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ScienceDirect

Procedia - Social and Behavioral Sciences 174 (2015) 3120 – 3130

Procedia  
Social and Behavioral Sciences

INTE 2014

# Opinions of lecturers regarding management of classrooms where Turkish is taught as a foreign language at an official Turkish teaching center

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## Abstract

In this qualitative study, opinions of lecturers working at an official Turkish teaching center at a government university regarding management of classrooms where Turkish is taught as a foreign language were determined through focus group interview technique; and the results were acquired by means of descriptive analysis technique. The present study indicates that participant lecturers were incompetent in terms of theoretical information regarding class management theoretical knowledge. Participant lecturers were incompetent in terms of classroom management skills. While participant lecturers were managing classrooms, they presented behaviors for establishing a positive learning environment, maintaining productive utilization of learning-teaching time, motivating students, and establishing an effective communication environment. Management of the classrooms where Turkish was taught as a foreign language was affected by physical factors, factors relevant with the characteristics and applications of the lecturer, factors relevant with student needs, interests and characteristics, social factors and factors relevant with the attitude and operation of management of the institution. Classroom management was affected by nationality, cultural and religious differences among students. Participant lecturers have not determined classroom rules in their courses and they do not find classroom rules necessary. There were several unwelcomed student behaviors experienced in classrooms. The lecturers interfere in these unwelcomed behaviors through the methods which can be associated with the reactive classroom management model.

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Peer-review under responsibility of the Sakarya University

*Keywords:* Teaching Turkish as a foreign language, classroom management, Turkish teaching centers.

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## Introduction

Teaching Turkish as a foreign language has recently been a subject gaining prominence. Increasing political, economic and social value of Turkey has made Turkish a preferred language for foreigners to learn (Şahin, 2013). In order to respond this increasing demand, within the entities of universities located in Turkey, the subject of teaching Turkish as a foreign language has started to be taken into consideration seriously after 1950s. The Project called “Turkic World Student Project” which was commenced in 1991, has been one of the projects which enables teaching Turkish as a foreign language to come in to prominence recently. Students with foreign origins have been invited to Turkey from abroad for their education under this Project (secondary, undergraduate and graduate levels) by the Ministry of National Education. Primary objectives of this project were teaching the current dialect spoken in Turkey to youth from the newly-founded Turkic states and from relative Turkic societies; introducing Turkish culture and education system; handing Turkish language and Turkish culture down to the next generations; and expanding the dialect spoken in Turkey. In order to reach these targets, Turkish was started to be taught as a foreign language systematically in the Turkish Teaching Center at the Ankara University (Ankara University TÖMER: the Turkish teaching centers across Turkey use abbreviation of “TÖMER” which represent purpose of the institution) in 1984 (Açık, 2008). In addition to the Ankara University TÖMER Center, private and official Turkish teaching centers (Official institutions have been structured within government universities.) have been founded to teach Turkish as a foreign language [Adana Science and Technology University TÖMER, Anadolu University Turkish Certificate Program, Akdeniz University Continuous Education Center, Başkent University Language Research and Application Center (BÜDAM), Başkent University Turkish and Foreign Language Teaching Center (Başkent TÖMER), Boğaziçi University Language Center, Çanakkale On Sekiz Mart University TÖMER, Dicle University Foreign Languages Teaching Application and Research Center, Dokuz Eylül University Language Education Research and Application Center (DEDAM), Ege University Turkic World Research Institute Turkish Teaching Division, Fatih University Continuous Education Center, Fırat University Language Education-Teaching and Research Center, Gazi University Turkish Teaching, Research and Application Center (Gazi TÖMER), Gaziantep University Turkish Language Teaching Center, Giresun University Giresun TÖMER, Hacettepe University Language Teaching, Application and Research Center (HÜDİL), İstanbul Aydın University TÖMER, İstanbul University Language Center, Kırklareli University TÖMER, Maltepe University Continuous Education Center, Mevlana University TÖMER, Sakarya University TÖMER, Selçuk University Faculty of Theology Turkish Program, Süleyman Demirel University Turkish Language Teaching, Research and Application Center, TOBB Economy and Technology University TÖMER, Trakya University Language Education and Teaching Application and Research Center, Yunus Emre Institute Turkish Education and Teaching Center) (Adana Science and Technology University TÖMER, 2014). All of the students registered in these institutions, who learn Turkish as a foreign language (majority of whom are from Turkic states and relative Turkic societies in Asia and Balkans), have foreign nationality.

