

**EDUCATION FACULTY STUDENTS' CLASSROOM MANAGEMENT SKILLS:
IMPLICATIONS FROM AN APPLICATION**

**EĞİTİM FAKÜLTESİ ÖĞRENCİLERİNİN SINIF YÖNETİMİ BECERİLERİ: BİR
UYGULAMADAN ÇIKARIMLAR**

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Abstract

The purpose of this study is to examine classroom management skills of education faculty students. This study is a qualitative one designed as a case study. The study took place in classroom management courses at a faculty of education of one of the state universities in Turkey in the academic year of 2019-2020. The participants were identified through purposive sampling method. 3rd grade education faculty students taking the classroom management course were selected as participants. The application took nearly three months. The data were collected through a rubric developed by the researcher, field notes and participant feedbacks. The data were analyzed through content analysis. the data from the observation notes and participant feedback interviews were coded and the results, including the results from the scoring of the rubric, are presented with frequencies and percentages. The results showed that education faculty students have difficulty especially about introduction to lessons, using the space in the classroom and some issues concerning communication skills like speaking, speaking in public, intonation, breath and voice control. Beside these the students performed between poor and average about motivating and engaging students, making eye contact, using body language, interacting and establishing effective communication with the class and providing feedback. They also had difficulty with using the time efficiently.

Keywords: Classroom management, Skills, Education faculty students

Özet

Bu çalışmanın amacı, eğitim fakültesi öğrencilerinin sınıf yönetimi becerilerini incelemektir. Bu araştırma, durum çalışması olarak tasarlanmış nitel bir araştırmadır. Araştırma 2019-2020 akademik yılında Türkiye'de devlet üniversitelerinden birinin eğitim fakültesinde sınıf yönetimi derslerinde gerçekleştirilmiştir. Katılımcılar, amaçlı örnekleme yöntemiyle belirlenmiştir. Katılımcı olarak sınıf yönetimi dersini alan 3. sınıf eğitim fakültesi öğrencileri seçilmiştir. Uygulama yaklaşık üç ay sürmüştür. Veriler, araştırmacı tarafından geliştirilen dereceli puanlama anahtarı, saha notları ve katılımcı geri bildirimleri aracılığıyla toplanmıştır. Veriler içerik analizi yoluyla çözümlenmiştir. Gözlem notlarından ve katılımcı geri bildirim görüşmelerinden elde edilen veriler kodlanmış ve dereceli puanlama anahtarının puanlanmasından elde edilen sonuçlarla birlikte frekans ve yüzdelerle sunulmuştur. Sonuçlar, eğitim fakültesi öğrencilerinin özellikle derslerde giriş yapma, sınıftaki alanı kullanma ve konuşma, topluluk önünde konuşma, tonlama, nefes ve ses kontrolü gibi iletişim becerileri ile ilgili bazı konularda zorlandıklarını göstermiştir. Bunların yanı sıra öğrenciler, sınıfı motive etme ve ilgilerini çekme, göz teması kurma, beden dilini kullanma, etkileşim ve sınıfla etkili

iletiřim kurma ve geri bildirim saęlama konularında zayıf ve orta arasında performans göstermiřlerdir. Zamanı verimli kullanmakta da zorlanmıřlardır.

Anahtar kelimeler: Sınıf yönetimi, beceriler, Eęitim fakóltesi öęrencileri

INTRODUCTION

Classroom management is an important factor for the efficiency of the teaching-learning process. As Kaya & Selvitopu point out (2019, p. 410) teachers are expected to manage their classes in an effective way that students can benefit from the schooling activities in maximum level. Hence, teachers should master in classroom management as it is a mandatory component of effective teaching and learning. Besides, teachers' classroom management actions and attitudes are related to situations for teachers such as experiencing job satisfaction, experiencing a sense of accomplishment, or feeling burnout or unhappiness, as well (Shindler, 2009).

