TERTIARY LEVEL CLASSROOM MANAGEMENT PROBLEMS AND POSSIBLE SOLUTIONS

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Abstract

After graduation, teachers have great difficulties during the first year of their profession. One of the issues they have problems in is classroom management such as discipline problems in the class, students' misbehaviors. In order to solve to all these classroom management problems and be a guide to all novice teachers, I observed my students and defined their age characteristics. Besides I made self-assessment. I also asked my students and my colleagues to evaluate me. At the end, the problems are defined. Then, I researched relevant literature for possible solutions. I also interviewed some experienced teachers and some professionals who are experts on psychological counseling and guidance. Based on the similar experiences in the literature and the experienced teachers' advices, the possible solutions are determined, and in my classes, I put into practice these solutions one by one in the rest of the term. At the end, I see that most of the problems about classroom management were disappeared. In this study, we will learn about the possible classroom management problems and solutions to them. This paper is written to help the other novice teachers who have problems of the same kind.

Key Words: Classroom Management, Self-Assessment, Student Misbehaviors.

INTRODUCTION

During their undergraduate years, student- teachers learn how to teach theoretically. At the last year, they start to teach at schools for their school experience courses so that they can learn to teach in practice and gain experience. However, this one-year experience is not sufficient because the student-teacher do not experience the real teaching process. For that reason, they have a great difficulty in teaching in their first years at the public schools, or universities. They face with many problems, among them one of the most important problems is classroom management. When the students have a young teacher, they automatically understand that s/he is inexperienced, so they start to behave freely and obstructively. In this situation, the most important thing the teachers should do is to maintain classroom discipline because these misbehaviors will have a negative effect on learning environment, and as a result, the teaching will not be effective even if the teaching methods are appropriate for the students. While maintaining discipline, they use their professional knowledge, but at some points, they are not adequate. So, the experiences of experienced teachers should also be taken into consideration.

I was one of these novice teachers who have problems with classroom management in the lessons. Although I had one year experience in public school after the graduation, I had great difficulty with my current students at university. Although my current students are older than my last year students who were at the age of 10-14, it

is more difficult to maintain classroom discipline. In order to solve my classroom management problems, I made a study. First of all, I made a self-observation and self-evaluation, and noted both my problems and the problems caused by my students. Secondly, I asked two of my colleagues to observe me and note the problems, and lastly, I asked my students to evaluate me. (I asked them to fill in questionnaires). After defining all the problems, I have made literature research and figured out some possible solutions. However literature research was insufficient to solve all the problems. Hence, I got help from some experienced teachers, some other English teachers and some professionals. These experienced teachers have been teaching for more than 3 years, and they rarely have classroom management problems in their classes. At the end, I had some possible solutions for each problem. Then, I put into practice these possible solutions in my classes so that I have an efficient classroom environment. I aim that this study will be a guide to all novice teachers to solve their classroom management problems.

1.1. Background of the study

Teaching is one of the most difficult jobs of all because you have to consider, while teaching, issues such as students' backgrounds, interests, most suitable teaching methods. However, first of all, the teachers should provide best learning environment such as a warm, cooperative, relaxed atmosphere and suitable materials for the students so that they can easily acquire the topic. Dodge, Rudick and Colker (2009) comment that

> "learning environment, the use and organization of the space in the classroom, the daily schedule and routines, and the social and emotional atmosphere, meets students' developmental needs. It makes all students feel safe and comfortable and that they belong. As a result, they are helped to become independent and confident learners."

However, there are many barriers to have this kind of environment. These barriers may be the number, the age, the motivation of the students and the attitude of them towards lesson and the teacher. In fact, it is really difficult to maintain discipline in crowded classes or with young learners. Besides, if the students lack the motivation or if the students do not like the teacher or lesson, it is really hard to get the students' attention to the lesson.

