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# Why Do Pre-Service English Teacher Candidates *Hush* in Micro Teachings? An Analysis on Early Language Teaching Classes

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## Abstract

Behavioural classroom management has been a concern for all teachers at various experience levels. However, this situation is thought to be a bigger problem for pre-service and inexperienced teachers. In mentioned class management, we may have witnessed various maneuvers such as warning, punishment and even physical intervention when we were students. This study aims to reveal 'hushing' word sequences, one of the behavioral classroom management maneuvers. It was conducted in a kindergarten located in the campus of a state university in Turkey and with 57 pre-service English teacher candidates, from the same university's department of English Language Teaching. These pre-service teachers are registered in Teaching English to Young Learners I and II courses in the ELT department program. In accordance with the study plan, micro teaching sessions were recorded with video recorder, then copied and transcribed into Transana software. As a result of investigations made on 'hushing' word sequences, its two main features were revealed: (1) Hushing in Non-Task Speech Sequences and (2) Hushing in Task Completion Sequences. In consequence of the study, it is seen that teacher candidates have difficulties in controlling the behavior management of the classroom and therefore, they frequently resort to hushing in order to control the actions towards non-task behaviors. On the contrary, it has been demonstrated that teacher candidates apply more successful task management to maintain pre-designed pedagogical tasks.

**Keywords:** Hushing, Classroom Management, Early Language Teaching Classes, Noise, Conversation Analysis.

İNGİLİZCE ÖĞRETMEN ADAYLARI MİKRO ÖĞRETİMLERDE NEDEN 'HİŞTLER'?

ERKEN YAŞTA DİL ÖĞRETİMİ SINIFLARI ÜZERİNE BİR ARAŞTIRMA

## Öz

Davranışsal sınıf yönetimi, çeşitli deneyim düzeyindeki tüm öğretmenler için bir endişe kaynağı olmuştur. Ancak, bu durumun hizmet öncesi ve tecrübesiz öğretmenler için

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daha büyük bir sorun kaynağı olduğu düşünülmektedir. Bahsi geçen sınıf yönetiminde bizler de öğrenci olduğumuz zamanlarda uyarı, ceza ve hatta fiziksel müdahale gibi çeşitli manevralara şahit olmuş olabiliriz. Bu çalışma, davranışsal sınıf yönetimi manevralarından 'hiştleme' söz dizelerini ortaya çıkarmayı amaçlamaktadır. Araştırma, Türkiye'de bir devlet üniversitesinin yerleşkesi içerisinde yer alan bir anaokulunda ve aynı üniversitenin İngilizce Öğretmenliği bölümünden 57 öğretmen adayıyla yürütülmüştür. Bu öğretmen adayları, ELT bölüm programında Erken Yaş Öğrencilerine İngilizce Öğretimi I ve II derslerine kayıtlıdır. Çalışma planına uygun olarak, mikro öğretim oturumları video kayıt cihazı ile kaydedilmiş ve Transana yazılımına kopyalanarak transkript edilmiştir. Hiştleme söz dizeleri üzerinde yapılan incelemeler sonucunda, hiştlemenin; (1) *Görev Dışı Konuşma Dizilerinde Hiştleme* ve (2) *Görev Tamamlama Dizilerinde Hiştleme* olarak iki temel özelliği ortaya çıkarılmıştır. Çalışma sonucunda öğretmen adaylarının sınıfın davranış yönetimi kontrolünde zorluk çektikleri görülmekte ve bu nedenle görev dışı davranışlara yönelik eylemleri kontrol altına almak için sık sık hişlemeye başvurdukları anlaşılmaktadır. Bunun aksine, öğretmen adayları önceden tasarlanmış pedagojik görevleri sürdürmek için daha başarılı görev sürdürme yönetimi uyguladıkları ortaya konulmuştur.