The question arises here as “what should teachers do or what skills should they have for an effective classroom management to be possible?” It might be difficult to reach a consensus on exactly what knowledge and skills are unique to the teaching profession, but most educators would agree that special skills and knowledge are necessary and do exist (Cooper, 2011, p. 3; Karaca, 2008) When the related literature is gone through, one can encounter various studies pointing out different aspects for an effective classroom manager that a teacher to be. There are studies mentioning preparedness for the topic to be taught and readiness of the teacher for the lesson and a good introduction (Koçyięit, 2021; Waxman, 1987; Yeganehpour, 2016), verbal and nonverbal behaviors in communication (Keith et al., 1974; Smith, 1979), establishing eye contact (Barati, 2015; Volmink, 2015) communication skills of a teacher (Duta et al., 2015; Khan, 2017), use of voice and elocution and importance of posture (da Rocha et al., 2021; Güvey Aktay, 2019; Kooijman et al., 2005; Menon et al., 2021), importance of self-confidence (Uysal & Gürol, 2018), improving student participation and motivation (Duta et al., 2015; Tasgin & Tunc, 2018), intonation and speaking (Akkaya, 2012), giving proper feedback and concluding the lesson (Cullen, 2002; Smith & Higgins, 2006; Voerman et al., 2014), good use of classroom space and teacher movement (Lim et al., 2012), and managing time (Koçyięit, 2021; McLeod et al., 2003).

As of 2021, the main institutions that train teachers in Turkey are education faculties. Education faculty students to be teachers have to pursue a relevant degree and graduate from the faculty before taking a statewide exam to be teachers at state schools, meaning teachers get their preservice education at education faculties. This preservice education involves different kinds of knowledge and skills. Students are required to learn about relevant theoretical and pedagogical issues, moreover they are required to complete a practice component in which they observe classes, evaluate and discuss the practices they have observed (Erdem, Koçyięit & Atar, 2019). While this is the case, there are studies that define teacher education programs as predominantly theoretical and that see school-experience and teaching-practice courses as invaluable yet inadequate thus resulting in deficiencies in the teaching skills of the students who lack the experience and practice necessary for teaching (Alaęözlü 2017; Ayan, 2011; Erdem, Koçyięit & Atar, 2019; Koçyięit & Eęmir, 2019; řendaę & Gedik 2015; Ünver, 2014; Yavuz 2018; Yıldırım and Vural 2014). Therefore, it is considered important to study the skills

of education faculty students regarding teaching and present data to researchers and practitioners in order to make improvements where necessary.

The aim of this study is to examine the skills of education faculty students for an efficient classroom management and point out the ones that would need attention by the teacher educators the most.

METHODOLOGY

This study is a qualitative one designed as a case study. A case study is an in-depth exploration of a bounded system, in terms of time, place, or some physical boundaries. The case studied may be a single individual, several individuals either separately or in a group, a program, events, or activities. In case studies researchers try to understand the cases in-depth by collecting multiple forms of data (Creswell, 2012). In this study the time and the place are limited and specified and groups of education faculty students and their performance in this limited time and place were examined through multiple forms of data, which are data from rubric, field notes and interviews with participants. The participants were identified through purposive sampling method. 3rd grade education faculty students taking the classroom management course were selected as participants.

The Role and Qualities of The Researcher

In this research, the researcher has the role of overt, complete observer. When a researcher uses the complete observer role, it tends to be an overt and announced role. The researcher typically remains in the setting for a prolonged period of time, but is a passive observer. A researcher sitting in the rear of a classroom and observing classes may be a good example of this role (Lune & Berg, 2017). Likewise, in this study, the researcher joins and observes the class sitting silently at a desk in the back of the class. The students are aware that they are being observed. As the observer the researcher makes the scoring and takes notes for each group of students. After the presentations are over, the researcher and the whole class discuss the pros and cons. The researcher asks questions, gives feedback and takes comments from the presenting group and the whole class and share experiences. The observer has a PhD on educational administration and has been teaching at tertiary level for 12 years.

