom environment by motivating unmotivated students. On the other hand, 79 % of the teachers believed the importance of encouraging their students through both intrinsic and extrinsic motivation but 5 % of them only dealt with the behaviors of the particular students in the matter of motivation.

4.6.9. The Results of Part 8

"MANAGING CONSTRAINTS"

ITEM I*: If I give group activities I let the students select one of them depending on their levels and their interests.*

ITEM II*: I decide which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.*

ITEM III*: In a multilevel class, I grade the goals for different members of the group according to their language competence.*
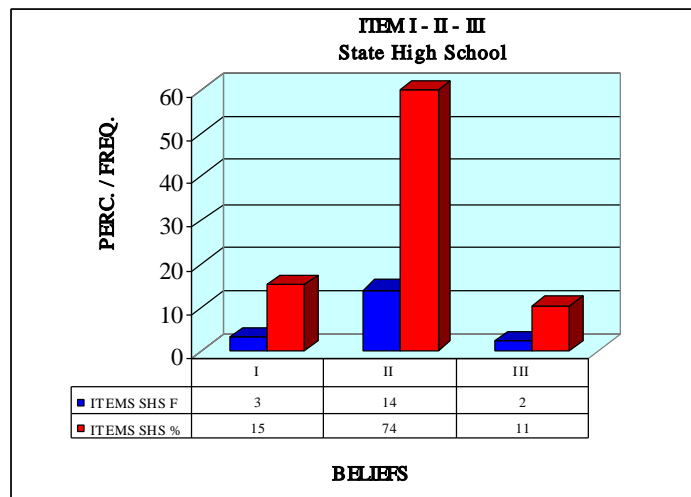
Graph 4.6.9.1: The distribution of the teachers' ideas in SHS about item I-II-III of part 8

According to 16 % of the teachers let the students select one of the group activities depending on their levels and interests while 74 % of them decided which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work. Besides, 11 % of the teachers graded the goals for different members of the group according to their language competence if they were in a multilevel class.

4.6.10. The Results of Part 9

"TEACHERS' ROLES"

ITEM I*: Teachers have to make quick decisions about whether to answer a student's question, postpone or dismiss it.*

ITEM II*: According to me; teacher is the most powerful player in classroom dynamics and determines the class structure.*

ITEM III*: The teachers' roles include relationships with colleagues.*

ITEM I - II - III
State High School

	I	II	III
■ ITEMS SHS F	4	9	6
■ ITEMS SHS %	21	47	32

BELIEFS
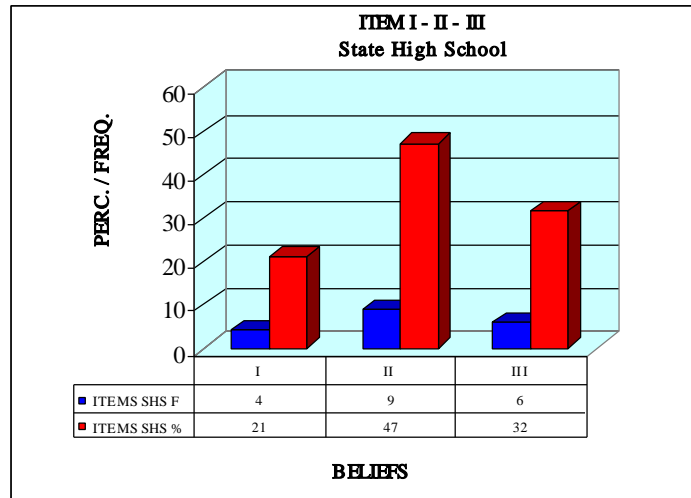
Graph4.6.10.1:The distribution of the teachers' ideas in SHS about item I-II-III of part 9

21 % of the teachers believed the idea of item I while 47 % of them tented to agree that teacher is the most powerful player in classroom dynamics and determines the class structure and 32 % of them agreed with the idea of item III.

4.6.11. The Results of Part 10
"OPEN ANSWER"

In this section the ELT teachers of state high schools wrote three most common problems that occurred in their classes. The results were shown in below.
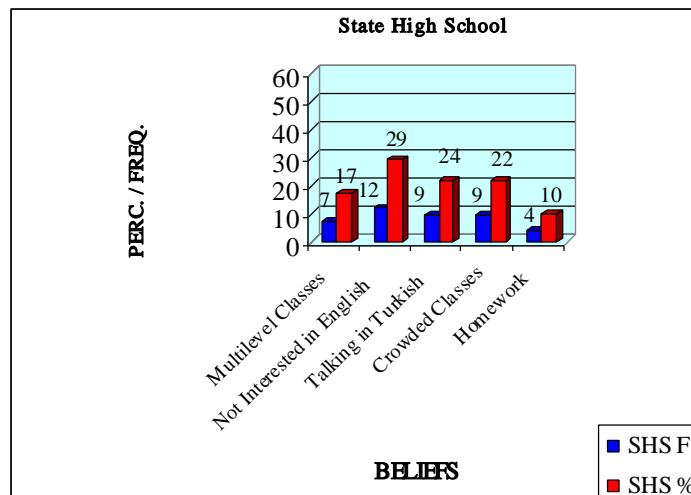
Graph 4.6.11.1: Distribution of the teachers' ideas in SHS about open answer of part 10

In state high schools, 5 problems were shown here again because results were near to each other. According to 17 % of the teachers agreed that the classes were consisted of multilevel students and it caused some problems. 29 % of them said that students weren't interested in English lessons while 24 % of them complained about that the students always wanted to talk in Turkish and for the teacher it was very hard to tech English lesson in Turkish. But the students didn't understand anything while the teachers taught the lessons in English. 22 % of them agreed that the classes especially English classes were very crowded. 10 % of them complained about that students didn't want to do their homework assignments and they didn't deliver their homework on time.