**Anahtar sözcükler:** Hiştleme, Sınıf Yönetimi, Erken Yaşta Dil Öğretimi Sınıfları, Gürültü, Konuşma Çözümlemesi.

## INTRODUCTION

**N**o matter how experienced you are as a teacher, the interaction between you and your students contains potentials to break down the interactional constructions and hence managerial problems; unless you focus on your preferences of talk in action. Considering this fact, much research focused on managing classroom either from behavioural or learning management perspectives (Allen, 2010; Evertson & Weinstein, 2006; Martin et al., 1999; Martin, 2004; Ritter & Hancock, 2007; Reupert & Woodcock, 2010;). These studies conducted to both the pre-service teachers and in-service teachers. They all in common reported 'classroom management' as one of the greatest challenging phenomena confronted by teachers. No matter how experienced the teachers are, they may face with a deviant management case to deal with at any time in their career. Under such circumstances, inquiry of classroom management, either educational or behavioural, has an important place to be investigated. Studies, focusing on classroom management, mainly administered quantitative approaches to understand management behaviours of the teachers. Even though there are studies bearing qualitative ways of inquiry, how they gather the data and analyse these data are still very limited in numbers. The mainstream way of data collection tools in these studies conducted is generally through

interviews and classroom observations. In fact, such endeavours cannot be claimed to be useless or limited. But as Firth and Wagner (1997) state, more in-depth analysis inside classrooms along with more inquiry on the social actions of the shareholders is sought crucial to increase our understanding of the real nature of the classroom. Ritter and Hancock (2007) also claim that effective classroom management may not be due to the experience since there are some exceptions. At this point, classroom interactional analyses have been employed by much research conducted in the last decades (Sert, 2015; Üstünel, 2005, Ten Have, 2007, Waring, 2011, 2013). Employment of such analyses with the purpose of unveiling the tacit moments (Waring, 2013) of each interactional sequences, micro-analytic approach (Sert, 2015) to the classroom setting helped us to understand more regarding what actually goes inside the classroom. Through such in-depth analysis, actual practices of the teachers, beyond views or perceptions can be understood. And hence, the interactional sources of 'hushing' sequences in classroom talk in actions are intended to be revealed.

Following this approach, the study focuses on disciplinary and educational management actions of *hushing* sequences of the pre-service teachers during their micro teachings at a young-learners-classroom particularly at managerial modes (Walsh, 2006). Unfolding the managerial hushing sequences are believed to let us know how hushing is appealed with the very fundamental questioning of micro-analytic perspective 'Why this, in this way, right now?' (Üstünel & Seedhouse, 2005). Thus, our understanding of hushing can interactionally be portrayed. And hence, findings may imply that teacher trainers get new chances to promote effective classroom management samples for their practice.

## THEORETICAL FRAMEWORK

### Classroom Management and 'Hushing'

On the definition of such challenging endeavour much has been proposed, yet in sketching the definitions they served mostly for the same frame which has been attributed to the efforts to oversee classroom activities concerning learning social interaction and behavioural management (Ritter & Hancock, 2007). Doyle (1986) mentions attitudes and praxis of students and teachers who are active inside the classroom while defining classroom management. In addition to that, Brophy (1986) addresses the problem with a turn of the focus on learning and teaching environment which was uttered as a must to maintain and establish such effective classroom management. Burden (2003) adds these definitions by emphasizing the significance of positive social interaction, active engagement in learning and self-motivation. Following this path, Evertson and Weinstein (2006: 4) utter the following statement on the definition of classroom management 'the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning'. To

Allen (2010) these approaches to every single manner and teachers' practices accordingly are framed as follows;

On the humanistic end of continuum are democratic models that see misbehaviour as an opportunity to learn. On the behaviouristic end of continuum are strategies that make use of punishment, coercion, and rewards. Thus how a teacher manages student behaviour is impacted by his/her assumptions about children, the models he or she adopts, and the strategies that are commensurate with these models'.

With the definition Allen (2010) submitted above, it can also be claimed that teachers' classroom management movements include decisions and actions (Scrivener, 2005). Actions are the educational manoeuvres of teachers inside the classroom and decisions are about deciding how, where, in which to act out the decisions. From the Scrivener (2005) statement, it is understood as the educational and behavioural manoeuvres are interwoven. As stated earlier, classroom management is one of the most significant elements of teachers' routine experience. Yet, such a key element of their professional experience has been neglected on language education (Wright, 2005: 1). Particularly in the field of foreign language education and classroom management, the field has still been seeking for further studies to reveal new suggestions.

