

REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE REASONS FOR UNDESIRABLE BEHAVIORS
AMONG ENGLISH LANGUAGE LEARNERS**

THESIS BY

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MASTER OF ARTS

MERSİN, JUNE 2017

REPUCLIC OF TURKEY

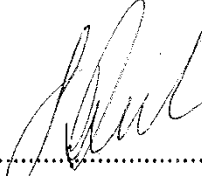
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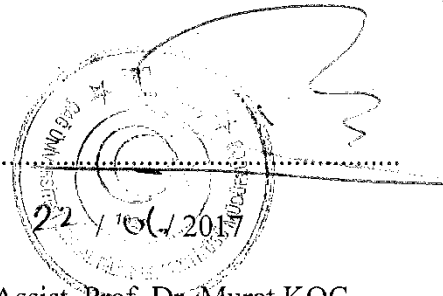


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ACKNOWLEDGEMENTS

It is an honor for me to express my eternal gratitude to all those people who supported me in the process of preparation and completion of this thesis.

First of all, I would like to express my sincere appreciation to my supervisor, Associate Prof. Dr. Jülide İNÖZÜ for her academic guidance and valuable comments. This thesis could not have been completed without her constructive suggestions.

Besides, I am thankful to my thesis committee members, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ and Assist. Prof. Dr. Kim Raymond HUMISTON for sharing their knowledge and expertise.

I also would like to offer my thanks to the director of preparatory school at Çağ University, Hamdi Önal for his support.

I owe special thanks to my colleagues and students for their voluntary participation and enthusiastic effort in this process.

Finally, my deepest gratitude belongs to my beloved family for their endless support and trust throughout my life and my education. Especially, I thank to my mother, Ayfer AKKAR to be the light on my way.

I dedicated this thesis to my worthwhile mother.

22.06.2017

Simay AKKAR

ÖZET

İNGLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN İSTENMEYEN DAVRANIŞLARININ NEDENLERİ

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(Çukurova Üniversitesi)

Haziran 2017, 74 Sayfa

Bu çalışma ilk olarak yüksek öğretimdeki dil sınıflarında genel olarak karşılaşılan istenmeyen davranışları ortaya çıkarmayı hedeflemektedir. Çalışmanın ikinci amacı, dil öğrenme sürecinden kaynaklanan istenmeyen davranışları belirlemektir. Bir diğer önemli amacı ise belirlenen istenmeyen davranışların nedenlerinin hem İngilizce öğretmenlerinin hem de dil öğrencilerinin görüşlerine göre incelenmesidir.

Çalışma 2016-2017 akademik yılları arasında Çağ Üniversitesinde gerçekleştirilmiştir. Çalışmada 40 İngilizce öğretmeni ve 42 hazırlık okulu öğrencisi yer almıştır. Bulgular, istenmeyen davranışlar listesi ve görüşmeler yoluyla toplanmıştır. İstenmeyen davranışların dil öğretimiyle olan ilgisi istenmeyen davranışlar listesi aracılığıyla ölçülmüştür. Dil öğrenme süreciyle özellikle ilişkili olan istenmeyen davranışlar ve bu davranışların nedenleri, İngilizce öğretmenleriyle ve dil öğrencileriyle yapılan görüşmeler ile belirlenmiştir. Veriler hem niteliksel hem de niceliksel metotlar kullanılarak analiz edilmiştir.

Veriler, İngilizce öğretmenlerinin ve dil öğrencilerinin, özellikle yüksek öğrenim dil sınıflarında gözlemlenen istenmeyen davranışlara ve bu davranışların nedenlerine yönelik görüşlerinde anlamlı farklılıklar olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: İstenmeyen Davranışlar, Nedenler, Görüşler

ABSTRACT

THE REASONS FOR UNDESIRABLE BEHAVIORS AMONG ENGLISH LANGUAGE LEARNERS

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(Çukurova University)

June 2017, 74 pages

This study firstly aims to find out undesirable behaviors encountered at tertiary level language classrooms in general. The second aim is to designate the ones stemming from language learning process. The other important purpose is to investigate the reasons of the identified behaviors from the perspective of both English language teachers and language learners.

The present study was conducted in the preparatory school at Çağ University in 2016-2017 academic years. The participants were 40 EFL instructors and 42 preparatory learners. The findings were collected through the checklist and interviews. The relevance of the undesirable behaviors with ELT was measured through the checklist. Interviews held by EFL instructors and language learners provided to designate the undesirable behaviors particularly related to language learning process and their reasons. The data was analyzed qualitatively and quantitatively.

The study results reveal that there are significant differences in the perspective of EFL instructors and learners towards undesirable behaviors especially observed at tertiary level language classrooms. It is also found out that the instructors and the learners evaluate their reasons in different perspectives.

Key Words: Undesirable Behaviors, The Reasons, Perspectives

ABBREVIATIONS

EFL: English as a Foreign Language

SPSS: Statistical Package for Social Sciences

ELT: English Language Teaching



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CHAPTER I

1. INTRODUCTION

This study focuses on undesirable behaviors originating from the process of language learning. This research also aims to investigate the factors leading to these behaviors. Its target group is EFL learners at the tertiary level. This chapter includes background of the study, statement of the problem, purpose of the study and research questions. Justification for the study and the limitations of the study are also presented.

1.1. Background of the study

It is accepted that teaching is a difficult job. There are many roles that a teacher should have in order to provide an effective teaching and learning. Teachers should be an/a organizer, promoter, observer, facilitator, controller, guidance, authority, problem solver and lecturer at the same time. Otherwise, it is possible to have some problems related to classroom management. Classroom management is a process that teachers help students not only to have appropriate behaviors but also to maintain them throughout the academic year in classroom settings (Kratochwill, DeRoos, & Blair, 2016). Classroom management is the factor that has the largest effect on student achievement because students cannot learn in a chaotic classroom (J. Marzano, S Marzano and Pickering, 2003). A poorly managed classroom causes undesirable behaviors and then failure is an inevitable result. As Ju (2008) expressed that undesirable behavior is an obstacle to teaching and learning process. Teachers have encountered undesirable behaviors at any level of educational system recently. There are various factors causing students to have such behaviors both inside and outside the school. Teachers should take students' age, culture, educational background and family situation into consideration while thinking about their reasons. On the other hand, teachers should also evaluate their own attitudes, values, teaching methods and the way of practice because undesirable behaviors may be directly related with discipline. Discipline does not mean passive students, a dominant teacher and teacher-centered education. Bossone (1964) defined classroom discipline as training in self-control and orderly social conduct provided by a respected teacher and an effective classroom management.

Effective teaching is closely related to management and motivation. It is important to generate good will, respect and cooperation in a productive learning environment (Nagler, 2015). Creating a productive learning environment is also necessary for language classrooms because language is learned interactively. However, language teachers used to talk during the whole lecture while students were memorizing facts and completing their assigned tasks quietly (Fisher, Frey and Rothenberg, 2017). Over time, language teachers comprehend that language teaching system which the teacher talks about details of grammar in front of the classroom, students take notes and fill out worksheets on their desks placed in straight line directed toward the teacher is not so effective for their development (Loyola, 2016). Language teachers aiming to produce language learners who have creative and critical thinking should designate contents, classroom activities and teaching strategies elaborately (Kabilan, 2000). The factor missed out mostly was that any academic knowledge will not be able to benefit for the students whose self-control, sense of responsibility and the ability of decision making were unimproved (Darçın, 2012).

Classroom management has gained more importance in language classrooms which the teacher speaks less and the students do more. The roles such as controller, guidance, authority, problem solver added to the previous roles of the language teacher. It is seen that interaction has an important role in language teaching (Ellis, 1990). Therefore, language teachers give more importance to spare time to teacher-student and student-student interaction. As a result, students can take part in sustained talk instead of restricted responses (Gündüz, 2014).

There are lots of studies written on undesirable behaviors in educational and social science. Most of them looked into these behaviors in terms of classroom management. The first factor encouraging the researcher to study on this topic was that there are few studies in ELT upon undesirable behaviors of language learners at tertiary level. For instance, Güleç (2013) presented a master thesis on disruptive student behaviors from the perspective of English teachers working in preparatory classes of Çukurova University School of Foreign Languages. As a second factor, the reasons of such behaviors were not mentioned in the studies. Finding out undesirable behaviors is not enough to solve the problem. The only way to cope with undesirable behaviors that could not be noticed and prevented in time is to discover the causes of these behaviors. Finally, the studies conducted on the reasons for EFL students' misbehaviors were

carried out with pre-school, primary or secondary students. There is a master thesis written on this research topic in literature. Altinel (2006) conducted a study on misbehaviors of 7th grade EFL students and the causes of these behaviors from the perspective of teachers and misbehaving students.

1.2. Statement of the Problem

It is observed that misbehaviors cause a number of disruptions such as forcing teachers to slow down, taking away from class time and distracting other students (Hwung, 2016). The time that the teacher spends to overcome a disruptive behavior decreases academic engaged time. In other words, teacher has to cost the time which is planned for academic instructions to cope with disruptive behaviors. The results showed that the students being in disruptive classrooms are in low category in achievement tests (Ghazi, Shahzada, Tariq & Khan, 2013). A disruptive student is not harmful for only himself because he affects efficiency of the teacher, eagerness of other students and classroom atmosphere in a negative way. As a result, almost all students lose their concentration, effectiveness of the lesson is decreased and finally it causes an in-class problem. Moreover, instructors are often obliged to interrupt the lesson to cope with undesirable behaviors. It is both demotivating and time-consuming for instructors and also students. If the students continue to behave at the same way although they are warned, the relationship between the instructors and their students may be broken down after a while. Students do not desire to attend or study the lesson which they do not like its instructor. Therefore, it is crucial for instructors to be conscious of possible undesirable behaviors and also the factors leading to these behaviors in order to avoid unintended consequences such as a damaged teacher-student relationship, reluctance to learn and failure.

1.3. Purpose of the Study

This study firstly aims to designate undesirable behaviors experienced at tertiary level language classrooms in general. The second aim is to find out the ones which are closely related to language learning process. The other important purpose is to investigate the reasons of the identified behaviors from the perspective of both English language teachers and language learners.

1.4. Significance of the Study

By the help of this study, instructors will be more informed about the undesirable behaviors of EFL students at the tertiary level. Instructors will be able to empathize with disruptive students due to being aware of all the factors causing undesirable behaviors. Therefore, the rapport between students and instructors will not be damaged by such behaviors. Moreover, these students will not lose their desire to learn English because instructors will be more conscious and have right attitudes towards them. Meanwhile, it will be avoided that disruptive students affect their classmates in a negative way.

1.5. Research Questions

1. What are the undesirable behaviors of EFL learners at the tertiary level?
2. Which undesirable behaviors especially originate from language learning process?
3. What are the reasons for the identified behaviors from the perspective of both English language teachers and language learners?

1.6. Definition of the Terms

Undesirable Behavior: The behaviors that teachers face inside class and need to adjust are undesirable behaviors. They are also called as misbehaviors or unacceptable behaviors (Kitishat & Frieht, 2013).

Disruptive Student: The student who hinders or gets slower teaching and learning process with his/her behaviors is called as disruptive student (Gonzalez, 2008).

Rapport: Rapport is a positive relationship between the teacher and his/her students (Bilash, 2009).

Classroom Management: It includes the skills that teachers acquire in the course of enhancing psychological and educational levels of their students (Kizlik, 2016).

Classroom Discipline: Classroom discipline is the specific management of student behavior. It is needed to instill a sense of responsibility and maturity into the students (Walters & Frei, 2007).

1.7. Limitations of the Study

The limitation of this study is that it was conducted with a small group of English instructors and learners. Therefore, the findings of the study may not be appropriate for all EFL learners and English instructors studying and working in universities across Turkey. Also, the data was collected through a checklist and interviews with teachers and learners. This may not reflect well what really happens in classrooms. Therefore, other data sources such as classroom observations might also be helpful in describing the situation regarding undesirable behaviors encountered in language classrooms.