CHAPTER V

DISCUSSION OF THE RESULTS

5.1.   Introduction

In the present chapter, a discussion of the findings is presented. The results of the questionnaire and their possible reasons are discussed section by section. The present study was conducted to investigate teachers' attitudes towards classroom management in both private and state primary and high schools and to find out possible problems encountered in classroom management.

5.2.   What is the place of the teacher talk in the E FL classrooms for clas sroom management?

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, 44 % of the teachers tended to talk very much during their lessons. On the other hand, 33 % of the teachers sometimes gave long explanation about the language so my students won't become passive learners.

In private primary schools, 50 % of the teachers always tended to talk too much and ask lots of questions during the lesson and 75 % of 4 teachers often didn't give long explanation about the language so my students won't become passive learners.

In state primary schools, 42 % of the teachers often talked too much and ask lots of questions during the lesson. According to 58 % of 24 teachers in state primary teachers often tented to agree that they didn't give long explanation about the language so their students won't become passive learners.

In private high schools, 50 % of the teachers sometimes talked too much and ask lots of questions during the lesson and 63 % of them often gave long explanation about the language so my students won't become passive learners.

In state high schools, 58 % of the teachers often talked too much and ask lots of questions during the lesson. Besides, 53 % of the teachers often gave long explanation about the language so their students won't become passive learners.

In the light of the questionnaire results, most of the EFL teachers in all kind of the schools tented to talk in their English lessons. Teacher talk is central in the language class not only for classroom organization and for the process of acquisition (Nunan, 1991) but also as a means for controlling student behavior (Allwright & Bailey, 1991). Research has shown that teachers tend to do most of the talking. Teacher talk is generally the only source of comprehensible input and live target language model.

One of the curious things about language teachers talking with students is that they seem to be very skilled at judging the learners' level of competence and pitching the complexity of their speech so that they can be understood. For example, Gaies (1977) tape-recorded a group of teachers with their peers and with students. He found that in classroom speech with learners the teachers modified their speech considerably, and that they increased its complexity as they moved on from elementary to more advanced students and to their colleagues. Of course talk in classrooms is structured differently from other kinds of talk because of the very nature of instruction, although in no case does there appear to be entirely new qualities to the teacher speech, aside perhaps from ungrammaticality, which seems to be limited.

As a consequence, the modifications in teachers' speech can lead to a special type of discourse which has been referred to as 'teacher talk'. 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 essential ingredient for second language acquisition.

Therefore, the usefulness of classroom 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.

5.3. What is the importance of giving instructions in E FL classrooms for classroom management?

In general, most of the teachers, that is 58 % of the teachers often gave instructions verbally and role-play them, showing the students what they are to do. On the other hand, 35 % of the teachers in all schools always tented to mimic the instructions as students guess what they were supposed to do. 49 % of the teachers sometimes agreed that they wrote instructions on the board.

In private primary schools, 50 % of the teachers often agreed with the idea of giving instructions verbally and role-play them, showing the students what they are to do. Besides, 50 % of them often tented to mimic the instructions as students guess what they were supposed to do and 75 % of the teachers sometimes agreed that they wrote instructions on the board.

In state primary schools, 63 % of them often applied that they often gave instructions verbally and role-play them, showing the students what they are to do while 46 % of the state primary teachers always mimicked the instructions as students guess what they are supposed to do but 38 % of the teachers sometimes agreed with the idea of writing instructions on the board.

In private high schools, 50 % of the teachers always gave instructions verbally and role-play them, showing the students what they are to do while 38 % of the teachers always and often mimicked the instructions as students guess what they are supposed to do and 63 % of them sometimes used the method of writing the instructions on the board.

In state high schools, 68 % of the teachers often gave instructions verbally and role-play them, showing the students what they are to do. Besides, 47 % of the teachers sometimes mimicked the instructions as students guess what they are supposed to do

and 53 % of them sometimes agreed with the idea of writing the instructions on the board.

In the light of these results of the questionnaire, we can add that the various difficulties encountered by teachers when delivering oral classroom instructions were related to both classroom management and teacher speech. Ur (1991) defines instructions as "the directions that are given to introduce a learning task which entails some measure of independent student activity" (p.l6). She proposes some guidelines for giving effective explanations and instructions. Although she does not make a difference between directions for children or older students, her recommendations may well be applied to teaching children. She advises teachers to think ahead what words and illustrations to use. She also recommends making sure to have all the students' attention before giving instructions and giving them before dividing students into groups or handing out materials. The use of repetition or paraphrase as well as the presentation of the instructions in different modes is also proposed. She remarks the need to be brief in explanations, but this should also be considered when giving instructions to children and mainly if these contain a string of directives. Students according to Sinclair and Coulthard (1975) Holmes, 1983; will tend to respond to the final of a list of questions and commands.

Ur suggests making an actual demonstration of the activity either with the full class or with one student and also checking understanding but not just by asking students if they understand but by requesting those to do something that will show their understanding.

In summary, in order to avoid misunderstandings context is crucial (Holmes, 1983). It is necessary to provide rich contextual clues, including gestures, objects and pictures. At the same time, 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.

5.4.   Keeping the students on task for classroom management

According to the general results of the questionnaire; 67 % 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 64 % of these teachers sometimes applied that their students sometimes have their own discussions on matters unrelated to the task in their class 56 % of these teachers sometimes interrupted a student in groups to make a comment on a task or ask a question.