Data Collection and Analysis

The data were collected through various techniques. The first data collection tool is a rubric developed by the researcher. Rubrics are specific forms of scoring instruments used to evaluate student performances or products resulting from a performance task (Mertler, 2000). Rubrics are typically employed when a judgement of quality is required and may be used to evaluate a broad range of subjects and activities (Moskal, 2000, p 1.). In this study to evaluate the quality of the teaching performances of education faculty students, a rubric developed by the researcher (table 1) based on the related literature and field notes from the observations from the pilot study are used to collect data. The rubric was developed following some steps which include the steps defined in the literature (Andrade, 2000; Andrade, 1997 cited in Akkaş Baysal & Ocak, 2019). First, the related literature about classroom management and teacher qualities was scanned. Second, the evaluation criteria were written down. As the third step the criteria were sent for expert opinion to two faculty members who have PhD degrees in educational sciences and have been teaching at a faculty of education. One of the experts was

a teacher for 5 years at various high schools before becoming a faculty member. As the fourth step the criteria were written as items and the scoring of the items were decided to be between 1 (very poor) to 4 (good). As the fifth step the developed rubric was used at a pilot study before the actual one reported here. At the academic year of 2018-2019 a pilot study was carried out and the rubric was used for a whole term at classroom management courses. Besides, a colleague was given the rubric and asked to use in his classes, and feedback was taken. After a whole term of using and testing the tool, the final version was decided and used in this actual study. Before starting the application, the rubric was handed out to students and an introductory lesson was carried out about the rubric, the rules of the application and about what to be careful of while doing their presentations.

Beside the rubric field notes were taken while observing the performances. In order to get participant feedbacks a semi structured form was developed which consisted of three questions that were:

Q1: What were you most nervous about before your performance?

Q2: What did you have the most difficulty with during the application, what did you do well and what did you do badly?

Q3: How did you find the observer feedbacks after the performances?

Table 1. The Rubric Prepared for the Study

No	Item	Score			
1.	The presence and readiness of all group members	1	2	3	4
2.	Introduction and informing students about the objectives	1	2	3	4
3.	Interacting and establishing effective communication with students	1	2	3	4
4.	Providing student motivation and participation	1	2	3	4
5.	Fluency in speaking and pronunciation	1	2	3	4
6.	Setting the speed and tone of speech	1	2	3	4
7.	The correctness and appropriateness of the terminology used	1	2	3	4
8.	Making eye contact with students	1	2	3	4
9.	Using body language - gestures and facial expressions effectively	1	2	3	4
10.	Using the space in the classroom	1	2	3	4
11.	Self-confidence	1	2	3	4
12.	Using time efficiently	1	2	3	4
13.	Having a grasp of the subject and talking without reading constantly from the presentation or notes	1	2	3	4
14.	Presentations and explanations being clear, understandable and correct	1	2	3	4
15.	Properly checking whether the class understands and giving feedback	1	2	3	4
16.	Making a good wrap-around and concluding the lesson	1	2	3	4

1: Very Poor, 2: Poor, 3: Average, 4: Good.

The data were analyzed through content analysis. Content analysis is a set of procedures that can be applied to any message medium. Qualitative content analysis creates a coding structure based on the researcher's interpretation and identification of meaning in a message. Content analysis can be and often is quantified (Newby, 2014). In this study, the data from the observation notes and interviews were coded and the results, including the results from the scoring of the rubric, are presented with frequencies and percentages. Direct quotations from the interviews are also given. The participants were named using numbers between P1 and P24.

Procedure

The study took place in “classroom management” courses at a faculty of education of one of the state universities in Turkey. The classroom management lessons are given to 3rd grade education faculty students and the topics of the course include basic concepts of classroom management, physical, social and psychological dimensions of the classroom; classroom rules, discipline in the classroom, managing student behaviors, communication in the classroom, student motivation, positive learning climate, teacher-parent meetings, time management, and teacher leadership.