CHAPTER 2

2. LITERATURE REVIEW

2.1. Classroom Management and Its Importance

Course books show students where they will arrive but teachers teach how to go there. Therefore, teachers have many roles such as lecturer, mentor, prompter, resource, assessor and participant. However, there are two roles which are more important for classroom management. They are controller and organizer. Management can be expressed as a skill in the organization and presentation of lessons in such a way that all students are actively engaged in learning (Smith & Laslett, 1993). Classroom management refers to a variety of techniques that teachers use to keep students organized, focused and productive during a course (Abbott, 2014). Teachers should observe and hear each student to be aware of every detail happening in the classroom during the process of lecturing in order to provide an effective teaching. Although cognitive process, parental support, school location and curriculum design influence students' performance and success, classroom management has the most influence on learning process (Cummings, 2000).

An effective teaching and learning cannot be reached in a poorly managed classroom. When students have irresponsible and disrespectful behaviors towards their teachers and classmates, both teachers and students suffer from chaos. In such a classroom environment, teachers struggle to teach, most students learn much less than they can manage and others give up making effort to comprehend. In contrast, teaching and learning progress occur systematically and enjoyably in a well-managed classroom (Marzano, 2003). Good student management is vitally important for every teacher because it creates a positive classroom atmosphere and considerably affect student learning (Boynton & Boynton, 2005). There is a correlation between management and student success. Observing students' success provides teachers to feel more motivated in order to improve their skills, identify their needs and use the most effective strategies that will result in achievement of more students (Walters & Frei, 2007).

When teachers are more informed and experienced on classroom management, they minimize the behaviors hindering learning whilst maximizing the behaviors facilitating and enhancing learning (Abbott, 2014). All educators without depending on their experiences need to consistently practice classroom management techniques to reduce behavioral problems of students (Bennett, 2017). There are also debates about what kind of education is more effective on minimizing behavioral problems that negatively affect classroom management; teacher-centered or student-centered education. Teachers determine rules, routines, way of interaction and classroom arrangement in teacher-centered classrooms. When they encounter a disruptive student, they use extrinsic motivation by using rewards or punishments such as giving a grade or not having a break. On the other hand, there is reflective thinking in student-centered classrooms. When behavioral problems are noticed, teachers encourage students to think about their problems instead of overcoming them with their methods. Students take responsibility of their own misbehaviors and they know that they should find ways to regulate them.

2.2. Classroom Management and Discipline

Classroom management has been thought as the same with discipline. However, there is a significant difference. Discipline is how a teacher keeps students engaged in learning while maintaining proper behavior (McDaniel, Jackson, Gaudet, Shim, 2009). Classroom management is a general term and includes every detail about organization of a classroom such as chairs, activities, materials and students. Discipline is one dimension of classroom management. Marshall (2003) expressed that classroom management refers to how instructions, practices, activities are generally carried out in the classroom, whereas classroom discipline is the specific management of student behavior and deals with how students behave towards their teachers and classmates. Classroom management is provided with strategies, curriculum and rules; but discipline is related to reflective thinking and self-control of students. Classroom discipline is absolutely necessary for providing students to gain a sense of responsibility and maturity (Walters & Frei, 2007).

There are two types of discipline model. They are preventative discipline of Jacob Kounin and positive discipline of Fred Jones.

2.2.1. Preventative Discipline- Kounin Model

Jacob Kounin was a classroom management theorist. Kounin was also known as the first scholar who systematically worked on this theory from 1950's to 1970's. After his book "Discipline and Group Management in Classrooms" was published in 1977, his theory spread quickly. He had five well-known approaches.

Kounin believed when disruptive behavior of one student is corrected, other students who are not on task suddenly give up the thing what they are doing and pay attention to the course. This effect is called as the "Ripple Effect". He emphasized the importance of responding immediately to a disruptive behavior in order to prevent it to develop into a problem. If a teacher doesn't notice a disruptive behavior on time or it is ignored, it spreads other students and eventually becomes more serious (Cipani, 1993). Moreover, Kounin expressed that teachers' reaction to disruptive student is very important. Teachers should establish behavioral rules and consequences of misbehaviors at the beginning of the term and maintain them throughout the semester. Teachers should have the ability to know what is going on in the classroom because they can only minimize misbehaviors through observation skills (McDaniel, Jackson, Gaudet, Shim, 2009). There are some strategies such as making eye contact, asking questions, moving randomly around the classroom and being close to the disruptive student in order to avoid emerging misbehaviors. Unless it can be prevented before other students notice, it is possible them to have the same misbehavior.

The second approach is overlapping and Kounin (1977) identified overlapping as an ability to conduct two or more classroom events at the same time. Teachers should know what other students are doing while he is giving feedback to a student. In addition, it is essential for a teacher to prevent or cope with misbehaviors to be able to provide other students to stay on task. If students know that the teacher is aware of what they are doing and ready to help them whenever they need, they are more motivated to deal with the task.

Momentum is the third approach and it refers to the flow of a lesson. Group or pair work, tasks and activities should be at an appropriate pace. According to Kounin, every teacher needs time management skills to avoid little chaos. Maintaining an effective momentum provides students to engage in activities and helps prevent undesirable behaviors.

Kounin (1977) also claimed that there is a relationship between student behavior and the speed of movement among activities, tasks and topics. It is called as smoothness. Teachers should be able to move smoothly from one thing to the next. Planning the lessons, observation and experience are effective factors on movement management (Anderson & Fretzin, 2001).

Finally, Kounin explained the importance of group focus in his book. Group alerting is a technique to keep the whole class significantly involved in learning process so that students become active participants during the course. Careful planning and good preparation are the basic elements for group focus.

2.2.2. Positive Discipline Model of Fred Jones

According to Jones (2007), teachers should model appropriate behavior and use appropriate classroom management methods to build positive classroom discipline. He applied five approaches to prevent misbehaviors. The first one is called as interior loop. Jones believes that there should not be a long physical distance between teachers and their students. Teachers should constantly move among their students. Thus, the desks should be arranged in the way of maximizing teachers' mobility. It provides students to access the teacher easier. The second approach is that teachers should discipline students by using their body language rather than warning verbally. For example, when a student has an undesirable behavior, the teacher should remain calm and come closer to the student while continuing the instruction. Interrupting the lesson to warn a disruptive student causes waste of time and other misbehaviors so Jones advises nonverbal discipline. Jones also claims that students learn effectively when they actively take part in learning process. He called this approach as say, see and do teaching. The role of teachers is firstly to teach the topic and show what to do and later give students opportunity to do it alone. Moreover, they cannot find time to have undesirable behaviors when they engage in activities. Another approach used to prevent misbehaviors is to foster students' cooperation with educational tasks. Jones also emphasizes the power of peer pressure upon disruptive students. Group rewards or incentives provide students to lead the disruptive student to a good behavior and productive work. Lastly, Jones states that students should not rely on the physical presence of the teacher while engaging in tasks or activities. They should learn to study individually. When they need help, teachers should give feedback and leave quickly. It

is also important that a student does not spend so much time to wait for the teacher because misbehaviors may be emerged in this process.

2.3. Undesirable Behaviors

Morin (2013) stated that if a behavior causes a problem in classroom and hinders the student's academic progress, it is called as misbehavior. Such behaviors interrupt the teacher's teaching and interfere with other students' learning. Moreover, it creates a chaotic classroom environment for the teacher who tries to maintain learners' motivation, attention and interaction. Brown (2012) expressed that a disruptive student causes other students to perform poorly, feel insecure and emotionally disturbed. According to Daniels (2014), talking to other students or talking out of turn, asking irrelevant questions regularly, arguing with the teacher or dominating classroom discussions, regular late arrivals and early departures, unnecessary noise, ringing phones, texting, playing on the Internet, instant messaging, handheld video games, sleeping, eating, overt inattentiveness, the use of derogatory language, threatening behavior or verbal abuse and cheating are called as the main disruptive behaviors.

Altıok (2013) explained that the behaviors which are consciously held in inappropriate situations or environments are undesirable behaviors. The researcher also added that it is necessary the behavior experienced in classroom to take part in one of five sub-categories to be called as undesirable behavior. They are violence, immorality, standing up to the authority, disrespect in classroom and wasting time.

On the other hand, it is a relativistic conception to evaluate a behavior as undesirable behavior. The findings of the study conducted by Balay and Sağlam (2008) showed that perception of teachers towards negative behaviors differs according to their educational level. Master degree teachers evaluated misbehaviors as slightly negative whilst the teachers having associate's degree comprehended them as highly negative. The reason of this variation was explained that master degree teachers can analyze misbehaviors based on physical, social and psychological factors both inside and outside the classroom better than others. Furthermore, it was deduced that these teachers think that disruptive students are not the only person who are responsible from the occurrence of such behaviors.

It is also observed that some variables affect teachers' attitudes towards undesirable behaviors. Şentürk (2010) determined teachers' attitudes towards undesirable behaviors in terms of certain variables. 170 female, 191 male elementary school teachers from various branches in Van participated in the study. It was seen that only gender variable among all variables causes a significant attitude diversity. It was discovered that 53 female teachers (%31.2) and 41 male teachers (%21.5) have negative attitudes against undesirable behaviors. The data analysis showed that tendency of female teachers to reveal a negative attitude against an undesirable behavior is more than male teachers. It was deduced that female teachers encounter more undesirable behaviors in their classes because the perception and attitudes of students towards female and male teachers vary according to the roles of women and men in family and society.

2.4. The Reasons for Undesirable Behaviors

Teachers should comprehend the main source of misbehaviors to be able to analyze and overcome them. These reasons can be related to the factors originating from the school or outside the school. The content of the course, the course book, school location, classmates and school administration may be the reasons of misbehaviors. On the other hand, other reasons such as teachers, parents, students themselves and classroom structure are also effective on students' attitudes and desire to learn. According to the study that Sun (2014) conducted with twelve teachers and eighteen Chinese students studying in a junior secondary school, there are four factors causing classroom misbehavior. They are student, family, school and peer factors. It was seen that most of the teachers and students believe student-related factors have the most effect on classroom misbehaviors. This item includes fun, pleasure and attention seeking, tiredness, difficulty in catching up with the syllabus, forgetfulness and poor time management. The misbehaviors related to the school are boring lesson, unattractive learning, content or teaching method. There are also parental factors such as low socio-economical background, parents' values and attitudes. In addition, poor relationship among classmates may affect students' behaviors in a negative way. Moreover, Patron and Bisping (2008) had a survey with 262 students registered in economics courses at a midsize, public university in academic years between 2003 and 2005. They aimed to find out the causes of six misbehaviors. They were talking with classmates during lecture, watching movies or playing games on a laptop computer during lecture, reading

or studying non-related class material during lecture, arriving late to class, leaving class early, and using cell phone during lectures or examinations. It was discovered that most of the students do not accept these behaviors as misbehaviors. The second reason is students have such behaviors when possibility of getting caught or severity of the consequence is low. Finally, the data analysis revealed that traditional classroom settings have an important effect on students' misbehaviors. Moreover, Hoff (2015) explained three causes of misbehaviors observed in classrooms. One of them is lack of engagement and stimulation. Hoff claimed teaching that are too challenging cannot involve all students sufficiently, meet students' needs and also have lack of discussion and consideration. The other reason is a rigid definition of acceptable behaviors. Teachers who limit students talking time, make them sit at their desks during the lecture, listen, read and take notes lead to misbehaviors. The last reason is lack of attention and love. The factor encouraging students to succeed and obeying classroom rules is love and attention. The students suffering from these feelings try to find some ways to gain them. Displaying misbehavior is one of them for students. As Brown (2012) mentioned, when you observe a disruptive student, you should see him from a macro-picture in order to evaluate his attitudes.