It is possible to state that Turkish teaching centers at the government universities are the most prominent ones among the domestic and foreign institutions undertook teaching Turkish as a foreign language. Majority of the students who learn Turkish as their foreign language receive education in these institutions. Furthermore, developments and ongoing studies in these institutions regarding teaching Turkish as a foreign language can be taken as effective samples by other institutions.

It can be also said that official Turkish teaching centers in Turkey are the main drives of the “Turkic World Student Project” which was introduced by the Turkish Government in 1991. The success of the mentioned Project largely relies on the success of these institutions in their teaching activities.

Reaching defined objects in terms of education organizations is only possible through management of resource elements efficiently. Management of education is a branch of science which searches for answers for the question of “How educational institutions can effectively take advantage of human, money and technology resources to reach their objectives?” There is classroom management in the foundation of the education management; and acquired success level in the classroom management consequently determines the quality of education management (Öksüz et al., 2011). The classroom is production unit of a school; and it is a special environment where the behavior changing process takes place (Demirtaş and Güneş, 2002). Students gain teaching objectives in the classroom. In order to ensure that students gain target behaviors, resources in the classroom and time factor must be used effectively and in

a harmonized manner for an effective and productive learning. In other words, classrooms are required to be managed.

While classroom management was used to represent a view based on discipline understanding which refers establishment of teacher authority in the classroom before, now in our contemporary time, it refers “creation of a classroom environment facilitating learning” (Demirel, 2006). Some of the classroom management definitions from literature were presented below:

“*Creating, protecting and managing learning environment to reach teaching objectives.*” (Brophy, 1988).

“*Managing classroom environment like an orchestra.*” (Lemlech, 1988).

“*Stimulating process for simultaneous motivation of both classroom teaching resources and students to accomplish objectives of the classroom.*” (Celep, 2002).

“*Stimulating both students, who are human resources of a classroom, and material resources, which are tools and equipment, along with targets of classroom.*” (Demirtaş, 2009).

All of activities regarding systematical and conscious application of principles, concepts, theories, models and techniques about planning, organization, application and evaluation (Erdoğan, 2010).

As it can be understood from the definitions exhibited above, the essential objective of the classroom management is to assist students to reach their objectives by establishing positive and productive learning environment (Alkan, 2007). Classroom management determines success level of Turkish teaching as a foreign language. In other words, classroom management can be considered as the essential factor to reach targets set relevant with teaching of Turkish as a foreign language and to obtain efficiency and productivity in classrooms where Turkish is taught as a foreign language.

Thus, it can be said that accomplishing purposes of the “Turkic World Student Project” depends on the success of official and private Turkish teaching centers in Turkey in providing Turkish language education as a foreign language; similarly success of teaching Turkish as a foreign language depends on successful classroom management. It is more important to portray the current conditions of official Turkish teaching centers regarding classroom management since these institutions are pioneers in teaching Turkish as a foreign language.

Variables of classroom management can be considered as teacher, student, school program, education environment, education management, and family and friend environment. Of these variables, the most strategic one is teacher. Hence, teachers are responsible for arrangement and maintenance of education processes (Aydın, 2012). One of the most important roles played by teacher in a classroom is being manager of a classroom (Marzano, Marzano and Pickering 2003). As a classroom manager, a teacher is expected to coordinate all factors affecting the teaching – learning process (Erken, 2002). Thus, it can be said that management of classrooms are in responsibility of teachers. Because of these responsibilities, the most primary resource concerning the classroom management is the opinions of teachers. In official Turkish teaching centers, opinion of lecturers must be requested regarding management of classroom where Turkish is taught as a foreign language so that significant data would be acquired concerning the management of classrooms in official Turkish teaching centers where Turkish is taught as a foreign language; and these data will be foundation for development of classroom management.

The purpose of the present study is to determine opinions of lecturers working at an official Turkish teaching center, where Turkish is taught as a foreign language, about the classroom management.

## **Method**

This section describes the research pattern and the study group; and explains data collection mean, collection process and their analysis process.