In private primary schools ' results show that according to 75 % of the teachers always believed the importance of keeping the students on task is an important part of providing students with opportunities for meaningful interaction. Besides; 50 % of the teachers sometimes applied their students sometimes have their own discussions on matters unrelated to the task in their English classes and 50 % of them sometimes interrupted a student in groups to make a comment on a task or ask a question.

In state primary schools, according to 54 % of 24 teachers always tented to agree that keeping the students on task is an important part of providing students with opportunities for meaningful interaction. 63 % of the teachers sometimes agreed that their students sometimes have their own discussions on matters unrelated to the task and % 54 of the teachers sometimes interrupted a student in groups to make a comment on a task or ask a question.

The results of the primary high schools' teachers' questionnaires show that according to 75 % of the teachers 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, 75 % of the teachers sometimes believed that their students sometimes have their own discussions on matters unrelated to the task while 75 % of them sometimes tented to interrupt a student in groups to make a comment on a task or ask a question.

In state high schools, according to 79 % of the teachers always believed that keeping the students on task is an important part of providing students with opportunities for meaningful interaction while 63 % of them sometimes let their

students have their own discussions on matters unrelated to the task and 53 % of them sometimes agreed with interrupting a student in groups to make a comment on a task or ask a question.

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. Engaging students in class does not take extra class time. In order for teachers to successfully facilitate learning, they must continually keep students engaged in the classroom. There are many strategies that will keep students engaged and on task. The first simply is to know their name and background. Knowing students' name shows the student that the teacher cares about them. Also don't be afraid to know more information about students. Asking questions about *how is class going* and *what you want to learn in this class* are great ways to not only learning more about students, but this helps to judge the effectiveness of your teaching methods. Knowing your students helps to intrinsically motivate them. Students who have a better rapport with a teacher are more likely to do well because they do not wish to let the teacher down.

A second way to engage students is to always be open to student's comments. Students know how they learn best and if they do not feel engaged they will let you know. One caveat with this is that 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 complete a survey or pose questions to them in journals and collect them. 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.

Keeping students engaged in a classroom can be a challenge, but by using a few strategies students will be more likely to become lifelong learners. First, simply know their name. By knowing a student's name a teacher can convey a sense of caring and this opens the student up to learning. Second, ask students for their opinion on both how they are doing as students and how you are doing as a teacher. These questions help judging your effectiveness as a teacher and well help you better teach to your students. Lastly make the information relevant to the students. If a student is interested or sees

merit in a subject they will be more likely to continue making connections between content information and their prior knowledge. In education the focus is on the students and presenting information to them in a way that continues to further education, and as a teacher it is your job to facilitate learning and instill the importance of continually learning. (Blanchette, 1993)

5.5. The importance of your voice and body language for the classroom management

According to the general results of the schools, 51 % of the teachers never buried bury themselves in my notes and plans. 76 % of the teachers disagree with the situation of planting their feet firmly for the whole hour. According to 82 % of all the teachers at the schools believed of making frequent eye contact with all students in class is very important.

In private primary schools, 75 % of them disagreed with the idea of burying themselves in their notes and plans while all of the teachers disagreed and never planted their feet firmly in one place for the whole hour. Besides, all of the EFL teachers always agreed with the idea of making frequent eye contact with all students in their language classroom.

In state primary schools teachers, 42 % of them sometimes agreed that they buried themselves in their notes and plans while 67 % of them disagreed with planting their feet firmly for the whole hour. 83 % of the teachers in state primary schools always made frequent eye contact with all students in class.

In private high schools, 63 % of the teachers disagreed with burying themselves in their notes and plans. On the other hand, in private high schools, all of EFL teachers disagreed with the idea of planting their feet firmly in one place for the whole hour during their English classrooms. 63 % of the teachers always tented to agree that they made frequent eye contact with all students in class.

In the results of the state high schools, 58 % of them disagreed that the situation of burying themselves in their notes and plans. Besides, 74 % of 19 teachers disagreed

also with the idea of planting their feet firmly in one place for the whole hour and 84 % of the teachers always tented to make frequent eye contact with all students in class.

In the light of the results of the questionnaire, for effecting teaching and learning it is very important for classroom management teachers have to walk around the class and touch their students' shoulders while walking so the most of the teachers in all kinds of the schools disagreed with the idea of planting their feet firmly in one place in the class. Because interaction with the students during the lesson is very crucial for the effective classroom environment. In addition to this, the voice of the teacher is the tool of the teacher and teachers must be careful when they are speaking in the class. All students should hear their voice even at the back rows in crowded classes and most importantly his language should be clear and understandable. Learners need to hear every bit of language in order to gain further practice. (Brown, 2001)

The teachers also have to control their voice and your voice must be higher than the class noise. Maybe without any shutting the students up can be the way of being silence. So the pupils start to be quiet by themselves.

5.6.   What are the effects of teaching English in large classes?

In general, the general results showed us that 36 % of the teachers at all kinds of the schools always and often tented to use peer-editing, feedback and evaluation in written work whenever appropriate while 49 % of them often gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency. Besides, 38 % of the teachers always agreed with the idea of trying to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course and 36 % of the teachers sometimes believed the importance of giving limited feedback on their students' written work if their class were large one.

According to 50 % of the teachers in private primary schools always tented to agree that they used peer-editing, feedback and evaluation in written work whenever appropriate. On the other hand, in private primary schools, 50 % of the teachers always and often agreed to give students a range of extra class work, from a minimum that all

students must to do challenging tasks for students with higher proficiency and 50 % of them often agreed with the idea of trying to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course and also 75 % of them never agreed with the idea of giving limited feedback on their students' written work even they were in a crowded and large classes.