2.5. Factors Affecting Classroom Environment in Language Classrooms

There are factors that affect the efficiency of teaching and learning process in language classrooms. Language is not a course that can be learned in a traditional way so some instruments such as computer, overhead projector or smart board help language students be active during the lesson. Presentations, educational websites and online exercises enhance students' motivation and desire to participate. Effective praise, positive feedback and supportive attitudes of teachers provide students to gain an aim to learn a foreign language and believe to achieve success. However, high expectations and strict rules cause students to feel themselves under pressure and decrease their enthusiasm. Sense of ownership and responsibility are the factors that are very important in language learning because students' participation and interaction are observed as a result of these feelings. Any language can be learned sufficiently without producing something in that language. There is a debate that has been discussed for years. It is whether the use of first language hinders or assists foreign language acquisition (Pardede, 2013). Teachers who are against using native language believe that it creates native language dependence so it decreases students' effort to comprehend

the meaning from explanations or contexts. Other teachers consider that native language facilitates to explain grammar rules or tasks so teachers do not spend too much time in explanations and instructions. Native language is also helpful in vocabulary teaching (Spahiu, 2013). Language is also learned by being exposed. Therefore, it is necessary for students to hear pronunciation and develop their listening and speaking skills. Using both of the languages too much can cause problems in terms of classroom management. When native language is needed, teachers should balance and provide a spontaneous transition. The way of presenting language is another important factor in teaching a foreign language. Language is not taught in an isolated way. Thus, it should be given with its culture. Students should hear pronunciation of native speakers and watch videos to observe natural environment that the language is spoken. Both their interest towards foreign language increases and skills such as listening, comprehension and speaking are improved when the language is presented as a whole. Therefore, teachers should firstly provide students to expose to spoken language in language classrooms. As a second step, students should think about the context of listening part or discussion topic and the aim of these tasks. Lastly, they should be able to produce the language with a good practice. Learning a language should not be limited within the classroom. Assignment gives students opportunity to practice what they have learned and gain self-responsibility. Language assignments should be different from traditional assignments. The assignments used in language classrooms should not be based on only grammar and they should help students to develop their interactive skills. For instance, students can write interview questions about a topic that they are interested in and choose their interviewees. They can record the interview and share with their classmates. They prepare such an assignment with enthusiasm and learn more effectively.

Moreover, the effectiveness of technology on language education of students in digital age has been accepted recently. It is observed that language students whose classrooms integrated with technology are more motivated and successful. Two studies also supported this observation. A study conducted with 60 tertiary level students found out the effect of social media on the improvement of their writing skills (Goria, Speicher & Stollhans, 2016). The data collected from two questionnaires and surveys showed that using social media to develop writing and collaborative skills is more effective than traditional methods. It was observed that introvert and passive students during the lecture take part in writing activities on social media. Students are also more

productive and enthusiastic in the lectures taught through digital tools because they make available to work coherently and cooperatively. The methods, activities and tasks that are far away from students' daily life and culture do not attract their attention and cause students to perceive language as a compulsory and boring lesson. A foreign language is not consisted of only grammar should be taught to students. Language education should be associated with sociocultural factors. It is necessary that the activities and tasks are related to their social environments and culture. They find such kind of activities more attractive and feel themselves more proficient to learn a foreign language.

There is a strong relationship between interaction and language development. Meaningful learning comes from interaction. The study that Muho and Kurani (2011) conducted on the role of interaction in second language acquisition reveals the importance of interaction. 97 EFL students whose ages ranged from 18 to 30 participated in the study. The results indicate that interaction has positive effects on language development. In addition, language is a sign of creativity. It is possible to improve creativity in language through interaction and interpersonal relationships. According to Peterson (2013), another factor contributing to language learning is computer games. Students need to comprehend the information to be able to maintain the game. Students acquire the skills during play to reach their in-game goals. Randel et al. (1992) looked into 67 studies to find out the instructional effectiveness of computer games in conventional classrooms. The findings have revealed that games are more effective in language teaching than conventional instructional approaches. Another significant finding was that computer games are found more interesting than traditional teaching materials by language learners. According to the result of this study, unless foreign language teachers can use innovative ways of presenting language to students, language cannot go beyond a lesson studied not to fail.

2.6. Studies on Undesirable Behaviors

The studies conducted on misbehaviors of students both in Turkey and abroad were investigated and chronologised by the researcher.

2.6.1. Studies Conducted in Turkey

Altinel (2006) wrote a master thesis on the misbehaviors observed in 7th graders, causes and types of these misbehaviors. The researcher studied with 6 English teachers, 6 other teachers and 22 misbehaving students in 7th graders. The study conducted in Adana. The researcher collected data about types of misbehaviors and causes of misbehaviors through observation, interview and questionnaire. The result of the interview revealed that teachers accept disturbing the flow of lesson, dealing with other things, talking to classmates and making noise as main misbehaviors. On the other hand, according to misbehaving students, talked about fighting, talking to friends, disturbing the flow of lesson, not listening to the lesson and behaving disrespectfully to teachers are main misbehaviors. Teachers designated socioeconomic level, media, class size and characteristics of parents are the reasons of misbehaviors. However, students expressed boredom, modelling peers, teasing, irritation and reaction to teacher and parents' indifference to the child cause misbehaviors.

Kızıldağ (2007) prepared a longitudinal study on English language teachers' beliefs about disruptive behavior in language classrooms. The researcher's aim was to examine English language teachers' strategies for handling disruptive behavior in their classrooms. The data collected through interview. The researcher asked fourteen senior student-teachers practicing teaching at various high schools in Adana to exemplify what kind of disruptive behaviors they had experienced so far. The participants expressed that chatting, shouting, interrupting others, asking irrelevant questions or getting irrelevant answers, receiving verbal aggression, looking out of window, dealing with plastic bottles, off-task behaviors, fighting, talking-out-of-turn, wandering, bullying, chewing gum, dozing off, talking on the mobile, tardiness and buzz as disruptive behaviors in their classrooms.

Özbebit (2007) wrote a master thesis upon the student misbehaviors in English lessons, English teachers' classroom management strategies and the frequencies of the usage of these strategies. The study conducted with 216 English language teachers working at primary and secondary schools in Kayseri. The data collected through questionnaire. It was seen that English teachers working at secondary schools observe misbehaviors more frequently than English teachers working at primary schools. The misbehaviors were analyzed into three groups. They were the behaviors that are not

perceived as a problem, minor problems and extensive problems. The findings revealed that the misbehaviors frequently encountered by the teachers are coming late, absenteeism and aggressive acts.

Sadık and Doğanay (2007) conducted a study in Adana to find out undesirable behaviors and their reasons from the perspective of students, teachers and parents. A low-status suburban primary school was chosen as the participant school. The data collected in Turkish lessons through critical incident, interviews and personal information forms. 75 girls and 97 boys in the fourth grade and fifth grade, 20 mothers, 3 teachers teaching fourth grade and 2 teachers teaching fifth grade participated in this study. Students designated 41 undesirable behaviors and teachers also expressed 37 of them were undesirable behaviors. Parents mostly talked about 15 undesirable behaviors. Not studying regularly, not doing homework, defiance of the teacher, not being interested in lesson, disturbing classmates, damaging school property, aggression towards classmates were undesirable behaviors designated by teachers, parents and also students. The teachers stated that they accepted them as undesirable behaviors because these behaviors can create negative academic results on teachers. The teachers also emphasized social, psychological and physical negative results of such behaviors on students. Male students explained that they are undesirable behaviors because of negative results in terms of social, psychological and physical on themselves whilst female students talked about their negative effects on the classroom atmosphere and other students. When parents were asked why they are undesirable behaviors, they firstly mentioned about negative results of undesirable behaviors on themselves and later on their children.

Yoncalık (2009) looked into students' misbehaviors in physical education lessons. 102 physical education teachers participated in the study to find out misbehaviors of students studying at primary and secondary schools in Kırıkkale, Zonguldak, Artvin and İstanbul. The data was gathered through questionnaire in 2007-2008 academic years. The results showed that secondary level students were more passive, reluctant, indifferent and introvert than primary level students. According to primary teachers, disruptive behaviors mostly encountered are talking out of turn, complaining about homework, playing with personal stuff and slowness. On the other hand, secondary teachers identified daydreaming, chatting, joking, sleeping and looking out of the window as disruptive behaviors. It was discovered that classroom management was

time consuming for primary teachers. Female teachers have also experienced more problems about disruptive behaviors than male teachers.

Cabaroğlu and Altinel (2010) aimed to find out the misbehaviors of 7th grade EFL students, their reasons and the strategies used to cope with them from the perspective of English teachers and misbehaving learners. The study conducted with 22 misbehaving students and 6 English teachers working in six different schools in Adana. The data collected through qualitative and quantitative research methods. The misbehaviors identified by the students are physical aggression, disturbing the flow of lesson, talking to friends, not listening to the teacher, behaving disrespectfully to teachers, talking without permission, destroying peace in class, teasing the teachers, unconscious behaviors, playing truant from school and making noise. According to the teachers, the misbehaviors are dealing with other things, disturbing the flow of lesson, talking to friends, making noise, talking without permission and asking irrelevant questions. The teachers expressed the reasons as characteristics of parents, socio-economic level, media, class size and students' indifference. In the interviews with misbehaving students, boredom, modelling peers, parents' indifference towards their children, teacher behavior and attitudes were found out as the reasons of their misbehaviors. In addition, the findings showed that ignoring, verbal warning and reminding rules were the main strategies.

Güleç (2013) studied on a master thesis upon the disruptive student behaviors observed by teachers of English in university preparatory classrooms. 40 English teachers in preparatory classes of Çukurova University School of Foreign Languages participated in this study. The data was collected through a questionnaire. Disruptive student behaviors were classified as class disruptions, aggression, immorality, defiance of authority and goofing off. The most commonly encountered misbehavior type was goofing off. The disruptive student behaviors that are frequently encountered by teachers are that using a mobile telephone during the lesson, arguing or disagreeing with the teacher or other pupils, cheeky or rude remarks or replies to the teacher, cheating, not studying regularly.

Doğar (2013) wrote a doctoral dissertation to evaluate undesirable behaviors appearing in primary physical education lessons and teachers' approaches towards students. Questionnaire and case study pattern were used to collect data from 115

physical education teachers working in Erzurum city center and 1056 undesirable behaviors were discovered. The mostly encountered behaviors are talking with others by leaving the game and activity, distracting attention of friends, coming late to lessons, talking in class without teacher's permission, not attending to the lessons and arguing with other students. Family problems, deficiency of motivation, wish for drawing attention, environmental factors, lack of discipline at schools, substructure deficiency at sports, envying each other, friend selection, attention deficit and bias towards sports activity are the reasons of undesirable behaviors designated by the teachers.

Kayıkçı (2013) prepared a survey and applied to 288 class teachers working in primary schools in İstanbul. The study aimed to find out unwanted student behaviors and determine the methods to cope with such behaviors. The first question was about whether they encounter unwanted behaviors in their classrooms or not. 273 of them (94.8%) marked 'yes'. Talking loudly without getting permission, making noise, talking to classmates and complaining about classmates are the unwanted behaviors that have higher percentage than others. Family problems, lack of interest towards lesson and socio-economic situation are the main reasons of these behaviors.

Tabanlı and Şahin (2013) wrote an article on teachers' opinions towards disapproved behaviors of students. 30 teachers serving at primary, secondary and high school levels in Istanbul participated in the study. The results revealed that disapproved behaviors observed frequently are disrespectfulness, profanity/swearing, hitting, failure to fulfill one's academic obligations such as not doing one's homework, forgetting to bring or not bringing textbooks, lack of interest, violating uniform regulations, talking and making noise during class.

Teyfur (2015) conducted a study to find out undesirable behaviors of primary school students, the factors leading to these behaviors and the methods applied by teachers for changing these undesirable behaviors. 355 primary school teachers answered three open-ended questions. Undesirable student behaviors from the teachers perspectives are talking without asking permission for it, walking around in the classroom without permission, continuously complaining about friends, not acting responsibly in compliance with group activities, talking disrespectfully to the teacher, acting like the characters in TV series, jealousy in relationship with friends and having attention deficit. Teachers designated their reasons as parents interfere in teaching

process, extremely spoil their children, compare their children with their peers, force them to participate in various courses, act as if they were teachers in their relationships with teachers, not having adequate playgrounds and fields for sport activities in school yards and vulnerability of schools. The methods used by participant teachers are that reminding classroom rules, calling the student's name, giving advices, encouraging for apologizing, warning through eye contact, changing seats of students, complaining about the student to his/her parents, prohibiting students from having a break, retracing to the source of the problem, visiting the student at home, discussing the problem with the school counselor and ignoring the behavior.

