



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education
English Language Teaching Program

ATTITUDES OF PROSPECTIVE ENGLISH LANGUAGE TEACHERS AND
PRACTICE TEACHERS TOWARDS DISRUPTIVE BEHAVIOURS

Tarık YÜTÜK

Master's Thesis

Ankara, (2018)

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...



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GELECEĞİN İNGİLİZCE ÖĞRETMENLERİNİN VE ÇALIŞAN ÖĞRETMENLERİN
SINIF DÜZENİNİ BOZAN DAVRANIŞLARA KARŞI TUTUMLARI

Tarık YÜTÜK

Master's Thesis

Ankara, (2018)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis prepared by **TARIK YÜTÜK** and entitled "Attitudes of Prospective English Language Teachers and Practice Teachers Towards Disruptive Behaviors" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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Abstract

This study aims to probe into the attitudes of prospective English language teachers and practice English language teachers towards disruptive behaviors of their students in order to shed light upon the affective aspects of teachers in classroom management in foreign language teaching. Therefore, 8 practice English language teachers and 41 pre-service English language teachers participate into the study. Within this frame, both quantitative and qualitative research methodologies are amalgamated to collect data. In detail, the scale for teachers' attitudes towards disruptive behaviors in classrooms, semi-structured interview, and observation techniques are used. Results are analyzed with respect to these two methodologies. Following the data collection and analyses, both their attitudes and practices in relation to these attitudes are scrutinized. Then, implications and suggestions regarding disruptive behaviors are discussed in detail.

Keywords: classroom management, disruptive behaviors, affective aspects, teachers' attitudes, classroom practices

Öz

Bu çalışma, yabancı dil öğretiminde sınıf yönetiminde öğretmenlerin duyuşsal özelliklerine ışık tutmak amacıyla geleceğın İngilizce öğretmenleri ile çalışmakta olan İngilizce öğretmenlerinin sınıf düzenini bozan öğrenci davranışlarına karşı tutumlarını incelemeyi hedeflemektedir. Bu bağlamda, görev yapmakta olan 8 İngilizce öğretmeni ile İngilizce Öğretmenliğı bölümünde okumakta olan 41 öğrenci çalışmada yer almaktadır. Bu kapsamda, nicel ve nitel araştırma yöntemleri bir arada kullanılarak veri toplanmıştır. Söz gelimi, öğretmenlerin sınıf düzenini bozan davranışlara karşı tutumları ölçeğı, yarı yapılandırılmış görüşme ve gözlem tekniğı kullanılmıştır. Sonuçlar bu iki araştırma yöntemi göz önüne alınarak analiz edilmiştir. Veri toplanmasını ve analizini takiben, katılımcıların tutumları ve onların bu davranışlara yönelik uygulamaları incelenmiştir. Bunun ardından, konu ile ilgili olarak uygulamalar ve öneriler detaylı olarak ele alınmıştır.

Anahtar sözcükler: sınıf yönetimi, sınıf düzenini bozan davranışlar, duyuşsal yönler, öğretmen tutumları, sınıf uygulamaları

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Symbols and Abbreviations

BA: Bachelor of Arts

CLL: Community Language Learning

CLT: Communicative Language Teaching

ELT: English Language Teaching

EU: European Union

GTM: Grammar Translation Method

IB: International Baccalaureate

ISELT: In-service English language teacher

PSELT: Pre-service English language teacher

SPSS: Statistical Package for Social Sciences

S_x: Unknown Student

TEOG: The transition exam from basic education to secondary education (Temel Eğitimden Ortaöğretime Geçiş Sınavı)

TBLT: Task-Based Language Teaching

TPR: Total Physical Response

ZPD: Zone of Proximal Development

Chapter 1

Introduction

Classroom management has a significant place in conducting an effective teaching (Oliver & Reschly, 2007) and increasing academic achievement (Webster-Stratton & Reid, 2004) (as cited in Webster-Stratton, Reinke, Herman, & Newcomer, 2011). So, it enjoys a high popularity among researchers and teachers (Arbuckle & Little, 2004). Although it is highly conducive to effective teaching, it has a multi-faceted nature (Martin & Baldwin, 1992) and it is difficult to specify certain package of classroom management tools across the world (Nolan, Houlihan, Wanzek, & Jenson, 2014). Therefore, to have a clearer vision regarding the classroom management and be more aware of its qualifications, it may be convenient to take a critical look at its definition and important components.

Initially, Brophy (2006) (as cited in O'Neill & Stephenson, 2012) views classroom management as arranging physical environment; determining and conducting classroom procedures; arousing and maintaining students' interests and attention; and taking disciplinary precautions. On the other hand, Emmer and Stough (2001) approach the issue from a similar perspective despite bringing some different dimensions in that maintaining students' attention, taking disciplinary interventions, founding classroom order, utilizing effective instructional techniques. Wubbels (2011) also accepts the necessity of a convenient classroom context and further claims that classroom management should foster students' social and moral development. To summarize, it can be suggested that classroom management requires the combination of different components. Therefore, conducting an effective classroom management is not a taken for granted task and it is not much possible to prescribe certain sets of criteria regarding what operates well and what does not work (Maguire, Ball, & Braun, 2010). Specifically, Martin and Baldwin (1992) pay attention to the difficulty of preparing an ideal classroom environment and atmosphere for efficient instruction.

Although there have been so many suggestions and implications about the issue, little consensus can be achieved. That's to say, it is not much likely to provide widely-accepted 'recipe' for teachers. However, there is one point on which researchers can have a common point of view: the role of teacher. Within

this frame, Jones and Jones (1998) position the teacher as an orchestra leader who manages the learning events in a proper way. Moreover, the teacher behavior is regarded as the most significant variable in maintaining a smooth teaching atmosphere (Balli, 2011; Levin & Nolan, 1999) [italics added]. Interestingly, Karlin and Berger (1972) have already brought a different point of view by positing that teachers ought to have the control of their classrooms without being dominant.

Statement of the Problem

When the word 'teaching', its characteristics, and the necessary skills discussed above are articulated, the cognitive aspect of it comes into our minds as it is suggested by Levin and Nolan (1999). This may lead us to miss the role of affective domain and; consequently, we, teachers, may restrict our capability in dealing with disruptive behaviors. So, in order to enrich our vision and to take a more comprehensive look at the 'teaching' profession, it can be highly convenient to espouse this cognitive side with the affective aspect.

To clarify, Van den Berg (2002) (as cited in Stoughton, 2007) underscores the affective side of teaching by mentioning that without involving teachers' emotional aspects into their reactions to events in a classroom environment it may not be quite plausible to carry out an effective teaching. Moreover, Emmer and Stough (2001) uphold these views that emotions are indispensable part of teaching. The last but not the least, in their study with pre-service teachers' opinions towards 'the qualifications of a good teacher', Fajet, Bello, Leftwich, Mesler, and Shaver (2005) find out that the participants make attribution to affective side as twice many times as cognitive side. Therefore, while addressing to 'teaching' and 'classroom management', it may be critical to incorporate cognitive aspects with affective ones.

Aim and Significance of the Study

There have been a number of studies over classroom management and disruptive behaviors. Yet, to my knowledge, few have been done in relation to the teachers' affective views regarding these issues. Therefore, in this study, it is aimed to probe into the attitudes of prospective and practice English language teachers towards disruptive behaviors and to scrutinize the place of experience in dealing with these behaviors since Lightbown and Spada (2013) link attitudes to

motive to improve one's practices. Therefore, by shedding light upon their attitudes, certain suggestions can be put forward so as to overcome disruptive behaviors. As Luiselli, Putnam, Handler, and Feinberg (2005) emphasize if disruptive behaviors decline in the classroom, teachers can allocate more time to teaching procedures so that students can make the most of this learning environment.

Research Questions

In relation to the problem stated, the research questions are devised in a way that it is possible to dig into the situation and, consequently, to clarify the issue. Within this frame, the questions seek to shed light upon the affective characteristics of prospective English language teachers and practice English language teachers. Here are the queries which play a role in leading and directing the study:

1. How do prospective English language teachers and practice English language teachers vary in terms of their attitudes towards disruptive behaviors?
2. Does service year have a predictive role in their attitudes?
3. How do they deal with disruptive behaviors? Do their techniques/inventories show difference?

Assumptions

There are two main hypotheses underlying and leading this study, according to which neither prospective English language teachers nor practice English language teachers can be superior to each other in that both groups convey advantages and disadvantages.

1. As Arbuckle and Little (2004) mention *experience in teaching* and *length of teaching* are important factors in maintaining an effective classroom management [italics added]. So, it can be hypothesized that the more experienced a teacher is, the more efficiently and confidently s/he can conduct classroom procedures.

2. Younger teachers tend to have full of energy to maintain a fairly smooth classroom management. This may give them an impetus to work hard against disruptive behaviors. Moreover, if they are faced with these kinds of behaviors,

they can resort to experiences and views of other teachers as Gutkin and Ajchenbaum (1984) suggest (as cited in Morris-Rothschild & Brassard, 2006). Thus, they can compensate for their lack of experience thanks to these negotiations.

Limitations

There are some drawbacks of the study despite its important theoretical and practical bases. First of all, it is conducted in only one city, Ankara, Turkey. Therefore, disruptive behaviors encountered in Ankara may not be identical to those occurred in other parts of Turkey. Secondly, the research is fulfilled in one of the most prestigious high schools in Turkey. That's to say, disruptive behaviors may also quite differ from other school types and levels since schools possess different dynamics, environments, and backgrounds (Maguire et al., 2010). Thirdly, since the study has cross-sectional characteristics, it can take an instant vision about the attitudes of the participants; however, it is possible that these attitudes can change over time, so the study can miss some points from its scope. Lastly, though it can possibly provide the opportunity to make a comparison with prospective English teachers, the number of the practice English teachers is somehow limited.

Definitions

There exist some fundamental and recurring terms throughout the study. Therefore, they were defined and clarified so as to progress in a more thorough and plain way. Here are the explanations of these concepts:

Prospective English language teachers. Prospective English language teachers, otherwise called as pre-service English language teachers, represent the fourth-grade students of the Division of English Language Teaching (ELT) and conduct their practicum in their last year in the department. This is a preparatory service for their future teaching career.

Practice English language teachers. Practice English language teachers, in other words named as in-service English language teachers, currently progress their teaching career and help the training of prospective language teachers by means of supervisory activities. Namely, they do not only allow pre-service

teachers to observe their classroom procedures, but also let them carry out educational processes during the practicum service. In the course of this process, they stand as a role model for their prospective colleagues and share their experiences through feedback provision.

Chapter 2

Literature Review

Previous papers relevant to this area are referred and explored so that it may be highly possible to build this study on theoretically robust base. In this reference; classroom management, its components, its theoretical and implementational aspects, and the attitudes of pre-service and in-service English language teachers can be further probed into within this chapter so as to clarify the role of classroom management in the pedagogical settings. Moreover, teacher training, self-concept, and self-efficacy is tried to be espoused in order to have a more comprehensive view in this sense.

Some Concepts in Classroom Management

Classroom management comprises a large number of concepts and notions and it can be more useful to scrutinize to understand further the nature and the role of classroom management. Within this frame; types of behaviors, the dispersion of classroom time, and approaches concerning effective classroom management are be embraced.

Allocated and transition times. As opposed to common beliefs, lesson time cannot solely be reserved for teaching and learning activities (Kunter, Baumert, & Köller, 2007). When this warning is taken into consideration, a concern arises in relation to time allocation in a class hour. Therefore, it may be convenient to handle the components of classroom duration.

Allocated time. Initially, classroom time is expected to be devoted to teaching and learning activities. This is a teacher's contemplated and pre-planned course expectations. Cangelosi (1988) refers to this duration as allocated time [italics added]. Within this time respect, the whole class is to be engaged in learning requirements.

Transition time. Secondly, it is not much possible for teachers to spare the classroom duration to allocated time, though. Rather, in order to direct the teaching event and help students mentally take a rest for a while, teachers need to make transition from one learning activity to another. Therefore, a certain amount of classroom hour is devoted to build a 'bridge' between two blocks of allocated time. Cangelosi views this time gap as transition time [italics added]. To sum up, it

is needed to organize the time limit so as to make the most of teaching (Reinke, Herman, & Stormont, 2013) and both time frames are necessary to lead an effective teaching practice.

On-task behaviors. Students are expected to be involved in learning activities in both allocated and transition times. During these times, they spend their energy to work on a certain course requirement. Cangelosi (1988) defines the student engagement as on-task behavior [italics added]. Naturally, on-task behaviors are regarded as the main aim of classroom management (Emmer & Stough, 2001). Consequently, students can benefit from the facility of education presented in a certain time limit.

Off-task behaviors. As opposed to on-task behaviors, off-task behaviors can be defined as diverging from course expectations and not focusing on learning activities (Cangelosi, 1988). With these actions, students do not generally tend to disturb their peers. Moreover, these behaviors may not be observed from outside. For instance, day-dreaming can be a likely case for off-task behavior. Nevertheless, these types of behaviors are not desired even though they are not as serious as disruptive behaviors mentioned below.

Disruptive behaviors. Disruptive behaviors, the main concern of this study, can also be detrimental for a learning environment and can pose a difficulty in many educational institutions (Reinke, Stormont, Herman, Wang, Newcomer, & King, 2014). Yet, there are some characteristics of disruptive behaviors making it more severe than the off-task ones. To begin with, Balson (1988) (as cited in Infantino & Little, 2005) articulates disruptive behaviors as exhibiting actions which are against norms of social, cognitive, and affective domains. Then, in classroom environment, Lawrence et al. (1983) (as cited in Infantino & Little, 2005) regard disruptive behaviors as sabotaging actions for teaching and learning procedures. Similarly, Gulchak (2008) asserts that these behaviors lessen the required time for academic activities. Moreover, Emmer and Stough (2001) make a distinction between disruptive and off-task behaviors in that disruptive ones can prevent other students from focusing on learning facilities and, consequently, these behaviors can hinder other students' learning. Interestingly, by rejecting the 'grey' area of off-task behaviors, Lannie and McCurdy (2007) approach the issue as white-or-black situation by postulating that the actions which are not accepted as on-task

behaviors are in the category of disruptive ones. More importantly, Arieli (1995) (as cited in Kaplan, Gheen, & Midgley, 2002) underscores the fact that there are no such certain criteria if behavior is disruptive or not, instead determination of its status is as a result of an interaction and a consensus between teacher and students.

In addition to the definition of disruptive behaviors, there are some qualifications and emergences of them. To exemplify, gender is found to be a significant variable in disruptive behaviors. Namely, type and density of disruptive behaviors exhibited by boys and girls can show different characteristics (Stowe Arnold, & Ortiz, 1999). To specify, Arbuckle and Little (2004) (as cited in Leflot, van Lier, Onghena, & Colpin, 2010) suggest that boys tend to be more disruptive than their female counterparts in classroom settings. Similarly, McClowry, Snow, Tamis-LeMonda, and Rodriguez (2010) put forward that teachers experience more difficulty while handling the disruptive behaviors caused by male students. Apart from the gender effect, academic success is also reported to be correlated with disruptive behaviors. For instance, Kaplan et al. (2002) pinpoint a significant negative correlation between disruptive behaviors and academic achievements. In addition to detrimental effects for students' part, these behaviors lead to negative attitudes (Kokkinos, Panayitou, & Davazoglou, 2005) and cause stress for teachers (Clunies-Ross, Little, & Kienhuis, 2008). As a consequence, disruptive behavior is a complex and multi-faceted issue because of its being under influence of many variables. So, teachers should meticulously approach these behaviors to overcome problems in their classrooms.

Some Approaches in Classroom Management

Although different point of views among scholars exist among researchers, it is possible to state some common reasons behind disruptive behaviors. Some scholars have designed systematic approaches in order to prevent or overcome these behaviors. Balli (2011) justifies the use of classroom management models in that they serve for drawing a framework through which prior knowledge about the issue can be combined with existing models. What's more; Martin, Sass, and Schmitt (2012) pay attention to a point that every teacher is different and one practice may not be capable of meeting the requirements of classroom management. So, a large number of classroom management tools should exist in

a teacher's agenda and should be resorted in accordance with the nature of teacher and the situation. In this study, they are ranged in a way that they reflect the transition from teacher-centered approaches to student-centered ones. Here are some prominent models which can be effective candidates for increasing the teaching quality of a classroom:

The Behavioristic model. Like in many educational sciences, the first classroom management techniques date back to behavioristic approach. The rationale behind these is the effects of stimuli as it was suggested by Skinner (1954) (as cited in Cangelosi, 1988). To clarify, when an organism –as behaviorists refer- acts in a way, this behavior is reacted by using stimuli. These stimuli are utilized in order to shape the behaviors of organisms, which is coined as behavior modification (Cangelosi, 1988). According to this technique, if the behavior is desired, it is rewarded so that the possibility of occurrence of it can be increased. On the other hand, providing that the behavior is not acceptable, then, it is not rewarded or negatively reacted and, in the end, it becomes less likely that it happens again. So as to comprehend the logic behind this technique, it may be convenient to scrutinize the qualifications of it.

Initially, the organisms are trained to behave in a desired way by being conditioned through use of various techniques. First of all, positive reinforcers, stimulus provided following the behavior to increase the probability of a response as Cangelosi (1988) suggests, can serve as an effective technique. To exemplify, Wubbels (2011) proposes that teachers' making use of sticker following a child's desired behavior can be an efficient technique. This can be more effective when this is utilized in young learners since they mostly depend on concrete rewards. Regarding the rewards, Anhalt, McNeil, and Bahl (1998) emphasize that rewards should be original and appealing so that students can be motivated to exhibit the desirable behaviors. On the other hand, Pisacreta, Tincani, Connell, and Axelrod (2011) exemplify praise as another tool working well in increasing desired behavior [italics added]. They underscore that praise following a preferable behavior is viewed as a highly strong tool to reinforce it.

Secondly, the negative reinforcement, removal of an undesirable stimulus as defined by Cangelosi (1988), can also increase the probability of a desired behavior. For instance, if a student completes his course tasks in classroom time,

he will not be assigned with homework (Wubbels, 2011). The use of negative reinforcement increases the existence of various tools so that desired behavior can be resistant to extinct.

Lastly, the technique of punishment, stimulus following a disruptive behavior to decrease the possibility of its occurring in the future as proposed by Cangelosi (1988), has been used although there is a controversy because of its side effects (Wubbels, 2011) and inefficiency in resorting merely on it (Skiba & Peterson, 2000). In order to get healthier results, Cangelosi makes a quite valuable distinction regarding punishment: contrived and naturally occurring punishment. The former denotes that there is not a natural connection between undesirable behavior and its consequences. For instance, if a student sleeps during the lesson and teacher assigns that student with homework, then this punishment is accepted as a contrived punishment. On the contrary, naturally occurring punishment is regarded as having an organic connection between undesirable behavior and its consequences. Namely, teacher gives permission to play a game with students at the end of the class provided that they are engaged in classroom activities; however, they exhibit disruptive behaviors within this time. So, there is no time left for the game because of their behaviors. Therefore, teacher explains that they are unable to play the game. By using this type of punishment, students can inquire their behaviors and, consequently, they will less likely to behave in that way for the next time. To conclude, Wubbels advocates the use of punishment as a last resort and Cangelosi prefers the naturally occurring punishment to contrived one.

Following the heydays of behaviorism, its principles have been criticized. Despite this, its precepts are still practiced in various formats across the world and they are strong tools. Yet, because of lacking cognitive reasons underlying the disruptive behaviors, other models have been launched in order to account for these reasons.

The Kounin model. This model, as opposed to the Behavioristic approach, which is conveying reactive characteristics, reflects the transition from reactive strategies to preventive ones as a result of Kounin's (1970) work (as cited in Emmer and Stough, 2001). In other words, this model aims to handle the disruptive behaviors before they happen. So as to accomplish this, this approach has some principles.

Firstly, it advocates that teachers should adopt the precept of 'withitness'. It refers to a teacher's being aware of what is happening in the classroom environment as posited by Cangelosi (1988). In order to get this awareness, Balli (2011) proposes that teachers should scan the classroom to know what is going on in the classroom. By being alerted, teachers can hinder the occurrence of disruptive behaviors (Kunter et al., 2007). Because it facilitates teachers' duties in dealing with these behaviors in a great extent, Emmer and Stough (2001) underline the fact that this principle can be recruited in every teaching environment.

Secondly, Kounin model underscores the use of 'ripple effect' since peers have an important influence on a child's behaviors (Reinke & Herman, 2002). Cangelosi (1988) acknowledges that it can influence other students' behaviors if a student exhibits a disruptive behavior. Based on this notion, providing that teacher can rehabilitate this misbehavior, those of other students will be automatically overcome (Wubbels, 2011). Thus, it helps teachers save time in their lessons.

Thirdly, one of the proposals of this approach is 'smooth transition' (Balli, 2011). Through smooth transition, Cangelosi (1988) postulates that teachers can pass from one activity to another in a way that students do not get alerted to exhibit misbehaviors. This aspect of the model upholds its preventive side.