Since this study focuses on pre-service teachers' actual hushing actions inside the classroom, preliminary research on the topic has also been reviewed. There found very limited sources of research done particularly on 'hushing' in either classroom management or turn construction analysis topics. The very specific 'hushing' focused study was found to have been done by Thornberg (2006, 2004). However, in his study Thornberg (2006) focuses on the moral dilemma of indiscriminate hushing via thorough investigation from both teachers' and students' sides. He came up with the three main dilemmas, which are (1) indiscriminate hushing as a conflict between morality and social conventions, (2) indiscriminate hushing as a pure moral conflict and (3) indiscriminate hushing as a conflict between morality and authority. In the discussion, Thornberg (2006) stresses the way the hushing is appealed and concludes that teachers' hushing may block conversation, demoralize some students, and sometimes do not let any whispering even which may end construction of meaning and boost affective filter of the students. The other studies, in fact, did not particularly focus on hushing itself, whereas they generally focused on silence management in the classroom and there was not a particular inquiry of hushing sequences.

### **Noise inside Classroom**

1980 report of the World Health Organisation states that noise is an unwanted phenomenon inside the classroom. Lundquist's (2003) study gives the reason for being such

an unwanted phenomenon as it psychologically bothers, disturbs the affected negatively. Moving out of this report and to narrow the focus for Turkish context, it is apparent in the MONE's (2012) shift in the system (from 8+4 to 4+4+4) that the change gave the guiding role the teachers of English particularly to those working with young learners. Due to the fact that more interactionist view has been embraced in the curricula and this also has had an impact on the teachers' education. As a result, the reflections of the teacher educators were to trains prospective teachers with the concern of more interaction-based activities. Therefore, studies with a specific focus on noise-based disciplinary problems have been observed at the interaction-based activities inside young learner classroom studies (Karadağ, 2017). Such noisy atmospheres were reported to be the source of disciplinary and educational management problem sources (Bulunuz, Bulunuz, Tavşanlı, Obrak, & Mutlu, 2018; Erol, Özaydın & Koç, 2010; Tüzel, 2013). Irrelevant speeches, interventions by outsiders, overlapping speeches, highly volumed and pitched voices constituted the main sources for such management problems inside young learner classrooms in the Turkish context.

Lundquist (2003) reported that noise may have a masking effect of the other voices and therefore, it may block perceiving one another's speech. This can clearly show how it may block the comprehension of the meaning and retaining the task designed. Cohen, Krantz, Evans, et al. (1980) even found that the pupils inside noisy atmosphere resulted in the failure in the high-level puzzles. In addition, teachers also were reported to lose their motivation (Kryter, 1985). To sum up, noise itself and sources of noise should be highly considered in teacher education and especially for young-learner classrooms, so as to prevent densely claimed management problems initially inside the young-learner classrooms and the following-grades classrooms after.

The studies conducted revealed that classroom management is one of the most debated issues considering in classroom actions. They all reported that classroom management problems are originates from behavioural or learning-based issues. However, the interactional sources which cause behavioural or learning management problems has not much discussed yet and it constructs a research gap in the field. Taking into consideration the initiated research gap, the study employs micro-analytic perspective on classroom talk in action and specifically investigates the 'hushing' sequences at managerial turn constructions.

## **METHODOLOGY**

### **Research Design**

Fundamentally, this study is a qualitative, grounded theory study which embraces conversation analytic perspective as the research design. To Creswell (2007), qualitative research is defined as an inquiry process of understanding that objects to explore a social or a

human problem and also defines grounded theory as movement beyond description of a concept or context instead theory generation or discovery, besides he Creswell and Cresswell (2017) emphasizes active role of the participants in the process and the development of the discovery or theory. Balli (2011) also asserts engagements of qualitative researchers as; reflection of process, complex interpretation, and a description that extends previous research or that signals a call for action. Under qualitative (grounded theory) research paradigm, the Conversation Analytic way of inquiry is administered in the study. As Waring (2013) states, the main focus of CA will be a sequential analysis of naturally occurred data to unfold the tacit moments of the hushing sequences. As put forth, the study aims to inquiry case by case interactional sections, with a ‚hushing‘ motivation, of English as a Foreign Language classroom at young-learners-classroom, with questions and comparisons lies at the heart of induction and deduction (Strauss & Corbin, 1998). For further discussion, the study also explains conversation analysis and its implications in the second/foreign language acquisition.