At the very beginning of the academic year the classes were divided into groups formed based on the number of topics to be covered. In each class the number of the groups varied as the class sizes differed. The students chose their group members. The topics and books to be used were introduced, a calendar was formed, and each group chose the topic they wanted to teach. The classes at the second week of the term were taught by the researcher in order to provide enough time for the first group to prepare and to answer any possible questions that may arise in the preparation phase. So, each group had enough time to get prepared for the lessons from at least two weeks to 10 weeks and chance to get help from the instructor when needed. The students were encouraged to use the university library and internet to reach extra resources and were encouraged to get help from the instructor whenever needed. They were informed that they would be observed, and they were expected to prepare an assignment as a group project about the topic they chose to hand in at the end of the term. They were given a template for their projects. In this study no data about their projects were included but just the teaching activity. The rest of the class were told they may be asked questions by the group members or the instructor every week at any time about the topic that would be covered at that lesson, so they needed to prepare for the class beforehand as well. On the first week of the term, the instructor introduced the rubric to the students and gave headlines about classroom management skills. Including the pilot study for the rubric to be developed, it took two terms in two years to complete the study.

As the time of a group came, each member of the group made a teaching performance of their part of the topic. The time spared for each group differed between 40 to 45 minutes according to the number of group members, class size and the length of the topic they chose. Thus, each member had at least nearly 10 to 15 minutes to talk about the subject they prepared for. Group members were allowed to help each other if they needed help for any material or activity they used in the class to save time. They were free to use any material, activity or technology they wanted. During the performances the researcher sat silently in the rear of the classroom and just scored the rubrics and took notes without any intervention. The rubrics were used as evaluation tools for group performances, meaning, each student was observed and evaluated but the averages of the group performances were scored on the rubrics.

After the presentations were over, the researcher read the notes he took, and asked each member of the group about their insights on their performances as individuals and as a group. Later on, he took comments from the rest of the class. These phases took place verbally, there were no notes or scoring. As the last phase, any questions or any unclear points about the topic of that week were clarified and the topics were summarized and covered by the instructor himself, thus making the coverage of the whole topic to ensure the realization of the educational

goals of the lesson. All this process took a maximum of 100 minutes. The application was carried out between the dates 01.10.2019 and 26.12.2019.

Participants

A total of 174 (35 male, 139 female) education faculty students in 56 groups from four different departments participated in the study. The distribution of the groups and participants is presented on the table 2.

Table 2. The Distribution of The Groups and Participants

Department (number of students)	f	%
Elementary Teacher Ed. (75)	25	44,6
Turkish Ed. (48)	13	23,2
Elementary Maths Ed. (46)	13	23,2
Computer and Instructional Technologies Ed. (5)	5	8,9
Total	56	100,0

FINDINGS

Findings From the Rubric

Group performances were evaluated using the rubric and the frequencies and percentages of scores are presented in table 3.

Table 3. Frequencies and Percentages of Scores Taken from the Rubric

Score \ Items		1	2	3	4	5	6	7	8
Good	f	42	9	7	7	11	12	8	6
	%	75,0	16,1	12,5	12,5	19,6	21,4	14,3	10,7
Average	f	7	31	33	36	40	32	43	40
	%	12,5	55,4	58,9	64,3	71,4	57,1	76,8	71,4
Poor	f	4	11	15	12	5	8	5	10
	%	7,1	19,6	26,8	21,4	8,9	14,3	8,9	17,9
Very Poor	f	3	5	1	1	0	4	0	0
	%	5,4	8,9	1,8	1,8	0	7,1	0	0
Mean		3.57	2.79	2.82	2.88	3.11	2.93	3.05	2.93
Score \ Items		9	10	11	12	13	14	15	16
Good	f	3	5	4	7	2	7	10	10
	%	5,4	8,9	7,1	12,5	3,6	12,5	17,9	17,9
Average	f	46	20	50	37	47	44	24	45
	%	82,1	35,7	89,3	66,1	83,9	78,6	42,9	80,4
Poor	f	6	19	2	1	6	4	20	1
	%	10,7	33,9	3,6	1,8	10,7	7,1	35,7	1,8
Very Poor	f	1	12	0	11	1	1	2	0
	%	1,8	21,4	0	19,6	1,8	1,8	3,6	0
Mean		2.91	2.32	3.04	2.71	2.89	3.02	2.75	3.16