2.6.2. Studies Conducted Abroad

Croom and Moore (2003), assistant professor and professor in North Carolina State University examined seriousness level of misbehaviors displayed by the students enrolled in agriculture programs in 2000-2001 academic years. The other aim of the study was to designate whether this level has changed over time. The participants were 165 agricultural education teachers in North Carolina, South Carolina, and Virginia. There are not any misbehaviors whose rate higher than 2.0 on a scale graded over 4.0. Having a negative attitude toward school, talking without permission, failing to assume responsibility for actions and failing to bring necessary materials to class are the misbehaviors whose rate higher than 1.8. The study found out that misbehaviors do not cause a serious problem in agricultural education. In addition, according to agriculture teachers, seriousness level of student misbehaviors has not significantly changed over time.

Jacobsen (2013) prepared a master thesis in St. Catherine University based upon disruptive behaviors observed in elementary classrooms. It was also aimed to find out whether disruptive behaviors were originated from a traumatic history or common childhood disorders. The data was obtained through a semi-structured interview conducted with seven educators working with elementary level students. The educators identified the reasons as gaining attention, childhood disorders, parenting style, development style and trauma. All educators agreed that trauma has an important effect on disruptive behaviors. They stated that most of young disruptive students had a trauma history and also, half of them suffered from childhood disorders. Most educators

working with older students expressed that the reason for disruptive behaviors is mostly to gain peer attention.

Ghazi, Shahzada, Tariq and Khan (2013) aimed to investigate the types and causes of disruptive behaviors experienced in secondary level classrooms. The study conducted in Khyber Pakhtunkhwa. 500 teachers participated in the questionnaire. Coming to classroom habitually late, blaming one another upon any mischief, start answering before the question finishes, deliberately destroying materials, shifting from one chair to another, ignoring the teacher's directions, sleeping during teaching and chatting with one another during teaching were designated as disruptive behaviors by most participants. According to the results, the reasons were inconsistent parenting, uncaring parents, poverty, lack of motivation from teacher, classroom poor conditions and students' psych-problems. However, blaming one another upon any mischief and inconsistent parenting had the highest score.

Knowlton (2014) wrote a master thesis in the University of Western Ontario on the effect of misbehavior from students' perspectives. 259 students from two elementary and one secondary school in Southwestern Ontario participated in the questionnaire. 32 students chosen randomly also took part in the focus group discussions. The results of questionnaire indicated that although elementary and secondary students felt physically safe when there were misbehaviors, they had negative feelings such as anger, annoyance, and sadness. Students across all grades expressed that when they were not engaged in class, they felt bored and tended to misbehaviors. It was also discovered that behavioral self-efficacy of secondary students is more than elementary students.

Wedhanti and Sasih (2017) from English Education Department in Ganesha University of Education carried out a descriptive qualitative research to identify misbehaviors of students in eleventh grade of Mechanical Engineering Department. The other aim of the study was to find out their reasons and teacher's responses towards misbehaviors. The researchers used observation and interview techniques to collect the data. Inattention, apathy, needless talk, moving about the room, annoying others, disruption, lying, cheating, aggression, fighting and defiance of authority were the misbehaviors observed by English teachers. Six factors causing such behaviors and five reactions of the teachers towards these misbehaviors were discovered. It was seen that

classmates, teachers, parents, educational background and external factors cause misbehaviors. In addition, the factors related to the students affect their behaviors in a negative way. Most participants expressed that they responded to students' misbehaviors directly and immediately. Keeping calm, shouting, stopping explanation, pre-empting misbehaviors and punishment were the strategies to overcome the misbehaviors.

To sum up, eleven studies written on undesirable behaviors both in Turkey and abroad were analyzed and similarities were designated by the researcher. Although there were some studies conducted on students' perspective, most of them preferred teachers as participant. Questionnaire and interview were the main instruments to discover undesirable behaviors. Talking without permission, not joining in classroom activities, walking around during the lesson, not being interested in lesson, talking to classmates, not studying regularly, dealing with other things and not doing assigned tasks were the common undesirable behaviors. The studies showed that the factors causing students to have such behaviors mostly related to parents and teachers. Characteristics of parents and their attitudes towards children have an important effect on students' attitudes towards courses and learning. Awareness, sense of responsibility and future expectations exposed to the child by parents since childhood determine students' tendency. Another factor resulting from parents is socio-economic level. It either provides advantages to students in terms of education or leads students to undesirable behaviors. Besides parents, the result of the studies revealed that teachers have a considerable effect on students' misbehaviors. Ignoring students' differences, discrimination between students, not rewarding positive behaviors and lack of communication between students and teacher were among the reasons stemming from the teachers.

CHAPTER 3

3. METHODOLOGY

The aim of this section is to give information about the method and the research procedure carried out to complete this study. The chapter consists of six sections. They are context of the study, research design, participants, data collection tools, data analysis and trustworthiness.

3.1. Context of the study

This study was conducted in the preparatory school at Çağ University in 2016-2017 academic years. It is located in Yenice, Mersin, Turkey. The preparatory school had 630 students enrolled at the beginning of academic year. Their age ranged from 18 and 23 years. They come from different education background. They enrolled in different departments such as psychology, law, international trade and logistics, international relations and applied English and translation. At the beginning of the academic year, students take a proficiency test. The students passing the proficiency test with a grade of 70% can directly start in their department without studying at preparatory school. Other students are placed according to the results of placement test given after the proficiency test. They are divided into three levels as beginner, elementary and pre-intermediate. Whilst beginner students have 28 hours, elementary students have two and pre-intermediate students have four less hours of lessons than beginner students in a week. Beginner students have about 6 hours of lessons in a day. It is obligatory to attend 90% of the lessons for all preparatory students. Every week composes of a main course and skill courses that are listening and speaking, reading, and writing. A lesson takes 50 minutes. Each unit is supported by extra materials. They have 3 monthly exams and 14 pop quizzes in each semester. They only have one final exam at the end of the academic year. It is necessary to get a grade over 60% to pass the preparatory class and continue their education in their departments.

The mission of Çağ University Preparatory School is to provide a good English Language Education to incoming students so that they can follow the courses taught in English in their departments. The main aim of instructors working in preparatory school is growing self-sufficient students in English. Student-centered education is applied to

help students gain self-confidence and improve their communication skills. Therefore, students are encouraged to make presentations and participate in activities, group or pair works.

3.2. Research Design

This study firstly aims to find out undesirable behaviors experienced in language classrooms at tertiary level. The second aim is to find out undesirable behaviors caused by language learning in particular. The study also aims to investigate the reasons of these behaviors from teachers' and students' perspectives. Quantitative and qualitative data were collected to achieve the aim of the study.

It was determined that descriptive study would be the most appropriate type of research for this study. According to Key (1997), descriptive research is a study designed to depict the participants in an accurate way. It reveals opinion, attitude, or behavior of a target group with regards to a given subject.

3.3. Participants

This study was conducted with both English instructors and language students. An invitation was sent to 46 instructors working in the preparatory school at Çağ University in 2016-2017 academic year. Forty instructors became voluntary participants in this study. No variables such as age, teaching experience or the gender were taken into consideration during the choice of the interviewees. They were randomly selected among voluntary instructors.

Moreover, convenience sampling was applied for selection of participant students. The researcher studied with 42 students among 630 preparatory students. These students were reachable students because all of them were the students of the researcher. The researcher frequently communicated with them thanks to 10 hours of English classes each week. The aim and contribution of the research to literature were explained to the students studying at two different beginner classrooms. Twenty four female and eighteen male students accepted to participate in the study.

3.4. Data Collection Tools

The researcher chose data collection tools by taking the research questions into consideration. Two instruments were used in this study in order to reach conclusion.

The first data collection tool was checklist. The other instrument was interview conducted with both English instructors and language students.

3.4.1. Checklist

Stufflebeam (2000) defined checklist as a tool developed and applied to provide practical guidance to researchers for evaluating something in a particular area. It can consist of questions, actions or comments. Checklists can also be used as a memory aid to make sure that all the relevant issues have been considered. It can include tick-boxes or rating scale. In order to make the results reliable and understandable, the items should be clear, concise and actionable (Brun, 2011). It is more useful if there is a part to take note improvable things because the main aim of using a checklist is to observe weaknesses or strengths in the process.

The purpose of using this instrument in this study as a first data collection tool was finding out the undesirable behaviors of tertiary level students observed by instructors working in preparatory school at Çağ University. In order to develop the checklist, the researcher reviewed relevant literature on the topic and noted all undesirable behaviors identified in these studies. The checklist used in the study was, therefore, a list of undesirable behaviors which the participants were requested to tick if they consider the particular item as an undesirable behavior. There were 30 undesirable behaviors and “other” part so that the participants could add any additional undesirable behavior which is not included in the checklist (Appendix A). In addition, the undesirable behaviors mostly marked by participant teachers led the preparation of interview questions.

The data gathered through the checklist was exposed to a technique used for the analysis of quantitative data. Percentages and frequencies of the items were obtained by entering the data into SPSS analysis program (Appendix B). The reliability of the checklist was analyzed through Cronbach Alpha. The reliability of the checklist was found 0.873 and it means the checklist is highly reliable.

3.4.2. Interview

Yaya (2014) stated that interview can be defined as a process which provides researchers to obtain information from interviewees with verbal interaction. Through

this verbal interaction, it was aimed to conduct the study deeply and get more detailed information about the undesirable behaviors mostly marked in the checklist. The other purpose was to discover the reasons leading to emerge these behaviors at the tertiary level and analyze the identified reasons. Five of the teachers and all students participating in the checklist were requested to answer two questions in the interview.

Interview questions for teachers:

1. Which undesirable behaviors especially originate from language learning process?
2. What are the reasons for the undesirable behaviors rooting in the process of language learning?

Interview questions for students:

1. Considering these undesirable behaviors, can you tell me which of these undesirable behaviors do you associate with language learning process itself?
2. What are the reasons for the undesirable behaviors encountered in English lessons?

3.4.3. The Pilot Study

The pilot study was conducted to test the applicability and appropriacy of the checklist developed by the researcher. Teijlingen and Hundley (2001) expressed that a pilot study is a research study conducted on a smaller scale in the process of preparation for the main study. In line with this definition, the pilot study was conducted with volunteer instructors. The participant teachers were asked to go through the list of undesirable behaviors given and then put a tick on the ones that they encounter in their classrooms (Appendix C). They were also told to feel free to make any additions to the list. However, none of the participants added new items to the checklist. Therefore, it was concluded that the checklist was accepted to cover all undesired behaviors encountered in classrooms. Then, Statistical Package for Social Sciences (SPSS) was used to calculate percentages and frequencies (Appendix D). Cronbach's alpha was used to check the internal consistency for the items in the checklist and it was calculated to be 0.768.

3.5. Data Collection Procedure

The checklists were handed to all participants by the researcher. Most of the participants completed and returned the checklists to the researcher in the same day.

All interviews were conducted in the native language of the participants to avoid the risk of language blockage. The teacher interviews took place in a friendly atmosphere in the researcher's office. The participants were asked for permission to record the interviews. Upon their consent, each interview was recorded for further analysis. The undesirable behaviors determined through the checklist were presented as the prompt of the interview. The first question provided the interviewees to clarify which of them especially stem from the process of language learning. The researcher secondly asked for the interviewees to explain the reasons of chosen behaviors. (Appendix E). The interviews lasted approximately 15 minutes.

As for the interviews conducted with students, the researcher's office was chosen as a silent and comfortable place. Getting an answer to two questions lasted for 20 minutes (Appendix F). The researcher explained the students that a survey was conducted with their teachers to identify the undesirable behaviors encountered in language classrooms. Later, the list was shared and asked which of them are directly related to language learning and thus emerge only in language classrooms. Later, they were leaded to explain the reasons of designated behaviors.