### **a. Research Pattern**

The present research is a qualitative study. Qualitative study is a technique employed in systematic investigation of meaning emerging as a result of experiences of persons who are subjects of the research (Ekiz, 2003). Sensitivity to the natural environment, participant role of the researcher, determination of perceptions, flexibility in research pattern, and inductive analysis are the primary characteristics of the qualitative researches (Yıldırım and Şimşek, 2005).

Research data was collected through “focus group interview”, one of the qualitative research methods. Focus

group interviews are commonly used to expose superficial information. In this regard, appropriate to the general specifications of qualitative researches, participants' knowledge, experience, feeling, perception, opinion and attitudes are important in focus group interviews. The essential objective is to portray the ideas and point of views of the participants based on the collected data instead of acquiring information leading us to general conclusions (Çokluk, Yılmaz and Oğuz, 2011).

### ***b. The Study Group***

The research data was collected through focal group interview method conducted with seven lecturers employed in the Turkish teaching center operated under a government university.

Four women and three men lecturers participated into the focal group interview on a voluntary basis. Participants were selected among the lecturers with minimum three years of experience in Turkish teaching subject. There were two lecturers who completed their third year at Turkish teaching subject. Other five lecturers' experience levels in teaching Turkish were five, seven, ten, sixteen, and seventeen years respectively. It was also ensured that the most experienced lecturer (seventeen years) at the institution participated into the interview.

### ***c. Data Collection and Analysis***

The researcher prepared five interview questions to determine opinions of lecturers regarding classroom management, who teach in the classrooms where Turkish is taught as a foreign language at the Turkish teaching center operated under a government university. In order to provide internal validity of these questions, opinions of specialists were consulted. These questions were exhibited below:

1. *Which of your behaviors are important for you in regard to enable your students to reach the instructional objectives by establishing positive and efficient learning environment, in another words to classroom management?*
2. *What are the factors affecting your classroom management?*
3. *How does it affect your classroom management to have students from different nationalities, culture and religions in the same environment?*
4. *Do you ensure that there are classroom rules in your classroom? If you ensure this, how do you determine these rules?*
5. *What sorts of unwelcomed student behaviors do you experience in the classroom? How do you interfere in these unwelcomed student behaviors?*

The research data was collected from the answers given by lecturers during the focus group interview. The interview took place in the meeting room at the institution employing the lecturers; and it took one hour and fifty minutes. Obtained data was interpreted by means of descriptive analysis. Descriptive analysis enables us to organize data based on the theme revealed by the research questions and to present them by taking questions or dimensions used in the interview into consideration (Yıldırım, & Şimşek, 2005; Çepni, 2009). In the descriptive analysis, direct citations are included so as to reflect opinions of the interviewed or observed persons impressively. The purpose of the descriptive analysis is to exhibit obtained findings in an organized and interpreted form to readers. The data obtained along with this purpose is first described in a systematic and deliberate way. Then, these descriptions are explained and interpreted; cause-and-effect relationships are probed; and finally certain results are obtained. Associating and interpreting themes formed, and making predictions about the future can be among the dimensions interpreted by the researcher (Yıldırım & Şimşek, 2005).

In this study, obtained findings were described first. Afterwards, these descriptions were explained and interpreted. Cause and effect relationship was investigated and finally results were acquired.

### **Findings**

Before the interview, lecturers were not given information or explained anything regarding classroom management. Focus group interview started with the question of "*What is classroom management?*" in order to determine their classroom management perception and to prepare them for the interview. Based on their answers given to this question, it was understood that theoretical knowledge of lecturers concerning the classroom management was inadequate. It was thought that this situation was result of the fact that none of the lecturers have received classroom management training before or in their service period. It was also determined that participant lecturers have not paid personal effort to educate themselves in the area of classroom management.

The first question prepared along with the objective of the study is that “Which of your behaviors are important for you in regard to enable your students to reach the instructional objectives by establishing positive and efficient learning environment, in another words to classroom management?”

The first question was the one most emphasized, and about which lecturers expressed their individual opinions most. Behaviors determined based on the lecturers’ answers given to this question indicate that lecturers have number of classroom management skills although they were insufficient in terms of theoretical dimension of classroom management. It can be said that lecturers have gained these skills through their experiences.