On the other hand, I conducted my study with a group of students and two instructors at Selçuk University, Huglu Vocational high school. This particular students group includes 55 students, 21 female and 34 male students. 30 of students are at the second grade, and 25 of them are at the first grade. The department of all students is computer programming. They have two sessions of English lesson in a week. The first grade students are learning about general English, and the second grades are learning vocational English. I have been their instructor for 10 weeks. They have been learning English in a classroom including only the blackboard, that is, there is no computer, projector, overhead projector in our classrooms. This shows that the students do not have a variety of materials to benefit from in English lessons. Besides, since the learning environment does not include a variety of materials, the students including all kind of learners such as visual learners or kinesthetic learners do not focus on lesson for a long time, and this brings forth student misbehaviors. For this research, I asked my students to evaluate me in 6th week. I prepared a questionnaire and asked them to fill. The questionnaire is formed according to Kızlık's (2010) article, "the common classroom management mistakes". While searching for classroom management literature on the internet, I found an article including common mistakes the teachers make in the classroom. I listed the common mistakes, and I convert the statements into questions for questionnaire. I give options to each question to choose such as "always, usually, sometimes, never" I also added "additional comments" part so that they can write additional mistakes I make.

Moreover, there are 9 instructors at school. 4 of them are machine programming teachers, three of them are computer programming teachers, one of them is a Turkish teacher and last one (me) is an English teacher. In order to be evaluated, I also asked two of my colleagues to observe and criticize me about classroom management. Since there is not any other English teacher, I asked one of the computer programming teachers and Turkish teacher to do it. At the end, I collected all the results and made a self-evaluation. Then, I made a research of classroom managements and problem solving in literature; I also looked at the forums of teachers who have experienced similar problems and the solutions they came up with. At the end, I defined my methods to solve all these classroom problems and started to apply. Until the end of the term, I have solved almost all

the problems and had an ideal learning environment without almost any classroom management problems in my future career.

1.2 Statement of the problem

The participants of present study are at the age of 18-20. In other words, according to Erikson's classification they are adults. According to Erikson's classification, at this stage, adolescents begin to question beliefs, values and attitudes that they had previously internalized without much thought. Moreover, they find their identity and begin to have a sense of autonomy. Therefore, they actually know how to behave in the lessons such as they should not disturb others by talking. Nevertheless, it is an undeniable fact that some of the students sometimes behave more childish than children, and this affects the motivation and learning of the other students. This situation shows that there is a problem with classroom management.

While attending MA degree classes, I found out that some of my friends who are also teaching to the tertiary level students have the same problems. Then, I questioned the problem and figured out that there may be two reasons of this attitude. One may be that since the teachers are woman and most of the students are male, they see the teacher powerless. In other words, students make gender discrimination, which is described by Darroch (2010) as "sexism or gender discrimination is the oppression or discrimination of a person based on their sex or gender. It reinforces attitudes and behavior based on traditional stereotypes of sexual roles in a society." As a result, the students do not respect the female teacher. The other reason of misbehaviors may be that since the teachers are young, they think that the teacher is inexperienced, and they do not respect to the teacher. I focused on the second reason because by maintaining discipline and having an authority in the classroom, I will also convert their belief into that female teachers are also disciplined and powerful in teaching, and they have to respect the teachers disregarding gender. Then, I decided to make a research on classroom management problems that novice teachers or even experienced teachers encounter.

1.3 The aim of the study

In this research, my objective is to decrease the classroom management problems, and provide best learning environment for my students. Moreover, I wish to provide a guidebook to the other novice vocational high school teachers in Turkey who are experiencing the similar problems.

1.4 Research Questions

This study aims to answer the following research questions:
1. What are some of the problems that teachers have in maintaining classroom discipline? ('Problem Discerning Questionnaire' collected).
2. What are the students' developmental characteristics?
3. What are the possible solutions to these problems?
4. What are the attitudes of students to the new classroom management?
5. What kind of positive results are observed after the change of teacher's behaviors?

1.5 Assumptions and Limitations

The finding of this study is limited to 55 students, two classes. So, the evaluation and criticisms of the students are generalized. Besides, only two teachers who are working in the same school with me observed me in the lessons. Ahmet Çal, the Turkish instructor of the school, has more than 5 years experience in teaching. Emine Özcan, whose expertise is on Computer skills, has more than 3 years of experience in teaching to tertiary level students. Moreover, although they are not English teachers and much experienced, they are more experienced than me on lecturing to tertiary students.