3.6. Data Analysis

The data was analyzed quantitatively and qualitatively. Content analysis technique was applied for the analysis of qualitative data collected through interviews. The researcher firstly transcribed the interview for emergent coding. The data from the beginning to the end was gone through several times to be familiar with it. Then the researcher came up with common themes mentioned in the data to describe the undesirable behaviors and their reasons. After grouping these behaviors by combining similar headings into broader categories, open coding was used to make the data clearer and more comprehensible.

Statistical Package for Social Sciences (SPSS) was used for the analysis of the checklist. Frequencies and percentages were calculated and presented in tables. Cronbach's alpha was used to test the internal consistency for the items in the checklist.

3.7. Trustworthiness

Ensuring trustworthiness of both qualitative and quantitative research is an important part of the studies. Trustworthiness demonstrates the truth value of the research, constitutes the basis for applying the research for further studies, gives information about the consistence of its procedures and reveals the neutrality of its findings or decisions (LaBanca, 2010). In the present study, Cronbach's alpha was used to confirm the reliability of the collected data. A thematic study was also conducted with the supervisor over the course of content analysis.

3.8. Ethical Considerations

A consent form was presented to all of the participants (Appendix G). All the participants were volunteers to participate in the study. They were informed that their names would remain anonymous and they could withdraw from the study whenever they wish. Nonetheless, none of them wanted to withdraw from the study. In addition, a permission report was taken from the director of preparatory school at Çağ University to collect data (Appendix H). It was also presented an ethical report signed by ethics committee members of Çağ University (Appendix I).

CHAPTER 4

4. FINDINGS

4.1 Findings from the analysis of the checklist

The checklist involving 30 items was created by looking through all undesirable behaviors in literature. The aim of applying the checklist to English instructors was to find out the undesirable behaviors which they encounter in their language classes. The responses were analyzed and the researcher came up with 17 undesirable behaviors. Table 1 below shows frequencies and percentages of the checklist analysis.

Table 1. The analysis of the checklist

Undesirable Behaviors	f	%
1. Using mobile phone	35	%87.5
2. Talking to classmates	33	%82.5
3. Disrupting the lesson	29	%72.5
4. Disrespectfulness	28	%70.0
5. Not bringing materials in class	27	%67.5
6. Diverted attention	27	%67.5
7. Daydreaming	26	%65.0
8. Being late	25	%62.5
9. Being indifferent	23	%57.5
10. Nonparticipation	23	%57.5
11. Not doing homework	22	%55.0
12. Cheating	22	%55.0
13. Not studying regularly	21	%52.5
14. Getting involved with other things	20	%50.0
15. Vandalism	18	%45.0
16. Making excuses for irresponsibility	18	%45.0
17. Absenteeism	15	%35.7

According to the results of checklist, using mobile phone was accepted as an undesirable behavior by almost all participants 35 (87.5%). Talking to classmates was accepted as an undesirable behavior by 33 participants (82.5%). The third item stated by 29 participants (72.5%) was disrupting the lesson. Laughing irritatingly, chewing gum,

walking in the class unnecessarily, making irritating sounds, interrupting the teacher and complaining about classmates were also expressed as disrupting the lesson. The following item was disrespectfulness (70.0%). It involves talking disrespectfully, getting others' materials without permission and sitting inappropriately. Diverted attention and not bringing materials in class had equal percentage (67.5%). Another item getting one of the highest percentages was daydreaming because it was marked by 26 participants (%65.0). Being late was chosen by 25 participants (%62.5) as an undesirable behavior. Being indifferent and nonparticipation had also high percentage (%57.5). Nonparticipation is related to lack of interaction with classmates or the teacher and not participating in activities. According to 22 participants (%55.0), not doing homework and cheating were undesirable behaviors. Not studying regularly (%52.5) and getting involved with other things (%50.0) were the last two items marked by most of the participants. The item contains the undesirable behaviors such as eating or drinking, listening to music, reading newspaper or magazines and studying another lesson.

Although not chosen as frequent as the items stated above, vandalism (%45.0), making excuses for irresponsibility (%45.0) and absenteeism (%35.7) were accepted as undesirable behaviors. Vandalism includes getting others' materials without permission, harming school property and having aggressive acts.

4.2. Findings from the analysis of the interviews with the instructors

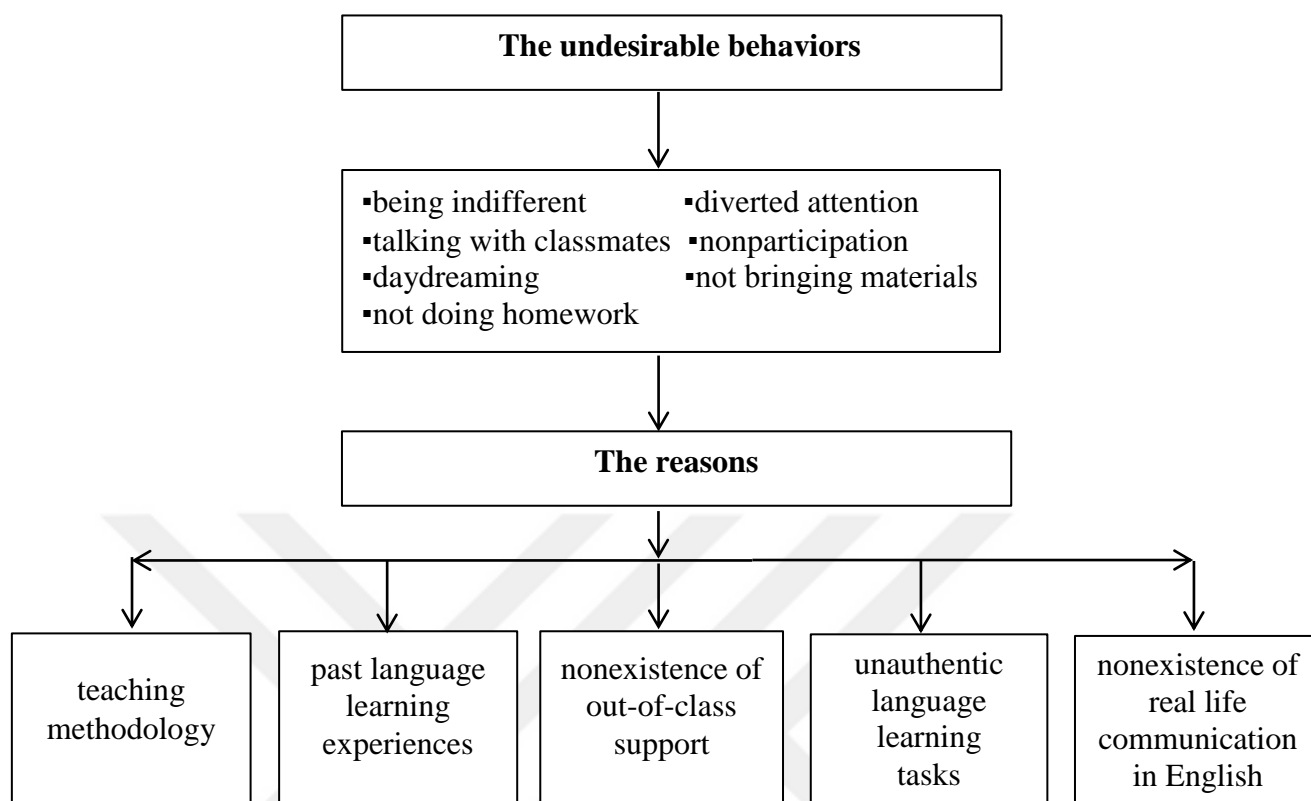


Figure 1. The undesirable behaviors and their reasons identified by the teachers

Apart from finding out the undesirable behaviors observed in EFL classrooms at tertiary level, one important objective of the study was revealing the particular undesirable behaviors that are specific to language learning and teaching practice. The researcher also aimed to explore the reasons of such behaviors from both the teachers' and students' points of view. To this end, interviews were conducted with the teachers and the students.

In order to find out the particular undesirable behaviors observed in language classrooms, 40 teachers were first shown a list of 17 behaviors identified previously through the checklist. Then, they were asked if they thought any of those undesirable behaviors as being specific to language teaching and learning process. That is, they were asked to highlight the behaviors which emerged due to the language teaching context in their point of view. The analysis of their responses revealed that out of 17 undesirable behaviors, the teachers thought 7 of them as being rooted in language teaching and learning practice. They were being indifferent, not bringing materials,

diverted attention, not doing homework, talking with classmates, nonparticipation and daydreaming.

As for the reasons of these undesirable behaviors, the answers of the teachers were subjected to content analysis and the common themes emerged in the data were noted. It was found out that the participant teachers perceive teaching methodology, past learning experiences, nonexistence of out-of-class support, unauthentic language learning tasks and nonexistence of real life communication in English as the main reasons causing learners to such manners.

To begin with, the teaching methodology followed in the classroom was perceived by the teachers as a reason of various undesirable behaviors from having diverted attention to being indifferent during the class hour. The following quote from a teacher illustrates this point.

Monotonous teaching causes diverted attention. Teachers should use various techniques to attract students' attention. Different methods and activities provide students not to lose concentration.

Teaching methodology was also reported as the cause of daydreaming.

The desire to sleep is related to teachers' teaching methods and strategies. There should be student-centered education. Then, students become active and feel themselves energetic.

The other teacher identified teaching methodology as the reason of being indifferent with these expressions:

Most students aren't interested in English lessons because there are teachers causing students to decrease their attention towards English. They are the teachers who do not use communicative teaching methods and include all students in the activities. Teaching a foreign language is different from teaching math or history.

The activities and methods chosen to teach a language are very important. The activities should be funny and educational. Teachers should give students time to speak. The lesson should be student-centered to make students' active and interested.

In addition to teaching methodology, past teaching/learning experiences were perceived by the participant teachers as another reason of undesirable behaviors emerging in language classrooms. In relation to this point, the analysis of the responses showed that the teachers see past experiences as responsible from many undesirable behaviors such as students' being indifferent, not bringing materials or chatting with friends.

Besides teaching methodology, past teaching/learning experiences result in being indifferent according to the teachers. Regarding this issue, one of the participants made the following comment:

English teachers working in most secondary and high school did not choose enjoyable and educational activities. Students have perceived English as a compulsory and boring course so they are not interested in learning English.

Most students have negative experiences about English like being unsuccessful or getting bored. Some teachers also have an effect on this undesirable behavior. Language teachers who are very strict and successful-student based can cause students to be indifferent.

According to a participant teacher, past teaching/learning experiences cause students to talk to each other about irrelevant things during the lecture.

The main reason is our language educational system applied in most of secondary and high schools. It is mainly based on grammar. Students cannot adapt the skill lessons when they come to university. They talk to each other because they have difficulty in comprehending and following the lecture.

Past teaching/learning experiences are also thought to be the reason of not bringing materials in class.

They do not bring materials because they do not have this habit. Although they did not bring materials in previous years, they passed the class. Therefore, they do not need them now.

The findings of interviews revealed that English teachers particularly focused on nonexistence of real life communication in English. The following extract is given to illustrate this reason resulting in not bringing materials:

English is a compulsory lesson for most EFL learners. The reason of this perception is lack of communication in English out of class. Maybe, the students try to lead us to spare more time to in class interaction by not bringing materials.

Besides not bringing materials, nonexistence of real life communication in English was defined as the reason of nonparticipation.

English is not a communication tool for our students because they do not need to speak English in their daily life. Therefore, they are not eager to participate in classroom activities and have the ability of speaking English.

Nonexistence of out-of-class support was found as the other reason of undesirable manners. The following example indicates that not doing homework results from this reason;

They have difficulty in doing grammar exercise alone. Most students do not have anybody who knows English in their social environment. They need support while they are doing homework. When they cannot be successful, they feel bad and give up after a while.

There are also the teachers sharing different ideas about the reason of not doing homework. The following example is given to demonstrate the effect of unauthentic language learning tasks on reluctance of students to do homework:

Homework does not attract students' attention. Classical homework is not meaningful for them. They are millennium generation. They find technological games and interactive tasks interesting. English homework should make them active and social.