When the answers given to the first question were being analyzed and assessed according to the classroom theoretical framework, this analysis revealed the purposes and behaviors of lecturers in regard to classroom management. These purposes and behaviors specific for each purpose were given below:

**Establishing a positive learning environment:** *a. Trying to adopt tolerance and democracy culture in the classroom. b. Encouraging students to be active in classes. c. Approaching students friendly and cheerful. d. Ensuring cooperation among students who do not have any relationship among each other. e. Performing activities which will develop their empathy skills. f. Performing group studies. g. Calling students with their first names. h. Encouraging students to call each other with their first names. i. Performing celebrating activities in the classroom (birthday, important days and holidays.). j. Performing gift occasions. k. Conducting social and cultural activities (sightseeing; theatre, movie, concert or dining etc.). l. Performing bakes in the classroom in which all of the students make preparation and contribution for it. m. Not to let students to exclude each other. n. Using sense of humor. o. Emphasizing inter-cultural similarities, trying to enable interaction among cultures.*

**Productive utilization of learning-teaching time:** *a. Taking attention of students (playing or singing a song, playing games, taking advantage of humor etc.). b. Coming to the class after sufficient lesson preparation. c. Ensuring that students to come to the classes after preparation. d. Enabling students to be efficient in the classroom. e. Applying teaching technology in classroom. f. Taking feedbacks from students.*

**Motivating students:** *a. Informing students about successful or failed results. b. Informing students about objectives of the Turkish teaching. c. Awarding. d. Punishing. e. Asking interesting, surprising, and intriguing questions. f. Being good role model for students. g. Narrating success stories. h. Praising students. i. Performing activities for entertaining students (listening or singing songs, playing games, using sense of humor, etc.) j. Ensuring equality and justice in the classroom. k. Establishing appropriate physical contacts (touching shoulder, handshake, giving five etc.).*

**Establishing an effective communication environment:** *a. Encouraging students to use only Turkish in the classroom to ensure that there is a common language in the classroom. b. Trying to teach newly learnt words with their all sorts of meanings (lateral and trope meanings) when students face with the word first. c. Teaching the meaning of gestures and mimic specific to Turkish culture. d. Establishing communication with each student in the classroom.*

The prominent opinions of the lecturers while they were answering the first question were presented below:

**Opinions regarding the aim of establishing a positive learning environment:** It was understood from their answers that lecturers, who participated into the interview, have strived for establishing an environment which allows them to fulfill their social needs and where students feel comfortable and sense of belonging, and they cooperate with each other. According to the lecturers, in order to establish a positive learning environment, first of all, it is required to adopt tolerance and democracy culture in the classroom. This requirement is result of conflicts among cultures, religions or nationalities. Lecturers stated that mentioned conflicts were the most important obstacle before the positive learning environment.

**Opinions regarding the aim of productive utilization of learning-teaching time:** Lecturers considered that it is important to keep students active during the class hours in terms of both establishing a positive learning environment and obtaining productive utilization of learning-teaching time. Regarding productive utilization of learning-teaching time, lecturers indicated that the productivity dramatically reduced during the afternoon classes, which eventually affected learning-teaching time adversely and thus, it is required to implement speaking lessons which are less exhaustive during afternoons. Based on these assessments, it was deduced that lecturers consider “speaking lesson” (the other lessons are reading, writing and grammar) as the easiest and the least exhaustive lesson.

Lecturers find lesson preparation necessary for both themselves and for students in terms of using learning-teaching time efficiently. They stated that motivation of students and utilization of teaching technologies during



lessons (projection equipment) was important for productive utilization of learning-teaching time.

Lecturers emphasized the importance of using student feedbacks as a foundation for the future plans in regard to productive utilization of learning-teaching time.

**Opinions regarding the aim of motivating students:** It was understood that participant lecturers apply both internal and external motivation approaches to motivate students. Especially, it can be said that behaviors such as informing students about “successful and failed results”, “informing students about objectives of Turkish teaching”, “asking interesting, surprising and intriguing questions” and “performing activities to entertain students (listening or singing a song, playing games, using sense of humor etc.)” were used to provide internal motivation of students. It was seen that lecturers have also applied external motivation techniques. During the interview, it was understood that awarding was the most frequently used external motivation tool applied by the lecturers. They remarked that systematic awarding affects the student motivation in a positive way.