As a result, this model can provide cost-efficient tools for teachers so that they can allocate more time to their instruction by preventing these disruptive behaviors. The use of these whole-class tools is validated in that they can practically solve misbehaviors in classrooms (Filcheck, McNeil, & Greco, 2004; Oliver, Wehby, & Reschly, 2011). Filcheck et al. also claim that whole-class practices seem to be fair when compared to individual behavioral management procedures because the behavioral management systems designed for each individual can make them 'isolated'. In sum, it can be inferred that this model brings important dimensions for classroom management.

The Glasser model. Glasser (1977) (as cited in Cangelosi, 1988) pointed out that human beings are capable of determining their behaviors in that they can endure the consequences of their acts. Balli (2011) also postulates that students are rational and logical beings so that they can manage their behaviors. Dempsey

(1991) (as cited in Weinstein, 1998) underlines that teacher should inform students about consequences of misbehavior if they violate a rule. Therefore, so as to eliminate disruptive behaviors, Stoughton (2007) proposes that teachers should emphasize the rationale behind rules and their necessities so that students can notice their faults. Accordingly, they can rehabilitate their behaviors in relation to their logical choices.

The Canter model. This model is coined also as Assertive Discipline, according to which teachers assert a systematic and pre-planned rules and procedures at the very beginning of the school year (Balli, 2011; Malmgren et al., 2005). Rogers (2002) upholds the view that there is a natural expectation in students to hear rules and instructions. Therefore, to prevent misbehaviors, teachers can take charge of all procedures and manage classroom, accordingly (Malmgren et al., 2005). To clarify, teachers should initially set certain classroom procedures and rules (Reinke et al., 2013). The success of preventing misbehaviors is highly dependent on the clearness of these rules and their coherent implementations (Kunter et al., 2007). In order for rules to work well, some suggestions are stated below:

Oliver and Reschly (2007) regard instruction as an important tool in preventing disruptive behaviors in that students cannot find a chance to be involved in disruptive behaviors if they have already been engaged in on-task behaviors through effective instruction of teacher. Moreover, they assert that rules and routines have a significant role in preventing disruptive behaviors and mention some characteristics of classroom rules. Namely, rules should be positively worded and should emphasize the preferred behavior rather than the undesirable one. Congruently; Fromkin, Rodman, and Hyams (2007) recommend that styles - otherwise called as registers - should be paid attention in a speech, therefore these speech styles can be utilized by teachers in the course of building rules. Also, there should be a certain limit of rules (e.g. 7 rules) so that student can easily keep them mind. However, in one point, views of Oliver and Reschly are contrasted with Canter approach and they posit that rules should be presented as they needed according to occurring situations whereas Canter approach defends the provision of rules at once at the beginning of the term.

As for the forming process of the rules, McEwan (2000) gives the idea that rules can be built through brainstorming. She also postulates that teachers can visualize the appropriate and inappropriate behaviors for visual learners by utilizing pictures. For kinesthetic learners, the rules can be dramatised. Thus, students can see the rationale behind the rules.

To conclude, this model has brought some important notions into classroom management discipline. That's to say, predetermined rules and expectations do not form a basis for misbehaviors to occur. In other words, disruptive behaviors can be prevented at the first stage thanks to these procedures. In sum, effective classroom management has preventive qualifications rather than reactive ones (Emmer & Stough, 2001) and these proactive measures lessen teachers' stress (Clunies-Ross et al, 2008).

The Dreikurs model. This approach has some humanistic characteristics since Dreikurs (1968) (as cited in Malmgren et al., 2005) attributed occurrence of disruptive behaviors to students' neglected needs. He also classified these reasons into four categories: attention seeking, power struggles, revenge seeking, and displaying deficiencies (as cited in Cangelosi, 1988). In response to these misbehaviors, Malmgren et al. (2005) suggest ignoring and avoiding conflict with students. In conclusion, this model has some significant underpinnings against some possible provocation by student and it seeks to solve these problems by fostering students' unmet needs and overlooking their power struggle 'duels'.

The Jones model. This approach favors the use of non-verbal signals so as to handle misbehaviors. For instance, Cangelosi (1988) mentions some effective tools to solve these behaviors. First of all, eye-contact can be a preferable solution since students exhibiting disruptive behaviors mostly feel uncomfortable when teacher makes use of direct eye-contact. Altay and Ünal (2013) also believe that teachers can have a good command of classroom management by making use of eye-contact. Secondly, physical proximity can also work well in that students perceive that their acts are constantly observed, so they arrange their behaviors, accordingly. Olweus (1993) (as cited in Kochenderfer-Ladd & Pelletier, 2008) also signifies the necessity of proximity in a way that direct observation can make students deter from committing disruptive behaviors. Similarly, teachers should not stick to a position for a long time, namely they can

move in the classroom as suggested by Brown (2001). Interestingly, within non-verbal domain, Barraja-Rohan and Pritchard (1997) emphasize the role of intonation in that it exhibits the emotions of speakers, so teachers can make use of intonation to make the students feel the authority of the teacher. The last but not the least, body language is also emphasized by Şenel (2007) in that teachers can effectively direct the classroom by utilizing hand and body movements and facial expressions. As a result, since the role of non-verbal communication cannot be neglected, the instruments of this model can account for some problematic behavior.

The Ginott model. Some humanistic values exist in the nature of this approach, as well. Ginott (1972) (as cited in Cangelosi, 1988) emphasized to distinguish students' characters and their disruptive behaviors. To specify, it is suggested to address to the unwanted acts rather than their characters. Thus, students do not feel threatened and help teachers eliminate these behaviors. Moreover, one of the principles of this model is to avoid labelling. To clarify, teachers should refrain from using labels such as 'dumb', 'poor reader', and etc. More interestingly, it advises teachers to abstain from positive labels (e.g. 'clever', 'good', 'fast reader'), as well. Being closely related to Gattegno's (1972) (as cited in Larsen-Freeman & Anderson, 2011). the notion of 'inner criteria' in Silent Way in second/foreign language teaching methodology, the rationale behind this precept is that students may have the risk of being always dependent on their teachers and cannot develop the ability to initiate their actions. In other words, students are taught to take responsibility of their behaviors and direct them in appropriate way.

The Gordon model. This approach makes the role of students in classroom management more obvious and reflects the transition of responsibility from teacher to students as posited by Malmgren et al. (2005). In other words, students should be trained to organize their behaviors in a proper manner. Similarly, Willis (1996) gives importance to provision of responsibility to students in a way that they can arrange their behaviors by being assigned pedagogical tasks. Though this model does not totally reject the role of teacher, it mainly looks for fostering individual behavior regulation. Thus, some researchers underline the utility of the precepts of the Gordon model.

To begin with, Hoff and DuPaul (1998) mention that it is beneficial to nurture the agent role of individuals in maintaining an effective classroom management. To clarify, Fantuzzo and Polite (1990) (as cited in Hoff & DuPaul, 1998) point out that the behavior regulations as a result of individual decisions are possibly more permanent than those taking place as a consequence of external factors. Similarly, within the frame of 'locus of control', Findley and Cooper (1983) (as cited in Williams & Burden, 1997) have already reported that those who have internal impetus to act are inclined to be more successful in obtaining positive results in academic domain. Secondly, by approaching a different perspective, Cole (1992) (as cited in Hoff & DuPaul, 1998) postulates that these procedures are more time-saving and, consequently, teacher can direct his/her energy to teaching. As opposed to the Canter approach, which advocates the assertion of classroom rules and procedures by teacher, the Gordon model aims to help students take the responsibility of their behavior (Malmgren et al., 2005). By this way, student can make long-lasting proper behavior regulations seeing that they have the notion of responsibility.

As a result, all these models provide various theories and implications for classroom management procedures. So, for wide range of educational contexts, there are valuable suggestions and solutions launched by these approaches. Yet, it may be restricting to strongly hold tools of a single method. Rather, scholars prefer the use of combination of different strategies in relation to requirements of a situation. Pfiffner and Barkley (1990) (as cited in Anhalt et al., 1998) propose that it is more likely to experience more amelioration in students' behaviors by making use of various implementationally proven techniques rather than focusing on a one strategy. Furthermore, Walker and Shea (1998) (as cited in Reupert & Woodcock, 2010) remind the fact that no single procedure work in all with all pupils in all contexts. The last but not the least, Nunan and Nunan (2004) approach the situation from a significant perspective in that teachers should not passively implement the information they retrieve, rather they ought to create their own style and be self-directed depending on their readings and experiences. As a consequence, it can be advised teachers to recruit a wide range of intervention strategies in accordance to their cognitive and affective structures, characteristics of students, qualifications of educational settings, and so on.

Self-concept, Self-efficacy, and Classroom Management

Self-concept and self-efficacy concern the attitudes of individuals in a given domain. Therefore, it may be more convenient to handle these terms to clarify the cognitive and affective sides of people's choices and behaviors since William and Burden (1997) regard beliefs as the sources of individuals' practices and implementations. Initially, self-concept poses highly valuable understanding an individual's insight into his/her self, beliefs, capabilities, and so on as noted by Rosenberg (1979) (as cited in Bong & Skaalvik, 2003). However, there has not been a consensus over the exact definition of self-concept even though there have been a number of papers on this term. So, there is little research which can comprise the general features of self-concept. However, Ferla, Valcke, and Cai (2009) posit some bases for the prominent characteristics of self-concept. Ferla et al. suggest that self-concept is related to an individual's affective-motivational side and continue that it is past-oriented. Namely, what an individual has experienced in the past has a profound effect on his/her self-concept. Moreover, Ferla et al. touch upon a significant aspect of it by proposing that self-concept has a broader scope when compared to self-efficacy.

Although the aspects above may seem inadequate, there are some characteristics on which scholars have agreed. First of all, it has been found that self-concept has a multidimensional structure (Ghazvini, 2011; Mercer, 2011) rather than a single layer. Secondly, Mercer also found out that self-concept is developing in the course of time. This finding was ratified by Chen, Yeh, Hwang, and Lin (2013), who suggest that self-concept becomes higher with age. Thirdly, the idea that self-concept has an important influence on one's performance is a precept which has been stated in lots of papers (Chen et al., 2013; Erten & Burden, 2014; Guay, Ratelle, Roy, & Litalien, 2010). When Erten and Burden (2014) clarify this relationship by suggesting that an individual's previous experiences can probably affect how he or she performs in the future settings. In line with the third aspect, Erten and Burden posit that those who have more self-concept are likely to attribute their performances to internal factors. Namely, these people believe that they have control over their performances and the results are determined by their efforts. As a result, the findings above may help us comprehend the self-concept thoroughly.

Secondly, like self-concept, self-efficacy also plays an important role in individuals' preferences and performances as posited by Bandura (1977) (as cited in Kurt, Gungor, & Ekici, 2014). Congruently, many studies have been conducted on self-efficacy. There are both similarities and dissimilarities between self-concept and self-efficacy. To start with, like self-concept, it was asserted that there is a positive relationship between self-efficacy and one's performance (Komarraju & Nadler, 2013; Mothlagh, Amrai, Yazdani, Abderahim, & Souri, 2011). Similarly, self-efficacy is also considered to be fairly correlated with the duration of exertion of effort in a certain domain (Stajkovic & Luthans, 1998). Secondly, self-efficacy shows fluctuation (Komarraju & Nadler, 2013). Thirdly, similar to the findings of Erten and Burden, the more self-efficacious people are, the more sense of agency (Zimmerman, 2000) and locus of control (Meral, Çolak, & Zereyak, 2012) they have.

In addition to similarities, there are some fundamental differences between self-concept and self-efficacy. Initially, self-concept is the sum of an individual's beliefs and emotions regarding his power and capabilities as defined by Rosenberg (1979) (as cited in Bong & Skaalvik, 2003). In other words, self-concept provides a general and comprehensive framework for a person about his abilities. Self-efficacy, on the other hand, is a task-specific and characterizes one's beliefs and feelings for a certain and specific domain (Bong & Skaalvik, 2003). Secondly, Bong and Clark (1999) (as cited in Choi, 2005) assert that self-concept has a multifaceted construct; however, self-efficacy accounts for a single and limited construct. Thirdly, Ferla et al. (2009) notify that self-efficacy is future-oriented while self-concept has its roots in the past. So, it can be concluded that it is not feasible to use these terms interchangeably.

Once the relationships and differences between these terms are analyzed, it is more plausible to depend more on self-efficacy in teachers' cognitive and affective choices and performances in classroom management. Specifically, self-efficacy constitutes the main focus of the English language teachers' and prospective English language teachers' beliefs and attitudes towards the disruptive behaviors in the classroom. So, it is crucially necessary to scrutinize self-efficacy and its sources. Bandura (1991) defines it as the judgements of people regarding their capabilities in relation to a certain task (as cited in Ajzen, 2002). Moreover, he

underpins the sources of self-efficacy with four bases (Bandura, 1994). Firstly, Woolfolk Hoy (2000) (as cited in Moulding, Stewart, & Dunmeyer, 2014) suggests that enactive attainment builds the initial side of self-efficacy and it denotes an individual's experiences and successes at first hand. Secondly, O'Neill and Stephenson (2012) emphasize that vicarious experience may also have an important role in one's self-efficacy in that s/he can observe another one, thus s/he can get convinced that it is also possible for him/her to be successful in a specific domain. Furthermore; Duffin, French, and Patrick (2012) handle the role of environment in that social persuasion has a crucial place in augmenting a person's self-efficacy in a way that more capable people can provide insights, encouragements, and feedbacks through which s/he can boost the self-efficacy. Lastly, one's emotional and psychological sides are significant in terms of forming beliefs regarding a situation; for example, Pajares (1997) and Bandura (2001) underscore that self-efficacy can be determinant factor in one's decision in relation to these affective roots. In sum, these four components are significant terms in comprehending the nature of self-efficacy.

Following the general framework of self-efficacy, its role in teaching profession worth being handled. Without doubt, there are robust reasons for inclusion of self- efficacy in teaching environment. First of all, Bandura and Adams (1977) assert that self-efficacy is a strong indicator and predictor of one's amount of effort, therefore individuals - teachers, prospective teachers, students, etc. - in the educational settings can rely on their self-efficacy to take an action. Secondly, in addition to the effort dimension, Choi (2005) points out that self- efficacy can be a significant factor in determining the choice of tasks and the level of perseverance. Similarly, Pfitzner-Eden (2016) also regards self-efficacy as a reference point in understanding behaviors of individuals, so it can be proposed that self-efficacy is very crucial in comprehending the behaviors, their choices, the amount of effort they exert in educational settings.

Within more limited and specific terms, in education, self-efficacy can be a strong predictor in classroom management. To clarify, moreover, Bandura's (1986) views towards beliefs, which are referred to be robust predictors of future actions (as cited in Dunn & Rakes, 2010), are helpful to probe into the situation. In terms of classroom management, Morris-Rothschild and Brassard (2006) regard teacher

self-efficacy in dealing with disruptive behaviors as an important predictor. In other words, if a teacher is efficacious in handling these kinds of behaviors, s/he tends to devote more time to reach a solution and show more perseverance. Within this respect, Kirkağaç and Öz (2017) report that positive attitudes and willingness in a certain domain culminate in a successful performance, so through being self-efficacious and having positive attitudes, teachers overcome disruptive behaviors and have a high command of classroom management. Furthermore, teachers with high self-efficacy can prepare an inclusive learning atmosphere as suggested by Sharma, Loreman, and Forlin, (2012). On the other hand, teachers who are not confident in their practices in preserving classroom order may also become inadequate in handling problematic behaviors (Brouwers and Tomic, 2000). Additionally, those who are less efficacious have a tendency to give up once they are faced with problematic behaviors. Within this frame, teacher training programs in universities may insert some extra programs into their pedagogical curricula which can help their teacher candidates boost their self-efficacy in teaching.

To help teacher candidates acquire high self-efficacy, some regulations and implementations can be done in teacher training departments of universities. Initially, Fajet et al. (2005) propose teacher educators should address to pre-service teachers' self-efficacy to diagnose their negative perceptions about their capabilities. Holt-Reynolds (2000) firmly suggests that prospective teachers should realize the roles of teacher in order to have a strong mentality regarding the issue. Specifically, Jesus and Conboy (2001) stress the role of leadership of teacher and prospective teachers should start to be equipped with this role [*italics added*]. Therefore, teacher candidates' vision and efficacy can be fortified, accordingly.

Teacher Training and Classroom Management

Emmer and Stough (2001) (as cited in Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008) underscore that classroom management courses form a significant place in building a teacher's career. Although these courses are mostly conducted in theoretical ways and some commonly accepted classroom management procedures are prescribed to pre-service teachers, it is not fairly easy to bring about a change of their view of classroom management in terms of both cognitive and affective issues (Dunn & Rakes, 2010). Within this respect,

there are may be some concerns and suggestions about classroom management courses in universities.

Specifically, it may be beneficial to mention expectations of pre-service teachers regarding classroom management courses. They are concerned with getting a 'package' of classroom management tools to which they are planning to resort in their future teaching career (Reupert & Woodcock, 2010). In other words, they are in search of instant pragmatic and practical prescriptions (Holt-Reynolds, 2000). Yet, there is no prove that they can be quickly equipped with these classroom management skills in a certain limit of time (Oliver & Reschly, 2007). That's to say, there is no specific duration for pre-service teachers' education (Moulding et al. 2014). Rather, they consider that classroom management techniques should be provided students in a critical point of view and as a whole concept rather than separating it into discrete components. Thus, they can grasp the dynamic, fluctuating, holistic, and contextual nature of classroom management in the course of time (Latz, 1992).

In addition to cognitive and affective underpinnings mentioned under self-concept and self-efficacy title, classroom management skills of pre-service teachers can be reinforced via some implications. To exemplify, Emmer and Stough (2001) find video-recorded teaching experiences useful in that teacher candidates can develop reflective thinking over their practices. Thus, teacher trainers can make use of micro-teaching technique through which prospective teachers can receive feedback over their performances. In this point, the context of micro-teaching can be enriched and amplified in a way that spontaneous events can be inserted into the process and teacher candidates can be faced with wide range of cases so that they can be equipped with various strategies (Farrell, 2008).

As a conclusion, teacher training and its practices in relation to classroom management are highly important and necessary since classroom management commences before an actual lesson begins (Simonsen et al., 2008). Although pre-service teachers tend to adopt the classroom management techniques from their former student experiences as emphasized by Goodman (1986) (as cited in Bramald, Hardman, & Leat, 1995), there can be many actions, implications, studies and practices which can be fulfilled by both prospective teachers and their

trainers in universities. That's to say, visions of pre-service teachers can be enlarged by fostering their teaching skills in terms of theoretical and implementational bases. By this way, they will likely be able to get prepared their future teaching careers.

Chapter 3

Methodology

On addressing to previous studies, it can be fairly convenient and essential to mention the qualifications of this current research in this part. In this reference, there are several points under which some technical procedures concerning the study are described. Specifically; who constitutes the participants of research, where the data are collected, what the characteristics of the study design are, which procedures are followed during the data collection process, and how the data are analyzed and interpreted are tackled. Hence, the procedure before data collection and analyses are tried to be exhibited in this domain.

Theoretical Framework

While planning the study, it was initially contemplated to be a quantitative research since its economical characteristics so that a lot of valuable information can be obtained, accordingly. Moreover, Dörnyei (2007) proposes that it has a high level of reliability and replicability because it contains certain sets of criteria. However, it is criticized by Brannen (2005) (as cited in Dörnyei, 2007) due to its reductionist nature, which means that it opens to missing and skipping some valuable data. Thus, in order to overcome this deficiency, qualitative instruments were inserted into the study so that in-depth studies could reinforce the quantitative findings. Consequently, quantitative and qualitative were espoused so as to get more clear and precise view. Dörnyei also upholds the use of mixed methods studies since this amalgamation of two camps leads to increase in the validity of the research.

In addition, the sequence of the quantitative and qualitative paradigms has an important role for the study. To clarify, initially, the study was launched with a quantitative research tool, which is a scale. Then, qualitative inventories were utilized in the following phases of the research. Creswell et al. (2003) (as cited in Dörnyei, 2007) coin this order as 'sequential explanatory design' and Dörnyei justifies the use of this sequence since it can be easily implemented and provides the opportunity to diversify the outcomes of the study. In sum, significant results were aimed to be yielded by following this path.

Setting and Participants

The study was planned to take place in Ankara Turk Telekom Social Sciences High School. This school has been designed to train the prospective administrators to various institutions in Turkey and has a high-level quality of instruction. Moreover, it is a member of International Baccalaureate (IB). Different from many high schools in Turkey, there is one-year extra preparation language class. On completing the preparation class, students start their actual studies for the following years.

As for the instructors, there are 8 practice English language teachers. By starting to teach in this school, they have already been teaching at least for 15 years in various educational institutions and schools across the country. Thus, these practice teachers are quite experienced in their branch. What's more, they supervise internship students from faculties of education and share their experiences with them. That's to say, this sample can constitute an ideal group in generalizing findings to other contexts since they have had the opportunity work with different institutions and may have probably faced with various disruptive behaviors in this time frame.