4.3. Findings from the analysis of the interviews with the students

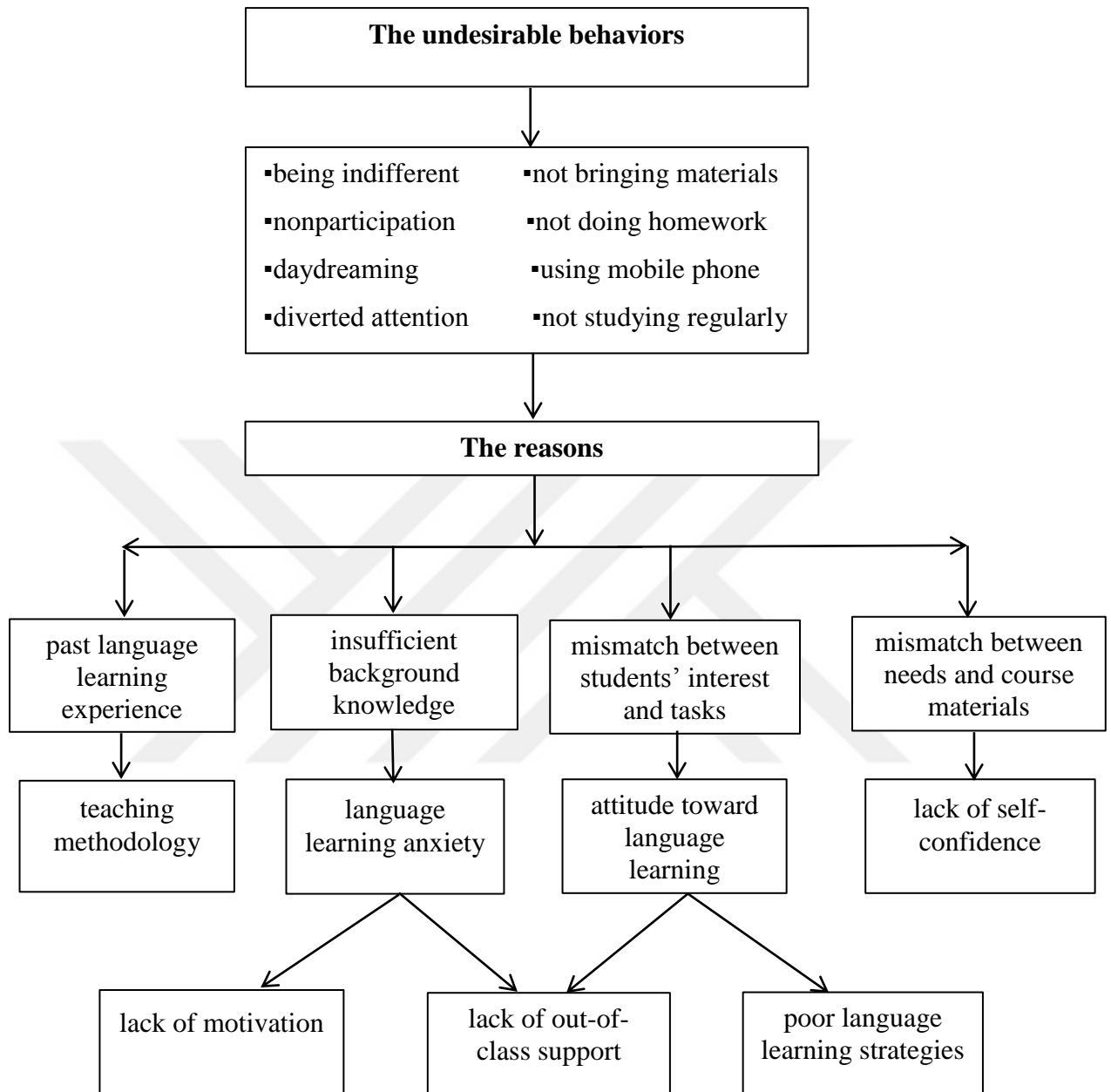


Figure 2. The undesirable behaviors and their reasons identified by the students

Parallel to the interviews with teachers, the students were also asked for their opinions regarding the undesirable behaviors that they observe in their classrooms and the particular reasons of such behaviors. For this purpose, the researcher shared 17 undesirable behaviors previously identified by the teachers with the students and asked if they consider any of these behaviors as specifically related to language learning. The interviews with all students were recorded and transcribed to facilitate analysis. Students determined 8 undesirable behaviors resulting from language learning process

itself. They were being indifferent, not bringing materials, nonparticipation, not doing homework, daydreaming, using mobile phone, diverted attention and not studying regularly. The reasons of the designated behaviors were past language learning experience, insufficient background knowledge, mismatch between students' interest and tasks, attitude toward language learning, teaching methodology, language learning anxiety, mismatch between needs and course materials, lack of self-confidence, lack of motivation, lack of out-of-class support and poor language learning strategies.

Being indifferent to learning English was identified as an undesirable behavior associated to language learning practice. As for the reasons of this behavior, the students listed various reasons. One of these is previous language learning experiences. In relation to this point, the students said the following:

I wanted to study in a language classroom if a high school in my city opened it. However, there were not any language classrooms so I had to choose another department. English was a selective course there and nobody was interested in learning English.

Being indifferent resulted from high school teachers. Our English teachers at high school asked students whether they wanted to study English or they wanted to study other lessons that were more important for the university exam. Most of the students preferred to prepare for the exam so we started to study Math in English lessons. I was studying in a college and my English teacher was known well in our city. Nevertheless, we did not study English.

According to the students, another reason for being indifferent to learning was insufficient background knowledge. The students expressed poor English education given in previous years affect their study at the university. They acknowledged their incompetence as being responsible for being indifferent to learning English. One student stated that:

Especially students coming from some cities in Turkey start to university with lack of information in English. People in these cities do not give importance to foreign languages. There are not any language courses. When these students come to university, they observe that their classmates are more successful in English. Then,

they think that they cannot be as good as their classmates. Their interest towards learning English decreases in a short time. I am one of them.

It is necessary to have a good English education from primary to high school to be able to come to the university enthusiastically. My mother was my English teacher when I was at primary school. However, her English also is not very good. She only taught us vocabulary. When I moved to high school, we started to prepare for the university entrance exam. In English lessons, some techniques were taught to us. Thus, I did not have a good English education until I was a prep student in this university.

The descriptions of the students showed that being indifferent also results from attitude towards language learning.

Parents have an important effect on students' reluctance towards learning English. My father was angry when I got four out of five from a math exam. On the other hand, he did not ask its reason when he saw that my English was one in my school report.

Every student needs a supportive parent to learn a foreign language. My father gives importance to language learning. He always encourages me to speak English at home although he cannot understand. I am interested in English thanks to his motivation.

Teaching methodology was reported by the students as another reason for being indifferent to learning.

Language teaching is mainly based on grammar. I think it should be presented as mother tongue. Students should firstly learn listening and speaking. After students have comprehended them, reading and writing should be taught. Also, various activities should be used to teach vocabulary.

We have prejudice towards English lessons because our language education system gives more importance to grammar. We could not have enjoyable English lessons due to insufficient skill courses.

In addition to being indifferent, not bringing materials was another undesirable behavior frequently verbalized in the interviews. The students believe that mismatch

between their needs and course materials is the main reason of not bringing materials. The following quotations show some examples from the interviews about the reason of this behavior;

The passages are too long. We do not want to read them because it makes us sleepy. Depending on materials so much is not necessary. We need to use visual aids to be able to have more enjoyable and effective lessons. We want to speak English with our teachers and classmates spontaneously.

The grammar in the course book is not comprehensible. When teachers use their own methods to teach grammar, it is more understandable for us. These materials are not so useful for teaching grammar and improving speaking skill. In order to develop speaking skill, the only thing that we need is practice.

The students reported nonparticipation as an undesirable behavior observed in language classes. When its reason was asked, they stated lack of self-confidence as the determinant factor. The examples are;

I cannot make a sentence while I am thinking about the right sentence form, the meanings of words and the correct form of verbs at the same time. I also have lack of vocabulary so I feel discouraged to participate in the lesson.

Being bad at pronunciation and having lack of vocabulary create reluctance to participate in activities. I do not trust myself because of these weakness parts.

Similar to not participating in the classroom activities, reluctance to doing homework was another undesirable behavior according to the students. Lack of out-of-class support was given as one reason for not doing homework. The following excerpt illustrates this issue;

There is nobody to help my English homework but there are lots of parts that I cannot understand while I am studying individually. I am embarrassed to ask so many questions to my teacher. If I had the chance to check my homework with someone, I would feel myself in confidence.

Doing English homework individually is quite difficult. I understand the topic during the lecture but I cannot do homework at home. There is always something

that is confusing for me so I do not feel enthusiasm to do homework. It is better to work cooperatively.

The responses of the students regarding the reasons for not doing homework reveal another source of this behavior: the mismatch between their areas of interest and the assigned tasks. Related to this issue, one student said;

We are bored to do the same kind of homework. Teachers can give us homework that we will be able to use technology. Foreign series, online activities and educational games can be thought as an assignment style. They are very challenging and also educational.

The style of assignment has been the same for years. We will do homework with enthusiasm if it is based on technology. We can learn English while we are spending enjoyable time.

Not studying regularly is another undesirable behavior encountered in language classrooms in terms of the students' perspective. To reveal past language learning/teaching experiences as the reason of not studying regularly, the students made these explanations:

The aim of most students was to pass the class until they came to university. They used to study the lesson whose effect on the total grade was more than others. The effect of English was low for many students so English was a lesson studied before the exam.

I did not feel necessity to study English at high school. Teachers gave us exam questions before the exam and I only studied them. I did not gain a habit to study English regularly.

The students also mentioned having poor language learning strategies as one reason of not studying regularly. Here are some quotations related to this reason;

There is a problem in my studying method. English is a very comprehensive language. I can never study exactly. It is also an ingrate language. Unless I study two days, I forget what I have learned. Then, I give up studying.

Language was taught us with grammar rules and memorization. We studied vocabulary by writing five times. I do not know effective studying methods.

The students pointed out daydreaming as an undesirable behavior many times in the interviews by highlighting motivation as its main cause;

Most of the students enrolled in the preparatory school because of obligation. For example, law students do not want to study English because its effect on the total grade is low in law faculty. However, they have to study in preparatory class to be able to move the faculty. These students daydream during the lecture because of reluctance towards learning English.

Every student cannot have the chance to choose the dream department and study at the university which they desire. They have tried to reach their aim for a year but later they feel necessity to prefer the department and university which the exam score is adequate. Most people in this preparatory school are the students obligated to study English. Daydreaming is the result of feeling unmotivated.

The students also acknowledged that they use mobile phone during the lecture. They talked about teaching methodology in order to explain the reason of this undesirable manner. They used these sentences to express why this behavior is observed:

The topics are beyond my level. There are some students whose English is better than me. They do not have difficulty to understand the teacher but I fail. I cannot follow the teacher and I use my mobile phone to spend time.

Using mobile phone is sometimes more interesting than listening the course because the lessons are boring. Teachers may make a joke or chat with us to break the lesson and attract the attention.

The last undesirable behavior mentioned in the student interviews was diverted attention. The following quotations show that anxiety towards language learning results in diverted attention;

Most EFL students think learning a foreign language is very difficult. They believe that they will not be able to learn English effectively and they will never speak English fluently. Thus, they do not force themselves to concentrate on the lesson.

There is a prejudice towards learning English. Students believe they will forget English even it is learned well. Thus, they are interested in other things in the lesson.