According to 42 % of the teachers always tented to use peer-editing, feedback and evaluation in written work whenever appropriate in state primary schools while 50 % of them agreed that they gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency. Furthermore, 46 % of the teachers always tented to agree that they tried to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. In addition to that, 38 % of the teachers sometimes applied that they gave limited feedback on their students' written work.

In respect to 63 % of the teachers in private high schools always believed the importance of using peer-editing, feedback and evaluation in written work whenever appropriate. Besides, 50 % of the teachers always agreed with that they gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency and According to 63 % of the teachers of private high schools, often tried to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. In addition to that, 38 % of the teachers often gave limited feedback on their students' written work however % 38 of them also never applied this statement in their English classes.

47 % of the teachers often agreed that they used peer-editing, feedback and evaluation in written work whenever appropriate in state high schools. Thereupon, 53 % of them often applied that they gave students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency and According to 47 % of the teachers tented to agree that they tried to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course. In addition to these results in state high schools, 42 % of them sometimes applied that they gave limited feedback on their students' written work in their language classrooms.

As understood from the results of the questionnaire both in general and according to the schools there are some handicaps if you are teaching English in crowded and large classes. As a teacher you can feel the lack of interaction appropriately with both the teacher and with the other students. Some students often tend to talk and start some kinds of noises from the beginning of the lesson to end and they disturb their friends even the hard workings ones so you cannot teach the lesson effectively.

Normally, the ideal number in a language classroom should neither be more than twelve or fifteen in order to provide enough communication nor should it be too small in order not to lose the atmosphere of communication. However, the situation is not at all so. Due to the lack of schools, classrooms, teachers, there are many classes that hold thirty to fifty students together in Turkey. We pile up students in the classes even up to 60 and expect high performance from them. Is it possible? This is very questionable. In such a case there will be no attention-gathering to the subjects of the lesson. (Brown,2001; Sarıçoban, 2001).

In addition to these, large classes have some problems in itself. In a large class, there are multilevel students, you cannot give your students feedback every time after their tasks, your students have limited opportunity to talk about the lesson in the large class because your class are crowded so you can give a limited chance for each student also you cannot remember your every students' names. You cannot pay attention to all students because you have 40 minutes for each lesson so your time is very limited, too.

However, not all English teachers think that class size matters. Such teachers would say that good teaching is good teaching: what holds true for small classes also holds true for large ones. Richard M. Felder (1997) holds that "there are ways to make large classes almost as effective as their smaller counterparts." Recent research shows (Kickbusch, 2000) that "Reductions in class size to less than 20 students without changes in instructional methods cannot guarantee improved academic achievement." and that "class size appears to have more influence on student attitudes, attention, interest, and motivation than on academic achievement." In reality, it is not very uncommon that some teachers enjoy teaching in large classes, and they feel that if proper strategies are adopted and the classes are well-organized, they may have a

greater sense of achievement. As Felder (1997) stated that "the instructor's satisfaction may be even greater in the large classes: after all, many professors can teach 15 students effectively, but when you do it with 100 or more you know you've really accomplished something."

5.7. How can you tackle with some possible problems that occurred in your E FL classes?

In general, 67 % of the teachers never agreed that they never remembered their students' names. 44 % of them often agreed with the idea of solving a perceived problem of cheating are to ascertain a student's own perception. 45 % 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. 55 % 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, 36 % of the teachers sometimes applied that they used all kinds of electrical equipments and know how to work them during their lesson and 47 % of the teachers sometimes believed that they had never enough time for their lessons.

In private primary schools, all of the teachers never agreed with the idea of never remembering of their students' names. 50 % of them often believed that the student's own perception was the first step in the matter of cheating. 75 % of 4 teachers always tented to try to find the source of the problem rather than treating the symptoms in the matter of the disciplinary problems. However, 50 % of them agreed the importance of that they resolved disciplinary problems, by trying to find the source of the problem rather than treating the symptoms. 75 % of the teachers always used all kinds of electrical equipments and know how to work them during my lesson and 75 % of them disagreed with that they never had enough time even to do half of what they planed in their EFL classes.

In state primary schools, 58 % of 24 teachers disagreed with the idea of never remembering their students' names while 50 % of the teachers sometimes applied that their first step to solve a perceived problem of cheating is to ascertain a student's own

perception. Besides, 46 % of the teachers always tried to find the source of the problem rather than treating the symptoms and 46 % of the teachers often solved the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student. In addition to these, 38 % of the teachers always and sometimes tented to use all kinds of electrical equipments and know how to work them during my lesson and 67 % of the teachers sometimes agreed that they never had enough time even to do half of what they planed.

According to 75 % of the teachers of private high schools disagreed with that they never remembered their students' names. On the other hand, 63 % of the teachers often applied that their first step to solve a perceived problem of cheating is to ascertain a student's own perception. Besides, according to 50 % of the teachers always and often believed the importance of finding the source of the problem rather than treating the symptoms and 50 % of them often solved the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student. In addition to these, according to 38 % of the teachers always and often used all kinds of electrical equipments and know how to work them during their lesson and 63 % of the teachers disagreed with that they never had enough time even to do half of what they planed.

In state high schools, 68 % of them never applied that they never remembered their students' names. On the other hand, 47 % of them often solved a perceived problem of cheating is to ascertain a student's own perception and 53 % of the teachers often applied that in resolving disciplinary problems, they tried to find the source of the problem rather than treating the symptoms. 68 % of them often resolved the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student. 42 % of 19 teachers sometimes applied that they used all kinds of electrical equipments and know how to work them during their lessons. Lastly, 53 % of the teachers disagreed with that they never had enough time even to do half of what they planed.