REVIEW OF LITERATURE

In this stage, first of all we will learn about the developmental characteristics of my students who are at the age of 18-20 according to Piaget, Vygotsky and Kohlberg's classifications. Secondly, we will learn about the rules for maintaining classroom discipline, and lastly, we will learn about the encountered classroom management problems in the world.

- **Developmental characteristics of the students**

The students are at the age of 18-20. According to Piaget (1983), they are at the formal operations (adolescence) stage. In this stage, adolescences no longer require concrete objects to make rational judgments. At this point, my students are capable of hypothetical and deductive reasoning. According to Piaget, it is difficult to teach the students at this stage because the teacher should consider many possibilities from different aspects. For example, while choosing the reading passages which normally should be attractive for students, the teacher will have dilemmas because the students may be interested in any topic in life. In order not to face with such situations, teachers should make questionnaires to learn the students better.

According to Vygotsky's developmental stages, my students are at the stage of Zone of Reflective Capacity. This zone shares the theoretical attributes of the ZPD, but is a more specifically defined construct helpful in describing and understanding the way in which an adult's capacity for reflection can expand when collaborating with other adolescences with similar goals over an extended period of time. Tinsley and Lebak (2009) found that as adults shared their feedback, analyses, and evaluations of one another's work in a collaborative working environment, their potential for critical reflection expanded. The zone of reflective capacity expanded as trust and mutual understanding among the peers grew. The zone of reflective capacity is constructed through the interaction between participants engaged in a common activity and expands when it is mediated by positive interactions with other participants, exactly along the same lines as the ZPD, as Wells (1999) described. As a result, while teaching to adults, the teacher should also use pair works or group works so that they can learn from each other with peer correction or peer learning.

According to Kohlberg's studies, there are four stages which students pass through. The first one is power stage. Students at this stage display Recalcitrant Behavior. At this stage, the student opposes the authority. It is really difficult to control the student at this stage. The second stage is The Reward/Punishment stage. The students at this stage display self-serving behavior. They are a little easier to handle in the classroom. Kohlberg classify them as having an individualistic morality. These students behave either because they will receive a reward or because they don't like what happens to them when they do not behave. The third is the mutual Interpersonal stage. The students at this stage have interpersonal discipline. They behave because you ask them. They care what the others think about them, and they want you to like them. They rarely need a heavy handed approach to classroom discipline. Some students are in transition from stage two to stage three. These students behave nicely in your class, but not in other teachers'. In order to take these students to stage 3, you should let them know that their good behaviors are important not only in your classes but also in others'. The fourth and last stage is The Social order stage. These students have self discipline. They have a sense of right or wrong. These students do not like teachers who spend much time with classroom discipline. You can leave these students with a project, when you come back after 20-30 minutes, you will find them still on task. As a result, considering their ages, we infer that my students are at the last level. However, in fact, my students carry the characteristics of all four stages.

- **The rules for classroom discipline**

According to Thomas R. McDaniel (1986), there are four steps for a better classroom discipline. First of all is Reminder step. The teacher can remind the rules to whole class or to one or two students. The teacher uses it not to let the negative behavior go beyond a point.

Example: "Janice and Maria, the rest of us have all started working, now. You need to stop talking and start, too!"

The second one is the Warning step. The warning may be either verbally or nonverbally. The verbal warnings should not be done over class, but the teacher should go closer to the student and let him know what he is expected to. The teacher should also ask the students to identify the next warning type instead of saying "the next time, I will send you to the principal's room". Verbal warnings should not be threatening. If the student displaying negative behaviors is at the power stage, after the teacher's verbal warning, he may show an improper reaction to teacher such as replying the warning with a threat, and the warning may turn into a

verbal argument. This situation will discourage the other students, and affect their motivation negatively. An example of what should be told is written below.