Their internship students, prospective English language teachers, are seniors at Hacettepe University Faculty of Education English Language Teaching (ELT) department and conduct their practicum in their last year in the university. Senior students have been distributed into 3 sections in the department and 41 internship students fulfil their practicum in Ankara Turk Telekom Social Sciences High School. These senior students commensurate with the all seniors in 3 sections in the ELT department. Moreover, they are graduates of different high schools from across Turkey, so they have already encountered with many disruptive behaviors in their previous education career even if they have not much taught. Also, gender distribution is similar to other ELT contexts and this gender trend continues in the following years in ELT profession. Thus, it can be claimed that this sample is also capable of representing the ELT contexts in Turkey. Accordingly, the external validity can be assured.

In sum, it can be suggested that both groups have been selected by making use of convenience sampling, in which participants were chosen in accordance with certain criteria such as being easily accessible, or eagerness to participate as

Dörnyei (2007) suggests. Furthermore, their convenience in the ELT field is another priority. Namely, there is a clear-cut difference in terms of service year between groups and this could possibly facilitate our duty while attributing the outcomes to the notion of experience. Thus, the internal validity could be made sure, as well.

Data Collection

Following determining the general framework and the participants, the procedural aspect of the study was planned. To specify, the cross-sectional research design was preferred because of its provision of the facility to gather a large number of information in a certain period of time as proposed by Cohen et al. (2000) (as cited in Dörnyei, 2007). In other words, the attitudes of two different groups of participants were tried to be tracked in a snapshot-like manner.

To begin with, a scale regarding the attitudes towards disruptive behaviors was administered to the participants in two sessions. One was done with prospective English language teachers and the other was conducted with their practice teachers. Completing this stage, the responses were inserted into IBM Statistical Package for Social Sciences (SPSS 21.0) and were ready for analyses. Secondly, following three weeks after the administration of the scale, a semi-structured interview was done with some participants in both groups. The reason why a time limit was set between these two steps was to refrain from the unwanted influences of the responses to the scale on those of the interview. In other words, the rationale for operating test-retest was utilized in this study. Moreover, the responses in the interview were recorded and transcribed so that it was ready for content analysis. Lastly, few weeks after these phases, lessons of some participants from both groups were observed and their reactions towards disruptive behaviors were viewed in relation to the responses given to the scale and the interview. Thus, the reliability and coherence between the responses and reaction were tried to be assured. During these observations, video recordings were not used. Instead, an observation checklist was utilized and the occurring reactions by the participants were tallied.

Consequently, the data obtained from these three parts were analyzed at the end of the whole process in order to abstain from researcher bias. That's to say, by analyzing the data at the very end of the sessions, it was aimed to not lead

and direct the responses of the participants. In so doing, more reliable and valid findings could be obtained.

Instruments

The fact that the study grasps the features of both quantitative and qualitative research design necessitates the use of various data collection tools and different analyses processes. To exemplify, a scale regarding the attitudes, the interview about the views and practices of in-service and prospective English language teachers, and the in-classroom observation related to classroom management implementations of these teachers are clarified one by one within this respect.

The scale for teachers' attitudes towards disruptive behaviors in classrooms. The scale was devised by Tanhan and Şentürk (2011) in Turkish and was administered in a different city, Van, Turkey. As a consequence of their study, the reliability of the scale, Cronbach alpha, was found to be satisfactory ($r=.85$). Moreover, a pilot study was conducted in English with 8 pre-service English language teachers and this number constitutes approximately %20 of the whole study group. Accordingly, a robust Cronbach alpha value was also yielded as a consequence of this pilot study ($r=.809$) (see Table 1). Thus, because of its statistical and content qualifications, this inventory was considered to be suitable for the nature of our study. So, on getting permission to use it in this research, it was inserted into the study.

Table 1

The Result of the Pilot Study

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,809	,839	15

In detail, the scale consists of 2 constructs and 16 items. The first construct corresponds to affective features and the second one contains items about behavioral tendencies. Also, for each construct, Cronbach alpha was found to be

$r=.82$ and $r=.78$, respectively. Upon reviewing the items, the inventory was reshaped and one item was discarded due to its very similar nature to i5 in the scale. Then, it was translated into English in coordination with an expert to make sure that each item meaningfully corresponds to their Turkish equivalents (see Table 2 for the scale). Preceding its implementation, it was converted into a 7-point scale which ranges from '1' corresponding to "totally disagree" to '7' denoting "totally agree". Accordingly, it was aimed to have normally distributed responses which could facilitate the interpretation of independent sample t-test results as stated below. Moreover, the participants could have wider spectrum in responding to the items.

Table 2

The Scale and Its Sub-constructs

Constructs	Items	Expressions
Affective Dimension	i1	I get angry when students talk during the lesson without getting permission.
	i2	That students are engaged in activity irrelevant to the course during the lesson makes me furious.
	i3	I cannot put up with the fact that a student comes to the lesson without having done his/her homework.
	i4	I get furious when the course equipment in the classroom is damaged by students.
	i5	That a student makes a noise in the lesson makes me angry.
	i6	I cannot endure the fact that a student does not bring his/her course equipment to the lesson.
	i7	I get disturbed from a student's disrespectful behaviors towards his/her friends.
	i8	I get angry when a student arrives late to the lesson/school.
	i9	I get stressed once students do not obey the classroom rules.
	i10	That students do not involve in course activities makes me sad.
Behavioral Dimension	i*	I get stressed when student make noise in the lesson.*
	i11	I resort to punishment when the classroom rules are not obeyed.
	i12	I punish the student who disturbs his/her friends (pulling, hitting, taking their belongings etc.) during the lesson.
	i13	I punish the student who does not bring his/her course equipment.
	i14	I punish the students who do not involve in the course activities.

i15 I think that the behavior of damaging to the course equipment in the classroom should be punished.

* Discarded item(s)

Semi-structured interview. Given that the scale was administered, interview was not conducted till certain period of time had passed. This period was approximately 20 days. The rationale behind this practice was that it could be possible to hinder the undesired effects of the responses given to the scale on those of interview.

Specifically, it was fulfilled in a semi-structured way since Dörnyei (2007) underlines its flexibility in that it gives the interviewee the opportunity to elaborate the topic. In detail, the interview was carried out with 5 pre-service and 2 in-service English language teachers as proportionally with the total participants in the study. Thus, questions were designed in a way that they could elicit the items in the scale and complement the less emphasized ways of these items. Yet, there are some nuances between the question directed to practice and prospective English language teachers. Here are the questions for practice teachers:

Table 3

Interview Questions for Practice English Language Teachers

-
1. Could you please introduce yourself and qualifications of your job? Which university and department did you graduate from? Could you please share your experiences in relation to the institutions have you served so far?
 2. What are the most common disruptive behaviors which you experience in your classes? (talking without permission, arriving late to the classroom, bullying, making noise etc.)
 3. What are your priorities while dealing with these behaviors? Do you take preventive or reactive measures? What kind of techniques do you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)
 4. Do your techniques show variance depending on the class you are teaching? Could you please specify these techniques?

5. In your classes, do you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?
 6. Have you ever resorted to school administration when you have encountered with disruptive behaviors? What type of assistance does school administration provide?
 7. Have you ever resorted to parent support when you have encountered with disruptive behaviors? What type of assistance do parents provide?
 8. What are your suggestions for less experienced and inexperienced teachers to overcome disruptive behaviors in their classes?
-

Here are the questions posed to the prospective English language teachers:

Table 4

Interview Questions for Prospective English Language Teachers

1. Could you please introduce yourself? Which courses have you been taken so far? Could you please share your university experiences?
2. What are your opinions regard the disruptive behaviors? Have you encounter with these behaviors in your practicum? (talking without permission, arriving late to the classroom, bullying, making noise etc.)
3. What would be your priorities while dealing with these behaviors if you dealt with these behaviors? Would you take preventive or reactive measures? What kind of techniques would you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)
4. Do you think these techniques show variance depending on the grade level such as primary, secondary schools, high schools? Could you please specify these techniques?

5. In your classes, are you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?
 6. Do you think that teachers can/should resort to school administration when they encounter with disruptive behaviors? What type of assistance does school administration provide?
 7. What do you think about parent support in this issue? What type of assistance can parents provide?
 8. What are your suggestions for 1st, 2nd, and 3rd grader pre-service teachers to overcome disruptive behaviors in their classes?
-

Observation. Following these two steps, the lessons of 5 prospective English teachers and 2 practice teachers were observed as proportionally with the total participants in the study. By doing so, it could be possible to espouse their attitudes towards disruptive behaviors with their classroom practices. During this procedure, an observation checklist was utilized so that the practices could be tracked according to a certain set of criteria. During the building of this checklist, certain definitions and criteria mentioned in the literature review were taken into consideration. Then, these practices were tallied and the number of recurring reactions was counted. Thus, it could facilitate connecting the link between their attitudes and classroom practices. The behaviors exhibited by both groups could be highly outcomes of their beliefs. So, consistency was tried to be assured through this observation. Here is the checklist utilized through the observation:

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity	Reprimanding
Disruptive Behaviors							

Talking without permission							
Talking among themselves							
Being engaged in irrelevant activities							
Being disrespectful to other students							
Making noise							
Giggling							
Walking around classroom							
Disturbing other students							
Hitting other students							
Chewing gum							
Using a mobile phone							

Figure 1. Observation Chart

Data Analysis

The study conveys both quantitative and qualitative nature. Accordingly, different tools were utilized to analyses the data.

For the quantitative part of the study, IBM SPSS 21.0 was used. Specifically, independent sample t-test was used to scrutinize the attitudes of prospective English language teachers and practice English teachers towards disruptive behaviors, which was obtained from the scale to be administered.

Furthermore, regression analyses were utilized in order to probe into the role of service year in predicting their attitudes. So, it was planned to yield significant results and relations. Yet, before conducting aforementioned steps; the reliability, the normal distribution, and test of homogeneity analyses were applied in order to make sure that the scale could meet the prerequisite standards for quantitative procedures.

Initially, it was tried to be made sure that the scale is reliable to yield robust and healthy findings. Therefore, reliability analysis was conducted before the data were scrutinized. This procedure was carried out and piloted with 8 participants, which is equal to %20 of the whole study group. Afterwards, the scale has been found to be fairly reliable for the data collection and analyses. Here are the reliability results:

Table 6
Reliability Results

Reliability analysis		
<i>Cronbach's Alpha</i>	<i>Cronbach's Alpha Based on Standardized Items</i>	<i>N of Items</i>
,809	,839	15

Once analyzing Table 6, one can understand that the scale is a convenient tool for data collection because of its high reliability value ($r=.809$). Therefore, further results can be obtained through this fairly strong scale.

Then, normal distribution was sought in order to be make sure that independent sample t-test could be carried out. Accordingly, there was a normal distribution in the responses of the participants for the scale. Thus, normal distribution results have been found to be convenient for the fulfilment of independent sample t-test. So, here are results for normal distribution findings:

Table 7
Normal Distribution Results

Shapiro-Wilk

	<i>Statistic</i>	<i>df</i>	<i>P</i>
i1	,945	49	,023*
Affective Dimension	,990	49	,939**
Behavioral Dimension	,972	49	,294**

* $p < 0.05$

** $p > 0.05$

I1, the affective, and the behavioral constructs were analyzed in relation to normal distribution results and the affective and the behavioral dimensions have been found to be normally dispersed, respectively $p = .939$ and $p = .294$. However, i1 seems to violate the normal distribution norms. Therefore, skewness, kurtosis, and histogram findings for i1 were probed. Here are the skewness, kurtosis, histogram results of i1:

Table 8
Skewness and Kurtosis Results

	Descriptives	
	<i>Statistic</i>	<i>Std. Error</i>
Mean	4,142	,240
Median	4,000	
Variance	2,833	
SD	1,683	
Min.	1,00	
Max.	7,00	
Range	6,00	
Skewness	-,207	,340
Kurtosis	-,685	,668

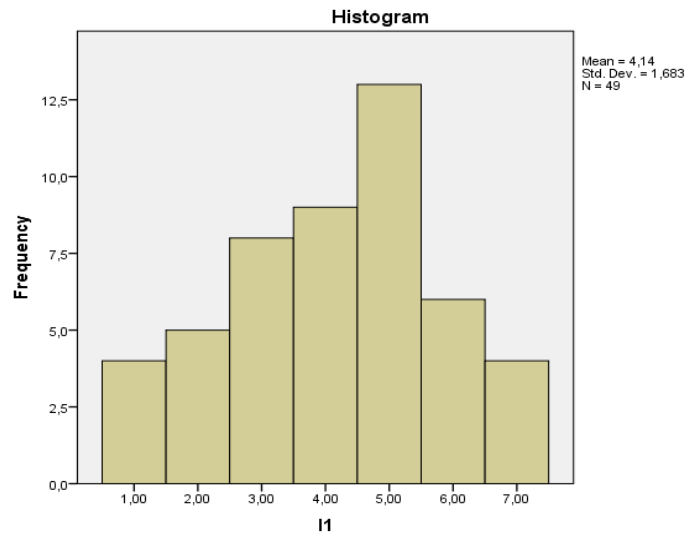


Figure 2. Histogram results in terms of normal distribution

Even though *i1* does not seem to obey the standards of normal distribution, skewness and kurtosis findings demonstrate that *i1* is actually convenient for the norms of normal distribution since Tabachnick and Fidell (2013) assert that a value that falls between +1,5 and -1,5 is suitable for normal distribution. Therefore, skewness and kurtosis values have been found to be -,207 and -,685, respectively in this study. In other words, *i1* is understood to convey the qualifications of normal distribution. Moreover, the histogram above also verifies that *i1* is convenient for normal dispersion.

Next, variances need to be found equal for the sake of independent sample t-test. Therefore, variances have been analyzed and found to be convenient for the initiation of independent sample t-test. Here are the results for variances:

Table 9

Test of Homogeneity Results

Test of Homogeneity of Variances				
	<i>Levene's Statistic</i>	<i>df1</i>	<i>df2</i>	<i>P</i>
<i>i1</i>	,602	1	47	,442**
Affective Dimension	1,107	1	47	,298**
Behavioral Dimension	1,142	1	47	,291**

** $p > 0.05$

When i_1 , the affective, and the behavioral constructs are scrutinized in terms of homogeneity, they are all found to be suitable for the standards of homogeneity, $p=.442$, $p=.298$, and $p=.291$, respectively. In other words, any significant finding violating the test of homogeneity has not been yielded in this item and these constructs. So, it can be suggested that these statistics can provide important data for further analyses.

Once these steps are taken into consideration, the conditions for the quantitative analyses are quite satisfactory. However, so as to get more precise views, qualitative studies were followed. To exemplify, on conducting the semi-structured interview, the transcriptions of these interviews were scrutinized through content analysis. In other words, the main themes and their frequencies in recurring in the participants' speech were under scope. Thus, their priorities were aimed to be pinpointed regarding the disruptive behaviors. In addition to the interview, the observation was carried out so that not only their verbal responses, but also their practices in relation to the disruptive behaviors could be observed. In doing so, an observation checklist was utilized and their strategies in handling these behaviors were envisaged. Therefore, the number and variety of the strategies was counted through tallying.

Conclusion

As a result, the results yielded from the qualitative procedures were espoused with those from the quantitative ones so as to reinforce the outcomes of the study. Thus, it was tried to obtain important findings through various inventories. Hence, it might be highly possible to attain stronger deductions and have a clearer vision regarding the attitudes and actions of pre-service and in-service English language teachers towards disruptive behaviors.

Chapter 4 Findings

Following the data collection procedures, analyses were initiated and different types of data analysis tools were recruited for the sake of this process. In other words, both quantitative and qualitative techniques were utilized during the analyses. In order to analyze the result of the scale, quantitative procedures were used. Specifically, IBM Statistical Package for Social Sciences (SPSS) v.21 was made use of during the analyses of the scale. On the other hand, to analyze interview and observation, qualitative techniques were utilized. Namely, content analysis was utilized for this purpose.

Analyses of the 1st Research Question

The first research question seeks to explore how prospective English language teachers and practice English language teachers vary in terms of their attitudes towards disruptive behaviors. Therefore, IBM SPSS v.21 was used to find the answer of this enquiry. In detail, independent sample t-test was used so as to find the discrepancy, if there is, between prospective and practice English language teachers. Independent sample t-test results are exhibited below:

Table 10
Independent Sample t-test Results per Constructs

<i>Dimension</i>	<i>Teacher</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Affective Dimension	In-service	8	44,500	6,886	1,107	,414**
	Pre-service	41	47,439	9,581		
Behavioral Dimension	In-service	8	17,250	4,862	1,142	,848**
	Pre-service	41	16,829	5,796		

** $p > 0.05$

On analyzing the affective and behavioral constructs, it has been found that it is not possible to recognize a significant difference between in-service and pre-service English language teachers. To specify, firstly, in terms of the affective aspect, the sensitivity of pre-service English language teachers towards disruptive behaviors has outscored ($M=47,439$) that of in-service English language teachers

($M=44,500$). Yet, this difference has not been found to be significant due to the sig. value has been yielded as $.414$ ($p>.05$). Secondly, as for the behavioral side, some variations can be recognized and in-service English language teachers have more tendency to resort to certain actions ($M=17,250$) than their pre-service counterparts ($M=16,829$). Though, this finding cannot be regarded as a significant difference because the sig. value is calculated as $.848$ ($p>.05$). Consequently, drastic differences can be obtained neither for the affective nor for the behavioral dimension of disruptive behaviors.

However, to obtain more precise results in terms of the items forming the scale, further analyses were initiated within respect to each item. Interestingly, only has i1 provided significant differences between two groups of teachers. To illustrate, here are the findings taken from the items one by one:

Table 11
Independent Sample t-test Results per Items

<i>Items</i>	<i>Teacher</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
i1	In-service	8	2,750	1,908	,602	,009*
	Pre-service	41	4,414	1,516		
i2	In-service	8	4,000	1,511	,070	,352**
	Pre-service	41	4,561	1,549		
i3	In-service	8	4,375	1,187	,019	,525**
	Pre-service	41	4,048	1,340		
i4	In-service	8	4,625	2,326	6,945	,619**
	Pre-service	41	4,926	1,385		
i5	In-service	8	3,750	1,832	1,445	,060**
	Pre-service	41	4,878	1,452		
i6	In-service	8	4,500	1,414	,012	,584**
	Pre-service	41	4,195	1,435		
i7	In-service	8	6,125	,834	,885	,620**
	Pre-service	41	5,902	1,200		
i8	In-service	8	3,500	1,603	1,181	,294**
	Pre-service	41	4,024	1,214		
i9	In-service	8	4,750	1,488	,734	,886**
	Pre-service	41	4,682	1,149		
i10	In-service	8	6,125	1,457	,767	,479**
	Pre-service	41	5,804	1,100		

i11	In-service	8	3,375	1,767	,269	,784**
	Pre-service	41	3,536	1,467		
i12	In-service	8	4,500	1,690	,459	,522**
	Pre-service	41	4,048	1,829		
i13	In-service	8	2,875	1,457	,021	,933**
	Pre-service	41	2,829	1,394		
i14	In-service	8	1,875	1,457	,199	,310**
	Pre-service	41	2,439	1,415		
i15	In-service	8	4,625	2,065	3,982	,271**
	Pre-service	41	3,975	1,387		

* $p < 0.05$

** $p > 0.05$

On interpreting Table 11, one can realize that i1 (I get angry when students talk during the lesson without getting permission.) is the only item which poses robust differences between in-service and pre-service English language teachers. Namely, pre-service English language teachers are more inclined to get angry ($M=4,414$) than their experienced counterparts ($M=2,750$). Statistically, this output has been measured as a significant result since the sig. value is found as .009 ($p < .05$). However, as for the rest of the items, no clear difference can be grasped. To conclude, pre-service and in-service English language teachers convey slightly similar views and take fairly alike actions regarding disruptive behaviors in the general sense.