CA-for-SLA has evolved from a pure linguistics background to the more applied linguistics perspective in collaboration with several disciplines. It has started with the discursive perspective and expanded its philosophy and hence its method starting with the sociocultural theory (Lantolf and Thorne, 2000) and sociology (Balli, 2010; Firth and Wagner, 1997) fields of study. Such an impact on the philosophy and methods ended up with a paradigm shift in the investigation of conversation analysis (Pekarek-Doehler, 2010). As a result of the paradigm shift, interaction inside the classroom is accepted to be intersubjective spaces between participants (Markee, 2004) not just like traditional learning in the mind. With the expansion in the understanding of meaning construction, Markee and Kasper (2004) added the notion of meaning-co-construction at talk in interaction. This was the milestone to the socio-cultural perspective and on time investigation of classroom talk. Waring (2013) claimed that there are tacit moments at these spaces referred by previous studies as learning opportunities which may help us to uncover how meaning co-construction has occurred.

Considering the CA and CA-for-SLA impact on the study, it focuses on the classroom interactional moments through the lens of foreign/second language acquisition and aims to portray the design of hushing sequences employed by the pre-service teachers in the study.

### **Participants**

In the study, there are 57 third year English Language Teaching (ELT) students (pre-service teachers) enrolled in ‘Teaching English to Young Learners I and II’ courses in ELT program which was proposed by Higher Education Council. In the course, there are two hours of theoretical didactics and two hours of praxis section which mainly focuses on the



micro teachings and activity design. As applied all over the country as a centralised teacher training system, till the fourth grade of their academic career these student-teacher do not have a chance to practice in a real classroom context, as long as they hire some tutorial courses, which are private and out of curricula. Thus, this micro teaching in a real classroom setting was designed and planned together with the managerial board of daily-care-centre in which micro-teachings were conducted. All permissions were obtained before giving a start to the micro teachings (Jenks, 2011). Since the praxis in the third year of academic does not exist in the set curriculum, permissions also contained information about the significance of the study, research needed and proposed and so on (see Sert, 2010; for a detailed discussion of ELT programs' curriculum). There were 15 five-year-olds in the target class. These were the kids of the administrative and the academic staff of the university.

### **Data Collection & Procedure**

The study took for 7 months. The teacher candidates at first were given an observation task adapted from the book of (Scrivener, 1994: 203-204) with the purpose of familiarizing the student teachers concerning lesson plans and flow at the real-time teaching atmosphere. They were also asked to observe the classroom management skills of the main (original) teacher of the classroom. At the first phase, there wasn't any videotaping activity since the main aim at this step was to increase the awareness of teacher candidates, which seems crucial by (Sert, 2010). The teacher candidates later on, were asked to present in a group of three in the daily-care centre of the university. These presentations were video recorded and transcribed with a transcription convention system (see Sert, 2015; ten Have, 2007; Seedhouse, 2004, 2005) developed by Gail Jefferson. The rationale for working with transcripts and recording clips demonstrated by Ten Have (2004: 52) as sources to be checked again and again which let us revisit and verbal instances occurred naturally in talk-in-interaction.

Adding to videotapes field notes were taken during the classroom experience and group discussions were organized to get the teacher candidates' self reflections weekly to prevent any possible obstacle we may encounter.

### **Data Analysis**

Data gathered through video recordings were analysed case by case to interpret and induce manoeuvres of student teachers concerning hushing with an emic perspective. The purpose of embracing an emic perspective (Wong & Waring, 2010; Waring, 2009; Markee & Kasper, 2004; Sert et al. 2015; Robinson, 2013; Ten Have, 2004, 2007; Sidnell, 2009) initiated by Pike (1967) as; Emic perspective is a way of looking at language and social interaction from



an 'insider's' perspective, i.e., stepping inside the shoes of participants to understand their talk and actions.' Since emerging from an ethnomethodological background, in which social actions are considered to be investigated, an emic perspective has been accepted as the most relevant and applicable way to inquiry instances of social actions without any pre-suppositions or research proposal sketches. The central focus was to unfold interactional patterns in the classroom conversation of participants who were student teachers, five-year-olds and main teacher current there, inside the classroom. Such a bottom-up approach to the collected qualitative data gave us the opportunity to induce interactional and linguistic patterns commonly and repeatedly occurring with an order in the data. 'Why this, in this way, right now?' (Üstünel and Seedhouse, 2005), analytic and sceptical eye helped us to comprehend and interpret the cases constructed mutually by participants. With the focus on turn constructional units and transition relevance places (Sert, 2015; Sert et al. 2015) which sustain turn allocation and turn giving opportunity to maintain a conversation, management in classroom interaction concerning hushing as investigated in the study. Hushing deployments at the transition relevance places (Waring and Hruska, 2011) were analysed to unfold interactional features.