It is seen from Table 3 that the groups took points between poor and average (between 2 and 3) from the items of 2, 3, 4, 6, 8, 9, 10, 12, 13, and 15. The means of the scores between average and good (3 and 4) they got from the rubric from items 1, 5, 7, 11, 14, and 16. Most of the groups were ranked as good (%75) for item 1. From items 9 and 13 the least number of groups were scored as good (f=3 and 2 respectively). 55.3% of the group were scored between

poor and very poor from item 10. 39.3% of the groups were between poor and very poor for item 15 and 19.6% of the groups were ranked as very poor for item 12. The results were categorized and presented in table 4.

Table 4. Results according to the scores taken from the rubric

No	Item	Score
1.	The presence and readiness of all group members	Average-Good*
2.	Introduction and informing students about the objectives	Poor-Average
3.	Interacting and establishing effective communication with students	Poor-Average
4.	Providing student motivation and participation	Poor-Average
5.	Fluency in speaking and pronunciation	Average-Good
6.	Setting the speed and tone of speech	Poor-Average
7.	The correctness and appropriateness of the terminology used	Average-Good
8.	Making eye contact with students	Poor-Average
9.	Using body language - gestures and facial expressions effectively	Poor-Average
10.	Using the space in the classroom	Poor-Average**
11.	Self-confidence	Average-Good
12.	Using time efficiently	Poor-Average
13.	Having a grasp of the subject and talking without reading constantly from the presentation or notes	Poor-Average
14.	Presentations and explanations being clear, understandable and correct	Average-Good
15.	Properly checking whether the class understands and giving feedback	Poor-Average
16.	Making a good wrap-around and concluding the lesson	Average-Good

* Highest mean ** Lowest mean

Findings From the Field Notes

During the process field notes were taken by the observer in addition to rubric assessment. The notes were categorized and presented at Table 5.

Table 5. Categories from field notes, problematic areas

Categories from field notes, problematic areas	f	%
Language use, using examples, addressing students appropriately	16	13,1
Intervening, managing misbehaviors, ensuring classroom dominance	14	11,5
Engaging the students/introduction/ice breakers	14	11,5
Use of space in the classroom	13	10,7
Use of voice, breathing, intonation, public speaking problem, shouting, teacher talk	11	9,0
Summarizing, wrapping up, lost in details	10	8,2
Using technology (videos, comps, projectors etc.)	9	7,4
Involving the students	9	7,4
Time management	9	7,4
Student feedback, interaction with students, eye contact	5	4,1
Posture, facial expressions etc.	5	4,1
Using whiteboard	4	3,3
Switching between activities	2	1,6
Using gestures, hands etc.	1	,8
Total	122	100,0

As can be seen from the table, the most problematic areas are first, the ability to use the language appropriately which contains an appropriate language use while teaching, giving examples and addressing to the students, second, managing misbehaviors and ensuring classroom dominance, and third, a good introduction to the lesson. Using the space in the classroom while teaching is the following problematic area after the first three. Using whiteboard readably and apprehensibly, switching between the activities and using gestures are the least problematic areas according to the table. The preferences of the participants to use slideshows more than the whiteboard and using less activities may have affected the results though.

Findings From the Participant Feedbacks

After the application is over random participants from random groups (n=24) were asked questions in order to provide participants feedbacks for the application and the observation results. They were asked three questions and their answers were analyzed and categorized by the researcher. The answers are presented in tables 6, 7 and 8.