Furthermore, lecturers mentioned that providing equality and justice within the classroom environment makes students to feel secure. They indicated that as students believe in there is no privileged student in the classroom, and as they trust the lecturers in terms of equality and justice, this results in higher level of student motivation.

Another motivation enhancing behavior exhibited by the lecturers is appropriate physical contact with the students (touching shoulder, hand shake, giving five and etc.). According to the lecturers, this behavior is perceived as a “honoring and praising” act; and this contributes development of a friendly and sincere relationship between a lecturer and a student.

**Opinions regarding the aim of establishment of an effective communication environment:** When behaviors of the participant lecturers for establishment of an efficient communication environment was investigated, it was observed that they tried to provide a common language in the classroom; and thus, they steered and encouraged student to use only Turkish during the lessons. Hence, participant lecturers believe in the fact that establishment of an effective communication environment can only be possible with a common language. Lecturers stated that effective communication over the common language depends on students’ skill level in this language. According to lecturers, the most important skill to use Turkish as a common language is to have rich vocabulary knowledge. Thus, they stated that students would not experience difficulties while expressing themselves. Lecturers indicated that they try to teach all different meanings of a Turkish word when students encounter with this for the first time in order to enrich their vocabulary.

Since lecturers believe in that non-verbal communication tools also facilitate the communication and they increase efficiency of the communication, they indicated that they place special importance to teach gestures and mimics specific to the Turkish culture. Lecturers also emphasized paying attention to establish communication with all students in the classroom in order to establish an effective communication environment.

The second question prepared along with the objective of the present study, “*What are the factors affecting your classroom management?*”

When the answers given to the second question were analyzed and assessed within the theoretical framework of classroom management, it was seen that factors affecting classroom management of lecturers were accumulated under five main titles: *a. Physical factors. b. Factors relevant with the lecturer characteristics and applications. c. Factors relevant with student interest, need and characteristics. d. Social factors. e. Factors relevant with attitude and operation of the management of the institution.*

According to the lecturers, factors affecting classroom management and the relevant main title concerning each individual factor were exhibited below:

**Physical factors:** *a. Temperature. b. Light. c. Teaching tools and materials. d. Number of student. e. Size of the classroom. f. Classroom layout. g. Gender distribution.*

**Factors relevant with the lecturer characteristics and applications:** *a. Approach of the lecturer toward the student. b. Application differences among lecturers. c. Personality characteristics of lecturers. d. Quality of the communication between lecturer and student.*

**Factors relevant with student interest, need and characteristics:** *a. Personality characteristics of students. b. Unwelcomed student behaviors. c. Student ages. d. Education levels of students. e. Students’ interests and needs. f. Sexual need.*

**Social factors:** *a. Nationality, religion, cultural differences. b. Information obtained by students regarding Turkey and Turkish culture from their environment. c. Political and social developments around the world.*

*d. Political and social developments occurred in home countries of students. e. Classroom culture.*

**Factors relevant with attitude and operation of the institution:** *a. Attitude of the institution. b. Operation of the institution.*

Lecturers stated following important opinions regarding the factors affecting classroom management while they were answering the second question:

**Opinions Regarding the Physical Factors:** *a.* Teaching and learning is not efficient in the classrooms with students more than 15. In foreign language teaching, it is more important to take care of student individually. This is not possible in crowded classrooms. *b.* Education can be more efficient and productive in classrooms with small size. *c.* Classroom board is required to be big in size. Thus, it affects students more positively to leave notes which were written during the lesson period on the board without erasing them. *d.* Conventional (in order) layout system facilitates control over classroom. *e.* It must be ensured that all classrooms are provided equal opportunities in terms of teaching tools and materials. *f.* It is more convenient to manage classroom in which female students are in majority and classrooms with mixed gender. *g.* It is more possible to experience unwelcomed student behaviors in classrooms consisted of only male students, therefore, it takes long time to interfere in these behaviors which shorten learning-teaching time. *h.* In classrooms, there must be a table and a chair for each student. These tables and chairs must be mobile so that they can be combined for group studies.