Analyses of the 2nd Research Question

Following the 1st inquiry, it is tried to account for *whether service year has a predictive role in the attitudes of prospective and practice teachers towards disruptive behaviors*. Hence, IBM SPSS v.21 was utilized also for this question. Specifically, regression was applied to probe into whether there is such a predictive role or not. Here are the regression results:

Table 12

Regression Analyses

Enter Regression Analyses					
Dependent Variable	Standardized coefficient β	R	R^2	t	P

i1	-,313	,313	,098	-2,260	,029*
Affective Dimension	-,120	,120	,014	-,831	
,410**					
Behavioral Dimension	,050	,050	,003	,344	,732**

* $p < 0.05$

** $p > 0.05$

Table 12 demonstrates the results of regression analyses regarding the effect of *years of teaching* on *i1*, the affective, and the behavioral dimension, respectively. The analyses have been conducted one by one and *years of teaching* is taken as the independent variable in each condition. *i1* (I get angry when students talk during the lesson without getting permission.), *the affective*, and *the behavioral constructs* are the dependent variable in the model. Initially, the correlation between years of teaching and *i1* is found as $-.313$ and sig. value is calculated as $.029$ ($p < .05$). Namely, it seems that teachers significantly have a less tendency to get angry as they get more experienced in their careers. In other words, the effect of years of teaching on *i1* is found to be significant and accounts for 9.8 % for *i1* . Secondly, as for the affective dimension, negative correlation is found also between the years of teaching and the affective aspect ($r = -.120$). Yet, this correlation seems to be quite weak when the sig. value is taken into account, which is $.410$ ($p > .05$). Therefore, the years of teaching can account for only 1.4 % for the affective dimension about disruptive behaviors. Thirdly, once the influence on the behavioral dimension is scrutinized, fairly feeble correlation is detected ($r = .050$). That's to say, this value is rather close to zero correlation. Moreover, the relationship between the years of teaching and the behavioral aspect is uncovered quite insignificant since the sig. value conjures up as $.732$ ($p > .05$). To specify, the years of teaching can explicate only 0.3 % for the behavioral dimension. Lastly, the relationship between the years of teaching and the other items in the scale and the effect of years of teaching on the other items are also calculated, yet these values were not statistically found to be significant. Therefore, only are the *i1*, the affective, and the behavioral aspects mentioned in Table 12. As a result, the years of teaching significantly affects only *i1*, yet for the other areas, its effects have been found to be fairly restricted.

Analyses of the 3rd Research Question

Since the study conveys the characteristics of explanatory sequential design, qualitative measurements were taken following the quantitative counterparts. In other words, qualitative research tools such as interview and observation were fulfilled after the implementation of the scale. Within this frame, 5 pre-service and 2 in-service English language teachers participated in the interview and the same number and proportion of participants were observed while they were teaching in the classroom. With these instruments, it has been aimed to comprehend *how prospective and practice teachers deal with disruptive behaviors and whether their techniques/inventories show difference.*

The findings of the interview. Initially, semi-structured interview was conducted and responses yielded from the interview are exhibited below:

- Question 1 - Could you please introduce yourself and qualifications of your job? Which university and department did you graduate from? Could you please share your experiences in relation to the institutions have you served so far?
- Interviewee 1 – In-service teacher 1

Ok. My name is In-service English language teacher 1 (ISELT 1). Now, I am in Turk Telekom Social Sciences High School and I have been working here for two years. I graduated from METU from the Department of Chemistry. Actually, I worked in criminal police laboratory before and I worked there for 10 years. After ten years I decided to be a teacher. As a pedagogical experience, I started at a secondary school and work there for 6 years. And then, I moved to the United States and I stayed there 4 years and I came back. Then, I started here.

- Interviewee 2 – In-service teacher 2

First of all, I graduated from Hacettepe University English Language and Literature Department and got my teaching certificate. I started teaching in 2003. In terms of teaching English language, I have a good command of vocabulary and grammar. Thus, these have a positive effect on my teaching career.

- Question 1 - Could you please introduce yourself? Which courses have you been taken so far? Could you please share your university experiences?

- Interviewee 3 – Pre-service teacher 1

I am Pre-service English language teacher 1 (PSELT 1). from the Hacettepe University at the 4th grade. I am in the last year and the courses I have taken so far like classroom management, methodology, approaches. I remember these ones, and also educational psychology. We learn these things and If I need my share university experiences with you, we did so many micro-teachings in the lessons and they helped us improve ourselves. It is like that. Now, we started internships in a real class in a real school. We see us how a good teacher in front of the class can be.

- Interviewee 4 – Pre-service teacher 2

Yes, first of all, my name is PSELT 2 and it is my last year in Hacettepe University. So far, I've taken some courses which, in some cases, I have benefited from. They are like psychology, methodology, classroom management, school management and this kind of courses. As a whole my university experience, I can say that it was beneficial for me because thanks to these classes, now I am aware of this whole language process, teaching language process actually. That's it.

- Interviewee 5 – Pre-service teacher 3

I am PSELT 3. I am studying ELT, English Language Teaching department at Hacettepe University and I have taken courses such as methodology, approaches, classroom management, school management, education psychology. And, I believe that those courses contributed to me a lot. I believe that they are helping me when I am in the class, when I am trying to teach something. Because I learn techniques from those courses and that's why I think they are beneficial for me in real life.

- Interviewee 6 – Pre-service teacher 4

Ok. My name is PSELT 4 and I am a student in Hacettepe University. Now, I am the last year student. Actually, there are so many courses of course, but the courses I remember most are the teaching English to young learners (TEYL),

classroom management, school management, the material design, and also applied linguistics.

- Interviewee 7 – Pre-service teacher 5

Hello! I am PSELT 5 and this is my last year at Hacettepe University in English Language Teaching department. There were, I mean, lots of classes I have taken so far such as classroom management, phonetics, phonology, educational psychology, educational sciences, etc. I mean I attribute good experiences so far for four years in terms of teachers, professors and in terms of the usefulness of our classes that we have taken so far.

- Question 2 - What are the most common disruptive behaviors which you experience in your classes? (talking without permission, arriving late to the classroom, bullying, making noise etc.)

- Interviewee 1 – In-service teacher 1

Actually, I don't have some serious problems. I only face with talking without permission, especially in the mornings they arrive late to the classroom. Sometimes, they make noise, but not always. Generally, I am calm in this sense.

- Interviewee 2 – In-service teacher 2

Talking without permission, laughing to every joke, and commenting on every situation are some of the most common disruptive behaviors I have encountered so far.

- Question 2 - What are your opinions regard the disruptive behaviors? Have you encounter with these behaviors in your practicum? (talking without permission, arriving late to the classroom, bullying, making noise etc.)

- Interviewee 3 – Pre-service teacher 1

It is always up to the classroom and how can I say the atmosphere like you said and the teacher. It always changes. For example, if you are in a middle school, if your students are young, you can do so many things to stop them.

Because they always most tend to be disruptive in the classroom. They don't want to, for example, study for the lesson, they don't want to be quiet and don't listen to their teacher. But, we have to, for example, stop them, we can warn them, we can ignore them. For example, we can remind them that we are in the class and there is a teacher and we are studying the lesson. You have to be quiet and for example obey your teacher. It is something like that. But, if you are in the, for example, high grades, you can be more relaxed because they will understand you better and they know they are in the class and they are aware of classroom rules. Maybe it can be easier, but it always happens disruptive behaviors and doesn't matter grades, level, or age. Because they are students and like a general student, they don't want to study lesson. While they are in the classroom, they can sometimes feel, I don't know, maybe, bored and that's why they can do these things.

- Interviewee 4 – Pre-service teacher 2

First of all, in this internship process, I have encountered some kind of problems. I mean disruptive behaviors such as making noise, ignoring the class, not paying attention to class, actually, because I mean there still at lower levels, I mean of course it depends on the students, their levels. They are important in this sense. Because when they are at lower levels, they are more, I mean, relaxed in the classroom, so they can make noise and they can be disruptive when they don't pay attention of course, like every teacher, I become a little bit, let's say, nervous. Because I am more scared that they are not paying attention to the class and like there is a possibility that they don't get the things I am trying to explain to them.

- Interviewee 5 – Pre-service teacher 3

I guess I haven't encountered that much, but of course I have some experiences in that. The thing that I encounter most is talking without permission in the class or making noise and I guess I have low tolerance for that kind of situations. Actually, I am trying to be comfortable and relaxed in the class, but sometimes I get really nervous when students don't stop talking or making noise... errr... and I am trying not to be aggressive, but I try to warn them most of the time.

- Interviewee 6 – Pre-service teacher 4

In classroom, of course, there are disruptive behaviors. It always happens. Maybe, what I experience about talking each other and also like gossiping

something like that. And, also, arriving late to the classroom, but I have never experienced the happenings of bad things. Just talking in the classroom and then arriving the classroom late are the things I experience.

- Interviewee 7 – Pre-service teacher 5

Of course, I have faced with that kind of behavior in the classroom, because I think it is inevitable. I mean a class without disruptive behavior cannot exist. Especially, I want to talk about my last class in here. I was alone in the classroom and the teacher was not there. The students had the maths exam after my class. They were not listening my class at all and they were talking each other about the exam etc. It was really tough time for me and it is really difficult to deal with them...errr... while they are showing these disruptive behaviors.

- Question 3 - What are your priorities while dealing with these behaviors? Do you take preventive or reactive measures? What kind of techniques do you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)

- Interviewee 1 – In-service teacher 1

Actually, I talk and give some suggestions. Yes, I can say it. So, I am not so serious about these problems. I prefer talking more and I don't actually write the rules and explain in detail. I encourage them to talk.

- Interviewee 2 – In-service teacher 2

At the beginning of my teaching career, I was shouting at in every disruptive behavior. Yet, I have experienced that it is useless. Later, I adopt different techniques and measurements against these behaviors. For example, nowadays, I suddenly choose the disruptive student and direct him/her a question. Of course, s/he can't answer my question. So, s/he is aware of his/her fault. Moreover, I sometimes get closer to the disruptive students and they feel that they are under surveillance, so they can't sustain their problematic behaviors. Therefore, I find these tools more useful.

In terms of combining theory and practice, I don't think it is easy to implement theory into practice. Because, they are totally different. In theory, we teach in a utopic atmosphere and, but in real class, it isn't in that way.

- Interviewee 3 – Pre-service teacher 1

For example, I encounter so many times talking without permission. It always happens, but it is up to the, for example, students and what they say. If it is just an important thing, I don't care it firstly. If it still continues, maybe I can look at it, I can make an eye-contact, I can say their names specifically, I can say can you stop, please stop and something like that. I can try to stop them. And if there is, for example, I haven't experienced so much arriving late to the classroom and I don't care actually. Because I was a student also like that. I know it is an important topic, but at least they are coming. Bullying it is hard to experience, but I am sure everyone experiences this thing. But I don't know how I can interrupt these behaviors. It didn't happen to me so much, but whenever I see something like that I always warn the whole-class, not just one person because I don't want to humiliate just one student in front of the other students. And making noise it always happens, they are trying to talk to each other, they are making murmuring it is something like that. I, for example, try to remind I am in the class and let's get silent and respect other friends. Also, they are trying to listen to their teachers and trying to do this.

- Interviewee 4 – Pre-service teacher 2

So, first of all, I actually, try to understand the problem, but if the problem is still going on, I would warn them first. I would try to create the certain environment, the necessary environment for the classroom. Because the classroom management is really important in this sense. So, I would powerfully, first, warn them and if it doesn't work, I warn them again, because I am sure that in some points, they will understand me and so, it is really important for teachers to be, I mean, how can I say, patient in some terms, so we should be patient and warn the students. But, if this problem still goes on, I probably talk with them privately. I mean I try to understand the problem.

- Interviewee 5 – Pre-service teacher 3

First, I don't care, but if the situation goes on, then I feel like I have to warn them. Because they need to know about the school,..errr.... not school, the classroom rules. They need to be quiet, they need to listen. They are here to learn. So, I warn them. I guess that's it. And about arriving late to the classroom, I guess I can tolerate 5 to 10 minutes coming late to the class, because they may have some problems about transportation or they may have something else. But, if they arrive really late to the class, then, I guess I ask the reason why they arrive that late. But, I can tolerate 5 to 10 minutes.

- Interviewee 6 – Pre-service teacher 4

Ok. Actually, for me, I prefer preventive ones. But, somehow, I also use reactive. But, I use mostly preventive. For example, before I start my class, I already talk to the students like "please don't make a noise, please listen to me, please pay more attention to me, because, for example, I will describe and explain about these things. I prefer preventive tools rather than reactive ones. And then, if I combine the theories or the lesson I have chosen before, I just remember, in the classroom management, maybe, there are some theories about those things. We learn about how to react and how to manage the students in the class and then how to deal with the students, I mean when we have to resort them and when we have to blend the students. It is the management class I remember.

- Interviewee 7 – Pre-service teacher 5

Before being a teacher, as a person, I see myself as a humanist person, so I try to be a humanist teacher in my classes. I really care about my students' feelings and I want them to listen to the class willingly, not by force. So, I don't want to shout at them or force them to listen to the class. I think, as a teacher, if you make your classes enjoyable and fun, they will listen to you. So, I try to take the attention in different ways, not by shouting and how can I say...errr...not by making them shy in front of the class or making them ashamed and something like that. So, I try to...errr... what was the approach...waiting until they...

Total Physical Response (TPR)

No, no, no.

When they are ready...

Yeah, yeah. I mean I become silent when they are talking. I wait them until they are quiet.

Silent Way, inner criteria.

HII, hIII.

- Question 4 - Do your techniques show variance depending on the class you are teaching? Could you please specify these techniques?

- Interviewee 1 – In-service teacher 1

Sure, yes. It is my second year in the high school and I noticed that, in high schools, students are more responsible, and I don't face much disruptive behaviors in high schools. But, in primary and secondary school, yes, we face with them.

- Interviewee 2 – In-service teacher 2

In primary schools, there are more disruptive behaviors. I think I can't manage them. In secondary schools, disruptive behaviors are also difficult to handle, yet they are quite easier when compared to those in primary schools. However, behaviors of high school students are more manageable and they are generally aware of what they are doing. So, it is sure that there are differences among the school levels, therefore there are variances in terms of techniques, as well.

- Interviewee 3 – Pre-service teacher 1

Not answered

- Interviewee 4 – Pre-service teacher 2

In the primary and the middle school, in my opinion. Because, at this level, there is a possibility that they can't understand my intentions or the necessary things which are going on the courses. So, I would probably talk with the parents, because, I mean, the education at home is really important, as well. The parents have more rights to change their minds and deal with the problem. As a teacher, of

course, I deal with the problem first, I am talking about the primary and the middle school. And about the high school, like interacting with the students.

- Interviewee 5 – Pre-service teacher 3

Well, in primary school, I can, I need to tolerate more, because they are children and they are not aware most of the things that are going on around them. So, my toleration would be higher for them, I guess. And, I believe that they care for... errr... concrete things more. So, I prefer awarding them when they do something good. But, I don't think that I would use punishment for them.

You are in favor of somewhat behaviorist perspective except for punishment?

Yes, I guess. They care about drawing a star on their notebooks or for stickers, or for candies. And, in elementary school, they are getting better in terms of being aware of the things while they are in the class while they are learning. I guess, how can I say, it is a good level. But, in high schools, well, they are teenagers and sometimes they may have problems and they may not deal with them and they may, you know, may not hide their feelings. So, yes, they are older than the other level of students. But, they may be more problematic, I believe. They care for more, let say, concrete things then you appreciate their answers when they right and correct.

Do you mean concrete or abstract for high schools?

Sorry, abstract for high school, yes, yes. They care for more appreciating them, I believe, yes. It makes them feel relax.

- Interviewee 6 – Pre-service teacher 4

Like, for example, I have been teaching to the young learners. The disruptive behavior in young learners is that they cannot focus. For example, if I explain something, they don't focus on the things and then they always think about toys or something like that. They cannot focus, and we cannot teach too much detail to them. We should make use of fun. Because, if you just describe and explain in the same way, it will be hard for the young learners. So, we have to make a good management.

What about secondary and high schools?

Actually, it depends on the class. For example,...errr...actually, it depends on the class, but for the young learners, they exhibit so many disruptive behaviors. They don't feel that these are disruptive behaviors. But, they are. For example, they are asking so many things, so it can be also a disruptive behavior. And, then, I think, yes.

Do they decrease with age?

Yes, maybe. It decreases.

- Interviewee 7 – Pre-service teacher 5

I think they show variance a lot. I mean each level has advantages and disadvantages in terms of disruptive behaviors...errr... I think primary school students are kind of the most difficult ones to deal with, because maybe they are not aware of where they are, they don't know what to do, so they talk all the time and it is really difficult to control them, because they are children yet. Errr... in middle school, it is also difficult, because it is their most times, because they are teenagers, so they have different problems, e.g. they hate from their lives etc. It is also difficult to deal with them. In high school, I think it is easier. I think we are lucky, because we are trainee in high school. It is easier to deal with them, because when you say something to them, they understand, because they are more mature.

- Question 5 - In your classes, do you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?

- Interviewee 1 – In-service teacher 1

According to the situation, of course,...errr... if you face with the problem by one student and an individual behavior, of course, I say something to him/her. But, actually, I prefer saying something generally in the classroom, not individually.

Maybe, it can be humiliating for them?

Yes, of course.

- Interviewee 2 – In-service teacher 2

It changes. Yet, first of all, I try to solve problematic behaviors by making use whole-classroom management strategies. If it doesn't work, after lesson, I call the student who shows the disruptive behavior. I talk to him/her one on one. S/he is generally afraid of being talked one by one.

- Interviewee 3 – Pre-service teacher 1

Not answered

- Interviewee 4 – Pre-service teacher 2

It depends on the situation, I guess. If the problem is something important, if something important goes on in the students' lives, his/her private life, it would be one by one. But, if was something about the whole-classroom problem, I would talk with them as a whole.

- Interviewee 5 – Pre-service teacher 3

I would deal with it, at first, as a class, because I may not know the individual problems, but if there is a really problematic person in the class and s/he is the cause of that problem, then I take it one by one, individually.

- Interviewee 6 – Pre-service teacher 4

I prefer the whole-class, because talking to the one person brings him/her down. Maybe, it will be embarrassing for them, so I, actually, mention to the whole-class like "please give me attention". I don't point it out like "You don't speak." Because, it will bring them down. But, if it continues and that person don't realize, I will come and say, but not in front of the class. Because, it makes the person down and maybe makes them embarrassed. Maybe, they don't respect to me. It is like that.

- Interviewee 7 – Pre-service teacher 5

It changes according to a situation to a situation. If it is one student that shows disruptive behavior, then I deal with one-to-one. Maybe after the class, I try to talk with him/her about his/her behaviors. But, if it is about whole classroom, like my experience that I talk about, then I deal with the whole class. I try to talk with

them altogether about their problems whether they have a problem or not and why they are behaving in this way, etc.

- Question 6 - Have you ever resorted to school administration when you have encountered with disruptive behaviors? What type of assistance do parents provide?

- Interviewee 1 – In-service teacher 1

Errr... okay, actually, I don't want to work with administrators, because I don't trust them.

- Interviewee 2 – In-service teacher 2

First, I try to solve to problem by myself. However, if it doesn't work in that problem. I resort to the school administration.

- Question 6 - Do you think that teachers can/should resort to school administration when they encounter with disruptive behaviors? What type of assistance does school administration provide?

- Interviewee 3 – Pre-service teacher 1

No, no. Firstly, of course not. Firstly, for example, if I cannot manage that situation, I can talk to that student privately after the lesson, not in front of the class. I can try to solve it. And after that, maybe I can try to talk his/her parents. They can help me. If it still continues, then I can ask the school manager "What can I do about this student?". But, I don't want to do that, because I am the teacher. s/he is my student. When you tell someone these, he cannot understand without being there. I think like that.

- Interviewee 4 – Pre-service teacher 2

Actually, school administration would be my last choice, because taking care of the problem with the school administration is not that good, I mean, because it can't give us possible solutions, because referring to students' problems, there is not many things that school administration would do. Because, it would probably be the...hmm... corporal punishment.

Except for corporal punishment, school administration can't do anything?

For me, yes.

Thank you.

- Interviewee 5 – Pre-service teacher 3

Well, that would be my last option, because I know that I am teaching that class and I know them and they know me. School administration shouldn't interfere with what I am doing in the class and... errr... my students may think that I am a weak person, I don't have power to deal with them and I don't want the situation to be like this, that's why I would deal with it myself. But, if it is really a serious problem, then I may think of going to the school administration.

- Interviewee 6 – Pre-service teacher 4

Somehow yes, maybe. Because, if it is a big problem that I cannot handle, of course I will tell them, like help me to deal with it. If is 100% big problem. But, if I can deal with it, of course, I can handle, I am not going to tell them.

- Interviewee 7 – Pre-service teacher 5

I wouldn't prefer it. I think it would be my last choice. If the situation gets too big, then I go to the school administration. Because, otherwise I don't want my students to think that I am not good enough to deal with them.

- Question 7 - Have you ever resorted to parent support when you have encountered with disruptive behaviors? What type of assistance do parents provide?

- Interviewee 1 – In-service teacher 1

Sure, I believe. But, when I face with the problem, first I try to solve it myself. My approach is to give my students to give 3 chances. Then, I call the parents.

- Interviewee 2 – In-service teacher 2

If all the techniques that I mention above seem to be useless, then I resort to parent support. I call the parents of the students who exhibit disruptive behaviors.

- Question 7 - What do you think about parent support in this issue?
What type of assistance can parents provide?

- Interviewee 3 – Pre-service teacher 1

Parent support is so important, because especially if our students are young learners, we have to communicate with their parents. Because, they also spend so much time with their teachers maybe more than their parents, that's why we are also important like their parents and we have to know specific details about the students and that's why we can talk and ask them. For example, is there anything I need to learn about that situation about that student? And also, maybe there is a problem I cannot manage that problem in the classroom and I am telling the students I will talk to, for example, your parents. Maybe, when I talk to the parents, they can help me, they can warn their child at home, I don't know, maybe they can give a punishment. Because I don't want to give punishment as a teacher. I don't like it so much.