The first question was “What were you most nervous about before your presentation?”. The answers were categorized and presented on table 6.

Table 6. Participant feedbacks for question one

	f	%
Being excited and nervous during the performance	11	45,8
Not being able to dominate the class	3	12,5
Speaking in public	3	12,5
Properly speaking	2	8,3
Time management	2	8,3
Not being able to reflect my skills	1	4,2
Using and adjusting my voice properly	1	4,2
Layout of the classroom	1	4,2
Total	24	100,0

As it can be seen from table 6, the participants were most nervous about being excited and nervous while doing their presentations. The thing they were least worried about was the layout of the classroom they were going to do their presentations. One of the most noticing result here is the answers about speaking. Speaking in front of people, speaking properly and adjusting voice properly constituted an important issue for the participants to be worried about. Here are some quotations from the participants:

“I feared that I would get excited so much that I would forget what to say. I wouldn’t know what to do exactly if it happened to me” P16

“I was nervous about how to use my voice. It appeared to me that I didn’t know how to use my voice properly and how to adjust my breathing” P17

The second question was “What did you have the most difficulty with during the application, what did you do well and what did you do badly?”. The answers were categorized and presented on table 7.

Table 7. Participant feedbacks for question two

	f	%
Difficulty in speaking / Adjusting speed	9	24,3
I had trouble controlling my breathing / intonation	7	18,9
NA	4	10,8
I could have given more examples	3	8,1
I couldn't make a proper introduction	3	8,1
I couldn't use the space well in the classroom	3	8,1
Use of language, addressing students	3	8,1
Excitement	2	5,4
Insufficient preparation	2	5,4
Posture	1	2,7
Total	37	100,0

As it can be seen from the table that, the difficulties participants experienced at the time of the performances were mostly about speech and intonation. Four of the participants stated that they experienced no difficulties. Only one of the participants expressed difficulty with posture as he couldn't know where to put his hands and arms, and how to display a good posture. The total being higher than the number of the participants is because some of them stated more than one difficulty. Here are some quotations from the participants:

"I spoke too fast during the presentation; thus, I couldn't adjust the time." P9

"I had difficulty in adjusting my breathing. My voice got hoarse time to time. I was very excited throughout the presentation" P11

The third question was "How did you find the observer feedbacks after the presentations?". The answers were categorized and presented on table 8.

Table 8. Participant feedbacks for question three

	f	%
I think the feedbacks were objective, helpful and not judgmental	14	58,3
NA	4	16,7
It was helpful for presentations in other courses	2	8,3
We became aware of the shortcomings that we could not notice	2	8,3
I realized what I should pay attention to in classroom management in the future	1	4,2
Putting theory into practice	1	4,2
Total	24	100,0

As can be seen from the table, most of the students thought the feedbacks of the observer were objective and not judgmental. The feedbacks provided concrete benefits for some of the participants regarding other courses or the future. Two of the participants stated that the feedbacks helped them to identify their weak sides about classroom management and one participant stated that the feedbacks helped with realizing the difficulties likely to be experienced while putting theory into practice about classroom management. The answers for question three shows that the feedbacks from the researcher were mostly objective and helpful which also indicates that the observations of the researcher were to the point. Four of the participants didn't answer this question. Here are some quotations from participants' answers to the question three.

“The feedbacks were helpful. I think our teacher made good comments without offending people but also without distorting the facts.” P3

“I think the feedbacks were very much helpful. Both the weak and strong sides of the presenter were pointed out. This helped us realize the deficiencies in our teaching and gave us a chance to compensate.” P21

“The feedbacks were very useful for us. We saw what we did wrong or what we did right. The feedbacks were constructive.” P23

DISCUSSION AND CONCLUSION

This study aimed to examine classroom management skills of education faculty students and point out the ones that would need attention by the teacher educators the most. The results from the rubric, field notes and participant feedbacks showed that education faculty students have difficulty especially about introduction to lessons, using the space in the classroom and some issues concerning communication skills like speaking, speaking in public, intonation, breath and voice control, and addressing students. Beside these common points, the results from the rubric indicates that the students performed between poor and average about motivating and engaging students, making eye contact, using body language, interacting and establishing effective communication with students and providing feedback. They also had difficulty with using the time efficiently. The results from the field notes showed that the students had difficulty with managing misbehaviors. Participant feedbacks showed that they were already worried beforehand about getting nervous at the time of the application, managing the classroom and (public) speaking.