Example: Steven is sitting sideways in his chair and keeps messing with things on Maria's desk. The teacher approaches Steven and says "Steven, I expect you to turn around in your seat and get on with your assignment. This is your warning. What is the next step do you think?"

Written warnings are even more effective. The teacher approaches the student and hand him an infraction slip. The teacher tells the student that: "I will give this to you now. If no problem happens until the lesson, you can throw it to the rubbish, but if you create one more problem, I will sign it and send it to principle's room!" Giving a slip to the students keeps the punishment very close to the student where he is less likely to forget or get into trouble again. The student keeps his punishment in his hands, makes his decision. By this way, the responsibility is given to the student; he learns to take ownership for his own actions.

The third step is Infraction Slip stage. If the student continues to behave in an obstructive way, the teacher behaves according to the rules of the school. The teacher may ask him to talk after the lesson, send him directly to the principal's office, etc.

The last step is to send to the principal's office. Despite of the warnings and punishments, if the student continues to behave in the same way, the teacher should send the student to the principal's office. The principal gives the student the official punishment. The teacher should control his emotions and be cool in this stage. Shouting or displaying anger may lead to improper results. The student may want to bargain. In this situation, the teacher should remind the student the previous warnings, and tell him that "you left me no other option".

These are the steps that teachers should follow. They may choose it in the same way or they can make their own steps according to the rules of the school.

- **Common Classroom Management Mistakes**
Lastly, let's talk about the classroom management mistakes that Dr. Bob Kizlik(2010) found out. The first one is that the teachers have not figured out what they want and they do not want. That is, the teachers do not set the rules at the beginning of the term. Secondly, the teachers talk to only one or one group of students, spend much time with them, and they do not monitor the rest of the class. Another one is that the teacher overpraises or does not praise the students when they do the thing correctly the teacher asked. Besides, the teachers start lesson without gaining students' attention or choose the topics or texts that the students are not interested in. The teachers are either too serious or too funny; they do not keep it in balance. Moreover, the teachers use the wait time inappropriately, they immediately pass to another student when one student gives a wrong answer. They also do not use their body language effectively in instruction. They choose verbal language most of the time to stop the inappropriate student behavior which may be frustrating for some students, or they do not intervene quick enough to stop negative behavior. The teachers collect student papers only to correct the mistakes or to give them points, but not for process and student thinking. The teachers permit students to be inattentive to the classroom presentations or activities. They use threats to control the class. They use "SHHH" sound as a means of quieting students which is very annoying and ineffective for students. The teachers try to talk over student noise instead of waiting for them to stop talking. The teachers interrupt students while they are expressing something. They spend too much time to give instructions for a homework or activity. Lastly, the teachers overuse punishment for student misbehaviors.

METHOD
SELF-ASSESSMENT

When I started education year at school, I saw that there was a problem with the classroom management because the students behaved very relaxed and disturbing. Then, I decided to find out the reasons for them. With this aim, I made a self assessment. For the assessment, I used the common classroom management

mistakes as criteria which are found out by Bob Kizlik (2010). According to the self-assessment results, I was making the mistakes below:

Firstly, although I have told about the rules for English lessons, I was not quite clear. The students' behaviors show that although they know the rules, they do not obey the rules maybe because of the unclear explanation. For example, I warned them not to come late to the lessons. If they were late, I would not let them in after I entered the room. When I defined this rule, I did not explain the reason behind it which was that the late comers would distract the attention of the students participating in the lesson at that time. For this reason, the students did not obey the rule, and in all lessons, there were always late comers. Besides, I let the late comers in which had the student think that the teacher is not as strict as she seemed. Letting them in was the biggest mistake I made. This affected all students' attitudes negatively towards me. They started to behave relaxed and irrespectively by abusing my positive intention.

The second mistake was that I was spending a lot of time with one student or one group of students. In my classes, some students know nothing about English because they did not have English classes at high school. Therefore, these students have extremely negative attitudes towards the lesson. On the other hand, some students studied at preparation classes of English at high school, and since they know the subject, they are very interested in the lesson. As a result, the second types of students speak more than the formers, and the first types of students continued to have negative attitudes towards the lesson since they do not talk in the activities.