**Opinions Regarding Factors Relevant with Lecturer Characteristics and Applications:** *a.* The relationship between lecturer and student must be healthy. Healthy communication is a two-way communication. *b.* Friendly approach of the lecturer enables students to view themselves valuable, which affects their motivation in a positive way. *c.* Democratic behaviors of lecturers consolidate students' trust in equality and justice in the classroom. Consequently, increasing trust in equality and justice affect student motivation positively. *d.* Differences in applications of lecturers affect classroom management (e.g. the differences among attendance check). While a lecturer is implementing the attendance check at the very beginning of the lesson, another one might do it after the beginning of the lesson, or even at a later time; and they might check in late students as regular attendees. This difference cause rule-obedient lecturers to be perceived as authoritative and intolerant lecturers, which decrease their popularity among their students and thus, student-lecturer relationship can be affected negatively. A negative relationship stance between lecturer and students affects the classroom management as well.

**Opinions Regarding Factors Relevant with Student Interest, Needs and Characteristics:** *a.* Several unwelcomed student behaviors can be experienced in classrooms. The time period spared to interfere in these types of behaviors reduce regular learning-teaching time. Some of the unwelcomed student behaviors in the classroom are result of personal characteristics of students. *b.* The classrooms with low average age can be managed more conveniently compared to the ones with higher average age. Older students might have greater expectations regarding education. These greater expectations affect classroom management. *c.* In classrooms, besides the graduates of the secondary schools, there can be students graduated from an undergraduate or even graduate degree. Students with higher education level might have greater expectations from teaching. These greater expectations also affect classroom management. *d.* Students use their cell phones frequently. Cell phones are required for students' interest in social media and they fulfill students' communication needs with their families and friends. Frequent usage of cell phones is one the most essential obstacle before an effective and productive teaching. When students are interfered in, they allege an excuse of "I am using my cell phone for its dictionary." Moreover, instead of transferring the notes on the board into their notebooks, they take picture of the board with their cell phones. *e.* Students experiences sexual intimacy in the classroom due to their sexual needs, one of their physiologic needs. These intimacies especially distract attention of other students and affect the classroom environment negatively. This can be as well considered as an unwelcomed student behavior.

**Opinions Regarding Social Factors:** *a.* Students from countries with political problems among each other argue frequently in the classroom and they even fight with each other. There can also be religious conflicts and arguments in classroom. *b.* Political and social developments in the world and in the home countries of students can affect the classroom management. These developments cause conflicts, polarity and fights in the classroom. These conflicts and polarities are required to be managed. *c.* Some students were provided erroneous information about Turkey and Turkish culture beforehand. This erroneous information may have caused a negative perception among students about Turkey and Turkish culture. This negative perception can affect students' motivation and their desire to learn Turkish adversely. It is required to perform studies and activities to dismiss such a negative perception in the classroom. *d.* Political and social developments which take place in the home countries of student affect the

classroom. For instance, a terror attack in their home country tarnishes psychology of students and affects their motivation negatively. **e.** Classroom is affected by students' values, norms, and traditions. This effect may especially cause unwelcomed student behaviors. For instance, a student may present adverse attitude toward the lecturer involuntarily in order to be member of group of friends.

**Opinions Regarding Factors Relevant with Attitude and Operation of the Institution:** **a.** The management of the institution can register new students even long after commencement of the educational year. The appropriate practice is to form new classrooms consisting of these students. However, the management of the institution sometimes included these students into existing classrooms. Such an application causes lecturers to return previous chapters (once for each student) inevitably. This situation affects current students adversely. Furthermore, inclusion of new students into the classrooms is a frequent incident, which consequently affects teaching negatively. **b.** Some applications of the management of the institution (e.g. treating some lecturers more exclusively) affect the motivation of lecturers negatively; and this low level of motivation may have an effect on classroom management. Low motivation level of lecturers can affect classroom management negatively. **c.** Formalist / bureaucratic approach of the management of the institution affects loyalty of lecturers toward the institution negatively and decreases their motivation. For instance, management of the institution continuously checks lecturers' entry and exit times, but it does not present similar care for the supervising of the teaching process. In other words, institution only considers the time spent in the classroom; it is not interested in whether the teaching time is used effectively or whether a quality teaching is provided. This approach makes lecturers think that management of the institution only focus on customary rules, attitude or certain formality. Not only this approach, majority of applications and inventions cause the management of the institution is perceived as a formalist / bureaucratic. According to the lecturers, this attitude of the management of the institution affects their job satisfaction and their loyalty to the institution adversely; and consequently, this affects classroom management of lecturers negatively.