## FINDINGS

Hushing has been deployed at multiple units through pre-service teachers' micro teachings at young-learners classroom. Apart from one pre-service teacher, the rest of the pre-service teachers deployed hushing with the purpose of silence management. And that one and the only pre-service teacher used hushing as a strategy to draw their attention. The purpose was seen to be creating a common language regarding classroom language and management. Therefore, that one sample was excluded as it was not the representation of actual 'Hushing' utterance. With the sequential focus on the transcriptions, there induced two interactional themes concerning 'Hushing'. The main themes emerged in the data are named as (1) Hushing for Management at Off-Task-Talk Sequences, (2) Hushing for Management at Task Conveying Sequences. Subtitles also emerge and are going to be discussed in detail.

### Hushing for Management at Off-Task-Talk Sequences

In Extract 1, hushing is uttered by pre-service teacher 'T' with the purpose of warning to an off-task-talk (see Markee, 2005).

#### Extract 1

1. T: hadi hep birlikte tekrar edelim (0:03:21.3)  
(tr: let's repeat all together)

2. CC: ( ) ((off task talk))
3. →T: HişT (0:03:23.2)  
(tr: hush)
4. T: dinleyin sessiz olun (0:03:24.7)  
(tr: listen be quiet)
5. T: (0:03:26.2) snowy
6. CC: ↑ snowy (0:03:28.3)

This extract is a part of the repetition drill activity. T (pre-service teacher presenting at that moment) wants to cover up with the repetition activity of the words regarding weather conditions. In line 1, T initiates a turn to the whole group to repeat the previously studied word. In line 2, even though kids responses T's initiation, they utter off-task talk which is inaudible. Thereupon, T takes the turn back and with a stressed high pitched voice gives hushing. This overlaps with the Markee (2005), who refers to interactional gaps at the moments of starting a new topic while teaching. Markee (2005) states that these interactional gap moments are the possible times may cause misunderstanding or not-understanding and this becomes the triggering point for such off-task talk. In the following line, T extends the turn and appeals attention-silence request talk. After this request, there occurs a silence check pause for two seconds so as to begin the activity. This pause is exactly signalling the checking whether to continue the task pre-designed or to wait for possible off-task talk extensions by kids. After that pause, T starts with (continues the task) repetition drilling with stressed word 'snowy'. And this is a form of initiation and response adjacency pair (Sacks et al, 1974) in line 5 and 6.

## Extract 2

1. T2: water milk ve tea (0:03:25.3)  
(tr: water milk and tea)
2. Cx: ( [ ] )-
3. Tmain: [hu]s:h (0:03:27.7)
4. T2: biz sırayla Peter ın (.) bu içecekleri bulmasını sağlıcaz anlaştık mı, (0:03:32.4)  
(tr: one by one we will help Peter to find out these bevarages, deal?)
5. CC: ↓ anlaştı:k  
(tr: deal)

In the Extract 2, T2 aims to teach vocabularies 'water, milk and tea'. So the extract begins with the initiation of T2, which is a repetition of the words and beyond that aims at awaking the kids' alertness for the coming activity. This repetition is comprehended as a de facto command policy signalling to repeat by T2. However, response by Cx is nothing yet

another off-task-talk which is also inaudible comes to the scene. Following that, in line 3, the original teacher of the class intervenes and displays an over-controlling behaviour which can be induced from the overlapping utterance of the main teachers. Tmain with the hesitation of control lose by T2 utters 'hushing' to an off-task-talk sequence in line 2 with the aim of silence control. This line also shows that how hushing is deployed by either professional/experienced teacher as in this extract 2 or by pre-service/novice teacher as in the extract 1. Extract 2 continues with the T2's sequence. In line 4, T2 immediately takes back the turn and continues with the initiation of the activity ,biz sırayla Peter in (.) bu içecekleri bulmasını sağlıcaz anlaştık mı,(tr: one by one we will help Peter to find out these bevarages, deal?'. This is an example of a task completion context (Seedhouse, 2005) by T2. Finally, all kids in the chorus acknowledge the initiation by T2 and the task continues.