You mean corporal punishment?

Yes, I want to be more friendly with my students and I like that atmosphere in my classroom, that's why, maybe, my last option is the punishment.

Then, you are a humanistic teacher?

(Laughter)

Yeah, I am trying to do that.

- Interviewee 4 – Pre-service teacher 2

Not answered

- Interviewee 5 – Pre-service teacher 3

After the school, students are going home, and they are with their parents. They are spending most of their time with their parents, that's why I believe that their parents should be supportive of them. They need to help as far as they can and...errr...they need to support their children and they need to state that learning a language, learning a second language is a really good opportunity for them, because they will need it in the future.

You mean they can motivate their children to learn a new language?

Exactly.

- Interviewee 6 – Pre-service teacher 4

I think, yes, the parent support is really important. Maybe, you know that like a mother or like a daughter, there is a connection, I think. For example, if this behavior is so bad and the student doesn't change, of course we have to tell the mothers. And we have to report about what their children are doing at the school. I think, how can I say, teachers and parents should work together to deal with it if it is a big problem. If I can handle it, maybe I report it, but not in detail. Parent support is very important.

- Interviewee 7 – Pre-service teacher 5

Of course, I am not against, because there may be some problems that we can learn from their parents. Maybe, they have some personal or family issues...errr... affecting their behaviors, so I think being in touch with their parents is always a good idea in terms of moving them better.

- Question 8 - What are your suggestions for less experienced and inexperienced teachers to overcome disruptive behaviors in their classes?

- Interviewee 1 – In-service teacher 1

Errr... What can I say, I talk generally, but only one student. I can show them where they can go in the future. I can give example about my life and about successful people. Errr...I encourage them to study well to reach a place that is

very important for them. They are social science students and they have really serious future plans. Let's say, they want to be a lawyer. And, I always say you have to learn a second or a third language and you have to be different in your career. So, I try to encourage them. Not shouting them or thinking negatively, but I always think positively.

OK. What about English language pre-service teachers?

Actually, they need time, of course, being teacher takes time. They have to observe us. That is all.

- Interviewee 2 – In-service teacher 2

Broadly, being a “teacher” is not a profession to teach something. Rather, it is more important to teach how to be good, kindhearted, polite, and thoughtful people.

For new teachers and pre-service teachers, I can suggest that they should keep up with all the teaching techniques in order not fall behind the necessities of being a teacher. Also, they should look for new ways of teaching so as not to be get out of the time.

- Question 8 - What are your suggestions for 1st, 2nd, and 3rd grader pre-service teachers to overcome disruptive behaviors in their classes?

- Interviewee 3 – Pre-service teacher 1

Ok, my suggestion is that they should know that this is not a micro-teaching, this is not a presentation, this is a being real teacher. They should know this. They shouldn't memorize everything before coming to class or just make a perfect plan and when there is a problem, just behaving try to apply that plan. No... it is not like that. This is a real class and real students. They just have to know this. They are becoming a teacher and they have to behave like a handle a classroom more than at least there are 20 students. They have to monitor them, and they need to know this. If there is a suggestion specific for them, for example, they can, I don't know, try to have more experience for teaching. That's my suggestion for them.

- Interviewee 4 – Pre-service teacher 2

First of all, they should be aware of the fact that this is real-life experience. It is not something like that they do in front of their lectures. It is not a presentation they do in the classroom, so deal with the real-life students and real-life problems. So, it should be more authentic for them. As my colleague said, it shouldn't like something they memorize whole thing, I mean whole lesson before the class. So, it should be, of course, planned, but because it is an authentic environment, they should be aware of the students and the real class environment.

- Interviewee 5 – Pre-service teacher 3

We start teaching with micro-teaching in our first grade, yes...errr...it is nothing like that. Yes, we thought that we would be doing better in the real class, because we have done so many micro-teachings during our university life, but this is a real class and they are the real students. And, sometimes, you may face with a situation that you have never expected. And, you should be in charge of conducting the class and you should be planned for that. At first, I was really scared of coming to the class and trying to teach something. But, time flies in the class. And, it is not that hard, but you should have some strategies and plans in the class so that you would be sure that you are teaching in a good way.

- Interviewee 6 – Pre-service teacher 4

Hmm... actually, to be honest, we learn so many things at school, but it is just theoretical, like, to tackle, to deal with disruptive behaviors is learned by experience, I think, For example, In the class we learn about the theory like how to deal with the student, but if we don't have any experience and teach, we cannot deal with that thing. I think, mostly, it is the internship that helps me progress, but in the school, it is just theoretical. I think like that. The progress is not so high at the school, but if I work and do the internship, it makes me so equipped with the strategies. The school is just theoretical. I think like that.

- Interviewee 7 – Pre-service teacher 5

I think I would want to say them that classroom management is...maybe... more important than our... how to say... knowledge. When you cannot manage the class, the knowledge that you have is not important, I think. Because, you wouldn't be able to pass the information to your students. So, it is important to be able to manage the class. I think they should really care about classroom management. Also, I would want to say that this is the real class. Experience is much more different than that we have from our micro-teachings and presentations. Because, in micro-teaching, we have our friends as our students, so we know that they know the things that we are trying to teach. But, in real classroom, you have real students in front of you and they are really able to learn something from you. So, it is really important to be able to put something in their heads.

The findings of the observation. Secondly, observation charts are exhibited since it has been aimed how these two groups behave and show reactions in case of a disruptive behavior. Therefore, the types of disruptive behaviors and those of techniques to tackle are presented in the observation chart. Moreover, the number of these types were tallied according to the recurring of disruptive behaviors. So, here are the findings for the teachers from these two groups.

Table 13

Observation 1 – In-service teacher 1

Techniques	Not	Making	Ignoring	Warning	Reminding	Using
Reprimanding	noticing	eye-contact		the rules	physical	
Disruptive Behaviors					proximity	
Talking without permission			1 / 1			
Talking among themselves	2 / 2	1 / 1	1 / 1			
Being engaged in						

irrelevant activities

Being disrespectful
to other students

Making noise 1 / 1 1 / 1

Giggling 1 / 1 1 / 1

Walking around
classroom

Disturbing other
students

Hitting other
students

Chewing gum 1 / 1

Using a mobile
phone

The lesson takes place in preparatory class A, whose English proficiency is the lowest when compared to the other preparatory classes. The students are at the age of 15 and it is their first year in the high school. In this class, actual teacher fulfils the lesson and the students are prepared to theatre competition. Meanwhile, the teacher observes and manages the groups for the competition. However, all students are not in the rehearsal, so they may pose a threat in terms of exhibiting disruptive behaviors since the teacher's focus is on the rehearsal. Inevitably, disruptive behaviors happen during the lesson. The observed and detected problematic behaviors are *talking without permission*, *talking among themselves*, *making noise*, *giggling*, and *chewing gum*. The other disruptive behaviors are not observed in the lesson.

Once the number and the frequencies of these problematic behaviors are considered; *talking among themselves*, *making noise*, and *giggling* are most recurring disruptive behaviors. To tackle these behaviors, the teacher utilizes different varieties of techniques. For instance, talking without permission occurs 4 times and the teacher is not initially aware of this behavior. Then, she notices

talking among themselves and ignores the students who display this behavior. Lastly, she has to warn the students by saying “shhh...” and they stop talking.

As for, *making noise* and *giggling*, they happen twice and the teacher, first of all, does not realize the students. However, when the students continue to display making noise the teacher makes use of *eye-contact* and students stop making noise. In terms of giggling, she prefers the tool of *ignoring* and it works.

If the less frequent disruptive behaviors were to be evaluated, *talking without permission* and *chewing gum* would draw attention. For *talking without permission*, the teacher interferes with the situation by *warning*. However, the act of chewing gum is *not noticed* and that student continues that behavior till the end of the class.

Apart from disruptive ones, some off-task behaviors are encountered such as *listening to music with earphones*, *reading a book*, etc. The teacher chooses not to handle these behaviors, because they do not affect the general flow of the rehearsal.

To sum up, it should be noted that the teacher is the actual instructor of this class and the students know the teacher. Therefore, the problematic behaviors they display can show variance. Moreover, it should be born in mind that when the teacher turns her back to the students, the students start displaying disruptive behaviors. As a whole, the teacher uses wide range of techniques to overcome these behaviors.

Table 14

Observation 2 – In-service teacher 2

Techniques	Not	Making	Ignoring	Warning	Reminding	Using
Reprimanding	noticing	eye-contact		the rules	physical	
Disruptive Behaviors					proximity	
Talking without permission		1 / 1				
Talking among themselves	3 / 3		1 / 1			

Being engaged in
irrelevant activities

Being disrespectful
to other students

Making noise 1 / 1

Gigging 2 / 2

Walking around
classroom

Disturbing other
students

Hitting other
students

Chewing gum

Using a mobile 1 / 1
phone

The teacher instructs in the class 9 B and their proficiency level in English is fairly favorable since they completed preparatory class last year. They are at the age of 16. In the course of the lesson, the class makes a reading activity. Meanwhile, the teacher directs and manages the class and makes transition from one activity to another. Surely, there exist disruptive behaviors in this lesson, as well. These are talking without permission, talking among themselves, making noise, giggling, and using a mobile phone.

When the problematic behaviors are taken into account, it can be noticed that talking among themselves is the most prominent one when compared to other disruptive behaviors. To specify, it happens 5 times and the teacher does not notice it when it occurs 4 times. After all, in order to overcome this act, the teacher warns the students and they stop talking among themselves.

As for the other troublesome behaviors; talking without permission, making noise, giggling, and using a mobile phone can be mentioned. First of all, giggling emerges twice and the teacher is not aware of it. Then, each of the rest of the

other troublemaking behaviors occurs once and the teacher resorts to different inventories. For instance, she ignores the act of talking without permission. In the case of making noise, she increases the intensity of her interference and warns the students. Yet, on a student uses a mobile phone in the class, the teacher does not realize this event.

To scrutinize, the disruptive behaviors generally happen during the silent reading part. While on their own, students talk among themselves and can divert from the task. Accordingly, the voices drastically raise in the lesson. In these moments, the teacher warns the class as a whole or specifically by addressing with the name of the disruptive student by addressing with his name: “Can you listen to your friends?” or “(Unknown student) Sx, do you do the part that I assign to you?”, respectively. Therefore, the teacher pays attention to diversify her techniques while handling the problematic behaviors.

Table 15

Observation 3 – Pre-service teacher 1

Techniques Reprimanding	Not noticing	Making eye-contact	Ignoring	Warning the rules	Reminding physical proximity	Using
Talking without permission		3 / 3				
Talking among themselves		2 / 2				
Being engaged in irrelevant activities						
Being disrespectful to other students						
Making noise						
Giggling						
Walking around						

classroom

Disturbing other
students

Hitting other
students

Chewing gum

Using a mobile
phone

2 / 2

This lesson is carried out by a male pre-service English language teacher and the subject is “Present Perfect & Present Perfect Continuous Tense”. During the lesson, the actual teacher is present in the classroom and she monitors the pre-service teachers. The course is in preparatory class A, whose proficiency level is lowest among the all preparatory classes.

When it comes to the disruptive behaviors, there exist some troublesome acts. The detected unwanted behaviors are talking without permission, talking among themselves, and using a mobile phone. Talking without permission occurs 3 times. Talking among themselves and using a mobile phone emerge twice, respectively. Overall, the types and the number of disruptive behaviors is fairly fewer when compared to the lessons of other teachers.

As for the techniques that are used, one tool draws the attention: Ignoring. To exemplify, the teacher neglects the acts of talking without permission, talking among themselves, and using a mobile phone. He can manage to tackle them through this tool. Moreover, he supports this technique with a good command of eye-contact. All in all, he prefers amalgamating some strategies for the sake of handling the problematic behaviors.

Truthfully, as mentioned above, the in-service teacher - the actual teacher of the class - is in the classroom while the pre-service teacher conducts the educational activities. Conceivably, her presence may have deterred the students from exhibiting disruptive behaviors. Therefore, this point is worth being taking into account. What's more, it should be born in mind that the teacher sometimes turns his back to the students. In the meantime, noise occurs and augments

dramatically. Within this frame, eye-contact seems to be the notion that should be maintained throughout the lesson as much as possible. To conclude, it may be highly convenient to take these notions into consideration.

Table 16

Observation 4 – Pre-service teacher 2

Techniques Reprimanding	Not noticing	Making eye-contact	Ignoring	Warning the rules	Reminding physical proximity	Using
Talking without permission		4 / 4	4 / 4			
Talking among themselves	7 / 7					
Being engaged in irrelevant activities						
Being disrespectful to other students		1 / 1				
Making noise		3 / 3				
Giggling		1 / 1				
Walking around classroom						
Disturbing other students		1 / 1				
Hitting other students						
Chewing gum	1 / 1					
Using a mobile phone	1 / 1					

The lesson takes place in preparatory class A and this has the lower English proficiency than the other two preparatory classes. The age of the students is 15 and the course is carried out by a female pre-service English language teacher. The topic is "Present Perfect & Present Perfect Continuous Tense". In the first half of the lesson, the actual teacher of the class - in-service teacher - is present in the lesson and monitors the candidate teacher. However, in the second half, the in-service teacher leaves the class and the pre-service one maintains the lesson.

As for disruptive behaviors, the course includes quite a lot of troublesome acts. The prominent behaviors that are detected during the observation are talking without permission, talking among themselves, being disrespectful for other students, making noise, giggling, disrupting other students, chewing gum, and using a mobile phone. Among them, talking among themselves, talking without permission, and making noise are the most frequent disruptive behaviors with 7 times, 8 times, and 3 times, respectively. Each of the other problematic behaviors happen once throughout the lesson.

As opposed to the troublemaking behaviors that are mentioned, the teacher resorts to various tools to deal with them. First of all, she prefers ignoring talking without permission 4 times since it occurs in the form of murmuring, yet she takes up warning when voices drastically raise in the course and she warns the students 4 times for this type of problematic act by addressing with the name of the students. Secondly, however, she does not notice the talking among themselves and does not deal with it, accordingly. This behavior occurs 7 times and she does not realize it in all occasions. Thirdly, in making noise, the behavior exists 3 times and she prefers ignoring this act in all conditions. Fourthly, being disrespectful to other students - bursts as murmuring - while a student is talking by having got a permission, giggling, and disturbing other students each emerges once and she overcomes them by means of ignoring, as well. Lastly, chewing gum and using a mobile phone is each detected for once during the observation and they both go without noticing. Overall, she aims to make use of different types of techniques and struggles against the problematic behaviors in various ways.

To elaborate the tools used by the teacher, it would be convenient to exemplify and scrutinize how these techniques are. Initially, she has a good

command of tone of voice and controls her voice according to the flow of the course. Thus, she tries to hinder the occurrence of disruptive behaviors. Next, she resorts to the way of warning in different ways. For instance, she sometimes addresses to the student who displays the troublesome behavior by articulating specifically by his/her name such as “Sx, let’s pay attention to here.” Moreover, she opts to warn the students as a general as in the examples of “Girls please pay attention.” and “Girls, please.” or in a more comprehensive manner like “Please, everyone pay attention to here.” What’s more, she warns and draws attention through non-verbal techniques. To specify, she knocks the boardmarker to the boards when students exhibit problematic behavior especially when they talk without permission and she utilizes this tool 3 times. That’s to say, she tries to diversify her strategies in order to interfere with disruptive behaviors.

To sum up, it goes without saying that some common points glitter regarding the nature and the frequencies of these behaviors. For example, when the teacher turns her face to the board to write something on, the students have a tendency to show disruptive behaviors. The last but not the least, it should be born in mind that, in the first section, the presence of the in-service teacher may prevent and reduce the frequency of the disruptive behaviors. Yet, in the second section, frequency of disruptive behaviors increases after the actual teacher leaves the classroom. This may possibly affect the flow and the smoothness of the course, as well. As a consequence, pre-service teachers face with various kinds of disruptive behaviors and experience how to deal with them at first hand.

Table 17
Observation 5 – Pre-service teacher 3

Techniques	Not	Making	Ignoring	Warning	Reminding	Using
Reprimanding	noticing	eye-contact		the rules	physical	
Disruptive Behaviors					proximity	
Talking without permission						
Talking among themselves	2 / 2	1 / 1		1 / 1		

Being engaged in
irrelevant activities

Being disrespectful
to other students

1 / 1

1 / 1

Making noise

3 / 3

Giggling

Walking around
classroom

Disturbing other
students

Hitting other
students

Chewing gum 1 / 1

Using a mobile 1 / 1 1 / 1
phone

The lesson is conducted by a female pre-service English teacher in preparatory class A and the English language proficiencies of the students in this class are the lowest among the all preparatory classes in the school. The students are at the age of 15. The theme of the course is “Gerunds & Infinitives”. When the teacher is instructing in the class, the actual teacher – in-service teacher – is absent and there is not any pre-service teacher, though. In other words, she fulfils the lesson on her own.

In the cases of disruptive behaviors, there are several types of problematic acts in the lesson. To state, talking among themselves, being disrespectful to other students, making noise, chewing gum, and using a mobile phone are observed in the course. Among them, talking among themselves and making noise are the most pinpointed ones in frequencies of 4 and 3 times, respectively. Followingly, being disrespectful for other students and using a mobile phone each happens twice. Lastly, chewing gum comes into action for once. Namely, there exist various troublesome acts in the class.

To struggle against these occurrences in the classroom, the teacher chooses some techniques. First of all, to specify, she does not notice the talking among themselves twice, yet as the dose of the act increases, the teacher intensifies her strategies and once makes eye-contact and, ultimately, once reminds the rules. Secondly, when students make noise, she warns them not to do so. Thirdly, in the case of being disrespectful to other students, she warns the students once, yet she has to resort to the option of reminding the rules once, as well. Then, she cannot detect some disruptive behaviors, though. For instance, she does not realize chewing gum and using a mobile phone, but she pinpoints the use of mobile phone once and deals with it through making eye-contact.

For the sake of enlightening how these techniques are put into action, it may be appropriate to mention the qualifications of tools used in the lesson. Firstly, the teacher warns the students in a diverse way. For instance, she asks the students such as “What is going on?” to deter them from their problematic acts. Moreover, she addresses to the class as in the example of “Hey, everybody is with me!” Interestingly, she makes use of irony to hinder the students from disrupting the class e.g. “Sx, if you are talking, you must know the answer.” What’s more, she tries to support her techniques with non-verbal tools. For example, she coughs so as to warn the students and draw their attention. Secondly, she reminds the rules by using it on its own or by combining with other measurements. To exemplify, she reminds the rules specifically by addressing with the name of the student showing problematic behavior as in the example of “You can discuss it after the class, Sx.” However, when it becomes inadequate to manage the behavior, she combines it with the technique of warning e.g. “Sx, do you agree with her?” and “You should listen and be quiet.”- reminding the rules. Therefore, it can be suggested that the pre-service teacher tries to utilize as many and diverse techniques as possible to overcome the troublesome behaviors.

To sum up, what is the common issue among the teachers is that when the teacher turns his/her back to the students, the class has a tendency to talk and exhibit disruptive behaviors. Moreover, one point which should be noted is that the actual teacher or any other pre-service teacher is not in the class, so this may have an influence on the types and frequencies of the troublesome acts. As a

result, when these all factors are taken into consideration, stronger and healthier outcomes can be yielded.

Table 18

Observation 6 – Pre-service teacher 4

Techniques Reprimanding	Not noticing	Making eye-contact	Ignoring	Warning the rules	Reminding physical proximity	Using
Talking without permission	1 / 1					
Talking among themselves	2 / 2	2 / 2				
Being engaged in irrelevant activities						
Being disrespectful to other students						
Making noise		1 / 1				
Giggling		2 / 2				
Walking around classroom	1 / 1					
Disturbing other students	2 / 2					
Hitting other students						
Chewing gum						
Using a mobile phone						

The course is carried out by a foreigner female pre-service English language teacher in the preparatory class C. This class has the highest proficiency among the all preparatory classes in the school and they are at the age of 15, too. The topic is “Relative Clauses”. During the lesson, the actual teacher - in-service teacher - and other pre-service teachers are not in the lesson. Namely, she conducts the lesson by herself.

As for the issue of disruptive behaviors, different kinds of these acts happen in the course. To illustrate, talking without permission, talking among themselves, making noise, giggling, walking around the classroom, and disturbing other students are observed as the problematic behaviors. Among these acts, talking among themselves, giggling, and disturbing other students burst frequently than the other behaviors as 4 times, twice, and twice, respectively. The other problematic behaviors each occurs once during the lesson. Overall, the disruptive behaviors show variance in terms of diversity.