The third mistake was that I began the lesson before gaining the students' attention. Since English lessons are limited to two sessions and not enough to implement the curriculum, I directly started to the lessons before gaining their attention, and this made the lesson boring. Besides, if the students do not pay attention to the lesson at the beginning, they cannot concentrate on it later, so the lesson becomes boring for them, and it does not make any contribution to their learning process.

The fourth mistake was that I overused the verbal efforts to stop inappropriate behavior. Although they knew that when a student or the teacher was talking, they should not talk to each other or laugh at each other in the class, they did it. In that situation, I always warned them verbally by saying "be quiet"or "shhhh". These inappropriate verbal warnings were annoying and ineffective for the students.

The last mistake was using threats to control the class. I thought that I could prevent the misbehavior by using threats. However, this did not prevent the misbehavior. Moreover, it created a negative attitude towards me and the lesson.

Pair Assessment
After noting all these mistakes, I also asked two of my colleagues to evaluate me in terms of classroom management. I gave the same criteria sheet to them and asked them to fill it. Except from my findings, they have found three more mistakes.

Firstly, they think that I cannot deal with the students who bother other students during the lesson. I only tell them "stop talking". Instead, I should use more effective methods.

Secondly, I was spending too much time in front of the board. Instead I should walk around the class, and by this way, I will get the whole class' attention, and they all will be awake during the lesson.

The last mistake they found was that I was not praising students who give the correct answer. Though the students are adults, they really need to be appreciated. Whenever they hear praise, they think that they can be successful in that lesson even though they could not succeed in the past. So, praising is as important as punishment for a student.

- **Students' Evaluation**

As the last step of assessment of my lessons, I asked my students to evaluate me. For this evaluation, I asked my students to fill a questionnaire which is formed based on Kizlik's (2010) study on common classroom management mistakes and consisting 25 questions. The questionnaire is formed to guide the students during the evaluation. I will group the questions of the questionnaire below and, write the evaluation results.

First group of questions are about the discipline of the class. According to the evaluation of these questions, although most of the students know about the classroom rules, some of them knew nothing about them. So, the rules should be defined again.. The second question is about the misbehaviors. According to the statistics, more than half of the students declare that the teacher intervenes with the students who have disruptive behaviors in the lessons although the others claim just the opposite. This supports that I have problem with preventing the students' misbehaving and disturbing other students. According to the answers of 17th question, a very big number of the students claim that the teacher maintains the discipline in the lessons. This means that except preventing the misbehaviors in the class, I can still maintain the discipline in the class.

On the other hand, in 3rd and 24th questions, I searched about the disturbing behavior of the teacher. According to results, the students are sometimes disturbed by the teacher-students arguments on student misbehaviors. Another group of questions are about the teaching method of the teacher. According to the results of the questionnaire, the teaching method of the teacher is generally appropriate for more than half of the students. On the other hand, about half of the students assert that they generally have difficulty in understanding the subject, which means the teaching method is not suitable for the other half of the class. Moreover, the statistics show that the finishes teaching in the planned time, she repeats whenever they do not understand the subject of the lesson, and she most of the time gives enough examples to make the topic clear.

5th and 7th questions are about motivation and making the lesson interesting. Results show that the teacher is not enough to motivate the students to the lesson. Besides, majority of the students claim that the lesson is not interesting and challenging enough to get their attention.

On the other hand, the students claim that the teacher rarely informs them about their learning process. However, the students made positive evaluations for 13th question investigating whether the teacher gives responsibility to them for their own learning.

Another group of questions are prepared to evaluate the teacher as a teacher. The statistics show that the teacher generally keeps clear communication with the students. Besides, error correction is done in a polite way by the teacher which means the students are not disturbed when they made a mistake. On the other hand, the teacher sometimes uses praising when the students give a correct answer which may affect students' motivation negatively.

The last group of the questions is related to learning environment of the students. In these questions, I asked the students to evaluate the learning environment and classroom design. The result shows that I can provide a good atmosphere for their learning although the classroom design may be a problem.