As seen in the results of the questionnaire, most of the EFL teachers disagreed with that they never remembered their students' names. In fact; this is very important for the student to be remembered by the teacher in the lesson. So at very beginning of

the first term of the year teachers have to learn their students' names one by one. It is important for a teacher to know each name as quickly as possible.

Knowing the students' names will help the classroom management and help foster that all important student teacher relationship. This mustn't be underestimated by the teachers. Unfortunately; learning the names of the students is often a difficult task for many teachers to accomplish especially middle school teachers and high school teachers. Let's face it, if you are an elementary school teacher and have 20 students there is really no excuse for not knowing all their names by the end of the first day in fact, you should actually know them before the first day. However, it is a different story with secondary school teachers who may have as 140 students and may not get their class list until the morning of the first day of school. (Waxler, 2005)

The other problem is of course, cheating. When the matter is cheating in your class as a teacher you have to ask yourselves why this student or students cheated. That is, you have to find this answer. There may be some reasons lied under this cheating problem and you are responsible for solving these problems first not to punish the student. A great deal of research reflects concern for the large and growing problem of cheating in schools.(Maramark and Maline, 1993; Collison,1990) The evidence indicates that many students cheat regularly and few students never cheat.

In resolving the disciplinary problems you have to find firstly the source of the problem rather than treating the symptoms. These problems can be initiated by the teacher or by the students in the class. When we hear the word discipline we always think that the student or students must cause that problem but it isn't like that. Because teacher can cause discipline problems arise from a number of sources, lack of preparation, inadequate training in discipline techniques, and attitude toward students. The best discipline tool is to know your subject and your topic. The next best tool is caring to convey that 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 tented to resolve the disciplinary problems outside of the class time. It is really important for the classroom atmosphere. If the teacher has a class about 30 students and if the teacher deals with a distracter student it means the teacher loses

his/her class control besides his/her students' also lose their concentrations on the lesson.

In schools, teachers unfortunately sometimes use all kinds of technological equipments and know how to work with them. Especially in private schools this is not a problem but in state schools it can be a problem. All of us know that it is not beneficial going to the class with only students' book and workbook and teaching the lesson without using any electrical equipment in teacher's class. When a teacher uses technology in the class his/her students can be motivated more easily which, in turn, will maximize interaction with his/her students.

Another problem that can occur in classroom is time management. Nearly half of the teachers disagreed with that they never had enough time what they planned.

Managing class time is important because– a teacher have a limited time with your students Planning is imperative and though estimating how long something will take to be one of the more difficult parts of planning, it is essential. It is okay if things take longer than a teacher expected or vice versa, but a teacher should have some idea of what a teacher will do either way, and some idea of "how long is too long" or when the teacher will just end it. While all skills are important, it's not a bad idea to limit classroom activities to the more communicative ones, especially if a teacher is pressed for time…even if it means something like writing gets glossed over in the process because students don't do homework. A teacher has to decide how your students' time in class can be used most effectively and consistently devoting the time to those activities. (Miller, 2006)

5.8. The Importance of Motivation for Classroom M   anagement

Generally, 45 % of 55 teachers believed item II in part 7, that is, they believed the importance of encouraging their students through both intrinsic and extrinsic motivation.

In private primary schools' teachers also insisted on the importance of the second item of the part 7. 75 % of them agreed with the idea of the second item.

In state primary schools, 71 % of 24 teachers agreed with the third item, that is, the motivation only deals with the behavior of particular students.

In private high schools, 63 % of the teachers believed the importance of encouraging their students through both intrinsic and extrinsic motivation.

In state high schools, on the other hand, 79 % of 19 teachers believed the importance of encouraging their students through both intrinsic and extrinsic motivation.

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.

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. 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 graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade (Lumsden, 2002). It seems that when intrinsic motivation is low or absent, extrinsic motivation must be used. 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)

5.9. The Importance of Managing Constraints for the Classroom Management

In general, 69 % of the teachers applied the item II of part 8, that is, they decided which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work in their lessons.

In private primary schools' teachers 75 % of them strongly agreed with the statement II.

In state primary schools, 67 % of the teachers believed the importance of item II.

In private high schools, 63 % of the teachers also agreed with the item II.

In state high schools, 74 % of the teachers applied the situation of item II.

It is really inevitable that as a teacher you have to design your activities according to your 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.

Research on groups tends to concentrate on effects of programs on academic outcomes and cognitive processes likely to account for any cognitive advances resulting from group-work (O'Donnell & King, 1999). However; there is also a need to better understand the interpersonal behaviors that underpin and affect the impact of group-work (Webb & Palincsar, 1996). Indeed, the nature and quality of pupil-pupil interactions, including the use of high level discussion, and the active involvement of all in the group, are important educational goals and important for encouraging engagement in classroom and school life.

It is also important to note that, in addition to instructional practice, certain elements of the classroom environment, such as seating arrangements and student behavior, will influence how long students remain on task and engaged in their work. Bonus and Riordan (1998) suggest teachers to consider the goals of individual activities when determining how to arrange seats in the classroom. In their research into on-task behavior in second- and third-grade classrooms, they found that students remained engaged in learning longer when desks were arranged appropriately for the task at hand:

U-shaped arrangements for class discussions, rows for test taking, etc. (Bonus & Riordan, 1998).

5.10. The Roles of the EFL Teachers in the Class for Classroom Management

Generally; 53 % of 55 teachers agreed with the idea of item II, that is, according to them; teacher is the most powerful player in classroom dynamics and determines the class structure.

In private primary schools, all of EFL teachers believed that teacher was the most powerful player in classroom dynamics and determines the class structure and they agreed with the second item.