As a remedy for these troublesome acts, the teacher takes up few techniques. To start with, she does not notice the act of disturbing other students, talking without permission, and walking around the classroom. Additionally, she does not initially notice talking among themselves twice, yet she realizes this behavior and chooses to ignore it twice. Then, as for making noise and giggling, she also opts to ignore them once and twice, respectively. To sum up, she generally tries to overcome the disruptive behaviors by relying on few tools.

To elaborate how these techniques are utilized, the course can be further analyzed. To start with, she aims to make use of her tone of voice in an effective way by increasing the emphasis as in the examples of “Do you understand?” and “Are you with me?” Moreover, in these addressing, she prefers handling the situation through whole-class management strategies, rather than dealing specifically with the students exhibiting troublesome behaviors. Interestingly, she chooses to be honest in fulfilling the lesson and is aware of the mistakes she has made. To exemplify, she utters such an expression “I have a friends who like travelling.” Then, realizing her mistake, she states “I am a teacher, teachers can make a mistake.” This point may also be an important factor in attaining the trust of the students. Therefore, by this way, classroom management can be influenced in a positive way. However, she does not attach much importance to the using

physical proximity. Accordingly, she, in some points, is unable to prevent and tackle the problematic behaviors. All in all, she tries to deepen her inventories by resorting to several techniques despite ignoring some points.

To sum up, the teacher is a foreigner and she may have a different background regarding disruptive behavior in accordance with the context she grew up. However, what is common among the teachers is that when she turns her back to the students, the students commence displaying the disruptive behaviors. In other words, the students' inclination to exhibit the troublesome acts shows an increase. To sum up, through using several techniques in an influential way, teachers can maintain classroom management as smooth as possible.

Table 19

Observation 7 – Pre-service teacher 5

Techniques Reprimanding	Not noticing	Making eye-contact	Ignoring	Warning the rules	Reminding physical proximity	Using
Talking without permission		3 / 3				
Talking among themselves	5 / 5		1 / 1			
Being engaged in irrelevant activities	1 / 1					
Being disrespectful to other students						
Making noise						
Giggling						
Walking around classroom		1 / 1				
Disturbing other students						

Hitting other
students

Chewing gum

Using a mobile 1 / 1
phone

A female pre-service English language teacher carries out the lesson. The course takes place in preparatory class A whose English language proficiency level is the compared to the other two preparatory classes. The age of the students in this class is 15. During the lesson, the teacher makes use of the smart board to fulfil the exercises in the coursebook. While she is teaching, the actual teacher – in-service teacher – is also there. Moreover, other pre-service teachers are observing the class, during the instruction of her.

On approaching problematic behaviors in the course, some prominent acts draw attention. These are talking without permission, talking among themselves, being engaged in irrelevant activities, walking around classroom, and using a mobile phone. By means of the occurring rate of these, talking among themselves and talking without permission are more recurring acts than the other ones in the frequency of 6 and 3 times, respectively. When it comes to other disruptive behaviors, being engaged in irrelevant activities, walking around classroom, and using a mobile phone each happens once during the course. In other words, the lesson exhibits variance in terms of the diversity and frequency of the troublesome behaviors.

As a solution to these behaviors, the teacher takes advantage of several techniques. First of all, she does not realize the acts of being engaged in irrelevant activities and using a mobile phone since the intensity of these behaviors seems not to be strong. Again, she, initially, does not notice the act of talking among themselves, though. But, she realizes the behavior and warns the students, then. Next, in the behaviors of walking around the classroom and talking without permission, she confines herself to ignoring them and overcomes these acts via this way. Overall, she endeavors to make use of different tools to manage the disruptive behaviors.

In detail, so as to scrutinize how these techniques are put into practice, these tools can be further exemplified and illustrated. To begin with, if a problem is fairly unserious, the teacher does not notice them or even if she realizes, she opts to ignore these behaviors. Yet, if the problem intensifies, she resorts to the technique of warning. While warning the students, she makes use of code-switching between English and Turkish as in the case of “Arkadaşlar (Friends)! Please listen carefully.” Interestingly, she switches into Turkish in the course of warning the students. This point is only observed in one participant teacher. In other participants, no matter in-service or pre-service English language teacher, they do not make use of Turkish in dealing with the troublesome acts. Therefore, this point conveys an interesting dimension within this frame. To sum up, she struggles against these disruptive behaviors by including various tools in a different way.

Conclusion

As a consequence, the teacher maintains the lesson in this manner and terminates the course by utilizing several techniques. Yet, it should be noted that when she turns her face to the board to write something, the students may regard this as an opportunity to display disruptive behaviors. Therefore, it is highly possible that when the teacher loses the eye-contact, s/he may have difficulty in managing the problematic behaviors. As a result, upon all these factors are taken into account, it may be fairly probable to have a clearer vision regarding this issue.

Chapter 5

Discussion and Suggestions

Following the data collection and analyses processes, in this part, the quantitative and the qualitative findings are further interpreted in relation to the research questions which lead the study. In other words, the reasons behind the responses given to the scale and interview, and the actions taken during the lesson are scrutinized in detail by resorting the data obtained from the study. What's more, these findings are tried to be espoused with other results and views from previous studies. Hence, more comprehensive outcomes are aimed to be obtained via following these procedures.

Discussion of the 1st Research Question

The first research question aims to uncover how prospective English language teachers and practice English language teachers vary in terms of their attitudes towards disruptive behaviors or whether there is such a variance. Accordingly, both quantitative and qualitative data collection tools have been utilized and, therefore, these two camps are discussed in this direction. Moreover, these findings are tried to be reconciled with the domain of English Language Teaching (ELT). To specify, approaches and methods could be resorted in relation to teachers' and students' roles within respect to classroom management and disruptive behaviors.

Discussion of quantitative results. As mentioned above, the attitudes of pre-service and in-service English language teachers towards disruptive behaviors have been sought and analyzed, accordingly. Within this respect, it may be more convenient to divide the constructs of the scale into two parts as the affective and the behavioral dimensions and, consequently, handle the affective side under this domain since Bandura (1991) explicates attitudes as the believes and judgements of people about their abilities and capabilities in relation to a specific task (as cited in Ajzen, 2002). Therefore, the first 10 items of the scale, which constitute the affective dimension, are discussed because they refer to the attitudes of pre-service and in-service English language teachers against disruptive behaviors. Here are the affective dimension of the scale and the items building this dimension:

Table 20

The Affective Dimension of the Scale

Constructs	Items	Expressions
Affective Dimension	i1	I get angry when students talk during the lesson without getting permission.
	i2	That students are engaged in activity irrelevant to the course during the lesson makes me furious.
	i3	I cannot put up with the fact that a student comes to the lesson without having done his/her homework.
	i4	I get furious when the course equipment in the classroom is damaged by students.
	i5	That a student makes a noise in the lesson makes me angry.
	i6	I cannot endure the fact that a student does not bring his/her course equipment to the lesson.
	i7	I get disturbed from a student's disrespectful behaviors towards his/her friends.
	i8	I get angry when a student arrives late to the lesson/school.
	i9	I get stressed once students do not obey the classroom rules.
	i10	That students do not involve in course activities makes me sad.

Table 21

The Results of the Affective Dimension and its Items

<i>Dimension/Item</i>	<i>Teacher</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Affective Dimension	In-service	8	44,500	6,886	1,107	,414**
	Pre-service	41	47,439	9,581		
i1	In-service	8	2,750	1,908	,602	,009*
	Pre-service	41	4,414	1,516		
i2	In-service	8	4,000	1,511	,070	,352**
	Pre-service	41	4,561	1,549		
i3	In-service	8	4,375	1,187	,019	,525**
	Pre-service	41	4,048	1,340		
i4	In-service	8	4,625	2,326	6,945	,619**
	Pre-service	41	4,926	1,385		
i5	In-service	8	3,750	1,832	1,445	,060**
	Pre-service	41	4,878	1,452		
i6	In-service	8	4,500	1,414	,012	,584**
	Pre-service	41	4,195	1,435		

i7	In-service	8	6,125	,834	,885	,620**
	Pre-service	41	5,902	1,200		
i8	In-service	8	3,500	1,603	1,181	,294**
	Pre-service	41	4,024	1,214		
i9	In-service	8	4,750	1,488	,734	,886**
	Pre-service	41	4,682	1,149		
i10	In-service	8	6,125	1,457	,767	,479**
	Pre-service	41	5,804	1,100		

* $p < 0.05$

** $p > 0.05$

When the independent sample t-test results are interpreted, one can notice that there is no black and white discrepancy between pre-service and in-service English language teachers in terms of their attitudes regarding disruptive behaviors. To clarify, in-service teachers' responses outnumber those of their less experienced future colleagues in some items. Yet in the others, the opposite case happens. Then, it may be plausible to analyze and interpret them one by one.

Initially, pre-service English language teachers have a more tendency to score than their in-service counterparts in *the affective dimension*, *i1*, *i2*, *i4*, *i5*, and *i8*. Though, only is this discrepancy found significant for *i1* ($p = .009$). In other items, the results may not convey that significance. Nonetheless, the pre-service English language teachers seem to concern more than in-service teachers in the overall affective dimension and the mentioned items. To account for, first of all, self-efficacy can be attributed since Woolfolk Hoy (2000) (as cited in Moulding et al., 2014) asserts that enactive attainment, one of the crucial source of self-efficacy, forms the initial side of self-efficacy and it signifies an individual's first-hand experiences and successes. Namely, now that the pre-service English language teachers fairly lack classroom experience, which can be directly linked to the enactive attainment, when compared to the in-service teachers; their attitudes are more inclined to be affected in these areas. Secondly, pre-service teachers are not that experienced teaching in various classroom environments. In this point, vicarious experience, which has been also regarded as a significant notion by O'Neill and Stephenson (2012), can be addressed in order to encourage pre-service teachers and compensate for this inadequate teaching experience. Also,

Richards and Rodgers (2014) emphasize teachers' role of *co-learner* in Communicative Language Teaching (CLT). So, in the long-run, it can be foreseen that pre-service teachers can improve their competencies in their career through teaching and learning. Thirdly, one of the reasons according to which in-service teachers concern less than the pre-service teachers might stem from the fact that they have been practicing the role of being an *authority* in the classroom. Larsen-Freeman and Anderson (2011) mention this role in many language teaching approaches and methods from Grammar-Translation Method (GTM) to Suggestopedia and it quite eases the task of teacher in the classroom. Through this role, in-service teachers can regard disruptive behaviors less problematic and, consequently, they might have got less scores in this dimension and these items. Moreover, this may stem from the findings of Jones and Jones (1998) that they adopt the role of orchestra leader through which they are able to manage the educational setting in an effective way.

Conversely, in *i3*, *i6*, *i7*, *i9*, and *i10*, in-service teachers are more concerned about disruptive behaviors than pre-service teachers though this difference is not found significant in any item. Despite the years of experience, this finding seems to be interesting because in-service teachers tend to be more reserved in these domains. This may originate from in-service teachers' previous undesirable experiences in that Erten and Burden (2014) posit that a person's previous livings can quite likely to influence how s/he acts in the future settings. Moreover, these findings are in line with those of Kokkinos et al. (2005) and Clunies-Ross et al. (2008) in that disruptive behaviors may cause negative attitudes and stress in teachers, respectively. So, their responses might have been affected from their past teaching experiences. Moreover, these results can vindicate the second assumption of our study, which is younger teachers may have full of energy to maintain a smooth classroom management. This may give them an impetus to work hard against disruptive behaviors. Because of their ages, pre-service teachers may have probably tended to score less than their supervisors. As a conclusion, it is possible that these outcomes may derive from earlier teaching experiences of in-service teachers, but why they tend to score more than their younger counterparts may be further explored in another study.

All in all, though not being significant except i1, there are some differences between pre-service and in-service English language teachers. In some items, pre-service teachers are more inclined to be concerned regarding disruptive behaviors, yet in-service teachers seem to be more reserved in the others. Overall, for the affective dimension, pre-service teachers may be more worried about these problematic behaviors. However, the findings can be contradictory and it can be more convenient to explicate the results from the qualitative perspective, as well.

Discussion of qualitative results. In addition to the quantitative interpretations, the qualitative findings are elaborated in relation to the differences between in-service and pre-service English language teachers towards disruptive behaviors. To specify, 2 in-service and 5 pre-service English language teachers have responded to the interview. Within this respect, the responses obtained from the interview are analyzed and construed. Accordingly, the interview questions referring to the attitudes of in-service and pre-service English teachers are respectively exhibited below:

Table 22

The Interview Questions Related to Attitudes of In-service English Language Teachers

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- What are the most common disruptive behaviors which you experience in your classes? (talking without permission, arriving late to the classroom, bullying, making noise etc.)

 - What are your priorities while dealing with these behaviors? Do you take preventive or reactive measures? What kind of techniques do you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)

 - In your classes, do you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?

- Have you ever resorted to school administration when you have encountered with disruptive behaviors? What type of assistance does school administration provide?
 - Have you ever resorted to parent support when you have encountered with disruptive behaviors? What type of assistance do parents provide?
 - What are your suggestions for less experienced and inexperienced teachers to overcome disruptive behaviors in their classes?
-

Table 23

The Interview Questions Related to Attitudes of Pre-service English Language Teachers

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- What are your opinions regard the disruptive behaviors? Have you encounter with these behaviors in your practicum? (talking without permission, arriving late to the classroom, bullying, making noise etc.)
 - What would be your priorities while dealing with these behaviors if you dealt with these behaviors? Would you take preventive or reactive measures? What kind of techniques would you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)
 - In your classes, are you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?
 - Do you think that teachers can/should resort to school administration when they encounter with disruptive behaviors? What type of assistance does school administration provide?

- What do you think about parent support in this issue? What type of assistance can parents provide?
 - What are your suggestions for 1st, 2nd, and 3rd grader pre-service teachers to overcome disruptive behaviors in their classes?
-

Initially, the first question aims to probe into the common types of disruptive behaviors and the views of in-service and pre-service English language teachers regarding these problematic behaviors. Even though the disruptive behaviors encountered show similarity in both sides, the attitudes and feelings seem to be quite varied. Here is the response of an in-service teacher to this query:

Actually, I don't have some serious problems. I only face with talking without permission, especially in the mornings they arrive late to the classroom. Sometimes, they make noise, but not always. Generally, I am calm in this sense.

From this answer, one can infer that the in-service teacher tends to be calm about disruptive behaviors. Namely, the teacher is aware of the disruptive behaviors in the classroom, yet s/he is fairly capable of managing these behaviors with ease, which is quite parallel with the suggestions of Karlin and Berger (1972), according to which teachers should be able to manage the classroom without being overtly dominant. Within this domain, the style of the teacher is congruent with the teacher role, being a *monitor*, described in CLT by Richards and Rodgers (2014). Additionally, s/he mentions *talking without permission*, *arriving late to the classroom*, and *making noise* as the most frequent disruptive behaviors s/he has encountered with in his/her career.

For this query, a pre-service English language teacher responds in this way:

I guess I haven't encountered that much, but of course I have some experiences in that. The thing that I encounter most is talking without permission in the class or making noise and I guess I have low tolerance for that kind of situations. Actually, I am trying to be comfortable and relaxed in the class, but sometimes I get really nervous when students don't stop talking or making noise... errr... and I am trying not to be aggressive, but I try to warn them most of the time.

In this question, the teacher candidate admits that s/he has not much experienced disruptive behaviors in the classroom. However, s/he also notes that s/he has the opportunity to face with some few kinds of these problematic behaviors and adds that s/he is quite concerned and anxious within this respect. To account for, disruptive behaviors can lead to negative attitudes (Kokkinos et al., 2005) and cause stress for teachers (Clunies-Ross et al., 2008). Nonetheless, s/he tries to keep calm and progress in his/her teaching by not being aggressive. Thereby, to overcome these problems, pre-service teachers can make use of experiences and opinions of other teachers, which has been also reported to be effective by Gutkin and Ajchenbaum (1984) (as cited in Morris-Rothschild & Brassard, 2006). In addition, s/he regards *talking without permission* and *making noise* as the most common kinds of these acts.

To reiterate, it would be more convenient to include the views of another pre-service English language teacher:

Of course, I have faced with that kind of behavior in the classroom, because I think it is inevitable. I mean a class without disruptive behavior cannot exist. Especially, I want to talk about my last class in here. I was alone in the classroom and the teacher was not there. The students had the maths exam after my class. They were not listening my class at all and they were talking each other about the exam etc. It was really tough time for me and it is really difficult to deal with them...errr... while they are showing these disruptive behaviors.

Despite being fairly less experienced, s/he is quite aware of the fact that disruptive behaviors have a potential to erupt any moment in a lesson. Though s/he keeps this point in his/her mind, s/he experienced a challenging time during his/her practice teaching. In this context, the disruptive behavior mentioned was *talking without permission and about unrelated tasks*. The absence of the supervisor teacher is a valuable experience for the pre-service teacher in that s/he has the opportunity to apply different tools to cope with these behaviors. In this point, Malmgren et al. (2005) emphasize that a teacher can undertake all procedures and conduct classroom management, accordingly. Congruently, within Task-Based Language Teaching (TBLT), Richards and Rodgers (2014) propose

that teachers need to recruit new techniques and roles in their classes. As a result, these kinds of authentic environments host crucial teaching experiences for prospective teachers.

To sum up, both in-service and pre-service teachers encounter with similar types of problematic behaviors in their teaching environments. Though, in-service teachers are more inclined to keep their temper and deal with the disruptive behaviors. This may highly stem from the years of teaching and from the fact that they can anticipate the problematic acts and can handle them accordingly. Moreover, this can result from the notion that the in-service teacher possesses a positive attitude by being calm and this enables her to overcome disruptive behaviors in an effective way as posited by Kırkağaç and Öz (2017). Within this frame, in-service teachers can share their experiences with their future colleagues in that Gutkin and Ajchenbaum (1984) suggest (as cited in Morris-Rothschild & Brassard, 2006) assert that pre-service teachers ameliorate their teaching by resorting to the views of more experienced teachers.

Secondly, the priorities of in-service and pre-service English language teachers are sought when they deal with disruptive behaviors. To clarify, it is aimed to explore whether they are in favor of preventive or reactive measures to overcome these problematic acts. Here are the views and priorities of an in-service English language teacher in relation to dealing with these behaviors:

At the beginning of my teaching career, I was shouting at in every disruptive behavior. Yet, I have experienced that it is useless. Later, I adopt different techniques and measurements against these behaviors. For example, nowadays, I suddenly choose the disruptive student and direct him/her a question. Of course, s/he can't answer my question. So, s/he is aware of his/her fault. Moreover, I sometimes get closer to the disruptive students and they feel that they are under surveillance, so they can't sustain their problematic behaviors. Therefore, I find these tools more useful.

On following the response of the in-service English language teacher, one can recognize that teachers are co-learners in the educational settings as suggested by Richards and Rodgers (2014) in CLT. In the course of time, s/he has

altered his/her views regarding disruptive behaviors and, accordingly, tuned his/her practices. At the early years of his/her career, s/he was more dependent on reactive measures such as shouting at students following disruptive behaviors. In detail, as defined by Cangelosi (1988), s/he was initially in favor of contrived punishment, in which there is not much relevance between the problematic act and punishment, so students cannot understand the rationale behind the punishment. Relatedly, Stoughton (2007) underscores the fact that teachers should explicate the logic underlying rules so that the undesired behaviors can quickly fade. Because of this reason, s/he may have left this tool and started to recruit preventive solutions. To specify, s/he prefers the tools of Jones Model, which is *using physical proximity*. To justify, Olweus (1993) (as cited in Kochenderfer-Ladd & Pelletier, 2008) asserts that the physical proximity through direct observation can make students dissuade from exhibiting problematic behaviors. Similarly, Balli (2011) has found out that teachers can follow what happens through scanning classroom. Consequently, it can be noticed that the teacher has undergone significant changes in his/her classroom management views and practices.

To compare, the opinions of a pre-service English language teacher can be mentioned below:

First, I don't care, but if the situation goes on, then I feel like I have to warn them. Because they need to know about the school,..errr.... not school, the classroom rules. They need to be quiet, they need to listen. They are here to learn. So, I warn them. I guess that's it. And about arriving late to the classroom, I guess I can tolerate 5 to 10 minutes coming late to the class, because they may have some problems about transportation or they may have something else. But, if they arrive really late to the class, then, I guess I ask the reason why they arrive that late. But, I can tolerate 5 to 10 minutes.

To start with, while reading between lines in the response of the pre-service English language teacher, it can be realized that the reflections of Dreikurs Model can be felt. To exemplify, Malmgren et al. (2005) note that teachers can ignore the problematic behaviors and avoid conflict with students in relation to Dreikurs Model, which posits that some disruptive behaviors stem from students' power

struggle attempts and these behaviors can be overcome through *ignoring*. Gradually, if ignoring does not work, s/he resorts to *warning*. Nonetheless, s/he is quite considerate towards students' conditions and seeks the reason behind the unwanted behaviors.

To cover, one can infer that experience can play a crucial role in enriching teachers' theories and practices against disruptive behaviors and more experienced teachers seem to be more advantageous in dealing with the disruptive behaviors in that they can have wider range of tools as a result of years of teaching. Within this frame, they can exchange their experiences with younger teachers and help them become more equipped with useful techniques towards these behaviors.