ANALYSIS

On analyzing of the results once more, I can list my problems about the classroom management as below;
1. I am not clear enough while defining the rules; I should also tell the reason behind each rule.
2. I spent quite much time with only one student or a group of students in the lessons.
3. I begin the instruction before gathering the attention of the students
4. I overuse verbal warning in the lessons.
5. I use threats to filter the misbehaviors.
6. I cannot prevent effectively the disruptive behaviors of the students during the lesson.
7. I spend much time in front of the board.
8. I cannot use praising effectively.
9. I cannot use appropriate teaching methods in the classroom which filters the students' learning and motivation.

10. I cannot motivate the students to the lesson, and I cannot make the lesson interesting and enjoyable for them.
11. I do not inform the students about their learning process.

After the evaluation, I searched for the possible solutions. For this aim, I have looked up some forums in the internet to find teachers having the same problems. I made literature research for the possible solutions and I asked my colleagues and other experienced teachers about the problems.

POSSIBLE SOLUTIONS FOR EACH PROBLEM

The first problem about the classroom management is that I am not clear enough while defining the rules; I should also tell the reason behind defining every rule. According to Bob Kizlik(2010), "the teacher should identify expectations for student behavior and communicate them to the students periodically. Some of the rules should emphasize the appropriate student behavior." Besides, he also proposes that the teacher should monitor the compliance with rules constantly. As a result, the best solution to this problem is to review the classroom rules, and identify each rule clearly by telling the underlying reason of each rule.

The second problem is that I spent quite much time with only one student or a group of students in the lessons. As a result, the others start to misbehave. In order to solve this problem, Pye (2010) has an advice that teacher should eliminate the "hands-up" response to questions. Instead the teacher should choose the students to answer the questions randomly. By this way, not only the students will be alert, but also they will listen more carefully. A friend from a public school who has 5 years experience proposed me that I can choose the students from the list of the classroom. For example, tell them "21th student in the list will answer this question." As a result, I decided to random choosing of the students to answer the questions of the exercises. Choosing them from the list is a good way of encouraging them to participate to the lesson. Thus, all the students will be involved in the activities and lesson.

The third problem is that I begin the instruction before gathering the attention of the students. According to O'Banion (2010), questioning is the best way to gather students' attention. Before the lessons, teachers may ask questions about the previous lessons, their own lives or general questions such as "what do you think about the flood disaster in Australia?". The questions which require them higher thinking are one of the best. The point is to raise students' curiosity and promote questioning and analyzing. He also says: "ask a variety of types of questions so that all students participate and be successful in answering. Also, give plenty of time to explore answers because the surrounding discussion will support student interest in the lecture." On the other hand, in a forum in which the teachers find solutions to their own problems by asking other teachers, there are good advices such as speaking very silently and softly at the beginning of the lesson, using a timer of 3 minutes which gives time to students to give their attention to the lesson, making enjoyable activities at the beginning of the lesson such as "if you hear me, clap once…"or bringing a bell to the class and ring it.

The fourth problem is that I overuse verbal warning in the lessons. Bob Kizlik (2010) suggests that instead of overusing verbal efforts to stop inappropriate behaviors, the teacher should use other methods. The best method is to use silence. When the student behaves disruptively, the teacher may look at him, and wait until he stops. On the other hand Thomas R. McDaniel, (1986) also solves this problem with written warnings in his 2nd step of rules for classroom management article. In this step, the teacher gives written warning to the student which he keeps in his own hands. If the student does not stop the misbehavior, the teacher passes the other step which consists of punishment. In this step, another way of warning is described as "forming sentences including the students' names". By this way, the students' attention is in a way attracted. One of my colleagues, Emine Ozcan, suggested me that "do not try to increase volume of your voice, do just the opposite. By this way, the misbehaving student will give his attention to you. " As a result, all these solutions are logical and applicable in my class.