The third question prepared along with the objective of the present study is that *"How does it affect your classroom management to have students from different nationalities, culture and religions in the same environment?"*

The points emphasized by the lecturers while they were answering this question were presented as following: **a.** *Managing nationality, cultural or religious conflicts.* **b.** *Sparing time for activities enabling students to gain universal norms and values, and culture of tolerance and democracy.* **c.** *Sparing time for activities to establish inter-cultural communication, cooperation and reconciliation.* **d.** *Trying to prevent minority students to incur misbehaviors and to be excluded from group of friends.*

While answering the third question, prominent opinions of the lecturers were presented as following: **a.** Accepting students from different cultures, nationality, or religions in one classroom causes conflicts in the classroom. Student conflicts prevent acquiring teaching objectives. **b.** To prevent conflicts based on students' nationality, culture or religion discrepancies, lecturers have to play a peacekeeper role frequently. Efforts for resolution of the conflicts among students sometimes cause waste great part of learning-teaching time.

The fourth question prepared along with the objective of the present study is that *"Do you ensure that there are rules in your classroom? If you ensure this, how do you determine classroom rules?"*

Based on the answers given to this question, it was deduced that participant lecturers did not spend special effort to determine certain rules in their classrooms; and that they do not find classroom rules necessary. Important opinions of lecturers regarding this question are presented as following: **a.** Some rules are formed by themselves, but there is no any sanction in case these rules are not abided by students. **b.** Older age levels of students and their maturity levels eliminate the necessity of establishing rules in the classroom. **c.** Establishing rules and managing the classroom based on these rules may leave negative impact on students who are trying to discover Turkey and to know Turkish culture.

The fifth question prepared along with the objective of the present study is that *"What sorts of unwelcomed student behaviors do you experience in the classroom? How do you interfere in these unwelcomed student behaviors?"*

Unwelcomed student behaviors in the classroom and intervention methods of the lecturers were exhibited below:

**Unwelcomed student behaviors encountered in classrooms:** **a.** *Avoiding listening to each other or interrupting other students' word.* **b.** *Using cell phone during the class.* **c.** *Teasing, humiliating.* **d.** *Sexual intimacy due to sexual needs, physical contact.* **e.** *Improper behaviors against rules of good manner.* **f.** *Listening music from cell phone or*



*mp3 player during the lesson. g. Unauthorized recording of lecturers' speech. h. Unauthorized video recording of lecturer. i. Making noise. j. Flipping someone out. k. Making homework assigned from another lesson. l. Cheating.*

**Intervention Methods of Lecturers in Unwelcomed Student Behaviors:** *a. Ignoring unwelcomed student behavior. b. Making eye contact. c. Exerting students out of the classroom. d. Warning students verbally. e. Changing student's place. f. Making complaint about the student to the management of the institution. g. Applying other punishment methods.*

Based on the data collected through focus group interviews, it was understood that there have been several unwelcomed student behaviors experienced in the classrooms in which Turkish is taught as a foreign language. It was also realized that lecturers have usually preferred punishment against these unwelcomed student behaviors during their intervention; and that these interventions were mostly individual. Therefore, it is possible to say that lecturers have been applied reactive model among models of classroom management. In the reactive classroom model, award or punishment is used to keep unwelcomed behaviors under control (Başar, 2010). Moreover, interventions are aimed at the individual. Preferring punishment and aiming at individuals may increase severity of unwelcomed student behaviors (Sadık, 2008). Lecturers, incompetent at classroom management and incapable of using other models (precaution, development and holistic classroom management models) use reactive model frequently (Başar, 2010).