In state primary schools, 54 % of 24 teachers believed that teacher is the most powerful player in classroom dynamics and determines the class structure.

In private high schools, on the other hand, 50 % of the teachers believed that teachers have to make quick decisions about whether to answer a student's question postpone or dismiss it.

In state high schools, 47 % of them tented to agree that teacher is the most powerful player in classroom dynamics and determines the class structure.

Most of the teachers agreed that teacher is the most powerful player in classroom dynamics and determines the class structure.

We will handle various aspects of class management including the role of teacher, the student groupings and discipline. Class management is important as it involves the efficiency of the teacher and the learning activities. There is a fact that if the teacher doe not organize the activities efficiently even the most effective teachers can be made almost useless.

Obviously, teachers wear many hats: friend, counselor, judge, mentor--hundreds of roles and different roles for different classes, students, and extra curricular duties. The above animations, however, are meant to show the different effects on students of different teacher behaviors. (Holtrop, 1997)

5.11. Three Most Common Problems T hat Occur in E FL Classes Written by the Teachers

In part 10 the teachers wrote three most common problems that occurred in their English lessons. Generally, 43 % of the teachers believed that problem the students weren't interested in English lesson, they didn't pay attention to English lesson and also the students didn't comprehend the importance of learning a foreign language.

In private primary schools, unmotivated students were the first problem according to the teachers because 44 % of them agreed on that problem.

In state primary schools, 29 % of the teachers complained about that the students weren't interested in English.

In private high school, 33 % of the teachers agreed that the students were unmotivated.

In state high schools, 29 % of the teachers said that students weren't interested in English lessons.

Lastly, we can generally say that both in private and state primary and high schools the most common problem was that student were not interested in English lesson and they were unmotivated in the class. In addition to those problems the EFL teachers in this study insisted on the problem of too much student talk.

5.12. What did E FL teachers of both private and state primary and high schools add to the classroom management?

The teachers wrote their own ideas, beliefs, and attitudes toward classroom management in statement 2 of part 10. These additions of the EFL teachers about the classroom management are shared below:

➢ A teacher of state primary schools added that: *"Teachers should be given more materials in terms of craft activities, games etc..."*

➢ A teacher of state primary schools added that: *"The books have to be changed urgently. They are so boring and difficult and mostly irrelevant and these books have to*

be prepared by big companies like oxford or Cambridge not a Turkish university professors. They have no idea about primary students' needs."

➤ A teacher of state primary schools added that: *"In real, I want to tell the topic in English. But the levels of the students are low so I have to tell them in Turkish. I want they will be lots part of the class but they can't do because of their low levels."*

➤ A teacher of state primary schools added that: *"Listening activities especially teaching a song game."*

➤ A teacher of state primary schools added that: *"This year we go to the schools and teach English as preparation for our next yea r. I can say that it is important for the class to behave the students sincerely and friendly this is an important key to open a lot of hard locked doors."*

➤ A teacher of state primary schools added that: *"We need for more visual materials."*

➤ A teacher of state primary schools added that: *"The classes must be divided according to the students' levels."*

➤ A teacher of state primary schools added that: *"Due to the socio economic conditions of our school's population it is too hard for us to make the students and parents accept the importance of the English. Actually it is hard for the teachers to make them see how important education is. Most of our students don't go to the high schools. Therefore they don't mind the lessons or the marks they get."*

➤ A teacher of private high schools added that: *"The way teachers behave students is so significant you can never apply the lesson without being friendly funny and interesting and setting the students free they have to speak and practice English and fell in comfort. With strict teachers they are far from self confidence. I have seen many topics about these subjects in many ELT web sites as I said before in a strict class with a strict teacher it may prevent the students take part all the activities, (partly)"*

➤ A teacher of private high schools added that: *"Teachers should be everywhere in the classroom not only in front of the board + touching the students' shoulders softly also work in the class."*

➤ A teacher of state high schools added that: *"Clear instructions and simple vocabulary important to motivate students in class for the new task."*

➤ A teacher of state high schools added that: *"A language laboratory may be a key to succeed in class management."*

➤ A teacher of state high schools added that: *"Talking about the topic that the students are interested."*

➤ A teacher of state high schools added that: *"More classroom management methods should be taught at university to make teachers' work a little bit easier."*

➤ A teacher of state high schools added that: *"The students and teachers should decide on the rules and routines together at the beginning of the year and the teacher should be strict about these rules throughout the year."*

In addition to these beliefs, I want to give a place to the foreign teachers' attitudes about the classroom management. Some teachers gave his/her names but the others didn't.

★ *"I am a beginning teacher, in a classroom of 45 students. I am having a very difficult time with classroom management, and I don't know what to do. There are a few students who are very hyper, and in a domino effect the whole class seems to blow up in the matter of minutes. I don't know the home language too well so I can't discipline in that. Any suggestions to improve classroom management? I am at my wits end!"*

★ *"Mine are motivated and full of energy alright-energy to do anything, but learn in my class. I teach 13-15 year olds. Part of the reason is I do not speak the home language, though I have good methodology for teaching in only English students and parents are not giving me a chance. When the parents are on the students' side it is hard for a teacher to get any headway. I can't get the students to calm down enough for me to start class. What should I do?"*

★ *"I teach adults in the U.S., so unfortunately I don't have much experience on this topic. With that age of students, you might want to try posting in the Secondary School Education forum, since students there are in about the same age range. I'm never sure if everyone reads all the forums or not, and I don't have the ability (or at least don't know how) to move a thread from one forum to another."*

★ *"Depending on what age group you are dealing with, find out what THEY are interested in and plan your classes around that. If you can get their attention with whatever it is they like...you may be able to keep their attention long enough to get the*

job   done.