Thirdly, the participants are interviewed in relation to their views and preferences in relation to whole-class classroom management strategies, individual-centered classroom management inventories, or both of them. Through this question, it is tried to probe into their attitudes towards disruptive behaviors. Now, we can commence with the remarks of an in-service English language teacher:

According to the situation, of course,...errr... if you face with the problem by one student and an individual behavior, of course, I say something to him/her. But, actually, I prefer saying something generally in the classroom, not individually.

On touching upon the views of the in-service teacher, we can infer that his/her tools show variance depending on the situation. Yet, his/her preference is mostly for whole-class measures; however, s/he adds that s/he can take advantage of individual-centered tools if the case necessitates their usage.

Similarly, the opinions of a pre-service English language teacher go in line with the comments above:

I prefer the whole-class, because talking to the one person brings him/her down. Maybe, it will be embarrassing for them, so I, actually, mention to the whole-class like "please give me attention". I don't point it out like "You don't speak." Because, it will bring them down. But, if it continues and that person doesn't realize, I will come and

say, but not in front of the class. Because, it makes the person down and maybe makes them embarrassed. Maybe, they don't respect to me. It is like that.

The candidate teacher also reports his/her tendency for whole-class measures. Moreover, s/he justifies this preference since individually-focused reactions can humiliate the students as s/he concerns. Therefore, s/he probably aims to ground his/her techniques on humanistic bases.

To sum up, both teachers state their inclination for whole-class techniques. Nonetheless, they never totally reject the individual-centered tools, though. To paraphrase, we can infer that they are both seem to be cautious about what is taking place in the classroom. Congruently, Fromkin et al. (2007) emphasize the register in that teachers should be careful about the language use towards the class. So, it can be understood that they try to pay attention their language and addressing and, consequently, they can utilize whole-class classroom management strategies and individual-centered classroom management inventories depending on the situation.

Fourthly, it is interrogated what are the opinions of in-service and pre-service English language teacher regarding getting assistance from school administration and having cooperation with school management. So, it is aimed to get clues about their attitudes in reference to disruptive behaviors. Here are the notions put forward by an in-service English language teacher:

First, I try to solve to problem by myself. However, if it doesn't work in that problem. I resort to the school administration.

For this query, the in-service teacher posits that s/he prefers dealing with disruptive behaviors on his/her own even though s/he provides fairly few views regarding this issue. So, we can assume that s/he can be quite sure about his/her practices and does not need much assistance from school administration.

To get further information, it may be beneficial to pay attention to the remarks of a pre-service English language teacher:

Well, that would be my last option, because I know that I am teaching that class and I know them and they know me. School administration shouldn't interfere with what I am doing in the class and... errr... my

students may think that I am a weak person, I don't have power to deal with them and I don't want the situation to be like this, that's why I would deal with it myself. But, if it is really a serious problem, then I may think of going to the school administration.

To explicate, first of all, the pre-service teacher asserts that s/he knows the students and can deal with their disruptive behaviors, accordingly. Secondly, s/he notes that students can attribute this assistance to weakness of the teacher if s/he seeks help from school administration. Congruently, Larsen-Freeman and Anderson (2011) state that students expect and respect the authority of the teacher and learn better especially when the qualifications of Suggestopedia is taken into consideration. However, s/he admits that getting assistance can be in the agenda of the teacher if the problem is quite demanding and cooperation with school administration can be the last resort.

Consequently, both sides would rather solve and deal with the disruptive behaviors on their own at the first stage. In this choice, they can state justifiable reasons for their priorities. One can notice that they depend on their practices in overcoming these behaviors unless there is an extreme problem in the classroom. As a result, it can be inferred that in-service and pre-service teachers exhibit similar attitudes and practices in reference to support of school management.

Next, parent support is explored in relation to approach of the in-service and the pre-service English language teachers. Namely, it is wondered what they consider regarding cooperation with parents of students so that it may be possible to detect the traces of their attitudes against disruptive behaviors. Therefore, here are the views stated by an in-service English language teacher:

If all the techniques that I mention above seem to be useless, then I resort to parent support. I call the parents of the students who exhibit disruptive behaviors.

As one can recall in the assistance from the school administration, the in-service teacher asserts that s/he initially tries to solve and handle the disruptive behaviors on his/her own. If s/he is not able to overcome these behaviors, then s/he makes contact with the parents of students exhibiting the problematic acts. To

elaborate, a pre-service English language teacher posits why it may be necessary to take advantage of parent support:

I think, yes, the parent support is really important. Maybe, you know that like a mother or like a daughter, there is a connection, I think. For example, if this behavior is so bad and the student doesn't change, of course we have to tell the mothers. And we have to report about what their children are doing at the school. I think, how can I say, teachers and parents should work together to deal with it if it is a big problem. If I can handle it, maybe I report it, but not in detail. Parent support is very important.

As understood from the excerpt, it can be inferred that the pre-service teacher confides in the parent support in that teachers can handle the disruptive behaviors provided that they have cooperation with parents since parents, needless to say, know more about their child. In other words, if a problematic behavior is repeatedly displayed by a certain student, then, the teacher can have a contact with his/her parents because the parents are more knowledgeable about their child and students can be open to share their problems and deficiencies more with their parents than anyone else. So, as suggested by Larsen-Freeman and Anderson (2011) in Community Language Learning (CLL), the existence of relationship is crucial in education in that it eases the process of teaching procedure. To sum up, the pre-service teacher proposes fairly robust underpinnings in resorting parent support.

Overall, both groups - in-service and pre-service English language teachers - approach the provision of parent support in a similar manner. That's to say, they both initially prefer solving the problem on their own. Nonetheless, if they are not able to prevent and abolish these kind of behaviors, they report that they can utilize the parent support. Interestingly, the participants - no matter in-service or pre-service teachers - regard parent support more preferable than the assistance provided by the school administration in that they defend the former can fortify their duty while the latter tends to weaken their authority on their classes. As a consequence, two sides convey quite alike attitudes within this frame.

Lastly, as an ultimate question in the interview, the in-service and pre-service English language teachers are supposed to share their advice for younger and prospective teachers. By doing so, they can share both their experiences and views about classroom management and disruptive behaviors. Then, the remarks of an in-service English language teacher are reported below:

Broadly, being a “teacher” is not a profession to teach something. Rather, it is more important to teach how to be good, kindhearted, polite, and thoughtful people.

For new teachers and pre-service teachers, I can suggest that they should keep up with all the teaching techniques in order not fall behind the necessities of being a teacher. Also, they should look for new ways of teaching so as not to be get out of the time.

Comprehensively, the pre-service English language teacher tries to describe the requirements and the features of “teaching” profession. To elaborate, s/he does not only refer to the academic qualifications of a teacher, but s/he also emphasizes the humanistic aspects of the profession. Furthermore, s/he continues that teachers should ‘update’ themselves in the course of time so as to keep up with the necessities of the time. In this respect, the teacher role – being a co-learner- posited by Richards and Rodgers (2014) in CLT comes into prominence. What’s more, Nunan and Nunan (2004) has strongly suggested that teachers should not just consume the information they obtain, rather they need to create their own strategy and path in order to conduct more effective educational procedures. Consequently, s/he notes that teachers should keep learning throughout their career.

Then, a pre-service English teacher touches upon the education provided in the Bachelor of Arts (BA) in addition to the views proposed by an in-service teacher:

Ok, my suggestion is that they should know that this is not a micro-teaching, this is not a presentation, this is a being real teacher. They should know this. They shouldn’t memorize everything before coming to class or just make a perfect plan and when there is a problem, just behaving try to apply that plan. No... it is not like that. This is a real

class and real students. They just have to know this. They are becoming a teacher and they have to behave like a handle a classroom more than at least there are 20 students. They have to monitor them, and they need to know this. If there is a suggestion specific for them, for example, they can, I don't know, try to have more experience for teaching. That's my suggestion for them.

Cautiously, the pre-service English language teacher tries to get attention to the fact that micro-teaching conducted in universities and real teaching experience are quite different in that a teacher can smoothly progress the teaching in the former occasion since the students are virtually peers of the person who fulfills the act of teaching at that moment, so their behaviors are fairly predictable as the pre-service teacher suggests. However, in the latter setting, it is rather difficult to predict the behaviors of students and this can be a significant challenge waiting for pre-service teachers in their future career. Therefore, s/he advises that pre-service teachers need to prepare themselves for this case, accordingly. To sum up, s/he is fairly aware of the difficulties encountered in the first stage of real teaching and warns younger pre-service teachers to get themselves prepared for the waiting teaching profession.

To summarize, in-service and pre-service English language teachers retain partly similar views about the issue of classroom management and the disruptive behaviors; nevertheless, they convey different approaches in reference to these domains. To begin with, regarding whole-class vs. individual-centered classroom management strategies, assistance from school administration, and parent support, both sides share quite similar perspectives. To start with, for instance, they both make use of whole-class or individual-centered classroom management tools against disruptive behaviors depending on the situation rather than being solely stick to a specific inventory. Secondly, in-service and pre-service teachers seem to be rather remote towards assistance provided by school administration in that they depend on their own strategies and techniques unless there is an extreme problematic behavior. Thirdly, as for parent support, they report that they can resort to communication with parents if necessary and they are both inclined to prefer parent support to that of school management. Conversely, in-service teachers are more tended to keep their temper against disruptive behaviors even

though both groups generally encounter with similar kinds of problematic acts. Moreover, in-service teachers have broader inventories so as to overcome disruptive behaviors when compared to their future colleagues which can be accounted for the notion of experience as mentioned by Arbuckle and Little (2004). All in all, one can understand that both groups convey alike views in some issues although they show variance in other domains.

Discussion of the 2nd Research Question

The second query of the research aims to probe into *whether service year affects the in-service and pre-service English language teachers' attitudes and practices towards disruptive behaviors*, if there is such an influence, *how this happens*. In this reference, regression analyses have been carried out through IBM SPSS v.21. Specifically, enter method has been utilized for this purpose. Although the scale consists of 15 items, significant predictive outputs can be found for only i1. Therefore, the other items are not stated and discussed. Additionally, 2 constructs - affective and behavioral dimensions - are mentioned and elaborated in the discussion part. Needless to say, the second research question concerns the quantitative analyses. So, the results are discussed in terms of quantitative perspective. In other words, qualitative elaborations cannot be included within this frame. To illustrate, here are the results obtained from regression analyses and interpretations:

Table 24
Regression Analyses Results

Enter Regression Analyses					
<i>Dependent Variable</i>	<i>Standardized coefficient β</i>	<i>R</i>	<i>R²</i>	<i>t</i>	<i>p</i>
i1	-,313	,313	,098	-2,260	,029*
Affective Dimension	-,120	,120	,014	-,831	
,410**					
Behavioral Dimension	,050	,050	,003	,344	,732**

* $p < 0.05$

** $p > 0.05$

Experience is expectedly thought to be a crucial predictor in many educational settings. Hence, this predictor is chosen as the independent variable in the study to try to illustrate how the notion of experience operates over in-service and pre-service English language teachers' feelings regarding problematic acts and how it plays a role in abolishing these behaviors from the perspective of two camps: in-service and pre-service English language teachers.

To start with, i1 - I get angry when students talk during the lesson without getting permission. - is explored and taken as a dependent variable. That's to say, it has been scrutinized how years of teaching, referring to *experience*, has an impact on i1. Once the analysis is fulfilled, it is found that years of teaching has a significant effect on i1. To specify, teachers are more inclined to keep their temper as their years of teaching augments. This finding is in congruent with those of Arbuckle and Little (2004), who assert that experience in teaching is positively correlated with more effective classroom management skills. Moreover, this can be accounted for with the help of self-concept in a way that self-concept displays increase with age as asserted by Chen et al. (2013). Hence, this may culminate in more confidence in applying more robust classroom management skills. So, one can infer that in-service teachers tend to be quite sure about their classroom management strategies, and, hence, they can more easily and efficiently manage classroom and overcome disruptive behaviors.

Then, the affective dimension, which is the sum of the items from i1 to i10, is taken as a dependent variable and it is tried to explore how the service year affects the attitudes of teachers against disruptive behaviors. It has been found that as teachers get more experienced, they get less anxious regarding the problematic behaviors even though this result is not found significant. In other words, the impact of teaching experience on the affective sides of teachers is found to be quite limited.

Lastly, the behavioral dimension, which is the total of items from i11 to i15, is taken as a dependent variable in relation to years of teaching. That's to say, experience is again accepted as the independent variable in order to predict how it affects teachers' practices against disruptive behaviors. Consequently, it has been yielded that there is almost no relationship between teaching years and teachers'

measurements against the problematic acts. Hence, it can be noted that teaching experience has quite little effect on teachers' actions against disruptive behaviors.

All in all, teaching experience can be fairly supposed to influence so many variables in many educational settings. Interestingly, its impacts found to be quite restricted. To specify, in-service and pre-service teachers show quite similar attitudes and behavioral qualifications against disruptive behaviors. To sum up, one can understand that teaching experience and its effects can be further explored in other studies.

Discussion of the 3rd Research Question

The third question in the study tries to understand *how in-service and pre-service English language teachers deal with and overcome disruptive behaviors and whether or not there are variations between two groups in this reference*. In other words, it has been aimed to probe into the behavioral aspect of classroom management within this frame. To do so, both quantitative and qualitative data collection tools have been utilized and the results are analyzed, accordingly. Hence, the outcomes are further discussed in terms of both quantitative and qualitative perspectives. Moreover, it has been tried to amalgamate these results with methodology of English Language Teaching (ELT).

Discussion of quantitative results. As stated above, the practices of in-service and pre-service English language teachers against disruptive behaviors have been aimed to be explored through the scale, which consists of 2 constructs: the affective and the behavioral dimensions. In the discussion of 1st research question, the scale has been accordingly divided into two parts and, now, the behavioral side of the scale is resorted and analyzed in this reference. Hence, it has been tried to probe into whether there is a difference between in-service and pre-service English language teachers in terms of their precautions and reactions against the problematic behaviors by depending on their responses given to the scale. Here are the behavioral dimension of the scale and the items building this dimension:

Table 25

The Behavioral Dimension of the Scale

Constructs	Items	Expressions
Behavioral Dimension	i11	I resort to punishment when the classroom rules are not obeyed.
	i12	I punish the student who disturbs his/her friends (pulling, hitting, taking their belongings etc.) during the lesson.
	i13	I punish the student who does not bring his/her course equipment.
	i14	I punish the students who do not involve in the course activities.
	i15	I think that the behavior of damaging to the course equipment in the classroom should be punished.

Table 26

The Results of the Behavioral Dimension and its Items

<i>Dimension/Item</i>	<i>Teacher</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>
Behavioral Dimension	In-service	8	17,250	4,862	1,142	,848**
	Pre-service	41	16,829	5,796		
i11	In-service	8	3,375	1,767	,269	,784**
	Pre-service	41	3,536	1,467		
i12	In-service	8	4,500	1,690	,459	,522**
	Pre-service	41	4,048	1,829		
i13	In-service	8	2,875	1,457	,021	,933**
	Pre-service	41	2,829	1,394		
i14	In-service	8	1,875	1,457	,199	,310**
	Pre-service	41	2,439	1,415		
i15	In-service	8	4,625	2,065	3,982	,271**
	Pre-service	41	3,975	1,387		

** $p > 0.05$

Once the independent sample t-test outcomes are analyzed, it can be understood that there is no clear-cut difference between in-service and pre-service English language teachers in relation to their actions against disruptive behaviors. In some respects, the responses of in-service teachers outweigh; however, the reverse is the case for the other occasions. Hence, it may be convenient to handle both cases to have a clearer vision.

To begin with, in-service teachers seem to have higher points than pre-service teachers in *the behavioral dimension, i12, i13, and i15*. Nevertheless, it should be born in mind that these differences are not found significant in any case. Yet, one can try to track these few variations to get, if there is, presumable differences. Firstly, the in-service English teachers tend to resort to punishment more than their pre-service counterparts in the overall behavioral dimension. This seems to be supposedly upheld by Arbuckle and Little (2004) who assert that teaching experience can culminate in more desirable classroom management. Nonetheless, one cannot infer detailed deductions since it has been not addressed what kind of punishments they are. Secondly, in-service teachers are more inclined to be intolerant against students' disturbing their peers. We can deduce that in-service teachers might bear the precepts of the Kounin Model in their mind in terms of "ripple effect" by rehabilitating the undesirable behaviors of disruptive students in that since peers possess a significant impact on a child's behaviors as suggested by Reinke and Herman (2002). Thirdly, they seem to be more punisher against the act of not bringing course equipment. The reason lying under this circumstance may be the fact that students who does not bring the course equipment tend to be disruptive since they cannot be engaged in the learning activities in the allocated that and, consequently, diverge from the course requirements and do not focus on educational activities as posited by Cangelosi (1988). Hence, one can assume that in-service teachers attach more importance to bringing course equipment more than pre-service teachers. Similarly, they tend to take action against damaging the course equipment since they regard this behavior as a part of disruptive behaviors. So, it can be presumed that in-service teachers can show more reaction against many problematic behaviors.

However, there are some occasions in which pre-service English language teachers may perform more action than their experienced future colleagues. To exemplify, they are more inclined to get higher scores than in-service teachers in *i11 and i14*. Again, the results have not been found significant. Nonetheless, slight differences can be also explored. Initially, pre-service teachers are reported to be more reactive than in-service teachers if students do not obey classroom rules. *i11* seems to be quite general when compared to other items and pre-service teachers can be more concerned about this item. In other words, it can be assumed that in-

service teachers can be said to be more confident which can be attributed to self-concept in that it conveys crucially valuable insight into an individual's self, beliefs, feelings, and abilities as posited by Rosenberg (1979) (as cited in Bong & Skaalvik, 2003). Secondly, pre-service teachers are found to be more sensitive against the behavior of not involving course activities. Although not being engaged in course activities may not be mentioned as a disruptive behavior, it may create a ground for a disruptive behavior to happen. Hence, the approach of the pre-service teachers can converge into the Kounin Model, whose principles aim to handle the disruptive behaviors before they happen as posited by Kounin (1970) (as cited in Emmer and Stough, 2001). So, one can infer that there are some points in which pre-service teachers can be more reactive than in-service teachers.

As a consequence, we can notice that there exist slight differences between in-service and pre-service English language teachers in reference to their practices against problematic behaviors. However, in-service teachers can be more inclined to take action against some acts whereas pre-service teachers can be more susceptible to others. But, it should be noted that the actions taken by both groups are not detailly described in the scale, so the data obtained from this part necessitate further support in order to have more robust deductions. Therefore, the qualitative findings are also exhibited within this respect.

Discussion of qualitative results. In addition to quantitative interpretations, the qualitative elaborations are utilized in order to reach a stronger outcome. In this reference, the observation fulfilled during courses are analyzed in terms of disruptive behaviors, their recurring frequencies, and the reactions of in-service and pre-service English language teachers. Hence, both sides are compared in relation to their techniques and inventories against these behaviors. To specify, these problematic acts, one by one, are handled from the perspectives of in-service and pre-service teachers.

Initially, one can notice that the behavior of *talking without permission* is one of the fairly frequent disruptive behaviors in both in-service (ISELT) and pre-service teachers' (PSELT) classes. Hence, it is included and construed for in relation to actions of both groups in a way how they handle and overcome this

problematic behavior. To illustrate, these techniques can be realized in the chart below:

Table 27

The Techniques against Talking without Permission

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity
Teachers						
ISELT				1 / 1		
PSELT			4 / 4	4 / 4		

So, one can understand that *talking without permission* can occur both in-service and pre-service teachers' lesson. One point which grasps the attention is that this behavior seems to be more frequent in the pre-service teachers' course. In this sense, the pre-service teacher initially tends to follow the precepts of the Dreikurs Model, according to which Malmgren et al. (2005) propose teachers to *ignore* to refrain from power struggle with students. Nonetheless, once this tool seems to be inadequate to deal with talking without permission, the teacher resorts to *warning*. Interestingly, the same number of this problematic behavior occurs both in the case of *ignoring* and *warning*. However, *warning* technique ultimately appears to solve this undesirable act.

As for the in-service teacher's case, the number of emerging *talking without permission* is quite few. In this condition, s/he seems to be contented with the tool of *warning*. That's to say, the teacher quite effectively deals with this problematic act. This may be attributed to the notion of experience in a way that years of teaching may culminate in a better command of classroom management skills as posited by Arbuckle and Little (2004). Therefore, it can be concluded that experience may possess a crucial role in this sense.