## Result and Discussion

In the present study, opinions of lecturers working at the Turkish teaching center operating under a government university in Turkey were tried to be determined regarding management of classrooms where Turkish is taught as a foreign language. Following conclusions were drawn as a result of the study: *a. Participant lecturers were incompetent in terms of theoretical information regarding class management theoretical knowledge. b. Participant lecturers were incompetent in terms of classroom management skills. c. None of the participant lecturers has received classroom management education before or during their service. d. None of the participant lecturers has spent a personal effort for self-education about classroom management. e. While participant lecturers were managing classrooms, they presented behaviors for **establishing a positive learning environment, maintaining productive utilization of learning-teaching time, motivating students, and establishing an effective communication environment.** f. Management of the classrooms where Turkish was taught as a foreign language was affected by **physical factors, factors relevant with the characteristics and applications of the lecturer, factors relevant with student needs, interests and characteristics, social factors and factors relevant with the attitude and operation of management of the institution.** g. Classroom management was affected by nationality, cultural and religious differences among students. h. Participant lecturers have not determined classroom rules in their courses and they do not find classroom rules necessary. i. There were several unwelcomed student behaviors experienced in classrooms. The lecturers interfere in these unwelcomed behaviors through the methods which can be associated with the reactive classroom management model.*

Classrooms are managed so that students can reach teaching objectives by establishing positive and effective learning environment; and that effective and productive learning and teaching take place. To accomplish these purposes, lecturers are required to be competent in terms of theoretical knowledge and skills concerning classroom management. According to Aydoğan (2007), one of the conditions for operation of foreign language teaching process appropriate to its objective is that teachers are required to have knowledge and skill about classroom management.

It is not able that none of the participant lecturers has received any education regarding classroom management before or during their service period. According to Day (1993), classroom management is one of the components of the pedagogical information, one of the four knowledge types which constitutes knowledge foundation of the education process of the foreign language lecturer.

Participant lecturers stated that there was not any education activity conducted within the institution; even they were not aware whether that was any education under the title of "classroom management education"; even if such an education was given, they were not informed about this occasion; and the management of the institution has never informed them about such an event. Ağaoğlu (2012) emphasizes that pre-service training is especially one of the factors affecting classroom management.

Majority of the students who learn Turkish in an official Turkish teaching center are awarded the MEB scholarship. This scholarship given by the MEB is an investment of Turkish Government on youth from Turkic States and Turkic and relative societies to teach them Turkish dialect spoken in Turkey, to introduce education system and Turkish culture, to hand Turkish language and Turkish culture down to the next generations, and to increase number of population who speak the Turkish dialect spoken in Turkey. It can be said that acquisition of the mentioned objectives relies on the success of the official Turkish teaching centers at teaching Turkish as a foreign language. In teaching Turkish as a foreign language, the basic factor, which will ensure reaching instructional objectives, efficiency and productivity in teaching, is classroom management. Incompetency of the teachers, the most strategic (determiner) variables among the variables of classroom management (Aydın, 2012), will cause inefficiency in classroom management. Accordingly, inefficiency in classroom management can prevent reaching teaching objectives and performing efficient and productive teaching activity. This situation will eventually cause that the investment aforementioned above to be lost and it turns out to be infertile. It is notable that lecturers working at an official Turkish teaching center located in Turkey have not received any training about classroom management; and that they were not selected among the ones who have received pedagogical training which also includes classroom management.

Erdoğan (2010) describes rules as combination of written or unwritten regulations which are used to carry out relationships in an effective and healthy manner. On the other hand, Başar (2010) characterizes classroom rules as regulations of student-student and student-teacher relationships to facilitate life in a classroom. It can be said that lack of classroom rules determined by the lecturers may affect the relationships in the classroom, and consequently this affect classroom management negatively and even complicates the management.

During the interview, lecturers stated that they have encountered unwelcomed student behaviors in the classroom. Facing unwelcomed student behaviors in a classroom suggests that there is need for classroom rules. According to the participant lecturers, the most frequently encountered two unwelcomed student behaviors were “*avoiding listening to each other or interrupting another’s word*” and “*using cell phone in the classroom for communication purposes*”. Even though unwelcomed student behaviors are not consisted of only these two behaviors, when structuring rules, it is required to pay attention to avoid inclusion of negative commanding expressions and elements in speeches (e.g. “Please speak after asking for permission.”, “Respect others.”, and “Use your cell phones outside the classroom.”) in order to prevent waste of learning-teaching time; and these rules will facilitate using time efficiently and productively. Independent of students’ ages and maturity levels, each of them may present unwelcomed behavior in the classroom; and they may commit some breaches. Violations of traffic rules by adults can be good example for this.

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