Don't be afraid of the failure days. Keep plugging. They will learn to respect you for your efforts. Just don't let them know EVERY DAY that they are getting to you. Set up your rules for the classroom and stick to them. Be consistent. They will see that you mean business. I have a rule that once the door closes, no one will be permitted to enter. No cell phones. (You would be amazed!!!!) Only English spoken in the classroom. You get the idea. Be fair but firm. If you let them get away with chaos, they will just continue this bad behavior. Don't be afraid of just asking a student to leave. I have done it and my team teachers have also done it. You cannot teach if one clown in the class has them all going. Just ask the clown to leave. (Steelmagnolia)

★ *"Classroom management is not discipline. You manage a store. You don't discipline a store. You manage a team. You don't discipline a team. You manage a classroom. You don't discipline a classroom." (Wong)*

★ *That is quite a large number of people to teach. Nevertheless, you are in the situation and you need some advice. You need to set up some plan of cooperation and rewards. You need to be consistent, don't warn and yell, that will only raise the level of chaos. You might want to check out my new book,Brand New Teacher. It might be just the one to one guide you need to begin to achieve some success. Good luck to you. (Carol Keeney)*

★ *"My students just won't speak English!' is the cry of exasperated teachers all over the world. Their students seem determined to speak to each other in their own language, and when the teacher tries desperately to encourage them to try and speak in the target language they are met with some resistance."*

★ *Pair work can be over-used, of course, and where students are grouped inappropriately it can be very demotivating. But if care is taken about how to group students and manage pair work and if teachers help it to succeed by what they do before, during and after it, it a valuable part of a teacher's management armory.*

★ Student behavior (and misbehavior) is a subject which is discussed all too rarely in EFL literature, yet it is at the heart of all teaching experience. What can teachers do when faced with serious discipline problems? How can such incidents be avoided?

Student misbehavior can happen in any class. Yet if a teacher has set out ground rules for a class and if, when it occurs, he or she deals with it appropriately, it can usually be handed effectively. Nevertheless it is still a major problem in some more extreme situations.

★ Classroom management is so important. I currently teach high school Spanish and it can get out of hand. It is important to lay the law from the beginning. I make it very clear that my room in not a democracy, I am the one and only ruler in the class.

While there may be the need to send a student out of the classroom I find it important to be able to settle the discipline issues me, if I don't have control, then I am in trouble. After school teacher detentions are a real good tool.

Once you notice a "problem student" speaks to him/her once. The next time call the parents. Make sure you document this.

★ Students tend to get the idea that they don't have to listen to the teacher until the bell rings. So quit telling students to sit down before the bell rings. If they're not in their seats by the time that metal thing makes noise, send them down to the office. Each time a specific student isn't in their seat, severe the punishment.

CHAPTER VI

CONCLUSION

6.1. Summary and Conclusions

This study was carried out to find out these:

1- To learn the attitudes of EFL teachers on classroom management in private primary schools.

2- To learn the attitudes of EFL teachers on classroom management in state primary schools.

3- To learn the attitudes of EFL teachers on classroom management in private high schools.

4- To learn the attitudes of EFL teachers on classroom management in state high schools.

The data was obtained from the teachers in different private and state primary and primary schools. The instrument used to collect data was a questionnaire to the EFL teachers.

In the analysis of the gathered data quantitative method was used. Each statement in the questionnaire was analysed item by item with the help of graphs and tables.

The analysis indicated that the most common problem was that student weren't interested in English lesson and they were unmotivated in the class. They did not pay attention to English lesson and students did not comprehend the importance of learning a foreign language. In addition to these problems EFL teachers insisted on the problem of too much student talk.

The other problem for the teachers was mentioned by them using mother language by students in the classroom. The students did not want to speak and learn English in the class. The main reason for this was that the students did not have

complete mastery of their mother tongue so they are faced with some handicaps while they were learning a foreign language.

Another result stemmed from the analysis was the teacher role. According to the results; teacher is the most powerful player in classroom dynamics and determines the class structure. The teachers also 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 problem that most of the teachers agreed on was that they tented 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. The results were also shown by the percentages and graphs. It is also very necessary for keeping the students on all kinds of tasks during the lesson. Most of the teachers admitted that keeping the students on task is an important part of providing students with opportunities for meaningful interaction.

Another problem for the classroom management was the body language and the voice of the teachers. The teachers in all schools disagreed with the idea of planting firmly in one place during the lesson. The teachers supported the idea of wandering in the class and got in touch with their pupils such as touching on their shoulders and their heads. All teachers in the schools believed of making frequent eye contact with all students in class was very important. In addition, the students tented to cheat in the exams. These kinds of disciplinary problems can be solved by ascertaining a student's own perception. In resolving disciplinary problems the teachers have to find the source of the problem rather than treating the symptoms.

The other crucial matter for the classroom was that the class activities must be chosen according to the students' level and interests. In addition, EFL teachers have to decide which activities can best be done individually, in pairs or in groups, or as a whole class work.

The other problem was about the students talk during the class. Most of the students talk during the lesson about the topic that is irrelevant with the subject. They always ask lots of questions and they compliant their friends while the teacher is

teaching. This kind of student talk is very disruptive for an effective classroom management.

6.2. Implications

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 teachers emphasized that the importance of English must be comprehended by the students. According to them, the students do not understand the importance of learning a foreign language because knowing a foreign language will be necessary for their future.

In EFL classes, teaching English lesson in Turkish 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.