The fifth problem is that I use threats to filter the misbehaviors. According to Bob Kizlik (2010), using threats produces results in short term, but backfire in long term. Besides, David O. Mckay from Brigham Young University says that "after using threats, the misbehavior will stop for a while, but almost invariably, the negative behavior returns. Why? Because the student has not learned a more positive way to meet his or her

need." On the other hand, rather than threats or punishments, he claims that the teachers should emphasize the correct behavior. The teachers should teach the students the correct behavior and ask them to behave in that way. I also got advice from one of my friends, Mustafa Yaman, lecturing at METU now. He told me that "if the student continues to misbehave, instead of humiliating or threatening him in front of the other students, you should do it alone since he may have a good excuse for that misbehavior." As a result, the solution to my problem is that while reviewing the rules, I should also define the correct behaviors. If they continue to behave negatively, I will have a private conversation with the problematic student.

The sixth problem I have is that I cannot prevent effectively the disruptive behaviors of the students during the lesson. According to Thadra Petkus(aug 28, 2010), one way of preventing the misbehavior is to remind the students correct behaviors frequently. Moreover, Bob Kizlik (2010) advises that during the misbehavior, the teacher should move close to the offending student, make an eye contact and give nonverbal signal to stop the offensive behavior. Another way is that the teacher may call the student's name or give a short verbal instruction to stop the behavior. Lastly, my colleague, Emine Ozcan, who is an instructor on computer programming department, advised me that "if the student is disturbing others or you while lecturing, you can ask questions to that student about the day's topic." All of these solutions are better than my method which is to stop the lecturing and arguing with the student or sending him out of the class.

The seventh problem is that I spend much time in front of the board. O'banion (2010) emphasizes that the presentation of the lecture is important to maintain the classroom discipline. Moving throughout the classroom, at least occasionally, will provide proximity control, and help keep students on task. Eye contact with individual students and looking at a variety of points in the room is also a good strategy. Therefore, instead of lecturing in front of the board, it is better to walk around the class, and easier to monitor the students.

The 8th problem is that I cannot use praising effectively. After the responses of the students to the questions about the activities of the lesson, the teacher should give feedback. This feedback may be either as praise or in the form error correction. Both of them are very important in teaching. My problem is that I do not always praise the students after the correct answers. According to the results of the questionnaire, some of the students are affected negatively from this situation. So, the best solution to this problem is to praise the students more.

The ninth question is that I cannot use appropriate teaching methods in the classroom which filters the students' learning and motivation. Although teaching methods are not really related to classroom management, indirectly it affects discipline. The teaching methods should be in concordance with the students learning styles. For example, if the student is a visual learner, the materials should be visual so that it can be effective for that student. Otherwise, the students who do not understand anything from the lesson will start to misbehave. This will lead to unsuccessful classroom discipline for the teachers. For that reason, it is important to identify appropriate teaching methods for the students. On the other hand, pair and group works have an important role in teaching language. However, it is important to control the class in these group works. In order to control the class, the teacher should check whether the students are on task or not. On this topic, Hayden (2009) says that "

> "Some teachers who have disruptive students only blame the students. However, sometimes the problem is the teacher. Teachers must look at their teaching practices to improve learning. Disruptive behavior is a red flag that learning is not taking place. Teachers need to take care of the disruptive behavior, but they need to look deeply at their teaching strategies as well."

As a result, the solution to this problem is that I have to recheck the teaching methods I use. If they are not suitable for my students, I should change them. Bu this way, I will also prevent disruptive behaviors.

The tenth problem is that I cannot motivate the students to the lesson, and I cannot make the lesson interesting and enjoyable for them. Therefore, in order to motivate the students to the lesson, I should eliminate the factors above. That is, firstly I should remove frustration and fear of failure by showing them they can learn English if they want and study regularly. Lastly, in order to prevent fluctuations in performance, I

should arrange group activities according to their levels. Group works are a good way to show that they can be successful in the lesson.

The eleventh problem is that I do not inform the students about their learning process. In order to solve this problem, I will give feedback to the students after each activity. On the other hand, testing them after each subject will be also an evaluation for them to assess and follow their own learning process. Besides, in order to increase student thinking, I will collect and return student papers by asking them to rewrite it by correcting their mistakes as Kizlik (2010) proposes.