### **Hushing for Management at Task Conveying Sequences**

The Extract 3 deals with the pronunciation of the word 'spring- /sprɪŋ/'. To prevent a possible fossilization T3 repeatedly gives the correct pronunciation of the word 'spring'. Therefore, the extract is an example of a pronunciation focused vocabulary teaching section.

#### **Extract 3**

1. T3: hava ısındı dimi (.) hangi mevsimde  
(tr: it gets hot doesn't it (.) which season)
2. CC: /shpr[::::ŋ/]
3. T3: / [spr::: ] ::ŋ/ hadi söyleyelim mi hep beraber  
(tr: let's say it all together?)
4. Cs: /shpr::ŋ/
5. T3: /spr:::ŋ/
6. CC: (/shprɪŋ/ )
7. T3: (.) hush + ((to whole group))
8. T3: +((turns her face another pupil)) hangi mevsim  
(tr: which season)
9. Cs: /shpr::ŋ/
10. CC: /spr:::ŋ/

The extract begins with an initiation aiming at triggering the background knowledge of the kids "hava ısındı dimi (.) hangi mevsimde (tr: it gets hot doesn't it (.) which season)". There is another key point to consider here that after a question tag initiation of a turn, there is a small pause that lets any kids take the turn. However, T3 expands her turn, due to not getting any response to her initiation. Yet, T3 insists on getting a response in another way which is triggering background knowledge of the kids by uttering ,which season'. This insistence by T3 works and in line 2, all kids utter spring, even though it is mispronounced.

This sequence overlaps with the following line due to the mispronunciation. That is understood with the initiation of T3 as an expansion of her turn. There T3 initiates another repetition with the hope of a correct response from all kids. However, in line 4 Cs before other kids jumps into the scene and takes the turn and continues mispronunciation of the word 'spring'. The mispronunciation is totally the same as the utterance in line 2. Interestingly, quick utterance by Cs blocks the others' response and makes them silent. After that T3 again takes back the turn, with a repetition drill she repeats the correct pronunciation of the word in line 5. This repetition is also an initiation with the expectation of getting the correct pronunciation. More interestingly, this time all of the kids take the turn in the chorus but unfortunately they utter mispronunciation again. With the comprehension of the continuum of the mispronunciation, T3 in line 7, after a short pause, which can be seen to be a pause for inner talk/think, pedagogical aim check and other plans possible to administer, she gives a hushing to the whole group with the purpose of pausing the ongoing conversation to redesign and reach the initial pedagogical foci. Thereafter, T3 turns back to the situation that Cs' initial pronunciation and with a specific orientation to Cs initiates a turn as in the very first line of the extract ,hangi mevsim (tr: which season)'. And in the last line 9, Cs takes the turn and responds to the initiation, yet again with another mispronunciation of the word. And finally the other kids take the turn and give the correct pronunciation of the word. From this extract regarding hushing, it was deployed with the purpose of a task completion. Since, after mispronunciation sequences and wrong responses to initiations, T3 gives hushing as a leaping point to restart to convey the task. If she didn't utter hushing (for this sample) and continued drilling activity without a pause, the fossilization could have observed and kids would not be able to change to rethink and realize the ongoing mispronunciation. Most probably, kids would assume that as repetition continues then there is nothing wrong.

## DISCUSSION AND CONCLUSION

When two main functions of hushing are considered, there are major differences between the functions of these features. 'Hushing for Management at Off-Task-Talk Sequences' functions as ending a noise, off-task-talk and unexpected utterances to continue with the pedagogical task plans. Whereas, 'Hushing for Management at Task Conveying Sequences' can be explicated as the sequence of warning to the possible unexpected outcome of the intended flow of the task. To understand the situation more, first two extracts (extract 1 and 2) mainly show that hushing is deployed towards the off-task talk, on the other hand in the last extract (extract 3) hushing is deployed with the realization of mispronunciation continuum by the T. This hushing sequence clearly illustrates the T's control over the flow of

the lesson and students' performance on the task going on. Besides, while Hushing for Management at Off-Task-Talk Sequences seem to aim at stopping a noise which is disturbing and blocking the flow of the lesson, Hushing for Management at Task Conveying Sequences seem to be uttered to control possible unexpected outcomes of the task. Further, the former hushing sequences directly focus on managerial mode (Walsh, 2006), yet the latter ones mainly focus on skills and system mode (Walsh, 2006).

