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Educational Research Association
The International Journal of Research in Teacher Education
2020, 11(4): 32-54
ISSN: 1308-951X



<http://ijrte.eab.org.tr>

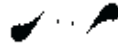
Attitudes of English Language Teachers and Practice Teachers Towards Disruptive Behaviors Regarding Classroom Implementations

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Abstract

This paper 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.



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Introduction

Introduction of the problem

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 et al., 2011, p. 509). 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 et al., 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, p. 1132) 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 et al., 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.

Even if the role of teacher is emphasized by most of the scholars, there seems to exist some points which need to be further clarified. In other words, teachers' attitudes be included in the process of classroom management. That's to say, Van den Berg (2002) (as cited in Stoughton, 2007, p. 1026) 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 et al. (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.

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

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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 et al. (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.

Models in Classroom Management

Scholars in this field have designed systematic approaches in the course of time in order to prevent or overcome disruptive behaviors, which can be defined by Lawrence et al. (1983) (as cited in Infantino & Little, 2005, p. 493) as sabotaging actions for teaching and learning procedures. 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 et al. (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. Here are some prominent models which can be effective candidates for increasing the teaching quality of a classroom:

The Behavioristic Model: The first classroom management technique dates 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, p. 33). 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.

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, p. 104). In other words, this model aims to handle the disruptive behaviors before they happen.

The Glasser Model: Glasser (1977) (as cited in Cangelosi, 1988, p. 26) 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, p. 154) 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 Dreikurs Model: This approach has some humanistic characteristics since Dreikurs (1968) (as cited in Malmgren et al., 2005, p. 37) 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, p. 28). 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'.

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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 in that Altay and Ünal (2013) suggest 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, p. 432) 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).

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.

Teachers' Attitudes, Self-efficacy, and Classroom Management

Teaching profession is strongly intertwined with teachers' attitudes and self-efficacy. Specifically, it can be suggested that 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, p. 667). Moreover, he underpins the sources of self-efficacy with four bases (Bandura, 1994). Firstly, Woolfolk Hoy (2000) (as cited in Moulding et al., 2014, p.61) 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 et al. (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.

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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, p. 516), 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, Kırkağaç 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 et al. (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.

The Hypothesis of the Study

As suggested above, this paper seeks to uncover the attitudes of in-service and pre-service English language teachers and their practices in classroom against disruptive behaviors. Within this respect, 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, p. 109). Thus, they can compensate for their lack of experience thanks to these negotiations.

In addition to the aforementioned hypotheses, there are three research questions which have been devised in a way that it may become possible to dig into the situation and, consequently, to shed light upon the affective characteristics of prospective English language teachers and practice English language teachers and their in-class implementations regarding disruptive behaviors. 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?

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Method

On 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, p. 35) 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, p. 171) 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.

Sampling

Since this paper aims to probe into the attitudes of in-service and pre-service English language teachers, sampling procedure has been designed in a way that both groups have

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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.

Additionally, ethical concerns were taken for granted before launching the research. Moreover, it was made sure that the identities of participants would be kept confidential. Also, it was announced that the responses wouldn't be evaluated as true/false. So, it is aimed to get the participants to be enrolled in the study and respond sincerely to the items.

Data Collection

Upon 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, p. 78). In other words, the attitudes of two different groups of participants were tried to be tracked in a snapshot-like manner.

Initially, 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 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

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

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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).

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

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.

Observation Checklist

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.

Results

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, 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.

Analysis 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, 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:

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Table 2. Independent Sample t-test Results per Constructs

<i>Dimension</i>	<i>Teachers</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 3. 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		

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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 3, 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. To clarify, 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.

Analysis 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, 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 4. Regression Analyses

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**	

* $p < 0.05$

** $p > 0.05$

Table 4 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

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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 4. 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.

Analysis 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 one of the questions in the interview are exhibited below:

Question - What are your priorities while dealing with disruptive behaviors? Do you take preventive or reactive measures? What kind of techniques do you utilize? (ignoring, warning, reminding rules, reprimanding, etc.)

• Interviewee – 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 – 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.

• Interviewee – 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...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,

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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 – Pre-service teacher 2

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.

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 5. Observation – In-service teacher

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity	Reprimanding
Disruptive Behaviors							
Talking without permission			1 / 1				
Talking among themselves		3 / 3		1 / 1			
Making noise				1 / 1			
Giggling		2 / 2					
Using a mobile phone		1 / 1					

Table 6. Observation – Pre-service teacher

Techniques	Not noticing	Making eye-contact	Ignoring	Warning	Reminding the rules	Using physical proximity	Reprimanding
Disruptive Behaviors							
Talking without permission			4 / 4	4 / 4			
Talking among		7 / 7					

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themselves	
Being disrespectful	1 / 1
to other students	
Making noise	3 / 3
Giggling	1 / 1
Disturbing other students	1 / 1
Chewing gum	1 / 1
Using a mobile phone	1 / 1

Upon analyzing Table 5 and Table 6, one can infer that there exist certain differences between classes of in-service and pre-service English language teachers. To begin with, the number of disruptive behaviors observed in in-service teacher's class is more than those of observed in pre-service teacher's lesson. Moreover, the variety of these behaviors encountered in pre-service teacher's lesson is quite more than that of in-service counterpart. Interestingly, the problematic behaviors emerged in pre-service teacher's case seem to be marginal such as chewing gum and using a mobile phone. However, once the techniques used by pre-service and in-service teachers are scrutinized, it can be noticed that both make use of the same instruments such as ignoring and warning. To conclude, it can be suggested that both utilize similar techniques even though they encounter with different kind and amount of disruptive behaviors.

Discussion

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.

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. 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.

Table 7. 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	7,439	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**

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	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, p. 61) 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.

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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.

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 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 8. 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.

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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. 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).

Table 9. 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		

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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, p. 2). 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, p. 104). 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-

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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.

Conclusions

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, p. 367).

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 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 tired 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.

Thirdly, 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

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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.

Additionally, there exist some pedagogical implications to improve the classroom practices of in-service and pre-service English language teachers. To begin with, as for the in-service teachers, 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.

When it comes to the pre-service counterparts, there are some implications and suggestions. 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, p. 40) 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.

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.

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