Secondly, *talking among themselves* is similarly found to be another recurring disruptive behavior. Various techniques and occasions can be seen both

in-service and pre-service teachers' courses. In detail, the findings obtained from both classes are displayed below:

Table 28

The Techniques against Talking among themselves

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity
Teachers						
ISELT	2 / 2		1 / 1	1 / 1		
PSELT	2 / 2	1 / 1		1 / 1		

Once the chart is analyzed, it can be understood that *talking among themselves* emerges both in-service and pre-service teachers' courses. Intriguingly, the number of these behavior is encountered in the equal numbers in both cases. To begin with, the pre-service teacher does *not* initially *notice* the problem. Then, when the problematic act continues to happen, s/he makes use of *eye-contact* - one of the techniques of the Jones Model - through which a teacher can conduct an effective classroom management as mentioned by Altay and Ünal (2013). Lastly, the act of *talking among themselves* occurs one more time and the teacher resorts to technique of *reminding the rules*. Specifically, the glimpses of the Glasser Model, which asserts that setting up rules and explicating the rationale behind these rules are fairly effective in dealing with disruptive students. In other words, Dempsey (1991) (as cited in Weinstein, 1998) notes that teachers can deter students from exhibiting problematic behaviors by informing them regarding the results of their problematic acts, so they presumably quit the disruptive behaviors. Congruently, Stoughton (2007) has noted that teachers clarify the necessity of rules so that it may be more possible to expect more permanent behavioral modifications in students. To summarize, the pre-service teacher utilizes various tools to handle talking without permission which means s/he shows instant reactions and changes his/her strategies when his/her techniques seem to be inadequate to eliminate the problematic act.

From the perspective of the in-service teacher, one can realize the same number of occurrence of this behavior. Initially, the teacher does *not notice* that the students are talking among themselves. However, when the problem goes on, s/he successively makes use of *ignoring* and *warning*. Ultimately, they appear to solve the problem. Moreover, one of the points which gets the attention is that the in-service teacher uses the same techniques which is utilized by the pre-service teacher in the case of *talking without permission*. Therefore, one can suggest that the in-service and pre-service teachers seem to depend on the same tools in the similar occasions.

Thirdly, one of the most frequent disruptive behaviors occurring in both in-service and pre-service English language teachers is *making noise*. In this sense, in-service and pre-service display various strategies to deal with this problematic behavior. From the techniques addressed, it is tried to track the philosophy resorted by either group. Hence, the techniques utilized by in-service and pre-service teachers are exhibited and discussed below:

Table 29

The Techniques against Making Noise

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity
Teachers						
ISELT	1 / 1	1 / 1				
PSELT				3 / 3		

From the chart, it can be deduced that in-service and pre-service English language teachers tend to resort to quite different tools against the problem of *making noise*. Moreover, the number of recurring this behavior also shows variance in that the pre-service teacher encounters with this problematic behavior more than his/her in-service counterpart. Yet, s/he appears to be contented with the technique of *warning*. To elaborate, s/he refers to the Behavioristic Model and its inventories. Namely, s/he tries to abolish this problem by inserting a stimulus in

order to decrease the probability of emergence of the disruptive behavior again as asserted by Cangelosi (1988). Consequently, the tool used by the pre-service teacher seems to solve the problem and it ultimately hinders its further occurrence.

On the other hand, the act of *making noise* tends to take place less in the case of the in-service teacher when compared to the previous occasion. Furthermore, the teacher is inclined to follow a quite different path against this behavior. To begin with, it occurs once and s/he does *not notice* this emergence. Then, on realizing the problem in the following setting, s/he resorts to *making eye-contact*, mentioned within the frame of the Jones Model, is quite efficient in terms of deterring students from exhibiting disruptive behaviors, which is in line with the findings of Altay and Ünal (2013). To summarize, it can be noted that the techniques addressed during the courses display variance, that's why, one can suggest that various tools can be solutions even in the same problem.

Lastly, the behavior of *giggling* can be mentioned as one of the most recurring problematic acts in the in-service and pre-service English language teachers' courses. In this occasion, both groups recruit some techniques in order to deal with the problem. Interestingly, the tools appear to be quite alike when the chart is viewed in detail. In other words, there are significant similarities in these inventories utilized by both camps even though there also exist some slight differences. To illustrate, it may be convenient to analyze the table below:

Table 30

The Techniques against Giggling

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity
Teachers						
ISELT	1 / 1		1 / 1			
PSELT			2 / 2			

In Table 23, one can recognize that the number of emergence of this behavior is equal in both cases. That's to say, it occurs twice in both courses.

However, once the situation is analyzed in terms of the pre-service teacher, it can be noticed that the act of *giggling* happens twice and both cases are handled via only one technique: *Ignoring*. Consequently, the behavior disappears and the teacher continues his/her instruction.

Similarly, the in-service teacher recruits the same tool: *Ignoring*. However, when the problem takes place beforehand, s/he does *not notice* the occurrence. To paraphrase, s/he realizes this act in the second occasion and makes use of the same technique. Therefore, it can be posited that the same inventory, no matter in the case of in-service or pre-service teachers, seems to be quite effective in solving the behavior of *giggling*. To conclude, it may be highly important to rely on the technique of *ignoring* in certain situations.

Conclusion

All in all, it can be deduced that some disruptive behaviors are quite common and they have the potential of emerging in many classes. In these moments, in-service and pre-service English language teachers can utilize the same techniques in some cases. However, they may also exhibit certain differences in handling these behaviors. This may stem from the point that every situation contains its own specific characteristics and this notion can culminate in some variations in the tools used by in-service and pre-service teachers. Similarly, Martin et al. (2012) underscore that every teacher can be different and one technique may not fit into every condition. Therefore, Pfiffner and Barkley (1990) (as cited in Anhalt et al., 1998) firmly emphasize that teachers should take advantage of numerous implementationally proven techniques rather than relying on a limited number of tools. To summarize, it may be crucial for both groups to enlarge their inventories so that they have a wide range of classroom management tools and, consequently, they can utilize any technique depending on the situation.

Chapter 6

Conclusion

In this part, the general overview of the research is put forward by addressing to its goals, procedures, and results. Then, these findings have been tried to be amalgamated into practice level. That's to say, the outcomes of the study are evaluated from the implementational perspective. Hence, some suggestions can be posited by referring to practical domains such as classroom management, teacher training, etc. Moreover, further suggestions have been made in reference to this study so that the domain of classroom management and disruptive behaviors can be further explored in various settings through replication or other studies.

Overview of the Study

Classroom management has a crucial role in conducting effective instruction of a course. Needless to say, this is also quite valid in English Language Teaching (ELT) domain. To specify, decreasing disruptive and off-task behaviors and increasing the engagement time possess a highly important value in this sense. Hence, this study focuses on the disruptive behaviors and how in-service and pre-service English language teachers do approach and deal with them so as to increase the amount of the engagement time so that it may become fairly possible to make the most of the educational opportunities as suggested by Kaliska (2002) (as cited in Kızıldağ, 2007).

To do so, initially, it has been set out with the query regarding how in-service and pre-service English language teachers' attitudes towards disruptive behaviors are and whether or not there exist certain differences between these two groups. For this purpose, a scale, probing into the situation from affective side and consisting of 15 items, and an interview, elaborating the items in the scale, were utilized and the responses were analyzed through independent sample t-test via IBM SPSS v.21 and content analyses, respectively. Once the quantitative results were obtained, it was noticed that there are quite few variations between in-service and pre-service teachers. Only for the item - i1 - stating that "I get angry when students talk during the lesson without getting permission." do the pre-service teachers tend to get higher score than their in-service counterparts. In other words, it was found out that the pre-service teachers are more inclined to get

angry in the case of certain disruptive behaviors. As for the qualitative outcomes, yielded from the interview, further differences could be detected. To specify, although both groups report that they generally encounter with certain kinds of disruptive behaviors such as talking without permission, talking about unrelated tasks, making noise, etc., in-service teachers appear to be less anxious regarding the problematic behaviors and, accordingly, they could overcome the problematic behaviors. Moreover, they are reported to utilize wider range of techniques against these undesirable behaviors. All in all, one could suggest that there are some differences even though both sides possess similar views in a general frame.

Secondly, it has been aimed to explore the discrepancy of years of teaching in that the role of experience was tried to be investigated whether service year has a prognostic role in pre-service and in-service teachers' attitudes in relation to the disruptive behaviors. Therefore, regression analyses were conducted to understand the impact of experience on teachers' attitudes regarding these behaviors. As a result of these analyses, it was yielded that the effect of years of teaching is found to be fairly restricted. This impact is found to be significant only for i1 in that in-service teachers tend to be less furious in the case of talking without getting permission, which has been congruent with the findings of the independent sample t-test results. Overall, one could state that years of teaching is obtained to be influential in certain domains rather than in every aspects of disruptive behaviors.

Lastly, it has been interrogated how in-service and pre-service English teachers handle and overcome disruptive behaviors. By so doing, it has been indirectly aimed to follow the traces of their attitudes, as well. Hence, the behavioral construct of the scale and the observation technique have been used. Quantitatively, slight differences could be detected and these are not found to be significant to reach a robust conclusion. So, the query has been further searched from the qualitative camp. Specifically, as a result of the observation sessions, talking without permission, making noise, talking among themselves, and giggling have been reported to be the most common disruptive behaviors. Under some conditions, the in-service and pre-service teachers make use of the same inventories; however, there are expectedly certain cases in which they prefer

different tools, as well. To conclude, it is conceivable for either group to recruit peculiar techniques in order to overcome the problematic behaviors.

As a conclusion, the present study tries to understand the in-service and pre-service English teachers in terms of both affective and behavioral perspectives in relation to disruptive behaviors. To reach quite robust outcomes, it tried to take advantage of both quantitative and qualitative research methodologies. As a result of these procedures, theoretically important findings could be yielded. Yet, it is not plausible to be contented with theoretical conclusions. So, it may be highly convenient to refer to implementational and pedagogical reflections.

Pedagogical Implications

There are quite certain deductions and outcomes which can be applied to classroom environment, teacher training, more specifically, presentations, micro-teaching, and methodology courses, etc. To specify, the reflections of the findings of the present study are discussed in an implementational way for pre-service and in-service English language teachers, and both groups, respectively. That's to say, the theoretical results are tried to be amalgamated to the practice dimension of educational settings.

To begin with, pre-service English language teachers' approaches and knowledge regarding classroom management can be further deepened through various ways. Initially, ELT methodology courses can be integrated with the precepts of classroom management especially in terms of teacher's and students' roles. Secondly, Altay and Ünal (2013) find out that the insertion of non-verbal elements in foreign language use shows a drastic increase when pre-test and post-test results are taken into consideration, so the teaching of non-verbal communication tools can be similarly espoused to the teacher training program and pre-service teachers can enrich and enlarge their classroom management inventories. Thirdly, they can be faced with disruptive and off-task behavior scenarios during their presentation and micro-teaching sessions so that they can foresee the problematic behaviors and act, accordingly. Fourthly, the duration of the practice teaching can be lengthened and pre-service teachers can fulfill this course in different school levels and types, thus they can observe as many classroom management practices as possible. Relatedly, they can refer to the views and experiences of university supervisors and practice teachers in that

Vygotsky (1978) (as cited in Williams & Burden, 1997) posited in his concept of Zone of Proximal Development (ZPD) that individuals can learn a task with the help of more knowledgeable others. In other words, they can fulfill their full potential in classroom management thanks to assistance of their supervisors, practice teachers, peers, etc. Similarly, they can resort to the insights, encouragement, and feedback of their more experienced colleagues so that they take advantage of social persuasion through which their self-efficacy regarding classroom management can be heightened as posited by Duffin et al. (2012). Furthermore, pre-service students who are enrolled in student exchange programs e.g. Erasmus, Mevlana, etc. can observe the classroom management procedures in different countries and they can share their observations through presentations, workshops, etc. In other words, the information obtained from various settings can be exchanged and shared. Consequently, the quality of classroom management practices can be further heightened.

As for in-service English language teachers, there exist some plausible tips in order for them to maintain better classroom management processes and to overcome undesirable behaviors in their classes. Firstly, they can refrain from power struggles with students since this can jeopardize their authority in the class, therefore Malmgren et al. (2005) advise teachers to ignore and avoid provocations of students, which is one of the important notions of the Dreikurs Model. Secondly, English language teachers in the same school and town can organize conferences about the domain of classroom management and this area can be scrutinized for the sake of having more effective foreign/second language instruction. Thirdly, teachers from different disciplines can share their methods, techniques, and practices in classroom management and try to find possible solutions for the problematic behaviors and, consequently, every teacher can deduce plausible techniques for their own disciplines. Fourthly, in-service teachers are generally reported to be somehow inadequate in their profession, so they can continue Doctor of Philosophy and Master of Arts education so as to be more competent in this frame. Moreover, they can travel through the EU projects and can observe the educational environments in the European countries. So, they can witness not only the second/foreign language education, but they have a chance to monitor the classroom management methods utilized in these countries. Thus, they can further

enrich their classroom management inventories both quantitatively and qualitatively.

Lastly, there are some possible suggestions for both pre-service and in-service English language teachers. To illustrate, according to Richards and Rodgers (2014), being a co-learner is one of the roles of a teacher. Moreover, Demirezen and Özönder (2016) assert that foreign language teachers, in a more specific term, are simultaneously both learners and teachers. They also report that Turkish English teachers with Doctor of Philosophy and Master of Arts regard themselves more proficient than those with Bachelor of Arts in their teaching profession. Hence, both teachers can continue postgraduate education and follow educational journals publishing articles regarding second/foreign language teaching, classroom management, and disruptive behaviors. Also, they can follow pedagogical films, teaching sessions, and speeches in this domain. What's more, they can further increase their awareness in terms of language use. To specify, they can prefer descriptive language, explicating a condition, a behavior; rather than the judgmental one, inclined to label students and their characters since students tend to be more cooperative and engage in the courses as highlighted by Cangelosi (1988). To summarize, it can be postulated that teachers - no matter pre-service and in-service - can increase their notions and conduct the classroom management in a more productive way.

All in all, it can be posited that both in-service and pre-service English teachers can improve themselves in terms of classroom management and, consequently, they can deal with disruptive behaviors accordingly. Relatedly, they can enrich their strategies and resort to them depending on a situation. Thus, they can more effectively conduct the classroom management procedures and have smoother foreign/second language teaching process. In detail, they can increase the quality of English language teaching in their classes. To conclude, the overall efficiency of the instruction can be heightened.

Suggestions for Further Research

The current study possesses further areas open to be explored even though it tries to cover fairly strong theoretical and implementational backgrounds. Initially, it has the characteristics of a small-scale research in terms of participants, 8 in-service and 41 pre-service English language teachers. Also, the in-service

teachers are all female and the pre-service ones are mostly female participants. Hence, a scale from a broader scope can be carried out and a similar study can be replicated with male outweighing participants. Apart from the individuals in the research, an alike study can be conducted in different school levels such as primary, secondary schools. Furthermore, a similar research can be launched in in other types of high schools in that the current high school retains its own dynamics, so a replication study can expectedly make a contribution to the data available. Importantly, it can be convenient for these kinds of papers to take place in other cities of the country in that every city has their own culture, background, traditions, and dynamics. From a broader perspective, research probing into the same domain can be replicated in the educational settings of other countries. In other words, a comparative study probing into context of Turkey and that of other countries can be initiated to understand the role of cultural norms in this reference. The suggestions mentioned above stem from the notion that every school and its environment have their own qualifications and these can culminate in significant pedagogical outcomes according to Maguire et al. (2010).

Conclusion

All in all, classroom management is a means rather than an end with its theoretical and practical underpinnings. In this sense, in-service and pre-service English language teachers can seek ways to augment the efficiency of their classroom management procedures so as to improve the teaching of English language as a second/foreign language. To paraphrase, the contribution provided to classroom management can have indirect support for the English language teaching. As a result, it may be highly recommended that both teachers can improve themselves in the classroom management practices and, accordingly, have a fairly smooth teaching process.

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APPENDIX-A: Scale and its Sub-constructs

Constructs	Items	Expressions
	i1	I get angry when students talk during the lesson without getting permission.
	i2	That students are engaged in activity irrelevant to the course during the lesson makes me furious.
	i3	I cannot put up with the fact that a student comes to the lesson without having done his/her homework.
Affective	i4	I get furious when the course equipment in the classroom is damaged by students.
Dimension	i5	That a student makes a noise in the lesson makes me angry.
	i6	I cannot endure the fact that a student does not bring his/her course equipment to the lesson.
	i7	I get disturbed from a student's disrespectful behaviors towards his/her friends.
	i8	I get angry when a student arrives late to the lesson/school.
	i9	I get stressed once students do not obey the classroom rules.
	i10	That students do not involve in course activities makes me sad.
	i*	I get stressed when student make noise in the lesson.*
	i11	I resort to punishment when the classroom rules are not obeyed.
Behavioral	i12	I punish the student who disturbs his/her friends (pulling, hitting, taking their belongings etc.) during the lesson.
Dimension	i13	I punish the student who does not bring his/her course equipment.
	i14	I punish the students who do not involve in the course activities.
	i15	I think that the behavior of damaging to the course equipment in the classroom should be punished.

* Discarded item(s)

APPENDIX-B: Interview Questions for In-service Teachers

Semi-structured interview

-
1. Could you please introduce yourself and qualifications of your job? Which university and department did you graduate from? Could you please share your experiences in relation to the institutions have you served so far?
 2. What are the most common disruptive behaviors which you experience in your classes? (talking without permission, arriving late to the classroom, bullying, making noise etc.)
 3. What are your priorities while dealing with these behaviors? Do you take preventive or reactive measures? What kind of techniques do you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)
 4. Do your techniques show variance depending on the class you are teaching? Could you please specify these techniques?
 5. In your classes, do you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?
 6. Have you ever resorted to school administration when you have encountered with disruptive behaviors? What type of assistance does school administration provide?
 7. Have you ever resorted to parent support when you have encountered with disruptive behaviors? What type of assistance do parents provide?
 8. What are your suggestions for less experienced and inexperienced teachers to overcome disruptive behaviors in their classes?
-

APPENDIX-C: Interview Questions for Pre-service Teachers

Semi-structured interview

1. Could you please introduce yourself? Which courses have you been taken so far? Could you please share your university experiences?
 2. What are your opinions regard the disruptive behaviors? Have you encounter with these behaviors in your practicum? (talking without permission, arriving late to the classroom, bullying, making noise etc.)
 3. What would be your priorities while dealing with these behaviors if you dealt with these behaviors? Would you take preventive or reactive measures? What kind of techniques would you utilize? In relation to foreign language teaching approaches and methods, which approach/method/technique can be combined with these techniques? (ignoring, warning, reminding rules, reprimanding, etc.)
 4. Do you think these techniques show variance depending on the grade level such as primary, secondary schools, high schools? Could you please specify these techniques?
 5. In your classes, are you in favor of whole-class classroom management strategies or individual-centered classroom management inventories or both of them depending on the situation? Could you please specify some implications of your techniques?
 6. Do you think that teachers can/should resort to school administration when they encounter with disruptive behaviors? What type of assistance does school administration provide?
 7. What do you think about parent support in this issue? What type of assistance can parents provide?
 8. What are your suggestions for 1st, 2nd, and 3rd grader pre-service teachers to overcome disruptive behaviors in their classes?
-

APPENDIX-D: Classroom Observation Chart

Techniques Disruptive Behaviors	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity	Reprimanding
Talking without permission							
Talking among themselves							
Being engaged in irrelevant activities							
Being disrespectful to other students							
Making noise							
Giggling							
Walking around classroom							
Disturbing other students							
Hitting other students							
Chewing gum							
Using a mobile phone							

APPENDIX-E: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

07 Kasım 2017

Sayı : 35853172/433-3703

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 16.10.2017 tarih ve 2158 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Tarık YÜTÜK**'ün Yrd. Doç. Dr. İsmail Fırat ALTAY danışmanlığında yürüttüğü "Geleceğin İngilizce Öğretmenlerinin ve Çalışan Öğretmenlerin Sınıf Düzenini Bozan Davranışlara Karşı Tutumları" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 24 Ekim 2017 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

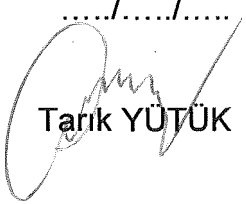
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Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-F: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

...../...../.....

Tarık YÜTÜK

APPENDIX-G: Thesis Originality Report

...../...../.....

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Languages Education/English Language Teaching

Thesis Title : Attitudes of Prospective English Language Teachers and Practice Teachers Towards Disruptive Behaviors

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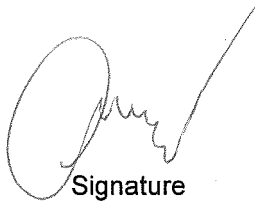
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Student No.: N15225513
Department: Foreign Languages Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.


Signature

ADVISOR APPROVAL


APPROVED
Asst. Prof. Dr. İsmail Fırat ALTAY

APPENDIX-H: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

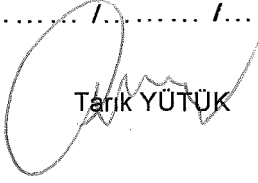
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- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

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Tarık YÜTÜK

"*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*"

- (1) *Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*
- (2) *Madde 6.2. Yeni teknik, materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*
- (3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