To further the understanding of such hushing utterances Thornberg (2006) stresses the way the hushing is appealed and concludes that teachers' hushing may block conversation, demoralize some students, and sometimes do not let any whispering even which may end construction of meaning and boost affective filter of the students. Such hushing endeavours by T and Tmain in this study also come to the scene and enacted as a masking effect as claimed by Thornberg (2004, 2006). The hushing sequences in the study which aim at direct warning to the kid giving off-task talk somehow prove that the both T and Tmain are not tolerant to such utterances. This clearly shows that how behaviouristic biased manoeuvres are embraced by both T and Tmain. In contrast with these claims, there are also sequences which are not directly focusing on behavioural management of the kids, instead of task completion. Such sequences in contrast to previous ones, ignore (Waring, 2011) misbehaviours instead of immediate warnings and continue with the task and the pedagogical plan as in the extract 1. Moreover, management of learning is also observed in the data, as in extract 3, T realizes the mispronunciation insistence or failure by kids and immediately, gives a break that is aiming to draw attention to an ongoing wrong utterance.

Another point to discuss in the study is the noise control by T and Tmain. In the study, T and Tmain seem to be intolerant to the off task talks blocking the flow of the pedagogical task pre-designed. To Cohen et al. (1980) the pupils inside noisy atmosphere resulted in the failure in the high level puzzles. In addition, teachers also were reported to lose their motivation (Kryter, 1985). In addition to that Lundquist (2003) also reports that noise may have a masking effect of the other voices and therefore, it may block perceiving one another's speech as well. This shows how it may block the comprehension of the meaning and retaining the task designed. In accordance with such a conclusion, in the study, particularly in the managerial mode (Extract 1 and 2), masking effect and loose of motivation in the teachers' mode of teaching and learners' attention on the task are observable too.

To conclude that, over-controlling manner at young learner classrooms may end up with nothing but failure in managing the pre-designed pedagogical task at all. Taking noise as the only phenomenon to manage that pedagogical task is another way of inhibiting learning. Kryter (1985) even claims that such practice is psychologically harmful. Another point to consider is that, as Coupland (2014) claims, lack of training is a challenging manner

in young learner classrooms. Considering the experiences of the Ts in the study, it can be concluded that the more they gain experience, the more conscious they may become. Overall, the study implies that more practicum sessions and changes are to be crucial for the pre-service teachers to boost their future careers in teaching. In addition, specialization on the grades is to be underlined in the curriculum or even departmental classifications during their Bachelor's degree are to put in into practice.

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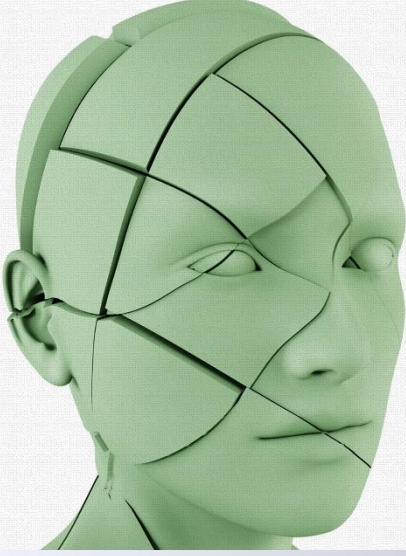


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# TÜRK BİLİMKURGU EDEBİYATI VE ARKETİPLER

DR. VELİ UĞUR



## ZEYNÎ EFENDİ'NİN ENVÂRÜ'L HÜDÂ'SI ÜZERİNE DİL İNCELEMESİ

MURTADHA S. NAJMUDEEN



MAKSUT YİĞİTBAŞ

## Edebiyatın Ebemkuşağı Halit Ziya Hikâyeciliğinde Renklerin Dili



## Yazma Sanatı

Türkçe Doğru ve Etkili Yazma Teknikleri

Prof. Dr. Önder Göçgün