4.4. Overview of the findings

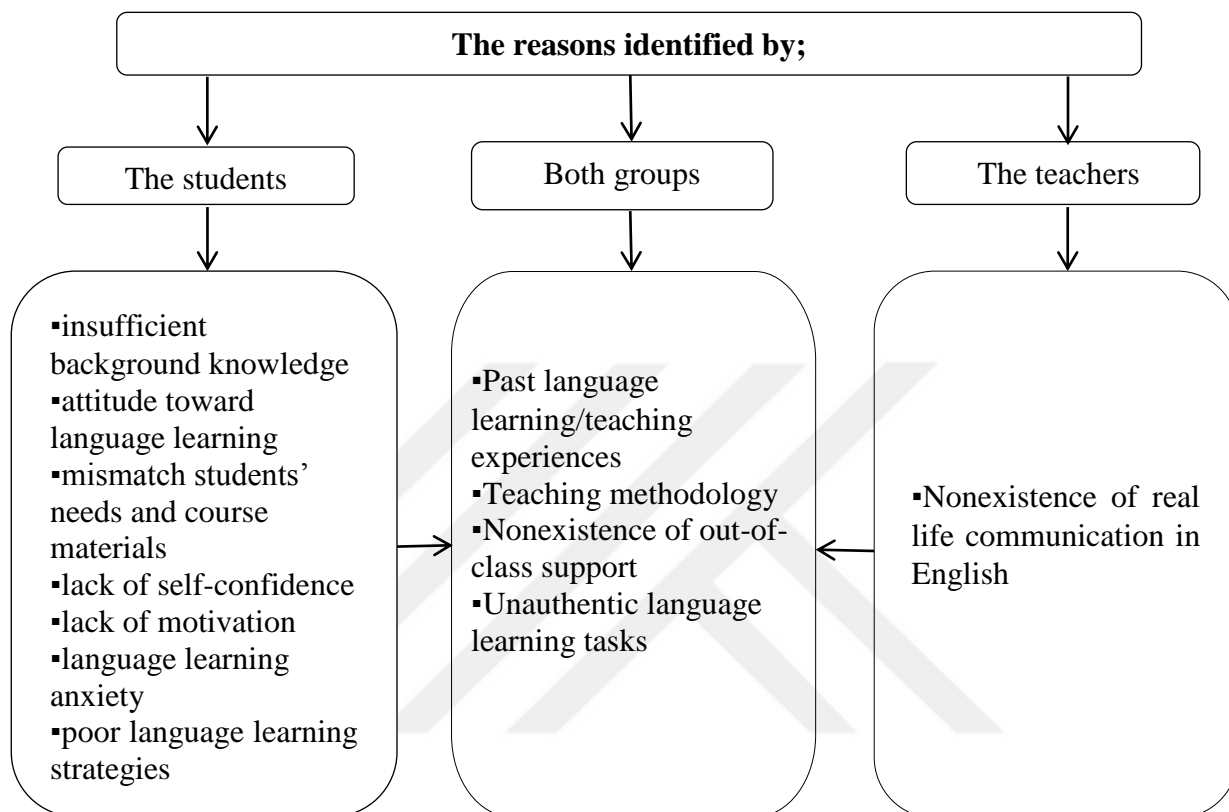


Figure 3. The reasons for undesirable behaviors encountered in language classrooms

According to the results of the teacher interviews, the researcher found out seven undesirable behaviors and five reasons. Teachers stated that being indifferent, not bringing materials, diverted attention, not doing homework, talking with classmates, nonparticipation and daydreaming are the undesirable behaviors originating from language learning process. Teachers also added that these behaviors are encountered in language classes because of past language learning/teaching experiences, teaching methodology, nonexistence of out-of-class support, unauthentic language learning tasks and nonexistence of real life communication in English

The analysis of the student interviews demonstrated the students believe that eight undesirable behaviors result from language learning process. They are being indifferent, not bringing materials, daydreaming, using mobile phone, nonparticipation, not doing homework, diverted attention and not studying regularly. They also determined eleven

reasons for these behaviors. Past language learning experience, insufficient background knowledge, attitude toward language learning, teaching methodology, mismatch between students' needs and course materials, lack of self-confidence, language learning anxiety, lack of motivation, lack of out-of-class support, poor language learning strategies and mismatch between students' interest and tasks are the reasons of undesirable behaviors in terms of students' perspective.

Although the teachers and the students mostly designated the same undesirable behaviors in their interviews, they share different ideas regarding the reasons of these behaviors.



CHAPTER 5

5. DISCUSSION

This chapter discusses the conclusion of the present study derived from the data findings. After the summary of the study are presented, the answers of research questions are reported. The section is followed by the implications of the study. The last part of the study is recommendations for further research.

5.1. Summary of the study

This study aimed to find out undesirable behaviors of EFL learners at the tertiary level and the reasons of designated behaviors. The data gathered from 42 preparatory school students and 40 instructors in 2016- 2017 academic years. All undesirable behaviors that have been in literature were looked into and a checklist was designed. The participant instructors took part in the checklist to determine the undesirable behaviors experienced in language classes. The checklist was analyzed quantitatively by using SPSS. Cronbach's Alpha was applied to measure the reliability of the items. As the result of checklist analysis, the list of undesirable behaviors was formed to lead the researcher in the interview. Interview was conducted with both instructors and learners in order to designate the undesirable behaviors originating from language learning process in particular. The participants also explained the reasons of why these behaviors emerge in language classes and content analysis provided to specify the reasons.

5.2. Discussion of the findings

This section summarizes the findings of the study in connection with the research questions.

Research Question 1:

What are the undesirable behaviors of EFL learners at the tertiary level?

The analysis of the checklist revealed 17 undesirable behaviors of EFL learners at the tertiary level. These behaviors vary from being engaged in other activities instead of following the lesson, such as using mobile phone during lecture or talking to classmates,

exhibiting disturbing manners, such as talking disrespectfully, laughing inappropriately, chewing gum and interrupting the teacher. Diverted attention, nonparticipation and irresponsibility are the other undesirable behaviors observed in language classrooms at tertiary level. These findings are in parallel with other studies conducted in this field. Although carried out in different settings with learners of various ages from young students to teenagers, many studies conducted in our country and abroad came up with similar results concerning undesirable behaviors observed in classrooms. For example, Sadık and Doğanay (2007) identified not studying regularly, not doing homework, defiance of the teacher, not being interested in lesson, disturbing classmates, damaging school property, aggression towards classmates as undesirable behaviors. According to Doğar (2013), the undesirable behaviors mostly encountered are talking with others by leaving the game and activity, distracting attention of friends, coming late to lessons, talking in class without teacher's permission, not attending to the lessons and arguing with other students.

The present study shares similarities with the study of Tabanlı and Şahin (2013). Disrespectfulness, not doing homework, forgetting to bring or not bringing textbooks, lack of interest, talking and making noise during class took part in both of the studies. In addition, common undesirable behaviors were discovered with the study conducted by Altınel (2006). They are disturbing the flow of lesson, dealing with other things and talking with classmates. Regarding this issue, Güleç (2013) found out not studying regularly, being late for school or lesson, not listening to the lesson and dealing with other things as disruptive student behaviors at the tertiary level. It can be concluded that in terms of undesirable behaviors encountered at tertiary classrooms, the present study reached similar results.

Research Question 2:

Which undesirable behaviors especially originate from language learning process?

When it was asked for the instructors to identify undesirable behaviors resulting from language learning process, being indifferent, not bringing materials, diverted attention, not doing homework, talking with classmates, nonparticipation and daydreaming were found out. Similar to the teachers, the students also associated behaviors such as being indifferent, not bringing materials, daydreaming, using mobile

phone, nonparticipation, not doing homework, diverted attention and not studying regularly to the language learning process.

The findings of the study showed that the participants are in agreement regarding the undesirable behaviors specific to language learning as both groups mentioned the same behaviors in general. The only difference is that the teachers considered talking with classmates as an undesirable behavior. On the other hand, the students pointed out use of mobile phone and lack of study habits. When the findings of the present study were compared with literature, significant differences were discovered with the study conducted by Özbekit (2007). English teachers working in primary and secondary schools participated in the study to identify misbehaviors. They were analyzed in three groups; the behaviors that are not perceived as a problem, minor and extensive problems. Transient daydreaming, being interested in the lesson for a short time and talking with classmates during the lecture took part among the behaviors that are not perceived as a problem. One of the minor problems was determined as not doing homework. Although coming to class without materials was one of the extensive problems, it was seen that most of the participants (%43.3) rarely encountered this misbehavior in their classes. On the other hand, all of them were identified as undesirable behaviors observed in language classes in the present study. Likewise, a minor similarity was discovered with the study of Kızıldağ (2007). The study aimed to find out disruptive behaviors in language classrooms from the perspective of English language teachers working in various high schools and 17 disruptive behaviors were discovered. Chatting and off-task behaviors are the only similar behaviors between the present study and the mentioned study.

Research Question 3:

What are the reasons for the identified behaviors from the perspective of both English language teachers and language learners?

The answers of the teachers showed that the teachers see teaching methodology as one of the main factors causing EFL learners to have undesirable behaviors. They acknowledged non-communicative practices and teacher-dominated methods as the cause of undesirable behaviors. They believe that monotonous teaching results in reluctance, passivity and daydreaming. Likewise, the students evaluate teaching

methodology as the origin of some undesirable behaviors. The students, in agreement with the teachers, stated that grammar-based mechanic teaching practices cause them to lose their interest in the lesson. According to the students, boredom results in some undesirable behaviors. The teachers expressed that teaching/learning experiences which the students have had until they come to the tertiary level affect their attitude and belief toward English. Accordingly, these past experiences lead them to some undesirable behaviors in the classroom. For example, the explanations of the teachers revealed that the kind of activities chosen by English teachers working in secondary or high school make students comprehend English as a compulsory lesson. This causes motivational problems in learners. As an outcome of this, students start displaying undesirable behaviors in class. Although the students pointed out past teaching/learning experiences as the reason of undesirable behaviors as their teachers, their perspective is different. They argued that the present university entrance system in Turkey is trivializing the status of English. Therefore, they feel indifferent. Problems experienced regarding doing homework were expressed by both participant groups. The reason for this undesirable behavior is lack of out-of-class support according to the participants. Both the teachers and the students stated that when EFL learners do not have support, they tend not to do homework. This is also true when there is mismatch between the assignment and students' interests, they find the homework irrelevant and they prefer not engaging in it. Unauthentic language activities, poor language competence and language anxiety were the other reasons mentioned by the participants to explain the undesirable behaviors such as not participating in the lesson and distracted attention.

It was found out that in the study of Cabaroğlu and Altinel (2010), English teachers pointed out parental, student and environmental factors to explain the causes of EFL learners' misbehaviors. On the other hand, English teachers in the present study mostly associate the reasons with teaching related issues such as teaching methodology and assignment style. Moreover, EFL learners in the mentioned study identified the reasons as boredom, modelling peers, parents' indifference and teacher attitudes. It was observed that they did not see student factor as a reason causing misbehaviors. However, language learners in the present study evaluated the reasons from various perspectives and student factor is one of the main reasons.

5.3. Implications of the Study

The findings of the current study have lots of implications about the reasons of undesirable behaviors of EFL learners at the tertiary level. The behaviors especially rooting in the process of language learning and their reasons were analyzed in different perspectives. It was firstly deduced that most of EFL learners come to university with lack of information because of past language learning/teaching experience, insufficient background knowledge and attitude toward language learning. These factors also cause to emerge some psychological problems resulting in undesirable behaviors such as lack of self-confidence, language learning anxiety and lack of motivation. In addition, there are some factors related to the teacher. For instance, teaching methodology has an important effect on students' attitudes towards learning English. The results of the student interviews showed that using the same kind of teaching methods, making students passive, being authority and inactive are among the reasons of undesirable behaviors resulting from language teachers. Course materials and tasks involve a big part of teaching methodology. Unauthentic language learning tasks and mismatch between students' needs and course materials are stated as other reasons. Therefore, designating the needs and interest of students, taking them into consideration in the process of choosing course materials or tasks and lastly observing whether they are adequate and meaningful for them are the steps that teachers should follow to overcome undesirable behaviors. Teachers should also become guide and lead students to effective studying methods according to their needs and individual differences because poor language learning strategies cause undesirable behaviors. Finally, teachers should be interested in each student individually and spare more time to interaction in English due to nonexistence of support and real life communication in English out-of-class.