To summarize, in order to solve the problems in EFL classroom for an effective classroom management the hardest task is the teachers'. Because, the teacher is the most powerful player in classroom dynamics and determines the class structure. In order to supply a positive atmosphere in EFL classes, the teachers should praise the students' attempts for taking part in any kind of task or activity. In addition, 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.

6.3. Further Research

The present study was carried out in order to find out the place of the classroom management in EFL classrooms for the teachers. The data was gathered from twenty primary school and fifteen 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.

This study supported the fact that in English language classes the students tend to be highly unmotivated and they are not interested in English lesson. Since they do not want to speak in English during the lessons, it can be solved by integrating the students with speaking in English besides their mother tongue. In a further study, the possible ways of this integration can be investigated and some solutions can be developed about why the students use their mother tongue during English lesson. Because when the students meet a problem with English they always want help from their mother tongue. Students find it easier to express themselves in their mother tongue when they have a chance to use it. Whenever they want to produce something in English, they think in their mother tongue first. This cause some hesitations and misunderstandings in EFL classes. For further study, the effects of another tongue on the classroom management can be investigated widely.

In this study, it was also stated that the students must be motivated both intrinsic and extrinsic motivation during English lesson. Since they do not like learning a foreign language, the teachers have to use these motivation types in their classes. In a further research, the motivation types and their effects on English language teaching for classroom management .Further studies can also be conducted to examine when and how teachers should use motivation types in class can be investigated.

The study revealed that the students talk very much in the class according to the EFL teachers. Students need to know how and when they will talk during English lesson. The problem is that, they are not aware of this problem. They sometimes ask irrelevant questions, they talk to each other on irrelevant topics. They always ask the meaning of the words during the lesson and this is the most unavoidable problem. Teachers often faced with this problem in EFL classes. When and how the students must talk in the class can be investigated. The place of the student talk for effective classroom management must be considered widely.

Finally, there must be more studies about the classroom management especially in Turkey and also EFL teachers can be taught about the problems of the classroom management in seminars and they can be informed about how they can solve these problems when they faced in their language classroom.

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Tarih-İmza

Özlem KURUMEHMETOĞLU   Adı Soyadı

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 that what kinds of attitudes the EFL teachers have towards to the classroom management and what ways they apply in their class to manage their classroom during the lesson.

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 your choices.

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

TYPE OF YOUR SCHOOL: PRIMARY ( ) HIGH ( ) PRIVATE ( ) STATE ( )

CLASS:

GENDER: MALE (   )   FEMALE ( )

AGE:

HOW LONG HAVE YOU BEEN A TEACHER? :

ARE YOU SATISFIED WITH YOUR JOB? :   YES ( )   NO ( )

PART 1: TEACHER TALK	ALWAYS	OFTEN	SOMETIMES	NEVER
1) I talk too much and ask lots of questions during the lesson.				
2) As a teacher I don't give long explanation about the language so my students won't become passive learners.				

PART 2: GIVING INSTRUCTIONS	ALWAYS	OFTEN	SOMETIMES	NEVER
1) I give instructions verbally and role-play them, showing the students what they are to do.				
2) I mimic the instructions as students guess what they are supposed to do.				
3) I write instructions on the board.				

PART 3: KEEPING THE STUDENTS ON TASK	ALWAYS	OFTEN	SOMETIMES	NEVER
1) Keeping the students on task is an important part of providing students with opportunities for meaningful interaction.				
2) In my class, some students sometimes have their own discussions on matters unrelated to the task.				
3) I interrupt a student in groups to make a comment on a task or ask a question.				

PART 4: YOUR VOICE AND BODY LANGUAGE	ALWAYS	OFTEN	SOMETIMES	NEVER
1) I bury myself in my notes and plans.				
2) I plant my feet firmly in one place for the whole hour.				
3) I make frequent eye contact with all students in class.				

PART 5: TEACHING LARGE CLASSES	ALWAYS	OFTEN	SOMETIMES	NEVER
1) I use peer-editing, feedback and evaluation in written work whenever appropriate.				
2) I give students a range of extra class work, from a minimum that all students must to do challenging tasks for students with higher proficiency.				
3) I try to learn students' names by using the tags or desk "plates" serve as reminders in the early days of the course.				
4) I give limited feedback on my students' written work.				

PART 6: POSSIBLE PROBLEMS IN YOUR CLASSROOM	ALWAYS	OFTEN	SOMETIMES	NEVER
1) I never remember my students' names.				
2) My first step to solve a perceived problem of cheating is to ascertain a student's own perception.				
3) In resolving disciplinary problems, I try to find the source of the problem rather than treating the symptoms.				
4) I resolve the disciplinary problems outside of class time so that valuable class minutes aren't spent focusing on one student.				
5) I use all kinds of electrical equipments and know how to work them during my lesson.				
6) I never have enough time even to do half of what I plan.				

PART 7: MOTIVATION (Choose the best for you)

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

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

3) In my opinion; motivation only deals with the behavior of particular students.

PART 8: MANAGING CONSTRAINTS (Choose the best for you.)

1) If I give group activities I let the students select one of them depending on their levels and their interests.

2) I decide which class activities can best be done individually, in pairs or groups, and which ones call for whole-class work.

3) In a multilevel class, I grade the goals for different members of the group according to their language competence.

PART 9: TEACHERS' ROLES (Choose the best for you.)

1) Teachers have to make quick decisions about whether to answer a student's question postpone or dismiss it.

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

3) The teachers' roles include relationships with colleagues.

PART 10: OPEN ANSWER

1) Write three most common problems related with classroom management in your teaching.

a)

b)

c)

2) Is there anything you would like to add on this topic .i.e. classroom management?