In conclusion, I defined the possible solutions to all problems. It is time to apply them one by one, and see the changes. In results section, I wrote the observations throughout the change process.

RESULTS

After defining the solutions, I directly started to change my attitudes and behaviors towards the problems in the class. This had a positive effect on students towards the lesson, that is, they also changed their attitudes towards me and my lesson. Let's discuss each problem again and see what changes occurred.

Firstly, I revised the rules in the lesson. Besides, my students added some more rules. Both I and they explained the logic or reason of each rules. They asked me to be more flexible to some rules. For example, at the beginning, I told them "the late comer won't be let in". However, after this discussion, I changed the rules by considering the bus problem and so on, I allowed them 5 more minutes. That is, after I start the lesson, the late comers may join us in 5 minutes, later they will not be allowed to come in. As a result, we communicated well, and made an agreement. If they break the rules, they will be ready to the results.

Secondly, I had all my students active in the class. I used the students' list at the beginning to choose the students to answer the questions in the exercises. Since I chose them randomly, the students had to be active in the lesson. If the student chosen from the list did not know the answer of the question, I helped him, or asked key questions to the whole class so that he could find the answer. If he still could not find the answer, I passed to another student. After the application of this method, the students claim that they understand the lesson better because they actively participate in lesson.

Thirdly, I started to gather the students' attention before starting the lesson. For this reason, we sometimes talk about their daily life in Huglu or the activities of the school while we also talk about their career, the role of English in their career, etc. By this way, in the first 5 minutes of the lesson, I gather the attention of the students, and then I start to teach the subject. The feedback from the students is quite positive. They say "these warm-up sessions does not only increase their motivation but also their understanding and learning."
Fourthly, instead of using verbal warnings for the misbehavior, I use body language at the beginning. Eye contact is a good method to stop the students' talking or other misbehavior. Secondly, I ask the misbehaving student to answer one of the questions in the exercises. For the third warning, verbal warnings I use, such as "Onur, stop talking". If the misbehavior goes on, lastly I send the student out of room, and register him "absent" in the lesson. By this way, I do not spend much time of the lesson, or I do not argue with the student in front of the whole class.

Fifthly, threats are not used in the class anymore. My students know me and my rules, and they know what will happen if they break the rules. Therefore, I do not remind them the rules and punishments again and again. Instead, I am trying to have a good relationship with them so that they love English and increase their motivation.

Besides, I am not standing in only one part of the class anymore. Instead, I am always walking around the class and observing what they are doing. By this way, I see who is listening and taking notes in my class and who do not. This affects my proximity with my students, and makes us closer.

Moreover, I am praising my students more. I was also praising beforehand, but it seemed that my students found it not enough. Therefore, in my lessons, whenever they give the right answer, I say "well done", "very good", "perfect", "excellent", "good", "great", etc, to encourage them to be active in the lessons and to increase their motivation by showing them, they can be successful if they want.

Lastly, I made some changes in my teaching method. I used more group work and pair work than before. Besides, I exposed my students to English more. I started to bring materials which were proper to all learner types. By this way, all the students could participate in the lesson, and they see that they can do the exercises which motivate them a lot. On the other hand, I gave them homework which helps them see their progress, activates student thinking more, prevent copying from others. At the end, almost all the students can understand the lesson very well; they are more successful in the exams and quizzes. With the help of group work, they also learn from each other instead of copying the same information from their friends' homework. By this way, I can not only activate student thinking but also inform them about their progress.

CONCLUSION

As a result of my self-evaluation, I can get the progress I want. The students become more motivated to my lesson. They do not have the fear of failure anymore; they all understand that if they want and study more, they find the success. Besides, we have clearer and closer relationship. In this research, not only my self-assessment, but also my colleagues' and my students' evaluation helped me to find the correct way of maintaining the discipline. Other experienced teachers and literal studies also guided me a lot. I hope that this research is useful for not only the novice teachers but also the teachers who have the same problems with me. I advise all the teachers that whenever they have a problem about students or lessons, before blaming or criticizing the students, they should first make a self-evaluation.

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