5.4. Recommendations for Further Research

This study was conducted with 40 English instructors and 42 preparatory students at Çağ University. In a similar study, the number of participants can be increased to reach further data. The undesirable behaviors emerging in the process of language learning were designated and their reasons were analyzed. Future research can be conducted with schools of foreign languages at different universities in order to provide a comparison with different types of undesirable behaviors and their reasons. Furthermore, students studying at a language department such as Applied English and

Translation, English Language Teaching, English Language and Literature and Department of English Linguistics may be chosen as participants. The undesirable behaviors seen in such departments and their reasons may be found out and the findings may be compared with the present study. The researcher found out the causes of undesirable behaviors from the perspective of English instructors and learners. The perspective of parents can also be presented in order to enlarge the research. In addition, it is very important to be aware of appropriate strategies to cope with such behaviors. The researcher recommends that future research can address the strategies used to cope with undesirable behaviors originating from language learning process. The data collection tools of the present study are checklist and interview. Observation can also be applied to find the correlation with the results of the interview.



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7. APPENDICES

7.1. Appendix A: Checklist for the main study

CHECKLIST

There is a list of undesirable behaviors. Please tick off the boxes near the undesirable behaviors that you observe in your classes. If there is any other undesirable behavior, I would like you to write it in others part. Thank you for your participation.

Undesirable Behaviors	Marked Items
1. Using mobile phone	
2. Talking to classmates about irrelevant things	
3. Talking without getting permission	
4. Talking disrespectfully	
5. Coming to the class late	
6. Laughing irritatingly	
7. Eating or drinking	
8. Chewing gum	
9. Not doing homework regularly	
10. Sleeping	
11. Walking in the class unnecessarily	
12. Making irritating sounds	
13. Distracting attention	
14. Listening to music	
15. Not studying regularly	
16. Not bringing materials	
17. Interrupting the teacher	
18. Not participating in activities	
19. Complaining about classmates	
20. Reading newspaper or magazines	
21. Having aggressive acts	
22. Harming school property	
23. Lack of interest towards lesson	
24. Cheating in the exams	
25. Getting others' materials without permission	
26. Lack of interaction with classmates or the teacher	
27. Not attending classes regularly	
28. Studying another lesson	

29. Sitting inappropriately	
30. Making excuses for irresponsibility	
Others:	



7.2. Appendix B: Frequencies and percentages of the main study

Undesirable Behaviors	f	%
1. Using mobile phone	35	87.5
2. Talking to classmates about irrelevant things	33	82.5
3. Not bringing materials	27	67.5
4. Distracting attention	27	67.5
5. Sleeping	26	65.0
6. Coming to the class late	25	62.5
7. Lack of interest towards lesson	23	57.5
8. Not doing homework regularly	22	55.0
9. Cheating in the exams	22	55.0
10. Not studying regularly	21	52.5
11. Not participating in activities	20	50.0
12. Making excuses for irresponsibility	18	45.0
13. Interrupting the teacher	17	42.5
14. Talking without getting permission	17	42.5
15. Making irritating sounds	17	42.5
16. Studying another lesson	16	40.0
17. Having aggressive acts	15	37.5
18. Not attending classes regularly	15	37.5
19. Sitting inappropriately	15	37.5
20. Laughing irritatingly	15	37.5
21. Talking disrespectfully	15	37.5
22. Listening to music	14	35.0
23. Lack of interaction with classmates or the teacher	14	35.0
24. Harming school property	13	32.5
25. Walking in the class unnecessarily	13	32.5
26. Chewing gum	11	27.5
27. Complaining about classmates	10	25.0
28. Reading newspaper or magazines	10	25.0
29. Eating or drinking	4	10.0
30. Getting others' materials without permission	3	7.5

7.3. Appendix C: Checklist for the pilot study

CHECKLIST

There is a list of undesirable behaviors. Please tick off the boxes near the undesirable behaviors that you observe in your classes. If there is any other undesirable behavior, I would like you to write it in others part. Thank you for your participation.

Undesirable Behaviors	Marked Items
1. Using mobile phone	
2. Talking to classmates about irrelevant things	
3. Talking without getting permission	
4. Talking disrespectfully	
5. Coming to the class late	
6. Laughing irritatingly	
7. Eating or drinking	
8. Chewing gum	
9. Not doing homework regularly	
10. Sleeping	
11. Walking in the class unnecessarily	
12. Making irritating sounds	
13. Distracting attention	
14. Listening to music	
15. Not studying regularly	
16. Not bringing materials	
17. Interrupting the teacher	
18. Not participating in activities	
19. Complaining about classmates	
20. Reading newspaper or magazines	
21. Having aggressive acts	
22. Harming school property	
23. Lack of interest towards lesson	
24. Cheating in the exams	
25. Getting others' materials without permission	
26. Lack of interaction with classmates or the teacher	
27. Not attending classes regularly	
28. Studying another lesson	
29. Sitting inappropriately	
30. Making excuses for irresponsibility	
Others:	

7.4. Appendix D: Frequencies and percentages of the pilot study

Undesirable Behaviors		f	(%)
1.	Using mobile phone	20	%95.2
2.	Talking to classmates about irrelevant things	17	%81.0
3.	Sleeping	14	%66.7
4.	Coming to the class late	13	%61.9
5.	Not doing homework regularly	13	%61.9
6.	Not bringing materials	13	%61.9
7.	Not participating in activities	12	%57.1
8.	Distracting attention	12	%57.1
9.	Lack of interest towards lesson	11	%52.4
10.	Not studying regularly	11	%52.4
11.	Cheating in the exams	10	%47.6
12.	Listening to music	9	%42.9
13.	Sitting inappropriately	9	%42.9
14.	Talking without getting permission	9	%42.9
15.	Talking disrespectfully	9	%42.9
16.	Having aggressive acts	8	%38.1
17.	Making irritating sounds	8	%38.1
18.	Interrupting the teacher	8	%38.1
19.	Lack of interaction with classmates or the teacher	8	%38.1
20.	Not attending classes regularly	8	%38.1
21.	Making excuses for irresponsibility	8	%38.1
22.	Harming school property	7	%33.3
23.	Chewing gum	7	%33.3
24.	Studying another lesson	6	%28.6
25.	Laughing irritatingly	6	%28.6
26.	Walking in the class unnecessarily	5	%23.8
27.	Complaining about classmates	4	%19.0
28.	Eating or drinking	4	%19.0
29.	Reading newspaper or magazines	4	%19.0
30.	Getting others' materials without permission	1	%4.8

7.5. Appendix E: Interview questions for teachers

1. Which undesirable behaviors especially originate from language learning process?
2. What are the reasons for the undesirable behaviors rooting in the process of language learning?

7.6. Appendix F: Interview questions for students

1. Considering these undesirable behaviors, can you tell me which of these undesirable behaviors do you associate with language learning process itself?
2. What are the reasons for the undesirable behaviors encountered in English lessons?

7.7. Appendix G: Consent Form

I confirm that I have been informed about the aim of the study and I have had the opportunity to ask questions about the research. I perceive that I can withdraw at any time without giving reasons and there are not any negative consequences.

I am voluntary to participate in the study. I agree to sign and date this consent form along with the researcher.

Participant:

Name of Participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date

7.8. Appendix H: Permission Report

Çağ Üniversitesi hazırlık okulu öğretim elemanımız Simay AKKAR'ın , 'The Reasons of Undesirable Behaviors Among English Language Learners' başlıklı yüksek lisans tezi için 40 öğretim elemanımızdan ve 42 hazırlık okulu öğrencimizden veri toplaması uygundur.



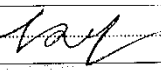
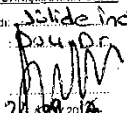
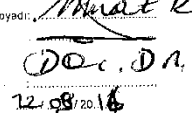
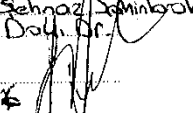
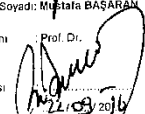
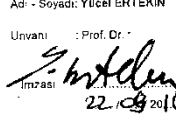
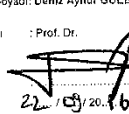
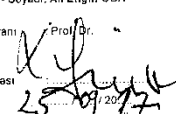
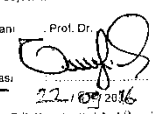
22.09.2016

Hamdi ÖNAL

Çağ Üniversitesi

Hazırlık Okulu Müdürü

7.9. Appendix I: Ethical Report

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA İZİN/ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU ÖĞRENCİ BİLGİLERİ					
T.C. NOSU	38662440834				
ADI VE SOYADI	Simay Akkar				
ÖĞRENCİ NO	20158224				
TEL. NO/LARI	05320663055				
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ANA BİLİM DALI	İngiliz Dili Eğitimi				
PROGRAM ADI					
BİLİM DALININ ADI					
HANGİ AŞAMADA OLDUĞU (DERS/TEZ)	Tez				
İSTEKDE BULUNDUĞU DÖNEME AIT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2016/2017 652 DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM				
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER					
TEZİN KONUSU	Üniversite düzeyinde İngilizce eğitimi olan öğrencilerde görülen sınıf içi istemeyen davranışlar ve bunların nedenleri.				
TEZİN AMACI	Üniversite öğrencilerinin İngilizce eğitimine karşı bakış açılarını kavrayıp onları istemeyen davranışlara iten sebeplerin analizini yapmaktır.				
TEZİN TÜRKÇE ÖZETİ	Üniversite hazırlık öğrencileri ve okutmanlarıyla aynı ayri ayri yapılan görüşmeler sonucunda, öğrencilerin ve öğretmenlerin istemeyen davranışlara karşı bakış açılarının benzerlik gösterdiği; fakat nedenleri oldukça farklı tespit edildiği tespit edilmiştir.				
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	Çağ Üniversitesi / Hazırlık Okulu				
İZİN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi Hazırlık Okulu Yarıca / Mersin				
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ ÖLÇELERNE/ HANGİ KURUMUN/ HANGİ BÖLÜMÜNDE/ HANGİ ALANIK/ HANGİ KONULARDA/ HANGİ GRUBU/ KİMLERE/ NE UYGULANACAKI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesi Hazırlık Okulu Okutmanlarına (bölünmüş) anket, röportaj ve boşluklu seviyesindeki iki grup hazırlık öğrencileriyle (genel) röportaj yapılmıştır.				
UYGULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAKI	istemeyen Davranışlar Anketi				
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAĞADIN AYRILMA NOKTALARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Öğretmen Anketinde 30 adet istemeyen davranış bulunmaktadır. 2) Öğretmen röportajında 2 adet soru vardır. 3) Öğrenci röportajında 2 adet soru vardır. 4)				
ÖĞRENCİNİN ADI - SOYADI: Simay Akkar	ÖĞRENCİNİN İMZASI: 	TARİH: 22/09/2016			
TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU					
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.					
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.					
1. TEZ DANIŞMANININ ONAYI	2. TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BASKANININ ONAYI		
Adı - Soyadı: Zülde İncöz	Adı - Soyadı:	Adı - Soyadı: Mustafa KOC	Adı - Soyadı: Şahnoş Şahinboğaz		
Unvanı: Doç. Dr.	Unvanı:	Unvanı: Doç. Dr.	Unvanı: Doç. Dr.		
İmzası: 	İmzası:	İmzası: 	İmzası: 		
22/09/2016 /	22/09/2016	22/09/2016		
ETİK KURULU ASIL ÜYELERİNE AIT BİLGİLER					
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı:
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı:
İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası:
22/09/2016	22/09/2016	22/09/2016	22/09/2016	22/09/2016 /
Etik Kurulu Jüri Başkanı - Asil Üye	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Asil Üyesi	Etik Kurulu Jüri Yedek Üyesi
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Unvanı:					
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Etik Kurulu Jüri Yedek Üyesi					
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Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/ Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asil Jüri Üyelerince incelenmiş olup 22/09/2016-30/09/2016 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.					

AKI KLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜNE ONAYLATILARAK ENSTİTÜ SEKRETERİĞİNE TESLİM EDİLECEKTİR.

EKLER: (.....) Sayfa Ölçeği:
(.....) Sayfa Anket:
(.....) Sayfa Formları:

00AE-1356