According to the results, the students didn't experience much difficulty about getting ready, preparing clear and understandable presentations and attending the application, fluency and pronunciation, using the correct terminology, self-confidence, and concluding the lesson. The results showed that they didn't experience much difficulty about posture and using gestures and body language. The feedbacks from random participants showed that the assessments of the researcher using the rubric and field notes and his immediate feedbacks based on these after observing each group were to the point.

The findings of the study indicates that education faculty students have difficulty especially about introduction to lessons, using the space in the classroom. In the related literature studies can be found related to this finding, regarding the importance of ice breakers for good introductions (Yeganehpour, 2016) and the importance of using the space in the classroom (Lim, O'Halloran & Podlasov, 2012). The results of the study also showed that education faculty students experienced difficulties about some issues concerning communication skills like speaking, speaking in public, intonation, breath and voice control, and addressing students. There are studies in the literature in accordance with this finding. For instance, Akkaya (2012) studied speaking problems of Turkish teacher candidates and reported similar problems, while Güvey Aktay (2019) examined problems of teacher candidates about diction and elocution. Mkhasibe & Mncube (2020) note that some voice problems may occur because of timidity. Marinho et al (2017) report that a great number of undergraduates report fear of public speaking. There are also some research studies proving the exact opposite,

though. Bozkirli (2019) in his research reports the speaking anxiety of Turkish teacher candidates to be low.

According to the findings, participants experienced difficulties about making eye contact, using body language interacting and establishing effective communication with the class. This should also be a notable result as some studies state that good communication skills affect teaching and learning motivation (Duta, Panisoara & Panisoara, 2014; Khan et al., 2017) and making eye contact is important (Barati, 2015).

The participants of the study had difficulty with using the time efficiently and managing misbehaviors, as well. This finding can also be said to be consistent with the related literature. Tok (2010) examined the problems of teacher candidates during teaching practice in her study and reported that they experienced problems in communication, time management and behavior management skills.

When the findings of this study and the related literature in considered some recommendations could be made. In education faculties, as pre service teacher training institutions, the implications of this study can be taken into consideration and topics like introduction to lessons, using the space in the classroom and some communication skills like speaking, speaking in public, intonation, breath and voice control can be given more importance. It should be noted that most of the problematic areas, if not all, reported in the study are about practical dimension of teaching profession rather than theoretical knowledge. Therefore, any step to empower and increase practice should be embraced by the faculties. Micro teaching sessions, presentations, group performances, educations about speaking, breathing and voice use and such can be counted among these. For further research in the future the limitations of this study could be noted and new research studies could be designed eliminating these limitations.

The sizes of the classes being large, and the time spared per student being not very long and evaluation of group performances instead of individual ones are among the limitations of this study about the application. However, students being informed about the observation and the rubric beforehand and the sufficiency of time for them to get prepared makes up for this limitation to some point. The absence of a second observer makes a limitation for the validity of the findings as well. The researcher not having known any of the participants before the study (it was their first time taking the classroom management course) decreases the chances of rater bias. In addition, instant oral feedback just after the presentations from both group members and the rest of the class and written feedbacks at the end of the term from random participants could make up for this limitation. Also, any strange observer from out of the classroom might have disrupted the flow as the students might have felt uneasy in the presence of an outsider. Similar future studies may be designed taking these limitations into consideration and eliminating them.

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